

LESSON PURPOSE PLAN

HAZING PREVENTION GUIDED DISCUSSION

VALUES-BASED LEADERSHIP

6/15/2015

1. TOPIC OVERVIEW

INSTRUCTOR NOTE

Hazing violates the high standards of virtuous conduct and soldierly reputation earned by Marines who have served our Corps honorably since its inception. Unprofessional conduct, such as hazing, disrupts our institutional character and disrespects our most precious asset: our Marines and Sailors. Hazing is not tolerated in our Corps. Every Marine has earned the right to be treated with dignity and respect. Semper Fidelis is more than our motto; it is a foundation for living that expresses our dedication to the Corps and the respect we must demonstrate to our fellow service members.

Use this time to present the topic of the guided discussion to your group. Cover why this topic is important to the Marine Corps, as a whole, and vital to the individual Marine. You may use the above paragraph to help introduce the topic, or develop a completely unique introduction. Aspects of your attention-gainer should focus on your discussion topic.

Ensure you have followed the Instructor Preparation Guide (IPG), familiarized yourself with the subject, and reviewed the references. Be sure to review the Marine Corps Order (MCO) on hazing for the entire definition and thorough clarification on the policy. Hazing, as defined within MCO 1700.28_, *Hazing*:

a. Any conduct whereby a military member or members, regardless of Service or rank, without proper authority causes another military member or members, regardless of Service or rank, to suffer or be exposed to any activity which is cruel, abusive, humiliating, oppressive, demeaning, or harmful. Soliciting or coercing another to perpetrate any such activity is also considered hazing. Hazing need not involve physical contact among or between military members; it can be verbal or psychological in nature. Actual or implied consent to acts of hazing does not eliminate culpability of the perpetrator.

b. Although hazing can occur during unauthorized initiations, "congratulatory acts," or "rites of passage," those types of events are not prerequisites for hazing. The following is a list of actions that may constitute hazing: physically striking another to inflict pain outside of a supervised training exercise; piercing another's skin in any manner (such as "pinning," "tacking on, or "blood wing(ing)"); verbally berating another for the sole purpose of belittling or humiliating; encouraging another to excessively consume alcohol, or encouraging another to engage in illegal, harmful, demeaning or dangerous acts; playing abusive or ridiculous tricks; threatening or offering violence or bodily harm to another; branding; taping; tattooing; shaving; greasing; painting; requiring excessive physical exercise beyond what is required to meet standards; or the forced consumption of food, alcohol, drugs, or any other substance.

2. METHOD

INSTRUCTOR NOTE

Inform your class that the instructional method you will be using for today's lesson is a guided discussion and that this method has been selected to actively involve students in the learning process.

The guided discussion can be effective at altering awareness and behaviors of participants. The goal of the guided discussion method is to drive group participation through leadership and encouragement. To learn more about guided discussions refer to Marine Corps Reference Publication (MCRP) 6-11B W/CH 1 - *Marine Corps Values: A User's Guide for Discussion Leaders*.

It is up to you, as the discussion leader, to use your best judgment and adapt this period of instruction to make it most suitable to your unit and the experience level of the participants. Be prepared for controversy, and form a plan to deal with conflicting viewpoints in order to keep the discussion progressing.

The guided discussion should last approximately 25 to 35 minutes. Spend a few minutes on the introduction; and, the majority of your time on the discussion questions within the body. Do not go too far over your time, as you may start to lose the attention of the participants. Too much information can start to overwhelm what is intended to be a simple and focused session. Remember to allow a few minutes for reflection and the summary of your lesson.

Determine what aspect of the topic you want to concentrate your discussion towards. Design learning outcomes, or "takeaways," which participants should grasp at the end of this discussion that best exemplify your intended focus. You can create your own learning outcomes OR use one, or more, of the examples listed below.

Example learning outcomes are:

- (a) Define Hazing and understand the Marine Corps' policy on hazing.
- (b) Be able to describe what Marines are expected to do when faced with issues of hazing.
- (c) Understand the difference between traditional celebrations and hazing.
- (d) Understand how hazing conflicts with our core values of Honor, Courage, and Commitment.
- (e) Understand how hazing is inconsistent with the Marine Corps' leadership traits and principles.
- (f) Understand how hazing can adversely affect your career in the Marine Corps.

3. INTRODUCTION

INSTRUCTOR NOTE

Use this time to introduce yourself to the group if necessary, and to ensure the group is familiar with each other. This is also the time to introduce any ground rules, which will establish what behaviors are expected during the guided discussion. Some example ground rules are: everyone participates fully; permit participants to express themselves without becoming recipients of personal attacks from anyone regarding their views; keep language clean, as not to offend others; make head-calls, as needed, without disrupting the rest of the participants; etc.

4. BODY

INSTRUCTOR NOTE

Start the discussion by giving your participants the learning outcome you developed for the guided discussion.

a. Gain Attention

INSTRUCTOR NOTE

A few attention-gaining stories are provided, but you are encouraged to personalize the attention-gainer to fit your personality, audience, and your desired learning outcome. You may use one of the provided stories, or conduct research in order to find others more applicable to your learning outcome.

(1) Punishment for a Mistake

In western Iraq, a Marine is caught sleeping multiple times while on watch at a remote patrol base close to known Al Qaeda positions.

The Marine's fire team leader, Lance Corporal Eckker, kicked and punched the sleeping Marine on the Kevlar and flack vest to wake him up and proceeded to verbally berate and threaten him with harm if he ever caught him sleeping again.

To make sure the Marine knew not to fall asleep on post again, Lance Corporal Eckker got the rest of the team to make the Marine's life 'a living hell' for the next few days by having the Marine do pushups, side planks, and leg lifts with a sandbag in full personal protective equipment (PPE), while they poured sand onto his face. They kicked the Marine on his Kevlar helmet and the back of his flack vest. The fire team constantly tormented, ridiculed, and mocked the Marine for hours at a time for the next five days.

The Platoon Sergeant, Sergeant Reynolds, saw these events transpire, but did not question what was going on. After a few days of seeing this, Sergeant Reynolds remarks about the sleeping on post and

subsequent harassment to the Platoon Commander, who says, "It is nothing, the fire team will work it out on their own. They are just upset with the Marine because anyone sleeping on post jeopardizes everyone's lives." At the end of the week, Sergeant Reynolds sees the harassment subside and lets the matter drop.

(2) Hazing "Tradition"

Tradition is often cited as a reason for allowing hazing, such as the oft recounted "NCO 'Blood Stripe' ceremony." This particular hazing ritual occurs when a Marine is promoted to Corporal and he walks between two rows of NCOs who each punch him in the shoulder to "make the rank stick" and knee him in the thigh, creating a line of bruises that are supposed to mimic the scarlet stripe on the non-commissioned officers' dress blue trousers. Marines are taught in boot camp that the Corps' uniforms feature the blood stripe to remember the casualties that officers and non-commissioned officers suffered during the Battle of Chapultepec in 1847. Some Marines take this tradition a step further and claim that this hazing ceremony is supposed to honor that history.

Freshly promoted Corporals who go through blood striping often have trouble walking for at least a day after this pointless ritual, and a few have formed blood clots that have endangered their careers and lives.

As far as the "tradition" argument goes, the Corps has never tolerated hazing. Before the current order was instated it was just called an Article 93 (Cruelty and Maltreatment). Putting a new name on it and bringing attention to an old problem does not make the Corps weaker or softer, it helps address an existing issue. If we do not work together to put a stop to these completely unnecessary "traditions" then we risk hurting an organization that we have all dedicated ourselves to.

Reference:

AAVPOG. "Hazing and the 'New Corps.'" *iHateTheUSMC.com* blog, 04 May 2014. [<http://ihatetheusmc.com/category/stories/hazingandabuse/>]

(3) Court-Martial for Hazing Subordinates

A decorated Marine accused of humiliating and physically abusing other Marines is facing a court-martial in Virginia. Staff Sergeant (SSgt) Dustin A. Barker is accused of hazing Marines at the U.S. Navy base in Guantanamo Bay, Cuba, and in Virginia. A guilty verdict could result in years in prison for SSgt Barker.

Documents provided by the military regarding alleged incidents in Guantanamo Bay indicate SSgt Barker ordered one Marine to strike another with a rock, ordered two Marines to punch each other, and

ordered a Marine to mount another Marine and punch him in the kidneys to make him urinate blood.

Charge sheets provided by the Marine Corps state that he also forced one Marine to punch himself in the face and another to cut grass with scissors while wearing personal protective gear.

Other accusations allege that SSgt Barker had his Marines run excessive distances while wearing heavy equipment; required an excessive number of advancement exercises known as "buddy rushes," and had his Marines shave each other's faces while standing outside of their barracks in the presence of other Marines.

SSgt Barker joined the Marine Corps in 2002 and has racked up a slew of medals and honors throughout his career, including two awards for good conduct and one for humanitarian service.

"It destroys our Marines' confidence and trust in their fellow Marines and in unit leadership, thus undermining unit cohesion and combat readiness. It does not promote loyalty, does not build esprit de corps, and does not prepare Marines for combat," General James Amos, former Commandant of the Marine Corps, wrote in a message to all Marines that updated the official hazing policy in 2012.

Reference:

Vergakis, Brock. "Marine faces court-martial for hazing subordinates at Gitmo." *Militarytimes.com*, 30 Apr. 2015.

[<http://www.militarytimes.com/story/military/crime/2015/04/30/marine-faces-court-martial-hazing-at-guantanamo-bay/26645399/>]

(4) Hazing Classes in Boot Camp

There are many traditions and events that are important and meaningful in the Marine Corps, but hazing is not one such tradition. The Marine Corps has made hazing - education about what it is and its elimination from the Corps - a top priority. Serious punishments are applied to those found responsible for hazing, and with a down-sizing Marine Corps, any punishment on a Marine's record could spell the end of their career.

The Marine Corps has sent a strong message over the past couple of years that hazing will not be tolerated. However, it was not long ago when hazing in the Corps was considered just another part of the experience. Therefore, starting the education of the Corps' hazing policy at recruit training is the best way to ensure it is upheld now and through the future of the Marine Corps.

"Being in the Marine Corps, a lot of hazing activities were going on, for example, the blood stripes tradition was being performed when I went through," said Staff Sergeant Timothy R. Jackson, senior drill instructor, Platoon 1065, Co. D, 1st Recruit Training Battalion. "It's

important for recruits to be able to recognize it and say stop; that they've been taught not to do this."

Not all recruits may have encountered hazing while growing up; therefore, some may be clueless to what would constitute hazing. The hazing class is a good opportunity to introduce the topic and educate them so that when they leave, there will be no doubt in their minds about the Corps' zero-tolerance policy on hazing.

"Some may be unaware of what hazing actually is or since most are coming from high school sports or clubs, they think it's just the regular tradition," said SSgt Jackson. "This class will help recruits identify hazing faster and be able to stop it; to have the courage to stand up for what is right."

"I was really worried that when we earn our Eagle, Globe, and Anchor, that it was going to be pinned on us in a way that would puncture our flesh similar to the blood-wing tradition," said Recruit Bryce R. Joonas. "I had friends in the Marine Corps that said this happened, so I was relieved to see that it's not true."

A clear message is sent to the recruits that the Marine Corps will not tolerate any hazing, and should any take place, those responsible will have to answer to their respective command and pay the consequences.

"It was great to see that the higher command is actively making sure that no hazing events take place," said Joonas. "I'm really against hazing and since I had a lot of friends in high school and college who were hazed, it's really nice to see that the Marine Corps is being proactive about it."

The purpose of educating Marines about hazing from the time they are recruits is to ensure that they understand what hazing is and know that it is completely unacceptable. With this knowledge and understanding, Marines are better prepared to look out for fellow Marines and to lead future generations of Marines, as they move up through the ranks and into positions of greater responsibility.

Reference:

Woodle, Lance Corporal Benjamin E. "Hazing class eases worry with recruits." *Marines.mil/News*, May 02, 2013.
[<http://www.mcrdsd.marines.mil/News/NewsArticleDisplay/tabid/437/Article/529742/hazing-class-eases-worry-with-recruits.aspx>]

(5) Social Media

Your non-commissioned officer or another fellow Marine took pictures of you and posted them on the internet for the purpose of making fun of your appearance. Why is it hazing? Attempting to humiliate another service member is hazing.

A picture you posted of yourself ended up on another website and active duty Marines have posted offensive derogatory comments. Why is it hazing? Social Media Guidance says: "Marines should avoid offensive and inappropriate behavior that could bring discredit upon themselves and the Marine Corps. This behavior includes posting any defamatory, libelous, obscene, abusive, threatening, racially or ethnically hateful, or otherwise offensive or illegal information or material." Also, this can be seen as an act of humiliation.

One of your pictures ended up on another website and one of your fellow Marines posted your name or other personal information. Why is it hazing? From the Social Media Guide: "Marines should be extremely judicious when disclosing personal details on the Internet, and should not release personal identifiable information (PII) that could be used to distinguish their individual identity or that of another Marine." Giving out your personal information can open the door for criminals or anyone else to harass, defame, or humiliate you.

Another Marine created a fake social media profile, used your pictures, and is pretending to be you. Why is it hazing? They are trying to defame or humiliate you and possibly sabotage your career. Social Media Guidance states that Marines "should not disguise, impersonate or otherwise misrepresent their identity or affiliation with the Marine Corps."

There are too many possibilities to list, but pay attention because if you witness it, you must report it. It is your responsibility. Hazing is such a huge problem mainly because no one speaks out about it until it is too late. If you think you are the victim of hazing, research the Order and speak with a peer that you trust, then report and document EVERYTHING.

Reference:

AAVPOG. "Let's Play Why is it Hazing?" *iHateTheUSMC.com* blog, 09 March 2014. [<http://ihatetheusmc.com/category/stories/hazingandabuse/>]

(6) "Benefits" of Hazing

Despite the cruel nature of hazing, it stems from more than simply sadistic motivations. Initially, harassment was implemented in military contexts because of its purported benefits to the larger organization. Specifically, hazing was seen to serve three functions—socialization, cohesion-building, and weeding out those unfit or unwilling to serve.

First it was felt that socialization required that the existing principles and habits of new recruits be "broken down" and eliminated for the principles and norms of the group to be instilled in them.

Second, hazing was seen as a way to build camaraderie among new cohorts. Shared stressful experiences have been shown to foster

cohesion among group members. In basic training, that common stress was created in the form of hazing and harassment from drill instructors. This resulted in new recruits developing a strong commitment to their fellow trainees and the military itself—according to the theory of cognitive dissonance, new members would justify their unpleasant experiences by increasing their valuation of the group.

Third, hazing was viewed as an effective means of weeding out those who were either too weak for or not fully committed to a military career. According to this argument for hazing, the willingness to endure abuse would effectively demonstrate a new Soldier's intrinsic motivation to join the armed forces, and the recruit considered unfit for service would be weeded out through hazing.

In the last few decades, it has become clear that the dangers of hazing far outweigh any purported benefits and that these same goals can be achieved without hazing. The military has made a concerted effort to eliminate sanctioned hazing and align its training methods with its values of dignity and respect through training, education, and regulation. Derogatory terms, punitive or excessive physical activities, and any abusive or violent physical contact are now expressly forbidden and punishable by the Uniform Code of Military Justice (UCMJ). As a result, the last 10-15 years [2000-2015] have seen a significant reduction in incidents of hazing.

Entry level service members are isolated, far from home, flooded with new information, and required to achieve peak physical condition. The military has recognized that these challenges are more than sufficient for producing the outcomes that were previously associated with indoctrination hazing without posing the considerable dangers of ritualized harassment. Today, the common interests and identity cultivated during basic training are built on a foundation of socialization, cohesion, and commitment without the cruelty of ritualized abuse.

Reference:

DiRosa, Gia A. PhD and Goodwin, Gerald F. PhD. "Moving Away from Hazing: The Example of Military Initial Entry Training." *Virtual Mentor*, March 2014. [<http://virtualmentor.ama-assn.org/2014/03/msoc1-1403.html>]

b. **Potential Discussion Questions**

INSTRUCTOR NOTE

The provided questions can be altered, but all questions should be carefully formulated to focus the discussion toward your desired learning outcome. It is the facilitator's responsibility to provoke thought, foster discussion and involvement on the part of the participants, manage the group, and keep discussion flowing. Choose several questions from the following list, which will help accomplish

your learning outcome in the specified time.

The discussion format is intended to have the majority of the input come from the participants. Ensure you conduct comprehensive research on this topic using the provided references. Having a comprehensive understanding of the subject material is essential in order to clarify portions of the discussion that may be confusing, and to ensure only accurate information is disseminated during this exchange. This is not intended to be a lecture, so keep your comments direct and focused to keep the group discussion moving.

Do not insert too many of your own convictions, as it may cause the group to skew their input just to mirror your positions, and may not be a true representation of the participants' thoughts. Ensure you have writing material throughout the discussion so you can capture key elements of the discussion, which arise in each segment, in order to create follow-on questions and to summarize each key point.

As the facilitator, you may use a question to initiate a topic for discussion. After the discussion develops, follow-up questions can be used to guide the discussion. Follow-up questions may help a participant to explain something more thoroughly, or enable you to bring the discussion back to a point from which it has strayed.

Questions are so much a part of teaching, they are often taken for granted. Effective use of questions may result in more student learning than through use of any other instructional technique. In general, you should ask open-ended questions, which are thought-provoking and require more mental activity than simply remembering facts. Questions should require students to grasp concepts, explain similarities and differences, and infer cause-and-effect relationships.

Plan at least one lead-off question for each of your desired learning outcomes. While preparing questions, remember the purpose is to stimulate discussion, not merely to get answers. Avoid questions, which require only short categorical answers, such as "yes" or "no." Lead-off questions should usually begin with "how" or "why."

(1) In your own words, can someone tell the group what hazing is? Does hazing have to involve physical contact?

(2) Explain the Marine Corps policy on hazing.

(3) What is the difference between "punishing" a Marine and "correcting" a Marine for making a mistake? Does hazing "correct" a deficiency?

(4) What methods can a leader use to correct a subordinate Marine?

(5) When do a leader's actions to enforce orders and standards cross the line and become hazing? What amount of latitude does a leader have when assigning a task as a 'corrective' action? How should we determine if the intent of an assigned task is to 'punish' or 'belittle' a Marine? How should leaders judge whether an action is excessive or out of proportion to the deficiency that needs to be corrected.

(6) Who has the authority to "punish" a Marine? What procedures must be followed to pursue punishing a Marine?

INSTRUCTOR NOTE

Only commissioned officers with Article 15 or Court-Martial Authority can assign punishment to Marines.

(7) A Marine fails the initial rifle inspection. Which actions would be acceptable to correct the deficiency and which would be considered hazing?

(a) Having to re-clean the rifle and bring it back for re-inspection. [Acceptable]

(b) Having to re-clean the rifle and bring it back for re-inspection at 2000 on Saturday. [Hazing]

(c) Having to re-clean the rifle and also being assigned to a working party tasked to clean stock weapons and prepare them for inspection. [Probably acceptable, unless the actual circumstances could be considered excessive.]

(d) Having to stand barracks duty that evening and re-clean the rifle the next day. [Hazing]

(e) Having to clean every rifle in the armory until all the rifles pass inspection. [Hazing]

(8) Why do some leaders (NCOs, SNCOs, and officers) feel the need or believe it is acceptable to haze Marines?

(9) What does it mean to pin on your buddy's chevrons? Should that be considered hazing, or just a Marine Corps tradition? Why?

(10) What are some activities you have seen, or heard of, which could be considered hazing?

(11) Do you think any type of hazing is accepted by the Marine Corps?

(12) If a Marine or Sailor engages in a hazing activity, are their actions punishable under the Uniform Code of Military Justice (UCMJ)? If so, what articles? If a Platoon Sergeant or Platoon

Commander observed hazing transpire, but did not intervene, what articles of the UCMJ did they violate?

(13) What does it mean to earn your "blood stripe?" If I allow you to "pin" my new chevrons or to help me earn my "blood stripe," does that make it okay for you to do it?

(14) What key questions do Marine leaders need to ask themselves before taking actions to correct a subordinate? Is it meaningful to consider whether the Commandant and Sergeant Major of the Marine Corps would approve of the action? Should leaders take time to carefully consider whether an action is designed to correct a deficiency or punish the Marine? How should a leader determine if correction is warranted or if punishment the appropriate course of action? How does one determine willful violations of standards, disobedience to orders, or a pattern of misconduct?

(15) Do you think leadership can prevent hazing from happening in a unit? If you were in a leadership position, what would you do to prevent hazing in your unit?

(16) Are the stories of hazing or pledging at college fraternities damaging to the reputations of those organizations? How do newspaper headlines concerning hazing in the Marine Corps affect the perceptions the U.S. public have of the Marine Corps?

(17) How do stories of hazing affect the recruitment of future generations of Marines?

(18) If Marine leaders haze their subordinates, which of the Marine Corps Leadership Traits do they violate? Explain the violation.

(19) If Marine leaders haze their subordinates, which of the Marine Corps Leadership Principles do they violate? Explain the violation.

(20) Are there any unit rites of passage you have heard of that are now banned under the hazing policy?

(21) Are some forms of teasing and mischief healthy for unit morale? How would you describe the boundary between 'harmless' teasing and hazing?

(22) You are a member of a squad at a forward operating base in a combat zone. Your squad leader catches another member of your squad sleeping on post on several different occasions. After a week of talking to the Marine about his deficiencies your squad leader starts to put the Marine through a series of 're-training drills.' These start with verbal berating while doing menial labor, but soon other members of the squad join in and it escalates to hitting the Marine on the Kevlar and flack at random times throughout the day to 'see if he is awake.' Explain if you think this treatment is justifiable to

correct the Marine's deficiency, or if it crosses into hazing. If the Platoon Sergeant or Platoon Commander see this transpire, but do not intervene, explain if you think they are guilty of dereliction of duty for failing to supervise and ensure the welfare of Marines under their care? Why or why not?

(23) What can the Marine Corps do better to stop incidents of hazing?

5. REFLECTION

INSTRUCTOR NOTE

Incorporate reflection questions here, in order to prompt the participants to re-evaluate the issues discussed and topics covered. The more mentally involved each participant is in the active review of the topic, the greater their retention of the subject will be.

Reflection questions should be meaningful in relation to the experiences of the students and should bridge the gap between their discussion involvement and the abstract issues discussed in class. Questions posed during reflection are for personal consideration, as the participants may be uncomfortable openly sharing responses.

Reflection questions can be broken down into the following categories:

1. What? Ask the participants to re-examine in detail the content of the discussion.
2. So, what? What difference did the event make to their perceptions of the issue?
3. Now what? How will the participants think or act in the future as a result of this new perspective?

6. SUMMARY

INSTRUCTOR NOTE

Provide overview of main ideas covered. No questions should be asked here. Provide closure that is relevant to MOS, the Marine Corps, or applicable to the participants in some other manner.

INSTRUCTOR REFERENCE MATERIAL

Marine Corps Order (MCO) 1700.28_, *Hazing*, defines hazing as:

a. any conduct whereby a military member or members, regardless of Service or rank, without proper authority causes another military member or members, regardless of Service or rank, to suffer or be exposed to any activity which is cruel, abusive, humiliating, oppressive, demeaning, or harmful. Soliciting or coercing another to perpetrate any such activity is also considered hazing. Hazing need not involve physical contact among or between military members; it can be verbal or psychological in nature. Actual or implied consent to acts of hazing does not eliminate culpability of the perpetrator.

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[Be sure to review the MCO on hazing for entire definition and thorough clarification on the policy.]

References:

- Marine Corps Warfighting Publication 6-11, *Leading Marines*
- Marine Corps Order 1700.28_, *Hazing*
- *The Manual for Courts-Martial United States* (2012 Edition)
- Social Media Guidance for Unofficial Posts
[<http://www.marines.mil/News/SocialMedia/Guidance.aspx>]
- All Marine Corps Activities Message 005/12, *Hazing*