P O S I T I V E  T E A M  E X P E C T A T I O N S

B Y  T R A V I S  A P G A R
• Recognize a continuum of hazing behaviors
• Understand the impact of hazing
• Learn effective intervention skills
• Be aware of hazing prevention & response resources
• Increase motivation to intervene
TRADITION

1789 Bust of Jefferson by Jean-Antoine Houdon
(Jefferson's age at time of sitting: 46)
Image credit: Thomas Jefferson Foundation/Edward Owen.
Gift of the Gilder Lehrman Collection.
How well do we know our teammates?
HOW DO YOU DEFINE HAZING?
Hazing is...

any activity that is expected or required of someone to join or maintain status within a group that humiliates, degrades, or risks emotional and/or physical harm, REGARDLESS of the person’s willingness to participate.

http://www.virginia.edu/hazing/what-is-hazing/
HAZING SPECTRUM

High Risk  Mod. Risk  Low Risk
EFFECTS OF HAZING

WHAT DO STUDENTS SAY?

Feel more like a part of the group
31% agreed
69% did NOT

Feel a sense of accomplishment
22% agreed
78% did NOT

Feel stronger
18% agreed
82% did NOT

Do better in classes
15% agreed
85% did NOT

Source: Hazing in View: College Students at Risk. Initial Findings from the National Study of Student Hazing (2008) Allen & Madden
Hazing:
- Humiliates and degrades
- Tears down individuals
- Creates division
- Shame and secrecy
- Power trip

Team Building:
- Shared, positive experience
- Supports and empowers
- Promotes respect and dignity
- Lifelong memories
- Pride and integrity
- Creates real teamwork

Activities:
- Party
- Skit night
- Scavenger hunt
- Athletic activities
- Costumes

Source: Queens University
ASK YOURSELF IF THE ACTIVITY...

- is an educational experience
- promotes and conforms to the team’s ideals and values
- increases feelings of friendship between new & current teammates
- has new and current teammates participate together
- is one you would want your parents to watch.
  - or the Washington Post
  - or President Sullivan
- Is one that you could defend in court
- Meets the spirit AND letter of hazing policy

(If you answer "no" to any of these questions, it is probably hazing)

Source: http://hazingprevention.org/home/hazing/facts-what-hazing-looks-like/
young people has some form of diagnosable mental illness.
44% of college students have felt so depressed it was hard to function.

http://www.activeminds.org/our-programming/send-silence-packing
DEPRESSION AND SUICIDE

BY THE NUMBERS

23% of students who committed suicide were treated at student counseling centers.

Suicide is the 11th leading cause of death in the United States...

But 3rd for young people aged 15 to 24.

56% Increase in number of college students reporting depression symptom in the past 6 years.

http://jeffreysterlingmd.com/tag/depression/
How big of an issue is it?

In a survey of 11,500 college students, 47% said they were hazed during high school.

Hazing generally occurs in co-curriculars such as athletics and performing arts, but 16% claimed to experience "class hazing"—an initiation into the high school itself.

http://visual.ly/high-school-hazing
1. 1 out of every 5 young people suffers from some form of diagnosable **mental illness**.

2. 44% of American college students report feeling symptoms of **depression**.

3. **Suicide** is the third leading cause of death among college students.

4. 47% of college students report being **hazed** in high school.
What Can You Do?
Can problems be avoided if someone intervenes?
Whose responsibility is it to intervene?
90.1% of UVa students believe it is their responsibility to intervene when they notice a problem situation (2013 Health Survey)
Would you respect someone who intervenes?
Bystander Effect:

People are less likely to offer help when they are in a group than when they are alone.
If you’re concerned about the negative impact of traditions in your organization:

- Share your concerns with other teammates that you trust.
- Discuss the concept of hidden harm.
- Consider other activities that could promote group bonding
  - If you need help thinking of effective programs:
    - Talk with staff in the Life Skills Office or the Office of the Dean of Students
    - Review program ideas on [www.virginia.edu/hoosagainsthazing](http://www.virginia.edu/hoosagainsthazing)

Adapted from University of Texas-Dallas “Managing the Risks”
If a friend is hazed:

- Identify your specific concerns and share with the friend directly. Do your worries center on...
  - Physical health?
  - Mental health?
  - Safety?
  - Legal consequences?
- Describe why you are concerned by sharing specific times when you noticed troubling behavior.
  - Be direct, but not accusatory and avoid hearsay.
- Ask “What do you like about the group?” followed by “What are your concerns?”
  - This helps reduce defensiveness and focuses on autonomy
- Remind your friend of your support
- Provide information on UVa resources

Adapted from University of Texas-Dallas “Managing the Risks”
If YOU are hazed:

- Stay connected with friends outside the group.
- Talk with others about what you are going through.
- Talk confidentially with someone at CAPS.
- Seek guidance from your parents/guardian or other family member.
- Refuse to participate.
- Leave the group.
- Report hazing to the Dean of Students Office/ Fraternity & Sorority Life.

Adapted from University of Texas-Dallas “Managing the Risks”
If you are aware of or are subjected to hazing, please report the incident

- Life Skills Office
- Office of the Dean of Students

Anonymous option:

http://www.virginia.edu/JustReportIt/hazing/
**POSITIVE TEAM ACTIVITIES**

What are some of our values as a team?

**Small group activity (5 minutes)**

1. What activities could convey these values?

2. How can we start these activities or some like them?

3. How can we ensure this will be a lasting tradition in our team?
RESOURCES

Hoos Against Hazing
http://www.virginia.edu/hazing/

Hazing Prevention.org
http://hazingprevention.org/

Gordie’s Call Campaign
gordiescall.org
EXTRACT FROM LETTER TO PETER CARR - PARIS AUG. 19 1785

“...AND NEVER SUPPOSE THAT IN ANY POSSIBLE SITUATION OR UNDER ANY CIRCUMSTANCES THAT IT IS BEST FOR YOU TO DO A DISHONOURABLE THING HOWEVER SLIGHTLY IT MAY APPEAR TO YOU. WHENEVER YOU ARE TO DO A THING THO’ IT CAN NEVER BE KNOWN BUT TO YOURSELF, ASK YOURSELF HOW YOU WOULD ACT WERE ALL THE WORLD LOOKING AT YOU, & ACT ACCORDINGLY”