

CRM LESSON PLAN REPORT

Introduction to The Holistic Health and Fitness System (H2F) Spiritual Readiness
805P-BT805003 / 1.1 ©

Approved
01 Jun 2022

Effective Date: 01 Jun 2022

SCOPE:

This lesson serves as an introduction to the Spiritual Readiness domain of the Holistic Health and Fitness (H2F) System.

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Destruction Notice: Destroy by any method that will prevent disclosure of contents or reconstruction of the document

Foreign Disclosure: FD3: This training product has been reviewed by the developers in coordination with the H2F Spiritual Readiness foreign disclosure officer. This training product cannot be used to instruct international military students.

SECTION I. ADMINISTRATIVE DATA

All Course Masters /POIs Including This Lesson

Courses

<u>Course Number</u>	<u>Version</u>	<u>Title</u>	<u>Phase</u>	<u>Status</u>
None				

POIs

<u>Course Number</u>	<u>Version</u>	<u>Title</u>	<u>Phase</u>	<u>Status</u>
None				

Task(s) Taught(*) or Supported

<u>Task Number</u>	<u>Task Title</u>	<u>Status</u>
Individual		
None		
Collective		
None		

Reinforced Task(s)

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

Knowledge

<u>Knowledge ID</u>	<u>Title</u>	<u>Taught</u>	<u>Required</u>
None			

Skill

<u>Skill ID</u>	<u>Title</u>	<u>Taught</u>	<u>Required</u>
None			

Administrative/ Academic Hours

The administrative/academic (50 min) hours required to teach this lesson are as follows:

<u>Academic</u>	<u>Resident Hours / Methods</u>		
Yes	1 hr	15 mins	Discussion (Small or Large Group)
Total Hours (50 min):			
	1 hr	15 mins	

Instructor Action Hours

The instructor action (60 min) hours required to teach this lesson are as follows:

<u>Hours/Actions</u>			
0 hrs	5 mins	Classroom Breakdown	
0 hrs	5 mins	Classroom Setup	
1 hr	0 mins	Facilitate Discussion	
Total Hours (60 min):			
	1 hr	10 mins	

Test Lesson(s)

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

Prerequisite Lesson (s)

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

Training Material Classification

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

Foreign Disclosure Restrictions

FD3. This training product has been reviewed by the developers in coordination with the H2F Spiritual Readiness foreign disclosure officer. This training product cannot be used to instruct international military students.

References

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

Student Study Assignment

None

Instructor Requirements

Review the Lesson materials and the FM 7-22, Holistic Health and Fitness manual prior to conducting the lesson.

Support Personnel Requirements

None

Additional Support Personnel Requirements

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

Equipment Required for Instruction

<u>ID - Name</u>	<u>Student Ratio</u>	<u>Instructor Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
None					

Materials Required

Instructor Materials:
FM 7-22, The Holistic Health and Fitness (H2F) manual, embedded lesson power point presentation, supporting video, and any Instructor notes.

Student Materials:
None

Classroom Training Area, and Range Requirements

<u>ID - Name</u>	<u>Quantity</u>	<u>Student Ratio</u>	<u>Setup Mins</u>	<u>Cleanup Mins</u>
None				

Ammunition Requirements

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

Instructional Guidance/Conduct of Lesson

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material. Instructor shall review the lesson plan, FM 7-22, and all applicable references prior to conducting the lesson.

Proponent Lesson Plan Approvals

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
adam.c.price2	Not Available	Approver	01 Jun 2022

SECTION II. INTRODUCTION

Method of Instruction:	Discussion (Small or Large Group)
Mode of Delivery:	Resident Instruction
Instr Type (I:S Ratio):	Military - NON-ICH (1:25) (Drill Sergeant certification required IAW TR 350-6.)
Time of Instruction:	5 mins

Motivator

This chapter discusses spiritual readiness, It provides tools and techniques for leaders and individuals exercising spiritual readiness development, sustainment, or repair.

It discusses what spiritual readiness is, the purpose for spiritual readiness, who conducts or enables spiritual readiness, how spiritual readiness is developed, and the aspects of spiritual readiness.

Lastly, this chapter lists resources available.

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:	Identify Holistic Health & Fitness (H2F) Spiritual Readiness.
Conditions:	Given a requirement to discuss Spiritual readiness, the assigned reading, slides, FM 7-22, ATP 7-22.01 (H2F Testing), ATP 7-22.02 (H2F Drills & Exercise), and classroom instructions.
Standards:	Identify H2F spiritual readiness, the importance of spiritual readiness, and list three ways to improve spiritual readiness with a maximum of three errors within 10 minutes.
Learning Domain - Level:	Cognitive - Understanding
No JPME Learning Areas Supported	None

Safety Requirements

NOTES:

* Unit commanders will ensure all safety controls identified in the composite risk management worksheet are implemented prior to the start of training. Commanders will ensure all initial training period risk assessments are completed reflecting the conditions at the training site for the specific training period. Risk assessments are maintained at the training site, and are living, working documents and must be continually updated as conditions change. Composite risk management policy is IAW TR 385-2, paragraph 1-5.

* See Appendix D of this lesson plan for a blank fillable DD Form 2977, "Deliberate Risk Assessment Worksheet."

1. The safety and well-being of Soldiers during their IMT is critical to the success of the TRADOC training mission. Soldiers arriving at Army reception battalions come from many differing backgrounds and in differing levels of physical condition. Similarly, cadets and newlyappointed officers also exhibit some of that diversity. Consequently, some may be at a greaterrisk of injury/illness. Safety directors with an IMT mission should develop and implement an aggressive accident prevention strategy to provide these Soldiers a training environment that facilitates their transition from civilian to military life.

2. The self-assessment guide in TP 385-1, The TRADOC Model Safety Program and Self-Assessment Guide (appendix B) and conditioning/obstacle course criteria (appendix C) consist of a series of checklists that provide a systematic, standardized means to evaluate/assess the compliance of program elements with directives, legal standards, and regulations. Each provides the user the appropriate reference for the requirement, as well as a recommended documentation to assess implementation. The self-assessment guide is not all inclusive of every safety requirement required by public law, statute, and regulation. Therefore, research applicable public law, statute, and regulation that pertain to your command and situation.

3. Initial Military Training (IMT)/military training, operations and tactical safety:

a. The safety of the IMT Soldier is critical to the success of the TRADOC mission to provide the Army with military occupational specialty qualified Soldiers. Initial Entry Soldiers are subject to stress and risk in the IMT environment because the living conditions, physical demands, and training tasks are unfamiliar and the Soldier is untried.

b. Close, consistent oversight and supervision by qualified Drill Sergeants, platoon sergeant, instructors, and cadre; responsive medical support; and living and training facilities free from known hazards are inherent requirements of the safety structure in place to protect the IMT Soldier. An

effective mission-oriented safety program, together with regular, standardized evaluations of the IMT environment, effective training programs, and enforcement of training standards ensures a successful Soldierization program that sets high standards, provides positive role models, and reinforces essential Soldier skills.

c. The safety and the use of CRM is paramount to the training Soldier due to the high-risk training events that may be encountered in advance or specialty schools such as Drill Sergeant, Airborne, and Ranger. The use of CRM is a vital component to safely train Soldiers while ensuring that training is realistic.

d. The risk level associated with all military training within Army and TRADOC schools are based upon a predetermined number of qualified instructors, when the ratio of students to instructors changes, the risk assessment must be relooked to ensure that the level of risk for the training remains within acceptable limits. Use TP 385-10, Appendix B, Table B-6 as a guideline for self-assessment in these areas.

SAFETY BRIEFING EXAMPLE:

a. Electrical Storms (when appropriate): Take precautions against anyone being hit by lightning.

b. Snake Bites (when appropriate): The most common poisonous snakes to be found on this range are _____. In training areas, they may be found in fighting positions and bunkers. Always observe an area very closely before training.

c. Heat Casualties (when appropriate): When you are active in a hot climate with high humidity, the body becomes overheated. You may become a possible casualty from the heat as the body temperature rises above normal temperature.

d. Cold Weather Injuries (when appropriate): Adequate dry clothing is the key to prevention of cold weather injuries. Supervisors at every level will ensure that their subordinates are adequately protected during cold weather.

e. Weapons Handling: Weapon muzzles must be pointed in the air and downrange at all times. During live-firing, all weapons must be presumed loaded and must, therefore, never be pointed at anyone or anything. Weapons must be loaded on command only. Before firing any exercise, the safety limits of the range must be pointed out and their purpose explained.

Risk Assessment Level

None

Environmental Considerations

NOTE: Instructor should conduct a risk assessment to include environmental considerations IAW the current environmental considerations publication, and ensure students are briefed on hazards and control measures.

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a. Based on its commitment to environmental protection, the Army will conduct its operations in ways that minimize environmental impacts. The Army will—

(1) Comply with all environmental laws and regulations. This includes federal, state, local, and Host Nation laws, some of which are outlined in TC 3-34.489, The Soldier and the Environment, 26 Oct 2001, Appendix B.

(2) Prevent pollution at the source by reducing, reusing, and recycling material that causes pollution.

(3) Conserve and preserve natural and cultural resources so that they will be available for present and future generations.

b. Units and installations will prepare an environmental risk assessment using ATP 5-19 and GTA 05-08-002.

Instructional Lead-in

The Holistic Health and Fitness (H2F) System represents a cultural shift in the way the Army trains, develops, and cares for Soldiers. The Army is moving away from the industrial scale approach which evolved into the frequent repeating of the same exercise programming, i.e. unit/individual run, which resulted in over/under training and made Soldiers unnecessarily susceptible to injury as PRT was not adapted to allow for varying ability levels.

SECTION III. PRESENTATION

TLO - LSA 1. Learning Step / Activity TLO - LSA 1. Identify H2F Spiritual Readiness

Method of Instruction: Discussion (Small or Large Group)

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio):

Time of Instruction: 10 mins

Media Type: PowerPoint Presentation

Other Media: Unassigned

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

LSA 1: Introduction to Spiritual Readiness

1. Spiritual readiness develops the personal qualities a person needs in times of stress, hardship, and tragedy.

These qualities come from religious, philosophical, or human values and form the basis for character, disposition, decision making, and integrity.

People develop their spiritual readiness from diverse value systems that stem from their religious, philosophical, and human values.

The spiritual readiness domain is inclusive and universally vital to all personnel no matter their background, philosophy, or religion.

It applies to both religious and non-religious persons and concepts. Leaders play an active role in creating and fostering a climate that encourages individual spiritual readiness according to their respective worldviews, while at the same time communicating respect and dignity for diversity in a pluralistic setting.

2. Spirituality is often described as a sense of connection that gives meaning and purpose to a person's life. It is unique to each individual.

The spiritual dimension applies to all people, whether religious and nonreligious. Identifying one's purpose, core values, beliefs, identity, and life vision defines the spiritual dimension.

These elements, which define the essence of a person, enable one to build inner strength, make meaning of experiences, behave ethically, persevere through challenges, and be resilient when faced with adversity. An individual's spirituality draws upon parts of personal, philosophical, psychological, and religious teachings or beliefs, and forms the basis of their character.

Understanding the general spiritual readiness enables leaders to encourage personal spiritual readiness in a climate where mutual respect and dignity encourage dialogue, foster team cohesion, and enable healthy free exercise of religion or no religion by all personnel.

This approach enables and supports collective and individual readiness as Soldiers endure challenging and stressful conditions in training or operational environments.

3. People enhance their spiritual readiness through reflection and practice of a lifestyle based on the personal qualities they need during times of stress, hardship, and tragedy.

When their actions deviate from their stated values, then they may experience inner conflict. Those struggling for integrity and congruity often only find inner peace after overcoming the struggle.

They develop spiritual readiness by studying, connecting with, and understanding the value systems that mold their personal qualities. As their spiritual readiness grows, they become a leader of character and build the resilience necessary to navigate crises.

Check on Learning

1.

Q. When is a strong Spiritual readiness especially helpful?

A. Spiritual Readiness develops the personal qualities a person needs in times of stress, hardship, and tragedy.

2.

Check on Learning:

Q. How is Spirituality often described?

A. Spirituality is often described as a sense of connection that gives meaning and purpose to a person's life.

Spirituality is unique to each individual.

3.

Q. How do some people enhance their spiritual readiness?

A. Some people enhance their spiritual readiness through reflection and practice of a lifestyle based on the personal qualities they need during times of stress, hardship, and tragedy.

In this section we have covered defining Spiritual Readiness.

Review Summary:

What does Spiritual Readiness mean to you?

What are your questions pertaining to Spiritual Readiness?

TLO - LSA 2. Learning Step / Activity TLO - LSA 2. Identify Spiritual Readiness Development

Method of Instruction: Discussion (Small or Large Group)

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - NON-ICH (1:25) (Drill Sergeant)

Time of Instruction: 30 mins

Media Type: PowerPoint Presentation

Other Media: Unassigned

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

LSA 2: Spiritual Readiness Development:

Spiritual readiness development involves improving one's spiritual posture to sustaining one's self through all aspects of life. The improvement process is generally self-directed and informed by religious, philosophical, or human values forming the basis for character, disposition, decision-making and integrity. While individuals approach spiritual readiness from both non-religious and religious perspectives, both categories creates similar comparative practices.

Take a moment to address, reflect and discuss each of the topics below in a guided discussion format. Openly discuss your thoughts and opinions.

1. Be Grateful

-What are you thankful for and how will you show it? (Ask Soldiers)

-What do you want to make sure you do not take for granted? (Ask Soldiers)

2. Serve others

-What personal strengths and gifts can you share? (Ask Soldiers)

-What's one thing you can do today to make the world a little better? (Ask Soldiers)

3. Overcome Challenges

-What do you need to accept? (Ask Soldiers)

-Who or what gives you the strength to persevere and grow? (Ask Soldiers)

4. Forgive Yourself and Others

-What anger, pain, guilt or hatred do you want to release?

-What can you learn?

-What do you hope for the future?

5. Live Your Values

- What values you want to live out?
- What drives your best?
- What are your temptations?
- How can you avoid them?

6. Connect with something greater

-How will you meaningfully connect with others, or something larger than yourself, like nature or a higher power?

What are some ways to develop and improve your own Spiritual Readiness?

Some ways to develop your Spiritual Readiness are:

1. Be grateful, keep a gratitude diary or journal.
2. Serve others-Volunteer or help out when and where you can.
3. Overcome challenges, reflect on how you handled a difficult time in your life.
4. Forgive yourself and forgive others,
5. Live your values. What are your values?
6. Connect with something greater with yourself. Refelct on what constitutes a higher power than yourself?

Check on Learning:

In this section we have covered some ways to improve and strengthen your Spiritual Readiness.

Review Summary:

What are your thoughts on these? What are some other ways to develop Spiritual Readiness?

What are your questions pertaining to Spiritual Readiness Development?

TLO - LSA 3. Learning Step / Activity TLO - LSA 3. Identify Spiritual Readiness Resources

Method of Instruction: Discussion (Small or Large Group)

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - NON-ICH (1:25) (Drill Sergeant)

Time of Instruction: 10 mins

Media Type: PowerPoint Presentation

Other Media: Unassigned

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

LSA 3: Spiritual Readiness Resources

Several offices, agencies, and individuals have staffs and resources to support leaders and the H2F Performance Team in facilitating spiritual readiness. Generally, leaders are not expected to be experts on spiritual and religious practices, nor should they function as such. Assistance from qualified staff enables leaders and individuals to focus time and energy on primary Army functions while building and

maintaining their personal spiritual readiness.

1. **COMMANDERS AND LEADERS**-Unit leaders foster spiritual readiness by providing space in schedules, battle rhythms, and training plans for individual self-development to include the spiritual dimension.

2. **CHAPLAIN SECTION OR UNIT MINISTRY TEAM**-Chaplains and religious affairs specialists are assigned to units down to the battalion level.

3. **GARRISON CHAPLAIN'S OFFICE**-Most installations have a garrison chaplain section assigned to support an installationwide, senior commander's command master religious program.

4. **EQUAL OPPORTUNITY ADVISOR OR OFFICE**-Religion is a category covered under the Equal Opportunity Program of the Army.

5. **ARMY FIT WEBSITE**-The Army currently maintains the Army Fit website (<https://armyfit.army.mil>) that provides resources for teams, leaders, and individuals.

What are some Spiritual Readiness resources?

Several offices, agencies, and individuals have staffs and resources to support leaders and the H2F Performance Team in facilitating spiritual readiness. Generally, leaders are not expected to be experts on spiritual and religious practices, nor should they function as such. Assistance from qualified staff enables leaders and individuals to focus time and energy on primary Army functions while building and maintaining their personal spiritual readiness.

1. **COMMANDERS AND LEADERS**-Unit leaders foster spiritual readiness by providing space in schedules, battle rhythms, and training plans for individual self-development to include the spiritual dimension.

Check on Learning:

2. **CHAPLAIN SECTION OR UNIT MINISTRY TEAM**-Chaplains and religious affairs specialists are assigned to units down to the battalion level.

3. **GARRISON CHAPLAIN'S OFFICE**-Most installations have a garrison chaplain section assigned to support an installationwide, senior commander's command master religious program.

4. **EQUAL OPPORTUNITY ADVISOR OR OFFICE**-Religion is a category covered under the Equal Opportunity Program of the Army.

5. **ARMY FIT WEBSITE**-The Army currently maintains the Army Fit website (<https://armyfit.army.mil>) that provides resources for teams, leaders, and individuals.

Review Summary:

In this section we have covered Spiritual Readiness Resources.
What are your thoughts on these resources?
What other resources are there to assist?

TLO - LSA 4. Learning Step / Activity TLO - LSA 4. Identify ways to strengthen your Spiritual Readiness

Method of Instruction: Discussion (Small or Large Group)

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - NON-ICH (1:25) (Drill Sergeant)

Time of Instruction: 5 mins

Media Type: PowerPoint Presentation

Other Media: Unassigned

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

A central practice of spiritual readiness is regular meetings to receive instruction, observe tenets of belief, and gather with people of similar values. Meetings often occur weekly and can last thirty minutes to several hours. Some groups require dedicated sacred space in garrison settings, while other groups require dedicated space free of external distractions

2. Service and Charity

Most spiritual traditions emphasize service to others for the sake of both charity and understanding one's relationship to other human beings and the transcendent. This might involve serving in a homeless shelter, conducting work projects in the local community, visiting the hospital, donating funds or material goods, or helping people in the unit in need.

3. Hospitality

Hospitality refers to generously receiving and providing a sustaining environment for family, neighbors and strangers. It is a spiritual readiness practice in many traditions. In practicing hospitality, a guest receives anything from water and shade to lodging, clothing, and food. Closely related to service and charity, this spiritual readiness practice is more intimate in nature since providing hospitality is in person and generally involves engaged social interaction between the host and guest.

5. JOURNALING

Many people use journaling as a spiritual readiness practice. Journaling often involves an individual maintaining a written record of thoughts, prayers, feelings, beliefs, and reflection on life, philosophy, or other matters. The journal is either handwritten or digitally recorded. Usually the journal is a private document not intended for disclosure.

6. MEDITATION

Meditation is the practice of contemplation and reflection by an individual or group. It generally requires few external distractions. For this reason, ensuring a dedicated space away from ongoing training or operations is preferable to facilitate individuals' ability to practice this spiritual readiness activity.

7. PRAYER AND CHANTING

Religious people tend to practice prayer and chanting to address one or more god, deity, divine being, or spirit. Prayer might follow a set form of words and rhythm or a free-form pattern. Chanting is often a modified form of prayer or song uttered in a rhythmic manner with or without repetition. Some traditions prescribe prayer according to the time of day, a pattern of prayers using beads, or a specific physical posture assumed during prayer. Some prayer is designed for individuals while other prayers are for groups ranging from a few to a large gathering.

8. BELIEF (VALUES)-BASED EDUCATION (RELIGIOUS EDUCATION)

Belief-based education occurs for non-religious and religious groups. The education often occurs during group gatherings, but it also occurs as part of an individual's study habit.

Groups provide times that allow belief-based education to young and more mature adherents. Trained leaders or lay volunteers provide instruction on topics and information related to core beliefs and the practice of those beliefs.

9. BELIEF-BASED READING AND REFLECTION

Non-religious and religious traditions usually reflect on a text, a group of texts, an author, or authors. These traditions often consider these texts or authors authoritative. Members use them for teaching, learning, personal reflection, spiritual growth, and normative practices in personal and public life.

You have just received a block of instruction regarding some ways to strengthen your Spiritual Readiness.

What are your questions regarding ways to strengthen your Spiritual Readiness.

Check on Learning:

Review Summary:

SECTION IV. SUMMARY

Method of Instruction:	Discussion (Small or Large Group)
Mode of Delivery:	Resident Instruction
Instr Type (I:S Ratio):	Military - NON-ICH (1:25) (Drill Sergeant)
Time of Instruction:	5 mins

Check on Learning

Now that we have covered H2F Spiritual Readiness, how do you define Spiritual Readiness?

Review/Summary

In this lesson we discussed that Spiritual readiness is a vital domain in the H2F System, and it directly impacts the resiliency of individuals and organizations.

Encouraging Soldiers to connect and reflect on the worldview or value system that informs their core beliefs, principles, ethics, and morals can empower them to endure and overcome stress, hardship, and tragedy. Leaders have a responsibility to support spiritual readiness practices and create a climate where dignity and respect guide the process.

In this lesson we have talked about what spiritual readiness is, what it means to different people, and some ways to identify and improve spiritual readiness.

Understanding common spiritual readiness practices enables leaders to support individual spiritual readiness development, sustainment, maintenance, and repair.

SECTION V. STUDENT EVALUATION

Testing Requirements

NOTE: Describe how the student must demonstrate the accomplishment of the TLO.

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.

Appendix A - Viewgraph Masters

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Sequence	Media Name	Media Type
None		

Appendix B - Assessment Statement and Assessment Plan

Assessment Statement: None.

Assessment Plan: None.

Appendix C - Practical Exercises and Solutions

PRACTICE EXERCISE(S)/SOLUTIONS(S) FOR LESSON 805P-BT805003 Version 1.1 ©

Appendix D - Student Handouts

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Sequence	Media Name	Media Type
None		