

SAME TEAM MENTALITY

TIME | 40 minutes

Objectives:

- To understand the importance of accountability
- To recognize when to intervene in certain situations
- To become aware of your school's resources

Group size:

- Any group size is suitable for this workshop.

Setup:

- Choose a room that offers a lot of open space for small groups to be able to spread out and not be distracted.
- Students can gather either on the floor or in chairs and should be able to face the PowerPoint presentation during the lesson.

Preparation:

- Insert the video into the PowerPoint by following the instructions on the slide.
- Look up the state and school hazing policies and add them to the "What is Hazing?" handout in the Handouts section to create a comprehensive resource.
- State hazing policies can be found on www.stophazing.org.
- Be sure to review these in advance to gain a clear understanding of each and any differences between them. Also add the school counseling services information to a resources document for each student.
- Insert a sport, organization and club from your school into the scenarios as a part of the activity

Materials needed:

- Laptop
- Projector and screen
- PowerPoint
- [Hazing Prevention from Parents for High School Students video](#)
- "What is Hazing?" handout for each participant
- Scenarios handout

INTRODUCTION | 5 minutes

Introduce yourself, welcome participants and thank everyone for attending the session.

If you are facilitating this workshop with a specific group, like an athletic team or school club, personalize this workshop to your team's or club's values and how you look out for the other teams and clubs at your school.

Share:

- The activity and discussion we have today will help us determine what role we play in the student community and how we should handle situations that affect the community as a whole.
- Today's discussion is called "Same Team Mentality." Let's talk about who your "teams" are.

Ask:

- What teams are you on?

Share a personal example. Then, allow several students to respond.

- Your "teams" can absolutely refer to your teammates on your school's sports team, but they can also be the group of friends you sit with at lunch or fellow members of a student group or community organization.

Ask:

- What does it mean to have a "same team" mentality?

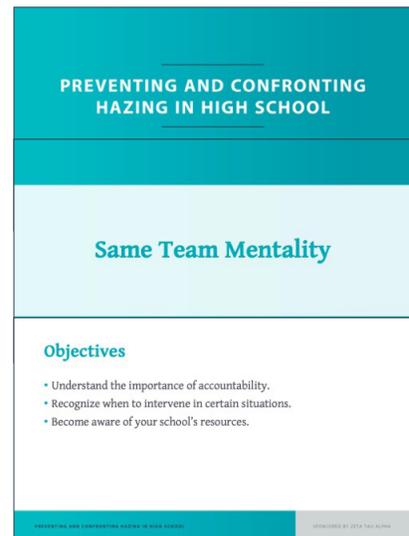
Share:

- By speaking up when you see something on your own team or another team that doesn't look right, you're helping the overall student community. We're all truly on the same team. It's important for each member of a team to contribute to getting and keeping everyone on the right track.
- You might think because no one is speaking up that everyone agrees with what is happening. That is not necessarily true. That phenomenon is called groupthink.
- It's your responsibility to step out of that and say what you think. People are likely thinking that same thing but are also afraid to speak out.
- It is important that you speak up when something isn't right. If you see something, say something.
- Let's discuss our values so we know when something doesn't look right.

Ask:

- What are our values as a student community? What are the values of your "team"?

Have a few participants share. Review the values of the school/student community if not all of them are mentioned.



Share:

- When you see people acting in ways that oppose those values, you should speak up.
- Remember: If you see something, say something.
- It is everyone's responsibility to ensure we are living our values.

ACTIVITY | 20 minutes

Share instructions:

- Let's practice what this looks like by doing a group activity.
- We will divide into three groups.
- Each group will get a scenario with discussion questions.
- Take about five to six minutes to read the scenario and discuss the questions together.
- Then, one person from each small group will read their scenario and the discussion questions out loud so we can discuss them as a large group.

Scenario One

Joe is in the ninth grade and has just moved to town. You have become friends over the past few weeks. He was talking to you about how much he enjoyed playing [insert sport] at his last school, so you encourage him to join the team here. Things really seem to be going great. In fact, Joe was telling you about all the new friends he's made on the team and how it's really starting to feel like home here. Then one day you notice he is being a bit quieter, and when you ask him about it, he says he didn't get much sleep last night and that he is just tired. You don't think too much of it and continue on to class.

Friday night after the team's home game, you are waiting for Joe outside of the locker room to catch a ride home with him. He seems to be taking a while, and when he finally comes out, you notice he seems a little upset. You ask him about it again, and he says everything is fine. You aren't so sure everything is fine, so you ask another player on the team about how Joe is doing, and they inform you that some older players are just "welcoming" him to the team. He says it's not a big deal, and every new player has to do it.

Discuss:

- What values are the students in this scenario failing to uphold?
- Would you feel comfortable confronting this situation? Why or why not?
- Do you know how to report this situation?
- Do you know what resources are available at your school for Joe to get help?

Activity

- Let's divide into three groups.
- Each group will get a scenario with discussion questions.
- Take about five to six minutes to read the scenario and discuss the questions together.
- Then one person from each group will read their scenario and share a summary of what you discussed.

PROVIDING AND CONFRONTING VALUES IN OUR SCHOOLS

DEVELOPED BY ZETA TAU ALPHA

Scenario One

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Scenario One Discussion

- What values are the students in this scenario failing to uphold?
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- Do you know how to report this situation?
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Scenario Two

You are in the 10th grade, just transferred to a new school, and have now joined *[insert organization]*. Things have been going well, and you've been bonding with your new team. Your friend and teammate, Kelly, invites you to a "girls night" that is only for members of *[insert organization]*. She says it's a tradition, and you're excited to go.

The night arrives, and everyone seems to be having a good time. Then the team captain says, "Alright, it's time." You shuffle out, not knowing what to expect. Then, to your horror, the older members make the newest members of the team strip down and run around the block naked.

Stunned, you watch, frozen in place. You shoot a questioning look to Kelly, who invited you, and she shrugs, saying, "It's tradition. It happens to all new players. You didn't have to do it because you transferred in and played varsity at your old school." What do you do?

Discuss:

- What values are the students in this scenario failing to uphold?
- Would you feel comfortable confronting this situation? Why or why not?
- Do you know how to report this situation?
- Can you provide resources for these students to get help?
- Do you know what resources are available at your school?

Scenario Three

Your younger brother is in the ninth grade at your high school. He was looking to get involved, so he joined *[insert club]* and is making new friends.

One day at home, you notice him doing chemistry homework when he doesn't take chemistry as a ninth grader. You ask him what he's doing, and he says he has to do it for the new club he joined. He tells you all of the ninth graders are told to do the older members' homework assignments. Once they get an "A" on an assignment, they can stop. Until then, they're not true members of the group. He says it's okay because he wants to do the homework to be seen as a good club member.

Discuss:

- What values are the students in this scenario failing to uphold?
- Would you feel comfortable confronting this situation? Why or why not?
- Does it matter that your brother is okay with doing the homework?
- Do you know how to report this situation?
- Can you provide resources for your brother to get help?
- Do you know what resources are available at your school?

Scenario Two

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PREVENTING AND RESPONDING TO SEXUAL HARASSMENT

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Scenario Two Discussion

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Scenario Three

Your younger brother is in the ninth grade at your high school. He was looking to get involved, so he joined *[insert club]* and is making new friends.

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joined. He tells you all of the ninth graders are told to do the older members' homework assignments. Once they get an "A" on an assignment, they can stop. Until then, they're not true members of the group. He says it's okay because he wants to do the homework to be seen as a good club member.

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Scenario Three Discussion

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Give the groups five to six minutes to discuss the questions. Then come together as a full group. Have each group discuss their scenario and briefly summarize their discussion.

WRAP UP | 15 minutes

Share:

- After hearing these scenarios, you might think that the activities sound like bullying because that’s what we’re more familiar with.
- These scenarios are actually forms of hazing. Let’s talk about the difference between bullying and hazing.
- The difference between hazing and bullying is that hazing involves requiring people—almost always those who are new or younger—to “earn” membership or “qualify” as a member of a group or organization. Hazing is a part of a process to join a group.
- Bullying usually involves one or a few individuals singling out another individual in repeated attacks of intentionally hurtful behavior. Bullying is about excluding people from groups.
- Hazing has an end date and ends with victims being awarded a higher status in the group. Bullying can happen to anyone at any time.
- We’re talking about our teams and clubs because our discussion may remind you of a team or club you’re a member of personally. You have a responsibility to look out for not only yourself, but also others in your school community. We’re all on the same team.
- Let’s watch a video about hazing from a parent’s perspective.

Play the video.

Distribute and review the “What is Hazing?” handout, making sure every student highlights or takes note of the “Who Can You Talk to?” section.

Discuss:

- What did you think of the video?
- How does the video apply to you as high school students?
- How can we commit to speaking up when we see a situation that seems off?

Share:

- As members of this student community, we are responsible for the actions of others in our presence. It’s important to say something if you see something.
- Although you may be on different teams, be in different organizations or even attend different schools, it is your responsibility as students to intervene when you think something is wrong, to find strength and courage to speak up, and help others when they are down.

Hazing versus Bullying

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 Play video in PowerPoint.

Discuss

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Wrap-up

- See something, say something
- It is your responsibility to intervene when you think something is wrong
- Know the resources at school

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SCENARIO ONE

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WHAT IS HAZING?

SCHOOL HAZING POLICY

(Search your school's policies to include it here.)

STATE HAZING POLICY

(Find each state's policy on www.stophazing.org.)

WHO CAN YOU TALK TO?

(Add in your school's resources of how to report hazing and mental health resources.)
