

## Hazing Spectrum Activity Guide – RA version

- Explain the continuum and hand out the behavior cards to willing participants, 1 per person.
- Reveal the cards, 1 by 1 and ask the group where THEY would place each activity on the spectrum.
- Not everyone has to agree on exact placement – just find some common ground for where each behavior should be placed. Remind them that there will be opportunities to change where items are placed on the continuum as more behaviors are added.
- After the activity is completed, ask the group to consider if the placement would change if each of the behaviors also involved alcohol.

### 1. **Carrying items (shield, bricks, etc.)**

- a. Think about how it depends on the student and the item. Is the item heavy? Is it embarrassing? Is it cool? Can it be fun? Can it be humiliating?

### 2. **Being expected to run errands for any member at any time of day.**

- a. Does the time of day make a difference? What about class? Is there added stress if it is done in an unreasonable amount of time?
- b. What's the role of servitude? What's the psychological impact? Role of sleep deprivation?

### 3. **Encouraging drinking games.**

- a. Is "encouraging" the same as "forcing?" What's the role of social pressure? Talk about the idea of "I chose to drink" and how it's really hard to say no when it means you're not a part of the group.

### 4. **Nudity or costumes with intent to cause embarrassment**

- a. Think about how different this is for different individuals. Some people might streak as a tradition. How might a transgender student feel being told to streak? Think about costumes like a banana costume. Can that be fun? Can it be humiliating?

### 5. **Requiring excessive amount of time be spent with the group.**

- a. Is this a resident who used to spend a lot of time on the hall? What's the line between spending time with a group willingly vs. because you're required?

### 6. **Threats for revealing group secrets.**

- a. Are the threats specified? What are the consequences? How would an RA know this?

### 7. **Requiring someone to memorize facts & threatening punishment for failure to remember them.**

- a. Learning about an organization's history and mission is reasonable. When does it cross the line? What do we mean by punishment?

### 8. **Binding or restriction in any way (including blindfolding)**

- a. Help students think about how sometimes being blindfolded for a good surprise is really exciting and something that people enjoy.
- b. What if someone had a previous blindfolded experience that was frightening?

### 9. **Requiring someone to obtain something in an unlawful manner**

- a. What might be the consequence for stealing a street sign? What other items might seem harmless but could have an unintended impact if stolen?