



We Don't Haze

COMPANION GUIDE

We Don't Haze is intended to help viewers gain a better understanding of hazing, its harmful consequences, and how groups, teams, and organizations can build bonds and traditions without hazing. Hazing is a complex phenomenon and while there are no simple solutions, there is much we can do to prevent hazing and its associated harm. *We Don't Haze* can be used as one tool among many to broaden understanding of hazing and propel widespread hazing prevention.



HAZING
PREVENTION
CONSORTIUM

WE DON'T HAZE COMPANION GUIDE

Workshop & Activity Guide



HAZING
PREVENTION
CONSORTIUM

Before You Begin

These activities can be used with students as well as faculty and staff, although the discussion points should be tailored to the needs of the specific audience. To further engage learners in a powerful conversation around hazing, these activities can be paired with the *We Don't Haze* Discussion Guide for Students and the *We Don't Haze* Discussion Guide for Faculty/Staff as a workshop or facilitated discussion.

Activity 1: How could _____ be hazing?

If possible, divide participants into small group. Provide them with an activity and ask them to describe how hazing could take place as a part of that activity. Use the examples below (scavenger hunt, singing/skit, studying, and clothing) or others you develop. After participants draft their ideas, lead a large group discussion on how behaviors could be hazing.

Scavenger Hunt: The hunt could involve illegal activity, such as stealing the object listed. Members of an organization could be asked to perform impossible tasks or to perform the hunt at the last minute or during inconvenient times (e.g. the middle of the night).

Singing/Skit: Members or teammates may be required to sing embarrassing songs in public or in a busy place of campus (e.g., having to stand on a table in a busy dining hall and sing in front of everyone). The content in the song/skit may be embarrassing or humiliating to members and it could also include offensive language.

Studying: An organization could require members to rigorously study for a meaningless test that takes away from time they should focus on actual classes. Members could be expected to study for extremely long hours (e.g. forced to stay up all night studying, resulting in sleep deprivation).

Clothing: Members could be forced to wear clothing that is humiliating or embarrassing. Individuals could be punished for not wearing a specific item of clothing (that is not a uniform).

Use this discussion to revisit the definition of hazing. Any activity could include hazing, even those that may initially seem harmless, if the activity is used to exert control over another person or humiliate, degrade, abuse, or endanger them. Acknowledge that intimidation and harassment forms of hazing, often rationalized as 'traditions' or harmless antics, contribute to establishing a climate where hazing is more likely to continue and often escalate to more violent forms of hazing as a person becomes increasingly entrenched in the culture of the group.

Consider having student participants outline specific steps they want to take individually or as a group to continue engaging in hazing prevention. For example, participants could:

- Discuss campus policies and procedures for addressing hazing incidents so you are aware of protocols for responding to hazing when it occurs.
- Meet as a group to identify healthy group activities that promote bonding and cohesion.
- Talk with your friends and members of your organization about what they think about hazing on campus.
- Work with student peers and/or faculty/staff to make a presentation or develop a program about hazing and hazing prevention.
- Help organize a workshop for students on bystander intervention, group dynamics, leadership, values, etc.
- Advocate for the creation of an ethical leadership program that addresses hazing, alternatives to hazing, and the role student-leaders play in cultivating positive group experiences.

Activity 2: Power & Control

Provide participants with the scenarios listed below:

Scenario 1: A group of friends look for an activity to do over the weekend. They find a scavenger hunt app for the city they live in. It has eighteen different activities that must be completed within a three-hour time frame. They decide to meet in the city at 12 PM on Saturday.

Scenario 2: On Friday morning, new team members receive a text message telling them they need to meet at a certain location in the city in 15 minutes. The text tells them they will participate in a scavenger hunt and they are not allowed to wear any shoes.

Ask participants to detail the differences between scenario 1 and scenario 2 and why they are relevant to the discussion of hazing:

- **In scenario 1, there was a balance of power.** A group of friends comes to a consensus on an activity and where and when they would participate. Everyone participates in the activity together.
- **In scenario 2, there was an imbalance of power.** Team members are told to engage in an activity but are given limited information about what it will entail. They are put in a situation that could potentially be uncomfortable or painful. Their schedules are changed last minute and determined by someone else without the option for input on the nature of the activity.

If participants developed their own scenario for hazing in Activity 1, guide them to revisit those scenarios by describing the extent to which there was a balance or imbalance of power. Participants could also discuss how to change a scenario to create a balance of power.

Hazing isn't simply about the activity... it's also about the process—the ways in which power and control are exercised among group members and how new members or rookies are made to feel about their place in the group. (Allan, 2004)

Activity 3: Team & Organizational Values

Preface this activity by noting that individuals join organizations or teams for a number of different reasons, which are often tied to positive goals an individual is looking to accomplish. With that in mind, ask participants to list some of the values the groups they are involved with represent:

- Honesty
- Hard work
- Charity
- Dedication
- Leadership

Ask participants to name actions by student groups that are in line with these values. They might offer up formal or informal examples such as hosting a charity fundraiser on campus, sticking by a teammate who just lost a family member, working to win a championship, etc.

Ask participants to brainstorm other activities that would support positive organizational values. What actions would they need to take to move these activities forward?

Consider having participants outline specific steps they want to take individually or as a group to continue engaging in hazing prevention. For example, participants could:

- Form or participate in a committee to address hazing and develop hazing prevention efforts
- Meet as a group to review campus policies and procedures to address hazing incidents so that those involved are more informed about what to do when hazing occurs
- Meet with a group of friends or organization members to identify healthy group activities that promote bonding, belonging, and connection among group members
- Talk with friends and organization members about what they think about hazing on campus so it is less of a hidden topic of conversation
- Develop a presentation or program about hazing and hazing prevention that is targeted to faculty/staff in particular campus divisions and departments
- Make a presentation or develop a program targeted to students in general or to specific students groups about hazing and hazing prevention
- Review research about hazing and hazing prevention
- Contact scholars and practitioners of hazing prevention to learn about their work
- Help organize a workshop for students on bystander intervention, group environments, leadership, values, etc. (See <https://stophazing.org/resources/workshops> for workshop facilitation guides.)
- Develop an ethical leadership program for student leaders that addresses hazing and the role student leaders can play to cultivate positive group experiences
- Engage campus alumni in discussions about hazing
- Work to inform families and community members about hazing prevention and ways they can support students to address hazing
- Join a student group such as StopHazing's Student Network for Advocacy & Prevention (SNAP), to work with like-minded students to prevent hazing (<https://stophazing.org/snap>)

Remind participants they can help build a positive campus culture by encouraging activities that align with these values and supporting and highlighting organizational accomplishments that build others up rather than hurting them.

See StopHazing's Building Healthy Groups and Teams webpage for more information about group goals and ideas for group activities free from hazing: <https://stophazing.org/resources/healthy-groups/>

References

Allan, E. J. (2004). *Hazed and confused: Transforming hazing cultures*. Retrieved from <https://legacy.npr.org/programs/atc/features/2005/nov/hazing/allannewsletter.pdf>

Get the full *We Don't Haze Companion Guide*!

Updated in 2022, the *We Don't Haze Companion Guide* provides you with the tools to educate yourself and your community about campus hazing and facilitate programming for students, staff, and faculty using the short documentary film, *We Don't Haze*.

The *We Don't Haze Companion Guide* includes:

- A **Prevention Brief** highlighting what research teaches us about hazing on campus and emerging evidence-driven strategies for hazing prevention;
- A **Discussion Guide for Students** and a **Discussion Guide for Faculty/Staff** to use in tandem with *We Don't Haze*;
- A **Bystander Intervention Guide** with strategies for intervening against hazing; and
- A **Workshop and Activity Guide** for optional activities to incorporate into *We Don't Haze* programming.

You can download the rest of the *Companion Guide* a la carte or as a whole at clerycenter.org/hazing or stophazing.org/we-dont-haze.

We Don't Haze

We Don't Haze is a short documentary film created by Clery Center and StopHazing, which helps identify hazing behaviors and offers organization leaders alternative traditions that promote a safer, more positive team-building experience. Learn more about the film and get the supplemental resources at clerycenter.org/initiatives/hazing-project.

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