

WE DON'T HAZE

ACTIVITY GUIDE FOR STUDENTS/STAFF



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.

ACTIVITY: “HOW COULD _____ BE HAZING?”

CONTENT

- Scavenger hunt
- Studying
- Singing
- Skits
- Clothing

If possible, divide participants into small groups and ask them to describe scenarios for hazing related to the activities listed to the left (under: “Content”).

Use this discussion to revisit the definition of hazing – it can be any activity, 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 what some may consider minor forms of hazing contributes to establishing a climate where hazing is more likely to occur and can often escalate as a person becomes increasingly entrenched in the culture of an organization or team.

After participants draft their ideas, lead a large group discussion on how behaviors could be hazing. The following examples could also be used to inform the discussion:

- **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).
- **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).
- **Singing/Skits:** Members or teammates may be required to sing embarrassing songs in public. The content in a song or skit may be embarrassing or humiliating to members.
- **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).

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 if hazing when it occurs
- Meet as a group to identify positive group bonding activities to do as alternatives to hazing
- 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 guest speaker on hazing or hazing prevention
- Advocate for the creation of an ethical leadership program that addresses hazing, alternatives to hazing and the role student leaders can play to cultivate positive group experiences

ACTIVITY: 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 completed the activity to develop their own scenarios for hazing, 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: TEAM & ORGANIZATION VALUES

Note to participants 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 different organizations or teams in which they are involved. Some of these values include:

- 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 parent, working to win a championship, etc.

ACTIVITY: TEAM & ORGANIZATION VALUES

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 positive group bonding activities that are alternatives to hazing
- 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
- Organize a guest speaker on hazing or hazing prevention
- 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 parents about hazing prevention and ways they can support their children to address with hazing



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.

REFERENCES & ADDITIONAL RESOURCES

New Jersey Coalition Against Sexual Assault. (2013). *A grassroots' guide to fostering healthy norms to reduce violence in our communities: Social norms toolkit*. Retrieved from http://www.alanberkowitz.com/Social_Norms_Violence_Prevention_Toolkit.pdf

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