SCOPE:
The scope of this lesson is to reinforce the Warrior Task and Battle Drill training they will conduct with their Soldiers.
### SECTION I. ADMINISTRATIVE DATA

#### Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Version</th>
<th>Title</th>
<th>Phase</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>500-42A10</td>
<td>8.0</td>
<td>Human Resources Specialist</td>
<td>N/A</td>
<td>Analysis</td>
</tr>
</tbody>
</table>

#### POIs

<table>
<thead>
<tr>
<th>POI Number</th>
<th>Version</th>
<th>Title</th>
<th>Phase</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>012-SQIY</td>
<td>3.0 ©</td>
<td>AIT Platoon Sergeant</td>
<td>0</td>
<td>Obsolete</td>
</tr>
<tr>
<td>500-42A10</td>
<td>8.0 ©</td>
<td>Human Resources Specialist</td>
<td>0</td>
<td>Approved</td>
</tr>
<tr>
<td>542-36B10</td>
<td>5.0 ©</td>
<td>FINANCIAL MANAGEMENT TECHNICIAN</td>
<td>0</td>
<td>Analysis</td>
</tr>
</tbody>
</table>

#### Task(s) Taught(*) or Supported

**Individual**

<table>
<thead>
<tr>
<th>Task Number</th>
<th>Task Title</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>071-COM-0510 (*)</td>
<td>React to Indirect Fire while Dismounted</td>
<td>Approved</td>
</tr>
<tr>
<td>071-COM-1003 (*)</td>
<td>Determine a Magnetic Azimuth Using a Lensatic Compass</td>
<td>Approved</td>
</tr>
<tr>
<td>071-COM-1006 (*)</td>
<td>Navigate from One Point on the Ground to another Point while Dismounted</td>
<td>Approved</td>
</tr>
<tr>
<td>071-COM-0815 (*)</td>
<td>Practice Noise, Light, and Litter Discipline</td>
<td>Approved</td>
</tr>
<tr>
<td>071-COM-0501 (*)</td>
<td>Move as a Member of a Team</td>
<td>Approved</td>
</tr>
<tr>
<td>071-COM-0503 (*)</td>
<td>Move Over, Through, or Around Obstacles (Except Minefields)</td>
<td>Approved</td>
</tr>
<tr>
<td>052-COM-1270 (*)</td>
<td>React to a Possible Improvised Explosive Device (IED)</td>
<td>Superseded</td>
</tr>
<tr>
<td>052-COM-1270 (UNCLASSIFIED//FOR OFFICIAL USE ONLY) (U//FOUO)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>081-COM-1032 (*)</td>
<td>Perform First Aid for Bleeding of an Extremity</td>
<td>Superseded</td>
</tr>
</tbody>
</table>

**Reinforced Task(s)**

<table>
<thead>
<tr>
<th>Task Number</th>
<th>Task Title</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>071-COM-0049</td>
<td>Problem Solving Techniques</td>
<td>Yes</td>
</tr>
<tr>
<td>071-COM-0007</td>
<td>Visual and Audio Signals</td>
<td>Yes</td>
</tr>
<tr>
<td>071-COM-0009</td>
<td>Communication Process</td>
<td>Yes</td>
</tr>
<tr>
<td>071-NAV-0021</td>
<td>Compass Operations</td>
<td>Yes</td>
</tr>
<tr>
<td>071-NAV-0025</td>
<td>Terrain Association</td>
<td>Yes</td>
</tr>
<tr>
<td>071-NAV-0026</td>
<td>Terrain Features</td>
<td>Yes</td>
</tr>
<tr>
<td>071-NAV-0027</td>
<td>Military Grid Reference System</td>
<td>Yes</td>
</tr>
<tr>
<td>071-NAV-0028</td>
<td>Contour Lines</td>
<td>Yes</td>
</tr>
<tr>
<td>071-NAV-0030</td>
<td>Grid Magnetic Angle</td>
<td>Yes</td>
</tr>
<tr>
<td>071-NAV-0031</td>
<td>Topographic Symbols</td>
<td>Yes</td>
</tr>
<tr>
<td>071-NAV-0032</td>
<td>Azimuths</td>
<td>Yes</td>
</tr>
<tr>
<td>071-OPN-0017</td>
<td>Safety Procedures</td>
<td>Yes</td>
</tr>
<tr>
<td>071-OPN-0018</td>
<td>Route Selection</td>
<td>Yes</td>
</tr>
<tr>
<td>071-OPN-0028</td>
<td>Movement Techniques</td>
<td>Yes</td>
</tr>
<tr>
<td>071-WPN-0063</td>
<td>Weapons Functions</td>
<td>Yes</td>
</tr>
<tr>
<td>Skill Id</td>
<td>Title</td>
<td>Taught</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>805C-S-0822</td>
<td>Ability to apply effective communication skills</td>
<td>Yes</td>
</tr>
<tr>
<td>615-S-1219</td>
<td>Use Proper Movement Techniques (Rush, High Crawl, or Low Crawl)</td>
<td>Yes</td>
</tr>
<tr>
<td>052-S-00010</td>
<td>Ability to Understand Verbal Instructions</td>
<td>Yes</td>
</tr>
<tr>
<td>071-CMD-0028</td>
<td>Evaluate</td>
<td>Yes</td>
</tr>
<tr>
<td>081-LD-CMN-0002</td>
<td>Operate Tactical Radio</td>
<td>Yes</td>
</tr>
<tr>
<td>301-S-44</td>
<td>Identify potential obstacles.</td>
<td>Yes</td>
</tr>
<tr>
<td>011-1948S</td>
<td>Use Standard Radio Terminology in Communications</td>
<td>Yes</td>
</tr>
<tr>
<td>071-900-0003</td>
<td>Read a Protractor</td>
<td>Yes</td>
</tr>
<tr>
<td>071-CMD-0002</td>
<td>Analyze Mission</td>
<td>Yes</td>
</tr>
<tr>
<td>071-NAV-0006</td>
<td>Determine a Location on the Ground by Terrain Association</td>
<td>Yes</td>
</tr>
<tr>
<td>071-NAV-0011</td>
<td>Identify Terrain Features on a Map</td>
<td>Yes</td>
</tr>
<tr>
<td>071-OPN-0002</td>
<td>Conduct Troop Movement</td>
<td>Yes</td>
</tr>
<tr>
<td>071-RCN-0007</td>
<td>Conduct a Route Reconnaissance</td>
<td>Yes</td>
</tr>
<tr>
<td>301-S-171</td>
<td>Use a military compass.</td>
<td>Yes</td>
</tr>
<tr>
<td>071-NAV-0003</td>
<td>Ability to Read a Map</td>
<td>Yes</td>
</tr>
<tr>
<td>071-NAV-0004</td>
<td>Determine Direction with a Compass</td>
<td>Yes</td>
</tr>
<tr>
<td>S0789</td>
<td>Prepare for Movement</td>
<td>Yes</td>
</tr>
<tr>
<td>S0411</td>
<td>Ability to practice safety at all times.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Administrative/Academic Hours
The administrative/academic (50 min) hours required to teach this lesson are as follows:

<table>
<thead>
<tr>
<th>Academic</th>
<th>Resident Hours / Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>32 hrs 0 mins Practical Exercise (Hands-On/Written)</td>
</tr>
<tr>
<td>Yes</td>
<td>16 hrs 30 mins Discussion (Small or Large Group)</td>
</tr>
</tbody>
</table>

Total Hours (50 min): 48 hrs 30 mins

### Instructor Action Hours
The instructor action (60 min) hours required to teach this lesson are as follows:

<table>
<thead>
<tr>
<th>Hours/Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Hours (60 min): 0 hrs 0 mins</td>
</tr>
</tbody>
</table>

### Test Lesson(s)

<table>
<thead>
<tr>
<th>Hours</th>
<th>Lesson Number Version</th>
<th>Lesson Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Prerequisite Lesson(s)

<table>
<thead>
<tr>
<th>Hours</th>
<th>Lesson Number Version</th>
<th>Lesson Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Training Material Classification

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

### Foreign Disclosure Restrictions

FD3. This training product has been reviewed by the developers in coordination with the Fort Jackson, SC foreign disclosure officer. This training product cannot be used to instruct international military students.
## References

<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATP 3-21.8</td>
<td>Infantry Platoon and Squad</td>
<td>12 Apr 2016</td>
</tr>
<tr>
<td>ATP 3-37.34</td>
<td>SURVIVABILITY OPERATIONS</td>
<td>28 Jun 2013</td>
</tr>
<tr>
<td>STP 21-1-SMCT</td>
<td>SOLDIER’S MANUAL OF COMMON TASKS WARRIOR SKILLS LEVEL 1</td>
<td>28 Sep 2017</td>
</tr>
<tr>
<td>TC 3-21.75</td>
<td>THE WARRIOR ETHOS AND SOLDIER COMBAT SKILLS</td>
<td>13 Aug 2013</td>
</tr>
<tr>
<td>TC 3-25.26</td>
<td>MAP READING AND LAND NAVIGATION</td>
<td>15 Nov 2013</td>
</tr>
</tbody>
</table>

## Student Study Assignment

Study task in STP 21-1-SMCT
Warrior Tasks and Battle Drills (WTBD) are fundamental combat skills in which all Soldiers – regardless of rank, component, or military occupational specialty -- must maintain proficiency to fight and win on the battlefield. They are the foundation upon which combat training builds and are the primary focus of tactical training for both officers and enlisted Soldiers during initial military training (IMT).

**Warrior Tasks** are selected common individual Soldier skills deemed critical to a Soldier’s basic competency. Examples include weapons training, tactical communications, urban operations, and combat lifesaving.

**Battle Drills** are group/collective skills designed to teach a unit to react and accomplish the mission in common combat situations. Examples include react to ambush, react to chemical attack, and evacuate wounded personnel from a vehicle.

WTBD increase the relevance of training to current combat requirements and enhance the rigor in training. The driving force behind the change was lessons learned from Operation Iraqi Freedom (OIF), Operation Enduring Freedom (OEF), and comments from OIF/OEF veterans. The WTBD continue to evolve to meet the needs of the operational Army. For example all Soldiers graduating from BCT and OSUT are certified in combat lifesaving.

BCT and OSUT train all WTBD.

In Advanced Individual Training (AIT), selected WTBD [urban operations, react to man-to-man contact, convoy operations (convoy live-fire for OD, TC, QM, MI, SC), advanced rifle marksmanship, and rifle qualification if the AIT is longer than 23 weeks] are reinforced. Additionally, AIT school commandants may retrain any of the WTBD they deem critical to specific specialties. As combat situations can occur anywhere on the battlefield, it is important that all Soldiers possess fundamental combat skills. WTBD produce Soldiers who are better prepared to fight on today’s battlefield and immediately upon arrival to their first unit of assignment.

As an institution responsible for ensuring non-commissioned officers understand and are able to train their subordinates on the task, instructors will put forth all efforts and resources to ensure platoon sergeants graduating from the course are proficient in the task.

**CRAWL PHASE:** Instructors will use the crawl, walk, run method to improve the proficiency of the platoon sergeants. Instructors will execute the crawl phase in garrison with the instructors demonstrating how to properly conduct the training. Students will be assigned task to teach each afternoon given a thirty minute block to conduct their training. This will occur in four afternoons giving for a total of four hours. These task are listed below,

1. Report Intelligence Information
2. Move under direct fire
3. React to indirect fire
4. React to direct fire
5. Transport a Casualty
6. Perform voice communications (SITREP/SPOTREP/9-line)
7. Determine magnetic Azimuth

**WALK PHASE:** This phase is conducted in a tactical environment with instructors over-seeing the training, students will use the walk phase to teach and walk students through each step of the training. Each student will get to participate in all phases of training to improve their proficiency in conducting warrior task and battle drills. This training is conducted in two day and the goal is to increase the relevance of training to current combat requirements and enhance the NCO’S ability to conduct the training to standard. The task in which the students will be evaluate on are:

1. React to Contact
2. React to ambush (near & far)
3. React to possible IED
4. Evaluate a casualty
5. Perform first aid for burns.

**RUN PHASE:** This phase of training is conducted the third day in a tactical environment using the same task listed above. This phase is conducted using sticks lanes and enemy personnel to add realism and to train the leader to operate under stressful conditions. Instructors will evaluate squad and squad leader on their ability to handle situations that occur on their lane. All training should be completed by noon on the third day.

None

<table>
<thead>
<tr>
<th>Name</th>
<th>Student Ratio</th>
<th>Instructor Ratio</th>
<th>Spt</th>
<th>Qty</th>
<th>Man Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Equipment Required for Instruction**

6510-00-159-4883 - Field Dressing, with Ties, 6.25-7.25 X 4 Inch, Sterile
Remarks: 1:1 1:1 Yes 1 No

6515-01-521-7976 - Combat Application Tourniquet, TCCC Approved: C-A-T
Remarks: 1:1 1:1 Yes 1 No

6605-00-151-5337 - Compass, Magnetic, Unmounted, Top Reading, Lensatic
Remarks: 1:1 1:1 Yes 1 No

*Note: Asterisk before ID indicates a TADSS.*

**Materials Required**

*Instructor Materials:*

Use proper training aids to conduct the training.
### Student Materials:

None

### Classroom, Training Area, and Range Requirements

<table>
<thead>
<tr>
<th>ID - Name</th>
<th>Quantity</th>
<th>Student Ratio</th>
<th>Setup Mins</th>
<th>Cleanup Mins</th>
</tr>
</thead>
<tbody>
<tr>
<td>17999-10-2 Field Training Area, 10 Acre, 2 Each</td>
<td>1</td>
<td>0:0</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Remarks:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17999-2-2 Field Training Area, 2 Acre, 2 Each</td>
<td>1</td>
<td>0:0</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Remarks: 2 Acre</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17999-10-2 Field Training Area, 10 Acre, 2 Each</td>
<td>1</td>
<td>0:0</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Remarks: 10 Acre</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17999-10-2 Field Training Area, 10 Acre, 2 Each</td>
<td>1</td>
<td>0:0</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Remarks: 10 Acre</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17999-10-2 Field Training Area, 10 Acre, 2 Each</td>
<td>1</td>
<td>0:0</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Remarks: 10 Acre</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17999-10-2 Field Training Area, 10 Acre, 2 Each</td>
<td>1</td>
<td>0:0</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Remarks: 10 Acre</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17999-10-4 Field Training Area, 10 Acre, 4 Each</td>
<td>1</td>
<td>0:0</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Remarks: 10 Acre</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Ammunition Requirements

<table>
<thead>
<tr>
<th>DODIC - Name</th>
<th>Exp</th>
<th>Student Ratio</th>
<th>Instruct Ratio</th>
<th>Spt Qty</th>
</tr>
</thead>
<tbody>
<tr>
<td>A080 - Cartridge, 5.56 Millimeter Blank for M16A1/A2: M200</td>
<td>Y</td>
<td>60:1</td>
<td>0:0</td>
<td>0</td>
</tr>
<tr>
<td>Remarks: Ammo will be used in Move as a member of a team.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G982 - Hand Grenade, Smoke Training: M83</td>
<td>Y</td>
<td>1:8</td>
<td>0:0</td>
<td>7</td>
</tr>
<tr>
<td>Remarks:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L594 - Simulator, Projectile Ground Burst: M115A2</td>
<td>Y</td>
<td>1:8</td>
<td>0:0</td>
<td>7</td>
</tr>
<tr>
<td>Remarks:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L601 - Simulator, Hand Grenade: M116A1</td>
<td>Y</td>
<td>1:5</td>
<td>0:0</td>
<td>13</td>
</tr>
<tr>
<td>Remarks:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

ARMY LEARNING MODEL (ALM)
Facilitators will create problem solving events that engage learners to think and understand the relevance and context of what they learn. Reduce or eliminate slide presentations and begin using a blended learning approach.

OPERATIONAL ENVIRONMENT INTEGRATION (OE)
Facilitators should provide sufficient OE variables and scenarios that encourages critical thinking, and complex problem solving, and allows student to utilize advance research tools (i.e. information technology, websites, etc.) in order to access relevant information.

Competencies Outcomes

The following Outcomes and Competencies can be evaluated in this lesson:

1. Moral Character, Army Values, and Commitment
   a. Serves as a role model for subordinates to look at.
   b. Creates a positive climate in the platoon that supports Army values.
   c. Builds trust in the platoon.

2. Professional Competence
   a. Demonstrates broad knowledge of the MOSs within the CMF.

3. Team Building
   a. Demonstrates effective communication skills.
   b. Resolves conflicts at the platoon level.

4. Problem Solving, Critical Thinking, and Initiative
   a. Identifies and solves problems related to platoon mission using Troop Leading Procedures.
   b. Develops multiple potential courses of action to solve problems.
   c. Creates a climate to foster collaborative problem solving.

5. Training, Coaching, Self Development
   a. Assesses self, individual, and platoon learning needs.
   b. Manages training plans for the platoon.

Being able to instruct warrior task and battle skills

During this field training exercise, the students will work on five battle drills. Ammo is provided for each task as listed: React to Contact each student will be issued sixty blank rounds and each squad leader will be issued one simulator totaling three.
React to indirect fire each student will be issued thirty rounds of 5.56 blank and one simulator artillery for each squad leader totaling three.

React to ambush/near each student will be issued sixty rounds of 5.56 blank ammo and the squad leader gets 2 simulator, hand grenade totaling six and one smoke, HC totaling three.

React to ambush/far each student will be issued Thirty rounds of 5.56 blank ammo and the squad leader gets 2 simulator, hand grenade totaling six and one smoke, HC totaling three.

React to direct fire each student will be issued Thirty rounds of 5.56 blank ammo and the squad leader gets one simulator, artillery totaling three.

- **Proponent Lesson Plan Approvals**
  - **Name**: jim.walthes
  - **Rank**: Not available
  - **Position**: Approver
  - **Date**: 17 Jan 2017
SECTION II. INTRODUCTION

Method of Instruction: Discussion (Small or Large Group)
Mode of Delivery: Resident Instruction
Instr Type (I:S Ratio): Military - ICH (1:28) (AIT Platoon Sergeant or Certified Instructor - MOS 42A, qualified civilian GS-1712 or qualified contract employee)
Time of Instruction: 30 mins

Motivator

Every Soldier is a Soldier first, regardless of military-occupation specialty. That premise is at the heart of the warrior tasks and battle drills now incorporated into all basic combat training and one-station unit training. The warrior tasks and battle drills are included in advanced individual training as well.

The warrior tasks and battle drills were designed to provide more relevance and rigor to initial-entry training for the Soldier. The drive to make training more relevant and rigorous started nearly two years ago when Army Chief of Staff Gen. Peter J. Schoomaker directed Task Force Soldier to look at all initial military training to ensure training was preparing Soldiers for combat.

Terminal Learning Objective

NOTE. Inform the students of the following Terminal Learning Objective requirements.

At the completion of this lesson, you [the student] will:

<table>
<thead>
<tr>
<th>Action:</th>
<th>Conduct warrior task and battle drill training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conditions:</td>
<td>In a classroom and field environment given the appropriate equipment</td>
</tr>
<tr>
<td>Standards:</td>
<td>Conduct Warrior skills training to standards according to STP 21-1-SMCT.</td>
</tr>
<tr>
<td>Learning Domain - Level:</td>
<td>Cognitive - Applying</td>
</tr>
<tr>
<td>No JPME Learning Areas Supported:</td>
<td>None</td>
</tr>
</tbody>
</table>

Safety Requirements

"In a training environment, lead Instructors must perform a risk assessment in accordance with FM 5-19, Composite Risk Management. Leaders will complete a DA Form 7566 COMPOSITE RISK MANAGEMENT WORKSHEET during the planning and completion of each task and sub-task by assessing mission, enemy, terrain and weather, troops and support available-time available and civil considerations, (METT-TC). Note: During MOPP training, leaders must ensure personnel are monitored for potential environmental injury. Local policies and procedures must be followed during times of increased heat category or freeze warning in order to avoid injury. Consider the MOPP work/rest cycles and water replacement guidelines IAW FM 3-11.4, NBC Protection, FM 3-11.5, CBRN Decontamination."

Risk Assessment Level

Low - Improper handling of live training aids.
Lighting, Tripping on down trees or stumps.

Assessment: Low
Controls: Follow safe handling precautions. Be cautious of your surroundings, Maintain contact with range control.
Leader Actions: Leaders, conduct briefing on safety precautions and safe handling of pyro. Be aware of area you are traveling in and watch for hazards.

**Environmental Considerations**

**NOTE:** Instructor should conduct a risk assessment to include environmental considerations IAW the current environmental considerations publication, and ensure students are briefed on hazards and control measures.

Emphasize environmental protection by recognizing unsafe behavior and attitudes; counseling individuals; and developing counter-measures to control, minimize, and eliminate potential hazards during courses/events. Environmental protection involves developers and instructors/facilitators working aggressively to avoid or minimize damage to the environment caused by realistic learning training. Ensure all staff, instructors/facilitators, and students practice environmental protection. Include appropriate environmental protection statements, cautions, notes, and warnings on all Army learning products. All centers/schools must meet TRADOC safety and occupational health program evaluation criteria IAW TP 385-2, TR 350-29 and FM 3-34.5; applicable Code of Federal Regulations, statutes, and laws; DoD instructions, directives and Army Regulations.

**Instructional Lead-in**

The warrior task list was born out of lessons-learned from Operations Enduring Freedom and Iraqi Freedom. We continue to get lessons-learned from the theater of operations. As we continue to collect lessons-learned, we can anticipate additions to the current warrior tasks and battle drills. AIT commandants have the authority to determine what additional tasks need to be sustained based on the specific MOS’s trained in their schoolhouses, and how those specialties are performing in the contemporary operational environment.
NOTE: Inform the students of the Enabling Learning Objective requirements.

A. ENABLING LEARNING OBJECTIVE

| ACTION: | Perform First Aid for Bleeding Extremity |
| CONDITIONS: | You have a casualty who has a bleeding wound of the arm or leg. The casualty is breathing. You will need the casualty’s emergency bandage, Kerlix field dressing, materials to improvise a pressure dressing (wadding and cravat or strip of cloth), and combat application tourniquet (C-A-T). |
| STANDARDS: | Control bleeding from the wound without causing further harm to the casualty. |
| LEARNING DOMAIN - LEVEL: | Cognitive - Evaluating |
| No JPME LEARNING AREAS SUPPORTED: | None |

ELO A - LSA 1. Learning Step / Activity ELO A - LSA 1. Control Bleeding

Method of Instruction: Practical Exercise (Hands-On/Written)
Mode of Delivery: Blended Learning
Instr Type (I:S Ratio): Military - ICH, AIT Platoon Sergeant or Certified Instructor - MOS 42A, qualified civilian GS-1712 or qualified contract employee (1:28)
Military - ICH, (1:10)
Time of Instruction: 8 hrs 0 mins
Media Type: Actual Equipment / Field Training Exercise
Other Media: Unassigned
Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Note: Marked as (*) is derived from the parent learning object

Performance Steps

CAUTION

All body fluids should be considered potentially infectious. Always observe body substance isolation (BSI) precautions by wearing gloves and eye protection as a minimal standard of protection. In severe cases, you should wear gloves, eye protection, gown and shoe covers to protect yourself of splashes, projectile fluids, spurting fluids or splashes onto your clothing and foot wear.

1. Determine if the bleeding is life threatening. If bleeding is life threatening, immediately apply a CAT tourniquet. See step #4.

Performance Steps

The three methods of controlling external bleeding are direct pressure, pressure dressing, and tourniquet.

CAUTION
Once bleeding has been controlled, it is important to check a distal pulse to make sure that the dressing has not been applied too tightly. If a pulse is not palpable, adjust the dressing to re-establish circulation.

2. If bleeding is not life threatening, apply direct pressure.
   a. Expose the wound.
   b. Place a sterile gauze or dressing over the injury site and apply fingertips, palm or entire surface of one hand and apply direct pressure.
   c. Pack large, gaping wounds with sterile gauze and apply direct pressure.

**WARNING**

The emergency bandage must be loosened if the skin distal to the injury becomes cool, blue, numb, or pulseless.

**CAUTION**

3. Apply the pressure dressing (casualty's emergency bandage).
   a. Open the plastic dressing package.
   b. Apply the dressing, white (sterile, non-adherent pad) side down, directly over the wound.
   c. Wrap the elastic tail (bandage) around the extremity and run the tail (bandage) around the extremity and run the tail through the plastic pressure bar.
   d. Reverse the tail while applying pressure and continue to wrap the remainder of the tail around the extremity, continuing to apply pressure directly over the wound.
   e. Secure the plastic closure bar to the last turn of the wrap.
   f. Check the emergency bandage to make sure that it is applied firmly enough to prevent slipping without causing a tourniquet-like effect.

**CAUTION**

In combat, while under enemy fire, a tourniquet is the primary means to control bleeding. It allows the individual, his battle buddy, or the combat medic to quickly control life threatening hemorrhage until the casualty can be moved away from the firefight. Always treat life threatening hemorrhage while you and the casualty are behind cover.

4. Apply a Combat Application Tourniquet (C-A-T).
   a. Pull the free end of the self-adhering band through the buckle and route through the friction adapter buckle.
   b. Place combat application tourniquet (C-A-T), 2-3 inches above the wound on the injured extremity.
   c. Pull the self-adhering band tight around the extremity and fasten it back on itself as tightly as possible.
   d. Twist the windlass until the bleeding stops.
   e. Lock the windlass in place within the windlass clip.
   f. Secure the windlass with the windlass strap.
g. Assess for absence of a distal pulse.

h. Place a “T” and the time of the application on the casualty with a marker.

i. Secure the C-A-T in place with tape.

5. Initiate treatment for shock as needed.

6. Record treatment given on the DD Form 1380, US Field Medical Card (FMC) or DA Form 7656, Tactical Combat Casualty Care (TCCC) Card.

7. Seek medical aid.

Note: Each student will be evaluated on their ability to perform this task in a field environment.

Check on Learning:

Q. What are the three methods of controlling external bleeding?

A. The three methods of controlling external bleeding are direct pressure, pressure dressing, and tourniquet.

Review Summary:

Conduct a review and clarify students questions.

CHECK ON LEARNING (ELO A):

Q. Ask the students was the training beneficial?

A. Retrain if necessary.

REVIEW SUMMARY (ELO A):

Conduct an AAR to determine if any changes are necessary.

B. ENABLING LEARNING OBJECTIVE

<table>
<thead>
<tr>
<th>ACTION:</th>
<th>React to Indirect Fire while Dismounted</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONDITIONS:</td>
<td>You are a member of a dismounted element; you are not the leader, and the element is moving or stationary. You hear indirect fire rounds exploding or passing overhead, or someone shouting &quot;incoming.&quot;</td>
</tr>
<tr>
<td>STANDARDS:</td>
<td>React to indirect fire while moving as a member of a squad or team.</td>
</tr>
<tr>
<td>LEARNING DOMAIN - LEVEL:</td>
<td>Cognitive - Understanding</td>
</tr>
<tr>
<td>No JPME LEARNING AREAS SUPPORTED:</td>
<td>None</td>
</tr>
</tbody>
</table>

ELO B - LSA 1. Learning Step / Activity ELO B - LSA 1. React to indirect fire.

- Method of Instruction: Practical Exercise (Hands-On/Written)
- Mode of Delivery: Blended Learning
- Instr Type (I:S Ratio): Military - ICH, AIT Platoon Sergeant or Certified Instructor - MOS 42A, qualified civilian GS-1712 or qualified contract employee (1:28)
  Military - ICH, (1:10)
- Time of Instruction: 1 hrs 0 mins
- Media Type: Oral Presentation / Field Training Exercise
- Other Media: Unassigned
- Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.
- Note: Marked as (*) is derived from the parent learning object
Performance Steps
1. Shout "Incoming!" in a loud, recognizable voice.
2. React to the instructions of your leader by listening and looking for guidance.
   
   Note: In general, if moving, the leader will give a direction and distance to move to. If possible, follow your leader; if you cannot see or hear your leader, follow other team members.
3. Seek the nearest appropriate cover.
   a. Remain in your defensive position if it has appropriate cover.
   
   Note: Prepared defensive positions include overhead cover to protect against indirect fires.
   As necessary adjust your position to maximize the protection of your available cover.
   b. Avoid the impact area if not already in it.
   c. Run out of the impact area in a direction away from the incoming fire.
4. Assess your situation.
5. Report your situation to your leader.
6. Continue the mission.

Check on Learning: Ask questions to determine if students understand the task taught.

Review Summary: Summarize the subject and clarify students questions.

CHECK ON LEARNING (ELO B): Ask questions to determine if students understand the task taught.

REVIEW SUMMARY (ELO B): Summarize training and clarify student questions.

C. ENABLING LEARNING OBJECTIVE

<table>
<thead>
<tr>
<th>ACTION:</th>
<th>Determine a Magnetic Azimuth Using a Lensatic Compass</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONDITIONS:</td>
<td>You are a member of a squad or team in a field environment and have been directed to determine a magnetic azimuth. You have a compass and a designated point on the ground.</td>
</tr>
<tr>
<td>STANDARDS:</td>
<td>Inspect the compass. Determine the correct magnetic azimuth to the designated point within 3 degrees using the compass-to-cheek method, and within 10 degrees using the center-hold method.</td>
</tr>
<tr>
<td>LEARNING DOMAIN - LEVEL:</td>
<td>Cognitive - Applying</td>
</tr>
<tr>
<td>No JPME LEARNING AREAS SUPPORTED:</td>
<td>None</td>
</tr>
</tbody>
</table>

ELO C - LSA 1. Learning Step / Activity ELO C - LSA 1. Determine an azimuth using the compass-to-cheek and center-hold method.

Method of Instruction: Discussion (Small or Large Group)
Mode of Delivery: Blended Learning
Instr Type (I:S Ratio): Military - ICH (1:28)(AIT Platoon Sergeant or Certified Instructor - MOS 42A, qualified civilian GS-1712 or qualified contract employee)
Time of Instruction: 1 hrs 0 mins
Media Type: Conference/Demonstration
1. Inspect the compass

   a. Ensure floating dial, which contains the magnetic needle moves freely and does not stick.
   b. Ensure the sighting wire is straight.
   c. Ensure glass and crystal parts are not broken.
   d. Ensure numbers on the dial are readable.

2. Determine direction (Figure 071-COM-1003-2).

   a. Align the compass to the direction you want to go or want to determine.
   b. Locate the scale beneath the index line on the outer glass cover.
   c. Determine to the nearest degree, or 10 mils, the position of the index line over the red or black scale.

   **Note:** Effects of Metal and Electricity. Metal objects and electrical sources can affect the performance of a compass. However, nonmagnetic metals and alloys do not affect compass readings. The following separation distances are suggested to ensure proper functioning of a compass:

   - High-tension power lines ........................................ 55 meters.
   - Field gun, truck, or tank.......................................... 18 meters.
   - Telegraph or telephone wires and barbed wire....... 10 meters.
   - Machine gun ........................................................... 2 meters.
   - Steel helmet or rifle................................................. 1/2 meter.

3. Determine an azimuth with the compass-to-cheek method (Figure 071-COM-1003-3).

   **Performance Steps**

   **Figure 071-COM-1003-3. Compass-to-cheek method.**

   a. Open the cover to a 90-degree angle to the base.
   b. Position the eyepiece at a 45-degree angle to the base.
   c. Place your thumb through the thumb loop.
   d. Establish a steady base with your third and fourth fingers.
   e. Extend your index finger along the side of the compass base.
   f. Place the hand holding the compass into the palm of the other hand.
   g. Move both hands up to your face.
   h. Position the thumb that is through the thumb loop against the cheekbone.
   i. Move the eyepiece up or down until the dial is in focus.
   j. Align the sighting slot of the eyepiece with the sighting wire in the cover on the desired point.
   k. Read the azimuth under the index line.
4. Determine an azimuth with the center-hold method (Figure 071-COM-1003-4).

**Note:** This method offers the following advantages over the sighting technique:
- It is faster and easier to use.
- It can be used under all conditions of visibility.
- It can be used when navigating over any type of terrain.
- It can be used without putting down the rifle; however, the rifle must be slung well back over either shoulder.
- It can be used without removing eyeglasses

**Figure 071-COM-1003-4. Centerhold technique.**

a. Open the compass so that the cover forms a straight edge with the base.
b. Position the eyepiece lens to the full upright position.
c. Place your thumb through the loop.
d. Establish a steady base with your third and fourth fingers.
e. Extend your index finger along the side of the compass.
f. Place the thumb of your other hand between the eyepiece and lens.
g. Extend the index finger along the remaining side of the compass.
h. Secure the remaining fingers around the fingers of the other hand.
i. Place your elbows firmly into your side.

**Note:** This will place the compass between your chin and your belt.

j. Turn your entire body toward the object.
k. Align the compass cover directly at the object.
l. Read the azimuth from beneath the fixed black index line.

**Evaluation Preparation:**

**Setup:** Provide the Soldier with the equipment and or materials described in the conditions statement.

**Brief Soldier:** Tell the Soldier what is expected of him by reviewing the task standards. Stress to the Soldier the importance of observing all cautions, warnings, and dangers to avoid injury to personnel and, if applicable, damage to equipment.

**Check on Learning:**

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

Q. What objects can effect the performance of the compass?

A. Metal objects and Electrical sources.

**Review Summary:**

Summarize and review the lesson for clarity.

**CHECK ON LEARNING (ELO C):**

Determine if the students have learned the material presented by soliciting student questions and explanations. Ask the students questions and correct misunderstandings.
Review Summary (ELO C): Review material and clarify student questions.

D. Enabling Learning Objective

| ACTION: | Practice Noise, Light, and Litter Discipline |
| CONDITIONS: | You are member of a dismounted element conducting a tactical mission and have been directed to comply with noise, light and litter discipline. Enemy elements are in your area of operation. |
| STANDARDS: | Prevent enemy from locating your element by exercising noise, light, and litter discipline at all times. |
| LEARNING DOMAIN - LEVEL: | None assigned |
| No JPME LEARNING AREAS SUPPORTED: | None |


Method of Instruction: Practical Exercise (Hands-On/Written)
Mode of Delivery: Blended Learning
Instr Type (I:S Ratio): Military - ICH, AIT Platoon Sergeant or Certified Instructor - MOS 42A, qualified civilian GS-1712 or qualified contract employee (1:28)
Military - ICH, (1:10)
Time of Instruction: 1 hrs 0 mins
Media Type: Field Training Exercise
Other Media: Unassigned
Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.
Note: Marked as (*) is derived from the parent learning object

Avoid all unnecessary vehicular and foot movement.
Secure (with tape or other materials) metal parts (for example, weapon slings, canteen cups, identification [ID] tags) to prevent them from making noise during movement.

Note: Do not obstruct the moving parts of weapons or vehicles.

Avoid all unnecessary talk.
Use radio only when necessary.
Set radio volume low so that only you can hear.
Use visual techniques to communicate.

2. Exercise light discipline.

a. Do not smoke.

Note: The smoking of cigarettes, cigars, etc., can be seen and smelled by the enemy.

b. Conceal flashlights and other light sources so that the light is filtered (for example, under a poncho).
c. Cover or blacken anything that reflects light (for example, metal surfaces, vehicles, glass).
d. Conceal vehicles and equipment with available natural camouflage.
3. Exercise litter discipline.
   a. Establish a litter collection point (empty food containers, empty
      ammunition cans or boxes, old camouflage) when occupying a position.
   b. Verify all litter has been collected in preparation to leaving a position.
   c. Take all litter with you when leaving a position.

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

Review Summary:
   Review lesson material and clarify students questions.

CHECK ON LEARNING (ELO D):

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

Q. Name three things you should do when exercising noise discipline.

A. Avoid unnessary movement, Secure metal parts with tape, Avoid
unnecessary talking, use radio only when necessary.

REVIEW SUMMARY(ELO D):

Review lesson material and clarify students questions.

E. ENABLING LEARNING OBJECTIVE

| ACTION: | Move as a Member of a Team |
| CONDITIONS: | You are a member of a dismounted team that is conducting tactical movement. You are not the team leader. You have your individual weapon and individual combat equipment. |
| STANDARDS: | Assume your position in the team's current formation, maintain proper distance between you and other team members, follow the team leader's example, and maintain security of your sector. |
| LEARNING DOMAIN - LEVEL: | None assigned |
| No JPME LEARNING AREAS SUPPORTED: | None |

ELO E - LSA 1. Learning Step / Activity ELO E - LSA 1. Assume your position in the team's current formation.

Method of Instruction: Discussion (Small or Large Group)
Mode of Delivery: Blended Learning
Instr Type (I:S Ratio): Military - ICH, AIT Platoon Sergeant or Certified Instructor - MOS 42A, qualified civilian GS-1712 or qualified contract employee (1:28) Military - ICH, (1:10)
Time of Instruction: 4 hrs 0 mins
Media Type: Field Training Exercise
Other Media: Unassigned
Note: The standard team is composed of four personnel - team leader (TL), automatic rifleman (AR), grenadier (G), and rifleman (R). The team leader designates positions based on the mission variables.

1. Assume your position in the team's current formation.

Note: Specific positions vary based on the type of movement formation selected by the team leader.

a. Assume your position within the team wedge formation.

Note: This is the basic team formation. It is easy to control, is flexible, allows immediate fires in all directions, and offers all-round local security.

b. Assume your position within the team file formation.

Note: The file is used when employing the wedge is impractical. This formation is most often used in severely restrictive terrain, like inside a building; dense vegetation; limited visibility; and so forth. The distance between Soldiers changes due to constraints of the situation, particularly when in urban operations.

2. Maintain proper distance between you and other team members.

Note: The normal distance between Soldiers is 10 meters. When enemy contact is possible, the distance between teams should be about 50 meters. In open terrain such as desert, the interval may increase. The distance between individuals is determined by how much control the team leader can still exercise over his team members.

3. Maintain visual contact with your team leader.

Note: It is essential for all team members to maintain visual contact with the team leader.

4. Follow the team leader's example.

Note: When the team leader moves left, you move to the left. When the team leader gets down, you get down.

5. Adjust your position within the team as designated by the team leader.

6. Maintain security of your sector (i.e. to the flanks, front or rear of the team).

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

Q. What is the position of the team leader in a wedge formation?

A. Team leader takes the point.

Review Summary: Review lesson material and clarify students questions

CHECK ON LEARNING (ELO E): Determine if the students have learned the material presented by soliciting student questions and explanations. Ask the students questions and correct misunderstandings.

Q. How many personnel is composed in a standard team?

A. Four Personnel.

REVIEW SUMMARY (ELO E): Review lesson material and clarify students questions.

F. ENABLING LEARNING OBJECTIVE

| ACTION: | Move Over, Through, or Around Obstacles (Except Minefields) |
| CONDITIONS: | As a member of a dismounted team conducting movement to contact, you encounter a natural or manmade obstacle. You have your assigned weapon and individual/protective equipment. The enemy’s location and strength in the area are unknown. |
| STANDARDS: | Notify chain of command of obstacle encountered, evaluate obstacle, identify nearest covered position on far side of obstacle, negotiate obstacle, and provide local security for follow on forces during negotiation or reduction of obstacle. |
| LEARNING DOMAIN - LEVEL: | None assigned |
| No JPME LEARNING AREAS SUPPORTED: | None |

ELO F - LSA 1. Learning Step / Activity ELO F - LSA 1. Move over, through, or around obstacles

Method of Instruction: Discussion (Small or Large Group)
Mode of Delivery: Blended Learning
Instr Type (I:S Ratio): Military - ICH, AIT Platoon Sergeant or Certified Instructor - MOS 42A, qualified civilian GS-1712 or qualified contract employee (1:28)
Military - ICH, (1:10)
Time of Instruction: 2 hrs 0 mins
Media Type: Field Training Exercise
Other Media: Unassigned
Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Note: Marked as (*) is derived from the parent learning object.

Note: An obstacle is any obstruction designed or employed to disrupt, fix, turn, or
block the movement of an opposing force, and to impose additional losses in personnel, time, and equipment on the opposing force. Obstacles can be natural, manmade, or a combination of both.

1. Notify your chain of command of the presence and type of obstacle encountered. 
   **Note:** Most obstacles, for maximum effectiveness, are covered by either fire or observation. Many obstacles, due to enemy fire or complexity of the obstacle, require a unit breaching operation and the appropriate collective task should also be followed.

2. Evaluate the obstacle, from a covered position, to determine whether to move around, through or over the obstacle
   
   **Note:** Typically it is best to move around (or bypass) an obstacle, however this is not always possible.

3. Identify the nearest covered position on the far side of the obstacle.

4. Ensure a buddy, if present, covers your movement as you negotiate the obstacle.

5. Negotiate a wall obstacle.
   a. Identify your immediate landing position on the far side of the wall.

   **Note:** The far side must be relatively safe from enemy fire, as once across the wall, you are fully exposed. Additionally, the immediate opposite side of the wall must be safe for landing as long drops and debris can cause injury.
   
   b. Assume a crouching position near the wall, while holding your weapon with one hand and grabbing the top of the wall with the other hand.
   
   c. Pull with the hand on the wall while simultaneously swinging both legs over the wall, one right after the other.
   
   d. Roll quickly over the top to other side, keeping a low silhouette.
   
   e. Move to the identified covered position on the far side.

   **WARNING:** An enemy may attach booby traps or tripwire-activated mines to wire obstacles.

6. Negotiate a wire obstacle.
   a. Move to your designated crossing position.
   b. Check for booby traps or early warning devices.
   c. Cross over a wire obstacle.
   
   (1) Place an object such as a piece of wood, metal, or mats, over the wire.
   
   (2) Move over the wire by stepping on this object to avoid the wire entanglements.
d. Cross under a wire obstacle.
   (1) Slide head first on your back under the bottom strands.
   (2) Push yourself forward with your shoulders and heels, carrying your weapon
        lengthwise on your body and holding the barbed wire with one hand while moving.
   (3) Let the barbed wire slide on the weapon to keep wire from catching on clothing and
        equipment.

e. Cut through a wire obstacle.

   **Note:** If stealth is not needed then quickly cut all wires and proceed through the gap.

   (1) Wrap cloth around the barbed wire between your hands.
   (2) Cut partly through the barbed wire.

   **Note:** Cutting the wire near a picket reduces the noise of a cut.

   (3) Bend the barbed wire back and forth quietly until it separates.
   (4) Cut only the lower strands.
   (5) Cross under the remaining top wires.

7. Cross a ditch type obstacle.
   a. Select a point that has cover and concealment on both sides, such as a bend in the
      ditch.
   b. Move to your designated crossing site.
   c. Crawl up to the edge of the open area.
   d. Observe both the floor of the ditch and the far side for dangers.
   e. Move rapidly but quietly across the exposed area.
   f. Assume a covered position on the far side.

8. Cover your buddy, if present, as he or she crosses the obstacle.

**Check on Learning:**

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

Q. As a team leader, what is the first thing you do when
your team encounters an obstacle?

   A. Notify the chain of command of presence and type of
      obstacle encountered.

**Review Summary:**

Review lesson material and clarify students questions.

**CHECK ON LEARNING (ELO F):**

Determine if the students have learned the material presented by soliciting
student questions and explanations. Ask the students questions and correct
misunderstandings.
Q. What is an obstacle?

A. An obstacle is any obstruction designed or employed to disrupt, fix, turn, or block the movement of an opposing force, and to impose additional losses in personnel, time, and equipment on the opposing force. Obstacles can be natural, manmade, or a combination of both.

REVIEW SUMMARY (ELO F): Review lesson material and clarify students questions.

G. ENABLING LEARNING OBJECTIVE

| ACTION: | Navigate from One Point on the Ground to another Point while Dismounted |
| CONDITIONS: | You are a member of a squad or team in a field environment and have been directed to conduct movement to a designated point. You have a 1:50,000 scale topographic map of the area, a coordinate scale, a protractor, and a magnetic compass. |
| STANDARDS: | Navigate to the designated point using terrain association, dead reckoning, or a combination of both. |
| LEARNING DOMAIN - LEVEL: | None assigned |
| No JPME LEARNING AREAS SUPPORTED: | None |


Method of Instruction: Discussion (Small or Large Group)
Mode of Delivery: Blended Learning
Instr Type (I:S Ratio): Military - ICH, AIT Platoon Sergeant or Certified Instructor - MOS 42A, qualified civilian GS-1712 or qualified contract employee (1:28)
Military - ICH, (1:10)
Time of Instruction: 2 hrs 0 mins
Media Type: Field Training Exercise
Other Media: Unassigned
Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.
Note: Marked as (*) is derived from the parent learning object

1. Navigate using terrain association.
a. Identify the start point and destination point on the map.
b. Analyze the terrain between these two points for both movement and tactical purposes.
c. Identify terrain features that can be recognized during movement, such as hilltops, roads, rivers, etc.
d. Plan the best route, including checkpoints, if needed.
e. Determine the map distances between identified checkpoints and the total distance to be traveled.
f. Determine the actual ground distance by adding 20 percent to the map distance.

Note: Twenty percent is a general rule of thumb for cross country terrain - road
movement and flat terrain do not require this 20 percent increase.
g. Move to the designated end point (or intermediate point) using identified
terrain features as aiming points or handrails.

**Note:** Handrails are linear features like roads or highways, railroads, power
transmission lines, ridgelines, or streams that run roughly parallel to your direction of
travel.

2. Navigate using dead reckoning.

**Note:** The use of steering marks is recommended when navigating by dead reckoning.
A steering mark is a distant feature visible along one's route that is used as distant
aiming point that one moves towards. Once reached another steering point is identified
until a change of direction or the final destination is reached.

a. Identify the start point and destination point on the map.

b. Analyze the terrain between these two points for both movement and
tactical purposes.

c. Plan the best route, including checkpoints, if needed.

d. Determine the grid azimuths between identified checkpoints (if any) and
the final point.

e. Convert the grid azimuth(s) taken from the map to a magnetic azimuth(s).

f. Determine the map distances between identified checkpoints and the total
distance to be traveled.

g. Determine the direction of movement using the compass.

h. Move in the identified direction of travel or towards the identified steering
mark.

i. Determine a new steering mark or confirm direction of travel as needed.

**Note:** The direction of movement, when not using a steering mark, must be periodically
confirmed.

3. Navigate using a combination of dead reckoning and terrain association.

a. Follow the procedures outlined for both techniques.
b. Use each technique to reinforce the accuracy of the other technique.

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

Q. While navigating using dead reckoning, it is recommended that one uses steering marks. What is steering marks?

A. A steering mark is a distant feature visible along one's route that is used as distant aiming point that one moves towards.

Review Summary:
Summarize the lesson material and clarify student questions.

CHECK ON LEARNING (ELO G):
Determine if the students have learned the material presented by soliciting student questions and explanations. Ask the students questions and correct misunderstandings.

Q. What features should you identify on the map to help you locate your main point?

A. Hilltops, roads, and rivers or streams.

REVIEW SUMMARY (ELO G):
Summarize the lesson material and clarify student questions.

H. ENABLING LEARNING OBJECTIVE

| ACTION: | React to a Possible Improvised Explosive Device |
| CONDITIONS: | During military operations you encounter a "Possible Improvised Explosive Device" |
| STANDARDS: | Properly establish initial exclusion area, security, and report "Possible Improvised Explosive Device (IED)" to Higher HQ with 100% accuracy. |
| LEARNING DOMAIN - LEVEL: | None assigned |
| No JPME LEARNING AREAS SUPPORTED: | None |

ELO H - LSA 1. Learning Step / Activity ELO H - LSA 1. React to a possible IED

Method of Instruction: Discussion (Small or Large Group)
1. Establish minimum initial exclusion area of 300 meters around "Possible Improvised Explosive Device (IED)".
2. Establish security:
   a. Search secure area for possible secondary explosive device(s)/hazards, while maintaining security.
   b. Identify potential enemy force observation/vantage points.
   c. Seek all available manmade or natural frontal and overhead cover.
   d. Avoid establishing a "reaction" pattern.
3. Forward information to Higher HQ using standard 9-line UXO Report (See Figure 1-6).
4. Continue mission IAW Higher HQ guidance

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

Review Summary: Summarize the lesson material and clarify student questions.

CHECK ON LEARNING (ELO H): Determine if the students have learned the material presented by soliciting student questions and explanations. Ask the students questions and correct misunderstandings

REVIEW SUMMARY (ELO H): Summarize the lesson material and clarify student questions.
SECTION IV. SUMMARY

<table>
<thead>
<tr>
<th>Method of Instruction:</th>
<th>Discussion (Small or Large Group)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Delivery:</td>
<td>Blended Learning</td>
</tr>
<tr>
<td>Instr Type(I:S Ratio):</td>
<td>Military - ICH (1:28) (AIT Platoon Sergeant or Certified Instructor - MOS 42A, qualified civilian GS-1712 or qualified contract employee)</td>
</tr>
<tr>
<td>Time of Instruction:</td>
<td>2 hrs</td>
</tr>
</tbody>
</table>

Q. Where can the Soldier find information on what task they are to be trained on?

A. The Soldier's Blue Book

Review/Summary

The warrior tasks and battle drills do not stop with basic training. AIT, as a minimum, will sustain the training received in BCT and OSUT. AIT commandants have the authority to determine what additional tasks need to be sustained based on the specific MOSs trained in their schoolhouses, and how those specialties are performing in the contemporary operational environment. You have just demonstrated your ability to properly train your Soldiers on WTBD. Remember, preparing these Soldiers for duty in the operational Army is your responsibility. Don't take your job likely.
<table>
<thead>
<tr>
<th>Testing Requirements</th>
<th>Students will be evaluated according to performance standards of each task.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback Requirements</td>
<td>Conduct AAR after each training session.</td>
</tr>
<tr>
<td>Sequence</td>
<td>Media Name</td>
</tr>
<tr>
<td>----------</td>
<td>------------</td>
</tr>
<tr>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>
Assessment Statement: None.

Assessment Plan: None.
Appendix C - Practical Exercises and Solutions

PRACTICAL EXERCISE(S)/SOLUTION(S) FOR LESSON 615-AC001 Version 3.0 ©

PRACTICAL EXERCISE SHEET 615-AC001 PE1

Time: 0 hours 30 minutes
I:S Ratio: 1:10

Title
React to indirect Fire while dismounted

Lesson Number/Title
615-AC001 Version 3.0 © / Conduct Warrior Task and Battle Drills

Security Classification
Unclassified

Introduction
Indirect fire can cause casualties to troops, inhibit mobility, suppress or neutralize weapon systems, damage equipment and installations, and demoralize its enemy. Historically, more combat deaths have been caused by indirect fire weapons than by any other means, hence the designation of artillery as the King of Battle. Most casualties to troops in an indirect-fire attack are caused by the initial rounds. Best results are achieved by a short engagement at a high rate from as many weapons as possible. You must know and understand the importance of recognizing and reacting to indirect fire.

Motivator
As evidenced in Iraq and Afghanistan, soldiers and Marines expect cannon artillery support when going into combat. They know they often can't survive or accomplish their mission without it. Cannon artillery is the only immediate response, 24-hour, all-weather fire support for ground forces, whether attacking Baghdad or destroying enemy positions threatening Marines in Fallujah. The Army is reorganizing for the future, and cannon artillery is a part of each ground combat unit. Revolutionary cannon technologies like CCF will make cannon artillery more precise, mobile and lethal and will exponentially reduce the Army's logistics tail.

Enabling Learning Objective
NOTE. The instructor should inform the students of the following Enabling Learning Objective covered by this practical exercise (ELO B).

At the completion of this lesson, you [the student] will:

<table>
<thead>
<tr>
<th>Action</th>
<th>React to Indirect Fire while Dismounted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conditions:</td>
<td>You are a member of a dismounted element; you are not the leader, and the element is moving or stationary. You hear indirect fire rounds exploding or passing overhead, or someone shouting &quot;incoming.&quot;</td>
</tr>
<tr>
<td>Standards:</td>
<td>React to indirect fire while moving as a member of a squad or team.</td>
</tr>
</tbody>
</table>

Safety Requirements
Recon the area where the training will be conducted and alert the students to possible hazards.

Risk Assessment Level
Low

Environmental Considerations
NOTE: Instructor should conduct a risk assessment to include environmental considerations IAW the current environmental considerations publication, and ensure students are briefed on hazards and control measures.
It is the responsibility of all Soldiers and DA Civilians to protect the environment from Damage. Units/installations will prepare an environmental risk assessment using the before, during, and after checklist and the risk assessment matrices contained in unit Leader's Handbook for environmental stewardship (TC 5-400, chapter 5). The checklist should be supplemented locally using state and local environmental regulations applicable to your area.

**Evaluation**

Shouted "Incoming!" in a loud, recognizable voice.

Reacted to the instructions of your leader by listening and looking for instructions.

Sought the nearest appropriate cover.

Reported the situation to the leader

Continued the mission.

**Instructional Lead-in**

The primary objective in combat is to neutralize or destroy your enemy by all means available. Know and understand the methods used to limit the number of casualties you sustain during indirect fire is important.

**Resource Requirements**

*Instructor Materials:*

Performance measures

*Student Materials:*

Task guidelines.

**Special Instructions**

Explain what is expected from the Soldier by reviewing the task standards. Stress the importance of observing all cautions, warnings, and dangers to avoid injury to personnel and, if applicable, damage to equipment.

**Procedures**

Students must demonstrate the following performance measures.

Shouted "Incoming!" in a loud, recognizable voice.

Reacted to the instructions of your leader by listening and looking for instructions.

Sought the nearest appropriate cover.

Reported the situation to the leader

Continued the mission.

**Feedback Requirements**

Brief the students on there performance measures and provide feedback.
Preform the following measures to achieve a go on this lesson.

Shouted "Incoming!" in a loud, recognizable voice.

Reacted to the instructions of your leader by listening and looking for instructions.

Sought the nearest appropriate cover.

Reported the situation to the leader.

Continued the mission.
Title

Determined direction using a lensatic compass.

Lesson Number/Title

615-AC001 Version 3.0 © / Conduct Warrior Task and Battle Drills

Security Classification

Unclassified

Introduction

The main functions of using a compass are to tell which direction you are traveling, tell which direction an object is from you, and keep you following a straight line of travel. Knowing how to use a compass will help you find your way when you are in unfamiliar territory.

Motivator

A compass is an essential tool in wilderness survival. Along with a good quality topographical map of the area you’re navigating, knowing how to use a compass will ensure that you’re never lost. You can learn to identify the basic components of the compass, take an accurate reading of your bearings, and start developing the necessary skills of navigation with a few simple steps.

Enabling Learning Objective

NOTE. The instructor should inform the students of the following Enabling Learning Objective covered by this practical exercise (ELO C).

At the completion of this lesson, you [the student] will:

<table>
<thead>
<tr>
<th>Action: Determine a Magnetic Azimuth Using a Lensatic Compass</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conditions: You are a member of a squad or team in a field environment and have been directed to determine a magnetic azimuth. You have a compass and a designated point on the ground.</td>
</tr>
<tr>
<td>Standards: Inspect the compass. Determine the correct magnetic azimuth to the designated point within 3 degrees using the compass-to-cheek method, and within 10 degrees using the center-hold method.</td>
</tr>
</tbody>
</table>

Safety Requirements

Brief the students on the possible hazards they may encounter during training.

Risk Assessment Level

Low

Environmental Considerations

NOTE: Instructor should conduct a risk assessment to include environmental considerations IAW the current environmental considerations publication, and ensure students are briefed on hazards and control measures.

Units/installations will prepare an environmental risk assessment using the before, during, and after checklist and the risk assessment matrixes contained in unit Leader’s Handbook for environmental stewardship (TC 5-400, chapter 5).

Evaluation

The students will be evaluated on their ability to inspect the compass, determine direction, and determine an azimuth using the compass-to-cheek and the center-hold method.

Instructional Lead-in

Knowing how to properly use a compass might save your life someday. This lesson is to
improve your skills as a leader.

**Resource Requirements**

**Instructor Materials:**
Task briefing and instruction

**Student Materials:**
Compass and instructions.

**Special Instructions**
Tell the Soldier what is expected of him by reviewing the task standards. Stress to the Soldier the importance of observing all cautions, warnings, and dangers to avoid injury to personnel and, if applicable, damage to equipment.

**Procedures**

**Note:** Students will perform the following performance measures.

1. Inspected the compass.
2. Determined direction
3. Determined an azimuth using the compass-to-cheek method.
4. Determined an azimuth using the center-hold method.

**Feedback Requirements**
Restate the learning objective and clarity students questions.
To pass this subject you must:

1. Inspected the compass.
2. Determined direction
3. Determined an azimuth using the compass-to-cheek method.
4. Determined an azimuth using the center-hold method.
Exercised noise discipline.

615-AC001 Version 3.0 © / Conduct Warrior Task and Battle Drills

Introduction

Movement draws attention, whether it involves vehicles on the road or individuals walking around positions. The naked eye, IR, and radar sensors can detect movement. Minimize movement while in the open and remember that darkness does not prevent observation by an enemy equipped with modern sensors. When movement is necessary, slow, smooth movement attracts less attention than quick, irregular movement.

Motivator

Noise and light discipline goes hand in hand with a discipline unit. To be successful in this task, a unit must train to be proficient.

NOTE. The instructor should inform the students of the following Enabling Learning Objective covered by this practical exercise (ELO D).

At the completion of this lesson, you [the student] will:

<table>
<thead>
<tr>
<th>Action:</th>
<th>Practice Noise, Light, and Litter Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Conditions:</td>
<td>You are member of a dismounted element conducting a tactical mission and have been directed to comply with noise, light and litter discipline. Enemy elements are in your area of operation.</td>
</tr>
<tr>
<td>Standards:</td>
<td>Prevent enemy from locating your element by exercising noise, light, and litter discipline at all times.</td>
</tr>
</tbody>
</table>

Safety Requirements

Brief the Soldiers on all possible hazards in the training area.

Risk Assessment Level

Low

Environmental Considerations

NOTE: Instructor should conduct a risk assessment to include environmental considerations IAW the current environmental considerations publication, and ensure students are briefed on hazards and control measures.

Units/installations will prepare an environmental risk assessment using the before, during, and after checklist and the risk assessment matrixes contained in unit Leader’s Handbook for environmental stewardship.

Evaluation

Students must exercise strict noise, light and litter discipline

Instructional Lead-in

Tell the Soldier what is expected of him by reviewing the task standards. Stress to the Soldier the importance of observing all cautions, warnings, and dangers to avoid injury to personnel and, if applicable, damage to equipment.
**Resource Requirements**

*Instructor Materials:*
Task Standards

*Student Materials:*
Task requirements.

**Special Instructions**

Tell the Soldier what is expected of him by reviewing the task standards. Stress to the Soldier the importance of observing all cautions, warnings, and dangers to avoid injury to personnel and, if applicable, damage to equipment.

**Procedures**

Students will exercise noise, light and litter discipline

**Feedback Requirements**

Feedback is essential to effective training. Schedule and provide feedback on the evaluation and any information to help answer students’ questions about the test. Provide remedial training as needed.
1. Exercised noise discipline.
2. Exercised light discipline.
3. Exercised litter discipline.
Introduction

Just as it’s one thing to join a team, but quite another to perform as a team member. To put it simply, teams don’t work without teamwork. The French language has an excellent expression to describe it: esprit de corps. This means a sense of unity, of enthusiasm for common interests and responsibilities, as developed among a group of persons closely associated in a task.

Teamwork can be likened to two compounds, almost essential to modern life. It’s the glue which keeps a team together, a bond which promotes strength, unity, reliability and support.

Teamwork is also the oil that makes the team work. It can enable smoother movement towards targets, can prolong forward momentum, and can help teams to overcome obstacles. We train on this task to prefect the standards.

Motivator

Why is teamwork important? It doesn’t mean everybody doing the same thing or everybody being able to do each other’s jobs. It’s more a means to a synergistic way of working, where the sum is greater than the parts. Properly managed, teamwork maximizes strengths, bringing out the best in each team member.

Enabling Learning Objective

NOTE. The instructor should inform the students of the following Enabling Learning Objective covered by this practical exercise (ELO E).

At the completion of this lesson, you [the student] will:

<table>
<thead>
<tr>
<th>Action:</th>
<th>Move as a Member of a Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conditions:</td>
<td>You are a member of a dismounted team that is conducting tactical movement. You are not the team leader. You have your individual weapon and individual combat equipment.</td>
</tr>
<tr>
<td>Standards:</td>
<td>Assume your position in the team's current formation, maintain proper distance between you and other team members, follow the team leader's example, and maintain security of your sector.</td>
</tr>
</tbody>
</table>

Safety Requirements

Brief Students on possible hazards in the training area. Remind them to always exercise safety.

Risk Assessment Level

Low

Environmental Considerations

NOTE: Instructor should conduct a risk assessment to include environmental considerations IAW the current environmental considerations publication, and ensure students are briefed on hazards and control measures.

Units/installations will prepare an environmental risk assessment using the before, during, and
after checklist and the risk assessment matrixes contained in unit Leader’s Handbook for environmental stewardship.

**Evaluation**

Meet all performance standards of;

1. Assumed position in the team’s current formation
2. Maintained proper distance from other team members.
3. Maintained visual contact with the team leader.
4. Followed the team leader’s example.
5. Changed position within the team as designated by the team leader.

**Instructional Lead-in**

The value of teamwork is regularly seen in sports. How often do we see teams made up of expensive star players outperformed by teams with players who may be individually less talented.

Tell the Soldier what is expected of him by reviewing the task standards. Stress to the Soldier the importance of observing all cautions, warnings, and dangers to avoid injury to personnel and, if applicable, damage to equipment.

**Resource Requirements**

*Instructor Materials:*
STP manual with task.

*Student Materials:*
Equipment issued to perform the task.

**Special Instructions**

Tell the Soldier what is expected of him by reviewing the task standards. Stress to the Soldier the importance of observing all cautions, warnings, and dangers to avoid injury to personnel and, if applicable, damage to equipment.

**Procedures**

*Note:* The standard team is composed of four personnel - team leader (TL), automatic rifleman (AR), grenadier (G), and rifleman (R). The team leader designates positions based on the mission variables.

**Feedback Requirements**

Feedback is essential to effective training. Schedule and provide feedback on the evaluation and any information to help answer students’ questions about the test. Provide remedial training as needed.
1 Assumed position in the team's current formation
2 Maintained proper distance from other team members.
3 Maintained visual contact with the team leader.
4 Followed the team leader's example.
5 Changed position within the team as designated by the team leader.
6 Maintained security of assigned sector.
Move over, through, or around obstacles

615-AC001 Version 3.0 © / Conduct Warrior Task and Battle Drills

In order to help Soldiers develop competence in performing their job, and confidence necessary to be prepared to succeed in any environment training is an essential tool.

If the bomber’s intention is to maim and kill people on the ground either suicidal or via remote control before screening there is probably no way to stop him, using present methods.

NOTE. The instructor should inform the students of the following Enabling Learning Objective covered by this practical exercise (ELO F).

At the completion of this lesson, you [the student] will:

<table>
<thead>
<tr>
<th>Action:</th>
<th>Move Over, Through, or Around Obstacles (Except Minefields)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conditions:</td>
<td>As a member of a dismounted team conducting movement to contact, you encounter a natural or manmade obstacle. You have your assigned weapon and individual/protective equipment. The enemy’s location and strength in the area are unknown.</td>
</tr>
<tr>
<td>Standards:</td>
<td>Notify chain of command of obstacle encountered, evaluate obstacle, identify nearest covered position on far side of obstacle, negotiate obstacle, and provide local security for follow on forces during negotiation or reduction of obstacle.</td>
</tr>
</tbody>
</table>

Brief Soldiers on possible hazards in the training area.

Low

NOTE: Instructor should conduct a risk assessment to include environmental considerations IAW the current environmental considerations publication, and ensure students are briefed on hazards and control measures.

Units/installations will prepare an environmental risk assessment using the before, during, and after checklist and the risk assessment matrixes contained in unit Leader’s Handbook for environmental stewardship.

Performance Steps:

1. Notified the chain of command of the presence and
type of obstacle encountered.
2 Evaluated the obstacle, from a covered position, to determine whether to move around, through or over the obstacle.
3 Identified the nearest covered position on the far side of the obstacle.
4 Ensured a buddy, if present, was covering his movements.
5 Negotiated a wall obstacle
6 Negotiated a wire obstacle.
7 Negotiated a ditch type obstacle.
8 Covered his buddy, if present, as the buddy crossed the obstacle.

**Instructional Lead-in**

In order to help Soldiers develop competence in performing their job, and confidence necessary to be prepared to succeed in any environment training is an essential tool.

**Resource Requirements**

*Instructor Materials:*

Ensure that all instructional materials assigned for PEs are available.

*Student Materials:*

All material needed tp perform the task.

**Special Instructions**

*Brief Soldier:* Tell the Soldiers what is expected of them by reviewing the task standards. Stress to the Soldiesr the importance of observing all cautions, warnings, and dangers to avoid injury to personnel and, if applicable, damage to equipment.

**Procedures**

*Students must perform to the following standards:*

1 Notified the chain of command of the presence and type of obstacle encountered.
2 Evaluated the obstacle, from a covered position, to determine whether to move around, through or over the obstacle.
3 Identified the nearest covered position on the far side of the obstacle.
4 Ensured a buddy, if present, was covering his movements.
5 Negotiated a wall obstacle.
6 Negotiated a wire obstacle.

7 Negotiated a ditch type obstacle.
8 Covered his buddy, if present, as the buddy crossed the obstacle.

**Feedback Requirements**

*NOTE:* Feedback is essential to effective training. Schedule and provide feedback on the evaluation and any information to help answer students’ questions about the test. Provide remedial training as needed.
1 Notified the chain of command of the presence and type of obstacle encountered.
2 Evaluated the obstacle, from a covered position, to determine whether to move around, through or over the obstacle.
3 Identified the nearest covered position on the far side of the obstacle.
4 Ensured a buddy, if present, was covering his movements.
5 Negotiated a wall obstacle
6 Negotiated a wire obstacle.
7 Negotiated a ditch type obstacle.
8 Covered his buddy, if present, as the buddy crossed the obstacle.
Navigated using terrain association or dead reckoning.

615-AC001 Version 3.0 © / Conduct Warrior Task and Battle Drills

Introduction

Not all situations you encounter during your tour as a Soldier will have signs and roads leading to a location. Your ability to navigate using different methods will increase your survivability on the battle field.

Motivator

Mastering this task will increase your confidence in leading Soldiers in any situation. Ask questions and use this time to fully understand all facets of this task.

Enabling Learning Objective

NOTE. The instructor should inform the students of the following Enabling Learning Objective covered by this practical exercise (ELO G).

At the completion of this lesson, you [the student] will:

**Action:** Navigate from One Point on the Ground to another Point while Dismounted

**Conditions:** You are a member of a squad or team in a field environment and have been directed to conduct movement to a designated point. You have a 1:50,000 scale topographic map of the area, a coordinate scale, a protractor, and a magnetic compass.

**Standards:** Navigate to the designated point using terrain association, dead reckoning, or a combination of both.

Safety Requirements

Brief students on possible hazards in the training area.

Risk Assessment Level

Low

Environmental Considerations

NOTE: Instructor should conduct a risk assessment to include environmental considerations IAW the current environmental considerations publication, and ensure students are briefed on hazards and control measures.

Units/installations will prepare an environmental risk assessment using the before, during, and after checklist and the risk assessment matrixes contained in unit Leader’s Handbook for environmental stewardship.

Evaluation

Pass all performance measures:

1 Navigated using terrain association.
2 Navigated using dead reckoning.
3 Navigated using a combination of dead reckoning and
You have been provided with the equipment and or materials described in the conditions statement. Brief the Soldiers on what is expected of them by reviewing the task standards. Stress to the Soldiers the importance of observing all cautions, warnings, and dangers to avoid injury to personnel and, if applicable, damage to equipment.

**Instructor Materials:**
Task standards

**Student Materials:**
Task procedures.

Tell the Soldier what is expected of them by reviewing the task standards. Stress to the Soldier the importance of observing all cautions, warnings, and dangers to avoid injury to personnel and, if applicable, damage to equipment.

**Performance Measures**
1. Navigated using terrain association.
2. Navigated using dead reckoning.
3. Navigated using a combination of dead reckoning and terrain association.

Feedback is essential to effective training. Schedule and provide feedback on the evaluation and any information to help answer students’ questions about the test.
You must be able to:
1 Navigated using terrain association.
2 Navigated using dead reckoning.
3 Navigated using a combination of dead reckoning and terrain association.
Title

React to possible IED, Transmit 9 line UXO Report

Lesson Number/Title

615-AC001 Version 3.0 © / Conduct Warrior Task and Battle Drills

Security Classification

Unclassified

Introduction

Recognizing and reacting to possible IED is important because its the first step in life saving measures. Knowing the proper procedures when you encounter one is the second step life saving measures. This training will prepare you for these events.

Motivator

If the bomber's intention is to maim and kill people on the ground either suicidal or via remote control before screening there is probably no way to stop him, using present methods. If the intent is to bring down a plane in a suicide mission then there is no incentive for a pre-boarding explosion via flashlight "ignition" and he can be stopped using "sniffer" techniques like those currently in use.

Learning Step/Activity

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

Action: React to a possible IED

Safety Requirements

Brief students on possible hazards in training area.

Risk Assessment Level

Low

Environmental Considerations

NOTE: Instructor should conduct a risk assessment to include environmental considerations IAW the current environmental considerations publication, and ensure students are briefed on hazards and control measures. Units/installations will prepare an environmental risk assessment using the before, during, and after checklist and the risk assessment matrixes contained in unit Leader’s Handbook for environmental stewardship.

Evaluation

1. Upon encountering a “Possible Improvised Explosive Device (IED)
   a. Ensured all movement towards “Possible Improvised Explosive Device (IED)” stopped.
   b. Established initial minimum 300 meter exclusion area
   c. Established security
2. Submitted standard 9- line UXO Report to Higher HQ.
3. Did not move “Possible Improvised Explosive Device.”
4. Did not approach “Possible Improvised Explosive Device”
5. Did not use any communication or electronic devices within initial exclusion area.
6. Continued mission IAW Higher HQ guidance. Evaluation Guidance: Tell the soldier that “Possible Improvised Explosive Devices (IED)” are in use in the AOR. Place the Soldier in a scenario that will require them to encounter a “Possible Improvised Explosive Device (IED)”.
Standard 9-line UXO Report

Line 1:
Date time group discovered: (Command policy will dictate *Local* or *Zulu* time).

Line 2:
Reporting Activity (UIC / Unit designation). Location: mandatory 8 digit grid: (*include*: landmarks, reference points, or street addresses).

Line 3:
Contact Method: Radio Freq / Call Sign or Telephone Number. (If using phone number, provide name).

Line 4:
Type of Munitions: (Dropped, Projected, Placed, or Thrown).

Line 5:
NBC Contamination: Yes or No, known or suspected NBC Contamination. If yes, report type of agent if known / identified.

Line 6:
Resources Threatened: (What resource is threatened - is it a critical asset?).

Line 7:
Impact on Mission: (How the UXO is affecting the mission).

Line 8:
Protective Measures Taken: (Unit emplaced protective measures).

Line 9:
Recommended Priority: (Immediate, Indirect, Minor, or No Threat).

**Instructional Lead-in**

*Do not attempt to move the "Possible Improvised Explosive Device (IED)." Do not approach the "Possible Improvised Explosive Device (IED)." If possible, avoid using any communication electronic equipment within established exclusion area. Any of the above "Dangers" may cause a "Possible Improvised Explosive Device (IED)" to explode.*

**Resource Requirements**

*Instructor Materials:*
Task Standards

*Student Materials:*
Task procedures

**Special Instructions**

1. Establish minimum initial exclusion area of 300 meters around "Possible Improvised Explosive Device (IED)".
2. Establish security:
   a. Search secure area for possible secondary explosive device(s)/hazards, while maintaining security.
   b. Identify potential enemy force observation/vantage points.
   c. Seek all available manmade or natural frontal and overhead cover.
   d. Avoid establishing a "reaction" pattern.
3. Forward information to Higher HQ using standard 9-line UXO Report (See Figure 1-6).
4. Continue mission IAW Higher HQ guidance

**Procedures**

1. Establish minimum initial exclusion area of 300 meters around "Possible Improvised Explosive Device (IED)".

C-20
2. Establish security:
   a. Search secure area for possible secondary explosive device(s)/hazards, while maintaining security.
   b. Identify potential enemy force observation/vantage points.
   c. Seek all available manmade or natural frontal and overhead cover.
   d. Avoid establishing a "reaction" pattern.
3. Forward information to Higher HQ using standard 9-line UXO Report (See Figure 1-6).
4. Continue mission IAW Higher HQ guidance

Clarify students questions
1. Upon encountering a “Possible Improvised Explosive Device (IED)"
   a. Ensured all movement towards "Possible Improvised Explosive Device (IED)" stopped.
   b. Established initial minimum 300 meter exclusion area
   c. Established security
2. Submitted standard 9-line UXO Report to Higher HQ.
3. Did not move “Possible Improvised Explosive Device.”
4. Did not approach “Possible Improvised Explosive Device”
5. Did not use any communication or electronic devices within initial exclusion area.
6. Continued mission IAW Higher HQ guidance. Evaluation Guidance: Tell the soldier that "Possible Improvised Explosive Devices (IED)" are in use in the AOR. Place the Soldier in a scenario that will require them to encounter a "Possible Improvised Explosive Device (IED)".

**Standard 9-line UXO Report**

**Line 1:**
Date time group discovered: (Command policy will dictate Local or Zulu time).

**Line 2:**
Reporting Activity (UIC / Unit designation). Location: mandatory 8 digit grid: (include: landmarks, reference points, or street addresses).

**Line 3:**
Contact Method: Radio Freq / Call Sign or Telephone Number. (If using phone number, provide name).

**Line 4:**
Type of Munitions: (Dropped, Projected, Placed, or Thrown).

**Line 5:**
NBC Contamination: Yes or No, known or suspected NBC Contamination. If yes, report type of agent if known / identified.

**Line 6:**
Resources Threatened: (What resource is threatened - is it a critical asset?).

**Line 7:**
Impact on Mission: (How the UXO is affecting the mission).

**Line 8:**
Protective Measures Taken: (Unit emplaced protective measures).

**Line 9:**
Recommended Priority: (Immediate, Indirect, Minor, or No Threat).
### Conduct Warrior Task and Battle Drills

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Media Name</th>
<th>Media Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>