

Hazing Case Roleplaying Game

TABLING RESOURCE



Recommended Citation: StopHazing (2025). Hazing Case Roleplaying Game

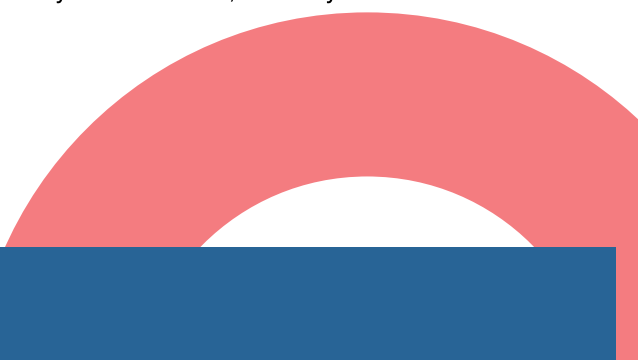
Supplies You'll Need:

- Character cards (printed, cut out, and shuffled)
 - Printed scenarios
 - A six-sided die
 - Candy or small giveaways
 - Handouts/resources printed:
 - [So, What is Hazing? Infographic](#) (filled in with your campus's information.)
 - [Don't Wait, Act Now Infographic](#)
 - [Red Flags of Hazing Infographic](#)
 - [The Spectrum of Hazing](#)
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How to Play:

1. **Draw a role.** Each participant draws a character card (friend, group leader, bystander, etc.).
 2. **Roll the die.** The roll decides which hazing scenario the group will discuss.
 3. **Hear the scenario.** A staff member reads the chosen scenario aloud, along with discussion questions.
 4. **Discuss & reflect.**
 - In groups: players respond to the scenario from their character's perspective and talk through the questions together.
 - Solo: participants reflect individually and can ask staff questions.
 5. **Connect with resources.** Staff guide the discussion using the facilitation notes, highlight relevant campus resources, and connect the conversation to hazing prevention strategies.
 6. **Wrap up.** Thank participants and offer candy/giveaways for engaging.
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Discussion Questions:

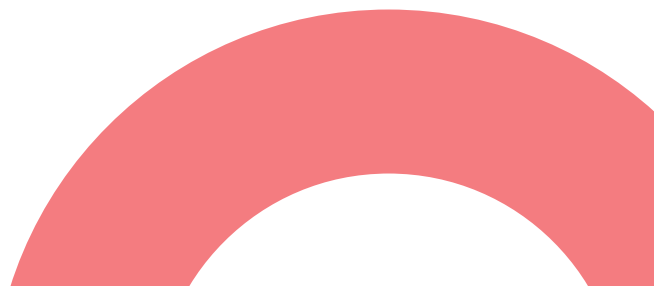
- Based on our campus definition and policy, could this be hazing? Why or why not?
 - If it is hazing, where does it fall on the Spectrum of Hazing?
 - How could the group achieve their goals without causing harm or hazing?
 - From your character's perspective, why does this situation matter?
 - What hazing prevention resources are available on campus?
 - What do you think is the best action to take? What would you personally choose to do, and why?
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Character Roles:

- Friend of someone being hazed
- Group leader
- Member who is being hazed
- Member who is hazing
- Bystander
- Parent of someone being hazed
- Advisor to the group

Scenarios and Facilitator Support:

Note: these scenarios are pulled from from StopHazing's ['Values Based Leadership Decision Making Workshop'](#) and [10 signs Toolkit 'Gut Check' Scenarios](#)



Scenario 1: Marching Band Dinner



Scenario:

The advisor of the marching band advised the leaders to find ways for returners and new members to spend time together and bond as a group. To help with this, the leaders decided that each new member would have to take a group of returners out to dinner once a week. The new members have to pay for everyone's meals using their own money or campus dining plan, and the returners get to choose what restaurant to go to. Many choose some of the most expensive restaurants in town. Some new members mention this to friends and family, and many families are burdened by the new expense. At one restaurant, the waitstaff and other patrons overhear returners pressuring new members into ordering the most expensive items on the menu, threatening to tell the leaders to remove them from the marching band if they don't comply.

Facilitator Discussion Support

- Is this hazing? Why/why not?
 - Yes. It's hazing because it happens in the group context, causes financial/emotional harm, and relies on a power imbalance where new members can't freely consent.
- Where does it fall on the Spectrum?
 - Intimidation - threats of exclusion create coercion.
- What could the group do instead?
 - Use group funds for an inclusive welcome dinner.
 - Host affordable activities like shared meals in the dining hall.
 - Ask the advisor for help planning healthy bonding opportunities.
 - Reference "Ways to Build Healthy Groups & Teams."
- Roles & why they care:
 - Friend = worried; Leader = committing hazing; New member = harmed; Returning member = asserting dominance; Bystander = shocked; Parent = financially burdened; Advisor = accountable but unaware.
- Resources available:
 - Point to institutional/state hazing policies, reporting system, prevention contacts.
- Best action / reflection:
 - Consider the impact of coercion and shift to inclusive bonding practices.

Scenario 2: Men's Soccer Party



Scenario:

To help the newest teammates understand the competitive spirit, the men's soccer team has a tradition where rookies dress up as players from a rival team for a house party and are given hard alcohol to drink. The coach has heard whisperings about this tradition, but has never done anything about it. The leaders order at the beginning of the night that returners must treat the rookies as their rivals until they finish their alcohol. This party is open to people outside of the group, and many friends and other peers attend the party and witness the verbal and sometimes physical abuse that new members endure as the night goes on. Some of the new members call their parents to tell them about the events of the night in the morning.

Facilitator Discussion Support

- Is this hazing? Why/why not?
 - Yes. The activity humiliates, endangers, and coerces new members within the team context.
- Where does it fall on the Spectrum?
 - Violence and harassment - includes forced drinking, verbal abuse, and physical harm.
- What could the group do instead?
 - Host a welcome event focused on team-building (e.g., ropes course).
 - Ask the advisor for guidance on safe, positive traditions.
 - Use "Ways to Build Healthy Groups & Teams" webpage
- Roles & why they care:
 - Friend = concerned for safety; Leader = enforcing tradition and hazing; New member = harmed but wants to belong; Hazing member = upholding dominance; Bystander = shocked witness; Parent = worried about safety; Advisor = aware but inactive.
- Resources available:
 - Campus/state hazing policies, reporting contacts.
- Best action / reflection:
 - Reflect on the long-term harm of hazing vs. benefits of supportive team traditions.

Scenario 3: Sorority Retreat



Scenario:

At a new member retreat for a sorority on campus, it is a tradition for the new members to stay the entire weekend at the chapter facility and participate in bonding activities throughout the night. During this time, new members are not permitted to leave and have to hand over their phones to ensure they are focused on the bonding activities. Senior members plan activities for new members, and use their phones to film these activities. Some new members express serious concerns about having no way to contact friends and family during this time. Some alert their friends and families about the period of no contact, while others' friends and families become very worried as they receive no responses to communication with the new member during the weekend event. Videos on social media from the sorority's humiliating weekend traditions spread around campus, and everyone is talking about them.

Facilitator Discussion Support

- Is this hazing? Why/why not?
 - Yes. The sorority isolates members, degrades them, and uses a power imbalance to coerce compliance.
- Where does it fall on the Spectrum?
 - Intimidation and harassment - forced isolation and humiliating activities.
- What could the group do instead?
 - Organize group bonding activities during regular hours, set some agreed upon expectations but not take phones.
 - Allow choice and communication access.
 - Use ideas from "Ways to Build Healthy Groups & Teams" webpage.
- Roles & why they care:
 - Friend = worried about no-contact; Leader = upholding harmful tradition; New member = coerced into humiliation; Hazing member = enforcing dominance; Bystander = concerned after seeing videos; Parent = anxious about safety; Advisor = responsible but uninformed.
- Resources available:
 - Campus/state hazing policy, reporting system, prevention resources.
- Best action / reflection:
 - Discuss how "traditions" can harm and how to create belonging without coercion.

Scenario 4: Honor Society Hats



Scenario:

New members of the campus honor society are given silly hats and instructed to wear them around campus for the week. The distinct identifiers allow for other students to recognize the new members and for group-mates to identify one another. If a new member is seen without a hat on and a returning member reports it to the honor society leaders, they can potentially revoke the membership offer or require the new member to redeem themselves through acts of servitude for the group. Some new members express anxiety about this task to their friends and families.

Facilitator Discussion Support

- Is this hazing? Why/why not?
 - Yes. The activity humiliates members and relies on coercion, not consent.
- Where does it fall on the Spectrum?
 - Intimidation and harassment - enforced visible markers and threats of punishment.
- What could the group do instead?
 - Replace with positive challenges or service activities.
 - Use team-building events that promote pride without humiliation.
 - Draw from “Ways to Build Healthy Groups & Teams” webpage.
- Roles & why they care:
 - Friend = worried about impact; Leader = committing hazing; New member = anxious and embarrassed; Hazing member = asserting control; Bystander = questioning the group dynamic; Parent = concerned for child’s wellbeing; Advisor = responsible but unaware.
- Resources available:
 - Hazing policy, reporting options, prevention contacts.
- Best action / reflection:
 - Reflect on dignity in belonging and the harms of symbolic humiliation.

Scenario 5: Fraternity Drinking Tradition



Scenario:

Cam and Sal are friends from high school and they go through fraternity recruitment together. They both rush the same fraternity, but Sal gets a bid and Cam does not. A week after joining, Sal tells Cam and some other peers from his dormitory floor that the officers and other older brothers continued a tradition where new members drink a repulsive and unidentifiable mixture of condiments and liquids while their older brothers yell at them so they can be ‘officially’ part of the group. Sal said the officers told them that they didn’t have to drink it, but that all the older members did when they joined. Sal acts like it wasn’t a big deal since he decided to participate, but Cam isn’t so sure. Cam reaches out to Sal’s parents to tell them what’s going on, and they too are worried about Sal and his safety. They contact the chapter’s advisor, who shares that they had no knowledge of this tradition.

Facilitator Discussion Support

- Is this hazing? Why/why not?
 - Yes. It’s harmful, degrading, and coercive, regardless of “optional” framing.
- Where does it fall on the Spectrum?
 - Violence and harassment — forced ingestion of substances and verbal abuse.
- What could the group do instead?
 - Host a service project to build bonds.
 - Engage new members in shared positive traditions.
 - Use “Ways to Build Healthy Groups & Teams” webpage.
- Roles & why they care:
 - Friend = worried about safety; Leader = enforcing hazing tradition; New member = coerced into harm; Hazing member = maintaining dominance; Bystander = shocked by disclosure; Parent = alarmed for safety; Advisor = accountable but uninformed.
- Resources available:
 - Policies, reporting systems, prevention contacts.
- Best action / reflection:
 - Emphasize informed consent and why “tradition” doesn’t justify harm.

Scenario 6: Acapella Group Streaking



Scenario:

Ky was accepted into an acapella group on campus. They join the group for their first bonding activity organized by the group officers where they play a competitive game of soccer. After showering, Ky and other new members find that the returning members have left and taken the new members' clothes with them. They left a note that says, "Any newbie who doesn't streak back to the dorms won't be welcome at our rehearsals... good luck! Don't get caught!" Ky streaks alongside many of the other new members because they wish to be in the acapella group. They pass many of their peers on the run back, and the acapella group's advisor spots them from a distance. Ky is seriously embarrassed by the experience, but doesn't want to show it to the other members. They talk to a friend and call their parents after the event, crying about the embarrassment.

Facilitator Discussion Support

- Is this hazing? Why/why not?
 - Yes. Forced public nudity is humiliating, degrading, and coerced through group power dynamics.
- Where does it fall on the Spectrum?
 - Harassment - public exposure and humiliation.
- What could the group do instead?
 - End the activity with soccer only.
 - Plan inclusive bonding traditions.
 - Use "Ways to Build Healthy Groups & Teams" webpage.
- Roles & why they care:
 - Friend = concerned for emotional wellbeing; Leader = committing hazing; New member = coerced into humiliation; Hazing member = asserting dominance; Bystander = shocked by incident; Parent = distressed about harm; Advisor = accountable but unprepared.
- Resources available:
 - Campus/state policies, reporting options.
- Best action / reflection:
 - Discuss harm caused by humiliation and explore healthy group identity practices.