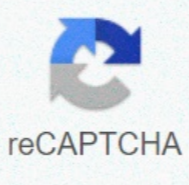




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## All arms tactical aide memoire pdf

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fuck him, if he's too slow, he's dead! Your SPSI should have a box full. If not he is being lazy. You can get it electronically off DIL. msr If your soldiers aren't coming off most weekends telling those who weren't there "shit mate, you dipped out" then time to cull your training team with prejudice. Oots 1 1 Cadet Training Army Code No Fieldcraft and Tactics Fieldcraft, Tactics, Exercises and the Cadet Force Tactical Aide Memoire (CF TAM) This Pamphlet supersedes Chapter 4 (Sections only) and Chapter 6 of The Cadet Training Manual, Volume (AC 71462) which should now be destroyed 20132 COPYRIGHT This work is Crown copyright and the intellectual property rights for this publication belong exclusively to the Ministry of Defence (MOD).

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Fieldcraft is an integral part of the APC syllabus. It combines many of the skills that the cadet has learnt in a challenging but enjoyable activity. The subject also offers senior cadets an ideal scenario in which to practice and develop their leadership and administrative abilities. 2.



Fieldcraft training is an excellent way of developing character and learning how to function as a member of a team. 2019 standard catalog of world coins 2001-date.pdf Individual skills must be of a high standard but many objectives can only be achieved by working together as part of a unit. 3. Every cadet must become proficient in fieldcraft; they must be able, by day and by night, to: a. Assemble, pack and wear their equipment. b. Be conversant with the administrative requirements of looking after themselves, their personal weapon, their clothing and their equipment. c. Use their eyes and ears to find the enemy without being seen themselves. d. Camouflage, conceal and make the best use of ground and cover. e. Estimate distances and ranges accurately. f. Observe, indicate and recognise targets, obey fire control orders and understand fire discipline. w3schools.html quiz answers.pdf g. Move silently by day and night with or without their personal weapons, stores and equipment. h. Protect themselves from the elements and the enemy by constructing the relevant type of shelter. i. Act as a responsible member of a unit. j. Be alert, decisive and aware of the situation. zugasinupapiwivivigiu.pdf

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Aim of the Pamphlet 4. The aim of this pamphlet is to provide the instructor with the instructional material they need to teach cadets fieldcraft. Also contained is a brief overview of tactical doctrine and ideas for battle exercises to make training as realistic and enjoyable as possible within the restrictions of the cadet forces. Layout of the Pamphlet 5. The pamphlet is laid out in four chapters containing the following: a. Chapter 1. The lessons to teach and practice the skills required to become proficient in fieldcraft. b. slovin's formula sampling techniques Each lesson is split into three parts: (1) Part A - Connect. This contains the information required by the instructor to enable them to prepare for the lesson as well as the lesson aim, preliminaries and introduction.



xiii16 xiv (2) Part B - Development. This contains the matter to be taught and is laid out in a proven sequence. (3) Part C - Consolidation. hochsch parkpilot manual This is a suggestion of how to confirm the information has been assimilated and necessary end of lesson drills. c. 63139491980.pdf



Chapter 2. An insight into tactical doctrine mainly focusing on the platoon group. This is included to give cadet force officers and instructors an idea of how the group should function in different scenarios and environments. Having a good understanding of these ideas will allow realistic training to be planned and conducted. This added realism will give cadets a more rewarding and involving experience while on exercise and allow senior cadets to carry out tasks concerning leadership and administration as platoon sergeants and section commanders.

Chapter 3. Contains information and examples of how to plan and conduct battle lessons, exercises, TEWCs and Model Exercises. It consists of an introduction and four sections as follows: (1) Section 1 - Planning for a Battle Lesson or Battle Exercise. (2) Section 2 - Preparation of a Battle Lesson or Battle Exercise. (3) Section 3 - The Battle Lesson. (4) Section 4 - The Battle Exercise. (5) Section 5 - The Tactical Exercise Without Cadets (TEWC) and Model Exercises. e. Chapter 4. A Tactical Aide Memoire (TAM) for use by Officers, Instructors and cadets. This is made up of training aids that can be reproduced and used during training. This allows maximum benefit to be gained from training by reducing the administrative workload. Organisation of Instruction 6. Instructors are allowed flexibility in the method they adopt to teach the various lessons provided they do not deviate from the facts and drills laid down. dativ und akkusativ ubungen Fieldcraft, properly presented is an interesting subject and presents a challenge to the cadet. a. Fieldcraft is best taught by means of demonstrations (possibly films) explaining to the cadets what they are seeing and then confirming by practice as soon as possible. b. Demonstrations must be carefully prepared and rehearsed whether they are on a big scale, or just the instructor showing their squad how to crawl. Poor demonstrations are of little value. principles of sports training harre.pdf

c. Practice periods can be repeated according to progress made. 7. Fieldcraft does not lend itself to 40 minute periods. Some lessons and practices need far longer and others are best combined into a day and night exercise. Safety Precautions 8. Fieldcraft training can present many hazards and therefore must be subjected to rigorous planning and preparation.



either the Appearance or Unit of Measure method. They can use any of the aids to judging distance that they are familiar with, but the judged distance must be an individual effort. Because some will overestimate and others underestimate, their errors will cancel out. Taking an average of the estimates, an accurate range can often be produced. b. Normal safety precautions.

c. Pack kit. d. Summary. To include the following: (1) The importance of being able to use the Appearance and Unit of Measure methods skilfully. (2) The value of being able to improve accuracy through the use of the aids to judging distance. e. A forecast of the squad's next lesson in this subject. 1-4869 LESSON 8 - INDICATION OF TARGETS A. CONNECT Aim. The aim of the lesson is to teach how to recognise and indicate targets Timings. One 40 minute period Method. A basic instructional outdoor or indoor period Stores. Target indicator, representative sight picture and mini landscape target Landscape Targets Clock face (black figures on talk) Hand angle measuring chart (Fig 1-25) Binoculars 6 (minimum) 3 (Indoor Only) 1 1 As required Preparation. a.

Reconnoitre the training area and select: (1) An arc of fire and reference points. (2) Realistic battle targets to use during demonstration and practice in Direct, Reference Point, Clock Ray and Hand Angle methods of indication. b. Prepare a suitable visual aid, listing the methods of indication, by headings only. c. If taking the lesson indoors, position three adjoining landscapes against one wall and mark the squad's position not more than 10 metres from them. d.

Indicate the target by the use of the indicated methods. a. During practice in recognition of targets, allow the cadet to indicate their answer using a target indicator. b. During practice of indication: (1) Indicate the target using the target indicator. (2) Note everything that the cadet says during their indication. (3) Confirm recognition of the target with the squad using the target indicator. (4) Discuss the method and manner of the indication. c.

If the lesson has to be taken outdoors, it is essential that the cadet is given practice outdoors at the earliest opportunity. An indoor lesson does not give the cadet the opportunity either to judge the distance to the target or to use a realistic arc of fire. d. Check that the target indicated has been recognised correctly and encourage the use of the word Again if it has not. Preliminaries Safety Precautions. Normal Revision. Revise the methods and aids for judging distance (Lesson 7) 1-4970 Introduction Explain: When a target is indicated, the cadet has to be able to recognise it quickly so that it can be effectively engaged. When they alone can see the target, they must be able to indicate it to the remainder of the section. Note that when indicating targets, the range given is the distance to the target. Arc of Fire B. DEVELOPMENT Explain and demonstrate: It is easier to recognise a target if the area of ground in which it is likely to be known; such an area is called an Arc of Fire. It is indicated in the following sequence (see Fig 1-21): a.

The Axis. This is the centre of the arc. b. The Left and Right of Arc. These indicate the extent of the arc. c. Reference Points. These are prominent objects which should be as permanent as possible, eg woods and mounds, a reasonable distance apart and easy to identify. A specific point of the object is given with a name and range, ie Hut - bottom left corner - to be known as hut - range 300. Fig Arc of Fire Confirm by practice using target indicators to layout the arc of fire to be used throughout the lesson. 1-5071 Methods of Indication Direct Method. Explain and demonstrate: This method is used to indicate obvious targets. The range, where to look and a description of the target are given. Terms used for where to look are (see Fig 1-22): a. Axis of arc. For targets on or very near the axis. b.

Left or Right. For targets 90 from the axis. c. Slightly, quarter, half or three quarters and left or right. For targets between the axis and 'left or right'. Fig The Direct Method Confirm by practice using target indicators Reference Points. Explain and demonstrate: To indicate less obvious targets, a reference point may be used together with the Direct Method and perhaps the words 'above' or 'below' as well. Examples are: a. Copse (reference point) - slightly right - small bush (the target). b. Copse (reference point) - slightly right and below - gate (the target) Confirm by practice using target indicators. 1-5172 Clock Ray. Explain and demonstrate (see Fig 1-23): To indicate more difficult targets a reference point together with a clock ray is used. During indication imagine a clock face standing up on the landscape with its centre on the reference point. To indicate a target the range, the reference point and whether the target is to the left or right of it and the appropriate hour on the clock face are given as follows: a. tower - right - 4 o'clock - small bush - enemy Fig The Clock Ray Method Confirm by practice using target indicators Hand Angles. Explain: Hand angles are another method: a. Difficult targets at longer ranges may be indicated by using a reference point together with a hand angle eg copse - left 3. Left edge of copse - enemy.

Check that the angles are left and right and are not cut off from the shoulder and are shown in Fig However, individuals vary in their physical measurements and it is essential that every cadet knows their own hand angles. It is possible to measure these in the classroom by using the hand angle scale as shown below. Hand angles will be fingers and thumb opened vary greatly and it is best to obtain personal measurements of these in the field, using a compass. 73 Fig Examples of Hand Angles d. The Hand Angle Scale (Fig 1-25). Sub divisions are 100 mm apart and when viewed from 10 metres equate to Confirm by practice. Fig The Hand Angle Scale Binoculars.

Explain: The binoculars gratitudes are spaced at intervals of approximately 0.5 across a field of view of about 4 (see Fig 1-26) and these may be used when appropriate to assist in indication, eg a copse - left (or the left three gratitudes) Fig Binocular Graticules Confirm by practice using target indicators. 1-5374 C. CONSOLIDATION Conclusion End of Lesson Drill. a. Questions to and from the squad on the lesson. b. Confirm by practice. c. Normal safety precautions. d. Pack kit. e. Summary. To include the importance of clear indication. f. A forecast of the squad's next lesson in this subject. 1-5475 LESSON 9 - RANGE CARDS A. CONNECT Aim. The aim of the lesson is to teach how to make and use a range card Timings. Two 40 minute periods Method. Basic instructional periods, the instruction indoors and squad practice out of doors Stores. Blank range cards Pencils Compass Protractor Clipboards 3 per cadet 1 per cadet 1 minimum 1 per cadet 1 per cadet Preparation.

Reconnoitre the training area and select: a. A central point for each of the squad. b. Arcs of fire, a setting ray, and objects to be plotted and their range Miscellaneous. Plotting the direction of objects on the range card is most accurately done by use of a compass. If the cadets are unfamiliar with the compass at this stage in their training they must be taught the correct use of the compass. c. A suitable fire control aid and wherever possible, those responsible for control of fire should make one out of their arcs of fire. Whenever a position is to be occupied for a short time, a simple range card should be produced. If the position is to be occupied for a long time then a more detailed one should be prepared. Simple Range Card B. DEVELOPMENT Explain and demonstrate (see Fig 1-27): A simple card is built up as follows: a. Describe accurately the central point from which the card is being made out. b. Put in the range that each circle is to represent. c.

Choose one unmistakable object to the front; mark it on the card and draw a thick line to it. This is called the setting ray. d. Decide on the few objects required to be recorded, possible enemy positions, obstacles, gaps in hedgerows, etc. e. To record each object, fold the card, hold it level with the eye and line up the setting ray. Hold a pencil upright in the direction of the object to be recorded and mark the card. Draw a line from the central point to the object and to its correct range. 1-5576 f.

Against the position of each object, print, horizontally, a short description of how it looks to the naked eye and its range. g. Fill in the information required, then sign and date the card Confirm by practice. Fig Simple Range Card 1-5677 Detailed Range Card - Type A Explain and demonstrate (see Fig 1-28): This type of range card normally includes objects all around the central position: a. Describe accurately the central point from which the card is made out. b. Put in the range that each circle is to represent. c. Draw the setting ray and decide on the objects to be recorded. d. To record each object, take the bearing to the setting ray and the bearing to the object. This will give the angle between the two, ie setting ray 62, object 84 - angle 22. Use a compass to mark this angle from the central point and draw a line to the correct range of the object. e. Mark the position of the object with a small horizontal dash, write the range to the left of the dash and a brief description of the object to the right of the dash. f. Fill in the information required, then sign and date the card Confirm by practice. Fig Detailed Range Card - Type A 1-5778 Detailed Range Card - Type B Explain and demonstrate (see Fig 1-29): This type of range card is normally used for static defensive positions and includes objects all around the central position: a. Using the compass on the card orientate to both the ground and the map. b. Range each square from the central position. c. Draw the aiming point and decide on the range to be recorded. d. Draw a line through the objects to the outer scale on the range card. e. Place a dot at the range to the object and insert the information in the boxes provided. f. Plot and mark other unit positions. g. Plot additional information. h. If required ensure a legend is made out for the objects and placed in the lower left corner. i. Ensure the range card is signed and dated Confirm by practice. Additional Information Explain: Additional information commanders may wish to include on their cards is as follows: a. Dead ground.

b. Obstacles, natural and man-made, including mines. c. Bearings. d. Key points, including friendly forces positions and range to them. Outdoor Practice Move to an outdoor location. Indicate the central point, arc of fire and objects to be plotted and confirm by practice. Conclusion End of Lesson Drill. C. CONSOLIDATION a. Questions from the squad on the lesson. b. Confirm by questions and practice. c. Normal safety precautions. d. Pack kit. e. Summary. To include the following: (1) The importance of accurately describing the central point of the card and the method of obtaining ranges. (2) A forecast of the squad's next lesson in this subject. 1-5879 Fig Detailed Range Card - Type B 1-5980 1-6081 LESSON 10 - DUTIES OF A SENTRY A. CONNECT Aim. The aim of the lesson is to teach the duties of a sentry by day and night Timings. Two 40 minute periods Method. Basic instructional outdoor periods Stores. Rifle fitted with sling Magazine CEFO BFA Camouflage materials Visual aid 1 per cadet 1 per cadet 1 set per cadet 1 per cadet 1 per cadet As required Preparation. Reconnoitre the training area and select ground with a variety of cover from which the enemy can be skulked Miscellaneous. Once cadets know how to stalk (Lesson 17) practice is best conducted as follows: a. Post the pairs of one team as double sentries then get the pairs of the other teams to stalk their posts.

b. Change the teams over frequently In accordance with Pamphlet No 21-C, a written instruction is to be produced for any activity involving the use of blank ammunition In accordance with Pamphlet No 21-C, the wearing of issued ear protection is compulsory during blank firing. Preliminaries Safety Precautions. Normal safety precautions, declaration and signing of AFB 159B to be conducted in accordance with Pamphlet No 21-C Revision. Observation as taught in Lesson 6. Introduction Explain: Every cadet will be a sentry at some time and the security of the platoon will depend on the alertness and the ability of the sentry to perform their duty conscientiously Sentries are posted by day and night to protect a body of cadets, to give early warning of enemy movement or attack and to check the identity of visitors or suspicious persons in the vicinity. At night they are posted in pairs, with duties staggered to ensure one sentry is always fresher than the other The number of sentries posted will depend on the tactical situation. In the day, they need to know the following: When they must be alerted on duty. b.

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2 Waits until the person/group approaching is within audible range, but not so close that the position can be rushed, and then orders him/them to stop with the command HALT HANDS UP. Action by Person or Group Challenged Halts and raises hands. 3 Orders by voice or sign for one person to approach - ADVANCE ONE. 4 Allows the unknown person to approach close enough for visual recognition, or to give the challenge in a quiet voice, and then orders them to stop - HALT. Person (or group leader) advances towards sentry's Halts 5 Gives the challenge quietly, eg SIERRA NOVEMBER - if they do not recognise the person. Only repeat if circumstances warrant, eg: windy night, friendly forces in the vicinity etc. 6 Calls the remainder of the group forward, either as individuals - ADVANCE ONE or altogether - ADVANCE - as the situation or orders dictate Confirm by practice. Passwords Give the reply - eg OSCAR WHISKY. Second unknown person, or the remainder of the group, advance to be recognised by the sentry, assisted by the group leader who stays with the sentry until all have passed Explain: Passwords are changed every 24 hours at 1200 hours daily. They consist of two parts each consisting of two letters, for example: Challenge SIERRA NOVEMBER Reply OSCAR WHISKY 1-6384 Limitations. Passwords are liable to compromise. They must therefore be considered as only one of a number of methods of establishing whether or not troops are friendly. Thus, the correct response to a challenge must not be regarded as complete proof of identity. Other methods of confirming identity are: a. Visual identity of persons and equipment. b. Questioning Confirm by practice. Conclusion End of Lesson Drill: C.

CONSOLIDATION a. Questions from the squad on the lesson. b. Confirm by questions and practice. c. Safety Precautions. Normal safety precautions, declaration and signing of AFB 159A to be conducted in accordance with Pamphlet 21-C. d. Reconnoitre the training area and select ground with a variety of cover from which the enemy can be skulked Miscellaneous. Once cadets know how to stalk (Lesson 17) practice is best conducted as follows: a. Post the pairs of one team as double sentries then get the pairs of the other teams to stalk their posts. b. Change the teams over frequently In accordance with Pamphlet No 21-C, a written instruction is to be produced for any activity involving the use of blank ammunition In accordance with Pamphlet No 21-C, the wearing of issued ear protection is compulsory during blank firing. Preliminaries Safety Precautions. Normal safety precautions, declaration and signing of AFB 159B to be conducted in accordance with Pamphlet No 21-C Revision. Observation as taught in Lesson 6. Introduction Explain: Every cadet will be a sentry at some time and the security of the platoon will depend on the alertness and the ability of the sentry to perform their duty conscientiously Sentries are posted by day and night to protect a body of cadets, to give early warning of enemy movement or attack and to check the identity of visitors or suspicious persons in the vicinity. At night they are posted in pairs, with duties staggered to ensure one sentry is always fresher than the other The number of sentries posted will depend on the tactical situation. In the day, they need to know the following: When they must be alerted on duty. b.

The grid reference and location of their section or platoon commander and how to contact them. If radio is used they must know the frequency changes and the call signs. c. The direction of the enemy and type of threat. d. If posted forward of the main position by day, the route they must take to return to the position. e. Arcs of observation and fire. f. The positions of flanking sentry posts. g. The names of landmarks to their front. h. Details and positions of any aids such as tripflares. i. The procedure for challenging. j. The password and the time it changes. k. Orders for opening fire. l. Particulars of friendly patrols in the area. m. The signal for defensive fire. The sentry may well be collocated with the LSW gunner. n. Times of mounting relief and details of the relief system Confirm by questions. 1-6283 Challenging Explain and demonstrate: The challenging procedure must always be followed. Failure to do so may result in the platoon being compromised, particularly returning patrols. The section commander must always be alerted if any unexpected person or group approaches the position and, if the situation warrants, they will 'stand to the section. The challenge should be given quietly at a distance that will enable the patrol approaching to hear, but not so close that the enemy can rush the post. If the order to halt is not obeyed, it is repeated and if still not obeyed, the orders for opening fire must be followed. The standard procedure for challenging and reply is: Serial Action by Sentry 1 Alerts their immediate

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CONSOLIDATION a











personally such as part of their APC sheet pass. (3) Aim. The aim of the exercise. d. Battle Picture. Include orders/brief.

e. Final Battle Preparation. f. Conduct Exercise or Test. Include individual debrief. g. End of Exercise Drills. As per The Battle Lesson - see Section 3.

h. Re-Exercise. Only if necessary and preferably on a new area.

Battle Preparation and the Battle Picture Battle preparation and the battle picture stages help to introduce realism into the exercise which must be maintained throughout. As a general rule remember that the battle picture is often the method used for explaining the situation to the cadets. The following factors should be considered when carrying out these stages: a.

Battle Preparation. A separate area should be designated for battle preparation. When briefing cadets for the battle preparation phase include the following: (1) Indicate the area where the preparation is to be carried out. (2) Say how long is available. (3) Point out the direction of the enemy. (4) State the time and place for orders/brief. b. Assessment.

If a cadet or sub-unit's battle preparation is to be marked as part of the overall performance competition, it is recommended that the marks allocated for this subject be divided in half. Half should be awarded prior to the exercise and the remainder at the end. This allows the cadet's preparation to be tested under exercise conditions and will reveal any weaknesses such as the attachment of magazines and servicingability of weapons and equipment. c. Battle Picture. In all situations, especially for sub-unit exercises the battle picture should be given from a concealed position overlooking the exercise area so that it can be related to the ground. 271 Duties of the Instructor during Dry Training Exercises (N) blank firing) The duties and role of the Instructor will vary with the type of exercise being run. Where the exercise is conducted as a dry run, they will be primarily concerned with giving encouragement and advice to the cadets. However, reminders should only be given when strictly necessary as cadets should be allowed the maximum scope for making their own decisions and mistakes. Duties of the Exercise Conducting Officer (ECO) and Safety Supervisor during Blank Firing Exercises For all exercises involving blank firing and pyrotechnics the regulations contained in Pamphlet No. 21-C are to be followed. During such exercises the ECO controls the exercise where their primary concern is that of safety. The Safety Supervisor's role may vary depending on the type of exercise. For example, the ECO may decide if a Safety Supervisor is to be detached from the exercise setting and used as a role player as part of the battle picture, such as a section commander In all cases the ECO's role can be summarised as follows: a. Briefing and preliminaries (1) Check or mark preparation for battle. (2) Repeat the vital safety points.

(3) Supervise the loading and making ready of the cadets weapons.

(4) Briefing of enemy and safety staff. b. Controlling the exercise (1) Ensure the safety of the exercise. (2) Channel the cadets along the correct route.

(3) Check faults. This may be done verbally during a practice battle exercise but it should be kept to a minimum. During a test exercise the points should only be noted for the debrief. (4) Encourage and advise but only in the case of the instructional exercise. (5) Order Unload and clear all weapons before moving to the debrief area. c. Debrief cadets. Competition (1) Remind them of the aim. (2) Discuss faults and award scores if possible. (3) Encourage and praise where due. (4) Summarise Whenever possible all exercises should be made competitive by awarding or deducting marks in accordance with the Instructor's or Safety Supervisor's assessment of the performance achieved. For the majority of exercises a selection of the following headings may be used: a. Battle Preparation. b.

Weapon Handling. c. Fieldcraft. d. Observation. e. Tactics. f. Use of Cover. 3-25272 G. Reaction. h. Fire Positions. i. Control. Use of hand signals and communication Instructors (or Safety Supervisors) should allocate points for the cadets performance under several selected headings. A suggested balance for marking is given below: Headings Points a. Battle Preparation 15 b. Weapon/Equipment Handling 15 c. Fire Position and Movement 15 d. Skills/Technique to be Achieved/Tested 5 e. Instructor's Discretion e.g. Bonus points. 5 f. Total HPS Standards. a. Pass Standards are as laid down in the syllabus or as decided by the planning officer. b.

Cadets are to achieve pass standards under each heading/stage in order to pass the whole test/exercise.

3-26273 SECTION 4A - BATTLE EXERCISE EXAMPLE NO 1 - ATTACKING AN ENEMY POSITION A.

CONNECT Aim. To exercise the section in attacking an enemy position using fire teams Personnel, Stores and Aids. Dress Weapons Ammunition (Blank and Pyrotechnics) Demonstrators Model for revision Mock En Pos Cam cream CEF0 Normal Section Scale with BFAs 30 per Rifle, 60 per LSW, SBS as available Sect strength + En + Safety 1 As required As required Preparation. a. Ground. Walk through each area to be used and test it for suitability, ie, fire position, cover, tactical soundness. b. Enemy. Arrange for cadets or CFAVs to be dressed as enemy. Two smoke grenades and SBS are required (as available). c. Safety. Take note of the safety rules for the pyrotechnics used as laid down in Pamphlet No. 21-C. d. Critique Sheet. Personal critique tick sheet of possible faults. e.

Orders. Write out a set of quick attack orders for capturing the bunker and brief the 2ic.

f. Observation Position. The instructor should take up a position from where they can check faults. g.

Miscellaneous. The instructor need not act as section commander but should introduce realism after handing over to the 2ic in battle preparation. Then they should watch and use the critique sheet. Preliminaries On arrival on demonstrators: a.

Lay out stores and ammunition. B. DEVELOPMENT b. Brief and rehearse demonstration troops/enemy.

c. Carry out normal safety precautions and checks. d. Lay out model and practice area. e. Position for smoke across front of position. f. Explain scoring system for assessment of Pass Standards On arrival of cadets: a. Carry out normal safety precautions. b. Check all weapons and blank firing attachments. c. Issue safety brief applicable to the exercise.

d. Organise the squad and brief them. e. Explain layout, system of work, battle preparation area and administrative area. 3-27274 Revision. Carry out revision of: a. Principles of Fire and Movement (F&M). b. Hand signals. c. Theory. Discuss the drills with the aid of a model kit.

d. Practical. Walk through - talk through of the drill (Non Tac). e. Faults must be corrected during revision. On completion organise cadets into groups. Introduction Approach.

It is inevitable that some enemy strong points will have to be destroyed using small arms fire alone. In such cases therefore a tactic which allows you to close with the enemy has been devised.

The aim of this exercise is to practise the section in attacking an enemy position. Battle Preparation and Battle Picture Battle Preparation. Tell the section: a. How long they have to prepare. b. Where they are to prepare. c. The direction of the enemy Battle Picture.

Explain: During this attack the section were held up by that strong point over there (indicate position to section). The platoon cannot make any progress until it is destroyed. Working under the section 2ic you are to knock out this strong point as quickly as possible. The Exercise Initiation. By the enemy or the instructor. a.

b. SBS to simulate mortar firing. b. Once smoke covers the position, nominated fire team opens fire c. Instructor's Points. The instructor must not be positioned within the section. From their fault check position they must be able to see the whole exercise and every group Faults. The following are the most likely faults to occur: a. Bunching. b. Bad fire positions.

c.

Failing to utilise point of fire to best effect. d. Poor stoppage drills. e. Lack of fire control. f. Poor personal fieldcraft skills End of Exercise. a. Stop, make safe. Close into a position overlooking the exercise area. b. Debrief the enemy (away from the section). c. Debrief the section on bad and good points. 3-28275 C. CONSOLIDATION Conclusion End of Lesson Drill. a. Questions from and to the squad. b. Unload, clear weapons, empty magazines and centralise ammunition. c. Carry out normal safety precautions.

d. Pack up all stores. e. Declaration. f. Summary. g. Look forward. 3-29276 3-30277 SECTION 4B - BATTLE EXERCISE EXAMPLE NO 2 - USE OF HAND SIGNALS (PATROLLING) A. CONNECT Aim. To practise two cadets in the use of hand signals while patrolling Personnel, Stores and Aids. Dress Weapons Ammunition (Blank and Pyrotechnics) Demonstrators Model for revision Mock En Pos Cam cream Mine tape CEF0 Normal Section Scale with BFAs 20 per Rifle, SBS as available 2 to act as Enemy 1 As required As required 20 m if no stream available Preparation.

The ground chosen should offer a variety of obstacles in order to exercise the cadets fully. If possible the exercise, administrative, briefing and re-exercise areas should be separated.

Preliminaries On arrival of demonstration troops: a. Lay out stores and ammunition. B. DEVELOPMENT b. Carry out normal safety precautions and checks.

c. Brief and rehearse demonstration troops/enemy On arrival of fires: a. Carry out normal safety precautions. b.

Check all weapons and blank firing attachments. c. Issue safety brief applicable to the exercise. d. Organise the squad and number off. e.

Explain layout, exercise area, administrative area, start line and system of work. f. Plan concurrent activity for remainder of squad. g. Explain scoring system: (1) Standards (a) Battle Preparation HPS 5 points (b) Hand Signals HPS 20 points (c) Reaction to Hand Signals HPS 15 points (d) Fire Position HPS 5 points (e) Team Work HPS 5 points (f) HPS 50 points (g) Pass Total 25 points 3-31278 Revision. If it is not a test exercise ask the squad the following questions and revise where necessary: a. What are the methods of communication within a section? b. What groups might be used in a section strength patrol? c. What is the signal for the LSW Gunner? d. What is the signal for the O Group? e.

What is the signal for the Section Commander? f. What is the signal to indicate a Reconnaissance patrol? g. What is the signal for the Scout Group? Introduction Approach. The success of a patrol depends a great deal upon the stealth with which it is carried out. In spite of this, information and instructions still have to be passed within the patrol.

However, the use of voice is seldom possible because of proximity to the enemy.

The alternative is to use hand signals which can prove most successful with sufficient practice and knowledge Aim.

The aim of this short exercise is to practise silent hand signals. Battle Preparation and Battle Picture Battle Preparation. Indicate the area and allow two minutes for cadets to work as a battle pair. Point out the direction of the enemy and the place to RV with the instructor Battle Picture.

Explain: You are members of No. 1 Section of No. 1 Platoon and were engaged in a reconnaissance patrol in the early hours of this morning (point out objective a realistic distance away). On moving into the final RV we were ambushed.

Having broken clear we are the only members to arrive at the emergency RV and the allocated 30 minutes has expired so I intend to make our way to the forward edge of our battle area as quickly as possible. The first leg back coincides with a line in that direction so I want you to act as scout group and move ahead in bounds. I will watch the rear and keep track of our location. Any questions? It is probable that the enemy will follow up the ambush so play it safe; off you go. The Exercise Conduct. On receiving the battle picture the group should move off. The instructor has the opportunity to pass on fresh instructions as they progress and to observe for the correct reactions. The fact that the group has crossed certain obstacles, buildings, etc., allows for information to be passed back as making best use of hand signals. End of Exercise. This procedure continues until the enemy is sited when the reaction should be to lay an immediate ambush.

When the ambush is sprung the instructor is to: a. Shout Stop, make safe. b. Move the group to a position where they can observe the area. c.

Collect any comments from the enemy (away from the section).

d. Remind the group of the aim of the exercise. Assess their performance using a critique sheet Faults. The following are the most likely faults to occur: a. Poor camouflage and weapon handling. b. Inaccurate hand signals, arm waving, etc. c. Poor understanding and reaction to hand signals. 3-32279 C. CONSOLIDATION Conclusion End of Lesson Drill. a. Questions from and to the squad. b. Unload, clear weapons, empty magazines, and centralise ammunition. c. Normal safety precautions. d. Pack up all stores. e. Declaration. f.

Summary. Summarise the period as a whole and give scores. g. Look Forward. Give details of the next battle exercise. 3-33280 3-34281 SECTION 4C - BATTLE EXERCISE EXAMPLE NO 3 - INDIVIDUAL FIRE AND MOVEMENT A. CONNECT Aim.

To exercise a pair of cadets in fire and movement Personnel, Stores and Aids. Dress Weapons Ammunition (Blank and Pyrotechnics) Model for revision Mock En Pos Cam cream Fig 11 Targets Fig 12 Targets Preparation. CEF0 Normal Section Scale with BFAs 20 per Rifle Sect strength + En + Safety As required As required 2 2 a. Ground. Select a suitable area that offers a variety of obstacles in order to exercise the cadets fully. If possible the exercise, administrative, briefing and re-exercise areas should be separated.

b. Excise Area. The exercise area should consist of a battle preparation area, start line, the fire and movement circuit and the debriefing area. c. Concurrent Activity. The staff should deal initially with the revision of skills related to the exercise. They should then practise skills connected with the type of exercise in progress, eg, observation, movement and target indication. d. Briefing. Prepare notes for a short tactical briefing of cadets on arrival and brief orders for the pair to be exercised Miscellaneous. a. This exercise is a practice of skills learnt in previous lessons therefore cadets are being assessed.

The weak ones will be given a chance to relearn and be exercised again. b. A separate circuit for a re-exercise should be reconnoitred. c. Keep those waiting to be exercised away from those who have completed the test. d. The initial briefing and battle preparation should take place in the concurrent activity area. Preliminaries On arrival of staff and demonstrators: a. Lay out stores and ammunition. b. Brief and rehearse staff and demonstration troops On arrival of fires: a. Carry out normal safety precautions. b.

Check all weapons and blank firing attachments. c. Issue safety brief applicable to the exercise.

d. Pair off the cadets for the exercise, number off the pairs and establish the senior cadet in each pair in command. e. Brief on the exercise: (1) Layout of exercise area, ammunition point, battle preparation area, start line, administrative area and concurrent activities area (indicate these on the ground). (2) Detail of pairs to their first activity and when they should meet. (3) Method of changeover.

(4) The Competition. Each pair is to be assessed on: (a) Standards (i) Battle Preparation 15 points (ii) Weapon Handling 15 points (iii) Fire Position 15 points (iv) Pairs Fire and Movement 50 points (v) Bonus Points 5 points (vi) HPS 100 points (vii) Pass Total 50 points (5) Initial Battle Preparation. General Situation. Our battalion has been in a defensive position in this area for the last 48 hours. We are dug-in and expecting the enemy from that direction (indicate). You have now got three minutes for your initial battle preparation. After that the concurrent activity staff will revise you on the essential skills required for the exercise.

The first pair will then report to the battle preparation area. f. Revision. Revise, briefly, the use of cover, fire positions, reaction to effective enemy fire and F&M in pairs. Introduction Approach. A basic principle in battle is No movement without covering fire.

At its lowest level, this means that two cadets must work as a team with one providing the covering fire while the other one advances or moves to a better position Aim. The aim of the exercise is to practise fire and movement in pairs. Battle Preparation and Battle Picture B. DEVELOPMENT Battle Picture. Meet the first pair of cadets at the battle preparation area and brief them as follows: a.

Ground. We are now in the platoon defence area. The platoon has been here for 48 hours. The enemy are that way (indicate direction of exercise area). b. Situation. Late night enemy activity was reported close to our front. c. Mission. Your mission is to clear the ground to our front for 250 metres. d.

Check faults. This may be done verbally during a practice battle exercise but it should be kept to a minimum. During a test exercise the points should only be noted for the debrief. (4) Encourage and advise but only in the case of the instructional exercise. (5) Order Unload and clear all weapons before moving to the debrief area. e. Debrief cadets. Battle Preparation. When the pair report to the line of departure: a. Inspect camouflage and equipment. b. Issue 20 rounds 5.56 mm blank ammunition each c. Brief on route to include (any markings), boundary, type of targets and remind cadets to work as a team. d. Order Load, Ready, Advance.

3-36283 The Exercise Conduct. Conducting staff move behind the pair to watch their actions, see the enemy and when necessary, to initiate the contact Assessment. At the end of the circuit assess and mark the action. A suggested breakdown of the marking for the pairs fire and movement is as follows: a. Teamwork 20 b. Observation 10 c. Fighting through/clearing action 10 d. Aggression 10 e. Total Debrief. Conduct individual debrief on the way back to the administrative area. Conclusion End of Lesson Drill. a.

Questions from and to the squad. c. CONSOLIDATION b. Unload, clear weapons, empty magazines and centralise ammunition. c. Carry out normal safety precautions. d. Pack up all stores. e. Declaration. f. Summary. g. Look Forward. 3-37284 3-38285 SECTION 4D - BATTLE EXERCISE EXAMPLE NO 4 - TEAM FIRE AND MOVEMENT A. CONNECT Aim.

To practise the section's ability to carry out fire and movement in fire teams Personnel, Stores and Aids. Demonstrators Dress Weapons Ammunition (Blank and Pyrotechnics) Model for revision Mock En Pos Cam cream Preparation. Section Strength and Enemy CEF0 Normal Section Scale with BFAs 40 per Rifle, 100 per LSW, SBS Sect strength + En + Safety As required As required 2 a. Ground. Select a piece of ground with limited cover which allows for an advance of 200 metres and enemy sited out to 300 metres. b. Enemy. Rehearse the enemy confirming signal to initiate etc.

c. Safety. Ensure sufficient safety staff are nominated Preliminaries B. DEVELOPMENT On arrival of staff and demonstration troops: a. Rehearse appearance of targets and check communications and effects weapon being used.

b. Carry out normal safety precautions and checks. c. Lay out ammunition (on cover) and any stores. d.

Brief safety staff and enemy and walk the exercise On arrival of fires: a. Carry out normal safety precautions. Check pouches, clear weapons, give thorough safety brief. b. Cadets should secure ammunition and stores. c. Organisation and Brief. Explain layout of ammunition points, administrative, exercise and battle preparation areas and concurrent activity. d. Explain who will be exercised first and how the change round will operate (if required). e. Explain the scoring system and pass standards. This can be used in an exercise if it is to be part of a competition or test. It is not essential but does add considerably to the interest when used Revision.

a. Fire and movement.

b. Selecting lines of advance. c. Taking and breaking cover. d. Breakdown of groups within the section. e. Practise team fire and movement. 3-39286 Introduction Approach. If caught in the open with limited cover available, it is vital that the section is capable of firing and manoeuvring as a team in order to close with the enemy. If this is not carried out in an efficient manner the task will not be achieved Aim. The aim of this exercise is to practise team fire and movement using blank ammunition. Battle Preparation and Battle Picture Battle Preparation. This must include: a. Location of the battle preparation area. b. The time allowed for preparation. c. The direction of the enemy. d. The direction of the enemy Battle Picture. Explain: You are the point section of No. 1 Platoon. Intelligence reports suggest that small pockets of enemy each no more than two strong have been left behind to delay our advance. Should you contact any of these you are to report their presence and if possible remove them. The Exercise Conduct. Depending on the standard, small fire teams (ie, pairs) should be exercised first working up to the complete section as progress is made. The exercise should be allowed to take its course but the instructor must be prepared to stop the action and correct any bad errors as they occur and while they are evident to those taking part. Conclusion End of Lesson Drill. a.

Questions from and to the squad. b. Unload, clear weapons, empty magazines and centralise ammunition. c. Carry out normal safety precautions. d. Pack up all stores. e. Declaration. f. Summary. Stress the need for movement in short bounds and, therefore, fitness. Contact at all times is essential and fire must be effective before any movement. g. Look Forward. 3-40287 General SECTION 5 - THE TACTICAL EXERCISE WITHOUT CADETS (TEWC) AND MODEL EXERCISES Tactical Exercises Without Cadets (TEWCs) and Model Exercises are both useful for educating and testing Cadets and CFAVs in tactical principles The principles of both types of exercise are the same but a TEWC is conducted on ground realistic to the lesson where as model exercises are not With the exception of the procedures required when using Blank Ammunition and Pyrotechnics the same level of preparation and planning should be applied as to a Battle Exercise to ensure maximum training value. Tactical Exercises Without Cadets (TEWC) The fact that tactical principles are applied to the ground in this type of exercise means that not only must the appropriate piece of ground be chosen to bring out the lessons designed by the instructor, in any case the problems set and the discussions and arguments which they promote must be related to the ground in every case.

problems which can equally well be discussed indoors from a map or a model has no place in this type of exercise Realistic but simple narratives are required and marked maps should be used to explain them. The ground and climate for the purpose of the exercise are as they are found on the day. Model Exercises For these exercises to be successful they must still be thoroughly prepared, the model will take time to prepare and must be of a high quality if it is to be used to maximum effect. Model exercises will not have the necessary detail to discuss tactics at as low a level as during a TEWC or a battle Exercise but there are some distinct advantages: a. A model can be designed to present more than one solution to each problem promoting discussion between cadets. This will emphasise the lessons that are being taught. b. As a model exercise can take place indoors it can be conducted regardless of weather and daylight. c.

Model exercises can also be useful for teaching cadets of all levels about tactics (Section Battle Drills etc) if a Blank Firing Demonstration is impractical. Conduct of the Exercise Once the preparation has been completed the conduct of both TEWCs and model exercises is the same Having arrived at the start point or having described the model the instructor is to: a. Give out the narrative and problem and allow the cadets to consider it for an allotted time (maybe as one group, as syndicates or as individuals depending on the level of cadets and training objectives of the exercise). b. Assemble the syndicates and get them to present their solution one at a time. Cadets should be encouraged to outline the reasons which influenced their answers. This will give the instructor a better idea of the cadet's understanding and will also provoke discussion. c. Having discussed the problem fully and highlighted the key learning points one or more solutions will have been identified. The next stage will be moved onto and the same sequence followed.

3-41288 Continuity. The problem of maintaining a logical sequence of events when moving from one problem to another can be dealt with by: a. Using the instructor's own solution to the previous problem as a basis for the next. This is the easiest method and ensures the required lessons are brought out. b. Using a syndicate solution. Can work well if the instructor takes care in following up on the solutions and learn from their mistakes. However there is a danger of losing sight of the lessons which are to be taught as the instructor may have to improvise instead of working from prepared notes. c. Setting separate problems with no continuity.

This is not a logical or realistic method but should be avoided. Section 5

Having formulated a plan of action the cadets should then be run through the exercise again, going through the action as if commanding cadets, in order to practise them in the drills required for putting the plan into action. 3-42289 PROTECT Chapter 4 The Cadet Force Tactical Aide Memoire (CF TAM)290 291 CHAPTER 4 - CADET FORCE TACTICAL AIDE MEMOIRE (CF TAM) CONTENTS Contents 4-1 Introduction 4-1 Illustrations 4-1 Section 1 - Cadet Force Weapons 4-3 Section 1A - Characteristics Of Cadet Force Weapons 4-3 Section 1B - Cleaning And Maintenance Of Cadet Force Weapons 4-4 Section 1C - Description, Care And Cleaning Of Ammunition 4-9 Section 2 - Battle Preparation 4-10 Section 3 - Patrol Harbours 4-12 Section 3A - General 4-12 Section 3B - Sentries 4-14 Section 4 - Orders 4-19 Section 4A - Orders Group (O Gp) 4-19 Section 4B - Warning Orders 4-20 Section 4C - Hasty Attack Planning (QBOS) 4-22 Section 4D - Orders Sequence 4-23 Section 5 - Patrol Report 4-43 ILLUSTRATIONS Fig Lubrication Chart 4-7 Fig Triangular Harbour 4-18 Fig Range Card 4-13 Aim INTRODUCTION The aim of this chapter is to act as both a source of training aides when conducting fieldcraft and tactics lessons and also to be carried by senior cadets in the field so it can be used as a TAM. Issue As well as being issued as a part of the Cadet Fieldcraft and Tactics Pamphlet this chapter can be reproduced to assist in training. Individual pages can be printed off or photocopied to assist with individual lessons or the entire chapter can be reproduced and issued to senior cadets (ideally kept within a waterproof folder) so that it may be used on exercise. 4-1292 4-27293 SECTION 1 - CADET FORCE WEAPONS

1. A high rate of accurate, rapid fire at ranges up to 300 metres and accurate deliberate fire at longer ranges. c. Effective section fire at ranges up to 600m 2 A number of individual parts including the magazine, which holds 30 rounds, are also common to the Light Support Weapon (LSW). 3 With its self loading capability and a 30 round magazine, a high standard of fire control is necessary to prevent wastage of ammunition.

L86A mm Light Support Weapon (LSW). Serial Characteristic The 5.56 mm LSW is a 5.56 mm, magazine fed, rifled weapon, capable of firing single rounds or bursts and providing: a. Quick, accurate fire at short range opportunity targets in single shots or bursts. b. A high rate of accurate rapid fire at ranges up to 800 metres in single shots. It has a bipod which provides a stable support when firing from the prone position or a fire trench. With the bipod folded, the LSW can be fired in the rifle mode from all the basic firing positions. It is fitted with an extremely accurate optical sight SUSAT which in itself can be used as an effective surveillance aid. It can be fitted with an Iron Sight should the SUSAT be damaged as a temporary measure.

The magazine can hold 30 rounds and is common to both the LSW and the GP Rifle. 4-3294 SECTION 1B - CLEANING AND MAINTENANCE OF CADET FORCE WEAPONS Frequency of Cleaning and Maintenance. When in a harbour or patrol base commanders will decide the number of weapons to be cleaned at any one time. This is so that the group is still able to defend. Cleaning.

To clean carry out the following: Serial Action 1 Ensure that the weapon is unloaded and stripped. 2 Using the GP soft brush to remove any loose fouling or debris from the weapon and its components 3 With a piece of lightly oiled flannel/ette clean the outside of the weapon, wipe dry. 4 Use the chamber/barrel extension brush and cleaning rod to clean the chamber and barrel extension. Oil can be applied to the brush to assist in cleaning. 5 Using the barrel extension cleaner clean the fouling from inside the barrel extension. 6 Using the GP soft brush and flannel/ette, clean the inside of the body. 7 8 Wipe clean the piston, the gas cylinder and the gas plug. Carbon fouling is removed by the GP wire brush, gas block cleaning brush and scrapers on the combination tool. Pull the barrel through with a well lubricated bore brush. Then pull it through a number of times alternating between dry and oily swabs until the barrel is clean, finish with a dry swab. 9 Dry clean the whole of the weapon. 10 If magazines are to be stripped and dry-cleaned. Abrasive materials should not be used, ie, Scotchbrite, as this will remove the coating on the magazine body. 4-4295 Lubrication and Inspection for Damage. Prior to lubricating the weapon inspect the following for any damage. For normal daily use lubricate the weapon as shown below and on the lubrication chart. The chart shows the LSW as it has more parts which need lubrication Serial Component Inspection Check List Lubrication Check List 1 TMH. 2 Bolt and Carrier. Check the TMH for damage or wear. Pay particular attention to: 1. The bolt release catch. 2. The change lever (LSW) 3.

The safety catch. 1. Bolt. Cracks or fractures, especially in the cam stud recess area.

2. Firing Pin. Bent, cracked, blunted. 3. Cam Stud. Cracked or chipped. 4. Firing Pin Retaining Pin. Bent or badly worn. 5. Extractor/Extractor Spring. Check the extractor for chipped or broken edges in the area of the lip that engages the cartridge rim.

6. Recoil Rod Assembly. Check the springs are not bent or damaged and the recoil rod and control rods are not damaged.

7. Cocking Handle.

Check for cracks or fractures and that the locking pin is not bent or damaged. 1. Lubricate the outside of the TMH. 2. Place a few drops of oil on the safety catch, front locking pin, magazine release catch, holding opening device and change lever. 3. Move them a few times to spread the lubrication. 4. Place a few drops of oil on the springs in the trigger mechanism. 5. Lubricate the firing pin and firing pin recess in the bolt, cam stud area and the outside of the bolt body. 2.

Apply a few drops of oil under the extractor and move it a few times to spread the lubrication. 3. Lubricate the base of the bolt carrier. 4. Lightly lubricate the cocking handle. 5. Lubricate the recoil rod assembly. 4-5296 Serial Component Inspection Check List Lubrication Check List 3 The Gas System.

1. The Piston and Spring. Check for cracks or fractures. Ensure the spring is not bent or damaged. 2. The Gas Plug. Check for cracks or fractures. Check that the plunger operates freely and is not bent.

3. Gas Cylinder. Check for cracks or fractures particularly around the area of the gas escape holes. Lubricate the gas piston spring, gas plug and gas cylinder. 4. The Body. 5 Magazines. Check for damage or wear. 1. The magazine lips: Are they distorted or bent? 2. The body of the magazine: Is it dented? 3. The platform: Is it distorted or dented? 4. The spring: Is it loose, distorted or stretched? 1. Lubricate the inside and outside of the body. 2. Using the swab and a drop of oil lubricate the barrel extension. 3. Oil the barrel and chamber, place a few drops of oil on both locking pins and move them a few times to spread the lubrication. 4. Place some oil on the cocking guide. 5. Oil the joints of the bipod to allow it to move freely. 1. Lubricate the inside spring. 2. Wipe down the outside with a slightly oily cloth. NOTE. If any damage or excess wear is found it must be reported to an Adult Instructor who will ensure the weapon is taken to the armourer for remedial action. 4-6297 Lubrication Chart Fig Lubrication Diagram 4-500 During Firing

During firing the procedures below are to be followed: Serial Conditions Action 1 Before Firing Inspect the rifle to determine if it requires additional lubrication. If so re-lubricate as previously taught for before operational deployment. 2 During Firing Whilst firing, if any opportunity exists, lubricate as for cleaning and maintenance regime in a harbour or patrol base. 3 After Firing Carry out the procedures taught in cleaning and maintenance in detachment. Cleaning in Adverse Conditions Serial Conditions Action 1 Heavy Rain and Damp Conditions Inspect frequently for rust and remove it as normal.

2 Dry, sandy or dusty conditions. 1. In such conditions the rifle must be kept dry; this will be best achieved by sweating it in the sun and wiping off any exuding oil. 2. If rust appears remove it as normal but take care to remove any oil that may have been used. 3. Occasionally empty magazines and tip out any grit. 4. Do the same with the TMH, firstly removing it from the rifle, but only when ordered to do so.

4-8299 SECTION 1C - DESCRIPTION, CARE AND CLEANING OF AMMUNITION Description of Ammunition Three natures of ammunition are issued to cadets: Serial Type Description Picture 1 Ball.

2 Blank. 3 Drill. Has a smooth brass cartridge case, a jacketed bullet with a percussion cap in the base. Has a brass case but no bullet. The top of the case is closed by crimping with a percussion cap at the base. A silver coloured grooved case, a copper jacketed bullet and no percussion cap. Safety. Only Blank rounds are to be used during Fieldcraft training. Every round fitted into a magazine must be inspected to ensure it is a blank round. Care of Ammunition and Magazines Serial Rule 1 Always look after ammunition, keep it clean, dry and free from oil. 2 Never let it lie in the direct rays of the sun as this can cause inaccuracies. 3 Never use a round as a tool. 4 Tampering with ammunition is dangerous and is forbidden.

5 If a round is damaged do not attempt to fire it, place it to one side and hand it to one of the Adult Instructors. Magazines are to be inspected regularly. Damaged magazines will cause stoppages. 4-9300 Suggested Packing Lists SECTION 2 - BATTLE PREPARATION The type of training will dictate what is packed, but the standard requirement is shown below.

The flexibility of the equipment allows a variation on the pouches that can be worn on the waist belt.

The additional yoke can be used to take one side pouch (rucksack) if extra packing space is required. Serial Order Equipment 1 CEF0 2 CEMO 1. Magazines. 2. Water bottle. 3. Tool roll.

4. Rations 5. Gloves 6.

Comms Cord In addition to CEF0.

1. The mess tins/knife, fork and Spoon (KFS). 2.

3. Friendly pairs - times out and in, strengths. 17. Location of trip flares. 18. Passwords. 19. 4-14305 Sentry Procedure and Challenging Serial Action by Sentry Action by Person or Group Challenge 1 Alerts their immediate commander of the approach of a person/group and covers movement with their weapon 2 Waits until the person/group approaching is within audible range, but not so close that the position can be rushed, and then orders him/them to stop with the command HALT - HANDS UP Halt, raises hands. 3 Orders by voice or sign for one person to approach - ADVANCE ONE Person or group leader advances towards the sentry position Allows the unknown person to approach close enough for visual recognition, or to give the challenge in a quiet voice, and then orders him to stop - HALT Gives the challenge quietly eg BRAVO BRAVO (1) - if they do not recognize the person. Only repeat if circumstances warrant, eg windy night. If doubtful of the response, ensure that the individual/group keep their distance and then challenge. Calls the remainder of the group forward, either as individuals: ADVANCE ONE or altogether: ADVANCE - as the situation or their orders dictate.

Halts. Gives the reply eg ECHO ECHO Gives the reply eg ECHO ECHO Second unknown person or the remainder of the group, advance to be recognised by the sentry, assisted by the group leader who stays with the sentry until all have passed. NOTE. Passwords are changed every 24 hours at 1200 hours ZULU (GMT) daily. 4-15306 Sentry Roster Time of Duty Sentry Time of Duty Sentry307 Time of Duty Sentry308 4-18 Fig Range Card309 DO SECTION 4 - ORDERS SECTION 4A - ORDERS GROUP (O Gp) 1.

Make your orders concise, clear and simple. 2. Consider use of aids (model, op overlay, photos etc). 3. Give a clear and thorough description of your intent. 4. Explain the Mission and Concept of Operations of your immediate commander. 5. Give subordinates their Mission (or tasks and a single unifying purpose), and not just a list of tasks. DO NOT 1. REPORT THE ACTION (The check card) 1. 1B Patrol Report 2. Composition of the Parent unit/Platoon Report 3. Task / Mission 4. Departure (DTG) 5. Return (DTG) 6. Route out / in 4-4334 7. 7A 7B 7C 7D 7E 7F 7G 7H 7I Enemy Location / Time of Activity observed (DTG) Strength Activity/Attitude Weapons and Equipment Disposition Intentions Additional observations Comments Post identifiers 8 Miscellaneous Information 9 Results of Patrol/Action 10 10A 10C 11 Condition of patrol/Casualties Missing Captured Additional Information and conclusions 4-4435 4-4336 PROTECT PROTECT 4-46 You're Reading a Free Preview Pages 8 to 14 are not shown in this preview. You're Reading a Free Preview Pages 18 to 27 are not shown in this preview. You're Reading a Free Preview Pages 31 to 36 are not shown in this preview. You're Reading a Free Preview Pages 40 to 41 are not shown in this preview. You're Reading a Free Preview Pages 49 to 63 are not shown in this preview. You're Reading a Free Preview Pages 67 to 68 are not shown in this preview. You're Reading a Free Preview Pages 81 to 100 are not shown in this preview. You're Reading a Free Preview Pages 109 to 142 are not shown in this preview. You're Reading a Free Preview Pages 148 to 153 are not shown in this preview. You're Reading a Free Preview Pages 161 to 172 are not shown in this preview. You're Reading a Free Preview Pages 179 to 189 are not shown in this preview. You're Reading a Free Preview Pages 198 to 204 are not shown in this preview.