

**ARNG - SQI4 - Army Diversity Training  
805B-PJA9TS03 / Version 3.1  
Effective Date Not Assigned**

**SECTION I. ADMINISTRATIVE DATA**

**All Courses Including This Lesson**

<u>Course Number</u>	<u>Version</u>	<u>Course Title</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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805B-K-0007	Know Army Homosexual Policy	Yes	Yes
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805B-K-0018	Know Confidentiality Concerns	Yes	Yes
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805B-K-0058	Know Recruiting Operational Environment	Yes	Yes
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**Skill**

<u>Skill Id</u>	<u>Title</u>	<u>Taught</u>	<u>Required</u>
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805B-S-0052	Apply leadership tactics	Yes	Yes
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805B-S-0062	Perform Analysis of Information	Yes	Yes
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**Administrative/ Academic Hours**

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

<u>Academic</u>	<u>Resident Hours / Methods</u>		
Yes	1 hr	0 mins	Conference/Discussion

Total Hours:	1 hr	0 mins	
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**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**

None

**References**

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
None			

**Student Study Assignment**

None

**Instructor Requirements** SMTC Qualified Instructor(s)

**Support Personnel Requirements** None

**Additional Support Personnel Requirements**

<u>Name</u>	<u>Student Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
None			

**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>
6130-01-C12-1514 - Power Supply Assembly, TYX: Battery Back Up UPS APC	1:5	1:1	No	0	No
6730-01-C07-0756 - Projector, LCD/DLP: ELP7200 Epson	0:0	1:1	No	0	No
6730-01-C13-1784 - Screen Projection, Rear/Fixed or PT: 980S Quartet	0:0	1:1	No	0	No
702101C056576 - COMPUTER, PERSONAL WORKSTATION	0:0	1:1	No	0	No
702101C161319 - COMPUTER MICRO LAP TOP PORTABLE AC	1:1	0:0	No	0	No
7025-01-559-1352 - Display Unit: Smartboard White 64	0:0	1:1	No	0	No
7520-01-186-3605 - Marker Assortment, Tube Type	1:1	5:1	No	0	Yes
7520-01-C12-6434 - Easel, portable with/without Access TY SZ AA: QRT500TE Quartet	1:5	1:1	No	0	No
7730-01-C09-7569 - Television Large Screen, with Stereo Speakers: Regza 42RV530U Toshiba	0:0	2:1	No	2	No

(Note: Asterisk before ID indicates a TADSS.)

- Materials Required**
- Instructor Materials:*
1. Recruiter Work Station (RWS)
  2. Instructor CD
  3. Dot Exercise Solution Sheet
  4. Army Diversity Handout
  5. Army Policy on Diversity Handout
  6. Powerpoint Slides
- Student Materials:*
1. Recruiter Work Station (RWS)
  2. Student CD
  3. Dot Exercise Sheet
  4. Army Diversity Handout
  5. Army Policy on Diversity Handout

**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-T-1440-40 Classroom, Traditional, 1440 Square Feet, 40 Students		1:25	10	10

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**Ammunition  
Requirements**

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

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**Instructional  
Guidance**

**NOTE:** Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.  
The instructor must be prepared to discuss the current Operational Environment (OE) with the students while ensuring that the lessons objectives are met.

**Proponent Lesson  
Plan Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
None			NO DATA

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## SECTION II. INTRODUCTION

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Method of Instruction: Conference/Discussion  
Instr Type(I:S Ratio/Qty): 79T Certified Instructor (1:25/0)  
Time of Instruction: 5 mins  
Instructional Strategy: Large Group Instruction

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### Motivator

#### Show VU #1: Title Slide

Out of all employers in the world, the Army is considered the most diverse (even above Wal Mart). The Army consists of individuals from all various races ,religions, and national origins. We speak different languages and have different customs. Because of this diversity, leaders at all levels must be cognizant of the people with whom they come in contact with, and be accepting of each other's beliefs and customs.

#### Show VU #2: TLO

### 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:	Discuss Army Diversity Training
Conditions:	In a classroom environment, given Army Diversity Training Handouts and DOT exercise.
Standards:	Students must understand the importance of the Army Diversity policy

### Safety Requirements

In a training environment, leaders must perform a risk assessment in accordance with FM 5-19, Composite Risk Management. Leaders will complete a DA Form 7566 Composite Risk Management Worksheet during the planning and completion of each task and sub-task by assessing mission, enemy, terrain and weather, troops, time available and civil considerations, (METT-TC).

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. A thorough risk assessment must be completed prior to every mission or operation.

In the event of a tornado, or other adverse weather, designated storm shelters provide protection. In SGT Young Hall, the designated storm shelters are: all latrines and GuardX Rooms.

### Risk Assessment Level

#### **Low - Power and Data Cables on the floor.**

Assessment: Power cords and data cables may cause a potential tripping hazard.

Controls: Tape or secure cables to the floor.

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Leader Actions: Inspect classroom prior to training. Periodically remind students to look down before they move their feet.

**Low - Electrical storm**

Assessment: During an electrical storm, surges of electricity can be passed through electrical equipment and can pose a hazard to equipment users.

Controls: Power down all electrical equipment.

Leader Actions: Locate fire extinguisher(s) and first aid kit(s) and ensure they are functional.

**Low - Food or drink near computer and electrical equipment**

Assessment: Food or drinks may spill into electrical equipment and cause an electrical shock and damage equipment.

Controls: Do not allow food or drink around electrical or computer equipment.

Leader Actions: Inspect classroom prior to training. Identify and correct violations.

**Low - Inclement Weather**

Assessment: Tornadoes or other adverse weather can pose a huge safety risk.

Controls: In an emergency, move towards designated storm shelters.

Leader Actions: Identify storm shelters in the building and brief students.

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**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 None. It is the responsibility of all Soldiers and DA Civilians to protect the environment from damage.

**Instructional Lead-in**

While attending the SQI-4 course, we will be doing a lot of group breakouts. We need to understand that we all come from different walks of life, and we must work diligently to get along with one another and help one another.

## SECTION III. PRESENTATION

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TLO - LSA 1. Learning Step / Activity TLO - LSA 1. Describe Diversity to students.

Method of Instruction: Conference/Discussion

Instr Type(I:S Ratio/Qty): 79T Certified Instructor(1:25/0)

Time of Instruction: 0 hrs 20 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.

**Show VU #3:** Dot Exercise

**NOTE:** Conduct the Ice Breaker: "Dot Exercise."

a. Goal of the exercise: To demonstrate that we often limit our perspective and choices.

b. Instructions: Pass out a copy of the 9 dot exercise. Ask the students to complete the directions given at the top of the drawing. Give them about 5 minutes to work on the puzzle. At the end of the time period, ask if anyone has found the solution.

**NOTE:** Advance slide and solution will slow.

c. Discussion: Ask the following questions:

(1) Why is it that most of us do not think about going out of the boundaries?

(2) We had to draw outside of the lines. Figuratively, drawing outside the lines is what is required of us when we interact with others because everyone thinks differently (outside of our boundaries or 'box')

(3) Why is it so hard to see the point of view of others?

(4) We are often so busy thinking about our own point of view, that we fail to see others' points of view.

**Show VU #4:** What does Diversity mean to you?

**NOTE:** Ask students, "*What does diversity mean to you?*" Allow a few students to give you their definitions.

**Show VU #5:** Diversity

**NOTE:** Explain to students that diversity *is not just racial background* as often perceived. Briefly discuss the following examples of diversity:

**NOTE:** Click slide to begin animation.

- (1) Age
- (2) Culture
- (3) Disability
- (4) Economic Background
- (5) Education
- (6) Ethnicity
- (7) Gender Identity
- (8) Marital Status
- (9) Race
- (10) Religious Beliefs
- (11) Sexual Orientation (briefly discuss DADT Repeal)

**NOTE:** Refer students to “The Army Policy on Diversity” handout and briefly discuss the Army definition of Diversity:

d. The Army defines diversity as “The different attributes, experiences, and backgrounds of our Soldiers, Civilians and Family Members that further enhance our global capabilities and contribute to an adaptive, culturally astute Army.”

**Show VU #7:** Check on Learning

Check on Learning:

Conduct a check on learning, using the CPS student response system.

1. Army diversity is defined as “the different \_\_\_\_\_, experiences, and backgrounds of our Soldiers, Civilians, and Family Members that further enhance our global capabilities and contribute to an adaptive, culturally astute Army.”

a. Values

b. Customs

c. Thoughts

**d. Attributes** (REF: Army Policy on Diversity Handout)

Review Summary:

Soldiers are shaped by their experiences, cultures, and upbringing. Being able to respect each other is crucial to

building strong, cohesive teams. We are all different in some form or fashion and must work together despite our differences to achieve our goals.

TLO - LSA 2. Learning Step / Activity TLO - LSA 2. Students will recognize the Benefits of Diversity in the Army National Guard

Method of Instruction: Conference/Discussion

Instr Type(I:S Ratio/Qty): 79T Certified Instructor(1:25/0)

Time of Instruction: 0 hrs 20 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.

**Show VU #8:** Why is Diversity Important to the Army?

**NOTE:** Have students read the 'Army Diversity' handout located on their Student CD. Ask "*Why is diversity important to the Army?*" Solicit feedback from students on examples of importance of diversity in the Army.

a. The benefits of the Army's diversity efforts are many, including the opportunity to better understand our Nation's increasingly diverse population and attract the best available talent to fill our Soldier and Civilian Ranks. Personnel who feel valued are inspired to serve at a higher level and want to remain in the Army. Our diversity education and training will enable leaders to create environments that are inclusive of all Soldiers, Civilians, and Family members – enhancing our ability to operate globally with a culturally astute force, bringing to the fight specific cultural, ethnic, language, and other backgrounds of our personnel.

b. Today's security environment demands more from our leaders than ever before. The unconventional, asymmetrical battlefields of the future mean that we must understand people and the environments where they live. A more culturally, ethnically, and linguistically diverse Army that facilitates understanding will provide a more effective force. The Army offers opportunities to men and women of all socio-economic classes of America. That inclusiveness must be a constant to ensure our ability to recruit and retain a diverse Army that can fight and win the battles of the 21<sup>st</sup> century. We must continue to improve our understanding of America's diverse population. We must improve how to attract our young people to the Army. We must improve how to include their knowledge and abilities in mission accomplishment, and how to retain them. Finally, we must improve how to inspire them to be champions of military service in the Army.

**Show VU #9:** Seeing Beyond the Surface Video

**Show VU #10:** Check on Learning

Check on Learning:

The Diversity Roadmap includes five goals that address the key areas that are essential to future success in diversity.

Which of the following is NOT a goal?

- a. Resources
- b. Structure
- c. Training
- d. **Symposiums** (REF: Army Diversity Handout)

Review Summary:

Understanding and applying diversity concepts are important components in creating a favorable environment for Soldiers. Diverse organizations attract the best available talent to fill our Soldier and Civilian ranks, increasing our readiness.

## SECTION IV. SUMMARY

Method of Instruction:	Conference/Discussion
Instr Type(I:S Ratio/Qty):	79T Certified Instructor (1:25/0)
Time of Instruction:	5 mins
Instructional Strategy:	Large Group Instruction

### Check on Learning

Determine if the students have learned the material presented by soliciting student questions and explanations. Ask the students questions and correct misunderstandings.

### Review/ Summary

**NOTE: Show VU #11:** Dr. David Chu Quote

Always remember that diversity is what makes both our Country and Military strong. *"The armed forces pride themselves on being leaders in diversity. In addition to providing equality, diversity gives the military more strength by ensuring that it reflects the very same population it's called to defend. "*

-Dr. David S. Chu, former Undersecretary of  
Defense for Personnel and Readiness.

**NOTE: Show VU #12:** TLO

## SECTION V. STUDENT EVALUATION

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### Testing Requirements

Refer student to the Individual Student Assessment Plan (ISAP).

### Feedback Requirements

NOTE: 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**

**ARNG - SQI4 - Army Diversity Training  
805B-PJA9TS03 / Version 3.1**

<b>Sequence</b>	<b>Media Name</b>	<b>Media Type</b>
None		

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

**Appendix C - Practical Exercises and Solutions**

**PRACTICAL EXERCISE(S)/SOLUTION(S) FOR LESSON 805B-PJA9TS03 Version 3.1**

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**Appendix D - Student Handouts**

**ARNG - SQI4 - Army Diversity Training  
805B-PJA9TS03 / Version 3.1**

<b>Sequence</b>	<b>Media Name</b>	<b>Media Type</b>
0	Dot Exercise Sheet	PDF
0	Powerpoint Slides	PPTX

Appendix E - TRAINER'S LESSON OUTLINE

ARNG - SQI4 - Army Diversity Training

805B-PJA9TS03 / Version 3.1

DRAFT

**1. The importance of this lesson: (Why)**

Discuss Army Diversity Training

**2. What we want our Soldiers to Achieve: (Outcomes/Standard)**

Students must understand the importance of the Army Diversity policy

**3. Tasks to be taught**

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

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**Additional Non-Standard Tasks**

None

**4. References:**

<u>Reference Number</u>	<u>Reference Title</u>	<u>Date</u>
None		

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**Additional Non-Standard References**

None

**5. Resources**

*TIME: Time of Instruction: 1 hr 0 mins*

*LAND: Classroom, Training Area, and Range Requirements*

<u>Id</u>	<u>Name</u>
17120-T-1440-40	Classroom, Traditional, 1440 Square Feet, 40 Students

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*AMMO: Ammunition Requirements*

<u>DODIC</u>	<u>Name</u>
None	

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*MISC: Materiel Items and TADSS Requirements*

<u>Id</u>	<u>Name</u>
6130-01-C12-1514	Power Supply Assembly, TYX: Battery Back Up UPS APC
6730-01-C07-0756	Projector, LCD/DLP: ELP7200 Epson
6730-01-C13-1784	Screen Projection, Rear/Fixed or PT: 980S Quartet
702101C056576	COMPUTER, PERSONAL WORKSTATION
702101C161319	COMPUTER MICRO LAP TOP PORTABLE AC
7025-01-559-1352	Display Unit: Smartboard White 64
7520-01-186-3605	Marker Assortment, Tube Type
7520-01-C12-6434	Easel, portable with/without Access TY SZ AA: QRT500TE Quartet
7730-01-C09-7569	Television Large Screen, with Stereo Speakers: Regza 42RV530U Toshiba

(Note: Asterisk before ID indicates a TADSS.)

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**Additional Non-Standard Resources**

None

**6. A possible technique to achieve the outcome:**

None

**7. Conduct AAR with Soldier and Cadre.**

None

**NOTE:** Before presenting this lesson, Instructors must be thoroughly prepared by studying the appropriate lesson plan and identified reference material.