



## #StopTheDrops Leadership Discussion Guide

As a leader on campus, you have a critical role in helping your community #StopTheDrops and prevent COVID-19 transmission.

While some people are talking about COVID-19 as if the risk is gone, we are not out of the woods yet! In fact, the vast majority of the population is still vulnerable to infection. As a leader, part of your responsibility is to help keep your Panhellenic sisters and campus community as safe as possible.

One challenge ahead of you is to work proactively as a community to decrease the chances of COVID-19 spreading on your campus. By educating yourselves, working with other student leaders and working within your organization, you and your peers can be leaders on your campus in encouraging measures that reduce the transmission of COVID-19.

Starting a conversation about COVID-19 is an important first step.

*Note: Even if your campus has moved to a fully remote experience, COVID-19 is still an important topic for dialogue! Members of your organization may still live nearby each other or be traveling to meet in person, raising the risk of getting or spreading COVID-19.*

### How to Use this Discussion Guide

This issue may feel daunting to tackle because of how much information is out there on COVID-19. You can use this guide in combination with the resources available at [npcwomen.org/StopTheDrops](https://npcwomen.org/StopTheDrops) to help you start a conversation with your community.

### Prepare in Advance

- **Educate yourself.** Review the COVID-19 information at [npcwomen.org/StopTheDrops](https://npcwomen.org/StopTheDrops), including the Fast Facts, resources on transmission and the #StopTheDrops video. You also may wish to review the gathering guide (coming soon), which is designed to help you think through events.
- **Know your local situation.** Review current campus and community policies and guidelines. Note those that are important to highlight for your members and community, for example, requirements related to masks, distancing, in-person gatherings, visitors, traveling and returning to campus and as well as any others that may apply.
- **Talk with other student leaders.** Some of the questions below may also help you start conversations with other leaders on campus. How are they talking within their organizations? How can you work collectively to lead the way in helping to #StopTheDrops on campus?

### Tips for Facilitation

COVID-19 is new for everyone, so it's hard to predict how this dialogue with your peers will go. This guide suggests discussion topics, but the conversation might not follow an outline or script – that is OK. Stay present and listen to the concerns expressed. Check in with yourself, the room and the reactions. Don't feel like you need to discuss all of these topics in one conversation. It's OK to get as far as you can in the time allotted, then pick up the conversation at a later time. Empower your members to understand what they need to know to make the community safer and to foster collective action. Some other items to consider when facilitating, include:

- Sticking to the scientific facts of COVID-19. Use the data compiled for you at [npcwomen.org/StopTheDrops](https://npcwomen.org/StopTheDrops) for help.
- Avoid blaming or shaming your community as a way to motivate change. We know this is serious, but we want to work together to #StopTheDrops. Be inspiring, action-oriented and empowering! Even if you disagree, keep judgments out of the discussion.
- You don't have to have all the answers. Answer questions or correct inaccurate information using what you do know. Use your resources and seek answers together for those things you're not sure about. It's OK to say, "I'm not sure, I want to check on that." This is a new disease and scientists are learning more all the time, so we can expect new information to emerge.
- Find ways to make the mission to #StopTheDrops personal for your community. We all have different motivations to stay healthy, so helping to bridge motivations is powerful!



ICON GUIDE:



Discussion topic



Question to start framing the topic – follow-up question examples are below.



Important point to make



Resource at [npcwomen.org/StopTheDrops](https://npcwomen.org/StopTheDrops)



**Start by thanking everyone for joining you – they took time out to be at this discussion and being present in the discussion is helpful for community-wide action.**



**First, do an emotional check-in on your community.**



*For those excited to be back, what are they most looking forward too?*



*For those a bit nervous, consider asking about what is causing that nervousness?*



**Next, carefully start to anchor the conversation around COVID-19.**

*Does your community still understand the United States is in the middle of a pandemic?*



We still are in a pandemic.

*What does your community think about COVID-19?*

- Why do they think that?
- For those who feel this is serious, do they have fears around COVID-19 and transmission?
- What worries do they have about the potential impact of COVID-19 on themselves, their family, their friends or others they interact with?
- How do they feel about their likelihood of getting COVID-19? How would they feel if they passed it along to others?

*Do they understand the scientific data on young adults’ transmission such as infection rates and the impacts of being infected? Do they understand asymptomatic spread and major role young people play in community transmission? Do they understand that masking is a community effort to avoid transmission; “my mask protects you and your mask protects me”?*



Fast Facts on website



Be careful here as there might be some trauma from the impact of COVID-19, some participants may disclose being personally affected. Should that occur, be empathetic, thank them for sharing and acknowledge the loss or trauma they have experienced.

If they push back and are not seeing COVID-19 as something very serious, ask further. Why do they think that?



Be mindful of your tone, response and language as you don’t want people to feel defensive. Sometimes you might hear they have had it already, so they are immune. Maybe they feel it is “just like the flu,” and since they are young it isn’t deadly to them. One might



say this is a politicized topic or media-created lie. They might think there are other things that are more important to worry about. Notice what questions and concerns they're raising. Gently correct misinformation. Avoid debating specific points, and bring the conversation back to the big picture: "We need to follow the best advice available right now to keep our community as safe as possible, so that's our focus."

 **Then, begin to help the community discuss the impacts of a potential outbreak.**



*What might the impact be on the community if an outbreak occurs on campus?*  
We won't know for sure but possibilities might include further restrictions of in-person interactions, all classes moved online or all students return home.



*How might an outbreak affect members on a personal level?*  
We won't know for sure but possibilities might include becoming very ill or dying, especially if they are at higher risk, bringing COVID-19 home to a family member or creating housing insecurities.



*If our actions are linked to an outbreak, what impacts might that have?*  
We won't know for sure, but possibilities might include organization-specific restrictions or sanctions, negative publicity about our organizations or students on our campus, being blamed by the community for the outbreak or personal consequences already discussed.

*SHOW [VIDEO HERE](#)*

 **Ask for reactions and reflections about the video and discuss the content.**



*What stood out for them? Was there anything new or surprising?*

**Transition the discussion to “shared air” and how planning to reduce shared air and everyday actions (handwashing, staying 6 feet apart, proper masking and disinfecting) will help stop the spread of COVID-19.**




*What were the factors that make in-person gatherings risky? What does limiting “shared air” mean? (If they have factual questions, note those so someone can look into them.)*



*How can we reimagine events and gatherings in order to limit shared air? What do we need to think about when **planning** gatherings? What do we need to think about **during** gatherings, including arriving, being there and departing? When might virtual be a better option, given the need to minimize shared air?*



*What can we do to make it easier to remember to practice those everyday actions?*

 **Now, talk a bit now about how they feel their time on campus might go and the changes that have been put in place by the campus and surrounding community.**




*Does the community understand this year will look and feel different?*

Do they understand new campus and community requirements related to COVID-19 such as mask wearing, social distancing, limitations on gatherings, etc. and where to go for questions or clarity on these new guidelines?



Research your campus and community policies and guidelines in advance.





 If there is pushback to these changes or avoidance, make it clear things WILL be different, as they already are different. Emphasize that, as an organization, your values and priorities continue to be the same: building community, cultivating deep friendships, individual health and safety and community well-being.

 **Finally, talk about agreements. Create an action plan on how the community as a collective can #StopTheDrops.**

 *What are the community-wide benefits if we #StopTheDrops?*

 *What does community-wide engagement to #StopTheDrops look like within your community?*

 *Given the seriousness of this pandemic and its potential impact on people, our organizations and the campus, what do we want to commit to as a community to help be leaders who #StopTheDrops?*

 *How does the community respond to those individuals who are not taking actions or following through on the commitment to #StopTheDrops?*

 **Thank them for their honesty. Thank them for their ongoing leadership as it will differ than usual and may be challenging at times.**

Make plans to follow up on the initial discussions so you can revisit the topic frequently, as COVID-19 is rapidly changing.

These conversations may be challenging, but what you do matters. By educating yourselves, engaging your community and leading on campus, you can work as a community to help #StopTheDrops.

*NPC partnered with Linda Langford, Sc.D., and Will Frankenberger, M.S., M.A., to develop education and resources for the #StopTheDrops health promotion. The promotion was made possible through the generous support of the NPC Foundation and MJ Insurance-Sorority Division.*

*COVID-19 Is caused by a novel (new) coronavirus, and therefore our knowledge is rapidly evolving. This information was accurate as of mid-August 2020. This content is educational and not intended as medical advice.*