ARNG Apply Recruiter Responsibilities to Support the Army's Sexual Harassment/Assault Response and Prevention (SHARP) Program
805B-PZB9TS01 / Version 1.0
Effective Date Not Assigned

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson

Course Number	Version	Course Title
805B-ASIV7	2.0	ARNG ASIV7 ARNG Guidance Counselor Operations
805B-79T-F16	2.1	ARNG RR Automation NCO (Working)
805B-F03	2.0	ARNG Liaison/IADT Managers

Task(s) Taught(*) or Supported

Task Number	Task Title
Individual	
805C-COM-0104	Implement the Army's Sexual Harassment/Assault Response and Prevention Program (SHARP)

Reinforced Task(s)

Task Number	Task Title
None	

Knowledge

Knowledge Id	Title	Taught	Required
011-444K	Effective communications	No	Yes
805C-K-0174	Army Sexual Harassment Policy	Yes	Yes
805C-K-0175	Related Elements of Sexual Harassment	Yes	Yes
805C-K-0187	Categories of Sexual Harassment	Yes	Yes

Skill

Skill Id	Title	Taught	Required
LS 9	Ability to apply Army values	No	Yes
LS 11	Ability to apply core leadership competencies and supporting behaviors	No	Yes
805C-S-0822	Ability to apply effective communication skills	No	Yes

Administrative/ Academic Hours

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

Academic	Resident Hours / Methods		
Yes	1 hr	25 mins	Practical Exercise (Hands-On)
Yes	1 hr	5 mins	Conference/Discussion
Yes	0 hrs	0 mins	Test Review
Yes	0 hrs	0 mins	Test
Total Hours:	2 hrs	30 mins	

Test Lesson Number

Hours	Lesson Number
None	

Prerequisite Lesson(s)

Lesson Number	Lesson Title
None	

Training Material Classification

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

Foreign Disclosure Restrictions

FD5. This product/publication has been reviewed by the training/educational developers in coordination with the PEC-SMTC FD authority. This product is releasable to students from all requesting foreign countries without restrictions.

References

Number	Title	Date	Additional Information
AR 195-2	Criminal Investigation Activities (*RAR 001, 07/08/2010) (*RAR 002, 09/06/2011)	15 May 2009	
AR 27-10	Military Justice	03 Oct 2011	
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	
AR 690-600	EQUAL EMPLOYMENT OPPORTUNITY DISCRIMINATION COMPLAINTS	09 Feb 2004	
ARMY SA WEBSITE	Armys Sexual Assault Prevention and Response Website		
DODD 6495.02	Sexual Assault Prevention and Response	23 Jan 2012	
DODI 6495.02	Sexual Assault Prevention and Response Program Procedures	28 Mar 2013	
MISC PUB 27-7	Manual for Courts-Martial, United States (2012 Edition)	05 Apr 2012	
POLICY ON SA	Army Policy on Sexual Assault Memorandum	07 Apr 2004	

Student Study Assignment

None

Instructor Requirements

Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material. Instructors must ensure the Operating Environment (OE) is addressed throughout the lesson. Instructors must be aware that the content of this class may evoke strong emotional reactions from students who may have been victims of sexual assault. Inform the student that the nature of the content may be disturbing.

NOTE: Request SARC/SHARP Specialist or VA/SHARP Specialist participation in training delivery, if they are available

Additional Support Personnel Requirements

Name	Student Ratio	Qty	Man Hours
None			

Equipment Required for Instruction

ID - Name	Student Ratio	Instructor Ratio	Spt	Qty	Exp
* 061-289-3 - 5000 Luminant Overhead Projector (Local TADSS – Not in TSMATS/PAM 25-30)	1:150				No
* 70078N - Screen Projection Wall / Ceiling (Local TADSS – Not in TSMATS/PAM 25-30)	1:150				No
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	0	No

(Note: Asterisk before ID indicates a TADSS.)

Materials Required

Instructor Materials:

TSP:

Lesson Plan

References

Chief of Staff Video

Sergeant Major of the Army Video

Student Materials:

Student Handouts

Classroom, Training Area, and Range Requirements

ID - Name	Quantity	Student Ratio	Setup Mins	Cleanup Mins
17120-M-1600-40 Classroom, Multipurpose, 1600 Square Feet, 40 Students		1:25	10	10

Ammunition Requirements

DODIC - Name	Exp	Student Ratio	Instruct Ratio	Spt Qty
None				

Instructional Guidance

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

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ATTENTION INSTRUCTORS: Instructors should be aware that the content of this class might evoke strong emotional reactions from students who may have been victims of sexual harassment and/or sexual assault. Inform the students that the nature of the content may be disturbing. Instructors must have an alternate instructor (AI) available to allow students with emotional issues an opportunity to have discussions privately without interruption to the training.

NOTE: Request SARC/SHARP Specialist or VA/SHARP Specialist participation in training delivery, if available.

Proponent Lesson Plan Approvals

Name	Rank	Position	Date
None			NO DATA

SECTION II. INTRODUCTION

Method of Instruction:	Conference/Discussion
Instr Type(I:S Ratio/Qty):	NCO Small Group Instructor (null:null/0)
Time of Instruction:	10 mins
Instructional Strategy:	Small Group Instruction

Motivator

As a recruiter, you are the initial interface a recruit will have with the Army. Therefore, your behavior must be beyond reproach, exemplifying Army Values, the Noncommissioned Officer (NCO) Creed, the Warrior Ethos, and the Soldier's Creed.[1]

There are numerous leadership challenges, which may include sexual harassment and sexual assault involving Soldiers. You may have experienced these issues in your previous assignments. If so, you know that sexual harassment and sexual assault contradict the very values that you have pledged to uphold.

You may also be aware that the Army has faced intense scrutiny of its sexual harassment and sexual assault response and prevention programs during the past few years. Some media reports have alleged that the Army's investigations need improvement and that victims' support systems were unresponsive in dealing with reports of sexual assault. The Army is aggressively implementing and expanding the comprehensive Sexual Harassment/Assault Response and Prevention (SHARP) Program.

This lesson is designed to provide you with the skills necessary to address sexual harassment and sexual assault. It will provide you with knowledge and awareness, while also teaching response and prevention techniques to apply in your current role and in your future recruiting duties. Additionally, this lesson emphasizes the seriousness of sexual harassment and sexual assault and your responsibility in ensuring that the Army's contemporary operating environment is safe and that the highest standards are maintained.

NOTE: This training contains language and content that may be disturbing to some participants.

Show Slide 1 (Sexual Harassment/Assault Response and Prevention Program: Army Recruiting Course)

Welcome to the Army's sexual harassment and sexual assault response and prevention training for recruiters. This lesson is part of the Army's Sexual Harassment/Assault Response and Prevention (SHARP) Program.

In 2011, there were 1,695 reports of sexual assault within the Army.[2] The Department of Defense (DOD) estimates that nearly 19,300 sexual assaults occurred in 2010, with 10,700 male victims and 8,600 female victims.[3] A 2010 DOD survey reveals that approximately 14 percent of the male service member survey participants who indicated they had experienced

unwanted sexual contact in the previous 12 months had reported the incident to authorities. This was half the rate (28 percent) for females who indicated they experienced unwanted sexual contact in the previous 12 months and had reported the incident to authorities.[4] Sexual harassment and sexual assault threaten the vitality of the All-Volunteer Force. As such, they tarnish the reputation of the Army and its Soldiers who serve with bravery, distinction, and integrity.

REFERENCES:

1. U.S. Army Recruiting Command (USAREC) Manual 3-01, "Recruiter Handbook," Chapter 13, "Lead a Future Soldier," pp. 13-1 – 13-3, 22 Nov 2011. http://www.usarec.army.mil/im/formpub/REC_PUBS/man3_01.pdf

2. Department of Defense (DOD) Sexual Assault Prevention and Response (SAPR) Annual Report: Fiscal Year 2011, Enclosure 1: Department of the Army, pp. 22–23, 10 Apr 2012. http://www.sapr.mil/media/pdf/reports/Department_of_Defense_Fiscal_Year_2011_Annual_Report_on_Sexual_Assault_in_the_Military.pdf

3. Statement by Nathan W. Galbreath, Ph.D., Deputy Director, DOD Sexual Assault Prevention and Response Office (SAPRO), U.S. Commission on Civil Rights Briefing on 2013 Statutory Enforcement Report: "Sexual Assault in the Military," p. 8, 11 Jan 2013.

4. Defense Manpower Data Center, "2010 Workplace and Gender Relations Survey of Active Duty Members: Overview Report on Sexual Assault," p. v., March 2011. http://www.sapr.mil/media/pdf/research/DMDC_2010_WGRA_Overview_Report_of_Sexual_Assault.pdf

Show Slide 2 (Terminal Learning Objective)

At the completion of this lesson, you will be able to apply recruiter responsibilities to support the Army's Sexual Harassment/Assault Response and Prevention (SHARP) Program in a recruiting environment.

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:	Apply recruiter responsibilities to support the Army's Sexual Harassment/Assault Response and Prevention (SHARP) Program
Conditions:	As a recruiter, given AR 600-20 and SHARP references, confronted with real-life scenarios involving sexual harassment and sexual assault
Standards:	Upon completion of this lesson, you will be able to: A. Identify recruiter responsibilities in support of the Army's SHARP Program. B. Employ appropriate measures to address sexual harassment and sexual assault incidents. C. Intepret the impact of victim blaming.

Safety Requirements

In a training environment, leaders must perform a risk assessment in accordance with FM 5-19, Composite Risk Management. Leaders will complete each task and sub-task by assessing

mission, enemy, terrain and weather, troops and support available-time available and civil consideration, (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 Room.

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

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 - 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 - Inclement Weather
Assessment: Tornadoes or other storms 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.

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.

It is the responsibility of all Soldiers and DA Civilians to protect the environment from damage.

Instructional Lead-in

Before we begin our discussion, let's hear from the Chief of Staff of the Army (CSA), General (GEN) Raymond T. Odierno.

Show Slide 3 (SHARP Program Message)

Show CSA Video (Time: 4 min 31 sec)

NOTE: Ask the following question after the video.

Ask: What are the key points of GEN Odierno's message?

The responses should include:
Leaders at all levels will embrace SHARP Program initiatives.
Leaders at all levels will forge a culture that does not tolerate sexual harassment and sexual assault.
Everyone will be treated with dignity and respect.
Key tenets of the SHARP Program are education, reinforcement, and resources.

TLO - LSA 1. Learning Step / Activity TLO - LSA 1. Identify recruiter responsibilities in support of the Army's SHARP Program

Method of Instruction:	Conference/Discussion
Instr Type(I:S Ratio/Qty):	NCO Small Group Instructor(/0)
Time of Instruction:	0 hrs 10 mins
Instructional Strategy:	Small Group Instruction
Media Type:	Practical Exercise / PowerPoint Presentation
Other Media:	Unassigned
Security Classification:	This course/lesson will present information that has a Security Classification of: U - Unclassified.

Show Slide 4 (Challenges in a Recruiting Environment)

Working in a recruiting environment is different from other Army assignments in many ways. When it comes to sexual harassment and sexual assault, you need to be aware of potential challenges and plan for how you will address them. For instance, it is possible that you may be assigned to an extremely remote area or to rural communities that are not equipped to provide such basic services as emergency medical assistance. Even in large urban areas, there may be limited resources available to victims of sexual harassment or sexual assault. Unlike in traditional Army units, when you are a recruiter, your chain of command can be located several hours away in another city or even in another state. Therefore, the command response to an incident may not be timely and could come at a later date. It is important not to assume you will always have the requisite resources you need during an emergency or even in routine situations.

When addressing sexual harassment, you must be aware of your unit's protocol for reporting such incidents. Although you may often be able to handle informal complaints without extensive support, there are processes and procedures pertaining to formal complaints.[5]

When responding to or supporting a victim of sexual assault, the type of support you provide and how quickly you respond is critical. In some communities, victims have alternative options for medical and behavioral health assistance even if they do not file a report of sexual assault. In other communities (especially remote or rural communities) even victims who do file a report of sexual assault may not be able to obtain certain services. Your battalion VA/SHARP Specialist may be able to arrange supplementary services for victims in local communities via memorandums of understanding or agreement. It is a good idea to know the names of and contact information for your unit's SARC/SHARP and VA/SHARP Specialists so you can readily refer victims to their services. You must have a thorough understanding of the Army's sexual assault policy and what constitutes sexual assault. As defined in

Department of Defense Directive (DODD) 6495.01, “Sexual Assault Prevention and Response (SAPR) Program,” sexual assault is intentional sexual contact characterized by use of force, threats, intimidation, or abuse of authority, or when the victim does not or cannot consent. Sexual assault includes rape, forcible sodomy (oral or anal sex), and other unwanted sexual contact that is aggravated, abusive, or wrongful (including unwanted and inappropriate sexual contact), or attempts to commit these acts.[6] Additionally, Sexual Assault Forensic Examination (SAFE) resources may not be readily available and may require travel to a supporting facility. You should speak in advance with your brigade SARC/SHARP Specialist and battalion VA/SHARP Specialist to obtain information and identify what resources and services are available in the community where you work. This kind of proactive preparation will enable you to take immediate action in the event of a sexual assault incident. You will also need to formulate strategies for mitigating any resource shortfalls.

Show Slide 5 (Recruiter Responsibilities)

As a recruiter, your responsibilities in support of the Army’s SHARP Program include assisting sexual harassment complainants and caring for sexual assault victims. You have a duty to assist victims of sexual assault and sexual harassment. Allowing your personal attitudes and beliefs to render you ineffective is synonymous with “leaving a fallen comrade.”

As a recruiter, you have the following responsibilities with regard to the Army SHARP Program:

1. Follow commander guidance and Army policy. Stay abreast of changes in laws, regulations, and policies.

a. Remember recruiters are not authorized to accept formal sexual harassment complaints or sexual assault reports. You should refer such complaints or reports to your commander.

b. Army policy states that all Soldiers who become aware of a sexual assault incident should report it to authorities immediately (within 24 hours).[7]

c. Keep in mind that it is not your job to determine whether an incident constitutes sexual harassment or sexual assault. If you are made aware of a problematic incident, always refer individuals to the appropriate party (SARC/SHARP Specialist, VA/SHARP Specialist, EEO officials, military police, or installation legal office). These professionals are there to answer questions and ensure that victims receive the care and services they need. Make sure that you have the necessary contact information to refer others to these professionals.

2. Enforce the Army’s sexual harassment and sexual assault policies. Educate

Soldiers and peers on behaviors associated with sexual harassment and sexual assault and what prevention measures they can take to reduce the risk of a peer perpetrating sexual harassment or sexual assault, including peer to peer intervention.

a. Reinforce sexual harassment and sexual assault prevention training in your location during such high-risk periods as holidays.

b. Remind Soldiers of their responsibilities regarding sexual assault victims. Sexual assault victims must be treated with dignity and respect. If a Soldier is aware of an incident, he or she should report it immediately to the chain of command.

c. Discuss the common misconceptions or myths related to sexual harassment and sexual assault (e.g., only women can be sexually assaulted).

d. Emphasize that Soldiers need to recognize behaviors that can lead to sexual harassment and sexual assault, and support efforts to prevent all such behaviors in their units. Explain behaviors that constitute sexual harassment and sexual assault.

e. Emphasize the importance of obtaining consent. Note recent changes in the Manual for Courts-Martial (MCM) pertaining to the definition of consent. The following is an excerpt from the MCM (2012 Edition): "The term consent means a freely given agreement to the conduct at issue by a competent person. An expression of lack of consent through words or conduct means there is no consent. 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. A current or previous dating or social or sexual relationship by itself or the manner of dress of the person involved with the accused in the conduct at issue shall not constitute consent."[8]

3. Monitor the unit climate to ensure that it condemns sexual harassment and sexual assault, and is supportive of sexual harassment complainants and victims of sexual assault.

a. Ensure that Soldiers feel comfortable reporting sexual assault to the chain of command. You can achieve this by communicating your intention to treat victims of sexual assault with dignity and respect, and by making it clear that you will follow Army policy in reporting all incidents of sexual assault.

b. Make sure Soldiers know that the chain of command will investigate incidents and take appropriate action against offenders.

c. Continually assess the climate in your unit regarding the risk of sexual harassment and sexual assault.

d. Foster a supportive environment by acting as a role model and reinforcing

appropriate and values-based attitudes and behaviors.

e. Demonstrate through your words and actions that sexual harassment and sexual assault are unacceptable and incompatible with Army Values, the Warrior Ethos, and the Soldier's Creed. Lead by example through living Army Values.

4. Treat each incident seriously.

5. Protect the privacy of all victims. Only provide information about an incident to individuals who need to know, depending on the victim's reporting choice (restricted or unrestricted). Sexual assault victims filing a restricted report will be granted confidential communication with the SARC/SHARP Specialist, the VA/SHARP Specialist, and healthcare providers. Commanders will only be informed that an incident has occurred, with no specific information provided regarding the victim or alleged offender.[9]

6. When an unrestricted report is filed, act immediately to enable a thorough investigation. Notify the chain of command so that the commander can notify law enforcement. (**NOTE:** Due to the unique nature of recruiting duty, you may first have to notify law enforcement.) Do not try to conduct your own investigation; let the professionals do their job!

7. Enforce commander orders to protect victims.

Show Slide 6 (Recruiter's Role in Prevention)

As a recruiter, you are in an ideal position to influence behavior before recruits actually become members of the Army team. The Army expects its leaders to know the facts about sexual harassment and sexual assault. The brigade SARC/SHARP Specialist and your unit VA/SHARP Specialist are available to help create prevention measures and identify the areas of greatest risk.

When mitigating risk, it is not enough to tell Soldiers and your peers to avoid questionable people or problem areas. Rather, the prevention message should focus on potential offenders. Offenders and potential offenders should always hear the clear, resounding message that persons across the Army community are becoming more savvy about sexual assault tactics; these crimes will not be tolerated; investigations will be complete, thorough, and fair; and appropriate action will be taken against offenders.[10] The Army's prevention strategy requires leaders, Soldiers, and civilians to commit to a culture that brings attitudes, words, and deeds in alignment with Army Values. As a result, the Army will become a model for sexual harassment and sexual assault prevention throughout the nation.
Recruiters play a proactive role in preventing sexual harassment and sexual assault wherever it may occur. At a minimum, you should do the following:

- Treat all Soldiers and civilians with dignity and respect.
- Strongly condemn the social issue of sexual harassment and sexual assault, regardless of age, rank, gender, sexual orientation, etc.
- Train and educate recruits on sexual harassment and sexual assault prevention.
- Model values-based attitudes and behaviors.
- Enforce DOD and Army regulations and policies.
- Set the standard and lead by example by intervening whenever sexually harassing and sexually aggressive behaviors are displayed.
- Correct behaviors that violate Army Values, the Warrior Ethos, and the Soldier's Creed.

As previously mentioned, you are in a unique position to influence the behaviors of potential recruits before they enlist in the Army. Therefore, it is important that you exemplify the Army's values and model appropriate behaviors.

Conduct check on learning using PE #1.

REFERENCES:

5. Army Regulation (AR) 600-20, Army Command Policy, Appendix D, 18 Mar 2008 (RAR: 20 Sep 2012). http://www.apd.army.mil/pdffiles/r600_20.pdf

6. Department of Defense Directive (DODD) 6495.01, Sexual Assault Prevention and Response (SAPR) Program, Glossary, Part II: Definitions, 23 Jan 2012. http://www.dtic.mil/whs/directives/corres/pdf/649501p.pdf

7. AR 600-20, Paragraph 8-2, "Sexual assault policy."

8. Manual for Courts-Martial, United States (2012 Edition), Article 120, Paragraph (g)(8)(A), "Rape and sexual assault generally: Definition of consent." http://www.loc.gov/rr/frd/Military_Law/pdf/MCM-2012.pdf

9. AR 600-20, Paragraph 8-4, "Definitions."

10. Army SHARP Strategic Communications Plan, Paragraph 2-1k, 12 Sep 2012.

Check on Learning:	Conduct check on learning using PE #1.
Review Summary:	Conduct a review. Ask the students if they have any questions before proceeding to the next LSA.

TLO - LSA 2. Learning Step / Activity TLO - LSA 2. Employ appropriate measures to address sexual harassment and sexual assault incidents

Method of Instruction:	Conference/Discussion
Instr Type(I:S Ratio/Qty):	79T Certified Instructor(1:25/0)*
Time of Instruction:	0 hrs 30 mins (0 hrs 20 mins PE)
Instructional Strategy:	Small Group Instruction

Media Type: DVD Player / Practical Exercise / 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

The incidence of sexual harassment remains a problem in the Army. Although training on the prevention of sexual harassment is an annual requirement, some personnel may struggle with the concept of treating others fairly and with dignity and respect. In previous SHARP training sessions, such as the SHARP Annual Unit Refresher training, you learned the fact that sexually harassing behaviors contradict Army Values, the definition of sexual harassment, what sexual harassment looks like in real life, and techniques for dealing with sexual harassment. You can review the definition of sexual harassment by reading AR 600-20.[11]
Now, we will test your knowledge of sexual harassment and the appropriate actions that should be taken in preventing and responding to sexual harassment incidents.
NOTE: Inform the students there is no "book answer" for every situation. Leaders will use a variety of measures to address sexual harassment incidents. The primary message is that leaders must intervene when they recognize or are informed of inappropriate or sexually harassing behaviors.[12] It is inappropriate to dismiss a complaint without ever addressing it.

Conduct Check on Learning using PE #2.

Refresher Information: If the students struggle to identify what constitutes sexual harassment, share the definitions below as needed to reinforce learning or clarify key points. In AR 600-20, sexual harassment is defined in the following words:

"Sexual harassment is a form of gender discrimination that involves unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature between the same or opposite genders when—

(1) Submission to, or rejection of, such conduct is made either explicitly or implicitly a term or condition of a person's job, pay, career.
(2) Submission to, or rejection of, such conduct by a person is used as a basis for career or employment decisions affecting that person.
(3) Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creates an intimidating, hostile, or offensive working environment.

Any person in a supervisory or command position who uses or condones implicit or explicit sexual behavior to control, influence, or affect the career, pay, or job of a Soldier or civilian employee is engaging in sexual harassment. Similarly, any Soldier or civilian employee who makes deliberate or repeated unwelcome verbal comments,

gestures, or physical contact of a sexual nature is engaging in sexual harassment."[13]

AR 600-20 identifies two types of sexual harassment (quid pro quo and hostile environment) and defines them as follows:[14]

"**'Quid pro quo'** is a Latin term meaning 'this for that.' This term refers to conditions placed on a person's career or terms of employment in return for favors. It includes implicit or explicit threats of adverse action if the person does not submit to such conditions, and promises of favorable actions if the person does submit to such conditions. Examples include demanding sexual favors in exchange for a promotion, award, or favorable assignment; disciplining or relieving a subordinate who refuses sexual advances; and threats of poor job evaluation for refusing sexual advances. Incidents of 'quid pro quo' may also have a harassing effect on third persons. It may result in allegations of sexual favoritism or general discrimination when a person feels unfairly deprived of recognition, advancement, or career opportunities because of favoritism shown to another Soldier or civilian employee on the basis of a sexual relationship. An example would be a Soldier who is not recommended for promotion and who believes that his or her squad leader recommended another Soldier in his or her squad for promotion on the basis of provided or promised sexual favors, not upon merit or ability."

"A **hostile environment** occurs when Soldiers or civilians are subjected to offensive, unwanted, and unsolicited comments, or behaviors of a sexual nature. If these behaviors unreasonably interfere with their performance, regardless of whether the harasser and the victim are in the same workplace, then the environment is classified as hostile. A hostile environment brings the topic of sex or gender differences into the workplace in any one of a number of forms. It does not necessarily include the more blatant acts of 'quid pro quo;' it normally includes nonviolent, gender-biased sexual behaviors (for example, the use of derogatory gender-biased terms, comments about body parts, suggestive pictures, explicit jokes, and unwanted touching)."

There are three categories or forms of sexual harassment: verbal, nonverbal, and physical contact.[15]

Response techniques for dealing with sexual harassment include direct approach, indirect approach, third party, chain of command, and filing an informal or formal complaint with the SARC/SHARP or VA/SHARP Specialist.[16]

NOTE: When responding to or supporting a sexual assault victim, the support you provide and how quickly you respond is critical. It is a good idea to know the names and contact information for your unit's SARC/SHARP and VA/SHARP Specialists, so you can readily refer victims to their services. You must have a thorough understanding of the Army's sexual assault policy and what constitutes sexual assault.

You may recall from your SHARP annual training that AR 600-20 states, sexual assault is a crime defined as intentional sexual contact, characterized by use of force, physical threat or abuse of authority or when the victim does not or cannot consent. A person may be incapable of consenting due to impairment by any drug or alcohol or similar substance. A person who is unconscious cannot consent.
Sexual assault includes rape, nonconsensual sodomy (oral or anal sex), indecent assault (unwanted, inappropriate sexual contact or fondling), or attempts to commit these acts. Sexual assault can occur without regard to gender or spousal relationship or age of victim."

REFERENCES:

11. AR 600-20, Paragraphs 7-4 – 7-7.

12. Chief of Staff of the Army General Raymond T. Odierno, in "SHARP Program Message" video, published by SHARP Program Office.

13. AR 600-20, Paragraph 7-4, "Definition."

14. AR 600-20, Paragraph 7-6, "Types of sexual harassment."

15. AR 600-20, Paragraph 7-5, "Categories of sexual harassment."

16. AR 600-20, Paragraph 7-7, "Techniques of dealing with sexual harassment."

Check on Learning: Conduct check on learning using PE #2.

Review Summary: Conduct a review. Ask the students if they have any questions before proceeding.

TLO - LSA 3. Learning Step / Activity TLO - LSA 3. Interpret the impact of victim blaming

Method of Instruction:	Conference/Discussion
Instr Type(I:S Ratio/Qty):	79T Certified Instructor(1:25/0)*
Time of Instruction:	1 hr 25 mins (1 hr 5 mins PE)
Instructional Strategy:	Small Group Instruction
Media Type:	DVD Player / Practical Exercise / 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: Victim blaming is a concept that is being presented for informational purposes, but this instruction does not necessarily represent the views of the Army or the Department of Defense.
Conduct check on learning using PE #3

Show Slide 7 (Recruiters Can Combat Victim Blaming)
Victim blaming is a concept taught in the DOD VA/SARC Training Course that describes a common tendency for people to hold victims of crimes entirely or partially

responsible for their victimization. It also refers to blaming individuals for their personal troubles or social difficulties without considering the other people involved or the larger social system in place. Unfortunately, victim blaming is common in our culture, especially where sexual assault is concerned. Numerous studies have shown that observers are quick to attribute blame to a victim of sexual assault and to correspondingly reduce the blameworthiness of the alleged perpetrator.[17] As you completed the previous practical exercise, you may have discovered that even you are prone to blaming victims of sexual assault. As a recruiter, there is much that you can do to combat victim blaming.

At the completion of this discussion, you will understand the following:

1. A core component of rape myths—the false belief about the nature of rape—is victim blaming, which is the belief that victims are at least partly responsible for their rape.

2. Individuals who blame rape victims for their victimization are less able to support survivors or intervene proactively when they see an individual in a sexually threatening situation, and will likely fail to challenge the larger culture that supports sexually coercive behavior.

3. By understanding what drives some to blame victims, individuals will be equipped to consistently and effectively challenge rape myths, thereby eliminating victim-blaming arguments as a shield for perpetrators or as a justification for non-intervention by bystanders.

4. By consistently challenging victim-blaming arguments, leaders at all levels will foster a cultural change that will make it safer for victims of both sexes to report their victimization. This will help create an environment intolerant of all forms of sexual assault.

Show Slide 8 (Victim Blaming)

The Department of Defense Sexual Assault Prevention Strategy says:

"Rape culture" is terminology that has played a key role in shaping efforts to prevent sexual assault since the mid-1990s (Buchwald, et. al. 1993). It can be defined as: a system of shared beliefs, values, and customs that members of a society or group use consciously and unconsciously to shape and influence perceptions and behavior *that perpetuate rape.*

Numerous scholars (Berkowitz, 2002; Kilmartin & Allison, 2007; Kimmel, 1993; May, 1998) have linked rape culture with shared beliefs, values, and customs closely tied to negative and exaggerated characteristics of stereotypical masculinity, especially sexual conquest and the degradation of women. Social norms research suggests, however, that while these negative characteristics of masculine identity are often

perceived as the norm, a majority of men do not ascribe to them as individuals. Alan Berkowitz points out that many men are uncomfortable with the negative behavior of other males but are unwilling to speak out because of the misperception that they are in the minority (2002). Thus it is probable that a majority of men in the military can be potential allies in efforts to prevent sexual assault.

Challenges: To create a military environment that positively advocates healthy masculinity, to create an environment in which the majority of men feel supported in challenging rape culture, and to provide them with the skills to do so

We can characterize the rape culture beliefs and customs a minority of servicemen perpetuate as an "unofficial" culture in the Armed Forces, in the sense that the social norms are not sanctioned through legislation or policy but are shared through social customs and rites. It is reasonable to claim, then, that there are two competing "masculine" cultures within the military—the first an "official" culture connected to, for example, each service's "core values," and the second an "unofficial" culture linked to the values and customs that perpetuate rape.

It should be noted that U.S. military culture does not advocate or tolerate rape in any way. However, as military members are drawn from U.S. society, they likely hold the same beliefs, values, and customs that perpetuate rape in the civilian world.

Therefore, when this document speaks of culture change, it is addressing the change of individual beliefs, values, and customs of individuals in the military, as well as changing the institutional culture to ensure rape culture is addressed and eradicated.

Challenge: To find methods of integrating the "official" culture into the "unofficial" culture[18]

Social science research indicates that Americans live in a culture that often excuses and encourages male sexual aggression, while underplaying or ignoring instances of female sexual aggression. A way to preserve this system of power and control is to construct an entire mythology, or set of lies and stereotypes, that not only enables perpetrators to excuse or deny their role in a sexual assault, but also shifts the blame away from the perpetrator and places it squarely on the victim.[19] Growing up, we are taught to be responsible for our behavior, choices, and actions. However, when it comes to sexual assault and rape myths, the victim is all too often blamed and held responsible for the behavior, choices, and actions of the perpetrator.

Rape myths are destructive forces that must not be ignored; they are hurtful and have profound impacts. They hurt victims, survivors, families, and communities. They also encourage silence, shame, and pain. Our collective support of rape myths ultimately keeps us believing that sexual assault is natural and normal.

A difficult task lies ahead when much of society supports and accepts rape myths as truth. When perpetrators are allowed to deny and excuse their role in a sexual assault, society grants them permission to not be held accountable. This fosters opportunities to dehumanize whole groups of people and ultimately produces an environment in which witnesses and bystanders often remain neutral and disengaged. Psychologists have described this human tendency in the following way: "After every atrocity, one can expect the same predictable apologies. It never happened. The victim lies. The victim exaggerates. The victim brought it on herself. The bystander succumbs to the

temptation to look the other way."[20]

If we are to eradicate sexual assault and sexual harassment from our ranks, we must dismantle these myths. The Department of Defense Sexual Assault Prevention Strategy notes: "In published evaluations of rape prevention programs over the last 15 years, rape myths were frequently targeted in 'successful' intervention programs and were rarely targeted in 'unsuccessful' programs (Schewe, 2002)." Therefore, the Army's SHARP Program and DOD have both incorporated training on sexual assault myths into their prevention efforts.[21]

As a recruiter, you have the responsibility to help shape the attitudes and expectations of new recruits.[22] You can lead by example in the public expression of your distaste for victim blaming, your condemnation of sexual assault offenders, and your support for victims of sexual harassment and sexual assault.

As you learn your own role in support of the Army's prevention strategy, it is important that you examine any personal biases, which you may unwittingly display from time to time. Engaging in sexual assault is a personal choice of the perpetrator, yet the victim is oftentimes blamed for what happened to him or her. Victims may receive negative comments from loved ones, law enforcement, friends, etc. They may be scrutinized for what they were wearing, whom they were with, or what they might have done to encourage such actions. Leaders and Soldiers need to be reminded that sexual assault can occur regardless of what victims are wearing and that most of these crimes take place between people who already know each other.[23] Scrutiny should be placed on the offender.

Show Slide 9 (Victim-Blaming Theories)

NOTE: Information about the Just World Hypothesis and the Invulnerability or Assumptive Theory is included in this lesson to help explain why rape myths and false ideas regarding sexual assault exist. These theories do not necessarily represent the views of the Department of Defense.

Rape myths are false ideas that do not have an author or a title. They are common ideas that you may hear expressed in many different ways by many different people. Many individuals come to believe in these myths through natural thought processes. Research tells us that people tend to believe in myths, assumptions, or beliefs because they explain complex matters in simple terms and can give a sense of reality, meaning, or purpose to life.[24] Myths convey information that seems to be true, useful, and pertinent, and they often address issues that make people anxious. When people are convinced that myths are correct, it affects their opinions and how they view real-world incidents. In the cases of rape and sexual assault, a belief in rape myths helps explain why victim blaming is often so pervasive and difficult to dislodge.

Psychologists have defined two main theories that explain why people tend to blame victims—the Just World Hypothesis and the Invulnerability or Assumptive Theory.

NOTE: Be sure to read the summary of each theory to the students.

Just World Hypothesis

Individuals who have a strong belief in a just world may have this belief challenged when they encounter a victim of trauma, such as a rape victim. Many want to believe that the world is a safe, just place where people get what they deserve and deserve what they get. The belief that the world is just enables individuals to confront their physical and social environment as though they were stable and orderly. People are very reluctant to give up this belief, and they can be greatly troubled if they encounter evidence that suggests that the world is not actually just or orderly.[25] When people with a strong belief in a just world face evidence that contradicts this belief, blaming or criticizing the victim for his or her fate is a common response.[26] Individuals who believe in a just world can thus maintain their belief, as there is no longer a suffering person, but instead a person who deserves his or her misfortune.

Invulnerability or Assumptive Theory

This theory states that people tend to assume that the world is benevolent, the world is meaningful, and the self is worthy. A sexual assault or rape survivor shatters these assumptions, and can be a glaring reminder of our own vulnerability.[27] No one likes to think they could lose control of their body or life. By deciding that a rape victim did something concrete to deserve his or her assault, individuals embracing this theory create a false sense of safety. They assume that if they can avoid the same situation or action, they will be invulnerable to the associated harm. This invulnerability is an illusion, but it is comforting to many people.

Everyone recognizes that crimes are common. However, some of us also believe that "it can't happen to me." We have an illusion of invulnerability; that is, we overestimate the likelihood that we will experience positive outcomes in life and underestimate the likelihood of experiencing negative events. Psychologists suggest that we make sense of our world by regarding what happens as controllable. Society is often resistant to recognizing the effects of trauma and inclined to engage in victim blaming in order to maintain basic assumptions.[28] We believe we can prevent bad things from happening to us by engaging in risk mitigation, and we can avoid misfortune by being good and worthy people.

Show Slide 10 (Common Victim-Blaming Themes)

NOTE: Ask the class if they can think of any examples of victim-blaming statements. Both men and women can be vulnerable to sexual assault. However, our culture has different ways of interpreting the crime depending on the sex of the victim. Some victim-blaming statements specifically relate to female victims, and others specifically relate to male victims. Ask the class to offer examples of each.

It's not rape because…

"You can't rape someone if you're in a relationship with them."

"All women say 'no' when they really mean 'yes.'"

“She was wearing a miniskirt and a halter top,” or “She dressed provocatively.”
“She invited him over to her room.”
“She was drinking alcohol.”
“No man would ever turn down sexual contact from a woman.”
“It was probably consensual sex between people of the same gender, and the victim is trying to hide it.”
“Men are strong and could resist if they really wanted to—especially if the aggressor is a woman.”
NOTE: Ask the class what messages these statements carry. Encourage discussion, and lead them to the realization that statements like these make people believe that rape is the victim’s fault. These statements assume that “sex will happen,” and that if the victim had done certain things, he or she could have prevented the rape. Such statements fail to acknowledge that the perpetrator had any responsibility for his or her choices.
Here are additional themes or ideas you may hear that place blame on the victim:
“His (the perpetrator’s) life is ruined because of her (the victim).”

Note: Ideas like this blame the victim for bad character, rule violation, or failure to communicate effectively.

“How was he supposed to know what she wanted? He’s not psychic!”
“Once men get going, they can’t stop. It’s rude to ask a man to stop.”
“He was drinking, too. Maybe she raped him.”
“It’s always the man’s fault; women have no responsibility.”
“Women are always falsely accusing men of rape.”
“It’s not rape if you’re already in a sexual relationship with the other person.”

Note**:** This idea is often used to excuse sexual assault within marriage or other relationships.

Show Slide 11 (Responding to Rape Myths)

As we have previously discussed, many people hold on to rape myths because these myths make them feel safer or because they have heard these ideas promulgated by other people. Often, people have simply never been challenged to seriously consider the consequences of believing such myths about sexual assault.
As an Army recruiter, you have the opportunity to influence new recruits and your fellow Soldiers in the Army community. If you are prepared to respond proactively when you hear someone make a statement that includes a rape myth, you can help that person examine personal biases and change his or her thinking. This, in turn, can help change Army culture and protect your fellow Soldiers. How can you respond to rape myth statements like these?

Conduct check on learning using PE # 4.

Show Slide 12 (Video: SMA Chandler and SGM Anbiya) (10 min 28 sec)

NOTE: Show the video featuring Sergeant Major of the Army (SMA) Raymond Chandler and Sergeant Major (SGM) Tracey Anbiya. Then generate discussion by asking the class the questions below.

Question: What do you think of the information provided by SMA Chandler and SGM Anbiya?
Potential Answers: Will vary based on student opinion.

Question: Why is the Army so adamant about combating sexual harassment and sexual assault?
Potential Answers: Sexual harassment and sexual assault hurt individuals and units; sexual assault is not a combat multiplier; sexual harassment and sexual assault cost the Army millions every year and diminish readiness; the Army has the potential to lead the nation in better behavior; etc.

Question: How do Army Values relate to sexual harassment and sexual assault? (Encourage learners to choose one value and explain how Soldiers who exemplify that value will respond to incidents of sexual harassment or sexual assault.)
Potential Answers: Soldiers demonstrate loyalty to fellow Soldiers by protecting them from harm or stopping them from committing crimes (or becoming a perpetrator); Soldiers demonstrate duty by fulfilling their obligation to follow SHARP Program policy and take care of battle buddies; Soldiers demonstrate respect by treating all people with dignity, regardless of gender or sexual orientation; etc.

Previously, we identified your responsibilities in preventing sexual harassment and sexual assault. Next, you will apply that knowledge to addressing incidents in support of the Army's SHARP Program.

REFERENCES:

13. Bieneck, S.; Krahe, B. (2010). "Blaming the Victim and Exonerating the Perpetrator in Cases of Rape and Robbery: Is There a Double Standard?" Journal of Interpersonal Violence 26(9): 1786.

14. DOD Sexual Assault Prevention Strategy, pp. 10–11, 30 Sep 2008.

15. Bieneck, S.; Krahe, B. (2010). "Blaming the Victim and Exonerating the Perpetrator in Cases of Rape and Robbery: Is There a Double Standard?" Journal of Interpersonal Violence *26(9): 1786.*

16. Krystal, H. "What Cannot Be Remembered or Forgotten." In Loss of the Assumptive World: A Theory of Traumatic Loss. *Kauffman, J., ed. (New York: Routledge, 2002), 218.*

17. DOD Sexual Assault Prevention Strategy, p. 56.

18. USAREC Manual 3-01, Chapter 13, pp. 13-1 – 13-3.

19. "Sexual Assault on Campus: Most Victims Know Their Attacker," National Institute of Justice. http://www.nij.gov/topics/crime/rape-sexual-violence/campus/know-attacker.htm

20. *Kauffman, J. Introduction to* Loss of the Assumptive World: A Theory of Traumatic Loss. *Kauffman, J., ed. New York: Routledge, 2002.*

21. Furnham, A. (2003). "Belief in a Just World: Research Progress Over the Past Decade." Personality and Individual Differences *34: 796.*

22. Furnham, A., p. 803.

23. DePrince, A.P.; Freyd, J.J. "The Harm of Trauma." In Loss of the Assumptive World: A Theory of Traumatic Loss. *Kauffman, J., ed. (New York: Routledge, 2002), 73.*

Check on Learning:	There are 3 practical exercises for this LSA. Conduct check on learning IAW guidance within the lesson plan.
Review Summary:	Conduct a review.

SECTION IV. SUMMARY

Method of Instruction:	Conference/Discussion
Instr Type(I:S Ratio/Qty):	** Copied from Link ** (1:150/0)
Time of Instruction:	5 mins
Instructional Strategy:	Large Group Instruction

Check on Learning

Periodic check on learning is required to ensure recruiters comprehend SHARP concepts, techniques, leader roles and responsibilities outlined in AR 600-20 and applicable SHARP references.

Review/ Summary

In this lesson, you will learn how to apply recruiter responsibilities to support the Army's Sexual Harassment/Assault Response and Prevention Program. You will identify recruiter responsibilities in support of the Army's SHARP Program, employ appropriate measures to address sexual harassment and sexual assault incidents, and interpret the impact of victim blaming . Sexual harassment and sexual have no place in the Army and will not be tolerated. As a leader you must know how to prevent sexual harassment and sexual assault, foster a safe community, support victims, and protect their rights and integrity.

SECTION V. STUDENT EVALUATION

Testing Requirements	No test given for this block of instruction. Inform students that they will be required to participate in discussion and answer check on learning questions.
Feedback Requirements	Schedule and provide immediate feedback in context to the material presented. Answer students' questions, correct misunderstandings, and provide remedial training as needed.

Appendix A - Viewgraph Masters

ARNG Apply Recruiter Responsibilities to Support the Army's Sexual Harassment/Assault Response and Prevention (SHARP) Program
805B-PZB9TS01 / Version 1.0

Sequence	Media Name	Media Type
None		

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

PRACTICAL EXERCISE(S)/SOLUTION(S) FOR LESSON 805B-PZB9TS01 Version 1.0

PRACTICAL EXERCISE SHEET 805B-PZB9TS01 PE1

Title

Fulfilling Recruiter Responsibilities

Lesson Number/Title

805B-PZB9TS01 Version 1.0 / ARNG Apply Recruiter Responsibilities to Support the Army's Sexual Harassment/Assault Response and Prevention (SHARP) Program

Security Classification

Unclassified

Introduction

As a recruiter, you are in a unique position to influence behaviors of potential recruits before they enlist in the Army. You should be prepared to react appropriately when presented with situations involving sexual harassment and sexual assault.

Motivator

Believe it or not, you may experience situations that will test your ability to fulfill your responsibilities related to the SHARP Program. It is important that you exemplify the Army's values and model appropriate behaviors at all times.

Learning Step/Activity

NOTE. The instructor should inform the students of the following Learning Step/Activity requirements. (TLO - Apply recruite....- LSA 1) At the completion of this lesson, you [the student] will:

Action:	Identify recruiter responsibilities in support of the Army's SHARP Program

Safety Requirements

No additional consideration.

Risk Assessment Level

None

Environmental Considerations

NOTE: Instructor should conduct a Risk Assessment to include Environmental Considerations IAW FM 3-100.4, Environmental Considerations in Military Operations, Appendix G, and ensure students are briefed on hazards and control measures.
No additional environmental consideration.

Evaluation

Allow students must participate in the practical exercise.

Instructional Lead-in

We will take 10 minutes to complete this activity. Everyone must participate.

Resource Requirements

Instructor Materials:
No additional resources required.

Student Materials:
Paper, pen, and student handout.

Special Instructions

Divide the class into four small groups. Distribute student handout #1

Procedures

Each group should review the list of recruiter responsibilities presented in Student Handout #1, and create a short description of a situation that a recruiter might encounter that would test the

recruiter's ability to fulfill his or her responsibilities in relation to the SHARP Program.

Each group should write their situation down on a sheet of paper and pass it along to a different group. Each group will then discuss the given situation and propose an appropriate response in keeping with recruiter responsibilities to promote the SHARP Program. The groups will then brief the class on their situations and responses. The instructor should ensure that each group's solution demonstrates an accurate understanding of recruiter responsibilities, and clarify any points of discussion as needed.

Feedback Requirements

Allow students to provide peer-to-peer feedback after each presentation.

SOLUTION FOR
PRACTICAL EXERCISE 805B-PZB9TS01 PE1

There are several situations that may be presented. Two possible situations are as follows:

1. A new recruit tells a recruiter that he was sexually assaulted by a fellow recruit after they had dinner together
2. A recruiter observes a fellow recruiter making crude and sexually suggestive comments to women who come into the recruiting station

PRACTICAL EXERCISE SHEET 805B-PZB9TS01 PE2

Title

Sexual Harassment Case Study

Lesson Number/Title

805B-PZB9TS01 Version 1.0 / ARNG Apply Recruiter Responsibilities to Support the Army's Sexual Harassment/Assault Response and Prevention (SHARP) Program

Security Classification

Unclassified

Introduction

Sexual harassment and sexual assault can be eliminated from the Army. It takes leaders at all levels to do their part. This includes you, the recruiter.

Motivator

As a recruiter, you should be vigilant and prepared to employ appropriate measures to respond to sexual harassment and sexual assault.

Learning Step/Activity

NOTE. The instructor should inform the students of the following Learning Step/Activity requirements. (TLO - Apply recruite....- LSA 2) At the completion of this lesson, you [the student] will:

Action:	Employ appropriate measures to address sexual harassment and sexual assault incidents

Safety Requirements

No additional considerations.

Risk Assessment Level

None

Environmental Considerations

NOTE: Instructor should conduct a Risk Assessment to include Environmental Considerations IAW FM 3-100.4, Environmental Considerations in Military Operations, Appendix G, and ensure students are briefed on hazards and control measures.
No additional considerations.

Evaluation

All students must participate in practical exercises.

Instructional Lead-in

Inform the students there is no “book answer” for every situation. Leaders will use a variety of measures to address sexual harassment incidents.

Resource Requirements

Instructor Materials:

No additional resources required.

Student Materials:

Student handout, paper, and pen.

Special Instructions

Distribute Student Handout #2. Divide the class into four groups. Each group will have 20 minutes to review the case studies and answer the questions. Each group will then brief the class on their solutions in one minute or less.

Procedures

NOTE: If the groups do not identify all the appropriate measures for response, please ensure that you provide the class the correct possible responses at the end of the practical exercise.

Feedback

Requirements	Allow students to provide peer-to-peer feedback after each presentation.

SOLUTION FOR
PRACTICAL EXERCISE 805B-PZB9TS01 PE2

The primary message is that leaders must intervene when they recognize or are informed of inappropriate or sexually harassing behaviors. It is inappropriate to dismiss a complaint without ever addressing it.

Case Study 1

1. Identify any instances of inappropriate behavior in this scenario.
Answer: Many sexual innuendos are being tossed around by all the individuals in the scenario. Language and jokes of this nature can easily lead to sexual harassment if the behavior continues.

2. Because SPC Sweeney previously made flirtatious comments to SPC Smith, does that mean that SPC Smith's behavior is acceptable?
Answer: No. His comments are inappropriate, and he should have stopped after SPC Sweeney expressed her discomfort. Regardless of whether a person has been flirtatious in the past, you should stop the behavior in question whenever the other party expresses discomfort.

3. What else should SPC Sweeney do after the Staff Duty NCO does not take her report seriously?
Answer: Inform her supervisor, or consider speaking with a SARC/SHARP Specialist for advice.

4. How would you resolve the situation?
Possible Answers: Provide additional SHARP training; counsel all of the Soldiers in person or in writing with the corrective measures; present additional SHARP training to the platoon; etc.

Case Study 2

1. Identify any instances of inappropriate behavior in this scenario.
Answer: Inappropriate and unprofessional behavior was displayed by SFC Glass, SFC Bullock, and the other Soldiers.

2. Because SSG Washington never objected to the attention, does that mean that SFC Glass' behavior is acceptable?
Answer: No, it is not SSG Washington's responsibility to object, although she is free to report her concerns at any time. The responsibility lies with SFC Glass, who should have never engaged in the unprofessional behavior.

3. How would you resolve the incident?
Possible Answer: Verbally counsel SFC Glass and SFC Bullock regarding their responsibility as senior NCOs to model professional behavior at all times. Remind them that they set the example for subordinate Soldiers to follow and that their unprofessional behavior opens the door for sexual harassment.

Case Study 3

1. Identify any instances of inappropriate behavior in this scenario.
Answer: CPT Smith sexually harassed Ms. Whitaker when he removed his T-shirt, continued walking toward her even after she expressed a desire to leave, and stated, "What happens here stays here."

2. Since Ms. Whitaker never objected to the attention (prior to going to CPT Smith's CHU), does it mean CPT Smith's behavior is welcomed?
Answer: No, it is not Ms. Whitaker's responsibility to object to the attention, although she is free to report her concerns at any time. The responsibility lies with CPT Smith, who has a responsibility to model appropriate and professional behavior at all times. His behavior is a direct violation of Army Values and the Profession of Arms.

3. How would you resolve the incident if Ms. Whitaker asked you to intervene as a third party?
Possible Answer: Speak with CPT Smith, letting him know that Ms. Whitaker asked you to address him. Do not accuse him, but inform him that you are simply intervening on behalf of Ms. Whitaker and that you are communicating her wishes. The situation may become tense; if it does, it is better to walk away. Whatever actions you take, it is recommended that you record everything in a memorandum for record (MFR). Should Ms. Whitaker decide to file a formal complaint, procedures under AR 690-600 ("Equal Employment Opportunity Discrimination Complaints") would apply, and you would refer her to the appropriate resources for filing such a complaint.

Case Study 4

1. Identify any instances of inappropriate behavior in this scenario.
Answer: There is not enough information to determine whether the Soldiers engaged in inappropriate behaviors. There may be a possibility of sexual assault (if a nonconsensual sex act was performed on PFC Luther), but further investigation would be required in order to make a determination either way.

2. What are PFC Luther's options?
Answer: He should raise his concerns to the platoon sergeant or first sergeant. He may also request a transfer from the unit IAW AR 614-200, which allows Soldiers to request reassignment when certain personal problems exist and when the criteria for compassionate reassignment are met.

3. How would you resolve the situation?
Possible Answers: Speak with SSG Calhoun to remind him of the implications of his actions and decisions. You should address his decision to purchase alcohol for underage Soldiers, which was a precursor to the incident in the barracks. Allow SSG Calhoun to address the barracks incident and provide a remedy to ensure the incident never happens again. Another option is to inform the platoon sergeant and the platoon leader, allowing them an opportunity to address the situation before escalating it to the chain of command.

Case Study 5

1. Identify any instances of inappropriate behavior in this scenario.

Answer: There are several instances of inappropriate and unprofessional behavior displayed by Ms. Anderson, LTC Dennis, and CSM Gehringer. COL Lowenthal's response was also inappropriate; as a commander, she is required to address all complaints, not dismiss them.

2. Do a person's clothing choices make it acceptable for them to be sexually harassed?

Answer: No. Although some employees' clothing choices may be inappropriate, it is never okay to sexually harass them.

3. How would you resolve the situation?

Possible Answer: In a subtle way, inform the battalion VA/SHARP Specialist. The SARC/SHARP Specialist can address the situation during SHARP training by reinforcing the Army's SHARP policies, or the SARC/SHARP Specialist can address the situation with COL Lowenthal.

Case Study 6

1. Identify any instances of inappropriate behavior in this scenario.

Answer: SGT Kline made a comment that could be perceived as sexually suggestive by stating he would "like to put some ink on that."

2. What can Gena's father do to resolve the matter?

Answer: He can attempt to resolve it at the lowest level by contacting SGT Kline's platoon sergeant, or he can file a formal complaint.

3. How would you resolve the situation?

Possible Answer: Locate SGT Kline's unit and notify his chain of command regarding the incident.

PRACTICAL EXERCISE SHEET 805B-PZB9TS01 PE3

Title	Practical Exercise # 3: Sexual Assault Case Study
Lesson Number/Title	805B-PZB9TS01 Version 1.0 / ARNG Apply Recruiter Responsibilities to Support the Army's Sexual Harassment/Assault Response and Prevention (SHARP) Program
Security Classification	Unclassified
Introduction	Victim blaming is a concept taught in the DOD VA/SARC Training Course that describes a common tendency for people to hold victims of crimes entirely or partially responsible for their victimization. It also refers to blaming individuals for their personal troubles or social difficulties without considering the other people involved or the larger social system in place.
Motivator	Victim blaming has no place in the Army. As a recruiter, you must challenge comments that can be construed as victim blaming.
Learning Step/Activity	**NOTE.** The instructor should inform the students of the following Learning Step/Activity requirements. (TLO - Apply recruite....- LSA 3) At the completion of this lesson, you [the student] will:

Action:	Interpret the impact of victim blaming

Safety Requirements	No additional consideration.
Risk Assessment Level	None
Environmental Considerations	**NOTE:** Instructor should conduct a Risk Assessment to include Environmental Considerations IAW FM 3-100.4, Environmental Considerations in Military Operations, Appendix G, and ensure students are briefed on hazards and control measures. No additional environmental considerations.
Evaluation	All students must participate in the practical exercise.
Instructional Lead-in	This group exercise will assist you in combatting victim blaming.
Resource Requirements	*Instructor Materials:* No additional resources required. *Student Materials:* Paper, pen, and student handout.
Special Instructions	Distribute Student Handout #2. Divide the class into four groups.
Procedures	Each group will have 10 minutes to read the scenario and answer the questions. Each group will record their responses to the questions on a sheet of paper. A group representative will brief the class on their solutions in one minute or less.
Feedback Requirements	Allow students to provide peer-to-peer feedback after each presentation. Ensure that students

are provided the correct responses before proceeding with instruction.

SOLUTION FOR
PRACTICAL EXERCISE 805B-PZB9TS01 PE3

1. What measures should have been applied to prevent SGT Corey's abduction and sexual assault?
Answer: The responsibility lies with the perpetrators, not with SGT Corey and SSG English.

2. What did SGT Corey and SSG English do wrong that led to the sexual assault?
Answer: Nothing.

3. Was SGT Corey's rape preventable? If so, who is responsible for its prevention?
Answer: The perpetrators made the choice to abduct SGT Corey at gunpoint and rape her; they could have prevented the abduction and rape by abiding by the law.

4. What options are available to SGT Corey?
Answer: Because the incident occurred off post and involved civilian authorities, she will likely only be able to file an unrestricted report with her unit's SARC/SHARP or VA/SHARP Specialist. In such cases, the restricted reporting option may not be available to a service member. She can also elect to receive a Sexual Assault Forensic Examination (SAFE) and counseling.

5. As a leader, what assistance can you provide SGT Corey?
Answer: Provide as much emotional support as she will allow. Assist her in finding a safe place to live temporarily, protect her privacy, encourage her to seek counseling, and allow her the necessary time and space to make choices.

PRACTICAL EXERCISE SHEET 805B-PZB9TS01 PE4

Title	Practical Exercise #4
Lesson Number/Title	805B-PZB9TS01 Version 1.0 / ARNG Apply Recruiter Responsibilities to Support the Army's Sexual Harassment/Assault Response and Prevention (SHARP) Program
Security Classification	Unclassified
Introduction	This exercise will help you identify victim blaming statements and how to respond to associated myths.
Motivator	As an Army recruiter, you have the opportunity to influence new recruits and your fellow Soldiers in the Army community. If you are prepared to respond proactively when you hear someone make a statement that includes a rape myth, you can help that person examine personal biases and change his or her thinking. This, in turn, can help change Army culture and protect your fellow Soldiers. How can you respond to rape myth statements like these?
Learning Step/Activity	**NOTE.** The instructor should inform the students of the following Learning Step/Activity requirements. (TLO - Apply recruite....- LSA 3) At the completion of this lesson, you [the student] will: Action: Interpret the impact of victim blaming
Safety Requirements	No additional safety considerations.
Risk Assessment Level	None
Environmental Considerations	**NOTE:** Instructor should conduct a Risk Assessment to include Environmental Considerations IAW FM 3-100.4, Environmental Considerations in Military Operations, Appendix G, and ensure students are briefed on hazards and control measures. No additional environmental consideration.
Evaluation	All students must participate in the practical exercise.
Instructional Lead-in	This exercise will help prepare you for responding to myths associated with sexual assault and victim blaming.
Resource Requirements	*Instructor Materials:* No additional resources required. *Student Materials:* No resources required.
Special Instructions	Distribute student handout #4. Ask for volunteers from the class to choose one of the victim-blaming statements and then offer an example of a good way to respond.
Procedures	Try to get at least five volunteers to share possible responses to victim-blaming statements.
Feedback Requirements	Provide feedback to individual responses.

SOLUTION FOR
PRACTICAL EXERCISE 805B-PZB9TS01 PE4

Depending upon the answers provided by the class, you may want to share some of the possible responses listed below:

Myth: "His (the perpetrator's) life is ruined because of her (the victim)."

Response: "Actually, **he** ruined his life because of **his** choices."

Response: "Yes, the perpetrator now has to face consequences because of his choices. But what about the victim? What happens to her status in her unit, especially if the allegation is against a popular Soldier or leader? She may no longer be perceived as a leader, or as a committed member of the group. Her status and reputation are diminished. Her life will also never be the same because of **his** choices."

Myth: "If the victim is gay, it is not as serious a crime as it would be if the victim were straight."

Response: "Sexual assault is a serious crime regardless of the sexual orientation of the victim."

Response: "No one deserves to be sexually assaulted under any circumstances."

Myth: "How was he supposed to know what she wanted? He's not psychic!"

Response: "When someone is engaging in a sexual act, they should have clear permission or consent from the other person before they proceed. If the other person does not give consent, it is sexual assault."

Myth: "Once men get going they can't stop. It's rude to ask a man to stop."

Response: "Actually, men are perfectly capable of stopping when they need to. They just have to want to stop. Genuine respect for the other person should provide the necessary motivation."

Myth: "It can't be rape because no man would ever turn down sexual contact."

Response: "This is not true. Rape is not about sexuality; it is about power. Whether one is male or female, gay or straight, forcing someone to engage in sexual contact against her or his will is a violent act, not a sexual one. Whether you are with a man or a woman, it is the responsibility of the initiator of sexual contact to ensure that consent has been given."

Myth: "Women are always falsely accusing men of rape."

Response: "This is simply not statistically true. In a research paper published in the December 2010 issue of *Violence Against Women*, the authors found that only 5.9 percent of the sexual assault allegations made in 10 years of reported cases were false. And in seven other studies that applied similar rigor, the researchers placed false reporting rates at between 2 and 10 percent.

Title

Practical Exercise # 5: Recruiter Responsibilities

Lesson Number/Title

805B-PZB9TS01 Version 1.0 / ARNG Apply Recruiter Responsibilities to Support the Army's Sexual Harassment/Assault Response and Prevention (SHARP) Program

Security Classification

Unclassified

Introduction

As you have learned, recruiters have a major role in the Army's effort to change the culture to one that does not tolerate sexual harassment and sexual assault. You must be prepared to execute your responsibilities.

Motivator

As a recruiter, you represent the Army in almost every community across the country. In fact, you are one of the Army's critical influencers when dealing with potential recruits. The Army has placed a lot of trust in you and your abilities. You are the initial interface, and you play a pivotal role in developing new recruits to function as members of the Army team. This exercise will help prepare you for executing your SHARP related responsibilities.

Learning Step/Activity

NOTE. The instructor should inform the students of the following Learning Step/Activity requirements. (TLO - Apply recruite....- LSA 3) At the completion of this lesson, you [the student] will:

Action:	Interpret the impact of victim blaming

Safety Requirements

No additional safety consideration.

Risk Assessment Level

None

Environmental Considerations

NOTE: Instructor should conduct a Risk Assessment to include Environmental Considerations IAW FM 3-100.4, Environmental Considerations in Military Operations, Appendix G, and ensure students are briefed on hazards and control measures.
No additional environmental consideration.

Evaluation

All students must participate in the practical exercise.

Instructional Lead-in

Each group will have 25 minutes to read the scenarios and answer the questions. Each group will record their responses. A group representative will brief the class on the group's solutions in one minute or less.

Resource Requirements

Instructor Materials:
No additional resources required.

Student Materials:
Student handout, paper, and pen.

Special Instructions

Distribute Student Handout #5. Divide the class into four groups.

Procedures

Divide the class into four groups. Distribute Student Handout #5.

Feedback

Allow students to provide peer-to-peer feedback.

Requirements

Ensure that you provide the class with the correct responses at the end of the practical exercise.

SOLUTION FOR
PRACTICAL EXERCISE 805B-PZB9TS01 PE5

Scenario 1

1. How can you assist SGT Valverde in dealing with the incident?
Answer: Encourage her to report the rape and get medical attention. Protect her; notify the chain of command and law enforcement.

2. What can you do to prevent other Soldiers in your unit from becoming offenders or victims? **Answer:** Educate Soldiers and peers on sexually aggressive behaviors and correct such behaviors when you witness them. Ensure Soldiers are educated on the tactics used by sexual predators.

3. How will you help create and promote a climate that supports victims and ensures their rights are protected?
Answer: Model professional behaviors, discourage idle gossip, protect the privacy of victims, and enforce Army policies and regulations.

Scenario 2

1. Are SGT Frank's concerns warranted or is he overreacting?
Answer: SGT Frank's concerns are warranted because SSG Roberts is engaging in inappropriate behavior. He is putting himself in a situation where Natalie may misinterpret his attention or he may be tempted to engage in further inappropriate behavior.

2. What should SGT Frank do?
Answer: Talk to SSG Roberts, informing him that he should stop hugging Natalie and engaging in any other unprofessional behavior.

3. What is SGT Frank obligated to do?
Answer: He should document his concerns, especially if SSG Roberts continues to behave inappropriately.

Scenario 3

1. What rape myths do the young men appear to believe?
Answers: All women want to have sex with anyone; all Army women want to have sex with anyone; it is okay to have sex with a woman if she is drunk; etc.

2. As a recruiter, what is your responsibility when you encounter a situation like this?

Answers: Exemplify Army Values and model appropriate behavior; provide information to correct wrong/inappropriate viewpoints; be a force to promote cultural change; encourage others to treat all members of the Army community with dignity and respect; etc.

3. What could you say to Damian and Trey to help them see the errors in their thinking?
Possible Answers: Remind them that the Army is a band of brothers and sisters who respect and trust each other; ask them to recite Army Values, the Warrior Ethos, and the Soldier's Creed; ask why they think women in the Army don't also deserve respect, loyalty, and safety; inform them that having sex with an inebriated person who cannot consent is sexual assault; etc.

Scenario 4

1. What should you tell her?
Answer: Inform her of reporting options, comfort her, do not judge her, and be supportive.

2. What are her options?
Answer: Report the incident to law enforcement, the chain of command, and the VA/SHARP and SARC/SHARP Specialists. She could also elect medical treatment, including a Sexual Assault Forensic Examination (SAFE). Advise her that since there is an allegation of collateral misconduct (adultery), she should be prepared to deal with the consequences. Mention that if she does not file a report, you should do so now that you have been made aware of the crime.

3. Do you think the fact that people already suspect SSG Kamatani of having two adulterous affairs will impact the way they see her now that she is a victim of sexual assault? If so, how? Is that fair?
Answer: (Encourage discussion.) People will probably see her differently and/or judge her unfairly because of her past choices. However, regardless of her alleged adulterous affairs, her past does not take away from the fact that she claims to have been raped. Although both instances of adultery are violations of the Uniform Code of Military Justice, they should be treated separately.

Scenario 5

1. From the scenario, identify warning signs of potential sexual assault. What precursor behaviors or "red flags" indicate that TSgt McKenzie is in a compromised position? (Apply knowledge of sexual assault behaviors)
Answer: Objectifying and dehumanizing speech ("That is one fine piece of ass," "I wouldn't mind tapping that," etc); pressuring TSgt McKenzie to drink/trying to get her drunk; intrusion/testing her boundaries with crowding and physical touch; desensitization; plans to isolate her later.

2. TSgt McKenzie has been flirting with SSG Proctor all night and drinking voluntarily. Does that constitute consent for sexual activity?

Answer: No. Flirting and voluntary drinking does not constitute consent for sexual activity. A person may be incapable of consenting due to impairment by any drug or alcohol or similar substance.

3. If SSG Proctor really does like TSgt McKenzie, what could/should he have done differently in this situation?
Possible Answers: Treat her with respect; not try to get her drunk; not get drunk himself so he could make better decisions; etc.

Appendix D - Student Handouts

ARNG Apply Recruiter Responsibilities to Support the Army's Sexual Harassment/Assault Response and Prevention (SHARP) Program
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Sequence	Media Name	Media Type
0	Victim Blaming Article	PDF
0	Loss of the Assumptive World Intro Extract	PDF
0	False Allegations - Extract	PDF
0	Loss of the Assumptive World Extract-Harm of Trauma	PDF
0	Belief in a Just World - Extract	PDF
0	Loss of the Assumptive World Extract -Traumatic Loss	PDF
0	Student Handout #1	DOC
0	Student Handout #2	DOC
0	Student Handout #3	DOC
0	Student Handout #5	DOC
0	Student Handout #4	DOC
0	DraftArmySHARPSlides	PPT

ARNG Apply Recruiter Responsibilities to Support the Army's Sexual Harassment/Assault Response and Prevention (SHARP) Program

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DRAFT

1. The importance of this lesson: (Why)

Apply recruiter responsibilities to support the Army's Sexual Harassment/Assault Response and Prevention (SHARP) Program

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

Upon completion of this lesson, you will be able to:
A. Identify recruiter responsibilities in support of the Army's SHARP Program.
B. Employ appropriate measures to address sexual harassment and sexual assault incidents.
C. Intepret the impact of victim blaming.

3. Tasks to be taught

Task Number	Task Title	Task Type
805C-COM-0104	Implement the Army's Sexual Harassment/Assault Response and Prevention Program (SHARP)	Individual SUPPORTED

Additional Non-Standard Tasks

None

4. References:

Reference Number	Reference Title	Date
AR 195-2	Criminal Investigation Activities (*RAR 001, 07/08/2010) (*RAR 002, 09/06/2011)	15 May 2009
AR 27-10	Military Justice	03 Oct 2011
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
AR 690-600	EQUAL EMPLOYMENT OPPORTUNITY DISCRIMINATION COMPLAINTS	09 Feb 2004
ARMY SA WEBSITE	Armys Sexual Assault Prevention and Response Website	
DODD 6495.02	Sexual Assault Prevention and Response	23 Jan 2012
DODI 6495.02	Sexual Assault Prevention and Response Program Procedures	28 Mar 2013
MISC PUB 27-7	Manual for Courts-Martial, United States (2012 Edition)	05 Apr 2012
POLICY ON SA	Army Policy on Sexual Assault Memorandum	07 Apr 2004

Additional Non-Standard References

None

5. Resources

TIME: Time of Instruction: 2 hrs 30 mins

LAND: Classroom, Training Area, and Range Requirements

Id	Name
17120-M-1600-40	Classroom, Multipurpose, 1600 Square Feet, 40 Students

AMMO: Ammunition Requirements

DODIC	Name
None	

MISC: Materiel Items and TADSS Requirements

Id	Name
* 061-289-3	5000 Luminant Overhead Projector (Local TADSS – Not in TSMATS/PAM 25-30)
* 70078N	Screen Projection Wall / Ceiling (Local TADSS – Not in TSMATS/PAM 25-30)
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.)

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.