

TEACHING PLAN

DISSIDENT AND PROTEST ACTIVITIES

FOR TRAINING PURPOSES ONLY

DO NOT USE ON THE JOB

The references cited in this lesson are used for training purposes only and support the training objectives. Trainers must refrain from using non-federal government sources and references, which express opinions or information that do not meet the learning objectives.

TABLE OF CHANGES

CURRICULUM REVISION	COMMNETS
New teaching plan	

PART I: SYNOPSIS

OVERVIEW

In the Armed Forces, it is important to understand and recognize dissident and protest activities in order to establish and maintain operational effectiveness. This lesson will inform personnel on *Human Relations* matters critical to an effective workforce and mission readiness. Specifically, this lesson will enlighten students on DoD Policy and First Amendment Rights; Key Terms associated with Dissident & Protest Activities, such as, Prohibited Activities & On-Off Post Demonstrations; Printed & Electronic Materials; Personal Writing Matters; Early Prevention, Intervention, and Counseling (Service Member Responsibilities & Functions of Command); and finally a Summation of DoD Policy and Impact on Readiness. This teaching plan is used in conjunction with the standardized DoD Human Relations training template called, Handling Dissident and Protest Activities Among Members of the Armed Forces (DoDI 1325.06). Washington, D. C. (*Incorporating Change 1, February 22, 2012*)

TEACHING STRATEGY

One of the most effective strategies for teaching about *Human Relations* issues is Socratic instruction. This strategy is commonly used when teaching about social issues and mainly involves structured *questioning* by the presenter or facilitator. The presentation of this lesson should foster critical thinking, evaluation, and knowledge application in your audience. Socratic questioning should be used as much as possible during the lesson presentation to ensure students understand the content. As you present the material in this lesson consider the following strategies:

1. Provide time for student reflection and thinking. During the presentation, allow students time to consider questions, as well as, their response before requesting them to answer.
2. Avoid yes-no questions (e.g. “Does this make sense to you?”). These types of questions (Polar questions) lead nowhere and do not promote thinking or discussion.
3. Ensure students have a basic understanding of the learning material, as well as, the resources to respond to the questions posed. For the audience to make progress it is important for you (Trainer/Presenter/Facilitator) to understand their levels of knowledge and experience.
4. Employ open-ended and closed questions. Open-ended questions promote critical thinking, while closed questions can focus attention. Always try to ask open-ended questions that encourage your audience to express their thoughts. Questions that begin with “How” and “Why” will give the audience an opportunity to relate themselves to the question.
5. Include clarifying questions, such as, “How does the environment an individual grew up in affect their perspectives on these types of activities?” Be prepared to offer the audience guidance as they reflect on possible answers.
6. Use questions from all levels of thinking. The goal is to help the audience develop higher levels of critical thinking, not just to expand their knowledge and comprehension of the training material.

Guidance for Instructors:

- The information presented herein is intended for education and training purposes only
- Although extremism and ideology are discussed in this material, it is important to note this is not training on extremism and **the instructor must refrain from labeling any specific organizations as extremists**
- The training emphasis must be placed on the understanding of prohibited activities stated in DoD policy rather than the ideologies or beliefs of individuals or organizations
- Instructors using this Teaching Plan can personalize the training to meet Service needs. However, any changes to the content of the training must be coordinated through the local Military Equal Opportunity office or DEOMI-trained Equal Opportunity Advisor, as well as, the local Office of the Staff Judge Advocate, and approved at the appropriate level in the chain of command. Please refer any questions regarding the template or its contents to your respective Component or Military Service Military Equal Opportunity Office.

INSTRUCTIONAL METHOD

Method	Time
• Informal Lecture	
• Socratic Questioning	
Total Time:	
Note: Break times are at the discretion of the Instructor/Facilitator.	

REFERENCES

1. American Heritage. (2006). The American heritage dictionary of the English language, fourth edition. Boston: Houghton Mifflin Company.
2. Anti-Defamation League. (n.d.) Hate on display: A visual database of extremist symbols, logos, and tattoos. Retrieved March 10, 2009 from http://www.adl.org/hate_symbols/default.asp
3. Atkins, S. E. (2002). Encyclopedia of modern American extremists and extremist groups. Westport, CT: Greenwood Press.
4. Department of Defense Instruction. (2009). Handling dissident and protest activities among members of the armed forces (DoDI 1325.06). Washington, D. C. (*Incorporating Change 1, February 22, 2012*)
5. Extremism. Allusions--Cultural, Literary, Biblical, and Historical: A Thematic Dictionary. 1986. Retrieved August 29, 2013 from Encyclopedia.com: <http://www.encyclopedia.com/doc/1G2-2505500248.html>
6. Federal Bureau of Investigation (FBI) Hate Crimes: <http://www.fbi.gov/>

7. George, J. & Wilcox, L. (1992). Nazis, communists, Klansmen, and others on the fringe: Political extremism in America. Buffalo, NY: Prometheus Books.
8. Halle, L.J. (1972). The ideological imagination. Chicago: Quadrangle Books.
9. Mulloy, D. J. (2004). American extremism: History, politics and the militia movement. New York: Routledge.

Additional Service Specific sources:

- Department of the Army Pamphlet. (2000). Extremist activities (DA PAM 600-15).
- Department of the Navy Instruction. (2007). Navy equal opportunity (EO) policy (OPNAVINST 5354.1F).
- Department of the Navy, Marine Corps Order. (1997).
- Guidelines for handling dissident and protest activities (MCO 5370.4B).
- The Secretary of the Army's Task Force on Extremist Activities. (1996).
- U.S. Air Force Instruction 51-903. (1998). Dissident and protest activities (AFI).
- U.S. Coast Guard. (2007). Personnel manual (COMDTINST M1000.6A).

INSTRUCTIONAL MATERIAL

Locally Developed

AUDIOVISUAL AIDS AND EQUIPMENT

Power Point Slide Presentation, computer, Screen, and Audio Speakers

TEACHING SYLLABUS

Learning Objective

The objective of this lesson is to ensure Service Members understand the policy and procedures regarding prohibited activities as it pertain to handling dissident and protest activities among members of the Armed Forces. Specifically, students must know:

1. DoD Policy and First Amendment Rights
2. Key Terms
 - a) Prohibited Activities
 - b) On-Off Post Demonstrations
3. Printed & Electronic Materials

4. Personal Writing Matters
5. Early Prevention, Intervention, and Counseling
 - a) Service Member Responsibilities
 - b) Functions of Command
6. Summation DoD Policy and Impact on Readiness

PART II: LESSON

Discussion Point	Instructional Guidance
<p><i>The references cited in this lesson are used for training purposes only and support the training objective. Referenced material from non-federal government sources may not be used for any purpose other than training.</i></p> <p><i>Unless specifically identified as a Department of Defense or other U.S. government source, DEOMI does not endorse the content of any specific reference material, or the organization that is the source of the material</i></p> <p><i>Reference materials from non-federal sources are included in this material solely to expose students to varying points of view and to generate discussion.</i></p> <p><i>The content of this lesson is designed to increase student knowledge while generating academic discussions and debate. The content of this lesson should not be taken out of context.</i></p>	<p>Note: Instructors must refrain from providing their personal opinions throughout this training, and avoid presenting specific solutions as the preferred or recommended way to resolve issues. Instead, instructors should demonstrate how to apply statutory/regulatory guidance, use case-by-case analysis, and evaluate the record of each case as a whole (totality of the circumstances) in presenting the material and answering students' questions.</p> <p>This training is structured to prepare them to identify individual or organizational behaviors which are contrary to DoD policy and that could be detrimental to mission readiness.</p> <p>Emphasize to the student that any training, consultation, or advice they give to their command or organization must align to DoD policy and guidance.</p> <p>Slide #1: Dissident & Protest Activities in the Armed Forces</p> <p>Attention: <i>Locally Developed</i></p> <p>Motivation: <i>Locally Developed</i></p>

Discussion Point	Instructional Guidance
<p>Objective:</p> <p>The objective of this lesson is to ensure Service Members understand the policy and procedures regarding prohibited activities as it pertain to handling dissident and protest activities among members of the Armed Forces.</p>	<p>Slide #2: Learning Objective</p> <p>Overview: <i>See below</i></p>
<p>Lesson Overview:</p> <p>The training will address the following topics:</p> <ol style="list-style-type: none"> 1. DoD Policy and First Amendment Rights 2. Key Terms <ol style="list-style-type: none"> a) Prohibited Activities b) On-Off Post Demonstrations 3. Printed & Electronic Materials 4. Personal Writing Matters 5. Early Prevention, Intervention, and Counseling <ol style="list-style-type: none"> a) Service Member Responsibilities b) Functions of Command 6. Summation DoD Policy and Impact on Readiness 	<p>Slide #3: Overview</p> <p>Guidance for Instructors:</p> <ul style="list-style-type: none"> • The information presented herein is intended for education and training purposes only • Although extremism and ideology are discussed in this material, it is important to note this training is not intended to identify extremist or hate groups and the instructor must refrain from labeling any specific organizations as such • The training emphasis must be placed on the understanding of prohibited activities stated in DoD policy rather than the ideologies or beliefs of individuals or organizations
	<p>Introduction</p> <p>Recognizing Dissident & Protest activities is the first step in countering extremism in the military. Military members are held to a higher standard of conduct, and their actions must positively impact unit morale and cohesion, as well as, unquestionable integrity. Extremist behavior by military members can have a devastating effect on the good order and discipline essential in the military.</p> <p>Additional Information: For example, the two Army soldiers from Fort Bragg who were found guilty of murdering two civilians in Fayetteville, NC, were both heavily involved in extremist activity (along with other active duty soldiers)</p>

Discussion Point	Instructional Guidance
	both on and off the installation.
	Transition: Understanding the policy and procedures regarding prohibited activities, as it pertains to handling dissident and protest activities among members of the Armed Forces, will help identify concerns and issues, such as extremist activities, which may impact mission readiness.
DOD POLICY & FIRST AMENDMENT RIGHTS	TIME:
<p>➤ <u>DoD Policy</u></p> <p>Governing regulation is Department of Defense Instruction (DoDI) 1325.6 (2009). <i>Handling Dissident and Protest Activities Among Members of the Armed Forces (Incorporating Change 1, February 22, 2012)</i></p> <ol style="list-style-type: none"> 1. The Department of Defense shall safeguard the security of the United States. 2. A Service member’s right of expression should be preserved to the maximum extent possible in accordance with the constitutional and statutory provisions of Titles 10 and 18, United States Code (U.S.C.) and consistent with good order and discipline and the national security. 3. No commander should be indifferent to conduct that, if allowed to proceed unchecked, would destroy the effectiveness of his or her unit. 4. The proper balancing of these interests depends largely upon the calm and prudent judgment of the responsible commander. 	<p>Slide #4: DoD Policy</p> <p>Instructor Note: Tell the student that participation in extremist organizations and activities by Service members is inconsistent with the responsibilities of military service. Military personnel must reject participation in dissident and protest activities.</p> <p>LOQ: Why is participation in dissident and protest activities by Service members inconsistent with the responsibilities of military service? (Take responses from 2-3 students)</p> <p>Anticipated Responses: A Service member’s oath is to uphold the Constitution, which includes rejecting participation in <i>dissident and protest activities that deny people their civil rights (or liberties)</i>.</p> <p>Also, dissident and protest activities’ goals are inconsistent with DoD policy concerning equal opportunity. Rejecting to support dissident and protest activities’ is essential for good order and discipline, as well as trust and cohesion.</p> <p>Department of Defense Instruction 1325.06, Change 1.</p>

Discussion Point	Instructional Guidance
<p>➤ <u>First Amendment Rights</u></p> <ol style="list-style-type: none"> 1. The First Amendment to the Constitution of the United States provides that “<i>Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble and to petition the Government for a redress of grievances.</i>” 2. As military members you retain these rights as citizens of the United States. There are, however, prohibitions to military personnel regarding the exercise of these rights. <p>➤ Fundamental Rights from the First Amendment:</p> <ol style="list-style-type: none"> 1. <u>Speech</u>: The First Amendment says that people have the right to speak freely without government interference. 2. <u>Press</u>: The First Amendment gives the press the right to publish news, information and opinions without government interference. This also means people have the right to publish their own newspapers, newsletters, magazines, etc. 3. <u>Religion</u>: The First Amendment prohibits government from establishing a religion and protects each person's right to practice (or not practice) any faith without government interference. 4. <u>Petition</u>: The First Amendment says that people have the right to appeal to government in favor of or against policies that affect them or that they feel strongly about. This freedom includes the right to gather signatures in support of a cause and to lobby legislative bodies for or against 	<p>Slide #5: First Amendment Rights</p> <p>Instructor Note:</p> <ul style="list-style-type: none"> • The information presented is not intended as a substitute for legal advice and the content should not be relied upon for legal purposes (consult legal assistance for legal advice.) • Local military counter-intelligence sources or law enforcement agencies should be utilized to obtain current threat assessments on dissident or extremist groups. • Any opinions or views expressed during this block of instruction are not necessarily the policy of the Department of Defense. <p>LOQ: Are there limitations to our First Amendment Rights?</p> <p>Anticipated Responses:</p> <ul style="list-style-type: none"> • A person cannot say or write anything he/she wants • The classic example is; You can't yell 'FIRE' in a crowded building. • You can't knowingly defame or slander someone. • Copyright laws affect published speech. • Other examples...

Discussion Point	Instructional Guidance
<p>legislation.</p> <p>5. <u>Assembly</u>: The First Amendment says that people have the right to gather in public to march, protest, demonstrate, carry signs and otherwise express their views in a nonviolent way. It also means people can join and associate with groups and organizations without interference.</p>	
	<p>Transition: <i>Locally Developed</i></p>
<p>KEY TERMS</p>	<p>TIME:</p>
<p>➤ Prohibited Activities</p> <ol style="list-style-type: none"> 1. Military personnel must not actively advocate <u>supremacist, extremist, or criminal gang doctrine, ideology, or causes that advance, encourage, or advocate <u>illegal discrimination</u>, based on race, creed, color, sex, religion, ethnicity, or national origin or those that advance, encourage, or advocate the use of force, violence, or criminal activity or otherwise advance efforts to <u>deprive individuals of their civil rights.</u></u> 2. Military personnel must reject active participation in criminal gangs and in other organizations that advocate doctrine, ideology, or causes that attempt to create illegal discrimination, based on race, creed, color, sex, religion, ethnicity, or national origin; advocate the use of force, violence, or criminal activity; or otherwise engage in efforts to deprive individuals of their civil rights. 	<p>Slide #6: Key Terms (Prohibited Activities)</p> <p>Instructor Note: These definitions are not in the DoDI as written. However, these definitions are critical to understanding and implementation of the DoD policy.</p> <p>Hateful views and radical beliefs alone are not criminal acts and, therefore, are not subject to any sanction under criminal law. However, certain discriminatory and hateful behavior are concerns; especially, if associated with extremism.</p> <p>Webster’s dictionary defines Extremism as, “any political theory favoring immoderate uncompromising policies.”</p> <p>Additional Information: Extremism is a complex phenomenon and can be defined as activities (beliefs, attitudes, feelings, actions, strategies) of a character or <u>behavior</u> far removed from the ordinary. It can manifest as a severe form of conflict engagement. However, the labeling of activities, people, and groups as “extremist”, and the defining of what is “ordinary” in any setting is always a <u>subjective and political issue.</u></p>

Discussion Point	Instructional Guidance
	<p>Additional Information: An extremist is a person who engages in, encourages, endorses, condones, justifies, or supports in any way the commission of a violent act against the U.S. government, its citizens, or its allies to achieve political, social, or economic changes, or against others who may possess opinions contrary to their own radicalized ideology (FBI, 2011, p. 5).</p> <p>LOQ: What are some negative behaviors associated with Dissident and Protest activities and its impact on the Armed Forces?</p> <p>Anticipated responses:</p> <p>Taking a political idea to its limits; intolerance toward all views other than one’s own; adoption of means to political ends which show disregard for the life, liberty, and human rights of others.</p> <p>Another example of extremists with close ties to the military, both Timothy McVeigh and Terry Nichols (indicted for the Oklahoma City bombing) were former U.S. Army soldiers with a long history of extremist activities and connections.</p>
<p>➤ Prohibited Activities (Continued)</p> <p>Military personnel must reject active participation in criminal gangs and other organizations that advocate supremacist, extremist, or criminal gang doctrine, ideology, or causes.</p> <p>Active participation includes, (but is not limited to):</p> <ol style="list-style-type: none"> 1. Fundraising 	<p>Slide #7: Key Terms (Prohibited Activities) (Continued)</p> <p>LOQ: How could a known gang tattoo or gang color presented by an individual impact military readiness?</p> <p>Anticipated Responses:</p> <ol style="list-style-type: none"> 1. Conflict between individuals

Discussion Point	Instructional Guidance
<ol style="list-style-type: none"> 2. Demonstrating or rallying 3. Recruiting, training, organizing, or leading members 4. Distributing material (including on-line) 5. Wearing gang colors or clothing 6. Having tattoos or body markings associated with gangs or organizations 7. Or otherwise engaging in activities in furtherance of the objective of such gangs or organizations that are detrimental to good order, discipline, or mission accomplishment or are incompatible with military service. 	<p>Prohibited Activities. According to DOD Instruction 1325.06, military members are prohibited from participating in any of the following activities:</p> <ul style="list-style-type: none"> • Military personnel must not actively advocate supremacist, extremist, or criminal gang doctrine, ideology, or causes • This includes any organization that advances, encourages, or advocates illegal discrimination based on race, creed, color, sex, religion, ethnicity or national origin • Or those that advance , encourage, or advocate the use of force, violence, or criminal activity or otherwise advance efforts to deprive individuals of their civil rights <p>“What is objectionable, what is dangerous about extremists is not that they are extreme, but that they are intolerant. The evil is not what they say about their cause, but what they say about their opponents.”</p> <p>-Robert F. Kennedy</p>
	<p>Transition:</p>
<p>➤ On-Off Post Demonstrations</p> <ul style="list-style-type: none"> • Department of Defense (DoD) Directive 1325.6, <i>Guidelines for Handling Dissident and Protest Activities Among Members of the Armed Forces</i>, requires that, “A Service 	<p>Slide #8: Key Terms: On-Post Demonstrations & Similar Activities</p> <p>LOQ: What are some UCMJ Articles that minimize the</p>

Discussion Point	Instructional Guidance
<p>member's right of expression should be preserved to the maximum extent possible in accordance with the <u>constitutional</u> and <u>statutory</u> provisions of <i>titles 10 and 18, United States Code (U.S.C.) (References (c) and (d), respectively)</i> (examples of which are set forth in Enclosure 2 of this Instruction) and consistent with good order and discipline and the national security.</p> <ul style="list-style-type: none"> • The demonstration of expression must not "constitute a breach of law and order," and you can't do it "when violence is likely to result." <p>➤ <u>On-Post Demonstrations and Similar Activities:</u></p> <ol style="list-style-type: none"> 1. The commander of a military installation or other military-controlled facility under the jurisdiction of the United States shall prohibit any demonstration or activity on the installation or facility that could: <ul style="list-style-type: none"> ✓ Result in interference with or prevention of orderly accomplishment of the mission of the installation or facility; or ✓ Present a clear danger to the loyalty, discipline, or morale of the troops. 2. It is a <u>crime</u> for any person to enter a military reservation for any purpose prohibited by law or lawful regulations, or for any person to enter or re-enter an installation after having been barred by order of the commander 	<p>possibility of Dissident and protest activities?</p> <p>Anticipated Responses: UCMJ Articles 88, 117, 134, etc</p> <p>"To the prejudice of good order and discipline in the Armed Forces, or conduct of a nature to bring discredit upon the armed forces."</p> <p>Additional Information: (Relay to the student) The right of members to complain and request redress of grievances against actions of their commanders is protected by Section 938 (article 138) of Title 10, United States Code. In addition, a member may petition or present any grievance to any member of Congress or an inspector general, among other officials, pursuant to section 1034 of Title 10, United States Code.</p> <p>An open-door policy for complaints is a basic principle of good leadership. Commanders should personally ensure that adequate procedures exist for identifying valid complaints and taking corrective action.</p>

Discussion Point	Instructional Guidance
<p>➤ <u>Off-Post Demonstrations by Service Members:</u></p> <p>1. Members of the Armed Forces are prohibited from participating in off-post demonstrations under any of these circumstances:</p> <ul style="list-style-type: none"> ✓ They are on-duty ✓ They are in a foreign country ✓ The activities constitute a breach of law and order ✓ Violence is likely to result ✓ They are in uniform in violation of DoD Instruction 1334.01 	<p>Slide #9: Key Terms: Off-Post Demonstrations & Similar Activities</p> <p>Additional Information: <u>Off-Post Gathering Places</u> Commanders have the authority to place establishments off-limits in accordance with established procedures when, for example, the activities taking place there <i>at these establishments</i> include, <i>but are not limited to</i>, counseling, <i>encouraging</i>, or <i>inciting</i> Service members to refuse to perform duty or to desert; pose a significant adverse effect on Service members' health, morale, or welfare; or otherwise present a clear danger to the loyalty, discipline, or morale of a member or military unit.</p>
	Transition:
PRINTED & ELECTRONIC MATERIALS	TIME:
<p>➤ Distribution of Publications</p> <p>A commander may require prior approval of publications to be distributed on a military installation</p> <ol style="list-style-type: none"> 1. Commanders <u>may not</u> prohibit distribution of publications distributed through official outlets <ul style="list-style-type: none"> ✓ Ex.: Base/Post Exchange or Library 2. Distribution of materials is prohibited when: <ul style="list-style-type: none"> ✓ It creates a clear danger to the loyalty, discipline, or morale of military personnel; or 	<p>Slide #10: Printed and Electronic Materials</p> <p>Instructor Note: It is important to note and relay to the students that the Department of Defense (DoD) does not maintain an official list of Hate Groups.</p> <p>Governing regulation is Department of Defense Instruction 1325.06; Handling Dissident and Protest Activities Among Members of the Armed Forces, Updated on Feb 22, 2012</p> <p>Lead-off Question (LOQ): <i>Locally Developed</i></p> <p>Anticipated Response: <i>Locally Developed</i></p>

Discussion Point	Instructional Guidance
<ul style="list-style-type: none"> ✓ It interferes with the accomplishment of the military mission. <p>3. Possession of prohibited material in and of itself may not be proscribed; but any attempt to distribute it is strictly prohibited.</p> <p>4. The fact that a publication is critical of government policies or officials is not, in itself, a ground on which distribution may be prohibited.</p>	<p>Follow-up Question: <i>Locally Developed</i></p> <p>Anticipated Response: <i>Locally Developed</i></p>
	<p>Transition:</p>
<p>PERSONAL WRITING MATTERS</p>	<p>TIME:</p>
<p>➤ Written Material (Personal)</p> <p>Personal writing/opining includes not only written material but information posted on web sites, web blogs, and other electronic communications</p> <ol style="list-style-type: none"> 1. Service members may <u>not</u> pursue personal writing/opining on matters when: <ul style="list-style-type: none"> ✓ On duty; or ✓ Using appropriated or non-appropriated property 2. Publication of personally written material off-post, off duty, or using personal equipment is not prohibited unless: 	<p>Slide #11: Personal Writing Matters</p> <p>Additional Information: <u>Clarification</u></p> <p>Publication of such matters by military personnel off-post, on their own time, and with their own money and equipment is not prohibited; however, if such a publication contains language the utterance of which is punishable under Federal law or otherwise violates this Instruction or other DoD issuances, those involved in printing, publishing, or distributing it may be disciplined or face appropriate administrative action for such infractions.</p>

Discussion Point	Instructional Guidance
<p>➤ Functions of Command</p> <p>Commanders should remain alert for signs of future prohibited activities. They should intervene early, primarily through counseling, when observing such signs even though the signs may not rise to active advocacy or active participation or may not threaten good order and discipline, but only suggest such potential. <u>The goal of early intervention is to minimize the risk of future prohibited activities.</u></p> <p>Commanders have the authority to employ the full range of administrative and disciplinary actions against military personnel who engage in prohibited activity.</p> <ol style="list-style-type: none"> 1. Seeking opportunities for early intervention, primarily through counseling, as soon as warning signs are noticed 2. Understanding the goal of early intervention is to minimize the risk of future prohibited activities 3. Vigilance about the existence of prohibited activities 4. Active use of investigative authority 5. Use of administrative powers such as counseling, reprimands, orders and performance evaluations to deter such activities 6. Personally ensuring that adequate procedures exist for identifying valid complaints and taking corrective action and service members have the right to complain and 	<p>Slide #14: Early Prevention, Intervention and Counseling (Functions of Command)</p> <p>Additional Information: Examples of such signs, which, in the absence of the active advocacy or active participation associated with prohibited activities as defined in DoDI 1325.06. To include:</p> <p>Active advocacy of supremacist, extremist, or criminal gang doctrine, ideology, or causes, including those that advance, encourage, or advocate illegal discrimination based on race, creed, color, sex, religion, ethnicity, or national origin or those that advance, encourage, or advocate the use of force, violence, or criminal activity or otherwise advance efforts to deprive individuals of their civil rights.</p> <p>Signs could also include possession of literature associated with such gangs or organizations, or with related ideology, doctrine, or causes.</p> <p>While mere membership or possession of literature normally is not prohibited, it may merit further investigation and possibly counseling to emphasize the importance of adherence to the Department’s values and to ensure that the Service member understands what activities are prohibited.</p> <p>Slide #15: Early Prevention, Intervention and Counseling (Functions of Command)</p>

Discussion Point	Instructional Guidance
<p>request redress of grievances against commander (Article 138, UCMJ)</p> <p>7. Commanders have the authority to identify or designate establishments off-limits when activities:</p> <ul style="list-style-type: none"> – Counsel, encourage, or incite Service members to refuse to perform duty or to desert; – Pose a significant adverse effect on Service members' health, morale, or welfare; or – Otherwise present a clear danger to the loyalty, discipline, or morale of a member or military unit 	<p>Instructor Note: It is important to note and relay to the students that the Department of Defense (DoD) does not maintain an official list of Hate Groups.</p> <p>Slide #16: Early Prevention, Intervention and Counseling (Functions of Command)</p> <p>Governing regulation is Department of Defense Instruction 1325.06; Handling Dissident and Protest Activities Among Members of the Armed Forces, Updated on Feb 22, 2012</p>
	<p>Transition:</p>
<p>SUMMATION DOD POLICY AND IMPACT ON READINESS</p>	<p>TIME:</p>
<p>➤ Summation</p> <p>Service members must exercise vigilance and moral courage to safeguard First Amendment rights, while protecting security of the United States.</p> <ol style="list-style-type: none"> 1. The Department of Defense shall safeguard the security of the United States. 2. A Service member's right of expression should be preserved to the maximum extent possible in accordance with the constitutional and statutory provisions of Titles 10 and 18, United States Code (U.S.C.) and consistent 	<p>Slide #17: Summation of DoD Policy</p> <p>Instructor Note:</p> <p>Dissident and protest activities, especially in the form of supremacist, extremist, or criminal gang activity, may have very serious and negative impacts on force protection, unit cohesion and effectiveness. Continual awareness of potential dissident or protest activity is the principal defensive measure to counter these efforts trying to surface in our work and living areas. If you see indicators of this type of behavior or activities, immediately report your concerns to the chain of command.</p>

Discussion Point	Instructional Guidance
<p>with good order and discipline and the national security.</p> <p>3. No commander should be indifferent to conduct that, if allowed to proceed unchecked, would destroy the effectiveness of his or her unit.</p> <p>4. The proper balancing of these interests depends largely upon the calm and prudent judgment of the responsible commander.</p>	<p>Lead-off Question (LOQ): <i>Locally Developed</i></p> <p>Anticipated Response: <i>Locally Developed</i></p> <p>Follow-up Question: <i>Locally Developed</i></p> <p>Anticipated Response: <i>Locally Developed</i></p>
<p>➤ Impact on Readiness</p> <p>As a member of the Armed Forces, it is important to understand and recognize Dissident and Protest Activities, which may degrade mission readiness.</p> <p>A military unit must excel as an organization in order to successfully accomplish its mission. As the difficulty of the mission increases, so does the need for excellence and equality in the Armed Forces.</p> <p>What is critically important is that Service members live and work in the type of organization which allows them to excel and give their total commitment to the unit's mission. If not allowed to happen, then there is an impact on readiness:</p> <ul style="list-style-type: none"> ✓ Command climate suffers ✓ Creates conflict among unit members ✓ Undermines confidence ✓ Productivity is hampered and mission accomplishment can be seriously affected 	<p>Slide #18: Impact on Readiness</p> <p>Instructor Note: Inform the audience that Dissident and Protest activities could be a foundation to encourage extremism in the military.</p> <p>While extremist groups may seek to join the military and to recruit military members to their causes, military members must reject participation in organizations that promote supremacist causes.</p> <p>LOQ: What are some other readiness concerns?</p> <p>Anticipated Responses:</p>

Discussion Point	Instructional Guidance
<p>✓ Time must be spent to retrain, counsel, investigate, or initiate actions</p>	
	<p>Transition: This lesson was designed to increase the student’s understanding of <i>Dissident and Protest Activities</i>.</p>
<p>The following topics were presented to increase your awareness of <i>Dissident and Protest Activities in the Armed Forces</i>.</p> <ol style="list-style-type: none"> 1. DoD Policy and First Amendment Rights 2. Key Terms <ol style="list-style-type: none"> a) Prohibited Activities b) On-Off Post Demonstrations 3. Printed & Electronic Materials 4. Personal Writing Matters 5. Early Prevention, Intervention, and Counseling <ol style="list-style-type: none"> c) Service Member Responsibilities d) Functions of Command 6. Summation DoD Policy and Impact on Readiness 	<p>Slide #19: Training Summary</p> <p>Instructor Note: Summarize the training by asking questions of the participants.</p>