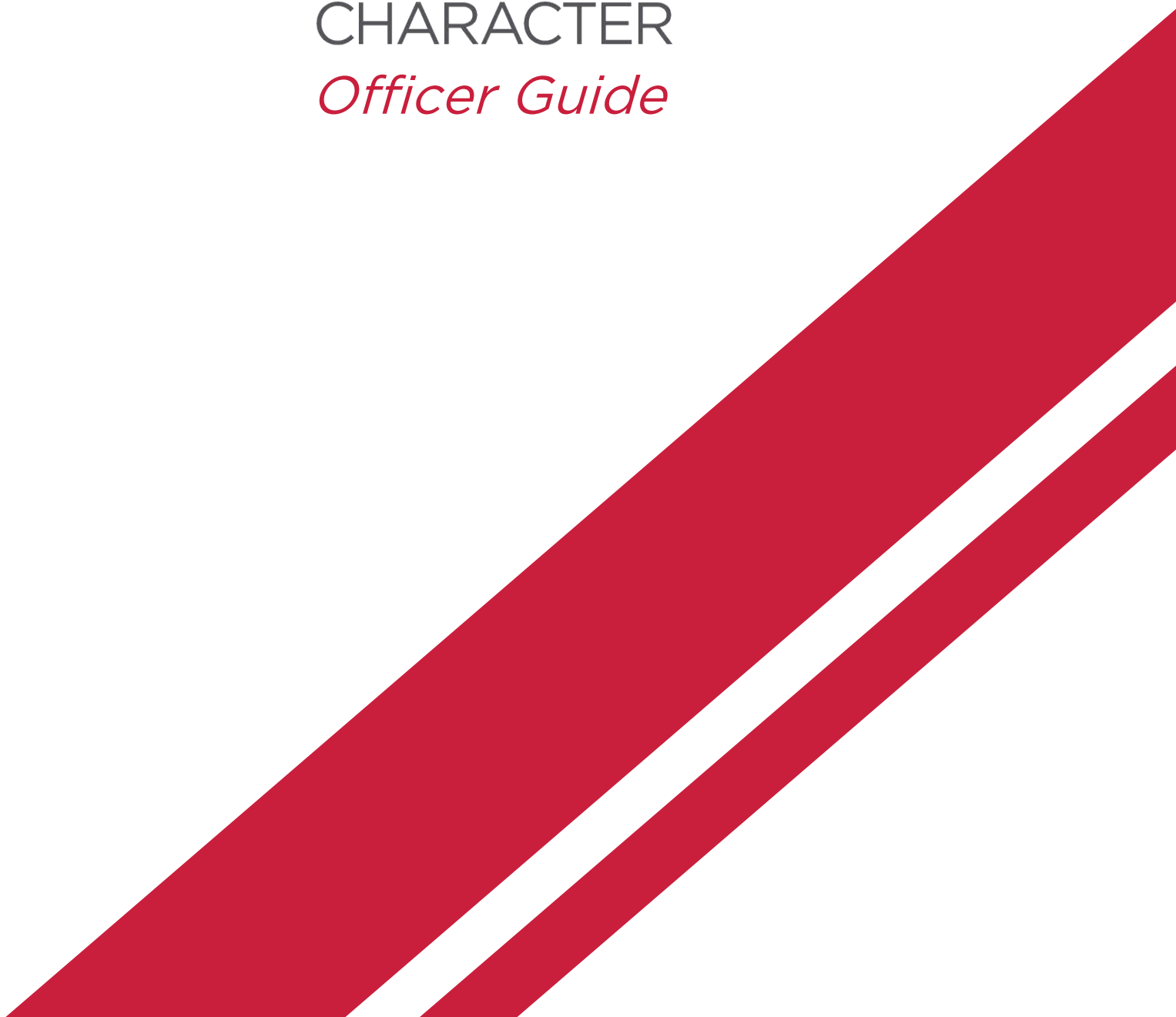


CARDINAL JOURNEY



CHARACTER

Officer Guide



CARDINAL JOURNEY

CHARACTER

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CARDINAL JOURNEY

CHARACTER

INTRODUCTION TO *CHARACTER IN PHI SIGMA KAPPA*

Cardinal Journey Overview

Cardinal Journey is Phi Sigma Kappa's comprehensive member development program that begins when brothers join the Fraternity and continues throughout their undergraduate experience.

Character in Phi Sigma Kappa includes topics focusing on intrapersonal skills, acting with integrity, and developing into a successful college graduate and Phi Sigma Kappa alumnus. Topics include diversity, equity and inclusion, emotional intelligence, resiliency, mental wellness, and being a good human being. Members have the opportunity to grow in a way that will allow them to be productive and contributing citizens of their communities.

Expectations

This program should be facilitated by the Brotherhood Chairman, Diversity Equity and Inclusion Chairman (if applicable), the Vice President or another appointed officer that best fits the chapter's officer structure.

Chapters can choose to complete the programming expectations either as a group, such as conducting workshops and discussions at chapter meetings, or have members complete individual tasks on their own time. Individual tasks could include listening to a specific podcast or attending a diversity, equity, and inclusion speaker on campus.

Chapters should cover at least one topic per semester, utilizing the list of topics below as a guide.

Topics

The following topics can count towards *Character in Phi Sigma Kappa* programming expectations:

- Diversity, equity, and inclusion
- Mental health and wellbeing
- Having tough and better conversations
- Emotional intelligence
- Resiliency/grit
- Supporting others through crisis or challenges
- Bystander intervention
- Values congruence/integrity
- Civil discourse/healthy debate and discussions
- Managing friendships/relationships

Resources provided by International Headquarters

IHQ has provided the following discussion guides; each is noted with the topic it covers from the list above. Links to the facilitator guide are provided within each title below.

- **Addressing Biases and Microaggressions** (*diversity, equity, and inclusion*)
- **Bouncing Back from Mistakes** (*resiliency/grit*)
- **Developing Emotional Intelligence** (*emotional intelligence*)
- **Disrupting Harmful Behavior** (*bystander intervention*)
- **Overcoming Adversity through Resilience** (*resiliency/grit*)
- **Talking about Tough Stuff** (*mental health and wellbeing or supporting others through crisis or challenges*)

Tips for success in completing *Character in Phi Sigma Kappa*

1. Seek out campus events, speakers, and workshops that are already offered to students on your campus and have members attend.
 - Discuss as a brotherhood at your next chapter meeting.
 - You can utilize the discussion questions provided in the **Additional Resources and Conversation Starters** to debrief.
2. Invite someone from your campus to come and speak to your chapter.
 - For example, someone from the diversity/multicultural center or counseling services could present on a topic within their expertise.
 - They can present their own material or utilize the discussion guides for one of the IHQ-provided workshops.
 - See the **Tips for Hosting a Guest Speaker** resource in your chapter to make the workshop a success.
3. Ask different brothers or one of your local Chapter Advisers to facilitate the workshops so it doesn't fall on one officer.
 - For example, the Risk Management Chairman can present on bystander intervention, or your Chapter Adviser could facilitate the mental health conversation, since he's a licensed counselor.
 - If you or another undergraduate officer are facilitating, check out the **Facilitation Best Practices** resource to prepare yourself to best lead the conversation.
4. Plan ahead—figure out at the beginning of the semester which topic will be covered how, and when.
 - See the **Sample Programming Calendar** resource for how to incorporate Cardinal Journey programs and Member Safety Programming expectations within your chapter's calendar.
5. Mix up chapter-level workshops with individual tasks or challenges.
 - For example, cover the civil discourse topic by asking a faculty member who teaches debate into your chapter meeting, and cover the values congruence topic by having your fraternity/sorority life adviser come and present an activity on defining your personal values.
6. Provide incentives for members to complete expectations.
 - For example, offer points for how many topics members cover on their own and give a gift card prize at the end of the semester for who has the most points.
7. Be sure and work with your IHQ chapter coach and let them know what programming topics you are choosing to focus on.

- They can also help you come up with ideas to complete programming expectations!

The three phases of Cardinal Journey:

Cardinal Journey was never just for associate members. As a Fraternity, we value lifelong learning through the continuous pursuit of our three Cardinal Principles. This is why the program was designed to reflect our three Cardinal Principles—as this is an expectation for all members: associate, initiated, and alumni. See the chart below to differentiate between the three phases of Cardinal Journey and better understand their purpose, audience, what materials are provided, and the expectation of the chapter to complete programming.

	<i>BROTHERHOOD</i>	<i>SCHOLARSHIP</i>	<i>CHARACTER</i>
PURPOSE	Integrate associate members into Phi Sigma Kappa	Developing academic, personal, and professional skills	Developing interpersonal skills
AUDIENCE	Associate members	Initiated members	Initiated members
MATERIALS PROVIDED	Meeting guides and associate member worksheets	Discussion guides, list of podcasts, videos and articles with discussion questions, how to use campus resources	Discussion guides, list of podcasts, videos and articles with discussion questions, how to use campus resources
EXPECTATIONS	Minimum of eight topics covered before initiation, which should occur after six weeks; some topics to occur in specific order	Minimum of two topics covered each academic year at any point	Minimum of two topics covered each academic year at any point

CARDINAL JOURNEY

CHARACTER

ADDRESSING BIASES & MICROAGGRESSIONS IN PHI SIGMA KAPPA

PREPARATION:

- Identify a facilitator: This can be a chapter officer, preferably one with experience in facilitation. Consider asking a guest speaker from the diversity, equity, and inclusion office or fraternity/sorority life office to facilitate this workshop for your chapter.
- This workshop builds off of the *Inclusion in Phi Sigma Kappa* session from the *Brotherhood in Phi Sigma Kappa* program and the Understanding Identities and their Impact Member Safety Programming topic. While these programs are encouraged, they are not required to participate in this conversation.
- This discussion may be difficult for members to engage in. While we provide an estimated time to complete this workshop, we encourage the facilitator to go slow and let members sit with and digest the content.
- It may be helpful to have members watch the video ahead of the workshop to save time. If that is not feasible, make sure you have proper audio/visual capabilities to show the video in a way that everyone can see and hear.

TOTAL ESTIMATED TIME: 35 MINUTES

WORKSHOP OUTCOMES:

- Define implicit bias and microaggressions and provide examples of these concepts.
- Describe how implicit biases are formed and how they can impact different people's everyday lives.
- Explore your own biases and their effects on yourself and others.

INTRODUCTION: 10 MINUTES

Welcome everyone to the workshop and introduce the topic as addressing biases and microaggressions to promote inclusivity.

Share instructions:

- We're going to watch a short video to introduce the topic of today's workshop.
 - <https://www.youtube.com/watch?v=GP-cqFLS8Q4>
 - *Pause at the 3:35 mark.*

Discuss:

- What were your reactions and feelings to the video?
- How did you initially visualize the pilot, the couple, and the CEO?
 - On one hand, you need to visualize something, and it isn't wrong to visualize a white pilot, a straight couple, or a male CEO, because they exist. But studies show that people will overwhelmingly visualize these examples to the point that other examples are ignored.

***Facilitator note:** It is important to strike a careful balance here. On one hand, you should communicate the importance of managing implicit biases that we all have, while also giving space for members to react when confronted with the idea that we all have these biases in one form or another. Give them the space to be defensive about the idea, while not derailing the conversation.*

IMPLICIT BIAS: 10 MINUTES

Share:

- These kinds of quick mental assumptions we make are referred to as implicit or unconscious bias.
- As Valerie explains in the video, our brains develop these biases over time as we experience the world around us, meet new people, and learn new things.
- Relying on these biases helps our brain save time by making quick decisions and helping us deal with everyday situations.
- That's why some things that we do every day or on a regular basis feel like they're done on autopilot, and we don't necessarily have to think about each and every step of a process that we've already done hundreds of times before.
- When our brains use these biases to quickly react, it is referred to as using our "fast brain". This fast brain response is an extension of survival instincts that our ancient ancestors needed to stay safe in the wilderness.
 - You might remember exploring this topic of fast brain thinking in the *Inclusion in Phi Sigma Kappa* session in the *Brotherhood in Phi Sigma Kappa* program.
- A couple of things to note about implicit or unconscious biases:
 - Everyone has them. That's how the human brain works. We have them about people, places, plants and animals, the food we eat, and the activities and habits we engage in.
 - These biases work on an unconscious level, meaning they can influence how we react to different situations without us thinking about them.
 - Implicit biases form over your lifetime and are based on what you are most commonly exposed to throughout your life. This also means that implicit biases are flexible and changeable, but that takes time, exposure to different stimuli, and a certain level of intention.

Discuss (share examples below each question after participants respond):

- What are some examples of when fast brain thinking is helpful?
 - Examples could include the assumption that someone slurring their words is drunk or that a young woman walking home alone at night could be a vulnerable target. Implicit biases might tell you that these people need help, but they may not want or need help. If you think they could use help, politely offer it, if you are able to. Sometimes, they may not need or want your assistance, but you are able to feel confident in knowing you offered.
- When would fast brain thinking not be helpful?
 - Examples might include the assumption that a black man walking into a convenience store at night is dangerous or the assumption that a person with an accent was born abroad. Implicit biases might encourage you to act (e.g., avoiding eye contact with the black man in the convenience store, asking the someone what country they are from), even though those biases might be, and often are, incorrect. Acting based on your implicit biases in these situations can cause serious repercussions for you and others.
- How can we prevent and correct implicit biases?

- Prevention: Call out examples of implicit biases with family and friends in a non-judgmental, helpful way. If the person feels judged, they might get defensive and avoid interacting with you. They may also just need some time to take in your criticism before understanding how they were acting in a biased way. However, if they feel empowered to recognize and prevent future examples of implicit bias like microaggressions, they might change their ways.
- Correction: If someone tells you that you have acted on some implicit bias or performed a microaggression, take a few minutes to reflect on what they said before responding. You can even say, “I need a minute” to give yourself some breathing room. Then, ask yourself whether you acted on an implicit bias and, if so, how you might minimize doing so in the future.
 - It is natural to act defensive in these situations and to say things like, “But I didn’t mean it that way” or “it was just a joke.” You should feel empowered to defend yourself respectfully, but you should also recognize that this is an opportunity. They are offering you the chance to improve yourself and avoid a similar situation in the future.
 - Everyone has implicit biases, so it’s not a character flaw to have them or to act on them. But you should always work on improving yourself, and you should thank people who have allowed you to grow by telling you about your own biases.

Share:

- Just as we have fast brain thinking, we also have what’s referred to as “slow brain” thinking. This is when we think past the initial fast brain response, usually when we need to look at situations more in depth or solve a complicated problem.
- For example, most of us can solve a simple addition problem like 2+2 with fast brain thinking, but a lot of us would need to transition into slow brain thinking to solve a more complicated multiplication problem like 24x37 (which comes out to 888, in case you were curious)!
- Anytime we need to stop and think, it forces our brains to move from fast to slow and gives us time to move past our biases.

MICROAGGRESSIONS: 10 MINUTES

Share:

- This workshop is not designed to make us feel bad about ourselves for having implicit biases, but to help us acknowledge that we have them. The better we understand how our biases can influence how we interact with other people, the more we can avoid potentially negative impacts.
- One negative way that implicit or unconscious biases can influence our interactions with others is referred to as microaggressions.

Discuss:

- Can anyone explain what a microaggression is, or provide an example of one?
- *Share this definition and examples after others have shared:*
 - Microaggressions can be described as subtle verbal or nonverbal insults, or disparaging messages communicated toward someone with a marginalized identity, such as a person of color, someone whose English is not their first language, or someone who identifies on the LGBTQ+ spectrum. They usually

come from someone who has positive intentions but is unaware of the potential negative impact they can have.

- Examples:
 - “You are really pretty for a Black girl.”
 - “I’m not usually into Asians, but you’re an exception.”
 - “Hey Jim, do they make Chinese food like this in your home country?”
 - Jim is a Korean American who was born in the US and has never visited China or South Korea before.
 - “You could totally pass as white/straight/cisgender, etc.”
 - “You don’t act like other Black/gay/Latinx people I’ve met before/seen on TV.”
 - “You speak so well, I thought you were white over the phone.”
 - “Joey will make a good Treasurer. He’s Jewish, so he should be good with money.”
 - “Everyone likes you (a girl whose friends with many brothers) because you can hang with the guys. You’re not like normal girls.”
 - Everyone is getting onto the bus for a formal with another sorority. The advisers are doing jacket and bag checks for drinks. When it’s Mohammad’s (an international member from India) turn, the sorority’s adviser makes sure to be extra thorough, asking him to turn out all of his pockets and starting to pat him down before someone asks her to stop.

Share:

- While a microaggression may not seem like a big deal, a lot of them over time can really wear someone down.
- Just like how everyone has their own implicit biases, we can pretty safely assume that we’ve all made a few microaggressions in the past.
- Sometimes we realize it afterwards, other times it goes completely over our heads that something we said, and likely intended as a compliment, was not received that way by someone.

Play video:

- <https://www.youtube.com/watch?v=hDd3bzA7450>

Discuss:

- What did you think of the video?
- Does the mosquito bite analogy help explain how, for some people, microaggressions can become a really negative experience?

WRAP UP: 5 MINUTES

Share:

- As we mentioned before, everyone has implicit or unconscious biases, and because of that, it’s likely that we’ve all made microaggressions towards other people before, even if we were well intentioned. That’s okay. The important thing is to recognize that, and work to do better when someone lets you know your bias is incorrect or hurtful.
- One of the best ways to avoid making microaggressions and acting based on our biases is to rely on our slow thinking more often.

- Be ready to politely let someone know when they acted on their biases and be open to being told the same thing. The goal is help each other grow and get better.
- Additionally, it is important for us to let each other know when we have made a microaggression or biased statement. Even if it was meant as a joke, it can still have a strong impact on those who it was directed at, as well as the rest of the people who may have heard it.

Ask if anyone has any questions about the topics discussed today. When finished, close out the workshop by doing the following:

- *Re-capping any of the talking points you feel are important or that did not stick with participants.*
- *Reminding them that Phi Sigma Kappa invests in them as a leader.*
- *Indicating you hope they found the workshop beneficial.*
- *Remind them about the additional workshops or program requirements to complete Character in Phi Sigma Kappa, if applicable.*
- *Thanking everyone for their time and participation.*
- *Any other applicable closing chapter announcements.*

CARDINAL JOURNEY

CHARACTER

BOUNCING BACK FROM MISTAKES

PREPARATION:

- Identify a facilitator: This can be a chapter officer, preferably one with experience in facilitation, or the President, Vice President, Sentinel, or Risk Management Chairman. Consider asking one of your local Chapter Advisers or a guest speaker from the health and wellness office or counseling center to facilitate this workshop for your chapter.
- This workshop is ideal for a Brotherhood Circle setting, similar to those in the *Brotherhood in Phi Sigma Kappa* program.
- In the “Four Components of a Personal Restoration Process” section, there are different ways to approach sharing the four components. Please review each method ahead of time and select which one you believe fits for your group.
- In the “Creating a Personal Restoration Plan” section, you may want to have the outline shared on a screen or dry erase board so members can see the outline.
- Some of this content may be personal in nature and may require some follow-up with individual brothers depending on what was shared and reactions to shared content.
- A personal restoration workshop may be used for a variety of concerns in response to individual behavior or decision-making that falls short of chapter expectations.
- Your campus counseling office or health and wellness office may also have additional resources or support available if members struggle with this topic.

TOTAL ESTIMATED TIME: 30 MINUTES

WORKSHOP OUTCOMES:

- Describe the concept of personal restoration.
- Describe the impact of harm on self and others.
- Identify the four components of a personal restoration process.
- Create a personal restoration plan.

INTRODUCTION: 5 MINUTES

Welcome everyone to the workshop and introduce the topic as personal restoration, which is addressing past negative behaviors and repairing harm you may have caused.

Discuss:

- For this workshop today, we are going to walk through the process of personal restoration; or overcoming a mistake you made.
- Think of a time when you said or did something that you later realized probably made someone upset.

- **Facilitator tip:** *Share these examples to help them come up with personal examples if they are struggling:*
 - You joked about their cooking, but they took it harder than you intended because they've been trying to improve their cooking skills.
 - You shot an associate member's idea down before letting him fully explain it, so now he hardly ever suggests ideas during chapter meeting.
 - While trying to fit in and impress a new group of friends, you said something that really hurt a close friend of yours.
 - You tweeted something that you did not realize was offensive to a lot of people on campus, which now has everyone in the chapter feeling the tension from your actions.

Share:

- Thank you for sharing. Personal restoration is a process an individual may experience in a guided fashion or on his own following some event that resulted in a loss of status or stature.
- Personal restoration is grounded in restorative justice principles and is intended to help guide an individual toward a path of restoration through deep self-reflection.

Discuss:

- Can someone provide an example of a behavior or action that negatively impacted other people?
- Try to keep it anonymous. You can describe them by pseudonym, title or relationship (no names) who may have experienced harm and what sort of harm that person experienced.

Facilitator tip:

- *Share the following example or come up with your own.*
- *A student on the fourth floor of a nine-story high-rise campus residence hall pulls the hallway fire alarm at 3:30am on a Thursday night.*
 - *Who was harmed? Residents on the floor, residents in the building, building staff, facilities operations staff who get called out to reset the alarm, fire department personnel who have to respond to an active fire alarm, police who respond to the fire alarm, etc.*
 - *What harm was caused? Loss of sleep, students miss class that morning to catch up on missed sleep, students who have quizzes or tests scheduled that day, fire department resources were diverted to campus instead of for a possible real fire in town, etc.*

Share:

- Thank you again for sharing. In reality, bad things happen to good people. And unfortunately, bad things can happen at any time.
- Sometimes the person who did the act or made the decision that resulted in harm, may not even have known they caused others harm by their actions.
- The most important step in a restoration process is the ability of the individual to recognize the harm that was caused, even if unintentionally.
- They also need to have the internal desire to "right the wrong" and the willingness to assume responsibility to repair any harm caused to others.

FOUR COMPONENTS OF A PERSONAL RESTORATION PROCESS: 10 MINUTES

Discuss:

- Who or what motivates you to try your best or do good by others?
 - *Share examples such as mother, father, brother, sister, teacher, pastor, coach, best friend, etc.*
- What is it about the importance of this/these relationship(s) that causes you to want to succeed?
 - *Share examples such as trust, family, expectations, love, admiration, support, etc.*

After discussion has ceased, move on to reviewing the four components of a personal restoration process.

Facilitator note: *There are a number of ways you can approach reviewing the four components. Please review each method below and select the best approach ahead of time.*

1. *The facilitator can read through each item. This will probably be the most time efficient but may not hold attendees' attention well.*
2. *The facilitator leads the group as a whole through each item, asking the group to try and define each item before the facilitator fills in any gaps and moves on to the next item.*
3. *The facilitator splits the group into four small groups, assigning one item to each small group. The small group then has about five minutes to discuss how the item fits into the personal restoration process. Each group will then report their answers to the large group, with the facilitator filling in any gaps. This will take a little longer but will also be more engaging.*
4. *Select one of these methods, and then share the four components below in selected method.*

Review the four components using the method you selected above. Definitions for each are provided below each component.

1. Self-awareness
 - *Willingness to be vulnerable*
 - *Feelings*
 - *Emotions*
 - *Pride*
2. Self-reflection
 - *The why*
 - *Truth*
 - *Social pressure*
 - *Peer influence*
 - *Risk-taking (a dare)*
3. Responsibility
 - *Desire to not do it again*
 - *Incongruent (not who I am)*
 - *Regret*
 - *Pain*

4. Willingness to act
 - *Shame*
 - *Experience loss (job, relationship, role, etc.)*
 - *Desire to prove oneself*
 - *Desire to right a wrong*

CREATING A PERSONAL RESTORATION PLAN: 10 MINUTES

Share instructions:

- Now that we have a better understanding of harm, the impact of harm, and the “why” behind personal restoration, let’s take time to identify an outline of our own plan to repair harm that each of us may have caused at some point in our life not matter how big or how small.

Make sure to share the following template outline to participants either already typed out on a piece of paper, on a flip chart paper, or on a dry erase board:

1. Recognize the harm that was caused (Zehr, 2015).
 - Harms
 - What happened and how did it harm others or property?
 - Needs
 - What are the needs of those harmed or property that was harmed?
 - Obligations
 - What does the person who caused harm need to do and why?
2. Identify a personal support team, which typically includes three to five people.
 - Who will support you?
 - Who will help you process your feelings and thoughts?
 - Who will hold you accountable to finish the plan?
3. Develop a plan to begin to repair identified harms.
 - List each identified harms in step one and brainstorm action(s) that may begin to repair each harm listed.
 - **Facilitator tip:** *Brainstorming means to include any and all ideas no matter how silly or improbable.*
 - *Share this example if needed:*
 - *Harm: Cheated on a quiz*
 - *Possible repair actions: Report self to teacher or school, apologize to teacher, take a zero on the test, volunteer to tutor or help other students study, or study with a trusted classmate to make sure you are prepared.*
4. Take action.
 - For each harm, identify the one or two actions you feel have the most impact and potential to repair that specific harm.
 - This list of harms and paired action items becomes our Action Plan.
5. Reflect and process out.
 - Upon completion of the action plan, discuss the whole process of personal restoration including any results with your support team.

WRAP UP: 5 MINUTES

Share:

- I hope this discussion was helpful toward beginning to recognize harm and identifying a path to begin to repair harms caused.
- This process may help you process a difficult setback or may help you be a support resource to a peer, friend, or family member.
- When moving through a personal restoration process, keep the focus on helping the other person, not just making yourself feel better about the situation.
- The biggest impact happens when we are willing to be vulnerable and reflect on our actions and how to make the situation better.
- Repairing harm and developing forgiveness takes time. An apology does not entitle you to immediate forgiveness but is the first big step towards it.
- Actions speak louder than words. It may be hard for someone to forgive actions when they see that person who harmed them repeating the same behavior.
- If you're looking for more resources or related content, I encourage you to explore what the campus counseling or health and wellness offices on your campus have to offer.

When finished, close out the workshop by doing the following:

- *Re-capping any of the talking points you feel are important or that didn't stick with participants.*
- *Reminding them that Phi Sigma Kappa invests in them as a leader.*
- *Indicating you hope they found the workshop beneficial.*
- *Remind them about the additional workshops or program requirements to complete Character in Phi Sigma Kappa, if applicable.*
- *Thanking everyone for their time and participation.*
- *Any other applicable closing chapter announcements.*

CARDINAL JOURNEY

CHARACTER

DEVELOPING EMOTIONAL INTELLIGENCE

PREPARATION:

- Identify a facilitator: This can be a chapter officer, preferably one with experience in facilitation. Consider asking one of your local Chapter Advisers or a guest speaker from the health and wellness office or counseling center to facilitate this workshop for your chapter.
- It may be helpful to provide a list of emotions/feelings to members or have it readily available during the session. A part of emotional intelligence is being able to put words to and describe how we are feeling, so having a list can be helpful if members struggle to describe how they feel. You can find one example here: <https://cmhanl.ca/app/uploads/2019/09/Feelings-Wheel-Handout-2019.pdf>

TOTAL ESTIMATED TIME: 35 MINUTES

WORKSHOP OUTCOMES:

- Define emotional intelligence.
- Describe the four components of emotional intelligence.
- Explain at least two ways emotional intelligence is important as a member of Phi Sigma Kappa.
- Identify ways to improve emotional intelligence.

INTRODUCTION: 5 MINUTES

Welcome everyone to the workshop and introduce the topic as discussing emotional intelligence.

Share:

- In a lot of ways things like being in a fraternity, being a leader, working on a group project, or interviewing for a new job all boil down to relationship management.
- In order to effectively manage relationships, we need strong emotional intelligence.
- Before we jump into trying to define emotional intelligence, or what we may refer to as EI, let's start with a quick activity.

Share instructions:

- I'm going to read through a couple of prompts. For each one, I want you to jot down or take note of how you might feel or act in that situation.

Facilitator note: Feel free to use as many of the provided examples as you like or switch them out for ones that may better connect with the chapter. Four to five prompts will probably be enough to get participants warmed up.

- Think about how you felt when:
 - You were elected or appointed to a leadership role.
 - You got a grade back on a test or paper that was lower than you expected it to be.
 - You offered what felt like a really good idea to you, but it got a lot of negative feedback.
 - You see a puppy!
 - Your favorite team finally wins a championship.
 - Your best friend is going through a tough time and there isn't much that you can do to help them through it.
 - Someone makes or bought you your favorite meal.

Facilitator tip: For larger groups, it may be best to split into pairs or smaller groups for this activity.

DEFINING EMOTIONAL INTELLIGENCE: 5 MINUTES

Ask:

- If someone asked you to define emotional intelligence, how would you explain it to them?

Wait for any responses from the group before sharing the definition.

Share:

- We'll use the following definition for this discussion:
 - "Emotional intelligence is your ability to recognize and understand emotions in yourself and others, and your ability to use this awareness to manage your behavior and relationships. It affects how we manage behavior, navigate social complexities, and make personal decisions that achieve positive results."

Discuss:

- What jumps out to you from this definition?
- Does it align with what you previously knew about emotional intelligence?

Make sure to hit on the following points, if not shared already:

- A lot of how we interact with ourselves and others, and the decisions we make, are influenced by how we feel.
- It's important to consider how emotions inform our actions and how we react to other people and their actions.
- Emotional intelligence is a key leadership skill that requires us to evaluate what we are feeling in different situations and how these emotions inform our actions and decisions.

FOUR COMPONENTS OF EMOTIONAL INTELLIGENCE: 15 MINUTES

Facilitator tip: Use examples provided under each of the four components to further explain each concept. You may also come up with your own or ask the participants if they can think of any themselves.

Share:

- Emotional intelligence can be broken down into four components.
- Two are related to personal competency, while the other two are related to social competency.
- Starting with the personal competencies, there is self-awareness and self-management.
 - **Self-awareness** focuses on the ability to perceive and understand your emotions and how you are feeling in a given situation. Being able to name how you are feeling is an example of self-awareness.
 - Especially when dealing with an emotionally complicated situation, being able to describe how you are feeling can be really helpful.
 - Example: Getting a new job is really exciting and can make you feel happy. But it can also make you feel nervous because you are starting at a new company and anxious because you now have to plan on how to move across the country in four weeks before you start the new job. You might also feel nostalgic for the area you are leaving and sad that you are leaving your friends and family members.
 - **Self-management** is how you deal with these feelings and emotions, especially in stressful situations. Effective self-management demonstrates an ability to deal with your emotions in appropriate ways.
 - Letting out your emotions, whether they are happy, sad, excited, or angry, is okay. Keeping them contained so you can vent them at a later point or privately, is also okay. What we want to avoid is letting out emotional releases that could cause harm to ourselves or others.
 - **Example:** If someone is feeling angry, things like punching holes in walls or getting into a fight are probably not the best ways to vent their anger. Talking it out with someone, yelling it out (not at someone), or taking action to make the situation better can be more effective ways to vent anger.
- Social competencies can similarly be split into two areas: social awareness and relationship management.
 - **Social awareness** is the ability to accurately assess how others in the space around you are feeling. This is sometimes referred to as “being able to read the room”.
 - Example: When you are at a funeral and everyone is upset and in mourning, it may not be the best time to start cracking jokes.
 - **Relationship management** is the ability to use your awareness of your own emotions and the emotions of those around you to navigate different interactions and situations successfully.
 - Examples: You and your partner had a disagreement, leaving both of you upset and frustrated with each other. Knowing that emotions are running high for both of you still, you decide it’s better to give each other space before addressing the situation. As you and your partner talk things over, you make an effort to acknowledge their feelings while also recognizing when you’re getting upset.

- All four components work together to help you better understand and manage your own emotions, gauge how other people are feeling, and put it all together to successfully manage relationships.

After you have reviewed the four components, lead a discussion using the questions below.

Facilitator tip: *For larger groups, consider breaking them down into smaller groups or pairs.*

Discuss:

- What's your reaction to these four components of emotional intelligence?
- Are there ones that come easier to you? Are there ones that you feel like you might struggle with?
- What kind of behaviors might suggest a low level of emotional intelligence? What about a high level of emotional intelligence?
- Can anyone give an example of when they were able to successfully use one or multiple of the four components of emotional intelligence?
- What other takeaways can we draw from this conversation?

After discussion ceases, make sure to hit on the following points:

- We can only control our own reactions; we cannot control how others act or react.
- We all react to things differently. Don't let how someone else responds to something dictate how you feel you should feel or react and vice versa.
- Being able to understand our own emotions and gauge how others feel can help us achieve better outcomes and solutions.

DEVELOPING YOUR EMOTIONAL INTELLIGENCE: 5 MINUTES

Share:

- Everyone can learn about emotional intelligence and further develop their EI skills. Some of us start with innately stronger emotional intelligence skills or can learn emotional intelligence skills more easily than others.
- If emotional intelligence does not come naturally to you, there are still ways you can refine your EI skills.

Discuss:

- Can you think of strategies for improving your emotional intelligence skills?
- Are there resources on campus or activities that we can engage in to improve our emotional intelligence skills?

Make sure to hit on the following points:

- Learn your buttons, and what pushes them.
- Know how you respond to things when you are stressed.
- Ask for feedback.
- Take care of yourself.
- Know when to take a break.
- Listen to others' perspectives.
- Build trust with others.
- Explain your decisions.

WRAP UP: 5 MINUTES

Share:

- Emotional Intelligence can be a helpful skill for helping us better understand ourselves and working with others.
- As we discussed, even if it doesn't come naturally to you, there are ways to sharpen your skills.

Discuss:

- How can emotional intelligence play into our experience as members of Phi Sigma Kappa, our professional development, or other important relationships?
- What is one action item you plan on completing to help learn more about emotional intelligence or improve your EI skills after this workshop?

Give participants a few minutes to discuss either in small groups or with the large group.

When finished, close out the workshop by doing the following:

- *Re-capping any of the talking points you feel are important or that didn't stick with participants.*
- *Reminding them that Phi Sigma Kappa invests in them as a leader.*
- *Indicating you hope they found the workshop beneficial.*
- *Remind them about the additional workshops or program requirements to complete Character in Phi Sigma Kappa, if applicable.*
- *Thanking everyone for their time and participation.*
- *Any other applicable closing chapter announcements.*

CARDINAL JOURNEY

CHARACTER

DISRUPTING HARMFUL BEHAVIOR

PREPARATION:

- Identify a facilitator: This can be a chapter officer, preferably one with experience in facilitation. Consider asking one of your local Chapter Advisers or a guest speaker from the health and wellness office or fraternity/sorority life office to facilitate this workshop for your chapter.
- Some of this content may overlap with previous bystander intervention training or Member Safety Programming topics including Healthy Brotherhood and Belonging/Hazing Prevention or Healthy Relationships/Sexual Violence Prevention.
- Optional: This workshop references the Annual Membership Survey (AMS) Report. You may pull this up in your Officer Portal>Document Library, but it is not required.

TOTAL ESTIMATED TIME: 30-35 MINUTES

WORKSHOP OUTCOMES:

- Understand how to use the five Ds of Bystander Intervention.
- Identify different situations where intervention may be needed.
- Connect bystander intervention to promoting a healthy brotherhood.

INTRODUCTION: 5 MINUTES

Share:

- In this workshop, we are going to explore the concept of bystander intervention. Most of us have likely already learned a bit about bystander intervention, but the focus of this will be within our brotherhood.
- To start us off, who can help us explain the following two terms: “the bystander effect” and “bystander intervention”?

Facilitator note: Encourage them to think about and share what they have already learned about the topic before sharing the definitions provided. No need to read out the definitions if they are able to provide good definitions on their own.

- The Bystander Effect (in simplified terms) is a phenomenon in which individuals may feel less inclined to act in a situation where there are a lot of other people around, assuming that someone else in the crowd will act.
- Bystander intervention is taking action when you notice something happening between other people near you to either de-escalate a potentially dangerous situation or to stop harmful actions already taking place.

FIVE D'S OF BYSTANDER INTERVENTION: 10-15 MINUTES

Discuss:

- Now that we have defined what bystander intervention is, let's explore different strategies we can use when we need to intervene.
- What are different strategies or things you can do when you feel the need to intervene in a situation?

Give them a chance to brainstorm and share different ideas they may have learned in previous sessions or used themselves before moving into the next part.

Share:

- Thank you all for sharing those ideas. To help make sure we do not miss any potential strategies, we are going to take a few minutes to review what is referred to as the five Ds of Bystander Intervention.
- Some of these may be familiar if you have already participated in bystander intervention trainings before this.

Review the five Ds using the definitions and examples below. Ask participants to provide examples for each "D" before giving them the provided definitions and examples.

Facilitator tip: *Depending on the size of the group, you can split the participants into five groups and assign each group a "D". Give them a couple of minutes to come up with their own definition and example(s) before presenting them to the larger group. You can then fill in any gaps needed using the examples provided below.*

- Direct:
 - Someone stepping into the situation and directly telling the person to stop what they are doing or to leave.
 - Example: You're walking to class and you hear someone harassing/catcalling another student. You walk over and firmly tell them to knock it off before checking in with the other student to make sure they're okay.
- Distract:
 - An indirect approach where someone can do something that takes the attention away from and diffuse the situation.
 - Example: You're on the bus and you notice that a guy has been staring at a young woman for the last few minutes. She looks visibly uncomfortable, so you decide to walk over to her and ask her a simple question like "Do you know what the next stop is?" You also then offer her your seat and put yourself between her and the other guy so he cannot stare at her anymore.
- Delegate:
 - Finding help before making your next step or asking someone with more authority to act. Try to locate someone like a teacher, manager, or bus driver (appropriate for the situation you're in). You may want to ask first before deciding to call the police into a situation.
 - Example: You're at a party, and you see a drunk guy getting really loud and obnoxious, yelling at other people. He's been a problem at parties before, and most of the time, people ignore him, but tonight he seems extra aggressive as he yells at some of the women present. You decide

that he needs to leave, so you find someone who lives at the house and together you ask the guy to leave before he gets into trouble.

- Delay:
 - Check in with the person after the incident. Just asking if they're okay or need something can be really helpful.
 - Example: You're in the park and hear someone on a bike yell a homophobic comment at two men sitting on a bench together. The cyclist is long gone, but you decide to walk over to the men and let them know that you heard what happened and wanted to make sure they were okay or see if they needed anything.
- Document:
 - Record a video of the situation, or screenshot online harassment. Check in with the person who was the target of the harassment before posting or sharing any kind of documentation. They may not want it being shared and may ask you to delete it.
 - Document the situation in cases where you don't know what else to do, someone else is already helping, or you don't feel safe intervening.
 - Example: Your friend posts a picture on Instagram of them and their family celebrating Passover. You then notice that people are leaving hateful anti-Semitic comments on the picture. You screenshot them before checking in with your friend to see if they're okay. You let them know that you have a screenshot of the comments before they were deleted in case they need the pictures to report the other users.

Discuss:

- Which of these do you think you're more likely to use? Least likely?
- Are there specific situations or conditions that might make you more likely to use or avoid using one strategy over another?

PHI SIGMA KAPPA'S ROLE IN BYSTANDER INTERVENTION: 10 MINUTES

Share:

- As we have already discussed, bystander intervention relies on individuals being active bystanders and stepping up to support others when no one else is.

Discuss:

- How does this relate to being a member of Phi Sigma Kappa?
- Why is it important for members of Phi Sigma Kappa to be active bystanders?
- How does this help To Develop Character?

Facilitator tip: Try to push them past "It's a good image for us." That's a valid point, but hopefully they can also think of other reasons for helping other people. Remind them that the chapter carries a lot of power and can use that to help make others feel safe and make their campus better.

Discuss:

- Thank you for sharing your thoughts. We discussed why it's important for Phi Sigs to be active bystanders, now let's take a minute to examine any internal barriers that may prevent members from acting.

- Have you ever felt like you couldn't or shouldn't intervene in a situation because you are a member of Phi Sigma Kappa or were worried about how it would be perceived by other members?
- What might hold a fraternity member back from intervening in a situation (specifically related to them being in a fraternity)?
 - Worried about ruining a party or event
 - Doesn't think it's their place to step in or intervene
 - Worried that other members will respond negatively for intervening
- Is anyone familiar with the idea of solidarity as a part of brotherhood, which is measured by the Annual Membership Survey (AMS)? Can someone give a quick explanation?
- *Share if no one is familiar:*
 - Dyad Strategies developed a model of brotherhood that includes four areas, one of which is solidarity.
 - Solidarity focuses on the sense of connection between brothers and a commitment to mutual assistance i.e., "I've got your back, and you have mine." Solidarity is an important part of a strong brotherhood, but if it's taken too far, it can turn from a strength to having a negative impact on the chapter.
- Can anyone provide an example where a solidarity that is too strong may have a negative impact on the chapter or individuals? Especially as we think about bystander intervention.
- *Make sure to hit on the following points:*
 - A chapter can become too defensive and worried about getting into trouble, so they may not call for help at a party if someone has too much to drink or take them to the hospital.
 - Most states and universities have medical amnesty policies that can help shield individuals or groups from being punished if they act to get someone medical attention. Phi Sigma Kappa also has a similar policy entitled the Good Samaritan policy
 - Chapters may decide it's better to defend a member who is accused of sexual assault rather than cooperate with an investigation. Sometimes even to the point of interfering with the process or pressuring others to not provide statements.
 - Blocking or interfering with a process like this can end up hurting the chapter more than the consequences an individual member may face.
 - It's important to think of the long-term health of a chapter and step up when members are not living up to the expectations of being a Phi Sig. This means intervening when we see a brother doing something he shouldn't or cooperating with a conduct process involving individual members or the chapter at large.
- It's important to think about the bigger picture when members encounter a situation where they be active bystanders and intervene to help keep others safe or provide support.

WRAP UP: 5 MINUTES

Discuss:

- As mentioned at the start of this workshop, this bystander intervention training may have been familiar to you, but I hope our conversation today allowed us all to explore the topic a bit deeper and added some extra tools to our intervention toolkit.

- As we wrap up, could I get anyone to share something that stood out to them or something new they learned?
- I hope this conversation helps you feel more confident in your ability to intervene and help others, but also remember that no one is expected to intervene in every situation they may encounter. However if nobody intervenes, that behavior will continue to harm people. So, it's important to find a balance.
- Intervention can be physically and emotionally draining, so it is important to take care of yourself and know when to step in and which of the five Ds is the best strategy based on the situation and how you are feeling.

When finished, close out the workshop by doing the following:

- *Re-capping any of the talking points you feel are important or that didn't stick with participants.*
- *Reminding them that Phi Sigma Kappa invests in them as a leader.*
- *Indicating you hope they found the workshop beneficial.*
- *Remind them about the additional workshops or program requirements to complete Character in Phi Sigma Kappa, if applicable.*
- *Thanking everyone for their time and participation.*
- *Any other applicable closing chapter announcements.*

CARDINAL JOURNEY

CHARACTER

OVERCOMING ADVERSITY THROUGH RESILIENCE

PREPARATION:

- Identify a facilitator: This can be a chapter officer, preferably one with experience in facilitation. Consider asking one of your local Chapter Advisers or a guest speaker from the health and wellness office or counseling center to facilitate this workshop for your chapter. These offices may also have additional resources available.
- Some of this content may overlap with previous mental health and wellbeing workshops, including the Member Safety Programming Mental Health and Wellness topic.
- The self-assessment can be shared physically or virtually, or the facilitator can read out the prompts while participants record their scores. You can access the assessment using the link below:
https://www.du.edu/studentlife/advising/media/documents/resilience_self_assessment.pdf
- You will need the chapter's Annual Membership Survey (AMS) Report. You can access the report in Officer Portal>Document Library.

TOTAL ESTIMATED TIME: 30-35 MINUTES

WORKSHOP OUTCOMES:

- Describe the concept of resilience.
- Explain why resilience is an important skill for college students.
- Identify strategies for improving or supporting high resilience.

INTRODUCTION: 5 MINUTES

Welcome everyone to the workshop and introduce the topic as discussing resilience, or grit, or the ability to bounce back from adversity.

Ask:

- When we think of the concept of resilience, what comes to mind?

Share:

- Thank you for sharing. Resilience is, in short, the ability for someone to get back up when life knocks you down or recover from setbacks.
- People with high resilience don't let things like adversity or obstacles keep them from reaching their goals and know how to navigate difficult situations effectively.

- Resilience naturally develops as people experience hardships, overcome obstacles, and learn from past experiences. It can also be reinforced with a strong support network, taking care of yourself, and knowing when to ask for help.

Ask:

- Why is resilience an important thing for college students?

Share:

- Thank you for sharing. College is a stressful time that can really challenge students in ways they may not be prepared for.
- Having strong resilience can help students make it through tough times and stressful workloads.

RESILIENCE SELF-ASSESSMENT: 10-15 MINUTES

Facilitator note: Share with participants the assessment (linked in the Preparation section of this guide) before giving these instructions.

Share instructions:

- To help us better understand our current level of resilience, we are going to take a quick self-assessment.
- For each prompt, rate yourself on a scale of 1-4, 1 being “ever/rarely” and 4 being “always.”
- Once you’ve rated each prompt, add up your scores and read the corresponding description.
- You’ll have a couple of minutes to complete the assessment and review your score.

Give participants a few minutes to complete the assessment and figure out their score. Then have everyone pair up and discuss the following questions.

Discuss:

- What facets of resilience contributed to your score?
- Are there ways that you can increase your resilience?
- Are there areas that surprised you for being lower or higher than you would have thought?

Give participants about five minutes at first, but allow more time if conversations seem to be going well. Then have everyone come back to the large group. Ask for groups to share what they discussed.

Facilitator tip: try to get a couple of general responses at first. If they are hesitant, try asking for responses for each question.

STRATEGIES FOR IMPROVING YOUR RESILIENCE: 5 MINUTES

Discuss:

- Now that we have a better understanding of how resilient we think we are, let’s brainstorm a few strategies that can support and improve our resilience.
- What ideas came up during your partner conversations?

- What other ideas or strategies have you used or seen others use?

Make sure to hit on the following points, if not shared:

- Manage your stress
 - Eliminate or reduce extra sources of stress.
 - Re-assess your coping strategies and try to switch to more effective strategies if old ones aren't working.
- Self-care and personal wellness
 - Taking care of yourself is important and can make it easier for you to bounce back after a setback or rejection.
 - Regular exercise and a balanced diet can support this, as well as staying properly hydrated and getting enough sleep.
- Keep pursuing your goals
 - Having and working towards goals can help give you direction and focus and something to work towards.
 - If it's important to you, don't let obstacles and setbacks get you off track.
 - Take the time to reflect and reassess goals, though. If it's no longer important to you, then it's time to find a new direction.
- Have a good support network
 - Positive and supportive relationships can help you get back on your feet. Asking for help can help you overcome obstacles.
 - Joining a group with a common cause or interest can also help keep you on track or help you rally.
- More tips are available on the APA website under "resilience."
 - *Feel free to share the link in the chat, if virtual, or pull up the website if able to project on a screen.* <https://www.apa.org/topics/resilience>

CHAPTER RESILIENCE: 5 MINUTES

Discuss:

- So far, we've been looking at resilience as an individual trait, but we can also look at it as a chapter trait.
- How many of you remember taking the Annual Membership Survey (AMS) that's given each spring term? You might remember some of the questions asking how well you overcome setbacks or how discouraged you get after making a mistake. These questions assess what we refer to as "grit", which is just another way to refer to resilience.
- The AMS report score is an average of each individual member's response to those specific questions on the survey. Therefore, this gives us a sense of how well our chapter can overcome adversity.
- Let's take a look at our chapter's AMS report to see how we scored in the "grit" category over the last couple of years, and how we score compared to the Fraternity as a whole.
- What factors do you think contribute to the chapter's score?
- Are there things that the chapter currently does that help members have higher scores? Is there anything that could be contributing to lower scores?
- What can the chapter do or change to help members increase their grit/resilience scores or continue to support already high grit/resilience scores?

WRAP UP: 5 MINUTES

Share:

- I hope this conversation was helpful in better understanding yourself and how you manage adversity.
- If you're looking for more resources or related content, I encourage you to explore what the campus counseling or health and wellness office on your campus have to offer.

When finished, close out the workshop by doing the following:

- *Re-capping any of the talking points you feel are important or that didn't stick with participants.*
- *Reminding them that Phi Sigma Kappa invests in them as a leader.*
- *Indicating you hope they found the workshop beneficial.*
- *Remind them about the additional workshops or program requirements to complete Character in Phi Sigma Kappa, if applicable.*
- *Thanking everyone for their time and participation.*
- *Any other applicable closing chapter announcements.*

CARDINAL JOURNEY

CHARACTER

TALKING ABOUT TOUGH STUFF

PREPARATION:

- Identify a facilitator: This can be a chapter officer, preferably one with experience in facilitation. Consider asking one of your local Chapter Advisers or a guest speaker from the health and wellness office or counseling center to facilitate this workshop for your chapter.
- In the Introduction section, there are a few activity options. The facilitator should review and select which one to conduct, ahead of time.
- It is encouraged the chapter officers to look up the campus counseling center information before starting this workshop so it may be shared afterwards.
- It may be helpful to have members watch the video ahead of the workshop to save time. If that is not feasible, make sure you have proper audio/visual capabilities to show the video in a way that everyone can see and hear.
- This workshop builds off of themes in the Mental Health and Wellness Member Safety Programming topic. While this discussion is encouraged to conduct ahead of time, it is not required.
- This discussion may be difficult for members to engage in. While we provide an estimated time to complete this workshop, we encourage the facilitator to go slow and let members sit with and digest the content.

TOTAL ESTIMATED TIME: 35-40 MINUTES

WORKSHOP OUTCOMES:

- Explore strategies for engaging in tough conversations with others.
- Create a list of “go-to” people to reach out to in difficult times.

INTRODUCTION: 5-10 MINUTES

Facilitator note: Select one activity below prior to starting the workshop. Lead the members through this activity either as a large group or split into smaller groups or pairs (especially for larger groups). You can also provide the opportunity for a few people to share to the whole group afterwards.

- *Rose/Bud/Thorn or Gripe:* Members share a “rose” (something that’s good in their life), a “bud” (something good in the works), and a “thorn,” or gripe” (something in their life that isn’t going well).
- *Highs and Lows:* Members share one thing that’s going well and one thing that isn’t going well in their life right now.

Share:

- Thank you for participating the in that warmup activity.
- In this workshop, we are going to talk about how to have tough conversations with each other and an important part of that is being able to share honestly with other people.

STARTING THE CONVERSATION: 10 MINUTES

Share:

- As we know, everyone has their “ups” and “downs.” One day, we can be feeling great, and then life throws us a curve ball and we get a bad grade on a test, our significant other breaks up with us, or we catch the flu.
- One thing that can be really helpful when we’re feeling down is the people around us.
- We also know that sometimes it can be really hard to ask for help, so it might be easier to check in with someone when we notice they are having a hard time.

Discuss:

- What barriers get in the way of asking someone if something is bothering them or if they need help?
- *Potential answers:*
 - I don’t know what to say/how to bring it up.
 - I don’t know the person that well.
 - It’s weird for guys to talk about stuff like that.
- A lot of times, it just feels awkward to ask. We’re going to watch a quick one-and-a-half-minute video about just that.

Play video:

- https://www.youtube.com/watch?v=RlowIKzEgTO&list=RDCMUClwkBPKzW8h_rfZWuG_kWjw&start_radio=1&t=75

Discuss:

- What stood out to you about the video?
- Can we think of any signs that might tell us that one of our brother’s is struggling?
- *Make sure to hit on the following points:*
 - Changes in mood
 - Decreased interest in socializing or doing things they usually enjoy
 - They’re more anxious than usual or having a hard time relaxing.
 - They have a more negative outlook.
- What are some strategies for starting the conversation, even if it does feel a bit awkward?
- *Make sure to hit on the following points:*
 - Check in with them in a quiet, one-on-one setting.
 - Don’t pry.
 - Let them know you’re there when they need help.

QPR METHOD: 10 MINUTES

Share:

- While there are many different tips and strategies for overcoming those barriers that we just explored, we are going to take a few minutes to review the QPR approach.
- **Q = Question: Initiating the Conversation**
 - Try to start the conversation in a comfortable setting. Just asking how everything is going is a great way to get started.
 - It can help for you to express your concerns and let them know that you're worried about them and here to help.
 - Avoid judgement. You're here to help, not judge them.
 - If you're worried that the person you're talking to is considering hurting themselves or suicide, it is important to be direct and keep them safe if they are.
- **P = Persuade: Show Support**
 - In general situations, it's important to remind them that you're here to help, whether that's right now or in the future.
 - Offering an open-door policy and letting them know that they can come to you in the future when they feel more comfortable talking can be really helpful.
 - If it is a situation where someone is considering suicide or harming themselves, encourage them to seek help right now. This could include walking them to the counseling center or calling a crisis hotline, or even just sitting with them for a while.
 - If someone suggests that they are planning on hurting themselves, try not to leave them alone and get additional support as quickly as possible.
- **R = Refer: Provide Resources**
 - Think about what resources are available and can help your friend in the given situation. If it's a low-key situation and they're just feeling down in the dumps, just spending time with them or doing something like grabbing food together can be enough.
 - Other times, they may need more specific resources and support. Encourage them to reach out to the counseling center or other mental health services. Or explore skill building opportunities to help them learn how to manage their stress better.
 - Making a plan and holding them accountable to that plan is also a great strategy.
 - If someone is considering suicide or harming themselves, the ideal situation would include either escorting them to support resources or having them come to you.
 - If you're not sure what to do, the National Suicide Prevention Lifeline (<https://suicidepreventionlifeline.org>) can help you figure out what the best next steps are and find resources in your area. Call 1-800-273-TALK (8255).

TAKING CARE OF YOURSELF: 5 MINUTES

Discuss:

- Supporting someone who is going through a tough time can be incredibly helpful for that person, but it can also be really hard on you.

- It's important to remember to take care of yourself, especially when you're supporting a friend, so you don't overexert yourself.
- What are some tips or strategies for taking care of yourself?
- *Make sure to hit on the following points:*
 - Practice self-care.
 - Ask for support and extra help.
 - Know when to refer to a more skilled professional.
 - Have your own support network.

Share instructions:

- Before we wrap up the conversation, I want to do one more quick activity.
- Like we mentioned, having a support network is really helpful when we find ourselves in a tough situation or feeling down. We've spent most of the conversation talking about helping other people, but we also need to remember to ask for help and lean on others when we're struggling, too.
- I want you all to think about your "go-to people." Who are the people you instinctively turn to when you need extra help, when you feel overwhelmed, or when you need cheering up?
- Take a couple of minutes and jot down at least five "go-to people."
- Try to think of who you'd go to for different situations, too. We may not always go to the same person when we are upset about a bad test grade or nervous about an upcoming date.

Give them a few minutes to think and then give them a chance to share who they came up with. You can have them share with the whole group or in smaller groups or pairs.

WRAP UP: 5 MINUTES

Share:

- As we mentioned before, everyone has bad days and could use some extra help here and there.
- One of the best parts of being in Phi Sigma Kappa is that we have a built-in support network all around us, but it can still feel weird to ask a brother how they are feeling or if they need help.
- Letting each other know that you're there for each other when they need help is a big step in making sure everyone feels supported and has someone they can turn to when they're struggling.

When finished, close out the workshop by doing the following:

- *Re-capping any of the talking points you feel are important or that didn't stick with participants.*
- *Reminding them that Phi Sigma Kappa invests in them as a leader.*
- *Indicating you hope they found the workshop beneficial.*
- *Remind them about the additional workshops or program requirements to complete Character in Phi Sigma Kappa, if applicable.*
- *Thanking everyone for their time and participation.*
- *Any other applicable closing chapter announcements.*

ADDITIONAL RESOURCES & CONVERSATION STARTERS

The following list includes podcasts, videos, and articles that you can have members listen to, watch, or read, lead a discussion around, and count it towards *Character in Phi Sigma Kappa* programming. You will find a few suggested episodes or articles for each resource below, but you can certainly use others that fit the same topic. Below the list of podcasts are discussion questions to debrief the podcast episodes, as well as some additional tips on how to utilize campus-based resources.

Each resource will indicate the topic(s) it covers either above or below the name of the podcast/video/article. For a full list of topics, visit the **Introduction to *Character in Phi Sigma Kappa*** resource.

PODCAST LIST

NPR Life Kit: Tools to Help You Get It Together (<https://www.npr.org/lifekit>)

Everyone needs a little help. From sleep to saving money and more, the NPR Life Kit team talks with experts to get the best advice out there. Below is a selection of episodes exploring communication skills, mental health and wellness, and managing relationships. Suggested episodes:

- Having tough and better conversations:
 - How to Have Better Conversations ([Website](#)) ([Apple](#)) ([Spotify](#))
 - Good Conversations Take Time and Attention. Here's How to Have Better Ones. ([Website](#))([Apple](#)) ([Spotify](#))
 - How to Say No, For the People Pleaser Who Always Says Yes ([Website](#)) ([Apple](#)) ([Spotify](#))
- Mental health and wellbeing:
 - Feeling Lots of...Feelings? Journaling Can Help ([Website](#)) ([Apple](#)) ([Spotify](#))
 - Here's How to Study Without Burning Out ([Website](#)) ([Apple](#)) ([Spotify](#))
 - When Headlines Won't Stop, Here's How to Cope with Anxiety ([Website](#)) ([Apple](#)) ([Spotify](#))
- Managing relationships:
 - Friendships Change. Here's How to Deal ([Website](#)) ([Apple](#)) ([Spotify](#))

Work Life with Adam Grant Podcast (<https://www.adamgrant.net/podcast/>)

Work/life balance and enjoying the work that you do are important factors to a positive professional life. Join organizational psychologist Adam Grant as he takes you inside the minds of some of the world's most unusual professionals to discover the keys to a better work life. Suggested episodes:

- Civil Discourse/healthy debate and discussions
 - The Science of Productive Conflict ([Transcript](#)) ([Apple](#)) ([Spotify](#))
- Resiliency/grit:
 - How to Rethink a Bad Decision ([Transcript](#)) ([Apple](#)) ([Spotify](#))
 - When Strength Becomes Weakness ([Discussion Guide](#)) ([Apple](#)) ([Spotify](#))
 - Bouncing Back from Rejection ([Discussion Guide](#)) ([Apple](#)) ([Spotify](#))

The Tim Ferriss Show

In this show, Tim Ferriss deconstructs world-class performers from eclectic areas, (investing, chess, pro sports, etc.) digging deep to find the tools, tactics, and tricks that listeners can use. Suggested episodes:

- Episode 490: Dr. Jim Loehr on Mental Toughness and Energy Management
 - ([Apple](#)) ([Spotify](#))
- Episode 409: Brené Brown on Striving versus Self-Acceptance
 - ([Apple](#)) ([Spotify](#))

Other Podcasts

- **Ultimate Health Podcast** Episode 402: Dr. Caroline Leaf on Eliminating Anxiety, Depression, and Intrusive Thoughts by Managing your Mind
 - ([Apple](#)) ([Spotify](#))
 - Mental health and wellness
- **Nutrition Facts with Dr. Gregor** Improving Your Mood
 - ([Apple](#)) ([Spotify](#))
 - Mental health and wellness
- **Collegehood Advice** How to Grow your Grit & Hope with Dr. Sarah Porter
 - ([Apple](#)) ([Spotify](#))
 - Resiliency/grit
- **The Science of Happiness** From Othering to Belonging
 - ([Apple](#)) ([Spotify](#))
 - Diversity, equity, and inclusion

ARTICLES

American Psychological Association (APA) [Help Center](#):

A collection of psychological and emotional well-being resources and references. When using these resources, members should read the articles ahead of time before meeting. Suggested articles:

- Mental health and wellbeing
 - [How to Recognize and Deal with Anger](#)
 - [What's the Difference Between Stress and Anxiety?](#)
 - [Understanding Psychotherapy and How it Works](#)
 - [Building Your Resilience](#)
 - [Managing Stress: Strengthen Your Support Network](#)
- Managing relationships
 - [Happy Couples: How to Keep Your Relationship Healthy](#)
 - [Four Ways to Strengthen Couples' Relationships During COVID-19](#)
 - [How to Date in a Distanced World](#)
 - [Managing Conversations When You Disagree Politically](#)

TED TALKS & TEDX (<https://www.ted.com>)

A collection of short, powerful talks (18 minutes or less!) covering almost any topic you can think of. Suggested videos:

- [Grit: The Power of Passion and Perseverance](#), Angela Lee Duckworth
 - Resiliency/grit
- [How to Not Take Things Personally](#), Frederik Imbo
 - Managing relationships
- [The Danger of a Single Story](#), Chimamanda Ngozi
 - Having tough/better conversations or diversity, equity, and inclusion
- [The Power of Vulnerability](#), Brené Brown
 - Emotional intelligence
- [Sex Needs a New Metaphor](#), Al Vernacchio
 - Having tough conversations, managing relationships
- [The Power of Believing That You Can Improve](#), Carol Dweck
 - Resiliency/grit

DISCUSSION QUESTIONS

Use these questions to debrief any campus programs, podcast episodes, YouTube videos, articles or TED Talks provided or materials you find on your own.

- What are your initial reactions to the topics discussed?
- What new things did you learn?
- What did you hear that reinforced what you already knew?
- What tips or advice can you apply to your life now?
- What do you think may be helpful to revisit in the future?
- What questions do you still have around this topic?
- How does this relate to the Cardinal Principle To Develop Character?

STRATEGIES FOR UTILIZING CAMPUS RESOURCES & PROGRAMMING

Chapters are encouraged to take advantage of campus resources and programming to help them meet Cardinal Journey (and Member Safety Programming) expectations. This could include having your members attend or view a presentation related to the topic, invite a member of campus to a chapter meeting to lead a conversation, or attend a campus event hosted by another student organization. If you are ever not sure if a presentation or workshop fits the expected outcome, please reach out to your International Headquarters chapter coach, campus fraternity and sorority life adviser, or one of your local Chapter Advisers. Here are some additional ideas and suggestions:

- Ask your fraternity and sorority life adviser if they know of any upcoming speakers, presentations or events that are coming up that could count towards the chapter's programming expectations.
- If your campus has similar programming expectations for chapters, you are not expected to double the work. If the chapter was required to attend a workshop or speaker on campus, and it meets a Grand Chapter expectation, you can use it for both.

- For example, your campus requires 80% of your chapter to attend a hazing speaker or a diversity, equity, and inclusion (DEI)-focused speaker. These can count towards Member Safety Programming (both speakers would count) or Cardinal Journey programming (just DEI speaker).
- Follow other relevant campus offices' social media accounts to see when they are offering programming and workshops that the chapter can take advantage of. A couple of good ones to start with include career services, counseling services, health and wellness center, or cultural affinity/diversity offices.
- See the **Sample Programming Calendar** for more ideas on how to incorporate these resources into your chapter's calendar.

FACILITATION BEST PRACTICES

Facilitation is a big part of Cardinal Journey and it is not an easy skill to master. The most important part of facilitation is the ability to know your members and read the room to adapt to their needs. Overall, keep in mind these main two concepts when facilitating:

- Any discussion or activity debrief is a time for you to lead the conversation. The questions provided are to help guide you, but do not feel restricted by them. If the conversation flows in a different direction, you as the facilitator have the power to lean into that or steer it back towards the content if it gets too off-topic.
- If there is an activity that you feel would not work for your chapter, take note of that, and talk to your Chapter Adviser or contact International Headquarters. There are a variety of ways to get to the same learning outcome and you have the ability to be creative and come up with a different approach that will better connect with your chapter.

Read through the tips below to help you be a successful facilitator before throughout each workshop.

- Before the meeting:
 - Logistics and location:
 - Think of creative spaces on campus you can use and what best fits the need of the meeting.
 - Ensure you will have the technology, equipment, and room set up you will need.
 - Reserve rooms on campus and space for all meetings and events ahead of time so you do not have to scramble last-minute to find a room and to help you stay on schedule.
 - Meeting preparation:
 - Make sure to read the meeting facilitator guide top-to-bottom to fully understand the content, gather any materials you may need, and print any worksheets or handouts you may need.
 - This also is a time for you to edit the session or customize certain discussions to make it a better fit for your members.
 - Make sure you build credibility with the members by speaking confidently and positively about the meeting beforehand. If you are negative about the meeting, they are also going to have a negative attitude, making it more difficult for everyone.
- During the meeting:
 - Set the tone:
 - At the beginning, set the tone for the workshop by sharing any expectations you may have for them, or share a story to make the topic relevant to them. The “Introduction” part of each facilitator guide gives you suggestions to set the tone correctly.
 - It is important to showcase the “why” behind the meeting topic and its importance. Make it relevant to them and they will be more interested and more participatory.
 - If you are nervous at the very beginning, have members do a quick pair-and-share. Give them a fun question such as “what was the best thing

that happened to you this past week?” or something related to the topic such as “Describe a time you were a strong leader.” This will give you a minute to breathe while they chat amongst themselves.

- Engaging your audience:
 - If you are losing the attention of the audience...
 - ask questions at the end of a section of content or hold a discussion to check the group’s understanding.
 - have everyone stand and stretch or do a quick icebreaker or activity to re-engage members.
 - If you are only getting short or “yes” or “no” answers...
 - turn a large group conversation into a pair-and-share first, and then have individuals share what they discussed with their partner.
 - make sure you are asking open-ended questions. Ask “why” if somebody gives a short answer. Why do you feel that way? What is your thought process? Why do you agree or disagree?
 - If brothers keep steering the conversation off track...
 - create a “parking lot” sheet or PowerPoint slide with questions/ideas unrelated to the topic that you may be able to revisit later in the session, after the session individually, or in a future meeting.
 - offer to have a private conversation after the meeting if an individual is continuously bringing something up that’s off-topic.
 - feel free to inform participant(s) that their question/comment will be addressed later in the session or in a later meeting if applicable.
- After the meeting:
 - Follow up on any questions you did not know the answer to or send out any materials used such as PowerPoints.
 - Touch base with any individuals who did not seem engaged or who left early, especially if it was abnormal behavior for that person. If it was a “heavier topic,” you will want to ensure that person is okay if something made them uncomfortable or upset.
 - Evaluate yourself and ask for feedback from others. What went well? What didn’t go so well? Consider sending a survey at the very end of the semester after a few programs to see which topics/activities stood out to them, what they liked, what they didn’t like, and how you could improve as a facilitator.
 - Continue to build credibility. Be confident, even if it didn’t go well. Do not talk poorly of yourself to brothers because that will put the idea in their heads that you are not a good facilitator. Learn from it and try again in the next meeting.
- General facilitation tips:
 - **The facilitator should be listening more than talking;** 70% of the time should be participant interaction and 30% should be on the facilitator.
 - **Silence is okay.** Sometimes participants need time to process the question or the discussion before they respond. The facilitator should not feel like they need to fill the void by talking more. If you struggle with silence and have the

- urge to jump in anytime the group goes quiet, count to 15 before speaking or moving on to the next question.
- **Be aware of your facilitation strengths and weaknesses.** If you say “um” frequently or get nervous and shaky at the beginning of each meeting, work to overcome that by practicing.
 - **Create a space** within your meetings where **brothers can be authentic and share freely** what is on their mind. Set ground rules, especially for “heavier topics,” for brothers to be respectful, actively listen, and to keep information shared in the meetings to themselves.
 - If you are finding it challenging to facilitate certain activities or discussion, **seek out help from campus resources** including your campus fraternity and sorority adviser or a leadership or career development office. They may be able to provide some materials or training to help you become a better presenter and/or facilitator.

Smaller Chapter Tips

Sometimes you may feel like your chapter is too small for the activities or conversations to be meaningful, but that is absolutely not the case. Read below for some tips on how to make this program work with a small group:

- **Plan ahead.** Read the facilitator guides ahead of time to determine which activities need to be adjusted.
 - Can the activity be done as an individual?
 - Is there another way to complete the activity?
 - Do you have a different activity in mind that can reach the same concept?
- **Consider the group a “small group.”** Any time a facilitator guide suggests splitting the group into smaller groups—don’t worry about it. Just have them share in pairs, or with each other as one group.

Larger Chapter Tips

Just as smaller chapters may need to adjust certain activities to better meet the needs of the group, larger chapters may also run into obstacles due to their size. Here are a couple of tips for making programs work with a large group:

- **Plan ahead.** Read the facilitator guides ahead of time to determine which activities need to be adjusted.
 - Can the activity be done as an individual?
 - Is there another way to complete the activity?
 - Do you have a different activity in mind that can reach the same concept?
- **Use small groups to save time.** Some activities ask for individuals to share responses to the whole group. With a large chapter, this could take up a lot of time, so consider having members share with a small group instead of the whole group at large.
- **Consider if you need additional facilitators.** You can always split up the workshop content with another person (consider an adviser or guest from the campus). If you’re breaking groups out into small groups, you could also have older members of the chapter or even local alumni serve as small group facilitators.

TIPS ON HOSTING A GUEST SPEAKER

When bringing guest speakers into your chapter, you want to show them the best you have to offer. It should be a positive experience for them, just as you want it to be a positive experience for your members. You should want to give them a good impression of your chapter, of Phi Sigma Kappa, and of fraternities in general. Here are some tips to make sure it is beneficial for both them and your members.

Before the workshop:

- When first reaching out to the guest speaker/facilitator, make sure to give them at least three weeks' notice (if local) of when you would like them to come to your meeting. If this person would need to travel (more than an hour), be sure and give them about six weeks' notice, if not more.
- When reaching out to make the 'ask,' be sure and let them know what the meeting is for, what you are hoping members will get from it, and the desired date/time for the presentation. If using the International Headquarters-provided facilitator guides, you should send it to them ahead of time.
- Once they confirm, begin to work out the details such as date and time, location, length of presentation, how many members to expect and audio/visual capabilities.
- After the workshop date/time/location is confirmed, be sure and inform your chapter members. Consider asking them to put their best foot forward by dressing appropriately (does not have to be suit and tie, but nicer than looking like they just rolled out of bed) and ask them to arrive early to make sure they are on time.
- Additionally, send an email a few days before to remind the speaker of the details and consider asking them to arrive about five to ten minutes prior to the meeting start time and let them you plan to arrive early to meet them. It is also helpful to let them know if there is any secondary portion of the meeting (such as a general chapter meeting or announcements) that would occur after the workshop, so they can leave after they are finished with their portion.
- We suggest having the meeting in a classroom on campus, but if your chapter facility is a place where you would be proud to welcome a guest, make sure it is clean and organized, spacious enough and has adequate seating for the group, and has all of their desired technology capabilities.

Day-of the workshop:

- Make sure to arrive about ten to fifteen minutes early to set up, make sure technology is working and be there when the guest speaker arrives.
- When the guest speaker arrives, make sure and introduce yourself, be genuinely welcoming and thank them for coming. Make sure to show them any technology needs and offer to grab them a water or help them set up.
- At the beginning of the meeting, be sure and introduce the speaker, where they work and what they do, and the topic of the workshop.
- Ask members to give the guest speaker their undivided attention.
- After the presentation, make sure the members applaud the guest speaker to thank them and ask if they need any help gathering their materials.

After the workshop:

- Within a few days, be sure and send a thank you email or hand-written thank you card. This extra step will go a long way in making them feel appreciated, support the chapter, and want to come back and do more presentations for the group.
- Be sure and ask your members for feedback. Did they like the topic? Format of the workshop? Speaker's style of presentation? This will help inform what you do for future programming, such as Member Safety Programming or other Cardinal Journey workshops.

SAMPLE PROGRAMMING CALENDAR

Between the two phases of Cardinal Journey for initiated members, *Scholarship in Phi Sigma Kappa* and *Character in Phi Sigma Kappa*, and Member Safety Programming expectations, it can feel like you have a lot of programming to organize. However, some of what you are already doing within your local chapter or campus programming requirements can count towards the Grand Chapter's programming expectations as well. Below is a sample annual programming outline to help give you an idea of how to effectively schedule workshops and presentations to meet Phi Sigma Kappa's expectations. You will also find additional tips to help make the process even easier below, as well as on the **Introduction to *Character in Phi Sigma Kappa*** resource.

August

- Member Safety Programming: Risk Management Policy Review (Priority Topic)
 - Chapters can do this at the start of the year in conjunction with a chapter retreat to prepare everyone for the upcoming term. The chapter retreat could also include chapter and/or committee goal setting, team building activities, or recruitment planning and practice.
- *Character in Phi Sigma Kappa*: TED Talk Conversation
 - As a part of the chapter's first meeting for the year, everyone watches Chimamanda Ngozi's TED Talk, "The Danger of a Single Story", or Drew Dudley's "Everyday Leadership," and discusses how it applies to their experiences as fraternity men, and how it will inform their goals and actions for the upcoming year. See the list of **Additional Resources and Conversation Starters** for more ideas on how to incorporate podcasts and Ted Talks.
- *Scholarship in Phi Sigma Kappa*: Academic Goal Setting or Understanding Learning Styles
 - A beginning-of-term chapter retreat or meeting is also a great opportunity to engage members in the above *Scholarship in Phi Sigma Kappa* workshops to help make sure everyone is starting the year off on the right foot academically or as a student leader. These workshops have discussion guides that are provided by International Headquarters (IHQ) in the *Scholarship in Phi Sigma Kappa* program.

September

- Member Safety Programming: Healthy Brotherhood/Hazing Prevention (Priority Topic)
 - National Hazing Prevention Week is usually the last full week of the month of September. This would be a great time to have a conversation about hazing and healthy brotherhood using the provided discussion guide from IHQ or attend a campus-based speaker or film screening and debrief as a chapter. Use discussion questions found on the **Additional Resources and Conversation Starters** resource.
- Member Safety: Mental Health and Wellness (Supplementary Topic)
 - Suicide Prevention Awareness Week is usually the first week of September, so chapters could take advantage of campus programs exploring mental health and suicide prevention or invite a speaker from the counseling center to a chapter meeting.

October

- Take a break! Your chapter has already covered so many programs in the first six to eight weeks of the semester. We know that October is a busy month for a lot of campuses, especially with midterms, fall breaks, and everything else happening on campus. If you are able, swap a chapter meeting out for a fun brotherhood event to help everyone have a good time and recharge a bit.

November

- Member Safety Programming: Healthy Masculinity (Supplementary Topic)
 - Chapters can participate in Movember, a month dedicated to raising awareness around men's health. This would be a great time to include a conversation around healthy masculinity. Chapters can use the resources provided by IHQ, check out some of the conversation starters available through [Movember](#), or see if there is a related presentation happening on campus.

December/January

- Between finals and wrapping up the fall term, winter holidays and breaks, and starting a new winter/spring term, there is already a lot going on in December and January. Take time to account for and report, if necessary, the programs the chapter has already completed and double check what still needs to be completed in the upcoming term. Don't forget to sign up for Conclave: Officer Academy, too!

February

- Member Safety Programming: Protective Alcohol Behavior Strategies (Priority Topic)
 - February is a great time to explore the conversation around alcohol, especially as the weather begins to warm up and spring break nears. Chapters can use the Protective Alcohol Behavior Strategies discussion guide and PowerPoint provided by IHQ on Officer Portal or connect with their campus health and wellness office to discuss strategies for safer alcohol consumption or how to make social events safer for everyone.
- *Scholarship in Phi Sigma Kappa*: NPR Life Kit Podcast Discussion
 - To build off the previous example, the chapter can have members listen to the NPR Life Kit Podcast episode "Americans are Drinking More During the Pandemic. Here's How to Cut Back" and discuss how members can use the strategies provided to make, or continue to make, smart choices.

March

- *Character in Phi Sigma Kappa: Talking About Tough Stuff*
 - Being in a fraternity is hard work. One thing that can make it easier is being able to have tough conversations with each other. Using the IHQ-provided discussion guide, the chapter will develop their communication skills to better address tough issues facing the group and individuals. Turn this into a Brotherhood Circle where members share about what is going on in their lives and what they need from their brothers.

April

- Member Safety Programming: Healthy Relationships/Sexual Violence Prevention (Priority Topic)
 - April is Sexual Assault Awareness Month, so there will likely be a few on campus presentations or workshops that the chapter could attend. Chapters

could also consider co-sponsoring an event with other members of the fraternity and sorority community and invite a speaker to campus.

Tips for Successful Planning:

- Get creative with the presentations or workshops you attend. If you know that the annual sexual assault awareness speaker does not connect well with your members, and you can skip it, find a different speaker to visit the chapter.
- If you are planning a podcast or Ted Talk conversation, have members listen to it ahead of time. This will save time during the discussion, which will help keep members engaged and interested in future discussions.
- Pick the topics that your members are interested in. If your members are not interested in topics on physical health and wellness or interpersonal communication skills, switch to something else that grabs their attention.
- Try to schedule out programs at the start of the term. This will help give you a better idea of what needs to get done each term and can help avoid any expectations falling through the cracks or you are cramming programming in at the end of the term.
- Try designating one chapter meeting a month as a “programming meeting”. This can help the chapter build in time for presentations and guest speakers or discuss a campus speaker from earlier in the week.
- Think of when topics would be most useful. For example, academic success at the beginning of the semester, mental health conversations around midterms or final exams, and alcohol or drug education during football season or Halloween.

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