

DignityU

presented by



Facilitator Guide: 90-Minute Workshop

Overarching Premise:

- Dr. Donna Hicks, author of *Dignity: Its Essential Role in Resolving Conflict* and partner in this project, identifies and defines the concept of dignity. For DignityU, we use the following definition: **Dignity is the inherent value and worth of every human.**
- This 90-minute session is a “**deeper dive**” into the concept of dignity. To keep members’ attention and to connect them to the content of the videos, small group conversations and activities have been included.
- Unlike the shorter workshops, this 90-minute session provides 10 minutes for participants to practice the skill of “**Recognition**” – one of *The Ten Essential Elements of Dignity*. Please know that you can expand that time if you have it. Be aware that time can get away from you during that activity – in general, people enjoy giving and receiving positive acknowledgement.

Icons:

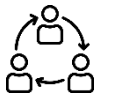
These simple icons will be used to distinguish the following instructions throughout the facilitator guide:



= **Action:** instructions for the activities and discussions.



= **Say:** content for you to share in a teaching/sharing style.



= **Activity:** description of the small group activities.



= **Chapter Discussion:** facilitated conversation with the entire chapter.

Materials Needed

- **The DignityU main video and appropriate audio-visual equipment.** This video can either be shown directly from the online DignityU portal or downloaded from there onto your computer and shown directly to a projector.
- **Traffic Light Worksheet**
 - Download the worksheet from the online portal and make one copy for each participant.
 - Note: This is an optional resource. The purpose of the worksheet is to allow time for those needing quiet thinking time to jot down their responses before talking about the questions in small groups. If you don't have enough time or ability to print the handout, you can lead a small group discussion using the questions from the worksheet.
- ***The Perpetrator's Story of Shaming*** video – refer to AV directions above.
- ***The Ten Essential Elements of Dignity*** video – refer to AV directions above.
- ***The Creed for Dignity***
 - Print *The Creed for Dignity* on poster board or flipchart paper. It should be big enough for all chapter members to read.
 - If you don't want to purchase poster board or flipchart paper, download and print *The Creed for Dignity* for each member from the portal.

Recommended Actions After the Workshop

Depending on the plans of the executive board, you could:

1. Collect the Traffic Light Worksheets from the members and plan follow-up workshops and/or interventions to address the dignity violations. If you plan to do this, **be sure to let the members know this when you introduce the activity.**
2. Use information from the Traffic Light Worksheets to build on the chapter's success of "Green Light" (positive) activities.

Sources

Source: Donna Hicks, author. *Dignity: Its Essential Role in Resolving Conflict* (2011). Yale University Press: New Haven, CT.

Icons Source: Flaticon.com. Creator: mynamepong.

Resource: RAINN (Rape Abuse and Incest National Network: RAINN is the largest anti-sexual violence organization in the United States. <https://www.rainn.org/>

Article: The Most Effective Praise Has This Quality, <https://work.qz.com/1292739/how-to-praise-employees-effectively/>

Traffic light graphic: light-light-signal-road-sign-46287 from royalty free site:
<https://www.pexels.com/royalty-free-images/>


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
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

95-Minute Session Outline


Time/Description	Instruction
<p>10 minutes Introduction and Dignity U Main Video Set-Up</p> 	<p>Say: <i>Today we have an opportunity to think and talk about dignity and its relevance to our chapter. This is a conversation STARTER. Today's workshop is a brief introduction to an important conversation that will BEGIN in our chapter today.</i></p> <p><i>This topic is for everyone – men and women, fraternity and sorority-affiliated, old and young, different races and ethnicities, and so on. The DignityU video explores just a small fraction of the dignity topics we could explore. These scenarios were chosen not to exclude any group or example, but rather to introduce just a handful of common issues that are relevant on our college campus today.</i></p> <p>Dignity is defined as the inherent value and worth of every human.</p> <p><i>This concept of inherent dignity is critical to us as good members and leaders in our chapter. We were all born with the right to feel valued. We were all born worthy. However, does the experience we provide honor each member's dignity and leave them feeling valuable and worthy?</i></p> <p><i>Dignity is at the center of fraternal life because our organization was founded on this foundational principle.</i></p> <p><i>If you haven't ever shared your real opinions, experiences, or thoughts on this topic, it may seem awkward or even scary.</i></p> <p><i>For this to be an effective workshop, we will need to take risks and be vulnerable. Your willingness to be honest and open about your experiences can turn this workshop into a powerful conversation. In that spirit, I'm asking that that you examine your thoughts and reactions and be honest with yourself and others.</i></p> <p><i>Our officers and other chapter leaders are committed to having a chapter experience where everyone feels worthy and valuable. This video and conversation is the beginning of the work to be done to cultivate a culture of dignity in our chapter.</i></p>


	<p><i>Three video vignettes will examine violations of dignity in the upcoming video. They are very different and complex examples of victimization – shaming, hazing, and sexual violence. I want you to know in advance that these, especially the one addressing sexual violence, can be especially difficult for some to hear and watch. Please know that we’re all here for each other for support.</i></p> <p><i>This workshop discussion might cause us to think of about times when we were on the receiving end of dignity violations—when others made us feel unworthy. It might also bring up feelings of guilt or remorse as we remember when we were less than our best selves and violated someone else’s dignity.</i></p> <p><i>However, this can also be a message of inspiration and empowerment. This is an opportunity for us all to take stock and to grow in our personal lives and as a chapter.</i></p> <p><i>As friends and neighbors and future parents, employers, and community leaders, we must commit to treating each other with dignity so we all feel valued and worthy.</i></p>
<p>20 minutes DignityU Video</p> 	<p>Action: Show the main DignityU Video (about 18 minutes).</p>
<p>10 minutes total Introduction and Small Group Video Debriefing</p> 	<p>Say: <i>In every interaction we have with others, we have the choice to honor or violate someone’s dignity. It’s as simple as that. We can choose to lift someone up or tear someone down.</i></p> <p><i>The video illustrated three examples of inappropriate, abusive, and even violent behaviors. Each scenario was an example of a dignity violation. You can tell that they could be put on a spectrum from a smaller indignity – being called names and shamed in public – to a physical violation in the sexual assault.</i></p> <p><i>To learn from the suffering in these dignity violation vignettes, let’s talk about what we observed, reacted to, and learned. To make it easier for many more people to share, we’re going to do that in small groups first, then we will discuss the video with the whole group.</i></p> <p><i>Most of you are probably sitting next to people you know well such as your big or little brother/sister, a roommate, or someone from your new member group. That’s ok. I want you to be able to talk freely with people you feel you know best and trust.</i></p> <p><i>Please quickly gather in small groups of three to four people. Don’t make your groups larger than four people so we can keep the conversations open and honest.</i></p>


	<p>We have an opportunity to hold fast to the core values of confidentiality and trust to have open conversations with others.</p> <p>I'm going to give you about three minutes each for the following questions:</p> <ol style="list-style-type: none"> 1. While the video focused on three specific dignity violations, what are other dignity violations that could have been highlighted in the video? 2. What are some core values that were violated in the video's examples such as honesty, trust, safety, friendship, respect, responsibility, belonging? How were those core values violated? 3. What are some dignity violations that you've experienced directly or observed someone else experience? <p>I'll call time after three minutes. I'll repeat each question then give you another three minutes.</p> <p>Say: Your first question is: "While the video focused on three specific dignity violations, what are other dignity violations that could have been highlighted in the video?"</p> <p>Note: After three minutes, call time, then repeat the second question. After the final three minutes, call time and bring everyone's attention together for an all-chapter conversation.</p>
<p>5 minutes All-Chapter Debriefing</p> 	<p>Note: Be sure to facilitate dialogue by adding your own questions to the questions listed below.</p> <p>Say: Now that you've had a little bit of time to talk in smaller groups, let's have an all-chapter discussion.</p> <ul style="list-style-type: none"> • First, what were your initial reactions to the video's examples of dignity violations? • What did you gain from your small group conversations? • What made it easier to have this discussion in the small groups? • What additional dignity violations did you discuss in your groups that could have been part of the video? • As leaders, the hope we have is for this video to be a "call to action," inspiring us to want to create a strong culture of dignity in our chapter. What made you hopeful about the video's "call to action" at the end?


<p>5 minutes Perpetrator's Story of Shaming</p> 	<p>Say: <i>As leaders, one of our "calls to action" is to get us all to reflect on our own individual behaviors as well as our chapter activities.</i></p> <p><i>We're hoping for some real honesty. Every single one of us has said or done something in the past that is embarrassing. We're not here to embarrass or scold anyone.</i></p> <p><i>Here's a short video vignette to show how easy it is to be someone who violates another person's dignity and then accept responsibility for it.</i></p> <p>Action: Show the Perpetrator's Story of Shaming video.</p> <p>Say: <i>What stands out to me is:</i></p> <ul style="list-style-type: none"> • <i>It's a realistic example of what happens around us.</i> • <i>She acknowledged that she was the offender.</i> • <i>She connected her emotions to her actions.</i> • <i>What we want is for us to take ownership of the things we have done, admit it, apologize, and then be prepared to do and be better.</i>
<p>10 minutes Traffic Light Worksheet: Part One</p> 	<p>Action: [Optional] Distribute the Traffic Light Worksheet to everyone. Make sure they all have something to write with.</p> <p>(Note: If you plan to collect these sheets, be sure to mention this to your members.)</p> <p>Say: <i>This Traffic Light Worksheet is an easy way to get us to examine our individual and chapter behaviors.</i></p> <p>(Note: If you are not using the actual worksheet, use the metaphors below as a structure for this conversation.)</p> <p><i>Let's first examine just the Red and Yellow Light metaphors.</i></p> <ul style="list-style-type: none"> • Red Light issues represent things you want to stop doing as an individual and activities you believe should be stopped in the chapter. For example, your chapter may have an "idiot of the week" award for embarrassing actions at a party or a chapter meeting.




	<ul style="list-style-type: none"> • Yellow Light issues represent things you want to get feedback on or you think the chapter needs feedback on. For example, if you were telling potentially sexist jokes or calling new members “babies,” you would want to ask if people feel embarrassed by those words. <p><i>If you feel guilt or regret about at any chapter activity, it needs to be examined – this would be an example of a Yellow Light activity.</i></p> <p><i>Take a couple minutes to honestly look at your own behaviors and our chapters’ habits and make notes. You’ll share those notes with other people in smaller discussion groups.</i></p>
	<p>Action: After about 2-3 minutes of quiet writing time, ask members to get back in their small conversation groups.</p> <p>Give the groups about 7-8 minutes to discuss the Red and Yellow Light portions of the exercise.</p> <p>After the 7-8 minutes, get everyone’s attention to draw an end to the group discussions.</p>
<p>5 Minutes All-Chapter Discussion</p> 	<p>Say: <i>Our time together as a chapter is sacred and confidential. Some of us are taking a real risk to identify dignity violations that they’ve done, witnessed, or experienced.</i></p> <p><i>We also want to remember that people are sometimes going to disagree with one another and that respect for the dignity of others is perhaps most needed when such disagreement occurs. Through DignityU we hope to think together, not necessarily think the same. We can all disagree – and even strongly disagree – without inflicting pain on another person, and we can have a debate without tearing each other down.</i></p> <p>Ask the following questions in an inviting, facilitative style:</p> <ul style="list-style-type: none"> • <i>What are your insights after writing and discussing the Red Light activities?</i> • <i>What changes would you like to see our chapter make because of that conversation?</i> • <i>What are your reactions to the Yellow Light activities you discussed?</i> • <i>Again, what changes would you like to see us make?</i>


<p>10 Minutes Ten Essential Elements of Dignity Video & Traffic Light Worksheet: Part Two – Dignity Building</p> 	<p>Action Show the Ten Essential Elements of Dignity video.</p> <p>Note: The 10 Essentials are:</p> <ul style="list-style-type: none"> • Acceptance of Identity • Recognition • Acknowledgement • Inclusion • Safety • Fairness • Independence • Understanding • Benefit of the Doubt • Accountability <p>Say: <i>In this video, the co-hosts talk about two important things as we think about the Essentials of Dignity:</i></p> <ul style="list-style-type: none"> • <i>"Since our lack of awareness can make us violate others' dignity, we have to learn how that can happen."</i> • <i>"We also need to develop our sensitivity to others' points of view and experiences. We can then minimize the times when we unknowingly violate their dignity."</i> <p><i>With awareness and sensitivity, we can increase our chances of communicating that we value everyone. And, we can very purposefully and intentionally choose to lift someone up and treat them with dignity.</i></p> <p><i>The narrators asked: What does it look like when I violate someone's dignity or compromise our own? We've discussed this as part of the Traffic Light Worksheet.</i></p> <p><i>Now, let's turn to their second two questions – which focus on our own behaviors and choices.</i></p> <p>Ask (solicit responses from a variety of people):</p> <ul style="list-style-type: none"> • <i>If I were to say that I conducted myself with dignity, what would my behavior look like?</i> • <i>If I wanted to treat someone with dignity, what would I do?</i>
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	<p>Say:</p> <p><i>The Ten Essentials of Dignity are pretty straightforward. Each is an essential component of honoring dignity in ourselves and others. While all ten are important, there are two essentials we can put into practice right now, with each other.</i></p> <p><i>This second part of the Traffic Light Exercise focuses on the positive – what we’re doing to build each other up.</i></p> <p><i>The old saying, “Practice makes perfect,” is itself imperfect. Practice makes it <u>easier</u> to do in the future. Practice gives us confidence and an opportunity to build our communication skills of “acknowledgement” and “recognition.” To acknowledge another person’s dignity, we need to “give people our full attention by listening, hearing, validating, and responding to their concerns, feelings, and experiences.”</i></p> <p>Say:</p> <p><i>Look at the Traffic Light Worksheet and prepare to discuss Green Light behaviors in your small groups. Think about these questions at the bottom of that worksheet:</i></p> <p>(Note: Again, if you are not using the actual worksheet, use these questions below as a structure for this conversation.)</p> <ul style="list-style-type: none"> • <i>What are the chapter activities that we do to make others feel valued, important, and dignified?</i> • <i>Who are the role models who validate others and build a culture of dignity?</i> • <i>What are they doing to reward and recognize other members?</i> <p>Action:</p> <p><i>Ask the members to take a few minutes to jot down some notes and then talk with others in their small groups for about 5-7 minutes.</i></p>
<p>5 Minutes Large Group Discussion (about 5 minutes)</p> 	<p>Say:</p> <p><i>To practice the “recognition” Essential of Dignity, we need to “validate others for their talents, hard work, thoughtfulness, and help. Be generous with praise and show appreciation and gratitude to others for their contributions and ideas.”</i></p> <ul style="list-style-type: none"> • <i>What did you determine are the key ways members of our chapter acknowledge others? (about 2 minutes)</i> • <i>Which members do a good job of validating others and building their dignity?</i> • <i>What have they done or said?</i>

<p>10 Minutes Honoring Dignity Activity</p> 	<p>Say: <i>Honoring dignity isn't just an attitude. It involves specific behaviors we can develop to build the dignity of others. One way to do that is to stop behaviors that are hurtful and tear others down.</i></p> <p><i>Conversely, we can honor dignity through the use of feedback.</i></p> <ul style="list-style-type: none"> • <i>Sometimes it's difficult to give a friend feedback. To be caring members, we need the courage to give candid and specific feedback.</i> • <i>Corrective feedback isn't meant to tear down. It's meant to build awareness and change behaviors for the better.</i> <p><i>In the world of work, supervisors need to be effective communicators and give both positive and behavior-turning feedback. When we're in the workforce, supervising others, we'll need to be able to recognize and articulate what we appreciate about our employees, especially during performance evaluations. We'll also need to be gracious and open-minded when we receive feedback.</i></p> <p><i>According to an article on this subject, giving specific and sincere praise has numerous benefits such as:</i></p> <ul style="list-style-type: none"> • <i>Investing in the personal growth of another person</i> • <i>Building trust among the team</i> • <i>Strengthening communication</i> • <i>Improving relationships in the workplace</i> • <i>Giving corrective feedback after specific and honest positive feedback is given becomes easier</i> <p><i>(Source: https://work.qz.com/1292739/how-to-praise-employees-effectively/)</i></p> <p><i>One way to honor dignity in others right now is through specific, positive feedback. Remember, there is no value in unspoken praise. People need to hear it.</i></p> <p><i>Our chapter is an ideal place to help members feel included, acknowledged, and recognized. Doing those things well is a skill. And, skills are learned behaviors that we can strengthen in our chapter.</i></p>
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	<p>For this exercise we'll all give each other positive feedback using the KAB Format. KAB is an acronym for Knowledge, Attitude, and Behaviors.</p> <ul style="list-style-type: none"> • Knowledge is the information, expertise, and know-how a person has (e.g. balancing a budget, marketing chapter events, or developing committee goals). • Attitude is the perspective and mindset a member has (e.g. believing every member is an important part of chapter success, attendance at meetings is informative and fun, or new members are the lifeblood of the chapter). • Behaviors are observable actions (e.g. gestures, facial expressions, and tone of voice). <p>In your small groups you'll have about 2 minutes per person to receive feedback from each person. I'll keep time to make sure we all start and end on time.</p> <p>(Note: Remind the members to use the KAB Format so they can be specific about the positive feedback they are giving each other. They don't have to use all three of the KAB elements, they can choose one or two. Have them start their feedback with "What I appreciate most about you is...")</p> <p>Say: Here's an example: Chris, what I appreciate most about you is your attention to detail. You always make sure we have everything covered when we are planning and that makes me feel confident that we're going to have a great event.</p>
	<p>Action:</p> <ul style="list-style-type: none"> • Start with the person whose birthday is closest to today to be the first recipient of the group feedback. This person should not talk, just listen. • Ask for a member to volunteer to give the first feedback and request the feedback is not repeated by another member in the group. • Give the members 2 minutes per person to share their feedback. [If you are behind in time, you can reduce this to 1 minute per person.] • Have the rest of the group continue providing feedback to one member. • Once everyone is done, move on to the next member to give praise to. • Call time as needed to ensure they all have the same amount of time to receive the positive comments.
<p>5 minutes Closure: The Creed for Dignity</p>	<p>Say: Remember, giving affirming, dignity-building feedback is an important skill for us as chapter leaders and as future employees. By giving positive feedback and acknowledging the value of ourselves and others, we're building a culture of dignity in our chapter.</p>

	<p>Another one of the Ten Essentials of Dignity is "accountability." Taking responsibility for your actions is accountability.</p> <p>To be known as an organization committed to a culture of dignity, we each must do something. It's not up to the elected chapter leaders. It's up to each of us. Whether we commit to something large or small, we're all representing our fraternal organization.</p> <p>I'd like you to think about this: "What one thing can and will you do?"</p>
	<p>Action: Post The Creed for Dignity printed on flipchart paper on the wall or distribute as a handout.</p>
	<p>Say: <i>DignityU was created to give us all an opportunity to talk about an uncomfortable topic – violations of dignity – and the honoring of dignity.</i></p> <p><i>We're hoping to have a sense of urgency to change ourselves and our chapter for the better and to begin honoring dignity - immediately.</i></p> <p><i>Therefore, The Creed for Dignity has been created. Like our organization's Creed, it's a philosophical agreement to set of behavior principles. It's full of personal commitments and a promise to live and advocate for dignity. It's full of hope.</i></p> <p><i>As I read each line of The Creed for Dignity, please stand when you hear the line that is most meaningful to you and remain standing. So that everyone can hear each line, please remain quiet for the duration of my reading.</i></p> <p>Note: Remember to read loudly and slowly.</p> <p>I. HONOR. DIGNITY. I lift up rather than tear down. I am inclusive of others. I treat people fairly, equally, and justly I refuse to harm, exploit, or violate. I believe in the power of civility. I actively listen, validate, and respond I am generous with praise and appreciation. I refuse to shame, judge, or gossip. I believe what others say matters — because it does. I treat others as though <i>they</i> matter — because they do.</p> <p>I. HONOR. DIGNITY.</p>

	<p>Say: <i>As I look out across this room, I can see there is an action line in the Creed that's meaningful to you. Quickly talk with at least one other person, share the line that was meaningful to you, and answer the question: What is the one thing you want to do?</i></p> <p>Give members a minute or two to do so.</p>
	<p>Action: Summarize the session with personal and relevant closing remarks of your choosing.</p> <p>You might use this quote: <i>“Do the best you can until you know better. Then when you know better, do better.”</i> —Maya Angelou</p>