

## LESSON PLAN

### Pride and Professionalism

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#### Lesson 1.7 Violent Crime and Suicide Awareness

##### Enabling Objectives:

- 1.7.1 DEFINE terms (Blue-on-Blue, assault, domestic violence, child abuse).
- 1.7.2 IDENTIFY the reporting requirements for violent crime.
- 1.7.3 IDENTIFY how to report a violent crime.
- 1.7.4 STATE what a victim or witness to a violent crime should do.
- 1.7.5 LIST two consequences of being involved in a violent crime.
- 1.7.6 DEFINE terms (suicide, suicide attempt, first responder).
- 1.7.7 IDENTIFY three things you should do to help someone who is suicidal.
- 1.7.8 IDENTIFY three things you should **never** do to help someone who is suicidal.
- 1.7.9 LIST three sources of help for someone who is suicidal.

##### Trainee Preparation Material:

- A. Trainee Support Materials:
  - 1. Outline Sheet 1-7-1
  - 2. Problem Sheet 1-7-1
  - 3. Problem Sheet 1-7-2
  - 4. Problem Sheet 1-7-3
- B. Reference Publications: U.S. Navy Core Values Charter

##### Instructor Preparation:

- A. Review Assigned Training Material

- 1. Instructors for all lessons must read and familiarize themselves with, at minimum, the “Introduction/Navy Core Values” and “Decision Making” lessons. This will allow instructors to relate their lesson’s material to Navy Core Values, the Four Universal Ethical Principles, and the Five-Step Decision Making Process. Instructors should bring these into their discussion whenever the opportunity presents itself, whether in the form of the instructional material itself or questions from trainees.
- B. Reference Publications:
  - 1. OPNAV INSTRUCTION 1720.4 Suicide Prevention Program
  - 2. NCIS
  - 3. Navy Regulations Article 1137, Obligation to Report Offenses
  - 4. Uniform Code of Military Justice
  - 5. DON Core Values Charter
  - 6. Department of the Navy Annual Crime Report (DON ACR)
- C. Training Materials Required:
  - 1. Computer and Compatible Projector
  - 2. Navy Pride and Professionalism Presentation CD
  - 3. White Board or Newsprint
  - 4. Colored Markers
  - 5. Trainee Guide
  - 6. PowerPoint Slides: 1-7-1 to 1-7-31

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##### DISCUSSION POINT

##### 1. Violent Crime and Suicide Awareness

###### a. Violent Crime

##### RELATED INSTRUCTOR ACTIVITY

##### 1. **Slide 1-7-1**, Lesson Introduction

##### **Slide 1-7-2**, Lesson Overview

Give lesson overview.

- a. Ask the trainees if they have ever witnessed, been the victim of, or known a victim of violent crime in the Navy.

Point out that the Department of the Navy (DON) violent crime rate is significantly lower than the U.S. national average. And even within the DON, many crimes declined from 2004 to 2005 (the most recent available statistics). But any crime is too much.

Stress that violent crime violates not only the UCMJ and Navy Regulations, but Navy Core Values.

There is nothing honorable about committing unnecessary acts of violence.

You have a commitment and responsibility to look out for your shipmates.

While violence may sometimes take a certain amount of physical courage, it often takes more moral courage to refrain from it.

It also often takes courage to report violence you have witnessed or been victimized by.

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#### DISCUSSION POINT

##### (1) Definitions

- (a) **“Blue-on-Blue” Violence** – Violence committed by a military member against another military member, a military member against a military dependent, or a military dependent against a military member.

#### RELATED INSTRUCTOR ACTIVITY

##### (1) Present the following definitions with examples.

- (a) **Slide 1-7-3**, What do the following have in common?

Slide listing three situations below.

After discussion of the question, “What do the following have in common?” inform the trainees that they are all examples of “Blue-on-Blue” violence and give them the definition of that term.

Two military members get into an altercation after drinking in a bar.

A military member slaps a spouse.

A military member is beaten by a spouse.

Progressively disclose situations. Ask question below. After discussion disclose definition of Blue-on-Blue.

Ask trainees: What do these crimes have in common? What is this type of violence called?

If no one knows, inform them it is called Blue-on-Blue violence. Give trainees formal definition of Blue-on-Blue. Emphasize their commitment to take care of their shipmates.

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#### DISCUSSION POINT

- (b) **Assault** – According to the UCMJ, attempting or offering to do bodily harm to another person, whether or not the attempt is successful.

The UCMJ defines aggravated assault as:

- i. Assault with a dangerous weapon or other means or force likely to produce death or grievous bodily harm, or

#### RELATED INSTRUCTOR ACTIVITY

**NOTE:** The second and third bullets are examples of Blue-on-Blue violence, but they are also examples of domestic violence. Inform trainees that they are domestic violence and will be covered specifically later in the lesson.

- (b) **Slide 1-7-4**, Assault

Trainees may be under the impression that assault only occurs if there is physical contact. Give trainees example of a Sailor throwing a punch at someone but missing. The fight is then broken up.

**QUESTION:** Has the Sailor committed assault?

**ANSWER:** Yes. If there are different answers, have trainees defend their opinion.

Give formal definition of assault. Stress that not taking that first swing often requires more courage than taking it.

**Slide 1-7-5**, Aggravated Assault

Define aggravated assault and give the following examples:

- i. Subject and victim were fighting when the subject stabbed the victim in the left side of his chest with a knife.

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##### DISCUSSION POINT

- ii. Committing assault and intentionally inflicting grievous bodily harm with or without a weapon.

Sexual assault is intentional sexual contact characterized by the use of force, physical threat, or abuse of authority when the victim does not or cannot consent. It includes the following:

- iii. Rape

##### RELATED INSTRUCTOR ACTIVITY

- ii. Subject and co-subject were engaged in a fight while intoxicated. No weapons were involved. The co-subject had to be treated for blunt head/facial trauma, a fractured jaw, and possible brain trauma.

NOTE: Make sure trainees understand that *both* Sailors involved in the fight would be charged with assault. The one who seriously injured the other would be charged with aggravated assault.

**Slide 1-7-6**, Sexual Assault

**Slide 1-7-7**, Sexual Assault Includes:

Provide trainees definition of Sexual Assault.

Most trainees will be aware or able to conclude themselves that rape or attempted rape and non-consensual sodomy are sexual assault.

Present a somewhat less obvious example (page 91 in Volume 1 of the Trainee Guide and page 11 of Volume 3).

- iii. **QUESTION:** If two Sailors are out drinking and they have sex when one is too intoxicated to make decisions, is that sexual assault?

**ANSWER:** Yes. If the victim does not or *cannot* consent, it is sexual assault.

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##### DISCUSSION POINT

- iv. Non-consensual sodomy (oral or anal sex)
  - v. Indecent assault (unwanted sexual contact or fondling with intent to satisfy sexual desire)
  - vi. Attempts to commit any of these acts
- (c) **Domestic Violence** – The use, attempted use, or threatened use of violence, either physical, emotional, or sexual, against a person of the opposite sex, who is a current or former spouse, a person with whom the abuser shares a child in common, or a current or former intimate partner with whom the abuser shares or has shared a common domicile.
- (d) **Child Abuse** – Child abuse can be physical, emotional, or sexual. It also includes neglect.

##### RELATED INSTRUCTOR ACTIVITY

- vi. The good news is assault cases in the DON declined 10% from 2004 to 2005. But there were still 1,272 cases of aggravated assault. That's 1,272 people who were seriously hurt by Sailors or Marines. As Sailors, you need to be committed to preventing assault.
- (c) **Slide 1-7-8**, Domestic Violence
- In 2005, domestic violence accounted for 38% of crimes reported in the DON Annual Crime Report (ACR). Unfortunately, it was one of the few crimes that increased from 2004 to 2005. While still low compared to the civilian world, it is more prevalent than it should be in the DON.
- (d) **Slide 1-7-9**, Child Abuse can be:
- Few crimes are more heinous than deliberately harming a child. It accounted for 17% of personal crime reported to NCIS in 2005. That was down from 2004. But even one abused child is one too many.

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### DISCUSSION POINT

### RELATED INSTRUCTOR ACTIVITY

Give the following examples (page 92 of the Trainee Guide and page 12 of Volume 3) and discuss whether or not they are child abuse:

A father spanks a child on the child's backside.  
**ANSWER:** No. Corporal punishment is not child abuse unless it "disfigures, impairs, or otherwise traumatizes an individual."

A mother strikes her 11-year-old child on the top of the head with a shoe, causing bleeding cuts.  
**ANSWER:** Yes. This has caused the child potentially serious injury.

A mother takes a nude photograph of her infant to put in a family album.  
**ANSWER:** No. Only if the mother sells the picture, or knowingly allows its use as pornography is it child sexual abuse.

A male Sailor has consensual sex with a 15-year-old girl he met through the MySpace website despite knowing she was fifteen.  
**ANSWER:** Yes. The definition of child sexual abuse in the DON ACR includes: "All sex crimes where the victim(s) has not attained the age of 16 and the subject(s) are adults."

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##### DISCUSSION POINT

##### RELATED INSTRUCTOR ACTIVITY

- i. Child Physical Abuse – Any non-accidental injury to a child or any act that results in physical impairment of a child. An act is child physical abuse when bodily harm occurs, the bodily harm was done with unlawful force or violence, and the person harmed was a child under the age of 16 years.
- ii. Child Emotional Abuse – Actions including acts or a pattern of acts, omissions or a pattern of omissions, or passive or passive-aggressive inattention to a child's emotional needs resulting in an adverse affect on the child's psychological well being. It also includes intentional berating, disparaging, or other verbally abusive behavior toward the child, and violent acts that may not cause observable physical injury.

While working or standing duty, a Sailor leaves a 6-year-old child home alone.

**ANSWER:** Yes. This would be a case of neglect. (The same is true if the dependent is a parent or other family member incapable of taking care of him or herself.)

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##### DISCUSSION POINT

- iii. Child Sexual Abuse – Includes rape, attempted rape, carnal knowledge, attempted carnal knowledge, molestation, sodomy, assault with intent to commit sodomy, indecent acts not amounting to sodomy, and other sex-related crimes (incest, indecent exposure, obscene telephone calls, child pornography, voyeurism, etc.) with a person who is younger than sixteen (16) years of age.
- iv. Child Neglect – Actions or omissions by a parent, guardian, or caretaker, including, but not limited to, deliberate or negligent withholding or deprivation of necessities like food, shelter, clothing, and health care; lack of adequate supervision, emotional, or educational neglect, and abandonment.

##### (2) Extremist Groups and Gangs

- (a) We have previously discussed crimes committed by individuals or within families. There are also groups organized to commit crimes, extremist groups and gangs.

##### RELATED INSTRUCTOR ACTIVITY

##### (2) **Slide 1-7-10**, Extremist Groups and Gangs

You have previously discussed crimes committed by individuals or within families. Point out that there are also groups that are organized to commit crimes, extremist groups and gangs.

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##### DISCUSSION POINT

Extremist groups and gangs are not common in the Navy. They do, however, exist, and they could attempt to recruit Sailors, join the Navy, or—if they are already in the Navy—cause problems in Navy workplaces. Even one extremist or gang member in the Navy is a problem. So knowing who they are will be beneficial to Sailors.

##### (b) Definitions

- (i) **Extremist Group** – An organization that advocates supremacist causes; attempts to create illegal discrimination based on race, creed, color, ethnicity, national origin, gender, religion, advocates using force or violence; or otherwise engages in efforts to deprive individuals of their civil rights.

##### RELATED INSTRUCTOR ACTIVITY

Stress this point. Despite some high-profile media stories, such as gang graffiti in Baghdad, there is not a large number of gang members in the Navy. Extremists are also rare. Still, both gangs and extremists (and there is some overlap between the two) are unfortunate facts of American life and can affect the Navy. Point out to trainees that *any* gang or extremist activity is too much.

##### (i) **Slide 1-7-11**, Extremist Groups

Ask trainees what an extremist group is and to name some. They will probably be aware of right-wing groups like the Ku Klux Klan and neo-Nazis. They may not be aware of left-wing groups. Point out that extremism can come from the left or right and both groups are equally dangerous.

The discussion below on the various types of extremists is optional. If you choose to do so, examine the types of extremists and the dangers they represent.

There are two general types of extremists:

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### DISCUSSION POINT

- (ii) **Gang** – A group of individuals whose acts of crime are committed against the public at large as well as other groups. A gang usually has in common one or more of the following traits: geographic area of residence; race, or ethnic background. They usually have a defined hierarchy that controls the general activities of gang members.

### RELATED INSTRUCTOR ACTIVITY

Right wing - Extreme right advocates use violence as a way to accomplish their goals. They do not appear to be able to reason beyond their limited perceptions of the way they believe the world should be. Some examples would be: the Ku Klux Klan, Racist Skinheads, and Neo-Nazis.

Left wing - Extremist left wing groups are sympathetic to the plight of people of color and others they perceive as oppressed, or they are angered by what they perceive as destruction of the environment. They are willing to use violence to end that perceived oppression or destruction. Examples are: the Black Panther Party, Black Hebrew Israelites, eco-terrorist groups, violent anti-war groups.

Both groups are anti-democratic, place blame for the Nation's problems on particular groups, and believe in their rule only.

- (ii) **Slide 1-7-12, Gangs**

Ask trainees for a definition of gang. Compare their answers to this definition.

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##### DISCUSSION POINT

- (iii) It is important to understand that people who disagree with you, are of different beliefs, or support different causes, are *not*, by virtue of that fact, extremists.

Also, the U.S. Constitution guarantees every American the right of free association. Therefore, simply belonging to a particular group or gang is not, in itself, illegal or forbidden by Navy policy.

What *is* forbidden by Navy policy is active participation in extremist groups or the kinds of criminal activities associated with gangs. Active participation is defined as:

- i. Publicly demonstrating or rallying
- ii. Fund raising
- iii. Recruiting and training members
- vi. Otherwise engaging in activities in relation to or in furtherance of the objectives of such organizations.

##### RELATED INSTRUCTOR ACTIVITY

- (iii) **Slide 1-7-13**, Caution!

Emphasize these points.

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##### DISCUSSION POINT

- (c) We've already discussed stereotyping and prejudice in the "Diversity" lesson. Be wary of making snap judgments. A young person with a gang tattoo may not know it is a gang tattoo or may be a former gang member trying to straighten out by joining the Navy. Gang hand signals may indicate nothing more than young people being "cool."

The same is true of extremist groups. Tattoos or other symbols may not be what they seem. The Celtic Cross, for example, is a neo-Nazi symbol but also an Irish Catholic symbol. Such tattoos may also indicate a person with a supremacist past trying to get away from it.

- (3) Reporting requirements for violent crimes. Whether crimes are committed by individuals or groups, you have an obligation and a duty to report them.

- (a) Navy Regulations (NAVREG) Article 1137 Obligation to Report Offenses obligates Sailors to report "all offenses under the Uniform Code of Military Justice (UCMJ).

Failure to report a crime can be considered Dereliction of Duty under UCMJ Article 92 Failure to Obey an Order or Regulation.

##### RELATED INSTRUCTOR ACTIVITY

- (c) Ask students to explain the bullets on the slide. Briefly review stereotypes and prejudice from the "Diversity" lesson. Show how those apply in this case.

**Slide 1-7-14, Caution! Cont.**

Ask students for examples of symbols that have more than one meaning.

- (3) **Slide 1-7-15, Reporting Requirements for Violent Crime**

- (a) If you are a victim of or witness a crime, reporting it is a legal obligation.

In some circumstances, failure to report a crime can be punishable as Dereliction of Duty under UCMJ Article 92.

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##### DISCUSSION POINT

- (b) You are required not only by law and regulation to report violent crime, but by Navy Core Values as well.

##### (4) Reporting violent crime

- (a) If you are witnessing a crime or have reason to believe one is or will be occurring, call 911 (or the international equivalent if you are overseas).
- (b) Other options are to contact:
  - i. Your command

##### RELATED INSTRUCTOR ACTIVITY

- (b) But it is not just a requirement of law and regulations; it is also required by Navy Core Values.

Discuss with trainees how Navy Core Values obligate them to report violent crime.

Remind trainees that we all have moral and ethical responsibilities to our fellow human beings in general and our shipmates in particular.

##### (4) **Slide 1-7-16**, Options for Reporting Violent Crime

Sailors who are victims or witnesses of violent crime, or who have knowledge of one, have several options for reporting the crime.

Ask trainees if they know how and to whom to report a violent crime if they are a victim or witness. Allow any who know of specific options to explain them. Then progressively disclose the following options:

- (a) Call 911 (If you are overseas, provide the trainees with the local equivalent of 911)
- (b) Other options: Give trainees number to call to report crime to the following:
  - i. The command/chain of command

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##### DISCUSSION POINT

- ii. Your Chaplain
  - iii. The Naval Criminal Investigative Service (NCIS)
  - iv. Family Advocacy Program (FAP) for domestic violence or child abuse
  - v. Base security
- (5) Victims and Witnesses of Violent crime – What should you do?

##### RELATED INSTRUCTOR ACTIVITY

- ii. The chaplain
  - iii. NCIS
  - iv. FAP
  - v. Base security
- (5) **Slide 1-7-17**, Witnesses and Victims: What should you do?

As previously mentioned, witnesses and victims of violent crime are obligated legally, morally, and ethically to report the crime.

Ask trainees what sort of difficulties may get in the way of reporting a crime. Some examples:

Peer Pressure

Fear of reprisal (violent criminal may want revenge on the “snitch”)

Misguided “code” i.e. refusal to “rat someone out”

Hesitation to get involved in a criminal case (lots of trouble to give statements, testify, etc.)

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#### DISCUSSION POINT

- (a) Report the crime.
- (b) If you are a victim, seek medical attention if you need it.
- (c) If you witness a violent crime and the victim is not able to seek medical attention, seek it for him or her. Take care of your shipmates.
- (d) If you are a victim of rape or sexual assault avoid destroying potential evidence (by showering, bathing, washing garments, etc.) until after a medical examination is completed.

#### RELATED INSTRUCTOR ACTIVITY

Acknowledge potential difficulties with reporting crimes but emphasize that it is the right thing to do.

Ask trainees for other suggestions on what to do if they witness or are a victim of a violent crime. Compare with the list.

This is a good place to remind trainees of, and have them apply the five-step decision-making process:

Step 1 - Define the issue

Step 2 - Gather information

Step 3 - Evaluate the information

Step 4 - Consider alternatives and implications

Step 5 - Implement the decision

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##### DISCUSSION POINT

- (e) Violent crime, especially sexual assault and rape, can result in Post Traumatic Stress Disorder (PTSD) in victims. If you are a victim, seek counseling. If you know a victim, advise that person to seek counseling.

A victim of sexual assault may also contact the command Sexual Assault Victim Intervention (SAVI) program Point of Contact (POC), Victim Advocate, or Sexual Assault Resource Coordinator (SARC). SAVI personnel are trained in handling sexual assault cases. Victims can make an “unrestricted report” which results in command notification and official investigation. They may also make a “restricted report” after which they will receive all SAVI services but with no command notification or official investigation. Your command should identify your command POC for this.

- (6) Violent crime is a serious issue, and being found guilty of a violent crime can have severe consequences for the offender. Those can include:

##### RELATED INSTRUCTOR ACTIVITY

NOTE: The restricted report almost prevents the offender from being punished since there will be no investigation.

- (6) **Slide 1-7-18**, Involvement in Violent Crime: What are the consequences?

Note: In preparation for this section consult with the command’s Equal Opportunity Advisor and/or Legal Officer for clarification of how judicial and non-judicial punishments can be applied.

While living by our Navy Core Values should be enough to prevent violent crime, point out that there are also very practical consequences for involvement in violent crime.

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##### DISCUSSION POINT

- (a) Courts-Martial
- (b) Dismissal with Other Than Honorable (OTH) discharge
- (c) Judicial punishment (encompasses courts-martial)
- (d) Non-judicial punishment (encompasses Captain's Mast)
- (e) Loss of pay and other financial consequences
- (f) Administrative consequences
- (g) Civil consequences

##### b. Suicide Awareness and Prevention

Violence can be directed at oneself as well as at others. Suicide affects not only the one who commits it, but also family, friends, co-workers, and the Navy. Just as we must do all we can to prevent other kinds of violent crime, we must do our part to prevent suicide.

##### (1) Definitions

##### RELATED INSTRUCTOR ACTIVITY

- (g) Even in the civilian world, the crime will be on your record.

##### b. **Slide 1-7-19**, Suicide Awareness and Prevention

This slide can be used to show the appropriate suicide video when it becomes available.

Presentation of this video is optional.

##### (1) **Slide 1-7-20**, Suicide Awareness Definitions

Ask students how many have been affected by suicide/suicide attempt of a family member, friend, or co-worker.

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#### DISCUSSION POINT

- (a) **Suicide** – An intentional act resulting in one’s own death.
  - (b) **Suicide Attempt** – An intentional act causing self-harm, where death would have occurred without direct intervention.
  - (c) **First Responder** – A person who first recognizes the threat or risk of suicide and responds to prevent the possibility of a suicide.
- (2) Warning signs/Risk factors for suicide

#### RELATED INSTRUCTOR ACTIVITY

- (c) Ask trainees, Who are first responders? **ANSWER:** All of us or everyone.
- (2) Present the following scenario (page 93 in the Trainee Guide Volume 1 and page 13 in Volume 3) **before** presenting the slide containing warning signs/risk factors:  
Seaman Jones was a friendly outgoing person. Lately he has been withdrawn, has stopped engaging in activities he once enjoyed, and has started drinking heavily. In conversation with him, you discover that while he has been deployed, his wife has run up enormous debt on his credit card and filed for divorce. At the end of the conversation, he says, “Sometimes it’s hard just to keep going. What’s the point?”
- Ask trainees what danger signs of suicide is Seaman Jones showing? Then show the list of Warning signs/Risk factors for suicide and compare their answers.

**Slide 1-7-21**, Warning Signs/Risk Factors

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##### DISCUSSION POINT

- (a) Talk about committing suicide
- (b) Depression
- (c) Substance abuse
- (d) Previous suicide attempt(s)
- (e) Recent trouble with:
  - i. An intimate relationship
  - ii. Finances
  - iii. Work/Career
  - vi. The law
- (3) How to help someone who is suicidal – ACT: Ask, Care, Treat

##### RELATED INSTRUCTOR ACTIVITY

(e) **Slide 1-7-22**, Warning Signs/Risk Factors Cont.

- (3) Mix the positive and negative reactions to suicide on the PowerPoint slide. Progressively disclose each and ask trainees if they should or should not do this with a suicidal or potentially suicidal shipmate and why. Then tell whether each is something they should or should not do and why. Present this slide **before** discussing the dos and don'ts listed below.

**Slide 1-7-23**, Dos and Don'ts of Suicide Prevention  
**Slide 1-7-24**, Dos and Don'ts of Suicide Prevention  
Cont.

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#### DISCUSSION POINT

- (a) **Ask** – If you believe someone is considering suicide, ask them directly. Then actively listen and acknowledge their talk, behavior and feelings.
  - (b) **Care** – Let the individual know you care and understand. Care about your shipmate.
  - (c) **Treat** – Inform the chain of command, and obtain professional help as soon as possible.
- (4) What *not* to do:
- (a) Debate the right or wrong of suicide or of the individual's thoughts or feelings or lecture on the value of life.
  - (b) Encourage the individual to do it.
  - (c) Ignore the problem or be sworn to secrecy. GET HELP.
  - (d) Act shocked.

#### RELATED INSTRUCTOR ACTIVITY

##### **Slide 1-7-25, ACT to Prevent Suicide**

After the suicide dos and don'ts exercise, sum up what the trainees should now know about suicide prevention by showing and discussing slide 1-7-25.

- (a) If you believe someone is considering suicide, ask them directly.
- (a) This makes a suicidal person feel like you don't understand. They may not continue to confide in you.
- (b) They might just take your advice.
- (c) Don't be sworn to secrecy. A suicidal people need help. They cannot get it if no one knows they need it.
- (d) This will put distance between you.

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##### DISCUSSION POINT

(e) Leave a suicidal individual alone.

(5) Where to go for help

(a) Command leadership

(b) Medical services

(c) Chaplains

(6) Post Traumatic Stress Disorder (PTSD) and Combat Operational Stress Injury (COSI) can be other risk factors for suicide. PTSD can result from any traumatic event such as an automobile accident, a rape, or an assault. With the wars in Iraq and Afghanistan, more and more Sailors are Individual Augmentees returning from the battlefields to their units. These Sailors may be suffering from COSI. Suicidal individuals suffering from PTSD or COSI exhibit many of the same symptoms as other suicidal individuals and can use many of the same sources for help. In addition, they have unique symptoms and needs.

##### RELATED INSTRUCTOR ACTIVITY

(e) This will give them an opportunity to commit suicide.

(5) **Slide 1-7-26**, Where do you go for help?

Give trainees contact information for points of contact for potential suicide, e.g., command leadership, medical services, and Chaplain's office.

(6) **Slide 1-7-27**, PTSD and Combat Stress Injury

Point out that PTSD can happen to anyone who has had a traumatic experience, including the rape or suicide of a close associate.

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##### DISCUSSION POINT

###### c. Summary

##### RELATED INSTRUCTOR ACTIVITY

###### (7) **Slide 1-7-28**, PTSD and Combat Stress Injury Cont.

Emphasize that stress is a normal reaction to combat. Most recover on their own. If they do not, and the stress is untreated, it can develop into PTSD and put them at higher risk for suicide.

###### c. Summary

###### Review Key Points

###### (1) **Slide 1-7-29**, Summary

There is less violent crime in the Navy than among the civilian population, but any violent crime is too much.

###### (2) Violent crime violates not only law and regulation, but Navy Core Values.

###### (3) **Slide 1-7-30**, Summary Cont.

Sailors are required by not only by the UCMJ and by Navy Regulations to report crime, but also by Navy Core Values and by their ethical and moral responsibility to their fellow human beings.

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### DISCUSSION POINT

### RELATED INSTRUCTOR ACTIVITY

(4) **Slide 1-7-31**, Summary Cont.

Suicide is an individual and unit readiness issue. Suicide does not affect only the individual who commits it. It affects family members and friends, shipmates, and the Navy. We are all first responders when it comes to suicide.

Before moving on ask if there are any questions or further comments.

If appropriate, take a 10 minute break.