

CRM LESSON PLAN REPORT

Introduction to The Holistic Health and Fitness System (H2F) Mental Readiness
805P-BT805004 / 1.3 ©

Approved
18 Jul 2022

Effective Date: 18 Jul 2022

SCOPE:

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

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Foreign Disclosure: FD3: This training product has been reviewed by the developers in coordination with the H2F Training 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	0 hrs	40 mins	Discussion (Small or Large Group)
Total Hours (50 min):	0 hrs	40 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	10 mins	Classroom Setup	
0 hrs	30 mins	Facilitate Discussion	
Total Hours (60 min):	0 hrs	45 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 Training 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	18 Jul 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

Soldiers must be capable of overcoming adversaries at a moment's notice. To do this, Soldiers must be mentally as well as physically ready. They must possess the physical, cognitive, emotional, and interpersonal capabilities to fight and win in multi-domain operations.

This chapter provides tools, techniques, and resources for leaders and individuals to maximize Soldier and team performance through the development, sustainment, or restoration of mental readiness.

This chapter discusses the purpose, impact and the components of mental readiness as well as strategies for mental readiness development.

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) Mental Readiness.
Conditions:	In a classroom environment, given the assigned reading, slides, FM 7-22, ATP 7-22.01 (H2F Testing), ATP 7-22.02 (H2F Drills & Exercise), and classroom instructions.
Standards:	Understand the definition and purpose of H2F mental readiness, the principles, H2F Mental readiness capabilities, and mental readiness implementation.
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 newly appointed officers also exhibit some of that diversity. Consequently, some may be at a greater risk 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.

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.

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 Holistic Health & Fitness (H2F) Mental 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.

LSA 1. Identify Mental Readiness.

MENTAL READINESS CONCEPTS:

1. Mental readiness is an individual's or team's ability to think, feel, and act in a manner that optimizes performance in a demanding environment or with occupational and combat-specific tasks. Mental readiness includes the ability to integrate cognitive, emotional and interpersonal capabilities. Mental readiness, like physical readiness can be improved and requires intentional training to achieve peak levels of performance. Optimizing Soldier readiness requires maximizing the mental and physical readiness of the Soldier and his or her team. Many organizations, from professional sports teams to special operations groups, value mental readiness. Leaders in these organizations play an active role in creating and sustaining a climate that encourages individual and team mental readiness in accordance with unit needs. **(FM 7-22 Chapter 3,9).**

2. Unlike physical, sleep, and nutritional readiness, mental readiness is difficult to standardize and measure. Conceptual notions of what makes a mentally ready Soldier often differ with empirical findings. Moreover, reconciling stable personality traits with fluid Army roles and assignments is a daunting task. For example, what might appear to be the perfect mental readiness profile for success in BCT might not be appropriate for the operational force or a specific MOS.

3. Soldiers' roles and jobs change, complicating the requirements for sustained character and psychological training across a Soldier's lifecycle. Individualized intervention has enormous value in crisis situations such as the prevention of drug and alcohol abuse, misconduct behavior, safety violations, and suicide. Therefore, commanders must consider this doctrine as providing best solutions and messaging for the collective mental health of the unit—procedures and tactics that allow Soldiers to prepare for, thrive in, and recover from the ordinary and extraordinary stressors that might degrade readiness.

4. Mental readiness doctrine and practice uses tools, techniques, and resources for Soldiers and teams engaged in the development, sustainment, or restoration of mental readiness. Soldiers must possess exceptional mental flexibility and endurance, morals and ethics, self-initiative, and an ability to operate within the commander's intent. Mental readiness is a foundational consideration in the H2F System. It includes the integration of cognitive, emotional, and interpersonal capabilities. Leaders must incorporate individual and unit mental readiness training into the unit's battle rhythm.

Check on Learning:

Q. What is mental readiness?

A. Mental readiness is an individual's or team's ability to think, feel, and act in a manner that optimizes performance in a demanding environment or with occupational and combat-specific tasks.

Check on Learning:

Q. What publication and chapter is Mental Readiness in.

A. FM 7-22 Chapter 9.

Q. How is mental readiness applied in your daily activities?

A. (Call on soldiers to answers)

Review Summary:

You have just received a block of instruction regarding the introduction to Mental Readiness.

What are your questions pertaining to the introduction to Mental Readiness?

TLO - LSA 2. Learning Step / Activity TLO - LSA 2. Identify Mental Readiness Principles within the H2F system

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.

LSA 2. Identify Mental Readiness Principles within the H2F system

1. Communication Skills

-Many issues and problems can be resolved by effective communication. This sounds simple but effective communication is so often overlooked.

How many times have you heard that team or organizational failures can be linked back to poor communication? Many people communicate poorly and do not even realize it. Make an effort to identify your own internal thoughts, feelings and priorities before trying to communicate. Assertive communication is reach out and communicate

Developing and maintaining good relationships requires effective nonverbal and verbal communication.

-Effective communication prevents isolation and helps manage daily stressors.

2. Life Balance

-Taking time for leisure, creativity, and hobbies can restore energy levels. Striking a healthy balance of work, play, healthy social relationships, and sleep can optimize performance.

-Goal Setting- provides a roadmap for success that can increase motivation and commitment towards achieving an objective.

3. Breathing- Awareness of brain and body connection helps Soldiers better control their emotions and actions.

4. Healthy Habits- Learning, acquiring, and developing healthy life habits can mitigate stress, encourage predictability, promote healthy behaviors, and optimize performance.

5. Mindfulness- Mindfulness is paying attention, on purpose and without judgment, to the present moment. Practicing mindfulness can ease chronic pain, decrease high blood pressure, calm stress hormones, and inflammatory processes.

6. Stress Management- Stress is the body's and brain's response to a challenge. Stress can be a useful tool but if a Soldier's stress increases beyond capacity, he or she can become overwhelmed and performance can degrade.

7. Sleep Hygiene- Most Soldiers need 7 to 9 hours of sleep a day to optimize health, decision making capabilities and performance.

Check on Learning:

Check on Learning:

Q. What are two examples of Mental Health Principles and how do you apply them in your life?

A. Communication Skills, Life Balance, Goal Setting, Breathing, Healthy Habits, Mindfulness, Stress Management and Sleep Hygiene.

You have just received a block of instruction regarding Identify Mental Readiness Principles within the H2F system.

Review Summary:

What are your questions pertaining to Identify Mental Readiness Principles within the H2F system?

TLO - LSA 3. Learning Step / Activity TLO - LSA 3. Identify Mental Readiness Capabilities within the H2F system.

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. Identify Mental Readiness Capabilities within the H2F system.

Army BDE's that are resourced with H2F Performance Teams will have a one or more personnel trained and certified as a Cognitive Enhancement/Performance Specialist. Additionally, many teams will have an Occupational Therapist that are also qualified and knowledgeable in this area.

H2F Mental readiness activities may include individual or group activities, lead by the H2F Mental Readiness Specialist, such as discussion, individual/team analysis, visualization activities, guided meditations, thought-focus drills and mental exercises, confidence building, situational rehearsals, goal setting, journaling, and a variety of specific practices, vetted via the BDE leadership to best train and prepare Soldiers to stay strong and mentally ready.

Mental Readiness is necessary to perform various capabilities such as:

1. Training Soldiers and leaders to ensure they are prepared to accomplish the mission across the range of military operations while operating in complex environments against determined and adaptive enemy organizations.
2. Develop resilient Soldiers, adaptive leaders, and cohesive teams committed to the Army professional ethic who can accomplish the mission in environments of uncertainty and persistent danger.
3. Develop agile, adaptive, and innovative leaders who thrive in conditions of uncertainty and chaos, and are capable of visualizing, describing, directing, leading and assessing operations in complex environments and against adaptive enemies.
4. Understand, visualize, describe, direct, lead, and assess operations is consistent with the philosophy of mission command to seize the initiative over the enemy and accomplish the mission across the range of military operations.

NEXT SLIDE:

Mental Readiness Capabilities

Cognitive Capabilities- refers to your ability to process large amounts of information and make sound decisions using skills that include memory, attention, problem[1]solving, decision-making, judgment, reasoning, and learning.

1. **Cognitive Load-** how much information can you memorize in a short time period to learn something new.
2. **Emotional Capabilities-** refer to your ability to control your reactions to highly emotional events.
3. **Interpersonal Capabilities-** refers to your ability to get along with your team and to build healthy and trusting relationships that are long-lasting.

Check on Learning

Check on Learning:

Q. What are the three interrelated capabilities of mental readiness?

A. Cognitive, Emotional, and Interpersonal

Review Summary:

You have just received a block of instruction regarding Mental Readiness.

What are your questions pertaining to Mental Readiness?

TLO - LSA 4. Learning Step / Activity TLO - LSA 4. Identify how Mental Readiness is being implemented within the H2F system

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 4. Identify how Mental Readiness is being implemented within the H2F system.

H2F System:

1. Performance team experts are staffed and resourced to support leaders and individuals in the training of mental readiness.
2. Trained experts focus on mental readiness improvement in an appropriate, effective, and efficient way.

Leaders:

1. Leadership are encouraged to seek support from H2F teams.
2. Leaders can strategically help develop mental readiness capabilities in their Soldiers using the Goal, Plan, Do, Check strategy.

NEXT SLIDE

-GOALS are established by Soldiers along with H2F performance team experts using SMART and must be specific to a task.

*S- for specific

*M- for measurable

*A- for attainable

*R- for relevant

*T- for time period to obtain goal

NEXT SLIDE

Planning consists of:

Plans are developed by leaders in order to assist Soldiers with accomplishing their mental readiness capability goals.

- How Soldiers will be coached.

- Tactics, techniques and procedures used.

- Actions are taken to do the plan by Soldiers and the team to achieve the goal.

- Doing the plan is the action or actions taken by the Soldier and team to achieve the goal.

Check on Learning

Check on Learning:

Q, For goal setting, what does the acronym SMART refer to?

A. *S- for specific *M- for measurable *A- for attainable *R- for relevant *T- for time period to obtain goal

Q. Plans are developed by _____ in order to assist Soldiers with accomplishing their mental readiness capability goals.

A. Leaders

Review Summary:

You have just received a block of instruction regarding Mental Readiness.

What are your questions pertaining to Mental Readiness?

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

N/A

Review/Summary

NOTE: Determine if the Soldier has learned the material presented by soliciting questions and explanations. Ask the Soldiers questions and correct misunderstandings. Provide immediate feedback in context to the material presented and correcting any misunderstandings.

Q. What is mental readiness?

A. Mental readiness is an individual's or team's ability to think, feel, and act in a manner that optimizes performance in a demanding environment or with occupational and combat-specific tasks.

Q. What publication and chapter is Mental Readiness in.

A. FM 7-22 Chapter 9.

Q. How is mental readiness applied in your daily activities?

A. (Call on soldiers to answers)

Q. What are two examples of Mental Health Principles and how do you apply them in your life?

A. Communication Skills, Life Balance, Goal Setting, Breathing, Healthy Habits, Mindfulness, Stress Management and Sleep Hygiene.

Q. What are the three inter related capabilities of mental readiness?

A. Cognitive, Emotional, and Interpersonal

Q. What does the acronym SMART refer to within H2F?

A. *S- for specific *M- for measurable *A- for attainable *R- for relevant *T- for time period to obtain goal

Summary:

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

To optimize performance, Soldiers need to be mentally ready. Mental readiness is deliberately assessed and developed like any other skills through education, training, and practice. To use a computing analogy, addressing both physical and mental readiness is a "systems check" on both the "hardware" and the "software" that makes an effective Soldier. The H2F System incorporates training techniques to develop individual and unit mental readiness.

SECTION V. STUDENT EVALUATION

Testing Requirements

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

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-BT805004 Version 1.3 ©

Appendix D - Student Handouts

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Sequence	Media Name	Media Type
None		