

Scenario Enabling Adaptability

SEA 4

"My House!"

- I. Case Study:** MOUT, considered in Army terms, is a unique environment, both in terms of its essential character and its behavior. Faced with the complexities of this environment, military analysts have resorted to explaining cities as a "system of systems," as if cities were only the product of architectural designs and engineers' drawings. Those would not be cities but monuments. The first, most elementary, feature of MOUT is that it is a place where people have collected more or less permanently. It is therefore to the human qualities of the urban environment the Army decision maker must first look if he hopes to understand how leaders and their units can function in such a place.

When a leader and their unit acts in an urban environment, its essential humanness guarantees that the environment acts in return; that is, the relationship between a force and a city is *dynamic*. The dynamic interaction between cities and the unit operating in them redefines and reshapes those forces over time. Because of its dynamic quality, the urban environment works as an important "third force," uniquely influencing the behavior of all sides engaged. This fundamental interaction cannot be ignored by the armies engaged, regardless of how long or how intensive their operations.

MOUT is neither a completely new nor a completely old Army phenomenon; as usual, it is some of both. It is not a phenomenon beyond the reach of professional understanding, and in the past several years, a reawakening of professional interest has occurred around the Army. The professional soldier now has within reach a substantial historical and contemporary literature from which the foundation of new military doctrines and practices can be built. This SEA has been written to contribute to that foundation.

II. Background and goals (Teacher refer to instructor handbook):

a. What do we want the student to understand?

1) Self awareness

a) Do you have the assets you need to accomplish the mission?

(1) In almost all training, especially lane's training and force on force exercises student leaders are observed taking on poor odds rather than requesting support or telling their chain of command (TAC) that they do not have the assets to succeed.

2) Judgment in intuitive decision-making refers to the ability to fit the situation to the first possible solution that is most likely to succeed. Merely acting on the first solution that comes to mind does not require judgment.

3) The enemy does have vote? Maintain the enemy's perspective

- a) Identifying the most likely enemy course of action
- b) Identifying the most likely enemy location
- c) Identifying how the enemy can exploit friendly vulnerabilities
- d) Anticipating enemy deception techniques.

4) Maintain the big picture or situational awareness

- a) assessing mission progress against the plan and objectives
- b) assessing the big picture situation;
- c) maintaining awareness of the civilians in the area;
- d) maintaining awareness of sectors of fire for all friendly units; and setting expectancies.

5) Understand Rules of Engagement

- a) Interpreting ROE is difficult because often the rules are written by politicians or lawyers who are not in a position to understand the application of the rules on a battlefield. The result can be ROE that seem clear at the outset, but once unexpected circumstances arise on the battlefield, soldiers are at a loss for how to interpret and apply the ROE. SMEs therefore recommend that upon receiving ROE, platoon leaders ask as many “what-if” questions as possible to glean a better understanding of the boundaries and restrictions, and ask for guidance on how ROE should be interpreted under each situation.
- b) Applying ROE is a decision that goes hand in hand with interpreting ROE. It is challenging for several reasons. Units typically train under non-restrictive ROE, however, especially in low- to mid-intensity conflicts, ROE can be significantly more restrictive. Platoon leaders may need to be more deliberate when making decisions under unfamiliar ROE restrictions, although time pressure makes deliberation impractical. Restrictive ROE also place heavy limits on what the platoon can do to accomplish a mission. Platoon leaders must be prepared to be creative and think ‘out of the box’ to produce solutions that are effective yet within the range of acceptable action. Furthermore, there can be a conflict between the safety and welfare of the platoon, and the ROE. Platoon leaders are in the difficult position of being entrusted with the lives of their soldiers, while being required to understand how their actions on the battlefield will affect the larger political climate. To make things worse, ROE can even change during the course of a platoon's mission, resulting in

confusion and the need to re-think portions of the plan to ensure that they comply with ROE.

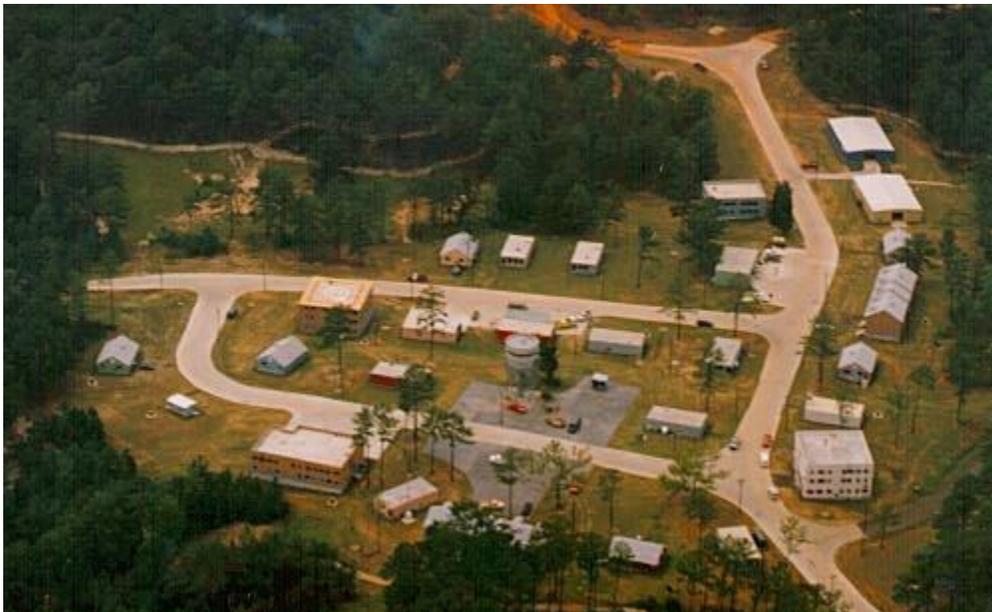
III. Description:

a. What do we do?

You are a member of 1st Battalion, 8th Infantry - Squad Leader (Army Squad: 9 Soldiers - Squad Leader - two Fire Teams composed of a Fire Team Leader, an Automatic Rifleman, a Grenadier and Riflemen).

Your unit has been in the country of Cortina for the past four weeks as part of a Joint Task Force (JTF) providing security for humanitarian relief efforts. Cortina is a Third World Country in the midst of a very active insurgency. The result has been a near total breakdown of law and order as well as a serious degradation of the urban infrastructure. This has been accompanied by outbreaks of disease and starvation.

To date, there are at least three different factions fighting for control of the country. Enemy infantry forces have infiltrated and are occupying defensive positions around Shughart-Gordon Village (political and economic heart of an important coastal Department).



The enemy's focus of main effort is to take control of Shughart-Gordon in order to secure a power base for further political and military actions against the Cortinian government.

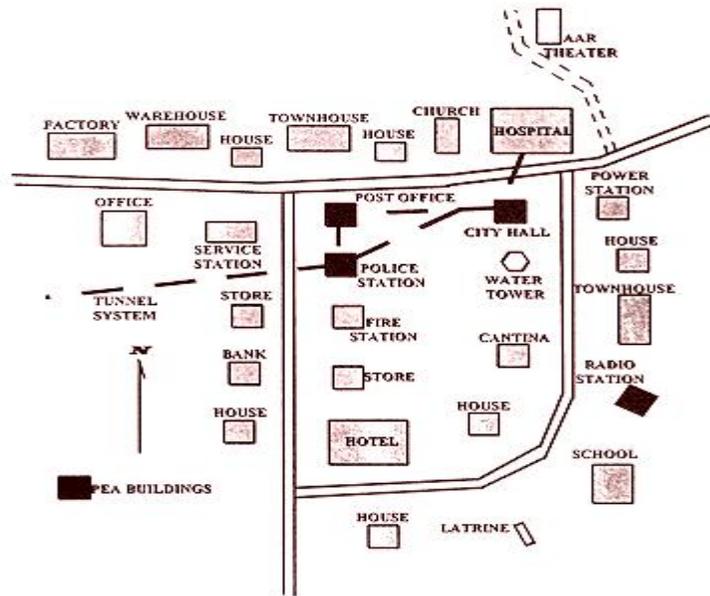


Figure 2. Shughart-Gordon Village

TF 1/8 has been given the mission to retake control and return rightful control of the Village back to the government and host country military/police forces. The majority of the civilian populace has fled the city. However, some government workers remain and there is a strong possibility that these civilians may be used as "human shields".

The S-2 reports that the enemy is operating in 2-4 man assault teams. Latest reconnaissance reports indicate that each team is occupying a single building along the outskirts of the village. They are equipped with AR-15's and grenades. There is little mutual support between buildings, but they have several sniper teams operating in the area.

Your squad has been assigned the following mission: Beginning at 0800, conduct a squad assault upon the school in order to secure a foothold for follow on forces. We don't know the exact locations of the enemy forces, but we do know they are weak, so this becomes a movement to contact, and upon contact, a hasty attack. Your squad is my assault element if we have to seize the schoolhouse, and my remaining two squads to support by fire.

As your platoon approaches Shughart-Gordon, your squad comes under sporadic fire from what appears to be two enemy soldiers with AR 15s from the school house.

b. Requirement:

There are two separate requirements here. The teacher has the option to do them separately or together in the same SEA.

(1) In a time limit of 15 minutes, relate the orders you will issue to your squad members. Make sure you include the following:

1. Mission Statement.
2. Concept of operations
3. Service Support
4. Command and Signal.

Provide a sketch and an explanation of your plan. A map and overhead photograph is provided for planning purposes.

(2) Immediately after the scenario is read, what is your plan leader? You have 30 seconds to right down your instructions, and provide sketch of your plan.

c. Instructor Notes:

- 1) **SEA 4 is both a *Situational-Based SEA*** focusing on a particular situation that is given to the player in a mission order format & a ***Solution Reaction SEA*** focusing on taking the initial situation and moving one situation forward in time. The situation should be considered in three dimensional terms, so that the instructor can select the best option to feed to the students.
- 2) SEA 4 continues to stress rapid decision making, in this case, with some planning time (encouraging the student to ask some questions), and the other aspect is for the student leader to think holistically about their situation. It is not just about their squad assaulting the building, there are several other things the student leader should consider, like how the other two squads are going to lift and shift fires, as well as smoke to assist in their move.
- 3) The teacher can have his students write a rapid OPORD for the assault, or he can conduct this exercise as “time limit” TDG where he has the students provide a solution as if they were just fire upon and their plan was to conduct a patrol with them receiving an immediate FRAGO from their platoon leader “assault the school ASAP, we will support.”

IV. Tools & Tasks:

a. Tools:

- 1) **Use as both a seminar or TDG**
 - i. ***Interactive Training*** is seminar approach to Scenario enabling that creates an interactive learning process, which can be highly effective. The instructor can project training focus and integrate experience into the SEA while providing immediate feedback to cadets on their solutions.

ii. **Hot Seat Thinking** is when a cadet or student is put “on the spot” and has to make decisions, and then deal with the outcomes just as they would in a real situation. Soldiers have prided themselves in near flawless performance in any application they are assigned. The ability to perform in front of peers can generate the motivation.

iii. **Used as a Terrain Walk as well**

iv. **Force on Force** can consist of nothing more than paint guns and appropriate safety equipment and a room where you can shoot the paint guns. More advanced Force on Force involve a MOUT site with available simulation aides

b. Tasks: [Lists Tasks Student may have to employ during SEA by number and number (Complete TSPs are posted as annexes at the end)]

1)

IMPLEMENT THE ETHICAL DECISION MAKING PROCESS BOLC LN # 853

I	- Apply Leadership Fundamentals to Create a Climate that Fosters Ethical Behavior	158-100-1135
I	- Apply Ethical Decision Making Process as Commander, Leader, or Staff Member	158-100-1230
IV(unit)	- Comply with Department of Defense (DOD) Joint Ethics Regulatory (JER) Requirements	181-231-1001

2)

COMMUNICATE EFFECTIVELY TO INFORM, PERSUADE OR DIRECT - BOLC LN #952

- Write to Inform or Direct	158-300-0040	P
- Brief to Inform, Persuade, or Direct	158-300-0030	P

3)

CONDUCT TROOP LEADING PROCEDURES - BOLC LN #293	071-326-3049
- Issue an Oral Operations Order	071-326-5505

4)

CONDUCT SMALL UNIT COMBAT OPERATIONS ACCORDING TO THE LAW OF WAR - BOLC LN #1027	181-431-1001
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5)

INCORPORATE LESSONS LEARNED FROM MILITARY HISTORY INTO THE PROFESSION OF ARMS - #773

- Integrate the Basic Knowledge of Military History Into your Education as Future Officer

6)

I	ENAGE THE ENEMY WITH AN M16-SERIES RIFLE - BOLC LN #165	071-311-2007
II	EMPLOY HAND GRENADES - BOLC LN #145	071-325-4407

7)

COMMUNICATE WITH A TACTICAL RADIO - BOLC LN #634	113-637-2001
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8)

ANALYZE TERRAIN - BOLC LN #421	071-331-0820
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9)

PERFORM TACTICAL COMBAT CASUALTY CARE - **NEW TO BOLC LIST	081-831-7679
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10)

EMPLOY SMALL UNIT OPERATIONS AND TACTICS - BOLC LN #328	071-7174 / B
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11)

PROCESS CAPTIVES - BOLC LN #1075	191-000-0001
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PROCESS CAPTURED MATERIAL - BOLC LN #1104	301-371-1200
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12)

LOCATE MINE & BOOBY TRAP INDICATORS BY VISUAL MEANS - BOLC LN #131	052-192-1242
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V. Facilitation hints:

a. The following techniques are recommended:

- 1) [for example “Choose the Student to present the solution”]
- 2) [“Enforce the “Time Limit” Rule”]

b. Possible questions: [these are only examples, every SEA will pose its own questions]

- 1) How did the platoon leader organize his platoon, your squad for the attack?
How strong was his SBF element?
- 2) How did you conduct the final assault? Did you use smoke? How did they enter the room?
- 3) Did your support element fire at *probable* targets as well as known targets?
- 4) Did you ask the platoon leader, was the fire of the platoon’s SBF elements concentrated on those targets that *most* endangered the assault element?
- 5) What caused most of your casualties?
- 6) How could these casualties have been reduced?
- 7) When entering the town, did your open fire on the first building to be assaulted? Did you wait for the enemy to fire first?
- 8) What if the Rules of Engagement prevented you from firing on buildings unless occupied by active hostile forces?
- 9) How would that change your scheme of maneuver?
- 10) Your success?
- 11) What effect do mortars have on enemy troops entrenched within a building?
- 12) **Tactical Themes**

- a. The cover and concealment provided by buildings. The difficulties in closing on an unknown enemy hidden in a built-up area.
- b. Use of bounding overwatch and smoke obscuration when fighting from building to building.
- c. SBF element: Composition, positions, suppressive fires, selection of targets and probably targets, control of fires.
- d. Assault element: Composition, covered route, assault position, obscuration, assault techniques, casualties.

VI. Insights: What did we learn?

a. Adaptability:

- 1) First, adaptive performance has been related to several personality traits, including:
 - a. *General Self-Efficacy* – Confidence in one’s ability to succeed
 - b. *Resiliency* – The ability to recover quickly from change, hardship, or misfortune
 - c. *Openness* – One’s curiosity, broad-mindedness, and receptiveness to new environments and events

- d. *Achievement Motivation* – One's desire to achieve results and master tasks beyond others' expectations
- e. *Tolerance of Ambiguity* – Coping easily with environmental uncertainty

2) This is a team task, so what traits are related

- a. *Communication/Leadership Styles*. There are certain ways of leading that have been associated with more effective and more adaptive teams.
- b. *Effective Feedback*. Feedback can be a powerful tool both for improving individual performance and team performance. A frank examination and discussion of a team's past performance, coupled with concrete suggestions for improvement, can be instrumental in developing a high performance team.

3) What do battle drills, SOPs allow us to do? Free us up to think about larger problems

b. Student Solutions: [wargame possible solutions and list them here with theoretical explanations of why or why not they were working courses of actions. Avoid the "right answer" here]

1) Key Students Issues that must at least touch upon: [these are things that at a minimum the leader needs to address to at least be successful]

- a. Where is the squad approaching from?
- b. Does the students assume the "best" case by starting off near the objective hidden in the nearby woods.
- c. They avoid snipers using the woods and silhouette of the radio tower to avoid sniper fire from the hospital (highest vantage point available with Line of Sight on the assault route).
- d. There is no scale to judge distance on the map or overhead photograph. Distance and size of the buildings would affect one's planning.
- e. What are the signals for lifting and shifting platoon supporting fires?
- f. Is mortar smoke available?
- g. The most important question, does any students ask wouldn't an additional squad be necessary to place adequate "pressure" and momentum on a target containing three floors? Or does a student say that he feels that their squad is not adequate to assault and clear the building?

2) There is a student solutions for rapid orders writing and one for chance contact, hasty attack based on a FRAGO from the platoon leader

a. Student Solution 1:

Situation: Enemy forces have established a light presence in the village of Shughart-Gordon. Enemy Forces are operating in two to four man teams equipped with AR-15's and grenades. Snipers have been detected and are expected to be placed in high elevation positions to better observe. However be prepared to counter unexpected contingencies.

Requested equipment from Higher: Extra Automatic Rifles (m60's), Crates of crowbars, hammers, and nails (to seal ground level doors and windows), More grenades, Flares, and whistles.

Mission: Company wishes to establish a foothold in Shughart-Gordon by seizing the school. There are no attachments and no detachments. However there will some restructuring to meet the situation...

The attack will take place in two phases: Phase One: Assault, Phase Two: Consolidation of the Objective.

Phase One: Assault:

Alpha team, minus one rifleman to be attached to the squad leader, will establish a base of fire within the woods south west of the school. Fire will be directed north between the Cantina and Radio Tower to prevent enemy counterattack. Be prepared to move quickly to the school with equipment and casualties.

Bravo team, will conduct the assault. Bravo team leader with the squad leader will observe the objective. Once Bravo team has observed and located a point of entry; will initiate the attack by using its automatic weapon to suppress known enemy locations, or upper floors if no suitable target could be found. Bravo team will clear the first floor and control stairwells to upper floors. Control of upper floor accesses should be made on the upper floors, NOT the ground level. Bravo team leader will alert the squad leader when this has been accomplished. Standard room clearing procedures will be used. Grenades will to taken from Alpha to supplement's Bravo's supply.

"Delta" team composed of the detached rifleman and the squad leader will play a flexible role in the assault. "Delta" will start by placing suppressing fire upon the upper levels, ONLY as targets present themselves. This will restrict the enemy while conserving munitions. Be prepared to compliment

Charlie team as necessary. Securing the upper floors will take place in phase two. Speed is of the utmost to prevent "unfortunate" events.

If the assault fails. Casualties will be evacuated by "Delta" team. Alpha and Bravo be responsive to the squad leaders commands should this occur. Without orders Alpha and Bravo will maintain their position to prevent enemy reinforcement and thus assist follow on forces.

Phase Two: Consolidation of the Objective:

Phase two will be signaled by the launch of a flare and/or blast of a whistle.

Alpha team, collecting equipment and casualties will throw smoke and enter the school from the original entry point as indicated by ground flares (or a particularly LARGE hole). The team will establish a base of fire on the ground floor in the building's southwest corner. Fire will be directed between the Hotel and Latrine to compromise enemy movement.

Bravo team collecting equipment and casualties will throw smoke and enter the school through the original entry point as indicated by ground flares. Take up position in the building's northwest corner and direct fire North between the Cantina and Radio Station to slow enemy movement.

Bravo team will reorganize while securing between floor accesses. The upper areas to these movement corridors should be held, NOT the ground floor access.

Use available furniture and equipment to hastily fortify positions. Seal off ground level windows and doors quickly.

All teams's be prepared to redistribute equipment and personnel in order to secure the upper floors quickly and effectively. Once the upper floors have been secured, Charlie team will establish a base of fire using its Automatic Rifle(M60?) on the upper floors in the Northwest corner of the objective.

Be prepared to deviate from the plan as necessary.

(Brief Back and equipment check at this point.)

Hmm..AR-15's? How do foreign nationals get equipped with AR-15'S?
Wouldn't the ubiquitous AK-47 be more likely considering the current world situation?

Teacher Notes:

1. Organization: To gain a foothold in a building the squad or unit may be organized into three elements. They are the assault element, the support element and the security element.

2. Assault Drill: Assault drill is designed to give the squad leader a technique for assaulting a building. The technique must be based on METT-T. The technique in which an assault can be conducted is as follows:

- a. Base of fire provides suppression on enemy position(s).
- b. Smoke provides concealment.
- c. Assault element approaches building and makes entry.
- d. Support element enters building on request.

3. Methods of entry: When entering a building, Soldiers must enter with minimal exposure and must select an entry point before beginning movement towards the building. When approaching the building they should avoid windows and doors whenever possible. Smoke and covering fire will be used to support the advance to the building. Demolitions or direct fire weapons will be used to gain entry when possible. Prior to entry, the clearing team will use a grenade (if ROE and building construction permits). The team will then enter immediately after the grenade explodes and clear the room of enemy personnel.

a. Upper Level Entry

1) Clearing a building from the top-down is the preferred method. Gravity and access to the building's floor plan (when possible) become assets when throwing hand grenades and moving from floor to floor.

2) An enemy who is forced to the top of a building will be cornered and may fight to "the last man" or attempt to escape over the roof. An enemy who is forced to the ground level has the option to withdraw from a building and will become exposed to friendly fire upon exiting the building. This is called "no mans land".

3) There are various means, such as ladders, drainpipes, vines, ropes, or utilizing the roofs and windows of adjoining buildings, of accessing the top floor or roof of a building. Depending on the situation, utilizing the shoulders of another Soldier may be sufficient to reach high enough to scale to the next level. Another method is to attach a grappling hook to the end of a scaling rope thus enabling a Soldier to reach an upper level, move from one building to another, or to gain entry through an upstairs window.

4) While clearing from the top-down is preferred, upper level entry in a mid to high intensity battle may present a greater risk than lower level entry. In this situation, Marines attempting to ascend a rope or ladder are exposed to hostile fire for a much greater period of time. In this case, clearing from the bottom up may be less riskier than performing an upper level entry.

b. Lower Level Entry

- 1) If it is not possible to perform an upper level entry, or the risk is too high, Marines may be forced to enter a building from a lower or first floor.
- 2) Ideally, demolitions, artillery, tanks, or other means will be present to create a new entrance to the building. This means is important in the avoidance of booby traps and to achieve surprise against the enemy. Quick entry is required to take advantage of the blast effects. In the case where the entry point is through a window or door supporting fire should be directed at that entry point. Firing M203 rounds into the breach point can be very effective to clear this area of booby traps and any threat from enemy personnel. Before entering, Soldiers should throw a hand grenade (ROE permitting) into the new entrance to augment the effects of the original blast. If the building is on the verge of collapse or on fire, caution must be taken to avoid friendly casualties.

4. Entry Techniques

a. Use of Ladders

- 1) Ladders offer the quickest method of access to the upper levels of a building. When ladders are not part of a unit's table of equipment, they can often be obtained from local civilian stores or other city locations (i.e. fire houses or construction sites). Material to construct ladders should also be readily available in an urban area.
- 2) The ladder entry will consist of number one and number two man providing security at the bottom and on each side of the ladder. Number three man will place and hold the ladder while number four man ascends and gains entry. The order of following number four is two, one, and finally three. As it is very difficult to throw a grenade from the ground to an upper level, it may be advisable to use a M203 round fired by a supporting unit prior to the assault. Follow on forces must remember to bring the ladder and additional gear forward as it will likely be needed during future breaching operations.

b. Grappling Hooks

- 1) The common dimensions of a grappling hook are 5/8 to 1 inch and usually contain four or five hooks. The length of the rope should be no less than 20 feet and should have knots tied at one foot intervals. When throwing the grappling hook, stand as close to the building as possible. The closer you stand, the less likely you will be exposed to enemy fire. Making sure that you have enough rope to reach the target, hold the hook and a few coils of rope in your throwing hand. Allow the rope to play out freely using a gentle upward lob. Aim for the highest part of the window or above the edge of the roof. Once the grappling hook is either inside the window or over the roof

edge, pull on the rope to obtain a good hold before beginning the climb. When using a window, pull the hook to one corner to increase the chances of a good "bite" and to reduce your exposure to lower windows during the climb. Of note, this technique is the least preferred method of entry due to the extended time of exposure to enemy fire.

2) Considerations: The grappling hook method of entry **MUST** be rehearsed, requires upper body strength, extends the Marine's exposure to enemy fire and requires security at the bottom of the rope.

5. Mousehole Charges

a. Mouse hole charges are used to breach holes into exterior and interior structures enabling access as an alternative to existing building entrances. The fragmentation effects of the charge should aid the team in clearing the room or building area upon initial entry. The most important thing to remember when using a mouse hole charge is that it must be braced firmly against the wall. Braces must be carried with the assault element. For specific guidance on construction and employment of mouse hole charges, refer to the mouse hole construction and employment lesson contained in the

6. Scaling of Walls

a. When forced to scale a wall all means of cover and concealment must be used. Smoke and diversionary measures will improve the chances of a successful exposed movement. When using smoke for concealment always plan for wind speed and direction. A smoke cover that is blown off the area to be concealed is useless. As an added deception, Soldiers displaced into diversion positions can use weapon fire, shouting or fake movement to distract the enemy.

b. The Soldier scaling the wall should always avoid silhouetting himself to enemy fire, especially from lower windows or levels. The scaler should climb with his weapon slung over his firing shoulder to enable a quick return to a firing position. Upon a successful scale, the Marine must quickly bring his weapon to the ready in order to engage the enemy. If other Marines are to follow over the wall, the first Marine must be prepared to provide security.

7. Breaching Doors with a Shotgun

a. The recommended standoff distance when employing a shotgun for breaching is 0-2 inches, with zero inches the preferred distance. Having the muzzle of the shotgun against the target area makes it less likely that the shotgun will move off target. When choosing an attack point on the door, choose the side with the least number of attachment points. Most attachment points will be defeated on the first shot, however, you must be prepared for follow-on shots in the event the door does not open. The preferred type of

round is the "Lockbuster RD" or "OO Buck". When attacking doorknobs and deadbolts the aiming point is where the lock throw and strike plate meet. When attacking the hinged side of a door, attempt to push the hinge off of the door, attacking from top hinge to bottom hinge. Always remember to get even with the target as an angled weapon tends to fire above or below the target area. Do not use the weapon sight as it may cause underfiring of the target. As good as the shotgun is for breaching it is not the preferred weapon for engaging the enemy - never enter the room with the shotgun as your primary weapon. Additionally, do not get in the way of the clearing team once the door has been breached and immediately reload after engaging every target.

b. Considerations

- 1) Shotguns should be readily available to the clearing team. There is no long process to draw them, as with explosives.
- 2) Ease of training, not much time is required for a Marine to learn the proper employment of a shotgun and its breaching techniques.
- 3) Decreased time on target, it requires less time to breach an interior door with a shotgun than with explosive charges. Use of the shotgun is also less likely to disrupt the flow of the "stack position" than with explosive charges.
- 4) A Marine armed with a shotgun can easily carry an adequate number of rounds to defeat numerous doors as opposed to an equivalent amount of demolitions. The MOUT environment is a great unknown, Soldiers must be prepared for it.
- 5) The shotgun can also be used for self-defense if the door is opened by the enemy or if an unexpected threat appears.
- 6) The shotgun can injure or kill fellow Soldiers if not properly employed.
- 7) The shotgun can penetrate interior walls if the target area is missed.
- 8) The breacher is exposed to possible fire from the opposite side of the door while using the shotgun to breach.

8. Buddy Lifts

a. There are several techniques available in the absence of ladders or ropes. Buddy lifts are designed to be done with or without extra gear. They should be done as quickly as possible to avoid unnecessary exposure to enemy fire. The common types of buddy lifts are as follows:

- 1) Two-man Lift Supported: Two Soldiers stand facing one another holding a support bar. Another Soldier steps onto the support bar with his weapon at the ready. Once both feet are on the support bar, the two Soldiers raise the bar, lifting the third Soldier into the entrance.
- 2) Heel Lift: One Soldier, standing with palms flat against the building's wall and with his feet out from the wall, is raised by another two Soldier grasping his heels.

3) One-man Lift: One Soldier, with his back or side against the building, cups his hands and bends at the knee. The second Soldier steps onto the cup and is lifted up and into the entrance. The shoulder is used as a step if necessary.

4) Two-man Pull: In this situation, two Soldiers have already entered the building and they lift the Soldiers attempting entry by pulling them in either by use of their arms or rifles.

5) Knee Lift: The knee lift is used to gain access to a lower level window. While resting on his knee, the Soldiers should have the inboard leg closest to the wall. The other Soldiers entering the building will use the upper portion of the outboard leg to step off and into the window.

6) Two-Man Unsupported: The first two Soldiers will place their backs to the wall and get shoulder to shoulder in a squatting position. They will place hands together forming a cup. The Soldiers entering the window will use the cups as foot holds and will be raised to the window by the other two Soldiers.

b. Student Solution 2:

“This is my FRAGO to my squad after returning the enemy’s fire, and we have taken up a hasty defensive position allowing the platoon time to isolate the school house and support our move.”

“Listen up squad, two enemy soldiers with small arms holds the school building, the last organized resistance in the village. I think they missed their WTH and are now planning on fighting to the end.

A" Co and our platoon clears the town IOT free the road from EN control.
Plt secures village IOT destroy an anticipated EN CATK.

M: Our squad assaults and clears the school house building

E:

Tasks:

A Tm:

B Tm:

A: SOP

C: SOP

Teacher Notes:

c. Next steps and recommendations:

From the class room TDG or seminar discussion, the teacher can practice problem solving with the students by asking them how they would clear the class room they are in, and letting them figure it out before introducing TTPs such as “four-stack.”

VII. Resource Considerations: [List here under each presentation tool an example of how the SEA would be presented using that specific tool along with resource requirements]

- a. Free Play Force on Force**
- b. TDG**
- c. Seminar:**

1) **Class room, any space that can hold a student squad**

VIII. Task Support Packages:[This is an annex where all specific and likely tasks go]