

# **HAZE**

## **Facilitation Guide**



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### Gordie's Story

In September of 2004, Lynn Gordon “Gordie” Bailey, Jr. was an 18-year-old freshman at the University of Colorado. He had arrived in Boulder after graduating from Deerfield Academy, a private boarding school in Massachusetts. Gordie was athletic, loved music and acting, and was a gregarious, outgoing guy. He was pledging Chi Psi fraternity.

On the night of September 16, 2004 (less than 3 weeks after arriving on campus), Gordie and his 26 fellow Chi Psi pledge brothers participated in “bid night” events for the fraternity. They were blindfolded and taken to a remote location, where they were told to finish four handles of 80-proof whiskey (1.74 liter bottles each) and six bottles of wine (1.5 liters each) before they would be allowed back to the fraternity house. Gordie was one of the larger young men in the group, and offered to drink more of the alcohol to help prevent some of the smaller guys from experiencing the adverse effects of too much alcohol.

Upon returning to the fraternity house, a visibly-intoxicated Gordie was placed on a couch at 11pm. He was unconscious when other fraternity members wrote all over his body with permanent markers (a fraternity ritual). His blood alcohol concentration continued to rise after he passed out, and Gordie’s organs shut down, resulting in death from alcohol overdose. The coroner estimated that Gordie’s BAC at the time of death was 0.328 — four times the legal limit of 0.08. **Gordie was on the couch for 10 hours, and no one called for help.** He was found face-down on the floor at 9am the next morning.

***HAZE* tells Gordie’s story, and is intended to help you have conversations about hazing, what it means to be a valued member of a group, the signs of alcohol overdose, the barriers that prevent intervention, and how to be an active bystander.**

## Before You Press Play

- We strongly encourage you to visit [www.gordie.org/haze-the-movie](http://www.gordie.org/haze-the-movie) before your presentation to review the following resources:
  - Marketing materials you can customize to advertise the film screening
  - Facilitation tips, such as instructions for doing a snowball survey and printable snowball surveys
  - Information on medical amnesty laws
  - An overview of the social science research on hazing
  - Resources on alcohol and the signs of overdose
- Watch *HAZE* before showing it to your audience.
- Review the discussion question sections of this guide to help you feel more comfortable leading a discussion.
- Think about your desired focus for discussion (general discussion, hazing, alcohol overdose, bystander intervention, or some combination), and choose prompt questions accordingly from our sample questions in this guide.
- Think about how you will lead the discussion after the film.  
Options include:
  - Conducting open discussion with the entire audience, using your chosen prompt questions.
  - Breaking the audience into small groups for discussion, using your prompt questions, and reporting back to the larger group.
  - Using a snowball survey. A snowball survey is a paper-and-pen method to gain anonymous responses to your prompt questions, which can then be shared by audience members. Using a snowball survey can lighten the mood and encourage discussion after the film. You will find snowball survey instructions and printable snowball survey examples at [www.gordie.org/haze-the-movie](http://www.gordie.org/haze-the-movie).
  - Using an online audience response platform (e.g., Mentimeter) to poll the audience. The software aggregates responses anonymously and displays a summary onscreen. This process serves as a prompt for further open discussion.
- Print any needed materials for your presentation and have pencils on hand if necessary.

# Step-by-Step Facilitator Guide for an Hour-Long Presentation

1. **Introduce yourself** and the purpose of this presentation.  
(1 minute)
  - a. “We are watching the film *HAZE* today because it is my hope that the film will spark meaningful conversations about hazing and the role of alcohol, ‘traditions,’ and overcoming intervention barriers in problem situations.”
  
2. **Introduce the film, emphasizing these points:**  
(2–3 minutes)
  - a. “The film *HAZE* tells the story of Gordie Bailey, who died three weeks after starting his freshman year of college as a result of a hazing-related alcohol overdose. He was found face down on the floor. No one called for help until it was too late. His death was **entirely preventable** had someone called for help or prevented the hazing practice from occurring in the first place.”
  - b. “The film includes the police photos of Gordie’s body on the fraternity chapter floor and in the morgue. I want you to be prepared for these images and know you have permission to close your eyes if needed or leave the room if you feel overwhelmed.”
  - c. “The film focuses on fraternities and is just one person’s story. Hazing can occur in many organizations, such as athletic teams, bands, student groups, and workplaces — anywhere a hierarchy is present.”
  - d. “We will watch the film through the closing credits to allow you to reflect on the information in the film and give you time to process what you have seen.”
  - e. “Do you have any questions before I play the film?”
  
3. **Show *HAZE*** through the end credits, until the “Save a Life. Make the Call.” banner.  
(37 minutes)
  
4. **Lead a discussion**, using the prompt questions in this guide.  
(15–20 minutes)
  
5. **Wrap Up.**  
(1 minute)
  - a. End on a positive note: “I hope that the film and our discussion will spark additional conversations on how to look out for each other and prevent a similar tragedy.”
  - b. Direct audience members to resources at your school/campus or in your community, as well as **www.gordie.org**, where they can sign the online GORDIEpledge to know the signs of an alcohol overdose and take action if they see even one symptom.
  - c. Pass out GORDIEcheck cards or other support materials.

# Discussion Prompt **Questions and Teaching Points** by Topic

The following pages include discussion questions organized by topic (general, hazing, alcohol overdose, bystander intervention, and parent audiences). These prompt questions are examples from which you can choose to lead your discussion after the film; however, you know your audience best and can craft your own questions as well. Depending on your desired focus, you can choose questions on only one topic, or choose questions from a variety of topics. You have approximately 20 minutes after showing the film in an hour-long presentation, so choose 4 or 5 questions for discussion.

## **Discussion Hints:**

- **Set a positive tone.** Your response to the first answers can set the tone for the rest of the conversation.
- **Thank people for their participation.** Use verbal and non-verbal cues, like nodding and smiling, to encourage them to continue sharing, especially for the more difficult questions.
- **Affirm the difficulties to intervention** and changing culture.
- **Know resources** on campus and in your community. Consider contacting potential resources in advance to learn more about what types of services and support they can provide.

## **General Discussion Questions**

Question 1: **In one or two words, what is your reaction to the film?**

Potential Follow-Up Question: **How can our strong reactions to the film motivate us to action?**

*Potential Responses:*

- Always call 911 if you see even one sign
- Talk with friends about the signs of an overdose
- Sign the online GORDIEpledge ([www.gordie.org](http://www.gordie.org))

Question 2: **Which people in the film stood out for you/did you feel a connection with, and why?**

*Potential Responses:*

- Gordie's mom or sister: Students have said they had not thought about how their death would impact their parents or siblings.
- Jack, Gordie's pledge brother: Students comment on how Jack is haunted by the decision not to do anything because he was "too ignorant, too scared" to get help.
- EMT: Students may serve as EMTs in the community and have seen similar events first hand.

Question 3: **How do the issues raised in the film relate to student culture at your school?**

*Potential Responses:*

- It is common to have students report knowing someone who has been injured or hospitalized due to hazing and/or alcohol misuse.
- Students also may report that they are bothered by hazing practices, but are not sure what to do.

Question 4: **What could you do if you are concerned about the negative impact of practices in your group?**

*Potential Responses:*

- Proactively share your concerns with other members you trust.
- Consider other activities that could promote group bonding.

## Hazing Discussion Questions

### ❑ Question 1: **How would you define the term “hazing”?**

#### *Potential Responses:*

- Forced activity, humiliation, endangerment
- Read the hazing definition below and note which elements the audience mentioned. Ask for questions about the definition.

#### *Hazing Definition:*

“Hazing is any activity expected of someone joining or participating in a group that humiliates, degrades, abuses, or endangers them **regardless of a person’s willingness to participate.**” (Allan & Madden, 2008).

### ❑ Question 2: **In the film, Gordie’s mom says that she had no worries that there was anything Gordie couldn’t handle. Hazing activities often develop and perpetuate because the planners don’t think about the hidden harm inherent in some activities. Sometimes even the people who know you best cannot predict how you may respond under stress. What are some examples of activities that some might see as harmless, but which may be unsettling for others?**

#### *Potential Responses:*

- Going on a scavenger hunt, wearing a costume, skit night, group exercise
- Any of the examples above could be hazing or could be positive experiences. If the goal of an activity is to promote respect, dignity and empowerment, then the event is most likely NOT hazing.

### ❑ Question 3: **What are your personal values, and the values of the groups to which you belong? How well do your new member activities promote group values?**

#### *Potential Responses:*

- Personal and group values can include: service, support, friendship, trust, fun.
- Some students may state that hazing helps build the bonds of friendship quickly through shared turmoil.
- Reiterate that activities designed to humiliate and degrade members creates division and shame. Tearing down an individual does not make the team better.

- ❑ Question 4: **How could you break a long-standing “tradition”? What activities could be introduced to start a new tradition and replace a questionable one?**

*Potential Responses:*

- Share your concerns with other members you trust.
- Discuss the concept of hidden harm.

It may be easier to convince the group to change an activity rather than discard it. For example, the mountain lodge event at Chi Psi could have kept the location and evening bonfire, but removed the alcohol and created a new activity to foster brotherhood.

### ***Hazing Discussion Teaching Points***

- **There are risks involved in hazing “traditions,”** and there are less risky alternatives to create healthier bonds and friendships.
- **Activities may lead to “Hidden Harm.”** Consider that members may be coming in with pre-existing mental health issues or coping with trauma. Even without these triggers, some activities that may seem harmless can cause significant stress.
- **A positive, healthy organization aligns their values with their actions,** and hazing should not fit into their values.
- **Hazing is about coercion** — context and power dynamics are at the core. Coercion is a powerful force that negates true consent. Low level coercion is still hazing, and can often open the door to more dangerous activities.
- **Hazing is not just physical abuse.** When a group’s activities makes some members feel uncomfortable, but not feel physically endangered, others may not be aware of their concerns or identify the activity as hazing. Any activity that makes a member feel shame, humiliation or compromises their personal values IS hazing.
- **Listen to your gut feeling.** If you think an activity is problematic, find a way to speak up.



## Alcohol Overdose Discussion Questions

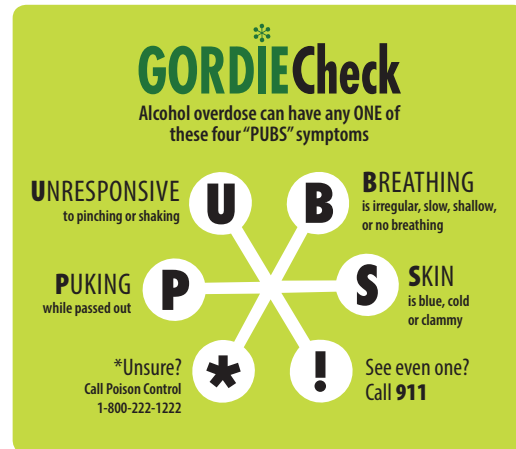
### ❑ Question 1: What are the signs of alcohol overdose?

*Potential Responses:*

- Won't wake up, blue skin, not breathing.

*Review the PUBS Signs of Alcohol Overdose:*

- **P**uking while passed out
- **U**nresponsive to stimulation (pinch or shaking)
- **B**reathing (slow, shallow, or no breathing)
- **S**kin (blue, cold, or clammy)
- If you see even ONE sign of alcohol overdose — **Call 911**



*While you're waiting for help to arrive:*

- If the person has passed out, roll onto left side and prop head up. Stay and monitor closely.
- The National Poison Control Hotline (**1-800-222-1222**) provides free, expert, confidential advice 24/7/365.

### ❑ Question 2: What can you do to promote safety for yourself and your friends when alcohol is present?

*Potential Responses:*

- Students often list: use the buddy system, eat beforehand, and alternate with water.

### ❑ Question 3: What would you want your friends to do if you had had too much to drink?

*Potential Responses:*

- Some students may say they want their friends to get medical help if needed. Others may be more hesitant.

## **Alcohol Overdose Teaching Points**

### *Tips for a Lower BAC:*

- **Pace & space.** Sip instead of chugging, alternate with water, and have no more than 1 drink/hour. On average, it takes nearly 3 hours for most people to eliminate the alcohol in 2 standard drinks.
- **Eat before and while drinking.** Alcohol is absorbed into the bloodstream more slowly when there is food (especially protein) in your stomach.
- **Avoid mixing alcohol with other drugs.** Some prescription, over-the-counter, & street drugs can increase alcohol's effects.
- **Use caution when sick or tired.** When you're sleep deprived or ill, alcohol enters the body more quickly.
- **Be aware of your environment.** Alcohol can cause greater impairment when drinking different beverages or in new locations that are not typical for you.

### *Helping an Intoxicated Friend:*

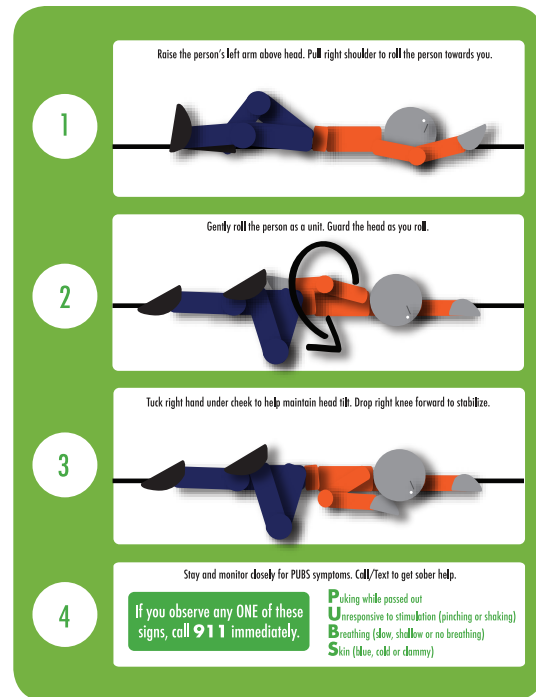
#### Basic Principles:

- If you have any doubt about an intoxicated person's safety, err on the side of caution and call 911.
- If you have been drinking, your judgment may be impaired, so enlist the help of a sober friend to ensure good decision making.
- An intoxicated person is not rational, so don't try to reason with the person.
- Avoid being confrontational or aggressive. Joking, kidding, bargaining, and enlisting the help of friends can be more effective. Try to stay calm and quiet.
- If the intoxicated person becomes violent or uncooperative, your first priority is your own safety and the safety of those around you. Call for assistance, up to and including the police.
- An intoxicated person who is staggering, vomiting, or passing/passed out may need emergency care. While you're waiting for help or determining if emergency services are needed, get the individual to a safe, comfortable place such as a bed, and follow the guidelines listed below:

#### *Guidelines for Immediate Care:*

- Once you are able to help an intoxicated person to a safe place to rest, use the Bacchus Maneuver to reduce the risk of aspiration should the person vomit while passed out.
- Stay with the intoxicated person, monitoring every 10-15 minutes for any sign of alcohol overdose (PUBS).

- If you see even one sign of alcohol overdose at any time, **call 911** immediately.
- BAC can continue to rise even after alcohol intake stops. **Never** leave an intoxicated person alone to sleep it off.
- If you or another sober friend cannot stay with the intoxicated person and monitor for the signs of overdose every 10-15 minutes, or if you feel uncomfortable with that responsibility, call 911.
- **Do not** administer anything orally (food, coffee, water, etc.), which can induce vomiting and pose a choking hazard.
- **Do not** give the intoxicated person a cold shower. The shock could cause the person to pass out and be injured.
- **Do not** try to exercise the intoxicated person, as this could cause falls and injuries.
- **Do not** attach a backpack or any other weights to an intoxicated person which can pin them down and suffocate them unintentionally. Using the BACCHUS Maneuver and staying with the intoxicated person is a significantly safer option than “backpacking.”
- **Do not** try to restrain the intoxicated person.



Still not sure if you should call 911? The National Poison Control Hotline (1-800-222-1222) provides free, expert, confidential advice 24/7/365.

### *Medical Amnesty*

Never let the fear of legal consequences prevent you from calling 911. Many states have Medical Amnesty laws that provide limited legal immunity for seeking help for yourself or someone else who is in need of immediate medical attention. Know if your state has a medical amnesty law, and check your campus policies (visit [www.medicalamnesty.org](http://www.medicalamnesty.org) to check your state's law).

### *Obtaining Medical Assistance:*

- Call 911 and identify yourself to the operator. State your problem and what you feel you need.
- Give the specific location of the incident and the phone number.
- Stay with the intoxicated person until help arrives. Have someone else meet the emergency personnel outside and guide them to your location.

## ***Bystander Intervention Discussion Questions***

### Question 1: **What are the barriers to intervention in a situation like Gordie's?**

#### *Potential Responses:*

- You don't want the group to get in trouble with the school and/or the police.
- You don't know if you should call 911 — is it really that bad? People are afraid of being wrong and don't want the person to get mad at them (barrier of ambiguity).
- You're afraid group leaders will get mad and you'll be punished (barrier of obedience to authority).
- No one else seems to be concerned (barrier of conformity).

### Question 2: **What can you do if you suspect a friend is being hazed?**

#### *Potential Responses:*

- Share the specific concerns directly with your friend and focus on why the behaviors/activities bothered you.
- Remind the friend of your support.
- Provide information on campus resources and explore options.

### Question 3: **What are some things your group can do to make sure everyone feels comfortable voicing their opinions, especially involving questionable activities for new members?**

#### *Potential Responses:*

- Group leaders can frequently talk about the group's values and their desire to ensure new member activities support those values.
- Provide opportunities for members to discuss the benefits of previous events and identify any potential problems/concerns.

### Question 4: **How do you create a culture of looking out for one another?**

Potential Follow-Up Question: **What do you do well, and what do you not do so well?**

#### *Potential Responses:*

- Focus on our responsibility to make members' experiences be positive.
- Leaders should talk about their expectations for positive intervention when there is a problem.
- Group discussions on when and how we would want members to intervene if we had a problem.

## ***Bystander Intervention Teaching Points***

- **Affirm** what students are already doing to look out for each other.
- When students talk about barriers (like getting in trouble), ask them to **weigh the consequences of intervening**. Short-term consequences (like having a friend be upset with you) are more easily overcome than long-term consequences (like having a friend die when you had the opportunity to intervene).
- **Bystander Effect:** Research has shown that people are less likely to help when they are in a group than when they are alone. Even if those around you seem comfortable with an activity, chances are, if you are feeling uncomfortable, so are others. If one person speaks up, the rest of the group will be more likely to speak up as well.
- **Step UP! 5 Decision Making Steps to Intervention ([www.stepupprogram.org](http://www.stepupprogram.org)):**
  - Notice the event.
  - Interpret the event as a problem — investigate.
  - Assume personal responsibility.
  - Know how to help.
  - Implement the help: Step UP!

## **For Audiences that Include Parents and Students:**

- If showing the film to an audience of students and parents, it is helpful to ask parents to sit in the back of the room with students sitting in the front (or one group on the right side of the room and the other group on the left).
- Following the film, have one facilitator lead the parents to a separate room for their discussion. This allows the students to have an honest conversation with their facilitator.
- Bring the parents back in the room for the wrap up, including ways your school, organization, or community will continue these conversations.

## **Parent Audience Discussion Questions**

### Question 1: **What is your reaction to the film?**

#### *Potential Responses:*

- Parents may state feelings of shock, sadness, anger and helplessness.
- This question alone can take up the 15 minutes of discussion! Be mindful of time.

### Question 2: **How have you talked with your son/daughter about drinking?**

#### *Potential Responses:*

- Parents generally focus on messages around drinking and driving.
- A few may have talked with their children about alcohol overdose.

### Questions 3: **How have you talked with your son/daughter about hazing?**

Potential Follow-Up Question: **How many of you know that 47% of college students report being hazed in high school?\***

#### *Potential Responses:*

- Few parents of high school students have these discussions.
- Parents are generally surprised by the 47% statistic.

### Question 4: **What else can your school do to support your students as they navigate these issues?**

#### *Potential Responses:*

- Continued discussions on these topics
- Train peer educators so students can have trusted peers to turn to.
- Provide more information to parents on best practices and discussion starters.

\*Allan, E. J., Madden, M. (2008). Hazing in view: College students at risk. Initial findings from the national study of student hazing. Paper presented March 11, 2008, College of Education and Human Development, University of Maine, Orono, Maine. Retrieved from [http://www.hazingstudy.org/publications/hazing\\_in\\_view\\_web.pdf](http://www.hazingstudy.org/publications/hazing_in_view_web.pdf) Google Scholar