Sigma Nu Fraternity
EXCELLING WITH HONOR

A Different Look at Hazing

Facilitator Notes

Table of Contents

Workshop Overview 3

Session Description.....3

Objectives 3

Recommended Participants.....3

Recommended Facilitator(s).....3

Session Materials 3

Facilitator Notes 4

Session Outline 4

1 – Introduction (3/3) 5

2 – New Member Experience (7/10) 5

3 – Expectations (5/15).....6

3 – influences (5/20).....7

4 - Moral Disengagement Theory (5/25) 7

5 – Stanford Prison Experiment (15/40).....8

6 – Being Above Abuse of Power (5/45).....10

7 – Program Components (10/55).....11

8 –New Member Program Components (5/50) 12

9 – Intervention Options (5/55) 13

10 – Wrap Up (5/60).....14

11 – Expansion and Recruitment (1/61)..... **Error! Bookmark not defined.**

13 – 71st Grand Chapter (1/63)..... **Error! Bookmark not defined.**

14 – Become a Consultant (1/64) ..... **Error! Bookmark not defined.**

15 – Questions (1/65).....14

Reflection Questions 15

Application Ideas.....15

Copyright Statement

All rights reserved. This publication and all its contents are protected by copyrights, trademarks, service marks, or other intellectual property and proprietary rights and laws and is owned by Sigma Nu Fraternity, Inc., or its Licensors. Except as stated herein, none of the material may be copied, reproduced, distributed, republished, downloaded, displayed, posted, or transmitted in any form or by any means, including, but not limited to, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of Sigma Nu Fraternity, Inc., or the copyright owner. Permission is granted to display, copy, distribute, and download this publication for personal, non-commercial use, provided you do not modify the materials and retain all copyright and other proprietary notices contained in the materials. This permission terminates automatically if you breach any of these terms or conditions. Upon termination, you will immediately destroy any downloaded and printed materials.

Copyright © 2024

Sigma Nu Fraternity, Inc.

9 N. Lewis Street

Lexington, Virginia 24450

Phone: (540) 463-1869

Fax: (540) 463-1669

Workshop Overview

Session Description

The "A Different Look at Hazing" workshop is intended to facilitate an important educational conversation on hazing and the components of an effective, principles-based new member education program.

OBJECTIVES

By the end of this session, participants will be able to:

- Participants will understand what constitutes hazing.
- Participants will recognize why hazing is contrary to the intended purpose of the new member period.
- Participants will recognize that most of their peers do not support hazing.
- Participants will recognize their implied power over candidate members.
- Participants will commit to being above the abuse of their power over candidate members.
- Participants will be able to identify alternatives to hazing.
- Participants will identify intervention options to address or prevent a hazing activity.

RECOMMENDED PARTICIPANTS

The workshop is intentionally designed to be appropriate for a Sigma Nu and non-Sigma Nu audience.

RECOMMENDED FACILITATOR(S)

Facilitator suggestions for this workshop include a member of the Alumni Advisory Board or other alumnus, Fraternity/Sorority Life Advisor, campus counseling center. or General Fraternity staff member.

SESSION MATERIALS

- PowerPoint presentation
- Laptop and TV or projector
- Flipchart and Markers
- Stanford Prison Experiment video clip (embedded in PowerPoint (must have internet access to show video) or accessed online at https://www.youtube.com/watch?v=7LviGTHud5w).

Session Prep

This workshop is intended to be flexible for use with a Sigma Nu audience or with a general college student audience. As such, it can be a great workshop to organize for National Hazing Prevention Week, but the message is relevant at any point of the year.

In the "Hazing Defined" PowerPoint slide, replace Sigma Nu's hazing definition with the host institution's hazing definition if non-Sigma Nu members will be in attendance.

A portion of the workshop includes watching the trailer for The Stanford Prison Experiment movie, which can be accessed within the PowerPoint presentation (must have internet access to show video) or at https://www.youtube.com/watch?v=7LviGTHud5w.

Script-to-Slide Match

Each heading indicates a new slide in the presentation (except where noted).

Where a slide has included animations, these notes indicate when to advance the slide to reveal additional information. Otherwise, each new section is an indication to advance to the next slide.

Facilitator Notes

Session Outline

	Components	Time	Leader	Resources
1	Introduction	3 min.	Chapter Member	Presentation
2	New Member Experience	7 min.	Facilitator	Flipchart (x2)
3	Expectations	5 min.	Facilitator	Flipchart
4	Influences	5 min.	Facilitator	Presentation
5	Moral Disengagement Theory	5 min	Facilitator	Presentation
6	Stanford Prison Experiment	15 min.	Facilitator	Video
7	Being Above Abuse of Power	5 min.	Facilitator	Flipchart
8	New Member Program Components	10 min.	Facilitator	Presentation
9	Intervention Options	5 min.	Facilitator	Presentation
10	Wrap Up	2 min.	Facilitator	Presentation
11	Questions	1 min.	Facilitator	Presentation
	Session End	**Total Time: 61 minutes**		

Facilitator Notes Guide

Facilitator notes are written in the following style.

- Objectives – key outcomes of the session.
- Materials – items to have on hand for the session. Note that some may require printing copies for participants. All materials should be acquired and in place prior to the start of the session.
- Session Outline – breakdown of the various sections of the session, estimated timing, leader, resources for each section.
- Section headers are in ALL CAPS and are followed by a timing marker (X/X). The first number is the length of time this section is estimated to take. The second number indicates the length of the session thus far. So, INTRODUCTION (3/3) means the introduction takes 3 minutes and at the end of that section you will be 3 minutes into the full session.
- Plain text – these are instructions or notes for the facilitator. Special notes may also appear in the sidebar.
- Text in a shaded callout box – this is script and is meant to be read or stated in the facilitator's own words (paraphrased).
- Sidebar notes – these are special notes for the facilitator.

1 – INTRODUCTION (3/3)

A member of the chapter should introduce the workshop and facilitator. Welcome participants and discuss the reasons the chapter has organized the workshop. Discuss Sigma Nu's anti-hazing heritage and the proactive steps the chapter takes to raise hazing awareness including, but not limited to: participation in CommunityEdu, LEAD Phase I, National Hazing Prevention Week, and any other relevant programming. Lastly, introduce the facilitator and explain why the facilitator was chosen to facilitate this workshop.

The facilitator begins the workshop.

We have asked all of you to join us today so that we may talk about a behavior that harms organizations and the people in them. A behavior that demeans our value to the communities in which we belong and jeopardizes our future existence. A behavior that has resulted in at least one college student death per year between 1959 and 2021 and which dates back to its first recorded college student death in 1838[1].

We're not going to just talk about this behavior. We're going to provide real solutions towards addressing it. We're going to empower each other through our conversation today to go back to our chapter/organization with an ability to clearly identify it, create principles-based alternatives to it, and create a culture that stands firmly against it. Now let's get started.

Facilitator Introduction

A member of the Executive or LEAD Committee should welcome participants to the session and set up the presentation (PowerPoint).

When all are settled, introduce and turn the session over to the facilitator.

Hazing Deaths

[1] U.S. Hazing Deaths Database Part 1: 1838-1999 – Hank Nuwer Unofficial Hazing Deaths Clearinghouse

2 – NEW MEMBER EXPERIENCE (7/10)

A unique relationship is formed between new members and initiated members. When the new members are going through the new member program, they are "plastic." Plastic items are made by melting bulk plastic and pouring it into a form. The plastic then cools and hardens and becomes the shape of the form in which it was poured.

Similarly, the chapter and its new member program are the "form" in which the raw candidates are placed. Everything they see, hear, and experience will cement their perception and expectations of the fraternity world, this specific chapter, and the members within it. For instance, if they experience only hazing or social events, that is the only thing that they will look to participate in during their active membership. If they experience disrespect and mistreatment, that's what they will consider as true brotherhood. Therefore, it's highly important, if we want good members, to have a healthy and all-encompassing new member program that embodies mutual respect and positive support.

Advance to the New Member Experience (want and avoid) slide.

Let's talk about the type of experiences we want to create and those we want to avoid for our new members.

Solicit 4-5 participant responses to the following two questions. Write responses on flipchart.

1. What kind of experiences do we want to create through the new member program?
    a. Answers might include creating new friendships, learning organizational history, learning organization operations, and gaining leadership experience.

Slides

Advance the presentation to the next slide – New Member Experience (two column – want and avoid).

Flipchart

Label a flipchart – Experiences. Then subdivide vertically as Want and Avoid.

Record participant responses to each question at left in appropriate column.

2. What kind of experiences do we want to avoid creating through the new member program?
    a. Answers might include experiences that create mental discomfort or harm, being placed in a situation where a new member makes a decision they later regret, pressure new members to make decisions that are contrary to their personal values, and make new members feel uncomfortable or unwelcomed in the organization.

The reality is, on the whole, our members want to create a positive experience for new members that welcomes them to the organization and effectively prepares them to be contributing organization members upon initiation. To be clear, hazing is what will create those negative experiences we all agree should be avoided in the new member program. Hazing takes away from the positive experiences we want to create and replaces them with the negative experiences we want to avoid. It simply has no positive value or benefit towards accomplishing what we intend to accomplish with our new member experience.

There are key expectations of both new members and initiated members that must be met to consistently create the positive intended experiences we agree we want to create.

Flipchart

Label a flipchart – Experiences. Then subdivide vertically as Want and Avoid.

Record participant responses to each question at left in appropriate column.

3 – EXPECTATIONS (5/15)

Draw a single line down the middle of the flipchart and label the top of the left side with "Candidates" and label the top of the right side with "Initiates" (note that the slide specifies – Candidate Members and Initiated Members – this is an opportunity to remind participants that Candidates are members of Sigma Nu Fraternity, while they have not yet reached initiation and have different rights, privileges, and expectations of Brothers/Knights, they have taken oaths to Sigma Nu and accepted a membership invitation via *The Ritual's* Candidate Ceremony).

Ask participants for the expectations that should be in place for our candidate members. Write responses on the "Candidates" side of the flipchart.

Once finished, ask participants for expectations of chapter members regarding their involvement in the new member program and treatment of candidates. Write responses on the "Initiates" side of the flipchart.

Having a clear understanding and agreement on the expectations on each side can be a useful tool in ensuring the relationship between candidates and initiates is one founded on mutual respect and positive support.

Slides

Advance the presentation to the next slide – Expectations.

Flipchart

Label a flipchart – Expectations. Then subdivide vertically as Candidates and Initiates.

Record participant responses to each question at left in appropriate column.

3 – INFLUENCES (5/20)

Ask participants the following discussion question.

What is the strongest contributing factor to hazing?

Record responses on a flipchart.

Interestingly, research has found the *strongest attitudinal predictor of hazing is the belief that peers approve of the hazing behavior (Campo, 2005)*. In other words, above all else it is the belief that our friends support the hazing behavior that leads us to engage in hazing.

Advance the slide to reveal and discuss the following question.

What do you take away from this research finding?

Solicit a few participant responses.

Considering the profound influence of our peers, it's important to recognize why at times our peers may be hesitant to express their thoughts or step in to address a situation they personally find troubling.

4 - MORAL DISENGAGEMENT THEORY (5/25)

Dr. Albert Bandura has spent his career researching the idea of moral disengagement, or in other words the reasons for people failing to act on their values or morals in certain situations. Dr. Bandura's research has identified eight common reasons people fail to intervene in a problematic situation.

Use the points below each to illustrate what is meant by each concept. **Advance the slide to display each of the common reasons as you explain them**, and, **time permitting, ask a participant to share an example excuse representing each reason**.

- **Advantageous contrast**
  - Rationalizing what they are doing could be much worse.
  - "Look at what XYZ group does. Our stuff is light compared to what they do."
  - "You have it easy compared to what I had to go through."
- **Minimizing or disregarding harm**
  - "We would never let it go too far."
  - "No one has been hurt when we've done this in the past."
- **Displacing responsibility**
  - Taking your responsibility and placing it on someone else.
  - "It was optional."
  - "They could quit at any time."
- **Diffusing responsibility**
  - Spreading responsibility to everyone in the group so you don't feel personally responsible or at least feel the responsibility is shared by everyone.
  - "No one else in the group said it was a problem."
  - "I'm only one person. What can I really do?"
  - "We just need the seniors to graduate then we'll address it."
- **Euphemistic terms**
  - Placing a positive spin on the situation to hide or rationalize what is occurring.
  - "This is just character building."

Slides

Advance slide to reveal the Campo research finding.

Advance again to reveal second discussion question.

    - "You'll look back on this and laugh."
- **Moral justification**
    - Portraying inhumane behavior as though it has a moral purpose.
    - "We're not just going to let anyone in. You have to prove you belong."
    - "We have to break you down before we can build you back up into a better person."
- **Dehumanization/devaluation**
    - Process through which a person or group of people are denied normal human attributes. The victim is no longer viewed as a person with feelings, hopes, and concern, but objectified as a lesser sub-human.
    - "You will be referred to as Pledge [INSERT NICKNAME] from this point forward."
    - "You are not permitted to look an initiated member in the eyes and can only enter the chapter house through the back door."
- **Blaming others**
    - "Everyone is doing it. Why should we change?"
    - "We don't know how to do it any different. We don't get enough support from our alumni, college/university, or national office."

A lot of these reasons are fundamentally linked to ensuring the support of others. As we talked about earlier, one of the biggest influencers on hazing is the belief that our peers support the hazing behavior.

It is critical we deliberately create opportunities within our organizations to allow for all members to provide input and feel empowered to voice their opinion. A culture of open and transparent communication in a chapter can be a very effective long-term hazing prevention strategy.

We have discussed in length the primary psychological reasons why people fail to intervene. There are also environmental factors that can contribute to the development and perpetuation of harmful attitudes, behaviors, and activities.

5 – STANFORD PRISON EXPERIMENT (15/40)

Raise your hand if you have heard of the Stanford Prison Experiment.

What do you know about this experiment?

Solicit responses from a few participants.

There is some valuable insight from that experiment that can inform our understanding of hazing. Let's watch the trailer for a feature film on the experiment to learn a bit more about what happened.

Show Stanford Prison Experiment movie trailer embedded in PowerPoint slide**.** The video can also be accessed at https://www.youtube.com/watch?v=7LviGTHud5w. Link provided immediately below video screen within slide. Video is approximately two and a half minutes.

As previewed in the video, Dr. Philip Zimbardo, a psychology professor at Stanford University, created a prison simulation exercise to study the psychological effects of perceived power. From a carefully selected group of Stanford students, half were designated to be "guards" and the other half were to be "prisoners" under the complete authority and supervision of the guards. To ensure randomness, the assignment of guards and prisoners was determined by a coin flip.

Everything functioned normally on the first day. However, over the next five days of the originally scheduled fourteen days for the simulation, essentially a group of intelligent, "normal" young men engaged in increasingly alarming mistreatment of each other under the guise of their assigned roles. They became entirely engrossed in playing out their roles, most losing connection with their own personal identities and values. The experiment was scheduled to last two weeks. It had to be ended after six days out of concern for the health and psychological wellbeing of the participants and even Dr. Zimbardo, who had become so engrossed in his role as "superintendent" of the prison that he failed to recognize how dangerous the experiment had become.

There is no question a simulated prison is not the same as a fraternity, sorority, or any other student organization. However, there are some interesting observations from this experiment that can be helpful in our understanding of the role the environment we create plays in the prevention or perpetration of hazing.

Guide participants through a discussion of the following questions (advance the slide to reveal each question):

1. **Consider the psychological consequences of stripping, delousing, and shaving the heads of prisoners or members of the military. What transformations take place when people go through an experience like this?**
   Solicit participant responses then mention the following:
   a. **Practices like these are intended to disorient, depersonalize, and deindividualize a person. People begin losing their sense of identity and personal values and become subject to conforming to the implied values of the new group they are becoming a part of as defined by those in authority.**
2. **When the prisoners unified to rebel against the guards, the guards began employing psychological tactics to break up the prisoners' unity. Certain prisoners were given special privileges like ability to shower, brush their teeth, and eat special food in reward for good behavior. While other prisoners lost the privilege of eating as a consequence for poor behavior. How do you think you would have behaved if you were a prisoner in this situation?**
   Solicit participant responses then mention the following:
   a. **When placed in an isolated situation or group, the acceptance of others can become more important than ever. That desire for acceptance can override all other factors we usually employ in making decisions such as our personal values and integrity.**

Slides

After video, advance to next slide and advance within slide to reveal discussion questions.

3. **When the experiment was ended prematurely, all of the prisoners were happy but most of the guards were upset. Why do you think the guards reacted this way?**
   Solicit participant responses then mention the following:
   a. **In ending the experiment, the guards' power was taken away. They no longer had complete authority over the prisoners. When a group has become accustomed to having certain power or authority, it can be challenging to successfully enact change that diffuses or eliminates that power. It is important to recognize going in that the change you may be seeking will be challenging if it diffuses or eliminates the power of another.**

As this experiment illustrates, people placed in certain situations are vulnerable to losing connection with their personal values and engaging in behavior and making decisions they would otherwise never consider. This can also play a critical role in why people in authority positions in these situations fail to step up to stop what's going on, just like what happened to Dr. Zimbardo.

6 – BEING ABOVE ABUSE OF POWER (5/45)

Lead the participants through a discussion on the following questions about the video and their chapter, adding the bulleted points if not mentioned.

What provided the prison guards their authority over the prisoners?

- Uniform
- Sunglasses (inability of prisoners to make direct eye contact with the guards)
- Instructions from the superintendent (i.e. Dr. Zimbardo)
- Preconceived notions about what it means to be a prison guard

What were the qualities of the prisoners' lifestyle that made them inherently obedient?

- Uniform
- Reliance on guards for basic needs (e.g. food, bedding)
- Replacement of name with a number (dehumanization)

Let's consider those questions from the perspective of our chapter.

What provides initiated members implied authority over candidate members?

- Ability to determine who is initiated
- Organizers and executors of the new member program
- Experience in organization
- Implied familiarity with the process (assumption the members have done it before)
- Secrecy (members know the full *Ritual*, hold occasional private meetings)

What qualities of a candidate's status make them inherently obedient?

- Membership on a probationary basis
- Not permitted to vote at chapter or serve as an officer
- Easier to expel from the Fraternity than an initiated member
- Membership is subject to approval of initiate members

Can we agree there are inherent qualities that the active membership has which promote authority over new candidates?

Pause to allow a group "yes."

And, can we see there are inherent qualities in the candidate's position that make him more likely to be obedient to that authority?

Pause to allow a group "yes."

7 – PROGRAM COMPONENTS (10/55)

In its most basic form, the candidate education program is about taking unaffiliated males from bid day to initiation. In most all chapters, this process takes several weeks.

Advance the slide to display each discussion question.

Why would we not simply initiate candidates immediately?

Solicit a few participant responses.

What things need to be done to fully prepare new members for initiation?

Write answers on flipchart.

Discuss following if not already mentioned:

- Educate candidates on Sigma Nu and its rich history
- Support academic endeavors of candidates
- Enforce Sigma Nu's anti-hazing policy
- Teach project management and basic leadership skills
- Verify ability to meet financial commitment of being a member

But if we think about it, we don't want to just create initiated members. What we really want is for our candidate education program to create **good** members. So, the conversion really looks like:

Unaffiliated Male → [ ] → ~~Initiated~~ **Good** Member

What are the qualities of a good member in your chapter?

Solicit a few participant responses.

It is likely your new members may have some of these qualities already, but your candidate education program will need to effectively fill the empty box to ensure your new members become good members.

Flipchart

Label a flipchart – Prep for Initiation.

Record participant responses.

Slide

Advance slide to reveal discussion questions, candidate program components, initiated to good member transition, and discussion questions.

Advance the slide to discuss the following question.

Considering the list of candidate program objectives and our ultimate goal for the program to transform unaffiliated males into good members, **how successful has your chapter been in achieving these objectives with your recent candidate classes?**

Get participants to identify the chapter's batting average in achieving each of their stated objectives. Have recent candidate classes resulted in 100% of initiates having all of the "good member" qualities they identified? 75% of the qualities? 50% (continue until the group comes to a consensus on a success percentage). The idea is to get them to identify a percentage of the objectives they are fulfilling with all candidates.

It is likely most chapters have been successful achieving these objectives with at least portions of their recent candidate classes but unlikely they are achieving 100% success.

Remember this isn't baseball where having success at the plate 3 out of every 10 appearances is really getting the job done.

You are investing a ton of resources and time into training your new members. And ultimately the future success of your chapter relies heavily on what is done through candidate development.

We can, and should, be aiming for 100% achievement of the key objectives of candidate education with each and every candidate and candidate class.

8 –NEW MEMBER PROGRAM COMPONENTS (5/50)

When you break down the key components of your chapter's candidate education program you can likely place every activity, requirement, and expectation into one of two categories – education or training.

Education refers to those activities and experiences that develop candidates into leaders; orient them to the Fraternity's values, history, and expectations; and prepare them for the Ritual initiation.

What are two key activities or expectations of your current candidate program that constitute Education?

Possible answers could include LEAD sessions, teambuilding, retreats, and Big Brother mentoring.

Training refers to those activities that give candidates first-hand experience in the operations of the Fraternity and prepare them to be active, contributing members as soon as they are initiated.

What are activities or expectations of your current candidate program that constitute Training?

Possible answers could include candidate class meetings, candidate class officers, planning/hosting candidate events, and study hours.

9 – INTERVENTION OPTIONS (5/55)

During our time together you may come to the conclusion there is something that needs to be changed in the chapter's current new member program, or the new member experience of another organization you are a part of. Or, you potentially could find yourself confronted with a hazing situation in a future organization, or even work, experience. What can we do to address this kind of situation.

Let's start with thinking about a situation you found yourself in which something potentially bad was about to, or did happen. Everyone have a situation in mind?

What could someone have done, or did someone do, to intervene in the situation to prevent something bad from happening?

Solicit a few participant responses.

There are a few tools we can use to effectively intervene in a potentially problematic situation, such as a potential hazing activity.

Use the points below each to illustrate what is meant by the **bold** concept.

1. **Get someone else to help you**
    a. As we talked about earlier, there are more people than you probably assume that do not support hazing. Find some allies to help in addressing the situation. Having a team approach the situation will be much easier than doing it yourself, and likely more effective.
    b. Your alumni leaders, General Fraternity, and Fraternity & Sorority Life Office are all available allies to provide support and assistance. The national anti-hazing hotline (1-888-NOT-HAZE) is a way to anonymously report hazing to get additional assistance in addressing the situation.
2. **Keep it simple**
    a. You can say a lot without saying much. Giving a lecture, going off on a rant, or getting confrontational in a public setting with someone usually does not work anyway. But there are also problems with not saying anything at all. A lot of the most effective communication is very short, and it can even be respectful of the other person. Some examples to start the conversation could include:
        i. "Not a good idea. Let's think of a different way."
        ii. "Why do we do this?"
            1. You may be shocked to discover that the chapter has never asked why they keep carrying out some old hazing practice from the past. Many members have successfully eradicated the hazing practice by simply starting the conversation by asking why are we doing this.
            2. It's possible that an initial response to the "why" question exists, but you should feel empowered to ask the question again to ensure there is a legitimate reason or line of thinking that supports the practice. Don't stop asking why until it's clear one way or the other.

iii. "Honestly I didn't like having to go through this. I think there could be a better way."

3. **Approach as a friend**
   a. I think all members can agree that we don't intend to put someone in a situation in which they could be harmed. However, hazing often does just that. Victims of hazing aren't just hurt physically. They can carry psychological wounds from the experience for years.
   b. Approaching the member as a friend means encouraging the member to recognize that the hazing practice creates a situation in which our new members can be traumatized and we can go about our program in a better way that doesn't subject our soon-to-be brothers to such an experience.
   c. Body language can play an important role in how you're received as well. Does your body language reflect someone approaching the situation as a friend or do you appear adversarial and aggressive in your body language?

10 – WRAP UP (5/60)

We've come a long way in our discussion today. We started out by seeking a common understanding of the new member experience we desire to create.

We then looked at some research informing us of the profound influence of our peers. We then explored the different rationales people may have for engaging in hazing although it may be contrary to their personal values.

We pulled out some interesting observations and parallels to hazing from the Stanford Prison Experiment. Then we identified what we want to accomplish through our new member process.

Lastly, we walked through some easy to engage options for intervening to stop or prevent a hazing situation.

Remember our discussion today aimed at providing a deeper understanding of hazing and how to address it. It's now up to you to take what we have learned today and apply it to your chapter and overall community.

Additional Help

Please know there is a team of supporters (alumni, host institution, General Fraternity) standing ready to help you.

Thank you for your commitment to creating a principles-based, hazing-free new member experience for our current and future generation of members.

15 – QUESTIONS (1/61)

Transition to Questions (end) slide.

Gentlemen – I thank you for your time and attention.

Explain how much longer you will be around for the consultation and invite them to stop in to say "hi" and chat while you're in town.

I plan to stick around for a few minutes if anyone wants to discuss anything.

I hope you all have a great rest of the academic term and that you will call on me if I can be of assistance to you or the chapter.

Conclusion

Stick around for a few minutes after the workshop to answer individual questions and meet with individuals interested in learning more about becoming a consultant, Grand Chapter, or content from the workshop.

Reflection Questions

- What is one potentially problematic candidate activity or requirement you want to address? What is a positive alternative to that activity or requirement? How will you go about seeing it changed?
- How can our chapter promote hazing awareness and prevention in our community?

Application Ideas

- Organize chapter or community participation in National Hazing Prevention Week, held each year on the third full week of September. More information about National Hazing Prevention Week can be found at https://www.sigmanu.org/collegiate-members/risk-reduction/national-hazing-prevention-week.
- Identify one potentially problematic candidate activity or requirement and conduct a brainstorming activity at the next chapter meeting to quickly compile a list of alternative activities or requirements.
- Print several copies of the anti-hazing posters found at https://www.sigmanu.org/collegiate-members/risk-reduction/educational-posters and post around the chapter house and campus. Discussion guides are also available on that webpage to spark a short discussion around the concepts addressed in each poster.
- Review the Marshal Officer Resource Page (sigmanu.org/marshal) for additional resources on creating an effective, values-based candidate education program.

Reflection Questions Instructions

A member of the LEAD Committee should share the following questions with participants as a follow-up to the session. This could be done as a confidential individual reflection or in a small group setting at a later gathering of the participants.

Application Ideas Instructions

A member of the LEAD Committee should share the following ideas with the participants a few days after the session as a reminder of what they learned and encouragement to apply it in their daily lives – either individually or as a group.

Sigma Nu Fraternity

EXCELLING WITH HONOR

9 North Lewis Street
P.O. Box 1869
Lexington, Virginia 24450
Phone: (540) 463-1869
Fax: (540) 463-1669
Email: headquarters@sigmanu.org