

## Appendix D

### HANDOUTS FOR LESSON 1: T223b version 1

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This appendix contains the items listed in this table--

<b>Title / Synopsis</b>	<b>Page(s)</b>
SH-1, Advance Sheet	SH-1-1 thru SH-1-4
SH-2, Extracted Material from STP 21-1-SMCT, Soldier's Manual of Common Tasks, Warrior Skills Level 1	SH-2-1 thru SH-2-7
SH-3, Extracted Material from Unit Training Management (UTM)	SH-3-1 thru SH-3-10
IH-1, Extracted Material from STP 21-1-SMCT, Soldier's Manual of Common Tasks, Warrior Skills Level 1 and STP 21-24-SMCT, Soldier's Manual of Common Tasks, Warrior Skills Level 2, 3, and 4	IH-1-1 thru IH-1-146
IH-2, Warrior Tasks and Battle Drills FY12	IH-2-1 and IH-2-2
IH-3, Sanitized Extracted Material from STP 21-1-SMCT, Soldier's Manual of Common Tasks, Warrior Skills Level 1 and STP 21-24-SMCT, Soldier's Manual of Common Tasks, Warrior Skills Level 2, 3, and 4	IH-3-1 thru IH-3-100

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# Student Handout 1

## Advance Sheet

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**Lesson Hours** This lesson consists of one hour of small group instruction and four hours of evaluation.

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**Overview** This lesson will provide you with the opportunity to apply the standards based, performance-oriented, and METL training. You will receive an evaluation of your ability to train a task to your squad/team. Receiving a "GO" on this evaluation is a graduation requirement.

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

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

<b>Action:</b>	Conduct individual training.
<b>Conditions:</b>	As a leader of a squad/team, in the classroom and during a situational training exercise, given the instruction in this lesson.
<b>Standards:</b>	Conduct individual training by-- <ul style="list-style-type: none"><li>• Identifying the foundation for effective training,</li><li>• Analyzing how to use training and evaluation outlines (T&amp;EO), and</li><li>• Conducting individual training.</li></ul>

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**ELO A** Identify the foundation for effective training.

**ELO B** Analyze how to use training and evaluation outlines (T&EO).

**ELO C** Conduct individual training.

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

- Review the conduct individual training score sheet on page SH-1-2.
  - Review Student Handouts 2 and 3.
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**Additional Subject Area Resources** **NOTE:** These resources are available for viewing and download on the Warrior Leader Course webpage in AKO. You must have an active AKO account to access these documents.

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**Bring to Class** You must bring the following materials to class:

- All reference material received.
  - Pen or pencil and writing paper.
  - Any materials required by the NCOA's SOP.
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**Note to Students** It is your responsibility to do the homework prior to class. We expect you to come to class prepared. You will participate in small group discussion. We expect you to participate in the discussion by providing information you learned from your study and your personal and observed experiences. Failure to study and read the assignments above will result in your inability to participate with the rest of the group. Not having your input affects the group's ability to discuss the information fully.

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<b>CONDUCT INDIVIDUAL TRAINING</b>		
<b>STUDENT:</b> (Rank, Last, First, MI)	<b>SGL:</b> (Rank, Last, First MI)	<b>DATE</b>
<b>PERFORMANCE STEPS</b>	<b>GO</b>	<b>NO GO</b>
<b>PREPARE YOURSELF</b>		
1. Get training guidance from your chain of command/SGL		
2. Prepare training outline on what you want to cover during training session		
3. Get task, conditions, and standards from the task summary for the task in STP 21-1-SMCT		
4. Manage risks and environmental and safety concerns (risk assessment)		
<b>Prepare Yourself Total</b>		
<b>PREPARE THE RESOURCES</b>		
5. Obtain required resources as identified in conditions statement		
6. Practice your training presentation		
7. Coordinate for use of training aids and devices		
8. Prepare training site using the conditions statement as modified in the training and evaluation guide		
<b>Prepare the Resources Total</b>		
<b>TRAIN THE SOLDIER</b>		
9. Tell the Soldier what task to do and how well it must be done (task, conditions, and standards statement)		
10. Caution Soldiers about safety, environment, and security conditions		
11. Demonstrate how to do the task to the standard level		
12. Provide any necessary training involving basic skills the Soldier must have before they can become proficient with the task		
13. Have Soldiers practice until they can perform the task to standard level		
14. Provide critical information to those Soldiers who fail to perform at task standard level (what they did wrong)		
15. Ensure safety equipment and clothing needed for proper performance of the task are on hand		
<b>Train the Soldier Total</b>		
<b>ASSESSMENT OF TRAINING</b>		
16. Observe how well the Soldier performs the task		
17. Record the results		
18. Determine task proficiency (T, P, or U)		
19. Retrain and evaluate		
20. Report assessment to unit leadership		
<b>Assessment of Training Total</b>		
<b>CLOSE OUT TRAINING</b>		
21. Account for any equipment used for training		
22. Conduct AAR		
23. Review risk assessment		
24. Conduct final inspection		
25. Close out training site		
<b>Close Out Training Total</b>		
<b>Evaluation Guidance</b> Deduct four points for each performance measure the student executes incorrectly. Subtract points deducted from 100 to determine the student's final score. If the student fails any step, show the student what was done wrong and how to do it correctly. Student must score 70 or above to pass. Students who fail the evaluation must retrain and retest. (Maximum score for retest is 70).		
<b>FINAL SCORE: 100 - _____ = _____</b>		
<b>SGL SIGNATURE and DATE:</b>		
<b>STUDENT SIGNATURE and DATE:</b>		

**NOTE:** If a performance step does not present itself or is not required during the evaluation, through no fault of the student, score that performance step a “GO.” Some blocks may not need to be accomplished by the student. SGLs should automatically award points for these blocks (i.e. “Select Task” or “Close out the Training Site”) if this occurs. SGLs may evaluate “unseen” performance steps by noting indicators of performance or by asking the student directly. This score sheet provides the student with the correct performance steps for conducting training to standard. This will aid the student in being able to conduct successful training events with subordinates at their unit of assignment.

## PEER ASSESSMENT

Student Assessed:

Class:

Group:

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**Purpose:** This form is for use by the assessed student as a tool to further develop his or her leadership ability. This form will be given to the assessed student as part of the Developmental Action Plan (DAP) in the student's end of course counseling package and is not part of the permanent student record.

**Instructions:** Provide a legible and honest, written assessment of the Soldier's strengths, weaknesses, and any additional comments concerning the indicated performance below. Providing your AKO e-mail address is optional. Submit the assessment to your SGL after each performance evaluation.

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### Drill and Ceremonies

Date:

Strengths:

Weaknesses:

Comments:

Assessed by:

AKO e-mail address (optional)

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### Oral History Brief

Date:

Strengths:

Weaknesses:

Comments:

Assessed by:

AKO e-mail address (optional)

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### Physical Readiness Training

Date:

Strengths:

Weaknesses:

Comments:

Assessed by:

AKO e-mail address (optional)

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### Conduct Individual Training

Date:

Strengths:

Weaknesses:

Comments:

Assessed by:

AKO e-mail address (optional)