

Student Leader Hazing Prevention Facilitated Discussion

Facilitator Guide

WELCOME	
FACILITATOR TALKING POINTS <ul style="list-style-type: none">• Welcome!• This session will be a time for the members of our group to reflect on how we can cultivate a more inclusive, connected, and healthy environment for all our members.• We're going to make connections between leaders, members, group behaviors, and the ways we can build a greater sense of belonging in our organization.• Let's talk about a few group expectations for our time together.• This is INTERACTIVE. It will be super boring (and not helpful) if people don't contribute.• Be honest. Share your experiences and thoughts, and before challenging the thoughts of others, reflect that their experiences may be different than yours.• Be present. This is important! Having these kinds of conversations will ultimately result in greater success for our group and for us as individuals. Take this hour to focus in.• What are other expectations you want to set for our time together?	TIME: 3 min
TRANSITION <ul style="list-style-type: none">• Thanks for already being engaged in discussion! Setting expectations together is a great example of a way to help make people feel like they belong in a space.• So we're going to start our time together by talking about strong, healthy, equitable communities.	TIME: < 1min
SECTION 1: INTRODUCTION TO AN EQUITABLE COMMUNITY	
FACILITATOR TALKING POINTS <ul style="list-style-type: none">• Equity-centered community design<ul style="list-style-type: none">• Human equity is when outcomes are not predictable based on someone's identities (race, sexual orientation, ability status, etc.)• Communities at Duke should be equitable. We know that communities made up of different identities and perspectives will make our settings better, and will ultimately contribute to greater equity in society.• In order to create a community, or in this case, organization, that allows for diverse perspectives and identities, you need: to build trust, make space for authenticity, acknowledge and utilize the strengths of each individual, understand the	TIME: 5 min

<p>barriers of access, and address those barriers to include the voices left out.</p> <ul style="list-style-type: none"> • So what kinds of things can you do to see if your organization has that? Ask yourself questions like: <ul style="list-style-type: none"> • What skills and/or expertise does each person bring to our organization? • How is everyone involved? What are their roles and responsibilities? • Who is benefiting, and how? • Who has decision-making power? • Are there voices missing? • How can we ensure balanced representation when making decisions? • Ultimately, three things need to happen to create a community that is successful and equitable (Wells, 1996) <ul style="list-style-type: none"> • Commitment to Community – members must see and feel that membership is significant in their lives • Sense of Empowerment – members share ownership and engagement in the organization • Sense that One Matters to Others – members feel others depend on them and are interested in their success 	
<p>DEBRIEF</p> <ul style="list-style-type: none"> • What of this is new information? • What connections are you making? • Why does this matter? 	TIME: 5 min
<p>TRANSITION</p> <ul style="list-style-type: none"> • So, hopefully we can all agree that a community that is equitable and inclusive is one that is healthy – where all members feel like they belong. 	TIME: < 1 min
SECTION 2: TRIZ ACTIVITY	
<p>FACILITATOR TALKING POINTS</p> <ul style="list-style-type: none"> • Now we're going to take some time to think about how we actually do at that within our organization. • We're going to engage in a 3-step activity that will help us reflect on our organization's ability to create an environment where people feel they belong, are connected, and where their voices are heard. • This will require us to consider group behavior, activities, leadership, and the elements that make up the environment of our organization. • <i>Facilitator note: try to avoid making comments during this activity while the group discusses. There are clearly right and wrong answers to some of this – but let them challenge each other instead.</i> 	TIME: 1 min

<p>ACTIVITY INSTRUCTIONS</p> <ul style="list-style-type: none"> • So, step 1 – Make a list. Brainstorm what it takes to create and maintain an adverse group environment where members feel isolated, manipulated, and disconnected – one that is exactly the opposite of what we just talked about. Reflect by yourself for 2 minutes. • As you're doing this, be creative – think outside of boundaries. Consider discrimination, power dynamics, cliques, isolation tactics, etc. • (after 2 minutes) Turn to a person sitting near you – take the next 4 minutes to share together and compare what you wrote down. • (after 4 minutes) Let's have a larger group discussion about your reflections. • Let's move to Step 2 – Go through this big list we've made and circle anything that resembles – in any way, shape, or form – something that is happening in this group. Reflect by yourself for 2 minutes again. • Remember – we said we were committing to being honest. • (after 2 minutes) Turn to a person sitting near you – take the next 4 minutes to share together and compare what you wrote down. • (after 4 minutes) Let's have a larger group discussion about your reflections. What stood out to you? • Finally, Step 3 – Consider the circled items on the list. Reflect on what you want to STOP moving forward. Don't think about what will replace it yet. Think instead of the actions that this group needs to stop doing that are playing a part in creating an adverse environment and experience. We're going to follow the same pattern as before – reflect by yourself for 2 minutes. • (after 2 minutes) Turn to a person sitting near you – take the next 4 minutes to share together and compare what you wrote down. • (after 4 minutes) Let's have a larger group discussion about your reflections. What stood out to you? 	<p>TIME: 30 min</p>
<p>DEBRIEF</p> <ul style="list-style-type: none"> • Let's talk about this all together. • What are things we need to stop doing? • How will we stop doing them? • What is the first step? • Who needs to be included in that process? 	<p>TIME: 5 min</p>
<p>TRANSITION</p> <ul style="list-style-type: none"> • What we've just talked about impacts members' abilities to truly feel like our organization is a place where they belong. Some of it also may be hazing. 	<p>TIME: < 1 min</p>
<p>SECTION 3: HAZING 101</p>	

FACILITATOR TALKING POINTS	TIME: 5 min
<ul style="list-style-type: none"> • Let's start by defining hazing. Hazing is any action taken or situation created that is harmful or potentially harmful to an individual's physical, emotional, or psychological well-being, regardless of an individual's willingness to participate or its bearing on an individual's membership status. Hazing can occur anywhere – on or off campus. • Hazing exists on a spectrum, which is likely why lots of behaviors that technically are hazing go unreported or unnoticed – because these actions range from intimidation to physical abuse. Generally, the actions that people think of as hazing (high recognition) actually happen less often. But the actions that happen more frequently are less recognized and named as hazing behaviors. <i>(I think here we expand on some of the behaviors that we know are prevalent at Duke based on the data we have; also share StopHazing.org's spectrum of hazing)</i> • Both individuals and organizations can be held accountable for hazing behaviors as per Duke policy, via the Office of Student Conduct and Community Standards. • But really, hazing at its truest form is abuse. Mental, emotional, physical abuse of power. Even what is seen as “lower level” hazing may have significant impacts on an individual's mental health and wellbeing – and we don't always know the hidden harms our actions may have on a person. • Often, hazing follows a pattern similar to the cycle of violence (Walker, 1979). First starting in a Tension Building Phase where newer members may feel like they're walking on eggshells or trying to stay in the good graces of established members. It then moves more violent in phase two – again, not necessarily physically violent, but perhaps emotionally or mentally. And finally, Phase 3 feels more like a honeymoon phase – where newer members hope or believe that the cycle will end. Often, it doesn't - the cycle just starts again. • There are also intersections between hazing with sexual violence, high-risk substance use, bullying, and systems of oppression. • We need to ask ourselves – we wouldn't be complicit or committing abuse in other relationships in our lives – so why do we allow it within our organization? 	

DEBRIEF <ul style="list-style-type: none"> • What of this is new information? • What connections are you making? • Why does this matter? 	TIME: 5 min
TRANSITION <ul style="list-style-type: none"> • This group should be a place that aligns more closely with the healthy, inclusive community we discussed originally. 	TIME: < 1 min
SECTION 4: NEXT STEPS	
FACILITATOR TALKING POINTS <ul style="list-style-type: none"> • So how do we get there? We talked a little about some things that we need to stop doing. That's great. We also need to figure out what we SHOULD do. • Let's keep reflecting on the behaviors, actions, and environments that we are creating – as members or leaders – and how those may somehow contribute to the adverse community. And how instead we can lead toward positive change. • We have the link to an action plan that we'd encourage be your next step as a group. Use it how you want! Maybe elements are discussions among the whole group, other elements are discussions just among certain officers or positional leaders. • And if there's interest, there are staff members at Duke who are willing and able to review and discuss these with you for more feedback & consultations! • Thanks for being here and for engaging. Here's another link to an assessment – it will take less than 5 minutes to complete. 	TIME: 5 min