



# 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.



# We Don't Haze

## COMPANION GUIDE

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*WE DON'T HAZE* COMPANION GUIDE

# Prevention Brief



# Why Should You Care About Hazing?

As portrayed in the film and underscored by countless news reports, hazing can have far-reaching and negative consequences for individuals, their families, student organizations, teams, schools, colleges, and universities. Ultimately, hazing is a community issue with ripple effects beyond the walls of the school, college, or university campus. It is critical that more young people and adults recognize hazing as a form of interpersonal violence—a type of abuse—that undermines the educational climates we need for all individuals to thrive (Srabstein, 2008; Srabstein et al., 2008).

## **We all have a responsibility to make a difference by being informed about hazing and committing to hazing prevention.**

The co-curricular activities in which students experience hazing (e.g., athletics teams, performing arts groups, social clubs, honor societies) are living-learning laboratories for leadership development, shaping what people think about membership in groups. When students experience hazing in these settings, what are they learning about leadership? Hazing hinders the ability of budding community leaders to develop safe and healthy practices for engaging with and inspiring their peers—whether during their time in school, college, or later in their lives.

Hazing prevention is about working toward the kind of world in which we want to live—with the kinds of leaders we want to guide our future—strong leaders who have the skills to build cohesive groups with members who are engaged, feel empowered, and challenged to be the best they can be without having to subject peers to abuse in the name of “tradition,” or “bonding.”

As a community issue with far-reaching effects, we all have a responsibility to make a difference by being informed about hazing and committing to hazing prevention.

As a prevention tool, *We Don't Haze* can serve as a springboard for vital discussion among students, families, educators, and community members about hazing and its prevention. This companion guide is a resource for individuals who seek to understand and communicate effectively about hazing and to develop strategies to prevent hazing in educational contexts. We all have a role to play in preventing hazing—the efforts of students, family members, alumni, campus professionals, faculty, and other community members are vital to the prevention of hazing. As a product of institutional culture, hazing both reflects and is shaped by the communities in which it occurs. As such, everyone has a responsibility and unique opportunity to help transform a hazing culture.

Toward that end, this resource guide provides a research-based overview of hazing and an in-depth look at promising approaches to hazing prevention. It describes the importance of a comprehensive approach that addresses the problem at multiple levels and in multiple ways, and how this principle can be applied to hazing prevention in a school, college, or university context. This guide can help individuals in their efforts to understand hazing at their own institutions, to draw attention to the problem, and to work toward promoting effective, comprehensive approaches to prevention that are research-based and sustainable.

# Getting Started

Acknowledging that hazing occurs and that it can cause harm is an important first step for hazing prevention. All too often, hazing is misunderstood or minimized as simply pranks and antics. The tragic stories of loss shared in *We Don't Haze* by the DeVercelly family, Pamela and Robert Champion, and Marie Andre remind us that hazing can indeed be lethal. The personal accounts provided in the film illustrate humiliating, degrading, and abusive aspects of hazing. While the film aims to improve viewers' understanding of hazing, its ultimate goal is to be a resource for hazing prevention. Accounts provided by college students in the film highlight how positive non-hazing traditions and healthy group norms are possible. As one student, Chelsea, says in the film, *"It's on us to make a difference in the generation we are and to not think that hazing is a good tradition to keep going."*

One of the first steps in prevention is recognizing hazing when it occurs. To accomplish this, it is important to have a clear understanding of what hazing is—and isn't—and to acquire the skills needed to develop and sustain non-hazing activities in groups. Given this, the following section defines hazing and provides an in-depth discussion about factors that contribute to hazing and non-hazing environments.

## What is Hazing?

While hazing is reported in the news, headlines rarely tell the full story and often provide only a limited view of who was involved and the chain of events that led to the often tragic outcomes. Limited and distorted views of hazing impede effective communication and prevention. All individuals in a school or campus community have an important role to play in helping colleagues, students, and their families gain a clear and comprehensive understanding of what constitutes hazing and why.

**Hazing is any activity expected of someone joining or participating in a group that humiliates, degrades, abuses, or endangers them regardless of a person's willingness to participate.**

Allan & Madden, 2008

When does an activity cross the line into hazing? The following three components (Allan, 2014) are key to understanding hazing:

1. **Group context:** Associated with the process for joining and maintaining membership in a group.
2. **Abusive behavior:** Activities that are potentially humiliating and degrading, with potential to cause physical, psychological and/or emotional harm.
3. **Regardless of an individual's willingness to participate:** The "choice" to participate may be offset by the peer pressure and coercive/power dynamics that often exist in the context of gaining membership in a group.

While most individuals tend to associate hazing with a group context (first component) and particular kinds of behaviors associated with being part of a peer group (second component), students often rationalize a particular behavior or fail to see it as hazing because "we gave people a choice of whether or not to do it." The issue of consent (third component) may thus require more explanation.



Relational power via peer pressure is a driving variable in all forms of hazing, whether it involves explicitly abusive or physically harmful behavior, or seemingly moderate or low risk forms of hazing that appear to be a practical aspect of initiating new members or to focus on harmless fun, humor, or pranks. The power of peer pressure coupled with a student's strong desire to belong to a group can create a coercive environment—and coercion limits free consent. Thus, while it may seem as though a person went along with an activity “willingly,” appearances can be deceiving when students perceive the activity as a “tradition” or “bonding” event connected to their ability to gain membership or maintain social standing in the group. So, let's be clear: Circumstances in which pressure or coercion exist impede true consent.

The degree of potential harm from hazing may be measured relative to particular behaviors and coercive elements, but relates just as importantly to the “hidden harm” of hazing (Apgar, 2013). Each individual comes to an incident of hazing with pre-existing personal experiences and varied capacities for dealing with stress. Over 20% of all adults and nearly 30% of young adults between the ages of 18 and 25 report dealing with some form of mental illness (e.g., depression, eating disorders, suicidal tendencies) (National Institute of Mental Health, 2021). A significant number of students arrive at college with a history of trauma, interpersonal violence, substance use, and other mental health issues (Langford, 2009). Whether apparent on the surface or known by others involved, these prior experiences influence the impact of hazing as well as the inclination to haze. How one person copes with and manages hazing or being hazed may be very different than for another person. And while physical harm may be observable to others, the emotional and psychological impact of hazing is often hidden or at least not readily observable.

### NATIONAL STUDY OF STUDENT HAZING

11,000+ survey responses

Survey responses from **53**  
college campuses nationwide.

**300+** personal interviews

Interviews conducted at **20+**  
colleges and universities in all  
regions of the United States

(Allan & Madden, 2008)

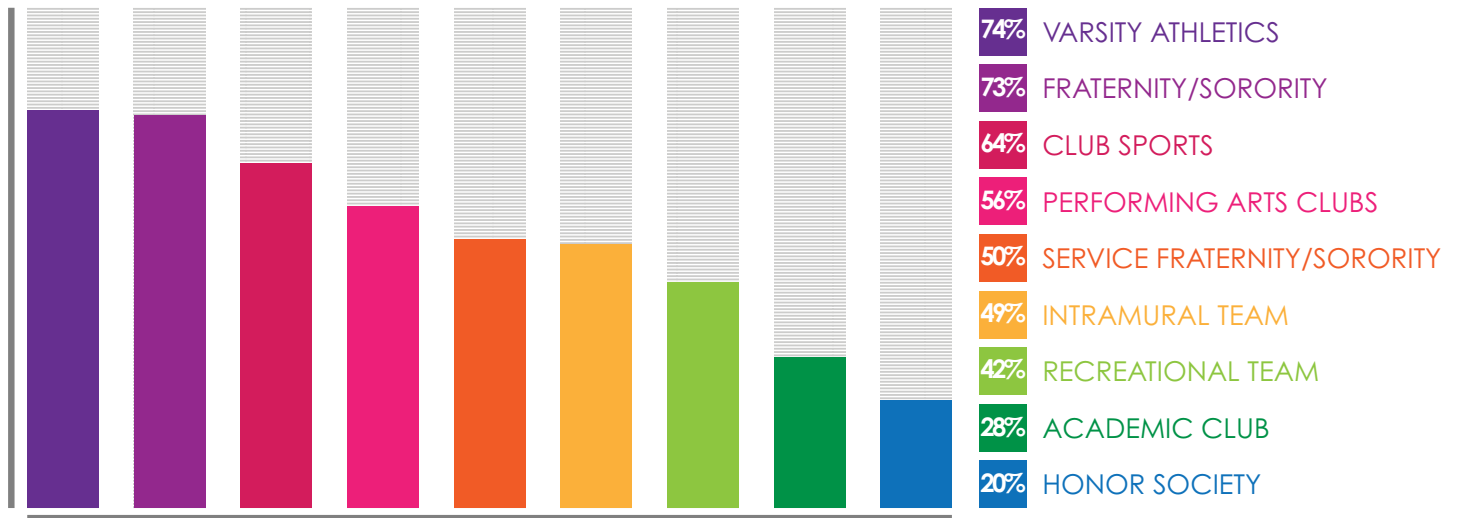
## What Do We Know from Research About the Nature & Extent of Hazing?

What comes to mind when you think of hazing?

When asked this question, people often cite prominent examples of hazing from popular culture or media. Many refer to the 1978 movie *Animal House* and associate hazing with only specific types of organizations such as fraternities, sororities, and athletic teams. Others may consider hazing to be atypical, inferring that it's not an issue within their community because they can point to high profile accounts portrayed in headlines that haven't occurred on their campus or at their school. We know from research, however, that these portraits don't tell the full story.

In actuality, hazing behaviors are not exceptional in the least, but are rather a part of campus and school culture that extends across many types of student organizations, not just those associated with Fraternity and Sorority Life and athletics. And experiences and cultural norms around hazing do not begin when students enter college. With just under 50% of students indicating they experienced hazing in high school (Allan & Madden, 2008; Hoover & Pollard, 2000), many college students arrive on their campuses with predispositions towards hazing and/or pre-existing challenges coping with being hazed. This conditioning may set the stage for what takes place during college.

# PERCENT OF STUDENTS THAT EXPERIENCE HAZING



Allan & Madden, 2008

## Findings from the National Study of Student Hazing (Allan & Madden, 2008, 2012):

- Approximately half of college (55%) and high school (47%) students involved in clubs, teams, and organizations report experiencing activities that meet the definition of hazing.
- Knowledge of hazing extends beyond the individuals participating in the behavior, with nearly seven out of ten students indicating that they were aware of groups hazing on their campus.
- Hazing cuts across racial identities and gender identities, meaning all students on campus are at risk for experiencing hazing.
- Hazing occurs across student groups:
  - » Varsity athletic teams (74%) and fraternities and sororities (73%) haze at the highest rates, but they are far from the only domains on campus where hazing is common.
  - » Groups such as club sports (64%), performing arts organizations (56%), service organizations (50%), intramural teams (49%), and recreation clubs (42%) all commonly engage in hazing behaviors.

Instances of hazing are often far from innocuous and research suggests that students are participating in high-risk and sometimes illegal behaviors to belong to student groups or teams. Troublingly, alcohol use, sexual harassment, and assault are frequently reported in hazing incidents. And while the physical harm entailed in these forms of hazing is highly visible and problematic, hazing also involves forms of psychological and emotional harm that are not necessarily apparent on the surface and that can be exceptionally complex to treat or address.

Across all types of college student groups, the most frequently reported hazing behaviors include:

## MOST FREQUENTLY REPORTED HAZING BEHAVIORS



Allan & Madden, 2008

## Hazing: A Community Issue

Given the severe nature of many hazing activities, the physical, psychological, and emotional harm they can cause, and their prevalence throughout a wide-range of organizations, higher education and school communities would be well served by committing to efforts to prevent hazing. Hazing does not align with institutional missions and can result in outcomes such as death, damaged relationships, anger, resentment, and mistrust that can undermine the transformational benefits of participating in a group, team, or organization, as well as an educational community. From a practical standpoint, hazing response can also consume a significant portion of staff time and resources and stretch already thin budgets. Often, despite a willingness to address the issue of hazing, community members and educational practitioners believe that hazing occurs in areas shrouded in secrecy and isolation and they are unsure of how and where to begin addressing the problem.

Hazing, however, is not nearly as underground as many might think. Students indicated they were most likely to talk to their friends (48%), other group members (41%), and family members (26%) about participating in hazing behaviors (Allan & Madden, 2008, 2012). 25 percent of students surveyed perceived their coach or advisor to be aware of hazing, with some indicating that their coach or advisor was present and participated in the hazing activity. 25 percent of students also report that alumni were present during their hazing experiences and 36% indicate that some hazing behaviors occurred in a public space. Many students recognize that hazing is occurring on their campus, with 69% of students indicating that they had heard of campus organizations participating in hazing and 24% indicating they had witnessed hazing (Allan & Madden, 2008, 2012).

Taken together, these statistics indicate environments where students and other community members are seeing, expecting, and normalizing hazing. Students who wish to speak out against



and/or report hazing might lack the skills to do so, be unsure of where to go, or face considerable barriers such as retribution from their peers and becoming an outsider, amongst other negative consequences. Therefore, it is important that educational practitioners implement prevention initiatives that provide students, advisors, coaches, alumni, and general community members with the necessary knowledge and skills to recognize hazing and intervene.

## Key Challenges

The individuals profiled in *We Don't Haze*—including students and families—discuss the complex elements at play in hazing, highlight common misconceptions about hazing that may impede hazing prevention efforts, and outline why all members of educational communities must take responsibility for hazing prevention.

Prevention specialists know that the first step to preventing a problem like hazing is to recognize the behavior (Cornell Health, 2021). Doing so is especially difficult for hazing because of strong evidence that a gap exists between students' experiences of hazing and their willingness to label it as such. 55% of students belonging to clubs, organizations, and teams experience hazing, yet only 9% say they were hazed (Allan & Madden, 2008, 2012). In other words, when asked directly, approximately nine out of ten students who experienced hazing do not consider themselves to have been hazed. Furthermore, of those students who identified their experience as hazing, the vast majority (95%) did not report it. This disconnect reflects a number of challenges related to hazing, including:

- Individuals may be more likely to recognize an activity as hazing if it involves physical harm. Emotional and psychological harm that can result from hazing is often hidden, minimized, or overlooked entirely. (See “The Spectrum of Hazing” on following page.)
- Hazing is commonly perceived as a positive part of group bonding rather than as a form of interpersonal violence.
- Students tend to overlook the problematic aspects of hazing if they perceive that the activity had a positive intent or outcome for themselves or the group.
- Hazing is often normalized as an inherent part of organizational culture that is accepted by the majority as related to tradition, initiation, rites of passage, group bonding, and youthful antics, pranks, and stunts.
- There is a lack of clarity around hazing, consent, and factors that create a coercive environment. Common perceptions include that if an individual goes along with a hazing activity or is given the choice whether or not to participate in a hazing activity, then the activity is not hazing.
- Students are challenged to reconcile the cognitive dissonance between their positive notions of group participation (i.e., cohesion, unity, and belonging mean that “my group wouldn't do anything to harm me”) and the negative concept that “hazing is harmful.” If hazing is the group norm but overall they believe their experience in the group is positive, how can hazing be harmful?

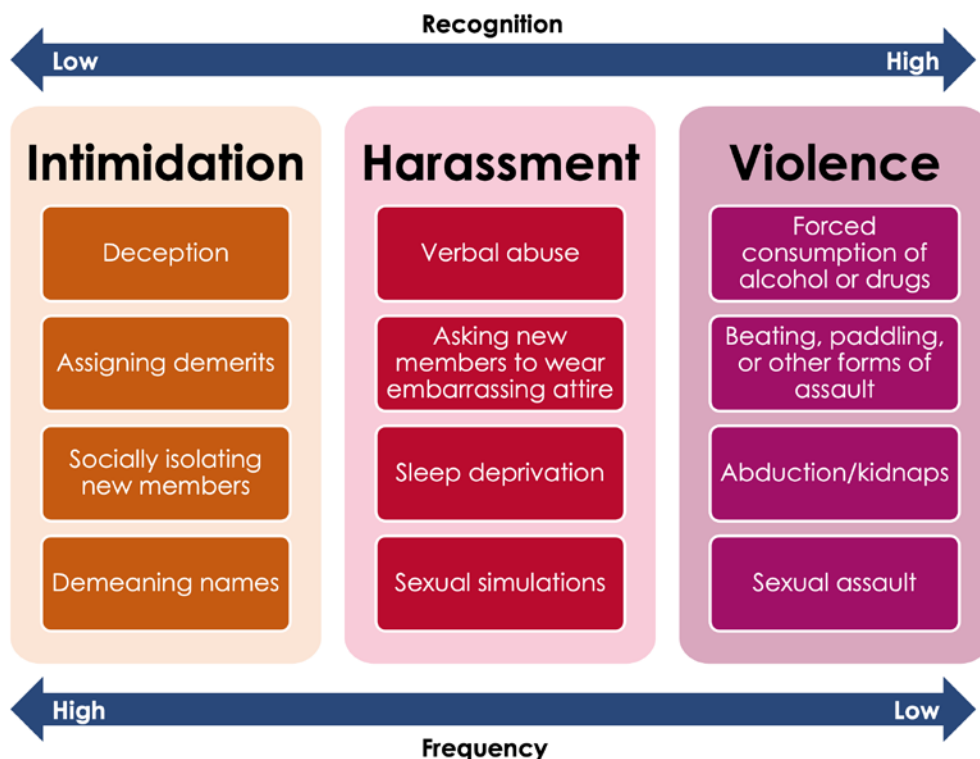
**Approximately nine out of ten students who experienced hazing do not consider themselves to have been hazed.**

(Allan & Madden, 2008, 2012)

# The Spectrum of Hazing

Allan, 2015; Allan & Kerschner, 2020; Adapted from Bringing in the Bystander®

View additional examples at <https://stophazing.org/issue>



Getting students, staff, faculty, guardians, family members, alumni, and community members to become more skilled at recognizing hazing involves sharpening their awareness to notice the full range of hazing behaviors. The figure above depicts the spectrum of hazing. It distinguishes forms of hazing and levels of harm that involve intimidation and humiliation from those that constitute harassment and those that involve violence. Each type of hazing also falls on a continuum based on how readily people recognize the behavior as hazing and how frequently it occurs. This visual portrays how intimidation forms of hazing (e.g., social isolation, demeaning names, expecting items to always be in one's possession) are hazing behaviors least recognized as hazing, yet they may occur most frequently. This is in contrast to violence forms of hazing (e.g., beating, paddling, or other forms of assault; branding; forced consumption of alcohol or other drugs), which are likely to be recognized as hazing, but may occur less frequently.

Theoretically, if we can increase recognition of the high frequency intimidation hazing behaviors that tend to be minimized as normal aspects of group culture, we can increase opportunities for intervention and group development of healthy norms and team-building activities. First, we must educate all community members about what hazing is (see the three-prong definition presented previously on page 5). Once they are able to identify hazing, we are then able to help them notice the forms of hazing that occur with greater frequency at a particular institution or school and help them intervene to put a stop to these types of behaviors. In doing so, we interrupt and begin to change group cultures. When intimidation forms of hazing are less accepted as an appropriate norm, extreme and high-risk forms of hazing become even more recognizable and unacceptable.

Hazing is a complex problem, embedded in campus and school culture and resistant to change (Allan et al., 2018). Since hazing occurs in—but is not limited to—activities associated with schools, colleges, and universities, educators and all members of educational communities have a key role to play in leading the way for hazing prevention.

# What Does a Comprehensive Approach to Hazing Prevention Look Like?

As a relatively new area of research and practice, hazing prevention builds off of established fields that address prevention of sexual assault, violence, and substance abuse, among other phenomena, as public health issues. This public health approach is informed by prevention science, in which strategies to intervene and prevent behaviors are grounded in theory and research. A foundational principle from prevention science is that effective and significant changes are generated by comprehensive prevention efforts that address the issue at multiple levels and through diverse strategies. Because hazing is a complex issue that reflects campus culture, there is no “one size fits all” solution.

A framework—a set of interrelated concepts or processes—is useful relative to public health issues like hazing in providing a guide or roadmap for research and practice. The Hazing Prevention Framework (HPF) (Allan et al., 2018) is based on key principles of prevention science such as the [Strategic Prevention Framework](#) (SAMHSA, 2019) and research findings from the [Hazing Prevention Consortium](#), a research-to-practice initiative to develop an evidence base for hazing prevention in a postsecondary context. The HPF visual depicts the eight components of the framework: Commitment, Capacity, Assessment, Planning, Evaluation, Cultural Competence, Sustainability, and Implementation. These components of the HPF should be carried out in conjunction with one another. Campuses and schools may place greater emphasis on certain components at a given time, but to be comprehensive, hazing prevention requires coordinated work on each of the components over time. As such, the HPF represents hazing prevention as an ongoing, iterative process.

- **Commitment:** Investment of human, financial, and structural resources and public endorsement of actions to foster a campus climate that is inhospitable to hazing.
- **Capacity:** Development of human and structural resources needed to effectively implement comprehensive, campus-wide hazing prevention in a college or university setting.
- **Assessment:** Use of multiple methods and sources to measure and characterize campus hazing within a given context.

## STRATEGIC PLANNING PROCESS

The most effective violence prevention programs result from systematic planning efforts that involve multiple campus and community partners working together in a task force or coalition. Initial planning steps include assessing local assets, problems, and existing programs; reviewing national research; and collecting local data. The planning group then uses this information to guide the development of a strategic plan that is tailored to the needs and assets of the local campus community. Because a comprehensive plan will include multiple components, it is helpful to specify both immediate and longer-term goals to guide program implementation. In addition, it is important to build in a plan for evaluating program success. Finally, a key task of the strategic planning process is ensuring that all of the programs, policies, and services in the plan are coordinated and mutually reinforcing. (Langford, 2008)

**For planning tools, see the Campus Commitment Planning Resource in the [Campus Commitment to Hazing Prevention Action Guide](#).**



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- **Planning:** Use of assessment data to develop data driven, intentional, and measurable prevention goals, including the development of prevention strategies tailored to specific populations in a given context.
- **Evaluation:** Formal documentation of the process and impact of prevention strategies as a means to measure and promote strategies with evidence of efficacy.
- **Cultural Competence:** Understanding sociopolitical and other identity-based characteristics of students and student organizations, groups, and teams, and of the institutions and societal contexts in which they are situated.
- **Sustainability:** A process of maintaining commitment and momentum through persistent cultivation of programs, relationships, resources, and communication.
- **Implementation:** Use of specific strategies and approaches considered particularly promising for hazing prevention.

Along with the HPF, hazing prevention efforts should build on findings from prevention science research and focus on designing and testing varied prevention strategies, using rigorous evaluation efforts to measure what works most effectively for particular target audiences and institutional and school settings. The following section describes some of the principles that should guide hazing prevention work.

### COMPREHENSIVE PREVENTION IS A MULTI-STEP PROCESS

As described previously, hazing prevention efforts should unfold through a combination of interrelated and integrated activities outlined in the Hazing Prevention

Framework. As with the Strategic Prevention Framework, no one element of the HPF is more important than another. Rather, each builds upon, supports, and enhances the others (SAMHSA, 2019). Unlike the Strategic Prevention Framework, however, a defining component of the HPF is commitment (Allan et al., 2018). More information on the HPF and the defining component of commitment can be found in the [Hazing Prevention Toolkit for Campus Professionals](#) and the [Campus Commitment to Hazing Prevention Action Guide](#).

Hazing prevention efforts should unfold through a combination of interrelated and integrated activities, as outlined in the HPF. Each element of the HPF builds up, supports, and enhances the others. Campus **commitment** to hazing prevention is reflected through visible messaging from campus and school leaders, transparency about hazing incident accountability, and the allocation of resources for hazing prevention. Hazing prevention guided by the HPF requires rigorous knowledge and staff time and effort, often requiring ongoing training to build **capacity** among key stakeholders so they have the necessary understanding and skills to work on hazing prevention. Some institutions hire consultants to conduct surveys and focus groups to **assess** the nature and extent of hazing at the institution or the campus hazing climate; provide guidance for managing a hazing prevention coalition, task force, or working group; and engage in a **planning** process

### Key characteristics of effective prevention identified for other public health issues likely apply to hazing as well, including:

- Varied teaching methods using multiple formats, content, and curricula
- Multiple and sustained dosage of prevention efforts over time (e.g. reliance on one-time programs is insufficient)
- Theory driven programs that build on tested principles
- Emphasis on positive relationships and outcomes (instead of negative focus)
- Programs that are matched to characteristics of a target population
- Appropriately timed interventions have maximal impact
- Socioculturally relevant to cultural characteristics of institution and target populations
- Outcome evaluation used to measure impact and improve
- Well-trained staff with knowledge and skill to address and prevent hazing

(Nation et al., 2003)

to design customized hazing prevention strategies. Campus staff often oversee **implementation** of prevention activities, though some bring in facilitators to provide trainings and programs. **Evaluation** is a critical part of designing prevention efforts and measuring their impact—institutions and schools may utilize members of their faculty and staff or receive help from external evaluation experts to develop and conduct rigorous evaluations.

**Cultural competency** in hazing prevention relates not only to understanding campus culture, but to the ways in which race, ethnicity, gender, and other socioeconomic indicators shape the culture, values and expectations of individuals, groups, and institutions. Finally, focused attention to strategies to ensure prevention efforts are **sustainable** becomes essential with regard to allocation of staff time and resources and the financial aspects of maintaining comprehensive prevention programs.

Each element of the HPF is a building block for effective prevention. And given the complexity of each element in terms of knowledge, time, and resources, the HPF process is a long-term endeavor. Hazing prevention is multi-layered, multi-dimensional and necessarily unfolds differently from one organization to another.

#### **HAZING IS A PART OF INSTITUTIONAL CULTURE**

Efforts to prevent hazing that engage and resonate with institutional culture will be most effective. And since contributing factors that feed into hazing vary from one institution to another, there is no “one-size fits all” solution. Collection of data to assess campus climate and culture is critical. The culture of an institution can both reinforce and protect against hazing – meaning that some aspects of institutional culture are assets to build upon for prevention, while others present barriers to achieving a hazing-free campus. For instance, students on one campus may value a high level of participation and leadership in student-led organizations, or in another, students may value maintenance of long-held campus traditions. Participation in anti-hazing activities can be incentivized as a unique opportunity for student leadership or a chance to establish and uphold healthy campus traditions.

Often, however, institutional assets may also feed into a climate that supports hazing. For example, emphasis on student-led organizations may lead to less involvement by professional staff in the organization's activities, increasing the likelihood that hazing may take place. Emphasis on tradition may incline campus stakeholders to more readily normalize hazing as “part of tradition.” Prevention efforts must therefore also engage these aspects of the culture. For instance, staff presence might be boosted for some student organizations or more focus could be placed on mentoring and conducting trainings to promote ethical leadership skills for student leaders of organizations. Institutional messaging could explicitly reframe the meanings of tradition in ways that protect against hazing by emphasizing traditions of ethical decision-making, positive group bonding, and student engagement in campus safety. Prevention strategies that build off of rigorous assessments of campus culture and institutional hazing climate and respond in nuanced ways to the complex cultural values and perceptions at play in any community work best.

#### **WHO IS INCLUDED ON THE CAMPUS HAZING PREVENTION TEAM?**

As a starting point, we recommend representatives (campus staff, students, and others) from the following stakeholder groups:

- Athletics
- Fraternities/Sororities
- Performing Arts groups
- Student Activities
- Recreation Sports & Intramurals
- Residence Life
- ROTC
- Counseling Centers
- Health & Student Wellness
- Student Conduct Office
- Faculty (especially those who may have research or content expertise, e.g., sociology, psychology, organizational behavior)
- Parents
- Alumni
- Local community members
- Campus & community law enforcement



**It takes multiple stakeholders to establish effective hazing prevention initiatives.** No one person, agency, or division can single handedly change a community or institutional culture. Lessons learned through efforts to prevent violence and high-risk behaviors such as substance abuse have shown that in order to be relevant, effective, and comprehensive, prevention must involve multiple stakeholders. Engagement by broad sectors of an educational community—including educational leaders, senior administrators, faculty, staff from varied departments, students, family members, and alumni—ensures that efforts reach across multiple organizational levels and divisions in the institution. Inclusion of these stakeholders in hazing prevention coalitions means that people with diverse roles and insights have a central part in developing and implementing hazing prevention. Widespread participation increases the likelihood that efforts to address hazing utilize a combination of strategies and target a range of audiences and aspects of the problem. Engagement by stakeholders—especially students—who are targeted in prevention efforts is a critical step in ensuring the relevance of tone, format, content, and delivery used in prevention efforts.

**Engage stakeholders in problem analysis.** Comprehensive prevention requires a systematic analysis of the problem of hazing and a rigorous method of defining intervention responses. Prevention practitioners use a “social ecological model” to guide planning of prevention activities targeted to the multiple levels at which hazing occurs—from the individual level, to the group, the wider institution, the community surrounding the institution, and the larger society of which the institution is a part. Institutions commonly focus efforts on one level only, for instance by establishing anti-hazing policies for student groups but not providing educational resources to individual members or communicating clearly or getting buy-in from alumni and family members in the broader community. By contrast, in a comprehensive approach, hazing is understood and prevention strategies are targeted at all levels after conducting a problem analysis.

## Social Ecological Model

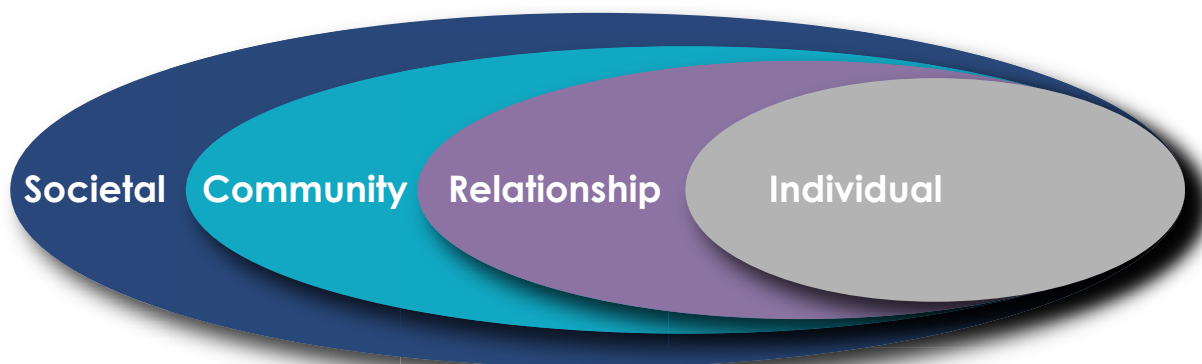


Image: Centers for Disease Control and Prevention [CDC]. (2021, March 8). [The Social-Ecological Model](#). Violence Prevention. (Dahlberg & Krug, 2002)

A problem analysis involves mining available assessment data for each level of the social ecological model to identify the contributing “risk factors” that increase the likelihood of hazing and the “protective factors” that reduce the likelihood of hazing. Prevention efforts focus on intervening in the chain of events that lead to hazing, with the aim of reducing risk factors and increasing protective factors at each level of the model. Hazing is most likely to occur in settings where a convergence of factors is at play, for example, where there is a combination of high alcohol use, attitudes that tolerate hierarchies among students, and minimal supervision by professional staff. With a clear understanding of the interplay among risk and protective factors, practitioners can more readily design strategies that address the multiple contributing factors for hazing. **For planning tools, see the Campus Commitment Planning Resource in the [Campus Commitment to Hazing Prevention Action Guide](#).**



## Examples of Hazing Risk and Protective Factors

Social Ecological Level	Protective Factors	Risk Factors
<b>Individuals</b> Attitudes, beliefs, prior experiences, and behaviors among individuals within the institution (e.g., students, staff, faculty, alumni)	<ul style="list-style-type: none"> <li>• Belief that hazing is abusive and unnecessary for group bonding</li> <li>• Belief that you should treat others as you wish to be treated</li> </ul>	<ul style="list-style-type: none"> <li>• Belief that hazing is a positive way to create group bonding</li> <li>• Belief that, "If I've been hazed, then I get to haze others."</li> </ul>
<b>Group/Peer</b> Perceived norms, structures, and activities that establish group bonding	<ul style="list-style-type: none"> <li>• Perception that most group members disapprove of hazing</li> <li>• Group emphasis on safe socializing without alcohol</li> </ul>	<ul style="list-style-type: none"> <li>• Perception that most group members approve of hazing</li> <li>• Group emphasis and valorization of socializing and high-risk drinking</li> </ul>
<b>Institutional</b> Campus systems, climate, leadership, programs, policies, resources, and infrastructure	<ul style="list-style-type: none"> <li>• Clear communication and consistent enforcement of hazing policies</li> <li>• Strong staff mentoring and oversight of student groups</li> </ul>	<ul style="list-style-type: none"> <li>• Disjointed communication and inconsistent enforcement of hazing policies</li> <li>• Minimal or inconsistent staff mentoring and oversight of all student groups</li> </ul>
<b>Community</b> Structures and norms in larger institutional community, including alumni, family members, and local community institutions	<ul style="list-style-type: none"> <li>• Prominent alumni and community members speak out against hazing</li> <li>• Parent engagement in and awareness of campus-based anti-hazing activities</li> </ul>	<ul style="list-style-type: none"> <li>• Prominent alumni and community members condone hazing</li> <li>• Lack of parent participation and awareness of campus-based anti-hazing activities</li> </ul>
<b>Policy/Society</b> Laws and policies at larger societal level that govern social structures and norms	<ul style="list-style-type: none"> <li>• Strong state hazing law and enforcement</li> <li>• Federally mandated assessment, policy, and enforcement of campus hazing</li> </ul>	<ul style="list-style-type: none"> <li>• Absence of state hazing laws and enforcement</li> <li>• Lack of federal mandates and attention on campus hazing</li> </ul>

(see also Langford, 2009).

By reaching across varied levels of an institution in a systematic way, this approach promotes hazing prevention initiatives that are integrated and synergistic—where interventions in one area reinforce and are reinforced by those in another. For instance, educating students about healthy, non-hazing ways to build group cohesion (individual level) may help to reinforce team or organization norms that are not supportive of hazing (group level), which is also strengthened by strong institutional leadership statements and protocols to address hazing incidents and enforce anti-hazing policies (institutional level).

### GATHER DATA AND FACILITATE A PROBLEM ANALYSIS PROCESS WITH YOUR HAZING PREVENTION COALITION

Not everyone in campus stakeholder groups or hazing prevention coalitions will be knowledgeable about hazing so it is important to provide them with accurate information about the nature and extent of hazing among students, the Hazing Prevention Framework, and a general foundation in prevention science (see resource list on page 24). Once group members have a clear understanding of what hazing is and why it needs to be prevented, it is important to gather and examine available local data about hazing in the context of an institution.

While it is increasingly common for colleges and universities to use surveys and interviews to gather information about student hazing experiences, these kinds of data are not always available at the outset and coalition groups may need to rely on other sources initially. Institutions can begin by gathering information about the number of formal and informal reports of hazing, talking with Student Conduct staff about characteristics of recent incidents, and brainstorming with coalition members and members of the broader community about aspects of the campus culture that may be connected to hazing. We know from research in other fields that certain kinds of campus environments are associated with increased likelihood of violence or high-risk alcohol use, so we can hypothesize that certain types of campus environments are more prone to hazing as well. A key question then is how do we change the environments that promote and support hazing?

## A key question is, “How do we change the environments that promote and support hazing?”

As stakeholder groups engage in the problem analysis process, it is vital for members to envision the chain of events that likely leads to hazing at their institution. There may be multiple pathways depending on the type of groups involved in hazing, however, articulating the chain of events will help maintain a focus on primary prevention (changing the underlying conditions that lead to hazing) rather than simply intervention and response. The latter are important, but because they take place when hazing has or may have already occurred, they are tertiary prevention strategies.

Traditionally, most campus and school hazing prevention efforts have been activity-based (e.g., bringing a speaker to campus or hosting a program) rather than strategic and targeted (Langford, 2009). To be more effective, we need to help stakeholder groups begin by asking, “What are we trying to change?” rather than “What are we going to do?” The latter question will be best answered when there is enhanced understanding of the chain of events, including the risk and protective factors, that are likely involved in hazing. In summary, it is vital to engage a stakeholder group to complete the following preliminary tasks:

- Review available campus data related to hazing;
- Conduct an environmental scan by discussing local problems and resources related to hazing and its prevention and identify changes needed;
- Analyze chain of events that likely leads to hazing; and
- Identify risk and protective factors at multiple levels (individual, relational/group, institutional, community, society).

As institutions commit to moving forward, hazing prevention efforts gain greater momentum when rigorous assessments of campus climate for hazing take place. Surveys on student experiences and perceptions of hazing and hazing norms allow for precise and targeted problem analysis. Interviews and focus groups with students, staff and faculty provide nuanced insight into institutional values and culture associated with hazing.

There are multiple creative ways for campuses to approach the assessment of their hazing culture, whether with minimal or extensive resources. However some form of targeted assessment is essential if campuses are committed to addressing the underlying causes of hazing.

# Emerging Evidence-Driven Strategies for Hazing Prevention

In an effort to contribute to building an evidence base for hazing prevention, beginning in 2013, StopHazing partnered with eight universities (Cornell University, Lehigh University, Texas A&M University, University of Arizona, University of Central Florida, University of Kentucky, University of Maine, and the University of Virginia), to form the first cohort of the [Hazing Prevention Consortium \(HPC\)](#). In the HPC, university staff receive expert consultations to develop comprehensive hazing prevention initiatives tailored to their unique campus culture. The HPC serves as a testing ground for design and evaluation of effective prevention strategies and informed the development of the Hazing Prevention Framework. Members receive training in all aspects of the HPF and use the social ecological model to develop integrated initiatives using a combination of core prevention strategies that have been tested in other prevention fields, including:

**Visible campus ethical leadership statement:** Development and widespread dissemination of statements from campus leaders articulating positive campus values and encouragement of student attitudes and behaviors inhospitable to hazing while supporting ethical leadership and positive group experiences.

**Example:** The President of the college or university provides a public statement to make it clear that hazing is not an acceptable practice, is not in alignment with the mission of the institution, and that ethical leadership from student leaders is expected, encouraged, and developed at the institution. The statement is presented as part of new student orientation and included on the campus website along with hazing policies and procedures for reporting and enforcement. **For an example of this type of public statement, see the Sample Letter from Campus Leadership in the Campus Commitment to Hazing Prevention Action Guide.**

**Coalition-building:** Establishment of a hazing prevention coalition or team with stakeholders from across multiple divisions and levels of the organization (including students) with a mandate to lead institutional efforts in hazing prevention. Coalitions meet regularly and gain expertise in hazing prevention. Coalitions also oversee campus hazing assessments; the stages of planning, design, implementation, and evaluation of prevention strategies; and work to bolster sustainability of hazing prevention efforts.

**Example:** A campus hazing prevention coalition is established, with members appointed by and a charge from the institution's President or executive level leadership. Meetings are held on a monthly basis of the entire group, with additional meetings for subgroups focused on assessment and evaluation, commitment and capacity building, policy and procedure review, educational program design and implementation, and sustainability.

**Policy and protocol reviews:** Regular review and refinement of institutional policies on hazing and procedures for addressing hazing incidents, with an emphasis on widespread dissemination and accessibility, confidential reporting, consistent response protocols, referral systems, professional staff roles, and transparency.

**Example:** Based on a review of hazing incidents, interviews with Student Conduct staff, and a search of other campus resources, campus stakeholders collaborate on revising a hazing policy and their institutional website to include a clear definition of hazing; a statement of the hazing policy; resources on prevention; information on reporting; protocols for enforcement, response, and accountability; and a list of staff contacts for referrals and questions.

**Training for student organization advisors, athletic coaches, residence life staff, student leaders, etc.:** Programs, presentations, workshops, and activities to educate and engage stakeholders in building knowledge and awareness of hazing and developing skills to prevent hazing and intervene effectively when it occurs.

**Example:** A campus with a strong student leadership tradition includes trainings on ethical leadership and hazing prevention for all incoming students, with regular supplemental trainings for students in group leadership positions that emphasize strategies for identifying group values, developing positive group bonding activities, and strengthening bystander intervention.

**Social norms messaging:** Dissemination of research-based information regarding institutional or campus hazing norms, addressing misperceptions regarding prevalence of values, beliefs and engagement related to hazing, with focus on positive norms that counteract and are alternatives to hazing.

**Example:** Based on survey data, a campus stakeholder group that includes students develops a [social norms poster campaign](#) reporting on the percentage of students who believe it is not cool to use coercion or abusive behavior to initiate new members, with posters placed in residence halls, on digital screens, in cafeteria table settings, and on bookstore bookmarks, and complementary sessions run jointly by staff and student leaders about positive group norms.

**Bystander Intervention:** [Education, training programs](#), and social norms messaging supporting students, staff, family members, and other community members in developing skills to intervene as bystanders to prevent hazing.

**Example:** As part of student organization and athletic team orientation activities, student leaders are trained to facilitate discussion on the five stages of bystander intervention—1) Notice behavior, 2) Interpret behavior as a problem, 3) Recognize one's responsibility to intervene, 4) Develop skills needed to intervene safely, and 5) Take action—and engage group members in role-play exercises and follow-up discussions about their roles as bystanders.

**Communication to broader campus community:** Development and dissemination of information on hazing and hazing prevention efforts to stakeholders outside of the immediate institution, including online resources, newsletters, trainings and other programs targeted to alumni, family and guardians, and other people and organizations in the local community.

**For more information on how to communicate with the broader campus community, see the Strategies for Engaging Families and Strategies for Engaging Students in the Campus Commitment to Hazing Prevention Action Guide.**

**Example:** Drawing upon available campus resources and data, student affairs staff and senior administrators host and circulate a bi-monthly online newsletter to families regarding hazing and hazing prevention activities, including the definition of hazing, explanation of hazing policies and reporting procedures, information on how to be a bystander, and ways to be involved in campus prevention efforts.

Members of the HPC continue to identify numerous lessons learned through the prevention efforts on their campuses. Some of these lessons learned include:

- **Role of senior administrators.** Having high level support and engagement from administrative leaders is essential to generating institutional will, momentum, legitimacy and sustainability of hazing prevention initiatives.
- **Prevention staff positions.** Campuses that create permanent staff positions to oversee hazing prevention efforts and/or have multiple staff members with hazing prevention as part of their job descriptions have greater capacity to leverage momentum and make progress. Staff on campuses where hazing is folded into other initiatives and prevention efforts (such as those for sexual assault and substance use) may lack sufficient time to address hazing in a comprehensive way because of competing demands on their time.
- **Building a hazing prevention coalition.** Creating an effective coalition and generating buy-in from key stakeholders takes time, relationship-building, clear incentives and a strong mandate from leadership. Effective coalitions establish regular, frequent and sustained meeting schedules and typically create subcommittees to lead various aspects of a comprehensive approach. Irregular schedules and infrequent attendance of members at meetings slows momentum and focus. Incorporating shared leadership (e.g., co-chairs or tri-chairs) representing different functional units on campus has shown more promise for sustaining momentum of the coalition.
- **Relationship-building and collaboration.** Staff leading hazing prevention efforts who build strong relations with executive leaders as well as with directors of divisions where hazing takes place—e.g., residential life divisions, Fraternity and Sorority life, athletics—have greater success getting buy-in and collaborating with key staff leaders to communicate clearly and regularly with students about hazing. Strong joint engagement among leaders conveys institutional commitment and deepens messaging and potential impact of hazing prevention efforts while also elevating visibility of staff who can be resources for students when incidents of hazing occur.
- **Widespread and diverse staff engagement.** Maintaining momentum on hazing is challenging when campus stakeholders who need to be involved are already devoting time and energy to other pressing demands and health issues (e.g., sexual violence, alcohol, and mental health). Synergy among campus prevention efforts and careful planning around staff responsibilities is essential to maintaining strong, consistent and well-rounded representation across stakeholder groups.
- **Development of hazing prevention evaluation.** Establishing a rigorously conducted evidence base is a long-term process. Most evaluation approaches—such as surveys, focus group protocols, and use of experimental and control groups to assess impact—take multiple iterations to test and refine. Evaluation may thus best be thought of as an ongoing process to inform continual improvement and impact assessment. Incremental growth of knowledge about hazing and hazing prevention efforts on a campus is an instrumental part of capturing high-level buy-in and support for the comprehensive prevention.

### What key ingredients should inform campus public statements & social messaging on hazing?

Here are 10 principles of effective messaging:

- Reflect the language of the target audience
- Speak to the audience's core values
- State facts and statistics
- Use a positive message
- Be action oriented and offer solutions
- Tell a story
- Promote positive social norms
- Highlight power dynamics and abuse of power hazing
- Present hazing as a community problem, not an individual problem
- Don't underestimate the power of social media

Adapted from National Sexual Violence Resource Center, 2015



- **Focus on proactive trainings that are skill-based.** Engaging students in analyzing their culture, traditions, and practices in a low-pressure environment (i.e., one separate from intensive efforts to react to hazing incidents) is best for helping them think about and generate buy-in for reducing risk factors and boosting protective factors in their organizations, groups, and teams. It is vital to create space and provide support for students to lead the development of healthy traditions and non-hazing alternatives to building group cohesion. It is also essential for professional staff to work with students to ensure they acquire and practice new skills that will help them to be change agents.
- **Balance of focus on both high and low risk student groups.** Hazing prevention focused on high-risk groups such as varsity athletics, Fraternity and Sorority life, and club sports is necessary and strategic initially, but is insufficient for building sustained and comprehensive prevention. Building on data about where hazing occurs, initiatives need to grow to target a broader spectrum of groups as well as the general population of students.
- **Documentation of the hazing prevention process.** Because hazing prevention is a long-term commitment, documentation of the process is essential to learning and improvement—including identification of lessons learned, establishment of best practices, and measurement of impact. Engaging key stakeholders to reflect on accomplishments and how the process has progressed is essential for identifying next steps and assessing how goals are being met in order to sustain momentum.
- **The prevention process is not linear.** Comprehensive hazing prevention is an iterative and synergistic process, one that is neither linear nor predictable. A prevention strategy may be piloted and, based on evaluation data, revised, but then reformulated again based on a change in staffing or organizational structure. Evaluation tools may be tested and go through numerous refinements before they seem to work effectively. And by then, new data may call for new tools. With so many variables at play impacting hazing, tracking lessons learned and maintaining flexibility to adapt to changes in response, circumstance, staffing, and climate is essential.
- **The starting point is wherever you are.** Every institution has to assess where they can begin and who should be involved to initiate concerted efforts to address hazing. And just as hazing is a reflection of campus culture, the hazing prevention process will likewise be a reflection of institutional assets as well as barriers. Real movement forward requires solid grounding in the realities and character of each campus.
- **Comprehensive prevention is the goal but emergent prevention is the norm.** Despite the many guidelines presented here for broad-based and far-reaching hazing prevention, in reality, most campuses move forward on multiple fronts, but do so unevenly and with constant awareness that there is more that could and should be done. None of the campuses that have been or are currently a part of the Hazing Prevention Consortium moved forward with all core strategies, evaluated every prevention strategy, or worked across all levels of the social ecology. Rather, each HPC member deals with complex contingencies, establishes priorities that necessitate holding off on addressing certain domains, and moves forward as best they can. So while a synergistic, integrated and systematic approach on all levels of the social ecology, utilizing all elements of the Hazing Prevention Framework is an ideal, the institutional norm entails staff working with limited resources to move hazing prevention forward as effectively as possible while tracking lessons learned along the way.

None of the campuses that have been or are currently a part of the Hazing Prevention Consortium moved forward with all core strategies, evaluated every prevention strategy, or worked across all levels of the social ecology. Rather, each HPC member institution deals with complex contingencies, establishes priorities that necessitate holding off on addressing certain domains, and moves forward as best they can.



- **Clearly defined milestones, structures, and timeframes help institutions stay on track and move forward.** Because it is easy for staff who oversee hazing prevention efforts to get sidetracked by other demands on their time, being responsible to complete and report out on a progression of predefined tasks helps them maintain focus and a steadier pace than might otherwise be possible. Some campuses generate their own plans, while others work with outside organizations to get assistance defining and meeting milestones. Whichever approach an institution chooses to take, the importance of establishing a plan of hazing prevention activities and timeframes for delivery, evaluation, and reporting cannot be underestimated. In addition to defining a trajectory for moving forward, clearly defined plans allow those involved to measure how and when they are reaching stated goals, to be clear about when goals need to shift, and to mark hard-won accomplishments along the way. **For planning tools, see the Campus Commitment Planning Resource in the Campus Commitment to Hazing Prevention Action Guide.**

## Next Steps for *We Don't Haze*

The objective of this companion guide is to provide educators, students, family members, and community members with a basic background in hazing and hazing prevention that will deepen their understanding of *We Don't Haze*. How can you use the film and the information we have provided to help students, family members, alumni, and other stakeholders on your campus or at your school understand and address hazing?

The *We Don't Haze* Discussion and Activity Guides provide a starting point for building off of the film to instigate meaningful dialogue and reflection about hazing. Finding ways to help student groups—especially those at risk for hazing—engage in ongoing conversations about the themes from the film is essential. Working with established student leadership and governance groups is an obvious place to begin. While each campus and school has its own unique culture, some of these groups include: captains of athletic teams and other athlete leadership groups, presidents of fraternities and sororities and other governance councils associated with Fraternity and Sorority life, ROTC, and presidents and leaders of honor and performing arts groups. At the same time, student groups who have some training as peer facilitators (e.g., RAs, orientation leaders, peer educators) can be vital in assisting or leading these conversations with peers. In addition to learning about hazing, these conversations can provide an opportunity to explore individual and group motivations for participating in and maintaining hazing traditions. Establishing trust and a non-judgmental atmosphere are paramount for honest conversations about hazing.

As students gain more clarity about their own motivations to participate in hazing, and how they believe hazing helps to achieve particular goals, facilitators can help them to reflect on the extent to which hazing aligns with their own values, the values and purpose of their group, and the mission of their college or university. Once the motivations and goals for hazing are drawn out, facilitators can guide students in brainstorming non-hazing strategies for achieving the same goals. In the process, the group can discuss the relative merits of each proposed strategy and rank them in terms of their feasibility. If there is positive energy around one or more strategies, the facilitator can guide the group in discussing an action plan for testing the new activity.

Similar activities can be developed for use with staff, teachers, faculty, and alumni who interface regularly with students in environments where hazing might occur. For these constituents, discussion on the film might focus on definitions of hazing and possible contributing factors for hazing on your campus or at your school. But the film might also be used as a platform for conversation about incidents of hazing at your institution as well as the policies and procedures that are in place to address incidents of hazing.

**The creation of living and learning environments free of hazing and other forms of interpersonal violence is the ultimate goal. This vision requires a cultural shift that moves beyond intervention and towards shaping communities where healthy group bonding and traditions are the norm and where civility, honor, respect, honesty, and nonviolence are cornerstones of student decision-making.**

# Wrapping Up & Moving Forward

Hazing is an emerging field of research and prevention practice. Those of us invested in hazing prevention still have a great deal to learn about the nature of hazing, challenges in hazing prevention, building healthy groups and teams, and promising strategies for substantial transformation away from a culture of hazing. We've underscored here how important it is to counter prevalent misunderstanding of hazing with clear communication and discussion about the definition and power dynamics of hazing. We've provided information about the prevalence of hazing on college campuses and high schools and suggested that as a phenomenon that affects entire campus and school communities, hazing is a community issue and we all have a role to play in preventing it. Knowledge gained from ongoing research-to-practice efforts in the HPC point to numerous overarching principles and models for prevention, including the Hazing Prevention Framework and the social ecological model, which provide guidelines and structures for how to proceed. The lessons learned are offered as insights for others wishing to engage in a committed approach to hazing prevention, with the knowledge that each institution will inevitably find their own lessons along the way.

The urgency to address hazing, so powerfully captured by family members, students, and scholars presented in *We Don't Haze*, means that wherever an institution is in the process of establishing awareness and response to the issue, the time is now to begin the essential work of ensuring that students can participate in educational environments that are free of hazing.

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This second edition PDF is adapted from the original *We Don't Haze* Companion Brief for Campus Professionals (2015) authored by:

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## Additional Prevention Resources

- [Hazing Prevention Framework \(HPF\) Toolkit for Campus Professionals](#)
- [Campus Commitment to Hazing Prevention: Action Guide](#)
- [Hazing Prevention Workshop Facilitator Guides](#)
- [Cornell Hazing Social Norms Campaign](#)
- [Cornell "Intervene" Bystander Campaign](#)
- [A Guide to SAMHSA's Strategic Prevention Framework](#)
- [Connecting The Dots: An Overview of the Links Among Multiple Forms of Violence](#)
- [What Works in Prevention: Principles of Effective Prevention Programs](#)
- [Strategic Planning for Prevention Professionals on Campus](#)
- [Building Healthy Groups & Teams](#)
- [A Grassroots Guide to Fostering Healthy Norms to Reduce Violence in our Communities: Social Norms Toolkit](#)

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*WE DON'T HAZE* COMPANION GUIDE

# Discussion Guide for Students



## Before You Begin

Inform the audience in advance that this film discusses hazing, *a topic that can be difficult for many viewers*. Remind participants to take care of themselves and leave the room if the film is too difficult to watch. Highlight on- and off-campus resources available to students.

## Audience

These discussion questions are geared for college students but with discretion and appropriate discussion, this film can be used for high school students entering college.

## Student Discussion Questions

These questions were designed to be used throughout the film (by pausing for discussion) or after the film is over to facilitate a discussion around hazing. The facilitator should use the questions most appropriate for the time available and the specific audience. It is also helpful to identify opportunities for small group work to create a comfortable environment for students to share opinions. **Please see the companion “We Don’t Haze” Activity Guide for more information.**

For more information on this film project or for other campus safety resources, contact:

**Clery Center** | [clerycenter.org](http://clerycenter.org)    **StopHazing** | [stophazing.org](http://stophazing.org)

## Before Viewing the Film

Questions to discuss as a group prior to viewing:

**QUESTION:** What are some traditions you have with your friends/family that bring you together to bond as a group?

**DISCUSS:** Ask students to share examples of traditions they have with their friends or family. This could be done as a large group or small groups could document their ideas on poster paper. The facilitator could offer examples before hearing from the group, such as, “Our family watched a movie every Wednesday night” or “My team eats dinner together the night before every game.”

After the group discusses a number of different examples, the facilitator should reinforce what makes these activities traditions – the behavior continues over time. It’s usually an activity a person finds special or important.

**TRADITION:**  
A long-established  
custom or belief.



# During or After the Film

Pause the film and ask these questions as appropriate throughout the film or lead a discussion using these questions after viewing the film.

**QUESTION:** What is hazing?

**DISCUSS:** Hazing is any activity expected of someone joining or participating in a group that humiliates, degrades, abuses, or endangers them regardless of a person's willingness to participate (Allan & Madden, 2008). Three key components of this definition include:

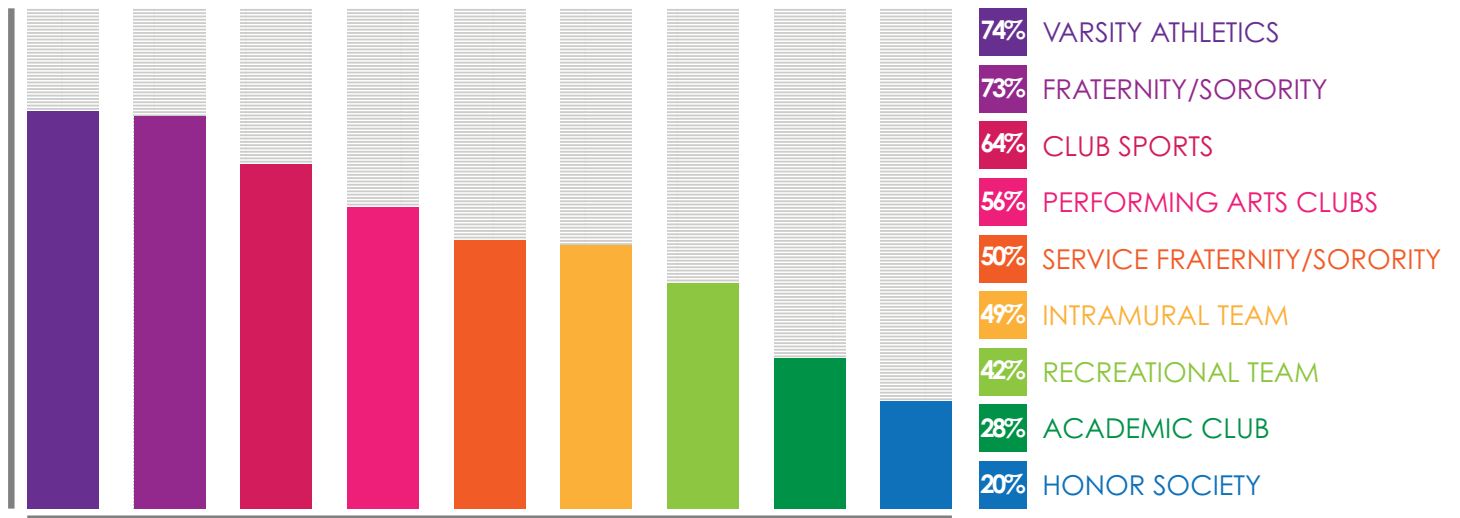
1. **Group context:** Associated with the process for joining and maintaining membership in a group;
2. **Abusive behavior:** Activities that are potentially humiliating and degrading, with potential to cause physical, psychological and/or emotional harm; and
3. **Regardless of an individual's willingness to participate:** The "choice" to participate may be offset by the peer pressure and coercive/power dynamics that often exist in the context of gaining membership in a group.

(Allan, 2014)

**QUESTION:** How many individuals are hazed during their time at college?

**DISCUSS:** 55% of college students involved in clubs, teams, and organizations experience hazing. They report hazing in a wide range of organizations, with highest numbers for varsity athletics, fraternities/sororities, club sports, and performing arts clubs (Allan & Madden, 2008).

## PERCENT OF STUDENTS THAT EXPERIENCE HAZING



Allan & Madden, 2008

**QUESTION:** What were some of the different types of hazing you observed within the film?

**DISCUSS:** In discussing other examples of hazing, help students refer to the key components of hazing to explain why a behavior is hazing. Include discussion of why some behaviors may be harder to define as hazing (e.g. it's easier to define hazing that includes physical harm, but harder when participants are "willing" or "choose" to participate or when the harm is hidden, psychological, or emotional). Some examples of hazing from the film include:

- Forced and coerced alcohol consumption
- Required to wear pledge pins
- Required to take organizational tests or perform specific menial tasks in order to continue involvement with the group
- Paddling
- Beating, zip ties
- Transported to and dropped off at unfamiliar location
- Required to do humiliating or degrading acts
- Sexual harassment hazing
- Reckless driving

**QUESTION:** What are some other examples of hazing?

**DISCUSS:** Other examples of hazing include:

- Public humiliation (like wearing embarrassing clothing or requiring a specific object to be in one's possession)
- Yelling and screaming at group members
- Servitude
- Sleep deprivation
- Isolation
- Sex acts
- Drinking games
- Sexual assault

(Allan & Madden, 2008)

**QUESTION:** What was the impact of hazing on individuals within the film? What are other ways that hazing might impact an individual or organization?

**DISCUSS:** Some of the families within the film lost a loved one to hazing; their lives are forever changed as they try to navigate a world without that person in it. Some student hazing victims want to leave campus or choose to transfer institutions. Many hazing victims feel confused, upset, or isolated but don't feel comfortable speaking out. They also talk about wishing they had support in changing some of the behaviors they were seeing on their campus. Some students who experience or observe hazing feel guilty, even when the hazing isn't their fault.

Other negative effects of hazing include:

- Relationship problems (such as difficulty trusting others)
- Trouble sleeping
- Impaired concentration
- Loss of academic progress
- Feelings of humiliation or depression

(Allan & Madden, 2008)

**QUESTION:** What are some of the barriers to speaking out against or reporting hazing behaviors?

**DISCUSS:** Have students discuss barriers they observed in the film, experienced themselves, or imagine they or others would experience. Some barriers reported by hazing scholars include:

- Don't want to get their team or group in trouble
- Fear of retaliation and/or negative consequences from other team or group members
- Fear that others would find out about the report and they'd be excluded
- Don't know how or where to report
- Don't recognize an experience as hazing
- Rationalize or normalize the experience (as "tradition," as part of group bonding, etc.)
- Think they shouldn't report because they chose to participate in the hazing activity
- Conclude that an incident was not notable enough to report

(Allan & Madden, 2008)

In the film, Diana talked about how someone speaking out or showing they cared about her safety might have changed the outcome and prompted her to stay at the institution rather than transfer. Given the group dynamics, it can be difficult for someone subjected to hazing to stand up to hazing on their own. Therefore, even just reaching out to someone who may be a victim of hazing can be an important step in helping them take steps to get the support they need.

## Victims of hazing may minimize, rationalize, or normalize hazing behaviors, or feel as though what happened was their fault.

(Allan & Madden, 2008)

**QUESTION:** What could others have done to make a difference in relation to some of the stories you saw in the film?

**DISCUSS:** Sixty-nine percent of students who belonged to a student group reported that they were aware of hazing activities occurring in student organizations other than their own (Allan & Madden, 2008). This means that oftentimes students may know hazing is occurring within an organization, but are unsure of what they can do to change it.

There are a few critical steps bystanders can take to address hazing on campus. **Discuss what each of these bystander intervention strategies might entail in action:**

- Notice hazing
- Interpret hazing as a problem
- Recognize a responsibility to change it
- Acquire the skills needed to take action
- Take action!

(Stapleton & Allan, 2014; adapted from Berkowitz, 2009)

### ACTION ITEM:

At some point during the presentation, highlight where a student should go to report hazing on your campus. Consider what resources might reinforce this information (examples include handouts, infographics, hotline numbers, wallet-size cards, etc.).

Here are a few other ways students can make a difference:

- Leaders within organizations could choose not to implement hazing practices.
- Engage the group in healthy activities that promote group unity.
- Anticipate that hazing may occur, talk with other members of the group who do not support hazing, and plan ways in which you can work together to intervene if it does occur.
- Reach out to individual members to see how they feel about specific activities. Learning about how members feel about hazing is critical to acquiring accurate perceptions of peers' actual beliefs and values related to hazing. Research suggests that students often misperceive the extent to which their peers are comfortable engaging in high-risk behaviors like hazing and that if they thought a majority of their peers were uncomfortable with hazing, they would be more likely to decline to participate (Berkowitz, 2013).
- Many hazing activities are planned in advance. Having conversations with group members and friends about the definition of hazing and various hazing behaviors can help others shift their perceptions, intervene effectively or stop a hazing activity. Talking about hazing broadens awareness and helps others notice it and take action to stop it.
- Listen carefully to stories shared by friends and be available to talk with them about how they feel about their own experiences relative to hazing and other behaviors. Students are most likely to tell friends or family about hazing experiences.
- Report hazing to a trusted campus staff member and/or campus official.
- Call 911.

**QUESTION:** What are some team-building traditions that could build positive relationships and group unity without hazing?

**DISCUSS:** Ask participants to share examples of positive team-building traditions mentioned in the film or that they have experienced or seen groups use. Some examples include:

- Community service activities or trips
- Attending a movie or concert together
- Mentoring (in the film, Meredith talks about a program in which students from the same major are paired together)
- Group outings or activities (Steven talked about going bowling)
- Ropes courses and problem solving games with trained professional guidance and supervision
- Leadership training that focuses on ethical leadership and positive group bonding
- Service projects that involve the whole team or membership (not just the new members)
- Physical "challenge by choice" activities, organized and facilitated by trained staff
- Attending a campus or community event together

See StopHazing's ongoing list of group activities and common group goals to consider as other activities that align with your group's mission, values, interests, etc. and are free of hazing at <https://stophazing.org/resources/healthy-groups/>. (StopHazing Research Lab, 2021).

**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)

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*WE DON'T HAZE* COMPANION GUIDE

# Discussion Guide for Faculty/Staff





# Before You Begin

Inform the audience in advance that this film discusses hazing, a topic that can be difficult for many viewers. Remind participants to take care of themselves and leave the room if the film is too difficult to watch. Highlight on- and off-campus resources available to them and students.

## Audience

These discussion questions are geared for faculty or staff at a college or university. Please see the companion **We Don't Haze Activity Guide** for activities to partner with these discussions.

## During or After the Film

Pause the film and ask these questions as appropriate throughout the film or lead a discussion using these questions after viewing the film.

**QUESTION:** What is hazing?

**DISCUSS:** A general definition for hazing is, "any activity expected of someone joining or participating in a group that humiliates, degrades, abuses, or endangers them regardless of a person's willingness to participate" (Allan & Madden, 2008). Three key components of this definition include:

1. **Group context:** Associated with the process for joining and maintaining membership in a group;
2. **Abusive behavior:** Activities that are potentially humiliating and degrading, with potential to cause physical, psychological and/or emotional harm; and
3. **Regardless of an individual's willingness to participate:** The "choice" to participate may be offset by the peer pressure and coercive/power dynamics that often exist in the context of gaining membership in a group.

(Allan, 2014)

### ACTIVITY

*If possible, divide participants into groups of 5-6. Give each group a sheet of poster paper and ask them to divide the paper in half. On one half of the paper, ask participants to list examples of hazing within the film. On the other half of the paper, participants should list examples of behaviors that are not listed in the film but could be considered hazing. Give participants 10-15 minutes to complete the activity, then have participants hang the posters around the room and lead a discussion about the examples listed, referring to the definition and its three key components to determine why something is or is not hazing.*

**QUESTION:** What were some examples of hazing activities included within the film?

**DISCUSS:** Examples of hazing from the film include:

- Forced and coerced alcohol consumption
- Required to wear pledge pins
- Required to take organizational tests or perform specific menial tasks in order to continue involvement with the group
- Paddling
- Beating, zip ties
- Transported to and dropped off at unfamiliar location
- Required to do humiliating or degrading acts
- Sexual harassment hazing
- Reckless driving

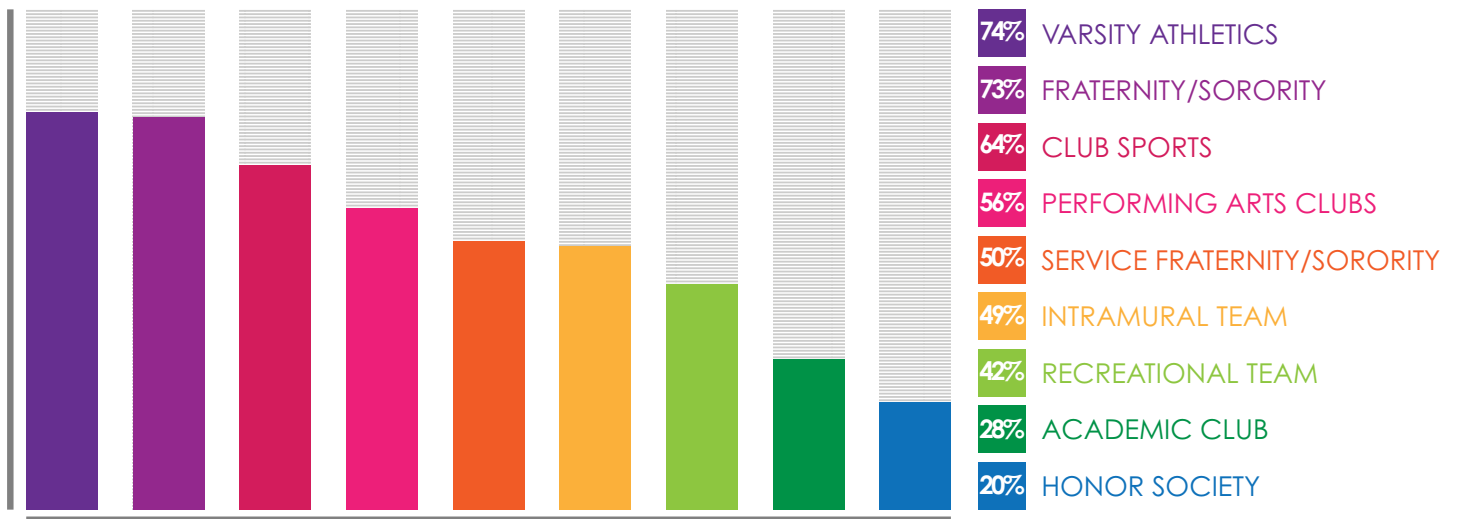
**QUESTION:** What are some examples of hazing activities not mentioned in the film?

**DISCUSS:** Examples of hazing that were not covered in the film include:

- Public humiliation (like wearing embarrassing clothing or requiring a specific object to be in one's possession)
- Yelling and screaming at group members
- Servitude
- Sleep deprivation
- Isolation
- Sex acts
- Drinking games
- Sexual assault

(Allan & Madden, 2008)

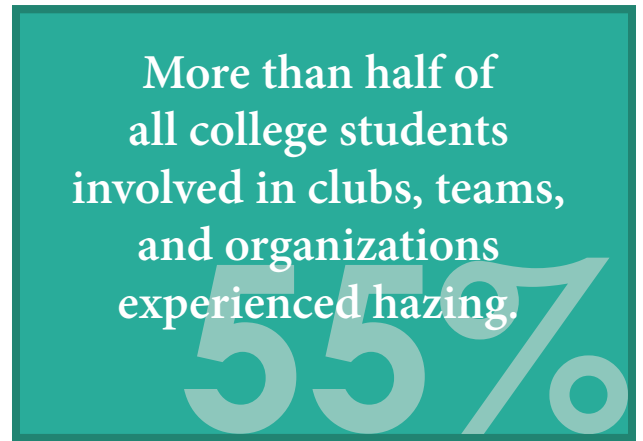
## PERCENT OF STUDENTS THAT EXPERIENCE HAZING



Allan & Madden, 2008

**QUESTION:** How prevalent do you think hazing is in high school/higher education?

**DISCUSS:** In the National Study of Student Hazing (2008), 47% of respondents reported experiencing hazing in high school. More than half of college students (55%) involved in clubs, teams, and organizations experienced hazing. This included Greek life, athletics, sports, military groups, performing arts organizations, honor societies, academic clubs, and other organizations. Hazing can occur in public spaces and many members of the community may know about the hazing, such as advisors, alumni, family, and friends (Allan & Madden, 2008).



**QUESTION:** What are some of the effects of hazing that you saw in the film? How might students on our campus be impacted by hazing?

**DISCUSS:** Some of the families within the film lost a loved one to hazing; their lives are forever changed as they try to navigate a world without that person in it. Some student hazing victims want to leave campus or choose to transfer institutions. Many hazing victims feel confused, upset, or isolated but don't feel comfortable speaking out. They also talk about wishing they had support in changing some of the behaviors they were seeing on their campus. Some students who experience or observe hazing feel guilty, even when the hazing isn't their fault.

Other negative effects of hazing include:

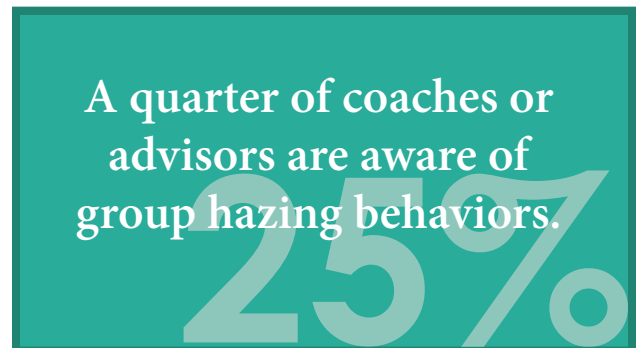
- Relationship problems (such as difficulty trusting others)
- Trouble sleeping
- Impaired concentration
- Loss of academic progress
- Feelings of humiliation or depression

(Allan & Madden, 2008)

**QUESTION:** What could campus faculty or staff members have done to make a difference in relation to some of the stories you saw in the film?

**DISCUSS:** Hazing contributes to unsafe campus communities. As a campus-wide issue, everyone, including faculty and staff, has a role to play in hazing prevention.

The National Study of Student Hazing (2008) found that 25% of coaches or organization advisors are aware of a group's hazing behaviors. In some cases, campus staff may contribute to a positive climate for hazing by turning a blind eye or actively participating in or supporting hazing behaviors. But campus faculty/staff also have great potential to help change the climate for hazing on their campuses.



As someone working with individual students and student groups and teams, you are in a position to be a bystander relative to hazing behaviors. **Critical steps bystanders can take to address hazing on campus include:**

- Notice hazing
- Interpret hazing as a problem
- Recognize a responsibility to change it
- Acquire the skills needed to take action
- Take action!

(Stapleton & Allan, 2014; adapted from Berkowitz, 2009)

If you work directly with students, a change in behavior may be an indicator that something is wrong. Faculty members may notice a student frequently missing class. In working with a student, you may notice signs related to some of the earlier examples of hazing — a person wearing unusual clothing, an individual being unusually tired in class, strange bruises or marks, etc. **These signs may be an opportunity to start a conversation. For example, “Hey, I noticed you’ve missed more class than usual — everything okay?” or “I know that it’s a pretty busy time for your team — how’s it going?”.**

You might also take the opportunity during the start of a sports season, pledging and recruitment periods, or when you are aware that a student is joining a new organization to check in with students to see how the process is going and how they’re feeling about it. Listen closely to what they tell you, ask questions, and let them know that you are available to talk with them as the process progresses. **If you see warning signs of hazing, share your concerns with designated campus officials who may be able to follow up.**

**QUESTION:** What should/can you do if someone reports hazing to you?

**DISCUSS:** In the National Study of Student Hazing (2008), 95% of individuals who labeled their experiences as hazing did not report the events to campus officials. Reasons for not reporting included:

- Don’t want to get their team or group in trouble
- Fear of retaliation and/or negative consequences from other team or group members
- Fear that others would find out about the report and they’d be excluded
- Don’t know how or where to report
- Don’t recognize an experience as hazing
- Rationalize or normalize the experience (as “tradition,” as part of group bonding, etc.)
- Think they shouldn’t report because they chose to participate in the hazing activity
- Conclude that an incident was not notable enough to report

(Allan & Madden, 2008)

If someone does come forward to report hazing, it is important to **validate their feelings, thank the person for sharing their story, and explore options for moving forward.** Know what resources are available on campus. (Provide participants with a handout with campus-specific resources, such as anti-hazing policies or campus procedures for reporting.) Be sure to follow campus protocol in presenting options, such as choosing to report to another campus official or, depending on the nature of the hazing, reporting to the police and helping make connections with support services and resources such as a counseling center.



**QUESTION:** What else can faculty/staff do to prevent hazing?

**DISCUSS:**

- **Conduct prevention programs and/or support prevention efforts that build understanding and awareness of hazing and how to build group cohesion and bonding in healthy ways.** Think about whether the topic of hazing is addressed across multiple staff and student groups and how you may contribute to the discussion.
- **Let students you work with know that hazing is unacceptable.** Highlight that individuals who haze will be held accountable by the institution and keep an eye out for evidence of hazing that may become apparent within your role. (Have you overheard any stories? Know of photos on social media? Seen signs of hazing in the classroom?)
- **Inform students about how to report hazing.** Ensure that students have information about circumstances in which they should report hazing and how to report. Let your students know you are available to discuss any concerns they may have about hazing within a group or division.
- **Help students connect the purpose and values within an organization to positive group membership behavior.** See the companion **We Don't Haze Activity Guide** for more information.
- **Help students strengthen leadership and critical thinking skills.** Integrate bystander intervention into a class paper. Host a program on conflict resolution and how to voice opinions. Help students talk through or role play strategies for responding to difficult scenarios. These types of conversations and activities don't always have to be tied to a formal hazing prevention program, but all contribute to helping students be better prepared to respond to hazing if it occurs on campus.
- **Generate and participate in conversations with others about hazing and hazing prevention.** Make hazing and hazing prevention a regular topic of conversation during staff reviews of student organization/team activities. Discuss how definitions of hazing relate to student groups on your campus, which organizations may be at risk for hazing, and strategies staff can use to address hazing. Discuss policies and procedures to address hazing and how they are working. **Cultivate staff climate of open discussion and inquiry about hazing so that when incidents DO happen the key stakeholders are more readily equipped with knowledge and skills to take action.**

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*WE DON'T HAZE* COMPANION GUIDE

# Bystander Intervention Guide





# What is Hazing?

A general definition for hazing is, "any activity expected of someone joining or participating in a group that humiliates, degrades, abuses, or endangers them regardless of a person's willingness to participate" (Allan & Madden, 2008). Three key components of this definition include:

1. **Group context:** Associated with the process for joining and maintaining membership in a group;
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3. **Regardless of an individual's willingness to participate:** The "choice" to participate may be offset by the peer pressure and coercive/power dynamics that often exist in the context of gaining membership in a group.

(Allan, 2014)

## What Might Hazing Look Like?

- Ingestion of vile substances or concoctions
- Being awakened during the night by other members
- Singing or chanting by yourself or with other members of a group in public in a situation that is not related to an event, game, or practice
- Demeaning skits
- Associating with specific people and not others
- Enduring harsh weather conditions without appropriate clothing
- Drinking large amounts of alcohol to the point of getting sick or passing out
- Sexual simulations or sex acts
- Sleep deprivation
- Water intoxication
- Being screamed, yelled, or cursed at by other members
- Wearing clothing that is humiliating and not part of a uniform
- Paddling or whipping
- Forced swimming

## REMEMBER:

Hazing is not necessarily defined by a list of behaviors or activities. Focusing solely on a list of behaviors fails to sufficiently address context and power dynamics involved.



## Questions to Ask About an Event or Activity

- Is this part of gaining membership in a group?
- Could this potentially cause physical, psychological, or emotional harm, including feelings of embarrassment, humiliation, or degradation?
- What are some of the social, emotional, or personal consequences of these behaviors?
- Are people involved being pressured or coerced to participate?
- If someone doesn't want to participate, could that jeopardize their standing in the group?
- What are the power dynamics operating in the group? Are there status differences or an imbalance of power among group members involved in the activity?

## Why Should I Care About Hazing?

While hazing is done by individuals, it is part of, and shaped by, institutional and group culture.

Individual values, beliefs, behaviors, and expectations of group members influence if, when, and how hazing happens.

Conversely, whether and how hazing happens will have an effect on the values, beliefs, behaviors, and expectations of the individuals involved in an institution or group.

**We all have a role to play in hazing prevention.**

While hazing may have the strongest impact on the people immediately involved, the people surrounding them are likely to observe and hear about it. Everyone is affected when a group, organization, or community feels potentially unsafe.

Observers of hazing can play a critical role in intervening and preventing hazing and offering support to hazing victims, as well as engaging constructively with those who instigate and perpetuate hazing.

**What can you do if you observe or hear about hazing and want to speak out against and/or report hazing?**

**What knowledge and skills do you need to recognize hazing and intervene?**

Each of us has a responsibility to make a difference by being informed about hazing and committing to hazing prevention.

# Bystander Intervention

Any situation in which a person observes or hears about hazing and takes steps to support and/or prevent potential harm to those involved or to themselves is known as "bystander intervention" (Berkowitz, 2009; Stapleton & Allan, 2014).

There are five stages of bystander intervention, which build upon each other:



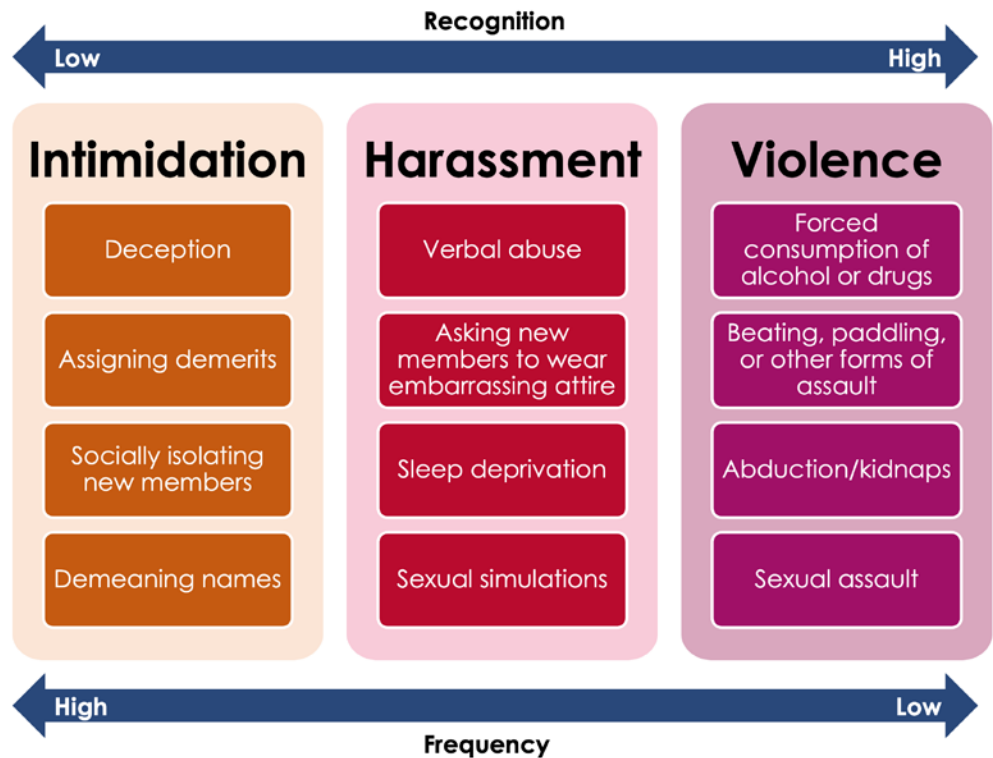
## 1. NOTICE THE BEHAVIOR

The illustration below shows the Spectrum of Hazing® which depicts a range of hazing behaviors (from intimidation, to harassment, to violence) and the relationship between the frequency and recognition of these behaviors along a continuum.

## The Spectrum of Hazing

Allan, 2015; Allan & Kerschner, 2020; Adapted from Bringing in the Bystander®

View additional examples at <https://stophazing.org/issue>



If we can increase **recognition** of the types of hazing that happen with the highest **frequency** -- those which tend to be minimized as a normal part of group culture -- we can increase opportunities for intervention in all types of hazing, from intimidation to violence. It is important to note how the arrows in the visual point in both directions. Hazing can begin at any point on the spectrum and the behaviors can continue in one or both directions.

### **Warning signs that may indicate that a person experienced hazing:**

- Changes in behavior and communication that may correspond with the timing of a person becoming involved with an organization
- Disrupted patterns of behavior: not attending classes, change in grades, becoming difficult to reach or other changes in patterns of communication, not coming home as/when expected, not eating meals as usual, change in personal hygiene, only associating with certain people
- Describes activities that would meet the definition of hazing, but refers to them as “traditions” or “initiations”
- Chronic fatigue
- Symptoms of depression
- Friends, roommates, staff in organization or school, or family members express concerns about change in behavior
- Unusual photos or other content posted on social media

### **Identify warning signs of hazing in organizations or institutions:**

- Have there been recent official reports and conduct cases on hazing?
- Are there unofficial reports and social media about hazing?
- Does the organization or institution have a reputation for hazing?
- Is information about group process for induction discussed and presented publicly?
- Is there a leadership statement on hazing and is it clear and accessible?
- Is information about hazing and its prevention available or easily accessible?
- Are hazing policies and reporting procedures easily accessible and do they convey clarity and consistency of information, processes, and consequences for hazing?
- Does the organization openly inform community members about hazing investigations and incidents?\*
- Is information on hazing presented to members/students at orientations, college residential assistant trainings, etc.?
- Is information on hazing presented to community members (alumni, family members, local organizations, and schools?)
- Does the organization and/or institution provide training programs for group staff and leadership?
- Does the organization and/or institution have a committee, task force, or group established to coordinate hazing prevention efforts?

**While not all traditions or initiations will involve hazing, many warning signs and actual instances of hazing are overlooked by those in the community who have the potential to intervene and prevent harm.**



## 2. INTERPRET BEHAVIOR AS A PROBLEM

At its most extreme, hazing causes death and sometimes extreme physical injury. Even the supposedly mild forms of hazing, commonly excused as harmless antics or pranks, can cause psychological and emotional scars, many of which can be hidden and/or difficult to share openly with others. Additionally, there may be long-term consequences and impacts of hazing that are not immediately clear or visible.

Other consequences of hazing include:

- Damaged relationships
- Resentment
- Unnecessary stress
- Decrease in positive learning and social interaction
- Unsafe environment in schools, campuses and organizations
- Anger
- Mistrust
- Interferene with personal growth and self esteem
- Diminished potential benefits of participating in a group
- Loss of institutional time and resources responding to hazing incidents
- Mental health concerns
- Overall diminished well-being

(Allan & Madden, 2008)

## 3. RECOGNIZE RESPONSIBILITY TO INTERVENE

You may think it's not your place to intervene in hazing if it doesn't directly involve or affect you in an immediate way -- as in, "That's not really my business" or "I sure hope someone does something to make sure that doesn't happen again."

You may think there isn't anything you can do to actually make a difference to prevent hazing, as in, "What could I possibly do to get other members of my group to think about this differently?" or "Where would I even begin if I wanted to get my group to think differently about hazing?"

Taking responsibility to intervene in hazing involves shifting your attitude about where your responsibilities lie, not just for yourself and your own wellbeing, but also relative to other individuals, to a particular group with which you may or may not be involved, and to your community. It takes awareness of those around you and tremendous courage to believe that you can make a difference to change the culture of hazing in a group or organization. But everyone, including you, has a role to play in intervening to put a stop to hazing so that we can all live in communities shaped by mutual respect and safety.

**When we expand our understanding of the problem of hazing to include the larger community—and not just a select group of individuals—we also expand the possibilities for solutions to that problem.**

## 4. DEVELOP SKILLS TO INTERVENE SAFELY

A friend or loved one who has recently affiliated with a group is becoming increasingly distant or behaving in ways that seem out of character (e.g., unusual or a change in sleep patterns, physical appearance, hygiene, drop in grades).

### What can you do to intervene?

- Start asking questions early. Initiate a conversation by telling the individual you have noticed a change in their behavior and you are concerned.
- Provide information. Discuss your understanding of hazing and the potential for harm.
- Let the person know you care. Share information about where to report hazing.

These conversations can increase awareness of hazing, draw attention to the problem of hazing, and illuminate a hazing culture that may not be highly visible to others.

#### Three methods of effective intervention include:

- Confrontation
- Shifting the focus
- Shifting attitudes

### CONFRONTATION | Engage people in thinking more critically about hazing

As a bystander you could:

- Express your concerns and demonstrate your care for the person about what is happening to them
- Talk about the specifics for why you are concerned
- Describe how what is happening makes you and others feel
- Ask the other person if they understand your point of view
- Brainstorm with the other person about what can be done to address what is going on
- Offer support and encouragement for change
- Agree on a plan for follow up

(Berkowitz, 2009)

### SHIFTING THE FOCUS | Disengage from the hazing by focusing elsewhere

As a bystander you could:

- If a person engages you to participate in hazing, find a way to ignore, not engage, or show that you will not participate.
- If a person persists in urging you to participate in hazing, shift attention away; try changing the subject and talking about something else to convey you aren't available or interested in participating.
- When hazing comes up reframe or revise a remark or behavior and shift attention to another activity or behavior free of hazing that works to achieve the group's goals.
- Instigate discussion about positive values and non-hazing approaches to group bonding.



## SHIFTING ATTITUDES | Engage in extended discussions and trainings

This includes actions and activities that:

- Increase awareness of hazing
- Facilitate a change in a person or group's attitudes about hazing and how the perceptions of hazing are incorrect — meaning there are other healthy ways to reach group goals and create a sense of belonging and connection within the group.
- Instigate a change in an offending person's or group's understanding about why hazing and their specific behavior is problematic and is in misalignment with their goals, values, mission, etc.

**It takes thoughtful intention and care to engage in bystander intervention in ways that are safe and that promote the mutual respect we all need as members of a group or community.**

**The following are important steps for safe and respectful bystander intervention:**

1. **Take care of yourself.** Be sure you are safe. Get support from your peers or from campus officials as needed. Find another person to be an ally with you.
2. **Give respect** to the other person(s) by listening to what they have to say openly and honestly.
3. **Listen for underlying issues.** Although there is no excuse for abusive or harmful behavior, it can sometimes be a sign that a person may be hurting inside from past or current concerns in their life.
4. **Notice what increases or decreases defensiveness.** Pay attention to responses that convey openness and willingness to listen and those that show resistance to what you are saying or doing.

### **Conditions that promote effective intervention:**

1. Having a relationship of some kind (even temporary) with the person(s) you are confronting. It is easier and more effective to build on a prior connection or relationship with a person or group you are trying to confront.
2. Seeing something that needs to be changed or improved. Pointing to specific behaviors that are problematic and can be changed is more effective than vague, overarching, or general comments and criticisms about hazing.
3. Being involved in the situation in some way. You are on more solid ground when you let people know how you are involved and that the situation matters to you.
4. Being willing to help the person (or group) understand the effect of their behavior on you and/or others. Show that you are willing and able to be a part of the solution.
5. Communicate in ways that decrease defensiveness. Decreasing defensiveness can help others be more open to gaining understanding and insight that will help them shift their attitudes and behavior.
6. Engage in "open talk." Use a conversational style that emphasizes genuine interest and openness and conveys mutual respect and understanding.

(Adapted from Berkowitz, 2009).

## 5. TAKE ACTION

Bystanders can intervene **directly** in an actual hazing situation AND they can intervene **indirectly** by working to disrupt attitudes, behaviors and dynamics characteristic of a hazing culture.

### Direct Intervention

As a bystander you can:

- Let others know that **you do not intend to participate** in hazing when it is taking place or could take place.
- **Encourage others not to participate** in hazing.
- **Discourage others who are hazing** from continuing with what they are doing.
- **Propose options** for healthy group activities that work towards the group's goals and/or are aligned with the mission of the group when planning an induction or new member process.

### Indirect Intervention

As a bystander you can:

- **Increase discussion** about hazing and **expand awareness** so that more people notice hazing when it happens.
- **Shift people's understanding** of hazing to view it as a problem.
- **Improve awareness of hazing policies** so that more people understand expectations and consequences for individuals who haze.
- **Educate about hazing prevention** and what individuals can do to address the problem of hazing.
- **Support people who experience hazing** by talking with them about what happened and connecting them to people who can help.
- **Educate people who haze others** by talking with them about what happened, discussing activities free of hazing that reach the same goals, and connecting them to people who can help.
- **Support others who want to prevent hazing** by joining with them to find solutions.

### Building Healthy Groups and Teams

The following list of group goals and activities are common among groups:

- Instilling a sense of belonging
- Understanding how the group works
- Learning and building an awareness of the group history
- Building trust among the group
- Developing personally and professionally
- Promoting a strong sense of purpose

Use this list of goals to brainstorm healthy and inclusive activities that are aligned with the group goals and free of hazing. View a growing list of healthy group activity ideas to support those group goals at:

<https://stophazing.org/resources/healthy-groups/> (StopHazing Research Lab, 2021)

## Don't wait to be involved in hazing prevention!

Start where you are:

- Increase your understanding of hazing.
- Build awareness of hazing in your group or community.
- Ask questions.
- Begin a conversation about hazing with your peers.
- Implement positive alternatives to hazing.

The time is **now** to play your part in ensuring that you, your peers, and other members of your group, organization, or community can participate in living and learning environments free from hazing.

## References

Allan, E. J., & Madden, M. (2008). [Hazing in view: College students at risk.](#)

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*WE DON'T HAZE* COMPANION GUIDE

# Workshop & Activity Guide



# 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>