

Transforming team bonding to a safe and positive experience©
A toolkit for hazing education: Understanding, prevention & transformation

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Introduction

This document serves as a facilitator's guide. It provides content to assist leaders when delivering a workshop or other educational format on Transforming team bonding to a safe and positive experience©. Material provided includes the powerpoint slides as a tool to guide lecture and discussion as well as other supportive strategies to move towards the prevention of hazing and the development of alternative bonding activities. This includes a definition of hazing, examples of hazing along with legal cases, a critical analysis of hazing impact, policy and organizational role in prevention, and the provision of alternative activities that can produce a similar desired outcome. The format recommended is one that encourages participation and interaction on the part of the participants/athletes, coaches and athletic leaders. This toolkit has discussion cases however, it is important to encourage participants to present cases that they would like to have discussed, particularly if activities fall within an ambiguous area of the definition.

While this toolkit has been developed based upon research, experience with members of the athletic communities, athletes, coaches, athletic directors and feedback from conferences and workshops, leaders are encouraged to introduce their own or more current materials specific to their audience.

Acknowledgements

This toolkit has been developed through support of a research grant from SSHRC. The research has been conducted by Dr. Jay Johnson, Dr. Margery Holman, Dr. Madden, Dr. Allan, and Dr. Chin. They have dedicated extensive time to hazing in their research programs and teachings. Holman & Johnson co-edited and were contributing authors to a book on sport hazing as well as additional work in the delivery of workshops, consulting with sport organizations informally, and availability to media on multiple occasions to discuss the topic on air.

The workshop has been piloted with two workshops in cooperation with Mr. Mike Havey, the University of Windsor Athletic Director, Lancer leaders, athletes and coaches. The first in 2016 was an educational experience for leaders in Lancer athletics – administrators, coaches and other team staff, and senior athletes – titled *Transforming team bonding to a safe and positive experience*®. The second in 2017, *Transforming team bonding to a safe and positive experience*®: *Training the Trainers*, was designed to train the leaders in the delivery of the workshop by reinforcing the knowledge base. It more actively engaged the leaders in critiquing the pros and cons of hazing in athletics and in the development of alternative activities to hazing that they would reasonably be able to implement. Our sincerest appreciation to those who have contributed to this process.

Funding support for the first workshop was provided by a Women's Campus Safety Grant through the University of Windsor's Office of Human Rights, Equity & Accessibility (OHREA) allowing a focus on the particular vulnerabilities of females when examining the gendered nature of hazing in athletics. The second workshop was funded through the SSHRC research grant.

We are grateful for the support of all in the development of the workshops and this toolkit.

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Workshop Materials

The following provides a guide for what materials are needed to conduct the workshop.

Facilitator(s):

One facilitator with a clear understanding of hazing in athletics and a commitment to prevent hazing in athletics is essential to the success of the workshop. It is however, less stressful to have more than one facilitator. Each facilitator can assume responsibility for a particular section of the presentation and take the lead for engaging athletes in the process. All facilitators should prepare by becoming familiar with the materials to be presented.

Equipment and supplies:

Room

AV equipment/access for powerpoint

Materials for ice breaker as planned – i.e., balloons, markers, pens, name tags etc.

Recording materials for group work to develop alternative activities and share with all workshop participants

Motivational prizes

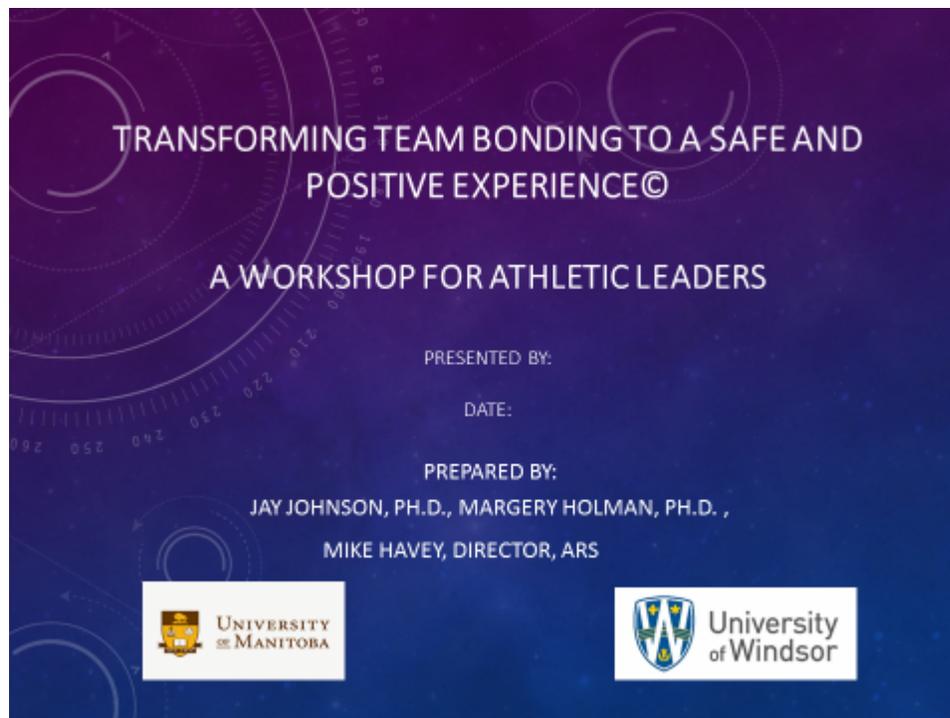
Food/snacks/water

Workshop Evaluation form

Length of Workshop:

It is recommended that the workshop be scheduled for 2 hours. It is easier to finish early than to keep participants longer than expected.

SLIDE #1 - INTRO SLIDE DISPLAYED AS WORKSHOP PARTICIPANTS ARRIVE



SLIDE #2 – INSERT A PICTURE THAT COMMUNICATES THE SERIOUS IMPACT THAT HAZING CAN IMPOSE

Workshop Introduction

The purpose of the introduction is to provide participants with an overview of the topic and to capture their attention and interest from the start. In addition, participants may not know each other and there may be a blend of leaders with different responsibilities and power. If a hierarchy persists, it may be an inhibitor to trust and open and full discussions.

It is therefore, recommended that facilitators organize an icebreaker for the group that randomly mixes individuals from different teams and roles.

Initiative Games are not unlike "normal" games. They differ in that most Initiative Games do not conclude with *Winners* and *Losers* as found in most traditional games we have become used to, where the object is playing not to lose. Rather, the focus is on making a *Win* for everyone, where effort counts at any level. In the context of encouragement and learning, Initiative Games provide experiences for groups and individuals to solve problems, get to know each other, come into physical contact with each other, communicate, test and confront imagined limitations, build teams, and face up to a variety of other challenges. They are played indoors and outdoors and most often involve two or more people. In integrated programs, Initiative Games often represent the starting place for groups which will later be involved in Ropes Course activities or Team Scenarios. They can be used exclusively as a basis for building teams, improving productivity and changing perceptions about what is possible for individuals and groups.

Stand-alone Initiative Games Programs, also offered as part of Ropes Course Activities, are available with possibilities for small and large groups of participants. Open fields, school and park playing fields, gyms and other gaming areas are ideal venues for fun group games and initiatives such as Blindfold Soccer, Moon Ball, Blindfold Lineup/Blindfold Square, and many of the other traditional Initiative Games Programs known in the Adventure Industry.

Some easier, less time consuming and inexpensive activities could be:

Shrinking Circle

What You'll Need: A rope, blanket, or tape to mark a space on the floor

Instructions: Make a space on the floor and have your whole group (or a set of smaller teams) stand in that space. Then gradually shrink the space, so the team will have to think fast and work together to keep everyone within the shrinking boundaries.

Team Coat of Arms

What You'll Need: Paper, pens, markers

Instructions: Have the team create your company coat of arms. In the first space, draw something that represents a recent achievement. In the second space, draw something that reflects your group values. In the third space, draw something

that represents where you see the team going in the future. Post the finished coat of arms in your practice space.

There are many excellent resources available online to offer suggestions for team building activities.

Initiative games program details (See Appendix)

Two hour to three day **Initiative Games/Low Ropes Course Programs** on sites such as ropes courses, open areas such as a parks, parking lots, open fields, or mountain or river retreat areas where portable ropes course elements can be set up. Low Ropes Courses and Initiative Game Programs lend themselves very well to situations where no committed ropes course location is available near the client headquarters or facility, and it is ideally suited to keep travel costs at a minimum for participants to travel from one location to another for the training.

Some of the potential outcomes:

To solve an organization problem; develop team spirit; increase communication, bond groups; it may be for goal-setting; decision-making; to develop leadership; assess the organization's strength to take on new task or project; data feedback for inter-intra-department reorganization or re-engineering.

Activity design strategy:

The Program design begins with an initial contact with organization/group's representative to define goals for program. Steps may include a very detailed problem analysis or intervention by a consultant, or simply a discussion with the group's representative on his/her expected outcomes for program. In special cases this might be the culminating step in some long-term organizational change effort. Some programs require an initial intervention with the organization's participants to let them experience some element of the program prior to their commitment to a full-day or more of similar activities. When needed, this can be a very positive "deinhibitizer" for a group which may be feeling threatened by rumours of what they might be experiencing in the outdoor program.

The facility or site to be used for program is chosen and may be on a committed ropes course site, inside a building or in an open area (i.e., parking

lot, open field, wooded area). Next, length of program is determined based on money available in the budget, or by the proposed program outcome (if budget is not a constraint). The type(s) of activities used will depend upon focus of program. Typically, the program focus is team-oriented. The program can include in its goals individual growth, leadership, or partnership development as well as team development.

The schedule includes an initial activity to set the context for the day or days. This large group activity usually aims at giving the entire group an experience involving being in close proximity to others, getting used to the outdoor environment, and mild "deinhibition" activities such as being blindfolded, solving a problem without use of verbal communication, etc. On groups larger than 10 in size, the large group could then be divided into smaller groups for rotational activities. Small groups continue to work together, rotating from one activity to another until all groups have experienced the same or similar experiences. The final phase of the program usually involves the entire group again for some culminating activity.

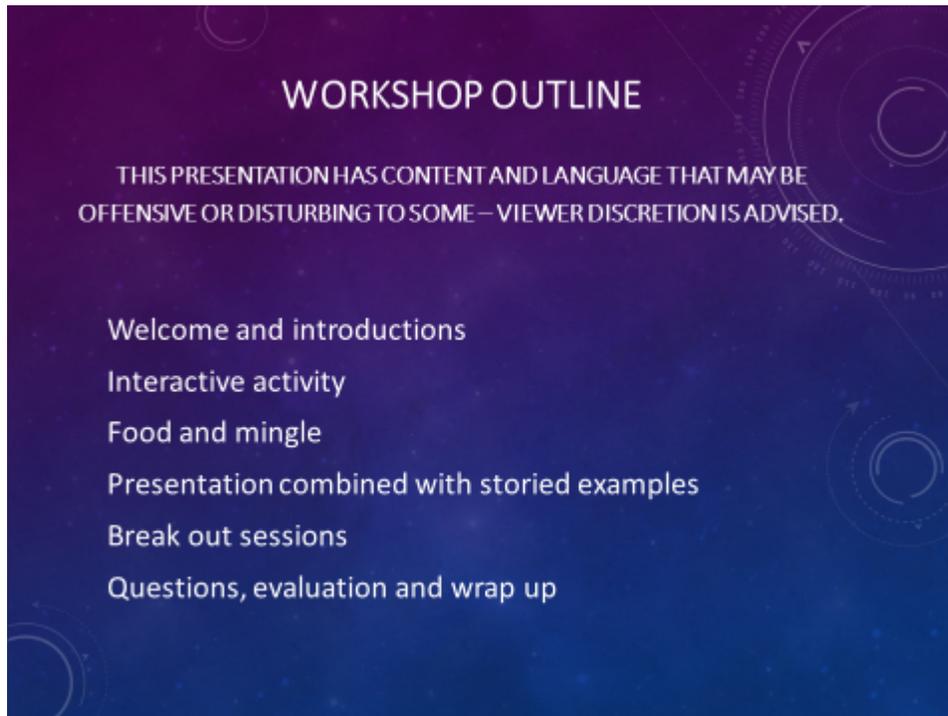
Time frames are factored into all programs for frequent debriefs of separate activities. In some cases, note-pads are provided for on-going journal entries by participants. Questioning and discussion of the experience are the primary foci of the facilitator(s), with the aim of getting the participants to understand and be able to articulate the essence of their experience and how that fits into the overall program goals, their life, their work, or their personal growth.

Post activity follow-up:

In one-day or shorter programs post-activity follow-up is highly recommended. After a one-day program, for example, much benefit can be derived from a short intervention by the organizing facilitator(s) which brings the participating group back into the context of having fun, experiencing a difficult problem-solving activity or at least discussing outcomes which have been experienced back in the workplace, home turf, or other organization base of operation. Post-activity follow-up should be scheduled no sooner than one month and no longer than six months after the initial experience. The activity can be done at the organization's home base or in a remote location, and is usually no more than four hours long.

Workshop Outline

SLIDE #3 – AN OUTLINE OF HOW THE SESSION WILL UNFOLD



Facilitator or Senior Athletic Administrator: Present why prevention and understanding of hazing in university athletics is important

Participation in this Hazing Education Workshop is an important element in support of our mission in Athletics & Recreational Services.

” To enhance the student experience and foster a commitment to personal development through competitive sports and recreation opportunities.”

The values that support this mission are what we refer to as Lancer Pride...

Passion Our passion drives everything we do

Relationships We build relationships by engaging our students, campus and community

Inspire We inspire people to succeed in their pursuit of their goals
Diverse We embrace diversity in our approach, programs and people
Excellence We seek excellence through teamwork and fair play

The practice of hazing falls outside of the values that support our mission. Hazing does not contribute to teamwork and fair play. In fact, hazing only serves to create barriers to excellence by turning teams into hierarchies. Teams that perform at high levels are typically modelled after families or diverse communities of people united in the pursuit of a common goal.

One of our primary goals in this workshop is to show positive ways to welcome new team participants. We aspire to create teams that are unified in the pursuit of their goals. We hope to encourage a best practice of team initiation activities that contribute to building a team culture that welcomes diversity in team composition. We wish to model and to offer alternatives to hazing that build acceptance and teamwork instead of barriers.

At the end of the day we are all interested in competing and in giving our respective teams the best chance to win. Hazing does not help us to achieve this end.

Facilitator or Senior Athletic Administrator: Describe workshop objectives

By the end of this workshop, participants should have critically challenged their perspective on the definition of hazing and examined the spectrum of hazing for a better understanding of its risks. This includes:

- a) a definition of hazing – discussion will use practical examples for participants to understand the breadth of behaviours that fall within the definition of hazing with a particular link to the institution’s definition and expectations for team behaviour towards each other, specifically new members. (When possible), use the department or University code and definition.
- b) reasons for hazing and effects of hazing – discussion of why athletes feel the need for, or have the expectation that, hazing is an essential part of team

membership. Participants should be able to unpack the misunderstandings of the spectrum of hazing and what represents positive team building and harmful hazing practices.

- c) legal and organizational policy – participants will learn the risks that hazing presents as a violation of public law. In addition, they will examine existing policies of their department, institution, and governing athletic bodies.
- d) alternative activities that produce the same or similar desired outcomes – participants will have an opportunity to explore and develop constructive activities that produce the same outcomes intended through hazing while eliminating abusive, disrespectful or demeaning outcomes.
and,
- e) the role of leaders – as a leader in their program, participants will learn their role in preventing hazing by the behaviour that they model, the information that they communicate to their peers and colleagues, and the activities they create to build a healthy, respectful and cooperative culture.

History of Hazing

HISTO-CULTURAL ROOTS

- Rise of Universities in 12th Century in Europe (Stadium Generales)
- Paris, Palermo, Oxford
- Weed out those not physically mentally able to achieve rank of Professor (Trota & Johnson, 2004)
- Noted in paramilitary, military, fraternities and sororities

FRATERNITIES-TRADITIONS

- North America 1657, rise of fraternities
- 1776 Phi Beta Kappa, most 1870's
- First court case, 1657, students won
- 1873, Cornell University, first death
- 1947, 48% of dorm students withdrew, increase in hazing
- Chuck Stenzel, 1978, Alfred University

The history of hazing dates back centuries, millennia in fact, and is often described in cultures around the world who created elaborate rites of passage for their young men and women to demark their passage into adulthood and

acceptance within their communities. With the rise of the University system in Europe, came a parallel rise in hazing of young academics, designed to weed out those who did not meet the rigorous mental and physical challenges as a requirement of becoming a professor. In the modern context, hazing ceremonies are found in paramilitary, military, sport, fraternities and sorority culture. Fraternities in North America have existed for nearly 500 years and share many similar characteristics with regards to the culture of hazing and their modern day chapters. The first described hazing ceremonies date back to 1657, that same year a court case was filed and won by a student who was hazed against their will. As more universities proliferated through the centuries, so to did fraternities, and later sororities who involved more and more hazing practices into their entrance ceremonies. The culture proliferated largely unchecked throughout the university system until the death of Chuck Stenzel in 1978, who died in the trunk of a car as a result of hazing, largely viewed as a flashpoint for investigation, more scrutiny and shift in the culture with regards to hazing practices on campuses.

Why haze in athletics

Facilitators – lead a group discussion on why participants believe hazing is important.

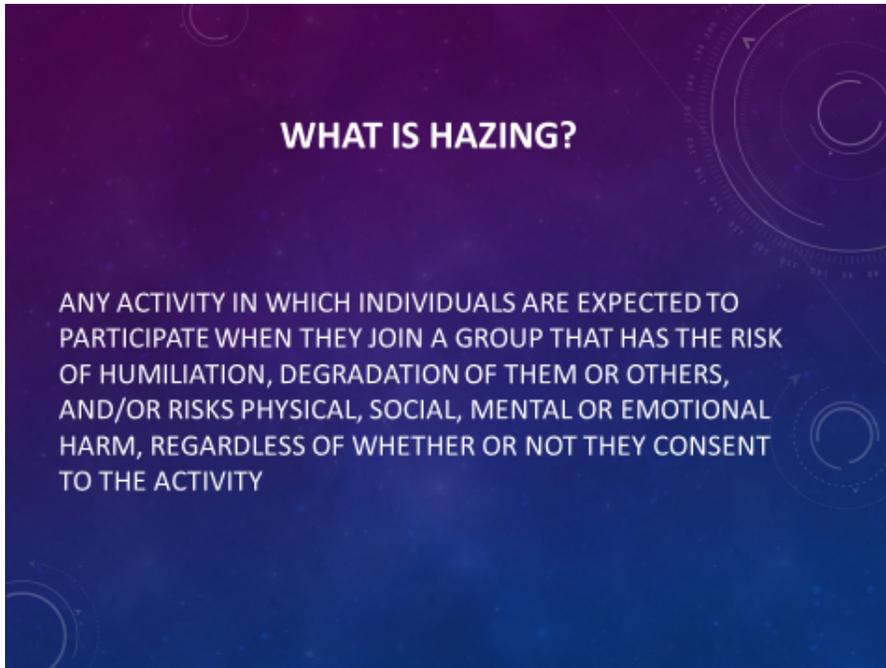
One strategy could be for facilitators to record these on flip chart paper taped to walls and come back to them when discussing alternatives to ensure all of the ‘whys’ are included in designing alternative activities.

Definition of Hazing

It is essential that a team work together to set goals, achieve those goals and experience success. When teams are fragmented, it is unlikely that they will reach their goals. For this to happen, individuals must be treated with respect; this does not mean that every team member must be a best friend but it does mean that they are respected for what they bring to the ‘game’ – the reasons that a coach placed them on the roster. Hazing persists partly because of misunderstandings about hazing and because it is shrouded in secrecy. Discussion of a definition and the full range of activities and outcomes that can be harmful to team goals and

even dangerous for individuals is a first step in breaking the silence and exposing the negative sides of hazing.

Slide #4 – Definition of Hazing



- University of Windsor, OUA, & U Sport

Slide #5 – Spectrum of hazing



Facilitators can encourage discussion around the definition of hazing and its components with the following questions:

1 – if team leaders organize a ‘rookie initiation’ that has no risk of physical injury, is it still considered to be hazing?

Response – hazing does not always cause physical injury but may cause psychological and/or emotional stress and reduces the personal autonomy and liberty of an individual. It is important to understand that we do not know the history each athlete brings to the team and their possible experiences of abuse in their lives that may rise to the surface in a hazing event.

2 – Does consent provide permission to haze initiates or if initiates say they had fun and no one was injured, is hazing still prohibited?

Examples of Hazing Cases in Athletics

Refer to Powerpoint presentation.

In preparation of the presentation, facilitators can find more recent cases can be incorporated by searching media sources online. Examples:

St. Michael’s College-sexualized hazing

Laurentian basketball team-hazing infractions

Sayreville New Jersey-high school football sexualized hazing

Dalhousie, suspended its men’s rugby team

Dalhousie suspended its women’s hockey team

Gendered Nature of Hazing in Athletics

When reflecting on the history of hazing, it is evident that it emerged from a male culture to establish lines of dominance and control. In athletics, females have

become central to the competitive structure both with female only teams and with co-ed teams (track and field, swimming for example). Female only teams often socialize with male only teams in their sport as they have a common passion and interest for success in that sport. This development has introduced females to a male practice and adds a new element to the interactions. This requires an additional analysis in the examination of hazing. The website hazingprevention.umd.edu offers some gendered statistics of interest:

- 50% of the female NCAA Division I athletes reported being hazed
- more than 20% of female NCAA athletes were subjected to alcohol-related hazing; however even a higher percentage admitted to "mental hazing" which ranged from singing to being kidnapped
- 10% of the female NCAA athletes were physically hazed including being branded, tattooed, beaten thrown in water or having their head forcibly shaved
- 6-9% of the female NCAA athletes were subjected to sexually related hazing including harassment, actual assault or being expected to simulate sex activities

Facilitators: Refer to slide presentation for further information with respect to general social gender hierarchies and characteristics of domestic violence that can be reinforced through hazing activities.

Results showed that 58% of athletes experienced at least one hazing behaviour. Some athletes reported that coaches were not only aware of hazing behaviours, but also present while hazing behaviours occurred. Athletes who experienced hazing perceived more positive outcomes of hazing than negative, and did not report hazing incidents because they believed experiencing hazing was part of being a member of the team. A small percentage of athletes had participated in hazing prevention workshops.

Legal Aspects of Hazing

In the United States, legislators have recognized the seriousness of hazing on college campuses and beyond and expressed this through legislation. Currently there are 48 states that have legislation specifically declaring that hazing is illegal. In Canada, there are no such laws. However, the components of hazing typically violate laws with respect to alcohol use (central to hazing events), assault and battery, and human rights legislation. Athletes are encouraged and expected to abide by Canadian laws and values. Institutional policy reflects this expectation.

Facilitators: Refer to slides for presentation

Assessing the Status Quo

The following assessment will assist in determining whether your activities or some of your activities, fall within the definition of hazing. If you answer yes to any of these statements, the activity is likely to be hazing and alternative activities should be incorporated in your welcome of new team members.

Is there the expectation that rookies will drink alcohol?

Are there games that use alcohol as a reward/punishment?

Are team members expected to keep the planned activities a secret?

Are activities planned that only rookies must do?

Is intimidation or perception that veterans are in control used to ensure rookies participate?

Is there risk involved in any of the activities?

Do you have concern that coaches/administrators or parents may find out what is planned?

Are these activities that you would discourage the media from reporting as a positive aspect of team development and cohesion?

Strategies to Prevent Hazing

- Education – understanding is critical to changing the hazing culture in sport. Many unchallenged traditions and misperceptions are best exposed through knowledge.

- Policy including sanctions – establishing expectations through policy along with an understanding of the consequences for individual athletes and teams for violations serve as deterrents while expressing organizational values. Policies can also outline resources for those who have experienced hazing and seek remedial assistance.
- Bystander role – Bystanders cannot hide from responsibility behind a claim of not participating in the planning or actions of hazing. As leaders, veteran athletes, coaches and administrators, are central to creating a healthy sport culture physically, socially, emotionally and mentally. Bystanders need to be supported in their efforts to be more proactive in resisting team hazing activities.

Alternative Orientations

Facilitators: See powerpoint slides; appendix with student athlete generated alternatives.

Discussion Scenarios

Facilitators - The following discussion scenarios can be used to apply the information that has been presented in the workshop. This includes critiquing the pros and cons contained in the scenario and developing alternative activities to accomplish the intended outcomes.

Alternatively, participants can work in small groups to generate a scenario, exchange these scenarios among groups, and critique as above.

As each group (or selected groups if too many to review all) presents their critique, facilitators should guide the discussion to ensure appropriate responses based upon knowledge presented and encourage others to contribute to the overall assessment.

Guiding Questions:

What behaviours are considered hazing? How do these behaviours contravene policy? How can these behaviours be disruptive to team cohesion? What can be changed to achieve the desired outcome while abiding by both organizational policy and the law?

Scenario 1:

At the conclusion of the pre-season for your team an “initiation” is held for the first year players. To your knowledge this has traditionally involved several activities such as singing songs with embarrassing lyrics, putting on a skit in which older players are parodied and mocked, and eating some leftover food. The initiation is held at night and off campus.

This year two seniors and a junior who are not team leaders want to amp up the activities by using alcohol, physical exercise such as running around a field and drinking a beer at each “station”, and requiring rookies to attempt to complete tasks which will be impossible to complete within the time allowed and especially under the influence of alcohol. “This is training for life and for the team” one senior says. “They learn how to lose”

The event is scheduled for tomorrow night.

Scenario 2:

You are walking by a house off campus late in the evening. Five men are standing in a line outside the house facing the front door. They appear to be in a position of “attention”. Two other men are standing in front of the line. They are speaking in loud voices and using profanities. As you walk by you hear one of the speakers tell the five who are standing at attention that, “You aren’t going to measure up...I don’t know why we’re wasting our time on you...you are never going to make it...better guys than you have quit”

When you turn your head to look at the scene as you walk by the other speaker yells at you. “Hey! What are you lookin’ at? This doesn’t involve you! Keep walkin’!”

The first speaker then says to the second speaker, “I told you we should have done this inside”

The five men standing in line are dressed in t-shirts and blue jeans. It is cold out and two of the five are shaking.

Scenario 3:

An undergraduate comes to you and asks to speak with you in private. You agree to do so. She tells you that she is concerned about the activities of a particular campus organization. This organization has certain practices—she refers to those as “traditions”—that are currently being employed for new members of the organization. You ask for examples.

One practice involves new members “sounding off” when a member walks by a new member on campus—the new member must recite certain phrases in a particular order. New members may not step or walk on certain sidewalks on campus nor may they use the front door to an off-campus house. They must also interview each member and commit information about each member to memory and recite that information on demand by a member.

The undergraduate tells you that some members ignore the requirements; some members appear to tolerate or go along with the requirements; and some members enforce each requirement with enthusiasm. She also tells you that she does not want to be identified because she does not want to be, in her words, “stalked or harassed”.

Scenario 4:

You advise an organization at the University. You have been advising for less than a month when you learn that your organization has been reported for allegedly hazing new members/rookies/other term for those joining.

The members meet in a room. The new members/rookies/others are not invited to this meeting. Organization leaders spend most of the time at the meeting attempting to determine who ratted out or snitched on the organization and discussing various plans to punish that or those individual(s). They also discuss “Getting their stories together” to present a “united front” to administrators.

Scenario 5:

An older member of your organization contacts you regarding “A problem” You meet with the member. You learn that another older member—perhaps two—has been leading “Special sessions” with new members of the organization. These are held at night and off campus.

“No one is supposed to know about these but the word up is that these “sessions” involve yelling and intimidation” the older member tells you. “And the new members are sworn to secrecy—they are told not to tell anyone and to lie if anyone asks about it”.

Scenario 6:

You are the leader of your organization. Four members and two new members/rookies come to you and ask for a meeting. At the meeting, the members tell you that the organization needs to “Make things more challenging” for the new members/rookies. Words such as, “Meaningful...earn your way...show respect...loyalty” are included in the dialogue. The two new members/rookies then tell you that compared to what other groups/teams/organizations are doing, your organization is “slack...easy...we don’t have to earn anything...it’s cheap”.

Additional Options: Workshop participants can present and discuss their own scenarios.

Conclusion and References

Dealing with ‘Tradition’:

- Creating a new tradition regarding hazing – Each team can create a team function that welcomes new members while instilling a sense of pride and identity.

- Why not haze in athletics?

Facilitators – upon completion of the slide presentation, participants should discuss factors that support the elimination of hazing and the value of finding new ways to build team cohesion. This is a positive way to end the workshop as participants leave with affirming alternatives rather than searching for ways to defend traditional hazing practices.

APPENDIX

A: Testimonials from previous workshop student athletes:

To whom it may concern,

My overall experience while attending the Hazing Workshop conducted by Dr. Marge Holman and Dr. Jay Johnson at the University of Windsor in March 2016 was positive.

Discussion was conducted about the different levels of hazing ranging from having first year athletes, formally known as 'rookies' set up equipment at practise and filling up water bottles to the more extreme circumstances like forced alcoholism and/or public embarrassment. Most athletes at a university level are aware that hazing occurs, however may not truly understand the negative impact it can have on fellow athletes. This could be due to the normalization of hazing rituals over the years, such as rookie initiations.

One of the many things I enjoyed at this workshop was the randomization of being put into groups. As much as all varsity teams at the University of Windsor are considered to be one Lancer family, it was nice to see athletes from various different teams working together to achieve one goal that will better us all. I enjoyed that instead of Dr. Holman and Dr. Johnson simply telling us that we needed to start new traditions to eliminate hazing, they put the onus on us as athletes to come up with new ideas as we are the leaders that will be relaying these ideas to our teams and helping to implement them.

Another positive and affective strategy used by Dr. Holman and Dr. Johnson was the use of real life incidents where hazing had negative impacts on individuals and on teams as a whole. This was effective because it shows that hazing does occur, that it is not funny and can seriously cause harm to individuals and team dynamics. Seeing real life incidents really demonstrates the real consequences that can occur.

All in all, the goal of Lancer athletics is to be successful as one team but to be able to accomplish this we must start at the base foundation, which can be found within each individual sport. This Hazing Workshop illustrated that hazing rituals are humiliating and create resentments which can hinder trust and cooperation between teammates. I believe in the values that this program is promoting and I would like to see more of this program being offered as it is beneficial to the social and personal responsibilities of varsity athletes.

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I was privileged with the opportunity to attend Dr. Holman and Dr. Johnson's Hazing Workshop in the Spring of 2016. As co-captain of a varsity track and field team, understanding hazing and attempting to ensure that all my teammates feel welcomed and supported has been of great importance to me. The presentation hit all the important points by clearly outlining what qualifies as hazing, the implications on all parties involved, and the long-lasting effects. I truly believe that presentations such as this help to raise awareness on an often hushed subject. Too often people believe they have a right to treat others in a demeaning, embarrassing, or negative way simply based on seniority. We are a team, and we should always act as such, which means being inclusive and supportive of everyone. This hazing presentation stressed this.

The quality of information presented was superb, and the delivery even better. Dr. Holman and Dr. Johnson are clear and effective speakers, keeping audiences engaged and thinking throughout. Information was presented in a way that was made relatable to everyone in the room, and was appropriate for all audiences. It gave each coach, athlete, and trainer an opportunity to make their own connections and think critically about what they engage in, and what their team's

engage in. It was a truly engaging learning environment, and learning about this topic is key. Raising awareness about hazing, and the implications of it will help to change the culture to a more supportive and inclusive one.

My favourite part of the entire presentation was the interactive activity with the balloons. We were each split into random groups and given a task: get as many people off the ground. We were given string, balloons, and tape then had to figure out as a group how we would accomplish this task. What I took away from this, other than how to build an effective balloon mattress, was an alternative for team bonding. Team bonding is often used as an excuse for hazing, and it is unacceptable. We can bond as team in a way that won't embarrass members, while connecting and working together towards a common goal. This is an activity I'm actually hoping to use with our team this year. So thank you to Dr. Holman and Dr. Johnson for providing insight into an often neglected topic, and providing an opportunity to learn and grow.

B: 2017 Student-generated Alternative Activities:

Transforming Team Bonding to a Safe and Positive Experience©

Beyond the rhetoric: Values demand a cultural change

Once you identify the purposes of hazing, it is clear that there are some well intentioned outcomes in addition to some behaviours that overtly or invisibly have the potential to be harmful to individuals and an organization. A further assessment shows that when aligning hazing activities with program values, there is an incompatibility that warrants corrective strategies. The challenge is to develop and implement policies and practices to overcome the traditions that drive hazing practices. It is necessary to review what happens within the athlete culture – their intent, messaging and coercion – that embeds the practice of hazing within a team and then work with athlete leaders to invoke positive change while still respecting a desire for an initiation that contributes to team bonding of veterans and new team members.

Efforts to introduce change must be accompanied by policies that guide a behavioural modification in both on campus and off campus settings. We have to develop a continuum starting with policies coupled with programs and practices that ensure success in the impact of policy, reflecting the values of the institution and its student programming. It is a continuum that involves a two-way conversation addressing the needs of both athletes and leaders.

Respectful inclusion is rooted in the right to equitable treatment, enshrined in the mission of U sport.

CIS (U Sports) is committed to providing a sport and work environment in which all individuals are treated with respect and dignity. Each individual has the right to participate and work in an environment which promotes equal opportunities and prohibits unlawful discrimination and harassment. (U sport policy 90.20.1.1)

The aim of this toolkit is to launch change placing the student athletes at the centre of the process as authors and change agents of an exceptional athletic learning experience.

The overall goal is to ensure that U athletics is a place where all student athletes are treated with respect and dignity. This involves a change in how we think about hazing as a means of initiation and team bonding. This toolkit offers an approach that looks at educating athletes and leaders about the invisible understandings of hazing practices (Stage 1) and providing participants with the means by which to transform traditional potentially harmful with more positive alternatives. The toolkit represents four pillars of learning as they apply to hazing – to know (be aware and understand), to act, to lead, and to bond together. One of the first steps is to arrive at a common language that places hazing in the annals of history and builds on positive communication to developing promising practices that offer a bank positive alternatives for strong team bonding. Ultimately the desired outcome will honour human rights, foster positive interactions, contribute to performance, and model desirable leadership.

The toolkit offers several cost-effective means by which to promote inclusive and respectful team bonding experiences. Stage one addresses the educational components of hazing: Stage two provides the tools for Training the trainers: developing a sustainable model for creating systemic change in athletic programs while building leadership qualities in student athletes. It is important to think of the athletic experience as having more than a performance driven purpose. It is critical that the student athlete experience be a holistic approach with a culture founded on personal development, respect, teamwork on and off the competition site, and educational growth.

STUDENT GENERATED ORIENTATION ACTIVITIES 2017 AS ALTERNATIVES TO HAZING

	ACTIVITY	OBJECTIVES	OUTCOME
1	<u>Varsity Day</u> A: Department hosted barbecue – must include a mixer B: Actual hazing workshop C: Physical challenge building teams with a mix of sports and year of eligibility finished with barbecue	1 - Create a common social event in a safe environment for all 2 – opportunity to connect with students from other sports, fitting in the program’s ‘family’	1 - All Lancers come together and support each other 2 – opportunity to celebrate past successes and Lancer pride
2	<u>Team get-away</u> Plan an event away from campus and practice site/neutral territory; 1-3 day	1 – remove competition from building relationships	1 – development and commitment to (a) common goal(s)

	event, including fun activities, goal setting, other bonding activities	2 – coaches and team leaders work together to create a welcoming experience 3 – treat all as equals by eliminating hierarchies and creating a level playing field for all	2 – confidence building for new team members
3	<u>Paintball and/or Laser Tag</u>		
4	<u>All Sport Tournament</u> weekend of all teams participating in sports other than their own or modifications of sports Teams developed by mixing females/males, sports, 1-5 year athletes, coaches/other leaders and athletes		
5	<u>Cooking competition</u> Plan a menu Create 'culinary teams' Assign each 'team' with one portion of the menu to purchase ingredients, cook and serve Team comes together for a meal from the food produced Advisable to include a budget for each culinary team Can be done within a team OR between teams Coaches can be judges		
6	<u>Team training camp/2-a-day practices</u> Assigned training partners matching senior and new team members Review and build on team goals and identity on and off competition site Develop team and individual plans Review policies, determining how policy can assist in goal achievement Include a dinner with an activity such as trivia		Combines performance objectives with team bonding
7	<u>Rope courses</u> Low ropes	Team building Team communication	Public Team development

	<p>High ropes (On or off site) Modified ropes courses</p>	<p>Cooperation & Cohesion Remove hierarchy Competition removed Goal setting</p>	<p>Pushed outside comfort zone safely Learn how to deal with challenge and stress/anxiety Success is measured on completing the task which is dependent on cooperation</p>
8	<p><u>Team meal/BBQ</u> Veterans host new team members for a meal New members host veterans for a team meal All contribute to hosting a team meal Note: funded or shared expense regardless of 'host'</p>		
9	<p><u>Scavenger Hunt</u> A: Campus hunt so new team members can learn where buildings and U services are available B: Signatures so new members can learn who the U leaders are across campus C: Community purpose Note: scavenger list should avoid demeaning, humiliating or embarrassing items Lead to a culminating event such as a barbecue</p>	<p>Problem solving – work together to achieve a goal</p>	<p>Positive atmosphere Friendly competition All involved May have a fitness element</p>
10	<p><u>Talent Show</u> Ask new members to select a talent they have and share/perform it for the team Samples: music/instrument or voice; magic; dance; craft; photography; other hobby</p>	<p>Cohesion Communication Removal of hierarchy</p>	<p>Learn about teammates and respect talents Fun for all without humiliation</p>
11	<p><u>Event Hosting</u> Athletic program collectively hosts a community event with proceeds going to a selected charity All teams have representation in the planning; all teams contribute to the delivery of the event</p>		

12	<u>Indoor maze</u> Set up one or more maze courses Participants are blindfolded and guided through verbally Can be set up in small teams and time for success Indoors or outdoors	Teamwork; communication; trust	Group participation Fun
13	<u>Guest speaker</u> Invite a motivational speaker Invite an expert on sport	Help individual athletes and the team to develop goals and strategies for success	Learning experience
14	<u>Climbing wall</u>		
15	<u>Athletic department's contribution</u> A: 1 st year athlete meeting B: Captain's meeting C: Presentation of workshop itself to team leaders i.e., 1 coach plus 2 senior athletes D: Encourage academic programs to teach about hazing E: consider a line item in budget that can subsidize activities submitted for approval		
16	<u>Early season travel</u> A: Travel in small groups with people you don't know B: arrange roommates	Get to know new teammates Avoid hierarchy and cliques	
DREAM BIG!			
1	Disney Cruise!		
2	Team bonding trip to tropical destination!		
3	Spa day!	Relaxation Getting to know each other Respecting the body for a healthy season	Dream but may have alumni who will donate their services thus a stronger connection to former athletes
General Activities			
	Cycling course and picnic		

Trivia games with dinner	
Movie night with snack	Could be held in room on campus
'Win it in a Minute' games	Available by googling online
Mini golf/Indoor golf simulators	Team mixer
Bingo	Commercial or in house
Euchre tournament	
Participate in a sport that is not in Lancer program i.e., pickleball, darts; canoeing; dragon boating; paddle boards	
Equipment setup and take down; first aid kit; travel equipment; warm up game; etc. Senior/junior paired and a schedule developed for shared responsibilities	Teaches responsibility; equitable treatment
Considerations	
Funding	Transportation, participation fees (i.e., ropes course off campus), food costs
Communication	Important for senior athletes and coaches to interact to ensure activities are appropriate and respectful
'Rule' of no phones for team events	
Establish guidelines around alcohol use	

C: Workshop Evaluation