

## my sister my responsibility



a program by zeta tau alpha  
preventing and confronting hazing

# "I HAZED"

*Developed by Erle Moring,  
National speaker on his personal experience with hazing*

### **Learning Objectives:**



1. Create a dialogue about hazing which results in the development of an educational programming initiative
2. Identify hazing activities within three specific categories
3. Determine helpful resources and allies to assist with campus anti-hazing activities
4. Develop campus-specific alternatives to hazing which are simple, fun and easy to implement
5. Empower student leaders to create organizational change through effective leadership



### **Technical Requirements:**

Flip chart and markers

### **Handouts:**



I HAZED  
What is Hazing? (in Resources section)

### **Time Needed:**

15 minutes to 90 minutes (or can be broken up into two, three or six shortened sessions)

### **Group Size:**

Entire chapter or smaller groups of 20 to 30—You may choose to facilitate this session in small groups. For example, have new members in one session, the sophomores in one session, the juniors in one session and the seniors in another. Or have the Executive Council, Programming Council, other members and new members. Or look at it from majors—liberal arts majors, the engineering majors, etc.

### **Physical Setting:**

Chapter Room or classroom

### **Room Setup:**

Classroom-style

### **Preparation:**

Look up the university and state hazing policies and add them to the What is Hazing? handout in the Resources section to create a handout that includes all three. Be sure to review these in advance to gain a clear understanding of each and any differences between them.

## **INTRODUCTION (5 minutes)**

*The facilitator(s) should introduce himself/herself, welcome and thank everyone for attending the session, and then read the outcomes of this module, as written described in the acronym.*



### **Desired Outcomes**

Today we are going to learn how to:

**Identify**—Identify hazing activities.

**Help**—Identify campus resources and allies to help with anti-hazing activities.

**Alternatives**—Develop a list of 20 specific examples of non-hazing related activities.

**Zen**—Keep it simple. Keep it possible. Keep it realistic. Focus on small wins.

**Education**—Discuss how to effectively frame change and who to educate.

**Decide**—Challenge students to become an agent of change.



*Distribute the I HAZED and What is Hazing? handouts.*

### **In preparation:**

- Look up the university and state hazing policies. Put them on the What is Hazing? handout for participants to keep.
- State hazing policies can be found on [www.stophazing.org](http://www.stophazing.org).
- Do not print/read the entire law – summarize it to create a more clear understanding.

### **Note to the Facilitator:**

- Students are confused and frustrated about what is and what is not considered to be hazing. As a result, students often like to debate the merits of the rules and regulations. Encourage students to think outside the box of our traditional views on and definitions of hazing.
- Your challenge and responsibility, if students become confused, frustrated and argumentative during the Identify phase, is to keep the discussion on course. Do not let participants stall and derail the focus. You must work to identify hazing activities SPECIFIC to your campus and/or chapter.



## **I—IDENTIFY (15 minutes)**

- What type of hazing activities are taking place at \_\_\_\_\_ (university/college)?
- In fraternities, sororities, sports teams, other organizations, etc?

*Once the discussion starts and participants feel comfortable, try to get them to reveal what is happening in their own chapter.*



- Are these happening in our chapter?
- What types of things are happening in our chapter?
- Is (list some of the activities you believe are happening) happening in our organization?
- Are we helping others to haze? (Other fraternities, sororities, athletic teams)

*If you still do not get honest answers, throw out some of things you know are happening on campus. Ask them if they have heard of “X” taking place at some chapters on campus. Ask them if they have heard of “Y” and “Z”. Get the conversation started by any means possible.*

So let’s talk put these activities in three different categories: (1) funny activities, (2) funny activities that could be dangerous, and (3) activities that are dangerous and potentially deadly.

Ask participants to call out activities that belong on each list.

## **H—HELP (10 minutes)**

Okay, so who can help us with these issues?



- Who are the university professionals that could help with the issue of hazing?
- Who from our national organization could help with the issue of hazing?
- What are the pros and cons of these university and national staff members helping?

*You will probably hear more cons than pros. This is normal. Sometimes students think that an open discussion with university or national staff members will result in discipline. You might hear they cannot trust advisors and these students often feel these men and women are truly out of touch with the student's reality and culture. It is normal if this discussion takes place.*

- Have you ever considered yourself a resource to help?
- What would it be like if we could change from within to eliminate such activities?
- Describe the differences in change from within and forced change, discipline or judicial action.

You are leaders. You are the only true thing that can really improve us. You are the ones who can inspire each other. You are change agents!

- What could you do as leaders to help with the issue of hazing?
- As a student of this university? As a member of our organization?

There are no right or wrong answers.

## **A—ALTERNATIVES (20 minutes)**

### **Note to the Facilitator:**

- Keep the discussion moving during this section. You are charged with encouraging students to develop 20 alternatives to hazing-related activities within six categories.
- Ask them to define each alternative activity within the parameters of (1) funny activity, (2) funny activity that could be dangerous, (3) an activity that is dangerous and potentially deadly or (4) none of these.
- Discuss each activity in detail including the pros and cons. Keep in mind there are no right or wrong alternatives; it has to be truly what the students believe as alternatives. Lead the discussion and do not let it become a debate or a time to rant about policies.

### **Note to the Facilitator:**

- Legislators, lawyers, college staff members of our national organization are NOT the people who can ultimately end the vicious cycle of hazing activities on college campuses today. They have been trying for years. The answer to our hazing problem is through effective, empowered student leaders. Your charge in this section is to lead students to realize they have the power to help, the power to create change and the power to make a true difference.



So let's think of ways we can begin to work together to be change agents.



- What are four alternative activities to hazing designed to develop chapter unity?
- What are four alternatives to hazing designed to promote scholarship?
- What are four alternatives to hazing designed to build awareness of chapter/organization history?
- What are four alternatives to hazing designed to develop leadership qualities?
- What are four alternatives to hazing designed to involve new members in the community?

### **Z—ZEN (20 minutes)**

#### **Note to the Facilitator:**

- For many, hazing is seen as such a difficult issue that often people are afraid to even tackle the subject. The best approach is to focus on one small win at a time. Your charge is to not let participants turn negative and discuss how impossible it would be to eliminate hazing. Keep it simple. Keep it realistic.

OK, let's take a look back at those hazing-related activities that we identified in the beginning.

Let's focus on the ones that scored most dangerous first. I want you to create an action plan to eliminate those. This will give us a road map to start from and help us all realize what we each need to do.



- What can be done to eliminate (activity)?
- Where do we turn for help?
- How do we utilize our resources and allies?
- How do we measure our effectiveness?

*Do not let the students forget they are the best resource and the best tool to change the culture from within. Inspire them to create and be an active participant in change. Constantly reinforce their positive abilities as student leaders throughout this process. Do not get bogged down on specifics. Focus on broad issues.*

### **E—EDUCATE (10 minutes)**



- Who are the groups within the chapter that need to be educated about what we have discussed? *Drive students to develop a plan to educate those who need it the most (i.e.—the woman in the chapter who organizes the hazing activities or the man in the chapter that is constantly hazing the new members).*
- Let's create an education plan—how, when, where could this occur?
- What are some of the alternative activities that we came up with that could be incorporated into education.
- How can educational efforts relate to our “Zen”?

### **D—DECIDE (10 minutes)**

This is the most important portion of this workshop. Now we have to figure out how all we discussed is put into action. We need leaders who are willing to help us make this action plan manageable.

Let's select several leaders within this group to lead the “I HAZED” initiatives that we have

discussed. We need three people: a leader of Alternatives, Zen and Educate. *This is a call for volunteers. The students must DECIDE how to implement these programs/ideas/discussions on campus within their Greek community. You must guide that process.*

These leaders will condense the information discussed and reproduce it to distribute to all members of the group. They will help to make our action plan manageable, setting timetables, establish follow-up meetings and direct the process.

**To Facilitate Follow-up:**

- Assign the remaining members of the first meeting to be committee members for Alternatives, Zen and Educate.
- If facilitating multiple groups during the first meeting (as suggested in the Introduction), make sure to incorporate these groups into one for meetings two, three, four and beyond. Only have one leader and coleader for the three areas.
- Schedule a series of three, one-hour meetings within the next two months. Make sure it is convenient for all students involved in the process.
- The second meeting will focus on expanding the content of the information discussed in the first meeting. Student leaders will drive the agenda, the ideas, the discussion and the planning.
- The third meeting will incorporate Alternatives and Zen into the Educate section. Student leaders will drive the agenda, the ideas, the discussion and the planning.

## I HAZED

**I**

### **IDENTIFY**

Identify hazing activities.

**H**

### **HELP**

Get help...who and what are your best resources and allies to help with anti-hazing activities?

**A**

### **ALTERNATIVES**

Develop a list of 20 specific examples of non-hazing related activities.

**Z**

### **ZEN**

Keep it simple. Keep it possible. Keep it realistic. Focus on small wins.

**E**

### **EDUCATE**

Discuss how to effectively frame change and who to educate.

**D**

### **DECIDE**

Simply decide to be an agent of change.