

CAMPAIGN NEWS DIGEST

MAY 2009

THE PENTAGON GOES 'GREEN'

THE U.S. MILITARY is doing its share to conserve energy. The Department of Defense is reducing its consumption of foreign oil and going 'green'. Measures being taken include building installations with water, and using power-saving technologies, such as wind, solar, geothermal and waste energy.

The U.S. military has consumed more energy in Iraq and Afghanistan than in any other war in history. In addition, the increase in the price of oil has caused a significant rise in the cost of energy.

Providing power to soldiers in the field and in installations is not only a question of cost, it is also becoming crucial to security. The supply convoys that deliver oil to the U.S. forces in war zones are often targeted by insurgents. Moreover, manpower is needed to protect the routes taken by these vehicles. By consuming less energy, fewer trucks will be required to deliver fuel to the troops. Therefore, energy conservation translates into saving lives, and increased security.

Over 10% of the power for military operations now comes from alternative and renewable energy sources.

NEW NATO TRAINING MISSION

NATO HEADS OF STATE AND GOVERNMENT have established a NATO Training Mission for Afghanistan (NTM-A9). The announcement was made at the recent 60th Anniversary NATO Summit meeting in Strasbourg-Kehl.

NTM-A9 will streamline and coordinate training for NATO operations. The mission will provide police training and mentoring for senior members of the Afghan National Army (ANA) and the Afghan National Police (ANP). Both of these police forces are pivotal to security in Afghanistan.

In addition to training, the mission will be responsible for developing official military policies, and establishing defence colleges and academies. This training will complement pre-existing training programs already operating in Afghanistan, such as the European Union Police Mission and the International Police Coordination Board.

THE WAR ON BUGS

THE DEPLOYED WARFIGHTER PROTECTION RESEARCH PROGRAM is fighting an enemy that threatens all deployed troops: pests. Military scientists and insect control experts are looking for new ways to protect U.S. servicemen around the world from diseases caused by insects.

The research, funded by the Pentagon, explores ways to combat serious medical conditions caused by disease-carrying insects. In the past, military research led to the use of DEET, an important ingredient used in insecticide spray. Military scientists have also developed chemical-treated fabrics, which repel ticks and mosquitoes. Both products are now used by the general public.

At present, military researchers are developing a new mosquito repellent. Once these new applications have been fully developed, they will be made available to the general public.

MILITARY STUDIES BRAIN INJURY

MILITARY SCIENTISTS are investigating the effects of roadside bombs on the brain.

According to the findings of recent studies, the brain can be harmed even when there is no direct physical damage to the body. For example, a simple blow to the head typically causes damage to the brain at the exact point of impact. Conversely, the damage of an explosion from an improvised explosive device or a roadside bomb extends from the point of impact and spreads across the brain. Injuries from these blasts often cause memory loss, lack of balance, and problem-solving difficulties. Victims can suffer more serious conditions, such as brain cell inflammation and damage.

Hopefully, these studies will help battlefield medics treat brain injuries caused by blasts.

Simeone, Nick, Defense Department Reduces Dependence on Fossil Fuels, *American Forces Press Service*, April 15, 2009

<http://www.globalsecurity.org/military/library/news/2009/04/mil-090415-afps02.htm>

NATO Training Mission- Afghanistan, *NATO News*, April 4, 2009

http://www.nato.int/cps/en/natolive/news_52802.htm?mode=news

McConnaughey, Janet, Pentagon fights bugs afflicting deployed troops, *The Associated Press*, April 11, 2009

http://www.militarytimes.com/news/2009/04/ap_bugs_troops_040909/

Zoroya ,Gregg, Military studies shed light on brain injuries, *USA Today*, April 8, 2009

http://www.militarytimes.com/news/2009/04/gns_braininjury_darpa_040809w/

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Student Worksheet

Task 1: pre-reading vocabulary

Before reading the articles, match the words on the left to the definitions on the right.

- | | |
|-----------------|--|
| 1 to conserve | a) destructive insects that causes disease in humans, animals, or plants |
| 2 power | b) to keep something away |
| 3 source | c) a hard hit from an object |
| 4 insurgent | d) a person or thing that completes something |
| 5 mentoring | e) counselling or teaching from a more experienced person |
| 6 streamline | f) something that is made using whatever is available |
| 7 pivotal | g) to use very little of something so that it is not wasted |
| 8 to complement | h) rebel |
| 9 pests | i) to improve something by making it better organised |
| 10 to repel | j) energy used to for operating equipment and machines |
| 11 blow | k) extremely important |
| 12 improvised | l) point of origin |

Task 2: comprehension check

Decide if the following sentences are true (*T*) or false (*F*).

- 1 The U.S. military is taking measures to benefit the environment.
- 2 Energy conservation is also an effective security measure.
- 3 The NTM-A9 is a new mission in Afghanistan that will replace pre-existing missions.
- 4 The new mission will employ police forces from NATO and NATO-member countries.
- 5 Servicemen worldwide are threatened by disease-carrying insects.
- 6 Applications of military research are often used by the general public.
- 7 Roadside bombs and Improvised Explosive Devices can cause damage that is not immediately evident.
- 8 Soldiers that suffer from brain injuries caused by blasts must wear special helmet sensors.

Task 3: discussion

Two of the stories in this month's Campaign News Digest talk about medical conditions. You are going to describe the symptoms of different medical conditions and offer advice about how to treat these symptoms.

Task 4: writing

The focus of stories three and four is on dangers in the field. Find out about some of the hazards of operating in a harsh environment. Write an essay (of about 300 words) describing one of these factors. Use these websites for reference:

http://www.globalsecurity.org/military/library/report/call/call_02-8_ch2.htm

<http://www.globalsecurity.org/military/library/policy/army/fm/90-5/Ch2.htm> (Operations in the Jungle)

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Teacher's Notes

Task 1: pre-reading vocabulary

Before reading the articles, match the words on the left to a definition on the right. Encourage students to try to deduce the meaning of the words from the context using clues from the text.

- | | |
|-----------------|--|
| 1 to conserve | g) to use very little of something so that it is not wasted |
| 2 power | j) energy used to for operating equipment and machines |
| 3 source | l) point of origin |
| 4 insurgent | h) rebel |
| 5 mentoring | e) counselling or teaching from a more experienced person |
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| 11 blow | c) a hard hit from an object |
| 12 improvised | f) something that is made using whatever is available |

Task 2: comprehension check: short answer questions

Decide if the following sentences are true (T) or false (F).

- 1 True
- 2 True
- 3 False. The NTM-A9 is a new mission in Afghanistan that will complement pre-existing missions.
- 4 False. The mission will employ different Afghan police forces.
- 5 True
- 6 True
- 7 True
- 8 False. Special helmet sensors are used to detect whether or not a soldier has been affected by a blast.

Task 3: discussion

This aim of this activity is to practise the language of medical symptoms, and to practise the language of giving advice.

Before you begin this activity, you may want to use the Mayo Clinic Symptoms Checker as a reference for different medical conditions, their symptoms and treatments.

<http://www.mayoclinic.com/health/symptom-checker/DS00671/SYMPTOM=29BC7DD7-2A5D-9994-E5E4AFF0259C6908&TAB=Abdominal%2520pain>

Alternatively, you could set this task for your students before the lesson. If your students do not have access to the Internet, you could access the website before the lesson and make note of some of the medical conditions, symptoms, and treatments. Below is a list of common medical conditions.

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You may also want to review *should* for giving advice and the imperative.

As a lead-in, brainstorm some common medical conditions. Write these headings on the board: Symptoms, Illness and Disease, Treatments, and Medicine. Elicit a list of words under each category. After your students have done this, you could review some of the symptoms that characterize these conditions.

Step 1: Arrange your students into two rows of chairs, Row A and Row B. Each chair from Row A should face a chair from row B. Tell the students in Row A that they are the 'patients', tell the students in Row B that they are the 'doctors'.

Step 2: Tell the 'patients' that they have a medical condition and that they must describe their symptoms to the 'doctor' The 'doctors' must then give their 'patients' advice on what actions to take to treat the symptoms (this need not include a diagnosis, encourage your students to give advice using 'should' or the imperative voice. You can choose from your own materials or from the lists below.

Give a time limit of three minutes. Monitor and provide input where necessary.

Step 3: After two or three minutes, ask the students in Row A to change places by moving one chair to the left (the person in the last seat will move to the first seat). Repeat Step 2 as many times as you like, or until each 'patient' has seen each 'doctor'.

Step 4: Ask the 'patients' and the 'doctors' to reverse roles and repeat steps two and three.

<u>Common Medical Symptoms</u>		
HAbdominal painH	HBlood in stoolH	Bleeding
Burn	HChest painH	HConstipationH
HCoughH	Cut	HDiarrhoeaH
HDizzinessH	HFeverH or Temperature	HFoot or ankle painH
HFoot or leg swellingH	HHeadachesH	Heartburn
Hyperthermia	HHeart palpitationsH	Itching
HKnee painH	HLow back painH	HNasal congestionH
HNausea or vomitingH	HNeck painH	HNumbness H
HShortness of breathH	HSkin rashesH	HSore throatH
Swelling	Toothache	HUrinary problemsH

<u>Giving Advice</u>	
You should lie down / Lie down.	You should rest for a few days.
You should take aspirin.	You should disinfect it.
You should drink fluids.	You should take antibiotics.
You should put cream on it.	You should put an elastic bandage on it
You should go to the hospital.	You should put a plaster on it.
You should use wear protective clothing.	You shouldn't stay out in the sun.
You shouldn't drink the local water.	You should always wash your hands before meals.

Task 4: writing

The aim of the exercise is to write a factual, concrete essay describing an aspect of operating in a harsh environment. .

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As a lead-in, you could brainstorm the different environments where deployed soldiers operate (e.g. in high-altitudes, the jungle, the desert, the mountains). Elicit some of the elements that make these environments so hazardous.

Ask your students to find out more about an aspect of operating in a harsh environment. Direct them to these websites for background information.

http://www.globalsecurity.org/military/library/report/call/call_02-8_ch2.htm (high altitude, cold weather, food sanitation and personal hygiene, food and water)

<http://www.globalsecurity.org/military/library/policy/army/fm/90-5/Ch2.htm> (operations in the jungle)

There is a lot of information so ask them to take notes on the key information and use this information to write their essays.

If your students do not have access to the Internet, you could access these websites and make print outs of the relevant sections for your students.

You may need to review essay writing skills before your students begin their research.