

10 SIGNS OF HEALTHY & UNHEALTHY GROUPS: TOOLKIT

**STOP
HAZING**



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BACKGROUND INFORMATION

About StopHazing

Established in 1998, StopHazing is a trailblazer in hazing prevention research and a leader in data-driven strategies that support safe and inclusive school, campus, and organizational climates.

StopHazing is the only research-to-practice hazing prevention organization taking a campus-wide and public health approach to prevention.

Visit [StopHazing.org](https://stophazing.org) for more information.



About this Toolkit

This toolkit is designed for use by school, campus, and organization professionals, student groups, and other leaders to shed light on how healthy and unhealthy behaviors can occur in a group context and within group relationships. Building on One Love's *10 Signs of Healthy & Unhealthy Relationships*, StopHazing and One Love collaborated to use the same framework to consider the healthy and unhealthy behaviors of groups.

Both [StopHazing](https://stophazing.org) and [One Love](https://www.one-love.org) are invested in interpersonal violence prevention and educating young people, adults in their lives, educators, and beyond; therefore, this resource is designed to highlight examples of healthy and unhealthy group behaviors and to provide workshop and discussion tools for furthering education and reflection on the importance of healthy groups.

This resource is not exhaustive in listing the ways healthy or unhealthy behaviors play out in groups. Additionally, it is important to note that not all unhealthy behaviors that manifest in groups are necessarily considered hazing, however, they may be warning signs and risk factors that may compromise young people's safety, belonging and overall well-being. This resource is designed to make connections to the many intersecting issues within interpersonal violence prevention and groups, including hazing.

Note for the Audience

The primary audiences for this toolkit include high school and college and university professionals, as well as formal and informal groups and teams, student-leaders, and adults in their support networks. Additionally, we encourage users to tailor the language and terminology to the audience or particular groups and communities represented. For example, when working with student-athletes or coaches, terms like: "veteran players," "teammates," and "rookies" might be used to describe group dynamics; whereas, a similar discussion relative to Fraternity and Sorority Life (FSL) would use terms like "new member," "initiates," "brother," "sister," "neophyte," or "neo." When communicating with a general audience, "student," "student-leader," and "student organization members" might be more appropriate.

Reference in part or full to this resource should provide attribution as follows:

StopHazing (2022). *StopHazing's 10 Signs of Healthy and Unhealthy Groups: Toolkit*.





ABOUT HAZING: DEFINITION & COMPONENTS

Definition

Hazing is defined as any activity expected of someone seeking or maintaining membership in a group that humiliates, degrades, abuses, or endangers them regardless of a person’s willingness to participate (Allan & Madden, 2008; Hoover, 1999).

The Three Components of Hazing

1. Group context (eg. club, athletic team, organization, society, fraternity or sorority, band, performing arts group)
2. Potentially humiliating, degrading, abusive, or endangering behavior
3. Regardless of consent or regardless of a person’s willingness or participate

(Allan et al., 2022)

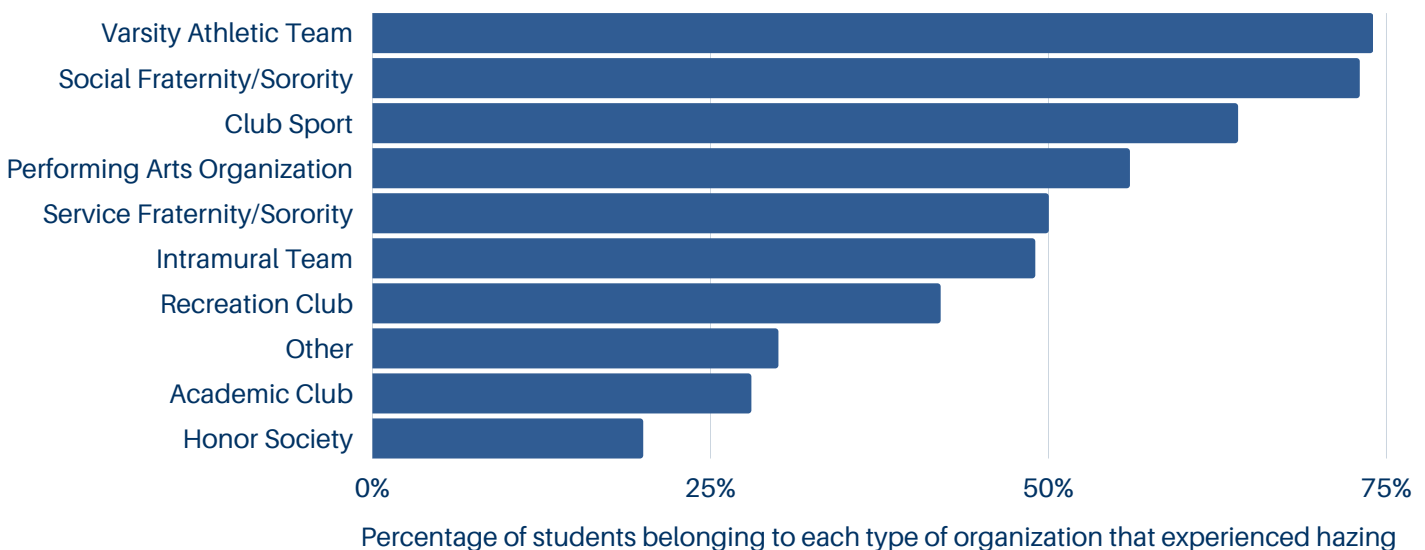
Hazing is incredibly common - over 55% of college students involved in clubs, teams, and organizations experience hazing (Allan & Madden, 2008).



Often hazing is thought to only occur in fraternity and sorority or athletic settings, yet studies have found it is more widespread, including club sports teams, marching bands and other performing arts groups, honor societies, student government organizations, and others including multicultural organizations (Allan & Madden, 2008; Allan et al., 2019).

Types of Groups Experiencing Hazing

(Allan & Madden, 2008)

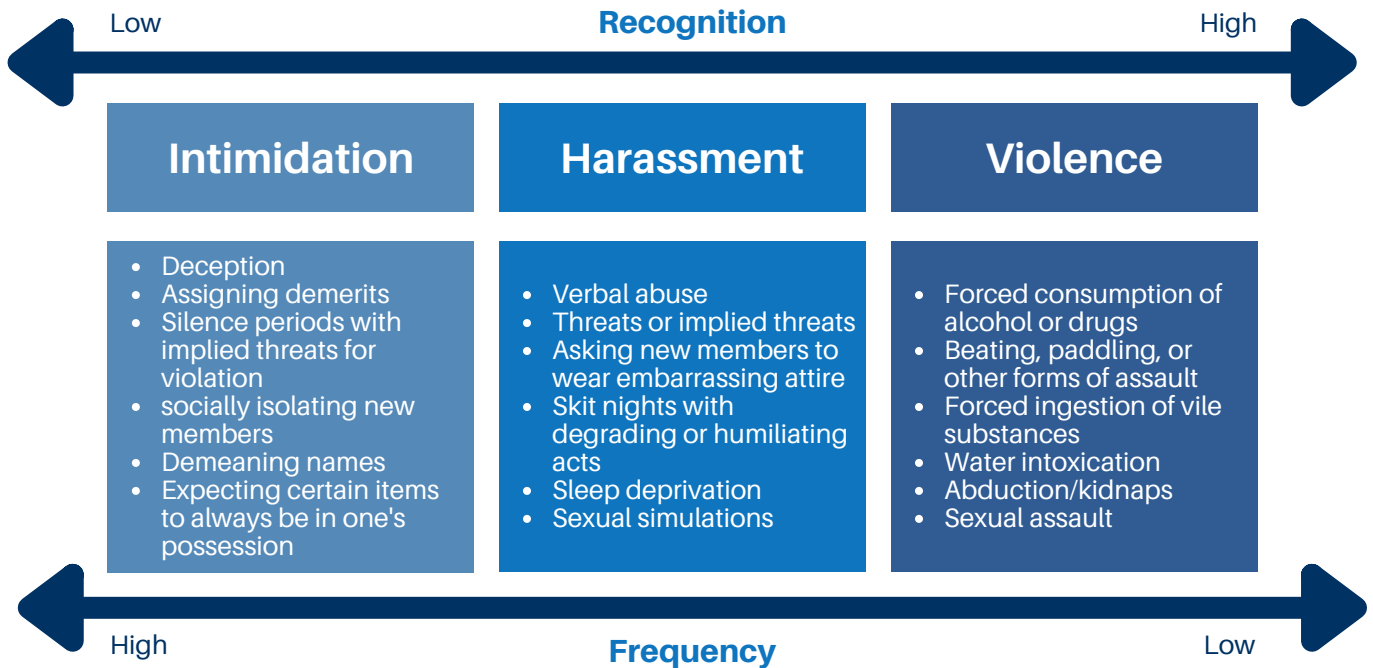




ABOUT HAZING: DEFINITION & COMPONENTS

Hazing threatens the health and safety of students due to its intimidating, harassing, and often violent nature, and may result in death (StopHazing Research Lab, 2020). The *Spectrum of Hazing™* provides a graphic representation of examples of hazing behaviors in various forms (intimidation, harassment, violence) in relation to the recognition and frequency of the harmful practices.

The Spectrum of Hazing™



(Allan, 2015; Allan & Kerschner, 2020; adapted from Bringing in the Bystander®)

Violent forms of hazing such as beating, paddling, sexual assault, and forced consumption of alcohol or other drugs tend to be the most highly recognized forms of hazing; however, they are not the only forms of hazing. Humiliating and harassing hazing behaviors are often overlooked, yet they are frequently part of a pattern of behavior and an environment where a person's well-being is diminished and interpersonal violence is more likely to transpire (Allan, 2015; Allan & Kerschner, 2020).

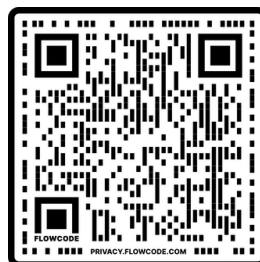
While hazing is often thought to occur in private spaces and is frequently cloaked in secrecy, research findings indicate that more than 25% of hazing occurs in public spaces at the school or campus and that students are inclined to talk with friends outside the group and family members about their hazing experiences (Allan & Madden, 2008; Allan et al., 2019).

Learn more about the issue of hazing:

[Click this link.](#)

scan the QR code,

or type in stophazing.org/issue





10 SIGNS OF HEALTHY RELATIONSHIPS WITHIN GROUPS

This list focuses on ways healthy behaviors can manifest in groups and is structured using One Love's *10 Signs of a Healthy Relationship* framework. This list of examples is just a starting point. We encourage you to consider other healthy behaviors that could be added to the list based on your experiences in groups.

10 Signs Healthy Relationships within Groups:

These signs highlight ways to create positive group environments that support belonging, inclusivity, and promote well-being and safety of group members.

1

Comfortable Pace

the relationships move at a speed that feels enjoyable and okay for each person.

Examples:

- Having time to interact and get to know group members without feeling pressured to spend all your time with them or jump in too quickly
 - Informational programs
 - Tours of shared spaces (houses, meeting rooms, locker rooms, etc.)
 - Q&A sessions
 - Team-building opportunities
 - Other scheduled time or programming with the intent of sharing information and getting to know each other
- Ensuring transparency about group expectations
- Establishing boundaries for yourself (e.g., amount of time needed for school, friends, family, work)
- Choosing how much and when you share personal information with the group (e.g., family background, financial status, disability, sexuality, gender identity)

Honesty

2

when you can be truthful and candid without fearing how the other group member(s) will respond; when the group is truthful about what it entails and is expected of all members.

Examples:

- Being true to who you are, meaning you don't have to conform or hide parts of yourself to fit into a group image
- Explaining and providing the full picture of expectations for joining or being part of the group (e.g., time, money, values)
- Being honest about the group dynamics and how the group functions and operates
- Providing space to be open about one's needs





10 SIGNS OF HEALTHY RELATIONSHIPS WITHIN GROUPS

3

Respect

you value one another's beliefs and opinions, and appreciate each other as people.

Examples:

- Respecting a group member(s) by:
 - Respecting prioritization of needs (e.g., needing to take a break from the group for various reasons such as academics, financial reasons, mental health)
 - Respecting privacy and space
 - Respecting time and understanding other commitments
 - Respecting property (e.g., food, electronics, clothes, things that might be in a communal space)
 - Respecting pronouns
 - Respecting sexual orientation and/or gender identity
 - Respecting someone's choice to come out or not come out
 - Respecting change in identity
 - Respecting past lived experiences (e.g., personal history, involvement with law enforcement, sexual violence/reporting)
- Holding space for group members to communicate their boundaries
- Showing mutual respect - new members of the group take the time to meet current members and the established members reciprocate and take the initiative to get to know the new members
- Welcoming different backgrounds and identities, including sexual orientation, gender identity, socioeconomic status, and racial identity (e.g., the group isn't made up of a certain financial status or racial identity and doesn't intentionally exclude people of different statuses or identities)
- Expecting transparency and accountability from group leaders and members (e.g., using values-based decision-making and ethical leadership, setting and following clear protocols and processes)

4

Kindness

you are caring and empathetic to one another and provide support as needed.

Examples:

- Reaching out to group members and checking in virtually or in person about mental health, school, partners, and other personal commitments or activities
- Sending thoughtful messages when group members are struggling (e.g., navigating challenging home dynamics, experiencing loss, struggling with mental health)
- Expressing empathy and compassion for a group member's choice or circumstance
- Asking group members about their passions and interests in order to build authentic relationships and meaningful connections
- Including group members at events, on committees, and at "out of group" hangouts
- Acknowledging group members' successes, strengths, and talents
- Expressing gratitude and appreciation



5



10 SIGNS OF HEALTHY RELATIONSHIPS WITHIN GROUPS

5 Healthy Conflict

openly and respectfully discussing issues and confronting disagreements non-judgmentally.

Examples:

- Being willing to have an open dialogue about challenges or disagreements faced by the group
- Talking through problems with the person directly rather than talking behind their back to other group members or people outside the group/on social media (Note: remember to be mindful of power and group dynamics as well as identities that can be at play as well hinder productive conversation)
- Working toward compromise and understanding with constructive conversations
- Accessing and using empathy in conversations with group members
- Considering the health and safety of group members and elevating conflict to a trusted adult when necessary (e.g., Coach, Counselor, Advisor, Volunteer, Director, Mentor, Title IX Coordinator, Dean)
- Being willing to speak out against things that seem unsafe or risky - "Trust your gut!" (e.g., a member drank too much and needs help; it should be the expectation that the situation is elevated to proper channels, people, and help is sought out immediately)
- Creating and carrying out a clear and consistent protocol for reporting incidents that breach or come into question with organizational values, group expectations, bylaws or code of conduct, etc. (e.g., having a judicial board in place for the group, working with the associated staff member(s) for reporting/conduct processes)

6

Trust

when you have confidence that the group won't do anything to hurt you or ruin your experience.

Examples:

- Building authentic trust through healthy behaviors, connections, and conversations - not assuming that trust is automatic, but that it must be built
- Committing to actions and perspectives that build trust, such as:
 - Acknowledging that it takes time (comfortable pace) and work to build trust
 - Building leadership and other skills through workshops
 - Having open conversations
 - Creating judgment-free spaces
- Being vulnerable with other group members - especially older/more senior members showing vulnerability with new members





10 SIGNS OF HEALTHY RELATIONSHIPS WITHIN GROUPS

7 Independence

when you have space to be yourself outside of the group.

Examples:

- Maintaining relationships outside of the group (e.g., partners, friends, family, mentors)
- Maintaining activities and other responsibilities outside of the group (e.g., other groups, jobs, teams, academics, interests)
- Supporting members and advocating for them to thrive outside of the group as well

Equity

8

the relationship feels balanced and everyone puts forth their best effort, with the capacity they have, to contribute to the group's success.

Examples:

- Sharing equal responsibility within the group (e.g., equally taking turns leading activities, completing tasks, representing the group)
- Breaking down hierarchical structures and power dynamics within the group (e.g., group leaders/board/cabinet/captains' voices shouldn't matter more than others but should represent the members' needs, concerns, priorities, and decisions should be made with the health, safety, and well-being of the group in mind)
- Listening to the input, needs, and opinions of all group members
- Creating a space where members can express themselves freely and don't have to be a "type" or fit a mold in order to be a part of the group
- Planning a number of different activities to foster group cohesion and team bonding that are safe, inclusive and appeals to different types of interests
- Recognizing and honoring group members' identities and how members might have different needs based on those identities





10 SIGNS OF HEALTHY RELATIONSHIPS WITHIN GROUPS

Taking Responsibility

9

owning your own actions and words.

Examples:

- Acknowledging that the group may have been started as a means to exclude or discriminate against certain identities and groups of people - group members recognize their responsibility to create and maintain change away from discriminatory group practices (e.g., some groups were formed with classism, sexism, racism in mind)
- Recognizing the responsibility to call out bias in order to ensure group spaces are inclusive
- Taking the responsibility to report incidents and behaviors that go against group policies, protocols, and values
- Taking accountability and ownership for group and member actions and the impacts behaviors, actions, and words can create
- Engaging in bystander intervention to keep members safe (e.g., commit to intervene and help out members when they are in need of assistance and/or in a potentially dangerous, risky, embarrassing, or humiliating situation)



10

Fun

when you enjoy spending time together and bring out the best in each other.

Examples:

- Enjoying time spent with the group or group members
- Making time and space for fun group activities that are inclusive, safe, and easygoing
- Engaging in activities, projects, and community events that members enjoy, are reflective of many member interests and passions and allows members to feel safe and comfortable being themselves



8



10 SIGNS OF UNHEALTHY RELATIONSHIPS WITHIN GROUPS

This list highlights ways unhealthy behaviors can play out in groups, however, it does not mean that all unhealthy behaviors that manifest in groups are necessarily hazing. They may be warning signs of group dynamics and risk factors that compromise student safety, belonging, and overall well-being. This resource is structured using One Love's *10 Signs of an Unhealthy Relationship* framework and the list of examples is a jumping-off point for discussion. We encourage you to consider other behaviors that could be added to the list based on your experiences in groups.

Unhealthy group signs: illuminate ways in which unhealthy group environments can be created through potentially harmful, degrading, humiliating, and endangering behaviors that could be considered hazing, or warning signs of hazing, and jeopardize the emotional and/or physical health, well-being, and safety of one or more group members.

1

Intensity

when someone expresses extreme feelings and over-the-top behavior that feels overwhelming.

Examples:

- Emphasizing uneven or extreme power dynamics that make newcomers to the group feel “lower” or less valued than current members
- Positioning the group as elite, with an overwhelming and excessive focus on member privilege as a requirement to be a part of the group (e.g., membership is mostly comprised of individuals with high socioeconomic status)
- Pressuring members to get instantly involved with the group and become friends with group members quickly
- Creating an unwelcoming environment that excludes contributions from new members
- Requiring new members to “prove themselves” in order to be worthy of acceptance
- Pressuring members to immediately trust others involved in the organization (e.g., forcing a “family” or “brotherhood” dynamic immediately)
- Demanding that members put the group above everything else (e.g., praising a “Ride or Die” mentality)





10 SIGNS OF UNHEALTHY RELATIONSHIPS WITHIN GROUPS

2

Manipulation

when someone tries to control your decisions, actions, or emotions.

Examples:

- Forcing new or current members to participate in activities that jeopardize their well-being, create a false sense of belonging, are unsafe, risky, humiliating, or embarrassing
- Creating a coercive environment where members find it difficult or impossible to say 'no' to participating in something
- Making members feel like their personal safety, academic success, and emotional well-being, are not prioritized or cared about and that attempting to focus on those areas is discouraged or denied
- Implying or explicitly expecting members to be personal servants to the group or a specific group member and complete tasks, chores, or activities out of ordinary or unrelated to the purpose of the group (e.g., requiring a member to do someone's homework, run their errands, do their laundry, locate random unnecessary objects, clean their room)
- Sending and receiving messages like...
 - "Don't let the group down"
 - "Don't be the weakest link"
 - "If you want to be part of this group, you must prove yourself"
- Controlling members through the use of alcohol, drugs, mental and/or physical bondage

Sabotage

3

when someone purposely ruins your reputation, achievements, or success.

Examples:

- Extortion or bribery often involving intimidation
- Breaking or taking possessions
- Creating financial insecurity or making members spend money (e.g., making members purchase food or pay restaurant tabs for members)
- Putting someone at risk with the law and code of conduct (e.g., making underaged members obtain or buy alcohol or drugs for their 'big')
- Creating academic risks for members (e.g., making members skip or miss class, not allowing members to have ample time to study or complete homework, causing sleep deprivation)
- Ruining opportunities for members beyond the group (e.g., undermining or discouraging job opportunities or involvement with other groups or teams)
- Straining other relationships that members have (e.g., with a partner, other friendships, familial relationships)
- Forcing or coercing members to consume alcohol or other drugs
- Depriving members of reasonable sleep or waking them in the middle of the night





10 SIGNS OF UNHEALTHY RELATIONSHIPS WITHIN GROUPS

4

Guilting

when someone makes you feel responsible for their actions or makes you feel like it's your job to keep them happy.

Examples:

- Making members go through challenging times or activities together as a way to make them feel closer (i.e., trauma bonding)
- Saying things like...
 - "We went through it [insert abusive/risky/humiliating activity] and it made us closer as a group, so now you need to do it too"
 - "You chose to be part of this family"
 - "There's no proof if you think you're going to report this"
 - "No one will believe you if you report this"
 - "You have no one else"
- Shaming a member for prioritizing their other needs (e.g., their emotional well-being, academics, other friendships, and relationships)
- Participating in an activity as a group and sending messages to other members like...
 - "Don't let the group down"
 - "Don't be the weakest link"
 - "If you want to be part of this group, you need to prove yourself"

Possessiveness

5

when someone is jealous to a point where they try to control who you spend time with and what you do.

Examples:

- Keeping tabs on members constantly (e.g., following members' locations, excessively monitoring social media and what members post)
- Limiting the privacy of members
- Convincing a member(s) to skip school or other commitments that aren't related to the group
- Allowing members to only talk to or associate with specific people
- Taking phones from members or creating/requiring specific group-wide passwords to be used for phones and accounts
- Requiring members to wear certain attire or group symbolism at all times





10 SIGNS OF UNHEALTHY RELATIONSHIPS WITHIN GROUPS

6 Deflecting Responsibility

when someone repeatedly makes excuses for their unhealthy behavior.

Examples:

- Using power imbalances, hierarchies, and peer pressure to coerce members into agreeing to do something or behave a certain way [not true consent] (e.g., the team captains peer pressure a rookie into streaking across campus - stating it's tradition and the rookie will not be welcome if they don't streak; when the rookie is caught, the captains take no responsibility and say they didn't know about the incident)
- Using victim-blaming and gaslighting members to cover up actions such as rationalizing participation as "consent" rather than the group culture, environment, and peer pressure (e.g., when a member is peer pressured into drinking large amounts of alcohol and blacks out, then older members say "well, if you hadn't drank that much, you wouldn't have embarrassed yourself" rather than taking responsibility for creating the culture of drinking to excess)
- Group justification of problematic and coercive behaviors:
 - "It was tradition"
 - "We did it so you have to do it"
 - "You could've said no or walked away"
- Displaying tokenism or the practice of only making a symbolic effort by:
 - Positioning a few members of marginalized identities as evidence that the group is welcoming and inclusive
 - Rationalizing a lack of identity representation by saying "if more people with [X identity] applied then we would have a more representative group"
 - Ignoring systems in place that uphold white supremacy, patriarchy, and capitalism and not actively taking steps to dismantle the systems of power





10 SIGNS OF UNHEALTHY RELATIONSHIPS WITHIN GROUPS

7

Isolation

when someone keeps you away from friends, family, or other people.

Examples:

- Creating physical isolation from friends, family, partner, etc.
- Making group membership the only acceptable identity (e.g., not allowing members to identify or associate with other groups or others outside of the group)
- Allowing members to only talk to or associate with certain people
- Creating a false sense of safety and belonging in the group by revoking support and care when a member needs it most (e.g., saying things like "We're brothers, we'll always have your back - you don't need those other people.")
- Focusing on group members and learning their background, needs, hopes, fears, etc. to later use or share personal information against them or to intimidate them
- Physically isolating members in unknown and potentially harmful locations (e.g., dropping members in an undisclosed or unfamiliar location in the dark and requiring them to return to campus on their own)

Belittling

8

when someone does and says things to make you feel bad about yourself.

Examples:

- Yelling, screaming, or cursing at members
- Embarrassing members in public spaces (e.g., online, in the dining hall, at parties, events)
- Emphasizing to new members that they are 'less than' and 'lower' in status than other members in a degrading way (playing up uneven power dynamics and hierarchies)
- Forcing or coercing members to consume disgusting and vile concoctions
- Forcing members to attend or act in a skit or roast night to be humiliated by members and/or embarrassed publicly
- Forcing members to wear humiliating clothing, be naked, or publicly streak
- Shaming and checking up on members' bodies and appearance
- Discriminating against potential and current members based on race, class, gender identity, sexual orientation, ability, religious affiliation, etc.
- Saying things like:
 - "You're worthless"
 - "You're a reject"
 - "No one wants you"
 - "You have no opportunities"
 - "You can't even do (insert X)"
 - "You're not smart enough to do (insert X)"





10 SIGNS OF UNHEALTHY RELATIONSHIPS WITHIN GROUPS

9

Volatility

when someone has a really strong unpredictable reaction that makes you feel scared, confused, or intimidated.

Examples:

- Abusing members physically (e.g., beating, paddling)
- Yelling, screaming, or cursing at members
- Sexually harassing or abusing members
- Forcing or coercing members to consume alcohol or drugs
- Forcing members to endure harsh weather conditions without appropriate attire
- Making 'full' membership dependent on the endurance of physical and emotional trauma (e.g., hell week, rookie night)
- Creating unstable, roller-coaster-like feelings of high highs and low lows in members as they participate in group activities or processes

Betrayal

10

when someone is disloyal or acts in an intentionally dishonest way.

Examples:

- Failing to seek help when medical attention is needed
- Extorting and intimidating members
- Making empty promises to members and betraying the trust built in the group
- Putting members in harm's way intentionally
- Abusing members physically and emotionally
- Threatening friends, family members, or partners, through violence or sharing private or sensitive information
- Lying to members
- Withholding full membership status to the group for a period of time (e.g., members complete the process for membership/joining but are still not granted full access to the group membership status)
- Cutting off ties with anyone who leaves the group
- Shaming a member for deviating from group norms (e.g., for dating someone with social standing the group doesn't approve of, wearing different attire, or displaying an appearance different from the group)
- Shaming a member for prioritizing their needs (e.g., for taking a break from the group to focus on academics, financial reasons, prioritizing mental health)





"GUT CHECK" SCENARIOS

The following scenarios depict examples of how healthy and unhealthy behaviors, including hazing, can manifest in groups.

1. Read through the scenarios and discuss which healthy and unhealthy signs may be showing up.
2. Identify which are examples of healthy group activities, unhealthy group activities, and which examples include hazing behaviors.
3. Brainstorm other examples of healthy group activities that groups and leaders can implement to shift away from the unhealthy behaviors that may include hazing.

Healthy scenarios

Facilitator Tip!

Keep the signs hidden until after discussion to give participants the opportunity to identify them!

Independence | Honesty | Fun

Emilia is a member of the basketball team and recently got a part-time job. She has been feeling overwhelmed trying to balance her new workload with team bonding time which is always on Monday nights. Emilia talks to her captain, Liz, about how she has been feeling stressed out. Liz suggests that every other Monday they move the team bonding time to Tuesday so that Emilia is still able to join in.

Taking Responsibility | Respect | Independence

Meg and Teana are in the same sorority new member class. Teana invites Meg to a film screening hosted by the LGBTQ+ Resource Center on campus for extra credit in class. Meg says, "Yeah, I'll go, but isn't it kind of weird for us to go together?" Teana asks why she thinks it's weird and Meg says, "People might think we're together," and laughs. Teana looks upset and says, "You didn't know I'm bisexual? You don't have to go if it's weird for you." Meg immediately apologizes, says she didn't know Teana was into women, too, and adds that she'll wingwoman for Teana sometime.

Trust | Kindness | Comfortable Pace

Pranay and Sameer are in the same fraternity. Sameer is the Vice President of Scholarship and notices that Pranay is not doing as well academically this year. He reaches out to Pranay and asks to meet at the chapter house to discuss it. Pranay is clearly upset during the conversation but doesn't seem to want to share why. Sameer says, "Hey dude, I just want you to know I'm here if you want to talk about what's going on, but no pressure if not." The next week, Pranay texts Sameer to talk again and opens up about family issues that are taking up a lot of mental space.

Healthy Conflict | Equity

There's a section leader for every instrument type in the school's marching band. Marcos, a section leader, has begun a pattern of calling on certain members significantly more than others during practice. Juliana started noticing the unequal attention from Marcos and heard some players complaining about Marcos behind his back. Juliana decided to go to Marcos directly to talk to him about this. After practice, she hung back and asked Marcos if they could chat for a minute. She shared with him her observations, and asked if he was intentionally favoring certain members? Marcos, horrified, said he didn't realize he was doing that and was very apologetic. He asked Juliana what he should do. They brainstormed some ideas to share with the larger group at the next practice to get their input on the best, most equitable way for Marcos to lead the section.

Comfortable Pace | Kindness

Adrienne is the president of the Robotics Club and is responsible for organizing activities for interested students. During the first month of school, Adrienne has planned informational sessions with time for Q&A, and developed a packet with information about joining the club. José, a new member, attended the info session and their first club meeting, yet has not shown up for anything else this month. Adrienne decided to reach out to José to check in and see how he was doing because she hasn't heard from him in a while. At the beginning of the meeting, Adrienne starts by saying that José can share as much as he feels comfortable with and that she just wanted to check in and make sure he's okay.



"GUT CHECK" SCENARIOS

The following scenarios depict examples of how healthy and unhealthy behaviors, including hazing, can manifest in groups.

1. Read through the scenarios and discuss which healthy and unhealthy signs may be showing up.
2. Identify which are examples of healthy group activities, and unhealthy group activities, and which examples include hazing behaviors.
3. Brainstorm other examples of healthy group activities that groups and leaders can implement to shift away from the unhealthy behaviors that may include hazing.

Unhealthy Scenarios

Facilitator Tip!

Keep the signs hidden until after discussion to give participants the opportunity to identify them!

Volatility | Betrayal | Manipulation

Cal and Sam are new to the soccer team. The team captain and other senior athletes tell them they have a tradition in which every new team member drinks a disgusting mixture of condiments and liquids while the veteran players yell at them so they can be "officially" part of the team. As Cal and Sam are about to drink the mixture, the captain tells them that they don't *have* to drink it, but that everyone else did when they joined the team. Cal and Sam drink it. After, the captain tells them that they still need to do "a few other things" before they're really "official." This continues all semester with Cal and Sam doing everything they're told and the others saying they're still not part of the team.

***Remember!** Hazing happens regardless of a person's willingness to participate.

Belittling | Deflecting Responsibility | Guilting

Sierra is the chapter's new member educator and has just become Bianca's big sister. During the initiation process, Sierra required all the girls to do high-intensity workouts four times a week because she said, "Our chapter has a certain reputation on campus and you don't want to embarrass us, do you?" Because Bianca and Sierra have a good relationship, Bianca texted her and expressed her discomfort about the workouts. Sierra responded by saying, "I'm just looking out for you and the other girls, no one else is complaining about me helping you look good, but if you don't want to be my little, that's fine...you don't have to be."

Isolation | Manipulation | Possessiveness

Miguel and Cam are friends from high school. They both decide to go through fraternity recruitment together. They both rush the same fraternity, but Miguel gets a bid and Cam does not. After joining, Miguel's brothers say that it's important for him to be at the chapter house every day to prove he really wants to be a member. Because of this, he doesn't hang out with Cam very much anymore and makes a lot of excuses for his older chapter brother's behavior.

Sabotage | Intensity

Ky was invited into a major honor society on campus. They accept the offer and join the group for a bonding activity where they played a competitive game of basketball. After showering, Ky and other new members' clothes aren't in the locker room and there is a note that says, "Anyone that doesn't streak back to the dorms, won't be welcomed at our next meeting... good luck! Don't get caught!"

Manipulation | Deflecting Responsibility

Alex, a senior, and Jerry, a junior, are both students at the local high school. Towards the end of the year, Alex invites Jerry to participate in the annual senior prank. Jerry hesitates because they are not a senior yet and does not want to get in trouble before applying to colleges in the Fall. Alex responds "If you join us, you'll really impress the junior class and probably get to lead the prank next year. You want people to like you, right?" Jerry decides to participate in the prank and both of them are caught. When meeting with the principal, Alex says "Jerry wanted to show off to their classmates, I didn't even want to do the prank."

Have an idea for a "gut check"? Please feel free to create your own or be sure to tailor the scenarios to fit your audience.

Share them with us at [info@stophazing.org!](mailto:info@stophazing.org)



DISCUSSION QUESTIONS

Use the following questions to guide a discussion on the *10 Signs of Healthy and Unhealthy Relationships within Groups*. These are meant to serve as a starting point for conversation.

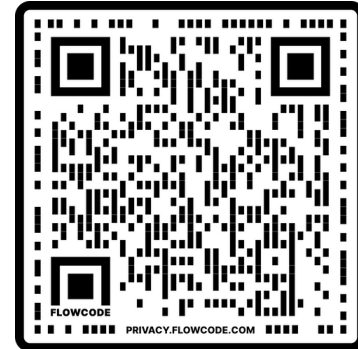
1. How can you build authentic relationships within groups? (Think about the *10 Signs of a Healthy Relationship!*)
2. What healthy signs might someone look for when considering joining a group or team?
3. How might the *10 Signs of an Unhealthy Relationship* show up as hazing behaviors or red flags of hazing?
4. What unhealthy signs are often masked as 'group bonding' or 'tradition' in an organization? Why?
5. We often think about consent when it comes to physical boundaries. How does it apply to group environments and hazing?
 - Remember the three key components of hazing:
 1. Group context (eg. club, athletic team, organization, society, fraternity or sorority, band, performing arts group)
 2. Potentially humiliating, degrading, abusive, or endangering behavior
 3. Regardless of a person's willingness to participate (regardless of consent)
6. Why might someone participate in a hazing activity even if they don't necessarily want to?
 - Even if someone seems to willingly participate in a hazing behavior or activity, it is still considered hazing. Why? (Think about peer pressure and power dynamics!)
7. Although many intimidating and harassing forms of hazing occur more frequently than violent forms of hazing, they are not always identified as hazing (see the *Spectrum of Hazing* on p.3). Why? Think about the examples of less recognized hazing behaviors, what could you do to intervene?
8. What are the benefits of intervening in a situation where hazing may be occurring? What might be some factors that could make it more difficult for someone to intervene?
9. Consider your group's values and mission - what values do you uphold? When engaging in hazing or other unhealthy behaviors, how might you be undermining your group's values? What about your personal values?
10. If you became aware of hazing happening in a group or you experienced hazing first-hand, what would you do? Do you know how or where to report it? Do you know who you could turn to for advice and support, and information about options for reporting?





HAZING PREVENTION RESOURCES AND CONTINUING EDUCATION

ACCESS THESE RESOURCES BY CLICKING ON THE LINKS OR SCANNING THE QR CODE



StopHazing.org - <https://stophazing.org/>

The Issue of Hazing - <https://stophazing.org/issue/>

National Study of Student Hazing - <https://stophazing.org/research/national-hazing-study-hazing-in-view/>

Hazing Prevention Toolkit for Student Affairs Professionals - <https://stophazing.org/resources/toolkit/>

Campus Commitment to Hazing Prevention: Action Guide - <https://stophazing.org/action-guide>

We Don't Haze Documentary & Companion Prevention Guide - <https://stophazing.org/resources/we-dont-haze-documentary/>

Fraternity and Sorority Hazing Prevention Guide - <https://stophazing.org/resources/fraternity-and-sorority-hazing-prevention-guide/>

Other resources and workshops:

- **Building Healthy Groups & Teams** - <https://stophazing.org/resources/healthy-groups/>
- **Workshop Facilitation Guides** - <https://stophazing.org/resources/workshops/>

StopHazing Research Lab - <https://stophazing.org/research/>

Considerations for Developing Reporting Resources

As schools, institutions, groups, and organizations differ in processes, protocols, and personnel, it's important to provide accurate information for audiences. We encourage you to gather and share accurate information and resources about hazing, its prevention, and the reporting process of it with a range of stakeholders, including students, adults in their lives, staff, leadership, members of the community, etc.

- Provide information on where and how to report hazing, and whether or not there are anonymous reporting options available
- Provide resources and access to support for students
- Provide information about the nature and extent of hazing
- Provide transparency on past hazing incidents and reports
- Provide information on hazing prevention initiatives and the commitment to student safety and well-being





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Acknowledgments

Thank you to Dave Kerschner, Ph.D., Post-Doctoral Fellow for Research & Evaluation at StopHazing, Sue Fine, Ph.D., Director of Education at One Love, and Jane Stapleton, M.A., President and Co-Founder of Soteria Solutions for contributing content expertise and feedback. Thank you to Angela Ging, Kayla Goodwin, M.Ed., and Emily Lloyd for resource review. Thank you to Elisabeth Rebmann, M.Ed. for crafting the design and compiling the content toolkit.

Reference in part or full to this resource should provide attribution as follows:
StopHazing (2022). *StopHazing's 10 Signs of Healthy and Unhealthy Groups: Toolkit*.

