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**DEPARTMENT OF THE ARMY**  
**OFFICE OF THE ASSISTANT SECRETARY**  
**INSTALLATIONS AND ENVIRONMENT**  
 110 ARMY PENTAGON  
 WASHINGTON DC 20310-0110

28 March 2005

SAIE-IA

MEMORANDUM FOR Chairman, Education and Training Joint Cross Service Group  
 (E&T JCSG)

Chairman, Headquarters and Support Activities Joint Cross Service Group (HSA JCSG)

SUBJECT: Integration of Fort Lee, VA

1. TABS met with representatives of the E&T and HSA JCSGs on 29 March to integrate the Candidate Recommendations (CRs) impacting Fort Lee, VA (E&T-0016, 0053, 0064, HSA-0067, 0077, 0109, 0133, USA-0113, and USA-0222). It is our understanding that the JCSG representatives had no issues with the requested changes or updates. The results of the integration effort are attached.
2. The information in the attached memorandum contains data inputs for Army installations. These inputs have been certified by the appropriate certification authority, in accordance with our Internal Control Plan. The Army does not certify JCSG provided unit space and personnel requirements that are used within these CRs.
3. TABS will provide an updated integration sheet when outstanding issues are resolved (medical impacts). Request you make the required changes as outlined in the attached) and provide TABS final CRs NLT 6 April 2005. POC for this action is COL Bill Tarantino at (703) 696-9529 or [William.Tarantino@us.army.mil](mailto:William.Tarantino@us.army.mil).

Craig E. College  
 Deputy Assistant Secretary of the Army  
 for Infrastructure Analysis

Encl as

CF:

Office of the Secretary of Defense, Base Realignment and Closure Office (w/encls)  
 Medical Joint Cross Service Group (w/encls)  
 Chief, Mission Team, The Army Basing Study Group (TABS)

## MEMORANDUM FOR RECORD

29 March 2005

SUBJECT: Integration Analysis of Ft. Lee

## 1. Candidate recommendations that impact Ft. Lee and the stationing actions involved:

CR	CR Description	OFF	ENL	CIV	STD	TOT	Description
ET-0016	Culinary Training	1	58	0	217	276	From Lackland
ET-0016	Culinary Training	0	-6	0	0	-6	BPR Savings
ET-0053	Transportation Mgt	0	39	4	97	140	From Lackland
ET-0053	Transportation Mgt	0	-4	0	0	-4	BPR Savings
ET-0064	CSS Center	70	279	135	990	1474	From Eustis
ET-0064	CSS Center	97	738	2157	2818	5810	From Aberdeen
ET-0064	CSS Center	34	262	77	889	1262	From Redstone
ET-0064	CSS Center	-119	-273	-174	0	-566	BPR Savings
HSA-0067	DCMA	46	8	483	0	537	From Lease Space
HSA-0109	DECA	1	0	74	0	75	From Norfolk
HSA-0109	DECA	0	0	57	0	57	From San Antonio
HSA-0109	DECA	0	0	215	0	215	From Hopewell, VA
<b>Cumulative Population Change</b>		<b>130</b>	<b>1101</b>	<b>3028</b>	<b>5011</b>	<b>9270</b>	

## 2. Cumulative MILCON Requirements:

FAC	FAC Description	UM	RQMT (000)	ET-0016	ET-0053	ET-0064	HSA-0067	HSA-0109
1711	General Purpose Instruction Building	SF	447					
1712	Applied Instruction Building	SF	826					
1713	Band Training Facility	SF	12	0	0			
1717	Organizational Classroom	SF	31					
2111	Aircraft Maintenance Hangar	SF	2	0	0			
2141	Vehicle Maintenance Shop	SF	43					
6100	General Administrative Building	SF	538					
6101	Small Unit Headquarters Building	SF	233					
6102	Large Unit Headquarters Building	SF	69					
7210	Enlisted Unaccompanied Personnel Housing	SF	66					
7213	Student Barracks	SF	1220					
7218	Recruit/Trainee Barracks	SF	0	0	0	0		
7220	Dining Facility	SF	91					
7240	Officer Unaccompanied Personnel Housing	SF	0	0	0	0		
8521	Vehicle Parking, Surfaced	SY	436					
<b>COMMUNITY FACILITIES</b>								
7361	Chapel Facility	SF	15	0	0			
7349	Commissary	SF	0	0	0	0	0	0
7346	Exchange Sales Facility	SF	71					
7421	Indoor Physical Fitness Facility	SF	36					
7371	Nursery And Child Care Facility	SF	17	0	0			
7417	Recreation Center	SF	18		0			
5100	Medical Center/Hospital	SF	0	0	0	0	0	0
5400	Dental Facility	SF	16	0	0			
<b>OTHER FACILITIES</b>								
7110	Family Housing	SF	221					0
			0	0	0	0	0	0
			0	0	0	0	0	0
			0	0	0	0	0	0

## SUBJECT: Integration Analysis of Ft. Lee

3. Capacity Impact. The MILCON generated by these CRs requires 217 buildable acres. Ft. Lee currently has 1,982 buildable acres available (80 acres for family housing).

4. Other Costs. The addition of 9,270 personnel to Ft. Lee requires an increase of 238 Civilian positions at Ft. Lee to handle increased workload for Base Operations functions. The distribution of these positions, as well as Utilities Support costs for the MILCON, IT costs and environmental costs are shown below. RCI is not possible at Ft. Lee, so Family Housing must be constructed to support the increase in Military population. The square footage of required construction is also shown below (as well as in part 2 above).

CR	CR Description	BASOPS	Utilities Support	IT Costs	Housing SF	Environmental	Shutdown SF (000)
ET-0016	Culinary Training	7	\$ 4,651,154	\$ 61,935	9514	\$ 29,709	0
ET-0053	Transportation Mgt	3	\$ 2,250,910	\$ 31,197	6283	\$ 14,964	0
ET-0064	CSS Center	205	\$ 107,040,272	\$ 1,830,536	195307	\$ 878,058	0
HSA-0067	DCMA	14	\$ 4,779,736	\$ 123,183	9694	\$ 59,087	0
HSA-0109	DECA	9	\$ 6,211,799	\$ 79,599	180	\$ 38,181	0
<b>Total FT. LEE Requirements</b>		<b>238</b>	<b>\$ 124,933,871</b>	<b>\$ 2,126,450.00</b>	<b>220977</b>	<b>\$ 1,020,000</b>	<b>0</b>

Note: ET-0016, ET-0053, ET-0064, HSA-0067 & HSA-0109 had a combined BASOPS personnel plus-up of 336 civilian positions. Integration of cumulative impacts shows that only 238 are necessary.

## 5. Medical Issues.

- Pending feedback from the Medical JCSG.
- Will integrate cost/personnel impacts into the CRs impacting Ft. Lee.

## 6. Scheduling Issues.

• Ft. Lee. The Army is stationing 5 Logistics Companies on Ft. Lee in FY05 and FY06. These units will occupy some facilities that are shown as excess in the Army BRAC data. The stationing of these units was accounted for when assessing MILCON requirements of the BRAC CRs.

- Other CRs. None.

7. Candidate Recommendation Adjustments. None of the CRs impacting Ft. Lee contain stationing actions that overlap or conflict with other CRs. No CR adjustments are necessary.

## 8. Integration Implementation Actions.

- Update one-time unique costs on screen 5 using the Utilities Support costs and RCI costs in part 4.
- Update the one-time IT costs on screen 5 using the IT costs in part 4.

SUBJECT: Integration Analysis of Ft. Lee

- Update the Env non-MILCON costs on screen 5 using the Environmental costs in part 4.
- Update the personnel additions/eliminations on screen 6 by including the BASOPS positions added or eliminated. Use the personnel change shown in part 4. Note that the personnel additions or reductions shown in part 4 pertain ONLY to BASOPS positions. Any other additions or reductions due to consolidations or business process reviews need to also be included in their entirety.
- Update the MILCON on screen 7 using the data shown in part 2.
- *Update the footnotes* on screens 5, 6 & 7 to note that the values shown in those screens reflect the cumulative impacts at Ft. Lee.

#### 9. General Comments.

a. TABS used the data provided in the CR COBRAs for personnel and non-Army unit space requirements. These numbers have not been certified by the Army (unless provided by the Army – i.e. 200 SQ FT per person required for DECA and DCA personnel); these inputs need to be footnoted IAW a defined methodology or documented as certified data.<sup>1,2</sup> We neither agreed nor disagreed with their methodology or data, just asked that it be documented.

b. TABS recommended that the E&T JCSG combine E&T-0016 and E&T-0053 since both CRs impact logistics training organizations at the same installations and move them to the same installation. Additionally, we requested clarification of the manpower requirements (to include student make-up, i.e. officer, NCO and lower enlisted) since no MILCON was included in the initial CRs for classrooms or any support facilities.

c. TABS recommended that HSA adjust HSA-0077 to send the functions to Fort Eustis vice Fort Lee. This suggested alternative reduces the impact on Fort Lee, is a lower cost alternative and potentially uses available space at Fort Eustis. COL Colson agreed with the Army's recommendation and will take the recommendation to the HSA deliberative body for approval. Additionally, we discussed the impacts on closing installations. TABS proposed to take the movement and MILCON costs in the closure and provide HSA all of the BPR savings in HSA-0077 (at the gaining installation) for the closing installations impacted by that CR; all agreed.

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<sup>1</sup> Under Secretary of Defense Memorandum, dtd 16 April 2003, Subject: Transformation through BRAC Policy Memo One, pp. 3, 7, and App B (OSD ICP)

<sup>2</sup> BRAC Law, Section 2903©(5)

SUBJECT: Integration Analysis of Ft. Lee

d. CERL completed a review of Fort Lee and did not report any reason not to support the actions at Fort Lee; however, they did highlight the difficulty of extending the installation and that the training load at Fort Lee will increase by 20%.

10. Outstanding Issues.

- Medical impacts. The current population of Fort Lee is 11, 676, CRs impacting Fort Lee add an additional 9, 270 (assumes HSA-0077 moves to Fort Eustis) or an increase of 80 percent. This increase in personnel may require an expansion of the existing hospital or a new hospital. The Medical JCSG needs to analyze this installation to determine what the requirement is and this additional requirement may need to be allocated to the current CRs.

DAVID SMITH  
MAJ, AR  
Operations Research Analyst

MICHAEL F. MAGUIRE  
Operations Research Analyst

## Army Installation Integrator Meeting Attendance Roster

Installation Integration				
MEETING: Ft. Lee		LOCATION: <u>Rosslyn, VA</u>		DATE: <u>29 March 2005</u>
Please Print Information Below				
RANK/NAME (LAST, FIRST, MI)	POSITION	OFFICE	TELEPHONE # (COMM/DSN)	E-MAIL ADDRESS
COL Tarantino, William J.	Chief, Modeling Support Team	TABS	703-696-9529	William.Tarantino@us.army.mil
LTC/Stanley, William R.	Integrator analyst	TABS	703-696-2957	william.stanley@hqda.army.mil
MAJ Smith, David	ORSA Analyst	TABS	703-969-9778	david.a.smith@us.army.mil
Mr. Maguire, Michael	Manpower Analyst	TABS	703-696-9779	Michael.Maguire5@us.army.mil
COL Colson, Carla		H&SA	703-696-9456	carla.colson@us.army.mil
COL Crabtree, Thomas	Sr. Env Analyst	TABS	703-696-9788	thomas.crabtree@us.army.mil
Mr. Pedersen, Richard A.	Gen Engr	TABS		rich.pedersen@us.army.mil
Mr. Tittman, Matthew	Analyst	H&SA-MOB	703-696-9448 ext 105	matthew.tittmann@wso.whs.mil
1Lt Chapin, Patrick	Analyst	H&SA	703-696-9448 ext 205	patrick.chapin@wso.whs.mil
Mr. Matos, Luis	Analyst	H&SA	703-696-9448 ext 187	luis.matos.ctr@wso.whs.mil
Ms. Valmoro, Lillian	Env Analyst	TABS	703-575-3261	lvalmoro@alionscience.com
Mr. Diehl, William F.	DAMO-TR/E&T SST	DAMO-TR	703-253-5614	william.diehl@hqda.army.mil
LTC Vignali, John	Inst. Tng Sr. Analyst	TABS	703-588-0486	Joseph.Vignali1@us.army.mil
Mr. Sherman, Harold S.	OTSG/MJCSG	OTSG	703-681-3249	harold.sherman@otsq.dmedd.army.mil
Mr. Lineer, Thomas	DAMO-TR/E&T SST	DAMO-TR	703-253-5614	thomas.lineer@hqda.army.mil
<b>OBSERVERS</b>				
Wickens, Lawrence W.	Audit Supervisor	AAA	703-696-9769	lawrence.wickens@aaa.army.mil

## Army Installation Integrating Meeting Attendance Roster

<b>Installation Integration</b> <b>MEETING: Ft. Lee</b>				
Please Print Information Below				
<b>LOCATION: <u>Rosslyn, VA</u></b>		<b>DATE: <u>29 March 2005</u></b>		
RANK/NAME (LAST, FIRST, MI)	POSITION	OFFICE	TELEPHONE # (COMM/DSN)	E-MAIL ADDRESS
Ms. Culp, Deborah L.	Audit Program Director	DOD IG	703-604-9335	dculp@dodig.osd.mil
Mr. Poetta, Robert	Sr. Analyst	GAO	202-512-3221	poettar@gao.gov
Renolds, Janes	Sr. Analyst	GAO	202-512-3764	reynoldsi@gao.gov
Garland, Kelly D.	Auditor	DOD IG	703-604-9346	kgarland@dodig.mil



REPLY TO  
ATTENTION OF

DEPARTMENT OF THE ARMY  
DEPUTY CHIEF OF STAFF, G-8  
700 ARMY PENTAGON  
WASHINGTON DC 20310-0700  
HSA-JCSG-D-05-457

DAPR-ZB

21 July 2005

MEMORANDUM FOR OSD BRAC CLEARINGHOUSE

SUBJECT: OSD BRAC Clearinghouse Tasker C0581 - JSC Clearinghouse Request 15  
(Recommendation to Consolidate the Defense Commissary Agency (DeCA))

1. Reference e-mail, OSD BRAC Clearinghouse, July 18, 2005 11:13 AM, subject as above.
2. The following extract is from a letter from Frank Cirillo, Director, Review & Analysis, Defense Base Closure and Realignment Commission, 13 July 05 (Encl 3).

*"The following questions pertain to the recommendation to consolidate the Defense Commissary Agency (DeCA):*

*"Based on our site visit at DeCA headquarters we found the proposed DeCA consolidation will generate additional personnel savings and require less military construction than originally estimated. The additional personnel savings are due to the planned efficiencies within DeCA which are projecting an additional savings of 36 positions than estimated within the BRAC recommendation. The reduced military construction is the result of fewer positions required, and because the additional construction will be a wing on an already existing structure rather than a new stand-alone building. Fort Lee officials estimate a requirement for an additional 84,200 square foot wing rather than the proposed 205,600 square foot building.*

*"The BRAC recommendation estimated \$35.4 million in military construction costs for the DeCA consolidation. Based on the revised DeCA requirements, Fort Lee has revised its construction estimate to \$30 million. The revised \$30 million military construction estimate by Fort Lee is based on a requirement of 84,200 square feet which includes a storage facility and includes space for 140 contractors. DeCA officials estimate that only 55 contractors are required to be housed in the DeCA headquarters building.*

*"Is the DOD policy to include contractors in facility requirements for BRAC scenarios?"*

DAPR-ZB

SUBJECT: OSD BRAC Clearinghouse Tasker C0581 - JSC Clearinghouse Request 15  
(Recommendation to Consolidate the Defense Commissary Agency (DeCA))

**Response:** Yes. DOD BRAC guidance was to include Mission Support contractors in BRAC COBRA facility requirement calculations. See enclosed meeting minutes: 23 Nov 04, paragraph 6 - OSD BRAC rep states policy and HSA deputy asks him to confirm that policy; 30 Nov 04, paragraph 9.c. - OSD BRAC rep reminds HSA re policy on construction of contractor space; 5 Jan 05, paragraph 11.a.(2) - "The OSD position is if the contractors are essential to the mission, build enough space for them but the government will not pay for their move."

*"In the case above, should the requirement for 55 contractors be considered given that there is a requirement for them to be embedded with the workforce at DeCA?"*

**Response:** Yes. However, in 20 Jul 05 discussions with DECA, following further review DECA determined that 55 contractors are too few (includes only IT workers). Therefore, DECA suggests ~100 is a closer approximation of the number of Mission Support contractors for which it will require General Administrative Building space (84,200 GSF). See enclosed e-mail.

*"Were contractors working in the DeCA headquarters reported as civilians?"*

**Response:** No.

*"Is the recommendation associated with DeCA an isolated instance of contractors generating a facilities requirement?"*

**Response:** No. DOD BRAC guidance is to include Mission Support contractors in BRAC COBRA facility calculations. HSA JCSG consistently applied this guidance across its recommendations as required.

*"Can the updated requirements at DeCA be addressed in a revised official COBRA run?"*

**Response:** Yes. HSA JCSG modified COBRA calculations to reflect DeCA's updated requirements. See enclosed COBRA report, CBR file, and the comparison chart below.

*"Is there a requirement for a storage building in the original COBRA run? If not does Fort Lee have excess storage capacity that can be used for the required storage?"*

**Response:** No. HSA JCSG did not include a storage building in the original COBRA run. However, Fort Lee will not have excess storage capacity to accommodate DeCA's future needs. Fort Lee has slated current excess storage capacity reported during the site visit for demolition or other uses; thus, it is appropriate to include 22,700 GSF of general storage space (Covered Storage Building, Installation) in the new DECA COBRA

DAPR-ZB

SUBJECT: OSD BRAC Clearinghouse Tasker C0581 - JSC Clearinghouse Request 15  
(Recommendation to Consolidate the Defense Commissary Agency (DeCA))

estimate. Further, since the Commission visit to Fort Lee, DECA identified an additional requirement for 21,000 GSF of controlled humidity space (Controlled Humidity Storage, Installation) in which to house records and IT equipment. All of this is included in a new COBRA run. See enclosed COBRA report, CBR file, and the following comparison chart. Note that more civilian cuts, fewer moves, and less MILCON requirements make an appreciable difference in the recommendation financials.

	<b>OLD COBRA Run</b>	<b>New COBRA Run</b>
<b>One Time Cost</b>	\$47.2M	\$31.7M
<b>Net Implementation Cost</b>	\$35.4M	\$12.5M
<b>Annual Recurring Savings</b>	\$3.9M	\$6.7M
<b>Payback Period</b>	14 Years	5 Years
<b>NPV (Savings)</b>	\$4.9M	\$53.3M

3. Coordination: DECA.

4. HSA JCSG POC: Doug McCoy, 703.696.9448 ext 113, doug.mccoy@wso.whs.mil.

7 Enclosures  
As stated



CARLA K. COULSON  
COL, GS

Deputy Director, Headquarters and  
Support Activities JCSG



## BRAC 2005 - Query Response Manager



### Response to E0468

**Question:**

Two separate actions affecting Fort Lee – the Combat Service Support Center (E&T 0064) and the Consolidate Defense Commissary Agency Eastern (HSA 0109v2) – have identified military construction projects at Ft Lee. Both initiatives construct a chapel (FAC 7361), an exchange sales facility (FAC 7346), an indoor physical fitness facility (FAC7346), a nursery and child care facility (FAC 7371), a recreation center (FAC 7417), and a dental facility (FAC 5400).

1. Are these facilities duplicative? Is the requirement really only one of each type facility?
2. For the Consolidate Defense Commissary Agency Eastern, only one military space transfers. All the remaining transfers are civilian. Quality of life facilities are not constructed for civilians who normally only have access to these type facilities on a space available basis. What is the justification for constructing the quality of life facilities cited above for this action?
3. Have civilian spaces been applied to justify quality of life construction in other scenarios?.

**Answer:**

1. Military construction for community facilities was determined based on the net impact of all recommendations that affect an installation. These requirements were then spread across all of those recommendations that moved units onto the installation. The total requirement at Ft. Lee for Chapels, exchange facilities, physical fitness facilities, etc. is a sum of what is constructed in each of the recommendations that move personnel to Ft. Lee. The facilities are not duplicative.
2. The civilian population of an installation is eligible to use the community facilities on Army installations. Civilians are eligible to use fitness facilities and chapels, are eligible for child care on a space-available basis, and generate requirements for other facilities that are used by organizations that have civilian employees. Further, a significant portion of civilian employees of the US Army are dependents or retirees who are eligible to use all of the community facilities on an installation.
3. Yes, civilian employees were a consideration in determining community facility requirements for all scenarios affecting Army installations.

**References:**

Approved By:

A handwritten signature in black ink, appearing to be "L. Smith" or similar, written in a cursive style.

Date: 22-Jul-05



DCN: 5888

**BASE VISIT REPORT**

**Lackland, AFB, TX  
Wednesday, July 6, 2005**

**COMMISSIONER:** General James T. Hill (USA, Ret)

**COMMISSION STAFF:**

Ms. Carol Schmidt (JC-S Team)  
Ms. Lesia Mandzia (JC-S Team)  
Mr. Art Beauchamp (Air Force Team)

**LIST OF ATTENDEES:**

Congressman Charles Gonzalez, 20<sup>th</sup> Congressional District  
Mr. Daniel Mezza, Assistant to Senator John Cornyn  
BG John Jernigan, USAF, Ret, San Antonio Military Missions Task Force  
Col. Hertog, 37<sup>th</sup> TRW Commander  
Col Earl Chase, Vice Commander, 37TRW  
Col Gerard Jolivette, Commander, 37<sup>th</sup> Training Group  
Col Thelma Hales, Commander, 37<sup>th</sup> Mission Support Group  
Lt Col Jeffrey Knippel, Commander, 37<sup>th</sup> Civil Engineer Squadron  
Maj Ronald Plouch, 37 TRW/XP  
Ms. Valerie Ramirez, TRW/XP  
Mr. Oscar Balladares, TRW/PA

**59 MDW Briefing, San Antonio Regional Medical Center**

MG Charles Green, Commander, 59<sup>th</sup> Medical Wing MDW  
BG David Young, Incoming Commander, 59<sup>th</sup> MDW  
Col Gilman, BAMC  
Col. Suzanne Cuda  
Maj Lenora Nelson, Wilford Hall, Director, Facility Management

**149 FW, 433 AW, 651 MUNS, AFNEWS, DeCa briefings**

Col John Nichols, commander 149<sup>th</sup> FW  
Lt Col Richard Matthews, commander, 433<sup>rd</sup> Civil Engineer Squadron  
Capt Eric Cox, 149FW  
Mr. John Heye, Deputy Commander, 37 CES  
Cecil Newberry, HQ AFNEWS  
Craig Knutson, HQ AFNEWS/XP  
Frank Melendrez, AFRPA  
Robert Coastorena, AFRPA  
Brian Patten, 37SFS/SFOJ  
Lt Jeff Spencer, 37 SFS/SFI  
SSgt Nathan Arnhamn, 37 SFS/SFOJ

Library Reading Slip 2005 BRAC Commission Materials  
Title of Item: Base Visit Report  
Installation or Community: Lackland AFB  
Source: Commission Generated  
Certified Material? YES  
Analyst / Provider: Carol Schmidt Date Received: 7/29/05

SMSGT Samuel Meta, HQ AFSFC/SFC  
 MSGT Michael Beard, HQ AFSFC/SFC  
 Capt Kathy Jordan, 37 SFS/SFO

**CPSG Briefing**

Col Corley, Commander, CPSG  
 Mr. Ronnie Carter, Executive Director  
 Ms. Diane Salazar  
 Mr. Trevino

**BASE'S PRESENT MISSION:**

- **37th Mission Support Group** mission: Serve the 37th Training Wing and associate units by providing quality facilities, housing, food services, security, communications, logistics readiness and contractual support, personnel administration, and activities for the morale and welfare of our community.
- **Wilford Hall Medical Center** mission: Providing global medical readiness capability supporting Aerospace Expeditionary Forces and in-garrison comprehensive healthcare in a world-class academic environment.

**SECRETARY OF DEFENSE RECOMMENDATION:**

Joint Cross-Service Group

- (Med-10): Realign Lackland AFB, TX, be relocating the inpatient medical function of the 59<sup>th</sup> Medical Wing (Wilford Hall Medical Center) to the Brooke Army Medical Center, Ft Sam Houston, TX, establishing it as the San Antonio Regional Military Medical Center, and converting Wilford Hall Medical Center into an ambulatory care center.
- (Med-6): Relocate the AF Center for Environmental Excellence, the AF Medical Support Agency, AF Medical Operations Agency, AF Element Medical Defense Agency, AF Element Medical-DoD, AF-Wide Support Element, 710<sup>th</sup> Information Operations Flight and the 68<sup>th</sup> Information Operations Squadron to Lackland AFB.
- (H&SA-22): Realign Lackland AFB, Fort Knox, KY, and Fort Sill, OK by relocating the correctional function of each to Fort Leavenworth, KS, and consolidation them with the correctional function already at Fort Leavenworth, to form a single Level II Midwest Joint Regional Correctional Facility.
- (H&SA-44): Realign Rosslyn Center and the Nash Street Building, leased installations in Arlington, VA, by relocating the Air Force Real Property Agency (AFRPA) to Lackland AFB, TX.

- (H&SA-41): Realign Fort Sam Houston and Randolph AFB, by relocating the installation management functions to Lackland AFB.
- (E&T-7): Realign Lackland AFB by relocating the Transportation Management training to Fort Lee, VA and create a Joint Center for Consolidated Transportation Management Training.
- (E&T-8): Realign Lackland AFB by relocating Culinary Training to Fort Lee, VA and establishing a Joint Center of Excellence for Culinary Training.
- (S&S-7): Realign Lackland AFB by relocating the Budget/Funding, Contracting, Cataloging, Requisition Processing, Customer Services, Item Management, Stock Control, Weapon System Secondary Item Support, Requirements Determination, Integrated Materiel Management Technical Support Inventory Control Point functions for Consumable Items to Defense Supply Center, Columbus, OH.
- (IND-15): Realign Lackland AFB by relocating the depot maintenance to Computers, Crypto, Electronic Components (Non-Airborne), and Radio to Tobyhanna Army Depot, PA; and disestablishing all depot maintenance capabilities.
- (Tech-6): Realign WPAFB, OH, Maxwell AFB, AL, and Lackland by relocating Air & Space Information Systems Research and Development & Acquisition to Hanscom AFB, MA. (Consolidate Air and Space C4ISR Research, Development and Acquisition, Test and Evaluation).

#### Air Force Group

- (USAF-46): Relocate the Standard Air Munitions Package (STAMP)/Standard Tank, Rack, Adaptor and Pylon Packages (STRAPP) function from Lackland AFB, Medina Annex to McConnell Air Force Base, KS.
- (USAF-40): Receive six F-16s aircraft from Springfield Beckley AGS, OH.
- (USAF-20): Relocate base-level F-110 engine maintenance to Capital AGS, IL and establish a Centralized Intermediate Repair Facility (CIRF) at Capital for F-110 engines.
- (USAF-33): Receive Expeditionary Combat Support Civil Engineering Squadron from Niagara Falls, ARS, NY.

**MAIN FACILITIES REVIEWED:** During this Commissioner visit briefings were provided (on the above recommendations listed); facility tours were not taken.

#### **KEY ISSUES IDENTIFIED and INSTALLATION CONCERNS RAISED:**

Joint Cross-Service Group Recommendations

**(Med-10):** As Wilford Hall Medical Center at Lackland AFB and Brooke Army Medical Center at Fort Sam Houston are realigned to create the San Antonio Regional Medical Center at Fort Sam Houston and a new outpatient facility and ambulatory surgery center is created at Lackland AFB –

- a. governance of these facilities needs to be established and the culture change that will need to take place;
- b. planning for Phase II training (clinical training) space requirements for the movement of enlisted medical and specialty training need to take place and determining how much of the Phase II training can take place at the new facilities will be possible as all the enlisted medical training is moved to Fort Sam;
- c. defining where and what type of graduate medical training will be provided;
- d. determining how the money will flow for Operations & Maintenance (O&M). For example, will each of the services (Army and Air Force) contribute funding and then how that money will be used will be determined by whoever is in charge?
- e. Proper timing and phasing of the movement of the inpatient service to the new facility. Presently, the BRAC time phasing is for FY 2009 but they don't think they will be able to vacate Wilford Hall until 2011;
- f. Whether there is enough funding for MILCON.

**(E&T-7):** Transportation Management Training move to Fort Lee –

37<sup>th</sup> Training Group voiced concerns that:

1. there will not be sufficient berthing for students by FY 2007;
2. moving the training to Ft Lee will retain the co-location aspect, but services' curricula cannot be consolidated because they are too dissimilar
3. efficiencies will be reduced because there will be an increase in TDY costs.
4. there was a wrong assumption that course curricula are similar; in fact, there is very little commonality (only 7.5 hours of 432 hours).

**(E&T-8):** Culinary Excellence and Training move to Fort Lee –

- a. Transportation Management concerns 1, 2, and 3; additionally:
  1. Ft Lee galley facilities are not adequate currently for Navy curriculum, but COBRA does not appear to factor in required MILCON.
  2. COBRA does not factor in increased TDY costs for Air Force students who will still be receiving the remainder of the Services training at Lackland.
- b. The AF culinary course curriculum is a career field that encompasses not only food service but also fitness, recreation, lodging, mortuary affairs, readiness and honor guard. Of 31 training days, food service comprises 19.
- c. Culinary Specialist rating is a career field in the Navy.
- d. Recently Navy de-consolidated their culinary training from the AF because of the lack of similarity. The move to Great Lakes is on hold because of the BRAC recommendation affecting Great Lakes.

**(H&SA-22):** relocation of correctional functions to Fort Leavenworth, KS –



# 37th Training Group

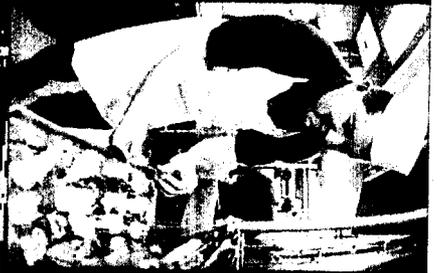


## Culinary Excellence and Training (E&T 8)

- Similar AF/Navy course curriculum assumption incorrect
- Air Force Culinary not a distinct career path/Navy Distinctive
  - AF Culinary training embedded in Services curriculum (19/31 DOTS)
    - Fitness, Lodging, Mortuary, Readiness, Honor Guard
    - Relocation will not produce consolidation of trng; rather co-location
      - Diverse trng needs (currently co-located)
  - Navy recently de-consolidated their Culinary training from AF due to dissimilarities, were to move to Great Lakes (on hold)
- Other key factors
  - Fort Lee will require significant construction effort (billeting/trng area)
  - Minimal value added in dollar savings/shared trng
    - Change = AF Basic trng/Fort Lee/LAFB/First Assignment
    - Shared instructor/course support personnel loss (AF)



# Training Relocation



**Michael Geraci**  
Center for Service Support, NSA

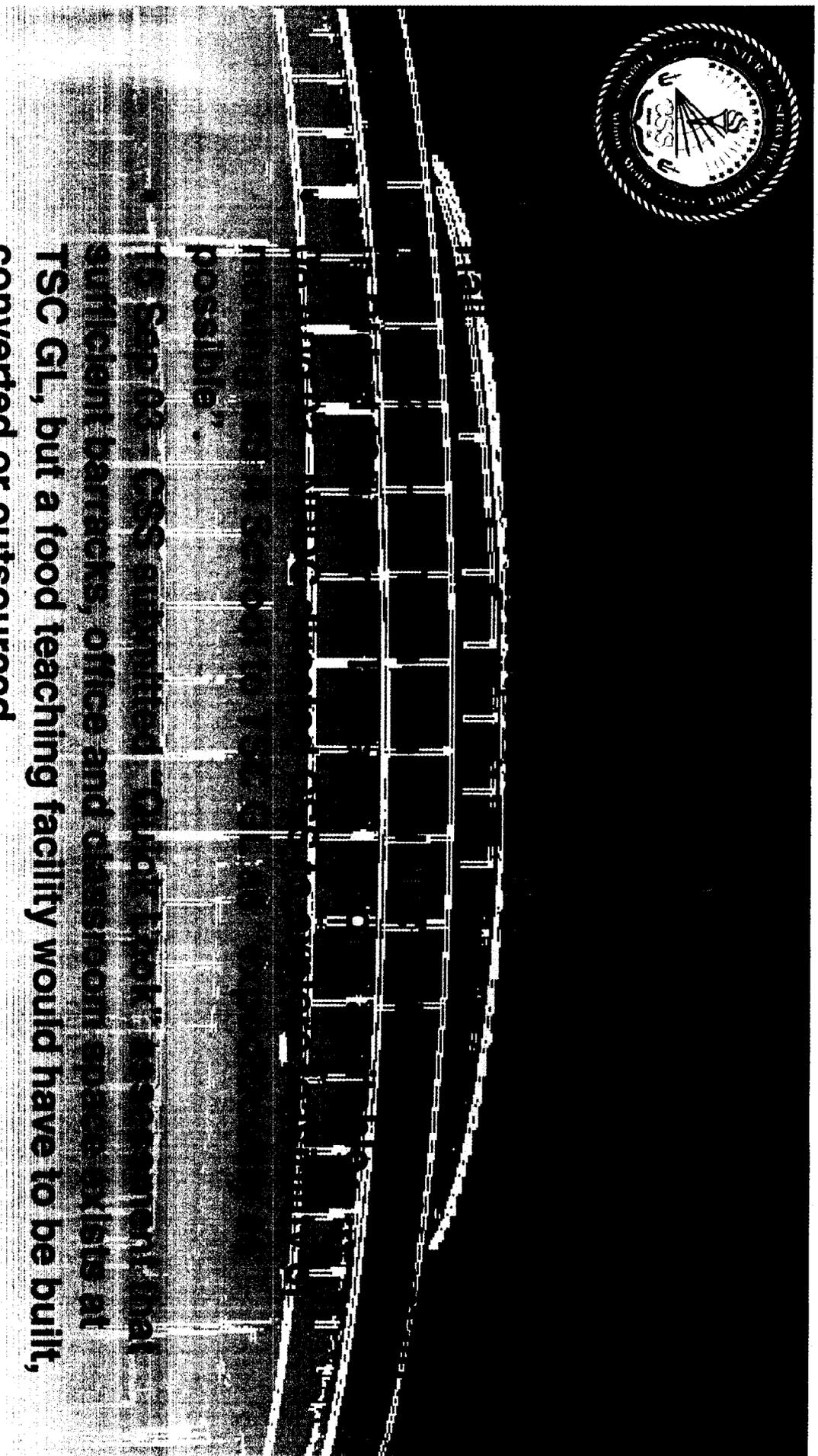
**01 JUN 2005**



possible".

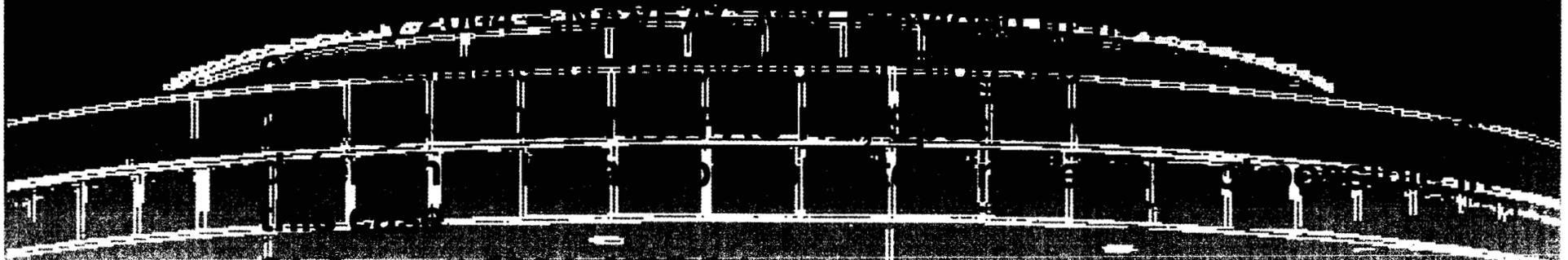
In Sep 03, CSS submitted "Quotestock" as a potential  
sufficient barracks, office and classroom space exists at  
TSC GL, but a food teaching facility would have to be built,  
converted or outsourced.

- CSS prepared internal BCA with relocation options and cost estimates.





- Existing Galley 535
- Bldg 523 MR A School
- Naval Hospital Galley
- Empty Warehouse Space on Separate Part of the Base
- **3 May 2004- Received Concurring Recommendations from TSC GLakes and NAVSTA (Midwest Region) to Pursue Bldg 523**
- **NPDC Directed CSS Pursue a “Public-Private Venture”**
  - Private Sector Involvement (Financing) for the Development of the Facility



- **31 August 2004- NPDC investigating possibility of "split funding" the project**
- **27 September 2004- Briefed NPDC (RADM Moran). Directed to proceed with relocation to Great Lakes and the remodel / renovation of Bldg 523. Authorized the expenditure of \$1.4M in FY04 \$\$**



Lackland

BLDG 523

Great Lakes-  
Outsourced  
Foodlab

First Year Costs	\$3,120,580		\$3,641,020
First Year Savings	\$0	-\$382,220	-\$3,641,020
Out Year Annual Costs	\$3,120,580	\$2,085,500	\$3,641,020
Out Year Annual Savings	\$0	\$1,035,080	-\$1,555,520
Savings over 5 years		\$3,758,100	-\$11,418,620
Cost Recovery Period in Years		1.37	

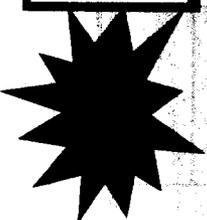
Cost Recovery Period in Years

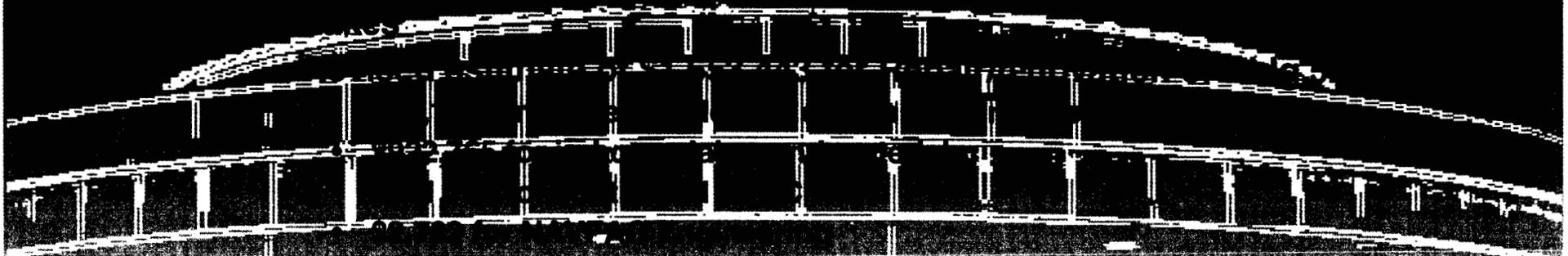
1.37



	Annual Cost	Annual Savings	Years to Recoup
<b>Current Situation</b> <b>Lackland AFB</b>	\$3,120,580		
<b>All Military at</b> <b>Glakes</b>	\$2,085,500	\$1,035,080	1.37
<b>Glakes Outsourced</b> <b>Lab</b>	\$3,641,020	-\$1,555,520	

Only Option with + ROI





- **Includes Equipment Relocation**
- **Does Not Include Equipment Procurement**
- **Galley Equipment**
  - **Preliminary Estimates of \$225K**
  - **Final equipment purchase costs \$244,080**
  - **Some Reduction Can Be Achieved by Reutilization of Equipment From RTC Galley 928 (May 2005)**
- **Lackland Equipment Relocation**
  - **\$13K for Relocation of Computers and Classroom Equipment**
- **Total Required for Project**
  - **\$1.42M**
  - **Updated cost as of 16 March 2005 = \$1.9M**



	Original cost Analysis	UPDATED COSTS 16MAR05
<b>First Year Costs</b>	<b>\$3,502,800</b>	<b>\$3,984,580</b>
<b>First Year Savings</b>	<b>-\$382,220</b>	<b>-\$864,000</b>
<b>Out Year Annual Costs</b>	<b>\$2,085,500</b>	<b>\$2,085,500</b>
<b>Out Year Annual Savings</b>	<b>\$1,035,080</b>	<b>\$1,035,080</b>
<b>Savings over 5 years</b>	<b>\$3,758,100</b>	<b>\$3,276,320</b>
<b>Cost Recovery Period in Years</b>	<b>1.37</b>	<b>1.83</b>

Equipment costs increased from \$225K

\$66K Design  
\$925K NAVFAC  
\$661K HVAC Contract

Payback still < 2 years

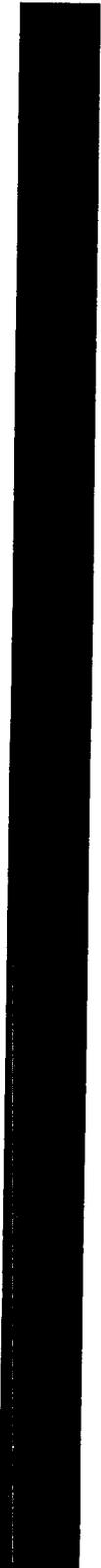


**Amount Committed to HVAC Contract**

— \$542,383

**Available Balance**

— \$849,234



### TENTATIVE COURSE CHART

NUMBER <b>L3ABR3M031 0L5A</b>	TITLE <b>Services Apprentice Course</b>	PDS CODE <b>09J</b>
SUPERSEDES COURSE CHART(S) <b>L3ABR3M031 004, 22 Feb 2002</b>	APPLICABLE TRAINING STANDARD <b>L3ABR3M031 0L5A, 01 Jun 2004</b>	INSTRUCTIONAL DESIGN <b>Group Paced</b>
LOCATION OF TRAINING <b>Building 147/150/984</b>	GROUP/SQUADRON/FLIGHT <b>37 TRW/37 TRG/344 TRS/DOS</b>	
COURSE SECURITY CLASSIFICATION <b>UNCLASS</b>	OPR/APPROVAL DATE	NO. OF ATTACHED TABLES <b>2</b>
COURSE LENGTH ( 31 Academic days) <b>Technical Tests</b>		HOURS 242.00 6.00
		TOTAL <b>248.00</b>

## REMARKS

Effective Date: **03 Aug 2005 (with class 20050803)**

**This is a Community College of the Air Force degree applicable course.**

**Course Chart L3ABR3M031 004, L3ABR3M031 003, and L3AQR4D031 004, dated 22 Feb 02, applies to classes prior to 3 August 2005.**

**There is a wartime course chart. Refer to course chart LWABR3M031 0L5A/LWAQR4D031 0L5A.**

**This is an AFSC awarding course.**

**Training Manager: MSgt Koutrouba/344 TRS/TRRM DSN: 473-0096**

#### TABLE 1 - MAJOR ITEMS OF EQUIPMENT

**Training Equipment: Dumbbells 10 LB, Dumbbells 15 lbs, Dumbbells 20 lbs, Dumbbells 25 lbs, Dumbbells 30 lbs, Dumbbells 35 lbs, Dumbbells 40 lbs, Dumbbells 45 lbs, Dumbbells 50 lbs, Dumbbells 55 lbs, Dumbbells 60 lbs, Double Convention Oven, Trunnion Kettle, 10 gal, Steam Jacketed floor Kettle 20 gal, Steam Floor Mount Kettles, 20 Gal, Steam Floor Mounted Kettles, 30 gal, Convection Steamer, Coffee Machine, Proofing Cabinet, Meat Slicer, Potato Peeler, Tray Lowerator w/Silverware, Mobile Work Table, Refrigerator Display Case, Range with Oven, Proofing Cabinet, Short Order Grill, Stainless Steel Table, Reach-in Refrigerator 2-door, Pot/Pan Washer, Charbroiler, Serving Line, Salad Bar, Trunniion Kettle, 6 gal, Deep Fat Fryer, Food Service Work Station, Pass-thru Food Warmer, Pass-thru refrigerator, 7.6 Gal Combi-oven Steamer, Multi-Hip Body Master, 12 Quart Mixer, 20 Quart Mixer, Meat Slicer, 23 Gal Tilting/braising Pan, Double Combi-oven Steamer, Building Prefab, 70000 BTU Heater (space heater), Immersion Heaters, M-2 Burner Units, Salad/Food nren Table, Food**

104 Hours Total

---

**Course Material - UNCLASS****Block V**

48 Hours TT

- |                               |             |
|-------------------------------|-------------|
| 1. Readiness in Base Services | (8.75 hrs)  |
| 2. Force Beddown              | (7.5 hrs)   |
| 3. Deployment Practicum       | (23.75 hrs) |
| 4. Written Test and Critique  | (1.5 hrs)   |
| 5. Lodging Shelters           | (6.5 hrs)   |

48 Hours Total

---

**Course Material - UNCLASS****Block VI**

16 Hours TT

- |                                   |            |
|-----------------------------------|------------|
| 1. Fitness Practicum              | (14.5 hrs) |
| 2. Course critique and graduation | (1.5 hrs)  |

16 Hours Total

---

Summary of changes: Summary of changes: Block 1: Fitness was added to the block, replacing Lodging and related information. Block 2 is a new block consisting of Lodging, Protection of Assets and Financial Management objectives. Block 3 contains Fundamentals of Food Service information in preparation for food service practicum. Block 4 is 112 hours of Food Service Practicum. Block 5 remains Readiness. Block 6 is Fitness Practicum. One hour per week of fitness training has been added to the course. Also deconsolidation from Navy Course L3ABR3M031 003.

TENTATIVE POI: L3ABR3M031 0L5A  
(PDS CODE: O9J)

**PLAN OF INSTRUCTION  
(Technical Training)**

Services Apprentice Course



**37 TRAINING WING  
37 TRAINING GROUP  
344 TRS/DOS**

Effective 3 August 2005 with class 20050803



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Unit 5 pages 1-4.....	Original
Block 6	
Unit 1 pages 1-3.....	Original
Unit 2 pages 1-2.....	Original

DEPARTMENT OF THE AIR FORCE  
37 TRAINING GROUP  
Building 147/150/984

PLAN OF INSTRUCTION L3ABR3M031 0L5A  
(PDS CODE O9J)

## FOREWORD

1. **PURPOSE:** 1. Purpose: This publication is the Plan of Instruction (POI) when the pages listed on page A are bound into a single volume. When separated into units of instruction, it becomes the lesson plan/Part I. The POI contains the qualitative requirements for course L3ABR3M031-0L5A/L3AQR4D031 0L5A, Services Apprentice and Diet Therapy Course, in terms of objectives for each unit of instruction, identifies planned time, support materials, and instructor guidance. This document was developed IAW AETCI 2203 and 37TRG Sup 1 AETCI 36-2203.

2. **Course Design/Description:** The instructional design for this course is group-paced. This course provides training for personnel in AFSC 3M031 and 4D031 in the knowledge and skills needed to perform the duties of a Services Apprentice. The scope of training includes: Services Career Field Operations, Introduction to Food Service; Food Preparation; Baking; Customer Service, Fitness, Lodging, and Readiness.

3. **References:** This POI is based on the Specialist Training Standard (STS) 3M0X1, 1 June 2004, and Course Chart L3ABR3M031 0L5A/L3AQR4D031 0L5A, 5 January 2005.

4. **Reason for change:** This POI is revised to reflect changes as a result of the CFETP, 1 June 2004 update, and to meet the new Air Force course numbering system. Summary of changes: Course number changed from L3ABR3M031 004 to L3ABR3M031 0L5A and L3AQR4D031 004 to L3AQR4D031 0L5A, Block 1: Fitness was added to the block, replacing Lodging and related information. Block 2 is a new block consisting of Lodging, Protection of Assets and Financial Management objectives. Block 3 contains Fundamentals of Food Service information in preparation for food service practicum. Block 4 is 112 hours of Food Service Practicum. Block 5 remains Readiness. Block 6 is Fitness Practicum. One hour per week of fitness training has been added to the course as well.

5. **Multiple Instructor Requirement:** (MIR) are required for the following areas:

Air Force: Block 1, Block 2, Block 3, Block 4, Block 5, Block 6

BRETT A LAMBORN, 1Lt, USAF  
Chief, Training Development Element  
Services Training Flight  
344 Training Squadron

Supersedes: POI L3ABR3M031 004/ L3AQR4D031 004, 24 November 2003

OPR: Lackland 344 TRS/USDA

Prepared by: Stephen Janosik

### DISTRIBUTION:

Distribute copies of unclassified POIs and POI changes to  
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1 - Manpower - 37 MSS/MOF (electronic)

1 - 344 TRS/TRRM

30 - 344 TRS/USDB 2. COURSE DESIGN DESCRIPTION

**PLAN OF INSTRUCTION/LESSON PART I**

NAME OF INSTRUCTOR

COURSE TITLE

Services Apprentice Course

BLOCK TITLE

Block I

**COURSE CONTENT**

**TIME**

1. Orientation

1.75

a. Orientation Task(s): 29 MEAS: None

(1.75)

**SUPERVISOR APPROVAL OF LESSON PLAN**

SIGNATURE AND DATE

SIGNATURE AND DATE

POI NUMBER

L3ABR3M031 0L5A

BLOCK

I

UNIT

1

DATE

8/3/2005

PAGE NO.

1

**SUPPORT MATERIALS AND GUIDANCE****Student Instructional Materials**

None

**Audiovisual Aids**

Slides

AETC Visual Aid 36-6, Points of Contacts for Students and Trainees

**Training Methods**

Lecture (1.75 hrs)

**Instructional Guidance****Instructional Guidance**

See Instructor Reference IR L3ABR3M031 0L5A/L3AQR4D031 0L5A for required equipment. Brief the students on school administration and policies. Instruction of Core Values ("Integrity first," "Service before self," "Excellence in all we do") are accomplished using the method identified as "Schoolhouse Weave as referenced in The Little Blue Book". These topics are presented in a two-way communications forum, open discussion utilizing instructor experiences, creating short stories as part of an introduction to lessons (where fitting). Instructors will identify specific locations in their Personalized Lesson Plan where discussion of a specific value is most appropriate. Simple identification of a Core Value is not acceptable and will not meet instructional requirement.

Slides are mandatory except in the event of a technical difficulty that prevents them from being shown.

All lessons should be taught in 50-minute segments with 10-minute breaks, though it is acceptable to continue training beyond 50 minutes and accumulate break time if doing so enhances the learning activity. AETCI 36-2203 6.1.2

**Operational Risk Management (ORM)**

Shows how the system components (Man, Machine, Media, and Management) interact to achieve a successful Mission completion or mishap. Identification of standard ORM terminology and fundamental concepts is acceptable and will meet instructional requirements. Training should include the following concepts:

1. Identify the Hazards
2. Assess the Risk
3. Analyze Risk Control Measures
4. Make control decisions
5. Implement Risk controls
6. Supervise and Review

POI NUMBER	BLOCK	UNIT	DATE	PAGE NO.
L3ABR3M031 0L5A	I	1	8/3/2005	2

PLAN OF INSTRUCTION/LESSON PART I				
NAME OF INSTRUCTOR		COURSE TITLE Services Apprentice Course		
BLOCK TITLE Block I				
COURSE CONTENT				TIME
2. Services Career Field				3.75
a. Identify basic facts discussed during the Services career field overview. Task(s): <u>2.1</u> MEAS: W				(0.5)
b. Identify Services enlisted career progression. Task(s): <u>2.2</u> MEAS: W				(0.5)
c. Identify the purpose of the Career Field Enlisted Training Plan (CFETP). Task(s): <u>2.6</u> MEAS: W				(0.5)
d. Identify 3M0X1 AFSC duties. Task(s): <u>2.3</u> MEAS: W				(0.5)
e. Identify basic facts about Services OPSEC. Task(s): <u>2.5</u> MEAS: W				(0.75)
f. Identify basic facts and terms about Services-specific awards programs and evaluation criteria. Task(s): <u>17.1</u> MEAS: W				(0.5)
g. Identify basic facts and terms about Services-specific recognition programs and evaluation criteria. Task(s): <u>17.2</u> MEAS: W				(0.5)
SUPERVISOR APPROVAL OF LESSON PLAN				
SIGNATURE AND DATE		SIGNATURE AND DATE		
POI NUMBER	BLOCK	UNIT	DATE	PAGE NO.
L3ABR3M031 0L5A	I	2	8/3/2005	1

**SUPPORT MATERIALS AND GUIDANCE****Student Instructional Materials**

SW L3ABR3M031 0L5A/L3AQR4D031 0L5A, Block I

**Training Methods**

Lecture (3.75 hrs)

**Instructional Guidance**

See Instructor Reference IR L3ABR3M031 0L5A/L3AQR4D031 0L5A for required equipment. Lecture about the Services career field objectives. Have the students complete the exercises at the end of each lesson. Review the exercises with the students and clarify any misunderstandings.

Instruction of Core Values ("Integrity first," "Service before self," "Excellence in all we do") are accomplished using the method identified as "Schoolhouse Weave as referenced in The Little Blue Book". These topics are presented in a two-way communications forum, open discussion utilizing instructor experiences, creating short stories as part of an introduction to lessons (where fitting). Instructors will identify specific locations in their Personalized Lesson Plan where discussion of a specific value is most appropriate. Simple identification of a Core Value is not acceptable and will not meet instructional requirement.

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4. Make control decisions
5. Implement Risk controls
6. Supervise and Review

POI NUMBER	BLOCK	UNIT	DATE	PAGE NO.
L3ABR3M031 0L5A	I	2	8/3/2005	2

**PLAN OF INSTRUCTION/LESSON PART I**

NAME OF INSTRUCTOR		COURSE TITLE Services Apprentice Course		
BLOCK TITLE Block I				
<b>COURSE CONTENT</b>				<b>TIME</b>
3. Safety				3.75
a. Identify basic facts and terms about AFOSH (Air Force Occupational and Environmental Safety, Fire Protection, and Health Program). Task(s): <u>1.1</u> MEAS: W				(0.75)
b. Identify work area hazards Task(s): <u>1.2</u> MEAS: W				(0.75)
c. Identify appropriate responses to safety hazards Task(s): <u>1.3</u> MEAS: W				(0.5)
d. Select the steps and procedures used to apply lifting techniques Task(s): 1.6 MEAS: W				(0.5)
e. Select step-by-step fire prevention procedures. Task(s): <u>1.5</u> MEAS: W				(0.5)
f. Identify safe use of cleaning agents Task(s): <u>1.4</u> MEAS: W				(0.75)
<b>SUPERVISOR APPROVAL OF LESSON PLAN</b>				
SIGNATURE AND DATE		SIGNATURE AND DATE		
POI NUMBER	BLOCK	UNIT	DATE	PAGE NO.
L3ABR3M031 0L5A	I	3	8/3/2005	1

**SUPPORT MATERIALS AND GUIDANCE**Student Instructional Materials

SW L3ABR3M031 0L5A/L3AQR4D031 0L5A, Block I

Audiovisual Aids

Slides

Training Methods

Lecture (3.75 hrs)

Instructional Guidance

See Instructor Reference IR L3ABR3M031 0L5A/L3AQR4D031 0L5A for required equipment. Lecture about Safety objectives. Have the students complete the exercises at the end of each lesson. Review the exercises with the students and clarify any misunderstandings.

Instruction of Core Values ("Integrity first," "Service before self," "Excellence in all we do") are accomplished using the method identified as "Schoolhouse Weave as referenced in The Little Blue Book". These topics are presented in a two-way communications forum, open discussion utilizing instructor experiences, creating short stories as part of an introduction to lessons (where fitting). Instructors will identify specific locations in their Personalized Lesson Plan where discussion of a specific value is most appropriate. Simple identification of a Core Value is not acceptable and will not meet instructional requirement.

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4. Make control decisions
5. Implement Risk controls
6. Supervise and Review

POI NUMBER	BLOCK	UNIT	DATE	PAGE NO.
L3ABR3M031 0L5A	I	3	8/3/2005	2

PLAN OF INSTRUCTION/LESSON PART I				
NAME OF INSTRUCTOR		COURSE TITLE Services Apprentice Course		
BLOCK TITLE Block I				
COURSE CONTENT				TIME
4. Fitness and Sports programs				6.75
a. Identify basic facts about the daily operations of a Fitness Center. Task(s): <u>9.1.1</u> MEAS: W				(0.5)
b. Identify basic facts about fitness center staff training requirements. Task(s): <u>9.1.6</u> MEAS: W				(0.5)
c. Identify authorized customers of a Fitness Center. Task(s): <u>9.1.2</u> MEAS: W				(0.5)
d. Identify facts about the Fitness 5 Star Program. Task(s): <u>9.1.5</u> MEAS: W				(0.5)
e. Identify facts about the AF Fitness program AFI 10-248. Task(s): <u>9.2.3</u> MEAS: W				(0.5)
f. Identify basic facts and terms about Core/Enhanced Sports Programs. Task(s): <u>9.3.1</u> MEAS: W				(0.5)
g. Identify basic facts and terms about Core/Enhanced Fitness Improvement Program (FIP). Task(s): <u>9.2.1</u> MEAS: W				(0.5)
h. Identify basic facts and terms about HAWC (Health and Wellness Center) Programs. Task(s): <u>9.2.2</u> MEAS: W				(0.25)
i. Identify preventive maintenance required on fitness and sports equipment. Task(s): <u>9.1.3</u> MEAS: W				(0.5)
j. Identify required fitness facilities maintenance and preparation. Task(s): <u>9.1.4</u> MEAS: W				(0.5)
k. Identify basic facts and terms about the musculoskeletal system. Task(s): <u>9.2.4</u> MEAS: W				(0.5)
l. Identify basic facts and terms about the major muscle groups. Task(s): <u>9.2.5</u> MEAS: W				(1)
m. Identify facts about the prevention of injuries. Task(s): <u>9.2.6</u> MEAS: W				(0.5)
SUPERVISOR APPROVAL OF LESSON PLAN				
SIGNATURE AND DATE		SIGNATURE AND DATE		
POI NUMBER	BLOCK	UNIT	DATE	PAGE NO.
L3ABR3M031 0L5A	I	4	8/3/2005	1

**SUPPORT MATERIALS AND GUIDANCE****Student Instructional Materials**

SW L3ABR3M031 0L5A/L3AQR4D031 0L5A, Block I

**Audiovisual Aids**

Slides

**Training Methods**

Lecture (6.75 hrs)

**Instructional Guidance**

Training Methods

Lecture (6.75 hrs)

**Instructional Guidance**

See Instructor Reference IR L3ABR3M031 0L5A/L3AQR4D031 0L5A for required equipment. Lecture about Fitness and Sports objectives. Have the students complete the exercises at the end of each lesson. Review the exercises with the students and clarify any misunderstandings

Instruction of Core Values ("Integrity first," "Service before self," "Excellence in all we do") are accomplished using the method identified as "Schoolhouse Weave as referenced in The Little Blue Book". These topics are presented in a two-way communications forum, open discussion utilizing instructor experiences, creating short stories as part of an introduction to lessons (where fitting). Instructors will identify specific locations in their Personalized Lesson Plan where discussion of a specific value is most appropriate. Simple identification of a Core Value is not acceptable and will not meet instructional requirement.

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POI NUMBER	BLOCK	UNIT	DATE	PAGE NO.
L3ABR3M031 0L5A	I	4	8/3/2005	2

**PLAN OF INSTRUCTION/LESSON PART I**

NAME OF INSTRUCTOR

COURSE TITLE

Services Apprentice Course

BLOCK TITLE

Block I

**COURSE CONTENT**

**TIME**

5. Written Test

1.5

a. Written Test/Critique

(1.5)

**SUPERVISOR APPROVAL OF LESSON PLAN**

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**SUPPORT MATERIALS AND GUIDANCE****Instructional Guidance**

Prior to administration of the test, follow the procedures outlined in the "Instructions to the Examiner - Written Test." Ensure that all students are ready to take the test. After all tests have been graded, conduct a critique of missed items. Any student failing to achieve a passing score will receive Special Individualized Assistance (SIA) on all weak areas. Following SIA, the student is re-tested on the alternate version of the test.

**Test Type**

Written Tests (1.5)

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**PLAN OF INSTRUCTION/LESSON PART I**

NAME OF INSTRUCTOR

COURSE TITLE

Services Apprentice Course

BLOCK TITLE

Block I

**COURSE CONTENT**

**TIME**

**6. Fitness Demonstration**

6.5

a. Given necessary equipment, demonstrate physical conditioning regimen IAW Physical conditioning PC Checklist I-6a, with no more than 4 instructor assists per exercise element. Task(s): 9.2.8 MEAS: PC

(3)

b. Given necessary equipment perform training exercises IAW Free Weights PC Checklist I-6a, with no more than 2 instructor assists per exercise element. Task(s): 9.2.7 MEAS: PC

(3.5)

**SUPERVISOR APPROVAL OF LESSON PLAN**

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**SUPPORT MATERIALS AND GUIDANCE****Student Instructional Materials**

SW L3ABR3M031 005/L3AQR4D031 005, Block I

**Audiovisual Aids**

None

**Training Methods**

Demonstration (1 hrs)

Performance (5.5 hrs)

**Multiple Instructor Requirements**

Safety/Supervision (3) (6.5 hrs)

**MIR:** MIR(s): Three (3) qualified instructors are required for a total of 1 hour of demonstration and 5.5 hours of performance (19.5 hours total). Each instructor is assigned a group of eight (8) students; one (1) instructor for each group of students. Instructors are needed for set-up (each group is using different equipment), demonstration, performance, and evaluation of performance exercises using fitness equipment throughout the course. Small groups are necessary due to equipment limitations. Each instructor will go over the required step-by-step procedures and safety points for each station. Stations include cardiovascular equipment and weights to include free weights and weight training machines. Instructors demonstrate proper performance exercises at each station using the building block approach. Instructors demonstrate proper assessment procedures that mirror the requirements outlined in the AETC Form 98. After the instructor demonstration, students are given adequate time throughout the course to practice and given a final evaluation by the instructors during the last portion of this course. Instructors must observe each student to ensure the students are following proper procedures. Each exercise session will include numerous warm-up, cool-down, calisthenics, and flexibility exercises to the level required on AETC Form 98. Students also perform exercises with cardiovascular equipment, free weights, and weight training machines. Fitness laboratories are equipped with multiple pieces of equipment, making it impossible to watch 24 students at one time. Multiple instructors are required during the performance/evaluation phase of the course to prevent muscle strain, sprains, pulled muscles, fractures of bones, or other injuries to the students. Multiple instructors are essential for the physical safety and supervision of students in this course.

Refer to the MIR schedule to determine which instructors are available to provide additional assistance on the equipment during the hour of demonstration and performance. If the MIR instructors are not supported, training on this block will increase by 13 hours. If additional instructors are not available to meet this MIR requirement, a written waiver from the Flight Chief must be granted. If there is no waiver, this constitutes a training deficiency and TDE must be notified to accomplish the Training Deficiency paperwork.

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**SUPPORT MATERIALS AND GUIDANCE (continued)****Instructional Guidance**

See Instructor Reference IR L3ABR3M031 0L5A/L3AQR4D031 0L5A for required equipment. Students are broken into three groups of eight students, each group with one instructor. Instructors will take their group of students to one of the three fitness labs. Each instructor will demonstrate proper warm up, stretching, and cool down prior to using equipment. Then each instructor will set-up the equipment, demonstrate the step-by-step procedures and safety points for each station. Use the AETC Form 98 to ensure each student understands the objective and the standard of acceptable behavior. Supervise students during practice, and make corrections as necessary.

Ensure every student understands that there is additional fitness hours during the course and a final progress check on objective 6.b. will occur in Block VI unit 1, at end of the course. During these fitness hours, the students must demonstrate proper use of free weights, strength resistance equipment, callisthenic exercises, cardiovascular equipment, and flexibility exercises as practice for the progress check at the end of the course. After each fitness hour, conduct progress debriefings within the group or on a one-to-one basis with the students, ensuring that each student receives some individual and specific attention. Ensure students utilize proper checklist procedures for each exercise practicum.

Instruction of Core Values ("Integrity first," "Service before self," "Excellence in all we do") are accomplished using the method identified as "Schoolhouse Weave as referenced in The Little Blue Book". These topics are presented in a two-way communications forum, open discussion utilizing instructor experiences, creating short stories as part of an introduction to lessons (where fitting). Instructors will identify specific locations in their Personalized Lesson Plan where discussion of a specific value is most appropriate. Simple identification of a Core Value is not acceptable and will not meet instructional requirement.

Slides are mandatory except in the event of a technical difficulty that prevents them from being shown.

All lessons are taught in 50-minute segments with 10-minute breaks, though it is acceptable to continue training beyond 50 minutes and accumulate break time if doing so enhances the learning activity. AETCI 36-2203 6.1.2

**Operational Risk Management (ORM)**

Shows how the system components (Man, Machine, Media, and Management) interact to achieve a successful Mission completion or mishap. Identification of standard ORM terminology and fundamental concepts is acceptable and will meet instructional requirements. Training should include the following concepts:

1. Identify the Hazards
2. Assess the Risk
3. Analyze Risk Control Measures
4. Make control decisions
5. Implement Risk controls
6. Supervise and Review

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**SUPPORT MATERIALS AND GUIDANCE (continued)**

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**PLAN OF INSTRUCTION/LESSON PART I**

NAME OF INSTRUCTOR		COURSE TITLE Services Apprentice Course		
BLOCK TITLE Block II				
<b>COURSE CONTENT</b>				<b>TIME</b>
1. Lodging Management				10
a. Identify authorized guests at a lodging facility. Task(s): <u>25.5</u> MEAS: W				(0.5)
b. Identify basic facts about transient quarters. Task(s): <u>25.6</u> MEAS: W				(0.5)
c. Identify basic facts about aircrew support. Task(s): <u>25.7</u> MEAS: W				(0.75)
d. Identify basic facts and terms about reservations. Task(s): <u>25.8</u> MEAS: W				(0.5)
e. Identify basic facts about Guest Services. Task(s): <u>25.15</u> MEAS: W				(0.75)
f. Identify basic facts about locator services. Task(s): <u>25.10</u> MEAS: W				(0.5)
g. Identify basic facts about the sundry sales program. Task(s): <u>27.1</u> MEAS: W				(0.75)
h. Identify simple facts about inventory resale merchandise procedures. Task(s): <u>25.29</u> MEAS: W				(0.75)
i. Identify simple facts about inventory accountability procedures. Task(s): <u>25.27</u> MEAS: W				(0.5)
j. Identify simple facts about stock level management procedures. Task(s): <u>25.28</u> MEAS: W				(0.5)
k. Identify basic facts about Lodging Operations daily reports. Task(s): <u>25.11</u> MEAS: W				(0.5)
l. Select step-by-step shift change procedures. Task(s): <u>25.18</u> MEAS: W				(1)
m. Identify basic refund concepts. Task(s): <u>25.22</u> MEAS: W				(0.5)
n. Identify basic non-availability concepts. Task(s): <u>25.21</u> MEAS: W				(0.5)
o. Identify basic cross market Services activities concepts. Task(s): <u>25.25</u> MEAS: W				(0.5)
p. Identify basic facts and terms about the Lodging Touch System (LTS). Task(s): <u>25.19</u> MEAS: W				(1)
<b>SUPERVISOR APPROVAL OF LESSON PLAN</b>				
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**SUPPORT MATERIALS AND GUIDANCE****Student Instructional Materials**

SW L3ABR3M031 05LA/L3AQR4D031 05LA, Block II

**Audiovisual Aids**

Slides

**Training Methods**

Lecture (10 hrs)

**Instructional Guidance**

See Instructor Reference IR L3ABR3M031 0L5A/L3AQR4D031 0L5A for required equipment. Lecture on lodging management objectives. Have students complete the exercises at the end of each unit.

Instruction of Core Values ("Integrity first," "Service before self," "Excellence in all we do") are accomplished using the method identified as "Schoolhouse Weave as referenced in The Little Blue Book". These topics are presented in a two-way communications forum, open discussion utilizing instructor experiences, creating short stories as part of an introduction to lessons (where fitting). Instructors will identify specific locations in their Personalized Lesson Plan where discussion of a specific value is most appropriate. Simple identification of a Core Value is not acceptable and will not meet instructional requirement.

Slides are mandatory except in the event of a technical difficulty that prevents them from being shown.

All lessons are taught in 50-minute segments with 10-minute breaks, though it is acceptable to continue training beyond 50 minutes and accumulate break time if doing so enhances the learning activity. AETCI 36-2203 6.1.2

**Operational Risk Management (ORM)**

Shows how the system components (Man, Machine, Media, and Management) interact to achieve a successful Mission completion or mishap. Identification of standard ORM terminology and fundamental concepts is acceptable and will meet instructional requirements. Training should include the following concepts:

1. Identify the Hazards
2. Assess the Risk
3. Analyze Risk Control Measures
4. Make control decisions
5. Implement Risk controls
6. Supervise and Review

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**PLAN OF INSTRUCTION/LESSON PART I**

NAME OF INSTRUCTOR	COURSE TITLE Services Apprentice Course
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BLOCK TITLE Block II
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COURSE CONTENT	TIME
2. Financial Management	1
a. Identify basic facts about sources of funds/income. Task(s): <u>23.1</u> MEAS: W	(0.5)
b. Identify basic facts about conflict of interest. Task(s): <u>23.4</u> MEAS: W	(0.5)

**SUPERVISOR APPROVAL OF LESSON PLAN**

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**SUPPORT MATERIALS AND GUIDANCE****Student Instructional Materials**

SW L3ABR3M031 005/L3AQR4D031 005, Block II

**Audiovisual Aids**

Slides

**Training Methods**

Lecture (1 hrs)

**Instructional Guidance**

Instructional Guidance

See Instructor Reference IR L3ABR3M031 0L5A/L3AQR4D031 0L5A for required equipment. Lecture on Financial Management objectives. Have the students complete the exercises at the end of each lesson. Review the exercises with the students and clarify any misunderstandings

Instruction of Core Values ("Integrity first," "Service before self," "Excellence in all we do") are accomplished using the method identified as "Schoolhouse Weave as referenced in The Little Blue Book". These topics are presented in a two-way communications forum, open discussion utilizing instructor experiences, creating short stories as part of an introduction to lessons (where fitting). Instructors will identify specific locations in their Personalized Lesson Plan where discussion of a specific value is most appropriate. Simple identification of a Core Value is not acceptable and will not meet instructional requirement.

Slides are mandatory except in the event of a technical difficulty that prevents them from being shown.

All lessons are taught in 50-minute segments with 10-minute breaks, though it is acceptable to continue training beyond 50 minutes and accumulate break time if doing so enhances the learning activity. AETCI 36-2203 6.1.2

**Operational Risk Management (ORM)**

Shows how the system components (Man, Machine, Media, and Management) interact to achieve a successful Mission completion or mishap. Identification of standard ORM terminology and fundamental concepts is acceptable and will meet instructional requirements. Training should include the following concepts:

1. Identify the Hazards
2. Assess the Risk
3. Analyze Risk Control Measures
4. Make control decisions
5. Implement Risk controls
6. Supervise and Review

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**PLAN OF INSTRUCTION/LESSON PART I**

NAME OF INSTRUCTOR

COURSE TITLE

Services Apprentice Course

BLOCK TITLE

Block II

**COURSE CONTENT**

**TIME**

3. Protection of Assets

4

a. Identify basic facts and terms about asset accountability. Task(s): 24.1 MEAS: W

(1)

b. Select step-by-step cashier procedures. Task(s): 24.4 MEAS: W

(0.75)

c. Select step-by-step change fund control procedures. Task(s): 24.2 MEAS: W

(0.75)

d. Select the step-by-step procedures to make change. Task(s): 24.4.1 MEAS: W

(0.5)

e. Select anti-robbery procedures. Task(s): 24.5 MEAS: W

(0.5)

f. Identify basic customer service principles. Task(s): 16.2 MEAS: W

(0.5)

**SUPERVISOR APPROVAL OF LESSON PLAN**

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**SUPPORT MATERIALS AND GUIDANCE****Student Instructional Materials**

SW L3ABR3M031 005/L3AQR4D031 005, Block II

**Audiovisual Aids**

Slides

**Training Methods**

Lecture (4 hrs)

**Instructional Guidance**

See Instructor Reference IR L3ABR3M031 0L5A/L3AQR4D031 0L5A for required equipment. Lecture on Protection of Assets objectives. Have the students complete the exercises at the end of each lesson. Review the exercises with the students and clarify any misunderstandings.

Instruction of Core Values ("Integrity first," "Service before self," "Excellence in all we do") are accomplished using the method identified as "Schoolhouse Weave as referenced in The Little Blue Book". These topics are presented in a two-way communications forum, open discussion utilizing instructor experiences, creating short stories as part of an introduction to lessons (where fitting). Instructors will identify specific locations in their Personalized Lesson Plan where discussion of a specific value is most appropriate. Simple identification of a Core Value is not acceptable and will not meet instructional requirement.

Slides are mandatory except in the event of a technical difficulty that prevents them from being shown.

All lessons are taught in 50-minute segments with 10-minute breaks, though it is acceptable to continue training beyond 50 minutes and accumulate break time if doing so enhances the learning activity. AETCI 36-2203 6.1.2

**Operational Risk Management (ORM)**

Shows how the system components (Man, Machine, Media, and Management) interact to achieve a successful Mission completion or mishap. Identification of standard ORM terminology and fundamental concepts is acceptable and will meet instructional requirements. Training should include the following concepts:

1. Identify the Hazards
2. Assess the Risk
3. Analyze Risk Control Measures
4. Make control decisions
5. Implement Risk controls
6. Supervise and Review

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<b>PLAN OF INSTRUCTION/LESSON PART I</b>				
<b>NAME OF INSTRUCTOR</b>		<b>COURSE TITLE</b> Services Apprentice Course		
<b>BLOCK TITLE</b> Block II				
<b>COURSE CONTENT</b>				<b>TIME</b>
4. Fitness hour  a. Given necessary equipment perform training exercises IAW Strength Training Exercises PC Checklist II-4a, with no more than 2 instructor assists per exercise element. Task(s): 9.2.7 MEAS: PC				1  (1)
<b>SUPERVISOR APPROVAL OF LESSON PLAN</b>				
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**SUPPORT MATERIALS AND GUIDANCE****Student Instructional Materials**

SW L3ABR3M031 005/L3AQR4D031 005, Block II

**Training Methods**

Performance (1 hrs)

**Multiple Instructor Requirements**

Safety/Supervision (3) (3 hrs)

**MIR:** Three (3) instructors are required for 1 hour of performance (9 hours total) during the lesson on the Physical Fitness conditioning regiment. The class is broken into groups of eight (8) students; each group will have one (1) instructor for safety/supervision. Students will continue to demonstrate what was learned in Block 1 Unit 6. Instructors are needed for safety and to ensure the students are performing the exercises correctly. Multiple instructors are required during the performance/evaluation phase of the course to prevent muscle strain, sprains, pulled muscles, fractures of bones, or other injuries to the students. Multiple instructors are essential for the physical safety and supervision of students in this portion of the course.

Refer to the MIR schedule to determine which instructors are available to provide additional assistance on the equipment during the hour of demonstration and performance in objective 6a. If the MIR instructors are not supported, training on this block will increase by 6 hours. If additional instructors are not available to meet this MIR requirement, a written waiver from the Flight Chief must be granted. If there is no waiver, this constitutes a training deficiency and TDE must be notified to accomplish the Training Deficiency paperwork.

**Instructional Guidance**

See Instructor Reference IR L3ABR3M031 0L5A/L3AQR4D031 0L5A for required equipment.

Students are broken into three groups of eight students, each group has one instructor. Instructors will demonstrate each piece of equipment (each group is working on different equipment), rotating among the pieces of cardiovascular and weight equipment during this objective and the additional fitness hours. This rotation is necessary due to the limited amount of equipment. At the beginning of every fitness session, the instructor will demonstrate proper warm up, stretching, and cool down prior to using equipment. The instructor will also show and explain each AETC Form 98 to the students and ensure each student understands the objective and the standard to which they are held. Observe each student individually for correct and incorrect behavior on each exercise element. At the end of the period, debrief the students, including specific appraisal and improvement areas.

Conduct progress debriefings within the group or on a one-to-one basis with the students, ensuring that each student receives some individual and specific attention. Ensure students utilize proper checklist procedures for each exercise practicum. Students must demonstrate proper use of free weights, strength resistance equipment, callisthenic exercises, cardiovascular equipment, and flexibility exercises for appraisal at the end of the course. Allow students adequate time to practice using the equipment and demonstrate proper techniques. Utilize MIR instructors to ensure all safety procedures are followed and students perform each exercise properly.

Students should use this time to practice the physical conditioning regimen taught in Block I unit 6. **Remind the students that they will be evaluated at the end of the course in Block 6.**

Instructors will make the AETC Form 98 for Fitness available to the students for guidance. Instructors will monitor their group of students, correcting them as needed. Debrief students at the end of each day before releasing the students. Include both appraisal and improvement areas in the debriefing. Conduct Progress Check debriefings as a group or on a one-to-one basis with the students. Ensure students utilize proper checklist procedures for each exercise practicum.

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**SUPPORT MATERIALS AND GUIDANCE (continued)**

Students must demonstrate proper use of free weights, strength resistance equipment, callisthenic exercises, cardiovascular equipment, and flexibility exercises for fitness evaluation.

Instruction of Core Values ("Integrity first," "Service before self," "Excellence in all we do") are accomplished using the method identified as "Schoolhouse Weave as referenced in The Little Blue Book". These topics are presented in a two-way communications forum, open discussion utilizing instructor experiences, creating short stories as part of an introduction to lessons (where fitting). Instructors will identify specific locations in their Personalized Lesson Plan where discussion of a specific value is most appropriate. Simple identification of a Core Value is not acceptable and will not meet instructional requirement.

Slides are mandatory except in the event of a technical difficulty that prevents them from being shown.

All lessons are taught in 50-minute segments with 10-minute breaks, though it is acceptable to continue training beyond 50 minutes and accumulate break time if doing so enhances the learning activity. AETCI 36-2203 6.1.2

**Operational Risk Management (ORM)**

Shows how the system components (Man, Machine, Media, and Management) interact to achieve a successful Mission completion or mishap. Identification of standard ORM terminology and fundamental concepts is acceptable and will meet instructional requirements. Training should include the following concepts:

1. Identify the Hazards
2. Assess the Risk
3. Analyze Risk Control Measures
4. Make control decisions
5. Implement Risk controls
6. Supervise and Review

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**SUPPORT MATERIALS AND GUIDANCE (continued)**

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**PLAN OF INSTRUCTION/LESSON PART I**

NAME OF INSTRUCTOR

COURSE TITLE

Services Apprentice Course

BLOCK TITLE

Block II

**COURSE CONTENT**

**TIME**

5. Written Test and Critique

1.5

a. Written Test/Critique

(1.5)

**SUPERVISOR APPROVAL OF LESSON PLAN**

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SIGNATURE AND DATE

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**SUPPORT MATERIALS AND GUIDANCE****Instructional Guidance**

Prior to administration of the test, follow the procedures outlined in the "Instructions to the Examiner - Written Test." Ensure that all students are ready to take the test. After all tests have been graded, conduct a critique of missed items. Any student failing to achieve a passing score will receive Special Individualized Assistance (SIA) on all weak areas. Following SIA, the student is re-tested on the alternate version of the test.

**Test Type**

Written Tests (1.5)

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**PLAN OF INSTRUCTION/LESSON PART I**

NAME OF INSTRUCTOR

COURSE TITLE

Services Apprentice Course

BLOCK TITLE

Block II

**COURSE CONTENT****TIME****6. Lodging Practicum****6.5**

a. Given a computer workstation with Lodging Touch Software, perform reservation procedures IAW Reservation procedures PC II-6a Checklist, with no more than 2 instructor assists. Task(s): 25.9 MEAS: PC

(1.5)

b. Given a computer workstation with Lodging Touch Software, perform guest check in and check out procedures IAW Guest check in PC II-6b Checklist, with no more than 2 instructor assists. Task(s): 25.13 MEAS: PC

(2.5)

c. Given a computer workstation with Lodging Touch Software, perform lodging cashier functions IAW Lodging cashier functions PC II-6c Checklist, with no more than 2 instructor assists. Task(s): 25.16 MEAS: PC

(2.5)

**SUPPORT MATERIALS AND GUIDANCE****Student Instructional Materials**

SW L3ABR3M031 005/L3AQR4D031 005, Block II

**Audiovisual Aids**

None

**Training Methods**

Demonstration (1.5 hrs)

Performance (5 hrs)

**Multiple Instructor Requirements**

Supervision (3) (6.5 hrs)

**SUPERVISOR APPROVAL OF LESSON PLAN**

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## SUPPORT MATERIALS AND GUIDANCE

**MIR con't:** Furthermore, due to the inability of more than eight students viewing the demonstration and performing the objectives, three instructors are required. The instructor evaluates each student during the performance phase. If MIRs were not used the course length would increase by 13 hours. If additional instructors are not available to meet this MIR requirement, a written waiver from the Flight Chief must be granted. If there is no waiver, this constitutes a training deficiency and TDE must be notified to accomplish the Training Deficiency paperwork.

### Instructional Guidance

See Instructor Reference IR L3ABR3M031 0L5A/L3AQR4D031 0L5A for required equipment. Ensure computers are functional. After demonstrating the performance objectives, have the students complete the progress check at the end of each lesson. Review the exercises with the students and clarify any misunderstandings. The students are divided into groups no larger than eight with one instructor per eight students. MIR instructors are assigned to a group of students to assist them in navigating through the Lodging Touch System Software. Due to the inability of more than eight students viewing the demonstration and performing the objectives, three instructors are required. The instructor evaluates each student during the performance phase. Instruction of Core Values ("Integrity first," "Service before self," "Excellence in all we do") are accomplished using the method identified as "Schoolhouse Weave as referenced in The Little Blue Book". These topics are presented in a two-way communications forum, open discussion utilizing instructor experiences, creating short stories as part of an introduction to lessons (where fitting). Instructors will identify specific locations in their Personalized Lesson Plan where discussion of a specific value is most appropriate. Simple identification of a Core Value is not acceptable and will not meet instructional requirement.

Slides are mandatory except in the event of a technical difficulty that prevents them from being shown.

All lessons should be taught in 50-minute segments with 10-minute breaks, though it is acceptable to continue training beyond 50 minutes and accumulate break time if doing so enhances the learning activity. AETCI 36-2203 6.1.2

### Operational Risk Management (ORM)

Shows how the system components (Man, Machine, Media, and Management) interact to achieve a successful Mission completion or mishap. Identification of standard ORM terminology and fundamental concepts is acceptable and will meet instructional requirements. Training should include the following concepts:

1. Identify the Hazards
2. Assess the Risk
3. Analyze Risk Control Measures
4. Make control decisions
5. Implement Risk controls
6. Supervise and Review

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**PLAN OF INSTRUCTION/LESSON PART I**

NAME OF INSTRUCTOR		COURSE TITLE Services Apprentice Course		
BLOCK TITLE Block III				
<b>COURSE CONTENT</b>				<b>TIME</b>
1. Air Force Food Service Operations				2.25
a. Identify basic facts and terms about the Air Force Worldwide Menu. Task(s): <u>10.5</u> MEAS: W				(0.5)
b. Identify authorized customers in food service operations. Task(s): <u>19.1</u> MEAS: W				(0.5)
c. Identify appropriate charges for food service customers. Task(s): <u>19.2</u> MEAS: W				(0.5)
d. Identify basic facts about flight and support meals. Task(s): <u>10.14</u> MEAS: W				(0.75)
<b>SUPERVISOR APPROVAL OF LESSON PLAN</b>				
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**SUPPORT MATERIALS AND GUIDANCE****Student Instructional Materials**

SW L3ABR3M031 05LA/L3AQR4D031 05LA, Block III

**Audiovisual Aids**

Slides

**Training Methods**

Lecture (2.25 hrs)

**Instructional Guidance**

See Instructor Reference IR L3ABR3M031 0L5A/L3AQR4D031 0L5A for required equipment. Lecture on Air Force Food Service operations objectives. Have the students complete the exercises at the end of each lesson. Review the exercises with the students and clarify any misunderstandings.

Instruction of Core Values ("Integrity first," "Service before self," "Excellence in all we do") are accomplished using the method identified as "Schoolhouse Weave as referenced in The Little Blue Book". These topics are presented in a two-way communications forum, open discussion utilizing instructor experiences, creating short stories as part of an introduction to lessons (where fitting). Instructors will identify specific locations in their Personalized Lesson Plan where discussion of a specific value is most appropriate. Simple identification of a Core Value is not acceptable and will not meet instructional requirement.

Slides are mandatory except in the event of a technical difficulty that prevents them from being shown.

All lessons are taught in 50-minute segments with 10-minute breaks, though it is acceptable to continue training beyond 50 minutes and accumulate break time if doing so enhances the learning activity. AETCI 36-2203 6.1.2

**Operational Risk Management (ORM)**

Shows how the system components (Man, Machine, Media, and Management) interact to achieve a successful Mission completion or mishap. Identification of standard ORM terminology and fundamental concepts is acceptable and will meet instructional requirements. Training should include the following concepts:

1. Identify the Hazards
2. Assess the Risk
3. Analyze Risk Control Measures
4. Make control decisions
5. Implement Risk controls
6. Supervise and Review

POI NUMBER	BLOCK	UNIT	DATE	PAGE NO.
L3ABR3M031 0L5A	III	1	8/3/2005	2

PLAN OF INSTRUCTION/LESSON PART I				
NAME OF INSTRUCTOR		COURSE TITLE		
		Services Apprentice Course		
BLOCK TITLE				
Block III				
COURSE CONTENT				TIME
2. Subsistence				2.75
a. Identify service levels required in the Prime Vendor program. Task(s): <u>21.1</u> MEAS: W				(0.25)
b. Select procedures used to inspect subsistence received. Task(s): <u>13.1</u> MEAS: W				(0.5)
c. Select procedures used to receive/reject subsistence. Task(s): <u>13.3</u> MEAS: W				(0.5)
d. Select subsistence storage procedures. Task(s): <u>13.4</u> MEAS: W				(0.75)
e. Select substance inventory procedures. Task(s): <u>13.5</u> MEAS: W				(0.25)
f. Select subsistence transfer procedures. Task(s): <u>13.6</u> MEAS: W				(0.5)
SUPERVISOR APPROVAL OF LESSON PLAN				
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**SUPPORT MATERIALS AND GUIDANCE****Student Instructional Materials**

SW L3ABR3M031 05LA/L3AQR4D031 05LA, Block III

**Audiovisual Aids**

Slides

**Training Methods**

Lecture (2.75 hrs)

**Instructional Guidance**

See Instructor Reference IR L3ABR3M031 0L5A/L3AQR4D031 0L5A for required equipment. Lecture on subsistence objectives. Have the students complete the exercises at the end of each lesson. Review the exercises with the students and clarify any misunderstandings.

Instruction of Core Values ("Integrity first," "Service before self," "Excellence in all we do") are accomplished using the method identified as "Schoolhouse Weave as referenced in The Little Blue Book". These topics are presented in a two-way communications forum, open discussion utilizing instructor experiences, creating short stories as part of an introduction to lessons (where fitting). Instructors will identify specific locations in their Personalized Lesson Plan where discussion of a specific value is most appropriate. Simple identification of a Core Value is not acceptable and will not meet instructional requirement.

Slides are mandatory except in the event of a technical difficulty that prevents them from being shown.

All lessons are taught in 50-minute segments with 10-minute breaks, though it is acceptable to continue training beyond 50 minutes and accumulate break time if doing so enhances the learning activity. AETCI 36-2203 6.1.2

**Operational Risk Management (ORM)**

Shows how the system components (Man, Machine, Media, and Management) interact to achieve a successful Mission completion or mishap. Identification of standard ORM terminology and fundamental concepts is acceptable and will meet instructional requirements. Training should include the following concepts:

- |                                  |                            |
|----------------------------------|----------------------------|
| 1. Identify the Hazards          | 4. Make control decisions  |
| 2. Assess the Risk               | 5. Implement Risk controls |
| 3. Analyze Risk Control Measures | 6. Supervise and Review    |

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**PLAN OF INSTRUCTION/LESSON PART I**

NAME OF INSTRUCTOR

COURSE TITLE

Services Apprentice Course

BLOCK TITLE

Block III

**COURSE CONTENT**

**TIME**

3. Nutrition

2

a. Identify basic facts and terms about nutrition. Task(s): 10.12 MEAS: W

(2)

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L3ABR3M031 0L5A

BLOCK

III

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**SUPPORT MATERIALS AND GUIDANCE****Student Instructional Materials**

SW L3ABR3M031 05LA/L3AQR4D031 05LA, Block III

**Audiovisual Aids**

Slides

**Training Methods**

Lecture (2 hrs)

**Instructional Guidance**

See Instructor Reference IR L3ABR3M031 0L5A/L3AQR4D031 0L5A for required equipment. Lecture on nutrition objectives. Have the students complete the exercises at the end of each lesson. Review the exercises with the students and clarify any misunderstandings.

Instruction of Core Values ("Integrity first," "Service before self," "Excellence in all we do") are accomplished using the method identified as "Schoolhouse Weave as referenced in The Little Blue Book". These topics are presented in a two-way communications forum, open discussion utilizing instructor experiences, creating short stories as part of an introduction to lessons (where fitting). Instructors will identify specific locations in their Personalized Lesson Plan where discussion of a specific value is most appropriate. Simple identification of a Core Value is not acceptable and will not meet instructional requirement.

Slides are mandatory except in the event of a technical difficulty that prevents them from being shown.

All lessons are taught in 50-minute segments with 10-minute breaks, though it is acceptable to continue training beyond 50 minutes and accumulate break time if doing so enhances the learning activity. AETCI 36-2203 6.1.2

**Operational Risk Management (ORM)**

Shows how the system components (Man, Machine, Media, and Management) interact to achieve a successful Mission completion or mishap. Identification of standard ORM terminology and fundamental concepts is acceptable and will meet instructional requirements. Training should include the following concepts:

1. Identify the Hazards
2. Assess the Risk
3. Analyze Risk Control Measures
4. Make control decisions
5. Implement Risk controls
6. Supervise and Review

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**PLAN OF INSTRUCTION/LESSON PART I**

NAME OF INSTRUCTOR	COURSE TITLE Services Apprentice Course
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BLOCK TITLE Block III
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COURSE CONTENT	TIME
4. Food Service Automation	1.25
a. Identify the purpose of food service automation. Task(s): <u>15.1</u> MEAS: W	(0.25)
b. Identify basic facts and terms pertaining to computer terminology. Task(s): <u>15.2</u> MEAS: W	(0.25)
c. Identify basic facts and terms pertaining to automated documentation. Task(s): <u>15.5</u> MEAS: W	(0.25)
d. Identify basic facts and terms about Point of Sales (POS). Task(s): <u>15.6</u> MEAS: W	(0.5)

**SUPERVISOR APPROVAL OF LESSON PLAN**

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**SUPPORT MATERIALS AND GUIDANCE****Student Instructional Materials**

SW L3ABR3M031 05LA /L3AQR4D031 05LA, Block III

**Audiovisual Aids**

Slides

**Training Methods**

Lecture (1.25 hrs)

**Instructional Guidance**

See Instructor Reference IR L3ABR3M031 0L5A/L3AQR4D031 0L5A for required equipment. Lecture on food service automation objectives. Have the students complete the exercises at the end of each lesson. Review the exercises with the students and clarify any misunderstandings.

Instruction of Core Values ("Integrity first," "Service before self," "Excellence in all we do") are accomplished using the method identified as "Schoolhouse Weave as referenced in The Little Blue Book". These topics are presented in a two-way communications forum, open discussion utilizing instructor experiences, creating short stories as part of an introduction to lessons (where fitting). Instructors will identify specific locations in their Personalized Lesson Plan where discussion of a specific value is most appropriate. Simple identification of a Core Value is not acceptable and will not meet instructional requirement.

Slides are mandatory except in the event of a technical difficulty that prevents them from being shown.

All lessons are taught in 50-minute segments with 10-minute breaks, though it is acceptable to continue training beyond 50 minutes and accumulate break time if doing so enhances the learning activity. AETCI 36-2203 6.1.2

**Operational Risk Management (ORM)**

Shows how the system components (Man, Machine, Media, and Management) interact to achieve a successful Mission completion or mishap. Identification of standard ORM terminology and fundamental concepts is acceptable and will meet instructional requirements. Training should include the following concepts:

1. Identify the Hazards
2. Assess the Risk
3. Analyze Risk Control Measures
4. Make control decisions
5. Implement Risk controls
6. Supervise and Review

POI NUMBER	BLOCK	UNIT	DATE	PAGE NO.
L3ABR3M031 0L5A	III	4	8/3/2005	2

PLAN OF INSTRUCTION/LESSON PART I				
NAME OF INSTRUCTOR		COURSE TITLE Services Apprentice Course		
BLOCK TITLE Block III				
COURSE CONTENT				TIME
5. Safety, Sanitation and Hygiene				4.75
a. Select the step-by-step procedures that are used to apply safety procedures when working in facilities. Task(s): 1.8 MEAS: W				(0.5)
b. Select the guidelines that are used to apply safety practices when working with equipment. Task(s): 1.7 MEAS: W				(0.75)
c. Select the procedures required to maintain personal hygiene Task(s): 14.1 MEAS: PC				(0.25)
d. Specify general principles about the prevention of insect and rodent infestation. Task(s): <u>14.5</u> MEAS: W				(0.5)
e. Identify basic facts about communicable diseases. Task(s): <u>14.3</u> MEAS: W				(0.75)
f. Select the procedures for disease control measures used when working in dining facilities. Task(s): 14.4 MEAS: W				(0.5)
g. Select the procedures used to sanitize facilities. Task(s): 14.6 MEAS: W				(0.5)
h. Select the procedures used to sanitize equipment. Task(s): 14.7 MEAS: W				(0.5)
i. Select machine and manual dishwashing procedures. Task(s): <u>14.9</u> MEAS: W				(0.5)
SUPERVISOR APPROVAL OF LESSON PLAN				
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**SUPPORT MATERIALS AND GUIDANCE****Student Instructional Materials**

SW L3ABR3M031 05LA /L3AQR4D031 05LA, Block III

**Audiovisual Aids**

Slides

**Training Methods**

Lecture (4.75 hrs)

**Instructional Guidance**

See Instructor Reference IR L3ABR3M031 0L5A/L3AQR4D031 0L5A for required equipment. Lecture on safety, sanitation and hygiene objectives. Have the students complete the exercises at the end of each lesson. Review the exercises with the students and clarify any misunderstandings.

Instruction of Core Values ("Integrity first," "Service before self," "Excellence in all we do") are accomplished using the method identified as "Schoolhouse Weave as referenced in The Little Blue Book". These topics are presented in a two-way communications forum, open discussion utilizing instructor experiences, creating short stories as part of an introduction to lessons (where fitting). Instructors will identify specific locations in their Personalized Lesson Plan where discussion of a specific value is most appropriate. Simple identification of a Core Value is not acceptable and will not meet instructional requirement.

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All lessons are taught in 50-minute segments with 10-minute breaks, though it is acceptable to continue training beyond 50 minutes and accumulate break time if doing so enhances the learning activity. AETCI 36-2203 6.1.2

**Operational Risk Management (ORM)**

Shows how the system components (Man, Machine, Media, and Management) interact to achieve a successful Mission completion or mishap. Identification of standard ORM terminology and fundamental concepts is acceptable and will meet instructional requirements. Training should include the following concepts:

1. Identify the Hazards
2. Assess the Risk
3. Analyze Risk Control Measures
4. Make control decisions
5. Implement Risk controls
6. Supervise and Review

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**PLAN OF INSTRUCTION/LESSON PART I**

NAME OF INSTRUCTOR	COURSE TITLE Services Apprentice Course
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BLOCK TITLE Block III
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COURSE CONTENT	TIME
6. Fundamentals of Food Preparation	3
a. Identify cooking and baking terms. Task(s): <u>10.1</u> MEAS: W	(1.25)
b. Select the procedures used to measure ingredients. Task(s): 10.6 MEAS: W	(0.25)
c. Select the steps used to apply food temperature taking techniques. Task(s): 10.8 MEAS: W	(0.25)
d. Identify basic facts and terms about moist and dry heat cooking methods. Task(s): <u>10.2</u> MEAS: W	(0.25)
e. Identify the functions of ingredients used in pastry production. Task(s): <u>10.3</u> MEAS: W	(0.5)
f. Identify facts and use of seasoning agents. Task(s): <u>10.4</u> MEAS: W	(0.5)

**SUPERVISOR APPROVAL OF LESSON PLAN**

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**SUPPORT MATERIALS AND GUIDANCE****Student Instructional Materials**

SW L3ABR3M031 05LA /L3AQR4D031 05LA, Block III

**Audiovisual Aids**

Slides

**Training Methods**

Lecture (3 hrs)

**Instructional Guidance**

See Instructor Reference IR L3ABR3M031 0L5A/L3AQR4D031 0L5A for required equipment. Lecture on fundamentals of food preparation objectives. Have the students complete the exercises at the end of each lesson. Review the exercises with the students and clarify any misunderstandings.

Instruction of Core Values ("Integrity first," "Service before self," "Excellence in all we do") are accomplished using the method identified as "Schoolhouse Weave as referenced in The Little Blue Book". These topics are presented in a two-way communications forum, open discussion utilizing instructor experiences, creating short stories as part of an introduction to lessons (where fitting). Instructors will identify specific locations in their Personalized Lesson Plan where discussion of a specific value is most appropriate. Simple identification of a Core Value is not acceptable and will not meet instructional requirement.

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All lessons are taught in 50-minute segments with 10-minute breaks, though it is acceptable to continue training beyond 50 minutes and accumulate break time if doing so enhances the learning activity. AETCI 36-2203 6.1.2

**Operational Risk Management (ORM)**

Shows how the system components (Man, Machine, Media, and Management) interact to achieve a successful Mission completion or mishap. Identification of standard ORM terminology and fundamental concepts is acceptable and will meet instructional requirements. Training should include the following concepts:

1. Identify the Hazards
2. Assess the Risk
3. Analyze Risk Control Measures
4. Make control decisions
5. Implement Risk controls
6. Supervise and Review

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**PLAN OF INSTRUCTION/LESSON PART I**

NAME OF INSTRUCTOR

COURSE TITLE

Services Apprentice Course

BLOCK TITLE

Block III

**COURSE CONTENT**

**TIME**

7. Written Test and Critique

1.5

a. Written Test/Critique

(1.5)

**SUPERVISOR APPROVAL OF LESSON PLAN**

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**SUPPORT MATERIALS AND GUIDANCE****Instructional Guidance**

Prior to administration of the test, follow the procedures outlined in the "Instructions to the Examiner - Written Test." Ensure that all students are ready to take the test. After all tests have been graded, conduct a critique of missed items. Any student failing to achieve a passing score will receive Special Individualized Assistance (SIA) on all weak areas. Following SIA, the student is re-tested on the alternate version of the test.

**Test Type**

Written Tests (1.5)

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### PLAN OF INSTRUCTION/LESSON PART I

NAME OF INSTRUCTOR	COURSE TITLE Services Apprentice Course			
BLOCK TITLE Block III				
<b>COURSE CONTENT</b>				<b>TIME</b>
8. Food Service Practicum				14.5
<p>a. Using a computer workstation, operate the Air Force Automated Recipe System IAW Recipe System PC III-8a Checklist, with no more than 2 instructor assists. Task(s): <u>15.3</u> MEAS: PC</p>				(4)
<p>b. Given a pre-printed manual recipe, use recipe yield conversions to adjust manual recipe yields IAW Manual Recipe Yield PC III-8b Checklist, with no more than 2 instructor assists. Task(s): <u>15.7</u> MEAS: PC</p>				(10.5)
<b>SUPERVISOR APPROVAL OF LESSON PLAN</b>				
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**SUPPORT MATERIALS AND GUIDANCE****Student Instructional Materials**

SW L3ABR3M031 005/L3AQR4D031 005, Block III

**Audiovisual Aids**

Slides

**Training Methods**

Lecture/Demonstration (4 hrs)

Performance (10.5 hrs)

**Multiple Instructor Requirements**

Supervision (3) (14.5 hrs)

**MIR:** Refer to the MIR schedule to determine which instructors are available. Three (3) qualified instructors are required for 4 hours of demonstration and 10.5 hours of performance (31.5 hours total) during the lesson on Food Service Practicum. This lesson is on the Automated Recipe System computer software, which involves a lot of mathematical formulas where the student will do conversions. Instructors are required to guide/assist the students with conversions. Furthermore, the software is too complex for one instructor to merely demonstrate, and then have the students perform. It is extremely important to have two additional instructors available to support the lead instructor in maintaining the effectiveness and efficiency of training.

Instructors will also assist in the issuance of whites and provide indoctrination at the Culinary Arts Training Center. One instructor will supervise the white room to ensure the whites room is clean; one instructor will check compliance in the wear of whites issued, and one instructor will maintain discipline in the classroom. While in the Culinary Arts Training Center, students are broken into groups of eight (8) and an orientation is conducted. Due to the complexity of the equipment and numerous safety issues involved, it is important that groups are small enough so that instructors can ensure the students have a basic understanding of the equipment, supplies, and layout of the Culinary Arts Training Center.

If the MIR instructors are not available, training on this block will increase by 21 hours. If additional instructors are not available to meet this MIR requirement, a written waiver from the Flight Chief must be granted. If there is no waiver, this constitutes a training deficiency and TDE must be notified to accomplish the Training Deficiency paperwork.

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**SUPPORT MATERIALS AND GUIDANCE (continued)****Instructional Guidance**

See Instructor Reference IR L3ABR3M031 0L5A/L3AQR4D031 0L5A for required equipment. Ensure computers are functional for performance objectives 8a - 8b. After demonstrating performance for each objective, have the students complete the exercise and PC at the end of each lesson. Review the exercises and PC with the students and clarify any misunderstandings.

Instruction of Core Values ("Integrity first," "Service before self," "Excellence in all we do") are accomplished using the method identified as "Schoolhouse Weave as referenced in The Little Blue Book". These topics are presented in a two-way communications forum, open discussion utilizing instructor experiences, creating short stories as part of an introduction to lessons (where fitting). Instructors will identify specific locations in their Personalized Lesson Plan where discussion of a specific value is most appropriate. Simple identification of a Core Value is not acceptable and will not meet instructional requirement.

Slides are mandatory except in the event of a technical difficulty that prevents them from being shown.

All lessons are taught in 50-minute segments with 10-minute breaks, though it is acceptable to continue training beyond 50 minutes and accumulate break time if doing so enhances the learning activity. AETCI 36-2203 6.1.2

**Operational Risk Management (ORM)**

Shows how the system components (Man, Machine, Media, and Management) interact to achieve a successful Mission completion or mishap. Identification of standard ORM terminology and fundamental concepts is acceptable and will meet instructional requirements. Training should include the following concepts:

- |                                  |                            |
|----------------------------------|----------------------------|
| 1. Identify the Hazards          | 4. Make control decisions  |
| 2. Assess the Risk               | 5. Implement Risk controls |
| 3. Analyze Risk Control Measures | 6. Supervise and Review    |

Objective 8b includes one hour of whites issue, two hours of indoctrination at the Culinary Arts Training Center, and one hour of boots issue. Instructors will brief students on the proper wear of whites prior to issue. Students will try on all sets of whites and be inspected by an instructor to ensure uniforms are within standards. An instructor will supervise the white room to ensure whites are returned properly. One to two instructors will inspect students as they try on whites. One instructor is needed in classroom to maintain discipline. An instructor is also required to pick up and turn in whites from prior class. Then, students will spend two hours at the Culinary Arts Training Center for indoctrination, which consists of tour of the Culinary Arts Training Center and identification of different equipment. Instructors will conduct a review of sanitation and personal hygiene, safety factors involved in a food service facility, and military bearing and behavior. Do to the complexity of the equipment and numerous safety factors the students are briefed in groups of eight. Students are then released to pick up steel-toe safety boots from Base Supply. A boot request letter must accompany students. Students will catch the LAFB shuttle to Bldg. 5160, Base Supply, Individual Equipment Section. Have student leader turn in the boot receipt and letter to the lead instructor the next day.

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**SUPPORT MATERIALS AND GUIDANCE (continued)**

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PLAN OF INSTRUCTION/LESSON PART I				
NAME OF INSTRUCTOR		COURSE TITLE		
		Services Apprentice Course		
BLOCK TITLE				
Block IV				
COURSE CONTENT				TIME
1. Food Preparation Techniques Part I				10.5
a. On a day-today basis maintain personal hygiene IAW Personal hygiene PC IV-1a checklist, with no more than 2 instructor assists. Task(s): 14.1 MEAS: PC/W				(0.5)
b. While on shift, apply safety procedures when working in facilities IAW Safety in Facilities PC IV-1d Checklist, with no more than 2 instructor assists. Task(s): <u>1.8</u> MEAS: PC				(1)
c. While on shift, apply safety practices when working with equipment IAW Safety using Equipment PC IV-1e checklist, with no more than 2 instructor assists. Task(s): <u>1.7</u> MEAS: PC				(1)
d. While on shift, apply proper lifting procedures IAW Lifting PC IV-1f Checklist with no more than 2 instructor assists. Task(s): <u>1.6</u> MEAS: PC				(1)
e. Given necessary equipment, perform disease control measures IAW Disease control PC IV-1g Checklist, with no more than 2 instructor assists. Task(s): <u>14.4</u> MEAS: PC				(3)
f. Given necessary equipment, sanitize equipment IAW Sanitizing equipment PC IV-1h Checklist, with no more than 2 instructor assists. Task(s): <u>14.7</u> MEAS: PC				(1)
g. Given necessary equipment, sanitize facilities IAW Sanitizing facilities PC IV-1i Checklist, with no more than 2 instructor assists. Task(s): <u>14.6</u> MEAS: PC				(3)
SUPERVISOR APPROVAL OF LESSON PLAN				
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**SUPPORT MATERIALS AND GUIDANCE****Student Instructional Materials**

SW L3ABR3M031 005/L3AQR4D031 005, Block IV

**Training Methods**

Performance (8.08 hrs)

Lecture/Demonstration (2.42 hrs)

**Multiple Instructor Requirements**

Safety/Supervision (4) (10 hrs)

**MIR:** During the Culinary Arts Training Center portion of instruction, the students are taught the "Full Meal Concept." The "Full Meal Concept" includes a variety of activities and equipment use occurring simultaneously in areas of: main entrées, side dishes, produce, beverages, baking and soup preparation, as well as associated tasks for dining hall preparation and serving line use. The associated tasks include cooking breakfast eggs and/or short order items (hamburgers and French fries); serving line set-up and utensil selection; public area preparation and sanitation and cash register operation. Instructors must balance the training environment with the need to prepare students for a large scale dining facility, adhering to standard dining facility practices of starting the meal on time, and not running out of food. The training equipment for this course consists of many pieces of unique industrial kitchen devices, and assorted accessories to accompany each device. The equipment is costly, highly sophisticated, and contains state-of-the-art components. It is extremely sensitive, detailed, and complex, and each student must have hands on experience with each piece of equipment and demonstrate their ability to meet several learning objectives. There are many safety hazards to consider while instructing this portion, including highly sophisticated, complex, and extremely volatile kitchen equipment, (high pressured steam kettles, steam tables, gas operated stove/ovens, gas/electric grills, industrial mixers, grinders, slicers, sanitation equipment, etc.), sharp utensils and extreme temperatures.

Due to the complexity, location of equipment and simultaneously occurring tasks required to produce a meal, the class is divided into 4 groups of six (6) with a qualified instructor for each group of students. Four (4) instructors are required for 2.42 hours of demonstration, and 8.08 hours of performance (42.00 hours total) to supervise personnel, insure compliance with step-by-step procedures, student safety, prevent equipment damage, assure instructional effectiveness, and evaluate student performance. Each group is assigned to one of the four labs or two classrooms available. The groups are rotated so the students receive instruction and learn equipment use for all areas. Each day, the group instructor will introduce the unique objectives each group will perform, instruct and demonstrate the use of new equipment required to cover assigned objectives, review previously demonstrated equipment procedures, and reemphasis safety. If required, the instructor will review conversion sheets that the students have completed prior to food preparation. Instructors interact with his/her group throughout the evaluation process to ensure the students reach the course objectives within the allotted time.

At the end of the day, the instructor will summarize progress and receive feedback from the student in each small group on that day's progress. Each student is evaluated on 27 objectives. The students not performing on the equipment will practice sanitation procedures, be required to read technical data and/or complete workbook exercises, to include reviewing step-by-step procedures and safety measures.

Multiple instructor requirements are essential for the protection of the students and proper operation of equipment. If the MIR instructors are not available, training on this block will increase by 126 hours. If additional instructors are not available to meet this MIR requirement, a written waiver from the Flight Chief must be granted. If there is no waiver, this constitutes a training deficiency and TDE must be notified to accomplish the Training Deficiency paperwork.

**Instructional Guidance**

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**SUPPORT MATERIALS AND GUIDANCE (continued)**

See Instructor Reference IR L3ABR3M031 0L5A/L3AQR4D031 0L5A for required equipment. The Culinary Arts Training Center functions as a true-to-life dining facility. Divide the class into groups of not more than 6 students and the group assignments are for the duration of Block IV. Assign an instructor to each group of students. Have students use Air Force Automated Recipe System software installed in the computer workstations (1 computer/group) to print the recipes for the day. Use the calculators to convert any decimals to useable, measurable amounts (ex: 0.001 gallon should be converted to a measurable sum.)

The following instructions are carried out by each instructor in charge of a group of students. Show and explain each PC Checklist AETC Form 98 to the students and ensure each student understands the objective and standard required. Brief the students prior to going on shift on expectations and accomplishments. Utilize the appropriate AETC Form 98 when observing each student's performance. The lead instructor keeps the Forms 98's for each student. The MIR(s) may use a locally devised form to document the student's products and transfer to the Form 98's when appropriate.

Debrief students at the end of each shift, to include both appraisal and improvement areas. Conduct Progress Check debriefings as a group or on a one-to-one basis with the students. The instructor's observation of each student's performance is the determining factor as to whether or not the student has met each objective. Each instructor in charge of a group of students is to complete the shift, by teaching the academic information necessary for the following day's assignments. Each small group instructor will present the below listed materials in their small groups.

Day one - Brief each group on personal hygiene. Explain that Objective 1a is evaluated every morning prior to starting the shift, using the Daily Personal Hygiene Inspection. Objective 1k is evaluated at the end of each meal preparation. Brief students on the importance of maintaining a safe work area. Explain to students how to report hazards and mishaps immediately.

NOTE: Objective 1a is accomplished over days 11 through 23 by the instructors taking approximately 10 minutes every morning to inspect the student's personal hygiene and recording the results on the Daily Personal Hygiene Inspection Sheets. On day 23 the results of these inspections are recorded on AETC Form 98 Personal Hygiene PC IV-1a for documentation.

Days 11-19 -- Instructors will ensure all groups are rotated between food items, and that each student in the group has the opportunity to prepare each of the food items listed.

1. Main entrées (meats, seafood, poultry)
2. Starches, salads, & eggs
3. Fruits and Vegetables
4. Soups, gravies, and sauces
5. Baked goods and desserts

Lab instructors will rotate the responsibility of the serving line critique per meal. Keep the students in their initially assigned groups for the entire block. Each student must prepare one item from each objective. Refer to the CATC schedule for Physical Conditioning days (objectives l).

Instruction of Core Values ("Integrity first," "Service before self," "Excellence in all we do") are accomplished using the method identified as "Schoolhouse Weave as referenced in The Little Blue Book". These topics are presented in a two-way communications forum, open discussion utilizing instructor experiences, creating short

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**SUPPORT MATERIALS AND GUIDANCE (continued)**

stories as part of an introduction to lessons (where fitting). Instructors will identify specific locations in their Personalized Lesson Plan where discussion of a specific value is most appropriate. Simple identification of a Core Value is not acceptable and will not meet instructional requirement.

Slides are mandatory except in the event of a technical difficulty that prevents them from being shown.

All lessons should be taught in 50-minute segments with 10-minute breaks, though it is acceptable to continue training beyond 50 minutes and accumulate break time if doing so enhances the learning activity. AETCI 36-2203 6.1.2

**Operational Risk Management (ORM)**

Shows how the system components (Man, Machine, Media, and Management) interact to achieve a successful Mission completion or mishap. Identification of standard ORM terminology and fundamental concepts is acceptable and will meet instructional requirements. Training should include the following concepts:

1. Identify the Hazards
2. Assess the Risk
3. Analyze the Risks
4. Make control decisions
5. Implement Risk controls

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PLAN OF INSTRUCTION/LESSON PART I				
NAME OF INSTRUCTOR		COURSE TITLE Services Apprentice Course		
BLOCK TITLE Block IV				
COURSE CONTENT				TIME
2. Food Preparation Techniques Part II				55
a. Given necessary equipment and subsistence, apply knife skills techniques IAW Knife skills PC IV-1j Checklist, with no more than 2 instructor assists. Task(s): <u>10.10</u> MEAS: PC				(3)
b. Given necessary equipment, measure ingredients IAW Measure ingredients PC IV-1b Checklist, with no more than 2 instructor assists. Task(s): <u>10.6</u> MEAS: PC				(1)
c. Given necessary equipment and subsistence, apply food temperature taking techniques IAW Food temperature PC IV-1c Checklist, with no more than 2 instructor assists. Task(s): <u>10.7</u> MEAS: PC				(0.5)
d. Given necessary equipment and designated subsistence, perform taste test IAW Taste test PC IV-1k Checklist, with no more than 2 instructor assists. Task(s): <u>10.11</u> MEAS: PC				(3)
Using the Air Force Automated Recipe System, designated subsistence and necessary equipment, prepare the following subsistence to the standard listed on the Progress Check AETC Form 98, with no more than 2 instructor assists in each area.				
e. Vegetables IAW Vegetables PC IV-1l(1) Checklist Task(s): <u>11.5</u> MEAS: PC				(3)
f. Meats IAW Meat PC IV-2e Task(s): <u>11.1</u> MEAS: PC				(5)
g. Fruits IAW Fruits PC IV-2e Task(s): <u>11.4</u> MEAS: PC				(3)
h. Eggs IAW Eggs PC IV-1l(4) Checklist Task(s): <u>11.3</u> MEAS: PC				(3)
i. Poultry IAW Poultry PC IV-2i Task(s): <u>11.2</u> MEAS: PC				(5)
j. Seafood IAW Seafood PC IV-1l(6) Checklist Task(s): <u>11.18</u> MEAS: PC				(4)
k. Cakes and Frosting IAW Cakes and Frosting PC IV-2k Task(s): <u>11.17</u> MEAS: PC				(2)
l. Desserts IAW Desserts PC IV-1l(8) Checklist Task(s): <u>11.16</u> MEAS: PC				(2)
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**COURSE CONTENT (continued)**

- m. Pastry products IAW Pastry PC IV-11(9) Checklist Task(s): 11.15 MEAS: PC (2.5)
- n. Cookies IAW Cookies PC IV-11(10) Checklist Task(s): 11.14 MEAS: PC (2)
- o. Quick breads IAW Quick breads PC IV-11(11) Checklist Task(s): 11.13 MEAS: PC (4)
- p. Starches IAW Starches PC IV-11(12) Checklist Task(s): 11.11 MEAS: PC (3)
- q. Soups IAW Soups PC IV-11(13) Checklist Task(s): 11.9 MEAS: PC (2)
- r. Gravies IAW Gravies PC IV-11(14) Checklist Task(s): 11.8 MEAS: PC (2)
- s. Sauces IAW Sauces PC IV-11(15) Checklist Task(s): 11.7 MEAS: PC (2)
- t. Salads IAW Salads PC IV-11(16) Checklist Task(s): 11.6 MEAS: PC (3)

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## SUPPORT MATERIALS AND GUIDANCE

### Student Instructional Materials

SW L3ABR3M031 005/L3AQR4D031 005, Block IV

### Training Methods

Lecture/Demonstration (12.02 hrs)

Performance (42.98 hrs)

### Multiple Instructor Requirements

Safety/Supervision (4) (55 hrs)

**MIR:** During the Culinary Arts Training Center portion of instruction, the students are taught the "Full Meal Concept." The "Full Meal Concept" includes a variety of activities and equipment use occurring simultaneously in areas of: main entrées, side dishes, produce, beverages, baking and soup preparation, as well as associated tasks for dining hall preparation and serving line use. The associated tasks include cooking breakfast eggs and/or short order items (hamburgers and French fries); serving line set-up and utensil selection; public area preparation and sanitation and cash register operation. Instructors must balance the training environment with the need to prepare students for a large scale dining facility, adhering to standard dining facility practices of starting the meal on time, and not running out of food. The training equipment for this course consists of many pieces of unique industrial kitchen devices, and assorted accessories to accompany each device. The equipment is costly, highly sophisticated, and contains state-of-the-art components. It is extremely sensitive, detailed, and complex, and each student must have hands on experience with each piece of equipment and demonstrate their ability to meet several learning objectives. There are many safety hazards to consider while instructing this portion, including highly sophisticated, complex, and extremely volatile kitchen equipment, (high pressured steam kettles, steam tables, gas operated stove/ovens, gas/electric grills, industrial mixers, grinders, slicers, sanitation equipment, etc.), sharp utensils and extreme temperatures.

Due to the complexity, location of equipment and simultaneously occurring tasks required to produce a meal, the class is divided into 4 groups of six (6) with a qualified instructor for each group of students. Four (4) instructors are required for 12.02 hours of demonstration, and 42.98 hours of performance (220.00 hours total) to supervise personnel, insure compliance with step-by-step procedures, student safety, prevent equipment damage, assure instructional effectiveness, and evaluate student performance. Each group is assigned to one of the four labs or two classrooms available. The groups are rotated so the students receive instruction and learn equipment use for all areas. Each day, the group instructor will introduce the unique objectives each group will perform, instruct and demonstrate the use of new equipment required to cover assigned objectives, review previously demonstrated equipment procedures, and reemphasis safety. If required, the instructor will review conversion sheets that the students have completed prior to food preparation. Instructors interact with his/her group throughout the evaluation process to ensure the students reach the course objectives within the allotted time.

At the end of the day, the instructor will summarize progress and receive feedback from the student in each small group on that day's progress. Each student is evaluated on 27 objectives. The students not performing on the equipment will practice sanitation procedures, be required to read technical data and/or complete workbook exercises, to include reviewing step-by-step procedures and safety measures.

Multiple instructor requirements are essential for the protection of the students and proper operation of equipment. If the MIR instructors are not available, training on this block will increase by 165 hours. If additional instructors are not available to meet this MIR requirement, a written waiver from the Flight Chief must be granted. If there is no waiver, this constitutes a training deficiency and TDE must be notified to accomplish the Training Deficiency paperwork.

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**SUPPORT MATERIALS AND GUIDANCE (continued)****Instructional Guidance**

See Instructor Reference IR L3ABR3M031 0L5A/L3AQR4D031 0L5A for required equipment. The Culinary Arts Training Center functions as a true-to-life dining facility. Divide the class into groups of not more than 6 students and the group assignments are for the duration of Block IV. Assign an instructor to each group of students. Have students use Air Force Automated Recipe System software installed in the computer workstations (1 computer/group) to print the recipes for the day. Use the calculators to convert any decimals to useable, measurable amounts (ex: 0.001 gallon should be converted to a measurable sum.)

The following instructions are carried out by each instructor in charge of a group of students. Show and explain each PC Checklist AETC Form 98 to the students and ensure each student understands the objective and standard required. Brief the students prior to going on shift on expectations and accomplishments. Utilize the appropriate AETC Form 98 when observing each student's performance. The lead instructor keeps the Forms 98's for each student. The MIR(s) may use a locally devised form to document the student's products and transfer to the Form 98's when appropriate.

Debrief students at the end of each shift, to include both appraisal and improvement areas. Conduct Progress Check debriefings as a group or on a one-to-one basis with the students. The instructor's observation of each student's performance is the determining factor as to whether or not the student has met each objective. Each instructor in charge of a group of students is to complete the shift, by teaching the academic information necessary for the following day's assignments. Each small group instructor will present the below listed materials in their small groups.

Day one - Brief each group on personal hygiene. Explain that Objective 1a is evaluated every morning prior to starting the shift, using the Daily Personal Hygiene Inspection. Objective 1k is evaluated at the end of each meal preparation. Brief students on the importance of maintaining a safe work area. Explain to students how to report hazards and mishaps immediately.

NOTE: Objective 1a is accomplished over days 11 through 23 by the instructors taking approximately 10 minutes every morning to inspect the student's personal hygiene and recording the results on the Daily Personal Hygiene Inspection Sheets. On day 23 the results of these inspections are recorded on AETC Form 98 Personal Hygiene PC IV-1a for documentation.

Days 11-19 -- Instructors will ensure all groups are rotated between food items, and that each student in the group has the opportunity to prepare each of the food items listed.

1. Main entrées (meats, seafood, poultry)
2. Starches, salads, & eggs
3. Fruits and Vegetables
4. Soups, gravies, and sauces
5. Baked goods and desserts

Lab instructors will rotate the responsibility of the serving line critique per meal. Keep the students in their initially assigned groups for the entire block. Each student must prepare one item from each objective. Refer to the CATC schedule for Physical Conditioning days (objectives l).

Instruction of Core Values ("Integrity first," "Service before self," "Excellence in all we do") are accomplished using the method identified as "Schoolhouse Weave as referenced in The Little Blue Book". These topics are

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**SUPPORT MATERIALS AND GUIDANCE (continued)**

presented in a two-way communications forum, open discussion utilizing instructor experiences, creating short stories as part of an introduction to lessons (where fitting). Instructors will identify specific locations in their Personalized Lesson Plan where discussion of a specific value is most appropriate. Simple identification of a Core Value is not acceptable and will not meet instructional requirement.

Slides are mandatory except in the event of a technical difficulty that prevents them from being shown.

All lessons should be taught in 50-minute segments with 10-minute breaks, though it is acceptable to continue training beyond 50 minutes and accumulate break time if doing so enhances the learning activity. AETCI 36-2203 6.1.2

**Operational Risk Management (ORM)**

Shows how the system components (Man, Machine, Media, and Management) interact to achieve a successful Mission completion or mishap. Identification of standard ORM terminology and fundamental concepts is acceptable and will meet instructional requirements. Training should include the following concepts:

1. Identify the Hazards
2. Assess the Risk
4. Make control decisions
5. Implement Risk controls

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**SUPPORT MATERIALS AND GUIDANCE (continued)**

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**PLAN OF INSTRUCTION/LESSON PART I**

NAME OF INSTRUCTOR

COURSE TITLE

Services Apprentice Course

BLOCK TITLE

Block IV

**COURSE CONTENT**

**TIME**

**3. Serving Line Techniques Part I**

4

a. Given leftovers and equipment, apply leftover procedures IAW Leftovers PC IV-2a Checklist, with no more than 2 instructor assists. Task(s): 10.13 MEAS: PC

(2)

b. Prior to serving food on the serving line, select serving utensils IAW Serving utensil PC IV-2b Checklist, with no more than 2 instructor assists. Task(s): 12.5 MEAS: PC

(2)

**SUPERVISOR APPROVAL OF LESSON PLAN**

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**SUPPORT MATERIALS AND GUIDANCE****Student Instructional Materials**

SW L3ABR3M031 05LA /L3AQR4D031 05LA, Block IV

**Training Methods**

Lecture/Demonstration (0.5 hrs)

Performance (3.5 hrs)

**Multiple Instructor Requirements**

Safety/Supervision (4) (4 hrs)

**MIR:** During the Culinary Arts Training Center "Serving Line" portion of instruction, under the guidance of instructors, emphasis is on the students performing tasks associated with a dining hall serving line. Training will continue on the "Full Meal Concept." The "Full Meal Concept" includes a variety of activities and equipment use occurring simultaneously in areas of: main entrées, side dishes, produce, beverages, baking and soup preparation, as well as associated tasks for dining hall preparation and serving line use. The associated tasks include cooking breakfast eggs and/or short order items (hamburgers and French fries); serving line set-up and utensil selection; public area preparation and sanitation and cash register operation. Instructors must balance the training environment with the need to prepare students for a large scale dining facility, adhering to standard dining facility practices of starting the meal on time, and not running out of food. The training equipment for this course consists of many pieces of unique industrial kitchen devices, and assorted accessories to accompany each device. The equipment is costly, highly sophisticated, and contains state-of-the-art components. It is extremely sensitive, detailed, and complex, and each student must have hands on experience with each piece of equipment and demonstrate their ability to meet several learning objectives. There are many safety hazards to consider while instructing this portion, including highly sophisticated, complex, and extremely volatile kitchen equipment, (high pressured steam kettles, steam tables, gas operated stove/ovens, gas/electric grills, industrial mixers, grinders, slicers, sanitation equipment, etc.), sharp utensils and extreme temperatures. Due to the complexity, location of equipment and simultaneously occurring tasks required to produce a meal, the class is divided into 4 groups of six (6) with a qualified instructor for each group of students. Four (4) instructors are required for 0.5 hours of demonstration, and 3.5 hours of performance (16 hours total) to supervise personnel, insure compliance with step-by-step procedures, student safety, prevent equipment damage, assure instructional effectiveness, and evaluate student performance. Each group is assigned to one of the four labs or two classrooms available. The groups are rotated so the students receive instruction and learn equipment use for all areas.

Each day, the group instructor will introduce the unique objectives each group will perform, instruct and demonstrate the use of new equipment required to cover assigned objectives, review previously demonstrated equipment procedures, and reemphasis safety. If required, the instructor will review conversion sheets that the students have completed prior to food preparation. Instructors interact with his/her group throughout the evaluation process to ensure the students reach the course objectives within the allotted time.

At the end of the day, the instructor will summarize progress and receive feedback from the student in each small group on that day's progress. Each student is evaluated on 2 objectives. The students not performing on the equipment will practice sanitation procedures, be required to read technical data and/or complete workbook exercises, to include reviewing step-by-step procedures and safety measures.

Multiple instructor requirements are essential for the protection of the students and proper operation of equipment. If the MIR instructors are not available, training on this block will increase by 12 hours. If additional instructors are not available to meet this MIR requirement, a written waiver from the Flight Chief must be granted. If there is no waiver, this constitutes a training deficiency and TDE must be notified to accomplish the Training Deficiency paperwork.

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**SUPPORT MATERIALS AND GUIDANCE (continued)****Instructional Guidance**

See Instructor Reference IR L3ABR3M031 0L5A/L3AQR4D031 0L5A for required equipment.

All previous instructor guidance in Block IV, unit 1 applies.

Days 19-23 - Emphasis is on Serving Line - working in their assigned groups, the students will rotate throughout the areas. Instructors will ensure all groups have completed all areas. The work areas are as follows: display food, select utensils, customer service, apply sauces/gravies, serve proper food portions carve meats, prepare beverages and eggs.

The students, under the guidance of instructors, will function on a dining hall serving line. The associated tasks include cooking breakfast eggs and short order items (hamburgers and French fries); serving line set-up and utensil selection; public area preparation and sanitation and cash register operation. Instructors must balance the training environment with the impetus to prepare students for a large scale dining facility. Whenever possible, adhere to standard dining facility practices (starting the meal on time, not running out of food, etc.). The instructor has the responsibility of Meal Accountability.

Instruction of Core Values ("Integrity first," "Service before self," "Excellence in all we do") are accomplished using the method identified as "Schoolhouse Weave as referenced in The Little Blue Book". These topics are presented in a two-way communications forum, open discussion utilizing instructor experiences, creating short stories as part of an introduction to lessons (where fitting). Instructors will identify specific locations in their Personalized Lesson Plan where discussion of a specific value is most appropriate. Simple identification of a Core Value is not acceptable and will not meet instructional requirement.

Slides are mandatory except in the event of a technical difficulty that prevents them from being shown.

All lessons are taught in 50-minute segments with 10-minute breaks, though it is acceptable to continue training beyond 50 minutes and accumulate break time if doing so enhances the learning activity. AETCI 36-2203 6.1.2

**Operational Risk Management (ORM)**

Shows how the system components (Man, Machine, Media, and Management) interact to achieve a successful Mission completion or mishap. Identification of standard ORM terminology and fundamental concepts is acceptable and will meet instructional requirements. Training should include the following concepts:

1. Identify the Hazards
2. Assess the Risk
3. Analyze Risk Control Measures
4. Make control decisions
5. Implement Risk controls
6. Supervise and Review

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**SUPPORT MATERIALS AND GUIDANCE (continued)**

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**PLAN OF INSTRUCTION/LESSON PART I**

NAME OF INSTRUCTOR	COURSE TITLE Services Apprentice Course
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BLOCK TITLE Block IV
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COURSE CONTENT	TIME
<p>4. Fitness</p> <p>a. Given necessary equipment perform training exercises IAW Cardiovascular PC Checklist IV-3a, with no more than 2 instructor assists per exercise element. Task(s): 9.2.7 MEAS: PC</p>	<p>2</p> <p>(2)</p>

**SUPERVISOR APPROVAL OF LESSON PLAN**

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**SUPPORT MATERIALS AND GUIDANCE**Student Instructional Materials

SW L3ABR3M031 05LA /L3AQR4D031 05LA, Block IV

Training Methods

Lecture/Demonstration (0.75 hrs)

Performance (1.25 hrs)

Multiple Instructor Requirements

Safety/Supervision (3) (2 hrs)

**MIR:** Fitness MIR(s): Three (3) instructors are required for 0.75 hours of demonstration and 1.25 hours of performance (6 hours total) during the lesson on the Physical Fitness conditioning regiment. The class is broken into groups of eight (8) students; each group will have one (1) instructor for safety/supervision. Each instructor will demonstrate the use of fitness equipment in the portion of the lab assigned. Student will then practice using the equipment, as well as continuing to demonstrate what was learned in Block 1 Unit 6. Instructors are needed for safety and to ensure the students are performing the exercises correctly. Multiple instructors are required during the performance/evaluation phase of the course to prevent muscle strain, sprains, pulled muscles, fractures of bones, or other injuries to the students. Multiple instructors are essential for the physical safety and supervision of students in this portion of the course, for the protection of the students and proper operation of equipment. If the MIR instructors are not available, training on this block will increase by 4 hours. If additional instructors are not available to meet this MIR requirement, a written waiver from the Flight Chief must be granted. If there is no waiver, this constitutes a training deficiency and TDE must be notified to accomplish the Training Deficiency paperwork.

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**SUPPORT MATERIALS AND GUIDANCE (continued)****Instructional Guidance**

See Instructor Reference IR L3ABR3M031 0L5A/L3AQR4D031 0L5A for required equipment. Refer to the CATC objectives schedule for specific fitness days. Refer to the MIR schedule to determine which instructors are available. If the MIR instructors are not available, training on this block will increase by two hours. If additional instructors are not available to meet this MIR requirement, a written waiver from the Flight Chief must be granted. If there is no waiver, this constitutes a training deficiency and TDE must be notified to accomplish the Training Deficiency paperwork

Instruction of Core Values ("Integrity first," "Service before self," "Excellence in all we do") are accomplished using the method identified as "Schoolhouse Weave as referenced in The Little Blue Book". These topics are presented in a two-way communications forum, open discussion utilizing instructor experiences, creating short stories as part of an introduction to lessons (where fitting). Instructors will identify specific locations in their Personalized Lesson Plan where discussion of a specific value is most appropriate. Simple identification of a Core Value is not acceptable and will not meet instructional requirement.

Slides are mandatory except in the event of a technical difficulty that prevents them from being shown.

All lessons are taught in 50-minute segments with 10-minute breaks, though it is acceptable to continue training beyond 50 minutes and accumulate break time if doing so enhances the learning activity. AETCI 36-2203 6.1.2

**Operational Risk Management (ORM)**

Shows how the system components (Man, Machine, Media, and Management) interact to achieve a successful Mission completion or mishap. Identification of standard ORM terminology and fundamental concepts is acceptable and will meet instructional requirements. Training should include the following concepts:

1. Identify the Hazards
2. Assess the Risk
3. Analyze Risk Control Measures
4. Make control decisions
5. Implement Risk controls
6. Supervise and Review

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**SUPPORT MATERIALS AND GUIDANCE (continued)**

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PLAN OF INSTRUCTION/LESSON PART I				
NAME OF INSTRUCTOR		COURSE TITLE Services Apprentice Course		
BLOCK TITLE Block IV				
COURSE CONTENT				TIME
5. Serving Line Techniques Part II				31.5
a. Given designated subsistence and equipment, apply sauces and gravies IAW Applying Sauces and Gravies PC IV-4a Checklist, with no more than 2 instructor assists. Task(s): <u>12.4</u> MEAS: PC				(3)
b. Given designated subsistence and equipment, display food on the serving line IAW Food Display PC IV-4b Checklist, with no more than 2 instructor assists. Task(s): <u>12.2</u> MEAS: PC				(2)
c. Given designated subsistence and equipment, garnish food IAW Garnishing PC IV-4c Checklist, with no more than 2 instructor assists. Task(s): <u>12.1</u> MEAS: PC				(2)
d. Using a cash drawer, make change IAW Make Change PC IV-4d Checklist, with no more than 2 instructor assists. Task(s): <u>24.4.1</u> MEAS: PC				(5)
e. Given a scenario, demonstrate customer service techniques IAW Customer Service PC IV-4e Checklist, with no more than 2 instructor assists. Task(s): <u>16.1</u> MEAS: PC				(5)
f. Using the Air Force Automated Recipe System, designated subsistence and equipment, serve the proper portions of food IAW Proper Portions PC IV-4f Checklist, with no more than 2 instructor assists. Task(s): <u>12.6</u> MEAS: PC				(4)
g. Given equipment and subsistence, apply progressive cooking techniques IAW Progressive Cooking PC IV-4g Checklist, with no more than 2 instructor assists. Task(s): <u>10.9</u> MEAS: PC				(4)
h. Using the Air Force Automated Recipe System, designated subsistence and equipment, prepare sandwiches IAW Sandwiches PC IV-4h Checklist, with no more than 2 instructor assists. Task(s): <u>11.12</u> MEAS: PC				(3)
i. Using the Air Force Automated Recipe System, designated subsistence and equipment, prepare beverages IAW Beverages PC IV-4i Checklist, with no more than 2 instructor assists. Task(s): <u>11.10</u> MEAS: PC				(1)
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**COURSE CONTENT (continued)**

- j. Given designated subsistence and equipment, carve meats for individuals IAW Meat Carving PC IV-4j Checklist, with no more than 2 instructor assists. Task(s): 12.3 MEAS: PC (2)
- k. On a day-today basis maintain personal hygiene IAW Personal hygiene PC IV-1a checklist, with no more than 2 instructor assists. Task(s): 14.1 MEAS: PC (0.5)

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## SUPPORT MATERIALS AND GUIDANCE

### Student Instructional Materials

SW L3ABR3M031 05LA /L3AQR4D031 05LA, Block IV

### Training Methods

Lecture/Demonstration (6.16 hrs)

Performance (25.34 hrs)

### Multiple Instructor Requirements

Safety/Supervision (4) (31.5 hrs)

**MIR:** MIR: Four (4) instructors are required for 6.16 hours of demonstration and 25.34 hours of performance (126 hours total) to supervise personnel, insure compliance with step-by-step procedures, student safety, prevent equipment damage, assure instructional effectiveness, and evaluate student performance. During this unit of instruction the class is divided into groups of six (6) students with one (1) instructor for each group. There are four assigned areas that are taught during this portion. Each day, the instructor will introduce the unique objectives that group will be performing. The instructor will cover all assigned objectives, review equipment procedures, and reemphasis safety. At the end of the day, the instructor will summarize progress and receive feedback from the student on that day's progress. If required, the instructor will review conversion sheets that the students have completed prior to food preparation. The instructor will conclude the training session. Each student is evaluated on 11 objectives. Multiple instructors are essential for the physical safety and supervision of students in this portion of the course, for the protection of the students and proper operation of equipment. If the MIR instructors are not available, training on this block will increase by 94.5 hours. If additional instructors are not available to meet this MIR requirement, a written waiver from the Flight Chief must be granted. If there is no waiver, this constitutes a training deficiency and TDE must be notified to accomplish the Training Deficiency paperwork.

### Instructional Guidance

See Instructor Reference IR L3ABR3M031 0L5A/L3AQR4D031 0L5A for required equipment.

All previous instructor guidance in Block IV, unit 1 applies. Days 19-23 -- Serving Line -Unit 2 working in their assigned groups, the students will rotate throughout the areas. Instructors will ensure all groups have completed all areas. The work areas are as follows: display food, select utensils, customer service, apply sauces/gravies, serve proper food portions carve meats, prepare beverages and eggs. The instructor has the responsibility of Meal Accountability.

The students, under the guidance of instructors, will function as a dining hall serving line. The associated tasks include cooking breakfast eggs and short order items (hamburgers and French fries); serving line set-up and utensil selection; public area preparation and sanitation and cash register operation. Instructors must balance the training environment with the impetus to prepare students for a large scale dining facility. Whenever possible, adhere to standard dining facility practices (starting the meal on time, not running out of food, etc.).

The students not performing on equipment are practicing sanitation procedures and are required to read technical data and/or complete workbook exercises, which lead up to the next project. The serving line is divided into two distinct areas. There are many safety hazards to consider while instructing this portion, including highly sophisticated, complex, and extremely volatile kitchen equipment, (steam tables, gas/electric grills, slicers, deep fat fryers, sanitation equipment, etc.), sharp utensils, and extreme temperatures. Due to the complexity, number of equipment locations, and the variety of activities occurring simultaneously, an instructor is required for each portion of the serving line and to provide direction when obtaining supplies located away from the serving line area. The instructors will observe and evaluate students on the equipment to ensure

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**SUPPORT MATERIALS AND GUIDANCE (continued)**

equipment safety procedures are followed. Instructors are required to continuously monitor student's performance at various equipment locations and ensure each student follows step-by-step procedures specified in the technical data to reach the course objectives within the allotted time. The training equipment for this course consists of many pieces of unique kitchen devices, and assorted accessories to accompany each device. The equipment is costly, highly sophisticated, and contains state-of-the-art components. It is extremely sensitive, detailed, and complex. The course necessitates that each student have hands-on performance activities that provide the only effective teaching/learning situation. Multiple instructor requirements are essential for the protection of the students and operation of equipment.

Instruction of Core Values ("Integrity first," "Service before self," "Excellence in all we do") are accomplished using the method identified as "Schoolhouse Weave as referenced in The Little Blue Book". These topics are presented in a two-way communications forum, open discussion utilizing instructor experiences, creating short stories as part of an introduction to lessons (where fitting). Instructors will identify specific locations in their Personalized Lesson Plan where discussion of a specific value is most appropriate. Simple identification of a Core Value is not acceptable and will not meet instructional requirement.

Slides are mandatory except in the event of a technical difficulty that prevents them from being shown.

All lessons are taught in 50-minute segments with 10-minute breaks, though it is acceptable to continue training beyond 50 minutes and accumulate break time if doing so enhances the learning activity. AETCI 36-2203 6.1.2

**Operational Risk Management (ORM)**

Shows how the system components (Man, Machine, Media, and Management) interact to achieve a successful Mission completion or mishap. Identification of standard ORM termin

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**PLAN OF INSTRUCTION/LESSON PART I**

NAME OF INSTRUCTOR

COURSE TITLE

Services Apprentice Course

BLOCK TITLE

Block IV

**COURSE CONTENT**

**TIME**

6. Fitness Hour

1

a. Given necessary equipment perform training exercises IAW Cardiovascular equipment Part II PC Checklist IV-5a, with no more than 2 instructor assists per exercise element. Task(s): 9.2.7  
MEAS: PC

(1)

**SUPERVISOR APPROVAL OF LESSON PLAN**

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**SUPPORT MATERIALS AND GUIDANCE**Student Instructional Materials

SW L3ABR3M031 05LA /L3AQR4D031 05LA, Block IV

Audiovisual Aids

None

Training Methods

Lecture/Demonstration (0.16 hrs)

Performance (0.84 hrs)

Multiple Instructor Requirements

Safety/Supervision (3) (1 hrs)

**MIR:** Fitness MIR(s): Three (3) instructors are required for 0.16 hours of Lecture/Demonstration and 0.84 hours of performance (3 hours total) during the lesson on the Physical Fitness conditioning regiment. The class is broken into groups of eight (8) students; each group will have one (1) instructor for safety/supervision. Each instructor will observe the students demonstrating the use of fitness equipment in the portion of the lab assigned. Student will demonstrate using the equipment that was learned in Block 1 Unit 6 and Block IV unit 3. Instructors are needed for safety and to ensure the students are performing the exercises correctly. Multiple instructors are required during the performance/evaluation phase of the course to prevent muscle strain, sprains, pulled muscles, fractures of bones, or other injuries to the students. Multiple instructors are essential for the physical safety and supervision of students in this portion of the course.

If the MIR instructors are not available, training on this block will increase by 2 hours. If additional instructors are not available to meet this MIR requirement, a written waiver from the Flight Chief must be granted. If there is no waiver, this constitutes a training deficiency and TDE must be notified to accomplish the Training Deficiency paperwork.

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**SUPPORT MATERIALS AND GUIDANCE (continued)****Instructional Guidance**

See Instructor Reference IR L3ABR3M031 0L5A/L3AQR4D031 0L5A for required equipment.

Refer to the CATC objectives schedule for specific fitness days. Refer to the MIR schedule to determine which instructors are available. If the MIR instructors are not available, training on this block will increase by two hours. If additional instructors are not available to meet this MIR requirement, a written waiver from the Flight Chief must be granted. If there is no waiver, this constitutes a training deficiency and TDE must be notified to accomplish the Training Deficiency paperwork

Instruction of Core Values ("Integrity first," "Service before self," "Excellence in all we do") are accomplished using the method identified as "Schoolhouse Weave as referenced in The Little Blue Book". These topics are presented in a two-way communications forum, open discussion utilizing instructor experiences, creating short stories as part of an introduction to lessons (where fitting). Instructors will identify specific locations in their Personalized Lesson Plan where discussion of a specific value is most appropriate. Simple identification of a Core Value is not acceptable and will not meet instructional requirement.

Slides are mandatory except in the event of a technical difficulty that prevents them from being shown.

All lessons are taught in 50-minute segments with 10-minute breaks, though it is acceptable to continue training beyond 50 minutes and accumulate break time if doing so enhances the learning activity. AETCI 36-2203 6.1.2

**Operational Risk Management (ORM)**

Shows how the system components (Man, Machine, Media, and Management) interact to achieve a successful Mission completion or mishap. Identification of standard ORM terminology and fundamental concepts is acceptable and will meet instructional requirements. Training should include the following concepts:

1. Identify the Hazards
2. Assess the Risk
3. Analyze Risk Control Measures
4. Make control decisions
5. Implement Risk controls
6. Supervise and Review

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**SUPPORT MATERIALS AND GUIDANCE (continued)**

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PLAN OF INSTRUCTION/LESSON PART I				
NAME OF INSTRUCTOR		COURSE TITLE Services Apprentice Course		
BLOCK TITLE Block V				
COURSE CONTENT				TIME
1. Readiness in Base Services				8.75
a. Identify basic facts about field sanitation. Task(s): <u>3.7</u> MEAS: W				(0.5)
b. On a day-today basis maintain personal hygiene while in the field IAW Personal hygiene PC V-1b checklist, with no more than 2 instructor assists. Task(s): 14.1 MEAS: PC/W				(0.25)
c. Identify force modules. Task(s): <u>5.8</u> MEAS: W				(0.5)
d. Identify basic Prime RIBS Unit Type Code (UTC) concepts. Task(s): <u>5.9</u> MEAS: W				(1)
e. Identify individual mobility requirements. Task(s): <u>5.6</u> MEAS: W				(0.5)
f. Identify Services Home Station Training (HST) requirements. Task(s): <u>5.3</u> MEAS: W				(0.5)
g. Identify the operational chain of command. Task(s): <u>5.2</u> MEAS: W				(0.5)
h. Identify contingency feeding concepts. Task(s): <u>3.3</u> MEAS: W				(0.75)
i. Identify basic facts and terms about Meals, Ready to Eat (MREs). Task(s): <u>3.6</u> MEAS: W				(0.5)
j. Identify contingency subsistence ordering and receiving concepts. Task(s): <u>3.4</u> MEAS: W				(0.5)
k. Identify basic facts and terms about contingency accounting and documentation. Task(s): <u>3.5</u> MEAS: W				(0.5)
l. Identify basic facts and terms about recreation kits. Task(s): <u>8.6</u> MEAS: W				(0.5)
m. Identify basic concepts of recreational programming Task(s): <u>8.4</u> MEAS: W				(0.5)
n. Identify basic facts and terms about the contingency fitness and recreation programs. Task(s): <u>8.1</u> MEAS: W				(0.75)
o. Identify basic facts about the DRAM shop theory. Task(s): <u>8.7</u> MEAS: W				(0.5)
p. Identify basic facts about Learning Resource Centers (LRCs). Task(s): <u>8.5</u> MEAS: W				(0.5)
SUPERVISOR APPROVAL OF LESSON PLAN				
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**SUPPORT MATERIALS AND GUIDANCE****Student Instructional Materials**

SW L3ABR3M031 05LA /L3AQR4D031 05LA, Block V

**Audiovisual Aids**

Slides

**Training Methods**

Lecture (8.75 hrs)

**Instructional Guidance**

See Instructor Reference IR L3ABR3M031 0L5A/L3AQR4D031 0L5A for required equipment.

Instructors will receive a group training schedule from RIBS site staff and assign lead instructors with MIRs. Instructor must check with Services Flight Scheduler the day before to ensure Base Transportation has been called and buses are reserved to take students to and from the RIBS site.

Students will report to Readiness Site Classroom on the first day of Block V. Prior to starting class, students will receive a safety briefing from the NCOIC, RIBS Site and a site tour from the lead instructor. Students are issued a sleeping bag, a cot, a footlocker and be assigned to a sleeping unit.

For objective 1a through ip (days 1 and 2 and 1 hr of day 3), the students will spend the day in the classroom. A qualified instructor is required for this instruction Have the students complete the exercises at the end of the lessons. Review the exercises with the students and clarify any misunderstandings.

Instruction of Core Values ("Integrity first," "Service before self," "Excellence in all we do") are accomplished using the method identified as "Schoolhouse Weave as referenced in The Little Blue Book". These topics are presented in a two-way communications forum, open discussion utilizing instructor experiences, creating short stories as part of an introduction to lessons (where fitting). Instructors will identify specific locations in their Personalized Lesson Plan where discussion of a specific value is most appropriate. Simple identification of a Core Value is not acceptable and will not meet instructional requirement.

Slides are mandatory except in the event of a technical difficulty that prevents them from being shown.

All lessons are taught in 50-minute segments with 10-minute breaks, though it is acceptable to continue training beyond 50 minutes and accumulate break time if doing so enhances the learning activity. AETCI 36-2203 6.1.2

**Operational Risk Management (ORM)**

Shows how the system components (Man, Machine, Media, and Management) interact to achieve a successful Mission completion or mishap. Identification of standard ORM terminology and fundamental concepts is acceptable and will meet instructional requirements. Training should include the following concepts:

1. Identify the Hazards
2. Assess the Risk
3. Analyze Risk Control Measures
4. Make control decisions
5. Implement Risk controls
6. Supervise and Review

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**SUPPORT MATERIALS AND GUIDANCE (continued)**

Discuss "Expeditionary Aerospace Forces (EAF)," and "Aerospace Expeditionary Forces (AEF)," using the Air Staff AEF Briefing slides be sure to discuss the Services readiness mission and ensure that students understand that AEF is evolutionary, the requirements of AEF as it applies to Services, and what is expected during execution of EAF. Additional weave of core values and EAF can be added to the lesson plan based on instructor experiences.

At the completion of Readiness Site academic training day the students are housed at the RIBS site under the direct supervision of the Services Training Staff (3M0X1), to control emergency situations, injuries, and weather driven evacuations (Tornado / Hurricane Warnings).

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**SUPPORT MATERIALS AND GUIDANCE (continued)**

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PLAN OF INSTRUCTION/LESSON PART I				
NAME OF INSTRUCTOR		COURSE TITLE Services Apprentice Course		
BLOCK TITLE Block V				
COURSE CONTENT				TIME
2. Force Beddown				7.5
a. Identify basic wartime resource management principles. Task(s): <u>8.2</u> MEAS: W				(0.5)
b. Identify basic facts and terms about Tactical Field Exchanges. Task(s): <u>8.8</u> MEAS: W				(0.5)
c. Identify basic facts about Force Beddown. Task(s): <u>4.8</u> MEAS: W				(0.5)
d. Select locator service procedures. Task(s): <u>6.3</u> MEAS: W				(0.5)
e. Identify basic contingency lodging concepts. Task(s): <u>25.20</u> MEAS: W				(0.5)
f. Select issue & accountability (cots and linen) procedures. Task(s): <u>6.5</u> MEAS: W				(0.5)
g. Identify basic facts about the search and recovery program. Task(s): <u>7.1.6</u> MEAS: W				(0.5)
h. Identify basic facts about wartime search and recovery. Task(s): <u>7.2.4</u> MEAS: W				(0.5)
i. Identify basic facts about the Mortuary Affairs program. Task(s): <u>7.1</u> MEAS: W				(0.5)
j. Identify basic facts about wartime mortuary operations. Task(s): <u>7.2.1</u> MEAS: W				(0.5)
k. Identify basic facts and terms about temporary burial. Task(s): <u>7.2.3</u> MEAS: W				(0.5)
l. Identify basic facts about processing remains. Task(s): <u>7.2.2</u> MEAS: W				(0.75)
m. Identify basic facts and terms about contingency laundry. Task(s): <u>6.7</u> MEAS: W				(0.75)
n. Select the step-by-step operation procedures of BTU heater. Task(s): <u>6.6</u> MEAS: W				(0.5)
SUPERVISOR APPROVAL OF LESSON PLAN				
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**SUPPORT MATERIALS AND GUIDANCE**Student Instructional Materials

SW L3ABR3M031 05LA /L3AQR4D031 05LA, Block V

Audiovisual Aids

Slides

Training Methods

Lecture (7.5 hrs)

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L3ABR3M031 0L5A	V	2	8/3/2005	2

**SUPPORT MATERIALS AND GUIDANCE (continued)****Instructional Guidance**

See Instructor Reference IR L3ABR3M031 0L5A/L3AQR4D031 0L5A for required equipment.

Students will report to Readiness Site classroom for the lecture portion of the block. A qualified instructor is required for this instruction. A 3M0X1 will spend the night to provide safety for students. Lecture about Force Beddown objectives. Have the students complete the exercises at the end of the lessons. Review the exercises with the students and clarify any misunderstandings.

Instruction of Core Values ("Integrity first," "Service before self," "Excellence in all we do") are accomplished using the method identified as "Schoolhouse Weave as referenced in The Little Blue Book". These topics are presented in a two-way communications forum, open discussion utilizing instructor experiences, creating short stories as part of an introduction to lessons (where fitting). Instructors will identify specific locations in their Personalized Lesson Plan where discussion of a specific value is most appropriate. Simple identification of a Core Value is not acceptable and will not meet instructional requirement.

Slides are mandatory except in the event of a technical difficulty that prevents them from being shown.

All lessons are taught in 50-minute segments with 10-minute breaks, though it is acceptable to continue training beyond 50 minutes and accumulate break time if doing so enhances the learning activity. AETCI 36-2203 6.1.2

**Operational Risk Management (ORM)**

Shows how the system components (Man, Machine, Media, and Management) interact to achieve a successful Mission completion or mishap. Identification of standard ORM terminology and fundamental concepts is acceptable and will meet instructional requirements. Training should include the following concepts:

1. Identify the Hazards
2. Assess the Risk
3. Analyze Risk Control Measures
4. Make control decisions
5. Implement Risk controls
6. Supervise and Review

Discuss "Expeditionary Aerospace Forces (EAF)," and "Aerospace Expeditionary Forces (AEF)," using the Air Staff AEF Briefing slides be sure to discuss the Services readiness mission and ensure that students understand that AEF is evolutionary, the requirements of AEF as it applies to Services, and what is expected during execution of EAF. Additional weave of core values and EAF can be added to the lesson plan based on instructor experiences.

On days with Progress Checks, the instructor will start the instruction day, by instructing the breakfast meal with the students assigned to kitchen.

At the completion of the Readiness Site academic training day the students are housed at the RIBS site under the direct supervision of the Services Training Staff (3M0X1), to control emergency situations, injuries, and weather driven evacuations (Tornado / Hurricane Warnings).

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**SUPPORT MATERIALS AND GUIDANCE (continued)**

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PLAN OF INSTRUCTION/LESSON PART I				
NAME OF INSTRUCTOR		COURSE TITLE Services Apprentice Course		
BLOCK TITLE Block V				
COURSE CONTENT				TIME
3. Deployment Practicum				23.75
a. In a field environment, operate the Harvest Eagle field feeding platform, IAW Harvest Eagle PC V-3a Checklist, with no more than 2 instructor assists. Task(s): 3.2 MEAS: PC				(6)
b. In a field environment, operate the CDK field feeding platform IAW CDK Field Feeding Platform PC V-3b Checklist, with no more than 2 instructor assists. Task(s): 3.2 Task(s): <u>3.2</u> MEAS: PC				(1)
c. In a field environment, prepare and serve "A" rations IAW "A" Rations PC V-3c Checklist, with no more than 2 instructor assists. Task(s): <u>3.6.1</u> MEAS: PC				(2)
d. In a field environment, prepare and serve, prepare and serve Unitized Group Rations (UGR) IAW UGR PC V-3d Checklist, with no more than 2 instructor assists. Task(s): <u>3.6.2</u> MEAS: PC				(3)
e. Given necessary materials, plan a recreational activity IAW Recreation PC V-3e Checklist with no more than 2 instructor assists. Task(s): <u>8.3</u> MEAS: PC				(2)
f. Given necessary equipment perform training exercises IAW Cardiovascular Part III PC Checklist V-3f, with no more than 2 instructor assists per exercise element. Task(s): 9.2.7 MEAS: PC				(1)
g. On a day-today basis maintain personal hygiene while in the field IAW Personal hygiene PC V-1b checklist, with no more than 2 instructor assists. Task(s): <u>14.1</u> MEAS: PC				(0.75)
h. In a field environment, set up, operate and tear down contingency feeding fuel-fired equipment IAW Fuel-Fired equipment PC V-3g Checklist, with no more than 2 instructor assists. Task(s): <u>3.1</u> MEAS: PC				(7)
i. Given a list of personnel, make contingency lodging assignments IAW Field Lodging PC V-3h Checklist, with no more than 2 instructor assists. Task(s): <u>6.2</u> MEAS: PC				(1)
SUPERVISOR APPROVAL OF LESSON PLAN				
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**SUPPORT MATERIALS AND GUIDANCE****Student Instructional Materials**

SW L3ABR3M031 05LA /L3AQR4D031 05LA, Block V

**Audiovisual Aids**

Slides

**Training Methods**

Lecture/Demonstration (5.34 hrs)

Performance (18.41 hrs)

**Multiple Instructor Requirements**

Safety/Supervision (6) (28.75 hrs)

**MIR:** MIR(s): Six (6) qualified instructors are required for 5.34 hours of demonstration and 18.41 hours performance (142.5 hours total) to supervise personnel, ensure compliance with step-by-step procedures, prevent equipment damage, assure instructional effectiveness, and assist in the evaluation of student performance. All instructors must be subject matter qualified. This is a group-paced course in which the students work at their own rate and the group progresses at the pace of the slowest individual. There is one field-training site (consisting of three areas) available for this course, so the students must be broken into groups. There are many safety hazards to consider while instructing this portion, including highly sophisticated, complex, and extremely volatile kitchen equipment, (pressurized gas burning units, refueling operations, tents, etc.). The students not performing on the equipment are required to read technical data and/or review student workbook, which lead up to the next objective to include reviewing step-by-step procedures and safety measures. Due to the complexity, number of equipment locations, and the variety of activities occurring simultaneously, six qualified instructors are required.

If the MIR instructors are not available, training on this block will increase by 118.75 hours. If additional instructors are not available to meet this MIR requirement, a written waiver from the Flight Chief must be granted. If there is no waiver, this constitutes a training deficiency and TDE must be notified to accomplish the Training Deficiency paperwork.

**Instructional Guidance**

See Instructor Reference IR L3ABR3M031 0L5A/L3AQR4D031 0L5A for required equipment.

Divide the class into groups of not more than eight students. These groups are rotated through three areas during the RIBS block of instruction. Each group is assigned to the Kitchen team, burner team and shelter team, with two instructors assigned to each group of students. These instructors will; enforce personal hygiene and safety standards throughout each lesson, ensure that students have all necessary personal protective equipment at the beginning of each day, and provide the items listed under Student Instructional Materials and Training Equipment when needed for an objective. Complete the Performance Progress Checks after the students have had each objective demonstrated to them and have had sufficient time to practice each objective

The following instructions are to be carried out by the instructor of each group of students. Show and explain each AETC Form 98 to the students and ensure each student understands the objective. Brief the students as to what is expected of them and what has to be done. Debrief students at the end of the day, before releasing the students. Include both appraisal and improvement areas in the debriefing. Conduct Progress Check debriefings as group or on a one-to one basis with the students.

The severe, harsh and rugged environment combined with all types of weather conditions and the extremely dangerous equipment (using diesel fuel, gasoline, and three-phase power) drives the 1:4 instructor to student ratio for safety. The cost of the field equipment requires close supervision during operations to ensure the equipment is not damaged.

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**SUPPORT MATERIALS AND GUIDANCE (continued)**

Three of the six instructors will observe and evaluate students at the equipment to ensure that both personnel and equipment safety procedures are followed while the other instructors assist and answer any questions. They are required to continuously monitor student's performance at six different equipment positions and ensure that each student follows step-by-step procedures specified in the technical data to reach the course objective within the allotted time. At times, three of the instructors are required to observe and evaluate any questions for those students that are not at the equipment. On days with Progress Checks, the instructor will start the instruction day, by instructing the breakfast meal with the students assigned to kitchen.

TOs and TMs for Temper Tents and M-2A Burners with safety devices are at the RIBS site for instructor reference

Instruction of Core Values ("Integrity first," "Service before self," "Excellence in all we do") are accomplished using the method identified as "Schoolhouse Weave as referenced in The Little Blue Book". These topics are presented in a two-way communications forum, open discussion utilizing instructor experiences, creating short stories as part of an introduction to lessons (where fitting). Instructors will identify specific locations in their Personalized Lesson Plan where discussion of a specific value is most appropriate. Simple identification of a Core Value is not acceptable and will not meet instructional requirement.

Slides are mandatory except in the event of a technical difficulty that prevents them from being shown.

All lessons are taught in 50-minute segments with 10-minute breaks, though it is acceptable to continue training beyond 50 minutes and accumulate break time if doing so enhances the learning activity. AETCI 36-2203 6.1.2

#### Operational Risk Management (ORM)

Shows how the system components (Man, Machine, Media, and Management) interact to achieve a successful Mission completion or mishap. Identification of standard ORM terminology and fundamental concepts is acceptable and will meet instructional requirements. Training should include the following concepts:

1. Identify the Hazards
2. Assess the Risk
3. Analyze Risk Control Measures
4. Make control decisions
5. Implement Risk controls
6. Supervise and Review

Discuss "Expeditionary Aerospace Forces (EAF)," and "Aerospace Expeditionary Forces (AEF)," using the Air Staff AEF Briefing slides be sure to discuss the Services readiness mission and ensure that students understand that AEF is evolutionary, the requirements of AEF as it applies to Services, and what is expected during execution of EAF. Additional weave of core values and EAF can be added to the lesson plan based on instructor experiences.

On days with Progress Checks, the instructor will start the instruction day, by instructing the breakfast meal with the students assigned to kitchen.

At the completion of the Readiness Site academic training day the students are housed at the RIBS site under the direct supervision of the Services Training Staff (3M0X1), to control emergency situations, injuries, and weather driven evacuations (Tornado / Hurricane Warnings).

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**SUPPORT MATERIALS AND GUIDANCE (continued)**

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**PLAN OF INSTRUCTION/LESSON PART I**

NAME OF INSTRUCTOR

COURSE TITLE

Services Apprentice Course

BLOCK TITLE

Block V

**COURSE CONTENT**

**TIME**

4. Written Test and Critique

1.5

a. Written Test/Critique

(1.5)

**SUPERVISOR APPROVAL OF LESSON PLAN**

SIGNATURE AND DATE

SIGNATURE AND DATE

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1

**SUPPORT MATERIALS AND GUIDANCE****Instructional Guidance**

Prior to administration of the test, follow the procedures outlined in the "Instructions to the Examiner - Written Test." Ensure that all students are ready to take the test. After all tests have been graded, conduct a critique of missed items. Any student failing to achieve a passing score will receive Special Individualized Assistance (SIA) on all weak areas. Following SIA, the student is re-tested on the alternate version of the test.

**Test Type**

Written Tests (1.5)

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**PLAN OF INSTRUCTION/LESSON PART I**

NAME OF INSTRUCTOR

COURSE TITLE

Services Apprentice Course

BLOCK TITLE

Block V

**COURSE CONTENT**

**TIME**

5. Lodging Shelters

6.5

a. Given a shelter and equipment, as a team member erect contingency lodging shelters IAW Lodging Shelters PC V-5a Checklist, with no more than 2 instructor assists. Task(s): 6.4 MEAS: PC

(6.5)

**SUPERVISOR APPROVAL OF LESSON PLAN**

SIGNATURE AND DATE

SIGNATURE AND DATE

POI NUMBER

L3ABR3M031 0L5A

BLOCK

V

UNIT

5

DATE

8/3/2005

PAGE NO.

1

**SUPPORT MATERIALS AND GUIDANCE**Student Instructional Materials

SW L3ABR3M031 05LA /L3AQR4D031 05LA, Block V

Audiovisual Aids

None

Training Methods

Lecture/Demonstration (2 hrs)

Performance (4.5 hrs)

Multiple Instructor Requirements

Safety/Supervision (6) (6.5 hrs)

**MIR:** MIR(s): Six (6) qualified instructors are required for 2 hours of demonstration and 4.5 hours of performance (39 hours total) to supervise personnel, ensure compliance with step-by-step procedures, prevent equipment damage, assure instructional effectiveness, and assist in the evaluation of student performance. All instructors must be subject matter qualified. This is a group-paced course in which the students work at their own rate and the group progresses at the pace of the slowest individual. There is one field-training site (consisting of three areas) available for this course, so the students must be broken into groups. There are many safety hazards to consider while instructing this portion, including highly sophisticated, complex, and extremely volatile kitchen equipment, (pressurized gas burning units, refueling operations, tents, etc.). The students not performing on the equipment are required to read technical data and/or review student workbook, which lead up to the next objective to include reviewing step-by-step procedures and safety measures. Due to the complexity, number of equipment locations, and the variety of activities occurring simultaneously, six qualified instructors are required.

The severe, harsh and rugged environment combined with all types of weather conditions and the extremely dangerous equipment (using diesel fuel, gasoline, and three-phase power) drives the 1:4 instructor to student ratio for safety. The cost of the field equipment requires close supervision during operations to ensure the equipment is not damaged.

Three of the six instructors will observe and evaluate students at the equipment to ensure that both personnel and equipment safety procedures are followed while the other instructors assist and answer any questions. They are required to continuously monitor student's performance at six different equipment positions and ensure that each student follows step-by-step procedures specified in the technical data to reach the course objective within the allotted time. At times, three of the instructors are required to observe and evaluate any questions for those students that are not at the equipment.

If the MIR instructors are not available, training on this block will increase by 32.5 hours. If additional instructors are not available to meet this MIR requirement, a written waiver from the Flight Chief must be granted. If there is no waiver, this constitutes a training deficiency and TDE must be notified to accomplish the Training Deficiency paperwork.

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**SUPPORT MATERIALS AND GUIDANCE (continued)****Instructional Guidance**

See Instructor Reference IR L3ABR3M031 0L5A/L3AQR4D031 0L5A for required equipment.

Divide the class into groups of not more than eight students. These groups are rotated through three areas during the RIBS block of instruction. Each group is assigned to the Kitchen team, burner team and shelter team, with two instructors assigned to each group of students. These instructors will; enforce personal hygiene and safety standards throughout each lesson, ensure that students have all necessary personal protective equipment at the beginning of each day, and provide the items listed under Student Instructional Materials and Training Equipment when needed for an objective. Complete the Performance Progress Checks after the students have had each objective demonstrated to them and has had sufficient time to practice each objective.

The following instructions are carried out by the instructor of each group of students. Show and explain each AETC Form 98 to the students and ensure each student understands the objective. Brief the students as to what is expected of them and what has to be done. Debrief students at the end of the day, before releasing the students. Include both appraisal and improvement areas in the debriefing. Conduct Progress Check debriefings as group or on a one-to one basis with the students.

Instruction of Core Values ("Integrity first," "Service before self," "Excellence in all we do") are accomplished using the method identified as "Schoolhouse Weave as referenced in The Little Blue Book". These topics are presented in a two-way communications forum, open discussion utilizing instructor experiences, creating short stories as part of an introduction to lessons (where fitting). Instructors will identify specific locations in their Personalized Lesson Plan where discussion of a specific value is most appropriate. Simple identification of a Core Value is not acceptable and will not meet instructional requirement.

Slides are mandatory except in the event of a technical difficulty that prevents them from being shown.

All lessons are taught in 50-minute segments with 10-minute breaks, though it is acceptable to continue training beyond 50 minutes and accumulate break time if doing so enhances the learning activity. AETCI 36-2203 6.1.2

Note: TOs and TMs for Temper Tents and M-2A Burners with safety devices are at the RIBS site for instructor reference

**Operational Risk Management (ORM)**

Shows how the system components (Man, Machine, Media, and Management) interact to achieve a successful Mission completion or mishap. Identification of standard ORM terminology and fundamental concepts is acceptable and will meet instructional requirements. Training should include the following concepts:

1. Identify the Hazards
2. Assess the Risk
3. Analyze Risk Control Measures
4. Make control decisions
5. Implement Risk controls
6. Supervise and Review

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**SUPPORT MATERIALS AND GUIDANCE (continued)**

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**PLAN OF INSTRUCTION/LESSON PART I**

NAME OF INSTRUCTOR	COURSE TITLE Services Apprentice Course
--------------------	--

BLOCK TITLE Block VI
-------------------------

COURSE CONTENT	TIME
<p>1. Fitness Practicum</p> <p>a. Given necessary equipment perform training exercises IAW Training exercises PC Checklist VI-1a, with no more than 2 instructor assists per exercise element. Task(s): <u>9.2.7</u> MEAS: PC</p>	<p>14.5</p> <p>(14.5)</p>

**SUPERVISOR APPROVAL OF LESSON PLAN**

SIGNATURE AND DATE	SIGNATURE AND DATE

POI NUMBER L3ABR3M031 0L5A	BLOCK VI	UNIT 1	DATE 8/3/2005	PAGE NO. 1
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**SUPPORT MATERIALS AND GUIDANCE****Student Instructional Materials**

SW L3ABR3M031 05LA/L3AQR4D031 05LA, Block I

**Audiovisual Aids**

None

**Training Methods**

Demonstration (2 hrs)

Performance (12.5 hrs)

**Multiple Instructor Requirements**

Safety/Supervision (3) (37.5 hrs)

**MIR:** MIR: Three (3) qualified instructors are required for 2 hours of demonstration and 12.5 hours of performance (14.5 hours total) to supervise personnel, ensure compliance with step-by-step procedures, prevent equipment damage, assure instructional effectiveness, and assist in the evaluation of student performance. All instructors must be subject matter qualified. Each instructor is assigned a group of eight (8) students, small groups are necessary due to equipment limitations in each lab. Each instructor will go over the required step-by-step procedures and safety points for each station. Stations include cardiovascular equipment, free weights and weight training machines. After Instructors demonstrate proper performance exercises at each station and explain assessment requirements outlined on AETC Form 98, students are given adequate time to practice. Students are evaluated by the instructors during the last portion of this block. Instructors must observe each student to ensure they are following proper procedures. Each exercise session will include numerous warm-up, cool-down, calisthenics, and flexibility exercises to the level required on AETC Form 98. Students also perform exercises with cardiovascular equipment, free weights, and weight training machines. Additionally, there are three separate fitness laboratories with multiple pieces of equipment, making it impossible to watch 24 students at one time. Multiple instructors are required during the performance/evaluation phase of the course to prevent muscle strain, sprains, pulled muscles, fractures of bones, or other injuries to the students. Multiple instructors are essential for the physical safety and supervision of students in this course. If the MIR instructors are not supported, training on this block will increase by 29 hours. If additional instructors are not available to meet this MIR requirement, a written waiver from the Flight Chief must be granted. If there is no waiver, this constitutes a training deficiency and TDE must be notified to accomplish the Training Deficiency paperwork

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**SUPPORT MATERIALS AND GUIDANCE (continued)****Instructional Guidance**

See Instructor Reference IR L3ABR3M031 0L5A/L3AQR4D031 0L5A for required equipment. Students are broken into three groups of eight students, each group will have one instructor. Instructors will monitor their small group to ensure student safety. Instructors will make the AETC Form 98 for Fitness available to the students for guidance. Instructors will monitor their group of students, correcting them as needed. Debrief students at the end of each day before releasing the students. Include both appraisal and improvement areas in the debriefing. Conduct Progress Check debriefings as a group or on a one-to-one basis with the students. Students must demonstrate proper use of fitness equipment during the evaluation portion of the objectives. The students will remain in a classroom until called upon to perform. One instructor will remain in the classroom to monitor the students, two instructors will take two students each for evaluation. The evaluating instructor will take their pair of students and evaluate them on all areas described on the AETC Form 98, rotating through the three classrooms and multiple pieces of equipment. The other evaluating instructor will begin at the opposite end of the AETC Form 98 in order to stagger the use of equipment.

Refer to the MIR schedule to determine which instructors are available to provide additional assistance on the equipment during the 2 hours of demonstration and 12.5 hours of performance.

Instruction of Core Values ("Integrity first," "Service before self," "Excellence in all we do") are accomplished using the method identified as "Schoolhouse Weave as referenced in The Little Blue Book". These topics are presented in a two-way communications forum, open discussion utilizing instructor experiences, creating short stories as part of an introduction to lessons (where fitting). Instructors will identify specific locations in their Personalized Lesson Plan where discussion of a specific value is most appropriate. Simple identification of a Core Value is not acceptable and will not meet instructional requirement.

Slides are mandatory except in the event of a technical difficulty that prevents them from being shown.

All lessons are taught in 50-minute segments with 10-minute breaks, though it is acceptable to continue training beyond 50 minutes and accumulate break time if doing so enhances the learning activity. AETCI 36-2203 6.1.2

**Operational Risk Management (ORM)**

Shows how the system components (Man, Machine, Media, and Management) interact to achieve a successful Mission completion or mishap. Identification of standard ORM terminology and fundamental concepts is acceptable and will meet instructional requirements. Training should include the following concepts:

1. Identify the Hazards
2. Assess the Risk
3. Analyze Risk Control Measures
4. Make control decisions
5. Implement Risk controls
6. Supervise and Review

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**SUPPORT MATERIALS AND GUIDANCE (continued)**

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**PLAN OF INSTRUCTION/LESSON PART I**

NAME OF INSTRUCTOR

COURSE TITLE

Services Apprentice Course

BLOCK TITLE

Block VI

**COURSE CONTENT**

**TIME**

2. Course critique and graduation

1.5

a. Course Critique/Graduation Task(s): 30 MEAS: None

(1.5)

**SUPERVISOR APPROVAL OF LESSON PLAN**

SIGNATURE AND DATE

SIGNATURE AND DATE

POI NUMBER

L3ABR3M031 0L5A

BLOCK

VI

UNIT

2

DATE

8/3/2005

PAGE NO.

1

**SUPPORT MATERIALS AND GUIDANCE**Training Methods

Course Critique and Graduation (1.5 hrs)

Instructional Guidance

Prior to administration of the test, follow the procedures outlined in the "Instructions to the Examiner - Written Test." Ensure that all students are ready to take the test. After all tests have been graded, conduct a critique of missed items. Any student failing to achieve a passing score will receive Special Individualized Assistance (SIA) on all weak areas. Following SIA, the student is re-tested on the alternate version of the test.

Conduct the course critique Training Assessment Survey (TAS) and Sexual Harassment/Sexual Assault Survey using the automated critique system. If you have questions on how to do this, contact Services TDE. Notify TDE when the surveys have been completed. Conduct graduation IAW "Services Apprentice/Diet Therapy Apprentice Course Graduation Procedures." Primary location for graduation is the auditorium in building 147.

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L3ABR3M031 0L5A	VI	2	8/3/2005	2

The BRAC Commission requested,

“COBRA runs the following new scenarios be generated and a COBRA run for each be provided to the commission. Both scenarios are alternatives of existing Education and Training JCSG scenarios.

Formation of a Joint Center for Excellence for Culinary Training at Lackland AFB, TX (Consolidation of all culinary training at Lackland vice Fort Lee)

Formation of a Joint Center for Consolidated Transportation Management Training at Lackland AFB, TX (Consolidation of TMT at Lackland vice Fort Lee)”

This scope of the tasking was clarified by Mr. Karl Gingrich (July 11 conversation with Mr. Linear, SST, E&T JCSG). The specific requirement is to perform and submit a COBRA run (Criteria 5) for a JCE for Culinary Training at Lackland AFB, TX and JCC for TMT at Lackland AFB, TX. The other criterion (6 to 8 and legal review) associated in scenario development are not required in this tasking.

Enclosed are the requested COBRA runs with the following analytical comments.

The Consolidation of Culinary Training at Ft. Lee and the Consolidation of TMT at Ft. Lee are integral components of the ongoing recommendation to establish a Combat Service Support (CSS) Center at Ft. Lee. Collectively, these three recommendations foster jointness in CSS training and doctrine development, which promote training effectiveness and functional efficiencies. The de-consolidation of one or more of these recommendations reduces the collective benefits (jointness, efficiencies, effectiveness, costs, etc) to OSD.

Ft. Lee provides all culinary training except for initial skills culinary training for Air Force and Navy (taught at Lackland AFB). Ft. Lee has more than double the school staff/instructors, who train more than three times the number of students (defined as a average daily student load) than Lackland AFB. Consequently, the move of culinary training from Ft. Lee to Lackland AFB has significantly larger costs. The Ft. Lee scenario has positive payback measures (payback period is 2 years). In contrast, the Lackland AFB scenario has negative payback measures (payback period is never and continues to lose \$8.110M annually after 2011).

<b>Payback Measures</b>	<b>Culinary to Ft. Lee</b>	<b>Culinary to Lackland AFB</b>
One Time Savings (Cost)	(\$5.355M)	(\$167.674M)
Net Implementation Savings (Cost)	\$2.570M	(\$208.902M)
Annual Recurring Savings (Cost)	\$1.396M	(\$8.110M)
Payback Period	2 Years	Never
Net Present Value in 2025 Savings (Cost)	\$15.738M	(\$280.733M)



Transportation management training is taught at the Transportation Management Center (TMC) at Ft. Eustis, which will move to Ft. Lee with the establishment of the CSS Center at Ft. Lee. The TMC is significantly larger than the support for the two USAF courses that produce the Air Force Skill Code 2T2 at Lackland AFB. The de-consolidation of the TMC from the CSS Center at Ft. Lee reduces the benefits of the establishment of the CSS Center (E&T 0064). The move of the TMC from Ft. Lee to Lackland AFB has significantly higher costs than the move from Lackland AFB to Ft. Lee. The move to Ft. Lee has positive payback measures (payback period is 1 year). In contrast, the move to Lackland AFB has negative payback measures (payback period is never and continues to lose \$19.789M annually after 2011).

<b>Payback Measures</b>	<b>Trans Mgmt to Ft. Lee</b>	<b>Trans Mgmt to Lackland AFB</b>
One Time Savings (Cost)	(\$1.528M)	(\$158.975M)
Net Implementation Savings (Cost)	\$5.782M	(\$255.813M)
Annual Recurring Savings (Cost)	\$1.296M	(\$19.789M)
Payback Period	1 Years	Never
Net Present Value in 2025 Savings (Cost)	\$17.961M	(\$433.912M)





OFFICE OF THE UNDER SECRETARY OF DEFENSE  
4000 DEFENSE PENTAGON  
WASHINGTON, D.C. 20301-4000

DCN 5249

PERSONNEL AND  
READINESS

19 JULY 2005

## MEMORANDUM FOR OSD CLEARING HOUSE

Subj: OSD BRAC CLEARING HOUSE RETASKER #0518

The associated files are in response to the subject query. All information was derived from unclassified information provided by the Services for BRAC analysis by E&T JCSG subgroup(s).

If you have any questions, please contact Mark Horn at the E&T JCSG Coordination Team, (703) 696-6435 ext. 206 or [Mark.Horn@wso.whs.mil](mailto:Mark.Horn@wso.whs.mil).

A handwritten signature in black ink that reads "Robert D. Howlett".

Robert D. Howlett  
E&T JCSG Coordination Team

## Attached:

1. E&T Response #0518 (new Culinary and Transportation Scenario COBRA runs)



**DEFENSE BASE CLOSURE AND REALIGNMENT COMMISSION**  
2521 SOUTH CLARK STREET, SUITE 600  
ARLINGTON, VA 22202  
TELEPHONE: 703-699-2950  
FAX: 703-699-2735

July 13, 2005  
JCS #13

Chairman:  
The Honorable Anthony J. Principi  
  
Commissioners:  
The Honorable James H. Bilbray  
The Honorable Philip E. Coye, III  
Admiral Harold W. Gehman, Jr., USN (Ret.)  
The Honorable James V. Henseo  
General James T. Hill, USA (Ret.)  
General Lloyd W. Newton, USAF (Ret.)  
The Honorable Samuel K. Skinner  
Brigadier General Sue Ellen Turner, USAF (Ret.)  
  
Executive Director:  
Charles Battaglia

Mr. Bob Meyer  
Director  
BRAC Clearinghouse  
1401 Oak St.  
Roslyn VA 22209

Dear Mr. Meyer:

*I respectfully request a written response from the Department of Defense concerning the following requests:*

*Regarding the recommendation to establish a Joint Center for Religious Training:*

*How similar are the current curriculums at the religious education schools operated by the services? (Please provide any available curriculum comparisons).*

*Moreover, what courses currently taught at the schools would be combined? Is the focus on religious education or service customs/operations/procedures/etc.?*

*Regarding recommendation to establish a Joint Center for Culinary Excellence:*

*The Air Force and Navy de-consolidated culinary training after several years of consolidated training because there were too many cultural issues and differences in methods of food preparation that could not be resolved. How would these differences be reconciled if the culinary programs for all the services were consolidated at Fort Lee?*

*The Air Force contends that since their students now transfer from basic training to the culinary tech school via bus, there will be a large increase in costs for flying the students from basic to Fort Lee. They also contend that costs will be increased due to TDY costs for Guard and Reserve students. How will these costs affect the annual recurring savings of the recommendation?*



**Regarding recommendation to establish a Joint Center for Culinary Excellence:**

**Question:** The Air Force and Navy de-consolidated culinary training after several years of consolidated training because there were too many cultural issues and differences in methods of food preparation that could not be resolved. How would these differences be reconciled if the culinary programs for all the services were consolidated at Fort Lee?

**Answer:** Ft. Lee currently performs consolidated culinary specialized skills training (SST) for initial, skill progression, and functional training for all services (Army, Air Force, Navy, Marine Corps, and Coast Guard) except for the initial culinary training performed at Lackland AFB for the Air Force and Navy. The existing culinary initial, skill progression and functional training level courses at Ft. Lee taught to all services have successfully resolved the "cultural issues and differences in methods of food preparation." The specifics of how these differences that caused the Air Force and Navy to de-consolidate culinary training are details of the implementation plan, which are several levels of detail below the much more macro BRAC process. Given Ft. Lee's established and ongoing success in resolving the "cultural issues and differences in methods of food preparation," it is very reasonable to have high confidence the implementation plan (developed subsequently to BRAC process and approval) will successfully address and resolve these cultural and methods issues.

**Question:** The Air Force contends that since their students now transfer from basic training to the culinary tech school via bus, there will be a large increase in costs for flying the students from basic to Fort Lee. They also contend that costs will be increased due to TDY costs for Guard and Reserve students. How will these costs affect the annual recurring savings of the recommendation?

**Answer:** BRAC rules of engagement did not allow the consideration of TDY costs. Thus, TDY costs were not considered in the COBRA analysis.

**Question:** Service officials have told us that the Air Force and Navy schools will not be relocated to Fort Lee simultaneously. If this is the case, what factors are causing the planned staggered implementation?

**Answer:** This recommendation anticipates the move of all services in FY06. Implementation details, which are the root of this question, are post-BRAC process and approval. There could be a variety of factors that may cause the implementation to be different from the recommendation's anticipation of a FY06 move. For example, required construction may not be completed in FY06. This would cause the implementation plan to shift the move to FY07 (or later as the case may be) and/or to stagger the move. The bottom line is that the implementation plan will fill in the details (micro decision-making process) that were not part of the BRAC macro decision-making process.

**Question:** The Navy has started a \$1.9 million renovation for a new culinary training facility at Great Lakes NAS. Why are they renovating a facility for culinary training if DoD plans to move the school to Fort Lee?



**Answer:** DoN developed a plan (before BRAC and independent of BRAC) to move its culinary training from Lackland AFB to Great Lakes NAS. This recommendation would negate some of the contracts let for the move, and thus incur a one-time cost of \$500K.

**Question:** Does DoD propose to consolidate the Army and Air Force programs at Fort Lee and leave the Navy at Great Lakes?

**Answer:** No.

If the Navy does not move its school to Fort Lee, how will the purported savings of the recommendation be affected?

**Answer:** By deleting the Navy component moving to Ft. Lee, the savings will be reduced as follows:

<b>Payback Measures</b>	<b>Recommendation</b>	<b>Without Navy to Ft. Lee</b>
One Time Cost	\$5.355M	\$4.770M
Net Implementation Savings	\$2.570M	\$1.292M
Annual Recurring Savings	\$1.396M	\$1.078M
Payback Period	2 Years	5 Years
Net Present Value in 2025 (savings)	\$15.738M	\$11.464M

Note: the without Navy COBRA analysis deleted the Navy component from the recommended scenario and did not account for (cost) the Navy move to Great Lakes.

If the Navy does not move its school to Fort Lee, what is the benefit of forcing the Air Force to move its school?

**Answer:** The DoD functional benefit is fostering jointness in the CSS Center at Ft. Lee, specifically in CSS training and doctrine development, which promote training effectiveness and functional efficiencies. The DoD financial benefit is illustrated in the foregoing chart of a Net Present Value of \$11.464M in 2025.

Regarding the recommendation to establish a Consolidated Center for Transportation Management Training:

**Question:** A comparison of Air Force/Army Transportation Management Training curriculums provided by Air Force officials shows vast differences in what is currently trained by each service. What analyses were conducted to assure DoD that if the programs are combined the uniqueness of each service's needs can still be met at a savings in training costs?

**Answer:** The BRAC provides the overarching framework – a macro analysis. Specifically, we identified similarities in skill sets (in this case, Air Force AFSC and Army MOS) while acknowledging service uniqueness. The detailed (micro) analysis to assure DoD that the combined of programs will retain and be responsive to service unique requirement is the Interservice Training Review Organization (ITRO) process. The ITRO



process between the respective services will ensure the curriculum meets the unique needs of the respective services while being combined (fostering jointness among the services).





OFFICE OF THE UNDER SECRETARY OF DEFENSE  
INFORMATION OPERATIONS  
WASHINGTON, D.C. 20301-3000

PERSONNEL AND  
ACQUISITION

15 JULY 2006

MEMORANDUM FOR OSD CLEARING HOUSE

Subj: OSD BRAC CLEARING HOUSE TASKID: 0544

The attached file forwards the response to subject query for your consolidation. All information was derived from unclassified information provided by the Services for BRAC analysis by E&T JCSCG subgroups.

If you have any questions, please contact Mark Horn at the E&T JCSCG Coordination Team, (703) 696-4935 ext. 300 or [mark.horn@osd.mil](mailto:mark.horn@osd.mil).

Robert D. Henselt  
E&T JCSCG Coordination Team

Attached:

- 1. E&T Response 0544



Reclassification Course
Chaplain Assistant Basic Noncommissioned Officer Course Technical Track
Chaplain Assistant Advanced Noncommissioned Officer Course Technical Track
Installation Chaplain Course
Division Level Chaplain Course

**Q: Is the focus on religious education or service customs/operations/procedures/etc.?**

**ANSWER:** Both. Analysis of the religious core function indicated the Service schools conducted similar lessons within courses to provide skills and knowledge required by religious program specialists and/or chaplain assistants. With reference to religious education, the E&T JCSG saw similarities in lesson content for: teaching religious ministries and coordination of religious education programs and instructional methods. With reference to service customs/operations/procedures, etc., E&T JCSG analysis indicated similarities in lesson content for the following areas: computer systems and IT support, sexual violence, counseling services and deployment support, logistic and administrative support, and financial analysis and management. Skills and knowledge related to these fundamental principles appeared to span across the Services' religious education and training schools. The E&T JCSG felt that by co-locating (vice consolidation) of religious education functions, the Service acculturation of its members would remain intact.



## Tasker C0544

### Establish a Joint Center for Religious Education and Training:

**Q: How similar are the current curriculums at the religious education schools operated by the services? Moreover, what courses currently taught at the schools would be combined?**

**ANSWER:** Members of the E&T JCSG Subgroups (Specialized Skills Training (SST) and Professional Development Education (PDE)) analyzed the Services' curricula for both officer and enlisted education and training functions, with the goal of establishing a Joint Center of Excellence for Religious education and training functions, while preserving service-unique culture. By co-locating the religious core function at a single location, the intent was to eliminate any redundancy for similar courses and programs; merge common support functions; train as we fight "jointly"; and co-locate in close proximity to operational forces (of all services). Below is the list of specialized skills training and professional continuing education courses, by Service. E&T JCSG analysis indicated that sometimes a specific Service course correlated with another Services' course, and in other instances, one course would correlate with all three Services.

### SST / PDE courses, by Service

Air Force	Army	Navy / Marine Corps
Basic Chaplains Course	Chaplain Officer Basic Course (Active Duty)	Class "A" School
Chaplain Professional Continuing Education	Chaplain Officer Basic Course, Phase 1 (Reserve Components)	Navy Chaplain Staff and Leadership
Intermediate Chaplains Course	Chaplain Officer Basic Course, Phase 2 (Reserve Components)	Navy Chaplain Strategic Leadership and Ministry
Wing Chaplain Course	Chaplain Officer Basic Course, Phase 3 (Reserve Components)	Religious Program Specialist Class A
Readiness Chaplain Course	Chaplain Career Course	Religious Program Specialist Class F
Chaplain Candidate Course	Chaplain Career Course, Phase 1 (Reserve Components)	Amphibious/Expeditionary Chaplain Course
Chaplain Service Support Apprentice Course	Chaplain Career Course, Phase 2 (Reserve Components)	Chaplain and RP Expeditionary Skills Training (CREST) "C" School
Chaplain Assistant Craftsman Course	Chaplain Initial Military Training	Religious Program Specialist Advanced
	Chaplaincy Resources Managers Course	
	Chaplain Training Managers Conference	
	Fund Clerk Course	
	Non Appropriated Fund Refresher Seminar	
	Chaplain Assistant Advanced Individual Training	
	Chaplain Assistant Basic Noncommissioned Officer Course	
	Chaplain Assistant Advanced Noncommissioned Officer Course	
	Chaplain Assistant Reserve Component	



Reclassification Course
Chaplain Assistant Basic Noncommissioned Officer Course Technical Track
Chaplain Assistant Advanced Noncommissioned Officer Course Technical Track
Installation Chaplain Course
Division Level Chaplain Course

**Q: Is the focus on religious education or service customs/operations/procedures/etc.?**

**ANSWER:** Both. Analysis of the religious core function indicated the Service schools conducted similar lessons within courses to provide skills and knowledge required by religious program specialists and/or chaplain assistants. With reference to religious education, the E&T JCSG saw similarities in lesson content for: teaching religious ministries and coordination of religious education programs and instructional methods. With reference to service customs/operations/procedures, etc., E&T JCSG analysis indicated similarities in lesson content for the following areas: computer systems and IT support, sexual violence, counseling services and deployment support, logistic and administrative support, and financial analysis and management. Skills and knowledge related to these fundamental principles appeared to span across the Services' religious education and training schools. The E&T JCSG felt that by co-locating (vice consolidation) of religious education functions, the Service acculturation of its members would remain intact.



The AF and the Army both conduct Field Training as part of their culinary courses but only the areas marked with the **X** below are close correlations. The major difference is that the Army conducts a field exercise as part of their Field Training and covers more material in the classroom for Army Field equipment that the AF does not use. Only four pieces of equipment that the Army/Marines utilize are used by the AF.

Field Training (Total Hours)	48 (C,F)
Deployment Practicum	23 (F)
Tests	1.5 (C)
Prime Readiness in Base Services	9.5 (C)
Force Bed Down	7.5 (F)
Lodging Shelters	6.5 (F)
	No Correlation
	No Correlation

Field Training (Total Hours)	84 (C,F)
Field Training Performance Check	32 (F)
Tests	4 (C)
	No Correlation
	No Correlation
	No Correlation
Field Training (17 hrs outside normal training day)	44 (C,F)
Field Training Exercise	40 (F)

Fitness Practicum	14.5 (C/L)
Course Critique and Graduation	1.5 (C)

No Correlation
No Correlation

The AF has approximately 144 hours of training that could be correlated to Army Culinary Training. The Army spends 233 hours training the closely correlated items. Consolidating training under the Army training timelines would add 2 weeks and 1 day to the culinary training portion of Services.



- Please provide the specifics of any concerns you have regarding the relocation of this training from Lackland AFB to Fort Lee.
  - The culinary training provided to Services Airmen is top-notch and AF Food Service is generally viewed as the best in the armed services. This is because of the way we train and our training methodology. Every instructor is a volunteer, must have an Associates Degree and gets scrutinized before being allowed to train our future force. We have not seen this from the other services and the Army will even deploy their instructors if a need arises which can create serious training deficiencies. Consolidating could reduce the quality and levels of training received by AF Services personnel due to the aforementioned drawbacks.
  - The expense of flying students to another location. This would be a big increase in training dollars since students currently are moved from basic training to tech school via a bus. There are also TDY students from the Guard and Reserve, which would require lodging since they do not stay in the dorms with the non-prior service.
  - Air Force and Navy deconsolidated after being consolidated for several years because our training focus was not the same. Too many service unique cultural issues and method of food preparation could not be resolved.

The AFCFM has also provided the following inputs as well:

- All of our training functions at Lackland should either move to Ft Lee, or it should stay in San Antonio. Under no circumstances should it be split up.
- Navy and AF should move at the same time to minimize "follow-on" changes from occurring after one branch begins to settle in.
- We support delaying the tentative FY06 move until infrastructure is prepared to house all three branches simultaneously. Recommend (FY10).
- We must maintain AF Unique training. We do not want to be put in a position where the US Army dictates what the AF does beyond those common functions we have in food service.

## Basic Training

- 3 skill level - Apprentice (in house)
- 5 skill level - Career Development <sup>(books / course)</sup> Cases
- 7 skill level (Craftsmen) (in house)

## COURSE CHART

<b>NUMBER</b> L3ABR2T031-003	<b>TITLE</b> Traffic Management Apprentice	<b>PDS CODE</b> INQ
<b>SUPERSEDES COURSE CHARTS (S)</b> L3ABR2T031-003, (20030123)	<b>APPLICABLE TRAINING STANDARD</b> CFETP, 2T0X1, (Feb 2003)	<b>INSTRUCTIONAL DESIGN</b> Group Paced
<b>LOCATION OF TRAINING</b> Lackland AFB, TX	<b>WING/GROUP/DEPARTMENT</b> 37 TRW/37 TRG/345TRS/DORP	
<b>COURSE SECURITY CLASSIFICATION</b> Unclassified	<b>OPR APPROVAL DATE</b> 345TRS/DOR 28 Feb 03	<b>NUMBER OF ATTACHED TABLES</b> 1
<b>COURSE LENGTH ( 54 Academic Days)</b>	<b>WARTIME COURSE LENGTH (23**)</b>	<b>HOURS</b>
Technical Training Classroom/Laboratory Time		430
Other Training/Administrative Time End-of-Course Appointments; Predeparture Safety Briefing		2.0
<b>TOTAL</b>		432
<b>REMARKS</b>		
Effective Date: 20030301 with class 20030303		
* * See Wartime Course Chart for wartime course content. * *		
This is a Community College of the Air Force degree course.		
Equipment hazards and ORM integrated with Course Chart subjects		
Training Manager: Lenda C. Oakes, GS-12, DAF, 345TRS/DORP, DSN 473-4937		
<b>TABLE 1 - MAJOR ITEMS OF EQUIPMENT</b>		
Training Equipment:		
Dell Monitor 14", ULTRASCAN 1600 HS (16 ea)		
Dell OPTIPLEX GX1 PII 350 ( 16 ea)		
Printer, Laser (1 ea)		
G120 System (1 ea)		

TABLE 2 - TRAINING CONTENTCOURSE CHART -L3ABR2T031-003Course Material – Unclassified**BLOCK I - INTRODUCTION TO TRANSPORTATION****33.5 Hours TT**

1. Orientation (2.0 hrs)
2. Career Path (2.5 hrs)
3. Hazards and AFOSH Standards of AFSC 2T0X1/HAZCOM (7.0 hrs)
4. Introduction to Information Warfare/OPSEC (3.0 hrs)
5. Introduction to Publications (7.0 hrs)
6. Deployment (5.5 hrs)
7. Accountable Forms (3.0 hrs)
8. Customer Service (2.0 hr)
9. Written Test and Critique (1.5 hrs)

**33.5 Hours Total**Course Material - Unclassified**BLOCK II - PASSENGER TRAVEL AND DOCUMENTATION****56.0 Hours TT**

1. Passenger Travel (27.0 hrs)
2. Passenger Documentation (27.5 hrs)
3. Written Test and Critique (1.5 hrs)

**56.0 Hours Total**Course Material - Unclassified**BLOCK III -PERSONAL PROPERTY ENTITLEMENTS****40.0 Hours TT**

1. Shipments/Storage Entitlements (30.5 hrs)
2. Self-Procured/Performed Move Program (5.0 hrs)
3. Inbound Shipment Entitlements (3.0 hrs)
4. Written Test and Critique (1.5 hrs)

**40.0 Hours Total**

Course Material - Unclassified**BLOCK IV - PERSONAL PROPERTY RATES AND DOCUMENTATION** 40.0 Hours Total

1. Shipment Modes, Codes and Cost (22.5 hrs)
2. Verify Contractor Invoices (1.5 hrs)
3. Determine Excess Cost (4.0 hrs)
4. Transportation Control and Movement Document (TCMD) (4.5 hrs)
5. Automated Register (2.0 hrs)
6. Weighing/reweighing Procedures and Documentation (2.0 hrs)
7. Identify Facts on DD Form 788 (Transportation of POV's) (2.0 hrs)
8. Written Test and Critique (1.5 hrs)

40.0 Hours Total

Course Material - Unclassified**BLOCK V - QUALITY ASSURANCE PROCEDURES** 32.0 Hours TT

1. Quality Assurance Procedures (30.5 hrs)
2. Written Test and Critique (1.5 hrs)

32.0 Hours Total

Course Material - Unclassified**BLOCK VI - INBOUND, OUTBOUND AND NTS PROCEDURES** 54.5 Hours TT

1. Creating Outbound Personal Property Shipment Records (36.0 hrs)
2. Preparation of Bill of Lading (BL) Correction Notice and NTS Service Order (12.0 hrs)
3. Inbound Personal Property Shipments (6.5 hrs)

54.5 Hours Total

Course Material - Unclassified**BLOCK VII - RECEIVING AND CARGO PREPARATION** 49.5 Hours TT

1. Uniform Material Movement and Issue Priority System (UMMIPS) (2.5 hrs)
2. Receipt of Items (17.0 hrs)
3. Item Preparation (7.5 hrs)
4. Containers (15.0 hrs)
5. Saw and Hand Tool Safety (3.0 hrs)
6. Materiel Handling Equipment (MHE) Safety Practices (3.0 hrs)
7. Written Test and Critique (1.5 hrs)

49.5 Hours Total

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Course Material - Unclassified**BLOCK VIII - WAREHOUSING OPERATIONS**

46.5 Hours Total

1. Packaging, Saw Operation and Container Construction (36.5 hrs)
2. Operating MHE (10.0 hrs)

46.5 Hours Total

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Course Material - Unclassified**BLOCK IX - SURFACE FREIGHT OUTBOUND**

41.5 Hours Total

1. Shipment Planning (11.5 hrs)
2. Shipment Routing (3.0 hrs)
3. Outbound Documentation (25.5 hrs)
4. Written Test and Critique (1.5 hrs)

41.5 Hours Total

---

Course Material - Unclassified**BLOCK X - CARGO MOVEMENT**

36.5 Hours TT

1. Carrier's Equipment (6.5 hrs)
2. Inbound Documentation (2.0 hrs)
3. Discrepancies (6.0 hrs)
4. Written Test and Critique (1.5 hrs)
5. Warehousing and Carriers Equipment (19.0)
6. Course Critique (1.0 hr)
7. Graduation (0.5 hrs)
8. End of Course Appointment (2.0 hrs)

38.5 Hours Total

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**SUMMARY OF CHANGES**

Adjustments in training hours were made as a result of a Utilization and Training Workshop and course validation. The course times were adjusted to incorporate training on: GATES application, Individually Billed Account (IBA) and Centrally Billed Accounts (CBA), hands on packaging of ESDS items, Power Track and weighing/reweighing procedures and documentation. Block and times within units were rearranged to create a more realistic flow of course material.

### WARTIME COURSE CHART

<b>NUMBER</b> L3ABR2T031-003	<b>TITLE</b> Traffic Management Apprentice	<b>PDS CODE</b> INQ
<b>SUPERSEDES COURSE CHARTS (S)</b> L3ABR2T031-003, (20030123)	<b>APPLICABLE TRAINING STANDARD</b> CFETP, 2T0X1, (Feb 2003)	<b>INSTRUCTIONAL DESIGN</b> Group Paced
<b>LOCATION OF TRAINING</b> Lackland AFB, TX	<b>WING/GROUP/DEPARTMENT</b> 37 TRW/37 TRG/345TRS/DORP	
<b>COURSE SECURITY CLASSIFICATION</b> Unclassified	<b>OPR APPROVAL DATE</b> 345TRS/DOR 28 Feb 03	<b>NUMBER OF ATTACHED TABLES</b> 1
<b>COURSE LENGTH ( 54 Academic Days)</b>	<b>WARTIME COURSE LENGTH (23**)</b>	<b>HOURS</b>
Technical Training Classroom/Laboratory Time		225 430
Other Training/Administrative Time End-of-Course Appointments; Predeparture Safety Briefing		2.0
<b>TOTAL</b>		<b>432 227</b>
<b>REMARKS</b>		
Effective Date: 20030301 with class 20030303		
This is a Community College of the Air Force degree course.		
Equipment hazards and ORM integrated with Course Chart subjects		
**Wartime Course Chart will depict the same material taught, 10 hour days, 6 days per week.		
<b>Training Manager:</b> Lenda C. Oakes, GS-12, DAF, 345TRS/DORP, DSN 473-4937		
<b>TABLE 1 - MAJOR ITEMS OF EQUIPMENT</b>		
Training Equipment:		
Dell Monitor 14", ULTRASCAN 1600 HS (16 ea)		
Dell OPTIPLEX GX1 PII 350 ( 16 ea)		
Printer, Laser (1 ea)		
G120 System (1 ea)		

## TABLE 2 - TRAINING CONTENT

## COURSE CHART -L3ABR2T031-003

Course Material - Unclassified

## BLOCK I - INTRODUCTION TO TRANSPORTATION

24.0

33.5 Hours TT

1. Orientation (2.0 hrs)
2. ~~Career Path (2.5 hrs)~~
3. Hazards and AFOSH Standards of AFSC 2T0X1/HAZCOM (7.0 hrs) (2.0)
4. Introduction to Information Warfare/OPSEC (3.0 hrs)
5. Introduction to Publications (7.0 hrs)
6. Deployment (5.5 hrs)
7. Accountable Forms (3.0 hrs)
8. ~~Customer Service (2.0 hr)~~
9. Written Test and Critique (1.5 hrs)

24.0

33.5 Hours Total

Course Material - Unclassified

## BLOCK II - PASSENGER TRAVEL AND DOCUMENTATION

39.5

56.0 Hours TT

1. Passenger Travel (27.0 hrs) (21.0)
2. Passenger Documentation (27.5 hrs) (17.0)
3. Written Test and Critique (1.5 hrs)

39.5

56.0 Hours Total

Course Material - Unclassified

## BLOCK III -PERSONAL PROPERTY ENTITLEMENTS

40.0 Hours TT

1. ~~Shipments/Storage Entitlements (30.5 hrs)~~
2. ~~Self-Procured/Performed Move Program (5.0 hrs)~~
3. ~~Inbound Shipment Entitlements (3.0 hrs)~~
4. ~~Written Test and Critique (1.5 hrs)~~

40.0 Hours Total

Course Material - Unclassified**BLOCK IV - PERSONAL PROPERTY RATES AND DOCUMENTATION****40.0 Hours Total**

- ~~1. Shipment Modes, Codes and Cost (22.5 hrs)~~
- ~~2. Verify Contractor Invoices (1.5 hrs)~~
- ~~3. Determine Excess Cost (4.0 hrs)~~
- ~~4. Transportation Control and Movement Document (TCMD) (4.5 hrs)~~
- ~~5. Automated Register (2.0 hrs)~~
- ~~6. Weighing/reweighing Procedures and Documentation (2.0 hrs)~~
- ~~7. Identify Facts on DD Form 788 (Transportation of POV's) (2.0 hrs)~~
- ~~8. Written Test and Critique (1.5 hrs)~~

**40.0 Hours Total**Course Material - Unclassified**BLOCK V - QUALITY ASSURANCE PROCEDURES****32.0 Hours TT**

- ~~1. Quality Assurance Procedures (30.5 hrs)~~
- ~~2. Written Test and Critique (1.5 hrs)~~

**32.0 Hours Total**Course Material - Unclassified**BLOCK VI - INBOUND, OUTBOUND AND NTS PROCEDURES****54.5 Hours TT**

- ~~1. Creating Outbound Personal Property Shipment Records (36.0 hrs)~~
- ~~2. Preparation of Bill of Lading (BL) Correction Notice and NTS Service Order (12.0 hrs)~~
- ~~3. Inbound Personal Property Shipments (6.5 hrs)~~

**54.5 Hours Total**Course Material - Unclassified**BLOCK VII - RECEIVING AND CARGO PREPARATION****49.5 Hours TT**

1. Uniform Material Movement and Issue Priority System (UMMIPS) (2.5 hrs)
2. Receipt of Items (17.0 hrs)
3. Item Preparation (7.5 hrs)
4. Containers (15.0 hrs)
5. Saw and Hand Tool Safety (3.0 hrs)
6. Materiel Handling Equipment (MHE) Safety Practices (3.0 hrs)
7. Written Test and Critique (1.5 hrs)

**49.5 Hours Total**

Course Material - Unclassified

## BLOCK VIII - WAREHOUSING OPERATIONS

46.5 Hours Total

1. Packaging, Saw Operation and Container Construction (36.5 hrs)
2. Operating MHE (10.0 hrs)

46.5 Hours Total

Course Material - Unclassified

## BLOCK IX - SURFACE FREIGHT OUTBOUND

33.0

~~41.5~~ Hours Total

1. Shipment Planning (~~11.5 hrs~~) (9.5)
2. Shipment Routing (~~3.0 hrs~~) (1.5)
3. Outbound Documentation (~~25.5 hrs~~) (20.5)
4. Written Test and Critique (1.5 hrs)

33.0

~~41.5~~ Hours TotalCourse Material - Unclassified

## BLOCK X - CARGO MOVEMENT

32.5

~~36.5~~ Hours TT

1. Carrier's Equipment (6.5 hrs)
2. Inbound Documentation (2.0 hrs)
3. Discrepancies (~~6.0 hrs~~) (2.0)
4. Written Test and Critique (1.5 hrs)
5. Warehousing and Carriers Equipment (19.0)
6. Course Critique (1.0 hr)
7. Graduation (0.5 hrs)
8. End of Course Appointment (2.0 hrs)

34.5

~~36.5~~ Hours Total

## SUMMARY OF CHANGES

Adjustments in training hours were made as a result of a Utilization and Training Workshop and course validation. The course times were adjusted to incorporate training on: GATES application, Individually Billed Account (IBA) and Centrally Billed Accounts (CBA), hands on packaging of ESDS items, Power Track and weighing/reweighing procedures and documentation. Block and times within units were rearranged to create a more realistic flow of course material.

**POI L3ABR2T031-003**  
**(PDS Code INQ)**

**PLAN OF INSTRUCTION**

**(Technical Training)**

**TRAFFIC MANAGEMENT APPRENTICE**

**37<sup>TH</sup> TRAINING WING**  
**37 Training Group**  
**345 Training Squadron/TTTD**  
**Lackland Air Force Base, Texas**

**15 March 2004 - Effective with class 040315**

**DEPARTMENT OF THE AIR FORCE**  
**345<sup>th</sup> Training Squadron (AETC)**  
**Lackland Air Force Base, Texas**

**PLAN OF INSTRUCTION L3ABR2t031-003**  
**PDS Code INQ**  
**15 Mar 2004**

## **FOREWORD**

- PURPOSE.** This publication is the Plan of Instruction (POI) when the pages listed on page A are bound into a single volume. When separated into units of instruction, it becomes lesson plan/part 1. The POI contains the qualitative requirements for course L3ABR2T031-003, Traffic Management Apprentice Course, in terms of objectives for each unit of instruction and shows planned time, Course Training Standard correlation, and support materials and guidance. This POI was developed according to AETC INSTRUCTION 36-2203.
- COURSE DESIGN/DESCRIPTION.** The instructional design for this course is Group Paced. The course trains airmen to perform duties prescribed in AFNLAN 36-2108 for Transportation Career Fields, AFSCs 2TXXX. Training includes: Introduction to Transportation, Travel and Documentation, Personal Property Entitlements, Personal Property Rates and Documentation, Inbound and Quality Assurance Procedures, Transportation Operational Personal Property Standards System (TOPS), Shipment preparation (Cargo Movement), Outbound Procedures, Inbound Procedures and Cargo Movement Operating System (CMOS).
- REFERENCES.** This POI is based on Career Field Education and Training Plan, AFSC 2TOX1, Feb 03 and Course Chart L3ABR2T031-003, 28 Feb 2003.

**JIM D. HAGEMANN, GS-12, DAF**  
**Chief, Training Development Element**  
**Transportation Training Flight**  
**345<sup>th</sup> Training Squadron**

Supersedes POI L3ABR2T031-002, 1 March 2003  
OPR: Transportation Flight (345TRS/TTTM)  
Prepared by: Michael D. Painter, GS-11, DAF, 345TRS/TTTD  
DISTRIBUTION: Listed on page A

LIST OF CURRENT PAGES

This POI consists of 90 current pages issued as follows:

<b>Page No.</b>	<b>Issue</b>
Title	Original
A	Original
1-21	Original
22	Blank
23-29	Original
30	Blank
31-90	Original

DISTRIBUTION: AF/ILTT-1, CCAF/SLC-1, 37TRW/MO-1, 345TRS/DORP-1, 345TRS/TTTD,  
345TRS/TTTM

PLAN OF INSTRUCTION/LESSON PLAN PART I				
NAME OF INSTRUCTOR		COURSE TITLE <b>Traffic Management Apprentice</b>		
BLOCK TITLE <b>Introduction to Transportation</b>				
1.	COURSE CONTENT			2. TIME
1.	<b>1. Orientation</b> <ul style="list-style-type: none"> <li>a. Welcome</li> <li>b. Course Overview and Administration</li> <li>c. Responsibilities of Students/Commander's Special Interest Items</li> <li>d. Relationship of Graduates Performance to Air Force Mission</li> <li>e. Benefits and Credits Awarded by CCAF</li> <li>f. Effective Study Techniques</li> <li>g. Student Measurement and Progress Policies</li> <li>h. Cheating/Test Compromise</li> <li>i. Counseling</li> <li>j. Disposition of Eliminees</li> <li>k. Student Recognition Program</li> <li>l. Student Feedback Program</li> <li>m. Operational Risk Management (ORM)</li> <li>n. Safety Precautions and Appropriate Instructions on Personnel Protective-type Items/Sports Drink</li> <li>o. Procedures for Shelter Exercises and Fire Evacuation Plan</li> <li>p. Conservation of Training Materials, Resources, and Energy</li> <li>q. Types, Use and Care of Instructional Material Information Warfare</li> <li>r. Fraud, Waste and Abuse Program (phone: 3-3340)</li> <li>s. Processing TDY Personnel</li> <li>t. Student Policies</li> <li>u. Core Values</li> <li>v. Hazing</li> <li>w. Sexual Harassment, professional relationships, standard of conduct and AETC Visual Aid 36-6, Points of Contact for Students and Trainees</li> <li>x. AFI Compliance</li> <li>y. Government Credit Card</li> </ul>			2  (2)
SUPERVISOR APPROVAL OF LESSON PLAN				
SIGNATURE AND DATE		SIGNATURE AND DATE		
POI NUMBER	BLOCK	UNIT	DATE	PAGE NO.
<b>L3ABR2T031-003</b>	<b>1</b>	<b>1</b>	<b>15 March 2004</b>	<b>1</b>

**COURSE CONTENT (CONTINUED)**  
**SUPPORT MATERIALS AND GUIDANCE**

**Student Instructional Materials:**

S/W L3ABR2T031 003-1, Introduction to Transportation  
 HO L3ABR2T031 003-1, Passenger & Personal Property Movement (Extract)Volume I)  
 HO L3ABR2T031 003-2, Passenger & Personal Property Movement (Extract)Volume II)  
 HO L3ABR2T031 003-3, Passenger & Personal Property Movement (Extract)Volume III)

**Audiovisual Aids:**

Computer Slide Presentation-Orientation (Optional)  
 Whiteboard  
 The Jacqueline Saburido Slide Presentation-Orientation  
 DUI Video-Orientation  
 Posters-Orientation

**Training Methods:**

Lecture (2 hr)

**Training Equipment**

Computer (1)  
 LCD Projector (1)  
 Video Projector Screen (1)  
 Computer Distribution AMP (1)  
 VCR (1)

**Instructional Guidance:**

Inform flight commander and superintendent of the new class, so they may coordinate a time for their newcomers briefing. Welcome the students to the course and introduce course personnel. Immediately inform students of fire evacuation routes and location of where to meet outside. If you don't have 15 students to start class, call the MTL section and see if they have any students awaiting training. If you have more than 15 students, you can only send back NPS Active Duty students—do not send back guard or reserve students unless consulting with the superintendent first. Stress the importance of completing all classroom projects and study assignments. Collect 1 copy of orders from each pipeline student. From each TDY student or split option student, collect 2 copies of orders and keep one and give one copy to the flight Information Manager. Check all students for a driver's license. Identify any student without a license or an expired license to the Course Manager immediately. Explain in detail, squadron and school policies. Students with prior service will process through the Squadron Orderly Room. TDY students will complete student emergency locator sheet and turn into the flight IM. Ensure all students have been issued steel-toed boots. If they have not, inform the flight superintendent. Core values as referenced in *The Little Blue Book* and Operational Risk Management (ORM) will be explained, instituted, and re-enforced throughout the entire course. Levels of learning may encompass any of the following: Modeling, Lived Experience, Case Studies, Simulation Directed Discussion, one-way Stories, and or two-way Stories. Further, the core values will include, but not be limited to, Integrity first, Service before self, Excellence in all we do, Trust, Honesty, respect and assumption of responsibility. Integrate Air Force Doctrine throughout the course where applicable. This encompasses the basic principles of air and space power application--how we fight--and the means by which the Air Force applies its people and resources to achieve assigned missions and meet National objectives. After discussing Commander's special interest items, show The Jacqueline Saburido slide presentation and DUI video. Take the students on a tour of the course facilities and answer any questions they might have. Appoint a class leader and explain his/her responsibilities. Start a class folder to contain the following: copy of start/grad roster, 1 copy of orders from each student, Driver's Training Certification Worksheet, Forklift Receipt of Training Statement, Class Roster filled out, and Book Sign in/out Sheet (ensure all HO #s are the same). Inform students blues on Wednesday, otherwise BDUs. Items identified under Audiovisual Aids are an integral part of the teaching/learning process and or not truly optional in the classroom but only during an emergency

POI NUMBER	BLOCK	UNIT	DATE	PAGE NO.
L3ABR2T031-003	1	1	15 March 2004	2

PLAN OF INSTRUCTION/LESSON PLAN PART I				
<small>NAME OF INSTRUCTOR</small>		<small>COURSE TITLE</small> <b>Traffic Management Apprentice</b>		
<small>BLOCK TITLE</small> <b>Introduction to Transportation</b>				
<b>1.</b>	<b>COURSE CONTENT</b>			<b>2. TIME</b>
	<p><b>2. Career Path</b></p> <p style="padding-left: 40px;">a. Identify facts and terms of the Transportation Career Field.      <b>STS:</b></p> <p style="padding-left: 40px;"><u>1</u> Meas: W      (2.5)</p> <p style="text-align: center;"><b>SUPPORT MATERIALS AND GUIDANCE</b></p> <p><b><u>Student Instructional Materials:</u></b></p> <p>SW L3ABR2T031 003-1, Introduction to Transportation                      HO L3ABR2T031 003-1, Passenger &amp; Personal Property Movement (Extract)Volume I)                      HO L3ABR2T031 003-2, Passenger &amp; Personal Property Movement (Extract)Volume II)                      HO L3ABR2T031 003-3, Passenger &amp; Personal Property Movement (Extract)Volume III)</p> <p><b><u>Audiovisual Aid:</u></b></p> <p>Computer Slide Presentation-Career Path (Optional)                      Posters – Career Path                      Whiteboard</p> <p><b><u>Training Equipment</u></b></p> <p>Computer (1)                      LCD Projector (1)                      Video Projector Screen (1)                      Computer Distribution AMP (1)                      VCR (1)</p> <p><b><u>Training Methods:</u></b></p> <p>Lecture (2.5 hr)</p>			<p><b>2.5</b></p> <p><b>(2.5)</b></p>
<b>SUPERVISOR APPROVAL OF LESSON PLAN</b>				
<small>SIGNATURE AND DATE</small>		<small>SIGNATURE AND DATE</small>		
<small>POI NUMBER</small> <b>L3ABR2T031-003</b>	<small>BLOCK</small> <b>1</b>	<small>UNIT</small> <b>2</b>	<small>DATE</small> <b>15 March 2004</b>	<small>PAGE NO.</small> <b>3</b>

**COURSE CONTENT (CONTINUED)**  
**SUPPORT MATERIALS AND GUIDANCE**

**Instructional Guidance:**

Begin Objectives 2a. Stress the importance of completing all classroom study assignments. Use the appropriate PowerPoint Presentation for the lecture to provide an informal lecture of the material. Have students demonstrate their knowledge of the STS item by individually completing workbook appraisals on Objective 2a. Check the results using the instructor reference. Interject Air Force Doctrine, "Core Values" as referenced in the *Little Blue Book*, and "ORM" into lectures where appropriate, and relate these values and risks to the specific topic being covered/discussed. Items identified under Audiovisual Aids are an integral part of the teaching/learning process and or not truly optional in the classroom but only during an emergency.

POI NUMBER	BLOCK	UNIT	DATE	PAGE NO.
<b>L3ABR2T031-003</b>	<b>1</b>	<b>2</b>	<b>15 March 2004</b>	<b>4</b>

## PLAN OF INSTRUCTION/LESSON PLAN PART I

<b>NAME OF INSTRUCTOR</b>		<b>COURSE TITLE</b> <b>Traffic Management Apprentice</b>		
<b>BLOCK TITLE</b> <b>Introduction to Transportation</b>				
<b>1.</b>	<b>COURSE CONTENT</b>	<b>2. TIME</b>		
	<p><b>3. Hazards and AFOSH Standards of AFSC 2T0X1/HAZCOM</b></p> <p>a. Identify facts and terms pertaining to AFOSH standards for AFSC 2T0X1. <b>STS: <u>3.1</u>, Meas: W</b></p> <p>b. Identify basic facts pertaining to accident prevention within the 2T0X1-career field. <b>STS: <u>3.3</u> Meas: W</b></p> <p>c. Identify facts and terms pertaining to environmental hazards of AFSC 2T0X1. <b>STS: <u>3.5</u> Meas: W</b></p> <p style="text-align: center;"><b>SUPPORT MATERIALS AND GUIDANCE</b></p> <p><b><u>Student Instructional Materials:</u></b></p> <p>SW L3ABR2T031 003-I, Introduction to Transportation  HO L3ABR2T031 003-1, Passenger &amp; Personal Property Movement (Extract)Volume I)  HO L3ABR2T031 003-2, Passenger &amp; Personal Property Movement (Extract)Volume II)  HO L3ABR2T031 003-3, Passenger &amp; Personal Property Movement (Extract)Volume III)</p> <p><b><u>Audiovisual Aid:</u></b></p> <p>Computer Slide Presentation-Hazards and AFOSH Standards/HAZCOM (Optional)  Training VHS Video, Hazardous Communications  Posters-Hazards and AFOSH Standards/HAZCOM  Whiteboard</p> <p><b><u>Training Methods</u></b></p> <p>Lecture (7.0 hrs)</p>	<p><b>7</b></p> <p>(3.0)</p> <p>(1.0)</p> <p>(3.0)</p>		
<b>SUPERVISOR APPROVAL OF LESSON PLAN</b>				
<b>SIGNATURE AND DATE</b>		<b>SIGNATURE AND DATE</b>		
<b>POI NUMBER</b> <b>L3ABR2T031-003</b>	<b>BLOCK</b> <b>I</b>	<b>UNIT</b> <b>3</b>	<b>DATE</b> <b>15 March 2004</b>	<b>PAGE NO.</b> <b>5</b>

**COURSE CONTENT (CONTINUED)**  
**SUPPORT MATERIALS AND GUIDANCE**

**Training Equipment**

Computer (1)  
 LCD Projector (1)  
 Video Projector Screen (1)  
 Computer Distribution AMP (1)  
 VCR (1)

**Instructional Guidance:**

Beginning Objective 3a & b. Stress the importance of completing all classroom appraisals. Use the appropriate PowerPoint Presentation for the lecture to provide an informal lecture of the material. Confirm the completeness of appraisals 3a through 3c using instructor reference. Discuss the environmental impact of hazardous waste, pollution and how complying with hazardous materials management as established by OSHA can minimize the impact. Before the lecture, show tape entitled "HAZARDOUS COMMUNICATIONS". Have students complete the appraisals at the end of each lesson. After the appraisal is completed, review it with the students and clarify any misunderstandings. Interject Air Force Doctrine, "Core Values" as referenced in the *Little Blue Book*, and "ORM" into lectures where appropriate, and relate these values and risks to the specific topic being covered/discussed. Items identified under Audiovisual Aids are an integral part of the teaching/learning process and are not truly optional in the classroom but only during an emergency.

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AETC FORM 133, 19980901 (EF-V2)

REPLACES ATC FORM 133 JUL 93 WHICH IS OBSOLETE

**PLAN OF INSTRUCTION/LESSON PLAN PART I**

NAME OF INSTRUCTOR		COURSE TITLE <b>Traffic Management Apprentice</b>		
BLOCK TITLE <b>Introduction to Transportation</b>				
<b>1. COURSE CONTENT</b>		<b>2. TIME</b>		
<b>4. Introduction to Information Warfare/OPSEC</b>  a. Identify the facts of AFSC 2T0X1 Information Warfare/OPSEC vulnerabilities. <b>STS: 2 Meas: W</b>  <p style="text-align: center;"><b>SUPPORT MATERIALS AND GUIDANCE</b></p> <p><b>Student Instructional Materials:</b>  SW L3ABR2T031 003-1, Introduction to Transportation  HO L3ABR2T031 003-1, Passenger &amp; Personal Property Movement (Extract)Volume I  HO L3ABR2T031 003-2, Passenger &amp; Personal Property Movement (Extract)Volume II  HO L3ABR2T031 003-3, Passenger &amp; Personal Property Movement (Extract)Volume III</p> <p><b>Audiovisual Aid:</b>   Computer Slide Presentation-Information Warfare/OPSEC (Optional)  Training VHS Video, OPSEC  Whiteboard</p> <p><b>Training Methods:</b>   Lecture (3.0 hr)</p> <p><b>Training Equipment</b>   Computer (1)  LCD Projector (1)  Video Projector Screen (1)  Computer Distribution AMP (1)  VCR (1)</p>		<b>3.0</b>  <b>(3.0)</b>		
<b>SUPERVISOR APPROVAL OF LESSON PLAN</b>				
SIGNATURE AND DATE		SIGNATURE AND DATE		
POI NUMBER	BLOCK	UNIT	DATE	PAGE NO.
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**COURSE CONTENT (CONTINUED)**  
**SUPPORT MATERIALS AND GUIDANCE**

**Instructional Guidance:**

Present an informal lecture on the objective. Cover Information Warfare/OPSEC vulnerabilities and each person's responsibilities. Use the appropriate PowerPoint Presentation for the lecture to provide an informal lecture of the material. Stress the importance of completing all classroom study assignments. Have students complete the appraisal at the end the lesson. After the appraisal is completed, review it with the students and clarify any misunderstandings. Show OPSEC video for further reinforcement of material. Interject Air Force Doctrine, "Core Values" as referenced in the *Little Blue Book*, and "ORM" into lectures where appropriate, and relate these values and risks to the specific topic being covered/discussed. Items identified under Audiovisual Aids are an integral part of the teaching/learning process and or not truly optional in the classroom but only during an emergency.

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**PLAN OF INSTRUCTION/LESSON PLAN PART I**

<b>NAME OF INSTRUCTOR</b>		<b>COURSE TITLE</b> <b>Traffic Management Apprentice</b>		
<b>BLOCK TITLE</b> <b>Introduction to Transportation</b>				
<b>1.</b>				
<b>5. Introduction to Publications</b>		<b>7</b>		
a. Identify facts and terms for utilizing Air Force Publications. <b>STS: 8.2 Meas:</b> <b>W</b>		<b>(7.0)</b>		
<b>SUPPORT MATERIALS AND GUIDANCE</b>				
<b><u>Student Instructional Materials:</u></b>				
SW L3ABR2T031 003-1, Introduction to Transportation				
HO L3ABR2T031 003-1, Passenger & Personal Property Movement (Extract) Vol. I)				
HO L3ABR2T031 003-2, Passenger & Personal Property Movement (Extract) Vol. II)				
HO L3ABR2T031 003-3, Passenger & Personal Property Movement (Extract) Vol. III)				
<b><u>Audiovisual Aids:</u></b>				
Computer Slide Presentation-Intro to Publications (Optional)				
Whiteboard				
 <b><u>Training Methods:</u></b>				
Lecture (7 hr)				
<b><u>Training Equipment</u></b>				
Computer (1)				
LCD Projector (1)				
Video Projector Screen (1)				
Computer Distribution AMP (1)				
VCR (1)				
<b>SUPERVISOR APPROVAL OF LESSON PLAN</b>				
<b>SIGNATURE AND DATE</b>		<b>SIGNATURE AND DATE</b>		
<b>POI NUMBER</b>	<b>BLOCK</b>	<b>UNIT</b>	<b>DATE</b>	<b>PAGE NO.</b>
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**COURSE CONTENT (CONTINUED)**  
**SUPPORT MATERIALS AND GUIDANCE**

**Instructional Guidance**

Begin objective 5a. Explain the purpose of and how to use each Publication. Use the appropriate PowerPoint Presentation for the lecture to provide an informal lecture of the material. Have students complete the appraisal at the end the lesson by using their study guide workbooks and the applicable publications listed in the handouts. After the appraisal is completed, review it with the students and clarify any misunderstandings. Interject Air Force Doctrine, "Core Values" as referenced in the *Little Blue Book*, and "ORM" into lectures where appropriate, and relate these values and risks to the specific topic being covered/discussed. Items identified under Audiovisual Aids are an integral part of the teaching/learning process and or not truly optional in the classroom but only during an emergency.

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PLAN OF INSTRUCTION/LESSON PLAN PART I			
NAME OF INSTRUCTOR		COURSE TITLE Traffic Management Apprentice	
BLOCK TITLE Introduction to Transportation			
1. COURSE CONTENT		2. TIME	
<p><b>6. Deployment</b></p> <p>a. Identify work center responsibilities during deployment operations.  <b>STS: 6.1 Meas: W</b></p> <p style="text-align: center;"><b>SUPPORT MATERIALS AND GUIDANCE</b></p> <p><b><u>Student Instructional Materials:</u></b></p> <p>SW L3ABR2T031 003-I, Introduction to Transportation  HO L3ABR2T031 003-1, Passenger &amp; Personal Property Movement (Extract) Vol. I  HO L3ABR2T031 003-2, Passenger &amp; Personal Property Movement (Extract) Vol. II  HO L3ABR2T031 003-3, Passenger &amp; Personal Property Movement (Extract) Vol. III</p> <p><b><u>Training Methods:</u></b>  Lecture (5.5 hrs)</p> <p><b><u>Audio Visual Aids</u></b>  Computer Slide Presentation-Deployment (Optional)  Training VHS Video, Deploying Military Personnel  Training VHS Video, Desert Shield/Desert Storm  Whiteboard</p> <p><b><u>Training equipment</u></b>  Computer (1)  LCD Projector (1)  Video Projector Screen (1)  Computer Distribution AMP (1)  VCR (1)</p>		<p style="text-align: center;"><b>5.5</b></p> <p style="text-align: center;"><b>(5.5)</b></p>	
SUPERVISOR APPROVAL OF LESSON PLAN			
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**COURSE CONTENT (CONTINUED)**  
**SUPPORT MATERIALS AND GUIDANCE**

**Instructional Guidance:**

Begin Objective 6a. Show videotape of Mobility Deployment. Stress the importance of Deployment and how it relates to transportation. Use the appropriate PowerPoint Presentation for the lecture to provide an informal lecture of the material. Have students demonstrate their knowledge of the STS item by individually completing appraisal at the end of lesson. After the appraisal is completed, review it with the students and clarify any misunderstandings. Interject Air Force Doctrine, "Core Values" as referenced in the *Little Blue Book*, and "ORM" into lectures where appropriate, and relate these values and risks to the specific topic being covered/discussed. Items identified under Audiovisual Aids are an integral part of the teaching/learning process and or not truly optional in the classroom but only during an emergency.

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PLAN OF INSTRUCTION/LESSON PLAN PART I				
NAME OF INSTRUCTOR		COURSE TITLE		
		Traffic Management Apprentice		
BLOCK TITLE				
Introduction to Transportation				
1.	COURSE CONTENT			2. TIME
	<p><b>7. Accountable Forms</b></p> <p>a. Identify facts about controlling accountable forms. STS: <u>6.3</u> Meas: W</p> <p style="text-align: center;"><b>SUPPORT MATERIALS AND GUIDANCE</b></p> <p><b><u>Student Instructional Materials:</u></b></p> <p>SW L3ABR2T031 003-I, Introduction to Transportation            HO L3ABR2T031 003-1, Passenger &amp; Personal Property Movement (Extract) Vol. I            HO L3ABR2T031 003-2, Passenger &amp; Personal Property Movement (Extract) Vol. II            HO L3ABR2T031 003-3, Passenger &amp; Personal Property Movement (Extract) Vol. III</p> <p><b><u>Audiovisual Aids:</u></b>            Computer Slide Presentation-Accountable Forms (Optional)</p> <p><b><u>Training Methods:</u></b>            Lecture (3 hrs)</p> <p><b><u>Training Equipment</u></b>            Computer (1)            LCD Projector (1)            Video Projector Screen (1)            Computer Distribution AMP (1)            VCR (1)</p>			3  (3.0)
SUPERVISOR APPROVAL OF LESSON PLAN				
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**COURSE CONTENT (CONTINUED)**  
**SUPPORT MATERIALS AND GUIDANCE**

**Instructional Guidance:**

Beginning objective 7a. Stress the importance of accountable forms. Use the appropriate PowerPoint Presentation for the lecture to provide an informal lecture of the material. Have students demonstrate their knowledge of the STS item by individually completing appraisal at the end of lesson. After the appraisal is completed, review it with the students and clarify any misunderstandings. Interject Air Force Doctrine, "Core Values" as referenced in the *Little Blue Book*, and "ORM" into lectures where appropriate, and relate these values and risks to the specific topic being covered/discussed. Items identified under Audiovisual Aids are an integral part of the teaching/learning process and or not truly optional in the classroom but only during an emergency.

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## PLAN OF INSTRUCTION/LESSON PLAN PART I

<b>NAME OF INSTRUCTOR</b>		<b>COURSE TITLE</b> Traffic Management Apprentice		
<b>BLOCK TITLE</b> Introduction to Transportation				
<b>1.</b>	<b>COURSE CONTENT</b>			<b>2. TIME</b>
	<p><b>8. Customer Service</b></p> <p>a. Identify facts of effective customer service. STS: <u>6.2</u> Meas: W</p> <p style="text-align: center;"><b>SUPPORT MATERIALS AND GUIDANCE</b></p> <p><b><u>Student Instructional Materials:</u></b></p> <p>SW L3ABR2T031 003-I, Introduction to Transportation            HO L3ABR2T031 003-1, Passenger &amp; Personal Property Movement (Extract) Vol. I            HO L3ABR2T031 003-2, Passenger &amp; Personal Property Movement (Extract) Vol. II            HO L3ABR2T031 003-3, Passenger &amp; Personal Property Movement (Extract) Vol. III</p> <p><b><u>Audio Visual Aid:</u></b>            Computer Slide Presentation-Customer Service (Optional)            Whiteboard</p> <p><b><u>Training Methods:</u></b>            Lecture (2 hrs)</p> <p><b><u>Training Equipment</u></b>            Computer (1)            LCD Projector (1)            Video Projector Screen (1)            Computer Distribution AMP (1)            VCR (1)</p>			<p><b>2</b></p> <p>(2.0)</p>
<b>SUPERVISOR APPROVAL OF LESSON PLAN</b>				
<b>SIGNATURE AND DATE</b>			<b>SIGNATURE AND DATE</b>	
<b>POI NUMBER</b>	<b>BLOCK</b>	<b>UNIT</b>	<b>DATE</b>	<b>PAGE NO.</b>
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**COURSE CONTENT (CONTINUED)**  
**SUPPORT MATERIALS AND GUIDANCE**

**Instructional Guidance:**

Beginning objective 8a. Stress the importance of communication. Use the appropriate PowerPoint Presentation for the lecture to provide an informal lecture of the material. Emphasize Integrity and Service before self when providing customer service. Further, explain your lived experiences in this area that have impacted customers both positively and negatively. Have students complete the appraisals at the end of the lesson. After the appraisal is completed, review it with the students and clarify any misunderstandings. Interject Air Force Doctrine, "Core Values" as referenced in the *Little Blue Book*, and "ORM" into lectures where appropriate, and relate these values and risks to the specific topic being covered/discussed. Items identified under Audiovisual Aids are an integral part of the teaching/learning process and or not truly optional in the classroom but only during an emergency.

**9. Written Test and Test Critique**

**1.5 hrs**

- a. Written Test
- b. Test Critique

(1 hr)  
(.5 hr)

**Instructional Guidance**

**Day 5:** Give students a plain piece of paper, pencil and answer sheet. Have students remove everything off their desk. Be sure to take down any visual aids on the wall. Administer Block I test. Refer to the master test booklet for instructions for the examiner. Do not grade the answer sheets in front of the students. Have the students' bring their test booklet and answer sheets to the instructor when finished. After all students have returned to the classroom hand out test and answer sheets to individual students. Conduct a test critique. Annotate grades on appropriate forms, then collect and secure all test materials. Distribute Block II materials.

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PLAN OF INSTRUCTION/LESSON PLAN PART I				
NAME OF INSTRUCTOR		COURSE TITLE <b>Traffic Management Apprentice</b>		
BLOCK TITLE <b>Passenger Travel and Documentation</b>				
1.	COURSE CONTENT			2. TIME
<b>1. Passenger Travel</b>				<b>27</b>
a.	Identify basic facts related to travel orders. <b>STS: <u>9.9</u> Meas: W</b>			(6.0)
b.	Given official travel orders and a list of situations, determine passenger movement entitlements IAW progress checklist II-1b procedures. <b>STS: <u>9.1</u> Meas: PC/W</b>			(6.0)
c.	<b>Given travel orders, appropriate technical references and specified travel situations, determine the mode(s), cost and routing for passenger travel IAW progress checklist II-1c procedures. STS: <u>9.2</u> Meas: PC/W</b>			(8.0)
d.	Given specified travel information and appropriate technical references, arrange travel for eligible individuals, groups, and human remains IAW progress checklist II-1d procedures. <b>STS: <u>9.3</u> Meas: PC/W</b>			(7.0)
<b>SUPPORT MATERIALS AND GUIDANCE</b>				
<b><u>Student Instructional Materials:</u></b>				
SW L3ABR2T031 003-II, Passenger Travel and Documentation				
PC L3ABR2T031-003-II, Passenger Travel and Documentation				
HO L3ABR2T031 003-1, Passenger & Personal Property Movement (Extract)				
HO L3ABR2T031 003-2, Passenger & Personal Property Movement (Extract)				
HO L3ABR2T031 003-3, Passenger & Personal Property Movement (Extract)				
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**COURSE CONTENT (CONTINUED)**  
**SUPPORT MATERIALS AND GUIDANCE**

**Audiovisual Aids:**

PowerPoint Slide Presentation - Passenger Travel (Optional)  
Posters - Passenger Travel  
Whiteboard

**Training Methods:**

Lecture (24.0 hours)  
Performance (3.0 Hours)

**Training Equipment**

Computer (1)  
LCD Projector (1)  
Video Projector Screen (1)  
Computer Distribution AMP (1)  
VCR (1)

**Instructional Guidance:**

Beginning objectives 1a. Appraisals for Block II are contained in the Study Guide/Workbook. Use the appropriate PowerPoint Presentation for the lecture to provide an informal lecture of material. Verify appraisals for student completion and comprehension at the end of each relevant lesson. Emphasize the proper procedures essential in routing passengers via the most cost effective routes. Stress the importance of completing the exercises contained in the SW L3ABR2T031 003-II. Verify the completeness and accuracy by using the Master SW L3ABR2T031 003-II. Administer Progress Checks for the appropriate objectives to the students and record results on an AETC Form 98 for each objective. Interject Air Force Doctrine, "Core Values" as referenced in the *Little Blue Book*, and "ORM" into lectures where appropriate, and relate these values and risks to the specific topic being covered/discussed. Items identified under Audiovisual Aids are an integral part of the teaching/learning process and are not truly optional in the classroom but only during an emergency.

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PLAN OF INSTRUCTION/LESSON PLAN PART I				
NAME OF INSTRUCTOR		COURSE TITLE Traffic Management Apprentice		
BLOCK TITLE Passenger Travel and Documentation				
1. COURSE CONTENT				2. TIME
2. Passenger Documentation				27.5
a. Given appropriate technical references and related travel documents, annotate unique control number on travel orders IAW progress checklist II-2a procedures. STS: <u>9.7.2</u> Meas: PC/W				(3.0)
b. Identify general facts about the functions of the Commercial Travel Office (CTO). STS: <u>9.5</u> Meas: W				(1.5)
c. Identify basic facts pertaining to GTR's and centrally billed account/individually billed account-billing procedures. STS: <u>9.7.1</u> Meas: W				(5.0)
d. Identify general facts about Quality Assurance of CTO agencies. STS: <u>9.4</u> Meas: W				(1.0)
e. Given appropriate technical references and copies of related documentation, document the receipt of unused Transportation Request and tickets IAW progress checklist II-2e procedures. STS: <u>9.7.4</u> Meas: PC/W				(1.5)
f. Identify facts pertinent to Circuitous travel requests. STS: <u>9.8</u> Meas: W				(1.5)
g. Identify general facts about Emergency leave travel. STS: <u>9.6</u> Meas: W				(1.5)
h. Identify specific GATES operating procedures. STS: <u>7.5</u> Meas: W				(4.0)
i. Given complete travel documents, brief DOD members and eligible dependents on passenger movement entitlements, IAW progress checklist II-2i procedures. STS: <u>9.1</u> Meas: PC/W				(8.5)
SUPERVISOR APPROVAL OF LESSON PLAN				
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**COURSE CONTENT (CONTINUED)****SUPPORT MATERIALS AND GUIDANCE****Student Instructional Materials:**

SW L3ABR2T031 003-II, Passenger Travel and Documentation  
 PC L3ABR2T031 003-II, Passenger Travel and Documentation  
 HO L3ABR2T031 003-1, Passenger & Personal Property Movement (Extract)  
 HO L3ABR2T031 003-2, Passenger & Personal Property Movement (Extract)  
 HO L3ABR2T031 003-3, Passenger & Personal Property Movement (Extract)  
 Travelope

**Audiovisual Aids:**

Power Point Slide Presentation – Passenger Documentation (Optional)  
 Posters – Passenger Documentation  
 Whiteboard

**Training Methods:**

Lecture (23.5 hours)  
 Performance (4.0 hours)

**Training Equipment**

Computer (1)  
 LCD Projector (1)  
 Video Projector Screen (1)  
 Computer Distribution AMP (1)  
 VCR (1)

**Instructional Guidance :**

Beginning Objective 2a. Emphasize the importance of preparing passenger travel documentation. Use the appropriate PowerPoint Presentation for the lecture to provide an informal lecture of material. Stress the responsibilities and conduct of the Carrier and CTO representatives in a military installation. The students will complete appraisals in SW L3ABR2T031 003-II. Verify the completeness and accuracy of the students work. Administer Progress Checks to the students and record results on an AETC Form 98 for objectives 2a, 2e and 2i. The instructor may draw two numbers or choose who will brief each other for objective 2i. The PC (Travelope) can be located in the metal cabinet in room 253. The student will complete the "Travelope" during the counseling session. Each student will be allowed 10 minutes for counseling. Stress the use of publications to correlate study material provided and lecture. Interject Air Force Doctrine, "Core Values" as referenced in the *Little Blue Book*, and "ORM" into lectures where appropriate, and relate these values and risks to the specific topic being covered/discussed. Items identified under Audiovisual Aids are an integral part of the teaching/learning process and or not truly optional in the classroom but only during an emergency.



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**COURSE CONTENT (CONTINUED)**  
**SUPPORT MATERIALS AND GUIDANCE**

**3. Written Test and Critique****1.5**

a. Written Test

(1.0)

b. Test Critique

(0.5)

Instructional Guidance:

**Day 12** : Give each student a piece of paper, pencil and an answer sheet. Administer Block II test. Refer to master test booklet for instructions for the examiner. Do not grade the answer sheets in front of the students. Have the students bring their test booklet and answer sheets to the instructor when finished. After all students have returned to the classroom hand out test and answer sheets to individual students. Conduct a test critique. Annotate grades on appropriate forms, then collect and secure all test materials. Distribute Block III material.

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**COURSE CONTENT (CONTINUED)**

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<b>POI NUMBER</b> L3ABR2T031 003	<b>BLOCK</b> II	<b>UNIT</b> 3	<b>DATE</b> 15 March 2004	<b>PAGE NO.</b> 22
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PLAN OF INSTRUCTION/LESSON PLAN PART I				
NAME OF INSTRUCTOR		COURSE TITLE		
		Traffic Management Apprentice		
BLOCK TITLE				
Personal Property Entitlements				
1. COURSE CONTENT				2. TIME
1. Shipments/Storage Entitlements				30.5
a. Given appropriate technical references and shipment information, determine household goods (HHG) movement entitlements IAW progress checklist III-1a procedures. STS: <u>10.1.1</u> Meas: PC/W				(6.5)
b. Given appropriate technical references and shipment information, determine unaccompanied baggage movement entitlements IAW progress checklist III-1b procedures. STS: <u>10.1.2</u> Meas: PC/W				(3.0)
c. Given appropriate technical references and shipment information, determine restriction of unauthorized items IAW progress checklist III-1c procedures STS: <u>10.1.11</u> Meas: PC/W				(2.0)
d. Given appropriate technical references and shipment information, determine professional books, papers, and equipment (PBP&E) movement entitlements IAW progress checklist III-1d procedures. STS: <u>10.1.3</u> Meas: PC/W				(2.0)
e. Given appropriate technical references and shipment information, determine storage-in-transit (SIT) entitlements IAW progress checklist III-1e procedures. STS: <u>10.1.15</u> Meas: PC/W				(2.0)
f. Given appropriate technical reference and shipment information, determine non-temporary storage (NTS) entitlements IAW progress checklist III-1f procedures. STS: <u>10.1.14</u> Meas: PC/W				(2.5)
g. Determine dependent and eligible heirs of deceased personnel movement entitlements. STS: <u>10.1.10</u> Meas: W				(1.5)
SUPERVISOR APPROVAL OF LESSON PLAN				
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- h. Given appropriate technical references and shipment information, determine customs requirements IAW progress checklist III-1h procedures **STS: 10.1.13 Meas: PC/W** (2.0)
- i. Determine movement entitlements for boats. **STS: 10.1.7 Meas: W** (2.0)
- j. Determine movement entitlements for motorcycles. **STS: 10.1.6 Meas: W** (1.5)
- k. Determine privately-owned vehicle movement entitlements. **STS: 10.1.5 Meas: W** (1.5)
- l. Given appropriate technical references and shipment information, determine movement of privately owned firearm(s) entitlements IAW progress checklist III-1l procedures. **STS: 10.1.8 Meas: PC/W** (2.0)
- m. Determine mobile home movement entitlements. **STS: 10.1.4 Meas: W** (2.0)

## SUPPORT MATERIALS AND GUIDANCE

### Student Instructional Materials

SW L3ABR2T031 003-III, Personal Property Entitlements  
 PC L3ABR2T031 003-III, Passenger Travel and Documentation  
 HO L3ABR2T031 003-1, Passenger & Personal Property Movements (Extract) Volume I)  
 HO L3ABR2T031 003-2, Passenger & Personal Property Movements (Extract) Volume II)  
 HO L3ABR2T031 003-3, Passenger & Personal Property Movements (Extract) Volume III)

### Audiovisual Aids

Power Point Slide Presentation – Shipment/Storage Entitlements (Optional)  
 Posters – Shipments/Storage Entitlements  
 Whiteboard

### Training Methods

Lecture/Discussion (26 hrs)  
 Performance (4.5 hrs)

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<b>L3ABR2T031-003</b>	<b>III</b>	<b>1</b>	<b>15 March 2004</b>	<b>24</b>

**SUPPORT MATERIALS AND GUIDANCE****Training Equipment**

Computer (1)  
 LCD Projector (1)  
 Video Projector Screen (1)  
 Computer Distribution AMP (1)  
 VCR (1)

**Instructional Guidance**

Advise the students of the importance of completing all classroom assignments. Use the appropriate PowerPoint Presentation for the lecture to provide an informal lecture of material. Use the instructor references to verify assignment comprehension prior to continued instruction. Emphasize personal property/storage entitlements and the importance of using JFTR Vol. I and JTR Vol. II (Extract), AFSUP/JFTR Vol. 1 (Extract) when determining entitlements. Show students how to use the Personal Property Consignment Instruction Guide Worldwide (PPCIGW) Volume I (CONUS) and Volume II (Overseas) Extract. Introduce and show how to use all publications to the students when covering material pertaining to the lecture. Cover reference items on the right side of the lesson plan and show students where to find in the publications to enhance comprehension of the material.

As you progress through each objective, use the DD Form 1797 to show students how the entitlements are structured on the form and will be used in the counseling session. As you cover each form in the block, refer students to the SW Attachment 1 where copies of the forms are located. Have students demonstrate their knowledge and skills by completing each appraisal for each objective using the SW L3ABR2T031 003-III to enhance learning. Emphasize using the publications before resulting to the SW L3ABR2T031 003-III to enhance learning. Progress check students on appropriate objectives and record the results on AETC Form 98. Interject Air Force Doctrine, "Core Values" as referenced in the *Little Blue Book*, and "ORM" into lectures where appropriate, and relate these values and risks to the specific topic being covered/discussed. Items identified under Audiovisual Aids are an integral part of the teaching/learning process and or not truly optional in the classroom but only during an emergency.

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**COURSE CONTENT (CONTINUED)**  
**SUPPORT MATERIALS AND GUIDANCE**

[Empty content area for course materials and guidance]

<b>POI NUMBER</b> L3ABR2T031-003	<b>BLOCK</b> III	<b>UNIT</b> 3 & 4	<b>DATE</b> 15 March 2004	<b>PAGE NO.</b> 26
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<b>PLAN OF INSTRUCTION/LESSON PLAN PART I</b>				
NAME OF INSTRUCTOR	COURSE TITLE <b>Traffic Management Apprentice</b>			
BLOCK TITLE <b>Personal Property Entitlements</b>				
1.	COURSE CONTENT	2. TIME		
2.	<p><b>Self-Procured/Performed Move Program</b></p> <p>a. Given appropriate technical references and shipment information, determine self –procured/performed move entitlements IAW progress checklist III-2a procedures.  <b>STS: 10.1.9 Meas: PC/W</b>                      SUPPORT MATERIALS AND GUIDANCE</p> <p><b><u>Training Methods</u></b>                      Lecture/Discussion (4.5 hrs)                      Performance (.5 hr)</p> <p><b><u>Student Instructional Materials</u></b>                      SW L3ABR2T031 003-III, Personal Property Entitlements                      PC L3ABR2T031 003-III, Passenger Travel and Documentation                      HO L3ABR2T031 003-1, Passenger &amp; Personal Property Movements (Extract) Volume I                      HO L3ABR2T031 003-2, Passenger &amp; Personal Property Movements (Extract) Volume II                      HO L3ABR2T031 003-3, Passenger &amp; Personal Property Movements (Extract) Volume III</p> <p><small>Audiovisual Aids and Equipment</small>                      Power Point Slide Presentation – Self Procured/performed Move Program (Optional)                      Posters/Slap-ups --Self Procured/performed Move Program                      Whiteboard</p> <p><b><u>Training Equipment</u></b>                      Computer (1)                      LCD Projector (1)                      Video Projector Screen (1)                      Computer Distribution AMP (1)                      VCR (1)</p>	<p><b>5</b></p> <p>(5.0)</p>		
<b>SUPERVISOR APPROVAL OF LESSON PLAN</b>				
SIGNATURE AND DATE		SIGNATURE AND DATE		
POI NUMBER <b>L3ABR2T031-003</b>	BLOCK <b>III</b>	UNIT <b>2</b>	DATE <b>15 March 2004</b>	PAGE NO. <b>27</b>

**COURSE CONTENT (CONTINUED)**  
**SUPPORT MATERIALS AND GUIDANCE**

**Instructional Guidance**

Use the appropriate PowerPoint Presentation for the lecture to provide an informal lecture of material. Have students complete the appraisal after the lecture in the SW L3ABR2T031 003-III. Answer any questions students might have. Use the instructor reference to verify assignment comprehension prior to continued instruction. Advise the students of the importance of completing all classroom assignments. Emphasize the self-procured/performed move entitlements and the importance of using AFSUP/JFTR Vol. 1 (Extract) when determining entitlements. Emphasize using the publications before resulting to the SW L3ABR2T031 003-III to enhance learning. Use the right side of the lesson plan for references. Show students where information is located in publications for material comprehension. Answer student questions as needed. Progress check the students and record the results on AETC Form 98. Interject Air Force Doctrine, "Core Values" as referenced in the *Little Blue Book*, and "ORM" into lectures where appropriate, and relate these values and risks to the specific topic being covered/discussed. Items identified under Audiovisual Aids are an integral part of the teaching/learning process and or not truly optional in the classroom but only during an emergency.

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L3ABR2T031-003	III	2	15 March 2004	28

PLAN OF INSTRUCTION/LESSON PLAN PART I				
NAME OF INSTRUCTOR		COURSE TITLE		
		Traffic Management Apprentice		
BLOCK TITLE				
Personal Property Entitlements				
1. COURSE CONTENT				2. TIME
<b>3. Inbound Shipment Entitlements</b>  a. Given appropriate technical references and shipment information, determine step-by-step procedures for disposition of incoming personal property shipments IAW progress checklist III-3a procedures. <b>STS: 10.2.2 Meas: PC/W</b>				<b>3.0</b>  <b>(3.0)</b>
SUPPORT MATERIALS AND GUIDANCE				
<b><u>Student Instructional Materials</u></b>				
SW L3ABR2T031 003-III, Personal Property Entitlements PC L3ABR2T031 003-III, Passenger Travel and Documentation HO L3ABR2T031 003-1, Passenger & Personal Property Movements (Extract) Volume I) HO L3ABR2T031 003-2, Passenger & Personal Property Movements (Extract) Volume II) HO L3ABR2T031 003-3, Passenger & Personal Property Movements (Extract) Volume III)				
<b><u>Audiovisual Aids and Equipment</u></b>				
Power Point Slide Presentation – Inbound Shipment Entitlements (Optional) Posters - Inbound Shipment Entitlements Whiteboard				
<b><u>Training Methods</u></b>				
Lecture/Discussion (2.5 hrs) Performance (.5 hr)				
<b>SUPERVISOR APPROVAL OF LESSON PLAN</b>				
SIGNATURE AND DATE		SIGNATURE AND DATE		
POI NUMBER	BLOCK	UNIT	DATE	PAGE NO.
L3ABR2T031-003	III	3	15 March 2004	29

**COURSE CONTENT (CONTINUED)**  
**SUPPORT MATERIALS AND GUIDANCE**

**Training Equipment**

Computer (1)  
 LCD Projector (1)  
 Video Projector Screen (1)  
 Computer Distribution AMP (1)  
 VCR (1)

**Instructional Guidance**

Use the appropriate PowerPoint Presentation for the lecture to provide an informal lecture of material. Have students complete the appraisal in the SW L3ABR2T031 003-III at the end of the lesson. Answer any questions students might have. Use the instructor reference to verify assignment comprehension prior to continued instruction. Emphasize using the Publications before resulting to the SW L3ABR2T031 003-III to enhance learning. Use the right side of the lesson plan for references. Show students where information is located in publications for material comprehension. Progress check the students and record the results on AETC Form 98. Interject Air Force Doctrine, "Core Values" as referenced in the *Little Blue Book*, and "ORM" into lectures where appropriate, and relate these values and risks to the specific topic being covered/discussed. Items identified under Audiovisual Aids are an integral part of the teaching/learning process and or not truly optional in the classroom but only during an emergency.

**4. Written Test and Critique**

1.5

- a. Written Test
- b. Test Critique

(1.0)  
(0.5)

Administer Block III test. Refer to master test booklet for instructions for the examiner. Do not grade the answer sheets in front of the students. Have the students' bring their test booklet and answer sheets to the instructor when finished. After all students have returned to the classroom hand out test and answer sheets to individual students. Conduct a test critique. Annotate grades on appropriate forms, then collect and secure all test materials. Distribute Block IV materials.

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PLAN OF INSTRUCTION/LESSON PLAN PART I				
<small>NAME OF INSTRUCTOR</small>		<small>COURSE TITLE</small> <b>Traffic Management Apprentice</b>		
<small>BLOCK TITLE</small> <b>PERSONAL PROPERTY RATES AND DOCUMENTATION</b>				
1.	COURSE CONTENT	2. TIME		
	<p><b>1. Shipment Modes, Codes and Cost</b></p> <p>a. Given appropriate technical references and selected shipment information, determine the mode/code and cost of personal property movements IAW progress checklist IV-1a procedures. <b>STS: 10.2.1 Meas: PC/W</b></p> <p style="text-align: center;"><b>SUPPORT MATERIALS AND GUIDANCE</b></p> <p><b><u>Student Instructional Materials:</u></b></p> <p>SW L3ABR2T031-003 Personal Property Rates and Documentation                      HO Domestic Household Goods Carriers Bureau Mileage Guide (Extract)                      HO L3ABR2T031 003-1, Passenger &amp; Personal Property Movement (Extract) Volume I                      HO L3ABR2T031 003-2, Passenger &amp; Personal Property Movement (Extract) Volume II                      HO L3ABR2T031 003-3, Passenger &amp; Personal Property Movement (Extract) Volume III                      HO L3ABR2T031 003-7, PPCIG Volumes I and II (Extract)                      PC L3ABR2T031-003, Personal Property Rates and Documentation</p> <p><b><u>Audiovisual Aids:</u></b></p> <p>Power Point Slide Presentation – Shipment Mode, Codes and Costs (Optional)                      Posters – Shipment Mode, Codes and Costs                      Whiteboard</p> <p><b><u>Training Methods:</u></b></p> <p>Lecture/Discussion (20 hours)                      Performance (2.5 hours)</p>	<p><b>22.5</b></p> <p>(22.5)</p>		
SUPERVISOR APPROVAL OF LESSON PLAN				
<small>SIGNATURE AND DATE</small>		<small>SIGNATURE AND DATE</small>		
<small>POI NUMBER</small> <b>L3ABR2T031-003</b>	<small>BLOCK</small> <b>IV</b>	<small>UNIT</small> <b>1</b>	<small>DATE</small> <b>15 March 2004</b>	<small>PAGE NO.</small> <b>31</b>

**COURSE CONTENT (CONTINUED)**  
**SUPPORT MATERIALS AND GUIDANCE**

**Training Equipment**

Computer (1)  
 LCD Projector (1)  
 Video Projector Screen (1)  
 Computer Distribution AMP (1)  
 VCR (1)  
 Calculators (16)

**Instructional Guidance:**

Introduce the lesson. Use the appropriate PowerPoint Presentation for the lecture to provide an informal lecture of material. In objective 1a, describe the purpose of the shipment modes, codes and costs. Using the Domestic Personal Property Rate Solicitation and Block IV Study Guide situations, follow step-by-step instructions to compute the cost of a single domestic code 1 household goods shipment. Have students demonstrate their knowledge and skills by completing each exercise for each objective. Using the Personal Property Consignment Guide World Wide Vol. II demonstrate to the class how to interpret the codes of service they read in the regulation. Administer Progress Check and evaluate on AETC 98. Interject Air Force Doctrine, "Core Values" as referenced in the *Little Blue Book*, and "ORM" into lectures where appropriate, and relate these values and risks to the specific topic being covered/discussed. Items identified under Audiovisual Aids are an integral part of the teaching/learning process and or not truly optional in the classroom but only during an emergency.

POI NUMBER <b>L3ABR2T031-003</b>	BLOCK <b>IV</b>	UNIT <b>1</b>	DATE <b>15 March 2004</b>	PAGE NO. <b>32</b>
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<b>PLAN OF INSTRUCTION/LESSON PLAN PART I</b>				
NAME OF INSTRUCTOR		COURSE TITLE <b>Traffic Management Apprentice</b>		
BLOCK TITLE <b>PERSONAL PROPERTY RATES AND DOCUMENTATION</b>				
1.	COURSE CONTENT	2. TIME		
2.	<b>Verify Contractor Invoices</b>  a. Identify facts about verifying contractor invoices for personal property services performed. <b>STS: <u>10.3.11</u>      Meas: W</b>	1.5	(1.5)	
<b>SUPPORT MATERIALS AND GUIDANCE</b>  <b><u>Student Instructional Materials:</u></b> SW L3ABR2T031-003 Personal Property Rates and Documentation HO L3ABR2T031 003-1, Passenger & Personal Property Movement (Extract) Volume I HO L3ABR2T031 003-2, Passenger & Personal Property Movement (Extract) Volume II HO L3ABR2T031 003-3, Passenger & Personal Property Movement (Extract) Volume III HO L3ABR2T031 003-7, PPCIG Volumes I and II (Extract)				
<b><u>Audiovisual Aid:</u></b> Power Point Slide Presentation – Verify Contractor Invoices (Optional)				
<b><u>Training Methods:</u></b> Lecture (1.5 hr)				
<b><u>Training Equipment</u></b> Computer (1) LCD Projector (1) Video Projector Screen (1) Computer Distribution AMP (1) VCR (1)				
<b>SUPERVISOR APPROVAL OF LESSON PLAN</b>				
SIGNATURE AND DATE		SIGNATURE AND DATE		
POI NUMBER <b>L3ABR2T031-003</b>	BLOCK <b>IV</b>	UNIT <b>2</b>	DATE <b>15 March 2004</b>	PAGE NO. <b>33</b>

**COURSE CONTENT (CONTINUED)****Instructional Guidance:**

Using the Study Guide and AFJI 24-231 cover information on processing and verifying NTS invoices. Use the appropriate PowerPoint Presentation for the lecture to provide an informal lecture of material. Have students complete the appraisal at the end of the lesson. After the appraisal is completed, review it with the students and clarify any misunderstandings. Interject Air Force Doctrine, "Core Values" as referenced in the *Little Blue Book*, and "ORM" into lectures where appropriate, and relate these values and risks to the specific topic being covered/discussed. Items identified under Audiovisual Aids are an integral part of the teaching/learning process and or not truly optional in the classroom but only during an emergency.

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PLAN OF INSTRUCTION/LESSON PLAN PART I				
NAME OF INSTRUCTOR		COURSE TITLE		
		Traffic Management Apprentice		
BLOCK TITLE				
PERSONAL PROPERTY RATES AND DOCUMENTATION				
1.	COURSE CONTENT			2. TIME
	<p><b>3. Determine Excess Cost</b></p> <p>a. Identify facts about determining excess shipment cost and preparing pay adjustment documents. <b>STS: <u>10.3.5</u>. Meas: W</b></p> <p style="text-align: center;"><b>SUPPORT MATERIALS AND GUIDANCE</b></p> <p><b><u>Student Instructional Materials:</u></b>                      SW L3ABR2T031-003 Personal Property Rates and Documentation                      HO L3ABR2T031 003-1, Passenger &amp; Personal Property Movement (Extract) Volume I                      HO L3ABR2T031 003-2, Passenger &amp; Personal Property Movement (Extract) Volume II                      HO L3ABR2T031 003-3, Passenger &amp; Personal Property Movement (Extract) Volume III                      HO L3ABR2T031 003-7, PPCIG Volumes I and II (Extract)</p> <p><b><u>Audiovisual Aid:</u></b>                      Power Point Slide Presentation – Determine Excess Cost (Optional)</p> <p><b><u>Training Methods</u></b>                      Lecture (4.0 hr)</p> <p><b><u>Training Equipment</u></b>                      Computer (1)                      LCD Projector (1)                      Video Projector Screen (1)                      Computer Distribution AMP (1)                      VCR (1)</p>			<p><b>4</b></p> <p><b>(4.0)</b></p>
<b>SUPERVISOR APPROVAL OF LESSON PLAN</b>				
SIGNATURE AND DATE		SIGNATURE AND DATE		
POI NUMBER	BLOCK	UNIT	DATE	PAGE NO.
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**COURSE CONTENT (CONTINUED)**  
**SUPPORT MATERIALS AND GUIDANCE**

**Instructional Guidance:**

Using the Study Guide, Joint Federal Travel Regulation Vol. I (JFTR) (Extract) and Air Force Supplement Joint Federal Travel Regulation Vol. I (JFTR) (Extract) cover information determining excess shipment cost. Use the appropriate PowerPoint Presentation for the lecture to provide an informal lecture of material. Have students complete the appraisal at the end of the lesson. After the appraisal is completed, review it with the students and clarify any misunderstandings. Interject Air Force Doctrine, "Core Values" as referenced in the *Little Blue Book*, and "ORM" into lectures where appropriate, and relate these values and risks to the specific topic being covered/discussed. Items identified under Audiovisual Aids are an integral part of the teaching/learning process and or not truly optional in the classroom but only during an emergency.

POI NUMBER <b>L3ABR2T031-003</b>	BLOCK <b>IV</b>	UNIT <b>3</b>	DATE <b>15 March 2004</b>	PAGE NO. <b>36</b>
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PLAN OF INSTRUCTION/LESSON PLAN PART I				
NAME OF INSTRUCTOR		COURSE TITLE <b>Traffic Management Apprentice</b>		
BLOCK TITLE <b>PERSONAL PROPERTY RATES AND DOCUMENTATION</b>				
1. COURSE CONTENT		2. TIME		
<b>4. Transportation Control and Movement Document (TCMD)</b>  a. Given appropriate technical references and shipment information, prepare the TCMD IAW progress checklist IV-4a procedures. <b>STS: <u>10.3.10</u> Meas: PC/W</b>		<b>4.5</b>  <b>(4.5)</b>		
<b>SUPPORT MATERIALS AND GUIDANCE</b>				
<b><u>Student Instructional Materials:</u></b>				
SW L3ABR2T031-003 Personal Property Rates and Documentation				
HO L3ABR2T031 003-1, Passenger & Personal Property Movement (Extract) Volume I				
HO L3ABR2T031 003-2, Passenger & Personal Property Movement (Extract) Volume II				
HO L3ABR2T031 003-3, Passenger & Personal Property Movement (Extract) Volume III				
HO L3ABR2T031 003-7, PPCIG Volumes I and II (Extract)				
PC L3ABR2T031-003, Personal Property Rates and Documentation				
<b><u>Audiovisual Aid:</u></b>				
Power Point Slide Presentation – TCMD (Optional)				
<b><u>Training Methods</u></b>				
Lecture (3.0 hr)				
Performance (1.5 hr.)				
<b><u>Training Equipment</u></b>				
Computer (1)				
LCD Projector (1)				
Video Projector Screen (1)				
Computer Distribution AMP (1)				
VCR (1)				
SUPERVISOR APPROVAL OF LESSON PLAN				
SIGNATURE AND DATE		SIGNATURE AND DATE		
POI NUMBER	BLOCK	UNIT	DATE	PAGE NO.
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**COURSE CONTENT (CONTINUED)**  
**SUPPORT MATERIALS AND GUIDANCE**

**Instructional Guidance:**

Using the Study Guide, and DOD 4500.9 R Defense Transportation Regulation Part II (Extract) explain how to prepare a Transportation Control and Movement Document (TCMD). Use the appropriate PowerPoint Presentation for the lecture to provide an informal lecture of material. Have each student use the DTR Vol. II and complete a TCMD. Have students complete the appraisal at the end of the lesson. After the appraisal is completed, review it with the students and clarify any misunderstandings. After the appraisal has been reviewed, administer the PC, record the results on AETC Form 98. Interject Air Force Doctrine, "Core Values" as referenced in the *Little Blue Book*, and "ORM" into lectures where appropriate, and relate these values and risks to the specific topic being covered/discussed. Items identified under Audiovisual Aids are an integral part of the teaching/learning process and or not truly optional in the classroom but only during an emergency.

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PLAN OF INSTRUCTION/LESSON PLAN PART I			
NAME OF INSTRUCTOR		COURSE TITLE	
		Traffic Management Apprentice	
BLOCK TITLE			
PERSONAL PROPERTY RATES AND DOCUMENTATION			
1.	COURSE CONTENT		2. TIME
	<p><b>5. Automated Register</b></p> <p>a. Identify basic facts and terms about personal property automated registers.  <b>STS: 10.3.9 Meas: W</b></p> <p><b>SUPPORT MATERIALS AND GUIDANCE</b></p> <p><b><u>Student Instructional Materials:</u></b></p> <p>SW L3ABR2T031-003 Personal Property Rates and Documentation  HO L3ABR2T031 003-1, Passenger &amp; Personal Property Movement (Extract) Volume I  HO L3ABR2T031 003-2, Passenger &amp; Personal Property Movement (Extract) Volume II  HO L3ABR2T031 003-3, Passenger &amp; Personal Property Movement (Extract) Volume III  HO L3ABR2T031 003-7, PPCIG Volumes I and II (Extract)</p> <p><b><u>Audiovisual Aid:</u></b></p> <p>Power Point Slide Presentation – Automated Registers (Optional)</p> <p><b><u>Training Methods</u></b>  Lecture (2.0 hr)</p> <p><b><u>Training Equipment</u></b>  Computer (1)  LCD Projector (1)  Video Projector Screen (1)  Computer Distribution AMP (1)  VCR (1)</p>		2  (2.0)
<b>SUPERVISOR APPROVAL OF LESSON PLAN</b>			
SIGNATURE AND DATE		SIGNATURE AND DATE	
POI NUMBER	BLOCK	UNIT	DATE
L3ABR2T031-003	IV	5	15 March 2004
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**COURSE CONTENT (CONTINUED)****Instructional Guidance:**

Using the Study Guide, and DOD 4500.9 R Defense Transportation Regulation Part IV (Extract) discuss basic facts and terms about automated registers. Use the appropriate PowerPoint Presentation for the lecture to provide an informal lecture of material. Ensure that the different types of registers are shown (see SG). Have students complete the appraisal at the end of the lesson. After the appraisal is completed, review it with the students and clarify any misunderstandings. Interject Air Force Doctrine, "Core Values" as referenced in the *Little Blue Book*, and "ORM" into lectures where appropriate, and relate these values and risks to the specific topic being covered/discussed. Items identified under Audiovisual Aids are an integral part of the teaching/learning process and or not truly optional in the classroom but only during an emergency.

POI NUMBER <b>L3ABR2T031-003</b>	BLOCK <b>IV</b>	UNIT <b>5</b>	DATE <b>15 March 2004</b>	PAGE NO. <b>40</b>
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PLAN OF INSTRUCTION/LESSON PLAN PART I				
NAME OF INSTRUCTOR		COURSE TITLE Traffic Management Apprentice		
BLOCK TITLE PERSONAL PROPERTY RATES AND DOCUMENTATION				
1. COURSE CONTENT				2. TIME
<b>6. Weighing/reweighing Procedures and Documentation</b>				2
a. Identify basic facts and terms about weighing/reweigh procedures. <b>STS: <u>10.4.2</u> Meas: W</b>				(1.0)
b. Identify basic facts and terms about reweigh documentation. <b>STS: <u>10.3.7</u> Meas: W</b>				(1.0)
<b>SUPPORT MATERIALS AND GUIDANCE</b>				
<b><u>Student Instructional Materials:</u></b>				
SW L3ABR2T031-003 Personal Property Rates and Documentation				
HO L3ABR2T031 003-1, Passenger & Personal Property Movement (Extract) Volume I				
HO L3ABR2T031 003-2, Passenger & Personal Property Movement (Extract) Volume II				
HO L3ABR2T031 003-3, Passenger & Personal Property Movement (Extract) Volume III				
HO L3ABR2T031 003-7, PPCIG Volumes I and II (Extract)				
<b><u>Audiovisual Aid:</u></b>				
Power Point Slide Presentation – Weighing/Reweight procedures & documentation (Optional)				
<b><u>Training Methods</u></b>				
Lecture (2.0 hr)				
<b><u>Training Equipment</u></b>				
Computer (1)				
LCD Projector (1)				
Video Projector Screen (1)				
Computer Distribution AMP (1)				
VCR (1)				
SUPERVISOR APPROVAL OF LESSON PLAN				
SIGNATURE AND DATE		SIGNATURE AND DATE		
POI NUMBER	BLOCK	UNIT	DATE	PAGE NO.
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**COURSE CONTENT (CONTINUED)**  
**SUPPORT MATERIALS AND GUIDANCE**

**Instructional Guidance:**

Using the Study Guide, and DOD 4500.9 R Defense Transportation Regulation Part IV (Extract) discuss basic facts and terms about weighing/reweighing procedures and documentation. Use the appropriate PowerPoint Presentation for the lecture to provide an informal lecture of material. Have students complete the appraisals at the end of the each lesson. After the appraisal is completed, review it with the students and clarify any misunderstandings. Interject Air Force Doctrine, "Core Values" as referenced in the *Little Blue Book*, and "ORM" into lectures where appropriate, and relate these values and risks to the specific topic being covered/discussed. Items identified under Audiovisual Aids are an integral part of the teaching/learning process and or not truly optional in the classroom but only during an emergency.

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PLAN OF INSTRUCTION/LESSON PLAN PART I			
NAME OF INSTRUCTOR		COURSE TITLE	
		Traffic Management Apprentice	
BLOCK TITLE			
PERSONAL PROPERTY RATES AND DOCUMENTATION			
1. COURSE CONTENT		2. TIME	
7. Identify Facts on DD Form 788 (Transportation of POV's)		2.0	
a. Identify facts of a DD Form 788, Private Vehicle Shipping Document. STS: <u>10.3.12</u> Meas: W		(2.0)	
<b>SUPPORT MATERIALS AND GUIDANCE</b>			
<b><u>Student Instructional Materials:</u></b>			
SW L3ABR2T031-003 Personal Property Rates and Documentation			
HO L3ABR2T031 003-1, Passenger & Personal Property Movement (Extract) Volume I			
HO L3ABR2T031 003-2, Passenger & Personal Property Movement (Extract) Volume II			
HO L3ABR2T031 003-3, Passenger & Personal Property Movement (Extract) Volume III			
HO L3ABR2T031 003-7, PPCIG Volumes I and II (Extract)			
<b><u>Audiovisual Aid:</u></b>			
Power Point Slide Presentation – Identifying facts on DD Form 788 (Optional)			
Poster – DD Form 788			
<b><u>Training Methods</u></b>			
Lecture (2.0 hrs)			
<b><u>Training Equipment</u></b>			
Computer (1)			
LCD Projector (1)			
Video Projector Screen (1)			
Computer Distribution AMP (1)			
VCR (1)			
<b>SUPERVISOR APPROVAL OF LESSON PLAN</b>			
SIGNATURE AND DATE		SIGNATURE AND DATE	
POI NUMBER	BLOCK	UNIT	DATE
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**COURSE CONTENT (CONTINUED)  
SUPPORT MATERIALS AND GUIDANCE**

**Instructional Guidance:**

Using the Study Guide, and DOD 4500.9 R Defense Transportation Regulation Part IV (Extract) discuss basic facts on the DD Form 788. Use the appropriate PowerPoint Presentation for the lecture to provide an informal lecture of material. Have students complete the appraisal at the end of the lesson. After the appraisal is completed, review it with the students and clarify any misunderstandings. Interject Air Force Doctrine, "Core Values" as referenced in the *Little Blue Book*, and "ORM" into lectures where appropriate, and relate these values and risks to the specific topic being covered/discussed. Items identified under Audiovisual Aids are an integral part of the teaching/learning process and or not truly optional in the classroom but only during an emergency.

**8. Written Test and Critique**

**1.5**

a. Written Test

(1.0)

b. Test Critique

(0.5)

<b>POI NUMBER</b> L3ABR2T031-003	<b>BLOCK</b> IV	<b>UNIT</b> 7 & 8	<b>DATE</b> 15 March 2004	<b>PAGE NO.</b> 44
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PLAN OF INSTRUCTION/LESSON PLAN PART I				
NAME OF INSTRUCTOR		COURSE TITLE		
		Traffic Management Apprentice		
BLOCK TITLE				
Quality Assurance Procedures				
1. COURSE CONTENT				2. TIME
<b>1. Quality Assurance Procedures</b>				<b>30.5</b>
a. Identify facts and terms when determining adequacy of carrier's warehouse storage facilities and equipment. <b>STS: <u>10.4.5</u> Meas: W</b>				(7.0)
b. Identify facts concerning inspection of personal property shipments to include proper packing, marking, inventory, unpacking services and containerization. <b>STS: <u>10.4.1</u> Meas: W</b>				(9.0)
c. Identify facts and terms pertaining to shipment inspection/evaluation records. <b>STS: <u>10.4.4</u> Meas: W</b>				(6.0)
d. Given appropriate technical references and shipment information, determine shipment liability for loss or damage IAW progress checklist V-1d procedures. <b>STS: <u>10.1.12</u> Meas: PC/W</b>				(4.0)
e. Identify basic facts concerning personal property carrier performance evaluations. <b>STS: <u>10.4.6</u> Meas: W</b>				(2.0)
f. Identify facts and parts associated with carrier performance files. <b>STS: <u>10.4.3</u> Meas: W</b>				(2.5)
<b>SUPPORT MATERIALS AND GUIDANCE</b>				
<b><u>Student Instructional Materials:</u></b>				
SW L3ABR2T031 003-V, Quality Assurance Procedures				
HO L3ABR2T031 003-1, Passenger & Personal Property Movement (Extract) Vol. I				
HO L3ABR2T031 003-1, Passenger & Personal Property Movement (Extract) Vol. II				
HO L3ABR2T031 003-1, Passenger & Personal Property Movement (Extract) Vol. III				
PC L3ABR2T031 003-V, Quality Assurance Procedures				
SUPERVISOR APPROVAL OF LESSON PLAN				
SIGNATURE AND DATE			SIGNATURE AND DATE	
POI NUMBER	BLOCK	UNIT	DATE	PAGE NO.
<b>L3ABR2T031-003</b>	<b>V</b>	<b>1</b>	<b>15 March 2004</b>	<b>45</b>

**COURSE CONTENT (CONTINUED)****Training Methods:**

Lecture (30 hrs)  
Performance (.5 hr)

**Audiovisual Aids:**

PowerPoint Slide Presentation – Quality Assurance Procedures (Optional)  
Posters - Quality Assurance Procedures  
Multi-Purpose Board  
Training VHS video, Quality Control Inspection  
Slap-Ups – Quality Assurance Procedures (Optional)  
Training Equipment  
Computer (1)  
LCD Projector (1)  
Video Projector Screen (1)  
Computer Distribution AMP (1)  
VCR (1)

**Instructional Guidance:**

Use the appropriate PowerPoint Presentation for the lecture to provide an informal lecture of material. Explain to the students how important it is to the Air Force and the United States that we carefully and prudently spend our fellow taxpayers dollars when selecting carriers to ship and/or store our personal property. We accomplish this to a great extent by performing Quality Assurance checks on both the carrier industry and also the member. Reinforce service before self and excellence in all we do when explaining quality assurance procedures. Lived experiences and modeling along with simulations may be appropriate here when re-introducing core values, i.e., excellence, service before self and integrity. Show training video of Quality Control Inspection at the beginning of Objective 1b. Have the students complete the appraisals at the end of each lesson. After the appraisal is completed, review it with the students and clarify any misunderstandings. Interject Air Force Doctrine, "Core Values" as referenced in the *Little Blue Book*, and "ORM" into lectures where appropriate, and relate these values and risks to the specific topic being covered/discussed. Items identified under Audiovisual Aids are an integral part of the teaching/learning process and are not truly optional in the classroom but only during an emergency.

**2. Written Test and Critique****1.5 hrs**

- a. Written Test
- b. Test Critique

(1.0 hr)  
(.5 hr)

**Instructional Guidance**

Administer Block V test. Refer to master test booklet for instructions for the examiner. Do not grade the answer sheets in front of the students. Have the students bring their test booklet and answer sheets to the instructor when finished. After all students have returned to the classroom hand out test and answer sheets to individual students. Conduct a test critique. Annotate grades on appropriate forms, then collect and secure all test materials. Distribute Block VI materials.

POI NUMBER	BLOCK	UNIT	DATE	PAGE NO.
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PLAN OF INSTRUCTION/LESSON PLAN PART I				
NAME OF INSTRUCTOR		COURSE TITLE <b>Traffic Management Apprentice</b>		
BLOCK TITLE <b>Inbound, Outbound and NTS Procedures</b>				
1.	COURSE CONTENT			2. TIME
1.	<b>Creating Outbound Personal Property Shipment Records</b>			<b>36.0</b>
a.	Given user identification and using a personal computer, operate Transportation Operational Personal Standard System (TOPS) to access the main menu, IAW progress checklist VI-1a procedures. <b>STS: 7.1 Meas.: PC</b>			(1.5)
b.	Given pre-counseling paperwork and travel order, utilize TOPS to prepare an application for shipment of household goods (HHG) with PBP&E, IAW progress checklist VI-1b procedures. <b>STS: 10.3.8 Meas.: PC</b>			(8.5)
c.	Given pre-counseling paperwork and travel order, utilize TOPS to prepare an application for shipment of unaccompanied baggage and NTS with firearms and POV, IAW progress checklist VI-1c procedures. <b>STS: 10.3.8 Meas.: PC</b>			(10.0)
d.	Given pre-counseling paperwork and travel order, utilize TOPS to prepare an application for shipment (DD Form 2278) for a personally procured/ performed move IAW progress checklist VI-1d procedures. <b>STS: 10.3.8 Meas.: PC</b>			(2.5)
e.	Using a previously created application for shipment and a DD Form 1797, counsel another student on HHG, unaccompanied baggage entitlements with firearms and POV, IAW progress checklist VI-1e procedures. <b>STS: 10.5 Meas.: PC</b>			(13.5)
<b>SUPPORT MATERIALS AND GUIDANCE</b>				
<b>Student Instructional Materials:</b> HO Binder with AETC Form 280 and member's orders HO DD Form 1797				
<b>Audiovisual Aid:</b> VHS Tape – previously recorder counseling sessions Posters/Slap-ups- Creating Outbound Personal Property Shipment Records Whiteboard				
SUPERVISOR APPROVAL OF LESSON PLAN				
SIGNATURE AND DATE		SIGNATURE AND DATE		
POI NUMBER <b>L3ABR2T031-003</b>	BLOCK <b>VI</b>	UNIT <b>1</b>	DATE <b>15 March 2004</b>	PAGE NO. <b>47</b>

**COURSE CONTENT (CONTINUED)****Training Methods:**

Demonstration (20.5 hrs)

Performance (15.5 hrs)

**Training Equipment**

Computers (17)

TOPS Main Frame Server (1)

LCD Projector (1)

Video Projector Screen (1)

Computer Distribution AMP (1)

Video Camera Recorder (1)

VCR (1)

Audiovisual Pens (15)

It's Your Move Pamphlet (15)

**Instructional Guidance:****Objective 1a**

After reading Starting TOPS the instructor will have each student pull out their keyboard and explain to the class each command and keystroke necessary to perform in TOPS. Show students Figure 1, 2, and 3 in the attachment contained in the back of the student handout. The instructor will issue each student a user ID and a password. Students will then turn on their computer. **CAUTION: 3 INCORRECT ENTRIES WILL LOCK OUT THE COMPUTER SYSTEM. INSTRUCT STUDENTS TO LOG IN ONLY ONCE. IF UNSUCCESSFUL, THEY MUST NOTIFY INSTRUCTOR TO BE LOGGED IN.** The instructor will read each step in the TOPS User Manual on how to log on to TOPS. Have students practice logging on and off of TOPS for 5 minutes. The instructor will then have students perform the progress check. Each student will have 10 minutes to complete the Progress Check with no instructor assists and record results on the AETC Form 98. *(Optional) Instructors may use colored cups to have students switch when a task is completed to indicate when students are finished and may be used for all objectives in block.*

**Objective 1b**

Have each student power up, log on and get to main menu. Give student's binder with necessary paperwork needed and a copy of a shipment log (located on the N drive) to prepare household goods shipment with PBP&E. The instructor will use the computer and overhead projector. This will project TOPS onto the pull down screen. The instructor will read each TOPS screen *(use TOPS Functional Guide for reference)* having the students perform on TOPS while the instructor takes them through each screen. Students will then complete the appraisal located in the white binder. They are allowed to ask the instructor as many questions as they need. Each student will be allowed **30 minutes** to complete this appraisal. Upon completion of the appraisal the students will then complete the progress check. The PC can be located in the metal cabinet in the classroom. The AETC Form 98 used for evaluation is located on the "N" drive. Each student will be allowed **30 minutes** to complete the progress check.

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## COURSE CONTENT (CONTINUED)

### Objective 1c

Have each student power up, log on and get to main menu. Give students binder with necessary paperwork needed to prepare shipment unaccompanied baggage and NTS with firearms and POV. The instructor will use the computer hooked up to the LCD projector. This will project TOPS onto the pull down screen. The instructor will read each TOPS screen (*use TOPS Functional Guide for reference*) having the students perform on TOPS while the instructor takes them through each screen. Students will then complete the appraisal located in the white binder. They are allowed to ask the instructor as many questions as they need. Each student will be allowed **45 minutes** to complete this appraisal. Upon completion of the appraisal the students will then complete the progress check. The PC can be located in the metal cabinet in the classroom. The AETC Form 98 used for evaluation is located on the "N" drive. Each student will be allowed **50 minutes** to complete the progress check.

### Objective 1d

Have each student power up, log on and get to main menu. Give students binder with necessary paperwork needed to prepare self-procured/performed move. The instructor will use the computer hooked up to the LCD projector. This will project TOPS onto the pull down screen. The instructor will read each TOPS screen (*use TOPS Users Manual for reference*) having the students perform on TOPS while the instructor takes them through each screen. Students will then complete the appraisal located in the white binder. They are allowed to ask the instructor as many questions as they need. Each student will be allowed **45 minutes** to complete this appraisal. Upon completion of the appraisal the students will then complete the progress check. The PC can be located in the metal cabinet in the classroom. The AETC Form 98 used for evaluation is located on the "N" drive. Each student will be allowed **30 minutes** to complete the progress check.

### Objective 1e

Instructor will demonstrate how to give a counseling or show a video tape on the procedure. The instructor may draw two numbers for briefing, or may choose who will brief each other. Each student will be allowed **15 minutes** for counseling. The instructor will determine the order in which the following forms are briefed. Instructor will give students a previously created DD Form 1299 and DD Form 1797 to give their briefing. **The students will brief the following blocks on the DD Form 1299: #6a-d, 7a(1), (2), 9, 10, 12a-c, & 15a-b. They will brief the following on the DD Form 1797: Part I Household goods, # 2, 4, 5, 7, 8, 11, 15. Part II Unaccompanied Baggage: #1, 2, 3, 4, 6, 12, & 13. Part IV Privately Owned Vehicles: #1, 3, 6, 10. Part VI Weapons and Ammunition # 1, 2, & 3. Part VII Liability, Claims, and Protection # 1, 3, 4, 5 & 7.** Any section not briefed will then have a diagonal line placed through it. Each student will then brief the bottom of the DD Form 1797 and "X" the applicable block(s). The counselor and counselee will sign the form. The instructor will then evaluate student's performance and place their grade on the AETC Form 98. All pertinent information to grade the students will be located on the AETC Form 98. The instructor will be allowed **5 minutes** to critique each student. Upon completion of the appraisal the students will then complete the progress check. The PC can be located in the metal cabinet in the classroom. The AETC Form 98 used for evaluation is located on the "N" drive. Each student will be allowed **24 minutes** to complete the counseling session for the progress check.

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**COURSE CONTENT (CONTINUED)**

Interject Air Force Doctrine, "Core Values" as referenced in the *Little Blue Book*, and "ORM" into lectures where appropriate, and relate these values and risks to the specific topic being covered/discussed.

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PLAN OF INSTRUCTION/LESSON PLAN PART I				
NAME OF INSTRUCTOR		COURSE TITLE		
		Traffic Management Apprentice		
BLOCK TITLE				
Inbound and Outbound Procedures				
1.	COURSE CONTENT			2. TIME
	<b>3. Preparation of Bill of Lading (BL) Correction Notice and NTS Service Order</b>			12
	a. Using TOPS and previously created shipment records, prepare a Bill of Lading, IAW progress checklist VI-2a procedures. <b>STS: 10.3.1 Meas.: PC</b>			(6.0)
	b. Using TOPS and previously created shipment records, prepare a service order for a NTS shipment, IAW progress checklist VI-2b procedures. <b>STS: 10.3.3 Meas.: PC</b>			(4.5)
	c. Using TOPS and given information, prepare a Bill of Lading correction notice IAW progress checklist VI-2c procedures. <b>STS: 10.3.2 Meas.: PC</b>			(1.5)
<b>SUPPORT MATERIALS AND GUIDANCE</b>				
<b><u>Student Instructional Materials:</u></b>				
HO Binder				
<b><u>Audiovisual Aid:</u></b>				
Posters/Slap-ups- Preparation of Bill of Lading (BL) Correction Notice and NTS Service Order				
Whiteboard				
<b><u>Training Methods:</u></b>				
Demonstration (7.0 hrs)				
Performance (5.0 hrs)				
<b>SUPERVISOR APPROVAL OF LESSON PLAN</b>				
SIGNATURE AND DATE		SIGNATURE AND DATE		
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**COURSE CONTENT (CONTINUED)**  
**SUPPORT MATERIALS AND GUIDANCE**

**Training Equipment**

Computers (17)  
 TOPS Main Frame Server (1)  
 LCD Projector (1)  
 Video Projector Screen (1)  
 Computer Distribution AMP (1)  
 Video Camera Recorder (1)  
 VCR (1)

**Instructional Guidance:****Objective 2a**

Have the student's power-up, log on and get to the main menu. The instructor will use the computer hooked up to the LCD projector. The instructor will read each TOPS screen to prepare a Bill of Lading (*use TOPS Functional Guide for reference*). Have students perform on TOPS while the instructor takes them through each screen. Students will then complete the appraisal located in the white binder. They are allowed to ask the instructor as many questions as they need. Each student will be allowed **60 minutes** to complete this appraisal. Upon completion of the appraisal the students will then complete the Progress Check. The PC is located in the metal cabinet located in room. Each student will be allowed **60 minutes** to complete the PC. After performance.

this portion is done, the instructor will then use TOPS and the AETC Form 98 to grade the student's p

**Objective 2b**

Have the student's power-up, log on and get to the main menu. The instructor will use the computer hooked up to the LCD projector. The instructor will read each TOPS screen to prepare a service for NTS (*use TOPS Users Manual for reference*). Have the students perform on TOPS while the instructor takes them through each screen. Students will then complete the appraisal located in the white binder. They are allowed to ask the instructor as many questions as they need. Each student will be allowed **60 minutes** to complete this appraisal. Upon completion of the appraisal the students will then complete the progress check. The PC is located in the metal cabinet located in the room. Each student will be allowed **60 minutes** to complete the PC. After this portion is done, the instructor will then use TOPS and the AETC Form 98 to grade the student's performance.

**Objective 2c**

Have the student's power-up, log on and get to the main menu. The instructor will use the computer hooked up to the LCD projector. The instructor will read each TOPS screen to prepare a Bill of Lading correction notice (*use TOPS Users Manual for reference*). Have the students perform on TOPS while the instructor takes them through each screen. Students will then complete the appraisal located in the white binder. They are allowed to ask the instructor as many questions as they need. Each student will be allowed **30 minutes** to complete this appraisal. Upon completion of the appraisal the students will then complete the Progress Check. The PC can be located in the metal cabinet located in the room. Each student will be allowed **30 minutes** to complete the PC. After this portion is done, the instructor will then use TOPS and the AETC Form 98 to grade the student's performance. Interject Air Force Doctrine, "Core Values" as referenced in the *Little Blue Book*, and "ORM" into lectures where appropriate, and relate these values and risks to the specific topic being covered/discussed.

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AETC FORM 133, 19980901 (EF-V2)

REPLACES ATC FORM 133 JUL 93 WHICH IS OBSOLETE

**PLAN OF INSTRUCTION/LESSON PLAN PART I**

NAME OF INSTRUCTOR		COURSE TITLE <b>Traffic Management Apprentice</b>			
BLOCK TITLE <b>Inbound, Outbound and NTS Procedures</b>					
<b>1.</b>	<b>COURSE CONTENT</b>				<b>2. TIME</b>
<b>3. Inbound Personal Property Shipments</b>	<p>a. Given advance personal property paperwork and utilizing TOPS, determine disposition of inbound shipments IAW progress checklist VI-3a procedures. <b>STS: <u>10.2.2</u>, Meas.: PC</b></p> <p style="text-align: center;"><b>SUPPORT MATERIALS AND GUIDANCE</b></p> <p><b><u>Student Instructional Materials:</u></b> HO Binder with advance inbound paperwork</p> <p><b><u>Audiovisual Aid:</u></b> Posters/Slap-ups - Inbound Personal Property Shipments Whiteboard</p> <p><b><u>Training Methods</u></b> Demonstration (3.5 hrs) Performance (3.0 hrs)</p> <p><b><u>Training Equipment</u></b> Computers (17) TOPS Main Frame Server (1) LCD Projector (1) Video Projector Screen (1) Computer Distribution AMP (1) Video Camera Recorder (1) VCR (1)</p>				<b>6.5</b>  (6.5)
<b>SUPERVISOR APPROVAL OF LESSON PLAN</b>					
SIGNATURE AND DATE			SIGNATURE AND DATE		
POI NUMBER <b>L3ABR2T031-003</b>	BLOCK <b>VI</b>	UNIT <b>3</b>	DATE <b>15 March 2004</b>	PAGE NO. <b>53</b>	

**COURSE CONTENT (CONTINUED)**  
**SUPPORT MATERIALS AND GUIDANCE**

**Instructional Guidance:**

**Objective 3a**

Have the student's power-up, log on and get to the main menu. The instructor will use the computer hooked up to the LCD projector. The instructor will read each TOPS screen to create inbound shipment records (*use TOPS Users Manual for reference*). Have the students perform on TOPS while the instructor takes them through each screen. Students will then complete the appraisal located in the white binder. They are allowed to ask the instructor as many questions as they need. Each student will be allowed **90 minutes** to complete each appraisal. Upon completion of the appraisal the students will then complete the progress check. The PC can be located in the metal cabinet located in room. Each student will be allowed **90 minutes** to complete the PC. After this portion is done, the instructor will then use TOPS and the AETC Form 98 to grade the student's performance. Interject Air Force Doctrine, "Core Values" as referenced in the *Little Blue Book*, and "ORM" into lectures where appropriate, and relate these values and risks to the specific topic being covered/discussed.

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PLAN OF INSTRUCTION/LESSON PLAN PART I				
NAME OF INSTRUCTOR		COURSE TITLE		
		Traffic Management Apprentice		
BLOCK TITLE				
Receiving and Cargo Preparation				
<b>1. COURSE CONTENT</b>				<b>2. TIME</b>
<b>1. Uniform Material Movement and Issue Priority System (UMMIPS)</b> a. Identify basic facts and terms pertaining to UMMIPS, required delivery date and project codes. <b>STS: 11.1.1 Meas: W</b>				<b>2.5</b>  <b>(2.5)</b>
<b>SUPPORT MATERIALS AND GUIDANCE</b>				
<b><u>Student Instructional Materials</u></b>				
SW L3ABR2T031 003-VII, Receiving and Cargo Preparation				
HO L3ABR2T031 003-4, Cargo Movement (Extract) Volume I				
HO L3ABR2T031 003-4, Cargo Movement (Extract) Volume II				
HO L3ABR2T031 003-4, Cargo Movement (Extract) Volume III				
<b><u>Audiovisual Aids</u></b>				
Power Point Slide Presentation – UMMIPS (Optional)				
<b><u>Training Methods</u></b>				
Lecture (2.5 hrs)				
<b><u>Training Equipment</u></b>				
Computers (17)				
LCD Projector (1)				
Video Projector Screen (1)				
Computer Distribution AMP (1)				
Training Cargo				
<b>SUPERVISOR APPROVAL OF LESSON PLAN</b>				
SIGNATURE AND DATE		SIGNATURE AND DATE		
POI NUMBER	BLOCK	UNIT	DATE	PAGE NO.
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**COURSE CONTENT (CONTINUED)**  
**SUPPORT MATERIALS AND GUIDANCE**

**Instructional Guidance**

Lecture the objective, stressing the importance of time standards. Use the appropriate PowerPoint Presentation for the lecture to provide an informal lecture of material. Have the students complete the appraisal at the end of the lesson. After the appraisal is completed, review it with the students and clarify any misunderstandings. Interject Air Force Doctrine, "Core Values" as referenced in the *Little Blue Book*, and "ORM" into lectures where appropriate, and relate these values and risks to the specific topic being covered/discussed. Items identified under Audiovisual Aids are an integral part of the teaching/learning process and or not truly optional in the classroom but only during an emergency.

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PLAN OF INSTRUCTION/LESSON PLAN PART I				
NAME OF INSTRUCTOR		COURSE TITLE		
		Traffic Management Apprentice		
BLOCK TITLE				
Receiving and Cargo Preparation				
1. COURSE CONTENT				2. TIME
2. Receipt of Items				17.0
a. Given appropriate technical references, equipment and information, operate Cargo Movement Operating System (CMOS) to conduct specific procedures and entries, IAW progress checklist VII-2a procedures. <b>STS: 7.2 Meas: PC/W</b>				(2.0)
b. Given appropriate technical references and shipment information, receive items for shipment IAW progress checklist VII-2b procedures. <b>STS: 11.1.2 Meas: PC/W</b>				(5.0)
c. Given appropriate technical references and shipment information, prepare DD Form 1149 IAW progress checklist VII-2c procedures <b>STS 11.4.1 Meas: PC/W</b>				(5.0)
d. Working as a member of a group and given appropriate technical references, equipment and shipment information, consolidate shipments IAW progress checklist VII-2d procedures. <b>STS: 11.1.5 Meas: PC/W</b>				(5.0)
<b>SUPPORT MATERIALS AND GUIDANCE</b>				
<b>Student Instructional Materials</b>				
SW L3ABR2T031 003-VII, Receiving and Cargo Preparation				
PC L3ABR2T031 003-VII, Receiving and Cargo Preparation				
HO L3ABR2T031 003-4, Cargo Movement (Extract) Volume I				
HO L3ABR2T031 003-5, Cargo Movement (Extract) Volume II				
HO L3ABR2T031 003-6, Cargo Movement (Extract) Volume III				
Folders containing shipping documents, instructor reference, and answer key				
<b>Audiovisual Aids</b>				
Power Point Slide Presentation – Receipt of Items (Optional)				
<b>SUPERVISOR APPROVAL OF LESSON PLAN</b>				
SIGNATURE AND DATE		SIGNATURE AND DATE		
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**COURSE CONTENT (CONTINUED)****SUPPORT MATERIALS AND GUIDANCE****Training Methods**

Lecture (14.0 hrs)  
Performance (3.0 hrs)

**Training Equipment**

Computers (17)  
LCD Projector (1)  
Video Projector Screen (1)  
Computer Distribution AMP (1)  
VCR (1)  
Training Cargo

**Instructional Guidance**

Introduce objective **2a**. Use the appropriate PowerPoint Presentation for the lecture to provide an informal lecture of material. Stress the importance of accurately entering information into CMOS. Have students complete appraisal 2a. Answer any questions the students might have. Progress check the students and record the results. Introduce object **2b**. Explain to the students the criteria to look for when receiving cargo for shipment. Have the students complete appraisal 2b-1. Answer any questions the students might have. Progress check the students and record the results. Have the students complete appraisal 2b-2 using the TCNs in the SW. Progress check the students and record the results. Introduce objective **2c**. Have the students complete appraisal 2c Section 1 using a blank DD Form 1149 handed out by the Instructor. Answer any questions the students might have. Have the students complete appraisal 2c Section 2. Answer any questions the students might have. Progress check the students and record the results. Introduce objective 2d. Lecture the material in the SW.

Take the students into the consolidation room in the high bay. Break the students into three groups and assign each group their own receiving line. Explain to the students that they are to receive acceptable shipments and place the rejected shipments back on the pallet. Have the students place the shipments into the appropriate area in the room (i.e. security cage, hazardous cargo, priority cargo, routine cargo, or in the triple-wall consolidation containers). Explain to the students that they must be able to close the flaps of the triple-wall container. Have the students perform the task once for the appraisal, then switch receiving lines and perform again for a progress check. Take the students back into the classroom and have them perform consolidation in CMOS using the steps outlined in the SW. Record the results. Record all Progress Check results on AETC Form 98. Interject Air Force Doctrine, "Core Values" as referenced in the *Little Blue Book*, and "ORM" into lectures where appropriate, and relate these values and risks to the specific topic being covered/discussed. Items identified under Audiovisual Aids are an integral part of the teaching/learning process and or not truly optional in the classroom but only during an emergency.

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## PLAN OF INSTRUCTION/LESSON PLAN PART I

<b>NAME OF INSTRUCTOR</b>		<b>COURSE TITLE</b>		
		Traffic Management Apprentice		
<b>BLOCK TITLE</b>				
Receiving and Cargo Preparation				
<b>1.</b>	<b>COURSE CONTENT</b>			<b>2. TIME</b>
	<b>3. Item Preparation</b>			<b>7.5</b>
	a. Identify basic facts pertaining to preservation principles, methods, levels, and barrier materials. <b>STS: <u>11.2.1</u>. Meas: W</b>			(2.0)
	b. Determine procedures for packaging Electrostatic Discharge Sensitive (ESDS) items. <b>STS: 11.3.3 Meas: W</b>			(1.5)
	c. Determine procedures for heat-sealing. <b>STS: 11.2.2 Meas: W</b>			(1.5)
	d. Identify basic facts and terms relating to the packaging and marking of sensitive and classified material. <b>STS: <u>11.3.2.1</u> Meas: W</b>			(1.0)
	e. Identify basic facts and terms pertaining to handling, packaging and certifying hazardous material. <b>STS: <u>11.3.1</u> Meas: W</b>			(1.5)
<b>SUPPORT MATERIALS AND GUIDANCE</b>				
<b><u>Student Instructional Materials</u></b>				
SW L3ABR2T031 003-VII, Receiving and Cargo Preparation				
HO L3ABR2T031-003-4, Cargo Movement (Extract) Volume I				
HO L3ABR2T031-003-5, Cargo Movement (Extract) Volume II				
HO L3ABR2T031-003-6, Cargo Movement (Extract) Volume III				
International Air Transportation Association (IATA)				
<b>SUPERVISOR APPROVAL OF LESSON PLAN</b>				
<b>SIGNATURE AND DATE</b>			<b>SIGNATURE AND DATE</b>	
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**COURSE CONTENT (CONTINUED)**  
**SUPPORT MATERIALS AND GUIDANCE**

**Audiovisual Aids**

Power Point Slide Presentation – Item Preparation (Optional)  
 Video – Packaging ESD  
 Video - Heat Sealing  
 Posters – Preservation principles, methods, levels, and barrier materials

**Training Methods**

Lecture (7.5 hrs)

**Training Equipment**

Computers (17)  
 LCD Projector (1)  
 Video Projector Screen (1)  
 Computer Distribution AMP (1)  
 VCR (1)

**Training Cargo**

**Instructional Guidance**

Lecture objective **3a**. Use the appropriate PowerPoint Presentation for the lecture to provide an informal lecture of material. Stress the importance of preservation. Have the students complete the appraisal in the SW. Answer any questions the students might have. Show the ESD video at the beginning of objective 3b. Lecture objective **3b**. Have the students complete the appraisal in the SW. Answer any questions the students might have. Inform the students they will be evaluated on packaging ESDS items in block VIII. Show the Heat Sealing video at the beginning of objective 3c. Lecture objective **3c**. Have the students complete the appraisal in the SW. Answer any questions the students might have. Inform the students they will be evaluated on heat sealing in block VIII. Lecture objective **3d**. Stress the importance of handling procedures for sensitive/classified material. Have the students complete the appraisal in the SW. Answer any questions the students might have. Lecture objective **3e**. Have the students complete the appraisal in the SW. Answer any questions the students might have. Interject Air Force Doctrine, "Core Values" as referenced in the *Little Blue Book*, and "ORM" into lectures where appropriate, and relate these values and risks to the specific topic being covered/discussed. Items identified under Audiovisual Aids are an integral part of the teaching/learning process and or not truly optional in the classroom but only during an emergency.

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PLAN OF INSTRUCTION/LESSON PLAN PART I				
NAME OF INSTRUCTOR		COURSE TITLE		
		Traffic Management Apprentice		
BLOCK TITLE				
<b>Receiving and Cargo Preparation</b>				
<b>1. COURSE CONTENT</b>				<b>2. TIME</b>
<b>4. Containers</b>				<b>15</b>
a. Identify basic facts pertaining to types and selection of containers. <b>STS: <u>11.2.3.1</u> Meas: W</b>				(1.5)
b. Determine procedures for utilizing Special Packaging Instructions (SPI). <b>STS: 11.3.4 Meas: W</b>				(1.5)
c. Identify basic facts and terms pertaining to the conservation of reusable containers. <b>STS: <u>11.3.5</u> Meas: W</b>				(1.5)
d. Determine procedures for utilizing cushioning materials for shipments. <b>STS: 11.2.3.2 Meas: W</b>				(2.0)
e. Identify basic facts and terms pertaining to foam-in-place packaging. <b>STS: <u>11.2.3.4</u> Meas: W</b>				(1.0)
f. Determine procedures pertaining to cargo weight, cube and center of balance. <b>STS: 11.2.3.7 Meas: W</b>				(2.0)
g. Determine procedures for packing, marking, labeling, and applying packing list to shipment(s). <b>STS: 11.2.5 Meas: W</b>				(3.0)
h. Identify basic facts pertaining to blocking and bracing of containers. <b>STS: <u>11.2.3.3</u> Meas: W</b>				(1.0)
i. Determine procedures for banding containers. <b>STS: 11.2.3.5 Meas: W</b>				(1.5)
<b>SUPERVISOR APPROVAL OF LESSON PLAN</b>				
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**COURSE CONTENT (CONTINUED)**  
**SUPPORT MATERIALS AND GUIDANCE**

**Student Instructional Materials**

SW L3ABR2T031 003-VII, Receiving and Cargo Preparation  
 HO L3ABR2T031-003-4, Cargo Movement (Extract) Volume I  
 HO L3ABR2T031-003-5, Cargo Movement (Extract) Volume II  
 HO L3ABR2T031-003-6, Cargo Movement (Extract) Volume III

**Audiovisual Aids**

Power Point Slide Presentation - Containers (Optional)  
 Video - Introduction to Military Packing  
 Posters – Containers and Types of Fast Packs

**Training Methods**

Lecture (15.0 hrs)

**Training Equipment**

Computers (17)  
 LCD Projector (1)  
 Video Projector Screen (1)  
 Computer Distribution AMP (1)  
 VCR (1)  
 Calculators (16)  
 Training Cargo

**Instructional Guidance**

Show the Introduction to Military Packing video. Use the appropriate PowerPoint Presentation for the lecture to provide an informal lecture of material. Lecture on objective **4a**. Have the students complete the appraisal in the SW. Answer any questions the students might have. Lecture objective **4b**. Have the students complete the appraisal. Answer any questions the students might have. Inform the students they will be evaluated on using SPIs in block VIII. Lecture objective **4c**. Have the students complete the appraisal in the SW. Answer any questions the students might have. Lecture objective **4d**. Have the students complete the appraisal. Answer any questions the students might have. Inform the students they will be evaluated on cushioning items for shipment in block VIII. Lecture on objective **4e**. Have the students complete the appraisal in the SW. Answer any questions the students might have. Lecture objective **4f**. Have the students complete the appraisal. Answer any questions the students might have. Inform the students they will be evaluated on weighing cargo, determine cube center of balance in block VIII. Lecture objective **4g**. Have the students complete the appraisal. Answer any questions the students might have. Inform the students they will be evaluated on marking, labeling and applying packing list to shipments in block VIII. Lecture on objective **4h**. Have the students complete the appraisal in the SW. Answer any questions the students might have. Lecture objective **4i**. Have the students complete the appraisal. Answer any questions the students might have. Inform the students they will be evaluated on banding a container in block VIII. Interject Air Force Doctrine, "Core Values" as referenced in the *Little Blue Book*, and "ORM" into lectures where appropriate, and relate these values and risks to the specific topic being covered/discussed. Items identified under Audiovisual Aids are an integral part of the teaching/learning process and or not truly optional in the classroom but only during an emergency.

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PLAN OF INSTRUCTION/LESSON PLAN PART I				
NAME OF INSTRUCTOR		COURSE TITLE		
		Traffic Management Apprentice		
BLOCK TITLE				
Receiving and Cargo Preparation				
1.	COURSE CONTENT			2. TIME
5. Saw and Hand Tool Safety				3
a. Determine safety precautions while using hand tools. STS: 3.2.3 Meas: W				(1.5)
b. Determine safety precautions while operating saws. STS: 3.2.1 Meas: W				(1.5)
<b>SUPPORT MATERIALS AND GUIDANCE</b>				
<b><u>Student Instructional Materials</u></b>				
SW L3ABR2T031 002-VIII, Receiving and Cargo Preparation				
HO L3ABR2T031-003-4, Cargo Movement (Extract) Volume I				
HO L3ABR2T031-003-5, Cargo Movement (Extract) Volume II				
HO L3ABR2T031-003-6, Cargo Movement (Extract) Volume III				
<b><u>Audiovisual Aids</u></b>				
Power Point Slide Presentation – Saw and Hand Tool safety (Optional)				
<b><u>Training Methods</u></b>				
Lecture (3.0 hrs)				
<b><u>Training Equipment</u></b>				
Computers (17)				
LCD Projector (1)				
Video Projector Screen (1)				
Computer Distribution AMP (1)				
VCR (1)				
Training Cargo				
<b>SUPERVISOR APPROVAL OF LESSON PLAN</b>				
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**COURSE CONTENT (CONTINUED)**  
**SUPPORT MATERIALS AND GUIDANCE**

**Instructional Guidance**

Introduce objective **5a**. Explain the importance of hand tool safety. Use the appropriate PowerPoint Presentation for the lecture to provide an informal lecture of material. Have the students complete the appraisal. They will be evaluated during Block VIII. Introduce objective **5b**. Stress the importance of safety in the saw room. Have the students complete the appraisal in the SW. The progress check is deferred until Block VIII. Interject Air Force Doctrine, "Core Values" as referenced in the *Little Blue Book*, and "ORM" into lectures where appropriate, and relate these values and risks to the specific topic being covered/discussed. Items identified under Audiovisual Aids are an integral part of the teaching/learning process and or not truly optional in the classroom but only during an emergency.

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<b>PLAN OF INSTRUCTION/LESSON PLAN PART I</b>				
NAME OF INSTRUCTOR		COURSE TITLE		
		<b>Traffic Management Apprentice</b>		
BLOCK TITLE				
Receiving and Cargo Preparation				
1.	COURSE CONTENT	2. TIME		
	<p><b>6. Materiel Handling Equipment (MHE) Safety Practices</b></p> <p>a. Determine safety practices for MHE. <b>STS: 3.2.2 Meas: W</b></p> <p style="text-align: center;"><b>SUPPORT MATERIALS AND GUIDANCE</b></p> <p><b><u>Student Instructional Materials</u></b>                      SW L3ABR2T031 003-VII, Receiving and Cargo Preparation                      HO L3ABR2T031-003-4, Cargo Movement (Extract) Volume I                      HO L3ABR2T031-003-5, Cargo Movement (Extract) Volume II                      HO L3ABR2T031-003-6, Cargo Movement (Extract) Volume III</p> <p><b><u>Audiovisual Aids</u></b>                      Power Point Slide Presentation – Material Handling Equipment (Optional)                      Video - Forklift Operator Safety                      Video - Safety of People &amp; Equipment in Warehouse Operations</p> <p><b><u>Training Methods</u></b>                      Lecture (3.0 hrs)</p> <p><b><u>Training Equipment</u></b>                      Computers (17)                      LCD Projector (1)                      Video Projector Screen (1)                      Computer Distribution AMP (1)                      VCR (1)                      Training Cargo</p>	<p><b>3.0</b></p> <p><b>(3.0)</b></p>		
<b>SUPERVISOR APPROVAL OF LESSON PLAN</b>				
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## SUPPORT MATERIALS AND GUIDANCE

### Instructional Guidance

Introduce unit 6a, Explain the purpose of forklifts, including construction features and operating procedures. Use the appropriate PowerPoint Presentation for the lecture to provide an informal lecture of material. Continue by explaining safety practices for forklifts. Show the Forklift Operator Safety and Safety of People & Equipment in Warehouse Operations videos. Assign Appraisal 6a. Check appraisal for comprehension and completion. Inform students that they will be evaluated on forklift safety during Block VIII. Interject Air Force Doctrine, "Core Values" as referenced in the *Little Blue Book*, and "ORM" into lectures where appropriate, and relate these values and risks to the specific topic being covered/discussed. Items identified under Audiovisual Aids are an integral part of the teaching/learning process and or not truly optional in the classroom but only during an emergency.

### 7. Written Test and Critique

1.5

a. Written Test

(1.0)

b. Test Critique

(0.5)

### Instructional Guidance

**Day 39:** Administer Block VII test. Refer to master test booklet for instructions for the examiner. Do not grade the answer sheets in front of the students. Have the students' bring their test booklet and answer sheets to the instructor when finished. After all students have returned to the classroom hand out test and answer sheets to individual students. Conduct a test critique. Annotate grades on appropriate forms, then collect and secure all test materials. Distribute Block VIII materials.

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PLAN OF INSTRUCTION/LESSON PLAN PART I				
NAME OF INSTRUCTOR		COURSE TITLE		
		Traffic Management Apprentice		
BLOCK TITLE				
Warehousing Operations				
1.	COURSE CONTENT			2. TIME
<b>1. Packaging, Saw Operation and Container Construction</b>				<b>36.5</b>
a. Given appropriate technical references and shipment information, utilize Special Packaging Instructions (SPI) IAW progress checklist VIII-1a procedures. <b>STS: <u>11.3.4</u> Meas: PC</b>				(1.5)
b. Given appropriate technical references, materials, and equipment, package Electrostatic Discharge Sensitive (ESDS) items IAW progress checklist VIII-1b procedures. <b>STS: <u>11.3.3</u> Meas: PC</b>				(.5)
c. Given appropriate technical references, materials, and equipment, perform heat-sealing IAW progress checklist VIII-1c procedures. <b>STS: <u>11.2.2</u> Meas: PC</b>				(3.0)
d. Given appropriate technical references and materials, utilize cushion materials to package an item for shipment IAW progress checklist VIII-1d procedures. <b>STS: <u>11.2.3.2</u> Meas: PC</b>				(2.0)
e. Working as a member of a group, given appropriate technical references, equipment and materials, operate saws to cut wood to prescribed dimensions IAW progress checklist VIII-1e procedures. <b>STS: <u>11.2.4</u>, <u>3.2.1</u> Meas: PC</b>				(16.0)
f. Working as a member of a group and given appropriate technical references, hand tools and materials, construct/fabricate containers, IAW progress checklist VIII-1f procedures. <b>STS: <u>11.2.3.6</u>, <u>3.2.3</u> Meas: PC</b>				(6.0)
g. Given appropriate technical references, equipment and shipments, determine cargo weight, cube and center of balance IAW progress checklist VIII-1g procedures. <b>STS: <u>11.2.3.7</u> Meas: PC</b>				(2.5)
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- h. Working as a member of a group, given appropriate technical references and (2.0)

shipment information, pack, mark, label, and apply packing list to shipment(s) IAW progress checklist VIII-1h procedures.

**STS: 11.2.5 Meas: PC**

- i. Given appropriate technical references, equipment, materials and a selected container, band the container IAW progress checklist VIII-1i procedures. (3.0)

**STS: 11.2.3.5 Meas: PC**

### SUPPORT MATERIALS AND GUIDANCE

#### Student Instructional Materials

SW L3ABR2T031 003-VIII, Warehousing Operations

PC L3ABR2T031 003-VIII, Warehousing Operations

#### Audiovisual Aids

Posters – Packaging, Saw Operation and Container Construction

#### Training Methods

Demonstration (3.0 hrs)

Performance (33.5 hrs)

#### Training Equipment

Table Saw (5)

Band Saw (5)

Radial Arm Saw (5)

Panel Saw (5)

Hammers (1)

Tape Measures (5)

Eye Goggles (1)

Hearing Protection (1)

Banding Machine (5)

Heat Sealers (5)

Calculators (5)

AF Forms 451(6)

Circuit Cards (5)

Disk Drive Units (5)

CD Changer (5)

#### Instructional Guidance

Demonstrate on objective 1a, **Special Packaging Instructions**. Show students how to identify SPI numbers on DD Form 1348-1a and on the shipping containers. Answer any questions the students might have. Perform the appraisal and the progress check by individually. Record all

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### COURSE CONTENT (CONTINUED)

Progress Check results on AETC Form 98. Introduce objective **1b**. Briefly explain the purpose of ESD processing. Show the students the ESD workstation and demonstrate how to process an item. Answer any questions the students might have. Break the students into 3 groups (1 group per workstation) before administering appraisal and progress check. The Appraisal and Progress check for **1b, ESDS** is deferred until progress check 1c. Demonstrate objective **1c, Heat-sealing**. Stress safety while using the heat sealers. Answer any questions the students might have. Have each student perform appraisals and progress checks 1b and 1c individually within the group. Keep the heat sealed items from objectives 1b and 1c for the administration of appraisal and progress check in 1d. Introduce objective **1d, Cushioning**. Answer any questions the students might have. Use the heat-sealed item in objective 1c to perform this objective. Each student will perform the appraisal individually within their group. Answer any questions the students might have. Use the large disk drive for the Progress check. Have students perform the progress check individually within the group and record results on AETC Form 98. Demonstrate objective **1e, Saws**. Inspect and sign off the saws on AFTO Form 244. Emphasize safety at every opportunity. Have the students place all power cords on tables so that they are visible to the instructor. Use the panel saw or the table saw to cut the plywood. The panel saw is recommended for cuts over 24" wide. Use the Radial Arm saw to cut the cleats and the Band saw to cut the curves for the braces. The instructor will demonstrate how to use each saw. Remind the students of the margin of safety of each saw. Answer any questions the students might have. Break the students into groups and administer appraisal. After the wood has been cut and measurements verified have the students cut the wood for the Progress Check and record results on AETC form 98. Demonstrate objective **1f, Hand tools**. Assemble the container using the wood from objective 1e. Close the top of the container during the appraisal, but leave the container open for the progress check. Record results on AETC Form 98. Demonstrate objective **1g, Weight, Cube, Center of Balance**. Have each group use the first container the students constructed to determine the weight and cube for the appraisal. Use the packaged item from 1f for the progress check. Explain how to determine center of balance. Students will perform appraisal and progress checks individually within their group. Record results of Progress Check on AETC Form 98. Demonstrate on objective **1h, Pack, mark, label**. Answer any questions the students might have. Have each group use the first container the students constructed to perform the appraisal. Use the packaged item from 1g to perform the progress check. Students will perform the appraisal and progress check individually within their group. Record progress check results on AETC Form 98. Demonstrate objective **1i, Banding**. Stress safety while using the banding equipment. Answer any questions the students might have. The students will perform individually within their group during this objective. Administer the appraisal using the first constructed container. Administer the progress check using the second container constructed. Record Progress Check results on AETC Form 98. Interject Air Force Doctrine, "Core Values" as referenced in the *Little Blue Book*, and "ORM" into lectures where appropriate, and relate these values and risks to the specific topic being covered/discussed.

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**COURSE CONTENT (CONTINUED)****SUPPORT MATERIALS AND GUIDANCE****Multiple Instructor Requirement: (3 ea)**

Packaging, Saw operations and Container Construction

(35.0 hrs)

**Safety:** The qualified instructors show the students the ESD workstations and demonstrate how to process an item. Then the instructors will demonstrate how to use the Heat-sealing machine. Stress safety while using the heat sealers. Break the students into three groups of no more than 5 per group. Each student will simultaneously perform operations on 3 different ESD workstations and Heat Sealers to complete exercises and evaluations on the packaging of an ESD item. After the item is sealed each group will cushion the item into the appropriate container. The qualified instructors demonstrate the use of the power saws to each group emphasizing safety precautions throughout the lesson. Each group will simultaneously perform operations on 3 different power saws to complete exercises and evaluations on the construction of containers. After the wood is cut each group will simultaneously use hammers and nails to construct their container. After the container is assembled the qualified instructors will demonstrate how to pack mark, label, apply packing list, determine weight, cube, center of balance and band a container. Each student will simultaneously perform packing, marking, labeling, weighing and banding procedures in 3 different locations to complete the exercises and evaluations. Each instructor will observe and evaluate students while using the heat sealers, saws, hand tools, marking, labeling, weighing and banding equipment to ensure equipment safety and operational procedures are followed. They will also ensure all students have removed all jewelry in the performance area. Qualified\* instructors are required to maintain close proximity with each student's performance to ensure margins of safety and discipline are followed. At least one qualified\* instructor will be present with each group performing tasks. If less than three qualified instructors are present the time allocated for the particular block of instruction will be extended with no acceleration to other blocks/objectives of instruction adding the time factor involved to the total hours of instruction to the students.

Denotes qualified instructor. Instructor will be qualified in all areas of power equipment and woodworking. The instructor's name will be placed on an organizational letter signed by the flight commander. **NOTE:** Same MIR will be enforced for objectives 1b through 1i in Block VIII instruction in the saw room environment.

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NAME OF INSTRUCTOR		COURSE TITLE		
		<b>Traffic Management Apprentice</b>		
BLOCK TITLE				
<b>Warehousing Operations</b>				
1.	COURSE CONTENT	2. TIME		
2.	<b>Operating MHE</b>	<b>10.0</b>		
	a. Given appropriate technical references and equipment, safely operate MHE IAW progress checklist VIII-2a procedures. <b>STS: <u>11.6.2, 3.2.2</u> Meas: PC</b>	(10.0)		
<b>SUPPORT MATERIALS AND GUIDANCE</b>				
<b><u>Student Instructional Materials</u></b>				
SW L3ABR2T031 003-VIII-Warehousing Operations				
<b><u>Audio Visual Aids:</u></b>				
Posters – Operating MHE				
<b><u>Training Methods</u></b>				
Demonstration (.25 hrs)				
Performance (9.75 hrs)				
<b><u>Training Equipment</u></b>				
4K Forklifts (2)				
Traffic Cones				
Mock-up trailer (1)				
Training Cargo				
<b>SUPERVISOR APPROVAL OF LESSON PLAN</b>				
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**COURSE CONTENT (CONTINUE)**  
**SUPPORT MATERIALS AND GUIDANCE**

**Multiple Instructor Requirements: (3 ea)**

Safety, Equipment, Supervision  
 Forklift Operation (10 hrs)

**Safety:** The class will be divided into three groups. The qualified instructor demonstrates the use and operation of the forklift to each group emphasizing safety precautions throughout the lesson. Each group will simultaneously perform forklift operation to complete the exercise and evaluation. Each student will practice driving the forklift through a designated course. Each student will practice using spotter hand signals for forklift drivers. Qualified instructors are required to maintain close proximity with each student's performance to ensure margins of safety and discipline are followed. At least one qualified instructor will be present with each group. The additional instructor will ensure remaining students observe forklift operations and answer any questions for those students not driving.

**Instructional Guidance**

Discuss short recap on forklift safety and operation. Take students to the performance area outside the High-Bay and demonstrate the operation of the forklift for the appraisal. Show them how to properly check the vehicle out using AF Form 1810. The students will be divided into three groups. One instructor per forklift is required on this day for forklift safety operation. Students will utilize proper spotter hand signals during course. Cones will be placed on the outside paved area. Follow chart in the study guide for proper placement. Demonstrate to the students how to load and unload cargo on the mock-up trailer for the progress check. Students will be evaluated using AETC form 98. Ensure water is available and brief the students to drink plenty of liquid, but in moderation, when working in the heat for extended periods. Ensure that the forklift training letter initiated in Block I is signed off.

Interject Air Force Doctrine, "Core Values" as referenced in the *Little Blue Book*, and "ORM" into lectures where appropriate, and relate these values and risks to the specific topic being covered/discussed.

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PLAN OF INSTRUCTION/LESSON PLAN PART I				
NAME OF INSTRUCTOR		COURSE TITLE		
		Traffic Management Apprentice		
BLOCK TITLE				
Surface Freight Outbound				
1. COURSE CONTENT				2. TIME
<b>2. Shipment Planning</b>				11.5
a. Given appropriate technical references, classify military equipment and material for movement IAW progress checklist IX-1a procedures. <b>STS: <u>11.1.3</u></b> <b>Meas: PC/W</b>				(2.0)
b. Identify basic facts and terms pertaining to modes of shipment. <b>STS: <u>11.1.6</u> Meas: W</b>				(1.5)
c. Given appropriate technical references and shipment information, prepare Shipment Planning Worksheets (SPWS) IAW progress checklist IX-1c procedures. <b>STS: <u>11.4.2</u> Meas: PC/W</b>				(6.5)
d. Given appropriate technical references and shipment information, prepare a Military Shipment Label IAW progress checklist IX-1d procedures. <b>STS: <u>11.4.3</u> Meas: PC/W</b>				(1.5)
<b>SUPPORT MATERIALS AND GUIDANCE</b>				
Student Instructional Materials				
SW L3ABR2T031 003-IX Surface Freight Outbound				
PC L3ABR2T031 003-IX Surface Freight Outbound				
HO L3ABR2T031 003-4, Cargo Movement (Extract) Volume I				
HO L3ABR2T031 003-5, Cargo Movement (Extract) Volume II				
HO L3ABR2T031 003-6, Cargo Movement (Extract) Volume III				
National Motor Freight Classification (NMFC)				
<b>SUPERVISOR APPROVAL OF LESSON PLAN</b>				
SIGNATURE AND DATE		SIGNATURE AND DATE		
POI NUMBER	BLOCK	UNIT	DATE	PAGE NO.
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**COURSE CONTENT (CONTINUED)**  
**SUPPORT MATERIALS AND GUIDANCE**

**Audio Visual Aid:**

Computer Slide Presentation—Shipment Planning (Optional)  
 Poster – Shipment Planning  
 Poster-board – Shipment Planning  
 Whiteboard

Training Methods  
 Lecture (10.0) Hours  
 Performance (1.5) Hours

**Training Equipment**

Computers (17)  
 Laser printer (1)  
 LCD Projector (1)  
 Video Projector Screen (1)  
 Computer Distribution AMP (1)  
 VCR (1)  
 Calculators (15)

**Instructional Guidance**

Introduce **Objective 1a** Stress the importance of proper classification of military cargo. Use the appropriate PowerPoint Presentation for the lecture to provide an informal lecture of material. Hand out the NMFC and calculators to all students. Give an overview of the NMFC, and go through all parts of the publication. Demonstrate how to classify freight and determine the break point weight. Take the students through the MFTRP NO. 1B stressing the importance of FAK rates. Ensure the students take notes. Introduce **Objective 1b** by using AFI 24-201 to define mode and method of shipments. Demonstrate how to determine mode and method codes by utilizing DTR Part II. Have the students review the regulations prior to doing the appraisal. Begin **Objective 1c** by explaining the importance of accurate shipment planning. Have the students take notes on the shipment planning considerations and step by step procedures for planning a shipment as you walk them through the process. Have the class practice using the appendixes in the DTR before evaluation. Stress the importance of proper address markings with the Military Shipment Label as you begin **Objective 1d**. Introduce the students to the labeling requirements contained in MIL-STD 129 and MIL-HDBK 129. Then use the DTR Part II to demonstrate the proper way to complete a Military Shipment Label. Have the students complete the appraisals at the end of each lesson. After the appraisals are completed, review them with the students and clarify any misunderstanding before moving on to the progress checks. Complete the required progress checks for Unit 1 only after the appraisals have been administered. Record the results on the appropriate AETC Form 98 for that objective. Students are allowed 30 minutes for each progress check. Students must successfully complete each progress check before proceeding to the next objective. Interject Air Force Doctrine, "Core Values" as referenced in the *Little Blue Book*, and "ORM" into lectures where appropriate, and relate these values and risks to the specific topic being covered/discussed. Stress the importance of class participation, note taking, and proper study habits throughout the unit and block. Instructors are encouraged to enhance their presentations with the use of slides, music, and other instructional aids. Items identified under Audiovisual Aids are an integral part of the teaching/learning process and or not truly optional in the classroom but only during an emergency.

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PLAN OF INSTRUCTION/LESSON PLAN PART I				
NAME OF INSTRUCTOR		COURSE TITLE		
		Traffic Management Apprentice		
BLOCK TITLE				
Surface Freight Outbound				
1. COURSE CONTENT			2. TIME	
<b>3. Shipment Routing</b>			3.0	
a. Given appropriate technical references and shipment information, determine routing requirement IAW progress checklist IX-2a procedures. <b>STS: 11.1.7.1 Meas: PC/W</b>			(1.5)	
b. Identify basic facts pertaining to the requirement for route orders. <b>STS: 11.1.7.3 Meas: W</b>			(1.5)	
<b>SUPPORT MATERIALS AND GUIDANCE</b>				
Student Instructional Materials				
SW L3ABR2T031 003-IX, Surface Freight Outbound				
PC L3ABR2T031 003-IX, Surface Freight Outbound				
HO L3ABR2T031003-4, Cargo Movement (Extract) Volume I)				
HO L3ABR2T031003-5, Cargo Movement (Extract) Volume II)				
HO L3ABR2T031003-6, Cargo Movement (Extract) Volume III)				
<b>Audio Visual Aid:</b>				
Computer Slide Presentation—Shipment Routing (Optional)				
Training Methods				
Lecture (2.5 hrs)				
Performance (0.5 hrs)				
SUPERVISOR APPROVAL OF LESSON PLAN				
SIGNATURE AND DATE		SIGNATURE AND DATE		
POI NUMBER	BLOCK	UNIT	DATE	PAGE NO.
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**COURSE CONTENT (CONTINUED)**  
**SUPPORT MATERIALS AND GUIDANCE**

**Training Equipment**

Computers (17)  
Laser printer (1)  
LCD Projector (1)  
Video Projector Screen (1)  
Computer Distribution AMP (1)  
VCR (1)

**Instructional Guidance**

roduce Unit 2 by relating to the students what role shipment routing plays in the cargo movement process. Use the appropriate PowerPoint Presentation for the lecture to provide an informal lecture of material. Instructors are encouraged to enhance their presentation by sharing experiences from the field concerning shipment routing. Start **Objective 2a** by explaining the purpose of routing authorities. The goal for the students is to learn the three main routing authorities and the types of shipments each authority is responsible for routing. Use the DTR Part II to explain the routing requirements. Demonstrate how to determine the proper routing authority. Ensure the students understand the routing requirements for practice before administering the appraisal. After the students have learned how to determine the routing authority in objective 2a, teach them the basic requirements for route orders in **Objective 2b**. Explain the importance of using the proper documentation and submitting it in the correct timeframes. Students should gain a through knowledge of the various types of route orders, time frames, and validity periods. Ensure the class understands the practice of identifying routing facts prior to completing the appraisal. Have the students complete the appraisals at the end of each lesson. After the appraisals are satisfactorily completed, review them with the students and clarify any misunderstanding before moving on to the progress checks. Complete the required progress checks for Unit 2 only after the appraisals have been administered. Record the results on the appropriate AETC Form 98 for that objective. Students are allowed 30 minutes for each progress check. Students must successfully complete each progress check before proceeding to the next objective. Interject Air Force Doctrine, "Core Values" as referenced in the *Little Blue Book*, and "ORM" into lectures where appropriate, and relate these values and risks to the specific topic being covered/discussed. Items identified under Audiovisual Aids are an integral part of the teaching/learning process and or not truly optional in the classroom but only during an emergency.

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**IX**

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**2**

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PLAN OF INSTRUCTION/LESSON PLAN PART I				
NAME OF INSTRUCTOR		COURSE TITLE		
		Traffic Management Apprentice		
BLOCK TITLE				
Surface Freight Outbound				
1. COURSE CONTENT				2. TIME
<b>4. Outbound Documentation</b>				<b>25.5</b>
a. Given appropriate technical references, equipment and shipment information, utilize CMOS to prepare Bills of Lading IAW progress checklist IX-3a procedures. <b>STS: <u>11.4.5</u> Meas PC/W</b>				(7.0)
b. Given appropriate technical references and shipment information, determine freight charges IAW progress checklist IX-3b procedures. <b>STS: <u>11.1.4</u> Meas PC/W</b>				(4.0)
c. Identify basic facts and terms pertaining to Power Track. <b>STS: <u>7.4</u> Meas W</b>				(1.0)
d. Given appropriate technical references and shipment information, determine the security requirements IAW progress checklist IX-3d procedures. <b>STS: <u>11.1.7.2</u> Meas PC/W</b>				(1.5)
e. Given appropriate technical references and shipment information, prepare the DD Form 1907 IAW progress checklist IX-3e procedures. <b>STS: <u>11.3.2.2</u> Meas PC/W</b>				(2.5)
f. Identify basic facts and information concerning the DD Form 626 and DD Form 836. <b>STS: <u>11.3.2.3</u> Meas W</b>				(1.5)
g. Given appropriate technical references and shipment information, prepare Report of Shipment (REPSHIP) IAW progress checklist IX-3g procedures. <b>STS: <u>11.4.7</u> Meas PC/W</b>				(2.0)
h. Identify basic facts and terms pertaining to Safe Haven and Refuge. <b>STS: <u>11.1.7.4</u> Meas W</b>				(1.5)
i. Given appropriate technical references and shipment information, prepare Advance/Transportation Control and Movement Document (TCMD) IAW progress checklist IX-3i procedures. <b>STS: <u>11.4.4</u> Meas PC/W</b>				(3.0)
j. Given appropriate technical references and shipment information, maintain shipment files, registers, and logs IAW progress checklist IX-3j procedures. <b>STS: <u>11.7.3</u> Meas PC/W</b>				(1.5)
SUPERVISOR APPROVAL OF LESSON PLAN				
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## SUPPORT MATERIALS AND GUIDANCE

### Student Instructional Materials

SW L3ABR2T031 003-IX, Surface Freight Outbound  
 PC L3ABR2T031 003-IX, Surface Freight Outbound  
 HO L3ABR2T031 003-4, Cargo Movement (Extract) Volume I)  
 HO L3ABR2T031 003-5, Cargo Movement (Extract) Volume II)  
 HO L3ABR2T031 003-6, Cargo Movement (Extract) Volume III)  
 Emergency Response Guidebook

### Audio Visual Aid:

Computer Slide Presentation—Outbound Documentation (Optional)  
 Posters – Outbound Documentation  
 Poster-boards – Outbound Documentation

### Training Methods

Lecture (22.0 hrs)  
 Performance (3.5 hrs)

### Training Equipment

Computers (17)  
 Laser printer (1)  
 LCD Projector (1)  
 Video Projector Screen (1)  
 Computer Distribution AMP (1)  
 VCR (1)  
 Calculators (15)

### Instructional Guidance

Prior to starting Unit 3, ensure that CMOS is rolled back. Use the appropriate PowerPoint Presentation for the lecture to provide an informal lecture of material. Introduce **Objective 3a**, assign student numbers and give each student a log-on and password. Brief the class on computer security. Stress the importance of complete note taking for computer performance objectives. After lecture for the knowledge portion of 3a, demonstrate the step by step procedures for completing bills of lading using CMOS. As you are going through the screens, allow students the time to take notes and ask questions. Stress the importance of CMOS status codes. After the demonstrating how to complete a bill of lading, students should complete the appraisal. Transition to **Objective 3b** by showing the relationship of freight charges and bills of lading. Demonstrate the procedures for determining freight charges. Hand out the calculator so the students can practice calculating shipment charges. Stress the importance of the MCRP No. 100A and the MT Form 364. Cover **Objective 3c** by teaching the various aspects of Power Track and the service it performs. Interject Air Force Doctrine, "Core Values" as referenced in the *Little Blue Book*, and "ORM" into lectures where appropriate, and relate these values and risks to the specific topic being covered/discussed.

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**COURSE CONTENT (CONTINUED)**  
**SUPPORT MATERIALS AND GUIDANCE**

**Instructional Guidance**

**Objectives 3d through 3h** pertain to the different requirements and processes involving the shipment of sensitive and classified cargo. Instructors should stress the importance of having a thorough knowledge of the requirements of AFI 24-201 and the DTR Part II concerning these objectives. Students should understand the importance of properly documenting sensitive and classified shipments. For **Objective 3f**, instructors reference the evacuation distance tables in the Emergency Response Guidebook. Introduce **Objective 3i** by explaining the importance of TMO providing advance notification of freight movement. Demonstrate how to properly complete an ATCMD using the various appendixes in the DTR Part II. It's vital that students have a complete understanding of all appendixes needed to prepare an ATCMD. Closely monitor the students' performance as they practice preparation using the DD Form 1384 and the DTR Part II. In **Objective 3j**, you will explain the different types of shipment files, registers and logs used by the TMO for outbound documentation. Stress the important of proper record keeping, and relate this lesson to Objectives 3a, 3g, and 3i as the documents they created in those objectives are maintained in the field by using shipment files, registers, and logs. Have the students complete the appraisals at the end of each lesson. After the appraisals are completed, review them with the students and clarify any misunderstanding before moving on to the progress checks. Complete the required progress checks for Unit 3 only after the appraisals have been administered. Record the results on the appropriate AETC Form 98 for that objective. Students are allowed 30 minutes for each progress check. Students must successfully complete each progress check before proceeding to the next objective. Interject Air Force Doctrine, "Core Values" as referenced in the *Little Blue Book*, and "ORM" into lectures where appropriate, and relate these values and risks to the specific topic being covered/discussed. Items identified under Audiovisual Aids are an integral part of the teaching/learning process and or not truly optional in the classroom but only during an emergency

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**COURSE CONTENT (CONTINUED)****PLAN OF INSTRUCTION/LESSON PLAN PART I**

<b>NAME OF INSTRUCTOR</b>		<b>COURSE TITLE</b> Traffic Management Apprentice		
<b>BLOCK TITLE</b> Surface Freight Outbound				
<b>1. COURSE CONTENT</b>				<b>2. TIME</b>
<b>4.</b>	<b>Written Test and Critique</b>			<b>1.5 hr</b>
	a.	Test		(1.0)
	b.	Critique		(0.5)
<p><b>Instructional Guidance</b>  Administer Block IX test. Refer to master test booklet for instructions for the examiner. Do not grade the answer sheets in front of the students. Have the students' bring their test booklet and answer sheets to the instructor when finished. After all students have returned to the classroom hand out test and answer sheets to individual students. Conduct a test critique. Annotate grades on appropriate forms, then collect and secure all test materials. Distribute Block X materials.</p>				
<b>SUPERVISOR APPROVAL OF LESSON PLAN</b>				
<b>SIGNATURE AND DATE</b>			<b>SIGNATURE AND DATE</b>	
<b>POI NUMBER</b> L3ABR2T031-003	<b>BLOCK</b> IX	<b>UNIT</b> 4	<b>DATE</b> 15 March 2004	<b>PAGE NO.</b> 80

PLAN OF INSTRUCTION/LESSON PLAN PART I				
NAME OF INSTRUCTOR		COURSE TITLE		
		Traffic Management Apprentice		
BLOCK TITLE				
Cargo Movement				
1. COURSE CONTENT				2. TIME
1. Carrier's Equipment				6.5
a. Determine procedures for special equipment requirements. STS: <u>11.6.1</u> Meas: W				(2.5)
b. Determine procedures for loading carrier's equipment. STS: 11.6.3 Meas: W				(2.0)
c. Determine procedures for blocking and bracing carrier's equipment. STS: 11.6.4 Meas: W				(2.0)
<b>SUPPORT MATERIALS AND GUIDANCE</b>				
<b><u>Student Instructional Materials</u></b>				
SW L3ABR2T031 003-X-Cargo Movement				
HO L3ABR2T031-003-4, Cargo Movements (Extract) Volume I				
HO L3ABR2T031-003-4, Cargo Movements (Extract) Volume II				
HO L3ABR2T031-003-4, Cargo Movements (Extract) Volume III				
<b><u>Audiovisual Aid:</u></b>				
PowerPoint slides on Carrier's Equipment (Optional)				
Posters – Carrier's Equipment				
<b><u>Training Methods</u></b>				
Lecture (6.5 hrs)				
<b>SUPERVISOR APPROVAL OF LESSON PLAN</b>				
SIGNATURE AND DATE		SIGNATURE AND DATE		
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**COURSE CONTENT (CONTINUED)**  
**SUPPORT MATERIALS AND GUIDANCE**

**Training Equipment**

Computer (1)  
 LCD Projector (1)  
 Video Projector Screen (1)  
 Computer Distribution AMP (1)  
 VCR (1)

**Instructional Guidance**

Use the appropriate PowerPoint Presentation for the lecture to provide an informal lecture of material. Introduce **Objective 1a**. Explain the process of ordering special equipment from the carrier, the use of the Transportation Facilities Guide, Permits, and Detention and Demurrage. Assign Appraisal 1a. Check appraisal for comprehension and completion. Introduce **Objective 1b**. Explain both the responsibilities of the TMO and the carrier concerning loading and unloading operations. Assign Appraisal 1b. Check appraisal for comprehension and completion. Introduce **Objective 1c**. Explain the importance of blocking and bracing carrier's equipment and the forces encountered during transportation. Assign Appraisal 1c. Check appraisal for comprehension and completion. Interject Air Force Doctrine, "Core Values" as referenced in the *Little Blue Book*, and "ORM" into lectures where appropriate, and relate these values and risks to the specific topic being covered/discussed. Items identified under Audiovisual Aids are an integral part of the teaching/learning process and or not truly optional in the classroom but only during an emergency

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PLAN OF INSTRUCTION/LESSON PLAN PART I				
NAME OF INSTRUCTOR		COURSE TITLE		
		<b>Traffic Management Apprentice</b>		
BLOCK TITLE				
<b>Cargo Movement</b>				
<b>1.</b>	<b>COURSE CONTENT</b>			<b>2. TIME</b>
<b>2.</b>	<b>Inbound Documentation</b>			<b>2.0</b>
	a. Determine procedures for in-checking and warehousing shipments utilizing Bills of Lading/TCMDs. <b>STS: 11.5 Meas: W</b>			(2.0)
SUPPORT MATERIALS AND GUIDANCE				
<b><u>Student Instructional Materials</u></b>				
SW L3ABR2T031 003-X-Cargo movement				
HO L3ABR2T031-003-4, Cargo Movements (Extract) Volume I				
HO L3ABR2T031-003-4, Cargo Movements (Extract) Volume II				
HO L3ABR2T031-003-4, Cargo Movements (Extract) Volume III				
<b><u>Audiovisual Aid:</u></b>				
PowerPoint slides for Inbound Documentation (Optional)				
<b><u>Training Methods</u></b>				
Lecture (2.0 hrs)				
<b>SUPERVISOR APPROVAL OF LESSON PLAN</b>				
SIGNATURE AND DATE			SIGNATURE AND DATE	
POI NUMBER	BLOCK	UNIT	DATE	PAGE NO.
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**COURSE CONTENT (CONTINUED)**  
**SUPPORT MATERIALS AND GUIDANCE**

**Training Equipment**

Computer (1)  
 LCD Projector (1)  
 Video Projector Screen (1)  
 Computer Distribution AMP (1)  
 VCR (1)

**Instructional Guidance**

Use the appropriate PowerPoint Presentation for the lecture to provide an informal lecture of material. Introduce Objective 2a. Explain in-checking procedures using both the TCMD and the Bill of Lading. Have students complete Appraisal 2a. Check appraisal for comprehension and completion. Interject Air Force Doctrine, "Core Values" as referenced in the *Little Blue Book*, and "ORM" into lectures where appropriate, and relate these values and risks to the specific topic being covered/discussed. Items identified under Audiovisual Aids are an integral part of the teaching/learning process and are not truly optional in the classroom but only during an emergency.

POI NUMBER <b>L3ABR2T031 003</b>	BLOCK <b>X</b>	UNIT <b>2</b>	DATE <b>15 March 2004</b>	PAGE NO. <b>84</b>
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PLAN OF INSTRUCTION/LESSON PLAN PART I				
NAME OF INSTRUCTOR		COURSE TITLE		
		Traffic Management Apprentice		
BLOCK TITLE				
Cargo Movement				
1.	COURSE CONTENT			2. TIME
3.	<b>Discrepancies</b>			6
a.	Given appropriate technical references, equipment, and shipment information, prepare Transportation Discrepancy Reports, IAW progress checklist X-3a procedures. <b>STS: 11.4.6. Meas: PC/W</b>			(4.0)
b.	Identify basic facts pertaining to Intransit Visibility/shipment tracing procedures. <b>STS: 11.8 Meas: W</b>			(2.0)
<b>SUPPORT MATERIALS AND GUIDANCE</b>				
<b><u>Student Instructional Materials</u></b>				
SW L3ABR2T031 003-X-Cargo Movement				
PC L3ABR2T031 003-X-Cargo Movement				
HO L3ABR2T031-003-4, Cargo Movements (Extract) Volume I				
HO L3ABR2T031-003-4, Cargo Movements (Extract) Volume II				
HO L3ABR2T031-003-4, Cargo Movements (Extract) Volume III				
<b><u>Audio Visual Aids</u></b>				
PowerPoint slides for Discrepancies (Optional)				
Poster-board – Discrepancies				
Slap-ups - Discrepancies				
<b><u>Training Methods</u></b>				
Lecture (5.0 hrs)				
Performance (1.0 hrs)				
<b>SUPERVISOR APPROVAL OF LESSON PLAN</b>				
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**COURSE CONTENT (CONTINUED)**  
**SUPPORT MATERIALS AND GUIDANCE**

**Training Equipment**

Computer (1)  
 LCD Projector (1)  
 Video Projector Screen (1)  
 Computer Distribution AMP (1)  
 VCR (1)

**Instructional Guidance**

Use the appropriate PowerPoint Presentation for the lecture to provide an informal lecture of material. Introduce **Objective 3a**. Explain the importance of discrepancy reporting and how it relates to proper inchecking. Show completed SF Form 361 (slap-up) and DD Form 470 (slap-up) as examples. Complete the blank SF 361 (slap-up) with the students with an audiovisual marker, using the DD Form 1348-1A (slap-up) and carrier's pro bill (slap-up). Students will use the copies in their study guide, identified as Figures 3a-5 through 3a-7, to follow along. Students will complete Appraisal 3a – Part I and II. Check appraisal for comprehension and completion. The instructor will pass out the PCs to the students containing the DD Form 1348-1A and carrier's pro bill. The students will then use the blank SF 361 (*on page 3a-22 of the SW in this objective*) to complete their PC. The students will bring the completed PC to the instructor and be evaluated using AETC form 98. Introduce **Objective 3b**. Explain the importance of tracing and tracking shipments. Assign Appraisal 3b. Check appraisal for comprehension and completion. Interject Air Force Doctrine, "Core Values" as referenced in the *Little Blue Book*, and "ORM" into lectures where appropriate, and relate these values and risks to the specific topic being covered/discussed. Items identified under Audiovisual Aids are an integral part of the teaching/learning process and or not truly optional in the classroom but only during an emergency.

**4. Written Test and Critique**

1.5

- |    |          |       |
|----|----------|-------|
| a. | Test     | (1.0) |
| b. | Critique | (0.5) |

**Instructional Guidance:**

Administer Block X Written test. Refer to master test booklet for instructions for the examiner. Do not grade the answer sheets in front of the students. Have the students' bring their test booklet and answer sheets to the instructor when finished. After all students have returned to the classroom hand out test and answer sheets to individual students. Conduct a test critique. Annotate grades on appropriate forms, then collect and secure all test materials.

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PLAN OF INSTRUCTION/LESSON PLAN PART I				
NAME OF INSTRUCTOR		COURSE TITLE Traffic Management Apprentice		
BLOCK TITLE Cargo Movement				
1. COURSE CONTENT				2. TIME
5. Warehousing and Carriers Equipment				19.0
a. Working as a member of a group, and given appropriate technical references, equipment and shipment information, in-check and warehouse shipments utilizing Bills of Lading/TCMD IAW progress checklist X-5a procedures. STS: <u>11.5</u> Meas: PC				(6.5)
b. Given appropriate technical references, equipment and cargo, perform blocking and bracing of carrier's equipment IAW progress checklist X-5b procedures. STS: <u>11.6.4</u> Meas: PC				(5.0)
c. Given appropriate technical references, MHE and cargo, load carrier's equipment IAW progress checklist X-5c procedures. STS: <u>11.6.3</u> Meas: PC				(7.5)
<b>SUPPORT MATERIALS AND GUIDANCE</b>				
<b><u>Student Instructional Materials</u></b>				
SW L3ABR2T031 003-X-Cargo Movement PC L3ABR2T031 003-X-Cargo Movement HO L3ABR2T031-003-4, Cargo Movements (Extract) Volume I HO L3ABR2T031-003-4, Cargo Movements (Extract) Volume II HO L3ABR2T031-003-4, Cargo Movements (Extract) Volume III Folder containing shipping documents, instructor reference, and answer key				
<b><u>Audiovisual Aid:</u></b>				
None				
<b><u>Training Methods</u></b>				
Demonstration (1.5 hrs) Performance (17.5 hrs)				
SUPERVISOR APPROVAL OF LESSON PLAN				
SIGNATURE AND DATE			SIGNATURE AND DATE	
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**COURSE CONTENT (CONTINUED)**  
**SUPPORT MATERIALS AND GUIDANCE**

**Training Equipment**

Computer (1)  
 LCD Projector (1)  
 Video Projector Screen (1)  
 Computer Distribution AMP (1)  
 VCR (1)  
 Training Cargo (80)  
 Mock-up Trailer (1)  
 Chocks (3 sets)  
 Hand Truck (2)

Complete PCs in this order as follows:

**Objective 5a.** Take students into the High-Bay and ensure all jewelry is removed before performing any task throughout this unit. Go to the Block X storage room and have the students get the 2 X 4s, and chocks needed, as well as 16D nails, hammers, and crow bars. Ensure each student has a pair of gloves, eye protection, and a package of foam inserts for hearing protection. There are three binders in the cabinet. Each is marked with the group number and contains all the documents needed to in-check the cargo. The instructor will ensure all equipment, binders, and audiovisual markers are transported to the mock-up area. Have students use a hand truck and set the cargo into three rows. There should be a total of 6 wooden skids each with numbers 1 – 3 annotated on the boxes. Divide the students into three groups, and give each group the appropriate binder and audiovisual markers to in-check the shipments and annotate discrepancies. Check their answers against the answer key in the Instructor Reference. After the practice, have the students restack the cargo and swap folders between the groups. Have the student's re-incheck the cargo and annotate discrepancies. Evaluate them using AETC form 98 and the Instructor Reference for guidance. Ensure to interject core values and safety throughout all the objectives covered.

**Objective 5b.** Take students into the High-Bay and demonstrate how to block and brace a vehicle on a truck. Instructor will drive the forklift, or place a piece of rolling stock, onto the mock-up trailer and select the appropriate blocks from the crate next to the mock-up. One 4 X 4 chock will be placed under the front and rear of each tire by the 45 degree angled ends. Two 18" 2 X 4 boards will be stacked on top of each other against the sides of the tires on the forklift. Use the diagram on page 1c-7 in the SW and the Instructor Reference for guidance. Break the students into three groups and let them perform the task demonstrated and evaluate using AETC form 98.

**Objective 5c.** Take the students to the High-Bay and demonstrate how to load carrier's equipment using a hand truck. The instructor will load 2 skids side-by-side on the mock-up trailer. Have each student practice loading two wooden skids each with cargo on the trailer (as demonstrated) with the hand truck. Have them load the skids again and evaluate using AETC Form 98. Interject Air Force Doctrine, "Core Values" as referenced in the *Little Blue Book*, and "ORM" into lectures where appropriate, and relate these values and risks to the specific topic being covered/discussed

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**COURSE CONTENT (CONTINUED)**  
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**6. Course Critique**

1.0

**Have students complete the TAS and BSTS surveys. Explain the difference between the surveys**

and suggest they keep their comments constructive. Inform the students to please provide comments for ratings that are SAT or below. Surveys are located on the N drive of the computer labs.

**7. Graduation**

0.5

Ensure the graduating instructor has completed all required paperwork for graduation prior to students departing. Distribute Diplomas.

**8. End of Course Appointments**

2.0

**Release students to complete end-of-course appointments. Advise the students to contact their**

instructor if any help in out-processing is needed and give them a pre-departure safety briefing on a AETC Form 29B.

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**COURSE CONTENT (CONTINUED)**  
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