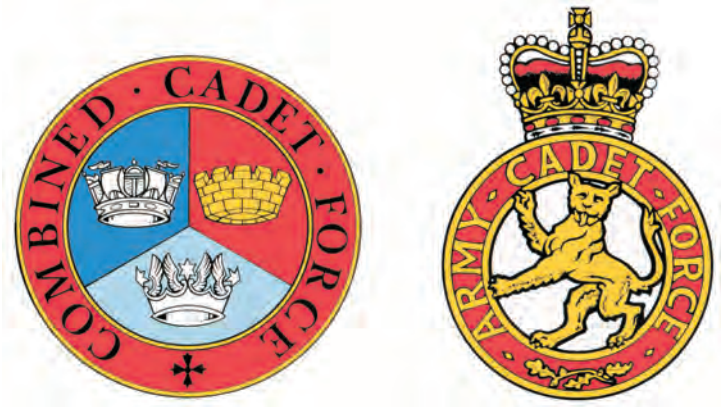


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Army Code No. 71462



THE CADET TRAINING MANUAL

VOLUME I

Reprinted incorporating Amendments 1 – 6
June 2001

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THE CADET TRAINING MANUAL VOLUME I

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of the Chief of the General Staff
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Any person wishing to propose amendments to this pamphlet is invited to write to the Chief Instructor at The Cadet Training Centre, Frimley Park, Camberley, Surrey GU16 5HD. Such proposals will be given consideration and, if considered necessary, appropriate amendments will be prepared and submitted for approval and publication.

This pamphlet supersedes Cadet Training Manual (CCF Army Sections) Army Code No. 71295 and Cadet Training Manual (ACF) Army Code No. 71113.

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ASSOCIATED PUBLICATIONS AND POSTERS

Publications

Army Code No.

62031	Matériel Regulations for the Army Volume 3 Pamphlet 13
62073	The Army Cadet Force Location Statement
70768	Cadet Training Safety Precautions
71101	Army Cadet Force APC Syllabus
71294	Combined Cadet Force (Army Sections) Army Proficiency Certificate (APC) Syllabus

Posters

71429	Cadet GP Rifle — The Rifle
71430	Cadet GP Rifle — The Mechanism
71431	Cadet GP Rifle — Bolt Carrier and Components
71432	Cadet GP Rifle — The Rifle Field Stripped and Technical Data

ABBREVIATIONS

ACF	Army Cadet Force
ACIO	Army Careers Information Office
APC	Army Proficiency Certificate
AI	Adult Instructor
ATO	Ammunition Technical Officer
CCF	Combined Cadet Force
CPOA	Corrected Point of Aim
CTT	Cadet Training Team
DF	Defensive Fire
DS	Directing Staff
FEBA	Forward Edge Battle Area
GP	General Purpose
IA	Immediate Action
JCIC	Junior Cadet Instructors' Cadre
km/h	kilometres per hour
LSW	Light Support Weapon
MPI	Mean Point of Impact
MTM	Mouth to Mouth
OP	Observation Post
POA	Point of Aim
RV	Rendezvous
SCIC	Senior Cadet Instructors' Cadre
SITREP	Situation Report
SLO	Schools Liaison Officer
SSI	School Staff Instructor
TEWC	Tactical Exercise Without Cadets
TMH	Trigger Mechanism Housing

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CADET TRAINING MANUAL: VOLUME I

INTRODUCTION

General

1. In 1987 the decision was taken to replace the Cadet Training Manual (CCF Army Sections) and the Cadet Training Manual (ACF) with a single manual for the use of both Cadet Forces.
2. The Cadet Training Manual 1989/1990 consists of two volumes. This volume contains all the instructional matter on military subjects (apart from Special to Arm training) which the cadet in the CCF requires to master in order to qualify for his Army Proficiency Certificate (APC) and Advanced APC, and which the cadet in the ACF needs for the award of his Proficiency Stars 1 to 4.
3. In general terms Volume II (Army Code No. 71463) is the Instructor's Handbook which contains additional information, instructions and advice which the instructor needs to assist him to train cadets.

Layout

4. **Format.** This volume is laid out in eleven chapters by subjects, each divided into a number of sections. Where appropriate, the format adopted is that of the Lesson Plan with each section/lesson divided into two parts, 'Instructor's Notes' and 'Conduct of the Lesson'. The aim of the Instructor's Notes is to assist the instructor, especially the inexperienced instructor, with the preparation and conduct of the lesson.
5. **Chapter 1 — Turnout.**
 - a. This chapter, which is largely pictorial includes instructions for achieving a high standard of appearance and dress at all times. In practice, this is mainly taught by the advice given and the example set by officers, adult instructors (AI), school staff instructors (SSI) and cadet NCO's.
 - b. The complete preparation and packing of 58 pattern webbing is included, as the items of stores and equipment listed, which are not issued to cadets, may be available on loan or purchased by individuals.
 - c. Dedicated periods in this subject are not allocated in the APC (CCF) syllabus.
6. **Chapter 2 — Drill.**
 - a. Foot drill is taught in quick time only and is confined to movements used on routine detachment parades. More advanced drill may be taught to selected

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cadets comparatively quickly by a good instructor with the assistance of The Drill Manual (AC 70166) (Revised 1990).

b. Following the introduction of the Cadet GP Rifle, rifle drill now includes the Ground Arms/Take Up Arms.

c. Cane and banner drill are included for ceremonial and other special occasions.

7. **Chapter 3 — Military Knowledge.** In the case of the CCF the aim of this chapter is to give the cadet a general background knowledge of the structure of the Regular Army in the broadest outline. For the ACF the main features covered are the history and present organisation of the ACF itself.

8. **Chapter 4 — Skill at Arms.** This is much the longest and most detailed chapter in the volume, covering as it does the Air Rifle, the No. 8 Rifle, the Cadet GP Rifle and the Light Support Weapon (LSW), plus sections on such subjects as Aids to Judging Distance and Fire Control Orders.

9. **Chapter 5 — Use of Map and Compass.** This chapter explains the skills required by a cadet to find his way across country with the aid of his map and compass to a standard similar to that included in the GCSE geography syllabus.

10. **Chapter 6 — Fieldcraft.**

a. This chapter explains the skills required by a cadet to work with maximum efficiency when training on field exercises. The subject is dealt with only up to section level, but the chapter includes an explanation of how the section fits into the organization of the platoon, company and battalion.

b. When training cadets in fieldcraft Regular Army instructors (e.g., members of Cadet Training Teams (CTT)) should note that because of weapon differences between the Army and the Cadet Forces, there are differences in the organization of the section and in section battle drills.

11. **Chapter 7 — First Aid.** This chapter covers management of an incident (Emergency Action) and the emergency aid given to a casualty (Casaid). Training for a first aid qualification i.e., a recognised first aid certificate, is dealt with in Volume II.

12. **Chapter 8 — Expedition Training.** This chapter covers the Country Code and Campcraft. However, it should be noted that 'Self Reliance Training' in the APC (CCF) syllabus includes first aid as well. In the APC (ACF) syllabus First Aid and Expedition Training appear as separate subjects.

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13. **Chapter 9 — Physical Achievement Training in the ACF.**
 - a. As implied by the title, this chapter applies only to the ACF.
 - b. The flexible training programme outlined is designed to improve cadet's fitness progressively in order to pass the Physical Achievement Test at each Star level.
 - c. The tests at all Star levels are the same as those included in the Physical Recreation Section of The Duke of Edinburgh's Award.
14. **Chapter 10 — The ACF Cadet and the Community.** Again, this chapter only applies to the ACF. Those instructors concerned with planning and supervising this subject should also refer to Volume II (Army Code No. 71463).
15. **Chapter 11 — Cadet Instructors' Cadres.** This short final chapter explains the purpose of the Methods of Instruction Cadre in the CCF and the Junior and Senior Cadet Instructors' Cadres in the ACF.

Exclusions

16. The following subjects are NOT specifically covered in detail in this volume of the manual, for the reasons given below:
 - a. *Shooting.* Whilst training for shooting is covered in Chapter 4, Skill at Arms, the details of shooting practices are given in the CCF and ACF training syllabi. Coaching techniques are covered in Volume II, Chapter 3 The Conduct of Range Firing.
 - b. *Adventurous Training (AT).* AT is currently covered in Cadet Training Safety Precautions (Army Code No. 70768) and AGAls Volume 1 Chapter 11.
 - c. *Orienteering.* Orienteering is included in both the CCF Advanced APC and ACF 4-Star syllabi. Reference is to be made to 'Orienteering — a Military Training Guide (AC 71341)' as necessary.
 - d. *Duke of Edinburgh's Award Scheme.* The detail of the activities available, the standards to be achieved, and the conditions under which the Award Scheme is run, are all included in the Duke of Edinburgh's Award Handbook.
 - e. *Safety Rules.* The safety rules, to be strictly complied with throughout cadet force training, are set out in the booklet Cadet Training Safety Precautions (Army Code No. 70768), a copy of which must be carried by all instructors when in charge of cadets on training.

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Duration of Training Periods

17. Although both the APC (CCF – Army Sections) and (ACF) syllabi are both based on training periods of 30 minutes of actual instruction, exclusive of preparation and packing-up time, these timings are only intended as a general guide to planning training. The actual time taken over a lesson will vary according to the learning ability of the cadets under instruction.

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Chapter 1

TURNOUT

SECTION 1. — INTRODUCTION

General

0101. The subject of Turnout covers the wearing of both uniform and personal equipment. Teaching the correct and smart wearing of uniform is not suitable for division into formal lesson plans, but is covered in the first three sections of this chapter. The preparation and packing of personal webbing does need formal instruction.

Uniform

0102. **APC Syllabus.**

a. CCF. In the CCF no specific periods are allocated to uniform in the APC syllabus. The cadet is shown how to wear his uniform before wearing it on parade, and subsequently he is inspected at the beginning of each drill period in accordance with the standards laid down in this chapter. Faults must be explained, and further improvement expected.

b. ACF. In the ACF four 30 minute Demonstration and Practice periods are included in the APC syllabus at Recruit level. Having seen these the cadet must continually practise in order to reach the high standard required to qualify in this subject. Although no further instruction is given he is expected to maintain this standard.

0103. **Care.** The cadet has the privilege of wearing the Queen's uniform. It is therefore very important that he learns to wear it with dignity and pride. The uniform must be given the same care as is given to their best clothes. When not in use it must be hung up out of harm's way. It must be washed or dry-cleaned from time to time as necessary. Boots (particularly soles) must be kept in good repair and the upper parts cleaned regularly with either polish or dubbin.

0104. Smartness in turnout includes both appearance and dress. Smartness in Cadet Force uniform, which includes training dress, is achieved by keeping it clean, correctly pressed and in good repair. This will ensure also that the maximum wear is extracted from it. Extreme methods, such as sewing creases and inserting weights in trousers are unnecessary and reduce the life of the uniform. Cadet Force uniform is not to be used for other than Cadet Force training.

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Personal Equipment

0105. Equipment must be kept clean by dry brushing. It must not be wet scrubbed, blanched or bleached. Brasses will not be polished but will be kept free of dirt. When not in use equipment should be placed in the small pack, which should be stored in a cupboard or on a shelf. The preparation and packing of 58 pattern webbing is covered in detail in Section 4.

References

0106. Detailed instructions for the wearing of uniform and the scales of clothing and personal equipment for both CCF (Army Sections) and the ACF are contained in Materiel Regulations for the Army Volume 3 Pamphlet No. 13 (Army Code No. 62031).

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SECTION 2. — INSPECTION OF APPEARANCE AND DRESS

0107. Inspection is the method of discovering whether or not the cadet maintains high standards in practice. An inspection will normally be carried out by an officer, AI, or cadet NCO. They will inspect each rank in turn (front and back) starting with the right hand cadet of the front rank and moving down the front and up the back of that rank before going onto the next. They will inspect the appearance and uniform of the whole squad before inspecting their arms. They will make a note of those items below standard in a cadet's turnout for future action.

0108. The officer, AI, SSI or cadet NCO inspecting a cadet will look for the points noted in the following pictures when passing in front of and behind a cadet.

0109. The brassard is a detachable sleeve worn on the right upper arm only, and secured at the top by the shoulder strap of the shirt, jersey, or smock, passed through the loop of the brassard (see Fig 1). It is worn with Shirt Sleeve, Jersey or Combat Jacket Orders only, and the following badges and insignia may be sewn on to it:



- a. Embroidered CCF/ACF titles.
- b. Badges of rank.
- c. Proficiency badges.
- d. Skill-at-arms badges.
- e. County flashes (ACF only).

Fig 1. — The Armlet/Brassard

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0110. Not more than four embroidered Proficiency/Skill at Arms badges may be sewn on to the brassard. The precedence will be from the top right, where the Proficiency star will be sewn, to top left to bottom right to bottom left.

0111. Full size chevrons are to be worn on the brassard by SSIs in the CCF and AIs in the ACF. Cadet NCOs are to wear reduced size chevrons on the brassard.

0112. When inspecting cadets in Jersey Order the following points should be checked (see Fig 2):

JERSEY ORDER



a. *Head Dress.* Clean and free from sweat and hair grease. Cap band square on head. Badge clean and correctly positioned. Fullness pulled down correctly. Bow at back neatly tied with ends sewn down and central.

b. *Hair.* Not protruding over the collar nor hiding the ears. Sideburns not below the bottom of the ears.

c. *Face and Neck.* Clean with face shaved when necessary.

d. *Shirt Collar.* Neatly pressed and outside jersey.

e. *Brassard.* Worn on right arm and neatly pressed.

f. *Jersey Pullover.* Clean and well maintained.

g. *Hands.* Clean with no stains. Nails clean and trimmed.

h. *Pockets.* Contents not making bulges.

i. *Lightweight Trousers.* Neatly pressed with bottoms just resting on the uppers of boots/shoes or, if high boots are worn, tidily overlapping them.

j. *Boots/Shoes.* In good repair, free from cracks and soles not worn. Laces strong and properly done up. Uppers, toes and heels polished.

Fig 2. — Jersey Order

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0113. When inspecting cadets in Shirt Sleeve or Combat Jacket Order the points below should be checked (see Fig 3):

SHIRT SLEEVE ORDER



a. Shirt neatly pressed with sleeves neatly turned up to just above the elbow, and pressed.

b. Belt tight, buckle central and spare lengths folded neatly away.

c. Lightweight trousers clean and pressed.

COMBAT JACKET ORDER



Fig 3. — Shirt Sleeve Order/Combat Order

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Fig 4. — *Reserved*

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SECTION 3. — INSPECTION OF ARMS

0115. Officers, SSIs, AIs or cadet NCOs should look for the following points:

- a.** Weapons to be clean and dry, apart from the moving parts which should be lightly oiled.
- b.** Rifle slings to be clean (not fitted when cadets are on drill or formal parades).
- c.** Barrels to be clean and free from rust.

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SECTION 4. — PREPARATION AND PACKING OF THE 58 PATTERN EQUIPMENT

A. INSTRUCTOR'S NOTES

0116. **Aim.** *The aim of the lesson is to:*

- a. *Demonstrate the make up and wearing of the 58 pattern (Infantry) equipment.*
- b. *Teach the assembly of the webbing into:*
 - (1) *Complete Equipment Fighting Order (CEFO).*
 - (2) *Complete Equipment Marching Order (CEMO).*
- c. *Describe the content and packing of the webbing.*

0117. **Timings.** *One 40 minute period.*

0118. **Method.** *A basic indoor or outdoor instructional period prior to the use of webbing in the field.*

0119. **Stores.**

<i>Assembled equipment complete to scale</i>	<i>1 for instructor</i>
<i>Unassembled CEMO complete to scale</i>	<i>1 for instructor</i>
<i>Unassembled CEMO complete to scale appropriate to the Arm, Service or role</i>	<i>1 per cadet</i>
<i>Stores and personal equipment required for packing CEFO and CEMO</i>	<i>As listed per cadet and instructor</i>
<i>Tables</i>	<i>2 (optional)</i>

0120. **Preparation.**

- a. *Set up the tables with the unassembled webbing.*
- b. *Place the magazines next to the appropriate pouches.*

0121. **Miscellaneous.**

- a. *When handling parts of the webbing the instructor is to name them and their purpose (see Fig 5a).*
- b. *The instructor is to use the information, drills and techniques applicable to the cadet movement.*

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B. CONDUCT OF THE LESSON

Preliminaries

0122. *Ensure the squad have their complete issue of equipment.*
0123. *Form the squad in a semi-circle around the tables.*
0124. **Revision.** *Nil.*

Introduction

0125. *Explain:* Every cadet must be fit to take part in training. This fitness can be impaired by incorrectly assembled and ill fitting webbing. It is essential that the webbing stays together and is comfortable to wear.

58 Pattern Infantry Equipment (See Fig 5a)

0126. **CEFO.** *Explain:* This consists of a waist belt, yoke, left and right ammunition pouches, water bottle carrier, kidney pouches and a cape carrier. This order when packed enables a cadet to be self sufficient in the field for 24 hours.

0127. **CEMO.** *Explain:* This consists of CEFO plus a large pack. The large pack has a central compartment, side pouches, two utility straps (on the top), and two utility straps which cross over on the front.

0128. *Confirm by questions on the parts of the equipment.*

Assembly of CEFO

0129. *Explain:* To assemble the CEFO: (see Figs 5b and 5c)

a. *The Waist Belt (Stage 1). Explain and demonstrate, the squad following:*

- (1) Adjust the waist belt by undoing the hook and eye at each end of the belt.
- (2) Adjust both sides of the belt evenly to your waist measurement, refit the hook and eye at each end of the belt, and slide the runners up to the buckles.

b. *The Yoke (Stage 1). Explain and demonstrate, the squad to follow:*

- (1) To attach the yoke to the belt, insert the four 'C' clips on the two back straps into the pockets on the belt, ensuring that they are upright and inside the two metal rings on the belt which take the cape carrier.

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(2) Do not adjust the back straps at this stage.

(3) The front straps will in due course be attached to the 'D' rings at the top of the ammunition pouches.

c. *The Ammunition Pouches (Stage 2). Explain and demonstrate, the squad to follow:*

(1) The left and right ammunition pouches are attached to the belt by using the 'C' clips and inserting these into suitable pockets on the belt.

(2) The ammunition pouches need to be situated on the front portion of the belt for easy access to the magazines.

(3) Attach the front yoke straps to the ammunition pouches by inserting the straps into the 'D' rings on the top of the ammunition pouches (see Stage 3). Do not adjust these straps at this stage.

d. *The Water Bottle Carrier (Stage 3). Explain and demonstrate, the squad to follow:*

(1) The water carrier is attached to the left side of the belt by using the 'C' clips and inserting them into suitable pockets on the belt.

(2) It must be situated behind and as close as possible to the left ammunition pouch.

e. *The Kidney Pouches (Stage 3). Explain and demonstrate, the squad to follow:*

(1) These are attached to the back of the belt in a central position by the use of the four flap over loops, with metal fasteners. The fasteners have a slot, that fits over a staple and is secured by one of the webbing pins which are already attached to the kidney pouches.

(2) The other webbing pin, secures the upper two staples on each of the kidney pouches to the rear yoke straps. This pin must come over the belt before being secured.

f. *The Cape Carrier (Stage 4). Explain and demonstrate, the squad to follow:*

(1) The cape carrier is attached to the back of the belt by the use of two spring loaded clips. These fasten to the metal loops at the bottom of the belt.

(2) The cape carrier has two side spring loaded clips on extending straps, these are attached to the bottom metal clips on each of the ammunition pouches. These straps are not adjusted at this stage.

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g. *Explain:* The equipment now assembled is CEFO, and when put on the following straps can be adjusted to suit each individual:

- (1) The rear yoke straps.
- (2) The front yoke straps.
- (3) The side cape carrier straps.
- (4) The straps when adjusted should ensure that the top of the yoke at the rear is situated at the base of the neck.

0130. *Confirm that the equipment fits by making the squad wear its own assembled CEFO leaving the CEFO assembled after confirmation.*

Assembly of CEMO

0131. *Explain and demonstrate, with the squad following in stages the assembly and fitting of the marching order (see Fig 5d):*

- a.** Thread the shoulder straps on the large pack through the shoulder loops on the yoke.
- b.** Adjust the shoulder straps to ensure that the large pack is worn as high on the back as possible.
- c.** The hooks on the shoulder straps are then inserted into the 'D' rings on the front of the yoke.
- d.** The spring loaded catches on either side of the large pack are then attached to the rings on top of the ammunition pouches and adjusted as necessary.

0132. *Confirm that the equipment fits by making the squad wear its own assembled CEMO (see Fig 5f).*

Packing of CEFO

0133. *Explain and demonstrate, the squad following: In order to pack CEFO:*

- a.** Insert:
 - (1) The water bottle and canteen cup into its carrier and secure.
 - (2) Magazines into the ammunition pouches if they are carried, and the tool roll, then secure the pouches.

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b. Kidney pouches are packed as follows:

(1) The left pouch will take:

(a) The large mess tin with two meals from the 24 hour ration pack.

(b) The knife, fork and spoon (KFS), wrapped in headover (if not worn).

(c) The hexamine, and the hexamine cooker.

(d) The contents are to be wrapped in either the camouflage net, a sandbag or a plastic bag.

(2) The right pouch will take:

(a) The small mess tin containing washing and shaving kit and foot powder.

(b) Polish and boot brush and spare laces.

(c) Spare socks in a polythene bag.

(d) Gloves (if not worn).

(e) 30 metres of dark coloured communication cord.

(f) The remainder of the 24 hour ration pack.

(g) The contents to be wrapped in a small towel.

c. The cape carrier using extra utility straps will carry the poncho.

d. It may be necessary to adjust the front and rear yoke straps and the side cape carrier straps when CEFO is packed.

0134. *Confirm by practice and questions.*

Packing of CEMO

0135. *Explain that the following packing for CEMO is that used by the Regular Army and TA and is given here as a guide only as some of the items listed are not issued to cadets.*

0136. *Demonstrate, the squad following: In order to pack CEMO:*

a. In a waterproof carrier the main compartment will take:

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- (1) Waterproof trousers and jacket (these could be part of CEFO if room allows).
 - (2) Pullover (if not worn).
 - (3) Spare boots and laces.
 - (4) Spare shirt.
 - (5) Two pairs of spare underpants.
 - (6) Cold weather (CW) vest.
 - (7) CW liner and trouser liner.
- b.** Between the two side pouches:
- (1) Spare towel.
 - (2) Spare socks.
 - (3) Any other personal effects (if room allows).
- c.** Strapped to the top/front:
- (1) Sleeping bag.
 - (2) Sleeping mat.
- d.** It may be necessary to readjust the shoulder and side straps when CEMO is packed.

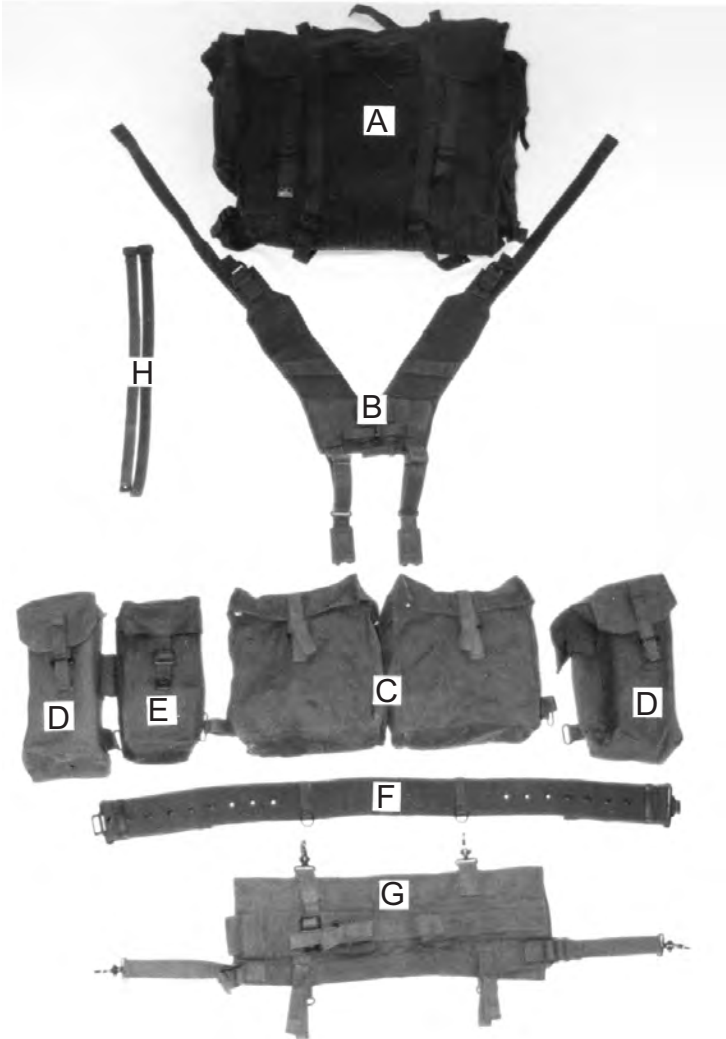
0137. *Confirm by practice and questions.*

Conclusion

0138. ***End of Lesson Drill.***

- a.** *Questions from and to the squad on the lesson.*
- b.** *Inspection of the assembled CEFO and CEMO by the instructor.*
- c.** *Summary. To include the following:*
 - (1) The limited amount of space in CEFO, against that of CEMO, and the importance of only carrying essential items.
 - (2) The securing of pouches to prevent items falling out.
 - (3) The correct adjustment of straps to ensure CEFO/CEMO is comfortable and worn correctly.

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A Large Pack
B Yoke
C Kidney Pouches

D Ammunition Pouches
E Water Bottle
F Waist Belt

G Cape Carrier
H Straps

Fig 5a. — The 58 Pattern (Infantry) Equipment

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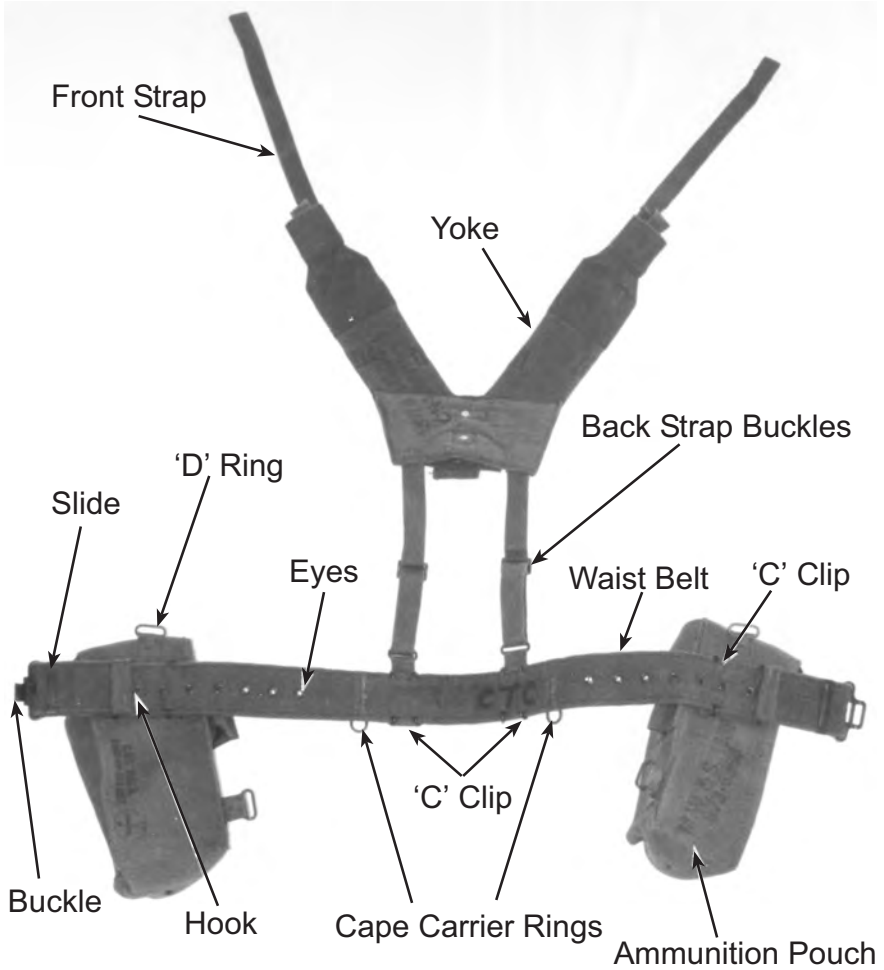
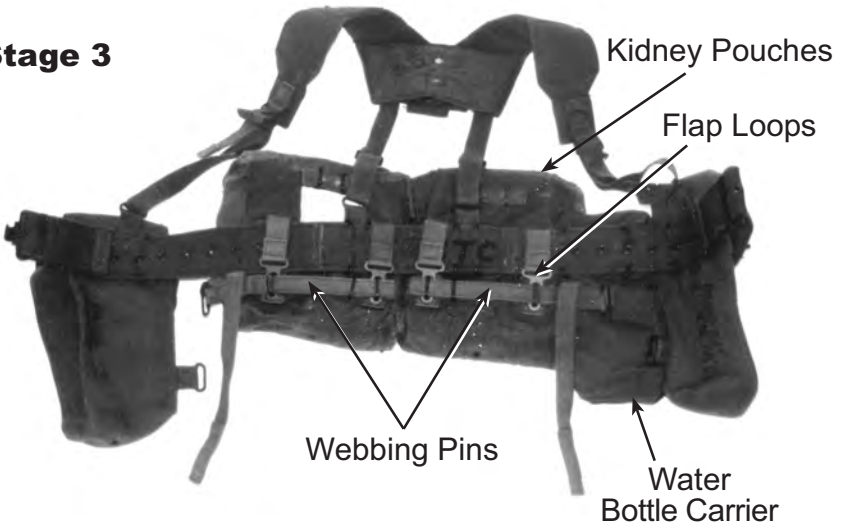


Fig 5b. — Assembling the CEFO (1) Stages 1 and 2

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Stage 3



Stage 4

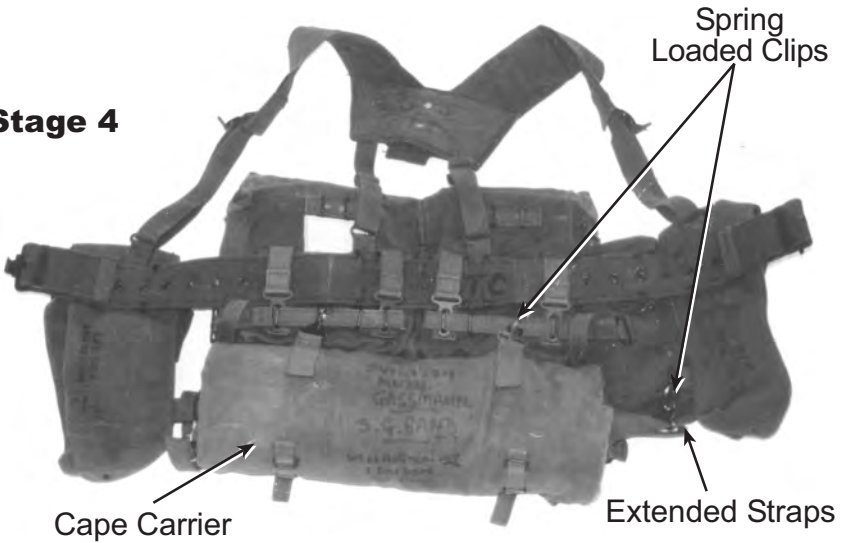


Fig 5c. — Assembling the CEFO (2) Stages 3 and 4

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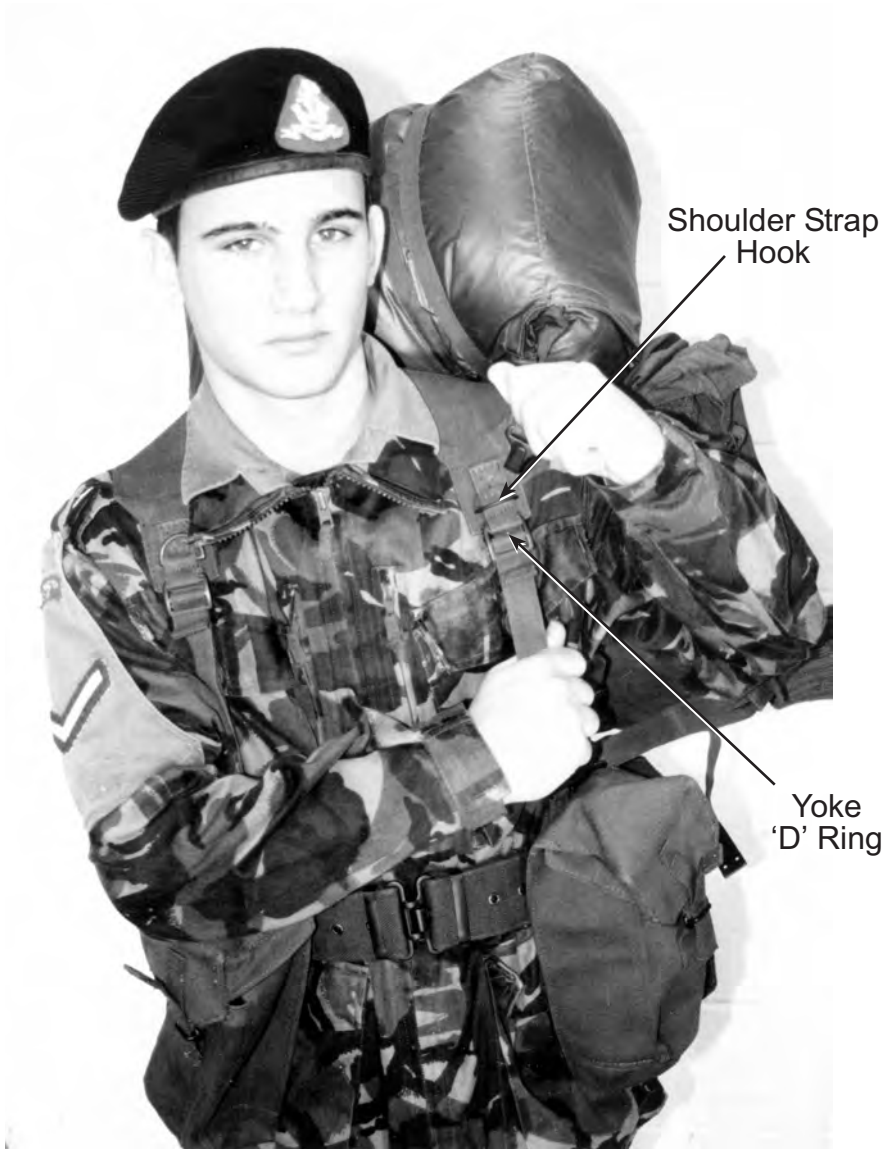


Fig 5d. — Assembling the CEMO

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Fig 5e. — The 58 Pattern CEFO Assembled

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Fig 5f. — The 58 Pattern CEMO Assembled

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ANNEX A TO CHAPTER 1

NOTES FOR INSPECTING OFFICERS

Introduction

1. Before drill cadets should be inspected to ensure that:
 - a. They are dressed correctly.
 - b. Their clothing and equipment is serviceable and clean.
 - c. Their weapons are clean (and cared for).
 - d. They are alert and healthy.
2. Cadets should be at Attention when inspected, though whether they slope their rifles depends on regimental custom.
3. The inspecting officer, adult instructor should be accompanied by the next senior adult instructor who should note down anything that he is told. The next senior adult instructor should be posted in front of the squad to see that the squad stand still and look to their front.

General Inspection

4. Look at the squad first:
 - a. Are they standing correctly to Attention?
 - b. Is their dressing and covering off good?
5. Take a quick look at each cadet when you come to him:
 - a. Is he clean and shaved?
 - b. Is he standing well?
 - c. Is his uniform clean and pressed? Does it fit him?

Detail

6. **Head.**
 - a. Cap or other regimental headdress — clean and brushed.

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- b. Badge — clean and in correct place.
- c. No 1 Dress Cap — set up correctly.
- d. Beret — bow sewn down neatly.
- e. Hair — tidy and of a reasonable length.

7. **Body.**

- a. Collar — clean.
- b. Tie — correctly tied, central and not tucked into shirt.
- c. Uniform — well fitted, clean and pressed.
- d. Pockets — emptied of bulky objects.
- e. Medals — clean and sewn on correctly.
- f. Buttons — sewn on and fastened, with no stray ends of cotton.

8. **Waistbelt.**

- a. Fitted so that it will not allow the jacket to ride up underneath it during a parade.
- b. Fitted so that the buckle is in the centre of the body and the belt.
- c. Correctly fastened and polished where brass.

9. **Trousers.**

- a. Braced up so that they break on the instep in front when shoes are worn.
- b. Pressed correctly and not excessively worn on the inside.

10. **Boots.**

- a. Serviceable and polished.
- b. Tightly laced with the laces so tied that they cannot come undone during a parade.

11. **Weapons.** Clean and dry.

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Some Don'ts

12. *Don't:*

- a. Make it a battle between you and them.
- b. Touch them.
- c. Ridicule or humiliate individual members of the squad.
- d. Spend a long time in front of each cadet.
- e. Allow those accompanying you to inspect for you.
- f. Point vaguely at things and expect them to vanish or change colour.

Some Do's

13. *Do:*

- a. Be consistent and impersonal.
- b. Be decisive and tell the warrant or non commissioned officer who is accompanying you the action that you require.
- c. Give praise readily.

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Chapter 2 — DRILL

FOOT DRILL

SECTION 1. — THE AIM AND PURPOSE OF DRILL

INSTRUCTOR'S NOTES

Aim

0201. *The aim of this section is to explain the purpose of drill and turnout and to teach the basic movements.*

Introduction

0202. *The aim of drill is to produce a cadet who is alert and obedient and to provide the basis of teamwork.*

0203. *Drill has evolved over a long period of time and is now accepted as the foundation of military discipline. The main purpose of formal parade ground drill is to enable bodies of cadets to be moved easily and quickly from point to point in an orderly manner. In doing so, it has particular value for cadets in making them alert and teaching them to hold themselves properly, to develop their lungs and muscles and improve the awkwardness of gait which is so often present in adolescents.*

Miscellaneous

0204. *Foot drill is confined to those movements in quick time used on normal parades, while rifle drill is confined to movements concerned primarily with cadet ceremonial parades. This short drill syllabus should result in a high standard of drill being attained, provided the instructors prepare beforehand what they are going to teach and ensure that they know their subject by reference to the manual.*

0205. *The more advanced drill required for ceremonial and other special occasions is not included in this manual. It can be learnt by selected cadets comparatively quickly, if the basic movements have been well taught under a good drill instructor who has brushed up his knowledge by reference to *The Drill Manual (Revised 1990) Army Code No 70166.**

0206. *As with all other subjects it is of vital importance that the instructor should not only have the knowledge and ability to instruct but should be able to set an example of smartness in his bearing and movements, as well as in his turnout. Slovenliness of any sort cannot be tolerated, for this will lead to poor drill, which is worse than no drill at all.*

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SECTION 2. — POSITIONS OF ATTENTION, STAND AT EASE, AND STAND EASY

A. INSTRUCTOR'S NOTES

Aim

0207. *To teach cadets the positions of Attention, Stand at Ease, and Stand Easy.*

Timings

0208. *One 30 minute period.*

B. CONDUCT OF THE LESSON

Preliminaries

0209. *Form the squad into a straight line and inspect turnout and cleanliness.*

Introduction

0210. *Explain:* The three movements constantly used on parades are:

- a. Attention.
- b. Stand at Ease.
- c. Stand Easy.

Attention

0211. *Explain and demonstrate:* Stand with heels together, the feet turned out at an angle of 540 mils (30 degrees); the knees braced; the body erect; the weight balanced evenly between the ball of the foot and the heel; the arms straight and held to the sides with the forearm tucked in behind the hip bone and the wrists straight; the hand closed with the thumbs vertical and facing to the front and the backs of the fingers touching the thigh just behind the seam of the trousers; the shoulders held down and back to bring the chest to a normal position without straining or stiffening. The head held up with the neck touching the back of the collar and the eyes open and still, and looking just above their own height, the chin tucked in and the mouth closed (see Fig 6).

0212. *Practise the squad, checking their positions.*

PROTECT



Fig 6. — Position of Attention

Common Faults

0213. **a.** A strained position which constricts breathing.
- b.** Allowing the body to sag and the shoulders and arms to creep forward.
- c.** Roving eyes.
- d.** Bending the wrist and failing to close the hands.
- e.** Feet or body not square to the front, heels not closed.

PROTECT

Stand at Ease from Attention

0214. *Explain and demonstrate: “STAND AT — EASE”.* Keeping the right foot still and leg braced back; bend the left knee and drive the left foot to the ground 300 mm (12 inches) to the left of the right foot; at the same time force the arms behind the back by the most direct method, keeping them straight; place the back of the right hand in the palm of the left hand, with the right thumb crossed over the left thumb and the fingers straight and together. At the same time transfer the weight of the body to the left so that it remains evenly balanced. The distance of 300 mm (12 inches) is measured from the centre of the right heel to the centre of the left heel (see Fig 7).

0215. *Practise the squad, checking their positions.*

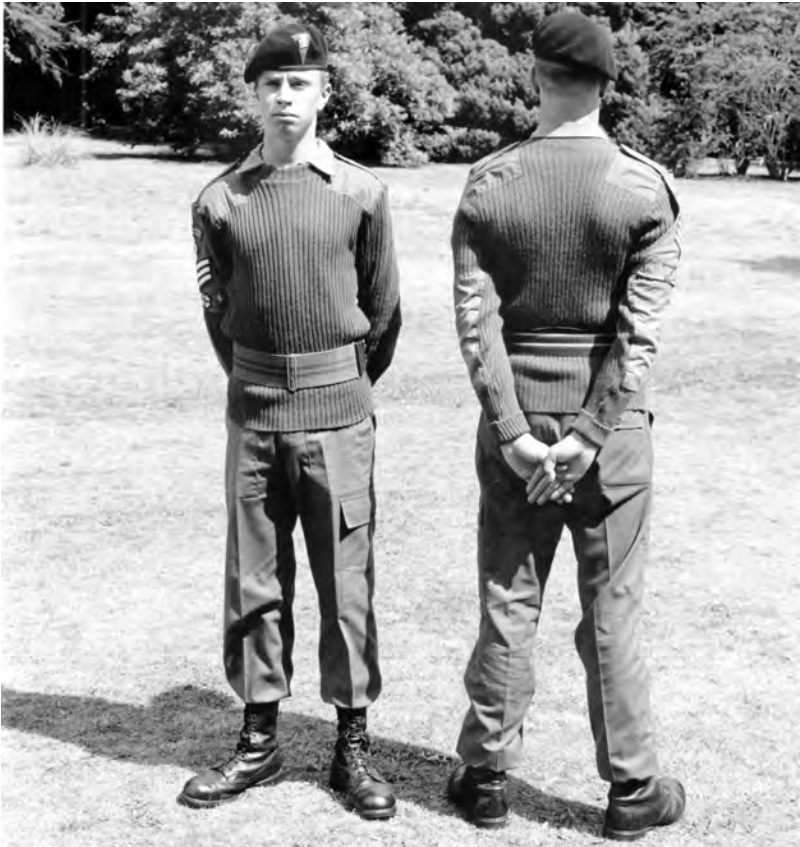


Fig 7. — Stand at Ease

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Common Faults

- 0216. **a.** Bending at the waist when moving.
- b.** Allowing the arms to bend or to leave the body when going behind the back.
- c.** Moving the right foot.
- d.** Left foot less than 300 mm (12 inches) from the right foot and not at the correct angle.

Stand Easy from At Ease

- 0217. *Explain and demonstrate:* “**STAND — EASY**”. Relax whilst in the ‘At Ease’ position.
- 0218. *Practise the squad.*

Common Faults

- 0219. **a.** Moving the feet.
- b.** Adjusting clothing without an order.

Stand At Ease from Easy

- 0220. *Explain and demonstrate:* “**SQUAD**”. Resume the ‘At Ease’ position.

Attention from At Ease

- 0221. *Explain and demonstrate:* “**SQUAD — SHUN**”. Keep the right foot still and the leg braced back; bend the left knee, pull the arms to the sides by the most direct method. Assume the position of attention.
- 0222. *Practise the squad.*

Common Faults

- 0223. **a.** Allowing the arms to bend or to leave the body when coming to the sides.
- b.** Bending at the waist when moving.
- c.** Moving the right foot.
- 0224. *Reserved.*

PROTECT

SECTION 3. — TURNINGS AT THE HALT

A. INSTRUCTOR'S NOTES

Aim

0225. *To teach cadets Turnings at the Halt.*

Timings

0226. *One 30 minute period.*

Miscellaneous

0227. *In this and other sections the method of teaching drill movements by numbers is introduced. This method breaks a movement down into stages or smaller movements which are easier for the instructor to teach and the cadet to master. After completion of a movement in these stages, instruction is continued 'Judging the Time', i.e., the order is given and the movement is then carried out as a whole. (Volume II Chapter 1 Section 8 paragraphs 0161-0166).*

B. CONDUCT OF THE LESSON

Preliminaries

0228. *Form the squad into a straight line and inspect turnout and cleanliness.*

Introduction

0229. *Explain:* Cadets must be able to turn quickly at a word of command in any direction.

Turning Right By Numbers

0230. *Explain and demonstrate:*

- a. **“TURNINGS BY NUMBERS, RIGHT TURN — ONE”.** Turn through 1600 mils (90 degrees) to the right, using the right heel and left toe and keeping the weight of the body on the right foot. Throughout the movement both knees are braced back and the body is erect. At the end of the movement the right foot is flat on the ground and the left leg is to the rear with the heel raised (see Fig 8).

PROTECT

- b. **“SQUAD — TWO”**. Bend the left knee and resume the position of attention.

0231. *Practise the squad, checking their positions.*

Turning Left By Numbers

0232. a. Turning to the left requires action on the opposite heel, toe and foot.

- b. The introductory **“TURNINGS BY NUMBERS”** should not be repeated for each successive turn by numbers.

0233. *Practise the squad, checking their positions.*

Common Faults

0234. a. The weight not being on the forward foot in the first movement.

- b. Not making a full turn with body and shoulders in the first movement.

- c. Moving the arms, particularly during the second movement.

- d. Bending at the waist during the second movement.

Turning About By Numbers

0235. a. **“ABOUT TURN — ONE”**. As for “Right Turn — One” but turn clockwise through 3200 mils (180 degrees). To maintain balance lock the thighs together (see Fig 9).

- b. **“SQUAD TWO”**. As for “Squad Two” of the Right Turn.

0236. *Practise the squad, checking their positions.*

Turnings Judging The Time

0237. The recruit will then practise all turnings judging the regulation pause between movements.

0238. *Reserved.*

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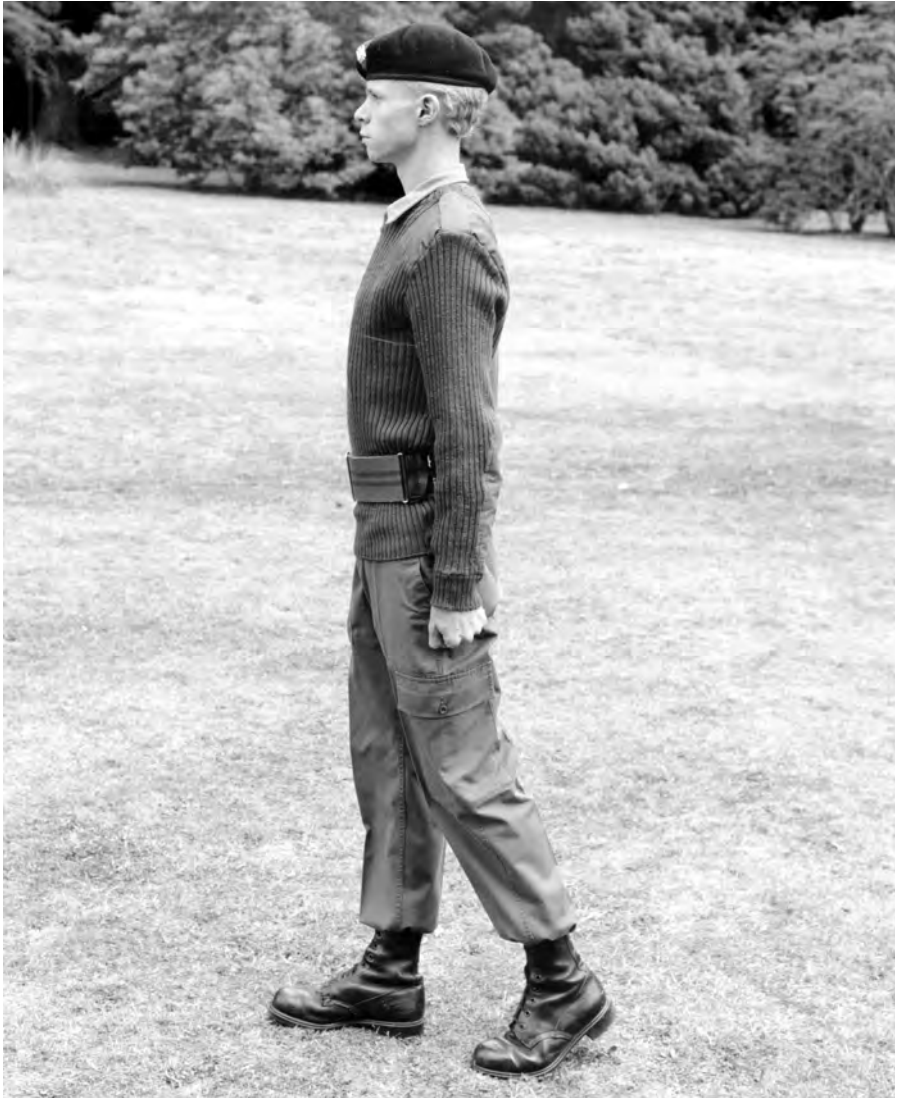


Fig 8. — Right Turn, First Position

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Fig 9. — About Turn, First Position

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SECTION 4. — COMPLIMENTS: REASON, ORIGIN AND INFORMATION

A. INSTRUCTOR'S NOTES

Aim

0239. *To teach the cadet why and when compliments are paid.*

Timings

0240. *One 30 minute period.*

Method

0241. *Lecture, or alternatively the information can be given to the cadet whilst instructing the period on Saluting.*

B. CONDUCT OF THE LESSON

Preliminaries

0242. Inspect cadets before beginning the period.

Reason and Origin

0243. The salute with the hand, the present arms and the salute with the sword were methods by which the person paying a compliment could show the person to whom the compliment was paid that no offence was meant. They are all gestures symbolic of loyalty and trust. A salute is, in fact, the normal greeting between comrades in arms. That a salute is given when a cadet meets an officer is a basic matter of discipline. That the salute is properly and smartly given is a matter of training. Failure by an officer in uniform to insist on being saluted is a breach of discipline. Failure by an officer to return a salute shows a lack of courtesy on his part. All compliments derive their origin from the Sovereign, to whom the highest compliment, the Royal Salute, is paid. Because of their link with the Sovereign the following are also paid some form of compliment:

- a. Members of the Royal Family.
- b. Governors and Ministers to whom the Sovereign delegates authority.

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- c. Formed bodies of troops on the Sovereign's business.
- d. All Standards, Guidons and Colours of Regiments of the Army and their equivalent in the Royal Navy, Royal Marines and Royal Air Force.
- e. All officers, as holders of the Sovereign's commission.

When Compliments Are Paid

0244. a. *National Anthem.*

(1) When on parade or in an organized party, all ranks will stand to attention, but only officers and warrant officers will salute. NCOs will only salute if they are in charge of an organized party.

(2) When not on parade, but in uniform, all ranks will salute.

(3) When not on parade, and in plain clothes, all ranks will stand to attention.

b. *Military Funerals.* All cadets in uniform, when passing a military funeral, will salute the bier.

c. *When Riding a Bicycle.* The rider of a bicycle (motor or pedal) will not salute or look to his flank when the bicycle is moving. When stationary he will salute by giving 'Eyes Right' or 'Eyes Left' but will not take his hands from the handlebars.

d. *Standards, Guidons and Colours.* These are entitled to the highest compliments.

(1) Formed bodies on the march will give 'Eyes Right' or 'Left'.

(2) Individuals will halt, face passing Standards, Guidons or Colours and salute, or if passing will salute to the right or left. The same compliments will be paid to the Colours of the other two Services.

e. *When Boarding Her Majesty's Ships.* All ranks boarding any of Her Majesty's ships are to salute the quarterdeck.

The CCF Banner

0245. a. The original Banner was presented by the President of the Combined Cadet Force in 1960 as a symbol which acknowledged a hundred years of devoted service to the nation. A new Banner was presented in 1982 and is an

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expression of confidence that this service will continue whatever changes in circumstances the future may bring.

b. The rules for the Banner are shown in CCF Regulations (1980) Section 16 Annex B.

c. The main rules are as follows:

(1) The Banner is not consecrated but dedicated and does not rank as a Colour, Standard or Guidon. It will not therefore be 'trooped' in the ceremonial sense.

(2) Within the CCF it will be treated with 'due ceremony' i.e., it will be given the respect accorded to a Colour except that:

(a) When marched on parade arms will be shouldered and not presented.

(b) It will not be saluted by individuals or parties of cadets passing it.

(3) When the Banner passes individuals or formed parties of cadets they will stand to attention.

(4) When the Banner is actually handed to an individual he will first of all salute before accepting it.

(5) When on a parade, except a church parade, the Banner will be escorted by an armed escort.

The ACF Banner

0246. **a.** The first ACF Banner was presented by the Colonel in Chief HRH The Duke of Edinburgh in 1960. A new Banner was presented by the Duke in 1982.

b. The rules pertaining to the Banner are set out in the ACF Manual 1984 Chapter 18 Part 4 and Annex B. The rules are the same as those applying to the CCF Banner detailed in paragraph 0245. **c.**

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SECTION 5. — SALUTING TO THE FRONT

A. INSTRUCTOR'S NOTES

Aim

0247. *To teach Saluting to the Front at the Halt.*

Timings

0248. *One 30 minute period.*

Miscellaneous

0249. *The movement is taught initially by numbers. In order to move freely the squad will be inclined and at Open Order.*

B. CONDUCT OF THE LESSON

Salute To the Front

0250. a. **“SALUTE TO THE FRONT — SALUTE”**. *Demonstrate complete movement (see Fig 10).*

b. *Explain and demonstrate a second time, breaking the movement down by numbers.*

(1) **“SALUTING BY NUMBERS, SALUTE TO THE FRONT — ONE”**. On the command **“ONE”** raise the right arm sideways until it is horizontal, straighten the fingers and thumb keeping them together, with the palm facing the front. Bend the elbow, keeping the hand and wrist straight until the tip of the forefinger is 25 mm (1 inch) above the right eye, the palm facing the front.

(2) **“SQUAD — TWO”**. Return to the position of attention by dropping the elbow forward to the side of the body, then straighten the arm and close the hand.

0251. *Practise cadets in the movement, checking their position.*

Common Faults

0252. a. The body and head not remaining erect.

b. Allowing the elbow to come forward.

c. Hand not straight and in an incorrect position.

d. Allowing the left arm to creep forward.

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Fig 10. — Saluting to the Front

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SECTION 6. — INTRODUCTION TO MARCHING

A. INSTRUCTOR'S NOTES

Aim

0253. *To introduce cadets to marching.*

Timings

0254. *One 30 minute period.*

Miscellaneous

0255. *Cadets will carry out this period marching individually at the rate of up to 120 paces per minute. "Quick March" is given at the rate at which the squad is to march.*

B. CONDUCT OF THE LESSON

Preliminaries

0256. *Inspect the squad.*

Approach

0257. This period introduces the cadet to marching. There is nothing difficult in doing this movement, but in order that each cadet can get the feel of it the drill movement will be carried out individually.

Marching

0258. *Demonstrate the complete movement (see Fig 11) and explain:* On the command "**QUICK MARCH**" take a pace of 750 mm (30 inches) with the left foot, swinging the right arm forward and the left arm backwards, then continue with the right foot and left alternately.

- a. The pace of 750 mm (30 inches) is measured from heel to heel.
- b. The heel will strike the ground first, with the knee braced on impact.
- c. The leg must go forward naturally in a straight line, with the knee sufficiently bent for the toe to clear the ground.

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Fig 11. — Marching in Quick Time

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- d. The arms will be freely swung forward until the bottom of the hand is in line with the top of the waist belt and backwards as far as they will go. They will reach these points as each heel strikes the ground.

0259. *Practise the squad.*

Common Faults

- 0260. a. Stepping a pace of more or less than 750 mm (30 inches).
- b. Not keeping the arms, wrists and hands straight.
- c. Not pulling the arm hard enough backwards.
- d. Allowing the foot to come to the ground with the knee bent.
- e. Not swinging the arm in a straight line from front to rear.

Halting

0261. **“SQUAD — HALT”**. Given as the left foot is on the ground. *Demonstrate the complete movement.*

0262. *Explain and demonstrate doing the movement by numbers.*

- a. **“SQUAD HALT — ONE”**. Complete the pace of 750 mm (30 inches) with the right foot, and freeze with the right foot flat on the ground, the left heel raised, the left arm at the top of its swing forward and the right arm full to the rear.
- b. **“SQUAD — TWO”**. “Shoot the left foot forward” a pace of 375 mm (15 inches) placing the foot flat on the ground. Reverse the position of the arms.
- c. **“SQUAD — THREE”**. Bend the right knee, bring the arms to the sides and assume the position of attention.

0263. *Practise the squad first by numbers and then combined, and completed at speed.*

Common Faults

- 0264. a. Bending at the waist when bending the right knee.
- b. Exaggerating the movement of the right arm when bending the right knee.
- c. Incorrect balance on completion of the halt.

PROTECT

- d. Not bracing the left knee when shooting the left foot forward.

0265 – 0266. *Reserved.*

PROTECT

SECTION 7. — MARCHING AND HALTING IN QUICK TIME

A. INSTRUCTOR'S NOTES

Aim

0267. *To practise marching and halting in quick time.*

Timings

0268. *One 30 minute period.*

Miscellaneous

0269. *Taken as a practice period to revise all that has been taught so far, and for further practice in marching and halting. Squads to be split into two teams and individual drill movements carried out by the cadets competing for their team.*

B. CONDUCT OF THE LESSON

Preliminaries

0270. *Inspect the squad.*

Introduction

0271. During this period the cadets will be revised on all the drill movements that have been taught to date.

Revision

0272. Cadets to practise the following:

- a. Positions of Attention and Stand at Ease.
- b. Turnings at the Halt.
- c. Saluting to the Front.
- d. Marching and Halting in Quick Time.

0273. *Reserved.*

PROTECT

PROTECT

SECTION 8. — FORMING UP IN THREE RANKS AND GETTING ON PARADE

A. INSTRUCTOR'S NOTES

Aim

0274. *To teach cadets how to form up in Three Ranks and Get on Parade.*

Timings

0275. *One 30 minute period.*

Miscellaneous

0276. *To adopt this formation cadets will be placed in close order in three ranks (front, centre, rear). There will be an interval of one arm's length (with the hands closed) between each cadet, and a distance of 750 mm (30 inches) between ranks (measured from the heels of one rank to the toes of the rank behind it). The distance in close order may be measured by the cadets in the right hand file raising their right arm in line with their breast pocket. The knuckles of the closed hand should just fail to reach the shoulder of the cadet in front.*

B. CONDUCT OF THE LESSON

Preliminaries

0277. *Inspect the squad.*

Introduction

0278. *Explain:* Now that you have completed your recruit training being drilled as an individual, you are going to be introduced to squad drill. Before you can drill as a squad you must understand how to form up in three ranks, and how to get on parade.

Interval Between Cadets in a Rank

0279. **a.** *Explain with the aid of two assistants (see Fig 12):* When forming up in three ranks there must be a regulation distance between each cadet in the ranks. This is achieved by each cadet in the front rank putting his right arm up and moving to the left until he is one arm's length away from the cadet on his right. The measurement will be made with clenched fists. Those in the ranks behind will cover.

PROTECT



Fig 12. — Interval of One Arm's Length between Cadets

b. Demonstrate: With two assistants demonstrate the movement.

0280. *Practise the squad.*

Interval Between Ranks in a Squad

0281. **a. Explain:** In the same way that there is an arm's interval between each individual in the ranks so too there is one arm's interval between ranks. This is achieved in close order by the cadets in the right hand file raising the right arm in line with the breast pocket. The knuckles of the closed hand should just fail to reach the shoulder of the cadet in front (see Fig 13).

PROTECT



Fig 13. — Interval of One Arm's Length between Ranks

b. Demonstrate: With the third assistant demonstrate the movement explaining the detail.

0282. *Practise the squad in both movements.*

Dressing

0283. *Explain:* Within a squad who are drilling, every cadet must be in line with, and at the correct interval from, the cadet to the left or right of him. This is known as 'dressing'. He must also be directly behind and at the correct distance from his equivalent in the rank in front of him. This is known as 'covering'.

PROTECT

“Dressing — Right Dress”

0284. a. *Explain and demonstrate the complete movement.*
- b. *Demonstrate again by numbers.*

“Dressing By Numbers, Right Dress — One”

0285. *Explain:* On the command “**ONE**” all except the right hand cadet of each rank turn their heads to the right; those in the front rank extend the right arm with the hand closed, the back of the hand uppermost and the knuckles touching the point of the shoulder of the cadet to the right. The right hand file raise the right arm forward in line with their breast pocket with the knuckles of the closed hand just failing to reach the shoulder of the cadet in front.

Common Faults

0286. a. A sluggish movement of the arm or head.
- b. Not looking up or square to the right.

“Squad — Two”

0287. *Explain:* Everyone except the right hand cadet of the front rank corrects his dressing by taking short, quick steps until, whilst remaining erect, he can just see the lower part of the face of the cadet two away from him. At the same time those in the centre and rear rank ensure that they are directly behind their equivalent in the rank in front by glancing out of the corner of their left eye.

Common Faults

0288. a. Craning forward.
- b. Not keeping the shoulders square to the front.
- c. Shuffling.
- d. Unnecessary movement.
0289. *Practise the squad.*

PROTECT

“Eyes — Front”

0290. a. *Explain:* On the command “**EYES — FRONT**” turn the head sharply to the front and at the same time return the hands to the sides, keeping the arms straight.
- b. *Demonstrate the movement.*
- c. *Practise the whole movement by numbers, and when proficient, judging the time.*

Getting On Parade

0291. Having now learnt the various drill movements to form up in three ranks, it is necessary to practise them as a whole. This is done in the drill movement “Get on Parade” which is carried out more than any other since it is carried out at the beginning of the majority of training sessions, as the reverse of “Dismiss” at the end of such sessions.

0292. As with “Forming Up in Three Ranks” the squad will Stand Easy in three ranks in Close Order with the front rank facing the direction in which it will get on parade. The right hand cadet of the front rank often referred to as the right guide, will be the “Right Marker” (see Fig 14).

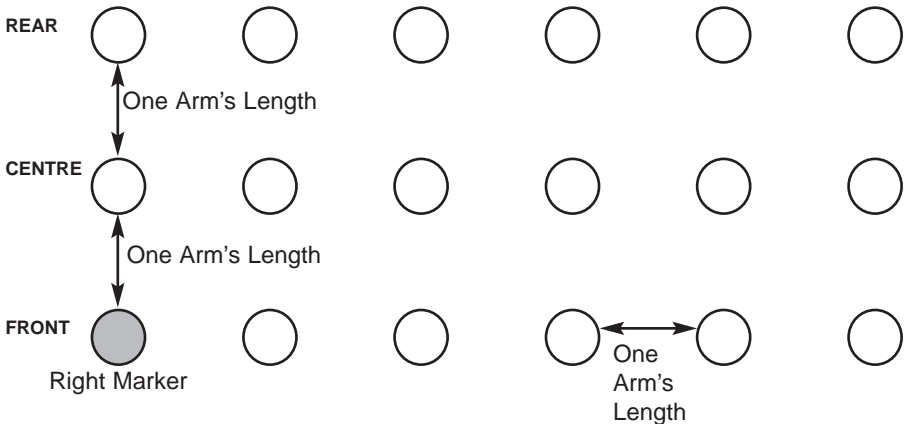


Fig 14. — Diagram of a Squad Correctly Dressed and Covered

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0293. The instructor will demonstrate using the squad:

a. **“RIGHT — MARKER”.**

(1) On the command **“RIGHT”** the whole squad comes **“AT EASE”**.

(2) On the command **“MARKER”** the right marker springs to attention, marches forward, halts on the fifteenth pace (or less if space does not allow) and stands at ease.

b. **“GET ON — PARADE”.**

(1) Both the right marker and cadets in the squad spring to attention. They march forward, halt on the fifteenth (or less) pace, look to their right and pick up their dressing. All these movements have the regulation pause between them.

(2) When the cadets in the squad are dressed correctly they will look to their front and stand at ease in succession from the right.

0294. *Practise the squad.*

0295. *Reserved.*

PROTECT

SECTION 9. — OPEN AND CLOSE ORDER

A. INSTRUCTOR'S NOTES

Aim

0296. *To teach cadets the Open and Close Order.*

Timings

0297. *One 30 minute period.*

Miscellaneous

0298. *To teach this movement the instructor should make the squad act first as the front rank and then as the rear rank. In two ranks only the rear rank acts on the Open Order and Close order.*

B. CONDUCT OF THE LESSON

Preliminaries

0299. *Inspect the squad.*

Introduction

02100. *Explain:* A squad is always inspected and often drilled in Open Order, i.e., with a distance of 1500 mm (60 inches) between ranks, measured from the heels of one rank to the toes of the rank behind it. To attain Open Order the front rank moves forward one pace of 750 mm (30 inches) and the rear rank moves back one pace of 750 mm (30 inches); the centre rank remains still.

Open and Close Order

02101. **a.** With the aid of three assistants, demonstrate the complete movement:

“IN OPEN ORDER RIGHT DRESS”

“EYES FRONT”

b. Repeat the demonstration, this time breaking the movement down by numbers:

(1) ***“IN OPEN ORDER RIGHT DRESS, ONE”***. On the command ***“ONE”***.

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(a) The front rank take a full 750 mm (30 inches) pace forward, bending the right knee and keeping the arms to the sides.

(b) The rear rank take a full 750 mm (30 inches) pace backward, bending the right knee and keeping the arms to the sides.

(2) **“SQUAD — TWO”**. On the command **“TWO”** all except the right hand cadet of each rank turn their heads to the right: those in the front rank extend the right arm with the hand closed, the back of the hand uppermost and the knuckles touching the point of the shoulder of the cadet on their right.

(3) **“SQUAD — THREE”**. Everyone except the right hand cadet of the front rank corrects his dressing by taking short, quick steps until, whilst remaining erect, he can just see the lower part of the face of the cadet two away from him. At the same time those in the centre and rear rank ensure that they are directly behind their equivalent in the rank in front by glancing out of the corner of their eye.

(4) **“EYES FRONT”**. Turn the head sharply to the front and at the same time return the hands to the sides, keeping the arms straight.

02102. *Explain: “IN CLOSE ORDER, RIGHT DRESS”*. The reverse sequence of movements is carried out.

02103. *Practise the squad by numbers.*

02104. *Practise the squad judging the time.*

Common Faults

02105. **a.** Allowing the left knee to bend when stepping forward a pace of 750 mm (30 inches).

b. Arms not kept still to the side.

02106. *Reserved.*

PROTECT

SECTION 10. — DISMISSING AND FALLING OUT

A. INSTRUCTOR'S NOTES

Aim

02107. *To teach cadets how to Dismiss and Fall Out.*

Timings

02108. *One 30 minute period.*

Miscellaneous

02109. *a. The squad will be practised as a formed body.*

b. The instructor must tell the squad whether to salute or not.

c. The regulation pause must be judged by the cadets.

d. The Fall Out differs from the Dismiss in that it does not signify the end of a parade, only a break in it. The salute is never given on the Fall Out, and those who fall out do not leave the parade ground.

B. CONDUCT ON THE LESSON

Preliminaries

02110. *Inspect the squad.*

02111. *Revise Saluting at the Halt.*

Introduction

02112. *Explain:* At the end of a drill parade or during a break in it, there is a set sequence of drill movements to be followed. The squad will either be 'Dismissed' or 'Fallen Out'.

Dismiss

02113. *Explain and demonstrate:* On the command "**DISMISS**" turn to the right and if an officer is present, salute. Step off and march forward three paces, then break

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off and remain in step in quick time within individual groups until clear of the parade ground.

02114. *Practise squad, calling out the time.*

Fall Out

02115. *Explain and demonstrate:* On the command "**FALL OUT**" turn to the right, march forward three paces and break off, the only difference from the "*Dismiss*" being:

- a. You do not salute.
- b. You only march forward three paces and break off; you do not leave the parade ground.

02116. *Practise the squad.*

Common Faults

02117. A tendency to relax before getting clear of the parade ground on the '*Dismiss*'.

02118. *Reserved.*

PROTECT

SECTION 11. — WHEELING IN QUICK TIME

A. INSTRUCTOR'S NOTES

Aim

02119. *To teach cadets how to wheel when marching in a squad.*

Timings

02120. *One 30 minute period.*

Miscellaneous

02121. a. *Cadets will be practised as a squad.*

b. *If the body of cadets is halted or ordered to mark time when only part of its number have wheeled, those who have not wheeled will immediately cover off those who have.*

c. *If the wheel is to be through more than 1600 mils (90 degrees), the word of command will be given a second time; if through less than 1600 mils (90 degrees) the word of command "**Forward**" will be given at the appropriate moment.*

d. *The command "**Right — Wheel**" is given over one complete pace.*

B. CONDUCT OF THE LESSON

Preliminaries

02122. *Inspect the squad.*

Introduction

02123. *Explain:* Wheeling is a method by which a body of men with a frontage of not more than six ranks or files may change direction whilst retaining dressing within those ranks or files.

Right Wheel

02124. *With three assistants demonstrate the complete movement "**RIGHT WHEEL**" (see Fig 15). Demonstrate the movement again with explanation:* On the command "**RIGHT WHEEL**" the right hand cadet of the leading rank or file will change

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direction through 1600 mils (90 degrees). It will be noted that those on the outside of the wheel have to increase their pace in order to keep their dressing with those on the inside. Therefore the cadets on the inside of the wheel step short whilst those on the outside have to step out. Those behind the leading rank or file will follow on covering the same ground.

Right Hand Cadet
of Leading File
Turns Through 1600 Mils (90 Degrees)

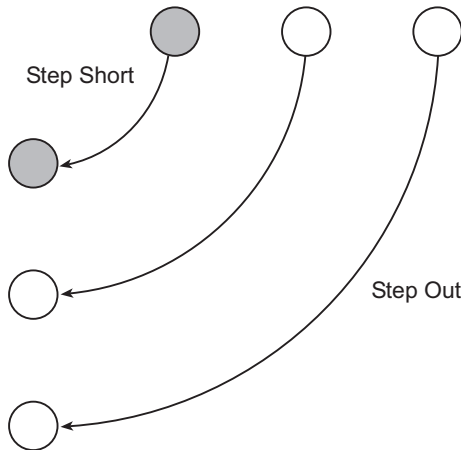


Fig 15. — Right Wheel

02125. *Practise the squad in the complete movement.*

Common Faults

02126. **a.** Those behind the leading rank or file not covering the same ground as they do.
- b.** Slovenly arm swinging among the inner cadets.
- c.** A tendency to increase the rate of marching among the outer cadets.

02127. *Reserved.*

PROTECT

SECTION 12. — CHANGING STEP IN QUICK TIME

A. INSTRUCTOR'S NOTES

Aim

02128. *To teach cadets Changing Step on the March.*

Timings

02129. *One 30 minute period.*

Miscellaneous

02130. *The squad will initially be taught the movement as individuals; once the cadet has mastered it he will be practised in it as a member of a squad. The squad will be formed up in line.*

B. CONDUCT OF THE LESSON

Preliminaries

02131. *Inspect the squad.*

Introduction

02132. *Explain:* This is a simple drill movement which enables a squad or individual to regain the correct step when it has been lost.

Change Step

02133. *Demonstrate and explain “**Change Step**”.* The word of command is given on the left and right foot respectively, the second movement being done in double time.

02134. *Demonstrate the movement again by numbers and explain:*

- a. **“CHANGE STEP — ONE”.** Given as the right heel strikes the ground. Take a pace of 750 mm (30 inches) with the left foot and freeze with the left foot flat on the ground, the right heel raised, the right arm at the top of its swing forward and the left arm fully to the rear.

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b. **“SQUAD — TWO”**. Bend the right knee and move the right leg forward so that the instep of the right foot is behind and touching the heel of the left foot. Return the arms to a position of attention.

c. **“SQUAD — THREE”**. Step off a pace of 750 mm (30 inches) with the left foot, swinging the right arm forward and the left backward.

02135. *Practise the squad individually by numbers.*

02136. *Practise the squad individually judging the time.*

02137. *Practise as a squad.*

Common Faults

02138. Not returning the arms to the side in the second movement.

02139. *Reserved.*

PROTECT

SECTION 13. — ABOUT TURN IN QUICK TIME

A. INSTRUCTOR'S NOTES

Aim

02140. *To teach cadets to Turn About in Quick Time.*

Timings

02141. *One 30 minute period.*

Miscellaneous

02142. *The squad will be formed up in line. When the squad have mastered the About Turn by numbers they will combine the movements initially calling out **IN, LEFT, RIGHT, LEFT, FORWARD**, and later judging the time at the rate at which the squad was marching before the About Turn.*

B. CONDUCT OF THE LESSON

Preliminaries

02143. *Inspect the squad.*

Introduction

02144. *Explain:* Rather than carry out a series of wheels to get a squad to march in the opposite direction to which it is travelling, it is more convenient to give the order "**About Turn**".

About Turn

02145. a. *Demonstrate the complete movement "**About Turn**".*

b. *Demonstrate the movement by numbers and explain.*

02146. a. "**TURNINGS BY NUMBERS, ABOUT TURN — ONE**". Given as the right heel strikes the ground:

(1) Take a further full marching pace of 750 mm (30 inches) with the left foot, at the same time alternating the arms. A short pace of 375 mm (15 inches) is then taken with the right foot, at the same time forcing the arms

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into the side of the body in a sharp, scissor-like movement. On the execution of this movement call out **“IN”**.

(2) **“SQUAD — TWO”**. Turn the head, shoulders, body and right foot through 1600 mils (90 degrees) to the right; at the same time 'bend the left knee' to assume the position of attention facing a new direction. Call out **“LEFT”**.

b. **“TURNINGS BY NUMBERS, ABOUT TURN — ONE”**. Combine the above two movements and call out **“IN — LEFT”**.

c. **“SQUAD — TWO”**. Turn the head, shoulders, body and left foot through 90 degrees to the right; at the same time 'bend the right knee' to assume the position of attention, facing the new direction. Call out **“RIGHT”**.

d. **“SQUAD — THREE”**. 'Bend the left knee'. Call out **“LEFT”**.

e. **“SQUAD — FORWARD”**. Step off with a pace of 750 mm (30 inches) with the right foot, swinging the left arm forward and the right arm backwards. Call out **“FORWARD”**.

02147. *Practise the squad by numbers.*

02148. *Practise the squad judging the time.*

Common Faults

02149. a. Scraping the right foot on the ground in the first movement.

b. Not turning on the same piece of ground.

c. Not stepping off with a pace of 750 mm (30 inches) in the last movement.

02150. *Reserved.*

PROTECT

SECTION 14. — LEFT AND RIGHT TURNS ON THE MARCH

A. INSTRUCTOR'S NOTES

Aim

02151. *To teach cadets Turnings on the March.*

Timings

02152. *One 30 minute period.*

Miscellaneous

02153.a. *In this section the method of teaching drill movements by numbers is used. This method breaks a movement down into smaller stages.*

b. *When revising turnings with a squad of trained cadets the instructor should combine the first three movements into one.*

c. *When the squad have mastered turnings to the left and right by numbers they will combine the movements.*

B. CONDUCT OF THE LESSON

Preliminaries

02154.a. *Inspect the squad.*

b. *Form the squad into a straight line.*

Introduction

02155. *Explain that cadets must be able to turn quickly at a word of command in any direction on the march.*

Turnings To the Left by Numbers

02156.a. **“TURNINGS BY NUMBERS, LEFT TURN — ONE”.** Given as the right heel strikes the ground. Take a further full marching pace of 750 mm (30 inches) with the left foot, and freeze with the left foot flat on the ground, the right heel raised, the right arm at the top of its swing forward and left arm fully to the rear.

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b. **“SQUAD — TWO”**. Raise the right knee and remain balanced on the left foot, with the right thigh horizontal, the foot hanging naturally with the toe directly under the knee. At the same time return the arms to the position of attention.

c. **“SQUAD — THREE”**. Turn the head, shoulders, body and left foot through 1600 mils (90 degrees) to the left, at the same time drive the right foot to the ground in the new direction and “shoot the left foot forward’ 375 mm (15 inches) so that it is clear of the ground.

d. **“SQUAD — FORWARD”**. Complete the pace with the left foot so that the heel strikes the ground, swing the arms and continue to quick march.

02157. *Practise the squad.*

Turnings To the Right

02158. The word of command for the right turn is given as the left heel strikes the ground. The turn is completed in the same way as the left turn but with opposite feet.

Common Faults

02159. a. Arms not returned to the position of attention in the second movement.

b. Not completing a 750 mm (30 inches) pace in the third movement.

02160. *Reserved.*

PROTECT

SECTION 15. — SALUTING ON THE MARCH EYES RIGHT AND LEFT

A. INSTRUCTOR'S NOTES

Aim

02161. *To teach the cadet to salute and give an Eyes Right and Eyes Left on the march.*

Timings

02162. *One 30 minute period.*

Miscellaneous

02163. *The instructor will first revise the Salute to the Front, At the Halt, and will then teach the squad how to Salute to the Right and Left from the position of Attention.*

B. CONDUCT OF THE LESSON

Preliminaries

02164. *Inspect the squad.*

Introduction

02165. *Explain:* Saluting to the Front has already been covered in a previous lesson. It is also necessary to know how to Salute on the March, both to the left and right as an individual, and how to give an Eyes Right or Eyes Left as a member of a squad. Before teaching these new movements it is necessary to revise the main points of Saluting to the Front.

Saluting To the Right

02166. a. *Demonstrate the complete movement “**Salute to the Right, Salute**”.*

b. *Demonstrate and explain by numbers (see Fig 16):*

(1) **“SALUTE TO THE RIGHT — SALUTE”.** Take a 750 mm (30 inches) pace with the left foot, at the same time bring the right hand and arm to the salute and turn the head through 1600 mils (90 degrees) to the right. Freeze with the left heel and right foot on the ground and the weight

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of the body evenly balanced between them. As the left heel strikes the ground, call out **“ONE!”**.

(2) **“AS YOU WERE”**. Return to the position of Attention.

c. The following points must be noted and checked individually.

(1) In the salute to both right and left the tip of the forefinger remains 25 mm (1 inch) above the right eye.

(2) In the salute to the right the eyes can see the whole of the palm of the right hand.

(3) In the salute the left hand must be clenched and in line with the seam of the trousers as at the position of Attention.

02167. *Practise the squad.*

Common Faults

02168.a. Not keeping the body and shoulders to the front and the head at an angle of 1600 mils (90 degrees) to them.

b. Not moving the left foot, right arm and the head at the same time.

Saluting On the March

02169. After the squad has mastered the salute to the right and left from the position of Attention they will be taught the Salute to the Right and the Salute to the Left on the March by numbers.

a. *Demonstrate complete movement.*

b. *Demonstrate and explain again by numbers.*

(1) **“SALUTING BY NUMBERS, SALUTE TO THE RIGHT — ONE”**. Given as the left heel strikes the ground. Continue a 750 mm (30 inches) pace with the right foot, take a 750 mm (30 inches) pace with the left foot and at the same time bring the right hand and arm from the rear to the salute, the left arm from the front to the position of Attention and turn the head through 1600 mils (90 degrees) to the right. Freeze with the left heel and right foot on the ground and the weight evenly balanced between them. As the left heel strikes the ground call out **“ONE”**.

(2) **“SQUAD — TWO”**. Take a 750 mm (30 inches) pace with the right foot, remaining at the salute with the left arm at the position of attention.

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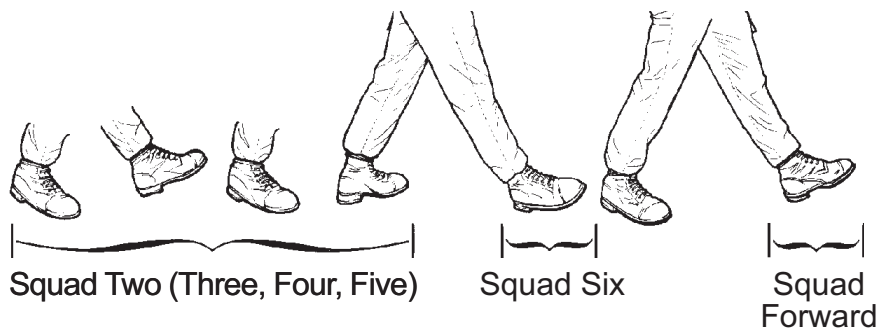
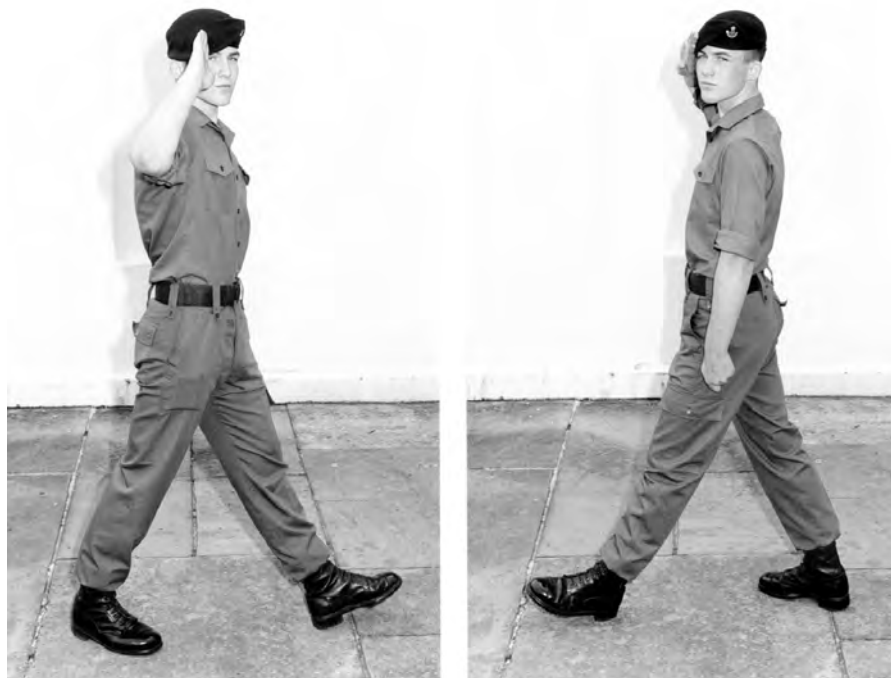


Fig 16. — Saluting on the March

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Freeze with the right heel and left foot on the ground and the weight evenly balanced. Call out **“TWO”**.

(3) **“SQUAD — THREE!”** **“SQUAD — FOUR!”** **“SQUAD — FIVE”** (see Fig 13). These words of command may be given in quick succession. The squad take a further pace on each word of command, call out **“THREE, FOUR, FIVE”**.

(4) **“SQUAD — SIX”** (see Fig 16). Take a 750 mm (30 inches) pace with the right foot. As the heel strikes the ground, turn the head to the front, return the right arm to the position of Attention and freeze with the right heel and left foot on the ground and the weight evenly balanced. Call out **“DOWN”**.

(5) **“SQUAD — FORWARD”**. Take a 750 mm (30 inches) pace with the left foot, swinging the right arm forward and the left arm backward. Call out **“SWING”** and continue marching.

02170. After practising the salute to the right and left by numbers the squad should combine the movements. **“SALUTING, SALUTE TO THE RIGHT — SALUTE”**. Given as the left heel strikes the ground.

Saluting an Officer

02171. *The instructor will now practise the squad in saluting when passing an officer; for this they should be split up into files.* **“UP”**. Given as the left heel strikes the ground by the cadet who is nearest the officer. The file react as if they have been given the executive word of command **“SALUTE”**. **“UP”** should be called out five paces before the officer is reached and must be loud enough for the file to hear it.

Saluting To the Front

02172. When a cadet delivers a message or speaks to an officer, he approaches carrying the message in his left hand, halts, salutes, delivers the message with his left hand or speaks, salutes, turns in the direction in which he is to move and marches away. The order **“SALUTE TO THE FRONT — SALUTE”** is given as the right foot passes the left.

- a. Halt.
- b. Salute to the Front.
- c. Salute to the Front.
- d. Turn about.

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- e. Step off in quick time.

Judge the regulation pause between each movement.

02173. *Practise the squad.*

Eyes Right and Left

02174. *Explain:* A formed party of cadets on the march pays compliments to the left or right as described in paragraph 02169. This method, which is ordered by the officer or NCO in charge of the party, is the equivalent of a salute and is substituted in these circumstances for the sake of ease and speed. The direction is dictated by the side of the party on which the recipient of the compliment passes.

02175. **“BY THE RIGHT, EYES — RIGHT”.** Given as the left heel strikes the ground. Take a 750 mm (30 inches) pace with the left foot and as it touches the ground, turn the head through 1600 mils (90 degrees) to the right and continue marching in this position.

02176. *Explain and demonstrate the remaining movements of this section:* **“EYES — FRONT”.** Given as the left heel strikes the ground when the body of men is past the recipient of the ‘Eyes Right’. Take a 750 mm (30 inches) pace with the left foot and as it touches the ground turn the head to the front and continue marching.

02177. The right hand cadet or right guide will look to his front throughout. Officers, AIs, SSIs and Cadet NCOs in command of cadets will salute.

Common Faults

02178. a. Shortening the length of pace and losing balance and thus direction.

b. Leaning back.

c. Not looking upwards and at the recipient of the eyes right.

Saluting Without Headdress

02179. A cadet without headdress, in uniform, salutes an officer in the following way.

a. When he passes an officer he will return his arms to the position of Attention and turn his head in the direction of the officer on the left foot. He will take five paces in this position and return his head to the front on the sixth pace.

b. When he meets an officer or is passed by one when stationary he will stand to Attention facing that officer.

02180. *Practise the squad.*

PROTECT

Saluting With the Left Hand

02181. A cadet who has injured his right hand or arm will salute with the left hand.

02182. *Reserved.*

PROTECT

SECTION 16. — MARKING TIME IN QUICK TIME

A. INSTRUCTOR'S NOTES

Aim

02183. *To teach marching cadets to remain in the same position without actually halting.*

Timings

02184. *One 30 minute period.*

Miscellaneous

02185. *This is not taught by numbers initially as with other drill movements.*

B. CONDUCT OF THE LESSON

Preliminaries

02186. *Inspect the squad.*

Introduction

02187. *Explain:* This movement although not often used, is useful and quicker than halting and stepping off again when there is a temporary hold-up.

Quick Mark Time From the Halt

02188. *a. Demonstrate the complete movement.*

b. Demonstrate and explain: "QUICK MARK — TIME". Raise the left knee and remain balanced on the right foot, with the left thigh horizontal, the foot hanging naturally, with the toe directly under the knee. Immediately lower the left foot to the ground, with it still hanging naturally and without driving it to the ground. As the left toe comes to the ground, start to raise the right knee in a similar manner.

02189. *Practise the squad.*

PROTECT

Common Faults

- 02190. **a.** Not marking time on the same ground.
- b.** Increasing the rate of marching.
- c.** Stamping.

Halt From Quick Mark Time

- 02191. **a.** *Demonstrate the complete movement.*
 - b.** *Demonstrate and explain: “**SQUAD — HALT**”.* Given when the left knee is at its highest point. Replace the left foot and ‘bend the right knee’.
- 02192. *Practise the squad.*

Quick March From Quick Mark Time

- 02193. **a.** *Demonstrate the complete movement.*
 - b.** *Demonstrate and explain: “**FORWARD**”.* Given when the left knee is at its highest point. Replace the left foot, ‘bend the right knee’, ‘Shoot the left foot forward’, and march a pace of 750 mm (30 inches) swinging the right arm forward and left arm backwards.
- 02194. *Practise the squad.*

Quick Mark Time From Quick March

- 02195. **a.** *Demonstrate the complete movement.*
 - b.** *Demonstrate and explain: “**MARK TIME**”.* Given the executive word of command drawn out over the left pace. Complete the pace with the left foot, take a short pace with the right foot which finishes flat on the ground and 150 mm (6 inches) in front of the left foot, return the arms to the position of attention and mark time with the left foot.
- 02196. *Practise the squad.*

Common Fault

- 02197. Increasing the rate of marching.
- 02198. *Reserved.*

PROTECT

SECTION 17. — PARADING AND INSPECTING A SQUAD, MOVING IT OFF AND FALLING IT OUT

A. INSTRUCTOR'S NOTES

Aim

02199. *To teach a cadet to parade a squad, ensure that cadets are properly dressed and equipped for the occasion, march them away, halt them and fall them out.*

Timings

02200. *Two 30 minute periods.*

Miscellaneous

02201. *These are practice periods for the cadet placed in charge of a squad, who has already learnt the appropriate drill movements, and is now required to drill it in a few elementary movements.*

02202. *The instructor must concentrate on the following aspects of the cadet in charge of the squad.*

- a. *His personal smartness in drill and dress.*
- b. *The clarity and timing of his words of command.*
- c. *His knowledge.*
- d. *His observance when inspecting the squad.*

B. CONDUCT OF THE LESSON

Preliminaries

02203. *Ensure that a squad of not less than six cadets is available.*

Introduction

02204. *Explain:* Having now completed the drill syllabus the purpose of these periods is to learn how to drill other cadets in a few elementary movements.

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Getting on Parade

02205. To practise this movement the cadets in the squad will be standing easy in three ranks in Close Order with the front facing the direction in which they will get on parade. The right guide or right hand cadet of the front rank acts as a right marker.

02206. *The instructor will demonstrate, using the squad:*

a. “RIGHT — MARKER”.

(1) On the command “**RIGHT**” the whole squad comes “**AT EASE**”.

(2) On the command “**MARKER**” the right marker springs to attention, marches forward, halts on the fifteenth pace, or less if space does not permit, and stands at ease.

b. “GET ON — PARADE”.

(1) Both the right marker and the cadets in the squad spring to attention. The squad march forward, halt on the fifteenth pace, look to their right and pick up their dressing. All these movements have the regulation pause between them.

(2) When the cadets in the squad are dressed correctly they will look to their front and stand at ease in succession from the right.

Further Movements

02207. Having got the squad on parade the cadet in charge must then make sure that cadets are:

- a. Correctly dressed and covered (Chapter 2 Section 8).
- b. Properly dressed and equipped (Chapter 1 Section 2) after which he:
- c. Marches the squad away and halts it (Chapter 2 Section 7).
- d. Falls the squad out (Chapter 2 Section 10).

02208. *Cadets practise.*

02209. *Reserved.*

PROTECT

RIFLE DRILL

SECTION 18. — THE POSITION OF ATTENTION, STAND AT EASE, AND STAND EASY

A. INSTRUCTOR'S NOTES

Aim

02210. *To teach the cadet the Position of Attention, the Stand at Ease and the Stand Easy.*

Timings

02211. *One 30 minute period to also include Section 19.*

B. CONDUCT OF THE LESSON

Preliminaries

02212. *The squad will be formed in a half circle around the instructor.*

02213. *Inspect the squad.*

The Position of Attention (see Fig 17)

02214. *Explain and demonstrate:* The rifle is held in the right hand underneath the butt plate and locked into the right side of the body. The fingers are curled under the butt plate to allow the rifle to rest in the hand. The thumb is curled around the top of the butt and is in line with the seam of the trousers. The magazine is square to the front.

02215. *Practise the squad, checking their positions.*

Stand At Ease (see Fig 18)

02216. *Explain and demonstrate:* The left knee is bent in front of the body until the thigh is parallel to the ground, the left foot is then forced to the ground at a distance of 300 mm (12 inches) to the left side. The rifle does NOT move throughout the execution of this movement and remains as per the Position of Attention.

02217. *Practise the squad, checking their positions.*

PROTECT

Stand Easy (see Fig 18a)

02218. *Explain and demonstrate:* Both arms are brought forward in a graceful quarter circle movement and **not forced**, as this could cause the rifle to fall forward. The hands meet in the centre of the body so that the palm of the left hand has covered the back of the right hand. The rifle is positioned across the body with the magazine facing to the left, whilst the remainder of the body is relaxed and remains still in this position.

02219. *Practise the squad.*

02220. *Reserved.*



Fig 17. — The Position of Attention

PROTECT



Fig 18. — The Stand at Ease

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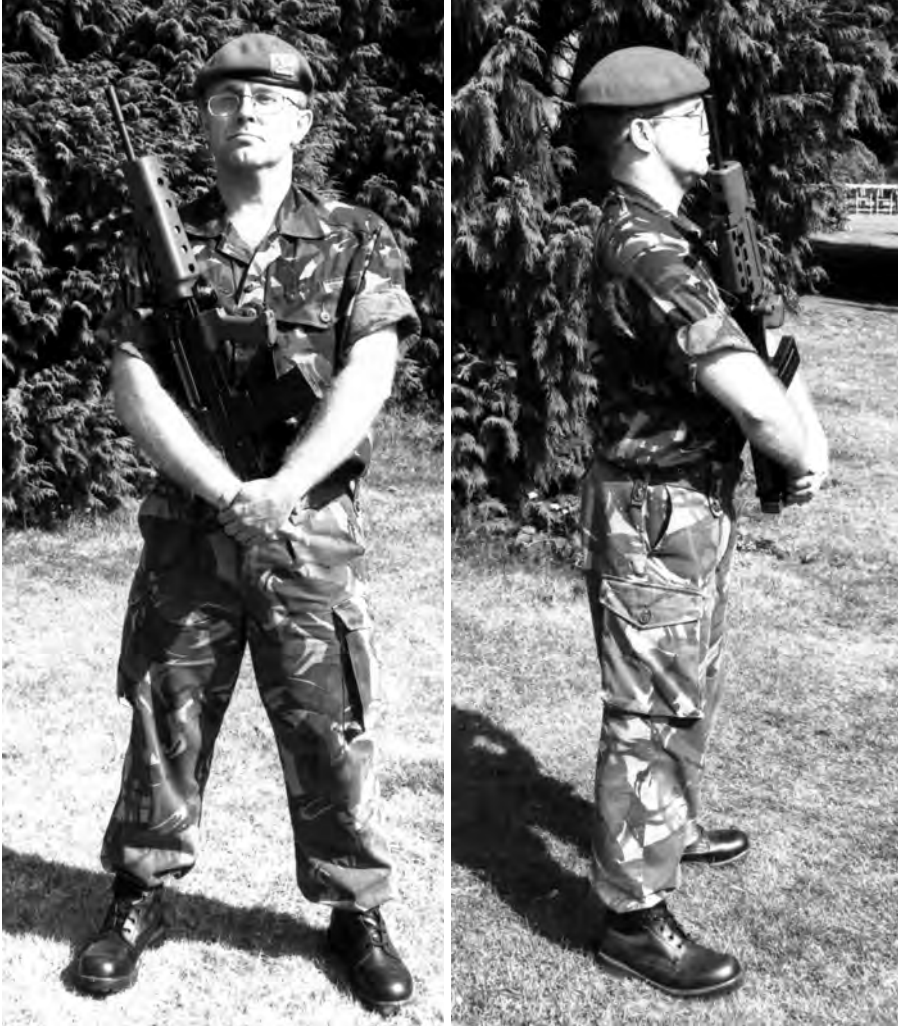


Fig 18a. — Stand Easy

PROTECT

SECTION 19. — CHANGE ARMS AT THE SHOULDER

A. INSTRUCTOR'S NOTES

Aim

02221. *To teach the cadet to change arms when at the Shoulder. (This movement is executed in order to rest the right arm when standing with the rifle at the shoulder for long periods.)*

Timings

02222. *One 30 minute period to also include Section 18.*

B. CONDUCT OF THE LESSON

Preliminaries

02223. *Inspect the squad.*

02224. *Revise Section 18.*

Change Arms at the Shoulder

02225. *Explain and demonstrate, first showing all four movements in sequence, and then taking the squad through each movement separately.*

- a. **“CHANGE ARMS — ONE”** (see Fig 19). Force the rifle into the vertical position 100 mm (4 inches) in front centre of the body under control of the right hand. The magazine is square to the front with the right arm at its fullest extent. At the same time the left hand comes across the body by the shortest possible route to strike, seize and grasp the stock just above the trigger guard.
- b. **“SQUAD — TWO”** (see Fig 20). Release the grip with the right hand and force it up the side of the rifle to strike, seize and grasp the stock just above the left hand.
- c. **“SQUAD — THREE”** (see Fig 21). Release the grip with the left hand, at the same time force the rifle to a vertical position at the left side of the body under control of the right hand, ensuring the rifle is touching the shoulder. At the same time strike, seize and grasp the base of the butt plate with the left hand in a cup-like grip with the thumb curled around the toe of the butt.
- d. **“SQUAD — FOUR”** (see Fig 22). Release the grip with the right hand and force it across the body by the shortest possible route to resume the

PROTECT

position of attention. At the same time force the rifle back so that the thumb is in line with the seam of the trousers.

02226. *Practise the squad.*

Note: To Change Arms back to the right side of the body, the above process is reversed.

02227. *Reserved.*

PROTECT



Fig 19. — Change Arms – One

PROTECT

PROTECT



Fig 20. — Change Arms – Two

PROTECT



Fig 21. — Change Arms – Three

PROTECT

PROTECT



Fig 22. — Change Arms – Four

PROTECT

SECTION 20. — SLOPE ARMS FROM THE SHOULDER/ SHOULDER ARMS FROM THE SLOPE

A. INSTRUCTOR'S NOTES

Aim

02228. *To teach the cadet to Slope Arms from the Shoulder Arms and Shoulder Arms from the Slope.*

Timings

02229. *One 30 minute period.*

B. CONDUCT OF THE LESSON

Preliminaries

02230. *Inspect the squad.*

02231. *Revise Sections 18 and 19.*

Slope Arms from the Shoulder

02232. *Explain and demonstrate, first showing the three movements in sequence and then taking the squad through each movement separately.*

- a. **“SLOPE ARMS — ONE”** (see Fig 23). Force the butt forward and upward so that the rifle is vertical. Immediately force the left hand across the body by the shortest possible route to strike, seize and grasp the stock just above the trigger guard. At the same time release the right hand from the butt plate to strike, seize and grip the small of the butt in a Y-like grip.
- b. **“SQUAD — TWO”** (see Fig 24). Force the rifle up and across the body by the shortest possible route, placing the rifle on the left shoulder under control of the right hand, at the same time changing the grip of the right hand to a full grip. At the same time release the grip with the left hand and force it down the rifle by the shortest possible route to strike, seize and grasp the butt plate with a cup-like grip, with the exception of the thumb which is curled around the toe of the butt. Ensure that the left forearm is kept parallel to the ground.
- c. **“SQUAD — THREE”** (see Fig 25). Force the right arm down by the shortest possible route to assume the correct position of the Slope Arms.

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02233. *Practise the squad.*

Shoulder Arms from the Slope

02234. *Explain and demonstrate, first showing all four movements in sequence, and then demonstrate each movement separately, the squad executing the movements at the same time.*

- a. **“SHOULDER ARMS — ONE”** (see Fig 26). Force the right hand across the body by the shortest possible route to strike, seize and grasp the area of the small of the butt with a full grip.
- b. **“SQUAD — TWO”** (see Fig 27). Force the rifle down by the shortest possible route to a vertical position on the right side of the body under control of the right hand. At the same time change the grip of the right hand to a Y-like grip on the small of the butt, whilst the left hand, released from its grip on the butt plate, is forced up the rifle by the shortest possible route to strike, seize and grasp the stock with a full grip just above the trigger guard.
- c. **“SQUAD — THREE”** (see Fig 28). Release the Y-like grip of the right hand and force it down to strike, seize and grasp the butt plate with a cup-like grip.
- d. **“SQUAD — FOUR”** (see Fig 29). Force the rifle back into the correct position of the Shoulder Arms with the thumb in line with the seam of the trousers. At the same time release the grip of the left hand and force it across the body by the shortest possible route to resume the correct position of the Shoulder Arms.

02235. *Practise the squad.*

02236. *Reserved.*

PROTECT



Fig 23. — Slope Arms – One

PROTECT

PROTECT



Fig 24. — Slope Arms – Two

PROTECT



Fig 25. — Slope Arms – Three

PROTECT

PROTECT



Fig 26. — Shoulder Arms – One

PROTECT



Fig 27. — Shoulder Arms – Two

PROTECT



Fig 28. — Shoulder Arms – Three

PROTECT



Fig 29. — Shoulder Arms – Four

PROTECT

PROTECT

PROTECT

SECTION 21. — GROUND ARMS FROM THE SLOPE/ TAKE UP ARMS FROM THE GROUND ARMS

A. INSTRUCTOR'S NOTES

Aim

02237. *To teach the cadet to Ground Arms from the Slope. This movement is executed when ranks are in Open Order.*

Timings

02238. *One 30 minute period.*

B. CONDUCT OF THE LESSON

Preliminaries

02239. *Inspect the squad.*

Ground Arms from the Slope

02240. *Explain and demonstrate, first showing all four movements in sequence, then demonstrating each movement separately, the squad executing each movement after it is demonstrated.*

- a. **“GROUND ARMS — ONE”** (see Fig 30). Force the right hand up across the body by the shortest possible route to strike, seize and grasp the rifle in a cup-like grip, between the pistol grip and the magazine housing.
- b. **“SQUAD — TWO”** (see Fig 31). Force the rifle down to the right side of the body under control of the right hand with the arm at its fullest extent and the rifle pointing directly to the front. At the same time the left hand releases its grip on the butt plate and is forced down to the left side of the body to resume the correct position of attention.
- c. **“SQUAD — THREE”** (see Fig 32). Take a short pace of 375 mm (15 inches) with the left foot, placing the foot flat and firm on the ground. Bend both knees and lower the rifle to the ground twisting the wrist of the right hand, so that the magazine is pointing to the right. The heel of the butt plate is in line with and touching the seam of the right toecap and the rifle is pointing square to the front. The head, shoulders and chest are kept upright throughout this movement.

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- d. **“SQUAD — FOUR”** (see Fig 33). Release the grip on the rifle with the right hand and force the body upright, at the same time forcing the left foot back to assume the correct position of attention.

02241. *Practise the squad.*

Take Up Arms from the Ground Arms

02242. *Explain and demonstrate, first showing all four movements in sequence, then taking each movement separately, the squad executing each movement after it is demonstrated.*

- a. **“TAKE UP ARMS — ONE”** (see Fig 32). Take a short pace of 375 mm (15 inches) with the left foot, placing the foot flat and firm on the ground. Bend both knees and take control of the rifle with a cup-like grip with the right hand between the pistol grip and the magazine housing. The head, shoulders and chest should be kept upright during the execution of this movement.
- b. **“SQUAD — TWO”** (see Fig 31). Straighten the legs ensuring the rifle is turned clockwise and kept in line with the right shoulder and is parallel to the ground. Bring the left foot back to the correct position of attention.
- c. **“SQUAD — THREE”** (see Fig 30). Force the rifle across and up the body by the shortest possible route on to the left shoulder, under control of the right hand. At the same time bend the left arm parallel to the ground to strike, seize and grasp the butt plate in a cup-like grip. The magazine is now square to the left with the right arm close to the body.
- d. **“SQUAD — FOUR”** (see Fig 25). Force the right hand down and across the body by the shortest possible route to resume the correct position of the Slope Arms.

02243. *Practise the squad.*

02244. *Reserved.*

PROTECT



Fig 30. — Ground Arms – One

PROTECT

PROTECT



Fig 31. — Ground Arms – Two

PROTECT



Fig 32. — Ground Arms – Three

PROTECT



Fig 33. — Ground Arms – Four

PROTECT

SECTION 22. — PRESENT ARMS FROM THE SLOPE/ SLOPE ARMS FROM THE PRESENT

A. INSTRUCTOR'S NOTES

Aim

02245. *To teach the cadet to Present Arms from the Slope and to Slope Arms from the Present.*

Timings

02246. *One 30 minute period.*

B. CONDUCT OF THE LESSON

Preliminaries

02247. *Inspect the squad.*

02248. *Revise Section 20.*

Present Arms from the Slope

02249. *Explain and demonstrate, first showing the three movements in sequence, then taking each movement separately, the squad executing each movement after it is demonstrated.*

- a. **“PRESENT ARMS — ONE”** (see Fig 34). Force the right hand across the body by the shortest possible route to strike, seize and grasp the area of the small of the butt with a full grip. The right arm is kept parallel to the ground.
- b. **“SQUAD — TWO”** (see Fig 35). Force the rifle across and up to the front centre of the body under control of the right hand, ensuring that the base of the stock is in line with the mouth, and approximately 100 to 150 mm (four to six inches) away from the chest. At the same time release the grip with the left hand, straighten the fingers and thumb and force the forearm, wrist, palm and fingers to strike the rifle from a position 150 mm (six inches) to its left, ensuring that the wrist is in line with the pistol grip. The left wrist, forearm and elbow are forced well in to the rifle, which is in front centre of the body.
- c. **“SQUAD — THREE”** (see Fig 36). Force the rifle down the front centre of the body under control of the right hand so that the right arm is at its fullest extent. At the same time change the grip of the right hand to a Y-like grip on the

PROTECT

small of the butt. At the same time remove the left hand approximately 150 mm (6 inches) to the left side of the rifle to strike, seize and grasp the stock with a full grip just above the trigger guard. The thumb of the left hand runs vertically up the stock and the fingers are closed. At the same time bend the right knee in front of the body so that the thigh becomes parallel to the ground with the foot hanging naturally below the knee, then force the right foot down to the ground so that the instep is behind and touching the heel of the left foot, at an angle of 30 degrees.

02250. *Practise the squad.*

Slope from the Present

02251. *Explain and demonstrate the complete movement, then demonstrate the two separate movements, with the squad executing them in turn.*

a. **“SLOPE ARMS — ONE”** (see Fig 37). Force the rifle across the body on to the left shoulder under control of the right hand, at the same time changing the grip of the right hand to a full grip. The left hand releases its grip on the stock of the rifle to restrike, seize and grasp the butt plate with a cup-like grip. The magazine is square to the left and the forearm is parallel to the ground.

b. **“SQUAD — TWO”** (see Fig 38). Force the right hand down and across the body by the shortest possible route, to resume the correct position of the Slope Arms. At the same time bend the right knee in front of the body so that the thigh becomes parallel to the ground with the foot hanging naturally below the knee. Force the right foot down beside the left.

02252. *Practise the squad.*

02253. *Reserved.*

PROTECT



Fig 34. — Present Arms – One

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Fig 35. — Present Arms – Two

PROTECT



Fig 36. — Present Arms – Three

PROTECT

PROTECT



Fig 37. — Slope Arms – One

PROTECT



Fig 38. — Slope Arms – Two

PROTECT

PROTECT

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SECTION 23. — SALUTING AT THE HALT (SLOPE POSITION)/ SALUTING ON THE MARCH (SLOPE POSITION)

A. INSTRUCTOR'S NOTES

Aim

02254. *To teach the cadet to Salute at the Halt when carrying the rifle at the Slope and to Salute whilst on the March with the rifle at the Slope.*

Timings

02255. *One 30 minute period.*

B. CONDUCT OF THE LESSON

Preliminaries

02256. *Inspect the squad.*

02257. *Revise Section 20.*

Saluting at the Halt

02258. *Explain and demonstrate the whole movement, then the two movements separately.*

a. **“SALUTE TO THE FRONT — ONE”** (see Fig 39). Force the right arm from the position of Attention across the body by the shortest possible route to strike the rifle in the area of the small of the butt, with the thumb in the groove of the ejection opening cover. Ensure that the fingers, hand, wrist, forearm and elbow are straight and parallel to the ground.

b. **“SQUAD — TWO”** (see Fig 40). Force the right hand across the body by the shortest possible route, at the same time clenching the fingers to form a fist to resume the correct position of attention at the right side of the body.

02259. *Practise the squad.*

Saluting on the March

02260. *Demonstrate the whole movement and then each movement separately as follows:*

PROTECT

- a. **“SALUTE TO THE RIGHT — ONE”** (see Fig 41). On receiving the word of command as the left heel strikes the ground, take a full marching pace of 750 mm (30 inches) with the right foot, at the same time forcing the arm to the rear. Take a further marching pace of 750 mm (30 inches) with the left foot. As the left heel strikes the ground, force the right arm from the rear through the position of Attention and across the body by the shortest possible route, to the position of the salute. At the same time force the head and eyes square over the right shoulder.
- b. **“SQUAD — TWO — (THREE — FOUR — FIVE)”** (see Fig 16). Take a further four full marching paces of 750 mm (30 inches) whilst retaining the position of the salute. Ensure that the forearm remains parallel to the ground, the rifle remains square to the front, and the head and eyes remain square over the right shoulder and looking above shoulder height.
- c. **“SQUAD — SIX”** (see Fig 16). Take a further full marching pace of 750 mm (30 inches) with the right foot. As the heel strikes the ground force the right hand across the body by the shortest possible route to the right side. At the same time force the head and eyes square to the front.
- d. **“SQUAD — FORWARD”**. Take a further full marching pace of 750 mm (30 inches) with the left foot, at the same time forcing the right arm forward, and continue to march in quick time at the regulation rate.

02261. *Practise the squad.*

Note: For the Salute to the Left, the head and eyes are forced over the left shoulder as in paragraph 02260. a. above. All other movements are identical (see Fig 42).

02262. *Reserved.*

PROTECT



Fig 39. — Salute to the Front – One

PROTECT

PROTECT



Fig 40. — Salute to the Front – Two

PROTECT



Fig 41. — Salute to the Right – One

PROTECT

PROTECT



Fig 42. — Salute to the Left – One

PROTECT

SECTION 24. — DEFINITIONS, WORDS OF COMMAND AND DIRECTING FLANKS

Aim

02263. *To teach senior cadets definitions, parts of a word of command and directing flanks.*

Definitions

02264. a. Covering — the act of placing oneself directly behind another body.

b. Dressing — aligning oneself with and covering others within a body of cadets.

c. Rank — a line of cadets side by side.

d. Single File — cadets one behind another on a frontage of one at normal marching distance.

e. Blank File — a file in which there is no centre or rear cadet, or no centre cadet, due to the inequality of numbers within a body of cadets. This file is second from the left in three ranks and third from the left in two ranks.

f. Flank — either side of a body as opposed to its front or rear.

g. Directing Flank — the flank by which a body of cadets takes its dressing.

Words of Command

02265. There are three parts to a word of command — Introductory, Cautionary and Executive.

02266. ***Introductory Word of Command.*** Before a squad is turned in any direction whether at the halt or on the march, the direction is indicated by an introductory word of command. This word of command will vary depending on the direction that the squad is facing when the command is given. The constant factors in determining the direction that the squad is facing and the direction that it is to face will be the front rank and the right hand cadet of the squad. Fig 43 shows the introductory words of command required for any given situation.

02267. ***Cautionary Word of Command.*** The cautionary word of command should be consistently drawn out over about the equivalent of four paces in quick time. There should be a pause between it and the executive word of command of:

a. At the Halt — the regulation pause.

PROTECT

- b. In Quick Time — about four paces.
- c. In Slow Time — about three paces.

02268. **Executive Word of Command.** The executive word of command should be given as a high pitched, short, sharp command to inspire instant reaction from the squad. Correct timing for this word of command is essential. The timing of various executive words of command on the march is given below:

Word of Command	In Quick Time	In Slow Time	Squad Call Out
HALT	On Left foot	Left foot passing right	ONE TWO
RIGHT TURN	On Left foot	Right foot about to touch ground	
ABOUT TURN	On Right foot	Right foot about to touch ground	(1) QT: IN LEFT, RIGHT, LEFT, FORWARD. (2) ST: ON STOP, TWO STOP, THREE STOP, FORWARD
MARK TIME	On Right foot	Over complete right pace	IN (QT ONLY)
HALT/FORWARD (While marking time)	Left Knee at Highest Point	Right Knee at Highest Point	
CHANGE STEP	Consecutive Left and Right feet	As in Quick Time	LEFT, RIGHT-LEFT
BREAK INTO QUICK TIME. (Pause of four paces)			
QUICK MARCH		QUICK on Left foot. MARCH on Right foot	
BREAK INTO SLOW TIME, SLOW MARCH	On Right foot		

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Word of Command	In Quick Time	In Slow Time	Squad Call Out
SALUTE (to the left, right or to the front)	On Left foot		MISS, UP, TWO THREE, FOUR, FIVE
EYES RIGHT, LEFT or FRONT	On Left foot	On Right foot	MISS, UP or MISS, FORWARD

Time and Pace

02269. Every instructor should know the rates of marching, lengths of pace and timings of foot and arms drill that are laid out below:

a. Rates of Marching.

- (1) Quick Time (normal) 116 paces to the minute.
- (2) Quick Time (Recruits) up to 140 paces to the minute.
- (3) Quick Time (Light Infantry and Green Jacket Regiments) 140 paces to the minute.
- (4) Slow Time (normal) 65 paces to the minute.
- (5) Slow Time (Light Infantry and Green Jacket Regiments) 70 paces to the minute.
- (6) Double Time 180 paces to the minute.

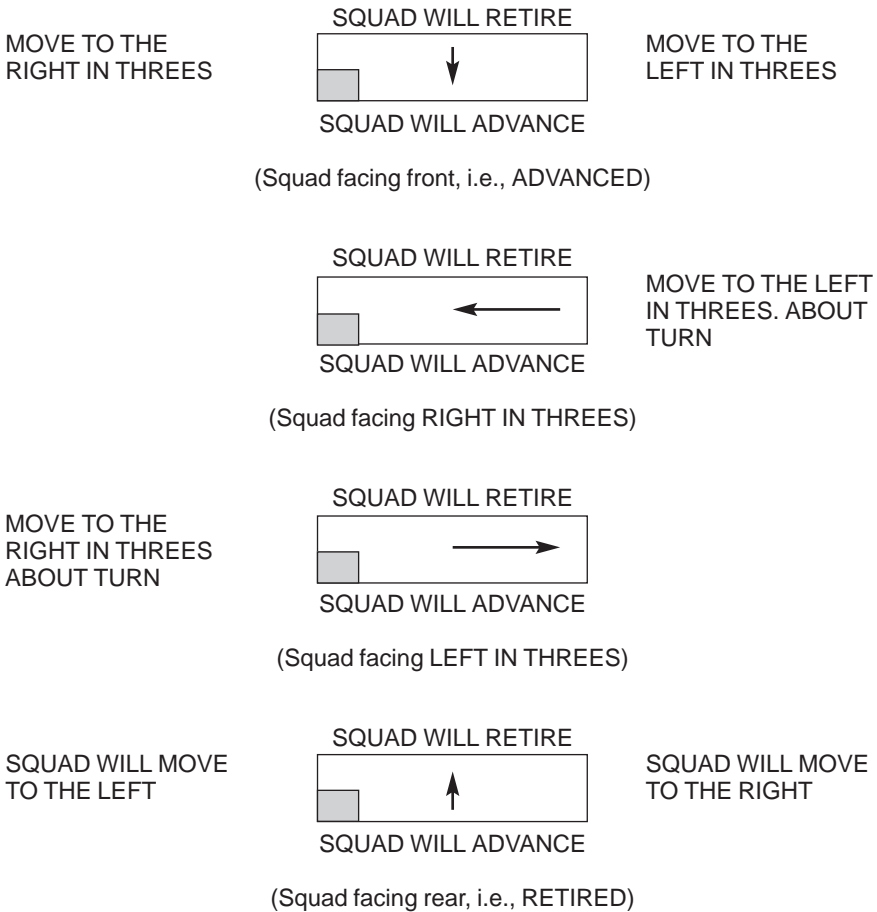
b. Lengths of Pace.


- (1) Quick and Slow Time 750 mm (30 inches).
- (2) Stepping Out 830 mm (33 inches).
- (3) Stepping Short 530 mm (21 inches).
- (4) Double Time 1000 mm (40 inches).
- (5) Side Pace 300 mm (12 inches).

02270. **Timing of Foot and Arms Drill.** A pause is judged between movements of foot and arms drill which would allow 40 movements to be completed in a minute; this is called the regulation pause.

02271. *Reserved.*

PROTECT



Key:  = Right Hand Cadet

 = Direction faced by squad before receipt of word of command

Fig 43. — Directing Flanks

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CANE AND BANNER DRILL

SECTION 25. — POSITION OF ATTENTION AND STAND AT EASE

A. INSTRUCTOR'S NOTES

02272. **Aim.** *To teach the position of Attention and Stand at Ease when carrying a cane.*

02273. **Timings.** *One 10 minute period.*

B. CONDUCT OF THE LESSON

Preliminaries

02274. *Inspect the squad .*

Introduction

02275. *Explain:* The first lesson in cane drill is to learn the positions of Attention and the Stand at Ease so that when using the cane it can be carried in a smart, uniform manner(see Fig 44). *Order the squad to “Stand Easy” and watch your demonstration.*

The Positions of Attention and Stand at Ease

02276. *The instructor is to demonstrate the movements, giving the correct words of command.*

The Position of Attention

02277. *The instructor is to demonstrate the movement, giving the words of command “SQUAD — SHUN”. Turn about to explain the position of the cane in this position. Explain:* On the command, come to attention as already taught and freeze in this position.

02278. **Points to Note.** These are:

- a. The cane is held vertically in the right hand close to the body.

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- b. The joint of the first forefinger of the right hand is positioned under the knob of the cane and pointing towards the thigh. The thumb is down and to the front — the remaining three fingers grasping the cane.
- c. The ferrule of the cane is in front of the right shoulder.
- d. The remainder of the body is erect and square to the front.
- e. Do not call out the time.

02279. *Order the squad into the position of Attention and confirm by practice.*

The Stand at Ease (see Fig 45)

02280. *The instructor is to demonstrate the movement, giving the words of command “**STAND AT — EASE**”. Turn about to explain the position of the cane in this position. Explain: On the command, stand at ease as already taught and freeze in this position.*

02281. **Points to Note.** These are:

- a. The back of the right hand is in the palm of the left hand.
- b. The cane is held in the right hand as for the position of Attention, the cane itself being between the crook of the right arm and the body.
- c. The remainder of the body is erect and square to the front.

02282. *Practise the squad.*

02283. *Reserved.*

PROTECT



Fig 44. — Position of Attention

PROTECT

PROTECT



Front View



Rear View

Fig 45. — Stand at Ease

PROTECT

SECTION 26. — MARCHING AND DISMISSING

A. INSTRUCTOR'S NOTES

02284. **Aim.** *To teach Marching and Dismissing when carrying a cane or whip.*

02285. **Timings.** *One 20 minute period.*

B. CONDUCT OF THE LESSON

Preliminaries

02286. *Inspect the squad.*

02287. *Revise the Attention and Stand at Ease positions.*

Introduction

02288. **Explain:** The next stage in cane and whip drill is to learn to March with the Cane and Dismiss so that an individual or body of men can march and dismiss together correctly in a smart, uniform manner. Marching will be taught first. *Order the squad to “Stand Easy” and watch your demonstration.*

Marching with the Cane

02289. *The instructor is to demonstrate the movement calling out the time for the first six paces. Explain:* For instructional purposes, the movement is broken down into numbered parts.

Quick March — One

02290. *The instructor is to demonstrate the movement, giving the words of command “MARCHING, BY NUMBERS, QUICK MARCH — ONE”, at the same time calling out “ONE”. Explain:* On the command, take a full marching pace of 750 mm (30 inches) with the left foot. At the same time, grasp the middle of the cane with the left and right hands respectively and freeze in this position (see Fig 46).

02291. **Points to Note.** These are:

- a. The cane remains vertical in the right side of the body, the right hand above and touching the left hand.
- b. Fingers are closed and both hands form a fist.

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- c. The remainder of the body is erect and square to the front.
- d. Call out “ONE”.

02292. *Confirm by questions then order the squad to Attention and practise.*

Quick March — Two

02293. *The instructor is to demonstrate the movement, giving the words of command “**SQUAD — TWO**”, at the same time calling out “TWO”. Explain: On the command, take a further full pace with the right foot, and then one with the left. As the heel of the left foot strikes the ground, straighten the right arm so that the cane becomes horizontal on the right side of the body. At the same time, return the left arm to the left side of the body and freeze in this position (see Fig 46).*

02294. **Points to Note.** These are:

- a. The cane is now in the position of the ‘Trail’ held horizontal and close to the right side of the body.
- b. The left arm resumes the correct position of Attention.
- c. The remainder of the body is erect and square to the front.
- d. Call out “TWO”.

02295. *Confirm by questions then adopt the last position and practise.*

Quick March — Three

02296. *The instructor is to demonstrate the movement, giving the words of command “**SQUAD — THREE**”, at the same time calling out “SWING”. Explain: On the command, take further full paces with the right and left feet. As the heel of the left foot strikes the ground, the left arm is swung fully to the rear and the right arm forward, then freeze in this position (see Fig 47).*

02297. **Points to Note.** These are:

- a. The cane remains horizontal and is held between the thumb and the first two fingers of the right hand.
- b. The cane must remain straight and horizontal when swinging the arm front to rear and continuing to march at the regulation pace of 116 paces to the minute.
- c. The remainder of the body is held erect and square to the front.

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- d. Call out "SWING".

02298. *Confirm by questions then adopt the last position and practise.*

Final Demonstration of the Complete Movement

02299. *The instructor is to give a final demonstration of the movement then practise the squad, who do not now call out the timing. Explain: Should the squad be dressed at less than an arm's interval and moved to a flank, the cane will be kept at the position of Attention and both arms will be swung. Practise the squad.*

The Dismiss

02300. *The instructor is to give a complete demonstration of the complete movement giving the order "DISMISS". Explain:*

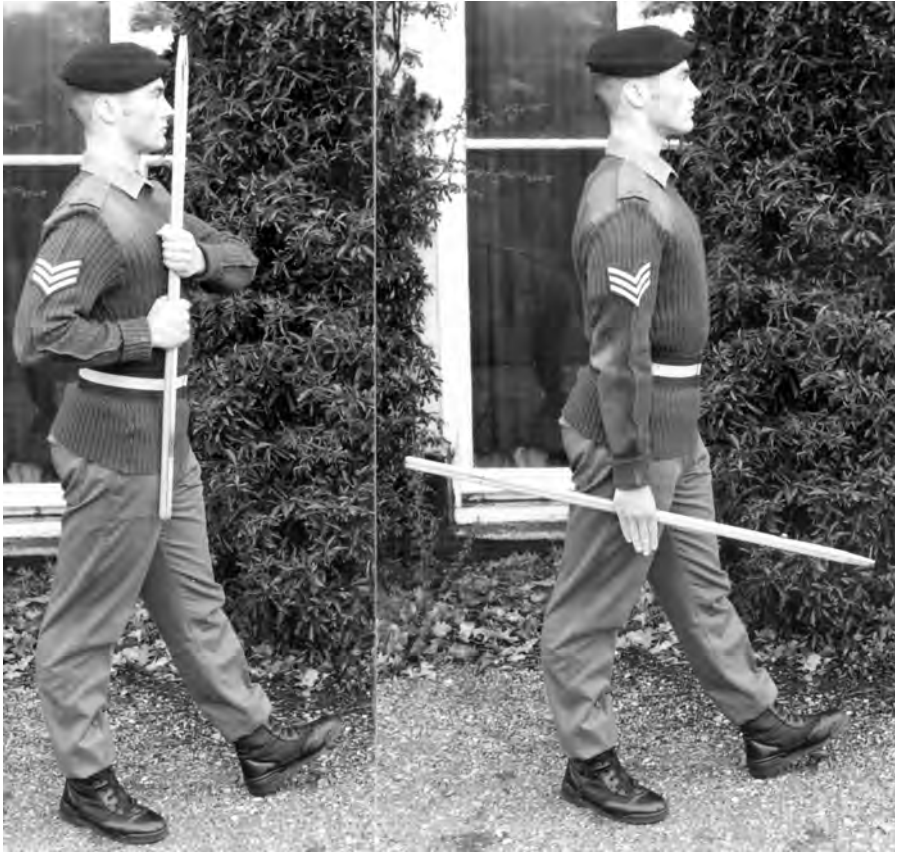
- a. When an officer is present, the squad will carry out the following movements, judging the pause between them: Turn to the right, place the cane under the arm, hand away, salute, hand away and march off bringing the cane to the Trail working from the first left foot.

- b. When no officer is present, the squad will turn to the right, judge the pause and march off, bringing the cane to the Trail.

02301. *Confirm by questions then order the squad to Attention and practise.*

02302. *Reserved.*

PROTECT



First Position

Second Position

Fig 46. — Quick March

PROTECT



Fig 47. — Quick March — Third Position

PROTECT

PROTECT

PROTECT

SECTION 27. — HALTING

A. INSTRUCTOR'S NOTES

02303. **Aim.** *To teach Halting when carrying a cane or whip.*

02304. **Timings.** *One 20 minute period.*

B. CONDUCT OF THE LESSON

Preliminaries

02305. *Inspect the squad.*

02306. *Revise Marching with the Cane.*

Introduction

02307. *Explain:* The next stage in cane drill is to learn how to Halt with the cane so that an individual or body of men can halt correctly when carrying the cane, in a smart, uniform manner. *Order the squad to “Stand Easy” and watch your demonstration.*

Halting with the Cane

02308. *The instructor is to demonstrate the movement, giving the words of command “SQUAD — HALT”. Explain:* For instructional purposes, the movement is broken down into numbered parts.

Squad Halt — One

02309. *The instructor is to demonstrate the movement, giving the words of command “HALTING, BY NUMBERS, SQUAD HALT — ONE”. Explain:* On the command, as the left heel strikes the ground, halt as previously taught, the cane being kept at the position of the Trail. Then bend the right arm, keeping the elbow to the side, so that the cane is vertical in front of the right shoulder. At the same time, the left hand is brought across the centre of the body by the shortest route to strike and grasp the cane and the right hand is forced down to grasp the cane as for the position of Attention. Then freeze in this position (see Fig 48).

02310. **Points to Note.** These are:

- a. The left forearm is horizontal, the left hand having a full grip of the centre of the cane, the back of the hand to the front.

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- b. The cane is forced back into the right shoulder by the left hand.
- c. The right hand grasps the cane as for the position of Attention.
- d. The remainder of the body is erect and square to the front.
- e. Call out the timing — “ONE TWO — TWO THREE — ONE — TWO THREE — ONE”.

02311. *Confirm by questions then order the squad to Attention, quick march and practise the squad.*

Squad Halt — Two

02312. *The instructor is to demonstrate the movement, giving the words of command “SQUAD — TWO”, at the same time calling out “TWO”. Explain: On the command, return the left arm to the side of the body by the shortest possible route and pull the cane back with the right hand to resume the correct position of Attention, then freeze in this position (see Fig 48).*

02313. **Points to Note.** These are:

- a. The joint on the first finger of the right hand is underneath the knob of the cane and pointing towards the thigh.
- b. The thumb is down and to the front, the remaining three fingers grasping the cane.
- c. The ferrule of the cane is in front of the right shoulder.
- d. The remainder of the body is erect and square to the front.
- e. Call out the time — “TWO”.

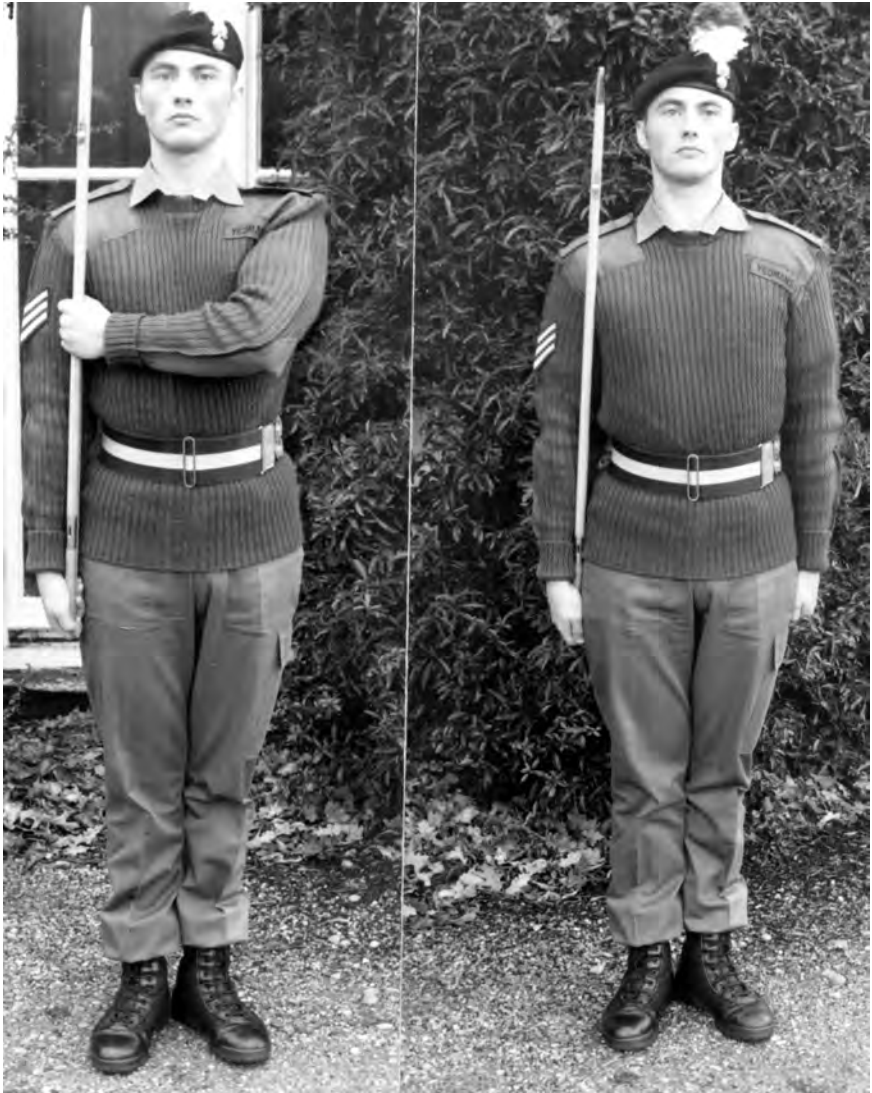
02314. *Confirm by questions then adopt the last position and practise.*

Final Demonstration of the Complete Movement

02315. *The instructor is to give a final demonstration of the movement then practise the squad, who should continue to call out the timing “ONE TWO — TWO THREE — ONE — TWO THREE — ONE”.*

02316. *Reserved.*

PROTECT



First Position

Final Position

Fig 48. — The Halt

PROTECT

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PROTECT

SECTION 28. — SALUTING AT THE HALT

A. INSTRUCTOR'S NOTES

02317. **Aim.** *To teach Saluting at the Halt when carrying a cane or whip.*

02318. **Timings.** *One 20 minute period.*

B. CONDUCT OF THE LESSON

Preliminaries

02319. *Inspect the squad.*

02320. *Revise Halting with the Cane.*

Introduction

02321. **Explain:** The next stage in cane drill is to learn Saluting at the Halt, so that an individual or body of men can pay the correct compliment at the halt with the cane to a commissioned officer or uncased Colours in a smart, uniform manner. *Order the squad to “Stand Easy” and watch your demonstration.*

Salute to the Front

02322. *The instructor is to demonstrate the movement, giving the words of command “SALUTING, SALUTE TO THE FRONT — SALUTE”, observing the regulation pause between movements. Explain:* For instructional purposes, the movement is broken down into numbered parts.

Salute to the Front — One

02323. *The instructor is to demonstrate the movement, giving the words of command “SALUTING, BY NUMBERS, SALUTE TO THE FRONT — ONE”, at the same time calling out “ONE”. Explain:* On the command, the right hand forces the cane under the left armpit, the ferrule to the rear, then freeze in this position.

02324. **Points to Note.** These are:

- a. The cane is horizontal and held in position, by forcing the left arm into the side whilst maintaining a grip with the armpit.
- b. The remainder of the body is erect and square to the front.

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- c. Call out the time — “ONE”.

02325. *Confirm by questions then order the squad to Attention and practise.*

Salute to the Front — Two

02326. *The instructor is to demonstrate the movement, giving the words of command “SQUAD — TWO”, at the same time calling out “TWO”. Explain: On the command, return the right hand to the side of the body, and freeze in this position.*

02327. **Points to Note.** These are:

- a. The cane remains horizontal under the left armpit, the ferrule to the rear.
- b. The right arm is in the correct position of Attention.
- c. The remainder of the body is held erect and square to the front.
- d. Call out the time — “TWO”.

02328. *Confirm by questions then adopt the last position and practise.*

Salute to the Front — Three

02329. *The instructor is to demonstrate the movement, giving the words of command “SQUAD — THREE”, at the same time calling out “THREE”. Explain: On the command, bring the right hand by the shortest route to assume the position of the Salute, then freeze in this position (see Fig 49).*

02330. **Points to Note.** These are:

- a. The hand and wrist are straight, the forefinger is 25 mm (one inch) above the right eye and the palm facing the front.
- b. The cane remains horizontal and the remainder of the body is erect and square to the front.
- c. Call out the time — “THREE”.

02331. *Confirm by questions then adopt the last position and practise.*

Salute to the Front — Four

02332. *The instructor is to demonstrate the movement, giving the words of command “SQUAD — FOUR!”, at the same time calling out “FOUR”. Explain: On the command, the right hand returns to the side, then freeze in this position.*

PROTECT

02333. **Points to Note.** These are:

- a. The cane remains horizontal under the left armpit.
- b. The right arm assumes the correct position of Attention.
- c. The remainder of the body is erect and square to the front.
- d. Call out the time — “FOUR”.

02334. *Confirm by questions then adopt the last position and practise.*

Salute to the Front — Five

02335. *The instructor is to demonstrate the movement, giving the words of command “SQUAD — FIVE”, at the same time calling out “FIVE”. Explain:* On the command, seize the cane with the right hand close to the left arm with the back of the hand uppermost, then freeze in this position.

02336. **Points to Note.** These are:

- a. The right hand is brought across the body by the shortest route to seize the cane as close to the left arm as possible.
- b. The cane remains in the horizontal position.
- c. The remainder of the body is held erect and square to the front.
- d. Call out the time — “FIVE”.

02337. *Confirm by questions then adopt the last position and practise.*

Salute to the Front — Six

02338. *The instructor is to demonstrate the movement, giving the words of command “SQUAD — SIX”, at the same time calling out “SIX”. Explain:* On the command, the cane is brought to a vertical position in front of the right shoulder, the right elbow close to the body. At the same time, the left hand is brought across the body to seize the cane in the centre. The right hand is then moved to the knob of the cane as for the position of Attention. The body is then frozen in this position.

02339. **Points to Note.** These are:

- a. The cane remains vertical on the right side of the body, the right elbow close to it.

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- b. The left forearm is horizontal as it moves across the body, the back of the hand to the front.
- c. The cane is vertical and forced back to the shoulder by the left hand.
- d. Call out the time — “SIX”.

02340. *Confirm by questions then adopt the last position and practise.*

Salute to the Front — Seven

02341. *The instructor is to demonstrate the movement, giving the words of command “SQUAD — SEVEN”, at the same time calling out “SEVEN”. Explain: On the command, the left arm is returned to the side and the right arm is pulled to the rear to the correct position of Attention, then freeze in this position.*

02342. **Points to Note.** These are:

- a. The left arm is returned by the shortest route across the body.
- b. The right hand resumes its grip on the cane and the remainder of the body is erect and square to the front.
- c. Call out the time — “SEVEN”.

Final Demonstration of the Complete Movement

02343. *The instructor is to give a final demonstration of the movement giving the timing, and then practise the squad with them calling out the timing, and when proficient working silently.*

02344. *Reserved.*

PROTECT



Fig 49. — Salute at the Halt

PROTECT

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PROTECT

SECTION 29. — SALUTING ON THE MARCH

INSTRUCTOR'S NOTES

General

02345. The following movements with the cane should be practised for saluting to the right or left flank on the march and to the front.

Saluting to a Flank — Right or Left — On the March

02346. The following are the detailed actions for these movements:

- a. **“SALUTING, BY NUMBERS, SALUTE TO THE RIGHT — ONE”**. This order is given as the left heel strikes the ground. On the next left foot place the cane under the left arm and freeze.
- b. **“SQUAD — TWO”**. On this order, take a further pace with the right foot and on the next left foot return the right hand to the side and freeze.
- c. **“SQUAD — THREE”**. On this order, take a further pace with the right foot and on the next left foot salute to the right and freeze.
- d. **“SQUAD — FOUR, FIVE, SIX, SEVEN”**. On this order, take a further pace on each word of command, remaining at the salute.
- e. **“SQUAD — EIGHT”**. On this order, return the right arm to the side and the head to the front as the right heel strikes the ground and freeze.
- f. **“SQUAD — NINE”**. On this order given as the left heel strikes the ground, with the right hand seize the cane close to the left arm and freeze.
- g. **“SQUAD — TEN”**. On this order, take a further pace with the right foot and on the next left foot, bring the cane to the Trail, adjusting the hand to the point of balance and freeze.
- h. **“SQUAD — ELEVEN”**. On the order, take a further pace with the right foot and on the next left foot swing both arms and continue marching.

Saluting to the Front

02347. For this movement, the order **“SALUTE TO THE FRONT — SALUTE”** is given as for the **“HALT!”**. The squad should halt, with the cane at the Trail, place the cane under the left arm; return the right arm to the side; salute, salute again; turn about and step off, bringing the cane to the Trail — working from the first left foot.

02348. *Reserved.*

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SECTION 30. — BANNER DRILL

General

02349. Banner drill will be performed in the same time as rifle drill movements.

The Order (see Fig 50)

02350. The Banner pike and the Banner will be held with the right hand at that part of the pike where the lowest corner of the Banner reaches. The pike will be perpendicular, the bottom of the pike resting on the ground in line with and against the right toe, the elbow close to the body. The Banner should not be stretched tight down the pike, but allowed to hang naturally.

The Stand at Ease (see Fig 51)

02351. The movements will be normal, except that the left hand will remain at the side and the Banner will be kept perpendicularly at the right side.

The Carry — from the Order (see Fig 52)

02352. To Carry from the Order:

- a. Raise the Banner to a perpendicular position in front of the body, guiding the base of the pike into the socket of the Banner belt with the left hand and keeping the right forearm on the pike for control.
- b. Force the left hand smartly to the side and at the same time raise the right forearm to a horizontal position. The right hand will be opposite the centre of the mouth, back of the hand to the front, wrist and forearm horizontal, i.e., at right angles to the pike, which will be held perpendicularly.

The Slope — from the Carry

02353. To Slope from the Carry:

- a. Raise the Banner just clear of the socket of the Banner belt, controlling the base of the pike with the left hand.
- b. Lower the Banner sharply onto the right shoulder, at the same time force the left arm up to assist in controlling the Banner onto the right shoulder.
- c. Once the Banner is on the right shoulder, return the left arm to the left side.

PROTECT

02354. The angle of the Banner at the slope will be 45 degrees, the right elbow close to the side, the right forearm parallel with the ground. The Banner should hang over and cover the right shoulder and arm. The pike should not show between the hand and shoulder, but should be covered by the end of the Banner.

To Change the Banner from the Right to the Left Shoulder

02355. To change the Banner from right to left:

- a. Grasp the Banner and pike with the left hand close above the right.
- b. Carry the Banner across the body and place it on the left shoulder in the same position as detailed in the second motion of the 'Slope' from the 'Carry'.
- c. Force the right hand smartly to the side.

To Change the Banner from the Left to the Right Shoulder

02356. The converse of paragraph 02355 above.

Carry — from the Slope

02357. To Carry from the Slope:

- a. Raise the Banner off the right shoulder with the right hand to the position of the 'Carry', guiding the base of the pike into the socket of the Banner belt with the left hand keeping the right forearm running along the pike for control.
- b. Force the left hand smartly to the side and at the same time raise the right forearm to a horizontal position.

Order — from the Carry

02358. To Order from the Carry:

- a. Raise the Banner and pike just clear of the socket of the Banner belt, controlling the base of the pike with the left hand and dropping the right forearm onto the pike, as for the first position of the 'Carry' - from the 'Order' (see Fig 52).
- b. Lower the Banner to the position of the 'Order', catching the pike with the left hand, the forearm to be parallel to the ground.
- c. Force the left hand to the side. (See Fig 53)

02359. *Reserved.*

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Fig 50. — The Order



Fig 51. — The Stand at Ease

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First Position



Final Position

Fig 52. — Carry - from the Order

PROTECT



Second Position



Final Position

Fig 53. — Order - from the Carry

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Figs 54 and 55. — Reserved

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Chapter 3

MILITARY KNOWLEDGE CCF AND ACF

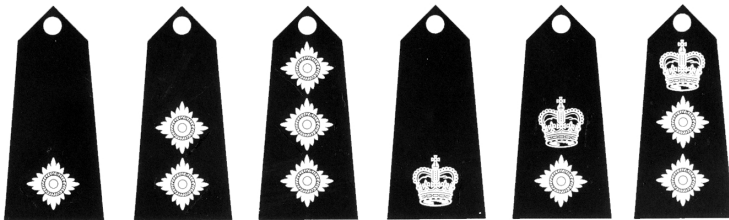
SECTION 1. — RANKS AND BADGES OF RANK

0301. The aim of this Section is to teach cadets the names and ranks of the officers, SSIs and AIs in their own contingents/detachments, and where appropriate, those in their superior headquarters. The opportunity is taken to explain military ranks and badges of rank at the same time.

0302. The ranks and badges of rank shown below should be known by all cadets:

Officers

Second Lieutenant Lieutenant Captain Major Lieutenant Colonel Colonel



Non Commissioned Officers and Warrant Officers

Lance Corporal Corporal Sergeant Staff Sergeant Warrant Officer Class 2 (WO2) Warrant Officer Class 1 (WO1)

Fig 56. — Ranks and Badges of Rank

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SECTION 2. — ARMY STRUCTURE — ARMS AND SERVICES

0303. As cadets gain a knowledge of basic military training by working their way through the APC syllabus, it is desirable that they gain a more general knowledge of how the Army is organized into Regiments and Corps. Any cadet who requires further information about the Army can obtain it from his own contingent or detachment officer, from the schools liaison officer or from the nearest Job Centre.

0304. The people of Britain live in freedom, but only because we have always fought to keep that freedom whenever it was attacked. Our Armed Forces stand in constant readiness to defend the United Kingdom in time of war or world tension. The Cold War has ended but the world today is still unstable. The rise of nationalism, ethnic strife, religious fundamentalism, terrorism and threat to the world environment are all increasing. Consequently, the efforts of the United Nations and NATO become all the more important to impose order into and through the 21st Century. To play its part on the world stage, Britain still needs an effective Army.

0305. The Army was restructured in 1995 to meet the changing needs of the new, post Cold War situation. Each element is organised into a number of small units, allowing every soldier to count as an individual; thus, to each of them, the Army has a very human face. The British Army is organised into ARMS and SERVICES. The ARMS are the Regiments and Corps who are trained and equipped to do the actual fighting; while the SERVICES, although always prepared for combat, provide essential administrative support.

0306. Details of the various ARMS and SERVICES can be seen at Annex A to Chapter 3.

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SECTION 3. — CCF — CHAIN OF COMMAND

Command at National Level

0307. The command of each of the fighting Services is vested in Her Majesty The Queen, who has charged the Secretary of State for Defence with general responsibility for the defence of the country. A Defence Council controls the command and administration of the Armed Forces.

The Army Board

0308. Subordinate to the Defence Council, which is responsible for the Defence Services as a whole, is the Army Board which is responsible for the Army. The Army Board executes its policies through the Land Command Chain of Command and through other Commands outside the United Kingdom.

Headquarters Land Command (HQ LAND)

0309. This HQ in the command structure consists of the Commander-in-Chief (C in C) and his staff at HQ Land Command who execute policy through General Officers Commanding Divisions and Districts and their respective staffs.

Other Commands Outside UK

0310. Other commanders such as those in Hong Kong (until Jun 97), Cyprus, Falkland Islands and Northern Ireland are directly responsible to the Ministry of Defence (MOD).

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SECTION 4. — CCF — SELECTION AND INITIAL TRAINING IN THE REGULAR ARMY

0311. **Officers.** Young people who wish to join the Army as officers must first attend the Regular Commissions Board (RCB). If selected they then go to the Royal Military Academy Sandhurst (RMAS) where they attend the course appropriate to their requirements and ability. After completing the RMAS course successfully the young officer is posted to his Regiment or Corps where his training continues.

0312. **Soldiers.** Young people who wish to join the Army as soldiers apply to their nearest Army Careers Information Office (ACIO), where selection takes place to fill vacancies in the various Arms or Corps, having due regard to the applicants' wishes and abilities. After basic military training they attend a course of specialist training appropriate to their Arm or Corps, on completion of which they are posted to a unit as trained soldiers.

0313. *Reserved.*

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SECTION 5. — ACF — HISTORY OF THE ARMY CADET FORCE

0314. The ACF can trace its beginnings to 1859 when there was a threat of invasion by the French. The British Army was still heavily involved abroad after the Indian mutiny and there were very few units in this country. The Volunteers were formed to repel the possible invasion. History was to repeat itself in 1940 during the Second World War when the Home Guard was formed to help counter a threatened invasion by the German Army.

0315. Immediately following the formation of the Volunteers came the start of the cadets. In 1860 at least eight schools had formed Volunteer Companies for their senior boys and masters and a number of Volunteer units had started their own Cadet Companies. Typical of these were the Queen's Westministers who placed their 35 cadets at their head when they marched past Queen Victoria at her Hyde Park review of the Volunteers in 1860.

0316. As in 1940, the 1859 invasion did not materialize. The cadet movement continued, however, because many social workers and teachers saw in it great value as an organization for the benefit of boys, particularly bearing in mind the appalling conditions in which so many of them then lived. Among these pioneer workers was Miss Octavia Hill who had done a great deal to establish the National Trust. She realised that cadet training was important for character training and although she was certainly not a militarist, she formed the Southwark Cadet Company in order to introduce the boys of the slums of that area to the virtues of order, cleanliness, teamwork and self-reliance. The present conception of the Army Cadet Force as a voluntary youth organization, helped and inspired by the Army, really stems from that time and has continued throughout the ACF's history.

0317. At the start of the Boer War, about 50 schools had cadet corps (the forerunners of the present Combined Cadet Force) and open units (forbears of the present ACF) were flourishing in all the large cities.

0318. After the conversion of the Volunteers to the Territorial Army (TA) by Lord Haldane in 1908, Public Schools and Universities were asked to produce units of the Officers Training Corps and other Cadet Corps were formed into school units and "open" units for boys who had left school. The title "Cadet Force" was introduced and the administration of the Force was taken over by the newly formed Territorial Associations.

0319. In the First World War a big expansion of the Cadet Force took place and the War Office reassumed responsibility for its administration up until 1923 when the Territorial Associations again took over. In 1930 the Government ceased to recognize the Cadet Force and withdrew financial support from it. Everything had to be provided by privately raised money and even the wearing of Regimental badges and buttons was forbidden. A body known as the British National Cadet Association (BNCA) was formed with the aim of getting official recognition restored. They achieved this aim at least to a limited degree in 1932 and by 1936 certain services and small grants were provided. The BNCA had the responsibility of running the Cadet Force.

PROTECT

0320. During the Second World War a big expansion of the Cadet Force took place in January 1942. The War Office took over the organization, equipment and accommodation and increased grants and free uniforms were authorized. The BNCA continued to deal with such matters as sport, competition shooting, the general welfare of cadets and many other aspects of cadet work. The BNCA became the Army Cadet Force Association (ACFA) in 1945 and continues to be responsible for those aspects of cadet training and activities which are not the direct concern of the MOD. In addition, the ACFA are advisers to the MOD and other Government bodies on all matters connected with the ACF.

0321. As a result of the recommendations of a Government committee in 1957, the Cadet Training Centre at Frimley Park, Surrey was opened in 1959. This centre provides courses for officers and adult instructors of the ACF and the CCF and also leadership courses in the summer for a limited number of senior cadets.

0322. The centenary of the ACF was celebrated in 1960. The chief event was the presentation of a Banner to the Force by HRH The Duke of Edinburgh at a ceremony at the Tower of London. During the year, this Banner was passed from unit to unit and county to county throughout the whole of the United Kingdom. It was trooped in many places before various distinguished people and was laid on the altar of numerous parish churches and cathedrals at special Centenary Year Services. The Banner is now housed at the Cadet Training Centre, Frimley Park. Another highlight of the Centenary Year was the review of a large representative parade of the ACF and CCF by HM The Queen and HRH The Duke of Edinburgh in the grounds of Buckingham Palace. This was followed by an impressive thanksgiving service in Westminster Abbey.

0323. Recent changes in the ACF have resulted in the provision of a more modern and workmanlike uniform and the introduction of the Army Proficiency Certificate (APC) which replaced Certificate A. Certificate A had been in use in the Cadet Forces in various forms since 1910.

0324. There are about 40,000 cadets in some 1,600 detachments which are to be found in every part of the United Kingdom. The ACF continues to play its part as the Army's own voluntary youth organization and is a valuable recruiting source for the Regular Army.

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SECTION 6. — *RESERVED*

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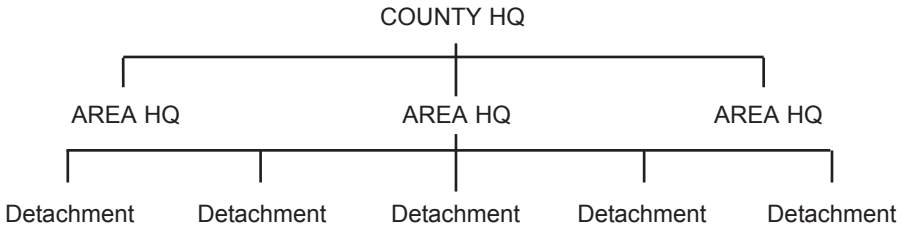
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SECTION 7. — ACF — ORGANIZATION AT COUNTY/ BATTALION LEVEL

0330. This section is included to show how and where the Detachment fits into the County/Battalion organization. An aid to instruction in this aspect of the ACF is the ACF Location Statement which gives the complete organization of the ACF down to Detachment level. It also explains the differences of nomenclature that exist; in some cases the equivalent of County is the Battalion and the equivalent of the Area is the Company. In London the equivalent terms are the Sector and the Group.

0331. A simple diagram, on the lines of that shown below, should be prepared to show cadets the organization of the County/Battalion/Sector to which they belong.



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SECTION 8. — ACF — THE CADET'S PROGRESS

0332. The purpose of the one training period on this subject in the syllabus at 1 Star level is to give the cadet, early in his career in the ACF, a general idea of the scope of the whole Army Proficiency Certificate (APC) syllabus right through to the attainment of the 4 Star award, and indeed beyond it to include certain aspects after 4 Star training and employment.

0333. The three and a half year APC course aimed towards the 4 Star qualification should be presented to the young cadet as a major challenge, which indeed it is. The cadet who has achieved the 4 Star award has had to show qualities of character, such as determination, perseverance, and self-discipline, which will be valued by any prospective employer. Because the training awards system in the ACF is not so well known by the general public as, for example, that of the Duke of Edinburgh's Award Scheme, brief details of what the Star ACF cadet has achieved have been inserted into the Cadets Record of Service book (AB 84). The details relate the standards achieved during APC training, to achievement awards made by non-military organizations such as the First Aid societies, the British Orienteering Federation, or the National Smallbore Rifle Association. The cadet can show his completed AB 84 to a prospective employer when being interviewed for a job.

0334. A point to be stressed to cadets is the high proportion of the ACF APC syllabus that covers activities also included in the Duke of Edinburgh's Award Scheme. A cadet who decides to enrol in the latter will find that much of the training he undergoes in the ACF will count towards a Duke of Edinburgh's Award at the appropriate level, whether it be Bronze, Silver or Gold. The general relationship between the ACF APC and the Duke of Edinburgh's Award Scheme is shown by a glance at the outline syllabus given in the syllabus pamphlet (Army Code No. 71101 — Revised 1988), where activities included in both training schemes are printed in green. Reference should also be made to the notes on the page before the outline syllabus and to the separate publications:

- a. The Duke of Edinburgh's Award Scheme in the Army Cadet Force (revised Edition 1985).
- b. The Duke of Edinburgh's Award Handbook (revised 5th Edition June 1988).

0335. The ACF APC is a large subject to cover in a 30 minute lesson. Instruction should be concentrated on describing the outline syllabus in the pamphlet supported by the Introductory Notes on pages 5-11 of that pamphlet.

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SECTION 9. — ACF — FAMILIARIZATION OF THE CADET WITH THE HISTORY OF THE REGIMENT OR CORPS TO WHICH HE IS BADGED

0336. Each Detachment in the ACF is affiliated to a Regiment or Corps of the Regular Army and the cadets normally wear the badge of the Regiment or Corps to which they are affiliated. The purpose of this section is to ensure that the cadet knows about this affiliation and has some knowledge of the Regular Army Regiment or Corps concerned. An essential aid to teaching this subject is a short Regimental or Corps history which can always be obtained either from the local ACIO, or a Regimental or Corps magazine or periodical newsletter which can usually be obtained from the same sources. When teaching this subject it will be necessary to refer to Regimental or Corps history. This should not, however, be over-emphasized to the exclusion of contemporary activities which are just as important and may well interest cadets more than events of the past.

0337. It must be constantly borne in mind that teaching this subject with all recommended training aids is not a satisfactory substitute for a visit by a representative of the Regiment or Corps concerned who can give a talk and answer questions from first hand experience. Every effort, therefore, should be made to arrange such visits.

THE ARMS AND SERVICES OF THE BRITISH ARMY

The Arms

1. **The Household Cavalry** consists of the two senior Regiments of the British Army — the Life Guards and the Blues and Royals. Between them they provide an Armoured Reconnaissance Regiment, and the Mounted Regiment in London which is well known for its ceremonial duties.
2. **The Royal Armoured Corps** consists of the old Cavalry Regiments of the Line and the Royal Tank Regiment. These Regiments are either roled as Armoured or Armoured Reconnaissance Regiments. The Armoured Regiments are equipped with main battle tanks and take the main part in any armoured battle, using their long range heavy direct fire weapons. The Armoured Reconnaissance Regiments are equipped with fast armoured recce vehicles. They are the “eyes” and “ears” right out in front.
3. **The Royal Regiment of Artillery**, or the Gunners, provide both ground fire support and defence for the Army. In the ground fire support role, the Gunners have an impressive array of indirect fire weapons, ranging from the towed or helicopter-lifted 105 mm Light Gun to the self-propelled 155 mm AS90 Gun; and the firepower of the surface to surface missiles fired by the Multi Launch Rocket System (MLRS). For air defence the Artillery operates shoulder-controlled missile systems such as JAVELIN, as well as the longer range systems, which include Rapier.
4. **The Royal Engineers**, or the Sappers, are tasked with helping the Army to live, move and fight while preventing the enemy from doing so. They build bridges, roads and airfields, construct camps and port facilities, erect water and bulk fuel installations and generate electric power. They also lay minefields, blow up bridges and create obstacles, as well as clearing lanes through enemy minefields and removing enemy-built obstacles and booby traps.
5. **The Royal Corps of Signals** provide communications to the Army. Its technicians operate and maintain the most modern field communications system of any army in the world, using both voice and data transmissions. They provide satellite communications worldwide, operate in electronic warfare and eavesdrop on enemy transmissions. They need technically minded people to man and operate their sophisticated hardware, who are also good at languages.
6. **The Infantry** accounts for a quarter of the Army and consists of the Regiments of Foot Guards, the former Regiments of Foot, the Parachute Regiment and the Gurkha Regiments. It is the Infantry who bear the brunt of any fighting as their role is to close with the enemy and defeat him. The Infanteer is skilled at operating on his feet, though

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he may go into battle by aircraft, parachute, helicopter, assault boats, on skis, or in specially designed armoured vehicles. The firepower at his disposal is formidable, based on the most modern machine guns and rifles, anti-tank missiles and mortars.

7. **The Army Air Corps** flies and operates all the Army's helicopters. Their main role is to launch missile attacks on enemy armour, using air-to-surface missiles mounted on Lynx helicopters. Another version of the Lynx is used to transport men, stores and equipment around the battlefield at short notice. The Gazelle helicopter is used for reconnaissance, directing artillery fire or fighter ground attack aircraft, or as an airborne command post for a particular operation.

8. **The Intelligence Corps** has the primary task to collect, collate and analyse information to answer the questions: "What is the enemy going to do; when, where, how and in what strength?" In addition to providing combat intelligence, the Corps is responsible for security intelligence and protective security to counter espionage, subversion and sabotage; signal intelligence; specialist intelligence; and photographic interpretation. Languages are an important part of the Corps' activities.

The Services

9. **Royal Army Chaplains' Department** is responsible for the spiritual and moral needs of the Army. It has chaplains of all denominations who serve both soldiers and their families in a worldwide ministry.

10. **The Royal Logistic Corps** sustains the soldier in peace and war. The Corps is responsible for providing, storing and distributing all stores and equipments used by the Army; for the transportation of men and freight by rail, road, sea and air; for all catering and food supplies; and for providing postal and courier facilities for all three Services. These operations are worldwide and the RLC has over 750,000 different items on its store ledgers. The RLC require people to specialise in a large number of differing trades, particularly drivers, supply specialists, chefs, movement specialists, and even seamen, navigators and railwaymen.

11. **The Royal Army Medical Corps**, together with the Royal Army Dental Corps and Queen Alexandra's Royal Army Nursing Corps, offers a complete medical health-care service to Army personnel. RAMC officers are in the main qualified medical practitioners. Some are trained as field surgeons. RAMC soldiers provide medical support, not only as combat medical technicians providing assistance in surgeries or first aid on the battlefield, but also as fully qualified radiographers, operating theatre technicians, environmental health technicians and other medical specialisations.

12. **The Royal Electrical and Mechanical Engineers (REME)** has the role to keep operational and, if necessary, to repair the Army's immense range of technical equipment. This range includes tanks, vehicles of every kind, guns, guided weapons, radar, radio and aircraft. REME personnel are deployed well forward with the leading combat elements as well as in large base workshops to the rear.

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13. **The Adjutant General's Corps (AG Corps)** consists of four branches. The Staff and Personnel Support (SPS) Branch provides personnel administration in the Army. SPS officers specialise in personnel management, management accountancy, information technology, and a wide range of other administrative skills. SPS soldiers concentrate on clerical aspects, including accountancy and information technology. The use of computers is widespread. The second branch is the Provost Branch who are the Army's Police Force and operate on similar lines to the civilian police, with its own equivalent of the CID. The Educational and Training Service (ETS) Branch is the third branch and they are responsible for education in all its forms including language training; the development of training and training systems; and the provision of resettlement advice and training for those leaving the Army. The last branch is the Army Legal Services (ALS) Branch who provide legal advice and prepare and prosecute cases before Courts Martial. The ETS and ALS Branches are open only to professionally qualified officers.

14. **The Royal Army Veterinary Corps (RAVC)** is responsible for the provision, care and training of the Army's animals — mainly horses and dogs. The officers are qualified Veterinary Surgeons, whilst the soldiers provide the specialist supporting services such as Veterinary technicians, dog and horse trainers and farriers.

15. **The Royal Army Dental Corps (RADC)** looks after the dental health of serving personnel, and overseas, their families. The officers are qualified dental surgeons whilst RADC soldiers provide the specialist dental support.

16. **The Army Physical Training Corps (APTC)** is responsible for all physical training. It draws its instructors from those already serving in the Army who have qualified as Regimental Physical Training Instructors in their units.

17. **The Queen Alexandra's Royal Army Nursing Corps (QARANC)** offers a complete professional nursing service to the Army and works very closely with the RAMC. In addition to qualified nurses, the QARANC have healthcare assistants who carry out non-nursing duties on the wards and assist the nurses as required.

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Chapter 4

SKILL AT ARMS

SECTION 1. — INTRODUCTION

0401. A cadet will shoot on the range at various times during the course of his training. He will not shoot well and safely unless he understands the weapons which he is going to fire — the Air Rifle, the No. 8 (.22 inch) Rifle, the Cadet General Purpose (GP) Rifle and the Light Support Weapon (LSW). The contents of this chapter explain how these weapons work, how to look after them, and how to handle them with efficiency and safety. The chapter incorporates the contents of the provisional pamphlet on the Cadet GP Rifle, amended in several instances in the light of experience gained since the introduction of this new weapon in the Cadet Forces. The chapter also covers subjects directly related to shooting, including Judging Distance, Recognition of Targets and Fire Control Orders.

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SECTION 2. — SAFETY WITH WEAPONS

A. INSTRUCTOR'S NOTES

Aim

0402. *To introduce recruits to the need for safety when handling or firing the Air Rifle, No. 8 (.22 inch) and Cadet GP rifles.*

Timings

0403. *Two 30 minute periods.*

Method

0404. *An indoor lecture/demonstration.*

Stores

0405.

<i>Air Rifle</i>	<i>1</i>
<i>No. 8 Rifle</i>	<i>2</i>
<i>Cadet GP Rifle</i>	<i>1</i>
<i>5mm plywood 230 mm x 230 mm (9 x 9 inches) (or Fig 11A veneer)</i>	<i>1</i>
<i>Aim Corrector</i>	<i>1</i>
<i>Penetration Block</i>	<i>1</i>
<i>Copy of Cadet Training Safety Precautions (Army Code No. 70768)</i>	<i>1</i>
<i>.22 inch ammunition</i>	<i>5 rounds</i>
<i>Air Rifle Pellets</i>	<i>5</i>
<i>Ear Defenders</i>	<i>1 pair per instructor and cadet</i>

Preparation

0406. **a.** *Lay both No. 8 rifles on the firing point, muzzles pointing towards the bullet catcher; one with cocking piece to the rear; both with the safety catch set at safe.*

b. *Lay the Cadet GP rifle on the firing point, with the cocking handle facing upwards, safety catch set at safe. Muzzle pointing towards the bullet catcher. Magazine by the rifle.*

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- c. Lay the air rifle closed, on the firing point, muzzle point towards the bullet catcher.
- d. Place the penetration block for the .22 inch firing demonstrations on the target bench in front of the bullet catcher, and the plywood square of Fig 11A veneer at 6 metres for the air rifle firing demonstration.

Miscellaneous

0407. a. This period should be conducted on a miniature or 25 yard/30 metre range. However if this is not possible the .22 ammunition will not be included in the stores (paragraph 0405) and the penetration block will be prepared by firing into it on a miniature or 25 yard/30 metre range beforehand so that cadets may see the results.
- b. The air rifle range may be a contingent/detachment hut provided that the appropriate safety regulations are complied with Volume II, Chapter 2, Section 11).
- c. The penetration block is made up of six pieces of soft wood measuring 115 mm x 76 mm x 19 mm (6 x 3 x ¾ inches) spaced 19 mm (¾ inch) apart and braced on each side by wooden battens each 76 mm x 210 mm x 13 mm (3 x 8¼ x ½ inches). A 25 metre aiming mark should be secured centrally on the front board to ensure that the three rounds fired from 25 metres are correctly positioned. Ideally they should be spaced as in the illustration (see Fig 57).

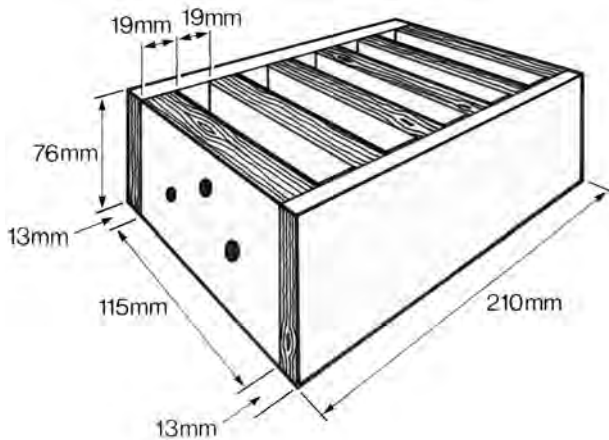


Fig 57. — The Penetration Block

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B. CONDUCT OF THE LESSON

Preliminaries

0408. *Safety precautions will be carried out, leaving the weapons prepared as described under "Preparation" at paragraph 0406.*

Introduction

0409. **a.** Safety is of paramount importance whenever weapons are being handled or fired.

b. It is essential that Skill at Arms training should promote the instinctive ability to handle all weapons with due regard to personal safety and to the safety of others.

c. Accidents are generally caused by faulty or careless handling of weapons and ammunition. They can be minimized by skilful handling and strict compliance with the rules which are now to be explained. These rules are to be rigidly adhered to at all times by all members of the CCF and ACF.

Rules for Handling Weapons at All Times

0410. *Explain and demonstrate where necessary:*

a. A WEAPON MUST NEVER BE POINTED AT ANYONE IN FUN.

b. A WEAPON MUST ALWAYS BE HANDLED SO THAT IT POINTS IN SUCH A DIRECTION THAT THERE IS NO DANGER IF A ROUND IS ACCIDENTALLY FIRED.

c. WHENEVER A WEAPON IS PICKED UP WHICH HAS NOT BEEN UNDER AN INDIVIDUAL'S DIRECT SUPERVISION IT MUST BE EXAMINED TO MAKE SURE IT IS NOT LOADED.

d. WHENEVER A WEAPON IS HANDED TO SOMEONE ELSE HE MUST FIRST BE SHOWN THAT IT IS UNLOADED. WHEN ANYONE ELSE HANDS A WEAPON TO HIM HE MUST INSIST THAT THE SAME ACTION IS TAKEN.

e. THE MUZZLE OF A WEAPON MUST NEVER BE RESTED AGAINST ANY PART OF THE BODY.

f. A WEAPON MUST BE IN THE UNLOADED STATE PRIOR TO TRAVELLING IN A VEHICLE OR DURING NON-TACTICAL MOVES ON FOOT.

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g. A CADET MUST NEVER BE ALLOWED TO FIRE A WEAPON UNLESS HE HAS BEEN INSTRUCTED AND PRACTISED IN ITS USE UNDER SUPERVISION.

0411. *Questions from and to the squad.*

0412. *Explain and demonstrate:*

a. Rule 0410. c.

(1) Pick up the “fired” No. 8 rifle. The cocking piece is forward but to make absolutely sure it is unloaded, point it in a safe direction, push forward the safety catch, open the breech and look into the chamber to ensure there is no round in it. When you are satisfied it is empty, close the breech, squeeze the trigger and put the safety catch to safe.

(2) Replace the rifle on the firing point.

(3) Pick up the Cadet GP rifle and ensure that the chamber is clear by carrying out the normal safety precautions. Take particular care to inspect the body, chamber and face of the bolt to ensure that they are clear. When satisfied that the rifle is empty operate the bolt release, put the safety catch to fire and squeeze the trigger. Put the safety catch to safe and close the dust cover. Inspect the rifle magazine and place it by the weapon.

(4) Pick up the second No. 8 rifle. Draw attention to the cocking piece which is to the rear and the safety catch which is set at safe. (The safety catch could equally well NOT have been set at safe). You would not just pick it up and operate the trigger — it may be loaded. Open the breech and examine the rifle in the same manner as the others were dealt with. When you are satisfied that there are no rounds in it, close the breech, squeeze the trigger and put the safety catch to safe.

(5) Pick up the air rifle. Point it in a safe direction and break open the rifle without fully cocking the action. Look into the breech and ensure no pellet is loaded and through the bore to ensure it is clear. When satisfied that the rifle is not loaded, close it, operate the trigger and lay it on the firing point.

b. Rule 0410. d.

(1) Pick up the Cadet GP rifle and using a cadet as an assistant, open the breech and invite him to examine the chamber.

(2) Also inspect the magazine.

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(3) When he is satisfied that there are no rounds in them, hand it to him and get him to close the breech, operate the trigger and put the safety catch to safe.

(4) Return the rifle to the firing point.

c. The No. 8 and air rifle will be treated in the same way.

0413. *Questions from and to the squad.*

0414. **Sum Up.**

a. Those are the rules and procedures for the safe handling of rifles and they must be rigidly adhered to at all times.

b. It is your responsibility to check that a rifle is safe to handle at all times.

c. You will be taught in more detail and exercised on each type of weapon you are allowed to handle and fire in the appropriate stages of your training.

0415. *Explain:* Because of the small calibre of the .22 inch round there is a mistaken impression that it is not lethal. The types of ammunition made by different manufacturing firms vary considerably in power. The long .22 inch service ammunition generally used contains 4 to 7 grains of powder and a bullet weighing 40 to 50 grains with a muzzle velocity of 328 metres per second, plus or minus 7.5 metres per second. It has considerable power and a maximum range of up to 1550 metres when fired at an angle of about 33 degrees.

0416. In order to give some idea of its penetrative capability, three rounds will be fired at the target to the front.

a. Demonstrate — Fire three rounds from the prone supported position.

b. Unload and check that the weapon is clear.

c. Bring the penetration block to the firing point for examination by the squad.

Note: THIS DEMONSTRATION WILL ONLY TAKE PLACE IN A MINIATURE OR ON A 25 YARD/30 METRE RANGE.

0417. *Explain:* Because of the small calibre of the air rifle, its relatively low muzzle velocity as compared with a .22 inch rifle and the fact that it fires an uncartridge pellet, there is a mistaken impression that it is not lethal. Most .177 calibre air rifles have a muzzle velocity in excess of 182 metres per second and the pellet is capable of penetrating 5 mm plywood at a range of 25 metres.

0418. In order to confirm the penetrative capability, three pellets will be fired at the plywood target to the front.

PROTECT

- a. Demonstrate by firing three pellets from the prone supported position. Space the shots on the target.
- b. Break open the rifle and ensure it is unloaded, the bore is clear and lay it on the firing point open.
- c. Bring the target to the firing point for examination by the squad.

0419. *Questions from the squad.*

Rules for Firing on Miniature Ranges

0420. *Explain and demonstrate where necessary:* There are certain rules and regulations which apply to the use of the miniature range. At this stage you are not required to commit them to memory. You will be reminded of them again during the appropriate stages of training.

0421. The rules are:

- a. The .22 inch rifle and air rifle are the only weapons which a cadet may fire on a miniature range. For air rifle firing see also Section 3.
- b. Firing will only take place under the personal supervision of an "authorized" officer in accordance with Cadet Training Safety Precautions Section 2, who will be responsible for seeing that the following safety regulations are complied with:
 - (1) The following only will be allowed on the firing point:
 - (a) Firing Point Officer in charge.
 - (b) Supervising Officers in charge of groups of firers.
 - (c) Coaches to individual cadets.
 - (d) Cadets actually firing.
 - (2) Ammunition will be issued only on the firing point by an officer.
 - (3) No weapon will be loaded without orders from the Firing Point Officer.
 - (4) Indiscriminate snapping is forbidden.
 - (5) Drill rounds will not be taken on the range.
 - (6) The muzzle of a weapon will at all times be pointed towards the bullet catcher. This includes loading, firing, unloading and inspecting.

PROTECT

(7) At the conclusion of any firing when it is necessary to examine the targets, rifles will be unloaded and laid on the firing point with breeches open. The firers will stand up and behind the firing point. No individual will move forward of the firing point until the Firing Point Officer has inspected all weapons to ensure that they are clear.

(8) As each detail finishes firing and after the weapons have been inspected (see (7) above), live rounds and empty cases will be collected and separated under the orders of the Firing Point Officer. When this has been completed, he may order the firers forward to examine their targets, or have them brought to the firing point.

(9) No one will be allowed to fire or spectate unless they are wearing proper ear protection.

c. With regard to air rifles:

(1) Air rifle shooting in the Cadet Forces is restricted to the calibre and type of air rifle not requiring a firearms certificate under the Firearms Act. When cadets under the age of 14 years are using air rifles in range practice they must be supervised by someone aged 21 years or over.

(2) In no circumstances should any unofficial means be employed to increase the power or velocity of air weapons.

(3) Air rifles may only be fired in a miniature range, or in a place approved by the Contingent Commander/County Commandant as premises or land suitable as a range, and then only under supervision of an authorized adult as stated in Cadet Training Safety Precautions (Army Code No. 70768).

(4) Safety regulations for air rifle ranges will be complied with.

d. The Firing Point Officer will, at the conclusion of all firing, inspect all weapons and equipment before anyone is allowed to leave the range, to ensure that the weapons are unloaded and clear and that the firers are not in possession of any live ammunition or empty cases.

e. The Firing Point Officer will warn all present at the range that it is an offence to take live ammunition, empty cases or air rifle pellets away from any range and he will personally take a declaration to this effect from each individual present.

f. Each individual will declare:

(1) "I have no live rounds or empty cases in my possession" **OR**

(2) "I have no pellets in my possession".

PROTECT

0422. *Confirm by questions.*

Conclusion

0423. ***End of Lesson Drill.***

- a. *Questions from the squad on the entire lesson.*
- b. *Confirm by questions.*
- c. *Safety precautions.*
- d. *Pack kit.*
- e. *Summary. To include the following:*
 - (1) *The importance of safe handling.*
 - (2) *A forecast of the squad's next lesson in this subject.*

0424. *Reserved.*

PROTECT

PROTECT

SECTION 3. — THE AIR RIFLE

General Introduction

0425. For the cadet the air rifle is the ideal weapon for his introduction to shooting, without undue strain or fear from recoil and noise until he has mastered the principles of marksmanship (see Fig 58).

Training Value

0426. The advantages of the air rifle are:

- a. *Economics.* After the initial capital expenditure, training can be run quite cheaply. Pellets are inexpensive and readily available.
- b. *Minimum Safety Limitations.* Because of the small danger area, the rifles can be used almost anywhere and relatively light protection is needed around the target area. However, the importance of correct procedures for the safe handling of weapons must be insisted upon at all times.
- c. *Security and Ease of Organization.* Shooting training can easily be organized because weapons are readily to hand with few security problems. Provided a substantial wooden cupboard or preferably a metal locker with a sound lock is available, weapons can be safely stored. Pellets should be kept in a separate store. The success of air rifle shooting is related closely to range accessibility and the minimum restrictions.
- d. *Development of Skills.* The basic skills of shooting — holding, aiming, breath control, trigger operation and follow through — are common to all hand-held, shoulder controlled weapons and can be further developed through air rifle shooting.

Shooting Standards

0427. Rifle shooting in the APC is based on grouping. Firing with the air rifle at 5.5m (6 yards) the group sizes to be achieved are:

6.3mm ($\frac{1}{4}$ inch) 12.7mm ($\frac{1}{2}$ inch) 19mm ($\frac{3}{4}$ inch) 25.4mm (1 inch)

Safe Handling

0428. Air rifles can cause serious wounds if handled without due care. Safe handling is a question of instilling good habits into a cadet and for this reason, air rifles must be handled in accordance with the normal rules for service weapons.

0429. *Reserved.*

PROTECT



Fig 58. — The Air Rifle

PROTECT

THE AIR RIFLE — SAFETY, LOADING, FIRING AND UNLOADING

A. INSTRUCTOR'S NOTES

Aim

0430. *To introduce the cadet to the air rifle and to teach him how to handle it with safety.*

Timings

0431. *One 30 minute period.*

Method

0432. *An indoor lecture/demonstration period.*

Stores

0433.

<i>Air rifle</i>	<i>1</i>
<i>Pellets</i>	<i>As required</i>
<i>Pellet catcher</i>	<i>1</i>
<i>Target holder</i>	<i>1</i>
<i>Sandbag rest</i>	<i>1</i>
<i>Groundsheet</i>	<i>1</i>
<i>Ear defenders</i>	<i>1 pair per instructor and cadet</i>

Preparation

0434. **a.** *Ensure the necessary safety precautions for firing have been carried out (see Volume II Chapter 2 Section 11).*

b. *Position the pellet catcher, target and target holder at 5.5 metres (6 yards) from the firing point.*

c. *Position the groundsheet and sandbag rest on the firing point.*

d. *Lay the air rifle on the firing point.*

e. *Arrange seating for the class to the right rear of the firing point.*

PROTECT

- f. *Where “U” type backsights are used, prepare aim diagrams to show a correct aim picture.*
- g. *Ensure that the air rifle is zeroed.*
- h. *Have the pellets to hand.*

0435. *The subject matter contained in this lesson assumes that the air rifle being used is of the usual “break open” design, fitted with an aperture backsight. Where matters of detail in this lesson are at variance with the weapon possessed, the instructor should consult the maker’s instructions.*

B. CONDUCT OF THE LESSON

Preliminaries

0436. **Safety Precautions.** *Open the air rifle and ensure no pellet is loaded and the bore is clear.*

0437. *Revise the rules for handling weapons.*

Safety

0438. *Explain and demonstrate:* Like any other weapon an air rifle must be inspected to ensure it is unloaded. To do this the rifle must be broken open.

- a. Pick up the air rifle, point the muzzle in a safe direction, grasp the small of the butt firmly with the right hand, keeping the fingers clear of the trigger and tuck the remainder of the butt under the forearm. Grasp the barrel with the left hand as near as is comfortable towards the foresight block. Press firmly and sharply down with the left hand and simultaneously force upwards with the right hand, ensure you do not cock the air rifle.
- b. The rifle should now break open so that the breech can be inspected.
- c. Look into the breech and ensure no pellet is loaded; look through the bore and ensure it is clear. When satisfied that the rifle is unloaded, close the rifle and keeping the muzzle pointed in a safe direction, operate the trigger (see Fig 59).
- d. It is unnecessary to fully cock the action to inspect the rifle; furthermore it is positively harmful to the piston head to cock and release the action unless a pellet is to be fired.

0439. *Practise the squad.*

PROTECT



Fig 59. — Inspecting the Air Rifle

Loading

0440. *Explain and demonstrate:* Adopt the lying position (see Fig 60).

- a.** To load, break open the rifle and pull the barrel fully down until the sear on the trigger engages the bent on the piston. When this happens, a distinct click will be felt and heard.
- b.** Push the barrel forward until the inspection position is assumed and place a pellet, nose leading, into the breech.
- c.** To close the rifle, keep the fingers clear of the trigger, hold the barrel firmly with the left hand and raise the butt until the locking action is completed.
- d.** A cadet of slight physique may have difficulty in cocking the action in the lying position. It may, therefore, be necessary to provide an assistant to do this for him. The assistant will kneel on one knee on the right hand side of the firer (left side for left handed firers), take the rifle from the firer and, keeping the muzzle pointed in the direction of the target, break it open, cock the action, bring the barrel up to the inspection position and hand the rifle back to the firer for him to load. Under no circumstances will the assistant load the rifle.

PROTECT



Fig 60. — Loading the Air Rifle

Holding, Aiming and Firing

0441. The principles of holding, aiming, and firing a shot are the same as are explained in detail in Sections 8 and 9 of this Chapter in respect of the Cadet GP Rifle. Observance of the procedure for “follow through” is of vital importance if good shooting results are to be achieved.

Unloading

0442. *Explain and demonstrate:*

- a.** Once a pellet has been loaded it is difficult to remove, so it should be fired. Hence there is no unloading procedure except that at the end of any firing practice the air rifle must be broken open, as for the inspection, and laid on the firing point.
- b.** The firer will be ordered to stand up behind the firing point. All rifles will be inspected before anyone is allowed to go forward to change the targets.

PROTECT

Conclusion

0443. ***End of Lesson Drill.***

- a. *Questions from the squad.*
- b. *Practise the squad.*

0444 – 0445. *Reserved.*

PROTECT

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SECTION 4 — THE NO. 8 (.22) RIFLE — SAFETY PRECAUTIONS, CARE AND CLEANING, SIGHT SETTING, LOADING, UNLOADING AND AMMUNITION SAFEGUARDS

A. INSTRUCTOR'S NOTES

Aim

0446. a. *To confirm that the cadet knows the regulations for the safe handling of the rifle and the rules of conduct in the miniature range.*
- b. *To instruct him in the care and cleaning of the No. 8 (.22 inch) rifle and the safe handling of the ammunition.*
- c. *To instruct him in sight setting and how to load and unload the rifle.*

Timings

0447. *Two 30 minute periods.*

Method

0448. *A practical instructional period in the miniature range. Alternatively the period may be taken outdoors on a 25 yd/30 m range.*

Stores

0449.

<i>No. 8 rifles</i>	<i>1 per cadet if possible</i>
<i>No. 6 cleaning rod with brush and cleaner</i>	<i>1 complete</i>
<i>Flannelette cleaning rag and oil</i>	<i>As required</i>
<i>Representative range target</i>	<i>1</i>
<i>Ammunition .22 inch</i>	<i>As required</i>
<i>Table</i>	<i>1</i>
<i>Chairs (if range seating not provided)</i>	<i>1 per cadet</i>
<i>Ear defenders</i>	<i>1 pair per cadet</i>

Preparation

0450. a. *Examine all rifles to ensure that they are unloaded and bores are clear. Place them on the table with breeches open, muzzles pointing down the range, together with all other stores. Put the ammunition on the firing point in its box until required.*

PROTECT

- b. Place the representative range target in the target holder in front of the bullet catcher.*
- c. Prepare pieces of flannelette 50 mm by 30 mm (2 inches by 1¼ inches).*
- d. If it is not possible to conduct the lesson on a range, the representative range target and ammunition will NOT be included in the stores (see paragraph 0449) and the correct sequence of actions, detailed in paragraph 0462, will be demonstrated “dry” only.*

Miscellaneous

- 0451. a. Revise the rules for the safe handling of weapons and firing on a miniature range at Section 2.*
- b. The principles of holding, aiming and firing a shot are the same as are explained in detail in Sections 8 and 9 of this Chapter in respect of the Cadet GP Rifle, but instructors must adapt them to this weapon.*

B. CONDUCT OF THE LESSON

Preliminaries

0452. Safety precautions will be carried out, leaving the rifles prepared as in paragraph 0450. a. Check that the ammunition is in its closed container, separated from the rifles on the firing point, until required.

Introduction

0453. The No. 8 (.22 inch) rifle is to be maintained in a serviceable condition at all times. The bore of the rifle is to be dry cleaned before firing and cleaned and lightly oiled afterwards when particular attention is to be paid to the chamber, breech area and the face of the bolt to ensure that all wax deposits are removed.

0454. Bulges in the barrels of rifles are caused by a bullet failing to clear the barrel before being struck by the next one fired. To minimize the risk of this occurring:

- a. The bores of .22 inch rifles will be inspected:
 - (1) Before and on the conclusion of firing.

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(2) Whenever the noise made by the explosion of the charge is less than usual.

(3) Whenever the bullet is not heard or seen to strike the target or bullet catcher.

b. After firing, or whenever excessive fouling is noticed, the bore will be thoroughly cleaned and inspected before firing is resumed. This should only be done by an adult instructor to ensure that damage to the bore is not caused by misuse of the cleaning rod.

c. If a bullet becomes lodged in the barrel the rifle will be handed in for inspection and repair and a Defect Report (AFG 3600) forwarded to District Headquarters. This report will include the batch and/or lot number and date of manufacture of the ammunition which will be found on the ammunition container.

Cleaning

0455. *Explain and demonstrate:* To clean the barrel and breech:

a. Raise the backsight, push forward the safety catch and press down the bolt head catch. Lift the bolt lever and pull the bolt fully to the rear. Release the bolt head catch, raise the bolt head and withdraw the bolt from the rifle.

b. Attach the cleaning brush to the cleaning rod and lightly oil the brush.

c. Lay the rifle on a table, insert the cleaning rod from the breech end and clean the barrel and breech. Do not use undue pressure and avoid the rod scraping the wall of the barrel or breech.

d. Attach the cleaner to the cleaning rod and with a piece of flannelette 50 mm by 30 mm (2 inches by 1¹/₄ inches) dry out the barrel. To do this push the rod from the breech end fully through the bore and remove the flannelette. Carefully remove the cleaning rod.

e. Examine the barrel and breech for cleanliness.

f. If firing is to follow leave the barrel and breech dry. If not, lightly oil and store.

g. Ensure that the cartridge platform, breech and ejector are clean.

h. With an oiled rag clean the face of the bolt and extractor, taking care not to damage the extractor. Should there be excessive grease on the face of the bolt which, when wiped, tends to gather in the firing pin hole, this can be pushed out by turning the cocking piece anti-clockwise allowing the firing pin to protrude and push the grease out. Wipe the face of the bolt clean. Pull the cock-

PROTECT

ing piece back and rotate clockwise until the bent is aligned with the locking lug on the underside of the bolt.

i. Abrasives such as emery cloth, sand paper or sand are not to be used for cleaning.

j. Check that the foresight is not loose or bent, and that the backsight is retained firmly in the vertical position when raised. Ensure that the backsight adjusting screw and slide work freely and that the aperture is clean.

k. With a clean dry cloth wipe over the woodwork.

0456. Before replacing the bolt, check that the number on it is the same as that on the rifle. Ensure the bolt head is screwed fully home and that the cocking piece is aligned with the locking lug. Raise the backsight, press down the bolt head catch, insert the bolt and turn the head fully to the right. Push the bolt forward and release the bolt head catch. Close the breech and operate the trigger.

0457. Check the action of the safety catch with the cocking piece to the rear and then the fired position.

0458. *Questions from the squad.*

Sight Setting

0459. *Explain and demonstrate (see Fig 61):*

a. The backsight consists of a leaf, adjusting screw and a slide with aperture. The leaf is graduated in 25, 50 and 100 metres.

b. When the sight is folded down the battle sight presents itself and could be used for all targets up to and including 300 metres. But this sight is not normally used on this rifle.

c. *Questions from the squad.*

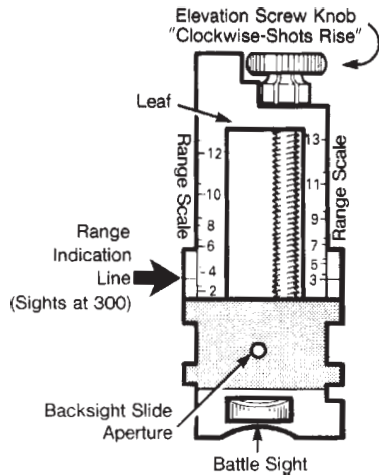


Fig 61. — No. 8 Rifle: Sight Setting

PROTECT

Ammunition, Loading and Unloading

0460. Move to the firing point and arrange the squad behind the firer's position but where all actions can clearly be seen. With a large squad, it may be necessary to repeat the procedures.

0461. *Explain:* The No. 8 rifle requires each round to be hand fed into the chamber until resistance is felt. Failure to do this could result in the rim of the .22 inch cartridge being struck with sufficient force by the extractor as to cause a premature explosion and possible injury to the firer.

Loading

0462. *Explain and demonstrate:*

- a. Loading the rifle will be carried out in the prone position.
- b. On the command ***“Adopt the prone position — Down”***:
 - (1) Get down, breaking the fall with the hands. Take command of the rifle by placing the left hand around the forestock and the right hand gripping the small of the butt. Ensure that the trigger finger is pointed forward and outside the trigger guard.
 - (2) The body should be relaxed and slightly angled to the line of fire. The left leg should be on the same line as the body, the leg muscles relaxed and toes turned outwards. The right leg is positioned to form a continuation of the line of fire, the right foot pointing outwards with the heel on the ground.
- c. On the command ***“With one round load”***:
 - (1) Push the safety catch fully forward with the thumb of the right hand and open the breech by lifting up the bolt and pulling it to the rear using the right hand.
 - (2) Hand feed the round into the chamber as previously explained and close the breech. Apply the safety catch and return the right hand to the small of the butt, forefinger pointed forward and outside the trigger guard.

Unloading

0463. *Explain and demonstrate:*

- a. On the command ***“Unload”***:

PROTECT

- (1) Push forward the safety catch.
- (2) Tilt the rifle sharply to the right, open the breech and move the bolt slightly backwards and forwards without lowering the bolt lever until the round has been extracted.
- (3) Look into the chamber and feel to check that it is empty.

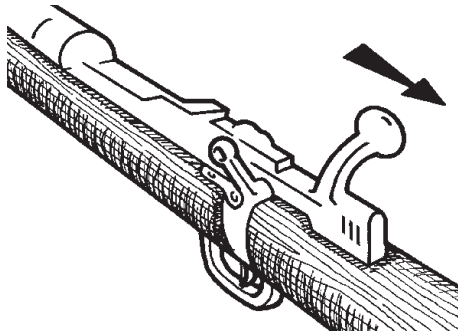


Fig 62. — No. 8 Rifle: Unloading

- (4) Close the breech, bring the rifle into the shoulder, aim at the target or bullet catcher, squeeze the trigger.
- (5) Lower the backsight, open the breech, lay the rifle down on its left side. The rifle is now ready for inspection.

Misfires

0464. *Explain:* There may be occasions when, on squeezing the trigger, the round does not fire. This is called a misfire. When this occurs, remain in the aiming position for five seconds and if it does not fire in this time, unload the misfired round and put it aside but separate from any other live rounds. Reload the next round to be fired and carry on shooting.

0465. At the end of firing any misfired rounds will be handed in and dealt with separately. **UNDER NO CIRCUMSTANCES WILL ROUNDS THAT HAVE MISFIRED BE LOADED IN AN ATTEMPT TO RE-FIRE THEM.**

Conclusion

0466. ***End of Lesson Drill.***

- a. *Questions from the squad on the entire lesson.*
- b. *Confirm by questions.*
- c. *Safety precautions.*
- d. *Pack kit.*
- e. *Summary. To include the following:*

PROTECT

- (1) The importance of safe handling.
- (2) How to deal with misfired rounds.
- (3) A forecast of the squad's next lesson on this subject.

0467 – 0468. *Reserved.*

PROTECT

PROTECT

SECTION 16. — VISUAL TRAINING AND JUDGING DISTANCE

Introduction

04328. The subject is covered in four lessons as follows: Visibility, Unit of Measure Method, Appearance Method and Aids to Judging Distance.

LESSON 1. — VISIBILITY

A. INSTRUCTOR'S NOTES

Aim

04329. *To show the various factors which affect the degree of visibility of any object.*

Timings

04330. *One 30 minute period.*

Method

04331. *A basic instructional outdoor period.*

Stores

04332.

<i>Webbing</i>	<i>1 set per cadet</i>
<i>Various pieces of military equipment</i>	<i>See Miscellaneous paragraph below</i>
<i>Loud hailer</i>	<i>As available</i>
<i>Signal flag</i>	<i>1</i>
<i>Demonstrators</i>	<i>As necessary</i>

Preparation

04333.a. *Reconnoitre the training area and position the equipment in such a way as to demonstrate clearly one of the factors (shape, silhouette, etc). This is best done immediately prior to the lesson so that there is less chance of day-light conditions changing and the demonstration losing effect.*

b. *Rehearse the demonstrators involved.*

PROTECT

Miscellaneous

04334. **a.** *Where possible there should be at least two of each item of equipment; one to be used at the squad position to explain the factor (shape, shine, etc), and the other located in the open at a suitable range to demonstrate it.*
- b.** *If using a signal flag to control demonstrators, rehearse them in the signals and actions before sending them to their demonstration positions.*

B. CONDUCT OF THE LESSON

Preliminaries

04335. **Safety Precautions.** *Normal as applicable to the equipment being used.*
04336. **Revision.** *Nil. Indicate the area to be used for the demonstration.*

Approach

04337. *Explain:*
- a.** Visual training is training in observation and concealment.
- b.** To OBSERVE is to see through the enemy's CONCEALMENT; to CONCEAL yourself is to defeat his OBSERVATION. Once you are trained in both you can find and engage the enemy without being seen.
- c.** You can find out a lot about the enemy by watching him; by concealing yourself you can deceive him and, if he attacks, you can meet him with short range fire where he least expects it.
- d.** The important things are:
- (1) See without being seen.
 - (2) Notice details.
 - (3) Learn to understand the meaning of what you see, and make the right deductions.

Demonstration

04338. *Explain, as a commentary to the demonstration, the various factors which affect the visibility of a person or object:*

PROTECT

- a. *Shape.* You can recognize some things instantly by their shape, particularly if it contrasts with the surroundings; for instance, the clear cut shape of a cadet's outline.
- b. *Shadow.* In sunlight an object may cast a shadow that gives it away. Always keep in shade if you can; the shade itself affords cover and there is no telltale shadow. Remember that as the sun moves so do the shadows.
- c. *Silhouette.* Anything silhouetted against a contrasting background is conspicuous. Any smooth, flat background, like water, a field or, worst of all, the sky is dangerous. Always try to put yourself against an uneven background such as a hedge, trees, a bush or broken ground. A thing may be silhouetted if it is against a background of another colour.
- d. *Surface.* If anything has a surface that contrasts with its surroundings, it is conspicuous. White skin contrasts violently with most backgrounds and needs disguising.
- e. *Spacing.* In nature things are never regularly spaced. Regular spacing means man-made objects.
- f. *Movement.* Nothing catches the eye quicker than sudden movement. However well you are concealed you will give yourself away when you move unless you are careful.

Conclusion

04339. *End of Lesson Drill.*

- a. *Questions from the squad on the entire lesson.*
- b. *Confirm by questions and practice.*
- c. *Normal safety precautions.*
- d. *Pack kit.*
- e. *Summary. To include the following:*
 - (1) The importance of knowing why things are seen and what to do to assist in concealment.
 - (2) A forecast of the squad's next lesson in this subject.

04340. *Reserved.*

PROTECT

LESSON 2. — UNIT OF MEASURE METHOD

A. INSTRUCTOR'S NOTES

Aim

04341. *To teach cadets to judge distance by the unit of measure method.*

Timings

04342. *One 30 minute period.*

Method

04343. *A basic instructional outdoor period.*

Stores

04344.

<i>Loud hailer</i>	<i>As available</i>
<i>Large flags on sticks</i>	<i>4</i>
<i>Small flags on sticks</i>	<i>12</i>
<i>100 metre measuring tape</i>	<i>As available</i>
<i>Signal flag</i>	<i>1</i>
<i>Demonstrators</i>	<i>3 (minimum requirement)</i>
<i>Rifles</i>	<i>1 per demonstrator</i>

Preparation

04345. **a.** *Put out the large flags at various places 100 metres from a central viewpoint so that they can be seen across different types of ground, rising, falling or flat, and open or broken.*

b. *Choose a number of objects up to 400 metres from the viewpoint and lay a small flag every 100 metres between viewpoint and objects, but so that a cadet cannot see them from the viewpoint. Distances must be accurate.*

c. *Rehearse the demonstrators, preferably immediately prior to the squad arriving. If using a signal flag to control demonstrators, rehearse the signals and actions before sending the demonstrators to their positions.*

d. *When the cadets have judged a range, always make them set their sights at it; they get practice in sight setting and they are not influenced by other cadets' answers.*

PROTECT

B. CONDUCT OF THE LESSON

Preliminaries

04346. **Safety Precautions.** *Normal.*

04347. **Revision.** *Nil. Indicate area of observation for the demonstration.*

Approach

04348. *Explain:* It is important to be able to judge distances correctly, so that fire may be fully effective and observers' reports accurate on this point.

04349. *Explain:* There are several ways to judge distance; this lesson deals with a way known as the Unit of Measure.

The Unit of Measure

04350. *Explain:*

- a. Take 100 metres, or any smaller better recognized distance as your unit and see how many units you can fit in between yourself and an object.
- b. This method is no good unless you can see all the ground between yourself and the object, nor for distances over 400 metres.

04351. Get the cadets to look at the large flags from all firing positions, and try to remember what 100 metres looks like. Show them how difficult it is if there is any dead ground between them and the object.

04352. For practice make the cadets put themselves 100 metres from a given object. Discuss each cadet's error with him and go on until the cadets get consistent results. Some may consistently overestimate or underestimate; they must remember this when fitting in their 100 metre units.

04353. Get the cadets to judge the distance to the objects that you chose before the lesson and to show how they fitted in their units. Then get someone to put up the small 100 metres flags and discuss the cadets' results with them.

Conclusion

04354. **End of Lesson Drill.**

- a. *Questions from the squad on the entire lesson.*
- b. *Confirm by questions and practice.*

PROTECT

c. *Normal safety precautions.*

d. *Pack kit.*

e. *Summary. To include the following:*

(1) *The importance of remembering individual tendency to under/over estimate when using this method.*

(2) *A forecast of the squad's next lesson in this subject.*

04355. *Reserved.*

LESSON 3. — APPEARANCE METHOD

A. INSTRUCTOR'S NOTES

Aim

04356. *To teach cadets how to judge distances by the Appearance method.*

Timings

04357. *One 30 minute period.*

Method

04358. *A basic instructional outdoor period.*

Stores

04359.

<i>Loud hailer</i>	<i>As available</i>
<i>Signal flag</i>	<i>1</i>
<i>100 metre measuring tape</i>	<i>1</i>
<i>List of known ranges</i>	<i>1</i>
<i>Military equipment</i>	<i>As necessary</i>
<i>Chalkboard</i>	<i>1</i>
<i>Demonstrators</i>	<i>6 (minimum requirement)</i>
<i>Rifles</i>	<i>1 for demonstrator</i>

PROTECT

Preparation

04360. **a.** *Before the lesson starts, station cadets up to 600 metres away and choose or put out other things — trees, bushes, vehicles etc up to 1000 metres and measure the distance to each.*
- b.** *If an open range is available put the objects on, or in line with, the firing points.*
- c.** *Rehearse the demonstrators, preferably immediately prior to the squad arriving. If using a signal flag to control demonstrators, rehearse the signals and actions before sending the demonstrators to their positions.*

Miscellaneous

04361. *By using demonstrators show what an individual cadet looks like at ranges up to 600 metres in the standing, kneeling and prone positions.*

B. CONDUCT OF THE LESSON

Preliminaries

04362. **Safety Precautions.** *Normal.*
04363. **Revision.** *Revise Unit of Measure.*

Approach

04364. Another way to judge the distance to an object is to study what it looks like compared with its surroundings; this is called the appearance method. It takes a lot of practice under varying conditions to become good at it.

Appearance Method

04365. *Explain and demonstrate:*
- a.** The amount of visible detail of a cadet at various ranges gives a good indication of the distance he is away:
- (1) At 100 metres — clear in all detail.
 - (2) At 200 metres — clear in all detail, colour of skin and equipment identifiable.

PROTECT

(3) At 300 metres — clear body outline, face colour good, remaining detail blurred.

(4) At 400 metres — body outline clear, remaining detail blurred.

(5) At 500 metres — body begins to taper, head becomes indistinct.

(6) At 600 metres — body now wedge shaped, no head apparent.

b. What other objects look like up to 1000 metres away and how the prevailing conditions affect their appearance.

04366. Things seem closer than they are when:

a. The light is bright or the sun is shining from behind you.

b. They are bigger than other things around them.

c. There is dead ground between them and you.

d. They are higher up than you are.

04367. Things seem further away than they are when:

a. The light is bad or the sun is in your eyes.

b. They are smaller than other things around them.

c. You are looking across a valley or down a street or a ride in a wood.

d. You are lying down.

Practice

04368. Make the squad judge the range to various cadets and objects. Set a time limit for each problem and tell the cadets to set their sights at the estimated range.

Conclusion

04369. ***End of Lesson Drill.***

a. *Questions from the squad on the entire lesson.*

b. *Confirm by questions and practice.*

c. *Normal safety precautions.*

d. *Pack kit.*

PROTECT

e. *Summary. To include the following:*

(1) The importance of the factors affecting appearance when judging distance using this method.

(2) A forecast of the squad's next lesson in this subject.

04370. *Reserved.*

LESSON 4. — AIDS TO JUDGING DISTANCE

A. INSTRUCTOR'S NOTES

Aim

04371. *To teach and practise the use of aids to judging distance.*

Timings

04372. *One 30 minute period.*

Method

04373. *A basic instructional outdoor period.*

Stores

04374. *Rifles and a list of known ranges.*

Preparation

04375. a. *Reconnoitre the training area and select an area with prominent features both natural and artificial, the true ranges of which are known to the instructor and recorded on a card.*

b. *Select the objects to be used and the sequence of use during practice.*

Miscellaneous

04376. a. *All your ranges must be accurately measured.*

b. *Make the cadets practise in proper firing positions.*

PROTECT

B. CONDUCT OF THE LESSON

Preliminaries

04377. **Safety Precautions.** *Normal.*

04378. **Revision.** *Revise judging distance by Unit of Measure and Appearance Methods.*

Approach

04379. **Explain:** *You already know the two main ways of judging distance but there are several other devices to help you.*

Method

04380. *Explain and demonstrate each aid and then make the cadets practise it.*

04381. **Halving.** *Choose a point that you think is halfway to your target; estimate the distance to that point and double it.*

04382. **Bracketing.** *Say to yourself "The target could not be more than x metres, nor less than y metres away", add x to y and halve the result; the answer is the range. For instance, if x is 300 and y is 100, the range is about 200. The farther the target is away the wider should be your bracket.*

04383. **Key Ranges.** *If you know the range to any point in your arc you can estimate the distance to other objects from it.*

04384. *Practise the two methods and the aids, checking one against another.*

Conclusion

04385. **End of Lesson Drill.**

- a. *Questions from the squad on the entire lesson.*
- b. *Confirm by questions and further practice.*
- c. *Normal safety precautions.*
- d. *Pack kit.*
- e. *Summary. To include the following:*

PROTECT

- (1) The importance of being able to use the appearance and unit of measure methods skillfully.
- (2) The value of being able to improve accuracy through the use of the aids to judging distance.
- (3) A forecast of the next lesson in this subject.

04386. *Reserved.*

PROTECT

PROTECT

SECTION 17. — ELEMENTARY OBSERVATION

A. INSTRUCTOR'S NOTES

Aim

04387. *To teach how to systematically search an area of ground.*

Timings

04388. *One 30 minute period.*

Method

04389. *A basic outdoor instructional period.*

Stores

04390. *Pieces of military equipment — boots, weapons and clothing.
Demonstrators — as necessary*

Preparation

04391. **a.** *Reconnoitre the training area and select an area of ground to divide into foreground, middle distance and distance.*

b. *Position demonstrators and equipment so that they provide varying degrees of contrast in colour, tone, surface, shape and shadow. This is best done as close to the lesson start time as is possible.*

Miscellaneous

04392. **a.** *Rehearse the demonstrators in their actions prior to sending them to their locations.*

b. *Some equipment need not be too well concealed but all demonstrators should provide realistic battle type targets.*

PROTECT

B. CONDUCT OF THE LESSON

Preliminaries

04393. *Question the cadets on why things are seen.*

How to Search Ground

04394. *Explain:* The normal way to search ground is to divide it into foreground, middle distance and distance, and search each of them, in that order, from right to left. In that way you are sure that you do not leave out any of the ground; but there are other ways of dividing the ground up which may sometimes be better, particularly if the ground is very broken. The ground may be divided into arcs, left or right of a specified centre line. Areas that are likely to be occupied by the enemy may be specially indicated for thorough searching.

Scanning and Searching

04395. *Explain and demonstrate:* Scanning is a general and systematic examination of an area to detect any unusual or significant object or movement. Searching is a thorough examination of certain features in the area. Both require complete concentration combined with a knowledge of why things are seen and the principles of camouflage and concealment.

a. *Scanning.*

- (1) Divide the area into foreground, middle distance and distance.
- (2) Scan each area horizontally starting with the foreground. To obtain maximum efficiency, move the eyes in short overlapping movements. Moving the head will minimize eye fatigue. The speed at which scanning is carried out will depend upon the type of country being observed and the amount of cover it affords to possible targets.
- (3) When horizontal scanning is completed, scan along the line of any features which are angled away from the observation position.

b. *Searching.*

- (1) Searching may take place at any stage during scanning i.e., if the cadet's position is dominated by a piece of ground, he should search that area thoroughly before continuing with scanning. Furthermore, any significant movement or object, suspected camouflage, etc., spotted during scanning would require an immediate search of that area.

PROTECT

(2) Search for each of the factors of why things are seen in turn. The weather may assist, i.e., frost will reveal tracks made during the night or a hot sun will alter the tone and colour of foliage used for camouflage by withering its leaves.

(3) Search across hedgerows or a row of trees, not along them.

Practice

04396. Get the cadets to divide the ground into foreground, middle distance and distance. Discuss their answers.

04397. Tell the cadets to search the area and write down the bits of military equipment that they see.

04398. Ask the cadets what they have seen, why some things were easier to see than others, and how they identified things of which they could only see part.

Conclusion

04399. ***End of Lesson Drill.***

a. *Questions to and from the squad.*

b. *Sum up and point out how observation and concealment are related.*

04400. *Reserved.*

PROTECT

PROTECT

SECTION 18. — RECOGNITION OF TARGETS

A. INSTRUCTOR'S NOTES

Aim

04401. *To teach cadets how to recognize targets.*

Timings

04402. *Two 30 minute periods.*

Method

04403. *A basic outdoor instructional period.*

Stores

04404.

*Rifles
Aiming rests
Landscape targets
Diagrams
Chalkboard
A list of known ranges*

Miscellaneous

04405. *Cadets get false impressions about direction from landscape targets, so teach the lesson in the open if you can. If you have to use landscape targets remember that:*

- a. *It is impossible to judge distances.*
- b. *The landscape is so narrow that no target on it can be more than slightly left or right. Three adjoining landscape panels give better results if the cadets are not more than ten metres away from them.*

04406. *Choose your ground carefully, and pick the sort of target that might have to be recognized in battle, and at realistic ranges.*

04407. *Have a diagram of the clock ray to use on the landscape target; the best sort of diagram is black figures on talc.*

PROTECT

04408. *The sequence for instruction in recognition is:*

- a. *Indicate the target.*
- b. *Order “Aim”.*
- c. *Check the aims and discuss them.*

04409. *Examples are given but it is always better to choose your own examples on the ground.*

Preliminaries

04410. **Safety Precautions.** *Carry out normal safety precautions. Fit rifles in aiming rests.*

B. CONDUCT OF THE LESSON

Approach

04411. *Explain:* When your section commander indicates a target you must be able to recognize it so that you can shoot at it. To make it easier there are certain methods of indication that everyone uses.

Arcs of Fire

04412. *Explain and demonstrate:* It is easier to recognize a target if you know the area in which it is likely to be; such an area is known as an arc of fire. When your section commander shows you the arc of fire he:

- a. *Points out the axis or middle of the arc.*
- b. *Shows you its left and right boundaries.*
- c. *Points out a number of prominent objects, or reference points which must be easy to identify and a reasonable distance apart, gives each one a name, and tells you the range of it; and if any object is large, like a copse, tells you what bit of it he is using as a reference point.*

Methods of Indication

04413. **Direct Method** (see Fig 103). *Explain and demonstrate:*

- a. *Obvious targets are indicated by what is known as the direct method.*

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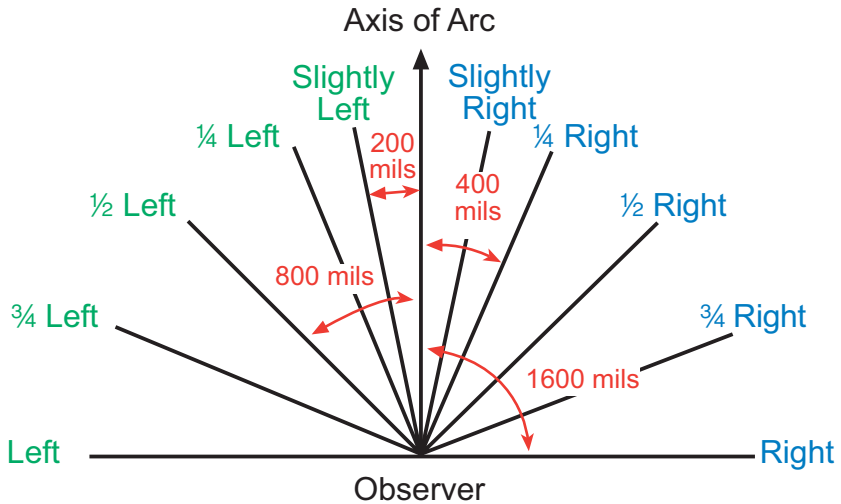


Fig 103. — The Direct Method

b. The section commander tells you the range and where to look and describes the target; the terms he uses are:

- (1) "Axis of arc" for targets on or very near the axis.
- (2) "Left" or "Right" for targets 90 degrees from the axis.
- (3) "Slightly", "quarter", "half" or "three quarters", and "left" or "right" for targets between the axis and "left" and "right".

c. An example might be "300 — half right — lone bush".

04414. **Reference Points.** Explain and demonstrate:

a. For less obvious targets the section commander may use reference points and the direct method together, and perhaps "above" or "below" as well.

b. Examples are:

- (1) "300 — bushy topped tree (reference point) — slightly right — small bush (the target)".
- (2) "200 — corner of copse — slightly right and below — small bush".

PROTECT

04415. For practice indicate some targets to the squad by the direct and reference point methods.

04416. **Clock Ray** (see Fig 104). *Explain and demonstrate:*

a. For more difficult targets the section commander may use a reference point and a clock ray.

b. Imagine a clock face standing up on the landscape with its centre on the reference point. If you have a talc clock face, put it against the landscape target.

c. To indicate a target the section commander tells you the range, the reference point and whether the target is to be the left or right of it, and the appropriate hour on the clock face to give you the direction to look in from the reference point.

d. An example which refers to the picture which follows: “300 — windmill — right 4 o’clock — small bush”.

04417. The observer must never think of himself as the centre of the clock.

04418. Give the squad some clock ray indications for practice.

04419. Further practice in all methods if there is time.

Conclusion

04420. **End of Lesson Drill.**

a. *Questions to and from the squad.*

b. *Sum up.*

04421 – 04422. *Reserved.*

PROTECT



Fig 104. — The Clock Ray Method

PROTECT

PROTECT

PROTECT

SECTION 19. — FIRE CONTROL ORDERS

A. INSTRUCTOR'S NOTES

Aim

04423. *To teach cadets what to do when they are given fire control orders.*

Timings

04424. *Two 30 minute periods.*

Method

04425. *A basic outdoor instructional period.*

Stores

04426.

*Rifles
Aiming rests
Landscape targets
A list of known ranges*

Miscellaneous

04427. *This section may also be used to train NCOs in giving fire control orders.*

B. CONDUCT OF THE LESSON

Preliminaries

04428. **Safety Precautions.** *Carry out normal safety precautions. Fit rifles in aiming rests.*

04429. **Revision.** *Organize an arc of fire and revise Recognition of Targets.*

Approach

04430. *Explain:* Your section commander gives you a fire control order so that you may recognize the target and fire at it effectively. Your duty is to obey the order.

PROTECT

Sequence

04431. *Explain:* There is an unvarying sequence when giving out fire control orders based on the mnemonic GRIT and that the method of giving them out is based on the mnemonic CLAP as below:

G	GROUP	<i>“No 1 Section”, “Rifle Group” or “Fire Support Group”</i> so that all concerned know to whom the order is being given.	CLEAR	C
R	RANGE	The range is given to enable those concerned to know how far away to start looking for the target. The rifle sight should remain at the range ordered for all targets indicated up to and including this range.	LOUD	L
I	INDICATION	So that all concerned know what to look for and in what direction to look.	AS AN ORDER	A
T	TYPE OF FIRE	So that all concerned know whether to fire slow or rapid with the rifle and single rounds or bursts with the LSW.	WITH PAUSES	P

Types of Fire Control Orders

04432. *Explain each type and give an example on the ground or on the landscape target, rather than the one given here. Then practise the cadets at acting on each type.*

04433. **Full Fire Control Orders.** These orders are only given if there is time. Example — *“Gun group — 300 — ruined house — left end — enemy machine gun — bursts — fire”*.

04434. **Brief Fire Control Orders.** These orders are given when there is little time and the target is obvious. Example — *“Quarter left — rapid — fire”*.

04435. **Delayed Fire Control Orders.** These orders are used when the section commander can guess what either our own attacking troops or the enemy are going to do; he gets his men ready to open fire, but waits till the right moment to order *“Fire”*. Examples:

- a. *“No 2 Section — 300 farm house — immediately below — enemy in hedgerow — No 1 Section is moving through the copse on our right; we are going to cover their advance when they get into the open — rapid await my order” — then when No 1 Section is about to come into the open, “Fire”*.

PROTECT

- b. *“No 3 Section — 200 — quarter right — small wood — when the enemy comes out this side — rapid — then, when the enemy are in a suitable position “Fire”.*

04436. **Individual Fire Control Orders.** These orders give you a chance to fire quickly when a target appears. Example: *“No 3 Section — 200 — slightly left — farm buildings — enemy in that area — watch and shoot”.*

04437. **Tracer.** *Explain:*

- a. Tracer may be used to indicate an extremely difficult target, or to indicate a target to a tank.
- b. An example is *“300 — watch this tracer — where it hits — enemy”.*

Conclusion

04438. **End of Lesson Drill.**

- a. *Questions to and from the squad.*
- b. *Sum up.*

04439 – 04440. *Reserved.*

PROTECT

PRACTICE PERIODS

INTRODUCTION

General

1. Training must be progressive, unnecessary repetition is bad instructional practice. A cadet learns skills and facts in the basic lesson which should be taught only once. The cadet then needs practice to speed up his or her actions and establish the facts firmly in their minds. This is achieved by practice periods.
2. The sequence of a practice period is:
 - a. Remind — by explanation.
 - b. Assess Weakness — by practice or test.
 - c. Improve on Weakness — by practice.
 - d. Progressive Practice — by competitions.
3. The practice periods are intended to reinforce and confirm basic instruction, by providing progressive, interesting practice, leading to training tests pass standards and as a guide to the best way of exercising cadets during basic and continuation training. The instructor should plan the period on an assessment of the cadet's weak points.
4. Faults should be brought to the notice of the cadet and corrected immediately otherwise the cadet will go on making the same mistakes.
5. It may become obvious during a practice period that the cadets have failed to grasp a particular skill or fact. The instructor will therefore have to teach that part of the basic lesson again.

Competition

6. The incentive of competition will always help to make practice more interesting, provided cadets can achieve acceptable skills standards. If not, additional practice will be necessary before competition is worthwhile. Some points on framing competitions are:
 - a. They may be on an individual or on a team basis.

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- b.** If run on a team basis the instructor must ensure that selected teams are all fairly equal as regards performance. The more advanced members of the team will help along the weaker members.
- c.** Marks can be earned up to a given total, or a total started with and marks lost for mistakes as the competition progresses.
- d.** A chart drawn on a chalk board or a sheet of paper on which to mark up results should always be used.
- e.** Further interest can be developed by making one team or individual match another, criticising and awarding or deducting marks.
- f.** Above all the instructor must make certain that competitions are simple, realistic and relevant i.e., that they exercise the cadets in the facts and skills related to their basic instruction and appropriate to their stage of training.

Master and Pupil

- 7. The master and pupil method of practice, in its simplest form is for one cadet (the pupil) to work under the supervision of another (the master); the instructor keeps an eye on both.
- 8. At all stages of training it stimulates interest, keenness and attention to detail. It is particularly useful with large squads and in competitions. Used regularly, it also develops initiative and leadership, and potential leaders may well be discovered by matching the masters at work.

PROTECT

Chapter 5

USE OF MAP AND COMPASS

SECTION 1. — INTRODUCTION, TYPES OF MAPS, RELIABILITY AND CARE

A. INSTRUCTOR'S NOTES

Introduction

0501. *At home and at school, the cadet finds his way around through familiarity with the streets and roads which he uses constantly. Further afield he usually finds his way by looking at signposts or asking someone who lives in the locality. His training in the Cadet Forces, however, requires him to move across unfamiliar country where there may be only tracks and there are no signposts or people to ask the way. In these circumstances he has only his map and compass to rely on if he is to arrive where he wishes to go.*

0502. *This chapter deals with the basic information required to know what a map and a compass are and how to make the best use of them to qualify in the APC Syllabus. This subject is no more difficult than any other if the basic information is taught in the correct sequence and the cadet is not confused by more advanced map work or navigation.*

0503. *The attention of adults and senior cadets who wish to study the subject in greater detail, should refer to the Manual of Map Reading and Land Navigation 1988.*

Aim

0504. *The aim of this section is to explain how a map is made, how it should be looked after, how to understand the basic information on it and how to use a simple map to find your way about.*

Timings

0505. *One 30 minute period.*

Preparation

0506. *Ensure that the following is prepared for use during the lesson:*

PROTECT

- a. *One street map of the local area and one Ordnance Survey map (1:50,000 scale) per every two cadets. One creased and torn map, aerial photographs and larger scale maps for demonstration.*
- b. *The maps used in these lessons must be clean and easy to read and, in order to keep them so, ensure that they are always collected and stored away tidily at the end of each lesson. Any damaged or badly marked maps should be destroyed.*
- c. *Ensure that there are sufficient maps, that they are the same and that there is sufficient space to allow cadets to spread out. Paper and pencils for cadets should be available as required.*

Approach

0507. *The basic skill required of a cadet in order to read a map is to understand the information shown on it. This includes the signs and symbols drawn on it and also the information given on the top, bottom and sides. In addition, he must be able to give grid references, understand scales, find his position and describe and follow routes. When a cadet really understands the subject and has had sufficient experience he will, by reading a map, be able to see a picture of his surroundings in his mind's eye.*

B. CONDUCT OF THE LESSON

Types of Map

0508. *Explain:* A map is a plan of an area showing roads and local landmarks to enable people to find their way about.

0509. There are many different types of maps that are important for different uses. A simple street plan to find your way round the local area, Ordnance Survey maps at different scales for longer distance travel and military maps showing training areas, etc.

0510. *Discuss the various uses to which maps may be put.*

Reliability

0511. *Explain:* A map is like a 'bird's eye view'. It is absolutely accurate only at the time it is drawn. If it is old, much may have changed — towns and villages grow, roads and railways are added and buildings such as churches get demolished or built. For practical map reading purposes in the cadet forces, however, the accuracy of any map provided may be relied upon unless specifically stated otherwise.

PROTECT

Care of Maps

0512. *Explain:* Maps must be treated with care, otherwise they soon become torn, dirty and creased so they are unusable. (*Show example and explain why the map is useless.*) Constant folding and unfolding is the surest way of wearing them out. The correct way of folding an OS map is as follows.

0513. First the map is folded lengthwise with the map outwards; then it is folded like a concertina. This method reduces the map to a convenient size for carrying and ensures that there is a large area for study when any two folds are opened (see Fig 118 below).

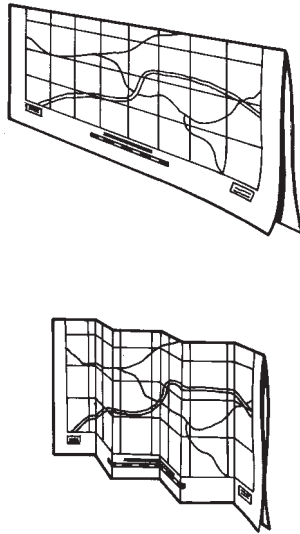


Fig 118. — Folding a Map

0514. A map should be protected by either being kept folded in a plastic bag when not in use or by being placed on a piece of hardboard and covered with a transparent fablon-type sheet. If it has to be marked, this should be done either on the fablon-type sheet with a chinagraph pencil or the equivalent, or lightly on the map itself with an ordinary soft pencil, although this latter method is to be avoided if possible because the use of a rubber over a period of time to eradicate such marks will spoil the surface.

PROTECT

Conclusion

0515. ***End of Lesson Drill.***

- a. *Questions to and from the squad.*
- b. *Sum up.*
- c. *Look forward to the next lesson.*

0516 – 0520. *Reserved.*

PROTECT

SECTION 2. — MAKING A SIMPLE MAP AND LOCAL STREET PLANS

A. INSTRUCTOR'S NOTES

Introduction

0521. *Before going into the details and use of Ordnance Survey maps, cadets should be introduced to more basic maps, the simple theory behind them and their use.*

Aim

0522. *The aim of this lesson is to teach cadets the basic theory behind maps, using simple street plans of their local area, which they can use to follow simple routes.*

Timings

0523. *Two 30 minute periods in the classroom followed by a simple navigation exercise in the local area for equivalent to three periods.*

Stores

0524. *Pencil and paper for each cadet and a copy of a local area street map between two cadets.*

Preparation

0525. *From a local street map, prepare a safe route round which cadets can navigate in pairs.*

Approach

0526. *A map is virtually a bird's eye view of the ground drawn in a reduced size on paper. Maps are drawn to a scale to give a sense of proportion and distance. A cadet must be able to relate a map to the ground and navigate using a map.*

PROTECT

B. CONDUCT OF THE LESSON

Bird's Eye View

0527. *Explain:* Maps today are created from aerial photographs which ensures greater accuracy than if compiled at ground level. Hence a map can be compared with a bird's eye view but is only accurate on the day it is drawn (see Figs 119 and 120).

0528. By using the map and the photograph, the cadet can see how the land is used. The area can be divided into uses — housing, leisure, transport and industry. However, for local use, a simple street plan is of more use to show points of local interest. *Show examples of local area maps, identify your own ACF hut from the local street plan and ask the cadets to describe routes to local landmarks — police station, telephone box, etc.*

Scales

0529. *Explain:* Because it is impossible to make a map the same size as the country which it represents, everything on the map has to be reduced, i.e., scaled down in a fixed proportion. The scale of a map is the proportion which the distance between two points on it bears to the distance between the same two points on the ground. Thus, when comparing two map sheets, each of exactly the same size, one might show the whole of England and Wales while the other might show only a small district. In other words, the scales of the two maps would be different.

0530. The method of expressing a scale is as a representative fraction (RF). For example, the representative fraction 1:50,000 (the scale of the map most frequently used) means that one centimetre on the map represents 50,000 centimetres on the ground, and one metre on the map represents 50,000 metres (50 kilometres) on the ground. The representative fraction 1:25,000 (the scale of the map sometimes used) means that one centimetre on the map represents 25,000 centimetres on the ground and one metre on the map represents 25,000 (25 kilometres) on the ground.

Grids

0531. *Explain:* To describe an exact position on a map can be lengthy and inaccurate unless a logical and precise method is used. The method most usually used is a grid.

0532. A grid is formed on a map by vertical and horizontal equidistant lines. On local street maps and road maps, the squares formed by the grid lines are usually numbered or lettered (see Fig 120). Deanwood Farm can be referred to as in square A2 and this is known as a grid reference.

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Fig 119. — Example of an Aerial Photograph (see also Fig 120)
(Scale approximately 1:13 000)

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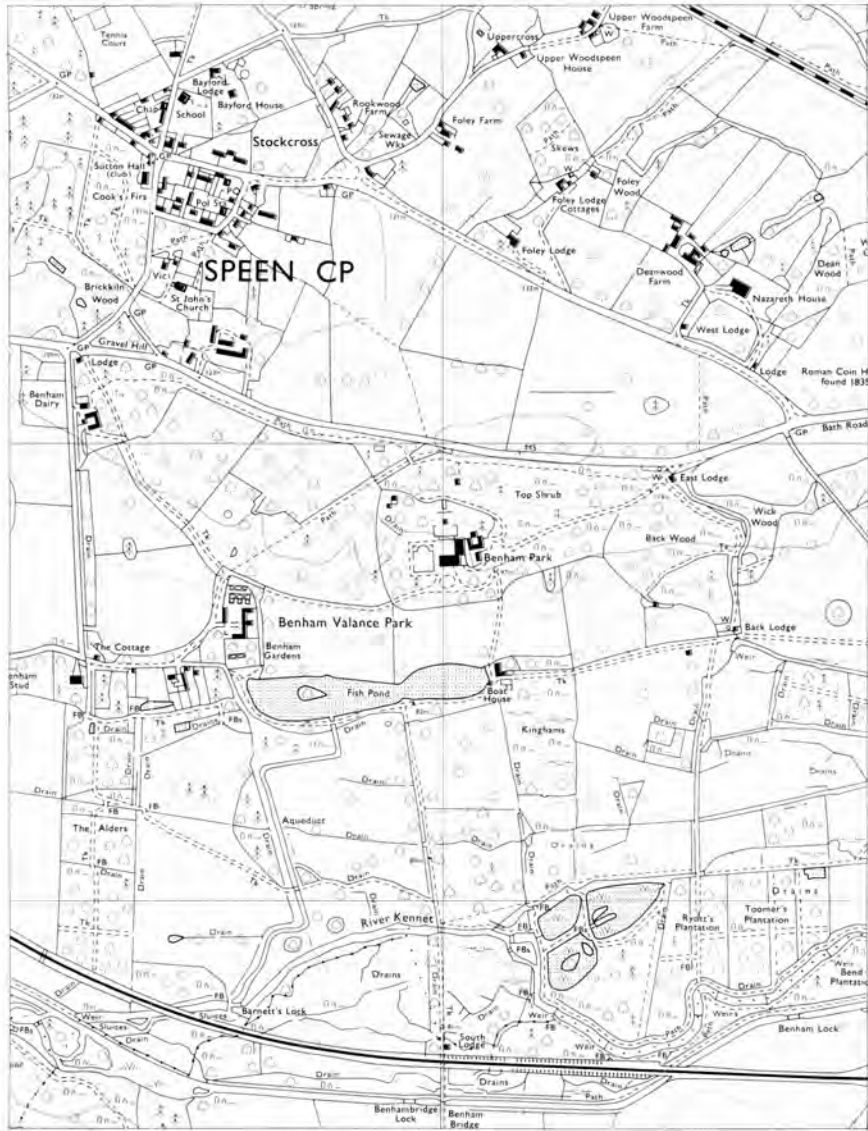


Fig 120. — Ordnance Survey Map Showing the Same Area as the Aerial Photograph at Fig 119 (Scale 1:10 000)

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0533. On larger scale maps, the grid lines themselves (rather than the squares) are numbered, making for more accurate grid references. This is the case with OS maps (see Section 4).

Preparation and Use of Local Street Plans

0534. *Cadets are to individually prepare their own street plans of locality showing different routes to various landmarks. Ensure that plans contain identifiable points on route.*

Practical Basic Navigation (Route Following)

0535. *Cadets are to practise following given routes in local areas making use of local street plans — this can be a simple treasure hunt with markers.*

0536. *Cadets should always be in pairs and never sent out on their own. Check times out and how long taken. Discuss afterwards and identify errors made.*

Conclusion

0537. ***End of Lesson Drill.***

- a. *Questions to and from the squad.*
- b. *Sum up.*
- c. *Look forward to next lesson.*

0538 – 0540. *Reserved.*

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SECTION 3. — INTRODUCTION TO ORDNANCE SURVEY (OS) MAPS

A. INSTRUCTOR'S NOTES

Introduction

0541. OS maps are those most commonly used by cadets, usually at 1:50,000 or 1:25,000 scales (revise previous lesson if necessary). The detail shown on them is very accurate and this is particularly relevant when moving on foot across country using a compass.

0542. This lesson will cover the layout of an OS map, the information shown on it and in the margins and introduce six-figure grid references.

Aim

0543. The aim of this lesson is to introduce cadets to the use of OS maps.

Timings

0544. Three 30 minute periods.

Stores

0545. One map and a pencil and paper for each cadet.

Preparation

0546. Prepare some large scale pictures of the most common conventional signs and a chalk board with grid lines.

Approach

0547. The basic skill to be acquired by cadets in order to read a map is understanding the information shown on it. This includes the signs and symbols drawn on it and the information given in the margins. In addition, he must be able to read and give grid references, understand scales and how to measure distance off a map and to find his position on the ground by using a map.

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B. CONDUCT OF THE LESSON

Preliminaries

0548 *Reiterate.*

a. The basic skill required of a cadet in order to read a map is to understand the information shown on it. This includes the signs and symbols drawn on it and also the information given in the margin of the map. In addition to this skill he is required to be able to read and give map references, to understand scales and measurements from them, to be able to find his position and to describe and follow routes by day and night.

b. When a cadet really understands this subject and has had sufficient experience he will, by reading a map, be able to see in his mind's eye a picture of the shape of the ground, as indicated by the contours and spot heights, in addition to the more obvious things indicated by signs and symbols such as roads, rivers, woods and buildings.

c. A map is virtually a bird's eye view of the ground drawn on paper. It is absolutely accurate only at the time it is drawn. If it is old much may have changed; towns and villages grow, woods grow up and are cut down, roads are built and railways demolished. For practical map reading purposes in the Cadet Forces, however, the accuracy of any map provided may be relied upon unless specifically stated otherwise.

Marginal Information

0549. *Explain and demonstrate:* Before using a map, the first thing to do is to look at the information in the margins — the area of paper surrounding the map. On the Ordnance Survey 1:50,000 map — most commonly used by cadets — the majority of the information is in the right hand margin with the remainder in the top and bottom margins. This information is often overlooked in the desire to start reading the map, but it is to be clearly understood that initial careful study, even if some of the terms are not wholly understood, will save time later on. (Explanations of information not immediately understood are given in the sections which follow.)

0550. *Start at the top of the right hand margin, and take the cadets round the margin clockwise, explaining as you go, i.e., title, Sheet No., RF, conventional signs (dealt with in detail below) then along the bottom edge where the scale of the map is shown in kilometres, statute miles and nautical miles. There is also the Ringed Grid Intersection. A line from this point to the arrows indicating magnetic north at the top of the map is the direction of magnetic north. Finally along the top margin where in the centre are the following:*

a. *An arrow indicating magnetic north.*

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- b. *A star indicating true north.*
- c. *A line indicating grid north together with a statement about the grid magnetic angle and its annual change.*

Conventional Signs

0551. *Explain and demonstrate:* The map maker tries to represent the objects on the ground in the clearest possible way, but he cannot exactly depict each object, and uses instead a simple symbol or conventional sign. Most conventional signs are quite obvious. Rivers, windmills, woods, roads, railways, towns and buildings can be easily identified. With practice all the conventional signs will be readily interpreted. Where a symbolic form of representation is not possible the best substitute is used; a letter 'P' for a post office or a circle for a railway station. Colours and hachures are also used as a means of showing and distinguishing detail on a map.

0552. Do not try to learn the signs parrot fashion or they will soon be forgotten. They should be learned by map reading in the field. *Allow time to go through the key to the signs in the right hand margin of the map in detail.*

Measuring Distances on a Map

0553. *Explain and demonstrate:* To measure a straight line distance between two points lay the straight edge of a piece of paper against the two points and at each point mark the paper with a dash. Then lay the paper along the scale line at the bottom of the map with the right hand dash against one of the major divisions so that the left hand dash lies against the sub-divisions to the left of the zero mark. The total distance is then the number of major divisions plus the distance to the left of the zero mark (see Fig 121).

0554. To measure the distance along a road or a river which is not straight, lay a piece of paper along the first section and mark it with a dash at the start and end of that section. Then pivot the paper about the second dash until it lies along the second section and repeat the process, and so on, until the last point is marked. The total distance along the road is then recorded as a straight line on the piece of paper and can be read off against the scale as in paragraph 0553 above (see Fig 121).

Grid References

0555. *Reiterate (from Lesson 2):* To describe an exact position on a map is both lengthy and may not be either clear or accurate unless a logical method is used. To this end, a map sheet is covered with a series of parallel lines which run horizontally and vertically. These lines are known as grid lines and they form the smallest squares all over the map. The vertical ones are numbered progressively from the west to east and are known as 'eastings' whilst the horizontal ones are numbered progressively

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from south to north and are known as 'northings' (see Fig 122). By making use of the grid lines a set of figures — a 'grid reference' can be quoted which refers to one exact point on the map and no other.

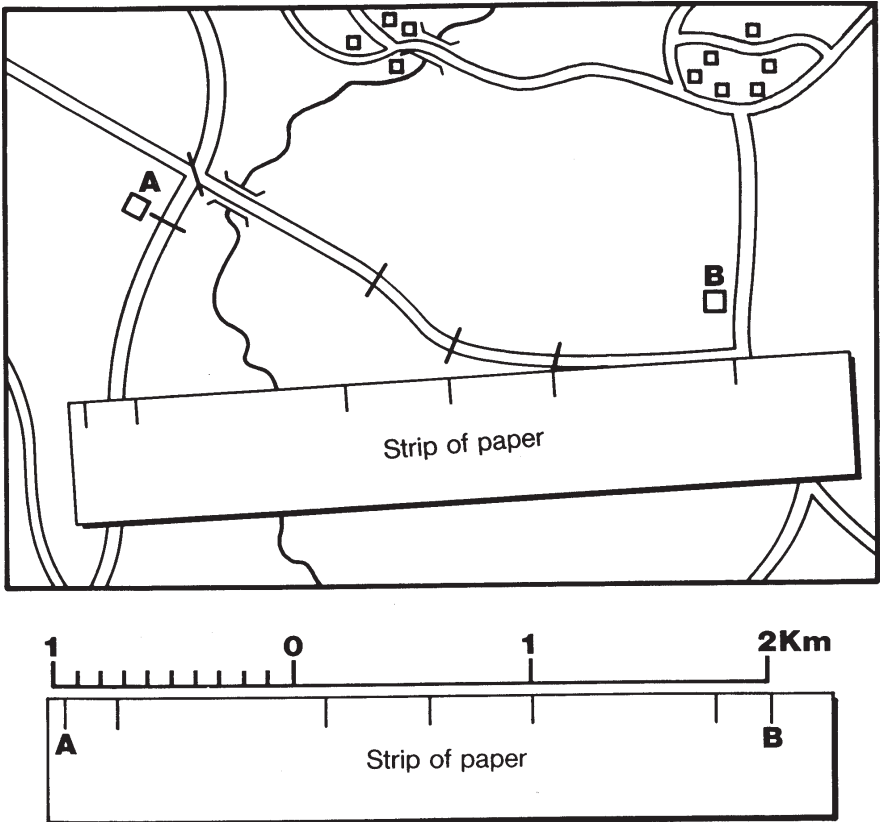


Fig 121. — Scaling a Road Distance off a Map

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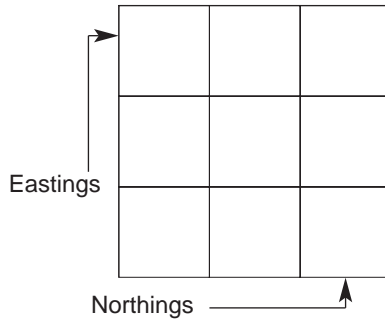


Fig 122. — Eastings and Northings

0556. In giving a grid reference there are two rules to remember:

- a. A reference must always contain an even number of figures.
- b. A count must always be made first along the lines from west to east, and then from south to north.

0557. *Explain and demonstrate:* For example, to give a reference for Point A (see Fig 123). First the squares are counted from west to east until the vertical line immediately before Point A is reached. This is line 48. An estimation is now made as to how far across the 1 kilometre square Point A is. To do this the small square is mentally divided into 10 still smaller divisions. 'A' is about three of these small divisions. The position of 'A' from West to East is now fixed, and the same procedure is now used reckoning from South to North. Counting upwards along the horizontal lines, the one before 'A' is line 64. Estimating again, 'A' appears to be $\frac{7}{10}$ of the way up the small square. The full reference to Point A is therefore 483647. The first half of the reference applies to the position of 'A' eastwards, the second half to its position northwards.

0558. The third and the last figures are the ones which have to be estimated, and for these figures a slight latitude is allowable. A more general reference can be given by means of a four figure reference to a point lying in a small square, provided that it is not likely to be confused with another object in the same square. For example, the church at 'B' could be referred to as 'the church in square 5258'. This figure refers to the point of intersection at the bottom left-hand corner of the square. If there were more than one church in the square, a six figure reference would have to be given.

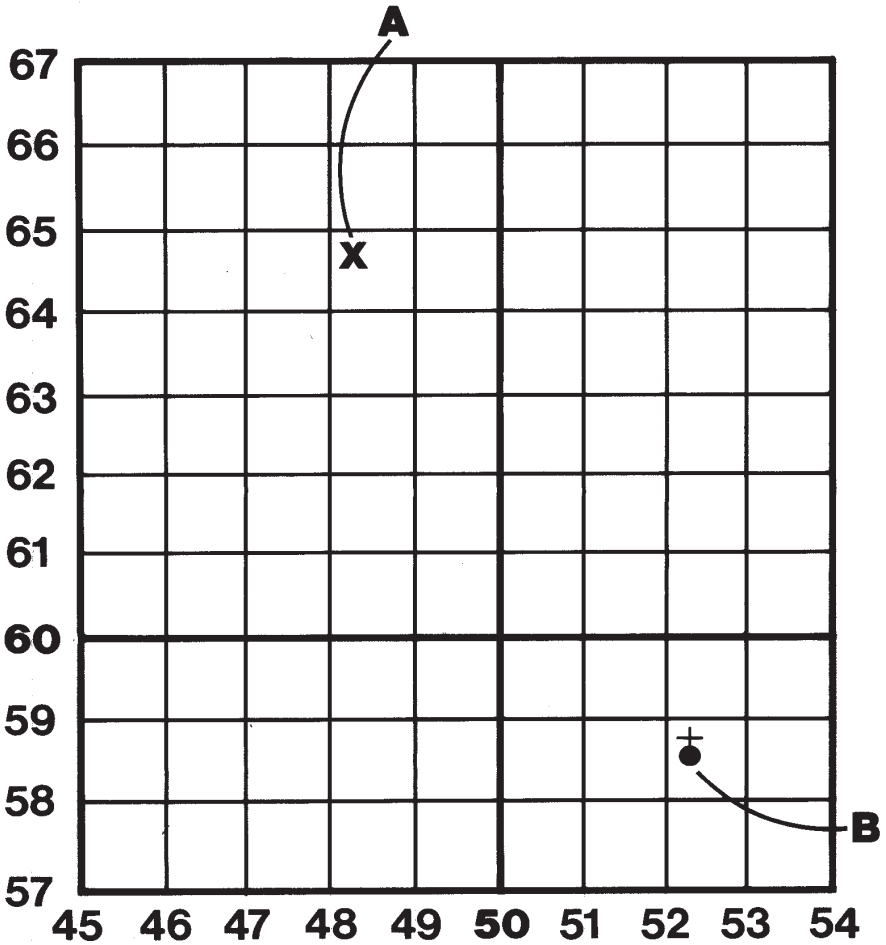


Fig 123. — Grid References

0559. For measurement and grid reference purposes the correct positions are normally as follows:

- a. For double line symbols — halfway between the lines.
- b. For circular or rectangular symbols — the centre.

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- c. For vertical symbols, e.g., lighthouse — the centre of the base.

0560. Romers may be used to measure, rather than estimate, the third and sixth figures. A romer is described in Section 5.

Setting the Map and Position Finding Using Landmarks

0561. *Setting a Map by Landmarks.*

- a. Draw a line on the map between your present position (A) and a landmark on the map which can also be seen on the ground (see Fig 124).
- b. Rotate the map until the pencil line points at the landmark.
- c. The map is now set but not so accurately as if a compass were used. For greater accuracy use this method with two landmarks.

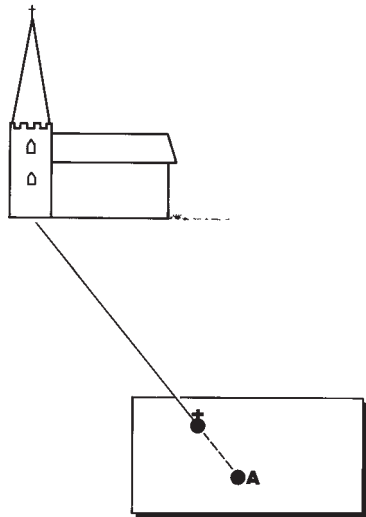


Fig 124. — Setting a Map by Landmarks

Position Finding Using a Map Only

0562. Provided that the scale of the map is not too small, and that a reasonable amount of detail is shown, it is generally a simple matter to pinpoint one's position on the map. This is done first by setting the map, and then by noting the respective positions of various prominent objects or natural features in the vicinity. If there is a railway nearby, for instance, it can probably be identified on the map and so give an approximate idea of one's position. This can be further narrowed down or fixed by the positions of other features such as woods, road junctions, etc. The art of finding one's position on the map requires practice, but it should not in normal circumstances be difficult provided that common sense and a process of elimination is applied.

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Conclusion

0563. ***End of Lesson Drill.***

- a. *Questions to and from the squad.*
- b. *Sum up.*
- c. *Look forward to the next lesson.*

0564 – 0570. *Reserved.*

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SECTION 4. — RELIEF AND VERTICAL INTERVAL

A. INSTRUCTOR'S NOTES

Aim

0571. *To teach cadets how to understand the shape of the ground in terms of hills and valleys.*

Timings

0572. *Three 30 minute periods.*

Stores

0573. *One map between two cadets.*

Miscellaneous

0574. *The understanding of contours, with which this section is chiefly concerned, is not easy without a training aid. A good one is the 'Glass Mountain'. This explains contours clearly and simply in their two dimensions and can be made by drawing contour lines onto a piece of paper. Four or five contour lines are sufficient. Trace each contour line onto a separate sheet of glass or some kind of perspex. Small pieces of wood or other material should then be glued to each corner of the sheets to show the vertical interval (height between contour lines) (see Fig 125).*

Preparation

0575. *Make a 'Glass Mountain' or other suitable aid and prepare some large scale drawings on a blackboard to illustrate contours in plan and elevation.*

Approach

0576. *This is perhaps the most important section because if the cadet can master it he can put his map to practical use in the future not only by being able to read the signs and symbols on it denoting such things as roads, railways, rivers and woods, but also the shape of the ground — the hills and valleys, the spurs and re-entrants, the steepness or otherwise of hilly country — and to make the appropriate deductions.*

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B. CONDUCT OF THE LESSON

Relief

0577. *Explain:* The term 'Relief' describes the rise and fall of the ground — hills and valleys. It is difficult to show on a map which is a flat surface. Various methods are used to show relief and the most important is the contour.

Vertical Interval

0578. **Contours.** *Explain and demonstrate using the 'Glass Mountain':* These are thin lines drawn on the map, usually in red or orange colours, each one of which joins up points of the same height. Against these lines are written figures which indicate their heights. The figures are written so that they can be read the correct way up when looking up the slope. The 'Glass Mountain' illustration shows four contours on a piece of paper at 'A' representing 100, 200, 300 and 400 metres (see Fig 125). At 'B' the same contours are shown, each one on a separate piece of paper or perspex and separated by blocks of wood to show the vertical interval between them. On the 1:50,000 map contour markings are to the nearest metre with a vertical interval of ten metres.

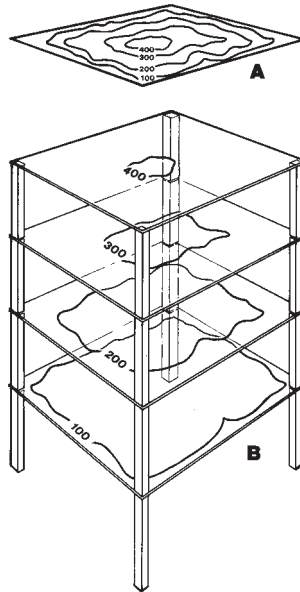


Fig 125. — Glass Mountain

0579. **Other Methods.** Other ways of showing relief are:

a. *Hachures.* Hachures are short disconnected lines drawn down a slope. They are short and close together on steeper slopes, longer and more spaced on gentler slopes. They are normally used to depict cuttings, embankments and steep slopes and are shown in black.

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b. *Layering (Altitude Tint)*. These are uniform tints to show all ground between defined limits of height, i.e., all ground between 50 and 100 metres. Different tints showing layers give a clear picture of areas of varying heights.

Interpretation of Contours

0580. *Explain and demonstrate:* On the map the contour lines of a hill are shown at 'A' — looking down on them (see Fig 126). The closer they are together, the steeper is the slope they represent, and the wider apart they are the gentler the slope. This is shown in at 'B' which is looking sideways through the ground at 'A'. At 'C' the hill is as it is normally seen in perspective.

0581. It is not always possible, however, to tell which is the top of the slope and which the bottom, without looking at the contour figures. When the contour figures can be read the correct way up with the map the correct way up, i.e., with the scale nearest to you, you will be looking up the slope.

0582. A general idea of which way the slopes run can be obtained by looking at other features — particularly lakes, ponds, rivers and streams. A stream running near a set of contours indicates at once which is the bottom of the slope. Similarly features such as railways, villages and large woods are more likely to be found at the bottom of a hill than at the top.

Convex and Concave Slopes

0583. A convex slope is one which bulges outwards, and a concave slope is one which curves inwards. A simple way to remember this — a cave is something which goes inwards, and a concave slope also curves inwards. A cadet standing at the top of the convex slope shown in Fig 127 would not be able to see all the way down to the bottom because the outward bulge of the slope would obscure his view. In other words, the ground at the bottom of the

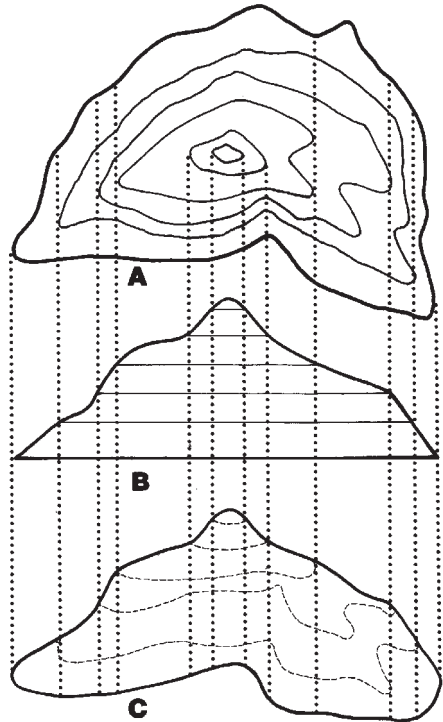


Fig 126. — Contours

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slope would be 'dead ground' to him, and an enemy would be able to advance quite a long way up the slope without being seen or coming under fire. When standing at the top of a concave slope, however, there would be no dead ground, with a clear view the whole way down the slope. It is for these reasons that it is important to be able to recognize the two types of slope as they appear on the map (see Fig 128).

0584. Hill shading is commonly used to indicate shapes either alone or in conjunction with contours and/or layers giving an excellent visual picture of relief without any definite heights.

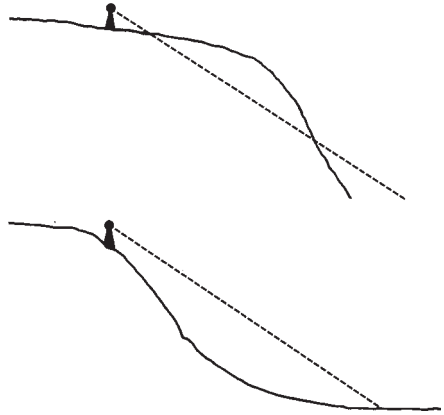


Fig 127. — Slopes

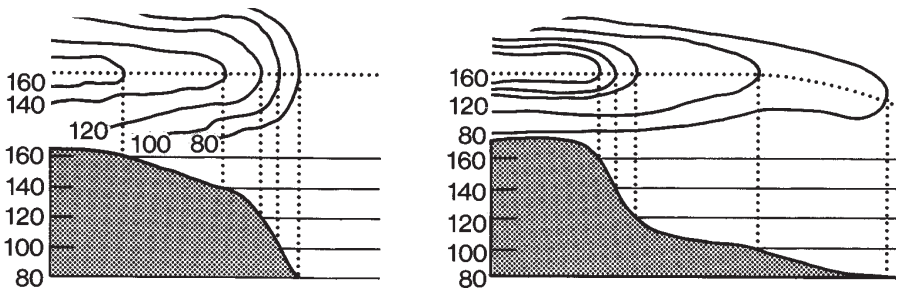


Fig 128. — Convex and Concave Slopes

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Spurs and Re-entrants

0585. *Explain:* Spurs and re-entrants appear to be very similar on the map, and it requires a little practice to be able to distinguish between the two. In both cases the contours appear as a hairpin shape. If no contour figures were shown it would be impossible to see which was which. As it is, if the bend of the hairpin points in the direction of lower ground it is a spur. If it points towards higher ground it is a spur. If it points towards higher ground it is a re-entrant (see Fig 129).

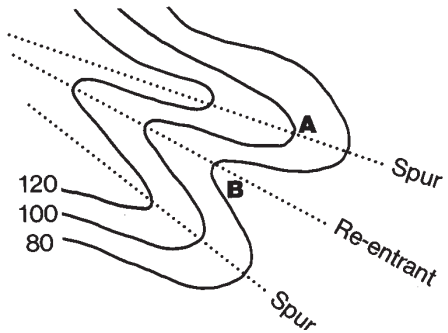


Fig 129. — Spurs with Re-entrant

0586. Imagine a cadet is standing at Point 'A' above. From that point he would be looking down from 100 metres on to lower ground at 90 metres and 80 metres — and so would be standing on a spur.

0587. From Point 'B' he would be looking up to the 100 metre contours — and so be standing in a re-entrant.

Other Features

0588. See Figs 130 – 132 below.

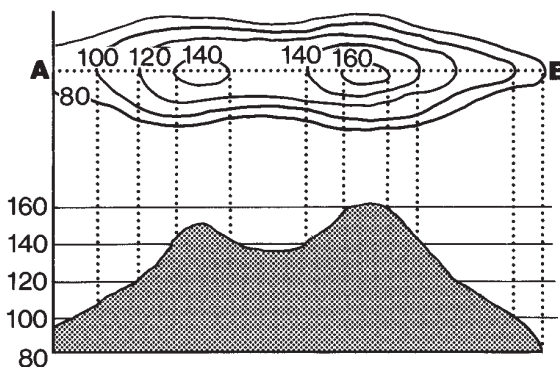


Fig 130. — A Saddle

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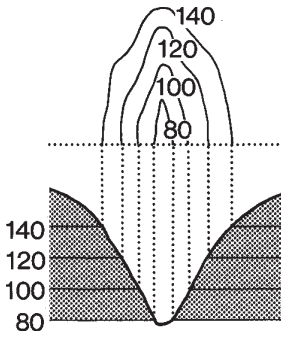


Fig 131. — A Steep Valley

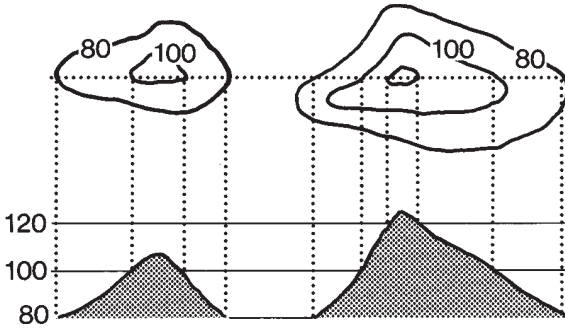


Fig 132. — Separate Hills

Conclusion

0589. *End of Lesson Drill.*

- a. *Questions to and from the squad.*
- b. *Sum up.*
- c. *Look forward to next lesson.*

0590. *Reserved.*

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SECTION 5. — THE LIGHTWEIGHT COMPASS

A. INSTRUCTOR'S NOTES

Aim

0591. *To introduce cadets to the lightweight compass, its functions and basic uses.*

Timings

0592 *Three 30 minute periods.*

Stores

0593. *One compass to each cadet.*

Preparation

0594. *Prepare a large scale drawing of a lightweight compass showing the component parts (see paragraphs 0597 – 05102 below, and Fig 133) clearly and of a compass rose showing the cardinal points (N, S, E, W) and principal intermediate points (NE, SE, SW, NW) (see Fig 134). Blackboard drawings may be used if necessary.*

Approach

0595. *To successfully navigate cross country, map and compass are complementary: it is essential that cadets are fully conversant with both.*

0596. *The compass is the most accurate, lightweight instrument in common use for navigation: it never lies and familiarity breeds confidence.*

B. CONDUCT OF THE LESSON

Description of the Compass

0597. *Explain and demonstrate:* The Compass Magnetic Unmounted Lightweight, calibrated in mils and degrees, is the current official issue lightweight compass. The two makes of lightweight compass in most common use in the Cadet Forces are the Suunto and the Silva compasses. The Silva is the compass illustrated in this chapter; the Suunto is very similar in design, but has the following differences:

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- a. *Housing.* The Suunto's housing is raised more, and is black in colour.
- b. *Calibration.* Whereas on the Silva compass the calibration in mils is given on the circle at the top of the housing, on the Suunto it is within the housing but outermost to the calibration in degrees.
- c. *Compass Needle.* The Silva needle is red (N)/white (S), the Suunto needle is red (N)/black (S).
- d. *Luminosity.* The Suunto has a longer luminous strip on the north pointing end of the needle.

0598. The compass is mounted at one end of a transparent plastic plate about 126 x 60 mm (5 x 2¹/₂ inches). The short end of the plate, furthest from the compass, is bevelled; a scale in millimetres is shown along one of the long sides at 'A', and a short scale in inches on the opposite side is shown at 'B'.

0599. A magnifying lens is at 'C'.

05100. Romers, which are the means of measuring the position of an exact point within a grid square more accurately than estimating the tenths explained in Section 2, for scales 1:25,000 1:50,000 and 1:63,360, are shown at 'D', 'E' and 'F'.

05101. The compass needle at 'G' is white at the south end and red with a luminous patch at the north end. The inner circle ('H') is graduated in two degree divisions from 0°–360° and the outer circle ('J') in 50 mil divisions from 0–6400. The circles can be rotated by hand taking with them a series of lines parallel to the 0–3200 mils (0°–180°) axis of the graduated circles ('K'). An arrow ('L') made from the two central parallel lines always points to 0 on the circles. It is referred to as the North Arrow.

Fig 133. — The Silva Compass

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05102. A line with an arrow and a luminous patch on it at M runs down the centre of the transparent plate from the edge of the outer circle towards the bevel on the short end. This is the Direction of Travel Line and bearings are read against it.

Points of the Compass

05103. *Explain:* North, South, East and West (N, S, E and W) are the four main points of the compass and are referred to as the cardinal points. The intermediate points are North East (NE), South East (SE), South West (SW) and North West (NW) (see Fig 134).

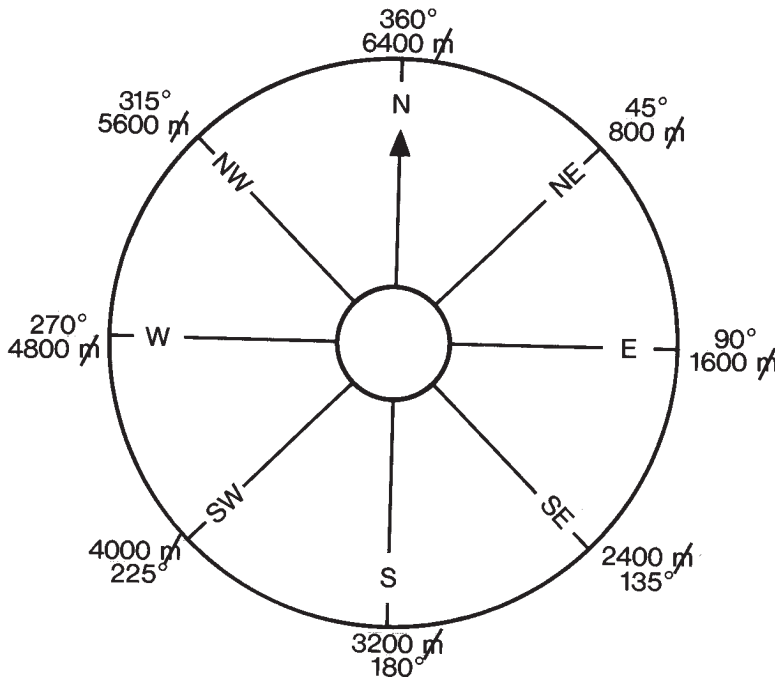


Fig 134. — Compass Points, Degrees and Mils

05104. For more precise indication of direction it is necessary to sub-divide the circle formed by the cardinal points into much smaller parts called mils or degrees. Because degrees are now being used less and less as a term of measurement, mils are used with the equivalent degrees in brackets when necessary.

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The Mil System

05105. *Explain:* The standard military system is to divide the circle of the compass into 6400 mils (360°), the zero being at the North Point. The four quadrants of the circle are each 1600 mils (90°), so the East, South and West points are at 1600 mils (90°), 3200 mils (180°) and 4800 mils (270°) respectively.

a. If it should be necessary to convert from mils to degrees or vice versa, the following is a conversion table:

1°	=	17.8 mils (18 mils approximately)
$1'$	=	0.3 mils
1 mil	=	$3.4'$

b. The sign for a degree is $^\circ$ (360° in a circle), a minute is $'$ (60 minutes in a degree) and a mil is *m*.

North Points

05106. *Explain:* There are three North points:

- a. True North — The actual direction of the geographical North Pole.
- b. Grid North — The direction of the vertical grid lines on a map. For all practical purposes True and Grid North are the same.
- c. Magnetic North — The direction towards which the compass needle points which is the Magnetic North Pole.

05107. **Angles Between North Points.** *Explain and demonstrate:* The terms used in compass work are (see Fig 135).

a. *Grid Magnetic Angle.* This is the new name for what used to be called Magnetic Variation. It is still the angle between Grid North and Magnetic North and it depends on two factors:

(1) *Time.* As the position of the Magnetic North Pole moves slightly eastwards, so the Grid Magnetic Angle changes. This is called the Annual Magnetic Change and must be taken into account when converting magnetic bearings to Grid bearings and vice versa.

(2) *Place.* The Grid Magnetic Angle also varies from one part of the country to another.

These two factors are included in the margin information on the map.

b. *Magnetic Declination.* This is the angle between Magnetic and True North.

c. *Grid Convergence.* This is the angle between Grid North and True North which can, in practice, be ignored since for practical map reading purposes True and Grid North are the same.

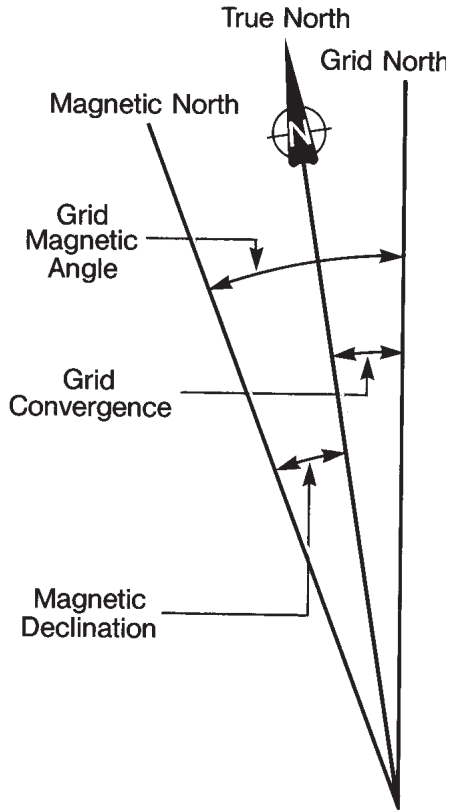


Fig 135. — Angle Between North Points

Bearings

05108. *Explain:* A bearing is a method of indicating direction (see Fig 136). It is the angle, measured in a clockwise direction, between North and a line joining two known points, so in **Example A** the bearing from 'P' to 'Q' is 800 mils (45°), whilst in **Example B** the bearing from 'P' to 'Z' is 5600 mils (315°).

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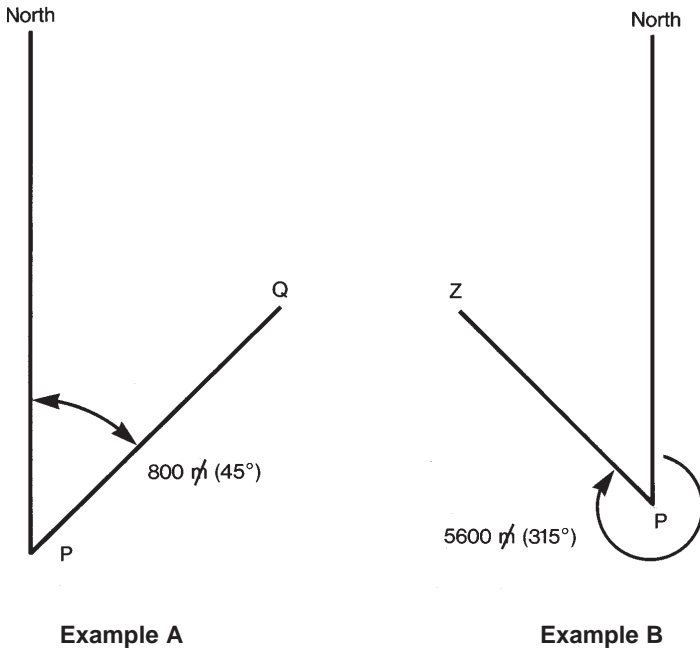


Fig 136. — Bearings

05109. *Explain:* As there are three different kinds of north points, there are three kinds of bearings, according to the north point from which they have been measured:

- a. A magnetic bearing is one taken with a compass. (An accurate compass needle always points to magnetic north.)
- b. A grid bearing is one measured on the map with the compass used as a protractor.
- c. A true bearing cannot be measured direct, but must be calculated from one of the other two. However, this can be ignored for practical map reading purposes.

Measuring a Magnetic Bearing

05110. *Explain and demonstrate:* To take a magnetic bearing hold the compass horizontally and point the direction of travel arrow at the objective. Then, while keep-

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ing the compass in this position, turn the graduated circles so that the north arrow corresponds with the north (red) end of the compass needle. The magnetic bearing is then read off at the direction of travel line (see Fig 137).

05111. Remember to avoid nearby iron and steel objects, such as vehicles, power lines, wire fences and weapons which can influence the compass reading.

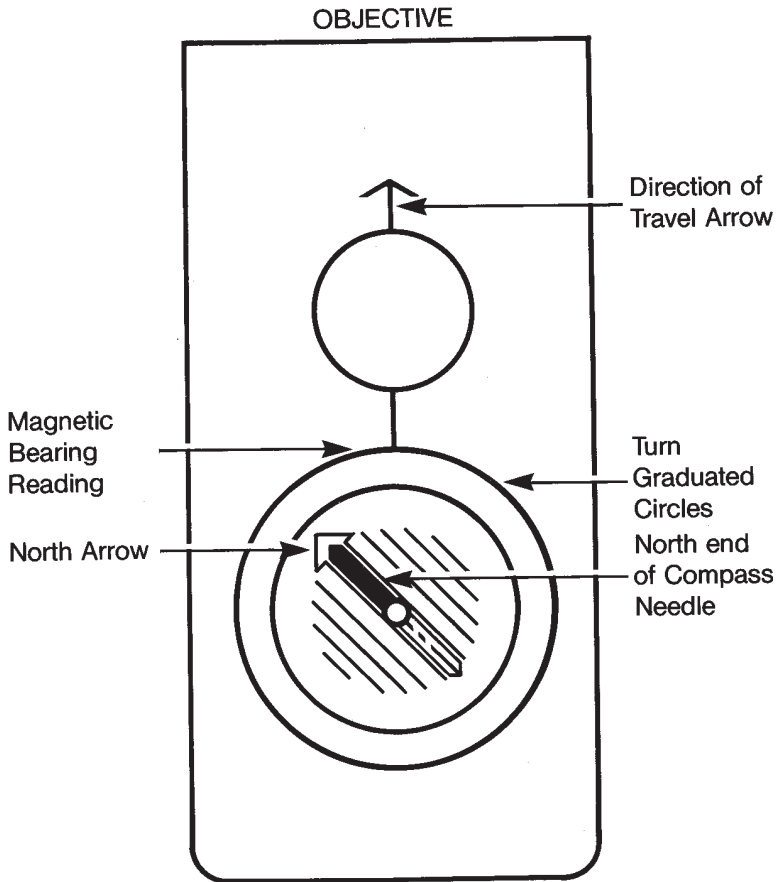


Fig 137. — Taking a Magnetic Bearing

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Conclusion

05112. *End of Lesson Drill.*

- a. *Questions to from the squad.*
- b. *Sum up.*
- c. *Look forward to next lesson.*

05113 – 05120. *Reserved.*

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SECTION 6. — MAP AND COMPASS

A. INSTRUCTOR'S NOTES

Aim

05121. *To teach cadets the basic function of map and compass together.*

Timings

05122. *Four 30 minute periods.*

Stores

05123. *One compass and map between two cadets, and pencils.*

Approach

05124. *Reiterate that the map and compass are complementary particularly for cross-country navigation and position finding. Therefore cadets must be fully conversant with both and have confidence in their use.*

B. CONDUCT OF THE LESSON

05125. **Setting a Map by Compass.** *Explain and demonstrate (see Fig 138):*

- a. Find the Magnetic North Arrow ('A'), normally in the top margin of the map. With a ruler or the edge of the compass, extend the line.
- b. Lay the compass on the map so the Direction of Travel Arrow line ('B') on the compass coincides with the magnetic North Arrow line on the map.
- c. Now turn both map and compass so that the Magnetic Needle in the compass ('C') coincides with the Direction of Travel Arrow line and also the magnetic North Arrow line on the map.
- d. The map is now set.

05126. To avoid removing the map from its protective cover during inclement weather, it is possible to set the map sufficiently accurately for all practical purposes by laying the edge of the compass along any Easting grid line. Then turn the map and compass until the Magnetic Needle in the compass coincides with the Direction of Travel Line.

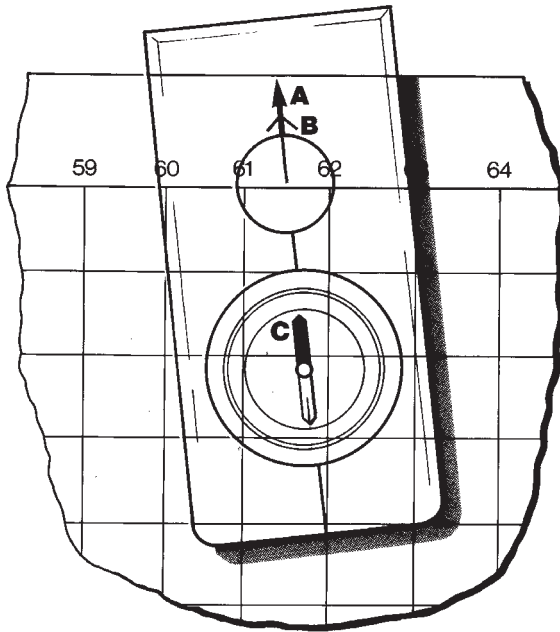


Fig 138. — Setting a Map by Compass

Calculating a Magnetic Bearing from the Map and its Use

05127. **Use.** *Explain:* When the objective cannot be seen a grid bearing must be measured off the map in the first place, and then converted to a magnetic bearing. The compass is then set at this latter bearing and followed to the objective.

05128. **Measuring a Grid Bearing.** *Explain and demonstrate (see Fig 139):* To take a grid bearing from a map the compass can be used as a protractor, ignoring the compass needle. To read a grid bearing from 'A' to 'B' place the compass with a long side on the line 'AB' and with the direction of travel arrow pointing towards 'B'. Then turn the graduated circles so that the north arrow points towards grid north and is parallel to the north-south grid lines. The grid bearing of 'B' from 'A' is then read off at the point where the tail of the line of travel arrows cuts the graduations on the circle.

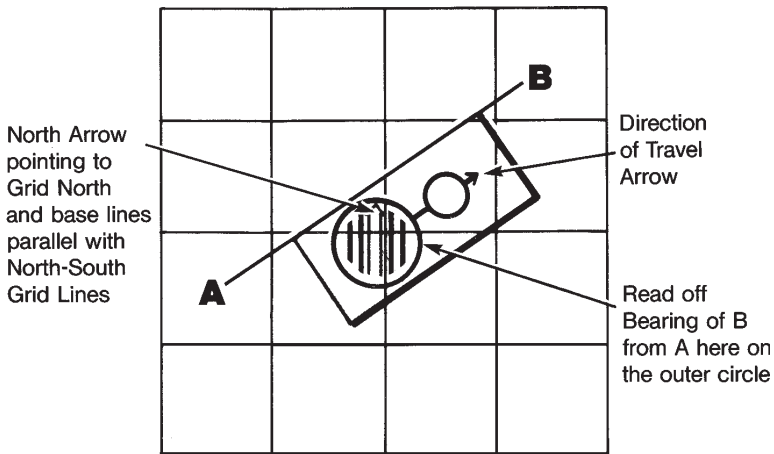


Fig 139. — Measuring a Grid Bearing with a Lightweight Compass

Conversion of Grid to Magnetic Bearing

05129. The bearing, (see Fig 140) measured with the compass used as a protractor, of a windmill from point 'X' is found to be 2100 mils (118°). To convert this grid bearing to a magnetic bearing, a diagram is drawn as shown. From the marginal information on the map the magnetic bearing is known to be larger than the grid bearing by 140 mils (8°), and is therefore 2240 mils (126°). In converting bearings it is always wise to draw a diagram to see whether the magnetic variation should be added or subtracted — it is a less fallible method than remembering sets of rules. For those who like an aide-mémoire, however, the following rhyme may be of assistance:

"Mag to Grid — Get rid
Grid to Mag — Add"

Marching on a Bearing

05130. *Explain and demonstrate:* To march on a required bearing, convert the grid bearing to a magnetic bearing. Set the graduated circle to read this magnetic bearing at the direction of travel line. Then turn the whole compass until the north end of the needle coincides with the north arrow and, holding the compass in front of you, march in the direction of the line of travel arrow. So long as the compass needle and

PROTECT

the north arrow are kept coincident, the direction of travel arrow will remain on the required bearing (see Fig 141).

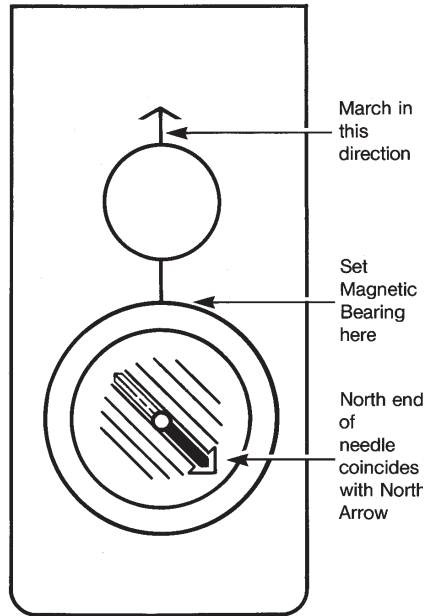
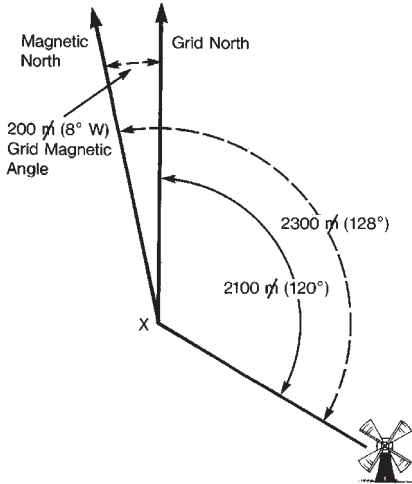


Fig 140. — Conversion of a Bearing

Fig 141. — Marching on a Bearing

Moving Round Obstacles

05131. *Explain:* Obstacles often lie in the direct route and in order to keep a really accurate direction they should be bypassed by going round them at right angles (see Fig 142).

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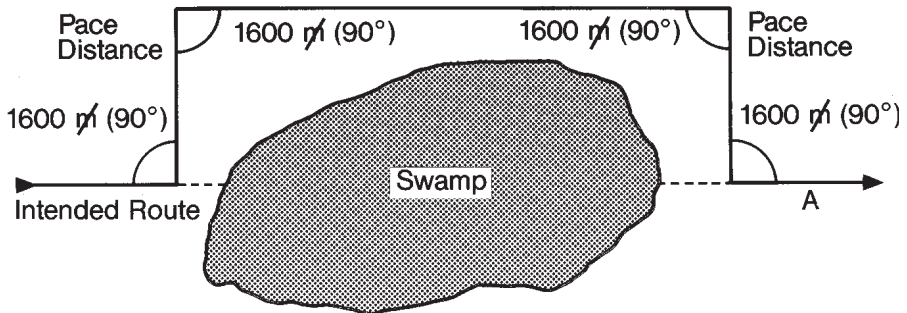


Fig 142. — Moving Round Obstacles

Position Finding by Resection

05132. *Explain:* There may be times when you need to check your position with more accuracy than is possible using the method discussed earlier. Resection is the alternative and more precise method to be used.

05133. *Explain and demonstrate:* With the map correctly set, look at the ground and select two objects on the ground which can be unmistakably identified on the map. They should be approximately 1000 metres distant and separated by approximately 1200–1600 mils 65–90 degrees) (see Fig 143).

- a. Mark the objects, e.g., 'A' and 'B'.
- b. From your position, e.g., at 'C', take a compass bearing on to each object in turn. Ideally, take three bearings to each and work out the average bearing to be used.

Example:

The average bearing from 'C' to 'A' is 5800 mils magnetic or 334° magnetic.

The average bearing from 'C' to 'B' is 1050 mils magnetic or 59° magnetic.

05134. These two bearings have to be plotted on the map, but must first be converted to grid bearings.

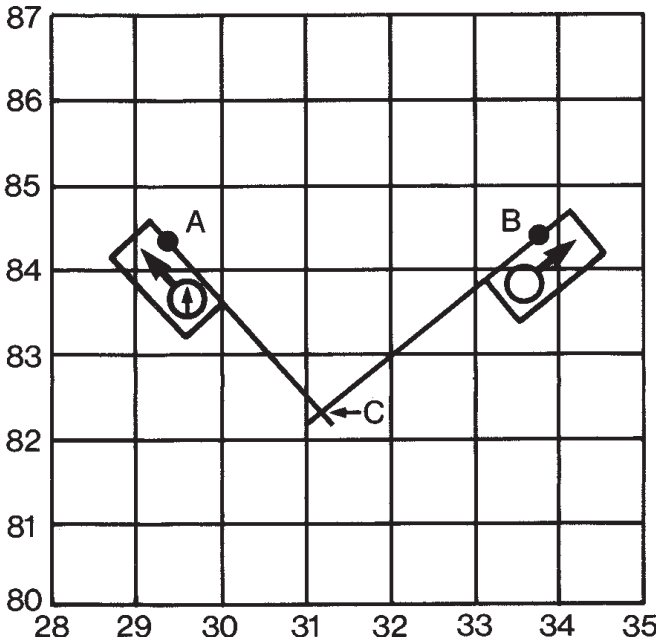


Fig 143. — Plotting Position

a. The grid/magnetic angle on the map in use is 116 mils or 7° . Therefore the converted bearings will be:

To point 'A' 5800 mils (334°) less 116 mils (7°) = 5684 mils (327°).

To point 'B' 1050 mils (59°) less 116 mils (7°) = 934 mils (52°).

b. Next examine the readings in mils, e.g., 5684 and 934; remembering that the smallest setting that can be applied to the compass is in increments of 25 mils; these two figures must now be corrected to the nearest 25 mils e.g.:

5684 mils — corrected to 5675 mils grid.

934 mils — corrected to 925 mils grid.

c. The corrected bearings are now to be plotted on the map.

05135. **To Plot the Bearings.** Explain and demonstrate:

a. Set the grid bearing to 'A' on the compass.

PROTECT

- b. With a fine pencil point put the pencil on 'A' and hold it vertically; place a long edge of the compass against the pencil with the direction of travel arrow pointed in the general direction of 'A' (see diagram), with the North arrow pointing approximately towards the top of the map.
- c. Without moving the dial, pivot the compass about the pencil point until the North arrow points precisely towards the top of the map with its sides or any one of the lines on either side of it parallel to the nearest grid line.
- d. Hold the compass firmly and lightly draw a line along the long side.
- e. Set the grid bearing to 'B' on the compass and repeat the procedure from point 'B'.
- f. Where the lines from 'A' and 'B' meet, is your position at 'C'. Take the grid reference.

Conclusion

05136. ***End of Lesson Drill.***

- a. *Confirm by questions and another problem if time permits.*
- b. *Sum up.*
- c. *Look forward to map reading exercises.*

05137 – 05140. *Reserved.*

PROTECT

PROTECT

SECTION 7. — BASIC NIGHT NAVIGATION

A. INSTRUCTOR'S NOTES

Aim

05141. *To teach cadets to set a compass for night marching and to find north by the Pole Star method.*

Timings

05142. *Two 30 minute periods.*

Stores

05143. *One compass between two cadets.*

Miscellaneous

05144. *The first part of this lesson should be taken in the classroom followed by a practical period after dark on a clear night.*

Preparation

05145. *The following preparations should be carried out:*

- a. *Set out a number of short legs to practise marching by compass at night.*
- b. *Make a chalkboard drawing or 'drop' of the Great Bear and Pole Star (see Fig 144).*
- c. *Study the sky beforehand and make sure that you can not only pick out the Pole Star but that you can indicate it to the cadets.*

B. CONDUCT OF THE LESSON

Introduction

05146. *Explain:*

PROTECT

- a. The importance of being able to march with confidence on a compass bearing at night as a lot of movement in the military environment is done under cover of darkness.
- b. On occasions when a compass is not available you must be able to find the direction of north (and therefore the other cardinal points).

Setting a Compass for Night Marching

05147. *Explain and demonstrate:* The method is the same as that explained earlier, that is to take a magnetic bearing by daylight, or a grid bearing from the map, and convert it to a magnetic bearing. Now set the graduated circle to the appropriate bearing at the Line of Travel and turn the whole compass until the north end of the compass needle coincides with the letter N. Hold the compass in front of you and march in the direction of the Line of Travel Arrow. So long as the needle and the North Arrow coincide the Direction of Travel Arrow will remain on the required bearing.

05148. *Practise this in daylight so as to gain confidence in the skill before doing it after dark.*

Pole Star Method

05149. *Explain, using the drawing:* In the northern hemisphere the North Star (Polaris) indicates the position of True North to within 2°. It is a bright star and can be found by producing a line from the two end stars, or 'pointers' of the Plough or Great Bear. The North Star will be found slightly off this line on the side furthest from the remaining stars of the Great Bear and at about five times the distance between the two pointers (see Fig 144).

Conclusion

05150. ***End of Lesson Drill.***

- a. *Questions to and from the squad.*
- b. *Sum up.*
- c. *Look forward to next lesson.*

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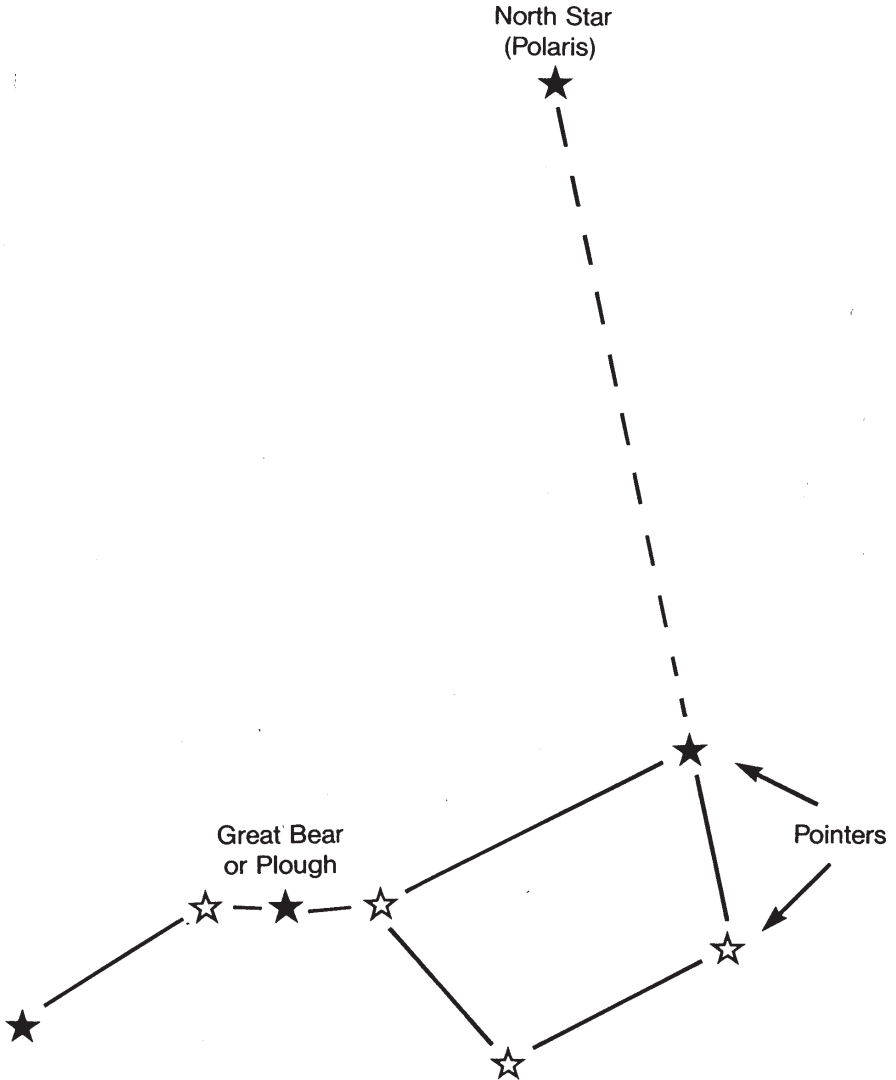


Fig 144. — Finding North from the Pole Star

PROTECT

PROTECT

SECTION 8. — PREPARATION OF A ROUTE CARD

A. INSTRUCTOR'S NOTES

Aim

05151. *To teach cadets how to prepare a route card and use it.*

Timings

05152. *Two 30 minute periods.*

Stores

05153. *One map and one compass between two cadets.*

Miscellaneous

05154. *Ensure that cadets have pencils and paper.*

Preparation

05155. *Draw a large scale route card on the chalkboard or prepare a drop for demonstration purposes.*

Approach

05156. *Explain: The construction of a route card is not only a necessity for patrol training and adventurous training but, at the same time, is a method of putting into practice the measurement of distances and bearings which have already been taught.*

B. CONDUCT OF THE LESSON

Preparation of a Route Card

05157. The purpose of a route card is to assist in navigation when moving across country. A route card should be used for map reading exercises, patrol exercises and Adventurous Training expeditions, and a copy should always be given to the adult in charge so that he knows the route selected by cadets if he is not moving with them.

05158. Routes must be divided into 'legs'. A 'leg' is a route between two landmarks easily identifiable on the map and ground.

PROTECT

05159. The example of a route card proforma (see Fig 145) shows all the information which must be included for a long expedition across difficult country. Headings marked with an asterisk may be omitted on short exercises and expeditions across easy country at the discretion of the adult responsible.

ROUTE CARD								
Commander			Start Point GR			ETD (Estimated time of departure)		
Date			Finishing Point GR			ETA (Estimated time of arrival)		
Leg	From		To		Bearing		Distance	Remarks Landmarks Hazards
	Location	Grid Ref	Location	Grid Ref	Grid	Mag		
1								
2								
3								
4								
5								

Fig 145. — Route Card Proforma

Conclusion

05160. ***End of Lesson Drill.***

- a. *Questions to and from the squad.*
- b. *Sum up.*
- c. *Look forward to next lesson.*

Figs 146 — 149. *Reserved*

PROTECT

Chapter 6

FIELD CraFt

SECTION 1. — INTRODUCTION

General

0601. Fieldcraft is the name given to the skill which enables a cadet to carry out a variety of military activities with maximum efficiency whilst moving across country by day and by night. The standard which a cadet achieves must partly depend on his ability in Skill at Arms and Use of Map and Compass.

0602. In order to achieve the aim of training as stated in the syllabus it is necessary to study and practise basic military tactics only at section level and no higher. For this reason and because of the limited time available for training, the contents of this chapter include only section drills for the attack and patrol's roles. Defence and withdrawal are omitted. However Volume II Chapter 5 covers 'Platoon Battle Drills' and 'The Platoon in Defence'.

0603. Section 21 — The Organization of the Section and Its Place in the Battalion, is included to give cadets a glimpse of the "whole" whilst studying the details of section training.

0604. The dress for Fieldcraft lessons will always be uniform with web equipment for those done outside and usually for those done inside except when they are of a classroom nature, i.e., such lessons as Section 8. — Introduction to Night Work.

Organization of Instruction

0605. Instructors are allowed latitude in the method they adopt to teach the various lessons provided they do not deviate from the facts and drills laid down. Fieldcraft, properly presented is an interesting subject and presents a challenge to the cadet.

0606. Fieldcraft is best taught by means of demonstrations, including films, explaining to the cadets what they are seeing and then confirming by practice as soon as possible.

0607. Demonstrations must be carefully prepared and rehearsed whether they are on a big scale, or just the instructor showing his squad how to crawl. Poor demonstrations are of little value.

0608. Practice periods can be repeated according to progress made.

0609. Fieldcraft does not lend itself to strict 30 minute periods. Some lessons and practices need far longer and others are best combined into a day and night exercise.

PROTECT

Safety Precautions

0610. Before every lesson, all weapons, magazines, drill cartridges, spare parts wallets, containers and cadets' pouches must be inspected to ensure that no live ammunition is present.

0611. *Reserved.*

PROTECT

SECTION 2. — PERSONAL CAMOUFLAGE AND CONCEALMENT

A. INSTRUCTOR'S NOTES

Aim

0612. *To demonstrate and practise personal camouflage and concealment.*

Timings

0613. *One 30 minute period.*

Method

0614. *A basic instructional outdoor period.*

Stores

0615.

Rifles

Camouflage cream or burnt cork

*Improvised camouflage materials such as sacking,
foliage and grass*

Signal flag

Whistle

Preparation

0616. **a.** *Group several squads together for the demonstration, and use cadet NCOs as demonstrators.*

b. *Choose ground with all types of cover on it — hedgerows, walls, bushes, folds, banks etc.*

c. *The demonstration, which must be rehearsed beforehand, should be arranged to illustrate situations such as those shown in the pictures in this Section. The wrong and the right way should be shown and cadets should be made to search the area to discover them.*

d. *It is possible to demonstrate and practise personal camouflage indoors but not the rest of the lesson.*

B. CONDUCT OF THE LESSON

Preliminaries

0617. *Safety Precautions.*

PROTECT

Introduction

0618. You must know how to camouflage and conceal yourself or you will be easily seen.

Demonstration

0619. *Explain and demonstrate:* The tone and colour of the hands, neck and face and the shape, surface and silhouette of the pack, must not contrast with their backgrounds. To avoid these contrasts:

- a. Put camouflage cream, mud, burnt cork, or something similar on the face, neck and hands; put on more for night work than for day (see Fig 150).
- b. Tie string across the pack, and use it to hold foliage, etc to break up the pack's outline.
- c. It may be necessary to camouflage the weapon by binding scrim or hessian round shiny metal parts; but be careful that none of it blocks the view over the sights.



Too Much

Too Little

Just Right

Fig 150. — Camouflage for Daylight

0620. Divide the cadets into pairs, and make each pair practise personal camouflage as master and pupil, while the NCOs move to their places for the next part of the demonstration. Explain and demonstrate:

- a. Look round or through cover, rather than over it; if it is necessary to look over it, try not to break a straight line (see Fig 151).
- b. Avoid skylines (see Fig 152).
- c. Choose a background to match your clothes (see Fig 153).
- d. Use shadow, and remember that when in the sun, your own shadow is very conspicuous, and that shadows move with the sun (see Fig 154).

PROTECT

- e. Avoid isolated cover; the enemy is likely to watch it, and it is easy to give a fire control order on to it (see Fig 155).
- f. Try not to be seen going into or leaving cover.
- g. Move stealthily.



Fig 151. — Look Round or Through, Not Over Cover

PROTECT



Fig 152. — Avoid a Skyline



Fig 153. — Choose a Suitable Background

PROTECT



Here

Not Here

Not Here
Leaning
Out of
Window



Here
Inside
Room
Where
Difficult
To See



Fig 154. — Use of Shadow

PROTECT

PROTECT



Not Here

Here

Fig 155. — Avoid Isolated Cover

Conclusion

0621. ***End of Lesson Drill.***

- a. *Questions to and from the squad.*
- b. *Sum up the demonstration.*
- c. *Stress again that the aim of camouflage and concealment is to escape observation.*
- d. *Look forward to the next lesson.*

0622. *Reserved.*

PROTECT

SECTION 3. — PERSONAL CAMOUFLAGE AND CONCEALMENT — PRACTICE

A. INSTRUCTOR'S NOTES

Aim

0623. *To practise personal camouflage and concealment.*

Timings

0624. *One 30 minute period.*

Stores

0625.

*Camouflage equipment
Pointer staff
Rifles
Rifle rests*

Miscellaneous

0626. *Choose a piece of ground with all sorts of cover on it.*

B. CONDUCT OF THE LESSON

Preliminaries

0627. ***Safety Precautions.***

Approach

0628. This is a period to practise camouflage, concealment and observation.

Practice

0629. Tell the cadets to camouflage themselves working in pairs.

0630. Divide the cadets into two teams; give the first team five minutes to conceal themselves in positions from which they can observe the second team; give them a piece of ground to work in, and tell them that their position must be between 50 and 100 metres away.

PROTECT

0631. At the end of five minutes, get the second team to search the ground where the first team is concealed. When one of them spots a cadet of the first team, he should tell you and his teammates, and say what it was that gave him away.

0632. If any members of the first team are not spotted after a reasonable time, signal them to move about until they are.

0633. Collect all the cadets together, discuss results, and repeat the practice with the teams changed around, and on different ground.

Conclusion

0634. ***End of Lesson Drill.***

- a. *Questions to and from the squad.*
- b. *Sum up.*
- c. *Look forward to the next lesson.*

0635. *Reserved.*

PROTECT

SECTION 4. — MOVING WITH AND WITHOUT RIFLE

A. INSTRUCTOR'S NOTES

Aim

0636. *To teach cadets how to move with and without rifles.*

Timings

0637. *One 30 minute period.*

Stores

0638.

Rifles

Miscellaneous

0639. *A stretch of hard road is needed for the cadets to practise walking on silently.*

B. CONDUCT OF THE LESSON

Preliminaries

0640. ***Safety Precautions.***

Introduction

0641. It is necessary to know the best way to move making maximum use of cover so that it is possible to get close to your objective without being detected. Select the most suitable method of movement according to the type of cover encountered.

Methods of Movement

0642. *Explain and demonstrate each method:* Divide the cadets into pairs, and make them practise the method that they have just seen as master and pupil, first without equipment and later, if time permits, wearing equipment.

0643. ***The Monkey Run*** (see Fig 156).

- a. It is simply crawling on hands and knees.
- b. It is useful behind cover about 600 mm (2 feet) high.
- c. It is possible to go quite fast but only at the risk of noise.
- d. To be quiet, always choose a place where there are no twigs to crack. Put the hands on the ground and then the knees exactly where the hands have been.

PROTECT

- e. Keep the backside and head down, but observe.
- f. With a rifle, hold it at the point of balance with one hand and see that no dirt gets into the muzzle.



Fig 156. — The Monkey Run, With and Without a Rifle

PROTECT



Fig 157. — The Leopard Crawl, With and Without a Rifle

PROTECT

0644. ***The Leopard Crawl*** (see Fig 157).

- a. It is crawling on elbows and the inside of the knees.
- b. It is useful behind very low cover.
- c. Propel yourself along by alternative elbows and knees, and roll the body a little as you bend each knee; or let one leg trail behind, and use only one knee. Keep the heels, head, body and elbows down, but observe.
- d. With a rifle, hold it with the right hand on the pistol grip and the left hand on the hand guard.

0645. ***The Roll*** (see Fig 158).

- a. It is often the quickest way of getting away from a spot, such as a crest line, when seen by the enemy.
- b. Roll with the arms and the rifle, close in to the side.



Fig 158. — The Roll, With and Without a Rifle

PROTECT

0646. **The Walk** (see Fig 159).

- a. Hold the rifle in the alert position so that it can be used instantly. The whole attitude must be alert, with the head up in order to observe.
- b. To be really quiet on hard ground, put the edge of the sole of the boot down first. To help the balance, keep the knees slightly bent.



Fig 159. — The Walk

PROTECT

Conclusion

0647. ***End of Lesson Drill.***

- a. *Questions to and from the squad.*
- b. *Sum up.*
- c. *Look forward to the next lesson.*

0648. *Reserved.*

PROTECT

SECTION 5. — MOVEMENT AND OBSERVATION — PRACTICE

A. INSTRUCTOR'S NOTES

Aim

0649. *To give practice in movement and observation.*

Timings

0650. *Four 30 minute periods.*

Stores

0651.

Rifles

Flags

Camouflage materials

Rifle rests

Miscellaneous

0652. a. *The practice can be run as a competition.*

b. *Choose a course about 50 metres long, and divide it into four equal sections; mark the end of each section with a flag. The course should entail crawling on hands and knees, and on elbows and knees, and crossing a small gap. A skilful, agile cadet should be able to complete it in ten minutes without being seen.*

B. CONDUCT OF THE LESSON

Preliminaries

0653. *Safety precautions and personal camouflage.*

Approach

0654. The aim of this period is to give realistic practice at moving and observing.

Explanation of the Practice

0655. Paint a simple tactical picture and point out the route and the flags, and that a NCO is observing from the last flag.

PROTECT

0656. Explain the marking, how the competition will work, and the time limit.

0657. Start the cadets off one by one at intervals. If a cadet is seen, tell him why, and let him try again. Cadets who succeed should stay near the last flag and observe.

Conclusion

0658. ***End of Lesson Drill.***

- a. *Tell the cadets who won.*
- b. *Questions to and from the squad.*
- c. *Sum up.*
- d. *Look forward to the next lesson.*

0659. *Reserved.*

PROTECT

SECTION 6. — ELEMENTARY OBSTACLE CROSSING

A. INSTRUCTOR'S NOTES

Aim

0660. *To teach cadets how to get over obstacles.*

Timings

0661. *One 30 minute period.*

Stores

0662.

*Rifles
Wire cutters or pliers
Hessian
Wood*

Miscellaneous

0663. *Choose a piece of ground which has as many of the obstacles at paragraphs 0667 – 0670 below as possible. If this is not possible use initiative to make up something similar.*

B. CONDUCT OF THE LESSON

Preliminaries

0664. ***Safety Precautions.***

Approach

0665. It may be necessary to cross obstacles when moving across country. Providing the cadet has been trained and practised in this skill and he works as a member of a team this will present no great problem.

How to Cross Obstacles

0666. Move from obstacle to obstacle, explaining and demonstrating at each; then make the cadets try for themselves.

PROTECT

0667. **Wire.**

- a. Crawl under it if possible.
- b. It may be possible for someone to lie on the wire and flatten it down a bit, and for the others to climb over his body.
- c. To cut wire, get someone to hold it on both sides of the cutter, to prevent it flying apart, making a noise and possibly hitting the face.

0668. **Gates and Wooden Fences.** The best way is to crawl under them; the next best thing is to vault over them.

0669. **Walls.** Help one another up and roll across the top, keeping flat. Be careful of weapons; do not drop them over the wall.

0670. **Ditches, Streams, Hedges and Gaps.** These are likely to be covered by fire; cross them as fast as possible.

0671. Give the cadets practice over the whole course. They should work on their own, or in teams of two or more, according to the obstacle. See that they get into fire positions and observe when they have crossed an obstacle.

Conclusion

0672. **End of Lesson Drill.**

- a. *Questions to and from the squad.*
- b. *Sum up what the cadets have achieved.*
- c. *Look forward to the next lesson.*

0673. *Reserved.*

PROTECT

SECTION 7. — CROSSING OBSTACLES — PRACTICE

A. INSTRUCTOR'S NOTES

Aim

0674. *To practise teamwork over obstacles.*

Timings

0675. *Four 30 minute periods.*

Stores

0676.

Rifles

Camouflage materials and those for Section 6 above

Miscellaneous

0677. **a.** *This practice is not the same as an assault course.*

b. *Prepare a course with various types of obstacles on it.*

B. CONDUCT OF THE LESSON

Preliminaries

0678. *Safety precautions and personal camouflage.*

Approach

0679. Obstacles will not be crossed without confidence and determination. Constant practice gives confidence.

Practice

0680. Practise the cadets either in:

a. Groups.

b. Sections, teams or patrols.

c. Competitions, which should be non-tactical, and judge results by speed and care of arms.

PROTECT

Conclusion

0681. **End of Lesson Drill.** *Sum up what has been achieved.*

0682. *Reserved.*

PROTECT

SECTION 8. — INTRODUCTION TO NIGHT WORK

A. INSTRUCTOR'S NOTES

Aim

0683. *To provide a basic introduction to night work by teaching the facts of night vision.*

Timings

0684. *Two 30 minute periods.*

Method

0685. *A basic instructional period to be taught in a room with a total blackout facility, with normal lighting replaced by red light bulbs of 60 watts or less.*

Stores

0686. *This lesson is taught in a darkroom equipped with a panorama box. At the back of the box there is a 6-watt bulb, connected in series to a 10-ohm rheostat and a battery, all of which is enclosed except for a pin hole at the front. Against the front of the box is a panorama. The light throws silhouettes of the panorama onto a wall 4.5-6 metres (15-20 feet) away (see Fig 160).*

0687. *Red light bulbs replace the normal lighting of the darkroom. The power of the bulbs should not exceed 60 watts. Blackboards or drops will be required. If a blackboard is used, yellow and red chalk will show well under light. If a drop is made on white paper, black ink only should be used. A torch showing a pin hole of red light. A simple stand to hold the torch will be found to be a useful aid.*

Instructional Knowledge

0688. *It is essential that this period is taught before any night training. In teaching cadets it may be necessary to allow an extra period for the subject. If an extra period is allowed, all the teaching should take place in the first period, following the lesson as it is written. The second period should be devoted to confirmation of the facts taught. For this a new panorama must be used.*

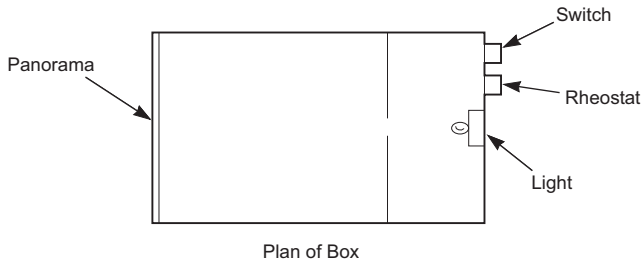
0689. *The lesson has been designed to be taught under red light to allow the instructor to make full use of diagrams and the class to take notes. It will also impress upon cadets the value of red light as a means towards adaptation and as a method of preserving night adaptation when having to work under light.*

PROTECT

Preparation

0690. *Before the lesson starts, set the rheostat so that the panorama will become visible after four to five minutes.*

0691. *The panorama is switched on. When the class is seated, the door is closed and the room lights are switched off.*



Example of Panorama

Fig 160. — The Panorama Box

B. CONDUCT OF THE LESSON

Approach

0692. Cadets will not only be required to work by day but also at night, especially when they are carrying out the duties of a sentry or acting as members of a patrol.

0693. Normally cadets are not used to moving and observing at night without the aid of artificial light. They find it difficult to see in darkness because their eyes do not work the same way as they do in daylight. *(At this stage the panorama should just be visible.)*

0694. On the wall in front is a panorama which has been there all the time. It could not be seen at first because the eyes were not adapted to darkness. Even now the details are not clear but in another half hour every detail will be clear.

PROTECT

0695. The aim of this period is to show why this is so, and how to use the eyes correctly at night.

0696. Leave the panorama on. Switch on the room red light and continue the period under red light.

Night Vision

0697. Using a diagram, describe the human eye (see Fig 161).

0698. The eye has two sets of light sensitive cells which are used for seeing; one set by day (cones) which are in the centre of the eye, and the other set by night (rods) which are placed around the day cells.

0699. The day cells need strong light to function. They will work in moonlight, but under worse conditions of light they are useless. The night cells are very sensitive to light and will work when the day cells can no longer see. There is normally no use for night cells by day because when looking straight at something the light entering the eye strikes the day cells only.

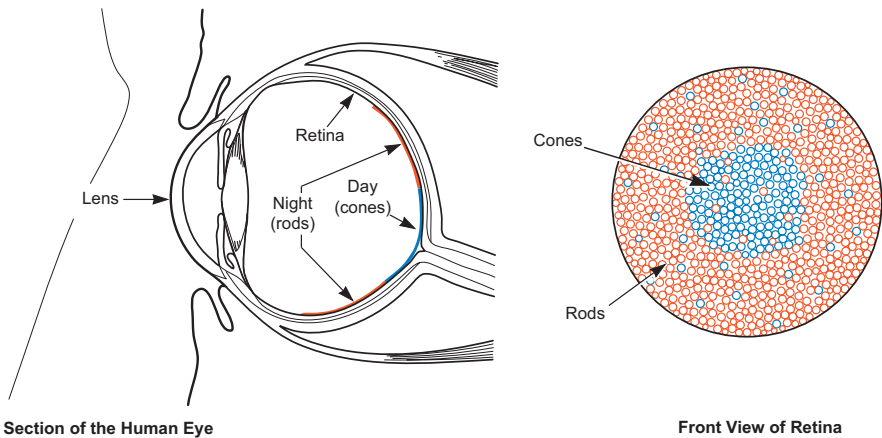


Fig 161. — The Human Eye

06100. Most people have this ability to see in the dark, whether their day vision is perfect or not. Constant training and practise will improve night vision. The ability to see at night can be affected by colds, headaches and tiredness.

PROTECT

Adaptation

06101. The change-over from seeing with day cells in strong light to seeing with the night cells in darkness is known as night adaptation. It is a slow process for the night cells take about 30 minutes to become completely efficient. There is no short cut to this. An alternative to sitting in darkness for 30 minutes waiting for adaptation is to remain under red light for the same period of time. This will produce almost complete adaptation, and will allow work to be done during the waiting period. This will be seen for yourself during this period.

06102. The night cells are weak and tire quickly. Once adaptation has taken place, it is not possible to stare at an object without vision becoming blurred for longer than 4- 10 seconds. The angle of sight must be changed to allow the cells to rest.

Off-Centre Vision

06103. The day cells are in the centre of the eye. At night when looking at an object very little will be seen because these cells cannot work in poor light. The night cells must be used to see at night. They are around the day cells so this means looking at an angle (6-10 degrees) away from the object. This is called off-centre vision (see Fig 162).

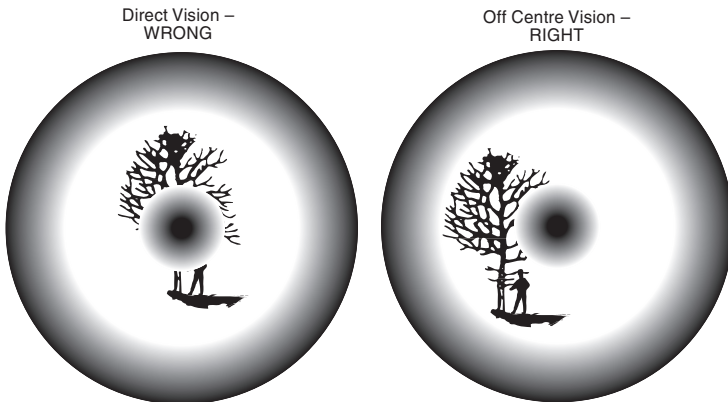


Fig 162. — Off-Centre Vision

06104. Having identified an object using off-centre vision, it is possible to look directly at it for a few seconds before its image disappears. This is a useful aid to shooting at night.

06105. When observing at night it is possible to scan the ground using the method used in daylight. In order to study an object or piece of ground in greater detail, it is better to scan using a "figure of eight" technique, which makes full use of off-centre vision (see Fig 163).

PROTECT

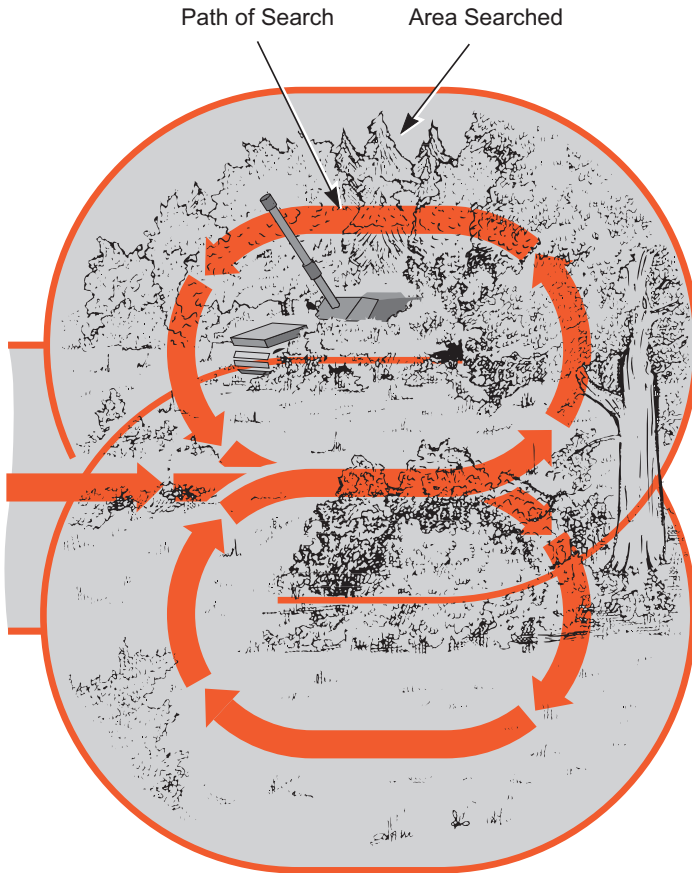


Fig 163. — Night Scanning

06106. At this stage switch off the red lights. The panorama should now be clearly visible to all. Discuss the identity of each object on the panorama, bringing out the following points:

- a. All objects are seen by silhouette, so the observer must be close to the ground to obtain a sky line.
- b. No detail or colour can be seen.
- c. Judging distance is impossible.

PROTECT

Protection

06107. Any bright lights will spoil night adaptation. A match flame or a muzzle flash will spoil it for several seconds. An illuminating flare will ruin night vision. It must become an instinctive reaction to cover one eye when faced with any light at night. This will preserve part of the night vision.

06108. Make every cadet cover one eye. When they have done so, send them outside into daylight for a minute or two to spoil the night adaptation to the uncovered eye. When the class is back in the dark room do not allow them to uncover their protected eye until they have discovered that their unprotected eye has lost its night adaptation.

06109. By switching the red lights on and off, show that red light does not affect night vision.

06110. Switch off the red lights and the panorama.

Staring

06111. Switch on the red torch and place it on a stand facing the class. Go quietly to the room switch, and when they describe the light as moving, prove by turning on the lights that it never moved.

06112. If any single point of light or a prominent object is stared at for too long, it will seem to move. This is the reason why a sentry imagines that he is being stalked at night and sometimes fires without apparent reason. This can be prevented by “placing” the object against something else, such as a finger at arm’s length.

Conclusion

06113. ***End of Lesson Drill.***

a. *Questions to and from the class.*

b. *Sum up on four main points:*

(1) *Adaptation.*

(2) *Off-centre vision.*

(3) *Protection.*

(4) *Staring.*

c. *Mention that while night vision will never be as good as day vision, it is possible to see at night; it is vital for a cadet and that it is essentially a matter of practice.*

06114 – 06118. *Reserved.*

PROTECT

SECTION 9. — ELEMENTARY NIGHT MOVEMENT

A. INSTRUCTOR'S NOTES

Aim

06119. *To teach cadets in daylight how to move at night, what to do when caught in the open by flares or Verey lights or any white light, and how to keep direction at night.*

Timings

06120. *One 30 minute period.*

Method

06121. *A basic instructional outdoor period.*

Stores

06122.

Rifles

*Darkened glasses or goggles, or something with
which to blindfold the cadets*

Landscape targets

Chalkboard

B. CONDUCT OF THE LESSON

Preliminaries

06123. ***Safety Precautions.***

Approach

06124. **a.** At night people hear more than they see, so silence is vital. To move silently at night movement must be slow. Rubber soled shoes are a help on hard ground.

b. A night patrol must be silent on the move and must stop frequently to look and listen. It must halt in cover or shadow and, if there is none, the members of the patrol must lie down. By lying down they are not silhouetted against the sky but, on the other hand, other things will be silhouetted from their point of view. When lying down members will be able to keep their ears to the ground thus being able to hear any other movement. When hearing a noise whilst on the move members of a patrol should freeze whilst looking and listening and then, if necessary, slowly and silently lie down or take cover.

PROTECT

Moving at Night

06125. *Explain and demonstrate the three ways of moving silently at night; make the cadets practise each way in turn.*

06126. **The Ghost Walk.** Lift your legs high to avoid long grass, and sweep them outwards. Feel gently with your toes for a safe place to put the feet. Make sure one foot is safe before moving the other. Keep the knees a bit bent. Carry the weapon in the alert position in open country. In close country carry it in the front slung carriage position using the sling, leaving the hands free to feel for obstacles in front above waist height.

06127. **The Cat Walk.** Crawl on hands and knees; search the ground ahead for twigs with the right hand. The weapon is supported by the sling and held in the right hand.

06128. **The Kitten Crawl.** Often the only way to get accurate information is to get close to the enemy, which means keeping low and quiet. The leopard crawl is too noisy, but the kitten crawl is very quiet, though it is slow and tiring and needs a lot of practice. Lie on the stomach, search the ground ahead for twigs with the right hand, lift the body on forearms and toes, press it forward, and lower it on to the ground; the weapon is supported by the sling and held in the right hand.

06129. *Practise all three movements.*

Action When Caught by Enemy Lights

06130. When a Verey light flare is used to light up an area a cadet who is a member of a patrol may be caught in the light. He must take the following action:

- a. If there is little cover about it is usually best to take cover or lie down the moment you see the light.
- b. In close country it is best to freeze. If still the background makes it hard to see. If spotted get to cover quickly.

06131. When a trip flare is set off by a member of a patrol the action to be taken by those in its light is to move away as quickly as possible out of the lighted area.

06132. *Practise the squad.*

Aids to Keeping Direction

06133. *Explain:* It is often hard to keep direction at night, in fog or in close country. Some of the aids to keeping direction are:

- a. The compass, map and air photographs.
- b. A rough sketch copied from a map or air photograph.
- c. Keeping two prominent objects in view.

PROTECT

- d. Using a series of easily recognizable landmarks, each visible from the previous one.
- e. The stars and also the sun and moon if the nature of their movement in the sky is understood.
- f. Memorizing the route from a map or air photograph. Helpful details are the direction of streams, distances between recognizable features coupled with pacing, and the course of contours.
- g. Trees in exposed country tend to grow away from the direction of the prevailing wind. Moss may grow on the leeward side of the tree trunks.
- h. Remembering the back view; patrols and others who may have to find their way back should look behind from time to time and pick up landmarks to remember for the return journey.
- i. Leaving direction marks on the outward journey; these may be pegs, small heaps of stones or blazed trees.
- j. If the route is being walked by day by cadets who are to guide along it by night, they must take note of skylines and objects or features which they will be able to recognize in the dark.

Conclusion

06134. ***End of Lesson Drill.***

- a. *Questions to and from the squad.*
- b. *Sum up.*
- c. *Look forward to the next lesson.*

06135. *Reserved.*

PROTECT

PROTECT

SECTION 10. — ELEMENTARY NIGHT MOVEMENT — PRACTICE

A. INSTRUCTOR'S NOTES

Aim

06136. *To practise cadets in moving at night and in taking the correct action when caught in the open by enemy flares.*

Timings

06137. *Two 30 minute periods.*

Method

06138. *A practical outdoor night period on a training area.*

Stores

06139.

*Rifles
Rubber soled shoes
Trip flares
16 mm mini flares
Camouflage materials
White tape or string
Torch*

Miscellaneous

06140. *Mark out with white tape or string a simple flare course, about 250 metres long across long and short grass, and road or hard ground.*

B. CONDUCT OF THE LESSON

Preliminaries

06141. *Safety precautions and personal camouflage.*

06142. *Revise night movements, and action when caught in the open by a flare or white light (Section 9).*

PROTECT

Practice

06143. Start the cadets on the flare course, with two in the lead, the rest 10 or 15 metres behind with the instructor. Send up a light or flash a torch from time to time. Change the leaders often enough to give everyone a turn.

Conclusion

06144. ***End of Lesson Drill.***

- a. *Questions to and from the squad.*
- b. *Sum up.*
- c. *Look forward to the next lesson.*

06145. *Reserved.*

PROTECT

SECTION 11. — OBSERVATION AT NIGHT — PRACTICE

A. INSTRUCTOR'S NOTES

Aim

06146. *To give cadets practice at observing at night.*

Timings

06147. *Two 30 minute periods.*

Stores

06148.

*Rifles
Range card for instructor*

Miscellaneous

06149. a. *Start the period just before sunset.*

b. *Choose an area with undulating ground, trees on a skyline, and all types of going.*

c. *Organize an enemy party on the following lines:*

(1) *Dress. Equipment and rifles, berets, rubber soled shoes if available.*

(2) *Rehearse the enemy and the instructors, and make plans for different weather and light.*

(3) *Instructors should have accurate range cards for use in Phase 1.*

B. CONDUCT OF THE LESSON

Preliminaries

06150. ***Safety Precautions.***

06151. *Put the enemy in position against varied backgrounds.*

Approach

06152. *Explain the aim.*

PROTECT

Phase I (for combined squads)

06153. Give the cadets a simple tactical picture, and tell them to observe and find the enemy. Point out any prominent objects.

06154. As it gets darker, let the cadets discuss how different everything looks and get the enemy to move about; every now and then make the cadets take aim so that they find out how difficult it becomes.

06155. Practise judging distance as the light goes.

06156. Stress how difficult it is to see things in the distance, except against the sky.

Phase II (for separate squads)

06157. As soon as it is really dark, get one cadet to walk normally away from the squad, and to count his paces. As soon as no one can see him, stop him and ask him how many paces he has taken. Then send him another 50 metres or so away, and get him to walk towards the squad. Stop him as soon as anyone sees him, then call him back to the squad, and make him count his paces again.

06158. Stress the distance you can see at night, and the way things show up best against the skyline. Point out how easy it is to mistake bushes etc., for men at night, and how important it is, therefore, to study the ground carefully in daylight.

Phase III (for combined squads)

06159. *Explain:* Ears take the place of eyes at night, and you must learn to interpret night noises. If you want to hear better at night:

- a. Keep quite still, lean forward a bit, half open your mouth and turn one ear towards the sound.
- b. If you think there are people about, keep one ear close to the ground.
- c. Never cover your ears; it is like blindfolding yourself by day.

06160. Get the enemy to act appropriately, and point out how well a lighted match or cigarette shows up, what a noise a weapon can make, how the noise of talking and coughing carries, and how easy it is to underestimate distances and overestimate numbers.

Phase IV (for combined squads)

06161. Get the enemy, camouflaged and wearing berets and, if necessary, rubber soled shoes to try to approach unseen from a new direction. Warn the cadets to expect them.

PROTECT

06162. Every time a cadet says he sees an enemy, order “Stop”, send him out with an NCO to investigate, and to bring the enemy in if he is there. Start the enemy off again, and go on until they have all been spotted.

Conclusion

06163. ***End of Lesson Drill.***

- a. *Questions to and from the squads.*
- b. *Sum up.*
- c. *Look forward to the next lesson.*

06164. *Reserved.*

PROTECT

PROTECT

SECTION 12. — IDENTIFYING SOUNDS AT NIGHT — PRACTICE

A. INSTRUCTOR'S NOTES

Aim

06165. *To give cadets practice at identifying noises at night.*

Timings

06166. *Two 30 minute periods.*

Stores

06167. *According to the list of noises chosen.*

Miscellaneous

06168. a. *Use ground that cadets do not know.*

b. *Rehearse the enemy and arrange how you will control them.*

c. *If necessary use half the squad as enemy for half the time, then the rest for the other half of the time.*

d. *The enemy must be out of sight of the observers.*

Approach

06169. *Explain the aim of the practice.*

B. CONDUCT OF THE LESSON

Practice

06170. Signal to the enemy to make each noise when you are ready for it; then ask the observers what the noise was, how far away, and in what direction.

06171. To make noises the enemy can do many things; for example, dig, rivet, knock in pickets, change magazines, open and close a rifle breech, load and unload various weapons, post sentries, talk and whisper, blow their noses, cough, crack twigs, knock a rifle against a steel helmet, cut wire, walk over all sorts of ground, fill sandbags, load a truck with jerricans, etc., and finally, after a period of silence, creep up on the observers.

PROTECT

Conclusion

06172. ***End of Lesson Drill.***

- a. *Questions to and from the squad.*
- b. *Sum up.*
- c. *Look forward to the next lesson.*

06173. *Reserved.*

PROTECT

SECTION 13. — SENTRIES

INTRODUCTION

06174. Arrangements must be made in every unit and sub-unit down to and including the section for its own protection at all times. When a section is on the move this presents few problems because every cadet is alert and ready for an emergency. When static in a temporary position, which may be for as little as five minutes, or in a patrol base, protection is more of a problem because cadets are likely to be less alert and ready for a surprise attack which may come from any direction. It is this latter situation that this section deals with.

06175. There are three principles which apply in ensuring that protection at rest is adequate:

- a. The correct positioning of the section.
- b. The location of an Alarm Post(s).
- c. The posting of sentries.

06176. A quick reconnaissance by the Section Commander will disclose which are the most likely enemy approaches into the position so that the rifle and gun groups can be sited to cover them by fire.

06177. There will normally be one Alarm Post in a section and it is the area to which cadets will move automatically at a signal if danger threatens. In practice, as cadets will be resting or sleeping near the Alarm Post they will be at their positions in the Alarm Post almost at once. It must be sited so that, as stated above, enemy approaches into the position can be covered by fire, and it must be concealed from the air. Immediately on arrival in the position a practice manning of the Alarm Post must be carried out.

06178. Because it is wasteful in numbers and unnecessarily saps cadets' energy, not all cadets need be alert all the time. The majority should be resting or sleeping whilst sentries are watching and listening, ready for instant action. There is usually one sentry by day and two by night in a section position, and the Alarm Post to which they are posted is normally adjacent to the LSW covering the most likely approach into the position. They are posted by an officer or NCO who will ensure that they know:

- a. The direction of the enemy.
- b. The ground they have to watch.
- c. The position of flanking posts.

PROTECT

- d. The name of landmarks in front.
- e. The procedure for challenging.
- f. Particulars of returning patrols.
- g. The password.
- h. Length of duty.

6179. A sentry's duty may be for half an hour and never more than two hours, and relief times of sentries at night will be staggered so that there is always one fresh sentry and one adapted to night vision.

6180. *Reserved.*

PROTECT

LESSON 1. — DUTIES OF A SENTRY AT NIGHT

A. INSTRUCTOR'S NOTES

Aim

06181. *To teach a sentry's duties at night and subsequently to give cadets practice at moving, observing and acting as sentries at night.*

Timings

06182. *Two 30 minute periods.*

Stores

06183.

*Rifles
Blank ammunition
Camouflage materials*

Miscellaneous

06184. *Lay out a section post in front of the spectator's stand, and rehearse a demonstration party.*

B. CONDUCT OF THE LESSON

Approach

06185. *Explain:* Everyone will be a night sentry at some time and the safety of those in a section will depend on him. The duties are the same as those required to be carried out by day but under more difficult conditions.

Duties

06186. *Explain:* Sentries are always posted in pairs at night and their times of relief must be staggered so that there is always one fresh sentry on duty. These are the things they must know:

- a. *All Sentries:*
 - (1) What ground to watch.

PROTECT

(2) What to do if anyone approaches their posts.

(3) Password.

b. Sentries in Forward Areas:

(1) The direction of the enemy.

(2) Where their own neighbouring posts are.

(3) The names of landmarks in front of them.

(4) About patrols that may come in through or anywhere near their posts.

c. The signal to fire if a sentry is manning a LSW laid on a fixed line.

Challenging

06187. *Explain:* As a night sentry the most difficult job is challenging anyone approaching a post. The correct procedure is:

Challenge by Sentry	Action and/or Reply by Person or Group Challenged
a. <i>"Halt! Who is (or goes) there?"</i>	Halts and gives any reply which indicates the person or group is authorized to pass, e.g., 'Friend' or 'Ally'.
b. <i>"Advance one and be recognized".</i>	Person or group leader advances. No reply.
c. <i>"Halt" (Sentry holds person until recognition is complete.)</i>	Person halts until recognized by the sentry. No reply.

Passwords

06188. The use of the password must be the last means of identification when other methods have failed. After the initial challenge *"Halt! Who goes there?"*, *"Advance one"* and then *"Halt"*, when the person comes within about five yards the sentry will ask questions about the patrol in order to try to identify the person without using the password. If he is still not completely satisfied the sentry will quickly say the first half of the password.

PROTECT

06189. The password will always be in two parts each of two letters, for example:

Challenge — Sierra November
Countersign — Oscar Whisky

If the two parts have some connection, as in the example given above, they will be easier to remember but this connection must not be so obvious that an enemy may guess the countersign. Passwords are changed daily at noon.

Demonstration

06190. Give a simple tactical picture and stage a series of demonstrations, with commentaries, to show how sentries should not and should behave.

06191. ***First Demonstration (wrong).***

- a. A friendly patrol approaches the post. Without challenging the sentry opens fire and wounds a man. The patrol goes to ground.
- b. *Question the squad and explain.* Even if the patrol had been enemy the sentry would have been wrong; he would have given his position away unnecessarily.

06192. ***Second Demonstration (right).*** The same friendly patrol approaches. The sentry has a string with the ends tied to his own and the section commander's wrists. As soon as he sees a patrol he tugs the string to wake the section commander, who rouses the section in the same sort of way. The section stands to and sentries and section cover the patrol; one sentry challenges.

06193. ***Third Demonstration (wrong).***

- a. An enemy patrol approaches the post. As soon as the sentry sees them he shouts a challenge; the enemy get down, crawl to the position of observation and watch the post.
- b. *Question the squad and explain.* The sentry challenged too loud and at too long a range, and simply gave away the position of the post.

06194. ***Fourth Demonstration (wrong).***

- a. The same enemy approach. The sentry challenges quietly at a sensible range but does not wake the section commander; the enemy rush the post and mop it up.
- b. *Question the squad and explain the sentry's mistake.*

06195. ***Fifth Demonstration (right).*** The same enemy approach. As soon as he sees them the sentry rouses the section commander, who stands the section to. The

PROTECT

sentry challenges quietly at a sensible range. The enemy turn and run; the section opens fire.

Practice

06196. Give the squad practice at challenging.

Conclusion

06197. **End of Lesson Drill.** *Question the squad on the things sentries must know. Sum up:*

- a. *Always challenge just loud enough to be heard.*
- b. *If in doubt, give the alarm quietly before challenging.*
- c. *Do not do anything to enable the enemy to find out where the post is and then get away to report it or overrun it.*

06198. *Reserved.*

PROTECT

LESSON 2. — SENTRIES AT NIGHT — PRACTICE

A. INSTRUCTOR'S NOTES

Aim

06199. *To give cadets practice at moving, observing, and acting as sentries at night.*

Timings

06200. *Four 30 minute periods.*

Stores

06201.

*Rifles
Camouflage materials*

Miscellaneous

06202. *Choose ground with a variety of cover, background and going, and with some place where, if the stalkers stand up, the sentries can see them against the skyline or they are silhouetted.*

Preliminaries (daylight)

06203. ***Safety Precautions.***

06204. *Divide the cadets into two teams and each team into pairs.*

B. CONDUCT OF THE LESSON

Practice

06205. Post the pairs of one team as double sentries; and get the pairs of the other team to stalk their posts.

06206. Change the teams over at half time.

PROTECT

Conclusion

06207. ***End of Lesson Drill.***

- a. *Questions to and from the squad.*
- b. *Sum up.*
- c. *Look forward to the next lesson.*

06208. *Reserved.*

PROTECT

SECTION 14. — GROUND AND COVER

A. INSTRUCTOR'S NOTES

Aim

06209. *To teach cadets about ground and cover so as to enable them to make the best use of it in practice.*

Timings

06210. *Two 30 minute periods.*

Stores

06211. *Landscape target if necessary (see paragraph 06212 below).*

Miscellaneous

06212. *This subject is best taught on a suitable convenient piece of ground but may be taught with the aid of a landscape target.*

Preparation

06213. *Choose a suitable piece of undulating ground with trees, hedges and undergrowth. If it does not exist, arrange for a landscape target.*

B. CONDUCT OF THE LESSON

Approach

06214. *Explain:* The success of all military operations at section level depends on the principle of fire and movement being applied to the particular type of country over which the operation is to take place.

Ground Appreciation

06215. *Explain:* In open country the problem is how to find cover; in close country there is the difficulty of finding positions with good observation and fields of fire. In attack or defence, the skilful use of ground can help to gain surprise and save lives. Much practice is therefore needed in developing an eye for ground. Ground should be considered from the enemy's point of view as well as your own. It should be appreciated under the following headings:

PROTECT

- a. Fire and observation positions.
- b. Cover from fire and view.
- c. Obstacles.

Fire Positions and Observation Positions

06216. *Explain:*

- a. *Fire Position.* A fire position is one which allows the firer to observe the whole area over which he is required to fire from an aimed position. It is to provide cover from view, but in the event of it being seen it must also provide cover from enemy fire.
- b. *Observation Position.* An observation position is one from which the observer must be able to see, but from which it may not be possible to fire for the reason in **a.** above.

Cover From Fire and View

06217. *Explain:* Cover from view is often not cover from fire, especially if the move to cover has been seen by the enemy. Concealment from enemy air and ground observation is the chief means of gaining surprise. Some of the main types of cover are:

- a. Undulating ground which is the least obvious form of cover; when skilfully used it protects from direct fire and gives no ranging marks to the enemy.
- b. Sunken roads, beds of streams and ditches which give good cover from view and often from fire as well. However there is always a danger that the enemy may pay special attention to them; they may be mined or booby trapped and precautions against ambush must be taken. If the roads or ditches are straight, the enemy will be able to fire down them in enfilade.
- c. Hedges and bushes which give cover from view but not from fire. In open country they may make good ranging marks for the enemy.
- d. Standing crops which give cover from view but movement through them can generally be detected.
- e. Woods which give cover to men and vehicles from enemy air and ground observation. They give some protection from small arms fire but the bombs and shells will explode in the branches of trees and will cause heavy casualties unless troops are dug in and have overhead protection.
- f. Buildings and walls which afford concealment and protection from small arms fire and shell splinters. When isolated they make good ranging marks for the enemy.

PROTECT

Dead Ground

06218. Ground which a cadet cannot see from his position is called dead ground. Section commanders should be able to recognize ground which is likely to be dead to the enemy. Ground can only be described as dead in relation to the position of an observer as in the example, "the track junction is dead to the enemy in the farm house". Cadets under cover or in dead ground are safe from enemy observed fire but not from indirect fire. These areas are always likely to be selected by the enemy as defensive fire tasks for his artillery and mortars (see Fig 164).

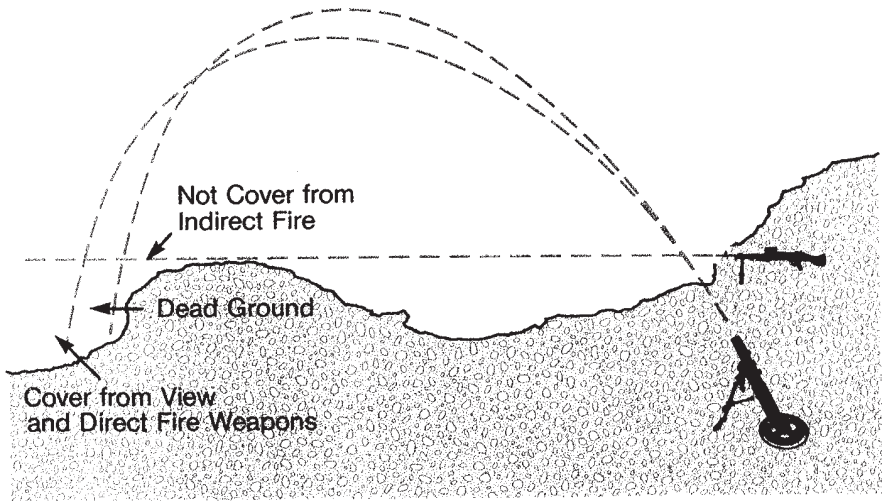


Fig 164. — Indirect Fire Into Dead Ground

Obstacles

06219. When deciding how to deal with an obstacle it is necessary to plan on the basis that it will be under constant enemy surveillance and that enemy fire can be directed on to it instantly in an emergency. It ceases to be a serious obstacle when there is the time and opportunity to cross it without interference.

Common Mistakes

06220. *Explain:* The wrong use of ground may lead to casualties and loss of surprise; some common mistakes are:

PROTECT

- a. Carelessness by officers or NCOs while making a reconnaissance, such as unfolding a map in the open or not using a covered approach to an OP.
- b. Unnecessary movements in a position overlooked by the enemy.
- c. Using conspicuous landmarks such as isolated trees, bushes or cottages.
- d. Halting cadets near road or track junctions or other mapped features which are always registered as targets by the enemy.
- e. Bad track discipline.
- f. Failure to guard against enemy air observation.

Maps and Air Photographs

06221. Maps and air photographs should be used together to obtain the best picture of the ground. The two aids are complementary as is shown by listing the advantages and limitations of air photographs.

- a. *Advantages.*
 - (1) Should be more up to date.
 - (2) Give more detail.
 - (3) Show the size and shape of features accurately.
 - (4) Allow gradients to be seen in relief with a stereoscope.
- b. *Limitations.*
 - (1) Complete geographical cover almost impossible.
 - (2) Expensive to produce.
 - (3) Scales vary.
 - (4) Details of heights not given.

Conclusion

06222. ***End of Lesson Drill.***

- a. *Questions to and from cadets.*
- b. *Sum up.*

PROTECT

c. *Look forward to the next lesson.*

06223 – 06229. *Reserved.*

PROTECT

PROTECT

SECTION 15. — SAFETY PRECAUTIONS WITH BLANK AMMUNITION INCLUDING ITS USE AT NIGHT

A. INSTRUCTOR'S NOTES

Aim

06230. *To teach cadets the safety rules and drills when using blank ammunition, including its use at night.*

Timings

06231. *One 30 minute period.*

Stores

06232.

*Rifles with slings
Blank ammunition
Two Cadet 11 targets
Tape to locate spectators' enclosure
Container of red fluid
Paper bag approximately 150 mm x 25 mm (6 inches by 10 inches)*

Preparation

06233. **a.** *Reconnoitre a demonstration area outdoors.*

b. *Prepare a Cadet 11 target for demonstration with a container full of red fluid behind a hole cut out of the face of the target and covered by paper.*

c. *Set out a spectators' enclosure. Place a Cadet 11 target at 50 metres from it.*

d. *Have a rifle and blank round available for the demonstration, NOT LOADED.*

e. *Before the demonstration begins:*

(1) *Normal safety precautions.*

(2) *Revise the rules for the safe handling of weapons Chapter 4, Section 2.*

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(3) Refer to the booklet *Cadet Training Safety Precautions (AC 70768)*.

B. CONDUCT OF THE LESSON

Introduction

06234. *Explain:* Blank ammunition, if mishandled, can be dangerous and, if fired at very close range, can result in serious or even fatal injuries to any individual in the line of fire. The most common avoidable accidents are due to carelessness in handling.

Safety Rules

06235. *Explain:* In addition to the normal rules for the safe handling of weapons the following rules will apply to the use of blank ammunition.

- a. Blank ammunition will never be fired at an individual at a range of less than 50 metres.
- b. Care must be taken to ensure that the muzzle of the weapon is free from obstruction, e.g., earth, as this would considerably increase the lethal effect.
- c. Only 5.56 mm blank ammunition is authorized to be fired by the Cadet Forces.
- d. Great care must be taken at night. Indiscriminate firing is forbidden and firing will only take place on direct orders and under the personal supervision of an officer, SSI or AI. Aim is never to be taken directly at an individual.
- e. On marches or on journeys in transport rifles will be UNLOADED.

Lethality of Blank

06236. *Explain:* On exercises, noise and enemy movements attract attention, particularly at close range. The automatic reaction is to aim and fire into moving undergrowth without determining whether it is a live enemy or considering the range. NO target of any kind, whether it can be clearly seen or not, may be engaged with blank ammunition unless it is 50 metres or more distant.

06237. *Explain and demonstrate:*

- a. Look at the Cadet 11 target in the open at 50 metres. Emphasize that human targets below this distance will not be engaged with blank ammunition.

PROTECT

b. Point out the Cadet 11 target partially concealed in a bush (group of bushes or hedgerow). You are moving through close country when you hear movement but you cannot clearly determine what it is. You stop, load a blank round, aim into the moving bushes or undergrowth and fire. (**Note:** The muzzle of the rifle will be about 80 mm to 160 mm (3 – 6 inches) from the figure target containing red fluid at the moment of firing.)

c. The result, if this were a live enemy target, could well be fatal.

d. Even if the muzzle of the weapon had been a little further from the target at the moment of firing, there is always the danger of small particles of brass from the cartridge case penetrating unprotected parts, e.g., the face or the eyes.

06238. *Questions from the squad.*

Drill For the Use of Blank Ammunition

06239. At the start of the exercise:

a. The officer, SSI or AI will:

- (1) Carry out normal safety precautions with the section in single rank.
- (2) Order the section to adopt the prone position.
- (3) Issue five rounds of blank ammunition per cadet.
- (4) Order: *“Fill the magazine with five blank rounds”*.
- (5) Order: *“Load”* (The rifle is now in a ‘Made Safe’ state.)

b. The officer, SSI or AI will:

- (1) Satisfy himself that all actions for making safe have been correctly carried out and that safety catches are applied.
- (2) Order *“Stand up”*.

06240. *During the exercise:*

- a. Rifles will **NOT** be fired unless correctly aimed and **NOT** then at a live target if closer than 50 metres.
- b. Safety catches will be kept applied when not actually firing.
- c. Should a cadet fall down and dig his rifle into the ground, under **NO CIRCUMSTANCES** will his rifle be fired until it has been unloaded, cleaned and reloaded. This must be done under supervision.

PROTECT

06241. At the end of the exercise:

a. The officer, SSI or AI in charge, standing to a flank will order:

- (1) *"In single rank, fall in."*
- (2) *"Check your safety catch is applied."*
- (3) *"Adopt the prone position."*
- (4) *"Unload."*
- (5) *"Stand up."*

b. The officer, SSI or AI in charge will:

- (1) Carry out normal safety precautions, to include emptying of magazines.
- (2) Collect any unfired blank ammunition and empty cases.
- (3) Take an individual declaration from everyone who has been on the exercise to the effect: *"I have no blank rounds or empty cases in my possession."*
- (4) Correctly dispose of the remaining unfired blank ammunition and empty cases.
- (5) Sign the Declaration Certificate AF B159.

Conclusion

06242. ***End of Lesson Drill.***

a. *Questions from the squad.*

b. *Question the squad on:*

- (1) The importance of safe handling.
- (2) The minimum safety distance for firing at live enemy with blank ammunition.

06243 – 06250. *Reserved.*

PROTECT

SECTION 16. — SECTION ORGANIZATION AND PLACE IN THE BATTALION

A. INSTRUCTOR'S NOTES

Aim

06251. *To explain the composition of a section and to show how it fits into the platoon, company and battalion.*

Timings

06252. *One 30 minute period.*

Stores

06253.

*Diagram of the outline organization of the infantry battalion
Diagram of the organization of a section*

Miscellaneous

06254. *This is the only occasion on which reference is made to sub-units and units larger than the section. It is important, therefore, that cadets clearly understand how the section fits into the whole — platoon, company and battalion.*

06255. *The organization of a section is best taught by means of a demonstration, but if a demonstration section and equipment are not available it may be taught with the aid of a chalkboard or with models.*

Preparation

06256. *Arrange a demonstration section as in paragraph 06259, or draw a representation on a chalkboard.*

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B. CONDUCT OF THE LESSON

Introduction

06257. *Explain:* The section is the smallest infantry sub-unit organized and equipped to fight on its own. A diagrammatic layout follows to show how the section forms part of a platoon which in turn forms part of a company. A number of companies form a battalion. The battalion is a unit whilst companies and platoons are sub-units (see Fig 165).

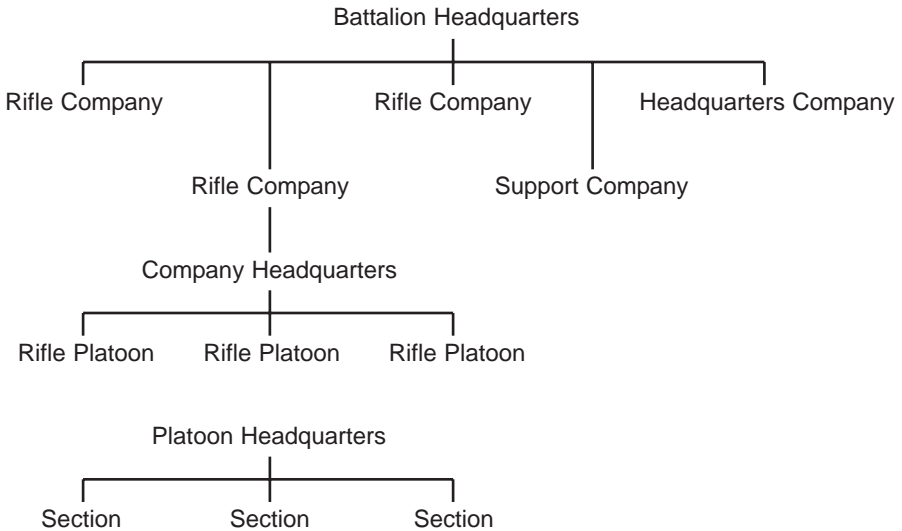


Fig 165. — The Outline Organization of a Battalion

Section Organization

06258. *Explain:*

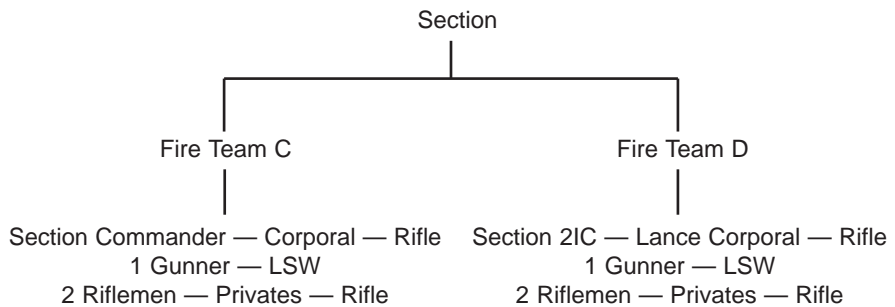
- a. The normal fighting strength of a section in the Regular Army (550 strength battalion) is two NCOs and six men but it can operate as low as one NCO and five men. The rifle and the LSW are the main weapons of the section; either can give effective fire support.

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b. The section will be organized into two equal sized fire teams with Section Commander controlling Fire Team C and 2IC Fire Team D. However if there is only one LSW it is recommended that Fire Team D is only the 2IC and Gunner with six men in Fire Team C.

c. Individuals can be moved between Fire Teams in order to enhance the Assault, the Fire Team C could have six men and Fire Team D two men. Indeed Fire Team D could have both LSWs.

06259. A rifle section is organized as shown below:



Notes:

1. Additional LSW magazines are distributed among the remainder of the section.
2. Other arms/ammunition and ancillary stores carried by sections of the Regular Army are not shown.

Fig 166. — The Organization of a Section

Duties Within the Section

06260. **Section Commander.** The section commander ensures that:

- a. All tasks allotted to his section are carried out efficiently.
- b. He has a thorough knowledge of section battle drills.

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- c. The highest standard of discipline is maintained within his section.
- d. He knows the strengths and weaknesses of each individual in his section.
- e. He commands Fire Team C.
- f. His section maintains arms, ammunition, clothing and equipment in good order.
- g. The section duty roster is properly kept and carried out.

06261. **Fire Team D Commander (Section 2IC).** The 2IC will:

- a. Command the section in the absence of the section commander.
- b. Deploy Fire Team D as ordered.

06262. **Gunners.** The gunners will:

- a. Ensure that the gun is properly maintained.
- b. Carry the gun and ammunition as ordered.
- c. Fire the gun as ordered.

06263. **Rifleman.** A rifleman will:

- a. Carry out all tasks allotted to him.
- b. Be proficient at:
 - (1) Weapon handling.
 - (2) Fieldcraft.
 - (3) Navigation.
- c. Keep his arms and ammunition clean and in good working order.
- d. See that his clothing and equipment are clean and in good repair.
- e. Be alert at all times and keep an eye on his section commander for further orders.

06264. **Scouts.** Scouts, who are riflemen specially nominated for a particular operation, are normally used in pairs to move ahead of a section moving in close proximity to the enemy, to give warning of enemy positions to the section commander so that he can deploy his section whilst under cover. They move in bounds from feature to feature keeping an interval between them sufficient to avoid both being fired

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on at once, and they move sufficiently far ahead of the section to prevent it being fired on at the same time as themselves. The distance will depend on the type of country being crossed, but they should not move so far ahead of the section that the section commander cannot control them. They are not normally deployed during Advance to Contact. They are normally deployed in close country.

Conclusion

06265. ***End of Lesson Drill.***

- a. *Questions to and from cadets.*
- b. *Sum up.*
- c. *Look forward to the next lesson.*

06266 – 06270. *Reserved.*

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SECTION 17. — SECTION FORMATIONS AND FIELD SIGNALS

LESSON 1. — SECTION FORMATIONS

A. INSTRUCTOR'S NOTES

Aim

06271. *To explain the basic formations in which the section can move.*

Timings

06272. *One 30 minute period.*

Stores

06273.

*Chalkboard
Easel and chalk or model soldiers*

Miscellaneous

06274. *Cadets must be practised in these formations after they have been explained.*

Preparation

06275. *Arrange seating so that each cadet can see the training aids.*

B. CONDUCT OF THE LESSON

Introduction

06276. *Explain:* A section must be able to function at maximum efficiency in accordance with the section commander's orders at all times. This is more difficult when on the move, particularly when in contact with the enemy.

Movement

06277. *Explain:* A section must always move so that the section commander can control it instantly by word or signal, and the members of the section must be able to react to his orders instantly. This will not be possible if the members move as individuals having no regard for the other members of the section. There are,

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therefore, two basic formations in which a section can move during an Advance to Contact. In addition a section may use three formations during Patrol Movement. The formation will depend upon:

- a. Ground.
- b. Visibility.
- c. Direction from which enemy fire is expected.
- d. The need for control by the section commander.
- e. The need for producing the maximum fire with the minimum delay.

Basic Formations

06278. **General.** The five basic formations in which a section patrol can move are shown in diagrammatic form on the following pages using the following symbols and colour code:

Key to Basic Formations



Section Commander
(Corporal)



Section 2IC (Lance
Corporal)



LSW



Rifleman



Rifleman used as a
scout



Direction of advance in
all cases

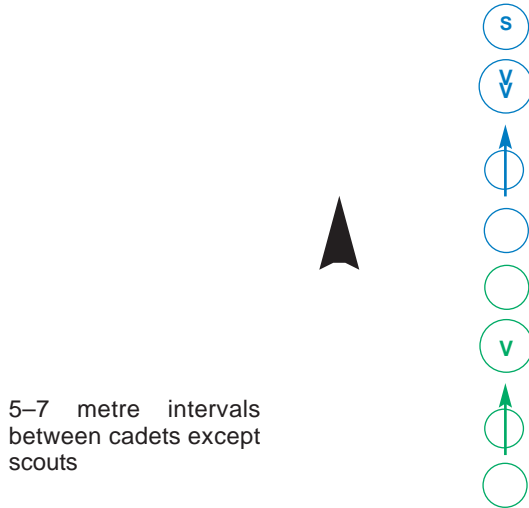
Colour Code

Blue = Fire Team C

Green = Fire Team D

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06279. **Single File.** Single file is useful for following linear features such as hedges, ditches, walls and narrow tracks. Each man must follow in the path of the leading man. The advantages and disadvantages of single file are:



a. Advantages.

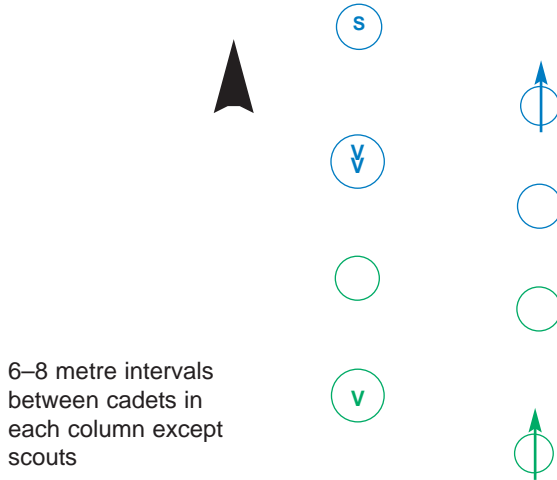
- (1) Least vulnerable to fire from a flank.
- (2) Useful for moving along linear features such as hedges or ditches which give cover.
- (3) Good for control on a very dark night.

b. Disadvantages.

- (1) Bad for fire production to the front.
- (2) Vulnerable to frontal fire.
- (3) Bad for observation to the flanks as men tend to allow their eyes to rest on the person in front of them.
- (4) Passage of commands and information is slow.

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06280. **File.** File may be used when a path or track is wide enough to permit alternate men to move on opposite sides of the track, or either side of a small bank or hedgerow.



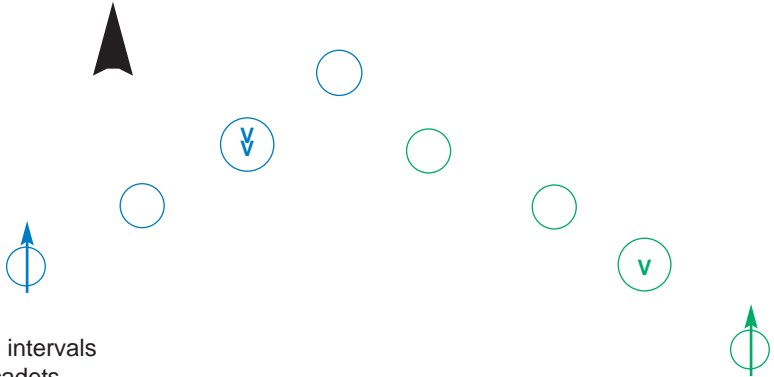
a. Advantages.

- (1) Easy to control.
- (2) Useful formation at night.

b. Disadvantages. Presents a concentrated target.

PROTECT

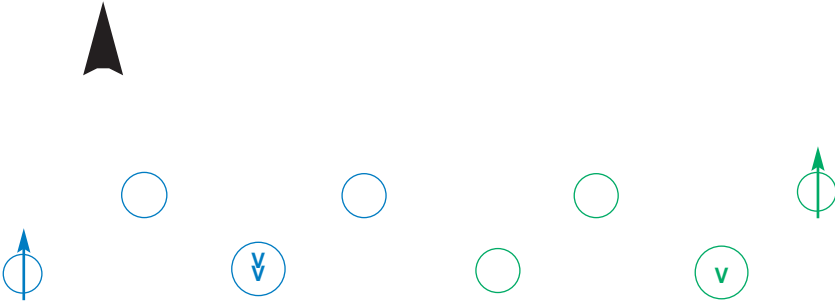
06281. **Arrowhead.** Arrowhead is probably the best for moving on a broad front in open country. If only one LSW, it is positioned on the flank most likely to be attacked.



- a. *Advantages.*
- (1) Easy to control.
 - (2) Very good all round observation and protection.
- b. *Disadvantage.* If too concentrated, presents a vulnerable target.

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06282. **Extended Line.** An extended line is used on occasions as an assault formation. Each man is slightly staggered.

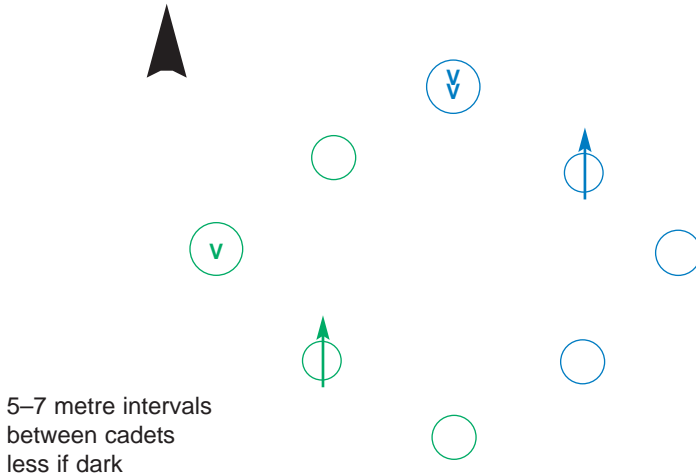


4–6 metre intervals
between cadets

- a. *Advantage.* Maximum firepower available.
- b. *Disadvantage.* Difficult to control.

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06283. **Diamond.** This formation is only used when crossing open country at night. It is an easy formation to control and gives good all round observation and protection. Each man in the diamond must be able to see the next man. The commander may be either at the front or in the middle.



a. *Advantages.*

- (1) All round defence.
- (2) Good control.

b. *Disadvantage.* Is a vulnerable target after dark when illuminated.

06284. It is worth noting that all formation movement can be practised and conducted without LSWs. If only one LSW it should be with Fire Team D.

Conclusion

06285. **End of Lesson Drill.**

- a. *Questions to and from cadets.*
- b. *Sum up.*

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c. *Look forward to the next lesson.*

06286 – 06290. *Reserved.*

PROTECT

LESSON 2. — FIELD SIGNALS

A. INSTRUCTOR'S NOTES

Aim

06291. *To teach the cadets the more important field signals.*

Timings

06292. *One 30 minute period.*

Stores

06293. *Rifles.*

Miscellaneous

06294. *Cadets will not be able to remember this large number of signals all at once. They might start by learning those for the various formations which they have just learnt in the previous section.*

B. CONDUCT OF THE LESSON

Preliminaries

06295. **Safety Precautions.** *Normal.*

Introduction

06296. *Explain:* A section commander can always save time and effort by using field signals to control the section. When in close proximity to the enemy a section commander must use them in order to avoid any unnecessary movement and also to avoid shouting, both of which could give away the section's position to the enemy.

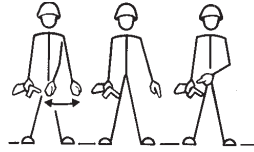
06297. The members of the section must always be alert and ready to receive a section commander's signals and act upon them at once.

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Field Signals

06298. *Demonstrate the following field signals:*

DEPLOY. Arm extended below shoulder level and waved slowly from side to side, hand open. If deployment to either flank is wanted, the commander points to the flank concerned, after completing the signal.



DOUBLE OR INCREASE SPEED. Hand moved up and down from the elbow with clenched fist.



GO BACK OR TURN ROUND. Hand circled at hip height.



CLOSE OR JOIN ME. Hand placed on top of head, elbow square to the right or left, according to which hand is used.



ENEMY SEEN OR SUSPECTED. Thumb pointed towards the ground from a clenched fist.



Fig 167. — Field Signals

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SCOUT GROUP. Clenched fist with forefinger raised.



FREEZE AND LISTEN. Hand cupped to ear.



RIGHT/LEFT FLANKING. A curved sweeping movement of the arm in the direction concerned.



SINGLE FILE. One arm fully extended above the head.



FILE. Both arms fully extended above the head.



EXTENDED LINE. Arms raised to the side level with the ground.

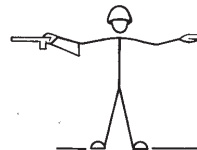


Fig 167. — Field Signals (Continued)

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NO ENEMY IN SIGHT OR ALL CLEAR. Thumb pointed upwards from a clenched fist.



ADVANCE OR FOLLOW ME. Arm swung from rear to front below the shoulder.



HALT. Arm raised until the hand is level with the shoulder.



AS YOU WERE. Forearm extended downwards and open hand waved across the body parallel to the ground.



LIE DOWN. Two or three slight movements with the open hand towards the ground (palm downwards).



SECTION COMMANDER. Two open fingers held against arm to indicate stripes.



Fig 167. — Field Signals (Continued)

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DIAMOND. Arms raised above the head with arms slightly bent so that hands touch to form a diamond shape.



MOVE UP. Fingers spread, arm swung slowly in direction movement is required.



ARROWHEAD. Both arms forced backwards at an angle of 45°. If the Section Commander turns to face his section when making this signal he will extend his arms forward at the same angle.



RECONNAISSANCE. Hand held to eye, as though using eye glass.



ATTACK. A chopping movement with edge of hand in direction attack is required.



Fig 167. — Field Signals (Continued)

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Conclusion

06299. ***End of Lesson Drill.***

- a. *Questions to and from the cadets.*
- b. *Sum up.*
- c. *Look forward to next lesson.*

06300. *Reserved.*

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LESSON 3. — SECTION FORMATIONS AND FIELD SIGNALS — PRACTICE

A. INSTRUCTOR'S NOTES

Aim

06301. *To practise cadets moving in a section in the five basic formations, using field signals.*

Timings

06302. *Two 30 minute periods.*

Stores

06303. *Rifles and LSWs.*

Miscellaneous

06304. *This practice should be carried out in the open where there is sufficient space. A section commander may be nominated who may be the instructor himself.*

B. CONDUCT OF THE LESSON

Preliminaries

06305. ***Safety Precautions.*** *Normal.*

06306. Practise cadets in forming up and moving in the five basic formations. Then practise changing from one formation to another whilst on the move, using the appropriate field signal. Changing from one formation to another should be done at the double.

Conclusion

06307. ***End of Lesson Drill.***

- a. *Questions to and from the cadets.*
- b. *Sum up.*
- c. *Look forward to the next lesson.*

06308 – 06310. *Reserved.*

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SECTION 18. — ORDERS

A. INSTRUCTOR'S NOTES

Aim

06311. *To teach cadets the orders process and extraction of orders.*

Timings

06312. *Eight 30 minute periods (two theory and six practical).*

Stores

06313.

Notebooks and pencils

Maps

Handout of the Orders headings.

Preparation

06314. *Cover the theory of the orders in two lessons by first explaining Orders Lesson 1 and the Extraction of Orders as Lesson 2. Practice the cadets receiving orders and planning their own orders. Once the cadets have understood the process the procedures can be produced live during exercises, e.g., Patrols, Ambushes, Section and Platoon Attacks. **The cadet should never give orders above section level.***

B. CONDUCT OF THE LESSON

Approach

06315. The main types of tactical orders are:

- a. *Warning Orders.* These are orders providing early warning of future intentions issued to allow timely preparation for the future task.
- b. *Formal Orders.* These are given personally by the commander and give him the opportunity to put his wishes to all his subordinates at once and deal with their questions immediately.

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- c. *Radio Orders.* These are brief orders given over the radio. (This will not normally be used by cadets.)
- d. *Operation Orders.* These are detailed, comprehensive orders usually issued either in writing or as a map overlay. (This would not normally be used by cadets).
- e. *Quick Battle Orders.* This is when a section commander/platoon commander has to give quick orders to solve a plan.

06316. Finally, there are briefings which are given to an entire sub-unit rather than orders given only to subordinate commanders. Held in a secure area, these are normally given at platoon level or higher. They enable a commander to talk to all his men and can save much time. Subordinate commanders must then issue the paragraphs and details which concern them specifically. Briefings must not be used as an excuse for orders not to be extracted.

Warning Orders

06317. This allows commanders to give early warnings to his subordinates of forthcoming operations. The minimum requirement should include:

- a. Scope of Operation.
- b. Time and location of O Group.
- c. No move before.

This allows planning to start and various lists of administration can be sorted out.

The Sequence of Orders

06318. Orders are always given in a standard sequence and whenever possible with the aid of a model. This helps everyone to understand because the pattern is familiar. It also helps to prevent important matters being forgotten and aid subordinates in their extraction of orders.

06319. The main headings for formal orders are:

TASK ORG
GROUND
SITUATION
MISSION
EXECUTION
SERVICE SUPPORT
COMMAND AND SIGNAL

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Extraction of Orders

06320. Commanders at all levels have to extract the relevant information from orders issued by their superior commanders. They will then conduct their own estimate of the situation and finally produce their own orders. These orders should follow a similar sequence having added their own concept and the detail needed by their subordinates. A diagrammatic representation of the process is at Annex A. The key element is the extraction of tasks both from the Mission and a consideration of the factors. These tasks form the components of the Mission issued to his subordinates, the grouping and sequence of tasks in combination with the selection of routes which forms the basis of the plan.

Preliminaries

06321. Before issuing formal orders a commander must ensure that certain preliminaries are carried out. He must ensure that his 'O' group is seated in the formation required for the task. He should also issue map coordinates so that maps may be folded correctly and issue any air photographs if they are available. If a model is used he must describe it and give the scale and the direction of north. He should then issue any relevant meteorological information such as first and last light timings, moonstate, etc., if the situation permits. This function should be carried out by the platoon sergeant. He should also ensure that the 'O' group knows what to do in the event of it being attacked.

Task Organization

06322. The task organization of the platoon for the operation in hand should be described by the platoon commander. This should include any attachments and detachments.

Ground

06323. The ground should be described in relation to the operation about to be carried out. Prominent objects and features to which reference will be made in the orders should be pointed out. All reference points must be named with the reason for their significance, e.g., 'Hill Wood (Grid 123456) — our assembly area'. In most operations it will be impossible to describe the ground from an OP. To give troops an idea of the ground over which they are going to move and fight, a model should be constructed.

Situation

06324. The following must be included:

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a. *Enemy Forces.* Known or estimated enemy strengths, locations and actions which might affect the completion of the platoon mission; as much detail as possible should be included. Also, the ground in relation to the enemy must be considered. This reflects the close relationship between enemy forces and ground which should always be considered together.

b. *Friendly Forces.* The key to the friendly forces paragraph is ensuring that subordinates understand the commander's intent at least two levels up. In platoon orders, the battlegroup commander's intention and plan must be given in outline, followed by the company plan in detail including the Main Effort (ME). In addition, the tasks of flanking platoons, supporting arms, support weapons and the fire plan may be covered here. In section orders the company plan is given in outline (including ME) followed by the detailed platoon plan and the tasks of flanking sections. Depending on the operation a platoon ME may or may not be appropriate. Sufficient detail of supporting troops and the fire plan should be given for the sections to visualise exactly how the task is to be completed and what fire support is available.

c. *Attachments and Detachments.* If the platoon commander has not included a Task Org then he may include atts and dets in his orders. Where a Task Org is possible it should include them at that stage.

Mission

06325. ***General.*** The mission is a clear, concise statement of the task to be achieved and its purpose. The mission stated by a platoon commander in his orders is that given to him by his superior, it should not be modified or changed without reference to his company commander. The context of this mission is made clear by the company commander's statement of his Concept of Operations, which includes his Intent, Scheme of Manoeuvre (how the company will achieve its mission and Main Effort. The key to subordinates understanding of orders is the clarity of the Concept of Operations and their individual mission statements and the details in Coordinating Instructions.

06326. A commander should strive to give a minimum number of tasks to each subordinate. Therefore, the simplest type of mission statement and the one found most commonly at platoon level, contains a single task and purpose. An example would be:

1 Section is to destroy the enemy in the left hand trench in order to allow the platoon to secure Saddle A.

Execution

06327. The following headings should be included in the Execution paragraph:

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a. *Concept of Operations (TELLING THE STORY)*. This paragraph is an account of how the platoon commander intends to achieve his mission. It will consist of three elements:

(1) *Commander's Intent (WHAT)*. The purpose of the action and the desired result.

(2) *Scheme of Manoeuvre (HOW)*. How the platoon commander intends to fight the battle and how his subordinates fit into his plan.

(3) *Main Effort (WHERE)*. The Main Effort is expressed as the activity which the platoon commander considers to be the success of the mission at that time. A Main Effort will not always be appropriate but, if it is, it should conform to that of the higher commander. A true Main Effort will thus cascade downwards, reflecting one Main Effort. A platoon commander should not include his own Main Effort if it does not conform with that of his company commander.

The Concept of Operations paragraph is an account of the platoon's chosen course (telling the story) and should not merely be a list of tasks. Phases should be used only if a critical timing or reorganization of the task organization is required (e.g., a patrol). Phases are not prescribed, but they should not be used when their effect would be to slow the tempo or break the continuity of the operation. The Concept of Operations gives the section commanders, when faced with the unexpected, a better idea of what they should do to meet the platoon commander's intent.

b. *Mission Statements*. The task or tasks of each section under command must be given under this subheading. At platoon level an example for an attack might be:

(1) 1 Section:

Mission. To destroy the enemy in the right-hand trench in order to allow the platoon to secure the right side of the enemy position.

(2) 2 Section:

Mission. To destroy the enemy in the left-hand trench in order to allow the platoon to secure the right side of the enemy position.

A platoon commander must strive to give a simple mission statement to each of his section commanders. The norm will be a single task mission statement, with any supporting tasks being covered under the Concept of Operations paragraph and Coordinating Instructions, or in the Coordinating Instruction paragraph alone. Additional tasks to be carried out by sections, not central to the plan, should be included in the Execution paragraph. At section level, specific tasks

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should be given to each fire team and sometimes to individuals or pairs of men; these are to appear in the Execution paragraph.

c. *Coordinating Instructions.* These are essential details which affect every sub-unit in the operation. What is required under this heading comes from a thorough understanding of battle procedure and application of logical thought. A full list of possible headings under this sub-paragraph for all types of operation can be found at Annex B. Some examples are:

(1) *Timings.* These must be listed chronologically from the beginning of the operation.

(2) *Actions On.* This asks the question "What happens if . . . ". It can cover such subjects as:

(a) Air attack.

(b) Action on being ambushed.

(c) Action on becoming lost.

Note: Actions on casualties, prisoners, etc., is covered in Service Support.

(3) *Fire Plan.* The detailed fire plan must be given. The fire support available for the operation is covered under Friendly Forces.

d. *Summary.* This is where the commander can emphasize the main points of the Execution paragraph. It is not a repeat of the Concept of Operations sub-paragraph. Critical areas of concern, to the commander, should be highlighted here.

Service Support

06328. The Service Support paragraph gives the administrative arrangements required to ensure the accomplishment of the mission. Standard items covered are:

- a. Dress.
- b. Equipment and Tools.
- c. Weapons.
- d. Ammunition.
- e. Rations and Water.
- f. Medical arrangements, including location of the Company Aid Post (CAP).

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- g. Prisoners of War (PW).
- h. Transport location, loading, release point.

Note: These headings can easily be remembered by the mnemonic DEWARMPPT.

Command and Signal

06329. **Command.** The location and moves of HQs and commanders must be given one up, i.e., at section level give the position of platoon HQ and the location of the section commander both in the assault and on reorganization. Alternative commanders must be nominated in the event of casualties.

06330. **Signal.** This will include all necessary radio information, i.e., frequencies, additional callsigns on the net, codewords, etc., plus any other signals to be used, i.e., lights and whistle blasts.

06331. **Password.** This is also given under this paragraph.

Questions

06332. After issuing orders, time must be given for consideration, then each member of the 'O' group must be allowed to ask questions in his turn. Finally, questions from the commander will ensure that individuals have correctly understood the orders. For a complicated operation, such as a patrol, it is often best to give the opportunity for questions at the end of each part of the order.

Synchronization of Watches

06333. Before an 'O' group disperses all watches must be synchronised to 'gunner time', thus ensuring accurate coordination with the supporting artillery for the Fire Plan.

Issuing Orders

06334. *"No plan survives contact with the enemy"* so said Field Marshal Count Helmuth von Moltke. The need for conciseness, clarity and simplicity in the issue of orders is paramount. If procedures and drills are well known, the need for detailed instructions covering such matters as grouping, order of march, assaulting formation and reorganization can be largely eliminated, with only variations to normal procedures being given as necessary.

06335. The following points should be remembered when issuing orders:

- a. **Protection.** The need to post a sentry.

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- b. *Distractions.*** The need to keep away from vehicles and radios.
- c. *Concealment.*** Particular care is required if maps are to be spread out or if it is dark when lights are required.
- d. *Comfort.*** Some form of shelter and warmth is required whenever possible.
- e. *Brevity.*** Remember, the longer commanders are concentrated together the more vulnerable they are.
- f. *Do:***
 - (1) Make your orders concise, clear and simple.
 - (2) Give subordinates a thorough understanding of your intentions, and explain the outline concept of your immediate commander.
 - (3) Integrate all subordinate elements in coordinated action.
 - (4) Allow subordinates the maximum freedom of action consistent with the need for coordination.
- g. *Do Not:***
 - (1) Try to give detailed instructions covering every possible contingency.
 - (2) Slavishly use every heading in the boxes; they are provided as a reminder of what you MIGHT need to cover.

06336. When giving orders all commanders must impart confidence and illustrate their intentions by using a model whenever possible.

06337. Members of the 'O' group should sit in their order of precedence, or in the formation to be used on the operation. For example, if the platoon is attacking with 2 Section as left assault section and 3 Section as right assault section, place 2 Section commander on the right and 3 Section commander on the left, as they face you.

Method of Delivery

06338. Orders should be delivered clearly and fluently. The delivery should not be too fast and should be in a logical sequence, following the standard format.

06339. The platoon commander may have to adjust his manner to take account of the following factors:

- a.** The standard of training of his section commanders.
- b.** How well he knows them.

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- c. How long they have worked with him as a team.
- d. How tired his men are.

Battle Orders

06340. There will be many occasions in battle when very quick action is demanded and it will be necessary to issue immediate orders. They contain essential information only. For example, a section commander can limit his orders for a quick dismounted attack to:

- a. Task Org (any alteration to original task org).)
- b. Situation; enemy/ground, friendly forces.)
- c. Mission.)
- d. Left or right flanking.)
- e. Route to FUP. (Possible just "Follow me".))
- f. Order of march.) Only if variations to standard battle drills
- g. Assault tasks.)
- h. Details of fire and movement)
- i. Limit of exploitation.)
- j. Fire Plan.)
- k. H Hour)

The Orders Process

06341. A commander has to:

- a. Receive orders himself.
- b. Extract from them what concerns his own command.
- c. Estimate how best to achieve the mission given to him.
- d. Prepare orders for his own subordinates.
- e. Issue orders to his subordinates.

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Receiving Orders

06342. Before receiving orders a commander should:

- a. Study the company warning order, relating it to the map, and if possible the ground.
- b. Issue a warning order, having made a time appreciation. (If time allows.)
- c. Arrive early at the 'O' group to study maps, air photographs and models of the ground, and to mark his own maps. He must find out exactly where he is on the map and use any spare time to study the map and the ground.
- d. He must take with him to the 'O' group:
 - (1) A map.
 - (2) A notebook (prepared with standard orders headings for the forthcoming operation).
 - (3) An Aide-Mémoire.
 - (4) A pencil and chinagraph.
 - (5) His binoculars.
 - (6) His compass.
 - (7) A torch (if applicable).

06343. At Annex A is the layout of Battle Orders. While receiving orders, as much detail as possible should be map marked and notes only taken on matters affecting his own platoon. The remainder of the orders must be listened to carefully and understood.

06344. Similarly, section commanders have to extract and reshape the orders they receive from their platoon commander before passing them on. An example of this reshaping of orders is given at Annex B.

06345 – 06350. *Reserved.*

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SECTION 19. — PATROLS

LESSON 1. — AIMS AND TYPES OF PATROLS

A. INSTRUCTOR'S NOTES

Aim

06351. *To teach cadets about the purpose of patrolling and the types of patrols.*

Timings

06352. *One 30 minute period.*

Stores

06353. *Chalkboard.*

Preparation

06354. *Draw on the chalkboard two diagrams to illustrate a reconnaissance and a fighting patrol.*

B. CONDUCT OF THE LESSON

Introduction

06355. *Explain:* Patrolling is probably the most important operation in war so far as the infantry is concerned.

Aims of Patrolling

06356. *Explain:* There are three aims of patrolling:

- a. To obtain up-to-date and accurate information as a result of which a commander can plan an operation.
- b. To dominate the ground between a commander's own unit and that of the enemy, thus making it easier and safer for his own patrols to gather information and more difficult for the enemy patrols to achieve similar results.
- c. To destroy and disrupt enemy forces, particularly those which may try to infiltrate the commander's own positions or between neighbouring positions.

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06357. Patrolling is carried out by both sides by day and night in all the phases of war. Successful patrolling calls for a high standard of individual training, good team work and initiative and determination on the part of the patrol leader. Successful patrolling has a beneficial effect on unit morale and will adversely affect the enemy's morale.

06358. Patrolling enables the defence to be conducted in an aggressive manner. In peacetime it is an excellent stimulant to training because it creates keen interest and can so easily be made realistic. The foundation of successful patrolling is thorough preparation.

Types

06359. **General.** All patrols have the task of providing information. They must also be prepared to fight, either to gain information required or to protect themselves if necessary. There are three main types of dismounted patrols:

- a. Reconnaissance patrols.
- b. Standing patrols.
- c. Fighting patrols.

06360. **Reconnaissance Patrols.** These are patrols of a minimum strength for the task, usually one NCO and three cadets, which gain information by observation and operate generally by stealth. They avoid combat except for self-protection or to take advantage of an unusual opportunity.

06361. The roles in which reconnaissance patrols may be employed include:

- a. Collecting topographical information on features, tracks and the state of the ground.
- b. Obtaining details of enemy minefields and the extent of enemy positions.
- c. Locating enemy machine guns and defensive fire (DF) areas, where fire is immediately directed on call in case of emergency.
- d. Investigating noises made by the enemy, their habits and patrol routes.
- e. Checking our wire and/or minefields at first or last light.
- f. Acting as listening posts to give early warning of enemy approach and with the ability to call down fire.

06362. **Standing Patrols.** These are patrols of a minimum strength of one NCO and three cadets which gain information of enemy movement and prevent or disrupt

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enemy infiltration. They move into position as quietly as possible and try to remain concealed and gain their information until they are required to withdraw or, if discovered, fight their way out. Their main tasks are to:

- a. Watch and listen on likely enemy approaches.
- b. Watch over dead ground in front of and between friendly localities.
- c. Watch over minefields and obstacles.

For these tasks they should have good communications so that they can inform the main body.

06363. **Fighting Patrols.** These are patrols organized with sufficient strength and armament (usually a minimum of two NCOs and nine cadets) to accept combat in order to fulfil their role, e.g.,:

- a. Denying enemy patrols freedom of action in No Man's land.
- b. Driving in enemy protective patrols.
- c. Interfering with enemy working parties.
- d. Distracting enemy attention from other activities.
- e. Carrying out raids.
- f. Capturing prisoners for identification purposes.
- g. Tank hunting.
- h. Laying ambushes.
- i. Protecting reconnaissance and working parties of other arms.
- j. Escorting stretcher parties.

Conclusion

06364. **End of Lesson Drill.**

- a. *Questions to and from cadets.*
- b. *Sum up.*
- c. *Look forward to the next lesson.*

06365 – 06370. *Reserved.*

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LESSON 2. — PATROLS: MOUNTING, CONDUCTING AND DEBRIEFING

A. INSTRUCTOR'S NOTES

Aim

06371. *To teach cadets the action to be taken by all those concerned with a patrol operation from the time it is first ordered until the completion of the task.*

Timings

06372. *Two 30 minute periods.*

Stores

06373.

*Chalkboard
Sand or cloth model
Models*

Miscellaneous

06374. *The syllabus (both CCF and ACF) includes 12 periods on practical instruction on patrolling.*

Preparation

06375. *Prepare sand or cloth model (see Volume II, Chapter 5, Section 24).*

B. CONDUCT OF THE LESSON

Approach

06376. *Explain:* The success of a patrol depends on good planning beforehand as well as good action during the actual patrol. Compliance with the following paragraphs by the officer responsible for mounting and debriefing the patrol and the patrol commander ensures that nothing is forgotten.

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Action by Officer Responsible for Mounting and Debriefing Patrol

06377. **Warning Order.** Sends out a warning order well in advance to include brief outline of patrol task, name of commander with rendezvous (RV) and time for his briefing.

06378. **Brief.** Briefs patrol commander on the following lines:

a. **Ground.** Shown from observation post (OP), air photographs, field sketch or map. Includes hills, valleys, woods and natural obstacles such as rivers, bridges and waterlogged ground.

b. **Situation.**

(1) *Enemy:* All available information.

(2) *Friendly Forces:* Forward disposition and activities and details of other patrols out.

c. **Mission.** The specific task of the patrol. It may be possible to add to this specific task others, such as obtaining additional information, provided they can be carried out without detriment to the main task.

d. **Execution.**

(1) Time out and where.

(2) Time back and where.

(3) Limitations on choice of route.

(4) Fire support.

e. **Service Support.** Administrative arrangements before, during and after the patrol.

f. **Command and Signal.**

(1) Radio including any restrictions.

(2) Any special signals.

(3) Recognition — password.

(4) Debriefing instructions.

06379. **Debrief.** Debriefs patrol commander on his return by reading his report (see paragraph 06387).

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Action by Patrol Commander

06380. **Warning Order.** Issues a warning order to include brief outline of patrol task, members of patrol including second-in-command, time and place for briefing and any special administrative arrangements including weapons and equipment. Normally dress and equipment should be as light as possible but must include water and emergency rations in case the patrol is cut off and has to lie up for a period before returning to base.

06381. Also:

- a. Studies air photos, maps, previous patrol reports.
- b. Selects observation posts for his reconnaissance.
- c. Carries out reconnaissance from OPs during which he looks for:
 - (1) Routes to and from objective (to be different).
 - (2) Landmarks.
 - (3) OPs.
 - (4) Dead ground and covered approaches.
 - (5) Obstacles.
 - (6) Likely places for ambush — by us or by enemy.
 - (7) Enemy positions, likely positions and defensive fire (DF) areas.
- d. Considers light and weather conditions, moon etc.
- e. Makes his appreciation and plan, keeping them as simple as possible.
- f. Draws field sketch showing distances (in paces), bearing and timings of bounds.
- g. Prepares model for briefing the patrol.
- h. Prepares his orders.
- i. Meets patrol at RV.

06382. Briefs the patrol by showing members the ground from an OP (individually if necessary) and points out minefields, lanes and gaps in wire, etc.

06383. Gives out his orders to the patrol, in the format given at Annex C with the aid of a cloth or sand model of the ground:

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06384. **Rehearsals.** Carries out noisy or silent rehearsals which must include:

- a. **Route.** Moving out and returning through own FEBA.
- b. **Formations.** Formations and drill for changing formations. One or more of the three formations — single file, file or diamond — is adopted during a patrol depending on ground and visibility. A fighting patrol of two NCOs and nine cadets might move in diamond formation as illustrated in Section 17, Lesson 1.
- c. **Use of Scouts.** Move by bounds ahead and are followed by the remainder of the patrol.
- d. **Movement.** Every member of the patrol is allotted his specific task and arc of observation. All movements must be silent with frequent halts to observe and listen, particularly when approaching the enemy position and also at night. When halted sink down to the ground level, avoiding a jerky movement, and make use of the skyline. Make use of the previously prepared signal to move — a silent 'touch' signal — to ensure that no one is left behind.
- e. **Action on Objective.** Final RV. This is an RV to which the patrol goes after completing the task if there was contact at that stage with the enemy. It must be easy to find and is pointed out to all members of the patrol during the approach to the objective.
- f. **Action on Lights.**
 - (1) If time allows, get away — otherwise freeze.
 - (2) At night close one eye to preserve night vision.
 - (3) If a trip flare move away from the area as quickly as possible, then get down and observe.
- g. **Encounter Drill.**
 - (1) The action will depend on the task and circumstances. It may be desirable to avoid action and move away as quickly as possible. If this is impossible an immediate assault is the only alternative as explained in Section 23.
 - (2) If ambushed, the only solution is to scatter and move individually to the previously arranged RV.
- h. **Crossing Obstacles.**
 - (1) On encountering an obstacle, the patrol halts and the commander goes forward to reconnaissance it. He then decides whether to cross or

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go round the obstacle. If he decides to cross, he selects where the crossing is to be made.

(2) The basic requirements of any obstacle crossing drill are:

(a) Silent movement.

(b) Posting a cadet by the obstacle to guide the others over.

(c) At all times at least one cadet must be ready to fire his weapon or throw a grenade if the patrol is surprised by the enemy.

i. *Casualty Evacuation.*

(1) All casualties must be brought back.

(2) If on the way out the patrol may have to pick up the casualty on its return; alternatively it may be possible to summon another patrol by radio to bring him in.

j. *Prisoners.*

(1) If a fighting patrol takes a prisoner he must be brought back alive whether or not this was the task of the patrol — prisoners are valuable sources of information.

(2) If a prisoner cannot be taken with the patrol, he may be tied up and gagged, put under guard and collected later either by the same patrol or by another one detailed or summoned by radio for this purpose.

06385. **Inspection.** Carries out final inspection of dress, weapons, ammunition and equipment. In particular:

a. Dress and equipment to be as light as possible but to include emergency rations and water.

b. Dress and equipment to be properly fitted and silent. Jumping up and down will show whether it is satisfactory.

c. No documents will be taken which can afford useful information to the enemy if captured.

06386. **Conduct of Patrol.**

a. *Navigation.*

(1) Previous study of air photos and maps etc.

(2) Make full use of landmarks.

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(3) By compass bearing and counting paces — especially at night. 'Legs' to be measured to the nearest 50 paces from map. If the patrol becomes dispersed, RV at the end of the previous leg.

(4) Avoid prominent cover, e.g., edges of woods, tracks, hedges, defiles — these are likely places for enemy ambushes or standing patrols.

b. Fire Support. Pre-arranged or called for by radio:

(1) To distract enemy whilst obstacle is crossed or objective is approached.

(2) For support on the objective.

(3) To help the patrol extricate itself in case of emergency.

06387. **Debrief on Return.** Verbal report followed by a written report (see Annex D) under the following headings as applicable:

Date

Destination of patrol

Maps

Size and composition of patrol

Task

Time of departure

Time of return

Routes out and back

Type of ground — vegetation, surface, bridges — suitability for armoured or wheeled vehicles.

Conclusion

06388. **End of Lesson Drill.**

a. *Questions to and from cadets.*

b. *Sum up.*

c. *Look forward to the next lesson.*

06389 – 06390. *Reserved.*

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LESSON 3. — PATROLLING — PRACTICE

A. INSTRUCTOR'S NOTES

Aim

06391. *To practise cadets in patrolling in Single File, File and Diamond formations, using Field Signals.*

Timings

06392. *One 30 minute period.*

Stores

06393.

*Rifles
LSW*

Miscellaneous

06394. *This practice should be carried out in the open where there is sufficient space. A patrol commander must be nominated who may be the instructor himself.*

B. CONDUCT OF THE LESSON

Preliminaries

06395. *Safety Precautions.*

06396. *Practise the cadets in forming up and moving in the three patrol formations already taught. Then practise changing from one formation to another on the move, using the appropriate Field Signal. Changing from one formation to the next should be done at the double.*

Conclusion

062397. ***End of Lesson Drill.*** *Sum up.*

06398 – 06400. *Reserved.*

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SECTION 20. — AMBUSHES

INTRODUCTION

06401. **General.** *Of the roles of fighting patrols, the ambush is amongst the most challenging for the cadet to take part in; it involves teamwork, skill, intelligence, fitness, cunning and discipline. It is not difficult for instructors to organize, but requires from them imagination, together with close control, to ensure that training is realistic but safe. For these reasons the ambush has been given a section to itself. It should not be forgotten however that patrols with alternative aims, such as reconnoitering enemy positions, manning OPs, and carrying out raids and snatches, should also be taught and practised; thus it is essential to read this section in conjunction with Section 19.*

06402. **Types of Ambush.** There are two types of ambush:

- a. **Deliberate.** When the task is given well in advance, allowing sufficient time for deliberate planning and preparation. Only the Deliberate Ambush is dealt with in this section, and the training of cadets should always commence with this type of ambush, though the same principles apply to both types.
- b. **Immediate.** In response to 'hot' information, or as a contact drill, with little or no time for reconnaissance (recce) or planning. Deliberate ambushes only are included in the APC (ACF) syllabus.

06403. **Ambush Sites.** Suitable places for ambushes include:

- a. Known enemy routes.
- b. Administration areas and supply/water points. In counterinsurgency operations the approaches to villages, cultivated areas, known arms caches and food dumps are particularly suitable.
- c. Places where vegetational change occurs (e.g., at the junction of forest and grassland).
- d. Approaches to own bases and defensive positions, and the withdrawal route from own ambush sites to catch an enemy follow-up.

06404. **Principles of Ambushing.** Instructors should bear the following principles in mind when teaching cadets and planning exercises:

- a. **Good Intelligence.** Ambushes should only be set when there is a good chance of a contact with the enemy based on good intelligence.

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b. *Thorough Planning and Preparation.* Reconnaissance must be carefully planned and thorough. All the main actions of an ambush must be well rehearsed.

c. *Security.* Thoughtless reconnaissance will betray the position of the ambush. The ambush site must be chosen to minimize the chances of being surprised, and those carrying out the ambush must themselves be able to meet an enemy attack if necessary.

d. *Concealment.* Avoid leaving signs within the ambush area. Excellent camouflage is required both by day and night.

e. *Good Control.* All members of the ambush must know the plan in detail. All signals, together with the plan for springing the ambush, must be kept simple, and be thoroughly rehearsed.

f. *Discipline.* The ambush will only be successful if all members are alert, make no noise and restrict all movement. Reaction to signals must be fast and weapons ready to fire at a moment's notice.

g. *Safety.* The following safety points must be complied with:

(1) The Cadet Training Safety Precautions booklet (AC 70768) must be consulted BEFORE ambush training starts.

(2) All movement must be conducted with weapons MADE SAFE.

(3) Uncontrolled firing must not be allowed. At night aim must not be taken directly at an individual, but to ensure complete safety there should always be a minimum distance of 50 metres between muzzles and the enemy.

(4) A high ratio of Directing Staff (DS) is required during ambush training with blank ammunition/pyrotechnics, especially at night.

06405 – 06410. *Reserved.*

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LESSON 1. — THE DELIBERATE AMBUSH

A. INSTRUCTOR'S NOTES

Aim

06411. *To teach and practise cadets in the preparation for, and conduct of the Deliberate Ambush.*

Timings

06412. *Two periods should be allocated as follows:*

- a. *Period 1. In the classroom using chalkboard/vufoil/model. Confirmation by a short demonstration, preferably outside.*
- b. *Period 2. Practising the cadet as a member of an ambush in detail and in slow time. This must be done outside.*

Stores

06413.

*Prepared chalkboard diagram/model with symbols/vufoil diagrams
Rifles
LSW
Communication cord*

Miscellaneous

06414. **Reconnaissance.** *DS must do a detailed daylight reconnaissance and also one by night if a night ambush is planned. Points to note are:*

- a. *The 50 metre clearance obligatory before blank ammunition can be fired at a live target is often difficult to find on a track, or in a woodland clearing, so other sites may have to be found. The 50 metre distance must be physically measured during the reconnaissance.*
- b. *Mark positions for Cut Off Groups, etc., (small pieces of white tape may be used) so that you can find your way back to them, especially at night.*

06415. **Conduct.**

- a. *Cadets will start to fidget if kept in position much more than 15 minutes. Time seems to pass very slowly, particularly at night.*

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b. Safety DS. *You need one or two members of the DS with the Killing Group and one with each Cut Off Group. Beware of having a large 'gaggle' of DS with the patrol; this is unnecessary and very off-putting for the cadets. With thought extra DS can meet up with the patrol at a pre-arranged point (e.g., the ambush site).*

c. Safety — Weapons. *Weapons need to be made ready for firing in the ambush positions, so that the ambush can be effectively and realistically sprung, and must be 'MADE SAFE' before withdrawing. With a little thought this need not destroy realism. Suggested action is as follows:*

(1) The 'ambush set' signal automatically indicates 'cock weapons'. Cadets should be practised in slowly and quietly operating bolts/cocking handles avoiding unnecessary noise. DS movement need only be minimal.

(2) The 'withdrawal' signal or the 'search party prepare to move' signal automatically indicate 'MAKE SAFE'. At night only the LSW needs to be checked with a torch (red); the other weapons can be checked by DS by 'feel'. Be especially careful to check that cocking pieces are forward and safety catches on. This takes a little time but can be done remarkably quietly.

d. Rehearsals. *The ambush party must rehearse everything, in the correct sequence, before departing on the patrol. This may seem boring, but is the key to the smooth running of the exercise, and to the cadets' enjoyment. Each cadet must know exactly what is happening at all times; a cadet who is confused or uninformed will derive little benefit or enjoyment from any exercise, especially if it is a night exercise.*

e. Anticlimax. *There is a tendency for cadets to 'switch off' after withdrawal from the ambush position. The instructor must use his imagination to ensure that this feeling of anticlimax is kept to a minimum on the return route; use flares etc to keep the patrol on its toes.*

B. CONDUCT OF THE LESSON

Approach

06416. An ambush is a surprise attack, by a force lying in wait, on a moving or temporarily halted enemy. It is usually a brief encounter, conducted at comparatively close quarters. When well prepared and executed it can cause heavy casualties and serious loss of morale amongst the enemy; however poor planning, preparation and execution may result in failure, and serious losses to the ambush party.

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Grouping

06417. All ambush parties are sub-divided into smaller groups, each with their own leaders. Normally the grouping is as follows:

- a. *Killing Group.* Covers the chosen killing ground and springs the ambush. It contains the Ambush Commander and the LSW(s). Size varies, but normally the group will number four men in a section ambush, and will consist of one section and platoon HQ in a platoon ambush.
- b. *Cut-off/Stop Groups.* Serve to give warning of enemy approach, cut off his line of retreat or help to defeat an enemy counterattack from a flank. In a section ambush the group will consist of two men, and in a platoon ambush each group will be of section strength.

Layout

06418. Although various alternatives exist, in the interests of safety and ease of control, it is suggested that teaching is limited to the Short Term Basic Linear Ambush (see Fig 168).

Planning

06419. **Sequence.** Actions prior to occupying the ambush position are carried out in the following sequence:

- a. Reconnaissance.
- b. Issue preliminary orders in the base camp.
- c. Preparation and rehearsal in the base camp.
- d. Move to ambush area.
- e. Final reconnaissance by Ambush Commander and Cut Off Group Commanders.
- f. Final orders of Ambush Commander (if necessary).
- g. Occupy position.

06420. **Reconnaissance.** The Ambush Commander should if possible carry out a reconnaissance of the ambush site prior to giving preliminary orders. Sometimes, however, he will be limited simply to a study of air photographs, maps, patrol reports, etc. If possible he should try to observe the ground from the enemy point of view, and he should select/ confirm the following:

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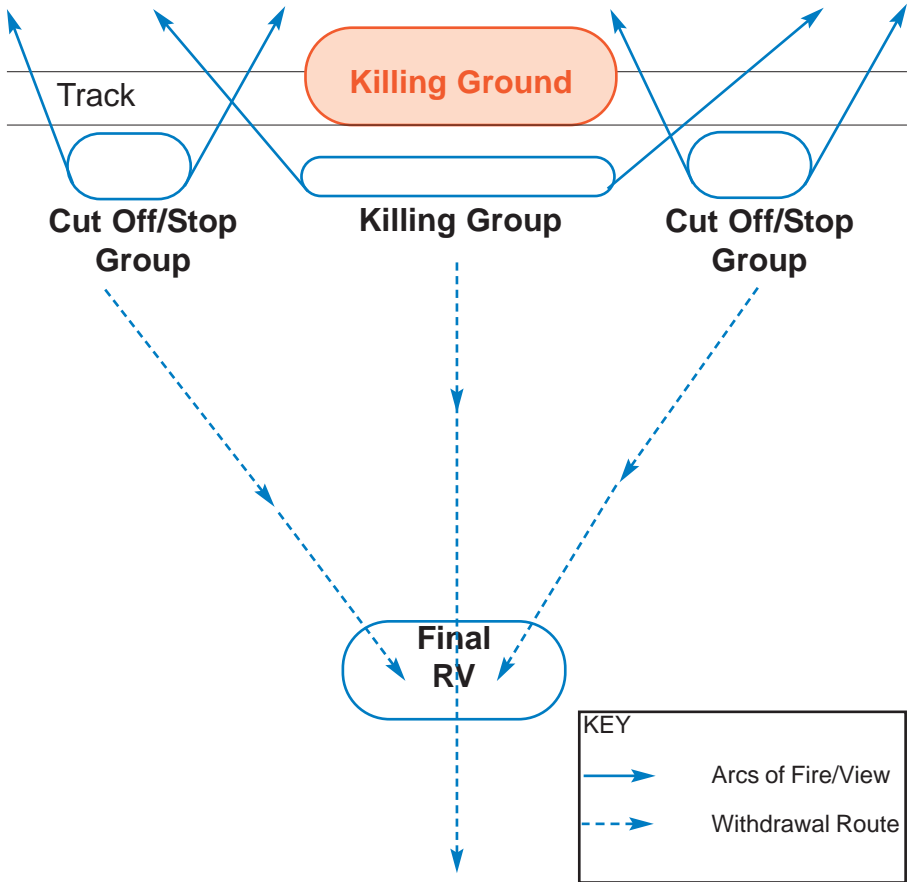


Fig 168. — A Short Term Basic Linear Ambush

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- a. The killing area and positions of the Killing Group and Cut Off Groups, including the detailed siting of LSW, booby traps, trip flares, etc.
- b. That the position of each group offers:
 - (1) Concealment, including the group's approach route and
 - (2) A good view of the killing area and/or the enemy approaches.
- c. The final RV, and routes to and from it.
- d. The withdrawal route.

Orders, Preparation, Rehearsal and Move Out

06421. **Orders.** The Ambush Commander should be very thorough in briefing his party, using a model to assist him. This should be phased to leave enough time for preparation and rehearsals. Orders are similar to those for a normal patrol (see Annex C) but with the following extra detail in the Execution paragraph:

- a. *Action on Arrival at Final RV/Firm Base.*
 - (1) Entry order of march.
 - (2) Positions and arcs (describe these, but also cover in rehearsals).
 - (3) Sentries (if necessary).
 - (4) Action if surprised.
 - (5) Action if reconnaissance party does not return within minutes.
 - (6) Confirmatory orders (location/time, if necessary).
- b. *Action in Ambush Area.*
 - (1) Order of march.
 - (2) Method of entry.
 - (3) Positions.
 - (4) Laying of communication cord.
 - (5) Arcs of fire.
 - (6) Signal for 'ambush set'.
 - (7) Ambush to be set by hours.

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c. *Action on Approach of Enemy.*

- (1) Warning signals from Cut Off Groups.
- (2) Signal to fire/stop firing.
- (3) Search party (if necessary).

d. *Withdrawal to RV/Firm Base.*

- (1) Signal.
- (2) Order of march.
- (3) Action in Final RV/Firm Base (reorganize, check numbers, weapons, etc., — move out).

06422. **Preparation.** Thorough preparation is essential for success, and should include:

- a.** The thorough cleaning and testing of all weapons.
- b.** The testing of special equipment, e.g., ropes and night viewing aids.
- c.** The careful preparation and testing of all radio/communications equipment. New batteries should be fitted, and spare batteries carried if possible.
- d.** The camouflage of cadets, clothing and equipment.

06423. **Rehearsal.** If for a night ambush, then rehearsals should be by day and night. They must:

- a.** Show where each group (and those within them) are in relation to each other.
- b.** Test signals/communications.
- c.** Cover alerting, and springing of the ambush.
- d.** Practise withdrawal to Firm Base/Final RV.

06424. **Move to Ambush Area.** The ambush party do not move directly into position, but stop short at a Final RV/Firm Base, form a tight defensive perimeter, and wait whilst the Ambush Commander and the Cut Off Group Commanders do their final reconnaissances.

06425. **Final Orders.** There should only be a need for brief confirmatory orders when some last minute changes are necessary as a result of the final reconnaissance. This is more likely (and important) by night than by day, and could include:

PROTECT

- a. Description of the ambush killing area, enemy approaches and counter-attack routes.
- b. Individual tasks if these vary from rehearsals.

Occupation Sequence

06426. **Occupation.** Having completed his reconnaissance unless he has to return to the Final RV/Firm Base to give confirmatory orders, the Ambush Commander will normally remain on the position, sending the Cut Off Group Commanders back to bring up the remainder of his command. In the case of a platoon operation, sentries from both the Cut Off and Killing Groups are taken forward and placed in their respective positions during the reconnaissance and they remain there throughout the move forward to the ambush area. Cut Off Groups, followed by the Killing Group, enter the area on the same axis, and move into their positions. The Ambush Commander is normally positioned in the centre of the Killing Group, next to the LSW.

06427. **Setting Up.** Once all the groups are in position, cadets from the Cut Off Groups start laying a communications cord/cable to the Ambush Commander. Any trip flares, booby traps, etc., are set.

06428. **Ambush Set.** When the commander receives the signal from each group that all cadets are back in their position, he gives the signal for 'ambush set'. After this time no one leaves their position. Care must be taken not to give the ambush away; cadets must be taught to select a comfortable position and to remain in it without undue movement, noise, smoking, eating, etc., for the whole of the duration of the ambush.

Springing the Ambush

06429. On sighting the enemy, the Cut Off Group will alert the Ambush Commander of their approach and direction by using the communications cord. The Ambush Commander will alert the remainder of his force. Weapons are carefully brought up to the aim, taking care not to rustle the undergrowth.

06430. The Ambush Commander springs the ambush when as many enemy as possible are in the killing area. The signal for springing will always be either:

- a. A burst from the LSW OR
- b. A shot from the commander's weapon OR
- c. Ignition of a trip flare, in conjunction with a burst from the LSW (only used if it is too dark for any other method).

The signal is NEVER the commander shouting 'FIRE'.

PROTECT

After Springing

06431. **Fire Fight.** This is very short and sharp. The commander then regains control by shouting 'STOP' or 'CEASE FIRE'. There is a pause whilst everyone listens for:

- a. Movement of enemy not killed or wounded.
- b. An enemy counterattack.
- c. The enemy moving back to collect casualties, thinking the ambush has withdrawn.

06432. **Search Party.** The Ambush Commander may have detailed a search party in his orders. Usually led by the ambush second-in-command, and consisting of cadets from the Killing Group, the search party go forward to check for enemy prisoners/documents etc. This is normally done by day only, since at night all movement forward of the ambush is deemed enemy. Careful control regarding safety is absolutely essential.

Withdrawal

06433. On receiving the signal (as practised in rehearsals) all groups withdraw to the final RV. Minimum time is spent here to ensure that everyone is present, and that there is no enemy follow-up, before moving off by the return route. The order of withdrawal to the Final RV is normally the Killing Group leading, followed by the Cut Off Groups.

Action on Lights/Trip Flares

06434. If time allows, get away — otherwise freeze. At night close one eye to preserve night vision. If a trip flare move away from the area as quickly as possible, then get down and observe.

Encounter Drill

06435. If the ambush patrol is itself ambushed the only solution is to scatter and move individually to the previously arranged RV.

06436 – 06440. *Reserved.*

PROTECT

SECTION 21. — PATROL HARBOUR

A. INSTRUCTOR'S NOTES

Aim

06441. *To teach the occupation of a patrol harbour at section and platoon level.*

Timings

06442. *One 30 minute period followed by the practical periods.*

Stores

06443.

Diagram of the occupation of a harbour

Rifles

Full webbing including ponchos, string, etc.

Preparation

06444. *Draw on a chalkboard a diagrammatical occupation of a harbour (see Fig 169) or prepare a series of vufoils.*

B. CONDUCT OF THE LESSON

Approach

06445. A patrol harbour is a position established to provide security when a patrol halts for an extended period. Possible reasons for the establishment of the harbour are:

- a. To avoid detection.
- b. To lie up whilst a detailed reconnaissance of an objective is made prior to the formation of a final plan and issue of detailed orders.
- c. To form a base from which operations can be mounted, e.g., attack, ambush, reconnaissance, or establishing OPs.
- d. To provide an RV after infiltration into an enemy area by small groups, or after withdrawing from such an area.

PROTECT

- e. To provide security for an administrative halt after long periods of movement or close contact.

Triangular Harbour Drills

06446. The most common application of the patrol harbour is the establishment of a triangular harbour by a platoon. The drill can be adapted by a smaller patrol.

06447. The triangular harbour at platoon level ensures the following:

- a. All round defence with an LSW at each corner of the triangle.
- b. Mutual support, in that an attack from any side is covered by two LSWs.
- c. Ease of command and control with platoon HQ in the centre.
- d. Ease of administration with a simple, compact layout.

06448. The procedure for moving into a triangular harbour at platoon level is divided into five stages:

a. *Stage 1 — Selection.* The selection of a possible harbour area can be done from a map, an air photograph, aerial reconnaissance, or on the ground. The detailed siting must be confirmed by reconnaissance and the area secured before occupation. In selecting an area, the following points must be considered:

- (1) *Mission.* The harbour must be located so that it best enables the patrol to accomplish its task.
- (2) *Location.* Choose an area:
 - (a) Which can be easily defended.
 - (b) Where there is dense vegetation, to provide cover from the ground and from the air.
 - (c) Away from human habitation and areas regularly used by civilians.
 - (d) With access to a source of water.
 - (e) With reasonable routes in and out.
 - (f) Where communications are good.
- (3) *Avoid.*
 - (a) An obvious position.

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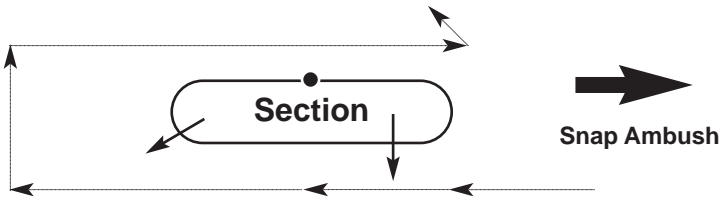
- (b) Ridge lines or crests which may be used as routes.
- (c) Roads, tracks, etc.
- (d) Wet areas, steep slopes and small valleys.

b. Stage 2 — Occupation. For the swift and efficient occupation of a patrol harbour a well understood drill is essential. It should be carried out using hand signals with a minimum of noise. Variations are numerous, but a suggested drill is as follows:

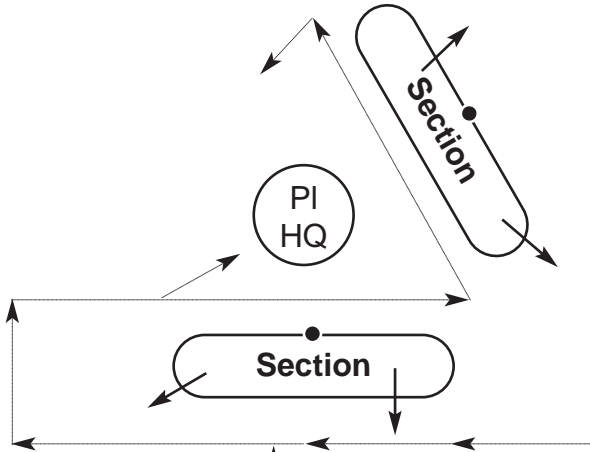
- (1) The platoon halts short of the selected area. It should break track and lay an ambush (preferably triangular) on its previous route to engage any enemy patrol following or tracking the platoon.
- (2) The platoon commander and his reconnaissance party (section commanders and at least one guide) go forward to site the harbour in detail. The platoon sergeant remains in command of the main body.
- (3) On arrival at the site of the harbour, tasks are as follows:
 - (a) The platoon commander points out the platoon HQ position and the location of the 6 and 12 o'clock positions.
 - (b) The platoon commander and section commanders site the section areas, particularly the LSW positions.
 - (c) The perimeter wire is laid to ensure that the sides of the triangle are straight when the platoon occupies the harbour.
- (4) On completion of the reconnaissance, a section commander and at least one guide are sent back to bring forward the main body. The platoon is led to the harbour area in single file.
- (5) Sections are met by their section commanders at the apex of the section's location and each man is shown his position and given his arc (see Fig 169).
- (6) This method of occupation should ensure that there is an LSW at each corner of the triangle, noise is kept to a minimum and the track plan is identified.
- (7) Once positioned by his section commander, each man removes his pack and adopts a fire position covering his arcs of fire.
- (8) Section commanders should site their own positions centrally so that they can see the platoon commander and their own 2IC.

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Stage 1



Stage 2



Stage 3

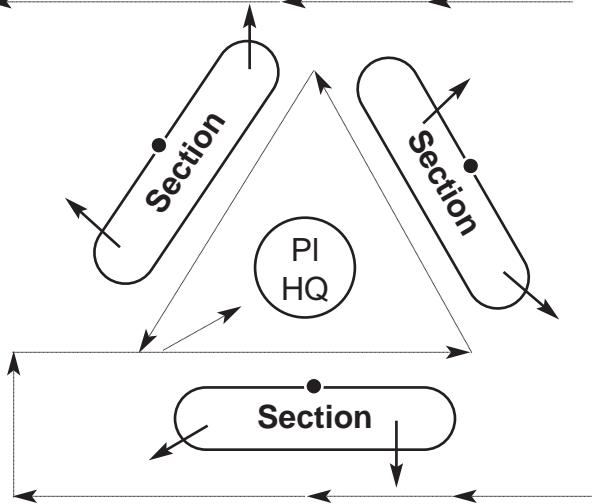


Fig 169. — The Occupation of a Harbour (Standard)

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(9) The platoon commander should check the perimeter to ensure cohesion between sections. Each section commander meets him at his corner LSW position; any minor adjustments to the layout of the harbour can be made at this stage.

c. Stage 3 — Clearance Patrols.

(1) On a signal from the platoon commander, each section sends out a clearance patrol to cover their own section's arc. The rest of the section remain 'stood to'.

(2) The section commander or 2IC and one or two men move out through the neighbouring section's LSW position. They go out to the limit of visibility and sound, then turn and move along their own section's frontage. This drill ensures that the section arc is fully covered. The clearance patrol then returns through their own section's LSW position. In this way all tracks into the position are covered by an LSW position.

(3) Clearance patrols should detect and report to the platoon commander:

- (a) Signs of recent enemy activity.
- (b) Possible enemy approach routes.
- (c) Unexpected obstacles (i.e., mines and ravines).
- (d) Streams and dominating ground.
- (e) Possible ERV locations.

(4) If a thorough initial reconnaissance has been conducted, it may occasionally not be necessary to send out clearance patrols immediately after the occupation, particularly at night.

(5) If there is not much time between occupation and last light, platoon commanders may consider dispensing with clearance patrols. However, if the patrol is to remain in its harbour during the following day, clearance patrols must be sent out at first light.

d. Stage 4 — Sentries. Once clearance patrols have been completed, sentries should be posted. Points to note are:

(1) Sentries should be posted beyond the limit of noise from the harbour (to avoid distraction and to alert the platoon before any enemy hear the harbour).

(2) One sentry per section posted in depth will normally suffice.

PROTECT

(3) The sentries are to act as early warning of any enemy approach. They should be armed with rifles but fire only in self defence. Their withdrawal route back to the harbour should be via the LSW position and be clearly understood by all.

(4) Communication between sentries and the LSW positions must be established. This should include use of communication cord.

(5) The sentries are located outside the harbour only during work routine.

(6) By night, sentries will normally consist of staggered double manning of the corner LSWs. The double manning provides continuity at the sentry position, allows one sentry to fetch the relief and reduces the chances of a sleeping sentry.

e. Stage 5 — Work Routine. Once sentries are posted, work begins to strengthen the harbour. Tasks include:

(1) Preparation of stand-to positions and fields of fire, construction of shell scrapes and the positioning of warning devices (e.g., trip flares).

(2) Preparation of a path to allow silent movement round the position. Shell scrapes should be on the outside edge of the path. Soldiers should live in and fight from their shell scrapes. Wire should be laid just inside the shell scrapes to mark the path and prevent accidental movement outside the harbour at night. This is lowered during daylight hours.

(3) Laying of communications cord from sentries to LSW positions and/or section commanders, and from section commanders to platoon commander.

(4) Positioning of shelters. These are erected over shell scrapes at last light and taken down before first light. They may be erected in poor weather at the platoon commander's discretion.

(5) Confirmatory orders by the platoon commander to establish an operational and administrative routine. The points are as for routine in defence and include:

(a) Future operations (i.e., patrols).

(b) Alarm and stand-to system (and its rehearsal).

(c) Orders for opening fire and defence of the harbour. Location of platoon ERV.

(d) Sentry roster.

PROTECT

- (e) Resupply.
- (f) Sleeping and feeding.
- (g) Track discipline.
- (h) Staggered cleaning of weapons.
- (i) Latrines these should be within the perimeter of the harbour or outside within the sentries arcs.

Security

06449. The platoon commander must ensure:

- a. Sentries are correctly posted and briefed.
- b. Good communications with sentries to ensure early warning of enemy approach.
- c. All round defence is maintained.
- d. Good battle discipline is maintained. Points to include:
 - (1) Correct camouflage.
 - (2) No lights, smells or unnecessary noise.
 - (3) Webbing worn and weapons carried at all times. Kit not in use to be packed away.
- e. The harbour is as compact as possible.
- f. Clearance patrols are sent out at first and last light.
- g. All movement into the harbour is done through 6 o'clock or along the route taken during the occupation. Precautions must be taken to counter possible enemy follow up of own patrols.

06450 – 06460. *Reserved.*

PROTECT

PROTECT

SECTION 22. — FIRE AND MOVEMENT

LESSON 1. — EXPLANATION

A. INSTRUCTOR'S NOTES

Aim

06461. *To explain Fire and Movement.*

Timings

06462. *One 30 minute period.*

Stores

06463.

*Diagram to show organization of a rifle section
Chalkboard
Models*

Miscellaneous

06464. *If there is a demonstration section, see that it is well rehearsed. Section handling is the link between individual weapon training and tactics, in which the cadet learns to work in a section team. Each cadet must be practised in the duties of the others within the section.*

B. CONDUCT OF THE LESSON

Preliminaries

06465. **Safety Precautions.** *Normal (if weapons used).*

Approach

06466. *Explain:* Now that the capabilities of the section are known in terms of fire power and movement, it is time to learn how to combine them to support one another in order to overcome enemy opposition.

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Fire and Movement

06467. *Explain:* The infantry can seldom get to within assaulting distance of the enemy without the enemy being in a position to shoot at them. In order to reduce the effect of this fire it must be returned as quickly as possible. This return fire can take the form of an artillery bombardment, mortars, tanks or machine guns. However, the most quickly produced accurate fire support is provided from the section itself.

06468. *Question the cadets with the aid of the diagram, chalkboard or models to illustrate the answer:*

“If you were section commander when your section was fired on what weapon in your section would most effectively deal with the enemy?” The answer should be the LSW, which is capable of producing a very high rate of fire. Although the LSW produces a high rate of fire, the weapon does not act on its own. The system is reliant on the other weapons (i.e., rifles) in the Fire Team.

06469. *Explain:* Whilst the LSW and the remainder of Fire Team D is firing at the enemy (known as covering fire) the other part of the section, Fire Team C, can move into a better position closer to the enemy or even into a position to attack. In addition Fire Team C can take two extra men from Fire Team D to assist with the attack.

06470. *Question the cadets with the aid of the diagram, chalkboard or models to illustrate the answer:*

“If the section commander at any time wanted to move a Fire Team, who would provide covering fire?” This time the answer should be the other Fire Team.

06471. *Explain:* When a Fire Team provides covering fire the other Fire Team moves, and this will continue until the section commander is in a position to attack the enemy. This is known as FIRE and MOVEMENT and is the basis of all tactics. In the Assault a Fire Team breaks down into two pairs (left half and right half). One pair simulates covering fire whilst the other pair moves 5–10 metres. **However during cadet training safety considerations mean all movement must be conducted with weapons MADE SAFE. This results in the moving elements only being covered by observation.**

06472. If a demonstration section is used cadets should now be given a demonstration of FIRE and MOVEMENT, or they can be split up into two Fire Teams and practised in FIRE and MOVEMENT. They can also practise their pairs within Fire Teams.

06473. Remember all movement must be conducted with weapons MADE SAFE.

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Conclusion

06474. **End of Lesson Drill.**

a. *Remember the main points:*

(1) *Before one group moves the other is in a firing position ready to open fire at once or is actually firing.*

(2) *Both groups must make the best use of ground and cover.*

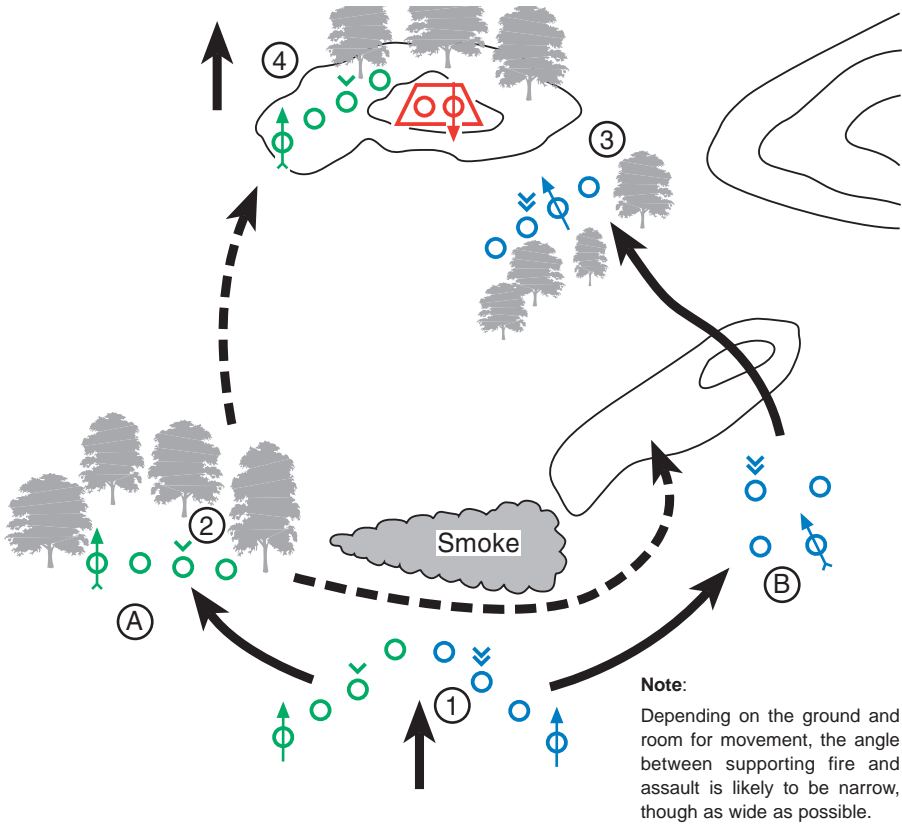
b. *Questions from and to the squad.*

c. *Sum up.*

d. *Look forward to the next lesson.*

06475 – 06480. *Reserved.*

PROTECT

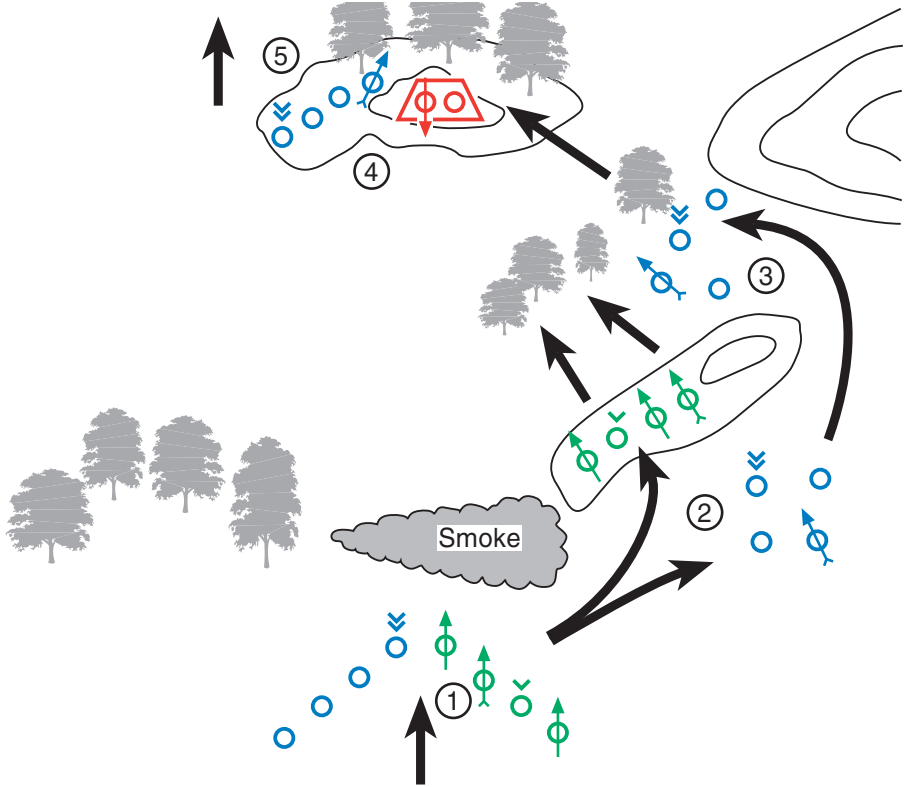


STAGES OF MANOEUVRE BY FIRE TEAMS

1. Section under effective fire, fire returned. Under cover of smoke and suppressive fire from Blue Fire Team (C), Green Fire Team (D) moves to fire support position at 'A'. Then Blue Fire Team (B) moves to dead ground ready to assault.
2. Green Fire Team suppresses the enemy position with fire.
3. Blue Fire Team moves to assault position using cover of F & M plus supporting fire from Green Fire Team.
4. Blue Fire Team assault covered by Green Fire Team. Position cleared. Green Fire Team rejoin using either the same route as the assault team or a direct route if appropriate.

Fig 170. — An Example of F & M Within the Section (Normal Grouping)

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STAGES OF MANOEUVRE (only 1 LSW)

1. Section under effective fire, fire returned, section moves to dead ground under cover of smoke.
2. Green Fire Team moves forward to fire position.
3. Blue Fire Team moves to assault position adding two men from Green Fire Team.
4. Blue Fire Team assault covered by remainder of Green Fire Team. Fire and Manoeuvre work in two groups of three men working in half. Note cadets will not break down movement below two men.
5. Green Fire Team rejoin main assault group.
6. Reorganize on line of advance.

Fig 171. — An Example of F & M Within the Section (Support and Assault Teams)

PROTECT

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LESSON 2. — FIRE AND MOVEMENT — PRACTICE

A. INSTRUCTOR'S NOTES

Aim

06481. *To practise cadets in fire and movement as a section.*

Timings

06482. *Two 30 minute periods.*

Stores

06483. *Rifles and LSWs.*

Miscellaneous

06484. *This practice should be carried out in the open on a piece of ground which has previously been checked for suitability. A section commander must be nominated who may be the instructor himself.*

B. CONDUCT OF THE LESSON

Preliminaries

06485. **Safety Precautions.** *Normal.*

Practice

06486. Point out a clearly marked enemy position and then practise the section moving on to it in two groups — Fire Team C and D.

Conclusion

06487. **End of Lesson Drill.**

- a. *Sum up.*
- b. *Look forward to the next lesson.*

06488 – 06490. *Reserved.*

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SECTION 23. — SECTION BATTLE DRILLS

A. INSTRUCTOR'S NOTES

Aim

06491. *To teach cadets the six Battle Drills.*

Timings

06492. *Ten 30 minute periods (total time of six drills).*

Stores

06493.

*Rifles
LSW*

Preparation

06494. *Choose a piece of ground suitable for teaching and practising the drills. Initially a flat piece of ground is required but when a drill has been learnt it should be applied to ground with features such as hills and woods or undergrowth providing cover from view or fire.*

B. CONDUCT OF THE LESSON

Preliminaries

06495. ***Safety Precautions.*** *Normal.*

Approach

06496. Experience has shown that it is an advantage to have a recognized and well understood method of tackling minor tactical problems when rapid action is essential for success. The section attack has therefore been broken down into six basic drills; each can be taught as a separate lesson and the drills together form the logical sequence of action to enable a section to overcome minor opposition using fire and movement. As soon as they are understood they should be applied to properly conducted tactical exercises.

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SECTION BATTLE DRILL 1. — BATTLE PREPARATIONS

Preparation for Battle

06497.

- a. Personal camouflage; break up the outline of the webbing and shoulders using local foliage typical of the country over which the section is to operate.
- b. Check that weapons are clean and serviceable. Set sights at 300.
- c. Check that ammunition is clean and that magazines are properly distributed.

06498. The section commander will number off the cadets before giving them orders under the following headings:

- a. *Ground.* To include reference points if possible.
- b. *Situation.*
 - (1) Enemy forces.
 - (2) Friendly forces. Details of platoon formation and task.
- c. *Mission.* The section mission.
- d. *Execution.*
 - (1) Route, if applicable.
 - (2) Section formations.
- e. *Service Support.* Any necessary information from the platoon commander's orders.
- f. *Command and Signal.* Any necessary information from the platoon commander's orders.

Reference Points and Anticipatory Orders

06499. In the advance to contact, the section commander will be on the lookout as the section moves for:

- a. New reference points for fire orders. The section commander will usually pick two or three within about 400 metres range in a wide arc on the section front. The section commander will describe these to the section as they advance; each cadet will acknowledge by a hand signal or say "**Not seen**".

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b. Position where the section can take cover if it comes under effective enemy fire. Whenever possible, the section commander will point out such positions by anticipatory orders, such as *"If we come under effective fire, Fire Team D take cover in scrub, Fire Team C line that bank"*. Some such indication will certainly be necessary in country where there is little cover, or on a steep forward slope.

06500. Unnecessary shouting should be avoided at this stage; it only serves to alert the enemy.

SECTION BATTLE DRILL 2. — REACTION TO EFFECTIVE ENEMY FIRE

06501. Sections must be trained to continue the advance in spite of the noise of fire directed at someone else and regardless of stray rounds amongst them.

06502. Effective enemy fire in this situation is enemy small arms fire which would cause heavy casualties if the section continued on its course. Most cadets would instinctively drop to the ground when under effective fire. This action is generally wrong because the enemy usually opens fire when his target is in a place offering little or no cover. The best course is to increase speed, thereby making a difficult target. This action would lead to loss of control by the section commander unless carried out as a drill as follows:

- a. The executive order to take cover will be given by the section commander as **"Take cover"**.
- b. On the command **"Take cover"**, every cadet will run to the nearest cover or that pointed out by the section commander in the anticipatory order. No cadet will run more than 15 metres unless running to cover pointed out by the section commander.
- c. Every cadet will dive or drop into cover and at once crawl some way, preferably to a flank, so that the enemy cannot have his sights directly on him when the cadet reappears.
- d. Every cadet will move up to a position of observation; any cadet out of earshot of the section commander must crawl close enough to be able to hear the section commander's voice, or receive relayed orders.
- e. Any cadet who actually spots the enemy will return the fire without waiting for an order from the section commander.
- f. In principle, when contact has been made, no cadet in the section should be idle. Everyone should be doing one or more of the following:

- (1) Observing.

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- (2) Firing if the enemy is seen.
- (3) Moving to a new position of observation.
- (4) Moving to a new fire position.

g. Bunching must not be allowed. No cadet should ever be less than four metres from his nearest neighbour.

06503. This drill may be summarized as follows:

- a.** “**Take Cover**” ordered by the section commander.
- b.** DASH — DOWN — CRAWL — OBSERVE — SIGHTS — FIRE.

SECTION BATTLE DRILL 3. — LOCATION OF ENEMY

06504. Location of enemy fire is usually difficult. Failure to locate the enemy may prevent the section moving without suffering heavy casualties. It may lead rapidly to loss of initiative by the section and the halting of the platoon advance.

06505. There are three stages in this drill:

- a.** *Observation.* Look in the area from which the thump came. The time between the crack and the thump gives a clue to the range (each second represents 600 metres). Look for movement, smoke, radio antennae or anything unusual. If nothing is seen after about 30 seconds or so, it is unlikely that the enemy will be located by looking.
- b.** *Fire.* The section commander will give a fire order to two riflemen to fire two shots into likely cover. The rest of the section will keep a careful watch on their arcs of observation. If there is no answering fire the section commander should try some other likely target.
- c.** *Movement.* If there is still no reaction by the enemy the section commander will order two riflemen to get up and double forward about ten metres to different cover. The section commander may do this again if no fire is drawn the first time. A cadet getting up and dashing ten metres is a very difficult target to hit. If there is still no enemy reaction the section commander must carry on with the advance.

06506. **Target Indication.** If a cadet should locate the enemy before the section commander, the cadet will indicate the enemy position to the section commander by using one of the methods for target indication described in Chapter 4, Section 18.

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SECTION BATTLE DRILL 4. — WINNING THE FIRE FIGHT

06507. As soon as the section commander knows the enemy's position, the section commander must give a fire order to bring sufficient weight of fire on the enemy to neutralize them. If one or more cadets, who have spotted the enemy, have begun firing the section commander regains control by shouting **“Stop”** before giving the fire order.

06508. While winning the fire fight, the section commander must make a battle appreciation. Having won the fire fight, the section commander must keep the initiative by continuing to bring fire down on the enemy while the section closes for the assault.

SECTION BATTLE DRILL 5. — THE ATTACK

06509. **Battle Orders.** Battle orders will be as brief as possible. There is no need to mention the enemy position if this is known to all concerned. The mission will have been given out before the attack began but may need modifying. The battle order will always be one of the following, depending on the number of stages in the attack (see Fig 172).

- a. For a one stage attack, that is when the rifle group goes straight into the assault:

“Left (or right) flanking”
“Fire Team C prepare to assault”
“Fire Team D — Fire”
“Fire Team C — Move”

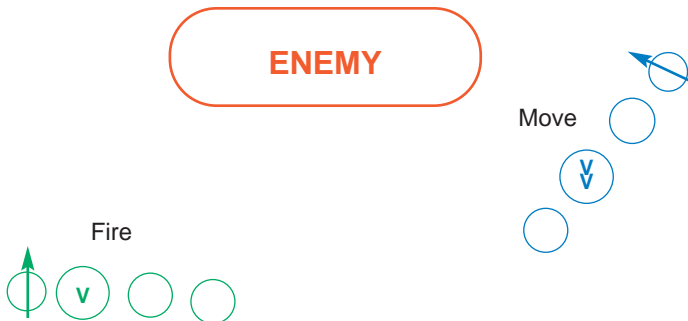


Fig 172. — One Phase — Right Flanking

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b. For a two stage attack, that is when Fire Team D must move to another position before Fire Team C assaults:

“Left (or right) flanking”
“Fire Team D move first to”
“Prepare to move”
“Fire Team C — Fire”
“Fire Team D — Move”
“Fire Team C Prepare to Assault”
“Fire Team D — Fire”
“Fire Team C — Move”

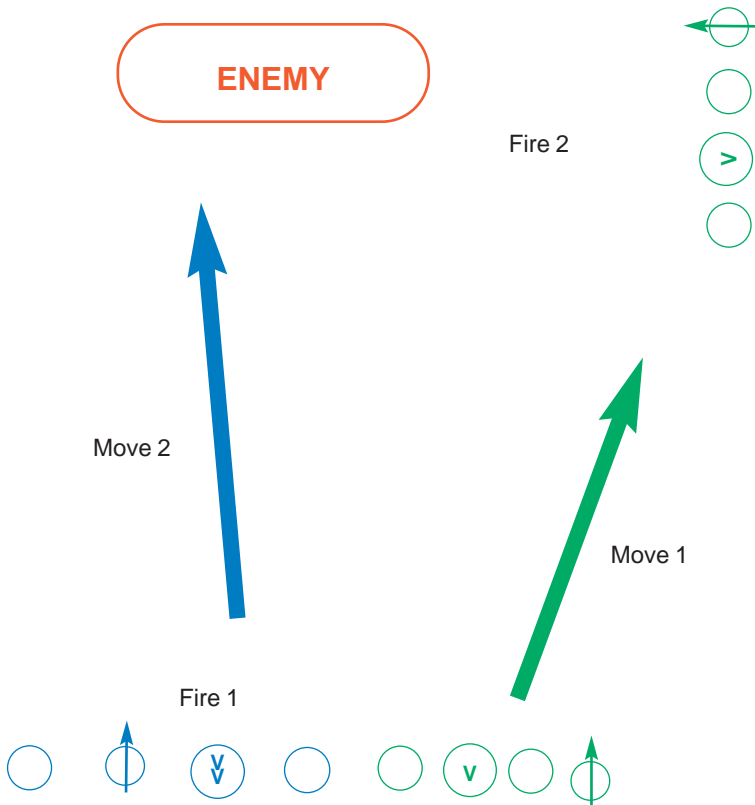


Fig 173. — Two Phase — Attack

PROTECT

c. The Assault can be developed in which Fire Team C moves, followed by Fire Team D and finally Fire Team C assaults:

“Fire Team C moves first to”
“Prepare to move (Fire Team D fire)”
“Fire Team D move to prepare to move (Fire Team C fire)”
“Fire Team C prepare to assault (Fire Team D fire)”

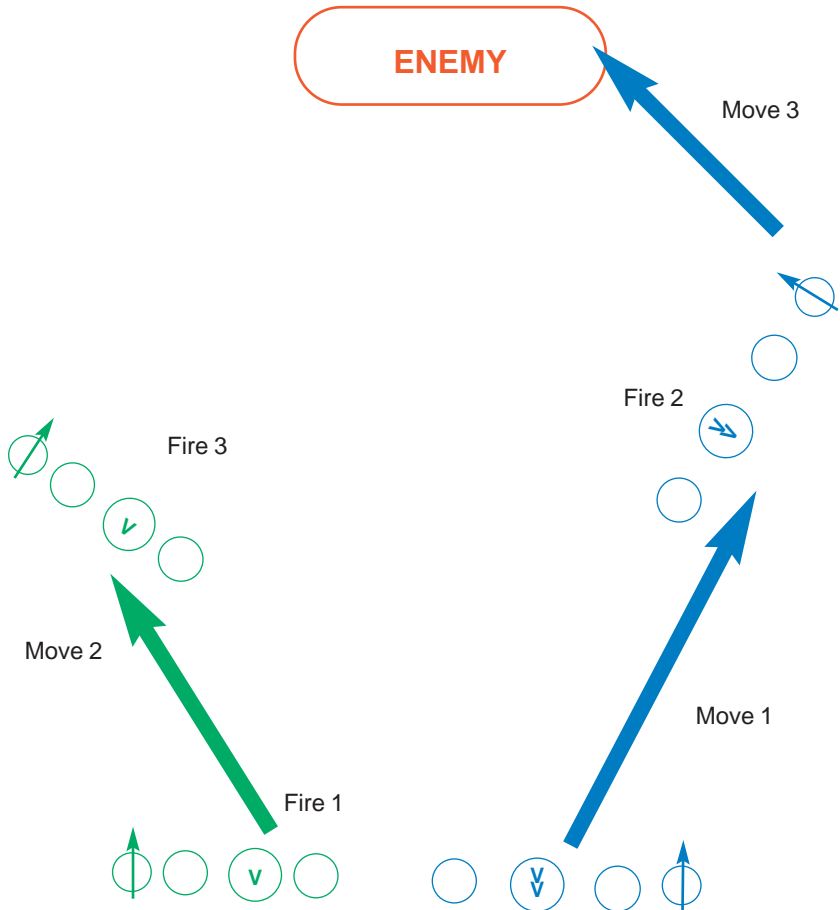


Fig 174. — Three Phase — Attack

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d. For an attack when section commander decides Fire Team C needs two men from Fire Team D.

“Fire Team D move two men to Fire Team C remainder Fire Team D fire”

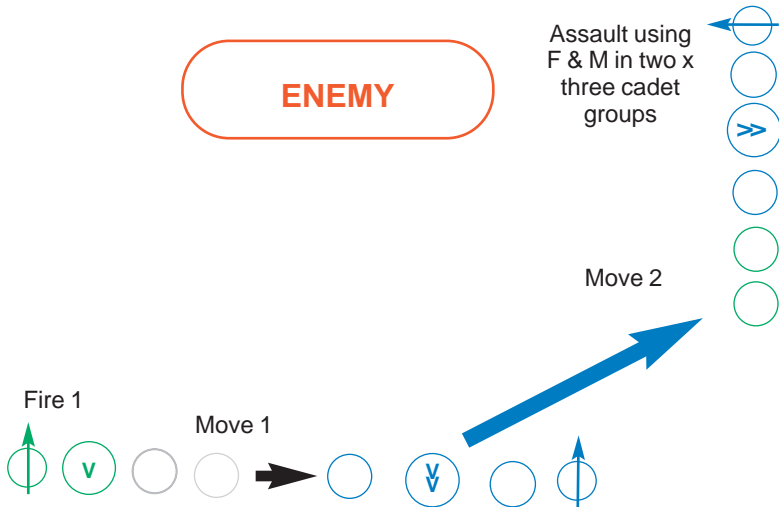


Fig 175. — Assault Using Extra Men from Fire Team D

06510. When a section is really well trained the orders for a two and three stage attack can be reduced as each Fire Team will know what to do. Left or right flanking merely indicates which side of the enemy the Assault Fire Team is to work.

Movement During the Attack

06511. Usually cadets advancing into action will move at a brisk pace until the final stages of the assault when they will break down to half Fire Team Movement. This means a pair dashing to 10 metres then getting down. The other half will then move. **Cadets must be MADE SAFE before any movement.**

06512. Running and crawling are tiring and should only be used to gain surprise by an unexpected approach, to get out of a critical situation, or for the final assault.

06513. When subjected to enemy fire cadets must get through it as quickly as possible. To halt and try and find cover is ineffective and can be suicidal.

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06514. When relatively small spaces have to be crossed it is often best for the whole section or group to run across together before the enemy has time to spot them and fire.

06515. Cadets advancing under these conditions must be aggressive and determined, with the will to overcome all opposition.

The Advance

06516. The section commander will lead Fire Team C in the assault.

- a. At the same time the section commander will keep Fire Team D under control throughout this phase of the attack. The 2IC (D Commander) must be given clear initial orders and must then act on with initiative keeping an eye on the section commander for signals in case of a change in plan. **Cadets must be MADE SAFE before any movement.**
- b. All movement in the open by either group must be covered by the other. The angle between the two groups will be as near a right angle as possible to get the closest possible fire support.
- c. When Fire Team C gets into their individual fire positions, Fire Team D must move forward automatically unless it has already reached a position from which it can effectively support the assault.
- d. The section 2IC, who is in Fire Team D, is responsible for watching the section commander and listening for orders and also for watching the movement of Fire Team D so that covering fire can be given at critical moments and can be varied from slow to rapid as necessary. This helps to conserve ammunition and ensures that covering fire is given when it is most needed. The remainder of the Fire Team will fire their rifles when the LSW has a stoppage or magazines are being changed as fire must be maintained while Fire Team C is moving in the open.

The Assault and Fighting Through the Objective

06517. On arrival in the area of the final assault position, the section commander must quickly get his section together for the assault on the enemy position.

- a. The section commander will give out any orders for the assault and regain strict control which may have been lost during the approach to the final assault position. All this must be done in a matter of seconds by a combination of orders and signals.
- b. Whatever the numbers assaulting, the assault must go in as quickly as possible, under the supporting fire of the rest of the section.

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c. The section commander will give a silent order to start the assault. Fire Teams will break down into two pairs using F & M in bounds of five to ten metres.

06518. As the assault goes in Fire Team D will increase the rate of fire to the rapid rate and will fire as long as possible and then switch its fire across the objective just in front of the rifle group.

06519. When the assaulting Fire Team has arrived on the objective it has to overcome all remaining enemy resistance. This phase of the attack is known as fighting through the objective.

06520. It is a difficult and crucial stage of the battle. Fire and manoeuvre will be necessary to overcome individual enemy posts. The section commander again must display courage and initiative and inspire cadets with aggressive determination.

06521. The scope for movement will be limited and much of the fighting will be at close quarters.

06522. As each individual post is tackled, fire support from a flank must cover each assault and any open flank likely to be exposed to enemy fire.

SECTION BATTLE DRILL 6. — REORGANIZATION

06523. When the objective has been cleared of the enemy, the section commander must regain close control over the section and position them ready to beat off any enemy counterattack. Over-exuberance must be firmly checked. The drill for reorganization must be swift and efficient. If it is not, all ground gained will be quickly lost.

a. The section commander is to:

- (1) Swing back on to the axis.
- (2) Allot arcs to each cadet within the section arc.
- (3) Detail and post sentries.
- (4) Check on casualties and ammunition.
- (5) Arrange for redistribution of ammunition.
- (6) Supervise digging of shell scrapes.
- (7) Despatch prisoners and captured equipment to the rear.
- (8) Report to platoon officer for further orders.

b. Fire Team D will:

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(1) Rejoin Fire Team C as quickly as possible along the route taken by Fire Team D if the situation permits.

(2) Check and refill magazines.

c. The riflemen will check weapons, ammunition and equipment.

06524 – 06530. *Reserved.*

SECTION BATTLE DRILLS — SUMMARY

Situation	Battle Drill	Orders by Section Commander	Action by Section
(a)	(b)	(c)	(d)
Before moving Advancing	1. Battle preparations	Prepare for battle Arrowhead: Fire Team C left, D Right "Reference point – 200 – quarter right – dead tree – known as tree. If we come under effective fire, line that bank."	Carries out details of drill and forms up ready to move. Cadets acknowledge.
Under effective enemy fire	2. Reaction to effective enemy fire	"Take cover".	Dash – down – crawl – observe – sights – fire.
Enemy fire continues	3. Location of the enemy	(If no rifleman fires) "1 and 2 riflemen – 200 – area tree – two rounds each – fire". (If no enemy reaction) "3 and 4 riflemen – five yards to your left double".	Observe and report.
Enemy fire dies down	4. Winning the fire fight	"Stop" "Section – 200 – tree – three o'clock – bushes – sniper – fire".	Controlled fire by the whole section.
Enemy fire ceases Battle orders	5. The Attack	Whistle "Stop" "4 and 5 riflemen carry on". "Left flanking – Fire Team D first to bank ahead on right. Fire Team D prepare to move. Fire Team C – fire".	Two riflemen firing discourages enemy reaction. 2IC relays orders to Fire Team D.
Fire and movement begins Fire and movement continues			Fire Team D moves covered by Fire Team C. Fire Team D gets into action and begins firing immediately – 2IC hand signals section commander to move.
The assault		"Fire Team C stop. Prepare to assault – move."	Fire Team C moves into assault covered by Fire Team D.

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(a)	(b)	(c)	(d)
Fighting through		This is a difficult and crucial stage of the battle during which fire and movement by the section and by groups within the section will be necessary to overcome individual enemy posts. Fighting will be at close quarters and any orders by the section commander must depend on the situation at a particular post. As each individual post is tackled fire support from a flank must cover the assault and any open flank likely to be exposed to enemy fire.	
Enemy position overrun	6. Reorganization	Orders for: Searching the position. Arcs of observation. Reference points. Checking casualties. Check ammunition. Refilling LSW magazines.	Fire Team D rejoins Fire Team C automatically.

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SECTION 24. — OPERATIONS IN WOODS AND FORESTS

A. INSTRUCTOR'S NOTES

Aim

06531. *To teach 4-Star Cadets operations in woods and forests. (This is not for cadets below 4-Star.)*

Timings

06532. *Two theory periods and six practical periods.*

Preparation

06533. *Choose a piece of ground where there is an obvious wood to practise the drills. It is advised that you walk through first before practising.*

B. CONDUCT OF THE LESSON

Preliminaries

06534. **Safety Precautions.** *Normal.*

Approach

06535. Extensively forested areas are often associated with mountainous or tropical countries.

06536. This section is concerned only with operations which may take place in environment much of which is densely forested. Fighting in woodland is primarily an infantry function. The tactical emphasis will fall on sections and platoons operating within the frame of a company operation.

Types of Woodland

06537. Woods may vary in size from a small copse to a large forest which extends for several kilometres in all directions. These large forested areas have a profound effect on tactical planning.

06538. Woods and forests will vary considerably, depending on the type and size of the trees. Deciduous trees will obviously offer less concealment in winter than

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conifers. Young woods will often be dense, affording accessible cover from view for infantry but not for vehicles. They will also give little cover from fire and visibility will be poor. Mature woods will be an obstacle to vehicles but will give cover from the air. Visibility, however, will be greater at ground level, and infantry will be able to move relatively freely.

The Effect of Woods on Tactics

06539. **General.** Woods and forests have three main effects on tactics; they reduce visibility and fields of fire, they affect mobility and they provide some measure of concealment from the air.

06540. **Reduced Visibility and Fields of Fire.**

a. The extent of reduced visibility and of fields of fire will vary according to the density of growth. Additionally, high ground will have reduced value for observation. Clearings and rides will be important for observation and fields of fire and ride junctions will be particularly significant.

b. In a wood the density of trees and undergrowth will reduce the area a platoon can hold. Good fields of fire and mutual support will be difficult to achieve and in dense woodland a platoon's frontage may only be some 100 metres.

c. Forests have a major effect on radio communications. Radios will have to operate on increased power or alternative means of communication, e.g., line or runners, will have to be considered. The siting of platoon headquarters may therefore be dictated by communications.

d. The movement of infantry will also be impeded by forests. Navigation in particular may become more difficult and progress on foot will be determined by the nature of the terrain.

06541. **Cover from the Air.** Cover afforded by the canopy of foliage will vary according to the types of trees and the season; nevertheless it will usually provide a significant measure of protection from view. Accordingly, infantry moving on foot can exploit the advantage of surprise which this cover gives them. Tree cover also provides concealment from surveillance.

06542. **Obstacles.** Woods and forest provide good scope for the construction of obstacles by means of tree felling and use of log piles.

Wood Clearing Operations

06543. **General.** Operations in large wooded areas tend to favour the defender. An attack through forests will be a slow operation and advance to contact techniques

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will usually have to be employed. The commander will have to keep a strong reserve to go to the point of main effort. The direction of the attack is likely to be governed by the existence of routes, but this is exactly the area where the enemy is likely to have his strongest defences; the indirect approach should not be ignored. Gaps between the defenders' positions should be found and their positions bypassed. Quick attacks from an unexpected direction will be the norm and deliberate attacks will only be mounted if it is vital to dislodge the enemy from the area after the failure of a quick attack.

06544. **Scale of Operations.** No further consideration will be given here to large scale offensive operations in woods. Platoon and section tasks in such operations will be varied and will be very demanding both physically and mentally.

06545. **Smaller Scale Platoon Tasks.** Smaller scale tasks for infantry platoons will be the clearing of small woods and isolated areas of close, natural cover such as are found in mixed terrain in the following circumstances:

- a. In an advance to contact.
- b. To clear a planned hide or battle position before occupation.
- c. To search for saboteurs or infiltrators who may have been parachuted into rear areas.
- d. During counterinsurgency operations.

06546. **Enemy Strength.** The level of enemy that may be anticipated in this context is:

- a. A standing patrol.
- b. A reconnaissance patrol lying up.
- c. A patrol base.
- d. A small enemy force which has been cut off.
- e. Part of a larger enemy force which is attempting to infiltrate.

Such enemy may well be dug in and very well concealed, or may be in hastily prepared positions. Their aim may be to remain concealed, or to defend themselves aggressively. Especially in the latter case, deployment throughout the wood/natural cover could range from single snipers to section ambushes/positions concealed at, under or above ground level.

06547. **Principles.** Once the general position of the enemy is located, speed and thoroughness of searching are essential to destroy him or prevent him from escaping.

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a. Speed. This is vital both in planning and in execution. A well rehearsed drill which requires the minimum of orders and reorganization of sections must be used to achieve it. This drill will include the preliminary action of covering all possible enemy lines of withdrawal.

b. Thoroughness. The thickness of the wood or natural cover will dictate how close the men clearing it must be to ensure that they do not miss any enemy. Six metres between men will be the maximum in a thick wood. For many woods this means that the troops available are insufficient to clear it in one sweep. Then, some adaptation is necessary such as clearing it along its length, so that the frontage matches the troops available. It may even be necessary to clear it in more than one sweep, but this is undesirable. In this circumstance arrangements will have to be made to ensure that the enemy do not move from an uncleared to a cleared area of the wood.

06548. **Planning Considerations.**

a. Direction. If the choice is not dictated by the location of the enemy or the shape of the wood, it is easier to clear downhill and also to make the enemy retreat in the direction of his own lines or along his chosen withdrawal route.

b. Killing Area. Try to drive the enemy into a good area outside the wood so that they can be destroyed. This should be an open area.

06549. **Organization of the Platoon.** The platoon could be organized several ways; this is just one suggestion:

a. Stops.

- (1) Commanders Section 2ICs.
- (2) Personnel 1 and 2 Section's LSWs.

b. Sweeps.

- (1) Commander Platoon Commander.
- (2) Personnel 1 and 2 Sections (less LSWs),
Platoon Headquarters (less
Platoon Sergeant).

c. Assault (follow up) Group.

- (1) Commander Platoon Sergeant/Section
Commander.
- (2) Personnel No 3 Section.

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If the frontage requires more than two sections, sweeps may have to be augmented at the expense of the assault group or the clearance conducted in phases using smaller clearance areas.

06550. **Stages.** The drill for clearing the wood can be broken down into six stages:

- a. Planning and preparation.
- b. Deployment of stops.
- c. Gaining a foothold.
- d. Sweeping the wood.
- e. Action on meeting enemy.
- f. Reorganization.

06551. **Planning and Preparation.** The platoon commander must first complete a quick reconnaissance from a position where he can see the wood. In making his plan he should consider the following factors:

- a. Strength and disposition of the enemy.
- b. Likely enemy lines of withdrawal.
- c. Shape of the wood and in which direction to clear it.
- d. Killing area.
- e. Positions for stops.
- f. Wind, if smoke is to be used.
- g. Fire team grouping within the platoon.

Whilst he is doing this, the platoon sergeant should be reorganizing the platoon as described in the platoon commander's task organization.

06552. **Deployment of Stops.** The stops will move into concealed positions via the best covered approaches and using the fastest means available consistent with security. Providing all stops can be positioned quickly and more or less simultaneously, loss of surprise may not be critical. Helicopters may be useful to insert and as an airborne OP and vehicles should also be considered. The stops should shoot anyone emerging from the wood before the success signal is given.

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06553. ***Gaining a Foothold.***

- a. The sweeps deploy to a FUP under cover at the same time as the deployment of stops. If the enemy has an OP or is holding the edge of a wood, the sweeps will have to gain a foothold by fire and movement from the FUP; the assault group should be positioned to give covering fire.
- b. The sweeps should spread out from the centre on either side of the platoon commander remaining in visual contact with the man on their inside flank. Once the sweeps are in position the assault group moves forward and forms up in the centre rear with the commander close to the platoon commander and his group close behind him.

06554. ***Sweeping the Wood.*** When the order to advance is given, sweeps advance in extended line with men working in half fire teams, one covering the other forward. Movement should be from tree to tree to cover to cover. The leading man should search the ground in front of him carefully, paying particular attention to thick undergrowth; the man covering him should observe and listen intently looking up into the trees as well as forward and sideways. Men in the assault group should observe forwards and upwards, and also check backwards. It is important that all move as silently as possible, no less for the purpose of detecting the enemy as for control by the platoon and section commanders. Particular points to note are:

- a. The pace must be that of the slowest pair, which will probably be those moving through the thickest undergrowth.
- b. If the sweeps have to halt, all should take up fire positions to observe and listen. The ground already cleared should be kept under observation by the assault group.
- c. The sweep on the two flanks must indicate progress to the stops by hand signal, taking care not to expose themselves outside the wood.
- d. When the sweeps reach the far end of the wood they must not under any circumstances emerge from it until the success or all-clear signal is given to the stops.
- e. The assault group should follow as close behind the sweeps as the undergrowth dictates.

06555. ***Action on Meeting Enemy.***

- a. The enemy will have a wide variety of options and each contact will be different. In all cases the platoon commander must make a quick estimate and deal with the enemy using F & M. Two important factors are range and control.
- b. Once in contact, the platoon commander must not permit the line of his sweeps to be disrupted. Assault on the enemy must be controlled to avoid the

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platoon becoming separated and unbalanced, and to ensure that all areas of the wood are cleared. Two situations are likely, offering different contact drills.

- (1) The enemy may be detected or may engage one pair of the whole line of sweeps at close range (50 metres).
- (2) Alternatively, the enemy may be seen (or may engage) at longer ranges (50–100 metres) depending on the density of the wood and undergrowth, thereby halting further progress until their position is cleared.

In either case, prior orders and rehearsal must have made it clear to all which contact drill should be carried out. The enemy must be overcome by effective F & M to minimize casualties. Speed, coordinated suppressive fire and control will be vital.

c. Two simple examples of possible contact drills are described below, although action to be taken will always depend on initial casualties, the ground and the enemy situation.

- (1) If only one half fire team in the line of sweeps is engaged at very close range by a small group of enemy (two to three men), all in view should immediately take cover and return fire. It may then be possible for the closest pair to rush the enemy position using F & M. Before moving, the assault group must 'Make Safe'. Once the position is cleared, the assault pair take cover on the enemy position, shout "**Clear**" and continue to observe. Meanwhile the assault group and those not in contact will automatically have taken cover and be observing their allotted arcs. On hearing "**Clear**" the platoon commander orders the advance to be continued and the line of sweeps will then pick up the pair who dealt with the enemy as they pass through. The assault group will then clear thoroughly the enemy position dealing with any casualties or PW. Before moving everyone must be 'Made Safe'.

- (2) More frequently it will not be possible to rush the enemy position, due to casualties or the number of enemy. It is likely that the enemy will open fire at longer ranges (50 to 100 metres). In these circumstances, the whole line of sweeps should take cover and those who can see the enemy should return fire. NCOs may need to give Fire Control Orders, to pinpoint the enemy and conserve ammunition. The assault group commander should always move with the platoon headquarters; the platoon commander and he should then move to a position where they can see and make a plan. Quick battle orders are issued giving the commander an objective, a limit of exploitation and what fire support he will receive. The assault group will then mount a quick attack whilst the platoon commander coordinates additional suppressive fire from those of the sweeps who can see. Sweeps not in contact should take cover and observe their allotted arcs. On capturing the enemy position, the assault group go firm on a line

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with it; at this stage they do not pursue any enemy escaping from the position. On hearing the report “**Clear**”, the platoon commander orders the sweeps to continue the advance through the assault group, which then reorganizes and resumes its former position in centre rear. **(All groups before commencing movement to assault must be ‘Made Safe’.)**

d. These examples represent two possible options and there are many other situations which could arise. In all cases the platoon commander must:

- (1) Exert effective command and control, whilst ensuring that the sweeps maintain a continuous line.
- (2) Limit each objective.
- (3) Employ the assault group against longer range enemy positions.
- (4) Ensure that constant observation is maintained.

e. Other points to note are:

- (1) When advancing, the direction(s) in which the sweeps and assault group may fire must be controlled to minimize the chance of hitting own troops.
- (2) Wounded and prisoners should be made the responsibility of the assault group.
- (3) Casualties at the contact and reorganization stage of the action should be the responsibility of the assault group. The temptation to move sweeps not in contact to positions where they can provide more suppressive fire for the assault group should be resisted, since this could create gaps through which other enemy might escape or infiltrate behind the sweep line. At all stages of the attack, the platoon commander must ensure that those sweeps providing suppressive fire know where the assault group are, to avoid engaging them as enemy by mistake.

Reorganization

06556. When the sweeps reach the far end of the wood, it should be cleared and the success signal given. The platoon will reorganize as follows:

- a.** The platoon takes up an all round defensive position at the LOE.
- b.** The platoon sergeant checks on casualties and on ammunition which will be redistributed if necessary.
- c.** A report will be sent to the higher commander by radio.

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- d. The reorganization should be as silent as possible. This will allow enemy moving within the woods to be heard.

Summary

06557. The successful wood-clearing operation will be based on a number of important factors.

- a. Proper reconnaissance, plan and orders by the platoon commander.
- b. Efficient regrouping and contact drills by the platoons.
- c. Rehearsal, so that all know the plan and their role.
- d. Speed, with efficient command and control at all levels.
- e. Contingency plans for casualties and PW.
- f. Good snap-shooting and F & M to minimize casualties.

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ANNEX A TO CHAPTER 6

ORDERS HEADINGS

PRELIMS (ensure 'O' group is in right order/issue map coordinates and describe any model).

TASK ORG (this is the org of units taking part).

GROUND (relevant to Operation)

1. SITUATION

a. *Enemy Forces.* Know or estimated strengths, location and how they might operate.

b. *Friendly Forces.* Subordinates to understand what is happening two levels up, i.e., at sea level the Cadets need to know the Coy Plan and PI Plan.

(1) Coy PI in outline.

(2) PI Plan in detail.

2. MISSION

3. EXECUTION

a. *Concept of Operations*

(1) Commander's Intent (What)

(2) Scheme of Manoeuvre (How)

(3) Main Effort (Where)

b. *Mission/Tasks*

(1) 1 Sect

(2) 2 Sect

(3) 3 Sect

or

(1) C F/Team

(2) D F/Team

c. *Coordinating Instructions*

(1) Timings) Dependent upon what has to be

(2) Moves) covered

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- (3) Order of March)
- (4) Location of Assembly Area)
- (5) Location of FUP)
- (6) Location of LOD) Dependent upon what has to be
- (7) Axis) covered
- (8) Boundaries)
- (9) Actions On)
- (10) Fire Plan)

d. *Summary of Execution*

4. **SERVICE SUPPORT**

- a.** Dress
- b.** Equipment and Tools
- c.** Weapons
- d.** Ammunition
- e.** Rations and Water
- f.** Medical
- g.** POW
- h.** Transport

5. **COMMAND AND SIGNAL**

- a.** Location of HQs (Two up)
- b.** Radio
- c.** Signals
- d.** Password

6. Questions

7. Synchronize watches

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ANNEX B TO CHAPTER 6

ORDERS EXTRACTION

PI Comd's Orders PRELIMS TASK ORG	Sect Comd's Orders PRELIMS TASK ORG
GROUND (relevant to op)	GROUND (relevant to op)
<p>1. SITUATION</p> <p>a. En Ground. Strengths, weapons, defences, intentions, etc.</p> <p>b. Friendly Forces.</p> <p>(1) BG plan in outline (comd's intention).</p> <p>(2) Coy plan in detail.</p> <p>(3) Support.</p> <p>(4) Fire Sp.</p> <p>c. Atts and Dets.</p>	<p>1. SITUATION</p> <p>a. En Ground. Strengths, weapons, defences, intentions, etc.</p> <p>b. Friendly Forces.</p> <p>(1) Coy plan in outline (comd's intentions).</p> <p>(2) PI plan in detail.</p> <p>(3) Support.</p> <p>(4) Fire Sp.</p> <p>c. Atts and Dets.</p>
2. Mission	2. Mission
<p>3. Execution</p> <p>a. Concept of Ops.</p> <p>b. Msns/Tasks.</p> <p>(1) 1 Sect.</p> <p>(2) 2 Sect.</p> <p>(3) 3 Sect.</p> <p>c. As applicable for each sect and any atts</p> <p>d. Summary (if needed).</p>	<p>3. Execution</p> <p>a. Concept of Ops.</p> <p>b. Msns/Tasks.</p> <p>(1) C Fire Team.</p> <p>(2) D Fire Team.</p> <p>(3) Any Atts.</p> <p>c. As applicable for each sect and any atts</p> <p>d. Summary if needed.</p>
4. Service Support — DEWARMPT	4. Service Support — DEWARMPT

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<p>5. Command and Signal</p> <ul style="list-style-type: none">a. Comd (loc & move one up).b. Signals (radio and other)c. Password.	<p>5. Command and Signal</p> <ul style="list-style-type: none">a. Comd (loc and move one up).b. Signals (radio and other).c. Password.
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Synchronize watches
Questions

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ANNEX C TO CHAPTER 6

PATROL ORDERS

Prelims. Seat in correct order, i.e., gps, OOM. Give map coords, weather, moon state, first/last light. Describe model/aids.

1. **GROUND.**

- a. *In Gen.* Ptl area, landmarks, obs, RVs, etc.
- b. *In Detail.* Obs area.

2. **SITUATION.**

- a. *Enemy Forces.* Str, wpns, defs, surv devices, patrol tacs, routine habits, morale, dress, obs.
- b. *Friendly Forces.* Coy/Pl plan, own posn, other ptls, fire sp, mines, tripflares.

3. **MISSION.** (Repeat)

4. **EXECUTION.**

- a. *Gen Outline.* No of Phases.
 - (1) *Phase 1.* Prep move.
 - (2) *Phase 2.* Etc.
- b. *Composition.* Appts, posns, eqpt.
- c. *Phase 1 — Prep Moves* — i.e., move to Drop off Point (DOP).
 - (1) Time of leaving base area.
 - (2) Method of move.
 - (3) Loading plan pers and equip.
 - (4) Route to and loc DOP.
 - (5) Arcs and obsn/fire.
 - (6) OOM.
 - (7) Action if ambushed.

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(8) Action at DOP.

(9) Time out.

d. Phase 2 — Route Out.

(1) To FRV.

Leg	From	To	Mag Bearing	Distance	Ground in Detail

(2) Fmn.

(3) RVs.

(4) Obs drills. Action on mines, tripflares.

(5) Action on en pre-seen and ambush. Sig to open fire.

(6) Action on POW.

(7) Action on Cas.

(8) Action if separated from ptl.

(9) Action if lost.

(10) Confirmation of FRV loc.

CONFIRM

e. Phase 3 — Action in FRV (Initial Recce).

(1) Occupation in FRV, move in, secure, fmns, posns of gps, sig for FRV.

(2) *Recce Gp.*

(a) Composition.

(b) Tasks.

(c) Route.

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- (d) OOM, fmns, arcs.
 - (e) Action on en (pre-seen and ambush) and sig to open fire.
 - (f) Action if FRV gp loc by en.
- (3) *Remainder.*
- (a) Composition.
 - (b) Tasks.
 - (c) Arcs.
 - (d) Action on en (pre-seen ambush) and sig to open fire.
 - (e) Action if recce gp loc by en.
 - (f) Action on return of recce gp.
 - (g) Action on cas.

CONFIRM

- f. *Phase 4 — Action on Obj.*
- (1) *Cover/Fire Gp.*
 - (a) Composition.
 - (b) Task.
 - (c) Posn.
 - (d) Route.
 - (e) Fmn.
 - (f) Arcs.
 - (g) Sigs to open fire.
 - (h) Action if located by en.
 - (i) Action if separated from gp.
 - (2) *Close Recce/Asslt Gp.*
 - (a) Composition.

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- (b) Tasks.
 - (c) Posn.
 - (d) Route.
 - (e) Fmn.
 - (f) Arcs.
 - (g) Sig for opening fire.
 - (h) Action if loc by en.
 - (i) Action if separated from gp.
 - (j) Action on asslt.
 - (k) Illum.
 - (l) PW.
 - (m) Action of recce gp fails to return.
 - (n) Action on cas.
 - (o) Fire Plan.
- (3) *FRV Protection Gp.*
- (a) Composition.
 - (b) Tasks.
 - (c) Arcs.
 - (d) Action if loc by en.
 - (e) Action if recce gp fails to return.
 - (f) Action if recce gp engaged.
 - (g) Action on return of recce/asslt fire gps.

CONFIRM

g. *Phase 5 — Wdr.* (To and action in FRV)

- (1) Sig to Wdr.

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- (2) OOM (sequence of gp wdr, arcs, fmns).
- (3) Action posns in FRV. (Pack kit.)
- (4) Headchecks and sig to move out.
- (5) Action if in contact.
- (6) Action with PWs.
- (7) Action if gp fails to return.
- (8) Action if FRV gp has moved.
- (9) Action if surprised by bn (e.g., fol up).

CONFIRM

h. Phase 6 — Route Back. (home run).

- (1) Route.
- (2) Fmns.
- (3) RVs.
- (4) Obs.
- (5) Action on en (pre-seen and ambush) sig to open fire.
- (6) Action on cas.
- (7) Action if lost.
- (8) Action if separated.
- (9) Action on arrival at PUP/base loc.
- (10) Time in.

Leg	From	To	Mag Bearing	Distance	Ground in Detail

CONFIRM

PROTECT

PROTECT

i. Coord Instr.

- (1) Timings, meals, rest, rehearsals, day/night, wpns test, insp, time in/out debrief.
- (2) Action on halts.
- (3) Fire Plan.
- (4) Rehearsal locs and details.

CONFIRM

5. SERVICE SUPPORT.

Dress
Equipment (specials)
Wpns
Ammo
Rats
Med
PW
Tpt

CONFIRM

6. COMD AND SIGS.

- a. Comd — loc of HQs
— loc ptl comd
— chain of comd
- b. Sigs radios, btys, sigs instr.
- c. Debrief.
- d. Password.

PROTECT

**ANNEX D TO
CHAPTER 6**

PATROL REPORT

TO

AIM

MAPS

SIZE AND COMPOSITION OF PATROL

TASK

TIME OF DEPARTURE

TIME OF RETURN

ROUTES (OUT AND BACK)

TERRAIN

(Description of the terrain — dry, swampy, jungle, thickly wooded, high brush, rocky, deepness of ravines; condition of bridges as to type, size and strength, effect on armour and wheeled vehicles.)

ENEMY

(Strength, disposition, condition of defences, equipment, weapons, attitude, morale, exact location, movements and any shift in dispositions.)
Time activity was observed; coordinates where activity occurred.

CONDITION OF PATROL (Including disposition of any dead or wounded.)

CONCLUSIONS AND RECOMMENDATIONS

(Including to what extent the mission was accomplished and recommendations as to patrol equipment and tactics.)

Date

Signature of Patrol Commander

ADDITIONAL REMARKS BY INTERROGATOR

Date

Signature

PROTECT

PROTECT

Chapter 7

FIRST AID

SECTION 1. — INTRODUCTION

General

0701. APC first aid training consists of:

- a. Emergency Action (managing an incident and getting help).
- b. The emergency aid given to a casualty (Casaid).
- c. First Aid Qualification (for a recognized youth or adult first aid certificate).

0702. Emergency Action and Casaid comprise the ACF First Aid Syllabus at Basic Training and 1–Star and the First Aid content in the APC (CCF) Basic Syllabus. First aid qualification comprises the ACF syllabus at 2– to 4–Star and the APC (CCF) Advanced Syllabus.

0703. This volume deals only with Emergency Action and Casaid. First aid qualification is dealt with in Volume 2.

0704. First aid must be taught in the CCF and ACF to accepted civilian standards. However, it is also a core military skill and can therefore be taught and tested by suitable adult leaders in a similar way to other APC subjects.

Emergency Action

0705. Emergency Action is the first period of first aid which is included in ACF Basic Training and revised at 1–Star. In the CCF it will be taught as the first period of Casaid for self reliance training for APC (CCF) Basic Syllabus. Emergency Action can be taught and tested by any suitable person, including cadets.

Casaid

0706. Casaid must be completed before a 1–Star pass can be obtained or the APC (CCF) Basic Syllabus completed. This is essential because of the need for cadets to have adequate training for the other activities in which they will be involved at 2–Star, APC (CCF) Advanced Syllabus and for the Duke of Edinburgh’s Bronze Award expedition training (for which Casaid is the required basic first aid training requirement).

PROTECT

0707. Casaid training should not extend beyond four hours and the theory element must be restricted to what is necessary for adequate performance of simple and effective practical skills. Casaid will be revised at 2–Star/APC (CCF) Advanced Syllabus level as part of first aid qualification training. Casaid will ideally be taught at detachment level over four evenings plus testing, or in the CCF in one day or two afternoons including testing. Testing should be restricted to safe, prompt and effective treatment leaving more detailed knowledge to be tested at 2–Star and APC (CCF) Advanced Syllabus levels.

0708. Casaid does not provide recognized first aid skills or qualification. It is the level of emergency aid which should be provided by any individual and not merely by qualified first aiders. Consequently, Casaid does not need to be registered, does not lead to a certificate or badge and involves no cost.

0709. Cadets who have already obtained comparable training at school or elsewhere (for example, through the Three Cross Award or Young Lifesaver) can be tested in Casaid with appropriate revision if necessary.

0710. Casaid may be taught by any suitable person, including cadets who have a first aid qualification and methods of instruction skills, and be tested by any person with a first aid qualification or any other suitable person approved by the ACF County First Aid Training Officer or Contingent Commander.

0711 – 0720. *Reserved.*

PROTECT

SECTION 2. — EMERGENCY ACTION

A. INSTRUCTOR'S NOTES

Aim

0721. *The aim of the lesson is to teach cadets emergency action comprising:*

- a. *Managing an Incident* *Stage 1.*
- b. *Getting help* *Stage 2.*
- c. *Aftercare* *Stage 3.*

Timings

0722. *One 30 minute period.*

Stores

0723. *Telephone.*

B. CONDUCT OF THE LESSON

0724. **Revision.** *Nil.*

Stage 1 — Managing an Incident

0725. *Explain:* A clear plan of action is needed to deal with an incident. This is called the Incident Action Plan. The Incident Action Plan is:

- a. ASSESS.
- b. MAKE SAFE.
- c. EMERGENCY AID.
- d. GET HELP.
- e. AFTERCARE.

PROTECT

0726. **Assess.** *Explain:* Assess the situation. STOP/LOOK/THINK. Identify any danger first to yourself and then to the casualty. Use your eyes, ears and nose to look for clues, for example, the hiss of gas or the smell of petrol. Decide what has happened, how many casualties there are and where they are (beware of casualties who may be hidden behind hedges, in wreckage or who may have wandered away from the immediate vicinity of the incident). Decide what resources you have available. Be calm and take charge unless there is anyone better qualified, in which case offer your assistance.

0727. **Make Safe.** *Explain:* Make the area safe. Put your own safety first. Not only will you not be able to help the casualty if you also become a casualty, but you will increase the problem for others. If the danger which caused the incident is still present, remove it from the casualty if you can do so safely. If this is not possible, you may have to remove the casualty from the danger. Particular points to consider when making the area safe are detailed in the following paragraphs.

0728. **Road Accidents.** *Explain:*

- a. Do not run across a motorway or busy road — if casualties are still on the carriageway, make no attempt to deal with them until traffic has stopped and there is no danger of further collision. Take equal care when dealing with casualties on the hard shoulder. Apply similar rules on other busy roads.
- b. If in a vehicle yourself, ensure the driver parks safely and uses hazard lights.
- c. Wear high visibility/reflective jacket or vest — improvise if possible.
- d. Send bystanders in both directions (except possibly motorways) to warn other drivers but ensure they do so safely. Get other bystanders to set up warning triangles/lights 200 metres in each direction.
- e. Apply handbrake. Put blocks on wheels. Switch off ignition/fuel supply. Disconnect battery if possible.
- f. Do not attempt to right upturned vehicle — try to prevent it from rolling over.
- g. Ensure no smoking.
- h. Look for other dangers — damaged power lines, spilt fuel, Hazchem/ radiation warnings.

0729. **Fires.** *Explain:*

- a. Keep calm while you assess the situation. Do not rush in.
- b. Activate fire alarm.

PROTECT

- c. Warn people at risk. Calm people down to stop spread of panic. Do not run.
- d. If any danger to you, await emergency services.
- e. Be aware of other dangers — gas/flammable or explosive substances/ electrocution, etc.
- f. Never enter a burning building — leave it to the emergency services.
- g. Break the triangle of fire — oxygen/ignition/fuel — if possible and safe to do so.
- h. Only fight the fire if emergency services have been called and you are not putting yourself in danger.
- i. If leaving the building help everyone out if you can do so safely. Look for fire exits. Shut all doors behind you. Do not use lifts. Look for assembly points.

0730. **Clothing on Fire.** *Explain:*

- a. Follow this drill when dealing with a casualty whose clothing is on fire:

STOP
DROP
WRAP
ROLL

- b. Stop the casualty panicking or running around, particularly outside where the breeze will fan the flame.
- c. Drop the casualty to the ground.
- d. Wrap the casualty if possible tightly in coat, curtain, blanket, rug, etc. **Do not use nylon.**
- e. Roll the casualty along the ground until the flames have been extinguished. If water is available, lay the casualty flames uppermost and douse with water.

0731. **Smoke and Fumes.** *Explain:*

- a. Never enter a fume filled building, pit or other enclosed area — wait for the emergency services.
- b. If you must pass through a smoke filled room keep low down — the air at floor level is the cleanest.
- c. If trapped, go into a room with a window and shut the door. Put blanket, etc., against bottom of door to keep out smoke and fumes.

PROTECT

- d. Keep by window. Keep low. Wait for emergency services.
- e. If you have to escape through a window, go feet first, lower yourself to the full length of your arms before dropping to the ground.

0732. **High Voltage Electricity.** *Explain:* High voltage electricity may jump up to 20 metres. Normally insulating materials such as wood will not protect you. Do not approach railway overhead power lines, other power lines or high tension cables until you are told officially that the power has been cut off and isolated. Keep bystanders away.

0733. **Low Voltage Current.** *Explain:* Low voltage current such as used in homes, in offices, workshops, etc., can cause serious injury and death:

- a. Do not touch the casualty if in contact with the electrical current.
- b. Switch off the current at the mains or meter if possible.
- c. Remove the plug or pull the cable free.
- d. If unable to break contact with a source of electricity:
 - (1) Avoid contact with water, wet floor and ensure hands are not wet.
 - (2) Stand on dry insulating material (e.g., wooden box, rubber or plastic mat, telephone directory, thick pile of paper).
 - (3) Push casualty's limbs away from source with broom, wooden chair, stool, etc., or push the source away from the casualty.
 - (4) Without touching the casualty loop rope around feet or under arms and pull away from source.
 - (5) As a last resort pull casualty free by pulling at his loose dry clothing.

0734. **Drowning.** *Explain:* Rescue the casualty. REACH AND THROW, DO NOT GO. Do not enter the water yourself unless it is absolutely necessary. Stay on land and reach out with your hand, stick, branch, etc., or throw lifebelt, float rope, etc. If you are a trained lifesaver, you may have to swim/wade to the casualty and tow him to dry land. If the casualty is unconscious carry with head lower than chest once clear of the water to minimise risk of vomiting. Shield the casualty from the wind to prevent wind chill.

0735. **Emergency Aid.** *Explain:* Emergency aid is the immediate life saving treatment given to a casualty. This is taught as part of casaid and is not dealt with in this lesson.

0736. *Confirm Stage 1 by questions from and to the cadets.*

PROTECT

Stage 2 — Getting Help

0737. Depending on the situation you may already have called for the assistance of the emergency services, or ensured that someone else has done so. The emergency aid a casualty requires may often take precedence however, particularly when on your own. As soon as is practicable ensure that the emergency services are called.

0738. Telephoning for help — consider means of making an emergency call, e.g., mobile and car phones, emergency motorway phones, public call box. Emergency phones are located at every mile on motorways with marker posts between to indicate direction and distance of the nearest phone. These phones have only to be picked up to be answered. On other phones the emergency services can be obtained free of charge by entering the number 999 or 112 (the European Union emergency number).

0739. Decide which emergency services are required. The emergency services which can be obtained by 999 or 112 include:

- a. Police.
- b. Fire.
- c. Ambulance.
- d. Mountain, moor and fell rescue.
- e. Coastguard.
- f. Mines rescue.

0740. Consider whether other forms of help may be needed and ask the Police to notify them. Some examples of help which may be appropriate are:

- a. Utilities — gas, electricity, rail, water.
- b. Health Services — doctor, dentist, nurse, midwife.

0741. Get help from other people to:

- a. Make the area safe.
- b. Telephone for assistance.
- c. Find and fetch first aid equipment.
- d. Control traffic and onlookers.
- e. Control bleeding, support the casualty, support a limb.
- f. Maintain the casualty's privacy.

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- g.** Move the casualty, e.g., into the recovery position.
- h.** Move the casualty to safety.

0742. If using bystanders to phone for help give clear instructions, ensure they report back with any messages and so you obtain confirmation that help has been called, and send several people in opposite directions. Prevent other people from using mobile phones to call for help once you are sure this has been done. Speak with firmness and confidence to helpers and onlookers who may well feel frightened and helpless.

Stage 3 — Aftercare

0743. Your job is not ended when the emergency services arrive. Your responsibilities may include:

- a.** Taking care of the casualty's personal belongings and ensuring they go with the casualty, or are returned to the casualty, or are put in the care of a reliable friend or relative.
- b.** Making a report to the ambulance crew, doctor, etc., to include:
 - (1) The casualty's name and address.
 - (2) History of the accident or illness.
 - (3) Brief description of injuries.
 - (4) Unusual behaviour.
 - (5) Treatment given.
 - (6) Observations made of breathing, pulse, levels of response.
- c.** In minor cases arranging transport home and accompanying the casualty or arranging this, and arranging to let someone at home know what has happened. You may need to advise or arrange for the casualty to see their doctor.
- d.** Watch for indications of stress (delayed reaction) or even post traumatic stress disorder (PTSD) not only in casualties but in others involved in an accident, including first aiders.

0744. Those involved in an accident or in giving first aid may experience a delayed reaction due to stress. Seek or obtain help from a doctor, medical officer or nurse if possible, or at least talk over the situation with a friend. It may help to make a written account of the incident, including the positive action taken.

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0745. Symptoms of stress which appear or continue more than a month after an incident involving loss of or serious threat to life may indicate PTSD. Seek help from a doctor or trained counsellor.

0746. *Confirm Stages 2 and 3 by questions from and to the cadets, and by asking cadets to give practical examples of making a telephone call to get help.*

Conclusion

0747. **End of Lesson Drill.**

- a. *Questions to and from the class on the lesson.*
- b. *Confirm by practical test.*
- c. *Summary. To include the Incident Action Plan:*
 - (1) ASSESS.
 - (2) MAKE SAFE.
 - (3) EMERGENCY AID.
 - (4) GET HELP.
 - (5) AFTERCARE.
- d. *Pack Up.*
- e. *Look forward. Emergency aid to be dealt with in casaid.*

0748 – 0750. *Reserved.*

PROTECT

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SECTION 3. — CASAID

LESSON 1 (PERIODS 1 AND 2). — THE AIMS OF FIRST AID, INCIDENT ACTION PLAN, INITIAL ASSESSMENT AND THE RECOVERY POSITION

A. INSTRUCTOR'S NOTES

Aim

0751. *The aim of the lesson is to teach cadets:*

- a. *The Aims of First Aid* *Stage 1.*
- b. *Emergency Aid* *Stage 2.*
- c. *The Recovery Position* *Stage 3.*

Timings

0752. *Two 30 minute periods.*

Stores

0753. *Nil.*

B. CONDUCT OF THE LESSON

0754. **Revision.** *Nil.*

0755. **Incident Action Plan.**

- a. ASSESS.
- b. MAKE SAFE.
- c. EMERGENCY AID.
- d. GET HELP.
- e. AFTERCARE.

PROTECT

Stage 1 — The Aims of First Aid

0756. *Explain:* First aid is the immediate assistance or treatment of a sick or injured person before the arrival of more qualified assistance such as an ambulance or doctor. It may involve improvisation and making use of the facilities or materials available.

0757. The aims of first aid (the three Ps) are to:

- a. **P**reserve the casualty's life.
- b. **P**revent worsening of the condition.
- c. **P**romote the casualty's recovery.

Stage 2 — Emergency Aid

0758. *Explain:*

- a. Emergency aid depends on the ABC of life:
 - A** — Airway — must be open so oxygen can enter the body.
 - B** — Breathing — must take place so oxygen can enter the blood-stream via the lungs.
 - C** — Circulation — heart must beat to ensure blood travels around the body and is not lost through the result of injury.
- b. The initial assessment of the casualty consists of:

DANGER
RESPONSE
AIRWAY
BREATHING
CIRCULATION

Remember this as Dr ABC!

0759. *Demonstrate:*

- a. **D**anger — ensure no danger.
- b. **R**esponse — ask a question, give a command, gentle shake.
- c. **A**irway — remove any obvious obstruction. Open the airway by jaw lift/head tilt — lift the jaw by placing two fingers under the chin and gently tilt the head back with the other hand on the casualty's forehead. Maintain jaw lift/head tilt whilst completing the initial assessment (see Fig 176).

PROTECT



Fig 176. — Opening the Airway — Jaw Lift/Head Tilt

d. Breathing — LOOK, LISTEN AND FEEL.

Look along the chest to see if it rises.
Listen for sounds of breath.
Feel for breath on your cheek.

Carry out these checks for ten seconds to determine if the casualty is breathing (Fig 177). If the casualty is not breathing give two breaths of mouth to mouth ventilation.

PROTECT

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Fig 177. — Checking for Breathing

e. Circulation — check for pulse in the neck for up to ten seconds (see Fig 178). If there is no pulse then CPR must be carried out.

0760. **Imitate.** Students to carry out initial assessment under instructors command.

0761. **Practice.** Students to practice carrying out of initial assessment in pairs.

0762. Confirm Stage 2 by questions from and to the cadets.

PROTECT



Fig 178. — Checking for a Pulse

PROTECT

Stage 3 — Recovery Position

0763. *Explain:*

- a. All unconscious casualties must be placed in the recovery position. This is to:
 - (1) Stop the tongue from blocking the throat.
 - (2) Allow fluid to drain from the mouth and reduce the risk of inhaling stomach contents.
- b. The aim is to keep head, neck and back aligned, while bent limbs keep the body propped in a comfortable and secure position. If you are forced to leave the casualty, the recovery position will minimise the risks.
- c. Beware of neck or spinal injury. Take more care and use extra help if this is suspected.

0764. *Demonstrate (see Fig 179):*

- a. Kneel beside the casualty.
- b. Open airway.
- c. Straighten legs.
- d. Tuck hand nearest you under upper thigh, palm uppermost and arm straight.
- e. Remove fragile or bulky objects from pockets.
- f. Bring the arm furthest from you across the chest and hold the back of the hand against the casualty's nearer cheek.
- g. Pull up the leg just above the knee, keeping the foot flat on the ground.
- h. Keeping the casualty's hand pressed against his cheek, pull on the upper leg to roll the casualty towards you and onto his side.
- i. Use your knees to support the casualty and stop him rolling too far.
- j. Bend the upper leg at the knee so that it is at a right angle to the body.
- k. Ensure the head is tilted back to keep the airway open.
- l. Check lower arm is free and lying alongside back, palm uppermost.

0765. *Confirm. Cadets to carry out recovery position under instructor's command, then practise recovery position in pairs.*

PROTECT

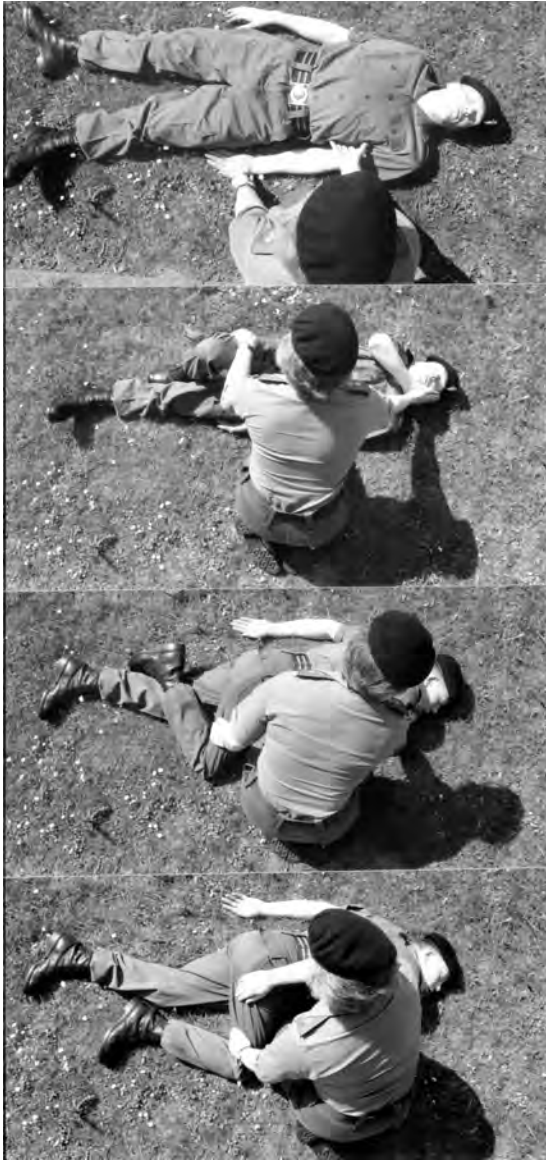


Fig 179. — The Recovery Position

PROTECT

PROTECT

Conclusion

0766. ***End of Lesson Drill.***

- a. *Questions to and from the class on the lesson.*
- b. *Confirm by practical test — initial assessment and recovery position.*
- c. *Summary. To include the following:*
 - (1) *The aims of first aid.*
 - (2) *Initial assessment.*
 - (3) *Recovery position.*
- d. *Look forward. Action to be taken when no breathing/pulse.*

0767 – 0769. *Reserved.*

PROTECT

LESSON 2 (PERIODS 3 AND 4). — RESUSCITATION

A. INSTRUCTOR'S NOTES

Aim

0770. *The aim of the lesson is to teach cadets resuscitation techniques:*

- a. *Mouth to mouth ventilation.*
- b. *Cardio-pulmonary resuscitation (CPR).*

Timings

0771. *Two 30 minute periods. This lesson is taught in three stages which may be split between the two periods at the discretion of the instructor.*

Stores

0772. *Resuscitation mannikins.*

Miscellaneous

0773. *This short Casaid lesson does not deal with the unusual case of airway obstruction, or with children and babies under eight years. These topics are covered at 2-Star/CCF Advanced Syllabus.*

0774. *When teaching this lesson explain and demonstrate each method, then talk through the cadets, and finally practise the cadets whilst fault checking.*

B. CONDUCT OF THE LESSON

0775. **Revision.**

- a. ABC of life —
A — Airway
B — Breathing
C — Circulation
- b. Initial Assessment — Dr ABC.

PROTECT

- D — Check for danger
- R — Check response
- A — Open airway jaw lift/head tilt
- B — Check breathing for 10 seconds
- C — Check pulse for 10 seconds

Stage 1 — Mouth to Mouth Ventilation

0776. *Explain:* Air breathed in contains 21% oxygen and air breathed out contains 16% oxygen. This is sufficient to ensure that the cells of the body, especially the brain, obtain sufficient oxygen to stay alive when air is blown into the casualty's lungs.

0777. *Explain and demonstrate:*

- a. Carry out initial assessment as far as breathing check.
- b. Close the casualty's nose by pinching it, and seal around casualty's mouth with your lips (see Fig 180).
- c. Blow into casualty's mouth for two seconds until chest rises, maintaining jaw lift/head tilt and nose seal (see Fig 181).
- d. Remove your lips and take a fresh breath for four seconds while chest falls.
- e. Repeat c. and d. once more.
- f. Check pulse (at neck) for circulation.
- g. If circulation present continue c. and d., checking pulse every 10 breaths/1 minute.
- h. If breathing returns, place casualty into recovery position.
- i. If pulse absent begin CPR.

0778. *Confirm Stage 1 by questions from and to cadets, then cadets to carry out mouth to mouth ventilation on resuscitation mannikins under instructor's command for two breaths and pulse check. Practice mouth to mouth ventilation of resuscitation mannikins for at least a full minute including second pulse check.*

Stage 2 — Cardio-Pulmonary Resuscitation

0779. *Explain:* If there is no pulse this indicates that the heart is not beating. Oxygen which is air breathed into the lungs cannot be circulated around the body and to the brain cells in particular unless the heart is able to pump the oxygenated blood around the body. You will have to provide an artificial circulation by means of chest compressions. Chest compressions must be combined with mouth to mouth ventilation to maintain both the circulation and the supply of oxygen to the brain.

PROTECT



Fig 180. — Pinch Nose and Seal Mouth



Fig 181. — Maintain Jaw Lift/Head Tilt

PROTECT

PROTECT

0780. *Explain and demonstrate:* Carry out initial assessment, and two mouth to mouth ventilations and pulse check as taught.

- a. If no pulse, locate one of the lower ribs with two fingers, move fingers to where the ribs meet the breastbone. Place fingers on the lower breastbone with the heel of the other hand immediately above the two fingers and in the centre of the chest ('landmark' the exact position for next time).
- b. Place the heel of the first hand over the other hand with fingers of both hands interlocked.
- c. Lean well over the casualty, arms straight and elbows locked, and press down 4 – 5 cms (see Fig 182).
- d. Without removing your hands compress the chest 15 times at the rate of 100 compressions per minute for 8 – 9 seconds.
- e. Give two breaths of mouth to mouth ventilation.
- f. Continue **d.** and **e.** until help arrives.



Fig 182. — External Chest Compression

PROTECT

0781. *Confirm Stage 2 by questions from and to cadets. Cadets to carry out CPR on resuscitation mannikins under instructor's command for ten compressions. Practice CPR on resuscitation mannikins for at least one minute.*

Stage 3 — Getting Help

0782. *Explain:* The rules for deciding when to leave your casualty and get help depend on whether you have someone to help or are alone, and whether the absence of breathing is due to injury or drowning, or some other condition such as a heart attack. If breathing/pulse fails as a result of a heart attack the one single factor which will save the casualty is the early arrival of an ambulance with a defibrillator (now carried on all front line emergency ambulances) preferably within eight minutes. In these circumstances get help on the way as soon as it is detected that there is no breathing.

0783. The possible drills are:

- a. No breathing — helper available
 - (1) Send helper for ambulance as soon as it is detected casualty is not breathing.
 - (2) Commence resuscitation.
- b. No breathing — alone — condition **not** due to injury or drowning.
 - (1) Call for ambulance.
 - (2) Commence resuscitation.
- c. No breathing — alone — condition **is** due to injury or drowning.
 - (1) Carry out resuscitation for one minute.
 - (2) Call for ambulance.
 - (3) Continue resuscitation.

0784. *Confirm Stage 3 by questions from and to cadets.*

Conclusion

0785. **End of Lesson Drill.**

- a. *Confirm whole lesson.*
- b. *Questions to and from the cadets on the whole of the lesson.*

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c. *Cadets to carry out further practice under test conditions on varying scenarios involving:*

- (1) *No breathing/pulse present.*
- (2) *No breathing/pulse absent.*
- (3) *Student alone.*
- (4) *Helper available.*
- (5) *Conditions due to injury/drowning.*
- (6) *Condition not due to injury/drowning.*

d. *Pack up. Resuscitation mannikins to be cleaned and put away.*

e. *Look forward. More casualties will involve wounds and bleeding than CPR, and the next lesson will deal with these.*

0786 – 0789. *Reserved.*

PROTECT

LESSON 3 (PERIODS 5 AND 6). — STOPPING BLEEDING, HOW TO APPLY A DRESSING AND TREATMENT FOR SHOCK, CUTS AND GRAZES

A. INSTRUCTOR'S NOTES

Aim

0790. *The aim of the lesson is to teach cadets:*

- a. *How to stop bleeding using direct and indirect pressure.*
- b. *The application of a dressing.*
- c. *The treatment for shock.*
- d. *The treatment for cuts and grazes and cleaning of affected parts.*

Timings

0791. *Two 30 minute periods.*

Stores

0792. *Sterile/field dressings.*

B. CONDUCT OF THE LESSON

0793. **Revision.** *Revise points from Lesson 2 and practise Resuscitation.*

Severe Bleeding

0794. *Explain:* Controlling severe bleeding will help ensure adequate **CIRCULATION**. Check the **AIRWAY** and **BREATHING** first.

0795. **Uncover the Wound.** *Explain and demonstrate:* Look for foreign bodies embedded in the wound. Small foreign bodies on the surface of the wound should be carefully removed if they can be wiped off easily. If there are no embedded foreign bodies the treatment is to:

- a. Apply direct pressure to control the bleeding by pressing with fingers or the palm of the hand on the wound. Press over a clean dressing if one is

PROTECT

immediately available. If the wound is gaping it may be necessary to squeeze the sides together.

b. Raise and support the injured part — if the wound is on a limb and you do not suspect a fracture.

c. Place a sterile or clean dressing over the wound. Ensure that it is large enough to extend well beyond the edges of the wound. Press down firmly and secure with the bandage attached to the dressing (see Fig 183) or with a separate bandage.

d. Tie the bandage firmly enough to control the bleeding, but not so tight as to cut off circulation.

e. Raise and support the injured part — put an injured arm into an elevation sling, or improvise (see Fig 184).

f. If bleeding continues, apply up to two more dressings on top of the original one and bandage firmly. Do not remove dressings once applied.

g. Treat for shock.

0796. If no sterile dressing is available, improvise with any suitable material.

Indirect Pressure

0797. *Explain:* Indirect pressure must be applied only in the very exceptional case of an injury to a limb where direct pressure is not possible or effective. It is applied to the main artery which supplies the limb and should be attempted only when the technique has been properly taught.

0798. **Do not** apply indirect pressure for more than 10 minutes.

0799. **Do not** apply a tourniquet.

Embedded Foreign Body

07100. *Explain and demonstrate:* **Never attempt to remove** a large foreign body embedded in a wound. The treatment is modified as follows:

a. Apply direct pressure by squeezing the sides of the wound together alongside the foreign body.

b. Raise and support the affected limb.

c. Place a piece of gauze or other dressing over and around the foreign body.

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Fig 183. — Applying a Dressing



Fig 184. — Arm Elevated in an Elevation Sling

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- d. Place pads of cotton wool or other material around the foreign body until high enough to prevent any pressure on it.
- e. Secure with a firm bandage. Tie the bandage diagonally around the foreign body if it is still protruding beyond the built up dressing.
- f. Treat for shock.

Treatment for Shock

07101. *Explain:* Shock is a serious condition which may prove fatal. It is caused when the pressure or volume of circulating blood falls. This happens when the heart pump fails so that the pressure of the circulating blood becomes weak. It also happens when the volume of circulating blood falls, as in all cases of external or internal bleeding, or burns. The treatment for shock is:

- a. Treat the cause, e.g., stop bleeding.
 - b. Keep the casualty still. Lay him down with his head low and turned to one side.
 - c. Reassure the casualty.
 - d. Raise and support the casualty's legs.
 - e. Loosen any tight or restrictive clothing.
 - f. Shelter from the cold and keep comfortable. Do not overheat.
 - g. Check breathing rate, pulse (see Fig 185) and level of response at ten minute intervals.
 - h. If breathing becomes difficult or vomiting occurs, place in the Recovery position.
 - i. If the casualty becomes unconscious, follow the ABC rule.
- Do not** move the casualty unnecessarily
- Do not** give anything to eat or drink (moisten his lips with water if necessary)
- Do not** use hot water bottles
- Do not** allow the casualty to smoke

PROTECT



Fig 185. — Taking a Pulse

Treatment for Cuts and Grazes

07102. *Explain and demonstrate:* Trivial cuts and grazes which involve only slight bleeding should be treated as follows:

- a. If possible, wash hands before dealing with the wound.
- b. Lightly rinse the wound with running water, if available, until it is clean.
- c. Temporarily protect the wound with a sterile swab. Clean the surrounding area with water and soap, if available. Wipe away from the wound using each swab once only. Take care not to wipe off any blood clots.
- d. Dab gently to dry.
- e. If bleeding persists, apply direct pressure.
- f. Cover with an adhesive dressing or appropriate dressing.
- g. If in any doubt about the injury, seek medical aid.

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Tetanus Infection

07103. *Explain:* Every wound carries the risk of tetanus infection. Any casualty with a wound who has not had an anti-tetanus injection or whose last injection was more than five years ago should be referred for medical advice.

Conclusion

07104. ***End of Lesson Drill.***

- a. *Questions to and from the class on the lesson.*
- b. *Confirm actions by practice.*
- c. *Summary. To include the following:*
 - (1) How to stop bleeding.
 - (2) Treatment for shock.
 - (3) How to treat small wounds.

07105 – 07109. *Reserved.*

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LESSON 4 (PERIODS 7 AND 8). — FRACTURES AND HOW TO TREAT THEM AND OTHER INJURIES

A. INSTRUCTOR'S NOTES

Aim

07110. *The aim of the lesson is to teach cadets:*

- a. *Recognition of fractures and immediate treatment.*
- b. *Immobilisation of fractures of ankle, leg and arm.*
- c. *Treatment of blisters, stings and burns.*
- d. *Recognition of injury to joints or muscles.*
- e. *Treatment for dislocation and sprains.*
- f. *Dealing with foreign bodies in the eye, ear or nose.*

Timings

07111. *Two 30 minute periods.*

Stores

07112.

*Blankets/clothing for support
Soft padding
Triangular bandages*

B. CONDUCT OF THE LESSON

07113. **Revision.** *Treatment for shock and how to stop bleeding.*

Fractures

07114. *Explain:* A fracture is a broken or cracked bone. It can be caused by direct force such as a violent injury to that part of the body, or indirect force. Indirect force may result in a fracture away from the point of impact, such as landing heavily on the feet resulting in damage to the spine, or a fall on the outstretched arm breaking the

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collar bone. Another kind of indirect force is a fracture caused by violent jerking of the muscles or ligaments breaking a bone, such as the kneecap.

07115. Fractures may be either:

- a. *Closed.* This is where there is no external injury.
- b. *Open.* This is where there is a wound leading to the fracture site. The bone may protrude through the skin.

07116. A closed or open fracture may also be complicated, when associated with another injury to nerves, large blood vessels, organs or a dislocation.

Signs and Symptoms

07117. *Explain:* Not all the signs and symptoms will be present. Some may develop later. Those which may be seen or described by the casualty are:

- a. The casualty may have felt or heard the bone snap.
- b. Pain, increased by movement.
- c. Inability to move the injured part normally.
- d. Tenderness on gentle pressure at or near the fracture site, with swelling and/or bruising in that area.
- e. Deformity, such as a limb at an unusual angle or other abnormality, especially when comparing one side of the body with the other.
- f. Signs and symptoms of shock, particularly in the case of closed fractures.

General Treatment

07118. *Explain:* The general treatment of fractures is to steady and support the injured part, whilst dealing with more important priorities first. The immediate action is to check and deal with:

- a. **AIRWAY.**
- b. **BREATHING.**
- c. **CIRCULATION.**
- d. **SEVERE BLEEDING.**
- e. **UNCONSCIOUSNESS.**

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07119. Open wounds with severe bleeding must be treated as in paragraphs 0794 – 0799, treating a bone protruding outside the wound as for an embedded foreign body.

07120. The injured part should be steadied and supported whilst dealing with the more important priorities, if this is possible without hindering the immediate treatment. This applies particularly to putting the casualty into the Recovery position which should be done with regard for the other injuries.

07121. Steady and support the injured part with your hands above and below the fracture site until it is immobilised. Rolled up blankets or clothing should be used to support the injured part. No attempt should be made to effect more permanent immobilisation unless the casualty needs to be moved, or removal by ambulance is delayed by more than 30 minutes.

07122. If it is essential for first aiders to move the casualty or the ambulance is likely to be delayed, immobilise the injured part by fixing it to another part of the body with padding and bandages.

Immobilisation of Fractures of Ankle and Leg

07123. *Explain and demonstrate:* If the ambulance is likely to be delayed:

- a. Lay the casualty down and steady and support the injured leg with your hands above and below the fracture site until it is immobilised (see Fig 186).
- b. Straighten the limb by applying gentle traction (see Fig 187).
- c. Place broad bandages under the feet and knees avoiding the fracture site.
- d. Put adequate soft padding between the ankles and knees.
- e. Move the good leg to the injured leg. Steady and support (see Fig 188).
- f. If likely to be a delay, tie the bandage round the feet in a figure of eight.
- g. Tie the bandage round the knees (see Figs 189 and 190).

07124. If the casualty needs to be moved by first aiders more padding and bandages will be needed:

- a. Complete as in paragraph above.
- b. Place two extra broad bandages above and below the fracture site.
- c. Tie off.

07125. *Explain:* Splints are to be used only by fully trained and qualified first aiders and are not appropriate to first aid at 1–Star level.

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Fig 186. — Steady and Support a Fractured Leg



Fig 187. — Apply Gentle Traction

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Fig 188. — Immobilise the Fractured Leg



Fig 189. — Immobilise Using Triangular Bandages

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Fig 190. — Immobilisation of Fractured Leg for a Delay or Journey

Immobilisation of Fracture of the Arm

07126. *Explain:* The treatment for a fracture involving the arm, where the arm can be easily placed across the chest, is as follows:

- a.** Place padding between the arm and chest.
- b.** Support the injured arm across the chest.
- c.** Apply an arm sling, supporting both the arm and the padding (see Figs 191 and 192).
- d.** Place a broad bandage across the sling for additional immobilisation.

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Fig 191. — Support for a Fractured Arm



Fig 192. — Immobilisation and Support for a Fractured Arm

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Blisters

07127. *Explain:* Blisters are caused by friction or heat. Unless a blister breaks or is likely to be further damaged it requires no treatment. If it does break or is likely to be further damaged apply a dressing large enough to extend well beyond the blistered area — **do not break a blister.**

Stings

07128. *Explain:* Insect stings may be painful but do not usually require first aid treatment. They may cause a problem in people who are allergic to the poison in the sting, in the case of multiple stings from a swarm of insects or where stings in the mouth have caused swelling. The general treatment is to:

- a. If the sting is embedded in the skin, grasp the sting with tweezers as near as possible to the skin surface and remove.
- b. Relieve pain and swelling by applying a cold compress.
- c. If pain or swelling increases over the next day, seek medical aid.

Stings in the Mouth or Throat

07129. *Explain:* The treatment for stings in the mouth or throat resulting in swelling is to:

- a. Give the casualty ice to suck, or rinse the mouth with cold water.
- b. If breathing is difficult place in Recovery position.
- c. Arrange removal to hospital.

Burns

07130. *Explain:* Burns are injuries to the body tissues which may be caused in the following ways:

- a. *Dry Burns.* Caused by contact with flames, hot objects and friction.
- b. *Scalds.* Caused by wet heat such as steam, hot water or fat.
- c. *Cold Burns.* Caused by contact with a very cold object.
- d. *Chemical Burns.* Caused by contact with chemicals (including some household items).

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- e. *Electrical Burns.* Caused by electric current or lightning.
- f. *Radiation Burns.* Caused by rays from the sun.

07131. Most burns need medical attention, including:

- a. Any burn more than 25 mm (1 inch) square in area.
- b. All burns resulting from electrical contact.
- c. Any deep burn involving all layers of the skin.

Treatment

07132. *Explain:* If clothing is on fire, put out the flames by wrapping the casualty tightly in a coat or heavy material that will not catch fire — **not** nylon or other material which will melt. Roll the casualty along the ground until the flames have been extinguished. If water is available, lay the casualty flames uppermost and douse with water. The general treatment is to:

- a. Check — **AIRWAY — BREATHING — CIRCULATION**

and continue to check and deal with ABC whilst carrying out other treatment.

- b. Cool as quickly as possible by flooding the affected area with cold water. For minor burns and scalds place the injured part under slowly running cold water or immerse in cold water for at least ten minutes, but longer if the pain persists.
- c. Carefully remove any clothing soaked in boiling fluid, such as hot tea or coffee. **Do not** remove burnt clothing or anything that is sticking to the burn.
- d. Reassure the casualty.
- e. Remove rings, watches etc., before the affected area begins to swell.
- f. Cover the burn with a sterile dressing.
- g. Immobilise a badly burnt limb.
- h. Treat for shock.
- i. If the casualty is conscious — give frequent sips of cold water.

07133. *Explain:* **Do not:**

- a. Use plasters or adhesive materials.

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- b. Use any creams or lotions.
- c. Break blisters.
- d. Remove loose skin or otherwise interfere with the injury in any way.

Injury to Joints and Muscles

07134. **Sprains and Strains.** *Explain:* A sprain occurs when ligaments and tissues at a joint are wrenched or torn, causing pain and tenderness at the joint, increased by movement. Swelling will occur and later, bruising.

07135. *Explain:* A strain is the overstretching and possible tearing of a muscle, causing pain at the site of the injury with stiffness and cramp.

07136. **Treatment.** *Explain:* Remember to use the mnemonic: **RICE**

- a. **R** — rest and support the joint in the most comfortable position.
- b. **I** — ice bag, or cold compress, applied for 30 minutes if the sprain is recent.
- c. **C** — compress, by applying a firm bandage over a good layer of cotton wool.
- d. **E** — elevate the injured limb.

Note: If in doubt, treat as a fracture.

Dislocation

07137. *Explain:* A dislocation is the displacement of a bone at a joint, usually shoulder, elbow, thumb, finger or jaw. Symptoms and signs include severe and sickening pain at the joint with immobility of the joint. The joint will appear misshapen and swelling will occur.

07138. **Treatment.** *Explain:* To treat a dislocation:

- a. **Do not** attempt to 'reduce' the dislocation by moving the bones to their normal position.
- b. Support and secure the injured part in the most comfortable position using padding, bandages and slings.
- c. Remove to hospital.

Note: If in doubt, treat as a fracture.

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Foreign Bodies in the Eye

07139. *Explain and demonstrate:* Particles of dust, grit, etc., may lodge in the eyeball or under the eyelid causing considerable discomfort if not removed quickly. Attempt to remove as follows:

- a. Tilt the head towards the injured side.
- b. Wash away using an eye irrigator, jug of water or running tap water.
- c. If it does not wash away or water is not available lift off with a moist swab or the damp corner of a clean handkerchief.

07140. *Explain:* **Do not** attempt to remove a foreign body which is:

- a. On the coloured part of the eye.
- b. Embedded in the eye.
- c. Stuck to the eye.

07141. If the foreign body cannot be removed, treat as follows:

- a. Tell the casualty not to move the eye.
- b. Cover with an eye pad.
- c. Remove to hospital.

Foreign Body in the Ear or Nose

07142. *Explain:* An insect in the ear may be removed by tilting the casualties head and flooding the ear with tepid water. Otherwise do not attempt to remove foreign bodies from the ear or nose — seek medical aid or remove to hospital.

Conclusion

07143. **End of Lesson Drill.**

- a. *Questions to and from the class on the lesson.*
- b. *Confirm actions by practice.*
- c. *Summary. To include the following:*
 - (1) Types of fracture.
 - (2) General treatment.

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- (3) How to immobilise.
- (4) Treatment of burns.
- (5) Treatment of sprains and strains.
- (6) Eye injuries.

07144 – 07145. *Reserved.*

Chapter 8

EXPEDITION TRAINING

SECTION 1. INTRODUCTION

General

0801. Expedition Training involves potentially dangerous situations where errors of judgement can lead to accidents. It is therefore essential that a cadet has received sufficient training in the subjects below, so that the risks are reduced to a minimum. The standard reached will vary according to the standard of the expedition to be undertaken. A short expedition in lowland country will require less training than a long and exhausting expedition in mountainous or moorland country, demanding a high standard of mental and physical effort. Knowledge will be required of the following in all cases:

- a. *The Countryside Code* – so that the cadet understands how to treat land and property with respect.
- b. *Building the Team* – so that the cadet is able work as a member of a team and support other team members.
- c. *Expedition Equipment* – so that the cadet has the correct clothing and equipment to ensure the expedition is carried out in comfort and safety.
- d. *Load Carrying* – so that the cadet carries the required load without causing exhaustion or injury.
- e. *The Camp Site* – so that the cadet understands how to live outdoors in safety and comfort.
- f. *Food and Cooking* – so that the Cadet is able to prepare and eat a nourishing meal.
- g. *Debriefing* – so that the cadet is able to reflect on the expedition and learn lessons from the experience.

0802. Cadets will also require knowledge of Emergency Aid and Use of map & Compass. These subjects are dealt with in other chapters.

Safety

0803. The safety rules which must be adhered to during this type of training are given in the appropriate section of the pamphlet *Cadet Training Safety Precautions JSP535*, a copy of which is to be carried by all instructors when in charge of cadets on training.

References

0804. This Chapter contains enough detail to train Cadets up to One Star. At the more advanced stages, the skills must be practised to a higher level. The following references give more detail on planning and conducting more demanding expeditions and should be used freely and extensively by instructors:

- a. *Cadet Training Manual Volume 2 (“The Instructors Handbook”) – Chapter 8*
- b. *Expedition Guide* – The Duke of Edinburgh’s Award
- c. *The Army Cadet Adventurous Training Website* – www.armycadetadventure.info
- d. *Mountaincraft and Leadership* - Eric Langmuir
- e. *Hill Walking* – Mountain Leader Training UK
- f. *Safety on Mountains* – British Mountaineering Council
- g. *Weather for Hill Walkers and Climbers* – Malcolm Thomas
- h. *Tread Lightly* – British Mountaineering Council
- i. *New Hill Walkers* – British Mountaineering Council
- j. *The Countryside Code & Moorland Visitors’ Code* – Countryside Agency Publications (0870 1206466 for free copies)

SECTION 2 – THE COUNTRYSIDE CODE

A. INSTRUCTORS NOTES

Aim

0811. *To ensure the cadet understands how to behave responsibly and safely in the Countryside.*

Timings

0812. *One lecture/discussion period. Further training while conducting outdoor training sessions.*

Miscellaneous

0813. *The Instructor should obtain copies of the two codes for issue during the lecture/discussion (Obtainable free from the Countryside Agency). Each heading should be discussed, with practical examples of good and bad behaviour for each. The points can be reinforced during practical sessions outdoors.*

B. CONDUCT OF THE LESSON

0814. *Explain.* The Countryside Code, and its companion code, the Moorland Visitors' Code have replaced the former Country Code. Both Codes are sponsored by the Countryside Agency. There are five headings common to both codes, and a sixth relating to Moorland. The main points on each heading are as follows.

a. Be safe – plan ahead and follow any signs.

- (1) Use up to date maps and guidebooks.
- (2) Be prepared for changes in weather and other events.
- (3) Check weather forecasts before you leave.
- (4) Let someone know where you are going and when you expect to return.
- (5) Get to know footpath marking signs.

b. Leave gates and property as you find them.

- (1) A farmer will normally leave a gate closed to keep stock in, but may sometimes leave it open so they can reach food and water. Leave gates as you find them.
- (2) Follow paths across land that has crops.
- (3) Use gates and stiles, climbing over walls and fences can cause damage and allow farm animals to escape.
- (4) Do not disturb ruins and historic sites.
- (5) Leave machinery and livestock alone.

c. Protect plants and animals and take your litter home.

- (1) Litter and leftover food spoils the beauty of the countryside and can be dangerous to wildlife and farm animals and may spread disease. Take your litter home with you.
- (2) Take care not to damage rocks, plants and trees.
- (3) Animals can behave unpredictably; don't get too close, especially if they are with young.
- (4) Fires can be devastating to wildlife and habitat as well as people and property. Take care not to drop a match or smouldering cigarette.

d. Keep dogs under close control

- (1) By law dog owners must control their dog.
- (2) Farmers are entitled to destroy a dog that worries or injures their animals.
- (3) Dogs may be excluded from some areas of open land at certain times.
- (4) Clean up after your dog.
- (5) Cadets should not take dogs on expeditions.

e. Consider other people.

- (1) Respect the needs of local people.
- (2) Keep out of the way when farm animals are being gathered or moved, and follow directions given by the farmer.
- (3) When riding a bike slow down for horses, walkers and livestock.
- (4) Support the rural economy by using local shops if you can.

f. Prevent uncontrolled moorland fires. (Moorland Code only)

- (1) Never light fires on open moorland – even cooking stoves or barbecues.
- (2) When the fire risk is high respect all warning signs.
- (3) Controlled fires for heather burning is sometimes carried out between October and April. Report any moorland fires you see, especially outside those dates.

SECTION 3 – BUILDING THE TEAM**A. INSTRUCTORS NOTES****Aim**

0821. *To help the cadet work as a member of a team*

Timings

0822. *One short formal period, further guidance during all parts of the Expedition Training syllabus*

Miscellaneous

0823. *This not a subject which can be taught, other than by a short introductory talk on the benefits of teamwork (see below), but at all stages of the planning and conduct of the expedition the opportunity should be taken to promote team building. Specific steps which can be taken are:*

- a. Establish the team at the earliest possible opportunity*
- b. Give tasks to the team as whole rather than individuals in the team*
- c. Allow leadership to develop from within the team rather than appoint a leader*
- d. If an individual has a problem allow the rest of the team to help resolve it.*
- e. Ensure that all team members contribute their own skills to the team*
- f. Use regular reviews to assess how well the team is working.*

B. CONDUCT OF THE LESSON

0824. *Explain.* The expedition requires cadets to work as a member of a team. Good teamwork brings a number of benefits, and contributes significantly to the successful outcome of the Venture. [*The Cadets may be invited to state what they consider to be the benefits of teamwork at this point*]. Some of the benefits of teamwork are:

- a. Effective achievement of tasks. By working together and sharing work a task can be completed more quickly and effectively than if each individual operated on their own e.g. Setting up the campsite.*
- b. Shared responsibility. The expedition requires teams to make decisions and accept the consequences of those decisions. If the whole team are involved in the decision making process it is more likely that correct decisions will be made, and recriminations will not follow if the decision is wrong.*
- c. Pooling of knowledge, skills and experience. Most teams will have a range of skills and experience. By working together the full range will be available to the team.*
- d. Support for less experienced members. Inevitably some members of the team may have less knowledge, ability or fitness than others. The stronger team members can support these individuals by help and encouragement. In the expedition setting all members of the team should complete the venture to ensure a successful outcome.*
- e. Tolerance and understanding of others. During the expedition team members will be required to be in close proximity, especially tent groups. They will have to overcome possible antipathy or even hostility to others, and learn to be tolerant of the actions of others. By the same token team members will have to understand that their own actions may be a source of discomfort to others.*
- f. Opportunity to trust and be trusted. Expeditions carry an element of risk, and the potential for accidents and injury is often present. Team members must place their trust in each other not to undertake actions which may place the group in jeopardy.*

The Instructor should illustrate these benefits by practical examples. A discussion could then follow as to how team building may be achieved. The session could be rounded off by one or more team building exercises.

SECTION 4 – EXPEDITION EQUIPMENT**A. INSTRUCTORS NOTES****Aim**

0831. *To train the cadet in clothing and equipment for expeditions*

Timings

0832. *One formal period, further instruction during the planning stages of the expedition*

Miscellaneous

0833. *For the formal session the instructor should have a sample of every item of clothing and equipment to show the cadet. Where possible the instructor should show a number of examples giving the pros and cons of each. The specialised clothing and equipment required for expeditions in the countryside or the wilderness are almost always significantly different from those required for fieldcraft training in the APC.*

B. CONDUCT OF THE LESSON

0834. *Explain.* Adequate clothing and appropriate equipment is the key to the success of any expedition. Cadets may find it difficult to obtain some high cost items, so any advice given should recognise this and avoid recommending high cost specialist items. Some items of equipment are necessarily expensive and consideration should be given to building up pools of equipment for loan when required.

0835. Equipment can be divided into three categories:

- a. Clothing
- b. Personal and emergency equipment
- c. Group Camping equipment

Clothing

0836. Feet.

- a. Walking boots, with plenty of tread left on sole, and uppers in good condition. They should be well fitting, and broken in if new. Military pattern "high-leg" boots are not ideal – they have poor grip, are restricting round ankle and let in water quickly.
- b. Socks should be fairly thick for cushioning of feet, with a high wool content, loop-stitch if possible. If using new socks wash them a few times before the expedition. Take a couple of spare pairs on the expedition.

0837. Body clothing

- a. Underwear. Material should be capable of wicking away perspiration rather than retaining it. Cotton, polypropylene or other specialist material is fine, nylon should be avoided. Thermal underwear is only a necessity in very cold conditions
- b. Outerwear. Take shorts for good weather, tracksuit bottoms or light walking trousers if colder. Military pattern combat trousers are too heavy. Wear a cotton T-shirt (avoid nylon at all costs) with fleece or sweater for colder days.
- c. Shell clothing. Wind/waterproof jacket or anorak, (not combat jacket) and lightweight waterproof trousers.

0838. Hands and Head

- a. Sun hat or cap. Take a wool or fleece hat for cold days.
- b. Woollen gloves or mitts should be taken even in summer.

0839. Spare Clothing. On the expedition you should carry spare socks & underwear, and one change of clothing for the tent and to sleep in - to be kept dry at all times. A light T-shirt and thin tracksuit bottoms are sufficient.

Personal and emergency equipment.

0840. Rucksack: Make sure it fits, not all are the same size. The straps should be properly adjusted so it sits high on your back and the hip belt should be in the right place to take weight onto your hips. It should be big enough to take all your kit without having to tie things on the outside, but not so large you are tempted to put too much in it! 50 - 55 litres should be enough for a two day expedition. It should have pockets in the sides and top. It is unlikely that your rucksack will be waterproof, and you should try to line it with a heavy duty waterproof bag.

0841. Sleeping Bag. The filling should be of down if possible, otherwise a good quality man-made filling. A 3-season bag is quite adequate for expeditions in the normal season (Apr-Oct). It should be light (2 Kg max.) and compressible - should fit into rucksack without using up all the space. Make sure it's wrapped in something waterproof.

0842. First Aid: Personal kit - plasters, antiseptic, insect bite/sting relief, compeed or similar blister care, 1 - 2 small bandages, sun block, medication for personal use only. Bring just enough to last for the duration of the expedition. Keep wrapped in poly bag not heavy box.

0843. Emergency Rations: Small bulk/high energy items - Mars, "Energy Bars", Kendal mint cake, makings of hot drink. Wrap in poly bag and tape up.

0844. Wash Kit: Small piece of soap, small or near empty tube toothpaste, small hand towel. Wrap soap separately, and wrap together in hand towel.

0845. Bivvy Bag: A heavy-duty polythene bag which will take a person, a lifesaver if anyone is suffering from hypothermia. Can also be used at night for storing packs outside the tent.

0846. Other items:

- a. Notebook & pencil,
- b. Camera & film or picture card,
- c. Light slippers or flip-flops (optional),
- d. Small torch (head torch or maglight best) with new batteries and spare bulb,
- e. Matches - kept in watertight container (35 mm film container or similar)
- f. KFS, plates & mug - plastic, water bottle - light plastic - 1 litre, a small flask (optional).
- g. Small container (35mm film container again) of washing-up liquid and sponge-scourer, small tea towel.

Group Camping equipment

0847. Tent: Lightweight 2-person tent with sewn-in groundsheet. Should have an adequate bell-end to accommodate wet kit, boots etc.

0848. Stove: There are a number of different types, recommended ones are:

- a. Gas – many types available. Probably the cheapest and most widely used. Easy to light and use, controllable, fuel easy to obtain and quite cheap. Needs shelter in windy weather. Models taking self-sealing gas containers should be used.
- b. Methylated Spirits – best known is the Trangia. Easy to operate, works well in windy conditions, has its own cooking pots and kettle. Expensive to buy, and the fuel is also expensive and may be difficult to obtain. There have been accidents when refilling the fuel reservoir when it is not realised that the stove is still lit. Sigg have developed a safety fuel container to overcome the problem and these should be used. A gas converter (quite expensive) is available for Trangias.

There are other types in use but are not recommended for Cadet use:

- c. Paraffin – best known is the Primus. Requires a separate fuel to prime it, and works by a pressure pump on the fuel container. Expensive to buy and fairly heavy.
- d. Petrol – volatile fuel, not suitable for cadet use.

- e. Multi-fuel – will work with any type of liquid fuel. They are difficult to use, and expensive to buy.
- f. Petroleum jelly – very cheap and easy to use. Slow, not ideal for cooking a full meal.
- g. Hexamine cooker – may be supplied with Operational Ration Packs (ORPs) through military sources. Very light. Designed to heat a meal from the ORP in the field quickly. Fuel has a strong smell which may spread to other items, not good in the wind, makes a mess of pans, very inflexible for simmering, and slow for heating water.

0849. Fuel Bottles: If a liquid fuel stove is carried a bottle with a secure top, made for the purpose should be used. There should be no risk of mixing up fuel and water bottles. Modern bottles designed for fuel have a safety cap which cuts off the flow if the bottle is dropped. These should always be used with methylated spirits.

0850. Canteen/Cooking set. Each cooking group will require suitable cooking pans. Nesting type where two or three pans fit together are ideal. Mess tins may be used but are heavy. Groups using Trangia stoves will not require pans as they are an integral part of the stove.

SECTION 5 – LOADCARRYING**A. INSTRUCTORS NOTES****Aim**

0851. *To train the cadet in packing and carrying equipment for expeditions*

Timings

0852. *One formal period, further instruction during the planning stages of the expedition*

Miscellaneous

0853. *For the formal session the instructor should have a rucksack and all the items required for the expedition, which can be packed during the lesson. During practice walks carrying the rucksack the instructor should check each pack at the beginning of the journey, and at intervals en route to ensure that the rucksack is adjusted for the individual cadet to give the most comfortable carry.*

B. CONDUCT OF THE LESSON**Weight of pack**

0854. *Explain.* The weight of the rucksack must always be kept to a minimum, in order to ensure that exhaustion or even injury is not sustained by carrying an over-heavy load. As a general rule the load should not exceed a quarter of the body weight. Packs should always be weighed prior to starting out. The lighter the pack the greater the enjoyment.

0855. Cadets must be discouraged from taking items not necessary for safety and survival on the expedition. Regard should also be given to the type and size of items of equipment taken. Two-day expeditions do not require a family size bar of soap or a jumbo toothpaste tube or a bath towel. A small head torch or “Maglite” is preferable to a large rubber covered flashlight. There is no need to take a heavy “all seasons” sleeping bag for a low level expedition in August.

Packing

0856. *Demonstrate.* Packing the rucksack is a critical factor in comfortable load carrying. All gear should be carried inside the pack, with the possible exception of the camp mat. If anything is carried outside the pack it must be well secured and wrapped. As a rule heavy items should be carried at the top of the pack, with lighter items low down. Consideration should also be paid to convenience. Items likely to be required en route – lunch meal, first aid kit, water bottle, compass – should be quickly accessible.

Carrying the load

0857. *Explain.* Loads should be carried as high on the back as possible, so that the weight is as straight as possible on the shoulders. Straps should be adjusted so that the pack does not wobble about. If a hip belt is fitted (most modern packs have these) the weight can be distributed between the hips and the shoulders, and varied to give a comfortable carry. Spend time experimenting the with different strap settings to find the most comfortable.

SECTION 6 – THE CAMPSITE**A. INSTRUCTORS NOTES****Aim**

0861. *To train the cadet in campcraft*

Timings

0862. *One formal period, further instruction during the planning stages of the expedition*

Miscellaneous

0863. *The formal session should take place out of doors, preferably at a suitable campsite, or area where tents can be erected. Cadets should be given the opportunity to practise erecting and striking tents. Clearance for Training on Private Land (TOPL) must be obtained from the local Brigade/District HQ.*

B. CONDUCT OF THE LESSON**Selecting the Site**

0864. *Explain.* Finding a suitable campsite is important not only for a comfortable stay, but also for safety. In some areas it may be necessary to use established sites, but where possible “wild sites” should be used. These must be identified well in advance of the expedition and permission obtained from the landowner.

0865. The campsite should be selected bearing in mind the following points:

- a. Sheltered from the prevailing wind
- b. Free from obvious dangers such as flooding, animals, falling trees etc.
- c. Away from habitation
- d. Within easy reach of water
- e. Reasonably level
- f. Ground suitable to take tent pegs and offer comfortable sleep.
- g. Toilet facilities within reach if possible

Setting up camp

0866. On arrival at the campsite tents should be erected as quickly as possible in case of the onset of bad weather. Cadets should work together in erecting the tents, and making a hot drink. Tents should be erected with the door away from the wind direction, and well guyed in case of windy weather. Tent pegs should be driven in at an angle and as far as possible into the ground without causing damage to the peg. Tents should not be pitched under trees.

0867. Once the tents are erected all gear should be stowed inside. Items not needed quickly should stay in the pack. Other items should be stowed tidily so that they can be found quickly when needed. A hot meal should be started as soon as possible. Cadets should work in tent groups for cooking.

Living in the tent

0868. Living in a tent requires good organisation, tolerance and cooperation. The inside of the tent should be kept as tidy as possible. If wet weather prevails, wet kit should be left at the entrance of the tent. Every effort should be made to keep the inside of the tent dry. Boots should not be worn inside the tent. Naked flames should not be allowed inside the tent.

Cooking

0869. If the weather is good, cooking should take place away from the door of the tent so that there is no danger of the stove and pans being knocked over by someone entering the tent. In bad weather all Cadets should be inside the tent. The stove may be placed at the door of the tent, but not underneath any part of it. The cadet who is cooking can

then sit inside the tent keeping dry while cooking. No one should attempt to go in or out of the tent while cooking is taking place.

Hygiene and litter

0869. Hygiene is an important aspect of camp craft. Hands face and feet should be washed at the end of the day, and hands washed whenever food is handled, or the toilet has been visited. Every effort should be made to use proper toilet facilities. If these are not available the following guidelines for solid human waste should be followed.

- a. Find a discreet spot at least 30 metres from water and paths and 200 metres from huts, campsites, crags and areas likely to be frequented by other people.
- b. Dig a 6-inch hole and bury your waste. A small trowel should be used.
- c. Use biodegradable paper, or burn the paper.
- d. If digging a hole is impossible spread the waste discreetly and cover it with soil, vegetation or rocks.
- e. Don't squash waste under large rocks, it will slow down the decomposition.

0870. Litter including food waste, must be carried away from the campsite, and deposited when possible in a litterbin or container. It must never be buried.

0871. Before leaving a camp site, when the tents have been taken down and rucksacks packed, a thorough clean up of the site must be made. All litter, including any left by previous tenants, down to the last matchstick must be removed. Any stones moved to avoid scorching the grass, or to secure guys should be replaced.

SECTION 7 – FOOD AND COOKING

A. INSTRUCTORS NOTES

Aim

0881. *To train the cadet to produce nutritious meals*

Timings

0882. *One formal period, further instruction during the planning stages of the expedition*

Miscellaneous

0883. *For the formal session the instructor and cadets should have the makings of a hot meal. The cadets should imitate the instructor during the cooking of the meal.*

B. CONDUCT OF THE LESSON

Expedition food requirements

0884. *Explain.* Most Cadets will use considerably more energy during expeditions than they would normally. It is important that this is replaced to guard against the onset of exhaustion and/or exposure. The morale boosting properties of a hot, tasty meal after a long day are significant.

0885. Expedition food is a compromise between weight, energy, taste and convenience. The following guidelines should be followed when planning a menu. Take foods which:

- a. Contain the greatest amount of energy for the lowest weight and volume (usually freeze-dried or dehydrated)
- b. You and your “buddy” will enjoy
- c. Are simple to prepare – one pot if possible.
- d. Have a short cooking time to save fuel.
- e. Will keep in hot weather.

Expedition menus

0886. The following notes are suggestions only. Practise cooking dehydrated food in the comfort of your kitchen at home – don’t wait until you are on your expedition to experiment

- a. Breakfast: Porridge is ideal - light & nutritious. Use water, or milk if available. Read the instructions on the packet carefully and measure out right amount before expedition. There are "instant porridge" meals. Alternatives - tin of sausage & beans (heavy), freeze-dried breakfast meal (expensive), cereals (lack nutrition). Bacon & eggs are to be avoided – they are messy, may not keep in hot weather, and are awkward to carry.
- b. Lunch: Do not plan to cook at lunchtime – it is too time consuming, and difficult in poor weather. Take whole-wheat crackers, pitta bread or similar with various toppings - cheese spread, meat/fish paste, tuna, sardines or pilchards. Include a packet of nuts/nuts & raisins/dried fruit. Chocolate bar - Snickers or similar for energy. Have a fruit drink – you could take concentrate and mix with water from water bottle.
- c. Main Meal: This must be a hot meal. Use freeze-dried main courses – available from most supermarkets. Look for ones with short cooking times. Avoid 2-pan meals. Boil-in-the-Bag meals are widely available at Camping shops. They are more expensive and heavier than dehydrated food, but very easy to prepare. Be sure to follow the instructions when cooking. Make sure any fresh foods you take are thoroughly heated through. Puddings - fruit yoghurts, milk based puddings, dried fruit, cake are all suitable. Pot noodles and the like do **not** constitute a main meal – they provide insufficient nutrition for expedition work.
- d. Sundries: cup soups, salt & pepper, tea/coffee, sugar, whitener (the small packets found in cafes are ideal), poly bags.

0887. Operational Ration Packs (ORP) can often be drawn from Service sources, and provide a suitable and balanced menu. However cadets should still be instructed in the value of other foods, and the ORP should be broken down into its component parts for this instruction.

Packing the food

0888. *Explain & demonstrate.* Just take the amount of each item you need, measure out quantities where necessary, discard unnecessary wrappings (but keep cooking instructions if needed). Use small containers or polythene bags to keep things dry and to prevent spills in the rucksack. Sort and pack food into daily quantities and label accordingly i.e. Mon Breakfast, Mon. lunch etc.

Cooking

0889. *Explain & demonstrate.* At least one hot meal per day must be cooked and eaten. The instructions on freeze dried or dehydrated meals should be followed closely, and added water measured as carefully as possible. The stove should not be lit until ready to cook. Use a lid on pans to conserve heat. When food has come to the boil, the heat should be lowered so as to prevent burning and sticking. All hot meals should be heated thoroughly to kill off bacteria. When finished cooking the stove should be turned off.

0890. After the meal has been eaten all plates and cooking pans must be cleaned of waste food. Do not wash dishes directly in a stream. Fuel must be secured and stored safely. Fill water bottles ready for the next meal or for the day's walk.

SECTION 8 – DEBRIEFING**A. INSTRUCTORS NOTES****Aim**

0891. *To train the cadet in reviewing their experiences*

Timings

0892. *To be carried out at the end of each training period, and at the end of each expedition throughout the syllabus.*

Miscellaneous

0893. *The Instructor should have a list of structured questions which will bring out the lessons learned, and help the cadet to appreciate what they have achieved.*

B. CONDUCT OF THE LESSON

0894. *Explain.* After an expedition is over, it is important that the Cadet has an opportunity to review the experience, and his own contribution to the team. Lessons learned for use on future expeditions need to be brought out, and administrative arrangements for the expedition reviewed. This can be achieved by means of a post exercise debrief.

0895. An important principle of the debrief is that the Cadet must be given the maximum opportunity to contribute, without the process developing into a negative “moaning session”. This requires the session to be structured, and the person conducting the session encouraging the cadet to present views without attracting critical remarks.

0896. *Note.* The following headings are suggested to bring out the main areas, it is not exhaustive or intended to be prescriptive, and instructors should develop their own format, with which they are comfortable.

- a. Overall view – how do think it went?
- b. Do you feel you achieved the aim of the expedition?
- c. What did you as an individual contribute to the team effort?
- d. What, with hindsight, would you do differently in terms of:
 1. The route you planned
 2. The equipment and clothing you took
 3. The food you ate
- d. How did you work as a team? Were there any problems with teamwork?
- e. Was there a “leader”? If so who?
- f. Did you feel ownership of the expedition in terms of its planning and conduct?
- g. What was your personal high point during the expedition?
- h. What was your personal low point?
- i. Give one lesson you have learnt from the experience
- j. Any other comments?

Each individual should be asked to contribute a view on every item. Following each answer take the opportunity to develop the discussion by asking why things went as they did, what they could have done to prevent problems, what they will do in the future to make the experience better etc.

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Chapter 9

PHYSICAL ACHIEVEMENT TRAINING IN THE ARMY CADET FORCE

SECTION 1. — INTRODUCTION

General

0901. As part of the APC syllabus cadets are required to pass simple physical achievement tests at 1-, 2-, 3- and 4-Star levels. These tests are the same as those included in the Physical Recreation Section of the Duke of Edinburgh's Award Scheme and details of the tests are given in the syllabus pamphlet under the heading Physical Activity.

Aim

0902. The aim of this Section is to detail and explain the system of progressive physical training that the ACF Counties and Battalions are to carry out to enable their cadets to gradually improve their standard and eventually pass the tests. The intention has been to allow the maximum flexibility to enable training officers and detachment commanders to fit this extra commitment into their training programmes.

SECTION 2. — THE WEEKLY TRAINING PROGRAMME SYSTEM

Programme

0903. The weekly training programme system is based on a 15 minute session of physical training, seven minutes being allocated to limbering-up exercises, seven minutes to practising one of the tests and one minute to cooling down. A Lesson Plan for a training session, summarising the system is shown at Annex A to this chapter. Details of the various exercises of the progressive standards to be aimed at during the training and of the detachment record sheet are shown at Appendices 1 to 7 of Annex A.

0904 The Limbering Up part of the session consists of an Arm and Shoulder exercise (selected from the choice of 19 exercises detailed in Appendix 1, followed by a Trunk exercise (from the 12 given in Appendix 2) and by a Leg exercise (12 are listed in Appendix 3). The sequence of Arm and Shoulder, Trunk and Leg exercises is then repeated, but with different exercises being selected from the respective lists.

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0905. For the second half of the session cadets practise one of the achievement tests, the details of which are given in the syllabus pamphlet. However they should only be encouraged to reach the standards given in Appendices 4 and 5 (separate standards for girl cadets) for the appropriate Star level. The whole principle of the system is that of progressive improvement after practice.

0906. The weekly PT sessions are programmed to cover 15 weeks, or approximately one school term. Each achievement test is practised twice during the 15 weeks, a slightly higher standard being expected the second time round.

0907. Cadets should start PT as early as possible during their recruit training, even though they are not tested in Physical Activity at the end of recruit training. Separate standards for recruits are included in the Weekly Training Programme tables.

0908. Before taking their Physical Achievement tests at 1-, 2-, 3- or 4-Star level cadets should have completed at least one 15 week training programme during the previous year. At what stage during the year the PT programme is done is left to training officers/detachment commanders.

0909. Points are to be awarded for participation on the basis (as in the Duke of Edinburgh's Award Scheme) of two points for each hour of training, i.e., half a point for each 15 minute session.

Safety

0910. Great care should be taken by supervisors of this training that cadets are not overstrained by being excessively or over-enthusiastically urged to reach the targets set in the tests. Cadets who are weak and below standard should be encouraged to attend extra training sessions, thereby increasing their chances of success in subsequent tests, both by actually raising the standard of their own performances by practice, and, through being awarded participation points, reducing the number of points they require on the test themselves. **Note:** Cadets should wear training shoes when taking the tests.

Documentation

0911. A blank Lesson Plan to be completed by the detachment commander or instructor for each session, is shown at Appendix 6. A detachment Record Score Sheet is shown at Appendix 7.

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ANNEX A TO
CHAPTER 9

PHYSICAL ACHIEVEMENT TRAINING IN THE ACF WEEKLY TRAINING PROGRAMME: LESSON PLAN

Part	Content	Time	
(a)	(b)	(c)	
1	LIMBERING UP ARM & SHOULDER EXERCISE Choice of TRUNK EXERCISE exercise LEG EXERCISE refer to ARM & SHOULDER EXERCISE attached TRUNK EXERCISE list LEG EXERCISE for these	7 MIN	
2	DUKE OF EDINBURGH'S AWARD ACHIEVEMENT TEST 1 SPEED TEST 2 SIT UPS 3 BURPEES Only one 4 BALL SPEED BOUNCE test to be 5 STANDING LONG JUMP undertaken 6 STAMINA RUN per week 7 A PUSH UP (OR) 8 B BAILEY BRIDGE NOTE: REFER TO MAXIMUM NUMBER OF REPETITIONS TO BE TAKEN BY CADETS ACCORDING TO STAR GRADING	7 MIN	
3	COOL DOWN	1 MIN	
		TOTAL	15 MIN

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APPENDIX 1 TO
ANNEX A TO
CHAPTER 9

ARM AND SHOULDER EXERCISES

1. Standing one foot forward. **Arms swing forward–downward–sideways.**
2. Standing one foot forward, arms backward. **Arms swinging forward to upward bend.**
3. Standing one foot forward, arms backward. **Arms swinging forward–upwards to upward bend.**
4. Standing one foot forward; opposite hand on hip, free hand loosely closed. **One arm circling backwards.**
5. Standing one foot forward, arms crossed, hands loosely closed. **Arms swinging forward–sideways–palms of hands downward.**
6. Standing one foot forward, hands loosely closed. **Arms swinging forward–sideways, with shoulders pressing backwards in the arms sideways position.** Palms of hands forward.
7. Standing one foot forward, arms crossed. **Arms swinging forward to midway.**
8. Standing one foot forward. **Arms swinging forward–downward–sideways, followed by arms circling backwards.**
9. Standing one foot forward, across bend, hands loosely closed. **Elbows pressing backwards (1) (2), arms swinging forward–sideways (3).**
10. Standing one foot forward, one arm upward, one arm backward, hands loosely closed, palms inward. **Arms changing with forward swing and press backwards.**
11. Standing one foot forward. **Arms swinging forward–downward–sideways–twice, followed by arms circling backwards — twice.**
12. Standing one foot forward, across bend, hands loosely closed. **Elbows circling upward–backwards.**
13. Standing one foot forward, across bend, hands loosely closed. **Elbows circling forward — twice, followed by circling upward–backwards — twice — medium circles.**
14. Standing one foot forward, arms forward, hand loosely closed. **Arms swinging sideways and pressing backwards — palms of hands forward.**

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15. Standing one foot forward, arms backwards, hands loosely closed, palms facing inwards. **Arms swinging forward (1), followed by arms swinging forward-upwards (2) (3).**

16. Standing one foot forward, arms sideways, hands loosely closed, palms downward. **Arms swinging downward-forward, downward-sideways to arms crossed, followed by arms swinging to midway-sideway-upward, followed by arms circling in front of body to arms sideways.**

17. Standing one foot forward, arms forward, hands loosely closed, palms inward. **Arms swinging sideways and pressing backwards (1) (2), followed by arms swinging forward-upwards and pressing upwards-backwards (3) (4).**

18. Standing one foot forward, arms backward, hands loosely closed, palms inward. **Arms swinging forward (1), forward-midway-forward-upwards (2), forward-upwards (3), followed by arms circling backwards three times.**

19. Standing one foot forward. **Arms circling backwards.**

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APPENDIX 2 TO
ANNEX A TO
CHAPTER 9

TRUNK EXERCISES

- SERIES A
1. Standing wide astride. **Trunk bending from side to side.** Head to follow the natural curve of the spine; reach down side of leg with hand.
 2. Standing wide astride, arms crossed, hands loosely closed. **Trunk and head turning with one arm swinging midway–sideway–upwards.** 1–3 each side.
 3. Standing wide astride. **Trunk bending from side to side with one arm reaching downwards and opposite arm under–bending.**
 4. Standing wide astride, arms across bend, hands loosely closed. **Trunk and head turning from side to side with alternate arm swinging sideways.** Smooth full range movement but with no undue momentum.
 5. Standing wide astride. **Trunk bending sideways with increasing range — 1–3 each side — with one arm reaching downwards and opposite arm under bending.**
 6. Standing wide astride, trunk with slight upper dorsal bend backwards, hands on hips. **Trunk circling — left and right — shoulders kept square to the front; circle to left and right alternately.**

* * * *

- SERIES B
7. Standing wide astride. **Relaxed trunk bending downwards to touch floor with hands twice, followed by trunk unrolling slowly.** Trunk not to be thrown vigorously downwards; second floor touch after small rebound from first movement; unrolling slowly from the base of spine upwards, gradually assuming correct upright posture.
 8. Standing wide astride. **Relaxed trunk bending downwards to touch floor with hands four times, followed by trunk unrolling slowly.** Smooth and rhythmical with no undue vigour in the downward movement; unrolling to be slightly faster than in previous table.
 9. Standing wide astride. **Relaxed trunk bending downwards to touch floor four times, alternately both hands between the feet and one hand outside each foot, followed by trunk unrolling slowly.**

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Smooth and rhythmical with no undue vigour in the downward movement; floor touching with slight rhythmical press; trunk unrolling slightly quicker than in previous table.

10. Standing astride. **Relaxed trunk bending downwards to touch floor four times, alternately forward and backward between feet, followed by trunk unrolling.** Rhythmical downward movement with no excessive vigour or momentum; unrolling to be much quicker than in previous tables.

11. Standing astride. **Relaxed trunk bending downwards to touch floor with both hands three times one foot, followed by trunk unrolling. Repeat exercise alternately to each side.**

12. Standing, arms upward—bend. **Relaxed trunk bending downwards to touch the floor with both hands behind feet three times, followed by trunk unrolling with arms swinging forward to upward bend.** Unrolling should be fairly swift; slight press of shoulders in upward—bend position.

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APPENDIX 3 TO
ANNEX A TO
CHAPTER 9

LEG EXERCISES

1. Standing **Skip jumping.**
2. Standing **Astride jumping.**
3. Standing **Skip jumping alternated with astride jumping.**
4. Standing **Skip jumping with turning left or right, or turning about — after a given count.**
5. Standing **Skip jumping — to a given count, followed by upward jumping with knees raising high — to a given count.**
6. Standing **Skip jumping with legs opening and closing in the air — after a given number of skip jumps.**
7. Standing **Skip jumping to crouch — with fingers support on a given count.**
8. Standing **Skip jumping — to a count of 4, followed by knees full bending (5).**
9. Standing **Astride jumping — 6 to 8 times, followed by knees full bending.**
10. Standing **Skip jumping, followed by legs parting — forward and backward — in the air — after a given count.**
11. Standing **Skip jumping, followed by jumping with straight legs raising forward and body bending forward to touch toes with fingers — after a given count.**
12. Standing **Skip jumping (1–6), knees full bending to crouch (7), followed by upward jump with legs astride and arms midway–sideway–upward (Star Jump) (8).**

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APPENDIX 4 TO ANNEX A TO CHAPTER 9

WEEKLY TRAINING PROGRAMME PHYSICAL ACHIEVEMENT TESTS (BOYS)

Week	School	Test	RCT	1	2	3	4	Time Minutes	Participation Points
1	1	SPEED TEST	50	45	40	35	30	15	½
2	2	SIT UPS	5	10	15	20	25	15	½
3	3	BURPEES	5	8	10	12	14	15	½
4	4	BALL SPEED BOUNCE	10	15	20	25	30	15	½
5	5	STANDING LONG JUMP	.9	1.0	1.10	1.20	1.30	15	½
6	6	PUSH UPS OR BAL BDG	5 5	10 10	15 15	20 20	25 25	15	½
7	MID TERM	STAMINA RUN	5 MIN	4.50	4.40	4.30	4.20	15	½
8	7	SPEED TEST	45	40	35	30	28	15	½
9	8	SIT UPS	10	15	20	25	30	15	½
10	9	BURPEES	8	10	12	14	16	15	½
11	10	BALL SPEED BOUNCE	15	20	25	30	35	15	½
12	11	STANDING LONG JUMP	1.0	1.10	1.20	1.30	1.40	15	½
13	12	PUSH UPS OR BAL BDG	10 10	15 15	20 20	25 25	30 30	15 15	½
14	END OF TERM	STAMINA	4.50	4.40	4.30	4.20	4.10	15	½
15	END OF TERM	TESTING						15	½
								TOTAL	7½

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APPENDIX 5 TO ANNEX A TO CHAPTER 9

WEEKLY TRAINING PROGRAMME PHYSICAL ACHIEVEMENT TESTS (GIRLS)

Week	School	Test	RCT	1	2	3	4	Time Minutes	Participation Points
1	1	SPEED TEST	45	40	35	30	24	15	½
2	2	SIT UPS	5	8	13	18	23	15	½
3	3	BURPEES	3	5	7	9	11	15	½
4	4	BALL SPEED BOUNCE	5	8	10	15	20	15	½
5	5	STANDING LONG JUMP	.6	.7	.8	.9	1.0	15	½
6	6	PUSH UPS OR BAL BDG	2 6	3 8	4 10	6 12	8 14	15	½
7	MID TERM	STAMINA RUN	5.30	5.20	5.10	5.0	4.50	15	½
8	7	SPEED TEST	40	35	30	24	23	15	½
9	8	SIT UPS	8	13	18	23	28	15	½
10	9	BURPEES	5	7	9	11	13	15	½
11	10	BALL SPEED BOUNCE	8	10	15	20	26	15	½
12	11	STANDING LONG JUMP	.7	.8	.9	1.0	1.20	15	½
13	12	PUSH UPS OR BAL BDG	3 8	4 10	6 12	8 14	14 18	15	½
14	END OF TERM	STAMINA	5.20	5.10	5.0	4.50	4.20	15	½
15	END OF TERM	TESTING						15	½
								TOTAL	7½

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APPENDIX 6 TO
ANNEX A TO
CHAPTER 9

LESSON PLAN

PART	CONTENT	TIME
1	LIMBERING UP ARM & SHOULDER EXERCISE TRUNK EXERCISE LEG EXERCISE ARM & SHOULDER EXERCISE TRUNK EXERCISE LEG EXERCISE	7 MIN
2	DUKE OF EDINBURGH'S AWARD ACHIEVEMENT TEST TEST (EQUIPMENT REQUIRED)	7 MIN
3	COOL DOWN	1 MIN
		TOTAL TIME 15 MIN

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APPENDIX 7 TO
ANNEX A TO
CHAPTER 9

PHYSICAL ACHIEVEMENT TESTS: RECORD SCORE SHEET

DETACHMENT

STAR

Rk	Name	Result	Speed Test	Sit Ups	Burpees	Stamina Run	Ball Speed Bal	Speeding Long Jump	Push Ups or Ball Bdg	Total Points
1		SCORE POINTS								
2		SCORE POINTS								
3		SCORE POINTS								
4		SCORE POINTS								
5		SCORE POINTS								
6		SCORE POINTS								
7		SCORE POINTS								
8		SCORE POINTS								
9		SCORE POINTS								
10		SCORE POINTS								
11		SCORE POINTS								

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Chapter 10

THE ACF CADET AND THE COMMUNITY

SECTION 1. — INTRODUCTORY TALK AND OUTLINE SYLLABUS

Aim

1001. To introduce the cadet to the meaning of the subject 'The Cadet and the Community' and to outline the requirement to qualify at the various Star levels.

Timings

1002. One 30 minute period.

Approach

1003. Just because a member of the Armed Forces puts on a uniform, it does not mean he ceases to be a citizen. Many examples of the military helping the community can be found where there are concentrations of Servicemen, and on a larger scale the Services can be called upon to assist the civil authorities in major disasters such as flooding, fighting heath and forest fires, providing First Aid and medical support, mountain and air sea rescue.

1004. In the same way a young person who joins the Army Cadet Force and puts on a uniform does not cease to be a citizen; on the contrary it should be seen as reinforcing this position.

The ACF Charter

1005. This is born out by the Charter of the Army Cadet Force which states: "The Army Cadet Force is a voluntary organization sponsored by the Army and taking part in both military and community activities. Its purpose is to develop amongst its members the qualities of good citizenship . . ." The aim of the training states: "The aim of Army Cadet Force training is to produce a self reliant fit young man with an understanding of basic military subjects . . . aware of his responsibilities as a citizen." Citizenship is therefore an important subject in ACF training and is included in the syllabus at all Star levels.

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Outline of the Syllabus

1006. **1-Star.** After this talk there will be a period about the statutory services. These are:

- The Police
- The Ambulance Service
- Fire Service
- Coastguard (as applicable)
- Hospital

It is important to know how these can be contacted in an emergency not only for your own use but sometimes to help others. In order to help develop a responsible and reliable attitude you will also be given small tasks to carry out whilst you are with the detachment.

1007. **2-Star.** You will visit one of these services and later you will be required to produce a street plan and mark the location of the statutory services on it, so that you will become knowledgeable about the whereabouts of these organizations. You will also be required to take part in assisting with two local functions.

1008. **3-Star.** At 3-Star level you can either spend 30 hours spread over six months working on a community activity or you can take part in a detachment project.

1009. **4-Star.** You will be required to either assist in the planning, organization, and leading of a 3-Star project, or you can make a study of the social welfare needs in the local community and provide at least 30 hours service spread over a period of three months on the selected project. You will be required to give a lecture to the detachment on the option you select.

Conclusion

1010. You will see that by serving the ACF you will also be serving the local community and by so doing you will not only be fulfilling the requirement of the Charter and the aim of training, but will become a more responsible citizen and cadet, who will greatly assist the ACF by creating a good image.

1011. *Reserved.*

PROTECT

SECTION 2. — THE EMERGENCY SERVICES (1-STAR LEVEL)

Aim

1012. To give cadets knowledge of the emergency services and to train them in making an emergency telephone call.

Timings

1013. One 30 minute period.

Approach

1014. A good citizen is one who can react to an emergency because he has been trained in what to do. As a member of the ACF you will find you will receive this training and it is likely you will have to take the lead should you be present when the emergency services are required. The aim of this period is to inform you of the services available and how to summon assistance.

The Emergency Services

1015. Within the district there are the following services:

- Police
- Fire Brigade
- Ambulance Service
- Coastguards (if you live by the coast)

These services are well known and are seen each day carrying out their role. Cadets should be questioned on what they think the role of each service is and to which type of incident each should be summoned.

How to Make an Emergency Call

1016. Should you be present at an incident you must act quickly. By doing this you may save life or property.

One of the quickest ways to summon the service required is by telephone. You should therefore follow this procedure:

- Sum up the situation.
- Get to the nearest telephone.
- Dial 999 (this is a free call; you need not put money in the telephone).

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You will be asked what service you require. State the one you want. When the service answers state:

Your name and the telephone number of the phone from which you are calling.

This is the most important as your call could be mistaken for a hoax if this is not done.

State the exact location of the incident. If you can, indicate nearby road junctions or other land marks.

If it is a traffic accident state number of vehicles involved. If a fire state on which floor of the building the fire is (ground, first, second floor, etc).

State the number injured if possible, the sex and approximate age of the casualties involved and if possible the nature of the injuries. Request special aid if you suspect a heart attack or childbirth.

When you have telephoned, go back to see what you can do (i.e., making the injured comfortable, directing traffic).

Do not replace the receiver before the operator does so.

When the service arrives tell them what you have done and ask if you can be of assistance. Never try to move an injured person unless there is danger of fire or an explosion.

Practice

1017. *Having gone through the procedure, question the cadets and then practise them in giving a 999 call.*

1018. *Should cadets have already received instruction on this subject in their First Aid Instruction, the period should be conducted as a practice period.*

1019. *Reserved.*

PROTECT

SECTION 3. — RESPONSIBILITY TRAINING (1-STAR LEVEL)

Aim

1020. To promote the cadet's sense of responsibility by training him to play his part in the running of the detachment by carrying out simple tasks under supervision in the detachment.

Requirement

1021. During the period the cadet is training for 1-Star, in addition to being given the talks on the outline syllabus and emergency services, he must be given three simple tasks to carry out in the detachment. These could include:

- Room cleaning duty
- Preparation of lecture rooms
- Reporting of damage
- Welcoming visitors and explaining, in outline, what the ACF is
- Cleaning outside areas
- Showing new recruits round the detachment

Note: The aim of the selected tasks must be that the cadet is providing a service to the detachment outside his military training. Knowledge of the contents of the ACF General Information Booklet may be of value when welcoming visitors to the detachment.

1022. *Reserved.*

PROTECT

SECTION 4. — VISIT TO ONE OF THE LOCAL SERVICES (2-STAR LEVEL)

Aim

1023. To gain increased knowledge of the function of the selected services visited.

Timings

1024. Three 30 minute periods.

Requirement

1025. A visit to one of the following services:

- Police
- Ambulance Service
- Fire Service
- Coastguard Service
- Hospital

A talk on the function of one of these services to be arranged during the visit.

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SECTION 5. — LOCAL SERVICES LOCATIONS STREET MAP (2-STAR LEVEL)

Aim

1026. To gain a detailed knowledge of the location of the services in the local area.

Requirement

1027. The cadet is required to produce a street plan marking on it the location of the following:

- Police Station (and HQ if possible)
- Ambulance Stations
- Fire Station
- Coastguard Station (if applicable)
- Hospital
- Public Telephones

Note: Cadets can work either individually or in pairs on the project. Good plans should be displayed on the detachment notice board for general information. Only original work should be accepted.

PROTECT

SECTION 6. — INVOLVEMENT IN COMMUNITY ACTIVITIES (2-STAR LEVEL)

Aim

1028. To involve the cadet in community activity.

Requirement

1029. These could include taking part in activities such as:

Sponsored walk or swim

Band performances at fetes

Acting as programme sellers or stewards at a local event

Assisting with snow and flood clearance

Maintenance of war memorials and other public memorials

Assisting other young people, particularly disabled ones

1030. *Reserved.*

PROTECT

SECTION 7. — COMMUNITY ACTIVITIES AND PROJECTS (3-STAR LEVEL)

Aim

1031. To develop further the involvement of the cadet in community activity as a member of a group or as an individual.

Requirement

1032. Either 30 hours spread over six months

OR

take part in a project organized by the detachment of at least 15 hours during the period of working for 3-Star.

Forms of Community Service

1033. Some suggested forms of practical service and the local contacts who might be approached to give brief talks and arrange the actual service are given below. It is stressed, however, that the list is by no means exhaustive.

Environment	Conservation.	Civic Trust; Local Conservation Corps of the British Trust for Conservation Volunteers; Nature Conservancy Council; National Trust; Commons, Open Spaces and Footpaths; Preservation Society Forestry Commission (see also Park Range Service).
Fund Raising	Through local or National charities by organizing events.	Cancer Research Campaign; Children's Society; Local Council for Social Services; Oxfam, etc.
Old People	Old people's Clubs Delivering meals on wheels, Gardening, Shopping, Organizing entertainments.	Local Old People's Welfare Officer; British Red Cross Society; Women's Royal Voluntary Service.
The Sick or Physically Handicapped	Hospital work (trolley shops, hospital canteens, etc.). Care	Hospital Voluntary Help Organizer; Women's Royal Voluntary Service; St John Ambulance Association or British Red Cross Society,

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of the crippled or bedridden, the blind or the deaf and dumb. Local Authority Welfare Officer or Voluntary Organization, e.g., British Red Cross Society.

Other Service Organizing collections of magazines for St John and Red Cross Hospital Libraries; Women's Royal Voluntary Service.

Other Service Organizing collection of salvage. Voluntary help with animals. Women's Royal Voluntary Service RSPCA.

Note: The services listed below can also provide information on local needs:

Citizens Advice Bureau
Royal British Legion
Rotary Clubs
Round Table Clubs
Lion Clubs

1034. *Reserved.*

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SECTION 8. — COMMUNITY ACTIVITIES AND PROJECTS (4-STAR LEVEL)

Aim

1035. To encourage the senior cadet to play his part as a leader in community activities.

Requirement

1036. The senior cadet can assist with the planning, organization and leading of a community project. This can take the form of assisting with the training of the junior cadet at the lower Star levels in this subject over a period of three months

OR

Make a study of the welfare needs in the local community and provide assistance either individually or with other members of the detachment where he considers help can be provided.

Give a lecture on the selected subject.

Note: The list provided for the 3-Star activities might be useful for this work.

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Chapter 11

CADET INSTRUCTORS' CADRES

SECTION 1. — CCF METHODS OF INSTRUCTION CADRE

Aim

1101. The aim of the cadre is to enable Cadet NCOs to further their leadership training by learning the skills of how to instruct junior cadets in military subjects.

Qualifications

1102. In accordance with the CCF Continuation Training Syllabus, to be selected for the Cadre, Cadet NCOs must have passed all tests in the APC (CCF Army Sections) and they must be suitable in all respects and willing to be instructors.

1103. To qualify in this subject for the award of his Advanced APC the Cadet NCO must obtain an average or above average report (assessment will be continuous throughout the cadre and will be based on knowledge and the ability to instruct). He is also required to instruct to a satisfactory standard for a minimum of one term on two out of the four following basic APC subjects; Drill, Skill at Arms, Use of Map and Compass and Fieldcraft.

The Place of the Cadre in the CCF Training Syllabus

1104. The cadre is normally part of the Advanced APC Syllabus, but in those contingents where no Continuation Training is undertaken Cadet NCOs who have successfully qualified in the APC, and are selected to undertake the cadre, may complete it in parallel with other cadets still undergoing their APC training.

1105. The Cadet Training Team is responsible for conducting the cadre as mutually arranged within the Army Section training programme.

Cadre Syllabus

1106. The cadre syllabus consists of four periods on the study of the Technique of Instruction as given in Volume II, Chapter 1 and 8 periods of teaching practice on the basic APC subjects, Drill, Skill at Arms, Use of Map and Compass and Fieldcraft.

1107. *Reserved.*

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SECTION 2. — ACF JUNIOR CADET INSTRUCTORS' CADRE (JCIC)

Aim

1108. JCIC has two purposes. Firstly to initiate the senior cadet into the Technique of Instruction, as given in Volume II, Chapter 1, and secondly to assess the cadet's ability as a potential instructor, with particular reference to his possible subsequent selection to undertake the Senior Cadet Instructors Cadre at 4-Star level.

Subjects

1109. The JCIC is an integral part of 3-Star training and all cadets at this level take the course, which is designed to teach the Senior Cadet how to instruct up to and including 1-Star level in the following subjects:

- Drill, Turnout and Military Knowledge
- Skill at Arms
- Use of Map and Compass
- Fieldcraft

Responsibility for JCIC

1110. The JCIC is the responsibility of the County ACF, with the assistance, when necessary, and when available, of the Cadet Training Team.

Testing

1111. There will be no formal testing at this level, and no 'Pass' or 'Fail' will be awarded. A cadet who shows little or no aptitude as a potential instructor will not thereby be debarred from achieving 3-Star level. However the cadet will be assessed throughout the course and a report written on his ability as a potential instructor at the end of it. This assessment could influence the cadet's choice of subject if he continues training at 4-Star level, in particular his selection for the Senior Cadet Instructors Cadre.

1112. *Reserved.*

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SECTION 3. — ACF SENIOR CADET INSTRUCTORS' CADRE (SCIC)

Aim

1113. The SCIC is a 4-Star optional subject designed to increase the cadet's knowledge of the Technique of Instruction which he was first introduced to on the JCIC, and to give him early experience of the art of leadership.

Selection for SCIC

1114. Senior Cadet NCOs selected to attend the cadre must have a sound knowledge of all subjects up to and including 3-Star level, and they must have proved, by their performance on the JCIC, that they are potential instructors.

Subjects

1115. Students on the SCIC will be taught how to instruct up to and including 2-Star standard in the following subjects:

- Drill, Turnout and Military Knowledge
- Skill at Arms
- Use of Map and Compass
- Fieldcraft

1116. Teaching practice in the subjects listed in paragraph 1115 above, which are largely skills, will be in the form of the Lesson, the Demonstration or the Exercise as defined in Volume II Chapter 1 Section 4.

Responsibility for SCIC

1117. The responsibility for organizing, instructing and testing on the SCIC will be that of the Cadet Training Team, assisted as appropriate by ACF instructors.

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