

**WARRIOR LEADER COURSE
MODIFIED (MOD), OCT 2005**

BOOK 2F

Instructor Book, Training Support Packages

600-WLC (MOD)



"NO ONE IS MORE PROFESSIONAL THAN I"

**The Army Training System (TATS)
Courseware**

**Prepared by
The United States Army Sergeants Major Academy
Fort Bliss, Texas 79918-8002**

**FOR THE ARMY SCHOOL SYSTEM (TASS)
INSTITUTIONS**

FIELDING DATE: As Directed

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INSTRUCTOR / STUDENT RECOVERABLE MATERIAL

C 1

This instruction material is ACCOUNTABLE/RECOVERABLE. Instructors and students MUST TURN IN this material upon course completion or upon reassignment to other duties.

The Army School System (TASS) Institutions are responsible for the issue and control of this material.

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Instructor book 2 is broken down into six books (Book 2A, 2B, 2C, 2D, 2E, and 2F). This is Instructor Book 2F.

This instructor book contains the following Training Support Packages: (NOTE) The order given below is in the same order as the recommended sequence found in the Course Map in the Course Management Plan.

TSP#	Title
W224	Occupy an Assembly Area
W225	Combat Operations
W226	Land Navigation
W227	Situational Training Exercise
L233	History of the Noncommissioned Officer

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W224

Occupy an Assembly Area

Mar 05

U.S. ARMY SERGEANTS MAJOR ACADEMY

Primary Leadership Development Course
(PLDC)

The Army Training System

TRAINING SUPPORT PACKAGE



"NO ONE IS MORE PROFESSIONAL THAN I"

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TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	W224 / OCCUPY AN ASSEMBLY AREA
Effective Date	01 Mar 2005
Supersedes TSP(s) / Lesson(s)	W224, Occupy and Assembly Area, Oct 03, w/CS-1
TSP Users	600-PLDC, Primary Leadership Development Course 600-PLDC (MOD), Primary Leadership Development Course (Modified)
Proponent	The proponent for this document is the Sergeants Major Academy.
Improvement Comments	Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i> . Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to: COMDT USASMA ATTN ATSS DCP BLDG 11291 BIGGS FIELD FORT BLISS TX 79918-8002 Telephone (Comm) (915) 568-8405 Telephone (DSN) 978-8405
Security Clearance / Access	Unclassified
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE

Purpose

This Training Support Package provides the instructor with a standardized lesson plan for presenting instruction for:

Task Number

Task Title

Individual

071-326-0513	Select Temporary Fighting Positions
071-326-5704	Supervise Construction of a Fighting Position
071-326-5705	Establish an Observation Post
071-331-0852	Clear a Field of Fire
071-430-0002	Conduct a Defense by a Squad
071-410-0012	Conduct Occupation of an Assembly Area

This TSP
Contains

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**Occupy An Assembly Area
W224 / Version 1
1 Mar 2005**

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson	<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
	600-PLDC	1	Primary Leadership Development Course
	600-PLDC MOD	1	Primary Leadership Development Course (Modified)

Task(s) Taught(*) or Supported	<u>Task Number</u>	<u>Task Title</u>
		<u>INDIVIDUAL</u>
	071-326-0513 (*)	Select Temporary Fighting Positions
	071-326-5704 (*)	Supervise Construction of a Fighting Position
	071-326-5705 (*)	Establish an Observation Post
	071-331-0852 (*)	Clear a Field of Fire
	071-430-0002 (*)	Conduct a Defense by a Squad
	071-410-0012 (*)	Conduct occupation of an Assembly Area

Reinforced Task(s)	<u>Task Number</u>	<u>Task Title</u>
	07-3-5063	Occupy an Assembly Area

Academic Hours	The academic hours required to teach this lesson are as follows:	
	<u>Resident Hours/Methods</u>	
	2 hrs	5 mins / Conference / Discussion
	1 hr	45 mins / Practical Exercise (Performance)
Test	0 hrs	
Test Review	0 hrs	
Total Hours:	4 hrs	

Test Lesson Number	<u>Hours</u>	<u>Lesson No.</u>
Testing (to include test review)	_____	N/A _____

Prerequisite Lesson(s)	<u>Lesson Number</u>	<u>Lesson Title</u>
	W223	Conduct Movement

Clearance Access	Security Level: Unclassified
	Requirements: There are no clearance or access requirements for the lesson.

Foreign Disclosure Restrictions

FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

References

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
ARTEP 7-8-MTP	MISSION TRAINING PLAN FOR THE INFANTRY RIFLE PLATOON AND SQUAD	01 Oct 2001	
FM 7-8	INFANTRY RIFLE PLATOON AND SQUAD	22 Apr 1992	

Student Study Assignments

Before class--

- Read FM 7-8 (SH-2), paragraphs 1-8, 1-9, 2-2, 2-6, and Section V.
- Study ARTEP 7-8-MTP (SH-3).

During class--

- Participate in classroom discussion.

After class--

- Turn in recoverable references after the examination for this lesson.

Instructor Requirements

1:8, SSG, PLDC graduate, ITC, and SGITC qualified.

Additional Support Personnel Requirements

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
None			

Equipment Required for Instruction

<u>ID Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
1005-00-073-9421 RIFLE, 5.56 MILLIMETER	1:16	1:2	No	1:1	No
1005-00-264-8261 MAGAZINE 30RD AMMO	1:16	1:2	No	3:1	No
6730-00-577-4813 SCREEN, PROJECTION	1:16	1:2	No	1	No
6730-00-P53-8147 Projector, Overhead	1:16	1:2	No	1	No
7110-00-132-6651 CHALKBOARD	1:16	1:2	No	1	Yes
7520-01-424-4867 EASEL, DISPLAY AND TRAINING	1:16	1:2	No	1	Yes
7530-00-619-8880 PAD, WRITING PAPER	1:16	1:2	No	1	Yes
8415-01-110-9981 BAND, HELMET, CAMOUFLAGE	1:1	1:2	No	1	Yes

8415-01-303-8945 COVER, HELMET, CAMOUFLAGE PATTERN	1:16	1:2	No	1:1	No
8465-00-001-6471 SUSPENDERS, INDIVIDUAL EQUIPMENT	1:16	1:2	No	1:1	No
8465-00-001-6482 CASE, SMALL ARMS AMMUNITION	1:16	1:2	No	2:1	No
8465-00-165-6838 CUP, WATER CANTEEN	1:16	1:2	No	2:1	No
8465-00-860-0256 COVER, WATER CANTEEN	1:16	1:2	No	2:1	No
8465-00-935-6814 CASE, FIELD FIRST AID DRESSING-UN	1:16	1:2	No	1:1	No
8465-01-115-0026 CANTEEN, WATER	1:16	1:2	No	2:1	No
8465-01-120-0675 BELT INDIVIDUAL EQUIPMENT: WEBBING	1:16	1:2	No	1:1	No
8470-01-092-7435 CHIN STRAP	1:16	1:2	No	1:1	No
8470-01-092-7528 HELMET, GROUND TROOPS'-PARACHUTIS	1:16	1:2	No	1:1	No
8470-01-442-1429 HEADBAND, GROUND TROOPS'-PARACHUT	1:16	1:2	No	1:1	Yes
M11895 MASK, PROTECTIVE FIELD M17	1:16	1:2	No	1:1	No

* Before Id indicates a TADSS

**Materials
Required**

Instructor Materials:

- TSP.

Student Materials:

- SH-1, Advance Sheet.
- SH-2, Extracts from FM 7-8.
- SH-3, Extracts from ARTEP 7-8-MTP.

NOTE: Issue handouts to students during inprocessing.

- Pen or pencil and writing paper.

**Classroom,
Training Area,
and Range
Requirements**

CLASSROOM (40X40 PER 16 STUDENTS)
FIELD TRAINING SITE 1 KM X 1 KM

**Ammunition
Requirements**

<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>
	None				

**Instructional
Guidance**

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

Before class--

- Read and study all TSP material and be ready to conduct the class.
- This TSP has questions throughout to check on learning or generate discussion among the group members. You may add any questions you deem necessary to bring a point across to the group.
- You must know the information in this TSP well enough to teach from it.
- This TSP presents references to allow you to inform your students where they would look in the reference to follow your instruction.
- Instructor: Read all TSP material.

During class--

- Conduct the class IAW this TSP.

After class--

- Report any lesson discrepancies to the Senior Instructor.
- Conduct an after action review for the lesson.

**Proponent
Lesson Plan
Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
/s/Frank Berta /t/Berta, Frank W	CIV	Training Specialist	18 Feb 05

/s/Victor A LeGloahec /t/LeGloahec, Victor A.	SGM	Chief, PLDC	22 Feb 05
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/s/Adnes D. Bennett-Green /t/Bennett-Green, Adnes D	SGM	Chief, CMDD	22 Feb 05
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SECTION II. INTRODUCTION

Method of Instruction: Conference / Discussion
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio is: 1:8
 Time of Instruction: 5 mins
 Media: None

Motivator

At some point in time all units in today’s Army may occupy a new assembly area in order to sustain current operations or to execute new ones. Squad size elements normally occupy assembly areas as part of a company or platoon. The ability of the squad to accomplish their portion of occupying and defending an assembly area is critical to the safety of its soldiers and the overall success of their unit.

Terminal Learning Objective

NOTE: Inform the students of the following Terminal Learning Objective requirements. At the completion of this lesson, you [the student] will:

Action:	Occupy an assembly area.
Conditions:	In a classroom environment, culminating in a field training exercise, given a team/squad and FM 7-8 (SH-2), and ARTEP 7-8-MTP (SH-3).
Standards:	Occupied an assembly area by-- <ul style="list-style-type: none"> • Identifying preoccupation requirements. • Moving into an assembly area and establishing security. • Occupying and securing the assembly area. • Defending the assigned sector. IAW FM 7-8 (SH-2) and ARTEP 7-8 MTP (SH-3).

Safety Requirements

- Instructors act as safety observers during training to ensure students observe safe practices at all times.
- Instructors must ensure the use of Local SOPs.

Risk Assessment Level

Low

Environmental Considerations

NOTE: It is the responsibility of all soldiers and DA civilians to protect the environment from damage.

None

Evaluation

At the completion of this lesson you will participate in a practical exercise. The practical exercise will not affect your academic rating for the course. However, your ability to interpret and apply the material contained in this lesson will contribute to the squad's success when you occupy an assembly area during the STX. We will evaluate your performance on this task during the STX.

Instructional Lead-In

The process of occupying an assembly area is basically the same for all units in the Army. Units may identify an assembly area by another name depending on the type of unit, but the basic procedures for occupying an area are still the same. These procedures involve moving from a current area of operations and establishing a new one capable of supporting current or future unit missions. In this lesson we will use the task 07-3-5063 from ARTEP 7-8-MTP as a basis for our understanding of occupying an assembly area. This lesson will give you an **overview** of the general procedures and concepts of this important and complex task. This lesson will also support warrior leaders in strengthening their warrior ethos as a member of a team, proficient at warrior tasks, and becoming an expert and professional in field technique by understanding the concepts and the procedures to occupy and assembly area. Careful planning, preparation, coordination, and rehearsals will enable a unit to safely and effectively move to and establish a new area of operations on the battlefield.

SECTION III. PRESENTATION

NOTE: Inform the students of the Enabling Learning Objective requirements.

A. ENABLING LEARNING OBJECTIVE

ACTION:	Prepare to occupy an assembly area.
CONDITIONS:	In a classroom environment, culminating in a field training exercise, given a team/squad and FM 7-8 (SH-2), and ARTEP 7-8-MTP (SH-3).
STANDARDS:	Prepared to occupy an assembly area IAW ARTEP 7-8-MTP (SH-3) and FM 7-8 (SH-2).

1. Learning Step / Activity 1. Prepare to occupy an assembly area.

Method of Instruction: Conference / Discussion

Technique of Delivery: Small Group Instruction (SGI)

Instructor to Student Ratio: 1:8

Time of Instruction: 20 mins

Media: VGT-1 and VGT-2

Ref: ARTEP 7-8-MTP (SH-3), p SH-3-2, Task Step 2

Occupying an assembly area begins with the platoon leader receiving an operations order (OPORD), fragmentary order (FRAGO), or warning order (WARNO) that directs the occupation of a new area. The platoon leader conducts a mission analysis to identify any requirements contained in the order not addressed in the established unit SOPs. Based on his analysis he prepares and issues a WARNO to the squad leaders.

At this time squad leaders typically initiate predetermined actions outlined in the unit or platoon SOP to prepare for movement. These actions may include--

- Maintenance of equipment
- Inventory supplies (Base loads)
- Conducting pre-combat inspections

Ref: ARTEP 7-8-MTP (SH-3), p SH-3-2 and SH-3-3, Task Step 3; FM 7-8 (SH-2), p SH-2-15 and SH-2-16

The platoon leader completes his plans using troop-leading procedures.

The platoon leader conducts at a minimum an initial map reconnaissance. If time and the tactical situation allow, the platoon leader and the squad/section leaders conduct a ground reconnaissance of the route and of the new assembly area. Let's look at the route first.

NOTE: When you show the next slide, uncover bullet comments one at a time and select students to read each comment.

SHOW VGT-1, ROUTE RECONNAISSANCE

ROUTE RECONNAISSANCE

- **Identify tactically significant terrain along movement route.**
- **Identify tentative rally points along route.**
- **Identify platoon release point.**

W224/Mar 05/VGT-1

NOTE: Define a rally point at this time.

A rally point is a predetermined location where an element moves to after enemy contact to perform consolidation and re-organization activities.

NOTE: Define a release point at this time.

A release point is typically the last significant terrain feature along the movement route that allows cover and concealment for elements to organize prior to entering the new assembly area.

REMOVE VGT-1

SHOW VGT-2, RECONNAISSANCE OF NEW ASSEMBLY AREA

**RECONNAISSANCE OF
NEW ASSEMBLY AREA**

- **Identify Key Terrain features:**
 - **Enhances or degrades platoon's mission.**
 - **Enhances or degrades defense of platoon.**
- **Identify likely enemy avenues of approach.**
- **Identify tentative Squad/Section areas.**

W224/Mar 05/VGT-2

Next, let's look at the reconnaissance of the new assembly area.

Reconnaissance of the platoon's new area should identify--

- Key terrain features that enhance or degrade the platoon's ability to execute its mission and/or to defend the new area.
- Likely avenues of approach that the enemy may use.

NOTE: Have a student read FM 7-8 (SH-2), page SH-2-15 para 2-2c(3)(e) and resolve any question on avenues of approach or potential squad/section operating areas

REMOVE VGT-2

Based on the reconnaissance, the platoon leader identifies direct fire responsibilities; plans and coordinates indirect fire-support and/or close air support if available. He also plans for actions on contact in case contact with the enemy is made.

Ref: ARTEP 7-8-MTP (SH-3), p SH-3-3, Task Steps 6 and 7

The platoon leader continues to prepare his plans and keeps the squads informed of the current situation. One consideration is how to move the platoon from the current area of operations to the new assembly area. There are many ways to move a unit from one location to another on the battlefield. Normally, units move in elements. Some basic types of elements are--

Quartering Party: A quartering party is an element that moves to the new area and conducts clearing and security operations in advance of other unit elements arriving. It is normally made up of representatives of all squads or sections from each platoon in the company.

Main Body: The main body is made up of the remainder of the company. It is typically the largest element and contains the bulk of the unit's operating capability and the majority of its offensive and defensive power.

The platoon leader assigns personnel for each of the elements and identifies their duties IAW the operations order and/or the SOP. Most units use a company or platoon SOP to predetermine the make up of personnel, weapons, and equipment for each element that they typically use.

Ref: ARTEP 7-8-MTP (SH-3), p SH-3-3, Task Steps 6, 7, 8; FM 7-8 (SH-2) p SH-2-16 and SH-2-17, para 2-2 h (1)

The platoon leader completes his plan and issues an operation order to the squad leaders. Squads/sections or teams conduct rehearsals to support the mission requirements identified in the OPORD.

NOTE: Have a student read from FM 7-8(SH-2), page SH-2-17, para 2-2h(1). Facilitate a short discussion of rehearsals and the squad/section leader responsibilities in conducting rehearsals.

The platoon leader issues FRAGOs, as necessary to address changes to the plan identified during the rehearsals.

CHECK ON LEARNING:

QUESTION: Why do leaders use rehearsals?

ANSWER: They use rehearsals to:

- Practice essential tasks (improve performance).
- Reveal weaknesses or problems in the plan.
- Coordinate the actions of subordinate elements.
- Improve soldier understanding of the concept of operation.

Ref: FM 7-8 (SH-2), page SH-2-16, para 2-2h(1)

B. ENABLING LEARNING OBJECTIVE

ACTION:	Move to an assembly area.
CONDITIONS:	In a classroom environment, culminating in a field training exercise, given a team/squad and FM 7-8 (SH-2), and ARTEP 7-8-MTP (SH-3).
STANDARDS:	Moved to an assembly area and established immediate security IAW FM 7-8 (SH-2), and ARTEP 7-8-MTP (SH-3).

1. Learning Step / Activity 1. Move to an assembly area and establish security
 Method of Instruction: Conference / Discussion
 Technique of delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:8
 Time of Instruction: 35 mins
 Media: VGT-3 thru VGT-12

Ref: ARTEP 7-8-MTP (SH-3), p SH-3-3, Task Step 9

The quartering party departs the current operating area and clears the release point (RP) IAW the OPORD. The quartering party then moves into the new assembly area.

NOTE: Diagram on the blackboard the old assembly area, the route, and the new assembly area to enhance their understanding of the following bullets.

Some of the typical actions accomplished by a quartering party may include—

- Conducting a detailed reconnaissance of the movement route.
- Conducting initial NBC survey and clearance of the new area.
- Establishing initial security by--
 - Positioning primary weapons and identifying positions for all other platoon weapons.
 - Identifying or establishing observation posts.
- Establishing an initial command post and establish communications with the observation posts and higher headquarters.
- Improving and marking entrances, exits, and internal routes.
- Maintaining security of the area until the arrival of the main body.
- Preparing to receive main body by marking tentative locations for platoon vehicles and equipment, weapons, and dismounted team positions IAW OPORD, FRAGO, or SOP.
- Maintaining security of the area until the arrival of the main body.
- Preparing to receive main body by marking tentative locations for platoon vehicles and equipment, weapons, and dismounted team positions IAW OPORD, FRAGO, or SOP.
- Maintaining security of the area until the arrival of the main body.
- Preparing to receive main body by marking tentative locations for platoon vehicles and equipment, weapons, and dismounted team positions IAW OPORD, FRAGO, or SOP.
- Posting guides in covered and concealed positions to guide the main body to their initial positions without halting outside the established perimeter.

Ref: ARTEP 7-8-MTP (SH-3), p SH-3-3, Task Steps 9e & f, 10, 11

Once the quartering party secures the assembly area, it prepares to receive the main body.

The main body departs the old operating area IAW the unit's OPORD and SOP. As the main body arrives at the designated release point, they are met by the quartering party personnel who will guide them to their pre-determined locations in the new assembly area. The platoon orients its weapon systems to cover sectors of responsibility and simultaneously shuts down vehicle engines. At this time soldiers perform the necessary security activities and after-operation PMCS.

Ref: FM 7-8 (SH-2), p SH-2-18, para 2-6)

A unit occupying an assembly area is most vulnerable just as it moves into place. Upon arrival at the assembly area, the first step is to establish initial security. The techniques you use to establish security must be automatic and executed as part of your unit's SOP.

Ref: FM 7-8 (SH-2), p SH-2-18, para 2-6

Security measures are both active and passive. They allow us to avoid detection or deceive the enemy and deny his ability to gather reconnaissance information. Active measures you will use include establishing observation posts and patrolling.

We have discussed the use of OCOKA to analyze terrain in previous lessons. The key terrain features and the potential enemy avenues of approach that you identify, show you where to place your observation posts and your primary weapons.

SHOW VGT-3, OBSERVATION POSTS

NOTE: Use the bullet comments to highlight the information in the manual. Uncover the bullets one at a time while you briefly elaborate.

OBSERVATION POSTS

- **Secure adjacent key terrain to prevent enemy use.**
- **Cover avenues of approach to provide advanced warning of enemy movement.**
- **Platoon leader designates the general location.**
- **Squad leader establishes the specific observation post (OP).**

W224/Mar 05/VGT-3

Ref: FM 7-8 (SH-2), p SH-2-18, para 2-6b

REMOVE VGT-3

SHOW VGT-4, OBSERVATION POSTS (CONT)

OBSERVATION POSTS (CONT)

- **Minimum manning is two soldiers per OP.**
- **When covering a large area, the platoon establishes more than one OP, and the squads patrol in between them.**

W224/Mar 05/VGT-4

Ref: FM 7-8 (SH-2), p SH-2-18, para 2-6d

REMOVE VGT-4

Along with the active defensive measures, you will incorporate passive measures that deny the enemy information about your defense.

SHOW VGT-5, PASSIVE MEASURES.

NOTE: Uncover the bullets one at a time while you briefly elaborate. If the students require clarification on the next two slides, refer them to FM 7-8 (SH-2), p 2-18.

PASSIVE MEASURES

- **Observation by passive devices such as night vision devices, including—**
 - **Thermal sights.**
 - **Early warning devices such as ground sensors.**
- **Camouflage of personnel, equipment, and positions.**

W224/Mar 05/VGT-5

REMOVE VGT-5

SHOW VGT-6, PASSIVE MEASURES (CONT)

PASSIVE MEASURES (CONT)

- **Movement control that denies the enemy the ability to count personnel.**
- **Noise, light, and sound discipline to prevent the enemy from pinpointing locations.**
- **Radiotelephone discipline to deny the enemy operational information.**

W224/Mar 05/VGT-6

REMOVE VGT-6

Ref: FM 7-8 (SH-2), p SH-2-32, para 2-20a through c

In establishing security, the primary concern for the unit is to occupy fighting positions. Based on the platoon leader's guidance, the squad leader will assign each soldier a fighting position and sector of fire. Depending on the anticipated time you will be in the area, alternate and supplementary fighting positions should also be designated and secondary sectors of fire assigned.

SHOW VGT-7, TYPES OF POSITIONS.

NOTE: Uncover the bullets one at a time.

NOTE: As you present the next three VAs, ask students to elaborate on what a Primary Position is. Allow a short discussion for group consensus. If students require clarification, refer them to FM 7-8 (SH-2), p SH-2-32, para 2-20.

TYPES OF POSITIONS

Primary Position:

**Provides a soldier, weapon crew,
or unit the best means to
accomplish the assigned mission.**

W224/Mar 05/VGT-7

REMOVE VGT-7

SHOW VGT-8, TYPES OF POSITIONS (CONT)

TYPES OF POSITIONS (CONT)

Alternate Position:

Allows coverage of the same sectors as the primary positions when the primary positions become untenable.

W224/Mar 05/VGT-8

REMOVE VGT-8

SHOW VGT-9, TYPES OF POSITIONS, CONT

TYPES OF POSITIONS (CONT)

Supplementary Position:

Provides the best means of accomplishing a task that you cannot accomplish from the primary or alternate positions, such as covering additional enemy avenues of approach and to protect flanks.

W224/Mar 05/VGT-9

NOTE: If further clarification of the types of positions is necessary as to their use and placement, encourage a short discussion among the group.

REMOVE VGT-9

Ref: FM 7-8 (SH-2), p SH-2-32, para 2-20 and page SH-2-33, para 2-21

The characteristics of the positions that the squad leader selects should meet certain requirements. With time at a premium, the less time your soldiers spend modifying their positions to meet the requirements, the better.

Ref: FM 7-8 (SH-2), p SH-2-33, para 2-21

As a guideline, squads can physically occupy a front of about 100 meters, with two man fighting positions approximately 20 meters apart laid out in a “lazy W”

configuration. One-man fighting positions may be located closer together to occupy the same area of frontage.

When selecting the placement of fighting positions, squad leaders must use the leader's analysis of the METT-TC factors.

QUESTION: What three factors must a squad leader consider when determining the distance between fighting positions?

ANSWER: See VGT-10.

Ref: FM 7-8 (SH-2), p SH-2-33, para 2-21

NOTE: Call on students to answer the questions, showing the answers as the students respond.

SHOW VGT-10, DISTANCE BETWEEN FIGHTING POSITIONS

<p style="text-align: center;"><u>DISTANCE BETWEEN FIGHTING POSITIONS</u></p> <ol style="list-style-type: none">1. Requirement to cover the squad's assigned sector by fire.2. Need for security--Prevention of infiltrations.3. Prevent enemy from using hand grenades effectively to assault adjacent positions, should he gain a fighting position. <p style="text-align: left; font-size: small;">W224/Mar 05/VGT-10</p>
--

REMOVE VGT-10

Ref: FM 7-8 (SH-2), p SH-2-32, para 2-20 and page SH-2-33, para 2-21

Other considerations the squad leader uses when positioning fighting positions is that each position should be in a location that at least two other fighting positions can observe and provide supporting fires. All positions should provide observation and fields of fire within the weapon's or squad's assigned sector while taking advantage of natural cover and concealment.

Break: TIME: 00:50 to 01:00

TIME: 01:00 to 01:10 (continue LS/A-1, ELO 2)

Ref: FM 7-8 (SH-2), p SH-2-26 para 2-18

As you can see, there is a lot involved in the placement of fighting positions. To add to the difficulty of positioning them, you must consider the placement of various weapons organic to your squad. Let's take a look at the basic weapons the squad may have and how you should deploy them.

An important weapon assigned to the squad is the machine gun, which is the squad's primary defense against a dismounted assault. Let's take a look at some important facts about the importance of the machine gun, and its placement.

QUESTION: What does the squad primarily use the machine gun for?

ANSWER: To provide a high volume of lethal accurate fires to break up enemy assaults, provide limited effects against lightly armored vehicles, and cause vehicle crews to button-up and operate at reduced effectiveness.

Ref: FM 7-8 (SH-2), p SH-2-26, para 2-18a.

QUESTION: What do leaders position their machine guns to do?

ANSWER: See VGT-11.

Ref: FM 7-8 (SH-2), p SH-2-26, para 2-18a

NOTE: Uncover the bullet comments as the students provide the answer.

SHOW VGT-11, POSITIONING OF MACHINE GUNS

POSITIONING OF MACHINE GUNS

Leaders position machine guns to—

- **Concentrate fires where they want to kill the enemy.**
- **Fire across the squad front.**
- **Cover obstacles by fire.**
- **Tie-in with adjacent squad.**

W224/Mar 05/VGT-11

Leaders assign the machine gun a primary and secondary sector of fire to include a final protective line (FPL) and a principle direction of fire (PDF).

QUESTION: What is an FPL?

ANSWER: A predetermined line along which a gunner can place grazing fire to stop an enemy assault.

Ref: FM 7-8 (SH-2), p SH-2-27, para 2-18(1)(c)

QUESTION: What is a PDF?

ANSWER: An assigned priority direction of fire to cover an area that provides good fields of fire or has a likely enemy avenue of approach.

Ref: FM 7-8 (SH-2), p SH-2-27, para 2-18(1)(d)

REMOVE VGT-11

Ref: FM 7-8 (SH-2), p SH-2-28, para 2-18c

A problem inherent to machineguns is that there are areas that the gunners cannot fire into. This may be because of obstacles or low spots in the terrain. We call these areas DEAD SPACE. One way of covering dead spaces is the use and grenade launchers.

QUESTION: What does the squad leader use the grenadiers to do?

ANSWER: See VGT-12.

Ref: FM 7-8 (SH-2), page SH-2-28, para 2-18c

SHOW VGT-12, GRENADE LAUNCHERS

GRENADE LAUNCHERS

The squad leader uses the grenadier to—

- **Provide indirect fire coverage.**
- **Cover machine gun dead space.**
- **Cover protective wire obstacles.**
- **Engage lightly armored vehicles.**
- **M203 gunner also assigned a rifle sector.**

W224/Mar 05/VGT-12

REMOVE VGT-12

The final weapon system the squad leader assigns positions and sectors of fire to is the squad's riflemen. The squad leader normally positions the riflemen to

support the machine guns and antiarmor weapons. He also positions them to cover obstacles, provide security, cover gaps between units, or provide observation.

CHECK ON LEARNING:

QUESTION: What are the two types of security measures?

ANSWER: Active and passive.

Ref: FM 7-8 (SH-2), p SH-2-18, para 2-6d

QUESTION: What three things must a squad leader consider when determining the distance between fighting positions?

Answer: The three things are:

- Requirement to cover the squad's assigned sector by fire.
- Need for security--Prevention of infiltrations.
- Prevent enemy from using hand grenades effectively to assault adjacent positions, should he gain a fighting position.

Ref: FM 7-8 (SH-2), p SH-2-33, para 2-21

QUESTION: What squad weapon is the primary weapon against a dismounted enemy?

ANSWER: Machine gun.

Ref: FM 7-8 (SH-2), p SH-2-26, para 2-18a

C. ENABLING LEARNING OBJECTIVE

ACTION:	Prepare the assembly area for occupation.
CONDITIONS:	In a classroom environment and field environment, given a team/squad and FM 7-8 (SH-2), and ARTEP 7-8-MTP (SH-3).
STANDARDS:	Prepares the assembly area for occupation and security by— <ul style="list-style-type: none"> ● Determining the threat level. ● Establishing priority of work. ● Establishing a readiness condition. IAW ARTEP 7-8-MTP and FM 7-8.

1. Learning Step / Activity 1. Occupy and Secure the Assembly Area
 - Method of Instruction: Conference / Discussion
 - Technique of delivery: Small Group Instruction (SGI)
 - Instructor to Student Ratio: 1:8
 - Time of Instruction: 20 mins
 - Media: VGT-13 and VGT-14

Now that the entire unit has arrived, the new area needs to be made operational to support the platoon mission. It is during this phase that the leaders' actions are critical.

Ref: ARTEP 7-8-MTP (SH-3), p SH-3-5 and SH-3-6, Task Step 17

Upon arrival of the main body at the assembly area the squad leader provides a status report to the platoon leader. The platoon leader determines threat levels and security requirements and priorities of work.

NOTE: Have students turn to page SH-2-37, para 2-25 of FM 7-8 (SH-2), so they can follow along as you present the following bullets.

Priority of work is a list of tasks that the leader uses to control what gets done by whom and in what order. The SOP normally prescribes these tasks. The leader adjusts the priority of work based on his consideration of the factors of METT-TC and on the commander's intent.

Normal priority of work may include--

- Position weapons systems and assign sectors of fire.
- Position other assets attached to the platoon.
- Establish the CP and wire communications.
- Designate FPLs and PDFs.
- Clear fields of fire
- Prepare range cards

NOTE: Have the students turn to page FM 7-8 (SH-2), p SH-2- 29, para 2-19 and facilitate a short discussion of range-cards.

Prepare sector sketches--

NOTE: Have the students turn to FM 7-8 (SH-2), p SH-2-33 and facilitate a short discussion of sector sketches. Have students compare the Squad sector sketch (Fig 2-42) to the platoon sector sketch (Fig 2-43).

- Coordinate with adjacent squads to the left and right.
- Prepare primary fighting positions.
- Emplace obstacles and mines.
- Improve primary fighting positions such as overhead cover.
- Prepare alternate positions, then supplementary positions.

As you can tell from the list above, there is a lot of work to do. Now we need an understanding how the tactical situation may influence your priority of work. You can use the Readiness Conditions (REDCON) 1 through 4 to make your decisions.

QUESTION: What are the four REDCONs and their meaning?

ANSWER: See VGT-13 and VGT-14.

Ref: ARTEP 7-8-MTP (SH-3), p SH-3-5 and SH-3-6, Task Step 17

NOTE: When you show VGTs 13 and 14, uncover the bullets one at a time as the students answer the question.

SHOW VGT-13, REDCON 1 AND 2

REDCON 1 and 2

- **REDCON 1:** Full Alert. Period of maximum preparedness. All soldiers are alert and prepare for action. All squads, OPs recalled. All weapons manned.
- **REDCON 2:** Full Alert. Equipment stowed except for wire and telephone equipment. Weapons manned, squads, OPs, and chemical alarms still deployed.

W224/Mar 05/VGT-13

REMOVE VGT-13

SHOW VGT-14, REDCON 3 AND 4

REDCON 3 and 4

- **REDCON 3:** Reduced Alert. Fifty percent of each team/squad stands down for feeding, rest, maintenance, or troop leading procedures. Crew-served weapons and OPs manned.
- **REDCON 4:** Minimum Alert. Seventy five percent of each team/squad stands down for feeding, rest, maintenance, or troop leading procedures. Crew-served weapons and OPs manned.

W224/Mar 05/VGT-14

REMOVE VGT-14

Ref: ARTEP 7-8-MTP (SH-3), p SH-3-4 and SH-3-5, Task Steps 13 through 15

The platoon leader reviews the organization of the assembly area and security requirements with the squad leaders and directs required actions. These actions include--

- Designating direct fire responsibilities for each squad/sections part of the platoon's sector of the perimeter to include location of observation posts and provides guidance on their manning.
- Positioning of other assets attached to the platoon.

Up to now the platoon conducted most of the activities. Now the emphasis changes to the squad, section, or team level. The tasks that follow are critical leader actions at these levels. Notice that these activities are very similar to some of the priorities of work identified previously. Squad activities include--

- Maintain security including (OPSEC) IAW platoon leader's guidance or SOP.
- Continue mission operations, maintenance, re-supply, and rest activities.

The Leader activities include—

- Supervise soldiers in improving the area by camouflaging equipment and by adding such things as overhead cover and camouflage to fighting positions.
- Enforce noise, light, and litter discipline IAW SOPs.
- Establish a sleep and rest plan.

Ref: ARTEP 7-8-MTP (SH-3), page SH-3-6, Task Step 19

The platoon leader anticipates future requirements and prepares for the occupation of the next assembly area. Through anticipation and initiative, leaders at ALL levels are able to position their units on the battlefield. Combat is often a series of similar operations conducted over and over again based on the tactical situation. Occupying an assembly area is one of them. All units on the battlefield must train and prepare themselves in the complexities of occupying an assembly area so when the situations dictates, they can move to and occupy a new assembly area with little notice and difficulties.

CHECK ON LEARNING:

QUESTION: What weapons are range cards prepared for, and who prepares them?

ANSWER: Crew-served weapons, the assigned gunner.

Ref: FM 7-8 (SH-2), p SH-2-33, para 2-23

QUESTION: How many copies of the sector sketch does the Squad leader prepare?

ANSWER: 2.

Ref: FM 7-8 (SH-2), p SH-2-33, para 2-23a

D. ENABLING LEARNING OBJECTIVE

ACTION:	Defend assigned sector.
CONDITIONS:	In a classroom environment, culminating in a field training exercise, given a team/squad and FM 7-8 (SH-2), and ARTEP 7-8-MTP (SH-3).
STANDARDS:	Defended assigned sector IAW FM 7-8 (SH-2) and ARTEP 7-8-MTP (SH-3).

1. Learning Step / Activity 1. Defend assigned sector.
Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 20 mins
Media: VGT-15 and VGT-16

Ref: FM 7-8 (SH-2), p SH-2-22, para 2-15d through f

The quartering party initially establishes the security of the assembly area and the unit develops its defense continually throughout the occupation of the assembly area. Once the unit establishes the defense, the unit must prepare to actually defend the area at any time.

Prior to fighting the defense, the platoon concentrates on locating the enemy, without the enemy detecting them, by using active and passive security techniques. When detected, the platoon leader initiates actions on contact. Once you make enemy contact, your main task is to control the fight by directing the actions of your subordinates and reporting your situation and status to the platoon leader. The usual methods of directing actions are through standard commands, pyrotechnics, and prearranged signals. You direct the firing of your squad weapons through fire control and distribution. In simple terms, this means you do not have your weapons fire until the enemy is within their respective ranges or sectors of fire.

You achieve mass fires by having the maximum number of weapons firing at the most important or priority targets. The squad maintains a sustained rate of fire by having buddy teams alternate firing so that both are not reloading at the same time. As the enemy closes on your position, you shift the focus of the defense by the following actions:

SHOW VGT-15, REPEL AN ATTACK.

NOTE: Uncover the bullets on the next two slides one at a time. Have a student read each bullet and clarify any questions as they occur. Lead discussion so that this section pulls together the information from the previous two hours.

REPEL AN ATTACK

- **Repel an attack by—**
 - Shifting squad members and key weapons within the squad's positions as needed to maintain security and repel attack.
 - Rifles and AT-4s fire at designated PDF.
 - M203 gunners fire at enemy in dead space or attempting to breach wire obstacles.

W224/Mar 05/VGT-15

REMOVE VGT-15

SHOW VGT-16, REPEL AND ATTACK (CONT)

REPEL AN ATTACK (CONT)

- **If available, call for and adjust indirect final protective fires (FPF).**
- **Report the situation to the platoon leader.**
- **Reposition squad on order of platoon leader.**

W224/Mar 05/VGT-16

REMOVE VGT-16

NOTE: Following any enemy contact reorganization and reconstitution activities take place. Reorganization and reconstitution actions will be covered in W225 Combat operations. Defer questions concerning these activities to W225.

CHECK ON LEARNING:

QUESTION: What is the squad's indirect fire weapon?

ANSWER: M203.

Ref: FM 7-8 (SH-2), p SH-2-28, para 2-18c.

QUESTION: How do leaders control fires in the defense?

ANSWER: Using standard commands, pyrotechnics, and other prearranged signals.

Ref: FM 7-8 (SH-2), page SH-2-23, para 2-15 f(1)(b).

Break: Time 01:50 to 02:00

2. Learning Step / Activity 2. Perform a practical exercise (TLO)
 - Method of Instruction: Practical Exercise (Performance)
 - Technique of Delivery: Small Group Instruction (SGI)
 - Instructor to Student Ratio: 1:8
 - Time of Instruction: 1 hr 45 mins
 - Media: PE-1

Conduct PE-1.

NOTE: There is no break scheduled during the next hour and 40 mins. SGLs will break once during the next two hours as training affords the opportunity.

NOTE: Commandants have an option in conducting this PE. He may choose to:

1. Conduct the PE outside in an area that affords enough room to conduct a walk through with the students in the occupation of an assembly area.
2. Conduct the PE on a sand table.

CHECK ON LEARNING:

The practical exercise serves as a check on learning for this lesson.

SECTION IV. SUMMARY

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:8</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

Check on Learning

The just completed PE sufficed as the check on learning.

Review / Summarize Lesson

This lesson provided you with an overview and a practical application of how to occupy and defend an assembly area. Every soldier in the Army may have to move to and defend a assembly area, and as NCOs we must be able to lead soldiers in a manner that will ensure their success on the modern battlefield.

SECTION V. STUDENT EVALUATION

Testing Requirements

NOTE: Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan.

During this lesson, you will complete a practical exercise. This practical exercise will not affect your academic rating for the course. However, your ability to interpret and apply the material contained in this lesson will contribute to your squad's success when you occupy an assembly area during the STX.

Feedback Requirements

NOTE: Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.

We will conduct AARs and check on learning activities throughout the lesson to ensure you learn the material.

Enabling Learning Objective A

Learning Step 1

VGT-1, ROUTE RECONNAISSANCE

ROUTE RECONNAISSANCE

- **Identify tactically significant terrain along movement route.**
- **Identify tentative rally points along route.**
- **Identify platoon release point.**

W224/MAR 05/VGT-1

RECONNAISSANCE OF NEW ASSEMBLY AREA

- **Identify Key Terrain features:**
 - **Enhances or degrades platoon's mission.**
 - **Enhances or degrades defense of platoon.**
- **Identify likely enemy avenues of approach.**
- **Identify tentative Squad/Section areas.**

W224/MAR 05/VGT-2

OBSERVATION POSTS

- **Secure adjacent key terrain to prevent enemy use.**
- **Cover avenues of approach to provide advanced warning of enemy movement.**
- **Platoon leader designates the general location.**
- **Squad leader establishes the specific observation post (OP).**

W224/MAR 05/VGT-3

OBSERVATION POSTS (CONT)

- **Minimum manning is two soldiers per OP.**
- **When covering a large area, the platoon establishes more than one OP, and the squads patrol in between them.**

W224/MAR 05/VGT-4

PASSIVE MEASURES

- **Observation by passive devices such as night vision devices, including—**
 - **Thermal sights.**
 - **Early warning devices such as ground sensors.**
- **Camouflage of personnel, equipment, and positions.**

W224/MAR 05/VGT-5

PASSIVE MEASURES (CONT)

- **Movement control that denies the enemy the ability to count personnel.**
- **Noise, light, and sound discipline to prevent the enemy from pinpointing locations.**
- **Radiotelephone discipline to deny the enemy operational information.**

W224/MAR 05/VGT-6

TYPES OF POSITIONS

Primary Position:

**Provides a soldier, weapon crew,
or unit the best means to
accomplish the assigned mission.**

W224/MAR 05/VGT-7

TYPES OF POSITIONS (CONT)

Alternate Position:

Allows coverage of the same sectors as the primary positions when the primary positions become untenable.

W224/MAR 05/VGT-8

TYPES OF POSITIONS (CONT)

Supplementary Position:

Provides the best means of accomplishing a task that you cannot accomplish from the primary or alternate positions, such as covering additional enemy avenues of approach and to protect flanks.

W224/MAR 05/VGT-9

DISTANCE BETWEEN FIGHTING POSITIONS

- 1. Requirement to cover the squad's assigned sector by fire.**
- 2. Need for security--Prevention of infiltrations.**
- 3. Prevent enemy from using hand grenades effectively to assault adjacent positions, should he gain a fighting position.**

W224/MAR 05/VGT-10

POSITIONING OF MACHINE GUNS

Leaders position machine guns to—

- **Concentrate fires where they want to kill the enemy.**
- **Fire across the squad front.**
- **Cover obstacles by fire.**
- **Tie-in with adjacent squad.**

W224/MAR 05/VGT-11

GRENADE LAUNCHERS

The squad leader uses the grenadier to—

- Provide indirect fire coverage.**
- Cover machine gun dead space.**
- Cover protective wire obstacles.**
- Engage lightly armored vehicles.**
- M203 gunner also assigned a rifle sector.**

W224/MAR 05/VGT-12

REDCON 1 and 2

- **REDCON 1:** Full Alert. Period of maximum preparedness. All soldiers are alert and prepare for action. All squads, OPs recalled. All weapons manned.
- **REDCON 2:** Full Alert. Equipment stowed except for wire and telephone equipment. Weapons manned, squads, OPs, and chemical alarms still deployed.

W224/MAR 05/VGT-13

REDCON 3 and 4

- **REDCON 3:** Reduced Alert. Fifty percent of each team/squad stands down for feeding, rest, maintenance, or troop leading procedures. Crew-served weapons and OPs manned.
- **REDCON 4:** Minimum Alert. Seventy five percent of each team/squad stands down for feeding, rest, maintenance, or troop leading procedures. Crew-served weapons and OPs manned.

W224/MAR 05/VGT-14

REPEL AN ATTACK

- **Repel an attack by—**
 - Shifting squad members and key weapons within the squad's positions as needed to maintain security and repel attack.
 - Rifles and AT-4s fire at designated PDF.
 - M203 gunners fire at enemy in dead space or attempting to breach wire obstacles.

W224/MAR 05/VGT-15

REPEL AN ATTACK (CONT)

- **If available, call for and adjust indirect final protective fires (FPF).**
- **Report the situation to the platoon leader.**
- **Reposition squad on order of platoon leader.**

W224/MAR 05/VGT-16

Appendix B Test(s) and Test Solutions(s) (N/A)

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Appendix C Practical Exercises and Solutions

This appendix contains the items listed in this table:

Item/Title	Pages
PE-1, Occupy and Assembly Area	C-1 thru C-11
SPE-2, Occupy and Assembly Area	C-12

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PRACTICAL EXERCISE SHEET PE-1

Title	Occupy an assembly area						
Lesson Number/Title	W224 version 1 / Occupy An Assembly Area						
Introduction	For the next 2 hours you will participate in the PE and perform the necessary squad level tasks necessary to enable your squad to assist the platoon in its task of occupying an assembly area.						
Motivator	All units occupy assembly areas in order to sustain current operations or to execute new ones. Squad size units normally occupy assembly areas as part of a company or platoon. The ability of the squad to accomplish their portion of occupying an assembly area is critical to the safety of its soldiers and the overall success of their unit.						
Terminal Learning Objective	<p>NOTE: The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Action:</td> <td>Occupy an assembly area.</td> </tr> <tr> <td>Conditions:</td> <td>In a classroom environment, culminating in a Field Training exercise, given a Team/Squad and FM 7-8 (SH-2), and ARTEP 7-8-MTP (SH-3).</td> </tr> <tr> <td>Standards:</td> <td> Occupied an assembly area by-- <ul style="list-style-type: none"> • Identifying preoccupation requirements. • Moving into an assembly area and establishing security. • Occupying and securing the assembly area. • Defending the assigned sector. IAW FM 7-8 (SH-2) and ARTEP 7-8 MTP (SH-3). </td> </tr> </table>	Action:	Occupy an assembly area.	Conditions:	In a classroom environment, culminating in a Field Training exercise, given a Team/Squad and FM 7-8 (SH-2), and ARTEP 7-8-MTP (SH-3).	Standards:	Occupied an assembly area by-- <ul style="list-style-type: none"> • Identifying preoccupation requirements. • Moving into an assembly area and establishing security. • Occupying and securing the assembly area. • Defending the assigned sector. IAW FM 7-8 (SH-2) and ARTEP 7-8 MTP (SH-3).
Action:	Occupy an assembly area.						
Conditions:	In a classroom environment, culminating in a Field Training exercise, given a Team/Squad and FM 7-8 (SH-2), and ARTEP 7-8-MTP (SH-3).						
Standards:	Occupied an assembly area by-- <ul style="list-style-type: none"> • Identifying preoccupation requirements. • Moving into an assembly area and establishing security. • Occupying and securing the assembly area. • Defending the assigned sector. IAW FM 7-8 (SH-2) and ARTEP 7-8 MTP (SH-3).						
Safety Requirements	<ul style="list-style-type: none"> • The Chief Instructor (CI) of PLDC at each NCOA will conduct a safety risk assessment and a safety briefing as appropriate. • Fluid replacement policy for warm weather training (Average acclimated soldier wearing BDU, Hot Weather). <p>The Army reviewed its policy for warm weather training as the result of a soldier's death and other instances of soldier hospitalization during 1997. The determination was that these soldiers suffered from over-hydration. The revised fluid replacement chart (below) describes the revised amounts of fluid replacement and work/rest cycles for acclimatized soldiers undergoing training. Of particular note is the fact that the revised maximum hourly fluid intake should NOT exceed 1.25 quarts, and the revised maximum daily fluid intake should NOT exceed 12 liters.</p>						

Heat Category	WBGT Index, °F	Easy Work		Moderate Work		Hard Work	
		Work /Rest	Water Intake, Qt/hr	Work /Rest	Water Intake, Qt/hr	Work /Rest	Water Intake Qt/hr
1	78-81.9	NL	1/2	NL	3/4	40/20 min	3/4
2 Green	82-84.9	NL	1/2	50/10 min	3/4	30/30 min	1
3 Yellow	85-87.9	NL	3/4	40/20 min	3/4	30/30 min	1
4 Red	88-89.9	NL	3/4	30/30 min	3/4	20/40 min	1
5 Black	>90	50/10 min	1	20/40 min	1	10/50 min	1

- The work/rest times and fluid replacement volumes will sustain performance and hydration for at least four hrs of work in the specified heat category. Individual water needs will vary + or – 1/4 qt/hr.
- NL = no limit to work time per hour. Rest means minimal physical activity (sitting or standing) and should be accomplished in shade if possible.
- **CAUTION: Hourly fluid intake should not exceed 1 1/4 quarts.**
- **Daily fluid intake should not exceed 12 Liters.**
- **NOTE:** MOPP gear adds 10° F to WBGT Index.
- **NOTE:** Wearing Body Armor adds 5° F to WBGT Index

Easy Work	Moderate Work	Hard Work
<ul style="list-style-type: none"> • Weapon maintenance. • Walking hard surface at 2.5 mph, ≤ 30 lb. load • Guard Duty. • Marksmanship Training. • Drill and Ceremony. 	<ul style="list-style-type: none"> • Walking loose sand at 2.5 mph, no load. • Walking hard surface at 3.5 mph, < 40 lb. load. • Calisthenics. • Patrolling. • Individual movement techniques. e.g. low crawl, high crawl. • Defensive position construction. 	<ul style="list-style-type: none"> • Walking loose sand at 2.5 mph with load. • Walking hard surface at 3.5 mph, ≥ 40 lb. load. • Field assaults.

Risk Assessment Level Low

Environmental Considerations Check with local environmental office for local requirements.

Evaluation

- AAR
- This PE is a non-graded exercise.

Instructional Lead-In This PE will help prepare the students when they participate in an exercise of occupying an assembly area during the STX.

Resource Requirements

Instructor Materials:

- For Option 1, NCOA company area or local training area large enough to accommodate squad level training.
- For Option 2, Sand Table to accommodate a student ratio of 2 SGLs and 16 students.
- OPORD/FRAGO. (Recommend the same OPORD/FRAGO from TSP W223, Conduct Movement, PE-1.

Student Materials:

- SH-1, Advance Sheet.
- SH-2, Extracts from FM 7-8 or FM 7-8.
- SH-3, Extracts from ARTEP 7-8-MTP.

NOTE: Issued to students during inprocessing:

- Pen or pencil and writing paper.
-

Special Instructions

- The intent of this PE is not to have the squad reach task proficiency but rather that the students participate in a collective training event.
 - Annex 1, to this TSP, contains a recommended sequence for collective training and the T&EO from ARTEP 7-8-MTP. The squad level task steps and performance measures are in **bold print**, all other measures are platoon level and the NCOA staff will perform them.
 - Each SGLs will be the primary trainer for their squad. SGLs will train the squad to accomplish the squad level task steps and performance measures to support a platoon occupation of an assembly area that they may conduct during the STX.
 - Each academy will issue an OPORD to support this PE. Recommend that NCOAs use the same OPORD they developed for TSP W223, Conduct Movement, PE-1.
 - Uniform/Equipment:
 - Option 1.
 - BDUs with field cap
 - LCE with two canteens of water.
 - M16s or Rubber M16s (Optional).
 - Other uniforms/equipment requirements IAW NCOA SOP.
 - Option 2. Per NCOA SOP.
-

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Annex 1, to Practical Exercise 1

Recommended PE Sequence

(IAW with ARTEP 7-8-MTP)

1. Move the squad to an adequate location in the academy's company area or a local field training area.
2. SGL familiarizes squad with:
 - a. Selecting temporary fighting positions.
 - b. Establishing an Observation Post.
3. Give Company/Platoon OPORD. (CI or Senior SGL). (Recommend NCOA used the same OPORD the NCOA developed for TSP W223, Conduct Movement, PE-1).

NOTE: One of the SGLs of the group will complete platoon level troop leading procedures (TLP) prior to the start of the PE.

4. Students demonstrate squad leader TLP:
 - a. Walk squad through identified squad task steps and performance measures from ARTEP 7-8-MTP.
 - b. Continue until squad is capable of performing task steps and performance measures to a reasonable level of proficiency to enable them to participate in a company or platoon level occupation of an assembly area.
5. Conduct AARs as appropriate.

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Task Number 07-3-5063 (Extracted from ARTEP 7-8-MTP

TASK: Occupy an Assembly Area (Infantry/Mortar/Reconnaissance Platoon/Squad) (07-3-5063)

(FM 7-4 (3-21.94)) (FM 7-5 (3-21.9)) ([FM 7-7](#)) ([FM 7-7J](#)) ([FM 7-8](#)) ([FM 7-85](#)) ([FM 7-92](#))

ITERATION 1 2 3 4 5 M (circle)
TRAINING STATUS T P U (circle)

CONDITION: The platoon is conducting operations as part of a larger force and has received an operation order (OPORD) or fragmentary order (FRAGO) to occupy an assembly area (AA) at the location and time specified. All necessary personnel and equipment are available. The platoon has communications with higher, adjacent, and subordinate elements. The platoon has been provided guidance on the rules of engagement (ROE) and or rules of interaction (ROI). Coalition forces and noncombatants may be present in the operational environment. Some iterations of this task should be conducted during limited visibility conditions.

Some iterations of this task should be performed in MOPP4.

TASK STANDARD: The platoon occupies the AA in accordance with the order and or commander's guidance. The platoon enters the AA without stopping or blocking the route of march, moves all personnel and equipment to their assigned positions not later than (NLT) the time specified in the order, establishes priority of work, establishes local security, and maintains appropriate readiness condition (REDCON) levels. The platoon complies with the ROE and or ROI.

TASK STEPS and PERFORMANCE MEASURES	GO	NO GO
<p>*1. Platoon leader gains and or maintains situational understanding using information that is gathered from FORCE XXI Battle Command - Brigade and Below (FBCB2) (if applicable), frequency modulated (FM) communications, maps, intelligence summaries, situation reports (SITREPs), and or other available information sources.</p> <p>*2. Platoon leader receives an OPORD or FRAGO and issues warning order (WARNO) to the platoon using FBCB2, FM, or other tactical means.</p> <p>*3. Platoon leader plans using troop-leading procedures.</p> <p style="padding-left: 40px;">a. Conducts a digital and or conventional map reconnaissance.</p> <p style="padding-left: 80px;">(1) Identifies tentative rally points.</p> <p style="padding-left: 80px;">(2) Identifies likely enemy avenues of approach.</p> <p style="padding-left: 80px;">(3) Marks tentative dismount points on digital and conventional maps as appropriate.</p>		

TASK STEPS and PERFORMANCE MEASURES	GO	NO GO
<p>b. Plans and coordinates indirect fire support and or close air support, if available.</p> <p>c. Identifies direct fire responsibilities.</p> <p>d. Addresses actions on chance contact with the enemy.</p> <p>*4. Platoon leader disseminates digital reports (if applicable), overlays, and other pertinent information to each squad to keep them abreast of the situation.</p> <p>*5. Platoon leader assigns personnel to perform quartering party duties IAW guidance and or TSOP.</p> <p>a. Briefs personnel on platoon requirements for the quartering party.</p> <p>*6. Platoon leader issues orders and instructions to include ROE and or ROI.</p> <p>7. Platoon conducts a rehearsal.</p> <p>*8. Platoon leader issues FRAGOs, as necessary, to address changes to the plan identified during the rehearsal.</p> <p>9. Quartering party clears the release point (RP) and moves to the AA.</p> <p>a. Assists in reconnaissance of the route and the proposed AA.</p> <p>b. Assists in improving and marking entrances, exits, and internal routes.</p> <p>c. Assists in marking obstacles, mines, and contaminated areas.</p> <p>d. Selects and marks tentative platoon vehicle, weapons, and dismounted team positions IAW OPOD, FRAGO, or SOP.</p> <p>e. Maintains surveillance and provides security of the area until the arrival of the platoon.</p> <p>f. Posts guides in covered and concealed positions to guide platoon to its initial position without halting.</p> <p>10. Platoon clears the RP and moves to AA.</p>		

TASK STEPS and PERFORMANCE MEASURES	GO	NO GO
<p>11. Platoon performs initial occupation of the AA.</p> <ul style="list-style-type: none"> a. Follows directions from the guides and moves into marked positions. b. Orients weapon systems to cover sectors of responsibility. c. Follows proper cool-down procedures, shuts down engines simultaneously, if applicable. <p>*12. Platoon leader/platoon sergeant (PSG) initiates assembly area activities.</p> <ul style="list-style-type: none"> a. Reviews organization of the AA with quartering party personnel. b. Designates section direct fire responsibilities. c. Directs section/team leaders and VCs to prepare sector sketches. d. Keeps the company commander informed of the status of the operation, taking the following steps as necessary: <ul style="list-style-type: none"> (1) Reports platoon's arrival at the AA. (2) Reports completion of initial occupation of AA positions. (3) Prepares and forwards situation reports (SITREPs) to the commander, as necessary, throughout the operation . e. Determines security procedures, REDCON level, and priorities of work. <p>13. Platoon establishes and maintains local security under direction from the platoon leader.</p> <ul style="list-style-type: none"> a. Assigns each section a sector of the perimeter to ensure mutual support and to cover all gaps by observation and fire. b. Establishes patrols to prevent infiltration and to clear possible enemy observation posts (OPs) within assigned sector (if applicable). c. Designates an OP and selects OP personnel. d. Ensures the OP has communications with the platoon. 		

TASK STEPS and PERFORMANCE MEASURES	GO	NO GO
<p>e. Warns the platoon of any enemy approach before the platoon is attacked (OP).</p> <p>f. Camouflages equipment.</p> <p>g. Enforces noise, light, and litter discipline.</p> <p>14. Based on the priority of work established by the platoon leader, the platoon (can vary by platoon TSOP and (factors of mission, enemy, terrain and weather, troops, time available, and civilian considerations [METT-TC].)</p> <p>a. Positions weapon systems and assigns sectors of fire.</p> <p>b. Positions other assets attached to the platoon.</p> <p>c. Establishes wire communications.</p> <p>d. Designates final protective line (FPL) and final protective fires (FPFs).</p> <p>e. Clears fields of fire and prepares range cards and sector sketches.</p> <p>f. Camouflages the positions</p> <p>g. Coordinates with adjacent elements left, right, forward, and to the rear, if applicable.</p> <p style="padding-left: 40px;">(1) Ensures there are no gaps between elements.</p> <p style="padding-left: 40px;">(2) Exchanges information on OP locations and platoon signals.</p> <p>i. Improves primary fighting positions by adding such things as overhead cover.</p> <p>j. Prepares alternate positions, then supplementary positions.</p> <p>k. Establishes a sleep and rest plan.</p> <p>l. Reconnoiters routes.</p> <p>m. Adjusts positions or control measures as required.</p> <p>n. Stockpiles ammunition, food, and water.</p>		

TASK STEPS and PERFORMANCE MEASURES	GO	NO GO
<p>o. Digs trenches to connect positions.</p> <p>p. Continues to improve positions.</p> <p>*15. Platoon leader forwards a sector sketch to the company commander and keeps one for platoon use.</p> <p>16. Platoon performs field sanitation operations.</p> <p>a. Maintains adequate supply of potable water.</p> <p>b. Establishes latrines and hand washing facilities.</p> <p>c. Performs personal hygiene activities.</p> <p>17. Platoon assumes specified REDCON level, taking one of the following steps:</p> <p>a. Assumes REDCON-1 (Full alert). Note: A period of maximum preparedness, REDCON-1 ensures that all platoon personnel are alert and prepared for action immediately. Infantry squads, to include OPs, are recalled, and weapons are manned.</p> <p>b. Assumes REDCON-2 (Full alert). Note: Equipment is stowed except for wire and telephone equipment, if used. Platoon weapons are manned. Infantry squads, OPs and chemical alarms are still deployed.</p> <p>c. Assumes REDCON-3 (Reduced alert). Note: Fifty percent of each crew/squad stands down for feeding, rest, maintenance, or troop leading procedures.</p> <p>d. Assumes REDCON-4 (Minimum alert). Note: Seventy five percent of each crew/squad stands down for feeding, rest, maintenance, or troop leading procedures. Crew-served weapons within each infantry squad are manned. OPs are manned.</p> <p>18. The platoon continues priorities of work, including operations security (OPSEC), maintenance, resupply, and rest activities.</p> <p>a. Maintains security IAW platoon leader's guidance, order and or TSOP.</p> <p>b. Increases REDCON levels progressively as required based on company commander's guidance or unit SOP.</p>		

TASK STEPS and PERFORMANCE MEASURES	GO	NO GO
<p>*19. On receipt of further orders, the platoon leader conducts preparations for departing the AA.</p> <p>a. Reconnoiters route and or calculates time distance for departing the AA, as directed.</p> <p>b. Conducts police call to ensure no equipment, supplies, or other items of tactical or intelligence value is left behind.</p> <p>c. Increases REDCON levels progressively as required based on company commander's guidance or TSOP.</p>		
<p>NOTE: * Indicates a leader task. NOTE: + Indicates a critical task.</p>		

TASK PERFORMANCE SUMMARY BLOCK

ITERATION	1	2	3	4	5	M	TOTAL
TOTAL TASK STEPS & PERFORMANCE MEASURES EVALUATED							
TOTAL TASK STEPS & PERFORMANCE MEASURES "GO"							

SUPPORTING SOLDIER'S MANUAL TASKS

<u>031-503-2001</u>	IDENTIFY CHEMICAL AGENTS USING M256-SERIES CHEMICAL AGENT DETECTOR KIT
<u>031-503-2008</u>	USE AND MAINTAIN M8 OR M8A1 CHEMICAL AGENT ALARM
<u>031-503-3008</u>	IMPLEMENT MISSION-ORIENTED PROTECTIVE POSTURE
<u>052-191-1501</u>	
<u>052-192-3032</u>	
<u>052-192-3032-A</u>	
<u>071-010-0001</u>	ZERO A NIGHT VISION SIGHT AN/PVS-4 TO AN M249 MACHINE GUN
<u>071-010-0002</u>	MOUNT A NIGHT VISION SIGHT AN/PVS-4 ON AN M249 MACHINE GUN
<u>071-025-0010</u>	
<u>071-025-0010-A</u>	
<u>071-032-0006</u>	CONSTRUCT FIELD-EXPEDIENT FIRING AIDS FOR AN M203 GRENADE LAUNCHER
<u>071-311-2006</u>	CONSTRUCT FIELD_EXPEDIENT FIRING AIDS FOR AN M16A1 or M16A2 RIFLE
<u>071-312-4004</u>	LAY AN M249 MACHINE GUN USING FIELD EXPEDIENTS
<u>071-312-4032</u>	
<u>071-325-4425</u>	EMPLOY AN M18A1 CLAYMORE MINE
<u>071-325-4426</u>	RECOVER AN M18A1 CLAYMORE MINE
<u>071-326-0513</u>	SELECT TEMPORARY FIGHTING POSITIONS
<u>071-326-5502</u>	ISSUE A FRAGMENTARY ORDER
<u>071-326-5503</u>	ISSUE A WARNING ORDER
<u>071-326-5505</u>	ISSUE AN ORAL OPERATIONS ORDER
<u>071-326-5703</u>	CONSTRUCT INDIVIDUAL FIGHTING POSITIONS

ANNEX-7

071-326-5704 SUPERVISE CONSTRUCTION OF A FIGHTING POSITION
071-326-5705 ESTABLISH AN OBSERVATION POST
[071-326-5770](#) PREPARE A PLATOON SECTOR SKETCH
071-326-5775 COORDINATE WITH AN ADJACENT PLATOON
071-331-0801 CHALLENGE PERSONS ENTERING YOUR AREA
071-331-0852 CLEAR A FIELD OF FIRE
[071-730-0004](#) PLAN INSTALLATION OF A PLATOON EARLY WARNING SYSTEM AN/TRS-2
[071-730-0008](#) Employ Field-Expedient Early Warning Devices
113-571-1022 PERFORM VOICE COMMUNICATIONS
[113-573-0002](#) CONDUCT OPERATIONS SECURITY (OPSEC) PROCEDURES

ANNEX 1-8

**Feedback
Requirements**

SGLs will conduct AARs as appropriate throughout the exercise.

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**SOLUTION FOR
PRACTICAL EXERCISE PE-1**

Title: After Action Review.

After Action Review: Conduct an AAR upon completion of option 1 or option 2.

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Appendix D, HANDOUTS FOR LESSON 1: W224 version 1

This appendix contains the items listed in this table:

Title/Synopsis	Pages
SH-1, Advance Sheet	SH-1 thru SH-2
SH-2, FM 7-8 Extract	SH-2-1 thru SH-2-38
SH-3, ARTEP 7-8-MTP Extract	SH-3-1 thru SH-3-7

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Student Handout 1

This student handout contains the Advance Sheet

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Student Handout 1

Advance Sheet

Overview

At some point in time all units in today's Army must occupy a new assembly area in order to sustain current operations or to execute new ones. Squad size units normally occupy assembly areas as part of a company or platoon. The ability of the squad to accomplish their portion of occupying an assembly area is critical to the safety of its soldiers and the overall success of their unit.

Learning Objective

Terminal Learning Objective (TLO):

Action:	Occupy an assembly area.
Conditions:	In a classroom environment, culminating in a Field Training exercise given a Team/Squad and FM 7-8 (SH-2), and ARTEP 7-8-MTP (SH-3).
Standard:	Occupied an assembly area by-- <ul style="list-style-type: none">• Identifying preoccupation requirements.• Moving into an assembly area and establishing security.• Occupying and securing the assembly area.• Defending the assigned sector. IAW FM 7-8 (SH-2) and ARTEP 7-8 MTP (SH-3).

ELO A: Prepare to occupy an assembly area.

ELO B: Move to an assembly area.

ELO C: Prepare the assembly area for occupation.

ELO D: Defend assigned sector.

Assignment

The student assignments for this lesson are:

- Read FM 7-8 (SH-2), paragraphs 1-8, 1-9, 2-2, 2-6, Section V.
 - Study ARTEP 7-8-MTP (SH-3).
-

Additional Subject Area Resources

None.

Bring to Class

You must bring the following materials to class:

- FM 7-8 (SH-2).
- ARTEP 7-8-MTP (S-3).
- Pencil or pen and writing paper.
- Appropriate uniform based on which option of the PE the NCOA uses.
- Assigned M16A1A2.
- LCE with two canteens of water.

Note to Students

It is your responsibility to do the homework prior to class. We expect you to come to class prepared. You will participate in small group discussion. We expect you to participate in the discussion by providing information you learned from your study, and also your personal and observed experiences. Failure to study and read the assignments above will result in your inability to participate with the rest of the group. Not having your input affects the group's ability to fully discuss the information.

Student Handout 2

This student handout contains 37 pages of extracted material from FM 7-8.

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Extract from FM 7-8, Infantry Rifle Platoon and Squad

RECOVERABLE PUBLICATIONS

YOU RECEIVED THIS DOCUMENT IN A DAMAGE-FREE CONDITION. DAMAGE IN ANY WAY, TO INCLUDE HIGHLIGHTING, PENCIL MARKS, OR MISSING PAGES, WILL SUBJECT YOU TO PECUNIARY LIABILITY (STATEMENT OF CHARGES, CASH COLLECTION, ETC.) TO RECOVER PRINTING COSTS.

1-8. DEFENSE

This paragraph describes the characteristics of defensive operations, the role of the commander's concept in focusing the efforts of platoons and squads in the defense, and other considerations for planning defensive operations. Defensive operations are characterized by preparation, disruption, concentration, and flexibility. Platoons and squads normally defend as part of a larger force to disrupt, disorganize, delay, or defeat an attacking enemy, deny an area to an enemy, or protect a flank. They may also defend as a part of a larger unit in a retrograde operation. The challenge to the defender is to retain the initiative, that is, to keep the enemy reacting and unable to execute his own plan.

a. **Initiative in the Defense.** Since the enemy decides the time and place of the attack, leaders seize and retain the initiative in the defense through careful planning, preparation, coordination, and rehearsal. Leaders plan and establish the defense to find the enemy first, without being found; fix the enemy with obstacles and fires; locate or create a weakness in the enemy's attack plan; and maneuver to exploit that weakness with quick violent counterattack.

(1) **Plan and prepare.** Leaders use the troop-leading procedure to make sure that all necessary steps are taken to prepare for an operation. They analyze the factors of METT-T to determine the best course of action. In the defense, they determine where best to kill the enemy with fires. They position key weapons to concentrate fires into that area, tie in fires with obstacles, position the remaining platoon and squad weapons to support and protect the key weapons, and reconnoiter and rehearse counterattacks.

(2) **Find the enemy.** Platoon leaders find the enemy by knowing how he fights, by analyzing the terrain in light of this knowledge, by positioning OPs along likely avenues of approach, and by actively patrolling to locate him.

(3) **Avoid detection.** Platoons avoid detection by securing their defensive positions or sectors early and continuously, by positioning squads and weapons away from natural lines of drift or obvious terrain features, and by employing effective camouflage and noise and light discipline.

(4) **Fix the enemy.** Platoons use a combination of tactical obstacles and direct and indirect fires to disrupt the enemy attack and fix the enemy in a place where the platoon can destroy him with fires.

(5) **Find or create a weakness.** Platoons create a weakness by destroying the enemy's command and control nodes, by isolating an attacking or assaulting enemy formation from its support, by causing mounted forces to dismount and thereby slowing the attack and making the enemy vehicles more vulnerable, by use of night vision devices to gain a visibility advantage, or by the effective use of illumination to blind or expose the enemy during his attack.

(6) **Maneuver to exploit the weakness.** Having created a weakness, platoons must exploit it with counterattacks against the flank or rear of the enemy attack by fire or maneuver. Platoons must carefully coordinate and rehearse all counterattacks to ensure the proper synchronization in lifting and shifting of direct and indirect fires. They must also consider the threat of follow-on enemy forces against their counterattack.

(7) **Reorganize.** Platoons and squads must be able to reorganize quickly to continue the defense against follow-on forces.

b. **Defense on a Reverse Slope.** An infantry company or platoon can organize a defense on the reverse slope of a hill ([Figure 1-1](#)). This defense is on the part of the hill or ridge that is masked by the crest from enemy direct fire and ground observation. The platoon must control the crest by fire.

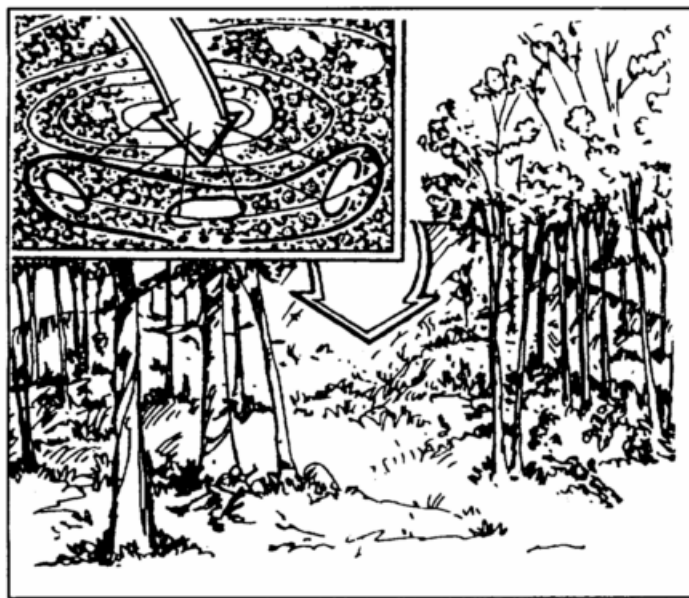


Figure 1-1. Defending from the reverse slope.

(1) The advantages of defending from a reverse slope are--

- Enemy ground observation of the position is masked.
- There is more freedom of movement in the position due to the enemy's lack of ground observation.
- Enemy direct-fire weapons cannot hit the position.
- Enemy indirect fire is less effective due to the lack of enemy ground observation.
- The defender gains surprise.
- If the enemy attacks over the crest, he will isolate himself from his supporting element(s).

- (2) The disadvantages of defending from a reverse slope may include the following: It is more difficult to observe the enemy. Soldiers can see no farther forward than the crest, making it difficult to determine just where the enemy is as he advances
- This is especially true during limited visibility conditions. OPs must be placed well forward of the crest for early warning and long-range observation.
- Moving out of the position under pressure may be more difficult.
- Fields of fire are normally short. Grazing fire may be less than 600 meters.
- Obstacles on the forward slope can only be covered with indirect fire or by units on the flanks-unless some weapons are initially placed forward.
- If the enemy gets to the crest, he can assault down the hill. This may give him a psychological advantage.
- If enough OPs are not put out or if they are not put in the right positions, the enemy may suddenly appear at close range without enough warning.

(3) The forward platoons are from 200 to 500 meters from the crest of the hills where they can have the best fields of fire and still have the advantages of the reverse slope.

(4) If it places them in supporting distance, the overmatching platoon is positioned on the forward slope of the next high ground to the rear (counterslope). Tasks assigned to the overmatching platoon include--

- Protect the flanks and rear of the forward positions.
- Reinforce the fires of the forward elements.
- Block penetrations of the forward positions.
- Cover the withdrawal of forward units.
- Counterattack.

(5) Platoon leaders plan indirect fire FPFs on or short of the crest of the hill to deny that area to the enemy and to help breakup his assault as he crosses the crest.

(6) Platoons position OPs on, or just forward of the crest to watch the entire platoon sector of fire. The OPs can vary in size from two soldiers to a squad reinforced with machine guns and antiarmor weapons.

(7) Leaders place obstacles below the crest of the hill on the friendly side. Tied in with an FPF, this can be effective in stopping or slowing an assault.

(8) The conduct of the defense from a reverse slope is the same as from a forward slope. However, the OPs forward of the position not only warn of the enemy's advance but also delay, deceive, and disorganize him by fire. OPs withdraw before they become engaged by the enemy. If machine guns are with the OPs, they withdraw first so they can occupy their primary fighting positions before the enemy reaches the crest. As the OPs withdraw, indirect fire is placed on the forward slope and on the crest of the hill to slow the enemy's advance. Soldiers in primary positions hold their fire until the enemy crosses the crest. As the enemy moves over the crest of the hill, the defenders hit him with all available fire.

(9) When the enemy assaults across the crest and is defeated, he will try to turn, bypass, or envelop the defense. To counter this, the overwatch element orients its fires to the flanks of the forward slope. Also, the defense must have appropriate supplementary positions and obstacles, as well as security elements, to warn if the enemy tries to envelop or bypass the position. Against armored, motorized, or road-bound attack, commanders and leaders should position antiarmor weapons and machine guns so their primary sectors are to the flanks of the reverse slope.

c. **Perimeter Defense.** The major advantage of the perimeter defense ([Figure 1-2](#)) is the preparedness of the platoon to defend against an attack from any direction. The main disadvantage is that combat power is not concentrated at first against an enemy avenue of approach. A perimeter defense differs from other defenses in that--

- The trace of the platoon is circular or triangular rather than linear.
- Unoccupied areas between squads are smaller.
- The flanks of the squads are bent back to conform to the plan.
- The bulk of combat power is on the perimeter. The reserve is centrally located.



Figure 1-2. Perimeter defense.

d. **Defense in Sector.** Defense in sector maximizes the combat abilities of the infantry. It allows the platoon to fight throughout the depth of the sector using dispersed small-unit tactics.

(1) The platoon is usually assigned a sector within the company sector ([Figure 1-3](#)). The platoon leader may in turn assign sectors to individual squads to permit maximum freedom of action for the squad to defend. The platoon leader must remember that the squad has no way to call for fire support other than through the platoon net. FOs may be attached, or as a minimum leaders must be prepared to assist in calls for supporting fires.

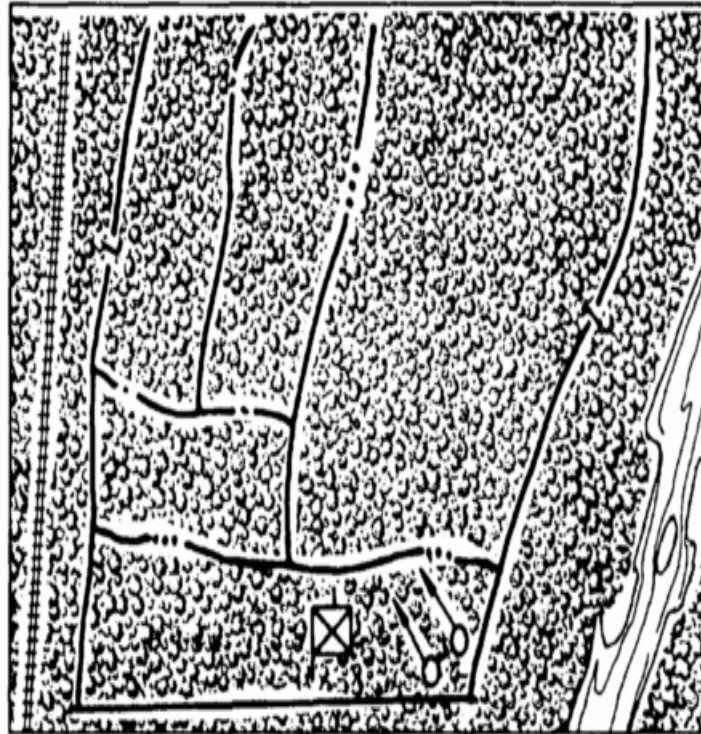


Figure 1-3. Assigned sectors.

(2) Each squad conducts detailed reconnaissance of its sector and identifies all likely enemy avenues of approach, choke points, kill zones, obstacles, patrol bases, and cache sites. They also identify all tentative positions.

(3) The platoon leader confirms the selected tentative sites and incorporates them into his concept (Figure 1-4). He designates initial positions and the sequence in which successive positions are to be occupied. He gives each squad specific guidance concerning contingency plans, rally points, and other coordinating instructions.

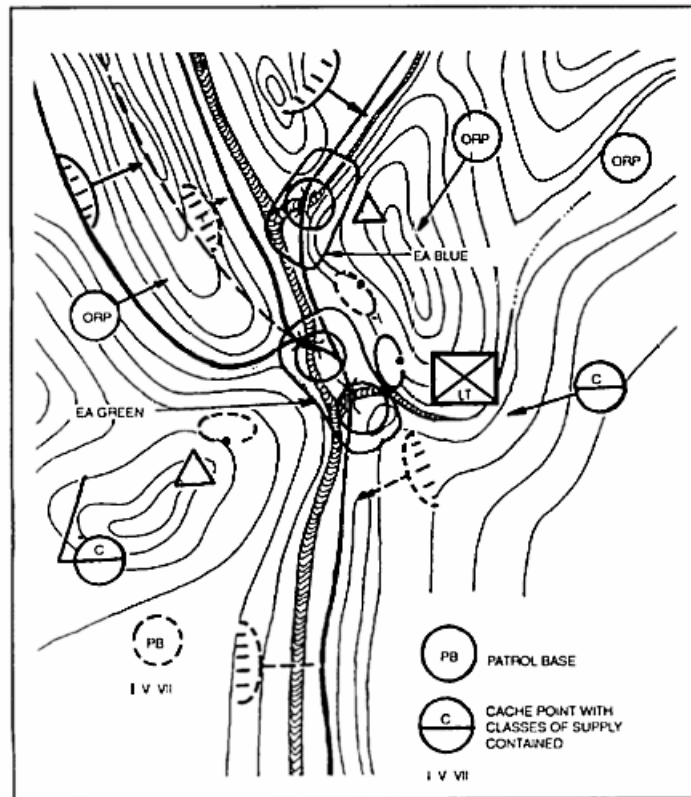


Figure 1-4. Concept of the operation for a defense in a sector.

(4) Squads then prepare the defense in the sequence designated by the platoon leader. They initially prepare the primary position and then a hasty supplementary position, and then they select the alternate position. Squads improve the positions as time permits.

(5) When Security warns of approaching enemy, the squad occupies its primary positions and prepares to engage the enemy. As the enemy moves into the choke point or kill zone, the squad initiates an ambush. It engages the enemy targets only as long as squads do not become decisively engaged. Squads then move to their next position and repeat the same process. The leader must plan the disengagement. Supporting positions, the use of smoke, and rehearsals are key to effective disengagements.

Depending on METT-T factors, the entire battle may be fought this way. Some variations of this technique include the following:

(a) Allowing the enemy to exhaust himself reacting to numerous ambushes, then conduct a violent counterattack along previously rehearsed routes to complete the destruction of the enemy. The platoon leader can do this by retaining direct control over a large portion of the platoon and committing it at the decisive moment. An alternative is to use prearranged signals to consolidate the platoon at a rally point; then to conduct the counterattack.

(b) Having the forward ambush teams hold their fire until the lead elements of the enemy formation hit another ambush deeper in the sector. Then ambush the next enemy element as it passes through the kill zone. This technique destroys the cohesion of the enemy and is especially effective if the ambush eliminates the command group of the enemy unit.

(c) Planning indirect fires to cause more enemy casualties at ambush sites along a well-defined route.

(6) Casualty evacuation and resupply of ammunition and water are particularly difficult when defending this way.

e. **Mutually Supporting Battle Positions.** Platoons and squads use this technique to concentrate firepower into a given engagement area. This technique prevents the attacker from focusing on the entire defensive scheme.

(1) Leaders must ensure that the position is organized in depth, that all likely avenues of approach are covered by fire, and that all positions have interlocking fires. Each position must be supported by another position that can deliver fires into the flank or rear of the enemy attacking it. Leaders must include obstacles in the fire plan to slow and stop the enemy in the engagement area--to include extensive use of mines. Squads patrol forward of the BP to provide security. They harass the enemy to disorganize and confuse him as to the location of the main defenses.

NOTE: Fighting positions are not located on likely avenues of approach.

(2) The positioning of squads, organization of the engagement area, and fire control measures are critical to the success of this technique. Leaders position their squads in relation to the avenue of approach. Platoon leaders use essential control measures to mass fires against the enemy within their sectors.

(3) Variations of this technique include--

- Opening fire at the same time and withdrawing on command.
- Opening fire one element at a time. As the enemy orients on each element firing at them and begins to maneuver against it, other elements open fire and the original element withdraws once it is no longer receiving enemy fire. It either moves to a new position or to a rally point.

- Maneuvering to prevent the enemy from withdrawing or reinforcing.
- Designating more than one engagement area. Leaders use supplementary and on-order positions and secondary sectors of fire to mass fire into engagement areas as required.

f. **Control Measures.** Leaders use control measures to assign responsibilities, coordinate fires and maneuver, control combat operations, and clarify their concept of the operation. Additionally, control measures ensure the distribution of fires throughout the platoon's area of responsibility and the initial positioning and subsequent maneuver of squads.

(1) Graphic control measures used in the defense include sectors, battle positions, boundaries, contact points, coordination points, forward edge of the battle area (FEBA), strongpoints, target reference points (TRP), assembly areas, phase lines, passage points and lanes, release points, and engagement areas. [FM 101-5-1](#) discusses these control measures in detail and provides examples of their use.

(2) Fire commands and control measures for individual and key weapons also constitute a type of control measure available to leaders. Weapons control measures include range cards, sectors of fire, principle direction of fire, final protective line, final protective fires, and target reference points. Most of these appear on the range card. [Chapter 2](#) describes the requirements for weapons range cards and provides examples. In addition, antiarmor gunners, machine gun teams, fire teams, squads, and platoons can be given engagement priorities and fire commands.

g. **Obstacles.** Obstacles give strength to a defense when properly employed. Platoons and squads incorporate existing and reinforcing obstacles into their defense and construct other obstacles systems with mines and wire.

(1) **Considerations.** Leaders must integrate their obstacle plans with direct and indirect fire plans and with their scheme of maneuver. Platoons and squads always cover obstacles by fire and observation. They protect obstacles with antipersonnel mines, trip flares, and warning devices. They camouflage wire or hide it in natural terrain features. [Chapter 2](#) discusses the techniques of obstacle employment most common to infantry platoons and squads.

(2) **Classification.** Wire obstacles have three classifications based on their use and location. Priority for emplacement normally goes to tactical wire. Additionally, leaders can organize their obstacles so that one obstacle can serve both tactical and protective functions.

(a) *Tactical.* Platoons site tactical wire parallel to and along the friendly side of the FPLs of their major weapons. Tactical wire holds the enemy where he can be killed or wounded by automatic rifle fire, Claymores, hand grenades, and machine gun fire.

(b) *Protective.* Squads locate protective wire to prevent surprise assaults from points close to the defense area. It normally lies just outside of hand-grenade range and well within both day and night observation.

(c) *Supplementary*. Platoons and squads use supplementary wire to disguise the exact line of tactical wire and to give continuity to the company obstacle plan.

1-9. SECURITY

Security includes any measure taken by platoons and squads against actions that may reduce their effectiveness. It involves avoiding detection by the enemy or deceiving the enemy about friendly positions and intentions. It also includes finding the enemy and knowing as much about his positions and intentions as possible. Security allows units to retain freedom of action and is an important part of maintaining the initiative. The requirement for security is an inherent part of all platoon operations. Platoons and squads secure themselves when they move, attack, and defend. As part of a larger formation, they may undertake security operations that involve patrolling; establishing squad-sized OPs on a screen line; or executing advance, flank, or rear guard missions for the main body in a movement to contact.

a. **Security During Movement.** Platoons and squads enhance security during movement by--

- Using the proper movement formation and technique.
- Moving as fast as the situation will allow. This may degrade the enemy's ability to detect the platoon or squad and the effectiveness of his fires once detected.
- Moving along terrain that offers cover and concealment.
- Enforcing noise and light discipline.
- Using proper camouflage techniques.

b. **Security in the Offense.** Security in the offense includes reconnaissance and security missions to locate the enemy and protect friendly forces from surprise while leaving them free to deploy when contact is made with the enemy. All platoons and squads are responsible for their own local security. They may also be given specific reconnaissance and security tasks as part of the company or battalion plan. Platoons and squads conduct patrols, establish OPs, and move using appropriate movement formations and techniques to accomplish both reconnaissance and security tasks.

c. **Security in the Defense.** In the defense, platoons and squads use both active and passive measures to enhance security. Platoons also add to their security by actions taken to deny enemy reconnaissance elements accurate information on friendly positions. This includes the destruction of enemy reconnaissance elements and the use of deception measures.

(1) Active measures include--

- The use of OPs and patrols.
- The establishment of specific levels of alert within the platoon. The level can be adjusted based on the METT-T situation.
- Establishment of stand-to times. The platoon's SOP should detail the platoon's activities for stand-to.

(2) Passive measures include camouflage; movement control; noise and light discipline; proper radiotelephone procedures; and ground sensors, night vision devices, and antiarmor weapons' day and nightsights

2-2. TROOP-LEADING PROCEDURE

Troop leading is the process a leader goes through to prepare his unit to accomplish a tactical mission. It begins when he is alerted for a mission. It starts again when he receives a change or a new mission. The troop-leading procedure comprises the steps listed below. [Steps 3 through 8](#) may not follow a rigid sequence. Many of them may be accomplished concurrently. In combat, rarely will leaders have enough time to go through each step in detail. Leaders must use the procedure as outlined, if only in abbreviated form, to ensure that nothing is left out of planning and preparation, and that their soldiers understand the platoon's and squad's mission and prepare adequately. They continuously update their estimates throughout the preparation phase and adjust their plans as appropriate.

STEP 1. Receive the mission.

STEP 2. Issue a warning order.

STEP 3. Make a tentative plan.

STEP 4. Start necessary movement.

STEP 5. Reconnoiter.

STEP 6. Complete the plan.

STEP 7. Issue the complete order.

STEP 8. Supervise.

a. **STEP 1. Receive the Mission.** The leader may receive the mission in a warning order, an operation order (OPORD), or a fragmentary order (FRAGO). He immediately begins to analyze it using the factors of METT-T:

- What is the **MISSION**?
- What is known about the **ENEMY**?
- How will **TERRAIN** and weather affect the operation?
- What **TROOPS** are available?
- How much **TIME** is available?

(1) The leader should use no more than one third of the available time for his own planning and for issuing his operation order. The remaining two thirds is for subordinates to plan and prepare for the operation. Leaders should also consider other factors such as available daylight and travel time to and from orders and rehearsals. In the offense, the leader has one third of the time from his receipt of the mission to the unit's LD time. In the defense, he has one third of the time from mission receipt to the time the squad or platoon must be prepared to defend.

(2) In scheduling preparation activities, the leader should work backwards from the LD or defend time. This is reverse planning. He must allow enough time for the completion of each task.

b. **STEP 2. Issue a Warning Order.** The leader provides initial instructions in a warning order. The warning order contains enough information to begin preparation as soon as possible. Platoon SOPs should prescribe who will attend all warning orders and the actions they must take upon receipt: for example, drawing ammunition, rations and water, and checking communications equipment. The warning order has no specific format. One technique is to use the five-paragraph OPORD format.

The leader issues the warning order with all the information he has available at the time. He provides updates as often as necessary. The leader never waits for information to fill a format. A sample warning order is in [Figure 2-1](#). If available, the following [information](#) may be included in a warning order.

- The mission or nature of the operation.
- Who is participating in the operation.
- Time of the operation.
- Time and place for issuance of the operation order.

FORMAT	ANNOTATED FORMAT	EXAMPLE, ORAL (ATTACK)
SITUATION	Brief description of the enemy and friendly situations. Point out key location on the ground, map or sketch. Attachment and detachment to the squad/platoon	<p>“This is a warning order. Hold your question until I finish.</p> <p>“The scouts have identified a motorized rifle platoon with at least two BTRs defending Hill 876, vic GL 123456. They are digging in an it looks like they plan to defend the road junction at GL 126463. the rest of the enemy company is further to the west, around Hill 899.</p> <p>“Captain Williams just issued a warning order for the company to prepare for an infiltration at 0200, 11 July to seize Hill 876 in order to provide suppressive fires for the battalion’s main attack on Hill 899.</p> <p>“There are no attachments or detachments</p>
MISSION	Concise statement of the task and purpose (who, what, when, where, and why). If not all information is known, state which parts of the mission statement are tentative.	<p>“3d Plt attacks 11 0200 Jul 91 to seize Hill 876 (GL 123456) in order to provide fires on Hill 899 in support of the battalion’s attack.</p>
EXECUTION	brief statement of the tentative concept of the operation.	<p>“We will be one of the two assault platoon along with 2d Plt. 1st Plt will be the base of fire along with the company mortars and dragons.</p>

Figure 2-1. Example of platoon warning order

FORMAT	ANNOTATED FORMAT	EXAMPLE, ORAL (ATTACK)
<p>EXECUTION (continued)</p>	<p>Time schedule: Earliest time of move. Time and place of OPORD Probable execution time. Inspection times and items to be inspected different from SOP. Rehearsal time, location, and actions to be rehearsed.</p> <p>Tasks to subordinate key personnel: Platoon sergeant Squad leaders RATELO Aid man Attachments To soldiers helping prepare OPORD. As needed to others</p>	<p>“Time schedule is as follows: LD time is 0200. The earliest we will have to move is 2330. After 2330, we have to be ready to move within 10 minutes of the order to do so. My final inspection will be at 2300, here at the CP. We have a company rehearsal for team leaders on op at 1600 at the company CP. We will meet here at 1530 and move together. I want a platoon rehearsal for team leaders, squad leaders, the aid man, the FO, and of course, SFC Fowler (the PSG) her at our CP at 1330. We will do a full platoon rehearsal at 2100 so we can do it at least once in the dark. Platoon rehearsals will be for actions at the objective. Squads rehearse breaching and react to contact drills on your own. My OPORD will be here at the platoon CP at 1030.</p> <p>“SFC Fowler, talk to me about resupply after this warning order. I want you to plan for casualty evacuation and to give paragraph 4 of the OPORD. “SSG Crawford, you and your squad will be the lead squad. Make sure you recon the route from her to the LD. “SGT Brown (FO). I need you to get the fire plan from the FIST ASAP, so we see what additional targets we need. “SSG Steele, send SGT White and his team up here in 20 minutes to begin making the terrain model of the objective.</p>

Figure 2-1. Example of platoon warning order (continued).

FORMAT	ANNOTATED FORMAT	EXAMPLE, ORAL (ATTACK)
<p>SERVICE SUPPORT</p> <p>COMMAND AND SIGNQAL</p>	<p>Additional general instructions</p> <p>CSS tasks to be accomplished that are different from the TACSOP</p> <p>Location of CP succession of command (if not SOP0. SOI in effect. Signals/code words.</p>	<p>“Each squad will carry four AT4s to sue against the BTRs or any bunkers we find.</p> <p>“No change to platoon organization. the platoon CP will stay here. SOI we have is still in effect.</p> <p>“The time now 06720. What are you quesitons</p>

Figure 2-1. Example of platoon warning order (continued).

c. **STEP 3. Make a Tentative Plan.** The leader develops an estimate of the situation to use as the basis for his tentative plan. The estimate is the military decision making process. It consists of five steps: detailed mission analysis, situation analysis and course of action development, analysis of each course of action, comparison of each course of action, and decision. The decision represents the tentative plan. The leader updates the estimate continuously and refines his plan accordingly. He uses this plan as the start point for coordination, reconnaissance, task organization (if required), and movement instructions.

He works through this problem solving sequence in as much detail as time available allows. As the basis of his estimate, the leader considers the factors of METT-T:

(1) **Mission.** The leader considers his mission as given to him by his commander. He analyzes it in light of the commander's intent two command levels higher, and derives the essential tasks his unit must perform in order to accomplish the mission.

(2) **Enemy.** The leader considers the type, size, organization, tactics, and equipment of the enemy he expects to encounter. He identifies their greatest threat to his mission find their greatest vulnerability.

(3) **Terrain.** The leader considers the effect of terrain and weather on enemy and friendly forces using the guidelines below (OCOKA):

(a) **Observation and fields of fire.** The leader considers ground that allows him observation of the enemy throughout his area of operation. He considers fields of fire in terms of the characteristics of the weapons available to him; for example, maximum effective range, the requirement for grazing fire, and the arming range and time of flight for antiarmor weapons.

(b) **Cover and concealment.** The leader looks for terrain that will protect him from direct and indirect fires (cover) and from aerial and ground observation (concealment).

(c) **Obstacles.** In the attack, the leader considers the effect of restrictive terrain on his ability to maneuver. In the defense, he considers how he will tie in his obstacles to the terrain to disrupt, turn, fix, or block an enemy force and protect his own forces from enemy assault.

(d) **Key terrain.** Key terrain is any locality or area whose seizure or retention affords a marked advantage to either combatant. The leader considers key terrain in his selection of objectives, support positions, and routes in the offense, and on the positioning of his unit in the defense.

(e) **Avenues of approach.** An avenue of approach is an air or ground route of an attacking force of a given size leading to its objective or key terrain in its path. In the offense, the leader identifies the avenue of approach that affords him the greatest protection and places him at the enemy's most vulnerable spot. In the defense, the leader positions his key weapons along the avenue of approach most likely to be used by the enemy.

(f) **Weather.** In considering the effects of weather, the leader is most interested in visibility and trafficability.

(4) **Troops available.** The leader considers the strength of subordinate units, the characteristics of his weapon systems, and the capabilities of attached elements as he assigns tasks to subordinate units.

(5) **Time available.** The leader refines his allocation of time based on the tentative plan and any changes to the situation.

d. **STEP 4. Start Necessary Movement.** The platoon may need to begin movement while the leader is still planning or forward reconnoitering. The platoon sergeant or a squad leader may bring the platoon forward, usually under the control of the company executive officer or first sergeant. This step could occur at any time during the troop-leading procedure.

e. **STEP 5. Reconnoiter.** If time allows, the leader makes a personal reconnaissance to verify his terrain analysis, adjust his plan, confirm the usability of routes, and time any critical movements. When time does not allow, the leader must make a map reconnaissance. The leader must consider the risk inherent in conducting reconnaissance forward of friendly lines. Sometimes the leader must rely on others (for example, scouts) to conduct the reconnaissance if the risk of contact with the enemy is high.

f. **STEP 6. Complete the Plan.** The leader completes his plan based on the reconnaissance and any changes in the situation. He should review his mission, as he received it from his commander, to ensure that his plan meets the requirements of the mission and stays within the framework of the commander's intent.

g. **STEP 7. Issue the Complete Order.** Platoon and squad leaders normally issue oral operations orders.

(1) To aid subordinates in understanding the concept for the mission, leaders should issue the order within sight of the objective or on the defensive terrain. When this is not possible, they should use a terrain model or sketch.

(2) Leaders must ensure that subordinates understand the mission, the commander's intent, the concept of the operation, and their assigned tasks. Leaders may require subordinates to repeat all or part of the order or demonstrate on the model or sketch, their understanding of the operation. They should also quiz their soldiers to ensure that all soldiers understand the mission. [Chapter 5](#) provides a list of questions that leaders can ask to determine if the soldiers understand the mission.

h. **STEP 8. Supervise.** The leader supervises the unit's preparation for combat by conducting rehearsals and inspections.

(1) **Rehearsals.** The leader uses rehearsals to--

- Practice essential tasks (improve performance).
- Reveal weaknesses or problems in the plan.
- Coordinate the actions of subordinate elements.
- Improve soldier understanding of the concept of the operation (foster confidence in soldiers).

(a) Rehearsals include the practice of having squad leaders brief their planned actions in execution sequence to the platoon leader.

(b) The leader should conduct rehearsals on terrain that resembles the actual ground, and in similar light conditions.

(c) The platoon may begin rehearsals of battle drills and other SOP items before the receipt of the operation order. Once the order has been issued, it can rehearse mission specific tasks.

(d) Some important tasks to rehearse include--

- Actions on the objective.
- Assaulting a trench, bunker, or building.
- Actions at the assault position.
- Breaching obstacles (mine and wire).
- Using special weapons or demolitions.
- Actions on unexpected enemy contact.

(2) **Inspections.** Squad leaders should conduct initial inspections shortly after receipt of the warning order. The platoon sergeant spot checks throughout the unit's preparation for combat. The platoon leader and platoon sergeant make a final inspection. They should inspect--

- Weapons and ammunition.
- Uniforms and equipment.
- Mission-essential equipment.
- Soldier's understanding of the mission and their specific responsibilities.
- Communications.
- Rations and water.
- Camouflage.
- Deficiencies noted during earlier inspections.

2-6. SECURITY IN THE DEFENSE

Security in the defense includes active and passive measures taken to avoid detection or deceive the enemy and to deny enemy reconnaissance elements accurate information on friendly positions.

a. **Terrain.** Leaders consider the terrain in terms of OCOKA as they plan for security in the defense. They look for terrain that will protect them from enemy observation and fires and, at the same time, provide observation and fires into the area where they intend to destroy the enemy or defeat his attack. When necessary leaders use defensive techniques, such as reverse slope or perimeter defense, to improve the security of the defensive position. Leaders plan protective obstacles to the flanks and rear of their positions and tie them in with supplementary fires. Leaders consider adjacent key terrain that threatens the security of their positions. They secure this terrain by posting OPs and by covering it with direct and indirect fires. Finally, leaders establish OPs along the most likely enemy approaches into the position or sector to provide early warning.

b. **Observation Posts.** Each platoon should post at least one OP. The platoon leader designates the general location for the OP and the routes to and from the OP. The squad leader establishing the OP selects the specific site. [Section XII](#) provides a detailed discussion of the techniques used by platoons and squads in establishing and manning OPs. When a platoon performs a screen mission for a larger force in a defense, it may establish squad-sized OPs that are well dispersed. The squads conduct patrolling missions between these OPs to establish the screen.

c. **Patrols.** Platoons should actively patrol the area to their front and flanks while in a defensive operation. These patrols should include observation of dead space, gaps between units, open flanks, and gaps or lanes in tactical and protective wire. Patrols may also be used to establish and relieve OPs. The platoon leader must ensure that all patrols not initiated by his higher headquarters are coordinated with them. [Chapter 3](#) provides detailed discussion of patrolling techniques for platoons and squads.

d. **Passive Measures.** Platoons may be directed to cover specific areas of its sector with night vision devices, thermal sights, or early warning devices. These systems should be incorporated into the platoon sector sketch. Passive measures also include camouflage; movement control; and noise, light, and radiotelephone discipline.

e. **Deceptive Measures.** Deceptive measures includes actions that platoons and squads may take to mislead the enemy and induce him to do something counter to his interests. Platoons may employ deceptive measures for local security such as dummy positions or supplemental wire.

f. **Deception Operations.** Platoons may conduct deception operations as part of a larger force. These operations may include demonstrations, feints, displays, or ruses. In most instances platoons execute missions as normal but on a limited scale (feint), or to present a false picture to the enemy.

Section V. DEFENSE

This section describes techniques used in the planning and preparation phases of defensive operations.

2-15. CONDUCT OF THE DEFENSE

This paragraph provides a pattern of preparation, decision, and execution for platoons and squads. This pattern links the leader's critical decision points to a standard sequence of actions that a platoon takes in defensive operations. ([Figure 2-36.](#)) The standard sequence of actions are

- Prepare for Combat.
- Move to Defensive Positions.
- Establish Defensive Positions.
- Locate the Enemy.
- Initiate Contact/Actions on Enemy Contact.
- Fight the Defense.
- Reorganize

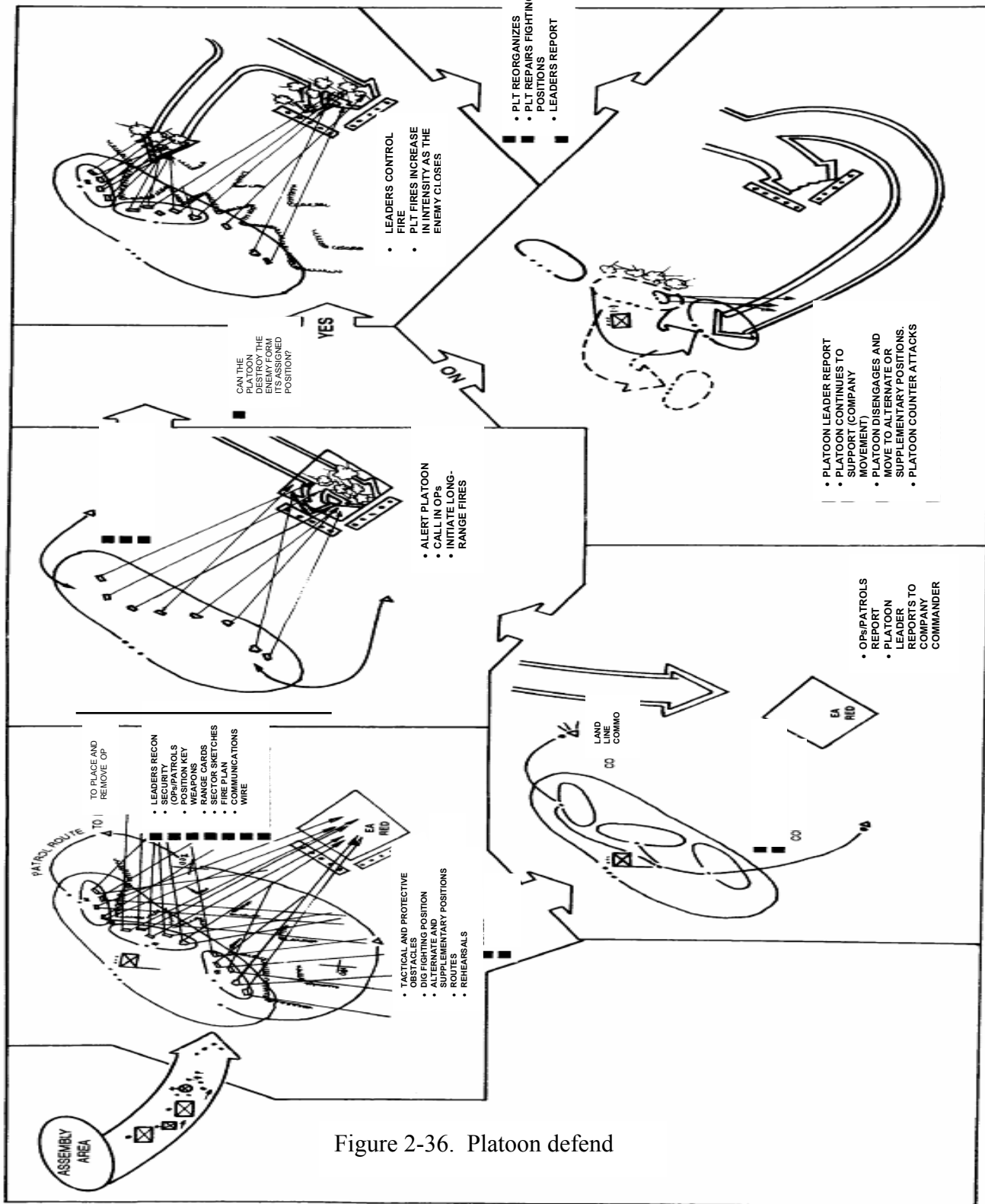


Figure 2-36. Platoon defend

a. **Prepare for Combat.** The platoon leader receives the company warning or operation order.

- (1) The platoon leader quickly issues a warning order.
- (2) The platoon leader begins making a tentative plan based on his estimate of the situation and an analysis of METT-T.
- (3) When possible the platoon leader (and squad leaders) reconnoiters the defensive position and the route(s) to it. The leader's reconnaissance party should always include a security team (minimum of two soldiers). The leader's reconnaissance--
 - (a) Maintains security.
 - (b) Checks for enemy positions, or signs of past enemy activities, obstacles, booby traps, and NBC contamination.
 - (c) Confirms/adjusts squad positions and sectors of fire from those in the tentative plan. (Normally the platoon leader assigns and adjusts machine guns and antiarmor positions.) The platoon leader revises his plan as necessary based on further assessment of METT-T.
 - (d) As the reconnaissance party returns to the platoon, the platoon leader posts guides along the route to maintain security and help the platoon move into the position.
- (4) Based on his reconnaissance, and any additional information, the platoon leader completes and issues his plan.
- (5) All squad leaders check (the platoon sergeant spot checks) weapons, communications equipment and accessories for missing items (squad and individual) and serviceability.
- (6) The platoon sergeant makes sure that the platoon has ammunition, food, water, and medical supplies on hand, in quantities prescribed by the platoon leader. (Squads and platoons should plan to prestock an additional basic load of ammunition on the defensive position.)
- (7) All soldiers camouflage themselves and their equipment to blend with the terrain.
- (8) The platoon rehearses critical tasks first.
 - (a) The platoon leader makes final inspection of weapons (test fires weapons, if possible), equipment (include communications checks), and personnel (include camouflage). The platoon sergeant closely monitors the soldiers' load to ensure that standard items are packed in accordance with the platoon SOP and that it is not excessive.
 - (b) If an advance party is used, the platoon leader, platoon sergeant, and advance party leader (normally a squad leader) review advance party activities and redistribute equipment to the advance party (for example, tripods, stakes). (See [Chapter 5](#).)
- (9) If not already moving, the platoon leader initiates the movement of his platoon.

b. **Move to Defensive Positions.** The platoon applies fundamentals of movement:

- (1) Move on covered and concealed routes.
- (2) Avoid likely ambush sites.

- (3) Enforce camouflage, noise, and light discipline.
- (4) Maintain all-round security, to include air guards.
- (5) Use formations and movement techniques based on METT-T.

c. **Establish Defensive Positions.** The platoon halts short of the defensive position in a covered and concealed position, and establishes local security.

(1) The platoon leader and squad leaders and a security team (minimum of two soldiers) move forward to link up with the security team on the position.

- (a) The squad leaders return to the platoon and move their squads forward.
- (b) The platoon occupies the designated position. Guides control the movement of the platoon into position.

(2) As the platoon occupies its position, the platoon leader ensures that all tasks are performed in the stated priority of work. Additionally, the platoon leader--

- Walks forward of positions, if possible to check camouflage and confirm dead space. The most important aspect of infantry fighting positions is that they cannot be observed by the enemy until it is too late.
- Checks on wire and mine teams. The platoon leader ensures that protective wire is outside of hand-grenade range from the fighting positions and tactical wire lies along the friendly side of the final protective line (FPL).
- Briefs the platoon sergeant on the logistics plan (include resupply and casualty evacuation routes).
- Issues finalized platoon order and checks soldier knowledge and understanding. (All soldiers must be aware of friendly units forward of the position [for example, patrols, scouts] and their return routes. They must also know the signals or conditions to initiate, shift, fire final protective, and cease-fires, and to reposition to alternate and supplementary positions.)

(3) The platoon improves the position continuously.

d. **Locate the Enemy.** The platoon establishes and maintains OPs and conducts security patrols as directed by the company commander. Patrols, OPs, and individual soldiers look and listen. They use night surveillance devices, binoculars, and PEWS to detect the enemy approach.

e. **Action on Enemy Contact.** Once the enemy is detected, the platoon leader--

- Alerts the squad leaders, platoon sergeant, and his forward observer.
- Reports the situation to the company commander.
- Calls in OPs. (The squad leader or platoon leader may decide to leave the OPs in place if the soldiers manning them can provide effective flanking fires, their positions afford them adequate protection, and or their return will compromise the platoon's position.)
- Calls for and adjusts indirect fire when the enemy is at maximum range.
- Initiates the long-range direct fires of his platoon on command from the company commander.

Leaders and individual soldiers return to their positions and prepare to fire on command from the platoon leader.

f. **Fight the Defense.** The platoon leader determines if the platoon can destroy the enemy from its assigned positions.

(1) If the answer is YES, the platoon continues to fight the defense.

(a) The platoon leader, or FO, continues to call for indirect fires as the enemy approaches. The platoon normally begins engaging the enemy at maximum effective range. It attempts to mass fires and initiate them simultaneously to achieve surprise. Long-range fires tied-in with obstacles should disrupt his formations; channelize him toward engagement areas; prevent, or severely limit his ability to observe the location of friendly positions; and destroy him as he attempts to breach tactical obstacles.

(b) Leaders control fires using standard commands, pyrotechnics, and other prearranged signals. The platoon increases the intensity of fires as the enemy closes within range of additional weapons. Squad leaders work to achieve a sustained rate of fire from their positions by having buddy teams fire their weapons so that both are not reloading them at the same time.

(c) In controlling and distributing fires, the platoon and squad leaders consider--

- The range to the enemy.
- Priority targets (what to fire at, when to fire, and why).
- Nearest or most dangerous targets.
- Shifting to concentrate fires on their own or as directed by higher headquarters.
- Ability of the platoon to engage dismounted enemy with enfilading, grazing fires.
- Ability of the platoon's antiarmor weapon to achieve flank shots against enemy vehicles.

(d) As the enemy closes on the platoon's protective wire, the platoon leader initiates final protective fires (FPF) (the following actions occur simultaneously):

- Machine guns and automatic weapons fire along interlocking principle direction of fire (PDF), or final protective lines (FPL) as previously designated and planned. Other weapons fire at designated principle direction of fires. M203 grenade launchers engage enemy in dead space or against enemy attempts to breach protective wire.
- The platoon continues to fight with Claymores and hand grenades.
- If applicable, the platoon leader requests indirect final protective fires (FPF) if they have been assigned in support of his positions.

(e) The platoon continues to defend until the enemy is repelled, or the platoon is ordered to disengage.

(2) If the answer is NO, the platoon leader--

(a) Reports the situation to the company commander.

(b) Continues to engage the enemy or repositions the platoon (or squads of the platoon) only when directed by the company commander to--

- Continue fires into the platoon sector (engagement area).
- Occupy supplementary positions.
- Reinforce other parts of the company.
- Counterattack locally to retake lost fighting positions.
- Withdraw from an untenable position using fire and movement to break contact. (The platoon leader does not move his platoon out of position if it will destroy the integrity of the company defense. All movements and actions to reposition squads and platoons must be thoroughly rehearsed.)

NOTE: In any movement out of a defensive position, the platoon **MUST** employ all direct and indirect fire means available to suppress the enemy long enough for the unit to move.

g. Consolidate and Reorganize.

(1) The platoon--

- Reestablishes security.
- Remains key weapons.
- Provides first aid and prepares wounded soldiers for MEDEVAC.
- Repairs damaged obstacles and replaces mines (Claymore) and booby traps.
- Redistributes ammunition and supplies.
- Relocates selected weapons to alternate positions if leaders believe that the enemy may have pinpointed them during the attack. Adjusts other positions to maintain mutual support.
- Reestablishes communications.
- Reoccupies and repairs positions, and prepares for renewed enemy attack.

(2) Squad and team leaders provide ammunition, casualty, and equipment (ACE) reports to the platoon leader.

(3) The platoon leader--

- Reestablishes the platoon chain of command.
- Consolidates squad ACE and provides ACE report to the company commander.

(4) The platoon sergeant coordinates for resupply and supervises the execution of the casualty and EPW evacuation plan.

(5) The platoon continues to improve positions. The platoon quickly reestablishes OPs and resumes patrolling as directed.

2-16. SECURITY

In the defense, infantry platoons attempt to surprise the enemy and initiate contact in such a way that his plan is disrupted. To capitalize on the element of surprise, infantry in defensive positions must remain undetected. A compromised position will either be bypassed or assaulted with overwhelming odds. Infantry platoons must conceal the location and preparation of their positions. They do this through the use of camouflage techniques and a strict adherence to noise and light discipline. Platoons must also provide their own security from the arrival of the leader's reconnaissance party through the execution of the defense. Platoons provide their own security through patrolling; the use of observation posts; and by detailing a percentage of the platoon to man hasty positions, while the remainder of the platoon prepares the defense. ([Chapter 3](#) provides detailed information on patrolling techniques. [Section XII](#) discusses techniques for establishing observation posts. Securing the position during preparation can be an SOP item.)

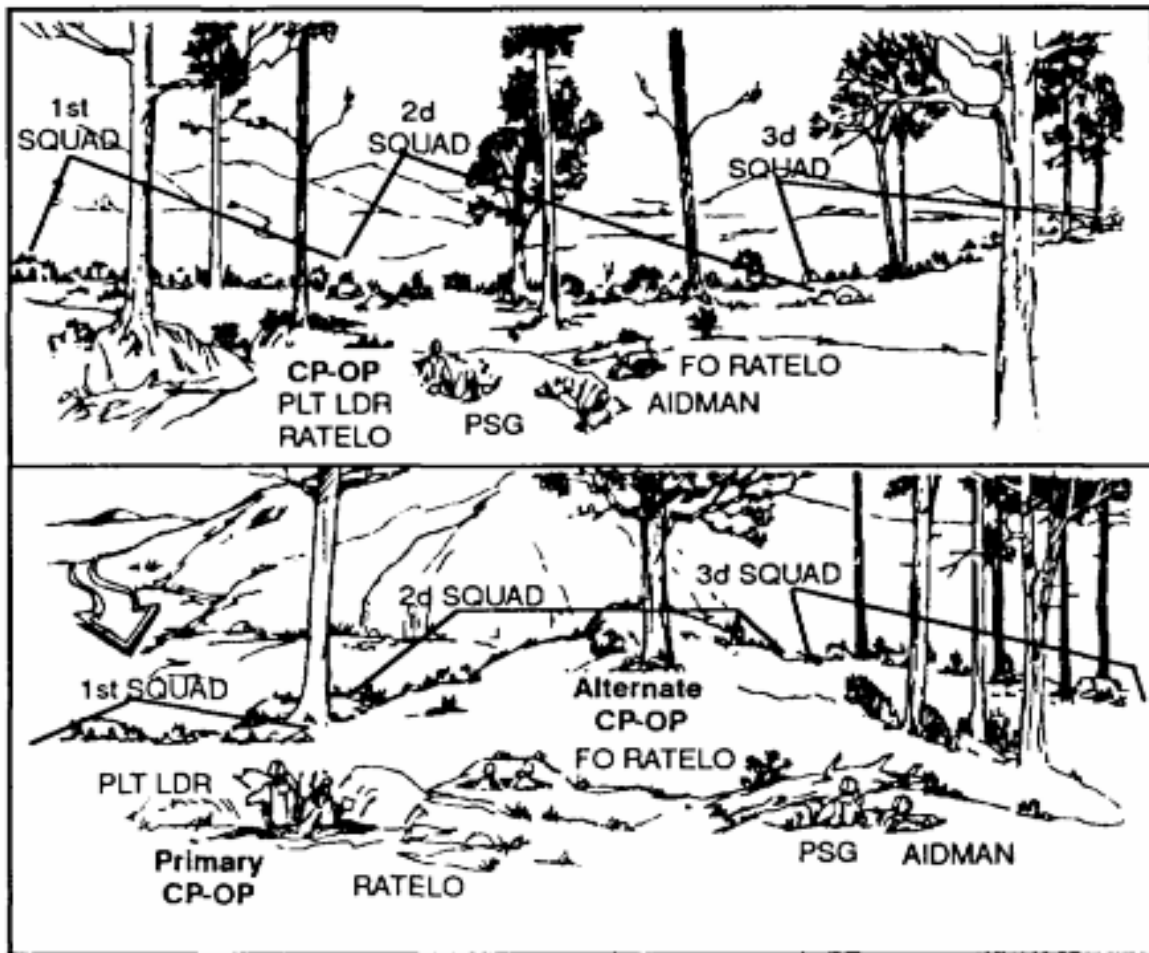


Figure 2-37. Command post-observation post.

2-17. COMMAND POST AND COMMUNICATIONS

A platoon leader sets up his CP where he can best see and control his platoon. The FO and the platoon RATELO occupy the platoon CP with the platoon leader. If the leader cannot see and control all of the platoon from one place, he sets up the CP where he can see and control the main effort. He then sets up an alternate CP where the platoon sergeant can control the rest of the platoon. The aidman normally locates with the PSG. The alternate CP bunker, with overhead cover, may be large enough to hold additional ammunition and casualties. The EPW collection point is normally near the alternate CP Excess supplies, barrier material, equipment; and KIAs are camouflaged near the alternate CP The platoon CP ties into the company wire net with a field telephone (if in the TOE) and into the company radio net with a radio. The alternate CP ties into the platoon CP with wire. The platoon has its own platoon radio and wire nets. ([Figure 2-37.](#))

2-18. WEAPONS EMPLACEMENT

The success of the defense depends on the positioning of soldiers and weapons. To position their weapons effectively, all leaders must know the characteristics, capabilities, and limitations of their weapons, the effects of terrain, and the tactics used by the enemy. Leaders should position weapons where they have protection; avoid detection; and surprise the enemy with accurate, lethal fires. In order to position the weapon, the leader must know where he wants to destroy the enemy and what effect he wants the weapon to achieve. Additionally, the platoon leader must consider whether his primary threat will be armored vehicles or dismounted infantry. When the platoon must fight armored vehicles, the platoon leader positions antiarmor weapons along the most likely armored avenue of approach first. When the primary threat is from dismounted infantry, the platoon leader should position his machine guns on the most likely dismounted avenue of approach first. The platoon leader must consider both mounted and dismounted avenues of approach. His plan should address both; one as a contingency of the other. Squad leaders position all other weapons to support these key weapons, cover dead space, and provide security.

a. **Machine Guns.** M60 (7.62-mm) and M249 (5.56-mm) machine guns are the platoon's primary weapons against a dismounted enemy. They provide a high volume of lethal, accurate fires to break up enemy assaults. They also provide limited effects against lightly armored vehicles and cause vehicle crews to button-up and operate with reduced effectiveness. Leaders position machine guns to--

- Concentrate fires where they want to kill the enemy.
- Fire across the platoon front.
- Cover obstacles by fire.
- Tie-in with adjacent units.

(1) The following definitions apply to the employment of machine guns.

(a) *Grazing fire.* Grazing fire occurs when the center of the cone of fire dots not rise more than 1 meter (about waist high) above the ground. When firing over level or uniformly sloping terrain, a maximum of 600 meters of grazing fire can be obtained.

(b) *Dead space.* Dead space is an area within the maximum effective range of a weapon, surveillance device, or observer that cannot be covered by fire and observation from a given position because of intervening obstacles, the nature of the ground, the characteristics of the trajectory, or the limitations of the pointing capabilities of the systems. The platoon covers dead space with another direct fire weapon, M203 fire, indirect fires, or mines (command-detonated Claymores). Additionally, the platoon leader should attempt to tie-in obstacles (wire and mines) and fires to cover dead space. He may also position OPs to observe dead space for another position.

(c) *Final protective line.* A final protective line (FPL) is a predetermined line along which grazing fire is placed to stop an enemy assault. Where terrain allows, the platoon leader assigns a machine gun an FPL. Once in position, one soldier from the machine gun team walks the FPL to identify both dead space and grazing fire along its length. ([Figure 2-38.](#))

(d) *Principle direction of fire.* A principle direction of fire (PDF) is a priority direction of fire assigned to cover an area, which provides good fields of fire or has a likely avenue of approach. It is also used to provide mutual support to an adjacent unit. Guns are laid on the PDF if an FPL cannot be assigned due to terrain. If a PDF is assigned and other targets are not being engaged, guns are laid on the PDF.

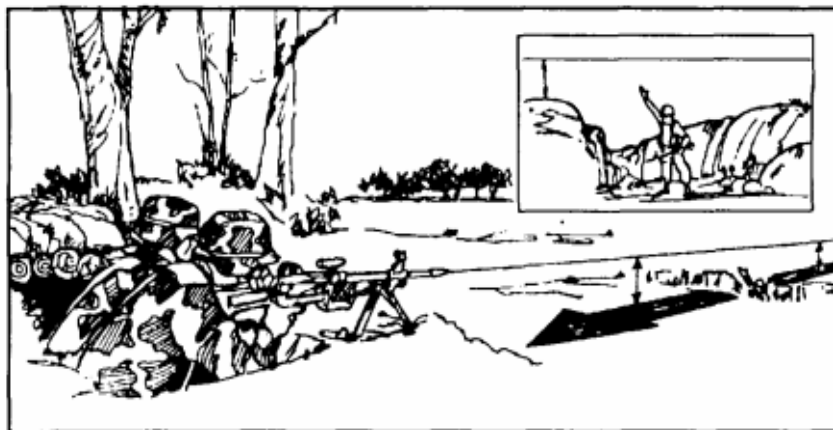


Figure 2-38. Finding dead space along an FPL.

(2) Each gun is given a primary and secondary sector of fire. Their sectors of fire should overlap each other and those of adjacent platoons. A gunner fires in his secondary sector only if there are no targets in his primary sector, or when ordered to do so. Each gun's primary sector includes an FPL or a PDF. The gun is laid on the FPL or PDF unless engaging other targets. When FPFs are called for, the gunner shifts to and engages on the FPL or PDF.

b. **Antiarmor Weapons.** The MAW is normally the antiarmor weapon that supports a rifle squad or platoon. In some units these weapons are organic to the platoon. At times, the platoon may be supported by TOWs. During planning, the leader considers the enemy vehicle threat, then positions antiarmor weapons accordingly to cover armor avenues of approach ([Figure 2-39](#)). He also considers the fields of fire, the tracking time, and the minimum arming ranges of each weapon. The platoon leader selects a primary position and a sector of fire for each antiarmor weapon. He also picks supplementary positions for them. The antiarmor leader selects alternate positions. Each position should allow flank fire and have cover and concealment. The leader can integrate the MAW thermal sight into his limited visibility security and observation plan.



Figure 2-39. Antiarmor weapon position.

c. **Grenade Launchers.** The M203 is the squad leader's indirect fire weapon. He positions it to cover dead space in the squad's sector, especially the dead space for the machine guns. The M203 gunner is also assigned a sector to cover with rifle fire. The high-explosive, dual-purpose (HEDP) round is very effective against lightly armored vehicles such as the BMP-1 and the BTR.

d. **Rifles.** The leader assigns positions and sectors of fire to each rifleman in the squad. Normally, he positions the riflemen to support the machine guns and antiarmor weapons. They are also positioned to cover obstacles, provide security, cover gaps between units, or provide observation.

2-19. RANGE CARDS

A range card is a record of the firing data required to engage predetermined targets within a sector of fire during good and limited visibility. Every direct-fire weapon gunner must prepare a range card ([DA Form 5517-R](#), Standard Range Card). Two copies of the range card are prepared. One copy stays at the position and the other is sent to platoon headquarters. Range cards are prepared for primary, alternate, and supplementary positions. Range cards are prepared immediately upon arrival in a position, regardless of the length of stay, and updated as necessary.

The range card is prepared in accordance with the FM for the specific weapon. The range card has two sections--a sector sketch section and a data section. General preparation instructions are as follows See [Figure 2-40](#) for examples of completed [DA Form 5517-R](#) for a machine gun and Dragon.

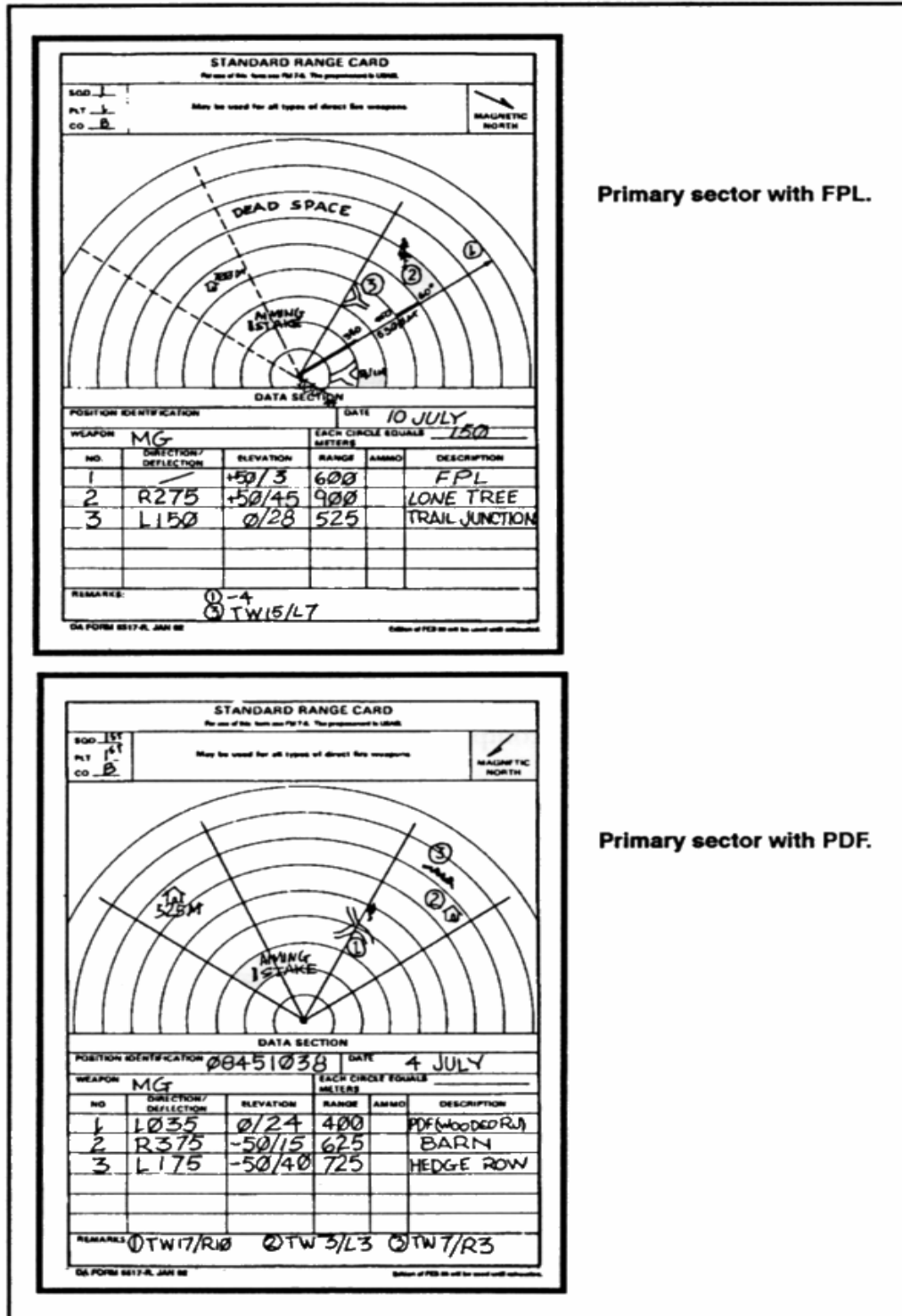


Figure 2-40. Example of completed DA Form 5517-R.

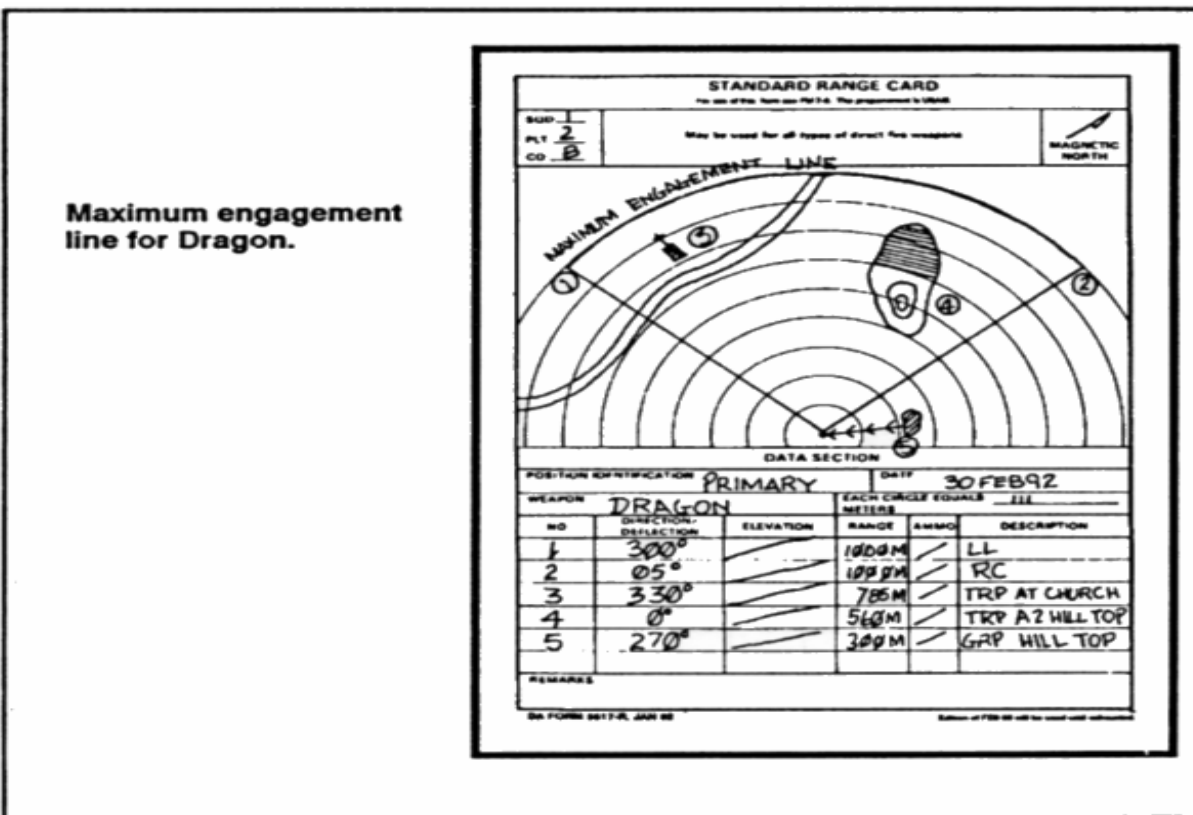


Figure 2-40. Example of completed Form 5517-R (continued).

a. The marginal information at the top of the card is listed as follows.

- (1) SQD, PLT CO. The squad, platoon, and company designations are listed. Units higher than company are not listed.
- (2) MAGNETIC NORTH. The range card is oriented with the terrain and the direction of magnetic north arrow is drawn.

b. The gunner's sector of fire is drawn in the sector sketch section. It is not drawn to scale, but the data referring to the targets must be accurate.

- (1) The weapon symbol is drawn in the center of the small circle.
- (2) Left and right limits are drawn from the position. A circled "L" and "R" are placed at the end of the appropriate limit lines.
- (3) The value of each circle is determined by using a terrain feature farthest from the position that is within the weapon's capability. The distance to the terrain is determined and rounded off to the next even hundredth, if necessary. The maximum number of circles that will divide evenly into the distance is determined and divided. The result is the value for each circle. The terrain feature is then drawn on the appropriate circle.
- (4) All TRPs and reference points are drawn in the sector. They are numbered consecutively and circled.

(5) Dead space is drawn in the sector.

(6) A maximum engagement line is drawn on range cards for antiarmor weapons.

(7) The weapon reference point is numbered last. The location is given a six-digit grid coordinate. When there is no terrain feature to be designated, the location is shown as an eight-digit grid coordinate.

c. The data section is filled in as follows.

(1) POSITION IDENTIFICATION. The position is identified as primary alternate, or supplementary.

(2) DATE. The date and time the range card was completed is entered.

(3) WEAPON. The weapon block indicates the weapons used.

(4) EACH CIRCLE EQUALS _____ METERS. Write in the distance in meters between circles.

(5) NO. Starting with left and right limits TRPs and reference points are listed in numerical order.

(6) DIRECTION/DEFLECTION. The direction is listed in degrees. The deflection is listed in mils.

(7) ELEVATION. The elevation is listed in mils.

(8) RANGE. The distance in meters from the position [to the left and right limits and TRPs and reference points.

(9) AMMO. The type of ammunition used is listed.

(10) DESCRIPTION. The name of the object is listed, for example, farmhouse, wood line, hilltop.

(11) REMARKS. The weapon reference point data and any additional information is listed.

2-20. TYPES OF POSITIONS

Defensive positions may be classified as primary, alternate, or supplementary. All positions should provide observation and fields of fire within the weapon's or platoon's assigned sector. They should take advantage of natural cover and concealment even before soldiers begin to camouflage them. Soldiers improve their ability to reposition by using covered routes, communications trenches; by employing smoke; or by planning and rehearsing the repositioning by fire and maneuver. (Figure 2-41.)

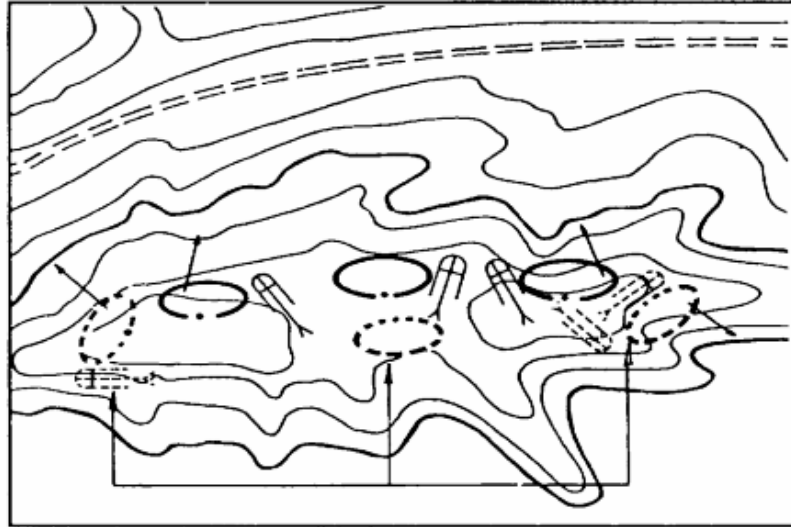


Figure 2-41. Relationship of defensive positions.

- a. **Primary.** A primary position provides soldier, weapon crew, or unit the best mean to accomplish the assigned mission.
- b. **Alternate.** Alternate positions allow soldiers, weapon crews, or units to cover the same sector of fire covered from the primary position. Soldiers occupy alternate positions when the primary position becomes untenable or unsuitable for carrying out their tasks. Soldiers may occupy alternate positions before an attack to rest and or perform maintenance, or to add the element of surprise to their defense
- c. **Supplementary.** Supplementary positions provide the best means to accomplish a task that cannot be accomplished from the primary or alternate positions. Platoon leaders normally locate supplementary positions to cover additional enemy avenues of approach and to protect the flanks and rear of the platoon position.

2-21. SQUAD POSITIONS

As a guideline, a squad can physically occupy a front of about 100 meters. From this position, it can defend 200 to 250 meters of frontage. The frontage distance between two-man fighting positions should be about 20 meters (allowing for a "lazy W" configuration on the ground; this would put fighting positions about 25 meters apart physically). Every position should be observed and supported by the fires of at least two other positions. One-man fighting positions may be located closer together to occupy the same platoon frontage. The distance between fighting positions depends on the leader's analysis of the factors of METT-T. In determining the best distance between fighting positions, the squad leader must consider--

- The requirement to cover the squad's assigned sector by fire.
- The need for security; that is, prevent infiltrations of the squad position.
- The requirement to prevent the enemy from using hand grenades effectively to assault adjacent positions, should he gain a fighting position.

2-22. PLATOON POSITIONS

The platoon leader assigns primary positions and sectors of fire to his machine guns and antiarmor weapons. He must personally check the lay of each weapon. He assigns primary positions and sectors of fire to his squads. The squad leader normally assigns the alternate positions for the squad and has them approved by the platoon leader. Each squad's sector must cover its own sector of fire and overlap into that of the adjacent squad. Flank squad sectors should overlap those of adjacent platoons. The platoon leader also assigns supplementary positions if required. The platoon leader may choose to position his squads in depth to gain or enhance mutual support.

2-23. SECTOR SKETCHES

Leaders prepare sector sketches based on their defensive plan. They use the range card for each crew-served weapon (prepared by the gunners).

a. **Squad Sector Sketch.** Each squad leader prepares a sector sketch to help him plan his defense and to help him control fire ([Figure 2-42](#)). The squad leader prepares two copies of the sector sketch. He gives one copy to the platoon leader and keeps the second copy at his position. The SOP should state how soon after occupying the position the leader must forward the sketch. The sketch shows the following:

- Squad and platoon identification.
- Date/time group.
- Magnetic north.
- The main terrain features in his sector of fire and the ranges to them.
- Each primary fighting position.
- Alternate and supplementary positions.
- The primary and secondary sectors of fire of each position.
- Maximum engagement line.
- Machine gun FPLs or PDF.
- Dragon positions with sectors of fire.
- The type of weapon in each position.
- Observation posts and the squad leader's position.

- Dead space to include coverage by grenade launchers.
- Location of NVDs.
- Obstacles, mines, and booby-traps.

b. **Platoon Sector Sketch.** The platoon leader check range cards and squad sector sketches. If he finds gaps or other flaws in his fire plan, he adjusts the weapons or sectors as needed. If he finds any dead space, he takes steps to cover it with mines, grenade launcher fire, or indirect fire. He then makes two copies of his platoon sector sketch, one for his use; the other for the company commander) (Figure 2-43). His sketch shows the following:

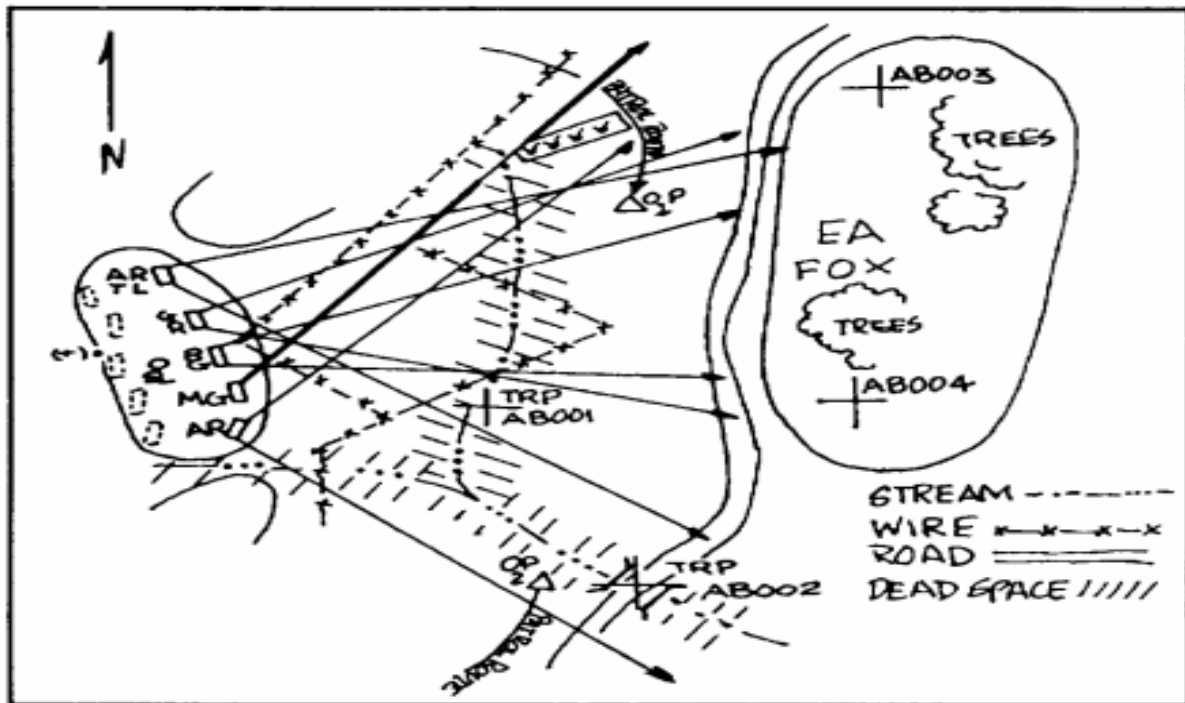


Figure 2-42. Squad sector sketch.

- Squad sectors of fire.
- Machine gun and antiarmor weapon positions and their sectors of fires, to include FPLs and PDFs of the automatic rifles/machine guns and TRPs for the antiarmor weapons.
- Maximum engagement lines for antiarmor weapons.
- Mines (Claymores) and obstacles.
- Indirect fire planned in the platoon's sector of fire (targets and FPF).
- OPs and patrol routes, if any.
- Platoon CP
- Platoon/company identification.
- Date/time group.
- Magnetic north.
- Location of casualty collection point.
- Location of NVDs/thermal sights that are part of the limited visibility security plan.
- Adjustments during limited visibility to maintain coverage of assigned TRPs.

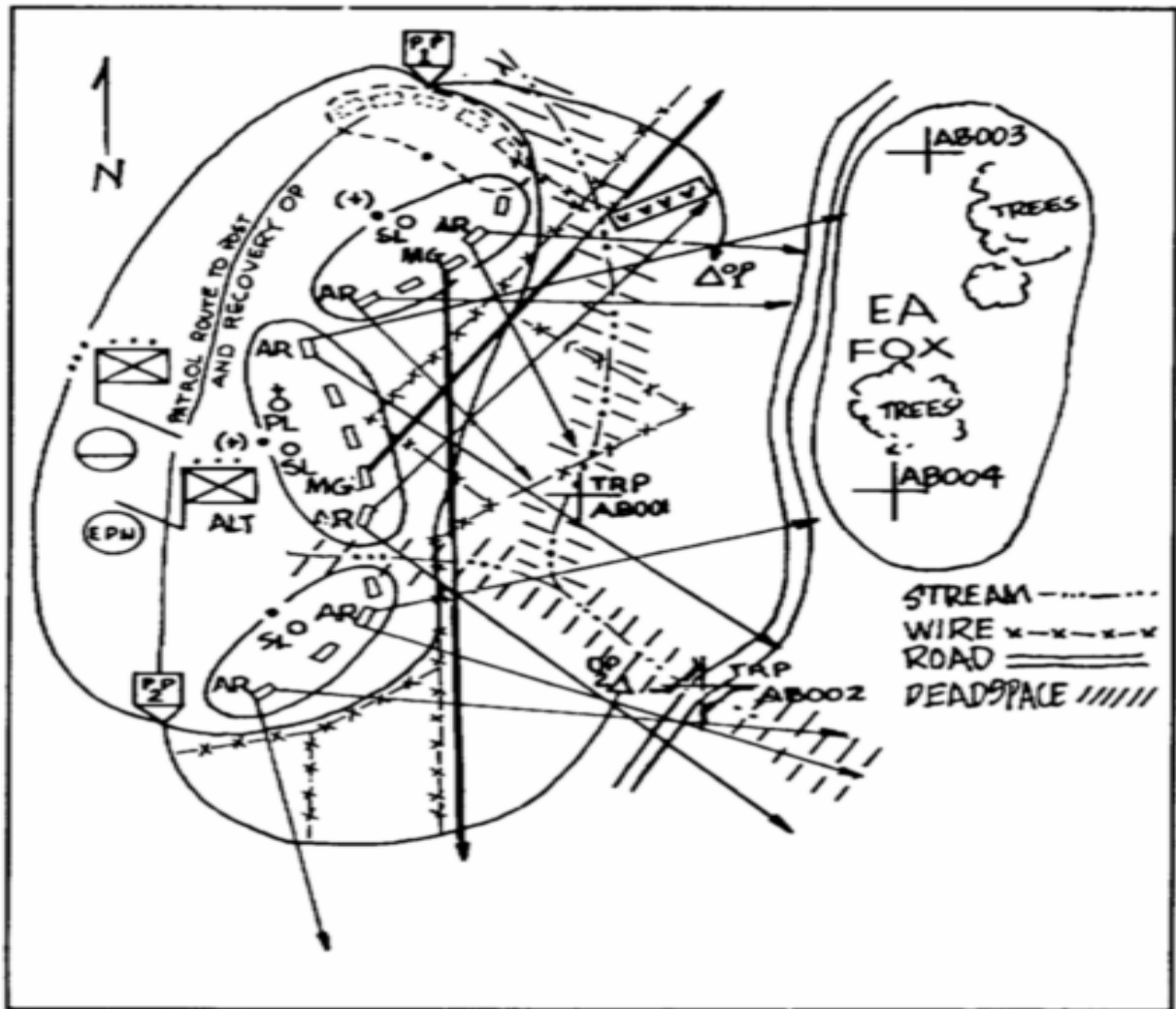


Figure 2-43. Example of a platoon sector sketch.

2-24. FIRE CONTROL MEASURES

Normally, antiarmor fires (except LAWs) are part of the battalion or company fire plan. One leader controls all antiarmor weapons firing from a single position or into a single engagement area. Platoon leaders normally control the fires of machine guns. Squad leaders and team leaders control, automatic rifles, grenade launchers, and rifle fire. Platoon and squad leaders use the following fire control measures to ensure the proper concentration and distribution of fires.

- a. **Sectors.** Leaders use sectors of fire to assign responsibility and ensure **distribution** of fires across the platoon and squad front. Sectors should always overlap with adjacent sectors.
- b. **Engagement Areas.** Leaders use engagement areas to concentrate all available fires into an area where they intend to kill the enemy. When conducting ambushes, units refer to the engagement areas as a KILL ZONE.

c. **Fire Patterns.** These include front, cross, and depth fires. These patterns describe the relationship between the weapons and the targets. The intent is to ensure that weapons do not waste ammunition firing on the same target, while other targets remain unengaged.

d. **Engagement Priorities.** These designate the priority for engaging key targets to include leaders, RATELOs crew-served weapons, and engineers. The following is an example of an engagement priority.

(1) ***MAW gunners fire--***

- At the most threatening armored vehicle.
- At armor in the kill zone or primary sector.
- At armor in the secondary sector.
- At armored vehicles beyond 200 meters.

(2) ***Machine gun gunners fire--***

- The FPL or PDF, if signaled to do so.
- At groups of five or more in the primary sector (from farthest to closest).
- At crew-served automatic weapons.
- At groups of five or more in the secondary sector.
- At unarmored vehicles.

(3) ***Automatic riflemen fire--***

- Along the FPL, if signaled to do so.
- At groups of five or more in the primary sector (closest to farthest).
- At soldiers in the primary sector.

(4) ***Grenadiers fire--***

- At light armored vehicles in sector.
- At groups of three or more in sector.
- At groups of three or more in secondary sector.
- At individual soldiers in sector, using M16 rifles.
- At dead space in sector (if occupied by the enemy).
- At other targets as directed by squad or team leader (illumination or smoke on order).

(5) ***Riflemen fire--***

- In their primary and secondary sectors.
- Nearest to farthest, starting on flank and working toward the center --
 - At leaders.
 - At RATELOs.
 - At individual soldiers.

(6) ***LAW gunners fire--***

- In two-soldier volleys on direction of the team or squad leaders.
- At nearby threatening vehicle.

e. **Rate of Fire.** Some weapon system FMs specify rates of fire by name--others do not. The doctrinal terms should be used when possible; others are addressed by SOP.

2-25. PRIORITY OF WORK

The platoon's priority of work is a list of tasks that the leader uses to control what gets done by whom and in what order in the preparation of the defense. These tasks are normally prescribed in the SOP. An example of priority of work tasks by duty position is in [Chapter 5](#). The leader adjusts the priority of work based on his consideration of the factors of METT-T and on his and the higher commander's intent. The platoon's normal priority of work is--

- Establish local security
- Position antiarmor weapons, machine guns, and squads and assign sectors of fire.
- Position other assets attached to the platoon.
- Establish the CP and wire communications.
- Designate FPLs and FPFs.
- Clear fields of fire and prepare range cards and sector sketches.
- Coordinate with adjacent units--left, right, forward, and to the rear.
- Prepare primary fighting positions.
- Emplace obstacles and mines.
- Mark or improve marking for TRPs and other fire control measures.
- Improve primary fighting positions such as overhead cover.
- Prepare alternate positions, then supplementary positions.
- Establish a sleep and rest plan.
- Reconnoiter routes.
- Rehearse engagements, disengagements, and any counterattack plans.
- Adjust positions or control measures as required.
- Stockpile ammunition, food, and water.
- Dig trenches to connect positions.
- Continue to improve positions.

2-26. COORDINATION

Coordination between adjacent platoons/squads is normally from left to right and from front to rear. Information exchanged includes the following:

- Location(s) of leaders.
- Location of primary, alternate, and supplementary positions and sectors of fire of machine guns, antiarmor weapons, and subunits.
- Route to alternate and supplementary positions.
- Location of dead space between platoons and squads and how to cover it.
- Location of OPs and withdrawal routes back to the platoon's or squad's position.
- Location and types of obstacles and how to cover them.
- Patrols to be conducted to include their size, type, times of departure and return, and routes.
- Location, activities, and presage plan for scouts and other units forward of the platoon's position.

- Signals for fire and cease fire and any other signals that may be observed.
- Engagement and disengagement criteria.

2-27. FIGHTING POSITIONS

This paragraph discusses techniques for the construction of infantry fighting positions. Infantrymen use hasty; one-, two-, and three-soldier; machine gun; medium and light antitank; and 90-mm recoilless rifle positions. Soldiers must construct fighting positions that protect them and allow them to fire into their assigned sectors.

a. **Protection.** Fighting positions protect soldiers by providing **cover** through sturdy construction, and by providing **concealment** through positioning and proper camouflage. The enemy must not be able to identify the position until it is too late and he has been effectively engaged. When possible, soldiers should site positions in nonobvious places, behind natural cover, and in an easy to camouflage location. **The most important step in preparing fighting position is to make sure that it cannot be seen.** In constructing fighting positions, soldiers should always--

- Dig the positions armpit deep.
- Fill sandbags about 75 percent full.
- Revet excavations in sandy soil.
- Check stabilization of wall bases.
- Inspect and test the position daily, after heavy rain, and after receiving direct or indirect fires.
- Maintain, repair, and improve positions as required.
- Use proper materiel. Use it correctly.

NOTE: In sandy soil, vehicles should not be driven within 6 feet of the positions.

b. **Siting to Engage the Enemy.** Soldiers must be able to engage the enemy within their assigned sectors of fire. They should be able to fire out to the maximum effective range of their weapons with maximum grazing fire and minimal dead space. Soldiers and leaders must be able to identify the best location for their positions that meet this criteria. Leaders must also ensure that fighting positions provide interlocking fires. This allows them to cover the platoon's sector from multiple positions and provides a basis for final protective fires.

c. **Prepare by Stages.** Leaders must ensure that their soldiers understand when and how to prepare fighting positions based on the situation. Soldiers normally prepare hasty fighting positions each time the platoon halts (except for short security halts), and only half of the platoon digs in while the other half maintains security. Soldiers prepare positions in stages and require a leader to inspect the position before moving on to the next stage. See FM 7-8, page 2-87 for examples of fighting positions.

Student Handout 3

This student handout contains 7 pages of extracted material from ARTEP 7-8-MTP.

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Extract from ARTEP 7-8-MTP

RECOVERABLE PUBLICATIONS

YOU RECEIVED THIS DOCUMENT IN A DAMAGE-FREE CONDITION. DAMAGE IN ANY WAY, TO INCLUDE HIGHLIGHTING, PENCIL MARKS, OR MISSING PAGES, WILL SUBJECT YOU TO PECUNIARY LIABILITY (STATEMENT OF CHARGES, CASH COLLECTION, ETC.) TO RECOVER PRINTING COSTS.

07-3-5063

TASK: Occupy an Assembly Area (Infantry/Mortar/Reconnaissance Platoon/Squad) (07-3-5063)

(FM 7-4 (3-21.94)) (FM 7-5 (3-21.9)) ([FM 7-7](#)) ([FM 7-7J](#)) ([FM 7-8](#)) ([FM 7-85](#)) ([FM 7-92](#))

ITERATION 1 2 3 4 5 M (circle)
 TRAINING STATUS T P U (circle)

CONDITION: The platoon is conducting operations as part of a larger force and has received an operation order (OPORD) or fragmentary order (FRAGO) to occupy an assembly area (AA) at the location and time specified. All necessary personnel and equipment are available. The platoon has communications with higher, adjacent, and subordinate elements. The platoon has been provided guidance on the rules of engagement (ROE) and or rules of interaction (ROI). Coalition forces and noncombatants may be present in the operational environment. Some iterations of this task should be conducted during limited visibility conditions.

Some iterations of this task should be performed in MOPP4.

TASK STANDARD: The platoon occupies the AA in accordance with the order and or commander's guidance. The platoon enters the AA without stopping or blocking the route of march, moves all personnel and equipment to their assigned positions not later than (NLT) the time specified in the order, establishes priority of work, establishes local security, and maintains appropriate readiness condition (REDCON) levels. The platoon complies with the ROE and or ROI.

TASK STEPS and PERFORMANCE MEASURES	GO	NO GO
<p>*1. Platoon leader gains and or maintains situational understanding using information that is gathered from FORCE XXI Battle Command - Brigade and Below (FBCB2) (if applicable), frequency modulated (FM) communications, maps, intelligence summaries, situation reports (SITREPs), and or other available information sources.</p> <p>*2. Platoon leader receives an OPORD or FRAGO and issues warning order (WARNO) to the platoon using FBCB2, FM, or other tactical means.</p> <p>*3. Platoon leader plans using troop-leading procedures.</p> <p style="padding-left: 40px;">a. Conducts a digital and or conventional map reconnaissance.</p> <p style="padding-left: 80px;">(1) Identifies tentative rally points.</p> <p style="padding-left: 80px;">(2) Identifies likely enemy avenues of approach.</p> <p style="padding-left: 80px;">(3) Marks tentative dismount points on digital and conventional maps as appropriate.</p> <p style="padding-left: 40px;">b. Plans and coordinates indirect fire support and or close air support, if available.</p>		

- c. Identifies direct fire responsibilities.
 - d. Addresses actions on chance contact with the enemy.
- *4. Platoon leader disseminates digital reports (if applicable), overlays, and other pertinent information to each squad to keep them abreast of the situation.
- *5. Platoon leader assigns personnel to perform quartering party duties IAW guidance and or TSOP.
- a. Briefs personnel on platoon requirements for the quartering party.
- *6. Platoon leader issues orders and instructions to include ROE and or ROI.
7. Platoon conducts a rehearsal.
- *8. Platoon leader issues FRAGOs, as necessary, to address changes to the plan identified during the rehearsal.
9. Quartering party clears the release point (RP) and moves to the AA.
- a. Assists in reconnaissance of the route and the proposed AA.
 - b. Assists in improving and marking entrances, exits, and internal routes.
 - c. Assists in marking obstacles, mines, and contaminated areas.
 - d. Selects and marks tentative platoon vehicle, weapons, and dismounted team positions IAW OPOD, FRAGO, or SOP.
 - e. Maintains surveillance and provides security of the area until the arrival of the platoon.
 - f. Posts guides in covered and concealed positions to guide platoon to its initial position without halting.
10. Platoon clears the RP and moves to AA.
11. Platoon performs initial occupation of the AA.
- a. Follows directions from guides and moves into marked positions.
 - b. Orients weapon systems to cover sectors of responsibility.
 - c. Follows proper cool-down procedures, shuts down engines simultaneously, if applicable.
- *12. Platoon leader/platoon sergeant (PSG) initiates assembly area activities.
- a. Reviews organization of the AA with quartering party personnel.

- b. Designates section direct fire responsibilities.
- c. Directs section/team leaders and VCs to prepare sector sketches.
- d. Keeps the company commander informed of the status of the operation, taking the following steps as necessary:
 - (1) Reports platoon's arrival at the AA.
 - (2) Reports completion of initial occupation of AA positions.
 - (3) Prepares and forwards situation reports (SITREPs) to the commander, as necessary, throughout the operation .
- e. Determines security procedures, REDCON level, and priorities of work.

13. Platoon establishes and maintains local security under direction from the platoon leader.

- a. Assigns each section a sector of the perimeter to ensure mutual support and to cover all gaps by observation and fire.
- b. Establishes patrols to prevent infiltration and to clear possible enemy observation posts (OPs) within assigned sector (if applicable).
- c. Designates an OP and selects OP personnel.
- d. Ensures the OP has communications with the platoon.
- e. Warns the platoon of any enemy approach before the platoon is attacked (OP).
- f. Camouflages equipment.
- g. Enforces noise, light, and litter discipline.

14. Based on the priority of work established by the platoon leader, the platoon (can vary by platoon TSOP and (factors of mission, enemy, terrain and weather, troops, time available, and civilian considerations [METT-TC].)

- a. Positions weapon systems and assigns sectors of fire.
- b. Positions other assets attached to the platoon.
- c. Establishes wire communications.
- d. Designates final protective line (FPL) and final protective fires (FPFs).
- e. Clears fields of fire and prepares range cards and sector sketches.
- f. Camouflages the positions

g. Coordinates with adjacent elements left, right, forward, and to the rear, if applicable.

(1) Ensures there are no gaps between elements.

(2) Exchanges information on OP locations and platoon signals.

i. Improves primary fighting positions by adding such things as overhead cover.

j. Prepares alternate positions, then supplementary positions.

k. Establishes a sleep and rest plan.

l. Reconnoiters routes.

m. Adjusts positions or control measures as required.

n. Stockpiles ammunition, food, and water.

o. Digs trenches to connect positions.

p. Continues to improve positions.

*15. Platoon leader forwards a sector sketch to the company commander and keeps one for platoon use.

16. Platoon performs field sanitation operations.

a. Maintains adequate supply of potable water.

b. Establishes latrines and hand washing facilities.

c. Performs personal hygiene activities.

17. Platoon assumes specified REDCON level, taking one of the following steps:

a. Assumes REDCON-1 (Full alert). Note: A period of maximum preparedness, REDCON-1 ensures that all platoon personnel are alert and prepared for action immediately. Infantry squads, to include OPs, are recalled, and weapons are manned.

b. Assumes REDCON-2 (Full alert). Note: Equipment is stowed except for wire and telephone equipment, if used. Platoon weapons are manned. Infantry squads, OPs and chemical alarms are still deployed.

c. Assumes REDCON-3 (Reduced alert). Note: Fifty percent of each crew/squad stands down for feeding, rest, maintenance, or troop leading procedures.

d. Assumes REDCON-4 (Minimum alert). Note: Seventy five percent of each

<p>crew/squad stands down for feeding, rest, maintenance, or troop leading procedures. Crew-served weapons within each infantry squad are manned. OPs are manned.</p> <p>18. The platoon continues priorities of work, including operations security (OPSEC), maintenance, resupply, and rest activities.</p> <p style="padding-left: 40px;">a. Maintains security IAW platoon leader's guidance, order and or TSOP.</p> <p style="padding-left: 40px;">b. Increases REDCON levels progressively as required based on company commander's guidance or unit SOP.</p> <p>*19. On receipt of further orders, the platoon leader conducts preparations for departing the AA.</p> <p style="padding-left: 40px;">a. Reconnoiters route and or calculates time distance for departing the AA, as directed.</p> <p style="padding-left: 40px;">b. Conducts police call to ensure no equipment, supplies, or other items of tactical or intelligence value is left behind.</p> <p style="padding-left: 40px;">c. Increases REDCON levels progressively as required based on company commander's guidance or TSOP.</p>		
<p>NOTE * Indicates a leader task. NOTE + Indicates a critical task.</p>		

TASK PERFORMANCE SUMMARY BLOCK

ITERATION	1	2	3	4	5	M	TOTAL
TOTAL TASK STEPS & PERFORMANCE MEASURES EVALUATED							
TOTAL TASK STEPS & PERFORMANCE MEASURES "GO"							

SUPPORTING SOLDIER'S MANUAL TASKS

- [031-503-2001](#) IDENTIFY CHEMICAL AGENTS USING M256-SERIES CHEMICAL AGENT DETECTOR KIT
- [031-503-2008](#) USE AND MAINTAIN M8 OR M8A1 CHEMICAL AGENT ALARM
- 031-503-3008 IMPLEMENT MISSION-ORIENTED PROTECTIVE POSTURE
- 052-191-1501
- 052-192-3032
- 052-192-3032-A
- [071-010-0001](#) ZERO A NIGHT VISION SIGHT AN/PVS-4 TO AN M249 MACHINE GUN
- [071-010-0002](#) MOUNT A NIGHT VISION SIGHT AN/PVS-4 ON AN M249 MACHINE GUN
- 071-025-0010
- 071-025-0010-A

[071-032-0006](#) CONSTRUCT FIELD-EXPEDIENT FIRING AIDS FOR AN M203
GRENADE LAUNCHER

[071-311-2006](#) CONSTRUCT FIELD_EXPEDIENT FIRING AIDS FOR AN M16A1 or
M16A2 RIFLE

[071-312-4004](#) LAY AN M249 MACHINE GUN USING FIELD EXPEDIENTS

071-312-4032

[071-325-4425](#) EMPLOY AN M18A1 CLAYMORE MINE

071-325-4426 RECOVER AN M18A1 CLAYMORE MINE

071-326-0513 SELECT TEMPORARY FIGHTING POSITIONS

[071-326-5502](#) ISSUE A FRAGMENTARY ORDER

[071-326-5503](#) ISSUE A WARNING ORDER

[071-326-5505](#) ISSUE AN ORAL OPERATIONS ORDER

071-326-5703 CONSTRUCT INDIVIDUAL FIGHTING POSITIONS

071-326-5704 SUPERVISE CONSTRUCTION OF A FIGHTING POSITION

071-326-5705 ESTABLISH AN OBSERVATION POST

[071-326-5770](#) PREPARE A PLATOON SECTOR SKETCH

071-326-5775 COORDINATE WITH AN ADJACENT PLATOON

071-331-0801 CHALLENGE PERSONS ENTERING YOUR AREA

071-331-0852 CLEAR A FIELD OF FIRE

[071-730-0004](#) PLAN INSTALLATION OF A PLATOON EARLY WARNING SYSTEM
AN/TRS-2

[071-730-0008](#) Employ Field-Expedient Early Warning Devices

113-571-1022 PERFORM VOICE COMMUNICATIONS

[113-573-0002](#) CONDUCT OPERATIONS SECURITY (OPSEC) PROCEDURES

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W225

Combat Operations

OCT 03

U.S. ARMY SERGEANTS MAJOR ACADEMY

Primary Leadership Development Course
(PLDC)

The Army Training System

TRAINING SUPPORT PACKAGE



"NO ONE IS MORE PROFESSIONAL THAN I"

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CHANGE SHEET 1

- 1. Synopsis. This change sheet corrects minor administrative errors in the W225, Combat Operations Training Support Package.
- 2. Pen and ink changes: none.
- 3. Page change(s): Remove old pages and insert revised page(s) as indicated.

Remove Pages Insert Pages

1 thru 8

1 thru 8

- 4. Additional changes that need explaining: none.
- 5. File this sheet in front of the TSP for reference purposes.
- 6. Approval of change sheet.

Name/Signature	Rank	Position	Date
Frank W. Berta	GS11	Training Specialist	
Victor A. LeGloahec	SGM	Chief, PLDC	
Marion Lemon	SGM	Chief, CDDD	

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TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	W225 / COMBAT OPERATIONS
Effective Date	01 Oct 2003
Supersedes TSP(s) / Lesson(s)	F200, Field Training Exercise, Mar 00. F200-RC, Field Training Exercise, Jun 01.
TSP Users	600-PLDC, Primary Leadership Development Course 600-PLDC (MOD), Primary Leadership Development Course (Modified)
Proponent	The proponent for this document is the Sergeants Major Academy.
Improvement Comments	<p>Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i>. Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to:</p> <p style="margin-left: 40px;">COMDT USASMA ATTN ATSS DCP BLDG 11291 BIGGS FIELD FORT BLISS TX 79918-8002</p> <p style="margin-left: 40px;">Telephone (Comm) (915) 568-8875 Telephone (DSN) 978-8875</p> <p style="margin-left: 40px;">E-mail: atss-dcd@bliss.army.mil</p>
Security Clearance / Access	Unclassified
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE

Purpose This Training Support Package provides the instructor with a standardized lesson plan for presenting instruction for:

<u>Task Number</u>	<u>Task Title</u>
<u>Individual</u>	
07-3-1009	Conduct a Squad Deliberate Attack
07-3-9103	React to Contact
07-3-9104	Break Contact
07-3-9105	React to Ambush

**This TSP
Contains**

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**Combat Operations
W225 / Version 1
01 Oct 2003**

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson	<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
	600-PLDC	1	Primary Leadership Development Course
	600-PLDC MOD	1	Primary Leadership Development Course (Modified)
Task(s) Taught(*) or Supported	<u>Task Number</u>	<u>Task Title</u>	
		<u>INDIVIDUAL</u>	
	07-3-1009 (*)	Conduct a Squad Deliberate Attack	
	07-3-9103 (*)	React to Contact	
	07-3-9104 (*)	Break Contact	
	07-3-9105 (*)	React to Ambush	
Reinforced Task(s)	<u>Task Number</u>	<u>Task Title</u>	
	None		
Academic Hours	The academic hours required to teach this lesson are as follows:		
	<u>Resident Hours/Methods</u>		
	2 hrs	5 mins / Conference / Discussion	
	2 hrs	45 mins / Practical Exercise (Performance)	
Test	0 hrs		
Test Review	0 hrs		
	Total Hours:	5 hrs	
Test Lesson Number	<u>Hours</u>	<u>Lesson No.</u>	
	Testing (to include test review)	N/A	
Prerequisite Lesson(s)	<u>Lesson Number</u>	<u>Lesson Title</u>	
	W224	Occupy an Assembly Area	
Clearance Access	Security Level: Unclassified Requirements: There are no clearance or access requirements for the lesson.		
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.		
References	<u>Number</u>	<u>Title</u>	<u>Date</u>
	FM 7-8	INFANTRY RIFLE PLATOON AND SQUAD	22 Apr 1992

Student Study Assignments

Before class--

- Read Student Handout 1, Appendix D, for reading and study assignments.

During class--

- Participate in classroom discussion.

After class--

- Turn in recoverable references after the examination for this lesson.

Instructor Requirements

1:8, SSG, PLDC graduate, ITC, and SGITC qualified

Additional Support Personnel Requirements

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
None			

Equipment Required for Instruction

<u>ID Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
1005-00-073-9421 RIFLE, 5.56 MILLIMETER	1:16	1:2	No	1:1	No
1005-00-264-8261 MAGAZINE 30RD AMMO	1:16	1:2	No	3:1	No
6730-00-577-4813 SCREEN, PROJECTION	1:16	1:2	No	1	No
6730-00-P53-8147 Projector, Overhead	1:16	1:2	No	1	No
7110-00-132-6651 CHALKBOARD	1:16	1:2	No	1	Yes
7520-01-424-4867 EASEL, DISPLAY AND TRAINING	1:16	1:2	No	1	Yes
7530-00-619-8880 PAD, WRITING PAPER	1:16	1:2	No	1	Yes
8415-01-110-9981 BAND, HELMET, CAMOUFLAGE	1:16	1:2	No	1:1	Yes
8415-01-303-8945 COVER, HELMET, CAMOUFLAGE PATTERN	1:16	1:2	No	1:1	No
8465-00-001-6471 SUSPENDERS, INDIVIDUAL EQUIPMENT	1:16	1:2	No	1:1	No
8465-00-001-6482 CASE, SMALL ARMS AMMUNITION	1:16	1:2	No	2:1	No
8465-00-165-6838 CUP, WATER CANTEEN	1:16	1:2	No	2:1	No
8465-00-860-0256 COVER, WATER CANTEEN	1:16	1:2	No	2:1	No
8465-00-935-6814 CASE, FIELD FIRST AID DRESSING-UN	1:16	1:2	No	1:1	No
8465-01-115-0026 CANTEEN, WATER	1:16	1:2	No	2:1	No
8465-01-120-0675 BELT INDIVIDUAL EQUIPMENT: WEBBING	1:16	1:2	No	1:1	No
8470-01-092-7435	1:16	1:2	No	1:1	No

CHIN STRAP					
8470-01-092-7528	1:16	1:2	No	1:1	No
HELMET, GROUND TROOPS'-PARACHUTIS					
8470-01-442-1429	1:16	1:2	No	1:1	Yes
HEADBAND, GROUND TROOPS'-PARACHUT					

* Before Id indicates a TADSS

Materials Required

Instructor Materials:

- TSP.
- Any equipment required by the NCOA's SOP.

Student Materials:

- Advance sheet in Appendix D.
- Pen or pencil and writing paper.
- Any materials required by the NCOA's SOP.
- See Appendix C, PE-1 for additional equipment. SGLs may determine when the students will bring the TSP and NCOA required equipment.

Classroom, Training Area, and Range Requirements

CLASSROOM (40X40 PER 16 STUDENTS)
FIELD TRAINING SITE 1 KM X 1 KM

Ammunition Requirements

<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>
None					

Instructional Guidance

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

Before class--

- This TSP has questions throughout to check learning or generate discussion among the group members. You may add any questions you deem necessary to bring a point across to the group or expand on any matters discussed.
- You must know the information in this TSP well enough to teach from it not read from it. You must also be able to demonstrate the tasks taught.
- This TSP presents references at the beginning of some of the paragraphs. This allows you to inform your students of where they should look in the reference to follow your instruction.
- SGL's will walk soldiers through and demonstrate the tasks taught in this lesson.

During class--

- Conduct the class in accordance with this TSP.

After class--

- Collect all recoverable materials after the examination for this lesson.

**Proponent
Lesson Plan
Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
Joralmon, Grace	CIV	Training Specialist	01 Oct 2003
Barnes, Ronnie G.	MSG	Course Chief	01 Oct 2003
Lawson, Brian H.	SGM	Chief, NCOES	01 Oct 2003
Mays, Albert J.	SGM	Chief, CDDD	01 Oct 2003

SECTION II. INTRODUCTION

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:8</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

Motivator

Regardless of your MOS or job assignment, you may find yourself in a situation where you must lead soldiers in combat. You will learn some basic techniques and procedures used to employ a squad-size element in contact with the enemy. What you learn here may be the difference between mission success, failure, or life and death. This lesson will assist you in the development of a warrior leader's ethos of becoming proficient and professional, giving you confidence to lead warriors to engage and to destroy the enemy.

Terminal Learning Objective

NOTE: Inform the students of the following Terminal Learning Objective requirements. At the completion of this lesson, you [the student] will:

Action:	Lead a team/squad in basic combat operations.
Conditions:	In a classroom environment culminating in a situational training exercise and given a team/squad.
Standards:	Led a team/squad in basic combat operations by-- <ul style="list-style-type: none"> • Reacting to contact. • Breaking contact. • Reacting to an ambush. • Conducting a hasty attack. IAW FM 7-8.

Safety Requirements

None

Risk Assessment Level

Low

Environmental Considerations

NOTE: It is the responsibility of all soldiers and DA civilians to protect the environment from damage.

None

Evaluation

Inform student that the evaluation will be done in the form of a non-graded practical exercise.

Instructional Lead-In

The STX that you will participate in at the end of the course will provide you with an opportunity to use all the skills covered in this lesson, coupled with your experiences, to lead soldiers in a tactical environment. During this block of instruction you will learn basic drills and how to react by employing METT-T coupled with fire and maneuver. This lesson supports the development of your warrior ethos of becoming a proficient, well trained, and capable warrior leader. You will learn how to react to contact, break contract, react to an ambush, and to conduct a squad attack.

SECTION III. PRESENTATION

NOTE: Inform the students of the Enabling Learning Objective requirements.

A. ENABLING LEARNING OBJECTIVE

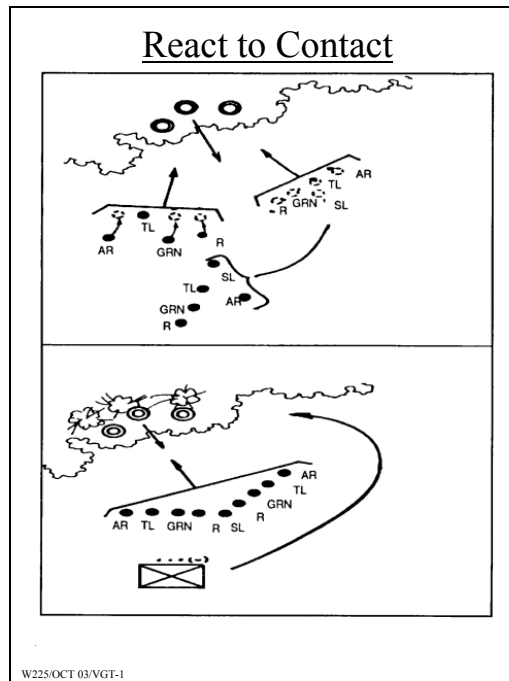
ACTION:	Discuss elements of react to contact.
CONDITIONS:	In a classroom environment using the material contained in this lesson.
STANDARDS:	Discussed the elements of react to contact IAW FM 7-8.

1. Learning Step / Activity 1. React To Contact

Method of Instruction: Conference / Discussion
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:8
 Time of Instruction: 20 mins
 Media: VGT-1

You are a squad/team leader in a combat environment. Your mission is to lead a quartering party and establish an assembly area. While en-route to the tentative location, your element is suddenly engaged with small arms fire. How should you react? We'll begin our discussion with the squad's initial reaction.

SHOW VGT-1, REACT TO CONTACT



Ref: SH-2 (FM 7-8), page SH-2-6 and SH-2-7

Required Actions:

1. Soldiers immediately take up the nearest covered position and return fire in the direction of enemy contact.

2. The team leaders locate and engage known or suspected enemy positions with well-aimed fire and pass on information to the squad leader.

3. Fire team leaders control fire using standard fire commands containing the following elements:

- a. Alert
- b. Direction
- c. Description of target
- d. Range
- e. Method of fire
- f. Command to commence firing

4. Soldiers must maintain contact with the soldiers on their left and right.

5. Soldiers maintain contact with their team leaders and report the location of enemy positions.

6. Leaders check the status of their personnel.

7. Squad leader maintains contact with the platoon leader.

8. Squad leader--

a. Moves up to fire team in contact and links up with its leader. The trailing team leader moves up to the front of his team.

b. Determines whether or not his squad must move out of the engagement area.

c. Determines whether or not he can gain and maintain suppressive fires with his element already in contact. He bases this on the volume and accuracy of the enemy fire against the team in contact.

d. Makes an assessment of the situation by identifying--

- Location of enemy positions and obstacles.
- Size of the enemy force.
- Vulnerable flanks.
- Covered and concealed flanking routes to the enemy position.

e. Determines the next course of action.

f. Reports the situation to the platoon leader and begins to maneuver.

g. Calls for and adjusts indirect fire (mortars or artillery). Squad leaders relay request through the platoon leader.

9. Team leaders lead their teams by example; for example, "Follow me, do as I do."
10. Leaders relay all commands and signals from the platoon chain of command.

Ref: SH-2 (FM 7-8), pages SH-2-6 and SH 2-7

REMOVE VGT-1

CHECK ON LEARNING: Conduct a check on learning and summarize the ELO.

QUESTION: What is your initial reaction upon contact with the enemy?

ANSWER: Seek cover and return fire.

Ref: SH-2 (FM 7-8), page SH-2-6, Required Actions, para 1

QUESTION: As the squad leader, you must make your assessment of the situation by identifying what factors?

ANSWER:

- The location of enemy position and obstacles.
- The size of the enemy force (the number of automatic weapons, vehicles, indirect fire, are indicators of enemy strength).
- Vulnerable flanks.
- Covered and concealed flanking routes to the enemy position.

Ref: SH-2 (FM 7-8), page SH-2-6, Required Actions, para 8d.

B. ENABLING LEARNING OBJECTIVE

ACTION:	Discuss breaking contact.
CONDITIONS:	In a classroom environment using the material contained in this lesson.
STANDARDS:	Discussed breaking contact IAW FM 7-8.

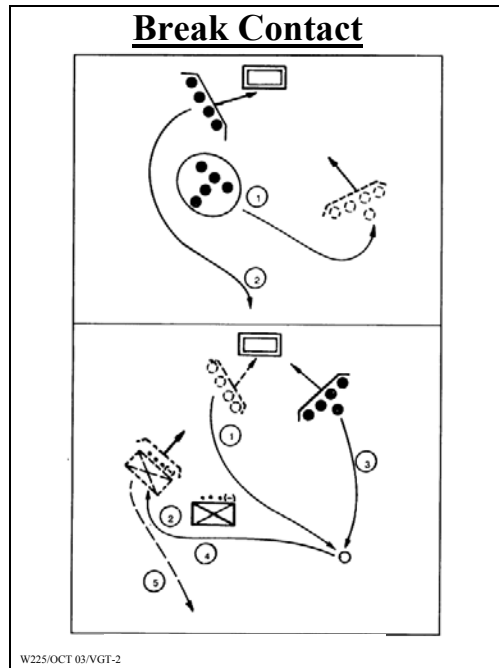
1. Learning Step / Activity 1. Break Contact

Method of Instruction: Conference / Discussion
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:8
 Time of Instruction: 15 mins
 Media: VGT-VGT-2

We just discussed what the squad and team leaders must do when they encounter contact with the enemy. You learned that the squad leader must make a decision what to do; for example, assault, fire and movement, or break contact. He may base his decision on his orders or on the strength of the enemy. If the squad leader determines that the squad must

break contact with the enemy, then he, his team leaders, and squad must perform certain actions.

SHOW VGT-2, BREAK CONTACT



Ref: SH-2 (FM 7-8), page SH-2-9

If your squad is under enemy fire and you have decided that you must break contact, you must ensure that you and your squad accomplish the following actions:

1. The squad leader directs one fire team in contact with the enemy to support the disengagement of the remainder of the squad.
2. The squad leader orders a distance and direction, or terrain feature, or last objective rally point for the movement of the team not in contact.
3. The base of fire from the fire team continues to suppress the enemy.
4. The moving element uses grenades and smoke to mask its move.
5. The moving team takes up the designated position and engages the enemy position.
6. The squad leader directs the base-of-fire team to move to its next location using fire and movement techniques based on the terrain and the volume and accuracy of enemy fire.
7. The squad continues to bound away from the enemy until (the squad must continue to suppress the enemy as it breaks contact)--

- a. It breaks contact.
- b. It passes through a higher level support-by-fire.
- c. Its fire teams are in the assigned position to conduct the next mission.

8. The squad leader should consider changing the direction of movement once contact is broken, reducing the ability of the enemy to place effective indirect fires on the squad.

9. If the squad becomes disrupted, soldiers will stay together and move to the last designated rally point.

10. Squad leader accounts for soldiers, reports, reorganizes as necessary, and continues the mission.

REMOVE VGT-2

CHECK ON LEARNING: Conduct a check on learning and summarize the ELO.

QUESTION: Which movement technique does the squad use when breaking contact with the enemy?

ANSWER: Bounding overwatch.

Ref: SH-2 (FM 7-8), page SH-2-8, Required Actions, para 6 and 7

QUESTION: What does the moving team use to mask its movement?

ANSWER: Fragmentary, concussion, and smoke grenades.

Ref: SH-2 (FM 7-8), page SH-2-8, Required Actions, para 4

QUESTION: What actions take place in the squad once it breaks contact with the enemy?

ANSWER: Account for soldiers, report, reorganize as necessary and continue the mission.

Ref: SH-2 (FM 7-8), page SH-2-8, Required Actions, para 10

C. ENABLING LEARNING OBJECTIVE

ACTION:	Discuss elements of reacting to an ambush.
CONDITIONS:	In a classroom environment using the material contained in this lesson.
STANDARDS:	Discussed elements of reacting to an ambush IAW FM 7-8.

1. Learning Step / Activity 1. Ambush Defined

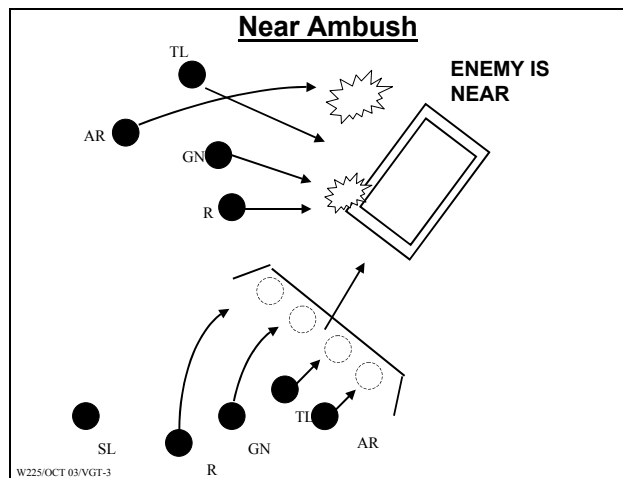
- Method of Instruction: Conference / Discussion
- Technique of Delivery: Small Group Instruction (SGI)
- Instructor to Student Ratio: 1:8
- Time of Instruction: 15 mins
- Media: VGT 3 and VGT-4

We will now discuss another type of contact with the enemy-- the ambush. The American Heritage College Dictionary--3rd edition--defines "Ambush" as, " The act of lying in wait to attack by surprise."

Therefore by definition, an ambush will be a chaotic situation for the unit ambushed.

A unit is most likely to encounter an ambush while in movement in a danger zone. Every member of a squad must know what actions to take if an ambush occurs. The enemy will likely have emplaced a casualty producing device within the ambush kill zone and will be able to place a high volume of fire on the zone. The primary objective of a team in the kill zone is to get out of the zone. If caught in an ambush, the leaders and squad must perform the following actions:

SHOW VGT-3, NEAR AMBUSH



Ref: SH-2 (FM 7-8), page SH-2-10

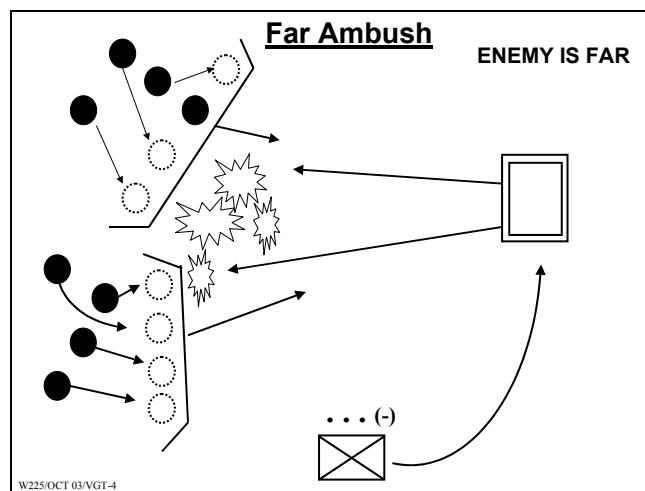
A near ambush is an ambush within hand grenade distance to the enemy. The squad must perform the following actions:

1. Upon receiving fire, the soldiers in the kill zone immediately return fire and take up covered positions and begin throwing fragmentation concussion, and smoke grenades.
2. Immediately after the grenades detonate, the soldiers in the kill zone assault through the ambush using fire and movement.

3. Soldier not in the kill zone immediately--
 - Identify enemy positions.
 - Initiate immediate suppressive fires against the enemy.
 - Take up covered positions.
 - Shift fires as the soldiers in the kill zone assault through the ambush.
4. The platoon Forward Observer (FO) calls for and adjusts indirect fires as directed by the platoon leader.
5. The squad leader reports, reorganizes as necessary, and continues the mission.

REMOVE VGT-3

SHOW VGT-4, FAR AMBUSH



Ref: SH-2 (FM 7-8), page SH-2-10

We know that a near ambush is when you are within hand grenade range to the enemy. Using this logic--

QUESTION: What is the definition of a far ambush?

ANSWER: A far ambush is beyond the range of hand-grenades.

Ref: SH-2 (FM 7-8), page SH-2-10, para 2

The squad must perform the following actions if caught in a far ambush:

1. Soldiers/team receiving fire immediately return fire, take up covered positions, and suppress the enemy by--
 - Destroying or suppressing enemy crew-served weapons first.
 - Obscuring the enemy positions with smoke (M203).
 - Sustaining suppressive fires.
2. Soldiers/team not receiving fires, move by covered and concealed route to a vulnerable flank of the enemy position and assault using fire and movement techniques.
3. Soldiers/team in the kill zone continue suppressive fire and shift fires as the assaulting team fights through the enemy position.
4. The platoon FO calls for and adjusts indirect fires as directed by the platoon leader.
5. The squad leader reports, reorganizes as necessary, and continues the mission.

Ref: SH-2 (FM 7-8), page SH-2-10

REMOVE VGT-4

CHECK ON LEARNING: Conduct a check on learning and summarize the ELO.

QUESTIONS: What defines a near ambush?

ANSWER: The enemy is within hand-grenade range.

Ref: SH-2 (FM 7-8), page SH-2-10, Required Actions, para 1

QUESTION: In a near ambush, what are the responsibilities of the team not in the kill zone?

ANSWER:

- Identify enemy positions.
- Initiate immediate suppressive fires against the enemy.
- Shift fires as the soldiers in the kill zone assault through the ambush.

Ref: SH-2 (FM 7-8), page SH-2-10, Required Actions, para 1b

QUESTION: What are the responsibilities of the soldiers/team that is taking fire from the enemy?

ANSWER:

- Destroy or suppress enemy crew-served weapons.
- Obscure the enemy positions with smoke (M203).
- Sustain suppressive fire.
- Shift fires as the assaulting team fights through the enemy positions.

Ref: SH-2 (FM 7-8), page SH-2-10, Required Actions, para 2 and 2b

QUESTION: What do the soldiers/team involved in a near ambush within the kill zone do once their grenades and smoke grenades detonate?

ANSWER: Assault through the ambush using fire and movement.

Ref: SH-2 (FM 7-8), page SH-2-10, Required Actions, para 1a

Break: Time: 00:50 to 01:00

D. ENABLING LEARNING OBJECTIVE

ACTION:	Discuss elements of conducting a squad attack.
CONDITIONS:	In a classroom environment, using the material contained in this lesson.
STANDARDS:	Discussed elements of conducting a squad attack IAW FM 7-8.

1. Learning Step / Activity 1. Leader Actions on Contact

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 1 hr
Media: VGT-5 thru VGT-14

We have been discussing the actions to take when coming in contact with the enemy. Now let's discuss what actions the leader should take upon contact with the enemy. Keep in mind what you have learned so far in this lesson. We will use the outline provided in Battle Drill 1A, Squad Attack, in FM 7-8, found in Student Handout 2, pages SH-2-3 through SH-2-5 to provide you guidance on the actions and decisions you may have to make in a combat situation.

The first thing to consider is your mission. Is it to conduct a reconnaissance patrol and avoid contact with the enemy, or will you conduct a movement to contact or a hasty or deliberate attack? You will have several options available to you depending on the type of contact you have with the enemy. Although your mission is strictly reconnaissance, you may still have to make a decision to attack based on the situation. For example, you learned that when your contact with the enemy is a near ambush, your actions are quite specific. You base your decision to break contact during a near ambush on the survivability and success of the soldiers/team in the kill zone.

The following are five required actions your squad conducts as part of the platoon's movement to contact or a hasty or deliberate attack. Let's briefly discuss these actions.

SHOW VGT-5, FIVE STEPS OF REQUIRED ACTIONS

FIVE REQUIRED ACTIONS

1. Action on enemy contact.
2. Locate the enemy.
3. Suppress the enemy.
4. Attack
5. Consolidate and Reorganize.

W225/OCT 03/VGT-5

Ref: SH-2 (FM 7-8), pages SH-2-3 thru SH-2-5

REMOVE VGT-5

Discussion of the following steps will reinforce what you learned in the previous ELO's of this lesson.

SHOW VGT-6, STEP 1, ACTION ON ENEMY CONTACT

STEP 1, Action on Enemy Contact

- **Team in contact:**
 - Seeks cover and concealment.
 - Returns heavy volume of suppressive fire.
 - Reports known or suspected enemy positions.
 - Directs fire.
- **Team not in contact:**
 - Takes cover in concealed positions.
 - Observes flanks and rear of squad.
- **Squad leader:**
 - Reports contact to the platoon leader.
 - Moves toward the fire team in contact.

W225/OCT 03/VGT-6

Ref: SH-2 (FM7-8), page SH-2-3

Step 1, Action on enemy contact: Upon contact, the team taking fire will seek cover and concealment and returns heavy suppressive fire and reports the locations of the enemy. The team leader will direct fires using tracers or standard fire commands. The trailing team or team not in contact, will take cover and take up positions to observe the flanks and rear of the squad. The squad leader will report the contact to the platoon leader and move toward the team in contact.

NOTE: Ask the students if they have any questions before moving to Step 2.

REMOVE VGT-6

Step 2, Locate the enemy: Once you make contact with the enemy, it is important that you locate their position as soon as possible.

SHOW VGT-7, STEP 2, LOCATE THE ENEMY

STEP 2, Locate the Enemy

- **Team in contact:**
 - Acquires known or suspected enemy positions.
 - Place well-aimed fire on suspected enemy positions.
- **Squad Leader:**
 - Moves to position to observe enemy and assess the situation.
 - Requests through Platoon Leader (PLDR) indirect fires.
 - Reports to Platoon Leader (PLDR) enemy size, location, other information.
- **Platoon Leader (PLDR):** Moves forward to complete squad leader's assessment of the situation.

W225/OCT 03/VGT-7

Ref: SH-2 (FM 7-8), page SH 2-3

As the visual aid depicts, the fire team in contact acquires the enemy's positions and begins to fire on their positions. During this time the squad leader is moving up to observe the enemy and assess the situation.

The squad leader can request indirect fire through the platoon leader and reports the enemy's size, strength and location.

NOTE: Ask the students if they have any questions about step 1 or 2.

REMOVE VGT-7

Step 3, Suppress the enemy: This is an important step; the squad leader faces a yes or no situation based on the squad's ability to suppress the enemy's fire.

The squad leader must determine if the squad can suppress the enemy. He will make his decision based on the volume and accuracy of the enemy's fire.

QUESTION: If the squad leader believes the team in contact can suppress the enemy's fire, what actions must the squad accomplish?

ANSWER: See VGT-8

NOTE: When you show VGT-8, cover items 1 thru 4 and uncover as the students answer.

Ref: SH-2 (FM 7-8), pages SH-2-3 and SH-2-4, para Step 3 A)

SHOW VGT-8, STEP 3, SUPPRESS THE ENEMY

STEP 3, Suppress the Enemy

- Squad Leader: Determines if the team in contact can gain suppressive fire.
 - **If Yes:** Team in contact continues suppressive fire and:
 1. Destroys or suppresses crew-served weapons.
 2. Places smoke on enemy positions.
 3. Controls fire using tracers/standard fire commands—places well-aimed fires at a sustained rate with no lulls.
 4. Buddy teams reload at different times.

W225/OCT 03/VGT-8

Ref: SH-2 (FM 7-8), page SH-2-3 and SH-2-4

REMOVE VGT-8

We now know what actions the squad takes if the squad can suppress the enemy.

QUESTION: If the squad leader determines that the team in contact **cannot** suppress the enemy's fire, what actions must the squad accomplish?

ANSWER: See VGT-9.

NOTE: Allow students to answer prior to showing VGT-9 and uncover the three actions as the students respond.

Ref: SH-2 (FM 7-8), page SH-2-4, Step 3 para B

SHOW VGT-9, STEP 3, SUPPRESS THE ENEMY, CONT

STEP 3, Suppress the Enemy, cont

- Squad Leader: Determines if the team in contact can gain suppressive fire.
 - **If NO: The Squad Leader:**
 1. Deploys team not in contact to establish a support-by-fire position.
 2. Reports situation to PLDR.
 3. Responds to orders from PLDR.

* Normally the squad will become the base-of-fire element for the platoon.

W225/OCT 03/VGT-9

Ref: SH-2 (FM 7-8), pages SH-2-3 and SH-2-4

NOTE: Ask the students if they have any questions about Step 3.

REMOVE VGT-9

Step 4, Attack: If the squad leader determines that the team in contact can suppress the enemy, he goes to Step 4--another yes/no decision. Can the team not in contact with the enemy maneuver? He must make an assessment of the situation and make the decision.

QUESTION: What factors must the squad leader assess?

ANSWER:

1. Location of enemy positions and obstacles.
2. Size of force, automatic weapons, vehicles.
3. Vulnerable flank to enemy.
4. Cover and concealment of flanking route.

NOTE: When you show VGT-10, uncover the comments (a-d) one at a time as the students respond.

Ref: SH-2 (FM 7-8), page SH-2-4, Step 4, Attack

SHOW VGT-10, STEP 4, ATTACK

STEP 4, Attack

- If the fire team in contact can suppress the enemy, the squad leader—
 1. Determines if the team **not** in contact can maneuver by making the following assessment :
 - a. Location of enemy positions and obstacles.
 - b. Size of force, auto weapons, vehicles.
 - c. Vulnerable flank to enemy.
 - d. Cover and concealment of flanking route.

W225/OCT 03/VGT-10

Ref: SH-2 (FM 7-8), page SH-2-4

QUESTION: What enemy indicators will assist the squad leader determine the size of the enemy force?

ANSWER: The number of enemy automatic weapons, the presence of any vehicles, and the employment of indirect fires.

Ref: SH-2-1 (FM 7-8), page SH-2-4, Step 4, Attack

REMOVE VGT-10

If the squad leader determines the team not in contact can maneuver, there are several actions he and the team leaders perform. Let's briefly cover these actions.

NOTE: When you show VGT-11, uncover the bullet comments one at a time as the students answer the following questions.

SHOW VGT-11, STEP 4, ATTACK, CONT

STEP 4, Attack, cont

- If the answer is YES:
 - **Squad Leader:**
 1. Directs team in contact to support movement of assault team.
 2. Leads or directs movement of assault team.
 3. Once assault team in place, signals supporting fire team to lift fires or shift fires to opposite flank of the enemy.
 - **Assaulting team Leader:**
 1. Leads team through enemy positions using fire and movement by leading from up front.

W225/OCT 03/VGT-11

Ref: SH-2 (FM 7-8), page SH-2-4

QUESTION: What actions does the squad leader take once he decides to attack?

ANSWER: See VGT-11.

QUESTION: What is the assaulting team leader's responsibility?

ANSWER: See VGT-11.

Ref: SH-2 (FM 7-8), page SH-2-4, Step 4 para A

REMOVE VGT-11

QUESTION: What are the squad leaders responsibilities if he cannot maneuver?

ANSWER: Show VGT-12

NOTE: When you show VGT-12, uncover the bullet comments one at a time as the students answer the following question.

SHOW VGT-12, STEP 4, ATTACK, CONT

STEP 4, Attack, cont

- If the answer is NO, or the assaulting fire team cannot continue to move:
 - **Squad Leader:**
 1. Deploys assaulting fire team to add its fires against the enemy.
 2. Reports to PLDR and request instructions.
 3. Continues suppressing enemy positions.
 4. Responds to orders of PLDR.

W225/OCT 03/VGT-12

Ref: SH-2 ([FM 7-8), page SH-21-5, Step 4 para B

NOTE: Ask students if they have any questions about Step 4.

REMOVE VGT-12

Step 5, Consolidate and reorganize: The fifth step the squad leader and squad accomplish is consolidate and reorganize. You consolidate and reorganize after all the actions discussed previously in this lesson; react to contact, break contact, and react to a near and far ambush, have taken place. The degree of consolidation and reorganization will vary on the situation and size of the unit. However, the following will give you a basic understanding of what you must accomplish.

NOTE: When you show VGT-13 and VGT-14, uncover the bullet comments one at a time as the students answer the following questions. Ensure students expand on their answers using the VGTs and SH-2 (FM 7-8).

QUESTION: What are the responsibilities of the squad leader during consolidation and reorganization?

ANSWER: See VGT-13 and SH-2, page SH-2-5, Step 5, para A (1) thru (6)

QUESTION: What tasks must the squad accomplish?

ANSWER: See VGT-13, and SH-2, page SH-2-5, Step 5, para B (1) thru (8)

QUESTION: What are the team leaders responsibilities?

ANSWER: See VGT-14, and SH-2, page SH-2-5, Step 5, para C

Ref: SH-2 (FM 7-8), page SH-2-5, Step 5, para A thru F

SHOW VGT-13, STEP 5, CONSOLIDATE AND REORGANIZE

STEP 5, Consolidate and Reorganize

- Once the assaulting team seizes the position:
 - **Squad Leader:**
 1. Establishes security.
 2. Prepares for counterattack.
- Squad performs following tasks:
 - Reestablish chain of command
 - Redistribute and resupply ammunition and equipment.
 - Treat and evacuate wounded.
 - Process EPWs
 - Collect/Report enemy information and material.

W225/OCT 03/VGT-13

Ref: SH-2 (FM7-8), page SH-1-5

REMOVE VGT-13

NOTE: Show VGT-14 and continue to ask the following questions.

QUESTION: What report do the team leaders create and provide the squad leader?

ANSWER: Ammunition, casualty and equipment (ACE).

SHOW VGT-14, STEP 5, CONSOLIDATE AND REORGANIZE, CONT

STEP 5, Consolidate and Reorganize, cont

- **Team Leader:** Reports ammunition, casualty, and equipment (ACE) report to squad leader.
- Squad leader consolidates ACE and passes to platoon leader.
- Squad continues mission.
- Squad leader report the situation to platoon leader.

W225/OCT 03/VGT-14

Ref: SH-2 (FM 7-8), page SH-2-5

REMOVE VGT-14

CHECK ON LEARNING: Conduct a check on learning and summarize the ELO.

QUESTION: What is the responsibility of the team NOT in contact with the enemy?

ANSWER: Take cover in concealed positions and observe the flanks and rear of the squad.

Ref: SH-2 (FM 7-8), page SH-2-3, Step 1, para B3

QUESTION: What is the squad leader's responsibility upon contact with the enemy?

ANSWER: Reports contact to the platoon leader and moves toward the team in contact with the enemy.

Ref: SH-2 (FM 7-8), page SH-2-3, Step 1, para B4

QUESTION: What does the squad leader do once he moves forward to observe the situation?

ANSWER: Assess the situation.

Ref: SH-2 (FM 7-8), page SH-2-3, Step 2, para C

QUESTION: Once the team in contact locates the enemy, who do they contact for indirect fire support?

ANSWER: Platoon Leader

Ref: SH-1 (FM 7-8), page SH-2-3, Step 2, para D

QUESTION: What does the squad leader base his decision on as to whether or not the squad in contact with the enemy can suppress their fire?

ANSWER: The volume and accuracy of the enemy's fire.

Ref: SH-2 (FM 7-8), page SH-2-3, Step 3

QUESTION: Which weapon systems should the team in contact with enemy fire try to suppress/knock out first?

ANSWER: Crew-served weapons.

Ref: SH-2 (FM 7-8), page SH-2-3, Step 3, para A1

QUESTION: What action does the squad leader take if he determines that the team in contact with enemy fire cannot suppress the their fire?

ANSWER: Deploys the fire team not in contact to establish a support-by-fire position and reports the situation to the platoon leader.

Ref: SH-2 (FM 7-8), page SH-2-4, Step 3, para B

QUESTION: What does the squad leader determine if the fire team in contact with the enemy can suppress the enemy?

ANSWER: If the team not in contact can maneuver.

Ref: SH-2 (FM 7-8), page SH-2-4, Step 4

QUESTION: What factors does the squad leader assess in order to determine if the team not in contact with the enemy can maneuver?

ANSWER: 1. Location of enemy position(s) and obstacles.
2. Size of the enemy force.
3. Vulnerable flank.
4. Covered and concealed flanking route to the enemy.

Ref: SH-2 (FM 7-8), page SH-2-4, Step 4

QUESTION: What indicators assist a leader in determining the size of an enemy force?

ANSWER: The number of enemy automatic weapons, presence of any vehicles, and the employment of indirect fires.

Ref: SH-2 (FM 7-8), page SH-2-4, Step 4

QUESTION: If the team in contact with the enemy can maneuver, who selects the route to the objective and what must that route provide?

ANSWER: The team leader of the assaulting team, and a route that provides the best available cover and concealment for the team.

Ref: SH-2 (FM 7-8), page SH-2-4, Step 4, para (3)a

QUESTION: What action does the squad leader take If he determines that the team NOT in contact with the enemy cannot maneuver?

ANSWER: Deploys the team to add fire against the enemy and reports to the platoon leader and requests instructions.

Ref: SH-12 (FM 7-8), page SH-2-5, Step 4, para B

QUESTION: What reports do the team leaders provide the squad leader during consolidation and reorganization?

ANSWER: Ammunition, casualty, and equipment (ACE) reports.

Ref: SH-2 (FM 7-8), page SH-2-5, Step 5, para C

QUESTION: What does the squad leader do immediately upon the assault team seizing the enemy position and why?

ANSWER: Establishes local security in case of any enemy counterattacks.

Ref: SH-2 (FM 7-8), page SH-2-5, Step 5, para A

Break: Time: 01:50 to 2:00

2. Learning Step / Activity 2. Conduct Combat Operations

Method of Instruction: Practical Exercise (PE)

Technique of Delivery: Small Group Instruction

Instructor to Student Ratio: 1:8

Time of Instruction: 2 hrs 45 mins

Media: Practical Exercise (Performance)

Conduct PE-1 in Appendix C.

NOTE: Conduct breaks as instruction allows.

SECTION IV. SUMMARY

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:8</u>
Time of Instruction: <u>45 mins</u>
Media: <u>None</u>

Check on Learning

QUESTION: What is your initial reaction upon contact with the enemy?

ANSWER: Seek cover and return fire.

Ref: SH-2 (FM 7-8), page SH-2-6, Required Actions, para 1

QUESTION: What does the moving element use to mask its movement?

ANSWER: Fragmentary, concussion, and smoke grenades.

Ref: SH-2 (FM 7-8), page SH-2-8, Required Actions, para 4

QUESTION: What actions does the squad perform once it breaks contact with the enemy?

ANSWER: Account for soldiers, report, reorganize as necessary and continue the mission.

Ref: SH-2 (FM 7-8), page SH-2-8, Required Actions, para 10

QUESTION: What defines a near ambush?

ANSWER: The enemy is within hand-grenade range.

Ref: SH-2 (FM 7-8), page SH-2-10, Required Actions, para 1

QUESTION: What are the responsibilities of the team not in the kill zone of a near ambush?

ANSWER:

- Identify enemy positions.
- Initiate immediate suppressive fires against the enemy.
- Shift fires as the soldiers in the kill zone assault through the ambush.

Ref: SH-2 (FM 7-8), page SH-2-10, Required Actions, para 1b

QUESTION: What are the responsibilities of the soldiers/team taking fire from the enemy in a far ambush?

ANSWER:

- Destroy or suppress enemy crew-served weapons.
- Obscure the enemy positions with smoke (M203).
- Sustain suppressive fire.

Ref: SH-2 (FM 7-8), page SH-2-10, Required Actions, para 2 and 2b

**Review /
Summarize
Lesson**

This block of instruction covered basic combat operations: reacting to contact, breaking contact, reacting to an ambush--far and near--and conducting a hasty attack. You learned the importance of sound and timely decisions, and situational assessments during the lesson and the PE. In summary the decisions you make as a leader in a combat environment will have a lasting impact on your soldiers.

SECTION V. STUDENT EVALUATION

Testing Requirements

NOTE: Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan.

There is no testing requirement for this lesson. However, the practical exercise will evaluate the students ability to understand the requirements to lead soldiers in a basic simulated combat environment.

Feedback Requirements

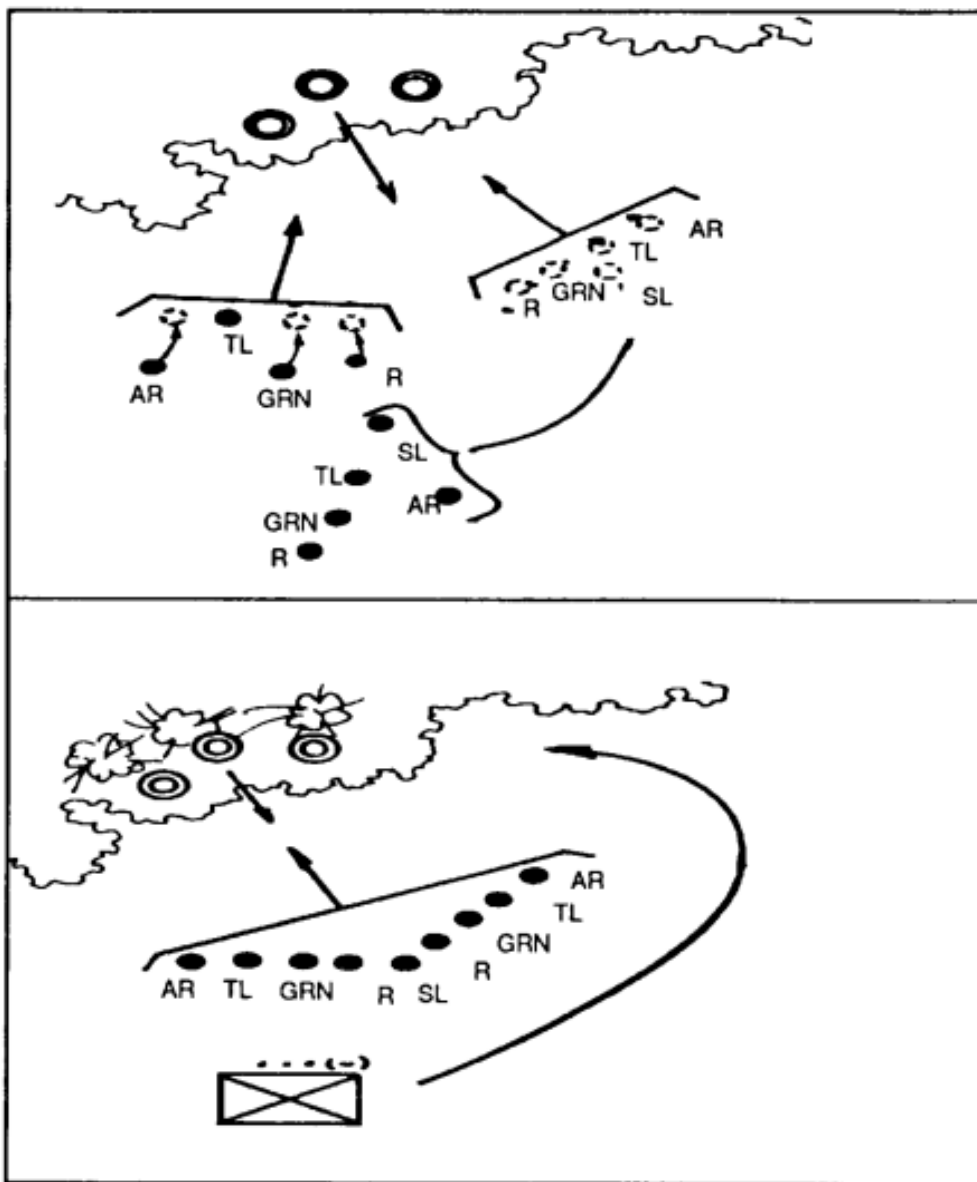
NOTE: Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.

None.

Enabling Learning Objective A

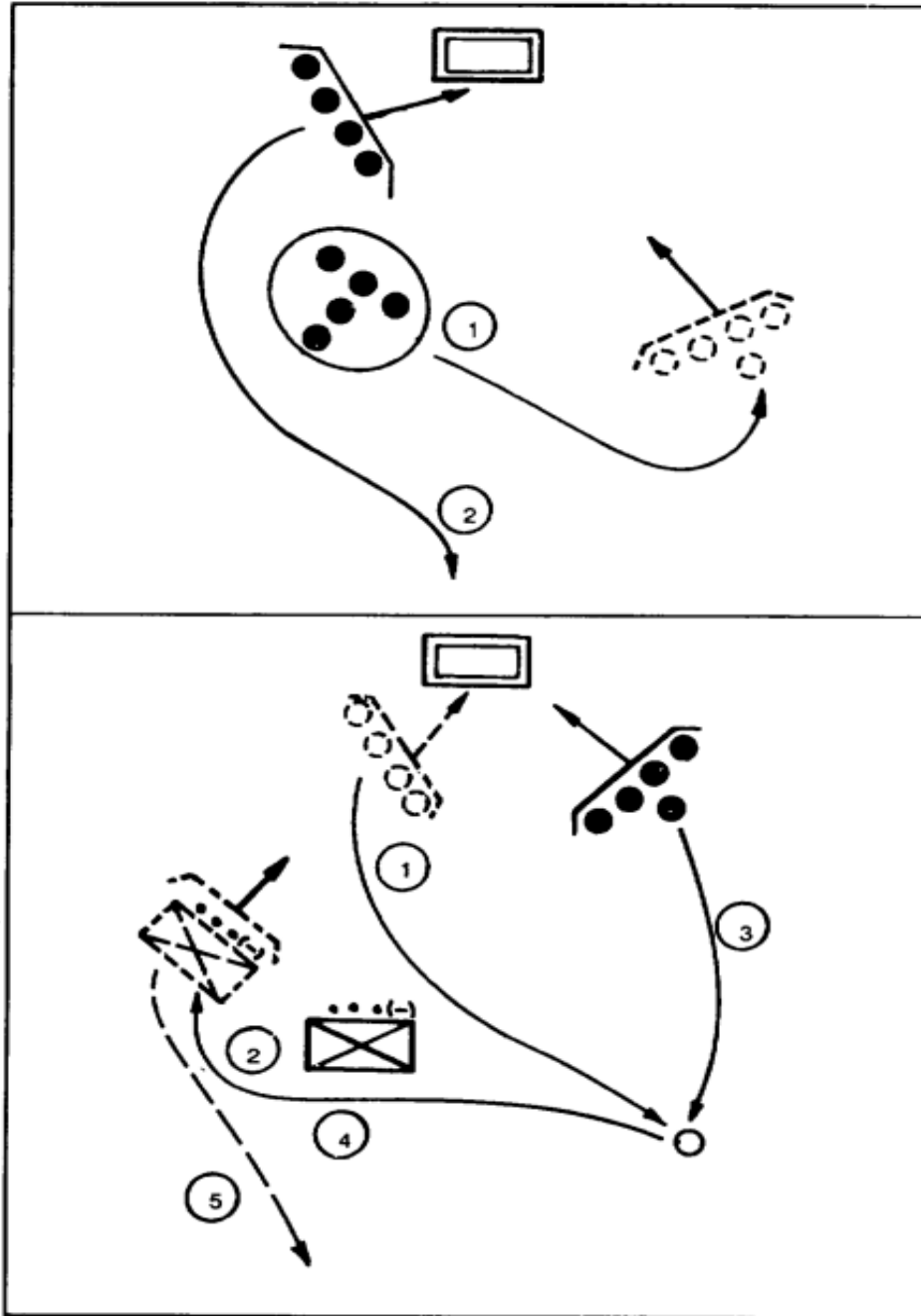
VGT-1, React to Contact

React to Contact



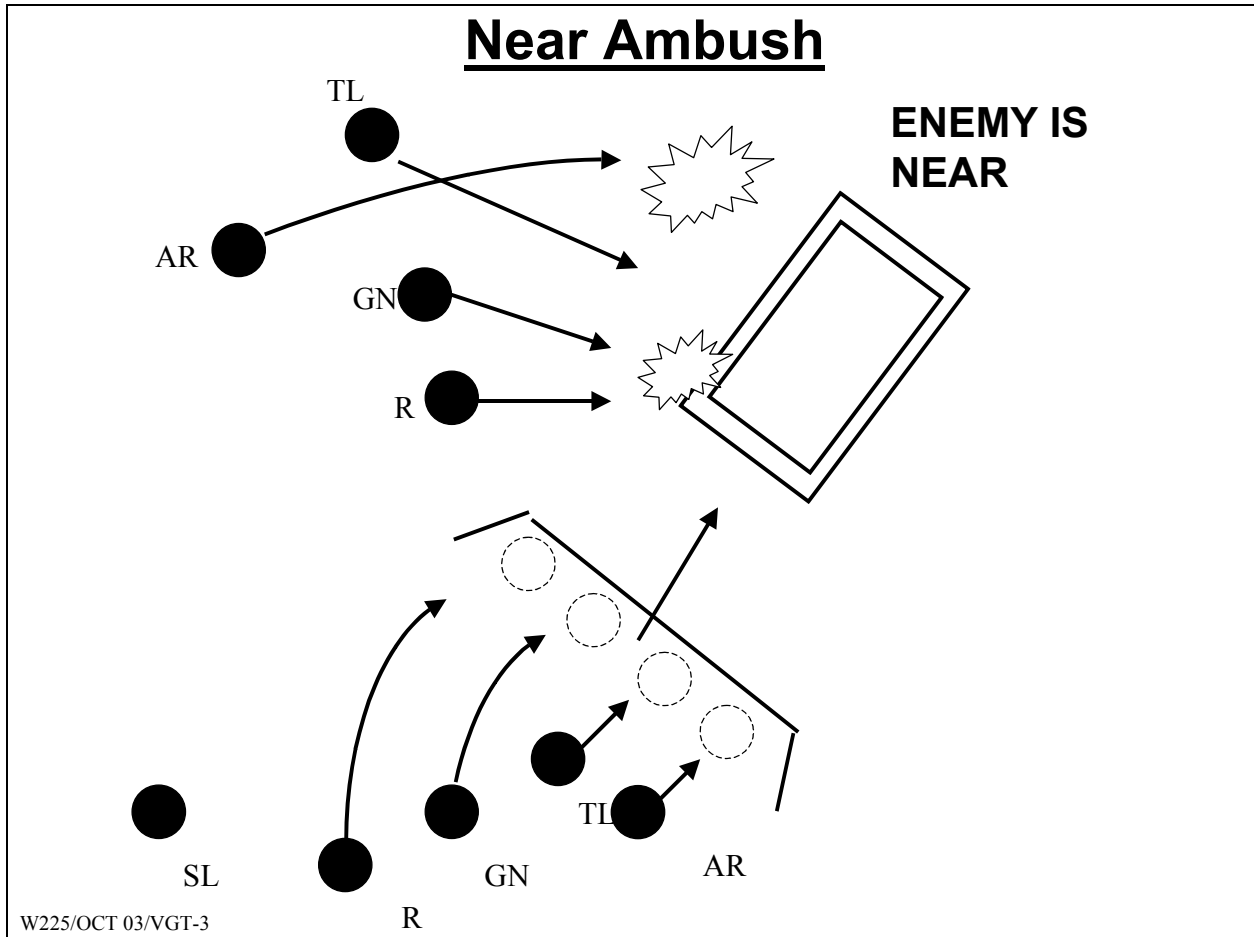
W225/OCT 03/VGT-1

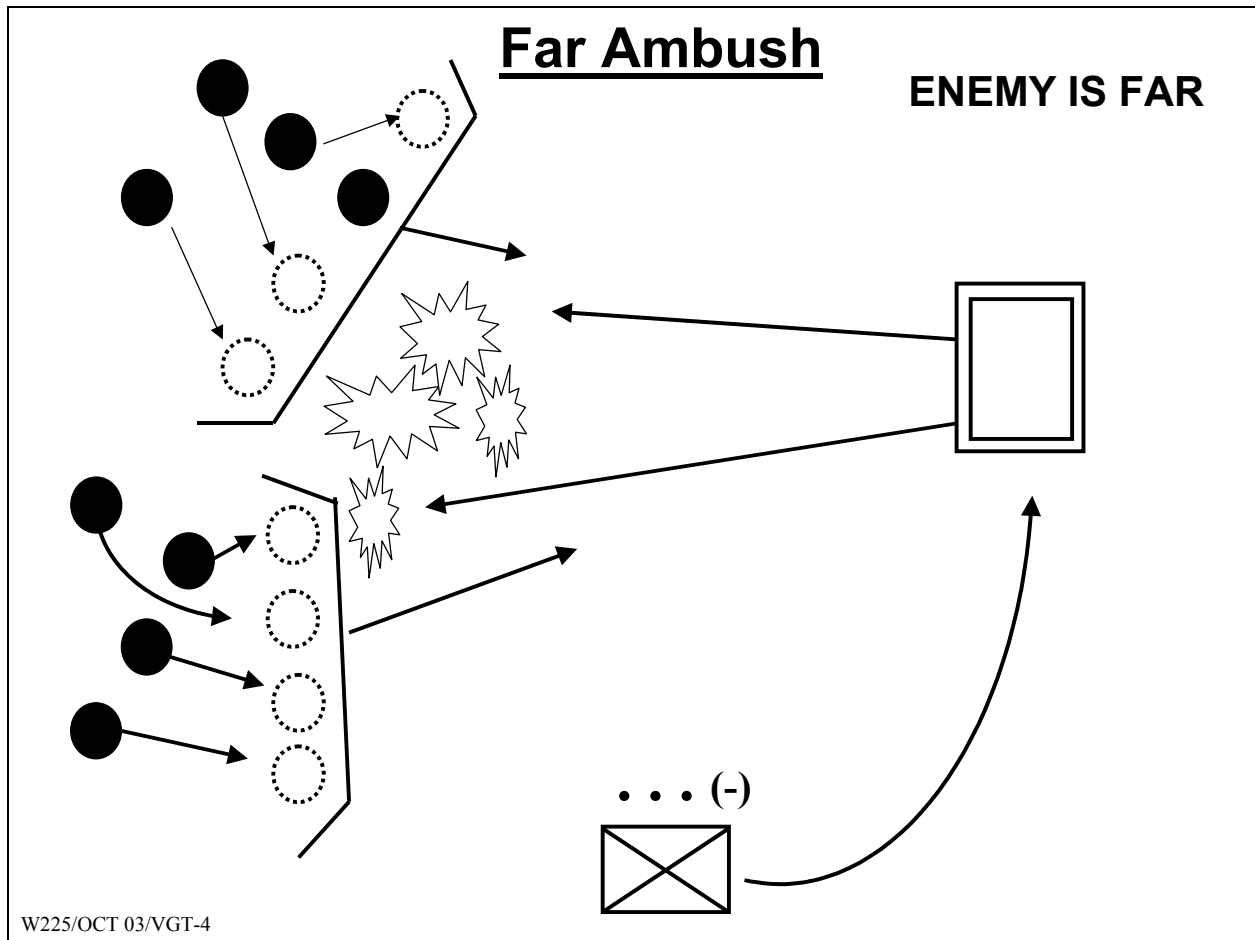
Break Contact



Enabling Learning Objective C

VGT-3, Near Ambush





FIVE REQUIRED ACTIONS

1. Action on enemy contact.
2. Locate the enemy.
3. Suppress the enemy.
4. Attack
5. Consolidate and Reorganize.

STEP 1, Action on Enemy Contact

- **Team in Contact:**
 - Seeks cover and concealment.
 - Returns heavy volume of suppressive fire.
 - Reports known or suspected enemy positions.
 - Direct fire.
- **Team not in contact:**
 - Takes cover in concealed positions.
 - Observes flanks and rear of squad.
- **Squad leader:**
 - Reports contact to the platoon leader.
 - Moves toward the fire team in contact.

STEP 2, Locate the Enemy

- **Team in contact:**
 - Acquires known or suspected enemy positions.
 - Place well-aimed fire on suspected enemy positions.
- **Squad Leader:**
 - Moves to position to observe enemy and assess the situation.
 - Requests through Platoon Leader (PLDR) indirect fires.
 - Reports to Platoon Leader (PLDR) enemy size, location, other information.
- **Platoon Leader (PLDR):** Moves forward to complete squad leader's assessment of the situation.

STEP 3, Suppress the Enemy

- Squad Leader: Determines if the team in contact can gain suppressive fire.
 - **If Yes:** Team in contact continues suppressive fire and:
 1. Destroys or suppresses crew-served weapons.
 2. Places smoke on enemy positions.
 3. Controls fire using tracers/standard fire commands—places well-aimed fires at a sustained rate with no lulls.
 4. Buddy teams reload at different times.

STEP 3, Suppress the Enemy, cont

- Squad Leader: Determines if the team in contact can gain suppressive fire.
 - **If NO: The Squad Leader:**
 1. Deploys team not in contact to establish a support-by-fire position.
 2. Reports situation to PLDR.
 3. Responds to orders from PLDR.
- * Normally the squad will become the base-of-fire element for the platoon.

STEP 4, Attack

- If the fire team in contact can suppress the enemy, the Squad Leader:
 1. Determines if the team **not** in contact can maneuver by making an assessment of:
 - a. Location of enemy positions and obstacles.
 - b. Size of force, auto weapons, vehicles.
 - c. Vulnerable flank to enemy.
 - d. Cover and concealment of flanking route.

STEP 4, Attack, cont

- If the answer is YES:
 - **Squad Leader:**
 1. Directs team in contact to support movement of assault team.
 2. Leads or directs movement of assault team.
 3. Once assault team in place, signals supporting fire team to lift fires or shift fires to opposite flank of the enemy.
 - **Assaulting team Leader:**
 1. Leads team through enemy positions using fire and movement by leading from up front.

STEP 4, Attack, cont

- If the answer is NO, or the assaulting fire team cannot continue to move:
 - **Squad Leader:**
 1. Deploys assaulting fire team to add its fires against the enemy.
 2. Reports to PLDR and request instructions.
 3. Continues suppressing enemy positions.
 4. Responds to orders of PLDR.

STEP 5, Consolidate and Reorganize

- Once the assaulting team seizes the position:
 - **Squad Leader:**
 1. Establishes security.
 2. Prepares for counterattack.
- Squad performs following tasks:
 - Reestablish chain of command
 - Redistribute and resupply ammunition and equipment.
 - Treat and evacuate wounded.
 - Process EPWs
 - Collect/Report enemy information and material.

STEP 5, Consolidate and Reorganize, cont

- **Team Leader:** Reports ammunition, casualty, and equipment (ACE) report to squad leader.
- Squad leader consolidates ACE and passes to platoon leader.
- Squad continues mission.
- Squad leader report the situation to platoon leader.

Appendix B Test(s) and Test Solution(s) (N/A)

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Appendix C Practical Exercises and Solutions)

This appendix contains the items listed in this table:

Item/Title	Pages
PE-1, Conduct Combat Operations	C-1 thru C-4

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PRACTICAL EXERCISE SHEET W225

Title Conduct Combat operations.

Lesson Number/Title W225 version 1 / Combat Operations

Introduction For the next three hours you will be the leader of a team/squad that will evaluate your ability to understand the requirements to lead soldiers in a basic simulated combat environment.

Motivator Regardless of your MOS or job assignment, you may find yourself in a situation where you will lead soldiers in combat. This PE provides you the opportunity to walk through some combat operational situations. You will go through the same situations but at full speed in a stressful environment during the STX. We will also test your ability to use the decision-making process with the skills and knowledge you learned in this course and with your past experiences and training.

Terminal Learning Objective **NOTE:** The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.
At the completion of this lesson, you [the student] will:

Action:	Lead a team/squad in basic combat operations.
Conditions:	In a classroom environment culminating in a situational training exercise and given a team/squad.
Standards:	Led a team/squad in basic combat operations by: <ul style="list-style-type: none"> • Reacting to contact. • Breaking contact. • Reacting to an ambush. • Conducting a hasty attack. IAW FM 7-8.

Safety Requirements

- The Chief Instructor (CI) of PLDC at each NCOA will conduct a safety risk assessment and a safety briefing as appropriate.
- Fluid replacement policy for warm weather training (average acclimated soldier wearing BDUs, Hot Weather).

-The Army reviewed its policy for warm weather training as the result of a soldier's death and other instances of soldier hospitalization during 1997. The determination was that these soldiers suffered from over-hydration. The revised fluid replacement chart (below) describes the revised amounts of fluid replacement and work/rest cycles for acclimatized soldiers undergoing training. Of particular note is the fact that the revised maximum **hourly** fluid intake should **NOT** exceed 1.25 quarts, and the revised maximum daily fluid intake should **NOT** exceed 12 Liters.

		Easy Work		Moderate Work		Hard Work	
Heat Category	WBGT Index, °F	Work /Rest	Water Intake, Qt/hr	Work /Rest	Water Intake, Qt/hr	Work /Rest	Water Intake Qt/hr
1	78-81.9	NL	1/2	NL	3/4	40/20 min	3/4
2 Green	82-84.9	NL	1/2	50/10 min	3/4	30/30 min	1
3 Yellow	85-87.9	NL	3/4	40/20 min	3/4	30/30 min	1
4 Red	88-89.9	NL	3/4	30/30 min	3/4	20/40 min	1
5 Black	>90	50/10 min	1	20/40 min	1	10/50 min	1

- The work/rest times and fluid replacement volumes will sustain performance and hydration for at least four hrs of work in the specified heat category. Individual water needs will vary + or – 1/4 qt/hr.
- NL = no limit to work time per hour. Rest means minimal physical activity (sitting or standing) and should be accomplished in shade if possible.
- **CAUTION: Hourly fluid intake should not exceed 1 1/4 quarts.**
- **Daily fluid intake should not exceed 12 Liters.**
- **NOTE:** MOPP gear adds 10° F to WBGT Index.
- **NOTE:** Wearing Body Armor adds 5° F to WBGT Index

Easy Work	Moderate Work	Hard Work
<ul style="list-style-type: none"> • Weapon maintenance. • Walking hard surface at 2.5 mph, ≤ 30 lb. load • Guard Duty. • Marksmanship Training. • Drill and Ceremony. 	<ul style="list-style-type: none"> • Walking loose sand at 2.5 mph, no load. • Walking hard surface at 3.5 mph, < 40 lb. load. • Calisthenics. • Patrolling. • Individual movement techniques. e.g. low crawl, high crawl. • Defensive position construction. 	<ul style="list-style-type: none"> • Walking loose sand at 2.5 mph with load. • Walking hard surface at 3.5 mph, ≥ 40 lb. load. • Field assaults.

Risk Assessment Level Low

Environmental Considerations Check with local environmental office for local requirements.

Evaluation

- AAR.
- The PE is a non-graded exercise.
- Some of the skills you learn during this PE, you will apply during the tactical leadership evaluations conducted during the STX.

**Instructional
Lead-In**

This PE is a culmination of all that you have learned in this lesson. You will lead and participate in a walk through using hand and arm signals taught in the previous lesson and the movement techniques learned earlier: reacting to contact, breaking contact, reacting to an ambush (near and far), and conduct an attack.

I will form you up into two fire teams to demonstrate and walk you through:

- React to contact.
- Break contact.
- React to an ambush--far and near.
- Conduct an attack.

Pay attention to the demonstrations. Some of you will lead a team using these techniques during the STX. Ask questions as I guide you through this exercise.

**Resource
Requirements**

Instructor Materials:

NCOAs may conduct this training right outside of the classroom, local parade field, or training area (any area that can accommodate all sections/squads).

Student Materials:

None

**Special
Instructions**

- The PE is not to train students to be infantrymen or to place unrealistic emphasis on tactics.
- Design the PE so that the crux of the exercise is to see how well students use the skills and knowledge they learned during the class.
- Conduct this exercise as a walk through.
- Upon completion of all walk throughs, provide some of the students with an oral OPORD/FRAGO for the squad to move. Based on the OPORD/FRAGO the SGL gives, the assigned squad leader must determine whether to break contact or attack.
- The intent of this PE is not to have the squad reach task proficiency but rather that the students participate in collective training event
- **NOTE:** The SGL must continuously evaluate and critique the students as they progress through the walk throughs.

While mission accomplishment is important, the SGLs must place their emphasis on the students' ability to lead soldiers, think, reason, organize, and communicate, not mission accomplishment. Soldiers are to learn the basic execution of the task performed.

- Uniform/Equipment:
 - BDUs with field cap
 - LCE with two canteens of water.
 - 4 M16s or Rubber M16s (optional).
 - Other uniform/equipment requirements IAW NCOA SOP.

Student led AARs must occur whenever possible, followed by a cadre AAR to reinforce the learning process. Students and cadre may conduct these AARs at the conclusion of an event, when student leaders change, or at the end of the PE. SGLs should place their students in a relaxed posture for the AARs. This will aid in the learning process. An example of a relaxed posture is the students grounding their equipment. This of course depends on time available or the situation and is solely the SGL's call.

- Recommended sequence of events:
 - Set up areas/stations where students can walk through the tasks of reacting to enemy contact, ambushes, and where they can make a decision whether to break contact or attack.
 - Students move outside.
 - One group walks through the PE while other groups observe.
 - Conduct an AAR.
 - Second group walks through the PE while other groups observe.
 - Conduct an ARR.
 - Repeat until all groups have run through the exercises or various stations.
 - Select some students to lead a squad. Provide them with an oral OPORD/FRAGO. (**NOTE:** Not all students need to lead a walk through, as long as they participate in the walk through and the AAR following the walk through.)
 - Tell the student to select the proper movement technique and formation, and to break contact or attack based on the situation and his orders.
 - Conduct an AAR.

Procedures

None

Feedback Requirements

SGLs will conduct AARs frequently throughout the exercise.

Appendix D, HANDOUTS FOR LESSON 1: W225 version 1

This appendix contains the items listed in this table—

Title/Synopsis	Pages
SH-1, Advance Sheet	SH-1-1 thru SH-1-2
SH-2, Extracts from FM 7-8	SH-2-1 thru SH-2-12

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Student Handout 1

This student handout contains the Advance Sheet.

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Student Handout 1

Advance Sheet

Lesson Hours

This lesson consists of two hours of small group instruction and a three hour practical exercise

Overview

This lesson provides you with some basic techniques and procedures used in basic combat operation when a team/squad size element comes in contact with the enemy.

Learning Objective

Terminal Learning Objective (TLO).

Action:	Lead a team/squad in basic combat operations.
Conditions:	In a classroom environment culminating in a situational training exercise and given a team/squad.
Standards:	Led a team/squad in basic combat operations by: <ul style="list-style-type: none">• Reacting to contact.• Breaking contact.• Reacting to an ambush.• Conducting a hasty attack. IAW FM 7-8.

ELO A Discuss elements of reacting to contact.

ELO B Discuss elements of breaking contact.

ELO C Discuss elements of reacting to an ambush.

ELO D Discuss elements of conducting a squad attack.

Assignment

The student assignments for this lesson are:

- Study SH-2, Extracts from FM 7-8.

Additional Subject Area Resources

None

Bring to Class

- SH-2, Extracts from FM 7-8.
- Pencil or pen and writing paper.
- Bring equipment required for the practical exercise as directed by the SGL.

Note to Students

It is your responsibility to do the homework prior to class. We expect you to come to class prepared. You will participate in small group discussion. We expect you to participate in the discussion by providing information you learned from your study and your personal and observed experiences. Failure to study and read the assignments above will result in your inability to participate with the rest of the group. Not having your input affects the group's ability to discuss fully the information.

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Student Handout 2

Extract from FM 7-8, Infantry Rifle Platoon and Squad, dated Apr 92 w/ch 1 dated 1 Mar 01.

This student handout contains 37 pages of extracted material from FM 7-8.

Pages	(Reading/Study) Requirement
SH-2-2 thru SH-2-12	Read
SH-2-2	Battle Drills
SH-2-3 thru SH-2-5	Battle Drill 1 Squad Attack
SH-2-6 thru SH-2-7	Battle Drill 2 React to Contact
SH-2-8 thru SH-2-9	Battle Drill 3 Break Contact
SH-2-10 thru SH-2-11	Battle Drill 3 React to Ambush
SH-2-12	Definitions

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CHAPTER 4

BATTLE DRILLS

Infantry battle drills describe how platoons and squads apply fire and maneuver to commonly encountered situations. They require leaders to make decisions rapidly and to issue brief oral orders quickly.

4-1. DEFINITION

FM 25-101 defines a battle drill as “a collective action rapidly executed without applying a deliberate decision-making process.”

a. Characteristics of a battle drill are--

- They require minimal leader orders to accomplish and are standard throughout the Army.
- Sequential actions are vital to success in combat or critical to preserving life.
- They apply to platoon or smaller units.
- They are trained responses to enemy actions or leader's orders.
- They represent mental steps followed for offensive and defensive actions in training and combat.

b. A platoon's ability to accomplish its mission often depends on soldiers and leaders to execute key actions quickly. All soldiers and their leaders must know their immediate reaction to enemy contact as well as follow-up actions. Drills are limited to situations requiring instantaneous response; therefore, soldiers must execute drills instinctively. This results from continual practice. Drills provide small units with standard procedures essential for building strength and aggressiveness.

- They identify key actions that leaders and soldiers must perform quickly.
- They provide for a smooth transition from one activity to another; for example, from movement to offensive action to defensive action.
- They provide standardized actions that link soldier and collective tasks at platoon level and below. (Soldiers perform individual tasks to CTT or SDT standard.)
- They require the full understanding of each individual and leader, and continual practice.

BATTLE DRILL 1. SQUAD ATTACK

SITUATION: The squad is moving as part of the platoon conducting a movement to contact or a hasty or deliberate attack.

REQUIRED ACTIONS:

STEP 1. Action on Enemy Contact.

- A. Soldiers receiving fire take up nearest positions that afford protection from enemy fire (cover) and observation (concealment).
- B. The fire team in contact immediately returns heavy volume of suppressive fire in the direction of the enemy.
 - 1) Soldiers in the fire team in contact move to positions (bound or crawl) from which they can fire their weapons, position themselves to ensure that they have observation, fields of fire, cover, and concealment. They continue to fire and report known or suspected enemy positions to the fire team leader.
 - 2) The team leader directs fires using tracers or standard fire commands.
 - 3) The fire team not in contact takes covered and concealed positions in place and observes to the flanks and rear of the squad.
 - 4) The squad leader reports contact to the platoon leader and moves toward the fire team in contact.

STEP 2. Locate the Enemy.

- A. Using sight and sound, the fire team in contact acquires known or suspected enemy positions.
- B. The fire team in contact begins to place well-aimed fire on suspected enemy positions.
- C. The squad leader moves to a position where he can observe the enemy and assess the situation.
- D. The squad leader requests, through the platoon leader, for immediate suppression indirect fires (normally 60-mm mortars).
- E. The squad leader reports the enemy size and location, and any other information to the platoon leader. (As the platoon leader comes forward, he completes the squad leader's assessment of the situation.)

STEP 3. Suppress the Enemy.

The squad leader determines if the fire team in contact can gain suppressive fire based on the volume and accuracy of the enemy fire.

- A. If the answer is YES, the fire team leader continues to suppress the enemy:
 - 1) The fire team destroys or suppresses enemy crew-served weapons first.
 - 2) The fire team places smoke (M203) on the enemy position to obscure it.

- 3) The fire team leader continues to control fires using tracers or standard fire commands. Fires must be well-aimed and continue at a sustained rate with no lulls.
 - 4) Buddy teams fire their weapons so that both are not reloading their weapons at the same time.
- B. If the answer is **NO**, the squad leader then deploys the fire team not in contact to establish a support-by-fire position. He reports the situation to the platoon leader. Normally, the squad will become the base of-fire element for the platoon. The squad continues to suppress the enemy and responds to orders from the platoon leader. (The platoon leader, his RATELO, the platoon FO, one machine gun team, and the squad leader of the next squad, as well as the platoon sergeant and the other machine gun team, are already moving forward IAW Battle Drill 1, Platoon Attack.)

STEP 4. Attack.

If the fire team in contact can suppress the enemy, the squad leader determines if the fire team not in contact can maneuver. He makes the following assessment:

- Location of enemy position(s) and obstacles.
 - Size of enemy force engaging the squad. (The number of enemy automatic weapons, the presence of any vehicles, and the employment of indirect fires are indicators of enemy strength.)
 - Vulnerable flank.
 - Covered and concealed flanking route to the enemy position.
- A. If the answer is **YES**, the squad leader maneuvers the fire team in the assault:
- 1) The squad leader directs the fire team in contact to support the movement of the other fire team. He then leads or directs the assaulting fire team leader to maneuver his fire team along a route that places the fire team in a position to assault the enemy. (The assaulting fire team must pick up and maintain fire superiority throughout the assault. Handover of responsibility for direct fires from the supporting fire team to the assaulting fire team is critical.)
 - 2) Once in position, the squad leader gives the prearranged signal for the supporting fire team to lift fires or shift fires to the opposite flank of the enemy position.
 - 3) The assaulting fire team fights through enemy positions using fire and movement. (The supporting fire team must be able to identify the rear flank of the assaulting fire team.)
 - a. The team leader selects the route that allows him to reach his objective, while providing the best available cover and concealment for his team. The team leader then leads his team, from up front, in a shallow wedge throughout the attack.
 - b. Fire team members conduct individual movement techniques as individuals or buddy teams, while maintaining their relative position in the assault formation. At the end of each move, soldiers take up covered and concealed positions and resume firing.

- B. If the answer is **NO** or the assaulting fire team cannot continue to move, the squad leader deploys the assaulting fire team to add its fires against the enemy, reports to the platoon leader and requests instructions. The squad continues suppressing enemy positions and responds to the orders of the platoon leader.

STEP 5. Consolidate and Reorganize.

- A. Once the assaulting fire team has seized the enemy position, the squad leader establishes local security. (The squad leader must quickly prepare to defeat any enemy counterattack. At the conclusion of the assault, the squad is most vulnerable.
 - 1) The squad leader signals for the supporting fire team to move up into a designated position.
 - 2) The squad leader assigns sectors of fire for both fire teams.
 - 3) The squad leader positions key weapons.
 - 4) All soldiers take up hasty defensive positions.
 - 5) The squad leader develops an initial fire support plan against an enemy counterattack. (As the platoon moves up, he hands the plan to the platoon leader for further development.)
 - 6) The squad leader posts an OP to warn of enemy activity.
- B. The squad performs the following tasks:
 - 1) Reestablish the chain of command.
 - 2) Redistribute and resupply ammunition.
 - 3) Man crew-served weapons first.
 - 4) Redistribute critical equipment (for example, radios, NBC, NVDs).
 - 5) Treat casualties and evacuate wounded.
 - 6) Fill vacancies in key positions.
 - 7) Search, silence, segregate, safeguard, and speed EPWs to collection points.
 - 8) Collect and report enemy information and materiel.
- C. Team leader provide ammunition, casualty, and equipment (ACE) reports to the squad leader
- D. The squad leader consolidates the ACE report and passes it to the platoon leader or Platoon sergeant.
- E. The squad continues the mission after receiving instructions from the platoon leader. (the platoon follows the success of the squad's flanking attack with the remaining squads as part of the platoon attack.)
- F. The squad leader reports the situation to the platoon leader.

BATTLE DRILL 2. REACT TO CONTACT

SITUATION: A squad or platoon receives fires from enemy individual or crew-served weapons.

REQUIRED ACTIONS: (Figure 4-4.)

1. Soldiers immediately take up the nearest covered positions and return fire in the direction of contact.
2. Team/squad leaders locate and engage known or suspected enemy positions with well-aimed fire, and pass information to the squad/platoon leader.
3. Fire team leaders control fire using standard fire commands (initial and supplemental) containing the following elements:
 - Alert.
 - Direction.
 - Description of target.
 - Range.
 - Method of fire (manipulation, and rate of fire).
 - Command to commence firing.
4. Soldiers maintain contact with the soldiers on their left and right.
5. Soldiers maintain contact with their team leaders and report the location of enemy positions.
6. Leaders check the status of their personnel.
7. The team/squad leaders maintain contact with the squad/platoon leader.
8. The squad/platoon leader—
 - a. Moves up to the fire team/squad in contact and links up with its leader. (The platoon leader brings his RATELO, platoon FO, the squad leader of the nearest squad, and one machine gun team. The squad leader of the trail squad moves to the front of his lead fire team. The platoon sergeant also moves forward with the second machine gun team and links up with the platoon leader, ready to assume control of the base-of-fire element.)
 - b. Determines whether or not his squad/platoon must move out of an engagement area.
 - c. Determines whether or not he can gain and maintain suppressive fires with his element already in contact (based on the volume and accuracy of enemy fires against the element in contact).
 - d. Makes an assessment of the situation. He identifies—
 - The location of the enemy position and obstacles.
 - The size of the enemy force. (The number of enemy automatic weapons, the presence of any vehicles, and the employment of indirect fires are indicators of the enemy strength.)
 - Vulnerable flanks.
 - Covered and concealed flanking routes to the enemy position.
 - e. Determines the next course of action (for example, fire and movement, assault, breach, knock out bunker, enter and clear a building or trench).
 - f. Reports the situation to the platoon leader/company commander and begins to maneuver.

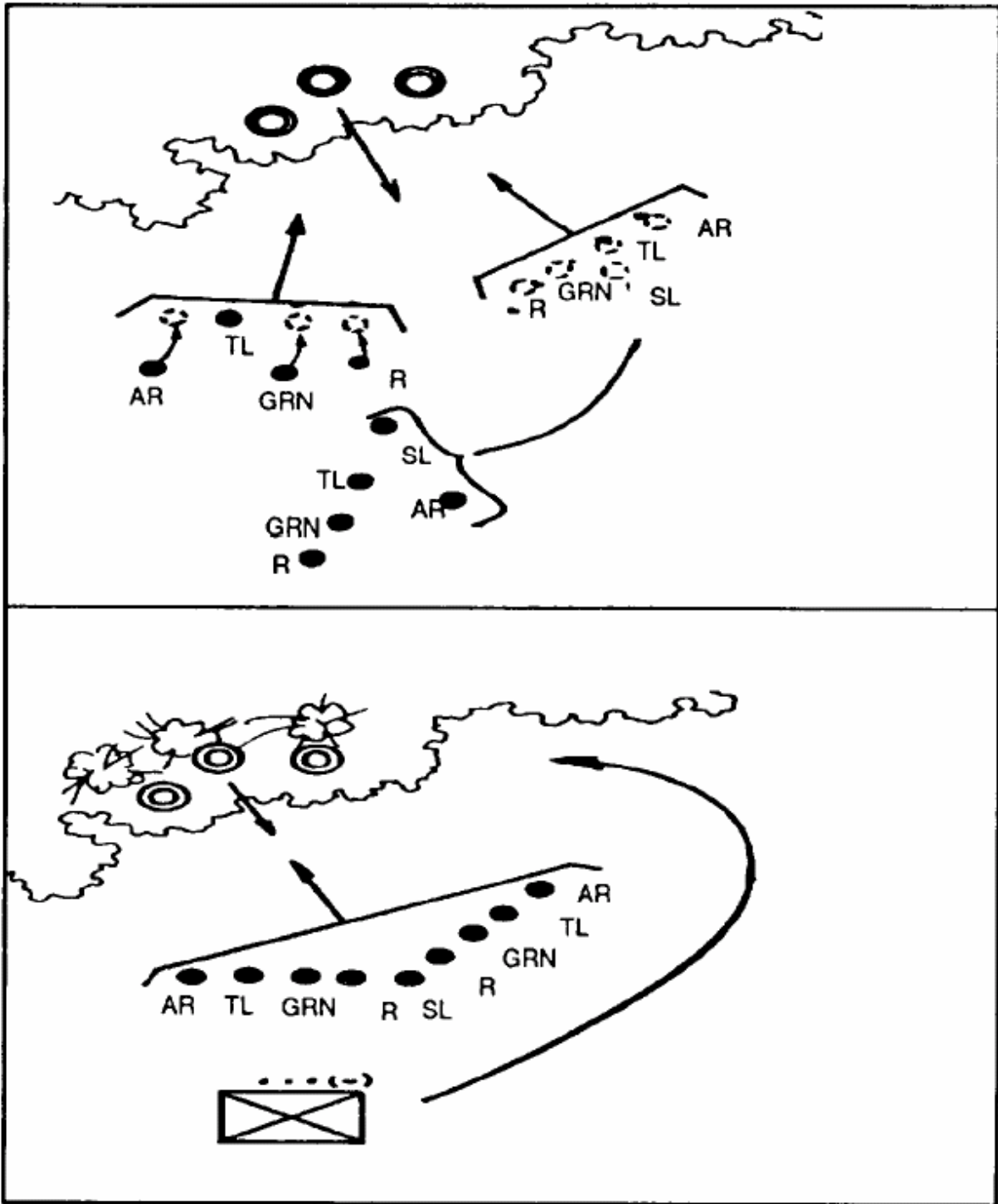


Figure 4-4. React to contact.

- g. Calls for and adjusts indirect fire (mortars or artillery). (Squad leaders relay requests through the platoon leader.)
- 9. Team leaders lead their teams by example; for example, "Follow me, do as I do."
- 10. Leaders relay all commands and signals from the platoon chain of command.

BATTLE DRILL 3. BREAK CONTACT

SITUATION: The squad/platoon is under enemy fire and must break contact.

REQUIRED ACTIONS: (Figure 4-5.)

1. The squad/platoon leader directs one fire team/squad in contact to support the disengagement of the remainder of the unit.
2. The squad/platoon leader orders a distance and direction, or a terrain feature, or last objective rally point for the movement of the first fire team/squad.
3. The base of fire (fire team/squad) continues to suppress the enemy.
4. The moving element uses fragmentation, concussion, and smoke grenades to mask its movement.
5. The moving element takes up the designated position and engages the enemy position.
6. The platoon leader directs the base-of-fire element to move to its next location. (Based on the terrain and the volume and accuracy of the enemy's fire, the moving fire team/squad may need to use fire and movement techniques.
7. The squad/platoon continues to bound away from the enemy until (the squad/platoon must continue to suppress the enemy as it breaks contact)-
 - It breaks contact.
 - It passes through a higher level support-by-fire position.
 - Its fire teams/squads are in the assigned position to conduct the next mission.
8. The leader should consider changing the direction of movement once contact is broken. This will reduce the ability of the enemy to place effective indirect fires on the unit.
9. If the squad or platoon becomes disrupted, soldiers stay together and move to the last designated rally point.
10. Squad/platoon leaders account for soldiers, report, reorganize as necessary and continue the mission.

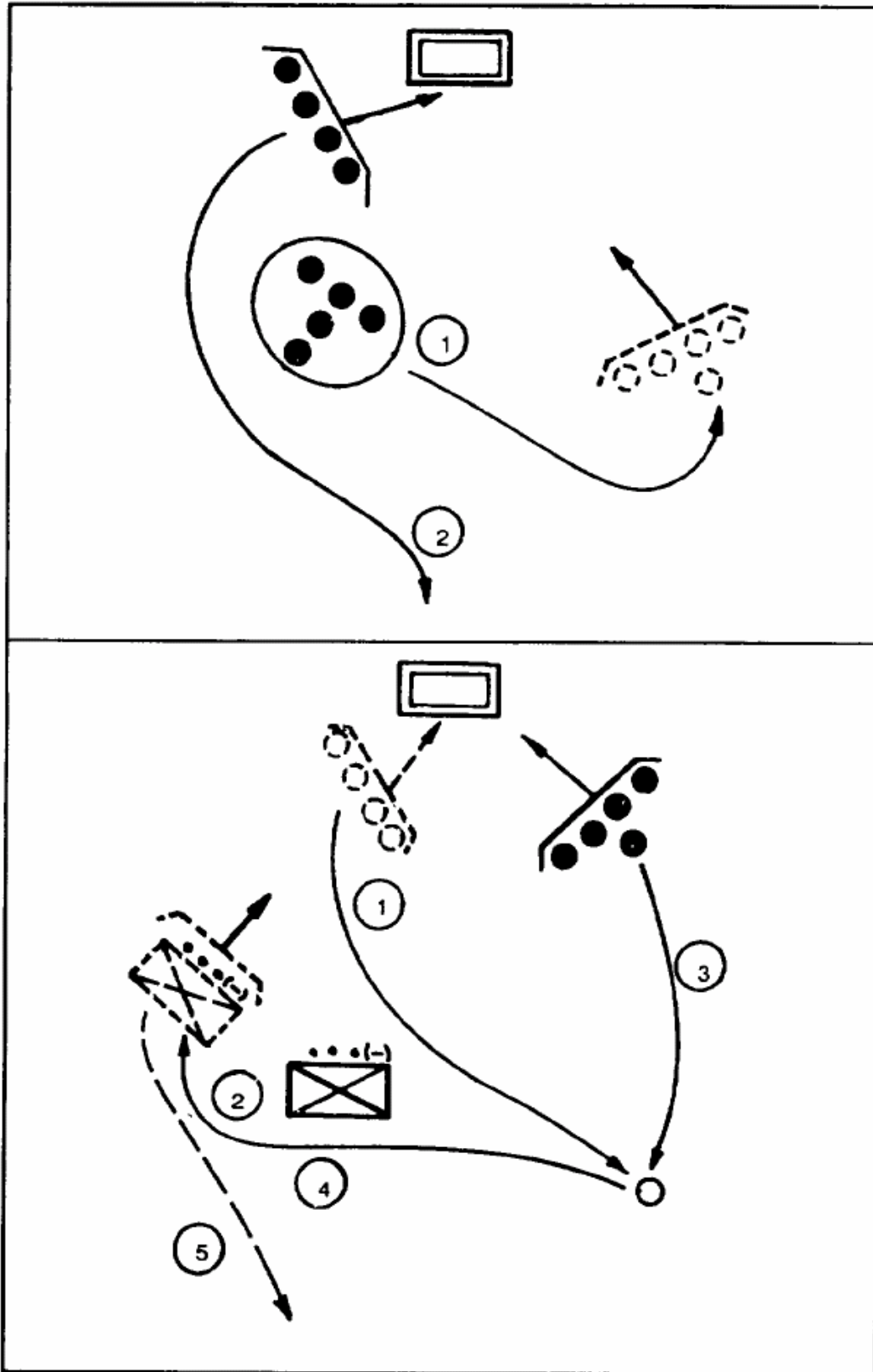


Figure 4-5. Break contact.

BATTLE DRILL 4. REACT TO AMBUSH

SITUATION: If the squad/platoon enters a kill zone and the enemy initiates an ambush with a casualty-producing device and a high volume of fire, the unit takes the following actions.

REQUIRED ACTIONS: (Figure 4-6.)

1. In a near ambush (within hand-grenade range), soldiers receiving fire immediately return fire, take up covered positions, and throw fragmentation concussion, and smoke grenades.
 - a. Immediately after the grenades detonate, soldiers in the kill zone assault through the ambush using fire and movement.
 - b. Soldiers not in the kill zone immediately—
 - Identify enemy positions.
 - Initiate immediate suppressive fires against the enemy.
 - Take up covered positions.
 - Shift fires as the soldiers in the kill zone assault through the ambush.
2. In a far ambush (beyond hand-grenade range) soldiers receiving fire immediately return fire, take up covered positions, and suppress the enemy by—
 - Destroying or suppressing enemy crew-served weapons first.
 - Obscuring the enemy position with smoke (M203).
 - Sustaining suppressive fires.
 - a. Soldiers (teams/squads) not receiving fires move by a covered and concealed route to a vulnerable flank of the enemy position and assault using fire and movement techniques.
 - b. Soldiers in the kill zone continue suppressive fires and shift fires as the assaulting team/squad fights through the enemy position.
3. The platoon FO calls for and adjusts indirect fires as directed by the platoon leader. On order, he lifts fires or shifts them to isolate the enemy position, or to attack them with indirect fires as they retreat.
4. The squad/platoon leader reports, reorganizes as necessary, and continues the mission.

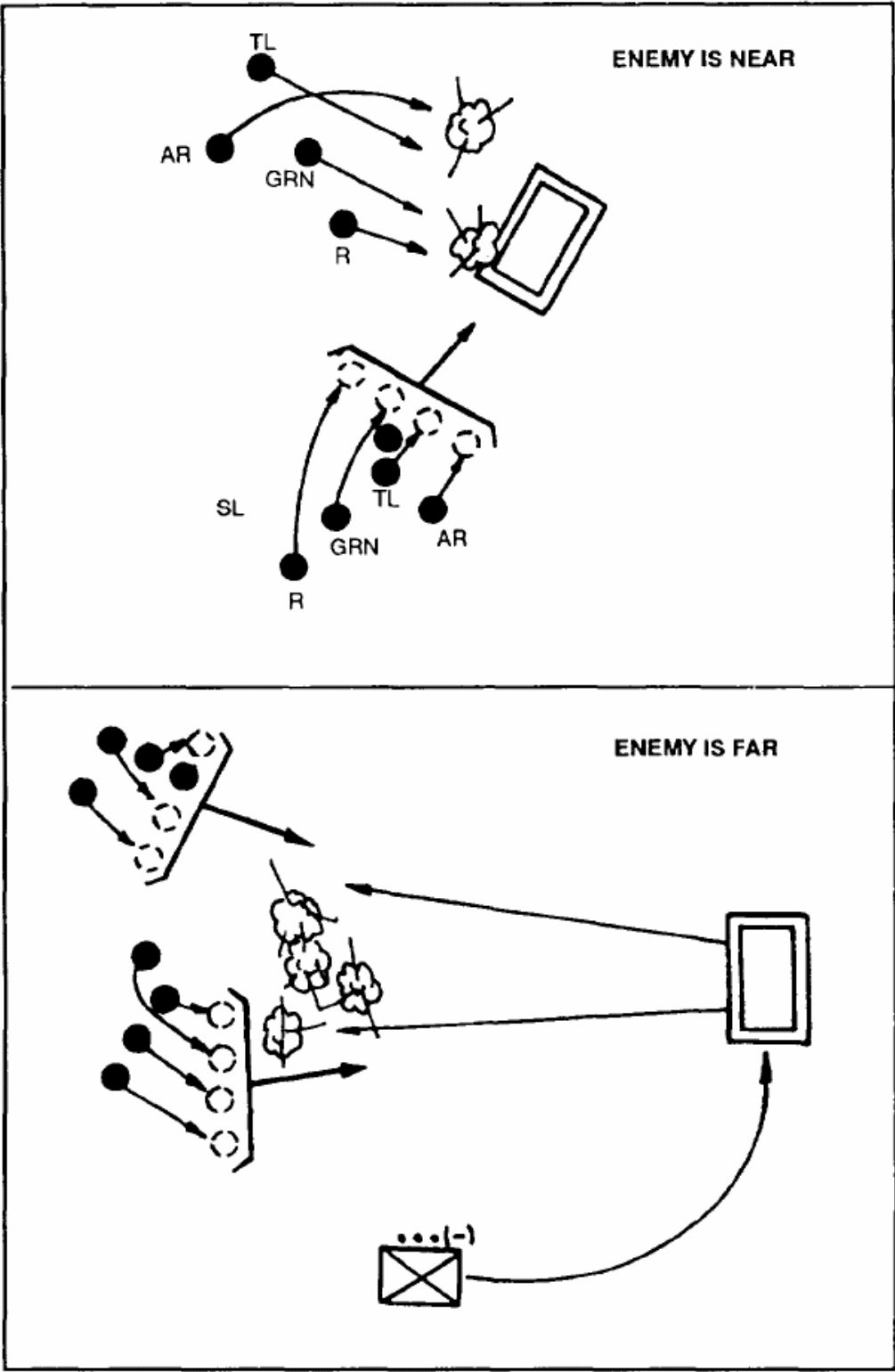


Figure 4-6. React to ambush.

Consolidation. Platoons and squads move quickly to establish security during the consolidation of an objective. They do this by establishing OPs along likely approaches and by establishing overlapping sectors of fire to create all-round security. (See Section V.)

Reorganization. Once platoons have consolidated on the objective, they begin to reorganize. Platoons reorganize to continue the attack. Reorganization involves—

- Reestablishing command and control.
- Re-manning key weapons, redistributing ammunition and equipment.
- Clearing the objective of casualties and EPWs
- Assessing and reporting the platoon status of personnel, ammunition, supplies, and essential equipment.

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W226

Land Navigation

Mar 05

U.S. ARMY SERGEANTS MAJOR ACADEMY

Primary Leadership Development Course
(PLDC)

The Army Training System

TRAINING SUPPORT PACKAGE



"NO ONE IS MORE PROFESSIONAL THAN I"

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TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	W226 / Land Navigation
Effective Date	01 Mar 2005
Supersedes TSP(s) / Lesson(s)	W226, Land navigation, Oct 03, w/CSs 1 - 3
TSP Users	600-PLDC, Primary Leadership Development Course 600-PLDC (MOD), Primary Leadership Development Course (Modified)
Proponent	The proponent for this document is the Sergeants Major Academy.
Improvement Comments	Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i> . Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to: COMDT USASMA ATTN ATSS DCP BLDG 11291 BIGGS FIELD FT BLISS, TX 79918-8002 Telephone (Comm): (915) 568-8405 Telephone (DSN): 978-8405 EMAIL: atss-dcd@bliss.army.mil
Security Clearance / Access	Unclassified
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the (installation/activity name) foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE

Purpose

This Training Support Package provides the instructor with a standardized lesson plan for presenting instruction for:

Task Number

Task Title

Individual

071-326-0515

Select a Movement Route Using a Map

071-329-1006

Navigate From One Point on the Ground to Another Point While Dismounted.

This TSP
Contains

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**LAND NAVIGATION
W226 / Version 1
01 Mar 2005**

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson	<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
	600-PLDC	1	Primary Leadership Development Course
	600-PLDC MOD	1	Primary Leadership Development Course (Modified)
Task(s) Taught(*) or Supported	<u>Task Number</u>	<u>Task Title</u>	
		<u>INDIVIDUAL</u>	
	071-326-0515 (*)	Select a movement route using a map	
	071-329-1006 (*)	Navigate from one point on the ground to another point while dismounted.	
Reinforced Task(s)	<u>Task Number</u>	<u>Task Title</u>	
Academic Hours	The academic hours required to teach this lesson are as follows:		
		<u>Resident Hours/Methods</u>	
		1 hr 30 mins / Conference / Discussion	
		10 hrs 20 mins / Practical Exercise (Performance)	
	Test	4 hrs	
	Test Review	0 hrs	
	Total Hours:	16 hrs	
Test Lesson Number		<u>Hours</u>	<u>Lesson No.</u>
	Testing (to include test review)	_____	N/A _____
Prerequisite Lesson(s)	<u>Lesson Number</u>	<u>Lesson Title</u>	
	W221	Map Reading	
	W223	Conduct Movement	
Clearance Access	Security Level: Unclassified Requirements: There are no clearance or access requirements for the lesson.		
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.		

References

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
FM 3-25.26	MAP READING AND LAND NAVIGATION	18 Jan 2005	
STP 21-1-SMCT	SOLDIER'S MANUAL OF COMMON TASKS SKILL LEVEL 1	31 Aug 2003	
STP 21-24-SMCT	SOLDIER'S MANUAL OF COMMON TASKS (SMCT) SKILL LEVELS 2-4	31 Aug 2003	

Student Study Assignments

Before class--Read Student Handout 1 for reading and study assignments.

During class--Participate in classroom discussion and practical exercises.

After Class--Turn in recoverable references after the examination for this lesson.

Instructor Requirements

1:8, SSG, PLDC graduate, ITC, and SGITC qualified

Additional Support Personnel Requirements

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
None			

Equipment Required for Instruction

<u>Id Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
1240-930-3833 BINOCULARS		1:16	No	0	No
5820-01-151-9915 RADIO SET		1:16	No	0	No
6230-00-264-8261 FLASHLIGHT	1:1		No	0	Yes
6730-00-577-4813 SCREEN, PROJECTION	1:16		No	0	No
6730-00-P53-8147 Projector, Overhead	1:16		No	0	No
7110-00-132-6651 CHALKBOARD	1:16		No	0	Yes
7510-00-161-6215 RULER, NONMETALLIC	1:1		No	0	Yes
7510-01-233-7686 PAGE (DOCUMENT) PROTECTOR	1:1		No	0	No
7520-01-424-4867 EASEL, DISPLAY AND TRAINING	1:16		No	0	Yes
7530-00-619-8880 PAD, WRITING PAPER	1:16		No	0	Yes
8415-01-110-9981 BAND, HELMET, CAMOUFLAGE	1:1		No	0	Yes
8415-01-303-8945 COVER, HELMET, CAMOUFLAGE PATTERN	1:1		No	0	No
8465-00-001-6471 SUSPENDERS, INDIVIDUAL EQUIPMENT	1:1		No	0	No

8465-00-001-6482 CASE, SMALL ARMS AMMUNITION	2:1	No	0	No
8465-00-165-6838 CUP, WATER CANTEEN	2:1	No	0	No
8465-00-860-0256 COVER, WATER CANTEEN	2:1	No	0	No
8465-00-935-6814 CASE, FIELD FIRST AID DRESSING-UN	1:1	No	0	No
8465-01-115-0026 CANTEEN, WATER	2:1	No	0	No
8465-01-120-0675 BELT INDIVIDUAL EQUIPMENT: WEBBING	1:1	No	0	No
8470-01-092-7435 CHIN STRAP	1:1	No	0	No
8470-01-092-7528 HELMET, GROUND TROOPS'-PARACHUTIS	1:1	No	0	No
8470-01-442-1429 HEADBAND, GROUND TROOPS'-PARACHUT	1:1	No	0	Yes
E63317 COMPASS LENSATIC	1:1	No	0	No

* Before Id indicates a TADSS

**Materials
Required**

Instructor Materials:

- TSP.
- Lensatic compass.

Student Materials:

- SH-1, Advance Sheet in Appendix D.
- FM 3-25.26 Map Reading and Land Navigation or SH-2 in Appendix D.
- 1:50,000 map sheet of the local training area.
- Pencil and writing paper.

NOTE: Issued to students during inprocessing.

**Classroom,
Training Area,
and Range
Requirements**

CLASSROOM (40X40 PER 16 STUDENTS)
FIELD TRAINING SITE 1 KM X 1 KM

**Ammunition
Requirements**

<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>
None					

**Instructional
Guidance**

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

Before class--

- Read and study all TSP material and be ready to conduct the class.
- This TSP has questions throughout to check learning or generate discussion among the group members. You may add any questions you deem necessary to bring a point across to the group or expand on any matter discussed.
- You must know the information in this TSP well enough to teach from it, not read from it.
- This TSP presents references at the beginning of some of the paragraphs. This allows you to inform your students of where they should look in the reference to follow your instruction.

During class--

- Conduct the class in accordance with this TSP.

After class--

- Collect all recoverable materials after the examination for this lesson.
-

**Proponent
Lesson Plan
Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
-------------	-------------	-----------------	-------------

Berta, Frank W.	GS-11	Lesson Developer	
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LeGloahec, Victor A.	SGM	Chief, PLDC	
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Bennett-Green, Agnes D.	SGM	Chief, CMDD	
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SECTION II. INTRODUCTION

Method of Instruction: Conference / Discussion
 Instructor to Student Ratio is: 1:8
 Time of Instruction: 5 mins
 Technique of Delivery: Small Group Instruction (SGI)
 Media: None

Motivator

Land navigation is the ability to get from one location to another. It is an extremely important warrior task that warrior leaders must master and remain proficient in. In order to deploy, engage, and destroy the enemy, you must be able to navigate and maneuver your squad rapidly. This lesson--coupled with the map reading lesson you've just completed--provides you with the basic skills you need to conduct this critical warrior task and to train your soldiers.

Terminal Learning Objective

NOTE: Inform the students of the following Terminal Learning Objective requirements. At the completion of this lesson, you [the student] will:

Action:	Implement the techniques of map reading and land navigation.
Conditions:	In a classroom and field environment, given a lensatic compass, map of local area, GTA 5-2-12 (Coordinate Scale and Protractor), pencil, paper, pistol belt, two canteens of water, flashlight with red lens, eight-digit coordinates, and equipment required by the NCOA SOP.
Standards:	<p>Implemented the techniques of map reading and land navigation by--</p> <ul style="list-style-type: none"> • Leading soldiers during hours of daylight and hours of darkness in unfamiliar terrain, during an STX, using a map • Applying map reading and navigational skills, and finding known and unknown locations. • Finding three of four points on the land navigation performance examination. <p>IAW FM 3-25.26, STP 21-1-SMCT, and STP-21-24</p>

Safety Requirements

Each student will (during both the PEs and practical exercise)--

- Receive a risk assessment briefing prior to terrain walks.
- Know how to exercise caution when encountering local wildlife and plants.
- Have all necessary equipment, to include any additional equipment required by the NCOA SOP.
- Have two full canteens of water.
- Know the location of water points on the land navigation course.
- Receive a briefing on heat injury symptoms or cold weather injury symptoms, whichever may apply.

NCOA: Establish an SOP that addresses how to evacuate or treat injured soldiers.

Risk Assessment Level

Low - Determined by the instructor.

Environmental Considerations

It is the responsibility of all soldiers and DA civilians to protect the environment from damage.

According to local environmental SOP.

Evaluation

- At the end of the land navigation block of instruction, you will participate in a performance exercise that will test your ability to navigate from one point to another using a map and a compass. You will have three hours to complete the examination. You must locate a minimum of three of the four points to achieve a GO.
- Your SGL will also evaluate your land navigation skills as part of your field leadership evaluation.
- Should you fail to meet the standard, you will receive a retest. Should you fail the retest, your NCOA may eliminate you from PLDC.

NOTES:

- Inform the students where their examination will take place as posted on the training schedule and when they will receive feedback on the test. Include any retest information.
- Inform the students that they must turn in all recoverable reference material after the examination.

SPECIAL NOTE FOR COMMANDANTS: At your discretion, you may use the practice land navigation test (PE-2) as a means to allow students to test out providing they meet the following standards:

- The practice course meets the same standards as the test course.
 - Students meet graduation standards of finding three of the four points.
-

**Instructional
Lead-In**

You have already mastered the techniques of map reading in a classroom and hands on environment during W221, Map Reading. Now you will learn ground navigation techniques. You will combine your newly learned map reading skills with ground navigation skills in a field environment. This training will enforce your training in developing those warrior skills so critical in surviving on the battle field and developing confidence in the team.

SECTION III. PRESENTATION

NOTE: Inform the students of the Enabling Learning Objective requirements.

A. ENABLING LEARNING OBJECTIVE

ACTION:	Perform ground navigation techniques.
CONDITIONS:	In a classroom and field environment, given a lensatic compass, GTA 5-2-12 (Coordinate Scale and Protractor), 100 meter measured course, an obstacle to detour around, pencil, paper, pistol belt, two canteens of water, and equipment required by the NCOA SOP.
STANDARDS:	Performed ground navigation techniques by: <ul style="list-style-type: none">• Presetting a compass and following an azimuth.• Moving by dead reckoning.• Determining a pace count.• Detouring around an obstacle. IAW FM 3-25.26, STP 21-24-SMCT, and STP 21-1-SMCT.

1. Learning Step / Activity 1. Presetting a Compass

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 25 mins
Media: VGT-1 thru VGT-03

Presetting a Compass

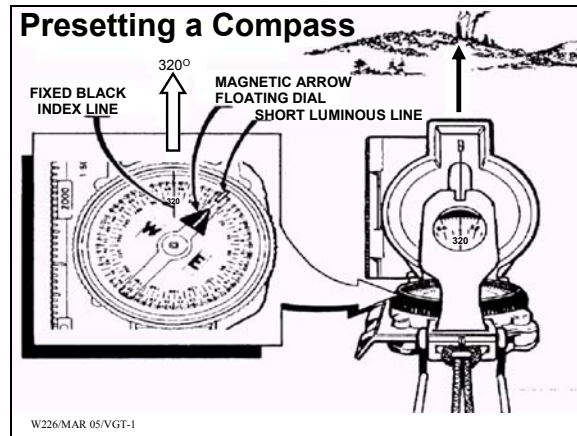
Ref: FM 3-25.26, para 9-4c, or SH-2, page SH-2-7 thru SH-2-9

The fastest way to follow an azimuth with your compass is to preset it on the azimuth you want to travel. You will learn how to set your compass during daylight and nighttime hours.

NOTE: Ensure that all students have a compass. SGLs may give all instruction y be given outside the classroom since the end of the LS/A requires the soldiers to perform presetting of their compasses. They must be free of the building to ensure accuracy. If outdoors, use the hard copy of the visual aids in SH-3.

Although different models of the lensatic compass vary somewhat in the details of their use, the principles are the same.

SHOW VGT-1, PRESETTING A COMPASS



Daylight Hours or a Light Source

During daylight hours or when you have a light source:

- Hold the compass level in the palm of the hand.
- Rotate the compass until the desired azimuth falls under the fixed black index line, for example as shown on VGT-1, 320 degrees or SH-3, page SH-3-2.
- Maintaining the azimuth, turn the bezel ring until the luminous line aligns with the north-seeking arrow, VGT-1 or SH-3, page SH-3-2.
- Once aligned, the compass is preset.
- To follow an azimuth:
 - Assume the centerhold method.
 - Turn your body until the north-seeking magnetic arrow floating dial aligns with the short luminous line.
 - Proceed forward in the direction of the front cover's sighting wire, which aligns the fixed black index line that contains your desired azimuth, as in the example shown on VGT-1, 320 degrees, or SH-3, page SH-3-2.

REMOVE VGT-1

Limited Visibility, Click Method

During limited visibility, you can preset your compass by the click method.

Remember that the bezel ring contains 3 degree intervals (clicks):

- Rotate the bezel ring until the luminous line is over the fixed black index line.
- Find the desired azimuth and divide it by three. We will use 60 degrees as an example--60 divided by 3 equals 20 (clicks)

- The result is the number of clicks that you have to rotate the bezel ring.
- You will turn the bezel ring to the right (clockwise) or to the left (counterclockwise) depending on whether your desired azimuth is less than or more than 180 degrees.

To ensure you understand the click method process, we will set our compasses using azimuths less than and more than 180 degrees.

Visual Aid 2, or SH-3, page SH-3-3 describes how you can preset your compass when the desired azimuth is 180 degrees or less. The VGT uses 60 degrees as the desired azimuth.

SHOW VGT-2, LIMITED VISIBILITY, 180 DEGREES OR LESS

Limited Visibility, 180° or Less

- **180° or Less: Using 60° as Desired Azimuth**
 - Rotate the bezel ring until the luminous line is over the fixed black index line.
 - 60° divided by 3 equals 20 (clicks).
 - Rotate the bezel ring counterclockwise (left) twenty clicks.
 - Assume centerhold technique and rotate your body until you align the north-seeking arrow with the luminous line on the bezel.
 - Proceed forward in direction of the front cover's luminous dots, which align with the fixed black index line showing your desired azimuth, in this example, 60°.

W226/MAR 05/VGT-2

REMOVE VGT-2

Now let's preset our compasses using a desired azimuth that is 180 degrees or larger. In this example, we will use 345 degrees as the desired azimuth.

VGT-3 or SH-3, page SH-3-4, describes how you will preset your compass when the desired azimuth is 180 degrees or more.

SHOW VGT-3, LIMITED VISIBILITY, 180 DEGREES OR MORE

Limited Visibility, 180° or More

- **180° or More: Using 345° as Desired Azimuth**
 - Rotate the bezel ring until the luminous line is over the fixed black index line.
 - Subtract 345° from 360° equals 15°.
 - 15° divided by 3 equals 5 clicks.
 - Rotate the bezel ring clockwise (right) 5 clicks.
 - Assume centerhold technique and rotate your body until you align the north-seeking arrow with the luminous line on the bezel.
 - Proceed forward in direction of the front cover's luminous dots, which align with the fixed black index line showing your desired azimuth, in this example 345°.

W226/MAR 05/VGT-3

When you plan on using the compass in the dark, if possible, set an initial azimuth while light is still available, if not, then use artificial lighting observing light discipline. With the initial azimuth as a base, you can set any azimuth from that base azimuth--that is a multiple of three--using the clicking feature of your lensatic compass.

Keep in mind that your desired azimuth is not always exactly divisible by three, causing an option of rounding up or rounding down. If you round up, it causes an increase in the value of the azimuth, and the object you are seeking will be to the left. If you round the azimuth down, it causes a decrease in the value of the azimuth, and the object you seek will be to the right.

REMOVE VGT-3

Presetting a Compass, Hands on Training

NOTE:

- If the class is not already outdoors, move the class outside so the building will not interfere with their compasses. They will perform some hands on training with their compasses.
 - Give the class an azimuth and direct the students to preset their compasses using the daylight method. Check to see if the students correctly performed the technique.
 - Give the class two azimuths, one 180 degrees or less, and the other 180 degrees or more and have them preset their compasses using the limited visibility click method.
 - Check to ensure the students preset their compasses correctly.

Answer any questions the students may have following the hands on performance.

2. Learning Step / Activity 2. Dead Reckoning

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 10 mins
Media: VGT-4

Dead Reckoning

Ref: FM 3-25.26, para 11-6a, or SH-2, pages SH-2-12 thru SH-2-15

Dead reckoning is the simplest navigation method from one point to another. It consists of two fundamental steps.

Step One: Use a protractor and graphic scales to determine the direction and distance from one point to another on a map.

Step Two: Use a compass and some means of measuring distance, e.g., pace count, to apply the information you obtained from the map in step one to a point on the ground. In other words, it begins with the determination of a polar coordinate on a map and ends with the act of finding it on the ground.

There are two advantages of dead reckoning:

- It's easy to teach and learn.
- It can be a highly accurate way of moving from one point to another if done carefully over short distances, even where few external cues, e.g., landmarks, are present to guide movement.

Never try to walk with your compass open and in front of you to try to stay on course, because the compass will not stay steady or level and; therefore, you will not get an accurate reading.

Dead reckoning is basically sighting your compass on a landmark located on the azimuth that you plan to travel. Upon reaching the landmark, you sight your compass again on another landmark and travel to that point. You continue that process until you reach your objective.

Never select landmarks from the map. You select them from the very start and as the march progresses. When you select landmarks to guide on, the landmarks become "steering marks," and their selection is crucial to the success of dead reckoning.

QUESTION: What are some examples of steering marks?

ANSWER: Uniquely shaped trees, rocks, hilltops, posts, towers, and buildings--anything that you could easily identify.

Ref: FM 3-25.26, para 11-6a(5), or SH-2, page SH-2-13

QUESTION: If you cannot find a steering mark to your front, what can you do to guide you until you can find a steering mark?

ANSWER: Use a back azimuth to a feature behind you.

You may consider sending a member of the squad forward. His position should be as far out as possible to reduce the number of chances for error as you move. Use arm-and-hand signals or a radio to place him on the correct azimuth. (You must know the enemy situation before sending a soldier out.)

Ref: FM 3-25.26, para 11-6a(5), or SH-2, page SH-2-13

Your best steering marks are those with color, shade of color, size, or shape that you can recognize as you approach. Also, it is extremely important that your steering mark is always visible as you travel towards it, the higher the steering mark, the better.

Select a steering point that is the furthest away if you have the option; however, it must be visible at all times.

QUESTION: What is the advantage of selecting a steering mark that is the furthest away?

ANSWER: It allows you to travel further with fewer references to the compass.

Ref: FM 3-25.26, para 11-6a(5)(b), or SH-2, page SH-2-14

You use dead reckoning without natural steering marks when the area through which you are traveling has no features or visibility is poor. At night you may send a member of the team out in front of your position to create your own steering mark in order to proceed. His position should be as far out as possible to reduce the number of chances for error as you move. Use arm-and-hand signals or a radio to place him on the correct azimuth.

Once he is in place, move forward to his position and repeat the process until you can identify some steering marks or you reach your objective.

There are some disadvantages to dead reckoning. The farther you travel without confirming your position in relation to the terrain and other features, the more errors you will accumulate during your movement.

QUESTION: How can you confirm and correct your estimated position?

ANSWER: By identifying a known feature that you come upon with your map, or by performing resection triangulation using two or more known points to pinpoint your position. Pace counts or any type of distance measurement should begin anew each time you confirm your position on the map

(Ref: FM 3-25.26, para 11-6a(11), or SH-2, page SH-2-15

While you may select a mountaintop far off in the distance to navigate towards, always remember to check your position by periodically performing resection or terrain association techniques to pinpoint your location on the map. A situation may arise--such as enemy contact--and you may need support immediately and you won't have time to pinpoint your location.

The more you have to use your compass, the more likely you are of making errors. When dead reckoning in highly vegetated areas, or during darkness or in fog you will have to use your compass more; therefore, you must use your resection and terrain association skills more.

Finally, dead reckoning is time consuming and demands constant attention to the compass. Errors accumulate easily and quickly. Every fold in the ground and detours as small as a single tree or boulder also complicate the measure of distance.

CHECK ON LEARNING

QUESTION: What are two advantages of dead reckoning?

ANSWER: It's easy to teach and learn, and it is a highly accurate way of moving, if done carefully over short distances.

Ref: FM 3-25.26, para 11-6a(3), or SH-2, page SH-2-13.

QUESTION: What are the landmarks called that you select to travel to when using dead reckoning?

ANSWER: Steering marks.

Ref: FM 3-25.26, para 11-6a(5), or SH-2, page SH-2-13

QUESTION: What is the best steering mark to choose and why?

ANSWER: The best steering mark is the most distant object. It enables you to travel farther with fewer references to the compass. It must be continuously visible as you move toward it.

Ref: FM 3-25.26, para 11-6a(5)(b), or SH-2, page SH-2-14.

3. Learning Step / Activity 3. Measuring Distance

Method of Instruction: Conference / Discussion
Techniques of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 25 mins
Media: None

Measuring Distance

Ref: FM 3-25.26, para 5-3a, or SH-2, page SH-2-3

Once you have plotted an objective, oriented the map to the ground, and selected your first steering mark, you can begin moving toward the objective.

Following your azimuth enables you to travel in the proper direction. The question is how will you keep track of the distance?

One method of determining distance--the one you will use in this course while moving--is by pace counting. A pace is equal to one natural step, about 30 inches long. Measuring by pacing is simply counting the paces between two points

on the ground and converting this to map distance. Each soldier must know how many paces it takes to walk 100 meters. To determine this, you must walk an accurately measured course and count the number of paces you take. A pace course can be as short as 100 meters, or as long as 600 meters. The pace course, regardless of length, must be on similar terrain as the terrain you plan to travel. To find your pace count on a 600-meter course, count the paces it took you to walk the 600 meters, then divide the total by 6, e.g., 720 paces over 600 meters equals a 120 pace count average for 100 meters. If the pace course is 300 meters, divide the total by 3. If you use a 100 meter course, you should walk it enough times to establish an average. For example, if you walk the 100 meter course three times, and your pace count for the three times is: 123, 118, and 122, you can find the average by totaling the three (363), and dividing the total by 3. Your pace count would be 121 paces.

It is important that your pace course is similar to the terrain you will travel.

Varying conditions of weather and terrain, as well as the soldier and his equipment, affect pace length.

QUESTION: What are some of these conditions and what affect will they have?

ANSWER:

- Slopes: The pace lengthens on down slopes and shortens on upgrades.
- Winds: Head winds shorten the pace and tail winds increase the pace.
- Surfaces: Sand, gravel, mud, snow, and similar surfaces tend to shorten the pace.
- Elements: Falling snow, rain, or ice reduces the pace.
- Clothing: Excess weight of clothing shortens the pace.
- Visibility: Poor visibility shortens the pace.

Ref: FM 3-25.26, para 5-3a(2), or SH-2, page SH-2-3

Begin your count as soon as you start your move toward your objective. Keep track of how far you have gone by either tying a knot in a string, placing a pebble in your pocket for every 100 meters of distance traveled, or markings in a notebook. Repeat this procedure until you reach your destination.

Let's look at the following sample problem. You have to travel 775 meters and your pace count is 120 paces. Using the pebble method you will need 7 pebbles.

This will take you 700 meters. But what about the other 75 meters?

Let's determine how many paces it will take to go the remaining 75 meters:

NOTE: Write the formula on the board or butcher board if possible, or have a student write the problem on a piece of paper if outdoors.

- Multiply 75 (distance remaining) x 120 (pace count) equals 9,000.
- Cross out the last two digits, leaving 90.
- 90 is how many paces it will take you to go the last 75 meters.

Break: TIME: 00:50 to 01:00

TIME: 01:00 to 01:10 (continue Learning Step/Activity 3, ELO 1)

Detouring an Obstacle

(Ref: FM 3-25.26, para 9-4d, or SH-2, page SH-2-9, and para d)

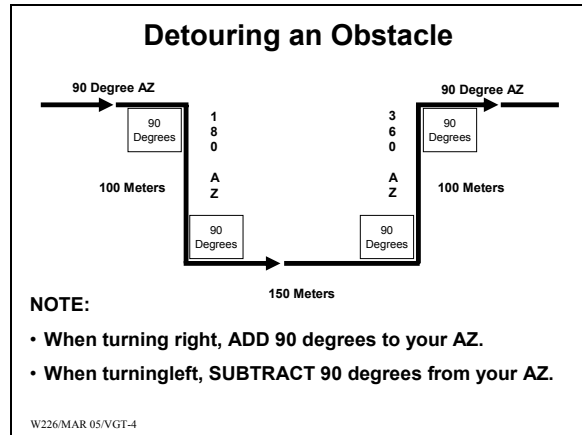
As discussed earlier, the simplest navigating method from one point to another is dead reckoning. You determined your polar coordinate, converted it to a magnetic azimuth, calculated the distance, averaged your pace count, and you have sighted your first steering mark. Now you need to prepare yourself for the times when you will come upon an obstacle that you can't go over or through.

If you encounter an obstacle on the set course, then you must bypass the obstacle using the detour method. To do this, you complete a series of 90 degree turns until you bypass the obstacle and you are back on your original azimuth.

NOTE: Show VGT-4 or SH-3, page SH-3-5, or draw the following example on the chalkboard or easel and explain the detour procedure.

For this example, you determined that you should be able to clear the object by traveling 100 meters to the right, 150 meters to the left, and 100 meters to the left.

SHOW VGT-4, DETOURING AN OBSTACLE



Look at the VGT. You are moving on an azimuth of 90 degrees and wish to bypass/detour an obstacle or position. Follow these four steps: (The following steps describe your action when your first turn is to the right.)

Step 1: Turn right, add 90 degrees to your azimuth changing it to 180 degrees, and travel for 100 meters, ensuring you count your paces.

Step 2: Turn left, subtract 90 degrees from your 180 degrees azimuth, changing it to 90°--your original course--and travel for 150 meters. Count your paces.

Step 3: Turn left, subtract 90 degrees from your 90 degrees azimuth, changing it to 0 or 360°--the back azimuth from Step 1(180 degrees)--and travel for 100 meters, ensuring your pace count is the same as your count in step one.

Step 4: Turn right, add 90 degrees to your 0 or 360 degrees azimuth changing your azimuth to 90 degrees (your original course). Don't forget to add your pace count from step two to your pace count when you arrived at the obstacle.

When detouring to the right, simply add 90 degrees to your original azimuth. If you detour to the left, then you subtract 90 degrees. Remember to make note of the number of paces taken between each azimuth.

Upon reaching the obstacle that you want to detour--if possible--find a steering mark that is beyond the obstacle, one you believe you will be able to see upon your arrival around the obstacle--the higher the steering mark, the better. If possible, you will be able to easily put yourself back on course. If you cannot find a steering mark beyond the obstacle, then your pace count is extremely important. Once you

complete the detour, you should if possible, conduct resection to verify where you are on the map.

REMOVE VGT-4

CHECK ON LEARNING

QUESTION: Once you know your pace count for 100 meters, what methods can you use to keep count of how far you travel?

ANSWER: Tie a knot in a string or lacing, or place a pebble in your pocket for every 100 meters of distance traveled, or make marks in a notebook.

Ref: FM 3-25.26, para 5-3a(1), or SH-2, page SH-2-3.

QUESTION: When you detour around an object, and you are turning to the right, do you add or subtract 90 degrees to your traveling azimuth?

ANSWER: Add 90 degrees.

Ref: FM 3-25.26, para 11-6a(7), or SH-2, page SH-2-14

4. Learning Step / Activity 4. Night Navigation

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 5 mins
Media: None

Darkness presents its own characteristics for land navigation because of limited or no visibility. However, the techniques and principles are the same as that used for day navigation. The success in nighttime land navigation depends on rehearsals during the planning phase before the movement, such as detailed analysis of the map to determine the type of terrain in which the navigation is going to take place and the predetermination of azimuths and distances. Night vision devices can greatly enhance night navigation.

The basic technique used for night land navigation is dead reckoning with several compasses recommended. The point man is in front of the navigator but just

a few steps away for easy control of the azimuth. Smaller steps are taken during night navigation, so remember, the pace count is different. Establish your pace count on a 100-meter pace course at night.

In some areas, navigation using the stars is possible; however, you need a thorough knowledge of constellations and their locations in the sky.

You can find the four cardinal directions--north, south, east, west--at night by using the shadow-tip technique, except that you use the moon instead of the sun. However, the moon has to be bright enough to cast a shadow.

NOTE: Conduct a check on learning and summarize the learning activity.

B. ENABLING LEARNING OBJECTIVE

ACTION:	Navigate from one point to another while dismounted.
CONDITIONS:	In a classroom environment and a field environment of an unfamiliar terrain during daylight hours and hours of darkness, given a lensatic compass, map of the local area, GTA 5-1-12 (Coordinate Scale and Protractor), pencil, paper, pistol belt, two canteens of water, flashlight with red lens, eight-digit coordinates, and equipment required by the NCOA SOP.
STANDARDS:	Navigated from one point to another while dismounted using a map during daylight hours and hours of darkness in unfamiliar terrain by applying map reading skills to find three of four point on the practice land navigation examination IAW FM 3-25.26, STP 21-1-SMCT, and STP-21-24-SMCT.

1. Learning Step / Activity 1. Practical Exercises 1, 2, and 3

Method of Instruction: Practical Exercise (Performance)
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:8
 Time of Instruction: 10 hrs 20 mins
 Media: None

Conduct the three practical exercises in Appendix C over the next 10 hours and 25 minutes.

- Commandants may schedule the three PEs in any order with the exception of PE-2. Conduct PE-2 second or third.
- PE-2 is a practice performance examination. Schedule 4 hours for the PE.
- Commandants will use the remaining 6 hours and 25 minutes to conduct PEs 1 and 3.
- Commandants may use any remaining time left over from PEs 1 and 3 to conduct any remedial training they deem necessary.

Course Set up:

- Follow the instructions in the PLDC Course Management Plan in setting up the course for PEs 1 and 2.
- For PE-3, follow the instructions in the PLDC Course Management Plan in setting up the course. The only exception will be the length of the legs. For the night course, legs should be no further than 300 meters and no less than 200 meters.

NOTE: Conduct a check on learning and summarize the learning activity.

C. ENABLING LEARNING OBJECTIVE

ACTION:	Conduct the land navigation performance examination.
CONDITIONS:	In a field environment of an unfamiliar terrain during daylight hours and hours of darkness, given a lensatic compass, map of the local area, GTA 5-2-12 (Coordinate Scale and Protractor), pencil, paper, pistol belt, two canteens of water, flashlight with red lens, eight digit coordinates, and equipment required by the NCOA.
STANDARDS:	Demonstrated the ability to apply land navigation techniques by correctly traversing a course. To receive a go on this exercise you must plot four points and find three of the four points within three hours during day light hours.

1. Learning Step / Activity 1. Performance examination

Method of Instruction: Test
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:8
 Time of Instruction: 4 hrs
 Media: None

NOTE: There are 4 hours of POI time allocated for the land navigation performance examination. Conduct the performance examination IAW Appendix B.

NOTE: Conduct a check on learning and summarize the learning activity.

CHECK ON LEARNING: The performance evaluation will serve as a check on learning for this ELO.

SECTION IV. SUMMARY

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:8</u>
Time of Instruction: <u>10 mins</u>
Media: <u>Small Group Instruction (SGI)</u>

Check on Learning

- Conduct an AAR.
- Answer any questions the students may have concerning land navigation.

The PEs conducted during this lesson and the AARs conducted at the conclusion of them also act as a check on learning.

Review / Summarize Lesson

In order to use a map and compass effectively in the field, you must develop your skills in land navigation techniques. You must practice these skills constantly utilizing the techniques provided to you in this lesson plan and the map reading lesson you received in this course. During this lesson we discussed and practiced how to:

- Preset a compass for day and night.
- Conduct dead reckoning.
- Determine distance while moving.
- Bypass obstacles using the detour method.

SECTION V. STUDENT EVALUATION

Testing Requirements

NOTE: Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan.

Land Navigation Performance Examination

- Conduct the land navigation performance examination found in Appendix B of this training support package.
- Conduct the performance examination IAW the directions in Appendix B.
- Commandants may schedule the performance examination where they deem appropriate. For example, prior to the STX (immediately following instruction of W223), during the STX, or following the STX.
- NCOAs will layout and properly mark all points as instructed by the PLDC Course Management Plan. Also, NCOAs will check all points prior to testing ensuring all are in place.
- Instruct all prerequisite lessons (W221, W223, and this TSP) prior to testing students.

Feedback Requirements

NOTE: Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.

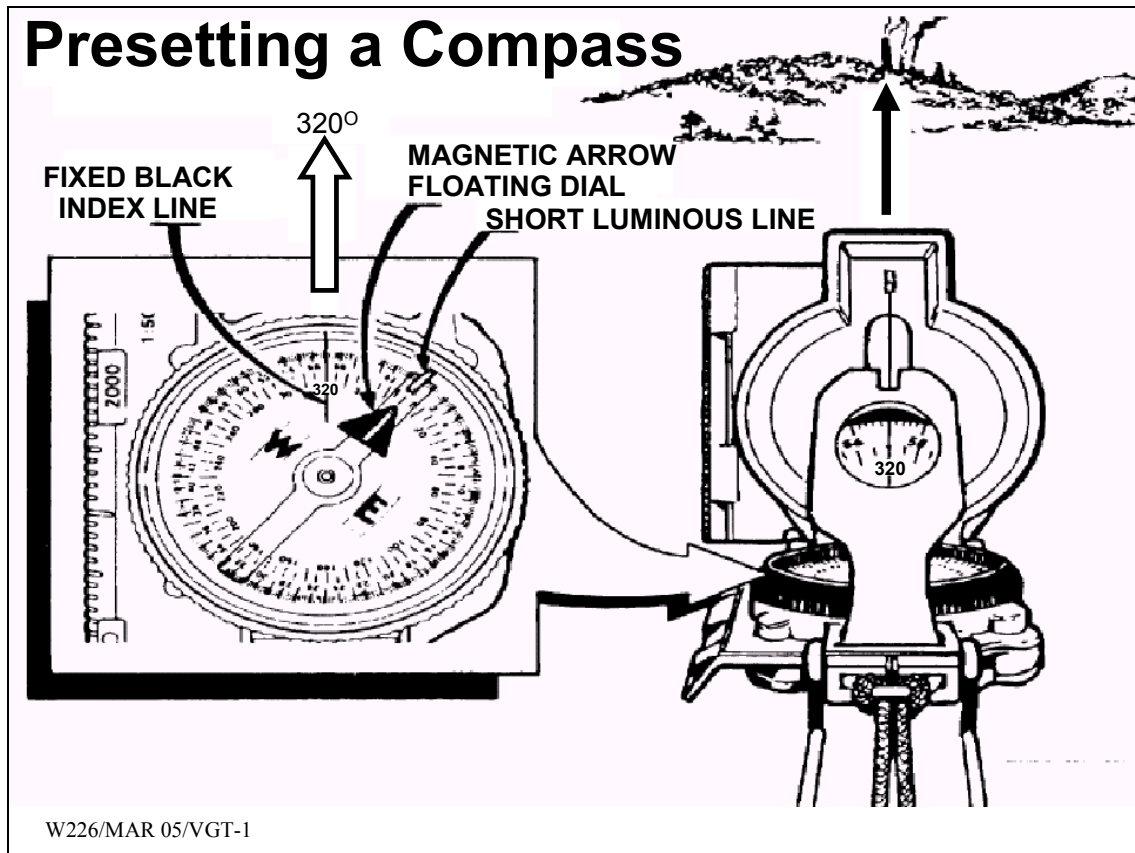
None

Appendix A - Viewgraph Masters

VIEWGRAPHS FOR LESSON 1: W226 version 1

Enabling Learning Objective A

VGT-1, Presetting a Compass



Limited Visibility, 180° or Less

- **180° or Less: Using 60° as Desired Azimuth**
 - Rotate the bezel ring until the luminous line is over the fixed black index line.
 - 60° divided by 3 equals 20 (clicks).
 - Rotate the bezel ring counterclockwise (left) twenty clicks.
 - Assume centerhold technique and rotate your body until you align the north-seeking arrow with the luminous line on the bezel.
 - Proceed forward in direction of the front cover's luminous dots, which align with the fixed black index line showing your desired azimuth, in this example, 60°.

W226/MAR 05/VGT-2

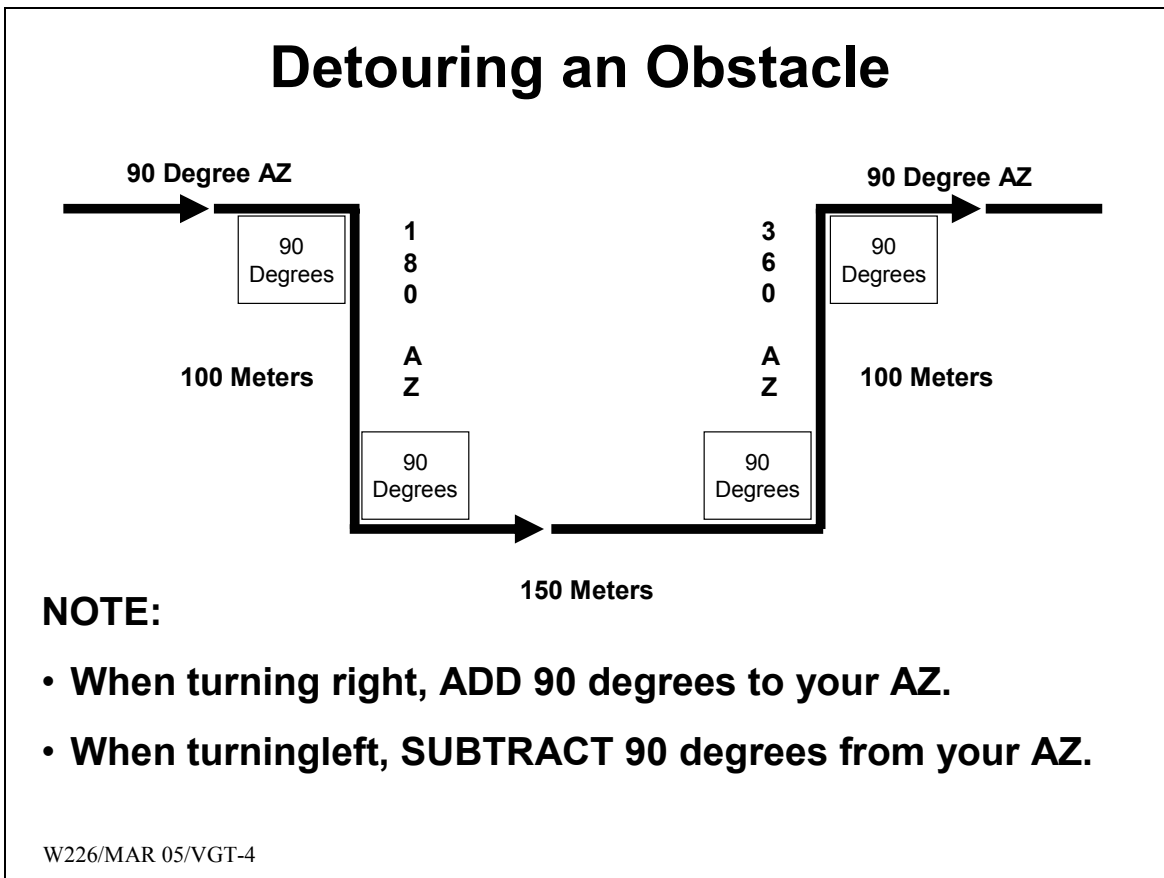
Limited Visibility, 180° or More

- **180° or More: Using 345° as Desired Azimuth**
 - Rotate the bezel ring until the luminous line is over the fixed black index line.
 - Subtract 345° from 360° equals 15°.
 - 15° divided by 3 equals 5 clicks.
 - Rotate the bezel ring clockwise (right) 5 clicks.
 - Assume centerhold technique and rotate your body until you align the north-seeking arrow with the luminous line on the bezel.
 - Proceed forward in direction of the front cover's luminous dots, which align with the fixed black index line showing your desired azimuth, in this example 345°.

W226/MAR 05/VGT-3

Learning Step 3

VGT-4, Detouring an Obstacle



Appendix B Test(s) and Test Solution(s)

This appendix contains the items listed in this table:

Item/Title	Pages
TE-1, Land Navigation Performance Evaluation	B-1 through B-4

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Appendix B - Test(s) and Test Solution(s)

Performance Test

Overview	<p>This performance test measures the student's ability to navigate dismounted from one point on the ground to another point using a map and a compass during daylight. The compass course must have at least four points and laid out as directed by the PLDC Course Management Plan.</p>
Evaluation	<p>NOTE: Commandants may schedule the performance examination where they deem appropriate. For example, prior to the STX (immediately following instruction of W223), during the STX, or following the STX.</p> <p>The student must plot his four given points and must find three of the four points in the maximum time of three hours to receive the minimum passing score of 75 percent or a "GO." (Plotting the four given points is part of the three hour examination.)</p> <p>NOTE: NCOAs will allow an additional 15 minutes of time for soldiers to arrive at a central rally point for those NCOAs that do not utilize the fourth point as their rally point.</p>
Administrative Time	<p>Prior to beginning the test, SGLs must allot 30 minutes to brief risk assessment and safety. They will ensure students have all their required equipment. During this time students will verify their pace count and compass accuracy.</p> <p>Allot 20 minutes for accomplishing the following--</p> <ul style="list-style-type: none">• Collect Performance Evaluation Test Sheets.• Grade student answers.• Account for all personnel.• Conduct AAR. <p>NOTE: Do Not include these times in the three hours allotted for the students to complete the exam.</p>
Safety Requirements	<p>IAW local SOP and risk assessment level..</p> <p>Ensure adequate medical personnel, communications equipment, and transportation are readily available.</p>
Environmental Considerations	<p>Inform students of any known environmental factors they must observe.</p>
Risk Assessment Level	<p>Low. However, conduct risk assessment IAW FM 100-14 for local area hazards and climatic conditions.</p>
Break	<p>There are no formally scheduled breaks during this evaluation. Schedule breaks as appropriate.</p>

**List of Personnel,
Equipment, and
Materials
Required**

Personnel--

- Number of students to test: 8
- Number of evaluators: 1

Equipment and material (one per individual) unless otherwise indicated--

- Lensatic compass.
- 1:50,000 map sheet with grid coordinates and distances to the points.
- Land Navigation Performance Evaluation Answer Sheet in a document protector. (See page B-4, this appendix).
- GTA 5-2-12 (Coordinate Scale and Protractor).
- Pencil or marker.
- Paper (two sheets per individual).
- Kelvar helmet, Load Carrying Equipment (LCE), or authorized issued equivalent with two canteens of water.
- Any other equipment IAW NCOA SOP.

Training area large enough to accommodate a 1:8 instructor to student ratio for the NCOA's maximum class size.

**Introduction/
Briefing**

Welcome to the land navigation course. Today you will demonstrate for record your ability to navigate from one point on the ground to another using a map and a compass. This course will test your ability to apply fundamental map reading and land navigation techniques.

You must plot four points on your map and locate three out of the four points in the maximum time of three hours to receive a minimum passing score of 75 percent or a "GO." (**NOTE:** If the NCOA utilizes a rally point separate from the fourth point, students will have an additional 15 minutes.)

Each of you received your coordinates and distances to four points. **When the time starts**, you may plot each of your points on the map, then double check that you correctly plotted the coordinates. (Plotting is part of the 3 hour examination.)

Choose the best route that leads you to each point. Remember to check the type of terrain on the map that you must traverse. The shortest route may not always be the best. Watch for hills, streams, or valleys that will make your travel difficult. Once you choose a route of travel, determine your grid azimuth to the points.

DO NOT FORGET TO CONVERT YOUR GRID AZIMUTHS TO MAGNETIC AZIMUTHS, and compute your pace count from the distance. (Suggest that you determine the data from the start point to the first point. Once you have found the first point, then determine the data to the second point. This will prevent you from mixing up the data to the different points).

Brief the following based on local requirements--

- Course boundaries.
 - Safety precautions.
-

**Introduction/
Briefing,**
continued

- Evaluation termination time.
- Environmental consideration.
- Identification of course control points and markers.
- Procedures for evacuation of injured personnel.
- Location of medical aid station/personnel.
- Heat or cold injury precautions.
- Reporting of hazard (fire, safety).
- Location of turn-in point for scorecard.
- Distress signal.

Avoid mistakes by following these simple rules--

- **DO** adhere strictly to safety precautions and course boundaries.
- **DO** check all work carefully.
- **DO** use all time wisely.
- **DO** recheck all work before you turn in your scorecard.
- **DO** be constantly aware of your surroundings.
- **DO NOT** take short cuts.
- **DO NOT** rush.

Remind students of the affect that certain metals have on a lensatic compass. Doctrine suggests the following separation distances to ensure proper functioning of a lensatic compass--

- | | |
|--------------------------------------|------------|
| • High-tension power lines | 55 meters. |
| • Field gun, truck, or tank | 18 meters. |
| • Telegraph/telephone or barbed wire | 10 meters. |
| • Machine gun | 2 meters. |
| • Rifle | 1/2 meter. |

Have students inspect their compasses to ensure--

- The floating dial containing the magnetic needles does not stick.
- The sighting wire is straight.
- Does not have broken glass and crystal parts.
- The numbers on the dial are readable.

Warn students who may have an older compass that the scale may read 1:25,000. They can use the scale with a 1:50,000 scale map, but they must double the values to obtain the correct reading.

You have the responsibility to accomplish the following--

- Be responsible for all solutions to the course requirements.
- Confirm your pace count.
- Verify your compass accuracy.
- Turn in your Performance Evaluation Test Sheet to receive credit.
- Conduct all work on your own.

Should you fail to receive a GO, you will receive remedial training and take a retest. Should you fail the retest, the academy may drop you from the course.

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LAND NAVIGATION PERFORMANCE EVALUATION ANSWER SHEET (W226)

Student Name:	Signature:	Date:
Student #:	Initial:	
Rank:	Retest:	
SGL Name:	Comments:	
First Start Point:		
Land Navigation Course	First Test	
	GO	NO GO
Control Point One:		
Control Point Two:		
Control Point Three:		
Control Point Four:		
Overall Evaluation Results		
Second Start Point:		
Land Navigation Course	First Test	
	GO	NO GO
Control Point One:		
Control Point Two:		
Control Point Three:		
Control Point Four:		
Overall Evaluation Results		

- NOTE TO STUDENT**
1. All work is an individual student effort.
 2. You may not work with or coordinate with another student.
 3. You must personally visit each point you indicate on your Performance Evaluation Test Sheet.

REMARKS:

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Appendix C Practical Exercises and Solutions)

This appendix contains the items listed in this table:

Item/Title	Pages
PE-1, Practice Land Navigation Course (Terrain Walk).	C-1 thru C-4
PE-2, Practice Land Navigation Performance Evaluation.	C-5 thru C-8
PE-3, Night Land Navigation Course	C-9 thru C-11

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Appendix C - Practical Exercises and Solutions

PRACTICAL EXERCISE SHEET PE-1

Title	Practice Land Navigation Course (Terrain Walk).
Lesson Number / Title	W226 version 1 / Land Navigation
Introduction	We are now going to conduct a terrain walk of the area covering the land navigation course, a reconnaissance if you will. You will put into practice what you learned during the map reading class and this class.
Motivator	You will quickly earn the respect and trust of your soldiers when you lead them from one point to another in unfamiliar terrain without getting lost. However, the opposite is also true, your soldiers will lose confidence in you fast if you get them lost.
Terminal Learning Objective	<p>NOTE: Inform the students of the following Terminal Learning Objective requirements.</p> <p>At the completion of this lesson, you [the student] will:</p>

Action:	Implement the techniques of map reading and land navigation.
Conditions:	In a classroom and field environment, given a lensatic compass, map of local area, GTA 5-2-12 (coordinate scale and protractor), pencil, paper, pistol belt, two canteens of water, flashlight with red lens, eight-digit coordinates, and equipment required by the NCOA SOP.
Standards:	<p>Implemented the techniques of map reading and land navigation by--</p> <ul style="list-style-type: none"> • Leading soldiers during hours of daylight and hours of darkness in unfamiliar terrain, during an STX, using a map • Applying map reading and navigational skills, and finding known and unknown locations. • Finding three of four points on the land navigation performance examination. <p>IAW FM 3-25.26, STP 21-1-SMCT, and STP-21-24</p>

Safety Requirements	<p>SGLs will ensure students--</p> <ul style="list-style-type: none"> • Receive a risk assessment prior to terrain walks and practical exercises. • Know how to exercise caution during the PE when encountering local wildlife and plants. • Have all necessary equipment for the PEs; to include any additional equipment required by the NCOA SOP. • Have two full canteens of water and know to drink plenty of water during the exercise. • Know the locations of the water points. • Receive a briefing on heat injury symptoms or cold weather injury symptoms, whichever may apply. • Know how to evacuate or treat injured soldiers IAW the NCOA SOP.
Risk Assessment	<p>Low - Determined by the instructor.</p>
Environmental Considerations	<p>According to local environmental SOP.</p>
Evaluation	<p>This is a nongraded PE. Your performance on this PE will not have negative consequences on your academic standings. However, you will need the skills you learned in this PE when you negotiate the graded performance land navigation course. You will also need these skills when you lead your squad back at your unit.</p>
Instructional Lead-In	<p>Small group leaders (SGL) will conduct a cadre-led terrain familiarization walk. Each small group leader will accompany his eight students on the walk providing his students an opportunity to practice the techniques of land navigation. These techniques include--</p> <ul style="list-style-type: none"> • Determining an azimuth. • Dead reckoning. • Presetting compasses. • Using a lensatic compass. • Orienting a map to the ground. • Determining distance while moving. • Bypassing obstacles using the detour method. <p>The group of eight students will have the opportunity to perform each of the above techniques. Each group will work independently of the others. Each group will work as a team during the walk by breaking down into four teams:</p> <ol style="list-style-type: none"> 1. Trailbreaker team. 2. Pace counter team. 3. Navigator team. 4. Compass team.

**Instructional
Lead-In,**
continued

The trailbreakers clear trails through thick brush (when necessary) and act as points of aim for the compass men when no other points are available.

The compass men maintain the azimuth headings determined by the navigators and keep the group traveling in the correct direction.

The pace counters maintain distance calculations by counting the number of paces taken between each objective.

The navigators monitor and note the movement of the group on the map and provide the compass men with azimuth headings and the pace men with distance requirements between each objective.

NOTE: SGLs. Ensure your group moves in the right direction, answer questions, and ensure that each working team rotates through all the different tasks so that all members of the group perform each task.

Each group member will have an opportunity to bypass obstacles using the detour method.

NOTE: SGL: If no natural obstacles exist, then designate off-limits and contaminated areas that students will have to bypass.

Once you have had a chance to practice the techniques of land navigation, you should be ready to go out by yourself for the practice land navigation course.

There, you will have a chance to demonstrate your skills in land navigation.

**Resource
Requirements**

Instructor Materials:

- Water trailer or two Lyster bags filled with potable water.
- TSP
- Lensatic compass

Student Materials: Each student will have--

- Pistol belt with two canteens of water.
 - Lensatic compass.
-

Resource Requirements, continued

- 1:50,000 map sheet of the area.
 - GTA 5-2-12 (Coordinate Scale and Protractor).
 - Pencil and writing paper.
 - Other equipment as prescribed by the NCOA SOP.
-

Special Instructions

None

Procedures

Each academy will develop this portion of the lesson based on their individual resources and restrictions. Therefore, there is no answer sheet provided for this PE.

Feedback Requirements

This practical exercise will allow you to evaluate your ability to navigate from one point on the ground to another. Upon completion of this PE, you will participate in an AAR. You will learn from the AAR the things you did right or wrong and what you need to improve upon. You will also learn what you can do to improve on your weaknesses. If you have difficulties, then come and see me. I will give you some additional training prior to the land navigation performance exam.

PRACTICAL EXERCISE SHEET PE-2

Title Practice Land Navigation Performance Evaluation.

Lesson Number / Title W226 version 1 / Land Navigation

Introduction This practice land navigation performance test can serve two purposes:

1. To provide you the opportunity to practice your land navigation skills on the type of course you must negotiate for the land navigation performance test.
2. At the commandant's discretion, to serve as a pretest to allow you to test out providing you meet the land navigation graduation requirement.

Motivator This practice performance test will--

- Provide you with the practical training you need to prepare for the performance test.
- At the commandant's discretion, allow you to test out if you find three of the four points of this PE.

Terminal Learning Objective **NOTE:** Inform the students of the following Terminal Learning Objective requirements.
At the completion of this lesson, you [the student] will:

Action:	Implement the techniques of map reading and land navigation.
Conditions:	In a classroom and field environment, given a lensatic compass, map of local area, GTA 5-2-12 (coordinate scale and protractor), pencil, paper, pistol belt, two canteens of water, flashlight with red lens, eight-digit coordinates, and equipment required by the NCOA SOP.
Standards:	<p>Implemented the techniques of map reading and land navigation by--</p> <ul style="list-style-type: none"> • Leading soldiers during hours of daylight and hours of darkness in unfamiliar terrain, during an STX, using a map • Applying map reading and navigational skills, and finding known and unknown locations. • Finding three of four points on the land navigation performance examination. <p>IAW FM 3-25.26, STP 21-1-SMCT, and STP-21-24</p>

Safety Requirements

SGLs will ensure students--

- Receive a risk assessment prior to the practical exercises.
- Know how to exercise caution during the PE when encountering local wildlife and plants.
- Have all necessary equipment for the PEs, to include any additional equipment required by the NCOA SOP.
- Have two full canteens of water and know to drink plenty of water during the exercise.
- Know the locations of the water points.
- Receive a briefing on heat injury symptoms or cold weather injury symptoms, whichever may apply.
- Know how to evacuate or treat injured soldiers IAW the NCOA SOP

NCOA: Establish an SOP that addresses how to evacuate or treat injured soldiers.

Risk Assessment

Low - Determined by the instructor.

Environmental Considerations

According to local environmental SOP.

Evaluation

This is a nongraded PE. Your performance on this PE will not have negative consequences on your academic standings. However, you will need the skills you learned in this PE when you negotiate the graded land navigation course. You will also need these skills when you lead your squad back at your unit.

At the commandant's discretion, if you do meet the standards of finding three of the four points, you will have met the land navigation PLDC graduation requirement, and you will not have to take the land navigation test scheduled later in this course.

Instructional Lead-In

This is your practice land navigation performance evaluation. You will negotiate this course alone. It is similar to the performance examination you will take later in the course in terrain and design. It will be run exactly as the performance examination as far as time to complete the course.

This course will test your ability to navigate from one point on the ground to another. You have three hours to complete it, and you must locate a minimum of three of the four points to receive a "GO." You will perform all your work individually. The SGLs will be on the course to observe you.

We will provide you with an eight-digit grid coordinate at your starting point and identify the starting point on the ground. We will also give you the eight-digit coordinates to the four points that you need to find. You will also have time to check your pace count and compass accuracy.

**Resource
Requirements**

Instructor Materials:

- Water trailer or two listerbags filled with potable water.
- TSP
- Lensatic compass

Student Materials: Each student will have--

- Pistol belt with two canteens of water, plus any other equipment required by the NCOA SOP.
 - Lensatic compass.
 - 1:50,000 map sheet of the area.
 - GTA 5-2-12 (Coordinate Scale and Protractor).
 - Pencil and writing paper.
-

**Special
Instructions**

SGLs will conduct a risk assessment prior to the practical exercise.

Note to Commandant:

- At your discretion, you may use this PE as a pretest, and those soldiers who find three out of the four points do not have to take the land navigation test scheduled later in the course.
- The practice course must meet the same standards as the test course.
- Conduct this PE exactly as you will conduct the performance examination, one hour for preparation, collection of answer sheets, an after action review, and three hours to negotiate the course.
- If your course utilizes a rally point separate from the fourth point, allow the students an additional 15 minutes to get from the fourth point to the rally point.

Instructions to Students

- Each of you received your coordinates. **When the time starts**, you may plot each of your points on the map, then double check that you correctly plotted the coordinates. (Plotting is part of the 3 hours.)
 - Choose the best route that leads you to each point. Remember to check the type of terrain on the map that you must traverse. The shortest route may not always be the best. Watch for hills, streams, or valleys that can make your travel difficult.
 - Once you choose a route of travel, determine your grid azimuth and distance to each point.
 - Convert your grid azimuths to magnetic azimuths and compute your pace-count from the distance. (Suggest that you determine the data from the start point to the first point. Once you have found the first point, then determine the data to the second point. This will prevent you from mixing up the data to the different points.)
-

Procedures

- Each academy will develop this portion of the lesson based on its individual resources and restrictions. Therefore, there is no answer sheet provided for this PE. NCOAs may design their own answer sheets, or use the form in Appendix B, page B-4.
- Provide the students with eight-digit coordinates at their starting point.
- Identify the starting point coordinates to the student on the ground.
- Provide students the eight-digit grid coordinates to the four points that they must find.
- You have 30 minutes to (not part of the 3-hour exercise)--
 - Complete administrative requirements.
 - Conduct a risk assessment.
 - Conduct safety brief.
 - Ensure students have all required equipment.
 - Allow students to verify their pace count on the pace course.
 - Allow students to check their compasses for accuracy using the compass checkpoints.
- Observe students throughout the exercise and assist when necessary.

NOTE: Upon the conclusion of the three-hour portion of this PE, conduct a student led AAR.

Feedback Requirements

This portion of the practical exercise allows you to evaluate your ability to navigate from one point on the ground to another. Upon completion of this PE, you will participate in an AAR. You will learn from the AAR the things you did right or wrong and what you need to do to improve.

If you have difficulties, come see me. I will give you some additional training.

PRACTICAL EXERCISE SHEET PE-3

Title Night Land Navigation Course

Lesson Number / Title W226 version 1 / Land Navigation

Introduction The night land navigation course will challenge your navigational skills, because the most difficult time to navigate is during the hours of darkness.

Motivator You will not always be able to navigate in the daytime. In areas that have no cover and concealment, such as the desert, it will be to your advantage to travel at night. This will not only shield you from the enemy but also protect you from the heat of the day. If you perform well here, then you will perform well on the STX.

Terminal Learning Objective **NOTE:** Inform the students of the following Terminal Learning Objective requirements.

At the completion of this lesson, you [the student] will:

Action:	Implement the techniques of map reading and land navigation.
Conditions:	In a classroom and field environment, given a lensatic compass, map of local area, GTA 5-2-12 (coordinate scale and protractor), pencil, paper, pistol belt, two canteens of water, flashlight with red lens, eight-digit coordinates, and equipment required by the NCOA SOP.
Standards:	<p>Implemented the techniques of map reading and land navigation by--</p> <ul style="list-style-type: none"> • Leading soldiers during hours of daylight and hours of darkness in unfamiliar terrain, during an STX, using a map • Applying map reading and navigational skills, and finding known and unknown locations. • Finding three of four points on the land navigation performance examination. <p>IAW FM 3-25.26, STP 21-1-SMCT, and STP-21-24</p>

Safety Requirements SGLs will ensure students:

- Know that during the PE they will have to exercise caution when encountering local wildlife and plants.
- Have two full canteens of water and know to drink plenty of water during the exercise.
- Know where the established water points are so they can replenish their water.
- Receive a brief on heat injury symptoms or cold weather injury symptoms, whichever applies.

Safety Requirements, continued	<ul style="list-style-type: none"> • Receive instructions to watch out for each other and to observe the special instructions you gave them during the safety briefing/risk assessment. • Know how to evacuate or treat injured soldiers IAW the NCOA SOP.
Risk Assessment	Low - Determined by the instructor.
Environmental Considerations	As determined by the local commander and NCOA.
Evaluation	This is a nongraded PE. Your performance on this PE will not have negative consequences on your academic standings. However, you will need the skills you learned in this PE when you lead your squad/section during the STX. You will also need these skills when you lead your soldiers back in your unit.
Instructional Lead-In	<p>This is your night land navigation course. The course legs of the night course are much shorter than the practice course. The primary purpose of this exercise is to build your confidence in navigation at night. You will perform your work as a team. You may use your flashlights with red lenses, but you must observe strict light and noise discipline.</p> <p>NOTE: SGLs will accompany their group to ensure they are moving in the right direction and to answer any questions they may have on navigating techniques.</p>
Resource Requirements	<p>Instructor Materials:</p> <ul style="list-style-type: none"> • Water trailer or 2 Lyster bags filled with potable water. • TSP. • Lensatic compass. <p>Student Materials: Each student will have:</p> <ul style="list-style-type: none"> • Pistol belt with 2 canteens of water. • Lensatic compass. • 1:50,000 map sheet of the area. • GTA 5-2-12 (Coordinate Scale and Protractor). • Flashlight with red lens. • Pencil and writing paper. • Any other equipment IAW the NCOA SOP.
Special Instructions	<p>SGLs will conduct a risk assessment prior to the practical exercise.</p> <p>When you finish, turn in your answer sheet to your SGL.</p>
Procedures	<p>NOTE: Each academy will develop this portion of the lesson based on its individual resources and restrictions. Therefore, there is no answer sheet provided for this PE. You may use the answer sheet found on page B-4, Appendix B of this TSP. Ensure you cover--</p> <ul style="list-style-type: none"> • Administrative requirements. • Risk assessment. • Safety briefing. • Check that students have all required equipment.

Procedures,
continued

NOTE: The legs of the night land navigation course will be no further than 300 meters and no less than 200 meters.

NOTE: Divide each group of eight into two teams of four.

- Verify your pace counts, you will take smaller steps during night navigation.
- You will use the dead reckoning method to find the points.
- Each team must select a navigator, compass man, pace counter, and point man.
- The navigator can also perform the duties of the trailbreaker, if necessary.
- If there is a team of only three, then the compass man can also perform the duties of the pace counter.

NOTE: Ensure all team members perform the duties of navigator, compass man, pace counter, and point man.

- Each team will find a minimum of three points during the time allocated by the commandant.

Feedback
Requirements

This practical exercise allowed you to evaluate your ability to navigate from one point on the ground to another during hours of darkness. Upon completion of this PE, you will participate in an AAR. You will learn from the AAR the things you did right, wrong, and what you need to improve upon. You will also learn what you can do to improve on your weaknesses. If you have difficulties, come see me. I will give you some additional training prior to the STX.

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Appendix D, HANDOUTS FOR LESSON 1: W226 version 1

This appendix contains the items listed in this table--

Title/Synopsis	Pages
SH-1, Advance Sheet.	SH-1-1 and SH-1-2
SH-2, Extracts from FM 3-25.26, Map Reading and Land Navigation.	SH-2-1 thru SH-2-17
SH-3, Visual Aid Handouts	SH-3-1 thru SH-3-5

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Student Handout 1

This student handout contains the advance sheet.

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Student Handout 1

Advance Sheet

Lesson Hours

This lesson consists of one hour and twenty-five minutes of small group instruction, ten hours and twenty-five minutes of practical exercises, and four hours of performance testing.

Overview

You will learn the basic fundamentals of land navigation on how to get from one place to another. It is an essential skill for all soldiers. Soldiers will depend on you to lead them and train them in land navigation.

Learning Objective

Terminal Learning Objective (TLO).

Action:	Implement the techniques of map reading and land navigation.
Conditions:	In a classroom and field environment, given a lensatic compass, map of local area, GTA 5-2-12 (Coordinate Scale and Protractor), pencil, paper, pistol belt, two canteens of water, flashlight with red lens, eight-digit coordinates, and equipment required by the NCOA SOP.
Standard:	Implemented the techniques of map reading and land navigation by-- <ul style="list-style-type: none">• Leading soldiers during hours of daylight and hours of darkness in unfamiliar terrain, during an STX, using a map• Applying map reading and navigational skills, and finding known and unknown locations.• Finding three of four points on the land navigation performance examination. IAW FM 3-25.26, STP 21-1-SMCT, and STP-21-24

ELO A Develop ground navigation techniques.

ELO B Navigate from one point to another while dismounted during daylight hours and hours of darkness.

ELO C Conduct the land navigation performance examination.

Assignment

The student assignments for this lesson are:

- Study task: 071-329-1006, Navigate from one point on the ground to another point while dismounted, in STP 21-1-SMCT, Soldier's Manual of Common Tasks.
-

Assignment,
continued

- Study the following in Student Handout 2, or FM 3-25.26, Map Reading and Land Navigation, 20 Jan 2005.
 - Chapter 5, para 5-3a.
 - Chapter 9, para 9-4c and 9-4d, 9-6.
 - Chapter 11, para 11-6 and 11-6a, and para 11-7.
-

**Additional
Subject Area
Resources**

None

Bring to Class

- FM 3-25.26, Map Reading and Land Navigation, or SH-2.
 - Lensatic compass.
 - GTA 5-2-12 (Coordinate Scale and Protractor).
 - 1:50,000 local map sheet.
 - Pencil and writing paper.
-

Note to Students

It is your responsibility to do the homework prior to class. PLDC expects you to come to class prepared. You will participate in small group discussions. You will participate in the classroom and outside the classroom practical exercises contained in this lesson. We expect you to participate in the discussion and exercises providing information you learned from your study. Failure to study and read the assignments above will result in your inability to participate with the rest of the group. Also, without a full understanding of land navigation, you can end up getting your group lost on the land navigation course and during the STX.

Student Handout 2

This student handout contains 16 pages of extracted material from FM 3-25.26, Map Reading and Land Navigation, dated 20 Jan 2005.

NOTE: Destroy this document by any method that will prevent disclosure of the contents or reconstruction when it is no longer in use with this training product.

Disclaimer: The developer downloaded the extracted material from the web. The text is verbatim from the source document; therefore, it may contain passive voice, misspellings, grammatical errors, etc., and may not be in compliance with the Army Writing Style Program.

RECOVERABLE PUBLICATIONS

YOU RECEIVED THIS DOCUMENT IN A DAMAGE-FREE CONDITION. DAMAGE IN ANY WAY, TO INCLUDE HIGHLIGHTING, PENCIL MARKS, OR MISSING PAGES, WILL SUBJECT YOU TO PECUNIARY LIABILITY (STATEMENT OF CHARGES, CASH COLLECTION ETC.) TO RECOVER PRINTING COSTS.

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CHAPTER 5 SCALE AND DISTANCE

A map is a scaled graphic representation of a portion of the earth's surface. The scale of the map permits the user to convert distance on the map to distance on the ground or vice versa. The ability to determine distance on a map, as well as on the earth's surface, is an important factor in planning and executing military missions.

5-1. REPRESENTATIVE FRACTION

The numerical scale of a map indicates the relationship of distance measured on a map and the corresponding distance on the ground. This scale is usually written as a fraction and is called the representative fraction. The RF is always written with the map distance as 1 and is independent of any unit of measure. (It could be yards, meters, inches, and so forth.) An RF of 1/50,000 or 1:50,000 means that one unit of measure on the map is equal to 50,000 units of the same measure on the ground.

a. The ground distance between two points is determined by measuring between the same two points on the map and then multiplying the map measurement by the denominator of the RF or scale (Figure 5-1, page 5-2).

EXAMPLE:

The map scale is 1:50,000

RF = 1/50,000

The map distance from point A to point B is 5 units

5 x 50,000 = 250,000 units of ground distance

b. Since the distance on most maps is marked in meters and the RF is expressed in this unit of measurement in most cases, a brief description of the metric system is needed. In the metric system, the standard unit of measurement is the meter.

1 meter contains 100 centimeters (cm).

100 meters is a regular football field plus 10 meters.

1,000 meters is 1 kilometer (km).

10 kilometers is 10,000 meters.

Appendix C contains the conversion tables.

c. The situation may arise when a map or sketch has no RF or scale. To be able to determine ground distance on such a map, the RF must be determined. There are two ways

to do this:

(1) **Comparison with Ground Distance.**

(a) Measure the distance between two points on the map—map distance (MD).

(b) Determine the horizontal distance between these same two points on the ground—ground distance (GD).

(c) Use the RF formula and remember that RF must be in the general form:

$$\text{RF} = \frac{1}{X} = \frac{\text{MD}}{\text{GD}}$$

5-3. OTHER METHODS

Determining distance is the most common source of error encountered while moving either mounted or dismounted. There may be circumstances where you are unable to determine distance using your map or where you are without a map. It is therefore essential to learn methods by which you can accurately pace, measure, use subtense, or estimate distances on the ground.

a. **Pace Count.** Another way to measure ground distance is the pace count. A pace is equal to one natural step, about 30 inches long. To accurately use the pace count method, you must know how many paces it takes you to walk 100 meters. To determine this, you must walk an accurately measured course and count the number of paces you take. A pace course can be as short as 100 meters or as long as 600 meters. The pace course, regardless of length, must be on similar terrain to that you will be walking over. It does no good to walk a course on flat terrain and then try to use that pace count on hilly terrain. To determine your pace count on a 600-meter course, count the paces it takes you to walk the 600 meters, then divide the total paces by 6. The answer will give you the average paces it takes you to walk 100 meters. It is important that each person who navigates while dismounted knows his pace count.

(1) There are many methods to keep track of the distance traveled when using the pace count. Some of these methods are: put a pebble in your pocket every time you have walked 100 meters according to your pace count; tie knots in a string; or put marks in a notebook. Do not try to remember the count; always use one of these methods or design your own method.

(2) Certain conditions affect your pace count in the field, and you must allow for them by making adjustments.

(a) *Slopes.* Your pace lengthens on a downslope and shortens on an upgrade. Keeping this in mind, if it normally takes you 120 paces to walk 100 meters, your pace count may increase to 130 or more when walking up a slope.

(b) *Winds.* A head wind shortens the pace and a tail wind increases it.

(c) *Surfaces.* Sand, gravel, mud, snow, and similar surface materials tend to shorten the pace.

(d) *Elements.* Falling snow, rain, or ice cause the pace to be reduced in length.

(e) *Clothing.* Excess clothing and boots with poor traction affect the pace length.

(f) *Visibility.* Poor visibility, such as in fog, rain, or darkness, will shorten your pace.

b. **Odometer.** Distances can be measured by an odometer, which is standard equipment on most vehicles. Readings are recorded at the start and end of a course and the difference is the length of the course.

(1) To convert kilometers to miles, multiply the number of kilometers by 0.62.

EXAMPLE:

16 kilometers = 16 x 0.62 = 9.92 miles

(2) To convert miles to kilometers, divided the number of miles by 0.62.

EXAMPLE:

10 miles = 10 divided by 0.62 = 16.12 kilometers

PART TWO LAND NAVIGATION

CHAPTER 9 NAVIGATION EQUIPMENT AND METHODS

Compasses are the primary navigation tools to use when moving in an outdoor world where there is no other way to find directions. Soldiers should be thoroughly familiar with the compass and its uses. Part One of this manual discussed the techniques of map reading. To complement these techniques, a mastery of field movement techniques is essential. This chapter describes the lensatic compass and its uses, and some of the field expedient methods used to find directions when compasses are not available.

9-1. TYPES OF COMPASSES

The **lensatic compass** is the most common and simplest instrument for measuring direction. It is discussed in detail in paragraph 9-2. The **artillery M2 compass** is a special-purpose instrument designed for accuracy; it will be discussed in Appendix G. The **wrist/pocket compass** is a small magnetic compass that can be attached to a wristwatch band. It contains a north-seeking arrow and a dial in degrees. A **protractor** can be used to determine azimuths when a compass is not available. However, it should be noted that when using the protractor on a map, only grid azimuths are obtained.

9-2. LENSATIC COMPASS

The lensatic compass (Figure 9-1) consists of three major parts: the cover, the base, and the lens.

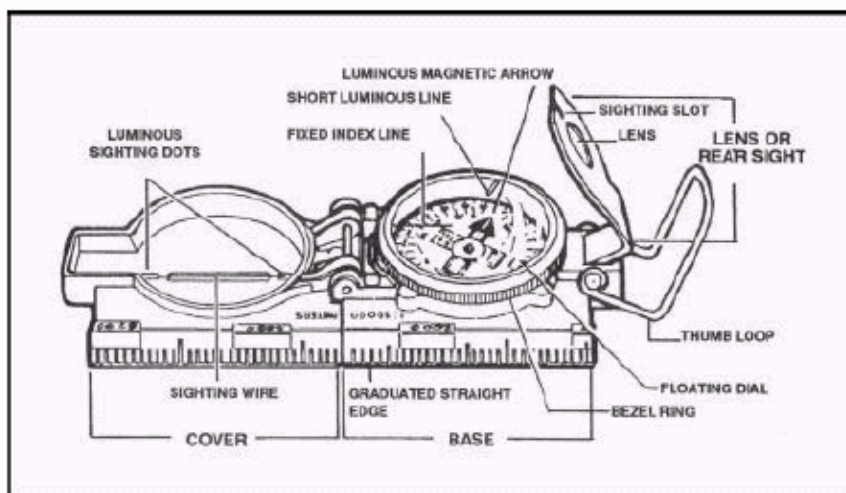


Figure 9-1. Lensatic compass.

a. **Cover.** The compass cover protects the floating dial. It contains the sighting wire (front sight) and two luminous sighting slots or dots used for night navigation.

b. **Base.** The body of the compass contains the following movable parts:

(1) The floating dial is mounted on a pivot so it can rotate freely when the compass is held level. Printed on the dial in luminous figures are an arrow and the letters E and W. The arrow always points to magnetic north and the letters fall at east (E) 90° and west (W) 270° on the dial. There are two scales; the outer scale denotes mils and the inner scale (normally in red) denotes degrees.

(2) Encasing the floating dial is a glass containing a fixed black index line.

(3) The bezel ring is a ratchet device that clicks when turned. It contains 120 clicks when rotated fully; each click is equal to 3°. A short luminous line that is used in conjunction with the north-seeking arrow during navigation is contained in the glass face of the bezel ring.

(4) The thumb loop is attached to the base of the compass.

c. **Lens.** The lens is used to read the dial, and it contains the rear-sight slot used in conjunction with the front for sighting on objects. The rear sight also serves as a lock and clamps the dial when closed for its protection. The rear sight must be opened more than 45° to allow the dial to float freely.

NOTE: When opened, the straightedge on the left side of the compass has a coordinate scale; the scale is 1:50,000 in newer compasses.

WARNING
 Some older compasses will have a 1:25,000 scale. This scale can be used with a 1:50,000-scale map, but the values read must be halved. Check the scale.

9-3. COMPASS HANDLING

Compasses are delicate instruments and should be cared for accordingly.

a. **Inspection.** A detailed inspection is required when first obtaining and using a compass. One of the most important parts to check is the floating dial, which contains the magnetic needle. The user must also make sure the sighting wire is straight, the glass and crystal parts are not broken, the numbers on the dial are readable, and most important, that the dial does not stick.

b. **Effects of Metal and Electricity.** Metal objects and electrical sources can affect the performance of a compass. However, nonmagnetic metals and alloys do not affect compass readings. The following separation distances are suggested to ensure proper functioning of a compass:

- High-tension power lines55 meters.
- Field gun, truck, or tank..... 18 meters.
- Telegraph or telephone wires and barbed wire.....10 meters.
- Machine gun..... 2 meters.
- Steel helmet or rifle..... 1/2 meter.

c. **Accuracy.** A compass in good working condition is very accurate. However, a compass has to be checked periodically on a known line of direction, such as a surveyed azimuth using a declination station. Compasses with more than 3° variation should not be used.

d. **Protection.** If traveling with the compass unfolded, make sure the rear sight is fully folded down onto the bezel ring. This will lock the floating dial and prevent vibration, as well as protect the crystal and rear sight from damage.

9-4. USING A COMPASS

Magnetic azimuths are determined with the use of magnetic instruments, such as lensatic and M2 compasses. The techniques employed when using the lensatic compass are as follows:

a. **Using the Centerhold Technique.** First, open the compass to its fullest so that the cover forms a straightedge with the base. Move the lens (rear sight) to the rearmost position, allowing the dial to float freely. Next, place your thumb through the thumb loop, form a steady base with your third and fourth fingers, and extend your index finger along the side of the compass. Place the thumb of the other hand between the lens (rear sight) and the bezel ring; extend the index finger along the remaining side of the compass, and the remaining fingers around the fingers of the other hand. Pull your elbows firmly into your sides; this will place the compass between your chin and your belt. To measure an azimuth, simply turn your entire body toward the object, pointing the compass cover directly at the object. Once you are pointing at the object, look down and read the azimuth from beneath the fixed black index line (Figure 9-2). This preferred method offers the following advantages over the sighting technique:

- (1) It is faster and easier to use.
- (2) It can be used under all conditions of visibility.
- (3) It can be used when navigating over any type of terrain.
- (4) It can be used without putting down the rifle; however, the rifle must be slung well back over either shoulder.
- (5) It can be used without removing eyeglasses.

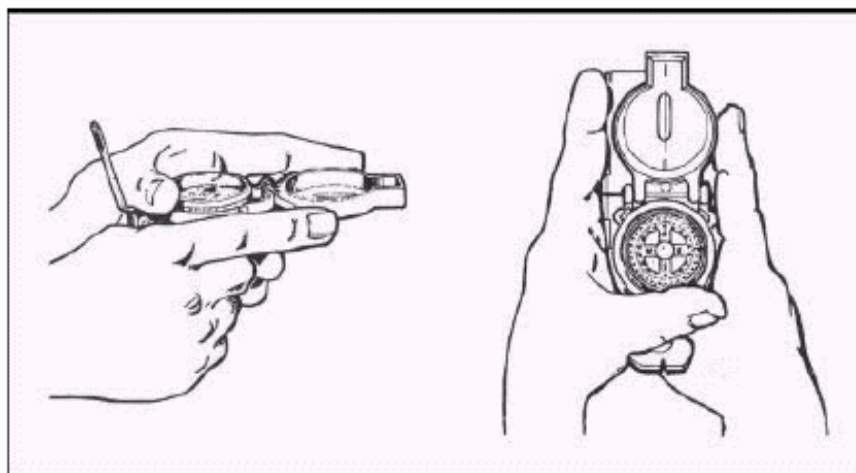


Figure 9-2. Centerhold technique.

b. **Using the Compass-to-Cheek Technique.** Fold the cover of the compass containing the sighting wire to a vertical position; then fold the rear sight slightly forward. Look through the rear-sight slot and align the front-sight hairline with the desired object in the distance. Then glance down at the dial through the eye lens to read the azimuth (Figure 9-3).

NOTE: The compass-to-cheek technique is used almost exclusively for sighting, and it is the best technique for this purpose.

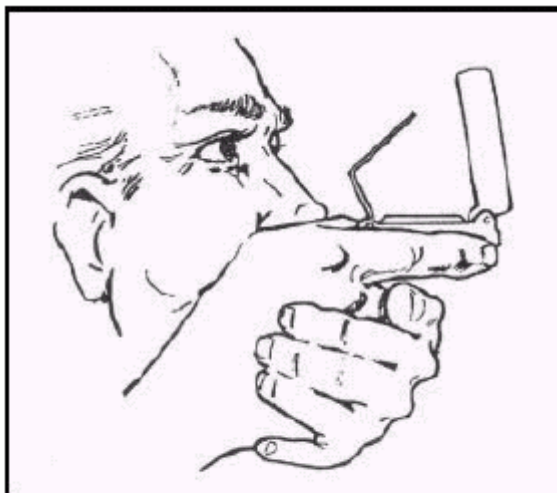


Figure 9-3. Compass-to-cheek technique.

c. **Presetting a Compass and Following an Azimuth.** Although different models of the lensatic compass vary somewhat in the details of their use, the principles are the same.

(1) During daylight hours or with a light source:

(a) Hold the compass level in the palm of the hand.

(b) Rotate it until the desired azimuth falls under the fixed black index line (for example, 320°), maintaining the azimuth as prescribed (Figure 9-4).

(c) Turn the bezel ring until the luminous line is aligned with the north-seeking arrow. Once the alignment is obtained, the compass is preset.

(d) To follow an azimuth, assume the centerhold technique and turn your body until the north-seeking arrow is aligned with the luminous line. Then proceed forward in the direction of the front cover's sighting wire, which is aligned with the fixed black index line that contains the desired azimuth.

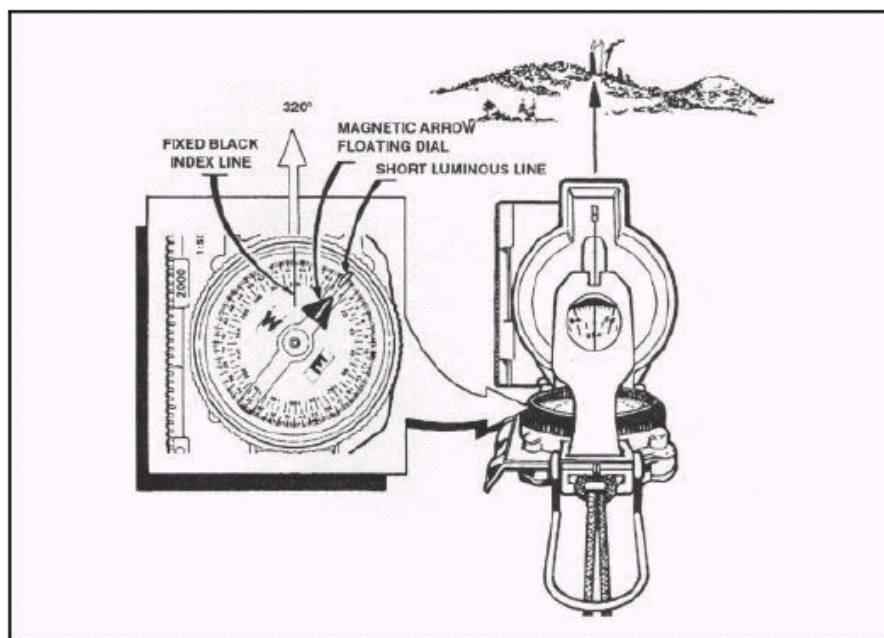


Figure 9-4. Compass preset at 320 degrees

(2) During limited visibility, an azimuth may be set on the compass by the click method. Remember that the bezel ring contains 30 intervals (clicks).

(a) Rotate the bezel ring until the luminous line is over the fixed black index line.

(b) Find the desired azimuth and divide it by three. The result is the number of clicks that you have to rotate the bezel ring.

(c) Count the desired number of clicks. If the desired azimuth is smaller than 180°, the number of clicks on the bezel ring should be counted in a counterclockwise direction. For example, the desired azimuth is 51°. Desired azimuth is $51^\circ \div 3 = 17$ clicks counterclockwise. If the desired azimuth is larger than 180°, subtract the number of degrees from 360° and divide by 3 to obtain the number of clicks. Count them in a clockwise direction. For example, the desired azimuth is 330°; $360^\circ - 330^\circ = 30^\circ \div 3 = 10$ clicks clockwise.

(d) With the compass preset as described above, assume a centerhold technique and rotate your body until the north-seeking arrow is aligned with the luminous line on the bezel. Then proceed forward in the direction of the front cover's luminous dots, which are aligned with the fixed black index line containing the azimuth.

(e) When the compass is to be used in darkness, an initial azimuth should be set while light is still available, if possible. With the initial azimuth as a base, any other azimuth that is a multiple of three can be established through the use of the clicking feature of the bezel ring.

NOTE: Sometimes the desired azimuth is not exactly divisible by three, causing an option of rounding up or rounding down. If the azimuth is rounded up, this causes an

increase in the value of the azimuth, and the object is to be found on the left. If the azimuth is rounded down, this causes a decrease in the value of the azimuth, and the object is to be found on the right.

d. **Bypassing an Obstacle.** To bypass enemy positions or obstacles and still stay oriented, detour around the obstacle by moving at right angles for specified distances.

(1) For example, while moving on an azimuth of 90° change your azimuth to 180° and travel for 100 meters. Change your azimuth to 90° and travel for 150 meters. Change your azimuth to 360° and travel for 100 meters. Then, change your azimuth to 90° and you are back on your original azimuth line (Figure 9-5).

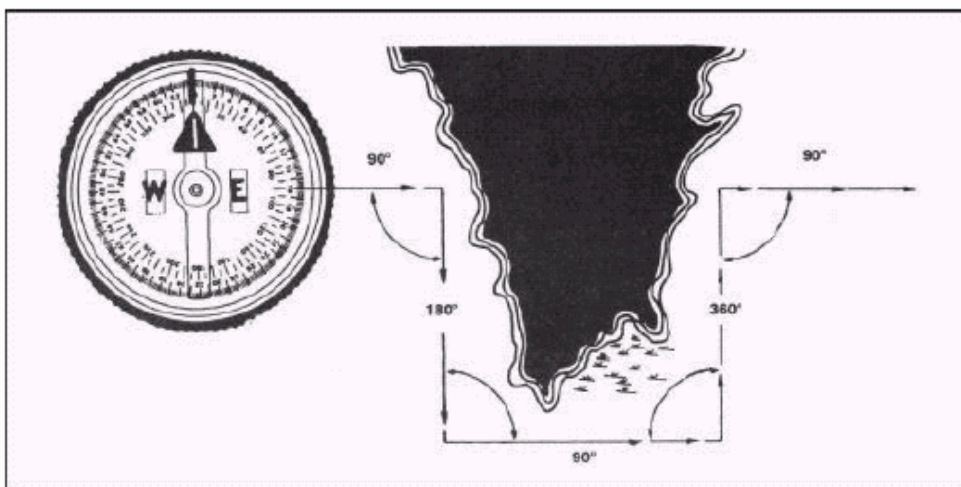


Figure 9-5. Bypassing an obstacle.

(2) Bypassing an unexpected obstacle at night is a fairly simple matter. To make a 90° turn to the right, hold the compass in the centerhold technique; turn until the center of the luminous letter E is under the luminous line (*do not* move the bezel ring). To make a 90° turn to the left, turn until the center of the luminous letter W is under the luminous line. This does not require changing the compass setting (bezel ring), and it ensures accurate 90° turns.

e. **Offset.** A deliberate offset is a planned magnetic deviation to the right or left of an azimuth to an objective. Use it when the objective is located along or in the vicinity of a linear feature such as a road or stream. Because of errors in the compass or in map reading, the linear feature may be reached without knowing whether the objective lies to the right or left. A deliberate offset by a known number of degrees in a known direction compensates for possible errors and ensures that upon reaching the linear feature, the user knows whether to go right or left to reach the objective. Ten degrees is an adequate offset for most tactical uses. Each degree offset moves the course about 18 meters to the right or left for each 1,000 meters traveled. For example, in Figure 9-6, the number of degrees offset is 10. If the distance traveled to "x" is 1,000 meters, then "x" is located about 180 meters to the right of the objective.

9-6. GLOBAL POSITIONING SYSTEM

The GPS is a space-based, global, all-weather, continuously available, radio positioning navigation system. It is highly accurate in determining position location derived from signal triangulation from a satellite constellation system. It is capable of determining latitude, longitude, and altitude of the individual user. It is being fielded in hand-held, manpack, vehicular, aircraft, and watercraft configurations. The GPS receives and processes data from satellites on either a simultaneous or sequential basis. It measures the velocity and range with respect to each satellite, processes the data in terms of an earth-centered, earth-fixed coordinate system, and displays the information to the user in geographic or military grid coordinates.

a. The GPS can provide precise steering information, as well as position location. The receiver can accept many checkpoints entered in any coordinate system by the user and convert them to the desired coordinate system. The user then calls up the desired checkpoint and the receiver will display direction and distance to the checkpoint. The GPS does not have inherent drift, an improvement over the Inertial Navigation System, and the receiver will automatically update its position. The receiver can also compute time to the next checkpoint.

b. Specific uses for the GPS are position location; navigation; weapon location; target and sensor location; coordination of firepower; scout and screening operations; combat resupply; location of obstacles, barriers, and gaps; and communication support. The GPS also has the potential to allow units to train their soldiers and provide the following:

- Performance feedback.
- Knowledge of routes taken by the soldier.
- Knowledge of errors committed by the soldier.
- Comparison of planned versus executed routes.
- Safety and control of lost and injured soldiers.

(See Appendix J for more information of the GPS.)

CHAPTER 11

TERRAIN ASSOCIATION

Failure to make use of the vast amounts of information presented by the map and available to the eye on the ground reduces the chances for success in land navigation. The soldier who has repeatedly practiced the skills of identifying and discriminating among the many types of terrain and other features knows how these features are mapped. He can begin to visualize the shape of the land by studying the map, estimate distances, and perform quick resection from the many landmarks he sees is the one who will be at the right place to help defeat the enemy on the battlefield. This chapter tells how to orient a map with and without a compass, how to find locations on a map as well as on the ground, how to study the terrain, and how to move on the ground using terrain association and dead reckoning.

11-1. ORIENTING THE MAP

The first step for a navigator in the field is orienting the map. A map is oriented when it is in a horizontal position with its north and south corresponding to the north and south on the ground. Some orienting techniques follow:

a. **Using a Compass.** When orienting a map with a compass, remember that the compass measures magnetic azimuths. Since the magnetic arrow points to magnetic north, pay special attention to the declination diagram. There are two techniques used.

(1) **First Technique.** Determine the direction of the declination and its value from the declination diagram.

(a) With the map in a horizontal position, take the straightedge on the left side of the compass and place it alongside the north-south grid line with the cover of the compass pointing toward the top of the map. This procedure places the fixed black index line of the compass parallel to north-south grid lines of the map.

(b) Keeping the compass aligned as directed above, rotate the map and compass together until the magnetic arrow is below the fixed black index line on the compass. At this time, the map is close to being oriented.

(c) Rotate the map and compass in the direction of the declination diagram.

(d) If the magnetic north arrow on the map is to the left of the grid north, check the compass reading to see if it equals the G-M angle given in the declination diagram. The map is then oriented (Figure 11-1, page 11-2).

that represent elevation changes of at least two contour intervals such as hills, depressions, spurs, and draws. Primary reliance upon cultural features and vegetation is cautioned against because they are most likely to have changed since the map was last revised.

(3) Checkpoints located at places where changes in direction are made mark your **decision points**. Be especially alert to see and recognize these features during movement. During preparation and planning, it is especially important to review the route and anticipate where mistakes are most likely to be made so they can be avoided.

(4) Following a valley floor or proceeding near (not on) the crest of a ridgeline generally offers easy movement, good navigation checkpoints, and sufficient cover and concealment. It is best to follow terrain features whenever you can—not to fight them.

(5) A lost or a late arriving unit, or a tired unit that is tasked with an unnecessarily difficult move, does not contribute to the accomplishment of a mission. On the other hand, the unit that moves too quickly and carelessly into a destructive ambush or leaves itself open to air strikes also have little effect. Careful planning and study are required each time a movement route is to be selected.

c. **Stay on the Route (Step 3)**. In order to know that you are still on the correct route, you must be able to compare the evidence you encounter as you move according to the plan you developed on the map when you selected your route. This may include watching your compass reading (dead reckoning) or recognizing various checkpoints or landmarks from the map in their anticipated positions and sequences as you pass them (terrain association). A better way is to use a combination of both.

d. **Recognize the Objective (Step 4)**. The destination is rarely a highly recognizable feature such as a dominant hilltop or road junction. Such locations as this are seldom missed by the most inexperienced navigators and are often dangerous places for soldiers to occupy. The relatively small, obscure places are most likely to be the destinations.

(1) Just how does a soldier travel over unfamiliar terrain for moderate to great distances and know when he reaches the destination? One minor error, when many are possible, can cause the target to be missed.

(2) The answer is simple. Select a checkpoint (reasonably close to the destination) that is not so difficult to find or recognize. Then plan a short, fine-tuned last leg from the new *expanded objective* to the final destination. For example, you may be able to plan and execute the move as a series of sequenced movements from one checkpoint or landmark to another using both the terrain and a compass to keep you on the correct course. Finally, after arriving at the last checkpoint, you might follow a specific compass azimuth and pace off the relatively short, known distance to the final, pinpoint destination. This procedure is called *point navigation*. A short movement out from a unit position to an observation post or to a coordination point may also be accomplished in the same manner.

11-6. NAVIGATION METHODS

Staying on the route is accomplished through the use of one or two navigation techniques—dead reckoning and terrain association. These methods are discussed in detail below.

a. **Moving by Dead Reckoning.** Dead reckoning consists of two fundamental steps. The first is the use of a protractor and graphic scales to determine the direction and distance from one point to another on a map. The second step is the use of a compass and some means of measuring distance to apply this information on the ground. In other words, it begins with the determination of a polar coordinate on a map and ends with the act of finding it on the ground.

(1) Dead reckoning along a given route is the application of the same process used by a mapmaker as he establishes a measured line of reference upon which to construct the framework of his map. Therefore, triangulation exercises (either resection or intersection) can be easily undertaken by the navigator at any time to either determine or confirm precise locations along or near his route. Between these position-fixes, establish your location by measuring or estimating the distance traveled along the azimuth being followed from the previous known point. You might use pacing, a vehicle odometer, or the application of elapsed time for this purpose, depending upon the situation.

(2) Most dead reckoned movements do not consist of single straight-line distances because you cannot ignore the tactical and navigational aspects of the terrain, enemy situation, natural and man-made obstacles, time, and safety factors. Another reason most dead reckoning movements are not single straight-line distances is because compasses and pace-counts are imprecise measures. Error from them compounds over distance; therefore you could soon be far afield from your intended route even if you performed the procedures correctly. The only way to counteract this phenomenon is to reconfirm your location by terrain association or resection. Routes planned for dead reckoning generally consist of a series of straight-line distances between several checkpoints with perhaps some travel running on or parallel to roads or trails.

(3) There are two advantages to dead reckoning. First, dead reckoning is easy to teach and to learn. Second, it can be a highly accurate way of moving from one point to another if done carefully over short distances, even where few external cues are present to guide the movements.

(4) During daylight, across open country, along a specified magnetic azimuth, never walk with the compass in the open position and in front of you. Because the compass will not stay steady or level, it does not give an accurate reading when held or used this way. Begin at the start point and face with the compass in the proper direction, then sight in on a landmark that is located on the correct azimuth to be followed. Close the compass and proceed to that landmark. Repeat the process as many times as necessary to complete the straight-line segment of the route.

(5) The landmarks selected for this purpose are called *steering marks*, and their selection is crucial to success in dead reckoning. Steering marks should never be determined from a map study. They are selected as the march progresses and are commonly on or near the highest points that you can see along the azimuth line that you are following when they are selected. They may be uniquely shaped trees, rocks, hilltops, posts, towers, and buildings—anything that can be easily identified. If you do not see a good steering mark to the front, you might use a back azimuth to some feature behind you until a good steering mark appears out in front. Characteristics of a good steering mark are:

(a) It must have some characteristics about it, such as color, shade of color, size, or shape (preferably all four), that will assure you that it will continue to be recognized as you approach it.

(b) If several easily distinguished objects appear along your line of march, the best steering mark is the most distant object. This procedure enables you to travel farther with fewer references to the compass. If you have many options, select the highest object. A higher mark is not as easily lost to sight as is a lower mark that blends into the background as you approach it. A steering mark should be continuously visible as you move toward it.

(c) Steering marks selected at night must have even more unique shapes than those selected during daylight. As darkness approaches, colors disappear and objects appear as black or gray silhouettes. Instead of seeing shapes, you begin to see only the general outlines that may appear to change as you move and see the objects from slightly different angles.

(6) Dead reckoning without natural steering marks is used when the area through which you are traveling is devoid of features, or when visibility is poor. At night, it may be necessary to send a member of the unit out in front of your position to create your own steering mark in order to proceed. His position should be as far out as possible to reduce the number of chances for error as you move. Arm-and-hand signals or a radio may be used in placing him on the correct azimuth. After he has been properly located, move forward to his position and repeat the process until some steering marks can be identified or until you reach your objective.

(7) When handling obstacles/detours on the route, follow these guidelines:

(a) When an obstacle forces you to leave your original line of march and take up a parallel one, always return to the original line as soon as the terrain or situation permits.

(b) To turn clockwise (right) 90 degrees, you must add 90 degrees to your original azimuth. To turn counterclockwise (left) 90 degrees from your current direction, you must subtract 90 degrees from your present azimuth.

(c) When making a detour, be certain that only paces taken toward the final destination are counted as part of your forward progress. They should not be confused with the local pacing that takes place perpendicular to the route in order to avoid the problem area and in returning to the original line of march after the obstacle has been passed.

(8) Sometimes a steering mark on your azimuth of travel can be seen across a swamp or some other obstacle to which you can simply walk out around. Dead reckoning can then begin at that point. If there is no obvious steering mark to be seen across the obstacle, perhaps one can be located to the rear. Compute a back azimuth to this point and later sight back to it once the obstacle has been passed in order to get back on track.

(9) You can use the deliberate offset technique. Highly accurate distance estimates and precision compass work may not be required if the destination or an intermediate checkpoint is located on or near a large linear feature that runs nearly perpendicular to your direction of travel. Examples include roads or highways, railroads, power transmission lines, ridges, or streams. In these cases, you should apply a deliberate error (offset) of about 10 degrees to the azimuth you planned to follow and then move, using the lensatic compass as a guide, in that direction until you encounter the linear feature. You will know exactly which way to turn (left or right) to find your destination or checkpoint, depending upon which way you planned your deliberate offset.

(10) Because no one can move along a given azimuth with absolute precision, it is better to plan a few extra steps than to begin an aimless search for the objective once you reach the linear feature. If you introduce your own mistake, you will certainly know how to correct it. This method will also cope with minor compass errors and the slight variations that always occur in the earth's magnetic field.

(11) There are disadvantages to dead reckoning. The farther you travel by dead reckoning without confirming your position in relation to the terrain and other features, the more errors you will accumulate in your movements. Therefore, you should confirm and correct your estimated position whenever you encounter a known feature on the ground that is also on the map. Periodically, you should accomplish a resection triangulation using two or more known points to pinpoint and correct your position on the map. Pace counts or any type of distance measurement should begin anew each time your position is confirmed on the map.

(a) It is dangerous to select a single steering mark, such as a distant mountaintop, and then move blindly toward it. What will you do if you must suddenly call for fire support or a medical evacuation? You must periodically use resection and terrain association techniques to pinpoint your location along the way.

(b) Steering marks can be farther apart in open country, thereby making navigation more accurate. In areas of dense vegetation, however, where there is little relief, during darkness, or in fog, your steering marks must be close together. This, of course, introduces more chance for error.

(c) Finally, dead reckoning is time-consuming and demands constant attention to the compass. Errors accumulate easily and quickly. Every fold in the ground and detours as small as a single tree or boulder also complicate the measurement of distance.

b. Moving by Terrain Association. The technique of moving by terrain association is more forgiving of mistakes and far less time-consuming than dead reckoning. It best suits those situations that call for movement from one area to another. Once an error has been made in dead reckoning, you are off the track. Errors made using terrain association are easily corrected, however, because you are comparing what you expected to see from the map to what you do see on the ground. Errors are anticipated and will not go unchecked. You can easily make adjustments based upon what you encounter. After all, you do not find the neighborhood grocery store by dead reckoning—you adjust your movements according to the familiar landmarks you encounter along the way (Figure 11-8). Periodic position fixing through either plotted or estimated resection will also make it possible to correct your movements, call for fire, or call in the locations of enemy targets or any other information of tactical or logistical importance.

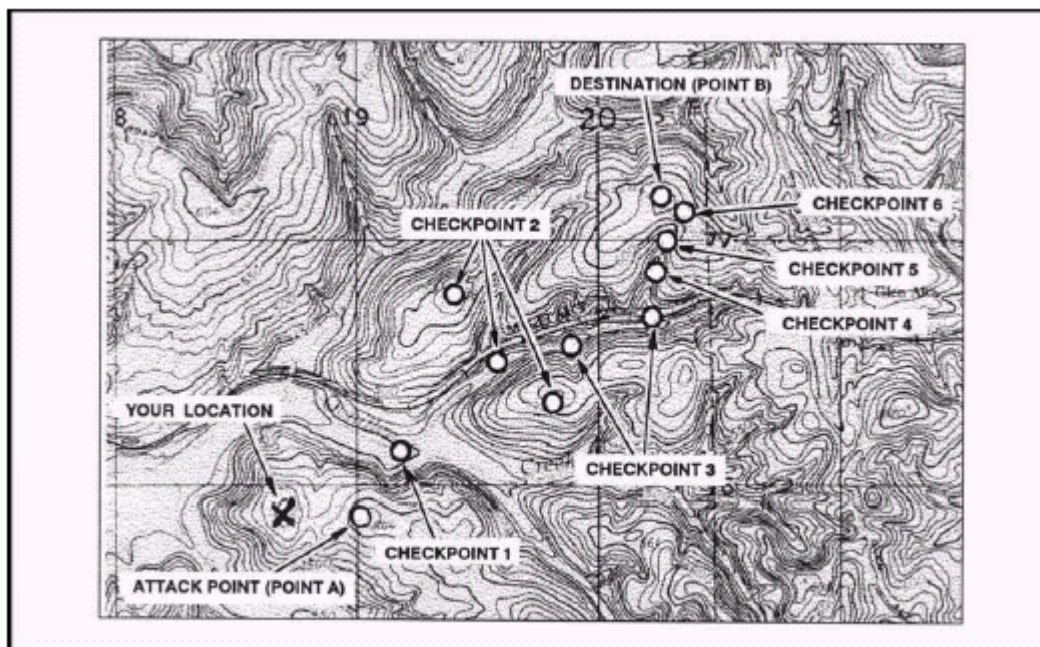


Figure 11-8. Terrain association navigation.

(1) **Identifying and Locating Selected Features.** Being able to identify and locate the selected features, both on the map and on the ground, are essential to the success in moving by terrain association. The following rules may prove helpful.

(a) Be certain the map is properly oriented when moving along the route and use the terrain and other features as guides. The orientation of the map must match the terrain or it can cause confusion.

(b) To locate and identify features being used to guide the movement, look for the steepness and shape of the slopes, the relative elevations of the various features, and the directional orientations in relation to your position and to the position of the other features you can see.

(c) Make use of the additional cues provided by hydrography, culture, and vegetation. All the information you can gather will assist you in making the move. The ultimate test and the best practice for this movement technique is to go out in the field and use it. The use of terrain, other natural features, and any man-made objects that appear both on the map and on the ground must be practiced at every opportunity. There is no other way to learn or retain this skill.

(2) **Using Handrails, Catching Features, and Navigational Attack Points.** First, because it is difficult to dead reckon without error over long distances with your compass, the alert navigator can often gain assistance from the terrain.

(a) **Handrails** are linear features like roads or highways, railroads, power transmission lines, ridgelines, or streams that run roughly parallel to your direction of travel. Instead of using precision compass work, you can rough compass without the use of steering marks for as long as the feature travels with you on your right or left. It acts as a handrail to guide the way.

(b) Second, when you reach the point where either your route or the handrail changes direction, you must be aware that it is time to go your separate ways. Some prominent feature located near this point is selected to provide this warning. This is called a *catching feature*; it can also be used to tell you when you have gone too far.

(c) Third, the catching feature may also be your *navigational attack point*; this point is the place where area navigation ends and point navigation begins. From this last easily identified checkpoint, the navigator moves cautiously and precisely along a given azimuth for a specified distance to locate the final objective. The selection of this navigational attack point is important. A distance of 500 meters or less is most desirable.

(3) **Recognizing the Disadvantages of Terrain Association.** The major disadvantage to navigation by terrain association is that you must be able to interpret the map and analyze the world around you. Recognition of terrain and other features, the ability to determine and estimate direction and distance, and knowing how to do quick-in-the-head position fixing are skills that are more difficult to teach, learn, and retain than those required for dead reckoning.

c. **Combination of Techniques.** Actually, the most successful navigation is obtained by combining the techniques described above. Constant orientation of the map and continuous observation of the terrain in conjunction with compass-read azimuths, and distance traveled on the ground compared with map distance, used together make reaching a destination more certain. One should not depend entirely on compass navigation or map navigation; either or both could be lost or destroyed.

NOTE: See Appendix F for information on orienteering.

11-7. NIGHT NAVIGATION

Darkness presents its own characteristics for land navigation because of limited or no visibility. However, the techniques and principles are the same as that used for day navigation. The success in nighttime land navigation depends on rehearsals during the planning phase before the movement, such as detailed analysis of the map to determine the type of terrain in which the navigation is going to take place and the predetermination of azimuths and distances. Night vision devices (Appendix H) can greatly enhance night navigation.

a. The basic technique used for nighttime land navigation is dead reckoning with several compasses recommended. The point man is in front of the navigator but just a few steps away for easy control of the azimuth. Smaller steps are taken during night navigation, so remember, the pace count is different. It is recommended that a pace count obtained by using a predetermined 100-meter pace course be used at night.

b. Navigation using the stars is recommended in some areas; however, a thorough knowledge of constellations and location of stars is needed (paragraph 9-5c). The four cardinal directions can also be obtained at night by using the same technique described for the shadow-tip method. Just use the moon instead of the sun. In this case, the moon has to be bright enough to cast a shadow.

Student Handout 3

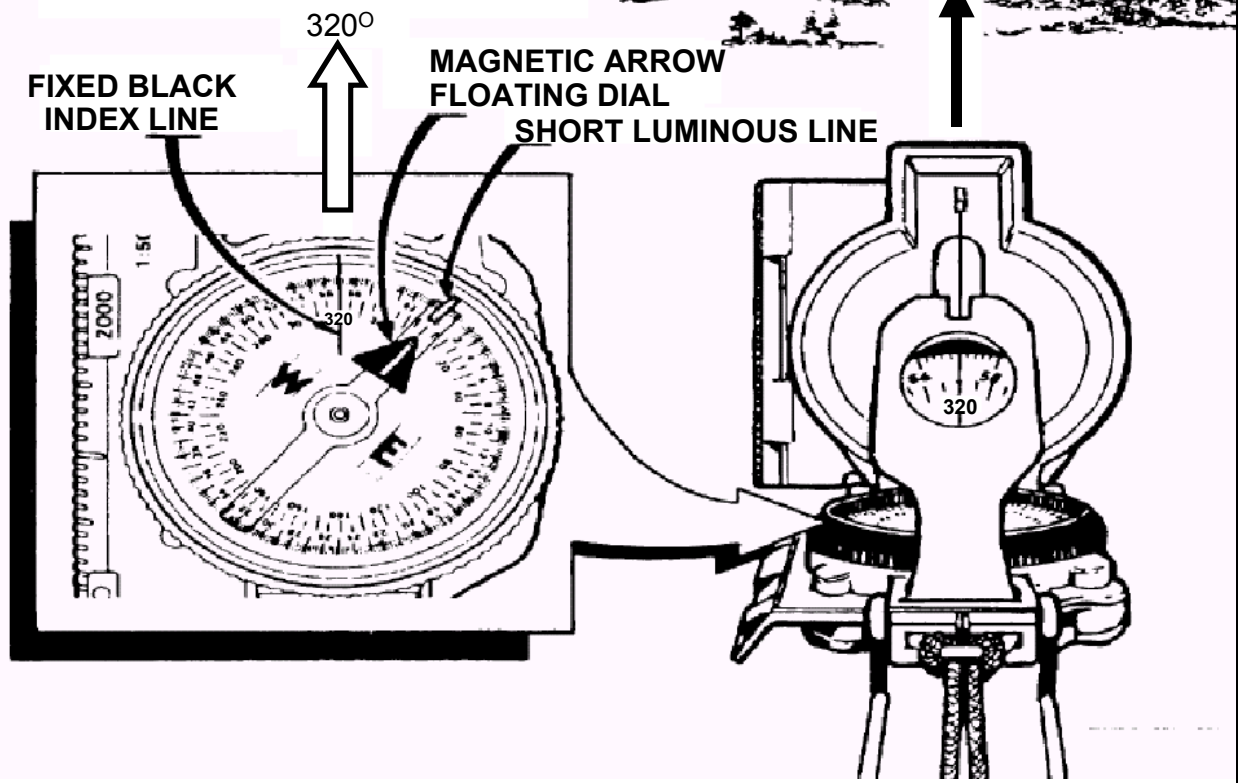
This student handout contains four visual aid handouts that you can use if this TSP is outdoors.

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Presetting a Compass



W226/OCT 03/VGT-1

Limited Visibility, 180° or Less

- **180° or Less: Using 60° as Desired Azimuth**
 - Rotate the bezel ring until the luminous line is over the fixed black index line.
 - 60° divided by 3 equals 20 (clicks).
 - Rotate the bezel ring counterclockwise (left) twenty clicks.
 - Assume centerhold technique and rotate your body until you align the north-seeking arrow with the luminous line on the bezel.
 - Proceed forward in direction of the front cover's luminous dots, which align with the fixed black index line showing your desired azimuth, in this example, 60°.

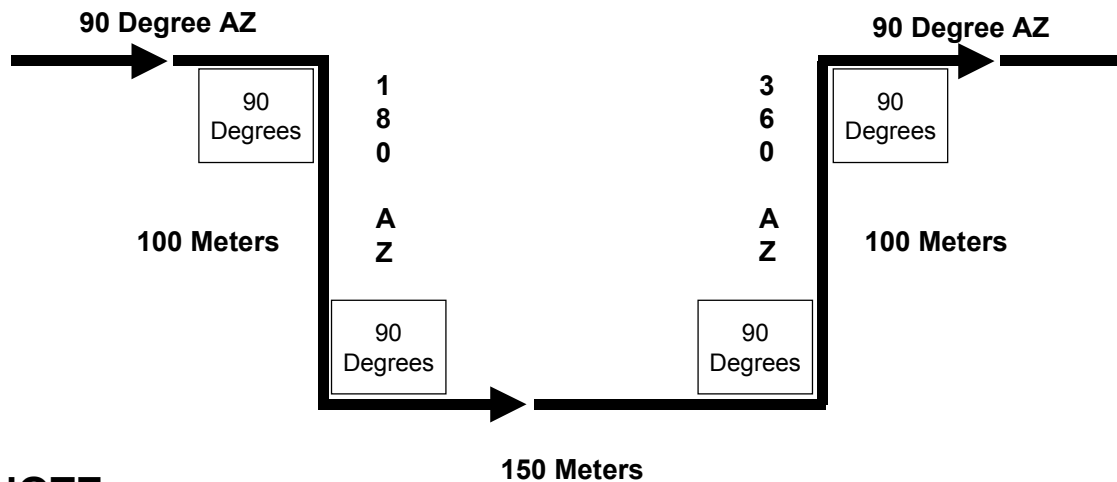
W226/OCT 03/VGT-2

Limited Visibility, 180° or More

- **180° or More: Using 345° as Desired Azimuth**
 - Rotate the bezel ring until the luminous line is over the fixed black index line.
 - Subtract 345° from 360° equals 15°.
 - 15° divided by 3 equals 5 clicks.
 - Rotate the bezel ring clockwise (right) 5 clicks.
 - Assume centerhold technique and rotate your body until you align the north-seeking arrow with the luminous line on the bezel.
 - Proceed forward in direction of the front cover's luminous dots, which align with the fixed black index line showing your desired azimuth, in this example 345°.

W226/OCT 03/VGT-3

Detouring an Obstacle



NOTE:

- When turning right, ADD 90 degrees to your AZ.
- When turning left, SUBTRACT 90 degrees from your AZ.

W226/OCT 03/VGT-4

W227

PLDC Situational Training Exercise

OCT 03

U.S. ARMY SERGEANTS MAJOR ACADEMY

Primary Leadership Development Course (PLDC)

TRAINING SUPPORT PACKAGE

AC AND RC RESIDENT



"NO ONE IS MORE PROFESSIONAL THAN I"

TRAINING SUPPORT PACKAGE (TSP)

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Situational Training Exercise

CHANGE SHEET 1

1. Synopsis. This change sheet corrects minor administrative errors in the W227, Situational Training Exercise Training Support Package (version 2).

2. Pen and ink changes: none.

3. Page change(s): Remove old pages and insert revised page(s) as indicated.

Remove Pages

1 thru 10

Insert Pages

1 thru 10

4. Additional changes that need explaining: none.

5. File this sheet in front of the TSP for reference purposes.

6. Approval of change sheet.

Name/Signature	Rank	Position	Date
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Billy R. Williams GS 9 Training Specialist

Victor A. LeGloahec SGM Chief, PLDC

Marion Lemon SGM Chief, CDDD

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TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	W227 / PLDC SITUATIONAL TRAINING EXERCISE
Effective Date	01 Oct 2003
Supersedes TSP(s) / Lesson(s)	F200, PLDC Training Exercise, Mar 00. F200-RC, PLDC Situational Training Exercise, Jun 01.
TSP Users	600-PLDC (MOD), Primary Leadership Development Course Modified
Proponent	The proponent for this document is the Sergeants Major Academy.
Improvement Comments	<p>Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i>. Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to:</p> <p style="text-align: center;">COMDT USASMA ATTN ATSS DCP BLDG 11291 BIGGS FIELD FORT BLISS TX 79918-8002</p> <p style="text-align: center;">Telephone (Comm) (915) 568-8875 Telephone (DSN) 978-8875</p> <p style="text-align: center;">E-mail: atss-dcd@bliss.army.mil</p>
Security Clearance / Access	Unclassified
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE

Purpose

This Training Support Package provides the instructor with a standardized lesson plan for presenting instruction for:

<u>Task Number</u>	<u>Task Title</u>
07-3-1189	Perform Actions at Danger Areas
07-3-1270	Conduct Tactical Movement (Mounted or Dismounted)
07-3-5063	Occupy an Assembly Area
07-3-5064	Conduct Troop Leading Procedures
07-3-9103	React to Contact
07-3-9105	React to Ambush

**This TSP
Contains**

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PLDC SITUATIONAL TRAINING EXERCISE
W227 / Version 2
01 Oct 2003

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson	<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
	600-PLDC (MOD)	2	Primary Leadership Development Course Modified
Task(s) Taught(*) or Supported	<u>Task Number</u>	<u>Task Title</u>	
	None		
Reinforced Task(s)	<u>Task Number</u>	<u>Task Title</u>	
	051-202-1363	Camouflage Your Defensive Position	
	052-191-1361	Camouflage Yourself and Your Individual Equipment	
	07-3-1009	Conduct a Squad Deliberate Attack	
	07-3-1189	Perform Actions at Danger Areas	
	07-3-1270	Conduct Tactical Movement (Mounted or Dismounted)	
	07-3-5063	Occupy an Assembly Area	
	07-3-9103	React to Contact	
	07-3-9104	Break Contact	
	07-3-9105	React to Ambush	
	071-311-2025	Maintain a M16A1 or M16A2 Rifle	
	071-326-0502	Move under direct fire	
	071-326-0513	Select Temporary Fighting Positions	
	071-326-0515	Select a movement route using a map	
	071-326-0608	Control Movement Using Visual Signals	
	071-326-3049	CONDUCT TROOP-LEADING PROCEDURES FOR AN OPERATION	
	071-326-5502	ISSUE A FRAGMENTARY ORDER	
	071-326-5503	ISSUE A WARNING ORDER	
	071-326-5505	ISSUE AN ORAL OPERATION ORDER	
	071-326-5605	Control movement of a fire team	
	071-326-5626	Prepare an Oral Operations Order	
	071-326-5704	Supervise Construction of a Fighting Position	
	071-326-5705	Establish an Observation Post	
	071-329-1006	Navigate from one point on the ground to another point while dismounted.	
	071-331-0815	Practice noise, light, and litter discipline	
	071-331-0852	Clear a Field of Fire	
	071-430-0002	Conduct a defense by a squad	
	071-990-0004	Conduct Pre-combat Checks	
	091-CLT-4029	Supervise Preventive Maintenance Checks and Services	
	154-385-6263	Conduct a Risk Assessment	
	158-100-1140	Communicate Effectively in a Given Situation	
	158-100-1170	Apply Team Development Techniques to Enhance Unit Performance	
	158-100-1183	Identify Duties, Responsibilities, and Authority of Officers, Warrant Officers, Noncommissioned Officers, and Civilians	
	158-100-1281	Solve problems using the military problem-solving process	
	158-100-1285	Implement Measures to Reduce Combat Stress	
	850-001-2000	Employ Accident Prevention Measures and Risk Assessment Process	

Academic Hours

The academic hours required to teach this lesson are as follows:

	<u>Resident Hours/Methods</u>	
	1 hr	/ Conference / Discussion
	23 hrs	/ Practical Exercise (Performance)
Test	0 hrs	
Test Review	0 hrs	
Total Hours:	24 hrs	

Test Lesson Number

	<u>Hours</u>	<u>Lesson No.</u>
Testing (to include test review)		N/A

Prerequisite Lesson(s)

<u>Lesson Number</u>	<u>Lesson Title</u>
W221	Map Reading
W222	Combat Orders
W223	Conduct Movement
W224	Occupy an Assembly Area
W225	Combat Operations
W226	Land Navigation

Clearance Access

Security Level: Unclassified
Requirements: There are no clearance or access requirements for the lesson.

Foreign Disclosure Restrictions

FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

References

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
ARTEP 7-8-DRILL	BATTLE DRILLS FOR THE INFANTRY RIFLE PLATOON AND SQUAD	03 Nov 1993	June 02
ARTEP 7-8-MTP	MISSION TRAINING PLAN FOR THE INFANTRY RIFLE PLATOON AND SQUAD	01 Oct 2001	Oct 01
FM 7-8	INFANTRY RIFLE PLATOON AND SQUAD	22 Apr 1992	Apr 92
FM 21-75	COMBAT SKILLS OF THE SOLDIER	03 Aug 1984	Aug 84
STP 21-1-SMCT	SOLDIER'S MANUAL OF COMMON TASKS SKILL LEVEL 1	31 Aug 2003	Apr 03
STP 21-24-SMCT	SOLDIER'S MANUAL OF COMMON TASKS (SMCT) SKILL LEVELS 2-4	31 Aug 2003	Apr 03

Student Study Assignments

Before class--

- Review student handouts in W221, W222, W223, W224, W225, and W226.

During class--

- Participate in STX.

After class--

- Turn in recoverable references at the conclusion of the STX.
-

Instructor Requirements

1:8, SSG, PLDC graduate, ITC and SGITC qualified

Additional Support Personnel Requirements

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
Medical Personnel or Combat Lifesaver Certified (Enlisted)		2	36 hrs

Equipment Required for Instruction

<u>ID Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
1005-00-073-9421 RIFLE, 5.56 MILLIMETER	1:16	1:2	No	1:1	No
1005-00-118-6192 FIRING ATTACHMENT, BLANK AMMUNITI	1:16	1:2	No	1:1	Yes
1005-00-140-3515 FIRING ATTACHMENT, BLANK AMMUNITI	1:16	1:2	No	1:80	Yes
1005-00-264-8261 MAGAZINE 30RD AMMO	1:16	1:2	No	3:1	No
1005-00-603-4834 ELEVATING AND TRAVERSING MECHANI	1:16	1:2	No	1:8	No
1005-00-710-5599 MOUNT, TRIPOD, MACHINE GUN	1:16	1:2	No	1:8	No
1005-01-424-2999 CLEANING KIT, GUN	1:16	1:2	No	1:1	Yes
1005-605-7710 M60	1:16	1:2	No	1:8	No
1240-930-3833 BINOCULARS	1:16	1:2	No	1:8	No
4230-01-101-3984 DECONTAMINATING KIT, SKIN	1:16	1:2	No	1:1	No
4520-01-444-2375 HEATER, SPACE	1:16	1:2	No	1:10	No
5110-00-293-2336 AX, SINGLE BIT	1:16	1:2	No	1:16	No
5120-00-878-5932 INTRENCHING TOOL, HAND	1:16	1:2	No	1:1	No
5820-01-151-9915 RADIO SET	1:16	1:2	No	1:8	No

6230-00-264-8261 FLASHLIGHT	1:16	1:2	No	1:1	Yes
6515-00-137-6345 PLUG, EAR	1:16	1:2	No	1:1	Yes
6850-00-161-6202 PAINT, FACE, CAMOUFLAGE	1:16	1:2	No	1:80	Yes
6850-00-161-6203 PAINT, FACE, CAMOUFLAGE	1:16	1:2	No	1:80	Yes
6850-00-161-6204 PAINT, FACE, CAMOUFLAGE	1:16	1:2	No	1:80	Yes
7510-00-161-6215 RULER, NONMETALLIC	1:16	1:2	No	1:1	Yes
7510-01-233-7686 PAGE (DOCUMENT) PROTECTOR	1:16	1:2	No	1:1	No
8340-01-059-4075 TENT	1:16	1:2	No	1:10	No
8405-00-935-3257 PONCHO, WET WEATHER	1:16	1:2	No	1:1	No
8415-01-033-5190 PROTECTIVE CLOTHING, CHEMICAL	1:16	1:2	No	1:1	No
8415-01-110-9981 BAND, HELMET, CAMOUFLAGE	1:16	1:2	No	1:1	Yes
8415-01-303-8945 COVER, HELMET, CAMOUFLAGE PATTERN	1:16	1:2	No	1:1	No
8465-00-001-6471 SUSPENDERS, INDIVIDUAL EQUIPMENT	1:16	1:2	No	1:1	No
8465-00-001-6474 CARRIER, INTRENCHING TOOL	1:16	1:2	No	1:1	No
8465-00-001-6477 STRAP, WEBBING	1:16	1:2	No	1:1	Yes
8465-00-001-6482 CASE, SMALL ARMS AMMUNITION	1:16	1:2	No	2:1	No
8465-00-165-6838 CUP, WATER CANTEEN	1:16	1:2	No	2:1	No
8465-00-860-0256 COVER, WATER CANTEEN	1:16	1:2	No	2:1	No
8465-00-927-7485 COVER, WATER CANTEEN	1:16	1:2	No	1:1	Yes
8465-00-935-6814 CASE, FIELD FIRST AID DRESSING-UN	1:16	1:2	No	1:1	No
8465-01-019-9103 FIELD PACK	1:16	1:2	No	1:1	No
8465-01-073-8326 FRAME, FIELD PACK	1:16	1:2	No	1:1	No
8465-01-109-3369 MAT, SLEEPING	1:16	1:2	No	1:1	No
8465-01-115-0026 CANTEEN, WATER	1:16	1:2	No	2:1	No
8465-01-118-8173 CANTEEN, WATER	1:16	1:2	No	1:1	No
8465-01-120-0675 BELT INDIVIDUAL EQUIPMENT: WEBBING	1:16	1:2	No	1:1	No

8465-01-445-6274 MODULAR SLEEP SYSTEM	1:16	1:2	No	1:1	No
8470-01-092-7435 CHIN STRAP	1:16	1:2	No	1:1	No
8470-01-092-7528 HELMET, GROUND TROOPS'-PARACHUTIS	1:16	1:2	No	1:1	No
8470-01-442-1429 HEADBAND, GROUND TROOPS'-PARACHUT	1:16	1:2	No	1:1	Yes
*BA 300 9 Volt Battery	1:16	1:2	No	3:1	No
*DVC 07-56/1 M16A1 MILES Rifle Kit (20 Indiv Sets)	1:16	1:2	No	1:20	No
*DVC 07-56-2 M60 Transmitter (MILES)	1:16	1:2	No	1:8	No
E63317 COMPASS LENSATIC	1:16	1:2	No	1:1	No
*GTA 5-2-12 COORDINATE SCALE AND PROTRACTOR	1:16	1:2	No	1:1	No
M11895 MASK, PROTECTIVE FIELD M17	1:16	1:2	No	1:1	No
*SERIES MAPSHEET, LOCAL TRAINING AREA, 1:50,000	1:16	1:2	No	1:1	No

* Before Id indicates a TADSS

**Materials
Required**

Instructor Materials:

- TSP.

Student Materials:

- Advance Sheet.
- Reference equipment Annex in the Program of Instruction.
- Pen or pencil and writing paper.
- Any materials required by the NCOA's SOP.

**Classroom,
Training Area,
and Range
Requirements**

FIELD TRAINING SITE 1 KM X 1 KM

**Ammunition
Requirements**

<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>
A075	- CTG 5.56MM BLANK M200 F/RIFLE M249	Yes	32:1	1:2	0
A080	- CTG 5.56MM BLANK M200 F/RIFLE M16A1/M16A2	Yes	80:1	1:2	0
A111	- CTG 7.62MM BLANK M82 LINKED GRADE MG	Yes	32:1	1:2	0
G940	- HG Green Smoke M18	Yes	1:1	1:2	0
G945	- HG Yellow Smoke M18	Yes	1:1	1:2	0
G950	- HG Red Smoke M18	Yes	1:1	1:2	0
G955	- HG Violet Smoke M18	Yes	1:1	1:2	0
G982	- GRENADE, HAND SMOKE HC PRACTICE	Yes	1:1	1:2	0
K139	- Mine AP Prac M68	Yes	1:1	1:2	0
L307	- Sig Illum White Star Cluster M159	Yes	1:1	1:2	0
L311	- Sig Illum Red Para M126A1	Yes	1:1	1:2	0

L312 - Sig Illum White Star Para M127	Yes	1:1	1:2	0
L594 - Sim Proj Ground Burst M115A2	Yes	1:1	1:2	0
L600 - Sim Booby Trap Whistling M119	Yes	1:1	1:2	0

**Instructional
Guidance**

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

This TSP requires one small group leader(SGL) for eight students who meets the requirements listed in the Course Management Plan. In addition, the SGL will:

Before class--

- Read and study all TSP material and be ready to conduct the class.
- Issue student handouts at inprocessing.

During class--

- Conduct the class in accordance with this TSP and NCOAs SOP.
- We expect you to add any questions you deem necessary to bring a point across to the group or expand on any matters discussed.

NOTE: PE-1 provides guidance on the preparation and planning of the STX. NCOAs will design their scenarios based on local training areas with the requirements of this TSP.

After class--

- Collect all recoverable materials after the STX for this lesson.

**Proponent
Lesson Plan
Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
/s/ Joralmon, Grace /T/ Joralmon, Grace	Civilian	Training Developer	21 Apr 2003
/s/ Barnes, Ronnie G. /T/ Barnes, Ronnie G.	MSG	Course Chief	21 Apr 2003
/s/ Lawson, Brian H. /T/ Lawson, Brian H.	SGM	Chief, NCOES	21 Apr 2003
/s/ Mays, Albert J. /T/ Mays, Albert J.	SGM	Chief, CDD	21 Apr 2003

SECTION II. INTRODUCTION

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:16</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

Motivator

Regardless of your MOS or job assignment, you may find yourself in a situation where you will lead soldiers in combat. This lesson--Situational Training Exercise (STX)--provides you the opportunity to lead a squad in a tactical situation utilizing the warrior skills and tasks you learned during this course. Throughout this course you learned about the soldier's creed. Everything you learned, from the leadership lessons to this final lesson, supports the warrior ethos. While participating in and leading in this STX, remember the warrior's ethos: place the mission first, never accept defeat, and never quit. Your squad will depend on your discipline, mental toughness, and skills you learned here in PLDC to successfully accomplish all assigned tasks. As a warrior leader, you must prepare yourself to meet the challenges of leading soldiers in a combat environment. The decisions you make and the proficiency you maintain may mean the difference between living and dying for you and your soldiers.

Terminal Learning Objective

NOTE: Inform the students of the following Terminal Learning Objective requirements.

At the completion of this lesson, you [the student] will:

Action:	Lead soldiers in a situational training exercise.
Conditions:	In a tactical field environment under stressful simulated combat conditions with OPFOR.
Standards:	Led a squad and correctly performed 20 or more of the 28 performance steps on the demonstrated leadership performance evaluation sheet IAW the PLDC CMP.

Safety Requirements

- The Chief Instructor (CI) of PLDC will conduct a **safety risk assessment** and a **safety briefing** prior to the STX.
- The CI must record the risk assessment in writing and maintain it for one year.
- Have two medics or two soldiers trained as combat lifesavers, and an ambulance available at the training site.
- SGLs will conduct a safety risk assessment and give students an additional safety briefing prior to starting each separate mission.
- Inform students to use caution during the STX when using blank ammunition and pyrotechnics.
- Use caution when using hexachloroethane (HC) smoke. See card with written precautions that is in each box of smoke grenades. The AMC issued a safety of use message (SOU AMCCOM 913-16) increasing the restrictions on the use of HC smoke. Under this guidance, soldiers need to mask under any of the following conditions:
 - When exposed to smoke haze (visibility greater than 50 meters) for more than four hours.
 - When exposed to a smoke blanket (visibility less than 50 meters).
 - Anytime smoke causes discomfort to eyes, nose, or throat, or when breathing becomes difficult.
 - During MOUT operations using smoke in confined spaces.
- While conducting any training--day or night--in the field, always use the proper precautions to ensure no one gets injured, or lost.
- Fluid replacement policy of warm weather training (Average acclimated soldier wearing BDU, Hot Weather)
 - The Army reviewed its policy for warm weather training as the result of a Soldier's death and other instances of soldier hospitalization during 1997. The determination was that these soldiers suffered from over-hydration. The revised fluid replacement chart (below) describes the revised amounts of fluid replacement and work/rest cycles for acclimatized soldiers undergoing training. Of particular note is the fact that the revised maximum **hourly** fluid intake should **NOT** exceed 1.5 quarts, and the revised maximum daily fluid intake should **NOT** exceed 12 quarts.

Heat Category	WBGT Index, °F	Easy Work		Moderate Work		Hard Work	
		Work /Rest	Water Intake, Qt/hr	Work /Rest	Water Intake, Qt/hr	Work /Rest	Water Intake, Qt/hr
1	78-81.9	NL	½	NL	¾	40/20 min	¾
2	82-84.9	NL	½	50/10 min	¾	30/30 min	1
3	85-87.9	NL	¾	40/20 min	¾	30/30 min	1
4	88-89.9	NL	¾	30/30 min	¾	20/40 min	1
5	>90	50/10 min	1	20/40 min	1	10/50 min	1

Safety Requirements (continued)

- The work/rest times and fluid replacement volumes will sustain performance and hydration for at least 4 hours of work in the specified heat category. Individual water needs will vary + or - ¼ quart per hour.
- NL = no limit to work time per hour. Rest means minimal physical activity (sitting or standing) and should take place in shade if possible.
- **CAUTION: Hourly fluid intake should not exceed 1 ½ quarts.**
- **Daily fluid intake should not exceed 12 quarts.**
- **NOTE:** MOPP gear adds 10°F to WBGT Index.

Easy Work	Moderate Work	Hard Work
<ul style="list-style-type: none"> • Weapon maintenance. • Walking hard surface at 2.5 mph, ≤ 30 lb. load. • Manual of Arms. • Marksmanship Training. • Drill and Ceremony. 	<ul style="list-style-type: none"> • Walking loose sand at 2.5 mph, no load. • Walking hard surface at 3.5 mph, < 40 lb. load. • Calisthenics. • Patrolling. • Individual movement techniques e.g. low crawl, high crawl. • Defensive position construction. • Field assaults. 	<ul style="list-style-type: none"> • Walking loose sand at 2.5 mph with load. • Walking hard surface at 3.5 mph, ≥ 40 lb. load.

Risk Assessment Level

Medium. Due to risks associated with using blank ammunition, pyrotechnics, and movement in the field during the hours of darkness.

Environmental Considerations

NOTE: It is the responsibility of all soldiers and DA civilians to protect the environment from damage.

Comply with local environmental SOPs.

Evaluation

There will be one leadership evaluation conducted on each soldier during the STX.

NOTES:

- Inform the students how you will evaluate them during the STX.
- Inform the students that they must turn in all recoverable reference material after the examination.

Instructional Lead-In

This STX provides you with an opportunity to use all the material covered in this course, coupled with your experiences, to lead soldiers in a tactical environment. You are the leaders in this exercise.

SECTION III. PRESENTATION

1. Learning Step / Activity 1. STX, Practical Exercise
Method of Instruction: Practical Exercise (Performance)
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 29 hrs
Media: None

Ref: See Appendix C, PE-1

STX, PE

NOTE:

- Each academy will develop its own STX packet to include the orders, map overlays, event matrix, safety briefings and training schedules for the STX. Forward a copy of the STX packet to USASMA, Chief PLDC, at the address shown on page 1 of this TSP. USASMA will staff it through the Quality Assurance Director and send back comments and recommendations to the academy prior to implementation.
- Commandants may use—if they desire—the recommended sequence for an STX provided in Annex 1, to PE-1.
- Appendix E provides examples of possible scenarios commandants may use.
- At this time, begin the STX PE. The leadership evaluations begin at this time.

For the next 29 hours you will participate in an STX that each of you will lead for some time. Anyone who sees an unsafe act will stop the exercise, correct the problem, and then continue. The cadre will provide you with information you need in order to accomplish your given tasks.

You will not get a copy of the PE or a solution sheet. The solution will be the final AAR at the end of the STX.

SECTION IV. SUMMARY

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:8</u>
Time of Instruction: <u>50 mins</u>
Media: <u>None</u>

Check on Learning

Conduct an AAR covering the entire STX IAW FM 25-101 to determine if the students have learned the material presented by soliciting student questions and explanations. Ask the students questions and correct misunderstandings.

Review / Summarize Lesson

For the past 29 hours you have undergone an STX that tested every one of you as a leader. The STX Leadership Performance Evaluation Test Sheet lists the areas the SGL evaluated and tested you. This combined with your Developmental Counseling will guide you in the future as you return to your units to teach, mentor and lead soldiers.

Transition to Next Lesson

None

SECTION V. STUDENT EVALUATION

Testing Requirements

NOTE: Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan.

- Each student will receive a leadership evaluation while leading soldiers at some time during the STX. Should a soldier fail to meet the requirements of the leadership evaluation, the soldier will receive a second evaluation. Failure to meet the requirements a second time may result in the soldier's dismissal.
 - There is no written examination for this TSP.
-

Feedback Requirements

NOTE: Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.

NOTE: Inform the students of how the evaluations will take place, and when they will receive feedback on their evaluation. Include any reevaluation information.

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Appendix A Viewgraph Masters (N/A)

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Appendix B Test(s) and Test Solution(s) (N/A)

This appendix contains the items listed in this table--

Title/Synopsis	Pages
TE-1, STX Leadership Performance Evaluation	TE-1-1 thru TE-1-3

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STX Leadership Performance Evaluation 1

Title	STX Leadership Performance Evaluation.
Introduction	See Appendix C, PE-1.
Motivator	See Appendix C, PE-1.
Safety Requirements	See Appendix C, PE-1.
Risk Assessment Level	See Appendix C, PE-1.
Environmental Considerations	See Appendix C, PE-1.
Evaluation	You will receive a leadership evaluation while serving in a leadership position during the STX. Your SGL will evaluate you in writing using the STX leadership performance evaluation test sheet found on page TE-1-2.
Special Instructions	<ul style="list-style-type: none">• See Appendix C, PE-1.• Provide students a copy of Appendix B.• Provide student a copy of Appendix C, pages PE-1-1 thru PE-1-5. <p>NOTE: While some academies have positions of leadership ranging from team leader to first sergeant, SGLs will only evaluate students filling the positions of team leader or squad leader.</p>
Feedback Requirements	See Appendix C, PE-1.

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STX Leadership Performance Evaluation Test Sheet

Student Name:		#:	Signature:		Date:	
Rank:	SGL Name:		LDRSHP Position evaluated:			
PERFORMANCE EVALUATION			INITIAL		RETEST	
TROOP LEADING PROCEDURES:			GO	NO-GO	GO	NO-GO
Received the mission						
Issued a warning order						
Made a tentative plan						
Started the necessary movement						
Reconnoitered the area						
Completed the plan						
Issued the operation order						
Provided proper supervision						
Conducted precombat checks						
Accomplished the mission						
MENTAL ATTRIBUTES:			GO	NO-GO	GO	NO-GO
Showed the desire to succeed: did not quit in the face of adversity						
Embraced and used the talents of all team members to build team cohesion						
PHYSICAL ATTRIBUTES:			GO	NO-GO	GO	NO-GO
Coped with hardship						
Continued to function under adverse conditions						
INTERPERSONAL SKILLS:			GO	NO-GO	GO	NO-GO
Readily interacted with others						
Actively contributed to problem solving and decision making						
CONCEPTUAL SKILLS:			GO	NO-GO	GO	NO-GO
Used appropriate reference materials						
Paid attention to detail						
TACTICAL SKILLS:			GO	NO-GO	GO	NO-GO
Combined and applied skills with people, ideas, and things to accomplish short-time missions						
Applied skill with people, ideas, and things to train for, plan, prepare, execute and assess offensive, defensive, and support actions						
COMMUNICATION SKILLS (ORAL):			GO	NO-GO	GO	NO-GO
Used appropriate visual signals						
Kept subordinates informed						
DECISION MAKING:			GO	NO-GO	GO	NO-GO
Considered safety, impact, and implications of decisions on others						
Took charge when in charge						
Acted in the absence of orders						
MOTIVATING:			GO	NO-GO	GO	NO-GO
Inspired, encouraged, and guided others toward mission accomplishment						
Kept track of personnel and equipment						
Adapted to and handled fluid situations						
RATING:			SCORE		SCORE	
0-69 rates UNSATISFACTORY						
70-89 rates SATISFACTORY						
90-100 rates SUPERIOR.						
Retest is SATISFACTORY with a maximum score of 70 percent.						

ADDENDUM TO DEVELOPMENTAL COUNSELING FORM

Student Name: _____ Student #: _____ SGL Name: _____

DEMONSTRATED LEADERSHIP (TACTICAL) PERFORMANCE EVALUATION

TRAINING STRENGTHS:

TRAINING WEAKNESSES:

SGL DEVELOPMENTAL COUNSELING PLAN OF ACTION:

STUDENT PLAN OF ACTION:

ADDITIONAL COMMENTS:

Soldier Signature↓ **Rank**↓ **Date**↓

I, _____, _____, _____, acknowledge that I received formal counseling on my performance and understand the evaluation that I have received. I have discussed the recommendations for development with my SGL and have developed the plan of action indicated above. (REF: FM 22-100, APP C)

SGL signature: _____ Date: _____

Appendix C Practical Exercises and Solutions (N/A)

This appendix contains the items listed in this table—

Title/Synopsis	Pages
PE-1, Situational Training Exercise.	PE-1-1 thru PE-1-5
ANNEX 1, Recommended STX Sequence.	A-1-PE-1
SPE-1, After Action Review	SPE-1-1

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PE-1, SITUATIONAL TRAINING EXERCISE

Title PLDC Situational Training Exercise

Lesson Number/Title W227 version 1 / PLDC Situational Training Exercise

Introduction For the next 29 hours you will be the leaders of a STX that will test your ability to lead soldiers in a simulated combat environment. At some point during the STX your SGL will assign you a leadership position and give you a mission of some type to accomplish. He will grade your performance based on the performance measures shown on the STX leadership performance evaluation test sheet in Appendix B, page TE-1-2 and TE-1-3.

Motivator Regardless of your MOS or job, you may find yourself in a situation where you will lead soldiers in combat. This PE will provide you the opportunity to lead soldiers in a stressful environment. We will test your ability to use the decision-making process along with the skills and knowledge you learned in the course, coupled with your past experiences and training.

Learning Step/Activity **NOTE:** The instructor should inform the students of the following Learning Step/Activity requirements. (TLO Step 1)

At the completion of this lesson, you [the student] will:

Action:	STX, PE
----------------	---------

Safety Requirements

- The Chief Instructor (CI) of PLDC will conduct a **safety risk assessment** and a **safety briefing** prior to the STX.
 - The CI must record the risk assessment in writing and maintain it for one year.
 - Have two medics or two soldiers trained as combat lifesavers, and an ambulance available at the training site.
 - SGLs will conduct a safety risk assessment and give students an additional safety briefing prior to starting each separate mission.
 - Inform students to use caution during the STX when using blank ammunition and pyrotechnics.
 - Use caution when using hexachloroethane (HC) smoke. See card with written precautions that is in each box of smoke grenades. The AMC issued a safety of use message (SOU AMCCOM 913-16) increasing the restrictions on the use of HC smoke. Under this guidance, soldiers need to mask under any of the following conditions:
-

Safety Requirements (continued)

- When exposed to smoke haze (visibility greater than 50 meters) for more than four hours.
 - When exposed to a smoke blanket (visibility less than 50 meters).
 - Anytime smoke causes discomfort to eyes, nose, or throat, or when breathing becomes difficult.
 - During MOUT operations using smoke in confined spaces.
- While conducting any training--day or night--in the field, always use the proper precautions to ensure no one gets injured, or lost.
 - Fluid replacement policy of warm weather training (Average acclimated soldier wearing BDU, Hot Weather)
 - The Army reviewed its policy for warm weather training as the result of a soldier's death and other instances of soldier hospitalization during 1997. The determination was that these soldiers suffered from over-hydration. The revised fluid replacement chart (below) describes the revised amounts of fluid replacement and work/rest cycles for acclimatized soldiers undergoing training. Of particular note is the fact that the revised maximum **hourly** fluid intake should **NOT** exceed 1.5 quarts, and the revised maximum daily fluid intake should **NOT** exceed 12 quarts.

Heat Category	WBGT Index, °F	Easy Work		Moderate Work		Hard Work	
		Work /Rest	Water Intake, Qt/hr	Work /Rest	Water Intake, Qt/hr	Work /Rest	Water Intake, Qt/hr
1	78-81.9	NL	½	NL	¾	40/20 min	¾
2	82-84.9	NL	½	50/10 min	¾	30/30 min	1
3	85-87.9	NL	¾	40/20 min	¾	30/30 min	1
4	88-89.9	NL	¾	30/30 min	¾	20/40 min	1
5	>90	50/10 min	1	20/40 min	1	10/50 min	1

- The work/rest times and fluid replacement volumes will sustain performance and hydration for at least 4 hours of work in the specified heat category. Individual water needs will vary + or - ¼ quart per hour.
- NL = no limit to work time per hour. Rest means minimal physical activity (sitting or standing) and should take place in shade if possible.
- **CAUTION: Hourly fluid intake should not exceed 1 ½ quarts.**
- **Daily fluid intake should not exceed 12 quarts.**
- **NOTE: MOPP gear adds 10°F to WBGT Index.**

Easy Work	Moderate Work	Hard Work
<ul style="list-style-type: none"> • Weapon maintenance. • Walking hard surface at 2.5 mph, \leq 30 lb. load. • Manual of Arms. • Marksmanship Training. • Drill and Ceremony. 	<ul style="list-style-type: none"> • Walking loose sand at 2.5 mph, no load. • Walking hard surface at 3.5 mph, $<$ 40 lb. load. • Calisthenics. • Patrolling. • Individual movement techniques e.g. low crawl, high crawl. • Defensive position construction. • Field assaults. 	<ul style="list-style-type: none"> • Walking loose sand at 2.5 mph with load. • Walking hard surface at 3.5 mph, \geq 40 lb. load.

Risk Assessment Level

Medium. Due to risks associated with using blank ammunition, pyrotechnics, and movement in the field during the hours of darkness.

Environmental Considerations

Check with local environmental office for local requirements. Have the environmental and safety office approve your training plan prior to training.

Evaluation

Each student will receive a leadership evaluation while serving in a leadership position during the STX. The SGL will counsel each student in writing using the "STX leadership performance evaluation test sheet" from the Course Management Plan.

Instructional Lead-In

This STX is a culmination of all that the students learned in the course. It Provides for multiple student leadership challenges to evaluate the students in their leadership roles in a stressful simulated combat environment.

Resource Requirements

Instructor Materials:

- TSP

Student Materials:

- Reference Equipment Annex in the Program of Instruction.
- Pen or Pencil and writing paper.

Special Instructions

The Purpose of the STX is to take soldiers of various MOSs and experience levels out of a garrison environment and evaluate their leadership ability in a tactical setting under stressful conditions. The STX is **not** to train students to be infantrymen or to place unrealistic emphasis on tactics. The end state is a true evaluation of a soldier's demonstrated leadership without bias to MOS.

Design your STX so that the crux of the exercise is to place students in a stressful simulated combat environment to determine their ability to lead, think, reason, organize, and communicate (**not** mission accomplishment). Also, how well they use the decision-making process, along with the skills and knowledge they learned during the course.

NOTE: The SGL must continuously evaluate and critique students as they progress through the various scenarios. Appendix E offers an example of various scenarios that commandants may use.

NOTE: Read the Introduction and Motivator to the students prior to kicking off the STX.

While mission accomplishment is important, the SGLs must place their emphasis on the students performance; for example how they:

- Receive a mission.
- Develop plans.
- Execute those plans.
- React to changes/unknowns.
- Follow through with the mission.

Student led AARs must occur whenever possible, followed by a cadre AAR to reinforce the learning process. Students and cadre may conduct AARs at the conclusion of an event, when student leaders change, or at the end of the training day. Place students in a relaxed posture by having them ground their equipment for the AARs. This of course depends on time available or the situation and is solely the SGL's call.

During the STX, cadre must evaluate the students' demonstrated leadership abilities and counsel them on their performance. Individual scenarios must allow for numerous leader evaluations. Evaluations and counseling must be in writing and placed in the students' academic files.

Students must adhere to basic field standards, such as individual and equipment camouflage, noise and light discipline, best use of terrain, and proper selection of avenues of approach, at all times. This includes performing all their skill level 1 tasks as prescribed in STP 21-1-SMCT, Soldier's Manual of Common Tasks, Skill Level 1.

Scenarios:

Each academy will design its own scenarios based on local training areas. The academy commandant must approve the scenarios. Cadre may have to "**role play**" **the higher echelon**, e.g., platoon leader, to meet requirements such as providing warning orders, operation orders, and fragmentary orders. This will facilitate the student leaders' "troop leading procedures."

**Special
Instructions
(Continued)**

Academies may design the scenarios to allow for “force-on-force” play throughout the exercise and within accepted planning/execution restrictions. Allow squads to interchange between friendly and opposing forces (OPFOR) missions. Academies may also design scenarios to allow for civilians on the battlefield (COB). However USASMA discourages the use of students for this task.

Time, training area restrictions, and lack of resources may preclude students from developing fortified fighting/defensive positions during the conduct of the STX.

Safety:

Prior to the start of any exercise, students must receive thorough briefings on safety, medical, and environmental hazards.

Specifics:

Academies must design each scenario to allow for performance of specific operational tasks with multiple evaluations. To accomplish this, each scenario must have a major task (i.e., establish a checkpoint) with intermediate objectives and actions to provide realism and variety.

Support:

- Each scenario within Appendix D reflects all required support.
- Throughout the STX, two medics and an ambulance are on 24 hours standby at the tactical operations center’s (TOC) location.

Command and Control:

To facilitate “force-on-force” on an uninterrupted basis, NCOAs must establish and maintain a Command Post (CP)/Tactical Operations Center (TOC) on a 24-hour basis throughout the STX. This CP/TOC, serves as the exercise control HQ and will control the maneuver elements. The CP/TOC will—

- Maintain operational maps/charts.
- Serve as the net control station for FM radio communications.
- Issue necessary combat orders to cadre personnel.
- Receive reports.
- Coordinate distributions of all supply items.
- Approve and plot platoon/squad remain overnight positions and/or platoon night defensive positions.
- Issue “real world” weather warnings.
- Have operational control of the two medics or combat lifesaver qualified soldiers and ambulances.
- Coordinate/supervise emergency evacuation from the local training area of all students/cadre.
- Maintain accountability of sensitive/accountable items e.g., weapons, masks and radios.
- Coordinate other emergencies such as emergency leave.

**Feedback
Requirements**

Each student will receive an evaluation of his performance while in a leadership position. SGLs will also provide a written counseling that reflects the student’s performance. Also, SGLs will conduct AARs frequently throughout the exercise.

ANNEX 1, Recommended STX Sequence

Procedures

Below is a recommended example of how to sequence the STX. However, commandants may sequence the STX as they wish and design it based on local resources.

1. Issue MILES equipment, zero MILES system, and perform inspections. Do this in the academy area. Do not begin the tactical portion of the exercise at this time.
2. Issue required equipment and ammunition.
3. Move the unit to a field site. This begins the 29 hour STX.
4. Begin leadership evaluations.
5. Issue warning order to prepare to move to platoon assembly areas.
6. Issue OPORD to each platoon.
7. Move to platoon areas. Change leaders.
8. Occupy platoon assembly areas. Change leaders.

a. Security Operations

- 1) Conduct weapons site inspections as required. Change leaders.
- 2) Establish a checkpoint. Change leaders.
- 3) React to a civil disturbance. Change leaders.
- 4) Secure civilians during operations. Change leaders.

b. Leaders reaction course.

- 1) Navigate to station 1. Complete station 1. Change leaders.
- 2) Squads do patrolling as part of navigation to subsequent stations. Change leaders.
- 3) Patrol route crosses a danger area to subsequent stations. Change leaders.

NOTE: Evaluate Move Tactically during all movements. Use one squad as OPFOR against another squad. Use academy support personnel or tasked personnel to simulate civilians on the battlefield. Change OPFOR after missions. Mark OPFOR with engineer tape around their helmets or have them wear MOPP suits inside out.

SPE-1, After Action Review

Title

Situational Training Exercise After Action Review.

**After Action
Review**

Set aside one hour for the conduct of an After Action Review

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Appendix D, HANDOUTS FOR LESSON 1: W227 version 1

This appendix contains the items listed in this table—

Title/Synopsis	Pages
SH-1, Advance Sheet	SH-1-1 and SH-1-2
SH-2, Scenario 1, Conduct Security Operations in a Stability Environment	SH-2-1 thru SH-2-7
SH-3, Scenario 2, Attack	SH-3-1 thru SH-3-6
SH-4, Scenario 3, Leaders Reaction Course	SH-4-1 thru SH-4-7
SH-5, Scenario 4, STX Lane	SH-5-1 thru SH-5-4

NOTE: The following scenarios are examples of various situations that commandants may use. Scenarios 1 and 2 are examples of STXs taken from ARTEP 7-8-MTP dated OCT 01. Scenarios 3 and 4 are examples of a leaders reaction course and an STX lane. Use these as a basis to develop your own scenarios.

NOTE: STXs are short, scenario driven, mission-oriented tactical exercises that train a single collective task (T&EO) or a group of related battle drills and collective tasks (T&EO). In general, STXs provide the leader with a method to train using doctrinally approved tactics and techniques. Unlike a battle drill, an STX does not establish the method of execution. You may modify STXs based on the factors of METT-TC. STXs provide for standardization without stereotyping training. Planners modify STXs based on higher headquarters OPORD, an STX does not train all tasks required for an operation. STXs require leader tasks (such as planning, controlling, and reporting) that tie the supporting collective tasks together. Each STX focuses on a specific mission (IAW higher headquarters OPORD).

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Student Handout 1

This student handout contains Advance Sheet.

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Student Handout 1

Advance Sheet

Lesson Hours

This lesson consists of 29 hours of practical exercise and 1 hour of After Action Review.

Overview

The crux of the exercise is to place you in a stressful combat environment to determine your ability to lead soldiers, think, reason, organize, and communicate, **not** mission accomplishment. The STX also helps to determine how well you use the decision-making process along with the skills and knowledge you learned during the course.

Learning Objective

Terminal Learning Objective (TLO).

Action:	Lead soldiers in a situational training exercise.
Conditions:	In a tactical field environment under stressful simulated combat conditions, with OPFOR.
Standards:	Led a squad and correctly performed 20 or more of the 28 performance steps on the demonstrated leadership performance evaluation sheet IAW the PLDC CMP.

Assignment

Before class—

- Review student handouts in W221, W222, W223, W224, W225, and W226.

Additional Subject Area Resources

None

Bring to Class

- All reference material received for this lesson.
- Pencil or pen and writing paper.

Note to Students

It is your responsibility to do the homework prior to class. PLDC expects you to come to class prepared. You will participate in small group discussion and an STX. We expect you to participate in the discussion and STX by providing information performing those things you learned from your study and from your personal and observed experiences. Failure to study and read the assignments above will result in your inability to participate with the rest of the group. Your failure to prepare can also affect the group in its ability to discuss and perform fully the information by having your input and experiences.

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Student Handout 2

This student handout contains Scenario 1, ARTEP 7-8-MTP Task 7-3-E0009, Conduct Security Operations in a Stability Environment.

RECOVERABLE PUBLICATION

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INFANTRY PLATOON STX

7-3-E0008

Conduct Security Operations in a Stability Environment

1. Objective. Within the context of this MTP, the primary objective of this STX is to train and or evaluate the platoon in the conduct of stability operations. It trains and or evaluates the unit's ability to plan, prepare, execute, and assess operations.

2. Interface.

- a. This STX supports the higher headquarters FTX 07-1-E0005, Conduct Stability Operations.
- b. The following tasks support this STX:
 - (1) STX 07-3-E0003, Conduct a Reconnaissance.
 - (2) STX 07-3-E0010, Process Captured Documents and Equipment.
 - (3) STX 07-3-E0015, Establish a Checkpoint.
 - (4) STX 07-3-E0016, Conduct a Presence Patrol.
 - (5) STX 07-3-E0022, Establish an Observation Post.
 - (6) STX 07-3-E0023, React to a Civil Disturbance.
 - (7) STX 07-3-E0025, Secure Civilians During Operations.

3. Training.

- a. General Tips for Training.
 - (1) Conduct AARs throughout the exercise that focus on strengths, weaknesses, and safety.
 - (2) Include normal attachments and DS elements (field artillery, engineers).
 - (3) Ensure the OPFOR received training in enemy tactics and doctrine.
 - (4) Include OPFOR personnel in AARs.
 - (5) Use trained personnel to act as enemy prisoners of war (EPW).
 - (6) Integrate nuclear, biological, and chemical (NBC) and electronic warfare (EW).
 - (7) Ensure that platoon personnel are familiar with the platoon's tactical standing operating procedures (TSOP) that relate to the exercise.
 - (8) Review soldier familiarity with the training environment.
- b. Preexercise activities as follows: Use MAPEX(s) combined with sand table exercise(s) that match the terrain used during the STX.

c. Exercise instructions.

- (1) Perform this exercise at full speed after performing building-block training (individual training and drills) to reach the "run" level of execution.
- (2) You must execute the tasks that support this STX to standard.
- (3) The size of the OPFOR element facing the unit must be supportable and doctrinally correct.
- (4) Use MILES when feasible.
- (5) Ensure that the conditions set for the exercise are realistic.
- (6) Except for MILES or appropriate simulation devices, use only TOE equipment or authorized replacements.
- (7) Use controllers and or evaluators that are thoroughly knowledgeable in the specific tasks evaluated.
- (8) Start the exercise when the evaluated unit receives the WARNO. End the exercise when the evaluated unit has conducted consolidation and reorganization.
- (9) Conduct this exercise under all environmental conditions; during periods of daylight and limited visibility; and under the threat of NBC attacks, air and ground force attacks, indirect fire attacks, and EW attacks.

d. Sample scenario.

- (1) Summary of the enemy situation.
 - (a) Background. The United States has a treaty agreement with the Checkers Republic that declares the intent of the United States to support any newly elected democratic government with both economic and military aid. In a recent election, the citizens of Checkers turned out the leadership of the Checkers Patriotic Front (CPF) by electing a new Prime Minister and cabinet pledging democratic reform within the country. The election, monitored by international observers, was very close with the winner managing only 53 percent of the popular vote. As a result, disgruntled supporters of the losing party have taken to the streets in various cities throughout the country. Some elements of the CPF have refused to accept the election results and have threatened violence if a new election does not take place within one month. Other factions within the country are politically, ethnically, and religiously allied with neighboring Chess whose totalitarian regime had been strongly influencing the CPF during the past decade. The government of Chess worked in vain to prevent the election of the democratic government now in power—a government it deemed to be more in line with western democratic nations and far less favorable to Chess interests.
 - (b) The Checkers Republic and Chess have been belligerents for almost 200 years, actually going to war about 85 years ago. While the two countries have many citizens who share a common religion and ethnic background, the governments of the two emerging nations have chosen different economic and social paths. The current border between the two countries, set by international agreement and arbitration after the last war in 1915, has continued to be a source of conflict and disagreement for more than 85 years. The Mongrel Republic, the country bordering the Checker Republic on the north, has generally remained neutral during past disagreements between Checker and Chess, but they have made no secret of their desire to possess a critical natural resource available only in northeast Checker.

- (c) Belligerent Forces:
 - Checkers: Checkers Army; paramilitary forces; and religious, political, and other factions.
 - Chess: Chess Army and paramilitary forces.
 - (d) Composition: The Checker Army is at 70 percent strength. The Chess Army is at 80 percent strength. The paramilitary forces from both countries operate without a clearly defined order of battle but be expected to fight in squad to platoon-size groups. Paramilitary forces are not well armed and normally operate dismounted, but they occasionally employ modified civilian vehicles armed with small arms.
 - (e) Recent Activities: Paramilitary forces from Checkers threatened that a defeat of the CPF in the recent election might trigger wide-scale violence and the use of a biological agent to poison the water supply throughout the country.
- (2) Concept. The battalion will conduct any or all of the following tasks, on order (O/O), to establish and maintain stability in the area of operations (AO).
- (a) Conduct intelligence-gathering activities.
 - (b) Establish a quick reaction force (QRF) to respond to sites of civil disturbance.
 - (c) Man observation posts (OPs).
 - (d) Man checkpoints and or roadblocks.
 - (e) Conduct patrols.
 - (f) Provide required escorts for military and or civilian movements.
 - (g) Secure selected sites (for example, voting sites, refugee camps, schools, churches).
 - (h) Enforce curfews.
 - (i) Stabilize areas that have escalating tension.
 - (j) Open and secure required routes.
 - (k) Conduct required weapons site inspections.

4. General Situation. The battalion is conducting operations independently or as part of the 1st Brigade. The battalion is occupying a base camp 2 kms west of the Akusk Airport in the Checker Republic with base camp security already established. The battalion has received on order (O/O) missions to conduct security operations in the area of operations (AO) Local populace and factions may or may not be cooperative.

5. Special Situation. The commander has designated your platoon (1/A/1-5 In) as the quick reaction force (QRF). The platoon has rehearsed possible contingency operations required of the QRF. Your platoon receives a Bn FRAGO to react to a civil disturbance. (See Figure 4-3 & 4-4.)

FRAGMENTARY ORDER. 01

References. OPORD 01.

Map Series. No change to OPORD.

Time Zone Used Throughout the Order: Local

1. SITUATION.

a. Enemy forces.

(1) Political and other factions.

2. MISSION. 1/A/1-5 In reacts to a civil disturbance NLT _____ near the Northern perimeter fence of the Akusk Airport (grid) to establish order and detain known belligerence participants and activities.

3. EXECUTION. Per SOP.

4. SERVICE SUPPORT. Per SOP.

5. COMMAND AND SIGNAL. Bn main CP currently located at base camp.

ACKNOWLEDGE.

Commander

Figure 4-3. Sample FRAGO.

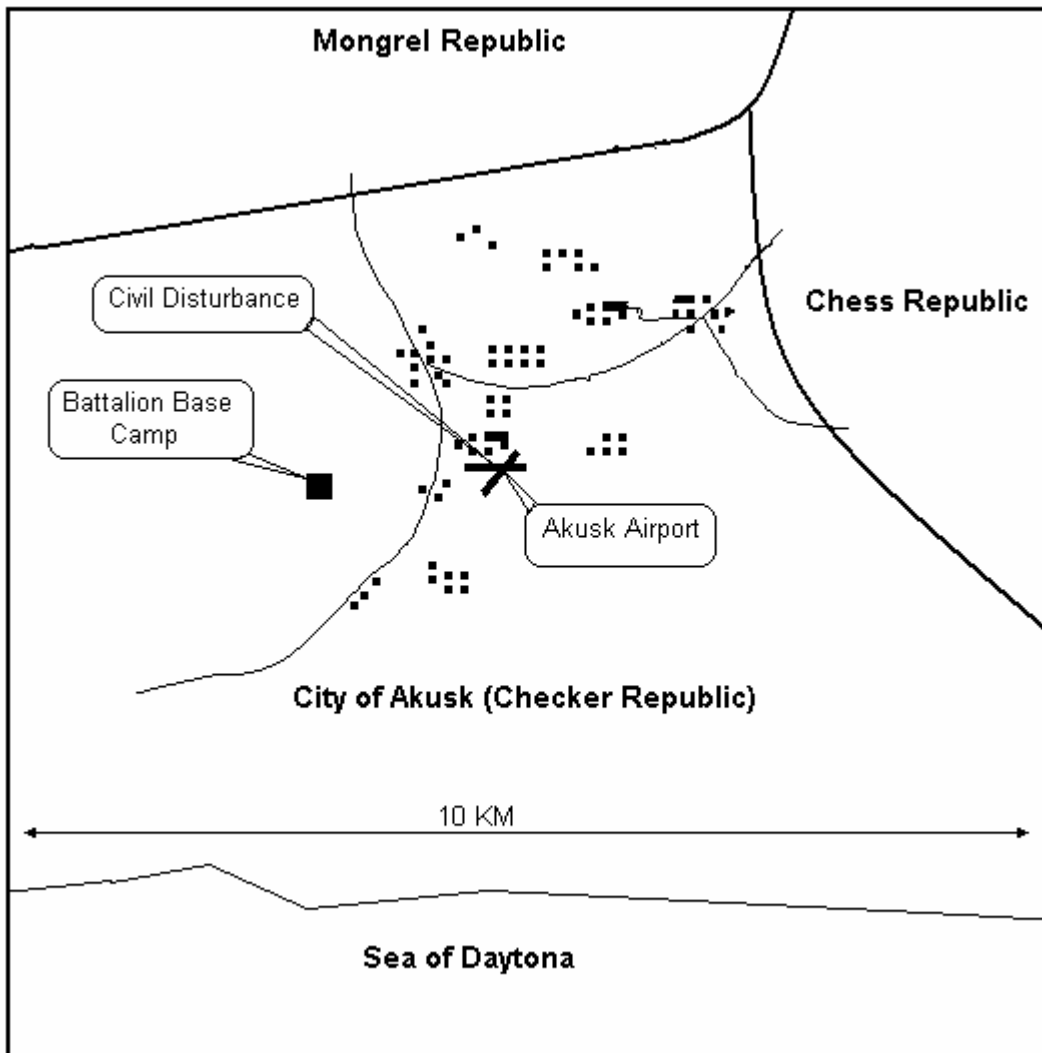


Figure 4-4. Map of AO.

6. Support Requirements. The support requirements for the STX are the consolidated requirements for the company plus attachments.

SAMPLE SUPPORT REQUIREMENTS	
Personnel:	
a. Medical	
b. OPFOR	
Equipment:	
a. 100% of TOE equipment readiness code (ERC) A items.	
b. Miles equipment:	
(1) M16 system	1 per M16 (include OPFOR)
(2) M240 machine gun system	1 per M240 (include OPFOR)
(3) Controller guns	3 ea (2 ea for evaluators, 1 ea for OPFOR)
(4) Small arms alignment fixture	3 ea (2 ea for evaluators, 1 ea for OPFOR)
c. Vehicles and communications support for OPFOR.	
d. Designated medical evacuation vehicles with communications.	
Supply: (platoon, OPFOR, other support personnel).	
a. Class I	
(1) MRE	3 ea meals per soldier per day
(2) Potable water	1 ea 400G water trailer
b. Class III. (As required)	
c. Class V	
(1) 5.56 mm (DODIC) A075	600 rds for each SAW
(2) 5.56 mm (DODIC) A080	120 rds for each rifle
(4) Simulator, Launching TOE (DODIC) L592	1 ea per TOW
(5) 40 mm practice (DODIC) B480	Per SOP for each M203
(6) Body practice hand grenade (DODIC) G811	4 ea per rifleman
(7) Fuse hand grenade practice M228 (DODIC) G878	4 ea per rifleman
(8) Simulator, projectile (DODIC) L594	24 per platoon
(9) Simulator, hand grenade (DODIC) L601	24 per platoon
Maneuver Area: Training area Alpha	

Table 4-10. Consolidated support requirements.

7. T&EOs. T&EOs used in evaluating the training exercise appear in the sequence they will occur during the exercise. Table 4-11 is a sample list of T&EOs.

Task	Task Number
Conduct Troop-leading Procedures	07-3-5036
Prepare for Combat	07-3-5081
Conduct a Rehearsal	07-3-5000
React to a Civil Disturbance	07-3-1396
Secure Civilians During Operations	07-3-4036
Conduct Consolidation and Reorganization	07-3-5009

Table 4-11. T&EOs.

Student Handout 3

This student handout contains Scenario 2, ARTEP 7-8-MTP Task 7-3-E0001, Attack.

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SCENARIO 2

Attack

7-3-E0001

1. Objective. Within the context of this MTP, the primary objective of this STX is to train and or evaluate the infantry platoon in the conduct of an attack. It trains and or evaluates the unit's ability to plan, prepare, execute, and assess operations.

2. Interface.

a. This STX supports the higher headquarters FTX 07-1-E0001, Conduct Combat Operations.

b. The following drills support this STX:

(1) Battle Drill 1: Platoon Attack (ARTEP 7-8-Drill)

(2) Battle Drill 1A: Squad Attack (ARTEP 7-8-Drill)

3. Training.

a. General Tips for Training.

(1) Conduct AARs throughout the exercise that focus on strengths, weaknesses, and safety.

(2) Include normal attachments and DS elements (field artillery, engineers).

(3) Ensure the OPFOR receives training in enemy tactics and doctrine.

(4) Include OPFOR personnel in AARs.

(5) Use trained personnel to act as enemy prisoners of war (EPW).

(6) Integrate nuclear, biological, and chemical (NBC) and electronic warfare (EW).

(7) Ensure that platoon personnel are familiar with the platoon's tactical standing operating procedures (TSOP) that relate to the exercise.

(8) Review soldier familiarity with the training environment.

b. Preexercise activities as follows:

(1) Use MAPEX(s) combined with sand table exercise(s) that match the terrain used during the STX.

c. Exercise instructions.

(1) Perform this exercise at full speed after performing building-block training (individual training and drills) to reach the "run" level of execution.

(2) Execute the tasks that support this STX to standard.

(3) The size of the OPFOR element facing the unit must be supportable and doctrinally correct.

(4) Use MILES when feasible.

- (5) Ensure that the conditions set for the exercise are realistic.
 - (6) Except for MILES or appropriate simulation devices, use only TOE equipment or authorized replacements.
 - (7) Use controllers and or evaluators that are thoroughly knowledgeable in the specific tasks evaluated.
 - (8) Start the exercise when the evaluated unit receives the WARNO. End the exercise when the evaluated unit has conducted consolidation and reorganization.
 - (9) Conduct this exercise under all environmental conditions; during periods of daylight and limited visibility; and under the threat of NBC attacks, air and ground force attacks, indirect fire attacks, and EW attacks.
- d. Scenario. The infantry platoon is conducting operations as part of A/1-5 In the country of Ursula. The country of Ursula has a well-trained combat force that consists of air, sea, and ground forces. The enemy possesses biological and chemical weapons and may have nuclear capability. Hostilities have been ongoing for six months. For the most part, the civilian population is in favor of military actions by the United States and its allies.

4. General Situation.

- a. The platoon is occupying an assembly area as part of the company. The company is preparing to perform an attack against an enemy platoon at approximately 70 percent strength. The company commander assigned your platoon the mission to seize the North half of Objective (name) and then consolidate in the vicinity of (coordinates). The OPORD provides coordinates for the objective area and the start time for the operation. (See Appendix B.) Enemy contact is likely. Enemy use of NBC weapons is likely.

5. Special Situation.

- a. The company is preparing to assault on the objective. Your platoon receives a FRAGO, Figure 4-1 and 4-1a, for the attack.

FRAGMENTARY ORDER. 01

References. OPORD 01.

Map Series. No change to OPORD.

Time Zone Used Throughout the Order: Local

1. SITUATION.

Enemy forces. A/1-5 In opposition is an element of an enemy reconnaissance company that is approximately squad size.

Friendly forces. No change to OPORD.

2. MISSION. A/1-5 In attacks to destroy elements of an enemy reconnaissance company at Objective (name) (grid) and Objective (name) (grid) NLT (date/time group) to prevent the enemy company from interdicting 1st Brigade LOCs.

3. EXECUTION.

Intent. We must rapidly defeat the enemy reconnaissance element in order for the Bde to maintain the momentum of its attack while allowing Bde freedom of movement in the northern portion of the Bde zone. We will conduct the mission using two platoon abreast and one platoon providing support. Our end-state should be the defeat of the enemy reconnaissance element with the company postured to continue the support of the bn main effort in the North. I will accept risk in that 1/A/1-5 In will be able to infiltrate undetected and will be in its support position prior to attack.

a. Concept of operation.

(1) Maneuver. A/1-5 In conducts a deliberate night attack NLT _____ to secure objs (name) and (name) in order to defeat elements of an enemy reconnaissance company. B/1-5 is the breaching force to secure obj (name). 2/A/1-5 and 3/A/1-5 In, as the assault force, will conduct the main attack along Axis (name) and Axis (name) to secure obj (name). 1/A/1-5 as the support force will infiltrate along Axis (name) to BP (name).

(2) Fires. No indirect fires prior to (date, time) without bn approval. Priority of fires is initially to 1/A/1-5 In shift to 2/A/1-5 and 3/A/1-5 In, on order.

(3) Counter-air operations. No change to OPORD.

(4) Intelligence. No change to OPORD.

(5) Electronic warfare. No change to OPORD.

(6) Engineer. Priority is to 1/A/1-5 In then to assault force.

Figure 4-1. Sample FRAGO.

FRAGMENTARY ORDER. 01 (continued)

b. Tasks to maneuver units.

(1) 1/A/1-5 In.

(a) Move to and occupy BP (name) NLT _____. Prepare to provide supporting fires on obj (name). Shift fires on order.

(b) Report occupation of BP.

(2) 2/A/1-5 In.

(a) Coordinate with A/1-5 In for location and passage of breaching lanes along PL (name).

(b) Occupy assault position (name) NLT _____. If undetected, begin attack on order.

(c) Report occupation of assault position.

(3) 3/A/1-5 In.

(a) Occupy assault position (name) NLT _____. If undetected, begin attack on order.

(b) Report occupation of assault position.

4. SERVICE SUPPORT. No change to OPORD.

5. COMMAND AND SIGNAL.

a. Command. Company main CP located vic _____, on order moves to _____.

b. Signal. SOI index Alpha in effect.

ACKNOWLEDGE:

Commander

Figure 4-1a. Sample FRAGO (continued).

6. **Support Requirements.** The support requirements for the STX are the consolidated requirements for the platoon plus attachments. Table 4-6 is a sample support requirements list.

SAMPLE SUPPORT REQUIREMENTS	
Personnel:	
a. Medical	
b. OPFOR	
Equipment:	
a. 100% of TOE equipment readiness code (ERC) A items.	
b. Miles equipment:	
(1) M16 system	1 per M16 (include OPFOR)
(2) M240 machine gun system	1 per M240 (include OPFOR)
(3) Controller guns	3 ea (2 ea for evaluators, 1 ea for OPFOR)
(4) Small arms alignment fixture	3 ea (2 ea for evaluators, 1 ea for OPFOR)
c. Vehicles and communications support for OPFOR.	
d. Designated medical evacuation vehicles with communications.	
Supply: (platoon, OPFOR, other support personnel).	
a. Class I	
(1) MRE	3 ea meals per soldier per day
(2) Potable water	1 ea 400G water trailer
b. Class III. (As required)	
c. Class V	
(1) 5.56 mm (DODIC) A075	600 rds for each SAW
(2) 5.56 mm (DODIC) A080	120 rds for each rifle
(3) 7.62 mm (DODIC) A111	600 rds for each M240
(4) 40 mm dummy (DODIC) B375	1ea per MK 19
(5) 40 mm practice (DODIC) B480	Per SOP for each M203
(6) Body practice hand grenade (DODIC) G811	4 ea per rifleman
(7) Fuse hand grenade practice M228 (DODIC) G878	4 ea per rifleman
(8) Simulator, projectile (DODIC) L594	24 per platoon
(9) Simulator, hand grenade (DODIC) L601	24 per platoon
Maneuver Area: Training area Alpha	

Table 4-6. Sample support requirements list.

7. **T&EOs.** T&EOs used in evaluating the training exercise appear in the sequence they will occur during the exercise. Table 4-7 is a list of T&EOs trained and or evaluated during the STX.

Task	Task Number
Conduct Troop-leading Procedures	07-3-5036
Conduct a Passage Of Lines As Passing Unit	07-3-1099
Conduct Tactical Movement (Mounted or Dismounted)	07-3-1270
Conduct an Area or Zone Reconnaissance	07-3-2009
Conduct a Deliberate Attack	07-3-1009
Conduct Consolidation and Reorganization	07-3-5009

Table 4-7. T&EOs.

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Student Handout 4

This student handout contains Scenario 3, Leaders Reaction Course Overview.

RECOVERABLE PUBLICATION

YOU RECEIVED THIS DOCUMENT IN A DAMAGE-FREE CONDITION. DAMAGE IN ANY WAY TO INCLUDE HIGHLIGHTING, PENCIL MARKS, OR MISSING PAGES WILL SUBJECT YOU TO PECUNIARY LIABILITY (STATEMENT OF CHARGES, CASH COLLECTION ETC.) TO RECOVER PRINTING COSTS.

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SCENARIO 3

Leaders Reaction Course Overview

HISTORY

The concept for the Leader's **Reaction Course** began with a corps of German psychologists during the late 1920s. The Nazi psychologists were interested in selection of future officers. Their selection process included many tests. According to head psychologist Simoneit they tested for imagination and rapid learning ability; capacity for swift adjustment; emotional stability and security of conduct. They found that a series of leader situations provided an opportunity to observe the presence of the desirable leader skills. After the Second World War the British Army adapted the German leader evaluation concept for their officer selection program. OCS, ROTC Universities, active duty National Guard and Reserve units of the Army and Marines, basic training units, and special courses (like SFAS) currently use the leaders reaction course.

PURPOSE

The purpose is to improve the student's leadership ability by affording the student an opportunity to apply the lessons learned in his formal leadership instruction. Assess the student using the Demonstrated Leadership Evaluation (tactical) in the CMP, by measuring the degree of the leadership traits and behaviors the student possesses. Conducting AARs after each event provides the student with a means of making a self-evaluation to determine more accurately his leadership ability.

The design of the course operation is to allow each soldier the opportunity to be a leader for a task one time and serve as a team member the remainder of the time. The SGL serves as an observer. Do not repeat any task. This ensures that you can evaluate that leaders' skills in planning, organizing, decision-making, supervising, and communicating as they pertain to that leader. Stress plays an important part in the evaluation of each leader. It is through stress that the SGL will be able to observe the critical leader skills the students display. To produce a stressful environment for the working team, you may place certain limitations on the students. For example, the team cannot touch certain things, they work under specific time constraints, can only use specific pieces of equipment, or give them extra equipment not needed.

Each academy may develop its own Leadership Reaction Course or use one currently built at their installation.

EXECUTION EXAMPLE

TASK 1

NOTES TO THE EVALUATOR:

- Brief leader inside POW compound.
- Students do not use weapons.

MISSION BRIEFING:

- You are in a POW compound. You and your team must escape or face execution. The only escape route is to cross the obstacle and go over the wall (you may use a roped off area).
- A sound alarm will activate if there is any movement of the rope or if you touch anything painted red. The guard patrol will be on the front wall and will hear any loud talking or loud noises.
- Friendly planes have consistently bombed the area for the past four days. You should take advantage during this confusion to escape.
- The guards have left a ladder and two lengths of rope. These will aid in your escape. Use any other loose equipment found in the area.
- If you activate the sound alarm, the enemy will know of your attempt to escape and will shoot you if they catch you. Take no chances; get out as quickly as possible by crossing the obstacle and climbing the wall. That is your only chance for survival.
- The planes will be approaching any minute. You should begin your reconnaissance now.

SAFETY REQUIREMENTS:

- Do not climb ladder while tilted and supported only by students.
- You should securely insert the small pipe in the large pipe before using it to aid in escape.
- Do not walk across the pipe.

TEACHING POINTS:

- As per evaluation sheet plus: Noise discipline commitment to escape.

EQUIPMENT, NUMBER, DIMENSIONS

- Ladder, 1 ea, 9'3"
- Long Rope, 1 ea, 15'-20'
- Long Rope, 1 ea, 12'
- Pipe, 1 ea, 4' long - 2.5" dia.

EXECUTION EXAMPLE

TASK 2

NOTES TO EVALUATOR: None

MISSION BRIEFING:

- This box contains Dextran, which is a blood expander. Your team must cross the river (obstacle) and take the box to a headquarters some distance beyond.
- Artillery fire destroyed both edges of the bridge. All that remains are these two columns supporting the steel rail over the river.
- You cannot take the Dextran out of the box.
- Use this rope to help your team cross the river. Take it with you for future use.
- Begin your reconnaissance.

SAFETY REQUIREMENTS:

- Do not allow students to tie rope around any part of their body.
- Do not allow students to swing across the obstacle.
- Brief all students to relax, if falling into the water, and let the water break their fall.
- Do not slide down pole and jump/push off from it on the dismount.
- Position one safety person/spotter on the far side while students are dismounting.

TEACHING POINTS:

- As per evaluation sheet plus: Physical location of leader/supervisor, complete planning to include anyone that may be afraid of heights, and how the last team member will climb to the top.
- Dismount of first person across.

EQUIPMENT, NUMBER, DIMENSIONS:

- Rope, 1 ea, 15' Long
- Box w/carrying strap, 1 ea, large enough to hold blocks
- Blocks (To simulate Dextran) 24 ea, 2" x 2" x 12" long

EXECUTION EXAMPLE

TASK 3

NOTES TO THE EVALUATOR: None.

MISSION BRIEFING:

- You are in charge of an ammunition detail delivering ammunition to your unit that is in very heavy contact and in serious need of the ammunition.
- You and your team must cross the river at the bridge. Your team finds six boards in the area around the bridge that you may use to help you cross the river.
- The river is deep and fast and anyone falling in will surely drown.
- Begin your reconnaissance.

SAFETY REQUIREMENTS:

- Do not allow students to walk directly on the rails.
- Do not jump to dismount. Sit, and push-off.

TEACHING POINTS:

- As per evaluation sheet plus: Visual reconnaissance.

EQUIPMENT, NUMBER, DIMENSIONS:

- Plank, 1 ea, 2"x 6"x5'1"
- Plank, 1ea, 2"x 6"x5'3"
- Plank, 1 ea, 2"x 6"x5'4"
- Plank, 1 ea, 2"x 6"x 5'5"
- Plank, 1 ea, 2"x 6"x 5'6"
- Plank, 1 ea, 2"x 6"x 5'7"
- Ammo Box, 1 ea, 250 lbs.

EXECUTION EXAMPLE

TASK 4

NOTES TO THE EVALUATOR: Students must do all work from on top of a platform.

MISSION BRIEFING:

- You are out on patrol with your team when you discover two boxes of ammunition left behind by enemy forces when they departed the area the previous night.
- You contacted your headquarters element and they instructed your patrol to return with the ammunition immediately and report to the Battalion S-2 for a debriefing.
- On your return, you encounter this blown out bridge over a deep gorge (simulated by platforms) that you must cross in order to get back before dark.
- For security reasons, you must carry all equipment with you.
- Begin your reconnaissance.

SAFETY REQUIREMENTS:

- Do not jump from boards to platform.

TEACHING POINTS:

- As per evaluation sheet plus: Stress the importance of reconnaissance for proper planning. Use of available resources (team can use ammo boxes to get more distance on boards).

EQUIPMENT, NUMBER, DIMENSIONS:

- Plank, 1 ea, 2"x 6"x 7'
- Plank, 1 ea, 2"x 6"x 6'4"
- Ammo boxes, 2 ea, 250 lbs ea.
- Rope, 1 ea, 6-8' long

EXECUTION EXAMPLE

TASK 5

NOTES TO THE EVALUATOR:

- Team may take ammunition out of the cart to reduce weight.
- Team can carry or push the cart instead of rolling it.

MISSION BRIEFING:

- Your team is moving forward with a cartload of much needed supplies when you encounter this destroyed bridge.
- There is another bridge in your sector but using it will cause a two-hour delay in getting the supplies forward.
- Your team located a pile of lumber that you decide can help you move over the bridge.
- You brief your commander and he informs you to take the lumber with you to the far side for security reasons.
- Begin your reconnaissance.

SAFETY REQUIREMENTS:

- Watch the boards for cracks or excessive bending that could break boards while students and/or equipment is moving across them.
- Have observing team walk along the bank to act as spotters.
- Be cautious on ramps, especially when wet.

TEACHING POINTS:

- As per evaluation sheet plus: Students can accomplish the plan with minimal equipment if students use their imagination. For example, take the ammo out of cart and push or carry the cart instead of rolling it.

EQUIPMENT NUMBER DIMENSIONS:

- Planks, 2 ea, 2"x 12"x8'
- Planks, 4 ea, 2"x 12"x 10'
- Planks, 4 ea, 2"x 12"x 12'
- Ammo boxes, 6 ea, 250 lbs ea.

Student Handout 5

This student handout contains Scenario 4, STX Lane Overview.

RECOVERABLE PUBLICATION

YOU RECEIVED THIS DOCUMENT IN A DAMAGE-FREE CONDITION. DAMAGE IN ANY WAY TO INCLUDE HIGHLIGHTING, PENCIL MARKS, OR MISSING PAGES WILL SUBJECT YOU TO PECUNIARY LIABILITY (STATEMENT OF CHARGES, CASH COLLECTION ETC.) TO RECOVER PRINTING COSTS.

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SCENARIO 4

STX Lane Overview

PURPOSE:

The situational training exercise consist of a series of lanes and tasks designed to develop leadership traits and abilities at the team leader level. Skill level 2 common task requirements are the basis for these tasks. Evaluation of soldiers is in accordance with the prescribed test administration guide for field leadership. The purpose of the STX is to provide a non-MOS specific field task environment, primarily focused on developing leader decision-making abilities.

- Lane description. Each lane will be 1,000 meters in length and of a width necessary to provide adequate space for maneuver.
- Tasks. The tasks to accomplish will be tactical in nature and relate directly to war fighting skills.
- Subtasks will include requirements for precombat inspections, task organization, planning, security, assembly, movement, reconnaissance, actions on the objective, reorganization and consolidation, and withdrawal.
- Time. The time limit for the execution phase for each lane is two hours.

LEADERS:

Break down group into two eight-person teams. Designate one leader for each mission. Conduct at least four missions a day, per team. Evaluate four soldiers each day. Each leader has approximately one hour to plan for their mission and then execute. Execute missions continuously. The purpose is to improve the student's leadership ability by affording the student an opportunity to apply the lessons learned in his formal leadership instruction. Assess students by measuring the degree of the leadership traits and behaviors the students possess IAW the Demonstrated Leadership Evaluation (tactical) in the CMP. Conduct AARs after each event to provide the student with a means of making a self-evaluation to determine more accurately his leadership ability.

SCHEME OF MANEUVER:

Each mission begins at the individual lane assembly area. In the assembly area, the team leader conducts troop leading procedures and precombat inspections. The leader organizes the team for movement and moves tactically through the lane. The leader navigates, negotiates obstacles and crosses danger areas tactically. Approximately 400 meters from the tentative objective, the leader establishes an objective rally point (ORP) and conducts a leaders reconnaissance of the objective. The leader returns to the ORP, finalizes the plan, and confirms the team's mission organization. The leader moves the team to the objective and conducts the mission. The leader returns the team to the ORP and conducts a debrief/AAR. The instructor establishes the new chain of command and provides feedback to the previous leadership in the form of written counseling. The instructor assigns a new leader for the next mission and time starts all over again.

NOTE: Based on the following STX lane overview, commandants may develop their own lanes with any tasks they deem appropriate provided they meet the guidance as outlined in the PE.

EXECUTION EXAMPLES

STATION 1

- Action:** Emplace a Cache.
- Conditions:** As a team leader in a field environment, up to eight team members, field uniform, weapon, LCE, Kevlar, map, compass, rucksack, AN-PRC 119, CEOI extract, digging equipment and material to cache.
- Standard:** Assemble and task organize team, move tactically, maintain security, navigate, conduct reconnaissance, finalize a plan, emplace a cache, complete a cache report, sterilize cache area, withdraw.

STATION 2

- Action:** Recover a Cache.
- Conditions:** As a team leader in a field environment, up to eight team members, field uniform, weapon, LCE, Kevlar, map, compass, rucksack, AN-PRC 119, CEOI extract, and digging equipment.
- Standard:** Assemble and task organize team, move tactically, maintain security, navigate, conduct reconnaissance, finalize a plan, recover a cache, sterilize cache area, withdraw.

NOTE: The recovered cache can be one put in place by a prior team. This will prevent academies from having to recover.

STATION 3

- Action:** Conduct recovery of a downed pilot.
- Conditions:** As a team leader in a field environment, up to eight team members, field uniform, weapon, LCE, Kevlar, map, compass, rucksack, GPS (optional), AN-PRC 119, CEOI extract, litter, medical aid bag.
- Standard:** Assemble and task organize team, move tactically, maintain security, navigate, conduct reconnaissance, finalize a plan, establish crash site security, provide first aid as necessary, secure and transport casualty, sterilize crash site, withdraw.

STATION 4

- Action:** Establish a communications site.
- Conditions:** As a team leader in a field environment, up to eight team members, field uniform, weapon, LCE, Kevlar, map, compass, rucksack, AN-PRC 119, OE 254 Antenna, CEOI extract.
- Standard:** Assemble and task organize team, move tactically, maintain security, navigate, conduct reconnaissance, finalize a plan, clear and secure site, gain communications with distant station, withdraw.

STATION 5

- Action:** Cross an obstacle, using a one-rope bridge.
- Conditions:** As a team leader in a field environment, up to eight team members, field uniform, weapon, LCE, Kevlar, map, compass, rucksack, AN-PRC 119, CEOI extract, two 120 ft ropes, and four snap links.
- Standard:** Assemble and task organize team, move tactically, maintain security, navigate, conduct reconnaissance, finalize a plan, clear and secure site, establish rope bridge, move all soldiers across safely, recover equipment, withdraw.

NOTES: Academies may simulate swimming and have soldiers conduct exercise between two trees. Consider mission failure if soldiers hit the ground between trees. If using an actual stream or small draw, the NCOA will implement appropriate control measures in their risk management.

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L233

History of the Noncommissioned
Officer

FEB 04

U.S. ARMY SERGEANTS MAJOR ACADEMY

Primary Leadership Development Course
(PLDC)

The Army Training System

TRAINING SUPPORT PACKAGE



"NO ONE IS MORE PROFESSIONAL THAN I"

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History of the Noncommissioned Officer

CHANGE SHEET 1

1. Synopsis. This change sheet corrects minor administrative errors in the L233, History of the Noncommissioned Officer Training Support Package.
2. Pen and ink changes: none.
3. Page change(s): Remove old pages and insert revised page(s) as indicated.

Remove Pages Insert Pages

1 thru 9 27	1 thru 9 27
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4. Additional changes that need explaining: none.
5. File this sheet in front of the TSP for reference purposes.
6. Approval of change sheet.

Name/Signature	Rank	Position	Date
Karen M. Wilson	GS09	Training Specialist	
Victor A. LeGloahec	SGM	Chief, PLDC	
Marion Lemon	SGM	Chief, CDDD	

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TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	L233 / HISTORY OF THE NCO
Effective Date	01 Feb 2004
Supersedes TSP(s) / Lesson(s)	L233, Version 1, Identify the Historical and Significant Contributions of the Noncommissioned Officer Corps, Oct 03.
TSP Users	600-PLDC, Primary Leadership Development Course 600-PLDC (MOD), Primary Leadership Development Course (Modified)
Proponent	The proponent for this document is the Sergeants Major Academy.
Improvement Comments	<p>Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i>. Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to:</p> <p style="text-align: center;">COMDT USASMA ATTN ATSS DCP BLDG 11291 BIGGS FIELD FT BLISS TX 79918-8002</p> <p style="text-align: center;">Telephone (Comm) (915) 568-8875 Telephone (DSN) 978-8875</p> <p style="text-align: center;">E-mail: atss-dcd@bliss.army.mil</p>
Security Clearance / Access	Unclassified
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE

Purpose

This Training Support Package provides the instructor with a standardized lesson plan for presenting instruction for:

<u>Task Number</u>	<u>Task Title</u>
400-022-1001	Identify the Historical Progression and Significant Contributions of the Noncommissioned Officer Corps

This TSP
Contains

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**HISTORY OF THE NCO
L233 / Version 2
01 Feb 2004**

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson	<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
	600-PLDC	1	Primary Leadership Development Course
Task(s) Taught(*) or Supported	<u>Task Number</u>	<u>Task Title</u>	
	400-022-1001 (*)	<u>INDIVIDUAL</u> Identify the Historical Progression and Significant Contributions of the Noncommissioned Officer Corps	
Reinforced Task(s)	<u>Task Number</u>	<u>Task Title</u>	
	None		
Academic Hours	The academic hours required to teach this lesson are as follows:		
		<u>Resident Hours/Methods</u>	
		2 hrs	/ Conference / Discussion
	Test	0 hrs	
	Test Review	0 hrs	
	Total Hours:	2 hrs	
Test Lesson Number		<u>Hours</u>	<u>Lesson No.</u>
	Testing (to include test review)	_____	N/A
Prerequisite Lesson(s)	<u>Lesson Number</u>	<u>Lesson Title</u>	
	None		
Clearance Access	Security Level: Unclassified Requirements: There are no clearance or access requirements for the lesson.		
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.		

References

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
711613	THE HISTORY OF THE NCO		Video Tape
CMH PUB 70-37	TIME-HONORED PROFESSIONALS, THE NCO CORPS SINCE 1775	01 Oct 1989	
CMH PUB 70-38	THE STORY OF THE NONCOMMISSIONED OFFICER CORPS	01 Oct 1989	
FM 7-22.7	THE ARMY NONCOMMISSIONED OFFICER GUIDE	23 Dec 2002	
TRADOC REG 350-10	INSTITUTIONAL LEADER TRAINING AND EDUCATION	01 Aug 2002	
TRADOC REG 350-13	INSTRUCTION IN MILITARY HISTORY	01 Oct 1999	
	OPERATIONS JUST CAUSE AND DESERT STORM" THE NCO JOURNAL	1992	Winter Edition

Student Study Assignments

Before class--

- Review Student Handout 1, Appendix D.

During class--

- Participate in class discussion.

After class--

- Turn in recoverable reference material (if applicable).

Instructor Requirements

1:8, SSG, PLDC graduate, ITC, and SGITC qualified

Additional Support Personnel Requirements	<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>		
	None					
Equipment Required for Instruction	<u>ID</u> <u>Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
	5820-00-P54-5863 TV COLOR, 19 Inch.	1:16	1:2	No	1	No
	5820-00-T39-0694 VCR	1:16	1:2	No	1	No
	6730-00-577-4813 SCREEN, PROJECTION	1:16	1:2	No	1	No
	6730-00-P53-8147 Projector, Overhead	1:16	1:2	No	1	No
	7110-00-132-6651 CHALKBOARD	1:16	1:2	No	1	Yes
	7520-01-424-4867 EASEL, DISPLAY AND TRAINING	1:16	1:2	No	1	Yes
	7530-00-619-8880 PAD, WRITING PAPER	1:16	1:2	No	1	Yes
	PIN 711613 TVT HISTORY OF THE NCO	1:16	1:2	No	1	No
	* Before Id indicates a TADSS					
Materials Required	Instructor Materials:					
	<ul style="list-style-type: none"> • TSP. • References listed above. • TVT, The History of the NCO (PIN 711613). 					
Classroom, Training Area, and Range Requirements	Student Materials:					
	<ul style="list-style-type: none"> • Pen or pencil and writing paper. • Student handouts, Appendix D. 					
Ammunition Requirements	CLASSROOM (40X40 PER 16 STUDENTS)					
	<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>
None						

**Instructional
Guidance**

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

Before class--

- Read TSP material.
- Pass out all student material.

During class--

- Read and study all TSP material and be ready to conduct the class.
- USASMA expects you to know the information in this TSP well enough to teach from it not read from it.
- This TSP has questions throughout to check learning or generate discussion among the group. We expect you to add any questions you deem necessary to bring a point across to the group or expand on any matter discussed.

After class--

- Collect all recoverable materials for this lesson.

**Proponent
Lesson Plan
Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
/s/Curtiss W. Garner /t/Garner, Curtiss W.	GS09	Training Specialist	14 Jan 04
/s/Victor A. LeGloahec /t/LeGloahec, Victor A.	SGM	Course Chief, PLDC	15 Jan 04
/s/George V. Bucher /t/Bucher, George V.	GS-11	Chief, CMD	15 Jan 04
/s/Marion Lemon /t/Lemon, Marion	SGM	Chief, CDDD	15 Jan 04

SECTION II. INTRODUCTION

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:8</u>
Time of Instruction: <u>30 mins</u>
Media: <u>TVT, The History of the NCO</u>

Motivator

Although NCOs today receive better training and are more prepared than ever, the achievements of your predecessors have contributed much to your career. Get to know them, and you will see that the NCOs of the past are as much your comrades in arms as the men and women you train with in the Primary Leadership Development Course (PLDC). You will become the NCO the Army looks upon to train, test, judge, reward, and discipline soldiers of today, as well as in the future.

Terminal Learning Objective

NOTE: Inform the students of the following Terminal Learning Objective requirements.

At the completion of this lesson, you [the student] will:

Action:	Identify the historical evolution and significant contributions of the noncommissioned officer corps.
Conditions:	In a classroom environment as a small unit leader responsible for 5 to 10 soldiers.
Standards:	Identified the historical evolution and significant contributions of the noncommissioned officer corps (as it existed during the pre-Revolutionary War period; the Revolutionary War; the War of 1812; the Civil War; World War I; World War II; the Korean War; the Vietnam War; Operations Just Cause, Desert Storm, and Enduring Freedom; the war on terrorism; and today) IAW CMH Pub 70-37, CMH Pub 70-38, TRADOC Reg 350-10, and FM 7-22.7.

Safety Requirements

None

Risk Assessment Level

Low

Environmental Considerations

NOTE: It is the responsibility of all soldiers and DA civilians to protect the environment from damage.

Low

Evaluation

This lesson is not testable.

Instructional Lead-In

The historical evolution for the NCO is one full of pride and tradition. The opening line of the NCO creed “No one is more professional than I” is not just a pledge to you and the people of the United States of America. It is also a promise to all NCOs who came before you that their service and sacrifice was not in vain. Their commitment to the high ideals of this country--our constitution and the defense of freedom and America--is the history of the United States Army. It is from the NCOs commitment and sense of duty that established the warrior ethos. NCOs who came before you were warriors and members of a team who served the American people. They understood the necessity of placing the mission first and knowing the seriousness of the mission by placing it first with an attitude of never accepting defeat and never quitting no matter the reason. They conditioned their minds and bodies to become proficient and professional in their fighting skills in order to deploy, engage, and destroy the enemies of the United States, no matter the conditions. It is through their actions and the actions you and your fellow warriors conduct today that will set you apart from any other Army in the world. You stand ready as a team, living the Army values as guardians of freedom and the American way of life. You are an American Soldier.

NOTE: Show TVT, The History of the NCO (PIN 711613)

SECTION III. PRESENTATION

NOTE: Inform the students of the Enabling Learning Objective requirements.

A. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the role of the NCO existing in the pre-Revolutionary War period.
CONDITIONS:	In a classroom environment, as a small unit leader responsible for 5 to 10 soldiers.
STANDARDS:	Identified the role of the NCO (to include the militia structure) existing in the pre-Revolutionary War period IAW CMH Pub 70-38.

1. Learning Step / Activity 1. Lineage of the NCO

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 5 mins
Media: None

We can trace the lineage of the NCO back to the Roman Legions. In the Roman Legions, exceptional legionnaires commanded ten soldiers and assisted commanders of 100 men. These legionnaires supervised training and performed administrative and logistical support tasks. In the French Army, in the 19th century the NCO grades were similar to American grades, that is, sergeant, quartermaster sergeant and sergeant major.

European noncommissioned officers were the enforcers of camp discipline and the only authority figures in constant contact with the troops.

Colonial America adopted English traditions only. Moreover, the adoption was an complete as could be achieved and as time went on colonial military systems became more like, rather than less like, the English model. There was no selective modeling. The first fighting between the colonists and British troops in the American Revolution involved militia units.

CHECK ON LEARNING: Conduct a check on learning and summarize the ELO.

QUESTION: Colonial America blended the traditions of which armies to fit local circumstances?

ANSWER: Continental European and English.

Ref: CMH Pub 70-38, p 3

B. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the role of the NCO during the Revolutionary War.
CONDITIONS:	In a classroom environment, as a small unit leader responsible for 5 to 10 soldiers.
STANDARDS:	Identified the role of the NCO during the Revolutionary War, encompassing the role that Baron Frederick William von Steuben played and the composition of a typical infantry regiment, IAW CMH Pub 70-38.

1. Learning Step / Activity 1. Revolutionary Regiments

Method of Instruction: Conference / Discussion
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:8
 Time of Instruction: 5 mins
 Media: VGT-1 and 2

Revolutionary Regiments

By 1776 a typical infantry regiment had a regimental staff and eight companies. The staff consisted of:

SHOW VGT-1, REVOLUTIONARY REGIMENTAL STAFF



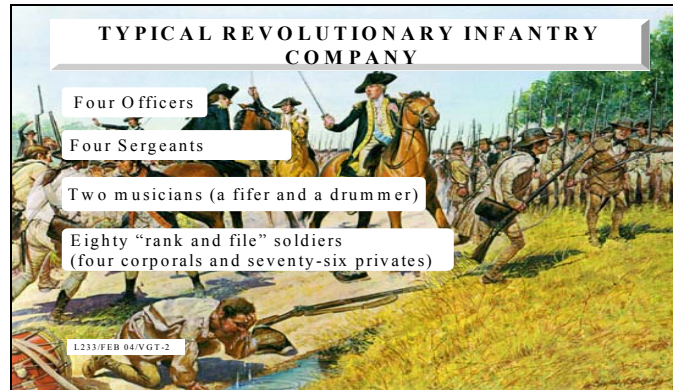
Ref: CMH Pub 70-38, pp 3-4

The sergeant major served as the regiment's ranking noncommissioned officer and provided administrative assistance to the regimental adjutant. The quartermaster sergeant provided logistical support to quartermasters in the field. The two senior musicians, the chief musician and the drum major trained the company fifers and drummers who were the commander's principle means of communication on the battlefield. When at full strength a typical infantry company consisted of 90 members.

REMOVE VGT-1

Each company had:

SHOW VGT-2, TYPICAL REVOLUTIONARY INFANTRY COMPANY



Ref: CMH Pub 70-38, p 4

Rank and file refers to those men who stood in the line of battle (ranks parallel to the line, files perpendicular), carrying muskets.

Each infantry company for administrative purposes contained four squads.

These men formed into 2 ranks of 10 files each, with the corporal serving in the file closer to the rear of the formation and the sergeant performing the same function on the flank.

REMOVE VGT-2

In 1778 a Prussian volunteer, Baron Frederick William von Steuben, arrived at General George Washington's camp at Valley Forge. Steuben possessed considerable military skills. Published at Washington's direction, Steuben's *Regulations for the Order and Discipline of the Troops of the United States* (1779) established the principle that company commanders select the noncommissioned officers and they were responsible to the company commander, subject to the approval of the battalion or regimental commander. Due to this process, it was not until World War II that a noncommissioned officer could transfer from the regiment that had accepted his enlistment to another and retain his grade.

Popularly known as the Blue Book because of the color of the first edition, his manual covered all aspects of infantry service and stressed NCO responsibilities for the care, discipline, and training of the men, both in garrison and in the field, areas which Steuben had found weak in the Continental Army. It also directed the company's senior, or first sergeant to keep a Company Descriptive Book. This document listed the name, age, height, place of birth, and prior occupation of every enlisted man in the unit. The Blue Book described what the NCO was supposed to do associated with his battlefield role. It enhanced his status and further distinguished him from his British counterpart.

Ref: CMH Pub 70-38, p 4

CHECK ON LEARNING: Conduct a check on learning and summarize the ELO.

QUESTION: What was the first point in time that an NCO could transfer from one regiment to another and retain his grade?

ANSWER: World War II.

QUESTION: What type of NCO responsibilities did the Blue Book stress?

ANSWER: Care, discipline and training.

QUESTION: What contribution did Baron Frederick William von Steuben make?

ANSWER: He wrote and published *Regulations for the Order and Discipline of the Troops of the United States* (also called the "Blue Book") that described the noncommissioned officer's role and distinguished him from the rank and file.

Ref: CMH Pub 70-38, p 4

C. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the role of the NCO during the War of 1812.
CONDITIONS:	In a classroom environment, as a small unit leader responsible for 5 to 10 soldiers.
STANDARDS:	Identified the role of the NCO (and the color sergeant) during the War of 1812, to include the contributions of Brigadier General Winfield Scott with his publication <i>Rules and Regulations for the Field Exercise and Maneuvers of Infantry</i> , IAW CMH Pub 70-38.

1. Learning Step / Activity 1. War of 1812

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 5 mins
Media: VGT-3

The NCOs played a key role in the rigorous training required to turn civilians into soldiers capable of maintaining the linear formations and volley fire tactics typical of warfare in that period. In 1815 Brigadier General Winfield Scott published his *Rules and Regulations for the Field Exercise and Maneuvers of Infantry* (later revised at the direction of Secretary of War John C. Calhoun), which replaced Steuben's earlier *Regulations*. Scott's book put particular stress on the importance of swift movement from the column of march to linear formation on the battlefield. The color guard, directed by the regimental commander, and led by the color sergeant, played a key role in maintaining the proper alignment and cadence.

SHOW VGT-3, THE COLOR SERGEANT



Ref: CMH Pub 70-38, pp 6-7

The color sergeant, with his guard of from five to eight corporals, therefore became the focal point on which the men dressed, wheeled, and advanced into battle. This position, clearly and significantly enhanced the noncommissioned officer's role in combat. The flag borne by the color sergeant was a special duty position distinct from the company-level NCO. He was protected by the five to eight corporals of the color guard who carried their muskets with bayonets always fixed.

REMOVE VGT-3

CHECK ON LEARNING: Conduct a check on learning and summarize the ELO.

QUESTION: What was the focal point on which soldiers dressed, wheeled on, and advanced into battle formation?

ANSWER: The color sergeant.

Ref: CMH Pub 70-38, p 7

QUESTION: What contribution did Brigadier General Winfield Scott make?

ANSWER: Published *Rules and Regulations for the Field Exercise and Maneuvers of Infantry* which replaced Steuben's earlier *Regulations*. His book put particular stress on the importance of swift movement from the column of march to linear formation on the battlefield.

Ref: CMH Pub 70-38, p 6

D. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the role of the NCO during the Civil War.
CONDITIONS:	In a classroom environment, as a small unit leader responsible for 5 to 10 soldiers.
STANDARDS:	Identified the role of the NCO during the Civil War and how staff NCOs served in typical regiment and company, to include the change in the role of the NCO from a publication by Major General Silas Casey, IAW CMH Pub 70-38.

1. Learning Step / Activity 1. Civil War

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 5 mins
Media: VGT-4

The Civil War marked a radical change in American warfare; it brought the total war concept to America. During this war, noncommissioned officers merged sections while the officers led the skirmishes.

Noncommissioned officers carried the flags and regimental colors of their units. To serve as the color bearers--the major target of every enemy marksman--was a badge of special bravery.

During the Civil War both regular and volunteer full-strength regiments consisted of ten companies, although volunteer units varied considerably in other respects from state to state. The Regular regimental NCO staff consisted of:

SHOW VGT-4, CIVIL WAR REGIMENTAL NCO STAFF



Ref: CMH Pub 70-38, p 8-10)

REMOVE VGT-4

New manuals anticipated battlefield losses. Major General Silas Casey published a third manual, *U.S. Army Infantry Tactics for the Instructions, Exercises, and Maneuvers of the Soldier, a Company, a Line of Skirmish's, Battalion, Brigade, or Corps D' Armee*. His book soon superseded the earlier books although they prescribed a similar role for the noncommissioned officer. Casey's manual envisioned situations in which senior sergeants would have to take command of units on the spot when all officers became casualties.

With soldiers now armed with rifled muskets, which had much greater accuracy, casualties were certain to be horrendous unless tactics changed. The gradual elimination of linear tactics after the Civil War redefined the combat leadership role of the NCO.

CHECK ON LEARNING: Conduct a check on learning and summarize the ELO.

QUESTION: Who merged sections while the officers led the skirmishes that preceded each major unit?

ANSWER: The noncommissioned officers.

QUESTION: What did the Army call the NCOs who carried the regimental and unit flags?

ANSWER: The color bearers.

Ref: CMH Pub 70-38, pp 8 thru 10

Break: Time: 00:50 to 01:00

E. ENABLING LEARNING OBJECTIVE

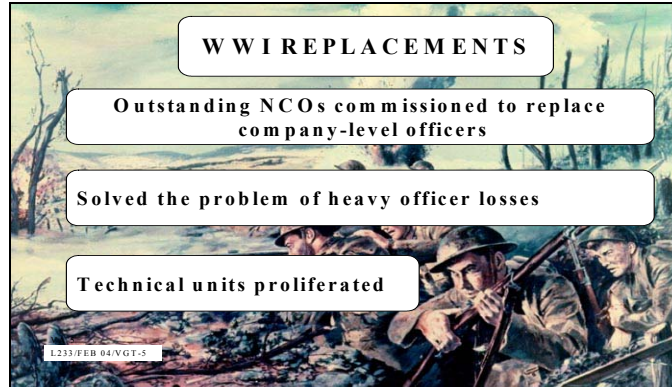
ACTION:	Identify the role of NCO during World War I.
CONDITIONS:	In a classroom environment, as a small unit leader responsible for 5 to 10 soldiers.
STANDARDS:	Identified the role of the NCO during World War I in small unit actions and the impact of the French and British military on the American NCO Corps IAW CMH Pub 70-38.

1. Learning Step / Activity 1. World War 1

Method of Instruction: Conference / Discussion
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:8
 Time of Instruction: 5 mins
 Media: VGT-5 thru VGT-7

World War I provided many opportunities for noncommissioned officers to prove their skills both as technicians and as leaders on the modern battlefield.

SHOW VGT-5, WWI REPLACEMENTS



Ref: CMH Pub 70-38, p 14

As the war dragged on, the Army discovered that by allowing able-bodied noncommissioned officers to step in and replace the fallen junior officers, solved the problem of heavy losses among them. Promoting NCOs to officer ranks helped compensate for heavy combat losses of officers. At the same time, the technologically and infinitely more complex Army required large number of specialist NCOs.

When the first American divisions arrived in France, some French and British officers noted with distaste that American noncommissioned officers seemed to exercise little authority over their men. New units arriving in France appeared hastily organized and inadequately trained.

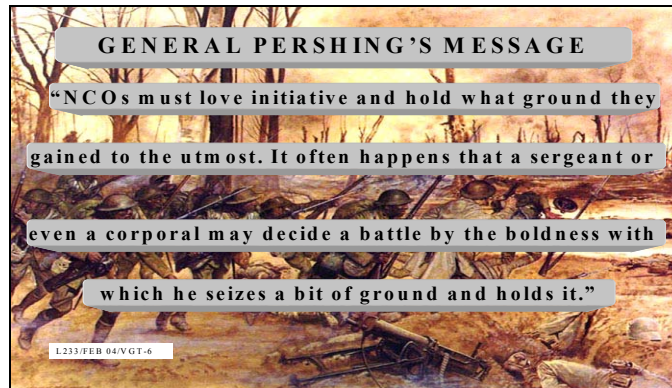
REMOVE VGT-5

From such comments, many Americans came to realize that poor training and very limited means for establishing better living conditions compared to those in other armies. General John J. (Black Jack) Pershing, commander of the American Expeditionary Forces, recommended upgrading NCO leadership training at once, and providing noncommissioned officers with separate mess facilities. The Army implemented his recommendations within a month. During the last months of the

war, strong performance by hundreds of noncommissioned officers demonstrated the success of the program.

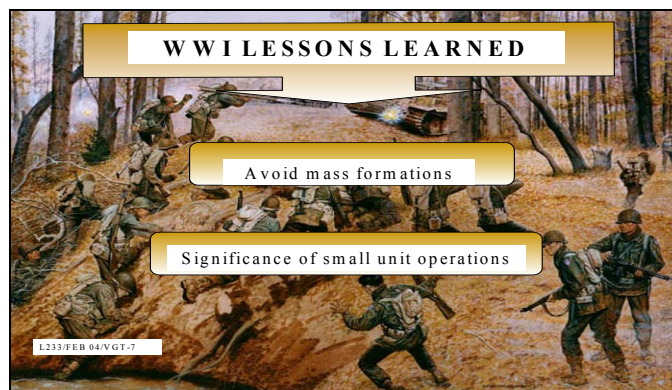
General Pershing summed up his views on the importance of NCOs as small unit leaders in a message to Major General Duncan, Commanding General of the 82d Division, the message read:

SHOW VGT-6, GENERAL PERSHING'S MESSAGE



REMOVE VGT-6

SHOW VGT-7, WWI LESSONS LEARNED



(REF: CMH Pub 70-38, p 15)

The most important tactical lesson to emerge from the battles on the Western Front was the significance of small unit actions. Usually led by a noncommissioned officer, small fire teams of infantrymen learned to take advantage of terrain and weather conditions while providing covering fire for other groups nearby. As weapons

and tactics continued to evolve in twentieth century warfare, the role of the NCO would continue to grow.

REMOVE VGT-7

CHECK ON LEARNING: Conduct a check on learning and summarize the ELO.

QUESTION: How did the Army solve its problem of losing large numbers of junior officers?

ANSWER: By promoting capable and proven NCOs to step in and replace them.

QUESTION: What were the most important tactical lessons to emerge from WWI?

ANSWER: The significance of small unit actions and avoiding mass formations.

Ref: CMH Pub 70-38, pp 12 thru 15

F. ENABLING LEARNING OBJECTIVE

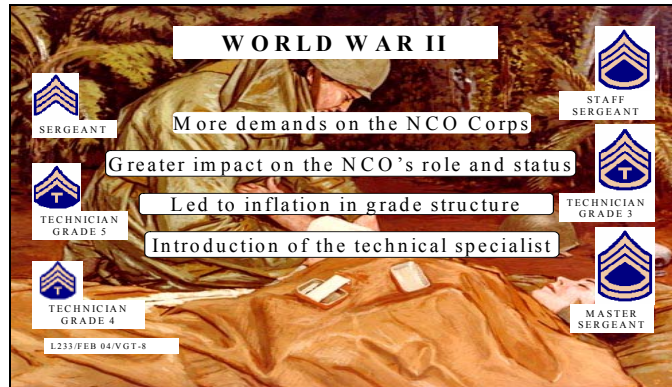
ACTION:	Identify the role of NCO during World War II.
CONDITIONS:	In a classroom environment, as a small unit leader responsible for 5 to 10 soldiers.
STANDARDS:	Identified the role of the noncommissioned officer during World War II (in a squad structure), to include the impact of the creation of specialists and technicians on the NCO corps, IAW CMH Pub 70-38.

1. Learning Step / Activity 1. World War II

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 5 mins
Media: VGT-8

The Second World War made more demands upon the noncommissioned officer corps and had a greater impact upon the NCO's role and status than any previous conflict in American history.

SHOW VGT-8, WORLD WAR II



Ref: CMH Pub 70-38, p 15

This great mobilization not only increased the numbers of noncommissioned officers, it also included reorganization of the squad and the “opening” of the battlefield. As the 8-man infantry squad increased to a 12-man squad, the squad leader became a sergeant. The corporal, once the squad leader, became a second in command and a fire-team leader. By the end of the war, 23,328 infantry squads in 288 active infantry regiments had two NCOs instead of one.

Along with the need for more small unit leaders, the Army required thousands of new technical specialists to handle the sophisticated technology that characterized modern armies. The main problem with proliferation of the technicians/specialists was that their numbers combined with this increase in NCO positions it became so great it overwhelmed most units that unit cohesion was undermined. As a consequence of specialists receiving NCO status, a typical rifle company soon had only 1 private first class and 17 privates--everyone else was a noncommissioned officer. This placed the burden of work details and guard duty and ultimately degraded NCO ranks when the Army had to use NCOs for these duties. In late 1943 the Army leadership decided that technicians/specialists would share the duties of privates, while wearing the letter "T" under their NCO chevrons and drawing the pay of enlisted grades 3, 4, and 5. Thus the “techs” came into existence.

REMOVE VGT-8

CHECK ON LEARNING: Conduct a check on learning and summarize the ELO.

QUESTION: What was the main cause for the inflation in grade structure during WWII?

ANSWER: The cause for inflation was the expanding battlefield which put great emphasis on tactical leadership at the small unit level. This expanded the number of NCOs in squads, which in turn inflated the grade structure.

Ref: CMH Pub 70-38, pp 15 and 16

G. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the role of NCO during the Korean War.
CONDITIONS:	In a classroom environment, as a small unit leader responsible for 5 to 10 soldiers.
STANDARDS:	Identified the role of the NCO during the Korean War and the impact on small unit tactics, to include the lack of experience early during the war, IAW CMH Pub 70-38.

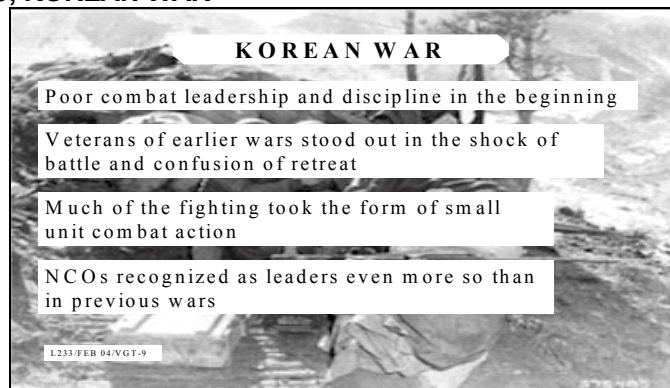
1. Learning Step / Activity 1. Korean War

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 5 mins
Media: VGT-9

KOREAN WAR

During the late 1940s practical training suffered because of rapid demobilization and inadequate military budgets. This situation became fully apparent in 1950, when war broke out with Korea.

SHOW VGT-9, KOREAN WAR



REF: CMH Pub 70-38, pp 16 thru 18

Within the first few months after the desperate fighting broke out, instances of poor combat leadership and discipline often led to panic in battle. Veterans of earlier wars, who had not forgotten what they had learned, stood out during the shock of battle and the confusion of retreat. As survivors toughened and the Army brought in rigorous training once again, NCOs began to demonstrate a renewed spirit and their leadership skills, never more important, began to reemerge. Much of the fighting took the form of small unit combat action, and as in earlier wars, proven NCOs took platoon and company commands when officers became casualties. Combat studies of the Korean War show that noncommissioned officers participated significantly in every outstanding action by an infantry company and received recognition as leaders in battle more so than in previous wars.

REMOVE VGT-9

No doubt some of you have heard the phrase “No More Task Force Smiths,” which refers to a task force sent into combat in Korea that was ill-equipped, lacked experience, and whose soldiers and poorly trained cadre. They paid the ultimate price. Of the 406 Task Force Smith soldiers who started the battle, the unit could only muster 185 a week later.

CHECK ON LEARNING: Conduct a check on learning and summarize the ELO.

QUESTION: Due to the irregular and compartmented nature of the Korean terrain, most of the fighting took place in what form?

ANSWER: Small unit combat operations.

Ref: CMH Pub 70-38, pp 16 thru 18

H. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the role of the NCO during the Vietnam War.
CONDITIONS:	In a classroom environment, as a small unit leader responsible for 5 to 10 soldiers.
STANDARDS:	Identified the role of the NCO during the Vietnam War including the impact of the NCO on small unit tactics, how the Army built-up its NCO Corps, and the relationship between the officer and NCO ranks IAW CMH Pub 70-38.

1. Learning Step / Activity 1. Vietnam War

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 5 mins
Media: VGT-10

VIETNAM WAR

When war broke out again it was in another poor and divided nation of the Third World. The nature of the Vietnam War would differ considerably from the fighting in Korea. Once again the NCO would fill the traditional roles of skilled trainer and small unit leader.

SHOW VGT-10, VIETNAM WAR



Ref: CMH Pub 70-38, p 18

The first American forces arrived in the Republic of Vietnam as military advisers to a noncommunist government under siege by both domestic insurgents and infiltrators from North Vietnam across the so-called Demilitarized Zone (DMZ).

Beginning in 1965, the American commitment in Southeast Asia began to change as American soldiers took on a major combat role. The character of the war became apparent: more so than in any military involvement in American history. Battlefield success in Vietnam, and yet the U.S. still lost, depended on effective small unit leadership. Vietnam would be the war of the platoon sergeant, squad leader, patrol leader, and fire-team leader. The NCOs role in Vietnam would be much more pervasive, reflecting the enemy's own increasing emphasis on small unit tactics and the diversity of the terrain.

NCOs demonstrated their competence, judgment, and fighting skills in isolated actions ranging from rice paddies to deep jungles. Their success in the often forgotten day-to-day engagements proved critical to the total American military effort.

Combat operations were often intense and resulted in large numbers of killed and wounded. These casualties, taken together with noncombat losses, and the one-year rotation system, soon stretched the Army in Vietnam thin at the mid-level noncommissioned officer grades. This allowed for promotions to come much sooner than they came before. The Army came to depend heavily on inexperienced and untrained NCOs to fill voids in the NCO ranks.

U.S. Army commanders in Vietnam knew that a favorite communist tactic was to infiltrate troops into a particular area until they outnumbered the defenders. They would then strike, overwhelming the government forces before reinforcements could arrive, and fade back into the peasant population.

In the 17th, 18th, and 19th centuries, NCOs were not tactical leaders since units fought as single entities commanded by officers. Officers directed the units in which NCOs controlled the men. With the advent of radios and increased firepower, the battlefield expanded and NCOs had to be tactical leaders directing the movements of platoon, squads, and fire teams. Vietnam exemplified the modern NCO where the combination of terrain and tactics put a premium on NCO leadership. Constant small

unit patrolling and thick jungle called for capable combat leaders at every level from fire team to company.

For thousands of noncommissioned officers, the war brought on an identity crisis. Because of a chronic shortage of experienced NCOs, company grade officers got used to dealing directly with the men. The result being bypassing those NCOs who were available and thereby eroding their proper role as small unit leaders. The morale of the noncommissioned officer declined at the very time the nature of the tactics employed by the Vietnamese required NCO involvement in small unit tactics more than ever before.

As the American forces withdrew from Vietnam, the Army Chief of Staff recognized that raising the esteem of the noncommissioned officer corps was the first, critical step toward rebuilding the Army. Senior leaders concluded from the Vietnam experience the Army needed a strong NCO corps and it set about achieving that objective. Improved training, time in service requirements for promotion, skills tests all contributed to success. It also eliminated all but one of the specialist grades which commanders streamlined the enlisted grade structure and made all NCOs “hard stripes.”

The President and Congress ended the selective service draft and began to build a truly professional Modern Volunteer Army (MVA). This Army would build upon the most modern principles of personnel management, leadership, motivation, and training.

After two hundred years of NCO evolution and development as trainers, technical specialists, and small unit leaders, the Army prepared to fully recognize, encourage, and reward NCO professionalism.

REMOVE VGT-10

CHECK ON LEARNING: Conduct a check on learning and summarize the ELO.

QUESTION: What was the primary role of the first American forces in Vietnam?

ANSWER: Military advisors.

Ref: CMH Pub 70-38, pp 18 thru 20

I. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the role of the NCO during Operations Just Cause and Desert Storm.
CONDITIONS:	In a classroom environment, as a small unit leader responsible for 5 to 10 soldiers.
STANDARDS:	Identified the role of the NCO during Operations Just Cause and Desert Storm and how it contributed to the U.S. Army's success IAW The NCO Journal, Winter edition, 1992.

1. Learning Step / Activity 1. Operations Just Cause and Desert Storm

Method of Instruction: Conference / Discussion
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:8
 Time of Instruction: 5 mins
 Media: VGT-11

SHOW VGT-11, OPERATIONS JUST CAUSE AND DESERT STORM



The NCO Journal, Winter edition, 1992 and soldier experiences

General Frederick M. Franks, Jr. said, "Soldier's trust in NCOs was a key to the Army's performance in Just Cause and Desert Storm. Almost every soldier told me two important things; they all stated that their training was critical in preparing them for the unknowns of combat, and they praised the sergeants who had ensured they were ready for battle

"Soldiers place great trust in their leaders — particularly their sergeants — to ensure they are prepared to fight and win. Soldiers know when they are being taken care of by being properly trained, when their welfare is a priority and when their leaders have their best interest at heart. This is a reflection of the competence and

abilities of the NCOs the soldier sees, not just those in the soldier's immediate chain of command, but those who make up the NCO structure in a unit. When NCOs conduct relevant and demanding training and ensure soldiers meet training, maintenance and appearance standards, soldiers rise to the occasion. Proud soldiers and battle-effective teams develop.

“There are other spin offs as well. When NCOs ensure their soldiers are meeting the standards — properly training on the tasks that the soldier and the unit expected to execute in combat in a tough, realistic and competitive environment — officers will let NCOs do their job. Since entering the Army, my ears have always perked at the suggestion that NCOs are not being allowed to train their soldiers the way they deem necessary — to conduct ‘sergeant’s business.’ Soldiers deal with sergeants. Sergeants execute. Officers need to allow NCOs to execute, and they need to hold NCOs accountable for proper execution of the assigned task. In my experience, I have always found NCOs more than willing to assume *more* responsibility. Our units were better prepared to fight and win because of the trust between the officer and the NCO.

“I saw this firsthand as the VII Corps commander in Operation Desert Shield/Desert Storm; officers at meetings, planning training and combat operations, sergeants executing — an unbeatable combination of leadership, responsibility and trust. And NCOs were always asking for more. Before deployment, NCOs ensured each soldier’s family was taken care of, each soldier had the equipment required and each soldier was prepared — mentally, physically, emotionally — for the duties he or she was about to perform. Just prior to battle, NCOs trained their soldiers to a razor-sharp edge of readiness, ensured their soldiers focused on fieldcraft in the demanding and unforgiving desert environment and conducted rigorous pre-combat checks on personnel, equipment and vehicles. During combat, NCOs were out among the soldiers, always leading from the front, leading the attack on the battlefield, pushing supplies forward day and night, taking care of their soldiers,

providing the glue for the team. When the fighting was over, NCOs were in the lead, guiding their soldiers who turned their talents to providing the humanitarian relief efforts in occupied Iraq.

“While Desert Storm showed us some early glimpses of warfare at different levels of speed, lethality and space that we had never seen before, it also reinforced for me the unquestioned value of NCO leadership to the success of the U.S. Army. Our competent, confident, tough NCOs make a difference. When leaders conduct tough, realistic training, ensure soldiers meet required standards, incorporate soldiers into a unit team and include spouses and children into the unit family, then we are watching out for the welfare of the troops. The NCO is the linchpin to all of this.

“We have a battle-tested NCO Corps. Veterans. NCOs who prepared their soldiers. Who built teamwork. Who put the spotlight on the led, not the leaders. Who were heroes in battle, in moving combat support, in port operations, in the hospitals. Those who did not deploy, but would have had they been asked, contributed by continuing to train our soldiers and run mobilization centers to the ready if they were needed. All leaders, all part of the team.

“The current NCO Corps is the product of wise decisions over the past 20 years in training and leader development, like our NCO Education System, then developed in our units in innovative programs like “sergeant’s time.” We must sustain the excellence and relevance of our NCO training and leader development so that we can maintain the battlefield edge during these rapidly changing times. On any future battlefield, this will be as important as it was during Desert Storm, and as it has always been. NCOs must remain, as they are now, the backbone of our Army.”

Ref: General Frederick M. Franks, Jr., The NCO Journal, Winter 1992

REMOVE VGT-11

CHECK ON LEARNING: Conduct a check on learning and summarize the ELO.

QUESTION: During Operations Just Cause and Desert Storm, what did soldiers deem as critical in preparing them for the unknowns of combat?

ANSWER: Training.

QUESTION: How do soldiers know when their leaders are taking care of them?

ANSWER: "...by being properly trained, when their welfare is a priority and when their leaders have their best interest at heart."

Ref: General Frederick M. Franks, Jr. The NCO Journal, Winter 1992

J. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the role of the NCO in the War on Terrorism and Operation Enduring Freedom.
CONDITIONS:	In a classroom environment, as a small unit leader responsible for 5 to 10 soldiers.
STANDARDS:	Identified the role of the NCO in the War on Terrorism and Operation Enduring Freedom IAW Soldiers Magazine, "HOT TOPICS" insert.

1. Learning Step / Activity 1. War on Terrorism

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 5 mins
Media: VGT-12 and VGT-13

War on Terrorism

SHOW VGT-12, THE WAR ON TERRORISM



Ref: Soldiers Magazine, "HOT TOPICS" insert, p 3

Today, more American lives are lost to terrorism than combat. Of 690 deaths suffered by the Department of Defense since 1980, 431 resulted from terrorist acts. The tragic events of September 11, 2001 significantly changed the way Americans look at internal security. Immediately following the terrorist attacks, departments and

agencies across the federal government took steps to strengthen the safety and security of the American people. Since then the Army has implemented mandatory Anti-terrorism Training (AT) for its soldiers.

The President developed the Office of Homeland Security to coordinate and implement stricter security measures in the transportation industry, at borders and ports, in the areas of health and food, at environmental and energy resources, and other possible targets of terrorism here at home. As a result, the Army and the NCOs role remains as before but with greater emphasis in the ever-changing face of terrorism. This will mean smaller groups of soldiers isolated at various facilities performing homeland security missions.

REMOVE VGT-12

OPERATION ENDURING FREEDOM

SHOW VGT-13, THE NCO IN OPERATION ENDURING FREEDOM



Ref: The NCO Journal, Spring 2002

In response to the events of September 11, 2001, the Army mobilized to Afghanistan to seek out and capture or destroy Taliban and al Qaida forces. Operation Enduring Freedom, like Desert Storm, is a combined force consisting of Reserve and Active component soldiers, living and fighting side by side. They are demonstrating that it is truly one “seamless” Army well trained to the same standards. NCOs participating in this nation’s wars are continuing their proud

tradition. One may describe their performance as:

- An elite band of professionals with esprit de corps.
- Making the difference between success and failure.
- Demonstrating professionalism that sets our Army apart from the rest of the world.
- Placing their trust in the soldier to the right and the left of them.
- Displaying a great deal of loyalty to their soldiers. Loyalty brought about by a tradition of patriotism and pride.
- Taking care of their soldiers.

You could credit the challenge of training at NTC with preparing soldiers for deployment to Southwest Asia. Readiness, battle drills, checking on soldiers, being part of a team, knowing your part, loyalty to your partner and loyalty to your country are the elements of esprit de corps that Operation Enduring Freedom has made obvious to the world. NCOs do now what they have always done, and that is taking care of soldiers. Secretary of the Army Thomas White commented upon returning on a five-day tour of the Middle East, "troops are proving everyone wrong who said that Afghanistan was going to be too tough of a place to operate in. The fact remains the Soviets failed there. Troops aren't going to be able to operate through the winter. Due to command emphasis, leaders at all levels paid attention, NCOs ensured that there wasn't one cold-weather injury during Operation Anaconda and only one person had to be evacuated due to altitude." (Operation Anaconda lasted 11 days in the mountains where troops battled against steep terrain; poor weather conditions, and endured heavy physical demands in high altitudes.)

While on the ground in the Middle East, Secretary of the Army White talked to hundreds of troops, including soldiers from National Guard and Reserve units.

REMOVE VGT-13

CHECK ON LEARNING: Conduct a check on learning and summarize the ELO.

QUESTION: Today, more American lives are lost to what rather than combat?

ANSWER: Terrorist acts.

Ref: Soldiers Magazine, "Hot Topics" insert, p 3

K. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the role of the NCO as it exists today.
CONDITIONS:	In a classroom environment, as a small unit leader responsible for 5 to 10 soldiers.
STANDARDS:	Identified the role of the NCO as it exists today, including the steps the Army took to improve the professionalism of the NCO corps, and the rank structure of the current NCO corps, IAW FM 7-22.7, and TRADOC Reg 350-10.

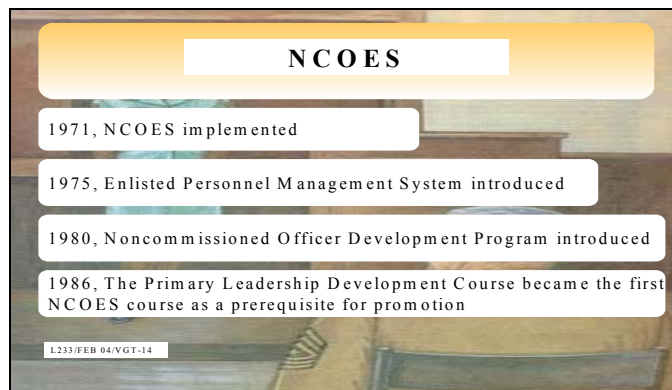
1. Learning Step / Activity 1. Noncommissioned Officer Education System

Method of Instruction: Conference / Discussion
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:8
 Time of Instruction: 10 mins
 Media: VGT-14 thru VGT-16

Noncommissioned Officer Education System

In 1947, an NCO Academy opened in occupied Germany. This one-month course emphasized leadership skills, such as map reading and methods of small unit training, which would be the prelude to the Noncommissioned Officer Education System (NCOES). VGT 14 depicts the chronology of NCOES:

SHOW VGT-14, NCOES



Ref: CMH Pub 70-37

Although NCOES improved the competence of the NCO corps, it did not provide clear patterns of career development and promotion potential. In 1975, the Army introduced the Enlisted Personnel Management System (EPMS) to regulate career development. It expanded professional opportunities and eliminated dead-end career

fields by grouping related specialties. EPMS opened career paths for all enlisted soldiers while requiring them to remain eligible for promotion by demonstrating their abilities at required levels through the Skill Qualification Test (SQT) and the Self-Development Test (SDT). The Army has since eliminated both tests. Another professional development system, The Noncommissioned Officer Development Program (NCODP), relating to career management evolved in 1980. This system consisted of formal NCO leadership training and concentrated on “doing” rather than “testing” experience. NCODP enabled NCOs to apply the training and skills learned in NCOES in their units.

In 1986, the Primary Leadership Development Course (PLDC) became the first course in the NCOES to actually become a mandatory prerequisite for promotion to the next higher grade.

REMOVE VGT-14

The goal of NCOES and noncommissioned officer training is to prepare noncommissioned officers to lead and train soldiers who work and fight under their supervision and assist their leaders to execute unit missions. The NCOES provides noncommissioned officers with progressive and sequential leader, technical, and tactical training relevant to the duties, responsibilities, and missions they will perform in operational units after graduation. Training builds on existing skills, knowledge, attitudes, and experience.

SHOW VGT-15, NCOES COURSES



Ref: TRADOC Reg 350-10, pp 42 thru 46

The NCOES includes--

- The Primary Leadership Development Course (PLDC) provides basic, branch immaterial, leadership training for soldiers selected for promotion to Sergeant.
- The Basic Noncommissioned Officer Course (BNCOC) provides skill level 3 training and basic branch specific, squad level training for soldiers selected for promotion to Staff Sergeant.
- The Advanced Noncommissioned Officer Course (ANCOC) provides Skill level 4 training and basic branch specific, platoon level training for soldiers selected for promotion to Sergeant First Class.
- The Sergeants Major Course (SMC) provides senior level, branch immaterial, staff training for Master Sergeants selected for promotion to Sergeant Major and for senior level positions.

REMOVE VGT-15

SHOW VGT-16, FUNCTIONAL COURSES



Ref: TRADOC Reg 350-10, pp 50 thru 52

You must be aware that noncommissioned officer training also includes functional courses. They are--

- The Battle Staff Noncommissioned Officer Course (BSNCOC) provides advanced, branch immaterial, staff training for Staff Sergeants through Sergeants Major selected for staff assignments.
- The First Sergeant Course (FSC) provides branch immaterial training to prepare selected soldiers for their initial assignment as First Sergeants.
- The Command Sergeants Major Course (CSMC) provides branch immaterial training for CSM designees.

REMOVE VGT-16

CHECK ON LEARNING: Conduct a check on learning and summarize the ELO.

QUESTION: What did the Noncommissioned Officer Education System (NCOES) fail to provide when implemented?

ANSWER: Clear patterns of career development and promotion potential.

Ref: CMH Pub 70-37

QUESTION: What system did the Army introduce in 1975 to regulate career development?

ANSWER: The Enlisted Personnel Management System (EPMS).

Ref: CMH Pub 70-37

QUESTION: Which NCOES course first became a prerequisite for promotion to the next higher grade?

ANSWER: The Primary Leadership Development Course (PLDC).

Ref: A Short History of the NCO, p 51

2. Learning Step / Activity 2. Current NCO Rank Structure

Method of Instruction: Conference / Discussion

Technique of Delivery: Small Group Instruction (SGI)

Instructor to Student Ratio: 1:8

Time of Instruction: 5 mins

Media: VGT-17

Current NCO Rank Structure

Now, let's take a look at the current NCO rank structure within the Army.

SHOW VGT-17, CURRENT NCO RANK STRUCTURE



Let's begin from the top--

- **Sergeant Major of the Army (SMA, E-9)**--This is the senior sergeant major rank, and senior NCO position in the Army. The SMA serves as the senior enlisted advisor and consultant to the Chief of Staff of the Army.
- **Command Sergeant Major (CSM, E-9)**--CSMs are the senior NCOs at the battalion and higher-level headquarters. They carry out policies and enforce standards related to enlisted personnel performance, training, appearance, and conduct. They also advise and make recommendations to the commander and staff on matters pertaining to enlisted personnel. CSMs direct the activities of the NCO support channel and administer the Noncommissioned Officer Development Program (NCODP).
- **Sergeant Major (SGM, E-9)**--They are generally the key enlisted member of staff elements at levels higher than battalion. The sergeant major's experience and ability equal that of the command sergeant major, but leadership responsibility remains generally limited to those directly under his supervision.
- **First Sergeant (1SG, E-8)**--The position is the most senior NCO in companies, batteries, and troops that maintain daily contact with the soldiers. They are responsible for the training, health, and welfare of all the soldiers/families.
- **Master Sergeant (MSG, E-8)**--Usually serves as the principal NCO in staff elements at battalion and higher. They should dispatch their leadership and other

duties with the same professionalism and to achieve the same results as the first sergeant.

- **Sergeant First Class (SFC, E-7)**--Serves at the platoon level or equivalent and is also a key position in the command structure of the Army. When the platoon leader is present, the sergeant first class is the primary assistant and advisor. In the absence of the platoon leader, the sergeant first class takes charge of the platoon. Sergeants first class teach collective and individual tasks to soldiers in their organic squads, crews or equivalent small units. This is the first level at which the term senior NCO applies.

- **Staff Sergeant (SSG, E-6), Sergeant (SGT, E-5), and Corporal (CPL, E-4)**-- They are normally section, squad, and team leaders and are a critical link in the NCO support channel. These tactical leaders are responsible for their soldier's health, welfare, and safety on a daily basis. They ensure their soldiers' meet standards in personal appearance, and teach them to maintain and account for their individual and unit equipment and property. They enforce standards, develop leadership skills, and train soldiers daily in their Military Occupational Specialties (MOS) skills and unit missions.

Ref: FM 7-22.7, pp 2-19 thru 2-22 and back cover

REMOVE VGT-17

CHECK ON LEARNING: Conduct a check on learning and summarize the ELO.

QUESTION: What is the first level at which the term "senior NCO" applies?

ANSWER: Sergeant First Class (SFC).

Ref: CMH Pub 70-37

SECTION IV. SUMMARY

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:8</u>
Time of Instruction: <u>5 mins</u>
Media: <u>VGT-18 and VGT-19</u>

Check on Learning

Determine if the students have learned the material presented by soliciting student questions and explanations. Ask the students questions and correct misunderstandings.

The checks on learning throughout this TSP also serve as the check on learning for the entire lesson.

Review / Summarize Lesson

As you can see throughout the long history of the U.S. Army's noncommissioned officer corps, these three functions--small unit leader, trainer, and guardian of standards--have figured in the daily life of the individual NCO. Beyond all changes of time and place, these essential functions have endured. In the end, whether serving as a file closer in the Continental Army or a squad leader in an assault battalion in one of today's light infantry divisions, the NCO has remained the backbone of the Army.

What we just discussed during this lesson, concerning the evolution of the NCO Corps, is but the tip of the iceberg.

There are volumes of publications of exemplary leadership and heroic actions demonstrated over the years by noncommissioned officers available for you to review. You are truly a part of a historic and time-honored corps. You must take it upon yourself to attain and maintain the highest of military standards, and be an integral part of the "Backbone of the Army." In so doing, you too can become a part of that legacy. Let's review some of those small unit leader operations:

SHOW VGT-18, TODAY'S NCO



These operations have ranged from combat to environmental, such as--

- Combat defensive.
- Combat offensive.
- Foreign internal defense.
- Missile defense.
- Rescue.
- Civil affairs.
- Logistical.
- Peacekeeping.
- Humanitarian.
- Security.
- Observation.
- Environmental.
- Evacuation.
- Disaster relief.
- Drug interdiction.

REMOVE VGT-18

SHOW VGT-19, LET NO SOLDIER'S SOUL CRY OUT



As the Noncommissioned Officer Education System continues to grow--you, the NCO of today must combine history and tradition with your skills and abilities to prepare for combat.

You retain the duties and responsibilities given to you by your predecessors and these you must build upon to train the soldiers of tomorrow. The Army must always remain prepared for an armed conflict at anytime--anywhere in the world.

There must never be another Task Force Smith! Timely, effective, realistic, and relevant training is the key element to ensuring a prepared and ready Army.

REMOVE VGT-19

SECTION V. STUDENT EVALUATION

**Testing
Requirements**

This is not a testable lesson.

**Feedback
Requirements**

None

Appendix A

VIEWGRAPHS FOR LESSON 1: L233 version 2

Enabling Learning Objective B

Learning Step 1

VGT-1, REVOLUTIONARY REGIMENTAL STAFF

REVOLUTIONARY REGIMENTAL STAFF

- Three field officers
- Six staff officers
- Four staff NCOs:
 - A Sergeant Major
 - A Quartermaster Sergeant
 - Two lead musicians

Sergeant

Corporal

L233/FEB 04/VGT-1

TYPICAL REVOLUTIONARY INFANTRY COMPANY

Four Officers

Four Sergeants

Two musicians (a fifer and a drummer)

Eighty “rank and file” soldiers
(four corporals and seventy-six privates)

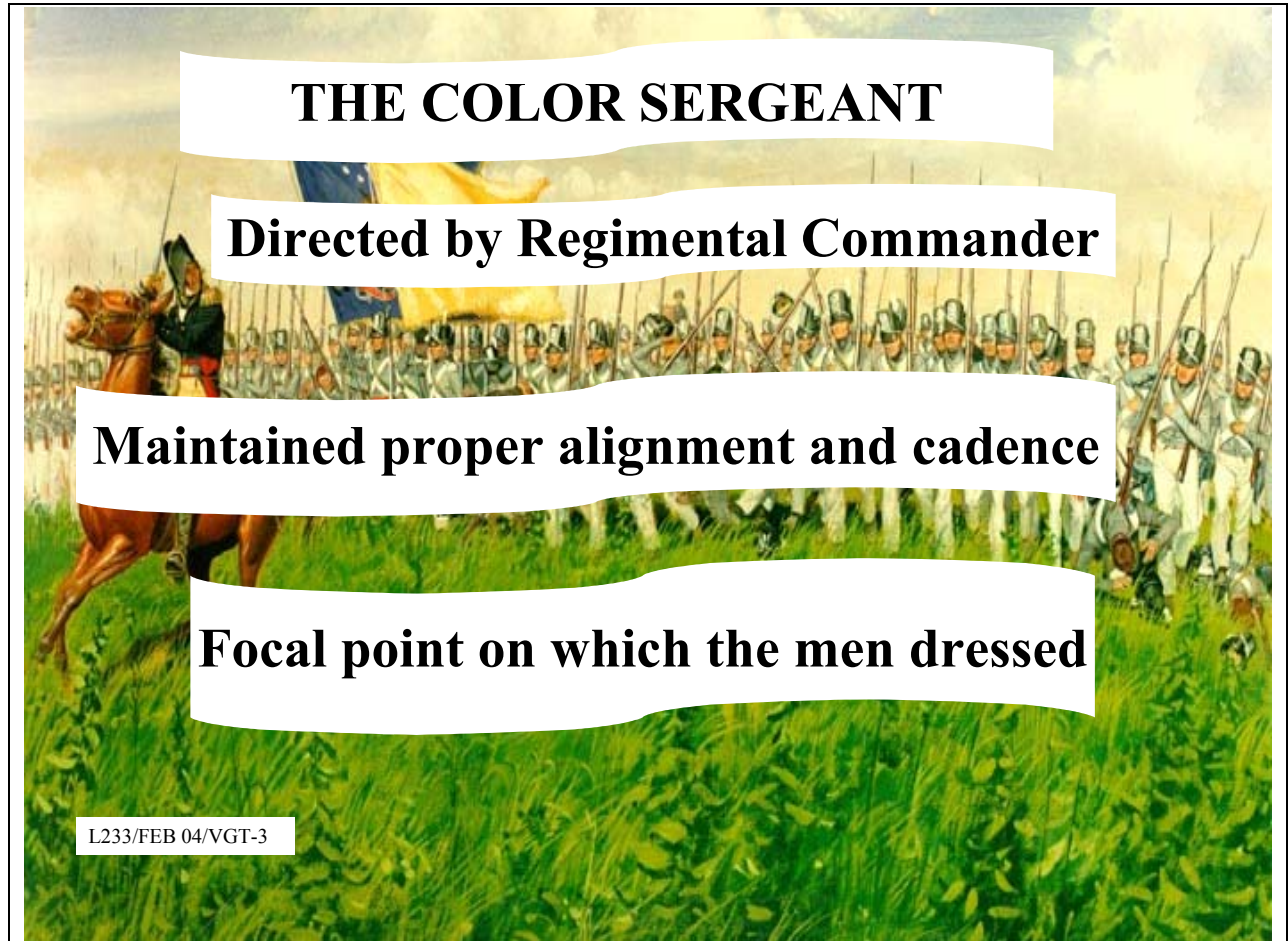
L233/FEB 04/VGT-2



Enabling Learning Objective C

Learning Step 1

VGT-3, THE COLOR SERGEANT



Enabling Learning Objective D

Learning Step 1

VGT-4, CIVIL WAR REGIMENTAL NCO STAFF



Enabling Learning Objective E

Learning Step 1

VGT-5, WWI REPLACEMENTS

WWI REPLACEMENTS

**Outstanding NCOs commissioned to replace
company-level officers**

Solved the problem of heavy officer losses

Technical units proliferated

L233/FEB 04/VGT-5

GENERAL PERSHING'S MESSAGE

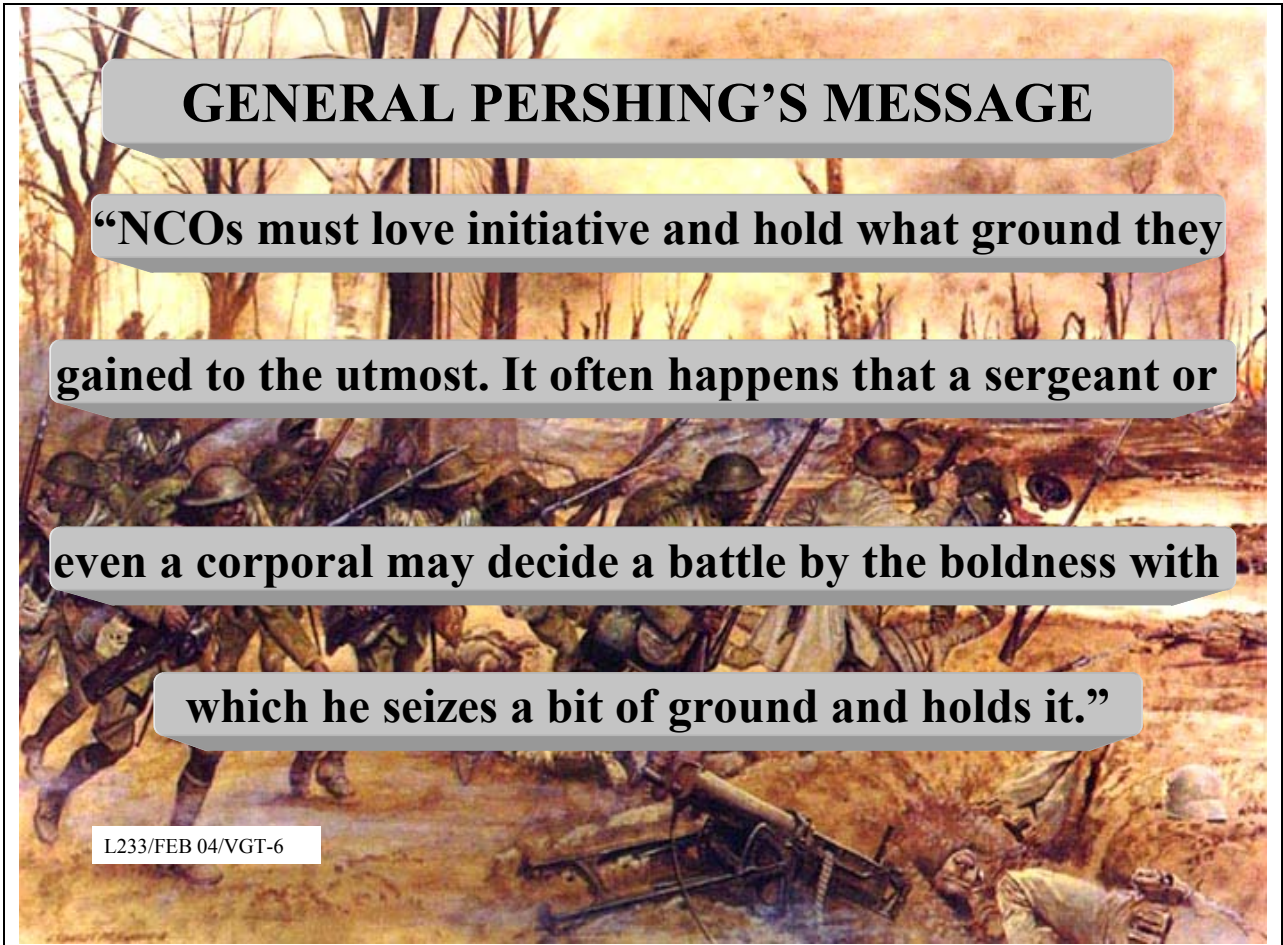
“NCOs must love initiative and hold what ground they

gained to the utmost. It often happens that a sergeant or

even a corporal may decide a battle by the boldness with

which he seizes a bit of ground and holds it.”

L233/FEB 04/VGT-6



WWI LESSONS LEARNED

Avoid mass formations

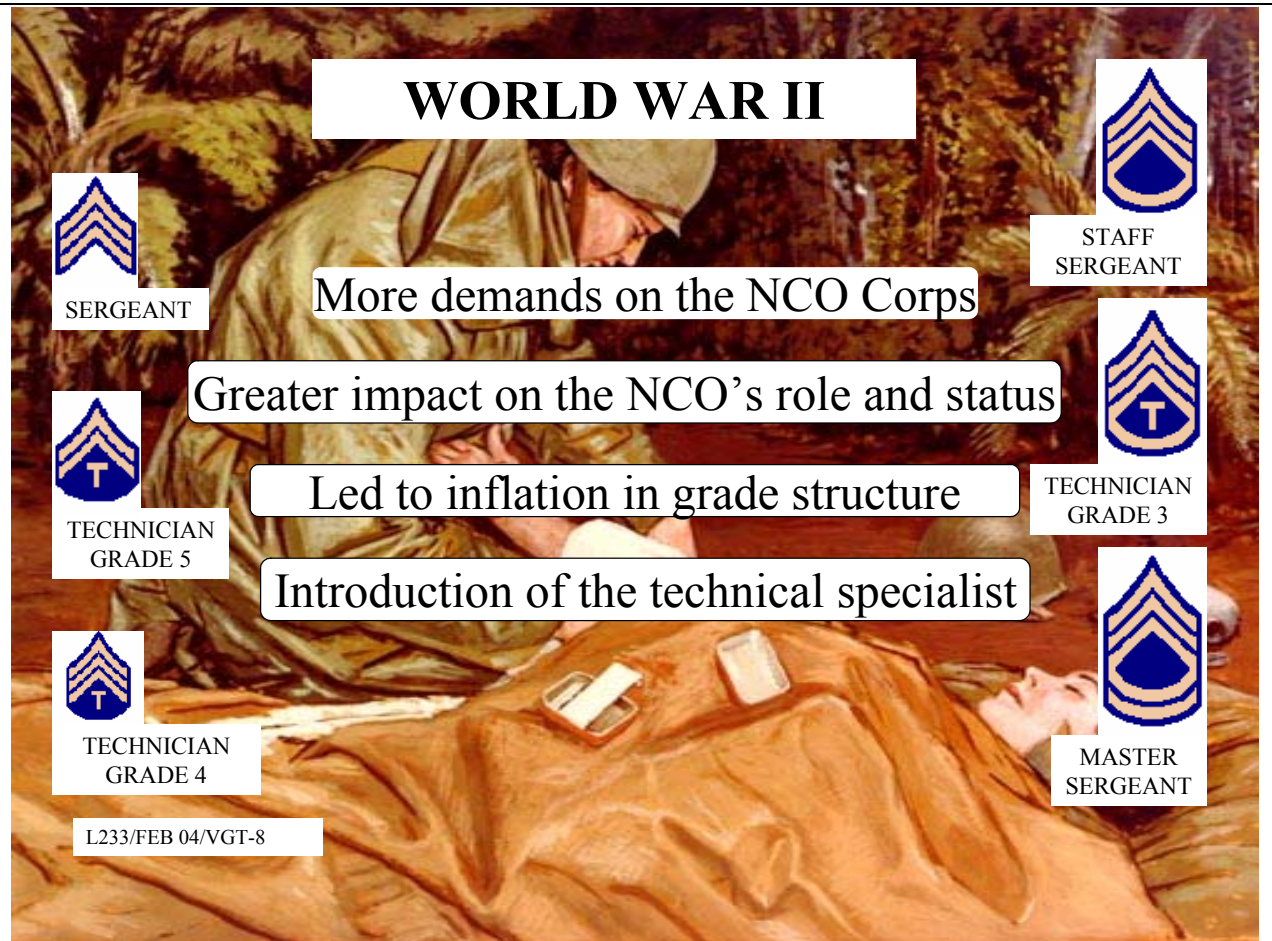
Significance of small unit operations

L233/FEB 04/VGT-7

Enabling Learning Objective F

Learning Step 1

VGT-8, WORLD WAR II



WORLD WAR II

SERGEANT

STAFF SERGEANT

More demands on the NCO Corps

TECHNICIAN GRADE 5

TECHNICIAN GRADE 3

Greater impact on the NCO's role and status

Led to inflation in grade structure

TECHNICIAN GRADE 4

MASTER SERGEANT

Introduction of the technical specialist

L233/FEB 04/VGT-8

Enabling Learning Objective G

Learning Step 1

VGT-9, KOREAN WAR



KOREAN WAR

Poor combat leadership and discipline in the beginning

Veterans of earlier wars stood out in the shock of battle and confusion of retreat

Much of the fighting took the form of small unit combat action

NCOs recognized as leaders even more so than in previous wars

L233/FEB 04/VGT-9

Enabling Learning Objective H

Learning Step 1

VGT-10, Vietnam War

A painting depicting a soldier in a field of tall, golden-brown grass. The soldier is wearing a dark uniform and is holding a rifle. The scene is illuminated by a bright light, possibly the sun, creating a strong glow and long shadows. The overall mood is somber and reflective.

VIETNAM WAR

First American forces arrived as advisers

NCOs filled their traditional role as skilled trainer and small unit leader

Use of airmobility made the role of the NCO more effective and of greater importance

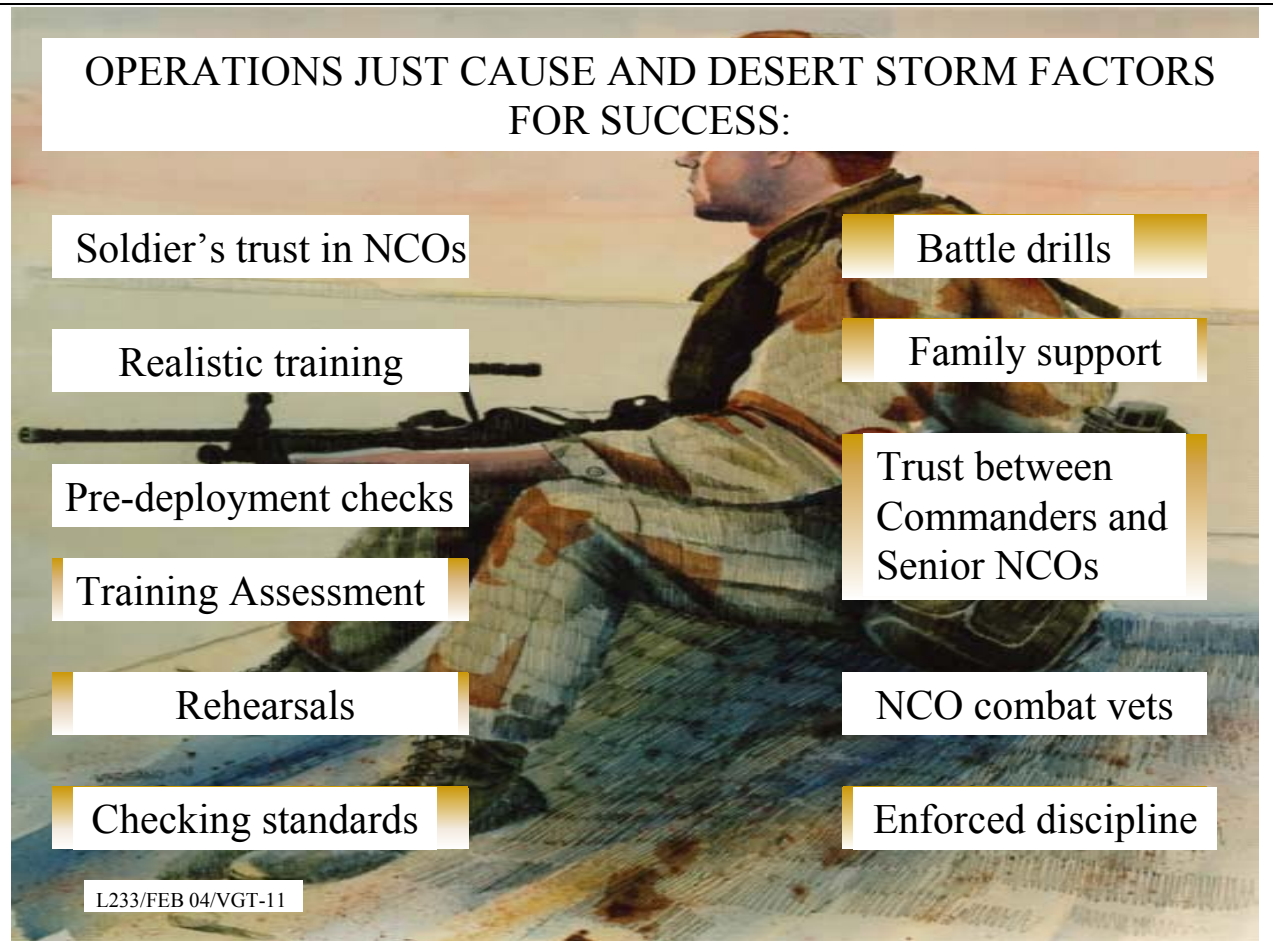
Brought about the end of the selective service draft and the building of the Modern Volunteer Army.

L233/FEB 04/VGT-10

Enabling Learning Objective I

Learning Step 1

VGT-11, OPERATIONS JUST CAUSE/DESERT STORM FACTORS FOR SUCCESS:



OPERATIONS JUST CAUSE AND DESERT STORM FACTORS FOR SUCCESS:

- Soldier's trust in NCOs
- Realistic training
- Pre-deployment checks
- Training Assessment
- Rehearsals
- Checking standards
- Battle drills
- Family support
- Trust between Commanders and Senior NCOs
- NCO combat vets
- Enforced discipline

L233/FEB 04/VGT-11

Enabling Learning Objective J

Learning Step 1

VGT-12, THE WAR ON TERRORISM

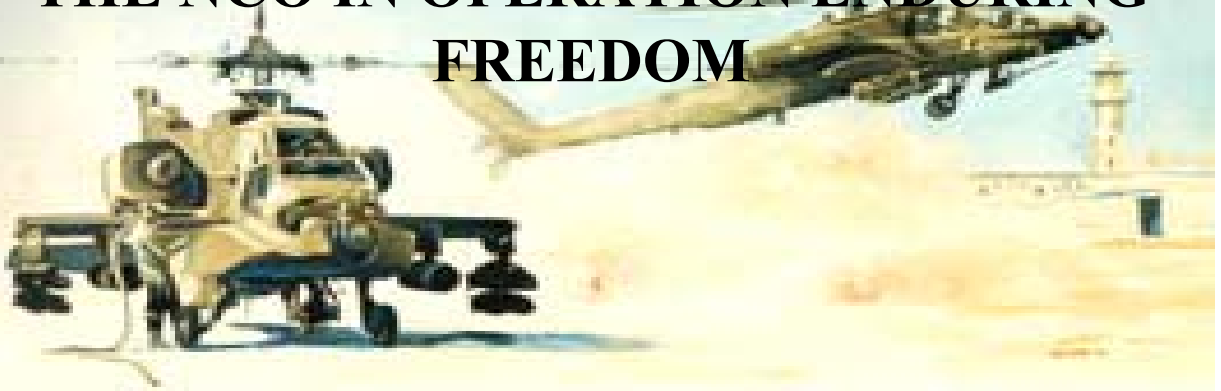


THE WAR ON TERRORISM

- **1993 bombing of the World Trade Center in NYC**
- **1995 bombing of the Alfred P. Murrah Building in OK**
- **1996 bombing of the Khobar Towers in Saudi Arabia**
- **1998 bombings of U.S. Embassies in Africa**
- **2000 bombing of the USS Cole in Yemen**
- **2001 Pentagon and World Trade Center attacks**

L233/FEB 04/VGT-12

THE NCO IN OPERATION ENDURING FREEDOM



“Continuing a
Proud
Tradition.....”

- Dedicated professionals
- Taking pride in critical roles
- Trusting fellow soldiers
- Taking care of each other
- Best trained in the world

L233/FEB 04/VGT-13

Enabling Learning Objective K

Learning Step 1

VGT-14, NCOES

NCOES

1971, NCOES implemented

1975, Enlisted Personnel Management System introduced

1980, Noncommissioned Officer Development Program introduced

1986, The Primary Leadership Development Course became the first NCOES course as a prerequisite for promotion

L233/FEB 04/VGT-14



NCOES COURSES

Primary Leadership Development Course (PLDC)

Basic Noncommissioned Officer Course (BNCOC)

Advanced Noncommissioned Officer Course (ANCOC)

Sergeants Major Course (SMC)

L233/FEB 04/VGT-15



FUNCTIONAL COURSES

**Battle Staff Noncommissioned Officer Course
(BSNCOC)**

First Sergeant Course (FSC)

Command Sergeants Major Course (CSMC)

L233/FEB 04/VGT-16







L233/FEB 04/VGT-19

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Appendix B - Test(s) and Test Solution(s) (N/A)

Appendix C - Practical Exercises and Solutions (N/A)

Appendix D, HANDOUTS FOR LESSON 1: L233 version 2

This appendix contains the items listed in this table--

Title/Synopsis	Pages
SH-1, Advanced Sheet	SH-1-1 and SH-1-2
SH-2, Extracted material from FM 7-22.7 and TRADOC Regulation 350-10	SH-2-1 and The NCO Creed

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Student Handout 1

Advance Sheet

Lesson Hours This lesson consists of two hours of small group instruction.

Overview Although NCOs today receive better training and are more professional than ever, the achievements of your predecessors have contributed much to your career. Get to know them, and you will see that the NCOs of the past are as much your comrades in arms as the men and women you train with in the Primary Leadership Development Course (PLDC). You will become the NCO the Army looks upon to train, test, judge, reward, and discipline soldiers of today, as well as in the future.

Learning Objective Terminal Learning Objective (TLO)

Action:	Identify the historical evolution and significant contributions of the noncommissioned officer corps.
Conditions:	In a classroom environment, as a small unit leader responsible for 5 to 10 soldiers.
Standards:	Identified the historical evolution and significant contributions of the noncommissioned officer corps (as it existed during the pre-Revolutionary War period; the Revolutionary War; the War of 1812; the Civil War; World War I; World War II; the Korean War; Vietnam War; Operations Just Cause, Desert Storm, and Enduring Freedom; the war on terrorism; and today) IAW CMH Pub 70-37, CMH Pub 70-38, TRADOC Reg 350-10, and FM 2-22.7.

ELO A Identify the role of the noncommissioned officer existing in the pre-Revolutionary War period.

ELO B Identify the role of the NCO during the Revolutionary War.

ELO C Identify the role of the NCO during the War of 1812.

ELO D Identify the role of the NCO during the Civil War.

ELO E Identify the role of the NCO during World War I.

ELO F Identify the role of the NCO during World War II.

ELO G Identify the role of the NCO during the Korean War.

ELO H Identify the role of the NCO during the Vietnam War.

ELO I Identify the role of the NCO during Operations Just Cause and Desert Storm.

ELO J Identify the role of the NCO in the War on Terrorism and Operation Enduring Freedom.

ELO K Identify the role of the NCO as it exists today.

Assignment

The student assignments for this lesson are--

- Review Student Handout 1, Appendix D.
 - Read TRADOC REG 350-10, Chap 5, para 5-1 thru 5-9.
 - Read FM 7-22.7, p 2-19 thru 2-22 and the inside back cover.
 - Participate in classroom discussion.
 - Turn in recoverable reference material.
-

**Additional
Subject Area
Resources**

None

Bring to Class

You must bring the following materials to class--

- Pen or pencil and writing paper.
 - All reference material and student handouts for this lesson.
-

Student Handout 2

This student handout contains 4 pages of extracted material from FM 7-22.7, The Army Noncommissioned Officer Guide, 23 Dec 02 and 4 pages of extracted material from TRADOC Regulation 350-10, Institutional Leader Training and Education, 12 Aug 02.

Chapter 2, pages 2-19 thru 2-22
Chapter 5, pages 23 thru 26
Inside of back cover (The NCO Creed)

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NCO RANKS

SERGEANT MAJOR OF THE ARMY

2-57. Established in 1966, the Sergeant Major of the Army (SMA) is the senior enlisted position of the Army. The sergeant major in this position serves as the senior enlisted advisor and consultant to the Chief of Staff of the Army. The SMA provides information on problems affecting enlisted personnel and proposes solutions to these problems concerning standards, professional development, growth and advancement of NCOs, morale, training, pay, promotions and quality of life for soldiers and family members.

2-58. Using command information channels, the SMA keeps soldiers current on important NCO issues and through the public media informs the American people of the Army mission, soldiers' accomplishments and future enlisted trends. The SMA directs NCO support channel activities through the major commands' CSMs by using written and verbal communications. The SMA also presents the enlisted viewpoint to Congress, DA boards and committees, meets with military and civilian organizations to discuss enlisted affairs, and receives and represents Army enlisted personnel at appropriate ceremonies.

COMMAND SERGEANT MAJOR AND SERGEANT MAJOR

2-59. The Command Sergeant Major is the senior NCO of the command at battalion or higher levels. The CSM carries out policies and standards on performance, training, appearance and conduct of enlisted personnel. The CSM gives advice and initiates recommendations to the commander and staff in matters pertaining to enlisted personnel. A unit, installation, or higher headquarters CSM directs the activities of that NCO support channel. The support channel functions orally through the CSMs or first sergeant's call and normally does not involve written instruction. The CSM administers the unit Noncommissioned Officer Development Program (NCODP), normally through written directives and the NCO support channel. As the senior NCO of the command, the CSM is the training professional within the unit, overseeing and driving the entire training program. The CSM assists the commander in determining leader tasks and training for NCOs.

2-60. The CSM and commander jointly coordinate and develop the unit's Mission Essential Task List (METL) and individual training tasks to create a team approach to battle-focused training. The CSM and NCO leaders then select the specific individual tasks, which support each collective task to be trained during this same period. CSMs use command information channels to inform, express concerns on enlisted issues and build esprit. They also represent the commander at military and civilian functions to maintain good community relations.

2-61. The Sergeant Major is often the key enlisted member of the staff elements at battalion and higher levels. The sergeant major's experience and ability are equal to that of the unit command sergeant major, but leadership influence is generally limited to those directly under their charge. The sergeant major is a subject matter expert in his technical field, primary advisor on policy development, analytical reviewer of regulatory guidance and often fulfills the duties of the command sergeant major in his absence. Sergeants major also serve in non-staff and leadership positions such as Special Forces Team Sergeant Major, instructor at the Sergeants Major Academy or as the State Senior Enlisted Advisor.

Colors and Color Guards

Flags are almost as old as civilization itself. Imperial Egypt and the armies of Babylon and Assyria followed the colors of their kings. Ancient texts mention banners and standards. The flag that identified nations usually were based on the personal or family heraldry of the reigning monarch. As autocracies faded or disappeared, dynastic colors were no longer suitable and national flags came into being. These national flags such as the Union Jack of Great Britain, the Tricolor of France and the Stars and Stripes are relatively new to history. When the struggle for independence united the colonies, there grew a desire for a single flag to represent the new Nation. The first flag borne by our Army representing the 13 colonies was the grand union flag. It was raised over the Continental Army at Cambridge, Massachusetts, on 2 January 1776. The Stars and Stripes as we now know it was born on 14 June 1777.

The flags carried by Color-bearing units are called the national and organizational colors. The Colors may be carried in any formation in which two or more company honor guards or representative elements of a command participate. The Command Sergeant Major is responsible for the safeguarding, care and display of the organizational color. He is also responsible for the selection, training and performance of the Color bearers and Color guards.

The honorary position for the CSM is two steps to the rear and centered on the Color guard.

Duties, Responsibilities and Authority of the NCO

Because of the importance and visibility of the task, it is an honor to be a member of the Color guard. The detail may consist of three to eight soldiers, usually NCOs. The senior (Color) sergeant carries the National Color and commands the Color guard unless a person is designated as the Color sergeant. The Color sergeant gives the necessary commands for the movements and for rendering honors. The most important aspect of the selection, training and performance of the Color guard is the training. Training requires precision in drills, manual of arms, customs and courtesies and wear and appearance of uniforms and insignia.

A well trained color guard at the front of unit's formation signifies a sense of teamwork, confidence, pride, alertness, attention to detail, esprit de corps and discipline. The Color Guard detail should perform its functions as much as possible in accordance with ARs 600-25, 670-1 and 840-10 and FM 22-5.

FIRST SERGEANT AND MASTER SERGEANT

2-62. The First Sergeant is the senior NCO in companies, batteries and troops. The position of first sergeant is similar to that of the CSM in importance, responsibility and prestige. As far back as the Revolutionary War period, first sergeants have enforced discipline, fostered loyalty and commitment in their soldiers, maintained duty rosters and made morning reports to their company commanders. Since today's first sergeants maintain daily contact with and are responsible for training and ensuring the health and welfare of all of the unit's soldiers and families, this position requires extraordinary leadership and professional competence.

2-63. First sergeants hold formations, instruct platoon sergeants and assist the commander in daily unit operations. Though first sergeants supervise routine administrative duties their principle duty is training soldiers. The CSM, first sergeant and other key NCOs, must understand the organization's collective mission essential tasks during METL-based training. Through NCO development programs, performance counseling and other guidance, first sergeants are the Army's most important mentors in developing subordinate NCOs.

2-64. The Master Sergeant serves as the principle NCO in staff elements at battalion or higher levels. Although not charged with the enormous leadership responsibilities of the first sergeant, the master sergeant dispatches leadership and executes other duties with the same professionalism as the first sergeant.

PLATOON SERGEANT AND SERGEANT FIRST CLASS

2-65. While "Platoon Sergeant" is a duty position, not a rank, the platoon sergeant is the primary assistant and advisor to the platoon leader, with the responsibility of training and caring for soldiers. The platoon sergeant helps

the commander to train the platoon leader and in that regard has an enormous effect on how that young officer perceives NCOs for the rest of his career. The platoon sergeant takes charge of the platoon in the absence of the platoon leader. As the lowest level senior NCO involved in the company METL, platoon sergeants teach collective and individual tasks to soldiers in their squads, crews or equivalent small units.

2-66. The Sergeant First Class (SFC), may serve in a position subordinate to the platoon sergeant or may serve as the NCO in charge (NCOIC) of the section with all the attendant responsibilities and duties of the platoon sergeant. A platoon sergeant or sergeant first class generally has extensive military experience and can make accurate decisions in the best interest of the mission and the soldier.

2-67. Utilizing tough, realistic and intellectually and physically challenging performance-oriented training to excite and motivate soldiers, the platoon sergeant ensures Army standards are met and maintained. Additionally, the platoon sergeant must conduct cross training to promote critical wartime skills within the unit, evaluate the effectiveness of the platoon and provide training feedback to the commander and first sergeant during After-Action Reviews (AAR) on all unit collective training.

SQUAD, SECTION AND TEAM LEADERS

2-68. Staff Sergeants, Sergeants and Corporals are normally squad, section and team leaders and are a critical link in the NCO channel. These NCOs live and work with their soldiers every day and are responsible for their health, welfare and safety. These squad, section and team leaders ensure that their soldiers meet standards in personal appearance and teach them to maintain and account for their individual and unit equipment and property. The NCO enforces standards and develops and trains soldiers daily in MOS skills and unit missions.

“NCOs should make it a point to drop by the barracks on and off duty to visit soldiers and check on their welfare.”

SMA Jack L. Tilley

2-69. The NCO teaches individual and collective training, develops unit cohesion, fosters the values of loyalty and commitment and builds spirit and confidence. The NCO evaluates performance oriented training and through coaching and counseling grooms young soldiers for future positions of increased responsibility. Squad, section and team leaders teach everything from the making of sound and timely decisions to physical training to ethics and values. You, corporals and sergeants, are the basic trainer of today’s soldiers.

professional military education. This branch-immaterial resident course is conducted at the WOCC, Fort Rucker, AL, and provides warrant officers with a broader Army perspective required for assignment to grade CW5-level positions as technical, functional, and branch systems integrators and trainers at the highest organizational levels. Instruction focuses on “how the Army runs” (force integration) and provides up-to-date information on Army-level policy, programs, and special items of interest. Graduates of WOSSC are recognized by MEL code 1.

Chapter 5 The Noncommissioned Officer Education System (NCOES).

Section I General

5-1. Background.

a. The goal of NCOES and NCO training is to prepare NCOs to lead and train soldiers who work and fight under their supervision and assist their assigned leaders to execute unit missions.

b. The NCOES consists of PLDC, BNCOC, ANCO, and SMC. Both PLDC and SMC are branch-immaterial courses, while BNCOC and ANCO include branch-immaterial common core and branch-specific training. Branch immaterial functional courses are BSNCO, FSC, and CSMC. Common core will be fully incorporated into NCO training IAW the appropriate CMP. Exception to this is the Stand-Alone TASS Phase I USASMA ANCO and BNCOC Common Cores that are listed in ATRRS separately. Noncommissioned Officer Education System ANCO/BNCOC technical phase MOS proponents will only list and include Phase I as part of their MOS course administrative data for instructor contact hours purposes as “developed by other – USASMA Common Core.” Successful completion of Phase I is a prerequisite for attendance at ANCO or BNCOC phase II MOS-specific training courses. Exception to this policy is when the Phase II is conducted at Interservice Training Review Organization, Department of Defense (DOD) or a joint service school where scheduling of quotas is not controlled by U.S. Total Army Personnel Command (PERSCOM) or other Army element.

c. The NCOES courses provide NCOs with progressive and sequential leader, technical, and tactical training that is relevant to duties, responsibilities, behaviors and missions they will be required to perform in operational units after graduation. Training builds on existing VASA and experience.

5-2. Selection, administration, and assignments for NCOES. See AR 614-200, NGR 600-200 and AR 350-1.

5-3. Primary Leadership Development Course (PLDC). The PLDC is a branch-immaterial course conducted at NCOA worldwide and TASS school

battalions, which provides basic leadership training for soldiers selected for promotion to sergeant. Primary Leadership Development Course provides an opportunity to acquire the leader VASA and knowledge needed to lead a team-size unit, and serves as the foundation for further training and development. Graduates of PLDC are recognized by MEL code X IAW Enlisted Distribution and Assignment System (EDAS) input into Standard Installation Division Personnel System (SIDPERS). Training focuses on—

- a. Self-discipline.
- b. Demonstrating professional ethics and values.
- c. Leading, disciplining, and developing soldiers.
- d. Soldier performance-oriented counseling.
- e. Planning, conducting and evaluating individual and team-level performance-oriented training.
- f. Caring for soldiers and their families.
- g. Establishing the foundation for further training and leader development.

5-4. Basic Noncommissioned Officer Course (BNCOC). The BNCOC provides soldiers selected for promotion to staff sergeant an opportunity to acquire the leader, technical, tactical, VASA and knowledge needed to lead squad-size units. Training builds on experience gained in previous training and operational assignments. Branch schools and selected TASS school battalions conduct this course. Graduates of BNCOC are recognized by MEL code V. Training focuses on—

- a. Preparing unit and subordinate elements for peace and wartime missions and contingencies.
- b. Planning, supervising, and executing tasks and missions assigned to squad-size units.
- c. Leading, supervising, disciplining, training, and developing subordinates.
- d. Planning, scheduling, supervising, executing, and assessing the unit’s mission-essential training.
- e. Planning, initiating, and supervising personnel, administration, and supply actions.
- f. Planning, supervising, and assessing the safe use, maintenance, security, storage, and accountability of personal and organizational equipment and material.
- g. Caring for subordinates and their families.
- h. Active Component soldiers will be scheduled in ATRRS to attend BNCOC Phase I common core and MOS technical training sequentially within the same fiscal year. Active Component soldiers may attend Phase I

common core at full resident NCOAs, via video teletraining (VTT), or at the nearest TASS training site.

i. The first general officer in the AC soldier's chain of command may grant a waiver extension of up to 6 months or until the next Phase II technical MOS course start date, whichever occurs first.

j. Reserve Component BNCOC common core training requires formal school attendance one weekend per month for 6 consecutive months or 2 weeks AT/ADT. Soldiers must begin branch-technical training within 24 months of completing common core training. Request for waiver to the 24-month requirement will be forwarded through command channels for approval by the first general officer in the soldier's chain of command as follows:

(1) An additional 12 months may be granted for cogent reasons by the first general officer in the soldier's chain of command. However, soldiers must begin BNCOC branch-technical training within 36 months of completing common core Phase I training. Soldiers will report to school with a copy of the approved waiver and the DA Form 1059 indicating successful completion of Phase I.

(2) An additional 12 months (added to the 36 months) may also be granted by the first general officer in the chain of command for a reclassification training requirement incurred following completion of common core training (soldier must start branch-technical training within 48 months of completing common core training). Soldiers will report to school with a copy of the approved waiver and both common core and MOS reclassification training DA Forms 1059.

(3) Any AC/RC soldier that exceeds their maximum waivable NCOES time line attendance windows, as applicable in paragraphs 5-4 or 5-5, must submit an exception to policy through the first general officer in the soldier's chain of command, to Commander, TRADOC, ATTN: ATTG-I. This request packet must include the following:

(a) Memorandum requesting exception to policy.

(b) Army Training Requirements and Resource System printout showing soldier's course attendance record and available course start dates.

(c) Any documentation that supports the soldier's claim for the exception requested.

(d) DA Form 1059 for completion of Phase I training.

(e) Name, e-mail address, phone and FAX numbers of soldier's unit POC.

5-5. Advanced Noncommissioned Officer Course (ANCOC). The ANCOC provides soldiers selected for

promotion to sergeant first class an opportunity to acquire the leader, technical, tactical VASA and knowledge needed to lead platoon-size units. Training builds on experience gained in previous operational assignments and training. Branch schools and selected TASS school battalions conduct this course in a live-in learning environment. Graduates of ANCOC are recognized by MEL code T. Training focuses on:

a. Preparing unit and subordinate elements for peace and wartime missions and contingencies.

b. Planning, supervising, and executing tasks and missions assigned to platoon-size units.

c. Leading, supervising, disciplining, training, and developing subordinates.

d. Planning, scheduling, supervising, executing, and assessing the unit's mission essential training.

e. Planning, initiating, and supervising personnel, administration, and supply actions.

f. Planning, supervising, and assessing the safe use, maintenance, storage, security, and accountability of personal and organizational equipment and material.

g. Caring for subordinates and their families.

h. Active Component soldiers will be scheduled in ATRRS to attend ANCOC phase I common core and MOS branch technical training sequentially within the same fiscal year. Active Component soldiers may attend Phase I common core at resident, via VTT, or at the nearest TASS training site.

i. Active Component commanders will send ANCOC/SFC promotion selectees to Phase I and II when scheduled by PERSCOM. Commanders must notify PERSCOM NLT 45 days from the scheduled course date if this soldier is physically unable to attend on the date scheduled. In all cases, PERSCOM will be the final approval granting authority on requests for class deferments.

j. Reserve Component soldier attendance at ANCOC common core training requires formal school attendance one weekend per month for 6 consecutive months or 2 weeks AT/ADT. Soldiers must begin branch-technical training within 24 months of completing common core training. Request for waiver to the 24-month requirement will be forwarded through command channels for approval by the first general officer in the soldier's chain of command as follows:

(1) An additional 12 months may be granted for cogent reasons by the first general officer in the soldier's chain of command. However, soldiers must begin ANCOC branch-technical training within 36 months of completing common core Phase I training). Soldiers will report to school with a copy of the approved waiver and

the DA Form 1059 indicating successful completion of Phase I (third year).

(2) An additional 12 months (added to the 36 months) may also be granted by the first general officer in the chain of command for a reclassification training requirement incurred following completion of common core training (soldier must start branch-technical training within 48 months of completing common core training). Soldiers will report to school with a copy of the approved waiver and both common core and MOS reclassification training DA Forms 1059.

(3) Any AC/RC soldier that exceeds their maximum waiverable NCOES time line attendance windows, as applicable in paragraphs 5-4 or 5-5, must submit an exception to policy through the first general officer in the soldier's chain of command, to Commander, TRADOC,

ATTN: ATTG-I. This request packet must include the following:

- (a) Memorandum requesting exception to policy.
- (b) Army Training Requirements and Resource System printout showing soldier's course attendance record and available course start dates.
- (c) Any documentation that supports the soldier's claim for the exception requested.
- (d) DA Form 1059 for completion of Phase I training.
- (e) Name, e-mail address, phone and FAX numbers of soldier's unit POC.

5-6. Sergeants Major Course (SMC). The SMC is a branch-immateral course for master sergeants and first sergeants selected for promotion to sergeant major, and for recently promoted sergeants major. (The DA board may also select non-promotable master sergeants and/or first sergeants for early attendance.) The Sergeants Major Course is a task-based, performance-oriented, scenario-driven course that includes instruction in leadership, combat operations, and sustainment operations. Specific areas of study include team building, communicative skills, national military strategy, training management, force projection, and professional development electives. The course integrates the learning objectives of the battle staff NCO course, and master fitness training. A corresponding studies program is also available, which consists of resident and non-resident phases. Graduates of SMC are recognized by MEL code S.

5-7. Battle Staff Noncommissioned Officer Course (BSNCOC). The BSNCOC is a two-phase branch-immateral functional course for staff sergeants through sergeant major selected for staff assignments. Curriculum phases and attendance criteria are as follows:

a. Phase I is the preresident phase (self-study package) including an exam taken via the Internet. Battle staff designees will have 60 days to complete Phase I before attending the resident phase (Phase II) of the course. Phase II can be completed in one of three methods and course lengths. The soldier may complete Phase II via resident attendance either at USASMA (Fort Bliss, TX), at one of the USASMA delivered VTT training sites, located in both CONUS and OCONUS, or at the NCOA at Fort McCoy, WI.

b. Training focuses on managing day-to-day operations of a battalion level or higher command post.

c. The prerequisites for attending the BSNCOC course are:

- (1) Be a staff sergeant through sergeants major.
- (2) Assigned to a valid ASI coded 2S position IAW DA Pam 611-21.
- (3) Meet the height and weight guidelines IAW AR 600-9.
- (4) Pass an APFT during Phase II as a graduation requirement.

d. Active Component requests for training should be forwarded through local approval authority (for example, G3, Director of Plans, Training, Mobilization, and Security (DPTMS)) who submits an A1 application to PERSCOM requesting a school seat in ATRRS. Reserve Component requests for training are submitted as follows: Troop Program Units forward requests for training through their MACOM for approval. Active Guard Reserve forwards requests through the Full Time Support Management Division for approval. National Guard Units requests for training should be forwarded through their major subordinate command who submits requests to the state Plans Operations and Training Officer for approval.

e. Graduates of BSNCOC are awarded the ASI 2S.

5-8. First Sergeants Course (FSC). The FSC is a two-phased branch-immateral functional course for first-time first sergeant designees. Curriculum phases and attendance criteria are as follows:

a. Phase I is the preresident phase (self-study package) including an exam taken via the Internet. First sergeant designees will have 60 days to complete Phase I before attending Phase II. Phase II consists of 15 training days (resident or VTT). All Active Army sites conduct Phase II over a 3-week training period. The Reserve Component Training Institutions will conduct Phase II in 15 consecutive training days.

b. Training focuses on leader, technical, and tactical tasks relevant to missions, duties, and responsibilities assigned to leaders of company-size units. Training

expands previously acquired skills, knowledge, and experience by adding company-level functional areas such as personnel, administration, maintenance, training, supply, security, UCMJ, etc.

c. In accordance with AR 614-200, paragraph 8-21, all Active Army first-time first sergeants will attend the FSC prior to assumption of duties.

d. The prerequisites for attending the FSC are:

(1) Be a SFC, SFC(P), or master sergeant.

(2) Be an ANCOC graduate. First sergeant designees in rank of SFC must complete one year of service after graduation from ANCOC prior to attending FSC.

(3) Be a selectee for, or filling a valid first sergeant or detachment sergeant position.

(4) Meet the height and weight guidelines IAW AR 600-9 for Phase II enrollment.

(5) Pass an APFT during Phase II as a graduation requirement.

e. Active Component requests for training should be forwarded through local approval authority (for example, G3, DPTMS) who submits an A1 application to PERSCOM requesting a school seat in ATRRS. Reserve Component requests for training are submitted as follows: Troop Program Units forward requests for training through their major subordinate command for approval. Active Guard Reserve forward requests through the Full Time Support Management Division for approval. National Guard Units requests for training should be forwarded through their major subordinate command who submits requests to the state Plans Operations and Training Officer for approval. Graduates of FSC are recognized by MEL code R.

f. FSC graduates are recognized by SQI «M».

5-9. Command Sergeants Major Course (CSMC). The CSMC is a branch-immaterial course conducted at USASMA for newly appointed CSM. The CSMC prepares individuals for battalion-level CSM assignment and includes a program for spouses.

Section II Noncommissioned Officer Academies (NCOA)

5-10. Overview.

a. Noncommissioned Officer Academies conduct training in a challenging leadership-intensive environment designed to reinforce leadership and professional skills as part of student academic training and embedded in the daily routine.

b. Branch proponents and selected MACOM and

installations establish NCOA per AR 350-1 and this regulation.

5-11. NCOA staffing and organization.

a. The NCOA commandant is a CSM who works under the supervision of a MACOM, installation, or division commander and that commander's CSM.

b. Staffing of NCOA is governed by the Manpower Staffing Standards System (MS3). Noncommissioned Officer Academy manpower is identified by management decision package «TSGT.»

c. Commandants will attach and/or assign to the NCOA sufficient numbers of full-time SGLs, by MOS mix, and SSGLs, by CMF mix, required to train their programmed NCOES annual, by course, student loads.

(1) The SGL assigned to conduct each course/class will mentor and evaluate their students from day one through course graduation and complete separate DA Form 1059s on each student enrolled at the end of both common core and MOS technical training. It is the TRADOC Commander's intent that except where prohibited due to safety concerns/constraints, the assigned or attached SGL should teach, coach, mentor, counsel and evaluate their students to the maximum extent possible during the conduct of all NCOES courses.

(2) The SGL MOS will be immaterial for the conduct of Phase I stand-alone ANCOC/BNCOC Common Core. However, for quality mentoring purposes, it is desired that a like CMF/MOS SGL be used to train soldiers who receive Phase I and II of their ANCOC or BNCOC congruently at their MOS proponent NCOA/school.

(3) Proponent NCOES students will not be administratively handed off, released, or turned over to the school's technical training departments at the end of Phase I ANCOC or BNCOC. While the proponent school's technical training departments may be responsible for delivering the MOS-specific curriculum, the NCOA commandant will remain responsible for each student's status. An assigned or attached academy SGL will remain in control of all NCOES attendees until they graduate or are otherwise disenrolled.

(4) Soldiers arriving at proponent schools for Phase II only (having already completed Phase I at another location), will be assigned to an academy like MOS SGL and join a like-MOS group for completion of their technical training.

(5) At ANCOC/BNCOC, no honors certificates or diplomas (other than the DA Form 1059) will be issued until the entire level of training or course (Phase II technical MOS phase/phases of the course) is completed.

Chapter 6 Civilian Leader Development



Creed of the Noncommissioned Officer



No one is more professional than I. I am a Noncommissioned Officer, a leader of soldiers. As a noncommissioned officer, I realize that I am a member of a time honored corps, which is known as “the Backbone of the Army.” I am proud of the Corps of Noncommissioned Officers and will at all times conduct myself so as to bring credit upon the Corps, the military service and my country regardless of the situation in which I find myself. I will not use my grade or position to attain pleasure, profit or personal safety.



Competence is my watch-word. My two basic responsibilities will always be uppermost in my mind – accomplishment of my mission and the welfare of my soldiers. I will strive to remain technically and tactically proficient. I am aware of my role as a noncommissioned officer. I will fulfill my responsibilities inherent in that role. All soldiers are entitled to outstanding leadership; I will provide that leadership. I know my soldiers and I will always place their needs above my own. I will communicate consistently with my soldiers and never leave them uninformed. I will be fair and impartial when recommending both rewards and punishment.



Officers of my unit will have maximum time to accomplish their duties; they will not have to accomplish mine. I will earn their respect and confidence as well as that of my soldiers. I will be loyal to those with whom I serve; seniors, peers and subordinates alike. I will exercise initiative by taking appropriate action in the absence of orders. I will not compromise my integrity, nor my moral courage. I will not forget, nor will I allow my comrades to forget that we are professionals, Noncommissioned Officers, leaders!



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