

**UNITED STATES ARMY CADET COMMAND  
SENIOR RESERVE OFFICERS' TRAINING CORPS  
MILITARY SCIENCE**

<b>COURSE NUMBER:</b> MS 401	<b>COURSE TITLE:</b> The Army Officer
<b>LESSON NUMBER:</b> L22	<b>LESSON TITLE:</b> Law of Land Warfare and Rules of Engagement (ROE)
<b>DATE:</b> 31 March 2022	<b>CCTL RELATED TASK:</b> 8. Identify humanitarian aspects of combat level operations
<p><b>LESSON REQUIREMENTS:</b></p> <ul style="list-style-type: none"> <li>• Set up classroom</li> <li>• Prepare LCD Projector and Screen</li> <li>• Download and review all lesson material from ROTC Blackboard</li> <li>• Provide Cadets lesson materials</li> </ul> <p><i>Note: Print paper copies of the PP slides for Cadets to use if there is no projector.</i></p>	
<p><b>SAFETY AND RISK ASSESSMENT:</b></p> <p><b>Safety Requirements</b></p> <ol style="list-style-type: none"> <li>1. There are no special safety considerations for this lesson. Instructors will use the facility Standing Operation Procedure (SOP) to provide a safety brief as part of the introduction. Cadets will react to any emergency situation In Accordance With (IAW) the facility SOP.</li> <li>2. In the event of a fire, Cadets will exit the classroom in an orderly manner (last one out closes the door); meet at the location the Primary Instructor has designated; class leader will hold an accountability formation and report his findings to Primary Instructor.</li> <li>3. In the event of severe weather or tornado, Cadets will exit the classroom in an orderly manner; move to the location the Primary Instructor has designated (basement or center of building); class leader will hold an accountability formation and report his findings to Primary Instructor.</li> <li>4. In the event of an active shooter the instructor will secure the room, turn off the lights, move the students to an area of the classroom that is not observable, and notify the police.</li> </ol> <p><b>Risk Assessment:</b></p> <p>See Classroom Deliberate Risk Assessment Worksheet DD2977.</p> <p><b>All Army Instructors will conduct a risk assessment using Deliberate Risk Assessment Worksheet (DD Form 2977) prior to training and brief Cadets on identified hazards and required controls (Ref: <a href="http://www.esd.whs.mil/Portals/54/Documents/DD/forms/dd/dd2977.pdf">http://www.esd.whs.mil/Portals/54/Documents/DD/forms/dd/dd2977.pdf</a>)</b></p> <p><b>NOTE:</b> Risk assessment should include environmental considerations IAW the current environmental considerations publication, and ensure students are briefed on hazards and control measures.</p> <p><b>Safety Reference:</b> Cadet Command Safety Program Regulation (USACC REG 385-10) can be found at: <a href="http://www.cadetcommand.army.mil/res/files/forms_policies/regulations/USACC%20Regulation%20385-10%2005-01-2016.pdf">http://www.cadetcommand.army.mil/res/files/forms_policies/regulations/USACC%20Regulation%20385-10%2005-01-2016.pdf</a></p>	

**INSTRUCTOR REFERENCES:**

- FM 6-27, The Commander's Handbook on the Law of Land Warfare, Change 1, 20 September 2019.  
[https://armypubs.army.mil/epubs/DR\\_pubs/DR\\_a/pdf/web/ARN19354\\_FM%206-27%20\\_C1\\_FINAL\\_WEB\\_v2.pdf](https://armypubs.army.mil/epubs/DR_pubs/DR_a/pdf/web/ARN19354_FM%206-27%20_C1_FINAL_WEB_v2.pdf)
- Operational Law Handbook, 2021.  
<https://tjaglcs.army.mil/documents/35956/56931/2021+Operational+Law+Handbook.pdf/4e10836e-2399-eb81-768f-7de8f6e03dc5?t=1630372251949>

**SUPPLEMENTAL RESOURCES:****CADET PRE-CLASS ASSIGNMENTS:****Read:**

- FM 6-27, Chapter 1, para. 1-1 to 1-48, pp. 1-1 to 1-11.

**Skim (become familiar with the content to be prepared to use as a reference during class):**

- FM 6-27, Chapter 1, para. 1-49 to 1-120, pp. 1-1 to 1-26, Chapters 2 and 3.

**Read:**

- OPLAW Handbook, Chapter 5, Sections I-III, pages 105-109.

**Skim:**

- OPLAW Handbook, Chapter 5, Sections IV, V, and Appendix, pages 109-129.

**ARMY LEARNING AREAS/GENERAL LEARNING OUTCOME:**

- Leadership and the Army Profession / Demonstrate proficiency in creating and sustaining an organizational climate of trust and a shared identity as Army professionals.

**LESSON OUTCOME:** As a key focus, the lesson outcome should appear in this paragraph. It should not be the same as the learning objectives. The outcome paragraph may also cover the way in which this individual lesson fits with other lessons of instruction as applicable. It's best to explain the author's rationale here (to help set the stage) for conducting the lesson. The outcome describes the learning end states and how the selected behaviors support the learning objectives.

The outcome of this lesson is to have Cadets understand and apply the concepts of the Law of Land Warfare and the Rules of Engagement (ROEs). Understanding and applying the Law of Land Warfare and ROEs during a Cadet's ROTC experience will set the conditions for the Cadet to properly obey and enforce these concepts when confronted with a future combat dilemma/situation. Mastering this concept now will serve Cadets well and as future military officers.

**LEARNING OBJECTIVES:**

- Examine the Rules and Principles of the Law of Armed Conflict
- Interpret the Rules of Engagement
- Analyze the Limitations and Levels of Standing Rules for the Use of Force (SRUF)

**CONCRETE EXPERIENCE:** The *concrete experience*, or *CE*, serves as a trigger of past experience and knowledge, a focusing mechanism for the lesson that follows, and support for the teaching of new content. The *CE's* role as a trigger is essential as it forces the Cadets to connect the topic at hand with their understanding of it. This understanding is the result of experience, previous knowledge, and reflection. Additionally, the *CE* brings the topic into focus for the entire group. More importantly, the *CE* is the first opportunity to appeal to the Cadet's affective domain behavior of "valuing" or higher, which is essential if the lesson content is to be internalized or learned. Finally, the *CE* supports the teaching of the new content by providing a common "experience" that connects to the new content of the *GNI*. For example, if the lesson is on decisionmaking, then a *CE* of a poor decision might illuminate proper decisionmaking. The *CE* can be a short vignette or short video clip. If done properly, the *CE* can create a situation where the Cadet "pulls" the content from the teacher instead of having the teacher "push" the content to the Cadet

## SHOW LAW OF LAND WARFARE AND RULES OF ENGAGEMENT (ROE) TITLE SLIDE

**Note:** Present the below scenario (*Student Handout*) for Cadets to read for the concrete experience before answering the questions in the Publish and Process section.

**Scenario: Abu Ghraib Prison, Iraq War:** The prison in the town of Abu Ghraib was one of the most notorious prisons in Iraq during the government of Saddam Hussein. The prison held approximately 50,000 men and women in poor conditions, and torture and execution were frequent. After the collapse of Saddam Hussein's government, looting took place at the prison. Following the invasion, the U.S. Army refurbished it and turned it into a military prison. It was the largest of several detention centers in Iraq used by the U.S. military. In March 2004, during the time that the U.S. military was using the Abu Ghraib prison as a detention facility, it housed approximately 7,490 prisoners. Beginning in 2004, accounts of physical, psychological, and sexual abuse, including torture, rape, sodomy, and homicide of prisoners held in the Abu Ghraib prison in Iraq (also known as Baghdad Correctional Facility) came to public attention with the publication of photographs of the abuse. These acts were committed by military police personnel of the United States Army, other US governmental agencies, and contractors. Punishments included reprimands, reliefs from command, reductions in rank, prison sentences, and punitive discharges.

**PUBLISH and PROCESS:** The first component of the *P&P*, *publish*, solicits the Cadet's reaction to the *CE*, typically with questions like, "what did you see?" or "what's your reaction?" In *publishing* their reaction to the *CE*, Cadets take the first step in their learning by saying something that reflects both their experience and knowledge of the topic at hand.

"*Process*" is where the Cadets begin a reconciliation of where they are and, if successful, where they will be at lesson end. Not so obvious, but perhaps more important, is that this reconciliation has the potential to reveal Cadet biases and other preconceptions that may affect the learning.

Ask Cadets:

### **Have you ever heard of the quote, "All is Fair in Love and War?"**

History of the statement "All is Fair in Love and War": The earliest known origin of the sentiment "all is fair in love in war" is found in poet **John Lyly's** novel "**Euphues: The Anatomy of Wit**," published in 1579. The novel recounts the romantic adventures of a **wealthy** and attractive **young** man, and includes the quote "the rules of fair play do not apply in love and war."

### **Note:**

Thucydides' Melian Dialogue has another quote that is pretty good "the strong do what they can and the weak suffer what they must." Both call into question rule of law. The challenge with these quotes is that a Cadet who says we (the U.S.) subscribe to the quotes is not completely wrong from the perspective of other countries.

### **Do you agree with this quote? Why or why not?**

Possible Answer: No, acts too terrible or great do not always justify the end result.

### **Is the quote consistent with the Army Law of Land Warfare Manual, DoD Law of War Manual, or International Law? Why or why not?**

### **Why do military leaders accept responsibility to ensure these type of events do not occur?**

Possible Answer: All military leaders must act within certain morals, ethics, and duty obligations domestically and internationally.

**How would you react if you were to bear witness to such events at Abu Ghraib Prison?**

**SHOW LEARNING OBJECTIVES SLIDE**

- Examine the Principles of the Law of Armed Conflict
- Interpret the Rules of Engagement
- Analyze the Standing Rules for the Use of Force (SRUF)

**GENERALIZE NEW INFORMATION:** In this step, the lesson author is concerned with not only the content but also the methodology. In order for the GNI to connect with the apply step, the GNI content must be taught before performance can be measured. The other component of GNI is teaching methodology - how you present the content to the Cadet. It includes techniques such as discussion and case study. While the learning domain and level in Bloom's Taxonomy offer indicators as to which methodology is most appropriate, the Cadet's current level of knowledge must be considered.

**LEARNING OBJECTIVE STATEMENT 1:** Examine the Principles of the Law of Armed Conflict

**METHODS OF INSTRUCTION:** Class Discussion/group exercise

**LESSON CONTENT:** Facilitate a discussion on the Law of Land Warfare

**Note:** *Prior to showing the next slide:*

Ask Cadets:

**Why do war crimes occur?**

Possible Answer: A lack of morals and ethics, a poor command climate, poor training, criminal actor.

**Why do we have a "Law of War"?**

Possible Answer: Safe guarding and protecting combatants and noncombatants from unnecessary suffering.

**SHOW WHAT IS THE LAW OF LAND WARFARE? SLIDE**

- Also referred to as "Law of War" or "Law of Armed Conflict" or International Humanitarian Law
- The United States is governed by the rule of law, both domestically and internationally under the Constitution
- This is what sets apart the United States and other democracies from dictatorships and authoritarian states
- When the Army conducts operations abroad, those efforts must accord with the international conventions and treaties that the United States has signed and customary international law

Ask Cadets:

**What conventions establish the foundation for the Law of Land Warfare?**

Possible Answer: Lieber Code, Geneva and Hague Conventions and the United Nations Charter.

**What were some critical factors that influenced the need for establishing the Law of War?**

Possible Answer: Nature of the fighting in the Civil War, use of chemical weapons in WWI, carpet bombing and genocide in WWII. The need to provide for human rights and dignity.

## SHOW LAW OF LAND WARFARE INFLUENCES SLIDE

- The law of war were inspired by the desire to diminish war's evils by:
  - Protecting both combatants and noncombatants from unnecessary suffering
  - Safeguarding certain fundamental human rights of people who fall into enemy hands, particularly prisoners of war, the wounded and sick, and civilians
  - Facilitating the restoration of peace

Ask Cadets:

### **If we are at war, why do these things matter?**

Possible Answer: Although we may be at war, humanitarian actions and civility are still a part of our beliefs and the Army Values. We are responsible for putting what we break back together—infrastructure, basic services, economy. If we create a vacuum and the local populace is unable to rebuild, another actor will fill the void.

### **Why do we still need to adhere to the rules?**

Possible Answer: First and foremost, “two wrongs do not make a right!” Furthermore, we act according to the law in hopes of the enemy following our actions. It also fosters, maintains, and increases public support at home and abroad.

## SHOW PRINCIPLES OF THE LAW OF ARMED CONFLICT SLIDE

- Military Necessity
- Humanity
- Honor
- Distinction
- Proportionality

Facilitate a discussion with the Cadets on the Principles of the Law of Armed Conflict.

Use the images on the right of the screen to spark the discussion.

### **Top image - Bombing of Dresden in World War II**

Early in 1945, the German offensive known as the Battle of the Bulge had been exhausted, as was the Luftwaffe's disastrous New Year's Day attack involving elements of 11 combat wings of its day fighter force. The Red Army had launched its Silesian Offensives into pre-war German territory. The German army was retreating on all fronts, but still resisting strongly. On 8 February 1945, the Red Army crossed the Oder River, with positions just 70 kilometers (43 mi) from Berlin. A special British Joint Intelligence Subcommittee report, German Strategy and Capacity to Resist, prepared for Winston Churchill's eyes only, predicted that Germany might collapse as early as mid-April if the Soviets overran its eastern defenses. Alternatively, the report warned that the Germans might hold out until November if they could prevent the Soviets from taking Silesia. Hence any assistance to the Soviets on the Eastern Front could shorten the war.

The bombing of Dresden was a British/American aerial bombing attack on the city of Dresden, the capital of the German state of Saxony, during World War II. In four raids between 13 and 15 February 1945, 722 heavy bombers of the British Royal Air Force (RAF) and 527 of the United States Army Air Forces (USAAF) dropped more than 3,900 tons of high-explosive bombs and incendiary devices on the city. The bombing and the resulting firestorm destroyed more than 1,600 acres (6.5 km<sup>2</sup>) of the city center. An estimated

22,700 to 25,000 people were killed, although larger casualty figures have been claimed. Three more USAAF air raids followed, two occurring on 2 March aimed at the city's railway marshalling yard and one smaller raid on 17 April aimed at industrial areas.

#### **Center image - South Vietnamese Napalm Strike on the village of Trảng Bàng**

Phan Thi Kim Phúc and her family were residents of the village of Trảng Bàng in South Vietnam. On June 8, 1972, South Vietnamese planes dropped a napalm bomb on Trảng Bàng, which had been attacked and occupied by North Vietnamese forces. Kim Phúc joined a group of civilians and South Vietnamese soldiers who were fleeing from the Caodai Temple to the safety of South Vietnamese-held positions. The Republic of Vietnam Air Force pilot mistook the group for enemy soldiers and diverted to attack. The bombing killed two of Kim Phúc's cousins and two other villagers. Kim Phúc received third degree burns after her clothing was burned by the fire. Associated Press photographer Nick Ut's photograph of Kim Phúc running naked amid other fleeing villagers, South Vietnamese soldiers and press photographers became one of the most haunting images of the Vietnam War. In an interview many years later, she recalled she was yelling, *Nóng quá, nóng quá* ("too hot, too hot") in the picture. The New York Times editors were at first hesitant to consider the photo for publication because of the nudity, but eventually approved it. A cropped version of the photo—with the press photographers to the right removed—was featured on the front page of The New York Times the next day. It later earned a Pulitzer Prize and was chosen as the World Press Photo of the Year for 1973.

After snapping the photograph, Ut took Kim Phúc and the other injured children to Barsek Hospital in Saigon, where it was determined that her burns were so severe that she probably would not survive. After a 14-month hospital stay and 17 surgical procedures including skin transplantations, she was able to return home. A number of the early operations were performed by Finnish plastic surgeon Aarne Rintala. It was only after treatment at a renowned special clinic in Ludwigshafen, West Germany, in 1982, that Kim Phúc was able to properly move again.

#### **Bottom Image - Atomic Bomb Strike on Hiroshima and Nagasaki**

In the final year of World War II, the Allies prepared for a very costly invasion of the Japanese mainland. This undertaking was preceded by a conventional and firebombing campaign which devastated 67 Japanese cities. The war in Europe had concluded when Germany signed its instrument of surrender on May 8, 1945, and the Allies turned their full attention to the Pacific theater. The Allies called for the unconditional surrender of the Imperial Japanese armed forces in the Potsdam Declaration on July 26, 1945, the alternative being "prompt and utter destruction." Japan ignored the ultimatum and the war continued.

By August 1945, the Allies' Manhattan Project had produced two types of atomic bombs, and the 509th Composite Group of the United States Army Air Forces (USAAF) was equipped with the specialized Silverplate version of the Boeing B-29 Superfortress that could deliver them from Tinian in the Mariana Islands. The Allies issued orders for atomic bombs to be used on four Japanese cities on July 25. On August 6, one of the modified B-29s dropped a uranium gun-type bomb ("Little Boy") on Hiroshima. Another B-29 dropped a plutonium implosion bomb ("Fat Man") on Nagasaki three days later. The bombs immediately

devastated their targets. Over the next two to four months, the acute effects of the atomic bombings killed between 90,000 and 146,000 people in Hiroshima and 39,000 and 80,000 people in Nagasaki; roughly half of the deaths in each city occurred on the first day. Large numbers of people continued to die for months afterward from the effects of burns, radiation sickness, and other injuries, compounded by illness and malnutrition. In both cities, most of the dead were civilians, although Hiroshima had a sizable military garrison.

Japan surrendered to the Allies on August 15, six days after the Soviet Union's declaration of war and the bombing of Nagasaki. The Japanese government signed the instrument of surrender on September 2 in Tokyo Bay, which effectively ended World War II.

**Military Necessity:** Military necessity is the principle that justifies the use of all measures needed to defeat the enemy as quickly and efficiently as possible that are not prohibited by the law of armed conflict.

**Humanity:** Humanity is the principle that forbids inflicting suffering, injury, or destruction unnecessary to accomplish a legitimate military purpose. Humanity is sometimes referred to as the principle of avoiding unnecessary suffering or the principle of avoiding superfluous injury. Commanders should exercise leadership to ensure that Soldiers under their command know that cruelty and the infliction of unnecessary suffering will not be tolerated. Humanity provides the basis of protection for civilians; forbids inflicting suffering, injury, damage, or destruction unnecessary to accomplish a legitimate military purpose.

**Honor:** Honor is a core Army Value. Honor, also called chivalry, demands a certain amount of fairness in offense and defense, and a certain mutual respect between opposing forces. While the word “chivalry” is often associated with a specific historical context—a code of ethics or conduct for knights in Europe during the Middle Ages—honor draws from warriors’ codes from a variety of cultures and time periods. Honor is a matter of carrying out, acting, and living out other core values, such as respect, duty, loyalty, selfless service, integrity, and personal courage in everything Soldiers do. It has been vital to the development of LOAC and continues to give LOAC vitality today. Honor also requires adherence to LOAC regardless of the enemy’s level of compliance.

**Distinction:** Distinction, sometimes called discrimination, is the principle that obliges parties to a conflict to distinguish between combatants and the civilian population and to distinguish between military objectives and protected property and places. Distinction is derivative of both military necessity and humanity.

**Proportionality:** Proportionality is the principle requiring combatants to refrain from attacks in which the expected loss or injury to civilians and damage to civilian objects incidental to such attacks would be excessive in relation to the concrete and direct military advantage expected to be gained. It also underlies the requirement to take feasible precautions to reduce the risk of harm to civilians, other protected persons and civilian objects. In other words, even when a party to the conflict is justified in targeting a particular military objective, that party must not cause incidental harm to civilians or to civilian objects excessive in relation to the concrete and direct military advantage expected to be gained from targeting the military objective. The principle of proportionality complements the principle of distinction and, like distinction, derives from and applies both military necessity and humanity.

The Law of War especially forbids;

- Employing arms, projectiles, or material to purposely cause unnecessary injury or suffering.

- Employing poison or poisoned weapons.
- Using chemical weapons unless the enemy has used them first.
- Using bacteriological weapons, including toxins.

Ask Cadets:

**Why are chemical weapons and other weapons that may cause suffering prohibited?**

Possible Answer: People die in combat. However, that does not make it acceptable for individuals to suffer unnecessarily.

“If it was effective we wouldn’t ban it.” Mines kill our own folks—not sustainable. Gas can shift with the winds—potentially fatal to force that used the weapon. So, they are so awful no rational actor can justify their use.

**LEARNING OBJECTIVE STATEMENT 2:** Interpret the Rules of Engagement

METHODS OF INSTRUCTION: Class Discussion

LESSON CONTENT: Facilitate a discussion on the Rules of Engagement

Ask Cadets:

**What is the purpose of the establishment of Rules of Engagement (ROE)?**

Possible Answer: ROE provide the framework that encompasses national policy goals, mission requirements, and the law.

The reason we use ROE is policy based. ROE are not necessary to lawfully conduct war. They are used to further restrict conduct on the battlefield for political purposes, strategic, operational or sometimes tactical reasons. The use of certain ROE signal to the force what the real mission is and help commanders (because these are a commander’s tool) shape the execution of the mission. Again, they are not the law.

**SHOW WHAT ARE STANDING RULES OF ENGAGEMENT (SROE)? SLIDE**

- Fundamental policies and procedures governing the actions to be taken by U.S. commanders during military operations and contingencies occurring outside U.S. territory
- Rules promulgated by the Chairman of the Joint Chiefs of Staff and approved by SECDEF emphasizing a commander’s right and obligation to use force in self-defense
  - Provide implementation guidance on the application of force for mission accomplishment
  - Ensure the proper exercise of the inherent right of self-defense
- Serves as a common template for development and implementation of ROE for the full range of military operations from peacekeeping to war

Ask Cadets:

**Why do we have Standing Rules of Engagement (SROE) in a combat environment?**

Possible Answer: SROE are the primary tools for regulation the use of force. The Army defines SROE as directives issued by competent military authority that delineate the circumstances and limitations under which U.S. (naval, ground, and air) forces will initiate and/or continue combat engagement with other forces encountered.

**Why is it critical to success that a Soldier’s inherent right of self-defense addressed in SROE?**



Possible Answer: At the unit level, the commander will always retain the inherent right and obligation to exercise unit self-defense in response to a hostile act or demonstrated hostile intent. Soldiers may exercise individual self-defense in response to a hostile act or demonstrated hostile intent unless otherwise directed by the unit commander.

**How does SROE define a hostile act?**

Possible Answer: A hostile act is an attack or other use of force against the United States, U.S. forces, or other designated persons or property.

**How is hostile intent different than a hostile act?**

Possible Answer: Hostile intent is the *threat* of imminent use of force against the United States, U.S. forces or designated persons or property.

**LEARNING OBJECTIVE STATEMENT 3: Analyze the Standing Rules for the Use of Force (SRUF)**

METHODS OF INSTRUCTION: Class Discussion

LESSON CONTENT: Facilitate a discussion on the Standing Rules for the Use of Force (SRUF) requirements

Ask Cadets:

**What are some limiting factors in reference to applying force ranging from verbal warnings to lethal engagement with weapons?**

Possible Answer: Some limiting factors are applicable law and policy. This may include the law of armed conflict and rules of engagement if engaged in armed conflict. It may also mean domestic law and the rules for the use of force if operating domestically or as part of a peace keeping force abroad.

**How do soldiers know when they are to take lethal action?**

Possible Answer: Based on SROE and application of the Standing Rules for the Use of Force (SRUF) requirements.

**SHOW STANDING RULES FOR THE USE OF FORCE (SRUF) SLIDE**

- Fundamental policies and procedures governing actions to be taken by U.S. commanders and their forces during all DoD civil support and routine Military Department Functions within the U.S. territory or territorial seas
- Applies to homeland defense enforcement and security duties at all DoD installations (may include protection of DoD facilities outside of U.S. territories, subject to Host nation laws and international agreements)
- Examples include: peacekeeping missions, disaster relief operations, civil disruption operations, detention facility operations

Ask Cadets:

**How are SROE different than Standing Rules for the Use of Force (SRUF)?**

Possible Answer: SROE pertain to the conduct of hostilities against adversaries in an Armed Conflict. SRUF focuses more on protection of the force in, domestic operations, peace keeping operations, disaster relief and humanitarian support. SRUF may apply domestically and in an area of hostilities.

**Note:**

RUF can also apply in a combat zone. For example, a Peace Keeping Force (NATO) may direct members to adhere to a RUF rather than ROE. Similarly, guards at a detention facility in a combat zone would use RUF to control inmates but ROE to defend the facility from those actively participating in hostilities.

**DEVELOP:** This step serves to ensure that the student sees the relevance of the *GNI* just presented. Typical questions include, “how might you use this in the future?” or “how else could you use this?” Given that instructors can normally detect student interest long before this *develop* step, use this step as an opportunity to reinforce the relevance of the lesson content.

Ask Cadets:

**Why is it critical for U.S. Soldiers to act in accordance with the Law of Land Warfare?**

Possible Answer: These laws establish a foundation for stewardship and support, while being aligned with the Army Values.

**Why is it critical that ALL Soldiers are familiar with SROE and SRUF?**

Possible Answer: Applicable SROE and SRUF provide the baseline conditions on the use of force. All mission specific ROE and RUF will further clarify permissions and authorities for the theater, area of operations, or for the specific mission. All Soldiers must be familiar with the applicable rules in order to most effectively execute the mission.

**How do SROE enable mission success?**

Possible Answer: ROE enable mission success by providing commanders with clear parameters for operations. When drafted properly, they capture the confluence of policy, mission requirements, and the law to ensure forces can achieve the desired endstate as quickly as possible and minimize unnecessary loss of life and destruction of property.

**APPLY:** This step belongs to the instructor and serves as a means for the measurement of student learning. The *apply* step forces the developer to translate the learning objective statement into something that is measureable. Using Bloom’s Taxonomy, the learning level serves as the controlling mechanism for the entire lesson.

**SHOW PRACTICAL EXERCISE SLIDE**

- Instructions:
  - Divide into equal groups and assign a group leader
  - Group leaders retrieve and execute Practical Exercise handout
  
- **Note:** *Instructor will assign scenarios*

**Note:** *Instructor use Instructor Guide and Practical Exercise handout for additional guidance. Assign each group an atrocity/war crime from the PE handout and ensure all groups have a copy of the PE handout.*

**ASSESSMENT:** In this phase, the instructor specifically determines how well the students did at achieving their learning objectives. The assessment is a culminating event (typically administered at the end of the lesson) with an associated metric that visibly measures or assess each student’s level of content understanding.

As you develop creative learning methods and assessment techniques that are student-centered and instructor-guided throughout your lesson, you must also include this formal student assessment. You may use any number of products such as (exams, rubrics, quizzes, writing assignments, practical exercises etc.)

As the instructor, you should specifically state what the students will be assessed on and provide as much detail as possible on your grading system. For example, you should define what a student has to do in a practical exercise to earn an “A” or a “GO” on measured performance.

**SHOW ASSESSMENT SLIDE**

- Intrigue Journal:
  - Identify the two most interesting or resonant ideas you discovered in the student reading
  - Provide a short rationale of 200 words or less for your selections
  - Turn-in journal to instructor at the beginning of next class

**SHOW CLOSING SLIDE**

**CLOSING:** As the instructor, you should continue to keep the closing portion student centric. The idea here is to challenge to students to a few simple questions. For example, ask the students how they will use this new information taught in the learning objectives? Ask them, what value does this information have for you?

It's important to give the students time to respond to your line of questioning to ensure they have learned the relevance of the material covered. The closing, if properly conducted, takes the class beyond the prescribed learning objectives to a point where the students personalize the information.

**Review Learning Objectives:**

- Examine the Principles of the Law of Armed Conflict
- Interpret the Rules of Engagement
- Analyze the Standing Rules for the Use of Force (SRUF)

**Questions:**

**Next Lesson:** (Cadre – Place name of next lesson here)

**CADET POST-CLASS ASSIGNMENT:**

**Homework:** (Cadre – Place homework assignment here)



# Law of Land Warfare and Rules of Engagement (ROE)





# Learning Objectives

- ❑ Examine the Principles of the Law of Armed Conflict
- ❑ Interpret the Rules of Engagement
- ❑ Analyze the Standing Rules for the Use of Force (SRUF)



# What is the Law of Land Warfare?

- ❑ Also referred to as “Law of War” or “Law of Armed Conflict” or International Humanitarian Law
- ❑ The United States is governed by the rule of law, both domestically and internationally under the Constitution
- ❑ This is what sets apart the United States and other democracies from dictatorships and authoritarian states
- ❑ When the Army conducts operations abroad, those efforts must accord with the international conventions and treaties that the United States has signed and customary international law



# Law of Land Warfare Influences

- ❑ The law of war were inspired by the desire to diminish war's evils by:
  - Protecting both combatants and noncombatants from unnecessary suffering
  - Safeguarding certain fundamental human rights of people who fall into enemy hands, particularly prisoners of war, the wounded and sick, and civilians
  - Facilitating the restoration of peace

# Principles of the Law of Armed Conflict

- Military Necessity
- Humanity
- Honor
- Distinction
- Proportionality







# What are Standing Rules of Engagement (SROE)?

- ❑ Fundamental policies and procedures governing the actions to be taken by U.S. commanders during military operations and contingencies occurring outside U.S. territory
- ❑ Rules promulgated by the Chairman of the Joint Chiefs of Staff and approved by SECDEF emphasizing a commander's right and obligation to use force in self-defense
  - Provide implementation guidance on the application of force for mission accomplishment
  - Ensure the proper exercise of the inherent right of self-defense
- ❑ Serves as a common template for development and implementation of ROE for the full range of military operations from peacekeeping to war



# Standing Rules for the Use of Force (SRUF)

- ❑ Fundamental policies and procedures governing actions to be taken by U.S. commanders and their forces during all DoD civil support and routine Military Department Functions within the U.S. territory or territorial seas
- ❑ Applies to homeland defense enforcement and security duties at all DoD installations (may include protection of DoD facilities outside of U.S. territories, subject to Host nation laws and international agreements)
- ❑ Examples include: peacekeeping missions, disaster relief operations, civil disruption operations, detention facility operations



# Practical Exercise

## Instructions:

- Divide into equal groups and assign a group leader
- Group leaders retrieve and execute Practical Exercise handout



**Note:** Instructor will assign scenarios



# Assessment

## *Intrigue Journal*

### ☐ Intrigue Journal:

- Identify the two most interesting or resonant ideas you discovered in the student reading
- Provide a short rationale of 200 words or less for your selections
- Turn-in journal to instructor at the beginning of next class



# Closing

## Learning Objectives:

- Examine the Principles of the Law of Armed Conflict
- Interpret the Rules of Engagement
- Analyze the Standing Rules for the Use of Force (SRUF)

## Questions:

**Next Lesson:** (Cadre – Place name of next lesson here)

**Homework:** (Cadre – Place homework assignments here)