



Victory Wellness Leaders' Guide



PDF



OVW Website



ICE Comments



VWLG VERSION 2.0 — FY 2021

#victorywellness

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August 1, 2021

To be successful in combat, we must be holistically fit, disciplined, well-trained teams, this remains true now more than ever. Such success begins with the individual Soldier, DA Civilian, and Family member and is only ever fully achieved when those individuals are combined into a cohesive team in which each person is valued and respected by each of the others.


VICTORY WELLNESS is the 1st Infantry Division's and Fort Riley's program to achieve such success; and is an effort for every member of our community to increase resilience across the five dimensions of strength: *emotional, family, physical, spiritual, and social*. This program is for everyone at Fort Riley, not just those who may be facing immediate challenges. Acknowledging the fact we all may need help at certain points in our lives, VICTORY WELLNESS seeks to increase the strength of the entire team, to include those who are currently thriving as well as those who are in need of additional support. In addition, understanding stress is present at all levels, VICTORY WELLNESS is for every single person throughout the chain of command, not just our junior members.

VICTORY WELLNESS seeks to achieve such a feeling of trust and provides time to build and sustain the connections between the people in the Division and on Fort Riley. In an effort to assist our leaders, the Victory Wellness Leaders' Guide (VWLG) aims to provide a one-stop reference to resources on the installation and in the local area that can be used to conduct engaging and effective wellness training. Key to increased holistic wellness is resilience training that is well thought out, well planned, innovative, and fosters individual growth.


This is the second edition of the VWLG, updated to include best practices and refined guidance for each VICTORY WELLNESS event. As is the case with our people, we intend for this guide to get better each day. Each quarter the Division will continue to gather best practices to update the leaders' guide. The key to becoming stronger in all ways is you. Your implementation of the program and continued emphasis on holistic wellness will create better men and women in and out of uniform and foster operational readiness necessary for victory on the battlefield.

We remain honored to share the same patch as each of you and to be proud members of the Big Red One!

Duty First People Always...All Else Follows!



Raymond S. Harris
Command Sergeant Major, U.S. Army
Division Command Sergeant Major



Douglas A. Sims II
Major General, U.S. Army
Commanding



OPERATION VICTORY WELLNESS

OPERATION VICTORY WELLNESS [OVW] is a comprehensive, enduring operation to make every Soldier, Civilian, and Family Member on Fort Riley more resilient and stronger across the five dimensions of strength: physical, emotional, social, family, and spiritual. OVW is a constantly evolving culture change, with the intention of keeping people connected at its core. Although OVW will assist those at elevated risk, the intent of OVW is to improve the holistic wellness of the entire formation by strengthening our minds, spirits, and relationships with our families and one another. OVW does not stop with our Soldiers. By igniting a culture change across the installation, we stand to improve the strength and resiliency of our Department of the Army Civilians and Family Members. The achievement of holistic wellness will look different for every individual. However, when achieved, it will enable each one of our men and women to truly master the key aspects of our professions and ensure the division is ready, when the Nation calls.

The intent of OVW is achieved through four distinct activities: [1] Victory Wellness Mornings; [2] Victory Foundational Days; [3] Victory Wellness Action Weeks; and [4] Victory Wellness Checks. The execution of these activities is outlined in this Victory Wellness Guide; a leader's book which provides ideas, resources, and tools for execution of wellness activities within the division and on Fort Riley.



VICTORY WELLNESS LEADERS' GUIDE

U.S. Army leaders at all levels have recognized unintended consequences manifesting across the Total Army team from an operational tempo (OPTEMPO) that has consumed resources, namely time, at an unsustainable rate. Our efforts to meet readiness requirements have stressed the force and threaten resiliency in our Soldiers and Families. In order to restore and grow resilience for all, and preempt negative incidents in some, the Division must look for innovative ways to leverage a reduced OPTEMPO to address stressors and simultaneously meet sustainable readiness.

Operation Victory Wellness (OVW) is designed to do just that! A wide-ranging and continuous effort designed to make every Soldier, Civilian, and Family Member on Fort Riley more resilient and stronger across the five dimensions of strength. The intent is to improve the holistic wellness of the entire formation by strengthening minds, spirits, and relationships within families and one another.

Victory Wellness Leaders' Guide (VWLG): The VWLG describes a set of readily available activities that Company Commanders can use to populate their training schedules and that Battalions and Brigades can schedule and highlight in their Quarterly Training Briefs.

This wellness guide will help leaders understand how to increase resiliency through activities, discussion, team building events, and self reflection. Using these tools will allow leaders and soldiers to learn about their personal and social strengths as they gain self awareness and learn more about themselves and their teammates.



Inside, you will find activities separated by each of the five pillars of strength (emotional, family, physical, spiritual and social) and Foundational Day. Each activity and question are designed to increase resiliency and generate candid and meaningful dialogue with each of our Soldiers. Also included in this guide are useful resources, CONOPs, training support packages, as well as an area for taking notes. Please use these activities and discussion topics, but do not let it limit your creativity! Do not be a bystander, be a part of the solution and help us improve this guide. Please make your suggestions via SharePoint:

SharePoint access:

https://army.deps.mil/army/CMDS/1ID/Victory_Wellness/SitePages/Community%20Home.aspx

Through resilience, each person builds a sense of self worth and belonging. This leads to the mantra of "Duty First!" with people being everyone's duty.



VICTORY WELLNESS MORNINGS

Victory Wellness Mornings (VWM): VWMs are protected training time for leaders to focus on improving the human dimensions of strength of the individuals in their formations.

VWMs will occur every Tuesday. 1BDE and 1CAB will conduct VWM on the 1st and 3rd Tuesdays of the month. The 1SB, 2BDE, and DIVARTY will observe the 2nd and 4th Tuesdays of the month. Due to appointments and installation service requirements, the Garrison and IACH commanders will determine the appropriate Tuesdays to conduct their VWM training. On VWM no unit events will occur until 0830.

Unit led physical training is not conducted on wellness mornings, and Soldiers are free to do whatever helps with their personal resilience. Eat breakfast with their families, drop their children at school, go on a long run, simply relax, or whatever they choose. From 0830 to 1000 C/T/B Commanders plan VWMs using the 8-Step Training Model, and the unit’s Battalion Commander approves the concept at T-6 during the Battalion Training Meeting.

While leadership is responsible for the execution of VWMs, units are encouraged to leverage their Master Resiliency Trainers, Battalion Chaplain, and resources from across the installation. These include such activities as the Warrior Adventure Quest, ACS, Outdoor Recreational Activities, as well as classes and education both on and off Fort Riley to improve all aspects of wellness and increase the scope, utility, and variety of the training.



VICTORY WELLNESS MORNING (EXAMPLE)

0630-0800	Time returned to Soldier for family or individual resilience activities (e.g. taking children to school, breakfast with family, individual PT, or sleeping in)
0800-0830	Movement to unit are or planned event site
0830-1000	Resiliency Event Event examples: a) Unit Master Resiliency Training Classes b) Emotional Strength: Reason For Living CONOP and TSP c) Small Group Discussion/Class on one of the Five Dimensions of Strength and how each individual Soldier can improve within the Dimension & why it’s critical
	Division Focus Area Oriented
	Specified Wellness Action

MASTER RESILIENCY PROGRAM OVERVIEW

The Master Resiliency Program is a critical method to incorporate vetted training into OVW Mornings.

Resilience is not just about “bouncing back” from major life challenges. Resilience means you can manage the daily stressors of life like a difficult day at work, a tough conversation with a friend or loved one, or a failure or setback with your career. Resilience is about the ability to capitalize on opportunity – to take calculated risks because we are not afraid of failure. Only then, we can truly flourish, be the best version of ourselves, and reach our potential.

Energy Management

Goal Setting

Avoid Thinking Traps

Detect Icebergs

Problem Solving/Understanding

Put it in Perspective

Mental Games

Real-Time Resilience (RTR)

Character Strength

Assertive Communication

Effective Praise

Engaging as a Bystander



An expanded summary of each MRT module with Key Principles, Leader Discussions, and Leader Notes/Background is located in the Resource section. Contact your unit Master Resilience Trainer for more information and assistance in conducting the blocks of instructions.

*CONTACT DIVISION MRT, to find your local certified MRT Trainers and additional resources at 785-239-8835



VICTORY FOUNDATIONAL DAYS

Victory Wellness Foundational Days (VWFD):
VWFDs are protected days that enhance the relationships between leaders and Soldiers, increasing our unit cohesion and strengthening the character of members of our team.

Leaders will plan and conduct unit training that strengthens relationships, emphasizes character-building, and reinforces unit cohesion. The Division provides a monthly focus area. Units will incorporate counseling and barracks leader checks into their VWFD training plans. As with VWMs, VWFDs are planned using the 8-step training model and approved by the Battalion Commander. Brigades have the flexibility to pursue their own

training objectives and initiatives nested within the overall framework of Operation Victory Wellness. However, each VWFD must include time for counseling and well-being checks of Soldiers and barracks. The intent is that leaders at all echelons will use this time to create activities and events that are specifically tailored to improve one’s character, erode harmful behaviors, and develop their teams and individuals.

VWFDs may also have unique activities or events planned by unit leaders and they may incorporate events or activities as identified in the Victory Wellness Leaders’ Guide. This guide describes a set of readily available activities that Company Commanders can use to populate their training schedules, and that Battalions and Brigades can schedule and highlight in their Quarterly Training Briefs.

PRT on VWFDs will consist of unit competitive sporting events to build team camaraderie. On each VWFD, 1ID will host a sporting competition between teams from across 1ID and Fort Riley’s BDEs and major commands.



FOUNDATIONAL DAY (EXAMPLE)

0630	Unit competition event focused on team building
0745	Personal Hygiene / Breakfast
0900	Barracks Inspection (Select Personnel)
1000	Counseling
1130	Lunch
1300	Army Values Training, Character Building, and Hard Conversations
1500	Release
	Division Focus Area
	Development Focus
	Specified Wellness Action

ID Counseling Guide Portal
Location: <https://army.deps.mil/army/CMDS/1ID/G3/EGP/Forms/AllItems.aspx>

HOW TO HAVE “HARD CONVERSATIONS”

Hard Conversations on current events and leadership experiences in relation to the Army Values and Character Development are part of Foundational Day. See the Foundational Day section for a list of leader resources to facilitate these discussions as well as example vignettes. Below are a few guidelines on how to prepare for these discussions.

Know the official Army position on the topic.

Plan out the conversation:

What initial question will you ask to generate conversation?

What progressively more difficult questions will you ask to further facilitate the conversation?

Anticipate the potential controversial answers/opinions that will be expressed and how to mitigate conflict while validating the answer/opinion. Redirect to the official Army position when needed. Provide personal experiences when appropriate.

Be empathetic to multiple points of view.
[while not compromising Army Values or the Army position on the topic]

Ask what Soldiers have learned from the discussion.

Ask if anyone's opinion has been influenced or changed due to the conversation.

Reiterate what you want the Soldiers to take away from the discussion and the Army position and how it correlates to the Army Values.

Finish the discussion on a positive note especially if the discussion became contentious. Assess if further discussion is needed. Continue the discussion as needed or establish a follow-on conversation if needed with individuals or the group.





MONTHLY FOUNDATIONAL DAY FOCUS AREAS

Abbreviated Example Vignettes to Discuss. See Foundation Day Tab for more vignettes and Character Development Resources

July: HONOR—Live Up to Army Values. Living honorably, in line with the Army Values, sets an example for every member of the organization and contributes to an organization's positive climate and morale. How leaders conduct themselves and meet their obligations to the mission, other people, and the organization defines them as people and leaders. [ADP 6-22, 2-10]

August: LOYALTY—Bear True Faith and Allegiance to the U.S. Constitution, the Army, Your Unit and Other Soldiers. The first order of loyalty is to the Constitution and the ideals upon which it is based. One cannot remain loyal to the Constitution by being loyal to those who violate it. To create strong organizations, superiors, subordinates, and peers must embrace loyalty. One way that individuals demonstrate loyalty is by upholding all of the Army values. With those values as a foundation, loyalty is a two-way exchange: leaders earn loyalty and subordinates expect loyalty in return. Leaders earn subordinates' loyalty by training them well, treating them fairly, and living the Army Values. Subordinates demonstrate loyalty by working hard for their leaders and being as good as they can be at their jobs. Loyalty and trust enable the successful day-to-day operations of all organizations. [ADP 6-22, 2-6]

September: INTEGRITY—Do What's Right, Legally and Morally. Leaders of integrity consistently follow honorable principles. The Army relies on leaders who are honest in word and deed. Leaders of integrity do the right thing because their character permits nothing less. To instill the Army Values in others, leaders must demonstrate them. As an Army leader and a person of integrity, personal values should reinforce the Army Values. [ADP 6-22, 2-11]

October: PERSONAL COURAGE—Face Fear, Danger or Adversity (Physical or Moral). Personal courage is not the absence of fear; it is the ability to put fear aside and do what is necessary or right. Personal courage takes two forms: physical and moral. Effective leaders demonstrate both. Physical courage requires overcoming fears of bodily harm and doing one's duty. It triggers bravery that allows a Soldier to take risks in combat in spite of the fear of injury or death. For leaders, mission accomplishment may demand risking their own lives or those of Soldiers and justly taking the lives of enemies. [ADP 6-22, 2-12]

November: RESPECT—Treat People as They Should be Treated. The Army Values reinforce that all people have dignity and worth and must be treated with respect. The Nation was founded on the ideal that all are created equal. In the Army, each is judged by the content of their character. Army leaders should consistently foster a climate that treats everyone with dignity and respect, regardless of ethnicity, gender identity, sexual orientation, creed, or religious belief. Fostering a positive climate begins with a leader's personal example. Leaders treat others, including adversaries, with respect. [ADP 6-22, 2-8]

December: SELFLESS SERVICE—Put the Welfare of the Nation, the Army and Your Subordinates Before Your Own. Selfless service is larger than just one person. In serving your country, you are doing your duty loyally without thought of recognition or gain. The basic building block of selfless service is the commitment of each team member to go a little further, endure a little longer, and look a little closer to see how he or she can add to the effort. [ADP 6-22, 2-9]

January: DUTY—Fulfill Your Obligations. All Soldiers and DA Civilians strive to do their best. Duty extends beyond law, regulation, and orders. Army professionals exercise initiative when they fulfill the purpose, not merely the letter, of received orders. Leaders take responsibility for their actions and those of their subordinates; it is inherent in their duty to the larger organization, the Army, and the Nation. [continued]>

Conscientious leaders and subordinates possess a sense of responsibility to apply their best efforts to accomplish the mission. This guides Soldiers and DA Civilians to do what is right to the best of their ability. [ADP 6-22, 2-7]

February: DIVERSITY, EQUALITY & INCLUSION—Work every day to build a more inclusive Army culture. Build an inclusive culture that encourages, supports, and celebrates the unique and diverse backgrounds and experiences of our Soldiers and communities. As a team embrace and cultivate Diversity, Equity and Inclusion to the benefit of our unit and the Army. VALUES & BELIEFS—Values and beliefs affect how people think and act. People join the Army from a society with diverse personal values and beliefs respected within the standards of legal and ethical behavior. Variation in upbringing, culture, religious belief, and tradition is reflected among those who choose to serve in the Army. Such diversity provides many benefits for a force globally engaged around the world. Good leaders value this diversity of outlook and experience and must treat all individuals with the inherent dignity and respect due every person. All leaders have the critical responsibility to ensure that subordinates adhere to the Army Values as well as standards consistent with the United States Constitution, the Uniform Code of Military Justice, and Army rules and regulations. [ADP 6-22, 2-14]

March: COMBATING EXTREMISM: Extremism poses a threat to the total Army, both at home and abroad. The U.S. Army does not tolerate harmful behaviors and activities—such as extremism, racism, sexual assault and harassment—in its formations. Harmful behaviors such as extremism tear at the fabric of force and undermine the rule of law and the protection of human and civil rights. Participation in extremist organizations and activities is inconsistent with the responsibilities of military service, and is punishable through the full range of statutory and regulatory sanctions, both criminal [UCMJ], and administrative. [Army Office of the Chief of Public Affairs]

April: HUMILITY—Humility in its Simplest Form is the Absence of Arrogance. It is a sign of a leader being unselfish, working toward something more important than themselves. A person of high integrity, honesty, and character embodies the qualities of humility. For humility to apply, a leader must first have competence and confidence. A leader with the right level of humility is a willing learner, maintains accurate self-awareness, and seeks out others' input and feedback. Leaders are seen as humble when they are aware of their limitations and abilities and apply that understanding in their leadership. [ADP 6-22, 2-31]

May: EMPATHY—Army Leaders Show Empathy When they Genuinely Relate to Another Person's Situation, Motives, or Feelings. Empathy does not mean sympathy for another, but a realization that leads to a deeper understanding. Empathy allows the leader to anticipate what others are experiencing and feeling and gives insight to how decisions or actions affect them. Leaders extend empathy to others in both their leader and follower roles. Leaders with a strong tendency for empathy can apply it to understand people at a deeper level. This applies to DA Civilians, Soldiers and their Families, local populations, victims of natural disasters, and enemy combatants. Empathy enhances cultural understanding and enables an Army leader to better interact with others. [ADP 6-22, 2-23]

June: DISCIPLINE—"Discipline is the soul of the Army", George Washington. Discipline is Essential to Character, just as it is to an Organization. All leaders must demonstrate self-discipline—the ability to control one's own behavior—to do the harder right over the easier wrong. Doing tasks to the established Army standard without deviation reflects discipline. [ADP 6-22, 2-29]



VICTORY WELLNESS CHECKS

Victory Wellness Checks (VWC): Victory Wellness Checks are an annual screening of an individual's holistic wellness, completed by a Military Family Life Counselor (MFLC).

Every Soldier, from Private to Major General, will complete a Victory Wellness Check during the calendar year. Victory Wellness Checks are not mental health evaluations; they are non-attributional wellness screenings designed to make every Soldier stronger, introduce people to counseling, and eliminate the stigma of counseling. **Wellness checks are scheduled in one-hour time blocks.** If a Soldier decides to seek further counseling, he/she will be scheduled with their embedded brigade or installation MFLC before departing his/her wellness check.

Victory Wellness Checks are one of the most crucial components of OVW. Every Soldier in the formation will benefit from receiving a wellness check. For many Soldiers, this will be the first time they have formally sat down with a mental health professional. The normalization of wellness services and exposure to counseling can significantly reduce the stigma associated with each and greatly increase the health and resiliency of the force.

Only two categories of information are permanently recorded during these non-attributional screenings: (1) that the Soldier completed the requirement of his/her annual wellness check; (2) information divulged that triggers the *Duty To Warn Agreement* and subsequently initiates Chain of Command or installation action.

Moving forward, a Soldier going to their annual wellness check will be completing a requirement. Remember, VWCs are not events put on the training calendar, and units will not “surge” through wellness checks.



VICTORY WELLNESS CHECKS

A QUICK GUIDE FOR SOLDIERS AND LEADERS

What is a Wellness Check?

- Victory Wellness Checks are a key component of Operation Victory Wellness.
- A Wellness Check is when a Soldier meets and talks with a Military & Family Life Counselor (MFLC). It is a new requirement at the 1st Infantry Division & Ft Riley.
- Wellness Checks last 30-45 minutes and are completed once a year.

What is the goal of a Wellness Check?

The purpose of the session is to support personal resilience, promote personal development, and introduce Soldiers to what counseling is like. Wellness Checks can be a force multiplier, enabling Soldiers and Leaders to focus on the mission.

Is it confidential?

Yes. No records of the session are kept—but there are some exceptions to confidentiality related to whether a Soldier intends to break the law or hurt themselves or others. At the start of the session, the MFLC will explain to you what is not confidential.

What is an MFLC?

MFLCs are licensed counselors who are specially trained to address the unique stressors and challenges of military life. They offer Soldiers free, short-term solution-focused counseling. MFLCs are not part of the military's medical system.

What if you're already in counseling?

Even if you are already in counseling, you are expected to take part in a Wellness Check. These Checks can be used to get a sense of other aspects of your life or just provide an opportunity to reflect on how you are doing. These checks are not meant to replace psychological counseling, therapy, or treatment.

What Should You Expect?

Before the appointment: The Wellness Check is your opportunity to have an open discussion with a trained professional about anything you wish related to your personal well-being. Since initial appointments are only 30-45 minutes, take time beforehand to consider what is most important to you to discuss.

Potential topics for discussion: Think of this time as your chance to reflect, grow, and build resilience. Some topics that might be useful to consider include your relationships, emotional health, family health, work-related stressors, sense of meaning, and personal goals.

This time is for YOU! You drive the discussion—the more thought and care put into it, the more you will get out of it. The MFLC will guide you along and provide perspective to ensure you leave the session better equipped than when you entered.



VICTORY WELLNESS ACTION WEEK

Victory Wellness Action Week (VVAW): Aligned with III Corps' People First Week, VVAW is a dedicated week for units to execute a comprehensive program of training focused solely on improving individual wellness and enhancing relationships between leaders and Soldiers.

Units plan, resource, and execute VVAW as they would any deliberate military operation, and Brigade Commanders are required to back-brief subordinate unit training plans to the Commanding General. Again, the focus is on small group sessions to build teams, increase cohesion, and increase resiliency across the formation. Without exception, all operations during the action week focus on improving the holistic wellness of the formation.

BDEs allocate time to conduct training on topics that increase Soldier wellness. No other training is authorized during Victory Wellness Action Week. Units should endeavor to execute a training plan that avoids the use of classroom time and briefings in favor of dialogue and engaging activities.

During Action Week, units will utilize the first two days to chain-train and certify the trainers as per the Army's 8-Steps Training Model. On day one, Company Command teams, as well as BN and BDE leadership, conduct train-the-trainer and certify the trainers for the next phase taking place on day two. On day two, team leaders and above will receive training and will be certified by commanders to execute training for the Soldiers for which they are responsible. All other Soldiers not directly providing or receiving training on either of the two days should have a day of no scheduled activities.

At a minimum, unit training plans should incorporate these elements:

- A chain teach from BDE to PLT level that covers leadership expectations, the 11D Leader Book and 11D Counselling Guide, and building trust and improving communication within the unit.
- Listening sessions at the C/T/B level
- Where appropriate, a deliberate plan to conduct annual and semi-annual training for SHARP, EO, Suicide Prevention, and other Wellness-related topics.
- All Soldiers write a ½-page paper for their first line supervisor answering the prompt "Who am I?"
- All first line supervisors contact their subordinates' next of kin by voice phone call to communicate the importance of their Soldiers' wellness.

VICTORY WELLNESS ACTION WEEK



1 ID Victory Action Week Example



Wellness is Soldier Readiness

Operation Victory Wellness Action Week								
5 DAY	DAY 1		DAY 2		DAY 3		DAY 4	DAY 5
BN Focus	Chain Teach at Barlow Theater		Chain Teach at each Battalion		Chain Teach at each Company		Counseling and Leader Books at each Company	
0900							BN Action Week Training Time	BN Action Week Training Time
0930	Introduction/ Overview							
1000	Character Discussion led by Chaplain		Character Discussion led by Chaplain		Character Discussion led by Co CDR			
1030	Counseling led by CSM		Counseling led by CSM		Counseling led by 1SG			
1100	Army Values and Resiliency led by BDE MRT		Army Values and Resiliency led by BN MRT		Army Values and Resiliency led by Co CDR			
1130			Soldier (E4 and Below) Lunch with BDE CMD TM at Cantigny		NCO Lunch with BDE CMD TM at Cantigny		PL Lunch with BDE CMD TM at Cantigny	
1200								
1230								
1300								
1330	Command Supply Discipline Program and Maintenance Management led by SPO		Command Supply Discipline Program and Maintenance Management led by BN		Command Supply Discipline Program and Maintenance Management led by Co CDR		BN Action Week Training Time	Leader Closeout
1400	BH Discussion		Professionalism and Military Bearing led by BN CSM		Professionalism and Military Bearing led by 1SG			
1430	Professionalism and Military Bearing led by BDE CSM		Leaders Expectations and Lethality discussion led by BN CDR		Leaders Expectations and Lethality discussion led by Co CDR		BDE and BN Senior Leader Wellness Evaluation and listening Session	BRO FAMILY TIME
1500	Leaders Expectations and							
1530								
1600								
1630								
1700								
1730	Audience is BN Command Teams and Company Command Teams		BN Leadership are the trainers and the audience is E5 and Above		Company Command Teams are the trainers and the audience is E4 and below			
1800								
1830								
Legend:	BDE Event		BN Event		C/B/T Event		PLT Event	Squad Event
8 STEP TRAINING MODEL								
PLAN		TRAIN THE TRAINER		SITE RECON		ISSUE ORDER		REHEARSE
EXECUTE		EVALUATE		RETRAIN				
T-60		T-7		T-5		T-30		T-7
VICTORY ACTION WEEK		T+1		Retraining executed by BN				

UNCLASSIFIED//NONE



OPERATION VICTORY WELLNESS END STATE

OVW is an enduring and constantly evolving culture change that requires persistent leader energy, command emphasis, and bottom-up refinement.

As units become fully immersed in wellness activities, capturing best practices and lessons learned, and codifying them into the Victory Wellness Guide will further improve the scope and effectiveness of the operation. The success of OPERATION VICTORY WELLNESS depends greatly on our ability to change mindsets and collectively influence the same changes in those we lead, follow, and serve. Leaders at all echelons are empowered to enact change that leads to meaningful engagement with Soldiers and Families and improves resiliency. Focus on the wellness of people will make them the best Soldiers, Family Members, and citizens they can be. All Else Follows! Improved workplace performance, focus, and commitment to the mission will lead the division to warfighting mastery and increased operational readiness.



For OVW to be successful, we must change the culture within the organization. A comprehensive engagement plan at echelon enables us to distribute intent and objectives across the organization and to our Families. Weekly Wellness Videos, senior leader battlefield circulation,

leader development sessions, and an aggressive social media campaign push information to the lowest levels. In an age of widely and instantly shared information, credibility remains paramount. Additionally, the regular and sustained conduct of OVW activities is imperative to establishing trust between our leaders and subordinates.

The 1st Infantry Division's assessment team is engaged with scientists and researchers from the Walter Reed Army Institute of Research (WRAIR) to develop ways to assess and improve the effectiveness of each activity and the overall operation. Adjustments to the plan will be addressed at Quarterly Victory Wellness Commander's Updates. Although specific measurements and goals are under development, at present, it is believed that corrosive behaviors such as sexual assault and sexual harassment; suicides, suicidal ideations, and suicide attempts; and violations of diversity and inclusion will be reduced. It is also anticipated that increased individual wellness will result in positive gains to operational readiness (Gunnery scores, OR Rates, ACFT scores, et al.), unit cohesion and morale, and trust at all levels. In addition to unit and WRAIR assessments, ongoing and future collaboration with Kansas State University and the local communities show promise of support and partnership in OVW's execution and assessment.

Duty First! People Always...All Else Follows!

5 DIMENSIONS OF STRENGTH

The five dimensions of strength form the lines of effort for OVW.
They inform and structure training during VWMs, VWFDs, and VVAWs.

VICTORY WELLNESS

EMOTIONAL
FAMILY
PHYSICAL
SPIRITUAL
SOCIAL

"Victory Wellness is a comprehensive, enduring operation to make every Soldier, DA Civilian, and Family Member on Fort Riley more resilient and stronger across the five dimensions of strength: physical, emotional, social, family, and spiritual."
— MG Douglas A. Sims II

PEOPLE ALWAYS — ALL ELSE FOLLOWS

Emotional Strength

Approaching life's challenges in a positive, optimistic way by demonstrating self-control, stamina, and good character with your choices and actions.

Family Strength

Being part of a family unit that is safe, supportive, and loving and provides the resources needed for all members to live in a healthy and secure environment.

Physical Strength

Performing and excelling in physical activities that require aerobic fitness, endurance, strength, healthy body composition, and flexibility derived through exercise, nutrition, and training.

Spiritual Strength

One's purpose, core values, beliefs, identity, and life vision. Spirituality draws upon personal, philosophical, and/or religious teachings and forms the basis of character.

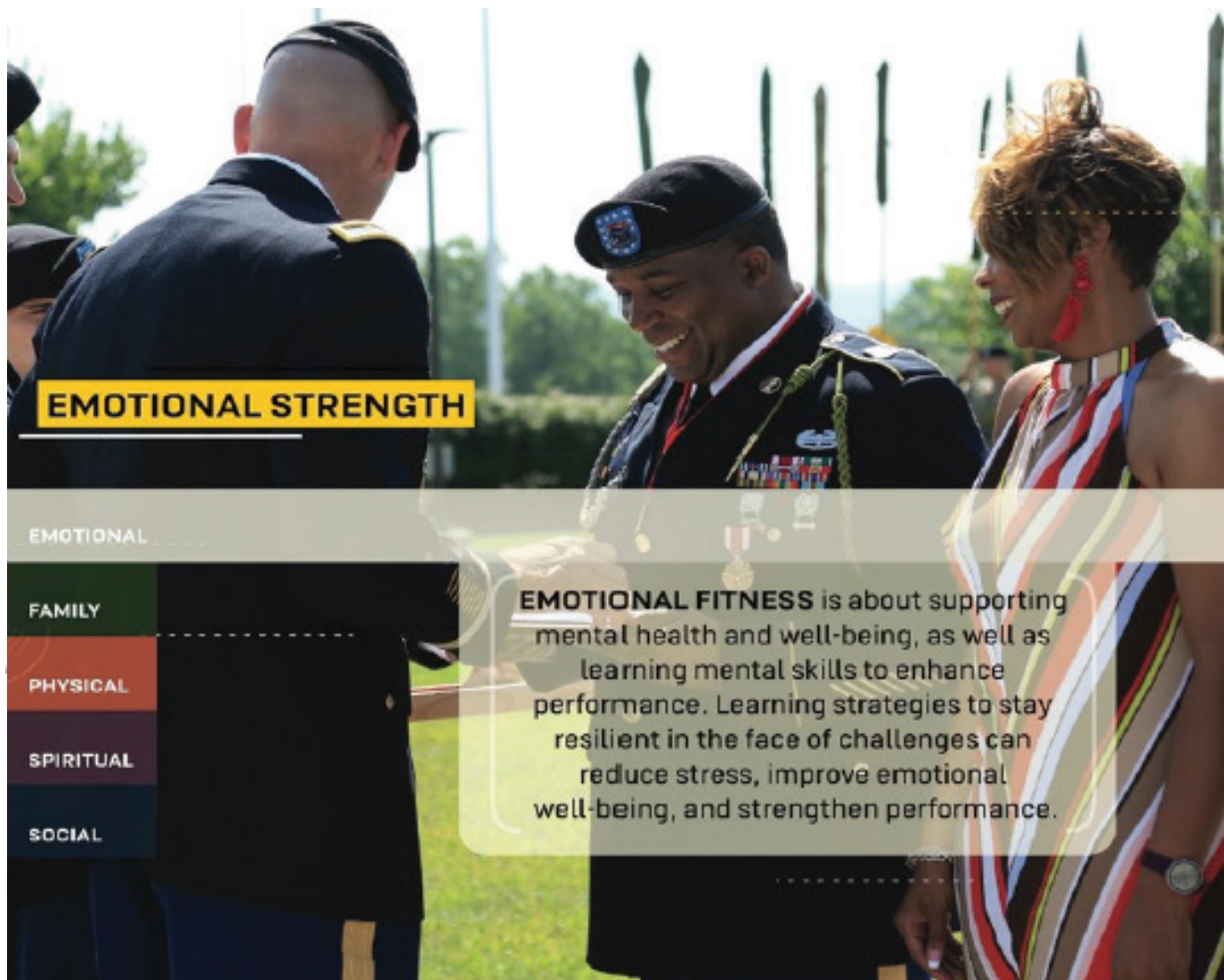
Social Strength

Developing and maintaining trusted, valued relationships and friendships that are personally fulfilling and foster good communication including a comfortable exchange of ideas, views, and experiences.

[#victorywellness](#)



EMOTIONAL TAB PAGE BREAK
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Our ability to notice how our emotions are either getting in our way or helping us to thrive is critical to our resilience. Resilience is not being happy all the time. Emotions like anxiety, anger, or sadness can be very important in our ability to prepare, gain energy, and reach out to others. The art of resilience is being able to experience the right emotions at the right time.

Major Dick Winters was a combat leader in World War II. He was seen and known to be cut from a different cloth than many military officers then or now. Disciplined, quiet and reflective, cool and resolute, in many ways he lived a life apart from his men. Yet the strength and wisdom he gained from his “retreats” from the world and self-reflection, enabled him to lead his troops through the most adverse situations.

“It is far easier to find quiet than to find peace. True peace must come from within oneself.”

Major Dick Winters

[#victorywellness](#)



EMOTIONAL PILLAR: REASON FOR LIVING



Mission:

To identify common life struggles and ways to talk with other Soldiers about suicide

Timeline:

60 minute module can be incorporated into a longer training day

Soldier Strengths Addressed:

Social, Spiritual

Location: Any classroom setting

Primary Instructors & Unit Lead:

Any leader, but recommend SSG and above. Leader should have experience facilitating a free-flowing discussion and be comfortable with talking about suicide.

Uniform: Duty

Equipment: See TSP in following pages



Concept of the Operation:

Small group, recommend no more than 20, view linked videos of Soldiers discussing their experiences with suicide. The facilitator leads the group in discussing the emotions and beliefs relating to suicide, identify risk factors and protective factors of suicide, ways to talk with others about suicide and available resources to assist others.

Preparation: Two weeks for instructors to view all videos and be familiar with TSP to lead a discussion. Following a script is less important than being capable to facilitate a discussion and comfortable with the topic of suicide.

INSTRUCTIONAL GUIDANCE

Emotional Wellness Module “Reasons for Living”

NOTE: Before leading discussions on Reasons for Living, facilitators must thoroughly review the materials and plan how they will incorporate them into the readiness day activities. Use each video to generate a discussion to understand the emotions or thoughts your soldiers may have experienced with others who were suicidal.

Listen for and ask about the beliefs behind the emotions and thoughts. Often what Soldiers say are only surface reactions. Be patient and ask them what religious belief, ethical teaching or spiritual worldview is foundational to what you see and hear in this training event.

Purpose: To identify common life struggles and ways to talk with other Soldiers about suicide.

Equipment: Computer, Internet access, large monitor or video projector and screen, speakers

Setting: Classroom

Length: 60 minutes

Preparation: Two weeks for instructors to view all videos and be familiar with TSP to lead a discussion. Following a script is less important than being capable to facilitate a discussion and comfortable with the topic of suicide.

Preparation Resources:

- 24/7 National Suicide Prevention Lifeline -1-800-273-TALK (8255)
- TRADOC’s “WeCare” app supporting the Army’s Suicide Prevention Campaign - <https://www.army.mil/article/238298>
- Military OneSource - <https://www.militaryonesource.mil/confidential-help>
- Army Resilience Directorate - <https://www.armyresilience.army.mil>
- Defense Suicide Prevention Office - <https://www.dspo.mil/>
- The President’s Roadmap to Empower Veterans and End a National Tragedy of Suicide (PREVENTS) - <https://www.va.gov/prevents/>
- REACH to Prevent Suicide - <https://www.wearewithinreach.net/>

VIDEO ACTIVITY AND DISCUSSION 1

Review and choose one of the four following videos. The links are on YouTube and can be displayed using non-government computers and other smart devices. A QR code is included for your convenience. Show the video and then lead a discussion on what your Soldiers observed, thought, felt, or perceived while watching the video. The last page of this document has questions for your use. You may use additional questions as well.



**[Video #1] Staff Sergeant,
200th Military Police Command**

SSG shares a personal story of how a traumatic event that hit his family led him to a suicide attempt. This story is part of a series of videos for “Voices of Strength,” a campaign produced by the 200th MP Command’s Suicide Prevention and Public Affairs Offices. The video series offers a revamped look at suicide prevention, using real, unscripted stories of U.S. Army Reserve Soldiers involved with suicide, either through the loss of a loved one, loss of a Soldier, personal attempts or through the perspective of the investigative officers.

<https://www.dvidshub.net/video/673035/voices-strength-inside-killing-me>



**[Video #2] First Lieutenant,
443d Military Police Company**

1LT with the 443rd Military Police Company, is a US Army Reserve officer who struggled with depression and suicidal ideation especially after the loss of his father.

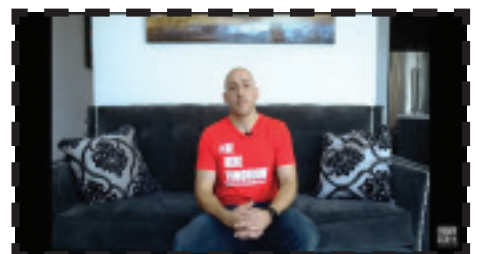
<https://www.dvidshub.net/video/684085/voices-strength-moment>



[Video #3] Golden Gate Bridge Survivor

Golden Gate Bridge survivor who speaks on his suicide experience. In the video below, you will find Kevin to be a brave soul, who speaks about his bipolar disorder, and other the challenges he has faced as a teen and as an adult. He also describes his experience as he once attempted suicide by jumping from the Golden Gate Bridge. He continues to speak on mental health and the severity of the pain it has on many people. The pain that we encounter as people are not often recognized or underestimated, and often times are resulted with suicide. Seeking help and let going your fear is key. Remember this word, APATHY.

<https://youtu.be/kQ4XCNZdKfi>





[Video #4] The Bridge Between Suicide and Life A retired highway patrol officer that's now known as a motivational speaker that speaks to an audience about suicide. During Kevin's speech, he provides details on experiences he has encountered or others have shared with him that has attempted or became successful with suicide. Mental illness is serious. Kevin speaks about how those that suffered with mental illness has used the Golden State Bridge to commit suicide. Those that practice this method of suicide often die from impact and not the actually experience once they land. His service as a patrol officer on the brigade has been a great and humbling experience. Watch the video as he explains.

******<https://youtu.be/7Clq4mtiamY>

[Video #5] Channel 5Live Suicide Statistics in 2020

KTLA 5: A Channel 5Live spokesman provides updated studies of mental illness and suicide rates in the year of 2020 so far. Since the pandemic, there has been a spike in deaths of despair. Long-term times of isolation, unemployment rates, the "new normal", an increase of drinking, and substance abuse are a few developments that has become a concern and an influence of mental illness. Many deaths are assumed that they are caused by COVID-19 however, social and economic despair has increased. From studies, many of those deaths were caused by suicide. Many psychologist have suggested that individuals are reassuring, positive, resilient, understanding, and compassionate during this pandemic. The National Suicide Prevention website has been greatly sued during the year of 2020 and continues to be a resource for those of mental health.



******<https://youtu.be/NkSZMWodWQI>

*** DVIDS tends to work in Firefox as opposed to chrome, edge, or internet explorer.**

**** Youtube links work from civilian network.**



GROUP ACTIVITY AND DISCUSSION

Review and practice one of the listed activities below. Ensure you have the proper resources, location and plan of action if not done virtually. Conduct the activity and lead a discussion on what your Soldiers observed, thought, felt, or perceived while participating in the activity.

Instructors: Ask the audience to name stressors that come to mind when experiencing adversity, then discuss the examples listed here. Lead a discussion with these example questions:

Have you ever experienced the conditions below, how did it make you feel?

Has it ever gotten out of control where it was too much to handle?

Having experience some of these things, has it ever made you think about suicide?

Do you know anyone that has experienced these things and has committed or attempted suicide?

Life Conditions

- Difficulties/stress/overwork on the job.
- Deployment issues - Filling in for deployed military members or being deployed themselves.
- Relationship problems – separation, divorce.
- Financial issues.
- Genetic vulnerability or psychiatric illness - depression, schizophrenia.
- After Holidays - Thanksgiving/ Christmas/ Birthdays.
- Stressful periods – recent loss of family member, anniversaries of deaths or special events.
- Family or personal history of abuse, suicide attempts.
- Home environment that is violent, abusive or not supportive of the individual.
- Winter - Seasonal affective disorder.

Activity 1

Key Principles of Catastrophic Thinking

- Catastrophizing depletes energy: Prevents problem solving, and generates unhelpful anxiety.
- Order matters: Stop Catastrophizing by capturing the Worst Case, then generating the Best Case -both of which help you to focus on the Most Likely outcomes.
- Develop a plan: Once you are focused on the Most Likely outcomes, develop a plan for dealing with the situation.
- Optimism: A primary target of Put It In Perspective.

Instructors: “What are some Activating Events that have triggered or might trigger catastrophic thinking (e.g., specific examples of times when you or a family member might catastrophize)? List these triggers below.” [Have each Soldier complete the activity below. Once completed, have them share their examples from the activity and how this can influence suicide ideations. Open up a discussion by helping Soldiers identify catastrophic/spiral ways of thinking.]

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Activity 2: Crossword Puzzle

NEGATIVETHOUGHTSFPO
TBEHAVIORALHEALTHNI
QAIESCORTFXOBEAOSTB
ZCAREVSUPPORTJLPURS
KMENTALILLNESSVTIAY
GPWLLZZQWPIACEGICUS
VFEPREVENTIONTUMTML
CRESILIENCEWNKTRDAP
UNDERSTANDINGTTSEY
NUEKBHKASKFOLSXMRG
HARISOLATIONNRHRJHIS
POSITIVETHOUGHTSZMIT

Word Bank

- ACE
- ASK
- BEHAVIORAL HEALTH
- CARE
- ESCORT
- ISOLATION
- MENTAL ILLNESS
- NEGATIVE THOUGHTS
- OPTIMISM
- POSITIVE THOUGHTS
- PREVENTION
- RESILIENCE
- SUICIDE
- SUPPORT
- TRAUMA
- UNDERSTANDING



PSYCHOLOGICAL BENEFITS WHEN EXERCISING

Instructors: “We have watched videos of some who are affected by suicide. Then we did a group activity to identify some of the ways we respond to stressful conditions. We then talked about how our thoughts can get out of control and push us toward accepting suicide as a solution. Now I want to point out some of additional resources that can help you have a strong reason for living. The first resource is your own physical exercise plan.”

Psychological Benefits when Exercising?

Instructors: “Most of us know the many physical benefits of exercise: weight control, lower blood pressure, reduced risk of diabetes, and increased energy, just to name a few. But what about the psychological benefits of exercise? From easing symptoms of depression and anxiety to keeping your memory sharp, there’s no shortage of mental benefits of exercise.”

“Whether you need motivation to get to the gym or to just take a brisk walk, you can experience psychological benefits of physical activity. What are those benefits, can you name them?”

[Pause, wait for answers]

“Below are a few ways individuals can benefit from working out.”

[Review and discuss these benefits with the group.]

1. **Decreased stress:** A mental benefit of exercise is reduced stress levels—something that can make us all happier. Increasing your heart rate can actually reverse stress-induced brain damage by stimulating the production of neuro-hormones like norepinephrine, which not only improve cognition and mood but improve thinking clouded by stressful events. Exercise also forces the body’s central and sympathetic nervous systems to communicate with one another, improving the body’s overall ability to respond to stress.
2. **Increased self-esteem and self-confidence:** From improving endurance to losing weight and increasing muscle tone, there’s no shortage of physical achievements that come about from regular exercise. All those achievements can all add up to a whopping boost of self-esteem—and the confidence that comes with it. You may not set out for better-fitting clothes, a slimmer physique, and the ability to climb a hill without getting winded. Oftentimes it happens before you even realize it. It’s just one of the many benefits of physical activity that boost your body, mind, and spirit.
3. **Better sleep:** If you have trouble getting a good night’s sleep, exercise can help with that, too. Physical activity increases body temperature, which can have calming effects on the mind, leading to less sheep counting and more shuteye. Exercise also helps regulate your circadian rhythm, our bodies’ built-in alarm clock that controls when we feel tired and when we feel alert. (Although improved sleep is a psychological benefit of exercise, sleep experts recommend not exercising close to bedtime.)
4. **Brain boost:** From building intelligence to strengthening memory, exercise boosts brain-power in a number of ways. Studies on mice and humans indicate that cardiovascular exercise creates new brain cells—a process called neurogenesis—and improve overall brain performance. It also prevents cognitive decline and memory loss by strengthening the hippocampus, the part of the brain responsible for memory and learning. Studies also prove that physical activity boosts creativity and mental energy. So if you’re in need of inspiration, your big idea could be just a walk or jog away.

Ask: “Have any of these benefits helped you during a recent challenging time or when things became overwhelming?”



#ReachOne I challenge each of you to look within your circle of influence and even inside your own squad, to reach out to others, one at a time, who seem to need an encouraging word and perhaps, some assistance finding resources for more help. If each of us gets in the habit of regularly reaching out to someone in need, I believe we can begin to turn the tide.

Instructors: “The following are additional resources to help during times of need. Even if you don’t find yourself in a situation where these help you, someone else might find them useful. Be familiar with some of these as your ‘go-to’ resource when you come across.”

[Recommendation: Print small cards with local and national resources. Distribute to the group during this time. Add the Suicide Lifeline to the unit phone roster.]

More Resources

- 24/7 National Suicide Prevention Lifeline 1-800-273-TALK (8255)
- TRADOC’s “WeCare” app supporting the Army’s Suicide Prevention Campaign <https://www.army.mil/article/238298>
- Military OneSource - <https://www.militaryonesource.mil/confidential-help>
- Army Resilience Directorate <https://www.armyresilience.army.mil>
- Defense Suicide Prevention Office <https://www.dspo.mil/>
- The President’s Roadmap to Empower Veterans and End a National Tragedy of Suicide (PREVENTS) <https://www.va.gov/prevents/>
- REACH to Prevent Suicide <https://www.wearewithinreach.net/>

Instructors: Let’s talk for a minute about helps people to not fall into trap of suicidal thinking. We talk about Risk Factors and Protective Factors. “Risk Factors are defined as ‘those experiences or qualities a person has that increases the likelihood of killing himself or herself’. What do you think are the some of the risk factors that make a person more susceptible to suicidal behavior?”

[Pause and wait for answers]



RISK AND PROTECTIVE FACTORS

Risk Factors:

- Failed relationships
- Family history of suicide
- Prior Suicide Attempt
- Poor Social skills (add isolation increased risk)
- Mood Disorders (depression/PTSD)
- Drug/Alcohol Abuse
- Financial Stress
- Legal (UCMJ/ non-judicial problems)
- Access to lethal means

“Think about your own life. You don’t need to answer right now, but think about which of those risk factors you have experienced. Don’t be afraid to admit it. Being embarrassed but getting help is better than trying to figure it out on your own.”

“Also, leaders be aware of these factors in your subordinate Soldiers. If you hear about a Soldier experiencing one of these factors go ahead and ask if he or she has experienced any of the other factors.”

“Protective Factors are defined as ‘personal or environmental characteristics that help protect people from suicide’. These are the kinds of experiences that make people more resilient and confident that their situation will improve. Can you name some of the protective factors?”
[Pause and wait for answers]

Protective Factors:

- Social Relationships (family, friends, buddies)
- Available health care (physical/mental)
- Coping ability
- Belief in higher power, faith
- Participation in group activities
- Getting help when needed
- Personal/ Professional values
- Pets

Instructors: “Your individual development plan for personal and professional growth should include some of these protective factors. Change up your daily, weekly and monthly habits to regularly include these activities.”

“Let’s finish up now by talking about how you can help someone else who is thinking about suicide as an option. First, what would clue you in that suicide is an issue for someone? What should you be on the lookout for?”

[Pause and wait for answers]

“Those are great examples of warning signs to be aware of. Here are a few others.”

[Review following list of warning signs.]

- Change in behavior
- Alcohol or substance abuse
- Relationship issues
- Financial or legal problems
- Withdrawal from friends and family
- Disturbing texts, posts, emails, pictures
- Feeling hopeless/helpless

“If you see these, does that mean that person is going to kill himself? Maybe, but maybe not. The main point to remember about warning signs is that they are a topic for discussion. If you do not ask the person what these mean then you do not know whether suicide is an issue for that person.”

“Now, let’s say you asked about a change in behavior or a relationship issue and you find out suicide is a choice the person has been considering - what should you do next?”

“You’ll want to determine just how serious the person is thinking about suicide by finding out how likely they are to kill themselves. Are they definitely going to do it? How soon are they going to do it. Here are a few tips in how to have that conversation.”

Tip 1: Stay calm; don’t judge the person and don’t minimize the problems.

Tip 2: Do not ignore suicide warning signs, statements or threats of suicide. Address them in your conversation. Do not be afraid to talk about them.

Tip 3: Ask directly if the Soldier wants to kill himself. It is better to look silly for asking than to regret not asking.

Tip 4: Continue talking and come to an agreement about getting more professional help for the Soldier’s problems. You have shown that you care and now getting others involved is another way of showing you care about the Soldier.

Instructors: “Let’s wrap up this training about reasons for living. I hope you have a better understanding of the value of life, what experiences make life difficult and how to help someone who is considering killing himself or herself. If you remember nothing else, just remember that you cannot possibly know what other people are going through until you stop to listen. As a final resource, know that your chain of command and your unit chaplain are always available for these kinds of emergencies. Do you have any final questions or thoughts about what we have discussed?”

[Pause for comments and then dismiss the group.]



DRUGS & ALCOHOL: WHY PEOPLE DON'T JUST QUIT

DESCRIPTION: Describes alcohol/drug effects on the brain. Also walks through problem-solving scenario to set goals and reduce potential problems associated with drinking. Increases resiliency through understanding of effects of substances on the brain, increasing performance optimization.



CATEGORY:	Emotional, Physical
CLASS SIZE:	Non-COVID—no limit, COVID—based on state guidelines and venue
LEAD TIME:	72 Hours
EXECUTION TIME:	1 Hour
COST:	\$0
MATERIALS:	Instructor provides all materials with exception of screen to project presentation
POC:	785-239-1928



CIVILIAN RESILIENCY TRAINING

DESCRIPTION: Training for Family members and civilians that provides real-life solutions for growing and thriving in the face of adversity. This program helps build resilience by creating commonality between Soldiers and Family members and/or civilians in the use of MRT skills.

CATEGORY:	Emotional, Family, Social
CLASS SIZE:	8 COVID and non-COVID
LEAD TIME:	2 weeks
EXECUTION TIME:	1 Hour, dependent upon chosen module
COST:	\$0
MATERIALS:	Packets provided
POC:	Army Community Services / 785-239-9435

FINANCIAL READINESS

DESCRIPTION: Provides a practical approach to financial management. This strengthens resiliency by empowering Soldiers and Family members to control their money and not be controlled by it.

CATEGORY:	Emotional, Family, Social
CLASS SIZE:	Based on unit
LEAD TIME:	2 Weeks
EXECUTION TIME:	45 minutes
COST:	\$0
MATERIALS:	Note-taking
POC:	Army Community Service / 785-239-9435



ARMY COMMUNITY SERVICE FINANCIAL COUNSELING

DESCRIPTION: The ACS has Accredited Financial Counselors available that will help you and your family resolve financial problems and reach long term goals like financing a post HS education, buying a home, and planning for retirement, etc. Our services are free and confidential.

CATEGORY: Emotional, Family, Social
CLASS SIZE: Individual
LEAD TIME: Call for appointment
EXECUTION TIME: Varies
COST: \$0
MATERIALS: Note-taking
POC: Army Community Service / 785-239-9435



How They Can Help You:

- Money Management
- Debt and Credit Management
- Car and Home Buying
- Investing and Thrift Savings Plan
- Credit Building and Restoring Credit
- Much, Much More!

COMMUNITY OUTREACH / VOLUNTEERING

DESCRIPTION: The process of working collaboratively with external off-post organizations (The Salvation Army, The American Red Cross, Urban Mission, YMCA, Union Mission, Soup Kitch-ens, Veterans Homes, Worship Centers, Local Schools, Animal Shelters, etc.) to codify a presence in the local community and allow Soldiers, Family members and Civilians to focus on something greater than themselves.

CATEGORY: Emotional, Family, Spiritual, Social
CLASS SIZE: Varies, contact UMT
LEAD TIME: 2 Weeks
EXECUTION TIME: Varies
COST: \$0
MATERIALS: N/A
POC: Unit Ministry Team [UMT]



PUT IT IN PERSPECTIVE

DESCRIPTION: Stop catastrophic thinking, reduce anxiety, and improve problem solving by identifying the Worst, Best, and Most Likely outcomes of a situation. Lowering anxiety to take purposeful action to address your concerns enhances resilience.

CATEGORY: Emotional, Family, Physical, Spiritual, Social
CLASS SIZE: 20 - COVID / 35 - non-COVID
LEAD TIME: 2 weeks
EXECUTION TIME: 1hr, 30 min
COST: \$0
MATERIALS: Class Room, Projector, Participant guide
POC: Unit Master Resilience Trainer



MENTAL GAMES

DESCRIPTION: Change the focus away from counterproductive thinking to enable greater concentration and focus on the task at hand.

CATEGORY: Emotional, Family, Physical, Spiritual, Social
CLASS SIZE: 20 - COVID / 35 - non-COVID
LEAD TIME: 2 weeks
EXECUTION TIME: 2 Hours
COST: \$0
MATERIALS: Class Room, Projector, Participant guide
POC: Unit Master Resilience Trainer

EFFECTIVE PRAISE / ACTIVE CONSTRUCTIVE RESPONDING

DESCRIPTION: Praise to build mastery and winning streaks. Respond to others with authentic, active and constructive interest to build strong relationships and enhance resilience.

CATEGORY: Emotional, Family, Physical, Spiritual, Social
CLASS SIZE: 20 - COVID / 35 - non-COVID
LEAD TIME: 2 Weeks
EXECUTION TIME: 2 Hours
COST: \$0
MATERIALS: Class Room, Projector, Participant guide
POC: Unit Master Resilience Trainer

BUILDING CONFIDENCE

DESCRIPTION: Build confidence by identifying personal strengths and by learning how high performers interpret failure and success. Resilience is built by understanding where confidence comes from and how to strengthen it.

CATEGORY: Emotional, Family, Physical, Spiritual, Social
CLASS SIZE: 20 - COVID / 35 - non-COVID
LEAD TIME: 2 weeks
EXECUTION TIME: 2 hours
COST: \$0
MATERIALS: Class Room, Projector, Participant guide
POC: R2 Performance Center / 785-239-8835

HEALTHY SLEEP HABITS

DESCRIPTION: Healthy Sleep Habits discusses the importance of sleep, examines the science of sleep, explores methods and resources for achieving better quality sleep, and helps students develop positive action steps to improve sleep.

CATEGORY: Emotional, Family, Physical, Social
CLASS SIZE:

- Non-COVID: 40 students in AWC classroom, unlimited in virtual classroom, or capacity of unit designated classroom
- COVID: 8-10 in AWC classroom, unlimited in virtual classroom, or capacity of unit designated classroom with physical distancing

LEAD TIME: 30 Days

EXECUTION TIME: 1 Hour

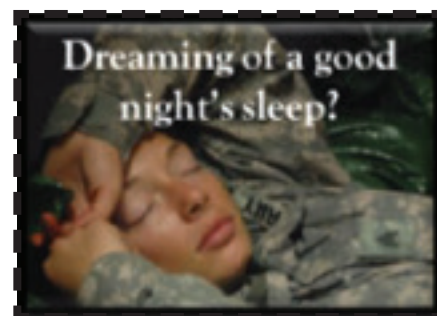
COST: \$0

MATERIALS:

- Class in AWC Classroom: no materials needed.
- Virtual Class: Students need a computer or phone to attend
- Unit designated classroom: projector or TV with HDMI connection

POC: Army Wellness Center / 785-239-9355

usarmy.riley.medcom-iach.mbx.iach-army-wellness-center-fort-rile@mail.mil





STRESS MANAGEMENT CLASS

DESCRIPTION: Define stress and the impact of stress on health and wellness. Explore the role of sleep, activity, and nutrition on stress. Review tools for monitoring stress, and practice stress reduction techniques for self-regulation.

CATEGORY: Emotional, Family, Physical, Social

CLASS SIZE:

- Non-COVID: 40 students in AWC classroom, unlimited in virtual classroom, or capacity of unit designated classroom
- COVID: 8-10 in AWC classroom, unlimited in virtual classroom, or capacity of unit designated classroom with physical distancing

LEAD TIME: 30 Days

EXECUTION TIME: 1 hour

COST: \$0

MATERIALS:

- Class in AWC Classroom: no materials needed
- Virtual Class: Students need a computer or phone to attend
- Unit designated classroom: projector or TV with HDMI connection

POC: Army Wellness Center / 785-239-9355

usarmy.riley.medcom-iach.mbx.iach-army-wellness-center-fort-rile@mail.mil

INTEGRATING IMAGERY

DESCRIPTION: Rehearse successful performance (e.g. training, executing, recovering, healing, etc.) to program the mind and body to perform automatically and without hesitation. Imagery can help prepare for potential failure and practice bouncing back to maintain resilience and increase future performances.

CATEGORY: Emotional, Family, Physical, Spiritual, Social

CLASS SIZE: COVID 20 max, non-COVID 30 max

LEAD TIME: 2 Weeks

EXECUTION TIME: 2 Hours

COST: \$0

MATERIALS: Class Room, Projector, Participant guide

POC: R2 Performance Center / 785-239-8835



ENGAGE

DESCRIPTION: A prevention model that emphasizes peer-to-peer engagement at the earliest sign of deviation from normal behavior. Enables bystander intervention and develops a Culture of Trust within the unit to enhance resilience.

CATEGORY: Emotional, Family, Physical, Spiritual, Social
CLASS SIZE: 20 - COVID max / non-COVID 35 max
LEAD TIME: 3 weeks
EXECUTION TIME: 2 hours
COST: \$0
MATERIALS: Class Room, Projector, Participant guide
POC: R2 Performance Center / 785-239-8835



HUNT THE GOOD STUFF

DESCRIPTION: Counter the negativity bias, create positive emotion, and notice and analyze what is good. Resilience is enhanced by creating a habit of recognizing the good things around us in life.

CATEGORY: Emotional, Family, Physical, Spiritual, Social
CLASS SIZE: 20 - COVID / 35 - non-COVID
LEAD TIME: 2 weeks
EXECUTION TIME: 30 minutes
COST: \$0
MATERIALS: Class Room, Projector, Participant guide
POC: Unit Master Resilience Trainer

DETECT ICEBERGS

DESCRIPTION: Identify your beliefs about an Activating Event and the consequences of those thoughts. Resilience is enhanced by having greater self-awareness about why you reacted out of character and the impact of those around you.

CATEGORY: Emotional, Family, Physical, Spiritual, Social
CLASS SIZE: 20 - COVID / 35 - non-COVID
LEAD TIME: 2 Weeks
EXECUTION TIME: 2 Hours
COST: \$0
MATERIALS: Class Room, Projector, Participant guide
POC: Unit Master Resilience Trainer



CRAFT & HOBBY STUDIO

DESCRIPTION: Inclusive of framing, sewing, wood work, adult & child craft classes, the Craft & Hobby Studio can tailor a session to requests. This can help resiliency through shared activity and mental focus.

CATEGORY: Emotional, Family, Social
CLASS SIZE: No more than 10
LEAD TIME: 2 weeks
EXECUTION TIME: Varies by craft
COST: Varies, at or under \$20.00 per person
MATERIALS: Provided
POC: 785-239-9205



PERFORMANCE OPTIMIZATION

DESCRIPTION: Learn exercise strategies that help boost performance, get a better understanding of the principles of reducing injury, and improve knowledge of the various aspects of fitness to optimize training.

CATEGORY: Emotional, Family, Physical, Social
CLASS SIZE: Non-COVID: 40 - COVID: 8-10
LEAD TIME: 30 Days
EXECUTION TIME: 90 minutes
COST: \$0
MATERIALS: Note-taking
POC: Army Wellness Center / 785-239-9355

STRONG BONDS

DESCRIPTION: The purpose of this training is to provide tools to assist Soldiers & Families with resiliency skills. These events can help build resiliency that is tailored to the unit's needs / requests.

CATEGORY: Emotional, Family, Spiritual
CLASS SIZE: Only half-day trips available, contact UMT
LEAD TIME: 2 Weeks
EXECUTION TIME: 6 Hours
COST: Varies per requests, contact UMT
MATERIALS: Location, books
POC: Unit Ministry Team (UMT)



SHARP ESCAPE ROOM CHALLENGE

DESCRIPTION: The SHARP Escape Room Challenge provides a means for unit leaders and SHARP personnel to conduct supplemental training and enable Army personnel to demonstrate their knowledge and awareness on SHARP fundamentals within a unique, hands-on environment. The SHARP Escape Room Challenge requires teamwork, communication, delegation, creative and critical thinking, and attention to detail.

CATEGORY:	Emotional, Social
CLASS SIZE:	3-4 personnel per team plus a facilitator (Squad Leader as example) and SME (credentialed Victim Advocate or Sexual Assault Response Coordinator)
LEAD TIME:	72 Hours
EXECUTION TIME:	30 minutes
COST:	\$0
MATERIALS:	Instructor provides all materials
POC:	11D SHARP Office 785-239-0595



FAMILY TAB PAGE BREAK
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Dealing with frequent moves, long deployments and major transitions requires stamina and strength. Building and maintaining healthy relationships and strengthening problem-solving skills can help your family effectively navigate the challenges of daily living experienced in the unique context of military service. It can also help to be knowledgeable about the resources available to military families to improve quality of life, support financial readiness, and enrich family relationships.

Family strengths are those relationship qualities that contribute to the emotional health and well-being of the family. Families who define themselves as strong commonly say they love each other, find life together satisfying, and live in happiness and harmony with each other. Professionals who study families do so for many reasons. Perhaps the most important reason is to help us learn how to get along better with each other in what has been described as our basic social institution and our most intimate environment.

“Remember that marriage is not a contest, you should never keep a score. God has put the two of you together on the same team to win.”

-Zelmyra and Herbert Fisher, Guinness Record Holders for Longest Marriage

[#victorywellness](#)



Family Pillar: Mythology & Movie



Mission:

Strengthen Soldier and Family bonds by sharing Family history, highlighting the importance of diversity and watching a movie.

Timeline:

0800: Facility Setup

0830: Mythology Briefs start

0930: Briefs End/Vote on Movie

0930-1130: Movie Viewing

***This Event can be broken up into two OVW Mornings: 1.) Family introductions and mythology discussion 2.) Watch chosen movie**

Soldier Strengths Addressed:

Social, Family

Location: See TSP

Primary Instructors & Unit Lead:

Unit Leader

Equal Opportunity Leader

Uniform: Civilian Attire

Equipment: See TSP following next pages

Concept of the Operation:

This Victory Wellness Morning, addresses both the Family and Social dimensions of strength. The intent of this event is to strengthen the Family pillar of strength

between Soldiers, Families, and Civilians within the unit by sharing personal history, conducting an EO refresher highlighting the importance of diversity, and viewing a favorite movie. A detail will setup a projector, a screen, and seating in a space capable of accommodating the unit's Soldiers and Families. As personnel enter the viewing area, a Soldier will hand out one ballot and a pen to each Family. The event starts with the unit leader welcoming all attendees, giving instructions on how the voting system will work, and answering any questions. The leader will then share their own personal "Mythology" (a significant event which shaped them, regional legends from where they grew up, etc.) to give Soldiers and Families an example. Next the leader will provide a brief synopsis of their favorite movie and its significance to them. Then Soldiers and their Families will share their stories and movie synopses, with those not presenting writing down each proposed movie on their ballot. After all personnel have presented, the Leader will list all the movies and announce the start of the vote. Ballots will be collected and tallied, and the movie with the most votes will be announced. After the vote, the unit EO leader will give a lesson focused on diversity as a force multiplier. Finally, everyone watches the movie (or the movie watching is part of a second OVW morning).

“MYTHOLOGY AND A MOVIE” TRAINING SUPPORT PACKAGE

- Preface
- Introduction
- Chapter 1: Implementation Guidance
- Chapter 2: Resource Requirements
- Enclosure 1: Example Theater Layout
- Enclosure 2: Example Mythology and a Movie
- Enclosure 3: Example Ballot

Preface

This Training Support Package (TSP) identifies the framework, standards, and resources necessary to conduct a “Mythology and Movie,” OVW Morning event.

The main audience for this TSP includes commanders and other leaders who are responsible for planning, preparing, and executing a OVW Morning designed to strengthen the Social and Family pillars.

This TSP is divided into two Chapters and three enclosures to provide guidance on the execution of a “Mythology and a Movie,” OVW Morning event.

The Equal Opportunity (EO) refresher training executed a part of this event is not intended, nor does it adequately replace, existing Annual Refresher Training requirements. It provides a means for Equal Opportunity Leaders (EOLs) to conduct supplemental training and enable Army personnel to demonstrate their knowledge and awareness on EO fundamentals.

Introduction

A “Mythology and a Movie,” OVW Morning is intended to build the Family pillar of strength between Soldiers, Families, and unit Civilians by sharing personal stories to discover common experiences and view an agreed upon movie.

Chapter 1: Implementation Guidance

This section provides guidance and a flow of events for the execution of a “Mythology and a Movie,” OVW Morning and provides details that a minimum leaders should consider.

Flow-of-Events

A “Mythology and Movie,” OVW Morning should at a minimum, include the following:

A reception of Soldiers and Families to the theater

An introduction conducted by the leader with an in-brief, procedural explanation, and answers any questions.

The leader starts the event by sharing their own personal mythology, movie recommendation, and movie summary.

Soldier and Family sharing their Mythologies and movie recommendations



A vote on the movie to watch
An Equal Opportunity refresher focused on diversity
A movie viewing

Rules of Engagement for Participants

Leaders are provided the below ROE as a starting point. They may modify the ROE based on personal preference or as the situation dictates. The following are a list of potential ROE to use:

- Every Soldier is expected to participate
- Families and unit Civilians are highly encouraged to participate
- Treat all loaned material properly to preserve their use by others
- Movies should promote the fair and equitable treatment of everyone

Voting Procedures

One vote will be given to each Soldier, Family, and unit Civilians regardless of family size.

Individual given the ballot will write down the movie names after each Soldier, Family, and unit Civilian has proposed a movie.

The movie with the most votes will be movie watched.

In the event of a tie, the vote will be redone between the tied movies and voted on until a single movie receives a simple majority of votes.

Chapter 2: Resources Equipment Requirements

1x Projector
1x HDMI Cable
or
1x VGA Cable
1x Viewing Screen
1x Screen
1x Screen Stand
1x Playing Device
1x Computer w/ Disk Drive
or
1x Computer w/o Disk Drive
1x External Disk Reader
or
1x Computer w/o Disk Drive
1x Wi-Fi Hot-Spot
Primary: Wi-Fi Puck: request through unit S6
Alternative: Mobile Hot-Spot: Event Coordinator Phone
1x Subscription-Based Streaming Service
Provided by Event Coordinator
Or
DVDs available at Fort Riley Post Library
Address:
Building 2600, Trooper Drive, Fort Riley, KS
Phone Number: 785-239-5305
MWR Website: <https://riley.armymwr.com/programs/fort-riley-library>
Requires DODID to check out DVDs
DVDs can be checked out for 7-days
Chairs
1x for each Soldier, Family Member, and Civilian attending.
Trash Can
1x Trash Can per 25 people
3x Trash bags per can
Ballots
2x per Soldier and Family
1x will be given to the Soldier, Family, and Civilian enters the viewing room.
1x will be kept and issued only in the event of tie
Pens
1x per Soldier and Family

Personnel Requirements

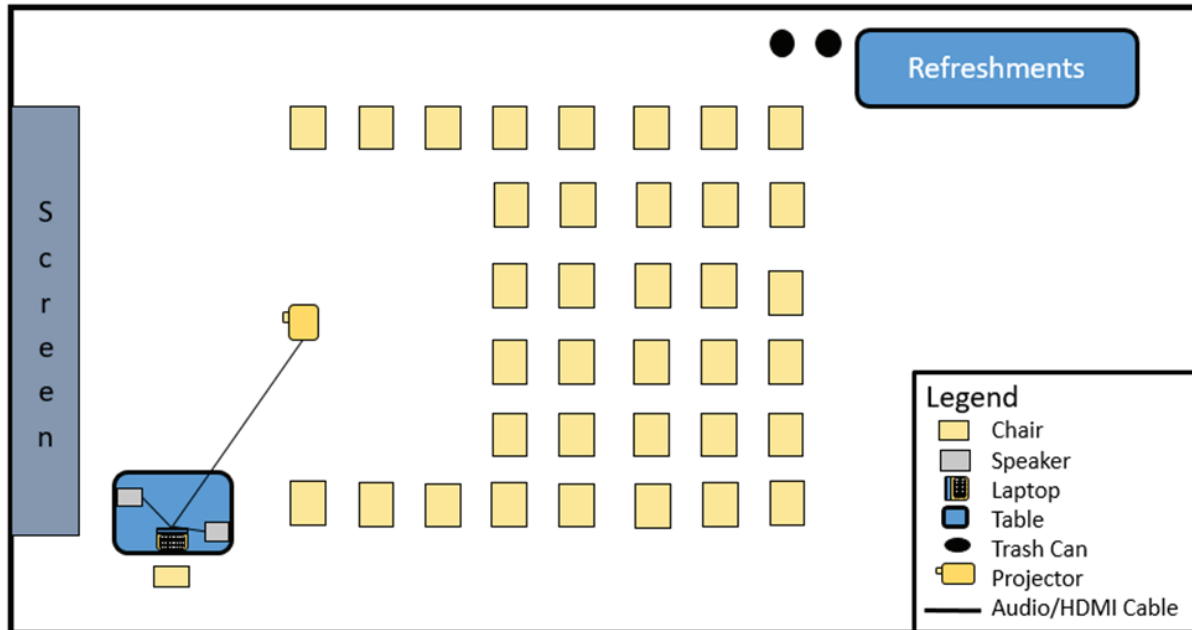
3x Personnel Setup Detail
Sets up Chairs, and Tables.
1x Audio/Visual Operator
Sets up and tests all audio/visual systems.
1x Greeter
Hands out ballots and pens to arriving Soldiers and Families.
1x Vote Counter
Tallies votes casted by families for movie to be watched.
1x Equal Opportunity Leader
Leads EO Training focused on diversity as a force multiplier.

Facilities

Locating a facility that is unused or regularly available in your unit area may lead to the simplest solution for where your movie theater is established. Leverage unit operations NCO and land and am-munition managers to help determine which space may be available. Theaters on Fort Riley can be reserved through the Fort Riley Directorate of Plans, Training, Mobilization & Security; Operations Branch at [785] 239-3287. DPTMS requests should be coordinate at least 30 business days before execution of a Mythology and Movie event.



Enclosure 1: Example Theater Layout



Enclosure 2: Example Mythology and a Movie

Example Mythology

I am originally from West Virginia which was heavily dependent on coal mining to provide employment to many people. For generations, people grew up in company owned housing, in coal company owned towns where their only source for employment was to work was either in a company owned business or down in the mines. The frequent mining accidents and high rates of black lung caused by inhaling coal dust meant that many miners would die and be buried in company owned lots. These bleak prospects caused many people to yearn to escape and seek a better life elsewhere, or fight against this system. The movie I propose to watch is about how a boy used his talents and his mind to make his way out of this system.

Example Movie Synopsis

I propose watching the movie "October Sky," which tells the story of Homer Hickam, from Coalwood, West Virginia, who grew up in one of these coal towns. Unhappy with the prospect of working in the coal mines and inspired by NASA's early rocket tests, Homer with a group of friends began making and testing homemade rockets. Following an unsuccessful rocket test, Homer and his friends are accused of starting a forest fire and arrested. Following being bailed out by his unsupportive father, he self teaches himself rocket ballistics, which he used to find his rocket and prove his innocence. Eventually, Homer is sent to a national science fair in Indianapolis, Indiana and where he wins and receives numerous scholarships.



ENCLOSURE 3: MYTHOLOGY AND A MOVIE BALLOT

Ballot Instructions: Individuals filling in ballot will write the name of each presented movie in the space provided. Voting Instructions: After all movies have been presented, fill in box adjacent to movie you believe should be watched.

<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____





Enclosure 1: Example Competitive Family Sporting Event - Kickball



Mission: Strengthen Soldier and Family Bonds by conducting competitive sporting events to foster teamwork

Timeline:

0800-0830: Field Setup

0830: Rules Briefing and Start

0830-1000: Kickball!

1000: Recovery

Soldier Strength Addressed:

Physical, Family

Location:

Sacco Softball Complex

Intersection of McCormick Road and
Coyler Avenue

Primary Instructors & Unit Lead

Squad Leader

Uniform: APFU and/or Civilian

Equipment: Kickball and Bases

Concept of the Operation:

“Family Sports,” OVW Morning events are intended to build the Family and Social pillars of strength between Soldiers, Families, and unit Civilians through sports competition.

Coordinate for athletic fields at least 30 days in advance to prevent conflicts prior to execution.

Family Sporting Event Equipment Department can be requested at each Morale, Welfare, and Recreation (MWR) Outdoor Sports at: (785) 239-2813.

“FAMILY SPORTS” OVW MORNING TRAINING SUPPORT PACKAGE

Preface

Introduction

Chapter 1: Implementation Guidance

Chapter 2: Resource Requirements

Enclosure 1: Example Sporting Event

Preface

This Training Support Package (TSP) identifies the framework, standards, and resources necessary to conduct a “Family Sports,” OVW Morning events.

The main audience for this TSP includes commanders and other leaders who are responsible for planning, preparing, and executing an OVW Morning designed to reinforce the Physical, Social, and Family dimensions of strength.

This TSP is divided into two Chapters to provide guidance on the execution of a “Family Sports,” OVW Morning events.

Introduction

“Family Sports,” OVW Morning events is intended to build the Family and Social pillars of strength between Soldiers, Families, and unit Civilians through competitive sporting events.

Chapter 1: Implementation Guidance

This section provides guidance and a flow of events for the execution of a “Family Sports,” OVW Morning events.

Flow-of-Events

“Family Sports,” OVW Morning events should at a minimum, include the following:

An in-brief at the family sporting event site.
A team-based family sporting event

Rules of Engagement (ROE) for Participants

Leaders are provided the below ROE as a starting point. They may modify the ROE based on personal preference or as the situation dictates. The following is a list of potential ROE to use:

- Every Soldier is expected to participate.
- Families and unit Civilians are highly encouraged to participate.
- Treat all loaned material properly to preserve their use by others.
- Leave each location better than you found it to preserve their future use by others.



Kick Ball Rules

No strikeouts, leading off or stealing
The play comes to an end once the ball returns to the pitcher

A player can be out in Kickball when:

The ball is caught by an opposing team member

They are tagged out by an opposing player

The player is forced out at a base by an opposition team member

To score a run, a runner simply has to safely pass the home plate before the end of an innings

After three out the inning ends.

Planning Considerations

Coordinate for athletic fields at least 30 days in advance to prevent conflicts prior to execution. Contact volunteer organizations at least 30 business days in advance to provide the organization the opportunity to make their own preparations. Develop and verify route plans to each location at least 14 days prior to event to distribute strip maps prior to execution.

Chapter 2: Resources

Family Sporting Event Equipment Dependent on sporting event Equipment can be requested at each Morale, Welfare, and Recreation (MWR) Outdoor Sports at: (785) 239-2813.

Personnel Requirements

2x Personnel to set up, referee and clean up the sporting event.

On-Post Athletic Facilities

Locating a facility that is unused or regularly available in your unit area may lead to the simplest solution for where your movie theater is established. Leverage unit operations NCO and land and ammunition managers to help determine which space may be available.

Fort Riley Fitness Centers can be coordinated through the Fort Riley MWR at: [NEXT COLUMN]

King Field House Phone Number:

(785) 239-3868

Leonard Fitness Center Phone Number:

(785) 239-5771

Whitside Fitness Center Phone Number:

(785) 239-2573

Craig Fitness Center: (785) 239-5562

Robinson Fitness Center: (785) 239-4480

<https://riley.armymwr.com/programs/physical-fitness-centers>

Outdoor Athletic Fields can be coordinated through the Morale, Welfare, and Recreation Center, Outdoor Recreations Department at: (785)-239-2363.

MWR facility requests should be coordinated at least 30 business days before execution of any family sports event.

Off Post Athletic Facilities

Unit wishing to utilize off-installation facilities should coordinate with off-installation facilities managers at least 30 working days prior to the planned OVW morning.

Enclosure 1: Example Family Volunteer Event

Volunteer Event at Flint Hills Breadbasket Event



Mission: Unit volunteer at Flint Hills Breadbasket food pantry IOT to build Family and Social pillar of strength and demonstrate Army Value of Selfless Service, Build Family and Community Relationships

Timeline:

0830: Arrive and Start Volunteering

1000: Closeout Leadership Discussion

Soldier Strength Addressed:

Social, Family, Spiritual, Emotional

Location:

Flint Hills Breadbasket

905 Yuma St, Manhattan, KS 66502

Primary Instructors & Unit Lead

Squad Leader & Breadbasket Staff

Uniform: Civilian Attire

Equipment: Gloves and as directed by volunteer organization

Concept of the Operation:

“Family Volunteering,” OVW Morning events is intended to build the Family, Social, Emotional, and Spiritual pillars of strength in Soldiers, Families, and unit Civilians through service to the local community.

Upon arrival, Flint Hills Breadbasket staff will give an orientation brief to Soldiers, Families and Civilians volunteers. Everyone will help inventory, organize and stock donations within the food pantry. Additionally, personnel will help pack and label boxes for de-livery by other volunteers. Unit can also organize a food donation drive prior to the event and bring the food donations to the bank.



“FAMILY VOLUNTEERING” OVW MORNING TRAINING SUPPORT PACKAGE

Preface

Introduction

Chapter 1: Implementation Guidance

Chapter 2: Resource Requirements

Enclosure 1: Example Volunteer Event

Preface

This Training Support Package (TSP) identifies the framework, standards, and resources necessary to conduct a “Family Volunteering,” OVW Morning events.

The main audience for this TSP includes commanders and other leaders who are responsible for planning, preparing, and executing a OVW Morning designed to reinforce the Family, Social, Emotional and Spiritual pillars of strength.

This TSP is divided into two Chapters to provide guidance on the execution of a “Family Volunteering,” OVW Morning events.

Introduction

“Family Volunteering,” OVW Morning events build the Family, Social, Emotional, and Spiritual pillars of strength in Soldiers, Families, and unit Civilians through service to the local community.

Chapter 1: Implementation Guidance

This section provides guidance and a flow of events for the execution of a “Family Volunteering,” OVW Morning events.

Flow-of-Events

“Family Volunteering,” OVW Morning events should at a minimum, include the following:

A route brief to the volunteer site
An orientation brief to the volunteer site
A volunteer event to serve the local community

Rules of Engagement (ROE) for Participants

Leaders are provided the below ROE as a starting point. They may modify the ROE based on personal preference or as the situation dictates. The following is a list of potential ROE to use:

- Every Soldier is expected to participate.
- Families and unit Civilians are highly encouraged to participate.
- Treat all loaned material properly to preserve their use by others.
- Leave each location better than you found it to preserve their future use by others.
- Treat volunteer organization leaders with dignity and respect.
- Encourage Unit Statutory Volunteers to register hours into the Volunteer Management Information System (VMIS), and Organizational Point of Contact (OPOC) to certify hours.

Planning Considerations

Contact volunteer organizations at least 30 business days in advance to provide the organization the opportunity to make their own preparations.

Conduct a leaders recon of the volunteer site and link-up with volunteer organization leader to gain understanding of what support Soldiers and Family members can provide during the event.

Develop and verify route plans to each location at least 14 days prior to event to distribute strip maps prior to execution.

Chapter 2: Resources

Equipment Requirements

Recommended Individual Equipment for Volunteer Event

Personal Protective Equipment

1x Eye Pro

1x Gloves

Personnel Requirements

Dependent on the quantity and types of tasks to be completed at the volunteer location.

Volunteer Organizations

There are numerous volunteer organizations which operate around Fort Riley where Soldiers, Families, and Civilians can contribute their time to serve the community.

The following is a non-exhaustive list of volunteer organizations operating around Fort Riley.

Neighbor 2 Neighbor: Assists seniors and disabled adults with seasonal activities (raking leaves, lawn care, shoveling snow etc.)

Friendship Meals: Volunteers drivers help provide daily lunch for assessed clients age 60 years and older.

Manhattan Soup Kitchen: provides meals to less fortunate Families within in Manhattan, KS

Riley County Senior Service Center: provides special projects, special events for elderly community within the Fort Riley area.

Habitat for Humanity: provides furniture, appliances, and building materials to needy families.

Golden Prairie Honey Farms: beekeeping service which trains transitioning service members. Volunteers work to build beehives for sale and placement of beehives around the community.

North Central-Flint Hills Area Agency on Aging: assists in distributing information to elderly resident regarding caregiver support.

Contact the Flint Hills Volunteer Center for more information on these and additional volunteer organizations at [785] 776-7787.

See expanded list of volunteer organizations in the resource tab.



ARMY COMMUNITY SERVICE (ACS) LIST OF PROGRAMS

Fort Riley's Army Community Service provides first class services and support to Soldiers, Families, and Army civilian employees that enhances readiness, improves quality of life and increases well-being.

POC: Army Community Service, 785-239-9435

<https://home.army.mil/riley/index.php/about/dir-staff/dfmwr/acs>

- **Army Family Action Plan [AFAP]** - AFAP provides Service Members, DA Civilians, Survivors, Retirees and their Family Members a voice in shaping their standards of living by identifying issues and concerns for Army Senior Leadership resolution.
- **Army Family Team Building [AFTB]** - The AFTB empowers you, through self-development and leader-ship skills, basic Army knowledge and resources that you will need to be a successful Army Family.
 - AFTB [Level I] Military 101
 - AFTB [Level II] Personal Growth and Resiliency
 - AFTB [Level III] Leadership Development and Skills
 - Resiliency Training [Master Resiliency Training Skills]
- **Employment Readiness** - The Employment Readiness Program provides employment assistance to members of the "Army Family," patrons include Active Duty Service Members, DA Civilians, Retirees and their Family Members.
 - Federal Job Application Workshop
 - Resume Part 1 and Part 2 Classes
 - MilSpouse Money Mission - <https://www.milspousemoneymission.org/>
- **Exceptional Family Member Program [EFMP]** - The EFMP is a Department of the Army [DA] program designed to assist military personnel agencies in making assignments for the Service Member, accompanied by Family Members as often as possible, based on the documented medical and special education needs of the Service Member's Exceptional Family Member [EFM].
- **Family Advocacy Program** - Today's Military Families experience various levels of STRESS. The Army's Family Advocacy Program is available to help families adapt to Military life, promote positive family relationships and reduce incidents of family violence.
 - Scream Free Parenting
 - Scream Free Marriage
 - 24/7 Dad Workshop [2 days]
 - Becoming a Love and Logic Parent [3 days]
 - Parenting a Blended Family
 - Safety Education Services - Dating Violence Prevention for Teens, ID Kits for Youth, Supervision of Minors, Internet Safety
- **Financial Readiness Program** - We provide counseling and training for Soldiers, family members of Active Duty Soldiers, DA Civilians, Retirees and their Family Members. We ensure emergency assistance is available when needed and educate the military community on debt management, consumer awareness, credit reports and more.
 - Assisting in basic living, personal transportation, medical, natural disasters and emergencies, PCS, and other expenses.
- **Information and Referral Program**

- Survivor Outreach Services - Support for Survivors includes support groups, life skills education, connecting Survivors with counseling resources and assisting with needed resources including liaison with governmental and non-governmental agencies to support the survivor families. A financial counselor is available to provide financial planning assistance to address the specific needs of Surviving Families.
- Mobilization, Deployment and Stability Support Operations (MD & SSD) -Our mission is to provide assistance to Active Duty Service Members, DA Civilians, Retirees and their Family Members. We provide resources and referrals, assist commanders with family readiness plans, assisting installation programs to align with the unit deployment cycle, Soldier Readiness Processing and Soldier Family Readiness Group (SFRG) training/resources.
 - Deployment support for spouses
 - Hearts Apart
 - Military and Family Life Counselors (MFLCs)
- New Parent Support Program (NPSP) - NPSP services are offered by a team of registered nurses and social workers. Services are personalized and tailored to fit your family's specific needs. NPSP is a support service, and participation is voluntary. Home visitors are sensitive to the unique challenges and stressors facing military Families. Services offered include home visits, support groups, parenting classes, and activities.
 - Home Visits
 - Parenting classes and activities - "Meet and Greet" Play Time
 - Moms Together
- Relocation Readiness - Being a member of the Armed Services, you understand that moving is part of military life. Moving your home and family is never easy, but planning ahead can go a long way toward easing the changes ahead. Make a smooth move a reality by visiting the Relocation Readiness Office.
 - Commanders Victory Welcome
 - PCS Social
 - PCS Brief
- Soldier and Family Assistance Center (SFAC) - The SFAC supports Soldiers assigned to the SRU, to those who are in the Medical Evaluation Board (MEB)/Physical Evaluation Board (PEB) process and to their Family Members.
 - Adaptive Reconditioning Program Classes
 - Chaplain
 - Financial Services
 - Soldier for Life - Transition Assistance Program (SFL-TAP)



KARAOKE

DESCRIPTION: A fun, interactive activity that fosters group engagement through music and singing. This activity helps remove inhibitions that often stifle openness and sharing.

CATEGORY: Family, Social
CLASS SIZE: Varies, with proper social distancing
LEAD TIME: Varies
EXECUTION TIME: Varies
COST: \$0
POC: Spare Time / 785-239-4366



OH BABY IT'S YOUR DAY

DESCRIPTION: Children receive a free Ages and Stages Assessment, vision and hearing screening. Parents learn from the assessment, which enhances their skills in parenting their child's developmental growth.

CATEGORY: Family, Social
CLASS SIZE: 3 to 4 families
LEAD TIME: 2 Weeks
EXECUTION TIME: Dependent upon needs of the child
COST: \$0
MATERIALS: Provided
POC: Army Community Service / 785-239-9435

STRONG BONDS

DESCRIPTION: The purpose of this training is to provide tools to assist Soldiers & Families with resiliency skills. These events can help build resiliency that is tailored to the unit's needs / requests.

CATEGORY: Emotional, Family, Spiritual
CLASS SIZE: Only half-day trips available, contact UMT
LEAD TIME: 2 Weeks
EXECUTION TIME: 6 Hours
COST: Varies per requests, contact UMT
MATERIALS: Location, books
POC: Unit Ministry Team (UMT)



CRAFT & HOBBY STUDIO

DESCRIPTION: Inclusive of framing, sewing, wood work, adult & child craft classes, the Craft & Hobby Studio can tailor a session to requests. This can help resiliency through shared activity and mental focus.

CATEGORY: Emotional, Family, Social
CLASS SIZE: No more than 10
LEAD TIME: 2 weeks
EXECUTION TIME: Varies by craft
COST: Varies, at or under \$20 per person
MATERIALS: Provided
POC: 785-239-9205



RELOCATION READINESS

DESCRIPTION: Pre and Post move assessments to provide individualized assistance through various resources.

CATEGORY: Emotional, Family
CLASS SIZE: 5 to 8 COVID and non-COVID
LEAD TIME: 2 Weeks
EXECUTION TIME: 2 Hours
COST: \$0
MATERIALS: Note-taking
POC: Army Community Service / 785-239-9435

EMPLOYMENT READINESS

DESCRIPTION: This program provides employment, education, training, resources and information to give the competitive edge to secure employment.

CATEGORY: Emotional, Family
CLASS SIZE: 5 to 8 COVID and non-COVID
LEAD TIME: 2 Weeks
EXECUTION TIME: 2 Hours
COST: \$0
MATERIALS: Note-taking
POC: Army Community Services / 785-239-9345





ARMY COMMUNITY SERVICE FINANCIAL COUNSELING

DESCRIPTION: The ACS has Accredited Financial Counselors available that will help you and your family resolve financial problems and reach long term goals like financing a post HS education, buying a home, and planning for retirement, etc. Our services are free and confidential.

CATEGORY: Emotional, Family, Social
CLASS SIZE: Individual
LEAD TIME: Call for appointment
EXECUTION TIME: Varies
COST: \$0
MATERIALS: Note-taking
POC: Army Community Service / 785-239-9435



How They Can Help You:

- Money Management
- Debt and Credit Management
- Car and Home Buying
- Investing and Thrift Savings Plan
- Credit Building and Restoring Credit
- Much, Much More!

CIVILIAN RESILIENCY TRAINING

DESCRIPTION: Training for Family members and Civilians that provides real life solutions for growing and thriving in the face of challenge and bouncing back from adversity. As Family members build their resiliency, they are able to strengthen their Soldiers.

CATEGORY: Emotional, Family, Social
CLASS SIZE: 8 COVID and non-COVID
LEAD TIME: 2 Weeks
EXECUTION TIME: 1 hour, dependent upon chosen module
COST: \$0
MATERIALS: Packets provided
POC: Army Community Service / 785-239-9435

FINANCIAL READINESS

DESCRIPTION: Provides a practical approach to financial management. This strengthens resiliency by empowering Soldiers and Family members to control their money and not be controlled by it.

CATEGORY: Emotional, Family, Social
CLASS SIZE: Based on unit
LEAD TIME: 2 Weeks
EXECUTION TIME: 45 minutes
COST: \$0
MATERIALS: Note-taking
POC: Army Community Service / 785-239-9435



GOAL SETTING

DESCRIPTION: Identify, plan for, and commit to the pursuit of a goal that results in more optimal performance, sustained motivation, and increased effort. Resilience is enhanced by having a voice in your own goal, feeling connected to the group, and recognizing success along the goal path.

CATEGORY: Emotional, Family, Physical, Spiritual, Social
CLASS SIZE: 20 - COVID / 35 - non-COVID
LEAD TIME: 2 Weeks
EXECUTION TIME: 2hrs, 30 min
COST: \$0
MATERIALS: Class Room, Projector, Participant guide
POC: Unit Master Resilience Trainer

ACTIVATING EVENTS, THOUGHTS and CONSEQUENCES

DESCRIPTION: Identify your thoughts about an Activating Event and the consequences of those thoughts. Understanding ATC can increase self-awareness leading to greater resilience.

CATEGORY: Emotional, Family, Physical, Spiritual, Social
CLASS SIZE: 20 - COVID / 35 - non-COVID
LEAD TIME: 2 Weeks
EXECUTION TIME: 2hrs, 30 min
COST: \$0
MATERIALS: Class Room, Projector, Participant guide
POC: Unit Master Resilience Trainer



HUNT THE GOOD STUFF

DESCRIPTION: Counter the negativity bias, create positive emotion, and notice and analyze what is good. Resilience is enhanced by creating a habit of recognizing the good things around us in life.

CATEGORY: Emotional, Family, Physical, Spiritual, Social
CLASS SIZE: 20 - COVID / 35 - non-COVID
LEAD TIME: 2 weeks
EXECUTION TIME: 30 minutes
COST: \$0
MATERIALS: Class Room, Projector, Participant guide
POC: Unit Master Resilience Trainer



ENERGY MANAGEMENT

DESCRIPTION: Take control of your physical state, bring your focus to the present moment, and perform more optimally. Getting the body and mind synced enhances optimal functioning and resilience.

CATEGORY: Emotional, Family, Physical, Spiritual, Social
CLASS SIZE: 20 - COVID / 35 - non-COVID
LEAD TIME: 2 Weeks
EXECUTION TIME: 1hr, 30 min
COST: \$0
MATERIALS: Class Room, Projector, Participant guide
POC: Unit Master Resilience Trainer

RECOVERING ENERGY

DESCRIPTION: Self-regulate and become proficient at controlling your emotions and understanding your body's responses. Getting the body and mind synced enhances optimal functioning and resilience.

CATEGORY: Emotional, Family, Physical, Spiritual, Social
CLASS SIZE: 20 - COVID / 35 - non-COVID
LEAD TIME: 2 Weeks
EXECUTION TIME: 2 hours
COST: \$0
MATERIALS: Class Room, Projector, Participant guide
POC: R2 Performance Center / 785-239-8835

EFFECTIVE PRAISE / ACTIVE CONSTRUCTIVE RESPONDING

DESCRIPTION: Praise to build mastery and winning streaks. Responding to others with authentic, active and constructive interest to build strong relationships and enhances resilience.

CATEGORY:	Emotional, Family, Physical, Spiritual, Social
CLASS SIZE:	20 - COVID / 35 - non-COVID
LEAD TIME:	2 Weeks
EXECUTION TIME:	2 hours
COST:	\$0
MATERIALS:	Class Room, Projector, Participant guide
POC:	Unit Master Resilience Trainer

PROBLEM SOLVING

DESCRIPTION: Accurately identify what caused the problem and identify solution strategies. Learning how to fight the Confirmation Bias can help avoid errors in judgement and enhance resilience.

CATEGORY:	Emotional, Family, Physical, Spiritual, Social
CLASS SIZE:	20 - COVID / 35 - non-COVID
LEAD TIME:	2 Weeks
EXECUTION TIME:	2hrs, 30 min
COST:	\$0
MATERIALS:	Class Room, Projector, Participant guide
POC:	Unit Master Resilience Trainer



ASSERTIVE COMMUNICATION

DESCRIPTION: Communicate clearly and with respect, especially during a conflict or challenge. Use the IDEAL model to communicate in a Confident, Clear, and Controlled manner. Resilience is strengthened due to stronger relationships.

CATEGORY:	Emotional, Family, Physical, Spiritual, Social
CLASS SIZE:	20 - COVID / 35 - non-COVID
LEAD TIME:	2 Weeks
EXECUTION TIME:	2hrs, 30 min
COST:	\$0
MATERIALS:	Class Room, Projector, Participant guide
POC:	Unit Master Resilience Trainer



RETIRE STRONG: LIFE AFTER THE ARMY CLASS

DESCRIPTION: Address and discuss myths related to retirees and exercise, examine and discuss benefits of remaining active and healthy during retirement, and explore recommendations for healthy diet and exercise for an aging population.

CATEGORY: Emotional, Family, Physical, Social

CLASS SIZE: Non-COVID: 40 students in AWC classroom, unlimited in virtual class room, or capacity of unit designated classroom
COVID: 8-10 in AWC classroom, unlimited in virtual classroom, or capacity of unit designated classroom with physical distancing

LEAD TIME: 30 Days

EXECUTION TIME: 1 Hour

COST: \$0

MATERIALS:

- Class in AWC Classroom: no materials needed.
- Virtual Class: Students need a computer or phone to attend
- Unit designated classroom: projector or TV with HDMI connection Army

POC: Wellness Center / 785-239-9355

usarmy.riley.medcom-iach.mbx.iach-army-wellness-center-fort-rile@mail.mil



ADVENTURE PARK TEAM BUILDING AREA

DESCRIPTION: Families are able to enjoy the challenging obstacles together, while establishing team building, trust exercise, and balance and stability in the Team Building Area.

CATEGORY: Emotional, Family, Physical, Social
CLASS SIZE: Small Group (1-10) - \$50
 Medium Group (11-20) - \$100
 Large Group (20-30) - \$150
LEAD TIME: 2 Weeks
EXECUTION TIME: 2 Hours
COST: See above
MATERIALS: Safety equipment and facilitators provided by staff
POC: 785-239-5412



ADVENTURE PARK DISK AND FOOT GOLF

DESCRIPTION: Participants can show off their skills and compete in a game of Disc or Foot Golf at the Adventure Park while promoting socialization, exercise, and teamwork in a goal-setting environment.

CATEGORY: Emotional, Family, Physical, Social
CLASS SIZE: Min of 5, max of 10
LEAD TIME: 2 Weeks
EXECUTION TIME: 2 Hours
COST: \$7 per person (includes equipment)
MATERIALS: Equipment provided by staff
POC: 785-239-5412





EQUIPMENT CHECKOUT CENTER

DESCRIPTION: Participants can enjoy daily activities provided by Equipment Checkout Center with outdoor games, Campers, Boats, Camping Equipment, etc. in a fun and safe environment. Promoting outdoor activity challenges, team work, and socialization.

CATEGORY:	Emotional, Family, Physical, Social
CLASS SIZE:	N/A
LEAD TIME:	2 Weeks
EXECUTION TIME:	N/A
COST:	Varies on equipment
MATERIALS:	Equipment provided by staff
POC:	785-239-5412



\$10/hour
minimum 2 hour reservation

Group gatherings must stay in line with Commanding General's Order's. Groups are required to bring their own sanitizing equipment.

**PAVILLION RENTAL
AVAILABLE AT:**

**MCCORMICK PARK
OUTDOOR ADVENTURE PARK
MOON LAKE | WYMAN PARK**

All reservations must be done in person at
Equipment Checkout Center, 1806 Buffalo Soldier Rd
Information: 785.239.2363 | riley.armymwr.com

PAVILLION RESERVATIONS

DESCRIPTION: Rent a pavilion for your next unit function, retirement ceremony or FRG meeting! Electricity and water hook-ups available at select pavilions.

CATEGORY:	Emotional, Family, Physical, Social
CLASS SIZE:	Varies, with proper social distancing
LEAD TIME:	2 Weeks
EXECUTION TIME:	Min 2 hours
COST:	\$10 an hour
MATERIALS:	Equipment provided by staff
POC:	785-239-5412

HEALTHY HOMES

DESCRIPTION: Healthy Homes is Fort Riley Department of Public Health program that provides instruction on how to keep a safe and clean home for all people and animals living inside it.

CATEGORY: Family, Physical
CLASS SIZE: N/A
LEAD TIME: 2 Weeks
EXECUTION TIME: Varies
COST: \$0
MATERIALS: Handouts provided
POC: Fort Riley Department of Public Health Services / 785-239-7323

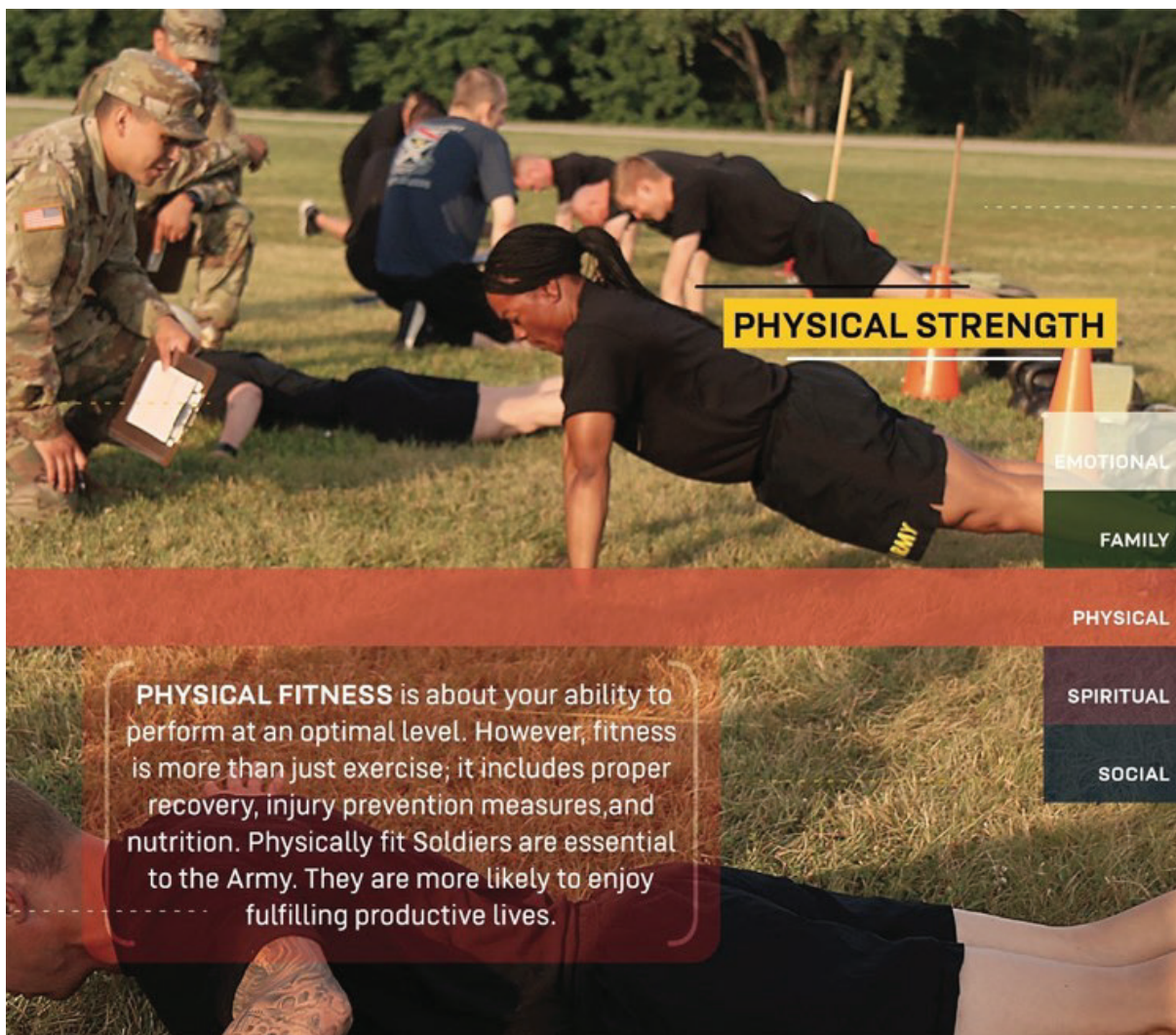
Services provided:

- Tobacco cessation counseling and appointments
- STD prevention training
- Physicals
- Fit-testing
- Food and sanitation inspections
- Water quality testing
- Entomology / pest management
- Hearing appointments
- Travel appointments
- Immunizations / flu shots
- Water heater safety
- Injury [fire, drowning, falls, poisoning] prevention
- Fire safety





PHYSICAL TAB PAGE BREAK
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Being physically resilient can provide self-confidence and the ability to lead yourself and others through tough situations in life. People who get plenty of sleep, eat nutritional foods, and exercise daily can enhance their performance. In addition, there are important connections between physical and emotional health; having a strong and durable body can translate into sharper mental power. Studies have shown that physical fitness can result in lower blood pressure, improved sleep, and increased stamina.

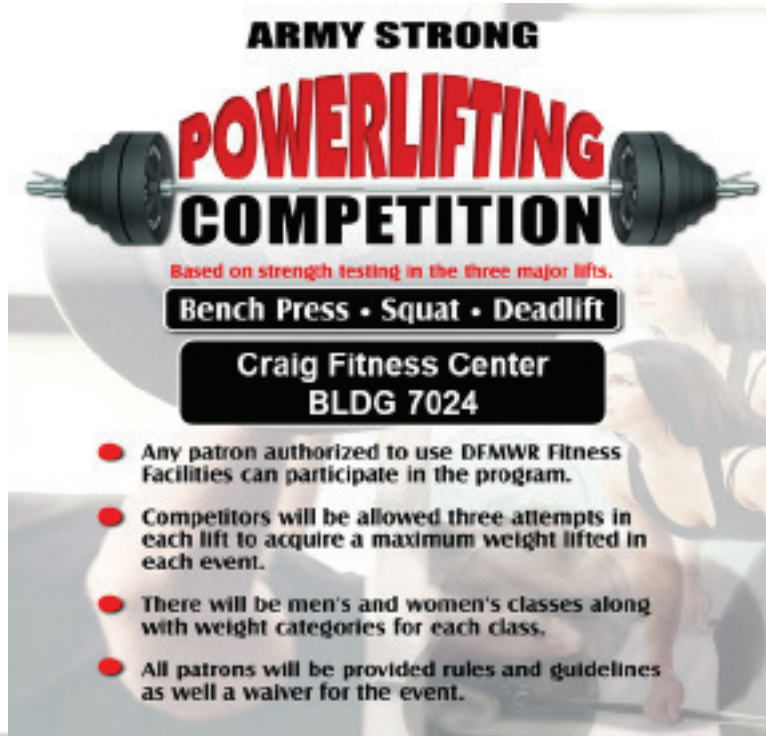
Usain Bolt is considered the fastest man alive. All four of the fastest 100m sprint times in history belong to him. Massive pressure and immense power is what he trained for in order to get off the blocks and reach incredible speeds. Usain has claimed that training and nutrition has had a direct correlation to his confidence; improving his overall state of mind.

“Easy is not an option...no days off...never quit. Talent you have naturally...skill is developed by hours and hours of work.”

-Usain Bolt



OVW Morning Event: Team Powerlifting



Mission:

Conduct a weightlifting competition at Craig Gym located on Ft. Riley to highlight comradery, competition, and physical strength.

Timeline:

0800: setup equipment & weights 0830: rules and guidelines overview 0845: weigh-ins & lane assignment 0900: competition start 1000: results & recognition

Soldier Strengths Addressed:

Physical
Social

Location:

Craig Gym BLDG 7024

Primary Instructors & Unit Lead:

Facility Director Office:
[785] 240-3464

Uniform: APFU

Equipment: Provided by gym

Concept of the Operation:

Meet at Craig Fitness Center, BLDG 7024 Apennines Drive, at 0800 and coordinate with Facility Director to setup the lanes for team Bench Press, Squat, and Deadlift. Pending setup being completed brief the rules and guidelines of the competition at 0830. Afterwards, weigh-ins will start followed by warm-up and lane assignment with the competition starting NLT 0845. Once all teams have finished, or NLT 1000, results will be disseminated and recognition provided for the top three teams in their respective weight class. (Optional prizes for 1st, 2nd and 3rd place winners: Competition Tees, AAMs, COA or Coin).

Preparation: Minimum two weeks' notice required although more may be needed to reserve space at the identified Fitness Facility.

Instructional Guidance

Powerlifting Competition “Physical & Social Pillars”

NOTE: Existing profiles must be taken into consideration when confirming eligibility to compete. Additional train up is recommended for novice lifters and available resources are listed below under ‘Preparation.’

Purpose: Promote Unit comradery and cohesion through execution of a Physical Strength based competition.

Equipment: Squat rack, bench, barbells, bumper plates, barbell collars

Setting: Fitness Facility [Craig Gym preferred]

Length: 180 minutes

Preparation: Minimum two weeks’ notice required to reserve space at the identified Fitness Facility although more may be needed. Prior to the event a Unit POC will follow up regardless of facility reserved, for familiarization with rules and scoring. Formal lifting instruction and coaching prior to the event should be considered, but is optional and at Unit discretion. Points of contact include, but are not limited to, [IACH Physical Therapy] 785-239-7810, [Combatives] 785-240-3053, [Army Wellness Center] 785-240-7535.

Preparation Resources:

- Conventional deadlift technique video NSCA
<https://www.nasca.com/education/videos/exercise-technique-deadlift/>
 - Matt Wenning Sumo Deadlift (technique & application article) <https://www.nasca.com/education/articles/tsac-report/the-deadlift-and-its-application-to-overall-performance/>
 - Stafford Gosser 3L’s & KNOW B.S. (coaching cues deadlift & back squat)
[*https://1drv.ms/b/s!AihozHGahYyyiTbzS1EldqyUM1Ao](https://1drv.ms/b/s!AihozHGahYyyiTbzS1EldqyUM1Ao)
- * does not work on NIPR, but works on civilian networks

Chapter 1: Implementation Guidance

This section provides guidance and a flow of events for the execution of a “Powerlifting Competition,” Foundational Day and provides details that at minimum leaders should consider.

Flow-of-Events

A “Powerlifting Competition,” Foundational Day should at a minimum, include the following:
Equipment setup at fitness facility prior to Unit arrival (Facility Director will advise if volunteers from Unit are required to help execute)

An overview of the event conducted by the leader followed by an introduction, who will brief rules, scoring, and expectations

initiate the start of the event providing guidance for weigh-ins and lane assignment for competitors, in addition to directions for graders and safety spotters



Soldiers will complete each of the 3 lifts identified and then standby until all competitors have finished will compute the scores and the top finishers in each weight class will be recognized in front of the group At Unit discretion awards will be provided which may include a shirt, coin, AAM, or COA Leader AAR and cleanup of fitness facility

Rules of Engagement for Participants

Leaders are provided the below ROE as a starting point. They may modify the ROE based on personal preference or as the situation dictates. The following are a list of potential ROE to use:

- Every Soldier competing should respect guidance given from those providing oversight of competition, to include facility staff and the Facility Director
- Treat all equipment properly to preserve their use by others
- Those not competing should remain engaged by encouraging their teammates and assisting execution of competition as needed

Scoring Procedures

Total weight multiplied by total reps for each lifting event = scoring total

Units can also develop their own scoring procedures

Chapter 2: Resources

1x Squat rack

1x Barbell

Various weight plates up to 600lbs

1x Deadlift Platform

1x Barbell

Various weight plates up to 700lbs

1x Bench Press

1x Barbell

Various weight plates up to 500lbs

Personnel Requirements

3x Personnel Setup Detail

Sets up Squat, Deadlift, and Bench Press.

6x Safety Spotters

3x Squat (1x person each end of barbell and one behind lifter)

3x Bench Press (1x person each end of barbell and one at head of lifter)

2x Graders

Facilities

Craig Gym is the preferred fitness facility since Mark Bacon, powerlifting SME, is the Facility Director at this location. Alternate facilities or locations are possible, but coordinating with Mark Bacon is strongly encouraged to facilitate proper execution.

Fitness facilities can be reserved by contacting the respective Facility Director.

Requests to coordinate should be at least 30 business days before execution of a Powerlifting Competition.

Football Tournament



Mission:

Conduct a Football Tournament on FRKS.

Timeline:

0730: Accountability at location
 0800: First (2) games kick off
 0830: End of the first games, second (2) games kick off
 0900: End of Round Robin Games 0900-0915:
 Conduct 15min intermission, setup second bracket
 NLT 0930: Start of the second bracket, single elimination begins,
 1000: Championship Game
 1030: Declare Winner

Soldier Strengths Addressed:

Physical, Social, Emotional

Location:

McCormick Park & Moon Lake Park

Primary Instructors & Unit Lead:

Unit Leader

Uniform: APFU

Concept of the Operation:

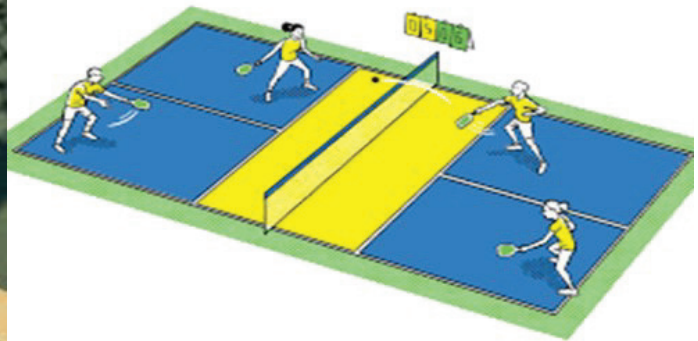
Phase I: Planning/Preparation: Send out information to all units to give them time to organize teams. Team representatives turn in rosters to Referee Team

Phase II: Execution: At 0800, the first (2) teams will start playing the first round of games. The other teams will wait for their scheduled games.

Phase III: Recovery: Clean-up of field, trash police call, and pick up any loose debris. Each unit will establish at least one team of (10) players. Games will be played with (7) players on the field for each team. Each team fielded will have (3) substitutes. Games will be played as "Two-Hand Touch," in two, 10min halves, with a 5min halftime. Football tournament will start by every team playing all other teams once. After all these games are complete a rank will be given to each team by their win and lose records. Once a ranking is set, it will be a single game of elimination for the remaining games.



PICKLEBALL COMPETITION



Mission:

Conduct a pickleball competition at a FRKS Fitness Center located on Ft. Riley to highlight comradery, competition, and physical strength.

Timeline:

0800: setup equipment
0830: rules and guidelines overview
0845: competition starts
1000: competition complete

Soldier Strengths Addressed:

Physical, Social

Location:

FRKS Fitness Centers

Primary Instructors & Unit Lead:

Respective Gym Manager

Uniform: APFU

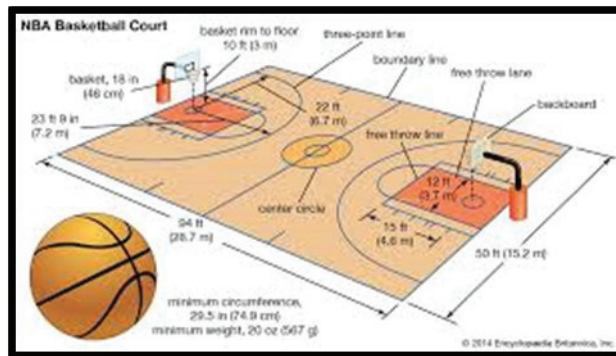
Equipment:

Provided by gym

Concept of the Operation:

Group will meet at designated location at 0800 and coordinate with the respective Gym Manager for setup of equipment. Pending setup being completed, the gym manager will brief the rules and guidelines of the competition at 0830. After-wards, participants will start warm up NLT 0845. At 0900 competition starts. Once all competitors have finished, or NLT 1000, competition is complete and results provided.

FREE THROW COMPETITION



Mission:

Conduct a Free Throw Sporting Competition at a FRKS Fitness Center to highlight comradery, competition, and physical strength.

Timeline:

0830: Warm up begins
 0845: Qualifying Rounds begin
 0930: Final Rounds begin
 1000: Competition complete

Soldier Strengths Addressed:

Physical, Social, Emotional

Location:

FRKS Fitness Centers
 FRKS Park

Primary Instructors & Unit Lead:

Unit Leader

Uniform: APFU

Equipment:

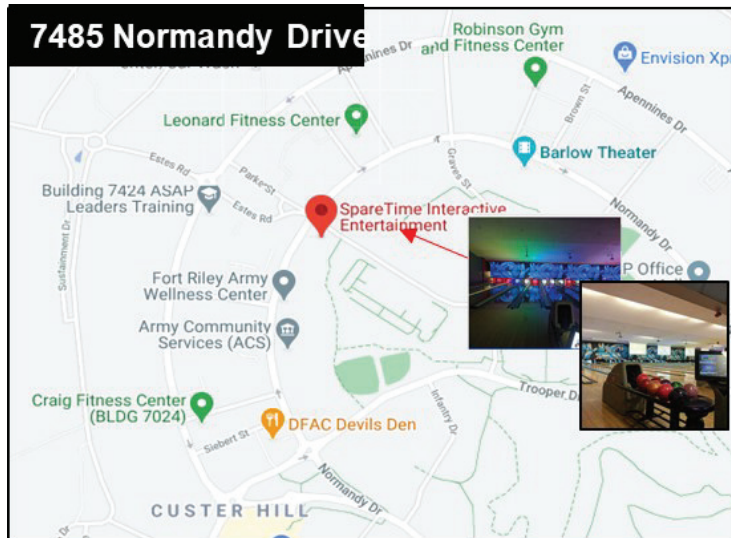
Provided by gym

Concept of the Operation:

The competition consists of a qualifying and final round. Participants are given a total of 25 attempts each round. Participants will be given two practice attempts before the start of the qualifying and final rounds. All free throws must be attempted behind the free throw line (15') and inside the circle. A free throw is considered out if it touches any support above the back-board or rim. Those who make 20 or more free throws will qualify for the final round.



BOWLING TOURNEMENT



Mission:

Conduct a bowling tournament to build physical strength and comradery within units.

Timeline:

1100: Accountability at location
1115: First round games kick off
1200: End of the first round games, second round games kick off
1230: End of second round games
1235: Championship Game
1330: End of Championship Game, Announce winners

Soldier Strengths Addressed:

Physical, Social

Location:

SpareTime Interactive Entertainment

Primary Instructors & Unit Lead:

MWR

Uniform: APFU or civilian

Equipment:

Provided by location

Concept of the Operation:

Phase I: Planning/Preparation: Send out information to all units to give them time to organize teams. Team representatives turn-in rosters to Coordinator

Phase II: Execution: At 1115, the [8] teams will start playing the first round of games. At 1200, end of first round games, second round games start. Around 1235, the Championship round begins. NLT 1330, Championship game is completed and winners are announced.

Phase III: Recovery – Clean-up of areas. Each unit will establish at least one team of [4] players.

Single Elimination play. \$2.00 per person/per game. Players will pay in advance. Upon arrival, players will pay initial fee and receive shoes, ball, and lane assignment. Players can bring personal shoes and bowling balls. Snack bar and all interactive games are available for pay

UNIT COMPETITIONS



4

Ping Pong Toss Challenge – Teams try to throw ping pong balls into a cup held on the head of one of their teammates.

3

Tug of War – Teams battle it out to get the marked section of rope across the line to claim points and victory!

2

Egg Carry Obstacle Course – Teams conduct an egg carry relay and incur time penalties for each dropped egg. (We are using hard boiled eggs.)

1

4-Square – Teams compete in the traditional childhood game to be “King of the Square” to earn points.

Mission:

Conduct a unit competition composed of multiple challenges within units to build comradery, esprit de corps, and physical strength.

Timeline:

0630: Accountability
 0640: Rotate between stations to earn points
 0740: Competitions complete
 0750: Calculate scores and announce winners
 0800: Clean up

Soldier Strengths Addressed:

Physical, Social

Location:

Unit AO

Primary Instructors & Unit Lead:

Unit Leader

Uniform: APFU

Equipment:

Resourced within unit

Concept of the Operation:

Phase I: Planning/Preparation: Send out information to all units. Unit POC's have required items prepared and at the COF

Phase II: Execution: 0640 – teams begin rotating between stations.

Phase III: Recovery: Clean-up areas, trash police call, and pick up any loose debris.



FOOTGOLF COMPETITION



Mission:

Conduct a footgolf competition at the Outdoor Adventure Park to build comradery, esprit de corps, and physical strength.

Timeline:

0800: Accountability at location

0810: Competition starts

1030: Competition complete

Soldier Strengths Addressed:

Physical, Social

Location:

Outdoor Adventure Park

Primary Instructors & Unit Lead:

MWR

Uniform: APFU

Equipment:

Provided by gym

Concept of the Operation:

Phase I: Planning/Preparation: Coordinate with staff at Outdoor Adventure Park for date and times. Send information to participants regarding cost and event information.

Phase II: Execution: 0810 – teams begin footgolf competition. At 1030, competition complete, scores tallied and winners announced.

Phase III: Recovery: Clean-up areas, trash police call, and pick up any loose debris. Cost \$7 per person, Reservation fees may apply.

BASKETBALL SKILLS CHALLENGE

3 Events



3 Point Contest

- 25 Balls, 5 shots at each designated spot around the basketball goal
- 2:00 minutes to complete
- The (4) four highest scores move to next round



Skills Challenge

- Consist of different skill challenges such as layups, dribbling, etc.
- 3:00 minutes to complete
- The (2) teams with the two lowest times move to next round



Horse

- The final (2) two competitors compete
- Players must move around the basketball goal making shots, every missed shot earns a letter spelling out the word "HORSE"
- The player who is last to spell HORSE is the winner

Mission:

Conduct a basketball skills challenge competition at the one of the Fitness Centers on FRKS to build comradery, esprit de corps, and physical strength.

Timeline:

0830: Accountability at location
0810: Competition starts
1030: Competition complete

Soldier Strengths Addressed:

Physical, Social

Location:

FRKS Fitness Centers

Primary Instructors & Unit Lead:

Unit Leader

Uniform: APFU

Equipment:

Provided by gym

Concept of the Operation:

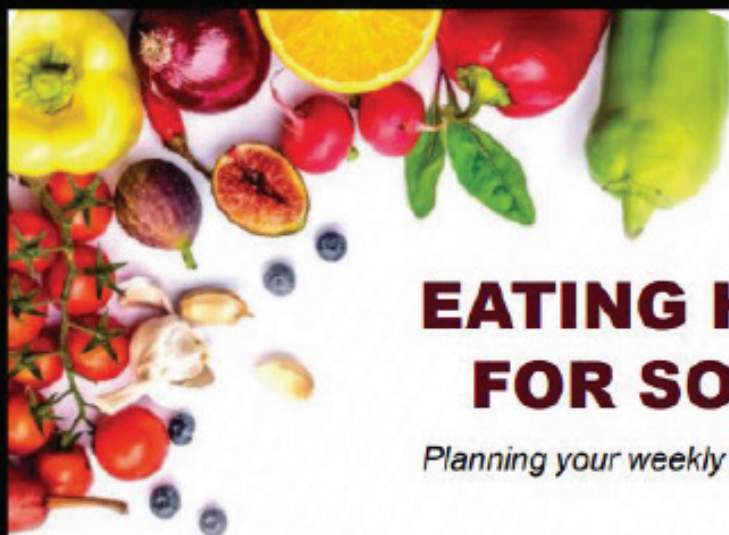
Phase I: Planning/Preparation: Coordinate with Gym Managers at respective Fitness Center for date and times. Send information to participants regarding event information.

Phase II: Execution: 0830 – teams begin competition. At 1030, competition complete, scores tallied and winners announced.

Phase III: Recovery: Clean-up areas



NUTRITION RESOURCES



EATING HEALTHY FOR SOLDIERS

Planning your weekly meals and grocery list

SET YOURSELF UP FOR SUCCESS

When it comes to eating healthy, having a plan is key to sticking to your goals. This includes planning a weekly menu, creating a grocery list, and sticking to that list in the store. If you do all these things well, you will find that not only will you begin eating healthier, but you will save time and money!

STEP 1: THE MENU

Taking the time to plan out your weekly food menu will help you stick to your financial and caloric budgets. For example, if you normally go to the PX at lunch once a week for chicken teriyaki, you are spending over \$7.00 more and consuming between 200-300 more calories than if you made it at home.

- ✓ Check out grocery store ads for deals, planning your menu around what's on sale will save you money.
- ✓ Reduce food waste by planning to use ingredients for multiple recipes (i.e. ground beef for tacos and for chili).
- ✓ To minimize the amount of cooking you are doing throughout the week, consider ways to incorporate leftovers from dinner into lunches, while following food safety best practices.
- ✓ Don't forget to plan for your snacks each day. Having healthy snacks on hand and pre-portioned, such as cut up fruit, will make it the easy choice when you head out the door.





STEP 2: THE GROCERY LIST

Healthy eating starts with filling your refrigerator and cabinets with nutrient dense, performance focused foods. When making your list, split it up by section of the grocery store to make your trip efficient. Consider including some of the following foods on your next grocery list:

- ☐ **Produce:** Include a variety of colors! Different colors indicate different nutrients. Look for bright red, orange, purple, and dark green fruits and vegetables. Frozen is a great (and budget friendly) alternative to fresh!
- ☐ **Protein:** Choose lean cuts of beef and poultry. Include at least two servings of fish per week and consider going meat-free once a week with proteins such as beans and tofu.
- ☐ **Grains:** Look for 100% whole wheat and whole grain pastas, cereals and breads.
- ☐ **Dairy:** Include protein rich plain, low-fat yogurts and milk as well as cheeses.
- ☐ **Beverages:** Choose low or zero calorie drinks such as sparkling or seltzer water, plain water, low-fat milk, coffee, and unsweetened tea.
- ☐ **Condiments, sauces, seasonings, oils:** Many herbs and spices have zero calories but add lot of flavor. Choose healthier oils and sauces like olive oil, canola oil and low-fat dressings.

STEP 3: THE SHOPPING

- The best place to be in the grocery store is the perimeter. This is where you'll find fresh produce, meats, dairy, and breads. More heavily processed convenience foods are found in the center aisles.
- If you chose to buy canned or frozen food over fresh, make sure you are looking for items that are labeled as "low- or no-sodium," and "no sugar added".
- Buying certain things in bulk, such as meat and grains, can save money. Divide meat in to smaller portion and freeze so you can thaw and use when needed.



TA-021-MAY20



Public Health
Prevent. Promote. Protect.
Army Public Health



Performance Triad

Approved for public release; distribution unlimited. For more information please contact:



HEALTHY SNACKING

DOs

&

DON'Ts

NUTS AND SEEDS

High in protein and healthy fat. Keep portion sizes around 1/4 cup.



POPCORN

Low in calories and high in fiber. Only about 100 calories for 3 cups



DRIED FRUIT

A healthy alternative to candy. Is a good source of natural sugar, and is a sweet healthy alternative to candy.



PRETZELS

A great whole grain option that is low in calories and fat.



GRANOLA BARS

Good source of whole grains and sometimes protein.



CANDY

Loaded with added sugar and calories.



SODA

Zero nutritional value. All calories come from added sugar. Avoid at all costs.



COOKIES

Don't be fooled by cookies claiming to be "healthy." They are still likely high in added sugar, unhealthy fats and calories.



PASTRIES

Most pastry items (honey buns, danishes, donuts) are not only high in sugar but also in trans fat. These items have very little nutritional value.

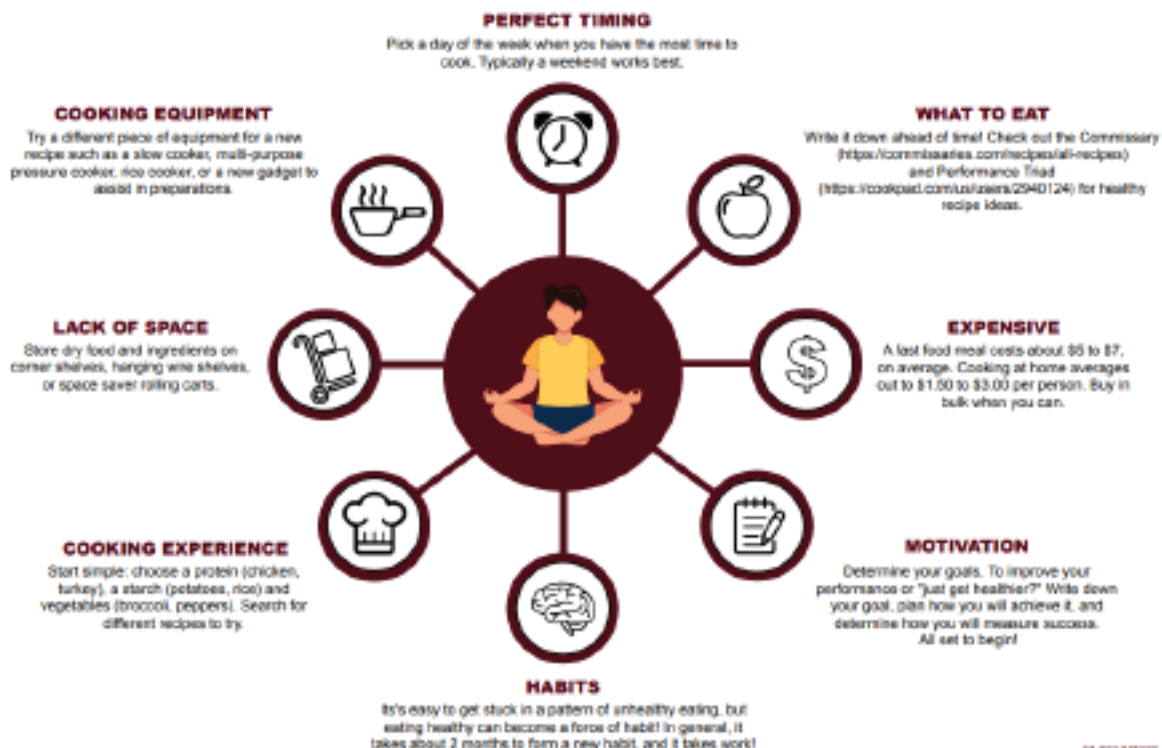


Don't sacrifice quality for quantity! Some healthier snacks, such as nuts may be more expensive, but consider their nutritional benefit over a less expensive candy.



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EATING HEALTHY AT HOME



TM-027409V20



Public Health
Army Public Health

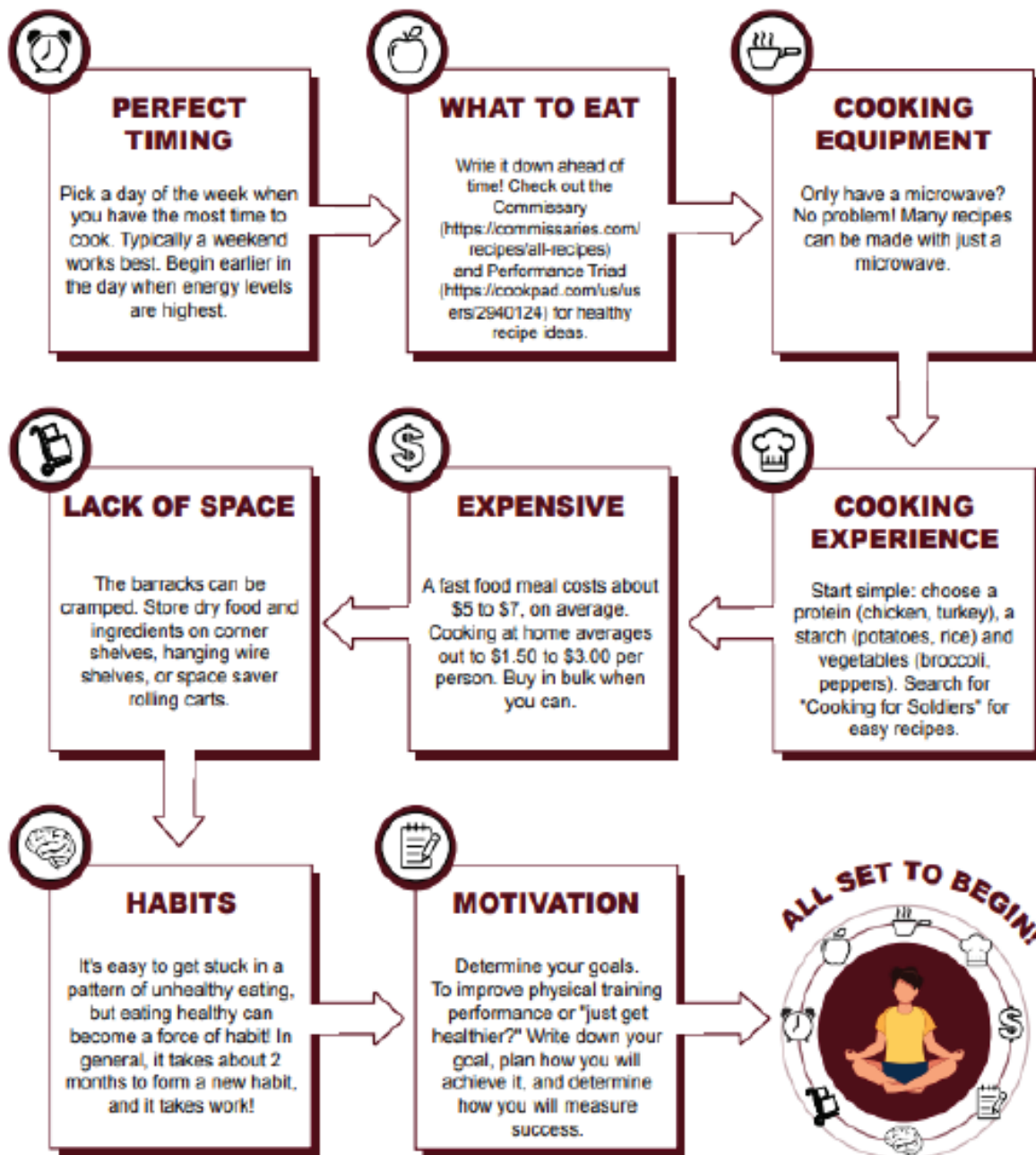


Performance Triad

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EATING HEALTHY IN THE BARRACKS



TA-021-MAY20



Public Health
Prevent. Promote. Protect.
Army Public Health



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HEALTHY RECIPE RESOURCES

Educational References:

FM 7-22 –Holistic Health and Fitness (October 2020) – Chapter 8 Nutritional Readiness

https://armypubs.army.mil/epubs/DR_pubs/DR_a/ARN30964-FM_7-22-001-WEB-4.pdf

OPSS- <https://ephc.amedd.army.mil/HIPECatalog/viewItem.aspx?id=485>

Nutrition: A Guide to Healthy Eating Made Easy - <https://ephc.amedd.army.mil/hipecatalog/viewItem.aspx?id=771>

Nutrition: A Cooking Guide For Soldiers - <https://ephc.amedd.army.mil/hipecatalog/viewItem.aspx?id=723>

Articles

- Fueling in the Dining Facility
<https://www.hprc-online.org/nutrition/go-green/marketing-materials/print-digital-materials/posters/recovery-fueling-dining>
- Performance Nutrition (with Pre & Post Exercise Guidelines in graphic form) https://journals.lww.com/cjsportsmed/fulltext/2019/09000/performance_nutrition_for_the_adolescent_athlete_1.aspx

Apps

- Performance TRIAD (free, iOS, Android) - official U.S. Army app that focuses on health and fitness to include sleep, activity, and nutrition
- Tasty (free, iOS, Android) - allows you to search, watch, add recipes, and create and modify shopping list based off of selected recipes
- MyFitnessPal (free, iOS, Android) - is a calorie-counting app
- Healthy CrockPot Recipes (free, iOS) - gives healthy recipes with the use of a crockpot
- Fooducate (free, iOS, Android) - makes you aware of the quality of your calories
- Blender Girl Smoothies (free, iOS) - will match your mood to any smoothie
- HelloFresh (free, iOS, Android) - is a healthy meal kit delivery service for the busy bee who loves to cook
- Is My Food Safe? (free, iOS, Android) - answers all your food safety questions
- ShopWell (free, iOS, Android) - makes you a healthier and smarter grocery shopper

Websites:

- Fort Riley Warrior Restaurants – gives information on openings, closings, locations, and food menu's for the 11D Warrior Restaurants and Culinary Outpost Food Truck
<https://home.army.mil/riley/index.php/my-fort/all-services/dining-facilities>
- Fort Riley Commissary Healthy Living & Recipes – provides a variety of healthy living resources and recipes from dish type, main ingredient, or categories such as holiday, dietitian approved, kid friendly, or 20 minute meal. <https://commissaries.com/shopping/store-locations/fort-riley>
<https://commissaries.com/recipes/all-recipes>
- Human Performance Resources by CHAMP Go for Green – makes it easy to find high-performance foods and drinks to boost your fitness, strength, and health
<https://www.hprc-online.org/nutrition/go-green>
- Supplement Safety Reference – DoD dietary supplement resource for the military community, leaders, healthcare providers and DoD civilians – <https://www.opss.org/>



PAINTBALL

DESCRIPTION: This is a competition on the field of paintball battle to focus on team building and comradery.

CATEGORY: Emotional, Family, Physical, Social
CLASS SIZE: Up to 20 per group, 40 per day
LEAD TIME: 2 Weeks
EXECUTION TIME: Up to 4 hours, dependent upon group size
COST: \$25 a person
MATERIALS: Provided by Warrior Adventure Quest
POC: Warrior Adventure Quest
 785-239-2364



TEAM CHALLENGE COURSE

DESCRIPTION: This obstacle course challenges teams to count on one another and conquer the course.

CATEGORY: Emotional, Physical, Social
CLASS SIZE: Up to 40
LEAD TIME: 2 Weeks
EXECUTION TIME: Up to 2 hours
COST: \$150 for groups, up to 40 people
MATERIALS: Provided by Warrior Adventure Quest
POC: Warrior Adventure Quest / 785-239-2364

ALCOHOL TOLERANCE MODULE

DESCRIPTION: Examines physical and mental tolerance of alcohol and discuss how the brain tricks us. This class can help with resiliency by empowering individuals with useful knowledge for maintaining a healthy lifestyle and identify signs that a teammate is having a problem.

CATEGORY: Emotional, Physical, Social
CLASS SIZE: 14 max if at ASAP, varies on unit
LEAD TIME: 1 Day
EXECUTION TIME: 1 hr, 30 min
COST: \$0
MATERIALS: Everything provided by instructor with exception of display screen.



MENTAL GAMES

DESCRIPTION: Change the focus away from counterproductive thinking to enable greater concentration and focus on the task at hand.

CATEGORY: Emotional, Family, Physical, Spiritual, Social
CLASS SIZE: 20 - COVID / 35 - non-COVID
LEAD TIME: 2 weeks
EXECUTION TIME: 2 Hours
COST: \$0
MATERIALS: Class Room, Projector, Participant guide
POC: Unit Master Resilience Trainer



RECOVERING ENERGY

DESCRIPTION: Self-regulate and become proficient at controlling your emotions and understanding your body's responses. Getting the body and mind synced enhances optimal functioning and resilience.

CATEGORY: Emotional, Family, Physical, Spiritual, Social
CLASS SIZE: 20 - COVID / 35 - non-COVID
LEAD TIME: 2 weeks
EXECUTION TIME: 2 Hours
COST: \$0
MATERIALS: Class Room, Projector, Participant guide
POC: R2 Performance Center / 785-239-8835

FUELING FOR HEALTH

DESCRIPTION: Discuss obesity trends and implications, develop a better understanding of dietary guidelines and food labels, and learn the fundamental components of nutrition. When a person feels physically healthy, it increases mental resiliency.

CATEGORY: Emotional, Physical, Social
CLASS SIZE: Dependent upon Accommodations. 10 max if at Wellness Center, more if hosted by unit with larger room
LEAD TIME: 30 days
EXECUTION TIME: 1 Hour
COST: \$0
MATERIALS: Projector or TV with HDMI connection if hosted by unit
POC: Army Wellness Center / 785-239-9355





SPIRITUAL FITNESS RUN

DESCRIPTION: Running promotes esprit de corps and spiritual resiliency through physical fitness exercise. Soldiers can also have spiritual discussions with their Unit Ministry Team.

CATEGORY: Physical, Spiritual
CLASS SIZE: N/A
LEAD TIME: Less than 24 hours
EXECUTION TIME: 1 Hour
COST: \$0
MATERIALS: Guide On
POC: Unit Ministry Team [UMT]



ODYSSEY HIGH ROPES OBSTACLE COURSE & ZIP LINE

DESCRIPTION: Teams navigate a high ropes course with a zip-line dismount at the end. This event builds trust and cohesion among the teams, as they traverse the course.

CATEGORY: Emotional, Physical, Social
CLASS SIZE: Up to 20
LEAD TIME: 2 Weeks
EXECUTION TIME: Up to 3 hours
COST: \$0 for Soldiers who are 6 months pre-deployment or 6 months post deployment. If not, then cost is \$20 per Soldier
MATERIALS: Provided by Warrior Adventure Quest
POC: Warrior Adventure Quest / 785-239-2364

DRUGS & ALCOHOL: WHY PEOPLE DON'T JUST QUIT

DESCRIPTION: Describes alcohol/drug effects on the brain. Also walks through problem-solving scenario to set goals and reduce potential problems associated with drinking. Increases resiliency through understanding of effects of substances on the brain, increasing performance optimization.

CATEGORY: Emotional, Physical
CLASS SIZE: Non-COVID - no limit, COVID - based on state guidelines and venue
LEAD TIME: 72 Hours
EXECUTION TIME: 1 hour
COST: \$0
MATERIALS: Instructor provides all materials with exception of screen to project presentation
POC: 785-239-1928

HOLISTIC PERFORMANCE TRAINING

DESCRIPTION: Focusing on strength, power and agility training techniques, this class builds resiliency by increasing physical fitness and boosting confidence.

CATEGORY: Emotional, Physical, Social
CLASS SIZE: COVID limited to 15 indoors, 30 outdoors.
 NON-COVID limited to 30 indoors and 100 outdoors.
LEAD TIME: Reservation needs to be made 15 days in advance.
EXECUTION TIME: 90 minutes. OIC/NCOIC lead warm up and cool down. Instructor led class, provided by MWR Fitness.
COST: \$25 total for class. If additional instructor is needed, then \$50 total for class.
MATERIALS: All materials are provided.
POC: 785-239-2583



SUBSTANCE INFLUENCE MODULE

DESCRIPTION: Examines influence of substances on physiological and mental systems. Enhances resiliency through judgment enhancement.

CATEGORY: Emotional, Physical, Social
CLASS SIZE: 14 max if at ASAP, varies on unit
LEAD TIME: 24 Hours
EXECUTION TIME: 1 hr, 30 min
COST: \$0
MATERIALS: Everything provided by instructor with exception of display screen.
POC: ASAP / 785-239-5075

WALKING / HIKING

DESCRIPTION: Hiking Ft. Riley trails is a great way for individuals and teams to build their physical endurance as well as social skills important to greater resiliency.

CATEGORY: Family, Physical, Social
CLASS SIZE: N/A
LEAD TIME: Varies
EXECUTION TIME: Varies
COST: \$0
MATERIALS: N/A
POC: More information about Ft. Riley hiking trails at <https://home.army.mil/riley/index.php/about/things-to-do/post/fort-riley-trails>





STAYING FIT HOME AND AWAY

DESCRIPTION: Identify benefits and barriers to physical activity, discuss the components of an exercise session, identify types of equipment and exercises that can be utilized for home workouts, and develop an action plan for a home workout.

CATEGORY: Emotional, Family, Physical, Social

CLASS SIZE:

- Non-COVID: 40 students in AWC classroom, unlimited in virtual classroom, or capacity of unit designated classroom
- COVID: 8-10 in AWC classroom, unlimited in virtual classroom, or capacity of unit designated classroom with physical distancing

LEAD TIME: 30 Days

EXECUTION TIME: 1 Hour

COST: \$0

MATERIALS:

- Class in AWC Classroom: no materials needed.
- Virtual Class: Students need a computer or phone to attend
- Unit designated classroom: projector or TV with HDMI connection

POC: Army Wellness Center / 785-239-9355

usarmy.riley.medcom-iach.mbx.iach-army-wellness-center-fort-rile@mail.mil



UPPING YOUR METABOLISM

DESCRIPTION: Define metabolism and how it works, discover what control an individual has over their metabolism, and learn tips, tricks, and resources to help up an individuals metabolism.

CATEGORY: Emotional, Family, Physical, Social

CLASS SIZE:

- Non-COVID: 40 students in AWC classroom, unlimited in virtual classroom, or capacity of unit designated classroom
- COVID: 8-10 in AWC classroom, unlimited in virtual classroom, or capacity of unit designated classroom with physical distancing

LEAD TIME: 30 Days

EXECUTION TIME: 1 Hour

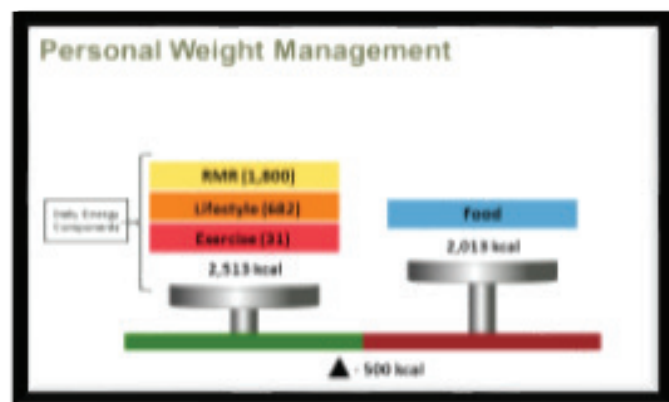
COST: \$0

MATERIALS:

- Class in AWC Classroom: no materials needed.
- Virtual Class: Students need a computer or phone to attend
- Unit designated classroom: projector or TV with HDMI connection

POC: Army Wellness Center / 785-239-9355

usarmy.riley.medcom-iach.mbx.iach-army-wellness-center-fort-rile@mail.mil





RETIRE STRONG: LIFE AFTER THE MILITARY CLASS

DESCRIPTION: Address and discuss myths related to retirees and exercise, examine and discuss benefits of remaining active and healthy during retirement, and explore recommendations for healthy diet and exercise for an aging population.

CATEGORY: Emotional, Family, Physical, Social

CLASS SIZE:

- Non-COVID: 40 students in AWC classroom, unlimited in virtual classroom, or capacity of unit designated classroom
- COVID: 8-10 in AWC classroom, unlimited in virtual classroom, or capacity of unit designated classroom with physical distancing

LEAD TIME: 30 Days

EXECUTION TIME: 1 Hour

COST: \$0

MATERIALS:

- Class in AWC Classroom: no materials needed.
- Virtual Class: Students need a computer or phone to attend
- Unit designated classroom: projector or TV with HDMI connection

POC: Army Wellness Center / 785-239-9355

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GROUP BODY COMPOSITION ASSESSMENT

DESCRIPTION: An opportunity for group members to receive an assessment of their individual body composition using the BOD POD®. This measure can be used as an indicator of health and can help in fine tuning performance plans.

CATEGORY: Emotional, Family, Physical, Social

CLASS SIZE:

- Non-COVID: 40 students in AWC classroom, unlimited in virtual classroom, or capacity of unit designated classroom
- COVID: 8-10 in AWC classroom, unlimited in virtual classroom, or capacity of unit designated classroom with physical distancing

LEAD TIME: 30 Days

EXECUTION TIME: 10 to 15 minutes per individual

COST: \$0

MATERIALS:

- Class in AWC Classroom: no materials needed.
- Virtual Class: Students need a computer or phone to attend
- Unit designated classroom: projector or TV with HDMI connection

POC: Army Wellness Center / 785-239-9355

usarmy.riley.medcom-iach.mbx.iach-army-wellness-center-fort-rile@mail.mil





GROUP METABOLIC ASSESSMENT

DESCRIPTION: An opportunity for group members to receive an assessment of their individual resting metabolic rate. This measure can be used to help fine tune nutrition and performance plans. Service requires a follow up session to receive results.

CATEGORY: Physical

CLASS SIZE:

- Non-COVID: 6-8 individuals per hour
- COVID: 4 individuals per hour
- COVID mitigation: individuals are required to wear masks, conduct hand hygiene, and physically distance while in the facility.

LEAD TIME: 30 Days

EXECUTION TIME: 20 minutes per person

COST: \$0

MATERIALS: Individuals are required to complete a health assessment questionnaire prior to their appointment and follow strict pre-test and clothing requirements on the day of their appointment. Can be paired with other assessments with adjustments to group size and execution times.

POC: Army Wellness Center / 785-239-9355

usarmy.riley.medcom-iach.mbx.iach-army-wellness-center-fort-rile@mail.mil



GROUP HEALTH COACHING

DESCRIPTION: Group health coaching sessions allow individuals to come together with their peers to discuss solutions to common barriers associated with sleep, activity, nutrition, and stress. These sessions are guided by a Health Educator, but allow peer-to-peer collaboration, learning and support.

CATEGORY: Emotional, Family, Physical, Social

CLASS SIZE:

- Non-COVID: 12-15 individuals in AWC classroom
- COVID: 12-15 individuals in virtual session or unit designated space that allows physical distancing

LEAD TIME: 30 Days

EXECUTION TIME: 1 Hour

COST: \$0

MATERIALS:

- Class in AWC Classroom: no materials needed.
- Virtual Class: Students need a computer or phone to attend
- Unit designated classroom: projector or TV with HDMI connection

POC: Army Wellness Center / 785-239-9355

usarmy.riley.medcom-iach.mbx.iach-army-wellness-center-fort-rile@mail.mil





GROUP FITNESS ASSESSMENT

DESCRIPTION: An opportunity for group members to receive an assessment of their individual cardiorespiratory fitness. This measure can be used as an indicator of health and can help in fine tuning performance plans.

CATEGORY: Physical

CLASS SIZE:

- Non-COVID: 2 individuals per hour
- COVID: service suspended pending better COVID mitigation

LEAD TIME: 30 Days

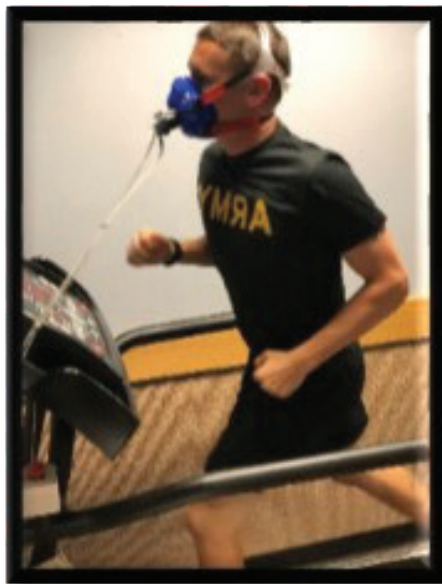
EXECUTION TIME: 45-60 minutes per individual

COST: \$0

MATERIALS: Individuals are required to complete a health assessment questionnaire prior to their appointment and follow strict pre-test and clothing requirements on the day of their appointment. Can be paired with other assessments with adjustments to group size and execution times.

POC: Army Wellness Center / 785-239-9355

usarmy.riley.medcom-iach.mbx.iach-army-wellness-center-fort-rile@mail.mil



PERFORMANCE OPTIMIZATION

DESCRIPTION: Learn exercise strategies that help boost performance, get a better understanding of the principles of reducing injury, and improve knowledge of the various aspects of fitness to optimize training.

CATEGORY: Emotional, Family, Physical, Social
CLASS SIZE: Non-COVID: 40 - COVID: 8-10
LEAD TIME: 30 Days
EXECUTION TIME: 90 minutes.
COST: \$0
MATERIALS: N/A
POC: Army Wellness Center / 785-239-9355



ARCHERY TAG

DESCRIPTION: Participants can engage in a unique sport that combines elements of dodgeball with the timeless skills of archery to promote team building and social strength.

CATEGORY: Emotional, Physical, Social
CLASS SIZE: 16 max
LEAD TIME: 2 Hours
EXECUTION TIME: 1 hr, 30 min
COST: \$0
MATERIALS: Everything provided by instructor with exception of display screen.
POC: Warrior Adventure Quest
 785-239-5412



TRAP & SKEET RANGE

DESCRIPTION: Participants can enjoy these shooting sports as a means to overcome fear and to try something new. Each round is 25 shots, shotgun rentals available. Instruction not included. Reservations required. All reservations are required to shoot a minimum of 20 rounds (500 shots). Open to ages 12+ with adult supervision.

CATEGORY: Emotional, Physical, Social
CLASS SIZE: 7 shooters per field (two fields)
LEAD TIME: 2 Weeks
EXECUTION TIME: Up to 2 Hours
COST: \$7 per round of clays, \$13.25 ammo & clays with shot gun rental.
 All materials provided.
MATERIALS: Shooting clays, shotguns & ammo
POC: 785-239-5412



ATV RIDING

DESCRIPTION: Patrons are able to get out of their comfort zone by learning the basics of ATV riding exploring Fort Riley ATV trails. Open to ages 16+ with a valid driver's license.

CATEGORY: Emotional, Family, Physical, Social
CLASS SIZE: 10 Max
LEAD TIME: 2 Weeks
EXECUTION TIME: 2 Hours
COST: \$45 per person
MATERIALS: ATV, helmet, gloves and eye protection provided. Participants must provide long sleeves, full-length pants, heavy-duty boots. Patrons encouraged to bring eye protection and gloves. All materials provided
POC: 785-239-5412



FAMILY OBSTACLE COURSE

DESCRIPTION: Families are able to enjoy the challenge-by-choice obstacles together, and promote team building, balance and stability on the above ground Family Obstacle Course.

CATEGORY: Emotional, Family, Physical, Social
CLASS SIZE: 13 max
LEAD TIME: 2 Weeks
EXECUTION TIME: 1 hr, 30 min
COST: \$7 per person
MATERIALS: Helmet, safety harness, and safety lines (lobster claws). All materials provided.
POC: 785-239-5412

FUTSAL

DESCRIPTION: Futsal is a form of "Football" (Soccer) played indoors with 5 players on each team. Score as many goals as you can within the time limits to get the "Victory" for your team.

CATEGORY: Emotional, Physical, Social
CLASS SIZE: 30 Max
LEAD TIME: 48 Hours
EXECUTION TIME: 2 hrs, 30 Min
COST: \$100 per group
MATERIALS: Officials(1) Futsal Ball (2) Indoor Nets (2) Jerseys (50).
All materials provided.
POC: 785-239-2583

DODGEBALL

DESCRIPTION: Dodgeball will include 2 opposing teams comprised of 6 players. The object of the game is to eliminate all opposing team members by hitting them with a thrown dodgeball on any part of their body except the head.

CATEGORY: Emotional, Physical, Social
CLASS SIZE: 30 max
LEAD TIME: 48 Hours
EXECUTION TIME: 2hrs, 30 mins
COST: \$100 per group
MATERIALS: Dodgeballs(12) Small Cones(6)
 Large Cones (4) Lysol Cleaner
 (2 bottles) Cleaning Rags (10).
 All materials provided

POC: Army Wellness Center / 785-239-9355



MOUNTAIN BIKING

DESCRIPTION: There are many trails and bike friendly roads on and around Ft. Riley.

CATEGORY: Emotional, Physical, Social
CLASS SIZE: Varies
LEAD TIME: N/A
EXECUTION TIME: Varies
COST: \$0
MATERIALS: Bike, PPE, water
POC: Consult the Kansas Mountain Bike Project at:

<https://www.mtbproject.com/directory/8008308/junction-city-and-fort-riley>



ZIP LINING

DESCRIPTION: Patrons ascend a cargo net and zip-line off the high ropes odyssey course, while enjoying bird eye views of the Outdoor Adventure Park.

CATEGORY: Emotional, Physical, Social
CLASS SIZE: 20 Max
LEAD TIME: 2 Weeks
EXECUTION TIME: 2 Hours
COST: \$15 per person
MATERIALS: Helmet, harness, safety lines (lobster claws), and zip line trolley. All materials provided.
POC: 785-239-5412

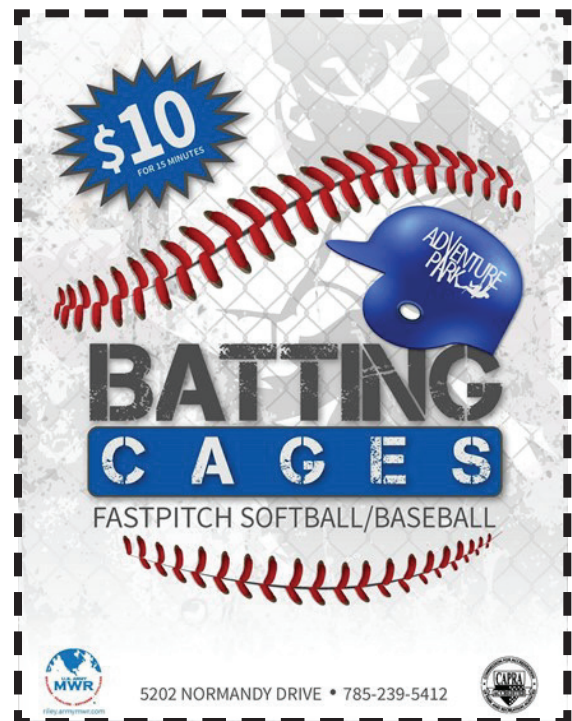




SOFTBALL AND BASEBALL BATTING CAGES

DESCRIPTION: Participants and their families can test their skills at Outdoor Adventure Park Fast Pitch batting cages for both softball and baseball.

CATEGORY: Emotional, Physical, Social
CLASS SIZE: Varies
LEAD TIME: N/A
EXECUTION TIME: 15 mins
COST: 15 Minute Session - \$10
MATERIALS: Equipment Available upon Request or Bring Your Own
POC: 785-239-5412

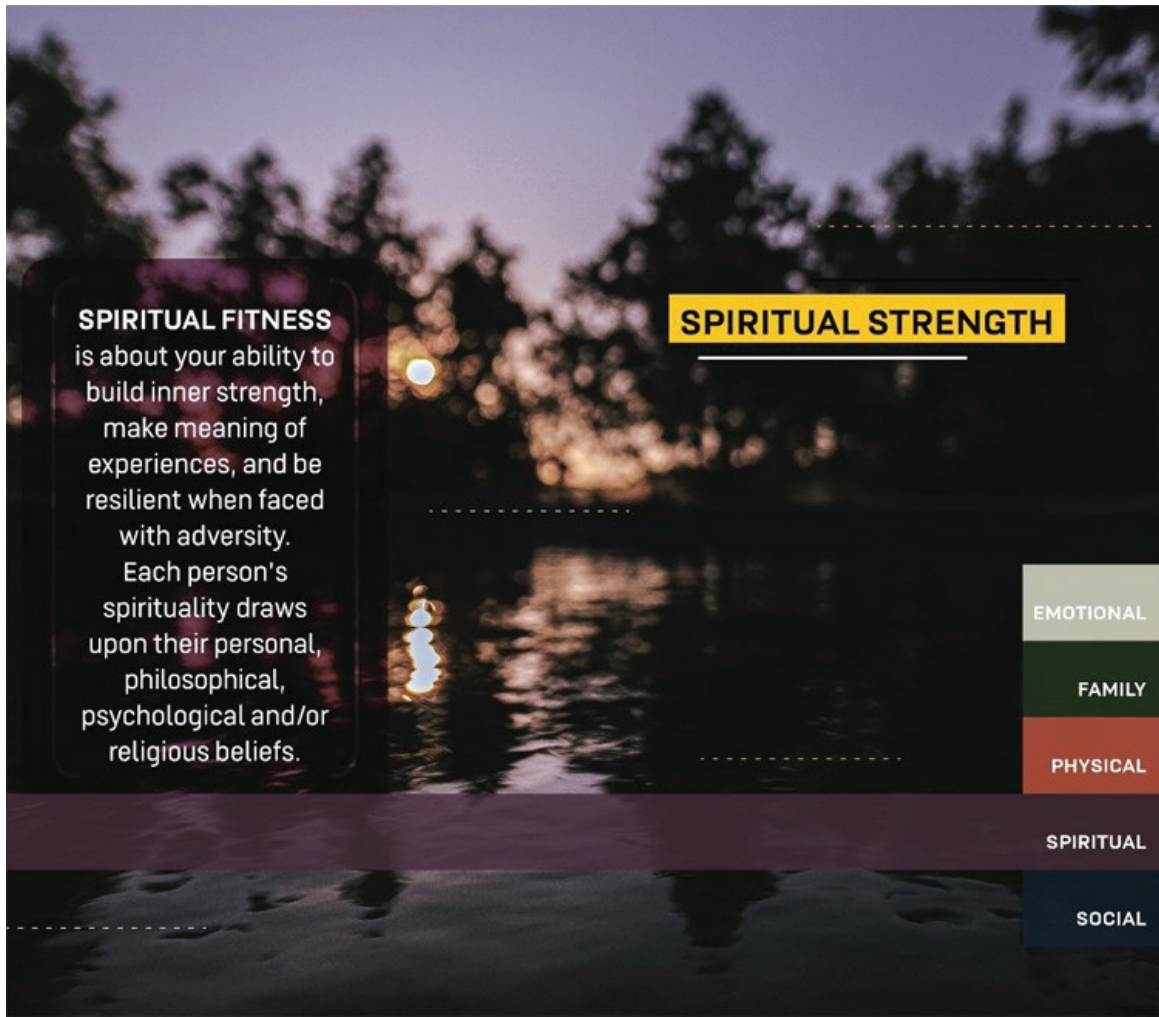


ADVENTURE PARK OPEN ACCESS PASS

DESCRIPTION: Mix up your outdoor activities! Participants can enjoy the following activities included in Open Access at the Outdoor Adventure Park: foot golf, disc golf, archery, hatchet throw-ing, putting green, adult bicycles, strider bicycles, and fitness paths.

CATEGORY: Emotional, Physical, Social
CLASS SIZE: Foot Golf & Disc Golf [10], Archery [5], Hatchet Throwing [5], Putting Green [10], Adult & Strider Bikes [10]
LEAD TIME: 15 minutes
EXECUTION TIME: 1-2 hours
COST: \$5 daily pass [without equipment rental], \$7 daily pass [with equipment rental], \$20 in-dividual monthly pass, \$45 family monthly pass
MATERIALS: Discs, soccer balls, bow, 5 arrows, targets, helmet, hatchets, target, bikes, strider bikes and helmets. Participants are encouraged to bring their own equipment, when possible
POC: 785-239-5412

SPIRITUAL TAB PAGE BREAK
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SPIRITUAL FITNESS

is about your ability to build inner strength, make meaning of experiences, and be resilient when faced with adversity. Each person's spirituality draws upon their personal, philosophical, psychological and/or religious beliefs.

SPIRITUAL STRENGTH

EMOTIONAL

FAMILY

PHYSICAL

SPIRITUAL

SOCIAL

Spirituality is often described as a sense of connection that gives meaning and purpose to a person's life. It is unique to each individual. The spiritual dimension applies to all people, whether religious and nonreligious. Identifying one's purpose, core values, beliefs, identity, and life vision defines the spiritual dimension. These elements, which define the essence of a person, enable one to build inner strength, make meaning of experiences, behave ethically, persevere through challenges, and be resilient when faced with adversity. An individual's spirituality draws upon parts of personal, philosophical, psychological, and religious teachings or beliefs, and forms the basis of their character. People enhance their spiritual readiness through reflection and practice of a lifestyle based on the personal qualities they need during times of stress, hardship, and tragedy.

Dr. Martin Luther King Jr. was a transformative leader in the United States during the 1950s and 1960s. Spirituality was a source of strength that fortified him as an individual. Dr. King grew up in difficult days, but just as he did through all of his life, he overcame. He fought through the battles and stepped over the obstacles. He held onto truth and stood up for what was right. He always kept the faith and used his strength to inspire others.

"Faith is taking the first step even when you don't see the whole staircase."

-Dr. Martin Luther King

[#victorywellness](https://twitter.com/victorywellness)

MORAL LEADER TRAINING

DESCRIPTION: The purpose of this training is to help soldiers understand how morals and ethics influence the decision making process. This class builds resiliency by strengthening moral and ethical character.

CATEGORY: Emotional, Spiritual
CLASS SIZE: Varies, contact UMT
LEAD TIME: 2 hrs
EXECUTION TIME: 2 hrs
COST: \$0
MATERIALS: Handouts provided
POC: Unit Ministry Team (UMT)



MORAL LEADER TRAINING

DESCRIPTION: Introduction to financial management bases on biblical principals. This class builds resiliency by reducing financial stress and infusing hope and personal empowerment for debt elimination.

CATEGORY: Emotional, Family, Spiritual
CLASS SIZE: Varies, contact UMT
LEAD TIME: 2 hrs
EXECUTION TIME: 2 hrs
COST: \$0
MATERIALS: Handouts provided
POC: Unit Ministry Team (UMT)

STRONG BONDS

Description: The purpose of this training is to provide tools to assist Soldiers & Families with resiliency skills. These events can help build resiliency that is tailored to the unit's needs / requests.

CATEGORY: Emotional, Family, Spiritual
CLASS SIZE: Only half-day trips available, contact UMT
LEAD TIME: 2 Weeks
EXECUTION TIME: 6 Hours
COST: Varies per requests, contact UMT
MATERIALS: Location, books
POC: Unit Ministry Team (UMT)





PRAYER BREAKFAST

DESCRIPTION: The purpose of this event is to promote spiritual readiness. This enhances resiliency through sharing of common faith with others and aligning oneself with the Divine.

CATEGORY: Emotional, Spiritual, Social
CLASS SIZE: Varies, based on chosen venue
LEAD TIME: 6 Weeks
EXECUTION TIME: 1 hour
COST: Varies upon chosen venue
MATERIALS: N/A
POC: Unit Ministry Team (UMT)



SPIRITUAL FITNESS RUN

DESCRIPTION: Running promotes esprit de corps and spiritual resiliency through physical fitness exercise. Soldiers can also have spiritual discussions with their Unit Ministry Team.

CATEGORY: Physical, Spiritual
CLASS SIZE: N/A
LEAD TIME: Less than 24 hours
EXECUTION TIME: 1 hour
COST: \$0
MATERIALS: N/A
POC: Unit Ministry Team (UMT)

HALF-DAY COLLABORATIVE RETREATS

Description: The process of working collaboratively with internal on-post organizations (Behavioral Health, Resiliency Center Hospital Medical Team, Wellness Center, MWR, Army Substance Abuse Program, Emergency Service, Working Groups, etc.) to analyze common trends and collectively design and implement half Day retreats, workshops and/or seminars for Soldiers, Family members and Civilians that focus on improving marriage, relationships and personal short-falls.

CATEGORY: Emotional, Family, Spiritual, Social
CLASS SIZE: Varies, contact UMT
LEAD TIME: 2 Weeks
EXECUTION TIME: 2-5 Hours
COST: Approximately \$100-\$300 for refreshments
MATERIALS: Handouts provided
POC: Unit Ministry Team (UMT)

COMMUNITY OUTREACH / VOLUNTEERING

DESCRIPTION: The process of working collaboratively with external off-post organizations (The Salvation Army, The American Red Cross, Urban Mission, YMCA, Union Mission, Soup Kitchens, Veterans Homes, Worship Centers, Local Schools, Animal Shelters, etc.) to codify a presence in the local community and allow Soldiers, Family members and Civilians to focus on something greater than themselves.

CATEGORY: Emotional, Family, Spiritual, Social
CLASS SIZE: Varies, contact UMT
LEAD TIME: 2 weeks
EXECUTION TIME: Varies
COST: \$0
MATERIALS: N/A
POC: Unit Ministry Team [UMT]





VOLUNTEER / COMMUNITY OUTREACH				
Volunteer Organization	Organization Address	Phone Number	What the Organization Does	Volunteer Opportunities
Better Opportunities for Single Soldiers	Warrior Zone	785-239-2677	Program that supports the overall quality of life for the Single Soldiers	Assist with community outreach events
Fort Riley USO	6918 Trooper Dr. Fort Riley, KS 66442	785-240-5326	Thanking the troops with shows that boost morale	Greet SM, assist with community events or work inside the USO
Operation Homefront Kansas		816-5341245	Helping military families thrive at home by building strong, stable, and secure military families	Help hand out meals to military families, direct traffic, box meals
Crisis Center	Manhattan and Junction City	785-539-7935	Assist those who may be experiencing domestic violence	Help with food drives, assist in training those in need on domestic violence, drug abuse etc.
Flint Hill Volunteer Center	2601 Anderson Ave #200 Manhattan, KS 66502	785-776-7787	Inspiring volunteers and efficiently connecting them with the needs of our community	Distribute education cards and assist with other community outreach programs such as Suicide Prevention, Project Opioids, Elder Justice Initiative
Habitat for Humanity	514 Pillsbury Dr Manhattan, KS 66502	785-537-7545	Building homes...changing lives	Assist in helping build a home for homeless or low income families
Flint Hill Breadbasket	905 Yuma St. Manhattan, KS 66502	785-537-0730	Assist with projects that help alleviate hunger and poverty	Work donation booths, assist with newsletters, drive to local pickups, inventory and package donations
Armed Service YMCA Junction City YMCA	111 E 18th St Junction City, KS 66441	785-239-2972	Youth development for healthy living for social responsibilities	Coaching, assist with events
Big Brothers/Big Sister Mentoring	132 S Eisenhower Dr. Junction City, KS 66441	785-762-4780		
Delivering Change	1106 St. Marys Rd 3467 suite 196, Junction City KS 66441	785-238-1650		
The Food Pantry	136 W 3rd St Junction City, KS 66441	785-238-0300	Healthy Moms= Healthy Babies	Educate moms, assist with events
The Open Door	136 W 3rd St Junction City, KS 66441	785-762-8830	Distribute Food	Help package and load food boxes
Special Olympics	429 Maple ST Junction City, KS 66441	785-238-3599	Homeless Shelter	Serve meals and hand out meals
Sunflower Bridge Child Visitation and exchange Center		785-209-1986	Provide year-round sports training and athletic competition in a variety of Olympic-type sports for children and adults with intellectual disabilities	Coaches, trainers, officials, event organizers, fundraisers and managers
Breaking Bread	1102 W 12th St Junction City, KS 66441	785-537-6867	Volunteer to advocate for the best interest of children and youth who come into the court system of the 21st and 2nd Judicial District	Advocate for, help with upcoming events, office support, recruit volunteers, fundraising
Senior Citizen Center	1102 W 12th St Junction City, KS 66441	785-587-9529	Local soup kitchen to provide free meals to the JC area on Fridays	Help cook and serve meals
Historical Society and Museum	1025 S Spring Valley Rd. Junction City, KS 66441	785-238-4015	Drive meals to the Elderly	Driver for Meals on Wheels
Helping Hands Community	530 N Adams St, Junction City, KS 66441	785-238-1686	Geary County History Museum	Help greet and guide tours of the museum
American Legion	201 E fourth ST Junction City KS 66441	1-855-955-3353	Connect high-risk COVID concerned patients with shoppers	Grocery shop for high-risk patients
American Red Cross	2601 Anderson Ave Manhattan KS 66502	785-238-2432	America's largest veterans service organization works every day to uphold time-honored values	Assist with events
VFW Post 8773	1215 S Washington St Junction City 66441	785-238-3163	American Red Cross	Communication outreach, fundraising, presenter, IT, leadership, team empowerment
Ogden Community Center	220 Willow St. Ogden, KS 66517	785-238-7511	Provide scholarships, educational outreach, youth activities and community volunteerism	Assist with community outreach programs
Dorothy Bramlage Public Library	230 W 7th St Junction City, KS 66441	785-537-0351	The central meeting spot for the community; assisting libraries, parks and rec, and meals on wheels	Assist with events/ coach youth
Geary Community Hospital Junction City	1102 St Marys Rd Junction City, KS 66441	785-238-4311	Dedicated to serving the people of Junction City, Geary County, and Fort Riley, KS by supplying books, movies, and internet access	Become a friend of library by helping with children and teen reading programs
Riley County Humane Society	P.O. Box 1202, Manhattan, KS 66505	785-210-3307	Provide quality healthcare and promoting the well-being of those we serve to the welfare of animals	Serve refreshments at the hospital reception, fill candy jars at Christmas time, work gift shop or information desk
T. Russel Reitz Animal Shelter	605 Levee Dr. Manhattan, KS 66502	785-776-9433	An all-volunteer, non-profit, no-kill animal rescue organization dedicated to the welfare of animals	Show pets at adoption events, adopt a pet, trainstorm fundraisers
Junction City Animal Shelter	2424 N Jackson St Junction City, KS 66441	785-587-2783	Serve the citizens and animals of our community by upholding the laws enacted for their protection	Assist with events within the facility
Junction City Pet Partry	514 Sheridan Dr. Junction City, KS 66441	785-238-1359	Providing a safe place for animals	To help out in the facility when the facility is over loaded with animals
Riley County Fire District	115 N 4th St Manhattan Kansas	785-537-6333	Help those who can not supply food for their pets	Accept pet donations as a door drop off due to COVID
Salvation Army	1320 SE 6th Ave, Topeka, KS 66607	620-221-9479	Assist families of fire or emergency needs	Men and women 18 and older to help others within your neighborhood
			Assists those in need in multiple ways	Multiple opportunities

VOLUNTEER ORGANIZATIONS

There are numerous volunteer organizations which operate around Fort Riley where Soldiers, Families, and Civilians can contribute their time to serve the community.

The following is a non-exhaustive list of volunteer organizations operating around Fort Riley.

Neighbor 2 Neighbor: Assists seniors and disabled adults with seasonal activities (raking leaves, lawn care, shoveling snow etc.) <https://www.flinthillsvolunteercenter.com/neighbor2neighbor/> 785-776-7787

Friendship Meals: Volunteers drivers help provide daily lunch for assessed clients age 60 years and older. <https://nourishtgether.org/agency/friendship-meals-program/> 1-800-432-2703 or 785-776-9294

Manhattan Soup Kitchen: provides meals to less fortunate Families within Manhattan, KS <https://www.facebook.com/manhattanSoupKitchen/> 773-663-7155

Riley County Senior Service Center: provides special projects, special events for elderly community within the Fort Riley area. <https://www.seniorsservicecenter.org/> 785-537-4040

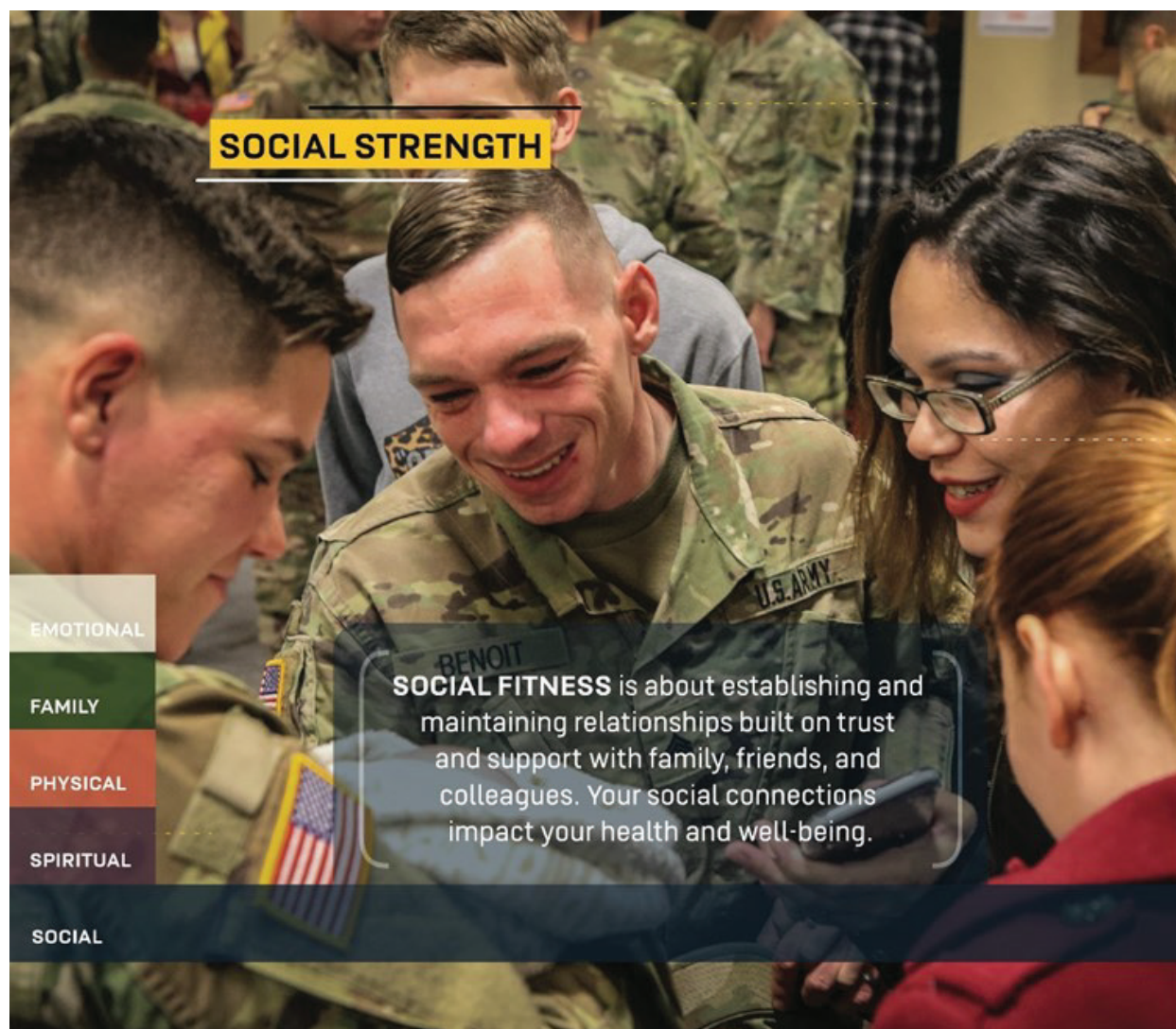
Golden Prairie Honey Farms: beekeeping service which trains transitioning service members. Volunteers work to build beehives for sale and placement of beehives around the community. <https://www.facebook.com/GPHFarms/about> 785-370-3642

North Central-Flint Hills Area Agency on Aging: assists in distributing information to elderly resident regarding caregiver support. <https://www.ncfhaaa.com/> or <https://www.facebook.com/ncfhaaa/> 785-776-9294

Contact the Flint Hills Volunteer Center for more information on these and additional volunteer organizations <https://www.flinthillsvolunteercenter.com/yrspp/> 785-776-7787.



SOCIAL TAB PAGE BREAK
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Our connection to other people is a critical component of remaining resilient over the course of life. Even if you have just one close relationship in your life, you are significantly more likely to be able to overcome challenges and setbacks than if you're in it alone. Building and maintaining relationships is tough. These skills can help you learn how to get close and stay close to people you care about.

As a young Second Lieutenant, Daniel K. Inouye led an assault on a heavily defended ridge in World War II. As a leader he understood the importance of social bonds and acknowledged that often while speaking of his experience.

"I've always felt that if I am deserving of the Medal of Honor, there are many, many others who are. I felt a little bad receiving it, so I received it on behalf of the fellows, because there's no such thing as a single-handed war. There's always a support group, and if you didn't have people who supported you, you couldn't fight a war."

-Senator Daniel Inouye, MOH Recipient

[#victorywellness](#)



INTEGRATING IMAGERY

DESCRIPTION: Rehearse successful performance (e.g. training, executing, recovering, healing, etc.) to program the mind and body to perform automatically and without hesitation.

CATEGORY: Emotional, Family, Physical, Spiritual, Social
CLASS SIZE: COVID 20 max, non-COVID 30 max
LEAD TIME: 2 Weeks
EXECUTION TIME: 2 hrs
COST: \$0
MATERIALS: Class room, projector, participant guide
POC: R2 Performance Center / 785-239-8835



ENGAGE

DESCRIPTION: A prevention model that emphasizes peer-to-peer engagement at the earliest sign of deviation from normal behavior. Enables bystander intervention and develops a Culture of Trust within the unit to enhance resilience.

CATEGORY: Emotional, Family, Physical, Spiritual, Social
CLASS SIZE: COVID 20 max, non-COVID 30 max
LEAD TIME: 3 Weeks
EXECUTION TIME: 2 hrs
COST: \$0
MATERIALS: Class room, projector, participant guide
POC: R2 Performance Center / 785-239-8835

ANNUAL SHARP TRAINING

Description: Discuss the SHARP program: the reporting options and the processes of sexual violence reporting.

CATEGORY: Emotional, Social
CLASS SIZE: Conducted at unit level and can vary based on social distancing
LEAD TIME: Based on unit schedule
EXECUTION TIME: 30 to 60 minutes
COST: \$0
MATERIALS: Required slide show from ATN. Can be given by any leader with a VA or SARC present to oversee training
POC: Lead SARC, 785-239-3379

BYSTANDER INTERVENTION

DESCRIPTION: To discuss the interventions that can be used to intervene when someone witnesses sexual harassment or sexual violence.

CATEGORY: Emotional, Spiritual
CLASS SIZE: 30 - COVID / unlimited non-COVID
LEAD TIME: 2 Weeks
EXECUTION TIME: 30 to 90 mins
COST: \$0
MATERIALS: N/A
POC: Division SHARP trainers 785-239-0683 or 785-239-0613



STRONG BONDS

DESCRIPTION: Unit-based, chaplain-led program which assists commanders in building individual resiliency by strengthening the Army Family. The core mission of the Strong Bonds program is to increase individual Soldier and Family member readiness through relationship education and skills training.

CATEGORY: Emotional, Family, Spiritual
CLASS SIZE: Only half-day trips available, contact UMT
LEAD TIME: 2 Weeks
EXECUTION TIME: 6 Hours
COST: Varies per requests, contact UMT
MATERIALS: Location, books
POC: Unit Ministry Team (UMT)

ACTIVATING EVENTS, THOUGHTS and CONSEQUENCES

Description: Identify your thoughts about an Activating Event and the consequences of those thoughts. Understanding ATC can increase self-awareness leading to greater resilience.

CATEGORY: Emotional, Family, Physical, Spiritual, Social
CLASS SIZE: 20 - COVID / 35 - non-COVID
LEAD TIME: 2 Weeks
EXECUTION TIME: 2 hrs, 30 mins
COST: \$0
MATERIALS: Class room, projector, participant guide
POC: Unit Ministry Team (UMT)





OUTDOOR HIGH-INTENSITY WORKOUT

DESCRIPTION: Utilize pull up bars, exterior equipment, graded field and running track field located next to Whitside Fitness Center for a multi-station workout. This activity strengthens resiliency by building confidence and feel-good endorphins.

CATEGORY: Emotional, Physical, Social
CLASS SIZE: COVID limited to 30, NON-COVID unlimited
LEAD TIME: Site cannot be reserved. Any equipment needed should be reserved 2 weeks in advance.
EXECUTION TIME: 90 minutes. OIC/NCOIC led program
COST: \$0
MATERIALS: All materials provided on site
POC: Whitside Fitness Center / 785-239-2573



MORAL LEADER TRAINING

DESCRIPTION: The purpose of this training is to help soldiers understand how morals and ethics influence the decision making process. This class builds resiliency by strengthening moral and ethical character.

CATEGORY: Emotional, Spiritual
CLASS SIZE: Varies, contact UMT
LEAD TIME: 2 days
EXECUTION TIME: 2 hrs
COST: \$0
MATERIALS: Handouts
POC: Unit Ministry Team [UMT]

KARAOKE

Description: A fun, interactive activity that fosters group engagement through music and singing. This activity helps remove inhibitions that often stifle openness and sharing.

CATEGORY: Family, Social
CLASS SIZE: Varies, using proper social distancing on social distancing
LEAD TIME: 2 Weeks
EXECUTION TIME: Varies
COST: \$0
POC: Spare Time / 785-239-4366



HIKING TRAILS

DESCRIPTION: Opportunity to utilize established and maintained trails biking, hiking, or walking. This activity boosts positive endorphins in the brain while providing an opportunity for solitary or collective activity.

CATEGORY: Emotional, Physical, Social

CLASS SIZE: N/A

LEAD TIME: Varies

EXECUTION TIME: Varies

COST: \$0

MATERIALS: N/A

POC:

<https://home.army.mil/riley/index.php/about/things-to-do/post/fort-riley-trails>



AVOID THINKING TRAPS

DESCRIPTION: Identify and correct counterproductive patterns in thinking through the use of Mental Cues and Critical Questions. Avoiding Jumping to Conclusions or Mindreading can enhance relationships increasing resilience.

CATEGORY: Emotional, Family, Physical, Spiritual, Social

CLASS SIZE: 20 - COVID / 35 - non-COVID

LEAD TIME: 2 Weeks

EXECUTION TIME: 2 hrs, 5 mins

COST: \$0

MATERIALS: Class room, projector, participant guide

POC: Unit Master Resilience Trainer

DETECT ICEBERGS

Description: Identify your thoughts about an Activating Event and the consequences of those thoughts. Resilience is enhanced by having greater self-awareness about why you reacted out of character and the impact of those around you

CATEGORY: Emotional, Family, Physical, Spiritual, Social

CLASS SIZE: 20 - COVID / 35 - non-COVID

LEAD TIME: 2 Weeks

EXECUTION TIME: 2 hrs, 5 mins

COST: \$0

MATERIALS: Class room, projector, participant guide

POC: Unit Master Resilience Trainer



CHARACTER STRENGTHS

DESCRIPTION: Use Character Strengths in yourself and in others to build on the best of yourself and the best of others. Resilience is enhanced by feeling energized when using your Signature Character Strengths living a more authentic life.

CATEGORY: Emotional, Family, Physical, Spiritual, Social
CLASS SIZE: 20 - COVID / 35 - non-COVID
LEAD TIME: 2 Weeks
EXECUTION TIME: 2 hrs
COST: \$0
MATERIALS: Class room, projector, participant guide
POC: Unit Master Resilience Trainer



ASSERTIVE COMMUNICATION

DESCRIPTION: Communicate clearly and with respect, especially during a conflict or challenge. Use the IDEAL model to communicate in a Confident, Clear, and Controlled manner. Resilience is strengthened due to stronger relationships.

CATEGORY: Emotional, Family, Physical, Spiritual, Social
CLASS SIZE: 20 - COVID / 35 - non-COVID
LEAD TIME: 2 Weeks
EXECUTION TIME: 2 hrs, 50 mins
COST: \$0
MATERIALS: Class room, projector, participant guide
POC: Unit Master Resilience Trainer

PUT IT IN PERSPECTIVE

DESCRIPTION: Stop catastrophic thinking, reduce anxiety, and improve problem solving by identifying the Worst, Best, and Most Likely outcomes of a situation. Lowering anxiety to take purposeful action to address your concerns enhances resilience.

CATEGORY: Emotional, Family, Physical, Spiritual, Social
CLASS SIZE: 20 - COVID / 35 - non-COVID
LEAD TIME: 2 Weeks
EXECUTION TIME: 1 hrs, 30 mins
COST: \$0
MATERIALS: Class room, projector, participant guide
POC: Unit Master Resilience Trainer



EFFECTIVE PRAISE / ACTIVE CONSTRUCTIVE RESPONDING

DESCRIPTION: Praise to build mastery and winning streaks. Respond to others with authentic, active and constructive interest to build strong relationships and enhance resilience.

CATEGORY: Emotional, Family, Physical, Spiritual, Social
CLASS SIZE: 20 - COVID / 35 - non-COVID
LEAD TIME: 2 Weeks
EXECUTION TIME: 2 hrs, 10 mins
COST: \$0
MATERIALS: Class room, projector, participant guide
POC: Unit Master Resilience Trainer

BUILDING CONFIDENCE

Description: Build confidence by identifying personal strengths and by learning how high performers interpret failure and success. Resilience is built by understanding where confidence comes from and how to strengthen it.

CATEGORY: Emotional, Family, Physical, Spiritual, Social
CLASS SIZE: 20 - COVID / 35 - non-COVID
LEAD TIME: 2 Weeks
EXECUTION TIME: 2 hrs
COST: \$0
MATERIALS: Class room, projector, participant guide
POC: R2 Performance Center / 785-239-8835





MEALS IN MINUTES

DESCRIPTION: Address myths and challenges of healthy eating, examine tools and strategies to get healthy meals on the table quickly, and create a plan of action.

CATEGORY: Emotional, Family, Physical, Social
CLASS SIZE: Non-COVID: 40 students / COVID: 8-10
LEAD TIME: 30 days
EXECUTION TIME: 1 hour
COST: \$0
MATERIALS: N/A
POC: Army Wellness Center / 785-239-9355



TEAM TRIVIA CHALLENGE

DESCRIPTION: Patrons compete in teams in trivia challenges. Groups can select trivia topic for trivia questions.

CATEGORY: Emotional, Physical, Social
CLASS SIZE: 40 Max
LEAD TIME: 2 Weeks
EXECUTION TIME: 2 hrs
COST: \$100 per group
MATERIALS: Trivia materials will be provided.
POC: 785-239-2807

CRAFT & HOBBY STUDIO

Description: Inclusive of framing, sewing, wood work, adult & child craft classes, the Craft & Hobby Studio can tailor a session to requests. This can help resiliency through shared activity and mental focus.

CATEGORY: Emotional, Family, Social
CLASS SIZE: No more than 10
LEAD TIME: 2 Weeks
EXECUTION TIME: Varies by craft
COST: Varies, at or under \$20.00 per person
MATERIALS: Provided
POC: 785-239-9205

THINGS TO DO

DESCRIPTION: This is an informative class on activities in and around Fort Riley, as an alternative to consuming alcohol.

CATEGORY: Emotional, Family, Physical, Social
CLASS SIZE: Non-COVID – no limit, - based on state guidelines and venue
LEAD TIME: 72 hrs
EXECUTION TIME: 1 hour
COST: \$0
MATERIALS: Instructor provides all materials with exception of screen to project presentation
POC: Unit Master Resilience Trainer



COMMUNITY OUTREACH / VOLUNTEERING

Description: The process of working collaboratively with external off-post organizations (The Salvation Army, The American Red Cross, Urban Mission, YMCA, Union Mission, Soup Kitchens, Veterans Homes, Worship Centers, Local Schools, Animal Shelters, etc.) to codify a presence in the local community and allow Soldiers, Family members and Civilians to focus on something greater than themselves.

CATEGORY: Emotional, Family, Spiritual, Social
CLASS SIZE: Varies, contact UMT
LEAD TIME: 2 Weeks
EXECUTION TIME: Varies
COST: \$0
MATERIALS: N/A
POC: Unit Ministry Team (UMT)



SHARP ESCAPE ROOM CHALLENGE

DESCRIPTION: The SHARP Escape Room Challenge provides a means for unit leaders and SHARP personnel to conduct supplemental training and enable Army personnel to demonstrate their knowledge and awareness on SHARP fundamentals within a unique, hands-on environment. The SHARP Escape Room Challenge requires teamwork, communication, delegation, creative and critical thinking, and attention to detail.

CATEGORY:	Emotional, Social
CLASS SIZE:	3-4 personnel per team plus a facilitator (Squad Leader as example) and SME (credentialed Victim Advocate or Sexual Assault Response Coordinator)
LEAD TIME:	72 hrs
EXECUTION TIME:	30 mins
COST:	\$0
MATERIALS:	Instructor provides all materials.
POC:	11D SHARP Office 785-239-0595



SUPPORT GROUPS

Meet and Greet Playtime

- Join the New Parent Support for an informal meetup! Parents have the chance to get together and socialize. Children have the opportunity to build skills and socialization through play. Free for families with children ages 36 months and younger.

Moms Together

- Don't just survive, thrive! Pregnancy-12 months, meet and support other new moms, talk about crying, feeding, diaper changes, and sleep. Learn to care for yourself and your baby. Toddler group: 13-24 months, structured playgroup including story time, songs, activities, plus social time for mom!

Just For You!

- Is your spouse away from home? Are you bored? Need a break from the kids and work? Join Just For You! Meet other spouses receive free mini manicures, free lunch, and a chance to win prizes.

Multicultural Gathering

- If you are looking to meet new people, network, or find out information on areas such as medical services offered, employment, gaining citizenship, or immigration services, getting a stateside driver's license, and English as a Second Language (ESL), this is the place for you.

Exceptional Family members (EFMP)

- EFMP parents, you are not alone! Come connect with other parents. Children welcome! Learn more about community resources, information and referral, advocacy, and programs available for families with special needs. This class provides information on resources (on and off post) that are available for individuals with special needs.

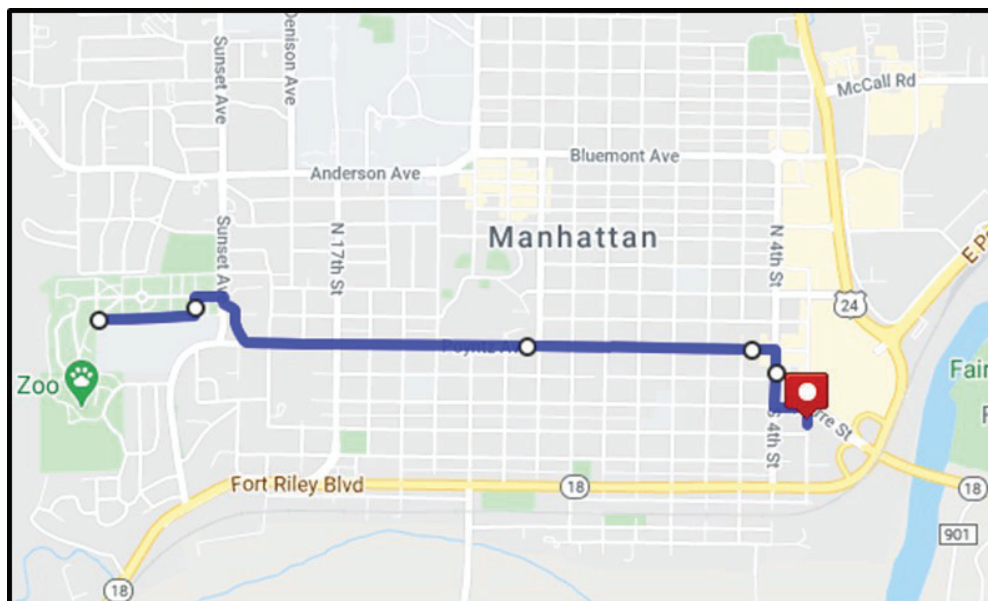
POC: Army Community Service, 785-239-9435

<https://home.army.mil/riley/index.php/about/dir-staff/dfmwr/acs>



FOUNDATIONAL TAB PAGE BREAK
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Foundational Day Example: Manhattan Military Run and Selfless Service Discussion



Run Route: Out and Back Run // Total Distance: 4.5 miles

Start: Accountability at Flint Hills Discovery Center

Stop 1: Fort Riley Military Road Plaque (Highlight History and civ-mil connection)

Stop 2: PVT Callahan (MOH) Gravesite and G.A.R Monument (Civil War history)

Stop 3: Gold Star Mother Memorial (selfless service and sacrifice)

Mission: Conducts off-post PT, section discussions, and counseling IVO Manhattan, KS, and Fort Riley Cantonment to build cohesive teams based on trust and pay honor to other's sacrifice developing unit cohesion and selfless service Army Value development.

Timeline:

0630-0745	Manhattan Military Run
0800-930	Off-post breakfast with discussion
0930-1030	Hygiene / RTB FRKS
1030-1130	Shop discussion on the importance of selfless service and remembering the sacrifice of past generations, and Teal Hash
1130-1300	Lunch
1300-1430	Counseling
1430-1500	Barracks / housing inspections
1500	BRO time release

Soldier Strengths Addressed: Physical

Location: Manhattan/ BDE HQ / on-post residents

Primary Instructors & Unit Lead: CO CDR & 1SG

Uniform: Civilian PTs, duty uniform

Concept of the Operation:

Phase I Planning and Preparation: Begins with receipt of mission and ends with accountability in Manhattan, KS. During this phase, the CONOP will be published, counselings prepared, coordinated completed with Manhattan Parks and Rec (Sunset Cemetery).

Phase II: Execution: This phase begins with accountability and ends at BRO time. During this phase, Soldiers conduct a group run to various military memorials and monuments in Manhattan, KS with deliberate reflections at each site. Following PT, Soldiers reflect on lessons from the run and relate them to TIMS during section off-post breakfast. Following hygiene, the shop will consolidate to share conversations from the TIMS discussion and continue discussions on the importance of selfless service and Teal Hash. The afternoon closes out with counseling, and on-post housing/barracks inspections.

Phase III: Release and AAR: This phase begins with BRO time release and ends with consolidation of AAR comments NLT one week later.



Foundational Day Example: Rappel Tower Trust/Team Building



Mission: Conduct rappel training on Fort Riley & Army Values discussion on Victory Wellness Foundational Day IOT Build unit cohesion and Character, confidence, and teamwork.

Timeline:

0700-0800 Range opened
0800-0900 Safeties certified/tower set up
0900-0915 Accountability / safety brief
0915-1015 Tower brief, classes
1015-1200 Rappel operations
1200-1300 Lunch with moderated discussions on trust, emotions, teamwork, Teal Hash
1300-1400 Squad rock wall competition and counseling
1400-1500 Barracks inspections
1500 BRO-time release

Location: Custer Hill Rappel Tower

Primary Instructors: CO CDR & 1SG

Uniform: OCPs uniform, ruck with EIB packing list, IOTV, ACH, leather/rappel gloves, water source

Equipment: Litter, CLS bag, ASIP, water cans, ropes

Concept of the Operation:

Phase I Planning and Preparation: This phase begins with the planning and preparation and ends with movement to the parking lot. Critical to this phase is coordination of speaking parts, printing packets, and explaining why we are executing this training. MRE provided as breakfast during Ruck.

Phase II: Historic Ruck Execution: This phase begins with link up in the parking lot and ends with Soldiers moving back to barracks room. Critical to this phase is group participation, social distancing, and personnel accountability.

Phase III: Barracks Inspection and counseling: This phase begins when Soldiers arrive back at their barracks room for hygiene. Next is a focused discussion character development and teal hash during lunch. Phase ends when all rooms have been inspected by Company and PLT Level Leadership. Critical to this phase is identifying any maintenance issues in rooms, correcting any deficiencies, and reinforcing good order and discipline.

Foundational Day Example: National WWI Museum Visit and Duty Discussion



Mission: conduct a visit and tour of the National World War I (WWI) Museum In Kansas City on 30 APR 21 in order to inform Soldiers about the history of the Big Red One, build esprit de corps and build pride and comradeship in their team.

Timeline:

0730: Formation and Accountability
 0800: SP from 7858 Drum St.
 1000: Arrive to WWI Museum in KCMO
 1100: WWI Tour Begins
 1300: WWI Tour Ends
 1330: SP from KC to FRKS
 1530: Arrive to FRKS and release for the weekend.

Soldier Strengths Addressed: Social

Location: WWI Museum – Kansas City, MO

Primary Instructors & Unit Lead:

WWI Museum Tour Guides, CO

Uniform: Appropriate Civilian Attire

Concept of the Operation:

Phase I Planning and Preparation: Begins with receipt of mission and ends with accountability at the COF. During this phase, the CONOP will be published, the tour of the WWI Museum will be coordinated and possible discussion topics developed.

Phase II: Execution: This phase begins with accountability and ends at BRO time. Upon arrival to the WWI Museum, the company link up with the provided tour guide. The tour is scheduled to begin at 1100 hours and will last an estimated 2-hours total. Upon completion of the tour, Soldiers will have the opportunity to browse the WWI Memorial and Museum prior to departure back to FRKS.

Phase III: Release and AAR: This phase begins with BRO time release and ends with consolidation of AAR comments NLT one week later.



Foundational Day Example: Fort Riley Stray Facility Volunteer Visit



Mission: conduct volunteer activities at the Fort Riley Stray Facility to build emotional strength and unit pride.

Timeline:

0630-0800 PRT (Team Sports)
0900 Safety brief
0905 Facility Tour
0915-0930 Pet Feeding
0930-1000 Pet Play
1000-1030 Emotional Strength/Stress Management/ Volunteering discussion
1045 RTB Battalion AO
1300-1430 Counseling
1430 Barracks Inspections
1500 BRO Time Release

Soldier Strengths Addressed: Social/Emotional

Location: Fort Riley Stray Facility

Primary Instructors & Unit Lead:

PL and PSG

Concept of the Operation:

Phase I Planning and Preparation: Begins with receipt of mission and ends with arrival at site. Soldier allergies are identified, CONOP published, coordination completed with facility staff, COVID mitigation requirements identified.

Phase II: Execution (Stray Facility Visit): This phase begins with arrival at the stray facility and ends with RTB to BN AO. Soldiers will provide volunteer support to the stray facility and assist with feeding, cleaning, and interacting with animals on site in order to improve the animal's welfare. Soldiers will conduct a deliberate discussion about different methods to build emotional strength and conduct stress management with the facility visit serving as a concrete experience. Leaders will also promote volunteering and the sense of worth created by helping others as a positive way for Soldiers to be involved in their community.

Phase III: Counseling and Inspections: The unit will close out the afternoon with monthly counseling and barracks inspections followed by BRO time release.

Foundational Day Example: Paintball and Personality Assessment



Mission: conduct a victory wellness foundation-al day focusing on how Soldier's emotions are effected by stress

Timeline:

0800 – 1000: Paintball Warrior Adventure Quest through Fort Riley outdoor recreation

1030-1130: Myers-Briggs Personality Assessment

1130 – 1300: Squad Lunch

1300 – 1500: Counseling between Soldiers and Squad Leaders

Soldier Strengths Addressed: Physical/ Emotional

Location: Fort Riley Outdoor Recreation

Primary Instructors & Unit Lead:

Warrior Adventure quest facilitator and Squad leaders

Uniform: appropriate civilian clothes

Concept of the Operation:

Phase I Planning and Preparation: Begins with receipt of mission and ends with arrival at FRKS outdoor recreation. This phase includes coordinating with FRKS Warrior Adventure Quest for paintball, preparing Soldier counseling packets and publishing the CONOP.

Phase II Paintball: This phase begins with arrival at outdoor recreation and ends with the turning in of all paintball equipment. Soldiers will begin the day with a paintball Warrior Adventure Quest. The activity will enable Soldiers to reset after they deploy in place mission and build emotional resiliency by connecting their emotional responses they experienced during paintball to how they react to emotional stressors in their daily lives.

Phase III: Personality Tests and Consoling: This begins after all paintball equipment is turned in and ends when Soldiers are released for BRO time. Soldiers will complete a Myers-Briggs personality assessment in order to gain a better understanding of their personality, how different personalities perceive the world differently and the importance of respecting those differences. Soldiers will then be released to have lunch within their squads. In the afternoon, squad leaders will conduct one on one counselings with their Soldiers. The unit will end the day with a discussion on how personality types can effect communication and dialogue .



Foundational Day Example: Diversity and Respect



Mission: Conduct a diversity focused Foundational Day IOT build social strength

Timeline:

0630-0800: Team sports PT

0900-1130: "What would you do?" activity

1130 – 1500: Cultural Potluck and Personal stories about upbringings, culture

Soldier Strengths Addressed: Social

Location: Unit Motor pool Classroom

Primary Instructors & Unit Lead:

Chaplain

Uniform: appropriate civilian clothes

Concept of the Operation:

Phase I Planning and Preparation: Begins with receipt of mission and ends with accountability formation. This phase includes preparing event venues, publishing food safety guidance and publishing the CONOP.

Phase II: Execution: This phase begins with PRT accountability formation and ends when all Soldiers are released for BRO time. The morning will consist of a What Would You Do activity focused on what Soldiers would do when confronted with making a decision to act on a situation or not. The scenarios examined will be praying in public and when a worker confronts a customer wearing a confederate flag jacket.

The afternoon will be devoted to a cultural potluck for lunch and sharing Soldier's different cultures. In order to build unit cohesion, morale, and awareness, the BDE UMT will host a cultural potluck to increase awareness of the diversity of different meals that SM's consume. Everyone will be encouraged to bring food they grew up on and/or is important to their family and culture. While eating, individuals will share stories about their upbringings and family culture to show that while everyone's life and culture is different, we are on the same team and stronger because of our diversity.

Foundational Day Example: Field Leader's Reaction Course



Mission: Execute Foundational Day by hosting a competition at the FRKS Field Leader's Reaction Course (FLRC) with a emphasis of teamwork and problem solving.

Timeline:

0630-0800: SQD vs SQD relay races

0930-1130: FLRC Course

1130-1300: Lunch

1300-1400: FLRC Course

1400-1430: Teamwork/Respect discussion

1430-1445: Safety Brief and Release for the Weekend.

Soldier Strengths Addressed: Social, Respect, The Value of Teamwork

Location: FRKS Field Leader's Reaction Course

Primary Instructors & Unit Lead:

PL and PSG

Uniform: OCP, ACH, Gloves Eyepro.

Concept of the Operation:

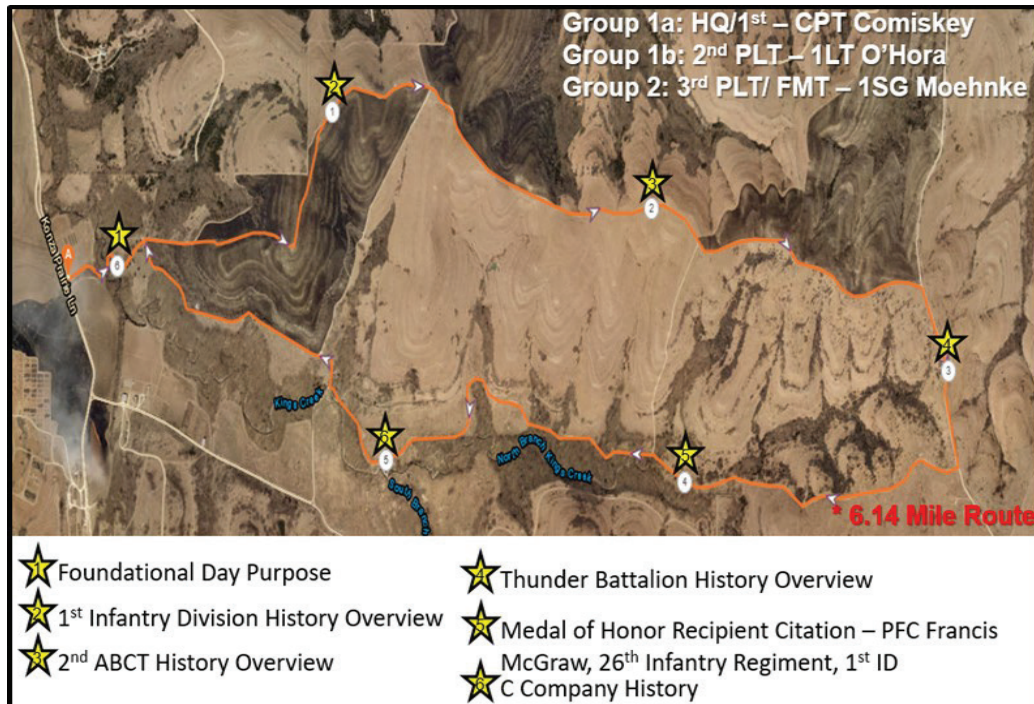
Phase I Planning and Preparation: Begins with receipt of mission and ends with accountability formation. This phase includes preparing event venues, publishing food safety guidance and publishing the CONOP.

Phase II: Execution: This phase begins with accountability formation and ends when all Soldiers are released for BRO time. The company will hold a competition between each platoon at the FRKS Field leader Reaction Course. Each platoon will be broken down into their respective teams and given a task for each FLRC lane. The first platoon to successfully complete each given FLRC lane will be declared the winner for this Foundational Day event. After completing the FLRC course a discussion will be help about the importance of respect to successful teamwork and why teamwork is vital to accomplishing our mission.

Phase III: Release and AAR: This phase begins with BRO time release and ends with consolidation of AAR comments NLT one week later.



Foundational Day Example: Historical Ruck and Character Development



Mission: Conduct a Team building History & Army Values Ruck for Victory Wellness Foundational Day on IOT Build unit cohesion and Character Development.

Timeline:

0630 HQ/ 1st /2nd PLT Accountability
0645 HQ/1st /2nd PLT Begin Ruck March
0700 3rd PLT/FMT Accountability
0715 3rd PLT/FMT Begin Ruck March
0815 Group 1a/b Finish Ruck March
0845 Group 2 Finish Ruck March
0900 Final Accountability
0900-1000 Hygiene
1000– 1500: Lunch and Character Development, Teal Hash discussion, counselings and Leader Barracks Checks.
1500 BRO Time

Soldier Strengths Addressed: Physical

Location: Konza Prairie and Fort Riley
Primary Instructors & Unit Lead: CO CDR & 1SG

Uniform: Weather appropriate Civilian fitness attire, Rucksack (35lbs dry), Water Source.
MRE Breakfast during Ruck.

Concept of the Operation:

Phase I Planning and Preparation: This phase begins with the planning and preparation and ends with movement to the parking lot. Critical to this phase is coordination of speaking parts, printing packets, and explaining why we are executing this training. MRE provided as breakfast during Ruck.

Phase II: Historic Ruck Execution: This phase begins with link up in the parking lot and ends with Soldiers moving back to barracks room. Critical to this phase is group participation, social distancing, and personnel accountability.

Phase III: Barracks Inspection and counseling: This phase begins when Soldiers arrive back at their barracks room for hygiene. Next is a focused discussion character development and teal hash during lunch. Phase ends when all rooms have been inspected by Company and PLT Level Leadership. Critical to this phase is identifying any maintenance issues in rooms, correcting any deficiencies, and reinforcing good order and discipline.

DISCUSSIONS



Effective communication and thoughtful discussion can build a stronger team. It enhances relationships, both in the workplace and at home. In addition to strength, we gain understanding of one another's feelings and are offered different perspectives that are as diverse as our Army.

As a member of a team, communication can boost productivity, efficiency, and innovation. We can increase loyalty, while simultaneously mitigating conflict. The understanding of ourselves and our teammates are key elements on the path to wellness.

“Try not to force your idea on someone, but rather think about it with him. If you feel you have won the discussion, that is the wrong attitude. Try not to win the argument; just listen to it.”

-Shunryu Suzuki, Zen Mind, Beginner's Mind: Informal Talks on Zen Meditation and Practice



Army Character Development Resources

Center for the Army Profession and Leadership (CAPL) (<https://capl.army.mil>)

CAPL conducts studies, develops products and provides services to strengthen the Army Profession, improve leadership, and support leader development in order to achieve positive command climates and mission ready units.

CAPL Case Study Packages with Vignettes, Discussion Questions and other facilitator resources (<https://capl.army.mil/case-studies/>)

The Army's Framework for Character Development: Integrating Character Development within Leader Development Strengthening the Shared Identity of Trusted Army Professionals (<https://caccapl.blob.core.usgovcloudapi.net/web/repository/white-papers/armys-framework-for-character-development-white-paper.pdf>)

The Army's Framework for Character Development is the Army Leader Development Strategy (ALDS) implemented in accordance with the Army Ethic. The ALDS is based on the doctrine of the Army

Profession, mission command, and leadership. The prescriptive components of the framework recognize the imperatives of an Army culture of trust, professional climates within Army organizations, and individual responsibility to be a trusted Army professional.

West Point's Character Development Strategy (<https://www.westpoint.edu/sites/default/files/pdfs/SCPME/CharacterDevelopmentStrategy.pdf>)

The West Point Character Development Strategy describes how, at all levels and across programs, the United States Military Academy (USMA) develops leaders of character who internalize the ideals of Duty, Honor, Country and the Army Ethic. The strategy supports USMA Strategic Goal 1 (Develop the United States Corps of Cadets) and USMA Strategic Goal 2 (Live Honorably and Build Trust). After reading this strategy, all cadets should understand their responsibility for taking ownership of their character development and everyone (military and civilian staff and faculty, coaches, and the Corps of Cadets) should understand their role and the intended Academy outcomes for character development.

The Center for Junior Officers (<https://juniorofficer.army.mil/>)

The Center for Junior Officers (CJO) started when a group of officers came together to help develop each other through novel, emerging technology. While our products have evolved over time, we maintain that passion for development and sense of service to others. Innovation is at the heart of what we do. A spirit of innovation led to the creation of CJO and it is part of our charter; it is how we create value for the Army. We believe in providing relevant, high-quality content and creating products that meet your needs using the latest leader development tools/techniques. If you don't find what you need, let us know and we will work tirelessly to create it. Through our efforts, we pursue our vision – to create a generation of junior officers who are inspired to lead through a human-centered approach. Our mission – to lead in creating and modeling the delivery of high-quality content that maximizes human potential in Army junior officers.

LESSON PLAN: "Prevailing in Large-Scale Combat Operations: Character, Trust, and Mission Command" (<https://caccapl.blob.core.usgovcloudapi.net/web/repository/aaop/character-trust-mc/character-trust-mc-lesson-plan.pdf>)

LEARNING OBJECTIVES

Define character – intrinsically and operationally – in the context of mission command and large-scale combat operations.

Explain why character is essential in conduct of the mission, performance of duty, and all aspects of life.

Explain the interdependent relationships between character, trust, and mission command.

Explain The Army's Framework for Character Development and the mutually supporting nature of culture, climate, and identity. Illustrate through vignettes the responsibilities of strategic, organizational, and direct leaders and followers in character development within the "Army Leader Development Strategy."

Leadership Vignettes: Mission Command and Command and Control (<https://fromthegreennotebook.com/2021/02/09/leadership-vignettes-mission-command-and-command-and-control/?pdf=6817>)

These vignettes follow a fictional character, John Miller, through his career as an infantry officer. Each vignette is a stand-alone story reflecting the principles of mission command and how it is applied in terms of leadership. These vignettes, while purely fictional, are the result of collaboration from multiple officers – spanning years of service, command experience, and a desire to provide personable and realistic vignettes that can be used in leadership development.

Remarkable Sergeants: Ten Vignettes of Noteworthy NCOs By CSM Dan Elder (<https://www.ncohistory.com/files/RemarkableSgts.pdf>)

The history of our Army is forever tied to the great military leaders in the commissioned ranks, yet the stories of the enlisted leader, the noncommissioned officer, are still being told. Other heroic non-commissioned officers who were rewarded for their bravery with battlefield commissions were leaders like Commissary Sergeant William McKinley (later President) of the 23rd Ohio Volunteer Infantry who distinguished himself during the Battle of Antietam for getting needed rations to his men during the heat of battle. Or First Sergeant, and later Army Chief of Staff, Adna Chaffee, of K Troop, 6th Cavalry. Some noteworthy noncommissioned officers would go on to serve the Army with a commission, yet those below are but a few seldom-told stories of noncoms.



ARMY VALUES/CHARACTER VIGNETTES AND EXAMPLE DISCUSSION QUESTIONS

OPPORTUNITY 1. JUST DANCE

I'm headed to a popular bar downtown. When I get there, I make my way to a bunch of my fellow NCOs who are on the other side of the pool table. SGT Kendle, who is new to the battalion is there, and so is SGT Richards, who Kendle confessed to you that she thinks is hot. Not long after your arrival, he hands her a shot. "Uh, no, it's too early for that," Kendle responds. Richards retorts, "hang with the big boys if you're trying to play." Shrugging, Kendle does the shot, wincing as the strong taste goes down.

After a while, I notice Richards puts his arm around Kendle's waist, and she slips out of his hold and heads for the dance floor. Richards and his friends start high-fiving after making several inappropriate gestures watching her dance. Kendle comes back from the dance floor to a row of lined up shots; she was dancing with another girl on the dance floor, but her new friend dances on. Two of the guys at the table say they're out—their wives are going to be mad if they don't come home soon, so Richards gives theirs to Kendle; she signals to her friend to come over, but her friend doesn't see her, so she ends up doing both shots.

After a bit, Richards leads her out on the dance floor, I see him steadying Kendle as she's starting to sway. He takes her back to the bar and they look like they do another shot. Her friend comes over to check on her; Kendle hugs her and stumbles into a bar stool. The friend turns and glares at Richards, eventually passing Kendle to him to go back to the dance floor. At this point, Kendle is barely upright, and Richards half carries her outside, high-fiving a few friends on the way out. I see him place her into a cab and get in himself.

OPPORTUNITY 2. BATTLEFIELD

Sunday evening I was hanging in the barracks playing Battlefield 4 and eating a pepperoni pizza. I went down to CJ's room to ask if he had made it past this crazy level where I was stuck. As I was walking down the long white hallway (does it look like a prison hall, or is it just me?), I heard David bust out in his room: "... that's why we broke up, Jasmine! You say you want to get married, but you can't stop spending money so we can get out of this financial hole we put ourselves into!" I shook my head and chuckled as I walked past—dang, hasn't everyone had that conversation with their girlfriend? As I got to CJ's room he asked, "Jeez, is that Dave? Fight with Jasmine again?" "Yeah," I said, but then we turned our talk to Recker's duel with the enemy.

As it turns out, CJ was no help at all, so it wasn't long before I headed back to my room. David's door was cracked, so I took a peek and saw David tilting back a bottle of Jack Daniels and slumped in his chair. "You ok, Dave?" I asked, poking my head in the door. "Yeah, man," he said, letting out a long sigh. "Jasmine is the bane of my existence is all. I love her, but she is killing me with her spending. We owe over \$25K in credit cards and she doesn't understand that she can't buy everything she sees." "That sucks," I said. He went on: "And I'm jammed up with SSG Walsh, 'cuz I was late to formation twice last week, so instead of being able to go to the bank to talk about a loan, I had to paint the stupid rocks outside of the company area." He took another swig from the bottle. "You know what really sucks? My mom's got cancer, and I can't leave to do anything about it." He paused. "Sometimes I wonder if I was gone would it even matter, because I can't fix anything," he said, to no

one in particular. “Screw it.” Suddenly, he noticed me again. “Whaddya need, Vic?” I took a step back, “nothing, dude, just getting my butt kicked in this game I’m playing. I’ll leave you alone.” Dave sighed again, “Yeah, don’t stay here. I’ll just bring you down more. I’m just going to sit here with my friend Jack and think about all the other ways to eff up my life.” I felt down as I walked back, thinking, “that kid is sucking at life right now,” but shrugged it off, and plugged in again to kick this game’s butt. Well, attempt to, anyway. The next morning Dave didn’t make it to formation on time again, and Walsh blew a fuse. “That kid is going to feel the pain this week!” he shouted; face flushed red, “ZERO personal time!” As he went off in search of Dave, the rest of us started our “fun run” with the BC.

OPPORTUNITY 3. NOWHERE TO GO

It’s 7:30 on a Friday night, outside of Ft. Nowhere. I had been invited to a house party by Mario, one of my teammates, at his friend Owen’s house. It sounded good to me: BBQ, horseshoes, music, and general merriment.

I open the door and walk into the ruckus. There’s a group of people lining up shots – tequila, maybe? – On the kitchen counter. The toast went up and the shots went down. One of the guys, Smith, I think, choked hard as the liquor went down. As he pounded Smith on the back, Owen shouted, “Man up, dude! It’s going to be a long night for you!” I heard my buddy Mario yell from the backyard “Ross, the beer is back here!” I moved through the kitchen to the backyard towards the laughter, grill, and beer.

A couple of hours later I saw Owen and Smith lining up what was probably their 6th or 7th round of shots, and a crowd gathered to watch the boys hoist their glasses, toast, and down the drinks. I saw Smith stumble and turn a weird shade of purple after his shot, but Owen reached over and propped him up. Then he yelled, “Get it together, Smith! It’s only 10! The night is YOUNG!” Jessica, Owen’s wife, handed Smith a wet towel to wipe his face and led him to a chair.

I went back to pitching horseshoes; I needed to win back the \$20 I had lost to Owen earlier in the night. Hours passed, and it was close to 1 a.m. I was done for the night. I started digging for my car keys and a hand grabbed mine as I was pulling them out of my pocket. “No way, Ross,” said Mario, “If you’re leaving, call a damn cab. You can get your car tomorrow.” Seemed like a good idea to me, so out came the phone and the dispatcher said 10-15 minutes.

“Hey, what happened to that kid Smith?” I asked Mario. He shrugged, “Beats me, brother, I think I saw him hugging the toilet upstairs.” A horn sounded outside and my ride was here. I said my goodbyes and took one last shot for the road. As I walked out the door I heard Owen bellowing “Smith, get up! The next round is ready!” The door closed on the raucous laughter and the music was louder than ever. I shook my head, stumbled to the cab, anxious to get in my bed for the night.

OPPORTUNITY 4. OVERWHELMED

“Hey, Trish,” I said. “Just calling to catch up with you and offer any help to you.”

Trish sounded flustered as she explained how she had been trying to think about some major decisions while caring for her three young children. Trish lost her husband, SFC Rick Arias, eight months ago in a training accident as our husbands’ unit was preparing for deployment. She lives with their



three children, Bree (age 13), Ricky (age 10), and Jenna (age 4), in a nearby neighborhood. When I offered to bring dinner to her tonight, she accepted.

I arrived with dinner later that afternoon to find the house in disarray. All three children were acting out, and Trish was on the verge of tears. We hugged; I could feel the tension Trish had bottled up in her. She seemed happy to see me, though, and was grateful for the dinner. The children, however, were out of control. Bree argued with her mother about anything Trish said; Ricky refused to eat the chicken, and Jenna wouldn't let go of Trish's hip.

After dinner, I helped tidy the kitchen. I noticed a 12-pack of beer in the fridge, and another on the floor, with groceries in bags that needed to be put away. There was a medication bottle for Prozac at the top of Trish's opened purse on the counter—well, of course she'd be taking an antidepressant. We sat and talked of many things: all the paperwork she had to do and how it was so hard to understand, where she should move to be closer to her family, how to find schools where the kids would be happy and be able to make new friends. We spoke of the emotional toll this loss had had on the entire family, and how maybe family counseling could help. It was a heavy talk; Trish was clearly overwhelmed. And I detected some resentful unhealthy comments from Trish about her life and the Army.

It came time for me to leave. I promised to keep in contact with Trish and help however I could. On the drive home, I just couldn't stop picturing all of the beer and how this loss had so affected this family.

OPPORTUNITY 5. REACH OUT

My old teammate Reid seems like he's had a rough year, even though he's always been sort of a downer. He's 200 miles away from me at another post, but we're still Facebook friends, and so I've seen his comments and he seems more and more bummed lately, saying how people are fake and no one really cares about anyone else.

Reading through my feed one night, I saw Reid's most recent post: "well, that's all folks." It seemed so vague and off to me; something just did not seem right, so I messaged him to see if everything was okay. He immediately responded with "no." I tried to get more information, but he logged off Facebook. I still had his cell number, so I tried texting him. I asked again, "Are you okay?" and he responded, "Not really." He didn't respond to my next text. So I called him.

He answered. I asked if he was okay and he said, "not at all." I talked to him for a while on the phone, and he told me he was just tired of nothing ever getting better for him, and he just didn't want to deal with anything anymore. He felt like he was just trying to keep surviving. His roommate had suddenly moved out, leaving him with a hefty rent to pay alone. I tried a couple of suggestions: "Tried the gym?" to which he responded, "Nah, let my membership lapse. Too much money." "Didn't our friend Max just PCS there?" to which he responded, "Yeah, but he's got his own problems. Why bother." It seemed like whatever I said, I got "I can't" as a response. I wasn't sure what to say or do next.

OPPORTUNITY 6. SLAM HEARD ROUND THE WORLD

Its 8:30 on a Saturday night, and me and my girlfriend are having a double-date of sorts at my friend Doug's apartment. Doug's had kind of a rough go recently; he was late to first formation a couple times the past week, and it was totally out of character for the usually dependable soldier he is. I asked him what was going on, and he explained that ex-wife was dragging out proceedings over custody of their son. On top of that, his grandmother (who is his closest living relative) was back in the hospital again.

My girl wanted to go bar hopping downtown, but I explained that Doug could use some company, so we are hanging out at his place instead.

Everyone is having a good time; we had some beers and started playing Cards Against Humanity. Well, Doug had a classic inappropriate response card, which I thought was hilarious. Apparently Christie, Doug's girl, didn't think so, so she stormed off to the kitchen and poured herself a shot. Doug followed her out there, and that's when the real argument began.

"Stop being so sensitive! If you can't take the heat, then don't play the game," Doug said. Christie came back with, "well, if you wouldn't spend all your money on your ex-wife and taking care of your grandma, we could actually go OUT on the weekend instead of staying IN and playing stupid games with your lame friends!"

Meanwhile, my girl and I are getting more and more uncomfortable. I mean, we're in another room but we can hear EVERYTHING. We are hoping maybe they'll end up hugging it out, so we keep to ourselves. Instead of hugging it out, Doug is getting more enraged and Christie isn't backing down. Doug slams his beer on the floor, sending beer and glass everywhere, and then storms to the bedroom and slams the door. Christie yells about the mess, throws a paper towel on it, and then barges into the bedroom. The yelling continues. My girl and I figure the party is definitely over, so we grab an UBER and head downtown for some real fun.

OPPORTUNITY 7. LONG WEEKEND

Right before a long weekend, I decide to catch up on my SLRRT (Soldier Leader Risk Reduction Tool) requirements while I'm doing the individual safety counseling for my squad. Next up is SGT Parks. I think, "This should be quick; He's a geo-bachelor, and he doesn't really do much other than hang out with the other guys in his squad. Does he do ANYTHING without them?" I recall he asked about changing his SGLI beneficiary and I had directed him to S1, so I think I'll start there.

SGT Parks walks in and has a seat. I ask him, "Hey Parks, how has your week been? Did S1 take care of you?"

Parks scowls and says, "Yeah, it was pretty easy. I had to change my SGLI because I think I'm getting divorced and I don't want that woman to clean me out. I keep hearing this horror stories about other people losing all kinds of money," he shifted in the chair, then stood up and got louder, "and I'm not letting THAT HUSSY get a DAMN CENT of what's mine! Ever!" Parks started pacing, so I try to change the subject.

I reply, "I'm sorry to hear that, but I think you're being smart about your money. So, uh, what's the good stuff happening in your life?" Parks perks up a bit and replies, "You know that gun show downtown? Yeah, I finally have enough saved and I am going to pick up that hand gun I told you about a while back. Yeah, one more things Crazy can't take from me."



“Oh, cool,” I said. I can’t remember what the heck he was talking about, but this counseling is cutting into my time with the other Soldiers, so I just go with it. Trying to wrap up, I continue, “You got anything going on for the long weekend?”

Parks says, “Not really. Might drive around a bit....” He kind of trails off. Just then, I get a knock on the door. It’s SPC Brown, my next counseling. I finish up with Parks and say, “okay, be safe. See you Tuesday.” Parks gets up and says, “Roger that, Sergeant,” and takes off. I finish up the counseling, lock my door, hold formation, and go enjoy my long weekend.

OPPORTUNITY 8. SUPER BOWL SMOKE

“Hey, bro, how’s it going?” I heard SPC Johnson, my battle buddy from Basic, holler across the PX food court. Several months had passed since my unit had returned from Afghanistan. We spent a few minutes catching up and the conversation ended with him inviting me to his Super Bowl party. The party was next Sunday at Blake’s place, another one of my friends from Basic who had ETS’ed and remained in the area.

I arrived at Blake’s around 5:00 p.m. and was greeted by Blake, Johnson and Stanley, and it felt awesome that the Quad Squad was reunited again. I filled a plate with some fine grub and finally made my way to the back deck where the crew was hanging out. It was a cool night so Blake had the fire pit going and the game displayed on a big screen. The Quad Squad reminisced about Basic, and as I was giving a once-over of my last deployment during the pregame, I noticed a guy, one of Johnson’s Soldiers, starting to roll a joint, likely. Stanley and Johnson had disappeared inside. I looked at Blake, who laughed it off, and said, “don’t be a snitch, bro—it’s cool—let ‘em do their own thing.”

By the time Stanley and Johnson had returned, the joint-smoking Soldiers had wandered off, but the smell of weed lingered in the air. Stanley noticed and started to question me and where it came from. I took a quick glance at Blake, remembering the “let them do their thing” comment, and told Stanley I didn’t know who the offenders were. If I told Johnson that it was his Soldiers that it would have ruined his night—I didn’t want to trash this great time. Plus, it was well-known that Johnson’s Soldiers had a history of bar fights—I didn’t want to become their next victim.

The conversation of the marijuana faded, and I was thankful because I didn’t want to be blackballed or be known as the whistleblower. Besides, there were plenty of other people out on the deck who saw Johnson’s Soldiers smoking so I figured the word would spread. I finished watching the game, which was epic, and my team won. After the game I went back to the barracks and prepped for a work call the next morning.

EXAMPLE DISCUSSION QUESTIONS

What alerted you in this scenario? Make a list of alerts. What did you use to get more information? Do you still need to get more information? What barriers might keep you from engaging? What’s your responsibility in this scenario? Why or why not do you have responsibility? What are possible ways of engaging? What are the consequences of not engaging?

*Unit leaders to develop discussion questions unique to each vignette and the Army Value and Character developmental needs of their Soldiers and leaders.

BANK OF VIGNETTES

Respect

Scenario: “Look How Much I Can Drink” SGT Williams is an average performer in your squad but is very well liked. He accomplishes his duties and shows up on time. Lately, he’s bragged about how much he can drink in one sitting. One Sunday, he was so drunk that you had to carry him from the bar. He’s definitely a functional alcoholic. You’re the only one who knows about his drinking habits. What would you do?

Scenario: Your senior medic has started having domestic issues, and he is angry and volatile at work. He’s an inspiring music artist, and you’ve noticed him recruiting Soldiers of all ranks to collaborate with him on his album. He often stays very late, and others have brought it to your attention that he’s trying to get money from his co-collaborators to complete his album. When he’s at work, he trains and coaches his subordinates and has not missed a deadline or failed to complete any task.

Scenario: “The Rolex Watch” Your duties while you are deployed overseas in the Middle East include outreach to local people of influence. You establish a relationship with a native prince, whom you admire and respect, and you value his ability to relate to the people. He seems to genuinely value your relationship as well, and he wants to cement the relationship by giving you a Rolex watch. You know that as uniformed personnel you should not receive gifts from foreign government representatives, but you are also aware that to decline the gift will be highly offensive to the prince.

Duty

Scenario: “I Prefer to Be Alone” SPC Anderson has been in your squad for about eight months now. He’s always been a little bit of an introvert, but he was initially friendly, would make small talk during downtime and would go out to dinner with other Soldiers in the squad when asked. In the last couple of weeks, you’ve noticed that he’s been sitting off by himself during downtime, disappearing as soon as everyone is released, and you know he said no to at least a couple invitations to hang out with others. You want to make sure he’s okay, but you also want to respect his privacy. What would you do?

Scenario: “Numbing with Alcohol” PFC Ayres joined your platoon a year ago. You consider her a friend. She confided in you that she copes with depression and anxiety by drinking. On Sunday, she called you to pick her up because she was very drunk. She promised to quit and things seemed better for a few weeks. Then you found her passed out in the latrine. What would you do?

Scenario: You’re a squad leader preparing to PCS. A friend of yours, a solid NCO whose opinion you trust completely, was in the same company in Korea as your current squad’s incoming squad leader. She described this squad leader as being the kind of NCO who wants to do just enough to get by without drawing any attention to himself. It’s not that he’s bad or lazy, just mediocre and more motivated to stay under the radar than to live the NCO creed and mentor his Soldiers. Now that the NCO has arrived you can see it for yourself. You’re torn about what, if anything, to do. You want the new squad leader to be a great leader to these young Soldiers, they deserve that. On the other hand, it’s really his choice what kind of leader he wants to be and not your place to say anything.

Scenario: SSG Brit is a hard-demanding NCO. She gets the job done and always meets the standards. Her team lacks cohesion, and they accomplish the mission so they can get away from her as fast as possible during the day.



As the platoon leader, you encourage your platoon sergeant to talk to her, but her behavior has not changed. As her senior rater, and also the platoon sergeant's rater, you think the counseling should have gone differently. You decide to counsel her yourself and use the information in a developmental counseling for your platoon sergeant, who you think did not adequately perform his task.

Scenario: SFC Gause is being recognized at the installation's next volunteer ceremony. As his platoon leader, you recommended him without his knowledge, and the ceremony has some requirements as far as uniform and talking points. You need to sit down and prepare SFC Gause, knowing he volunteers and stays away from the spotlight.

Scenario: PFC Chen has been underperforming in all the tasks you have given her. While counseling PFC Chen, she tells you she has tried changing, nothing works, and she will always perform poorly.

Scenario: SSG Mitchell starts yelling at you, a 1LT, as you are counseling him on his performance during his last assigned range detail. It is not loud enough to be heard out of the office, but he is clearly upset and throwing papers around on the desk, saying he will not sign the counseling form.

Scenario: SGT Mentee is your top-performing team chief, and you are preparing his third quarterly NCOER counseling as his rater. This NCOER will likely be one of the ones reviewed for promotion to senior NCOER ranks later in his career. You want to be sure this counseling is exceptionally accurate in capturing his successes, as well as providing him with some areas in which to grow before it is written.

Scenario: SPC Bleu was promoted to SPC just over a year ago. Through many talks in the field, he told you that he does not know what to do next. He has thought about college, trade school, or maybe reenlisting, but he feels like he's stuck at a crossroads and figures if he goes through the motions long enough, he might become inspired.

Scenario: SSG Smith is a rock-solid performer in your platoon. All that you really know about him is that he lives on-post with his wife and young child. After hygiene, you run into him in the parking lot. SSG Smith gives the greeting of the day and then says, "How's it going, Sir/Ma'am?"

Throughout the week, you notice SSG Smith has been a little down. You run into him in the hall and ask how it's going. You come to find out he's been providing monthly financial support to his elderly parents. SSG Smith says, "It's been rough, I've been trying to help my parents out a little bit with money, but it's hard."

The following week, SSG Smith is called into the Commander's Office and is presented with a letter of indebtedness from a local business. The Commander addresses him. "SSG Smith, I'm disappointed in you; I thought better of you. Failure to pay debts is inconsistent with the integrity of an NCO. Maybe we promoted you too soon. Get this fixed immediately. Dismissed." You notice SSG Smith leaving the office dejected and upset that all his solid work for the past year has apparently been forgotten and has gone unnoticed and unappreciated. He tells you, "Nobody seems to care about what is really going on."

A couple of days later on his way home, SSG Smith decides to stop by the bar and have a few drinks. As the drinks 'numb' the pain and disappointment, he collects himself and continues home. Unaware that he is driving erratically, he is pulled over by the MPs and cited for a DUI. His bright career is in jeopardy. A couple of days later after he got counseled, he mentions to you, "My life is over."

Scenario: "We May Have to Shoot Down the Aircraft" On September 11, 2001, America was changed. Two planes flew into the two towers of the World Trade Center, which collapsed, and

another plane flew into and did severe damage to the Pentagon. As our leaders gathered to attempt to manage the chaos, word came there was a fourth plane. The leaders determined they had to try to prevent another catastrophic attack. According to Commander Anthony Barnes, “The Pentagon thought there was another hijacked airplane, and they were asking for permission to shoot down an identified hijacked commercial aircraft. I asked the vice president that question and he answered it in the affirmative. I asked again to be sure. ‘Sir, I am confirming that you have given permission?’ For me, being a military member and an aviator—understanding the absolute depth of what that question was and what that answer was—I wanted to make sure that there was no mistake whatsoever about what was being asked. Without hesitation, in the affirmative, he said any confirmed hijacked airplane may be engaged and shot down.”

Integrity

Scenario: While deployed in 2008, 1SG Craft walked right into a tough situation during a routine inspection when he discovered a married female Soldier with a male Soldier, who was not her husband, in her quarters at two in the morning. To compound the problem, alcohol and drugs were found. 1SG Craft said that he could have easily left it alone and walked away. But, he knew that was not the right choice.

How might the two Soldiers’ actions impact the trust within the unit?

What would be the effects of his decision on “building Trust within the Army and with the American people”?

How did his expert knowledge [Military Expertise] play into his evaluation of the situation?

What may be the effects of his decision on organizational morale and Esprit de Corps?

How is he acting as a Steward of the Army Profession?

What specific behaviors/statements in the scenario show 1SG Craft’s professional identity and character, and their contributions to or detractions from Honorable Service?

Source/Video/Resources: <https://capl.army.mil/case-studies/vcs-single.php?id=97&title=hard-right-easy-wrong>

Scenario: “In the Pocket” On Friday afternoon you and your squad leader, SSG Jones, went to the Post Exchange for fishing supplies. You noticed that SSG Jones quietly hid some expensive lures in his pockets. You consider him to be a really good guy and you are pretty shocked by what you saw. What would you do?

Scenario: You’re a married squad leader living off post. You understand the challenges of being a Soldier, husband and parent, and try your best to be great at all three. You also do everything you can to ensure that your Soldiers have as much time as possible to spend with their families. When it comes to extra duty, you’ve weighed the pros and cons of utilizing your single team leaders instead of the married team leaders in the other squads. You decide that with the upcoming deployment, the married Soldiers need the extra time to spend with their families, more than the single Soldiers do.

Scenario: SGT Hensley is a relatively new Soldier to your section, and everything has been going well. Three months down the road, you suddenly find out he’s been dating your daughter and has now asked her to marry him. Monthly counseling, as well as promotional counseling, is now due.



Scenario: SGT Akipiri has recently been promoted to HIMARS (High Mobility Army Rocket System) chief. Her gunner and driver are both male and have been overheard in the barracks discussing how they do not want her as a chief. They want SGT Joseph, a male NCO, to come back, stating they would rather have an all-male crew. SGT Akipiri must now do their initial counseling before a two-week long field exercise for crew certifications.

Scenario: SGT Jackson completes every task given to her only when walked through it by a supervisor. The additional duties you have given her to encourage growth and round out her NCOER go untouched. She has stated she is not interested in developing others or going to any schooling; she will just wait until her contract is up.

Scenario: “Instagram Friends” You are Facebook friends with some of your Soldiers, and you see them posting behaviors that are unbecoming of military personnel. On one hand, you feel it is your duty to address such behaviors, but, on the other hand, you question if you should because their posts were private, and the behaviors were done while the Soldiers were not in uniform.

Scenario: When walking out of the PX, you witness a Soldier in the distance pull his hat out of his back pocket, and in doing so, he didn’t notice that something fell out of his pocket. You notice a member of your unit who was walking close behind pick up the item from the ground—you realize it’s a wad of money—and put the money in her pocket. You know she has been a bit short on cash lately, has a family, and it’s the middle of the holiday season.

Loyalty

Scenario: PV2 Colter describes wanting to get out of the Army any way he can! His unit leadership continues to mentor and train PV2 Colter as he struggles to adjust to the Army. While deployed PV2 Colter has experiences that forever change his loyalty to the Army and the members of his unit.

Why do you think PV2 Colter wanted to get out of the Army so bad?

Why didn’t his leadership write him off as a bad apple and begin the chapter processes?

How and why did PV2 Colter deployment experience completely change his loyalty to the Army and the members of his unit?

How can you encourage Soldiers that are struggling to adjust to Army Values?

Source/Video Links/Resources: <https://capl.army.mil/case-studies/vcs-single.php?id=17&title=-flash-point>

Scenario: “A Rock Star Fallen” CPL Young used to be your rock star. She worked her butt off and you came to expect her to excel at just about every task she had to complete. Last month her APFT score dropped noticeably. A few weeks ago she made a mistake while repairing a Stryker. And earlier this week she fell out of a ruck march. This just doesn’t seem like her. What would you do?

Personal Courage

Scenario: As a squad leader in a line company you're beginning to get comfortable in your role as a leader. As a lower enlisted you understood that it was your role to be a doer. It was hard as a team leader to begin to make the switch from doer to supervisor and it was even harder for you, at first, as a squad leader. You've received a new E5 team leader who is struggling with the transition, too. He is constantly volunteering his Soldiers for details and extra work. You've not wanted to intervene in the past because you believe that some lessons have to be learned the hard way. Now you're noticing some animosity in the both the team and the squad. Although you want this young E5 to "earn" his stripes, you also believe a leader's ultimately responsible for the morale of his/her Soldiers...and you don't want your team leader's Soldiers to lose their motivation on your watch.

Scenario: Your platoon sergeant has tasked each squad with nominating one Soldier to compete for the Soldier of the Year (SOY), and you've tasked each of your team leaders to present one Soldier for the SOY. The A Team Leader has given you SPC Jarrett's name and the B Team Leader has given you SPC Lopez's name. After listening to each of the team leaders present their cases for their respective Soldiers, you're left to make the decision. They're both quality Soldiers, but SPC Lopez is a problem...not in performance, but in that you have a personal relationship with her. You're both from the same town and root for the same football team. You watch every game you can together and often talk about sports over lunch. During these times, you've also been able to mentor her as a young Soldier coming up in the Army ranks.

Scenario: SSG Geisler PCS'd to your new unit from your old unit 30 days after you and is now a subordinate in your platoon. You've caught him in several lies regarding equipment shortages which he claims are from the PCS. You are aware that the missing equipment is from a training incident where it was destroyed and obviously not replaced. When you tried discussing the incident in an informal manner, he said, "We're friends, why can't you just be cool about this?"

Scenario: SGT White is known to go to IG and higher echelons to use the open-door policy to get leaders fired – those leaders he thinks he can't work with. You were told on his last deployment that he got his platoon leader fired by potentially creating information that led to the still-pending investigation into SHARP-related areas. His work performance is generally below average by all accounts, and he was just assigned as your senior team chief.

Scenario: SSG Googdad's section has never fallen behind in a Soldier-related performance metric: no late appointments, no late annual training certificates, and no overdue ACFT or range qualifications. He has more rotation in the last six months than any other section chief.

Scenario: "Wrongful Transfer of Ammunition" During JRTC ammunitions update, a few individuals conspired to blame the decision to wrongfully transfer blank and live ammo on the new chief. They knew that it was not his fault, but they needed a scapegoat so they wouldn't get in trouble themselves.

Scenario: "To Pass or Not to Pass" You are in charge of training foreign military service members. You administer a test, and a foreign officer fails. You are told to pass him anyway so as not to embarrass him (failing in his culture is considered unacceptable). You believe it is unfair to the rest of the team to pass him when he didn't earn it. You also know that because of his culture, he might be inclined to hurt himself if humiliated by failure.



Selfless Service

Scenario: SSG Murphy's spouse called the unit commander and also left messages in the FRG (Family Readiness Group) Facebook group concerning her husband. She stated that he's verbally abusive and drinks too much. The commander asked SFC Prichard to address the issue with SSG Murphy and back-brief him. SSG Murphy is well-liked and gets his work done without issue. You've occasionally smelled alcohol on him before physical readiness training in the morning, but disregarded it thinking it was mouthwash because SSG Murphy outperforms 90% of your company.

Scenario: SSG Jackson has been acting out of character lately. His work performance is suffering, and he is often late or just not around when work is being done. When you sit down to discuss with him what might be going on, he tells you that the 1SG and platoon sergeants in the company are making fun of him for his last APFT. While talking, you notice that for every subpar performance, SSG Jackson shifts blame to someone else. In one instance, he even states the wind made him shoot poorly at the last range despite it being a generally clear, wind-free day. You recognized that his way of viewing things is stopping him from improving his performance.

Honor

Scenario: Off-duty Army LT Caron Nazario was pulled over in a traffic stop. He did not initially comply with police officer instructions and as the situation escalated he was eventually pepper-sprayed by the police officer. LT Nazario was aggressively detained before being released by the police officers without being charged with a crime or given a traffic citation.

Did LT Nazario conduct himself honorably during the traffic stop? Why or why not?

Why did LT Nazario not initially comply with the police officers initial request to get out of his car?

What could LT Nazario have done to deescalate the situation? What could the police officers have done to deescalate the situation?

Was LT Nazario justified in his actions and speech? Did the LT Nazario's action bring honor to the Army and his unit? Why or why not?

Did the police officers actions bring honor to their sworn duties as law enforcement officers and their unit? Were their actions and speech justified?

Sources/Video Links: 1.) <https://www.npr.org/2021/04/11/986271819/officer-who-handcuffed-and-pepper-sprayed-black-army-lieutenant-is-fired> 2.) <https://www.wric.com/news/officer-that-pepper-sprayed-army-lieutenant-may-not-be-decertified-despite-new-virginia-law/>

Scenario: "Invitation to Eat with Host Nation Soldiers" While you are deployed, you are invited to eat with host nation soldiers. You accept, but you realize that they are sitting on the ground, eating from one dish, and using their hands. You are aware that declining the invitation is considered rude, but you are very uncomfortable about the lack of cleanliness.

Scenario: In March 2006 near Mahmudiyah, Iraq, four Soldiers raped a 14-year-old Iraqi girl and murdered her and her family. After learning of these acts, despite imminent risk of retaliation, a member of their platoon, PFC Justin Watt, reported the incident to his chain of command. Ultimately, all four Soldiers were tried and convicted. PFC Watt stated, "If you have the power to make something right, you should do it. Investigation is not my job. But if something went down—something terrible like that—then it's my obligation to come forward."

PFC Watt reported that he received death threats and was called a traitor following his reporting of this incident. PFC Watt's decisions and actions demonstrate the courage that is required to do what is right despite risk, uncertainty, and fear.

EXAMPLES OF DISCUSSION STARTERS

NUTRITION [Emotional, Physical]

Good food is more than just great taste, it's the best thing you do for your body, mind, and emotional health outside exercise.

1. What is your favorite food? Why?
2. What is your favorite vegetable? Why?
3. Do you drink soda, Gatorade, or energy drinks?
4. Do you use food to cope with stress?
5. Does your family make your favorite meal when you go home?
6. Do you eat mostly by yourself or with others?

EXERCISE [Emotional, Physical, Social]

Physical exertion strengthens not only our bodies but all other pillars of fitness as well.

1. What kind of physical exercise makes you feel energized?
2. Besides physical conditioning, how is exercise helpful to you?
3. Do you like watching sports or would you rather participate?
4. Did you play many sports when you were growing up?
5. Can you tell me a story about sports and exercise from your childhood? What is your fondest memory?

CONFIDENCE [Emotional, Social]

Confidence is an individual ability to apply knowledge and skills to a problem or challenge and expect a positive outcome.

1. What personal skills are you most confident about?
2. What would help you increase your confidence in certain skills?
3. What resiliency skills can help increase your confidence level?
4. Do you notice confidence in others? How?
5. When you notice a confident individual, what skills do you think they use to make themselves confident?

RELATIONSHIPS [Emotional, Family, Physical, Spiritual, Social]

Relationships are fundamental building blocks for all of life's challenges. Building and maintaining relationships are especially important for maintaining high levels of resiliency.

1. What are the most important relationships to you?
2. How do you maintain important relationships?
3. Which ones do you consider long term relationships?
4. Have you ever been in a relationship that you knew you should not be in?



STRESS

[Emotional, Family, Physical, Spiritual, Social]

Stress is our reaction to a challenge that motivates us. Through stress, we make a choice; Let a stressor beat us or for us to beat the stressor. The more stressors we beat the greater our resiliency.

1. Is there any type of stress that is healthy?
2. Can stress be managed? How?
3. What have you learned today about managing stress?
4. Name a situation where you didn't do a very good job managing stress? What did you do wrong?
5. Name a situation where you managed stress well. What did you do right?

ANGER

[Emotional, Family, Physical, Spiritual, Social]

Anger can be debilitating or it can be helpful. When channeled and coupled with resiliency and patience, anger can be used in a positive way to perform tasks outside our comfort.

1. Can anger be used in a positive way? How?
2. How can others respect your opinion? Does anger help?
3. What is the most challenging aspect of a discussion?
4. Have you ever lost your temper to the point where you couldn't speak well?
5. Can you name a couple ways to cope with anger?

COURAGE

[Emotional, Family, Physical, Spiritual, Social]

Courage is resiliency in motion. It is the counter to fear and low confidence. Courage allows us to do things others won't or can't do.

1. Are there different types of courage?
2. How do members of your team increase your courage?
3. What resiliency skills can help increase your courage level?
4. Do you think it takes courage to admit some type of weakness?
5. When you were growing up, what activities made you feel more courageous?

SELF-AWARENESS

[Emotional, Physical]

Being comfortable with oneself, knowing how you feel, and sharing those feelings are hallmarks of a balanced individual. Admitting your faults, knowing your triggers, and not letting the triggers control your interactions is true personality mastery.

1. What physical signs does your body give you when you feel angry, sad, guilty, happy, fear?
2. When you feel those symptoms, how can you use them to help regulate your emotions?
3. Do you use any negative strategies to regulate your emotions? What are some positive/productive strategies?

CONNECTION

[Emotional, Family, Physical, Spiritual, Social]

Having a sense of connection allows us to experience the best of us as individuals and team members. We feel connected to who we are at the same time that we feel connected to our team. Because of this connectivity, synergy is created and resiliency increases.

1. How do you connect with those who are important to you?
2. What is the best way that other people can connect with you?
3. What signals from others tells you that you have made a connection with them?
4. Is it better to connect with someone in person or through a video chat?
5. How has COVID19 affected your ability to connect with others?

RESPECT

[Emotional, Family, Social]

Through respect, we admire the strengths and skills of our team as well as what we individually bring to the table.

1. What can others do to show you respect as an individual?
2. What are ways you can communicate respect to others?
3. Have you ever felt disrespected? How? Did you do anything to change it? Could you?
4. When you were growing up, what ways did you earn respect from other people?
5. Is it possible to earn respect once it is lost?

PATIENCE

[Emotional, Family, Spiritual, Social]

Rushing into any situation usually ends with poor results. Patience allows us as individuals to judge a situation, create solutions, and allow the solutions to happen without a rush.

1. What are things that you do to help you when you have to wait?
2. In what ways do you think patience is rewarded?
3. Is patience a learned trait or something we naturally have?
4. How might you increase the amount of patience that you have?

PARENTING

[Emotional, Family, Physical, Spiritual, Social]

Raising a child is one of the most stressful yet rewarding periods of life. Doing a good job at parenting is a personal challenge that there are no manuals written. You have to learn as you go, and take questions from other parents who've been where you are now.

1. Do you have children?
2. What do you think is the most rewarding aspect of parenting?
3. What is the most challenging aspect of parenting?
4. What skills, of parenting, did you learn from your own parents?
5. What is one of the things that you learned from your father that you would like to teach your children?



FAITH **[Emotional, Spiritual]**

Faith is not only a belief in a higher power, it is recognizing a power within ourselves and others to face any challenge and expect positive outcomes.

1. How does your faith help you endure hardships?
2. How is faith important to your resiliency?
3. In what ways do you experience or express your faith?
4. Can you share some of the lessons that you've learned from your faith that can apply to everyone on the team?

TRUST **[Emotional, Family, Social]**

Trust is a pact that allows us to grow and expect positive results. When our trust is diminished, it means someone did not perform to our expectations. This is where we grow trust in ourselves to manage expectations and builds our ability to trust others.

1. How does trust strengthen bonds between unit members?
2. What can others do to earn your trust?
3. How do you show others that you can be trusted?

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EDUCATION



Education can lead to longer, healthier lives. According to studies conducted at Virginia Commonwealth University, education in schools and other learning opportunities outside the classroom build skills and foster traits that are important throughout life. It can have profound and positive effects on a person's health, perseverance, flexibility, as well as an individual's ability to form relationships and establish social networks.

In the following pages, you will find educational opportunities that can improve your future. Getting a better education is your key to a more successful military and civilian career.

Education is the most powerful weapon which you can use to change the world.

-Nelson Mandela

[#victorywellness](#)

ADHR/Education Services-Army Continuing Education System (ACES)

Location: 211 Custer Avenue, Room 100

Phone: 785-239-6481

Website: <https://home.army.mil/riley/index.php/about/dir-staff/dhr/ed-svcs>

Facebook: <https://www.facebook.com/fortrileyeducationservices/about/>

Email: usarmy.riley.imcom.mbx.education-service@mail.mil

Hours: Monday-Thursday, 0730-1700 and Friday, 0730-1600 (non-RDO or Holidays)

EDUCATION SERVICES

Counseling: Professional guidance counselors are available to inform each Soldier of opportunities to achieve educational and career goals. They provide information on College programs available on and off Post, Credentialing Assistance Program, Commissioning programs assistance, GT Improvement, Tuition Assistance, Financial Aid, GI Bill/Incentive Education Benefits, Joint Services Transcript (JST) and Army Personnel Testing.

Testing Services: Provide Army Personnel Testing (APT) such as Defense Language Aptitude Battery (DLAB), Defense Language Proficiency Test (DLPT), Oral Proficiency Interview (OPI), Selected Instrument for Flight Training (SIFT), Basic Math & Science Test, Air Force and Fire Fighter exams. NOTE: Only 5 Soldiers scheduled per test exam due to social distancing.

Tuition Assistance (TA): Effective August 5, 2018, Soldiers are eligible to utilize TA after completing Advanced Individual Training. To continue TA eligibility, Soldiers must maintain a 2.0 GPA for undergraduate work and 3.0 for graduate work.

College Level Examination Program (CLEP) and DANTES Subject Standardized Test (DSST): Are the most widely accepted credit-by-exam programs. These tests assess college-level knowledge in thirty-six subject areas and provide a mechanism for earning college credits without taking college courses. There are about 2,900 colleges which grant CLEP/DSST credit. These tests are useful for individuals who have obtained knowledge outside the classroom, such as through independent study, military service schools, or professional development. You can receive college credit for what you already know. NOTE: Appointments are scheduled at the Tutor Center and only 3 soldiers scheduled per test exam due to social distancing.

TRIO/Financial Aid Advisor: The advisor provides one-on-one assistance with filling out the Free Application for Student Aid (FAFSA) and applying for scholarships. They can provide workshops on Financial Aid, Money matters, Student success and Test taking strategies. Located in the Education center Monday through Thursday, by appointment.

POC: Academic Advisor Central Kansas Educational Opportunity Center Grandview Plaza: 100 Continental Ave.
[785]238-5200, Ext. 17 Fax: [785] 762-3078

Computer Lab: Provides computer resources and internet access located in the Education center. Tuesdays-Thursday from 0830-1600.



Tutor Center: Free tutoring for any student taking college level courses. No appointment needed, walk-in hours:

Monday	0900-1700
Tuesday	0900-1700
Wednesday	0900-1900
Thursday	0900-1700
Friday	0900-1500
Saturday	1100-1500
Sunday	Closed

Location: 7656 Graves Street

Phone: 785-240-3617

Unit Briefings/Classes: At your request, we can provide an educational services briefing to your Soldiers at your Unit. We can also offer BSEP and LSEC classes to be taught in a classroom at your Unit at your convenience. For classes, we would need at least 10 interested Soldiers, in order to conduct the course. POC: 785-239-9243.

EDUCATION SERVICES PROGRAMS

Leadership Skills Enhancement Courses [LSEC]: These skill-enhancement courses expand on an individual's interpersonal and communication skills in the NCO leader development process and support structured self-development.

- Courses are offered at no cost to students, as the courses are fully covered by scholarship.
- Classes consist of your first two years of college General education requirements; such as English, Math, Humanities, Social Sciences and Sciences.
- LSEC Classes are available to Active duty military, reservists, retired military, veterans, DoD Civilians, and the family members of each category.

Basic Skills Education Program [BSEP]/GT Improvement: BSEP provides academic instruction to support Soldier's job-related learning, performance of military duties, career progression, and lifelong learning. BSEP curriculum and instruction develops skills in such areas as reading, mathematical computation, writing, and language.

A Soldier's objectives for enrollment in BSEP may include:

- Increase General Technical [GT] score for Military Occupation Specialty [MOS] reclassification
- Establish eligibility for commissioning programs
- Increase chances for promotion
- Eligibility to Re-class

Credentialing Assistance: While on Active Duty, a credential may be required for an occupation, it could enhance promotion potential, and contribute to personal and Professional development. Once in the civilian workforce, a credential may be required by law or employer, it can lead to higher pay and improved prospects for promotion, and demonstrates to civilian employers that training and skills attained in the military are on par with those gained through traditional civilian pathways.

- The CA program increases the Soldier's value to and competitiveness of the Army through helping Soldiers attain industry recognized credentials.
- Funding is provided for voluntary off-duty courses and/or exams leading to an industry-recognized academic or vocational credential listed in the Army COOL website at www.cool.osd.mil/army/.

- Credentialing Assistance will pay for all necessary books, supplies, and associated materials required for an approved training course and/or exam. Soldiers may use both Federal Tuition Assistance (TA) and Credentialing Assistance (CA); however, the combined usage shall not exceed the \$4,000 fiscal year limit.
- Effective August 17, 2020, Soldiers must submit FY21 requests in ArmyIgnitED at <https://www.armyignited.com/app/> at least 30 business days prior to the start date of the course or exam.

Joint Services Transcript (JST): Provides documented evidence to college and universities of the professional military education, training, and occupation experiences of Service Members. Typically, schools require 3-6 credit hours of course work completed with the evaluating school prior to evaluating military credits to academic credits. Transferring JST to Institutions: <https://jst.doded.mil>

Green to Gold Briefing: Every Friday BLDG 206, RM 112 Time: 0900-100 Brief and 1100-1400
Application Assistance POC: 785.532.5173

ON POST COLLEGE PROGRAMS

Barton Community College

Dean

fortriley@bartonccc.edu [785]239-0404 / [785]784-6606, Room 211

Central Michigan University

Director of Enrollment

fort.riley@cmich.edu OR <https://www.cmich.edu/Global/> [785]784-4402, Room 104

Central Texas College

Director

director.riley@ctcd.edu OR www.ctcd.edu/riley [785]209-3179, Room 201

Hutchinson Community College

Outreach Coordinator

fortriley@hutchcc.edu [785]239-2551, Room 108

Kansas State University

Program Coordinator

<https://www.k-state.edu/military/> [785]239-0685 / 0686, Room 111

Southwestern College

Site Coordinator

[785]784-9930, Room 111

University of Mary

Program Director

<https://www.umary.edu/admissions/military/index.php>

[785]784-2158, Room 110

Upper Iowa University

Director

www.uiu.edu/fortriley [785]784-5225, Room 102



MASTER RESILIENCY PROGRAM OVERVIEW

Resilience is not just about “bouncing back” from major life challenges. Resilience means you can manage the daily stressors of life like a difficult day at work, a tough conversation with a friend or loved one, or a failure or setback with your career. Resilience is about the ability to capitalize on opportunity – to take calculated risks because we are not afraid of failure. Only then, we can truly flourish, be the best version of ourselves, and reach our potential.

RESILIENCE is a process that requires adoption of productive behaviors, thoughts, and actions that can be learned. RESILIENCE prepares you to deal with life’s challenges by giving you the ability to cope with adversity, adapt to change, and thrive under new conditions.

Five Dimensions of Personal Readiness: Resilience drives Personal Readiness. In order to sustain personal readiness, we must understand the relationship among its five dimensions, sometime called pillars: Physical, Emotional, Social, Spiritual, and Family. Sustaining healthy behaviors within and across these dimensions is essential to achieving and sustaining personal readiness.

Resilience in Focus: When you need an instant mood boost or a quick tip to get you through the week – or next 15 minutes – Resilience in Focus can help. This series of resilience-building tools and infographics cover common challenges like how to make stress work for you (stress can be good, really), become more optimistic (it is possible!), cultivate mindfulness (what is that exactly?), or stick to your goals (at last!).

The Master Resilience Training Course [MRTC] provides Soldiers with an opportunity to enhance their leadership and effectiveness, and learn how to teach resilience skills to Soldiers, Family members, and DA Civilians. The 10-day MRTC includes immersion in core concepts and skills, as well as instruction for training others.

ENERGY MANAGEMENT

TASK: Discuss the Resilience skill of Energy Management

CONDITIONS: Leader led discussion when Soldiers have 10 to 15 minutes of engagement

STANDARDS: Know the benefits of applying the skill of Energy Management in professional and personal environments

DEFINITION: Energy management is a self-regulation skill used to help Soldiers mobilize energy so that they may recover from the physical and mental stresses of work and day-to-day life, helping them to perform at their best more consistently.

Key Principles

- Helps build self-regulation
- Allows us to be in control of our physical state, thoughts, and emotions in stressful situations.
- Increases the possibility of optimal performance in our professional and personal lives.
- Provides us the ability to mobilize our energy to the level it needs to be, when it needs to be there.

Leader Discussion

Benefits of using the skill:

Through specific self-regulation skills such as tactical breathing and priming emotions, Energy Management allows Soldiers to not only be energy efficient (using only what is required for the task at hand), it also helps improve critical skills such as reaction time, maintaining precision accuracy and motor control, and sustaining composure.

Discussion Questions:

1. How do you already use the skill of deliberate/tactical breathing?
2. What specific aspects of your job do you think can be improved through the use of Energy Management?
3. How can this help you in your day-to-day life outside of work?
4. What advice would you provide to those wanting to use Energy Management to improve performance?

GOAL SETTING

TASK: Discuss the Resilience skill of Goal Setting

CONDITIONS: Leader led discussion when Soldiers have 10 to 15 minutes of engagement

STANDARDS: Know the benefits of applying the skill of Goal Setting in professional and personal environments

DEFINITION: In order to afford ourselves with the greatest opportunity to successfully achieve our goals, we must ensure that we've structured a solid approach to activating, directing, adjusting, and sustaining the behaviors which are most inclined towards assisting us to reach our desired outcome.

Key Principles

Goals Enhance Performance: Goal Setting can produce motivation, direct attention, increase effort and persistence, and promote new strategies.

Motivation Matters: You are more likely to achieve goals when the motivation comes from within you and is tied to your personal values.

Self-Regulation: Is the primary target of Goal Setting

Leader Discussion

Benefits of using the skill:

1. Increased motivation and energy towards goal achievement.
2. Deliberate steps and techniques for enhanced adherence during problematic stages of goal progression.
3. Systematic accountability checkpoints to assist with overall goal success.

Discussion Questions:

4. In what ways can enhancing motivation and sustaining attention towards a task help with accomplishing personal goals?
5. How does creating a SMART action plan assist with the long-term achievement potential of a desired goal?

Ways to use the skill:

6. Identify and leverage internally, self-identified values to motivate throughout the goal setting process.



7. Utilize mental contrasting to energize dedication by indulging in benefits of goal achievement and dwelling on preventative obstacles.
8. List SMART actions and Power Statements that aid in daily progress.
9. Install systems and accountability partners to ensure long-term adherence throughout the duration of the goal-setting process.

LEADER NOTES/BACKGROUND

How to facilitate discussion:

1. The MRT Goal Setting model is not for all types of goals.
2. Goals with quick timelines do not require a complex 7 step process.
3. This goal setting model helps to outline a deliberate plan which can increase adherence to the actions necessary to reach large goals.

Examples for Discussion Questions:

4. SMART action statements meet the criteria of being Specific, Measurable, Action-focused, Realistic and Time-bound.
5. To ensure that an internally held value is meaningful to us, we should check to see if we feel energized or ease when using said value.
6. Benefits and obstacles must be alternated during the mental contrasting component of the skill to maximize energization.

Ways to use the skill:

7. Allot adequate time to complete the 7-step Goal Setting model (approx. 1 hour). Then ensure that components of the 'Action Phase' (steps 5-7) are referenced daily and implemented regularly to enhance successful goal acquisition.

AVOID THINKING TRAPS

TASK: Discuss the Resilience skill of Avoid Thinking Traps

CONDITIONS: Leader led discussion when Soldiers have 10 to 15 minutes of engagement

STANDARDS: Know the benefits of applying the skill of Avoid Thinking Traps in professional and personal environments

DEFINITION: Thinking Traps are overly rigid patterns in thinking that cause us to miss critical information about a situation or individual. Thinking Traps decrease our ability to be flexible, accurate, and thorough in our thinking.

Key Principles

THEY'RE COMMON: It's common to fall into a Thinking Trap, particularly when stressed.

THEY NARROW OUR FIELD OF VISION: Thinking Traps often lead us to miss important information.

NOTICE PATTERNS: What are the patterns in the Traps you fall into?

USE MENTAL CUES AND CRITICAL QUESTIONS: Be on the lookout for your common Traps and use the Mental Cues and Critical Questions to help broaden your awareness of important information.

MENTAL AGILITY: Mental Agility is the primary target of Avoid Thinking Traps.

Leader Discussion

Benefits of using the skill:

1. Thinking Traps cause us to make decisions about situations or people with little to no evidence to support our decision. Avoiding Thinking Traps help us to be more accurate in our thinking.
2. Identifying the Thinking Traps you tend to fall into can help you correct your thinking in the moment and avoid the traps in the future.

More Leader Discussion

Discussion Questions:

3. Why are Thinking Traps so common?
4. How do Thinking Traps impact personal and unit resilience?
5. How can you improve your effectiveness by Avoiding Thinking Traps?

Ways to use the skill:

6. Being a good leader requires awareness of your own Thinking Traps. By knowing your Traps, you can make sure not to miss critical information that might cause you to make a bad decision.
7. Not all thoughts are Thinking Traps but when a decision or judgment needs to be made, checking our thoughts for Thinking Traps can help insure that we are looking at all the evidence before we make a decision.

LEADER NOTES/BACKGROUND

Common Thinking Traps

1. *Jumping to Conclusion:* Believing one is certain about a situation despite having little or no evidence to support it.
2. *Mind Reading:* Assuming that you know what another person is thinking or expecting another person to know what you are thinking.
3. *Me, Me, Me:* Believing that you are the sole cause of every problem you encounter.
4. *Them, Them, Them:* Believing that other people or circumstances are the sole cause of every problem you encounter.
5. *Always, Always, Always:* Believing that negative events are unchangeable and that you have little or no control over them.
6. *Everything, Everything, Everything:* Believing that you can judge one's worth/character based on a single event or believing that what caused the problem is going to negatively affect many areas of one's life.

DETECT ICEBERGS

TASK: Discuss the Resilience skill of Goal Setting

CONDITIONS: Leader led discussion when Soldiers have 10 to 15 minutes of engagement

STANDARDS: Know the benefits of applying the skill of Goal Setting in professional and personal environments

DEFINITION: In order to afford ourselves with the greatest opportunity to successfully achieve our goals, we must ensure that we've structured a solid approach to activating, directing, adjusting, and sustaining the behaviors which are most inclined towards assisting us to reach our desired outcome.

KEY PRINCIPLES

"Ah-Ha" Moment: Stop when your beliefs help to explain your consequences [Emotions and Reactions].

Icebergs can create Thinking Traps: Sometimes our beliefs/values push us into one or more Thinking Traps.

What, not why: "What" questions lead to depth; "Why" questions lead to defensiveness.

Self-Awareness: Self-Awareness is a primary target of this skill.



Leader Discussion

Benefits of using the skill:

1. Increased awareness and control over emotional/reaction patterns in our behavior.
2. Greater recognition of indicators determining when to detect underlying core values/beliefs which may be driving counterproductive behavioral patterns.
3. Improved reflective capabilities leading to greater decision making.

Discussion Questions:

4. How can knowing our core values and beliefs lead us to more desirable behavioral outcomes if recognized and addressed?
5. How do we know if we are experiencing overly-rigid iceberg patterns?

Ways to use the skill:

6. Recognize indicators of when we need to detect potential icebergs in our thinking.
7. Evaluate potential icebergs by asking reflective “what” questions.
8. Once the “Ah-Ha” moment [core value/belief] is discovered, determine if the iceberg may be overly-rigid in some scenarios, or if a change/adjustment to the iceberg might create more productive outcomes.

LEADER NOTES/BACKGROUND

How to facilitate discussion:

1. The skill of Detect Icebergs is structured to help build self-awareness in regards to why we experience patterns in our emotions and reactions.
2. By recognizing indicators and common patterns in how we respond to certain activating events, we can begin to reflect and uncover core values and beliefs that drive our consequences.

Examples for Discussion Questions:

1. How do we know if a core value/belief is something we should maintain or adjust/get rid of?
2. Why do we want to be reflective when seeking icebergs that may be driving counterproductive patterns in our behavior?

Ways to use the skill:

1. Detect Icebergs should be utilized when indicators [acting out-of-proportion to our HOTMT, T-C Disconnect, strong Thinking Trap patterns] have lead us to question why we behaved in such a manner.
2. “What” questions allow us to reflect and gain insight into how our core values/beliefs might be affecting the manner in which we respond in certain scenarios.

PROBLEM SOLVING/UNDERSTANDING

TASK: Discuss the Resilience skill of Problem Solving

CONDITIONS: Leader led discussion when Soldiers have 10 to 15 minutes of engagement

STANDARDS: Know the benefits of applying the skill of Problem Solving in professional and personal environments

DEFINITION: Effective problem solvers include any critical information they might have missed so that they can understand the problem and focus on solution strategies. Effective problem solvers focus on thoughts about WHY a problem occurs and evaluate which factors are controllable. Solving a problem effectively means finding solution strategies that bring about positive change.

KEY PRINCIPLES

Slow down: For problems that do not require quick solutions, slow down and get more information.

Identify the causes: Use Critical Questions to identify causes that you initially missed.

Mental Agility: Mental Agility is a primary target of Problem Solving by gaining a more accurate and thorough understanding of a particular problem.

LEAD DISCUSSION

Benefits of using the skill:

1. Increased levels of accuracy, understanding, and clarity in a situation.
2. Clearer understanding of what factors that may have caused a problem that are under one's control.
3. Simple identification of an action plan to implement positive change through solution strategies.

Discussion Questions:

4. How have your beliefs about a situation potentially misguided you to a counterproductive or incorrect solution?
5. What can you do about a problem that you have absolutely no control over?

Ways to use the skill:

6. Understand complex, personally relevant, and meaningful problems in a thorough manner to potentially go around our belief system.
7. Ask yourself (or someone else) hard questions to investigate the true causes of problems you are facing and want to find productive solutions.

LEADER NOTES/BACKGROUND

How to facilitate discussion:

1. The MRT Problem Solving model is not for all types of problems.
2. Problems with simple solutions do not require complex understanding.
3. Examples of Critical Questions:
 - How did I contribute to this problem?
 - How did others/circumstances contribute to this problem?
 - What specific behaviors contributed to this problem?

Examples for Discussion Questions:

4. If one believes they are a great leader their mind will notice evidence that supports their belief.
5. A strongly held belief could cause a person to miss critical information relevant to understand a problem.

Ways to use the skill:

6. Not all problems have simple solutions, many have multiple factors that require thorough understanding.
7. Ask yourself (or someone else) to be as open and honest when seeking information to help understand a relevant problem.

PUT IT IN PERSPECTIVE

TASK: Discuss the Resilience skill of Put it in Perspective

CONDITIONS: Leader led discussion when Soldiers have 10 to 15 minutes of engagement

STANDARDS: Know the benefits of applying the skill of Put it in Perspective in professional and personal environments



DEFINITION: The mission of Put it in Perspective is to reduce our anxiety levels when we are engaging in catastrophic thinking. Catastrophizing is when we waste critical energy thinking about the irrational worst case outcomes of a situation. At this point our brain becomes a 'runaway train' and it is highly unlikely we can take purposeful action. The goal of this skill is to take purposeful action to handle the situation that has gotten us thinking this particular way.

KEY PRINCIPLES

Order matters: Stop Catastrophizing by Capturing the Worst Case Thoughts, then Generating the Best Case Thoughts-both of which help you to Identify the Most Likely Outcomes.

Develop a plan: Once you are focused on the Most Likely Outcomes, Develop a plan for dealing with the situation.

Optimism: Optimism is a primary target of PIIP by allowing one to take purposeful action and gain a sense of control.

LEAD DISCUSSION

Benefits of using the skill:

1. Increased levels of understanding, realistic optimism, and control.
2. Reduction of problematic anxiety levels due to uncertainty.
3. Increased accountability to understand and ultimately handle situation.

Discussion Questions:

4. When are triggers in your life that might have caused you or someone you care about to engage in catastrophic thinking?
5. What can I do if my Most Likely Outcomes are real-world and are very anxiety inducing?

Ways to use the skill:

6. Uncertainties can cause our brains to fill in missing information when critical information is not present.
7. Slow your brain down, reduce your anxiety levels by going through the steps of Put it in Perspective maintaining the appropriate order and provide adequate time for each step in the model.

LEADER NOTES/BACKGROUND

How to facilitate discussion:

1. Catastrophic thinking is NOT contingency planning.
2. Contingency plans are productive while, catastrophic thinking wastes critical energy.
3. Examples of difference between contingency plans and catastrophizing:
 - Imagine you are planning on an upcoming range...
 - Does it make sense to have a plan for weather? [Contingency]
 - Does it make sense to have a plan for nuclear holocaust? [Catastrophizing]

Examples of triggers for catastrophic thinking:

4. Something you value highly is at stake.
 - Look down at the local Target, and cannot find child.
5. The situation is unclear or uncertain.
 - Receive a text message from loved one saying, "We need to talk."
6. Already run down or depleted
 - Sustained operations may limit our ability to slow down our thought process.

Steps of Putting it in Perspective:

Step 1: Describe the Activating Event.

- “What happened to make you think this way?”

Step 2: Capture Worst Case thoughts.

- “Get every Worst Case thought out of your head.”

Step 3: Generate Best Case thoughts.

- “What is the Best Case thing that could happen from this?”

Step 4: Identify Most Likely outcomes.

- “What is really going to happen and how will I really feel?”

Step 5: Develop a plan for dealing with Most Likely outcomes.

- “What can you do about these real world outcomes and emotions?”

MENTAL GAMES

TASK: Discuss the Resilience skill of Mental Games

CONDITIONS: Leader led discussion when Soldiers have 10 to 15 minutes of engagement

STANDARDS: Know the benefits of applying the skill of Mental Games in professional and personal environments

DEFINITION: Mental Games are played when we need to compartmentalize or distract ourselves from counterproductive thinking. We focus our attention on fun and challenging games or techniques to ‘change the channel’ on our counterproductive. These games are designed to be quick work around to isolate our counterproductive thinking then ultimately to continue our task-at-hand with a more focused and productive mindset.

KEY PRINCIPLES

Practice: These techniques require practice in order to derive full benefit.

Double-Up: Mental Games can be used in conjunction with other skills in the program. Utilize these deliberate mental breaks with Energy Management techniques or even use Mental Games to help endure on the path to accomplishing a goal.

Optimism: Self-regulation is a primary target of Mental Games by allowing our mind to shift our focus away from counterproductive thinking.

LEAD DISCUSSION**Benefits of using the skill:**

1. Increase focus on task engagement after participating in Mental Games.
2. Reduction of counterproductive anxiety levels revolving around task.

Discussion Questions:

3. When are times in your life that might have caused you or someone you care about to engage in counterproductive thinking?
4. What types of games work best for you? (See Examples on Next Slide)

Ways to use the skill:

5. Uncertainties can cause our brains to fill in missing information when critical information is not present.
6. Reduce your anxiety by allowing your mind to focus on a game that involves your full attention and is enjoyable.



LEADER NOTES/BACKGROUND

How to facilitate discussion:

1. Requirements for a Mental Game:
 - Must require full attention
 - Must be hard and fun
 - Must be games or techniques you can do within a few minutes

Examples of Mental Games:

1. Math games: Count back from 1,000 by 7s.
2. Categories games: Name all the sports figures, war heroes, etc. you can in two minutes.
3. Army alphabet: Repeat it backwards.
4. Lyrics: Recite upbeat song lyrics.
5. Positive Imagery: Create a detailed positive image of a situation or memory that helps you feel calm, positive, or confident. Include as many details in the image as possible so that the image is vivid.

REAL-TIME RESILIENCE (RTR)

TASK: Discuss the Resilience skill of RTR

CONDITIONS: Leader led discussion when Soldiers have 10 to 15 minutes of engagement

STANDARDS: Know the benefits of applying the skill of RTR in professional and personal environments

DEFINITION: Real-Time Resilience is used when we need to change counterproductive thinking into more effective thinking. By replacing counterproductive thoughts with productive thoughts, we can enhance confidence in the task at hand. Note: Productive thoughts are NOT always positive.

KEY PRINCIPLES

Practice: These techniques require practice in order to derive full benefit.

Accuracy over speed: Focus on accuracy and passing the gut test, not speed.

Learning Curve: Pitfalls are common and occur when your RTR response doesn't eliminate the counterproductive thought.

Do-over: When you notice a Pitfall, pause and generate a stronger response.

Optimism: Optimism is a primary target of RTR by fighting back against counter productive thoughts and replacing with more helpful thoughts in the moment.

LEAD DISCUSSION

Benefits of using the skill:

1. Increase confidence in abilities about the task at hand after fighting back against counterproductive thoughts
2. Reduction of counterproductive anxiety levels revolving around task.

Discussion Questions:

3. When are times in your life that might have caused you or someone you care about to engage in counterproductive thinking?
4. What type of RTR response works best for you?

Ways to use the skill:

5. Uncertainties can cause our brains to fill in missing information when critical information is not present.
6. Increase your confidence by reminding yourself about the evidence that shows you can be successful, thinking optimistically about the situation despite potential setbacks or by focusing on the most likely outcomes of the task at hand.
7. Reduce your anxiety by allowing your mind to focus on a game that involves your full attention and is enjoyable.

LEADER NOTES/BACKGROUND**How to facilitate discussion:**

1. Sentence Starters are helpful for beginners to generate strong RTR responses
2. Advanced level allows individuals to use their own language using sentence starter

Examples of RTR Sentence Starters for stronger responses:

3. Use evidence to prove the thought is false.
 - That's not [completely] true because...
4. Generate a more optimistic way of seeing it.
 - A more optimistic way of seeing this is...
5. Put It In Perspective.
 - The most likely implication is... and I can...

Avoiding Pitfalls or mistakes

6. Dismissing the grain of truth (lack of evidence)
7. Minimizing the situation (lack of optimism)
8. Rationalizing or excusing one's contribution (lack of perspective)

CHARACTER STRENGTHS

TASK: Discuss the Resilience skill of Character Strengths

CONDITIONS: Leader led discussion when Soldiers have 10 to 15 minutes of engagement

STANDARDS: Know the benefits of applying the skill of Character Strengths in professional and personal environments

DEFINITION: Character Strengths is about focusing on what is right with you compared to focusing on areas of weakness. Your top Character Strengths are called your Signature Character Strengths. We use our Signature Character Strengths most comfortably. Knowing and using your Character Strengths help you overcome challenges and will strengthen your leadership style.

KEY PRINCIPLES

Know your Character Strengths: Knowing your Character Strengths is as important as knowing your weaknesses.

All 24 won't be Signature Character Strengths: Some Character Strengths come more easily to you than others.

Non-signature Character Strengths: Some situations require that you pull on Character Strengths that are not your Signature Character Strengths.

Shadow Side: Each Character Strength has a Shadow Side that can get you in trouble or limit you.



LEAD DISCUSSION

Benefits of using the skill:

1. Identify Character Strengths in Self and Others helps to build Strengths of Character.
2. Knowing and using your Character Strengths and the Character Strengths of others will increase energy, motivation, and success

Discussion Questions:

3. Who are you at your best?
4. How can you use your Signature Character Strengths to achieve optimal performance?
5. How can you strengthen the unit through your focus on Character Strengths?

Ways to use the skill:

6. Useful in challenges: Use your Character Strengths and the Character Strengths of others to successfully overcome challenges.
7. Useful as a leader: Using your Signature Character Strengths as part of your leadership style will make you a more effective leader.
8. Useful in teams: Leverage the Character Strengths of team members so that you increase the effectiveness and energy of the team

LEADER NOTES/BACKGROUND: 24 VIA CHARACTER STRENGTHS (BY VIRTUE)

Wisdom and Knowledge

- -Curiosity and interest in the world
- -Love of learning
- -Judgment, critical thinking, open-mindedness
- -Creativity, ingenuity, and originality
- -Perspective (wisdom)

Courage

- -Bravery and valor
- -Industry, diligence, and perseverance
- -Honesty, authenticity, and genuineness
- -Zest, enthusiasm, and energy

Humanity

- -Capacity to love and be loved
- -Kindness and generosity
- -Social intelligence

Justice

- -Citizenship, teamwork, and loyalty
- -Fairness, equity, and justice
- -Leadership

Temperance

- -Forgiveness and mercy
- -Modesty and humility
- -Caution, prudence, and discretion
- -Self-control and self-regulation

Transcendence

- -Appreciation of beauty and excellence
- -Gratitude
- -Hope, optimism, future-mindedness
- -Humor and playfulness
- -Spirituality, sense of purpose, and faith

LEADER NOTES/BACKGROUND

How to identify Signature Character Strengths

1. One believes that he/she is being “true to him/herself” when using the Character Strength.
2. When using the Character Strength, one feels energized rather than exhausted.
3. The motivation to use the Character Strength comes from within the person (no one else has to remind or persuade him/her to use it).

The Shadow Side of Character Strengths

4. Overusing a Character Strength
5. Using a Character Strength in the wrong context/ situation, or at the wrong time
6. Using a Character Strength in a manipulative way
7. Valuing your Character Strengths to the point of devaluing the Character Strengths of others
8. Using the Character Strength in a way that is not attuned to others

ASSERTIVE COMMUNICATION

TASK: Discuss the Resilience skill of Assertive Communication

CONDITIONS: Leader led discussion when Soldiers have 10 to 15 minutes of engagement

STANDARDS: Know the benefits of applying the skill of Assertive Communication in professional and personal environments

DEFINITION: Assertive Communication enhances your ability to communicate clearly and with respect, especially during a conflict or challenge. Using the IDEAL model can help you communicate in a confident, clear, and controlled manner. Assertive Communication is used when there is a problem that needs to be solved or an issue that needs to be addressed and you want to approach the person in a manner that will strengthen the relationship.

KEY PRINCIPLES

Takes practice: Assertive Communication takes practice.

Flexibility: Adjust your style of communication to the situation/person you are communicating with.

Skill, not personality: Communication styles are skills, not personality styles

Re-Engage: Take a break from the conversation. Relax/rethink and then try again.

Connection: Connection is a primary target of Assertive Communication.

LEAD DISCUSSION

Benefits of using the skill:

1. Increased ability to have the right conversation instead of the wrong argument.
2. Provides a tool that one can use to evaluate one’s understanding of the issue before engaging in a confident, clear, and controlled conversation to try and resolve or discuss problems or concerns.

Discussion Questions:

3. What gets in the way of Assertive Communication?
4. What beliefs and values do you have that may help you communicate assertively or keep you from communicating in an assertive fashion?

Ways to use the skill:

5. Incorporate other MRT skills like ATC, Avoid Thinking Traps, Problem Solving, and Detect Icebergs to identify and understand the problem prior to having a conversation.
6. Use the IDEAL model to identify and understand the problem, describe the problem objectively and accurately, express your concerns, ask the other person for his/her perspective, ask for a



reasonable change, and list the positive outcomes that will occur if the person makes the agreed upon change.

LEADER NOTES/BACKGROUND

Steps of IDEAL model

1. Identify and understand the problem.
 - Use ATC and Thinking Traps to make sure you are being flexible, accurate, and thorough in your thoughts. Also use Detect Icebergs, Problem Solving, Put It In Perspective, Deliberate Breathing, Shadow sides of Character Strengths, and Signature Character Strengths if necessary.
2. Describe the problem objectively and accurately.
 - The who, what, when, and where
 - Do not exaggerate the problem
3. Express your concerns and how you feel (when appropriate).
 - Do not exaggerate your concerns and feelings surrounding the problem.
4. Ask the other person for his/her perspective and then ask for a reasonable change
5. List the positive outcomes that will occur if the person makes the agreed upon change.
 - Consider positive (and negative) outcomes appropriate to the situation.

EFFECTIVE PRAISE

TASK: Discuss the Resilience skill of Effective Praise

CONDITIONS: Leader led discussion when Soldiers have 10 to 15 minutes of engagement

STANDARDS: Know the benefits of applying the skill of Effective Praise in professional and personal environments

DEFINITION: Effective Praise identifies what the person did that brought about the positive outcome so that the person can continue performing that behavior and building on his or her success.

KEY PRINCIPLES

Effective Praise: Name the strategy, process, or behavior that led to the good outcome. It builds motivation, optimism, and winning streaks.

Connection: Connection is the primary target of Effective Praise.

LEAD DISCUSSION

Benefits of using the skill:

1. Naming the specific strategy, effort, or skill that led to the good outcome demonstrates that you were really watching, demonstrates authenticity, and enables that person to build upon that success.
2. Effective Praise teaches the person how they brought about the positive outcome so they can replicate it in the future.

Discussion Questions:

3. How is Effective Praise already used in the Army?
4. What beliefs or values do you have that would keep you from using Effective Praise or help you to use Effective Praise more effectively?

Ways to use the skill:

5. When someone we care about succeeds or does well we often say “good job” or give a thumbs-up. Effective Praise goes one step further to name the process, strategy, or behavior that led to the good outcome.
6. Praise what is praiseworthy. You decide what is praiseworthy.

LEADER NOTES/BACKGROUND

Effective criticism is the partner to Effective Praise

1. When someone fails, underperforms, or struggles we use effective criticism to name the process, strategy, or behavior that led to the problem and how to correct it in order to help him or her improve. This way, lessons are learned from failure.
2. When someone succeeds or you notice progress has been made, Effective Praise points out what he or she did well so that lessons can also be learned from success.

ENGAGING AS A BYSTANDER

TASK: Identify ways to intervene when faced with sexual harassment or possible sexual assault.

CONDITIONS: Discussion - Question based; small interactive vignettes

STANDARDS: Demonstrate a minimum of one technique for intervention. Understand Intervene-Act-Motivate (I.A.M.) Strong is the Army's campaign to stop sexual assaults before they occur.

REFERENCES: I. A.M. Strong, US Army SHARP Program

<https://www.armyresilience.army.mil/sharp/index.html>

What are some actions for intervening without tackling someone at the bar or getting in trouble for disrespect if your addressing a more senior person?

*Indirect- Say someone observing the situation is concerned about the person's conduct

*Distraction: Utilize creative options to distract the people involved to deescalate the situation. This may involve humor or appealing to other interests of the people involved. Try telling the person you need to talk to him, call/text if you know one of them, interrupt and ask a question.

*Split: Step in and separate the two people. Voice your concerns. Let them know you're acting in their best interest.

*Consensus gathering: Get other people involved to help the person in trouble, and to gather strength in numbers. "That looks jacked up, maybe we should help her get out of here."

*Friends: Find the person's friends and get them to intervene.

*Authority: Get the bartender, bouncer, whoever's room/house the party is at, or someone in chain of command involved. "this dude is bothering one of my friends."

BYSTANDER SCENARIO # 1

You are working in your vehicle and you overhear a conversation from the soldiers next to you. The conversation seems to be centered around their trip to a strip club this past weekend. There are lots of comments about the strippers' bodies and their actions in the club and it's making you very uncomfortable.

How do you deal with this situation?



BYSTANDER SCENARIO # 2

Sara, a battle lover Cross-fit. She is in the gym after work doing squat exercises and she ask another battle, John, to spot her. He grabs her by the hips and helps with her exercise. Sara seemed a bit uncomfortable with John's actions but did not say anything. She did however make eye contact with you. Jim continues to hang around Sarah while she trains.

How do you deal with this situation?

MAINTAINING A POSITIVE OUTLOOK

TASK: Methods to Maintaining a Positive Outlook

CONDITIONS: Discussion - Question based

STANDARDS: Know methods that help you maintain a positive outlook

REFERENCES:

<https://www.military.com/military-fitness/general-fitness/attitude-another-day-in-which-to-excel-sir>

<https://www.forbes.com/sites/forbescoachescouncil/2020/06/16/five-keys-to-maintaining-a-positive-mindset/?sh=81b1f017da90>

MAIN POINT #1: What a positive outlook does for you.

SUB POINT: Opens you to absorbing more information and helps you do your job.

SUB POINT: Helps improve family and working relationships.

SUB POINT: Allows you to build your resources and coping skills.

INSTRUCTION FACILITATION

DISCUSSION POINTS: What does Positive outlook do for you?

QUESTIONS:

1. What are some of the things you can do to maintain a positive outlook?
2. What are some of the benefits of having a positive outlook?

MAIN POINT #2: What are ways to maintain a positive outlook?

SUB POINT: Take part in positive activities.

SUB POINT: Wake up early, exercise, and plan ahead.

SUB POINT: Healthy interactions/relationships, work/personal.

INSTRUCTION FACILITATION

DISCUSSION POINTS: What are ways to maintain a positive outlook?

QUESTIONS:

1. What are some positive activities you can interact in?
2. What are some things you can do to promote positive thinking?

MAIN POINT #3: How does a positive outlook affect the group?

SUB POINT: Promotes team building.

SUB POINT: Increases morale in the unit.

SUB POINT: Helps you and others face adversity.

INSTRUCTION FACILITATION

DISCUSSION POINTS: How does a positive outlooks effect the group

QUESTIONS:

- 1.How does having a positive outlook contribute to team building?
- 2.What does having a positive outlook do for morale?
- 3.How does having a positive outlook help you to face adversity?

Contact your unit Master Resilience Trainer for more information and assistance in conducting the blocks of instructions.

***CONTACT DIVISION MRT, to find your local certified MRT Trainers and additional resources at 785-239-8835**



RECOMMENDED READING LIST

Emotional:

- Its Personal [Not] Personnel” by Rob Campbell, COL (USA, Ret)
- How to think: A survival guide for a world at odds; Alan Jacobs
- The art of noticing: 131 ways to spark creativity, find inspiration, and discover joy in the everyday; Rob Walker
- What it is Like to go Through War; Karl Marlantes

Family:

- The 5 Love Languages (any book from the series); Gary Chapman
- The Intentional Family: Simple Rituals to Strengthen Family Ties; William Doherty

Physical:

- Essentials of Strength and Conditioning; National Strength and Conditioning Association
- The Squat Bible: The Ultimate Guide to Mastering the Squat and Finding your True Strength; Aaron Horschig
- Fast After 50; Joe Friel
- FM 7-22. Holistic Health and Fitness (October 2020)

Spiritual:

- The Purpose Driven Life; Rick Warren
- Together; Vivek Murthy

Social:

- Difficult Conversations: How to Discuss what Matters Most; Douglas Stone
- How to Win Friends & Influence People: The Only Book You Need to Lead You to Success; Dale Carnegie
- Start with Why; Simon Sinek

Army Values & Character Development:

- Achilles In Vietnam by Jonathan Shay
- War is a Force that Gives Us Meaning by Chris Hedges
- Can't Hurt Me by David Goggins
- Man's Search for Meaning by Viktor Frankl
- The Splendid and the Vile: A saga of Churchill, family and defiance during the blitz by Erik Larson
- Crusaders: the epic history of the wars for the holy land by Dan Jones
- They Knew They Were Pilgrims: Plymouth colony and the contest for American liberty by John Turner
- Taking the Guidon: Exceptional Leadership at the Company Level by Nate Allen

Professional Military Reading Lists: The Chairman of the Joint Chiefs' Professional Reading List:
<https://amedd.libguides.com/c.php?g=566155&p=3905794>

Gen. James C. McConville, Chief of Staff of the Army, will announce a new reading selection to add to the CSA's 21st Century Reading List on the 15th of each month.
https://www.army.mil/article/239759/21st_century_csa_reading_list

General Mark A. Miley Professional Reading List:
<https://history.army.mil/html/books/105/105-1-1/index.html>

Additional Reading & Reference: <https://soldierforlife.army.mil/health-and-wellness>

FORT RILEY SERVICE DIRECTORY

EMERGENCY

Suicide & Crisis Hotline	800-784-2433
Suicide & Crisis Hotline (TALK)	800-273-8255
Irwin Army Community Hospital Emergency Room	785-239-7777/7778
Kansas Poison Center	800-222-1222
Military Police Emergency	911
- Military Police Non-Emergency (MPMP)	785-239-6767
Fire Department Emergency	911
- Fire Department Non-Emergency	785-239-1859
Domestic Violence & Sexual Assault 24hr Hotline	785-307-1373
American Red Cross	877-272-7337
- Fort Riley Office	785-239-1887
Emergency Operations Center	785-239-2222
Junction City Police Department	785-762-5912
Geary County Sheriff's Department	785-238-2261
Riley County Police Department	785-537-2112

ALCOHOL • DRUGS • SUICIDE

Alcohol Substance Abuse Program (ASAP)	785-239-5075
Substance Use Disorder Clinical Care (SUDCC)	785-240-8283/8208
Suicide Prevention Awareness & Education	785-239-1012
Crisis Hotline (Text: 838355)	800-273-8255
Drunk Driving Prevention Program Free Rides	785-693-0303

ABUSE • NEGLECT

IACH Family Advocacy Program	785-239-7060
Sexual Harassment/Assault Response & Prevention Program	785-239-2277/3379
Victim Advocates	785-239-5484/9026/2991
The Crisis Center 24hr Hotline	800-727-2785
- Junction City	785-762-8835
- Manhattan	785-539-2785
Kansas Department of Children and Families (DCF)	
- Junction City	785-762-5445
- Manhattan	785-776-4011
Report Adult & Child Abuse/Neglect	800-922-5330
Department of Emergency Services	785-239-6767

FINANCIAL

Army Emergency Relief (AER)	785-239-9435
Financial Questions (ACS)	785-239-9435
Thrift Savings Plan FAQ	877-968-3778
Defense Military Pay Office (Finance Office)	785-239-6188/6189/6028

CHILD CARE

ACS Family Advocacy Program	785-239-9435
ACS Parent Support Program	785-239-9435
ACS Exceptional Family Member Program	785-239-9435
IACH Exceptional Family Member Program	785-239-7198
Child and Youth Services (CYS)	
- Parent Central (Registration Office)	785-239-9885
- Family Child Care	785-239-4313
- 1st Division Child Development Center	785-239-9011
- Forsyth Child Development Center	785-239-4846
- Warren Child Development Center	785-239-9935
- Warren East Child Development Center	785-240-0822
- Whitside Child Development Center	785-239-4978
- Whitside North Child Development Center	785-240-6739
- Custer Hill Youth Center	785-239-9222
- Custer Hill School Age Center	785-239-9220
- Forsyth East School Age Center	785-240-5820
- SKIES	785-240-2822
- Youth Sports and Fitness	785-239-9223
Women Infant and Children (WIC)	
- Fort Riley WIC Office	785-239-5493
- Geary County WIC Office	785-762-5682
- Manhattan / Ogden WIC Office	785-776-4779 ext. 7661

HEALTH CARE

Irwin Army Community Hospital (IACH)	
- Information Line	785-239-7000
- Appointment Line (DOCS)	785-239-3627
- Nurse Advice Line (DOCS)	785-239-3627
- Patient Advocate:	785-239-7739/7103
- Chaplain	785-239-7872/7871
Dental Care MetLife	www.Tricare.mil/tdp
Immunization Clinic	785-239-7972
Family Advocacy (IACH) Abuse/Neglect	785-239-7060
Behavioral Health	785-239-7208
Social Work Services (SWS)	785-240-7471/7472
TRICARE	888-874-9378
- TRIWEST	785-240-7103/239-7968
Outpatient Pharmacy	785-239-7619



FORT RILEY SERVICE DIRECTORY

SOLDIER & FAMILY OUTREACH

Army Wellness Center (9355)	785-239-WELL
R2 Performance Center	785-239-8835
Family Readiness Group Training	785-239-9435
Mobilization & Deployment Readiness	785-239-9435
Outreach/Unit Service Coordinators	785-239-9435
Employment Readiness	785-239-9435
Family Advocacy Program	785-239-9435
Stress Management	785-239-9435
Marriage and Relationship Classes	785-239-9435
Military & Family Life Counselors	785-239-1883
- Military & Family Life After Hours	785-221-9483
Survivor Outreach Services	785-239-0630
Soldier & Family Assistance Center (SFAC)	
- Wounded/Injured Soldier and Family Assistance	785-239-8430

CHAPLAINS • CHAPELS

Installation Chaplain	785-239-3359
Chaplain's Family Life Counseling Center	785-239-3430
After Duty Hours Chaplain: (4367)	785-239-HELP
St. Mary's Chapel	785-239-0597
Normandy Chapel	785-239-3436
Morris Hill Chapel	785-239-4315
Kapaun Chapel	785-239-4818
IACH Chapel	785-239-7871

LEGAL

Legal Assistance	785-239-3117
Administration	785-239-2217
Tax Center Seasonal	785-239-1040
Claims	785-239-3830
Magistrate Court	785-239-3918
DEERS ID Cards and AG ID Cards	785-239-3654
Immigration and Naturalization	785-239-3117

LEISURE & OUTDOOR

Leisure Travel Services	785-239-5614
Outdoor Adventure Park	785-239-5412
Equipment Checkout Center	785-239-2363
Automotive Skills Center & Car Wash	785-239-9764
Hobby Studio	785-239-9205
Warrior Zone	785-240-6618
SpareTime Interactive Entertainment	785-239-4366
Riley's Community Center	785-784-1000
Barlow Theater	785-239-9574
Post Library	785-239-5305

BASIC NEEDS

Post Exchange (PX)	785-784-2026
Commissary	785-239-6621
Taxi: Junction City	785-238-6161
Taxi: Manhattan (DDPP)	800-747-2524
Taxi: Free Rides	785-693-0303
Armed Services YMCA Child Care:	785-238-2972
Operation Wheels	785-762-4730
Better Opportunities For Single Soldiers (BOSS)	785-239-2677
US Department of Veterans Affairs	800-310-4107
- US Department of Veterans Affairs (Local)	785-587-3257
Post Office	785-784-2305
Visitor Control Center	785-239-3874
Post Thrift Shop	785-735-3874

UNITED SERVICE ORGANIZATION (USO)

Fort Riley USO	785-240-
5326/6918	

HOUSING

Housing Service Office (<i>Off Post</i>)	785-239-3525
Corvias Military Housing	785-717-2258
- Colyer-Forsyth	785-717-2260
- Ellis Heights	785-717-2252
- Historic Main Post	785-717-2240
- McClellan Place	785-717-2243
- Warner Peterson	785-717-2248
Household Goods (<i>Personal Property</i>)	785-239-5583
ACS Relocation Assistance	785-239-9435
On-Post Lodging (<i>IHG Candlewood Suites</i>)	785-962-3080

SCHOOLS

School Liaison Officer	785-240-3261
Fort Riley Education Services	785-239-5431
Geary County USD 476	785-717-4000
Manhattan USD 383	785-537-2000
English as a Second Language (ESL) Junction City	785-238-4311
English as a Second Language (ESL) Manhattan	785-539-9009

FITNESS

Whitside Fitness Center	785-239-2573
- Intramural Sports & Fitness Office	785-239-2813
King Field House	785-239-3868
Craig Fitness Center	785-239-5562
Long Fitness Center & Training Pool	785-239-4683
Leonard Fitness Center	785-239-5771
Robinson Fitness Center	785-239-4480
Eyster Indoor Pool	785-239-4854

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People are the 1st Infantry Division and Fort Riley. We build our team on trust, resiliency, and discipline. Ready to fight and win, we proudly stand committed to our legacy.



EMOTIONAL

FAMILY

PHYSICAL

SPIRITUAL

SOCIAL

