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“How I found out”



Lessons from Yusufiyah: Table of Contents

For all members of the Army Profession

<http://cape.army.mil>

“How I found out”

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1. Checklist

- Recruit additional strong/respected leaders from your unit to be facilitators with your unit. (Recruit as many as the situation mandates)
- Watch the video and read the transcript prior to your facilitation.
- Review the additional resources.
- Review the “How to run your workshop” guidelines prior to facilitating.
- Think about a personal experience that relates to the scenario.
- Resource Prep:
 - Make copies of the video transcripts and facilitation questions as needed for each of your facilitators.
 - If you plan on showing video clips, test to make sure they work on the system in your designated training area.
 - Make sure you have a whiteboard with dry-erase markers.

2. Who's Who



Justin Watt was a Soldier with 1st Platoon, Bravo Company. He was also the “Whistle Blower” for the War Crimes that several Soldiers in his Platoon committed.

3. “ How I found out” Video Transcript: Justin Watt tells us how he found out members of his Platoon committed heinous war crimes



A conversation during deployment led Justin Watt to suspect a brutal rape and murder assumed to be a sectarian violence was actually committed by

members of his own platoon. As his platoon’s RTO, he used the detailed notes in his log book to verify part of what he had been told.

“I found out about it right after (Thomas) Tucker, (David) Babineau and (Kristian) Menchaca got killed and taken. I’m in a tent with Yribe and it’s like our minds are just blown. When you lose somebody for the first time as a Soldier, you cry. When you lose a brother the second time, you cry. I found myself the third time that I couldn’t even cry anymore. That is what we were talking about—just all of the horrible, messed up things that had happened—how we can’t believe. You never would have imagined in a million years that this tour would have turned out the way that it did. Then he was just like, ‘Yeah, remember that family that we did the investigation on (with the) sectarian violence back in March?’ I’m like, ‘Yeah, Roger.’ He was like, ‘That was us, man.’ I was like, ‘Pardon?’ And he was just like, ‘Roger. That was Green.’ I was like, ‘Bull! It’s not Green.’

I’m going through the logistics. I’m like, okay, Green has the capability of doing that. Roger that. The dude’s a sociopath, OK fine. I’ll take that. But logistically, from a tactical standpoint, it would have been impossible for him to sneak outside the wire by himself, hold this family hostage by himself, while he conducted a rape. The way that he told it to me,

he was like, ‘Green told me this. Green said this to me. I was there that day.’

As the RTO, I remember I went through my logbook and verified who went out on the patrol. He basically told me how he validated with Green. OK, so how are the bodies positioned? Who was in what room? How many people were there? Green was able to answer all the questions like that having never been there. At that point, Yribe was a believer. So then Yribe gave him the ultimatum, which was essentially you get yourself out of the Army or I’m going to get you out and you’re not going to like the way that I get you out. So Green got himself out.

So the event in my mind made sense for Green because Green obviously did get chaptered out for combat stress. In my mind I thought there were more people involved. What I ended up doing was when Howard and Cross came back from mid-tour, they came into Striker. Then talking to Howard one day by ourselves I was like, ‘Dude, this is so messed up.’ I played like I knew more than I did. I was like, ‘Do you remember when Cortez and Barker and all the guys at that checkpoint went out and raped and murdered that family?’ He kinda looked at me. I was like, ‘Dude, I know. How would I be able to come up with these details if I didn’t know?’ He totally bought into it. He was like, ‘All right, yeah ...’ He validated. I validated a few people and I was like ‘Who was the other guy that went?’ I was coughing up little details here and there, and then that story made a whole lot more sense to me. Like, how did they get outside the wire? How did they control the family? And then it turned a scenario that was possible into a scenario that was plausible, and I absolutely knew that it had happened.

3. “ How I found out” Video Transcript: Justin Watt tells us how he found out members of his Platoon had committed heinous war crimes (continued)

Everything about it, it started to just click—like Cortez walking in after the patrol that we investigated. When the family came out, they were like, ‘Hey, there was sectarian violence. Someone just burned my house down, raped my daughter and killed my whole family.’ We went out there and Cortez came back from that and was just like a ghost. He came back like someone had extracted his soul out through his body, absolutely sick, which is strange. As a guy in that sector you see bodies every day. It’s not like anything new, not even kids.

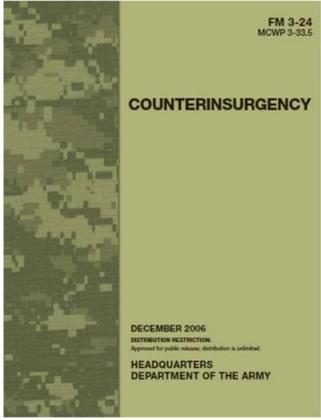
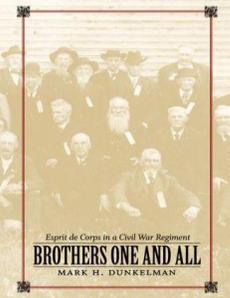
But why the violent reaction? Why the sudden ridiculous reaction to this? I know people have limits, but Cortez wasn’t like that. So, it was like all these little things that had happened. I was the one who

made the rosters for the checkpoints. Once we had lost so many people that we couldn’t have squads cover down checkpoints, it became the RTO’s duty to basically be like, ‘So and So has got extra bodies. This checkpoint needs extra bodies. This checkpoint needs extra bodies. We’re going to split people up like this.’ Then SGT Cortez is like, ‘No, this is how it has to be. I’m going to take this person, this person and this person.’

I mean, I get at the time, but when you broke down and looked at the roster of people, there are all of the morally bankrupt people at one checkpoint. Then all of the good guys, like Hernandez, Reed—guys like that—are at the other one. It’s like I know that this happened now.”

4. Additional Resources

The following resources are available:

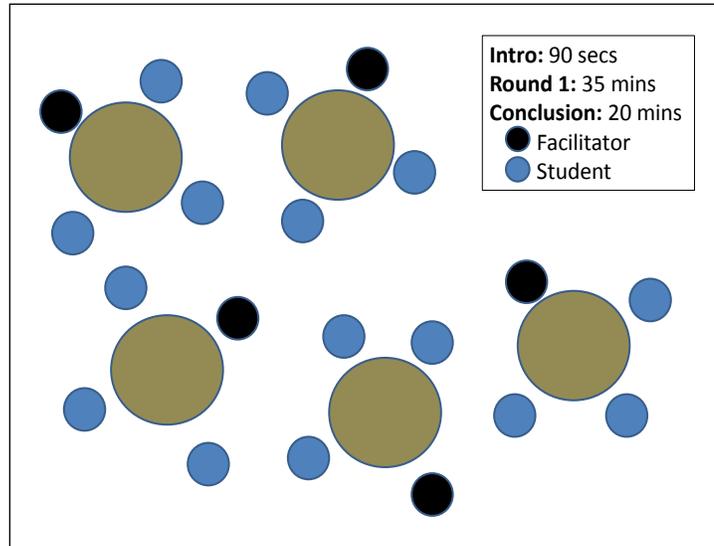
 The image shows the cover of the manual 'FM 3-24 Counterinsurgency'. The cover is olive green with a digital camouflage pattern on the left side. Text on the cover includes 'FM 3-24 MCWP 3-33.5', 'COUNTERINSURGENCY', 'DECEMBER 2006', 'Approved for public release; distribution is unlimited.', and 'HEADQUARTERS DEPARTMENT OF THE ARMY'.	<p><u>FM 3-24, Counterinsurgency</u></p> <p>7-1. Army and Marine Corps leaders are expected to act ethically and in accordance with shared national values and Constitutional principles, which are reflected in the law and military oaths of service. These leaders have the unique professional responsibility of exercising military judgment on behalf of the American people they serve. They continually reconcile mission effectiveness, ethical standards and thoughtful stewardship of the Nation’s precious resources—human and material—in the pursuit of national aims.</p> <p>7-2. Army and Marine Corps leaders work proactively to establish and maintain the proper ethical climate of their organizations. They serve as visible examples for every subordinate, demonstrating cherished values and military virtues in their decisions and actions. Leaders must ensure that the trying counterinsurgency (COIN) environment does not undermine the values of their Soldiers and Marines. Under all conditions, they must remain faithful to basic American, Army and Marine Corps standards of proper behavior and respect for the sanctity of life.</p>
 The image is the logo for 'ArmyTimes', with 'Army' in green and 'Times' in black.	<p><u>“Whistleblower denied clemency in killings case,” <i>Army Times</i></u></p> <p>By: Gene Johnson</p> <p>Article: http://www.armytimes.com/news/2012/04/ap-whistleblower-adam-winfield-denied-clemency-in-afghanistan-killings-case-041812/</p> <p>The <i>Army Times</i> reports on Watt’s decision to ‘blow the whistle.’</p>
 The image is the cover of the book 'Brothers One and All: Esprit de Corps in a Civil War Regiment' by Mark H. Dunkelman. The cover features a sepia-toned photograph of a group of men in military uniforms. Text on the cover includes 'Esprit de Corps in a Civil War Regiment', 'BROTHERS ONE AND ALL', and 'MARK H. DUNKELMAN'.	<p><u>Brothers One and All: Esprit de Corps in a Civil War Regiment</u></p> <p>Dunkelman provides students of the Civil War with a well-researched look at the distinct bonds that form between men-at-arms which, on one hand, are so strong that one man will willingly lay down his life for the protection of his comrades, yet, at the same time so fragile that the smallest transgressions will cause them to shatter. The reader is introduced to the basic foundations of esprit de corps, morale, trust and common experience, and how they are established and fostered within a military unit.</p>

5. How to run your workshop

The basic concept provided below is a way to facilitate this module. Modify as necessary to fit the needs and demographics of the group. We find that having a variety of ranks/leadership positions in each group increases perspective and maximizes takeaway.

PREP: Have a whiteboard and markers available. Bring copies of the video transcripts. Have a Facilitator Guide available for each facilitator. Get there early and set up the room in huddles large enough to support a variety of leadership at each table. Put chairs around one table (keep people close), rather than pulling several tables together.

BASIC CONCEPT: Meet for 55 minutes to discuss the module. The group breaks down into huddles large enough to support a variety of leadership at each table. For example, you want to have SLs, PSGs, PLs, and CDRs in the same huddle so you can maximize the overall effectiveness and increase the number of vantage points. Have one facilitator at each table to guide (NOT LEAD) the discussion. The workshop begins with facilitators asking the participants what their response was to the module. The facilitators' main role is to be a catalyst for conversation and learning about the topic at hand. This module includes two rounds of discussion, and ends with personal stories and vignettes that relate to the module.



KEYS TO SUCCESS:

- Let participants do most of the talking.
- The facilitators' key role is to ask questions that spark thought and conversation.
- Ensure you engage each level of leadership and everyone within your group. Do not let any one person dominate the conversation.
- Have questions prepped for each round to drive the conversation. (See "Detailed Plan" on page 6)
- You are a catalyst for conversation. Make sure that you continue to ask questions that make your group dig deeper.

6. Detailed plan for your workshop

INTRODUCTION (90 seconds)

Introduce the Workshop in a way that communicates the purpose of the event.

“Today we’re going to look at the Army Profession and discuss the warning signs of combat stress and different measures leaders can take to prevent serious incidents from occurring.”

ROUND 1 - (35 minutes): Discuss Warning Signs of Combat Stress

[Watch “Watt: How I Found Out”]

1. Watt describes the death toll on his platoon. He said by the third death he couldn’t cry anymore. A) Why? (What has happened to him?) B) What does a high death-toll do to a unit?
2. Watt goes through the logistics of the supposed crime. He says of Green, his peer, “The dude (is) a sociopath.” A) What are some behavioral symptoms of a “sociopath?” B) What should a Soldier do if he/she notices these symptoms in a peer? C) At what point is a Soldier required to act?
3. Watt says, “How can something like this happen?” How would you answer him?
4. Yribe gave Green an ultimatum. He told him to get himself out of the Army or, “you’re not going to like the way that I get you out.” A) What do you think of Yribe’s way of dealing with Green? B) How do you think Yribe justified his approach in his own mind?
5. When talking to his peer, Watt says, “I played like I knew more than I really did.” A) Was Watt deceiving his comrade? B) If so, was he justified? Why or why not? C) Is it ever OK to deceive? When?
6. As Watt began to put the pieces together and unveil details of the violent acts, he says, “I absolutely knew that it had happened. Everything about it just started to click.” A) At what point did Watt have enough evidence to, “blow the whistle,” on his peers? B) How long should a person wait? C) By Army regulations, at what point did Watt have an obligation to tell someone in the chain-of-command?
7. Watt describes the murderers as, “morally bankrupt people.” A) If their leaders knew they were morally bankrupt, what could they have done previously? B) Describe an instance when you encountered a, “morally bankrupt,” Soldier and took action? C) In which you did nothing?

6. Detailed plan for your workshop (continued)

8. Watt says the, “good guys,” were at one checkpoint, and the, “morally bankrupt,” were at another. Describe how that might have happened?
9. With the information he had and given the situation he was in, what is your assessment of Watt in terms of being a steward of the Army Profession?

ROUND 2-Conclusion (20 minutes): Personal Vignettes and takeaways.

Facilitator asks students to share any personal vignettes and takeaways from the module.

It is important for the group to relate to this story on a personal level. Conclude the module emphasizing the warning signs of combat stress. Leaders should walk away with a better understanding of how to recognize the warning signs of combat stress and how to emplace measures within their unit to prevent serious incidents from occurring.

Upon concluding, the following questions are useful for determining learning and promoting reflection:

Learning	Q - What did you learn from listening to the reactions and reflections of other leaders? Q - What are the future implications of this decision and or experience?
Reflection	Q - How do you feel/what do you think about what you learned? Q - What will you do with your new information? Q – How can you integrate new learning into your Command team philosophy, command structure and climate?