

## Unit 1: Leadership Development

### Lesson 3: Character

**Lesson Duration:** 120 minutes

#### **ENABLING OBJECTIVES:**

- **DESCRIBE** the meaning of character.
- **IDENTIFY** the influence of the Navy Core Values on character.
- **DESCRIBE** the realities of sexual assault in the Navy.
- **EXPLAIN** your leadership role in the prevention of sexual assault.
- **EXPLAIN** your leadership role in the response to sexual assault.

#### **INSTRUCTOR PREPARATION:**

1. Review lesson plan, presentation and all reference materials.
2. Prepare to give an overview of the lesson topic.

3. Prepare to facilitate a discussion on the posed questions or capture the answers of the group on a chart pack or white board.

- a. Ask every question.
- b. Listen for trainee responses.
- c. Ensure every point listed under “Possible Answers” is covered.

4. Materials:

- a. Lesson 3 presentation
- b. Pens
- c. Chart pack paper/white board
- d. Role-play scenarios at the end of this lesson
- e. SAPR Tri-fold Brochure (1 per trainee)

#### **REFERENCES:**

Mission, Vision, and Guiding Principles.

The Navy Core Values Charter.

DODI 6495.02, Sexual Assault Prevention and Response Program Procedures.

DOD annually released Report on Sexual Assault in the Military.

OPNAVINST 1752.1(series), Sexual Assault  
Prevention and Response (SAPR) Program.

Take the Helm Navy SAPR-Fleet Facilitation Guide.

Take the Helm Navy SAPR-Leadership Facilitation  
Guide.

| TITLE  | RELATED FACILITATOR ACTIVITY   |
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| <p><b>3-0 Chief Petty Officer Selectee Leadership Course</b></p> | <p><b>DISPLAY:</b> Slide 3-0 Chief Petty Officer Selectee Leadership Course.</p>   |
| <p><b>3-1 Lesson 3</b></p>                                       | <p><b>DISPLAY:</b> Slide 3-1 Lesson 3.</p> <p><b>SAY:</b> Honesty and integrity build character.</p> <p>Character builds trust, respect, and commitment.</p> <p>When we are truthful, even if the truth is something we don't really want to admit, that honesty builds greater support, trust, and allegiance in those around us.</p> <p>Character is the cornerstone of effective leaders and cannot be taken for granted.</p> |
| <p><b>3-2 Objectives</b></p>                                     | <p><b>DISPLAY:</b> Slide 3-2 Objectives.</p> <p><b>REVIEW:</b> Objectives. Discuss what trainees will be able to accomplish after this session.</p>  |
| <p><b>3-3 Quote</b></p>  | <p><b>DISPLAY:</b> Slide 3-3 Quote.</p> <p><b>SAY:</b> Nearly all men can stand adversity, but if you want to test a man's character, give him power."<br/><br/><i>— Abraham Lincoln</i></p>   |

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| <p><b>3-4 How Would You Define Character?</b></p> | <p><b>DISPLAY:</b> Slide 3-4 How Would You Define Character?</p> <p><b>INDIVIDUAL ACTIVITY (10 min):</b> Have trainees define character in their own words, and share their answers.</p>   |
| <p><b>3-5 Character</b></p>                       | <p><b>DISPLAY:</b> Slide 3-5 Character.</p> <p><b>DO:</b> Have a trainee read aloud the slide.</p> <p>Character: Chiefs abide by an uncompromising code of integrity, take full responsibility for their actions, and keep their word. This will set a positive tone for the command, unify the Mess, and create esprit de corps.</p>                                    |
| <p><b>3-6 Character and Integrity</b></p>         | <p><b>DISPLAY:</b> Slide 3-6 Character and Integrity.</p> <p><b>GROUP BRAINSTORM (20 min):</b> As a group, brainstorm answers to “How does an individual’s character and integrity play a role in being a Chief Petty Officer (CPO)?”</p> <p><b>POSSIBLE ANSWERS:</b></p> <ul style="list-style-type: none"> <li>• Caring</li> <li>• Fair</li> <li>• Reliable</li> </ul> |

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|       | <ul style="list-style-type: none"> <li>• Respectful to others</li> <li>• Self-disciplined</li> <li>• Trustworthy</li> </ul> <p><b>ASK:</b> How would a CPO ensure that the command climate is conducive to promoting character and integrity?</p> <p><b>POSSIBLE ANSWERS:</b></p> <ul style="list-style-type: none"> <li>• Be effective communicators</li> <li>• Have self-awareness</li> <li>• Maintain accountability</li> <li>• Maintain standards</li> <li>• Mentor</li> <li>• Reinforce core values &amp; character</li> <li>• Value honesty</li> </ul> |

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| <p><b>3-7 Character and Core Values</b></p> | <p><b>DISPLAY:</b> Slide 3-7 Character and Core Values.</p> <p><b>SAY:</b> Our Navy Core Values can help Sailors make decisions that can sometimes seem difficult. Knowledge and application of the core values influences our character and provides a foundation for making the correct decisions.</p> <p>Having character makes making the difficult decisions look easy. It means doing the right thing, not necessarily the popular thing.</p> <p>You have set the standard. When you stand up for what you believe in and what is right, you demonstrate your character and integrity.</p> <p>Many people are afraid to bring attention to unethical or poor behavior just because it is far easier to turn a blind eye.</p> <p>Being a leader isn't about doing what's easy; but doing what is right.</p> <p>Our Navy Core Values are there to guide us through those difficult decisions. Does the action or decision support our values? Will doing nothing erode those values?</p> |
| <p><b>3-8 Quote</b></p>                     | <p><b>DISPLAY:</b> Slide 3-8 Quote.</p> <p>“Be more concerned with your character than your reputation, because your character is what you really are, while your reputation is merely what others think you are.”</p> <p style="text-align: right;"><i>— John Wooden (former UCLA basketball coach)</i></p>   |

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| <p><b>3-9 Role-Play 1</b></p> | <p><b>DISPLAY:</b> Slide 3-9 Role-Play 1.</p> <p><b>DO:</b> Ask for two volunteers to come to the front of the room. Provide volunteers with role-play scenario. Allow them a few minutes to review scenario and consider how they will act it out.</p>  |
| <p><b>3-10 Debrief 1</b></p>  | <p><b>DISPLAY:</b> Slide 3-10 Debrief 1.</p> <p><b>ROLE-PLAY DEBRIEF (20 min):</b> Link to Core Values</p> <p><b>ASK:</b> What would you do in this situation?</p> <p><b>POSSIBLE ANSWERS:</b></p> <ul style="list-style-type: none"> <li>• Talk to the Sailor to fully understand his or her concerns. Ensure the Sailor knows you care.</li> </ul> <p>Adjust your schedule and make this a priority. Work to contact the ship as soon as possible (ASAP.)</p> <p>Inform the Command Master Chief (CMC) of the Sailor’s concerns and ASK: for feedback so that you can get back to your Sailor.</p> <p><b>ASK:</b> What was your decision-making process? How did character play a part here?</p> <ul style="list-style-type: none"> <li>• A Sailor’s life might be at stake. What would you want done if you were the Sailor?</li> </ul> |

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|       | <p>It shows your Sailor that you are concerned if they are concerned.</p> <p>It shows that you keep your word when you tell your Sailors that you are here to help them (Honor).</p> <p><b>ASK:</b> Why? What did you consider?</p> <ul style="list-style-type: none"> <li>• A life may be at stake.</li> <li>• You have an ethical and moral obligation to help (Courage). We may go out on a limb and look over-protective and face some adverse feedback (Courage).</li> </ul> <p><b>ASK:</b> What is the impact of your decision on the command climate?</p> <ul style="list-style-type: none"> <li>• This Sailor will see your true character and the lengths you will go to help him/her in times of need (Commitment).</li> <li>• The Sailor will pass this on to other Sailors and many will know that you and the command are supportive.</li> </ul> <p><b>ASK:</b> What are the ramifications?</p> <ul style="list-style-type: none"> <li>• We may feel some personal embarrassment over our misdirected concerns (Courage).</li> </ul> |

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|                                | <p><b>ASK:</b> Did you identify any resources?</p> <ul style="list-style-type: none"> <li>• CMC</li> <li>• Command chaplain</li> <li>• USS Thomas J. Reeves CMC</li> <li>• Fleet and Family Support Center (FFSC) counselors</li> </ul> <p><b>SAY:</b> The following is a true story.</p> <p>The Sailor on the DDG was contemplating suicide.</p> <p>Thanks to the courage of the Sailor asking for help from his Chief—the Chief and Sailor briefed the CMC.</p> <p>The CMC was able to call the DDG CMC on a POTS line and express the Sailor’s concern. The unit intervened and helped the Sailor.</p> |
| <p><b>3-11 Role-Play 2</b></p> | <p><b>DISPLAY:</b> Slide 3-11 Role-Play 2.</p> <p><b>DO:</b> Ask for two volunteers to come to the front of the room. Provide volunteers with role-play scenario. Allow them a few minutes to review scenario and consider how they will act it out.</p>  |

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| <p><b>3-12 Debrief 2</b></p>                                  | <p><b>DISPLAY:</b> Slide 3-12 Debrief 2.</p> <p><b>ROLE-PLAY DEBRIEF (20 min):</b> Link to Core Values</p> <p><b>ASK:</b> What is the appropriate response to this situation?</p> <p><b>POSSIBLE ANSWERS:</b></p> <ul style="list-style-type: none"> <li>• Contact the SAPR Victim Advocate (VA) immediately to support SN Jones.</li> <li>• Let SN Jones know you are there for support.</li> <li>• Direct the Sailor you sent to check on SN Jones to maintain confidentiality.</li> </ul> |
| <p><b>3-13 Resources and Reporting</b></p>                    | <p><b>DISPLAY:</b> Slide 3-13 Resources and Reporting.</p> <p><b>SAY:</b> Resources for victims of sexual assault include the SAPR Team and two options to report the crime.</p>   |
| <p><b>3-14 Sexual Assault Response Coordinator (SARC)</b></p> | <p><b>DISPLAY:</b> Slide 3-14 Sexual Assault Response Coordinator (SARC).</p> <p><b>SAY:</b> The SARC is the military or DOD civilian who serves installation, tenant, and operational commanders as the SAPR subject matter expert and central POC. The SARC also:</p>  |

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|  | <ul style="list-style-type: none"> <li>• Tracks sexual assault cases from initial report through final disposition and resolution.</li> <li>• Ensures that SAPR VAs are trained.</li> <li>• Ensures victims of sexual assault receive responsive care.</li> </ul>   |
| <p><b>3-15 SAPR Victim Advocate (VA)</b></p> | <p><b>DISPLAY:</b> Slide 3-15 SAPR Victim Advocate (VA).</p> <p><b>SAY:</b> The SAPR Victim Advocate (VA) is a military service member or DOD civilian who provides non-clinical crisis intervention, referral, and ongoing non-clinical support to adult sexual assault victims. The VA also:</p> <ul style="list-style-type: none"> <li>• Responds immediately to victims of sexual assault.</li> <li>• Provides information and explains reporting options.</li> <li>• Accompanies victims during medical, investigative, and legal procedures.</li> <li>• Helps victims through barriers.</li> <li>• Makes referrals for assistance.</li> </ul> |
|  | <p><b>SAY:</b> The command-level SAPR Team is also supported by the Chaplain and healthcare personnel.</p>  |

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| <p><b>3-16 Unrestricted Reporting</b></p> | <p><b>DISPLAY:</b> Slide 3-16 Unrestricted Reporting.</p> <p><b>SAY:</b> Unrestricted Reporting is the process used by an individual to disclose, without requesting confidentiality or restricted reporting, that he or she has been the victim of a sexual assault.</p> <p>Under these circumstances, the victim’s report and any details provided to the SARC, SAPR VA, healthcare personnel, command authorities or other persons are reportable to law enforcement and may be used to initiate the official investigative process.</p>   |
| <p><b>3-17 Restricted Reporting</b></p>   | <p><b>DISPLAY:</b> Slide 3-17 Restricted Reporting.</p> <p><b>SAY:</b> Restricted Reporting is the process used by an individual to report or disclose that he or she is the victim of a sexual assault to specified officials on a confidential basis, to receive medical treatment, including emergency care, counseling, and assignment of a SARC or SAPR VA.</p> <p>Under these circumstances, the victim’s report and any details provided to the SARC, SAPR VA or healthcare personnel, will not be reported to law enforcement or the command.</p> <p>An official investigation will not be initiated unless the victim changes the report to unrestricted.</p> <p>When a restricted report is filed, the Commanding Officer is notified by the SARC within 24 hours that “a restricted report has been filed from your command.” No other information is given.</p> |

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|       | <p><b>ASK:</b> What reporting options are available for SN Jones’ allegation of sexual assault?</p> <p><b>POSSIBLE ANSWERS:</b></p> <ul style="list-style-type: none"> <li>• An unrestricted report</li> <li>• SN Jones revealed the assault to divisional personnel. As such, the report immediately becomes unrestricted.</li> </ul>  |
|       | <p><b>ASK:</b> What, if any, additional actions are required as part of the unrestricted report of SN Jones’ sexual assault?</p> <p><b>POSSIBLE ANSWERS:</b></p> <ul style="list-style-type: none"> <li>• Ensure the Command Triad is informed.</li> <li>• Ensure the local SARC is notified.</li> </ul> <p><b>SAY:</b> Regardless of the reporting option used, maintaining confidentiality in sexual assault cases is critical.</p> <p>While an <b>unrestricted report</b> of a sexual assault must be reported directly to the Command Triad, the immediate chain of command may or may not be aware of the situation.</p> <p>It is <b>not</b> a command’s place to investigate sexual assault allegations; doing so could severely impede the official investigation.</p> |

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|  | <p>Command leaders must limit their involvement in sexual assault cases to simply “Support-Report-Initiate an official NCIS investigation.”</p>   |
| <p><b>3-18 Effects of Sexual Assault</b></p> | <p><b>DISPLAY Slide 3-18 Effects of Sexual Assault.</b></p> <p><b>GROUP BRAINSTORM (10 min):</b> In two small groups brainstorm answers to the following questions:</p> <ul style="list-style-type: none"> <li>• What are some effects that sexual assault can have on individuals (victims, families, shipmates)?</li> <li>• What are some effects that sexual assault can have on a command?</li> </ul> <p><b>POSSIBLE ANSWERS:</b></p> <ul style="list-style-type: none"> <li>• The effects of sexual assault on individuals (victims, families, shipmates) can include:             <ul style="list-style-type: none"> <li>○ Physical and/or mental trauma.</li> <li>○ Tarnished reputations (real or perceived).</li> <li>○ Gossip, rumors, speculation, side-taking.</li> <li>○ Loss of confidentiality.</li> <li>○ Loss of trust.</li> </ul> </li> </ul> |

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|       | <ul style="list-style-type: none"> <li>• The effects of sexual assault on a command may include:                             <ul style="list-style-type: none"> <li>○ Lower morale.</li> <li>○ Perceived unfairness.</li> <li>○ Judgmental behaviors.</li> <li>○ Changed command climate.</li> <li>○ Impeded mission accomplishment.</li> <li>○ Loss of productivity.</li> <li>○ Decreased unit cohesion/camaraderie.</li> <li>○ Decreased mission readiness</li> <li>○ Increased transfers and workload</li> </ul> </li> </ul> <p><b>ASK:</b> What negative effects does sexual assault have on the Navy as a whole?</p> <ul style="list-style-type: none"> <li>• Sexual assault tarnishes the Navy’s image. Even if one Sailor commits a crime, the message people get is that it’s the entire U.S. Navy.</li> </ul> |

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| <p><b>3-19 Quote</b></p>                         | <p><b>DISPLAY:</b> Slide 3-19 Quote.</p> <p><b>SAY:</b> “On any given day, as many as three individuals in our Navy and Marine Corps are sexually assaulted. And that number is low – many assaults go unreported.” – MCPON Mike Stevens</p>   |
| <p><b>3-20 The Reality of Sexual Assault</b></p> | <p><b>DISPLAY:</b> Slide 3-20 The Reality of Sexual Assault.</p> <p><b>SAY:</b> The majority of sexual assaults are blue-on-blue; we have shipmates committing crimes against shipmates.</p> <p>We have offenders and victims in all grades/ranks and of both genders.</p> <p>Sexual assault is a crime.</p> <p>It is contrary to the Navy’s core tenets of leadership, values, and mission readiness. It is incompatible with today’s military mission.</p> |
|  | <p><b>NOTE:</b> If a Sailor asks about the prevalence of false reporting, explain that there is no data to suggest that “many” or “most” sexual assault allegations are false.</p> <p>Each case must be evaluated based on the individual facts of that case – which is why NCIS investigates every case.</p>  |

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| <p><b>3-21 Sexual Assault</b></p>           | <p><b>DISPLAY:</b> Slide 3-21 Sexual Assault.</p> <p><b>SAY:</b> The definition of sexual assault is intentional sexual contact, characterized by use of force, physical threat, or abuse of authority, or when the victim does not or cannot consent.</p> <p>Sexual assault can occur without regard to gender.</p>       |
| <p><b>3-22 Sexual Violence Offenses</b></p> | <p><b>DISPLAY:</b> Slide 3-22 Sexual Violence Offenses.</p> <p><b>SAY:</b> Sexual assault includes rape, nonconsensual sodomy (oral or anal sex), indecent assault (unwanted, inappropriate sexual contact or fondling), or attempts to commit these acts.</p>   |
| <p><b>3-23 What is Consent?</b></p>         | <p><b>DISPLAY:</b> Slide 3-23 What is Consent?</p> <p><b>SAY:</b> Consent is “freely given permission to engage in an act.” There are, however, some “red flags” regarding consent and sexual assault.</p>   |
| <p><b>3-24 Consent “Red Flags”</b></p>      | <p><b>DISPLAY:</b> Slide 3-24 Consent “Red Flags.”</p> <p><b>SAY:</b> Consent is a key discriminating factor in the difference between consensual sex and sexual assault. “Red flags” to be aware of are:</p> <ul style="list-style-type: none"> <li>• Silence is not consent.</li> <li>• Never assume consent.</li> </ul> |

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|                                       | <ul style="list-style-type: none"> <li>• A current or former relationship does not give a person automatic permission.</li> <li>• Alcohol can impair a person’s ability to consent.</li> </ul> <p><b>SAY:</b> Drinking alcohol does not preclude the ability to give or receive consent.</p>  |
|                                       | <p><b>NOTE:</b> If a trainee questions alcohol and consent, explain that it will be covered in more detail later in the lesson.</p>   |
|                                       | <p><b>ASK:</b> How do you know you have consent?</p> <ul style="list-style-type: none"> <li>• Consent is clear and certain.</li> </ul>  |
| <p><b>3-25 &amp; 3-26 Consent</b></p> | <p><b>DISPLAY</b> Slide 3-25 &amp; 3-26 Consent.</p> <p><b>SAY:</b> The full definition of consent is: “words or overt acts indicating a freely given agreement to the sexual conduct at issue by a competent person.</p> <p>“An expression of lack of consent through words or conduct means there is no consent.</p> <p>“Lack of verbal or physical resistance or submission resulting from the use of force, threat of force, or placing another person in fear does not constitute consent.</p> |

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|   | <p>“A current or previous dating or social or sexual relationship by itself or the manner of dress of the person involved in the sexual conduct at issue shall not constitute consent. There is no consent where the person is sleeping or incapacitated.”</p>   |
| <p><b>3-27 Sexual Assault and Alcohol</b></p> | <p><b>DISPLAY:</b> Slide 3-27 Sexual Assault and Alcohol.</p> <p><b>ASK:</b> How does alcohol play a role in sexual assault?</p> <p><b>POSSIBLE ANSWERS:</b></p> <ul style="list-style-type: none"> <li>• Alcohol can:                             <ul style="list-style-type: none"> <li>○ Lower inhibitions and cloud judgment.</li> <li>○ Incapacitate someone through intoxication.</li> <li>○ Be used to drug someone with date-rape drugs.</li> <li>○ Impede the judgment and awareness of bystanders.</li> <li>○ Affect a person’s ability to consent.</li> </ul> </li> </ul> |
| <p><b>3-28 Sexual Assault and Alcohol</b></p> | <p><b>DISPLAY:</b> Slide 3-28 Sexual Assault and Alcohol.</p>  |

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|   | <p><b>SAY:</b> Alcohol use does not preclude the ability to give or receive consent, but having sex with a person who has been drinking is legally risky behavior.</p> <p>Having sex with a person who has been drinking is as much a legal risk to your career and freedom as unprotected sex is to your health.</p> <p><b>ASK:</b> Considering the effects of alcohol, what advice would you give your Sailors (and shipmates) that may help ensure their safety?</p> <p><b>POSSIBLE ANSWERS:</b></p> <ul style="list-style-type: none"> <li>• Drink responsibly.</li> <li>• Know your limits.</li> <li>• Do not drink underage. It is illegal and a violation of the UCMJ.</li> <li>• Watch your drink to prevent someone from putting something in it.</li> <li>• Use Bystander Intervention Strategies.</li> </ul> |
| <p><b>3-29 Bystander Intervention</b></p> | <p><b>DISPLAY:</b> Slide 3-29 Bystander Intervention.</p> <p><b>SAY:</b> Bystander Intervention is a strategy that motivates and mobilizes people to act and prevent harm when they see, hear, or otherwise recognize signs of an inappropriate or unsafe situation.</p>  |

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|  | <p>It is a powerful tool in preventing sexual violence offenses.</p> <p>As of January 2012, Sailors departing from technical training schools will have received training on BI tactics and tools.</p>  |
| <p><b>3-30 Bystander Intervention Strategies</b></p> | <p><b>DISPLAY:</b> Slide 3-30 Bystander Intervention Strategies.</p> <p><b>SAY:</b> Bystander Intervention strategies are:</p> <ul style="list-style-type: none"> <li>• Direct – Talk to the person acting inappropriately, or to the potential victim.</li> <li>• Indirect – Suggest that someone observing the situation might be concerned about the person’s conduct.</li> <li>• Distraction – Use creative options to distract the people involved in order to de-escalate the situation. This may involve humor or appealing to the interests of those involved.</li> <li>• Protocol – Report what you observed “up the chain” and seek guidance on how best to respond.</li> </ul> |
| <p><b>3-31 What Would You Do?</b></p>                | <p><b>DISPLAY:</b> Slide 3-31 What Would You Do?</p> <p><b>DO:</b> Remember your SAPR-L/F training? Have trainees imagine themselves as the Chief from the scenario on the screen.</p>  |

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|       | <p><b>SAY:</b> You have just checked into your new command, having put your anchors on a few days ago.</p> <p>This First Class, FC1 Beck, is in your division. He is confident, secure, and well-respected. He is also very dominant, even overbearing, and now you walk up and see that he has his hand on FC3 Walsh’s back.</p> <p><b>ASK:</b> How would you use each of the Bystander Intervention strategies in this case?</p> <p><b>POSSIBLE ANSWERS:</b></p> <ul style="list-style-type: none"> <li>• Direct: Inform FC1 Beck that his behavior is inappropriate and unacceptable in a professional work environment.</li> <li>• Indirect: Use a fellow First Class to let FC1 Beck know that what he is doing is pushing boundaries and may not be appropriate behavior and if he doesn’t change his way of doing business, the Chief might have to take action.</li> <li>• Distraction: Ask FC1 Beck to show you the latest 3M report so that he must physically step away from the situation and stop the inappropriate behavior.</li> <li>• Protocol: Discuss the situation with your Division Officer.</li> </ul> |

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|       | <p><b>ASK:</b> How would a situation such as this challenge you?</p> <p><b>POSSIBLE ANSWERS:</b></p> <ul style="list-style-type: none"> <li>• The First Class is intimidating and direct confrontation may be difficult.</li> <li>• You worry that you might be wrong about the situation.</li> </ul> <p><b>ASK:</b> What can you take away from this that may be beneficial to you or to others?</p> <p><b>POSSIBLE ANSWERS:</b></p> <ul style="list-style-type: none"> <li>• The value of Bystander Intervention</li> <li>• Practicing Bystander Intervention gives you first-hand information and helps you reinforce these strategies to your Sailors.             <ul style="list-style-type: none"> <li>○ Doing the right thing takes courage and character.</li> </ul> </li> </ul> <p><b>ASK:</b> Is it better to risk being wrong or learn later that you did nothing and something bad happened?</p> |

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| <p><b>3-32 Continuum of Harm</b></p>  | <p><b>DISPLAY:</b> Slide 3-32 Continuum of Harm.</p> <p><b>SAY:</b> The Continuum of Harm is a range of behaviors that run the gamut from off color comments to forced sexual acts and even rape.</p> <p>Crude wisecracks or jokes, and sexist remarks may seem minor or even harmless, but the damage they can cause is anything but.</p> <p>These behaviors demean and demoralize people.</p> <p>They undermine professional relationships and help establish an environment that is conducive to sexual harassment and sexual assault.</p>                             |
| <p><b>3-33 What Would You Do?</b></p> | <p><b>DISPLAY:</b> Slide 3-33 What Would You Do?</p> <p><b>SAY:</b> In this clip from the SAPR-Fleet video scenario, FC1 Beck is instructing FC3 Walsh on the fire equipment.</p> <p>He has her cornered in the passageway with his hand on the bulkhead.</p> <p>When the Chief walks by and notices, he immediately removes his arm.</p> <p><b>ASK:</b> Have you seen behaviors such as this during your Navy career? How did you respond? What, if anything, would you do differently today?</p> <ul style="list-style-type: none"> <li>• Answers will vary.</li> </ul> |

| TITLE   | RELATED FACILITATOR ACTIVITY   |
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|   | <p><b>ASK:</b> What is the effect of these behaviors?</p> <p><b>POSSIBLE ANSWERS:</b></p> <ul style="list-style-type: none"> <li>• Fear, intimidation, lower morale</li> </ul> <p><b>SAY:</b> Continuum of Harm behaviors are often very subtle and can appear to be innocent fun, but the damage to the work environment can be toxic.</p> <p>Left unaddressed, these behaviors foster an environment that can enable perpetrators to push boundaries and perhaps get away with sexual assault.</p> <p>Now let us look at what might be behind some of these behaviors.</p> |
| <p><b>3-34 Myths and Misperceived Norms</b></p> | <p><b>DISPLAY:</b> Slide 3-34 Myths and Misperceived Norms.</p> <p><b>SAY:</b> Myths and misperceived norms can contribute to an environment where sexual misconduct is tolerated and victims are afraid to report. These false assumptions, attitudes, and beliefs are taken as truthful common knowledge leading perpetrators, bystanders, and victims to wrongly accept criminal sexual misconduct.</p> <p><b>DO:</b> Have the trainees respond to the following true or false statements.</p>  |

| TITLE | RELATED FACILITATOR ACTIVITY   |
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|       | <p><b>ASK:</b> True or False? The victim was “asking for it” if he or she was wearing provocative clothing at the time of the assault.</p> <ul style="list-style-type: none"> <li>• <b>ANSWER:</b> False. No one “asks” to be sexually assaulted. The way someone dresses, speaks, or acts never justifies an assault.</li> </ul> <p><b>ASK:</b> True or False? Someone you are or were in a relationship with cannot assault you.</p> <ul style="list-style-type: none"> <li>• <b>ANSWER:</b> False. A current or previous dating or sexual relationship does not justify assault. There is no consent, implied or otherwise, just because there is or was a relationship.</li> </ul> <p><b>ASK:</b> True or False? If a person doesn’t fight off his or her attacker, they probably wanted it.</p> <ul style="list-style-type: none"> <li>• <b>ANSWER:</b> False. Failure to fight back does not imply consent. People react differently to threats or trauma. Psychological reactions may cause a person to become immobile and silent in traumatic situations.</li> </ul> <p><b>ASK:</b> True or False? The perpetrator is usually a stranger.</p> <ul style="list-style-type: none"> <li>• <b>ANSWER:</b> False. Perpetrators are usually not strangers. Victims usually know, and often trust the people who sexually assault them.</li> </ul> |

| TITLE                        | RELATED FACILITATOR ACTIVITY   |
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|                              | <p><b>ASK:</b> True or False? Sexual assault is strictly a male-on-female crime.</p> <ul style="list-style-type: none"> <li>• <b>ANSWER:</b> False. Sexual assault is a GENDER NEUTRAL crime.</li> </ul> <p><b>SAY:</b> Continuum of Harm behaviors, myths, and misperceived norms contribute to a command climate where the likelihood of sexual assaults increases.</p>  |
|                              | <p><b>NOTE:</b> If a trainee asks about the prevalence of false reporting, explain that there is no data to suggest that “many” or “most” sexual assault allegations are false. NCIS investigates every case of sexual assault according to facts of the individual case.</p>  |
| <p><b>3-35 The Chief</b></p> | <p><b>DISPLAY:</b> Slide 3-35 The Chief.</p> <p><b>SAY:</b> In this clip from the SAPR-Fleet video scenario, Chief Hart is standing outside the CO's cabin.</p> <p>His Leading Petty Officer and FC3 Walsh were transferred and now the division is heavily undermanned.</p> <p>Imagine being in Chief Hart's position waiting to explain your actions and inactions, as well as the working environment you fostered and condoned in your division. Worse yet, now one of your Sailors is a victim of sexual assault and another is accused of this terrible crime.</p> |

| TITLE  | RELATED FACILITATOR ACTIVITY  |
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| <p><b>3-36 Preventing Sexual Assault</b></p> | <p><b>DISPLAY:</b> Slide 3-36 Preventing Sexual Assault.</p> <p><b>ASK:</b> Did Chief Hart do enough? Did he do all that is expected of a Chief Petty Officer?</p> <p><b>GROUP BRAINSTORM (10 MINUTES):</b> Have the group brainstorm responses to the following question:</p> <p>What are some concrete actions you, as the Chief, can take to prevent sexual assault?</p> <p><b>POSSIBLE ANSWERS:</b></p> <ul style="list-style-type: none"> <li>• Be an engaged deckplate leader.             <ul style="list-style-type: none"> <li>○ Be approachable.</li> <li>○ Know the Sailors that work for you.</li> </ul> </li> <li>• Discuss the crime of sexual assault openly.             <ul style="list-style-type: none"> <li>○ Address unacceptable behaviors immediately.</li> <li>○ Be respectful and expect respect.</li> </ul> </li> <li>• Deglamorize alcohol use.</li> </ul> |

| TITLE                    | RELATED FACILITATOR ACTIVITY   |
|--------------------------|--|
|                          | <ul style="list-style-type: none"> <li>○ Educate Sailors about drinking alcohol.</li> <li>● Actively promote Bystander Intervention.                             <ul style="list-style-type: none"> <li>○ Remind Sailors of our responsibility to protect each other.</li> <li>○ Educate Sailors on the lasting impact of sexual assault</li> </ul> </li> </ul>  |
| <p><b>3-37 Quote</b></p> | <p><b>DISPLAY:</b> Slide 3-37 Quote.</p> <p><b>SAY:</b> As part of the Navy family, and especially as a new Chief Petty Officer, you are expected to abide by the high standards and values of the Navy – Honor, Courage, and Commitment.</p> <p>We must have the Honor to do the right thing, the Courage to step forward, and the Commitment—to ourselves, our shipmates, our nation, and our shared values.</p> <p>Admiral Herb, the Navy’s former SAPR Program Manager, summed it up best:</p> <p>“Sexual assault prevention and response is about courage: for victims to report, for shipmates to intervene, and for leaders to do what needs to be done. We all must have the courage to do what's right....”</p> |

| TITLE                          | RELATED FACILITATOR ACTIVITY   |
|--------------------------------|--|
| <p><b>3-38 Retaliation</b></p> | <p><b>DISPLAY:</b> Slide 3-38 Retaliation</p> <p><b>SAY:</b> Everyone needs to be sensitive to retaliation, recognize it, and step in to prevent it. It is a destructive behavior and completely counterproductive to what we are trying to accomplish as an organization. Retaliation is a violation of the UCMJ, and all reports will be investigated. We will better define and understand retaliation, ostracism, and maltreatment, and add these behaviors to our discussion of destructive behaviors, and develop strategies to mitigate these behaviors including training, awareness, and legal recourses.</p> <p>Here are five things you need to know about retaliation:</p> <ol style="list-style-type: none"> <li>1. Retaliation against a Sailor could be loss of privileges, a denied promotion or training, or being transferred to a less favorable job because that member reported, either formally or informally, a criminal offense. If you or someone you know is assigned extra watches, or denied chances to qualify for a warfare pin because they reported a crime or other violation, it's your duty to let someone know so it can be stopped and those responsible held appropriately accountable.</li> <li>2. Ostracism, which is the exclusion from social acceptance, privilege, or friendship with intent to discourage reporting of a criminal offense or otherwise discourage the due administration of justice.</li> </ol> |

| TITLE                             | RELATED FACILITATOR ACTIVITY  |
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|                                   | <p>3. Maltreatment is treatment which is abusive or unwarranted, unjustified and unnecessary for any lawful purpose that is done with the intent to discourage reporting of a criminal offense or otherwise discourage the due administration of justice.</p> <p>4. Social media can be a common platform for ostracism and maltreatment. Commands and Sailors should be aware that in the online world, messages and comments can discourage reporting of a crime and ostracize those who have already stepped forward. Social media posts should be treated just the same as if the message was publicly announced on the mess decks. If you wouldn't say it in person in public then you shouldn't be posting it on social media.</p> <p>5. Perceived retaliation is another facet that affects Sailors. Perceived retaliation is defined as actions that are perceived to be taken against an individual for something that may or may not be related to an action that an individual has done.</p> |
| <p><b>3-39 Responsibility</b></p> | <p><b>DISPLAY:</b> Slide 3-39 Responsibility</p> <p><b>SAY:</b> Retaliation against anyone, in any form, is prohibited. We must stop the harm that retaliation brings to a Sailor, a command, and our Navy. It's your job to report offenses that come under your observation. It's your job to treat all of those who report a crime with honor and respect. It's your job to report retaliation when it occurs, and you can do that through your chain of command, through a trusted mentor, or through the Inspector General hotline at 1-800-522-3451 or visit the Secretary of the Navy website: <a href="http://www.secnav.navy.mil/ig">http://www.secnav.navy.mil/ig</a>.</p>  |

| TITLE                                       | RELATED FACILITATOR ACTIVITY  |
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| <p><b>3-40 Additional Resources</b></p>     | <p><b>DISPLAY:</b> Slide 3-40 Additional Resources.</p> <p>DOD Sexual Assault Prevention and Response Office: <a href="http://www.sapr.mil">www.sapr.mil</a></p> <p><a href="http://www.myduty.mil">www.myduty.mil</a></p> <p><a href="http://www.safehelpline.org">www.safehelpline.org</a></p>  |
| <p><b>3-41 and 3-42 Knowledge Check</b></p> | <p><b>DISPLAY:</b> Slide 3-41 and 3-42 Knowledge Check.</p> <p>Ask the following questions to check for understanding:</p> <ul style="list-style-type: none"> <li>• Describe the meaning of character.</li> <li>• Give three reasons why character is important in your role as a CPO.</li> <li>• Give one example from each Navy Core Value (Honor, Courage, and Commitment) of how Sailors can use them to influence character.</li> <li>• Explain the reality of sexual assault in the Navy.</li> <li>• Describe three things you can do to prevent sexual assault.</li> <li>• What reporting options and resources are available in the event of a sexual assault?</li> </ul> |

| TITLE                         | RELATED FACILITATOR ACTIVITY   |
|-------------------------------|--|
| <p><b>3-43 Objectives</b></p> | <p><b>DISPLAY:</b> Slide 3-43 Objectives.</p> <p><b>Review:</b> Objectives</p>   |
| <p><b>3-44 Summary</b></p>    | <p><b>DISPLAY:</b> Slide 3-44 Summary.</p> <p><b>SAY:</b> We cannot prepare for the unexpected. However, how you handle times of adversity that will define your character.</p> <p>Your ability to make decisions, communicate intent, and do what is right will define your character and demonstrate to your fellow Sailors that you are indeed a leader and they, in turn, will follow.</p> |

## **ROLE-PLAY SCENARIO #1 – Lesson 3 Character**

**DIRECTIONS:** Review the scenario. Take a few minutes to consider how to provide the Sailor your undivided attention. You will be faced with a difficult situation; it's your job to demonstrate character in how you address this situation with the Sailor and his or her friend.

**SITUATION:** The Chief and Sailor are faced with the dilemma of taking action regarding a Sailor outside of their command who may be suicidal. It is the responsibility of the Chief to do the right thing by both Sailors.

### **Role of the Chief:**

You've just finished quarters and are pressed for time; you have a meeting with your CMC in 10 minutes. One of your junior Sailors approaches you looking very worried. The Sailor asks for a minute of your time and mentions that s/he has a friend aboard USS Thomas J. Reeves (DDG 156), which is deployed in the Arabian Sea.

## **ROLE-PLAY SCENARIO #1 – Lesson 3 Character**

**DIRECTIONS:** Review the scenario. Take a few minutes to consider how to best express how concerned you are about your friend.

**SITUATION:** The Chief and Sailor are faced with the dilemma of taking action regarding a Sailor outside of their command who may be suicidal. It is the responsibility of the Chief to do the right thing by both Sailors.

### **Role of the Sailor:**

You have a friend aboard USS Thomas J. Reeves (DDG 156) deployed in the Arabian Sea. You have been worried about your friend because some of her recent texts and emails have been awkward and a bit disturbing. You wonder if your friend is suicidal. You received an email last night, and you've been up all night worrying. After quarters, you decide to approach your Chief to share your concerns.

## **ROLE-PLAY SCENARIO #2 – Lesson 3 Character**

**DIRECTIONS:** Review the scenario. Take a few minutes to consider how to provide the Sailor your undivided attention. You will be faced with a difficult situation; it's your job to demonstrate character in how you address this situation with the Sailor and his or her friend.

**SITUATION:** You have a 10 Sailor division. It is time for muster, inspection and quarters.

### **Role of the Chief:**

You just mustered your division and a Sailor (SN Jones) was missing. You direct a Sailor to check berthing and report back.

## **ROLE-PLAY SCENARIO #2 – Lesson 3 Character**

**DIRECTIONS:** Review the scenario. Take a few minutes to consider how to provide the Sailor your undivided attention. You will be faced with a difficult situation; it's your job to demonstrate character in how you address this situation with the Sailor and his or her friend.

**SITUATION:** You just finished mustering and SN Jones was not present – your Chief asks you to go check berthing and report back.

### **Role of the Sailor:**

You go to berthing and find SN Jones sitting on the deck next to their rack with their head down upset. You ask if everything is okay. SN Jones reluctantly responds, “No... I was sexually assaulted.” You tell SN Jones to stay put while you go inform Chief.

Chief, how would you handle this?