

# True Faith and Allegiance



## FACILITATOR'S GUIDE



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# OVERVIEW

## 1. Welcome

The purpose of *True Faith and Allegiance* is to give new Army Soldiers an introduction to and appreciation for the Army's professional ethic. Giving Privates the opportunity to experience situations similar to those they face in Basic Training will allow them to see how the Army Values compare and contrast with the values they enlisted with, how the Army Values apply in all situations and how an understanding of the Army Values will better prepare them to function in their first unit assignment and on deployment. The audience for *True Faith and Allegiance* is made up of USA Privates in Basic Training, Advanced Individual Training, and OSUT.

The playable character in the simulation, JT, is a Soldier in OSUT, engaged in Basic Training activities with which all Soldiers can identify. The action covers early Basic Training activities, mid-Basic Training activities, and late Basic Training activities. The decisions begin with simple choices related to Army Values and what is acceptable in the Army environment, moving to more complex choices representing conflicts of value, and ending with even more complex choices where the consequences are devastating and long-lasting.

Using the simulation, the group will experience what it's like to make ethical decisions when conflicting values or motivations are involved. Members of the group will make decisions on the behalf of JT and then see the consequences of those decisions play out. *True Faith and Allegiance* helps them think through and practice making ethical decisions in a safe environment so that they can apply what they learn here later to critical real-life situations.

### NOTE

*Not every possible option is presented at each decision point. Sometimes, even the optimal solution is withheld intentionally. This was done to generate lively group discussion in which the group can explore other options to arrive at the best answer.*

**Within the context of the simulation, the learning objective is that the group will demonstrate an understanding of the following:**

- Army Values apply in day-to-day situations and decisions.
- Bad decisions bring bad consequences, not only to the decision-maker but to others as well.
- Seemingly inconsequential misconduct can have long-term, far-reaching, and unintended effects.
- Soldiers help each other succeed through teamwork and trust.
- What Army Values are and the way the Army intends them
- Ways of dealing with ethical decisions in civilian life may be inappropriate in the Army environment.
- Basic Training can fundamentally change Recruits who take it seriously.
- Soldiers must take responsibility for their own development.

- Army Values demand a more complex and mature understanding of ethical decision making.
- What Soldiers value they translate into concrete actions every day.
- Soldiers who understand their Duty perform well and do the right thing even when no one is watching or checking.

*Truth Faith and Allegiance* is divided into three sections: Act I, Act II, and Act III, roughly corresponding with the three phases of Basic Training.<sup>1</sup>

You will need the following materials and equipment to facilitate this program for the group:

- *True Faith and Allegiance* DVD for instructors
- *True Faith and Allegiance* DVD for the group
- Facilitator's Guide
- PC Computer, Monitor or Video Projector
- Screen if projecting

## 2. System Requirements

To play *True Faith and Allegiance*, you must have:

- Windows XP, Vista, or 7 / Mac OS 10.4 or higher
- Adobe Flash Player 10+
- 1GHz or faster processor (2GHz recommended for full-screen playback at high resolutions)
- 256MB of RAM (512MB recommended)
- DVD-ROM Drive
- Video Card & Display (1024 \* 768 minimum resolution)
- Sound Card & Speakers / Headphones
- Keyboard & Mouse

## 3. Starting the Program

Truth Faith and Allegiance comes on a DVD. The program should automatically launch in your default web browser when

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<sup>1</sup> In order to maintain relevance for OSUT environments, this product does not specifically mention BCT phases.



it is inserted into your computer's DVD drive. If your computer does not have the required version of Adobe Flash, you will automatically be prompted to install it. If the program does not self-start, please complete the following steps:

### Windows Users

1. Insert *True Faith and Allegiance* into your DVD-ROM drive.
2. If *True Faith and Allegiance* does not self-start within 30 seconds, follow the next steps:
  - a) Open Windows Explorer (My Computer) and browse to your DVD drive.
  - b) Double-click on "True\_Faith\_and\_Allegiance.html".

### Mac Users

1. Insert *True Faith and Allegiance* into your DVD-ROM drive.
2. Double click on the *True Faith and Allegiance* disc icon on your desktop (or browse to it's location in the Finder).
3. Double click on "True\_Faith\_and\_Allegiance.html".

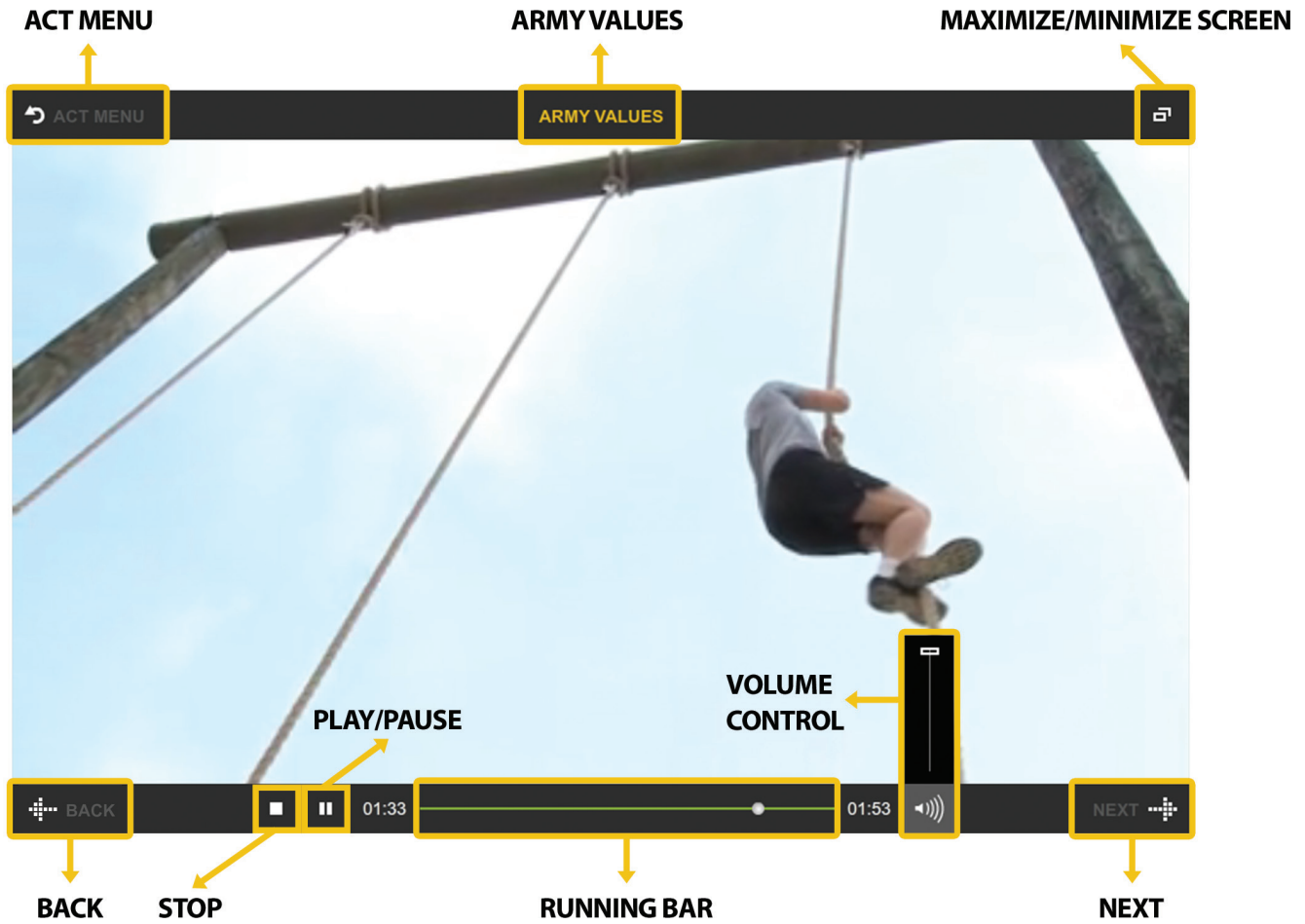
Play the introduction video. It should start automatically when you call up the program. If the introduction does not, select "NEXT."



The short opening video shows JT separating from the Army and his subdued homecoming. He can't find a job and can't get unemployment. His uncle is disappointed in him, and friends give him a hard time about failing. The narrator explains that this did not have to happen. Your group can go back in time, to when JT was in high school, and retrace his path. They have the chance to make different decisions that can lead to a different outcome.


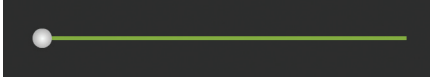



### 4. Using the Interface

Here's how to navigate the program.



CONTROL	BUTTON IMAGE	WHAT IT DOES
NEXT		Moves to the next screen. You have to click NEXT to leave text screens.
BACK		Moves to the previous screen.
STOP		Stops the action.
PLAY/PAUSE		Plays or pauses the video.



CONTROL	BUTTON IMAGE	WHAT IT DOES
<b>MAXIMIZE/MINIMIZE SCREEN</b>		Goes to full-screen mode.
<b>RUNNING BAR</b>		Movie clips automatically play to conclusion, but clicking and dragging this bar allows you to move back and forth within the clip.
<b>VOLUME CONTROL</b>		Clicking on it gives you a toggle to drag along a bar to raise or lower the sound volume.
<b>ARMY VALUES</b>		Available on every screen, this button will show you the Army Values in a pop-up.
<b>ACT MENU</b>		Clicking this button will return you to the Menu screen for the act you are currently in. You WILL lose your place in the program when you click this button.

## 5. Playing the Simulation

After the opening, the Main Menu will appear. Begin with Act I and work through the simulation, using the next section about lesson delivery.

## 6. Delivering the Lesson

The lessons are designed to be stand-alone, so that you can pick any of the acts to use at different points in Basic Training. When facilitating, play the video to the first decision point. You can poll the group on what they want to do, or pick volunteers to make the individual decisions. After the group has completed the lesson, use the sample lesson plans below and the navigational path for JT that follows this section to discuss the decision points in more detail.

## 7. Lesson Plan

**Delivery Time: One hour for each act, for a total of three hours.**

TIME	ACTIVITY
<p><b>0:00 – 5:00</b></p>	<p>Start up the program. Click the pause button.</p> <p>Explain that they will have an opportunity to practice making sound ethical decisions during every part of Basic Training. They will be able to make decisions as JT and then see the consequences of those decisions play out.</p> <p>Describe True Faith and Allegiance as an interactive methodology that allows them to see what happens as the result of the decisions they make.</p>
<p><b>Explain that you will lead them through the simulation. Use the decision summary in this guide to explore the choices. Remember that it is important to also explore alternative outcomes. You may want to give the wrong answer occasionally just to see what happens. Be sure to answer questions and encourage discussion.</b></p>	
<p><b>05:00 – 60:00</b></p>	<p>Play Act I and explore the decisions below:</p> <ul style="list-style-type: none"> <li>• An opportunity to cheat</li> <li>• Have a beer with your buddies</li> <li>• Stealing some peanut butter</li> <li>• Eating a candy bar smuggled by Richardson</li> <li>• Baker's having trouble with a run</li> <li>• Richardson intimidating another Soldier</li> <li>• Baker's thinking about quitting</li> <li>• Richardson's racial insults</li> <li>• Richardson's starting a fight</li> </ul>
<p><b>60:00 – 120:00</b></p>	<p>Explore Act II, which focuses on the following decisions:</p> <ul style="list-style-type: none"> <li>• Joking around in formation</li> <li>• Helping Baker with his backpack</li> <li>• Baker's drug problem</li> <li>• Baker cheating on PT test</li> <li>• Giving advice to your cousin (Sexual Harassment)</li> <li>• Ramirez' and Richardson's inappropriate comments</li> <li>• "Straightening out" Baker</li> </ul>



TIME	ACTIVITY
<p><b>120:00 – 175:00</b></p>	<p>Explore Act III, which focuses on the following decisions:</p> <ul style="list-style-type: none"> <li>• Richardson ragging on Baker</li> <li>• Staying awake on duty</li> <li>• Richardson’s remarks about non-combatants (“When it counts for real, you shoot first and ask questions later.”)</li> <li>• Ramirez and the drunk Girl</li> <li>• Friends drinking</li> <li>• Have a beer</li> <li>• Drinking and driving</li> </ul> <p>Play ending of the simulation, where JT comes home from a successful first deployment.</p>
<p><b>175:00 – 180:00</b></p>	<p>Wrap Up</p> <p>Explain that this interactive simulation helped them to:</p> <ul style="list-style-type: none"> <li>• Compare and contrast Army Values with the values they enlisted with</li> <li>• Apply Army Values to different situations to make sound decisions so they are better prepared to function in their first unit assignment and on deployment</li> </ul>

To prepare for facilitating the group’s experience with True Faith and Allegiance, read about JT and review the decisions described below for each act. For each decision, the available choices are listed, along with any short- or long-term consequences. Key content points and discussion questions follow many of the decision points.

#### NOTE

*You can have access to a decision map for a particular character by clicking on “View Decision Map” from the simulation’s main menu. Clicking on a particular decision will take you to that point in “True Faith and Allegiance.”*

# JT NAVIGATIONAL PATH

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Justin Taylor or JT is a young man who is not sure what to do after high school. His father died in a mining accident when he was 13. Both his father and uncle served in the Army. JT also decides to join, to give himself a direction and new opportunities.

## Decision Summary

The decision summary below shows the various choices available. As time allows, encourage the members of your group to explore other choices and their consequences. The map also describes consequences and includes some discussion questions and key content points.

## Act I Decisions

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### An opportunity to cheat – What do you want to do?

Head home to study. If he wants to cheat, it's his problem.

Take the answers—play some Xbox.

Tell him he can't use the stolen test.

*JT's friend gets caught. If the group made the decision to cheat, JT is caught as well, flunks the course, and has to go to summer school.*

### For Discussion

How do you balance Loyalty to your friends with doing the right thing?

Why is this decision important in light of JT's wish to join the Army?

### Takeaway

The types of decisions that seem small and inconsequential as a civilian can have life and death consequences in the Army. (Army Values: Integrity, Loyalty)

For example: Cheating on a high school test can result in summer school, but cheating during weapons qualification can result in loss of Soldiers' lives during a mission.

### Have a beer with your buddies – Have a beer?

Sure. It's my last party before Basic.

No thanks.



*If the group chooses to drink, that decision has immediate consequences. JT is picked up for DUI and underage drinking. He cannot enter the Army. The group is taken back to face that decision again.*

**Takeaway**

Decisions have consequences. Sooner or later, you'll pay a price for breaking the law—both as a civilian and as a Soldier. (Army Values: Personal Courage, Integrity)

For example: Other unsafe decisions that you might make as a result of peer pressure—such as speeding, driving aggressively, using drugs—are all against the law and carry penalties when you're caught.

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**Stealing some peanut butter – What do you want to do?**

Take the peanut butter.

Leave the peanut butter.

*If the group decides to take the peanut butter, then JT gets caught, and everyone receives extra PT.*

**For Discussion**

Why do you think these rules about contraband are in place?

**Takeaway**

Your actions affect others, particularly in the high stakes of combat operations. (Army Values: Duty, Integrity)

For example: Drinking while in duty status may have dire consequences because of the complex, critical tasks that Soldiers perform. Soldiers drinking and driving are not only a danger on the roads, but also bring discredit on the Army and increased punishment on themselves.

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**Eating a candy bar smuggled by Richardson – What do you say?**

Thanks—take a candy bar.

No thanks—mind your own business.

Tell Richardson he'd better lay off.

**For Discussion**

Is there anything wrong with minding one's own business?

What will the others likely think if JT objects to what Richardson is doing? What will they likely think if he does not?

**Takeaway**

In this situation, if JT accepts the candy bar or minds his own business, Richardson perceives him as in on the conspiracy. Staying silent when you see something that isn't right is the wrong kind of Loyalty—it can lead others to think you agree with those who are doing wrong. (Army Value: Loyalty)

For example: Taking the peanut butter may result in extra physical training, but taking material from the supply system or storage area may cause shortages that impact mission status and completion.

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**Baker having trouble with a run – What do you want to do?**

Keep running.

Drop back to help Baker.

Tell Baker to stop being weak.

*If JT tells Baker not to be weak, the tactic is ineffective. The group faces the same decision again, with the options to keep running or to help Baker.*

**For Discussion**

What Loyalty does JT owe to Baker?

What if Baker could not keep up during combat? Would this change JT's decision making? Should it?

**Takeaway**

The unit succeeds when everyone works together and supports each other. (Army Value: Loyalty)

For example: Leaving Baker to succeed or fail in an exercise may result in being reprimanded, but if Baker can't keep up with the unit during a tactical operation, then his life and other Soldiers' lives are put at risk.

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**Richardson intimidating another Soldier – What do you think (you should do)?**

Mind your own business.

Talk to some other platoon members about shutting Richardson down.

Slip a note under the Drill Sergeant's door during fire guard duty at night.

*If JT minds his own business, the group is taken back to make a different choice. If he talks to other members, then Richardson finds out and confronts him. The group will likely resist the third option, because it seems underhanded, but it is the best response available. Be prepared for resistance to this answer and talk about the courage to talk directly to a Drill Sergeant or to the individual.*

**For Discussion**



Can you think of other ways to handle this situation?

What is the likely effect on the unit if Richardson's behavior is allowed to continue?

### **Takeaway**

The chain of command needs to know what's going on. Although slipping a note under the door is not the most professional way to handle the situation, it is effective. As Soldiers become more mature and experienced, they will find other equally effective ways to handle these types of problems. (Army Values: Personal Courage, Loyalty, Duty)

For example: During deployment, you may witness infractions (such as sexual harassment, falsification of records, fraternization, or others) and it will take personal courage and loyalty to the unit as a whole to do your duty and report it.

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### **Baker's thinking about quitting – What do you want to do?**

You can't decide for him, hit the rack.

Stay up to talk it out with him.

### **For Discussion**

Are you responsible for someone else's problems?

Would JT's decision be different if Baker was a better Soldier? Should it?

### **Takeaway**

This is another example of Loyalty and Selfless Service contributing to the good of the Unit. (Army Values: Loyalty, Selfless Service)

For example: Assess the effect of a Soldier's problems on the entire unit. Severe emotional problems, drug use, or combat stress can put other Soldiers at risk.

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### **Richardson's racial insults – What do you want to do?**

Tell Richardson to stop the racial insults.

Tell Richardson it wasn't Thomas. It was you.

Mind your own business.

*If JT minds his own business, then Richardson assaults Thomas and puts him in the hospital. JT gets into trouble for not reporting Richardson's threats.*

### **For Discussion**

What's the likely effect on the unit if racial language and insults go unchecked? What's the likely effect on Thomas?

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**Takeaway**

While it's important to object to what Richardson is saying, it's also important to come clean in this situation so that Richardson does not continue focusing his anger on Thomas. (Army Values: Personal Courage, Integrity, Duty)

For example: If a hostile environment is allowed to take place in a unit, and no one objects, then it's very difficult for the Soldiers to trust each other and work together for mission success.

**Richardson's starting a fight – What do you want to do?**

Back down and let the guys think you're weak.

Stand up and don't be disrespected. Deck him.

Play it off with a joke.

*If JT hits Richardson, then he gets caught when he can't make it up the rope because his hand is injured. Since JT cannot continue the training, he has to sit out for six weeks and start Basic all over again. The group will have to return to that decision and make another choice.*

**For Discussion**

Did you find it surprising that if JT avoids a fight, no one thinks less of him? Why or why not?

**Takeaway**

Although getting in a fight might have been an "acceptable" way to handle the situation at home, it is not in the Army. You will have to find other ways of coping with conflict. (Army Values: Personal Courage, Duty)

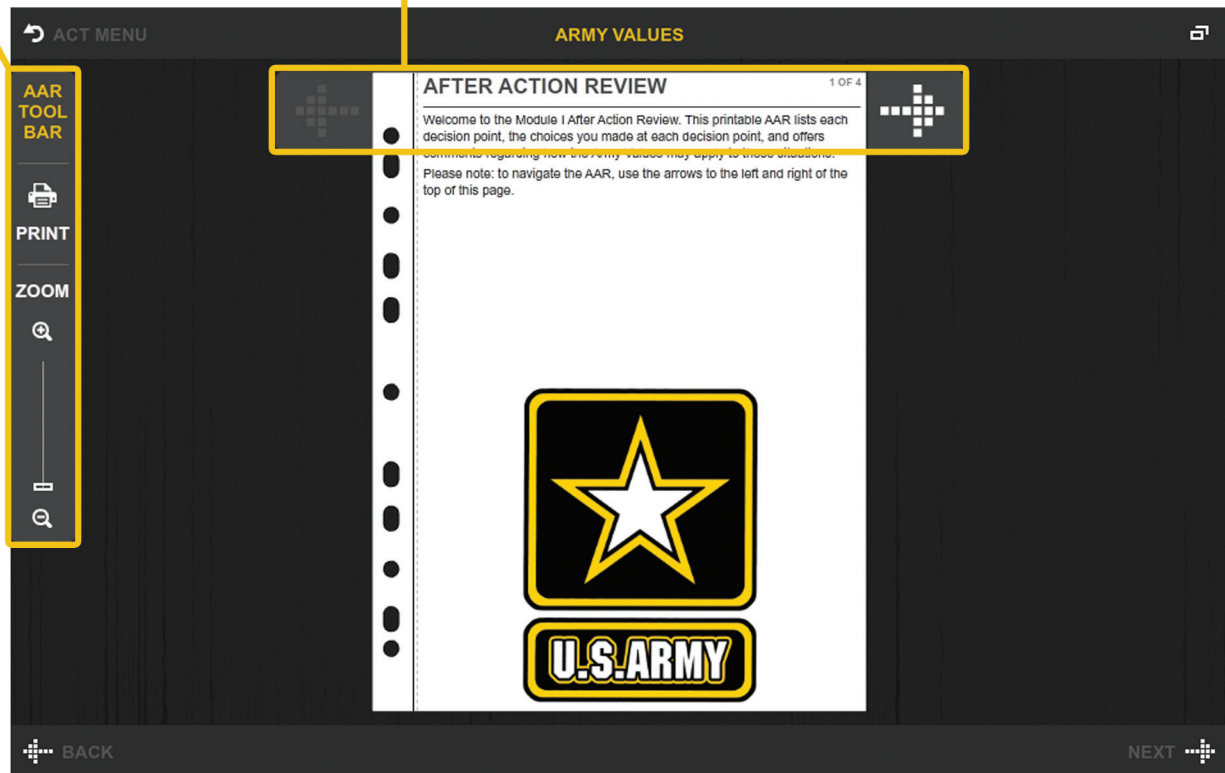
For example: Another "acceptable" way of dealing with conflict may be to walk away and mind your own business. This tactic doesn't work either, because problems don't get resolved, potentially putting others at risk.


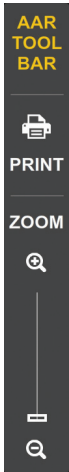
**NOTE**

*At the end of Act I, you can use the After-Action Report that analyzes the decisions that were made. You can print out the report, which analyzes each decision and has more questions and comments. You can discuss what's in the After-Action Report for each Act to get the group thinking more about how Army Values play into their decision making. To continue to the Decision Review page, click NEXT in the bottom right hand corner of the AAR screen. (See below for AAR Navigation instructions)*

**PRINT/  
ZOOM  
BAR**

**NEXT/BACK ARROWS**



CONTROL	BUTTON IMAGE	WHAT IT DOES
<p><b>NEXT/BACK ARROWS</b></p>		<p>Arrows in the upper left and right hand corners of the AAR will allow you to turn the pages.</p>
<p><b>PRINT/ZOOM BAR</b></p>		<p>A print/zoom tool bar on the far left side of the AAR screen will allow you to print the AAR and allow you to increase and decrease the size of the text for easier reading.</p>



**NOTE**

*The Decision Review page lists all the decision points in each Act. Where the best possible choice was made, the decision point is grayed out and inactive. Highlighted text indicates a decision point where the best possible choice was not made. Clicking on this text will return you to that decision point, and you will have a chance to choose correctly. When all poor choices are corrected, you will be allowed to proceed on from the Decision Review page.*

**Act II Decisions**

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**Joking around in formation – What do you say?**

Say nothing.

Tell Richardson, "Yeah, but it's just because your mama's so fat."

**For Discussion**

What's the harm in having a little bit of fun?

When is it appropriate to use humor and joke around with fellow Soldiers?

**Takeaway**

Respect the rules and those in charge. (Army Values: Respect, Duty)

For example: Talking or joking at the wrong time can cause you to miss a crucial piece of information. In a mission briefing, that could mean the difference between life and death.

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**Helping Baker with his backpack – What do you want to do?**

Offer to carry Baker's pack a while.

Press Baker to keep moving.

Tell Baker he's on his own.

*If the group decides to carry his pack or tell him that he's on his own, the Drill Sergeant yells at JT. The best response is to press Baker to keep moving.*

**For Discussion**

When is it appropriate to take your buddy's pack?

**Takeaway**

Never leave a battle buddy. (Army Values: Respect, Loyalty, Selfless Service)

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For example: Leaving Baker behind here only gets you yelled at. What happens if you leave a wounded Soldier in combat?

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**Baker's drug problem – What do you want to do?**

Let it be. Not your problem.

Talk to Thomas about it.

Tell him to tell the Drill Sergeant.

*If JT confides in Thomas, he is still faced with the same decision after talking to Thomas. If he tells Baker to tell the Drill Sergeant, then he faces a follow-on decision, "Further talk about Baker's drugs," which appears below.*

**For Discussion**

In this situation, how do you balance Loyalty to Baker against Loyalty to the unit and to the Army?

**Takeaway**

By getting a Soldier the help he or she needs, you actually are acting in the best interests of that Soldier, and certainly in the best interests of the unit. (Army Values: Integrity, Personal Courage)

For example: A Soldier suffering symptoms of combat stress needs help, and again by getting the Soldier help, you're acting in the best interests of that Soldier and the unit.

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**Further talk about Baker's drugs – What do you say?**

You gave him your advice, let him decide.

Tell him if he doesn't tell the Drill Sergeant, you will.

***For Discussion/Takeaway—see above.***

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**Baker cheating on PT test – What do you want to do?**

Convince him to do the right thing ...come clean.

Talk to other squad members about it.

Do nothing—it's Baker's issue.

*As long as the group chooses to handle the problem, Baker gets the PT he needs.*

**For Discussion**

What if Baker was cheating on a weapons qualification? Would your decision making be any different? Should it?

**Takeaway**

In this case, showing Loyalty to Baker might be the worst thing for him. (Army Value: Integrity)

For example: Falsifying unit readiness records can put a unit at risk.

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**Giving advice to your cousin (Sexual Harassment) – What should you tell your cousin?**

Ignore the guys who act inappropriately... they're jerks.

Give it right back to them.

Discuss what's going on with the Drill Sergeants.

*As long as the group chooses to handle the problem, Baker gets the PT he needs.*

**For Discussion**

What if Baker was cheating on a weapons qualification? Would your decision making be any different? Should it?

**Takeaway**

In this case, showing Loyalty to Baker might be the worst thing for him. (Army Value: Integrity)

For example: Falsifying unit readiness records can put a unit at risk.

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**Ramirez' and Richardson's inappropriate remarks – What do you want to do?**

Talk to them a little bit more about this.

You can't change their minds—don't say anything.

Challenge them about what they're saying.

They'll just make fun of you if you say anything—so drop it.

**For Discussion**

How would the personalities of the people involved affect how you handled the situation?

How do Army Values relate to this situation?

**Takeaway**

Sometimes, getting people to expand more on what they believe can point out illogical beliefs or inconsistencies, lead-

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ing them to reexamine their thinking. (Army Values: Personal Courage, Respect)

For example: You can potentially lead the way to better relationships in the unit by drawing people out about how they feel about race, ethnicity, or religion, forcing them to examine their own assumptions.

### **“Straightening out” Baker – What do you want to do?**

Agree to late night counseling for Baker.

Say no, and stand up for Baker.

Say you don’t want to get involved.

*If the group decides to stand up for Baker, then they avert the assault.*

*If JT has previously allowed Baker’s possession of prescription medication to go unreported, then if JT agrees with Richardson or tries to stay out of it, Baker suffers a seizure during the assault and ends up in the hospital. If JT agreed to it, then he’s discharged, and the other two go to jail. If he stays out of it but doesn’t report it, then he’s lost the trust of his chain of command, who suspect his involvement.*

*If JT has previously convinced Baker to report his possession of prescription medication, then if JT agrees with Richardson or tries to stay out of it, Baker fights back during the assault, and both he and Lopez are seriously injured and both end up in the hospital. If JT agreed to it, then he’s discharged, and the other two go to jail. If he stays out of it but doesn’t report it, then he’s lost the trust of his chain of command, who suspect his involvement.*

### **For Discussion**

How do you balance Loyalty to Baker against Loyalty to Richardson and Ramirez? What about Loyalty to the Unit?

Who has responsibility for ensuring that only the best Soldiers stay in the Army?

### **Takeaway**

Sometimes you can show Loyalty and support for others in your unit by doing your best to dissuade them from a dangerous course of action. (Army Values: Personal Courage, Respect, Honor)

For example: If more Soldiers had objected to the way prisoners were treated at Abu Ghraib, they could have averted a terrible situation.

#### **NOTE**

*At the end of Act II, you can use the After-Action Report that analyzes the decisions that were made. You can print out the report, which analyzes each decision and has more questions and comments. You can discuss what’s in the After-Action Report for each Act to get the group thinking more about how Army Values play into their decision making. To continue to the Decision Review page, click NEXT in the bottom right hand corner of the AAR screen.*



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**Act III Decisions**

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**Richardson ragging on Baker – What do you say?**

Ignore him, he's being a jerk.

Stand up for Baker.

Tell Richardson his mother is a "civilian."

Yep, Baker's pretty much a "civilian."

**For Discussion**

Is it up to Soldiers to determine if a fellow Soldier met his qualification requirements or if he or she is "good enough" to stay in the Army?

**Takeaway**

You're a leader all the time. Your actions influence other people. (Army Values: Respect, Loyalty)

For example: By sticking up for a Fellow Soldier when you're deployed, you encourage others in the unit to treat that Soldier with respect, making it easier for the unit to work together in stressful, dangerous situations.

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**Staying Awake on Duty – What do you want to do?**

Good idea...let's flip to see who goes first.

We both gotta stay awake...I'm gonna do some pushups to wake up.

Let's tell some jokes to stay awake.

*If JT and Richardson take turns on watch, they both fall asleep. This has long-term consequences, as later JT falls asleep on guard duty, and someone dies. If they tell jokes, then they stay awake, but the Drill Sergeant yells at them later.*

**For Discussion**

What other ways could JT have tried to convince Richardson to stay awake?

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What was wrong with telling jokes? What are the possible negative consequences in a combat situation?

**Takeaway**

Doing your Duty means doing as instructed and doing it the right way. (Army Values: Duty)

For example: Soldiers can die if guards fall asleep on security or are distracted by unnecessary chatter.

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**Richardson's remarks about non-combatants – What do you say?**

Say nothing, Richardson's just full of talk.

Say Richardson's got a point; you're better safe than sorry.

Say Thomas has got the right idea, gotta hold fire until you're pretty much sure.

*If JT says nothing or agrees with Richardson, then later on in combat, Richardson fires a weapon and kills a woman and two children.*

**For Discussion**

How do Army Values relate to noncombatants?

How would you go about trying to change Richardson's attitude?

How do you balance the need to protect your fellow Soldiers against the need to protect noncombatants?

**Takeaway**

Always speak up. Your opinions can influence those of others. (Army Values: Honor, Loyalty)

For example: If you allow members of your unit to hold attitudes like Richardson's, then non-combatants or prisoners may be mistreated, turning the local populace against you and making the mission that much harder.

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**Ramirez and the drunk girl – What do you do?**

Tell the bartender to look out for her.

Mind your own business.

Warn the girl to be careful.

Ask Ramirez what his plans are.

Talk Richardson into getting Ramirez away from the girl.

*If JT minds his own business, then Ramirez is later prosecuted for rape. If JT goes to the bartender, that tactic is ineffective, and*

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*the group faces the decision again.*

### **For Discussion**

Is it easy to confront a buddy over something like this?

Are there ways to intervene that don't require confrontation?

### **Takeaway**

If a person is drunk, the person is unable to give consent. You can support fellow Soldiers by trying to keep them out of trouble in these situations. (Army Values: Personal Courage, Integrity, Respect)

For example: When you're out for a night on the town, remember that alcohol raises the risk of violent assault. When a fellow Soldier is drinking, watch out for him or her.

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### **Friends Drinking – What do you want to say?**

Whatever...

Yeah, nobody's gonna know.

You know the rules, we don't want anybody screwed.

*If JT fails to say anything or agrees with the drinking, then the group faces a decision whether JT joins them in drinking. This choice appears below.*

### **For Discussion**

Why do you think the rules were in place about not drinking after they finished Basic?

How can you best take care of your fellow Soldiers in this situation?

### **Takeaway**

Here is another example of looking out for fellow Soldiers. (Army Values: Integrity, Personal Courage)

For example: on a night out, you may have to protect your fellow Soldiers from making other unwise decisions, such as drinking too much, using drugs, or behaving aggressively.

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### **Have a beer – What do you say?**

OK.

Not for me.

*If "OK," then the group faces another decision about who will drive. This decision appears below.*

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## For Discussion

Is it all right to let others break rules as long as you don't break them yourself?

## Takeaway

Whether he chooses to drink or not, JT has already made the wrong choice by not speaking up about the drinking. Even if you don't participate, standing by silently while others do wrong can make you just as wrong. (Army Values: Integrity, Duty, Loyalty, Personal Courage)

For example: if you are on deployment and watch members of your Squad mistreat locals, you could be disciplined as a party to the wrongdoing.

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## Drinking and driving – What do you say?

I'll drive.

It's Chuck's car, let him drive.

*If JT drives, then he receives an Article 15 and DUI charge. The group is forced to return to that decision. If JT does not drive, then they just get Article 15s except for Chuck, who gets a DUI.*

## Takeaway

A series of poor choices can leave you with no good choices. (Army Values: Integrity, Duty, Personal Courage)

### NOTE

*At the end of Act III, you can use the After-Action Report that analyzes the decisions that were made. You can print out the report, which analyzes each decision and has more questions and comments. You can discuss what's in the After-Action Report for each Act to get the group thinking more about how Army Values play into their decision making. To continue to the Decision Review page, click NEXT in the bottom right hand corner of the AAR screen.*

### NOTE

*The Decision Review page lists all the decision points in each Act. Where the best possible choice was made, the decision point is grayed out and inactive. Highlighted text indicates a decision point where the best possible choice was not made. Clicking on this text will return you to that decision point, and you will have a chance to choose correctly. When all poor choices are corrected, you will be allowed to proceed on from the Decision Review page.*



# TECHNICAL SOLUTIONS AND SUGGESTIONS

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This section answers technical questions, helps to trouble-shoot problems, and offers suggestions to create a technically better presentation of *True Faith and Allegiance*. Included are subheadings on System Requirements, Projecting the Simulation for a Large Audience, and Playback Problems.

## A. Projecting for a Large Audience

*True Faith and Allegiance* can be projected onto a screen for large audiences, given the right equipment, **if the classroom/auditorium is already set up to project multimedia.**

**If the classroom auditorium is only set up to use or project TV/VCR images,** and you want to project the simulation, then you have two options.

- a) Large Computer Monitor (21" or more) for a small group.
- b) Computer Projection System with LCD projector for large groups.

## B. Graphics/Color Issues

*True Faith and Allegiance* is designed to work best in a screen resolution of at least 1024 by 768, with at least High Color (16 bit) color palette/depth.

## C. Playback Problems

### Video Skips and Hesitations

*True Faith and Allegiance* is not made for older computers. Skips and hesitations in the video indicate that part of your computer is not processing quickly enough. This is generally caused by a lack of either CPU processor speed, amount of physical memory (RAM) or both.

If you have the minimum system requirements, you may be able to improve performance by closing all other applications and/or decreasing your desktop resolution. You can also try playing the simulation in the minimized screen version rather than full screen.

### No Sound

Double-check the wires—be certain that the speakers have electricity, that all the connections are in the right places, and that the speakers are turned on and the volume is up.

If you still do not have sound, contact your computer support technicians and tell them you may have a problem with your sound card or speakers.



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