

ARNG-SLC - Apply resilience skills and concepts
805B-PCB9T011 / Version 1.7
Effective Date Not Assigned

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson	<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>	
	805B-79T40-C46	1.7	Recruiting and Retention NCO SLC	
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>
	None			
Skill	<u>Skill Id</u>	<u>Title</u>	<u>Taught</u>	<u>Required</u>
	None			
Administrative/ Academic Hours	The administrative/academic hours required to teach this lesson are as follows:			
	<u>Academic</u>	<u>Resident Hours / Methods</u>		
	Yes	2 hrs	0 mins	Conference/Discussion
	Yes	0 hrs	0 mins	Test Review
	Yes	0 hrs	0 mins	Test
	Total Hours:	2 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 training/educational developers in coordination with the PEC-SMTC FD authority. This product is releasable to students from all requesting foreign countries without restrictions.			

References

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
0-7679-1191-1	The Resilience Factor, Karen Reivich, Ph.D and Andrew Shatte, Ph.D	14 Oct 2003	
FM 3-21.75	THE WARRIOR ETHOS AND SOLDIER COMBAT SKILLS	28 Jan 2008	
FM 4-02.51	COMBAT AND OPERATIONAL STRESS CONTROL	06 Jul 2006	
FM 6-22 (FM 22-100)	ARMY LEADERSHIP COMPETENT, CONFIDENT, AND AGILE	12 Oct 2006	
OIF 06-08, OEF 8	Mental Health Advisory Team (MHAT) V, Office of the Surgeon, MNF-I, Office of the Surgeon General, US Army MEDCOM	14 Feb 2008	
PROTOCOL 1543	Basic Training and Mental Fitness Study: Enhancing Performance and Mental Health	30 Jul 2009	

Student Study Assignment

None.

Instructor Requirements

SMTC Qualified Instructor(s).

Additional Support Personnel Requirements

<u>Name</u>	<u>Student Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
None			

**Equipment
Required
for Instruction**

<u>ID - Name</u>	<u>Student Ratio</u>	<u>Instructor Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
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	0:0	No	0	
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
7520-01-186-3605 - 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:

Resilience Training Binder, MRT Resilience Trainer Manual, and Resilience Training CD.

Student Materials:

None

**Classroom,
Training Area,
and Range
Requirements**

<u>ID - Name</u>	<u>Quantity</u>	<u>Student Ratio</u>	<u>Setup Mins</u>	<u>Cleanup Mins</u>
17120-M-1600-40 Classroom, Multipurpose, 1600 Square Feet, 40 Students		1:16	10	10

**Ammunition
Requirements**

<u>DODIC - Name</u>	<u>Exp</u>	<u>Student Ratio</u>	<u>Instruct Ratio</u>	<u>Spt Qty</u>
None				

**Instructional
Guidance**

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

Instructors must ensure the Operating Environment (OE) is addressed throughout the lesson.

Resilience training can only be conducted by either a Master Resiliency Trainer (MRT) or Resiliency Training Assistant (RTA). An MRT has the ability to train, certify, and provide certification to Soldiers who complete the 5-day RTA course.

**Proponent Lesson
Plan Approvals**

Name

Rank

Position

Date

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

Show Slide #1, (Resilience Training)

Today we are going to discuss what it means to be resilient and mentally tough. We're going to talk about the vital Soldier skills you will be learning throughout your military career. We're going to talk about achieving optimal performance, to work towards meeting your goals and we're going to talk about teamwork – the ability to accomplish much more as a member of a team than you can ever accomplish as an individual. Some of you may feel like you don't need training such as this to remain mentally tough. That may be true, but all Soldiers need resilience and we can all benefit from more training on how to look out for our buddies.

Becoming a Recruiter can be a big adjustment as you transition from your current assignment. Recruiting in general is both challenging and rewarding. You will experience some downfalls while assigned as a Recruiter. It is important to be able to bounce back from these bad months. No matter how difficult or challenging Recruiting may seem, there is always a way to stay positive.

Show Slide #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:	Apply resilience skills and concepts.
Conditions:	In a classroom environment, given leaders charged with training and mentoring Soldiers operating in garrison or deploying in support of combat or other military operations.
Standards:	Discuss resilience IAW the Resilience Factor, 01 January 2003, and the Walter Reed Army Institute of Research Protocol # 1543 30 July 2009.

Safety Requirements

In a training environment, leaders must perform a risk assessment in accordance with FM 5-19, Composite Risk Management. Leaders will complete 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 designated by a placard "Shelter in place".

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 floor 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.

High - 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.

Evaluation

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

**Instructional
Lead-in**

Throughout this course, you will learn valuable interpersonal skills to help you gain accessions into the ARNG. However, being able to recover from bad months is crucial to your success. Mental toughness can make the difference between success or failure.

SECTION III. PRESENTATION

TLO - LSA 1. Learning Step / Activity TLO - LSA 1. Introduction to Resiliency.

Method of Instruction: Conference/Discussion

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

Time of Instruction: 0 hrs 20 mins

Instructional Strategy: Small Group Instruction

Media Type: PowerPoint Presentation

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

SHOW Slide 3 (What Is Resiliency)

NOTE: When clicking to advance, red 'X' signs will appear on the slide.

a. Like Equal Opportunity, Sexual Harassment, and Suicide Prevention, Resilience Training is a mandatory training requirement. For years the military has focused solely on our physical fitness. Now, we realize that our Soldiers emotional fitness is equally important. Much of what we will discuss today can be applied both in your military career, as well as your civilian life.

b. There are many Soldiers who believe Resilience Training is about sharing your feelings with others, and that it is a 'touchy-feely' topic. This couldn't be further from the truth. As you will soon see, resiliency gives us the tools to be more successful Leaders, self-improve our lives, and better influence our Soldiers. Let's take a look at a short video clip which can help us better define resiliency, and why the Army is focusing on it.

SHOW Slide 4 (Introduction To Resiliency Video) Play the video.

NOTE: Much time is spent 'selling' resiliency to the students. This is because in order to teach resiliency, you need to have 'buy-in'. Students must understand why learning these skills is important.

c. Being a Soldier is a tough and hard job, which requires us to make choices sometimes which to the general public may seem cold and heartless. Great leaders are always aware that their choices have consequences and that should always weigh heavy on their minds. Would you prefer to have a leader who just directs without regard for you or what you feel, or would you prefer to have a leader who is empathic to your needs? Do you consider the leader who is empathic weak? All the skills you learn in this program are not new to the Army, for they are all Leadership skills.

d. History's greatest leaders have been empathic to their Soldiers needs. Leaders who truly care about their Soldiers produce Soldiers who will do anything for their leader. Soldiers have very few opportunities to show their boss that they care; the way they do

this is by giving it their all every day. Show me a Soldier who doesn't care, and I will show you a leader who feels the same. The Army defines leadership as the process of providing purpose, direction and motivation, and true leaders are masters of this. Just following orders means that a leader just gave direction and disregarded the other two. Soldiers who have been provided the purpose of their task and motivation have no need to question orders, they want to execute them for more reasons than the rank of the individual tasking them.

SHOW Slide 5 (Why Is the Army Focusing on Resilience Training?)

NOTE: Elicit responses consistent with the goals of resiliency.

SHOW Slide 6 (Resiliency Is...)

NOTE: Tie student's responses from previous discussion to the bullets on this slide.

e. Resiliency is a learned skill- which means it is not hard-wired. Every individual has the capacity to learn resiliency skills to build their mental toughness. Everyone can build his/her resilience by practicing ordinary, learnable skills.

f. By understanding our own thoughts, emotions, and reactions we can better control our thought process. By understanding the way we think we can avoid negativity and look at situations differently. Although this sounds easy, many of us fall into 'Thinking Traps.' We will learn more about Thinking Traps later.

g. Much of resiliency is based on teamwork. In order to be an ideal Leader, we must know our Soldiers. We must know their strengths / weaknesses and be able to use them to overcome obstacles and challenges. When Soldiers work in teams, they can apply their different strengths to achieve the mission.

h. Using the skills we will learn in this lesson will make us better communicators. By building strong relationships and team cohesiveness, any mission can be accomplished. To insure our teammates are all on the same page, effective two-way communication is essential.

SHOW Slide 7 (Resiliency In Recruiting)

Show Slide 8 (Resiliency In Recruiting 2)

NOTE: Ask students for some instances relating to Recruiting that they may need to be 'carried' by the team and other instances where the team may need to carry them.

SHOW Slide 9 (Recruiting & Retention Importance)

NOTE: Ask why Resiliency is especially important in Recruiting and Retention?
Elicit responses consistent with the goals of resiliency.

SHOW Slide 10 (Resiliency In Recruiting 3)

i. Resiliency is especially important in Recruiting & Retention. Every seasoned Recruiter at some point or another will fall behind mission line. Our mindset at the time is crucial in determining whether we can bounce back or whether we will continue to stay behind.

j. During our careers as Recruiters, there will be many obstacles we need to overcome. Everything from opposed parents, applicants who do not want to ship, and difficulties at MEPS all pose a potential obstacle for recruiters. A resilient Recruiter will know how to handle these obstacles and overcome them and stay successful. A non-resilient recruiter will fall even further behind mission blaming the obstacles for their own failure.

k. As would-be recruiters, you will be faced with many challenges in this course. We have high expectations and hold our students to high standards. You will have many exams and some will be very difficult. Some of you may receive a NO-GO on an exam. A resilient student will be able to bounce back from this adversity.

SHOW Slide 11 (Be Resilient!!)

NOTE: Explain to students the analogy on the screen. Eggs are fragile and will crack easily-so will those Soldiers who are not resilient. Resilient Soldiers are more like tennis balls- bouncing back from those adverse situations.

Check on Learning:

NOTE: Use CPS for check on learning questions.

QUESTION: What type of skill is resiliency?

ANSWER: A learned skill.

QUESTION: What are some obstacles that newly assigned Recruiters may face?

ANSWER: MEPS, opposed parents, their own attitudes, etc.

Review Summary:

Summarize the learning activity.

TLO - LSA 2. Learning Step / Activity TLO - LSA 2. ATC Model.

Method of Instruction: Conference/Discussion

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: PowerPoint Presentation

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

SHOW Slide 12 (ATC)

a. The ATC Model, originally developed by Dr. Albert Ellis, highlights the link between thoughts and emotions/reactions. This helps build self-awareness. You use the ATC model to identify the Activating Event your heat-of-the-moment thoughts and the consequences your thoughts generate. Thoughts can be both productive and counterproductive, but must be specific, meaningful, recent, and true. If you use the ATC Model correctly, you will have greater control over your emotions and reactions.

SHOW Slide 13 (ATC Model) Explain the model using the information below.

b. Activating Event: Let's take a look at the ATC Model. There are three components. The first component is the Activating Event. An Activating event is a trigger, whether it is a challenge, adversity, or positive event. Some examples of an activating event may be either a large event (death in the family or promotion) or a small event (parking ticket). Remember, Activating Events can also be positive as well (birth of a new baby, etc). To ensure you have a complete Activating Event, ensure you have the who, what, when, and where. Remember, Activating Events must be recent, specific, meaningful, and true. Below are some examples of an activating event:

1. "My grandmother passed away last night in her sleep"
2. "I received a promotion yesterday at work"
3. "My wife just had a baby last night at the hospital"

c. Thoughts: The next portion of the ATC Model is the Thought. Thoughts are what we say to ourselves, heat-of-the-moment, following an Activating Event. It is important to not censor your thoughts. Thoughts can be both productive or counter-productive. For example, suppose you have an activating event of "I received a promotion yesterday at work"; some thoughts might be:

1. My boss recognizes my hard work.
2. Hooray for me!
3. About time I got promoted!

Noticing a pattern in your thoughts can help you to understand why you continually react the way you do.

d. *Emotions*: Emotions are feelings and are usually accompanied by physiological and behavioral changes in the body. Our emotions are driven directly from our Thoughts. Emotions are *WHAT YOU FEEL*. Some examples of emotions could be anger, happiness, fear, love, etc. Every Soldier has emotions that they handle effectively and others that they do not. Some people can handle the emotional “loss” (when someone dies) better than another person. Being a good Leader means to identify how you react to certain emotions. Once you do that, then you can handle them effectively.

e. *Reactions*: Reactions are behaviors to our emotions. It is *WHAT YOU DO*. If we feel angry, we may have a reaction of punching a wall. Reactions are generally measurable, and stem from our emotions. Reactions can also be what you do not do (for instance avoiding a person or situation). Let’s take a look at an example tying all of these together.

SHOW Slide 14 (ATC Example) Explain the model using the information below.

NOTE: As you click, the information will appear on the slide. Ask your audience for the information, then confirm their responses by having the information appear. The information is only a sample and many additional answers may also be correct.

NOTE: Explain to students that this is not a complete Activating Event because it does not meet the criteria. However, to save space and make it legible, the Activating Event was abbreviated.

In this example, we have an Activating Event (Fight with someone you care about). Some possible thoughts this man may have is represented on the slide. Because his thoughts are all negative, he will most likely feel angry, irritated, and frustrated. The arrow to the left of the Emotions / Response box represents a common flaw in the thought process which is referred to as the self-fulfilling prophecy. Based on this man’s reactions, he may cause another negative Activating Event, thus causing a vicious cycle of negative Activating Events.

NOTE: Ask students what might be an appropriate reaction for this man based on his given thought patterns. Gather responses consistent with the goals of resilience.

SHOW Slide 15 (ATC Video Model) Issue instructions to students.

NOTE: Issue instructions to students:

Now we will watch a short video clip of an activating event which we will later discuss. After the video is over, we will fill out an ATC model for the female. I will ask each of you to raise your hand. First, we will identify the Activating Event using Who, What, When, and Where. Next you will give me some thoughts that may be going through the female’s head. Lastly, you will give some emotions and reactions.

NOTE: Play Video

SHOW Slide 16 (ATC Model)

NOTE: As you click, the information will appear on the slide. Ask your audience the information, then confirm their responses by having the information appear. The information is only a sample and many additional answers may be correct. Only confirm responses consistent with the goals of resiliency training.

SHOW Slide 17 (ATC Overview)

By using the ATC model and understanding our own unique thought process, we can become better, self-aware Leaders. As Leaders, we are also able to identify thought processes in our subordinates as well. Doing so will encourage stronger communication and a more cohesive team.

SHOW Slide 18 (Aristotle Quote)

NOTE: Allow students to read this slide, as it directly relates to our thought process.

Check on Learning: Conduct a check on learning.

Review Summary: Summarize the learning activity.

TLO - LSA 3. Learning Step / Activity TLO - LSA 3. Thinking Traps.

Method of Instruction: Conference/Discussion

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

Time of Instruction: 0 hrs 20 mins

Instructional Strategy: Small Group Instruction

Media Type: PowerPoint Presentation

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

SHOW Slide 19 (Thinking Traps)

a. Doctors. Aaron Beck and Martin Seligman identified common patterns in thinking that are problematic, particularly when under stress. These Thinking Traps undermine mental toughness and performance and can lead to an inaccurate understanding of the situation. Failure to identify these Traps may lead us to self-fulfilling prophecy or vicious cycle. It is important to identify these Thinking Traps and learn how to combat them. There are six Thinking Traps we will discuss today. They are: Jumping to Conclusions, Mind Reading, Me Me Me, Them Them Them, Always Always Always, and Everything Everything Everything.

SHOW Slide 20 (Self-Fulfilling Prophecy)

b. Thinking traps are overly rigid patterns in thinking that can cause us to miss critical information about a situation or individual. Thinking Traps often lead to self fulfilling prophecies / vicious cycles that are represented in the picture below.

NOTE: Explain the 'I Feel Fat and Think I Am' prophecy to students.

SHOW Slide 21 (Jumping To Conclusions)

NOTE: Allow students to read the cartoon on the slide.

SHOW Slide 22 (Jumping To Conclusions 2)

NOTE: Allow students to read the scenario on the slide. Ask students for their own personal stories where their spouse or employer jumped to a conclusion.

c. Jumping To Conclusions: Jumping To Conclusions is when you are certain about a situation despite having little or no evidence to support it. Sometimes we jump to conclusions and they are often times true- but many times they are not. The key to this is being "certain" with little or no evidence to support your claim.

d. To overcome this Thinking Trap, it is best to slow down your thinking process. Take a deep breath and try to gather evidence to support your thoughts. If little or no evidence exists, then you are most likely jumping to conclusions. Let's watch a video that clearly shows this Thinking Trap in practice.

SHOW Slide 23 (Jumping To Conclusions Video) At the end of the video, generate a brief discussion.

SHOW Slide 24 (Mind Reading)

SHOW Slide 25 (Mind Reading 2)

NOTE: Allow students to read the scenario on the slide. Ask students for their own personal stories related to this Thinking Trap.

e. Mind reading is when you assume that you know what another person is thinking, or you expect another person to know what you are thinking. The key word is assume. Without having knowledge, you are making assumptions- which many times are incorrect. Mind reading can be explained in terms of buying a present. Do you actually KNOW what the other person will want, or do you often times assume they will like something? Ever get an ugly sweater for Christmas?

f. To avoid this Thinking Trap, you must simply speak up. Ask "Did I express myself?"

Did I ask for information? Often times we don't ask the correct pertinent questions so we are left assuming. When in doubt, fact-find!

SHOW Slide 26 (Me, Me, Me)

NOTE: Allow students to read the scenario on the slide. Ask students for their own personal stories related to this Thinking Trap.

g. Me, Me, Me is when you believe you are the sole cause of every problem you encounter. The key word is "sole". There are times when it's important to take full responsibility for a situation. However, there are also times when it is critical to look at all of the possible contributing factors to a problem. This allows an accurate root cause analysis and also allows the people around you to develop their own skills. This Thinking Trap can also be positive. This scenario could also read "*The team won today's game only because I made the last free throw and won it for us.*" It can also be a Thinking Trap to believe you are the sole successor to every situation.

h. To overcome this Thinking Trap, it is best to look outward. How did others contribute? How did the circumstances effect the outcome. Did you really lose the entire game yourself, or maybe collectively the team wasn't at its best?

SHOW Slide 27 (Always, Always, Always)

NOTE: Allow students to read the scenario on the slide. Ask students for their own personal stories related to this Thinking Trap.

Always, Always, Always is that you believe that negative events are unchangeable and that you have little or no control over them. This thinking trap leads to helplessness and hopelessness, and therefore is one of the most toxic Thinking Traps. This Thinking Trap can also be called 'Never, Never, Never.' An example of this Trap could be "*They're always picking on me.*"

To combat this Thinking Trap, try to get control of the situation. Identify those things that you can control. Identify what is changeable and make an effort to change it. Don't give up.

SHOW Slide 28 (Everything, Everything, Everything)

NOTE: Allow students to read the scenario on the slide. Ask students for their own personal stories related to this Thinking Trap.

1. Everything, Everything, Everything is when you believe that you can judge a person or your own worth, motivation, or ability on the basis of a single situation. This Thinking Trap is similar to Jumping To

Conclusions. Remember, Thinking Traps are not clearly defined- you can fall

into multiple traps at a time.

2. To overcome this Trap, look solely at the individual behavior. Do not add any evidence that is not there. Do not judge a book by its cover. One piece never defines the whole.

Look at the Total Soldier concept. If an applicant cannot pass the EST, it doesn't necessarily mean they are dumb.

SHOW Slide 29 (Them, Them, Them)

NOTE: Allow students to read the scenario on the slide. Ask students for their own personal stories related to this Thinking Trap.

m. Them, Them, Them is a thinking trap because you believe other people or circumstances are the sole cause of every problem you encounter. This Thinking Trap can also be called 'The Blame Game.' Those Recruiters who fall short of their assigned mission generally will fall under this category. For instance, *"I didn't make mission because- MEPS disqualified five of my applicants, and my NCOIC doesn't help me."* This is a clear indication of Them, Them, Them.

n. To combat this contagious Thinking Trap, you must look inward. How did you contribute to the situation? What COULD you have done differently to improve your success? To overcome this, you have to take "them" out of the equation, and focus only on what you could have done yourself to change the situation.

o. The most toxic combination of Thinking Traps is Me, Me, Me, Always, Always, Always, and Everything, Everything, Everything. An example of this would be *"I am the sole cause of every problem, I can't change it, and it's affecting everything around me."* This type of thinking leads to a five times greater risk of depression.

NOTE: Conduct Luggage Tag Exercise. You will demonstrate how Thinking Traps can lead to self-fulfilling prophecies and become reinforced. Prepare sticky notes with the choice points ahead of time. Use two different colors- one for the more positive interpretation, and one for the 'Them, Them, Them' Choice B interpretation. Act out the situation below and have the students identify the Them, Them, Them Thinking Trap. If they identify it correctly, then stick the note to your body. At the conclusion of the exercise, you should have all the Choice B color notes attached to your body. Here is a sample scenario.

SITUATION

CHOICE POINT A

CHOICE POINT B

Wife parks you in.	I forgot to tell her I had to leave early.	She's so inconsiderate.
You and another car almost collide	I should've left earlier.	Stupid Rent-A-Cops like to talk and show their power.
I was late for work and Boss says "Nice of you to show up!"	I deserved that. No excuses for being late.	He's always on my case.
Our team has to stay late.	The work has to get done.	My Boss is picking on me-he's punishing the team for me being late-it's all my fault.
I leave work and my wife calls and wants me to pick up milk.	She's had a rough day too; I can get some brownie points.	Why can't she get the milk? She has arms!!

NOTE: Ask students to speculate what my night would be like if I brought all of this "baggage" home with me? It would be another negative Activating Event ready to happen!

p. By being resilient and avoiding these thinking traps, I could have made a bad day more enjoyable. Practicing resilience like this will help us in both our personal and military lives. If we avoid Thinking Traps, we will be thinking more clearly and accurately.

Check on Learning:	Conduct a check learning.
Review Summary:	Summarize the learning activity.

TLO - LSA 4. Learning Step / Activity TLO - LSA 4. Real Time Resilience.

Method of Instruction: Conference/Discussion
 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: PowerPoint Presentation
 Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.
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SHOW Slide 30 (Real Time Resilience)

a. Now we will take a look at Real Time Resilience, and how we should all strive to achieve this level of resiliency.

SHOW Slide 31 (Real Time Resilience 2)

b. Real time resilience is an internal skill which occurs when you are able to shut down counterproductive thinking and therefore enable greater concentration and focus on the task at hand. Real Time Resilience involves proving your thoughts false with evidence, thinking optimistically, and putting the situation in perspective.

SHOW Slide 32 (BG Cornum) Do not start the video at this time.

c. Brigadier General Cornum is a perfect example of a Soldier who has practiced real-time resilience. BG Cornum (then a Major) was held as a Prisoner of War for eight days in Iraq in February 1991. Cornum and seven other Soldiers were aboard a Blackhawk helicopter searching for the pilot of a downed F-16 bomber. Her Blackhawk was shot down by enemy fire, killing five Soldiers, and injuring BG Cornum and two others. Cornum dug her way out of the wreckage with two broken arms, a broken finger, a gunshot wound, torn knee ligaments, and an eye glued shut with blood. BG Cornum and the two others were apprehended by enemy forces and taken into custody. While in custody BG Cornum was assaulted and raped regularly. Her counterparts, in a different cell, were also assaulted and raped. BG Cornum was interviewed regarding her incident. BG Cornum is living proof that optimism and mental toughness can go a long way. Let's watch a portion of this interview now.

NOTE: Play video

d. Brigadier General Cornum is currently the Director of Comprehensive Soldier Fitness and Resiliency for the U.S. ArmyG-3/5/7.

SHOW Slide 33 (Real Time Resilience 3)

e. A Soldier is practicing Real Time Resilience when they have learned to identify and mitigate all thinking traps. The three skills used to practice Real Time Resilience is to use evidence to prove a thought is false, become more optimistic, and to put the situation into perspective. Underneath these bullets are a sample 'sentence-starter' you can use to begin real time resilience thinking.

f. In order to practice real-time resilience, it will take ongoing practice. Speed is not important when you're learning this skill instead, focus on accuracy of your thoughts. Over time, you will build speed and become a more resilient thinker.

SHOW Slide 34 (Real Time Resilience 4)

g. To be the most resilient Soldiers we can, we must learn to control our thoughts. There are always negative thoughts going through our mind (represented by the devil) and positive thoughts (represented by the angel). If we can filter the devil's thoughts, and focus only on the angel's thoughts, we are off to a good start. We must always ignore counterproductive thinking at all costs.

SHOW Slide 35 (Real Time Resilience Demo)

h. Let's take a look at Real Time Resilience in action. Please read the slide and understand the scenario and your job. I will demonstrate the use of Real Time Resilience. Keep in mind that this skill is internal (ie. Taking place in your mind) but for demonstration purposes we will vocalize our thoughts.

NOTE: You will give a demonstration on Real Time Resistance. As an MRT or RTA, you should feel confident in your abilities to perform this demonstration. Reiterate this scenario to the students. Inform them that they must raise their hand once they thought of a counterproductive thought. Shape your responses modeling the three Real Time Resilience Skills (evidence, optimism, and Put it in Perspective). Have Students point out which skill was being used. Demonstrate all skills at least once. Occasionally, give a response falling under one of the Thinking Traps. Allow students to identify which Thinking Trap the response fell under. Do this activity for roughly two minutes.

i. Using Real Time Resilience will enable you to get back on track when negative thoughts interfere with your goals. This skill, if used correctly, will help lower anxiety, anger and stress so you can perform well under tough circumstances. Remember, this skill is internal (it is not to be used out loud) and not used to argue with other people.

SHOW Slide 36 (Resiliency In Action) Do not play video at this time.

j. Throughout the past two hours we have learned some skills to help us in both our professional and personal lives. I'd like to end this class by showing you a video of an individual who epitomizes resilience. Listen to his story and strive to live your life like he does.

NOTE: Play video.

SHOW Slide 37 (Questions) Solicit and answer any questions.

SHOW Slide 38 (Terminal Learning Objective)

TERMINAL LEARNING OBJECTIVE

ACTION: Apply resilience skills and concepts to enhance performance and build resilience.

CONDITION: In a classroom environment, given Leaders charged with training and mentoring Soldiers operating in garrison.

STANDARD: Discuss resilience IAW The Resilience Factor, 01 Jan 2003, and the Walter Reed Army Institute of Research Protocol #1543, 30 July 2009.

Check on Learning: Conduct a check on learning.

Review Summary: During the last two hours, we have spoken about resilience and how important it is in both our personal and professional lives. I challenge each and every one of you to apply these skills in your lives and reap the benefits of doing so. Being resilient is something every good Leader must possess. Waiting for the detrimental event to happen does not reflect proactive resilient Leaders.

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

Summarize the learning activity.

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

**ARNG-SLC - Apply resilience skills and concepts
805B-PCB9T011 / Version 1.7**

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-PCB9T011 Version 1.7

Appendix D - Student Handouts

**ARNG-SLC - Apply resilience skills and concepts
805B-PCB9T011 / Version 1.7**

Sequence	Media Name	Media Type
0	SLC Resiliency Slides	PPT

Appendix E - TRAINER'S LESSON OUTLINE

ARNG-SLC - Apply resilience skills and concepts

805B-PCB9T011 / Version 1.7

DRAFT

1. The importance of this lesson: (Why)

Apply resilience skills and concepts.

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

Discuss resilience IAW the Resilience Factor, 01 January 2003, and the Walter Reed Army Institute of Research Protocol # 1543 30 July 2009.

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>
0-7679-1191-1	The Resilience Factor, Karen Reivich, Ph.D and Andrew Shatte, Ph.D	14 Oct 2003
FM 3-21.75	THE WARRIOR ETHOS AND SOLDIER COMBAT SKILLS	28 Jan 2008
FM 4-02.51	COMBAT AND OPERATIONAL STRESS CONTROL	06 Jul 2006
FM 6-22 (FM 22-100)	ARMY LEADERSHIP COMPETENT, CONFIDENT, AND AGILE	12 Oct 2006
OIF 06-08, OEF 8	Mental Health Advisory Team (MHAT) V, Office of the Surgeon, MNF-I, Office of the Surgeon General, US Army MEDCOM	14 Feb 2008
PROTOCOL 1543	Basic Training and Mental Fitness Study: Enhancing Performance and Mental Health	30 Jul 2009

Additional Non-Standard References

None

5. Resources

TIME: Time of Instruction (Time not specified)

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
7520-01-186-3605	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.