

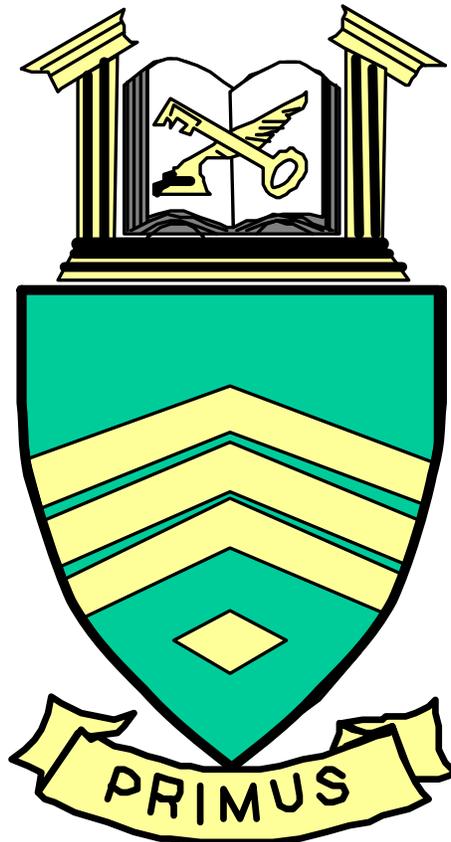
U.S. ARMY SERGEANTS MAJOR ACADEMY (FSC-TATS)

L671

OCT 04

STRESS MANAGEMENT

**TRAINING SUPPORT PACKAGE**



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## TRAINING SUPPORT PACKAGE (TSP)

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<b>TSP Number / Title</b>	L671 / Stress Management
<b>Effective Date</b>	01 Oct 2004
<b>Supersedes TSP(s) / Lesson(s)</b>	L671, Stress Management, Oct 03
<b>TSP Users</b>	521-SQIM, First Sergeant Course
<b>Proponent</b>	The proponent for this document is the Sergeants Major Academy.
<b>Improvement Comments</b>	<p>Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i>. Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to:</p> <p>COMDT USASMA ATTN ATSS DCF BLDG 11291 BIGGS FIELD FORT BLISS TX 79918-8002</p> <p>Telephone (Comm): (915) 568-8875 Telephone (DSN): 978-8875</p> <p>E-mail: <a href="mailto:atss-dcd@bliss.army.mil">atss-dcd@bliss.army.mil</a></p>
<b>Security Clearance / Access</b>	Unclassified
<b>Foreign Disclosure Restrictions</b>	This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

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## PREFACE

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**Purpose**

This Training Support Package provides the instructor with a standardized lesson plan for presenting instruction for:

**Task Number**

**Task Title**

158-100-1385

Implement Measures to Reduce Operational Stress

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This TSP  
Contains

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**Stress Management  
L671 / Version 1  
01 Oct 2004**

**SECTION I. ADMINISTRATIVE DATA**

**All Courses Including This Lesson**

<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
521-SQIM	1	First Sergeant Course

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

<u>Task Number</u>	<u>Task Title</u>
158-100-1385	Implement Measures to Reduce Operational Stress

**Reinforced Task(s)**

<u>Task Number</u>	<u>Task Title</u>
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**Academic Hours**

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

	<u>Resident Hours/Methods</u>
	2 hrs /Conference / Discussion
Test	0 hrs
Test Review	0 hrs
<b>Total Hours:</b>	<b>2 hrs</b>

**Test Lesson Number**

	<u>Hours</u>	<u>Lesson No.</u>
Testing (to include test review)		N/A

**Prerequisite Lesson(s)**

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

**Clearance Access**

Security Level: Unclassified  
Requirements: There are no clearance or access requirements for the lesson.

**Foreign Disclosure Restrictions**

This product/publication has been reviewed by the product developers in coordination with the USASMA 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>	<u>Additional Information</u>
FM 22-51	LEADERS' MANUAL FOR COMBAT STRESS CONTROL	29 Sep 1994	

**Student Study Assignments**

Before class--

- Read FM 22-51, chapters 1, 2, 4, 5, 11, Appendix A, and page E-11.

During class--

- Participate in class discussion.

After class--

- Review classroom notes and materials.
- Turn in recoverable materials.

**Instructor Requirements**

1:16, FSC graduate, served as 1SG, ITC, SGITC, and VTT-ITC (VTT only) qualified.

**Additional Support Personnel Requirements**

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
One site coordinator at each VTT site to operate the TNET equipment and coordinate classroom instruction. Must be FSC grad, served as 1SG, ITC, and SGITC qualified. (Enlisted)	1:16	3	2 hrs

**Equipment Required for Instruction**

<u>ID Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
441-06 LCD Projection System	1:16	1:1	No	1	No
6730-00-577-4813 SCREEN PROJECTION: BM-10	1:16	1:1	No	1	No
702101T134520 DELL CPU, MONITOR, MOUSE, KEYBOARD	16:16	1:1	No	1	No
7110-00-T81-1805 DRY ERASE BOARD	1:16	1:1	No	1	No
7510-01-424-4867 EASEL, (STAND ALONE) WITH PAPER	1:16	1:1	No	1	No
FSC-1 TNET COMMUNICATIONS EQUIPMENT SUITE (VTT LESSON ONLY)	1:16	1:1	No	1	No
FSC-2 TNET ROOM EQUIPMENT SUITE (VTT LESSON ONLY)	1:16	1:1	No	1	No
FSC-3 TNET AUDIO/VIDEO LINKAGE EQUIPMENT (VTT LESSON ONLY)	1:16	1:1	No	1	No
SNV1240262544393 36 - INCH COLOR MONITOR W/REMOTE CONTROL AND LUXOR STAND	1:16	1:1	No	1	No

\* Before Id indicates a TADSS

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**Materials  
Required**

**Instructor Materials:**

- VGTs: 12.
- TSP.
- FM 22-51.

**Student Materials**

- Pen or pencil and writing paper.
  - All reference material issued for this lesson.
  - FM 22-51.
- 

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

CLASSROOM XXI WITH T-NET CAPABILITY (VTT)  
CLASSROOM, GENERAL PURPOSE, 600 SF, 16 PN

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**Ammunition  
Requirements**

<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>
None					

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**Instructional  
Guidance**

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

**NOTE:** Show VGT-1 during the set-up time. Remove when you are ready to start the instruction.

Before class--

- Conduct this lesson using the Small Group Instruction method.
- Use the questions provided to generate discussion among the students at the different sites.
- Read all TSP material.
- Issue FM 22-51.

During class--

- Cover all learning objectives.
- The facilitator may need to create additional questions to ensure student participation continues throughout the lesson material.
- The DL (VTT) instructor will select an appropriate site prior to asking a student a question.

After class--

- Collect recoverable material.
  - Report any lesson discrepancies to the Chief Instructor.
-

**Proponent  
Lesson Plan  
Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
Garner, Curtiss W.	GS09	Training Specialist	
Adams, Chris L.	SGM	Chief Instructor, FSC	
Graham, Kevin L.	MSG	Chief, FSC	
Gratton, Steven M.	SGM	Chief, Functional Courses	
Bucher, George V.	GS11	Chief, CMD	
Lemon, Marion	SGM	Chief, CDDD	

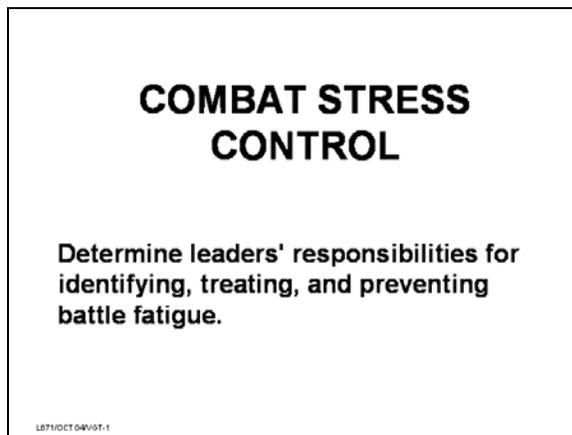
**SECTION II. INTRODUCTION**

Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio is: 1:16  
Time of Instruction: 5 mins  
Media: VGT-1

Motivator

**Camera: Main camera on the instructor. Ask each AI at the Distance Learning sites if they are prepared for training. Make sure they have FM 22-51. Ask all site coordinators if all sites are up and if the students have all reference materials.**

**SHOW VGT-1, COMBAT STRESS CONTROL**



This lesson applies specifically to your units and your missions in any level of combat intensity, whether you are combat arms, combat support, or combat service support (CSS). History shows that most battle-fatigued soldiers return to duty quickly if they rest close to their units and receive positive treatment. Restoration requires planning and coordination. Soldiers who receive treatment near the rear may never recover. In the continuous battlefield of war, even the short-term loss of many trained, combat-experienced soldiers could be disastrous.

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**Terminal Learning Objective**

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

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

<b>Action:</b>	Determine leaders' responsibilities for identifying, treating, and preventing battle fatigue.
<b>Conditions:</b>	As a first sergeant, in a classroom, given FM 22-5 and student handouts.
<b>Standards:</b>	Determine the leaders' responsibilities for identifying, treating, and preventing battle fatigue IAW FM 22-51.

**Safety Requirements**

None

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**Risk Assessment Level**

Low

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**Environmental Considerations**

**NOTE:** It is the responsibility of all soldiers and DA civilians to protect the environment from damage.

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**Evaluation**

You will take a multiple choice examination. The examination will contain questions from this and other lessons. You must correctly answer 70 percent or more of the questions on the examination to receive a GO.

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**Instructional Lead-In**

None

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**SECTION III. PRESENTATION**

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**NOTE:** Inform the students of the Enabling Learning Objective requirements.

**A. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Explain the basic concepts of stress.
<b>CONDITIONS:</b>	As a first sergeant, in a classroom, given FM 22-51.
<b>STANDARDS:</b>	Explained the basic concepts of stress IAW FM 22-51.

1. Learning Step / Activity 1. Basic concepts of stress  
Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:16  
Time of Instruction: 10 mins  
Media: VGT-2 and VGT-3

Battle fatigue and misconduct stress behaviors are preventable with strong, effective leadership. Controlling combat stress is often the deciding factor--the difference between victory and defeat--in all forms of human conflict. Stressors are a fact of combat and soldiers must face them. Stress is the body and mind's process for dealing with uncertain change and danger. Elimination of stress is both impossible and undesirable in either the Army's combat or peacetime missions.

**NOTE:** Break the class down into 3 groups/sites and assign each group/site a discussion area. Group 1, Objectives of Stress Control (para 1-2e (1) thru (3), para 1-2f (1) thru (6), and para 1-3) Group 2, Differences among the following terms: stressors, combat stress, stress appraisal, physical stressors versus mental stressors, stress behaviors, and stages of adaptation to a threaten situation (para 2-2 and 2-7), Group 3, The distinction between combat stress behaviors, misconduct behaviors, and battle fatigue (para 2-8 thru 2-10 and figures 2-2 and 2-3). Use VGT-2 and VGT-3 and the provided questions to generate discussion among the groups. Allow 5 minutes to process and 8 minutes to back brief.

QUESTION: Group 1, what are the three objectives of stress control?

ANSWER: See VGT-2 and VGT-3.

**SHOW VGT-2, THREE OBJECTIVES OF STRESS CONTROL**

**THREE OBJECTIVES OF  
STRESS CONTROL**

- To keep stress within acceptable limits for mission performance and to achieve the ideal (optimal) level of stress when feasible.
- To return stress to acceptable limits when it becomes temporarily disruptive.

LB71/OCT 04/V07.2

Ref: FM 22-51, para 1-2e(1) and (2)

**REMOVE VGT-2**

**SHOW VGT-3, THREE OBJECTIVES OF STRESS CONTROL (cont)**

**THREE OBJECTIVES OF  
STRESS CONTROL (cont)**

- To progressively increase tolerance to stress so that soldiers can endure and function under the extreme stress which is unavoidable in combat.

LB71/OCT 04/V07.3

Ref: FM 22-51, para 1-2e(3)

**NOTE:** Ensure the students discuss each bullet as it relates to their unit.

**REMOVE VGT-3**

**NOTE:** Refer the students to FM 22-51, para 1-2f(1) thru (6). Ask the following question to generate a discussion. Have the students paraphrase their answer.

What do you, as a first sergeant, do in your unit to control stress?

Army combat stress control activities must be part of everything the Army does.

Combat stress control must be a natural part of three continuums of Army life:

*responsibility, location and Army missions.*

**NOTE:** Refer the students to FM 22-51, para 1-3a, b, and c. Have the students discuss the scope of combat stress control.

**Key elements for group/site 2.** Brief backs the differences among the terms: stressors, combat stress, stress appraisal, physical stressors versus mental stressors, stress behaviors, and stages of adaptation to a threatening situation.

QUESTION: What are combat stressors?

ANSWER: Any stressors occurring during the course of combat-related duties, whether due to enemy action or other sources.

Ref: FM 22-51, para 2-2b

**NOTE:** Allow the students time to discuss topic and cite examples.

QUESTION: What determines the amount of stress a person will experience?

ANSWER: The individual's appraisal of the stressor and its context, even if that appraisal is wrong.

Ref: FM 22-51, para 2-2d

**NOTE:** Allow the students time to discuss the topic. Encourage interaction from the other groups/sites.

It is possible to make a distinction between those stressors that are physical and those, which are mental.

QUESTION: What is the difference between those stressors, which are physical, and those, which are mental?

ANSWER: A physical stressor is one that has a direct effect on the body. A mental stressor is one in which only information reaches the brain with no direct physical impact on the body.

Ref: FM 22-51, para 2-2e(1) and (2).

**NOTE:** Allow the students time to discuss the topic. Encourage interaction from the other groups/sites.

QUESTION: What are stress behaviors?

ANSWER: Stress behaviors are stress-related actions observable by others.

Ref: FM 22-51, para 2-2f

**NOTE:** Allow the students time to discuss the topic. Encourage interaction from the other groups/sites.

Combat stress is the complex and constantly changing result of all the stressors and stress processes inside the soldier as he or she performs the combat-related mission. At any given time in each soldier, stress is the result of the complex interaction of many mental and physical stressors.

QUESTION: What are the stages of adaptation to a threatening situation?

ANSWER: The stages of adaptation to a threatening situation are:

- a. Alarm.
- b. Resistance.
- c. Exhaustion.

Ref: FM 22-51, para 2-7a, b, and c

**NOTE:** Allow the students time to discuss the topic and cite examples. Encourage interaction from the other groups/sites.

**Key elements for Group/site 3.** Brief back the distinction between positive combat stress behaviors, misconduct stress behaviors, and battle fatigue. The distinction is not always clear. Indeed, the three categories of combat stress behaviors may overlap, as diagrammed in figure 2-3, on page 2-13 of FM 22-51.

**NOTE:** Ensure students refer to page 2-12, Table 2-2 and figure 2-3 during their brief back. Let the students study the different combat stress behaviors. Inform the students that Chapter 3 covers positive stress behaviors; Chapter 4 covers misconduct stress behaviors, and Chapter 5 talks about battle fatigue in detail.

**NOTE:** For ELOs B, C, and D, divide the class into three groups and assign an ELO to each group. Allow 25 minutes plus the break time for processing the information and selecting a briefer for the brief back. Allow 20 minutes for the brief back and 10 minutes for questions and group interaction. For VTT, use the same criteria except that each site will be a group. Use the VGTs and the questions provided to generate student discussion.

#### CHECK ON LEARNING:

QUESTION: How many objectives of stress control are there and what are they?

ANSWER: There are three objectives of stress control:

- a. Keep stress within acceptable limits for mission performance.
- b. Return stress to acceptable limits when it becomes disruptive.
- c. Progressively increase tolerance to stress so that soldiers can endure and function in extreme stress in combat.

Ref: FM 22-51, para 1-2e(1) thru (3)

QUESTION: What are the three categories of combat stress behaviors?

ANSWER: The three combat stress behavior categories are:

- a. Positive combat stress behaviors.
- b. Misconduct stress behaviors and criminal acts.
- c. Battle fatigue.

Ref: FM 22-51, p. 2-12, Table 2-2

**NOTE:** For ELOs B, C, and D, divide the class into three groups and assign an ELO to each group. Allow 25 minutes plus the break time for processing the information and selecting a briefer for the brief back. Allow 20 minutes for the brief back and 10 minutes for questions and group interaction. For VTT, use the same criteria except that each site will be a group. Use the VGTs and the questions provided to generate student discussion.

**B. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Discuss the normal, common signs, and the warning (more serious) signs of battle fatigue.
<b>CONDITIONS:</b>	As a first sergeant, in a classroom, given FM 22-51.
<b>STANDARDS:</b>	Discussed the normal, common signs, and the warning (more serious) signs of battle fatigue, IAW FM 22-51.

1. Learning Step / Activity 1. Warning signs of battle fatigue  
 Method of Instruction: Conference / Discussion  
 Technique of Delivery: Small Group Instruction (SGI)  
 Instructor to Student Ratio: 1:16  
 Time of Instruction: 15 mins  
 Media: VGT-4

First, we must understand what battle fatigue is all about.

QUESTION: What is battle fatigue?

ANSWER: Battle fatigue is the U.S. Army's term for combat stress symptoms and reactions that feel unpleasant interfere with mission performance, and treated with reassurance, rest, replenishment of physical needs, and activities, which restore confidence.

Ref: FM 22-51, para 5-1

**NOTE:** Have students discuss para 5-1a, b, and c. Ensure students cover the key elements listed below.

We use the term battle fatigue whether the signs occur in a new soldier or in a veteran after months of combat duty. The signs may start before shooting stars, during the action, or in a letdown period before further action. They can occur in headquarters and in CSS soldiers who are not themselves under fire but are performing demanding duties under the threat of danger or serious injury.

QUESTION: What is the contributing factors which cause battle fatigue?

ANSWER: The contributing factors that cause battle fatigue are:

- a. Sudden exposure.
- b. Cumulative exposure.
- c. Physical stressors and stress symptoms.
- d. Home front and other existing problems.

Ref: FM 22-51, para 5-2

**NOTE:** Have the students discuss para 5-2a thru d and give examples of each.

Now, let's get into the specifics of battle fatigue. There are three classifications of warning signs of battle fatigue; 1. Normal; 2. Common; and 3. More serious.

**SHOW VGT-4, SIGNS/SYMPTOMS BATTLE FATIGUE**



Ref: FM 22-51, para 5-3a thru g

**NOTE:** The briefer should discuss each bullet and summarize the signs/symptoms as described in each subparagraph. Allow interaction among the groups.

**CHECK ON LEARNING:**

QUESTION: What causes battle fatigue?

ANSWER: Some of the factors that cause battle fatigue are:

- a. Sudden exposure.
- b. Cumulative exposure.
- c. Physical stressors and stress symptoms.
- d. Home front and existing problems.

Ref: FM 22-51, para 5-2

QUESTION: Name four of the seven signs/symptoms of battle fatigue.

ANSWER: The seven signs/symptoms of battle fatigue are:

- a. Simple fatigue.
- b. Anxious.
- c. Depressed.
- d. Memory loss.
- e. Physical function disorder.
- f. Psychosomatic forms.
- g. Disruptive forms.

Ref: FM 22-51, para 5-3

**C. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Explain the six sublabels of battle fatigue (light and heavy, duty and rest, hold and refer) in terms of where to treat or send the soldier.
<b>CONDITIONS:</b>	As a first sergeant, in a classroom, given FM 22-51.
<b>STANDARDS:</b>	Explained the six sublabels of battle fatigue (light and heavy, duty and rest, hold and refer) in terms of where to treat or send the soldier IAW FM 22-51.

1. Learning Step / Activity 1. Battle Fatigue Sublabels

Method of Instruction: Conference / Discussion

Technique of Delivery: Small Group Instruction (SGI)

Instructor to Student Ratio: 1:16

Time of Instruction: 20 mins

Media: VGT-5 and VGT-6

QUESTION: What is sublabeling of battle fatigue solely based on?

ANSWER: Battle fatigue sublabeling determines where the soldier receives treatment.

Ref: FM 22-51, para 5-4d



### **THE BACK BRIEF KEY ELEMENTS ARE:**

The labels light and heavy, duty and rest, hold and refer, when added to the label battle fatigue, are nothing more than a shorthand or brevity code for saying where the soldier will receive treatment.

There is no easy rule for deciding whether a warning sign makes the soldier a case of light or heavy battle fatigue. That will require judgment based on what the leader and, perhaps, the unit medic know about the individual soldier: what has happened to the soldier; how the soldier responds to helping actions; what is likely to happen to the unit next; and what resources are available to the unit.

Battle fatigued soldiers who return to their units do not have a higher rate of battle fatigue than other soldiers do.

### **REMOVE VGT-6**

#### **CHECK ON LEARNING:**

QUESTION: The label "duty" applies to which soldiers?

ANSWER: It applies to those seen by a physician or physician assistant but who can undergo treatment immediately and return to duty in their small unit.

Ref: FM 22-51, para 5-4e(3)

QUESTION: The label "rest" applies to which soldiers?

ANSWER: It applies to those who must go to their unit's nonmedical CSS elements for brief rest and light duties.

Ref: FM 22-51, para 5-4e(4)

QUESTION: The label "hold" applies to which soldiers?

ANSWER: It applies to those who the triage officer can hold for treatment at his or her own medical treatment facility.

Ref: FM 22-51, para 5-4e(5)

**D. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Discuss the principles of preventing battle fatigue.
<b>CONDITIONS:</b>	As a first sergeant, in a classroom, given FM 22-51.
<b>STANDARDS:</b>	Discussed the principles of preventing battle fatigue IAW FM 22-51.

1. Learning Step / Activity 1. Preventing Battle Fatigue  
Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:16  
Time of Instruction: 30 mins  
Media: VGT-7 thru VGT-9

In combat, battle fatigue is inevitable, but high battle fatigue casualty rates are not. By knowing the factors in the tactical and overall situation that increase battle fatigue, leaders and unit members can take action to counteract those factors. We know that stress plays a major role in the outcome of the unit's mission.

**QUESTION:** What can you, as a first sergeant, do to overcome the stressors of the battlefield?

**ANSWER:** To overcome the stressors of the battlefield, the first sergeant/leader can overcome the stressors by:

1. Performing tough realistic training that builds confidence.
2. Looking out for each other.

Ref: FM 22-51, para 11-1

**QUESTION:** What actions compose the leader's role in training battle fatigue prevention?

**ANSWER:** See VGT-7

## SHOW VGT-7, LEADER'S ROLE

### LEADER'S ROLE

- Know which situations or events increase stress/battle fatigue.
- Compensate by reducing other stressors.
- Take corrective actions.
- Get advice from mental health personnel and/or combat stress control personnel.

LE710CT 04V/07.7

Ref: FM 22-51, para 11-2a and b

**NOTE:** Allow for student discussion/interaction.

### REMOVE VGT-7

Unit leaders and unit members can control stress by assisting one another.

They need to recognize stress.

QUESTION: What are some ways by which leaders and unit members can assist one another in controlling stress?

ANSWER: They can assist one another in controlling stress by:

- a. Sharing feelings and ventilating about their experiences.
- b. Encouraging each other to talk things out.
- c. Encouraging junior leaders to talk freely about their feelings.
- d. Using the chaplain as a sounding board.

Ref: FM 22-51, para 11-3a and b

QUESTION: What can the individual do to control combat stress?

ANSWER: See VGT-8.

## SHOW VGT-8, INDIVIDUAL'S ROLE

### INDIVIDUAL'S ROLE

- Drink enough fluid, eat enough food, and attempt to get rest.
- Learn at least two relaxation techniques.
- Use relaxation techniques only at tactically appropriate times.
- Share feelings constructively.
- Plan ahead, prepare for the mission, and ensure readiness.

LB710CT 04V078

Ref: FM 22-51, para 11-4a thru e

**NOTE:** Ensure students discuss and talk about their experiences with controlling combat stress.

### REMOVE VGT-8

QUESTION: How would you prevent misconduct stress behaviors?

ANSWER: See VGT-9.

## SHOW VGT-9, MISCONDUCT STRESS BEHAVIOR PREVENTION

### MISCONDUCT STRESS BEHAVIOR PREVENTION

- Clearly state and teach the standards of conduct.
- Emphasize national, Army, and unit pride.
- Clearly state and consistently enforce the rules and regulations.
- Set the personal example.
- Report all violations.

LB710CT 04V079

Ref: FM 22-51, para 11-5a thru i

### REMOVE VGT-9

**CHECK ON LEARNING:**

QUESTION: What are two of the actions a leader has in training battle fatigue prevention?

ANSWER: The actions a leader has in training battle fatigue prevention are:

- a. Know what situations or events increase stress/battle fatigue.
- b. Compensate by reducing other stressors.
- c. Take corrective actions.
- d. Get advice from mental health personnel.

Ref: FM 22-51, para 11-2.

QUESTION: Name at least three things an individual can do to control combat stress.

ANSWER: Individual's actions to help control combat stress are:

- a. Drink enough fluid.
- b. Know at least two relaxation techniques.
- c. Use relaxation techniques at appropriate times.
- d. Share feelings constructively.
- e. Plan ahead, prepare for mission, and ensure readiness.

Ref: FM 22-51, para 11-4.

**NOTE:** For ELO E, break the class into three groups and assign each group to discuss the information on one of the last three VGTs (VGT-10, 11 and 12). Refer the students to the appropriate reference in Appendix A. For the VTT, each site will be a group. Use the VGTs and the questions provided to generate student discussion, if necessary. Allow 5 minutes for processing time and 10 minutes for brief back time.

**E. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Discuss the leader's actions to offset battle fatigue risk factors.
<b>CONDITIONS:</b>	As a first sergeant, in a classroom, given FM 22-51.
<b>STANDARDS:</b>	Discussed the leader's actions to offset battle fatigue risk factors, IAW FM 22-51, Appendix A-1 thru A-3.

1. Learning Step / Activity 1. Offsetting battle fatigue risk factors  
Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:14  
Time of Instruction: 16 mins  
Media: VGT-10 thru VGT-12

Let's discuss the leader's actions to offset battle fatigue risk factors.

**SHOW VGT-10, OFFSET FOR BATTLE FATIGUE RISK FACTORS**

**OFFSET FOR BATTLE  
FATIGUE RISK FACTORS**

- **Stabilize the home front.**
- **Promote unit cohesion.**
- **Conduct tough, realistic training.**
- **Prepare the unit to endure battle losses.**

LE71/OCT 04/VGT-10

Ref: FM 22-51, App A, I thru V

**NOTE:** Allow the students time to discuss each of the bullets. Ensure students give examples of applying these leader actions as first sergeants.

**REMOVE VGT-10**

**SHOW VGT-11, OFFSET FOR BATTLE FATIGUE RISK FACTORS (cont)**

**OFFSET FOR BATTLE FATIGUE  
RISK FACTORS (cont)**

- **Train troops in active defense against these threats.**
- **Recognize static, heavy fighting and institute protective measures.**
- **Keep information flowing.**
- **Prepare troops for NBC threat contingencies.**

LB710CT 04V05-11

Ref: FM 22-51, App A, VI thru IX

**NOTE:** Allow the students time to discuss each of the bullets.

**REMOVE VGT-11**

**SHOW VGT-12, OFFSET FOR BATTLE FATIGUE RISK FACTORS (cont)**

**OFFSET FOR BATTLE  
FATIGUE RISK FACTORS  
(cont)**

- **Practice sleep discipline and sleep planning.**
- **Protect the physical well-being of the troops.**
- **Assure physical fitness.**
- **Recognize and manage the “older veteran” or “short-timer” syndrome.**

LB710CT 04V05-12

Ref: FM 22-51, App A, X thru XII

**NOTE:** Allow the students time to discuss each of the bullets.

## CHECK ON LEARNING:

QUESTION: What can you do to offset the risk of problems and uncertainties in the home front?

ANSWER: To offset the risk of problems and uncertainties in the home front you can:

- a. Help families develop unit identity and a support system.
- b. Reduce problems of a rapid mobilization and deployment.
- c. Prepare families in theater of operations for the noncombatant evacuation operation (NEO) plan (if overseas).

Ref: FM 22-51, App A, p A1, I

QUESTION: How can you offset the first exposure to a major combat stressor risk factor?

ANSWER: You can offset the first exposure to a major combat stressor risk factor by:

- a. Building the soldier's confidence.
- b. Seeking out challenging and difficult environments for training (train as you fight).
- c. Emphasizing that the result should be a success.

Ref: FM 22-51, App A, p A1, III

QUESTION: How can you offset the casualties in the unit risk factor?

ANSWER: You can offset the casualties in the unit risk factor by:

- a. Talking frankly and preparing for the possibility of casualties, both wounded in action and killed in action.
- b. Practicing casualty care and evacuation routinely.
- c. Conducting memorial services.

Ref: FM 22-51, App A, p A1, IV

REMOVE VGT-12

**SECTION IV. SUMMARY**

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:16</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

**Check on Learning**

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The check on learning questions for each Learning Step/Activity serve as the check on learning for this TSP.

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**Review / Summarize Lesson**

This concludes the class on Combat Stress Control. You should remember that soldiers must train for battle to achieve victory, with the fewest casualties. A significant part of their training must include learning to cope with stress. Leaders must learn to cope with stress within them, as well as learn to manage stress in their units. Using stress-coping and stress-managing techniques in combat help conserve fighting strength.

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**SECTION V. STUDENT EVALUATION**

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**Testing Requirements**

**NOTE:** Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan.

You will take a multiple choice examination. The examination will contain questions from this and other lessons. You must correctly answer 70 percent or more of the questions on the examination to receive a GO.

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**Feedback Requirements**

**NOTE:** Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.

You will participate in an After Action Review (AAR) immediately following the examination for this particular lesson.

---

Terminal Learning Objective

VGT-1, Combat Stress Control

# **COMBAT STRESS CONTROL**

**Determine leaders' responsibilities for identifying, treating, and preventing battle fatigue.**

L671/OCT 04/VGT-1

## **THREE OBJECTIVES OF STRESS CONTROL**

- **To keep stress within acceptable limits for mission performance and to achieve the ideal (optimal) level of stress when feasible.**
- **To return stress to acceptable limits when it becomes temporarily disruptive.**

## **THREE OBJECTIVES OF STRESS CONTROL (cont)**

- **To progressively increase tolerance to stress so that soldiers can endure and function under the extreme stress which is unavoidable in combat.**

Enabling Learning Objective B

Learning Step 1

VGT-4, Signs/Symptoms of Battle Fatigue

# **SIGNS/SYMPTOMS BATTLE FATIGUE**

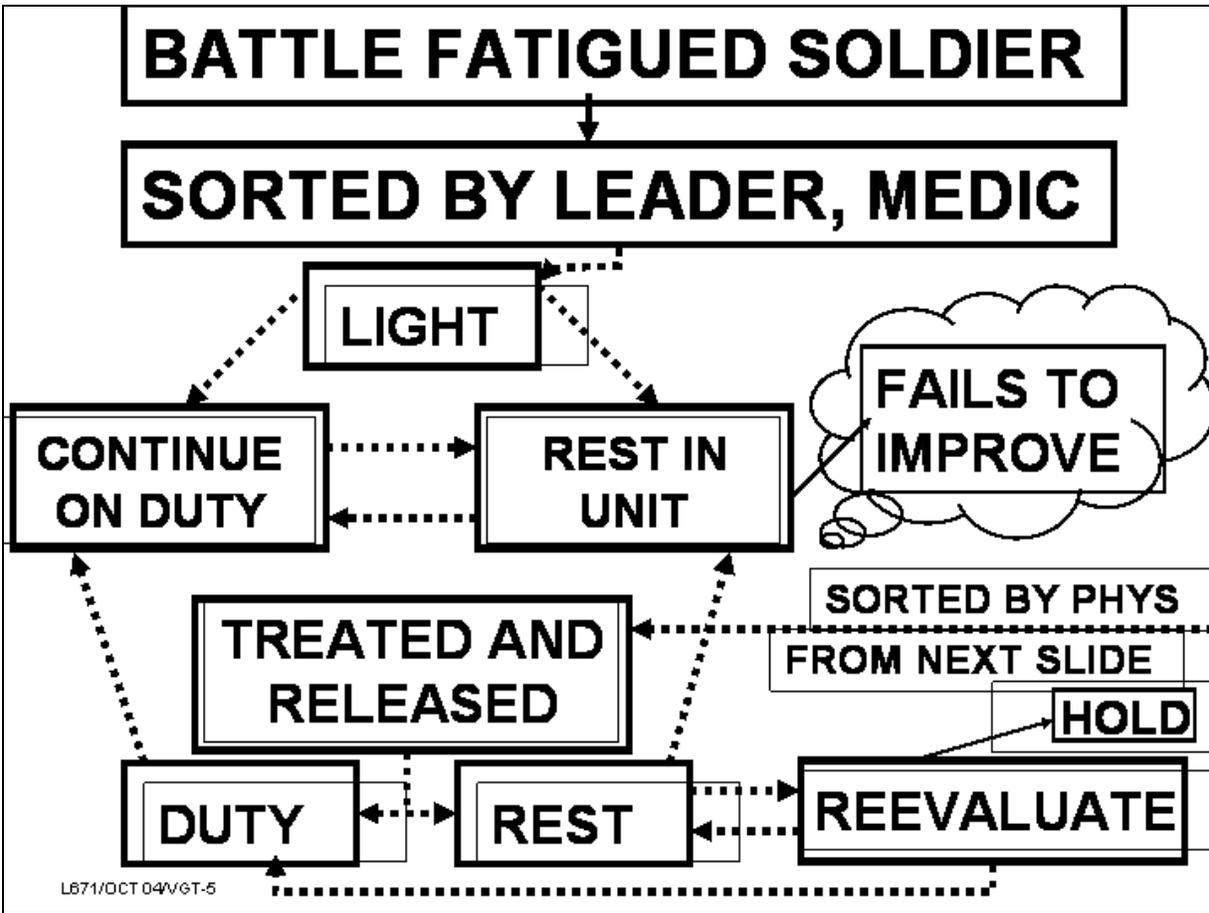
- **Simple fatigue.**
- **Anxious.**
- **Depressed.**
- **Memory loss.**
- **Physical function disturbance.**
- **Psychosomatic forms.**
- **Disruptive forms.**

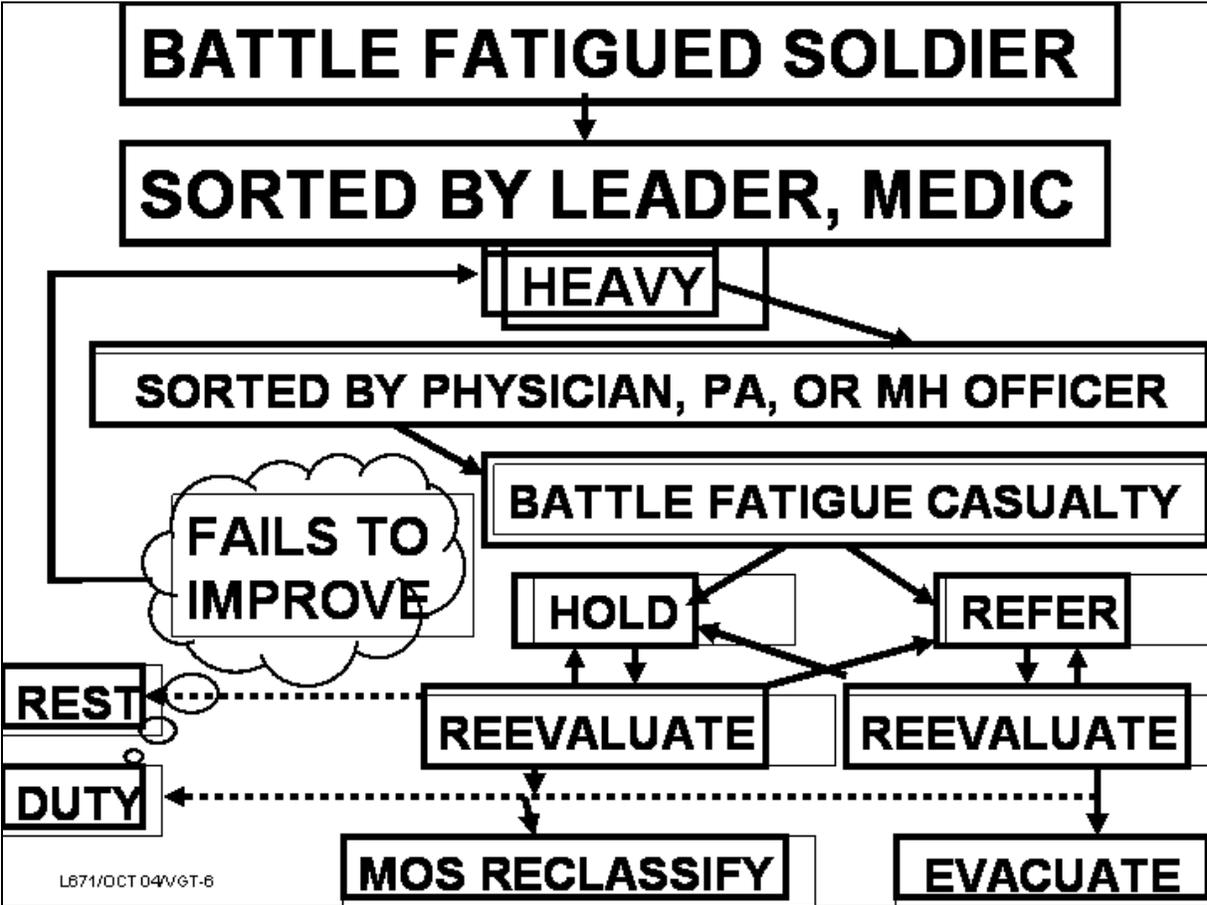
L671/OCT 04/VGT-4

Enabling Learning Objective C

Learning Step 1

VGT-5, Battle Fatigued Soldier-1





Enabling Learning Objective D

Learning Step 1

VGT-7, Leader's Role

## **LEADER'S ROLE**

- **Know which situations or events increase stress/battle fatigue.**
- **Compensate by reducing other stressors.**
- **Take corrective actions.**
- **Get advice from mental health personnel and/or combat stress control personnel.**

L671/OCT 04/VGT-7

# **INDIVIDUAL'S ROLE**

- **Drink enough fluid, eat enough food, and attempt to get rest.**
- **Learn at least two relaxation techniques.**
- **Use relaxation techniques only at tactically appropriate times.**
- **Share feelings constructively.**
- **Plan ahead, prepare for the mission, and ensure readiness.**

L671/OCT 04/VGT-8

# **MISCONDUCT STRESS BEHAVIOR PREVENTION**

- **Clearly state and teach the standards of conduct.**
- **Emphasize national, Army, and unit pride.**
- **Clearly state and consistently enforce the rules and regulations.**
- **Set the personal example.**
- **Report all violations.**

L671/OCT 04/VGT-9

Enabling Learning Objective E

Learning Step 1

VGT-10, Offset for Battle Fatigue Risk Factor

# **OFFSET FOR BATTLE FATIGUE RISK FACTORS**

- **Stabilize the home front.**
- **Promote unit cohesion.**
- **Conduct tough, realistic training.**
- **Prepare the unit to endure battle losses.**

L871/OCT 04/VGT-10

## **OFFSET FOR BATTLE FATIGUE RISK FACTORS (cont)**

- **Train troops in active defense against these threats.**
- **Recognize static, heavy fighting and institute protective measures.**
- **Keep information flowing.**
- **Prepare troops for NBC threat contingencies.**

## **OFFSET FOR BATTLE FATIGUE RISK FACTORS (cont)**

- **Practice sleep discipline and sleep planning.**
- **Protect the physical well-being of the troops.**
- **Assure physical fitness.**
- **Recognize and manage the “older veteran” or “short-timer” syndrome.**

**Appendix B Test(s) and Test Solution(s) (N/A)**

**Appendix C Practical Exercises and Solutions (N/A)**

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**HANDOUTS FOR LESSON 1: L671 version 1**

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This appendix contains the items listed in this table--

<b>Title/Synopsis</b>	<b>Pages</b>
SH-1, Advance Sheet	SH-1-1
SH-2. Student Notes	SH-2-1 to SH-2-4

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# Student Handout 1

## Advance Sheet for L671

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**Lesson Hours** This lesson consists of two hours of small group instruction.

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**Overview** Soldiers in our smaller, force-projection Army will face stressful situations in all of the dimensions of Army Operations. Battle fatigue casualties decrease when morale, unit cohesion, leadership, and training are strong. This lesson will provide you with additional tools to implement a program to combat battlefield stress. This lesson consists of a before class reading assignment, and a classroom discussion.

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**Learning Objective** Terminal Learning Objective (TLO).

<b>Action:</b>	Determine leaders' responsibilities for identifying, treating, and preventing battle fatigue.
<b>Conditions:</b>	As a first sergeant in a classroom, given FM 22-51.
<b>Standards:</b>	Determine the leaders' responsibilities for identifying, treating, and preventing battle fatigue IAW FM 22-51.

- ELO A** Explain the basic concepts of stress.  
**ELO B** Discuss the normal, common signs, and the warning (more serious) signs of battle fatigue.  
**ELO C** Explain the six sublabels of battle fatigue (light and heavy, duty and rest, hold and refer) in terms of where to treat or send the soldier.  
**ELO D** Discuss the principles of preventing battle fatigue.  
**ELO E** Discuss the leaders' actions to offset battle fatigue risk factors.
- 

**Assignment** The student assignments for this lesson are:

- Read FM 22-51, chapters 1, 2, 4, 5, 11, Appendix A, and page E-11 before class.

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**Additional Subject Area Resources** None

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**Bring to Class**

- AR 22-51.
- Student Handouts 1 and 2.
- Pen or pencil and writing paper.

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