

— september 20-25 —

# National Hazing Prevention Week



2020  
Resource Guide

HAZING  
PREVENTION  
ORG™

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**Thank You**  
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# Introduction

**Hazing statistics are shocking.** Each year since 1969, at least one college student has died in a hazing-related incident. Nationally, nearly half of all college students experienced hazing before arriving at college. The behavior doesn't stop in college, with more than half of college students involved in clubs, teams, or other groups experiencing hazing.<sup>1</sup>

Contrary to conventional wisdom, hazing is not limited to Greek organizations. Performing arts, such as bands and drama clubs, club sports, intramurals, cheerleading, varsity athletics, and even church groups are involved in the practice.

Many believe that hazing is a rite of passage that strengthens group bonds. It doesn't. Hazing is destructive and leads to mistrust at best. Research has clearly shown that hazing is detrimental to group bonding and that other strategies are both safer and more effective.

**As our name says, HazingPrevention.Org is dedicated to preventing hazing. Each year, during the third week of September, we encourage colleges, universities, high schools, clubs, teams, and other organizations to take a visible stand against hazing by joining us in National Hazing Prevention Week.**

How you celebrate National Hazing Prevention Week is up to you. This resource guide is designed to help you understand the issues around hazing and give you some ideas and advice for your own National Hazing Prevention Week event. In it you will find advice for a variety of groups from parents to university administrators. We hope you find it useful.





# Host a National Hazing Prevention Week Event

National Hazing Prevention Week doesn't have to be a three-ring circus. If your organization or school has never joined the effort, start with a small event this year. Here are some suggestions for things you can do. **Don't forget to share photos of your hazing prevention event with the hashtag #NHPW2020.**

## Top 10 Activity Suggestions

1. Video challenge: challenge your students to make a video about hazing or hazing prevention and share it on Facebook, Twitter or Instagram with the hashtag #NHPW2020.
2. Schoolwide photo contest: challenge students and offer a prize for the best photo illustrating constructive team building or support for hazing prevention.
3. Bring in a speaker or host a webinar to talk about their experiences with hazing.
4. Bring a climbing wall to campus or host other activities to demonstrate constructive team-building.
5. Host an ice cream social with information about how to prevent and report hazing. Give out These Hands Don't Haze stickers (see our website for materials)
6. Take the Pledge at <https://hazingprevention.org/pledge>.
7. Have a screening of an anti-hazing film, such as *Breathe Nolan Breathe*, with a panel discussion (see our resource section for other films.)
8. Use social media to report on the Hazing Reporting Amnesty Rules on your campus/in your state.
9. Post an anti-hazing message on every whiteboard at your school: "I don't haze because..."
10. Educate yourself on the laws in your state and on your campus.

### Need more help?

Check out HazingPrevention.Org's resources on our website.



# National Hazing Prevention Week

— september 20-25 —

9/20

Love, Mom & Dad: *Turning Tragedy into Progress*  
Live National Town Hall Sunday, Sept. 20, 7 p.m.  
Eastern. Sign up at <https://bit.ly/3ba2cPN> or  
watch a livestream on our Facebook page.

9/21

Wear Purple in Support of NHPW. Take a group  
photo in person or via zoom and post to Social  
Media, tag NHPW and HPO #NHPW2020

9/22

Host an anti-hazing pledge drive:  
<https://hazingprevention.org/pledge>

9/23

Students and administrators have town hall  
discussion re: Hazing prevention efforts and  
rules on campus.

9/24

Observe National GORDIEDay: Watch the movie  
*Haze*, the story of Gordie Bailey and hold a virtual or  
group discussion. National GORDIEDay is organized  
Organized by the Gordie Center to raise awareness  
about alcohol overdose and encourage students to  
intervene when a friend is in distress. Learn more  
at [http://gordie.studenthealth.virginia.edu/  
nationalgordieday](http://gordie.studenthealth.virginia.edu/nationalgordieday).

9/25

Team-building night. Have a positive event that  
builds camaraderie and trust within your community  
or organization.

# How to Identify Hazing

We all probably have a mental image of hazing drawn from movies or news reports of the young men and women who lost their lives to it. But hazing can be more difficult to pin down because it doesn't always involve a dark room, blindfolds, and physical pain.

**The definition of hazing has a few key components:**

- Involves a **power difference** between those in a group and those who want to join or between senior and junior members of a group, usually as a condition of entry or acceptance
- Involves an **intentional** action or situation that creates embarrassment, harassment, or ridicule or causes mental or physical distress to the participants
- Is not relevant to the group's purpose or is relevant but excessive

**Even if someone willingly participates, an activity still is hazing if it meets the above criteria. Here are some examples of hazing:**

- Activities for new recruits to prove their worth to join
- Forced or encouraged consumption of alcohol
- Requirement to eat spicy foods, other substances
- Requirement to endure hardships such as staying awake, menial tasks, physical labor, running while blindfolded, etc.
- Humiliation of new or potential members
- Isolation of new or potential members
- Beatings, paddling, or other physical acts against new or potential members
- Illegal activities such as a requirement to steal items as part of a scavenger hunt

Hazing and bullying are not the same. In general, hazing is designed to initiate someone into a group while bullying is designed to exclude someone from a group. However, the physical and emotional trauma of hazing and bullying can be similar.

# Perspectives and Resources on Hazing



## *Hazing... A Matter of Belonging?*

By Tim Wilkinson, EdD

One of the advantages of reviewing the culture of hazing on a college campus from a systems perspective is that it gives students and staff advocates different avenues to proactively address pro-hazing behaviors. An environmental scan provides an opportunity to examine prevention work that can make a positive impact on individuals just as effectively as organizations.

Many times, anti-hazing advocates default to examining what fraternities and sororities, student organizations and athletic teams are doing to create a culture of harm. In doing so, many often ask the question, “Why would students subject themselves to this?” The answer is simple. Students want to belong. I have yet to meet a student on a college campus not looking to create friendship and connection. Sense of Belonging is a natural need for students.

Terrell Strayhorn’s core elements of Sense of Belonging have become perhaps the most concise framework on the topic to date. Strayhorn posits that Sense of Belonging is a basic human need, universal to all.<sup>2</sup> One of the most basic needs that people have is to belong and find acceptance from others. Belonging is a universal need and applies to all people. Strayhorn goes as far as to say that the need for belonging is a necessary precondition. Higher-order needs such as the desire for knowledge, understanding, and self-actualization are not possible if a Sense of Belonging is not first achieved.<sup>2</sup>



This need is heightened when college students are at their most vulnerable. Belonging takes on heightened importance in certain contexts and times. Strayhorn states that college students will seek environments or settings that are congruent with their expectations, values, and attitudes. This is especially important in times of personal development and transition, such as when students are new to college campuses. If institutions are broad and diverse in their norms and values, factors that facilitate students' belonging in that environment during that transition will be much easier. This idea, known as normative congruence, better puts students in place to find opportunities that are in line with their personal norms and values.<sup>2</sup>

**Providing ample resources for involvement, peer mentoring programs, transition assistance and support programs for minority students is as important as programs and initiatives that focus on hazing prevention directly.**

If these resources are missing, the gaps that enable a pro-hazing environment only become larger. Strayhorn also espouses that belonging is a fundamental motive to drive student behavior.<sup>2</sup> A student's desire to find belonging stimulates goal-directed activity designed to satisfy it. This means that the behavior of college students, with support from faculty and staff, can be driven to align with healthy and positive behaviors. Conversely, students who feel unsupported or marginalized by the same community may find belonging among peer groups that engage in anti-academic behaviors, such as hazing and high-risk alcohol use.

Digging into hazing prevention from a public health approach means moving towards understanding how conditions that are affecting students from an intrapersonal perspective is as important as working with organizations and teams to make cultural change. Good anti-hazing work is congruent with what residence life, orientation/first year experience, and campus activities units are doing to help students find belonging. Invest in those partnerships. Don't just work to slide an anti-hazing presentation onto their calendar, work to ensure that every student looking for belonging can say that a student, faculty, or staff member has checked in and provided resources to meet that goal. Hazing prevention work happens in many ways and often means that students never have to be subjected to pro-hazing environments. Isn't that a refreshing thought?



*Tim Wilkinson, EdD is the Associate Dean of Students at Wake Forest University*

## *Tips: How to Enhance Student Belonging*

1. Belonging is about feeling you matter. As a student, find ways to contribute that you feel matter and make a difference. Don't base your worth on what friends, classmates, or even parents think matters.
2. Risky decisions are often made the spirit of finding belonging. Prevention work means helping channel that spirit into healthy behaviors and opportunities. If your decisions are not in line with your values, the risk always outweighs the reward.
3. Don't shy away from connecting with different identities and backgrounds. Appreciation of difference is often the connection point that enhances belonging.



# *Hazing Prevention in Athletics*

**Brian Crow, PhD**

Hazing is harmful and unnecessary, particularly when it occurs on an athletic team. Why is it still prevalent among high-school and college athletic teams when there are many safe, challenging, and intense activities in which members of a team can participate that positively build relationships, solidarity, and a sense of belonging? The answer is complex, but most often hazing is a result of a culture and environment that must be reshaped.

The prevention of hazing requires an ongoing effort that requires input and support from school administrators, athletic administrators, coaches, parents, and student-athletes. At the team level, successfully preventing hazing involves:

1. Creating an anti-hazing policy that is consistent with the school's anti-hazing policy and includes input from student-athletes and alumni.
2. Regular discussion of the team's position on hazing and the policy
3. Educating parents, coaches, and student-athletes about the team's approach to hazing prevention
  - Often it is effective to have online and face-to-face components
  - Training can include brainstorming ideas around positive team-building activities
  - Training should include how to anonymously report hazing
4. Enforcement: anti-hazing programs are ineffective unless there is swift, consistent, and transparent enforcement of the policy

5. Support: successful efforts ensure that coaches and administrators support students with anonymous channels for reporting as well as with counseling and other services should a hazing incident occur.



Although hazing has long been considered a traditional part of the athletic experience and still persists today, research shows that the personal harm, team division, and lack of positive outcomes makes this practice one that needs to be eliminated.

*Brian Crow, Ph.D., is a professor of sport management at Slippery Rock University*

## *Tips: How to Talk with a Team About Hazing*

1. Always frame the conversation around positive team-building, team cohesion, and appropriate relationships, avoiding terms like anti-hazing
2. Identify team leaders (captains, star players, or those with large personalities) and recruit them as advocates
3. Conduct a pre-meeting confidential survey of attitudes and behaviors around hazing, and use that to make the time together more of a conversation than a lecture

## *Hazing Prevention in the Performing Arts*

**By Annjanette M. Weaver**

Getting involved in the performing arts is a wonderful way for students to express themselves and be creative. However, like athletics and clubs, the performing arts community has its own insider culture, and that can create opportunities for hazing.



People don't always think of hazing issues when they look at the performing arts. However, behind the scenes, the performing arts have the kind of power dynamics that can create environments where hazing happens. You have seasoned veterans and new people to the group as well as section leaders, stars of the show, directors, tech experts, prop masters, and equipment managers. Each group has traditions and rituals that are part of the insider culture. At the same time, new people are trying to prove themselves, and everyone must work together to make a performance come alive.





This power dynamic and the traditions and rituals can develop into situations in which new members must undergo a hazing ritual in order to become an insider. Hazing can take many forms—peer pressure, unequal tasks, or being given a nickname you don't appreciate.

Hazing prevention in the performing arts involves understanding some of the different forms that hazing takes in this arena. It could mean underclassmen being told they have to do chores or tasks that senior members “just don't do.” It could take the form of a “tradition” that has taken place for years that morphs into something that makes people uncomfortable or doesn't meet the original intention.

I recently spoke to a friend who was a member of a theater department where it was “tradition” for all new members of the program to watch the same pornographic video. They thought it was funny. It's not. Doing things for the sake of “tradition” or “this is how we've always done it” doesn't make it right. If anyone is being singled out to do something that makes them uncomfortable or makes them “part of the group,” then it's wrong.



*Annjanette M. Weaver is the Assistant Director of Co-Curricular Programs in the Center for Community Engagement and Service Learning at Illinois State University.*

## *Tips: Involving the Performing Arts in National Hazing Prevention Week*

1. Examine the traditions and rites of passage that your organization has. Have they changed over time? What are the intended outcomes of those events? Are they being met?
2. Work with your group on case studies from [HazingPrevention.org](https://hazingprevention.org). What do they think of these situations? Can they relate? How do they react?
3. Have a conversation with your members—what does belonging to your organization look like? How can you be inclusive and still have fun?

# Hazing in the Virtual World

By Travis T. Apgar

As institutions of higher education navigate the 2020-2021 academic year amid the COVID-19 pandemic, institutions will implement plans to make the learning environment safe for students, staff and faculty. At the time of this writing, the Chronicle of Higher Education had tracked 1,255 college's plans for the fall semester—half are planning for in-person learning, 35 percent are offering a hybrid model, and 12 percent will go completely virtual.<sup>3</sup> Colleges offering in-person academics likely will have protocols to lower campus density and create social distancing. Some campuses will limit the size of gatherings or cancel service, social, recruitment, and intake events altogether.



A focus on limiting the spread of the coronavirus is necessary, but it cannot be allowed to distract from our work to prevent hazing. We must stay alert, as it could also be relatively simple to lose track of the perennial work needed to prevent hazing with so many parallel issues of importance to be addressed, such as discrimination, inequalities, sexual assault, and substance abuse, to name a few.

Nearly one-half of physical campus-based colleges are planning for online or hybrid learning this fall. Do not let a lack of physical proximity between students create a false sense of security. Hazing will not stop because students are not on campus. Hazing is still occurring, it has just jumped to the virtual platform.

For some, social media platforms have been a primary interface for communications for some time. With quarantine and social distancing as the new standard, we have all had to become more familiar and comfortable with videoconferencing applications. We have even invaded other platforms, which were once primarily populated by gamers, for the sake of social connection, and now those connections are being used to continue the age-old practices of hazing.

Hazing and bullying are not the same; however, they do share some similarities. Therefore, it should come as no surprise that hazing would transition to the virtual platform, considering a 2019 survey conducted by the Cyberbullying Research Center which demonstrates that 36.5% of middle- and high-school students have been the victim of cyberbullying, and about 16% revealed that they had cyberbullied others.<sup>4</sup>

**Here are three actionable steps you can take to address virtual hazing:**

- 1. Vigilance:** Be aware of the likelihood that virtual hazing is occurring, and make others aware of what to look for. Your college may consider using a web-based safety technology which scans for digital intelligence signals and create alerts that can be actively followed up on.
- 2. Intervention:** Use your anti-hazing coalition to combat the opportunities—parents will be especially important in recognizing symptoms of virtual hazing activities and shutting off opportunities for hazing to occur or continue.
- 3. Influence:** Use social media and technology-based communication platforms to your benefit—run a media campaign in which peers express their disagreement with hazing practices. There are a number of good resources on the web which point out the problems and pitfalls of hazing.

For some good ideas, take a look at the excellent social norming work Cornell University has developed at [www.hazing.cornell.edu](http://www.hazing.cornell.edu).



*Travis T. Apgar is Assistant VP & Dean of Students at Rensselaer Polytechnic Institute*

## *Tips: Going Online with National Hazing Prevention Week*

- 1.** Host a virtual team building activity
- 2.** Watch a movie on hazing and host a virtual discussion
- 3.** Host a virtual discussion with school administrators to discuss hazing reporting amnesty rules on your campus



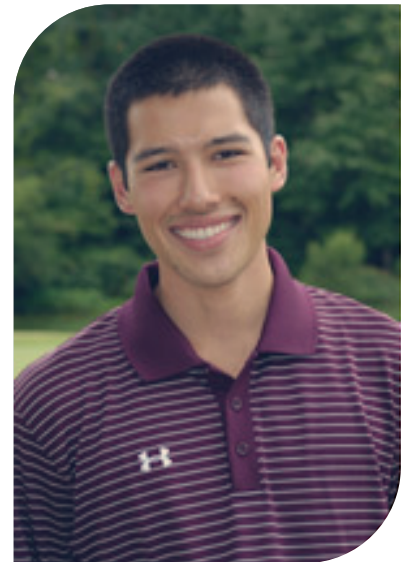
# Hazing: What Can Parents and Caregivers Do to Prevent It?

By Lianne Kowiak

In 2007, my husband and I sent our oldest and only son to college. Harrison was on an academic and athletic scholarship. He had a bright future, and tragically, he only lived to be 19 years old. He wanted the “full college experience” as he told us when he brought up joining a fraternity. His university was very small, fewer than 3000 undergraduate students. He started pledging his sophomore year, and we didn’t know much about fraternities. We didn’t ask the questions, we didn’t research the organization.

I want parents and caregivers of students in high school and college to learn from our family story. Please research any organization your student is planning to join. Be sure to have frequent conversations with your student and be on the alert for any red flags.

As parents, you set your children up for success. We support them and pick them up when they fall. As parents, we didn’t know these hazing traditions occurred and still do today. Hazing comes in many forms, and the mindset of “we went through it so you must too” continues to plague students today. We all want to see our sons and daughters and loved ones graduate from college and/or graduate school; we want to see them get their first job, marry, have children...all these life moments we won’t experience with Harrison. We had 19 years with him.



Our son lost his life joining a fraternity. As part of his initiation, he took part in an activity called “running the gauntlet” held 20 miles off campus in November 2008. Just before midnight, he and one other pledge were told to run to the end of a large field and touch the sacred rock. Little did they know they would be tackled in the pitch dark. My son sustained a traumatic brain injury. His friends and fraternity brothers were frightened and didn’t call 911 immediately. If they had, Harrison might be alive today. Please reinforce with your student that if there’s an emergency, don’t hesitate...call 911, a life could be saved.

### As a parent, what can you do about hazing prevention? Here are some tips:

1. First, do some research into the school, club or organization. Have there been any infractions cited on the organization? Check the organization's website. Have they had a history of hazing? Go to the university's website. If the student is joining a club or organization or sports team, check the school's website. More and more colleges are posting report cards of their organizations to ensure individuals can make informed decisions.
2. Ask the head of the organization/administration/Principal/Dean of Students, etc. what they know about the organization's history.
3. Talk with your kids about hazing. If you suspect your student is being hazed, have the conversation with him/her. Share with him the statistics: 47% of students are hazed before they enter college and 3 in 5 college students are subjected to hazing. Alcohol consumption, humiliation, isolation, sleep deprivation, and sex acts are hazing practices common across student groups.<sup>1</sup> Share Harrison's story and that of other young men and women who have lost their lives to senseless hazing. No one should ever be subjected to emotional or physical harm to join an organization.
4. Reinforce with the student to do the "mom test." Would their mom (or sibling or dad, or other loved one) approve of the activity they plan to be a part of or a bystander to? Would they be okay if the activity were recorded and played on the evening news?
5. Last but not least, reinforce with your student that hazing is very real. It's not just about dressing up in costumes or running across campus in your underwear or memorizing the organization's history. Hazing can quickly escalate and cause harm and even worse, death. Reinforce using good judgment and seeking help if their gut tells them to reach out.



*Lianne Kowiak is a frequent speaker on hazing and hazing prevention and a board member of HazingPrevention.Org.*

### *Tips: How to Involve Parents in Hazing Prevention*

1. Educate, educate, educate! Make sure you and your child know what hazing is and what are the signs of hazing and the types of hazing that can occur.
2. Make sure you have regular communication with your child, especially when he/she is joining an organization.
3. Research the organization and check if they have had any hazing activity over the years. If so, what was the ramification for the hazer?



# Advice for Teachers, Coaches, and Other Professionals

By Janet Judge

One of the most challenging obstacles impeding the disruption of hazing culture has been a general sense that it is a natural and important rite of passage that should not be defined by extreme examples. This sensibility has played out in cases where teachers, coaches, and other professionals have been challenged by students, alumni, and parents when attempting to prevent, address, and remedy a broad range of hazing behaviors. Notwithstanding these challenges, educators know that even so-called mild instances of bullying and/or hazing can significantly impact victims in a negative way. **As the new reality of the COVID-19 school year approaches, teaching intentional hazing disruption and peer bystander intervention skills need to be priorities for those in leadership positions.**

The idea that it is important to intentionally disrupt hazing culture by setting clear expectations and teaching safe and effective bystander intervention skills has even seeped into commercial advertising. A 2017 Burger King commercial documenting the disparate reactions of its patrons to instances where a middle school student and a Whopper Jr. are both bullied provides a whimsical insight into the very real dangers of bullying and hazing behaviors and the need for bystander intervention training. (See our resources section for a link to the video.)

Playing out a well-documented phenomenon called the bystander effect, the commercial shows customers largely ignoring group hazing-like behaviors being directed toward a teenager just feet away from where the customers are sitting. When these same customers suspect that their burgers have been bullied (punched), however, they immediately report the behavior to management and appear confused when challenged about their respective reactions.<sup>5</sup>

The few customers who disrupt the hazing simply by standing with the bullied teen are the true heroes of the commercial. Their willingness to use safe and effective bystander intervention strategies demonstrates in simple terms just how powerful ordinary acts of kindness can be. And while the hazing disruption was accomplished by adults addressing student-to-student bullying, students in the commercial also describe instances when peer interventions made an impact in their lives. All of this in one commercial.



I show the commercial to groups of high-school and college students because it never fails to spark meaningful discussion and often gets applause. It prompts students to share their own experiences because it shows the very real power of simple acts of human kindness. Finding an inroad to have these important conversations with students is the key. Teachers, coaches, advisors, and others in leadership positions in schools are in the best position to facilitate hazing disruption by setting clear community behavioral expectations, by modeling effective bystander intervention techniques, and by creating safe spaces for students to share their experiences and expectations. As we collectively reflect on how we treat others in society, it is becoming increasingly obvious that discussions around core kindness, collective empathy, and shared experiences need to be integrated into our everyday interactions.



*Janet Judge is a litigation partner at Holland & Knight LLP where she is co-chair of the firm's intercollegiate sports law group. In her practice, Janet works with colleges and universities to prevent hazing and to address hazing where it may occur.*

## *Tips: How Teachers, Coaches and Professionals Can Start Conversations about Hazing*

1. Use relevant news reports to start conversations around problematic behavior, bystander interventions, reporting, and to help students and staff think about how school policies might apply.
2. Consider asking students to work together to define hazing and to come up with examples. In workshops with student-athletes, I have asked them to work in small groups to draft anti-hazing laws.
3. Take the time to discuss hazing prevention with your peers, including any prior personal experiences with hazing, in order to be more empathetic and authentic in the space. Students know when coaches, teachers, and professionals are invested in prevention, and they know when they are just going through the motions.



# References

1. <http://www.stophazing.org/national-study/> (accessed July 31, 2020).
2. Strayhorn, Terrell L. *College Students' Sense of Belonging: A Key to Educational Success for All Students*. Philadelphia: Routledge, 2012.
3. Chronicle of Higher Education. "Here's a List of Colleges' Plans for Reopening in the Fall." Chronicle.com. <https://www.chronicle.com/article/Here-s-a-List-of-Colleges-/248626?cid=cp275> (accessed July 21, 2020).
4. Cyberbullying Research Center. "Summary of Our Cyberbullying Research (2007-2019)." Cyberbullying.org. <https://cyberbullying.org/summary-of-our-cyberbullying-research> (accessed July 21, 2020).
5. Psychology Today. "Understanding the Bystander Effect." Psychologytoday.com <https://www.psychologytoday.com/us/basics/bystander-effect> (accessed July 31, 2020).

# Suggested Resources

## MATERIALS AVAILABLE FOR DOWNLOAD AT [HAZINGPREVENTION.ORG/STORE](https://hazingprevention.org/store)

- National Hazing Prevention Week Posters (brandable)
- Stickers
- Social Media graphics

## MOVIES

- *Breathe Nolan Breathe: The Nolan Burch Story*  
<https://www.youtube.com/watch?v=WZrqrzG3UA8>
- *Haze* the movie documenting the death of Gordie Bailey  
<https://gordie.studenthealth.virginia.edu/haze-the-movie>
- *Goat*: [www.amazon.com/Goat-Ben-Schnetzer/dp/B07C3KQ55Y](https://www.amazon.com/Goat-Ben-Schnetzer/dp/B07C3KQ55Y)
- Burger King: Bullying Junior [www.youtube.com/watch?v=0e8fcpYX5us](https://www.youtube.com/watch?v=0e8fcpYX5us)
- Novelist Will Clarke's 2011 TEDx talk Disrupting the Cycle of Hazing <https://youtu.be/D7E7M37mGdc>

## NEWS REPORTS

- The Robert Champion Story, an ESPN segment investigating the hazing death of Florida A&M University Drum Major Robert Champion: [https://www.youtube.com/watch?v=fZ\\_59eAY0kY](https://www.youtube.com/watch?v=fZ_59eAY0kY)
- 2018 Alleged Sorority Hazing at the University of Pittsburgh, <https://youtu.be/RB5xeX856Xs>
- 60 Minutes Australia Exposé on College Hazing <https://youtu.be/svvu-tFqyC8>
- The Story of Max Gruver's Death at Louisiana State University <https://www.youtube.com/watch?v=ZE-HD6If0E4>

## SELECTED RECENT ACADEMIC STUDIES

- Allan, Elizabeth & Joyce, Brian & Perlow, Emily. (2020). *Fraternity & Sorority Hazing: a Practitioner's Guide to Relevant Research & Recommendations for Prevention*.
- Allan, Elizabeth & Kerschner, David. (2020). *The pervasiveness of the hazing phenomenon*.
- Alexander, Kellie & Opsal, Tara. (2020). "That's Just What You Do": Applying the Techniques of Neutralization to College Hazing. *Deviant Behavior*. 1-18.
- Jeckell, Aaron & Copenhaver, Elizabeth & Diamond, Alex. (2020). *Hazing and Bullying in Athletic Culture*.

- Kowalski, Robin & Foster, Mackenzie & Scarborough, Molly & Bourque, Leah & Wells, Stephen & Graham, Riley & Bednar, Hailey & Franchi, Madeleine & Nash, Sarah & Crawford, Kelsey. (2020). Hazing, Bullying, and Moral Disengagement. *International Journal of Bullying Prevention*.

### IN-PERSON TEAM BUILDING ACTIVITIES

- 5 team-building Activities for Teens to Build Trust and Cooperation  
<https://nobelcoaching.com/team-building-teens/>
- 30 activities to foster team spirit and trust  
<https://www.signupgenius.com/sports/team-building-activities-sports.cfm>
- Teampedia, a wiki made just for team building  
[https://www.teampedia.net/wiki/Main\\_Page](https://www.teampedia.net/wiki/Main_Page)

### VIRTUAL TEAM-BUILDING ACTIVITIES

- 16 Virtual Team Building Activities Your Remote Team Will Love  
<https://biz30.timedoctor.com/virtual-team-building/>
- 57 Virtual Team Building Activities To Boost Remote Morale In 2020  
<https://snacknation.com/blog/virtual-team-building/>
- 37 Virtual Team Building Activities ranked by Fun, Impact, and Effort  
<https://museumhack.com/virtual-team-building-for-remote-teams/>

### HIGH-SCHOOL ESSAY CONTEST WINNERS

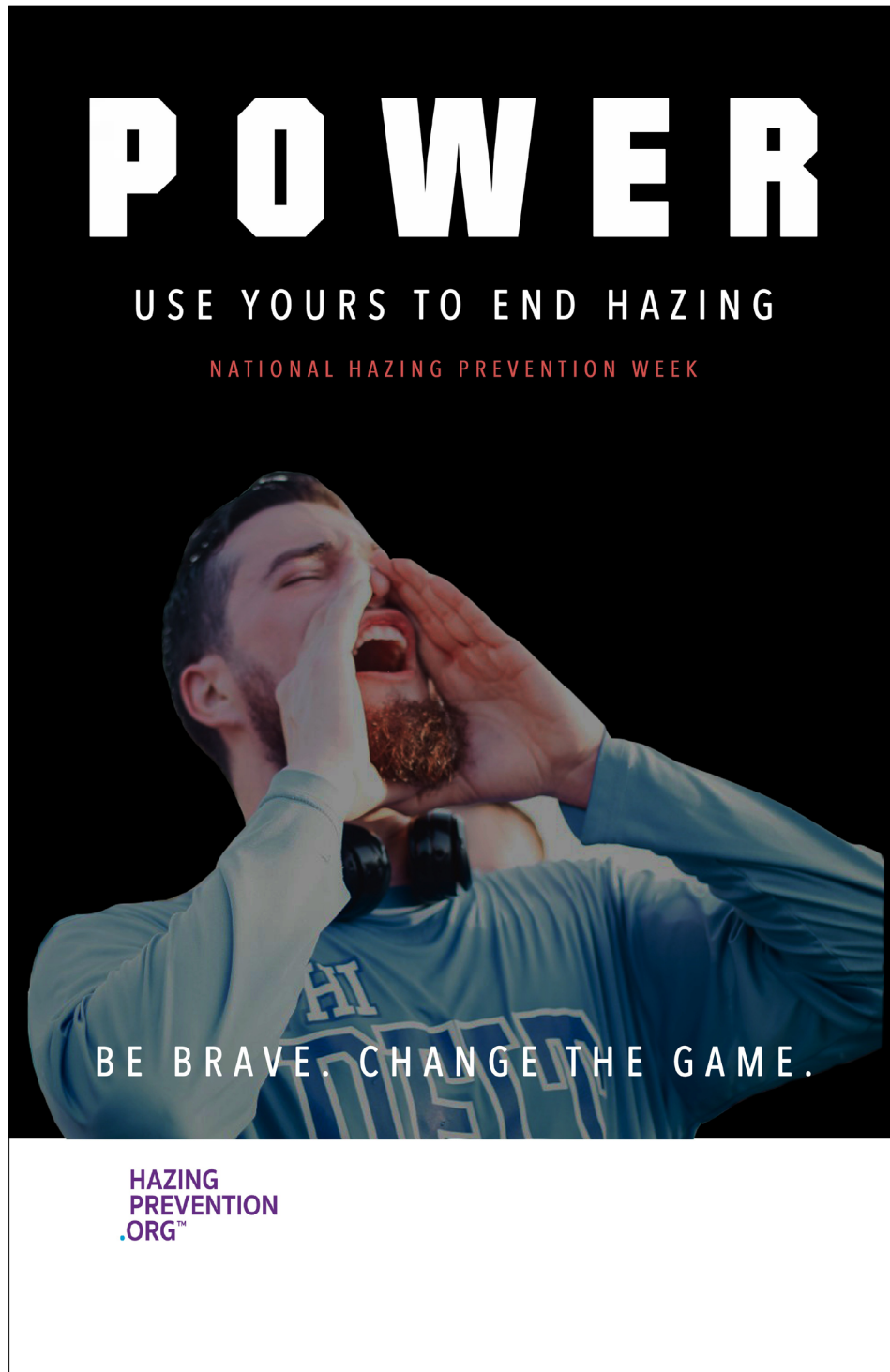
- First Place, “The World I Want to Live In” by Alicia Mazzurra, River Ridge High School, Woodstock, GA  
<https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:9051d929-f8b0-4bbc-8599-e8eb374a3804#pageNum=1>
- Second Place, “Echoed Effects” by Tyler Fremon, Hoover High School, North Canton, OH  
<https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:b228480f-e9f9-452d-b598-38cf282a4e19>
- Third Place, “Be Brave, Change the Game: Specifically Lacrosse” by Cole Black. La Jolla High School, San Diego, CA  
<https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:335d6101-a0ec-499a-a086-2a4371172efd#pageNum=1>





**POSTER CONTEST WINNER**

Kenzie Malasek from Carlsbad, California  
Texas Christian University



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