

8156DV

EXTREME BULLYING: The Truth about Hazing

DVD Version

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Teacher's Resource Book

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DVD MENU

MAIN MENU

➤ **Play**➤ **Play with Spanish Subtitles**

This option allows you to view the program with Spanish subtitles. Subtitles are enabled/disabled by selecting a button on the DVD player remote or by using the remote to select subtitles from the menu button.

➤ **Chapter Selection**

From here you can access many different paths of the DVD, beginning with the introduction and ending with the credits.

1. Introduction
2. Is it hazing or bullying?
3. College Hazing
4. When does it go too far?
5. Matt's Story
6. You can change this
7. No Regrets

➤ **Teacher's Resource Book**

A printable file of the accompanying Teacher's Resource Book is available on the DVD. Load the DVD onto a computer that has a DVD-disk drive and Adobe Acrobat Reader.

For PC users: From the "Start" menu, click on "My Computer," then right click on your DVD disk drive and select "Explore." Double click on the PDF document to open the Teacher's Resource Book.

For Mac users: In "Finder," click on the DVD under "Devices." Then click on the PDF document to open the Teacher's Resource Book.

INTRODUCTION

Most adults think of hazing as the sort of harmless—if immature—college fraternity pranks that were immortalized in the movie *Animal House*. Yet the reality is that hazing is far from harmless and has found many new homes beyond the university campus. To be sure, hazing still does occur in college—in fact, 73% of college students in a fraternity or sorority say that they were hazed. But these days, it also occurs among all sorts of student groups and organizations—varsity athletic teams (74%), performing arts organizations (56%), fraternity or sororities (50%), recreation clubs (42%), academic clubs (28%) and even in honor societies (20%). What’s more, for many college freshmen, hazing is not a new experience—nearly one-half (47%) of college students say that they were hazed while in high school.

Today’s hazing is often intense, violent, sexually demeaning and hazardous. We usually learn of new hazing incidents when they result in a tragedy. Many of today’s hazing practices involve alcohol or other drug consumption, physical and sexual assault, branding, water intoxication or exposure to extremely cold or hot weather without appropriate protection. The victims of such acts—known as “hazardous hazing”—are often young teens who risk long-term physical and emotional harm by participating in such events. In the last 40 years, at least one youth has died each year in a hazing-related incident. When hazardous hazing occurs, the perpetrators (those who planned and carried out the actions) and the bystanders (those who watched and did not actively participate) may also be psychologically traumatized by their actions.

So why does hazing continue? One reason is that most of the young people who are hazed or haze others do not recognize what they are doing as hazing. According to StopHazing.org, “Hazing refers to any activity expected of someone joining a group (or to maintain full status in a group) that humiliates, degrades or risks emotional and/or physical harm, regardless of the person’s willingness to participate.” Paradoxically, 91% of college students affiliated with student organizations where hazing occurs said that their own experience was not really hazing—even though the behaviors clearly fit the description above. Some respondents thought that hazing referred only to physical violence or acts performed without a person’s consent...Clearly, the definition of hazing is a grey area for many students.

Hazing is often considered a tradition, a ritual that is passed on from generation to generation. The newcomer/victim gets hazed. Once accepted by the group, the victim becomes a bystander, and watches as others get hazed. Eventually, the bystander achieves senior status, and becomes a perpetrator. This circular mindset makes victims feel they are obliged to pass on the tradition. But the truth is that, at any point, the cycle of hazing can be weakened by people simply refusing to participate. If enough people say no to the practice, hazing cannot exist.

The cycle of hazing can also be broken if young people speak out to trusted adults. Unfortunately, most victims of hazing do not report their hazing experiences. Only 5% of hazed college students reported the events to campus officials. Some students may not report the

INTRODUCTION CONTINUED

event because they feel bound by a “code of silence.” They might fear retaliation or they might be compelled by a sense of loyalty to their group, regardless of their personal opinions on what occurred. Encouraging youth to break the code of silence is an essential part of eradicating hazing.

Educating youth on what constitutes hazing and the effects of hazing is the primary means of instituting genuine change. After watching the video ***Extreme Bullying: The Truth About Hazing*** and working on the activities in this Teacher’s Resource Book, your students will be able to understand what activities can be considered hazing, recognize the consequences of hazing and know what they can do to prevent hazing in their own lives and in the lives of their friends.

LEARNING OBJECTIVES

After watching the video ***Extreme Bullying: The Truth About Hazing*** and participating in the activities in this Teacher's Resource Book, your students will be able to:

- define and give examples of hazing
- recognize the difference between positive initiation rites and hazing
- identify the different roles that individuals play in hazing
- explain what the cycle of hazing is
- understand that hazing can occur in many settings, at all educational levels and among both males and females
- explain how hazing can lead to emotional, physical, sexual or mental harm
- identify the role that alcohol often plays in hazardous hazing
- explain the code of silence that often surrounds hazing and identify ways that this code can be broken
- understand the legal consequences that can come from being a participant or bystander in a hazing event
- research anti-hazing legislation and policies in their community
- draft their own version of an anti-hazing statement or policy for a local organization
- offer ideas on how to stop hazing practices locally
- explore their feelings and perceptions about hazing, including how they would personally handle a hazing situation
- recognize the warning signs that hazing may occur as well as the warning signs of post-hazing trauma
- understand what they can do to prevent hazing
- what can be done if they or someone they know is a victim of hazing
- educate other students about bullying, harassment and hazing

PROGRAM SUMMARY

Extreme Bullying: The Truth About Hazing begins with a chilling scene of a young man blindfolded and duct taped to a chair. This frightening scene is interspersed with powerful comments from real young people who have been hazed. "I was afraid that I would have no choice if I said no," a young woman says. A young man remarks, "The word hazing doesn't begin to do justice to what's going on now." In the dramatic scene, a voice asks the teen in the chair, "You want to be on the team, don't you?" Voice quivering, he replies, "No! Not that bad!" The scene ends abruptly and the video title appears on-screen.

Next, a panel of eleven young people share their own definitions of hazing. "It's so you can be part of something," one teen says. Dr. Susan Lipkins, a leading expert on hazing and author of **Preventing Hazing**, defines hazing as "a process; a plan by a group that has a beginning, middle and end." The reason teens do it is because it's a tradition, she explains, "and that tradition is going to be followed year after year." One teen describes it as payback. Dr. Lipkins continues, "Basically, you're a victim: you're the new person on the football team, in the frat, in the band... and you get hazed." Hank Nuwer, hazing expert, professor and author of **Broken Pledges: The Deadly Rite of Hazing**, discusses the gamut of hazing tactics which range from servitude (such as carrying someone else's plate) to "servitude with an edge" (such as becoming someone's slave).

Dr. Lipkins continues, "The next year, you become a bystander and you watch as others get hazed." One young man adds that each year's hazers try to come up with ways to be more extreme than those who came before. Nuwer explains the power of fear tactics—"you don't know if you're going to carry a tray or you're going to be covered in mustard, ketchup or urine."

If these things happened at home, Dr. Lipkins notes, kids would be calling 911 to report child abuse. "But when kids do it to each other, it's suddenly okay." One of the teens in the group panel offers an example of how he was hazed in his senior year of high school. "You have to do something your senior year," he says. When pressed, he can't really explain why he went along with the harassment.

An onscreen title reads, **Is it hazing or bullying?** Definitions of bullying are offered by the teens in the panel. Dr. Lipkins explains that bullying is usually done by one or two bullies who may have a few friends acting as bystanders. "Usually there are one or two stronger kids. They could be the most popular, most athletic or smartest kids. It's not the isolated bad seed." She continues, "Bullies pick on kids who have less social status, who are more sensitive or who they 'smell' as going to react." Teens describe how they have been bullied by their peers for being different. One girl says, "They don't know that they're hurting you, they're just trying to make you mad."

With social networking sites such as Facebook, a message can reach dozens of people in mere seconds. And once it's out there, it can't be taken back. The consequences of cyberbullying can be devastating, even leading to suicide. One teen says, "I mean, kids are killing themselves now." The video introduces C. Dakota Hahn, a young woman who was bullied and hazed in college.

PROGRAM SUMMARY CONTINUED

Hahn says, "If you threaten someone and say, 'Nobody wants you here,' they're going to take you seriously."

Nuwer bluntly tells viewers, "You have to ask yourself, Am I a monster? This person's dead now." He continues, "Driving another person to commit suicide? There will be others who will look on you, if not as a monster, then as somebody who has totally lost track of your moral compass."

An onscreen title reads **The Differences**. Bullying, viewers are told, is not the same as hazing. Hazing requires a group. Dr. Lipkins points out that even though most teens know what hazing is, many of them don't define what they are doing or experiencing as hazing. They may answer 'yes' when asked if they were paddled, forced to drink alcohol or dress in a demeaning costume, yet they don't consider this hazing.

The next onscreen title reads **College Hazing**. "We are seeing students do things under the influence of alcohol," Nuwer states, "that would shock their parents." The first alcohol-related death from hazing occurred in 1940s but these incidents increased greatly by the 1970s. Drinking alcohol has almost become a litmus test for belonging to a group: "how much can you hold?" According to Dr. Lipkins, at least one child has died each year because of hazing for the last 40 years. However, the real total is probably much higher, but it's difficult to prove because so many hazing deaths are classified as fatal alcohol intoxication or overdose.

Hazing in college is a "whole different ballgame," according to one of the teens on the panel. You are in a new situation, you want to fit in, you don't have the same friends and you can't go home and talk to people you trust about what's going on. Hahn describes her sorority hazing experience. Each new member was controlled by a "big" sister who had the power to make her obey orders. Hahn was expected to wear a shirt printed with humiliating words every day. She worried that her friends outside the sorority would judge her for wearing the demeaning shirt, but at the same time, "If you were caught not wearing it, you were in big trouble."

Dr. Lipkins make this point: "Our society says, 'Take it like a man.' Even for females. So we push kids to do things that are over the line. It's happening more and more. With Youtube, digital technology and reality television shows...it keeps going higher and higher. It morphs so quickly." She also explains that those being hazed often fear that if they break the code of silence, whatever they say will come back to them, and the retribution will be much worse than what the initial hazing involved.

An onscreen title reads **When does it go too far?** Nuwer describes a hazardous hazing event in which a young woman was forced to sit on a chair in the dark and was slapped and punched by other sorority sisters. They then ripped the front of her dress off and turned the lights on to reveal the whole sisterhood there watching her. "And then you're supposed to be embraced by this group?" he remarks.

PROGRAM SUMMARY CONTINUED

Hahn shares her own experience with hazardous hazing. For an entire weekend, she and her pledge sisters were not allowed to eat anything and had to stand perfectly still with their noses touching a wall at all times. If they moved, they were hit on the head. She describes it as the most exhausting thing she has ever experienced.

Dr. Lipkins points out that this behavior is not unusual, because girls are just as likely to haze as boys. “They are trying to demean and degrade the other girls just as deeply as the boys try to demean other boys.” As we see real pictures of hazing shown on the screen, Dr. Lipkins adds, “We see simulations of sexual acts, we see them having to strip and circle areas of their bodies with words like *fat*, *ugly* or *whore*. They carry that with them, sometimes for the rest of their lives.”

Returning to Hahn’s story, viewers hear that she was forced to clean filthy floors by hand, without any sponges or cloths—just using chemicals and her fingernails. Finally, one of the sorority members told her to drink out of the bucket of filthy water and cleaning solution.

The next onscreen title asks, **Is it rape?** One teen says, “The element that makes something rape is if the person is in a state of helplessness.” Dr. Lipkins points out that, in 2005, more than half of the news reports about hazing involved sexual assault. “There’s just a huge increase in violence and sexuality in the culture, and especially among teens and in hazing specifically. It’s instantaneous humiliation. And that’s what they’re looking for in hazing: to demean you, to degrade you, to get you down there as quickly as possible.”

Matthew J. Weymouth is introduced. He tells viewers that the hazing traditions on his high school football team were so bad that some athletes chose not to play football specifically because of their concerns about being hazed. Nuwer explains that football hazing is not unusual. “It could be one or two people on a football team, let’s say, who go after a new football player and ‘teach him his place.’” Weymouth agreed to try out for the team because other team members—his friends—assured him that he didn’t have anything to worry about. Weymouth even had a conversation with the head coach about his reluctance to go to football camp because of rumors he’d heard, but the coach assured him it would be fine.

Looking back, Weymouth realizes that the coach was probably already aware of the hazing. “Because as a coach, if some kid said to me, ‘I don’t want to go in the locker room because I’m afraid of what’s going to happen to me,’ if I don’t know what’s going on, I’m going to say, ‘Why, what are you afraid of?’”

Mr. Nuwer explains that part of why hazing is so harmful is because you don’t always expect it to happen, and you don’t anticipate that it’s going to change your life. “You’re an athlete, you’re rugged—you don’t expect other people to abuse you and you don’t expect to be a victim.”

One night at football camp, Weymouth was grabbed and restrained and dragged into a room where 40 other teammates stood. He managed to get away, only to be chased and brought back

PROGRAM SUMMARY CONTINUED

to the room. "They abused me different ways: physically, sexually and ultimately it led to a lot of mental abuse as well as threatening me that if I told anyone, they would kill me."

The next onscreen title reads, **The Escalation of Sexual Hazing**. Dr. Lipkins describes another example of sexual hazing—one that inspired her to become involved in hazing research. Three freshmen in a nearby town were sodomized, demeaned and humiliated for five days. Nobody reported it until three weeks later, when one of the teens had to go to the emergency room.

"It has gone from carrying water to this," Weymouth says. "It's just a horrible thing." As Nuwer points out, if we saw a sexual assault happening male to a female, we would jump in to stop it and the legal system would be involved. With male on male sexual assault, "it's not even reported the same in uniform crime reports. It's listed in another category; it's not even listed as rape."

One of the teens in the panel asserts that if he saw someone being held down and attacked, he would do everything he could to stop it. This may be easier said than done, however. Matt explains, "All those kids who were standing around, I know a lot of them didn't agree with what was going on, they didn't want it to happen." The teens in the panel admit that it might be difficult to face a crowd of hazers on their own, but they recognize that "it's human nature" to help another person who is being victimized.

At this point the video switches back to Hahn's story. She describes how she finally snapped and refused to drink the dirty cleaning water. "I walked out...It's demeaning and degrading. It's really not worth it in the end, if you think you have to do these things just to make a few friends."

Everyone at Weymouth's school began gossiping about what happened to him and people were harassing him because of his hazing experience. He saw himself being negatively affected mentally, until he finally decided he couldn't hold it in anymore and told someone about the incident. The teen panel share how they would step in to help someone. One teen says, "You don't want those people as your friends if they get mad at you for trying to stop something like that. Forget the group; they're sick."

An onscreen title reads **You can change this**. To stop hazing, Dr. Lipkins tells viewers, "you have to be an agent of change." Hahn's actions are a perfect example of being an agent of change. As soon as she left the sorority, she contacted a hazing prevention website. The next day, she got a phone call from a woman from the organization, who conducted interviews with the sorority pledges and members.

It is hard to do something about hazing. Even so, Dr. Lipkins stresses, it's important to contact a trusted adult—a guidance counselor, a psychologist, parents, teachers—and let them know about

PROGRAM SUMMARY CONTINUED

their hazing concerns. Weymouth explains, “At the moment that you try to stop something from happening, it is going to suck, think you are a rat. People are going to look at you differently.” But he also tells viewers that speaking out “could change someone’s life. If someone had done that in my situation, my life would be different, and that person would know that, because they said something, not only did they help someone, but they can feel good about themselves because they helped someone who was in need.” As Nuwer puts it, “Today’s generation needs to do what the previous generation didn’t do: show a little sanity.”

An onscreen title reads **No Regrets**. Being an agent of change may be difficult, but it is the right thing to do. Weymouth knows his actions made a difference—the year after he blew the whistle on the football hazing, 50 more students tried out for the football team than the previous year. And he has received letters from incoming freshman describing how they now feel safe playing football. Hahn also does not regret her actions, asserting that she has made better friends and found better ways to be involved with school, sports and clubs.

The video ends with this comment by Hank Nuwer: “One voice can be heard. And when it’s heard by many and ALL those voices are going, we’ve something going in terms of an anti-hazing movement than I could never have done by myself. It becomes larger and you’re proud of your little small place in it—and at the same time, you know that you’re part of a larger community. There’s a quiet feeling within yourself that you did the right thing. And nobody can take that away from you.”

Pre/Post Test Answer Key:

1. c
2. d
3. b
4. b
5. b
6. c
7. d
8. d

TEACHER NOTE: CONTENT WARNING

Due to the delicate nature of this topic, it is suggested that you preview the video and print materials before presenting them to your class.

At several points, this video refers to incidences of male-on-male sexual abuse which sometimes occurs during hazing. Matthew Weymouth, one of the speakers in the video, briefly recounts his own experience at a high school football camp. Expert Dr. Susan Lipkins also discusses a prominent case in which several male students were sodomized, but none came forth to report their attacks.

These stories are presented in an appropriate, unembellished manner. Nevertheless, it is up to you to determine if the content is suitable for your students, their maturity levels and the unique circumstances at your school.

It is important to create a classroom culture that values safety and respect. The video and activities in this Teacher's Resource Book are designed to provide an approachable way for your students to feel comfortable talking about this topic.

Before class discussion, it is helpful to identify some communication rules for your classroom. Use the *Setting the Rules* activity to introduce these points to your students, and encourage them to collaboratively create their own additional rules to ensure safety and respect.

The following tips will help you facilitate class discussions on this topic:

- Remain neutral. Neutrality may be the single most important characteristic of a successful discussion facilitator.
- Keep the discussion relevant and moving forward by questioning or posing appropriate problems or hypothetical situations.
- Respect students regardless of their opinion about any controversial issue.
- Encourage everyone to contribute, but do not force reluctant students into the discussion.
- Emphasize that everyone must be open to hearing and considering views that are not similar to their own opinions.
- Avoid seeking consensus on all issues. Students should learn that views which diverge from their own are acceptable, as long as they are stated respectfully.

TEACHER NOTE: CONTENT WARNING CONTINUED

- Acknowledge all contributions in the same evenhanded manner. If a student seems to be saying something for its shock value, see whether other students recognize the inappropriate comment and invite them to respond.
- Create a sense of freedom in the classroom. Remind students, however, that freedom implies the responsibility to exercise that freedom in ways that generate positive results for all.
- Insist upon a non-hostile environment in the classroom. Remind students to respond to ideas instead of to the individuals presenting those ideas.
- Respect silence. Reflective discussions are often slow. If a teacher breaks the silence, students may allow the teacher to dominate the discussion.
- At the end of the discussion, ask the students to summarize the points that they and their classmates have made.

Source: <http://science.education.nih.gov/supplements/nih5/mental/guide/nih_mental_curr-suppl.pdf>

STUDENT ACTIVITIES

Name: _____

1. In 2005, approximately how many news reports about hazing involved sexual assault?
 - a) 10%
 - b) 25%
 - c) 50%
 - d) 100%

2. Hazing:
 - a) never happens in high school.
 - b) only happens in sororities or fraternities.
 - c) only happens to kids who have transferred.
 - d) occurs in many settings, including high school and college.

3. The first alcohol-related death from hazing occurred in which decade?
 - a) 1920s
 - b) 1940s
 - c) 1960s
 - d) 1980s

4. Hazing:
 - a) is always physical.
 - b) can be emotional, physical or sexual.
 - c) is usually physical, but never sexual.
 - d) is never sexual.

5. Which of the following is not one of the goals of hazing?
 - a) to demean and degrade the new initiates
 - b) to make newcomers feel welcome
 - c) to show the power of the senior members of the group
 - d) to teach the new recruits their place

This activity is continued on the next page.

Name: _____

6. When it comes to hazing, which of the following statements is false?
- a) Girls are just as likely to participate in hazing as boys.
 - b) Forcing pledges to consume large amounts of alcohol can result in death by alcohol poisoning.
 - c) When girls haze female initiates, they do not resort to physical or sexual acts.
 - d) A code of silence frequently keeps bystanders from speaking out against hazing.
7. Hazing:
- a) is a plan by a group.
 - b) has a beginning, middle and end.
 - c) is a tradition that is followed year after year.
 - d) All of the above
8. Bullies typically pick on kids who:
- a) have less social status.
 - b) are more sensitive.
 - c) are likely to react to the provocation.
 - d) All of the above

Name: _____

ACTIVITY 2

SETTING THE RULES

Before you discuss the topic of hazing, it's important to develop clear rules so that your classroom discussion is respectful and productive.

PART ONE:

Read the rules below and make sure that you and your classmates understand them.

- **Respect others:** As you participate and interact, try to learn new information without judgment. Keep an open mind. Make sure that your words and body language reflect a respectful attitude toward others. Learn by listening to others.
- **Speak from the "I":** Speak from your own personal experiences and do not judge the thoughts or experiences of others. Do not generalize. Instead, use I-statements that identify your own opinion, such as "I believe..." or "In my experience..."
- **Avoid hurtful and stigmatizing language:** Words like *quitter*, *loser*, *rat* or *snitch* are just a few examples of words that keep hazing's code of silence alive. These words make an unfair judgment against someone who refuses to participate in hazing or who chooses to do something to stop hazing activities. As you discuss this topic, be mindful that hazing has resulted in young people's deaths and should be treated seriously.
- **Ask questions:** Ask any questions without fear that they are too silly or too direct. Use respectful language.
- **Respect confidentiality:** If you share anecdotes, avoid using the real names of other people. Do not gossip. If a classmate shares a personal story, do not repeat it outside the class.
- **Share air time:** Express your ideas and opinions without monopolizing the group's time. Help create a safe space in which everyone can speak. However, people are not obligated to speak.

PART TWO:

Together with your teacher, discuss whether these rules will work in your classroom or if they need to be altered. If there are other rules that the class believes should be created, write them down on the back of this page.

Name: _____

ACTIVITY 4
BREAKING TRADITION

In the video, hazing expert Dr. Susan Lipkins said:

Hazing is a process. It's a plan by a group. They know way in advance what they're going to do. It has a beginning, a middle and an end. The reason [some kids] do it is that it's a tradition. The tradition is going to be followed year after year, because kids think, 'Whatever was done to me, I have a right and a duty to do it to someone else.'

It's very likely that you and your peers have certain traditions that you follow, even if you don't think of them as traditions. For instance, you may participate in group rituals:

- at school (e.g., pep rallies)
- as part of a sports organization (e.g., soccer team)
- as part of an extracurricular club (e.g., yearbook committee)
- during holidays (e.g., Halloween hay ride)
- on the weekends (e.g., video game marathon)

PART ONE:

For this activity, work in groups of three to four students to come up with a list of activities that are considered "traditions" at your school or in your community. Write down the traditions below.

PART TWO:

Do any of these traditions involve behaviors or acts that could be considered hazing? Place an X mark (X) next to the activities you listed that are intentionally demeaning or harassing to certain individuals. Place a checkmark (✓) next to those activities that are inclusive of all participants—in other words, activities that draw people together as equals instead of singling out certain individuals as stronger or weaker than others.

PART THREE:

Look at the activities that you have placed an X mark next to—those that are intentionally demeaning or harassing to certain individuals. Can you think of a way to change the tradition so that it's more inclusive and positive? Write your ideas on the back of this page.

Name: _____

ACTIVITY 5A

HAZING MYTHS AND FACTS

What do you know about hazing? Decide whether each statement below is a myth or a fact.

	Myth or Fact?
1. Hazing only occurs in college fraternities and sororities.	
2. Hazing is difficult to define because different people have different definitions of what is, or is not, considered hazing.	
3. Hazing is frequently reported to school officials.	
4. An event or action against a person can still be considered hazing even if the individual has agreed to participate in it.	
5. Males and females are both likely to experience hazing.	
6. Except for the victim, everyone involved in a hazing event may be held legally responsible for any harm or injury that occurs.	
7. Hazing is nothing more than foolish pranks that occasionally go awry.	
8. Hazing is an effective way to teach new members to develop discipline and respect for other members of an organization.	
9. Athletic groups and fraternities or sororities are most likely to include drinking games as part of their hazing activities.	
10. Hazing events only occur in private, away from outsiders' view.	

Source: Adapted from StopHazing.org website, <<http://www.stophazing.org/mythsandfacts.html>>

The Answer Key for this activity appears on the next page.

Answer Key

1. Hazing only occurs in college fraternities and sororities.

MYTH! Hazing events have been documented not only in fraternities and sororities, but also in the military, on athletic teams, performing arts groups (such as marching bands, chorus), recreation clubs, academic clubs, honor societies, professional organizations and other types of clubs and groups. Hazing can occur in middle school, high school, college or beyond. Nearly half (47 percent) of college students surveyed reported experiencing at least one hazing behavior while they were still in high school.¹

2. Hazing is difficult to define because different people have different definitions of what is, or is not, considered hazing.

MYTH! Hazing is easy to define if you take time to think about it. Some easy questions to ask yourself are:

- Does the activity involve a risk of emotional or physical abuse?
- Does the activity involve humiliation or embarrassment?
- Does the activity involve a risk of injury?
- Would you feel comfortable describing the activity to your parents, a teacher or another adult?
- Would you object to being photographed while doing this activity for the school newspaper?

Bottom line—if you have to ask yourself if it's hazing, it probably is!

3. Hazing is frequently reported to school officials.

MYTH! Hazing is rarely reported to officials. One study of college students found that 95% of those who had experienced hazing said that they did not report the events to campus officials.¹ There is often a code of silence in hazing, which increases a sense of peer pressure not to talk about the hazing event. In addition, youth may be reluctant to report such things to adults.

4. An event or action against a person can still be considered hazing even if the individual has agreed to participate in it.

FACT! Even if someone agrees to participate in an activity, that doesn't mean that their consent is given willingly. Peer pressure and the desire to belong to a group can influence decision making, as can alcohol use. In states that have laws against hazing, consent of the victim cannot be used as a defense in a hazing civil lawsuit.

¹ Allan, E.J. and Madden, M. *Hazing in View: College Students at Risk, Initial Findings from the National Study of Student Hazing, 2008*. Online at www.hazingstudy.org.

The Answer Key for this activity is continued on the next page.

5. Males and females are both likely to experience hazing.

FACT! Males and females both can be victims and perpetrators of hazing. According to a college survey, the most frequently reported hazing behaviors among both male and female college students is participating in drinking games. The second most frequently reported hazing behavior among both genders is singing songs in public in a situation that is not a related event, game or practice. The survey also found that males are more likely to report being screamed, yelled or cursed at by other members, while females are more likely to report being made to alter their appearance (e.g., getting a tattoo or piercing, wearing embarrassing clothing).¹ These findings support other reports of hazing which indicate that male hazing is usually more violent in nature, while female hazing is typically more psychological and/or emotional in nature.

6. Except for the victim, everyone involved in a hazing event may be held legally responsible for any harm or injury that occurs.

FACT! Perpetrators can be held responsible for their direct actions. Bystanders can also be held responsible for not reporting the hazing incident to authorities. Even teachers, coaches and administrators can be held responsible, regardless of whether they were present at the actual event.

7. Hazing is nothing more than foolish pranks that occasionally go awry.

MYTH! Hazing is not a prank or joke. It is an act of power and control over others. It victimizes those who are hazed. Hazing is premeditated and NOT accidental. Hazing is abusive, degrading and often can be life-threatening.

8. Hazing is an effective way to teach new members to develop discipline and respect for other members of an organization.

MYTH! Victims of hazing rarely report having respect for those who hazed them. The only thing hazing teaches a person is mistrust, apathy and alienation.

9. Athletic groups and fraternities or sororities are most likely to include drinking games as part of their hazing activities.

FACT! More than half of all college students' experiences with athletic teams and social fraternities or sororities included drinking games as part of their hazing activities, compared to 23% of performing arts groups, 20% of recreation clubs, 10% of academic clubs and 5% of honor societies.¹

10. Hazing events only occur in private, away from outsiders' view.

MYTH! From singing in public to posting photos on public web spaces, hazing is not a private event. One-fourth of college students who reported hazing behavior said that it occurred in a public space on campus and 11% reported that it occurred in a public space off campus.¹

¹ Allan, E.J. and Madden, M. *Hazing in View: College Students at Risk, Initial Findings from the National Study of Student Hazing, 2008*. Online at www.hazingstudy.org.

Name: _____

ACTIVITY 6
CROSSING THE LINE

From church groups to social clubs, many organizations require new members to participate in certain activities or procedures. Initiation rites are a tradition with a long history, and they can be beneficial for both the new members and the group as a whole. Initiation rites can have many positive outcomes, such as fostering trust, community and a sense of belonging. However, initiation rites can easily cross the line and become hazing.

Below is a list of positive initiation rites and examples of how they can become hazing. In the blank spaces, create at least five more examples of positive rites and their hazing counterparts.

Positive Initiation Rite	Hazing Counterpart
Inviting new members to go on a scavenger hunt	Forcing new members to participate in a shoplifting challenge
Selling cookies for a charity fundraiser	Being forced to ask strangers for money while wearing an embarrassing outfit
Inviting new members to a weekly dinner	Requiring new members to not eat or drink anything for long periods of time
Having a sleepover party for all members	Keeping new members awake for hours as part of an initiation challenge
Assigning an established member to act as a mentor for the newcomer	Assigning an established member to act as the "owner" or "boss" of a newcomer

Name: _____

ACTIVITY 7A

CARSON STARKEY'S STORY

Carson Starkey was a freshman at California Polytechnic State University in San Luis Obispo, California. In December 2008, he attended "Brown Bag Night," an annual pledge event at Sigma Alpha Epsilon (SAE) fraternity. Pledges were gathered in the garage of a private home at 10:30 p.m. and were told to gather around a bucket placed in the center of the garage to collect vomit. A sofa in the garage was covered in a tarp to protect it from vomit.

Each pledge was given a brown bag containing large quantities of alcohol and was told to drink the contents of the bag by midnight and not to leave the garage. In addition to the alcohol in the brown bags, a bottle of 151-proof Everclear liquor, which is 75% alcohol, was passed around the pledge circle.

Carson drank alcohol from his brown bag as well as from the Everclear bottle.

At some point, he passed out and became unresponsive. Several SAE members took Carson out of the garage, removed his pledge pin and pledge book, and prepared to drive him to a hospital. On the way to the hospital, Carson threw up, so they returned to the house. SAE members put him to bed and checked on him until around 2 a.m., when they went to bed. A few hours later, Carson was found unresponsive. An SAE member called 911 and began to perform CPR on Carson. Prior to the arrival of rescue personnel, SAE members woke the remaining pledges and instructed them to leave the house.

Carson Starkey was taken by ambulance to the hospital where he was pronounced dead. His cause of death was from respiratory arrest due to alcohol poisoning. His blood alcohol level was between 0.39 and 0.45 percent. He was 18 years old.

*Source: Adapted from WithCarson.org website,
<<http://withcarson.org/news.htm>>*

After reading the true story above, answer the following questions. Use the back of this page and additional paper if necessary. Be prepared to discuss your answers with the class.

1. How was alcohol involved in hazing in the above story?
2. What are other ways alcohol could be involved in hazing?
3. Could alcohol use by the current members of a group affect hazing? If yes, how?

This activity is continued on the next page.

Name: _____

4. What would you have done if you were one of the new members?
5. What would you have done if you were one of the current members?
6. Why do you think the SAE members removed Carson's pledge pin?
7. Why do you think the SAE members told the other pledges to leave?
8. How could this story have ended differently?
9. How did this story make you feel?
10. By law, a person is considered legally intoxicated when his blood alcohol level reaches 0.08 percent. How many times greater was Carson's BAC?

Before answering the next questions, please read *Hazing and the Law* (fact sheet 6).

11. Who was criminally charged with hazing in the Carson Starkey case?
12. Were the people charged perpetrators or bystanders?
13. What were their punishments?
14. What civil legislation is pending in the case? Against who?

Name: _____

ACTIVITY 8

CYCLE OF HAZING

Basically, you're a victim: you're the new person on the football team, in the frat, in the band... and you get hazed.

The next year you become a bystander and you watch as others get hazed.

And finally you have power. Now it's your turn, and you're going to do unto others what was done to you.

PART ONE:

The quotes above, taken from the video, describe the cycle of hazing. On a separate piece of paper or on the back of this page, draw a graphic visualization of the cycle of hazing. Consult *Hazing Roles* and *The Cycle of Hazing* (fact sheets 4 and 5) before you begin. Also, follow these steps:

- Include each of the primary roles involved in the cycle.
- Use larger or smaller arrows to indicate the number of people who will probably continue on a certain path. For example, most victims will go on to become bystanders, but a few may drop out of the cycle altogether. This would be visually represented by a broader line from the victim group to the bystander group and a narrower line from the victim group to those who have dropped out.
- Draw an X at each point in the cycle where the cycle could potentially be stopped.

PART TWO:

1. Why do you think members of a group participate in the cycle of hazing (for example, become a perpetrator of hazing after experiencing the effects of being the victim)?
2. Name three reasons why people involved in hazing do not report it to officials, even when it becomes extreme.
3. If you had experienced hazing, would you report it to someone? Why or why not?
4. If someone you knew was being hazed, would you talk to them about it? Why or why not?
5. If you wanted to report a hazing event, would you know who to report it to? If yes, who?

Name: _____

PART ONE:

Read *The Cycle of Hazing* (fact sheet 5) and quotes below, which are taken from the video you just viewed. All of these quotes relate to the idea that many young people do not report hazing—whether they are the victims, the bystanders or the friends of victims.

If these things happened at home, kids would be calling 911 and saying, 'This is child abuse!' But when kids do it to each other, it's suddenly okay.

Our society says, 'Take it like a man.' Even for females. So we sort of push kids to do things that are over the line. It's happening more and more. With YouTube, digital technology and reality television shows, it keeps going higher and higher. It morphs so quickly.

The fear is that if you break the code of silence, whatever you say will come back to you, and the retribution will be much worse.

I know that a lot of those kids who were standing around, they didn't agree with what was going on, they didn't want it to happen... But those kids were watching what was going on with me, and they thought, 'I don't want this to happen to me, or something worse. If this is going on with him, and if I help him, what's going to happen to me?'

PART TWO:

Use the Internet or your local library to investigate a true story about hazing. Write a brief summary of the hazing story, then discuss how the cycle of hazing, the code of silence and being an agent of change might have played into the hazing event. Could the hazing incident have turned out differently? What—or who—could have made a difference in the outcome? For example, if your story involves a victim, bystander or friend who broke the code of silence and told someone about the hazing, discuss what could have happened if he or she did not do this.

Name: _____

This activity will give you a chance to think about hazing and the many possible roles that can be chosen by people who witness, participate in or are victimized by hazing. Keep in mind that hazing cannot happen unless several people choose to participate.

Form into small groups and choose one of the role-play scenarios below. Together, discuss the situation and share your reactions, using these questions as a guide:

- What pressures do you think each of the hazing participants (victim, bystanders, perpetrators) were feeling?
- Name two reactions that each of the participants (victim, bystanders, perpetrators) could have or actions they could take in response to the events.

As a group, decide how the scenario should end—and determine how each person in the situation should act. Read *Hazing Warning Signs* and *What to Do* (fact sheets 8 and 10) as you prepare.

Act out your scenario in front of the class.

After your role play, discuss with your classmates the potential consequences of your chosen response. Do your classmates have alternate ideas for how the scenario could have ended?

Role-Play Scenarios

1

DaShawn is a high school freshman. He just made the JV football team. After practice one day, the senior players on the Varsity team came into the locker room and surrounded the rookie players. They began squirting them with ketchup, mustard and whipped cream while screaming crazy threats and curses at them. DaShawn laughed about it at first, but then as the screaming got louder and meaner, he started to feel a little worried.

2

Both Erika's mother and grandmother were members of the same sorority. Erika would like to join the sorority, too, but she has heard bad things about their initiation activities. Her roommate says that she is definitely joining and advises Erika not to worry so much.

This activity is continued on the next page.

3

Mike is pledging the Alpha Maximus fraternity. He has been told to wait in his room with a pillowcase over his head until someone comes to get him. Along with a few other pledges, he is taken in a car to a wooded area. It is cold and there is snow on the ground. The pledges are told to leave the car and assemble themselves in alphabetical order (still with the pillowcases over their heads). Then they are commanded to hold a heavy brick in each hand with their arms spread wide, while members scream in their faces and poke them with sticks. If a pledge's arm sagged, he is sprayed with ice water. Mike has not yet been sprayed, but his arms are getting tired.

4

Anya is a new member of her high school cheerleading squad. She has been told by current cheerleaders that she must be available to them via cell phone 24 hours a day. At first it wasn't much of a problem. But for the past week, several of the senior cheerleaders have been calling her at all hours of the night, making it impossible for Anya to sleep more than a few hours. Tomorrow Anya has a biology test, and she is worried that if she doesn't get some rest, she won't pass the test.

5

John transferred to Brooke College in his junior year. At his previous college, he was a member of Alpha Zeta fraternity. Now, at Brooke College, he's eager to make friends with his new brothers. At his first fraternity meeting, the brothers described Chug Night, when new pledges compete to see who can drink the most alcohol in two hours. Those who drink the least are subjected to "butting," where the pledge is held down while a brother puts his naked buttocks in the pledge's face. The chapter of Alpha Zeta at his old college did not have anything similar to Chug Night, and John is not sure how he feels about it.

Name: _____

ACTIVITY 11
THE GOLDEN RULE

The Golden Rule is an ethical principle that has been around for centuries. You probably learned some version of it when you were in preschool. It's simple: treat others the way you would like to be treated. This rule has been stated in many forms by philosophers and religious leaders around the world since ancient times:

"What you do not want to happen to you, do not do it yourself either."
—Sextus the Pythagorean

"That which is hateful to you, do not do to your fellow."
—Talmud, Shabbat 31a

"Never impose on others what you would not choose for yourself."
—Confucius, Analects XV.24

"Do to others as you would have them to do to you."
—Luke, 6:31, New Testament

Nowadays, however, when it comes to hazing, the message is very different. As Dr. Lipkins said in the video, some people now believe "Do unto others the same as what was done to you." That is quite a departure from the Golden Rule, especially when it relates to harmful or violent acts.

For this activity, imagine that you are the parent of a toddler who still has not learned the Golden Rule. What kind of ethical code would you want your child to learn? How would you want him or her to behave toward peers, adults and others?

Use the space below to describe how you would explain the Golden Rule to your child. Would you tell your child that doing "unto others the same as what was done to you" is acceptable? If so, under what conditions?

Name: _____

PART ONE: Research a Local Policy

Research legislation and policies about hazing in your community—at your school, in your county and/or in your state. For schools and colleges, these may be listed under “Code of Conduct” or “Student Handbook.” As part of your research, interview a person in authority about the issue. For example, you could interview a sports team coach about his or her experience, views and policies on hazing. Write a brief, two-page paper on your findings. Be sure to keep track of the sources you used and reference them appropriately in the paper.

PART TWO: Create a Policy Statement

Having a clear statement or policy against hazing is essential for any organization, regardless of whether hazing has been an issue in the past. Answer the Guiding Questions below. Then use these answers, along with your research from Part One, to create a hazing policy statement for a group you belong to. Review the Policy Statement Checklist below once you have created your statement to make sure that it’s complete. Be prepared to share your policy statement with your class.

Guiding Questions:

1. How is hazing defined?
2. Does the definition include physical, sexual and mental abuse?
3. What activities are specifically prohibited?
4. Who is the policy geared towards?
5. How are the organization’s members made aware of the policy?
6. What requirements are there for abiding by the policy? (e.g., members cannot participate in sports if they do not sign a copy of the policy)
7. Who can be disciplined?
8. Who is in charge of determining guilt and punishment?
9. What are the disciplinary measures?
10. Where or to whom are violations reported?
11. What prevention efforts will be included in the policy?

Policy Statement Checklist:

- ✓ Is the policy easy to understand?
- ✓ Are the disciplinary measures clear?
- ✓ Does the policy focus on prevention as well as punishment?
- ✓ Does it tell students where to direct their questions?

Name: _____

Several of the video’s speakers talked about how important it is for others to take a role in stopping hazing. According to Dr. Lipkins, one of the speakers in the video, “An agent of change is anyone who decides to help create a change in the system. A person who becomes committed to eradicating hazing—from fraternities, sororities, athletic teams, student groups, the military and the workplace—is an agent of change.”

Read their quotes below:

If we’re ever going to stop a single hazing incident, it’s going to have to be the bystanders stepping in.

Somebody has to say something and be proactive. Or it’s just going to get increasingly worse.

I try to get people to be an agent of change. You are strong enough and you’re mature enough to say, this shouldn’t happen.

If someone had done that in my situation, my life would be different, and that person would know that, because they said something, not only did they help someone, but they can feel good about themselves because they helped someone who was in need.

Today’s generation needs to do what the previous generation didn’t do: show a little sanity.

There’s a quiet feeling within yourself that you did the right thing. And nobody can take that away from you.

Using one of these quotes as a starting point, think about a time in your life when you were “an agent of change.” Read *Being an Agent of Change* (fact sheet 9) to learn more. In the space below, describe the situation that you confronted, and explain what the problem was that needed to be changed. What did you do? Did you ask others for help? If so, explain what happened and how others helped. Use the back of this page to continue.

Name: _____

Consider this:

More than half (55%) of all college students who are affiliated with a student organization or team report that they personally experienced at least one hazing behavior. Yet most of them (91%) do not view their experience as hazing.

This baffling gap in understanding what hazing is may explain why hazing continues to exist. The only solution is education.

You can help by passing on what you've learned about hazing to your fellow students. Your task is to educate other students about bullying, harassment and hazing. Your teacher will tell you whether to work as a class or in small groups. Using the information from the fact sheets, the video and your class discussions, develop a Hazing Education and Prevention Plan.

Hazing Education and Prevention Plan Ideas:

- design a poster
- write and present a dramatic skit
- record a radio commercial
- create a visual collage
- film a short video
- hold a film screening of a movie or documentary on hazing
- invite a guest speaker to your school
- hold a schoolwide contest for the best anti-hazing slogan
- design a banner for the hallway, gym or cafeteria
- write a poem or short story
- create a website
- compose an original song/rap with anti-hazing lyrics
- draw a cartoon or comic
- design a print ad for a magazine or newspaper
- create a suggestion box where students can anonymously report hazing concerns

Source: Allan, E.J. and M. Madden. *Hazing in View: College Students at Risk, Initial Findings from the National Study of Student Hazing*, 2008. <<http://www.hazingstudy.org>>

This activity is continued on the next page.

FACT SHEETS

Name: _____

What is hazing?

According to StopHazing.org, “Hazing refers to any activity expected of someone joining a group (or to maintain full status in a group) that humiliates, degrades or risks emotional and/or physical harm, regardless of the person’s willingness to participate.”

Hazing activities are generally considered to be physically abusive, hazardous and/or sexually violating. The specific behaviors or activities within these categories vary widely among participants, groups and settings. While alcohol use is common in many types of hazing, other examples of typical hazing practices include: personal servitude; sleep deprivation and restrictions on personal hygiene; yelling, swearing and insulting new members/rookies; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one’s skin; brandings; physical beatings; binge drinking and drinking games; sexual simulation and sexual assault.

How is bullying different from hazing?

While the same power dynamics—and sometimes the same intimidation tactics—are involved, the sole purpose of bullying is harming the victim emotionally or physically. Bullies usually operate alone or in small groups and choose to victimize individuals who they perceive as vulnerable. There is no group and no hierarchy, just one person trying to satisfy his or her own needs.

How common is hazing?

An estimated 1.5 million male and female high school students are hazed each year and nearly one-half (47%) of college students say that they were hazed while in high school. More than half (55%) of college students who are involved with a student organization or team have experienced a behavior that meets the definition of hazing.

Where does hazing occur?

Hazing can occur anywhere—in public or in private. It can be in a locker room, on a sports field or on a school bus. Usually the participants lack any adult supervision. They do not believe that outsiders or authorities will intervene to stop the activities. Hazing occurs in high schools, in colleges, in the military and on the job. Basically, wherever there is a group, hazing is a possibility.

What is the cycle of hazing?

The first event in the cycle of hazing is when a newcomer is victimized. Once accepted by the group, the victim becomes a bystander and watches as others get hazed. Eventually, the bystander achieves senior status and power and becomes a perpetrator. Perpetrators want to leave their mark on the tradition, and therefore they may add or change the tradition slightly. See *The Cycle of Hazing* (fact sheet 5) for more information.

This fact sheet is continued on the next page.

Name: _____

What are the effects of hazing?

Hazing has a multitude of physical, emotional and legal effects on those involved. The new member, as the victim, is directly affected physically and emotionally by hazing. This can range from being humiliated to death, depending on the type and severity of the hazing event. Those who actually commit the hazing (perpetrator) and watch the hazing (bystanders) can also be emotionally affected by the event. In addition, their responsibility for the hazing event can lead to school-related penalties as well as legal penalties—such as imprisonment.

How do I know if an activity is hazing?

If you are not sure if an activity is hazing, ask yourself these questions:

- Does the activity risk emotional or physical abuse?
- Does the activity involve humiliation or embarrassment?
- Does the activity involve risk of injury?
- Would you feel comfortable describing the activity to your parents or other adults?
- Would you object to the activity being photographed for the school newspaper?
- Are you being asked to keep these activities a secret?
- Are you doing anything illegal?
- Does participation violate your values or those of your organization?

**Bottom line:
If you have to ask yourself if it's hazing,
it probably is!**

Sources: *Stop Hazing website*, <<http://www.stophazing.org/definition.html>>
Inside Hazing website, <<http://www.insidehazing.com/definitions.php>>

High School Hazing

- 91% of all high school students belong to at least one group and half of them, 48%, report being subjected to hazing activities.¹
- 47% of college students report being hazed while in high school—51% of males and 45% of females. However, only 16% of those who reported experiencing a hazing behavior actually considered themselves to have been hazed.²
- 43% were subjected to humiliating activities and 30% performed potentially illegal acts as part of their initiation.¹
- Both male and female students report high levels of hazing.¹
- 25% of all high school students surveyed were first hazed before the age of 13.¹
- 6% of college students admit to hazing someone else while they were in high school—9% of males and 4% of females.²
- 40% of high school students would not report a hazing. Of these students, 36% say they would not report hazing primarily because “there’s no one to tell” and 27% report it is because they feel that “adults won’t handle it right.”¹
- 92% of the high school students will not report a hazing, and of these respondents, 59% know of hazing activities and 21% admit to being involved in hazing.¹
- 48% of the students acknowledge participating in activities that are defined as hazing and 29% did potentially illegal things to join a group; however, only 14% admit to being hazed. This underscored the “disconnect” between how adults define hazing vs. how students define it.¹

College Hazing

- 55% of college students involved in a campus club, team or student organization (61% of males and 52% of females) report experiencing a hazing incident. Even so, nine out of ten (91%) do not view their experience as hazing.²
- 74% of college students involved in varsity athletic teams and 73% of those involved in social fraternities or sororities reported being hazed. Other groups whose members were hazed include performing arts organizations (56%), service fraternities or sororities (50%), intramural teams (49%), recreation clubs (42%), academic clubs (28%) and honor societies (20%).²

¹ Alfred University Study, Dr. Norm Pollard, Dr. Elizabeth Allen, et. al, 1999.

² National Study of Student Hazing (prelim), Dr. Elizabeth Allen and Dr. Mary Madden 2006 .

³ Dissertation, Dr. Colleen McGlone, 2005.

This fact sheet is continued on the next page.

College Hazing

- The most frequently reported hazing behaviors are participating in drinking games (26%), singing in public (17%), associating with specific people and not others (12%), drinking large amounts of alcohol to the point of getting sick or passing out (12%), being deprived of sleep (11%), being screamed, yelled or cursed at (10%) and drinking large amounts of non-alcoholic beverages (10%).²
- More than half of students' experiences with varsity athletic teams (54%) and social fraternities and sororities (53%) include drinking games.²
- In 25% of hazing experiences, students believed that their coaches and/or advisors were aware of the activities.²
- 53% of college students who were hazed say that a member of their team or organization posted photos of the hazing activity on a public web space like Facebook[®] or MySpace[®]. Another 42% report posting the hazing photos themselves.²
- Of the students who labeled their experiences as hazing after reading a definition of hazing, 95% said they did not report the events to campus officials.
- Reasons cited for not reporting hazing included not wanting to get their team or group in trouble (37%) and being afraid of negative consequences (20%). More than one-half (54%) reported an "other" reason for not reporting, including the minimization of the event ("it was no big deal"), that being hazed was a choice, rationalization (it "made me a better man"), normalization ("it was tradition so I didn't mind"), lack of awareness at the time that it was hazing and disagreement with definitions of hazing.²
- More than 20% of female NCAA athletes were subjected to alcohol-related hazing; however, even a higher percentage admitted to "mental hazing," which ranged from singing to being kidnapped.³
- 10% of the female NCAA athletes were physically hazed including being branded, tattooed, beaten, thrown in water or having their head forcibly shaved.³
- 6 to 9% of the female NCAA athletes were subjected to sexually related hazing including harassment, actual assault or being expected to simulate sex activities.³

¹ Alfred University Study, Dr. Norm Pollard, Dr. Elizabeth Allen, et. al, 1999.

² National Study of Student Hazing (prelim), Dr. Elizabeth Allen and Dr. Mary Madden 2006 .

³ Dissertation, Dr. Colleen McGlone, 2005.

Name: _____

Hazing can vary in intensity, from subtle to hazardous. Less severe forms of hazing can often lead to more severe forms.

Subtle hazing:

These types of hazing are often accepted as harmless because they are part of a tradition or are thought to bond a group closer together, but in fact they may humiliate and embarrass the new members. New members/rookies often believe they need to endure subtle hazing to feel part of the group or team.

- assigning demerits
- silence periods with punishment for violation
- deprivation of privileges granted to other members
- socially isolating new members
- line-ups and tests on meaningless information
- name calling, yelling
- expecting certain items to always be in one's possession
- requiring new members/rookies to refer to other members with titles (e.g., "Mr." or "Miss") while they are identified with demeaning terms

Harassment hazing:

These types of behaviors cause new members emotional or physical discomfort and great stress.

- verbal abuse
- threats or implied threats
- sleep deprivation
- sexual acts or simulated acts
- expecting new members to perform personal services to other members (e.g., carrying books, errands, cooking, cleaning)
- stunt or skit nights with degrading, crude or humiliating acts
- requiring new members to wear embarrassing or humiliating attire

Sources: *Stop Hazing website*, <<http://www.stophazing.org/definition.html>>

Inside Hazing website, <<http://www.insidehazing.com/definitions.php>>

This fact sheet is continued on the next page.

Hazardous hazing:

Dr. Susan Lipkins, who appeared in the video, writes, "Hazardous hazing occurs when the traditions or initiation rites skid out of control and cause significant and lasting physical and/or psychological damage. When hazardous hazing occurs, everyone in the group, including the perpetrators (those who planned and carried out the actions), the bystanders (those who watched and did not actively participate) and the victims (those who were receiving the hazing) may be psychologically traumatized. Their trauma may be evident immediately, it may be delayed for months or years or even decades."

These types of behaviors have the potential to cause significant and often long-lasting physical and/or emotional harm:

- alcohol or other drug consumption
- beating, paddling or other forms of assault
- branding
- ingestion of foul substances or food creations
- water intoxication
- public nudity
- bondage
- sodomy
- illegal activity
- abductions/kidnapping
- exposure to extremely cold or hot weather without appropriate protection

Name: _____

Each person involved in hazing plays a specific role. Anyone who takes part in a hazing incident may be affected physically or emotionally by it. Everyone—except for the victim—has some responsibility for a hazing event.

Victim

The victim is the person being hazed. He or she may be being hazed alone or as part of a group. A person might be participating in hazing activities voluntarily, but he or she is still considered a victim. Victims are directly affected, physically and emotionally, by the hazing incident.

Perpetrator

The perpetrator is the person or persons who are actively involved in the hazing. Perpetrators can be held directly responsible for the hazing. Perpetrators may also be affected emotionally by the hazing incident.

Bystander

These are the members who are observing but not actively participating in the hazing actions being taken by the perpetrators. Bystanders are not essential for a hazing event to occur, but having bystanders present can increase the degree of aggression that the hazing event entails. At the same time, because the perpetrators need to have the support of most of the bystanders, bystanders have the ability to decrease the degree of aggression. While bystanders do not physically perform the hazing, they are equally at fault for letting the event occur and can be considered legally culpable in some cases. Bystanders may also be affected emotionally by the hazing incident.

Supervisors

Nearly all groups or organizations have a person who is supposed to be supervising the activities of the group. Supervisors are often not present at hazing events but may be aware of them. Their level of awareness—or the reasonable expectation of awareness—affects their level of culpability.

Administration

Groups or organizations often have a higher authority that is responsible for choosing supervisors and for allowing the groups to exist. Persons in this role can be considered legally responsible for hazing events, even if they knew nothing about the event.

What is unique about these roles is that they are not static. New members, if they continue to be members, will become either bystanders or perpetrators at some point in their membership. Bystanders often become perpetrators. In fact, the existence of hazing year after year depends on this cycle, since the original bystanders or perpetrators will eventually age out of the group. See *The Cycle of Hazing* (fact sheet 5) for more information.

**At any point the cycle of hazing can be weakened by people refusing to participate.
If enough people choose not to participate in hazing, in any role, hazing cannot exist.**

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What is the cycle of hazing?

There are various roles in any hazing event. Obviously, there has to be a perpetrator (the person doing the hazing) and a victim (the person being hazed, usually a newcomer). Bystanders are often present—people who observe the hazing but do not try to stop it. Other roles, as described in *Hazing Roles* (fact sheet 4), include supervisors and administrators.

These roles are not static—they do not stay the same day after day, year after year. Once hazing victims are accepted into the group, they usually become bystanders and—after time has passed—they may even become the perpetrators of someone else’s hazing. Each role contributes to hazing and allows it to continue to exist.

This is the cycle of hazing. The existence of hazing depends on this cycle—new members have to become either bystanders or perpetrators at some point in their membership, because the original bystanders or perpetrators will eventually “age out of” the group.

REMEMBER:

At any point, the cycle of hazing can be weakened by people refusing to participate. If enough people choose not to participate in hazing, in any role, hazing cannot exist.

What is the code of silence?

Unfortunately, as many as 95% of hazing victims do not report their hazing experiences. The reasons are numerous, but the code of silence that often exists in social groups increases the pressure not to talk. There may also be a fear of retaliation.

The code of silence is the “unwritten law that states that no one will tell an authority figure about an activity that might be unethical, illegal, immoral or inappropriate.” This reluctance to not tell on others is seen even in young children and may be inadvertently taught and supported by parents and teachers when children are told such things as “don’t be a tattler-tale.”

Sources: Cornell University, *Help Stop Hazing*,

<<http://hazing.cornell.edu/gannett/cms/hazing/myths/individuals/helpstop.cfm>>

InsideHazing.com, <<http://www.insidehazing.com>>

Allan, E.J. and Madden, M. *Hazing in View: College Students at Risk, Initial Findings from the National Study of Student Hazing*, 2008. <<http://www.hazingstudy.org>>

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Criminal Laws

There is no federal statute defining or prohibiting hazing, but 44 states have criminal laws regarding hazing as of 2010. In addition, intentionally or recklessly causing injury to someone is a crime in all 50 states.

Hazing laws have been rewritten and strengthened in recent years. State hazing laws typically provide a specific definition of hazing, including examples of what is and is not considered hazing. Various degrees of hazing, ranging from embarrassment to emotional trauma to physical trauma, are defined as hazing under different state laws.

Most state hazing laws provide for punishment of individuals and organizations at all levels of participation. The penalties for hazing vary according to state law, but typically hazing is a misdemeanor offense punishable with a prison sentence and/or a fine. In some states, hazing that results in death or serious physical harm can be considered a felony. Penalties vary widely across states and may include community service, 10 days to 15 years imprisonment and/or \$250 to \$25,000 in fines. In addition, some state statutes say that people who conduct or participate in hazing at an educational institution can lose scholarships or grants and/or be expelled. The organization can also lose its standing at the institution.

A recent case illustrates the effectiveness of criminal hazing laws. In 2010, four fraternity members were charged with felony hazing under California criminal law in the alcohol-induced hazing death of 18-year-old Carson Starkey. After pleading no contest to misdemeanor hazing, the two fraternity members who purchased the alcohol and owned the house where the hazing took place were sentenced to 30 days in jail and three years' probation. They were also required to perform 40 hours' community service and complete two presentations to schools concerning alcohol awareness and hazing. Two other members of the fraternity who were determined to have encouraged the drinking (Carson's "Big Brother" and the fraternity pledge educator) were sentenced to 45 days and 120 days in jail, respectively.

Following the sentencing of two of the fraternity members, Carson's father made the following statement addressed to the defendants:

"Your decisions, actions and failures let my son down—you each took a part in his death. The traditional SAE hazing ritual hosted at Mr. Marszal's home was unnecessary, irresponsible and unsupervised. Providing excessive amounts of alcohol, including deadly Everclear, and then chanting, "puke and rally" is no way to promote true brotherhood.

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“Developing the lasting bond of brotherhood is not a game and alcohol is not a toy. Your ridiculous methods prove that neither you, nor your organization, take brotherhood seriously.

Pressuring someone through psychological, emotional or physical means is wrong. When this happens with children we call it bullying, in young adults it is known as hazing and in adults the term is abuse. Your acts of hazing caused Carson to die. Today your hazing convictions, along with Mr. Ibrahim’s and Mr. Ellis’ before you, demonstrate that hazing is not only morally, ethically, and spiritually wrong—it is also illegal.”

Civil Laws

The Carson Starkey case also illustrates the potential civil ramifications of hazing. Carson’s parents filed a lawsuit against the SAE fraternity and nine of its members, alleging negligence and violation of Matt’s Law, a California law that allows for lawsuits when injuries or deaths result from hazing. The lawsuit claims that the fraternity should have taken “reasonable measures” to prevent excessive alcohol consumption and that fellow fraternity members failed to provide medical care for Starkey by neglecting to take him to the hospital.

Sources:

HazingPrevention.org, <http://www.hazingprevention.org/resource_library.php>

Wilson, Nick. “Parents of Cal Poly student Carson Starkey sue over death of son in alleged hazing incident,” San Luis Obispo County’s website, <<http://www.sanluisobispo.com>>, September 22, 2009.

WithCarson.org website, <<http://withcarson.org/news.htm>>

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Alcohol is often involved in hazing and can have dire consequences. The impaired judgment that comes with drinking alcohol can decrease a new member's resistance to engaging in risky or humiliating behaviors. Alcohol may also reduce established members' anxiety or guilt about hazing new members. Finally, alcohol use can provide an excuse after the fact for their behavior—"we were drunk and things just got out of hand."

In hazing, new members are often forced to drink alcohol and/or threatened with punishments for not drinking. A 2008 national survey of college students found that the most frequently reported hazing activity among both males and females was being obliged to participate in a drinking game as part of their hazing. In addition, 17% of males and 9% of females reported drinking large amounts of alcohol to the point of getting sick or passing out.

Dangers of Alcohol Use in Hazing

Alcohol use impairs physical coordination and judgment. Combining alcohol use with risky or hazardous hazing activities means that the risk of alcohol-related injuries increases greatly. Alcohol's effect on the central nervous system also may make injuries less difficult to detect. For example, alcohol reduces sensitivity to heat or cold, making it more likely that a new member who is intoxicated and forced to walk home in a snowstorm without proper clothes may experience symptoms of hypothermia without being aware of it.

Drinking games and coerced drinking during hazing events often result the rapid consumption of alcohol in a short period of time. Heavy drinking can lead to injuries, memory loss and brain damage. Even worse, the rapid consumption of alcohol can result in death.

Sources:

Preventing Hazing at Harvard: The Role of Alcohol and Other Drugs <<http://www.hazing.college.harvard.edu/WhatYouShouldKnow/RoleOfAlcoholAndOtherDrugs.htm>>

Cornell University, Alcohol and Hazing, <<http://www.gannett.cornell.edu/cms/hazing/issues/alcohol.cfm>>

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Warning Signs That Hazing May Occur

- The leaders of the group are very aggressive or intimidating.
- You have heard from others—your peers or authority figures—about hazing within the group.
- You have experienced events that are dangerous, inconsistent with your own morals and values, or that your gut tells you are hazing.

Warning Signs of Hazing Emotional Trauma

- **Sleep problems**—recurring nightmares, difficulty falling or staying asleep, waking early
- **Flashbacks**—recurrent thoughts in which you remember the action, sounds, smells and/or emotions of the original events
- **Eating issues**—gaining or losing significant weight after the hazing event
- **Anxiety**—nervousness, agitation, irritability, difficulty concentrating, fears, reluctance to go somewhere or do something, feeling uneasy
- **Avoidance**—staying away from people, places or activities that you usually enjoy
- **Depression**—a lack of desire or energy to do anything, see anyone or go anywhere can be early signs of depression
- **Intense feelings**—experiencing intense feelings of sadness, helplessness, humiliation, crying, lack of motivation, inability to focus on or complete tasks, revenge fantasies, intense anger

Source: *InsideHazing.com* <<http://www.insidehazing.com/beware.php>>

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The cycle of hazing and the code of silence can both be broken if a person is willing to be an agent of change. According to Dr. Susan Lipkins, an agent of change is “anyone who decides to help create a change in the system. A person who becomes committed to eradicating hazing—from fraternities, sororities, athletic teams, student groups, the military and the workplace—is an agent of change.”

Anyone can be an agent of change. While both perpetrators and victims have the ability to change the course of events if they choose to do so, bystanders may be in the best position to be agents of change. Unlike victims, they are not under as much pressure to tolerate the hazing events because they are already members of the group. Bystanders do not have the power-seeking roles of the perpetrators, which may affect their willingness to come forward and stop the hazing events. Other people, such as friends, family members, coaches and school administrators, can also be agents of change if they are aware of the hazing.

In order to be an agent of change and stop hazing, there are several things that you must do:

- **Recognize the existence of hazing.** Ask questions, listen to what people are saying, observe what is happening, and know the warning signs of hazing.
- **View the hazing activities as a problem.** Even when you are aware that someone is being hazed, you may consider the practices to be silly or stupid, but not recognize them as being harmful or illegal. Learn what constitutes hazing.
- **Believe that you have a responsibility to do something.** In a community, the responsibility to challenge harm to others is a shared one. It is therefore important for individuals to recognize the potential role they have in stopping hazing.
- **Know what to do.** Whether there is a need to encourage someone to leave a group, make an anonymous report, or challenge a group to change its practices, it is important for bystanders to have some understanding of what should be done in order to make a difference.
- **Acquire the knowledge and skills necessary to act.** Research who to talk to about the hazing or who to report the hazing to.
- **Overcome fear of potential negative consequences,** such as anger from the person you are trying to help or retaliation from the group being challenged.
- **Take action** and be an agent of change!

Sources: Cornell University, *Help Stop Hazing*,
<<http://hazing.cornell.edu/gannett/cms/hazing/myths/individuals/helpstop.cfm>>.
InsideHazing.com, <<http://www.insidehazing.com>>
Allan, E.J. and Madden, M. *Hazing in View: College Students at Risk, Initial Findings from the National Study of Student Hazing, 2008*. <<http://www.hazingstudy.org>>

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Before a Hazing Event Occurs:

- If you plan on joining a group that has initiation rites, try to find out what they are ahead of time.
- Talk to others who are joining the group. Decide together what you consider hazing, agree to act together as a group if hazing occurs. Plan an exit strategy for times when you think you may be in danger.
- If you are already part of a group that has a tradition to haze at specific times, such as on your birthday, consider not being available on that day.
- Depending on your position in the group (status, degree of power) try to influence others to think before they act and to consider the long-term consequences.

If You Are Hazed:

- First make certain that you are physically okay and seek medical help if you are not.
- Stay connected with friends outside of the group. Groups that haze often try to isolate their new members from others who might challenge them to question what they are going through.
- Talk to others about what is happening. You have a right to tell others about what you are going through, even if you made promises that you would not talk.
- Seek guidance from your parents, other family members, teachers or other adults.
- Refuse to be hazed. If you don't think you can do it alone, join together with other new members to refuse to be hazed. There is power in numbers because groups depend on getting new members to join.
- Walk away. It may be hard to do, but it is always an option. Walking away from hazing is not quitting or a sign of weakness—it takes strength and character.
- Report the hazing, anonymously if you need to. You may end up saving a life.
- If you have been the victim of a hazing incident and are experiencing emotional trauma, seek help from your school, doctor, parents or social organizations.

This fact sheet is continued on the next page.

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If Someone You Know Is Being Hazed:

If you suspect or know that someone you know is being hazed, be a friend and help that person. Hazing often isolates students from their friends who are not in the group. By having a friend outside of the group provide support, the person who is hazed can think more clearly about what options are available.

- Tell the person that you are concerned.
- Ask your friend what he or she has had to do as part of joining the group.
- If the person describes being hazed, underscore that hazing is wrong and that he or she doesn't have to go along with it.
- If you suspect that your friend is being hazed but he or she won't say so, ask if there are things going on that he or she isn't supposed to talk about.
- Let your friend know that it's okay to withdraw from an organization at any point.
- Offer to support the person and ask how you can help.
- Let your friend know what resources are available for support and reporting and encourage him or her to utilize these resources.
- Talk to administrators for advice on how to support your friend.
- Consider reporting, anonymously if necessary, the hazing to the proper authorities.

Sources: <<http://hazing.cornell.edu/cms/hazing/myths/individuals/ifyou.cfm>>,
<<http://hazing.cornell.edu/cms/hazing/myths/individuals/iffriend.cfm>>, and <insidehazing.com>.

Name: _____

Alfred University Study

<http://www.alfred.edu/hs_hazing>

Bullying.org

<<http://www.bullying.org>>

Chronology of High School Hazing Incidents

<<http://hazing.hanknuwer.com/hs2.html>>

Cornell University's Hazing Website

<<http://hazing.cornell.edu>>

Education World Article on Hazing

<http://www.educationworld.com/a_issues/issues123.shtml>

Florida State University's Hazing Website

<<http://hazing.fsu.edu>>

Harvard University's Hazing Website

<<http://www.hazing.college.harvard.edu>>

HazingPrevention.org

<<http://www.hazingprevention.org>>

Inside Hazing: Understanding Hazardous Hazing

<<http://www.insidehazing.com>>

**National Collaborative for Hazing Research and Prevention's
National Study on Student Hazing**

<<http://www.hazingstudy.org>>

Stophazing.org: Educating to Eliminate Hazing

<<http://www.stophazing.org>>

U.S. Department of Education Higher Education Center hazing information

<<http://www.higheredcenter.org/high-risk/violence/hazing>>

University of Arizona Step Up! Bystander Responsibility Program

<<http://www.stepupprogram.org>>

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Books

Preventing Hazing: How Parents, Teachers, and Coaches Can Stop the Violence, Harassment, and Humiliation

Susan Lipkins, 2006.

The Hazing Reader

Hank Nuwer (Ed.), 2003.

Wrongs of Passage: Fraternities, Sororities: Hazing and Binge Drinking

Hank Nuwer, 2002.

High School Hazing: When Rites Become Wrongs

Hank Nuwer, 2000.

Hotlines

Anti-Bullying Hotline

(866) 444-6996

Anti-Hazing College Fraternity/Sorority Hotline

(888) NOT-HAZE

National Hopeline (Suicide Prevention)

(800) 784-2433

National Suicide Prevention Hotline

(800) 273-TALK

If it is an emergency, don't be afraid to call 9-1-1.

OTHER PROGRAMS

<i>Essential Health: A High School Print/Video Curriculum</i>	20 DVDs, 10 modules, 50 print lessons
<i>Curriculum in a Box: Mental Health</i>	7 DVDs, print lessons
<i>Hallmarks of Good Mental Health</i>	video and print
<i>Coping with Disruptive Life Changes</i>	video and print
<i>Who Needs Therapy? Treating Psychological Problems</i>	video and print
<i>Blow-Ups and Rages: Learning to Manage Your Anger</i>	video and print
<i>Teen Romantic Relationships: As They See It</i>	video and print
<i>No Excuses: Sexual Harassment</i>	video and print
<i>The Harrassment Workshop</i>	video and print
<i>Understanding and Treating Binge Eating</i>	video and print
<i>Too Much: The Extreme Dangers of Binge Drinking</i>	video and print
<i>Teen Depression: Signs, Symptoms and Getting Help</i>	video and print
<i>"Coming Out" in School: What Does It Mean?</i>	video and print
<i>Common Psychological Disorders of Adolescence</i>	video and print
<i>I Was Cyberbullied</i>	video and print
<i>Bully Bystanders: You Can Make a Difference</i>	video and print
<i>Essential Physical Fitness: What Every Teen Needs to Know</i>	video and print
<i>The Five Essential Habits of Healthy Teens</i>	video and print
<i>Danger behind the Wheel: The Facts about Distracted Driving</i>	video and print
<i>Prescription Drugs Update</i>	video and print

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