

CRM LESSON PLAN REPORT

Resilience Training for Basic Combat Training (BCT/OSUT)
145-ARD01001 / 4 ©

Approved
27 Jun 2022

Effective Date: 27 Jun 2022

SCOPE:

This is an HQ DA, G-1, Army Resilience Directorate (ARD) approved lesson plan. Resilience Training for BCT/OSUT focuses on (1) identifying different types of reactions and how those reactions can be adjusted, (2) distinguishing between factors that can and cannot be controlled, and (3) emphasizing how Soldiers take care of themselves and their battle buddies through examples relevant to Basic Combat Training. It is one of three Army Resilience Directorate (ARD) resilience trainings for BCT including: Basic Connections, Resilience Training for BCT/OSUT, and Suicide Prevention for BCT.

Distribution Restriction: Approved for public release; distribution is unlimited.

Destruction Notice: None

Foreign Disclosure: FD1: This training product has been reviewed by the training developers in coordination with the Army Resilience Directorate Army G-1 foreign disclosure officer. This training product can be used to instruct international military students from all approved countries without restrictions.

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>
K24695	Know the fundamentals of resilience	Yes	Yes

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	40 mins	Discussion (Small or Large Group)
Total Hours (50 min):			
	1 hr	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	30 mins	Classroom Breakdown	
0 hrs	30 mins	Classroom Setup	
Total Hours (60 min):			
1 hr	0 mins		

Test Lesson(s)

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

Prerequisite Lesson (s)

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

Training Material Classification

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

Foreign Disclosure

FD1. This training product has been reviewed by the training developers in coordination with the Army

Restrictions

Resilience Directorate Army G-1 foreign disclosure officer. This training product can be used to instruct international military students from all approved countries without restrictions.

References

<u>Number</u>	<u>Title</u>	<u>Date</u>
0-7679-1191-1	The Resilience Factor, Karen Reivich, Ph.D and Andrew Shatte, Ph.D	14 Oct 2003
AR 350-53	COMPREHENSIVE SOLDIER AND FAMILY FITNESS	19 Jun 2014
FM 7-22	Holistic Health and Fitness	01 Oct 2020
TC 3-21.75	THE WARRIOR ETHOS AND SOLDIER COMBAT SKILLS	13 Aug 2013
TRADOC PAM 600-4	The Soldiers Blue Book	01 Aug 2019

Student Study Assignment

Before class: Review Resilience Training for Basic Combat Training (*BCT/OSUT*) student materials (*as applicable*) prior to attending this block of instruction.

During class: Participate in group discussions and activities.

After class: Fill out Course Critique Sheets (*where applicable*).

Instructor Requirements

One U.S. Army Drill Sergeant or other proponent qualified instructor (*Military or Civilian*). MRT course graduate preferred.

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>
6515-NCM000210 - COMPUTER SYSTEM Remarks:	0:0	0:0	No	1	No
6730-00-224-9814 - Screen, Projection Remarks:	0:0	1:50	No	0	No
6730-01-477-0136 - Projector, Multimedia Remarks:	0:0	1:50	No	0	No
PN C7044A#ABA - HP LASER JET 1200 Remarks:	0:0	0:0	No	1	No

(Note: Asterisk before ID indicates a TADSS.)

Materials Required*Instructor Materials:*

Resilience Training for Basic Combat Training (*BCT/OSUT*) Lesson Plan, PowerPoint Presentation, Soldier Blue Book, Appendix C, Manual of Applied Performance Skills (MAPS), and references listed above.

NOTE: PPT printed in notes view will produce a user friendly Facilitator Guide with notes for this presentation.

Student Materials:

Soldier Blue Book, Appendix C, Manual of Applied Performance Skills (MAPS).

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>
17119-1056-220 Organizational Classroom 1056 Square Foot, 220 Persons Remarks:	1	0:0	30	30

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.

Before Class: The Primary Instructor (PI) for this instruction should read and study this Lesson Plan (LP) and be prepared to conduct this lesson. The PI should review all references, review the PowerPoint slide presentation, and examine all student materials.

Some elements of this training module are based on the Master Resilience Trainer (MRT) course curriculum. Ideally, the LP should be presented by an MRT (ASI 8R). While this is not a mandatory requirement, non-MRT instructors should receive training on this material by an MRT or an MRT-PE from the local Ready and Resilient – Performance Center (R2-PC) on how to teach this module prior to presenting this training to BCT/OSUT Soldiers.

This resilience training is designed to be a single, two-hour long event. Schedule approximately 10 minute breaks after each 50-minute block (50-minute hour built into the LP loaded into the Training Development Capability (TDC) website and linked to the Program of Instruction.

The material is intended to be presented using a facilitated discussion methodology thereby creating a student-centered learning experience. The linked PowerPoint slides are intended to structure the discussion, reinforce key points and lead checks on learning. The PI must ensure pre-classroom checks have been completed (audiovisual equipment, microphone/PA functioning, etc.).

Additional Resilience Training for Basic Combat Training (*BCT/OSUT*) “Mini-Modules” have also been linked to this LP in the Training Development Capability (TDC) database. These Facilitator Guides for Mini-Modules include:

- # *Deliberate Breathing*
- # *Imagery and Routines*
- # *Attention Control and Confidence*

These Mini Modules are applicable to specific BCT/OSUT training events; however, Drill Sergeants and /or the BCT/OSUT instructors should rely on their own judgment as to when these “opportunity training” presentations are most appropriate.

The Facilitator Guides are attached (.pdf) to this LP in the Training Development Capability (TDC) database along with the Manual of Applied Performance Skills (MAPS) Booklet.
During Class: Conduct training in accordance with the Resilience Training for Basic Combat Training (*BCT/OSUT*) LP.

After Class: Collect all recoverable materials and issue/collect completed Survey Sheets (*where applicable*). Obtain student feedback. Conclude training according to schedule and LP. Make note of any problems or suggested changes. Have students police the classroom prior to their departure. Release the students.

Proponent Lesson Plan Approvals

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
antonio.best	Not Available	Approver	27 Jun 2022

SECTION II. INTRODUCTION

Method of Instruction: Discussion (Small or Large Group)
Mode of Delivery: Resident Instruction
Instr Type (I:S Ratio): Military - ICH (1:60)
Time of Instruction: 5 mins

Motivator

Today we are going to examine what it means to be resilient and mentally tough.

Going through BCT can be a big adjustment as you transition from your civilian life and begin your Army career, as the process of becoming a Soldier can challenge your mental and physical abilities.

These are meaningful challenges that will ultimately prepare you to fulfill vital military roles and prepare you to operate under intense conditions.

Just as rigorous physical training is an important component of preparing you for Army life, you must also receive training that enables you to acquire effective coping skills that guard against the effects of operational stress and the mental strains that come with operating in difficult circumstances.

While resilience training can help you to overcome many of life's obstacles, resilience training cannot eliminate all the effects of stress.

Resilience Training for BCT focuses on (1) identifying different types of reactions and how those reactions can be adjusted, (2) distinguishing between factors that can and cannot be controlled, and (3) emphasizing how Soldiers take care of themselves and their battle buddies through examples relevant to Basic Combat Training.

This resilience training is the building block for other resilience training that you will receive in BCT and throughout your military career.

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:	Apply evidence-based resilience skills
Conditions:	In a classroom environment, given Soldiers in Basic Combat Training, training materials, student handouts, Soldier Blue Book, and real life situations.
Standards:	Apply skills effectively in scenario-based discussions without error.
Learning Domain - Level:	Cognitive - Applying
No JPME Learning Areas Supported	None

Safety Requirements

There are no special safety considerations for this training module.

In a training environment, lead Instructors must perform a risk assessment in accordance with ATP 5-19, Risk Management. Leaders will complete a DD FORM 2297 DELIBERATE RISK ASSESSMENT WORKSHEET during the planning and completion of each task and sub-task by assessing mission, enemy, terrain and weather, troops and support available-time available and civil considerations, (METT-TC).

Safety is of the utmost importance in any training environment and is everyone's responsibility to recognize, mitigate, and report hazardous conditions. Every precaution will be taken during the conduct of training.

Conduct a safety brief prior to lesson as required IAW organization and local policies. Address all safety issues that are unique to the environment in which the training will be conducted (e.g., fire evacuation plan, heat/cold weather concerns, emergency situations, etc.).

Risk Assessment Level

Low - Fire and inclement weather.
Assessment: Hazard risk is negligible.

Controls: Brief and follow local fire evacuation and inclement weather plans.

Leader Actions: Ensure, prior to the commencement of training, risk assessments have been completed IAW with local policies and ATP 5-19, and have been approved and are available on-site.

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.

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.

(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.

Units and installations will prepare an environmental risk assessment. The checklist should supplement local and state environmental regulations applicable to your area.

Instructional Lead-in

Show Slide 1 [Resilience Training for Basic Combat Training (*BCT/OSUT*)].

INSTRUCTOR NOTE: Greet the students and welcome them to the lesson. With the slide (Slide 1) as a reference, introduce the Resilience Training for Basic Combat Training (*BCT/OSUT*) module and cover the Terminal Learning Objective (TLO). If not already done so, distribute any student material(s) at this time.

Good morning/afternoon, I'm DS _____. Today you'll be introduced to the concepts of resilience, buddy aid, and reactions to situations and events. You'll learn some resilience skills and get a preview of more skills you'll hear more about later on in BCT.

Resilience Training for BCT is designed to be interactive. I encourage you to fully participate in the discussions and activities and to ask questions in order to make the training more valuable and meaningful for everyone.

INSTRUCTOR NOTE: Many Drill Sergeants have found it helpful to tell the Soldiers that "*FOR THIS TRAINING ONLY, if you wish to say something or respond to the primary instructor's question, remain in your seat and raise your hand. It will not be necessary to stand during this training.*" This facilitates participation and covering the material at a more fluid pace.

INSTRUCTOR NOTE: It may be helpful to write in the appropriate page numbers in the version of the MAPS Booklets that Soldiers will be using in this training so that you may refer them to the specific page referenced. Page numbers may change with updates over time.

SECTION III. PRESENTATION

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

A. ENABLING LEARNING OBJECTIVE

ACTION:	Process the need for resilience in BCT
CONDITIONS:	In a classroom environment, given Soldiers in Basic Combat Training, training materials, student handouts, Soldier Blue Book, and real life situations.
STANDARDS:	Identify without error, factors that make the concept of resilience important for mental fitness beginning in BCT.
LEARNING DOMAIN - LEVEL:	Cognitive - Applying
NO JPME LEARNING AREAS SUPPORTED	None

ELO A - LSA 1. Learning Step / Activity ELO A - LSA 1. Review Resilience training in BCT

Method of Instruction: Discussion (Small or Large Group)

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - ICH (1:60)

Time of Instruction: 5 mins

Media Type: Oral Presentation / PowerPoint Presentation

Other Media: Unassigned

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

Show Slide 2 (OTHER ARMY RESILIENCE TRAININGS IN BCT).

There are several training sessions in BCT created to help you develop skills and action plans to build resilience.

Three of these training sessions are: Resilience Training for BCT, Basic Connections, and Suicide Prevention for BCT.

As illustrated by the Venn diagram, these three training modules support the Army Resilience Directorate (ARD) and Army Health and Holistic Fitness (H2F) goals of strengthening Social, Spiritual, and Emotional Dimensions of personal readiness.

If you have not received the latter two lessons, you will receive them soon.

So let's get to it. Turn to Appendix C in your Soldier Blue Book.

INSTRUCTOR NOTE: Have trainees locate the MAPS Booklet in Appendix C of their Soldier Blue Book (SBB).

INSTRUCTOR NOTE: Check with the unit before this training session to find out when the trainees will receive the Suicide Prevention Training for BCT and Basic Connections Training. The following are overviews of these two trainings (for trainer knowledge only):

SUICIDE PREVENTION FOR BCT, 1 hour

TLO: Understand elements of the Army's Suicide Prevention Program (ASPP)

LSA 1. Manage life challenges

LSA 2. Ask for and accept help

LSA 3. Define the steps of ACE

LSA 4. Use ACE to help others in need

LSA 5. Summary - Check on learning

BASIC CONNECTIONS, 1 hour

TLO: Develop strategies to cope with difficult life challenges during BCT such as failure of a valued

relationship, pressure to achieve, and the displacement of a support system.

LSA 1. Introduce to Basic Connections training and the other Resilience trainings in BCT

LSA 2. Explore the skill of Recognize It, Name It, Explain It.

LSA 3. Recognize It, Name It, Explain It – Practice

LSA 4. Use Your Community

LSA 5. Put It All Together - Check on Learning

Show Slide 3 (MAPS BOOKLET).

The MAPS Booklet's stands for Manual of Applied Performance Skills and just like a real map tells you how to get where you want to go, your MAPS Booklet can guide you to graduation from BCT.

Read it when you need something to do.

The MAPS Booklet has sections that go with each part of your resilience training – the first section deals with the main module and the first resilience skills you'll learn today.

Now put your SBB aside for the moment.

INSTRUCTOR NOTE: Use question below as a transition to the next slide.

How many of you found it pretty stressful to arrive here and have Drill Sergeants issuing instructions to you in a loud and forceful manner?

Show Slide 4 (BASIC TRAINING IS TOUGH).

By now you've realized that BCT is intense and challenging.

Basic Combat Training is designed to be intense and stressful in order to prepare you for the rigors of combat and operational deployment.

BCT helps you build your mental fitness and resilience so you can function well and be effective in these stressful situations and environments.

There's tough physical training to help improve your physical fitness.

There's being away from Family and friends.

You or some of your battle buddies may be away from their immediate Families and close friends for the very first time.

You also have limited control over your schedule, where and what you eat, etc.

To ensure success here, every minute of every day has been thoroughly planned for you while you are training to become a U.S. Army Soldier.

You can't necessarily rely on the ways you used to cope with stress now that you're going through BCT.

What are some of the ways you used to help you deal with stressful situations back home?

INSTRUCTOR NOTE: Answers might include using your phone, video games, hobbies, etc.

How did that help you to deal with the stressful situation?

In resilience training, you'll learn some skills to help you deal with stress that you can use while in BCT.

As we've already discussed, for many of you, BCT represents the most difficult thing you've done up to this point in your lives.

The skills are also useful as you support each other during these new and challenging experiences.

Check on Learning:

LS/A 1 is a discussion and suffices as a check on learning.

Reiterate that BCT is designed to be intense and even stressful, as are combat and operational deployments. BCT will help to build resilience and mental fitness so Soldiers are able to function well and be effective in these situations and

Review

Summary: environments.

ELO A - LSA 2. Learning Step / Activity ELO A - LSA 2. Interpret Stress

Method of Instruction: Discussion (Small or Large Group)

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - ICH (1:60)

Time of Instruction: 4 mins

Media Type: Oral Presentation / PowerPoint Presentation

Other Media: Training Aid

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

Show Slide 5 (STRESS).

How many of you like roller coasters?

How many of you find them stressful?

How many of you find them both stressful and fun?

INSTRUCTOR NOTE: Allow participants to answer.

Why such different responses?

It is the same event... but is it the same experience for all of us?

Your responses to the question about roller coasters shows how important your perception is.

Perceptions may be based on life experiences or finding yourself temporarily "outside of your comfort zone."

Individuals are different and find different things stressful.

How is stress either good or bad?

INSTRUCTOR NOTE: Allow participants to answer.

There's a misconception that all stress is bad, destructive, or needs to be avoided. The truth is, some stress can actually help you perform better.

For example, if you have a big test coming up tomorrow, it would be good to be a little stressed because that stress would motivate you to study.

Or, if you're going through the "Fit to Win" challenge next month, it's definitely good to be a little stressed about it because that stress would motivate you to train harder.

After all, you're all doing PT every morning to stress your body to move beyond its comfort zone so that you'll get stronger and faster.

A certain amount of stress can help you perform at a higher level.

How you think about the stress you face can actually help you deal with it.

Show Slide 6 (MENTAL FITNESS CONTINUUM).

The Mental Fitness Continuum is everything between significant stress reactions and an enhanced well-being and performance.

The continuum is that which exist between the two different possibilities.

Individuals can move back and forth across the continuum throughout the day.

It's important for you to be aware of the signs that may indicate that you or your battle buddy might need to employ some additional coping strategies or seek assistance to maintain mental fitness.

Some of those signs are listed under the red (significant stress reactions) and orange (problematic stress reactions) sections of the continuum.

There are even more signs listed for each section of the continuum in your MAPS Booklet (Page 4).

For example, you wake up in the morning with a positive attitude looking forward to the day. Suddenly your Drill Sergeant enters the bay yelling and telling the platoon, you are moving like pond water and you have 15 minutes to be in formation.

Your battle buddy begins riding you and telling you to hurry up.

When you make it downstairs to formation, you realize that you have forgotten your ID tags.

Where was this Soldier on the continuum when he woke up this morning?

Isn't green the zone of the continuum that we would all like to be in?

Where is this Soldier while standing in formation?

Would you like to be stuck here for the rest of day, week, or month?

INSTRUCTOR NOTE: Allow for some discussion.

You can return to the green zone, but the time and intervention required increases as you move right through the yellow, orange, and red zones of the continuum.

Knowledge of the Mental Fitness Continuum will allow you and your buddies to track your mental state throughout BCT and life.

INSTRUCTOR NOTE: Transition to next slide.

Knowledge of the Mental Fitness Continuum and the skills you are about to learn will help build your resilience throughout BCT.

Check on Learning:

Ask the following question as a brief check on learning. Q: What is the significance of moving farther and farther to the right of the Mental Fitness Continuum? A: In most situations, you can return to the green zone, but the time and intervention required increases as you progress (move farther to the right) through the continuum.

Review Summary:

Reiterate that the Mental Fitness Continuum chart is designed to be a quick self-check and should never be used for self-diagnosing or for diagnosing others with mental health problems.

ELO A - LSA 3. Learning Step / Activity ELO A - LSA 3. Define Resilient Soldiers

Method of Instruction: Discussion (Small or Large Group)

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - ICH (1:60)

Time of Instruction: 4 mins

Media Type: Oral Presentation / PowerPoint Presentation

Other Media: Training Aid

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

Show Slide 7 [RESILIENCE (1 of 2)].

Resilience can help you respond better to challenges and adversity.

Instead of breaking when faced with a tough situation, you want to bounce back like a tennis ball...

INSTRUCTOR NOTE: Use the symbolism of the tennis ball as a cue for resilience.

Resilience may be best defined as, "The ability to withstand, recover and grow in the face of stressors and changing demands."

Resilient Soldiers bounce, not break, when faced with adversity or challenges.

You can always enhance your resilience and effectiveness as an individual and as a Soldier.

It is not just the fortunate few who can be resilient – these are skills anyone can learn.

Show Slide 8 [Resilience (2 of 2)].

This training is designed to develop resilient Soldiers who

- # Are able to function well under stress
- # Are able to sustain mental fitness, even in the face of high-intensity situations
- # Are able to “bounce back” from adversity (like the tennis ball)
- # And are able to take care of themselves and their battle buddies.

Remember that although BCT is hard, thousands successfully make it through each year.

Recognize that your Drill Sergeants are here to help you succeed in BCT, not to “weed you out.”

You’re qualified to be here and your Drill Sergeants expect you to be successful.

Show Slide 9 (SOLDIER'S CREED).

You've all seen the Soldier's Creed – you've been reciting it every day.

Hopefully it speaks to you.

All of it is important, but there are several parts that directly relate to resilience and mental toughness.

Which parts of the Soldier's Creed says “resilience” to you? Why?

INSTRUCTOR NOTE: Answers might include: never quitting, never accepting defeat, being mentally tough.

Show Slide 10 (SOLDIER'S CREED).

I will never accept defeat – as long as you have the means to go on, to continue the mission at hand.

I will never quit – quitting can be a habit, but so can success.

I will never leave a fallen comrade – never leave a buddy behind, but does that just mean combat? Does that just mean physically?

INSTRUCTOR NOTE: Allow for responses.

...mentally tough... maintain... myself – while you need to be physically tough, you also need to train and develop mental toughness.

Sometimes you will need to carry your buddies; sometimes they will need to carry you.

Just as you are willing to help your buddies, be willing to be helped by your buddies.

This is the essence of being a Soldier and a member of a team.

Use your collective strengths to help overcome weaknesses.

The principles found in The Soldier's Creed are a sound foundation to lead you through the rest of your life.

INSTRUCTOR NOTE: Use statement below as a transition to the next slide.

Now that we've established what resilience is, let's move on to the skills that can help you build it.

Check on Learning:

LS/A 3 is a discussion and suffices as a check on learning.

Reiterate the definition of resilience as, “*the ability to withstand, recover, and grow in the face of stressors and changing demands.*”

**Review
Summary:**

Check on Learning (ELO A): Ask the following question as a brief check on learning. Q: What Resilience trainings are provided in BCT? A: They are: Resilience Training for BCT, Basic Connections training, and Suicide Prevention training for BCT.

Review Summary (ELO A): Remember Resilient Soldiers:
 # Are able to function well under stress
 # Are able to sustain mental fitness, even in the face of high-intensity situations
 # Are able to “bounce back” from adversity (like the tennis ball)
 # And are able to take care of themselves and their battle buddies.

B. ENABLING LEARNING OBJECTIVE

ACTION:	Refine your Thoughts with Resilience Skills
CONDITIONS:	In a classroom environment, given Soldiers in Basic Combat Training, training materials, student handouts, Soldier Blue Book, and real life situations.
STANDARDS:	Apply without error, resilience skills to adjust your thoughts, emotions, and reactions.
LEARNING DOMAIN - LEVEL:	Cognitive - Applying
NO JPME LEARNING AREAS SUPPORTED	None

ELO B - LSA 1. Learning Step / Activity ELO B - LSA 1. Review Thought Adjustment

Method of Instruction: Discussion (Small or Large Group)
 Mode of Delivery: Resident Instruction
 Instr Type (I:S Ratio): Military - ICH (1:60)
 Time of Instruction: 5 mins
 Media Type: Oral Presentation / PowerPoint Presentation
 Other Media: Training Aid
 Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Show Slide 11 (SKILLS).

Now we're going to discuss three separate sets of resilience skills.

You can follow along in your MAPS Booklet (Page 6).

Each of these skills is something that you can do by yourself in just a few minutes to help you deal with the stressful things happening to and around you, especially situations and events that you cannot control.

The skills listed in the dark green boxes on this slide are those that you will learn about in more detail before an important BCT training event.

These mini-modules are mentioned here so you can see you'll learn more resilience skills during your time in BCT.

Show Slide 12 (RESILIENCE SKILLS TO HELP YOU THROUGH BCT).

Take a look at the column to the left.

We'll begin discussing these skills with “Adjust Your Thoughts.”

But before we talk about the skills to help you adjust your thoughts, we should talk about some of the reasons why you might need to do this.

The main reason is that your initial thoughts & reactions to a situation or event are not always optimal or helpful.

But as you will see, you have a powerful brain.

Show Slide 13 (YOUR BRAIN IS A POWERFUL TOOL).

Let's take a moment and have some fun talking about just how powerful your brain is.

Take a look at the paragraph on this slide.

What language is this? English?

Can anyone read through this paragraph?

INSTRUCTOR NOTE: Ask several students (volunteers) to recite a portion of this jumbled paragraph. Have all students recite the last sentence together. If a Soldier begins to struggle, have another student (volunteer) help them out.

"I cdnuolt blveiee taht I cluod aulatcly uesdnatnrd waht I was rdanieg. The phaonmneal pweor of the hmuan mnid, aoccdnrig to rscheearch at Cmabrigde Uinervtisy, manes it dseno't mtaetr in waht oerdr the ltteres in a wrod are, the olny iproamtnt tihng is taht the frsit and lsat ltteer be in the rghit pclae. The rset can be a taotl mses and you cna si'll raed it whotuit a pboerlm. Tihis is bcuseae the huamn mnid deos not raed ervey lteter by istlelf, but the wrod as a wlohe."

"Azanmig hhu? Yaeh, and I awlyas tghuhot slpeling was ipmorantt!"

It's interesting that although you've never been taught to read words like this, most of you are able to read it pretty easily.

Before I showed you this, if I had asked you if you could read a paragraph in which almost every word was misspelled, you might have thought you'd have trouble doing it.

Your powerful mind can do many amazing things that will be helpful to "punch through" the distortions and come up with the right answers.

Like many things that you will encounter during BCT, there will be things you have never done before.

Because much of this stuff is new to you, you might even doubt you can do it.

As you just saw, your brain is powerful and you really can do things you didn't think you could.

Now let's look at a model that involves your thoughts.

Check on Learning: LS/A 1 is a discussion and suffices as a check on learning.

Review Summary: Your powerful mind can do many amazing things that will be helpful to "punch through" the distortions and uncertainty that you will encounter during BCT.

ELO B - LSA 2. Learning Step / Activity ELO B - LSA 2. Demonstrate the ATC Model

Method of Instruction: Discussion (Small or Large Group)

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - ICH (1:60)

Time of Instruction: 5 mins

Media Type: Oral Presentation / PowerPoint Presentation

Other Media: Unassigned

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

Show Slide 14 (THE ATC MODEL).

ATC stands for Activating Event-Thoughts-Consequences.

The skill of ATC will help you identify your heat-of-the-moment thoughts about an activating event and how those thoughts drive the consequences.

An activating event triggers your thoughts.

It is the “who, what, when, and where,” the facts.

This can be a situation or event that is seen as a large adversity (such as the death of someone you care about or a misplacing your rifle), a minor issue (such as your boot laces being out or forgetting to fill up your canteen before formation), or it can even be a positive event (such as the entire platoon qualifies the first time during weapons qualifications).

Thoughts are your interpretations of the activating event.

Thoughts are what you say to yourself in the heat-of-the-moment about the activating event.

Your thoughts are the area over which you have the most control.

Your heat-of-the-moment thoughts drive your consequences.

Consequences are made up of two parts, our emotions (what we feel) and our reactions (what we do) in response to the heat-of-the-moment thoughts, that were triggered by the activating event.

Although it often feels that our emotions (what we feel) and reactions (what we do) are driven by the situation itself (activating event), it's actually that your consequences are driven by what you say to yourself in the heat-of-the-moment (thoughts) about the activating event.

You can build self-awareness by slowing the process down and separating what happened (activating event), from what you said to yourself about it (thoughts), from your emotions and reactions (consequences).

Let's examine how thoughts drive consequences.

Show Slide 15 (THE ATC MODEL).

INSTRUCTOR NOTE: Slide builds.

Take a look at this activating event: “You performed poorly on an Army Combat Fitness Test (ACFT) event.”

Possible thoughts might be: “I can't do this” or “I'm not cut-out for the Army.”

Consequences of those thoughts might be emotions like feeling sad or even hopeless.

Reactions might include reaching the point where you withdraw or give up altogether.

Counterproductive thoughts often lead to counterproductive consequences.

Your thoughts are the area where you have the most control.

What might be the Consequences of these Thoughts?

INSTRUCTOR NOTE: Wait for responses, then click to advance.

You can see how the thoughts in these example can easily lead to decreased performance.

If you revise your thoughts to be more productive, you can improve your performance.

Your thoughts matter.

Show Slide 16 (THE ATC MODEL).

INSTRUCTOR NOTE: Slide builds.

Let's examine some alternative, more productive thoughts you might have in response to this same activating event where you performed poorly on your ACFT.

You might think to yourself: “Everyone has something they struggle with” or “If I practice, I can do better.”

Alternative, more productive thoughts lead to potentially more productive consequences.

Emotions might include disappointment or hope.

What might be the consequences of these Thoughts?

INSTRUCTOR NOTE: Wait for responses then click to advance.

Your reaction might be staying motivated, which will increase the chance you'll do better on your next event.

Remember that your thoughts matter and, although it often feels that your consequences (emotions and reactions) are driven by the activating event itself, your consequences are actually driven by your thoughts about the activating event.

Check on Learning: Ask the following question as a brief check on learning. Q: What does each of the letters "ATC" stand for? A: Activating Event, Thoughts, Consequences (Emotions and Reactions).

Review Summary: Reiterate that your Thoughts are the area over which each of us has the most control and, by changing those Thoughts, we can impact our Emotions and Reactions.

ELO B - LSA 3. Learning Step / Activity ELO B - LSA 3. Detect if there is a Need to Adjust Your Thoughts

Method of Instruction: Discussion (Small or Large Group)

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - ICH (1:60)

Time of Instruction: 5 mins

Media Type: Oral Presentation / PowerPoint Presentation

Other Media: Training Aid

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

Show Slide 17 (IS THERE A NEED TO ADJUST?).

INSTRUCTOR NOTE: Slide builds.

If you get a desirable outcome or your thoughts or consequences are productive, take no action.

Take a closer look when you do not get a desirable outcome or you realize that your thoughts or consequences are counter productive.

When there is a need to take a closer look, this skill will help you divide the event or situation into what you can and cannot control.

Let's take a closer look.

Show Slide 18 [WHEN YOU NEED TO "ADJUST" (1 of 2)].

Step 1: Identify which parts of the situation or activating event can be changed (controlled).

If there are parts of the situation or event that you can control, identify which parts can (and should) be changed and then take action to change them.

Think back to the ATC example when we talked about how you performed poorly on an ACFT event. What you can control in that moment is your physical actions.

Prepare for the next ACFT event by warming up or if the ACFT is over, move to the designated area away from the track and begin cooling down.

Use the resilience skills you will learn and take action to move forward through the training day.

But what about the parts of the situation or event that you have no control over?

Show Slide 19 [WHEN YOU NEED TO "ADJUST" (2 of 2)].

Step 2: For the parts of the situation or event that you can't control, your thoughts may need to be adjusted.

Again, think back to the ATC example when we talked about how you performed poorly on an ACFT event.

We examined how your initial thoughts can sometimes undermine your performance and need to be adjusted - to lead to different (more productive) consequences.

At times, you might feel overwhelmed and exhausted and have thoughts of quitting, but if your goal is to be successful and graduate from BCT, adjust your initial thoughts as demonstrated in the ACFT scenario,

“Everyone has something they struggle with” or “If I practice, I can do better.”

INSTRUCTOR NOTE: Transition to next slide.

Now that we’ve discussed the need to adjust, let’s talk about how we do that.

Show Slide 20 (HOW TO "ADJUST").

Let’s talk about three ways your thoughts can be adjusted.

Again, follow along in your MAPS Booklet (Page 9).

Thoughts may be adjusted through restructuring your thoughts, acceptance, and self-talk.

Check on Learning: Ask the following question as a brief check on learning. Q: Why is it sometimes necessary to Adjust Your Thoughts? A: Our Thoughts and Reactions are not always optimal or helpful. Thoughts can lead to Consequences that can undermine performance.

Review Summary: Reiterate that Thoughts that are " not being optimal or helpful" are not the same as being wrong. However, you may need to Adjust Your Thoughts if they are not helpful to the situation or to reaching your goals.

ELO B - LSA 4. Learning Step / Activity ELO B - LSA 4. Restructure Your Thoughts

Method of Instruction: Discussion (Small or Large Group)

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - ICH (1:60)

Time of Instruction: 7 mins

Media Type: Oral Presentation / PowerPoint Presentation

Other Media: Training Aid

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

Show Slide 21 (RESTRUCTURE YOUR THOUGHTS).

As we discussed, your initial thoughts may be counterproductive to the desired outcome.

Such thoughts may occur when you’ve performed poorly, are frustrated, and might be tempted to “beat yourself up” mentally.

You may even notice your battle buddy being hard on himself/herself.

In either situation, it is beneficial to think from a different perspective.

INSTRUCTOR NOTE: Use statement below as a transition to the next slide.

Let’s look at some questions you can use to think about the event from a different perspective.

Show Slide 22 (BCT REALITIES).

INSTRUCTOR NOTE: Slide builds.

What are some realities you have already experienced while in BCT?

INSTRUCTOR NOTE: Allow some discussion, then click to advance.

Just as we found with the earlier roller coaster example, different situations will be stressful for different Soldiers.

- This may be the first time you are away from home and the first time you've been away from your Family and friends and/or feeling homesick may challenge you as well.

- Stress and sleep difficulties are common when you find yourself in a new and unfamiliar environment, and BCT is certainly no exception.

- Another reality of BCT is you will not receive much praise here; unfortunately, many of us expect and require praise when we get it right.

- You will have at least one area of weakness; you may have already noticed some of these areas in yourself.

- You are expected to make mistakes so that you learn in this training environment.

It's also important for you to recognize that your physical and mental states are connected.

There will be more than a few physical tasks that will be expected of you in BCT and physical exhaustion can affect your mental state as well'

Show Slide 23 (RESTRUCTURE YOUR THOUGHTS).

If your consequences are not optimal, ask yourselves these questions to help you gain a different perspective.

What would I tell a battle buddy who was in this situation?

How can I grow from the situation?

Am I missing something?

How might other people see and deal with this situation?

Are there other ways to think about this situation?

INSTRUCTOR NOTE: Use statement below as a transition to the next slide.

Let's look at some counterproductive thoughts in a scenario.

Show Slide 24 (COUNTERPRODUCTIVE THOUGHTS).

INSTRUCTOR NOTE: Slide builds.

Let's read the scenario above.

Let's say for some reason, you're late for formation and end up getting corrective training for the platoon.

What thoughts might be triggered by this activating event?

INSTRUCTOR NOTE: Allow participants to answer then click to advance.

- "I'm an idiot."

- "I let my buddies down."

- "I always screw up."

- "They're all going to hate me."

- "I'm not going to make it through BCT."

What consequences (emotions and reactions) might be driven by such thoughts?

INSTRUCTOR NOTE: Allow participants to answer. Discussion may include responses such as: Depression, lack of motivation, withdrawal from peers.

Are these consequences helping or harming?

INSTRUCTOR NOTE: Allow participants to answer.

- Counterproductive thoughts typically result in counterproductive, sometimes even harmful, consequences.

INSTRUCTOR NOTE: Transition to next slide.

Remember the connection between your thoughts and consequences.

Show Slide 25 (RESTRUCTURED THOUGHTS).

Restructure your counterproductive thoughts in this scenario and you might end up with more productive thoughts like these, you can follow along in your MAPS booklet on page 9:

- “I won’t do that again. I’ve learned my lesson.” Making mistakes is part of BCT, but learning from them and not making them again should also be part of becoming a Soldier. Do they have to be your mistakes to learn from them? No, you can (and should) learn from the mistakes of others without the necessity of having to make them yourself.
- “If that’s the worst thing I do here, I’m doing pretty well.” Remember to always keep things in perspective; it’ll serve you well here and in the future.
- “Everyone messes up; it’s not the end of the world.” We’re all human and once again, you’re expected to make mistakes and also learn from them.
- “I didn’t mess up everything.” Fight the tendency to think in absolute (all or nothing) terms.

What types of consequences (emotions and reactions) might you be experiencing?”

INSTRUCTOR NOTE: Allow participants to answer. Dissuasion may include responses such as: Hopefulness, laughing with buddies, connection.

While you can’t control your past performance, you can learn from it.

Are these consequences helping or harming you?

INSTRUCTOR NOTE: Allow participants to answer.

You can adjust your counterproductive thoughts, which will lead to more productive thoughts and consequences.

Check on Learning:

Ask the following question as a brief check on learning. Q: When would it be most helpful to Restructure Your Thoughts? A: When you’ve performed poorly, are frustrated, and tempted to beat yourself up mentally; when your battle buddy is being hard on himself/herself.

Review Summary:

Reiterate that making mistakes is an expected part of BCT/OSUT, but learning from them and not making them again is also expected. Also reiterate that everyone can and should learn from the mistakes of others without having to make the same mistake themselves.

ELO B - LSA 5. Learning Step / Activity ELO B - LSA 5. Control the Controllables

Method of Instruction: Discussion (Small or Large Group)

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - ICH (1:60)

Time of Instruction: 3 mins

Media Type: Oral Presentation / PowerPoint Presentation

Other Media: Training Aid

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

Show Slide 26 (CONTROL THE CONTROLLABLES).

Control the controllables is about understanding that some things are unpleasant, but enduring them anyway (and not wasting time and energy trying to change them).

During your time in BCT, you will make mistakes.

The good news is that your Drill Sergeants will be close by to correct your mistakes and identify corrective

action.

Accepting this reality of BCT will be very helpful because you will not waste your limited energy trying to change something that cannot be changed

BCT consists of realistic training conducted under tough environmental conditions.

These conditions prepare you to be a Soldier, but they may also make training very unpleasant and it's important to simply accept this reality.

Show Slide 27 (ACCEPTANCE).

As we discussed, the reality is that there are many things you simply cannot control during your time at BCT.

There's no point in expending time, attention, and energy worrying about them.

Your time is always better spent on other things – things you can control.

Often, accepting these basic realities can lead to better performance.

What are some examples of challenges here at BCT that you can't control?

INSTRUCTOR NOTE: Some examples include:

- Lifestyle changes
- Lots of PT
- The days beginning early
- Corrective action
- Dealing with different personalities
- Greater responsibilities
- Close living quarters

Check on Learning:

Ask the following question as a brief check on learning. Q: What is Step 1 of the Adjust Your Thoughts process? A: Identify which parts of the situation or event can be changed (controlled), then take action to change those parts. Q: What is Step 2 of the Adjust Your Thoughts process? A: For the parts that you can't control, adjust your initial Thoughts through Acceptance, Self-Talk, and Restructuring Your Thoughts.

Review Summary:

Reiterate that many situations and events here at BCT are not within their ability to control and there's no point in expending time and energy in worrying about them. Concentrate on what you can control and positively impact.

ELO B - LSA 6. Learning Step / Activity ELO B - LSA 6. Facilitate Productive Self-Talk

Method of Instruction: Discussion (Small or Large Group)

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - ICH (1:60)

Time of Instruction: 5 mins

Media Type: Oral Presentation / PowerPoint Presentation

Other Media: Training Aid

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

Show Slide 28 (SELF-TALK).

We've discussed restructure your thoughts, and acceptance. The final skill to help you adjust your thoughts is self-talk.

Self-talk is what you say to yourself, your inner voice.

Self-talk refers to a way of talking or "coaching" yourself through a task or event.

Often it will be useful when you face new and stressful situations, something that happens here at BCT frequently.

Productive self-talk can help you successfully complete important and stressful events like RM, the CBRNE Chamber, and the Confidence Obstacle Course (COC).

Show Slide 29 [SELF-TALK (1 of 2)].

What we say to ourselves can lead to failure if the self-talk is counterproductive.

Self-talk can lead to failure nearly instantaneously because we tell ourselves that we can't do something and then we don't even try, which guarantees failure .

What we say to ourselves can lead to success if the self-talk is productive.

Self-talk can increase the likelihood that you will succeed when you tell yourself things such as

- "I'm almost there."
- "I can do this, too easy."
- "If they can do it, I can do it."

Show Slide 30 [SELF-TALK (2 of 2)].

Productive self-talk should keep you focused on the task at hand while also encouraging you.

Self-talk can be used for coaching or pushing yourself through an obstacle or big event.

For example, productive self-talk can be used to get yourself to take the first step. You might tell yourself:

- "Just do it."
- "Focus" on the task at hand
- "I'm trained to do this."

Much of your training involves a systematic "by the numbers" approach. Use the self-talk technique to coach yourself through the process of being successful. Repeat procedures in your mind and coach yourself through tasks or difficult situations.

INSTRUCTOR NOTE: ASK students to provide their own examples of a productive self-talk statement.

You can think yourself into failure. You can think yourself into success. It is really up to you.

As you've seen, productive thoughts often lead to productive consequences (emotions and reactions).

Show Slide 31 (END OF FIRST SESSION).

With this latest resilience skill now complete, we're going to take a little break before we cover the rest of the resilience training.

This concludes the first hour of this two-hour resilience training module.

INSTRUCTOR NOTE: Take a 10 minute break between sections of training.

Show Slide 32 (QUICK REVIEW).

INSTRUCTOR NOTE: This slide is designed as a refresher slide and brief overview of what is to be covered during the second hour of this training.

Let's see what you remember from the first half of training.

What are the three components that make up the ATC model?

INSTRUCTOR NOTE: Ask several students (volunteers) the above question; wait for a diversity of responses. Responses should include the activating event, thoughts, and consequences (emotions and reactions). Reiterate that, although it may seem as though your emotions (what you feel) and reactions (what you do) are driven by the situation (activating event) itself, it's actually that your consequences are driven by what you say to yourself about the activating event – your heat-of-the-moment thoughts.]

What are the other resilience skills you've already learned so far that can help you adjust your thoughts?

INSTRUCTOR NOTE: Ask several students (volunteers) the above question; wait for a diversity of responses. Responses should include acceptance, including the importance of realizing what you can and cannot control while here at BCT; restructure your thoughts when your initial thoughts may be counterproductive and even harmful; self-talk and the fact that your “inner voice” can make the difference between success and failure.

In this next hour, you will learn how to manage your emotions & reactions through optimism & hunt the good stuff, and grounding.

You’ll also achieve your goals using WOOP.

Let’s continue on to the second half of training.

Check on Learning: Ask the following question as a brief check on learning. Q: Can Self-Talk be both helpful and unhelpful? A: Yes, Self-Talk can be either productive or counterproductive as we sometimes we tell ourselves that we can’t do things. This can guarantee failure.

Review Summary: Reiterate that new and unfamiliar events are often stressful. Productive Self-Talk can be an effective means of focusing on the task at hand and helping you to be successful.

Check on Learning (ELO B): Ask the following question as a brief check on learning. Q: Why might individuals need to adjust their Thoughts.? A: The main reason is that your initial thoughts & reactions to a situation or event are not always optimal or helpful.

Review Summary (ELO B): Resilience skills covered so far that can help you adjust your thoughts are: Acceptance, including the importance of realizing what you can and cannot control while here at BCT; Restructure your thoughts when your initial thoughts may be counterproductive and even harmful; and Self-talk, the fact that your “inner voice” can make the difference between success and failure.

C. ENABLING LEARNING OBJECTIVE

ACTION:	Control Your Emotions and Reactions
CONDITIONS:	In a classroom environment, given Soldiers in Basic Combat Training, training materials, student handouts, Soldier Blue Book, and real life situations.
STANDARDS:	Apply without error, resilience skills to manage your emotions, and reactions.
LEARNING DOMAIN - LEVEL:	Cognitive - Applying
NO JPME LEARNING AREAS SUPPORTED	None

ELO C - LSA 1. Learning Step / Activity ELO C - LSA 1. Apply Optimism to Counter Negativity

Method of Instruction: Discussion (Small or Large Group)

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - ICH (1:60)

Time of Instruction: 10 mins

Media Type: Oral Presentation / PowerPoint Presentation

Other Media: Unassigned

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

Show Slide 33 (SKILLS).

The chart on this slide shows you the next set of resilience skills that you’ll learn today to help you manage your emotions & reactions.

We’ll begin by discussing optimism & Hunt the Good Stuff and continue with an effective energy management technique called grounding.

Show Slide 34 (OPTIMISM AND HUNT THE GOOD STUFF).

Optimism has been called the “engine of resilience.”

Optimism is a style of thinking that can help keep you and your battle buddy motivated and hopeful when thinking about the future.

Hunt the Good Stuff is the technique you use to build optimism.

Hunt the Good Stuff creates positive emotion by helping you to notice and reflect on the truly good things in your life.

Optimism and Hunt the Good Stuff are helpful everyday, but especially when you’re dealing with tough days during BCT.

During BCT, you’ll have days where you give it your all and you may not do as well as you wanted to.

It’s important to reflect on the good things that happened each day, but especially on those days when you’re (or your battle buddy is) frustrated or feeling a lot of negative emotion.

You and your battle buddy should help each other reflect on how far you two have come since the start of training.

Show Slide 35 (OPTIMISM AND THE NEGATIVITY BIAS).

Let’s first discuss something that works against our resilience – the negativity bias.

The negativity bias is the tendency to pay more attention to bad situations and events than good ones.

The negativity bias is why it’s easier to remember the one criticism you got and forget the times you were praised.

We all have the negativity bias and it doesn’t mean we’re weak, it just means we need to use skills like Hunt the Good Stuff thereby increasing your optimism and strengthening your resilience.

Have you noticed the negativity bias in yourself?

INSTRUCTOR NOTE: Ask several students (volunteers) the above question; a simple show of hands is sufficient. Reiterate that this is simply human nature and evolution has seen to it that we remember failures more than successes so we don’t get chased by a bear repeatedly or eat food that made us sick. We typically analyze bad (negative) events more thoroughly than good (positive) events because we usually need to learn something from the bad stuff for survival.

Optimism doesn’t mean ignoring things that are bad or don’t go your way.

Being optimistic means:

- Remaining realistic. Optimism must always be wed to reality. Believing you will receive breakfast in bed here on Saturdays is simply unrealistic.

- Identifying what’s controllable. Remember to focus on what you can actually control; accepting those situations and events that are beyond your control is part of being resilient.

- Maintaining hope. You can counteract the negativity bias with hopeful and optimistic thinking. Remember: Thoughts drive consequences, so if you don’t have an optimistic outlook, the negativity bias will ensure that you see all the bad things around you.

- Having confidence in yourself and your team. Optimism is important for peak physical and mental fitness.

Because optimism is so important, you’re going to learn to Hunt the Good Stuff, which will help you build and maintain optimism.

Hunt the Good Stuff helps to counter the negativity bias and create positive emotion by allowing you to notice and reflect on what is good.

HTGS is not just about finding that silver lining. It’s about noticing and reflecting on the truly good things that happen in each day.

Soldiers need to hunt for what is good because the negativity bias will find them.

The fact is that many people spend far more time thinking about how something went wrong or could have gone better, than they do noticing and enjoying what has gone right.

You can be a more effective Soldier by maintaining hope and identifying the areas where you have control.

Optimism and hope will help to keep you motivated and make you willing to work hard under tough circumstances.

Show Slide 36 (BENEFITS OF OPTIMISM).

Optimism is not a skill but a thinking style and has important benefits supported by science.

In fact, optimistic thinking has been shown to contribute to

- Better health, better sleep, and feeling calm. There is evidence that optimistic thinkers actually live longer than pessimistic thinkers.

- Lower depression and greater life satisfaction. Optimistic thinkers are significantly less likely to become depressed than pessimistic thinkers.

- More optimal performance. For example, it would be hard for you to do well on your ACFT if you think you're going to fail from the start, before you do a single push-up.

- Better relationships, as people who notice the good things in their life tend to be happier people.

Show Slide 37 (MAPS BOOKLET).

Hunting the Good Stuff, or noticing and writing about good things that happen in your life builds gratitude and positivity.

Reflecting on what the good stuff is, what it means to you, and how you can enable more good things, you are strengthening your own optimism.

Use the Hunt the Good Stuff journal section of your MAPS Booklet (Page 19).

Each day, record three good things in your life – these can be small or large, things you witnessed in others, things in nature, etc.

Next to each good thing you record, write a reflection responding to a question or two.

- Why this good thing happened?
- What this good thing means to you?
- What you can do tomorrow to enable more of this good thing?
- What ways you or others contributed to this good thing?

When you Hunt the Good Stuff, you get to enjoy the good stuff or positive events that happened to you a little longer.

You can also sometimes identify ways that you can make more of the good stuff happen.

Hunting the Good Stuff helps you be conscious of the good things that are happening and helps you “count your blessings,” which promotes an optimistic thinking style.

GO TO MAPS BOOKLET: Hunt The Good Stuff (Page 19).

Write down one good thing in your MAPS Booklet and then write a reflection.

INSTRUCTOR NOTE: Allow 2-3 minutes for this activity. Stress to the students that many may already be practicing this strategy (whether they call it counting blessings, etc.). Reiterate that individuals who apply this strategy are building their resilience.

INSTRUCTOR NOTE: Ask several Soldiers (volunteers) to share their good stuff.

Check on Learning:	Ask the following question as a brief check on learning. Q: The tendency to pay more attention to bad situations and events than good ones is called what? A: The negativity bias.
Review Summary:	Reiterate that Hunt the Good Stuff can be either noticing every day positive experiences or discovering something positive through a setback or problem.

ELO C - LSA 2. Learning Step / Activity ELO C - LSA 2. Control Your Attention With Grounding

Method of Instruction:	Discussion (Small or Large Group)
Mode of Delivery:	Resident Instruction
Instr Type (I:S Ratio):	Military - ICH (1:60)
Time of Instruction:	7 mins
Media Type:	Oral Presentation / PowerPoint Presentation
Other Media:	Unassigned
Security Classification:	This course/lesson will present information that has a Security Classification of: U - Unclassified.

Show Slide 38 (GROUNDING).

Grounding is an energy management technique that helps you focus on what's around you which lowers anxiety and helps you achieve greater focus on the task at hand.

You are sitting in this classroom and somebody reminds you of an upcoming big event such as the rappel tower.

You begin thinking about the rappel tower and not what's going on in this classroom.

Grounding helps reduce the anxiety you feel which may get in the way of your ability to concentrate, which harms your performance.

Let's discuss how grounding works.

Show Slide 39 (GROUNDING).

There are times when your mind is bombarded with what seems like a thousand thoughts going a thousand miles a minute and it's hard to concentrate on the task at hand.

Grounding is a technique to help you bring your mind back to the present task or situation, calm down, and focus.

Being able to refocus your thoughts on the "here and now" is an important Soldier skill that is critical to mission success.

Grounding physically calms you down by

- Controlling your nervous (arousal). You can't hold your hands steady to fire your rifle if you're shaking like a leaf. That's because your body is very alert. Grounding helps you be mentally alert, but physically calmer.
- Counteracting the negative effects of adrenaline. The production of adrenaline is designed as a survival mechanism, to help with your fight-or-flight reactions. But sometimes, it starts to get produced because you're anxious about something and it actually hurts your response and makes it harder to calm down and respond to the situation appropriately.
- Focusing your thoughts on the task at hand. Grounding helps you get more in tune with your environment which can help you ignore other distracting thoughts and tune into the task at hand.

Now let's walk through a demonstration of the grounding skill.

Show Slide 40 (GROUNDING).

Let's spend a few minutes practicing grounding by performing the "3x3 Exercise."

This exercise involves identifying three things you can see, three things you can hear, and three things you can (physically) feel.

Recall our example of when someone mentioned the rappel tower and that was all you could think about? Let's see how grounding works.

INSTRUCTOR NOTE: Demonstrate grounding for the students using the current environment or a field example (remember to state each time, "I see, hear, or feel") then give the students 3-5 minutes to practice grounding on their own.

Now take a few minutes to use grounding in your current environment. Name three things you see by each time stating "I see...", Then name three things you hear by each time stating "I hear...", finally name three things you feel (physically) by each time stating "I feel..."

Did you notice a change in your physical or mental state?

You can easily use this skill in many environments.

Use grounding when you find yourself becoming anxious or sense that you're losing clarity of thought.

It's an effective technique for helping you focus on the task at hand.

Focusing on the task at hand and relying on your training will help you to achieve optimal performance.

Grounding is a simple enough skill to learn but in order to use it effectively when really needed, it requires practice.

Check on Learning: Ask the following questions as a brief check on learning. Q: What does the "3x3 Exercise" consist of? A: It consists of identifying three things you can see, three things you can hear, and three things you can (physically) feel.

Review Summary: Reiterate that Grounding is a simple technique but requires practice. It helps you focus on what's immediately around you, which lowers anxiety and helps you achieve greater focus on the task at hand.

Check on Learning (ELO C): Ask the following question as a brief check on learning. Q: What Resilience skills help you manage your emotions & reactions? A: Optimism & Hunt the Good Stuff and an energy management technique called grounding (also Deliberate breathing from the upcoming mini modules).

Review Summary (ELO C): Remember it's important to reflect on the good things that happened each day, but especially on those days when you're (or your battle buddy is) frustrated or feeling a lot of negative emotion.

D. ENABLING LEARNING OBJECTIVE

ACTION:	Produce a Goal Setting Plan (Achieve Your Goals)
CONDITIONS:	In a classroom environment, given Soldiers in Basic Combat Training, training materials, student handouts, Soldier Blue Book, and real life situations.
STANDARDS:	Apply the goal setting framework, WOOP, without error to draft a goal setting plan.
LEARNING DOMAIN - LEVEL:	Cognitive - Applying
NO JPME LEARNING AREAS SUPPORTED	None

ELO D - LSA 1. Learning Step / Activity ELO D - LSA 1. Facilitate Goal Achievement

Method of Instruction: Discussion (Small or Large Group)

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - ICH (1:60)

Time of Instruction: 8 mins

Media Type: Oral Presentation / PowerPoint Presentation

Other Media: Unassigned

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

Show Slide 41 (RESILIENCE SKILLS TO HELP YOU THROUGH BCT).

The final resilience skill that you'll learn today will help you use your resilience skills to achieve your goals.

Show Slide 42 (ACHIEVE YOUR GOALS).

Would you wait until a firefight to decide on a plan of attack? Why not?

INSTRUCTOR NOTE: [CLARIFY] Planning for obstacles is best done in advance, when you can think most clearly. If you wait until you encounter the obstacle, you might be too tired, hungry, scared, amped up, etc., to think of the best plan in that moment.

We are used to planning for external obstacles that might interfere with our goals. Slow traffic, bad weather, harsh terrain, and enemy combatants are all things we know we should plan for in advance

Achieving your goals often requires overcoming internal obstacles, such as counterproductive thoughts and emotions

Resilience skills can help with the internal obstacles if used at the right time and in the right way

Just like with external obstacles, you need to make a plan for internal obstacles in advance, so that you will be more likely to use the resilience skills correctly when under pressure.

There will be times during BCT when you feel like you want to quit. During this section we will make plans for how to overcome those obstacles and achieve your goals.

Show Slide 43 (ACHIEVE YOUR GOALS).

During this section, we will think about goals you have during BCT, and the internal obstacles you might need to overcome to achieve your goals

Goals can be long-term, or "big-picture" goals. Your big-picture goal during BCT is to graduate.

Goals can also be more specific, short term goals. During BCT an example of a short-term goal might be to perform well in a challenging event, such as a ruck-march.

There are different methods for achieving goals, but in this training we are going to use the WOOP method.

WOOP gives you a framework for sticking to a goal in the face of challenges so that you don't give up.

Using WOOP, you identify your goal, and visualize what that goal means to you. Importantly, you then identify internal obstacles that might get in your way, and plan a strategy to overcome them.

Show Slide 44 (WOOP - METHOD).

The WOOP goal setting method has been shown to increase both goal commitment and goal attainment. In other words, it helps keep you motivated by picturing the outcome, and it helps you get there by preparing you for obstacles.

First I'll explain each step of WOOP. Then, we will walk through an example. And, lastly, you will be given a few moments to create your own WOOP examples specific to BCT.

Set the Wish. The Wish is something specific that you would like to accomplish, within a specific time frame.

If you use this skill outside of BCT, the Wish can be about your physical health, mental well-being, relationships, financial health, professional abilities or something else.

It is important that it is meaningful to you and is also challenging yet realistic to accomplish.

For our purposes, the Wish will be related to BCT.

Describe the Outcome. Here you consider, and then visualize, what the best outcome of achieving your wish would be. The outcome is something that you find fulfilling and motivating.

Visualizing the outcome is as important as identifying it.

Describe the Obstacle. Here you consider, and then visualize, the greatest internal, controllable Obstacle

that may keep you from accomplishing your Wish.

Inner Obstacle means something that comes from inside of you like your interpretation or perception of an outside barrier, or the way you feel when that outside barrier arises.

There may be several Obstacles, so choose the most influential one, and one that is within your control to overcome.

Finally, you establish a Plan for overcoming your Obstacle and obtaining your Wish. Your Plan is what you are going to do, in that moment, when that internal Obstacle arises.

Your Plan can be something you are planning to think or say to yourself in that moment, or it can be a behavior that you plan to take, if the Obstacle presents itself. We call this a “when/then” statement.

Research has found that the when/then framework is the key to goal success because it leverages the power of cues.

INSTRUCTOR NOTE: If cues have not already been covered in the mini-modules, explain that they will learn about them soon.

Let’s take a look at a couple of concrete examples.

Show Slide 45 (WOOP EXAMPLE - BIG PICTURE GOALS).

During BCT, the only big-picture goal we are concerned with is graduating, so this will be the same for all of you. However, what this goal means to you, your internal obstacles, and how you choose to overcome them, will be different for everyone.

Describe the Wish. So in this example, the Wish is to graduate BCT.

Describe the Outcome. Here you consider, and then visualize, what the best outcome of achieving your wish would be.

For this trainee, the best Outcome from passing BCT would be the sense of pride they feel at becoming part of the Army tradition.

An important part of this step is stopping to really visualize the outcome. This will help motivate you when things get tough.

What are some other outcomes from passing BCT?

INSTRUCTOR NOTE: If trainees do not cover them, some example Outcomes from graduation of BCT might include:

- Job security
- Good pay and benefits
- Travel and adventure
- Structure/discipline/stability
- Continuing a family tradition
- Escape from current situation (e.g. home town, relationship, family, bad habits, bad friends, poverty, etc.)
- Lasting friendships
- Sense of purpose

Describe the Obstacle. Here you consider, and then visualize, the greatest internal, controllable Obstacle that may keep you from accomplishing your Wish.

For this trainee, the biggest obstacle is that they get homesick in the evenings and keep thinking about quitting so that they can be back home with family and friends.

It’s important that they recognize this obstacle, so that they can prepare for it.

Now the trainee constructs their Plan for overcoming their Obstacle when it occurs. This plan takes the form of a When/Then statement

Your Plan can be something you are planning to think or say to yourself in that moment, or it can be a behavior that you plan to take, if the Obstacle presents itself. We call this a “when/then” statement.

This trainee has identified that a good skill to use when feeling homesick would be grounding, to bring their mind back from daydreaming about home. Once their minds are back in the here and now, they will practice acceptance. They can't control that BCT is tough, so they will role with it to achieve their Wish.

Let's take a look at a short term example.

Show Slide 46 (WOOP EXAMPLE - SHORT-TERM GOALS).

We've seen how to apply WOOP to a big-picture goal. Now let's look at applying it to shorter-term goals. In BCT, a short term goal might be performing well in a specific event.

Describe the Wish. So in this example, the trainee's Wish is to perform well in a combatives event.

Describe the Outcome. Here you consider, and then visualize, what the best outcome of achieving your wish would be.

For this trainee, the best Outcome from performing well in a combatives event would be feeling like a warrior, and feeling that they belong here.

The trainee should make the effort to really visualize this outcome so they have a reason to push themselves when things get tough.

Describe the Obstacle. Everyone has their own internal obstacles, but this trainee has recognized that they tend to get in their own head, and tell themselves that they're not strong enough to beat anyone in combatives.

Recognizing unhelpful thoughts as internal obstacles in advance is very important. When you are calm, you can learn to see an unhelpful thought as exactly that, and no more.

In contrast, if you only experience that thought during the event itself, when you are already stressed, you will probably interpret that thought as reality.

Now the trainee constructs their Plan for overcoming their Obstacle when it occurs. This plan takes the form of a When/Then statement

This trainee has chosen to use grounding, to bring them out of their head and back to the task at hand, and will readjust their thoughts to "I am here to get stronger!"

There is not one skill that is necessarily best for each situation. It will depend on your own internal obstacles, and which skills work best for you.

What other skills might also work in this situation?

INSTRUCTOR NOTE: answers might include:

- Self-talk – to psych yourself up and keep pushing
- WIN – to focus on what they need to do in the moment, like keep hitting as hard as they can until told to stop
- Deliberate breathing – to calm body down

We've had a look at two examples. Now it's your turn to apply this framework to your own goals.

Check on Learning: LS/A 1 is a discussion and suffices as a check on learning.

Review Summary: Reiterate that achieving your goals often requires overcoming internal obstacles, such as counterproductive thoughts and emotions.

ELO D - LSA 2. Learning Step / Activity ELO D - LSA 2. Facilitate Goal Achievement - Guided Practice

Method of Instruction: Discussion (Small or Large Group)

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - ICH (1:60)

Time of Instruction: 7 mins

Media Type: Oral Presentation / PowerPoint Presentation

Other Media: Unassigned

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

Show Slide 47 (YOUR TURN TO WOOP - BIG PICTURE GOAL).

Now we will walk through a Practical Exercise where you will come up with your own WOOP to help you overcome your biggest internal obstacle to graduating BCT.

Please turn to page 14 in your MAPS booklet.

For now, just apply WOOP to overcome one obstacle. After walking through this exercise once, you will have gained the know-how to apply WOOP to other obstacles later.

If you have more than one main obstacle, there are blank pages in your MAPS booklet for you to fill in later on your own.

INSTRUCTOR NOTE: Allow about 1 minute for reflecting on and identifying their response for each step. Check in to be sure the majority have completed the step before moving on to next one. If time allows, ask for trainees to share a couple of examples throughout the Practical Exercise.

For this big-picture goal, you will all have the same wish: "To graduate BCT". Write that in the Wish box now.

Take about a minute to identify your Outcome: What is the best Outcome of fulfilling this Wish? Don't worry about what is the "correct" answer. What is most important about achieving this goal for YOU?

Write this in the Outcome box.

INSTRUCTOR NOTE: If time allows, ask for examples.

Now, take about 30 seconds to visualize experiencing this Outcome.

Take about a minute to identify your greatest internal Obstacle.

What thoughts or feelings make you think about quitting?

Write this in the Obstacle box.

INSTRUCTOR NOTE: If time allows, ask for examples.

Take a minute to create your When/Then Plan. Select a resilience skill to use when you experience your Obstacle.

Fill in the When and Then boxes.

You can refer to page 6 of the MAPS booklet to remind yourself of which skills you have learned.

INSTRUCTOR NOTE: Ask for examples.

Now, take about 30 seconds to visualize encountering the Obstacle and then enacting your Plan.

You might have to try a couple different Plans before you find what works for you. The great thing about WOOP is that it only takes a few minutes.

INSTRUCTOR NOTE: Ask for examples. Encourage Soldiers to offer each other suggestions on which skills may be useful to one another according to their Obstacle.

Now that you've applied WOOP to a big-picture goal, you will practice applying it to a shorter-term goal.

Show Slide 48 (YOUR TURN TO WOOP - SHORT-TERM GOAL).

Now you will practice applying WOOP to a more specific, short-term goal.

Turn to page 15 in your MAPS booklet

As before, just focus on setting one WOOP goal. After walking through this exercise once, you will have

gained the know-how to set additional WOOP goals later.

INSTRUCTOR NOTE: Allow about 1 minute for reflecting on and identifying their response for each step. Check in to be sure the majority have completed the step before moving on to next one. If time allows, ask for a couple of examples throughout the Practical Exercise.

Take a minute to identify your Wish: For the purpose of the exercise, think of an event or exercise that you want to pass or do well in, but will find particularly challenging.

Write this in the Wish box.

Take about a minute to identify your Outcome: What is the best Outcome of fulfilling this Wish? Don't worry about what is the "correct" answer. What is most important about achieving this goal for YOU?

Write this in the Outcome box.

INSTRUCTOR NOTE: If time allows, ask for examples.

Now, take about 30 seconds to visualize experiencing this Outcome.

Take about a minute to identify your greatest internal Obstacle to achieving the Wish.

What thoughts or feelings tend to appear, and get in the way of achieving your goal?

Write this in the Obstacle box.

INSTRUCTOR NOTE: If time allows, ask for examples.

Take a minute to create your When/Then Plan. Select a productive action to take when you experience your Obstacle.

Fill in the When and Then boxes.

INSTRUCTOR NOTE: Ask for examples.

Now, take about 30 seconds to visualize encountering the Obstacle and then enacting your Plan.

As with your big-picture WOOP, you might have to try a couple of different Plans before you find what works for you. The great thing about WOOP is that it only takes a few minutes.

Turn to your battle buddy and share what you wrote for both the Big Picture and the Short Term WOOP frameworks.

INSTRUCTOR NOTE: Allow a few minutes for trainees to share with each other.

Show Slide 49 (WOOP - SUMMARY).

WOOP is a powerful goal setting technique during BCT and beyond.

It helps keep you motivated by visualizing outcomes.

It helps you recognize and prepare for internal obstacles before they occur.

As you go further through BCT, you will gain more understanding of yourself and resilience techniques.

You might find that your most desired outcomes change.

You will also gain a greater understanding of your own internal obstacles, or some obstacles may gain strength while others fade.

As you practice, you will also find some resilience skills more useful than others.

When these changes happen, update your WOOP models, so that they are as helpful as possible in achieving your goals.

Check on Learning:

LS/A 1 is a guided practice and suffices as a check on learning.

**Review
Summary:**

Reiterate that WOOP is a powerful goal setting technique that helps keep you motivated by visualizing outcomes.

Check on Learning (ELO D):

Ask the following question as a brief check on learning: Why is planning for obstacles best done in advance? A: Because that is when you can think most clearly. If you wait until you encounter the obstacle, you might be too tired, hungry, scared, ampted up, etc., to think of the best plan in that moment.

Review Summary (ELO D):

Reiterate that Goal Setting is a resilience skill to help you think about your future and make a plan to get you there. Goal Setting directs your attention to what is most critical for you.

SECTION IV. SUMMARY

Method of Instruction:	Discussion (Small or Large Group)
Mode of Delivery:	Resident Instruction
Instr Type (I:S Ratio):	Military - ICH (1:60)
Time of Instruction:	10 mins

Check on Learning

The following questions may be used to ensure students have learned the material presented. Refer to training content, discussions, and notes:

Q. Why is resilience training important for trainees going through BCT/OSUT? A. BCT/OSUT is stressful, you can't necessarily rely on the ways you used to cope with stress.

Q. Why is it important to Adjust your Thoughts with Resilience Skills? A. If your initial thoughts undermine your performance, you need to be adjusted.

Q. How can a Goal Setting Plan help you achieve your goals? A. WOOP gives you a framework for sticking to a goal in the face of challenges so that you don't give up.

Review/Summary

Show Slide 50 (APPLYING RESILIENCE SKILLS).

As you can see, we've covered a great deal in the last two hours, including how to adjust your thoughts, manage your emotions, reactions, and achieve your goals.

Plus, you've also learned the resilience skill of ATC.

Now that you have a variety of resilience skills to choose from, it's time to apply them to some situations you might experience in BCT.

Show Slide 51 (APPLYING RESILIENCE SKILLS).

This scenario introduces a situation you will face during BCT.

The Activating Event is that the CBRN Chamber (or another major BCT event, like the ACFT) is happening in a few days.

Remember, an activating event triggers thoughts.

Thoughts are the area where you have the most control and ability to change things.

Thoughts drive consequences, your emotions and reactions.

Consequences are what you feel and do.

Show Slide 52 (BEFORE THE EVENT).

Which resilience skills could you use to adjust your thoughts and consequences five days before the event?

INSTRUCTOR NOTE: Guide the students as a group through this scenario and the above question.

INSTRUCTOR NOTE: Discussion should include examples such as using restructure your thoughts and WOOP.

Which resilience skills could you use to adjust your thoughts and consequences the night before the event?

INSTRUCTOR NOTE: Guide the students as a group through this scenario and the above question.

INSTRUCTOR NOTE: Discussion should include examples such as using acceptance, restructure your thoughts, and Hunt The Good Stuff.

Which resilience skills could you use to adjust your thoughts and consequences five minutes

before the event?

INSTRUCTOR NOTE: Guide the students as a group through this scenario and the above question.

INSTRUCTOR NOTE: Discussion should include examples such as using grounding and self-talk.]

Show Slide 53 (AFTER THE EVENT).

An After Action Review or AAR occurs after every significant Army event.

An AAR is a technique you'll learn a great deal about on your journey to become a Soldier.

An AAR is a debriefing process for analyzing what happened, why it happened, and how it can be done better in the future.

Just like an AAR, a Personal After Action Review or PAAR should be conducted after major events in your life.

An effective way of building resilience and improving your own performance is the PAAR.

A PAAR builds confidence because you think specifically about what you did well, where you thrived, and the skills that enabled your success.

A PAAR helps you build your competence because you have to reflect on where you struggled and how you can improve your performance next time.

Use pages 54-55 of your MAPS Booklet to help you conduct your own PAARs after major BCT events.

Record the key actions after every significant task or event, like the CBRN Chamber or the Confidence Obstacle Course.

A PAAR should only take a set amount of time – for example, decide to spend 5 to 10 minutes conducting your PAAR and then move on.

Dwelling on something for hours will not help you improve your performance.

Show Slide 54 (MINI MODULES).

Throughout BCT, you will learn additional resilience skills that will help you as an individual and as a member of a team.

Imagery and Routines

- Imagery and routines is a lesson that deals with "purposeful dreaming" you do to prepare for an event, such as Rifle Marksmanship (RM). By imagining yourself completing a difficult task or overcoming an obstacle, you can help yourself be successful.

Deliberate Breathing

- Deliberate Breathing is a technique that will help you to stay calm and task-focused. Deliberate Breathing helps create an "inner cool" or confidence under fire that can help you complete a task or event, such as the CBRN Chamber.

Attention Control and Confidence

- Attention Control will teach you to focus your limited attention where it matters – on the task at hand – and help you build your confidence to help you keep your attention on the task.

Applying these resilience skills will strengthen your mental fitness and enhance your performance during BCT and throughout your career.

Show Slide 55 (END OF SECOND SESSION).

In this lesson we covered: (1) identifying different types of reactions and how those reactions can be adjusted, (2) distinguishing between factors that can and cannot be controlled, and (3) emphasizing how Soldiers take care of themselves and their battle buddies through examples relevant to Basic Combat Training.

Try the skills and strategies out and see what feels comfortable and works best for you.

I encourage you to practice some of them, even if they don't feel natural right away.

Refer to your MAPS Booklet in your SBB as needed to remind you of the points covered in this training.

These skills and strategies have helped improve the performance of many Soldiers in BCT – give them a chance yourself.

What are your questions on anything we have covered today?

This concludes the main module of resilience training for BCT.

INSTRUCTOR NOTE: The evidence supporting the positive effects of Optimism and gratitude comes from research by Martin Seligman, Robert Emmons, and colleagues. Specifically, see Abramson, et al. (2000), Cohen & Pressman (2006), Emmons (2003), Emmons and McCullough (2004), Fredrickson (1998), Friedman et al. (1993), Seligman (2011), Sheldon and Lyubomirsky (2006), and/or Tindle, et al. (2009).

SECTION V. STUDENT EVALUATION

Testing Requirements

Resilience Training for Basic Combat Training (*BCT/OSUT*) invites discussion and personal insights from all students participating. This resilience module encompasses instructor facilitated discussions designed to stimulate analysis of individual resilience skills and competencies and identify any areas that may require extra emphasis or review.

Feedback Requirements

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

Appendix A - Viewgraph Masters

**Resilience Training for Basic Combat Training (BCT/OSUT)
145-ARD01001 / Version 4 ©**

Sequence	Media Name	Media Type
0	Resilience Training Mini Modules	PPT

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 145-ARD01001 Version 4 ©

Appendix D - Student Handouts

**Resilience Training for Basic Combat Training (BCT/OSUT)
145-ARD01001 / Version 4 ©**

Sequence	Media Name	Media Type
0	Manual of Applied Skills (MAPS)	PDF