

Getting Started How to Use the Pledge Education Guide

The Pledge Education Guide is intended to provide structure and standardization for the in-person meetings of pledges. Each of the pledge education meetings, online modules, chapter business meetings, and chapter events are intended to complement and build off of each other. Skipping a section within a meeting may cause some confusion within later sections of the program.

Throughout the Guide, the VPPE will find discussion topics, activities, and suggested scripts for each of the in-person meetings. There is some level of flexibility in the activities and dialogue. Flexibility in discussion and activities are outlined within the Guide as well as some guidelines to assist you in articulating the point. Additionally, for discussions, there are notes for key points to be made when discussing the particular topics with pledges. Each meeting is broken up into a grid to assist the VPPE with the flow of the meetings.

Each meeting will be broken up in a similar fashion:

Pledge Education Meeting Plan # Title of the Meeting Session

Broad Topics: These will be the “big ideas” to be discussed, debated, and experienced throughout the meeting.




Learning Outcomes: This is the “walking away” objective(s). What pledges are expected to articulate following the in-person meeting.

Materials Needed for Meeting: These are the items the VPPE and/or pledges will need throughout the meeting to engage in the meeting activity and facilitate a meaningful meeting. When those items will be needed will be identified in the specific topic sections.

Suggested Materials for Meeting: The items in this list are not crucial to the execution of the particular meeting, but may be helpful for the VPPE and/or the pledges.

Notes for Meeting: This section will provide specific information about the session for the VPPE to best facilitate. These may be things including items to download, how to set up a room, anticipated difficult conversations, and/or needing to look in multiple areas of the VPPE Guide to be prepared.

10/45	Section Topic	Needed: Items Needed for this Section Suggested: Items suggested to assist in facilitating the information for this section
	<ul style="list-style-type: none"> • The <u>first number</u> in the first box (in this example “10”) is the number of minutes to be devoted to this particular topic. • The <u>second number</u> in the first box (in this example “45”) is how many total minutes should have passed in the entire meeting once done with this topic. 	
	<ul style="list-style-type: none"> • Regular text are instructions to the VPPE as they move through the meeting and the individual sections. • <i>Italicized text is the suggested script to assist the VPPE in facilitating discussion and making transitions from activity to activity, section to section, and so on.</i> 	

	<ul style="list-style-type: none"> • Parts of the section in grey are areas where the VPPE will be asking discussion and thought-provoking questions as part of the exercise. • <i>Italicized sentences are suggested scripted questions to be asked.</i> • Bold text within the grey area are prompts that <u>must</u> be included in the discussion. If pledges do not identify the prompts in their own discussion, the VPPE should offer them as part of the conversation.
 <p>Pgs. #</p>	<p>The CROWN AND DELTA icon refers to <i>The Crown & Delta</i> book. In sections that reference a page number in <i>The Crown & Delta</i>, the VPPE should instruct pledges to turn to that page as there will be a passage to review and/or an activity or reflection to complete.</p> <p>NOTE: The chapter should have an appropriate number of current copies of <i>The Crown & Delta</i> so each pledge has their own copy for their first pledge education meeting. Chapters must order copies of <i>The Crown & Delta</i> prior to the date of pledge education meeting 1 to receive CMP credit.</p>
 <p>DISPLAY</p>	<p>The DISPLAY icon is a reference point for the VPPE to have something on display. This could be recording the answers of pledges in discussions, predetermined materials, or other visuals that may be helpful.</p> <p>Displaying information can take a number of forms. The information could be recorded on a dry erase board or chalkboard in a classroom, recorded on flip chart paper to be saved for future discussions, or displayed on a screen from an LCD projector.</p> <p>The VPPE should determine the most appropriate way to display taking into consideration the resources available and the activity.</p>
 <p>VIDEO</p>	<p>The VIDEO icon indicates there will be some type of video expected to be played. Videos could be played on individual devices or, if available, a LCD projector in a classroom.</p> <p>The VPPE should determine the most appropriate way to present the video taking into consideration the resources available and the activity.</p>