HYBRID ENGLISH LANGUAGE COURSE FOR SECURITY PROFESSIONALS

Module 5 Military Writing in Military Operations
Module 6 Military Briefings in Different Operational Contexts

Find out more about the Hybridisation of Specialised English Learning for Security Professionals Project at https://helpsec.eu

Scan to download the media files for Module 5 and Module 6 from the QR code here: https://helpsec.eu/book/se.zip

Languages Division SEDU
HYBRID ENGLISH LANGUAGE COURSE
FOR SECURITY PROFESSIONALS

Module 5 Military Writing in Military Operations
Module 6 Military Briefings in Different Operational Contexts

Languages Division SEDU

Sofia • 2023
Module 5
Military Writing in Military Operations

Hybrid English Language Course for Security Professionals

Languages Division SEDU
This publication has been produced with the financial support of the Erasmus+ Programme of the European Commission for KA 2 Strategic Partnership in the Field of Education, Training and Youth project #2020-1-BG01-KA203-079117.

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Any views or opinions presented in this publication are solely those of the authors and do not necessarily represent those of the European Union.

This publication contains Module 5 and Module 6 of the learning content of the Erasmus+ project Hybridisation of Specialised English Learning for Security Professionals, which is a collaborative project #2020-1-BG01-KA203-079117 between Rakovski National Defence College (Bulgaria), Military Academy (Portugal), and Swedish Defence University.

Swedish Defence University has been in charge of Module 5 and Module 6 and bears responsibility for the published content and visuals. The publication can be used under the Creative Commons conditions CC BY-NC-ND 4.0 if not another source is mentioned in the material.

Authors Orla Maher-Fehrling, Diana Nilsson, Lydia Sundh, 2023

Publisher Rakovski National Defence College, 2023
https://rndc.bg

ISBN (print) 978-619-7711-12-7
ISBN (online) 978-619-7711-13-4
Module 5

Military Writing in Military Operations

This curriculum provides a broad framework by which you may gain not only a more nuanced understanding of the myriad challenges that operational writing presents, but also a deeper knowledge in professional English terminology concerning the genre of military writing. This module helps you develop specialized English language competence and skills professionally needed to understand and produce the target terminology in written products, required in a specialised multinational environment.

The thematic components of the module are intended to present a smooth gradual development of the issues of operational writing in a linear manner from unit to unit. The Module’s content is organised in five Units of thematic topics, each subdivided into two methodological blocks: one, which consists of teacher assisted class work on terminology acquisition and practice, grammar review, speaking, listening and writing, and the second block, which focuses on self-study practice on integrating language competences and skills.

1. Patrol Reports
2. Writing reports
3. After Action Reports (AAR)
4. Correspondence
5. The Intelligence Cycle
COURSE CURRICULUM

This Module's contents are distributed in five Units of thematic topics. Each unit consists of 6 periods. They are further subdivided into 2 methodological blocks of 3 periods each: one comprising of 3 hours teacher-assisted class work on vocabulary development, pronunciation, and grammar review, and one block of 3 hours self-study practice on listening, writing, and integrated language skills. Each period has a duration of 45 minutes.

This curriculum is composed of open-source materials, and therefore does not contain classified information.

Operational Writing

**Thematic Goal** The thematic goals of this topic are to provide a summary of different reports with numerous acronyms and specialized terminology, to understand the operational environment, different kinds of military correspondence and how one should adapt language thereafter, as well as providing a basic understanding of the intelligence circle.

**Learning objectives:** In this unit, you will acquire new vocabulary and terms used in the operational field, will learn about different elements of speech, word formation, collocations, and will practice pronunciation and the acquisition of active vocabulary.

**Outcomes/Objectives** You will acquire specific terminology associated with the operational environments, and different reports existing in the environments. You should be able to integrate what you have learned into production/communicative exercises.
5.1. Patrol Reports

**Thematic goal:** The thematic goal of this first portion of Module 5, Patrol Reports, is to introduce you to various types of report formats as well as to the terminology needed for the different types of report writing especially in an army context. This first module covers terrain terminology and military task verbs.

**Learning objectives:** In this unit, students will be exposed to new vocabulary, terminology, and acronyms used for patrol reports. Through the many interactive quizzes, you will be able to develop your knowledge of report writing as well as writing with a professional, military syntax.

**Outcome objectives:** With these materials, you can improve your ability to write more accurately, proficiently and succinctly in professional contexts. Further, this first portion of Module 5 aims to practice these skills multimodally.

**Unit at a glance**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Topic</th>
<th>Language</th>
<th>Skill</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1.1.</td>
<td>Authentic Patrol Report (reading comprehension)</td>
<td>Acronyms &amp; abbreviations, Narrative Tenses</td>
<td>Speaking – Intro to the topic</td>
<td>8</td>
</tr>
<tr>
<td>5.1.2.</td>
<td>Terrain features</td>
<td>Development of vocabulary relevant to terrain</td>
<td>Reading for specific terminology</td>
<td>9</td>
</tr>
<tr>
<td>5.1.3.</td>
<td>Tactical terrain features</td>
<td>Vocabulary in context, Descriptive vocabulary, adjectives, adverbs and participles</td>
<td>Speaking, Describing terrain</td>
<td>10</td>
</tr>
<tr>
<td>5.1.4.</td>
<td>Presenting a training program while operational in a particular environment</td>
<td>Presenting specific information, Using appropriate terminology</td>
<td>Presenting and vocabulary acquisition</td>
<td>12</td>
</tr>
<tr>
<td>5.1.5.</td>
<td>Role Play</td>
<td>Making recommendations, Modal Verbs</td>
<td>Speaking incorporating appropriate terminology when discussing asymmetric environments</td>
<td>12</td>
</tr>
<tr>
<td>5.1.6.</td>
<td>Integrating skills</td>
<td>Appropriate style and register</td>
<td>Listening comprehension and a written response to the listening activity</td>
<td>14</td>
</tr>
</tbody>
</table>
5.1.1. Colour Coded Patrol Reports

Look at the following authentic patrol report and then consider the following:

- The use of acronyms and abbreviations.
- What do you notice about the language, which is used in the report in terms of formality, tenses, format etc.? Record your observations and be prepared to discuss them later.

FROM: Capt DAVID ROBERTS, 2IC C Coy
TO: CHOPS, Battle Captain
SUBJECT: Joint Patrol Report Size and Composition of Patrol:
C10 – 4x, 19x, 1x CAT II Terp
C11 – 8x, 31x, 1xA.

Type of patrol:
Mounted B.

Task and Purpose of Patrol: Conduct a patrol to Malekshay and Mangritay on 21 June 2009 to conduct VCPs IOT confirm or deny enemy presence, set conditions for future operations, and deny enemy freedom of manoeuvre in AOC.

Time of Return: 211700z JUN09.

Routes used and Approximate times from point A to B

<table>
<thead>
<tr>
<th>From Grid/FOB</th>
<th>To Grid/FOB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Route</td>
<td>Travel</td>
</tr>
<tr>
<td>251 113 (FOB BERMEL)</td>
<td>WB 308 079 (vic Malekshay)</td>
</tr>
<tr>
<td>WB 308 079 (vic Malekshay)</td>
<td>WB 3222 1461 (Sharqi Mangritay – VCP) RT Shadow and Transam 20 km/h</td>
</tr>
</tbody>
</table>

Disposition of routes used: RT shadow is very muddy due to the heavy rain we received in last few days and RT Transam is also very muddy, road washed out, and certain areas are very difficult to travel on by both military and civilian vehicles.

E. Enemy encountered: N/A
F. Actions on Contact: N/A
G. Casualties: N/A
H. Enemy BDA: N/A
I. BOS systems employed: N/A
J. Final Disposition of friendly/enemy forces: N/A
K. Equipment status: N/A
L. Intelligence: (HUMINT/PROPHET/OBSERVATION): While conducting our patrol the prophet team at the FOB intercepted icom chatter.
M. Disposition of local security: N/A
N. HCA Products Distributed: N/A
O. PSYOP Products Distributed: Atmospherics: (reception of HCA, reactions to ANSF and Coalition forces, etc): Individuals we encountered while conducting VCP seemed to be very cooperative with CF and understood this was part of providing security in the area. The woodcutters encountered do not like us conducting OH&I in the mountains because it prevents them from doing their job.

P. Reconstruction Projects: N/A
Q. Afghan Conservation Corps nominations/Status: Since RT Transam is a very trafficable route from and to Pakistan, making it into a hard pavement could really improve economy and relationships in Bermel Area.
R. Conclusion and Recommendation (Patrol Leader): (Include to what extent the mission was accomplished and recommendations as to patrol equipment and tactics.) Mission accomplished- Nothing significant to report on enemy situation. Once we arrived east of Mangritay on RT Transam we established a VCP. While at this VCP location we only had three hiluxs, one jingle truck, and two camels with pedestrians go by. We conducted a thorough search of all personnel and vehicles and found only an AK (SN 585387) with one magazine. The AK was confiscated and individual carrying AK in vehicle was informed it would be returned once he receives permit from Bermel Mayor. Based on the information we received from the woodcutters moving through our VCP there is too much snow up in the mountains to cut wood. Before it would take individuals about one day to fill up a jingle truck as for now it takes them a minimum of three days. The current weather would make it very difficult for ACM to conduct movement on high ground without proper gear. Also, the only jingle truck we stopped this evening the driver explained he was traveling from Shawal, Pakistan since earlier this afternoon but truck got stuck several times in route due to the wadi being washed out. Due to the current weather conditions would not recommend to move to far east on RT Transam.
Exercise A. A number of acronyms and abbreviations have been selected from the patrol report above. Test your skills and complete the multiple-choice quiz. Click on the link below: Test your Acronyms and Abbreviations (https://learningapps.org/watch?v=py6uxp17k21)

Exercise B. Discuss what the yellow highlighted acronyms and abbreviations might mean. Decide which abbreviations can be said as words.

Vocabulary in context

Exercise C. Match the words which are highlighted in blue in the patrol report with the correct synonym. Click on the link:

Exercise D. Fill in the gaps with the most appropriate narrative tenses of the verbs in brackets: past simple, past continuous, past perfect simple or past perfect continuous. The verbs selected must be spelt correctly. (https://learningapps.org/watch?v=py6uxp17k21)

5.1.2. Terrain Features

Mountainous Terrain

Different mountain chains have different types of climates. Some chains are located in dry, desert regions with temperatures ranging from extreme heat in the summer to extreme cold in the winter. In tropical regions, small to medium mountains are covered in lush jungles with deep ravines that flood during the rainy season. Temperatures in these areas typically remain warm and humid all year. Many of the mountains in Central America and many mountainous regions in Africa and South America that are located close to the equator have these characteristics. Conversely, high mountains in temperate climates have sparse vegetation at elevations above 3,505 meters (11,500 feet) and temperatures drop below freezing in winter. Some mountainous regions have a variety of environments, such as in Afghanistan where units have encountered several different mountainous environments within the same area of operations.

Mountains may rise abruptly from the plains to form a giant barrier or ascend gradually as a series of parallel ridges extending unbroken for great distances. Mountains may have isolated peaks, rounded crests, eroded ridges, and high plains and be cut by valleys, gorges, and deep ravines. High rocky crags with glaciated peaks and year-round snow cover exist in mountain ranges at most latitudes along the western portion of the Americas and in Asia. Regardless of their appearance, rugged terrain is common among all types of mountains.

Cliffs and other rocky precipices may be near vertical or even overhanging. Aside from obvious rock formations and other local vegetation characteristics, actual slope surfaces are relatively firm earth or grass. Grassy slopes may include grassy clumps known as tussocks; short alpine grasses; or tundra, which is more common at higher elevations and latitudes. Many slopes will be scattered with rocky debris deposited from the higher peaks and ridges. Extensive rock or boulder fields are known as talus. Slopes covered with smaller rocks, usually fist-sized or smaller, are called scree fields. Slopes covered in talus are often an easy ascent route. On the other hand, climbing a scree slope is difficult because the small rocks tend to loosen easily and give way. (Adapted from ATP 3 90-97)
5.1.3. Tactical Terrain Specific Features

This lesson will help you build vocabulary in context. You will learn the meaning of specific features that are relevant in mountainous terrain for navigational and tactical purposes, and you will have an opportunity to verbalize your thoughts in the specific context of tactics in challenging types of terrain.

• The terrain features in the following exercises all have tactical significance.
• This means that they are not only useful for navigation purposes; they also enable skilled soldiers and commanders to gain tactical advantages during operations.
• For the following exercises on mountainous terrain, imagine that you are standing on or in the particular terrain feature; you will most likely be looking either up or down....

Looking up...
Match the terrain feature with the correct description:

1. Cliff
   - A reasonably level ground bordered on the sides by higher ground. This feature may or may not contain a stream course, and it generally has manoeuvre room within its confines.

2. Draw
   - A low point or hole in the ground, surrounded on all sides by higher ground.

3. Depression
   - A dip or low point along the crest of a ridge. This feature is not necessarily the lower ground between two hilltops; it may be a break along an otherwise level ridge crest.

4. Saddle
   - Similar to a valley, except that it normally is a less developed stream course in which there is generally no level ground and, therefore, little or no manoeuvre room.

5. Valley
   - A vertical or near-vertical slope.

Looking down...
Match the terrain feature with the correct description:

6. Hill
   - A point or small area of high ground. When you are on this feature, the ground slopes down in all directions.

7. Ridge
   - A line of high ground with height variations along its crest. This feature is not simply a line of hills; all points of the feature's crest are higher than the ground on both sides of it.
Related aspects

- Several of the features covered in this activity have slopes. Slopes are categorized into
  - forward slopes (they face the enemy)
  - reverse slopes (they face away from the enemy)

Discussion

- Describe to each other the advantages and drawbacks of setting up defensive positions on either type of slope. Make sure you include thoughts on the following aspects:
  - observation
  - line of sight
  - range of weapons
  - force protection
    - A number of these features can be regarded as natural obstacles.
    - Such obstacles can be used in the planning and execution of operations.
    - Brainstorm on how the natural obstacles covered here can be used to your advantage, depending on whether you are conducting offensive or defensive operations.

- Next match the NATO task verbs with the right definitions in the matrix below, and help each other understand them.
- Then think about to what extent the features/obstacles above can be instrumental in enabling the task verbs listed below.
- Try the following quiz to learn more task verbs: https://alb.h5p.com/content/12916656684344488267

<table>
<thead>
<tr>
<th>Task Verb</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canaize</td>
<td>H. Break apart an enemy's formation and tempo, interrupt the enemy timetable, and cause premature and/or piecemeal commitment of forces.</td>
</tr>
<tr>
<td>Block</td>
<td>I. Force an enemy from one direction of advance to another</td>
</tr>
<tr>
<td>Disrupt</td>
<td>I. Deny enemy access to a given area, or to prevent his advance in a particular direction</td>
</tr>
<tr>
<td>Turn</td>
<td>K. Restrict enemy movement to a narrow zone</td>
</tr>
</tbody>
</table>
5.1.4. Presenting a Training Program

Plan for what preparations (dietary, physical, and endurance) you would need to consider when preparing a training program prior to deploying to one of these areas desert/jungle/arctic. Consider some of the following factors to explain how they would influence any training needs:

Arid
Humid
Arctic

Consider the following when discussing and planning your presentations:

- Air quality/oxygen saturation
- Altitude
- Weather
- Rations (nutrition)
- Temperature & humidity
- Ground/terrain
- Resources (natural)
- Resources (equipment/clothing/support)
- Impact on morale and combat effectiveness

Prepare a briefing, lasting no more than 10 minutes, outlining your proposed training program, in order to prepare your company-size unit (or configuration) for deployment to your allocated area.

5.1.5. Impact of Terrain on Operations

AO WHITE
Read the following scenario and then be prepared to answer the discussion questions.

**General Situation (You are the commander of 1st Platoon, Alpha Company)**

Company A is on the far right (northern) flank of the battalion as it clears from east to west in order to (IOT) prevent the Centraban Resistance Force (CRF) from destabilizing the Centraban government. The CRF has been conducting a guerrilla campaign that has been marked by small units operating independently to strike government forces quickly and then withdrawing. The CRF has occasionally massed to company strength to conduct deliberate attacks. CRF forces have occasionally conducted deliberate defences when they can muster significant strength, and when the area defended is critical to their operations. The CRF has been operating in this area for approximately 1 year and is seeking to prevent us from advancing westward into their key territories. 1st Platoon is on the far right (northern) flank of Company A and is the northernmost unit in the battalion. The company is approximately 2.5 kilometres to the south of 1st Platoon. Since your attack will take place prior to the main effort attack, you will have priority of fires for the company 60mm mortars until the main effort attack commences.

**Orientation**

You are currently located in Assembly Area Silver in Area of Operations White (AO White). The map shows the entirety of your AO. The Deep River is swift flowing and crossable only where there are bridges. North and South Bridges are identical footbridges of wood construction. The Western Swamp is mired in chest-deep mud in almost all areas except for some footpaths that are known to the locals and are nearly invisible. Visibility in open areas is 100 meters, 50 meters in the swamp, 50 meters in the thinner tree line, and 25 meters in the thick tree line. Visibility from the high ground is 100 to 200 meters, but essentially stops at the tree line and 100 meters into the swamp. Within the tree line next to the river, visibility is 25 to 50 meters. Sunrise tomorrow is at 0620, sunset today is at 1726. It is early winter in the Quantico Highlands and the temperature tonight will be six degrees Celsius with light cloud cover and no precipitation. Your probable rate of march (dismounted) in the Eastern Forest is 1 kilometre per hour.

**Situation**

Enemy: Composition, disposition, and strength:

Intelligence reports indicate that a section of CRF wearing green camouflage utilities is in a fortified position in AO White and a platoon may be present 3 to 5 kilometres to the north. The section is reportedly armed with at least one PKM (general-purpose machine gun, effective range 1,000 m), one or two RPG 7s, and AK-74s. They may have a single antiquated Soviet 50mm mortar system with a maximum range of 800 meters. They are communicating via cellular phones and handheld radio systems with a maximum range of 5 kilometres. They do not have night-vision capabilities.

**Task**

1st Platoon: No later than 2000 hrs, fix the enemy in AO White iot prevent them from interfering with the company’s main-effort attack in AO Black.

2nd Platoon: You are the main effort. On order, destroy the enemy section on Company Objective X iot protect the battalion’s right flank.

3rd Platoon: On order, destroy the enemy listening posts/observation posts on Company Objectives B and C iot prevent them from interfering with the company’s main effort attack on Company Objective A.
Weapons Platoon: On order, support 2nd Platoon by fire iot ALLOW them to close with and destroy the enemy on Company Objective A.

Time is now 1600 hours.

(Adapted from the Marine Corps Gazette)

1. What happens to morale and combat effectiveness in difficult terrain like this? How, as a junior commander, would it challenge your leadership?

2. Discuss the opportunities and challenges posed by the difficult terrain for enemy as well as own troops, and speculate on how engineer assets might be employed.

5.1.6. Integrating Skills

This lesson will integrate the knowledge about terrain and task verbs addressed in the previous lessons into a more comprehensive set of tasks, including listening, reflecting, and writing.

Consider the following saying in the military: “Amateurs talk tactics, professionals talk logistics”.

In Afghanistan, logistics are not easy because it is a landlocked country where the terrain is the enemy.

Listen to the 4-min podcast on pre-deployment concerns prior to US troops entering Afghanistan. Pay specific attention to aspects regarding terrain and logistics. (https://learningapps.org/watch?v=py6uxp17k21)

TASK 1: List at least two challenges US forces were expecting to encounter. Then, describe how they would have impacted combat capabilities.

TASK 2: Now fast forward to 2021, when Coalition forces have just finished withdrawing from Afghanistan. Hypothesize on how withdrawing from such an environment might have affected morale among the troops. Speculate on the psychological factors that make or break a soldier’s willingness to put themselves in harm’s way, and relate them to the Afghanistan mission area.

Summary task - write between 250 – 500 words
5.2. Report Writing

**Thematic goal:** The thematic goal of Module 5.2, Report Writing, is to introduce you to the military writing style. This module also covers incident reports (INCREPs), situation reports (SITREPs), and casualty reports.

**Learning objectives:** In this unit, students will be exposed to new vocabulary, terminology, and acronyms used for the reports mentioned above. Through the many interactive quizzes, students will be able to develop their knowledge of report writing as well as writing with a professional, military syntax.

**Outcome objectives:** With these materials, students can improve their ability to write more accurately, proficiently, and succinctly in professional contexts. These skills will be practiced both more traditionally and multi-modally.

**Unit at a glance**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Topic</th>
<th>Language</th>
<th>Skill</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2.1.</td>
<td>Military writing- Reading comprehension and editing</td>
<td>Active and passive tense</td>
<td>Writing with a neutral tone</td>
<td>16</td>
</tr>
<tr>
<td>5.2.2.</td>
<td>Incident Reports (INCREP)</td>
<td>Precision terminology used in an INCREP</td>
<td>Writing</td>
<td>18</td>
</tr>
<tr>
<td>5.2.3.</td>
<td>Casualty reports</td>
<td>Acronyms, CASEVAC, MEDEVAC, STRATEVAC</td>
<td>Writing a casualty report</td>
<td>19</td>
</tr>
<tr>
<td>5.2.4.</td>
<td>Incident reports</td>
<td>Military writing style, Acronyms and abbreviations</td>
<td>Writing</td>
<td>23</td>
</tr>
<tr>
<td>5.2.5.</td>
<td>SITREP</td>
<td>Reading to acquire specific vocabulary &amp; make the terminology active</td>
<td>Role Play Writing a SITREP</td>
<td>24</td>
</tr>
<tr>
<td>5.2.6.</td>
<td>Integrating skills LOSTITEM report</td>
<td>Military writing style, Acronyms</td>
<td>Writing a LOSTITEM report Peer reviewing</td>
<td>27</td>
</tr>
</tbody>
</table>
5.2.1. Military Writing Style

Military writing is characterised by a neutral tone. The neutral tone is similar to formal writing, but it is less restrictive and can be more personal. Military writing is often characterized by language that is clear, direct, and simple. Also, time is usually limited for both the reader and the writer, thus sentences and paragraphs are typically short. This task focuses on the neutral military writing style which uses:

- active voice
- clear, direct language
- short and direct sentences
  and avoids:
- phrasal verbs (go out instead of exit)
- contractions (can’t = cannot)

Active Voice. Active voice sentences are used in military writing to show who or what has done something. Therefore, the active voice is used more often than the passive voice in military writing because the actor, and the one to hold responsible, is clear.

Task 1. Rewrite the following sentences from the passive to active voice.

Example: Three enemy fighters were shot down during the skirmish. (Private Williams)

Answer: Private Williams shot down three enemy fighters during the skirmish.

- The Chief of Police was assassinated just two days ago. (Bill Bobsson)
- The weapons were hidden in a basket with baked bread. (A child)
- B company came under attack unexpectedly. (unknown rebels)
- The convoy was attacked while wadding through the stream. (Insurgents)
- A mobility corridor will be created to ensure maneuver space. (We)

Clear, Direct Language. Use plain language to help all readers to understand. For example, write use instead of utilize, help instead of assistance, or show instead of demonstrate. Avoid non-English words. The same thing can likely be phrased or explained somehow in English. Avoid single-sex language. Instead, use words such as person, staff, officer, commanders, or colleagues. Instead of he or she, use they unless you are referring to a particular individual.
Task 2. Rewrite the following sentences using clear, direct language.

- It is of utmost importance that this matter be taken care of properly by the commander and his or her staff.
- When operating on peace-keeping missions, the purpose is to assist local authorities so it is good to utilize local authorities as much as possible.
- There were a number of vehicles seen congregating just outside the city at XXX.
- The landing zone just past the police station is approximately 50 meters from the nearest building.

Use short sentences without any unnecessary language. Often, people add ‘padding’ to their language without reflecting on it. Padding unnecessarily increases the number of words to read without adding any real information or facts. In military writing, shorten sentences to include only the facts without any unnecessary language.

Task 3. Shorten the following sentences.

Example: More mortars will be needed in A Company in order for the attack to have a chance of being successful.

Answer: A company needs more mortars if the attack is to succeed

1. While the attachments in the first platoon are in good condition, there are many other vacancies that need to be filled within our company.
2. While the 3rd platoon is redeploying to a more forward position, the logistics platoon will be returning to the supply depot in the rear before returning to the 3rd platoon to resupply.
3. We will need to position our troops as close to M3 on the map, so we have the ability to affect the enemy with our indirect fire.

Phrasal Verbs. Phrasal verbs are common in spoken military language. For example, pull back troops, stand by, dig in, and hold out are a few phrasal verbs. In military writing though, single verbs are more common.

Task 4: Rewrite the verbs in the following sentences to avoid using the phrasal verbs.

1. The private then proceeded to go out of the DEFAC through the south door.
2. Be prepared to turn in your equipment by Thursday at 1000 hrs.
3. The IED went off just before we arrived.
4. Call in air support.
5. Come up with a plan.
6. Keep enemy forces out of the AO.

Task 5: Rewrite the following sentences in a more neutral, military style.

1. The APC flipped over in a ditch and needs to be rescued.
2. There won't be enough ammo if the resupply is not in time.

Final Exercise. Rewrite the following report to use the active tense incorporating the aspects addressed above including the active tense, clear language, and shorter, direct sentences.

On the day before the operation began, some airborne units were dropped by parachute to seize strategic crossings over the River X, located between City X and City Y. The objectives were achieved with very few losses to personnel and minimal loss of equipment. The beach landings on D-Day were preceded by an intensive naval bombardment, which failed to silence all of the enemy coastal batteries. Due to this fact, ten percent of the landing craft in the first wave were either destroyed or disabled. Despite this substantial number, all primary objectives were achieved shortly before 1200hrs, although there were a few ground forces that continued to rely upon naval gunfire support until the artillery had been fully offloaded. In fact, engineer units suffered particularly high casualties in the breaching of a secondary line of obstacles in the sand dunes. Close to sundown,
the beachhead was fully established (around 1900hrs) on D-Day. It’s currently known that the main enemy force has withdrawn to the River Y and is now constructing a strong line of defense between AA and BB. Also, up until today, carrier-based strike aircraft have flown a total of 82 sorties. The enemy air defense has been better than anticipated, and 8 allied aircraft have been shot down. Owing to a shortage of forward air controllers, most Close Air Support has been directed by forward operating officer from the artillery. The 2 and 3 Armored Brigades started crossing the X River at 1030 hours on D+1 and are now preparing to mount a deliberate attack on the Y position at first light on D+2.

5.2.2. Military Writing - The INREP

Incident Reports. Incident Reports (INCREPs), as any military reports, are written in a neutral tone, using clear language along with short and concise sentences and paragraphs. See the format for a NATO INREP found here INCREP. Please refer back to 5.2.1. for more details on a military writing style and specifically the active and passive verb voice. This unit uses INCREPs as context to practice different tenses of active verbs.

INCREPs are reports of events in the past that may or may not be occurring in the present. As a result, to report on events of this nature, you will need to use the following verb tenses:

- **the simple past tense** speaks about things that happened in the past and which are complete. Regular verbs in the simple past tense usually use the -d or -ed endings.
  - Example: I fired my gun.

- **the past perfect tense** is used to show that something happened in the past and was fully completed, when something else in the past happened. Regular verbs in the past perfect tense use the (had + simple past form).
  - Example: After I had fired (past perfect) my gun, I inspected (simple past) the target.

- **the past continuous tense** describes something that happened while something else was occurring. The past continuous tense uses the past tense of be (was or were) and a continuous present tense of a verb (going).
  - Example: While I was patrolling (past continuous) last night, a drone flew (simple past) close to the protected site.

- **the present perfect tense** is used to report on something that began in the past and that may or may not be occurring in the present.
  - Example: They have marched all night long.

Now, practice two verb tenses that are commonly found in INCREPs.

Practice Active Voice. Complete the following incident report by putting the verb in parentheses into either the present perfect, simple past, or past continuous. Work together with a partner to answer these questions.

**Task 1. (FRIENDLY ACTION) ESCALATION OF FORCE RPT  CJSTF : 1 CIV WIA**

CJSOTF reports USSOF team with ANA COMMANDO’s _______ (travel) HWY 1 toward FB THOMAS when a white minibus travelling in the opposite direction was ordered to pull in. The minibus obliged, but as the convoy _______ (pass), it _______ (pull out) onto the road again. Because of the proximity of the location to a previous SVBIED, one of the SOF vehicles _______ (fire) a 3 round MG burst at the engine block, after which, the minibus pulled back in. As the end of the convoy was passing, the driver of the minibus _______ (flag down) the last vehicle. As a result of the deflection of the burst fired, 1 x LN was wounded from glass fragmentation, and 1 x LN was struck in the head and chest by 2 x rounds. Both dead and wounded ________
(take) to FOB THOMAS, and the wounded (prepare) for CASEVAC to HERAT. 1 Killed None(None) Local Civilian
1 Wounded None(None) Local Civilian

Task 2. Practice Passive Voice. Complete the following incident report by putting the verb in brackets into either the simple past or past perfect.

(NON-COMBAT EVENT) EQUIPMENT FAILURE RPT   ISAF HQ : 0 INJ/DAM

An F15 was ordered to shoot down a REAPER UAV that (lose) its control link in the south of Afghanistan. All efforts (make) to re-establish the link before a decision (make) to shoot the UAV down prior to it crossing into TAJIKISTAN. The CAOC (select) an unpopulated area over which to down the aircraft. An F15 fired on the REAPER and it destroyed its engine, however by then the link (re-establish) and the controller was able to guide it into a mountain in RAGH District. The GRID of the downed REAPER is Lat 3xx8.xxN  Long 0xx25.xx5x // Keypad: 9Xcx3. There (be) no sensitive items on board the REAPER but it did go down with its ordnance (Hellfire and GBU-12). NFTR.

4. Acronyms and Abbreviations. Use the flashcards here to study the acronyms from the sample INCREPs above.

https://alb.h5p.com/content/1291548110940918997#

5.2.3. Casualty Reports

Watch the lecture by following the link below. If you are unable to watch the link, you will find all the information below.

https://play.fhs.se/media/Casualty+reports/0_scsrfnwvCasualty+report – lecture

Content and Vocabulary. A casualty can be defined as any person lost to an organization because of having been declared deceased, missing, injured, or ill.
Casualty reports are often oral at the time of the incident or written after the incident.
Casualty reports are also to document and track individuals who have become casualties.
Casualty reports are also written also to keep NOK (next of kin) informed.
Casualty reports are often official, but not always.

Two typical acronyms used in casualty reports are:

<table>
<thead>
<tr>
<th>KIA</th>
<th>Killed in action</th>
</tr>
</thead>
<tbody>
<tr>
<td>WIA</td>
<td>Wounded in action</td>
</tr>
</tbody>
</table>

You can also use:

<table>
<thead>
<tr>
<th>Hostile</th>
<th>Non-hostile</th>
<th>Pending</th>
<th>Deceased</th>
<th>Casualty status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-military</td>
<td>Injured</td>
<td>Inflict casualty</td>
<td>Case fatality rate</td>
<td>Casualty rate</td>
</tr>
</tbody>
</table>
Task 1. Read the Casualty Report from the U.S. Department of Defence below and then answer the following questions:

1. How many civilian casualties were registered in Operation Iraqi Freedom?
2. How many military personnel were wounded in action in Operation Iraqi Freedom in comparison to Operation New Dawn?
3. What does the section “pending” mean?

Choose one of your latest military exercises and write a casualty report based on the example below.

https://www.defence.gov/casualty.pdf
Task 2. Choose one of your latest military exercises and write a figurative casualty report similar to the one below.

**Different evacuation requests**

**CASEVAC** is the term used when evacuation of casualties from the point of incident (POI) to the closest appropriate military treatment facility (MTF), using the most effective means of transportation takes place. This is often conducted by people on the scene.

- **MEDEVAC** is the procedure of transporting individuals, that have already received prior medical attention, and who are in a stable condition at the time of the evacuation.
- **STRATEVAC** is a national responsibility in a JOA (Joint Operational Area) and is a strategic evacuation.

**How to request evacuation and/or help:**

The casualty report above displayed a report that is official. However, in the battlefield other casualty reports are made in order to request urgent assistance or evacuation. The protocol can differ depending on the region; below you can see a common example.

First, an initial report (INIT) is submitted which includes the first medical diagnosis. When possible, the 9 liner follows.

<table>
<thead>
<tr>
<th>Line 1</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line 2</td>
<td>Radio frequency, call sign, suffix</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Line 3</th>
<th>Number of patients by precedence</th>
</tr>
</thead>
<tbody>
<tr>
<td>A= Urgent</td>
<td></td>
</tr>
<tr>
<td>B= Urgent/Surgical</td>
<td></td>
</tr>
<tr>
<td>C= Priority</td>
<td></td>
</tr>
<tr>
<td>D= Routine</td>
<td></td>
</tr>
<tr>
<td>E= Convenience</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Line 4</th>
<th>Special Equipment Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>A= None</td>
<td></td>
</tr>
<tr>
<td>B= Hoist</td>
<td></td>
</tr>
<tr>
<td>C= Extrication</td>
<td></td>
</tr>
<tr>
<td>D= Ventilator</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Line 5</th>
<th>Number of patients</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = Litter</td>
<td></td>
</tr>
<tr>
<td>B = Ambulatory</td>
<td></td>
</tr>
</tbody>
</table>
Line 6
Security at pick-up site
N= No enemy troops in area
P= Possible enemy troops in area
E= Enemy troops in area (approach with caution)
X= Enemy troops in areas (armed escort required)

Line 7
Method of marking pick-up site
A= Coloured Panels
B= Pyrotechnic Signals
C= Smoke
D= None
E= Other

Line 8
Patient nationality and status
A= Military
B= Civilian
C= Non-Military
D= Non-Civilian
E= Enemy Prisoner of War

Line 9
NBC Contamination
N= Nuclear
B= Biological
C= Chemical

Often a MIST report is included

<table>
<thead>
<tr>
<th>M</th>
<th>Mechanism or Medical Complaint</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Injuries or Illness Identified</td>
</tr>
<tr>
<td>S</td>
<td>Signs and Symptoms</td>
</tr>
<tr>
<td>T</td>
<td>Treatments</td>
</tr>
</tbody>
</table>

Take the following quiz on vocabulary addressed above for casualty reports.
(https://learningapps.org/display?v=prwvr63pj21)

Prepare a 9 liner for the scenario below, and present orally in class.

You are patrolling the southern areas of H-town when suddenly you are under fire.
- 1 person is badly wounded in the knee.
- 1 person has received shot wounds to the shoulder and is bleeding heavily.
- You must request evacuation through a 9 liner.
- Write your 9 liner and a short casualty report.
5.2.4. Write an INCREP

Check the vocabulary below. Which words do you already know?

1. open ground (0:51) – terrain without objects or buildings that block line-of-sight or movement
2. gunfire (0:52) – the repeated shooting of guns.
3. firing points (1:10) – The point from which a gun or other weapon is fired, especially in target shooting.
4. cover (1:20) – Shelter or protection, either natural or artificial.
5. intense fire (1:38) – very much firing.
6. covering fire (1:45) – Fire used to protect troops when they are within range of enemy small arms.
7. shoot and scoot (2:05) – shooting a small number of rounds and leaving the firing
8. ambush (2:13) – To conduct as a surprise attack from concealed positions on a moving or temporarily halted enemy.
9. rocket-propelled grenades (2:22) – RPGs Soviet made, the rocket-propelled grenade launcher fires a rocket out of a tube. The launcher rests on the firer’s shoulder. The rocket is percussion fired and the gasses escape the nozzle at a high velocity. This causes the rocket to launch. Just as the rocket emerges from the tube, large fins spring out from the rocket. These fins along with a motor on the rocket allows the missile to travel a great distance.
10. firing back in kind (2:26) – In a reciprocal manner; in a similar way; in the same kind. (Idiomatic phrase)
11. assault (2:40) – A short, violent, but well-ordered attack against a local objective, such as a gun emplacement, a fort or a machine-gun nest.
12. killing ground (2:46) – An area exposed to concentrated fire or bombardment, leading to high numbers of casualties among soldiers operating there.
13. hold their ground (3:01) – for troops to keep the same positions and not retreat at all.
14. retreating (3:08) – withdraw from enemy forces as a result of their superior power or after a defeat.
15. pulled back (3:52) – to move backwards from the battle space
16. withdraw (4:04) – A planned operation in which a force in contact disengages from an enemy force.

Watch the video and listen carefully to the terms and words used.

https://www.youtube.com/watch?v=IMmoi3ktxBU&list=PL39C8942A300933CC

Write an INCREP about this scenario, using the format and acronyms you have learned about thus far in Unit 2. You can also click on the link to see a sample INCREP and refer back to 5.2.1. and 5.2.2. for more help with how to write in a neutral military style. (https://helpsec.eu/wp-content/uploads/2021/02/INCREP-1.pdf)
Focus: The Acquisition of Precise Language through Speaking and Writing.

What is a SITREP?

SITREP- (situation report) is a military acronym that stands for Situation Report. A SITREP can be defined as: A short concise statement identifying a unit’s current location and tactical situation.

The SITREP is submitted by subordinate units to their higher headquarters to report their tactical situation and status. It is submitted daily at 0600 and 1800 hours, after significant events, or as otherwise requested by the platoon leader or commander.

What should be included in the SITREP?

Check out below.

How many lines are there in a SITREP?

21 lines are used mainly at battalion-level and higher to keep the commander’s higher and lower staff updated and advised on reporting the commander’s situation.

LINE 1 — DATE AND TIME______________________________(DTG) date, time group
LINE 2 — UNIT______________________________________(unit making report)
LINE 3 — REFERENCE_________________________________(provide reference: report title, originator, and DTG)
LINE 4 — ORIGINATOR_________________________________(unit identification code of the unit originating the report)
LINE 5 — REPORTED UNIT______________________________(unit identification code of the reported unit)
LINE 6 — HOME LOCATION_____________________________(UTM ) universal transverse mercator or six-digit grid coordinate with MGRS grid zone designator for the home location of the reported unit)
LINE 7 — PRESENT LOCATION___________________________(UTM or six-digit grid coordinate with MGRS (military grid reference system) grid zone designator for the present location of the reported unit)
LINE 8 — ACTIVITY____________________________________(brief description of reported unit’s current activity)
LINE 9 — EFFECTIVE___________________________________(commander’s evaluation of the reported unit’s combat effectiveness)
LINE 10 — OWN SITUATION DISPOSITION/STATUS________(a summary updating changes to or not previously reported major combatant and support force locations; significant mission readiness degradation on units; current deployments; proposed deployments; changes in task force designations; organization or operational control (CHOP) change of operational control/plan; and projected requirements for additional forces)
LINE 11 — LOCATION__________________________________(UTM or six-digit grid coordinate with MGRS grid zone designator)
LINE 12 — SITUATION OVERVIEW__________________________(a brief overall assessment of the situation to include circumstances or conditions which increase or materially detract from the capability and readiness of forces assigned or under operational control of the command or service)
LINE 13 — OPERATIONS__________________________________(a brief description and results of offensive and defensive operations carried out by major combatant elements during the period of the report; information on allied forces’ operations; summary of plans for combat operations during next 24 hours including objectives and probable enemy reaction; deviations or variations from previously reported intentions/plans)
LINE 14 — INTELLIGENCE/RECONNAISSANCE (brief overview of the situation, including operations, order of battle (ORBAT), task organization (task org), capabilities, and threat changes; reference: Any significant spot intelligence reports (SPIREPs) or intelligence reports (INTREPs) submitted in previous 24 hours)

LINE 15 — LOGISTICS (significant deficiencies affecting support for planned operations; problem areas beyond the commander’s or services’ capability to overcome or alleviate in a timely manner)

LINE 16 — COMMUNICATIONS/CONNECTIVITY (significant outages, traffic volume, incompatibilities, and quantitative equipment deficiencies; an assessment of the mission impact caused by communications outages and degradations should be provided by the CINC’s J-6/J-3 staff and contained in this section)

LINE 17 — PERSONNEL (factors affecting readiness of forces/units; mobilization status; daily battle casualties (e.g. KIAAs killed in action, WIAAs wounded in action, MIAAs missing in action) aggregated by service and impact of all casualties sustained (battle, non-battle, critical skills, key personnel upon the commands’ mission capability))

LINE 18 — SIGNIFICANT POLITICAL/MILITARY/DIPLOMATIC EVENTS (events not reports that could result in US and local public reaction; civil unrest indicators; events emphasizing interests of key segments of society)

LINE 19 — COMMANDER’S EVALUATION (cmdr’s evaluation) (summary of key points from 12-19; continuity of operations)

LINE 20 — NARRATIVE (free text for info required for clarification of report)

LINE 21 — AUTHENTICATION SERVICE

*Acronyms are highlighted in yellow

What are the dos and don’ts when writing a SITREP?
Two examples have been given below, see if you can add more dos and don’ts.

Dos

• Be concrete and specific rather than vague and indirect.
• State your facts and ideas directly (subject, verb, and object).

Don’ts

• Don’t use any more words than necessary to convey your meaning.
• Avoid anything which might offend the sensibilities of the reader.

Now check out how well you know your SITREP acronyms by completing the multiple choice quiz link below.

https://learningapps.org/watch?v=ph7nqmm5c21

What does each line of the SITREP contain?

For example, line 7 of the SITREP gives the current location of the reported unit using the military grid reference system (MGRS).

Match each SITREP line with its relevant function by completing the quiz below:

https://learningapps.org/watch?v=p7fz3y94n21
AO WHITE

TASK (Group Work)

You are the 2IC of 1st Platoon, Alpha Company (a standard UK mechanized inf configuration). You have just attended a briefing, standing in for your platoon commander. Your post-briefing task is to issue a SITREP to your absent platoon commander. However, you are not familiar with the SITREP format, and therefore you drafted it more like a written briefing or a report. You sent it off to your platoon commander, who was not impressed. She has now instructed you to rearrange the relevant content of your report only, in accordance with the SITREP template’s 10 lines (OR ANY OTHER NUMBER OF LINES YOU PREFER.)

Scenario

Company A is on the far right (northern) flank of our battalion as it clears from east to west to prevent the Dentraban Resistance Force (DRF) from destabilizing the Dentraban government. The DRF has been conducting a guerrilla campaign that has been marked by small units operating independently to strike government forces quickly and then withdrawing. The DRF has occasionally massed to company strength to conduct deliberate attacks.

DRF forces have occasionally conducted deliberate defenses when they can muster significant strength, and when the area defended is critical to their operations. The DRF has been operating in this area for approximately 1 year and is seeking to prevent us from advancing westward into their key territories. 1st Platoon is the northernmost unit in the battalion. Alpha company is approximately 2.5 kilometers to the south of 1st Platoon. Since your attack will take place prior to the main effort attack, you will have priority of fires for the company 60mm mortars until the main effort attack commences.

Terrain

1st Platoon is currently located in Assembly Area Silver in Area of Operations White (AO White). The map shows the entirety of your AO. The Deep River is swift flowing and crossable only where there are bridges. North and South Bridges are identical footbridges of wood construction. The Western Swamp is mired in chest-deep mud in almost all areas except for some footpaths that are known to the locals and are nearly invisible. Visibility in open areas is 100 meters, 50 meters in the swamp, 50 meters in the thinner tree line, and 25 meters in the thick tree line. Visibility from the high ground is 100 to 200 meters, but essentially stops at the tree line and 100 meters into the swamp. Within the tree line next to the river, visibility is 25 to 50 meters. Sunrise tomorrow is at 0620,
sunset today is at 1726. It is early winter in the Quantico Highlands and the temperature tonight will be six degrees Celsius with light cloud cover and no precipitation. Your probable rate of march (dismounted) in the Eastern Forest is 1 kilometer per hour.

**Latest Intelligence**

The following intel on the enemy is available at this point: Reports indicate that a section of CRF wearing green camouflage utilities is in a fortified position in AO White and a platoon may be present 3 to 5 kilometers to the north. The section is reportedly armed with at least 1 PKM (general purpose machine gun, effective range 1,000 m), one or two RPG 7s, and AK-74s. They may have a single antiquated Soviet 50mm mortar system with a maximum range of 800 meters. They are communicating via cellular phones and handheld radio systems with a maximum range of 5 kilometers. They do not have night-vision capabilities.

Alpha Coy’s platoons have the following tasks:

(Present time 16:00)

- 1st Platoon: No later than 2000, destroy the enemy in AO White IOT prevent them from interfering with the company’s main-effort attack in AO Black.
- 2nd Platoon: You are the main effort. On order, destroy the enemy section on Company Objective A IOT protect the battalion’s right flank.
- 3rd Platoon: On order, destroy the enemy listening posts/observation posts on Company Objectives B and C TOT prevent them from interfering with the company’s main effort attack on Company Objective A.
- Weapons Platoon: On order, support by fire 2d Platoon IOT allow them to close with and destroy the enemy on Company Objective A. *(Adapted from the Marine Gazette)*

5.2.6. Integrating Skills - Writing a Report

Write a loss of a sensitive item report (LOSTITEM).

Describe the circumstances and subsequent action taken once a loss has been identified. An example of a LOSTITEM report would look something like this [1] and you are only required, for this task, to focus on Line 5 the (narrative) of the report, as the rest of the information has been completed for you:

The basic information of timings and descriptions provided in the scenario may not be in an acceptable military format or style. When writing, think of the following:

A. Use military writing formats and style such as, but not limited to:

(1) Capitals
(2) Date time group (DTG)
(3) Abbreviations
(4) Accurate verb use
(5) Military vocabulary
B. The correct use of narrative tenses (the events happened in the past):

(1) Simple Past
(2) Past continuous
(3) Past Perfect
(4) Past Perfect Continuous

**Scenario/Background**

<table>
<thead>
<tr>
<th>Serial</th>
<th>Picture</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><img src="image1.png" alt="Picture 1" /></td>
<td>C Company from the 1st Battalion the Royal Rangers are on a nighttime patrol on the outskirts of the village of Ghant in the Dovar Province of Oharman.</td>
</tr>
<tr>
<td>2</td>
<td><img src="image2.png" alt="Picture 2" /></td>
<td>Seeing suspicious activity in the area the company commander gave instructions for the company to search the local area.</td>
</tr>
<tr>
<td>3</td>
<td><img src="image3.png" alt="Picture 3" /></td>
<td>During the search one of the sections came under fire and it was during this time the scope, it is thought, was lost.</td>
</tr>
</tbody>
</table>
After regrouping and returning to base, a subsequent equipment check revealed the loss.

At sunrise, the section involved with the loss and another section, for backup, return to the location for a search.

Peer Review of Your Writing.

Exchange reports with a partner and proof read their report. Use the following checklist to help them, and give specific comments in your feedback:

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Acceptable</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Appropriate tone and register is used.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Correct verb tenses are used.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Phrasal verbs are used infrequently.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The writing consists of concise sentences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Clear, simple language is used.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Acronyms are used and correctly.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(FM 101-5-2 U.S. Army Report and Message Formats)
5.3. Operational Reports and Vocabulary

**Thematic goal:** The thematic goal of Module 5.3, Operational Reports and Vocabulary, is to introduce you to military operations and battle commands as well as to After Action Reviews (AARs) especially in an army context. This first module covers command and control (C2) terminology and military task verbs.

**Learning objectives:** In this unit, students will be exposed to new vocabulary, terminology, and acronyms used within operational settings. Through the many interactive quizzes, students will be able to develop their knowledge of report writing as well as writing with a professional, military syntax.

**Outcome objectives:** With these materials, students can improve their ability to write more accurately, proficiently, and succinctly in professional contexts. Finally, Module 5.3 aims to practice these skills in collaboration with other students and through the use of technology.

**Unit at a glance**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Topic</th>
<th>Language</th>
<th>Skill</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.3.1</td>
<td>Command and Control in an operational context</td>
<td>Command and control vocabulary</td>
<td>Reading comprehension</td>
<td>30</td>
</tr>
<tr>
<td>5.3.2</td>
<td>Military operations and battle commands</td>
<td>Firing directions</td>
<td>Reading and speaking</td>
<td>33</td>
</tr>
<tr>
<td>5.3.3</td>
<td>Elements of an AAR</td>
<td>Precision vocabulary</td>
<td>Reading and speaking</td>
<td>34</td>
</tr>
<tr>
<td>5.3.4</td>
<td>Conducting an AAR</td>
<td>Vocabulary</td>
<td>Writing</td>
<td>35</td>
</tr>
<tr>
<td>5.3.5</td>
<td>Writing an AAR</td>
<td>Appropriate register and precision terminology</td>
<td>Writing</td>
<td>38</td>
</tr>
<tr>
<td>5.3.6</td>
<td>Integrating skills</td>
<td>Recognizing and applying relevant information</td>
<td>Writing</td>
<td>38</td>
</tr>
</tbody>
</table>

5.3.1. Command and Control (C2) Terminology in Operational Contexts

This sub-unit focuses on terminology and vocabulary in C2 contexts. Throughout the reading, you can find words that are **underlined and blue** which have a specific meaning for military contexts as well as words in **blue** which are beneficial to learn. Both can be practiced in the exercises at the end of this activity.
Central Terminology

Command. Command is defined as the authority vested in an individual of the armed forces for the direction, coordination, and control of military forces. Command authority is allocated formally to a commander through orders and directives. To command is to exercise that authority by motivating and directing people and organizations. Exercising command requires leadership and decision-making. To make decisions, commanders combine personal experience, training and study with operational situational awareness, understanding and staff advice. Commanders will determine whether a decision is required, what the decision is to be, and when the decision is to be made and enacted. They will then use their command authority and personal leadership to ensure decisions are understood and executed, enabled and supported by control measures.

Control. To control is to manage and direct forces and functions consistent with a commander’s command authority. Control of forces and functions helps commanders and staffs:
- calculate, acquire and apply resources to support the mission;
- develop specific instructions from general guidance;
- integrate and synchronize actions throughout the JOA;
- provide resources to maintain freedom of action, delegate authority and direct operations from any location;
- determine the status of organizational effectiveness;
- identify variance and correct deviation from set standards; and
- provide a means to measure, report, and correct performance.

Decision and execution. Commanders make decisions and should express them clearly and succinctly; this is the cornerstone of effective command. Back-briefs by subordinate commands provide an opportunity for clarification and reinforced understanding. Thereafter, commanders should ensure that the direction is disseminated in the manner they require and that their decision is executed correctly.

Principles of joint and multinational command.

Unity of command. Unity of command means that all the forces operate under one designated commander. It requires a single commander with the requisite authority to direct all forces in pursuit of the agreed objectives or end state. At the military strategic, operational and tactical levels of command, a fundamental tenet of C2 is unity of command, which provides the necessary cohesion for the planning and execution of operations; this is a significant part of a principle of operations – unity of effort.

Continuity of command. Command should be continuous throughout an operation. During an operation further enhancing unity of command is desirable through continuity of command. In principle, 'the commander who plans should execute'; however, circumstances may not permit this. The higher command authority, in consultation with the operational level commander, should arrange a succession of command; an operational level commander should in turn arrange an alternate headquarters to meet operations contingencies.

Mission command. A commander’s responsibility for mission accomplishment is total, but delegation of authority to subordinates and their responsibility to act in support of the higher commander’s intentions are included in the principle of decentralization. Through mission command, commanders generate the freedom of action for subordinates to act purposefully when unforeseen developments arise, and exploit opportunities. Mission command encourages the use of initiative and decentralized decision-making. Commanders who delegate authority to subordinate commanders need to state clearly their intentions, restrictions, designate the objectives to achieve and provide sufficient forces, resources and authority required to accomplish their assigned tasks. Commanders should also identify those operational-level decisions, which are retained, while offering necessary latitude to subordinates.
1. allocate - to reserve or use for a specific purpose
2. exercise - (in this case) use
3. enact - to put into action
4. ensure - to make sure something happens
5. execute - to do something
6. enabled - something that helps or makes something else easier
7. freedom of action - the ability for a commander to take action in an AO the way they want to.
8. back-briefs - to repeat back the main parts of the briefing
9. disseminated - to spread (information)
10. requisite - necessary
11. tenet - principle or belief
12. cohesion - to stick together tightly
13. contingencies - back up plans
14. subordinates - those of lower rank
15. exploit - use
16. latitude - room to manoeuvre

Listening Skills.

You will watch a video about Small Unmanned Aircraft Systems (SUAS), and then discuss the content. Before watching the video, please look at the acronyms and the vocabulary below.

Link: https://www.military.com/video/specops-small-unmanned-aircraft-systems-suas-training

Video by William Blankenship, Senior Airman Robert Dantzler and Thomas Meneguin

Acronyms:
1. SUAS - Small unmanned aircraft system
2. SOCOM – Special Operations COMbat Training Squadrons
3. IQT – Initial Qualifications Training

Vocabulary and Terminology. Explain the following vocabulary terms ahead of watching the video. The Collins Dictionary is useful as it provides pronunciation and learner definitions that should be easier to understand.

a. agile
b. paramount
c. attributes
d. versatile
e. poises itself
f. Portable
g. ‘buttonology’
h. target acquisition and destruction
i. overwatch protective measures
j. situational enhancement tool
k. fixed wing
l. rotary wing
Comprehension Questions

1. The video notes that SUAS include many military capabilities. Which of the six basic military capabilities are addressed in this film?
2. What according to the video are two of the greatest attributes of SUAS?
3. What have you learnt about SUAS? (4 things)

Discussion

1. In which ways could this benefit ground forces during patrols?
2. What are the greatest military capabilities of this system?
3. How could you potentially protect yourself from SUAS being used against you?

5.3.2. Different Military Operations and Battle Commands

Diverse military operations

In military contexts, war can be seen as the type of operation in which every soldier and officer must be prepared to fight. Wars can be defined as defeating and eliminating the enemy’s forces as well as the occupation of territory. However, as technology evolves, wars change and adapt. Nevertheless, there are other common operations in military contexts, which decide for example what kind of ROE (Rules of Engagement) that should be followed. Many armed forces in Europe participate in United Nations (Module 1) and NATO led operations and must thereby have read and understood what is required in certain events.

The Rules of Engagement (ROE) are influenced by the operational, legal, and political spectrum, and should adhere to domestic as well as international law. Depending on the context, the ROE can differ depending on whether it is times of peace or war. In addition, the ROE can regulate how much force and what kind of weaponry systems are allowed, and in which contexts force can and should be used (reactive or offensive).

To determine which procedure should be followed in a certain operation or area of operations (AO), it is important to decide the purpose of each operation. Military operations can be divided into the four groups described below.

1. **Offensive** – used mainly during times of war in order to change the course of events, deter the adversary. Very often, these include violence and force.
2. **Defensive operations** – used to prevent casualties while preparing a future offensive operation.
3. **Stability operations** – these operations cannot be conducted during active combat, but are conducted before and after combat.
4. **Support operations** – provide reinforcement to local authorities, both foreign and domestic. Many peacekeeping operations (UN) can be seen as support operations.
Combined arms – when different combat arms are integrated to achieve mutually complementary effects, where one supports the other, or both support each other. An example is when the artillery and mechanized infantry work together to achieve tactical aims.

Joint operations - when multiple service branches of a country’s armed forces work together on the operational level (e.g. air and navy).

Combined operations - when the military components of several nations work jointly.

Discussion

- Which type of operation is the most vital/common in your nation’s armed forces? Has this changed over the years?
- Can you think of a recent event/scenario for each operation? (Can you think of examples from your own experiences?)

Battle orders

In offensive, and sometimes defensive, operations, armed forces will advance to seize territory. Advancing can be done in different ways, and below you will find four tactical examples for advancing and retreating.

Leapfrogging – dividing an attacking force into at least two parts. Team A suppresses the enemy by firing on the target while Team B changes positions. A signal is given and the teams switch roles.

Fire and manoeuvre/bounding over watch – alternating movement of coordinated units similar to leapfrogging however, without bypassing the other group. This include three phases: suppression, advance and assault.

Marching/walking fire – units advance while firing their weapons without stopping in order to pin down enemy defenders.

Left/Right/Centre peel – a sloped or diagonal retreat from the enemy in which smaller groups of a much larger force withdraw. The smaller group forms a column facing into the enemy’s midst and while using suppressing fire to delay the enemy, the first soldier then moves behind the column towards a side and then continues to fire.

Discuss

What additional advancing tactics are you familiar with?

Now, take a minute to review this vocabulary and complete the interactive quiz. (https://helpsec.eu/wp-content/uploads/2021/02/INCREP-1.pdf)
**NATO and its tasks**

The North Atlantic Treaty Organization (NATO) was founded in 1949, and consists today of 28 European countries and 2 North American countries (2021). NATO protects the people and territory of its members and acts around the principle of collective defence, meaning that if one nation is attacked, then all NATO allies are attacked. NATO is a crisis management organization, which also promotes stability all over the world, for example by fighting terrorism. NATO is further engaged in many ground, air, naval missions, and also conducts training missions and disaster relief.

NATO’s essential and enduring purpose is to safeguard the freedom and security of all members by political and military means. Deterrence is a core element of NATO’s strategy which is supported by nuclear, conventional, and missile defence capabilities, with military and civil resources.

In 2021, NATO has 5 current operations which include air policing, securing maritime areas, securing ground areas, and training missions.

**Source NATO**

Discuss

What is the difference between **deterrence and defence**? Do you think that one action is more important than the other in certain contemporary events/operations?

Read the entire article, including the subheadings, about NATO’s relations with Russia and then answer the questions below.

**Article NATO’s relations with Russia**

https://wzww.nato.int/cps/en/natolive/topics_50090.htm

Comprehension Questions

1. How can the nature of NATO’s relations with Russia before and after 2014 be described?
2. Why has practical cooperation been suspended?
3. What are the Allies' concerns regarding Russia?
4. According to the article, does NATO wish to have a dialogue with Russia?

**5.3.3. After Action Reviews**

An After Action Review (AAR) is used as an instrument after exercises, battles, and events in order to reflect upon what has happened and to learn what may need to be improved upon for next time. AARs exist in both civilian and military contexts and can be oral or written. Often, a written AAR report is generated and filed to assist in the lessons learned process.

There are no restrictions regarding who conducts AAR, for example, S7/G7/J7 generate evaluations on training and exercises whilst S3/G3/J3 might generate an AAR after a specific incident.
Briefly, AAR serve to

- Guide units towards achieving objectives
- Identify lessons learned
- Increase the skills and capabilities of all participants

In your groups or on your own, reflect on discussions you have had after military exercises. How were the discussions held? What different elements were discussed? Do you think evaluating exercises is important? How do you incorporate lessons learned for future/upcoming exercises?

In all AAR, there are four specific phases where different questions are addressed.

<table>
<thead>
<tr>
<th>Phase</th>
<th>Questions to ask</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>What are the objectives we would like to achieve for this AAR?</td>
</tr>
<tr>
<td></td>
<td>What was expected/supposed to happen?</td>
</tr>
<tr>
<td></td>
<td>Which goals were set? What was the plan?</td>
</tr>
<tr>
<td>Preparation</td>
<td>What actually occurred/happened? Did the expectations meet with reality?</td>
</tr>
<tr>
<td>Conduct</td>
<td>What went well and why? Was there a difference between expectations and the actual event, why/why not?</td>
</tr>
<tr>
<td>Follow-up</td>
<td>What can be learned from this? What can be improved and how?</td>
</tr>
</tbody>
</table>

To produce an effective AAR, some key elements should be fulfilled.

- Participation by everyone on the team/group/platoon, even Non-Governmental Organisations (NGOs) or soldiers can and should be included.
- AAR should be conducted immediately after an event
- Focus on intended (different) training objectives (soldier, leader and unit performance)
- Open-ended questions are used
- Focus on determining strengths and weaknesses
- Link performance to subsequent training
- Maintain order and discipline
- Emphasise that the goal is to achieve Army standards
- Make AARs positive in nature

Can you add anything to the key elements listed above which may be important during an AAR?

The level of formality may also differ during AARs, which means that you must adapt your language to the context. Informal AAR might not be written down and are often conducted in the field with the purpose of improving the results of that group/platoon. Formal AAR are often prepared beforehand, conducted with higher rank officers present, documented and analysed to improve general guidelines or SOPs.
Since it is very important that everyone shares their opinion during the AAR, it is prohibited to:

- Lecture
- Critique, criticise or judge performances
- Embarrass soldiers or leaders
- Compare units

**Listening to an AAR**

Watch this AAR video and take notes: AAR to watch (16.36-32.13) (https://www.youtube.com/watch?v=rFRp6T55cZk)

Answer the following questions by clicking on the link here: AAR quiz (https://learningapps.org/display?v=p4pz1m1xt21)

**5.3.4. Conducting an AAR**

1. Watch the following battle scene from the Band of Brothers movie. Then, imagine you were in the battle and conduct an AAR with the other members in your language group. Analyze the battle and the actions. (https://www.youtube.com/supported_browsers?next_url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DuGaXnCgceFg)

2. Before producing the AAR, make sure to select:
   - Someone to take notes
   - Someone to lead the AAR (not necessarily the most senior member of the group).

Remember to address every speaker with respect. Also, ensure that all the aspects of the AAR are addressed. (https://www.youtube.com/watch?v=uGaXnCgceFg)

3. After, you have conducted the AAR orally and recorded the notes and the aspects, which need improving, ensure everyone has a copy.

4. Now, reflect individually on:
   - at least one thing you found difficult to express /say in English
   - one aspect you needed re-clarification on.
5.3.5. Write an AAR

Based on the AAR conducted in class (5.3.4.) in which each person partook as if they had taken part in the battle here, write an AAR memorandum based on the notes taken in class. Include clear divisions and headings incorporating the steps below.

Reference Material:

1. 5.2.1. and 5.2.2.
2. Effective Writing for Officers
3. A (Canadian) Writing Guide

5.3.6. Integrate Skills

The After Action Review Process

LEARNING FROM TRAINING

• There is an old saying that “practice makes perfect”, but is this always the case? If a group of soldiers are taken to the range, given 100 rounds of 5.56mm ammo, and told to shoot at a target, would they be better shots after there are 100 empty casings lying on the ground?
• What if those same soldiers were taken to the range and each given 10 rounds of 5.56mm ammo and told to shoot at a target but there were experienced and skilled marksman there who took the time to coach them after each shot? Would the results be different?
• Do you agree that in the end it is not pulling the trigger 100 times that makes a marksman, it is learning from each trigger squeeze so that you can improve the results of the next?
• What are your thoughts on the following statements “practice makes perfect” whereas, it is in fact “perfect practice that makes perfect”.

(Adapted from the AAR process, learning more from our training)

A. Write a short summary outlying your thoughts in relation to the above questions. Draw from knowledge and examples covered in previous units. (200-350 words).
B. The AAR PROCESS - Learning More from Training

In unit 5.3.3, the four phases of the AAR process were covered. With the knowledge, you have acquired in the previous units see if you can add information to the different stages – the first one or two processes in some steps have been completed for you:

Step 1. – Planning

AAR’s should be conducted during or immediately after each critical event. Critical events are those events that are key to accomplishing each task to the specified performance standards.

- Where will be the best place to conduct an AAR?

Step 2. – Preparation

- Ensure that everyone involved in the AAR process has a good grasp of the doctrine, TTP’s (tactics, techniques and procedures) related to the tasks being trained.
- Collect any observations from observers.

Step 3. – Conduct

- Introduction and rules: How familiar are troops with the AAR process will determine how much of an introduction is required.
- It should be emphasized that an AAR is not a critique. No one, regardless of rank, position or strength of personality has all of the information or answers.

•

•
Step – 4. Following up (using the AAR results)

- Keep track of the points to be followed up on, and ensure that the next scenario includes opportunities to practice and observe them.

(Adapted from the Canadian Armed Forces After Action Review (process, Vol 6 No.3))

B. Command and Control Terminology in Operational Contexts

The words selected in the quiz were covered in unit 5.3.1. see how many you can remember.

https://learningapps.org/watch?v=pszdc4m32a22
5.4. Correspondence

Thematic goal: The thematic goal of Module 5.4, Correspondence, is to introduce you to various types of correspondence - both within military and civilian settings - as well as to the lexicogrammatical phrases needed for different types of correspondence. This module also focuses on peer reviews and giving feedback on writing using specific models for feedback.

Learning objectives: In this unit, students will be exposed to new vocabulary for correspondence. Through the many interactive quizzes, students will be able to develop their knowledge of a professional, military style of writing.

Outcome objectives: With these materials, students can improve their ability to write more accurately, proficiently, and succinctly in professional contexts. Further, this portion of Module 5 aims to practice these skills multi-modally.

Unit at a glance

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Topic</th>
<th>Language</th>
<th>Skill</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.4.1</td>
<td>Internal/External correspondence</td>
<td>Formal/Informal language</td>
<td>Reading comprehension</td>
<td>41</td>
</tr>
<tr>
<td>5.4.2</td>
<td>Emails</td>
<td>Cohesive devices</td>
<td>Writing</td>
<td>42</td>
</tr>
<tr>
<td>5.4.3</td>
<td>Correspondence Role play</td>
<td>Editing for coherence, conciseness and correctness</td>
<td>Writing</td>
<td>46</td>
</tr>
<tr>
<td>5.4.4</td>
<td>Formal letters</td>
<td>Register, tone and style</td>
<td>Writing</td>
<td>49</td>
</tr>
<tr>
<td>5.4.5</td>
<td>Peer reviewing written products</td>
<td>Feedback and editing</td>
<td>Writing</td>
<td>53</td>
</tr>
<tr>
<td>5.4.6</td>
<td>Integrating skills</td>
<td>Appropriate register</td>
<td>Writing</td>
<td>55</td>
</tr>
</tbody>
</table>

5.4.1. Correspondence

Read or watch the PowerPoint presentation below to learn more about the language, style, tone, organization, and some specific mechanics of correspondence for internal (military) and external (civilian) recipients. Then utilize the interactive quizzes that follow to test your knowledge.

Language for Correspondence
https://helpsec.eu/wp-content/uploads/2022/03/5.4.1-Language-for-correspondence-1.pptx
5.4.2. Writing an Email

Emails are used in both personal and professional contacts. However, standard guidelines for emails differ depending on use: professional or personal. This includes both computer security (COMPUSEC) as well as writing clear and understandable emails.

Armed forces have different servers to increase the security. However, always consider the following:

- Remember Operational Security (OPSEC) and Computer security (COMPUSEC). Even unclassified information can give valuable information to an adversary. OPSEC refers to keeping information about operations safe, whilst COMPUSEC refers to the security of the computer systems, as well as preventing unauthorized people to gain access to a computer system.
- Lock your computer when you leave your workstation to prevent anyone from reading your e-mail or sending unauthorized messages from your account.
- Remember that emails are stored and saved, but can also easily be forwarded. This means after an email is sent, it becomes an official document.
- Classified material should never be stored or transmitted on an unclassified computer network or system.

Email is a quick and convenient way to contact anyone within an organization, but follow the chain of command. Get approval before sending emails to large groups or the public. Avoid spamming people; use "reply all" sparingly.

Emails might also not the best choice of communication; consider face-to-face conversations, phone calls, or personal letters which, can be more appropriate in certain contexts.
Discuss: When is it preferable to have a face-to-face conversation instead of writing an email? When should a personal letter be sent?

**Personal emails**

Personal emails are often sent to friends and are not work-related. When sending emails to close colleagues, the tone can be more informal and thus more personal. Nevertheless, you should always keep in mind that the emails might be forwarded to someone else so keep the tone professional.

Personal emails might not have a structure in the same sense as official emails, thus you are free to structure a personal email in any way you would like. Also, in personal emails you might want to express emotions in different manners, for example by using emojis which you avoid in official emails.

Personal emails often include the following:
- Slang
- Emoticons
- Abbreviations (inappropriate in professional language e.g. LOL)

**Professional and official emails**

Professional and official emails are official documents, and they are often used in military contexts when you wish to communicate with a certain position(s), rather than a certain person. Thereby, official emails are the type you will most likely encounter in your daily working life. Examples of when you send an official email are distribution of Operation Orders (OpO, see Module 6.5), visitor programme and schedule, meeting request, and minutes.

Since different positions can receive hundreds of emails per day, keep your email as easily readable as possible, which is done by making the official emails stay:
- Focused
- Organized
- Clear
- Understandable
- Supported

It is important that official emails try to convey the message as clearly and precise as possible. That means that the most important part of the email is the body. You can revise how you begin and end an email from the previous class if you are unsure.
Subject line

The subject line must communicate your purpose and be specific, using keywords as those below so the recipient can prioritize the emails. The subject line should be a short description of the email. Try to keep a 5-7 word limit. If you forward or reply to an email, make sure you remove “RE” or “FW:” it this does not help the recipient to understand the context.

- ACTION – Compulsory for the recipient to take some action
- SIGN – Requires the signature of the recipient
- INFO – For informational purposes only, and there is no response or action required
- DECISION – Requires a decision by the recipient
- REQUEST – Seeks permission or approval by the recipient
- COORD – Coordination by or with the recipient is needed
- URGENT - Time-critical information included

Greetings

The first sentence in an email should be a greeting to the recipient. Make sure you address people with their rank/title. If you do not know who will answer the email, you can always write sir/madam. Choose whether you include the first name or surname, but do not include both if you use dear.

Dear Colonel Richards,

The email body

- Lead with the most important information. Make sure that the recipient reads the most important information firstly, and could act upon that.
- Use topic sentences in the beginning of each paragraph. Summarise all content in every paragraph as the first sentence, so the recipient can easily scan through the email body and receive an overview quickly.
- Use bold, italics, or even colour to emphasize key sentences.
- Capture critical information and describe the issue. Think about what the recipient needs to know, in comparison to all the information you have.
- Describe the current status and actions taken. Make sure that you include both points in order to give the recipient a better understanding of the situation.
- Clearly, state expected and requested actions when appropriate. Make sure you explicitly state (often in its own paragraph) what you need, expect and request.

Different structures of emails

In order to write an organized and clearly structured email, there are three different methods that can be used: BLIND, BLUF, eSSS.

The BLIND method

- Often used for quick messages
- To inform higher superiors or leaders to take a decision or to act

BL = Bottom Line
I = Impact on the organization
N = Next steps to be taken
D = Details to support the bottom line and any significant discussion points
Example of BLIND

Dear Colonel Tarpaga,

This email is to inform you about the coming aerial reconnaissance this October as well as requesting support. The Helicopter Task Force will conduct aerial reconnaissance from October 12 to October 21 in the Bravo AO where our aggressors have conducted armed attacks.

The Helicopter TF will not be available for any call fire during this period.

With regard to the present situation, we urge the request be granted urgently.

If the provision for needs is granted, we will also be able to cover Delta group AO.

Regards,
Captain Alvarez
Helicopter Task Force

The BLUF method

The BLUF method is shorter than BLIND and can be used when there is little time to write. The BLUF should quickly answer the five W’s: who, what, where, when, and why.

BL – Bottom Line
UF – Up Front

Example of BLUF

Captain Andersson,

We need to debrief the commanding officer ASAP.

I will bring the mission command. Can you bring the arms’ treaty?

Regards,
Lieutenant Colonel Eklund

The eSSS method

This method is used when you specifically want to brief status updates and opinions.

E – Electronic
S – Staff
S- Summary
S- Sheet

The common eSSS headings, in order, are
PURPOSE
BACKGROUND
DISCUSSION
VIEWS OF OTHERS
RECOMMENDATION
Vocabulary
• Organisational Mailboxes (OMs) are shared e-mail accounts specific to an organization.
• Distribution Lists (DLs) are specific groups of e-mail addresses and/or other distribution lists aggregated into one named list. When sending e-mail to a DL, every individual in the list receives a copy of the e-mail. Send e-mail to DLs sparingly.

Use the appropriate and correct vocabulary.

How many NATO task verbs do you know? Complete the quiz!
(https://quizlet.com/572593435/task-verbs-flash-cards/)

Write an email regarding the following situation using the different methods described above.

You are working in the J5 unit in the United Nations mission MONUSCO, which plans future operations in the Democratic Republic of Congo, and you wish to contact the liaison officer (LNO) to request information about incorporating local tribes in the planning of the next operation.

5.4.3. Correspondence Role Play

Scenario
Lieutenant Alex Nilsson is a platoon commander in A Company 2nd Battalion of the Swedish Life Guard Regiment based in Stockholm. As part of his duties as the unit historical officer, he is planning a trip to London on 11 March to visit The Royal Regiment of Fusiliers Museum, which is located in the Tower of London, as his regiment is affiliated with The Royal Regiment of Fusiliers. It is also his intention to visit the Naval Academy in Portsmouth as the regiment is planning to run a regimental overseas adventurous training activity there in the summer and would like to use their facilities and equipment.

Read the emails focusing on language register and style.
How do they explain their reason for writing, underline the relevant phrases?
- After Lt Nilsson had written to the academy, he remembered that he needed some more information, so he sent another email.

- Lt Nilsson is now waiting for replies from the museum and the academy.
In three groups, write the correspondence between them. You will be given role cards which provide information, but you must decide exactly what to write. When you have written an email, ‘send’ it to the correct group. Then wait for a new card (there are three cards for each group).

Card number 1

Lt Nilsson discovers that his flight has been changed and that he will arrive in the UK later than expected. He now writes to Roderick Pendleton to request a change of time/date (students decide details). Unaware of this, the Roderick Pendleton replies to the previous mail, agreeing to Lt Nilsson’s proposal. Captain Clarke does likewise; also including the requested travel information. (Students decide details).

Card number 2

Lt Nilsson now writes to Captain Clarke, responding to their previous mail and additionally asking for an equipment demo and the chance to meet some instructors while in Portsmouth. Roderick Pendleton replies to Lt Nilsson, informing him that he can meet on 12th March (students decide details). Captain Clarke receives a message informing him that he is to attend an important meeting in London on 12 March. He writes to Lt Nilsson to say that he will be meeting with Lt Mike Farqua instead.

Card number 3

Lt Nilsson now replies to the two previous emails appropriately (students decide details). Roderick Pendleton discovers that the museum will be closed on 12th March for a medal ceremony. He now writes to Lt Nilsson to inform him that the new appointment will also have to be changed (students decide details). Captain Clarke finds out that Lt Mike Farqua will also be otherwise engaged on the 12th March. He writes to Lt Nilsson to inform him.
Register Tone and Style

Register can be described as the speech variety shared by a particular group of people such as a group of professionals (e.g. security or military language). It is marked by special grammatical constructions and vocabulary.

In written texts, layout features are also characteristics of register. The tone and style of a text are determined by issues such as degrees of directness and sensitivity, and how appropriate the level of formality of the language used is in relation to the reader of the text.

Read and Revise

A flypast from an Air Force base, organized as part of a memorial service for members of the armed forces from the local community killed in action, solicited a number of complaints to the local news service. These were published under the heading “A jet-propelled wake-up call”.

The complaints included the following points:

- The excessive noise of the low-flying F-16 aircraft on the day.
- The frequency with which such incidents occur early in the morning in a community where many work irregular hours.
- The risk to the local community of accidents associated with flights at such low altitudes.
- The effect on wildlife, domestic animals and household pets.
- General dissatisfaction about having the base located in the area including the impact on property prices.
Dear Readers of “A jet propelled wake-up call”.

I will respond to all of your concerns about the recent fly-over at around 0912 of a perfectly timed 4xSHIP fixed wing formation. All flying complaints are looked at individually and examined in details, but this ones are ridiculous as it was a flyover to remember our colleagues which fell in action in Mali last month.

I. There family and friends were together at the base to grieve and mourn at loosing their loved ones and to pay their respect. It makes me sad to think that you people are more concerned about your dogs and cats than your fellow countrymen that gives their life for you.

II. Your complain too about how often we fly low. Low flying is a essential skill for military aircrew. Our Forces have deployed repeatedly to potential trouble spots around the world to protect your freedom, usually with a little or no warning. They have to do a variety of roles including RECCE, fast-jet or rotary wing Ops, SAR, transporting troops and the delivery of CIMIC aid to remote locations. And, you thank them by being petty about the odd fly-by training.

III. You also go on about the fact that we are keeping you awake at night! Thats just rubbish. Whatever missions we ask our Armed Forces to make, the aircrew must be able to fulfil the task as effectively as possible, so we need training for that! Current OPs around the world see aircrew of both fixed and rotary wing aircraft undertaking flights at low level.

IV. It seems to me that you think the community would be better of without us. But what would happen to the value of your property if the jobs the base provide was no longer there???

If you have any more complaints you can leave them to our website.

T.K. Brannagh
Colonel
Commanding Officer
FORCE POSTURE FROM THE COMMANDER ISAF’S AFGHANISTAN UPDATE (NATO WEBSITE TEXT)
In addition to reorienting to functionally based security force assistance, we are fully engaged in re-posturing the force to accommodate reductions in force levels and prepare for the Resolute Support mission.

We are carefully balancing operational requirements with redeployment imperatives and force protection. During this period, we closed or transferred 23 bases and sites of tactical infrastructure. These adjustments were aligned with the ISAF Theatre Basing Road Map and our plans for election support. These force posture adjustments have and will continue to significantly reduce our operational reach and situational awareness. We will strive to mitigate these challenges with expeditionary reach capabilities while leveraging the knowledge and support of our Afghan partners. We will further mitigate risk by maintaining an appropriate reserve combat capability. The appropriate composition of Security Force Assistance Teams (SFAT) to match the Afghan need is critical at this stage in the campaign. I also consider the full manning of the remaining SFATs as crucial in order to maximize partnering opportunities in the remaining months of the ISAF campaign and to facilitate transition to the Resolute Support mission.

(“Force posture,” broadly defined, means current force capabilities: where the forces are and how they’re postured, military actions taken (whether in exercises or in conflict), infrastructure and policy about all of the above.)

3. Shifting style: noun phrases
In professional writing, different forms of language can be used to:
• create variety in writing,
• avoid repetition
• be concise (by packing a great deal of information into fewer words)
• achieve a more formal style and professional tone

In sentence 2, verb phrases replace the noun phrases. What is the effect on the register?

1. “I also consider the full manning of the remaining SFATs as crucial in order to maximize partnering opportunities in the remaining months of the ISAF campaign and to facilitate transition to the Resolute Support mission.”
2. “I think it is crucial to fully man the remaining SFATs in order to maximize our opportunities to gain partners...and to make it easier to change over to the Resolute Support mission.”
3. Practice: shifting to a more formal style
4. Incorporate noun phrases to facilitate a more appropriate register

The text below has been taken from the Civil Contingencies Agency website.
i) How does the style and register compare with the NATO website text?
ii) Which is easier to read?
iii) In the second last line, the word “wherein” has been used. What does it mean?
CIVIL EMERGENCY PLANNING/CRISIS MANAGEMENT IN SWEDEN

The Swedish structure, which plans civil emergencies, is coordinated by MSB, which holds the mandate for a holistic and all hazards approach to managing emergencies. This includes the entire spectrum of threats and risks, from everyday accidents up to major disasters.

Protecting civilians is defined as making sure the public are safe in the form of protection from incidents, accidents and other types of emergencies and disasters. The Swedish emergency preparedness system aims to protect life and health, critical infrastructure and fundamental values from all types of hazards and risks through a comprehensive programme including preventing, planning, being prepared, responding and recovering.

Many of society’s activities are highly interdependent. For example, society would not continue to function effectively without electricity, telecommunications and IT. To ensure that emergency management takes this being dependent on each other into account, the planning and resource allocation for peacetime emergency preparedness is built upon a system wherein the various stakeholders are jointly responsible for reinforcing Sweden’s overall capacity to manage emergencies within, and across sectors.

b) Verb Choice

There are often two (or more) choices to express an action or occurrence. Choose a single verb when possible.

Consider:

Given how quickly conflicts build up, commanders must routinely put spontaneous decisions into practice.

Could be re-written thus

Given how quickly conflicts escalate, commanders must routinely implement spontaneous decisions.

Choose the verb from the list that best replaces the verbs in italics in the extracts.

<table>
<thead>
<tr>
<th>determine</th>
<th>attribute</th>
<th>decline</th>
</tr>
</thead>
<tbody>
<tr>
<td>develop</td>
<td>eliminate</td>
<td>maintain</td>
</tr>
</tbody>
</table>

1. The errors can be **put down** to poor discipline.
2. We have **come up with** a number of alternative COAs.
3. The purpose of this mail is to try to **figure out** whether the use of drones **gets rid of** the risk of fatalities during surveillance operations.
4. Although the Officers’ Association has been able to **keep up** membership levels, the number of active members has **gone down**.

Complete the quiz on effective military writing

https://learningapps.org/display?v=phgfb2u9c22
5.4.5. Peer Review

This session will give you an opportunity to peer-review someone else's formal letter and e-mail as well as to receive feedback on your own letter and e-mail from the previous units. You will work in pairs. After you have proofread someone else's letter and e-mail you will discuss with them your thoughts on how their writing could be improved.

Giving Feedback

Use the Feedback Arrow below to help you.

- **Suggestions**
  - Make specific suggestions for what the writer can do to improve their work.

- **Concerns**
  - What, if any, aspects of the writing concern you? Is the tone not always appropriate, or the writing not polite enough?

- **Strengths**
  - Comment on what the writer does well.

- **Clarifications**
  - Ask the writer for clarification if the writing is unclear at times.
Based on the four categories above, Clarifications, Strengths, Concerns, and Suggestions, provide the writer you are peer reviewing with feedback in each of the four categories. If there are multiple comments in each category, please include them.

**Receiving Feedback**

Now it is time to receive feedback on your writing from a peer. Receiving suggestions for improvement on something that you have worked hard on can be challenging, and hard to accept at times. Remember, that the person giving feedback is not judging you personally and that the comments are made in order to help you improve your writing. To this end, follow the chart below to gauge your response to the feedback and try to remain on the blue stair to the right where you are open for other’s opinions and suggestions. Note though, that you do not need to accept their suggestions as truths and make the changes they suggest. In the end, you are the writer.

To show how the process should work, please follow the example:

**Person 1 Amanda**

**Person 2 Fredrik**

Amanda reads Fredrik’s e-mail and letter, and Fredrik reads Amanda’s e-mail and letter. Fredrik and Amanda both make comments on the samples they received according to the Feedback Arrow above. Then they sit to discuss the feedback with each other. Amanda can begin giving feedback.
5.4.6. Integrating Skills

Try the quiz below to see how much you remember from the previous modules on writing
https://learningapps.org/watch?v=pva5fr8b522
Incorporating feedback received into your writing

Synthesize and prioritize.

- If you have received feedback from more than one source, it may be helpful to synthesize the feedback, combining it in a summary or individual bullet points.
- Read through all the written feedback you have, and try to find patterns. For instance, are there many comments about structure, grammar, word choices? What do multiple reviewers/sources of feedback seem to agree on? Highlight any repeated advice.
- For small-scale suggestions (e.g., grammar corrections, suggestions of words to cut or change), decide whether you will make these changes first, or save them for after you have addressed higher-order concerns.
- You might make a chart, or list, including each person’s higher-order concerns (suggestions about structure, ideas, and patterns that apply to your writing as a whole, usually, you will find these in the teacher’s comments), to help you see the overlaps and patterns between them.
- You might not be able to incorporate all feedback. Make a list of your action items, prioritizing your top concerns (topic sentences, paragraphing and structure in that order) after you have synthesized the feedback you have received.

(https://owl.purdue.edu/owl/research_and_citation/conducting_research/writing_a_literature_review.html)

Writing Task

You are working in the HQ of the UN Mission in Mali (MINUSMA). Benot Courtier, the head of an NGO called ‘Malicare’ based in the capital city, Bamako, has requested your help in escorting a food and medicine convoy through an area known for insurgent attacks.

Read the notes below then write an email in reply including the following information:

1. Agree to provide support and request further information required for the task (e.g. number and type of convoy vehicles/available civilian personnel, etc.).
2. Explain the challenges of this task why the convoy route you chose is the best.

Write 300 to 350 words.

Notes:
- Cargo plane landing Bamako-Sénou Airport 2300hrs (issues with night operations.)
- Preferred convoy route (e.g. blue- see map) through urban area, avoiding city centre (two bridges)
- Distribution site – International Medical Corps in N. Bamako (see map)
5.5. Human Intelligence

**Thematic goal:** The thematic goal of Module 5.5, Human Intelligence, is to introduce you to various aspects of intelligence analysis and intelligence gathering.

**Learning objectives:** In this unit, you will be exposed to new vocabulary for Intelligence Reports (INTREPs) as well as Intelligence, Surveillance, and Reconnaissance (ISR). Through the many interactive quizzes, you will be able to develop your knowledge of a professional, military style of writing and reading.

**Outcome objectives:** With these materials, you can improve your ability to write more accurately, proficiently, and succinctly in professional contexts. Further, this portion of Module 5 aims to practice these skills multimodally.

**Unit at a glance**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Topic</th>
<th>Language</th>
<th>Skill</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.5.1</td>
<td>Human Intelligence</td>
<td>Precision vocabulary including acronyms and abbreviations</td>
<td>Speaking &amp; reading comprehension</td>
<td>57</td>
</tr>
<tr>
<td>5.5.2</td>
<td>Questioning principles for HUMINT</td>
<td>Direct and indirect questions</td>
<td>Reading comprehension, Writing</td>
<td>61</td>
</tr>
<tr>
<td>5.5.3</td>
<td>How to verify a source</td>
<td>Countable and uncountable nouns</td>
<td>Reading comprehension</td>
<td>63</td>
</tr>
<tr>
<td>5.5.4</td>
<td>Intelligence, Surveillance and Reconnaissance</td>
<td>Precision vocabulary</td>
<td>Speaking and reading comprehension</td>
<td>67</td>
</tr>
<tr>
<td>5.5.5</td>
<td>Acting on an intelligence reports</td>
<td>Specific vocabulary pertaining to intelligence reports</td>
<td>Reading comprehension</td>
<td>70</td>
</tr>
<tr>
<td>5.5.6</td>
<td>Integrating skills INTOPT &amp; INTSUM</td>
<td>Using correct vocabulary Precise language</td>
<td>Speaking and writing</td>
<td>75</td>
</tr>
</tbody>
</table>

### 5.5.1. Human Intelligence (HUMINT)

This unit includes the following elements:
- Acronyms and abbreviations associated with HUMINT
- The role of HUMINT Operators (Intelligence Officers)
- HUMINT collection methods
- Difference between HUMINT and other Intelligence Collection Methods

How well do you know your acronyms and abbreviations in the area of Human Intelligence (HUMINT)?

[https://learningapps.org/display?v=pzcrv2n6n22](https://learningapps.org/display?v=pzcrv2n6n22)
**Definition:** HUMINT is the collection by a trained HUMINT Collector of foreign information from people and multimedia to identify elements, intentions, composition, strength, dispositions, tactics, equipment, personnel, and capabilities. It uses human sources as a tool and a variety of collection methods, both passively and actively, to gather information to meet the commander’s intelligence requirements and cross-cue other intelligence disciplines. (*Field Manual 2-22.3*)

HUMINT ‘operators’ are typically referred to as Intelligence Officers who use talent spotting, rapport building, and source recruitment to collect on information requirements.

**Roles of HUMINT Operators**

The role of a good HUMINT officer is to identify sources and groups who have access to required information (usually secret or classified information) and build relationships to extract or collect this information. While HUMINT collectors are probably best known for their role in recruiting spies and foreign agents, they routinely collect and report information from friendly forces, civilians, refugees, and local inhabitants too. HUMINT operators also work in liaison roles with other agencies or foreign militaries, screen various personnel, or serve as an interrogator of captured enemy personnel or suspected criminals.

Look at the list of HUMINT operators’ roles above. Reflect on what type of skills and insights such operators should (or must) have; this might relate to education, training, professional skills, as well as personal traits. Then condense your thoughts and draft a brief written description of the ideal HUMINT operator (approx 150 words).

**HUMINT Functions**

HUMINT functions are interrelated, mutually supporting, and can be derived from one another. No single function or technical capability can provide a full understanding of the adversaries. HUMINT functions are defined below:

HUMINT Roles and Functions

<table>
<thead>
<tr>
<th>Roles</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capabilities</td>
<td>Collection</td>
</tr>
<tr>
<td>Intentions</td>
<td>Debriefings</td>
</tr>
<tr>
<td>Order of Battle</td>
<td>Screening</td>
</tr>
<tr>
<td>Vulnerabilities</td>
<td>Liaison</td>
</tr>
<tr>
<td>Intent</td>
<td>HUMINT Contact Operations</td>
</tr>
<tr>
<td>Shapes Blue’s Visualization of Red</td>
<td>DOCEx</td>
</tr>
<tr>
<td></td>
<td>Interrogation</td>
</tr>
<tr>
<td></td>
<td>Tactical Questioning</td>
</tr>
<tr>
<td></td>
<td>Analysis</td>
</tr>
<tr>
<td></td>
<td>Trends</td>
</tr>
<tr>
<td></td>
<td>Patterns</td>
</tr>
<tr>
<td></td>
<td>Analytical Tools</td>
</tr>
</tbody>
</table>

**Task 1.**

In the box above you see seven HUMINT collection functions. Those same functions are described below. Your task is to match the functions from the box with the appropriate descriptions below.
HUMINT collection, methods, and operations include:

1. This can provide critical information for situational understanding. Tactical questioning is the expedient initial questioning for information of immediate tactical value. Soldiers conduct tactical questioning based on the unit's SOP, ROE, and the order for that mission. Unit leaders must include specific guidance for tactical questioning in the order for appropriate missions.

Answer

2. HUMINT elements conduct this activity with multinational, and HN (host-nation) military and civilian agencies, and include NGOs. This is conducted to obtain information of interest and to coordinate or deconflict HUMINT activities.

Answer

3. These activities are tactically oriented, overt collection activities that use human sources to identify attitude, intentions, composition, strength, dispositions, tactics, equipment, target development, personnel, and capabilities of those elements that pose a potential or actual threat.

Answer

4. This activity is the systematic effort to procure information to answer specific collection requirements by direct and indirect questioning techniques of people who are in the custody of the forces conducting the questioning.

Answer

5. This is the systematic extraction of information from all media formats in response to collection requirements.

Answer

6. This is the process of evaluating and selecting human and media sources for the prioritized collection of information in support of commander's priority intelligence requirements (PIR)s and intelligence requirements (IR)s. This process categorizes and prioritizes sources based on the probability of a particular source having priority information and the degree of difficulty of extracting that information from the source. While this is not in itself an information collection technique, it is vital to the rapid collection of information.

Answer

7. The systematic questioning of individuals to procure information to answer specific collection requirements by direct and indirect questioning techniques. Sources for debriefings are categorized as friendly forces, US and non-US civilians to include refugees, displaced persons, and local inhabitants.

Answer
Intelligence in an Increasingly Open Environment

To illustrate this increasingly open environment, imagine the current open-source intelligence environment as its own sovereign intelligence enterprise. There are space-based remote sensors. Maxar and Planet conduct the geospatial intelligence mission, delivering near-persistent high-resolution satellite imagery that allows analysts to document troop movements and build-ups in detail. On the ground, sensors are everywhere often in the form of mobile phone cameras capturing military movements. On Twitter, TikTok, and Telegram, additional human sources with varying credibility and access are sharing real-time updates on key indicators, like long queues for gasoline or intensifying shelling in Donetsk. What becomes clear in processing all of this data, however, is that insight into capabilities is often plentiful, while insight into intentions can be sparse. Amid this backdrop of seemingly universal transparency, governments are reassessing their relationship with secrecy. While secrecy is not dead it has grown sluggish in its old age.

Clear Capabilities and Murky Intentions

The relationship between capabilities and intentions is one of the eternal tensions in intelligence analysis. One unfortunate historic lesson is that when decision-makers (and all humans for that matter) lack insight into what others are thinking, they often substitute their own judgments. This has been the case in numerous well-documented intelligence failures, and contributed significantly in to warning failure during the Korean War and prior to Iraq’s 1990 invasion of Kuwait.

Careful Candor

The American declassification campaign is not without risk. There is certainly risk to sources and methods. Fearing that sensitive, singular information may be leaked or disclosed without robust consultation, the intelligence community might restrict information sharing. The bigger risk is one of trust. When publicizing intelligence information as part of a crisis, decision-makers need to carefully evaluate how the message will be received and understood by the intended audience. Intelligence is often ambiguous, uncertain, and even contradictory. Sometimes it is wrong. It is a tool for reducing uncertainty, not eliminating it. Injecting intelligence with all its caveats and uncertainties into a hyper-charged information environment carries tremendous risk for the messenger. Opponents will capitalize on any opportunity to "prove" accusations wrong. As Michael Allen writes, “intelligence isn’t perfect, if it were, it would be called information”.

Too Soon to Tell

One thing is certain: we are witnessing the most information dense conflict in the history of war. In an era when anyone can be an intelligence collector, analyst, and consumer, the Russian invasion of Ukraine will force every nation and its intelligence services to more carefully calibrate the relationship between intelligence, diplomacy and public opinion.

Adapted from War on the Rocks Jake Harrington (March 1, 2022)

Reflect and Research

- Speculate what the writer means by “What becomes clear in processing all of this data, however, is that "insight into capabilities is often plentiful, while insight into intentions can be sparse".
- According to the writer, lack of insight to what others are thinking has been the cause of many intelligence failures. Why do you think this maybe so, and research some examples when intelligence operations failed.
- Why do you think the relationship between intelligence, diplomacy and public opinion is so important?
5.5.2. Questioning Principles for HUMINT

Developing and using good questioning techniques enable the HUMINT collector to obtain accurate and relevant information and to extract the maximum amount of information in the minimum amount of time. Questions should be presented in a logical sequence to avoid neglecting significant topics. The HUMINT collector must at all times remember that their mission is the rapid collection and dissemination of accurate information. They must not allow themselves to be sidetracked into non-relevant discussions or debates. The HUMINT collector should use vocabulary that is clear, unambiguous, and understandable by the source. Without good systematic questioning techniques, even the most cooperative source may provide only minimal usable information.

Adapted from FM 2-223 [Link]

1. DIRECT QUESTIONS:

Direct questions are basic questions normally beginning with (who, what, where, when, how, or why) and requiring a descriptive answer. They are brief, precise, and simply worded to avoid confusion.

TYPES OF DIRECT QUESTIONS

Read and reflect on the following list

- **Initial**: The initial questions are directed toward obtaining the basic information on the topic. In other words, they are the “who, what, where, when, how, and why” of each topic.
- **Non-pertinent**: Non-pertinent questions are questions that do not pertain to the collection objectives. They are used to conceal the collection objectives or to strengthen rapport with the source.
- **Follow-up**: Follow-up questions are used to expand on and complete the information obtained from the initial questions. Often even if the initial question is a well-constructed direct question, it will elicit only a partial answer.
- **Repeat**: They are a method to confirm accuracy of important details such as place names, dates, and component parts of technical equipment and to test truthfulness.
- **Controlled**: They are used to check the truthfulness of the source’s responses and should be mixed in with other questions throughout the questioning.
- **Prepared**: Prepared questions are used primarily when dealing with information of a technical nature or specific topic.

2. Discussion

- In pairs discuss what type of questions should be avoided
- How important is non-verbal communication (e.g. eye to eye contact, body language, active listening, …..)
- “Red Death” Intelligence Gathering

(Adapted from the Marine Corps Gazette)
Situation

You are the new commanding officer of A Company, 1st Bn, 1st Marines. You have been in command for one week since the relief of the previous company commander following an “unauthorized deadly force incident.” Your predecessor had ordered his Marines to “shoot down” a commercial quad-copter hovering over the company position with automatic weapons. This engagement killed two local children, and several more people in the surrounding farmland were wounded.

- Since this incident, the battalion forward operating base (FOB) has been periodically hit by sporadic mortar and rocket fire. These indirect fire (IDF) attacks appear to be unobserved with no evident adjustment of fire, and no more than seven rounds per volley. The timing of some attacks corresponded to the muezzin’s calls-to-prayers from several local mosques while others occur at random times—both day and night.

- To date, only three Marines have been wounded by these attacks. The battalion’s counter-mortar radars have been largely successful in locating the points of origin for these attacks; however, these have uniformly been located in congested residential and commercial areas in the surrounding farmland and on the outskirts of Zinna Usween. As a result, counter-fire has not been authorized.

A. You are members of the HUMINT team and have been tasked to identify and locate the faction groups conducting the attacks. You have met with two possible leaders of the Zinna Usween Freedom Fighters, and need to elicit information in order to prevent further disruption of the JTF’s (Joint Task Forces) mission.

Discuss and then write down what questions you would ask.

B. You are part of a HUMINT team on an intelligence gathering operation along with IMINT (imagery intelligence), COMINT (communications intelligence) Multiple IMINT (imagery intelligence), HUMINT (human intelligence), and COMINT (communications intelligence). Your sources have confirmed that teams with small arms which are mounted in commercial trucks are on the move.

Additional intelligence is required, in pairs discuss and write down what questions you would ask.

- From previous intelligence the area around the AL Zarad mosque on the outskirts of the city has been the most frequently used firing position. There have been rumours that there may be a “workshop” close to the mosque where the improvised rocket launchers are being assembled and stored. The Imam from the AL Zarad mosque has offered to meet with you.
C.

- Discuss and then note in writing what questions you would ask the Imam in order to gain timely and accurate intelligence.
- Consider also non-verbals and maybe even cultural/religious sensitivities.
- Remember to incorporate the different question types and approaches you have already learnt in this unit.

Obstacles to the development of HUMINT capabilities


Research responses to the statements below and be prepared to present why these obstacles could obstruct HUMINIT capabilities:
- The inability to recruit people who are “different” due to a misperception of security risk factors.
- A third obstacle to HUMINT and https://military-history.fandom.com/wiki/Intelligence_analysis in general is effective information sharing across the https://military-history.fandom.com/wiki/United_States_Intelligence_Community

5.5.3. Intelligence Vocabulary

During the intelligence process, information is gathered from sources. Only when the validity of the information and the credibility of the sources have been weighted together with other intelligence does the information become intelligence. Once the intelligence is determined, an INTREP is written. Then, INTSUMs are written as a summary of a number of INTREPs.

For INTREPs and INTSUMs, precise vocabulary is used to indicate how reliable the sources are and how much validity the information has. Each term or phrase has a precise meaning, so that any reader will clearly understand how reliable the information is. These terms can be seen and practiced below. First, though, take a look at when to use some or any.
1. Some/any

The words some/something, any/anything, none/nothing can be difficult to use correctly. In this inductive exercise, you will look at many examples of the words which are all taken from The Corpus of Contemporary American English (https://www.english-corpora.org/coca/) which include text samples from movies, tv, newspapers, and academic sources. First, you are to look at the sentences below to get a feel for how the words are used, and then you should formulate a rule as to how some, any, and none are used. Then write your guess as to the rules for these below the sentences.

1a. Any

1. Is there any way to track that?
2. Why cause any tension?
3. Has he received any notification about the upcoming deployment?
4. Did he give you any message for me? Anything? Anything at all?
5. Adding another one is not going to help us any better than where we are at now!
6. So in other words don’t save up any food or supplies.
7. I don’t see here she’s going to find time to write any reports or spend any time helping her subordinates.
8. We have four fighter attack squadrons onboard the aircraft carrier that could potentially provide support to any Iraqi movement.
9. In order to examine any relationships that may exist between these factors…
10. From the moment that the logo is seen or a slogan is heard on any modern day media platform, a form of communication...
11. Nobody from Cohen’s camp has taken credit for any of the information that was leaked.

Finish this sentence: The word any is used:
1) ___________________________________________________________________,
2) ___________________________________________________________________,
3) ___________________________________________________________________,

1b. Some

1. An easy hike to the entrance of some of the most gorgeous towering walls of rock you’ll ever see in the world.
2. You may not think you do but when it rains some water either sinks into the ground or runs downhill.
3. You must’ve had some good times together when deployed in Mali.
4. She could only note, with slight astonishment, that at some point in the recent past she had managed to forgive her CO.
5. There is some concern that there could be some kind of booby-trap* that were put in place by Mr. Keller to harm personnel.

A booby-trap is something such as a bomb which is hidden or disguised and which causes death or injury when it is touched. Source: https://www.collinsdictionary.com/dictionary/english/booby-trap

Finish this sentence: The word some is used:
________________________________________________________________________
1c. None

1. There’s just different pieces to minimizing and degrading the threat of ISIS. And none of them are going to work perfectly...
2. They have been saying they wanted to do this. the shock is that none of the pieces were picked up beforehand seemingly by any intelligence agencies.
3. Tests on patients without SARS symptoms show that none had Coronavirus infection.

Complete this sentence:

None is used with a (singular/plural)_____________ verb to show an amount that is “not even one”.

1d. Exercises

Try [https://learningapps.org/watch?v=pm9sbqwd322](https://learningapps.org/watch?v=pm9sbqwd322) to practice when to use some, any, or none.

Sources and Information

See the charts below for the terminology and descriptions. Then practice the new terminology in the interactive learning apps by following the links below the charts.

<table>
<thead>
<tr>
<th>Reliability (Source)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong> Completely reliable. It refers to a tried and trusted source which can be depended upon with confidence.</td>
</tr>
<tr>
<td><strong>B.</strong> Usually reliable. It refers to a source which has been successfully used in the past but for which there is still some element of doubt in particular cases.</td>
</tr>
<tr>
<td><strong>C.</strong> Fairly reliable. It refers to a source which has occasionally been used in the past and upon which some degree of confidence can be based.</td>
</tr>
<tr>
<td><strong>D.</strong> Not usually reliable. It refers to a source which has been used in the past but has proved more often than not unreliable. (P of producing erroneous information is high (&gt;30%).)</td>
</tr>
<tr>
<td><strong>E.</strong> Unreliable. It refers to a source which has been used in the past and has proved unworthy of any confidence.</td>
</tr>
<tr>
<td><strong>F.</strong> Reliability cannot be judged. It refers to a source which has not been used in the past.</td>
</tr>
</tbody>
</table>

[https://learningapps.org/watch?v=pi97cq6tt21](https://learningapps.org/watch?v=pi97cq6tt21)

<table>
<thead>
<tr>
<th>Credibility (Reported Information)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Confirmed by other sources. It can be stated with certainty that the reported information originates from another source than the already existing information on the same subject.</td>
</tr>
<tr>
<td><strong>2.</strong> Probably true. The independence of the source of any item of information cannot be guaranteed, but from the quantity and quality of previous reports, its likelihood is nevertheless regarded as sufficiently establish.</td>
</tr>
<tr>
<td><strong>3.</strong> Possibly true. Despite there being insufficient confirmation to establish any higher degree of likelihood, a freshly reported item of information that does not conflict with previously reported behavior pattern of target.</td>
</tr>
<tr>
<td><strong>4.</strong> Doubtful. An item of information which tends to conflict with the previously reported or established behavior pattern of an intelligence target.</td>
</tr>
<tr>
<td><strong>5.</strong> Improbable. An item of information that positively contradicts previously reported information or conflicts with the established behavior pattern of an intelligence target in a marked degree.</td>
</tr>
<tr>
<td><strong>6.</strong> Truth of information cannot be judged. Any freshly reported item of information which provides no basis for comparison with any known behavior pattern of a target must be classified as “truth cannot be judged” and given a rating of “6”. Such a rating should be given only when the accurate use of higher rating is impossible.</td>
</tr>
</tbody>
</table>

[https://learningapps.org/display?v=pvoaefbzn21](https://learningapps.org/display?v=pvoaefbzn21)
The likelihood of an occurrence:

Intelligent summaries may include reported incidents and activities as well as an assessment of the situation. For this assessment, precise terminology is used to indicate the likelihood of an occurrence (see the chart below).

<table>
<thead>
<tr>
<th>Qualitative Term</th>
<th>Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remote or highly unlikely</td>
<td>Less than 10%</td>
</tr>
<tr>
<td>Improbable or unlikely</td>
<td>15% – 20%</td>
</tr>
<tr>
<td>Realistic probability</td>
<td>25% – 50%</td>
</tr>
<tr>
<td>Probable or likely</td>
<td>55% – 70%</td>
</tr>
<tr>
<td>Highly probable or highly likely</td>
<td>75% – 85%</td>
</tr>
<tr>
<td>Almost certain</td>
<td>More than 90%</td>
</tr>
</tbody>
</table>

Practice the vocabulary here: [https://learningapps.org/display?v=p88pj350a21](https://learningapps.org/display?v=p88pj350a21)

### Intelligence production


"Information is assessed on two dimensions: source reliability and information credibility. Users are instructed to consider these components independently and to rate them on two separate scales (Table 7.1). The resultant rating is expressed using the corresponding alphanumeric code (e.g., probably true information from a usually reliable source is rated B2). Both scales include an option to be used when there is an inability to assess ('F' for source reliability and ‘6' for information credibility). Thus, ratings 'F' and ‘6' are not part of the ordinal scales comprised of ratings A–E and 1–5, respectively...

NATO STANAG 2511 includes a qualitative description for each reliability and credibility rating. Source reliability is conceptually linked to “confidence” in a given source, based on past performance, while information credibility reflects the extent to which new information conforms to previous reporting. It is also worth noting that NATO STANAG 2511 uses confirmed by other sources as its highest information credibility rating, where current Allied doctrine substitutes completely credible.

Critical examination of these standards and others collected by SAS-114 exposes a number of weaknesses and inconsistencies. Given the extensive influence of the [the codes used in STANAG 2511], and efforts by many Alliance members to conform to NATO doctrine, the issues outlined below are common across most of the standards examined.

#### 7.2.1 Semantic Issues

Under the [STANAG 2511 codes] the qualitative ratings of reliability and credibility form a demonstrably intuitive progression [11]. However, subjective interpretations of the boundaries between these ratings are likely to vary among users, as are interpretations of the relevant rating criteria [12]. For instance, in many versions of the STANAG 2511, a reliable ('A') source is said to have a “history of complete reliability”, while a usually reliable ('B') source has a “history of valid information most of the time” [2], [13], [14], [15], [16], [17]. None of the standards examined associate these descriptions with numerical values (i.e., ‘batting averages’), potentially leading to miscommunication. One analyst may assign usually reliable to sources that provide valid information > 70% of the time. An analyst receiving this rating may interpret it to mean valid information > 90% of the time, and place more confidence in the source than is warranted. Conversely, an analyst may assume usually reliable reflects valid information only > 50% of the time, and prematurely discount the source. Asked to assign absolute probability values to reliability and credibility ratings, US intelligence officers demonstrated considerable
variation in their interpretations [11]. For example, probabilistic interpretations of usually reliable and probably true ranged from .55 to .90 and .53 to .90, respectively, while interpretations of fairly reliable and possibly true both ranged from .40 to .80 [11].” (pgs. 7-1 to 7-2).

Questions to reflect on and guide your reading:

1. Which two references are used to assess information?
2. According to the article, how is the credibility of information determined?
3. Explain at least one inconsistency or weakness with using these qualitative determinants for information and for the analysts who use them. Then suggest how you could write intelligence reports so that the analyst receiving your assessment understands the message the way you intended.

5.5.4. Intelligence, Surveillance, and Reconnaissance (ISR)

Intelligence, Surveillance, and Reconnaissance (ISR) can be seen as vital in the decision process since it provides decision-makers as well as action-takes with a better situational awareness.

<table>
<thead>
<tr>
<th>Intelligence</th>
<th>the final product derived from surveillance and reconnaissance, together with other information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surveillance</td>
<td>the persistent and continuous monitoring of a target</td>
</tr>
<tr>
<td>Reconnaissance</td>
<td>from the French verb reconnaître (to recognize) information-gathering conducted to answer a specific military question</td>
</tr>
</tbody>
</table>

The difference between surveillance and reconnaissance is that surveillance is a longer process whereas reconnaissance missions often are shorter in time and aim to retrieve specific information, however, they both include visual and electronic observations. NATO often refers to ISR as JISR (Joint Intelligence, Surveillance and Reconnaissance), since allied parties are contributing with different kinds of information. However, countries do have their own system of analysing gathered information which creates challenges when sharing intelligence with other countries.

Intelligence information can be collected in numerous ways, referred to as intelligence gathering disciplines. Often information is received from multiple different sources, then an assessment is made how reliable and probable each information is, then a written report is created (writing reports is something you will practice in Module 6).

- Geospatial intelligence (GEOINT) refers to intelligence about the human activity on earth, which is received, from imagery and geospatial information.
- Financial intelligence (FININT) is gathered from analysis of monetary transactions.
- Signals intelligence (SIGINT) is gathered from the interception of signals.
ISR and NATO

The following is taken from an article on NATO’s Joint Intelligence, Surveillance, and Reconnaissance, and can be found https://www.nato.int/cps/en/natohq/topics_111830.htm.

Based on the experience NATO Allies gained in recent operations, the Alliance has established a permanent, effective ISR system. NATO aims to provide Allies with a mechanism that brings together data and information gathered through the AGS system or AWACS aircraft, as well as a wide variety of national ISR capabilities, including troops on the ground, maritime and air assets, space-based platforms such as satellites, and Special Operations Forces.

To provide a foundation for NATO’s Joint ISR ambition, the Alliance is currently developing a JISR project aimed at providing the following pillars:

• Training and education
  The personnel involved with the Joint ISR capability in NATO will possess expertise to guarantee the efficiency of the JISR enterprise. This area of the project examines ways to ensure that NATO personnel receive the highest standard of ISR training and education.

• Doctrine and procedures
  To improve interoperability, efficiency, coherence and effectiveness, Joint ISR doctrine and procedures will be continuously developed and reviewed, from strategic thinking to tactical procedures.

• Networking environment NATO communication and information systems (CIS) will guarantee efficient collaboration and sharing of ISR data, products and applications between the Allies. This is the core business of NATO’s Joint ISR effort.

NATO’s 2012 Chicago Summit established the objective to strengthen cooperation and ensure tighter connections between Allied forces. During the Summit, the Allied Heads of State and Government expressed the ambition to provide NATO with an enduring and permanently available JISR capability, giving the Alliance the eyes and ears it needs to achieve strategic decision advantage. At the 2014 Wales Summit, Allies reconfirmed that Joint ISR remained a high NATO priority.

At their meeting on 10 February 2016, defence ministers declared IOC for Joint, Intelligence, Surveillance and Reconnaissance. It represents a significant achievement, enabling better connectivity between NATO and Allies’ capabilities and enhancing situational awareness throughout the NATO Response Force (NRF).

IOC is only the first milestone for the JISR initiative. Further work is conducted to sustain these achievements and expand them beyond the scope of the NRF. In view of today’s rapidly changing security environment, JISR continues to adapt to ensure that the Alliance has the information and intelligence needed to make the right decisions at the right time. This is why NATO Allies endorsed a new strategy in October 2020. The strategy will help develop and field interoperable intelligence capabilities in a more agile manner, harvesting the power of cutting-edge technologies, such as big data, artificial intelligence and autonomous systems.

The Alliance also regularly exercises its Joint Intelligence, Surveillance and Reconnaissance capabilities. In June 2020, NATO conducted its biannual Unified Vision event. With over 250 participants from 12 NATO nations and multiple intelligence systems in space, in the air, on land and at sea, the event allowed Allies to exchange and analyse large amounts of intelligence data in an operational environment.
Open-source intelligence

Open-source intelligence (OSINT) refers to unclassified information that has been deliberately discovered, discriminated, distilled and disseminated in order to address a specific question. As previously mentioned in the email section, much material that is open-source does not have to be classified in order to be relevant to intelligence gathering, but put together with other information it is seen as a very important foundation for other intelligence disciplines. When using OSINT effectively, it is possible to access and gather private sector knowledge using only legal and ethical means.

The OSINT process can be divided into the following:

<table>
<thead>
<tr>
<th>Discovery</th>
<th>Know Who Knows</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discrimination</td>
<td>Know What's What</td>
</tr>
<tr>
<td>Distillation</td>
<td>Know What's Hot</td>
</tr>
<tr>
<td>Dissemination</td>
<td>Know Who's Who</td>
</tr>
</tbody>
</table>

Discuss: If you were to collect information about possible espionage in your home country, following the four D’s, what would you address?

OSINT sources include everything that can be found online which means that everything that is posted on social media, trading sites, discussion forums can be used in the intelligence process. Remember that open sources are used to complement existing classified intelligence and that they serve to answer a specific intelligence need, which means that OSINT is often used when there is already some kind of prior knowledge.

Open-source intelligence can be searched for in either as:

- Analyst-driven – Based on previous knowledge from the analyst
- Events-driven – In response to time-sensitive relevant events
- Scheduled – Periodic activities to document and update target status

Discuss: Which OSINT do you think goes into each section above? Think about discussion forums, different social media, streaming services, travelling agencies etc.
Check the OSINT cycle image below. How would you explain the OSINT process according to the image and which parts are important to emphasize?

5.5.5. Acting on an Intelligence Report

Read the following article (https://warontherocks.com/2022/05/intelligence-and-war-does-secrecy-still-matter/) on open source intelligence preceding and during Russia’s invasion of Ukraine. The article presents interesting insights on how intelligence has changed recently due to the prevalence of open source information. The article concludes by speculating on how future intelligence gathering and dissemination might need to change.

To prepare for some vocabulary, complete this quiz first https://learningapps.org/watch?v=p2a015k8c22.

INTELLIGENCE AND WAR: DOES SECRECY STILL MATTER?

JOSHUA ROVNER

MAY 23, 2022
SPECIAL SERIES - THE BRUSH PASS
The secret services were remarkably conspicuous before the war in Ukraine. American and British agencies issued blunt assessments about Russian intentions and policymakers used intelligence to rally support against Russian aggression. They also released specific details about suspected efforts to manufacture a pretext for war, using intelligence as a “prebuttal” to phony Russian claims. Public intelligence continued after the war began, with daily summaries and high-profile appearances by spy chiefs, who seem to have embraced the spotlight and abandoned the tradition of working in the shadows. The secret world does not seem so secret anymore.

Open source intelligence has also played a large role in the public portrayal of the war, and in public debates about the best way forward. Commercial imagery provides regular views of the battlefield. Social media provides a platform for close-up views of military operations and wartime savagery. Open source analysts put these images and videos in context. A growing constellation of researchers from academia, think tanks, and private-sector intelligence firms offer detailed assessments of everything related to the war: tactics and strategy, resources and costs, adversaries and allies, winning and losing.

Most observers see value in these trends. They applaud leaders for making better use of public information, and for sharing their own secrets. The fact that intelligence agencies welcomed open sources into their assessments led to a clear victory before the war: Their warnings were right. The fact that policymakers used intelligence in public helped to build a strong and durable coalition against Russia. This was no small feat, given that some coalition members depend on Russian energy exports and therefore have a lot to lose. Intelligence sharing was essential to bringing them on board, and to keeping them motivated.

The implications of the Ukraine experience seem clear. Public intelligence is an important tool in the hands of diplomats as well as generals. Intelligence works when intelligence agencies are open-minded about open sources. In addition, there is no going back. Gone are the days when secrecy was the coin of the realm, and when a state’s possession of private information was the key to strategic success. “Historically, intelligence success often came in lockstep with secrecy,” a group of intelligence scholars recently wrote in these pages. “More than any other event in the last fifty years, the Russian invasion of Ukraine drives home the degree to which this is no longer true.” In a second article, the same authors argued that we are in the midst of a “global open source intelligence revolution.” Failure to embrace this revolution in the face of overwhelming evidence from the war risks poor performance from intelligence agencies before and during war. Stubbornly insisting on an outmoded version of spycraft, where secrets still reign supreme, risks disaster.

Perhaps. Technological advances have vastly increased the amount and quality of information available at our fingertips. Real-time data is abundant, making secrets seem unimportant and secrecy irrelevant. Yet there are reasons to believe that secrecy played an important role before and during Russia’s invasion of Ukraine — and that it might prove vital to ending the war.

Open Questions about Open Sources

Russia assembled a large invasion force over several months before the war began in February. Its military movements were not hidden, yet there was little agreement about what they meant. Some were sure a large invasion was coming, while others expected a limited incursion. Some thought the whole thing an effort to force Western concessions, not a prelude to war. After all, such a war would be costly and counterproductive to Russian security interests. Maybe President Vladimir Putin was simply stirring the pot, keeping his rivals on edge without paying a heavy price, and making them look absurd by overreacting.

U.S. allies were also divided. As the above-mentioned authors point out, some remained doubtful throughout the winter. While the Americans and British were openly predicting an invasion, French and German officials apparently thought that Russia would choose a different path. NATO intelligence briefings reportedly helped to change their minds, but not until the eve of the war. France’s Chief of the Defense Staff Thierry Burkhard offered telling comments in March. “The Americans said that the Russians were going to attack,” he said. “Our services thought rather that the conquest of Ukraine would have a monstrous cost and that the Russians had other options.”
None of these was a foolish belief. It was reasonable to argue that Russia would show restraint before the war, given the enormous costs and risks. Yet it was also reasonable to infer that war was coming, given the scale of Russia’s mobilization and Putin’s neuralgia about Ukraine. The point is that freely available information did not point to a single obvious conclusion. Analysts made opposite but plausible inferences from the same data. The facts were not self-interpreting.

What, then, caused the skeptical European officials to change their minds about Russian plans? What intelligence information did NATO officials share internally? Given that the general outlines of Russia’s mobilization were already known, it seems likely that the intelligence provided more detailed and compelling insights about Russian plans. The fact that U.S. representatives had knowledge of possible Russian prevarications suggests that the intelligence community had unusually good access to Russian communications, and not all of this made its way into the public sphere. Some combination of human and technical sources may have provided a window into Putin’s plans in ways that were far beyond open source imagery.

The authors of the War on the Rocks articles correctly note that intelligence is only important if policymakers are willing to hear it. In this case, American leaders proved receptive to warnings about Russian military action, but it is unclear that public intelligence was the reason why. President Joe Biden was already cynical about Russian intentions, after all, having declared Putin a “killer” a year before the war. At best, public intelligence reinforced these preexisting views. A better test will come when it cuts against policymakers’ beliefs and expectations, but that was not the case here.

The Roots of Russian Misfortune

Although the outcome of the war is uncertain, Russian forces have suffered grievously over the last three months. Ukraine has killed and wounded thousands of invaders, according to various estimates, and has taken a chunk out of Russian armor, airpower, and naval forces. Russia’s campaign against Kyiv failed spectacularly, despite what appeared to be overwhelming material advantages. It has since made grinding gains in the south and east, though again at substantial cost. None of this reflects the kind of limited conflict that the Kremlin implied when it announced its “special military operation” in February.

What explains this failure? It is too soon to tell, of course, given the limits of news reporting from Moscow. Yet there are signs that the war has been a massive Russian intelligence debacle. Russia based its actions on terribly misguided assumptions about Ukraine’s will to persist, its defensive capabilities, and the likely international response. It may be that Russian intelligence fed these beliefs and encouraged policymakers’ aggressiveness. Reports of an intelligence purge suggest that Russian leaders are at least disappointed in their performance.

The authors of the War on the Rocks articles correctly note that we are still in early days, and there is much we do not know about Russian decision-making. Yet their preliminary verdict about Russian intelligence is damning: “Increasingly detached and dissociated from the global open source intelligence revolution, Russia mounted its attack on Ukraine entirely unprepared to fight a war in the 21st-century intelligence environment.” Innovative Ukrainian leaders went looking for new technologies that they could use to exploit open sources and gain the upper hand against their larger rival. Russian leaders, by contrast, clung to an outmoded model of intelligence. Had they been wise to information that was freely available, and invested in new ways of processing it, they would have been more careful in the early stages of the war. Perhaps they would have chosen not to invade at all.

All of this might be true. The problem, however, is that Russian failure had a lot more to do with Putin than with military organization and doctrine. An authoritarian strongman, Putin is very effective at ruling at home but very poor at wielding power abroad. It is likely that the same tools that he uses to stay in charge of Russia work against the quality of intelligence-policy relations. His regime brooks little dissent: Political opponents often end up in prison or dead. This does not create an environment conducive to a healthy exchange with intelligence officials. Rather than being the bearer of bad news, they have obvious incentives to sugarcoat their conclusions and provide intelligence to please. Putin’s public humiliation of his intelligence chief before the war reinforced the message.
Under these circumstances, it is hard to imagine what Russian intelligence might have done to change the outcome. Russia’s quagmire is a result of Putin’s obsession with Ukraine, his strategic ineptitude, and his ruthlessness. There is no reason to believe that he would have accepted a more sober and cautious estimate before the war, even if his intelligence officials had invested more in open sources or other novel approaches.

A more interesting question is whether Putin’s ham-fisted approach had trickle-down effects on tactical intelligence. In one sense, Russian military organization reflects Putin’s authoritarian instincts. “The directives of the commander are presumed correct,” the authors write, “and the staff only determine the specific tactics of how to execute the order.” This does not leave much room for deliberation and implies that intelligence reports are secondary at best. Everything depends on the commander’s judgment. Problems for intelligence likely intensify after operations commence, because their mission is to help the commander succeed rather than trying to make honest assessments about results. Here, intelligence officers may ignore or downplay open sources that carry bad news. A more fulsome tactical intelligence effort would be more open-minded.

Yet the same problem can befall intelligence officers who rely mostly on secret sources. In the Vietnam War, for instance, a controversy erupted in the secret world over the estimate of the size and resilience of insurgent forces. The U.S. military was attempting to win a war of attrition, and some officers were confident that they were killing enemy personnel faster than they could be replaced. CIA analysts, however, drew different conclusions from prisoner interrogations and captured documents. A struggle ensued among military and intelligence officials — ultimately the White House intervened and forced the CIA to back down. Policymakers preferred the military’s more optimistic estimate, which supported the public case for the administration’s strategy in Vietnam.

The problem for the CIA was not its choice of sources or analytic methods. The problem was the domestic politics of the Vietnam War, which made the Johnson administration wary of pessimistic assessments. We know much less about the current state of play in Moscow, but it is safe to assume that Putin was allergic to prewar assessments about the strength and resiliency of Ukraine’s fighting forces. The problem for Russian intelligence is not about grasping a technological revolution, but about whether domestic politics encourage productive intelligence-policy relations.

**Secrecy and Strategy**

There is no denying that public intelligence has shaped the debate over the war in Ukraine. Commercial imagery of the prewar Russian military buildup drew attention to the looming conflict. The flood of first-hand accounts on social media after the invasion painted Russian forces as simultaneously immoral and incompetent. This inspired sympathy for Ukraine as well as hopes that it could withstand the onslaught. Broad international support for Kyiv created pressure to deliver huge amounts of military equipment, and NATO members followed through, despite Ukraine’s position outside the alliance. The war seems a case study in how the new information environment is affecting international politics, and why secrecy is becoming relatively less important.

Yet it is too soon to make this conclusion. Evidence from the war suggests some familiar challenges for intelligence agencies, which have long sought to balance what they steal against what they can learn in the open. At its best, intelligence provides the “library function” for the state, as Richard Betts put it, by combining public and private information into useful forms for decision makers. The current task is how to cope with the increasing volume of information from a wider variety of sources. Ukrainian officials note that they are receiving thousands of reports about Russian troop movements from citizens via a government app. Such information, when combined with information from other sources, may allow Ukrainian forces to respond quickly. Yet organizational problems loom just beneath the surface. Judging the veracity of tactical reports from civilians with iPhones and getting them to the right units at the right time is a complex bureaucratic task. Open source information has been useful to commanders in past wars, but only because they learned to distribute it effectively.

A related problem is sheer information overload. Intelligence agencies relish detailed information on all things having to do with the enemy, and they may feel confident that their own information systems are capable of
filtering out erroneous reports. Yet recent experience has shown that even highly sophisticated military services struggle to deal with vast amounts of data from various sources. They are impelled to collect more information to cut through ambiguity, and yet they end up “shifting the fog of war” to their own information systems. Military intelligence has always wrestled with the tradeoff between exhaustive collection and efficient use of information. Ukrainian officials are enthusiastic about their new collection methods. Whether they remain so depends on their ability to manage this tradeoff.

And there are other signs of continuity. In past wars, secret intelligence sharing proved important for bringing allies together against common enemies, and keeping them together in the aftermath. Secret intelligence likely helped to forge the coalition against Russia, providing details that overcame the skepticism of key allies. The U.S. intelligence community provided strategic warning of Russian intentions, tactical warnings about timing and location of the invasion, and indicated the ways in which Russia planned to justify the war. Sharing these secrets helped to lay the groundwork for a united response.

There are also indications that clandestine work remains essential in wartime. The Biden administration has increasingly shared intelligence that has helped Ukrainian forces to target Russian ground forces and warships. Some reports suggest that they are using intelligence to target Russian generals, though U.S. officials deny that claim. U.S. intelligence may have also helped Ukrainian forces to anticipate Russian military movements and assess Russian morale, though this is only speculation.

Finally, it is worth asking whether secret intelligence has aided Ukraine’s cyber defense. U.S. Cyber Command, for instance, supported Ukraine with “hunt forward” missions before the war. In such missions, foreign partners request U.S. assistance in strengthening their network defenses, and they also coordinate on improving intelligence on malicious cyberspace actors. The hope is that this will enable action against foreign threats as close as possible to their point of origin. Preempting cyberspace threats requires very good visibility into the murky world of foreign intelligence agencies and their non-state proxies. Open source analyses can be useful, especially when seeking to attribute cyberspace operations after the fact, but there is no substitute for clandestine collection if the goal is to stop them in advance. The effort to gain intelligence on Russia in cyberspace may be a reason why Russian cyberspace operations have been inconsequential.

Secret intelligence services may prove especially important in war termination. Domestic actors in Ukraine and the United States may be averse to a settlement that includes anything that looks like a concession to Russian interests. Yet unless Ukraine is committed to total victory, with Russian forces ejected from the whole country along with promises from Russia to permanently honor the pre-2014 borders, then some concession will be required. This will prove politically difficult for Ukrainian leaders who have rallied their country against Russian aggression, and for Biden, who called Putin a war criminal.

Intelligence agencies might prove useful in opening subterranean diplomatic channels, removed from the political fray. Quiet talks might help to determine when peace might be possible, and under what terms. Secret outreach is essential because these conversations are so politically sensitive, and because overt peacemaking is currently on ice. Intelligence officials will be well positioned to facilitate the effort because they are in the business of secrecy.

Someday the war will be over — every war must end. Yet the peace will be tenuous because the conflict has deep roots. Ukrainians will worry that Russia seeks not a real peace but only a temporary pause to lick its wounds. For their part, Russians will worry that Ukraine is moving toward an ever-expanding NATO. Monitoring a fragile peace via intelligence will require clandestine collection and careful analysis. If the current conflict is a guide, open sources and public intelligence will be important, but they will not be enough.
5.5.6. Integrating Skills – INTREP and INTSUM Report and Briefing

In this last unit, you have learned and worked with new vocabulary about the intelligence cycle. Below you will find two tasks, which require you to put this into practice. The first is to write a report (INTREP or INTSUM) and the second is to then brief a partner based on that information.

INTREPs cover a number of different topics. INTREPs are written frequently to report on information or events that could significantly affect current planning operations. Also, INTREPs can convey information in a timely manner higher up the intelligence chain to national levels. "It is a standardized report, typically one page, used to establish a near current-threat or operational standpoint. It points to the threat’s responses to friendly actions and the battlefield environment. Intelligence reports may also highlight time-sensitive critical activities that require corroboration with other units and higher echelons. An intelligence report's basic information requirements describe who, what, when, where, why, and how facts in order to provide a conclusion. There is no established timeline for disseminating an intelligence report. Some units may publish one or two daily, while others may publish 15 or 20 reports daily, depending on the activity level of engaging threat forces" (page E-8).

An INTREP includes the following paragraphs:
1. References
2. Time Zone
3. Commander’s Priority Intelligence Requirement
4. Summary of Activity (Describes the who, what, when, where, why, and how)
5. Authentication (instructions on how to handle and destroy the document)

INTSUMs. Intelligent summaries may include reported incidents and activities, as well as an assessment of the situation. For this assessment, precise terminology is used to indicate the likelihood of an occurrence (see the chart below) as well as the terminology used to verify a source (5.5.3.).

The Intelligence Summary or INTSUM "is a periodic publication of the G-2/S-2 assessment of the threat situation on the battlefield. It provides the commander with context to support decision-making based on the G-2/S-2’s interpretation and conclusions about the threat, terrain and weather, and civil considerations over a designated period of time. This is identified in the units SOPs and in associated OPORD reporting instructions. The intelligence summary also provides COA updates based on the current situation. The Units SOPs designate the command’s format for preparing and disseminating an intelligence summary. At a minimum, the intelligence summary should contain the paragraphs and subparagraphs as shown” below:

[CLASSIFICATION]
INTELLIGENCE SUMMARY (INTSUM) NUMBER____
(U) References: Maps, charts, overlays, and other relevant documents are available at internet protocol address.
(U) Time Zone Used Throughout the Order: ZULU
1. (U) WEATHER. The weather occurring within the operational environment (OE) will affect friendly and threat warfighting capabilities. This assessment is based on the weather officer and intelligence analyst’s evaluation of the impact of specific environment conditions on friendly and threat forces. Normally, current and future weather conditions are displayed as far out as five days.
2. (U) SITUATION HIGHLIGHTS. A summary of the OE situation as it has evolved over the reporting period.
Highlighted subparagraphs are as follows:

a. Air: Highlights of the current air situation. When in conflict with a threat possessing a capable air force, it is critical to the commander to identify whether or not friendly air power has achieved control of the operational airspace. This includes aircraft and air defence interlocking measures.

b. Land: Highlights of the current ground situation, usually divided by area of operations. If there are three divisions forming, the forward battle area along with a corps consolidation area and multiple division consolidation areas, then the land portion can be divided in that manner. Additionally, the main effort is often annotated first, followed by the secondary and then any guerrilla or insurgent activities in the consolidation areas.

c. Maritime: Highlights of the current maritime situation. Maritime operations are as critical as airlift and air supremacy.

d. Space: Highlights of the current space situation. Space operations, including space weather, is critical to all operations whether the threat is capable of operating in this domain.

e. Cyberspace: Highlights of the current cyberspace situation. Cyberspace operations are critical to all operations whether the threat is capable of operating in this domain.

f. Information Environment: Highlights of the current information environment situation.

g. Electromagnetic Spectrum: Highlights of the current electromagnetic spectrum situation.

h. Civil or Other Considerations: Highlights of the current civil situation. Knowledge of the civilian population and civilian authorities/government is critical to the commander’s situational understanding.

Figure E-4. Intelligence summary example

<table>
<thead>
<tr>
<th>Qualitative Term</th>
<th>Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remote or highly unlikely</td>
<td>Less than 10%</td>
</tr>
<tr>
<td>Improbable or unlikely</td>
<td>15% - 20%</td>
</tr>
<tr>
<td>Realistic probability</td>
<td>25% - 50%</td>
</tr>
<tr>
<td>Probable or likely</td>
<td>55% - 70%</td>
</tr>
<tr>
<td>Highly probable or highly likely</td>
<td>75% - 85%</td>
</tr>
<tr>
<td>Almost certain</td>
<td>More than 90%</td>
</tr>
</tbody>
</table>

You can also use the following quiz to practice the terminology above: https://learningapps.org/display?v=p88pj350ao21

Write an INTREP about a training exercise or an operational experience. Use a neutral, military writing style that you have learned in Module 5. Write paragraphs 1 - 5 but look especially close at paragraph 4 to develop the who, what, where, when, why, and how. Then, swap your INTREP with your partner and check to ensure they have used the correct terms/phrases.

Based on your INTREP, deliver an information briefing to a partner.
ANSWER KEY

Tactical Terrain Features

5.1.3.
Looking up.....
Match the terrain feature with the correct description:

Answers 1E, 2D, 3B, 4C, 5A

Looking down.....
6F, 7G
NATO task verbs

8K, 9I, 10H, 11L

5.1.6.

Answers to the listening

TASK 1: List at least two challenges US forces were expecting to encounter. Then, describe how they would have impacted combat capabilities.

The US forces were expecting to encounter difficulties transporting materials and supplies into and through Afghanistan due to the lack of infrastructure like roads, railways, or ports. Long train routes that began in the Baltic countries than ran down through Asia and then into Afghanistan were used. The materials were then transferred to trucks and driven the rest of the way.

Also, the lack of airfields, including runways, taxiways, and storage facilities, cause problems for the transportation of troops and resupply. These are being built.

Due to the long roads to transport foot and supplies and the lack of access to ports and airfields mean the soldiers do not have as many amenities or live as comfortably as during Irak. For example, they are forced to each the MREs (Meals Read to Eat) and sleep in tents at best or in dug out holes at worst.
5.2.

5.2.1.

Task 1

- Bill Bobsson assassinated the Chief of Police just two days ago.
- A child hid the weapons in a basket with baked bread.
- Unknown rebels attacked B company unexpectedly.
- Insurgents attacked the convoy while it was wading through the stream.
- We will create a mobility corridor to ensure manoeuvre space.

Task 2

- The commander and their staff need to address this important matter appropriately.
- Peace-keeping missions are to assist local authorities, so they should be used often to solve tasks.
- A number of vehicles were gathered at XXX just outside the city.
- The landing zone is almost 50 meters from the nearest building.

Task 3

1. Our company is missing many people. Recruitment is needed.
2. 3rd platoon is to redeploy to a FOB (forward operating base) at x. The logistics platoon will resupply in the rear and then resupply 3rd platoon at FOB.
3. Troops advance to M3 iot attack the enemy with indirect fires.

Task 4

1. The private then proceeded to exit the DEFAC through the south door.
2. Be prepared to return your equipment by Thursday at 1000 hrs.
3. The IED exploded/detonated just before we arrived.
4. Request air support.
5. Devise/form a plan.
6. Block enemy forces from the AO.

Task 5

1. The APC is overturned. Send a recovery vehicle.
2. Ammo is limited. Resupply is needed.

5.2.2.

Task 1. (FRIENDLY ACTION) ESCALATION OF FORCE RPT CJSOTF : 1 CIV WIA

CJSOTF reports USSOF team with ANA COMMANDO's _were travelling_ HWY 1 toward FB THOMAS when a white minibus travelling in the opposite direction was ordered to pull in. The minibus obliged, but as the convoy __was passing__, it __pulled out__ onto the road again. Because of the proximity of the location to a previous SVBIED, one of the SOF vehicles __fired_ a 3 round MG burst at the engine block, after which, the minibus pulled back in. As the end of the convoy was passing, the driver of the minibus __flagged down_ the last vehicle. As a result of the deflection of the burst fired, 1 x LN was wounded from glass fragmentation, and 1 x LN was struck in the head and chest by 2 x rounds. Both dead and wounded __were taken__ to FOB THOMAS, and the wounded __were prepared_ for CASEVAC to HERAT. 1 Killed None (None) Local Civilian 1 Wounded None (None) Local Civilian
Task 2. Simple past or past perfect

An F15 was ordered to shoot down a REAPER UAV that **had lost** its control link in the south of Afghanistan. All efforts **were made** to re-establish the link before a decision **was made** to shoot the UAV down prior to it crossing into TAJIKISTAN. The CAOC **selected** an unpopulated area over which to down the aircraft. An F15 fired on the REAPER and it destroyed its engine, however by then the link **was re-established** and the controller was able to guide it into a mountain in RAGH District. The GRID of the downed REAPER is Lat 3xx8.xxN Long 0xx25.xx5x // Keypad: 9Xc3x3. There **were** no sensitive items on board the REAPER but it **did go down** with its ordnance (Hellfire and GBU-12). NFTR.

5.2.3.

Task 1.

1. 27 civilian casualties
2. 31,696 more were wounded in Operation Iraqi Freedom.
3. The section pending means that someone may be wounded or in critical condition and therefore it may be difficult to know which category it belongs in.

5.2.5.

**What** is a SITREP?

SITREP- (situation report) is a military acronym that stands for Situation Report. A SITREP can be defined as: A short concise statement identifying a unit’s current location and tactical situation. The SITREP is submitted by subordinate units to their higher headquarters to report their tactical situation and status. It is submitted daily at 0600 and 1800 hours, after significant events, or as otherwise requested by the platoon leader or commander.

**What** should be included in the SITREP? Check out below.

**How** many lines are there in a SITREP? **21 lines** are used mainly at battalion-level and higher to keep the commander’s higher and lower staff updated and advised on reporting the commander’s critical situation.

**Dos**

- Be concrete and specific rather than vague and indirect.
- State your facts and ideas directly (subject, verb, and object).
- Be accurate as there is no other environment where information has to be correct.
- Remember the rules for capitalization.
- Use active language not passive.
- Avoid jargon.
- Remember the rule when using acronyms for the first time.

**Don’ts**

- Don not use any more words than necessary to convey your meaning.
- Avoid anything, which might offend the sensibilities of the reader.
- Do not use contractions.
- Do not over use the dash.
- Do not write in a biased manner.
- Do not use inappropriate metaphors.
5.3

5.3.1. SUAS

Comprehension Questions

• Mobility, C2, intelligence
• The greatest attributes are that it is so small so it can be brought anywhere and that it can be “rapidly deployed”.
• The students will do flight simulator training and then they practice 1) the setup, 2) deployment, 3) flight operation, and 4) recovery of the SUAS.

5.3.2.

Comprehension Questions

1. Describe the nature of NATO’s relations with Russia before and after 2014.

After the fall of the Soviet Union, Russia and NATO began to strengthen ties and joint working relations during the 1990s. Russia joined the Partnership for Peace in 1994 and deployed peace-keeping troops to the Western Balkans in the mid 1990s. From the end of the 1990s and into the early 2000s, Russia and NATO continued to maintain open channels of communication and worked together on a wide range of common interest security issues. There was even a military liaison mission (MLM) with Russia that aimed to reduce misunderstanding and lead to more predictable behaviour.

Beginning with Georgia in 2008, the relationship between NATO and Russia changed, and some meetings were suspended but did resume in 2009. However, after Russia’s annexation of Ukraine in 2014, formal relations essentially were suspended and will not be resumed until Russia changes its behaviour.

2. Why has practical cooperation been suspended?

Due to Russia’s annexation and invasion of Ukraine.

3. What are the Allies’ concerns regarding Russia?

Aside from Russia’s actions in Ukraine, the allied forces are concerned with Russian troops in Georgia and Moldova. Further, the allies are concerned with Russia’s attempts to destabilize European and North American countries with threats and actions that impair or threaten food and energy supplies as well as their use of nerve agent attacks. More generally, Allies are worried about Russia’s ability to attack and impact Western societies because of their attacks on information systems, spreading disinformation, and threats to the cyber security of Western nations.

Militarily, Russia continues to spread fear by exploding a weapons’ depot in the Czech Republic as well as ignoring the Intermediate Range Nuclear Forces (IRNF) treaty by developing missile systems that can reach into Europe and reach space. The use of weapons to interfere with space satellites is seen as particularly alarming.

4. According to the article, does NATO wish to have a dialogue with Russia?

Yes, as long as Russia effectively stops their current modus operandi of threats, terror, and attacks.
Dear Readers of “A jet propelled wake-up call”,

I will respond to all of your concerns about the recent fly-over at around 0912 of a perfectly timed 4xSHIP fixed wing formation. All flying complaints are looked at individually and examined in detail, but (however) this one is ridiculous as it was a flyover to remember our colleagues which fell in action in Mali last month.

I. There family and friends were together at the base to grieve and mourn at losing their loved ones and to pay their respect. It makes me sad to think that you people are more concerned about your dogs and cats than your fellow countrymen that gives their life for you.

II. Your complain too about how often we fly low. Low flying is an essential skill for military aircrew. Our Forces have deployed repeatedly to potential trouble spots around the world to protect your freedom, usually with little or no warning. They have to do a variety of roles including RECCE, fast-jet or rotary wing Ops, SAR, transporting troops and the delivery of CIMIC aid to remote locations. And, you thank them by being petty about the odd fly-by training.

III. You also go on about the fact that we are keeping you awake at night! That's just rubbish. Whatever missions we ask our Armed Forces to make, the aircrew must be able to fulfill the task as effectively as possible, so we need training for that! Current ops around the world see aircrew of both fixed and rotary wing aircraft undertaking flights at low level.

IV. It seems to me that you think the community would be better off without us. But what would happen to the value of your property if the jobs the base provide were no longer there???

b. If you have any more complaints you can leave them to our website.

T.K. Brannagh
Colonel Commanding Officer

Choose the verb from the list that best replaces the verbs in italics in the extracts.

a. attributed
b. developed
c. determine
d. declined
5.5

5.5.1

Task 1. The 7 HUMINT collection functions: debriefings, screening, liaison, HUMINT contact operations, document exploitation (DOCEX), interrogation, tactical questioning

1. tactical questioning
2. liaison
3. HUMINT contact operations
4. interrogation
5. DOCEX document exploitation
6. screening
7. debriefing

5.5.3

Any is used 1) when asking questions, 2) when the sentence has a negation like not, 3) if the amount is unknown in quantity or extent.
Some is used in positive or affirmative sentences confirming an amount or quantity.
None is used with singular verbs

Comprehension Questions:

1. To **assess information** source reliability and information credibility are used.
2. The **credibility of information is determined** based on how much new information conforms to previous information from a source. A scale is used from 1 to 6.
3. One **inconsistency** or weakness with using these qualitative determinants for information and for the analysts who use them is the lack of a numerical scale to determine sources. A result is that analysts can interpret source reliability differently. When some US intelligence officers were to assess source reliability their interpretations varied significantly, indicating that the same source could be given a good rating with reliable information by some, but potentially not by others who would discount the information provided by this source.
This is the end of Module 5.
Module 6

Military Briefings in Different Operational Contexts

Hybrid English Language Course for Security Professionals
Module 6
Military Briefings in Different Operational Contexts

This curriculum provides a wide-ranging framework by which students may gain not only a more nuanced understanding of the various military briefing forms, but also a deeper knowledge of how military operations call for a specific briefing type. This module will introduce the four basic types of military briefings. The most fundamental being the information briefing where the focus will be on the clear and necessary communication of facts and information. The second type, the decision briefing, aims to obtain an answer or a decision; here the language of comparing and recommending will be addressed. The third, the mission briefing will highlight the importance of accurate communication and structure. The fourth type is the staff briefing where the focus is on the appropriate language needed for information exchange. The overriding aim of this module is to enhance linguistic, strategic, pragmatic, and discourse competences.

The thematic components of the module are intended to present a smooth gradual development of the issues of operational writing in a linear manner from unit to unit. The Module's content is organised in five Units of thematic topics, each subdivided into two methodological blocks: one, which consists of teacher assisted class work on terminology acquisition and practice, grammar review, speaking, listening and writing, and the second block, which focuses on self-study practice on integrating language competences and skills.

1. BRIEFINGS OVERVIEW
2. THE STAFF BRIEFING
3. THE INFORMATION BRIEFING AND NON-KINETIC WARFARE
4. DECISION AND MISSION BRIEFINGS
5. OPERATIONAL BRIEFINGS
COURSE CURRICULUM

Content of the module is organised in five Units of thematic topics, each subdivided into two methodological blocks: one consisting of teacher assisted class work on speaking and nonverbal communication, terminology acquisition and practice, briefing techniques, grammar associated with presenting information, producing slides, briefing notes; and the other of separate self-study sections.

This curriculum is composed of open-source materials, and therefore does not operate with classified information.
6.1. Briefings Overview

**Thematic goal:** The thematic goal of this first portion of Module 6 Briefings is to introduce you to various types of briefing formats as well as to the verbal and non-verbal communication needed for many different types of briefings.

**Learning objectives:** In this unit, you will be exposed to new vocabulary and terms used for briefings. In particular, you will study lexicogrammatical phrases related to briefings, grammar topics related to verbs, practice acronyms frequently used in staff work slides, and finally learn more about speaking with a professional, military syntax.

**Outcome objectives:** With these materials, you can improve your ability to speak more freely and proficiently in professional contexts, create effective and visually appealing briefing slides, and improve your non-verbal communication skills needed for briefings. Further, this first portion of Module 6 aims to practice these skills multi-modally.

**Unit at a glance**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Time</th>
<th>Topic</th>
<th>Language</th>
<th>Skills</th>
<th>Type of Study</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1.1</td>
<td>45’</td>
<td>Introduction to operations and briefings</td>
<td>Military vocabulary, specific vocabulary</td>
<td>Listening + reading comprehension</td>
<td>Self-study</td>
<td>7</td>
</tr>
<tr>
<td>6.1.2</td>
<td>45’</td>
<td>Verbal and non-verbal communication</td>
<td>Operation specific vocabulary Transitions signals</td>
<td>Speaking</td>
<td>Class</td>
<td>9</td>
</tr>
<tr>
<td>6.1.3</td>
<td>45’</td>
<td>Creating briefing slides</td>
<td>Subject/verb agreement</td>
<td>Speaking, writing and listening</td>
<td>Class</td>
<td>11</td>
</tr>
<tr>
<td>6.1.4</td>
<td>45’</td>
<td>Preparing a briefing</td>
<td>Written style and register</td>
<td>Producing briefing slides</td>
<td>Self-study</td>
<td>13</td>
</tr>
<tr>
<td>6.1.5</td>
<td>45’</td>
<td>Briefings in peacetime and during a conflict</td>
<td>Grammar – uncountable nouns</td>
<td>Listening comprehension and writing</td>
<td>Self-study</td>
<td>14</td>
</tr>
<tr>
<td>6.1.6</td>
<td>45’</td>
<td>Integrating skills: Briefing</td>
<td>Appropriate register</td>
<td>Speaking</td>
<td>Class</td>
<td>16</td>
</tr>
</tbody>
</table>

**6.1.1. Briefing Overview**

“Men who can command words to serve their thoughts and feelings are well on their way to commanding men to serve their purposes”. (Brigadier General SLA Marshall)
Types of Military Briefings

Briefings are a common way of providing information in a military context. The language used is clear and concise so that the audience gets what they need immediately. How you plan and deliver the briefing depends on your situation and purpose.

There are four types of military briefings. Complete the following quiz, matching the type of briefing with its description:

Click on the link below to complete the quiz.
https://learningapps.org/watch?v=pqtPkefb521

General Briefing Format

A briefing is generally divided into three parts (see below). This may vary in different contexts, deployments, or exercises.

<table>
<thead>
<tr>
<th>a. Introduction</th>
<th>b. Body of Briefing</th>
<th>c. Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Name (Rank/Rate)</td>
<td>a. Chronological - time</td>
<td>a. Verbal and graphic</td>
</tr>
<tr>
<td>3. Subject of briefing</td>
<td>b. Geographic - place</td>
<td>b. Re-state specific or key terms</td>
</tr>
<tr>
<td>a. Overview of briefing</td>
<td>c. Order of importance</td>
<td>c. Do not present any new information</td>
</tr>
<tr>
<td>b. Why are you briefing?</td>
<td>d. Cause and effect</td>
<td>2. Re-state classification</td>
</tr>
<tr>
<td>4. Classification (if necessary)</td>
<td></td>
<td>3. Open for questions and answers</td>
</tr>
</tbody>
</table>

Activity 1. Read the following questions below, and then watch the selected portions of the OPORD Briefing. https://www.youtube.com/watch?v=hlJrp-YhX0Y

A. Section: From the beginning to 3:31:
1. What did the first speaker say to introduce himself?
2. What were the first topics that he briefed? Take notes on specific language use that you would like to learn. E.g. “to box you in” - to give you the latitude and longitude of where the AO is.
3. What did the first speaker say to transition to the next speaker?

B. Section: 15:32 - 17:40
1. What does the first speaker say to the second speaker to transition between content and speaker?
2. Compare the body posture and movement of the first and second speakers while they each brief. Which do you prefer and why?
3. What non-verbal signals does the second speaker use while briefing on the fires scheme?
6.1.2. Verbal and Non-Verbal Communication during Briefings

To deliver an effective briefing you should consider the following factors: preparation, delivery, and your language use. The last unit noted that an effective briefer considers what and how they will brief and prepares accordingly. Preparing a briefing includes selecting appropriate language, creating slides, and planning one’s non-verbal communication, among other factors. This unit addresses non-verbal communication as well as the language used for briefings. Some forms of non-verbal communication include eye contact, hand gestures, facial expressions, body position, and movement to name a few.

**Warm-up.**

Work in pairs. Each pair should choose one heading and prepare to present a short set of **dos and don’ts** under the heading you have chosen. Each category should include at least three items.

<table>
<thead>
<tr>
<th>Preparation</th>
<th>Dos</th>
<th>Don’ts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivery</td>
<td>Dos</td>
<td>Don’ts</td>
</tr>
<tr>
<td>Language</td>
<td>Dos</td>
<td>Don’ts</td>
</tr>
</tbody>
</table>
Part 1: Go to the link below to view the power point presentation on verbal and non-verbal communication. Look at the speaker's notes if you have any questions.


Part 2. Verbal Communication
Discussion:
• What are the differences between how we speak in conversation and how we speak when briefing?
• Think of some examples of briefings you have attended. Consider what made them good or bad regarding language.
• What are the differences between a presentation and a military briefing?
• How important is the accuracy, brevity, clarity (ABC) principle when delivering military briefings, and why?
• Most people argue that good briefings are receiver-centred; what does this mean in terms of military audiences?
Verbal Transitions:

Transitions enable the content and information of a briefing to take centre stage and allow the audience to follow the information presented more readily. In fact, briefings without transitions often seem choppy, and can even seem disorganised and difficult to follow. Watch the video on transitions (https://www.youtube.com/watch?v=wV7Cy3FxPa8) and discuss with your partner what you learned. Then select five different transitions from the chart below that you can use when briefing in English.

Match the start and finish of the following sentences.

| a. | I don’t know sir | to update you on the current situation in |
| b. | Please interrupt | violations of the NFZ. |
| c. | The purpose of this briefing is | the weather conditions will remain stable. |
| d. | This briefing is | but I’ll find out |
| e. | The next slide shows | restricted. |
| f. | As you can see here | if you have any questions. |

Look at the following video (https://www.youtube.com/watch?v=7Z3eX57hrGc) and take notes on the transitions the speaker uses. What additional phrases can you find? Save these phrases, as you will need them in the upcoming units.

6.1.3. Creating Briefing Slides

Creating briefing slides takes practice. This unit aims to inform you on how to create slides that follow the ABCs used in military writing (see the previous unit for more details) and to give your slides a professional look. First and foremost, slides should be an aid to the audience rather than notes the briefer reads. A simple rule of thumb is that anything worth including on a slide should be presented to the audience. Finally, as with all writing, take the time to proofread your slides. For some examples of briefing slides found within military contexts, see this link: (https://www.marcorsyscom.marines.mil/MCSCIndustryBriefs/)
Abbreviations and Acronyms

On slides, few words are needed, and many phrases can be shortened. See the list below for some of the most frequent abbreviations/acronyms. Also, some terms can be shortened on slides, for example, company becomes coy. However, the briefer should say 'company' not 'coy'.

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>iaw</td>
<td>in accordance with</td>
</tr>
<tr>
<td>iot</td>
<td>in order to</td>
</tr>
<tr>
<td>bpt</td>
<td>be prepared to</td>
</tr>
<tr>
<td>AOR</td>
<td>Area of Responsibility</td>
</tr>
<tr>
<td>SLOC</td>
<td>Sea Lines of Communication</td>
</tr>
<tr>
<td>POC</td>
<td>Point of Contact</td>
</tr>
<tr>
<td>SPOD</td>
<td>Sea Port of Departure</td>
</tr>
</tbody>
</table>

Additional capitalisation

During briefings, a number of elements are capitalised in order to highlight them. TASK VERBS, CITY NAMES, and FORCES are some of the elements that should be fully capitalised in slides.

Grammar check

Poor grammar or language that prevents the audience from listening to what the speaker is saying rather than how it is said should be avoided as much as possible. Remember that you should prepare the briefing beforehand, revise it, and make any appropriate changes before you present it. This means that you should come well prepared. Grammatical errors can signal that you have not prepared, and therefore might be taken less seriously. Also, these may prevent overall comprehension.

Subject/Verb Agreement:
1. If the subject is singular, the verb must be singular too.
   Example: She writes operational orders every day.
   Exception: When using the singular “they,” use plural verb forms.
   Example: The participant expressed satisfaction with their job. They are currently working at headquarters.

In addition, possessive nouns can be a challenge. Remember that when an apostrophe (‘) is added, it often indicates possession.

Can you spot all the errors in the following sentences? If you find it difficult to find the errors, focus on the grammatical aspects mentioned above.

1. According to news feeds, its’ vital that aircraft, as well as submarines, is marketed wisely.
2. Firstly, I’d like to state that everyone wait with their questions until the end.
3. The enemies’ approach our AO much sooner than were expected.
Look at the PP slide below, and read the description to the side. Please note that this is not reflective of any analysis. Rather, it was created for educational purposes. Your task is to improve the text to the left. You could correct, add, or remove wording you feel is incorrect. Also, change the capitalisation and punctuation as you see fit.

Soland’s Most Likely Course of Action

Phase 1
First Soland will attack on air, naval bases, and anti-aircraft systems and required civilian infrastructure. On the island of Gotland and southern Northland, Soland will do this in order to alarm and paralyze the Northland defenses.

Phase 2
Secondly, Soland is conducting both sea and air operations in parallel. On Gotland and southern Northland. Sabotage and special operations will be carried out in several places in Northland.

Phase 3
Thereafter, Soland will likely put guided weapons systems that are protected on Gotland and they protect their own transport on the sea.

This map is fictitious and found here: [https://www.pinterest.se/pin/73929409506741660/](https://www.pinterest.se/pin/73929409506741660/).

6.1.4. Preparing a briefing

You may need to prepare a briefing that either you will brief or that a commanding officer may use. When creating slides, include only essential information and relevant graphics.

See this PowerPoint: See the PowerPoint in the link below: [https://helpsec.eu/wp-content/uploads/2022/04/6.1.4-Spoken-Resources-Competencies-and-Strategies-.pptx](https://helpsec.eu/wp-content/uploads/2022/04/6.1.4-Spoken-Resources-Competencies-and-Strategies-.pptx)

Check out the follow examples:

1. UN example
2. NATO example
4. Military Technology

Slides

1. Use only a few words per bullet point or slide
2. Use only a minimal number of fonts
3. Avoid more than 4 bullet points per slide
4. Avoid too many or distracting animations
5. Proofread and check spelling carefully and repeatedly.

Create your own slide

As a company commander, you are to prepare a briefing for the battalion commander regarding an upcoming training mission. For this briefing, prepare at most three slides to include:
a. the purpose of the training mission (i.e. the commander’s intent)
b. the number of platoons used and their respective capabilities
c. any other necessary information

If you are working online: Once your slide(s) is/are complete, exchange them with another person and provide peer feedback. Make changes to the slides, if necessary, and then brief a partner.

If you are using the ebook: Check to ensure your slide(s) comply with the following checklist.

**Checklist:**

<table>
<thead>
<tr>
<th>Slide guidelines</th>
<th>Check when completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use only a few words per bullet point or slide.</td>
<td>✓</td>
</tr>
<tr>
<td>2. Use only a minimal number of fonts.</td>
<td>✓</td>
</tr>
<tr>
<td>3. Avoid more than 4 bullet points per slide.</td>
<td>✓</td>
</tr>
<tr>
<td>4. Avoid too many or distracting animations.</td>
<td>✓</td>
</tr>
<tr>
<td>5. Proofread and check spelling carefully and repeatedly.</td>
<td>✓</td>
</tr>
</tbody>
</table>

### 6.1.5. Briefings Styles and Content

When a mission is ongoing in times of peace, briefings are often scheduled well in advance, and are recurring on a daily/weekly/monthly basis. However, in times of war briefings are held as often as the situation requires, or whenever it is possible.

Two briefings occur every day: the **staff briefing** and the **mission briefing**. Often during missions, the staff update briefing is similar to a morning briefing. All sections inform the commander about upcoming and recent events, and the commander has the opportunity to make requests and lead the staff. Subsequently, the commander is briefed depending on which tasks need addressing.

**Activity 1.** Listen to the briefing below, and then answer the following questions:
[https://www.youtube.com/watch?v=7Z3eX57hrGc](https://www.youtube.com/watch?v=7Z3eX57hrGc)

Note all the task verbs you hear (see Module 5 and the glossary for reference).
1. What do you notice about the vocabulary choices (register) made?
2. What do you notice about the speaker’s communicative style and strategies?
Activity 2. Read the first part of the briefing below conducted at the UN Security Council in January 2022. This briefing took place during peacetime. However, the briefing is framed from a non-peacetime perspective. In which ways does this affect the briefing? Consider the register, style, and length of the briefing.

“Thank you so much, Madam President, good to see you. And it is good to be here back in New York in person and to be able to greet you all.

1. Let me at the outset stress that Syrians continue to suffer deeply and that violence in Syria is indeed continuing. This past month alone has seen:
   - airstrikes in Idlib, reportedly killing civilians and damaging civilian infrastructure;
   - mutual shelling across front-lines;
   - a flare up of hostilities in the northeast;
   - IED attacks killing civilians in northern Syria;
   - airstrikes attributed to Israel damaging Latakia port;
   - continued violence in the South;
   - a growing number of security incidents related to drug smuggling;
   - and ISIL attacks, including on civilians and humanitarian actors, in north-eastern and central Syria.

2. In recent days, as you will have seen from news, we have seen an unprecedented attempt at a prison-break by thousands of detainees with suspected ISIL affiliation in Hasakah, sparking clashes with airstrikes from the US-led global coalition in support of the Syrian Democratic Forces on the ground. There have reportedly been dozens of fatalities. We understand that, in the last few hours, the SDF have taken back control, and all or most ISIL fighters seem to have surrendered. However, the situation is still unfolding. We are still very concerned for the safety and security of civilians caught up in this situation, many of whom have been displaced. UNICEF drew attention to reports of ISIL members being holed up in dormitories for minors, putting hundreds of children in detention at risk. Even if this particular ISIL uprising might have been quashed, this episode brings back terrible memories of the prison breaks that fueled the original rise of ISIL in 2014 and 2015. Madam President, I see this as a clear message to us all of the importance of uniting to combat the threat of internationally-proscribed terrorist groups -- and to resolve the broader conflict in which terrorism inevitably thrives.

3. We must remember in this context that the tragedy of the Syrian people is only deepening. 14 million civilians now need humanitarian assistance. More than 12 million remain displaced – and many are right now facing freezing winter conditions. Tens of thousands are detained, abducted or missing. The economy of Syria has collapsed. Criminality and smuggling are flourishing. And there are reports of young people seeking any opportunity to leave the country, sometimes falling prey to traffickers and warlords. Education is fragmented and severely degraded – as indeed are institutions and infrastructure across the board. The country remains de facto divided and society is deeply fractured. Syrians see no concrete progress towards a political solution.”


Activity 3. Focus on register and style.
The briefing transcript above is presented to non-military personnel which is reflected in the tone, style, and register. Give at least two examples of the civilian style and register. Then re-write these two examples into a more military style and register.
6.1.6. Integrating skills – Briefings

You are to prepare a briefing:

1. Choose one of the scenarios below.
2. Add any information as appropriate (names, numbers, events etc.).
3. Choose the correct briefing type and style.
4. Time to prepare: 15 minutes.

**Scenario 1:** You are to participate in a personnel briefing in which you inform the commander that of the 20 officers you have currently at the company. Twelve are expected to participate in the upcoming exercise, 4 are away on training at a mandatory CBRN training, 2 are on parental leave, 1 has been suffering from PTSD and is currently home sick for an undisclosed amount of time, and 1 broke their leg during the physical fitness tests conducted last week. Your company is to participate in the brigade’s spring exercise, and is in need of at least 15 officers.

In your information briefing, include suggestions to manage the situation.

**Scenario 2:** You are representing G3 in a decision briefing where you are to inform the commander about enemy vessels that have been seen heading north towards your most important port. In your decision briefing, include at least three plausible COAs.

Take notes on other people’s briefings, so you can ask follow-up questions.
6.2. The Information Briefing

**Thematic goal:** The thematic goal of this second portion of Module 6 Briefings is to present some vocabulary and terminology about staff briefings. Part of staff work in military settings involves media relations, so communication with the media is also addressed.

**Learning objectives:** In this unit, you will be exposed to more vocabulary and terminology related to briefings. A particular focus will be the Commander’s Update Briefing (CUB) and other daily briefings common to staff work. A secondary focus will be task verbs and acronyms. The grammar focus for this section is the progressive tense. An overarching objective is for you to practice the four language skills: reading, writing, speaking, and listening. Consequently, activities which incorporate these four skills are included throughout the module.

**Outcome objectives:** With these materials, you can improve your ability to speak more proficiently in professional contexts, create effective and visually appealing briefing slides, and improve your non-verbal communication skills needed for briefings. Further, this second portion of Module 6 aims to practice these skills multi-modally.

**Unit at a glance**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Time</th>
<th>Topic</th>
<th>Language</th>
<th>Skills</th>
<th>Type of Study</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2.1.</td>
<td>45’</td>
<td>The staff briefing in an operational context</td>
<td>Formal register</td>
<td>Reading comprehension</td>
<td>Self-study</td>
<td>17</td>
</tr>
<tr>
<td>6.2.2.</td>
<td>45’</td>
<td>The staff briefing and relevant vocabulary</td>
<td>Precision terminology</td>
<td>Reading comprehension</td>
<td>Class</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The progressive form</td>
<td>Information transfer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.2.3.</td>
<td>45’</td>
<td>Daily briefings</td>
<td>Listening for detail</td>
<td>Listening comprehension</td>
<td>Class</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.2.4.</td>
<td>45’</td>
<td>The Commander’s update brief</td>
<td>Task verbs</td>
<td>Reading comprehension</td>
<td>Self-study</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The language of briefings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.2.5.</td>
<td>45’</td>
<td>Media friend or foe?</td>
<td>Reading comprehension</td>
<td>Speaking</td>
<td>Class</td>
<td>25</td>
</tr>
<tr>
<td>6.2.6.</td>
<td>45’</td>
<td>Integrating skills: Creating PowerPoint slides and producing an operation update</td>
<td>Appropriate language register and style</td>
<td>Written and spoken task (recorded briefings)</td>
<td>Self-study</td>
<td>26</td>
</tr>
</tbody>
</table>

**6.2.1. The Staff Briefing**

The staff briefing is to secure a coordinated or unified effort with all sections, informing the commander of relevant information, but it also allows the commander to give orders to many sections simultaneously. The staff briefings can include an exchange of information, announcement of decisions, guidance and directives.
Staff briefings are scheduled regularly since they allow for effective and timely information exchanges. Staff briefings also allow different sections to meet and receive updates on current operations. They are often used during peacetime, but seldom in times of war. The Chief of Staff (COS) opens the briefing by identifying the purpose of the briefing as well as connecting it to the mission of the HQ.

In the staff, the sections are divided according to letters (e.g. A, C, G, and S) and numbers (1-9). This numbering shows what kind of HP the staff belongs to as well as what kind of section it is. Below you can find an explanation for each letter and number.

### Letter

<table>
<thead>
<tr>
<th>Letter</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>air force headquarters</td>
</tr>
<tr>
<td>C</td>
<td>combined HQ, multiple nations</td>
</tr>
<tr>
<td>F</td>
<td>certain forward or deployable HQ</td>
</tr>
<tr>
<td>G</td>
<td>army/marine general staff within HQ and having its own COS</td>
</tr>
<tr>
<td>J</td>
<td>joint HQ</td>
</tr>
<tr>
<td>N</td>
<td>navy HQ</td>
</tr>
<tr>
<td>S</td>
<td>army/marine divisions commanded by a field grade officer</td>
</tr>
<tr>
<td>U</td>
<td>United Nations military operations missions HQ</td>
</tr>
</tbody>
</table>

### Number

<table>
<thead>
<tr>
<th>Section</th>
<th>Responsibility</th>
<th>Example what to brief</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>personnel</td>
<td>how many people are on leave, sick leave</td>
</tr>
<tr>
<td>2</td>
<td>intelligence, security</td>
<td>detected security threats</td>
</tr>
<tr>
<td>3</td>
<td>operations</td>
<td>update on-going operations</td>
</tr>
<tr>
<td>4</td>
<td>logistics</td>
<td>supply status</td>
</tr>
<tr>
<td>5</td>
<td>plans /future operations</td>
<td>coming operations</td>
</tr>
<tr>
<td>6</td>
<td>signals, communications</td>
<td>status communication possibilities</td>
</tr>
<tr>
<td>7</td>
<td>training, joint engineer</td>
<td>past and upcoming training</td>
</tr>
<tr>
<td>8</td>
<td>finance, resource management</td>
<td>engineering events</td>
</tr>
<tr>
<td>9</td>
<td>Civil-Military Co-operation (CIMIC) or Legal</td>
<td>coordination with civilians</td>
</tr>
</tbody>
</table>

The briefing sequence can follow the numerals S1-S9, but can also vary, e.g. S2, S3, S1, S4 and S5. Since the original branches were 1-6, the numbers 7-9 may not be present in all missions or countries.
Activity 1.
Read the report of investigation from U.S Coast Guard below. Check the vocabulary and answer the questions you find at the end of the report.

On Thursday, February 9, 2017 at approximately 2315, the U.S. flagged Commercial Fishing Vessel (CFV) DESTINATION (O.N. 632374), a Bering Sea/Aleutian Island (BSAI) crabbing vessel, departed Trident Seafoods in Dutch Harbour, Alaska with six crewmembers on board en route to offload bait at the Trident Seafoods facility in St. Paul, Alaska. From St. Paul, the vessel was to transit west to the opilio crab (snow crab) fishing grounds. Earlier in the day, the National Weather Service (NWS) issued marine forecasts that warned of heavy freezing spray conditions for the region.

During the early morning hours of Saturday, February 11, 2017 from approximately 0500 to 0610, the DESTINATION transited along the western leeward side of St. George Island. At approximately 0610, as the vessel transited approximately 4.4 NM northwest of Dainoi Point located on the northwest side of St. George Island, it slowed its speed and made a hard starboard turn into the seas and north-eastern winds. Shortly after the starboard turn, the vessel suddenly lost manoeuvrability. Its heading pivoted to the west while at the same time it drifted to the north. The vessel started to take boarding seas causing it to flood and eventually sink. At 0614, the vessel’s Automated Identification System (AIS) stopped transmitting.

At 0615, the Coast Guard’s District 17 (D17) Command Centre located in Juneau, Alaska received a 406 MHz Electronic Position Indicating Radio Beacon (EPIRB) distress alert transmitting near St. George Island. After watch standers confirmed the EPIRB’s registration belonged to the DESTINATION and attempts to hail the vessel failed, the Coast Guard launched Search and Rescue (SAR) operations. Multiple Coast Guard aircraft and Good Samaritan vessels participated in SAR operations. By mid-day, Coast Guard aircrews located a debris field in the general area of the EPIRB distress alert, and a Good Samaritan vessel recovered the transmitting EPIRB, a life ring and crab pot buoys belonging to the DESTINATION. SAR operations did not locate any survivors or the vessel’s life raft. After three days of SAR operations, the Coast Guard suspended the search at 1700 on February 14, 2017.

On July 8, 2017, the National Oceanic and Atmospheric Administration (NOAA) research vessel FAIRWEATHER used side-scan sonar and located the DESTINATION in 78 meters (256 feet) of water, approximately 7 nautical miles north of Dainoi Point, St. George Island.

On July 25, 2017 the Coast Guard’s Regional Dive Locker West working on the Coast Guard Cutter HEALY...
deployed a Remotely Operated Vehicle (ROV) over the site to collect imagery of the wreck. Due to strong sub-surface currents, the ROV was unable to collect substantial imagery or locate the life raft, but was able to confirm the vessel’s distinct colours, waterline, draft marks and name. In addition, the HEALY recovered a crab pot belonging to the DESTINATION.

The Coast Guard Marine Board of Investigation (MBI) determined that the initiating event occurred when the DESTINATION transited past the leeward and sheltered side of St. George Island and altered course to starboard into the hazardous seas off Dainoi Point. Subsequent events include the vessel’s abrupt loss of speed, manoeuvrability and heading shift, which allowed boarding seas to flood, capsize and sink the vessel.

The primary causal factors that directly contributed to the casualty include: 1) the vessel’s unsafe stability conditions due to the carriage of heavier crab pots that exceeded the weight used in the stability instructions, 2) additional weight and stability stress from bait loaded high on the vessel, and 3) excessive ice accumulations from freezing spray, and 4) down flooding from the open number 3 hold access hatch.

Other causal factors include the captain’s failure to: 1) load in accordance with the vessel’s stability information book, 2) prevent excessive icing accumulations from the prevailing freezing spray conditions, and 3) secure the number 3 hold access hatch while transiting.

Also contributing to the casualty was the owner’s failure to select a qualified individual to perform tests or calculations necessary to evaluate the vessel’s stability and update the stability instructions to reflect heavier crab pots and other alterations to the vessel. Accordingly, the owner failed to provide the captain with accurate information to maintain the vessel in a satisfactory stability condition.

Comprehension Questions:
1. Summarise the report in five sentences.
2. Where did this take place?
3. What were the primary causal factors?
4. What is an ROV, and how was it used?
5. What is an EPIRB, and why is it mentioned in the report? Information about EPIRB (https://www.youtube.com/watch?v=Sw1dsIXt93A)

Source:

Activity 2. Task
Imagine that the incident in the extract above took place during a mission. What would each staff section S1-S9 brief regarding this incident? Write the transcript that each section of staff will use to brief the commander.
6.2.2. Staff Briefing Vocabulary

The previous unit has provided a basis of information that you can now put into practice. This unit includes:

- daily briefings
- oral proficiency

<table>
<thead>
<tr>
<th>Letter</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>air force headquarters</td>
</tr>
<tr>
<td>C</td>
<td>combined HQ, multiple nations</td>
</tr>
<tr>
<td>F</td>
<td>certain forward or deployable HQ</td>
</tr>
<tr>
<td>G</td>
<td>army/marine general staff within HQ and having its own COS</td>
</tr>
<tr>
<td>J</td>
<td>joint HQ</td>
</tr>
<tr>
<td>N</td>
<td>navy HQ</td>
</tr>
<tr>
<td>S</td>
<td>army/marine divisions commanded by a field grade officer</td>
</tr>
<tr>
<td>U</td>
<td>United Nations military operations missions HQ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number</th>
<th>Section</th>
<th>Responsibility</th>
<th>Example what to brief</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>personnel</td>
<td>how many people are on leave, sick leave,</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>intelligence, security</td>
<td>detected security threats</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>operations</td>
<td>update on-going operations</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>logistics</td>
<td>supply status</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>plans /future operations</td>
<td>coming operations</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>signals, communications</td>
<td>status communication possibilities</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>training, joint engineer</td>
<td>past and upcoming training</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>finance, resource management</td>
<td>engineering events</td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>Civil-Military Co-operation (CIMIC) or Legal</td>
<td>coordination with civilians</td>
</tr>
</tbody>
</table>

To illustrate, a G3 would be a representative of the general staff of the army working with current operations.

Since the original branches were 1-6, it is not uncommon that 7-9 might not be present in all missions or countries.

Sometimes the briefing sequence is S2, S3, S1, S4 and S5. However, the sequence can follow the numerals S1-S9.
Activity 1.

In unit 6.2.1, you read a report from the U.S Coast Guard. Now, your task is to imagine that the incident took place during a mission. What would each section S1-S9 mention regarding this? Feel free to alter information to suit a staff briefing, for example, the crew members being military, the ship transporting water supplies, or it being an exercise.

1. Discuss this in smaller groups and then formulate a briefing.
2. Use appropriate vocabulary.
3. Practice briefing. Record a video of your briefing, and then give yourself feedback on your language use, style, tone, pace, and register.

Grammar check
The progressive form

In English, there are different ways to express the present and the past tense. In this section, we will focus on something called the progressive tense.

The progressive tense is a verb tense that indicates a continuing action, an action in progress, or something that is not usually the case. It can be in the past, the present, or the future. This tense exists in other languages as well, however, it is often more common in English. Therefore, it is important to know when the progressive tense is used in English.

To create the progressive tense, use the verb to be (am/is/are, was/were, will be) + present participle (+ing).

Examples of progressive tense:
I am driving a boat. (continuing action)
I am working on a missile project.

What are we having for dinner tomorrow? (Not always the same. We do not have the same thing for dinner every day.)

<table>
<thead>
<tr>
<th>Present Tense (ALWAYS HAPPENS)</th>
<th>Present Progressive Tense (only happens sometimes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I always carry my rifle on my right shoulder.</td>
<td>Yesterday, I was removing my rifle from my shoulder when we came under attack.</td>
</tr>
<tr>
<td>When on long marches, I always bandage my feet before I get blisters.</td>
<td>I am bandaging my feet because I just got blisters.</td>
</tr>
<tr>
<td>I usually complete the two-mile run in under 8 min.</td>
<td>I am going to run the two miles in under 7 minutes today. I just feel it.</td>
</tr>
</tbody>
</table>

Remember that the past progressive can also be used for polite questions (1 below) as well as to express duration (2 below).

Examples:
1. I was thinking we could go get a bite to eat?
2. Are we going to be there all day?
Task.
In the link below, you will find some exercises where you can practice using the past progressive.

6.2.3. Daily Briefings

Briefings in war and peacetime
During operations, as you have explored in previous units, several different briefings take place during one day. In a military context, briefings can vary depending on the mission and whether the operation is during peacetime or during an armed conflict. There is no definite answer as to when or how often a briefing takes place. Staff briefings in peacetime are generally scheduled whereas in war the situation and events decide when a staff briefing will occur.

Activity 1. Listening Comprehension
Listen to the operational order (OPORD) briefing below; please listen to the briefing more than once to ensure your understanding. In units 6.5.1 and 6.5.2 OPORDs will be addressed more thoroughly.

Task:
Your commander has been unable to attend the OPRD briefing and has requested a written summary including the most important elements of the operation and incorporating the appropriate target language and acronyms where relevant.
https://www.youtube.com/watch?v=sM6LKS8skTo
Activity 2. Reading Comprehension

Read the article on the link below about about the benefits of daily briefings and how they can be simplified to convey information effectively and time efficiently.

Answer the following questions after reading the article.

1. What sections does a “two-minute drill” briefing include?
2. Who are the participants briefing?
3. Who is the audience?
4. In your opinion, would this be beneficial for your company (or a company that you were in previously)?

6.2.4.

The Commander’s Update Briefing (CUB) and Language Related to Staff Work

Commander Update Briefs/Assessments (CUB/CUA) CUBs provide an example of a recurring commander touchpoint with the staff. The update briefings, or bird tables as they can be called in British English, allow a command or staff to brief the commander quickly. These types of briefings can occur at any time of day, but typically in the morning. The update briefings can be an informational recap of the past 24 hours or the upcoming 24 hours. Ideally, briefers should ensure the information provided to the commander is relevant, gives an analysis or assessment, and shares the “so what.” The shift in focus to a “so what” is frequently known as a Commander Update Assessment (CUA). The commander often uses these opportunities to provide guidance, intent, and decisions across the force.

Read the task verb definitions on the webpage below.

https://www.globalsecurity.org/military/library/policy/army/fm/3-90/appb.htm#par2-7

Activity 1: Try the following quiz on operational task verbs that are relevant during operations. Then, use the following quiz on the link below to test yourself on the following operational task verbs.

https://alb.h5p.com/content/1291665668434488267

Activity 2: Then, practice pairing some of the following acronyms.

https://alb.h5p.com/content/1291665676245342377
6.2.5. Media: Friend or Foe?

In previous units and modules, the focus has been on briefings in a military context. Nevertheless, there might be circumstances when you are appointed the point of contact (POC) for the media in certain situations. Often, each state or organisation has a specific department dealing with an important area.

It is always crucial to give an accurate image of events, but without revealing any information that is classified or considered damaging to the security of an operation.

Below you find a quote from NATO’s public affairs section:

"NATO policy is to release accurate information with the minimum of delay that is consistent with operational security and propriety. The PA approach for each activity or situation needs to be assessed on a case-by-case basis, being attentive to the public and external/internal audience interest, and is informed by PA considerations of good issue management and security.”


Discuss:

• What do you think about the quote and why is this the policy?
• Is it important to keep good relations with the media? Why, why not?
• Do you have previous experience in the military regarding the media?
• What do you think is important to keep in mind when talking to the media or anyone else from the public?
• Can you think of examples when public affairs may not have been handled correctly? What were the consequences?

Task

Prepare a briefing for the media about a real event that you have experienced. You can decide if it is from a navy, air force, or army perspective. Use the newly acquired knowledge from the previous modules for appropriate briefing structure, vocabulary, and language.

You have 10 minutes to prepare. The briefing should be 4-5 minutes long. When the others brief, take notes and based on your notes - ask the briefer questions. If you are working on the E-book, please record a video of yourself, and then give yourself feedback.
6.2.6. Integrating Skills- Briefings

In unit 6.1.5, you looked at the first part of a briefing conducted at the UN Security Council on January 2022 focusing on the register, style, and structure used. In this unit, you will be briefing your commander on the situation, imagining that you are in the Idlib region in the middle of the conflict.

Together with a partner, create two briefing slides and be prepared to brief your commander. Your briefing should be no longer than 10 minutes (excluding questions).

Activity 2

Before producing briefing slides, check unit 6.1.3 and do the following quiz:
https://learningapps.org/watch?v=pou4zabpk22

Some of the elements, which may be included in your briefing, are highlighted in bold below and if you require more background information on the ongoing conflict, check out these links:

"Let me at the outset stress that Syrians continue to suffer deeply and that violence in Syria is indeed continuing. This past month alone has seen:
- airstrikes in Idlib, reportedly killing civilians and damaging civilian infrastructure;
- mutual shelling across front lines;
- a flare up of hostilities in the northeast;
- IED attacks killing civilians in northern Syria;
- airstrikes attributed to Israel damaging Latakia port;
- continued violence in the South;
- a growing number of security incidents related to drug smuggling;
- and ISIL attacks, including on civilians and humanitarian actors, in north-eastern and central Syria.

In recent days, as you will have seen from news, we have seen an unprecedented attempt at a prison-break by thousands of detainees with suspected ISIL affiliation in Hasakah, sparking clashes with airstrikes from the US-led global coalition in support of the Syrian Democratic Forces on the ground. There have reportedly been dozens of fatalities. We understand that, in the last few hours, the SDF have taken back control, and all or most ISIL fighters seem to have surrendered. However, the situation is still unfolding. We are still very concerned for the safety and security of civilians caught up in this situation, many of whom have been displaced. UNICEF drew attention to reports of ISIL members being holed up in dormitories for minors, putting hundreds of children in detention at risk. Even if this particular ISIL uprising might have been quashed, this episode brings back terrible memories of the prison breaks that fuelled the original rise of ISIL in 2014 and 2015. Madam President, I see this as a clear message to us all of the importance of uniting to combat the threat of internationally proscribed terrorist groups -- and to resolve the broader conflict in which terrorism inevitably thrives.

We must remember in this context that the tragedy of the Syrian people is only deepening. 14 million civilians now need humanitarian assistance. More than 12 million remain displaced -- and many are right now facing freezing winter conditions. Tens of thousands are detained, abducted or missing. The economy of Syria has collapsed. Criminality and smuggling are flourishing. And there are reports of young people seeking any opportunity to leave the country, sometimes falling prey to traffickers and warlords. Education is fragmented
and severely degraded – as indeed are institutions and infrastructure across the board. The country remains de facto divided and society is deeply fractured. Syrians see no concrete progress towards a political solution”.

(Source: https://specialenvoysyria.unmissions.org/sites/default/files/2022-01-26_secco_un_special_envoy_for_syria_mr_geir_o_pedersen_briefing_as_delivered.pdf)

Activity 3

Using the briefing feedback form below, be prepared to comment on the briefings given by others.

Briefing feedback form:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Needs improvement</th>
<th>Acceptable</th>
<th>Good</th>
<th>Very good</th>
<th>Impressive</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Organization of information (logical)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• (Clear and effective) transitions -between slides</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• - between speakers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Spoken production (e.g. intonation, pronunciation, enunciation, pace of delivery and speech continuity).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Lexicogrammatical phrases (were used).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• (Appropriate and accurate) vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The speaker’s communicative competence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Aids</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• used effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• spelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• capitalisation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• concise language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task Achievement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The use of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• military tone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• military style</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• appropriate non-verbal behaviour</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Communicative Competence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Communicative Strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6.3. Informational Briefings

**Thematic goal:** The thematic goal of this third portion of Module 6 Briefings is on electronic and cyber warfare and surveillance. Often armed forces work together with the police and other authorities to counter cyber crimes, so this type of work is also addressed.

**Learning objectives:** In this unit, you will practice the four language skills: reading, writing, speaking, and listening while learning about Search and Rescue (SAR) missions, joint work with police, and about surveillance systems related to electronic warfare. Learning terminology and vocabulary related to these topics is the main objective.

**Outcome objectives:** With these materials, you can improve their knowledge of these non-kinetic warfare as well as SAR missions. As with all the modules, you are to practice and show the ability to use language skills multi-modally.

**Unit at a glance**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Time</th>
<th>Topic</th>
<th>Language</th>
<th>Skills</th>
<th>Type of Study</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.3.1.</td>
<td>45'</td>
<td>The information briefing</td>
<td>Specific vocabulary</td>
<td>Reading comprehension</td>
<td>Self-study</td>
<td>28</td>
</tr>
<tr>
<td>6.3.2.</td>
<td>45'</td>
<td>Surveillance Systems and an Introduction to Electronic Warfare</td>
<td>Learning about radar and sensors and the relevant target vocabulary</td>
<td>Speaking based on a scenario</td>
<td>Class</td>
<td>30</td>
</tr>
<tr>
<td>6.3.3.</td>
<td>45'</td>
<td>Cyber Warfare and Briefings on Cyber Events</td>
<td>Understanding the layers of cyber attacks</td>
<td>Reading comprehension &amp; discussion</td>
<td>Self-study</td>
<td>33</td>
</tr>
<tr>
<td>6.3.4.</td>
<td>45'</td>
<td>Taking Action after a Briefing, or Acting in a SAR Event</td>
<td>Ascertaining the appropriate terminology to present a SAR event</td>
<td>Reading and Speaking</td>
<td>Class</td>
<td>35</td>
</tr>
<tr>
<td>6.3.5.</td>
<td>45'</td>
<td>Armed Forces Sharing Information - The Police</td>
<td>Learning the art of note taking</td>
<td>Writing</td>
<td>Self-study</td>
<td>37</td>
</tr>
<tr>
<td>6.3.6.</td>
<td>25'</td>
<td>Language Specific terminology</td>
<td>Skills Speaking</td>
<td>Type of Study Group work</td>
<td></td>
<td>39</td>
</tr>
</tbody>
</table>

**6.3.1. The Information Briefing**

Information briefings are used to convey information to both military and non-military personnel. An information briefing presents facts in a form the audience can easily understand. However, no conclusions or recommendations are included, nor does it result in decisions. The information briefing consists of the introduction, main body, and conclusion.

1. **Introduction**
   - **Greeting.** Address the audience. Identify yourself and your organisation.
   - **Type and Classification of Briefing.** Identify the type and classification of the briefing. For example, “This is an information briefing. It is unclassified.”
   - **Purpose and Scope.** Describe complex subjects from general to specific.
   - **Outline or Procedure.** Briefly summarise the key points and general approach. Explain any special procedures (such as demonstrations, displays, or tours). For example, “During my briefing, I will discuss the six phases of our plan. I will refer to maps of our area of operations. Then my assistant will bring out a sand table to show you the expected flow of battle.” The key points may be placed on a chart that remains visible throughout the briefing.
2. Main Body

- Arrange the main ideas in a logical sequence. Examples can include chronologically, geographically, or in some other logical organisation.
- Use visual aids to emphasise the main points.
- Plan effective transitions from one main point to the next.
- Be prepared to answer questions at any time.

3. Closing

- Briefly restate or summarise the main ideas of this briefing and make a concluding statement.
- Invite questions.

Example:
Follow the link below to see a sample briefing.
https://www.stanagexpert.com/sample-briefing/

Activity 1: Read the following briefing and focus on the transitions, and language used to make the briefing clear and coherent.

Good morning, Ladies and Gentlemen.
My name is Captain Nowak and I am responsible for the security of our base.
As you probably know, unknown offenders broke into the base last night because the monitoring system did not work.
I have been tasked to deliver a briefing on two possible solutions to the difficult problem of the monitoring system failure we have been faced with.
I have divided my speech into two parts. In part 1, I will present the advantages and disadvantages of repairing the old monitoring system and in part 2, I will discuss the pros and cons of buying a new one.

Let me start with solution 1, which is repairing the old system. It has at least 2 advantages.
Firstly, this option is definitely cheaper. I have already contacted our IT specialist who claims he can have the failure mended as part of the guarantee offered by the producer due to the fact that the problem was not caused by the improper use of the devices.
Secondly, it is also faster because our experience shows that such failures are usually repaired within one day, which has also been confirmed by the customer service of the producer who assured me that the matter would be dealt with within 24 hours.
However, this solution also has some drawbacks.
To begin with, this is not the first time that we have encountered such a situation. The failures occurred on a number of previous occasions, causing unnecessary anxiety among the troops and consequently requiring dealing with morale-related issues.
Another drawback of this solution is that the guarantee period is coming to an end and if the situation keeps repeating itself, it might turn out to be an expensive option as we will be forced to pay for subsequent repairs from the unit’s budget.
I will now move on to solution 2, which is buying a new electronic monitoring system. I would like to begin with the advantages of this option. The greatest benefit of this option is that we can assume that the new, up-to-date system will be more reliable than the old one. Also, we can make sure that the new agreement with the producer contains relevant regulations connected with the maintenance and guarantee in case there is a failure. On the other hand, there are also some disadvantages. Firstly, the new system constitutes a significant expenditure which has not been planned in this year’s budget. Therefore, it would require shifting some funds from other allocations, which would entail a number of additional inconveniences. Secondly, it would be a lengthy process due to the fact that such a purchase requires a tender procedure which, as I am sure you all know, would take weeks as formal requirements and deadlines have to be observed.

To sum up, I would like to recommend solution 2. Despite being more expensive and time-consuming, in the long-run it may prove to be cheaper and, above all, it would contribute to greater security of our people and facilities, which should always be a priority for us. This brings me to the end of my briefing. If you have any questions, feel free to ask them now.

Source: https://www.stanagexpert.com/sample-briefing/

Task. Make a note of at least 10 linking words and phrases used in this briefing that you can use in an information briefing. Also, consider the non-verbal communication strategies that could be aligned with these linking words.

6.3.2. Surveillance Systems and an Introduction to Electronic Warfare

This unit will include some information about surveillance, including radar and sonar. You are tasked with learning about the surveillance systems to prepare an information briefing for your unit.

Radar

One way to conduct surveillance is by using radar. Radar operates by transmitting electromagnetic energy toward targets and then observing the echoes returned from them. A radar is used to detect, locate, track, and recognize objects at a great distance. Countries conduct surveillance continuously using radar that can be either land-based, seaborne, or airborne. Radar is an active sensing device, which was developed during the 1930s and 1940s due to military demands. Currently many types of radar are used in the civilian sector as well.

A radar image varies in clarity with disturbances being referred to as “noise”. This is unavoidable, and can be affected by:
- Target size
- Clutter (echoes from land, sea, rain, snow, or birds)
- Atmospheric effects
- Signals from nearby radars
- Electronic warfare – disruption or denial of the use of electromagnetic signals
Below you will find information about two different types of radar. Read both passages carefully, and then answer the subsequent questions.

**Airborne combat radar**

A modern combat aircraft is generally required not only to intercept hostile aircraft but also to attack surface targets on the ground or at sea. The radar that serves such an aircraft must have the capabilities to perform these distinct military missions. This is not easy because each mission has different requirements. The different ranges, accuracies, and rates at which the radar data is required, the effect of the environment (land or sea clutter), and the type of target (land features or moving aircraft) call for different kinds of radar waveforms (different pulse widths and pulse repetition frequencies). In addition, an appropriate form of signal processing is required to extract the particular information needed for each military function. Radar for combat aircraft must therefore be multimode—i.e., operate with different waveforms, signal processing, and antenna scanning. It would not be unusual for an airborne combat radar to have from 8 to 10 air-to-air modes and 6 to 10 air-to-surface modes. Furthermore, the radar system might be required to assist in rendezvous with a companion combat craft or with a refuelling aircraft, provide guidance of air-to-air missiles, and counter hostile electronic jamming. The problem of achieving effectiveness with these many modes is a challenge for radar designers and is made more difficult by the size and weight constraints on combat aircraft.

**Ballistic missile defence and satellite-surveillance radars**

The systems for detecting and tracking ballistic missiles and orbiting satellites are much larger than those for aircraft detection because the ranges are longer and the radar echoes from space targets can be smaller than echoes from aircraft. Such radars might be required to have maximum ranges of 2,000 to 3,000 nautical miles (3,700 to 5,600 km), as compared with 200 nautical miles (370 km) for a typical long-range aircraft-detection system. The average power of the transmitter for a ballistic missile defence (BMD) radar can be from several hundred kilowatts to one megawatt or more, which is about 100 times greater than the average power of radars designed for aircraft detection. Antennas for this application have dimensions of approximately ten to a hundred metres or more and are electronically scanned phased-array antennas capable of steering the radar beam without moving large mechanical structures. Radar systems for long-range ballistic missile detection and satellite surveillance are commonly found at the lower frequencies (typically at frequency bands of 420–450 MHz and 1,215–1,400 MHz).

**Comprehension Questions**

1. How does a radar work?
2. Why is it difficult to create an effective airborne combat radar?
3. What does multimode mean?
4. Having many different modes is also a challenge. Why?
5. Why are ballistic detection radars larger than aircraft radars?
6. What frequencies and ranges are there for ballistic radars and why?
Sonar

Sonar can be used for surveillance under water similarly to the way radar works above ground. Watch the video link below. Take notes and answer the questions below.

- How does a sonar work?
- What are the different types of sonar?
- When is each one used and for what purpose?

Reflect

- Regarding electronic warfare, how can radar and sonar be affected and how can this be countered?
- What different aspects should a commander be briefed about when using radar and sonar for surveillance?

Task: Brief your commanding officer about one of the pictures below. You can learn more about the context of the pictures by reading the article that accompanies them.

Source: https://www.theguardian.com/world/2014/nov/14/sweden-submarine-violation-sonar-images

6.3.3. Cyber Warfare and Briefings on Cyber Events

Cyber warfare is a war waged through computers and networks against states by other states or non-state actors. This warfare is usually used against government and military networks to disrupt, destroy, or deny their use. This is not to be confused with cybercrimes that terrorist might use, even though the traits and tactics can be similar. Currently, military staff are dependent upon computers for maintaining the flow of information in and out of staff. Similarly, commanders are required to exert control over the information to keep their staffs running and to maintain independent command over their forces. Thus, cyber warfare and threats pose serious threats to unprepared or ill-equipped military staff.

Cyberspace has three layers.

- The physical layer – hardware, cables, satellites
- The syntactic layer – the software
- The semantic layer – human interaction with the information generated by computers.

Which layer do you think is the most vulnerable layer?
Do you know how these different layers could be attacked?

Watch this video about cyber warfare, and then discuss the questions below.
https://www.youtube.com/watch?v=R6q61eRZ934

1. How is cyber warfare defined?
2. What are the different forms of cyberwarfare?
3. What is the aim of cyberwarfare according to the video?
4. What can the consequences be for “the real world”?
5. How has cyber warfare in the Ukraine-Russia war been used?
6. In what ways could and should military staff take more precautions to ensure they are less affected by cyber warfare threats?
There are 7 types of cyber warfare attacks

<table>
<thead>
<tr>
<th>Type</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>espionage</td>
<td>phishing, botnets</td>
</tr>
<tr>
<td>sabotage</td>
<td>insider threats</td>
</tr>
<tr>
<td>denial-of-service (DoS)</td>
<td>preventing legitimate users from accessing websites</td>
</tr>
<tr>
<td>DoS attacks</td>
<td>preventing legitimate users from accessing websites</td>
</tr>
<tr>
<td>electrical power grid</td>
<td>to disable critical systems</td>
</tr>
<tr>
<td>propaganda attacks</td>
<td>to influence people living in an area/country</td>
</tr>
<tr>
<td>economic disruption</td>
<td>targeting stock markets, payment systems</td>
</tr>
<tr>
<td>surprise attacks</td>
<td>A massive attack which the enemy does not suspect</td>
</tr>
</tbody>
</table>

How can a state combat cyber warfare?

One way to combat cyber warfare is to assess all risks, typically through real-life war-gaming. Another approach can be to have a layered defence but also to secure the private sector by making them resilient to cyber-attacks.

Reflect: What measurements does your country take to combat cyber warfare?

Read the first page of the link below that presents some significant cyber events. Thereafter, choose two events, and then prepare a written information briefing to a commander about these two events. Remember to use appropriate vocabulary.

https://www.csis.org/programs/strategic-technologies-program/significant-cyber-incidents
6.3.4. Taking Action after a Briefing, or Acting in a SAR Event

In this unit, we will be reviewing post briefings and focusing on Search and Rescue (SAR) operations.

Read the history and current time of an event below and discuss among your peers how you would have solved this particular situation. What orders and commands could follow this scenario?

Full PDF available here: https://apps.dtic.mil/sti/pdfs/ADA210621.pdf

HISTORY TO CURRENT TIME

1. 10th CAA attacked very early on 17 August with two motorized rifle divisions (MRD) in the first echelon across a front of approximately 26 km, basically the area defended by 1st and 2d brigades, 52d MID. The covering force was quickly forced back into the main battle area (MBA) and penetrations of the main defensive line began to develop with the potential result of a double envelopment of the 1st Bde and parts of 2d Bde.

2. The penetrations were eventually halted but similar problems in the 23d AD sector put units remaining on the original forward edge of the battle area (FEBA) in extremely vulnerable positions. To alleviate these problems the Corps Commander ordered a pull back to phase line Bravo around 180600 August, some 30 hours after the initial attack.

3. For the past 24 hours, 1st and 2d Bde have been steadily delaying back to phase line Charlie under heavy pressure by the 71st MRD in the north and the 128th MRD in the south.

4. Meanwhile, the fighting in the 3d Bde sector had been relatively light. They have been facing elements of the 48th MRD, 4th CAA since the onset. It is apparent now that the 48th MRD has been screening between the two main thrusts of the 10th CAA in the north and the other divisions of the 4th CAA in the south. Due to the critical situation on both flanks, the Corps Commander decided yesterday afternoon to commit the 201st ACR between the 52d MID and the 23d AD, thus relieving the 3d Bde, 52d MID, and the 1st Bde, 23d AD. Relief of these two brigades was intended to strengthen the defensive capabilities of the respective divisions. The relief occurred during the hours of darkness last night.

THE CURRENT SITUATION

1. Last night (18-19 August) elements of the 71st MRD and the 128th MRD launched 3 separate attacks against 1st and 2d Bde positions, nearly penetrating our defense in all three instances. They attacked toward NOIBERG in the north forcing our defenders back to that city; the situation has settled down in that area. They also attacked toward SCHWARZENBORN, actually penetrating our lines at one time, but have now withdrawn east of the EFZE River in that sector. Finally, around 0200 this morning (19 August) they launched an all-out attack up the AULA River Valley, nearly resulting in a rout of the troops in that sector; however, a new defensive line has been established west of OBERAVLA, and the situation has also stabilized in that sector. In fact, except for close range fighting south of the SCHWARZENBORN Gap, things have settled down all along the 52d MID front, with 71st and 128th MRD apparently fairly well spent.
Search and Rescue (SAR)

Those working in the maritime security sector are often asked to participate in search and rescue missions (SAR). SAR can happen at any time, and it is important that actions be taken directly since hypothermia can set in quickly, and the chance for survival decreases with every passing minute.

Each country is responsible for rescuing people at sea with the country’s area of operation. The AO is different from the borders of the economic zone or territorial zone. Rather, it is an agreement between the neighbouring countries.

How SAR operations are conducted can vary from country to country, but it is regulated in the IAMSAR manual (IAMSAR manual; https://www.imo.org/en/OurWork/Safety/Pages/IAMSARMANual.aspx). SAR operations are normally coordinated from special operations centres where the staff use English as the working language.

Risks in SAR Operations

It is therefore important that a full risk assessment be conducted prior to launching the mission, since the risks in any SAR response must be considered against the chances for success and the safety of SAR personnel.

Some questions to keep in mind when assessing a situation:

- Is the distressed craft in immediate danger of causing harm or placing the rescuers in jeopardy?
- Can the rescuers handle the weather conditions?
- Has the distressed craft given enough information to prepare the rescuers?
- Can the rescuers realistically be of assistance?

The first person arriving at the scene becomes automatically the on-scene coordinator (OSC). However, when two or more SAR units conduct operations together the SAR mission coordinator (SMC) may designate an OSC. Designating an OSC should occur as soon as possible and preferably before arrival to the scene.

Here are some of the OSC duties:

- Coordination of all SAR facilities/units on-scene
- To carry out the search action plan or rescue action
- To coordinate on-scene communications
- Provide relevant information to other SAR units
- Produce SITREPs to the SMC
- To ensure operations are conducted safely
- To report the number and names of survivors to the SMZ

When several aircraft conduct SAR operations, the coordinator of the aircraft is called ACO.
Look at the image below. Then in groups of four or five, act as if you are in a SAR mission. There are four units (you can select which unit you want to represent) that will help in this mission. Ten crew members have not been accounted for. Choose one person to act as the OSC.

6.3.5. Armed Forces Sharing Information - The Police

As explained in previous units, there are a number of diverse operations and missions which can involve different military branches, including other organizations such as the Coast Guard, NGOs, and the Police. Here, we will investigate further the role of the police in different operations.

In today’s society with cross-border criminality, it is most important that the police in one country can obtain and share information from another country’s police force. This is achieved through operational police cooperation where national police cooperate with foreign police organisations. This work can take place through EUROPOL, INTERPOL, or the Schengen cooperation when for example conducting criminal investigations.

Fact Check 1:

EUROPOL is an organization within Europe that sets up and coordinates cross-border operations and facilitates direct communication between investigators from national law enforcement authorities.
INTERPOL manages 19 police databases with information on crimes and criminals (from names and fingerprints to stolen passports), accessible in real-time to countries. They offer investigative support such as forensics, analysis, and assistance in locating fugitives around the world.

INTERPOL supports national efforts in combating crimes across three global areas considered most important today: terrorism, cyber-crime, and organised crime.

**Fact Check 2:**

A Red Notice is a request to law enforcement worldwide to locate and provisionally arrest a person pending extradition, surrender, or similar legal action.

It contains two main types of information:

- Information to identify the wanted person, such as their name, date of birth, nationality, hair and eye colour, photographs and fingerprints if available.
- Information related to the crime they are wanted for.
- Red Notices are published by INTERPOL at the request of a member country, and must comply with INTERPOL’s Constitution and Rules. A Red Notice is not an international arrest warrant.

**Fact Check 3**

A Yellow Notice is a global police alert for a missing person. It is published for victims of parental abductions, criminal abductions (kidnapping) or unexplained disappearances.

Yellow Notices are important because:

- They give high, international visibility to cases.
- Abducted/missing persons are flagged to border officials, making travel difficult.
- Countries can request and share critical information linked to the investigation.

Sources:

https://polisen.se/en/the-swedish-police/international-cooperation/
The Art of Note Taking

When there is a briefing, it is essential that you take notes of what is being said since that information might not be repeated, but it will be demanded that you do follow those orders. In order to take notes, as you probably do recall from basic training, always bring pencils and a notebook to any briefing!

There are different techniques to take notes effectively, and not all might suit you. Nevertheless, here is some advice:

- Write down bullet points instead of complete sentences.
- Before the briefing, ask if there is a copy that you will receive afterwards.
- Be aware that you might not be able to write everything down, so instead think about what might be useful later on.
- What are the elements that you cannot double check later? Those things are especially important to write down.
- Practice writing at the same time as you are listening!
- Do not wait for a pause to take notes, but write as you listen.

Listen and take notes: U.N. Peacekeepers Often Lack Supplies, Support

As mentioned in previous units (e.g. 6.3.4), SAR missions occur often under duress in which there is little time to save lives. This means that the preparation for a SAR mission has different phases that focus on keeping the crew and the rescuing vessel(s) safe.

Therefore, it is important for the rescue coordinator to know the various types of searches in order to implement the correct search for each specific purpose. Consequently, many abbreviations are used to save time.

In order to successfully search and rescue people at sea, it is important to remember that currents, wind, and the location of different islands will affect where the missing persons might be found.

Discuss

- Have you ever been a part of a SAR mission?
- Do you know anything about previous SAR missions (e.g. Estonia, Titanic)
- What kind of rescuing equipment is compulsory at sea?
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOB</td>
<td>man overboard</td>
</tr>
<tr>
<td>PIW</td>
<td>person in water</td>
</tr>
<tr>
<td>POB</td>
<td>persons on board</td>
</tr>
<tr>
<td>LKP</td>
<td>last known position</td>
</tr>
<tr>
<td>GMDSS</td>
<td>global maritime distress and safety system (emergency system)</td>
</tr>
<tr>
<td>ETA</td>
<td>estimated time of arrival</td>
</tr>
<tr>
<td>ETD</td>
<td>estimated time of departure</td>
</tr>
<tr>
<td>DSC</td>
<td>digital selective calling (emergency radio)</td>
</tr>
<tr>
<td>F/V</td>
<td>fishing vessel</td>
</tr>
<tr>
<td>S/V</td>
<td>sailing vessel</td>
</tr>
<tr>
<td>R</td>
<td>search radius</td>
</tr>
</tbody>
</table>

Try this matching exercise in which you place the acronym with the full term. The answers are correct when marked in green.

https://learningapps.org/watch?v=pgy6t9roj22
The different methods for tracing people lost at sea:

Track Line Search (TS)

- Normally used when an aircraft or vessel has disappeared without a trace along a known route.
- Often used as initial search effort due to ease of planning and implementation.
- Consists of a rapid and reasonably thorough search along intended route of the distressed craft.
- Search may be along one side of the track line and return in the opposite direction on the other side (TSR).
- Search may be along the intended track and once on each side, then search facility continues on its way and does not return (TSN).
- Aircraft are frequently used for TS due to their high speed.
Parallel Track Search (PS)

- Used to search a large area when survivor location is uncertain.
- Most effective over water or flat terrain.
- Usually used when a large search area must be divided into sub-areas for assignment to individual search facilities on-scene at the same time.
- The commence search point is in one corner of the sub-area, one-half track space inside the rectangle from each of the two sides forming the corner.
- Search legs are parallel to each other and to the long sides of the sub-area.

Expanding Square Search (SS)

- Most effective when the location of the search object is known within relatively close limits.
- The commence search point is always the datum position.
- Often appropriate for vessels or small boats to use when searching for persons in the water or other search objects with little or no leeway.
- Due to the small area involved, this procedure must not be used simultaneously by multiple aircraft at similar altitudes or by multiple vessels.
- Accurate navigation is required; the first leg is usually oriented directly into the wind to minimize navigational errors.
- It is difficult for fixed-wing aircraft to fly legs close to datum if 5 is less than 2 NM.
Sector Search (VS)

- Most effective when the position of the search object is accurately known and the search area is small.
- Used to search a circular area centered on a datum point.
- Due to the small area involved, this procedure must not be used simultaneously by multiple aircraft at similar altitudes or by multiple vessels.
- An aircraft and a vessel may be used together to perform independent sector searches of the same area.
- A suitable marker (for example, a smoke float or a radio beacon) may be dropped at the datum position and used as a reference or navigational aid marking the center of the pattern.
- For aircraft, the search pattern radius is usually between 5 NM and 20 NM.
- For vessels, the search pattern radius is usually between 2 NM and 5 NM, and each turn is 120°, normally turned to starboard.

Choose a rescue mission at sea that you are somewhat familiar with (Titanic, Costa Concordia, or Estonia). Which type of search would be the most suitable and why?

Source and images:
https://marinegyaan.com/what-are-different-search-patterns/

You are the on-scene commander for a SAR mission where a passenger ferry has sunk - all 35 passengers and crew are missing. Three units and a helicopter are available. The weather is poor with big waves, and the water temperature is 15 degrees, so time is of the essence. Brief the other units about the situation and give them your orders. Prepare your briefing using correct vocabulary from previous units. You have 5 minutes to prepare.
6.4. Decision Briefings

**Thematic goal:** The thematic goal of this fourth portion of Module 6 Briefings returns to briefings – mission and decision briefings. The contexts for when mission and decision briefings should be given are addressed. Additionally, the other aspects of war are addressed, namely civilian threats and prisoners of war.

**Learning objectives:** In this unit, you will practice the four language skills: reading, writing, speaking, and listening while learning about prisoners of war, civilian threats, and maritime operations. Learning terminology and vocabulary related to these topics is the main objective. A secondary focus is on learning task verbs and acronyms related to these topics.

**Outcome objectives:** With these materials, you can improve your knowledge of mission and decision briefings and lexicogrammatical phrases for these briefings. As with all the modules, you are to practice and show the ability to use language skills multi-modally.

**Unit at a glance**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Time</th>
<th>Topic</th>
<th>Language</th>
<th>Skills</th>
<th>Type of Study</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.4.1.</td>
<td>45’</td>
<td>The decision briefing</td>
<td>Understanding the principles and format of the decision briefing</td>
<td>Reading and writing</td>
<td>Self-study</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Who participates in staff briefings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.4.2.</td>
<td>45’</td>
<td>Delivering a decision briefing</td>
<td>Appropriate format, language register and style</td>
<td>Speaking and listening</td>
<td>Class</td>
<td>46</td>
</tr>
<tr>
<td>6.4.3.</td>
<td>45’</td>
<td>The Mission Briefing and Mission Analysis</td>
<td>Precision acronyms and vocabulary</td>
<td>Speaking and listening</td>
<td>Class</td>
<td>48</td>
</tr>
<tr>
<td>6.4.4.</td>
<td>45’</td>
<td>Maritime Operations Incorporating the Added Complexity of Civilian Threats</td>
<td>Adapting language Understanding the role of civilians</td>
<td>Speaking and listening</td>
<td>Class</td>
<td>50</td>
</tr>
<tr>
<td>6.4.5.</td>
<td>45’</td>
<td>Executing an operation and legal aspects concerning prisoners of war</td>
<td>Information exchange incorporating specific vocabulary</td>
<td>Listening and reading</td>
<td>Self-study</td>
<td>52</td>
</tr>
<tr>
<td>6.4.6.</td>
<td>45’</td>
<td>Integrating skills: Review of the different briefing types</td>
<td>Using appropriate vocabulary, terminology and task verbs</td>
<td>Writing: Briefing notes</td>
<td>Self-study</td>
<td>57</td>
</tr>
</tbody>
</table>

**6.4.1. The Decision Briefing**

The purpose of a decision briefing is to present information and alternative courses of action to the commander for them to make a decision. The commander should be presented with both the strengths and weaknesses of each course of action (COA) before making their decision. As with all other briefings, the decision briefing should be concise and include only relevant facts and ideas.
Discussion Questions:

- What do you already know about decision briefings, and what previous experiences do you have?
- What is the most important thing to think about when holding a decision briefing?
- Have you experienced a good briefing? What did that person do in particular that made the briefing so memorable?

Format for a decision briefing

The format of the decision briefing is very similar to the information briefing.

1. Introduction
   a. Greeting
   b. Purpose
   c. Procedure
   d. Coordination
   e. Classification

2. Body
   a. Assumptions
   b. Facts bearing
   c. Discussion

3. Conclusion
   a. State conclusions
   b. State recommended actions
   c. Conclude your briefing
   d. Invite questions

Characteristics of an effective briefer

- Come prepared; think about questions that can emerge.
- Recognise and respond to audience feedback.
- Be brief. Use only essential details.
- Make eye contact! Read your audience.

Some aspects to consider in order to deliver better briefings

Content

This can vary depending on what kind of briefing this is; sometimes there can be a lot of information whereas other briefings have very little information. If you have to present extensive information, use a handout.
**Style**

*This is something individual, but keep in mind the following:*
- know your audience, their previous experience, expertise, age, position, and time in that position
- organise the information logically
- adapt your language to your audience. Do not use over-complicated words; it is your responsibility to adapt your language to convey information.
- stay within the allotted time.

**Questions**

- In most briefings, questions will likely occur and you may need to address these questions in different ways. You may invite questions during the briefing or at the end. Whatever you decide, ensure you announce this at the beginning of your briefing.
- Consider some likely questions, and try to answer those questions in your briefing.
- Fielding questions as they occur may be beneficial if the audience must understand one topic before moving on to the next topic. However, ensure the questions do not take over or make you lose your train of thought.
- Waiting with questions until the end is advisable if you have a complex topic.
- When answering questions, comment only on facts. If you are unable to answer a question, respond that you will get back with them after the briefing with a comprehensive response.

**Visual aids**

- Visual aids are not obligatory in briefings. However, they can facilitate the comprehension aspect of the briefing.
- Visual aids should be used if you have information that is too complex to give verbally, or the information you have is too long to be given verbally.
- Never read the slides verbatim; the participants in your briefing can do that. Instead, talk about and describe all the important elements on the slide.

---

Write 10 bullet points listing what you want to remember from this unit in preparation for the next time you may have to deliver a briefing. These will be helpful in the next unit.

**6.4.2. Delivering a Decision Briefing**

In the previous unit, you were introduced to the decision briefing. In this unit, that knowledge will be put into practice.

**Discuss**

- What do you remember from the previous unit?
- How does an effective briefer speak?
- What other techniques does an effective briefer use?
Listen to the first three minutes of the following video:
https://www.youtube.com/watch?v=BlploaORFNM

While you listen, take notes and answer the following questions:

- Do they follow the outline of a decision brief? If so, does this help your understanding?
- How do they use visual aids?
- Do they look at the audience?
- Name at least three elements of briefings techniques they could improve upon.

Prepare a decision briefing

Task: Make slides for and hold a decision briefing, incorporating all you have learned about briefings so far. Divide the group into 2 teams, A and B. Then prepare the designated decision briefing.

**Team A:** You are a G3, and your task is to present three courses of action (COAs) to your commanding officer in response to enemy vessels that have been spotted heading north towards your most strategic port.

**Team B:** There is an urgent need to improve the cyber-security of your unit after some recent hacking attempts. You are to brief about the advantages and disadvantages, recommending one option following the decision briefing structure.

You have 10 minutes to prepare. The briefing should be no longer than three minutes. The possible options are:

- Employing a civilian IT company as specialist
- Requesting the IT section on your base to make any possible updates and changes
- Limit computers with Internet access
- Other aspects?

Revise your knowledge about different types of briefings covered in previous units.
https://create.kahoot.it/details/1e01c744-c01e-4df5-92de-2259716b4f02
6.4.3. The Mission Briefing and Mission Analysis

The mission briefing

A mission briefing aims to secure a coordinated and/or unified effort toward accomplishing a certain mission. This is why mission briefings are used under operational conditions to give specific instructions to individuals or smaller units. Often during a mission briefing, an exchange of information occurs together with decisions from the command and issuance of directives or guidelines. During the mission briefing, the mission analysis can be presented where specified tasks, limitations, and mission-essential tasks are presented. The mission briefing is also to reinforce any written order.

Nevertheless, the format of the mission briefing is not set, which means that any format most suitable for the mission briefing should be used. Often the format of an operational order (OPORD) can be used (see Module 6.5).

Listening Activity 1

Listen to the following mission briefing from the movie Black Hawk Down and take notes. Summarize what the order is.
https://www.youtube.com/watch?v=ACZy2CPE-oQ

If you need to refresh your memory regarding acronyms pertaining to the mission analysis briefing, try the quiz below.
https://learningapps.org/watch?v=pt8b7yyk22

Before starting the mission analysis scenario, read the following summary of what the mission analysis phase entails.

Summary

The mission analysis is the principal decision-making tool that guides the planning process.

- The Commander’s Intent provides direction to the planning officers so that they can determine the solution.
- Planning officers gather two categories of information concerning the mission: facts and assumptions.
- An assumption is appropriate if it meets the tests of validity and necessity.
- The mission statement should describe the task with a purpose, and can be expressed using the elements of who, what, when, where and why.

The Mission Analysis Scenario

- Adapted from: http://dag.un.org/bitstream/handle/11176/400722/M3%20Operational.pdf?sequence=4&isAllowed=y

You are members of the FHQ staff of the United Nations Multidimensional Integrated Stabilisation Mission in Mali (MINUSMA). A crisis has broken out in your AOR's neighbouring country where the UN established a new mission. UNHQ requires your mission to release an infantry battalion to support the new mission for 100 days. The COS has directed the FHQ staff to conduct a Mission Analysis and be prepared to give a Mission Analysis Brief with the following Force Commander’s guidance:
• Protection of civilians must remain our highest priority.
• We must continue to be prepared to deal with the all identified threats within the mission area.
• It is imperative that we remain prepared to respond quickly and robustly to deal with any cross-border threats to civilians.
• We will provide the reallocated infantry battalion with all necessary logistics and training support prior to its deployment.

Using relevant reference material and the briefing template below, each group needs to brief on the outcome of their mission analysis. The briefing is to be completed within 15 minutes. Be prepared to answer questions from the FC (Force Commander) throughout the briefing.

• Group 1. AOE (Area of Emphasis) summary and threat (most likely) ML COA and (most dangerous) MD COA.
• Group 2. Facts, assumptions, higher commander’s intent, essential tasks, and end state.
• Group 3. Recommended CCIRs (Commander’s Critical Information Requirements), broad COAs and restated mission, if required. (Adapted from the UN Military Planning Process)


**COPD V3.0 2021 APPENDIX 3 to ANNEX B Mission Analysis Briefing Format Outline.**

**4. Mission Analysis.**
   a. Key Factors and Conclusions.
   b. Operational Limitations.
      (1) Constraints.
      (2) Restraints.
   c. Operational Assumptions.
   d. Operational Risks / Opportunities.

**5. Operational Design.**
   a. Operational Mission (including Operational Objectives).¹⁶
   b. Operational CoGs.
   c. Initial Commander's Intent.¹⁷
   d. Operational Framework.
      (1) Possible Lines of Operations.
      (2) Decisive Conditions.
      (3) Operational Effects.
      (4) Operational Actions.
6.4.4. Maritime Operations Incorporating the Added Complexity of Civilian Threats

Any small watercraft can be converted into a weapon, targeting the navy, and pirates can operate in a context where ships are held hostage. This can be seen as a security threat for the civilian sector as well as the maritime sector. Source [https://www.cmre.nato.int/research/maritime-situational-awareness](https://www.cmre.nato.int/research/maritime-situational-awareness)

Discuss

Do you have any examples when maritime security has been of importance worldwide? What does the statement above mean to you?

Piracy in a civilian context

The UN’s International Maritime Organization (IMO) stated in 2010 that piracy has become a global problem with many attacks in the South China Sea as well as East Africa. Many measures have been taken, for example, the European Union Naval Force has had several initiatives to combat piracy against international ships.

Discuss

Who do you think should be considered as responsible for private shipping? Is piracy also to be seen as a threat to the military sector? Why/Why not?

NATO and maritime threats

NATO has a specific branch for maritime security. The Centre for Maritime Research and Experimentations (CMRE) is the NATO facility that organizes and conducts research and technology development regarding the maritime domain. All research is to enhance the Maritime Situational Awareness (MSA), and thereby spot any security or defence needs.

The research areas of the CMRE are:

- Anti-submarine warfare (ASW)
- Naval mine countermeasures (NMCM)
- Environmental Knowledge and Operational Effectiveness – Maritime (EKOE-M)
- Maritime Unmanned Systems Enablers (MUSE)

Discuss each of the research areas. What do you think it includes? Is one more important than the other? Do you think that any other area should be included?

Means to receive better MSA

One way to receive better Maritime Situational Awareness (MSA) is to know which vessel is acting in a certain area and why. This is something that can be done in different manners, but resources for complete surveillance by ship are insufficient and extra equipment is needed.

As an example: The Automatic Identification System (AIS) is an automatic tracking system that uses transceivers. The CMRE uses for example the AIS with detection algorithms to detect any unusual behaviour like ship stops or unexpected changes in course. Radar and sonar are also used to find anomalies at sea.

Below is a link that shows all vessel traffic in a specific area using AIS.

Source

Discuss
What kind of information is displayed?
Can you see any advantages or disadvantages using AIS for surveillance?
Do you have any previous experience with radar or sonar, and what do you think are the advantages and disadvantages?
Task

Go to the following link: [ICC CCS - Live piracy reports](https://icc-ccs.org/piracy-reporting-centre/live-piracy-report)

Choose a recent piracy event from the links above. You will then brief a commander about this event using the mission brief format. You have 10 minutes to prepare.

6.4.5. Executing an operation and legal aspects concerning prisoners of war

Remember from previous modules that the third phase in the operation context is executing, which is defined as the plan is put into actions; commanders, subordinate commanders and staffs translate decisions into actions. In this phase, the focus is to make the own combat power as effective as possible in order to seize, retain, and exploit areas to gain, and maintain, a position. Nevertheless, decision-making does not stop in the planning process, but continues throughout the executing process.

It can be advocated that in order to create effective execution during an ongoing operation it is important to:

- Seize the initiative through action.
- Accept prudent risk to exploit opportunities.

Reflect: What does this mean to you? Is one more important than the other?

Source

Prisoners of war

During a battle or an operation, enemies might be captured and imprisoned, and are then called prisoners of war (POW). It is important that all POW are treated in a correct manner and those who are injured should for example get medical assistance. The Geneva Convention, set in 1929, regulates how states treat POW. Nevertheless, to what extent those regulations have been followed can be discussed.
Article 4

1. Prisoners of war, in the sense of the present Convention, are persons belonging to one of the following categories, who have fallen into the power of the enemy:

2. Members of the armed forces of a Party to the conflict as well as members of militias or volunteer corps forming part of such armed forces.

3. Members of other militias and members of other volunteer corps, including those of organized resistance movements, belonging to a Party to the conflict and operating in or outside their own territory, even if this territory is occupied, provided that such militias or volunteer corps, including such organized resistance movements, fulfil the following conditions:

   a. That of being commanded by a person responsible for his subordinates;
   b. That of having a fixed distinctive sign recognizable at a distance;
   c. That of carrying arms openly;
   d. That of conducting their operations in accordance with the laws and customs of war.

3. Members of regular armed forces who profess allegiance to a government or an authority not recognized by the Detaining Power.

4. Persons who accompany the armed forces without actually being members thereof, such as civilian members of military aircraft crews, war correspondents, supply contractors, members of labour units or of services responsible for the welfare of the armed forces, provided that they have received authorization from the armed forces which they accompany, who shall provide them for that purpose with an identity card similar to the annexed model.

5. Members of crews, including masters, pilots and apprentices, of the merchant marine and the crews of civil aircraft of the Parties to the conflict, who do not benefit by more favourable treatment under any other provisions of international law.

6. Inhabitants of a non-occupied territory, who on the approach of the enemy spontaneously take up arms to resist the invading forces, without having had time to form themselves into regular armed units, provided they carry arms openly and respect the laws and customs of war.

7. The following shall likewise be treated as prisoners of war under the present Convention:

8. Persons belonging, or having belonged, to the armed forces of the occupied country, if the occupying Power considers it necessary by reason of such allegiance to intern them, even though it has originally liberated them while hostilities were going on outside the territory it occupies, in particular where such persons have made an unsuccessful attempt to rejoin the armed forces to which they belong and which are engaged in combat, or where they fail to comply with a summons made to them with a view to internment.
9. The persons belonging to one of the categories enumerated in the present Article, who have been received by neutral or non-belligerent Powers on their territory and whom these Powers are required to intern under international law, without prejudice to any more favourable treatment which these Powers may choose to give and with the exception of Articles 8, 10, 15, 30, fifth paragraph, 58-67, 92, 126 and, where diplomatic relations exist between the Parties to the conflict and the neutral or non-belligerent Power concerned, those Articles concerning the Protecting Power. Where such diplomatic relations exist, the Parties to a conflict on whom these persons depend shall be allowed to perform towards them the functions of a Protecting Power as provided in the present Convention, without prejudice to the functions which these Parties normally exercise in conformity with diplomatic and consular usage and treaties.

10. This Article shall in no way affect the status of medical personnel and chaplains as provided for in Article 33 of the present Convention.

Now, when you have summarized it, problematize aspects you think will be easy or difficult to follow in the case of war.

Add those in the table below.

<table>
<thead>
<tr>
<th>Aspects easy to follow</th>
<th>Aspects difficult to follow</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source

**Prisoners of war - a New Zealand perspective**

In the following article, how New Zealand’s POW were treated during WW2 is explained. You will select one paragraph from the article, read it, and then tell the rest in your group why you think that this part can be seen as important/vital/devastating in the life of a POW.
1. **Camp environment**

POW camps tended to be rather bleak places. They could not, for security reasons, have trees and other greenery growing in camps. Yet many prisoners did receive seed from the YMCA in Geneva and plant their own vegetable and flower gardens.

2. **Morning parade**

The length and number of parades – or roll calls – depended on the country in which the POW camp was situated and on the person who ran the camp. It also depended on whether or not there had been any escapes from the camp; if numbers did not add up then the men could be kept on parade for a very long time.

3. **Sport**

When they were fit enough, in other words when the Red Cross food parcels were in regular supply and they had enough to eat, POWs enjoyed participating in many different sports. There were inter-country rugby matches, for example, but most sports were played at one time or another.

4. **Camp library**

Many prison camps built up large libraries of books, thanks in part to the YMCA in Geneva which sent parcels of books (and other recreational equipment) to POWs. Many took the opportunity to study — degrees, for example, were available through the University of London.

5. **Mess time**

POWs at Campo PG57 in Italy line up for food. It is being cooked on a prototype of the blower, a nifty invention made out of items recycled from Red Cross food parcels which POWs used to heat up and cook food.
6. Working parties

If POWs were not officers or NCOs, it was likely that they would be sent out to work on what was called in Germany, an arbeitskommando. POWs in Italian POW camps also worked, as did those who were prisoners of the Japanese, most notoriously on the Burma Railway. Conditions for workers in Japanese POW camps were extremely bad and many people died because of the inhumane treatment.

5. Secret radios

Being on a working party meant that POWs could often get information about the outside world and the course of the war from civilians with whom they worked. While in camp, however, they relied on secret radios for news, particularly from the BBC in London. Men would listen to the radio and then be responsible for going from hut to hut in the camp and letting their fellow POWs know the latest news.

Source (text and images)

https://nzhistory.govt.nz/war/second-world-war/prisoners-of-war/daily-life

Listen to the following video about how you should act as a POW. While you watch, keep the following in mind:

- This video can be seen as a paradox, why?
- Compare the U.S. code of conduct with the one from your own country. How are they similar/different?

https://www.youtube.com/watch?v=j6-KyQ4Mhvg

Now, discuss in smaller groups which rules in the code of conduct that are especially important to follow. Choose five rules and then present them in class.
6.4.6. Integrating skills regarding different briefings

First, test your knowledge regarding NATO task verbs (Module 5).

Test NATO task verbs
https://quizlet.com/572593435/test

Now, test your knowledge from previous sections in Module 6 regarding military briefings.

Test military briefings

Report

Background:

You are in the S3 staff under the ongoing operation PETZL. The operation’s purpose is to liberate the eastern parts of BLUELAND which terrorists control at the moment. The previous night, one of your patrols was ambushed which left 6 soldiers wounded and 2 killed. All attackers were neutralized.

You are to prepare briefing notes for your superior to use while they brief the commander about the events in the daily update. However, this must be done in writing since the commander is in a different place.

Write a briefing about the events, use appropriate vocabulary (task verbs, specific terminology). This is to be submitted to your teacher for feedback next class.
6.5. Operational Orders

Thematic goal: The thematic goal of this fifth portion of Module 6 Briefings is operational orders (OPORD), including terminology, vocabulary, the structure organization, and planning process of OPORDs are central. Additionally, topics related to the air force are included.

Learning objectives: In this unit, you will practice the four language skills: reading, writing, speaking, and listening while learning about air power and the process of mission planning. Learning terminology and vocabulary related to these topics is the main objective.

Outcome objectives: With these materials, you can improve your abilities to formulate courses of action, mission analyses, concept of operations (CONOPS), scheme of manoeuvre, and commander’s intent. As with all the modules, you are to practice and show the ability to use language skills multi-modally.

Unit at a glance

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Time</th>
<th>Topic</th>
<th>Language</th>
<th>Skills</th>
<th>Type of Study</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.5.1.</td>
<td>45’</td>
<td>Giving orders - Operation orders</td>
<td>Acronyms and task verbs associated with operational orders</td>
<td>Reading and listening</td>
<td>Self-study</td>
<td>58</td>
</tr>
<tr>
<td>6.5.2.</td>
<td>45’</td>
<td>Operational orders in action</td>
<td>Listening for specific information on an OPORD</td>
<td>Listening and writing</td>
<td>Self-study</td>
<td>62</td>
</tr>
<tr>
<td>6.5.3.</td>
<td>45’</td>
<td>Preparing a mission</td>
<td>Target language associated with courses of action (COAs)</td>
<td>Reading comprehension Speaking</td>
<td>Class</td>
<td>63</td>
</tr>
<tr>
<td>6.5.4.</td>
<td>45’</td>
<td>Air Operations</td>
<td>Acquiring precision vocabulary</td>
<td>Reading comprehension Discussion</td>
<td>Class</td>
<td>66</td>
</tr>
<tr>
<td>6.5.5.</td>
<td>45’</td>
<td>Briefings in Air operations</td>
<td>Pre-flight briefings-format and language</td>
<td>Listening comprehension</td>
<td>Self-study</td>
<td>68</td>
</tr>
<tr>
<td>6.5.6.</td>
<td>45’</td>
<td>Integrating skills: The Commander’s update briefing</td>
<td>Incorporating subject related vocabulary and acronyms</td>
<td>Listening &amp; Speaking</td>
<td>Class</td>
<td>71</td>
</tr>
</tbody>
</table>

6.5.1. Giving orders - Operation orders

In previous chapters, you have seen how a briefing is produced and delivered, but when the commander has received all the information necessary to make a decision. What happens next?
When the commander has made a decision regarding which actions will be taken, an order is written which will help subordinate officers to execute the decision made. An Operation Order (OPORD) is written in mission areas in which the commander gives their intent to the specific branch(es). In mission areas, J3/G3/S3 is often tasked to write the order to be sent for approval. However, not all orders are written. Verbal order of the commander (VOCO) are also possible. VOCOs are not a consequence of lack of planning, but rather when orders need to be made fast and there is no time, nor the possibility to write the order down. A VOCO should provide all necessary information found in the OPORD (see below).

Remember that mission command has changed to some extent, which means that the order format also has changed.

Mission command is commonly used. Commanding officers rely on subordinates to act properly and appropriately in order to accomplish the mission. This means that the order tells someone what to do, but not how to do it.

Discuss the following questions:

- Why do you think a VOCO may be necessary? What are the disadvantages with using VOCOs?
- What are the pros and cons with the new kind of mission command when leaders are to act independently? Do you have any examples of when this type of command has been used?

Below you will find the structure of a 5 paragraph OPORD that many nations use. The 5 sections can be remembered with the mnemonic device: SMEAC (Situation, Mission, Execution, Administration and Logistics, and Command and Signal. Some nations choose to add an extra paragraph, orientation, to the OPORD, making it an O-SMEAC. This extra paragraph, is intended to provide those new to the theatre a more specific overview of the AO. The focus of the orientation paragraph is related specifically to terrain and how this can or will affect the mission. The orientation section is shown along with a map. Read the following link carefully for more details.

Operation Order

1. SITUATION

Area of Interest
Area of Operations
1. Terrain
2. Weather

Enemy Forces
1. Composition, Disposition, and Strength.
2. Recent Activities
3. Locations and Capabilities
4. Enemy COAs (Courses of Action)

Friendly Forces
1. Higher HQ Mission and Intent
2. Mission of Adjacent Units
Attachments and Detachments.
Civilian Considerations

2. MISSION

The objective being to answer the questions of Who, What, Where, When, and Why of the operation to be conducted.

3. EXECUTION

Commander’s intent
Concept of operations
1. Manoeuvre
2. Fires
3. Reconnaissance and Surveillance
4. Intelligence
5. Engineer
6. Air Defence
7. Information Operations
Scheme of Movement and Manoeuvre
Scheme of Fires
Casualty Evacuation
Tasks to Subordinate Units
Tasks to Combat Support
1. Intelligence
2. Engineer
3. Fire Support
4. Air Defence
5. Signal
6. CBRNE (Chemical, Biological, Radiological, Nuclear, and Explosive weapons)
7. Provost Marshal
8. MISO (Military Information Support Operations, formerly Psychological Operations or PSYOP)
9. Civil Military
Coordinating Instructions
1. Time or condition when the plan or order becomes effective.
2. CCIR (Commander’s Critical Information Requirements)
3. EEFI (Essential Elements of Friendly Information)
4. Risk Reduction Control Measures
5. Rules of Engagement
6. Environmental Considerations
7. Force Protection

4. ADMINISTRATION AND LOGISTICS

Logistics
1. Sustainment Overlay
2. Maintenance
3. Transportation
4. Supply
5. Field Services

Personnel Services Support
1. Method of marking and handling EPWs
2. Religious Services

Army Health System Support
1. Medical Command and Control
2. Medical Treatment
3. Medical Evacuation
4. Preventive Medicine

6. COMMAND AND CONTROL

Command
1. Location of Commander
2. Succession of Command

Control
1. Command Posts
2. Reports

Signal
1. SOI index in effect
2. Methods of communication by priority
3. Pyrotechnics and Signals
4. Code Words
5. Challenge and Password
6. Number Combination
7. Running Password
8. Recognition Signals

In addition to the order, a warning order (WarnO) is typically written to prepare troops for the upcoming order.

If a commander is to change the first base order, this can be done through a fragmentary order (FragO).
Discuss which elements you think are especially important when writing WarnOs and FragOs.

Discuss examples of the Commander’s critical information requirements.

Follow the 5-point OPORD guideline and make a VOCO with drawing from your previous training experience, which you will deliver to other people in class, or send to your teacher.

6.5.2. Operational Orders in Action

The Operational Order is long and complex with specific military terminology throughout. This unit focuses on practicing the terminology necessary for writing an OPORD, including some specific terms mentioned in 6.5.1, task verbs, and acronyms.

According to the US Marines: (https://www.trngcmd.marines.mil/Portals/207 FGHT%201004%20Introduction%20to%20the%20Operations%20Order%20Excerpt.pdf)

The commander’s intent is “to allow subordinates to exercise judgment and initiative to depart from the original plan when the unforeseen occurs. Squad and team leaders do not develop commanders’ intent sections of orders. However, they must communicate their higher commander’s intent provided in the order they receive. There are three elements of the CI: (a) P- Purpose ‘WHY’ (b) M- Method ‘HOW’ (c) E- End state. Describes what the commander wants the situation to look like when the mission is accomplished in terms of friendly forces, enemy forces, and terrain”.

The Concept of Operation describes the type of operation generally. ‘This operation will be a dismounted patrol (or attack),’ compared with, for example, ‘this will be a motorized patrol.’

“Scheme of Manoeuvre. This section provides the general ‘how to’ of your plan – it is the ‘game plan’ for how the entire unit will work together to accomplish the mission. It is important to issue your scheme of manoeuvre in anonymous terms first (anonymous, sequential, and thorough) in order to keep everyone’s attention throughout the whole plan. Everyone needs to understand what those around them are doing in order to create flexibility and support during the execution of the plan. General elements to brief include: Direction of attack (DoA), distribution of forces (DoF), form of manoeuvre (FoM), applicable tactical control measures (TCMs), and plan for consolidation”. (Source: (https://www.trngcmd.marines.mil/Portals/207 FGHT%201004%20Introduction%20to%20the%20Operations%20Order%20Excerpt.pdf)

Listening Activity:

Listen to an OPORD given by the U.S. Army. While listening, take notes on specific terminology and task verbs that are useful to you. Pay special attention to the following:
1. The specific task verbs that are used for the various platoons.
2. The commander’s intent
3. The concept of operations
4. The scheme of manoeuvre

Watch the full OPORD below. As you watch, listen especially to the way the captain briefs and the language he uses. Pay also attention to the body language among the briefers. If you need to, stop the video and listen to the briefing multiple times. briefing: https://www.youtube.com/watch?v=hlJrp-YhXoY

In the previous unit, 6.5.1, you saw how the terms, commander’s intent, concept of operations, and scheme of manoeuvre were used. Using the video OPORD, write down the explicit details for each of these three elements from the video. Pay special attention to how they are formulated.

Quiz yourself again on the most essential NATO task verbs. https://quizlet.com/572594145/task-verbs-flash-cards/

6.5.3. Preparing a mission

Read the following statement. Then reflect on about what it means to you, and if you agree/disagree.

Successful military operations rely on commanders and staff understanding and employing a common and comprehensive planning and decision-making process.

http://dag.un.org/bitstream/handle/11176/400722/M3%20Operational.pdf?sequence=4&isAllowed=y

When mission planning is incomplete or done in a hasty manner, it is possible that it will render loss of life, mission failure, or inefficient use of resources. Can you think of additional consequences?

Have you already planned your military operation but do not know what it should be called? Try this military operation name generator!

The phases of mission planning

Below you will find an example on how to conduct mission planning in accordance with the United Nations planning procedures.

There are five bullet points, but keep in mind that this is still a circular process and it is important to reconsider all aspects continuously.

1. Analysis of the Operational Environment

The first phase – analysis of the operational environment (AOE) helps the command and staff to obtain a better situational understanding.

It is important to define the operational environment with a review of the existing situation as well as any AO limitation. Intelligence gaps may also exist. The next step is to consider the effects on friendly forces, adversary forces, and the effects in different areas. Finally, the focus is on armed threats. Where these are identified, assessed and control measures are then developed. Also, keep in mind all risks associated with assumptions.

2. Mission Analysis

In this section, the commander’s intent is analysed and drafted. Thereafter, the tasks are identified and drafted together with the constraints, restrictions, critical facts, and assumptions. Finally, the mission statement is drafted. Consequently, a mission brief is held. See Module 6.3.2 for more details.
3. Course of Action Development

In this phase, it is immensely important to analyse all information in order to confirm the centre of gravity (freedom of action/movement, strength), conduct a critical capability analysis, and develop decisive points and lines of operation in order to develop broad and detailed COA.

4. Course of Action Analysis and Decision

When analysing and testing COA, it is important to avoid premature conclusions, and remain o
Activity 1

Read the following example of a COA and sketch. Conduct a thorough analysis of it according to what you just have learned in parts 3 and 4.

6.5.4. Aircraft operations

This unit focuses primarily on the different kinds of military aircraft.

Air Force Units

In an air force, there are several different kinds of aircraft, each designed for different purposes. Below are some examples:

**Fighter aircraft** – units able to carry out operations against targets on the ground, in the air and over water. These units can also conduct intelligence gathering.

**Bombers** – designed to attack ground and naval targets by dropping air-to-ground weapons, firing torpedoes, and deploying missiles.
**Transport aircraft** – units that perform airlift operations. This is a noncombat aircraft (NCA).

**Signals reconnaissance** – units that conduct electronic combat reconnaissance and intelligence gathering.

**Electronic warfare aircraft** (EW) – units designed to degrade the effectiveness of enemy radar and radio.

**Helicopter / Rotary-wing aircraft** (RWA) – attack, anti-submarine warfare, observation, transport, MEDEVAC, and SAR

**Unmanned aerial vehicle** (UAV) – surveillance, reconnaissance, target acquisition, arm dropping, and suppression of enemy air defence (SEAD)

The air force also includes Base units and Command and Control units

**Discuss**

What types of aircraft are more applicable for your current position?
Do you think that one type of aircraft will be more important in the near future?

Source 1 [https://www.intechopen.com/chapters/67881](https://www.intechopen.com/chapters/67881)
Source 2 [https://www.forsvarsmakten.se/en/about/organisation/the-air-force/](https://www.forsvarsmakten.se/en/about/organisation/the-air-force/)

**Air force/combat vocabulary and acronyms**

Try this learning app to acquire new vocabulary and acronyms. [https://learningapps.org/](https://learningapps.org/)
[watch?v=p7todnwtaz2](https://www.youtube.com/watch?v=p7todnwtaz2)


As mentioned in previous units, the assessment process after operations or for current procedures is an ongoing process, and it is something that must be revisited and adjusted during operations. Additionally, the assessment process and the AAR (After Action Review, see Module 5) are similar in some cases. However, the commander usually guides assessment in order to prioritize the assessment effort, using caution when establishing cause and effect. Conversely, in the AAR all participants are encouraged to participate as freely as possible.
An AAR is for everyone to learn how to work more efficiently as a group, and for all commanders to understand an individual’s experience. A briefing is for each function to inform on the important information, which can affect the COA.

Discuss
How will you adapt your language and tone depending on if you are holding a briefing or an AAR?
Are there any situations when an AAR can be seen as unnecessary?

Activity 1. Listening
Watch this 5-minute video about training conducted on Small Unmanned Aircraft Systems (SUAS), or UAVs.
Take notes as you watch.

Afterwards, summarise the video in approximately eight sentences and submit these to your teacher. Then, discuss the pros and cons with UAVs in comparison to what you already know about fighter aircraft.

https://www.military.com/video/specops-small-unmanned-aircraft-systems-suas-training

6.5.5. Briefings in Aircraft operations

Before any operation, it is important to update all commanders with new, relevant information. This is also true for all air force operations, particularly since weather changes can have an immense effect on the flight.

There are three different kinds of pre-flight briefings:

- Standard - a comprehensive weather and aeronautical information briefing.
- Abbreviated - to update specific items.
- Outlook - for flights departing in six or more hours.
Discuss whether the briefings described above are similar in the Army and Navy.

The chart below lists all necessary elements in a Standard Briefing Guideline. Read it carefully.

<table>
<thead>
<tr>
<th>Briefing Type</th>
<th>Value</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outlook</strong></td>
<td>• Provides weather information that is available in advance</td>
<td>6–48 hours before flight</td>
</tr>
<tr>
<td></td>
<td>• For planning purposes when departure is 6 hours or more from the time of the briefing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Gives you an indication of which weather elements may be a factor for your flight</td>
<td></td>
</tr>
<tr>
<td><strong>Standard</strong></td>
<td>• Provides a complete and detailed depiction of the weather elements for the intended flight</td>
<td>• Within 6 hours of flight</td>
</tr>
<tr>
<td></td>
<td>• Pilot will have a clear indication of the weather-related risk factors for the flight</td>
<td>• Can be obtained multiple times for flights during dynamic weather</td>
</tr>
<tr>
<td><strong>Abbreviated</strong></td>
<td>• Provides pilots with updated information for specific weather elements</td>
<td>As soon as practical before flight</td>
</tr>
<tr>
<td></td>
<td>• Focuses on the more dynamic weather elements that may have changed since the standard weather briefing was obtained</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Helps pilots focus on the specific risk areas for the intended flight in an efficient manner</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Allows pilots to be proactive in reacting to changing weather while in flight</td>
<td></td>
</tr>
</tbody>
</table>
Then look up all acronyms and write the definition in the table below.

<table>
<thead>
<tr>
<th>Element</th>
<th>Important Checklist Items</th>
<th>Value to Pilot</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Adverse Conditions</td>
<td>• Weather Advisories&lt;br&gt;• NOTAMs/FICONs&lt;br&gt;• PIREPs&lt;br&gt;• AIRMETs:&lt;br&gt;  o Icing&lt;br&gt;  o Turbulence&lt;br&gt;  o IFR&lt;br&gt;  o Thunderstorms&lt;br&gt;• SIGMET:&lt;br&gt;  o Convective Activity&lt;br&gt;  o Low-Level Wind Shear</td>
<td>Adverse conditions can be meteorological or aeronautical conditions that are reported or forecast that might influence the pilot to alter the proposed flight (e.g., low-level wind shear, thunderstorms, reported icing, turbulence, frontal zones along the route of flight, and NOTAMs such as airport/runway closures/conditions, air traffic delays, or TFRs).</td>
</tr>
<tr>
<td>2) Synopsis</td>
<td>• Frontal System, Location, and Movement&lt;br&gt;• Air Mass&lt;br&gt;• IFR Conditions</td>
<td>Determine when conditions may change based on location, movement, and speed of frontal system. This provides a picture for current and forecast weather conditions and whether VFR flight should be taken.</td>
</tr>
<tr>
<td>3) Current Conditions</td>
<td>• Current Weather Reports for Departure, En Route, and Destination&lt;br&gt;• PIREPs</td>
<td>Check the current weather along the route and any PIREPs of actual weather conditions that occurred in flight.</td>
</tr>
<tr>
<td>4) Forecast Conditions</td>
<td>• Forecast Weather:&lt;br&gt;  o Departure Forecast&lt;br&gt;  o En Route Forecast&lt;br&gt;  o Destination Forecast</td>
<td>A forecast is information that will affect the entire proposed flight and should be reviewed in logical order (i.e., climbout or departure, en route, and descent or destination). The destination forecast includes significant changes expected within 1 hour before and after the ETA.</td>
</tr>
<tr>
<td>5) Winds Aloft</td>
<td>• Winds Aloft Forecast&lt;br&gt;• Temperature at Proposed Altitude</td>
<td>A winds aloft forecast provides winds aloft for the proposed altitude using degrees of the compass. Winds should be averaged or interpolated if flying between reported levels. Temperature information is useful to help determine icing levels.</td>
</tr>
<tr>
<td>6) Notices to Airmen (NOTAM)</td>
<td>• Departure&lt;br&gt;• En Route&lt;br&gt;• Destination&lt;br&gt;• Alternate Airport(s)</td>
<td>NOTAMs provide information that may have an impact along any part of the route of flight, such as airport and other aeronautical conditions. Other information to check includes TFRs, SUAs, ATC delays, Airport Construction Notices, and Prohibited Areas P-40 (Camp David) and P-56 (Washington, DC) and the SFRA for Washington, DC, if pertinent to the route.</td>
</tr>
</tbody>
</table>
Write the correct wording for each acronym.

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOTAM</td>
<td></td>
</tr>
<tr>
<td>ETA</td>
<td></td>
</tr>
<tr>
<td>PIREP</td>
<td></td>
</tr>
<tr>
<td>SIGMET</td>
<td></td>
</tr>
<tr>
<td>AIRMET</td>
<td></td>
</tr>
<tr>
<td>TFR</td>
<td></td>
</tr>
<tr>
<td>SFRA</td>
<td></td>
</tr>
</tbody>
</table>

Source:


Watch the first minute of the following pre-flight briefing and answer the following questions:

- Which of the following three briefing types is this?
- Which runways will be used?
- What kind of weather is to be expected between 18000 and 23000 feet?
- What altitudes is turbulence expected?

[https://www.youtube.com/watch?v=3Z2ANRqKAqE](https://www.youtube.com/watch?v=3Z2ANRqKAqE)

6.5.6. Integrating skills

You have conducted a reconnaissance operation in line with the video below.


Your task now is to brief the commander on what you have seen. You have 15 minutes to write your briefing. Use the vocabulary above as well as vocabulary from previous units.
Module 6 Answer Key

6.1.1
Activity 1. Listening

Section A.
1. “Let us begin. I’m Captain Wiley. Our XO is Captain Goodwill”.
2. (Student choice)
3. The language used for the different companies and squads:
   Task: DESTROY; purpose: PREVENT
   Task: SEIZE; purpose: PREVENT

Section B.
If they take a loss of 2 tanks or more, they’ll likely call for that armor element.
Transitions to next speaker: “Alright. Next. Capt. Olsson will give us our terrain analysis.”

Section B.
1. Speaker says "scheme of fires" and points to the other captain to brief.
2. Capt. Olsson keeps his hands together and is less distracting than Capt. Wiley. Capt. Olsson does shift his weight between legs often and could improve his posture somewhat.
3. He keeps his hands mostly in front of himself so as not to distract from the briefing.

6.1.2
Matching Activity for Verbal Transitions.
4a) I don’t know sir, but I’ll find out.
6b) Please interrupt if you have any questions.
1c) The purpose of this briefing is to update you on the current situation in the AOR.
5d) This briefing is restricted.
2e) The next slide shows violations of the NF2.
3f) As you can see here, the weather conditions will remain stable.

6.1.3
Grammar Check:
1. According to the news feeds, it is vital that aircraft, as well as submarines, are marked wisely.
2. Firstly, I’d like to state that everyone waits with their questions until the end.
3. The enemy approached our AO much sooner than was expected.

Activity 2.

Most likely COA

Phase 1.
SOLAND will ATTACK air, naval bases, anti-aircraft systems and necessary civilian infrastructure, this island GOLAND and SOUTHERN NORTHLAND. SOULAND’s purpose is to alarm and paralyze the NORTHLAND defences.

Phase 2.
Begins when SOLAND conducts air and sea operations on GOLAND and SOUTHERN NORTHLAND. Sabotage and Special ops will be conducted in NORTHLAND.

Phase 3.
SOLAND will install protected guided weapons systems on GOLAND to DEFEND sea transports.

6.1.5.
Activity Listen:
1. Something
2. Something

Activity Focus on register and style - Do we need answers for these?
6.1.6.
Do we need a final answer for this one too?

6.2.1.
Comprehension questions. Are there answers already made for these questions?

6.2.3.
Activity 2. Reading Comprehension.
1. The sections are: Intelligence, operations, personnel, supply, communications, support operations.
2. The briefers are the section head's for the above mentioned sections.
3. The audience is the commander, executive officer (XO), command sergeant major.
4. (Student answers may differ).

6.3.1.
Linking words:
1. As you probably
2. I have divided my speech into 2 parts. Part 1 is...
3. Let me start with solution 1
4. Firstly
5. Secondly
6. However
7. To begin with
8. Another drawback
9. Also
10. On the one hand
11. This brings me to the end of my briefing
12. To sum up

6.3.2.
Comprehension Questions
1. It is difficult to create effective airborne combat radar because many different specialized tasks are required of them which use different kinds of wave forms, and an appropriate kind of signal processing is required.
2. Multimode means to occur or operate in different forms.
3. A challenge to have so many modes because of weight and size requirements and to be as effective as possible.
4. The systems to detect ballistic radar are larger because the ballistic missiles have smaller echos.
5. Active sonar is deployed by helicopters to buoys. Passive is used to locate other objects or the direction of other objects.

Answers to Module 6 (from 6.3.2)
Comprehension questions.
Sonar:
1. How does a sonar work?
2. It uses sound waves that are sent underwater to detect other objects and to navigate a vessel's position. SONAR comes from Sound, Navigation, and Ranging.
3. What are the different types of sonar?
4. Active and passive.
5. When is each one used and for what purpose?
6. Active sonar encompasses both the sending and receiving of the sound. The distance is measured by calculating the time it takes to send and then receive the sound waves.
7. Passive sonar involves listening to the sounds that targets emit. Passive sonar can tell from which direction an object is located, but not the distance.

6.3.3.
1. How is cyber warfare defined?
   Digitally supported military operations against nation states; political activism;
2. What are the different forms of cyberwarfare?
   Hacking, hacktivism, espionage, misinformation, propaganda
3. What is the aim of cyber warfare according to the video?
   Cause real and substantial damage to a target. Spy or take data from others.
4. What can the consequences be for “the real world”?
   Hospitals can cause death; colonial pipeline caused fuel shortage; electrical grids caused power outages.
5. How has cyber warfare in the Ukraine-Russia war been used?
   The anonymous group to target Russian media to target Russian propaganda. The Anonymous group waged an information war against Russia after Russia’s invasion of Ukraine.
6. In what ways could and should military staff take more precautions to ensure they are less affected by cyber warfare threats? Open question - multiple answers possible.

6.5.5

- Which of the following three briefing types is this?
  Informational briefing
- Which runways will be used?
  Runway 2-6
- What kind of weather is to be expected between 18000 and 23000 feet?
  Light rain
- What altitudes is turbulence expected?
  Moderate turbulence from 8000-3900 feet.
This is the end of Module 6.
Scan to download the media files for Module 5 and Module 6 from the QR code here: or at https://helpsec.eu/book/se.zip

Find out more about the Hybridisation of Specialised English Learning for Security Professionals Project at https://helpsec.eu