

Welcome Facilitator! This booklet is designed and written for the facilitator of **STAR**, also known as the **STAR** program. While you are encouraged to use other educational programming in your chapter, **STAR** should be the foundation from which to work. It is recommended that the **STAR** program be presented each year. It provides a time for the chapter to sit and really talk about the issue of alcohol use and abuse, how alcohol is impacting the chapter and how alcohol is impacting individual members.

STAR is a very structured program that is set up so a first timer can host a quality presentation with no experience and nothing more than this booklet. If you have more experience, wish to present to a non-chapter audience or to a larger group, or you want to incorporate elements from other programs, feel free to be creative.

It is recommended that facilitators not be active members of the chapter but rather an outside person. ALL members of the chapter should participate in this program.

Pre-Discussion Preparation

Facilitator Training

STAR is a step-by-step process and no experience is needed to facilitate it. Read through this book carefully prior to the discussion so that you will be familiar with the material. Pay particular attention to the chart below. Make notes to yourself if you think it will help you.

Discussion Time Required

1 hour - no less. If the discussion goes longer that is OK.

Group Size

5-30 is ideal. A few more are OK if the presenter has experience with **STAR** or is an experienced speaker/discussion facilitator. It is OK to break the group into two sessions.

Materials Needed

1. This booklet (for use by the facilitator).
2. A seated group in a setting without interruptions or distractions.
3. 1 copy of the **STAR** handout (2-sided) for every participant (first-timers and veterans).
4. 1 copy of the **STAR for Veterans** for every 4 or 5 participants that have participated in **STAR** before.
5. A flip chart with tear-off sheets and a roll of tape, - or - several large sheets of paper and a roll of tape, - or - several large blackboards or dry-erase boards.
6. Appropriate pens to write on either the boards or the sheets.
7. A bag of candy with at least one piece for every participant.

STAR segments following the 5 minute introduction:

Problems - :15

You ask questions to get participants to identify specific problems for individuals and for the chapter.

Price - :05

You bring up some things to think about based on what was identified in the previous topic.

People - :15

You ask questions to cover the basics and to get the participants to identify specific individual and chapter behaviors.

Patterns - :05

You bring up some things to think about based on what was identified in the previous topic.

Progress - :15

Participants brainstorm and discuss specific, action-oriented solutions. You guide and focus the discussion.

Introduction

5 mins

- **Introduce Yourself (Only if there are participants who do not know you well)**

Say "Hello, my name is _____ and I'll be leading today's **STAR** program and discussion.

- **Describe the Program... Say:**

STAR takes about 1 hour. Restrooms are located <give directions> and you may come and go as you wish. If you have questions or comments, please raise your hand.

This is the basic **STAR** program and has an alcohol focus due to the prevalence of alcohol related problems on campuses today. Other drugs are not overlooked; they can be covered at another time.

Why does **STAR** exist? Simple: there are recurrent problems for ourselves and our chapter that are easily traced to alcohol. Were there no problems, we would have no **STAR**.

While virtually every person in the world is affected by problems related to alcohol, and the problem is in no way limited to ourselves, we will be focusing on ourselves entirely.

The purpose of **STAR** is to share information, educate and to promote thinking and communicating so that we become the source of the solutions to our own problems. The success of our discussion and this program today depends on your participation, your honesty and candor; we must be open with each other.

STAR is a program made available by the National Councils of Kappa Kappa Psi and Tau Beta Sigma. It is a version of a successful program called "My Brother's Keeper" created and used by Kappa Sigma Fraternity. That program was revised for use by our organization under the guidance of District Presidents in July 2000. **STAR is a "Responsibility Program."** We as individuals, and as a chapter, are responsible for ourselves and our actions. This is not about someone else making decisions for us. It is about helping us make better choices for ourselves. **It is about Start Treating Alcohol Responsibly (STAR).**

STAR is based on the belief that there is such a thing as responsible drinking. Remember that "responsible" drinking is only when someone is of legal age to drink and when chapter and college/university policies are being followed. There is no such thing as responsible drinking if laws or policies are being ignored.

- **Send the STAR Veterans Away**

Say "For those of you who have seen this before AND feel comfortable with the material, please get into groups of 4 or 5, take one of these sheets (give each group an **STAR for Veterans** sheet and go meet privately to discuss it and answer the questions on it. Please be back here in 45 minutes."

- **Introduce the 5 P's**

Use a board or sheet to write the 5 P's. As you write, say "Our entire discussion today will center on the 5 P's. They are:

- PROBLEMS:** negative results that arise from the use, abuse or addictive behavior associated with alcohol or other drugs. Once again, *no problems = no STAR*
- PRICE:** the specific cost, in terms of time, money, reputation, or opportunity, that can be directly linked to use, abuse, and/or addiction. The price is paid not only by us as individuals but by our chapter as a whole.
- PEOPLE:** some roles, or more accurately some behaviors, that we will take a close look at and that may be found within our membership.
- PATTERNS:** some clues to our behavior in terms of conditioned responses or 'expectations.'
- PROGRESS:** the list of specific actions we can take, as a chapter and as individuals, to minimize or eliminate the problems."

"The key to Progress is using the leverage from Problems and Price to get People to change their behavior Patterns."

Problems

15 mins

- **Hang the sheet with the 5 P's on the wall; start a new sheet entitled PROBLEMS.**

Say "Since the first P is Problems, without which **STAR** would not exist, what are some problems relating to alcohol use that we face as individuals and as a chapter?"

- **As members volunteer problems or answer your questions, write them those responses on the sheet. Summarize specific answers into categories as you see fit.**

Questions to Ask to Elicit Problems (These will help get the ball rolling...however, do not let them linger on the situation...keep building the list at this point.

Ever miss a class due to drunkenness or a hangover?
Ever miss a rehearsal due to drunkenness or a hangover?
Ever do poorly on or even miss a test or assignment due to drunkenness or a hangover?
Ever had your 'performance' ability because of drunkenness or a hangover?
Ever spend more money than you should have or wanted to?
Ever lost a friendship over alcohol use or abuse?
Ever done something you regretted later that you wouldn't have done sober?
Ever been embarrassed by your own actions while drunk? a friend's? a relative's?
Ever screw up a relationship over alcohol use or abuse?
Ever been in a fight while drunk?
Ever been injured while drunk?
Ever damaged property (yours or someone else's) while drunk?
Ever stolen while drunk?
Ever driven drunk?
Ever wrecked a car while drunk?
Ever had a blackout?
Ever been cited or arrested for alcohol misuse/abuse/drinking underage?
Know anyone who has been raped? Was alcohol a factor?
What percentage of reported rapes involve alcohol? (80% - 90%)
Who here knows of someone who died as a result of alcohol use or abuse?
Who here knows an alcoholic? has a relative that is an alcoholic?
Has the chapter ever lost a member due to alcohol use or abuse?
Has alcohol use ever impacted a chapter's decision-making?
What percentage of chapter PR problems involve alcohol?

- **Elicit a War Story**

If you can find one or more participants to share the details of a serious problem or tragedy that other will directly relate to, encourage this.

Or...share a 'war story' of your own if no one else does and you have a good one.

Example Problems

• Offer these as hints if your group isn't getting it: sisters or brothers fighting with one another; members being late to or missing rehearsals or performances; overspending; police trouble (underage drinking, driving under the influence/while intoxicated); bad chapter decisions; bad sexual decisions; behavior that risks injury; blackouts; messed up friendships.

Get a consensus from the group on the top 3 to 5 problems.

Circle each of those.

Make sure the sheet is hanging on the wall so you can refer to it later.

Price

5 mins

This is such a short section you should not use a tear sheet. At another time, with just STAR veterans, you can easily spend an entire hour on this topic alone. This also may have been covered well enough under 'Problems' and is therefore optional.

Say "Before we move on to discuss people and behaviors, let's consider for a minute the Price we pay, as individuals and as a chapter, related to alcohol. For each of the main Problems we identified, let's look at the price we pay for it." (Go back to the sheet of Problems and especially talk about PRICE in regards to those problems you circled.)

Pick examples/issues that relate to the key problems already identified.

- Dollars individuals have spent on drinking.
- Dollars the chapter has spent (on parties, etc.)
- Dollars individuals have spent on property loss or medical bills.
- Time spent drunk or hungover.
- Price, in terms of reputation and image, due to problems with alcohol use. Consider this from the point of view of the band director(s), band members not in your chapter, prospective members, school or/department of music, athletic department, fellow students, alumni, district and national officers.
- Price, in terms of members lost due to academic dismissals, dissatisfaction with the chapter's activities/focus, health or even death.
- Price, in terms of quality of performances.
- Price, in terms of opportunities lost.

An Individual Case Study (a focus on sacrifices/substitutes)

You may or may not want to get into this discussion this deeply; you only have 5 minutes scheduled for Price. If you do this, though, do it completely.

Say "Assume you drink an average of two nights per week. Each time out costs an average of \$20. You spend about 6 hours each time and at least an average of one hour is lost per night due to 'recovery.' That adds up to 104 nights a year, over 624 hours and an average of \$2,080."

You may choose an **appropriate** volunteer who's willing to share not in a bragging manner, elicit this info, and make a real case of this.

What alternatives do you have?

- A good computer is about \$1500. In 624 hours you could become extremely proficient with it, adding to your value in the job market.
- A new trumpet costs \$1200 and practicing over 600 hours would make you one heck of a player!
- A road trip across the US can be done for under \$50 per day...unless you chapter hop.
- Two grand will buy more than a few CD's and a good stereo to play them on.
- A good mountain bike can be purchased for \$500 and 624 hours of riding is essentially free after that (and who knows who you'll find to ride with...) The remaining \$1500+ could buy a romantic dinner or two.
- \$2000 can buy one incredible wardrobe!
- A discount round-trip plane ticket to Europe can be had for \$500. The remaining \$1500+ would pay for a few expenses.

People

15 mins

- Enlist the aid of one or two of your participants to distribute the STAR handout to everyone in the room.

Say "Everyone please look at the handout you have and follow along. I am going to ask a number of questions and for each of them, point to one of you to answer it."

Note: Use the candy here for correct answers. Have fun with this, but make sure the answers given are accurate. It is OK if they simply read directly from the handout, but if you are not happy with an example, ask the group to expand.

Questions to ask:

The Basics

1. What type of drug is alcohol?
2. Regarding alcohol content, what are equivalent amounts of beer, wine, and hard liquor?
3. What is BAC?
4. Approximately how much alcohol is needed to increase BAC by .05 in a 150 lb. male on an empty stomach in one hour?
5. What are some of the different BAC levels and the physiological and behavioral states they are associated with?
6. What are some of the factors that affect the absorption rate of alcohol (and thereby influence BAC level)?
7. Explain the rate at which the body metabolizes alcohol and what can affect it.

Individual Behaviors

8. Define "Abstinence" and give an example of it.
9. Define "Use" and give an example of it.
10. Define "Abuse" and give an example of it.
11. Define "Addictive Behavior" and give an example of it.
12. Define "Cheerleading/Enabling" and give an example of it.
13. Define "Caretaking" and give an example of it.

Chapter Behaviors

14. Give examples of chapter-level "Abstinence."
15. Give examples of chapter-level "Use."
16. Give examples of chapter level "Abuse."
17. Give examples of chapter level "Addictive Behavior."
18. Give examples of chapter level "Cheerleading/Enabling."
19. Give examples of chapter level "Caretaking."

Patterns/Programming

5 mins

Like Price, this topic is a short piece in the basic presentation, but could easily occupy a full hour on its own. For this discussion, if you are able to identify one or more of the top 3 to 5 problems as being associated with a pattern or behavior program, then discuss that particular problem and the pattern associated with it. If nothing fits, you are short on time, or you are not comfortable with this, then skip it, claiming you are low on time.

Say "We are surrounded, in school and in our society in general, with patterns and expectations which promote the use, and abuse, of alcohol. Let's take a look at a few patterns which specifically influence some of the behaviors we have just identified."

Band Camp One of the biggest risk management problems in the fall term. Add this up: new members, many with NO experience, many underage, peer pressure, and the desire to belong and fit in.

Third Degree (or the night before) Another big risk management issue in most chapters and totally against policy. Try this out: Special event/night, becoming an active member, lots of emotion, time of celebration and being together.

21st Birthdays An incredible risk management issue in the chapter and on college campuses in general. Think about it: massive peer pressure, drinking with the intent to get drunk or throw up (both are abusive drinking), 21 shots and speed drinking.

Drinking Games/Songs These games/songs seem harmless, a time of camaraderie and fun. It's also a time of abuse. Things get out of hand too easily, impossible to keep track of how many you, your brother or sister have had. These activities are prime causes of alcohol poisoning or alcohol overdose.

Drinking out of boredom Frequently leads to abuse because drinking is the sole focus. Drinking by itself, with no other social forces, almost guarantees that drinking to the point of being loose, buzzed, uninhibited will not be enough entertainment.

Drinking to escape Drinking to forget about problems throws "Mood" into the equation in a big way. A strong candidate for abuse; often enhanced by the knowledge that other members will 'cover' or 'caretake.'

Abusing because it is cheap or free This is much like overeating at a buffet - it is a form of gluttony. Happy Hours, 'Drink and Drown' parties, nickel beer night, and the like are all patterns/activities that promote abuse.

Pavlovian Drinking Ever hear of Ivan Pavlov? Pavlov did research on psychological conditioning. He is famous for the experiment where a bell was rung each time a group of dogs were fed. After a short period of time repeating this, the dogs would salivate whenever a bell was rung. They had been conditioned or programmed for that response given the stimulus of a bell ringing.

What are some stimuli for the chapter and our members that lead to a 'drinking response?' Failed a test, passed a test, have a test tomorrow, broke up with someone, got together with someone, won a big game, lost a big game, successes in general, failures in general, boredom, exhaustion, hunger, anger and happiness. For some members, no matter what the stimulus is, their response is 'drink.'

Holiday Drinking Are there certain days when drinking is more prevalent than others? What about New Year's Eve and St. Patrick's Day? And though it's not a holiday, what about Super Bowl Sunday? What are some other holidays when a lot of alcohol is consumed?

Special Event Drinking Birthdays, first day of band camp, last day of band camp, football games, band trips, Homecoming, graduation, bachelor(ette) parties, and so on.

Progress

15 mins

- **Be sure the STAR Veterans are back for this. Give them each a copy of the STAR handout so they can check the answers on their sheets.**

Say “The veterans are back, so we can finish with the last P, Progress, all together. These are specific actions we can take, as individuals and as a chapter, to overcome the problems we came up with. Before we start, let’s add the Problems that the veterans chose to our list.”

Modify the Problems sheet that is hanging on the wall. Discuss if needed.

Continue by saying “Just as this book I’m using doesn’t list our chapter’s problems, it does not list solutions either. We must be the source of our own solutions. So...please offer suggestions for solutions to the Problems identified. Please do not react to or criticize others’ suggestions. Let’s see what we come up with.”

Start a new sheet and ask for ideas. Write all of them down and keep it moving with no feedback, judgment or criticism.

Some Ideas to Use if Needed

The one perfect solution doesn't exist. If there was just one solution, we wouldn't need this program. Anything that works, i.e. minimizes or eliminates Problems, is effective and should be used.

Suggested Chapter Level Actions

- First, do no harm. Discontinue any enabling, cheerleading or caretaking.
- Understand, respect and abide by all policies.
- Stop any abusive chapter-level patterns. Leaders will have to lead by example.
- Don't be afraid to confront a sister, brother, friend with a concern. Saying nothing almost guarantees there will be no progress. Communicating openly is a great start.
- Present additional member education programs on this topic. Do a **STAR** program with a more focused discussion. Have all members review the Alcohol 101 cd rom. Contact your Student Activities Office or Dean of Students Office to find a campus presenter on “Substance Use and Abuse.”
- Be prepared. Think ahead. How can you minimize the risk of problems related to alcohol during band camp, Third Degree, 21st birthdays and other times when the abuse of alcohol has been great.
- High standards: have them and enforce them. Start Treating Alcohol Responsibly.

Individual Action

- First, do no harm. Discontinue any enabling, cheerleading or caretaking.
- Understand, respect and abide by all policies.
- Stop your own abusive patterns.
- Lead by example
- Have high standards and hold other members to them. Start Treating Alcohol Responsibly.

Let the discussion go as long as it has energy. When it begins to wander or wind down, see if you can get the group to commit to one or more specific actions for the future. Be sure at least one participant writes down who attended, and the specific actions that were agreed upon.

**That’s it...you’re done. Thank everyone for participating.
Good work! (see next page, please.)**

Post-Discussion Housekeeping for the STAR Program

- Have participants to help clean and straighten the room.
- Give away the remaining candy to those that help.
- Fax, e-mail, or mail the following information (you can copy this page) to:
Kappa Kappa Psi & Tau Beta Sigma
STAR Program
P.O. Box 849
Stillwater, OK 74076

- BAC = Blood Alcohol Content percentage. The higher the number, the more alcohol.
- **Alcohol's effect on BAC:**
 - 2 "drinks" by a 150 lb. male in one hour on an empty stomach yields a .05 BAC
 - 4 "drinks" by a 150 lb. male in one hour on an empty stomach yields a .10 BAC
 - 8 "drinks" by a 150 lb. male in one hour on an empty stomach yields a .20 BAC
 - 12 "drinks" by a 150 lb. male in one hour on an empty stomach yields a .30 BAC
 - 21 "drinks" on your birthday, bought for you out of love by your brothers or your sisters over a 6 hour period, will get you a BAC of about .35 - .40. Happy Birthday - it may be your last!
- **BAC's effect on the body and brain.**

Behavior is affected by BAC and other, individual factors. Impairment level can be high with a low BAC and vice-versa. Here are some rough guidelines to consider:

 - .05 BAC = Uninhibited, "buzzed", beginning to be impaired.
 - .08 - .10 BAC = Legally intoxicated, depending on your state. Impaired.
 - .20 BAC = Visibly drunk.
 - .30 BAC = Beginning to incur medical consequences, typically can't walk, passed out.
 - .40 BAC = Deceased... or on your way.
- **Factors that affect the rate of alcohol absorption include:**
 - Food:** Acts as "roadblock" and slows alcohol absorption.
 - Body size/body fat ratio:** Larger bodies require more alcohol to reach higher BACs, so do LOWER body fat ratios (there is more lean meat to absorb alcohol, fat does NOT absorb alcohol).
 - Gender:** Women typically are smaller and have higher percentages of body fat, therefore they get to higher BACs quicker with fewer drinks.
 - Type of drink:** Straight liquor is the faster; liquor mixed with carbonated beverages are next fastest.
 - Mood:** Alcohol acts as a mood enhancer; if a person is already depressed, they will get worse.
 - Drug use:** Alcohol reacts with other drugs, both legal and illegal, in highly unpredictable ways.
 - Altitude:** Higher altitude, less oxygen, faster intoxication.
- **The body, via the liver, metabolizes about 1 "drink" per hour.** No more, no less, there is nothing that will affect that, not coffee, cold showers, exercise, food, deep breathing, nor wishful thinking.

Individual Behaviors *(please come up with your own examples of each)*

These are behaviors, not identities. For example, one who engages in addictive behavior is not necessarily an addict. Likewise, a first time drinker or one who usually abstains can go on an abusive binge to extremely negative consequences.

Abstinence

Not drinking for whatever reason: religion, calories, the taste, the effects, family history of alcoholism and don't want to take the chance, pregnancy, interferes with academic performance, interferes with musical performance, interferes with sexual performance, allergies, on medication, bad experiences, designated driver, friends don't drink, it's poison, or just not feeling like it.

Responsible Use

Alcohol is used to enhance activities, not create them. No negative consequences of drinking. Drinking to the point of being uninhibited. Not crossing the line into impairment, loss of control, or poor judgment. Remember, too, there is no responsible use by someone underage.

Abuse

Negative consequences of drinking, for self and/or for others. This usually is represented by property damage, image problems, damaged relationships, legal trouble, or economic trouble. Frequent abuse leads to increased tolerance. Alcohol begins to be used as a tool or medicine to attempt to cope with situations or feelings.

Note #1: **STAR** is about helping minimize abuse. Abuse is what typically generates most of the problems for our members and chapters. First timers are often a bigger risk than veterans, and abuse can result in problems from the most unlikely sources.

Note #2: In many states there are laws which say that a woman under the influence of alcohol is incapable of "giving consent." In some states, the opposite view is the law. So ladies beware. Also, in a situation like this, a guy could wake up the next morning and be accused of being a rapist. This is undoubtedly a negative consequence.

Addictive Behavior

Loss of control over how much is drank. Continued used despite persistent problems. Constant preoccupation with alcohol. Frequent blackouts. May be afraid to stop. Attempts to control use or stop have not been successful. Lack of accountability - blaming. Addiction is a disease that requires treatment as a disease.

Cheerleading/Enabling

Encouraging abusive behavior with coercion and persistence. Demanding, hazing, forcing, or pressuring others to abuse to build self-esteem, or as a demonstration of power. Frequently stems from a desire to be accepted, or to justify one's own abuse.

Caretaking

Covering up or shielding those who abuse from the negative consequences of their actions. Example is regularly taking notes for a member who is too hungover, or cleaning up after a drunken member's mess. This prevents the member from developing necessary motivation to change his or her actions. It's typically not much fun for the caretaker either.

Chapter Behaviors (come up with your own examples here too...)

Abstinence

When the chapter hosts or participates in activities with no alcohol.

Use

According to our policy, there is no use of alcohol at any chapter activity or function. **Please note: there is no such thing as an “official function” or an “unofficial function.”**

Abuse

Ignoring the national policy. Hosting or participating in an event where alcohol is present.

Addictive Behavior

Allowing alcohol to become more important than the brotherhood/sisterhood, consistent unwillingness of leaders and members to admit there are problems or to not pursue solutions to those problems.

Cheerleading/Enabling

Participating in events where alcohol abuse is encouraged. Promoting events where drinking is the only focus.

Caretaking

Refusing to hold a member accountable for his/her actions when abusing. Ignoring broken property or forgiving inappropriate behavior because the member was intoxicated. Note: risk management tactics like providing free rides to intoxicated members, taking keys, etc. are all “caretaking.” However, the positive benefits of these programs far outweigh the negatives.

Special thanks to Kappa Sigma Fraternity for allowing Kappa Kappa Psi and Tau Beta Sigma to utilize its “My Brothers Keeper” program as a model for this alcohol education program.

STAR for Veterans

For everyone who has participated in the **STAR** program at least once. These “veterans” may split off in groups of 4 to 5 to discuss these issues in a less formal setting. During that discussion, see that the following questions are answered on separate sheets of paper.

Problems

List the top 3 to 5 problems the chapter has related to alcohol abuse/misuse.

Price

List one or more specific costs (time/money/opportunity/reputation/good will) to members or chapter due to the problems identified.

People/Behaviors

The Basics

1. What type of drug is alcohol?
2. Regarding alcohol content, what are equivalent amounts of beer, wine, and hard liquor?
3. What is BAC?
4. Approximately how much alcohol is needed to increase BAC by .05 in a 150 lb. male on an empty stomach in one hour?
5. What are some different BAC levels and the physiological and behavioral states they are associated with?
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Individual Behaviors

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Chapter Behaviors

14. Give examples of chapter-level “Abstinence.”
15. Give examples of chapter-level “Use.”
16. Give examples of chapter-level “Abuse.”
17. Give examples of chapter level “Addictive Behavior.”
18. Give examples of chapter-level “Cheerleading/Enabling.”
19. Give examples of chapter-level “Caretaking.”

Patterns

Describe any risky or abusive behavior patterns, or assumptions or expectations, associated with the top problems you have already identified.

Please return to the main group, with the answers to these questions, after 45 minutes time.

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