

Equal Opportunity Program Initial Entry Training - Level I
805C-CZAEOS01 / Version 4.1
Effective Date 01 Apr 2014

SECTION I. ADMINISTRATIVE DATA

All Course Masters/POIs Including This Lesson

Courses

<u>Course Number</u>	<u>Version</u>	<u>Title</u>	<u>Phase</u>	<u>Status</u>
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None

POIs

<u>POI Number</u>	<u>Version</u>	<u>Title</u>	<u>Phase</u>	<u>Status</u>
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None

Task(s) Taught(*) or Supported

<u>Task Number</u>	<u>Task Title</u>
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None

Reinforced Task(s)

<u>Task Number</u>	<u>Task Title</u>
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None

Knowledge

<u>Knowledge Id</u>	<u>Title</u>	<u>Taught</u>	<u>Required</u>
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None

Skill

<u>Skill Id</u>	<u>Title</u>	<u>Taught</u>	<u>Required</u>
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None

Administrative/ Academic Hours

The administrative/academic hours required to teach this lesson are as follows:

<u>Academic</u>	<u>Resident Hours / Methods</u>		
Yes	0 hrs	45 mins	Conference/Discussion
Yes	0 hrs	5 mins	Test Review
Yes	0 hrs	15 mins	Test

Total Hours: 1 hr 15 mins

Test Lesson Number

<u>Hours</u>	<u>Lesson Number</u>
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None

Prerequisite Lesson(s)

<u>Lesson Number</u>	<u>Lesson Title</u>
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None

Training Material Classification

Security Level: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Foreign Disclosure Restrictions

FD7. This product/publication has been reviewed by the product developers in coordination with the Fort Jackson/USASSI/EO Proponent foreign disclosure authority. This product is NOT releasable to students from foreign countries.

References

<u>Number</u>	<u>Title</u>	<u>Date</u>
AR 600-20	Army Command Policy (*RAR 001, 02/11/2009) (*RAR 002, 11/30/2009) (*RAR 003, 04/27/2010) (*RAR 004, 08/04/2011) (*RAR 005, 09/20/2012)	18 Mar 2008
TC 26-6	Commander'S Equal Opportunity Handbook	23 Jun 2008

Student Study Assignment

None

Instructor Requirements

One qualified instructor who has a thorough understanding of Equal Opportunity and Complaint Procedures.

Support Personnel Requirements

Assistant Instructor familiar with the Army's Equal Opportunity Program (All Army)

Additional Support Personnel Requirements

<u>Name</u>	<u>Student Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
Assistant Instructor familiar with the Army's Equal Opportunity Program	1:30		2.0

Equipment Required for Instruction

<u>ID - Name</u>	<u>Student Ratio</u>	<u>Instructor Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
5820-00-P56-2602 - TV STAND	1:30	0:0	Yes	1	No
702500CPU - Computer, Personal/Desktop (only CPU w/std Mouse, Keyboard, Sound Card, CD-ROM, & WIN OS)	1:1	0:0	Yes	1	No
702500MON36 - 36" Monitor, TV	1:30	0:0	Yes	1	No
X03330 - Projector, W/Computer Interface (Commercial Item)	1:30	0:0	No	1	No

(Note: Asterisk before ID indicates a TADSS.)

Materials Required

Instructor Materials:

- TSP
- AR 600-20, Army Command Policy, Chapters 4, 6 and Appendix D, dated 18 April 2008. (RAR 005, dated 20 September 2012)
- TC 26-6, Commanders Equal Opportunity Handbook, dated 23 June 2008
- Slides 1 through 27

Student Materials:

Student Handouts (SH)1-3

Classroom, Training Area, and Range Requirements

<u>ID - Name</u>	<u>Quantity</u>	<u>Student Ratio</u>	<u>Setup Mins</u>	<u>Cleanup Mins</u>
17120 General Instruction Building		1:30	30	15

Ammunition Requirements

<u>DODIC - Name</u>	<u>Exp</u>	<u>Student Ratio</u>	<u>Instruct Ratio</u>	<u>Spt Qty</u>
None				

**Instructional
Guidance**

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

Note: The program of instruction shall be presented exactly as disseminated and may not otherwise deviate from the standardized program. Instructors must NOT supplement this material with resources from Non-Federal entities or other resources.

Throughout this lesson, solicit from students EO challenges they have experienced.

Instructors must be aware that the subject and content of this class may evoke strong emotional reactions from students who are currently or may have been victims of violations of Army's Equal Opportunity Program. For this reason, the instructor must explain this at the beginning of the class and have an alternate instructor (AI) available to allow students with emotional issues to have discussions privately with the AI, so as not to interrupt training.

**Proponent Lesson
Plan Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
michael.turner	Not available	Approver	20 Mar 2014

SECTION II. INTRODUCTION

Method of Instruction: Conference/Discussion
Instr Type(I:S Ratio/Qty): Qualified Instructor (1:30/0)
Time of Instruction: 5 mins
Instructional Strategy: Large Group Instruction

Motivator

NOTE: Show Slide 1. (The Army's Equal Opportunity (EO) Program Initial Entry Training)

Equal Opportunity. What does that mean to you? Why should you care? Well, here is why:

Have you ever been picked on by a bully because he/she didn't like your skin color or your last name? Have you ever been called a name that disrespects your religious beliefs? Chances are you've either had one of these experiences yourself or you know someone else who has. All of these experiences are examples of violations of the Army's Equal Opportunity Program.

Note: Show Slide 2. (Terminal Learning Objective)

Terminal Learning Objective

NOTE. Inform the students of the following Terminal Learning Objective requirements.

At the completion of this lesson, you [the student] will:

Action:	Communicate the individual Soldier's obligations in support of the Army's Equal Opportunity Program
Conditions:	In a classroom environment with access to real-life scenarios and student handouts
Standards:	Complete the lesson on the Army's Equal Opportunity (EO) Program Initial Entry Training and achieve a passing score of 80% on a separately administered test. A. Define the Army's Equal Opportunity Program as it relates to the Army Values, Warrior Ethos, and Soldier's Creed. B. Identify the behaviors and actions that violate and support the Army's Equal Opportunity Program. C. Identify the Army's Equal Opportunity (EO) Complaint Process.

Safety Requirements

In a training environment, leaders must perform a risk assessment IAW FM 5-19, Composite Risk Assessment. Leaders will complete a DA Form 7566, 7566 COMPOSITE RISK MANAGEMENT WORKSHEET during the planning and completion of each task and sub-task by assessing mission, enemy, terrain and weather, troops and support available-time available and civil considerations, (METT-TC).

Note: During CBRN training, leaders must ensure personnel are monitored for potential heat injury. Local policies and procedures must be followed during times of increased heat category in order to avoid heat related injury. Consider the CBRN work/rest cycles and water replacement guidelines IAW FM 3-11.4, NBC Protection, FM 3-11.5. CBRN Decontamination. No food or drink is allowed near or around electrical equipment (CPU, file servers, printers, projectors, etc.) due to possible electrical shock or damage to equipment. Exercise care in personal movement in and through such areas. Avoid all electrical cords and associated wiring. In the event of an electrical storm, you will be instructed to power down equipment. Everyone is responsible for safety.

Risk Assessment

Low - Electrical Shock, Fire, Slippery Floors, Physical Injury/Strain, Tripping in Tight

Level

Spaces in Classroom, and Influenza.

Assessment: Low

Controls: Primary Instructors (PI) will ensure: All electrical cords are properly stored under desks, liquid containers have lids on them and all spills are immediately cleaned, mopped, and allowed to completely dry before allowing students/personnel to walk on them. All chairs are ergonomically designed, adjusted to individual preference and that all students are awake and paying attention in class. All cables/cords are properly plugged in, sheathed, and secured along tables, walls, and ceilings. No damaged or frayed cords/cables will be used. PI will brief proper hand-washing techniques, the use of hand sanitizer, and evacuation procedures. All trash will be removed daily.

Leader Actions: Detailed in-brief covering all aspects of safety to include daily classroom inspections, spills cleaned immediately, emergency exit plans, leader checks, hygiene procedures, and weekly safety briefings.

Environmental Considerations

NOTE: Instructor should conduct a Risk Assessment to include Environmental Considerations IAW FM 3-34.5, Environmental Considerations {MCRP 4-11B}, and ensure students are briefed on hazards and control measures.

Environmental protection is not just the law but the right thing to do. It is a continual process and starts with deliberate planning. Always be alert to ways to protect our environment during training and missions. In doing so, you will contribute to the sustainment of our training resources while protecting people and the environment from harmful effects. Refer to FM 3-34.5, Environmental considerations and GTA 05-08-002, ENVIRONMENTAL-RELATED RISK ASSESSMENT.

Instructional Lead-in

Welcome to the Initial Entry Training for the Army’s Equal Opportunity Program. Throughout this lesson we will be referring to AR 600-20, Army Command Policy, dated 18 Mar 08. In this lesson you will learn the Army Equal Opportunity Policies, and how to choose behaviors consistent with the Policy and Army Values.

1. EO Policies focus on creating an environment that supports “teamwork, mutual respect, loyalty, and shared sacrifice of the men and women of the U.S Army.”

2. In this lesson we will look at the Equal Opportunity Program – what the policy means and how it affects you (the Soldier).

Then, we’ll discuss the Army’s EO complaint process.

Handout SH #1 (Equal Opportunity Myths vs. Facts) and give directions as follows:

Before we begin the training, let’s look at some MYTHS and FACTS. By myth, we mean common ideas that are incorrect. Read the list of statements; put an M in front of any of the statements you think are MYTHS and an F in front of any that you think are FACTS – always correct. This is not a test, and you will not have to hand in these papers.

Note: Allow students three (3) minutes to read through the list. When they’re done, ask them to set it aside and state that it will be referred to again during the training.

SECTION III. PRESENTATION

NOTE: Inform the students of the Enabling Learning Objective requirements.

A. ENABLING LEARNING OBJECTIVE

ACTION:	Define the Army's Equal Opportunity Program as it relates to the Army Values, Warrior Ethos, and Soldier's Creed
CONDITIONS:	In a classroom environment with access to real life scenarios and student handouts
STANDARDS:	Effectively answer all the check on learning questions and be able to articulate the Army's Equal Opportunity (EO) Program's relationship to the Army Values, Warrior Ethos, and Soldier's Creed

ELO A - LSA 1. Learning Step / Activity ELO A - LSA 1. Define the Army's Equal Opportunity Program as it relates to the Army Values, Warrior Ethos, and Soldier's Creed

Method of Instruction: Conference/Discussion

Instr Type(I:S Ratio/Qty): Qualified Instructor (Military or Civilian)(1:30/0)*

Time of Instruction: 15 mins

Instructional Strategy: Large Group Instruction

Media Type: PowerPoint Presentation

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Note: Marked as (*) is derived from the parent learning object

Note: Show Slide 3. (Enabling Learning Objective)

Lead-In: In this lesson you will become more familiar with the Army's Equal Opportunity Program and learn how to choose behaviors consistent with the Army EO Policy and Army Values.

Note: Show Slide 4. (Army Policy on Equal Opportunity)

Note: The first topic of this lesson is the Army's Policy on Equal Opportunity. You should become familiar with this policy and be able to identify and explain it.

Read: The Army's Equal Opportunity Policy is located in AR 600-20.

Note: Have the students read the policy aloud together from the slide.

Ask: "What do you think the policy means?" Take one or two answers and reinforce any elements that are incorrect in the student responses.

Note: Provide definition of EO:

Read: Equal Opportunity is the right of all persons to participate in and benefit from programs and activities (i.e. career, employment, educational, social, etc. for which they are qualified).

Read: You can expect to be trained, assigned, promoted and otherwise managed based solely on merit, fitness, and capability in support of readiness. Discriminatory actions are taken seriously by the Army. This training is given to ensure that the Army treats everyone fairly and keeps to the highest standards. This class will give you knowledge, awareness, and examples that you can apply to situations you may encounter in everyday life.

Show Slide 5. (Fair/Equal Treatment)

Ask: What is fair treatment? Then give the definitions below.

Remember three points: Fair treatment is **equal** treatment based on (1) merit, (2) fitness and (3) capability in support of readiness. (AR 600-20)

- Merit means you did the work to EARN the reward
- Fitness means you proved yourself competent or worthy
- Capability in support of readiness means you are capable of accomplishing the mission

Show Slide 6. (Unlawful Discrimination Defined)

Five categories protected from unequal treatment are defined in AR 600-20: race, color, gender, religion, or national origin.

Read: “So, what does this mean?”

It means you have to be treated the same as anyone else in the same circumstances. You can’t be singled out to be treated differently just because of one of these factors. You can’t be given more favorable treatment and you can’t be given less favorable treatment based solely on any one of these factors.

Read: What is an example of being singled out for favorable or unfavorable treatment based on race, color, gender, religion, or national origin?

Note: Accept 2-3 examples, or share this one. (Example: You notice that your drill sergeant always gives the easy duties to female Soldiers and gives the less desirable duties to male Soldiers. Is that equal treatment?)

Note: Ask students to tell you what each term below means. Discuss and clarify terms if necessary, based on these definitions (AR 600-20).

Read: Discrimination: Any action that unlawfully or unjustly results in unequal treatment of persons or groups based on race, color, gender, religion, or national origin.

Read: You notice that recommendations for awards seem to be given only to those who have the same religious affiliation as your NCO, even though others have done work just as deserving.

Read: Race: A division of human beings identified by the possession of traits transmissible by descent and that is sufficient to characterize persons possessing these traits as a distinctive human genotype.

Note: Explain that this means distinguishing physical and genetic characteristics: examples include Caucasian, Hispanic, African-American, and Asian.

Read: Color (Discrimination): Treating people differently due to skin color for example, referring to Native-American Indians as “Redskins.”

Read: Gender (Discrimination): Is the action taken to deprive a person of a right because of their gender. This can occur overtly, covertly, intentionally, or unintentionally.

Read: For example, either male or female Soldiers receive preferential treatment compared to the other gender.

Read: Religion: Is a personal set or institutionalized system of attitudes, moral or ethical beliefs and practices held with the strength of traditional views, characterized by ardor and faith and generally evidenced through specific observances.

Note: Examples – religious denominations or traditions – Catholic, Muslim, Hindu, Protestant (Lutheran, Methodist, Presbyterian), Quaker, etc.

Read: National Origin: Is an individual’s country of origin or that of an individual’s ancestors. An example of this is: Irish, German, Mexican, Chinese, Moroccan, French, Japanese, Russian, etc.

Show Slide 7. (Offensive Behavior)

Read: Offensive behavior is hard to define because every individual has a different reaction to various behaviors. The Army defines offensive as whatever a reasonable person experiences as offensive, regardless of the intent of the person performing the behavior.

Read: Definition of reasonable person standard: This standard is used to predict the expected reaction to or impact of perceived offensive behaviors on the recipient. It ensures adequate sensitivity to a person's feelings and perspective while avoiding extremes. The standard asks, "How would a reasonable person under similar circumstances react or be affected by such behavior?" (Source: TC 26-6, *Commander's Equal Opportunity Handbook*, 1 June 2008, page 9-3)

Read: When does it become a "big deal?"

Answer: If it creates an environment that interferes with the mission. For the greater good of the organization, undesirable behaviors should be reported.

Read: When do you think the EO Policy applies? Is it just when you're on duty?

Show Slide 8. (When Does the Policy Apply?)

Note: This is a two-click slide.

Note: Ask students to read the statement together. Then, refer students to SH#1 EO Myths and Facts sheet:

Read: Read the definition of Equal Opportunity on the Slide and then look at the second statement on your EO Myths and Facts sheet: Do you think that statement is a MYTH or a FACT?

Read: #2. *Myth: Equal Opportunity Policy applies only at work. This is a myth.*

Read: Let's look at a scenario.

Scenario: While on pass, PVT Brown and PVT Jones are seated in a crowded, off-post fast food restaurant. Two Soldiers of another race from their company approach and ask to sit in the two open seats at their table. PVT Brown tells them the seats are taken. As the two Soldiers leave the area, PVT Brown remarks to PVT Jones that he "might have to associate with those kind of people in the unit, but he'd be damned if he would do it on his own time." Was his behavior okay? If not, why not?

Note: Click Slide and bring up second half: "Applies to:"

The Army's EO Policy applies:

- Both on and off post
- During duty and non-duty hours 24/7

- To working, living, and recreational environments

INSTRUCTOR WILL EMPHASIZE: *In compliance with the Repeal of Don't Ask, Don't Tell (R-DADT), and guidance on extending benefits to same-sex partners after the Defense of Marriage Act (DOMA) was ruled unconstitutional:*

All personnel, regardless of sexual orientation, will be treated with dignity and respect. Additionally, Soldiers will treat all military personnel equally, regardless if homosexual or heterosexual.

The Army will not discharge Soldiers for engaging in homosexual conduct; will continue to hold Soldiers to the same high standards of conduct; will maintain a climate of mutual respect consistent with Army standards of professional conduct and core values; and will construe the words "spouse" and "marriage" to include same-sex spouses and marriages.

Note: Instructor must be familiar with the R-DADT guidance so as to answer any questions from students

Read: EO is more than a policy statement. It is a part of who you are and a philosophy of how you behave when you are with others, wherever you are.

Note: Refer to Myths/Facts statements again:

Read: What about Statement #3 on the Myths/Facts handout (SH#1)? If you consider that the EO Policy applies to working and recreational environments, is this statement a myth or a fact?

Read: #3. *Myth: The owner of a restaurant has the right to refuse service to anyone. This is a myth. Why?*

Read: Private restaurants (off base) are subject to civilian EO laws, not Army EO laws. Within the United States, it is illegal for a public establishment (or club) to refuse you service solely on the basis of your race, color, gender, religion, or national origin.

Read: Establishments in addition to restaurants may include stores, movies, recreational facilities, civic organizations and clubs, and others. (There are some exceptions: For example, Boy and Girl Scouts.) While the Army does not have authority over non-Army establishments, the Army has the authority to institute sanctions such as making civilian establishments with discriminatory practices off-limits to Army personnel.

Show Slide 9. (Army Values and Equal Opportunity)

Note: This is a two-click Slide.

Read: The Army's EO Policy states that Equal Opportunity supports the Army's Values.

Note: Have the students recite the Army Values aloud together: Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage. Have approximately three students give reasons explaining why and how they think Equal Opportunity supports three different Army Values.

Note: Click to reveal EO bulleted list and then explain that in addition to the students' answers, EO enhances the ability to work effectively as a team, shows respect for self, others, and supports Army Values.

Show Slide 10. (Warrior Ethos and Equal Opportunity)

Note: This is two-click Slide.

Read: The Army's EO Policy is compatible with Warrior Ethos.

Note: Have students recite the Warrior Ethos aloud. "I will always place the mission first, I will never accept defeat, I will never quit and I will never leave a fallen comrade." Have approximately **three** students give reasons explaining why and how EO is compatible with Warrior Ethos.

Note: Click to reveal "Equal Opportunity" and then explain how the EO program supports mission readiness, supports Army Values, and strengthens the bond that makes Soldiers willing to die for one another. State that EO is compatible with Warrior Ethos.

Show Slide 11. (Soldier's Creed and Equal Opportunity)

Note: This is a two-click Slide.

Read: The Army's EO Policy is compatible with the Soldier's Creed

Note: Ask students, "What is the Soldier's Creed?" Divide the room in half and have each half of the room take turns reading stanzas of the Soldier's Creed aloud.

Note: Click to reveal Equal Opportunity bullets.

Read:

- Supports the ability to work effectively as a team
- Supports discipline
- Supports professional behavior
- Supports readiness
- Equal Opportunity supports Army Values
- Equal Opportunity is compatible with the Soldier's Creed and Warrior Ethos

Show Slide 12. (Six Related Issues)

Read: There are six additional issues that are related to discrimination and Equal Opportunity. These six issues are not strictly part of the EO Policy, but they are closely related to EO Policy and your **DUTY** as a Soldier.

EXPLAIN HOW EACH RELATES

(1) Military Discipline and Conduct – is a way of ensuring that Army Values of respect, honor and integrity are part of your daily lifestyle. By upholding policies and regulations that establish standards of behavior **ON and OFF DUTY**, you do your part to maintain discipline and morale, building unit cohesion and a spirit of teamwork.

(2) Prohibited Relationships – Army behavioral standards are different from civilian standards about romantic relationships. While the civilian standard may be that what occurs between consenting adults is all right, the Army standard clearly prohibits certain relationships. There are three types of prohibited relationships that may compromise or appear to compromise Equal Opportunity. The three types of relationships prohibited by the Army include personal relationships between Soldiers of different ranks (within a supervisory chain of command), between Officers and Enlisted Soldiers, and between Trainees and Soldiers.

Note: Refer to EO Myths and Facts (SH#1) statement #7. Ask a student to read it aloud.

Read: #7. *Myth: Business or personal or romantic relationships between consenting adults are a private matter between the two people.*

Read: This statement is a MYTH. The three types of relationships prohibited by the Army include relationships between Soldiers of different ranks, between Officers and Enlisted Soldiers, and between Trainees and Soldiers.

Soldiers of different ranks (within a supervisory chain of command):

Ask: Why do you think this type of relationship is prohibited?

Answer: Personal relationships between Soldiers of different ranks can compromise or appear to compromise the integrity of supervisory authority.

Ask: What makes this a problem?

Answer: Because it creates a perception of unfairness, and could have a negative impact on discipline, authority, morale, or the ability of command to accomplish its mission.

Note: Officers and Enlisted Soldiers:

Virtually all personal relationships between Officers and Enlisted Soldiers are prohibited.

Ask: Why?

Answer: Because it creates a perception of unfairness, and could have a negative impact on discipline, authority, morale or the ability of command to accomplish its mission.

Note: Trainees and Soldiers:

Any relationship between permanent party personnel and IET trainees not required by the training mission is prohibited.

(3) *Extremist Groups*

Ask: What is the Army's Policy on extremist organizations and activities? (Take responses from 2-3 Soldiers)

Read: IAW AR 600-20, participating in extremist groups is inconsistent with your responsibilities of military service. It is also incompatible with your DUTY as a Soldier and the LOYALTY you have sworn to the Constitution of the United States. Participation in extremist groups is prohibited. It is extremely critical to mission readiness that every Soldier understands the Army's Policy on extremist organizations and activities.

Ask: Who can tell me what an extremist organization or activity is? (Take responses from 2-3 Soldiers)

Extremist Organizations and activities are ones that:

- advocate racial, gender, or ethnic hatred or intolerance
- advocate, create, or engage in illegal discrimination based on race, color, gender, religion, or national origin
- advocate the use of or use force or violence or unlawful means to deprive individuals of their rights under the United States Constitution or the laws of the United States or any State

Read Scenario: Your cousin is a member of a group that believes Caucasians are a superior race and use violence to deprive individuals of their rights. He invites you (Soldier) to meet him and a few of his fellow group members to discuss upcoming group activities.

Ask: Is it against Army policy for a Soldier to go? Why or why not? (Take responses from 2-3 students)

Answer: It is against Army policy to go because IAW AR 600-20, Soldiers are prohibited from the following actions in support of extremist organizations and activities:

- Participating in public demonstrations or rallies
- Attending a meeting or activity with knowledge that the meeting or activity involves an extremist cause
- Fund raising activities
- Recruiting or training members (including encouraging other Soldiers to join)
- Creating, organizing, or taking a visible leadership role
- Distributing literature on or off a military installation

Read: It is important to understand that AR 600-20 states that commanders have the authority to prohibit military personnel from engaging in or participating in any activities the commander determines will adversely affect good order and discipline or morale within the command. This includes, but is not limited to, the authority to order the removal of symbols, flags, posters, or other displays from barracks, to place areas or activities off-limits, or to order Soldiers not to participate in those activities that are contrary to good order and discipline or morale of the unit or pose a threat to health, safety, and security. Commanders should always consult with their servicing Staff Judge Advocate General Officer prior to making a determination. The Provost Marshall and S2/G2 can provide subject matter experts on groups and activities which may be extremist.

(4) Language

Read: English is the operational language of the Army. How does this affect people whose native language is not English?

Note: Discuss this scenario: You grew up speaking both English and another language. Three of your buddies in the unit also speak the same second language. Can you speak both languages freely at all times?

Answer: You can speak both languages freely within certain exceptions:

- Ability in English is necessary to perform military duties
- You are required to speak English when operational communications must be understood by everyone who has an official need to know the content to accomplish their mission. However, commanders may not require a Soldier to use English unless it is clearly necessary to perform military functions; promote safety; accomplish missions. (Examples of when required: during training or on the range.)

- Permitted to speak other languages, WHEN: on break; or for personal communications unrelated to the mission and when safety is not a factor

(5) Accommodating Religious Practices

Scenario: Let's look again at the Myth vs. Fact sheet (SH #1)

Read: #6. *Myth: Most people go to church on Sunday so you shouldn't expect special accommodations to attend your religious observances on some other day. This is myth.*

Read: What do you think? If Private Steinmetz requested accommodations to attend services at the Synagogue on Friday evenings, should her request be honored?

Answer: The Army places a high value on Soldiers observing and practicing their respective religions. Requests for accommodation are granted when there is no adverse impact on military readiness, unit cohesion, standards, health, safety, discipline, or ability to perform military duties. Individual Soldiers are expected to respect the religious beliefs of one another as well.

(6) Hazing

Read: Hazing is defined as "any conduct whereby one military member or employee, regardless of service or rank, unnecessarily causes another military member or employee, regardless of service or rank, to suffer or be exposed to an activity which is cruel, abusive, oppressive or harmful." (AR 600-20)

Read: The Army is a values-based organization where everyone is encouraged to do what is right by treating others as they should be treated – with dignity and respect. **Hazing is fundamentally in opposition to Army Values and is prohibited.**

Note: ENFORCEMENT OF THIS POLICY IS THE RESPONSIBILITY OF LEADERS AT ALL LEVELS.

Read: Violators (Soldiers) may be subject to penalties outlined in the UCMJ (Articles 92, 80, 81, 93, 124, 128, 133, and 134).

Read: What examples of inappropriate hazing can you think of in your experience? Ask students to brainstorm examples.

Note: (If you, the instructor, need examples to start the discussion, select from the lists below.)

Hazing includes, but is not limited to any form of initiation of "rite of passage" or congratulatory act that involves:

- Physically striking another in order to inflict pain

- Piercing another's skin in any manner

- Forcing or requiring the consumption of excessive amounts of food, alcohol, drugs, or other substances

- Encouraging another to engage in illegal, harmful, demeaning or dangerous acts

Note: Soliciting or coercing another to participate in any such activities is also considered hazing.

Note: The following activities DO NOT constitute hazing when they are authorized by chain of command and they are not unnecessarily cruel, abusive, oppressive, or harmful:

1. Physical or mental hardships associated with operations or operational training

2. Administrative corrective measures, such as:
 - a) Verbal reprimands
 - b) A reasonable number of repetitions of authorized physical exercises

3. Extra military instruction or training

4. Physical training or remedial physical training

5. Other similar activities

Ask: Have any of you experienced hazing? (Take 2-3 responses from Soldiers)

Read: Particular attention should be devoted to graduation or advancement ceremonies as well as other occasions or settings which might put Soldiers 'at risk" for voluntary or involuntary hazing.

These situations must be supervised properly, respectful of all participants, to perpetuate the best of the traditions which the Army embraces and leave all participants and spectators feeling proud to be a member of or associated with the U.S. Army.

Read: What questions can I answer about the material covered before we continue?

Check on Learning: See ELO A for check on learning

Review Summary: See ELO A for Summary

CHECK ON LEARNING (ELO A): Conduct a check on learning and summarize the ELO.

Read: Let's see how much you've learned so far with a few questions.

Note: Ask the students to raise their hands if they think they know the answer.

Q: You are home on leave with your family. Does the EO Policy apply?

A: Yes. The EO Policy applies anywhere you are; 24 hours each day, 7 days a week.

Q: How is EO compatible with Army Values?

A: EO enhances the ability to work effectively as a team, shows respect for others, and supports Army Values. The EO program also supports Warrior Ethos and the Soldier's Creed.

Q: You are a single female Soldier (PFC Martin) and you find yourself attracted to a single male Soldier, SGT Hernandez, but he is your squad leader. Do you pursue a personal relationship?

A: No. Personal relationships between Enlisted Soldiers and NCOs are prohibited when the individual is in the supervisory chain of command of the NCO. If PFC Martin and SGT Hernandez were not in the same unit or supervisory chain of command, the relationship would not be prohibited. Other prohibited relationships include personal relationships between Officers and Enlisted Soldiers, Soldiers of different rank within a supervisory chain of command, and personal relationships between Trainees and Soldiers.

Q: What is unlawful discrimination and how does it relate to Army Values?

A: Unlawful discrimination is unequal treatment based on race, color, gender, religion, or national origin. It is not consistent with Army Values to engage in discrimination. Discrimination undermines loyalty, respect, and integrity and damages the ability to work effectively as a team.

Q: How does military discipline relate to EO Policy?

A: Military Discipline and Conduct – is a way of ensuring that Army Values of respect, honor and integrity are part of your daily lifestyle. By upholding policies and regulations that establish standards of behavior ON and OFF DUTY, you do your part to maintain discipline and morale, building unit cohesion and a spirit of teamwork.

REVIEW SUMMARY(ELO A):

Conduct a Summary Review.

Show Slide 13. (Review: Army EO Program/Values)

Read: In this topic we looked at the Army’s Equal Opportunity Policy. A synopsis of the policy states the following:

- There are five unlawful discrimination categories: race, color, gender, religion, or national origin
- EO Policy is in effect on and off post, during duty and non-duty hours – 24/7
- EO upholds Army Values, Warrior Ethos, and the Soldier’s Creed
- There are six related issues: military discipline, prohibited relationships, extremist groups, language policy, accommodating religious practices, and hazing

Read: Now that we have seen how the EO program supports Army Values, the Warrior Ethos and Soldier’s Creed, let’s look at behaviors that violate the EO Policy.

B. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the behaviors and actions that both violate and support the Army's Equal Opportunity Program
CONDITIONS:	

	In a classroom environment with access to real-life scenarios and student handouts
STANDARDS:	Effectively answer all check on learning questions and be able to articulate the behaviors and actions that violate and support the Army's Equal Opportunity Program

ELO B - LSA 1. Learning Step / Activity ELO B - LSA 1. Identify the behaviors and actions that violate and support the Army's Equal Opportunity Program

Method of Instruction: Conference/Discussion

Instr Type(I:S Ratio/Qty): Qualified Instructor (Military or Civilian)(1:30/0)*

Time of Instruction: 10 mins

Instructional Strategy: Large Group Instruction

Media Type: PowerPoint Presentation

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Note: Marked as (*) is derived from the parent learning object

Lead in: There are two Soldiers in your unit. One grew up in Tennessee and the other grew up in Pennsylvania. The Soldier from the South is constantly calling the Soldier from Pennsylvania a Yankee and the Soldier from Pennsylvania is constantly calling the other Soldier from Tennessee a Cracker.

Ask: Would this behavior violate the EO Policy?

Read: Yes, even though they are joking around they could easily be offending the people around them. As a Soldier, it is your duty to stop behaviors like this. In this lesson, we will identify the behaviors that violate the Army's EO Program.

Read: It is the Army's policy to promote harmonious relationships that strengthen loyalty and contribute to maintenance of an effective fighting force.

Show Slide 14. (Equal Opportunity Terms)

Read: Ask Soldiers to define each of these EO terms in their own words.

Note: After each example is provided, read the related definition per (AR 600-20), ask group to discuss whether the example met the definition, and if not, why not?

Read the EO terms below and clarify as necessary:

1. **Racism:** Any attitude or action of a person or institutional structure which subordinates a person or group because of skin color or race.

2. **Sexism:** Attitudes and beliefs that one gender is superior to another.

3. **Prejudice:** A negative feeling or dislike based upon a faulty or inflexible generalization. (i.e. pre-judging a person or group without knowledge or facts).

4. **Discrimination:** Any action that unlawfully or unjustly results in unequal treatment of persons or groups based on race, color, gender, religion, or national origin.

Note: Power + Prejudice + Action = Discrimination

Show Slide 15. (Supporting EO Policy)

Note: Explain the diagram, beginning with the bottom layer.

Ask: "What is meant by attitude? (Take 2-3 responses from Soldiers before giving the meaning.

Meaning: Attitudes are the foundation of behavior and language. The things you do and say will reveal your attitude what you believe and how you feel.

Ask: If your attitude is negative about a particular group of people, how is that likely to affect what you do or say?

Answer: Since your behaviors and your language are guided by your attitude, what do these actions say about a person's attitude?

- Displaying racist or sexist posters, jokes, and other visual materials

- Laughing at jokes about someone's national origin

- Making derogatory remarks about others' religious beliefs or practices

Read: People who are prejudiced might act out their feelings by demonstrating a lack of respect for others in what they say. This includes racial slurs or sexist jokes.

Read: What are some of the behaviors that show your attitude is in line with Army Values, an attitude that supports EO? Examples:

- Challenge stereotypes by seeking out people of different races, genders, religious beliefs and national origins

- Respect cultural backgrounds of others: Participate in observances and events to broaden your knowledge and understanding of other cultures

- Take corrective action when you observe unfair or unequal treatment

- Distance yourself from conversations when others are making jokes about race, color, gender, religion, or national origin

Read: What questions can I answer about the material covered before we continue?

Check on Learning: SEE ELO B For Check on Learning

Review Summary: SEE ELO B for Summary

CHECK ON LEARNING (ELO B):

Conduct a check on learning and summarize the ELO.

Read: Let's see how much you've learned so far with a few questions.

The following questions are based on the scenario provided below. Read the scenario and then ask each question. Ask the students to raise their hands if they think they know the answer. Facilitate the discussion using the answer provided.

PVT Huong (Asian) has achieved the best scores on the APFT, marksmanship, and map reading. Consequently, his squad leader nominated him from 1st squad to be the platoon's Soldier of the Month. PVT Smith, also in 1st squad, was upset because he felt that the squad leader should have picked someone like himself who is a "real American." Later, the Platoon Sergeant chose not to select PVT Huong even though PVT Huong was obviously the best qualified. The Platoon Sergeant justified his actions to a fellow Sergeant by saying that no Asian-American was going to be named Soldier of the Quarter as long as he was the Platoon Sergeant.

Q. What violations of EO policy are exhibited in the scenario?

A. Racism, prejudice and discrimination.

Q. Was the Platoon Sergeant prejudiced?

A. Recall that prejudice is a negative attitude or feeling toward certain groups based upon race, color, religion, gender, or national origin. In this situation, both the Platoon Sergeant and PVT Smith did not

respect PVT Huong and have a negative attitude towards Asian-Americans. Note they have this attitude despite the clear fact that PVT Huong has shown himself an outstanding Soldier.

Q. Was the Platoon Sergeant's behavior racist and/or racially discriminatory?

A. Yes. The Platoon Sergeant additionally showed neither loyalty nor integrity and engaged in both racism and racial discrimination. This is because he not only displayed a prejudiced attitude, but also was in a position of power and acted on that attitude in a way that subordinated another person or group because of skin color or other physical traits associated with a particular group. The Platoon Sergeant's behavior denied PVT Huong "fair treatment" which is **equal** treatment based on (1) merit, (2) fitness and (3) capability in support of readiness.

Q. Was PVT Smith prejudiced?

A. Yes; his statement that only people like himself could be considered "real Americans" is an example of prejudice.

Q. Was PVT Smith's behavior racist and/or discriminatory?

A. Yes. PVT Smith exhibited both racist behavior and an act of discrimination. His behavior portrayed prejudice coupled with an act to put down someone based on his or her race or ethnic background. (Discrimination is an action that unlawfully or unjustly results in unequal treatment of persons or groups based on race, color, gender, religion, or national origin.)

REVIEW SUMMARY(ELO B):

Conduct a Summary Review

Show Slide-16. (Review: EO Policy Violation)

Read: In this topic we discussed four terms: Racism, Sexism, Prejudice, and Discrimination. The link between our attitudes and our behaviors, (noting that we have to change our attitudes first) impacts the development of our behaviors to support the Army EO policy. Now that you have learned the Army's Policy on Equal Opportunity and the behaviors that violate the Army's Equal Opportunity Policy, let's turn to the Army's EO Complaint Process.

C. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the Army's Equal Opportunity Complaint Process.
CONDITIONS:	In a classroom environment with access to real-life scenarios and student handouts
STANDARDS:	Effectively answer all check on learning questions and be able to articulate the Army's Equal Opportunity (EO) Complaint Process.

ELO C - LSA 1. Learning Step / Activity ELO C - LSA 1. Identify the Army's Equal Opportunity (EO) Complaint Process

Method of Instruction: Conference/Discussion

Instr Type(I:S Ratio/Qty): Qualified Instructor (Military or Civilian)(1:30/0)*

Time of Instruction: 10 mins

Instructional Strategy: Large Group Instruction

Media Type: PowerPoint Presentation

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Note: Marked as (*) is derived from the parent learning object

Show Slide 17. (EO Complaint Process)

Lead-In: We have learned about equal opportunity; now let's look at the complaint process. The Army's EO complaint process addresses allegations of unlawful discrimination or unfair treatment on the basis of race, color, gender, religion, or national origin. The Army wants to ensure that every Soldier and Family member has a readily available system that treats all complaints seriously. Soldiers and Family members have the right to present their complaints to their leaders or supervisors without fear of intimidation, harassment, or reprisal. The basis of the system is that all individuals attempt to resolve the problem at the lowest possible level within an organization.

Note: While on active duty Title 10 for 30 days or more, ARNG Soldiers will follow the complaint procedures outlined in this regulation. In all other cases, ARNG Soldiers will follow the complaint procedures outlined in National Guard Regulation (NGR) 600-22, National Guard Military Discrimination Complaint System, and AR 600-20, Appendix D-14.

Read: In this lesson we will review the process for filing a complaint.

Individuals are encouraged to attempt to resolve their complaints by confronting the alleged offender or by informing other appropriate officials about the offensive behavior or other allegations of unfair treatment. However, depending on the severity of the offense or the nature of the allegation, this may not always be appropriate. All personnel are responsible for submitting only legitimate complaints and exercise caution against frivolous or reckless allegations.

Note: Handout SH #2 (Complaint Process Flowchart). This will enable students to better understand the material and to be able to ask specific questions.

Show Slide 18. (Types of EO Complaints- Informal Complaint)

Read: There are two types of complaints, formal and informal. First we will look at informal complaints.

Note: The Soldier filing the complaint decides on the type.

An informal complaint is any complaint not submitted in writing. Informal complaints are not subject to any timeline, nor are they reportable to higher headquarters. However, the informal complaint process does help facilitate the resolution of your grievances at the lowest possible level. An informal complaint is treated just as seriously as a formal complaint, which will be discussed later in this instruction. When considering the use of the informal process, the following are some factors that may help you in that determination:

1. The complaint need not be put in writing and may be resolved at the lowest level of the supervisory chain.
2. There is no requirement that the chain of command be advised or involved.
3. May use assistance of other unit members, the unit EOL, or another person to speak to the offender on behalf of the victim.

Read: What do you think are some of the benefits of handling complaints informally rather than, formally?

Examples:

- The problem may be resolved at the lowest level
- If the problem can be successfully resolved informally, it may improve the relationship between individuals and contribute to team building
- It gives individuals an opportunity to correct the situation without damaging anyone's reputation or career
- A simple misunderstanding is less likely to be blown out of proportion

Read: Help with informal complaints may come from several sources to include:

- Equal Opportunity Advisor (EOA)
- Equal Opportunity Leader (EOL) (Informal Complaints only)

Note: Inform students of EOA/EOL names/contact information if available. Remember providing Personal Identification Information (PII) to personnel without authorized permission is prohibited.

Note: Inform students that even if an individual wants his or her complaint handled informally it does not prevent or exempt allegations from intervention by the chain of command. Should the chain of command determine when it is necessary to conduct a formal investigation? To resolve an informal complaint, the individual may be required to make a sworn statement or asked to submit a formal complaint.

Show Slide 19. (Types of EO Complaints-Formal Complaint)

A formal EO complaint is submitted in writing using DA Form 7279 (EO Complain Form). This form can be obtained from your EOA. Unlike the informal process, the formal complaint system requires documentation by your chain of command in order to inquire or investigate your allegations and, if warranted, take necessary corrective actions. The formal complaint process contains specific timelines for the accomplishment of certain actions. All formal EO complaints are reportable to higher headquarters. Formal Complaints follow a strict procedure. Only Commanders, EOAs, and Alternate Agencies can take a formal complaint.

Read: When might you want to file a formal complaint? Examples:

- When you are afraid for your personal safety, or feel your reputation or career may be compromised by the situation
- When the situation is a major infraction (such as a violation of prohibited relationships)
- When you want an official record kept of your complaint

Show Slide 20. (Alternative Agencies)

Read: These agencies also serve as alternate avenues available to Soldiers for registering EO complaints.

Note: Explain each resource.

1. Higher Echelon Chain of Command – You can choose to forward the complaint to the higher echelon chain of

command (if your chain of command is the problem).

2. **Inspector General** – Advises on all matters of command; receives complaints about command environment and leadership.
3. **Housing Referral Office** – Monitors and administers the installation's housing referral program; investigates complaints about discrimination in rental or sale of off-post housing.
4. **Staff Judge Advocate General** – Advises commander on all legal matters; may receive complaints about discrimination in legal proceedings or administering judicial or non-judicial punishment.
5. **Military Police or Criminal Investigator** – Any investigations of possible violations of the Uniform Code of Military Justice; responsible for monitoring the treatment of Soldiers and complaints of discrimination or unfair treatment by off-post activities.
6. **Chaplain** – The primary subject matter expert for issues about religious discrimination and accommodation; also the primary resource on family and marital counseling.
7. **Medical Agency Personnel** – Advise and assist on medical matters in case of a physical assault, medical agency personnel are contacted immediately to obtain criminal evidence and assist in treating counseling the victim.

Show Slide 21. (Formal Complaint Process)

Note: Use Handout **SH #2** to provide a brief overview of the process.

Note: Explain that each step after the initial filing takes a certain amount of time:

1. **File** – within 60 calendar days of the incident (after 60 days at the Commander's discretion: DA Form 7279).
2. **Act** (3 calendar days) – All complaints, except those filed with the IG must be reported to the General Court Martial Convening Authority (GCMCA) within three (3) calendar days.
3. **Investigate** (14 calendar days) – The commander will conduct an investigation personally or appoint immediately an investigating officer according to AR 15-6. The investigating officer will have 14 calendar days to conduct the investigation.
4. **Appeal** (7 calendar days) – The complainant and/or subject have the right to appeal. If appealed, they have 7 calendar days following notification of the results to provide a brief statement that identifies the basis of the appeal. Once the complainant initiates an appeal, the commander has 3 calendar days to refer the appeal to the next higher commander.
5. **Follow-up** Assessment (30-45 calendar days) - Within 30-45 calendar days an assessment needs to be conducted by the EOA to determined the effectiveness of any corrective actions.

Show Slide 22. (Reprisal and Allegations)

Read: The commander will establish and implement a plan to protect the complainant, any named witnesses, and the subject from acts of reprisals. A reprisal involves taking an unfavorable personnel action, threatening to take an unfavorable personnel action, with-holding a favorable personnel action, threatening to with-hold a favorable personnel action, or retaliating against a military member for making an EO Complaint or statement in an EO inquiry.

Read: Army policy protects Soldiers and any witnesses from reprisal for filing an EO complaint or cooperating with

an EO investigation.

Ask: What are some actions you can think of that would be examples of reprisal?

Read: Possible examples include:

- **Intimidation** – attempting to frighten, inhibit or discourage action by threats of harm or adverse treatment (even possibly physical harm)

- **Harassment** – Tormenting or annoying repeatedly and persistently; to wear out; to exhaust; to impede by repeated attacks for making an EO complaint or cooperating with an EO investigation.

Read: Soldiers who file fraudulent complaints or knowingly make false allegations are not protected from disciplinary action.

Show Slide 23. (Implications for the Accused (Admin Actions))

There is **ZERO TOLERANCE** for behaviors and actions that violate EO policies. Soldiers who fail in the duty to continuously display integrity in promoting EO face a wide variety of possible administrative sanctions or legal punishments. The following are some examples of administrative actions:

- Mandatory Counseling
- Additional Training
- Denial of certain privileges
- Rehabilitative transfer
- Letter of admonition/reprimand
- Relief for Cause
- Adverse performance
- Bar to reenlistment
- Article 15
- Separation from Service

Show Slide 24. (Implication for the Accused (Legal Actions))

In the event that administrative actions fail to correct the behavior, or the behavior is serious and constitutes a violation of the Uniform Code of Military Justice (UCMJ), the commander may consider further action under the

appropriate article(s) of the UCMJ. The following offenses identify severe forms of EO violations which are subject to disciplinary actions under the UCMJ. As a Soldier, you need to be aware of those actions. A summary of these offenses and articles are:

Note: Read and explain the below list of offenses if time permits

(1) Using words or gestures that are provoking, such as making racial comments and/or gestures.

(a) Disrespect towards a superior commissioned officer - Article 89; maximum punishment is a bad-conduct discharge, forfeiture of all pay and allowances, and confinement for 1 year.

(b) Insubordinate conduct towards a warrant officer or noncommissioned officer - Article 91; maximum punishment is a bad conduct discharge, forfeiture of all pay and allowances, and confinement for 9 months.

(c) Provoking speeches or gestures - Article 117; maximum punishment is confinement for 6 months and forfeiture of two-thirds pay per month for 6 months.

(d) Indecent language - Article 134; maximum punishment is bad-conduct discharge; forfeiture of all pay and allowances, and confinement for 6 months.

(2) Offering rewards for favors which constitute an EO violation.

(a) Bribery and **graft** - Article 134; maximum punishment for bribery is a dishonorable discharge, forfeiture of all pay and allowances, and confinement for five (5) years.

(b) Maximum punishment for graft is dishonorable discharge, forfeiture of all pay and allowances, and confinement for three (3) years.

Note: Definition of Graft - A form of political corruption. Unscrupulous use of a politician's authority for personal gain

(3) Using or threatening to use unlawful force or violence to do bodily harm to another person.

(a) Assault - Article 128.

(b) Maximum punishment for assault offenses range from confinement for three months, reduction to E-1 and forfeiture of two-thirds pay to confinement for ten years, reduction to E-1, and forfeiture of all pay and allowances and a dishonorable discharge.

(c) Communicating a threat - Article 134; maximum punishment is a dishonorable discharge, forfeiture of all pay and allowances, and confinement for three (3) years.

(4) Engaging in or condoning EO violations - Article 92, failure to obey an order or regulation.

Read: What questions can I answer about the material covered before we continue?

Check on Learning:

SEE ELO C for Check on Learning

Review Summary: SEE ELO C For Review/Summary

ELO C - LSA 2. Learning Step / Activity ELO C - LSA 2. Test

Method of Instruction: Test

Instr Type(I:S Ratio/Qty): Qualified Instructor (Military or Civilian)(1:30/0)*

Time of Instruction: 15 mins

Instructional Strategy: Unassigned

Media Type: No Media Selection Required

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Note: Marked as (*) is derived from the parent learning object

See ELO C

Check on Learning: Conduct a check on learning and summarize the learning activity.

Review Summary: Conduct a Summary Review

ELO C - LSA 3. Learning Step / Activity ELO C - LSA 3. Test Review

Method of Instruction: Test Review

Instr Type(I:S Ratio/Qty): Qualified Instructor (Military or Civilian)(1:30/0)*

Time of Instruction: 5 mins

Instructional Strategy: Unassigned

Media Type: No Media Selection Required

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Note: Marked as (*) is derived from the parent learning object

None

Check on Learning: Conduct a check on learning and summarize the learning activity.

Review Summary: Conduct a Summary Review

CHECK ON LEARNING (ELO C):

Let's see how much you've learned so far with a few questions.

Q: Why would you choose to pursue an informal complaint rather than a formal complaint?

A: Informal complaints are best for minor infractions. It is recommended to try to resolve these issues first at the lowest level.

Q: Before you make a formal complaint, what response strategies should you try in order to get the objectionable behavior to cease?

A: Direct, Indirect, and Third Party response strategies.

Q: Name three of the eight alternative resources to whom you could submit a formal complaint.

A: Higher Echelon Chain of Command, Chaplain, Inspector General, Equal Opportunity Advisor, Housing Referral Office, Staff Judge Advocate General, Military Police or Criminal Investigator, Medical Agency

Q: How long does it take before you hear back on the preliminary decision about your complaint?

A: 14 calendar days

Q: What are three of the 10 administrative sanctions you could face if you are found to have violated the EO policies?

A: Administrative Actions include:

- Mandatory Counseling
- Additional Training
- Denial of certain privileges
- Rehabilitative transfer
- Letter of admonishment/reprimand
- Relief for Cause
- Adverse performance evaluation
- Bar to reenlistment
- Article 15
- Separation from Service

REVIEW SUMMARY(ELO C):

Conduct a Summary Review

Note: Show Slide 25. (Review: EO Complaint Process)

- Complaint options include informal or formal complaints
- Submit initial complaints at lowest level
- Specific process for formal complaints (See SH#2)

Note: Show Slide 26. (Army Policy Applies)

Read: It is important to identify violations of the EO policies and know the appropriate complaint procedures. Remember the Army Policy applies:

- Both on and off post
- During duty and non-duty hours
- 24 hours a day, seven days a week
- To working, living, and recreational environments

SECTION IV. SUMMARY

Method of Instruction:	Conference/Discussion
Instr Type(I:S Ratio/Qty):	Qualified Instructor (1:30/0)
Time of Instruction:	5 mins
Instructional Strategy:	Large Group Instruction

Check on Learning

Note: If time permits, conduct a summary check on learning by asking participants to complete a 3-2-1 exercise as follows:

Note: Distribute an index card to each student. (See SH #3.)

Note: Give students 2 minutes to write down:

- 3 things they learned about EO Program
- 2 things you learned about the EO Complaint Process
- 1 attitude they have changed because of this training

Note: Debrief the group by asking “What are some of the things you learned about Equal Opportunity? What are some attitudes or beliefs that have changed for you as a result of the training?”

Note: Students keep their cards.

Review/ Summary

Note: Show Slide 27. (Terminal Learning Objective)

In this lesson, we communicated the individual Soldier’s obligations in support of the Army’s Equal Opportunity Program Policies. We defined the Army’s Equal Opportunity Program as it relates to the Army Values, Warrior Ethos, and Soldier’s Creed; identified the behaviors and actions that violate and support the Army’s Equal Opportunity Policy; and identified the Army’s Equal Opportunity Complaint Process. Unlawful discrimination has no place in the Army and will not be tolerated. You should now know how to avoid discriminating against others and how to respond if you believe you are the victim of discrimination.

SECTION V. STUDENT EVALUATION

Testing Requirements

At the end of this lesson you will take a multiple choice test. The test includes questions on the TLO and ELOs from this lesson. You must receive a minimum score of 80% to receive a GO. Refer student to the Student Evaluation Plan where applicable.

Feedback Requirements

Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.

Appendix A - Viewgraph Masters

**Equal Opportunity Program Initial Entry Training - Level I
805C-CZAEOS01 / Version 4.1**

Sequence	Media Name	Media Type
None		

Appendix B - Test(s) and Test Solution(s)

Appendix C - Practical Exercises and Solutions

PRACTICAL EXERCISE(S)/SOLUTION(S) FOR LESSON 805C-CZAEOS01 Version 4.1

Appendix D - Student Handouts

**Equal Opportunity Program Initial Entry Training - Level I
805C-CZAEOS01 / Version 4.1**

Sequence	Media Name	Media Type
0	EO Level 1, Version 4.1 Slides dated 03-15-14	PPT
0	EO Level I, Ver 4.1 Post Test Ver 1 dated 03-15-14	DOC
0	EO Level 1, Ver 4.1 Student Handout dated 03-15-14	DOCX
0	EO Level I, Ver 4.1 Post Test Ver 2 dated 03-15-14	DOC
0	EO Level 1, Ver 4.1 Post Test Ver 2 Ans Key dated 03-15-14	DOC
0	EO Level 1, Ver 4.1 Post Test Ver 1 Ans Key dated 03-15-14	DOC