Resource Guide for Registered Student Organizations
Resource Guide for Registered Student Organizations
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The sale and service of alcoholic beverages on campus is governed by federal laws, Wisconsin Statutes, University of Wisconsin System Administrative Codes, and UW–Madison regulations. The following is a general guide for student organizations, not a complete list of laws, rules, and regulations. Please visit https://students.wisc.edu/alcoholinfo/rso.html for more information on alcohol policies and how they affect students.

A. Registered Student Organization Alcohol Policy (SOAP)
http://www.guide.cfli.wisc.edu/documents/alcohol-policies/

Any Registered Student Organization (RSO) event with alcohol must abide by the following policies:

1. An appropriate selection and quantity of non-alcoholic beverages and food must be available.

2. If event attendees are anticipated to include individuals below the minimum legal drinking age, then procedures must be in place to prevent consumption of alcoholic beverages by these individuals. Minimum requirements include:
   
   a. At an alcohol licensed venue, sober monitors and/or alcohol licensed venue staff must request an ID from every guest at the point of entry. Regardless of who IDs the guests, the organization maintains responsibility for making sure guests are properly identified.

   b. At a venue without an alcohol license, sober monitors and/or hired security staff must request IDs from every guest at the point of entry and before providing guests with alcohol. Regardless of who IDs the guests, the organization maintains responsibility for making sure guests are properly identified.

   c. Alcohol is dispensed in a designated area for attendees at or above the minimum legal drinking age. This includes alcohol brought by event attendees.

   d. The organization will provide attendees with a wristband to indicate that the guest is at or above the minimum legal drinking age.

3. At any event where the consumption of alcohol is allowed, each sponsoring organization must provide a minimum of two sober monitors for up to 50 total attendees. One additional sober monitor from each sponsoring organization must be provided for every additional 25 attendees.

   a. The sober monitor shall refrain from the consumption of alcohol until the completion of the event.

   b. Half (50%) of the sober monitors from each sponsoring organization must be in an officer/executive position or have been a member for more than one academic year.

   c. At least one sober monitor from each sponsoring organization must be at or above the minimum legal drinking age.

   d. The sober monitor's duties shall be:

      i. to be present at all times during which alcoholic beverages are served or consumed;
SECTION I
RSO ALCOHOL POLICIES

ii. to ensure that the RSO Alcohol Policy is observed by all persons in attendance at the event;

iii. to ensure that inebriated persons do not consume alcoholic beverages;

iv. to maintain or ensure control of alcoholic beverages at all times to prevent unauthorized consumption and ensure alcoholic beverages are properly secured at the conclusion of the event; and

v. to ensure that individuals below the minimum legal drinking age do not consume alcoholic beverages.

e. All sober monitors must have completed the online sober monitor training program within the previous calendar year prior to serving as a sober monitor. Follow the link to the RSO Sober Monitor Alcohol Training to enroll in the online course. Please make sure to not only watch the video but also complete the quiz with a passing grade.

4. Total attendees at any given time may not exceed the fire code capacity of the venue or the requisite supplied number of sober monitors.

Any Registered Student Organization event with alcohol not held at a venue with an alcohol license must abide by the following additional policy: Alcoholic beverages present at the event are limited to beer (fermented malt beverages) and wine. Common sources of alcohol such as kegs, bowls, barrels, boxed wine, etc. are not permitted.

Other Relevant Policies Specific to Registered Student Organizations
http://students.wisc.edu/alcoholinfo/rso.html

Registered Student Organization Code of Conduct Re: Alcohol
http://www.guide.cfli.wisc.edu/documents/code-of-conduct/

Any violation of the following regulations by an RSO may result in disciplinary sanctions against the organization. RSOs are not exempt from discipline for such actions under this Policy that constitute violations of federal, state or local laws, and may be subject to additional action by an appropriate judicial body.

All Registered Student Organizations:

Code 10 — Alcohol. Student organizations that serve or permit possession of alcoholic beverages and/or other drugs, including controlled substances, at student organization functions, on or off campus, may be disciplined if violations of alcoholic beverage laws, the Registered Student Organization Alcohol Policy (SOAP), or university regulations occur at student organization functions if the violations involve members and/or guests.

Other Codes of Conduct Commonly Violated in Conjunction with Alcohol Violation—

Code 3 — Violation of Law. May be subject to disciplinary action as a result of violations of federal, state, or local laws not otherwise addressed in this Policy;
**Code 4**—Responsibility of Organization for Individual Action on Behalf of Organization. May be subject to disciplinary action as a result of actions of individual members of the organization undertaken while representing the organization;

**Code 5**—Health and Safety. Shall be responsible for all activities and/or damages resulting from its events. An RSO must exercise reasonable caution to ensure that its events, and agents acting on its behalf, do not cause damage to the property of students, University employees, other organizations, or the University; do not harm or constitute a serious danger to the personal safety of a member of the University community (students and University employees) or guests and do not obstruct or seriously impair University run or University authorized activities

**Responsible Action Guidelines**
https://students.wisc.edu/alcoholinfo/resp_action_guide.html

**Guiding Principle:** When someone is in danger, UW–Madison students are expected to seek immediate assistance, such as calling 9-1-1. The purpose of these guidelines is to create a situation where responsible action is encouraged and expected.

**Scope of Guidelines:**

1. **Victims of Crime**—In those cases where a student has been a victim of sexual assault and/or a violent crime while under the influence of alcohol, neither the Dean of Students, University Housing, nor UW–Madison Police will pursue disciplinary actions against the student victim (or against a witness) for his or her improper use of alcohol (e.g., underage drinking). A student victim who is under the influence of alcohol at the time of a sexual assault is entitled to university and community assistance and encouraged to seek help.

2. **Person in Need of Medical Attention**—When a student requires emergency evaluation and/or treatment to a medical facility for an overdose of alcohol, that student, as part of a disciplinary response, may be required to complete an alcohol assessment and/or education program in addition to other disciplinary action from the University. There may be a charge incurred if the student has an assessment off-campus and for some education programs. In addition, as per the University Parental/Guardian Involvement Guideline, a parental/guardian contact normally occurs when a student is transported to Detox/ER for overdoses of alcohol.

3. **Caller**—When a student calls on behalf of an impaired individual, remains with that individual until assistance arrives, and fully cooperates with emergency responders, the caller will not be subject to disciplinary actions under the UW System Code of Conduct, sanctions from the Division of University Housing, nor citation by UW–Madison Police for his or her personal consumption of alcohol (e.g., underage drinking).

4. **Organization**—A representative of an organization hosting an event is expected to promptly call for assistance if they become aware of an emergency. Failure to call will be considered an “aggravating circumstance” and will be factored into further disciplinary action.

The guidelines apply only to disciplinary actions related to the caller’s personal consumption of alcohol. They do not apply to supplying of alcohol, use or possession of other drugs illegally, or other crimes.
SECTION II
RESPONSIBLY MANAGING EVENTS WHERE ALCOHOL IS SERVED

Note: Some of the following recommendations may be required by your governing council (i.e. Interfraternity Council, Panhellenic Association) or departmental sponsor (i.e. School of Pharmacy, College of Engineering, School of Business); refer to your governing council’s policies as needed.

DO NOT serve or allow consumption of alcohol at events where a majority of students are under the minimum legal drinking age.

DO NOT consume alcohol at general or executive board meetings.

DO NOT use alcohol as an incentive for participation in an event or as prizes in contests. Liability increases when alcohol is used as an enticement.

DO ensure that if not at a third-party vendor, only sober monitors over the minimum legal drinking age serve as bartenders.

DO make sure all members can legally attend events at a liquor licensed establishment, by definition, a restaurant (less than 50% of sales are from alcohol) or a tavern (more than 50% of sales are from alcohol) that holds a 18+ Center for Visual & Performing Arts license through the City of Madison.

DO NOT have activities where consumption of alcohol is the purpose, consequence, or reward. Drinking games and using alcohol as a reward lead to over-consumption because people drink when they win/lose and not when they want to.

DO use a typed guest list that includes the names of all anticipated attendees. It is recommended that this list specifically note membership in the organization and age of the attendee, as well as the date of the event. Do not allow anyone to enter the event unless they were on the guest list prior to the event.

DO set a specific start and end time for your event.

DO NOT use organizational funds to purchase alcohol or pool money from attendees to provide alcohol for the event. A BYOB policy for individuals over the legal drinking age is the best way to ensure appropriate alcohol consumption.

DO make sure that the food provided is unsalted. Salty foods encourage more alcohol consumption.

DO NOT charge for alcohol or charge an admittance fee for an event where alcohol is provided. This is likely considered “operating an unlicensed tavern” and is a criminal offense.

DO have third party vendor bouncers ID guests on behalf of the organization; however, the RSO remains responsible for all guests.
Tips: What to Ask Before Planning an Event

When deciding whether or not alcohol should be served at an event consider:

- What is the mission and value of your organization? What are the goals and purpose of your event/activity? Does our event fit within our organization’s mission and purpose?

- Who is in our organization? Would having alcohol be appropriate for our group?

  Note: If there is a significant number of underage students present, it may be inappropriate to permit, service and consumption at the event.

- How will alcohol consumption contribute to the event/activity? How will alcohol help your organization live its values?

- How will alcohol consumption detract from the event/activity? How may alcohol take away from us reaching the goals of our event? Does alcohol counter or hinder your event goals the event, such as collaboration and networking?

- What is the additional cost of having alcohol at your event/activity? Do the benefits outweigh any drawbacks?
SECTION III
ORGANIZATION ACTIVITIES

We challenge BSU! delegates to take what they have learned in BSU! back to their organization. The following section contains five activities that contain parts of the BSU! curriculum—including activities about values, alcohol and risk-reduction strategies, bystander intervention skills, and policy—that you can facilitate with your organization.

The following activities range in length from 10 to 45 minutes and can be tailored to fit the needs of your organization. Organizations may facilitate these activities to fulfill a requirement to have an alcohol awareness program, to prepare for an event that includes alcohol, to enhance their member’s skills related to alcohol and bystander intervention, or simply because these activities open an opportunity to practice facilitation on an important topic.

If you have any questions on how to facilitate these activities, or are interested in having a BSU! facilitator come to your organization to facilitate any of these activities, please go to our website to contact us.

http://www.guide.cfli.wisc.edu/documents/badgers-step-up/

Activity: Organization Values Clarification

Purpose: 1) To examine the values that individual members bring to an organization and the values of the organization as a whole; 2) To build a connection between individual and organizational values; 3) To discuss how your organization lives its values through events/activities/etc.; and 4) To discuss what role (if any) alcohol plays in helping or interfering with your organization from living those values.

Estimated Time: 35 to 50 minutes; time needed is flexible

Materials
- 10 small slips of paper (Post-its, index cards, or scrap paper) for every member
- Paper
- Pens, markers
- White board markers or sticky chart paper
- Values handout on page 12 (to be projected onto a screen, or copies for members)

Instructions Part I – Personal Values

1. Project (or somehow share) list of values to your org members.

2. Invite members to write their top 10 values on slips of paper—they can use values from BSU!’s list, or can make up their own.

3. Once everyone has their 10 values written, instruct members to rip up the two least important values that they deem to them. (Pause) Instruct members to rip up another value. (Pause) Instruct members to rip up two more values. (Pause) Invite members to rip up one last value. (Pause). Members will be left with “4 Core Values.”

4. Debrief First Part of Activity

Think, Pair, Share. Invite members to consider what their 4 Core Values mean to them individually. Then, invite members to share what their 4 Core Values are with the person sitting next to them.
Why did you choose these four values over the others? What did you consider when making the decision? Invite members to share their 4 Core Values with the larger group (if time).

■ How did it feel when you ripped up your values to get to your Top 4? Was it challenging to decide? How did you decide?

■ How does this organization help you achieve some/all of your values?

■ What role does alcohol play (if any) in helping you live your values? How does it interfere?

Instructions Part II – Organization Values

5. Everyone has their own values that inform their decisions—so now, let's switch gears and consider what are our organization values. (Brainstorm)

Some ways to facilitate this brainstorm

a. Ask every member to identify one organizational value that is of the highest importance. Instruct members to write it on a Post-it and tape it to a wall where everyone can see. After all of these values are assembled, facilitator reads aloud the values members listed and organizes the values into like-groups. Develop a list of organization values (10 or less? 4 Core Values), that reflect most commonly referenced ideas.

b. 2-4-8-All Share Strategy. Have members develop 4 Core Values in a pair. Have that pair join another pair and agree upon the 4 Core Values. Have that group of four join another group of four and agree upon 4 Core Values. Have each group of eight share what they came up with—build a list of values. Ask the large group if everyone can agree upon these.

c. Share out your organization’s mission – what values are mentioned in that? Are there any more values that members think should be added or clarified?

6. Debrief Second Part of Activity

■ What are our organization’s values? Do they match your personal values or are they different?

■ What are some of the activities/events/programs that we sponsor? How are these events motivated by our values? Are there things that we do as an org that are not motivated by our values?*

■ How does/would alcohol play a role to help us live our organization’s values? When might alcohol hinder our organization’s values?

*Optional: Make a list of everything that your organization does—for example, list events, activities, meetings, non-official gatherings. Go through each event/activity and discuss how each aspect of your org is connected to your values. (For example, our end-of-year potluck is connected to our value of community—building a strong community in our organization is a way that we live our values). If you do have an event (official or otherwise) that includes alcohol, ask—what values does this represent? How does alcohol help us live our values? How does/could (if at all) alcohol hinder us from living our values? (Note: This is a good way of building social norms around alcohol and your organization. This can be a non-threatening way to create social norms based on how much people may choose to drink at an event – because, you’re able to have a conversation about it here, without calling anyone out).
## SECTION III
### ORGANIZATION ACTIVITIES

## VALUES

<table>
<thead>
<tr>
<th>Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aesthetic</td>
<td>Respect for beauty and artistry</td>
</tr>
<tr>
<td>Achievement</td>
<td>Visible evidence of successfully completed endeavors</td>
</tr>
<tr>
<td>Advancement</td>
<td>Wanting to move up, get ahead</td>
</tr>
<tr>
<td>Adventure</td>
<td>Taking risks, challenging yourself</td>
</tr>
<tr>
<td>Appearance</td>
<td>Taking good care of looks, dressing well, and keeping in shape</td>
</tr>
<tr>
<td>Authority</td>
<td>Steering the process, having the power to direct events</td>
</tr>
<tr>
<td>Belonging</td>
<td>Being accepted and liked by others</td>
</tr>
<tr>
<td>Challenge</td>
<td>Testing your limits</td>
</tr>
<tr>
<td>Commitment</td>
<td>Enduring and meaningful dedication</td>
</tr>
<tr>
<td>Communication</td>
<td>Open and clear exchange of views and information</td>
</tr>
<tr>
<td>Community</td>
<td>Fostering close involvement with neighbors</td>
</tr>
<tr>
<td>Competence</td>
<td>Being good at what you do; capable; effective</td>
</tr>
<tr>
<td>Competition</td>
<td>Motivated to put skills to the test against others</td>
</tr>
<tr>
<td>Consensus</td>
<td>Forming decisions everyone can support</td>
</tr>
<tr>
<td>Courage</td>
<td>Standing up for what you believe in, even when it’s risky</td>
</tr>
<tr>
<td>Creativity</td>
<td>Open to discovery of ways; innovation</td>
</tr>
<tr>
<td>Dependable</td>
<td>Reliable and trustworthy</td>
</tr>
<tr>
<td>Ecology</td>
<td>Taking care of the earth</td>
</tr>
<tr>
<td>Equity</td>
<td>Advocating for fairness and social justice</td>
</tr>
<tr>
<td>Family</td>
<td>Attending to and enjoying time with loved ones</td>
</tr>
<tr>
<td>Forgiveness</td>
<td>Capable of pardoning and moving on</td>
</tr>
<tr>
<td>Friendship</td>
<td>Enduring close relationships</td>
</tr>
<tr>
<td>Health</td>
<td>Prioritizing physical and mental well-being</td>
</tr>
<tr>
<td>Helping</td>
<td>Reaching out to meet others’ needs</td>
</tr>
<tr>
<td>Honesty</td>
<td>Expressing only the truth</td>
</tr>
<tr>
<td>Integrity</td>
<td>Your actions match your beliefs</td>
</tr>
<tr>
<td>Joy</td>
<td>Seeking enjoyment and delight in life</td>
</tr>
<tr>
<td>Learning</td>
<td>Enjoy seeking new information</td>
</tr>
<tr>
<td>Passion</td>
<td>Powerful enthusiasm &amp; sense of importance to do something</td>
</tr>
<tr>
<td>Perseverance</td>
<td>Staying with tasks through completion</td>
</tr>
<tr>
<td>Personal Growth</td>
<td>Committed to developing self-awareness and skills</td>
</tr>
<tr>
<td>Purpose</td>
<td>Have meaning and direction in life</td>
</tr>
<tr>
<td>Rationality</td>
<td>Emotionally detached, clear, logical thinking</td>
</tr>
<tr>
<td>Recognition</td>
<td>Having others notice good work</td>
</tr>
<tr>
<td>Respect</td>
<td>Regarding others with honor and consideration</td>
</tr>
<tr>
<td>Self-Esteem</td>
<td>Accepting and respecting yourself</td>
</tr>
<tr>
<td>Spiritual Growth</td>
<td>Connection to higher purpose, divine presence</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Collaborating with others to reach goals</td>
</tr>
<tr>
<td>Tradition</td>
<td>Reverence for past generation’s customs</td>
</tr>
</tbody>
</table>
**Activity: Snowball Fight—Social Norms and Introduction to Bystander Intervention**

**Purpose:** Increase knowledge of social norms around alcohol consumption, increase bystander intervention skills and knowledge, and engage members in leadership development.

Estimated Time: 30 to 45 minutes; time needed is flexible

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**Materials:**
- Scrap paper
- Pens/Markers

**Instructions:**

**Part I—Social Norms around Alcohol Consumption**

1. Ask: “How many drinks does a typical UW–Madison student have when they are at an event involving alcohol?” Invite students to write their answer on a small slip of paper. Make sure students don’t write their names on the slip of paper. (Pause) Ask: “How many drinks do you typically have at an event involving alcohol?” Invite students to write their answer on the same small slip of paper. (Facilitator note: Give participants specific instructions on how to write their answers on a slip of paper — as you need to have a clear way to distinguish the #’s for the activity to be successful.)

2. Say, “Now, we are going to have a snowball fight — but, first let’s get on the same page about the way this works: First, crumple your piece of paper. Second, throw your paper. Third, after you throw your initial snowball, find three more snowballs to throw. Ready, go!”

3. After the snowball fight, instruct members to select a snowball and read it.

4. Instruct members to find another person, share the contents of their snowball, and then switch snowballs. Ask students to do this (share the contents of their snowball and switch snowballs) with five people.

5. Bring group back together to debrief.

**Debrief Questions:**

- What did you notice?

- Did it appear that most people overestimated how much others were drinking or underestimated? Why do you think that happens?

6. Talking Point: What do we notice in a drinking setting — the person who is drinking 1–4 drinks, or the person who has consumed too much and is puking in the bathroom? Exactly, we notice the people who have consumed a lot more than the people who haven’t. Often, we underestimate the number of people who are drinking in a low-risk way, which we define as 0–4 standard drinks.
SECTION III
ORGANIZATION ACTIVITIES

Part II—Bystander Intervention

7. Talking Point/Segue: While we know that the majority of students are consuming alcohol in a low-risk way, and there are other students who are not always doing this. When someone engages in high-risk drinking patterns, which are defined as consuming five or more drinks in an event, we know that their critical thinking skills and motor functioning decrease.

8. Ask: “Can you think of a time when you noticed a risky alcohol-related situation that you thought about intervening in or wanted to intervene in but didn’t?” Please write this down and refrain from using names or identifying information.

9. Repeat Snowball Fight.

10. Instruct members to select a sheet of paper and read it.

11. Instruct members to find another person, both share the contents of their snowball, and then switch. Repeat five times.

12. Group debrief – do you notice any themes?

Part III — The 3 Ds of Bystander Intervention.

13. Bring group back together to teach bystander intervention:

14. Describe the 3 Ds of bystander intervention.

Reminder from BSU!: Badgers have choices when it comes to helping a friend who’s had too much to drink!

- Direct: Directly intervene to prevent a problem or situation from occurring.
- Delegate: Involve others or seek help to disrupt a situation.
- Distract: Redirect or interrupt a situation without directly confronting the individual.

15. Two Activity Options:

a. Split members into three teams—Distract, Delegate, and Direct. Read aloud a scenario (either from member-written snowballs, or from scenarios in this booklet (pg. 16–17). Invite each group to make a list with as many examples as they can about how to use their ‘D’? (Ex. Distract: When your intoxicated friend wants to go back for another drink, “Oh my god, I’m so hungry! Qdoba sounds so good? Don’t you think? Let’s go before it closes!” ) Bring group back together, and have groups read their ideas.

b. Invite students to find a partner, choose one scenario (from the snowballs or from the booklet) and create an intervention plan—which of the 3 Ds would make the most sense to use? How would you do this? Bring group together—in invite pairs to share their scenario and intervention plan.

Note: If you want to do a more comprehensive bystander intervention scenario activity, please contact Badgers Step Up! We would love to help you plan an activity or come in and help to facilitate!
Go to our website: http://www.guide.cfli.wisc.edu/documents/badgers-step-up/
Activity: Bystander Intervention 101

Purpose: Train your organization members to be active bystanders.

Estimated Time: 40 to 50 minutes

Materials
- Scenarios (printed or projected somewhere)
- Scenario worksheets

Instructions
1. Ask, “Can you think of a time when you noticed a risky alcohol-related situation that was happening?” (Pause). “Can you think of a time when you thought about intervening in the situation but didn’t?” (Pause) (“Facilitator gives an example of a time they noticed a situation, but didn’t intervene. Be sure that your example isn’t personal to anyone in the room.)

2. Talking Point: “One of our organization’s values is _____________ (ex. Leadership, Helping, Community Building, etc.). Can we agree that _____(value)____implores us, as members of this organization, to play an active role in creating a strong community in our organization culture? (Pause) Great! So today, I want to share with you a training on how to be an effective interventionist. We know that sometimes people don’t intervene in situations because they don’t know how or they don’t think someone wants help. Today we’re going to give you some options for how to help and work through some scenarios of what you would do.”

3. Ask: “What is a bystander?” (Get responses); Summarize: “Exactly, bystanders are people who are there when something not-so-good or risky might be happening. We think about bystanders in two main ways: Active and Inactive Bystanders. Could someone think of an example from the news of an active and inactive bystanders?” (Get responses)

4. “Exactly–so today, I want to go over the five steps to being an active bystander.”
   Describe the following five steps:
   1: Notice the event; 2: Interpret that it’s a problem; 3: Feel responsible to act;
   4: Have the skills to intervene; 5: Take the action

5. “We’re going to focus on Step 4 today – Have the skills to intervene. What are some ways to intervene effectively in risky alcohol-related situations? How can you personally take action and feel confident and comfortable? To do this, I’d like to introduce the 3 Ds, or three ways that you can intervene in the situation. They are, Direct, Delegate, and Distract. Can you think of an example of someone who is directly intervening? (Pause.) How about delegating? (Pause.) How about distracting?” (Be prepared with an example for each one of these, in case no one shares.)

6. Split group into small groups (based on how many scenarios you want to cover). Assign each group a scenario (on the next page) to create an intervention plan for. Walk around and check in with groups.

7. Give groups time to consider. Invite groups to share their scenario and intervention plan with the large group.
BSU! RSO Scenarios

Scenario 1
You and a friend are looking through Snapchat stories on a Sunday morning. You open one sent by a fellow org member. In this Snapchat story, your org member is seen taking multiple shots and yelling expletives at people from a balcony. Though it is not visible in every shot, you notice that they are wearing a T-shirt with your org’s logo on the front. You know that this person sends Snapchat stories to more than just fellow org members.

Scenario 2a
Your organization is hosting an end-of-year potluck/party for its members at someone’s off-campus house. Your faculty advisor leaves the party at 9 pm and, afterward, a few org members pull out bottles of hard alcohol from their backpacks and start passing the bottles around, encouraging people to take pulls from the bottle.

Scenario 2b
You’re getting ready to leave your org’s potluck/party. You notice that one of your org members is passed out on the bathroom floor. You remember noticing this individual consume several alcoholic drinks through the night. You notice that they continue to vomit, struggle to stay awake, and have clammy skin.

Scenario 3
Prior to an organization meeting, you walk by a group of members discussing the past weekend. You know that they are not all of legal drinking age and are speaking loudly about how “wasted” they got the past weekend. A couple members proudly talk about blacking out and puking.
**Scenario 4**
You are at a social for your organization where alcohol is being provided by a third-party vendor. You observe a fellow member approach the bar, present an ID, and receive a beer from the bartender. You know this member is under the age of 21 and recognize that they likely used a fake ID to get a drink at the event. They do not seem to be disruptive and are sipping their beer as they mingle with other members.

**Scenario 5**
Your org is wrapping up a meeting on a Thursday evening. As the meeting comes to a close, a senior member proposes that all the members in attendance meet at the Plaza later that night for Long Islands. Most people seem to be in interested, but a few newer members state that they have prior commitments and cannot attend. The senior member then gripes that the newer members have not yet attended any social activities outside of those structured by the org, and states that “real members” go out of their way to attend more informal social events.

**Scenario 6 (not org specific)**
You’re walking down Broom Street and notice that someone is lying on the front lawn of a house and they are unconscious.

**Scenario 7**
You invited a few org members to your apartment to hang out and have a few drinks. After an hour of drinking, one member mentions that it would be cool to steal Union chairs to put on their patio. Soon, the majority of the people are planning how to do it after the Union closes.

**Scenario 8**
Your org is attending a national conference in another state. Several members attend and your org rented a bus to transport members. The day of the event you notice a number of senior members loading coolers of beers for the trip.
SECTION III
ORGANIZATION ACTIVITIES

Bystander Intervention: Scenario # _____

1. Notice the event. What risks do you notice?

2. Interpret the problem. In this scenario, do you think there is a need for action?
   - There’s a need for action
   - Not sure
   - There’s no need for action

3. Feel responsible to act.
   a. Do you have/will you take personal responsibility to act in this scenario? Why? Why not?
   b. What are barriers to intervention that may exist?
   c. How could you overcome these barriers?

4. Decide how to help.
   Direct  Distract  Delegate

5. Act to intervene. What is your intervention?

Be prepared to share a step-by-step plan with the large group
Activity: SOAP Policy Fill-In-The-Blank

Purpose: To review SOAP policy in an engaging and competitive way and to discuss important questions about planning an event.

Estimated Time: 15 to 45 minutes; time based on how long you choose to debrief activity

Who: This activity is meant for organization leadership or for organization members who are planning organization events, but this activity could be done with all organization members.

Materials
- Word fill-in worksheets on pages 20 and 21 (double sided)
- Pens
- Prize

Instructions

1. Split group into pairs.

2. Explain purpose of activity, “As we plan for our upcoming event, let’s take a moment to review the Student Organization Alcohol Policy. We want to be sure that our event is within these guidelines. You will have five minutes to fill in the blanks – the team with the most correct answers will win a prize. Your time starts…now!”

3. Pause for five minutes to have groups fill out the worksheet.

4. Go over the answers. Determine which pair got the most correct answers (Tiebreaker: Which team finished the quickest) and give them a prize of your choosing.

5. Debrief Questions—Planning an event with alcohol
   
a. Answer questions “Tips: What to Ask Before Planning an Event (page 9)”

b. Have we covered all of the SOAP policies? What else do we need to do to be in line with these guidelines?
University of Wisconsin-Madison Registered Student Organization Alcohol Policy (SOAP)

Any registered student organization event with alcohol must abide by the following policies:

1. An appropriate __________________ and __________________ of non-alcoholic beverages and food must be available.

2. If event attendees are anticipated to include individuals below the minimum legal drinking age, then procedures must be in place to prevent consumption of alcoholic beverages by these individuals. Minimum requirements include:
   a. At an alcohol licensed ____________, sober monitors and/or alcohol licensed venue staff must request an ______ from every guest at the point of entry. Regardless of who IDs the guests, the organization maintains responsibility for making sure guests are properly identified.
   b. At a venue without an alcohol license, ________ ________ and/or hired security staff must request IDs from every guest at the point of entry and before providing guests with alcohol. Regardless of who IDs the guests, the organization maintains responsibility for making sure guests are properly identified.
   c. Alcohol is _____________ in a designated area for attendees at or above the minimum ______ drinking age. This includes alcohol brought by event attendees.
   d. The organization will provide attendees with a __________________ to indicate that the guest is at or above the minimum legal drinking age.

3. At any event where the consumption of alcohol is allowed, each ___________ ____________ must provide a minimum of two sober monitors for up to 50 total attendees. One additional ________ ____________ from each sponsoring organization must be provided for every additional 25 attendees.
   a. The sober monitor shall refrain from the ___________ ___ __________ until the completion of the event.
   b. Half (50%) of the sober monitors from each sponsoring organization must be in an officer/executive position or have been a member for over ________ academic year.
c. At least one sober monitor from each sponsoring organization must be at or above the minimum legal ____________ __________.

d. The Sober Monitor's duties shall be:

i. To be ______________ at all times during which alcoholic beverages are __________or consumed;

ii. To ensure that the __________ Alcohol Policy is observed by all persons in attendance at the event;

iii. To ensure that ______________ persons do not consume alcoholic beverages;

iv. To maintain or ensure ______________ of alcoholic beverages at all times to prevent unauthorized consumption and ensure alcoholic beverages are properly __________ at the conclusion of the event; and

v. To ensure that individuals below the minimum legal drinking age do not ______________ alcoholic beverages.

e. All sober monitors must have completed the __________ training program within the previous calendar year prior to serving as a sober monitor. Follow the link to the Responsible RSO Sober Monitor Alcohol Training to enroll in the online course. Please make sure to not only watch the video but also complete the quiz with a passing grade.

4. Total attendees at any given time may not exceed the __________ __________ capacity of the venue or the requisite supplied number of sober monitors.

Any Registered Student Organization making alcohol available at a venue ____________ an alcohol license must abide by the following additional policy:

Alcoholic beverages present at the event are limited to beer (fermented malt beverages) and wine. ______________ sources of alcohol such as kegs, bowls, barrels, boxed wine, etc. are not permitted.
SECTION III
ORGANIZATION ACTIVITIES

Activity: Risk Reduction Strategies Word Search

Purpose: 1) To know different strategies used to reduce risk when consuming alcohol.
2) To understand the rationale behind different strategies and why they are useful for minimizing risk.
3) To brainstorm additional strategies that can be used to reduce risk associated with alcohol use.

Estimated Time: 10 to 15 minutes

Materials
- Multiple copies of the Alcohol Risk Reduction Strategies word search
- Pens, markers

Instructions: Part I – Word Search
1. Have org members break into several pairs or small groups.
2. Distribute a copy of the Alcohol Risk Reduction Strategies word search to each group.
3. Instruct groups to complete the word search with the incentive that the first group to finish will receive a prize of the org’s or facilitator’s choosing.
4. Debrief Word Search
   - Invite winning group to share locations of words if you deem it necessary.
   - Encourage org members to state why they think each strategy can be effective.
   - Explain the rationale for using each strategy and why exactly each strategy is effective. Explanations are listed below.
   - Ask members what other strategies they are aware of and what the rationale is for using them. Members can use personal experience if comfortable doing so, or they can list ones they’ve heard of others using.

1. PACE: Pacing yourself while drinking allows you to engage in the positive aspects of drinking (i.e. being social, feeling a buzz, etc.) while avoiding the less positive aspects associated with higher-risk drinking (i.e. hangovers, vomiting, worse academic performance, etc.).

2. PLAN: Having a plan for your night allows you to determine how many drinks to have, how much money you want to spend, and how late you want to stay out, which allows you to minimize the risks associated with alcohol use.

3. MINT OR CANDY: The mint or candy rule is used at events where alcohol is present. Sober monitors walk around keeping an eye on things. When they see someone who is starting to get a little rowdy, they give that person a mint or candy to let them know they need to reign it in. Receiving a second piece of candy is a sign that a person needs to leave the party because they have become too disruptive, and the sober monitor arranges for them to be taken home. It is a way to let peers know that they may need to ease up without directly calling them out in front of the whole group.
4. **EAT:** Eating food before and during drinking provides a “base” in your stomach that allows for absorption of alcohol, which in turn reduces the amount of alcohol absorbed into your bloodstream. This is why it’s easier to get drunk on an empty stomach. Contrary to popular belief, eating food after drinking does not actually absorb any alcohol, since it has already been absorbed into the bloodstream at that point.

5. **WATER:** Alternating alcoholic drinks with water slows down the pace at which you are drinking and allows the body more time to metabolize the alcohol already in your bloodstream. It also saves you money, since water is free at most bars and restaurants and tap water is cheaper than alcohol.

6. **UBER:** In Wisconsin, the legal limit for those 21 and over when it comes to drinking and driving is a BAC of .08. Anything at or above that level will involve legal repercussions that can have lasting impacts on an individual’s life. Additionally, any amount of alcohol consumption can have an impact on reflexes and perception that make drinking and driving a high risk behavior. In order to minimize the risk associated with drinking and driving, catch an Uber instead of driving yourself or allowing an intoxicated friend to drive.

7. **LIMIT:** Limiting the amount of alcohol you consume both reduces risk and saves money. It is recommended that in order to minimize risk while maximizing other benefits of alcohol, individuals limit themselves to one standard drink per hour.

8. **CHECK BAC:** Certain BAC levels are associated with certain physiological and psychological responses. For example, a BAC of .05 often corresponds to feeling warm and slightly lowered inhibitions. Using an app to track your BAC can ensure that you stay in your “sweet spot” without going too far and experiencing the less positive effects, such as vomiting or blacking out.

9. **BUDDY SYSTEM:** Using the buddy system reduces risk by allowing individuals to check on each throughout the night make sure everyone’s OK. It can sometimes be hard to stick to a prede-termined number of drinks or amount of money, but using the buddy system can allow multiple individuals to keep each other accountable and keep them sticking to their plan. Never leave your buddy behind!

10. **DIRECT:** One of the 3 Ds, Direct, calls for directly intervening in a situation in which there is perceived risk. An example would be letting a friend know that you feel that they have had a lot to drink and might want to slow down.

11. **DISTRACT:** The second of the 3 Ds, Distract, calls for using a diversion to minimize risk and remove individuals from risky situations. An example is convincing a friend to come with you to Qdoba when you know they had too much to drink and you see them going to the keg for another beer.

12. **DELEGATE:** The third of the 3 Ds, Delegate, calls for enlisting assistance in minimizing risk or resolving a situation. An example is letting a sober monitor know that a person had too much to drink and likely does not need to be served any more drinks that night.
1. **PLAN** ahead before going out.

2. **PACE** yourself when drinking.

3. Use the **MINT OR CANDY** rule at events.

4. **EAT** food before and during a night of drinking.

5. Alternate alcoholic beverages with **WATER**.

6. Call an **UBER** instead of driving home after a night of drinking.

7. **LIMIT** the amount of alcohol you plan to drink in a night and stick to that limit.

8. Use a smartphone app or a BAC card to **CHECK BAC** while drinking.

9. Stick with friends—use the **BUDDY SYSTEM**.

10. Intervene in a risky situation by being **DIRECT**.

11. **DISTRACT** someone to deter their involvement in a risky situation.

12. If you’re not sure how to intervene—**DELEGATE** to someone who does.
SECTION IV
RESOURCES ON CAMPUS

BSU! and RSO Resources

Badgers Step Up! (BSU!)
guide.cfli.wisc.edu/documents/badgers-step-up

University Health Services

UHS provides 24-hour crisis intervention (608-265-5600), individual psychotherapy consultations, alcohol/tobacco/drug abuse services, group counseling and relationship support.

Alcohol and Other Drug Resources:
uhs.wisc.edu/mental-health/aoda

Center for Leadership and Involvement

The Center for Leadership and Involvement (CFLI) and the Committee on Student Organizations (CSO) support more than 1,000 registered student groups and clubs on the UW–Madison campus. They are a great place to start for any questions about a student organization. CFLI oversees the Policy on the Conduct and Discipline of RSOs.

cfl.wisc.edu
Email: cfli@studentlife.wisc.edu

608-263-0365
3rd Floor Red Gym, 716 Langdon Street

CfLI Student Organization Resources:
guide.cfli.wisc.edu

Student Resources – Alcohol Assessments, Information

From: https://students.wisc.edu/alcoholinfo/resources.html
Alcohol e-Checkup to Go self-assessment

A free screening tool to assess your alcohol use and risks, as well as ways to use alcohol more safely. Marijuana e-Checkup to Go self-assessment
http://bit.ly/297cS3i

“Rethinking Drinking” from the National Institute of Health
http://rethinkingdrinking.niaaa.nih.gov/

Contains resources like BAC/drink calculator and self-assessment tool to identify your risks when you drink.
Campus Resources

Chancellor’s Advisory Group on Alcohol and Other Drugs
A cross-campus policy committee providing overarching analysis and leadership on campus alcohol policies and advising to the chancellor on initiatives relating to alcohol.

Division of Student Life
The Division of Student Life plays an important role in promoting diversity and campus climate, providing student support and crisis services, and advocating for student leadership and engagement. Its activities include promoting safety education and governing student conduct.

Dean of Students Office
Whether students need help in personal crises or campus-wide emergencies, the Dean of Students Office, an arm of the Division of Student Life, provides advocacy and support services to students and the university community. The office also manages the university’s academic and non-academic misconduct systems and refers cases to off-campus organizations when applicable.

UW Police Department (UWPD)
911* or 608-264-COPS (2677)
Every year, participants from UW-Madison and the community participate in seven sessions on community safety, including information on alcohol, a trip to the Detox facility, and students try on “drunk goggles” to go through a series of sobriety tests.

Community Resources

Journey Mental Health Center
Journey Mental Health (formerly Mental Health Center of Dane County) provides comprehensive mental health and substance abuse services to residents of Southern Wisconsin.
608-280-2720
journeymhc.org

24 HR CRISIS SERVICES: 608-280-2600 (EMERGENCIES ONLY)

Madison Police Department (MPD)
911* or 608-266-4275

Tellurian Substance Abuse Services
Tellurian Detoxification Center provides detox services, alcohol education classes, and resources for students and community members.
tellurian.org
Detox Center: 29145 Industrial Drive, Madison WI 53713
608-223-3311

Connections Counseling
Connections Counseling provides a number of services including individual and group counseling, alcohol education, and assessment. They also post a “sober events” to http://www.connectionscounseling.com/sober-events weekly.
connectionsounseling.com
608-233-2100