

**ARNG-SLC - Evaluate RRNCO Prospecting Activities
805B-PCB00001 / Version 2.1
Effective Date Not Assigned**

SECTION I. ADMINISTRATIVE DATA

**All Course
Masters/POIs
Including This
Lesson**

Courses				
<u>Course Number</u>	<u>Version</u>	<u>Title</u>	<u>Phase</u>	<u>Status</u>
805B-79T4 (SLC)	2.2	ARNG Recruiting and Retention SLC (Draft)	N/A	Analysis

POIs				
<u>POI Number</u>	<u>Version</u>	<u>Title</u>	<u>Phase</u>	<u>Status</u>
None				

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

<u>Task Number</u>	<u>Task Title</u>
None	

**Reinforced
Task(s)**

<u>Task Number</u>	<u>Task Title</u>
None	

Knowledge

<u>Knowledge Id</u>	<u>Title</u>	<u>Taught</u>	<u>Required</u>
805B-K-0012	Know Waiver procedures	Yes	Yes
805B-K-0014	Know Microsoft Office Suite	Yes	Yes
805B-K-0016	Know Recruiting Doctrine	Yes	Yes
805B-K-0034	Knowledge of Graphical Accessions Mapping Analysis Tool (GAMAT)	Yes	Yes
805B-K-0040	Know Windows Operating Systems	Yes	Yes
805B-K-0043	Knowledge of Leader Zone	Yes	Yes
805B-K-0058	Know Recruiting Operational Environment	Yes	Yes
805B-K-0065	Knowledge of RMZ	Yes	Yes
805B-K-0073	Knowledge of RZ Calendar	Yes	Yes
805B-K-0099	School Zone (SZ)	Yes	Yes
805B-K-0102	Know ARNG Strength Maintenance Objectives	Yes	Yes
805B-K-0114	Know Army National Guard (ARNG) Programs and Options	Yes	Yes
805B-K-0080	Know Recruiter Zone Application	Yes	Yes
805B-K-0079	Know Guard Incentive Management System (GIMS)	Yes	Yes
805B-K-0123	Know Army Physical Readiness Training	Yes	Yes
805B-K-0128	Know After Action Review process	Yes	Yes
805B-K-0132	Know Recruit Sustainment Program (RSP)	Yes	Yes
805B-K-0088	Know State Marketing Plan	Yes	Yes
805B-K-0089	Know ARNG Career Planning	Yes	Yes
805B-K-0090	Know Recruiter Temporary Reservation System (RTRS) application	Yes	Yes

Skill	<u>Skill Id</u>	<u>Title</u>	<u>Taught</u>	<u>Required</u>
	805B-S-0075	Perform After Action Review	Yes	Yes
	805B-S-0004	Navigate Computer Software	Yes	Yes
	805B-S-0027	Utilize Active Listening	Yes	Yes
	805B-S-0035	Perform Research Skills	Yes	Yes
	805B-S-0085	Navigate the Report Management Zone (RMZ)	Yes	Yes
	805B-S-0093	Navigate Leaders Zone	Yes	Yes
	805B-S-0007	Operate A Computer	Yes	Yes
	S2030	Navigate the Internet	Yes	Yes
	805B-S-0054	Navigate the Defense Travel System (DTS) System	Yes	Yes
	805B-S-0058	Perform Coaching	Yes	Yes
	805B-S-0062	Perform Analysis of Information	Yes	Yes
	805B-S-0063	Perform Goal Setting	Yes	Yes
	805B-S-0065	Perform Organizational Skills	Yes	Yes
	805B-S-0066	Perform Army Writing Skills	Yes	Yes
	805B-S-0069	Perform Capturing Data	Yes	Yes
	805B-S-0073	Perform Problem Solving	Yes	Yes

**Administrative/
Academic
Hours**

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

<u>Academic</u>	<u>Resident Hours / Methods</u>		
Yes	0 hrs	40 mins	Debates
Yes	2 hrs	0 mins	Facilitator
Yes	0 hrs	10 mins	Conference/Discussion
<hr/>			
Total Hours:	3 hrs	0 mins	

**Test Lesson
Number**

<u>Hours</u>	<u>Lesson Number</u>
None	

**Prerequisite
Lesson(s)**

<u>Lesson Number</u>	<u>Lesson Title</u>
None	

**Training
Material
Classification**

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

**Foreign
Disclosure
Restrictions**

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

References

<u>Number</u>	<u>Title</u>	<u>Date</u>
None		

**Student Study
Assignment**

The study assignment is listed on course syllabus

**Instructor
Requirements**

SMTC Qualified Instructor(s) each instructor must be familiar with the material within the lesson plan.

Support Personnel Requirements

None

Additional Support Personnel RequirementsNameStudent RatioQtyMan Hours

None

Equipment Required for InstructionID - NameStudent RatioInstructor RatioSptQtyExp

6130-01-C12-1514 - Power Supply Assembly, TYX: Battery Back Up UPS APC

1:5

1:1

No

0

No

6730-01-C07-0756 - Projector, LCD/DLP: ELP7200 Epson

0:0

1:1

No

0

No

6730-01-C13-1784 - Screen Projection, Rear/Fixed or PT: 980S Quartet

0:0

1:1

No

0

No

702101C056576 - COMPUTER, PERSONAL WORKSTATION

0:0

1:1

No

0

No

702101C161319 - COMPUTER MICRO LAP TOP PORTABLE AC

1:1

0:0

No

0

No

7025-01-559-1352 - Display Unit: Smartboard White 64

0:0

1:1

No

0

No

7520-00-138-7981 - Marker Assortment, Tube Type

1:1

5:1

No

0

No

7520-01-C12-6434 - Easel, portable with/without Access TY SZ AA: QRT500TE Quartet

1:5

1:1

No

0

No

7730-01-C09-7569 - Television Large Screen, with Stereo Speakers: Regza 42RV530U Toshiba

0:0

2:1

No

0

No

*(Note: Asterisk before ID indicates a TADSS.)***Materials Required***Instructor Materials:*

Instructor will need, all regulation, powerpoint slides, Rubric, and Checklist.

Student Materials:

Student will need, all regulation, Rubric, and Checklist.

Classroom, Training Area, and Range RequirementsID - NameQuantityStudent RatioSetup MinsCleanup Mins17120-M-1600-40
Classroom, Multipurpose, 1600 Square Feet, 40 Students

1:16

10

10

Ammunition RequirementsDODIC - NameExpStudent RatioInstruct RatioSpt Qty

None

**Instructional
Guidance**

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

HOMEWORK / STUDY ASSIGNMENTS: Assign this on Day 6 by breaking Students into 2 groups. Assign Group 1 the task of presenting the pros of using internet or social media to accomplish its mission. Assign Group 2 the task of presenting the cons of using internet or social media to accomplish its mission. For Homework, assign group members to conduct research to prepare evidence (facts, statistics, quotes, examples, studies, anecdotes, personal experience, etc.) to defend their group's assigned position. Remind Students that every person in the group is required to give a 30 or 60 second brief during class to present a piece of evidence the group collected and to provide a short explanation of how that evidence supports the group's position.

**Proponent Lesson
Plan Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
None			NO DATA

SECTION II. INTRODUCTION

Method of Instruction: Conference/Discussion
Instr Type(I:S Ratio/Qty): 79T Certified Instructor (1:16/0)
Time of Instruction: 5 mins
Instructional Strategy: Small Group Instruction

Motivator

In the ever-changing environment of recruiting, you understand as Senior RRNCOs that the dynamics of prospecting activities has evolved since the time that you attended the SQI4 course. Therefore, it is imperative as a future leader in the 79T CMF that you understand to what degree prospecting activities have changed in order to effectively evaluate your RRNCOs. In this lesson, we will begin by conducting a short review of effective CCS and then move to developing real-world prospecting strategies to help our RRNCOs be successful in this era of constant change.

Show VU 1: Title Slide

Show VU 2: TLO

Terminal Learning Objective

NOTE. Inform the students of the following Terminal Learning Objective requirements.
At the completion of this lesson, you [the student] will:

Action:	Evaluate RRNCO Prospecting Activities.
Conditions:	In a classroom environment with access to the Comprehensive Communication Skills workbook and Skill guide card.
Standards:	Students must score 80% or higher on a written examination in order to receive a passing score.

Safety Requirements

In a training environment, leaders must perform a risk assessment in accordance with FM 5-19, Composite Risk Management. Leaders will complete a completion of each task and sub-task by assessing mission, enemy, terrain and weather, troops and support available-time available and civil consideration, (METT-TC).

No food or drink is allowed near or around electrical equipment (CPU, file servers, printers, projectors, etc.) due to possible electrical shock or damage to equipment. Exercise care in personal movement in and through such areas. Avoid all electrical cords and associated wiring. In the event of an electrical storm, you will be instructed to power down equipment. Everyone is responsible for safety. A thorough risk assessment must be completed prior to every mission or operation.

In the event of a tornado, or other adverse weather, designated storm shelters provide protection. In Saratoga Hall, the designated storm shelters are: all latrines.

Risk Assessment Level

Low - Power and Data Cables on the floor.

Assessment: Power cords and data cables may cause a potential tripping hazard.

Controls: Tape or secure cables to the floor.

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

Low - Food or drink near computer and electrical equipment.

Assessment: Food or drinks may spill into electrical equipment and cause an electrical shock and damage equipment.

Controls: Do not allow food or drink around electrical or computer equipment.

Leader Actions: Inspect classroom prior to training. Identify and correct violations.

Low - Electrical storm

Assessment: During an electrical storm, surges of electricity can be passed through electrical equipment and can pose a hazard to equipment users.

Controls: Power down all electrical equipment.

Leader Actions: Conduct exterior inspection of building to ensure no tree limbs are in contact with the building. Locate fire extinguisher(s) and first aid kit(s) and ensure they are functional.

Low - Inclement Weather

Assessment: Tornadoes, hurricanes or other tropical storms can pose a huge safety risk.

Controls: In an emergency, move towards designated storm shelters.

Leader Actions: Identify storm shelters in the building and brief students.

Environmental Considerations

NOTE: Instructor should conduct a Risk Assessment to include Environmental Considerations IAW FM 3-34.5, Environmental Considerations {MCRP 4-11B}, and ensure students are briefed on hazards and control measures.

Environmental protection is not just the law but the right thing to do. It is a continual process and starts with deliberate planning. Always be alert to ways to protect our environment during training and missions. In doing so, you will contribute to the sustainment of our training resources while protecting people and the environment from harmful effects. Refer to FM 3-34.5 Environmental Considerations and GTA 05-08-002 ENVIRONMENTAL-RELATED RISK ASSESSMENT.

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

Instructional Lead-in

During this block of instruction we will expand your knowledge in one of the core leadership competencies which is the counseling of your subordinates. Your ability to effectively Communicate with your Soldiers face to face or on paper will be instrumental in development and sustainment of good Soldiers.

SECTION III. PRESENTATION

TLO - LSA 1. Learning Step / Activity TLO - LSA 1. Discuss the use of Comprehensive Communication Skills for a new RRNCO.

Method of Instruction: Facilitator

Instr Type(I:S Ratio/Qty): 79T Certified Instructor(1:16/0)

Time of Instruction: 1 hr 0 min

Instructional Strategy: Large Group Instruction

Media Type: PowerPoint Presentation

Other Media: Unassigned

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

What is CCS? (Let students answer in their own words to jog their memory of CCS.)

Book Answer: Skills, processes, and practices to help you succeed as an RRNCO and fulfill your strength maintenance mission.

Possible Answers: Structured dialogue that helps identify the needs and wants of a potential prospect.

Note: Refer students to the CCS Skill Guide Card.

Note: Briefly cover the sheet in its entirety with the following key points:

a. Preparing

(1) Review Information

(2) Set Objectives

Ask: What would be the primary objective for prospecting?

Possible Answer: Agree to the next step in the process.

Ask: What would be a backup objective?

Possible Answer: An alternate course of action.

(3) Plan Strategy

b. Execute

(1) Opening

Ask: What should a new RRNCO include in the opening step during prospecting? Ask

a student to provide an example and allow the class to discuss.

(2) Discuss and Present

(a) Targeted Questions (Motivators and Values)

Ask: What is the purpose of targeted questions?

(b) Targeted Solutions (Features and Benefits)

(c) Check for Acceptance

Ask: How often could these three steps occur during a conversation?

Possible Answers: As many times as needed to uncover the correct motivator and value of the Lead and provide a relevant feature.

(d) Pre-Qualify

Ask: How in depth should a new RRNCO go into during the prequalification step of prospecting?

Possible Answers: Will vary

(3) Closing

(a) Restate the Benefits

(b) State the Next Logical Step

(c) Ask for a Commitment

c. Follow-up

d. Address Concerns

(1) Ask Questions to Understand

(2) Acknowledge

(3) Answer Honestly

Check on Learning:

Q-When you are not sure you understand or you want to

encourage the person to provide more information, you should ask a question. This is the skill of:

A-Clarifying.

Q-Why have a backup objective for a prospecting call?

A-Be prepared with another option and not be taken aback if you get a "NO" to the first objective.

Q-How is a feature of the Army National Guard different from a benefit of the Army National Guard?

A-A feature is what it is; a benefit is why it matters.

Review Summary: Review the summarized activity and clear up any misunderstandings.

TLO - LSA 2. Learning Step / Activity TLO - LSA 2. Prepare to conduct telephone prospecting.

Method of Instruction: Facilitator

Instr Type(I:S Ratio/Qty): 79T Certified Instructor(1:16/0)*

Time of Instruction: 0 hrs 15 mins

Instructional Strategy: Individualized, Self-Paced Instruction

Media Type: CD-ROM

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. Prior to engaging in telephone prospecting, what should your RRNCOs do in order to prepare?

Note: Students are required to provide specific examples in their responses. Their responses should be similar to the following ones:

a. Organize a plan of who to call based on their missioning requirements.

b. Analyze leads based upon known or suspected information such as ASVAB results, class rank, education level, formal education or vocational interest, and future plans.

c. Develop and rehearse their opening and closing statements to target the leads being called in order to enhance their opportunity to secure an appointment.

d. Select a place that is appropriate to conduct telephone prospecting.

Ask: What places would be inappropriate to conduct telephone prospecting?

2. What kind of an emotional and motivational state should the RRNCO be in? What techniques would you tell your RRNCO to use to improve his/her state of mind if he or

she has had a bad day or is not motivated to make phone calls?

NOTE: Answers should be synonymous with enthusiastic and motivated.

NOTE: Techniques will vary and be based on best practices from each student's operational experience.

Group Breakout:

SAY: As a Senior Leader, you will need to observe your RRNCOs making telephone prospecting calls and provide constructive feedback to help them improve their skills. For practice, we are now going to watch a video, and treat the scenario as if you were this RRNCO's NCOIC.

1. You will watch a video of a prospecting phone call.

2. Individually, you will make notes about the RRNCO's strengths and weaknesses during the phone call.

3. After the conclusion of the video, you will have 10 minutes to discuss with your group the major strengths and weaknesses of the RRNCO. You will also provide possible solutions to correct the deficiencies of this new RRNCO.

4. You will designate a spokesperson to brief the two most critical strengths and weaknesses as well as your solutions to correct the weaknesses to the class.

SAY: As a NCOIC/Senior Leader this could be what you see after you have a RRNCO leave the school house. It will be your responsibility to give this RRNCO every chance and opportunity to become a successful RRNCO.

Check on Learning: Q-Why is planning and preparation important before prospecting activities?

A-Will Vary

Review Summary: Review and summarize the learned activity.

Show VU:3 TLO

TLO - LSA 3. Learning Step / Activity TLO - LSA 3. Compare CCS Skills for Technology Communication

Method of Instruction: Facilitator

Instr Type(I:S Ratio/Qty): 79T Certified Instructor(1:16/0)*

Time of Instruction: 0 hrs 25 mins

Instructional Strategy: Small Group Instruction

Media Type: Conference

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

Say: You may be thinking that using communication that doesn't involve non verbal aspects is pretty much the same as a telephone call. Actually a telephone conversation still has some non verbal aspects such as tone and smiling through the phone.

1. Do the same Comprehensive Communication Skills apply to nonverbal communication such as texting or email? Why or why not?

2. Can you think of an example when you sent a text or email to a person and it came out differently than you intended? What was the result?

Say: Some studies say that 93% of communication involves the non-verbal's and only 7% the verbal's. Do you think this is correct? Why are why not?

3. What are some of the pitfalls that you have faced with technology communication?

Discuss each of these Key Points:

a. Make sure you have the right number or email address.

b. Don't send anything confidential, private, or potentially embarrassing because it can simply be forwarded or viewed by others; can never be retrieved; serves as a written record; and open to interpretation.

c. Leave the slang to the youth. Don't expect to win points with your potential applicants by trying to be cool.

d. Be careful with abbreviations such as "LOL" or "u".

e. Be aware of your tone.

f. You can't know for sure when the recipient is going to read his or her message, so don't stress out if your message doesn't get an immediate response.

g. Provide closure to the conversation, don't leave it open because people may feel dropped from the conversation.

4. If you were the NCOIC of your team, what would be a few areas you would stress to your new RRNCOs about written communication that lacks the nonverbal aspects?

Say: This discussion leads us into our next part of this lesson plan, which is a friendly debate about the pros and cons of using the internet/social media for prospecting.

Check on Learning: Q: What is the percentage of communication that involves non-verbals?

A: 7%.

Review Summary: Summarize the learning activity.

TLO - LSA 4. Learning Step / Activity TLO - LSA 4. Discuss Best Practices of Internet Prospecting.

Method of Instruction: Debates

Instr Type(I:S Ratio/Qty): 79T Certified Instructor(1:16/0)*

Time of Instruction: 0 hrs 40 mins

Instructional Strategy: Small Group Instruction

Media Type: Conference

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

Debate Activity:

Note: Students were assigned to research for evidence to use during this debate activity.

1. Divide the class into two separate groups.
2. Allow each group to designate a president.
3. Flip a coin to decide who will go first.
4. Give each group member 30 seconds to present his/her evidence and explain how it defends the group's position. The instructor will keep time and keep the rotation of the debaters flowing. (Make sure you alternate every 30 seconds between the groups.)
5. The president of each group will go last and will have 1 minute to make a closing argument.

After the debate, ask the following questions to debrief the class:

In your opinion, did this exercise go well?

Did each group present valid reasons to support its position on the topic? Why or why not?

After this exercise, did your opinion on the topic change or remain the same? Why or why not?

Did any information come out of the debate that you did not know or had not considered before?

1. What did you learn in this debate that you think will be helpful to you in the field?

Possible Answers: Could include business home pages, chat rooms, college websites, high school websites, chamber of commerce websites, online phone books, Google searches, resume sites, and student lists.

2. Does anyone use emails or text messages to solicit new leads? (Allow students to discuss what is working)

Ask: Do you think this is right or wrong? Why or why not?

3. With the suspension of Path to Honor, in your opinion how well does www.nationalguard.com screen your leads and send them to the appropriate RRNCO?

4. Is there any benefit in your opinion to prospect online resume sites or career centers? If so where would you go and how would you accomplish it?

Check on Learning:

1. What areas in a RRNCO's area could be an advertisement opportunity with internet or social media?

Possible Answers: Could include business home pages, chat rooms, college websites, high school websites, chamber of commerce websites, online phone books, Google searches, resume sites, and student lists.

2. Does anyone use emails or text messages to solicit new leads? (Allow students to discuss what is working)

Ask: Do you think this is right or wrong? Why or why not?

3. With the suspension of Path to Honor, in your opinion

how well does www.nationalguard.com screen your leads and send them to the appropriate RRNCO?

4. Is there any benefit in your opinion to prospect online resume sites or career centers? If so where would you go and how would you accomplish it?

Review Summary: Summarize the learning activity.

TLO - LSA 5. Learning Step / Activity TLO - LSA 5. Evaluate a RRNCO's canvassing strategy

Method of Instruction: Facilitator

Instr Type(I:S Ratio/Qty): 79T Certified Instructor(1:16/0)*

Time of Instruction: 0 hrs 10 mins

Instructional Strategy: Small Group Instruction

Media Type: Conference

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. Why is it important for a NCOIC to conduct right seat rides with their RRNCO's?

2. What are some of the areas you would want to evaluate during the right seat ride?

Possible Answers: RPI's in correct location, synchronize canvassing with other recruiting activities, ensure the RRNCO is wearing the correct uniform, and analyze the RRNCO's attitude and frame of mind.

3. In your opinion do business cards generate new leads? Why or why not? Is there a better way to get the name out there?

Possible Answers: QR Code, Social Media

4. The ARNG usually sends out generic RPI's. What are other ways to be more productive?

5. If you were the NCOIC now, what would you do differently with your team?

Check on Learning: **Q**-What do you think is the role of the NCOIC and a RRNCO's canvassing strategy?

A-Will Vary

Q-What were some of the areas you would evaluate during a right seat ride?

A- RPI's in correct location, synchronize canvassing with other recruiting activities, ensure the RRNCO is wearing the correct uniform, analyze the RRNCO's attitude and frame of mind.

Review Summary: Review and Summaries the learned activity.

SECTION IV. SUMMARY

Method of Instruction:	Conference/Discussion
Instr Type(I:S Ratio/Qty):	79T Certified Instructor (1:16/0)
Time of Instruction:	5 mins
Instructional Strategy:	Small Group Instruction

Check on Learning

Conduct a Check on Learning at the end of each LSA.

Review/ Summary

In this lesson, we covered several aspects regarding prospecting, from communication to area canvassing, for you to consider as you evaluate your RRNCOs. You may not remember what it was like coming back as a fresh RRNCO from the schoolhouse, but it can be very intimidating, especially when it comes to prospecting. As a Senior Leader, your role is to provide your new RRNCOs with the help they need to get started in the right direction and then conduct evaluations along the way to keep them going in the right direction. As we all know, training them how to develop prospecting skills and activities is foundational for setting them up for success.

SHOW SLIDE # 3, TLO.

SECTION V. STUDENT EVALUATION

Testing Requirements

Refer student to the Individual Student Assessment Plan (ISAP).

Feedback Requirements

Schedule and provide immediate feedback in context to the material presented. Answer students' questions, correct misunderstandings, and provide remedial training as needed.

Appendix A - Viewgraph Masters

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Sequence	Media Name	Media Type
None		

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

Appendix C - Practical Exercises and Solutions

PRACTICAL EXERCISE(S)/SOLUTION(S) FOR LESSON 805B-PCB00001 Version 2.1

Appendix D - Student Handouts

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Sequence	Media Name	Media Type
None		

Appendix E - TRAINER'S LESSON OUTLINE

ARNG-SLC - Evaluate RRNCO Prospecting Activities

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DRAFT

1. The importance of this lesson: (Why)

Evaluate RRNCO Prospecting Activities.

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

Students must score 80% or higher on a written examination in order to receive a passing score.

3. Tasks to be taught

<u>Task Number</u>	<u>Task Title</u>	<u>Task Type</u>
None		

Additional Non-Standard Tasks

None

4. References:

<u>Reference Number</u>	<u>Reference Title</u>	<u>Date</u>
None		

Additional Non-Standard References

None

5. Resources

TIME: Time of Instruction: 3 hrs 0 mins

LAND: Classroom, Training Area, and Range Requirements

<u>Id</u>	<u>Name</u>
17120-M-1600-40	Classroom, Multipurpose, 1600 Square Feet, 40 Students

AMMO: Ammunition Requirements

<u>DODIC</u>	<u>Name</u>
None	

MISC: Materiel Items and TADSS Requirements

<u>Id</u>	<u>Name</u>
6130-01-C12-1514	Power Supply Assembly, TYX: Battery Back Up UPS APC
6730-01-C07-0756	Projector, LCD/DLP: ELP7200 Epson
6730-01-C13-1784	Screen Projection, Rear/Fixed or PT: 980S Quartet
702101C056576	COMPUTER, PERSONAL WORKSTATION
702101C161319	COMPUTER MICRO LAP TOP PORTABLE AC
7025-01-559-1352	Display Unit: Smartboard White 64
7520-00-138-7981	Marker Assortment, Tube Type
7520-01-C12-6434	Easel, portable with/without Access TY SZ AA: QRT500TE Quartet
7730-01-C09-7569	Television Large Screen, with Stereo Speakers: Regza 42RV530U Toshiba

(Note: Asterisk before ID indicates a TADSS.)

Additional Non-Standard Resources

None

6. A possible technique to achieve the outcome:

None

7. Conduct AAR with Soldier and Cadre.

None

NOTE: Before presenting this lesson, Instructors must be thoroughly prepared by studying the appropriate lesson plan and identified reference material.