



We Don't Haze

COMPANION GUIDE

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



HAZING
PREVENTION
CONSORTIUM

WE DON'T HAZE COMPANION GUIDE

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

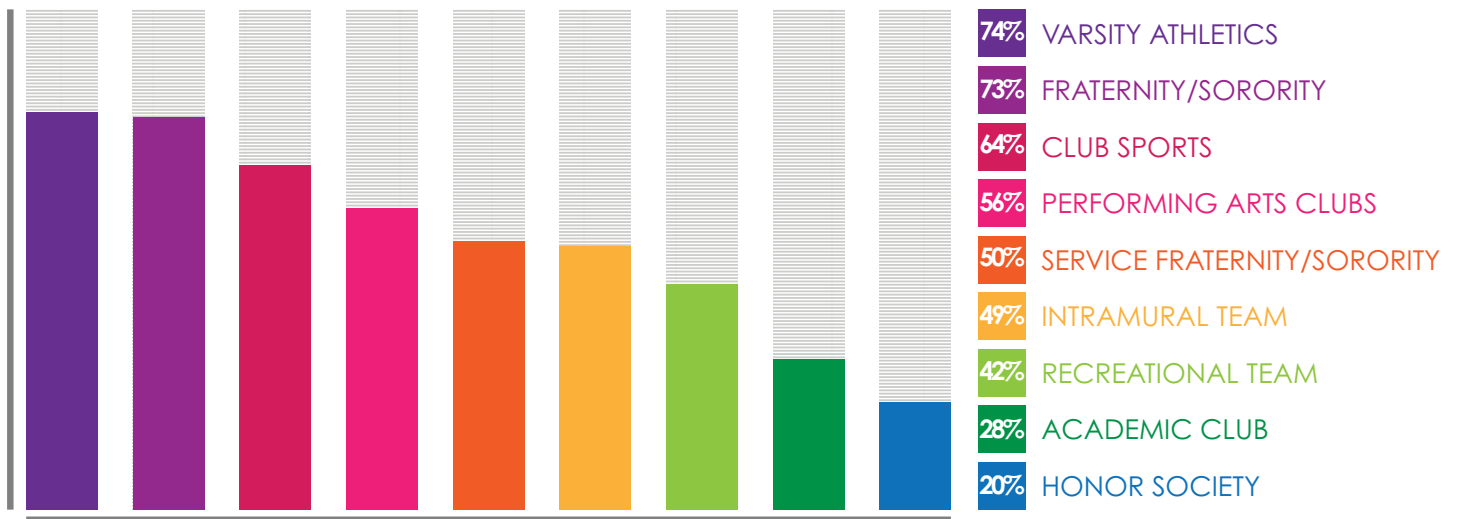
QUESTION: What are some examples of hazing activities not mentioned in the film?

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).

More than half of
all college students
involved in clubs, teams,
and organizations
experienced hazing.
55%

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.

A quarter of coaches or
advisors are aware of
group hazing behaviors.
25%

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.**

References

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

Allan, E. J. (2014). [Hazing in view: High school students at risk.](#) Federal Bullying Prevention Summit. U.S. Department of Education. August 15, 2014. Washington D.C.

Berkowitz, A.D. (2009). *Response-ability: A complete guide to bystander intervention.* Chicago: Beck and Company.

Stapleton, J. & Allan, E. (2014). Lessons learned from bystander intervention prevention in ending sexual and relationship violence and stalking: Translations to hazing.

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

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

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

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

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

We Don't Haze

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

Use of Materials

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