1 Purpose

To experience the physical and mental expectations required to become a Navy SEAL.

2 Duration of Lesson

50 Minutes

3 Additional Topics Addressed

Nutrition and Career opportunities

4 Objectives

At the conclusion of this lesson, students will be able to:

- Identify the stages of the BUD/S Training
- Describe the activities that take place during the BUD/S Training
- Perform the physical screening test required for admittance into the Navy SEALs.
DO YOU HAVE WHAT IT TAKES TO BE A NAVY SEAL?

Subject: Physical Education | Current: 2010 | Grade: 9-12

5 Standards & Benchmarks

PHYSICAL EDUCATION

Analyze and evaluate information about motor skills and patterns that lead to improved physical performance.

Participate in physical activities that contribute to the improvement of specific health-related physical fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition).

Create a personal workout program to achieve and maintain an optimal level of health-related physical fitness.

6 Vocabulary

- **SEAL** – Acronym standing for Sea, Air, and Land, which identify the elements in which Navy SEALs operate.
- **Unconventional Warfare** – Using small, mobile combat groups that operate using “unorthodox” battle methods (also known as guerilla).
- **Foreign Internal Defense** – Training given to foreign nations in order to build relationships with those nations.
- **Direct Action** – Moving against an enemy target.
- **Counterterrorism** – Includes direct action against terrorist operations, antiterrorist actions for prevent terrorist acts against citizens and troops.
- **Special Reconnaissance** – Includes conducting preliminary surveys to gather information through surveillance.
- **Hooyah!** – The war cry of the Navy SEALs generally meaning “yes,” “understood,” and “I’m not letting this training session get the best of me.”
- **Armed Services Vocational Aptitude Battery (ASVAB)** – A comprehensive career exploration and planning program that includes a multiple aptitude test battery, an interest inventory, and various career planning tools designed to help student explore the world of work.
- **Basic Underwater Demolition/SEAL (BUD/S)** – The different phases of training categories.

DO YOU HAVE WHAT IT TAKES TO BE A NAVY SEAL?

Indoctrination – Training session focusing on the expectations and ways of the Navy SEALs

Basic Conditioning – Training session focusing on the trainee's physical stamina of timed events such as running, swimming, calisthenics, and learning small-boat operations

Drown-proofing – Training exercise in which trainees must learn to swim with both their hands and feet bound.

Surf torture – Training exercise in which trainees must perform calisthenics down the beach in their wet clothes and boots and return back into the surf (also known as cold water conditioning)

SCUBA – Training session in which trainee's work is done underwater (SCUBA – self-contained underwater breathing apparatus)

Land-warfare – Training session involving intelligence-gathering and structured penetration, as well as long-range sniper attacks.

Additional Resources

Performance Journal (from Day 1)

Navy SEAL Training Rubric

Procedures/Methods

A. Introduction

Once a trainee has passed the physical and mental requirements to be accepted into the Navy SEAL training program, the real training for action begins. The training program, known as BUD/S (Basic Underwater Demolition/SEAL), consists of three major components. The first stage of training is indoctrination, which is a training session used to mentally prepare the trainees for the upcoming weeks of physical challenges and to explain the expectations of the SEAL program.

After indoctrination, basic conditioning focuses on timed events in running, swimming, and calisthenics. Basic conditioning lasts approximately 8 weeks and trainees must continuously improve their times for each exercise and obstacle course.

The final component of the BUD/S training is land-warfare training in which trainees are prepared to handle all sorts of situations and taught to work in small units to achieve goals. Activities involve handling explosives, transporting prisoners, and infiltrating enemy lines. Other training involves parachute training, SEAL Qualification Training, and some specialized areas depending which route each trainee takes as a focus area.
B. Development

After the introduction, students will mentally prepare to complete the 1.5 mile run. Each student needs to obtain his performance journal and review the predicted result for the particular event. Remind students that this is a pre-test run of the testing session and to do the best they are capable of doing.

This activity will take approximately 5 minutes.

C. Independent Practice

Students will run together to complete the 1.5-mile run. The instructor needs to time each individual and report splits and final times to the students as they complete each lap. Instructors need to stress to the students to try to run the entire time, but if they must walk, instruct students to try to walk for 1 minute, then continue jogging. After students complete their run, they need to record their results in the performance journal under actual results.

The instructor needs to stress to the students that this is not a competition among the students, but rather a pre-test trial to identify a base line performance for each individual to improve upon.

This activity should take approximately 30 minutes.

D. Practice

Students will reflect upon their performance in the 1.5-mile run and need to answer the following questions in their journal:

- How did your predicted results compare to your actual results in the 1.5-mile run?
- How did you physically feel while you were completing the run?
- How did you mentally feel while you were completing the run?
- What will your goal of improvement be for your final run in 3 weeks?

This activity should take approximately 10 minutes.
E. Accommodations (Differentiated Instruction)

Students who have physical conditions that prevent them from doing specific exercises may perform them using appropriate modifications/adaptations.

F. Checking For Understanding

- Students will be asked to identify the physical and mental aspects SEALs may face during a land warfare mission.
- Students will be asked to explain the impact of teamwork during a SEAL mission as well as during the simulated physical screening during class.

G. Closure

Careers Involved in U.S. Navy SEALs (http://usnavy.com):

- Navigation
- Radar Tracking
- Office Administration
- Accountant
- Intelligence and Communication
- Telecommunication
- Information Technology
- Electrons
- Building and Construction
- Emergency Services
- Healthcare
- Food and Catering

Evaluation

Students will be evaluated on the completion of their performance journal. Students will not be evaluated on their actual performance of the test, but rather on the improvement achieved on each testing section from the pre-test to the final test which will take place in approximately 3 weeks.
Teacher Reflection

To be completed by teacher following the lesson.

Resources & Media

- http://science.howstuffworks.com/navy-seal.htm/printable
- http://www.asvabprogram.com/
- http://www.usnavy.com/
- Performance Journal (from Day 1)
- Navy SEAL Training Rubric

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<table>
<thead>
<tr>
<th>Testing Session</th>
<th>Navy Seal Goal</th>
<th>Predicted Results</th>
<th>Actual Performance</th>
<th>Goal of Improvement</th>
<th>Actual Post-Test Results</th>
<th>Actual Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swim</td>
<td>Swim 500 yards in 12.5 minutes</td>
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<tr>
<td>Push-Ups</td>
<td>Do 42 push-ups in 2 minutes</td>
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<tr>
<td>Sit-ups</td>
<td>Do 50 Sit-ups in 2 minutes</td>
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<tr>
<td>Pull-ups</td>
<td>Do at least 6 pull-ups</td>
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<tr>
<td>Run</td>
<td>Run 1.5 miles (in boots and long pants) in less than 11.5 minutes</td>
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</tbody>
</table>
**NAVY SEAL PERFORMANCE RUBRIC**

<table>
<thead>
<tr>
<th></th>
<th>Excellent-5pts</th>
<th>Good-3 pts</th>
<th>Poor-1pt</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals</strong></td>
<td>Student established realistic goals</td>
<td>Student establish some realistic goals</td>
<td>Student did not establish realistic goals</td>
</tr>
<tr>
<td><strong>Plan</strong></td>
<td>Student created an organized training program to establish goals</td>
<td>Student created a somewhat organized and thoughtful training program to establish goals</td>
<td>Student did a poor job of organizing a training program to establish goals</td>
</tr>
<tr>
<td><strong>Improvement</strong></td>
<td>Student improved performance 60-100%</td>
<td>Student improved performance 20-58%</td>
<td>Student improved performance 1-19%</td>
</tr>
<tr>
<td><strong>Performance Journal</strong></td>
<td>Student completed performance journal</td>
<td>Student partially completed performance journal</td>
<td>Student failed to complete performance journal</td>
</tr>
</tbody>
</table>