

CAMPAIGN NEWS DIGEST

SEPTEMBER 2009

GREEN DAY IN DJIBOUTI

COMBINED JOINT TASK FORCE – HORN OF AFRICA (CJTF-HOA) are working with local residents from Ali Saabieh, Djibouti to clean up the city. CJTF-HOA, headquartered in Djibouti, works to build the internal capacities of the country so that it does not fall prey to extremist groups. Soldiers from the U.S. Army's 478th Civil Affairs Battalion and the Naval Mobile Construction Battalion 11, and local residents are volunteering to clean up the city. CJTF-HOA is providing trash bags and garbage trucks for the cleanup project, or 'Green Day'.

The Djiboutian city of Ali Saabieh has 25,000 inhabitants. Recently, it has been difficult to manage waste, and trash has begun to build up in the city. Given the serious threat to health and hygiene, the U.S. Military and the Djiboutians got together this month to plan this clean up project. The locals were enthusiastic to take the lead, and are cooperating with the leadership of the local regional council. The long-term goal is to maintain the good health of Djiboutians.

The event is particularly significant because the CJTF-HOA is helping Djiboutians to help themselves, rather than to rely on the U.S. military.

PIRATES FOILED BY NATO FORCES

NATO FORCES thwarted an attempt to hijack a merchant vessel in the Gulf of Aden last week. According to maritime authorities, Somali pirates attempted to hijack a Turkish craft with 19 crew members on board which had left the Ukrainian port of Yuzhny and was heading for the Saudi Arabian port of al Damman. The vessel was carrying a shipment of iron casts, which are valuable to both the electrical household appliance industry and to the automobile sector. NATO rapidly responded by sending a helicopter from a warship in the area to aid the ship.

Currently, the navies of 16 countries have about 35 warships deployed off Somalia's coast to fight pirate attacks. According to the United Nations, last year Somali pirates received \$150 million in ransom payments from ship owners. The risk of attack has raised the cost of insurance; ship owners need to spend more money to protect their vessels from piracy. Furthermore, ships are forced to take longer routes to avoid these high-risk areas.

KEEPING WATER DRINKABLE

THE 102ND QUARTERMASTER COMPANY from Fort Campbell, Kentucky, is tasked with water purification operations for soldiers operating at Joint Base Balad, Iraq. The unit used to be a fuel supply unit, but now it is responsible for providing potable water to soldiers operating in locations surrounding the base.

Sustainment soldiers are now trained to operate and maintain a Reverse Osmosis Water Purification Unit before deploying to Iraq. The water supply process is very similar to the fuel supply process. The sustainment command processes water on site from local, natural sources such as canals and wells. The processed water is then used for showers, drinking and other running water facilities.

BACK TO BASICS

THE SOUTH AFRICAN SPECIAL FORCES are training U.S. Army non-commissioned officers to survive in the wild South African bush. Zulu veterans conducted a three-week training course, in the bush northeast of Pretoria this month. The survival training focused on living off the land, the art of bush tracking, and evading capture.

The South African instructors taught the NCOs how to navigate at night using the stars, rather than using a satellite-based navigation system, as well as how to catch, kill and cook their own food. The focus was on basic survival skill, rather than technology.

Staff Sergeant John Otfinoski best summarized their experience, saying "This course pushed you to your limits... The South Africans taught us to look forward to what can happen, prepare yourself mentally, and don't let fear set in."

Petty Officer 2nd Class Kelly Ontiveros, Combined Joint Task Force - Horn of Africa, *DVIDS*, August 12, 2009

http://www.dvidshub.net/?script=news/news_show.php&id=37387

NATO forces foil hijacking of Turkish ship by Somali pirates,

RIA Novosti, August 14, 2009

<http://www.globalsecurity.org/military/library/news/2009/08/mil-090814-rianovosti01.htm>

Spc. Michael Camacho, Sustainment Soldiers Keep Water Drinkable and title, *DVIDS*, August 18, 2009

http://www.dvidshub.net/?script=news/news_show.php&id=37634

Scavetta, Rick, Survival school - Out of your comfort zone, *Soldiers*, August 2009

<http://www.army.mil/-news/2009/07/23/24838-survival-school---out-of-your-comfort-zone/>

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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 fall prey | a) fit to drink |
| 2 garbage truck | b) the amount of money which needs to be paid before a prisoner can go free |
| 3 waste | c) a vehicle that collects refuse and things that people throw away |
| 4 to build up | d) the process of making something clean |
| 5 to thwart | e) to avoid something |
| 6 merchant vessel | f) to prevent |
| 7 ransom | g) a ship involved in trade |
| 8 purification | h) to choose a path, especially using maps or instruments |
| 9 potable | i) to gradually increase |
| 10 tracking | j) the act of following a person, animal or thing |
| 11 to evade | k) to be attacked or harmed by something |
| 12 to navigate | l) unusable or unwanted material left after you use something |

Task 2: comprehension check

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

- 1 Djiboutians are working with the U.S. Army to clean up Djibouti and stay healthy.
- 2 The city of Al Saabieh has been overrun by trash due to ineffective waste management.
- 3 A Turkish merchant vessel was hijacked by Somali pirates.
- 4 Piracy causes an enormous financial loss for ship owners.
- 5 Potable water for soldiers operating in Joint Base Balad is shipped directly from Fort Campbell, Kentucky.
- 6 Sustainment soldiers produce potable water using water from natural sources.
- 7 The U.S. Army is conducting a survival training course for the South African Special Forces.
- 8 The instructors teach basic survival skills such as living in the wild without the use of technology.

Task 3: discussion

The fourth article in this month's Campaign News Digest talks about training. A good trainer knows how to provide clear instructions. You are going to practice giving instructions on how to complete a task. Choose a task you are familiar with, design a flow chart indicating the steps, and then use your flow chart to give your instructions to your classmates.

Task 4: writing

The first article is about servicemen who are volunteering to clean up Djibouti. Soldiers are frequently involved in a variety of non-combat roles. Have you ever performed such a duty? Write an essay (of about 300 words) about how you were employed, and what your duties were.

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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 fall prey | k) to be attacked or harmed by something |
| 2 garbage truck | c) a vehicle that collects refuse and things that people throw away |
| 3 waste | l) unusable or unwanted material left after you use something |
| 4 to build up | i) to gradually increase |
| 5 to thwart | f) to prevent |
| 6 merchant vessel | g) a ship involved in trade |
| 7 ransom | b) the amount of money which needs to be paid before a prisoner can go free |
| 8 purification | d) the process of making something clean |
| 9 potable | a) fit to drink |
| 10 tracking | j) the act of following a person, animal or thing |
| 11 to evade | e) to avoid something |
| 12 to navigate | h) to choose a path, especially using maps or instruments |

Task 2: comprehension check: true or false

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

- 1 True
- 2 True
- 3 False. NATO Forces prevented the Somali pirates from hijacking the Turkish merchant vessel
- 4 True
- 5 False. Sustainment soldiers process the water on site.
- 6 True
- 7 False. South African instructors are training American troops.
- 8 True

Task 3: discussion

The aim of this activity is to practice the language of instructions. Tell your students they are going to explain how to complete a task.

Introduce or review how to give instructions (you could use a recipe as an example, and elicit the following features):

- Task: (e.g. How to Make Bread)
- Materials: (items used or ingredients)
- Method: (instructions)

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Remind students to use:

- command language
- appropriate action verbs (e.g. take, place, put, etc.)
- numbers, or to order the series of steps using sequencers (e.g. First, Next, After that, Finally)
- colons prior to listings
- commas to separate items in a list · (e.g. Mix the following: water, flour and salt)

Then ask students to develop their instructions independently. This is best done by creating a flow chart that organizes the steps in a sequence. Suggest suitable topics, such as how to make something, how to assemble something, how to operate a machine, or how to get from one place to another. Once all of the students have done this explain that they are going to use their flow charts to describe their instructions to a partner. By doing this as an information-transfer activity, students will be forced to practise speaking fluency rather than reading written prompts.

Then put students into pairs and tell them to take turns giving their instructions. The listeners must decide if they think that they could complete the task by following the instructions. If not, the listeners must ask for clarification and suggest ways to make the instructions clearer. Students should repeat this step several times by swapping partners, so that they receive sufficient input about their instructions.

Close this activity by asking students to incorporate the input they received from their classmates to their flow charts, and to write the final draft for homework.

To extend this activity, you could practice listening and recycle key vocabulary by directing students to the following video about U.K. Special Forces Survival Navigation Training.

http://www.youtube.com/watch?v=VIZ3g-qGeQc&feature=PlayList&p=A191CDF92DD00B65&playnext=1&playnext_from=PL&index=3

Task 4: writing

The aim of this activity is to write an essay about an atypical military job or experience. Encourage students to give a personal account and not a report or a job description. If students have no real experience, ask them to write about a non-combat operation that they would like to participate in, giving reasons why.

As a lead-in, brainstorm the Post Cold War employment of military professionals. Non-combat roles might include a variety of civil affairs (e.g. cleaning up a city), disaster relief (e.g. shovelling snow), and humanitarian assistance.

You may want to remind students to use the following structure: introduction, body and conclusion: the introduction presents the general idea of the topic, the body describes their experience, and the conclusion summarizes the entire essay.

Ask students to explore the more subjective aspects of their experience. Suggest they use detailed observations and descriptions rather than facts and statistics, and encourage them to use a variety of adverbs and adjectives.

To extend this activity and recycle key vocabulary from the text, ask students to access these websites. Discuss the employment of the armed forces in these roles.

http://www.dvidshub.net/?script=video/video_show.php&id=66378 clean up in Kirkuk, Iraq

http://www.dvidshub.net/?script=audio/audio_show.php&id=22723 Ecological Day in Aviano, Italy

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