

TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	W222 / Combat Orders
Effective Date	01 Oct 2003
Supersedes TSP(s) / Lesson(s)	M201, Combat Orders, Mar 00 M201-RC, Combat Orders, Jun 01
TSP Users	400-00-PLDC (RC) Primary Leadership Development Course (RC) Phase II 400-PLDC (AC) Primary Leadership Development Course (AC)
Proponent	The proponent for this document is the Sergeants Major Academy.
Improvement Comments	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: COMDT USASMA ATTN ATSS D BLDG 11291 BIGGS FIELD FORT BLISS TX 79918-8002 Telephone (Comm): (915) 568-8875 Telephone (DSN): 978-8875 e-mail: atss-dcd@bliss.army.mil
Security Clearance / Access	Unclassified
Foreign Disclosure Restrictions	FD5. 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.

PREFACE

Purpose

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

Task Number

Task Title

Individual

071-326-3049	CONDUCT TROOP-LEADING PROCEDURES FOR AN OPERATION
071-326-5502	ISSUE A FRAGMENTARY ORDER
071-326-5503	ISSUE A WARNING ORDER
071-326-5505	ISSUE AN ORAL OPERATION ORDER
071-326-5626	Prepare an Oral Operations Order
071-990-0004	Conduct Pre-combat Checks

This TSP
Contains

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**Combat Orders
W222 / Version 1
01 Oct 2003**

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson	<u>Course Number</u> 400-PLDC	<u>Version</u> 1	<u>Course Title</u> Primary Leadership Development Course
Task(s) Taught(*) or Supported	<u>Task Number</u> <u>Individual</u>	<u>Task Title</u>	
	071-326-3049 (*)	CONDUCT TROOP-LEADING PROCEDURES FOR AN OPERATION	
	071-326-5502 (*)	ISSUE A FRAGMENTARY ORDER	
	071-326-5503 (*)	ISSUE A WARNING ORDER	
	071-326-5505 (*)	ISSUE AN ORAL OPERATION ORDER	
	071-326-5626 (*)	Prepare an Oral Operations Order	
	071-990-0004 (*)	Conduct Pre-combat Checks	
Reinforced Task(s)	<u>Task Number</u>	<u>Task Title</u>	
	None		
Academic Hours	The academic hours required to teach this lesson are as follows:		
		<u>Resident Hours/Methods</u>	
		3 hrs / Conference / Discussion	
		1 hr / Practical Exercise (Performance)	
	Test	0 hrs	
	Test Review	0 hrs	
	Total Hours:	4 hrs	
Test Lesson Number		<u>Hours</u>	<u>Lesson No.</u>
	Testing (to include test review)	25 mins	WE03-REV version 1
		2 hrs	WE03-TES version 1
Prerequisite Lesson(s)	<u>Lesson Number</u>	<u>Lesson Title</u>	
	W221	Map Reading	
Clearance Access	Security Level: Unclassified Requirements: There are no clearance or access requirements for the lesson.		
Foreign Disclosure Restrictions	FD5. 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 7-8	INFANTRY RIFLE PLATOON AND SQUAD	22 Apr 1992	w/ch 1 Mar 2001

Student Study Assignments

Before class, read the following--

- SH-1, Advance Sheet
- SH-2, Extracts material from FM 7-8
- SH-3, Extracted material from Task Number 071-990-0004, Conduct Pre combat checks

During class--

- Participate in classroom discussions.
- Complete PE-1, PE-2, PE-3, and PE-4.

After class--

- Turn in recoverable reference materials.

Instructor Requirements

1:8, SSG, PLDC graduate, ITC, and SGITC qualified

Additional Support Personnel Requirements

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

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>
5630-00-T18-6099 PROJECTOR, OVERHEAD	1:8	1:1	No	2	No
6730-00-577-4813 SCREEN PROJECTION: BM-10	1:8	1:1	No	1	No
6850-00-161-6203 STICK, CAMOUFLAGE	1:8	1:1	No	20	No
7110-00-132-6651 CHALKBOARD	1:8		Yes	2	No
7510-01-424-4867 EASEL, (STAND ALONE) WITH PAPER	1:8	1:1	No	1	No
USASMA-8 WHITE BOARD W/MARKERS AND ERASER	1:8	1:1	No	2	No

* Before Id indicates a TADSS

**Materials
Required**

Instructor Materials:

- TSP
- Viewgraphs: 34

Student Materials:

- SH-1, Advance Sheet.
- SH-2, Extracted material from FM 7-8.
- SH-3, Extracted material from Task Number 071-990-004.
- Pen or pencil and writing paper.

NOTE: Issued Handouts to student during inprocessing.

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

GEN CLRM, 1080 SF, 16 PN
GENERAL INSTRUCTION BUILDING, 1000SF, 18PN

**Ammunition
Requirements**

<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr 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.

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

Before class--

- Read and study all TSP material and be ready to conduct the class.
- This TSP has questions throughout to check learning or generate discussion among the group members. You may add any questions you deem necessary to bring a point across to the group or expand on any matter discussed.
- You must know the information in this TSP well enough to teach from it, not read from it.
- This TSP presents references at the beginning of some of the paragraphs. This allows you to inform your students of where they should look in the reference to follow your instruction.

During class--

- Provide the students PE-1, PE-2, PE-3, and PE-4 in Appendix C.
- Detail one soldier to be a demonstrator, and provide him with the following equipment, for the instruction of conducting pre combat checks of personnel. Insure soldier wears the equipment as prescribed by the NCOA SOP. Provide demonstrator camouflage sticks and material to camouflage his weapon and helmet.

-
- Helmet, ballistic with camouflage cover.
 - Canteen, 1 quart and cover with water (2 each).
 - Case small arms (2 each).
 - Magazines (6) (blank ammunition not required).
 - Pistol Belt, suspenders, and first-aid pouch.
 - Protective mask with decontamination kit.
 - Rifle, Rubber or M16A2.

After class--

- Collect all recoverable materials after the examination for this lesson.
-

**Proponent
Lesson Plan
Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
/s/ Joralmon, Grace			
/T/ Joralmon, Grace	CIV	Training Specialist	01 Oct 2003
/s/ Barnes, Ronnie G.			
/T/ Barnes, Ronnie G.	MSG	Course Chief, PLDC	01 Oct 2003
/s/ Barnes, Ronnie G.			
/T/ Lawson, Brian H.	SGM	Chief, NCOES	01 Oct 2003
/s/ Mays, Albert J.			
/T/ Mays, Albert J.	SGM	Chief CDDD	01 Oct 2003

SECTION II. INTRODUCTION

Method of Instruction: Conference / Discussion
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio is: 1:8
 Time of Instruction: 5 mins
 Media: None

Motivator

As leaders, you must survive, fight, and win on the battlefield. At times, you will have to shoot, move, communicate, secure and sustain, and do it very quickly. As you do these things, you will be receiving and issuing combat orders almost constantly. The way you receive and issue these orders can determine whether you and your soldiers survive or die. These orders must be simple, direct, complete, and timely. You must be consistent and thorough because the way your soldiers execute--based on the orders you give--will have a definite impact on the success or failure of your missions.

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:	Implement a Squad Level Combat Order.
Conditions:	In a classroom environment, culminating in a situational training exercise, and given a platoon operation order in a simulated combat condition.
Standards:	Implemented a squad level combat order by— <ul style="list-style-type: none"> • Conducting troop-leading procedures. • Ensuring the conduct of precombat checks. • Identifying three types of combat orders: <ul style="list-style-type: none"> - Operation order (OPORD) - Warning order (WARNO), and - Fragmentary order (FRAGO) • Interpreting the commander's intent of a combat order in accordance with FM 7-8.

Safety Requirements

Instructors act as safety instructors during the conduct of all training. Ensure students observe safe practices at all times. If conducting the practical exercise outside, take precautions dependent on the weather. Training area should be generally flat and free from debris.

Risk Assessment Level

Low - Determined by Instructor

Environmental Considerations

NOTE: It is the responsibility of all soldiers and DA civilians to protect the environment from damage.
None

Evaluation

You will take a written examination. The examination will contain questions from this lesson. You must correctly answer 70 percent or more of the questions on the examination to receive a GO.

NOTE: Inform the students where their examinations will take place as posted on the training schedule and when they will receive feedback on the tests. Include any retest information.

During this lesson you will complete four practical exercises. The first PE will evaluate your ability to conduct pre-combat checks. You will perform this PE prior to and during the Situational Training Exercise (STX). The second PE will evaluate your ability to extract a squad order from the platoon order. The third PE will evaluate your ability to determine the commander's intent from the operation order, and the fourth PE will evaluate your ability to extract a squad fragmentary order from the platoon's fragmentary order. The PEs will not affect your academic rating for the course.

During the field training exercise, your ability to interpret and issue combat orders and to conduct troop-leading procedures is part of your demonstrated leadership evaluation.

Instructional Lead-In

To be an effective leader, you must plan, prepare, and coordinate for a mission. In a combat environment you will be responsible for planning and executing a combat mission. Knowing how to prepare and issue combat orders will help you be successful as a leader.

During this lesson we will discuss three types of combat orders-- warning order (WARNO), operation order (OPORD), and fragmentary order (FRAGO).

Our objective is to provide you with an understanding of combat orders and procedures for issuing these orders. In addition, we will show you a valuable tool as a leader, "Troop-Leading Procedures." Troop-leading procedures help ensure you don't overlook anything important when preparing for any type of tactical mission. Troop-leading procedures will serve as the basis for your tactical leadership evaluation.

SECTION III. PRESENTATION

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

A. ENABLING LEARNING OBJECTIVE

ACTION:	Identify three types of combat orders: operation order (OPORD), warning order (WARNO), and fragmentary order (FRAGO).
CONDITIONS:	In a classroom environment culminating in a situational training exercise and given a squad.
STANDARDS:	Identified the three types of combat orders <ul style="list-style-type: none">• Operations order(OPORD)• Warning order (WARNO)• Fragmentary order (FRAGO) in accordance with FM 7-8.

1. Learning Step / Activity 1. Combat Orders
 - Method of Instruction: Conference / Discussion
 - Technique of Delivery: Small Group Instruction (SGI)
 - Instructor to Student Ratio: 1:8
 - Time of Instruction: 1 hr
 - Media: VGT-1 thru VGT-9

Combat Orders

Ref: FM 7-8, Chapter 2 or SH-2

The first type of combat order we will discuss is the operation order. This will serve as a foundation for the other types of orders to follow.

QUESTION: What is an operation order?

ANSWER: A directive issued by the leader to his subordinate leaders in order to effect the coordinated execution of a specific operation.

Ref: SH-2, page SH-2-9, para 2-3

Let's discuss the five paragraphs of an OPORD.

NOTE: Have students refer to SH-2, pages SH-2-9 through SH-2-16.

Para 1, Situation

QUESTION: What is the first paragraph of the operation order?

ANSWER: The situation.

NOTE: When you show VGT-1, uncover each bullet when the students answer the questions asked.

SHOW VGT-1, SITUATION

SITUATION

- **ENEMY FORCES**
 - Composition, disposition, strength, capabilities and most probable course of action.
- **FRIENDLY FORCES**
 - Mission and action of units two levels up and flank units.
- **ATTACHMENTS & DETACHMENTS**
 - Who they are and the time effected.

W222/OCT 03/VGT-1

QUESTION: What does the situation paragraph tell us?

ANSWER: Information essential to the subordinate leader's understanding of the situation. Information on enemy forces, friendly forces, and attachments and detachments.

Ref: SH-2, pages SH-2-9 and SH-2-10, Fig 2-2, 1a thru 1c

QUESTION: What information about enemy forces does it tell us?

ANSWER: Disposition, composition, capabilities, and strength most probable course of action.

Ref: SH-2, page SH-2-9, Fig 2-2, Annotated Format 1a(1) thru (3)

QUESTION: What information about friendly forces does it give us?

ANSWER: A verbatim statement of the higher unit commander's mission statement and the mission of the units left, right, forward, and rear.

Ref: SH-2, page SH-2-10, Fig 2-2, Annotated Format 1b thru 1b(6)

QUESTION: What information on attachments and detachments does the situation paragraph provide?

ANSWER: Units attached or detached from the platoon, and effective time of attachment/detachment.

Ref: SH-2, page SH-2-10, Fig 2-2, Annotated Format 1c

REMOVE VGT- 1

NOTE: Have a student read the situation paragraph from Fig 2-2, Example Oral (Defend), page SH-2-9.

This is the situation paragraph of an operation order.

QUESTION: What does this paragraph tell us about the enemy?

ANSWER:

- Composition (light battalion).
- Location (east side Comanche Rd).
- Movement (traveling SSW).
- Strength (85%).

Para 2, Mission

QUESTION: What is the second paragraph of an operation order?

ANSWER: The mission paragraph.

Ref: SH 2, page SH-2-10, Fig 2-2, Annotated Format 2

QUESTION: What information does the mission paragraph give you?

ANSWER: It states the mission in a clear, concise statement of the tasks to accomplish. It contains the "who" (unit), the "what" (attack, defend, delay, etc.), the "when" (date and time group), the "why" (seize, prevent, penetration of positions), and "where" (generally grid coordinates).

Ref: SH-2, page SH-2-10, Fig 2-2, Annotated Format 2

SHOW VGT-2, MISSION

MISSION

States the mission in a clear concise statement of the task, containing the following information:

- WHO.
- WHAT.
- WHEN.
- WHY.
- WHERE.

W222/OCT 03/VGT-2

REMOVE VGT-2

NOTE: Fig 2-2 gives an example of a mission paragraph. Have a student read the mission paragraph Example, Oral (Defend) from SH-2, page SH-2-10.

NOTE: The answers to the following five questions come from SH-2, page SH-2-10, Fig 2-2, Example, Oral (Defend), Mission.

QUESTION: Who receives the mission?

ANSWER: 1st platoon.

QUESTION: What will they do?

ANSWER: Defend Hill 202.

QUESTION: When?

ANSWER: 121000 Jun.

QUESTION: Why?

ANSWER: To destroy the enemy in EA Fox and prevent the envelopment of 2d platoon.

QUESTION: Where?

ANSWER: In vicinity of GL 123456.

NOTE: Ask students if they have any questions about the mission paragraph; provide answers.

Para 3, Execution

QUESTION: What is the third paragraph of an operation order?

ANSWER: The execution paragraph.

Ref: SH-2, page SH-2-11, Fig 2-2, Format 3

SHOW VGT-3, EXECUTION

EXECUTION

- The “How To” Information needed to accomplish the mission.
- Usually in four parts:
 - Concept of operation.
 - Tasks to maneuver units.
 - Tasks to combat support units.
 - Coordinating instructions.

W222/OCT 03/VGT-3

The execution paragraph is usually in four parts. It includes the concept of operation, tasks to maneuver units, tasks to combat support units, and coordinating instructions. Let's first look at the concept of operation.

REMOVE VGT- 3

QUESTION: What does the concept of operation tell us?

ANSWER: It explains, in general terms, how the platoon--as a whole-- will accomplish the mission. It identifies the most important task for the platoon/squad (mission-essential task, and any other essential tasks). If applicable, it designates the decisive point, form of maneuver or defensive techniques, and any other significant factors or principles.

Ref: SH-2, page SH-2-11, Fig 2-2, Annotated Format 3a

SHOW VGT-4, CONCEPT OF THE OPERATION

CONCEPT of the OPERATION

- Covers the commander's intent.
- Covers the tactical plan.
- Scheme of maneuver.

W222/OCT 03/VGT-4

REMOVE VGT-4

The commander's intent provides each soldier the knowledge of the end result of what the commander wants to accomplish. The concept of operation also includes the scheme of maneuver, which covers the ultimate objective and the fire support.

NOTE: Have a student read the execution paragraph Example, Oral (Defend) --intent, maneuver, and Fires, page SH-2-11.

NOTE: The answers to the following four questions come from SH-2, page SH-2-11, Fig 2-2, Example, Oral (Defend), Execution, Maneuver, and Fires.

QUESTION: What is the commander's intent?

ANSWER: To occupy BP2 with two squads forward and one in depth, destroy forces in EA Fox, and prevent envelopment of main effort.

QUESTION: What does the scheme of maneuver tell us?

ANSWER: The ultimate objective, the mission, movement techniques, direction, order of march, and primary missions for each element.

QUESTION: What does the fire support tell us?

ANSWER: Priority of fires.

QUESTION: In this example, who has priority of fires?

ANSWER: 3rd squad initially.

The next two parts of the execution paragraph are--

- Tasks to Maneuver Units.
- Tasks to Combat Support Units.

You only need to list those items not covered during the concept of the operation. Ensure when you issue a task that you also issue a purpose that supports the task. Some units may not have combat units attached to them. In this case, you may not use Task to Combat Support Units.

NOTE: Uncover each bullet as you discuss them.

SHOW VGT-5, TASKS TO MANEUVER/COMBAT SUPPORT UNITS

<p style="text-align: center;">TASKS TO MANEUVER/COMBAT SUPPORT UNITS</p> <ul style="list-style-type: none">• Gives the exact mission of all subordinate units. <p style="text-align: center;"><u>COORDINATING INSTRUCTIONS</u></p> <ul style="list-style-type: none">• The tactical instruction and details of coordination that apply to two or more units. <p style="text-align: left; font-size: small;">W222/OCT 03/VGT-5</p>
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QUESTION: In Fig 2-2, Example, Oral (Defend) on page SH-2-2, what are the tasks of the maneuver units?

ANSWER: 1st squad: occupy and prepare BP 2A, prepare supplementary position to prevent Flank Attack, prepare OP 1, and construct Obstacle 1.
2d squad: occupy and prepare BP 2B, provide one person to help with minefield and Obstacle 2.
3d squad: occupy and prepare BP 2C, Observation Post 2, and Obstacle 2. 3d squad: occupy and prepare BP 2C, Observation Post 2, and Obstacle 2.

Ref: SH-2, page SH-2-12, Fig 2-2, 3b Example, Oral (Defend), Task to Maneuver Units:

The last part of the execution paragraph is coordinating instructions.

QUESTION: What do the coordinating instructions tell us?

ANSWER: The tactical instructions and details of coordination that apply two or more elements.

Ref: SH-2, page SH-2-12, Fig 2-2, Example Annotated Format, Coordinating Instructions

The coordinating instructions sub-paragraph will also include risk reductions and control measures, which are unique to the operation that are not included in unit SOPs.

QUESTION: In our example, what are the coordinating instructions for the squads?

ANSWER: "All squads responsible for constructing protective and tactical (FLP) wire obstacles direction to their front."

Ref: SH-2, page SH-2-12, 3 d, Coordinating Instructions, Example, Oral (Defend)

REMOVE VGT- 5

Para 4, Service Support

The fourth paragraph of the OPORD is the service support paragraph. It covers administrative instructions and support provided for the operation.

QUESTION: What should you find included in the service support paragraph?

ANSWER: CSS instruction and arrangements supporting the operation that are of primary interest to the platoon. For example, supply, transportation, maintenance, medical evacuation and personnel.

Ref: SH-2, page SH-2-13, Annotated Format 4

SHOW VGT-6, SERVICE SUPPORT

SERVICE SUPPORT

1. Supply.
2. Transportation.
3. Services.
4. Maintenance
5. Medical evacuation.

W222/OCT 03/VGT-6

NOTE: Ask students if they have any questions about the service support paragraph; provide answers.

REMOVE VGT- 6

Para 5, Command and Signal

The fifth and final paragraph is the command and signal paragraph.

QUESTION: What information is in the command and signal paragraph?

ANSWER: a. Command.

- (1) Location of the higher unit commander and CP.
- (2) Location of the platoon leader or CP.
- (3) Location of the PSG or alternate CP.
- (4) Succession of command (if different from the SOP).

b. Signal.

- (1) SOI index in effect.
- (2) Listening silence, if applicable
- (3) Methods of communication in priority.
- (4) Emergency signals, final signals.
- (5) Code words.

Ref: SH-2, page SH-2-14, Annotated Format 5a and b

SHOW VGT-7, COMMAND AND SIGNAL

COMMAND AND SIGNAL

- Location of key leaders.
- Chain of command.
- Frequencies.
- Call signs.
- Code words.

W222/OCT 03/VGT-7

As a minimum, signal should include the frequencies and call signs, restricted signals, challenges and passwords, and code words.

NOTE: Ask students if they have any questions about the purpose, format, or content of the operation order; provide answers.

REMOVE VGT- 7

Ref: SH-2, Chapter 2, para 2-2b, pages SH-2-2 thru SH-2-5

Warning Order

The warning order (WARNO) is a preliminary notice of an order or action that is to follow. Warning orders help subordinate units and their staffs prepare for new missions. These orders maximize subordinates' planning time, provide essential details of the impending operation, and detail major time-line events that accompany mission execution. The amount of detail a Warning Order includes depends on the information and time available when the order is issued. The warning order clearly informs the recipient of what task he must do now as well as informs him of possible future tasks. The warning order provides the initial instructions with enough information to begin preparation as soon as possible. Unit SOPs should prescribe who attends all warning orders and actions that units take upon receipt, e.g., drawing ammunition, rations, water, and checking communications equipment. The warning order has no specific format; however, one technique is to use the five-paragraph OPORD format and may include the following information.

NOTE: Tell students to turn to page SH-2-3 and follow along as you explain the WARNO.

SHOW VGT-8, WARNO INFORMATION

WARNO Information

- **Situation**—Brief description of the enemy and friendly situation.
- **Mission**—Concise statement of the task and purpose.
- **Execution**—Brief Statement of the tentative concept of the operation.
 - Time Schedule, earliest time of move, inspection times, time and place of OPORD.
 - Tasks to subordinate key personnel.
- **Service support**—CSS tasks to be accomplished that are different from the TACSOP.
- **Command And Signal**—Location of CP succession of command (if not SOP0). SOI in effect. Signal/code words.

W222/OCT 03/VGT-8

Ref, SH-2, page SH-2-2, para 2-2b

REMOVE VGT-8

Fragmentary Order (FRAGO)

QUESTION: What is the purpose of a FRAGO?

ANSWER: To change an existing order. Normally follows the OPORD format but addresses only those elements that have changed.

Ref: SH-2, chapter 2, page SH-2-14, para 2-3b

A FRAGO is either oral or written and addresses only those parts of the original OPORD that have changed. Normally the leader uses the OPORD five-paragraph format with headings.

After each heading, state either “No Change” or the new information. This ensures that recipients know they have received the entire FRAGO, especially if sending the FRAGO over the radio. The FRAGO differs from an OPORD only in the degree of detail provided. It refers to previous orders and provides brief and specific instructions. The higher headquarters issues a new OPORD when there is a complete change of the tactical situation or when many changes make the current order ineffective.

NOTE: Discuss with students how the FRAGO follows the five-paragraph OPORD format.

SHOW VGT-9, FRAGO

FRAGO

- Address only parts of the OPORD that change.
- Uses the same sequence of the OPORDER.
- Needs to be a brief outline of the changes and instructions should be specific.

W222.OCT 03/VGT-9

REMOVE VGT- 9

CHECK ON LEARNING:

QUESTION: Which type of order should you use to provide initial instructions to your squad so they have the maximum amount of time to prepare for the impending mission?

Answer: Warning order.

Ref: SH-2, page SH-2-2, para 2-2b

QUESTION: Which paragraph of the OPORD provides details of specific missions for subordinate units?

Answer: Execution.

Ref: SH-1, page SH-2-11, Fig 2-2, 3

Break: TIME: 00:50 to 01:00

B. ENABLING LEARNING OBJECTIVE

ACTION:	Identify troop-leading procedures.
CONDITIONS:	In a classroom environment culminating in a situational training exercise and given a squad.
STANDARDS:	Identified troop-leading procedures in accordance with FM 7-8.

1. Learning Step / Activity 1. Identify Troop Leading Procedures

Method of Instruction: Conference / Discussion

Technique of Delivery: Small Group Instruction (SGI)

Instructor to Student Ratio: 1:8

Time of Instruction: 1 hr

Media: VGT-10 thru VGT-19

Troop Leading Procedures

Ref: SH-2 (FM 7-8), page SH-2-2, para 2-2

Troop-leading is the process a leader goes through to prepare his unit to accomplish a tactical mission. You will use troop-leading procedures as a guide to prepare for combat missions or tactical

operations. Troop leading procedures help make sure that you don't overlook anything important when preparing for a mission. There are normally eight steps in the troop leading process.

NOTE: When you ask the next question, Show VGT-10 and uncover the answers as the students answer them.

QUESTION: What are the eight steps in the troop-leading process?

SHOW VGT-10, TROOP LEADING PROCEDURES

<p style="text-align: center;"><u>TROOP LEADING PROCEDURES</u></p> <p>STEP 1: Receive the mission. STEP 2: Issue the warning order. STEP 3: Make a tentative plan. STEP 4: Start movement. STEP 5: Reconnoiter. STEP 6: Complete the plan. STEP 7: Issue operations order. STEP 8: Supervise.</p> <p style="text-align: left; font-size: small;">W222/OCT 03/VGT-10</p>
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Ref: SH-2, page SH-2-2, para 2-2

You'll note that the steps of troop leading procedures interrelate so much that even though they have an established sequence, you do not have to perform the steps in order. Depending on the situation, you can change the sequence or even skip some of the steps. Keep in mind that the troop leading procedures are guidelines that have worked in the past and still work today.

You need to understand and memorize what each step means to use them whenever you prepare for any type of operation. You'll find that they will help you organize and make the best use of your available time. Next to the assigned mission, time is your major consideration. You must allow your subordinates all the time you can to prepare for the impending mission. Let's examine each step of the troop leading procedures.

REMOVE VGT-10

Step 1, Receive the Mission

NOTE: Before showing VGT-11, instruct the students to turn to page SH-2-2, of SH-2 and prepare to answer and discuss questions concerning troop-leading procedures. Uncover the bullet comments one at a time after students answer the following questions.

QUESTION: What is the first step in troop leading procedures?

ANSWER: Receive the mission.

SHOW VGT-11, RECEIVE THE MISSION

Troop Leading Procedure #1, Receive the Mission

- By receiving the alert from the platoon leader, you complete the first step of the troop leading procedures.
- You may receive the mission alert in the form of a warning order or a fragmentary order.
- On receipt of the order, analyze your mission using METT-T and start your planning process.

W222/OCT 03/VGT-11

NOTE: Inform the students that FM 7-8 discusses only METT-T in this lesson, however because of doctrinal changes, METT-T is now METT-TC which is found in FM 3-0 (Operations). Inform the students of the following: IAW FM 3-0 the first five factors are not new. However, the nature of full spectrum operations requires commanders to assess the impact of nonmilitary factors on operations. Because of the added complexity, **civil considerations** has been added to the familiar METT-T to form METT-TC.

QUESTION: How will you most likely receive the mission?

ANSWER: In the form of a warning order or a fragmentary order.

Ref: SH-2, page SH-2-2, para 2-2a

QUESTION: What does the leader immediately do once he receives the mission?

ANSWER: Analyze the order using the factors of METT-T.

Ref: SH-2, page SH-2-2, para 2-2a

REMOVE VGT-11

NOTE: Before showing VGT-12, ask the following question, and then uncover the bullet comments one at a time as the students respond to the questions.

QUESTION: What does the acronym METT-T stand for?

ANSWER: Show VGT-12.

SHOW VGT-12, MISSION ANALYSIS USING METT-T

Mission Analysis Using METT-T

- Mission: What is the nature of the mission?
- Enemy: What do we actually know about the enemy?
- Terrain and Weather: How will they affect the mission?
- Troops: What soldiers are available for the mission?
- Time: How much time is available?

W222/OCT 03/VGT-12

Ref: SH-2, page SH-2-2, para 2-2a

QUESTION: What are the main questions you need to ask yourself about METT-T?

ANSWER: See VGT

Ref: SH-2, page SH-2-2, para 2-2a

Some other things you need to keep in mind are what supplies and equipment you will need for the mission and what the special tasks are that you will need to assign.

Ref: SH-2, page SH-2-2, para 2-2a(1) and (2)

The leader should use no more than one third of the available time for his own planning and issuing of the operation order. His subordinates need the remaining two thirds of the available time for their planning time. In scheduling preparation activities, the leader should work backwards from the line of departure (LD) or defend time. We call this reverse planning. You must allow enough time for the completion of each task.

REMOVE VGT- 12

Step 2, Issue a Warning Order

NOTE: When you introduce the next paragraph, Show VGT-12, but only the title of the VGT. Show the bullets of the VGT as the students answer the questions.

The second step of the troop leading procedure is to issue the warning order. You need to issue the warning order as soon as possible to allow as much preparation time as possible for your squad.

The leader issues the warning order with whatever information he has available at the time. An example of a thorough warning order is in SH-2, page SH-2-3, Fig 2-1.

SHOW VGT-13, TROOP LEADING PROCEDURE #2, Issue a Warning Order

**Troop Leading Procedure #2,
Issue a Warning Order**

- The warning order has no specific format, but one technique is to follow the five-paragraph OPORD format.
- You should provide the following information if available:
 - Mission or nature of the operation.
 - Who is participating.
 - Time of the operation.
 - Time and place of the OPORD.

W222/OCT 03/VGT-13

QUESTION: In what format do you issue a WARNO?

ANSWER: See VGT-13.

Ref: SH-2, page SH-2-2, para 2-2b

QUESTION: What information do you provide in the WARNO if available?

ANSWER: See VGT-13.

Ref: SH-2, page SH-2-2, para 2-2b

REMOVE VGT-13

Step 3, Make a Tentative Plan

SHOW VGT-14, TROOP LEADING PROCEDURE #3, Make a Tentative Plan

NOTE: Uncover the bullets one at a time. Select students to read the specific paragraphs from SH-2, pages SH-2-5 and SH-2-6, to clarify -- Make a Tentative Plan.

**Troop Leading Procedure #3,
Make a Tentative Plan**

The leader bases his estimate on analysis using METT-T:

- Mission.
- Enemy.
- Terrain (OCOKA) and weather.
 - Observation and fields of fire.
 - Cover and concealment.
 - Obstacles.
 - Key Terrain.
 - Avenues of Approach.
- Troops and time available.

W222/OCT 03/VGT-14

Ref: SH-2, page SH-2-5, para 2-2c

The third step of the troop leading procedure is to make a tentative plan. Once you have alerted your soldiers to what is going to happen, you need to decide just how you intend to carry out your mission.

You must use METT-T factors to decide on your plan of action. When considering the effects of the terrain, you should examine the OCOKA factors.

QUESTION: What do the letters in the acronym OCOKA stand for?

ANSWER:

- Observation and fields of fire.
- Cover and concealment.
- Obstacles.
- Key terrain.
- Avenue of approach.

You must consider each of the factors along with the weather, troops available, and time available to compare alternatives. From your alternatives, draw conclusions that form the basis of your plan of action. At your level, someone higher than you may decide how you are to accomplish your mission. Nevertheless, you need to understand the process so you can inform your soldiers. You will eventually use your tentative plan to prepare the operations order.

Step 4, Start Necessary Movement

Ref: SH-2, page SH-2-7, para 2-2d

The fourth step of the troop leading procedures is to start necessary movement. The unit may have to begin movement while the leader is still planning the mission. This step can happen at any time during the troop leading procedure process. It is possible that you may not have to move at all depending on what your mission is, such as defend in place.

NOTE: Show VGT-15, uncovering the bullet comments as covered. Refer students to SH-2, page SH-2-7 for clarification.

SHOW VGT-15, TROOP LEADING PROCEDURE #4, Start Necessary Movement

Troop Leading Procedure #4, Start Necessary Movement

- Squad moves while platoon leader completes his plan or conducts reconnaissance.
- May be under control of company XO, 1SG, PSG, or squad leader.
- Can occur anywhere in the troop leading procedures.

W222/OCT 03/VGT-15

REMOVE VGT-15

Step 5, Reconnoiter

The fifth step is to reconnoiter the area where you will perform the mission. The best way to do this is to walk the ground. Sometimes you will not be able to do this because of enemy activity or lack of time.

You may have to do a map reconnaissance of the area.

NOTE: Show VGT-16, uncovering the bullet comments as covered. Refer students to SH-2, page SH-2-7 for clarification

SHOW VGT-16, TROOP LEADING PROCEDURE #5, Reconnoiter

**Troop Leading Procedure #5,
Reconnoiter**

- When time allows, conduct actual reconnaissance.
- When time does not allow, conduct map reconnaissance.
- Must consider risk inherent in moving forward of friendly lines, or into unoccupied area.

W222/OCT 03/VGT-16

REMOVE VGT-16

Step 6, Complete the Plan

NOTE: Show VGT-17, uncovering the bullet comments as covered. Refer students to SH-2, page SH-2-7 for clarification.

SHOW VGT-17, TROOP LEADING PROCEDURE #6, Complete the Plan

**Troop Leading Procedures #6,
Complete the Plan**

- Based on METT-T.
- Meets commander's intent.

W222/OCT 03/VGT-17

Step six is to complete the plan. Based on your tentative plan and your reconnaissance, you now finalize your plan. You complete your plan based on the reconnaissance and any changes in the situation. You should review your mission as you received it to ensure the plan meets the requirements of the mission and stays within the framework of the commander's intent. Your plan will become the OPORD.

REMOVE VGT-17

Step 7, Issue the Complete Plan

NOTE: Show VGT -18, uncovering the bullet comments as covered. Refer students to SH-2, page SH-2-7 for clarification

SHOW VGT-18, TROOP LEADING PROCEDURE #7, Issue the Complete Order

<p style="text-align: center;">Troop Leading Procedure #7, <u>Issue the Complete Order</u></p> <ul style="list-style-type: none">• Issue the order overlooking the defensive terrain, or on a terrain model or sketch.• Cover mission, commander's intent, concept of the operation and assigned tasks.• Quiz soldiers to make sure they understand the order. <p style="font-size: small;">W222/OCT 03/VGT-18</p>

Ref: SH-2, page SH-2-7, para 2-2g

The seventh step of the troop leading procedure is to issue the complete OPORD. When possible, issue the order from a location where your soldiers can see their objective. If you can't do this, use a terrain model, map, or sketch. Ensure your soldiers understand the mission. They need to know how you plan to accomplish the mission and where they fit into the overall plan. You will normally complete Step 7 orally. The platoon leader will also orally issue his order to the squad leaders. It is critical for you to get the information your soldiers need, without unnecessary "nice to know" information that will cause confusion. Although a simple thing, you must remember to have a means of writing notes available, and one that will survive in bad weather. The best plan in the world is worthless if rain has washed it off onto the ground.

REMOVE VGT-18

Step 8, Supervise

Ref: SH-2, page SH-2-7, para 2-2h

The eighth step of the troop leading procedure is to supervise, which includes conducting rehearsals and inspections. After you issue the operation order, you need to check to make sure that your soldiers carry out your instructions. If you have time before an operation, have your soldiers rehearse the mission.

NOTE: Show VGT-19 and ask the following questions uncovering the bullet comments as the students answer. Refer the students to SH-2, pages SH-2-7 and SH-2-8, para 2-2h (1) thru (2)

SHOW VGT-19, TROOP LEADING PROCEDURE #8, Supervise

Troop Leading Procedure #8, Supervise

- **Rehearsals:**
 - Practice essential tasks to improve performance.
 - Reveal weaknesses or problems with the plan.
 - Coordinate actions of subordinates.
 - Improve soldier understanding of the operation, fostering confidence in themselves.
- **Inspections:**
 - Weapons and Ammunition.
 - Uniforms and equipment.
 - Mission-essential equipment.
 - Soldiers' understanding of mission and responsibilities.
 - Communication.
 - Rations and water.
 - Camouflage.

W222/OCT 03/VGT-19

QUESTION: What are four reasons why a leader uses rehearsals?

ANSWER: See VGT-19.

Ref: SH-2, page SH-2-7 and SH-2-8, para 2-2h (1)

Rehearsals also include the practice of having squad leaders brief their planned actions in execution sequence to the platoon leader. Also, leaders should conduct rehearsals on terrain that resembles the actual ground and in similar conditions.

Prior to the issuance of the OPORD, you may begin rehearsing battle drills and other SOP items so once you receive the ORORD you can begin rehearsal on mission specific tasks.

Squad leaders should conduct initial inspections shortly after receipt of the warning order. The platoon sergeant and platoon leaders should make the final inspections.

QUESTION: What should the squad leader inspect for that the platoon sergeant and platoon leader will be inspecting for?

ANSWER: See VGT-19.

Ref: SH-2, page SH-2-7 and SH-2-8, para 2-2h (2)

REMOVE VGT-19

Troop leading procedures will guide you step-by-step and help you prepare your soldiers for any type of operation. Memorize the troop leading procedures and use them as a mental checklist to make sure that you do not overlook anything important. Keep in mind that no single individual can do everything by himself, not even you. Use your subordinates, and get the job done right.

CHECK ON LEARNING

QUESTION: What are the eight steps of the troop leading procedures that will help you prepare your soldiers to accomplish a tactical mission?

ANSWER: Step 1. Receive the mission.
Step 2. Issue a warning order.
Step 3. Make a tentative plan.
Step 4. Start necessary movement.
Step 5. Reconnoiter.
Step 6. Complete the plan.
Step 7. Issue the complete order.
Step 8. Supervise.

Ref: SH-2, page SH-2-2, para 2-2.

QUESTION: What are three ways you can receive a mission?

ANSWER: In a warning order (WARNO), an operation order (OPORD), or a fragmentary order (FRAGO).

Ref: SH-2, page SH-2-2, para 2-2a

QUESTION: What acronym describes the basis on which the platoon leader formulates his plan?

ANSWER: METT-T.

Ref: SH-2, SH-2-6 para 2-2c

QUESTION: What does the acronym METT-T stand for?

ANSWER: **M**ission, **E**nemy, **T**errain, **T**roops available, and **T**ime available.

Ref: SH-2, page SH-2-6, para 2-2c(1) through (4)

QUESTION: When considering the military aspects of terrain, which acronym do we use, and what does the acronym stand for?

ANSWER: **OCOKA**
- **O**bservations and field of fire.
- **C**over and concealment.
- **O**bstacles.
- **K**ey terrain.
- **A**venues of approach.

Ref: SH-2, page SH-2-6, para 2-2 c (3)

Break TIME: 01:50 to 02:00

2. Learning Step / Activity 2. Conduct Precombat Checks
Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 35 mins
Media: VGT-20 thru VGT-23

Ref: SH-3 (Task: 071-990-0004), page SH-3-2, LS/A 1

We will now discuss how to inspect soldiers, their equipment, and their mission knowledge prior to departure on their mission.

Soldiers preparing for combat face multiple taskings, all of which have an impact on the success of the unit's mission. As leaders, we take on the added responsibility to assist our soldiers in their preparation for combat. Part of this preparation is verifying that each soldier has the proper equipment, is physically fit, and is adequately informed to assist in the unit's mission accomplishment. We refer to this responsibility as "conducting pre combat checks".

Characteristics of a Soldier's Combat Load

Ref: SH-3 (Task: 071-990-0004), page SH-3-2 thru SH-3-6, LS/A 1

In order to properly inspect your soldier's combat load, you must familiarize yourself with the unit SOP. It is a critical leader task determining a soldier's combat load.

The combat load that a soldier carries is METT-T dependent and is mission essential--as determined by the commander based on realistic expectations--required for the soldier to fight and survive immediate combat operations. So, when planning missions, commanders must consider the combat load of soldiers. You cannot expect soldiers to carry all the gear and supplies necessary to cover every contingency. Your primary consideration is how much the soldier can carry without impairing his combat effectiveness.

Ref: SH-3 (Task: 071-990-0004), page SH-3-4, LS/A 1c

The physical limitation of individual soldiers, stress, and the weight of equipment and munitions all affect the soldier's ability to carry his required load and meet mission requirements. Combat load weights will vary and should not exceed the prescribed weight by the unit SOP. There are two components you must consider:

QUESTION: What are the two components of a combat load?

ANSWER: Fighting load and Approach March Load.

Ref: SH-3 (Task: 071-990-0004), page SH-3-4, LS/A 1c

QUESTION: What is the definition of a fighting load, and what equipment does a fighting load consist of?

ANSWER: Essential items needed to fight not exceeding 48 pounds.

SHOW VGT-20, FIGHTING LOAD

NOTE: Undercover the bullet comments one at a time as the students respond to the question.

<u>Fighting Load</u>	
	Weight (lbs)
Bayonet with scabbard.	1.3
Canteen, 1-quart and cover with water (2 each).	5.6
Case, small arms (2 each).	1.8
Grenade, fragmentation (4).	4.0
Helmet, ballistic.	3.4
Magazines (6) w/180 round of 5.56mm.	5.4
Pistol belt, suspenders, and first-aid pouch.	1.6
Protective mask with decontamination kit.	3.0
Rifle, M16A2 with 30 round 5.56 ball.	8.8
TOTAL	34.9

W222/OCT 03/VGT-20

Ref: SH-3 (Task: 071-990-0004), page SH-3-4, LS/A 1c(1)

REMOVE VGT-20

Ref: SH-3 (Task: 071-990-0004), page SH-3-4, LS/A 1c(2)

The approach march load includes those items needed in addition to the fighting load. This load includes items needed for extended operations. Soldiers drop these loads prior to engagement with the enemy or other operations. The approach load should not exceed 72 pounds.

QUESTION: What equipment does an approach march load consist of?

ANSWER: See VGT-21

SHOW VGT-21, APPROACH MARCH LOAD

NOTE: Undercover the bullet comments one at a time as the students respond to the question.

<u>Approach March Load</u>	
	Weight (lbs)
ALICE, medium with frame.	6.3
Bag, waterproof.	0.8
Canteen, 2-quart, and cover with water.	4.8
E-tool with carrier.	2.5
Liner, poncho.	1.6
Poncho, nylon.	1.3
Rations, MRE (2 each).	2.6
Toilet articles.	2.0
Towel.	0.2
TOTAL	22.1

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Ref: SH-3 (Task: 071-990-0004), page SH-3-5, Fig 1-3

REMOVE VGT-21

Ref: SH-3 (Task: 071-990-0004), page SH-3-4, LS/A 1c (2)

Not only is it important that we ensure that soldiers have and carry the appropriate equipment and carry them at the appropriate time based on the METT-T, but it is also important to manage where the soldier carries the equipment. For example, in his ALICE pack, or on his load carrying equipment (LCE).

The leader determines--based on the METT-T--what soldiers carry in their rucksacks within immediate reach. Leaders will require items common to everyone's load placed in the same location. You must check those items carried by your soldiers to ensure that nothing prevents them from taking well-aimed shots. Soldiers should not carry anything on the front side of the LCE.

Personnel Pre combat Checks

Ref: SH-3 (Task: 071-990-0004), page SH-3-5 thru SH-3-6, LS/A 2

NOTE: Have one student detailed to come to class equipped with a basic combat fighting load (see items below), ready for inspection to act as your illustrator while you demonstrate how to conduct a pre combat check on personnel. Ensure soldier wears camouflage and camouflages his helmet and weapon.

NOTE: Provide the demonstrator with the NCOA's field SOP on how to set up his LCE. Also camouflage sticks and material to camouflage his helmet and weapon.

Demonstrator Combat Fighting Load:

- Helmet, ballistic with camouflage cover.
- Canteen, 1-quart and cover with water (2 each).
- Case small arms (2 each).
- Magazines (6) (blank ammunition not required).
- Pistol belt, suspenders, and first-aid pouch.
- Protective mask with decontamination kit.
- Rifle, Rubber or M16A2.

Ref: SH-3 (Task: 071-990-0004), page SH-3-6

NOTE: While you instruct this portion the class, call on a student to inspect the demonstrator. Ask the inspecting student if the demonstrator meets the standards.

(1) To begin your inspection, start at the head and check to see if the soldier used perfume, aftershave, soaps or body deodorants.

(a) Headgear: Check if the helmet is serviceable and the chinstrap is snug and comfortable. Also, check the camouflage cover for slits to insert twigs or foliage for additional camouflage. Be sure that the camouflage breaks up the outline of the helmet.

(b) Check camouflage: Check the soldier's camouflage. The soldier must paint the shiny areas of his face (forehead, cheekbones, nose and chin) with a dark color. He should lighten shadow areas (around the eyes, under the nose, and under the chin). When painting, the soldier should use bold, irregular patterns. He should cover all exposed skin areas including the face, chin, front and back of the neck, ears, and the back of the hands completely.

(2) Check for identification tags and identification card. Make sure he taped his ID tags together and to the chain so they cannot slide or rattle.

(3) Check uniform clothing items for mission compatibility and adequate environmental protection. Check the uniform clothing for serviceability, fit, and general appearance. Faded battle dress uniforms lose the ability to deflect infra-red detection devices.

(4) Check the field suspenders and equipment belt for proper fit and position. The soldier should attach the back suspender snap hooks at each side of the two center top eyelets at the back of the equipment belt. He should have attached the front suspender snap hooks to the eyelets on the back of the ammunition cases. The equipment belt should not be snug.

NOTE: If a soldier wears a rucksack, ensure that it does not exceed the prescribed combat load weight.

(5) Check the footgear for fit and serviceability. Ensure the soldier is wearing the proper layers and type of socks that protect his feet from the elements.

(6) Check the soldier's feet for blisters, sores, or evidence of rashes. A soldier cannot fight effectively if his feet render him immobile. Ensure the soldier has performed the necessary foot care needed to preserve healthy feet.

(7) Ensure the soldier receives sufficient hydration and has eaten all meals scheduled. Fatigue and fear are two combat factors that can burn up a soldier's stored energy. A soldier who sacrifices nutrition prior to combat is more likely to succumb to both.

(8) Note discrepancies and submit the list to the proper authority; follow-up to ensure the soldier replaced his missing and non-functional items immediately.

It is critical for leaders to understand how to check these items from memory. You will all have a chance to demonstrate how to check personnel when you conduct pre combat checks during the situational training exercise (STX) as part of your troop leading procedures.

Equipment Pre combat Checks

Ref: SH-3 (Task: 071-990-0004), page SH-3-7, LS/A 3

The next area we will discuss is the inspection of equipment.

(1) Before inspecting equipment, study the applicable technical manuals (TMs). Pay particular attention to the section on preventive maintenance checks and services. Also, follow the unit SOP to identify the basic issue items included in the combat load.

(2) Check load-carrying equipment (LCE) for accountability according to the SOP. Check the clips and buckles for serviceability. Check that the soldiers have securely attached all items to the field suspenders and equipment belt. Check all items for serviceability, and note any item that is missing or non-functional. Have the soldier jump up and down to ensure there are no loose items that will cause rattling.

(3) Water and Nutrition. Check to make sure the soldiers have filled their canteens to capacity with potable water. Make sure they have the quantity of MREs required.

(4) Weapon and Ammunition. Check to make sure the soldier has his assigned weapon and his basic load of ammunition. Check the weapon for cleanliness and ensure that it is functional. Note any discrepancies.

(5) Threat Protection Equipment. Check to see that the soldier is carrying the proper threat protection equipment as prescribed by SOP. Ensure that the equipment is serviceable and ready for wear. Note any discrepancies and missing items.

(6) Submit all lists of discrepancies to the proper authority and follow-up to ensure the soldiers replace all missing and non-functional items immediately.

Mission Knowledge Pre combat Checks

Ref: SH-3 (Task: 071-990-0004), pages SH-3-7 through SH-3-9, LS/A 4

We just finished discussing the pre combat checks leaders are responsible for as far a personnel and equipment inspections. There is one more critical pre combat check to discuss, and that is the soldiers' knowledge and understanding of the mission and their specific responsibilities. Until the leader checks their knowledge of the mission, he cannot know what they understand.

QUESTION: What is the minimum that your soldiers should understand about the mission?

ANSWER: See VGT-22

NOTE: Show the answers on the VGT as the students answer.

SHOW VGT-22, MISSION KNOWLEDGE

Mission Knowledge

As a minimum, the soldier should understand--

- The nature of the operation.
- Who is participating.
- Time of the operation.
- Assigned tasks.

W222/OCT 03/VGT-22

Ref: SH-3 (Task: 071-990-0004), page SH-3-7 and SH-3-8, para 4 General

As a minimum, your soldiers should understand the mission or the nature of the operation, who is participating in the operation, and time of the operation. They must also know their assigned tasks.

REMOVE VGT-22

To make maximum use of time, the leader may ask questions regarding mission knowledge concurrently with the inspection of personnel and equipment. The next visual aid shows the areas the leader should cover.

SHOW VGT-23, UNIT MISSION (TASK & PURPOSE)

Unit Mission (Task & Purpose)

As a minimum, check for the following:

- Who.
- What.
- Where.
- When.
- Why.

W222/OCT 03/VGT-23

Check to make sure the soldier knows the unit's mission (task & purpose). As a minimum, check for who, what, where, when & why. Check to make sure the soldier has prepared himself to accomplish any specific tasks assigned to him. The unit SOP should provide an in-depth description of the specific responsibilities associated with mission tasks. For example, some important mission tasks include—

- Actions on the objective.
- Assaulting a trench, bunker or building.
- Actions at the assault position.
- Breaching obstacles (mine and wire).
- Using special weapons or demolitions.
- Actions on unexpected enemy contact.

Ref: SH-3 (Task: 071-990-0004), page SH-3-8, para 4 General

Check to make sure the soldier knows the concept of the operation, to include control measures. In most cases, leaders will use rehearsals to practice essential tasks and improve soldier understanding of the concept of the operation. Rehearsals foster confidence in the soldiers. During rehearsals, the squad leaders brief their planned actions in execution sequence to the platoon leader.

Leaders use control measures to assign responsibilities, coordinate fires and maneuver, control combat operations, and clarify their concept of the operation. They also use control measures to clarify their intent, focus the platoon or squad effort, and ensure synchronization. Control measures ensure the distribution of fires throughout the platoon's area of responsibility and the initial positioning and subsequent maneuver of squads. Each control measure should have a specific purpose that contributes to mission accomplishment.

Some graphic control measures in the offense include the following: assembly area, attack position, line of departure, boundaries, routes, release points, start points, axis of advance, direction of attack, phase lines, checkpoints, assault positions, and objectives.

Fire commands and control measures for individual and key weapons also constitute a type of control measure. Weapon control measures include range cards, sectors of fire, principle direction of fire, final protective line, final protective fires and target reference points.

Soldiers must also understand the higher commander's intent. Check to make sure the soldier knows the higher headquarters commander's intent. He should be able to give you the stated version that defines the purpose of the operation and the relationship among the force, the enemy, and the terrain. Immediately correct any evidence of lack of knowledge.

CHECK ON LEARNING

QUESTION: What two items of mission knowledge must soldiers know at a minimum?

ANSWER: Nature of the operation and their assigned tasks.

Ref: SH-3 (Task: 071-990-0004), page SH-3-7, para 4a

C. ENABLING LEARNING OBJECTIVE

ACTION:	Interpret the commander's intent of a combat order
CONDITIONS:	In a classroom environment culminating in a situational training exercise and given a squad.
STANDARDS:	Interpreted the commander's intent from and OPORD IAW FM 7-8.

- Learning Step / Activity 1. The Commander's Intent
 Method of Instruction: Conference / Discussion
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:8
 Time of Instruction: 5 mins
 Media: VGT-24

Commander's Intent

Ref: SH-2 (FM 7-8), page SH-2-11

Let's now discuss the commander's intent of a mission.

QUESTION: In which paragraph of the operation order is the commander's intent?

ANSWER: The execution paragraph.

Ref: SH-2, page SH-2-11, Figure 2-2, Annotated Format 3

The commander's intent is a statement of what the unit must do to succeed with respect to the enemy and the terrain and provides each soldier the knowledge of the commander's desired end state. In other words, it is what the commander wants to accomplish and how he plans to accomplish it. It provides the link between the mission and the concept of operation (the method or tactical plan) by stating the key tasks for subordinate elements. Key tasks are those missions that elements must perform, or accomplishment of required conditions, to achieve the stated purpose of the operation—the mission (para 2 of the OPORD).

SHOW VGT-24, COMMANDER'S INTENT

<p style="text-align: center;"><u>COMMANDER'S INTENT</u></p> <ul style="list-style-type: none">• Lets each soldier know what the commander wants done and how they should accomplish the mission.• Allows soldiers to accomplish the mission though a certain task may have to be done differently than what the commander wanted. <p style="text-align: left; font-size: small;">W222/OCT 03/VGT-24</p>
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Situations change, and you may not be able to accomplish a given task as planned, but you may be able to do that task in a different manner and still meet the commander's intent, if you know what that intent is. This concept allows leaders more flexibility in how to accomplish the mission on the ever-changing battlefield.

CHECK ON LEARNING

QUESTION: In which paragraph of the OPORD can you normally find the commander's intent?

ANSWER: Execution.

Ref: SH-2 (FM 7-8), page SH-2-11, Annotate Format 3 Execution

QUESTION: What does the commander's intent provide?

ANSWER: The end result the commander wants to accomplish.

Ref: SH-2 (FM 7-8), page SH-2-11, Examples Oral Attack and Defend.

D. ENABLING LEARNING OBJECTIVE

ACTION:	Conduct Practical Exercises 1 thru 4
CONDITIONS:	In a Field Environment, Demonstrate your ability to interpret and issue combat orders and to conduct troop leading procedures.
STANDARDS:	Demonstrated your ability to interpret and issue combat orders and conducted troop leading procedures.

1. Learning Step / Activity 1. Conduct Pre Combat Checks/ PE-1
Method of Instruction: Practical Exercise (Performance)
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: Conducted as part of a 30 hour STX
Media: PE-1

NOTE: NCOAs will conduct PE-1 as part of the STX. Students will perform this PE after receiving their field equipment, and prior to beginning the STX as determined by the NCOA commandant. See Appendix C, PE-1 for instructions.

During the next hour you will do three practical exercises putting into practice what you learned during this lesson.

2. Learning Step / Activity 2. Prepare a Squad Warning Order/PE-2
Method of Instruction: Practical Exercise (Performance)
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 10 mins
Media: VGT-25 thru VGT-27 (solutions)
3. Learning Step / Activity 3. Prepare Elements of a Squad Operation Order/ PE-3
Method of Instruction: Practical Exercise (Performance)
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 15 mins
Media: VGT-28 and VGT-29 (solutions)
4. Learning Step / Activity 4. Prepare A Squad Fragmentary Order/PE-4
Method of Instruction: Practical Exercise (Performance)
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 15 mins
Media: VGT-30 thru VGT-34 (solutions)

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>1:8</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

Check on Learning

QUESTION: If available, what four essential elements of information should you provide in the warning order to your squad?

ANSWER:

- The mission (nature of the operation).
- Who is participating in the operation?
- Time of the operation.
- Time and place for issuance of the completed order

Ref: SH-2 (FM 7-8), page SH-2-3, para 2-2b

QUESTION: What paragraph of the OPORD provides information on enemy forces, friendly forces, and attachments and detachments?

ANSWER: Situation.

Ref: SH-2 (FM 7-8), pages SH-2-9 and SH-2-10, Fig 2-2, Format 1a and b

QUESTION: What paragraph of the OPORD provides the location of the leaders during the operation?

ANSWER: Command and Signal.

Ref: SH-2 (FM 7-8), page SH-2-14, Figure 2-2, Format 5a

QUESTION: What is the purpose of the FRAGO?

ANSWER: To make a change to an existing order.

Ref: SH-2 (FM 7-8), page SH-2-14, para 2-2b.

QUESTION: You must decide how you intend to carry out your mission. On what factors must you base your tentative plan?

ANSWER: METT-T, which is--

- Mission.
- Enemy.
- Terrain.
- Troops.
- Time available.

Ref: SH-2 (FM 7-8), page SH-2-6, para 2-2c

QUESTION: In what paragraph can you find the leader's intent?

ANSWER: Execution.

Ref: SH-2 (FM 7-8), page SH-2-11, Figure 2-2, Format 3 and 3a

**Review /
Summarize
Lesson**

During this class you learned the steps in the troop leading process, and you studied three of the five types of combat orders: the OPORD, WARNO, and FRAGO. You also learned where to find the information to interpret the commander's intent for a mission. This information will help you plan, prepare, and coordinate for a mission, especially when operating in a combat environment.

SECTION V. STUDENT EVALUATION

Testing Requirements

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

You will take a one hour written examination. The examination will contain questions from this lesson. You must answer correctly 70 percent or more of the questions on the examination to receive a GO.

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.

Inform the students of where the examination will take place as posted on the training schedule and when they will receive feedback on the test. Include any retest information.

Enabling Learning Objective A

Learning Step 1

VGT-1, Situation

SITUATION

- **ENEMY FORCES**
 - Composition, disposition, strength, capabilities and most probable course of action.
- **FRIENDLY FORCES**
 - Mission and action of units two levels up and flank units.
- **ATTACHMENTS & DETACHMENTS**
 - Who they are and the time effected.

W222/OCT 03/VGT-1

MISSION

States the mission in a clear concise statement of the task, containing the following information:

- WHO.
- WHAT.
- WHEN.
- WHY.
- WHERE.

EXECUTION

- The “How To” Information needed to accomplish the mission.
- Usually in four parts:
 - Concept of operation.
 - Tasks to maneuver units.
 - Tasks to combat support units.
 - Coordinating instructions.

W222/OCT 03/VGT-3

CONCEPT of the OPERATION

- Covers the commander's intent.
- Covers the tactical plan.
- Scheme of maneuver.

W222/OCT 03/VGT-4

TASKS TO MANEUVER/COMBAT SUPPORT UNITS

- Gives the exact mission of all subordinate units.

COORDINATING INSTRUCTIONS

- The tactical instruction and details of coordination that apply to two or more units.

W222/OCT 03/VGT-5

SERVICE SUPPORT

1. Supply.
2. Transportation.
3. Services.
4. Maintenance
5. Medical evacuation.

W222/OCT 03/VGT-6

COMMAND AND SIGNAL

- Location of key leaders.
- Chain of command.
- Frequencies.
- Call signs.
- Code words.

W222/OCT 03/VGT-7

WARNO Information

- **Situation--Brief description of the enemy and friendly situation.**
- **Mission--Concise statement of the task and purpose.**
- **Execution--Brief Statement of the tentative concept of the operation.**
 - **Time Schedule, earliest time of move, inspection times, time and place of OPORD.**
 - **Tasks to subordinate key personnel.**
- **Service support—CSS tasks to be accomplished that are different from the TACSOP.**
- **Command And Signal—Location of CP succession of command (if not SOP0). SOI in effect. Signal/code words.**

W222/OCT 03/VGT-8

FRAGO

- Address only parts of the OPORD that change.
- Uses the same sequence of the OPORDER.
- Needs to be a brief outline of the changes and instructions should be specific.

W222/OCT 03/VGT-9

Enabling Learning Objective B

Learning Step 1

VGT-10, Troop Leading Procedures

TROOP LEADING PROCEDURES

STEP 1: Receive the mission.

STEP 2: Issue the warning order.

STEP 3: Make a tentative plan.

STEP 4: Start movement.

STEP 5: Reconnoiter.

STEP 6: Complete the plan.

STEP 7: Issue operations order.

STEP 8: Supervise.

W222/OCT 03/VGT-10

Troop Leading Procedure #1, Receive the Mission

- By receiving the alert from the platoon leader, you complete the first step of the troop leading procedures.
- You may receive the mission alert in the form of a warning order or a fragmentary order.
- On receipt of the order, analyze your mission using METT-T and start your planning process.

W222/OCT 03/VGT-11

Mission Analysis Using METT-T

- **Mission:** What is the nature of the mission?
- **Enemy:** What do we actually know about the enemy?
- **Terrain and Weather:** How will they affect the mission?
- **Troops:** What soldiers are available for the mission?
- **Time:** How much time is available?

W222/OCT 03/VGT-12

Troop Leading Procedure #2, Issue a Warning Order

- The warning order has no specific format, but one technique is to follow the five-paragraph OPORD format.
- You should provide the following information if available:
 - Mission or nature of the operation.
 - Who is participating.
 - Time of the operation.
 - Time and place of the OPORD.

W222/OCT 03/VGT-13

Troop Leading Procedure #3, Make a Tentative Plan

The leader bases his estimate on analysis using METT-T:

- Mission.
- Enemy.
- Terrain (OCOKA) and weather.
 - Observation and fields of fire.
 - Cover and concealment.
 - Obstacles.
 - Key Terrain.
 - Avenues of Approach.
- Troops and time available.

W222/OCT 03/VGT-14

Troop Leading Procedure #4, Start Necessary Movement

- Squad moves while platoon leader completes his plan or conducts reconnaissance.
- May be under control of company XO, 1SG, PSG, or squad leader.
- Can occur anywhere in the troop leading procedures.

W222/OCT 03/VGT-15

Troop Leading Procedure #5, Reconnoiter

- When time allows, conduct actual reconnaissance.
- When time does not allow, conduct map reconnaissance.
- Must consider risk inherent in moving forward of friendly lines, or into unoccupied area.

W222/OCT 03/VGT-16

Troop Leading Procedures #6, Complete the Plan

- Based on METT-T.
- Meets commander's intent.

W222/OCT 03/VGT-17

Troop Leading Procedure #7, Issue the Complete Order

- Issue the order overlooking the defensive terrain, or on a terrain model or sketch.
- Cover mission, commander's intent, concept of the operation and assigned tasks.
- Quiz soldiers to make sure they understand the order.

W222/OCT 03/VGT-18

Troop Leading Procedure #8, Supervise

- **Rehearsals:**
 - Practice essential tasks to improve performance.
 - Reveal weaknesses or problems with the plan.
 - Coordinate actions of subordinates.
 - Improve soldier understanding of the operation, fostering confidence in themselves.
- **Inspections:**
 - Weapons and Ammunition.
 - Uniforms and equipment.
 - Mission-essential equipment.
 - Soldiers' understanding of mission and responsibilities.
 - Communication.
 - Rations and water.
 - Camouflage.

W222/OCT 03/VGT-19

Learning Step 2

VGT-20, Fighting Load

Fighting Load

	Weight (lbs)
Bayonet with scabbard.	1.3
Canteen, 1-quart and cover with water (2 each).	5.6
Case, small arms (2 each).	1.8
Grenade, fragmentation (4).	4.0
Helmet, ballistic.	3.4
Magazines (6) w/180 round of 5.56mm.	5.4
Pistol belt, suspenders, and first-aid pouch.	1.6
Protective mask with decontamination kit.	3.0
Rifle, M16A2 with 30 round 5.56 ball.	8.8
TOTAL	34.9

W222/OCT 03/VGT-20

Approach March Load

	Weight (lbs)
ALICE, medium with frame.	6.3
Bag, waterproof.	0.8
Canteen, 2-quart, and cover with water.	4.8
E-tool with carrier.	2.5
Liner, poncho.	1.6
Poncho, nylon.	1.3
Rations, MRE (2 each).	2.6
Toilet articles.	2.0
Towel.	0.2
TOTAL	22.1

W222/OCT 03/VGT-21

Mission Knowledge

As a minimum, the soldier should understand--

- The nature of the operation.
- Who is participating.
- Time of the operation.
- Assigned tasks.

Unit Mission (Task & Purpose)

As a minimum, check for the following:

- Who.
- What.
- Where.
- When.
- Why.

W222/OCT 03/VGT-23

COMMANDER'S INTENT

- Lets each soldier know what the commander wants done and how they should accomplish the mission.
- Allows soldiers to accomplish the mission though a certain task may have to be done differently than what the commander wanted.

W222/OCT 03/VGT-24

PE-2, Platoon Warning Order

Our mission is to attack the town of Corona at 1830. The enemy has some good positions in the buildings. There may also be enemy tanks in the town. Draw six grenades and one AT-4 for each man. Each squad will carry 10 blocks of C4, 10 non-electric blasting caps, 10 fuse lighters, 100 feet of detonating cord, and 15 feet of fuse. The platoon sergeant will tell you where and when you can pick it up. Let me know by 1330 if you have any problems with radios or weapons. Meet me back here at 1405. At that time, we will move up to the ridge overlooking the town, where I will give the complete order.

W222/OCT 03/VGT-25

SPE-2, Solution to PE-2

Four minimum essential elements in a warning order and any special instructions: (Ref: SH-2 [FM 7-8], page SH-2-2, para 2-2b)

- The mission: Attack town of Corona.
- Who is participating in the operations: Squad as part of the platoon..
- Time of the operation: 1830.
- Time and place for issuance of the complete order: 1515.
- Any special instructions: The equipment that each man will carry; Sgt Evans' team tasks concerning demolition, PVT Smiths task to carry rope and grappling hook.

W222/OCT 03/VGT-26

SPE-2, Solution to PE-2, cont

Our mission is ¹to attack the town of Corona at ³1830 as ²part of the platoon. The enemy has well-prepared positions in the buildings and probably has tanks with him. ⁵Each man will carry six grenades and one law, in addition to the standard load for rifles and grenade launchers. ⁵Sergeant Evan, your team will handle our demolitions: draw 10 blocks of C4, 10 non-electric blasting caps, 10 fuse igniters, 100 feet of detonating cord, and 15 feet of fuse. Make sure you test burn the fuse. Private Smith, carry a climbing rope and grappling hook. The platoon sergeant will be here in 20 minutes to tell us where and when we can pick up our ammunition and equipment. I'm leaving now to get the platoon order. Sergeant Jones is in charge until I get back. ⁴We will meet here at 1515 for the OPORD.

W222/OCT 03/VGT-27

SPE-3, Solution to PE-3

Commander's intent: To control the road between Hill 301 and Hill 309 in case of possible enemy counterattack.

W222/OCT 03/VGT-28

SPE-3, Solution to PE-3, cont

Concept of operation for 1st Squad: (Modify the wording in the underlined areas to apply to the other elements.)

The 1st Squad's mission, our mission, is to attack and seize the left part of Hill 301, located here. We attack dismounted, crossing the LD at 0600 in column formation using traveling overwatch behind 2d Squad and the Platoon Headquarters, with 3d Squad following us. Our carrier provides overwatching fires from Hill 294, located here. Our assault position is Catfish Creek where we deploy in line formation: our squad on the left; 2d Squad, base squad, in the center; and 3d Squad on the right to seize Hill 301, Objective RED. After we seize Objective RED, we have to watch this road between us and 1st Platoon on Hill 309 for possible enemy counterattack. A 15-minute artillery prep will begin at 0550. We consolidate on Objective RED from 9 to 11 with 12 being east. We link with 2d Squad at 11. The 3d Platoon may come up to pass through us to continue the attack. Our carrier will move forward on order and join us on the objective. No one is to advance more than 100 meters beyond the crest of the hill.

W222/OCT 03/VGT-29

Learning Step 4

VGT-30, Platoon Fragmentary Order

Platoon Fragmentary Order

Situation: Enemy & Friendly	“Estimate a tank section, in well-prepared positions in vicinity of Hill 294, has stopped the Carrier Element.”
Mission	“No change.”
Orders to Subordinate Units	“2d Squad and 3d Squad continue to attack to seize Objective RED. 1 st Squad moves to Hill 294 and helps the Carrier Element contain the enemy.”
Fire Support	“Priority of fire remains with 2d Platoon.”
Coordinating Instructions	“2d Squad must coordinate with 1 st Squad of 3d Platoon to ensure the left flank is secure. The platoon’s 1 st Squad will annihilate the enemy’s tank section first and then assume their positions.”

W222/OCT 03/VGT-30

SPE-4, Prepare Squad FRAGO

1ST Squad

Situation: Enemy & Friendly	“Estimate a tank section, in well-prepared positions in vicinity of Hill 294, has stopped the Carrier Element.”
Mission	"Our 1st Squad will annihilate the enemy's tank section first and then assume that position."
Orders to Subordinate Units	“No Change.”
Fire Support	“No Change.”
Coordinating Instructions	“No Change.”

W222/OCT 03/VGT-31

SPE-4, Prepare Squad FRAGO

2d Squad

Situation: Enemy & Friendly	“Estimate a tank section, in well-prepared positions in vicinity of Hill 294, has stopped the Carrier Element.”
Mission	“No Change.”
Orders to Subordinate Units	“No Change.”
Fire Support	“No Change.”
Coordinating Instructions	“2d Squad must coordinate with 1 st Squad of 3d Platoon to ensure the left flank is secure. The platoon’s 1 st Squad will annihilate the enemy’s tank section first and then assume their positions.”

W222/OCT 03/VGT-32

SPE-4, Prepare Squad FRAGO

3d Squad

Situation: Enemy & Friendly	“Estimate a tank section, in well-prepared positions in vicinity of Hill 294, has stopped the Carrier Element.”
Mission	“No Change.”
Orders to Subordinate Units	“No Change.”
Fire Support	“No Change.”
Coordinating Instructions	“No Change.”

W222/OCT 03/VGT-33

SPE-4, Prepare Squad FRAGO

PLT HQ

Situation: Enemy & Friendly	“Estimate a tank section, in well-prepared positions in vicinity of Hill 294, has stopped the Carrier Element.”
Mission	“No Change.”
Orders to Subordinate Units	“No Change.”
Fire Support	“No Change.”
Coordinating Instructions	“No Change.”

W222/OCT 03/VGT-34

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

Appendix C Practical Exercises and Solutions

PRACTICAL EXERCISE SHEET PE-1

Title Conduct Pre Combat Checks

Lesson Number/Title W222 version 1 / Combat Orders

Introduction You learned about the principles and techniques required to conduct pre combat checks of personnel, equipment, and mission knowledge. You will put these principles and techniques into practice during the STX as part of your leadership responsibilities.

Motivator The lives of your soldiers and the success of your mission rely heavily on the combat readiness of the individual soldier. As a leader, you have a primary responsibility to ensure that each soldier is combat ready. Pre combat checks of the soldier, his equipment, and his knowledge of the mission begins the initial focus of how to accomplish this responsibility. This practical exercise (PE-1) will provide you with an opportunity to conduct pre combat checks in a hands-on environment.

Terminal Learning Objective **NOTE:** The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.

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

Action:	Implement a Squad Level Combat Order.
Conditions:	In a classroom environment, culminating in a situational training exercise, and given a platoon operation order in a simulated combat condition.
Standards:	Implemented a squad level combat order by— <ul style="list-style-type: none"> • Conducting troop-leading procedures. • Ensuring the conduct of pre combat checks. • Identifying three types of combat orders: <ul style="list-style-type: none"> - Operation order (OPORD) - Warning order (WARNO), and - Fragmentary order (FRAGO). • Interpreting the commander's intent of a combat order in accordance with FM 7-8.

Safety Requirements Instructors act as safety instructors during the conduct of all training. Ensure students observe safe practices at all times. If conducting the practical exercise outside, take precautions dependent on the weather. Training area should be generally flat and free from debris.

Risk Assessment Level Low -- Determined by Instructor

Environmental Considerations None

Evaluation

- Students: Using the pre combat checklist—page C-3 (PE-1)--and the mission briefing for the STX, you will inspect each other, taking not more than 10 minutes per person. Record any deficiencies that the inspected soldier cannot correct on the spot.
- Instructors observe the inspection and grade the inspecting soldier with the same checklist. Upon completion of the inspection, provide feedback to the inspecting student.
- Conduct of pre combat inspections is a course requirement; however, this is a no graded exercise.

Instructional Lead-In

This practical exercise will test your ability to inspect your soldiers in preparation for combat. Using the mission briefing and Student Handout checklists, you will fulfill the role as unit leaders and ensure your soldiers are ready for combat.

Resource Requirements

Field equipment as specified in the academy SOP, STX mission briefing and Pre combat Checklist, page C-3 and C-4.

Special Instructions

- Students will perform this PE right before departing for the STX, after donning their field equipment IAW NCOA SOP and receiving the STX mission statement.
- NCOA commandant determines the exact time for conducting the PE.
- Students will assemble equipment according to NCOA SOP.
- Students will partner up with a soldier and inspect each other using the check sheets on page C-3 and C-4.
- SGLs will observe and note deficiencies on the check sheets on pages C-3 and C-4.
- SGLs will provide feedback to the soldiers of their performance.
- SGLs will ensure--once the PE is complete-- the students correct all deficiencies critical to mission performance prior to the STX phase.

Procedures

- Draw field equipment according to NCOA SOP.
- Receive mission briefing.
- Pair up with designated partner.
- You have 15 minutes to prepare equipment according to mission METT-T considerations and SOP guidance.
- You have 10 minutes per person to inspect each other.
- Record information of deficiencies not corrected on the spot and provide them to the SGL.
- Correct critical deficiencies prior to beginning STX phase.

Feedback Requirements

Rapid, immediate feedback is essential to effective learning. This is a graded exercise, but is not required for successful course completion, nor does it become part of the permanent student record. However, the goal is to ensure that all students have prepared themselves for the STX. Instructors will ensure students correct deficiencies prior to departing for STX.

PRECOMBAT CHECKLIST

1. INSPECT PERSONNEL	GO	NO-GO
Start at head, check headgear and camouflage. Ensure soldier has not used perfumed aftershave, soap or body deodorants.		
Check to ensure the soldier is wearing his ID tags and is carrying his ID card. Check to ensure the ID tags are taped together and to the chain so they cannot slide or rattle.		
Check to ensure the soldier is wearing the appropriate clothing items to provide him maximum environmental protection. Check uniform for general appearance, fit and serviceability. Faded battle dress uniforms lose the ability to deflect infra-red detection devices.		
Check field suspenders for proper fit and position. If a rucksack is worn, ensure that it does not exceed the prescribed combat load weights.		
Check the footgear for fit and serviceability. Ensure the soldier is wearing the proper layers and type of socks to ensure that his feet will be protected from the elements.		
Check the soldier's feet for blisters, sores or evidence of rashes.		
Check to ensure the soldier has hydrated sufficiently and has eaten all meals scheduled.		
Note all discrepancies and submit to the proper authority. Follow-up to ensure missing and non-functional items are replaced immediately.		
2. INSPECT EQUIPMENT	GO	NO-GO
Check LBE/LCE items for accountability. Check the clips and buckles for serviceability. Check items to ensure they are securely attached to the field suspenders and belt and will not cause any rattling. Check all items for serviceability, and note any item that is missing.		
Check to make sure the canteens are filled to capacity with potable water. Make sure the soldier has the quantity or MREs required to be carried.		
Check to make sure the soldier has his assigned weapon and his basic load of ammunition. Check the weapon for cleanliness and ensure that it is functional. Note any discrepancies.		
Check to see the soldier is carrying the proper threat protection equipment as prescribed by SOP. Ensure the equipment is serviceable and ready for donning. Note any discrepancies and missing items.		
Submit all lists of discrepancies to the proper authority and follow-up to ensure missing and non-functional items are replaced immediately.		
3. Check Mission Knowledge	GO	NO-GO
Check to make sure the soldier knows the unit's mission (task & purpose). AS a minimum, the soldier should know who, what, where, when & why. Check to make sure the soldier is prepared to accomplish any specific tasks assigned to him.		
Check to make sure the soldier knows the higher headquarters commander's intent.		
Check to make sure the soldier knows the concept of operation, to include control measures.		
Immediately correct any evidence of lack of knowledge.		

GRADING SHEET 1 TO PRACTICAL EXERCISE 1 (MISSION KNOWLEDGE)

MISSION UNDERSTANDING	GO	NO-GO
1. WHO:		
2. WHAT:		
3. WHEN:		
4. WHERE:		
5. WHY:		

INDIVIDUAL TASKS	GO	NO-GO
1. WHO:		
2. WHAT:		
3. WHEN:		
4. WHERE:		
5. WHY:		

PRACTICAL EXERCISE SHEET PE-2

Title	Prepare a Squad Warning Order						
Lesson Number/Title	W222 version 1 / Combat Orders						
Introduction	As a leader you must survive, fight, and win on the battlefield. You will be responsible for planning and executing combat missions. The way you receive and issue combat orders can determine whether you and your soldiers survive or die.						
Motivator	This practical exercise will help you evaluate your ability to analyze an order and to determine the information you must include in a squad warning order.						
Terminal Learning Objective	<p>NOTE: The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Action:</td> <td>Implement a Squad Level Combat Order.</td> </tr> <tr> <td>Conditions:</td> <td>In a classroom environment, culminating in a situational training exercise, and given a platoon operation order in a simulated combat condition.</td> </tr> <tr> <td>Standards:</td> <td> Implemented a squad level combat order by— <ul style="list-style-type: none"> • Conducting troop-leading procedures. • Ensuring the conduct of pre combat checks. • Identifying three types of combat orders: <ul style="list-style-type: none"> - Operation order (OPORD) - Warning order (WARNO), and - Fragmentary order (FRAGO). • Interpreting the commander's intent of a combat order in accordance with FM 7-8. </td> </tr> </table>	Action:	Implement a Squad Level Combat Order.	Conditions:	In a classroom environment, culminating in a situational training exercise, and given a platoon operation order in a simulated combat condition.	Standards:	Implemented a squad level combat order by— <ul style="list-style-type: none"> • Conducting troop-leading procedures. • Ensuring the conduct of pre combat checks. • Identifying three types of combat orders: <ul style="list-style-type: none"> - Operation order (OPORD) - Warning order (WARNO), and - Fragmentary order (FRAGO). • Interpreting the commander's intent of a combat order in accordance with FM 7-8.
Action:	Implement a Squad Level Combat Order.						
Conditions:	In a classroom environment, culminating in a situational training exercise, and given a platoon operation order in a simulated combat condition.						
Standards:	Implemented a squad level combat order by— <ul style="list-style-type: none"> • Conducting troop-leading procedures. • Ensuring the conduct of pre combat checks. • Identifying three types of combat orders: <ul style="list-style-type: none"> - Operation order (OPORD) - Warning order (WARNO), and - Fragmentary order (FRAGO). • Interpreting the commander's intent of a combat order in accordance with FM 7-8. 						
Safety Requirements	Instructors act as safety instructors during the conduct of all training. Ensure students observe safe practices at all times. If conducting the practical exercise outside, take precautions dependent on the weather. Training area should be generally flat and free from debris.						
Risk Assessment Level	Low Determined by Instructor						
Environmental Considerations	None						
Evaluation	We will discuss and answer any questions about this PE as a group.						

Instructional Lead-In	This PE requires you to apply the information you learned in this lesson to correctly extract a squad order from the platoon order.
Resource Requirements	<ul style="list-style-type: none"> • PE-2, page C-7 or VGT-25. • SPE-2, pages C-9 or VGTs 26 and 27.
Special Instructions	None
Procedures	<ul style="list-style-type: none"> • Handout page C-7, or show VGT-25, Platoon Warning Order. • Hand out page C-8. • From the platoon WARNO, students will--in the next 15 minutes--fill in the following information on page C-8: <ul style="list-style-type: none"> - The four essential elements in a warning order and any special instructions. - A written squad warning order. • After 15 minutes, call on some students to read their answers to the class. • Hand out the schoolhouse solution, C-9 (SPE-2) or show the solutions, using VGTs 26 and 27. • Answer any questions. • Go directly to PE-3.
Feed back	SGLs will provide feedback on each group's work.

Platoon Warning Order

Our mission is to attack the town of Corona at 1830. The enemy has some good positions in the buildings. There may also be enemy tanks in the town. Draw six grenades and one AT-4 for each man. Each squad will carry 10 blocks of C4, 10 non-electric blasting caps, 10 fuse lighters, 100 feet of detonating cord, and 15 feet of fuse. The platoon sergeant will tell you where and when you can pick it up. Let me know by 1330 if you have any problems with radios or weapons. Meet me back here at 1405. At that time, we will move up to the ridge, overlooking the town, where I will give the complete order.

**SOLUTION FOR
PRACTICAL EXERCISE PE-2**

SPE-2, Solution to Prepare a Squad Warning Order

If Available, the 4 minimum essential elements in a warning order.

1. The Mission: (The nature of the operations) Attack the town of Corona.

 2. Who is participating in the operation. The squad as part of the platoon.

 3. Time of the operations. At 1830

 4. Time and place for issuance of the complete order. 1515

 5. Any special instructions Each man will carry six grenades and one LAW. SGT Evans' team will handle the squads demolitions and draw 10 blocks of C4, 10 nonelectric blasting caps, 10 fuse igniters, 100 feet of detonating cord, and 15 feet of fuse. Make sure you test burn the fuse. Private Smith, carry a climbing rope and grappling hook.
-

Squad Warning Order

Our mission is **1to attack the town of Corona** at **31830** as **2part of the platoon**. The enemy has well prepared positions in the buildings and probably has tanks with him. **5Each man will carry six grenades and one LAW**, in addition to the standard load for rifles and grenade launchers. **5Sergeant Evans, your team will handle our demolitions: draw 10 blocks of C4, 10 non-electric blasting caps, 10 fuse igniters, 100 feet of detonating cord, and 15 feet of fuse. Make sure you testburn the fuse. Private Smith, carry a climbing rope and grappling hook.** The platoon sergeant will be here in 20 minutes to tell us where and when we can pick up our ammunition and equipment. I'm leaving now to get the platoon order. Sergeant Jones is in charge until I get back. **4We will meet here at 1515 for the OPORD.**

PRACTICAL EXERCISE SHEET PE-3

Title	Prepare Elements of a Squad Operation Order						
Lesson Number/Title	W222 version 1 / Combat Orders						
Introduction	As a leader you must survive, fight, and win on the battlefield. When you receive an order, you must clearly understand what your unit has to accomplish in relation to the ground and to the other units.						
Motivator	This practical exercise will help you evaluate your ability to determine the commander's intent and to prepare the concept of operation for a squad's OPORD.						
Terminal Learning Objective	<p>NOTE: The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Action:</td> <td>Implement a Squad Level Combat Order.</td> </tr> <tr> <td>Conditions:</td> <td>In a classroom environment, culminating in a situational training exercise, and given a platoon operation order in a simulated combat condition.</td> </tr> <tr> <td>Standards:</td> <td> Implemented a squad level combat order by— <ul style="list-style-type: none"> • Conducting troop-leading procedures. • Ensuring the conduct of pre combat checks. • Identifying three types of combat orders: <ul style="list-style-type: none"> - Operation order (OPORD) - Warning order (WARNO), and - Fragmentary order (FRAGO). • Interpreting the commander's intent of a combat order in accordance with FM 7-8. </td> </tr> </table>	Action:	Implement a Squad Level Combat Order.	Conditions:	In a classroom environment, culminating in a situational training exercise, and given a platoon operation order in a simulated combat condition.	Standards:	Implemented a squad level combat order by— <ul style="list-style-type: none"> • Conducting troop-leading procedures. • Ensuring the conduct of pre combat checks. • Identifying three types of combat orders: <ul style="list-style-type: none"> - Operation order (OPORD) - Warning order (WARNO), and - Fragmentary order (FRAGO). • Interpreting the commander's intent of a combat order in accordance with FM 7-8.
Action:	Implement a Squad Level Combat Order.						
Conditions:	In a classroom environment, culminating in a situational training exercise, and given a platoon operation order in a simulated combat condition.						
Standards:	Implemented a squad level combat order by— <ul style="list-style-type: none"> • Conducting troop-leading procedures. • Ensuring the conduct of pre combat checks. • Identifying three types of combat orders: <ul style="list-style-type: none"> - Operation order (OPORD) - Warning order (WARNO), and - Fragmentary order (FRAGO). • Interpreting the commander's intent of a combat order in accordance with FM 7-8. 						
Safety Requirements	Instructors act as safety instructors during the conduct of all training. Ensure students observe safe practices at all times. If conducting the practical exercise outside, take precautions dependent on the weather. Training area should be generally flat and free from debris.						
Risk Assessment Level	Low Determined by Instructor						
Environmental Considerations	None						
Evaluation	We will discuss and answer any questions about this PE as a group.						
Instructional Lead-In	This PE requires you to apply the information you learned in this lesson to correctly determine the commander's intent and to prepare the concept of operation for a squad's OPORD.						

Resource Requirements

Pencil and paper.

Special Instructions

None

Procedures

- During this PE you will demonstrate your ability to write a statement of the commander's intent and the concept of operation for a squad's OPORD.
- Divide the group into four small groups. Designate each group as 1st squad, 2d squad, 3d squad, and platoon headquarters. Each squad will:
- Allow 15 minutes for the groups to write the commander's intent statement and the concept of operations for their squad.
 - Write a statement of what they deem is the commander's intent based on the Execution paragraph of the OPORD.
 - Write a concept of operations.

Pass out page C-12 (PE-3) and explain the procedures outlined below.

- Have each group select a representative to present the group's commander's intent statement and write it on the board so all can compare their statements with each others' statements and the schoolhouse statement.
 - Each group's representative will present their concept of operation.
 - Discuss the statements and concepts of operations using the guidance in the Solutions to Practical Exercise 3 on page C-13 (SPE-3) or Show VGT-28.
 - Answer any questions.
 - Go directly to PE-4.
-

Feedback Requirements

SGLs will provide feedback on each group's work.

Execution Paragraph of the Platoon Operation Order

3. EXECUTION:

a. Concept of operation. The 2d Platoon will attack dismounted crossing the line of departure (LD) at 0600. We will cross the LD in column formation using the traveling overwatch technique. Order of march will be 2d squad, platoon headquarters, 1st Squad, 3d Squad. The carrier element will provide overwatching fires from Hill 294 (NB 780916). When we reach Catfish Creek, our assault position, we will deploy in line formation with 1st Squad on the left, 2d squad as the base squad in the center, and 3d Squad on the right to seize Hill 301, Objective RED. By seizing Objective RED, we will be able to control all movement on the road between Hills 309 (NB 783910) and 301 (NB 782918). If the enemy counterattacks, the company commander thinks they may try to use the road. By seizing Hill 309, Objective BLUE, on our left, 1st Platoon will assist in protecting the battalion's flank against enemy counterattack. The 3d Platoon will be following during the assault and will be prepared to continue the assault if needed. There will be a 15-minute artillery preparation beginning at 0550. We have priority of fires. My map shows the targets I have chosen. Make sure you mark them on your map before you leave.

b. Missions for subordinate units:

- (1) 1st Squad: Consolidate from 9 to 11.
- (2) 2d Squad: Consolidate from 11 to 1.
- (3) 3d Squad: Consolidate from 1 to 3.
- (4) Carrier element:
 - (a) Support assault from Hill 294.
 - (b) Shift fires on order to northeast.
 - (c) Move to objective on order.

c. Coordinating instructions:

- (1) 2d Squad is base squad during assault.
- (2) In consolidation, 12 o'clock is east.
- (3) Limit of advance is 100 meters beyond crest of the hill.

**SOLUTION FOR
PRACTICAL EXERCISE PE-3**

SPE-3, Solution to Prepare Elements of A Squad Operation Order

Commander's intent: To control the road between Hill 301 and Hill 309 in case of possible enemy counterattack.

Concept of operation for 1st Squad: (Modify the wording in the underlined areas to apply to the other elements.)

The 1st Squad's mission, our mission, is to attack and seize the left part of Hill 301, located here. We attack dismounted, crossing the LD at 0600 in column formation using traveling overwatch behind 2d Squad and the Platoon Headquarters, with 3d Squad following us. Our carrier provides overwatching fires from Hill 294, located here. Our assault position is Catfish Creek where we deploy in line formation: our squad on the left; 2d Squad, base squad, in the center; and 3d Squad on the right to seize Hill 301, Objective RED. After we seize Objective RED, we have to watch this road between us and 1st Platoon on Hill 309 for possible enemy counterattack. A 15-minute artillery prep will begin at 0550. We consolidate on Objective RED from 9 to 11 with 12 being east. We link with 2d Squad at 11. The 3d Platoon may come up to pass through us to continue the attack. Our carrier will move forward on order and join us on the objective. No one is to advance more than 100 meters beyond the crest of the hill.

PRACTICAL EXERCISE SHEET PE-4

Title	Prepare a Squad Fragmentary Order						
Lesson Number/Title	W222 version 1 / Combat Orders						
Introduction	As a leader you must survive, fight, and win on the battlefield. When you receive a change in the tactical situation or to the operation order, you must issue brief, specific, and timely instructions in a FRAGO.						
Motivator	This practical exercise will help you evaluate your ability to extract a squad's fragmentary order from the platoon's fragmentary order.						
Terminal Learning Objective	<p>NOTE: The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Action:</td> <td>Implement a Squad Level Combat Order.</td> </tr> <tr> <td>Conditions:</td> <td>In a classroom environment, culminating in a situational training exercise, and given a platoon operation order in a simulated combat condition.</td> </tr> <tr> <td>Standards:</td> <td> Implemented a squad level combat order by— <ul style="list-style-type: none"> • Conducting troop-leading procedures. • Ensuring the conduct of precombat checks. • Identifying three types of combat orders: <ul style="list-style-type: none"> - Operation order (OPORD) - Warning order (WARNO), and - Fragmentary order (FRAGO). • Interpreting the commander's intent of a combat order in accordance with FM 7-8. </td> </tr> </table>	Action:	Implement a Squad Level Combat Order.	Conditions:	In a classroom environment, culminating in a situational training exercise, and given a platoon operation order in a simulated combat condition.	Standards:	Implemented a squad level combat order by— <ul style="list-style-type: none"> • Conducting troop-leading procedures. • Ensuring the conduct of precombat checks. • Identifying three types of combat orders: <ul style="list-style-type: none"> - Operation order (OPORD) - Warning order (WARNO), and - Fragmentary order (FRAGO). • Interpreting the commander's intent of a combat order in accordance with FM 7-8.
Action:	Implement a Squad Level Combat Order.						
Conditions:	In a classroom environment, culminating in a situational training exercise, and given a platoon operation order in a simulated combat condition.						
Standards:	Implemented a squad level combat order by— <ul style="list-style-type: none"> • Conducting troop-leading procedures. • Ensuring the conduct of precombat checks. • Identifying three types of combat orders: <ul style="list-style-type: none"> - Operation order (OPORD) - Warning order (WARNO), and - Fragmentary order (FRAGO). • Interpreting the commander's intent of a combat order in accordance with FM 7-8. 						
Safety Requirements	Instructors act as safety instructors during the conduct of all training. Ensure students observe safe practices at all times. If conducting the practical exercise outside, take precautions dependent on the weather. Training area should be generally flat and free from debris.						
Risk Assessment Level	Low Determined by Instructor						
Environmental Considerations	None						
Evaluation	We will discuss and answer any questions about this PE as a group.						
Instructional Lead-In	This PE requires you to apply the information you learned in this lesson to extract information needed to write your squad's fragmentary order.						

Resource Requirements

Pencil and paper

Special Instructions

None

Procedures

Read the platoon's FRAGO on the next page and as a group, write a FRAGO for your unit. You have eight minutes to complete this exercise.

- Pass out page C-16 (PE-4), Platoon FRAGO, or show VGT-30 and read the procedures outlined below.
 - Have the soldiers remain in their designated group/squad, but have them select a different representative to present the group/squad's FRAGO.
 - Give each group a blank worksheet, page C-17 and instruct the following:
 - You have 8-minutes to write a squad FRAGO based off the Platoon FRAGO.
 - Fill in the blank worksheet for your particular squad.
 - You will brief your FRAGO to the class.
 - After the groups brief their squad FRAGOs, hand out pages C-18 and C-19 (SPE-4) or show VGT- 31 through 34.
 - Answer any questions.
-

Feedback

SGLs will provide feedback on each group's work.

Platoon Fragmentary Order

Situation: Enemy/Friendly	"Estimate a tank section, in well-prepared positions in vicinity of Hill 294, has stopped the carrier element."
Mission	"No Change."
Orders to Subordinate Units	"2d Squad and 3d squad continue attack to seize Objective RED. 1st squad moves to Hill 294 and helps the carrier element contain the enemy."
Fire Support	"Priority of fire remains with 2d Platoon."
Coordinating Instructions	"2d Squad must coordinate with 1st Squad of 3d Platoon to ensure the left flank is secure. The platoon's 1st Squad will annihilate the enemy's tank section first and then assume their positions."

<u>1st Squad</u>	
Situation: Enemy/Friendly	
Mission	
Orders to Subordinate Units	
Fire Support	
Coordinating Instructions	

<u>2d Squad</u>	
Situation: Enemy/Friendly	
Mission	
Orders to Subordinate Units	
Fire Support	
Coordinating Instructions	

<u>3d Squad</u>	
Situation: Enemy/Friendly	
Mission	
Orders to Subordinate Units	
Fire Support	
Coordinating Instructions	

<u>Platoon Headquarters</u>	
Situation: Enemy/Friendly	
Mission	
Orders to Subordinate Units	
Fire Support	
Coordinating Instructions	

**SOLUTION FOR
PRACTICAL EXERCISE PE-4**

SPE-4, Solution to Prepare a Fragmentary Order

1st Squad

Situation: Enemy/Friendly	"Estimate a tank section, in well-prepared positions in vicinity of Hill 294, has stopped the carrier element."
Mission	"Our 1st Squad will annihilate the enemy's tank section first and then assume that position."
Orders to Subordinate Units	"No change."
Fire Support	"No change."
Coordinating Instructions	"No change."

2d Squad

Situation: Enemy/Friendly	"Estimate a tank section, in well-prepared positions in vicinity of Hill 294, has stopped the carrier element."
Mission	"No change."
Orders to Subordinate Units	"No change."
Fire Support	"No change."
Coordinating Instructions	Coordinate with 1Sqd of 3d Plt to ensure left flank is secure.

3d Squad

Situation: Enemy/Friendly	"Estimate a tank section, in well-prepared positions in vicinity of Hill 294, has stopped the carrier element."
Mission	"No change."
Orders to Subordinate Units	"No change."
Fire Support	"No change."
Coordinating Instructions	"No change."

Platoon Headquarters

Situation: Enemy/Friendly	"Estimate a tank section, in well-prepared positions in vicinity of Hill 294, has stopped the carrier element."
Mission	"No change."
Orders to Subordinate Units	"No change."
Fire Support	"No change."
Coordinating Instructions	"No change."

HANDOUTS FOR LESSON 1: W222 version 1

**This Appendix
Contains**

This appendix contains the items listed in this table--

Title/Synopsis	Pages
SH-1, Advance Sheet	SH-1-1 and SH-1-2
SH-2, Extracts from FM 7-8	SH-2-1 thru SH-2-16
SH-3, Extract from Task 071-990-0004, Conduct Pre Combat Checks	SH-3-1 thru SH-3-9

STUDENT HANDOUT 1

This student handout contains Advance Sheet

Student Handout 1

Advance Sheet

Overview

This lesson discusses troop-leading procedures and explains three types of combat orders: warning order (WARNO), operation order (OPORD), and fragmentary order (FRAGO). You will also learn the importance of and what you must concern yourself with while conducting precombat checks.

Learning Objective

Terminal Learning Objective (TLO)

Action:	Implement a squad level combat order.
Conditions:	In a classroom environment, culminating in a situational training exercise, and given a platoon operation order in a simulated combat condition.
Standards:	Implemented a squad level combat order by— <ul style="list-style-type: none">• Conducting troop leading procedures.• Ensuring the conduct of precombat checks.• Identifying three types of combat orders:<ul style="list-style-type: none">- Operation order (OPORD)- Warning order (WARNO), and- Fragmentary order (FRAGO).• Interpreting the commander's intent of a combat order IAW FM 7-8.

ELO A Identify three types of combat orders: operation order (OPORD), warning order (WARNO), and fragmentary order (FRAGO).

ELO B Identify troop-leading procedures.

ELO C Interpret the commander's intent of a combat order.

Assignments

The student assignments for this lesson are:

- Read SH-1, Advance sheet.
 - Read SH-2, Extracted material from FM 7-8.
 - Read SH-3, Extracted material Task Number 071-990-0004, Conduct Pre Combat Checks.
-

Additional Subject Area Resources

None

Bring to Class

You must bring the following materials to class—

- Pencil or pen and writing paper.
 - All referenced material received for this lesson.
-

Student Handout 2

This student handout contains extracted material from FM 7-8.

RECOVERABLE PUBLICATION

YOU RECEIVED THIS DOCUMENT IN A DAMAGE-FREE CONDITION. DAMAGE IN ANY WAY TO INCLUDE HIGHLIGHTING, PENCIL MARKS, OR MISSING PAGES WILL SUBJECT YOU TO PECUNIARY LIABILITY (STATEMENT OF CHARGES, CASH COLLECTION ETC.) TO RECOVER PRINTING COSTS.

2-2. TROOP-LEADING PROCEDURE

Troop leading is the process a leader goes through to prepare his unit to accomplish a tactical mission. It begins when he is alerted for a mission. It starts again when he receives a change or a new mission. The troop-leading procedure comprises the steps listed below. Steps 3 through 8 may not follow a rigid sequence. Many of them may be accomplished concurrently. In combat, rarely will leaders have enough time to go through each step in detail. Leaders must use the procedure as outlined, if only in abbreviated form, to ensure that nothing is left out of planning and preparation, and that their soldiers understand the platoon's and squad's mission and prepare adequately. They continuously update their estimates throughout the preparation phase and adjust their plans as appropriate.

STEP 1. Receive the mission.

STEP 2. Issue a warning order.

STEP 3. Make a tentative plan.

STEP 4. Start necessary movement.

STEP 5. Reconnoiter.

STEP 6. Complete the plan.

STEP 7. Issue the complete order.

STEP 8. Supervise.

a. **STEP 1. Receive the Mission.** The leader may receive the mission in a warning order, an operation order (OPORD), or a fragmentary order (FRAGO). He immediately begins to analyze it using the factors of METT-T:

- What is the **MISSION**?
- What is known about the **ENEMY**?
- How will **TERRAIN** and weather affect the operation?
- What **TROOPS** are available?
- How much **TIME** is available?

(1) The leader should use no more than one third of the available time for his own planning and for issuing his operation order. The remaining two thirds is for subordinates to plan and prepare for the operation. Leaders should also consider other factors such as available daylight and travel time to and from orders and rehearsals. In the offense, the leader has one third of the time from his receipt of the mission to the unit's LD time. In the defense, he has one third of the time from mission receipt to the time the squad or platoon must be prepared to defend.

(2) In scheduling preparation activities, the leader should work backwards from the LD or defend time. This is reverse planning. He must allow enough time for the completion of each task.

b. **STEP 2. Issue a Warning Order.** The leader provides initial instructions in a warning order. The warning order contains enough information to begin preparation as soon as possible. Platoon SOPs should prescribe who will attend all warning orders and the actions they must take upon receipt: for example, drawing ammunition, rations and water, and checking communications equipment. The warning order has no specific format. One technique is to use the five-paragraph OPORD format.

The leader issues the warning order with all the information he has available at the time. He provides updates as often as necessary. The leader never waits for information to fill a format. A sample warning order is in Figure 2-1. If available, the following information may be included in a warning order.

- The mission or nature of the operation.
- Who is participating in the operation.
- Time of the operation.
- Time and place for issuance of the operation order.

FORMAT	ANNOTATED FORMAT	EXAMPLE, ORAL (ATTACK)
SITUATION	Brief description of the enemy and friendly situations. Point out key location on the ground, map or sketch. Attachment and detachment to the squad/platoon	<p>“This is a warning order. Hold your question until I finish.</p> <p>“The scouts have identified a motorized rifle platoon with at least two BTRs defending Hill 876, vic GL 123456. They are digging in an it looks like they plan to defend the road junction at GL 126463. the rest of the enemy company is further to the west, around Hill 899.</p> <p>“Captain Williams just issued a warning order for the company to prepare for an infiltration at 0200, 11 July to seize Hill 876 in order to provide suppressive fires for the battalion’s main attack on Hill 899.</p> <p>“There are no attachments or detachments</p>
MISSION	Concise statement of the task and purpose (who, what, when, where, and why). If not all information is known, state which parts of the mission statement are tentative.	<p>“3d Plt attacks 11 0200 Jul 91 to seize Hill 876 (GL 123456) in order to provide fires on Hill 899 in support of the battalion’s attack.</p>
EXECUTION	brief statement of the tentative concept of the operation.	<p>“We will be one of the two assault platoon along with 2d Plt. 1st Plt will be the base of fire along with the company mortars and dragons.</p>

Figure 2-1. Example of platoon warning order

FORMAT	ANNOTATED FORMAT	EXAMPLE, ORAL (ATTACK)
<p>EXECUTION (continued)</p>	<p>Time schedule: Earliest time of move. Time and place of OPORD Probable execution time. Inspection times and items to be inspected different from SOP. Rehearsal time, location, and actions to be rehearsed.</p> <p>Tasks to subordinate key personnel: Platoon sergeant Squad leaders RATELO Aid man Attachments To soldiers helping prepare OPORD. As needed to others</p>	<p>“Time schedule is as follows: LD time is 0200. The earliest we will have to move is 2330. After 2330, we have to be ready to move within 10 minutes of the order to do so. My final inspection will be at 2300, here at the CP. We have a company rehearsal for team leaders on op at 1600 at the company CP. We will meet here at 1530 and move together. I want a platoon rehearsal for team leaders, squad leaders, the aid man, the FO, and of course, SFC Fowler (the PSG) her at our CP at 1330. We will do a full platoon rehearsal at 2100 so we can do it at least once in the dark. Platoon rehearsals will be for actions at the objective. Squads rehearse breaching and react to contact drills on your own. My OPORD will be here at the platoon CP at 1030.</p> <p>“SFC Fowler, talk to me about resupply after this warning order. I want you to plan for casualty evacuation and to give paragraph 4 of the OPORD. “SSG Crawford, you and your squad will be the lead squad. Make sure you recon the route from her to the LD. “SGT Brown (FO). I need you to get the fire plan from the FIST ASAP, so we see what additional targets we need. “SSG Steele, send SGT White and his team up here in 20 minutes to begin making the terrain model of the objective.</p>

Figure 2-1. Example of platoon warning order (continued).

FORMAT	ANNOTATED FORMAT	EXAMPLE, ORAL (ATTACK)
	Additional general instructions	
SERVICE SUPPORT	CSS tasks to be accomplished that are different from the TACSOP	“Each squad will carry four AT4s to sue against the BTRs or any bunkers we find.
COMMAND AND SIGNQAL	Location of CP succession of command (if not SOP0. SOI in effect. Signals/code words.	“No change to platoon organization. the platoon CP will stay here. SOI we have is still in effect. “The time now 06720. What are you quesitons

Figure 2-1. Example of platoon warning order (continued).

c. **STEP 3. Make a Tentative Plan.** The leader develops an estimate of the situation to use as the basis for his tentative plan. The estimate is the military decision making process. It consists of five steps: detailed mission analysis, situation analysis and course of action development, analysis of each course of action, comparison of each course of action, and decision. The decision represents the tentative plan. The leader updates the estimate continuously and refines his plan accordingly. He uses this plan as the start point for coordination, reconnaissance, task organization (if required), and movement instructions.

He works through this problem solving sequence in as much detail as time available allows. As the basis of his estimate, the leader considers the factors of METT-T:

(1) **Mission.** The leader considers his mission as given to him by his commander. He analyzes it in light of the commander's intent two command levels higher, and derives the essential tasks his unit must perform in order to accomplish the mission.

(2) **Enemy.** The leader considers the type, size, organization, tactics, and equipment of the enemy he expects to encounter. He identifies their greatest threat to his mission find their greatest vulnerability.

(3) **Terrain.** The leader considers the effect of terrain and weather on enemy and friendly forces using the guidelines below (OCOKA):

(a) *Observation and fields of fire.* The leader considers ground that allows him observation of the enemy throughout his area of operation. He considers fields of fire in terms of the characteristics of the weapons available to him; for example, maximum effective range, the requirement for grazing fire, and the arming range and time of flight for antiarmor weapons.

(b) *Cover and concealment.* The leader looks for terrain that will protect him from direct and indirect fires (cover) and from aerial and ground observation (concealment).

(c) *Obstacles.* In the attack, the leader considers the effect of restrictive terrain on his ability to maneuver. In the defense, he considers how he will tie in his obstacles to the terrain to disrupt, turn, fix, or block an enemy force and protect his own forces from enemy assault.

(d) *Key terrain.* Key terrain is any locality or area whose seizure or retention affords a marked advantage to either combatant. The leader considers key terrain in his selection of objectives, support positions, and routes in the offense, and on the positioning of his unit in the defense.

(e) *Avenues of approach.* An avenue of approach is an air or ground route of an attacking force of a given size leading to its objective or key terrain in its path. In the offense, the leader identifies the avenue of approach that affords him the greatest protection and places him at the enemy's most vulnerable spot. In the defense, the leader positions his key weapons along the avenue of approach most likely to be used by the enemy.

(f) **Weather.** In considering the effects of weather, the leader is most interested in visibility and trafficability.

(4) **Troops available.** The leader considers the strength of subordinate units, the characteristics of his weapon systems, and the capabilities of attached elements as he assigns tasks to subordinate units.

(5) **Time available.** The leader refines his allocation of time based on the tentative plan and any changes to the situation.

d. **STEP 4. Start Necessary Movement.** The platoon may need to begin movement while the leader is still planning or forward reconnoitering. The platoon sergeant or a squad leader may bring the platoon forward, usually under the control of the company executive officer or first sergeant. This step could occur at any time during the troop-leading procedure.

e. **STEP 5. Reconnoiter.** If time allows, the leader makes a personal reconnaissance to verify his terrain analysis, adjust his plan, confirm the usability of routes, and time any critical movements. When time does not allow, the leader must make a map reconnaissance. The leader must consider the risk inherent in conducting reconnaissance forward of friendly lines. Sometimes the leader must rely on others (for example, scouts) to conduct the reconnaissance if the risk of contact with the enemy is high.

f. **STEP 6. Complete the Plan.** The leader completes his plan based on the reconnaissance and any changes in the situation. He should review his mission, as he received it from his commander, to ensure that his plan meets the requirements of the mission and stays within the framework of the commander's intent.

g. **STEP 7. Issue the Complete Order.** Platoon and squad leaders normally issue oral operations orders.

(1) To aid subordinates in understanding the concept for the mission, leaders should issue the order within sight of the objective or on the defensive terrain. When this is not possible, they should use a terrain model or sketch.

(2) Leaders must ensure that subordinates understand the mission, the commander's intent, the concept of the operation, and their assigned tasks. Leaders may require subordinates to repeat all of part of the order or demonstrate on the model or sketch, their understanding of the operation. They should also quiz their soldiers to ensure that all soldiers understand the mission. Chapter 5 provides a list of questions that leaders can ask to determine if the soldiers understand the mission.

h. **STEP 8. Supervise.** The leader supervises the unit's preparation for combat by conducting rehearsals and inspections.

(1) **Rehearsals.** The leader uses rehearsals to--

- Practice essential tasks (improve performance).
- Reveal weaknesses or problems in the plan.
- Coordinate the actions of subordinate elements.
- Improve soldier understanding of the concept of the operation (foster confidence in soldiers).

(a) Rehearsals include the practice of having squad leaders brief their planned actions in execution sequence to the platoon leader.

(b) The leader should conduct rehearsals on terrain that resembles the actual ground, and in similar light conditions.

(c) The platoon may begin rehearsals of battle drills and other SOP items before the receipt of the operation order. Once the order has been issued, it can rehearse mission specific tasks.

(d) Some important tasks to rehearse include--

- Actions on the objective.
- Assaulting a trench, bunker, or building.
- Actions at the assault position.
- Breaching obstacles (mine and wire).
- Using special weapons or demolitions.
- Actions on unexpected enemy contact.

(2) **Inspections.** Squad leaders should conduct initial inspections shortly after receipt of the warning order. The platoon sergeant spot checks throughout the unit's preparation for combat. The platoon leader and platoon sergeant make a final inspection. They should inspect--

- Weapons and ammunition.
- Uniforms and equipment.
- Mission-essential equipment.
- Soldier's understanding of the mission and their specific responsibilities.
- Communications.
- Rations and water.
- Camouflage.

Deficiencies noted during earlier inspections.

2-3. OPERATION ORDER FORMAT

An operation order (OPORD) is a directive issued by the leader to his subordinate leaders in order to effect the coordinated execution of a specific operation.

a. The leader briefs his OPORD orally from notes that follow the five-paragraph format below (Figure 2-2).

FORMAT	ANNOTATED FORMAT	EXAMPLE, ORAL (ATTACK)	EXAMPLE, ORAL (DEFEND)
<p>TASK ORGANIZATION</p> <p>1. SITUATION</p> <p>a. Enemy Forces</p>	<p>Task Organization: Explain how the unit is organized for the operation. If there is no change to previous task organization, indicate "no change."</p> <p>1. SITUATION; Provide information essential to the subordinate leader's understanding of the situation.</p> <p>a. Enemy Forces. Refer to the overlay or sketch. Include pertinent intelligence provided by higher HQ and other facts and assumptions about the enemy. This analysis is stated as conclusions and addressed--</p> <p>(1) Disposition, composition, and strength.</p> <p>(2) Capabilities. A listing of what the enemy is able to do and how well.</p> <p>(3) Most probable course of action.</p>	<p>"Task organization is 1st Squad with two of the platoon's machine guns, 2d Squad, 3d Squad.</p> <p>"Situation:</p> <p>"Enemy forces: The scouts have confirmed a full strength motorized rifle squad on our portion of the company objective. They are dug in and expected to fight hard to retain this terrain. Their approximate positions and orientation are as reflected on the terrain model.</p>	<p>"Task organization is 1st Squad, 2d Squad with one machine gun team, 3d Squad with one machine gun team.</p> <p>"Situation:</p> <p>"Enemy forces: An enemy light battalion about 85% strength is expected to be traveling SSW paralleling the east side of Comanche Road on the night of 12 June as the supporting effort of a regiment attack. We anticipate their scouts to reconnoiter any time after 1200, 12 June.</p>

Figure 2-2. Example Operation Order

FORMAT	ANNOTATED FORMAT	EXAMPLE, ORAL (ATTACK)	EXAMPLE, ORAL (DEFEND)
b. Friendly Forces	<p>b. Friendly Forces. Provide information that subordinates need to accomplish their tasks.</p> <p>(1) Higher unit. A verbatim statement of the higher unit commander's mission statement from paragraph 2 and concept of the operation statement from paragraph 3a.</p> <p>(2) Left unit's mission</p> <p>(3) Right unit's mission</p> <p>(4) Forward unit's mission</p> <p>(5) Mission of the unit in reserve or following.</p> <p>(6) Units in support or reinforcing the high unit</p>	<p>"Friendly forces: Company C seizes OBJ FOX, vicinity of GL 162827 to prevent enemy from concentrating combat power against the battalion main effort, Company A on OBJ COW. The CO's intent is to isolate the northern portion of the objective preventing the MRP main effort from concentrating against our breach in the south. He wants to execute the breach and pass through the main attack as quickly as possible. This will prevent enemy from affecting the battalion attack.</p> <p>"On our left, 1st Platoon fix enemy on OBJ FOX to allow 2d platoon to establish a breach.</p> <p>"On our ;right, 2d Platoon establish a breach, vicinity of GL 163826 to allow main attack to clear OBJ FOX.</p> <p>"To our rear, Company mortars suppress enemy on OBJ FOX to screen breaching effort.</p>	<p>"Friendly forces: Company A defends NLT 121000 Jun 91 to destroy the enemy, vicinity of GL 123456 (EA FOX) and GL 127439 (EA PUP) to prevent the envelopment of Company B, the battalion main effort. The CO's intent is to occupy the BP with one platoon forward destroying any reconnaissance elements. Two platoons will concentrate fires on EA FOX. The main effort destroys vehicles in forward half of EA FOX. One platoon will disrupt enemy forces preventing envelopment of our main effort. Once reconnaissance elements are destroyed, that platoon will suppress enemy forces in EA PUP. Battalion obstacles will force enemy into EA PUP and FOX.</p> <p>"On our left, Company B defends the high ground to the west, vicinity of GL111461.</p> <p>"On our ;right, 2d Platoon, company main effort, defends BP 1 to destroy enemy in EA FOX.</p> <p>"Scout Platoon screens forward of our company BP. They will withdraw through 2d Platoon.</p>
c. Attachments and Detachments	<p>c. Attachments and Detachments. when not shown under Task Organization list here or in an annex, units attached or detached from the platoon, together with the effective times.</p>	<p>"Attachments and detachments: The platoon has three Dragons attached, which will remain under platoon control until seizure of objective.</p>	<p>"Attachments and detachments: None</p>
2. MISSION	<p>2. MISSION: Provide a clear, concise statement of the task to be accomplished and the purpose for doing it (WHO, WHAT, WHEN, WHERE, AND WHY). The leader derives the mission from his mission analysis.</p>	<p>"Mission: 3d Platoon attacks 140200 Jun 91 to seize western edge of Hill 652 (OBJ CAT), vicinity of GL 170834 preventing disruption of battalion main attack.</p>	<p>"Mission: 1st Platoon defends Hill 202 (BP 2) NLT 121000 Jun 91 to destroy enemy in EA FOX vicinity of GL 123456 to prevent the envelopment of 2d Platoon.</p>

Figure 2-2. Example Operation Order (continued)

FORMAT	ANNOTATED FORMAT	EXAMPLE, ORAL (ATTACK)	EXAMPLE, ORAL (DEFEND)
<p>b. Tasks to Maneuver Units</p>	<p>b. Tasks to Maneuver Units. Specify tasks, other than those listed in paragraph 3a(1), and the purpose of each, for squads and attachments. List each in separate numbered subparagraphs. Address the reserve last. State any priority of sequence.</p>	<p>"Tasks to maneuver units: 1st Squad, shift fires to contact point 1, allowing 2d Platoon a clear approach into the trench line. "2d Squad, prepare satchel charges for bunkers. "3d Squad, b prepared to assist main attack.</p>	<p>"Tasks to maneuver units: 1st Squad occupy and prepare BP 2A, prepare your supplementary position here (point out on terrain model), to prevent flank attack. Prepare OP1 and construct obstacle 1. "2d Squad occupy and prepare BP 2B, construction obstacle 2, and provide one man to company to assist in establishing this minefield. Have that man report to the 1SG at the company CP GL 119445, at 1400 today. "3d Squad occupy and prepare BP 2C, prepare OP 2, and construction obstacle 3.</p>
<p>c. Tasks to Combat Support Units.</p>	<p>c. Tasks to Combat Support Units. A platoon may receive an attachment of CS units; for example, and engineer squad, List tasks to CS units in subparagraphs in the order they appear in the task organization. List only those specific tasks that must be accomplished by these units not specified elsewhere.</p>	<p>"Tasks to combat support units: Mortars will occupy firing position, vicinity of GL 167828 NLT 150425R Jun91.</p>	
<p>d. Coordinating Instructions</p>	<p>d. Coordinating Instructions. List details of coordination and control applicable to 2 or more units in the platoon. Items that may be addressed include-- Priority intelligence requirements, intelligence requirements, and reporting tasks. Mission-oriented protective posture level (see Section XI). Troop safety and operational exposure guidance (Section XI). Engagement and disengagement criteria and instruction. Fire distribution and control measures. Consolidation and reorganization instruction (other than SOP items).</p>	<p>"Coordinating Instruction: Order of march for Company C is 1st Platoon, CP, 2d Platoon, Mortars, 3d Platoon. "Order of march for the platoon is 1st Squad, HQ, 2d Squad, 3d Squad. Movement formation is platoon file, traveling. "LD time 142300RJun 91. Depart the AA at 142130 Jun91. "MOPP1 in effect. "Platoon rehearsal for key leaders, 1300. Company rehearsal, 1400. "Consolidation is IAW terrain model. "Timing: 1300 Plt rehearsal 1400 Co rehearsal 1700 Inspection 1730 chow 1830 Rest 2100 Night rehearsal 0045 Stand to</p>	<p>"Coordinating Instruction: All squads responsible for constructing protective and tactical (FLP) wire obstacles direction to their front. The PSG will coordinate that effort. "ADA weapons status: TIGHT. "Priority of work per platoon TACSOP. "Security: 20% until 112000 Jun 91 50% until defend time " Timing: 10 Jun 1700 Chow 11 Jun 0515 Stand to 0700 Chow 1000 Inspection 1700 Chow 12 Jun 0515 Stand to 0700 Chow</p>

Figure 2-2. Example Operation Order

FORMAT	ANNOTATED FORMAT	EXAMPLE, ORAL (ATTACK)	EXAMPLE, ORAL (DEFEND)
<p>4. SERVICE SUPPORT</p> <p>a. General.</p> <p>b. Material and Services</p> <p>(1) Supply</p> <p>(2) Transportation</p> <p>(3) Services</p> <p>(4) Maintenance</p>	<p>Reporting requirements; for example, crossing PLs or check points. Terrorism and counterterrorism instruction. Specified tasks that pertain to more than one squad or element. Rules of engagement. Order of march and other movement instructions (consider an Annex)</p> <p>4. SERVICE SUPPORT. Include CSS instruction and arrangements supporting the operation that are of primary interest to the platoon. Include changes to establish SOPs or a previously issued order. Paragraph 4 is often prepared and issued by the PSG.</p> <p>a. General. Reference the SOPs that govern the sustainment operations of the unit. Provide current and proposed company trains locations, casualty and damaged equipment collection points, and routes to and from them.</p> <p>b. Material and Services: (1) Supply. Include information on all classes of supply of interest to the platoon. When applicable, lists constraints and limitation, specific operating hours, distribution methods or schedules and other information which alters the standard manner in which supplies are managed, controlled, handled, or distributed.</p> <p>(3) Services. Include information or instructions that prescribe the type of service available, designation, and location of the facility and service for service.</p> <p>(4) Maintenance. Include any information that differs from the established SOP on maintenance of weapons and equipment.</p>	<p>0115 Final inspection 0200 LD time 0515 Assault time</p> <p>“Service Support:</p> <p>“Company Trains will be located at trail intersection, vicinity of GL 161823 after seizure of OBJ FOX.</p>	<p>0900 Final Inspection of Positions 1000 defend time continue to improve positions as required.</p> <p>“Service Support:</p> <p>“Company trains located just west of the road intersection, vicinity of GL 118440.</p> <p>“Class I, T-MRE-T until defend time, then MRE-MRE-MRE. “Class IV, preconfigured loads will arrive at our position 1000 this morning. PSG, have a six-man detail ready to assist in off-loading.</p>

Figure 2-2. Example Operation Order

FORMAT	ANNOTATED FORMAT	EXAMPLE, ORAL (ATTACK)	EXAMPLE, ORAL (DEFEND)
(5) Medical Evacuation.	(5) Medical evacuation. Identify procedures for evacuation of wounded if they differ from the SOP>	"Company casualty collection points are located along the infiltration lane. Platoon CCP after seizure of OBJ CAT will be directly behind the BTR position.	"The platoon CCP will be located here. The company has been allocated one ambulance. PSG, find a route from the company trains to our location for the ambulance to get to us, as well as a litter evacuation route.
d. Personnel	d. Personnel. Identify the EPW collection point and any additional instruction on EPW handling not covered.	"Company expects to receive some replacements late 15 Jun. We should receive two 11B10s. "EPW collection point will be behind 1st Squad on the objective.	"the Chaplain will hold a nondenominational service at the company CP at 2000 today. Squad leaders report the number of men wishing to attend to the PSG by 1400. PSG, get that information to the 1SG.
e. Miscellaneous	e. Miscellaneous. Include instruction for the destruction of supplies and any other information no covered elsewhere.		
5. COMMAND AND SIGNAL.	5. COMMAND AND SIGNAL		
a. Command.	a. Command. (1) Location of the higher unit commander and CP. (2) Location of the platoon leader or CP. (3) Location of the PSG or alternate CP. (4) Succession of command (if different from the SOP).	"Command: Commander will follow us. he will set up CP in the vicinity of the trench line. "I will follow 1st Squad during movement and will assault with 2d Squad. PSG will follow 2d Squad, then move to the support-by-fire position with 1st Squad.	"Command: Commander will be located with main effort. "The platoon CP and the alternate are located here and here (point out on terrain model).
b. Signal	b. Signal> (1) SOI index in effect. (2) Listening silence, if applicable (3) Methods of communication in priority. (4) Emergency signals, final signals. (5) code words.	"Signal: The number combination password is seven. "The time is now 1007. What are your questions?"	"Signal: Company cease fire signal is two green star clusters followed by one red. "Code word for execution EA FOX with machine gun fire is GOLDSTRIKE and for all weapons firing is BLACKSMITH. "Running password for returning patrols and OPs is MOOSEBREATH followed by the number of soldiers returning. "The time is now 0912. What are your questions?"

Figure 2-2. Example Operation Order (continued)

b. The leader uses a fragmentary order (FRAGO) to change an existing order. He normally uses the OPOD format, but addresses only those elements that have changed. The leader should make his instructions brief, simple, clear, and specific.

c. Annexes provide the instructions for conducting specific operations (such as air assault, boat and truck movement, stream crossings, establishing patrol bases, and airborne insertions), if they are so detailed that a platoon SOP is insufficient for a particular situation. The format is the same as the five-paragraph OPORD.

d. An operation overlay is a tracing of graphic control measures on a map. It shows boundaries, unit positions, routes, objectives, and other control measures. It helps to clarify the operation order. Platoons normally trace their overlays from the company operations map. Squad leaders transfer control measures on to their maps as needed. The subordinate's need for higher unit graphics must be balanced against the risk of the enemy obtaining this information.

e. When possible, the leader uses the actual terrain or a terrain model to brief his OPORD. He may also use concept sketches--large, rough drawings of the objective areas--to show the flow of events and actions clearly.

(1) **Concept sketch.** The sketch shows the locations and positions of objectives, control measures, and key terrain in relation to each other. It is not necessarily drawn to scale.

(2) **Terrain model.** A terrain model is a three-dimensional scale model of the terrain (Figure 2-3). It is effective for briefing and discussing the actions on the objective. It may depict the entire mission area. However, for offense missions, priority should be given to building a model of the objective area.

(a) It should be built oriented to the ground (north on the model is north on the ground) and should show the main terrain features in the area.

(b) The next step after orienting the model to the ground is the construction of grid squares. The leader should identify the grid squares that the model will show. These ensure a more accurate model.

(c) The terrain model should depict key terrain, friendly control measures, and enemy dispositions.

(d) Materiel for constructing the model includes string, yarn (various colors), chalk (colored), 3x5 cards, target markers, or unit markers.

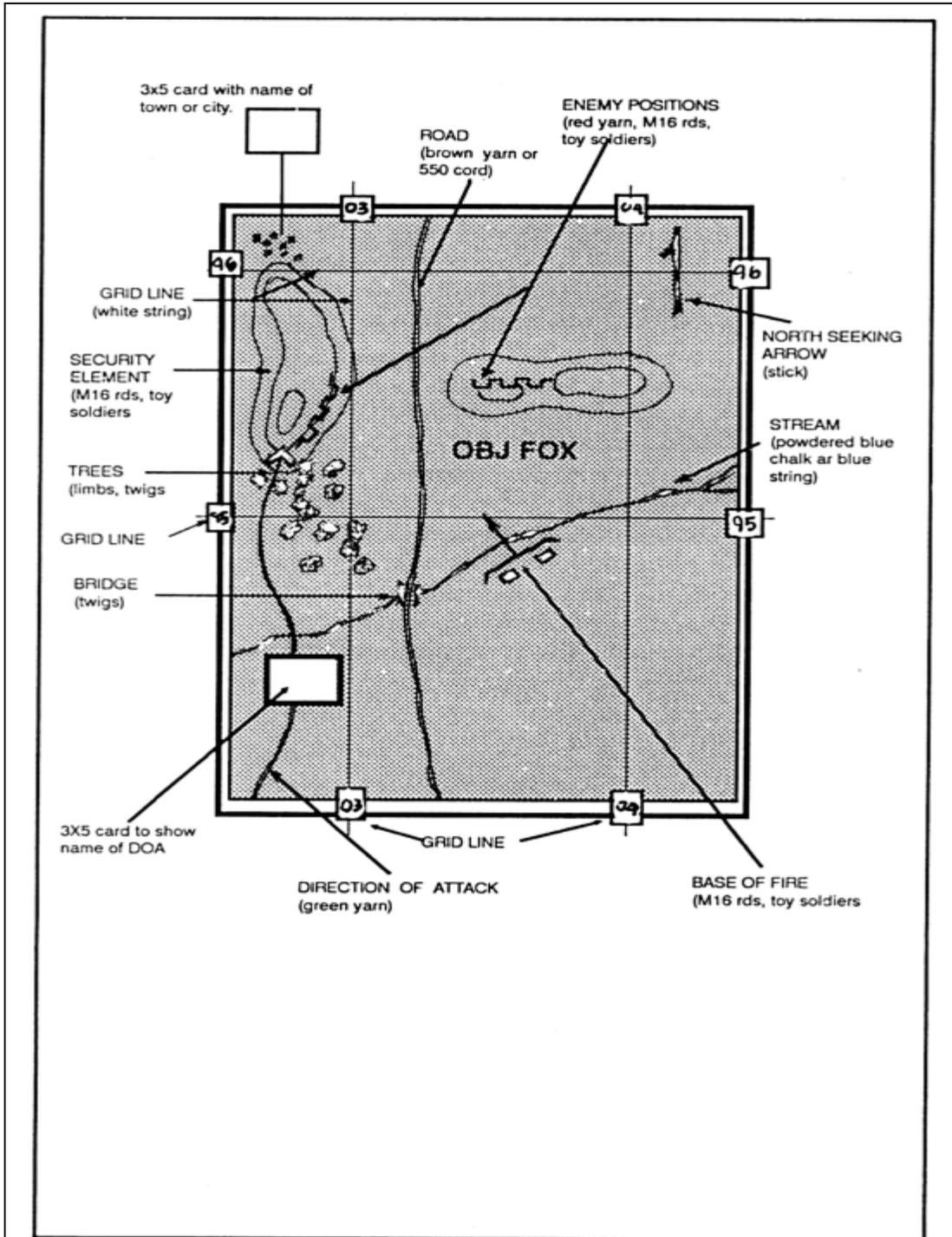


Figure 2-3. Terrain model techniques.

Student Handout 3

**This student handout contains extracted material from Task Number 071-990-0004,
Conduct Pre Combat Checks**

RECOVERABLE PUBLICATION

YOU RECEIVED THIS DOCUMENT IN A DAMAGE-FREE CONDITION. DAMAGE IN ANY WAY TO INCLUDE HIGHLIGHTING, PENCIL MARKS, OR MISSING PAGES WILL SUBJECT YOU TO PECUNIARY LIABILITY (STATEMENT OF CHARGES, CASH COLLECTION ETC.) TO RECOVER PRINTING COSTS.

TASK 071-990-0004
Conduct Precombat Checks

CONDITIONS: Given the anticipatory orders for combat (warning order), personnel and equipment to be inspected, a specified amount of time, an inspection site, a unit standard operating procedure (SOP) detailing a soldier's combat load (mission essential equipment) and writing materials.

STANDARD: Within the time specified, inspect personnel and equipment and check for mission knowledge of soldiers assigned to your supervision. Note deficiencies for immediate corrective action.

**Instructional
Lead-In**

Soldiers preparing for combat are faced with multiple taskings, all of which could impact on the success of the unit's mission. As leaders, we take on the added responsibility to assist our soldiers in their preparation for combat. Part of this preparation is associated with the task of verifying that each soldier is properly equipped, physically prepared and adequately informed to assist in the unit's mission accomplishment. We refer to this task as *Conduct Pre-combat Checks*.

SECTION III PRESENTATION

1 Learning Step/Activity 1 Identify characteristics of a combat load.

a. GENERAL.

(1) Prior to inspection, familiarize yourself with the unit SOP as it pertains to a soldier's load. Determining the soldier's load is a critical leader task.

(2) The soldier's load is always METT-T dependent and must be closely monitored. Soldiers cannot afford to carry unnecessary equipment into battle.

(3) The individual load must not be based on the gear and supplies needed to meet every contingency.

(a) The primary consideration is not how much a soldier can carry, but how much he can carry without impaired combat effectiveness - mentally or physically.

(b) The leader should not expect his soldiers to carry enough gear for all possible combat situations. Instead, items to be contained in the load must be based on realistic expectations.

b. FACTORS AFFECTING THE SOLDIER'S LOAD.

(1) Commanders at all levels must understand the factors affecting the soldier's load and the subsequent capabilities or limitations produced in the unit.

(2) The physical limitations of individual soldiers, stress, and the weight of equipment and munitions all affect the soldier's ability to carry his required load. These factors must be carefully analyzed by the leader in the load determination process.

(a) Physical Limitations. A soldier's ability to react to the enemy is reduced by the burden of his load. Load carrying causes fatigue and lack of agility, placing soldiers at a disadvantage when rapid reaction to the enemy is required. For example, the time a soldier needs to complete an obstacle course is increased from 10 to 15 per cent, depending on the configuration of the load, for every 10 pounds of equipment carried. It is likely that a soldier's agility in the assault will be degraded similarly.

(b) Munitions and Equipment. As the modern battlefield becomes more sophisticated, increasingly heavy munitions and new types of target acquisition and communications equipment will be required by front-line soldiers to defeat the enemy. The additional equipment adds weight to the soldier's load. Soldiers who must carry heavy loads restrict the mobility of their units. Figure 1-1 (VGT 1-1) provides a summary of the additional weights carried by specialized combat teams.

Combat Team	Individual Carrying Weight (LB)
Antiarmor Team	111, 101, 90
Mortar Team (after distributing 100 mortar rounds of 3.5 pounds each)	83
Fire Support Team	92-95
M60 Machine Gun Team	78-87
Radio Operators	84

FIGURE 1-1: Typical Carrying Weights of Specialized Combat Teams

c. **COMBAT LOAD.** (VGT 1-2) Combat load is mission essential equipment carried by the soldier, as determined by the commander, required for the soldier to fight and survive immediate combat operations. Combat load weights will vary and should not exceed prescribed weights by SOP. There are two components:

(1) Fighting Load. (VGT 1-3) The fighting load is made up of essential items needed to fight including bayonet, weapons and ammunition, clothing, helmet and LBE. Items are added or deleted based on METT-T and other factors. The fighting load weight should not exceed 48 lbs. Figure 1-2 (VGT 1-4) provides an example of a basic fighting load.

FIGHTING LOAD	
	Weight (lbs)
Bayonet with scabbard	1.3
Canteen, 1-quart and cover with water (2 each)	5.6
Case, small arms (2 each)	1.8
Grenade, fragmentation (4)	4.0
Helmet, ballistic	3.4
Magazines (6) with 180 rounds of 5.56mm	5.4
Pistol belt, suspenders, and first-aid pouch	1.6
Protective mask with decontamination kit	3.0
Rifle, M16A2 with 30 rounds 5.56 ball	8.8
TOTAL	34.9

FIGURE 1-2: Example of a Basic Fighting Load

(2) Approach March Load. (VGT 1-5) The approach march load includes those items that are needed for extended operations. These are dropped in an assault position, ORP or other points before or on enemy contact. Items may be added or deleted from this list based on METT-T and other factors. The approach march load weight should not exceed 72 lbs. Figure 1-3 (VGT 1-6) provides an example of an approach march load.

APPROACH MARCH LOAD	
	Weight (lbs)
ALICE, medium with frame	6.3
Bag, waterproof	0.8
Canteen, 2-quart, and cover with water	4.8
E-tool with carrier	2.5
Liner, poncho	1.6
Poncho, nylon	1.3
Rations, MRE (2 each)	2.6
Toilet articles	2.0
Towel	0.2
TOTAL	22.1

FIGURE 1-3: Example of Basic Approach March Load

(3) Load Management Techniques. The leader decides, based on METT-T, what will be carried in the rucksack and what will be carried within immediate reach of the soldier.

(a) Items common to everyone's load are located in the same place. The placement of items carried needs to be checked to ensure that nothing prevents the soldier from taking well-aimed shots. Items should not be carried on the front side of the LBE.

NOTE: Pass out student handout D-1, Weights of Common Items Used in Combat.

(b) This handout will help you in determining the weight of your soldier's combat load. Remember to consider realistic expectations of the mission requirements, and, do not attempt to cover every contingency. The commander determines the basic combat load for the soldiers assigned to his unit and publishes his guidance in the unit SOP.

2

Learning Step/Activity 2 Conduct a pre-combat check of personnel.

a. Inspecting Personnel. [NOTE: Have an assistant trainer equipped with a basic combat fighting load be ready for inspection and act as your illustrator during the demonstration.] Whenever possible, make immediate on-the-spot corrections.

(1) Start at the head. Make sure the soldier has not used perfumed aftershave, soaps or body deodorants.

(a) Check headgear. The helmet is made of a high strength Kevlar laminate. Check the chin strap to ensure that it fits snug, but comfortably. The camouflage cover has slits for inserting twigs or foliage for additional camouflage, be sure that the outline of the helmet is broken up by this camouflage.

(b) Check camouflage. The shiny areas of the face (forehead, cheekbones, nose and chin) should be painted with a dark color. Shadow areas (around the eyes, under the nose, and under the chin) should be lightened. Painting is done in bold irregular patterns. All exposed skin areas including the face, chin, front and the back of the neck, ears, and the back of hands must be covered completely.

(2) Check for identification tags and identification card. Make sure the ID tags are taped together and to the chain so they cannot slide or rattle.

(3) Check uniform clothing items for mission compatibility and adequate environmental protection. Check the uniform clothing for serviceability, fit and general appearance. Faded battle dress uniforms lose the ability to deflect infra-red detection devices.

(4) Check the field suspenders and equipment belt for proper fit and position. The back suspender snap hooks are attached at each side of the two center top eyelets at the back of the equipment belt. The front suspender snap hooks are attached to the eyelets on the back of the ammunition cases. The equipment belt should not be snug. [NOTE: if a rucksack is worn, ensure that it does not exceed the prescribed combat load weight.]

(5) Check the footgear for fit and serviceability. Ensure the soldier is wearing the proper layers and type of socks to ensure that his feet will be protected from the elements.

(6) Check the soldier's feet for blisters, sores or evidence of rashes. A combat soldier's effectiveness is greatly diminished when his feet render him immobile. Ensure the soldier has performed the necessary foot care needed to preserve healthy feet.

(7) Check to ensure the soldier has hydrated sufficiently and has eaten all meals scheduled. Fatigue and fear are two combat factors that can burn up a soldier's stored energy. A soldier who sacrifices nutrition prior to combat is more likely to succumb to both.

(8) Note discrepancies and submit the list to the proper authority; follow-up to ensure missing and non-functional items are replaced immediately.

3.

Learning Step/Activity 3 Conduct a pre-combat check of equipment.

a. Inspecting Equipment. [NOTE: Have an assistant trainer equipped with a basic combat fighting load be ready for inspection and act as your illustrator during the demonstration.] Whenever possible, make on-the-spot corrections.

(1) Before inspecting, study the applicable technical manuals (TM). Pay particular attention to the section on preventive maintenance checks and services. Follow the unit SOP to identify the basic issue items that are included in the combat load.

(2) Load-Bearing Equipment. Check items for accountability according to the SOP. Check the clips and buckles for serviceability. Check items to ensure they are securely attached to the field suspenders and equipment belt. Check all items for serviceability, and note any item that is missing or non-functional. Have the soldier jump up and down to ensure there is no loose items that will cause rattling.

(3) Water and Nutrition. Check to make sure the canteens are filled to capacity with potable water. Make sure the soldier has the quantity of MREs required to be carried.

(4) Weapon and Ammunition. Check to make sure the soldier has his assigned weapon and his basic load of ammunition. Check the weapon for cleanliness and ensure that it is functional. Note any discrepancies.

(5) Threat Protection Equipment. Check to see that the soldier is carrying the proper threat protection equipment as prescribed by SOP. Ensure that the equipment is serviceable and ready for donning. Note any discrepancies and missing items.

(6) Submit all lists of discrepancies to the proper authority and follow-up to ensure missing and non-functional items are replaced immediately.

4.

Learning Step/Activity 4 Conduct a pre-combat check of mission knowledge.

a. GENERAL. (VGT 2-1) The leader inspects the soldier's understanding of the mission and his specific responsibilities. As a minimum, the soldier should understand the mission or the nature of the operation, who is participating in the operation, time of the operation, and their assigned tasks. To make maximum use of time, questions regarding mission knowledge may be asked concurrently with the inspection of personnel and equipment.

(1) (VGT 2-2) Check to make sure the soldier knows the unit's mission (task & purpose). As a minimum, check for *who, what, where, when & why*. Check to make sure the soldier is prepared to accomplish any specific taskings assigned to him. The unit SOP provides an in-depth description of the specific responsibilities associated with mission tasks. Some important mission tasks include:

- (a) Actions on the objective.
- (b) Assaulting a trench, bunker or building.
- (c) Actions at the assault position.
- (d) Breaching obstacles (mine and wire).
- (e) Using special weapons or demolitions.
- (f) Actions on unexpected enemy contact.

(2) Check to make sure the soldier knows the concept of the operation, to include control measures. (VGT 2-3) In most cases, leaders will use rehearsals to practice essential tasks and improve soldier understanding of the concept of the operation. Rehearsals foster confidence in the soldiers. During rehearsals, the squad leaders brief their planned actions in execution sequence to the platoon leader.

(a) Leaders use control measures to assign responsibilities, coordinate fires and maneuver, control combat operations and clarify their concept of the operation. Leaders use control measures to clarify their intent, focus the platoon or squad effort, and ensure synchronization. Control measures ensure the distribution of fires throughout the platoon's area of responsibility and the initial positioning and subsequent maneuver of squads. Each control measure should have a specific purpose that contributes to mission accomplishment.

(b) Some graphic control measures in the offense include: assembly area, attack position, line of departure, boundaries, route, release point, start point, axis of advance, direction of attack, phase line, checkpoint, assault position, and objective.

(c) Fire commands and control measures for individual and key weapons also constitute a type of control measure. Weapon control measures include range cards, sectors of fire, principle direction of fire, final protective line, final protective fires and target reference points.

(3) (VGT 2-4) Check to make sure the soldier knows the higher headquarters commander's intent. He should be able to give you the stated version that defines the purpose of the operation and the relationship among the force, the enemy and the terrain.

(4) Immediately correct any evidence of lack of knowledge.
