

**ARNG - SQI4- Conduct a Military Briefing  
805B-79T-2451 / Version 3.1  
Effective Date Not Assigned**

**SECTION I. ADMINISTRATIVE DATA**

|  |                      |                                    |                             |                 |               |
|--|----------------------|------------------------------------|-----------------------------|-----------------|---------------|
| <b>All Course Masters/POIs Including This Lesson</b> | <b>Courses</b>       |                                    |                             |                 |               |
|  | <u>Course Number</u> | <u>Version</u>                     | <u>Title</u>                | <u>Phase</u>    | <u>Status</u> |
|  | None                 |                                    |                             |                 |               |
|  | <b>POIs</b>          |                                    |                             |                 |               |
|  | <u>POI Number</u>    | <u>Version</u>                     | <u>Title</u>                | <u>Phase</u>    | <u>Status</u> |
|  | 805B-SQI4-001        | 4.1                                | SQI4 Non Career Recruiter   | 0               | Analysis      |
| <b>Task(s) Taught(*) or Supported</b>                | <u>Task Number</u>   |                                    | <u>Task Title</u>           |                 |               |
|  | <u>Individual</u>    |                                    |                             |                 |               |
|  | 805B-79T-3205 (*)    |                                    | Conduct a Military Briefing |                 |               |
| <b>Reinforced Task(s)</b>                            | <u>Task Number</u>   |                                    | <u>Task Title</u>           |                 |               |
|  | None                 |                                    |                             |                 |               |
| <b>Knowledge</b>                                     | <u>Knowledge Id</u>  | <u>Title</u>                       | <u>Taught</u>               | <u>Required</u> |               |
|  | 805B-K-0001          | Know Dress for Success Program     | Yes                         | Yes             |               |
|  | 805B-K-0014          | Know Microsoft Office Suite        | Yes                         | Yes             |               |
|  | 805B-K-0025          | Know Command Guidance              | Yes                         | Yes             |               |
|  | 805B-K-0076          | Know Your Audience                 | Yes                         | Yes             |               |
| <b>Skill</b>   | <u>Skill Id</u>      | <u>Title</u>                       | <u>Taught</u>               | <u>Required</u> |               |
|  | 805B-S-0007          | Operate A Computer                 | Yes                         | Yes             |               |
|  | 805B-S-0016          | Develop an Outline                 | Yes                         | Yes             |               |
|  | 805B-S-0039          | Request Resources/Training Aids    | Yes                         | Yes             |               |
|  | 805B-S-0049          | Prepare and Execute Briefings      | Yes                         | Yes             |               |
|  | 805B-S-0062          | Perform Analysis of Information    | Yes                         | Yes             |               |
|  | 805B-S-0065          | Perform Organizational Skills      | Yes                         | Yes             |               |
|  | 805B-S-0073          | Perform Problem Solving            | Yes                         | Yes             |               |
|  | 805B-S-0075          | Perform After Action Review        | Yes                         | Yes             |               |
|  | 805B-S-0027          | Utilize Active Listening           | Yes                         | Yes             |               |
|  | 805B-S-0035          | Perform Research Skills            | Yes                         | Yes             |               |
|  | 805B-S-0083          | Access Reference Army Publications | 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                           | 5 mins  | Conference/Demonstration |
| Yes             | 0 hrs                           | 45 mins | Conference/Discussion    |
| <hr/>           |                                 |         |                          |
| Total Hours:    | 1 hr                            | 0 mins  |                          |

**Test Lesson(s)**

| <u>Hours</u> | <u>Lesson Number Version</u> | <u>Lesson Title</u> |
|--------------|------------------------------|---------------------|
| None         |                              |                     |

**Prerequisite  
Lesson(s)**

| <u>Hours</u> | <u>Lesson Number Version</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> |
|---|---|-------------|
| ATTP 5-0.1 (Superseded by FM 6-0, 5 MAY 2014) | Superseded by FM 6-0, 5 MAY 2014  | 14 Sep 2011 |
| FM 5-0 (FM 101-5)                             | ARMY PLANNING AND ORDERS PRODUCTION   | 20 Jan 2005 |
| FM 6-22                                       | SUPERSEDED BY ADRP 6-22, 1 AUGUST 2012 (ALL EXCEPT APPENDIX B) AND SUPERSEDED BY ATP 6-22.1, 1 JULY 2014 (APPENDIX B, EXCEPT PARAGRAPH B-2) | 12 Oct 2006 |
| PAM 600-67 (Rescinded)                        | (Rescinded, January 15, 2013)Effective Writing for Army Leaders   | 06 Feb 1986 |
| ST 22-2                                       | Writing and Speaking Skills for Leaders at the Organizational Level   | 01 Jan 2009 |

**Student Study  
Assignment**

Read Chapter 7 of FM 6-0

**Instructor  
Requirements**

SMTC Qualified Instructor(s)

**Support  
Personnel  
Requirements**

None

**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                  | 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         |
| 7520-01-186-3605 - Marker Assortment, Tube Type  | 1:1                  | 5:1                     | No         | 0          | Yes        |
| 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:*

1. FM 6-0
2. Instructor CD

*Student Materials:*

1. FM 6-0
2. Student CD

**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<br>Classroom, Multipurpose, 1600 Square Feet, 40 Students |                 | 1:25                 | 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.

**Instructor must be familiar with Chapter 10 of ATTP 5-0.1**

**Proponent Lesson Plan Approvals**

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

## SECTION II. INTRODUCTION

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Method of Instruction: Conference/Demonstration  
Instr Type (I:S Ratio/Qty): 79T Certified Instructor (1:25/0)  
Time of Instruction: 5 mins  
Instructional Strategy: Large Group Instruction

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### Motivator

#### Show VU #1: Title Slide

As a RRNCO you are responsible not only for Recruiting Quality individuals into the ARNG, But you are also Responsible for the Retention of the Soldiers in your unit. As the RRNCO you are responsible for establishing and maintaining a partnership with your assigned unit and assist the Commanders and First Sergeant in executing the unit strength maintenance plan and attrition management program. In doing this you are going to have to brief the Command on the Unit's Retention Environment. We'll talk more about this later but right now I want to discuss Military Briefings.

#### 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:     | Conduct a military briefing to present information to ARNG leadership  |
| Conditions: | In a classroom environment, given a RWS, NGR 601-1, NG Pam 601-1, and FM 6-0 chapter 7.                        |
| Standards:  | Students must conduct a military briefing and receive a 70% or higher on a performance-based evaluation rubric |

### 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 SGT Young Hall, the designated storm shelters are: all latrines and GuardX Rooms.

### Risk Assessment

**Low - Power and Data Cables on the floor.**

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**Level**

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: Locate fire extinguisher(s) and first aid kit(s) and ensure they are functional.

**Low - Inclement Weather**

Assessment: Tornadoes or other adverse weather 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**

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**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**

You have already learned effective communication skills during the CCS class. In a future class you are going to have to brief your Unit Commander. In this block of instruction we are going to discuss what a Military Briefing includes.

**NOTE:** Remind students that DPRO will assist them to get their stats needed for the briefing. Cover the details of the Rubric with students so they understand how they will be evaluated.

## SECTION III. PRESENTATION

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TLO - LSA 1. Learning Step / Activity TLO - LSA 1. After this lesson, student will recognize the different types of Military Briefings

Method of Instruction: Conference/Discussion

Instr Type (I:S Ratio/Qty): 79T Certified Instructor (1:25/0)

Time of Instruction: 40 mins

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.

Facilitate Discussion based on the following questions:

1. What are the types of Military Briefings?

( Information Briefing, Decision Briefing, Mission, Staff Briefing)

What are some of the differences in these types of briefings?

a. An Information Brief presents facts in a form the audience can easily understand but does not include conclusions or recommendations nor does it result in decisions. You are simply giving information.

b. A decision briefing obtains the answer to a question or a decision on a course of action. The briefer presents recommended solutions from the analysis or study of a problem or problem area. Decision briefings vary in formality and level of detail depending on the commander's or decision maker's knowledge on the subject.

c. Mission Briefings are informal briefings that occur during operations or training. Briefers may be commanders, staffs, or special representatives. Mission briefings serve to convey critical mission information not provided in the plan or order to individuals or small units. Mission briefings Issue or enforce an order. They can also provide more detailed instructions or requirements, Instill a general appreciation for the mission, Review key points for an operation, Ensure participants know the mission objective, their contribution to the operation, problems, they may confront, and ways to overcome them.

d. Staff Briefings: You would use a staff briefing to inform the commander and staff of the current situation to coordinate and synchronize efforts within the unit. The individual convening the staff briefing sets the briefing agenda. Each staff element presents relevant information from their functional areas. Staff briefings facilitate information exchange, announce decisions, issue directives, or provide guidance. The staff briefing format may include characteristics of the information briefing, decision briefing, and mission briefing. The commander, deputies or assistants, chiefs of staff or executive officers, and coordinating, personal, and special staff officers often attend staff briefings. Representatives from major subordinate commands may also attend. The chief of staff or executive officer often presides over the briefing. The commander may take an active role during the briefing and normally concludes the briefing.

2. Why is it important to identify your target audience?

a. What is the size and composition? Single Service or joint? Civilians? Foreign nationals?

- b. Who are the ranking members and their official duty positions?
  - c. How well do they know the subject?
  - d. Are they generalists or specialists?
  - e. What are their interests?
  - f. What is the anticipated reaction?
3. What are the steps that you would use to construct a Military briefings?

#### COLLECT INFORMATION AND CONSTRUCT THE BRIEFING

The briefing construction varies with type and purpose. The analysis of the briefing determines the basis for this. Briefers follow these key steps to prepare a briefing:

- a. Collect materials needed.
  - b. Prepare first draft.
  
  - c. Revise first draft and edit.
  - d. Plan use of visual aids.
  - e. Practice.
4. When you are delivering your information brief, what are the three things that you must remember to include? (Introduction, Main body, Closing) What is included in each part?

##### a. Introduction

- 1. Greeting. Address the audience. Identify yourself and your organization.
- 2. Type and Classification of Briefing. Identify the type and classification of the briefing. For example, "This is an information briefing. It is classified SECRET."
- 3. Purpose and Scope. Describe complex subjects from general to specific.
- 4. Outline or Procedure. Briefly summarize the key points and general approach. Explain any special procedures (such as demonstrations, displays, or tours). For example, "During my briefing, I will discuss the six phases of our plan. I will refer to maps of our area of operations. Then my assistant will bring out a sand table to show you the expected flow of battle." The key points may be placed on a chart that remains visible throughout the briefing.

##### b. Main Body

- 1. Arrange the main ideas in a logical sequence.
- 2. Use visual aids to emphasize main points.
- 3. Plan effective transitions from one main point to the next.
- 4. Be prepared to answer questions at any time.

##### c. Closing

- 1. Ask for questions.
- 2. Briefly recap main ideas and make a concluding statement.

Check on Learning:

**Show VU #3: Check on learning**

Name the type of briefing that does not include a conclusion or recommendation.

a. **Informational Ref. ATTP 5-0.1 CHAPER 10-2**

b. Decision

c. Mission

d. Staff

Review Summary:

Military briefings are valuable assets to you the RRNCO. The four different types of briefings cover every circumstance you might encounter. You will probably use the Informational and Staff briefings the most in your recruiting effort. You need to understand the logistics of these types very well.

**Show VU #4: TLO**

**SECTION IV. SUMMARY**

|                            |                                   |
|----------------------------|-----------------------------------|
| Method of Instruction:     | Conference/Discussion             |
| Instr Type(I:S Ratio/Qty): | 79T Certified Instructor (1:25/0) |
| Time of Instruction:       | 5 mins                            |
| Instructional Strategy:    | Large Group Instruction           |

**Check on Learning**

None

**Review/ Summary**

Summarize the learning activity.

## SECTION V. STUDENT EVALUATION

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### **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 - SQI4- Conduct a Military Briefing  
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| <b>Sequence</b> | <b>Media Name</b> | <b>Media Type</b> |
|-----------------|-------------------|-------------------|
| None            |                   |                   |

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

**Appendix C - Practical Exercises and Solutions**

**PRACTICAL EXERCISE(S)/SOLUTION(S) FOR LESSON 805B-79T-2451 Version 3.1**

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**Appendix D - Student Handouts**

**ARNG - SQI4- Conduct a Military Briefing  
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| <b>Sequence</b> | <b>Media Name</b>           | <b>Media Type</b> |
|-----------------|-----------------------------|-------------------|
| 0               | Conduct a Military Briefing | PPT               |
| 0               | Conduct a Military Briefing | PPT               |

## Appendix E - TRAINER'S LESSON OUTLINE

### ARNG - SQI4- Conduct a Military Briefing

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#### DRAFT

#### 1. The importance of this lesson: (Why)

Conduct a military briefing to present information to ARNG leadership

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

Students must conduct a military briefing and receive a 70% or higher on a performance-based evaluation rubric

#### 3. Tasks to be taught

| <u>Task Number</u> | <u>Task Title</u>           | <u>Task Type</u>  |
|--------------------|-----------------------------|-------------------|
| 805B-79T-3205      | Conduct a Military Briefing | Individual TAUGHT |

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#### Additional Non-Standard Tasks

None

#### 4. References:

| <u>Reference Number</u>                       | <u>Reference Title</u>  | <u>Date</u> |
|---|---|-------------|
| ATTP 5-0.1 (Superseded by FM 6-0, 5 MAY 2014) | Superseded by FM 6-0, 5 MAY 2014  | 14 Sep 2011 |
| FM 5-0 (FM 101-5)                             | ARMY PLANNING AND ORDERS PRODUCTION   | 20 Jan 2005 |
| FM 6-22                                       | SUPERSEDED BY ADRP 6-22, 1 AUGUST 2012 (ALL EXCEPT APPENDIX B) AND SUPERSEDED BY ATP 6-22.1, 1 JULY 2014 (APPENDIX B, EXCEPT PARAGRAPH B-2) | 12 Oct 2006 |
| PAM 600-67 (Rescinded)                        | (Rescinded, January 15, 2013)Effective Writing for Army Leaders   | 06 Feb 1986 |
| ST 22-2                                       | Writing and Speaking Skills for Leaders at the Organizational Level   | 01 Jan 2009 |

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## Additional Non-Standard References

None

## 5. Resources

*TIME: Time of Instruction: 1 hr 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 |

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*AMMO: Ammunition Requirements*

| <u>DODIC</u> | <u>Name</u> |
|--------------|-------------|
| None         |             |

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*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:<br>QRT500TE Quartet        |
| 7730-01-C09-7569 | Television Large Screen, with Stereo Speakers: Regza<br>42RV530U Toshiba |

(Note: Asterisk before ID indicates a TADSS.)

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## 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.