

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

## **BOOK 5D**

**Student Handouts, Appendix D, to Training Support  
Packages**

**600-WLC (MOD)**



**"NO ONE IS MORE PROFESSIONAL THAN I"**

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

**Prepared by  
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**FOR THE ARMY SCHOOL SYSTEM (TASS)  
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The student handout book is broken down into four books (Book 5A, 5B, 5C, and 5D). This is Student Handout Book 5D.

This book contains the student handouts to 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.

| <b>TSP#</b> | <b>Title</b>                           |
|-------------|--|
| W222        | Combat Orders                          |
| W223        | Conduct Movement                       |
| 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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## **Appendix D, Student Handouts**

**TSP: W222**

**TITLE: Combat Orders**

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## Appendix D, HANDOUTS FOR LESSON 1: W222 version 1

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This appendix contains the items listed in this table--

| <b>Title/Synopsis</b>   | <b>Pages</b>        |
|---|---------------------|
| SH-1, Advance Sheet   | SH-1-1 and SH-1-2   |
| SH-2, Extracts from FM 7-8                                      | SH-2-1 thru SH-2-16 |
| SH-3, Extract from Task 071-990-0004, Conduct Pre Combat Checks | SH-3-1 thru SH-3-9  |

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## STUDENT HANDOUT 1

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This student handout contains advance sheet.

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# Student Handout 1

## Advance Sheet

### Overview

This lesson discusses troop-leading procedures and explains three types of combat orders: warning order (WARNO), operation order (OPORD), and fragmentary order (FRAGO). You will also learn the importance of and what you must concern yourself with while conducting precombat checks.

### Learning Objective

Terminal Learning Objective (TLO)

|                    |   |
|--------------------|---|
| <b>Action:</b>     | Implement a squad level combat order.   |
| <b>Conditions:</b> | In a classroom environment, culminating in a situational training exercise, and given a platoon operation order in a simulated combat condition.  |
| <b>Standards:</b>  | <p>Implemented a squad level combat order by--</p> <ul style="list-style-type: none"><li>• Conducting troop-leading procedures.</li><li>• Ensuring the conduct of precombat checks.</li><li>• Preparing three types of combat orders:<ul style="list-style-type: none"><li>- Operation order (OPORD)</li><li>- Warning order (WARNO), and</li><li>- Fragmentary order (FRAGO).</li></ul></li><li>• Interpreting the commander's intent of a combat order</li></ul> <p>IAW FM 7-8.</p> |

ELO A Prepare three types of combat orders: operation order (OPORD), warning order (WARNO), and fragmentary order (FRAGO).

ELO B Conduct troop-leading procedures.

ELO C Interpret the commander's intent of a combat order.

ELO D Practical Exercises one through four.

### Assignments

The student assignments for this lesson are:

- Read SH-1, Advance sheet.
- Read SH-2, Extracted material from FM 7-8.
- Read SH-3, Extracted material Task Number 071-990-0004, Conduct Pre-combat Checks.

### Additional Subject Area Resources

None

### Bring to Class

You must bring the following materials to class:

- Pencil or pen and writing paper.
- All referenced material received for this lesson.

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## Student Handout 2

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

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## 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)  |
|------------------|---|---|
| <b>SITUATION</b> | 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 and 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> |
| <b>MISSION</b>   | 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. | "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.  |
| <b>EXECUTION</b> | brief statement of the tentative concept of the operation.  | "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.  |

Figure 2-1. Example of platoon warning order



| FORMAT                           | ANNOTATED FORMAT  | EXAMPLE, ORAL (ATTACK)  |
|----------------------------------|---|---|
| <b>EXECUTION<br/>(continued)</b> | <p>Time schedule:</p> <ul style="list-style-type: none"> <li>Earliest time of move.</li> <li>Time and place of OPORD</li> <li>Probable execution time.</li> <li>Inspection times and items to be inspected different from SOP.</li> <li>Rehearsal time, location, and actions to be rehearsed.</li> </ul> | <p>“Time schedule is as follows:</p> <p>LD time is 0200.</p> <p>The earliest we will have to move is 2330.</p> <p>After 2330, we have to be ready to move within 10 minutes of the order to do so.</p> <p>My final inspection will be at 2300, here at the CP.</p> <p>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.</p> <p>My OPORD will be here at the platoon CP at 1030.</p> |
|                                  | <p>Tasks to subordinate key personnel:</p> <ul style="list-style-type: none"> <li>Platoon sergeant</li> <li>Squad leaders</li> <li>RATELO</li> <li>Aid man</li> <li>Attachments</li> </ul> <p>To Soldiers helping prepare OPORD.</p> <p>As needed to others</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.</p> <p>“SSG Crawford, you and your squad will be the lead squad. Make sure you recon the route from her to the LD.</p> <p>“SGT Brown (FO). I need you to get the fire plan from the FIST ASAP, so we see what additional targets we need.</p> <p>“SSG Steele, send SGT White and his team up here in 20 minutes to begin making the terrain model of the objective.</p>  |

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

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 and 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 of 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.

## 2-3. OPERATION ORDER FORMAT

An operation order (OPORD) is a directive issued by the leader to his subordinate leaders in order to effect the coordinated execution of a specific operation.

a. The leader briefs his OPORD orally from notes that follow the five-paragraph format below ([Figure 2-2](#)).

| FORMAT                   | ANNOTATED FORMAT   | EXAMPLE, ORAL<br>(ATTACK)  | EXAMPLE, ORAL<br>(DEFEND)   |
|--------------------------|--|--|---|
| <b>TASK ORGANIZATION</b> | <b>Task Organization:</b> Explain how the unit is organized for the operation. If there is no change to previous task organization, indicate "no change."  | "Task organization is 1st Squad with two of the platoon's machine guns, 2d Squad, 3d Squad."   | "Task organization is 1st Squad, 2d Squad with one machine gun team, 3d Squad with one machine gun team."   |
| <b>1. SITUATION</b>      | <b>1. SITUATION;</b> Provide information essential to the subordinate leader's understanding of the situation.   | "Situation:  | "Situation:   |
| <b>a. Enemy Forces</b>   | <p>a. Enemy Forces. Refer to the overlay or sketch. Include pertinent intelligence provided by higher HQ and other facts and assumptions about the enemy. This analysis is stated as conclusions and addressed--</p> <ul style="list-style-type: none"> <li>(1) Disposition, composition, and strength.</li> <li>(2) Capabilities. A listing of what the enemy is able to do and how well.</li> <li>(3) Most probable course of action.</li> </ul> | <p>"Enemy forces: The scouts have confirmed a full strength motorized rifle squad on our portion of the company objective. They are dug in and expected to fight hard to retain this terrain. Their approximate positions and orientation are as reflected on the terrain model.</p> | <p>"Enemy forces: An enemy light battalion about 85% strength is expected to be traveling SSW paralleling the east side of Comanche Road on the night of 12 June as the supporting effort of a regiment attack. We anticipate their scouts to reconnoiter any time after 1200, 12 June.</p> |

Figure 2-2. Example Operation Order

| FORMAT                                | ANNOTATED FORMAT  | EXAMPLE, ORAL<br>(ATTACK)  | EXAMPLE, ORAL<br>(DEFEND)   |
|---------------------------------------|---|--|---|
| <b>b. Friendly Forces</b>             | <p>b. Friendly Forces. Provide information that subordinates need to accomplish their tasks.</p> <p>(1) Higher unit. A verbatim statement of the higher unit commander's mission statement from paragraph 2 and concept of the operation statement from paragraph 3a.</p> | <p>"Friendly forces: Company C seizes OBJ FOX, vicinity of GL 162827 to prevent enemy from concentrating combat power against the battalion main effort, Company A on OBJ COW. The CO's intent is to isolate the northern portion of the objective preventing the MRP main effort from concentrating against our breach in the south. He wants to execute the breach and pass through the main attack as quickly as possible. This will prevent enemy from affecting the battalion attack.</p> | <p>"Friendly forces: Company A defends NLT 121000 Jun 91 to destroy the enemy, vicinity of GL 123456 (EA FOX) and GL 127439 (EA PUP) to prevent the envelopment of Company B, the battalion main effort. The CO's intent is to occupy the BP with one platoon forward destroying any reconnaissance elements. Two platoons will concentrate fires on EA FOX. The main effort destroys vehicles in forward half of EA FOX. One platoon will disrupt enemy forces preventing envelopment of our main effort. Once reconnaissance elements are destroyed, that platoon will suppress enemy forces in EA PUP. Battalion obstacles will force enemy into EA PUP and FOX.</p> |
|                                       | (2) Left unit's mission   | "On our left, 1st Platoon fix enemy on OBJ FOX to allow 2d platoon to establish a breach.  | "On our left, Company B defends the high ground to the west, vicinity of GL111461.  |
|                                       | (3) Right unit's mission  | "On our ;right, 2d Platoon establish a breach, vicinity of GL 163826 to allow main attack to clear OBJ FOX.  | "On our ;right, 2d Platoon, company main effort, defends BP 1 to destroy enemy in EA FOX.   |
|                                       | (4) Forward unit's mission  |  | "Scout Platoon screens forward of our company BP. They will withdraw through 2d Platoon.  |
|                                       | (5) Mission of the unit in reserve or following.  | "To our rear, Company mortars suppress enemy on OBJ FOX to screen breaching effort.  |   |
|                                       | (6) Units in support or reinforcing the high unit   |  |   |
| <b>c. Attachments and Detachments</b> | c. Attachments and Detachments. when not shown under Task Organization list here or in an annex, units attached or detached from the platoon, together with the effective times.  | "Attachments and detachments: The platoon has three Dragons attached, which will remain under platoon control until seizure of objective.  | "Attachments and detachments: None  |
| <b>2. MISSION</b>                     | <b>2. MISSION:</b> Provide a clear, concise statement of the task to be accomplished and the purpose for doing it (WHO, WHAT, WHEN, WHERE, AND WHY). The leader derives the mission from his mission analysis.  | "Mission: 3d Platoon attacks 140200 Jun 91 to seize western edge of Hill 652 (OBJ CAT), vicinity of GL 170834 preventing disruption of battalion main attack.  | "Mission: 1st Platoon defends Hill 202 (BP 2) NLT 121000 Jun 91 to destroy enemy in EA FOX vicinity of GL 123456 to prevent the envelopment of 2d Platoon.  |

Figure 2-2. Example Operation Order (continued)

| FORMAT  | ANNOTATED FORMAT   | EXAMPLE, ORAL<br>(ATTACK)   | EXAMPLE, ORAL<br>(DEFEND)  |
|---|--|---|--|
| <b>3. EXECUTION Intent.</b><br><br><b>a. Concept of the Operation</b> | <b>3. EXECUTION:</b><br>Intent. give the stated vision that defines the purpose of the operation and the relationship among the force, the enemy, and the terrain.<br>a. Concept of the Operation. Refer to the operation overlay and concept sketch. Explain, in general terms, how the platoon, as a whole, will accomplish the mission. Identify the most important task for the platoon (mission-essential task_ and any other essential tasks. If applicable, designate the decisive point, form of maneuver of defensive techniques, and any other significant factors or principles. Limit this paragraph to six sentences.   | “Execution:<br>“Concept of the operation: My intent is to penetrate OBJ CAT from the northeast. Then, we will move through the breach site. One squad will suppress the trench line allowing main attack to maneuver and enter the trench. Once the foothold is established, we will clear the trench line from east to west. Key to the mission is speed in establishing the foothold (decisive point) and providing suppressive fires allowing main attack access to trench line. This should keep them busy and keep them from disrupting the battalion main attack. | “Execution:<br>“Concept of operation: My intent is to occupy BP 2 with two squads forward and one in depth. We will destroy forces in EA FOX and prevent envelopment of main effort. One squad destroys lead element forces, vicinity of minefield forcing tem to move into EA FOX. We will then destroy him as he enter this area (decisive point). We cannot envelop 2d Platoon. |
| <b>(1) Maneuver.</b>  | (1) Maneuver. Address all squads and attachment by name, giving each of them an essential task. Designate the platoon's main effort; that is, who will accomplish the most important task. All other tasks must relate to the main effort. Give mission statements for each subordinate element.   | “Maneuver: 1st Squad suppress trench line to allow 2d Squad to enter the trench line. 2d Squad, the main effort, clears trench line preventing disruption of battalion attack. 3d Squad establishes foothold in trench line allowing 2d Squad to enter trench line.   | “Maneuver: 1st Squad destroy lead element to cause the enemy to deploy. 2d Squad, main effort, destroy the enemy in EA FOX to prevent th envelopment of 2d Platoon; 3d Squad bock enemy forces attempting to envelop 2d Squad. Once the enemy crosses Comanche Road, all element should be firing.   |
| <b>(2) Fires.</b>   | (2) Fires. Refer to the fire support overlay and target list. Describe the concept of fire support to synchronize and complement the scheme of maneuver. If applicable, address priority of fires (9nclude changes), priority targets (who controls fires on them), and any restrictive control measures on the sue of fires.<br>(3) Additional combat support assets (engineer, DAD). State the concept of employment of any combat support attachments or who gets priority of their use, how they are to be used (priority of effort), and how they will be controlled and by whom. (Do not include information that belongs in the Coordinating Instructions subparagraph) | “Fires: Purpose of fires is to screen observation of breaching operation. 1st Squad has priority of 60-mm mortar fire. During consolidation, 3d Squad will have priority of fires. Battalion will fire a three-minute preparatory fire on OBJ COW to disrupt enemy command and control.   | “Fires: Priority of fires is to 3d Squad initially, priority shift to 2d Squad during the enemy's assault.   |

Figure 2-2. Example Operation Order



| FORMAT                                   | ANNOTATED FORMAT   | EXAMPLE, ORAL<br>(ATTACK)   | EXAMPLE, ORAL<br>(DEFEND)  |
|--|--|---|--|
| <b>b. Tasks to Maneuver Units</b>        | b. Tasks to Maneuver Units. Specify tasks, other than those listed in paragraph 3a(1), and the purpose of each, for squads and attachments. List each in separate numbered subparagraphs. Address the reserve last. State any priority of sequence.  | <p>"Tasks to maneuver units: 1st Squad, shift fires to contact point 1, allowing 2d Platoon a clear approach into the trench line.</p> <p>"2d Squad, prepare satchel charges for bunkers.</p> <p>"3d Squad, b prepared to assist main attack.</p>   | <p>"Tasks to maneuver units: 1st Squad occupy and prepare BP 2A, prepare your supplementary position here (point out on terrain model), to prevent flank attack. Prepare OP1 and construct obstacle 1.</p> <p>"2d Squad occupy and prepare BP 2B, construction obstacle 2, and provide one man to company to assist in establishing this minefield. Have that man report to the 1SG at the company CP GL 119445, at 1400 today.</p> <p>"3d Squad occupy and prepare BP 2C, prepare OP 2, and construction obstacle 3.</p>      |
| <b>c. Tasks to Combat Support Units.</b> | c. Tasks to Combat Support Units. A platoon may receive an attachment of CS units; for example, and engineer squad, List tasks to CS units in subparagraphs in the order they appear in the task organization. List only those specific tasks that must be accomplished by these units not specified elsewhere.  | "Tasks to combat support units: Mortars will occupy firing position, vicinity of GL 167828 NLT 150425R Jun91.   |  |
| <b>d. Coordinating Instructions</b>      | <p>d. Coordinating Instructions. List details of coordination and control applicable to 2 or more units in the platoon. Items that may be addressed include--</p> <p>Priority intelligence requirements, intelligence requirements, and reporting tasks.</p> <p>Mission-oriented protective posture level (see Section XI).</p> <p>Troop safety and operational exposure guidance (Section XI).</p> <p>Engagement and disengagement criteria and instruction.</p> <p>Fire distribution and control measures.</p> <p>Consolidation and reorganization instruction (other than SOP items).</p> | <p>"Coordinating Instruction: Order of march for Company C is 1st Platoon, CP, 2d Platoon, Mortars, 3d Platoon.</p> <p>"Order of march for the platoon is 1st Squad, HQ, 2d Squad, 3d Squad. Movement formation is platoon file, traveling.</p> <p>"LD time 142300RJun 91. Depart the AA at 142130 Jun91.</p> <p>"MOPP1 in effect.</p> <p>"Platoon rehearsal for key leaders, 1300. Company rehearsal, 1400.</p> <p>"Consolidation is IAW terrain model.</p> <p>"Timing:</p> <p>1300 Plt rehearsal</p> <p>1400 Co rehearsal</p> <p>1700 Inspection</p> <p>1730 chow</p> <p>1830 Rest</p> <p>2100 Night rehearsal</p> <p>0045 Stand to</p> | <p>"Coordinating Instruction: All squads responsible for constructing protective and tactical (FLP) wire obstacles direction to their front. The PSG will coordinate that effort.</p> <p>"ADA weapons status: TIGHT.</p> <p>"Priority of work per platoon TACSOP.</p> <p>"Security:</p> <p>20% until 112000 Jun 91</p> <p>50% until defend time</p> <p>" Timing:</p> <p>10 Jun 1700 Chow</p> <p>11 Jun 0515 Stand to</p> <p>0700 Chow</p> <p>1000 Inspection</p> <p>1700 Chow</p> <p>12 Jun 0515 Stand to</p> <p>0700 Chow</p> |

Figure 2-2. Example Operation Order

| FORMAT  | ANNOTATED FORMAT   | EXAMPLE, ORAL<br>(ATTACK)  | EXAMPLE, ORAL<br>(DEFEND)   |
|---|--|--|---|
|   | <p>Reporting requirements; for example, crossing PLs or check points.</p> <p>Terrorism and counterterrorism instruction.</p> <p>Specified tasks that pertain to more than one squad or element.</p> <p>Rules of engagement.</p> <p>Order of march and other movement instructions (consider an Annex</p>   | <p>0115 Final inspection</p> <p>0200 LD time</p> <p>0515 Assault time</p>                              | <p>0900 Final Inspection of Positions</p> <p>1000 defend time continue to improve positions as required.</p>  |
| <b>4. SERVICE SUPPORT</b>   | <p><b>4. SERVICE SUPPORT.</b></p> <p>Include CSS instruction and arrangements supporting the operation that are of primary interest to the platoon. Include changes to establish SOPs or a previously issued order. Paragraph 4 is often prepared and issued by the PSG.</p>   | "Service Support:  | "Service Support:   |
| <b>a. General.</b>  | <p>a. General. Reference the SOPs that govern the sustainment operations of the unit. Provide current and proposed company trains locations, casualty and damaged equipment collection points, and routes to and from them.</p>  | "Company Trains will be located at trail intersection, vicinity of GL 161823 after seizure of OBJ FOX. | "Company trains located just west of the road intersection, vicinity of GL 118440.  |
| <b>b. Material and Services</b><br><b>(1) Supply</b><br><b>(2) Transportation</b> | <p>b. Material and Services:</p> <p>(1) Supply. Include information on all classes of supply of interest to the platoon. When applicable, lists constraints and limitation, specific operating hours, distribution methods or schedules and other information which alters the standard manner in which supplies are managed, controlled, handled, or distributed.</p> |  | <p>"Class I, T-MRE-T until defend time, then MRE-MRE-MRE.</p> <p>"Class IV, preconfigured loads will arrive at our position 1000 this morning. PSG, have a six-man detail ready to assist in off-loading.</p> |
| <b>(3) Services</b>   | <p>(3) Services. Include information or instructions that prescribe the type of service available, designation, and location of the facility and service for service.</p>  |  |   |
| <b>(4) Maintenance</b>  | <p>(4) Maintenance. Include any information that differs from the established SOP on maintenance of weapons and equipment.</p>   |  |   |

Figure 2-2. Example Operation Order

| FORMAT                         | ANNOTATED FORMAT  | EXAMPLE, ORAL<br>(ATTACK)   | EXAMPLE, ORAL<br>(DEFEND)   |
|--------------------------------|---|---|---|
| <b>(5) Medical Evacuation.</b> | (5) Medical evacuation. Identify procedures for evacuation of wounded if they differ from the SOP>  | "Company casualty collection points are located along the infiltration lane. Platoon CCP after seizure of OBJ CAT will be directly behind the BTR position.   | "The platoon CCP will be located here. The company has been allocated one ambulance. PSG, find a route from the company trains to our location for the ambulance to get to us, as well as a litter evacuation route.  |
| <b>d. Personnel</b>            | d. Personnel. Identify the EPW collection point and any additional instruction on EPW handling not covered.   | "Company expects to receive some replacements late 15 Jun. We should receive two 11B10s.<br>"EPW collection point will be behind 1st Squad on the objective.  | "the Chaplain will hold a nondenominational service at the company CP at 2000 today. Squad leaders report the number of men wishing to attend to the PSG by 1400. PSG, get that information to the 1SG.   |
| <b>e. Miscellaneous</b>        | e. Miscellaneous. Include instruction for the destruction of supplies and any other information no covered elsewhere.   |   |   |
| <b>5. COMMAND AND SIGNAL.</b>  | <b>5. COMMAND AND SIGNAL</b>  |   |   |
| <b>a. Command.</b>             | a. Command.<br>(1) Location of the higher unit commander and CP.<br>(2) Location of the platoon leader or CP.<br>(3) Location of the PSG or alternate CP.<br>(4) Succession of command (if different from the SOP). | "Command: Commander will follow us. he will set up CP in the vicinity of the trench line.<br>"I will follow 1st Squad during movement and will assault with 2d Squad. PSG will follow 2d Squad, then move to the support-by-fire position with 1st Squad. | "Command: Commander will be located with main effort.<br>"The platoon CP and the alternate are located here and here (point out on terrain model).  |
| <b>b. Signal</b>               | b. Signal><br>(1) SOI index in effect.<br>(2) Listening silence, if applicable<br>(3) Methods of communication in priority.<br>(4) Emergency signals, final signals.<br>(5) code words.                             | "Signal: The number combination password is seven.<br><br>"The time is now 1007. What are your questions?"  | "Signal: Company cease fire signal is two green star clusters followed by one red.<br>"Code word for execution EA FOX with machine gun fire is GOLDSTRIKE and for all weapons firing is BLACKSMITH.<br>"Running password for returning patrols and OPs is MOOSEBREATH followed by the number of Soldiers returning.<br>"The time is now 0912. What are your questions?" |

Figure 2-2. Example Operation Order (continued)

b. The leader uses a fragmentary order (FRAGO) to change an existing order. He normally uses the OPOD format, but addresses only those elements that have changed. The leader should make his instructions brief, simple, clear, and specific.

c. Annexes provide the instructions for conducting specific operations (such as air assault, boat and truck movement, stream crossings, establishing patrol bases, and airborne insertions), if they are so detailed that a platoon SOP is insufficient for a particular situation. The format is the same as the five-paragraph OPORD.

d. An operation overlay is a tracing of graphic control measures on a map. It shows boundaries, unit positions, routes, objectives, and other control measures. It helps to clarify the operation order. Platoons normally trace their overlays from the company operations map. Squad leaders transfer control measures on to their maps as needed. The subordinate's need for higher unit graphics must be balanced against the risk of the enemy obtaining this information.

e. When possible, the leader uses the actual terrain or a terrain model to brief his OPORD. He may also use concept sketches--large, rough drawings of the objective areas--to show the flow of events and actions clearly.

(1) **Concept sketch.** The sketch shows the locations and positions of objectives, control measures, and key terrain in relation to each other. It is not necessarily drawn to scale.

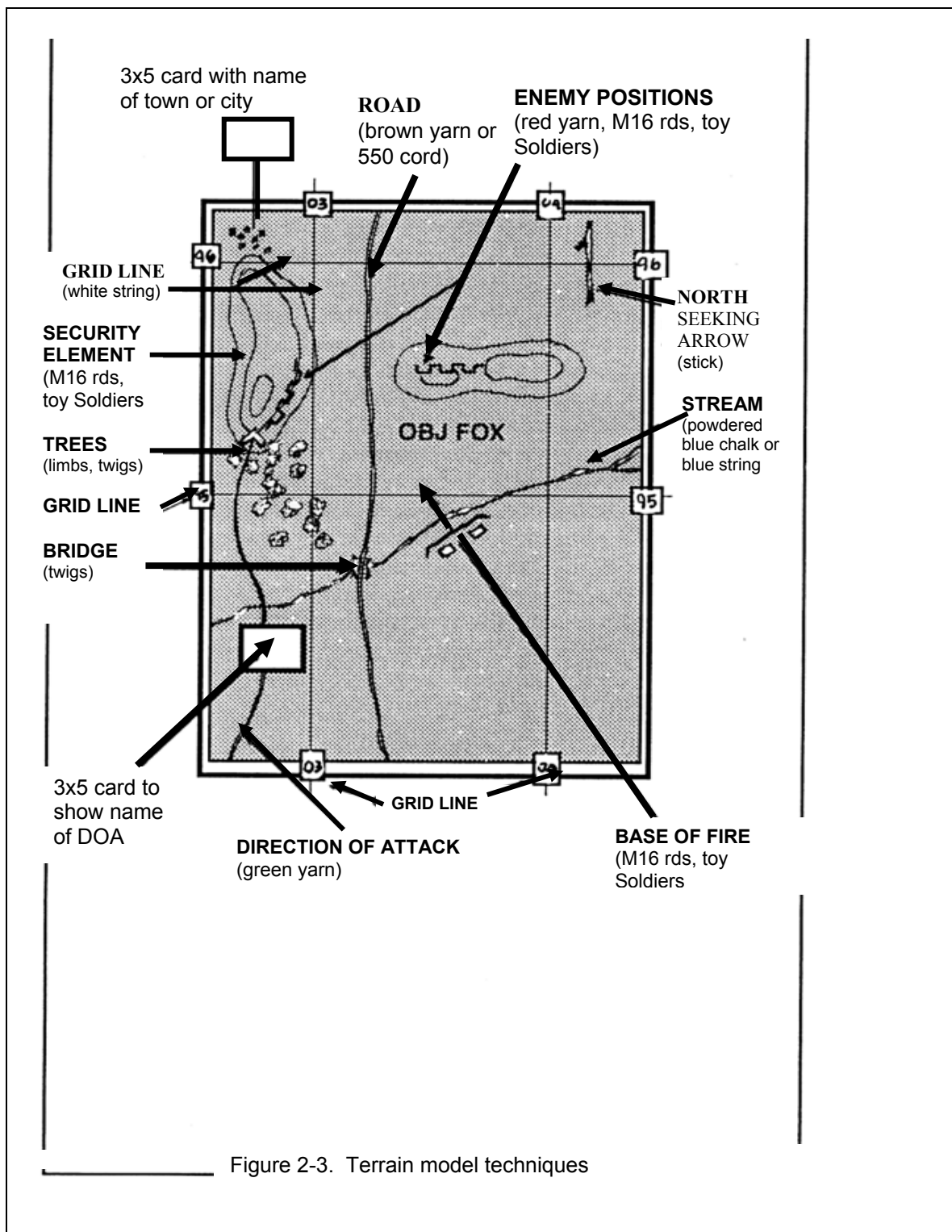
(2) **Terrain model.** A terrain model is a three-dimensional scale model of the terrain (Figure 2-3). It is effective for briefing and discussing the actions on the objective. It may depict the entire mission area. However, for offense missions, priority should be given to building a model of the objective area.

(a) It should be built oriented to the ground (north on the model is north on the ground) and should show the main terrain features in the area.

(b) The next step after orienting the model to the ground is the construction of grid squares. The leader should identify the grid squares that the model will show. These ensure a more accurate model.

(c) The terrain model should depict key terrain, friendly control measures, and enemy dispositions.

(d) Materiel for constructing the model includes string, yarn (various colors), chalk (colored), 3x5 cards, target markers, or unit markers.



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## Student Handout 3

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**This student handout contains extracted material from Task Number 071-990-0004,  
Conduct Pre Combat Checks**

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**Disclaimer:** The developer downloaded the extracted material from the web. The test 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.

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**TASK 071-990-0004**  
**Conduct Precombat Checks**

**CONDITIONS:** Given the anticipatory orders for combat (warning order), personnel and equipment to be inspected, a specified amount of time, an inspection site, a unit standard operating procedure (SOP) detailing a Soldier's combat load (mission essential equipment) and writing materials.

**STANDARD:** Within the time specified, inspect personnel and equipment and check for mission knowledge of Soldiers assigned to your supervision. Note deficiencies for immediate corrective action.

---

**Instructional  
Lead-In**

Soldiers preparing for combat are faced with multiple taskings, all of which could impact on the success of the unit's mission. As leaders, we take on the added responsibility to assist our Soldiers in their preparation for combat. Part of this preparation is associated with the task of verifying that each Soldier is properly equipped, physically prepared and adequately informed to assist in the unit's mission accomplishment. We refer to this task as *Conduct Precombat Checks*.

---

**SECTION III**      PRESENTATION

**1**      Learning Step/Activity 1 Identify characteristics of a combat load.

a. GENERAL.

(1) Prior to inspection, familiarize yourself with the unit SOP as it pertains to a Soldier's load. Determining the Soldier's load is a critical leader task.

(2) The Soldier's load is always METT-T dependent and must be closely monitored. Soldiers cannot afford to carry unnecessary equipment into battle.

(3) The individual load must not be based on the gear and supplies needed to meet every contingency.

(a) The primary consideration is not how much a Soldier can carry, but how much he can carry without impaired combat effectiveness - mentally or physically.

(b) The leader should not expect his Soldiers to carry enough gear for all possible combat situations. Instead, items to be contained in the load must be based on realistic expectations.

---

b. FACTORS AFFECTING THE SOLDIER'S LOAD.

(1) Commanders at all levels must understand the factors affecting the Soldier's load and the subsequent capabilities or limitations produced in the unit.

(2) The physical limitations of individual Soldiers, stress, and the weight of equipment and munitions all affect the Soldier's ability to carry his required load. These factors must be carefully analyzed by the leader in the load determination process.

(a) Physical Limitations. A Soldier's ability to react to the enemy is reduced by the burden of his load. Load carrying causes fatigue and lack of agility, placing Soldiers at a disadvantage when rapid reaction to the enemy is required. For example, the time a Soldier needs to complete an obstacle course is increased from 10 to 15 per cent, depending on the configuration of the load, for every 10 pounds of equipment carried. It is likely that a Soldier's agility in the assault will be degraded similarly.

(b) Munitions and Equipment. As the modern battlefield becomes more sophisticated, increasingly heavy munitions and new types of target acquisition and communications equipment will be required by front-line Soldiers to defeat the enemy. The additional equipment adds weight to the Soldier's load. Soldiers who must carry heavy loads restrict the mobility of their units. Figure 1-1 (VGT 1-1) provides a summary of the additional weights carried by specialized combat teams.

---

| Combat Team   | Individual Carrying Weight (LB) |
|---|---------------------------------|
| Antiarmor Team  | 111, 101, 90                    |
| Mortar Team (after distributing 100 mortar rounds of 3.5 pounds each) | 83                              |
| Fire Support Team   | 92-95                           |
| M60 Machine Gun Team  | 78-87                           |
| Radio Operators   | 84                              |

FIGURE 1-1: Typical Carrying Weights of Specialized Combat Teams

---

c. **COMBAT LOAD.** (VGT 1-2) Combat load is mission essential equipment carried by the Soldier, as determined by the commander, required for the Soldier to fight and survive immediate combat operations. Combat load weights will vary and should not exceed prescribed weights by SOP. There are two components:

(1) **Fighting Load.** (VGT 1-3) The fighting load is made up of essential items needed to fight including bayonet, weapons and ammunition, clothing, helmet and LBE. Items are added or deleted based on METT-T and other factors. The fighting load weight should not exceed 48 lbs. Figure 1-2 (VGT 1-4) provides an example of a basic fighting load.

---

| FIGHTING LOAD                                  |              |
|--|--------------|
|  | Weight (lbs) |
| Bayonet with scabbard                          | 1.3          |
| Canteen, 1-quart and cover with water (2 each) | 5.6          |
| Case, small arms (2 each)                      | 1.8          |
| Grenade, fragmentation (4)                     | 4.0          |
| Helmet, ballistic                              | 3.4          |
| Magazines (6) with 180 rounds of 5.56mm        | 5.4          |
| Pistol belt, suspenders, and first-aid pouch   | 1.6          |
| Protective mask with decontamination kit       | 3.0          |
| Rifle, M16A2 with 30 rounds 5.56 ball          | 8.8          |
| TOTAL  | 34.9         |

FIGURE 1-2: Example of a Basic Fighting Load

---

(2) **Approach March Load.** (VGT 1-5) The approach march load includes those items that are needed for extended operations. These are dropped in an assault position, ORP or other points before or on enemy contact. Items may be added or deleted from this list based on METT-T and other factors. The approach march load weight should not exceed 72 lbs. Figure 1-3 (VGT 1-6) provides an example of an approach march load.

---

---

| APPROACH MARCH LOAD                    |              |
|--|--------------|
|  | Weight (lbs) |
| ALICE, medium with frame               | 6.3          |
| Bag, waterproof                        | 0.8          |
| Canteen, 2-quart, and cover with water | 4.8          |
| E-tool with carrier                    | 2.5          |
| Liner, poncho                          | 1.6          |
| Poncho, nylon                          | 1.3          |
| Rations, MRE (2 each)                  | 2.6          |
| Toilet articles                        | 2.0          |
| Towel                                  | 0.2          |
| TOTAL                                  | 22.1         |

FIGURE 1-3: Example of Basic Approach March Load

---

(3) Load Management Techniques. The leader decides, based on METT-T, what will be carried in the rucksack and what will be carried within immediate reach of the Soldier.

(a) Items common to everyone's load are located in the same place. The placement of items carried needs to be checked to ensure that nothing prevents the Soldier from taking well-aimed shots. Items should not be carried on the front side of the LBE.

NOTE: Pass out student handout D-1, Weights of Common Items Used in Combat.

(b) This handout will help you in determining the weight of your Soldier's combat load. Remember to consider realistic expectations of the mission requirements, and, do not attempt to cover every contingency. The commander determines the basic combat load for the Soldiers assigned to his unit and publishes his guidance in the unit SOP.

---

## 2

Learning Step/Activity 2 Conduct a Precombat check of personnel.

---

a. Inspecting Personnel. [NOTE: Have an assistant trainer equipped with a basic combat fighting load be ready for inspection and act as your illustrator during the demonstration.] Whenever possible, make immediate on-the-spot corrections.

---

(1) Start at the head. Make sure the Soldier has not used perfumed aftershave, soaps or body deodorants.

(a) Check headgear. The helmet is made of a high strength Kevlar laminate. Check the chin strap to ensure that it fits snug, but comfortably. The camouflage cover has slits for inserting twigs or foliage for additional camouflage, be sure that the outline of the helmet is broken up by this camouflage.

(b) Check camouflage. The shiny areas of the face (forehead, cheekbones, nose and chin) should be painted with a dark color. Shadow areas (around the eyes, under the nose, and under the chin) should be lightened. Painting is done in bold irregular patterns. All exposed skin areas including the face, chin, front and the back of the neck, ears, and the back of hands must be covered completely.

(2) Check for identification tags and identification card. Make sure the ID tags are taped together and to the chain so they cannot slide or rattle.

(3) Check uniform clothing items for mission compatibility and adequate environmental protection. Check the uniform clothing for serviceability, fit and general appearance. Faded battle dress uniforms lose the ability to deflect infra-red detection devices.

(4) Check the field suspenders and equipment belt for proper fit and position. The back suspender snap hooks are attached at each side of the two center top eyelets at the back of the equipment belt. The front suspender snap hooks are attached to the eyelets on the back of the ammunition cases. The equipment belt should not be snug. [NOTE: if a rucksack is worn, ensure that it does not exceed the prescribed combat load weight.]

(5) Check the footgear for fit and serviceability. Ensure the Soldier is wearing the proper layers and type of socks to ensure that his feet will be protected from the elements.

(6) Check the Soldier's feet for blisters, sores or evidence of rashes. A combat Soldier's effectiveness is greatly diminished when his feet render him immobile. Ensure the Soldier has performed the necessary foot care needed to preserve healthy feet.

(7) Check to ensure the Soldier has hydrated sufficiently and has eaten all meals scheduled. Fatigue and fear are two combat factors that can burn up a Soldier's stored energy. A Soldier who sacrifices nutrition prior to combat is more likely to succumb to both.

(8) Note discrepancies and submit the list to the proper authority; follow-up to ensure missing and non-functional items are replaced immediately.

---

3.

---

Learning Step/Activity 3 Conduct a Precombat check of equipment.

---

a. Inspecting Equipment. [NOTE: Have an assistant trainer equipped with a basic combat fighting load be ready for inspection and act as your illustrator during the demonstration.] Whenever possible, make on-the-spot corrections.

(1) Before inspecting, study the applicable technical manuals (TM). Pay particular attention to the section on preventive maintenance checks and services. Follow the unit SOP to identify the basic issue items that are included in the combat load.

(2) Load-Bearing Equipment. Check items for accountability according to the SOP. Check the clips and buckles for serviceability. Check items to ensure they are securely attached to the field suspenders and equipment belt. Check all items for serviceability, and note any item that is missing or non-functional. Have the Soldier jump up and down to ensure there is no loose items that will cause rattling.

(3) Water and Nutrition. Check to make sure the canteens are filled to capacity with potable water. Make sure the Soldier has the quantity of MREs required to be carried.

(4) Weapon and Ammunition. Check to make sure the Soldier has his assigned weapon and his basic load of ammunition. Check the weapon for cleanliness and ensure that it is functional. Note any discrepancies.

(5) Threat Protection Equipment. Check to see that the Soldier is carrying the proper threat protection equipment as prescribed by SOP. Ensure that the equipment is serviceable and ready for donning. Note any discrepancies and missing items.

(6) Submit all lists of discrepancies to the proper authority and follow-up to ensure missing and non-functional items are replaced immediately.

---

4.

---

Learning Step/Activity 4 Conduct a Precombat check of mission knowledge.

---

a. GENERAL. (VGT 2-1) The leader inspects the Soldier's understanding of the mission and his specific responsibilities. As a minimum, the Soldier should understand the mission or the nature of the operation, who is participating in the operation, time of the operation, and their assigned tasks. To make maximum use of time, questions regarding mission knowledge may be asked concurrently with the inspection of personnel and equipment.

---

---

(1) (VGT 2-2) Check to make sure the Soldier knows the unit's mission (task & purpose). As a minimum, check for *who, what, where, when & why*. Check to make sure the Soldier is prepared to accomplish any specific taskings assigned to him. The unit SOP provides an in-depth description of the specific responsibilities associated with mission tasks. Some important mission tasks include:

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

(2) Check to make sure the Soldier knows the concept of the operation, to include control measures. (VGT 2-3) In most cases, leaders will use rehearsals to practice essential tasks and improve Soldier understanding of the concept of the operation. Rehearsals foster confidence in the Soldiers. During rehearsals, the squad leaders brief their planned actions in execution sequence to the platoon leader.

(a) Leaders use control measures to assign responsibilities, coordinate fires and maneuver, control combat operations and clarify their concept of the operation. Leaders use control measures to clarify their intent, focus the platoon or squad effort, and ensure synchronization. Control measures ensure the distribution of fires throughout the platoon's area of responsibility and the initial positioning and subsequent maneuver of squads. Each control measure should have a specific purpose that contributes to mission accomplishment.

(b) Some graphic control measures in the offense include: assembly area, attack position, line of departure, boundaries, route, release point, start point, axis of advance, direction of attack, phase line, checkpoint, assault position, and objective.

(c) Fire commands and control measures for individual and key weapons also constitute a type of control measure. Weapon control measures include range cards, sectors of fire, principle direction of fire, final protective line, final protective fires and target reference points.

---

---

(3) (VGT 2-4) Check to make sure the Soldier knows the higher headquarters commander's intent. He should be able to give you the stated version that defines the purpose of the operation and the relationship among the force, the enemy and the terrain.

(4) Immediately correct any evidence of lack of knowledge.

---



## **Appendix D, Student Handouts**

**TSP: W223**

**TITLE: Conduct Movement**

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**Appendix D, HANDOUTS FOR LESSON 1: W223 Version 1**

---

This Appendix contains the items listed in this table--

| <b>Title/Synopsis</b>  | <b>Page</b>         |
|--|---------------------|
| SH-1, Advance Sheet  | SH-1-1 and SH-1-2   |
| SH-2, Extract from FM 3-25.26, Map Reading and Land Navigation, Jul 01     | SH-2-1 thru SH-2-6  |
| SH-3, Extract from FM 21-75, Combat Skills of the Soldier, Aug 84          | SH-3-1 thru SH-3-5  |
| SH-4, Extract from FM 7-8, Infantry Rifle Platoon and Squad, Apr 92        | SH-4-1 thru SH-4-15 |
| SH-5, Extract from FM 21-60, Visual Signals, Sep 87.                       | SH-5-1 thru SH-5-14 |
| SH-6, Extract from FM 7-8, Infantry Rifle Platoon and Squad, Apr 92        | SH-6-1 thru SH-6-8  |
| SH-7, Extract from STP 21-24-SMCT, Soldier's Manual of Common Tasks Aug 03 | SH-7-1 thru SH-7-4  |
| SH-8, Extract from STP 21-1-SMCT, Soldier's Manual of Common Tasks, Aug 03 | SH-8-1 thru SH-8-3  |
| SH-9, Extract from FM 7-8, Infantry Rifle Platoon and Squad, Apr 92        | SH-9-1 thru SH-9-3  |

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## **Student Handout 1**

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This student handout contains the Advance Sheet.

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## Student Handout 1

### Advance Sheet

---

**Lesson Hours** This lesson consists of 2 hours and 35 minutes of small group instruction, 25 minutes of demonstration, and 3 hours of practical exercises.

---

**Overview** During this lesson you will learn some basic techniques and procedures used to employ a squad-sized element in combat. You will learn the basics of moving a squad/team--using arm-and-hand signals and using the appropriate movements techniques in the proper movement formations based on the tactical situation.

---

**Learning Objective** Terminal Learning Objective (TLO).

|                    |  |
|--------------------|--|
| <b>Action:</b>     | Lead a team/squad in dismounted movement.  |
| <b>Conditions:</b> | In a classroom environment culminating in a situational training exercise and given a team/squad of soldiers.  |
| <b>Standard:</b>   | Led a team/squad in a selected route while dismounted using different formations and movements with visual signals; enforced detection procedures; and crossed a danger area IAW FM 3-25.26, FM 7-8, FM 21-60, FM 21-75., STP 21-1-SMCT, and STP 21-24 SMCT. |

ELO A Select a movement route using a map.

ELO B Lead a team/squad using basic movement techniques.

ELO C Lead a team/squad in movement formations using proper hand signals and security during movement and at halts.

ELO D Lead a team/squad at danger areas.

ELO E Enforce detection prevention measures.

---

**Assignments** The student assignments for this lesson are:

- Study SH-2, SH-5, and SH-7.
  - Read SH-1, 3, 4, 5, 6, 8, and 9.
-

---

**Bring to Class**

You must bring the following materials to class:

- All reference material received.
- Pencil or pen and writing paper.
- LCE with two canteens of water.
- Field cap (soft cap).
- Other equipment as directed by NCOA SOP.

---

**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 also 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.

---



## Student Handout 2

### Extract from FM 3-25.26, Map Reading and Land Navigation,

---

This student handout contains five pages of extracted material from FM 3-25.26, Chapter 11. Bring all reference materials to class.

| Page               | (Reading/Study) Requirement           |
|--------------------|---------------------------------------|
| SH-2-2 thru SH-2-6 | Study Chapter 11, para 11-4 and 11-5. |

---

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## 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.*

### 11-4. TACTICAL CONSIDERATIONS

Military cross-country navigation is intellectually demanding because it is imperative that the unit, crew, or vehicle survive and successfully complete the move in order to accomplish its mission. However, the unnecessary use of a difficult route makes navigation too complicated, creates more noise when proceeding over it, causes wear and tear on equipment and personnel, increases the need for and needlessly complicate recovery operations, and wastes scarce time. On receipt of a tactical mission, the leader begins his troop-leading procedures and makes a tentative plan. He bases the tentative plan on a good terrain analysis. He analyzes the considerations covered in the following mnemonics—OCOKA and METT-T.

a. **OCOKA.** The terrain should be analyzed for observation and fields of fire, cover and concealment, obstacles, key terrain, and avenues of approach.

(1) **Observation and Fields of Fire.** The purpose of observation is to see the enemy (or various landmarks) but not be seen by him. Anything that can be seen can be hit. Therefore, a field of fire is an area that a weapon or a group of weapons can cover effectively with fire from a given position.

(2) **Cover and Concealment.** Cover is shelter or protection (from enemy fire) either natural or artificial. Always try to use covered routes and seek cover for each halt, no matter how brief it is planned to be. Unfortunately, two factors interfere with obtaining constant cover. One is time and the other is terrain. Concealment is protection from observation or surveillance, including concealment from enemy air observation. Before, trees provided good concealment, but with modern thermal and infrared imaging equipment, trees are not always effective. When you are moving, concealment is generally secondary; therefore, select routes and positions that do not allow covered or concealed enemy near you.

(3) **Obstacles.** Obstacles are any obstructions that stop, delay, or divert movement. Obstacles can be natural (rivers, swamps, cliffs, or mountains) or they may be artificial (barbed wire entanglements, pits, concrete or metal anti-mechanized traps) They can be readymade or constructed in the field. Always consider any possible obstacles along your movement route and, if possible, try to keep obstacles between the enemy and yourself.

(4) **Key Terrain.** Key terrain is any locality or area that the seizure or retention of affords a marked advantage to either combatant. Urban areas that are often seen by higher headquarters as being key terrain because they are used to control routes. On the other hand, an urban area that is destroyed may be an obstacle instead. High ground can be key because it dominates an area with good observation and fields of fire. In an open area, a draw or wadi (dry streambed located in an arid area) may provide the only cover for many kilometers, thereby becoming key. You should always attempt to locate any area near you that could be even remotely considered as key terrain.

(5) **Avenues of Approach.** These are access routes. They may be the routes you can use to get to the enemy or the routes they can use to get to you. Basically, an identifiable route that approaches a position or location is an avenue of approach to that location. They are often terrain corridors such as valleys or wide, open areas.

b. **METT-T.** Tactical factors other than the military aspects of terrain must also be considered in conjunction with terrain during movement planning and execution as well. These additional considerations are mission, enemy, terrain and weather, troops, and time available.

(1) **Mission.** This refers to the specific task assigned to a unit or individual. It is the duty or task together with the purpose that clearly indicates the action to be taken and the reason for it—but not how to do it. Training exercises should stress the importance of a thorough map reconnaissance to evaluate the terrain. This allows the leader to confirm his tentative plan, basing his decision on the terrain's effect on his mission.

(a) Marches by foot or vehicle are used to move troops from one location to another. Soldiers must get to the right place, at the right time, and in good fighting condition. The normal rate for an 8-hour foot march is 4 kmph. However, the rate of march may vary, depending on the following factors:

- Distance.
- Time allowed.
- Likelihood of enemy contact.
- Terrain.
- Weather.
- Physical condition of soldiers.
- Equipment/weight to be carried.
- A motor march requires little or no walking by the soldiers, but the factors affecting the rate of march still apply.

(b) Patrol missions are used to conduct combat or reconnaissance operations. Without detailed planning and a thorough map reconnaissance, any patrol mission may not succeed. During the map reconnaissance, the mission leader determines a primary and alternate route to and from the objectives.

(c) Movement to contact is conducted whenever an element is moving toward the enemy but is not in contact with the enemy. The lead element must orient its movement on the objective by conducting a map reconnaissance, determining the location of the objective on both the map and the ground, and selecting the route to be taken.

(d) Delays and withdrawals are conducted to slow the enemy down without becoming decisively engaged, or to assume another mission. To be effective, the element leader must know where he is to move and the route to be taken.

(2) **Enemy.** This refers to the strength, status of training, disposition (locations), doctrine, capabilities, equipment (including night vision devices), and probable courses of action that impact upon both the planning and execution of the mission, including a movement.

(3) **Terrain and Weather.** Observation and fields of fire influence the placement of positions and crew-served weapons. The leader conducts a map reconnaissance to determine key terrain, obstacles, cover and concealment, and likely avenues of approach.

(a) Key terrain is any area whose control affords a marked advantage to the force holding it. Some types of key terrain are high ground, bridges, towns, and road junctions.

(b) Obstacles are natural or man-made terrain features that stop, slow down, or divert movement. Consideration of obstacles is influenced by the unit's mission. An obstacle may be an advantage or disadvantage, depending upon the direction of attack or defense. Obstacles can be found by conducting a thorough map reconnaissance and study of recent aerial photographs.

(c) Cover and concealment are determined for both friendly and enemy forces. Concealment is protection from observation; cover is protection from the effects of fire. Most terrain features that offer cover also provide concealment from ground observation. There are areas that provide no concealment from enemy observation. These danger areas may be large or small open fields, roads, or streams. During the leader's map reconnaissance, he determines any obvious danger areas and, if possible, adjusts his route.

(d) Avenues of approach are routes by which a unit may reach an objective or key terrain. To be considered an AA, a route must provide enough width for the deployment of the size force for which it is being considered. The AAs are also considered for the subordinate enemy force. For example, a company determines likely AAs for an enemy platoon; a platoon determines likely AAs for an enemy squad. Likely AAs may be either ridges, valleys, or by air. By examining the terrain, the leader determines the likely enemy AAs based on the tactical situation.

(e) Weather has little effect on dismounted land navigation. Rain and snow could possibly slow down the rate of march, that is all. But during mounted land navigation, the navigator must know the effect of weather on his vehicle. (See Chapter 12 for mounted land navigation.)

(4) **Troops.** Consideration of your own troops is equally important. The size and type of the unit to be moved and its capabilities, physical condition, status of training, and types of equipment assigned all affect the selection of routes, positions, fire plans, and the various decisions to be made during movement. On ideal terrain such as relatively level ground with little or no woods, a platoon can defend a front of up to 400 meters. The leader must conduct a thorough map reconnaissance and terrain analysis of the area his unit is to defend. Heavily wooded areas or very hilly areas may reduce the front a platoon can defend. The size of the unit must also be taken into consideration when planning a movement to contact. During movement, the unit must retain its ability to maneuver. A small draw or stream may reduce the unit's maneuverability but provide excellent concealment. All of these factors must be considered.

(a) Types of equipment that may be needed by the unit can be determined by a map reconnaissance. For example, if the unit must cross a large stream during its movement to the objective, ropes may be needed for safety lines.

(b) Physical capabilities of the soldiers must be considered when selecting a route. Crossing a large swampy area may present no problem to a physically fit unit, but to a unit that has not been physically conditioned, the swampy area may slow or completely stop its movement.

(5) **Time Available.** At times, the unit may have little time to reach an objective or to move from one point to another. The leader must conduct a map reconnaissance to determine the quickest route to the objective; this is not always a straight route. From point A to point B on the map may appear to be 1,000 meters, but if the route is across a large ridge, the distance will be greater. Another route from point A to B may be 1,500 meters—but on flat terrain. In this case, the quickest route would be across the flat terrain; however, concealment and cover may be lost.

### **11-5. MOVEMENT AND ROUTE SELECTION**

One key to success in tactical missions is the ability to move undetected to the objective. There are four steps to land navigation. Being given an objective and the requirement to move there, you must know where you are, plan the route, stay on the route, and recognize the objective.

a. **Know Where You Are (Step 1)** You must know where you are on the map and on the ground at all times and in every possible way. This includes knowing where you are relative to—

- . Your directional orientation.
- . The direction and distances to your objective.
- . Other landmarks and features.
- . Any impassable terrain, the enemy, and danger areas.
- . Both the advantages and disadvantages presented by the terrain between you and your objective.

This step is accomplished by knowing how to read a map, recognize and identify specific terrain and other features; determine and estimate direction; pace, measure, and estimate distances, and both plot and estimate a position by resection.

b. **Plan the Route (Step 2)** Depending upon the size of the unit and the length and type of movement to be conducted, several factors should be considered in selecting a good route or routes to be followed. These include—

- . Travel time.
- . Travel distance.
- . Maneuver room needed.
- . Trafficability.
- . Load-bearing capacities of the soil.
- . Energy expenditure by troops.
- . The factors of METT-T.
- . Tactical aspects of terrain (OCOKA)
- . Ease of logistical support.
- . Potential for surprising the enemy.
- . Availability of control and coordination features.
- . Availability of good checkpoints and steering marks.

In other words, the route must be the result of careful map study and should address the requirements of the mission, tactical situation, and time available. It must also provide for ease of movement and navigation.

(1) Three route-selection criteria that are important for small-unit movements are cover, concealment, and the availability of reliable checkpoint features. The latter is weighted even more heavily when selecting the route for a night operation. The degree of visibility and ease of recognition (visual effect) are the key to the proper selection of these features.

(2) The best checkpoints are linear features that cross the route. Examples include perennial streams, hard-top roads, ridges, valleys, railroads, and power transmission lines. Next, it is best to select features 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

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## Student Handout 3

### Extract from FM 21-75, Combat Skills of the Soldier, Aug 84

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This student handout contains four pages extracted from FM 21-75, Chapter 3.  
Bring all reference materials to class.

| Pages              | Reading Requirement                  |
|--------------------|--------------------------------------|
| SH-3-2 thru SH-3-5 | Read page 3-2 thru para 1, page 3-5. |

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## MOVEMENT TECHNIQUES

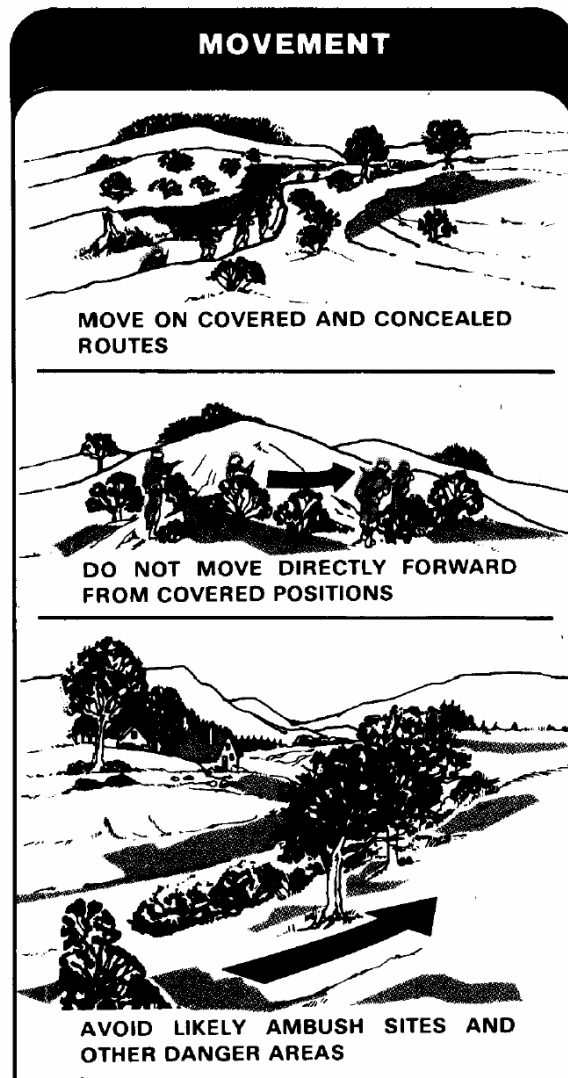
Your unit's ability to move depends on your movement skills and those of your fellow soldiers. Use the following techniques to avoid being seen or heard by the enemy:

- Camouflage yourself and your equipment.
- Tape your dog tags together and to the chain so they cannot slide or rattle. Tape or pad the parts of your weapon and equipment that rattle or are so loose that they may snag (the tape or padding must not interfere with the operation of the weapon or equipment). Jump up and down and listen for rattles.
- Wear soft, well-fitting clothes.
- Do not carry unnecessary equipment. Move from covered position to covered position (taking no longer than 3 to 5 seconds between positions).
- Stop, look, and listen before moving. Look for your next position before leaving a position.
- Look for covered and concealed routes on which to move.
- Change direction slightly from time to time when moving through tall grass.
- Stop, look, and listen when birds or animals are alarmed (the enemy may be nearby).
- Use battlefield noises, such as weapon noises, to conceal movement noises.
- Cross roads and trails at places that have the most cover and concealment (large culverts, low spots, curves, or bridges).
- Avoid steep slopes and places with loose dirt or stones.

- Avoid cleared, open areas and tops of hills and ridges.

## METHODS OF MOVEMENT

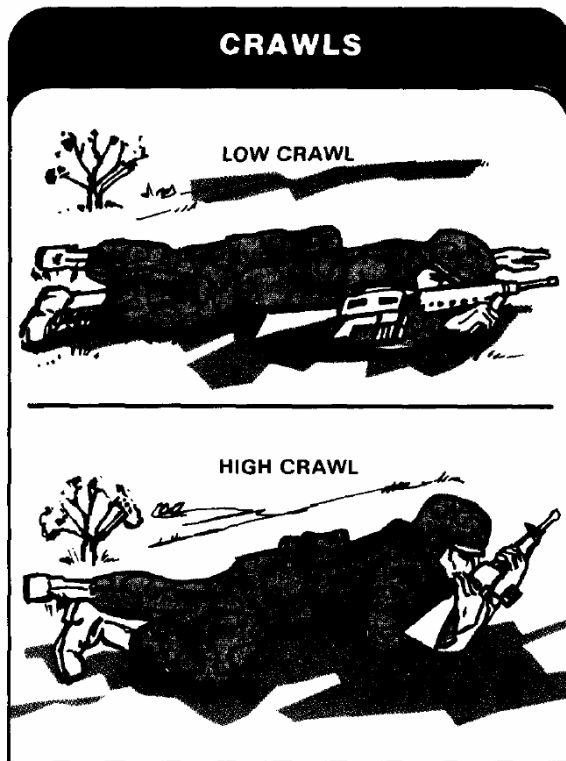
In addition to walking, you may move in one of three other methods — low crawl, high crawl, or rush.



The low crawl gives you the lowest silhouette. Use it to cross places where the conceal-

ment is very low and enemy fire or observation prevents you from getting up. Keep your body flat against the ground. With your firing hand, grasp your weapon sling at the upper sling swivel. Let the front handguard rest on your forearm (keeping the muzzle off the ground), and let the weapon butt drag on the ground.

To move, push your arms forward and pull your firing side leg forward. Then pull with your arms and push with your leg. Continue this throughout the move.



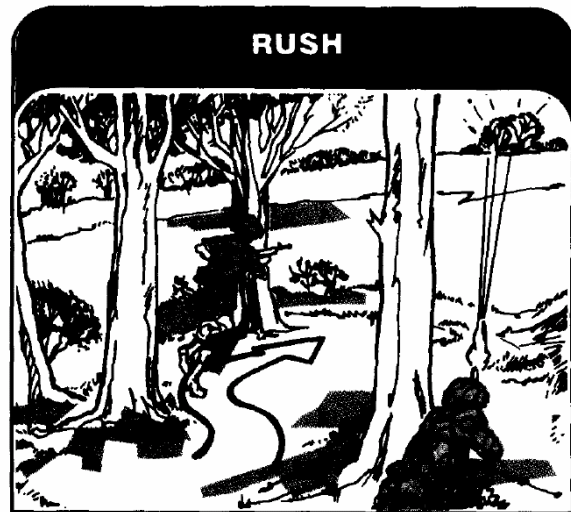
The **high crawl** lets you move faster than the low crawl and still gives you a low silhouette. Use this crawl when there is good concealment but enemy fire prevents you from getting up. Keep your body off the ground and resting on your forearms and lower legs. Cradle your weapon in your arms and keep its muzzle off the ground. Keep your knees well behind your buttocks so your body will stay low.

To move, alternately advance your right elbow and left knee, then your left elbow and right knee.

The **rush** is the fastest way to move from one position to another. Each rush should last from 3 to 5 seconds. The rushes are kept short to keep enemy machine gunners or riflemen from tracking you. However, do not stop and hit the ground in the open just because 5 seconds have passed. Always try to hit the ground behind some cover. Before moving, pick out your next covered and concealed position and the best route to it.

Make your move from the **prone position** as follows:

- Slowly raise your head and pick your next position and the route to it.
- Slowly lower your head.
- Draw your arms into your body (keeping your elbows in).
- Pull your right leg forward.
- Raise your body by straightening your arms.
- Get up quickly.
- Run to the next position.



When you are ready to stop moving, **do the following:**

- Plant both of your feet.
- Drop to your knees (at the same time slide a hand to the butt of your rifle).
- Fall forward, breaking the fall with the butt of the rifle.
- Go to a prone firing position.

If you have been firing from one position for some time, the enemy may have spotted you and may be waiting for you to come up from behind cover. So, before rushing forward, roll or crawl a short distance from your position. By coming up from another spot, you may fool an enemy who is aiming at one spot, waiting for you to rise.

When the route to your next position is through an open area, rush by zigzagging. If necessary, hit the ground, roll right or left, then rush again.

## MOVING WITH STEALTH

Moving with stealth means moving quietly, slowly, and carefully. This requires great patience.

To move with stealth, use the **following techniques:**

- Hold your rifle at port arms (ready position).
- Make your footing sure and solid by keeping your body's weight on the foot on the ground while stepping.
- Raise the moving leg high to clear brush or grass.
- Gently let the moving foot down toe first, with your body's weight on the rear leg.

- Lower the heel of the moving foot after the toe is in a solid place.
- Shift your body's weight and balance to the forward foot before moving the rear foot.
- Take short steps to help maintain balance.

At night, and when moving through dense vegetation, avoid making noise. Hold your weapon with one hand, and keep the other hand forward, feeling for obstructions.

When going into a prone position, use the **following techniques:**

- Hold your rifle with one hand and crouch slowly.
- Feel for the ground with your free hand to make sure it is clear of mines, tripwires, and other hazards.
- Lower your knees, one at a time, until your body's weight is on both knees and your free hand.
- Shift your weight to your free hand and opposite knee.
- Raise your free leg up and back, and lower it gently to that side.
- Move the other leg into position the same way.
- Roll quietly into a prone position.

Use the following techniques **when crawling:**

- Crawl on your hands and knees. Hold your rifle in your firing hand. Use your nonfiring hand to feel for and make clear spots for your hands and knees to move to.

- Move your hands and knees to those spots, and put them down softly.

## IMMEDIATE ACTIONS WHILE MOVING

This section furnishes guidance for the immediate actions you should take when reacting to enemy indirect fire and flares.

### REACTING TO INDIRECT FIRE

If you come under indirect fire while moving, quickly look to your leader for orders. He will either tell you to run out of the impact area in a certain direction or will tell you to follow him. If you cannot see your leader, but can see other team members, follow them. If alone, or if you cannot see your leader or the other team members, run out of the area in a direction away from the incoming fire.

### FOLLOWING A TEAM LEADER OUT OF IMPACT AREA



## Student Handout 4

### Extracts from FM 7-8, Infantry Rifle Platoon and Squad, Apr 92

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This student handout contains 14 pages extracted from FM 7-8, Chapter 2. Bring all reference material to class.

| Pages               | Reading Requirement     |
|---------------------|-------------------------|
| SH-4-2 thru SH-4-5  | Study para 2-7 and 2-8. |
| SH-4-5 thru SH-4-14 | Study para 2-10.        |
| SH-4-15             | Study para 2-15.        |

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## Section III. MOVEMENT

This section discusses formations, movement techniques, and actions during movement for infantry platoons and squads.

### 2-7. FIRE TEAM FORMATIONS

Formations are arrangements of elements and soldiers in relation to each other. Squads use formations for control flexibility and security. Leaders choose formations based on their analysis of the factors of METT-T. [Figure 2-6](#), compares formations. Leaders are up front in formations. This allows the fire team leader to lead by example, "Follow me and do as I do." All soldiers in the team must be able to see their leader.

| MOVEMENT FORMATIONS | WHEN NORMALLY USED   | CHARACTERISTICS |                              |  |          |
|---------------------|--|-----------------|------------------------------|--|----------|
|                     |  | CONTROL         | FLEXIBILITY                  | FIRE CAPABILITIES/ RESTRICTIONS                                  | SECURITY |
| FIRE TEAM WEDGE     | BASIC FIRE TEAM FORMATION                                      | EASY            | GOOD                         | ALLOWS IMMEDIATE FIRES IN ALL DIRECTIONS                         | GOOD     |
| FIRE TEAM FILE      | CLOSE TERRAIN, DENSE VEGETATION, LIMITED VISIBILITY CONDITIONS | EASIEST         | LESS FLEXIBLE THAN THE WEDGE | ALLOWS IMMEDIATE FIRES TO THE FLANKS. MASK MOST FIRE TO THE REAR | LEAST    |

a. **Wedge.** The wedge is the basic formation for the fire team. The interval between soldiers in the wedge formation is normally 10 meters. The wedge expands and contracts depending on the terrain. When rough terrain, poor visibility, or other factors make control of the wedge difficult, fire teams modify the wedge. The normal interval is reduced so that all team members can still see their team leader and the team leaders can still their squad leader. The sides of the wedge can contract to the point where the wedge resembles a single file. When moving in less rugged terrain, where control is easier, soldiers expand or resume their original positions. ([Figure 2-4](#))

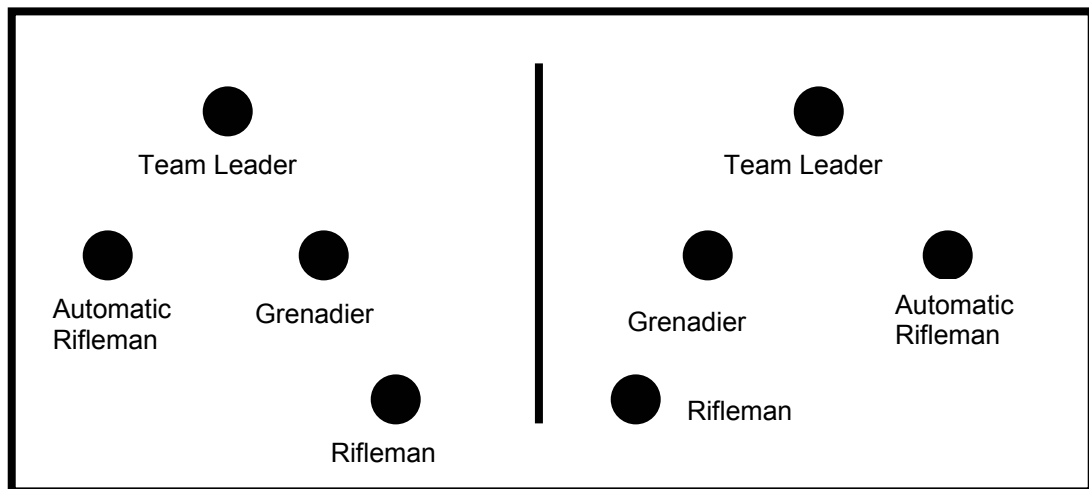


Figure 2-4. Fire team wedge

b. **File.** When the terrain precludes use of the wedge, fire teams use the file formation ([Figure 2-5](#))

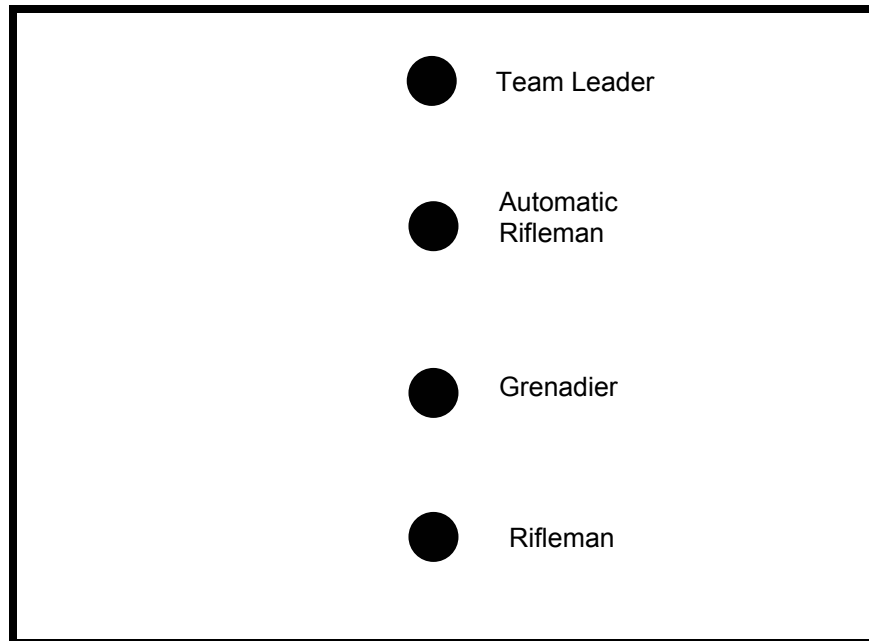


Figure 2-5. Fire team file

## 2-8. SQUAD FORMATIONS

Squad formations describe the relationships between fire teams in the squad. They include the squad column and squad line. A comparison of the formations is in [Figure 2-10](#).

| MOVEMENT FORMATIONS | WHEN NORMALLY USED   | CHARACTERISTICS             |  |   |  |
|---------------------|--|-----------------------------|--|---|--|
|                     |  | CONTROL                     | FLEXIBILITY  | FIRE CAPABILITIES/ RESTRICTIONS   | SECURITY   |
| SQUAD COLUMN        | SQUAD PRIMARY FORMATION  | GOOD                        | FACILITATES MANEUVER<br>GOOD DISPERSION<br>LATEROALLY AND IN DEPTH | ALLOWS LARGE VOLUME OF FIRE TO THE FLANK--<br>LIMITED VOLUME TO THE FRONT   | ALL-ROUND  |
| SQUAD LINE          | WHEN MAXIMUM FIRE POWER IS REQUIRED TO THE FRONT                 | NOT AS GOOD AD SQUAD COLUMN | LIMITED MANEUVER CAPABILITY (BOTH FIRE TEAMS COMMITTED)            | ALLOWS MAXIMUM IMMEDIATE FIRE TO THE FRONT                                  | GOOD TO THE FRONT<br>LITTLE TO THE FLANKS AND REAR |
| SQUAD FILE          | CLOSE TERRAIN<br>VEGETATION,<br>LIMITED VISIBILITY<br>CONDITIONS | EASIEST                     | MOST DIFFICULT FORMATION FROM WHICH TO MANEUVER                    | ALLOWS IMMEDIATE FIRE TO THE FLANK<br>MASKS MOST FIRE TO THE FRONT AND REAR | LEAST  |

Figure 2-10

a. **Squad Column.** The squad column is the squad's most common formation. It provides good dispersion laterally and in depth without sacrificing control, and facilitates maneuver. The lead fire team is the base fire team. When the squad moves independently or as the rear element of the platoon, the rifleman in the (rail fire team provides rear security ([Figure 2-7](#))

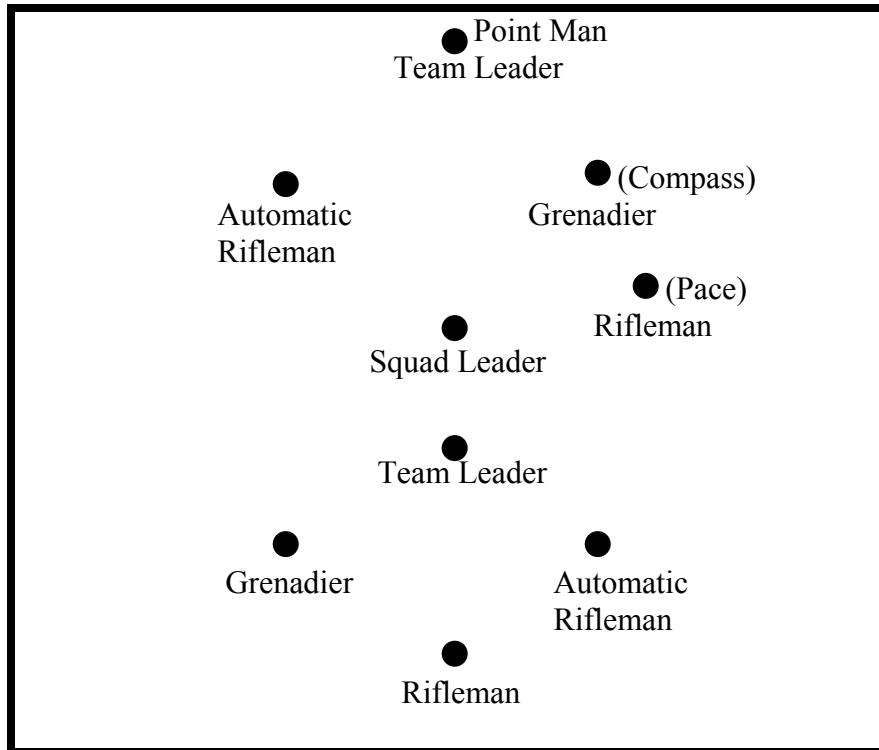


Figure 2-7. Squad column with fire teams in column

b. **Squad Line.** The squad line provides maximum firepower to the front ([Figure 2-8](#)). When a squad is acting as the base squad, the fire team on the right is the base fire team.

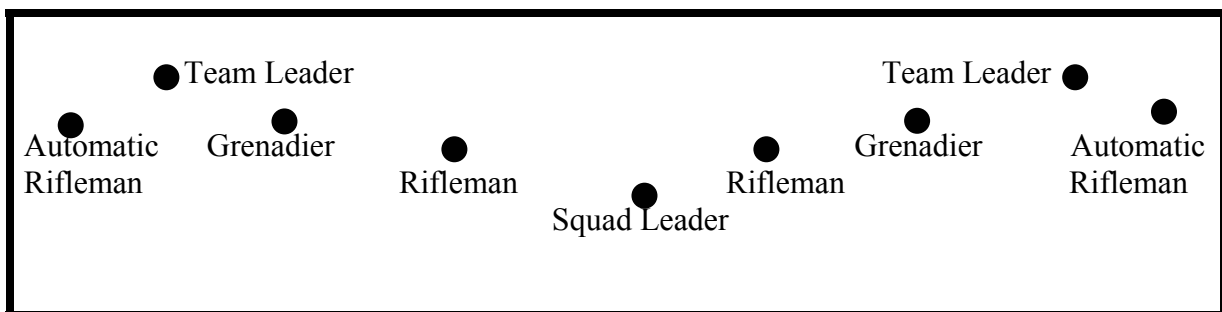


Figure 2-8. Squad line

c. **Squad File.** When not traveling in a column or line, squads travel in file. The squad file has the same characteristics as the fire team file. If the squad leader desires to increase his control over the formation, exert greater morale presence by leading from the front, and be immediately available to make key decisions, he will move forward to the first or second position. Additional control over the rear of the formation can be provided by moving a team leader to the last position. ([Figure 2-9.](#))

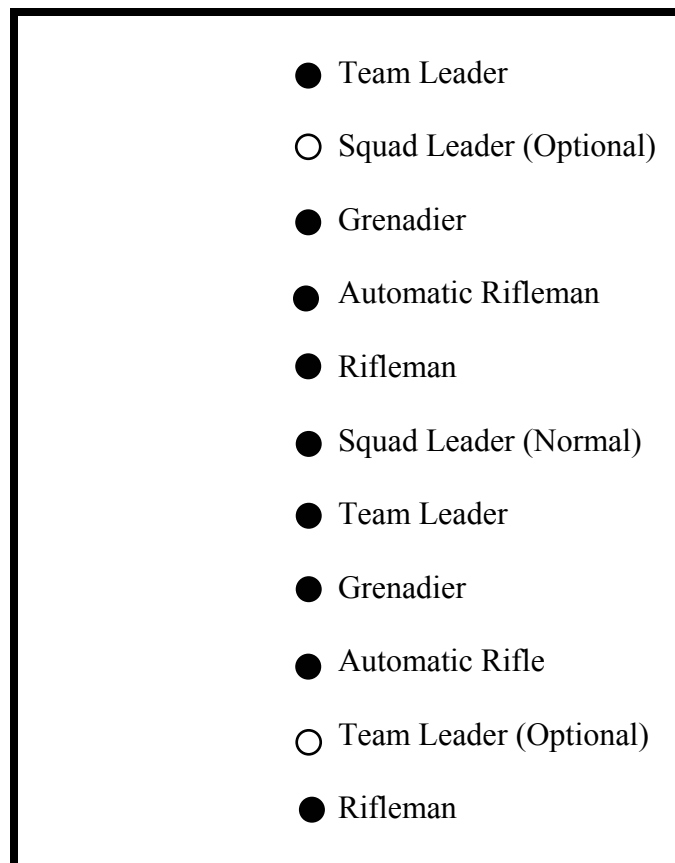


Figure 2-9, Squad file

## 2-10. MOVEMENT TECHNIQUES

A movement technique is the manner a platoon uses to traverse terrain. There are three movement techniques: traveling, traveling overwatch, and bounding overwatch. The selection of a movement technique is based on the likelihood of enemy contact and the need for speed. Factors to consider for each technique are control, dispersion, speed, and security ([Figure 2-18](#)). Movement techniques are not fixed formations. They refer to the distances between soldiers, teams, and squads that vary based on mission, enemy, terrain, visibility, and any other factor that affects control. Soldiers must be able to see their fire team leader. The squad leader must be able to see his fire team leaders. The platoon leader should be able to see his lead squad leader. Leaders control movement with arm-and-hand signals. They use radios only when needed. Any of the three movement techniques (traveling, traveling overwatch, bounding overwatch) can be used with any formation.

| MOVEMENT TECHNIQUES | WHEN NORMALLY USED | CHARACTERISTICS |            |         |          |
|---------------------|--------------------|-----------------|------------|---------|----------|
|                     |                    | CONTROL         | DISPERSION | SPEED   | SECURITY |
| TRAVELING           | CONTACT NO LIKELY  | MORE            | LESS       | FASTEST | LEAST    |
| TRAVELING OVERWATCH | CONTACT POSSIBLE   | LESS            | MORE       | SLOWER  | MORE     |
| BOUNDING OVERWATCH  | CONTACT EXPECTED   | MOST            | MOST       | SLOWEST | MOST     |

Figure 2-18. Movement techniques and characteristics

a. **Techniques of Squad Movement.** The platoon leader determines and directs which movement technique the squad will use.

(1) **Traveling.** Traveling is used when contact with the enemy is not likely and speed is needed ([Figure 2-19](#)).

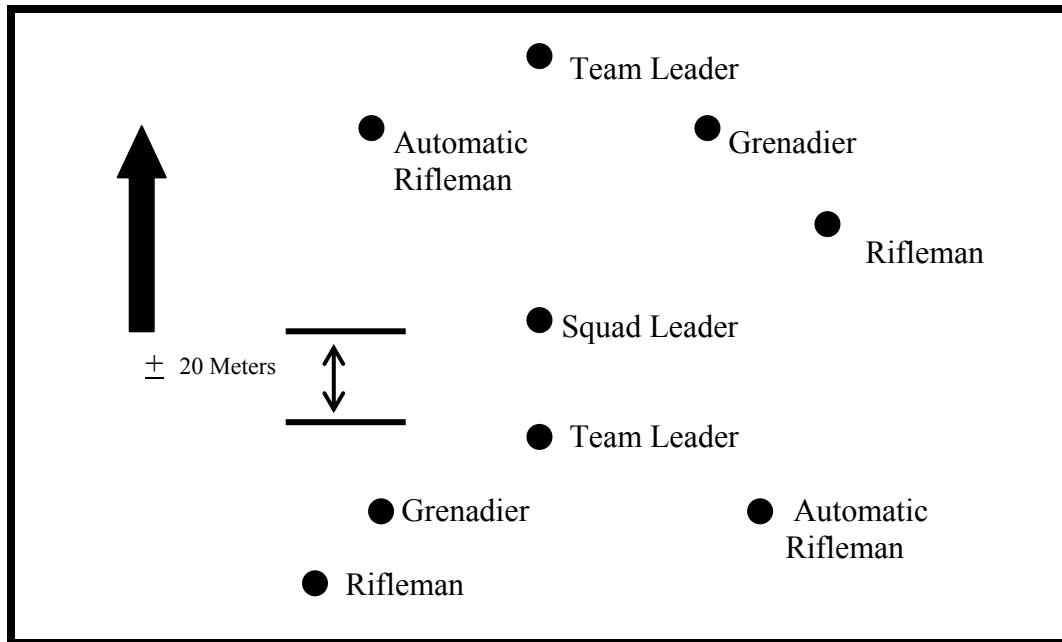


Figure 2-19. Squad traveling

(2) **Traveling overwatch.** Traveling overwatch is used when contact is possible ([Figure 2-20](#)). Attached weapons move near the squad leader and under his control so he can employ them quickly.

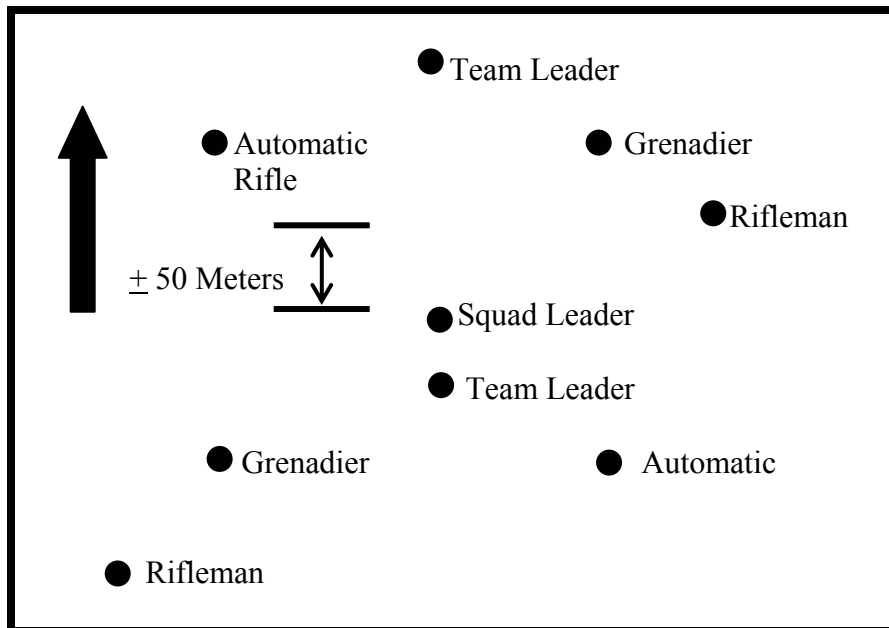


Figure 2-20. Squad traveling overwatch

(3) **Bounding overwatch.** Bounding overwatch is used when contact is expected, when the squad leader feels the enemy is near (movement, noise, reflection, trash, fresh tracks, or even a hunch), or when a large open danger area must be crossed.

(a) The lead fire team overwatches first. Soldiers scan for enemy positions. The squad leader usually stays with the overwatch team. ([Figure 2-21](#)).

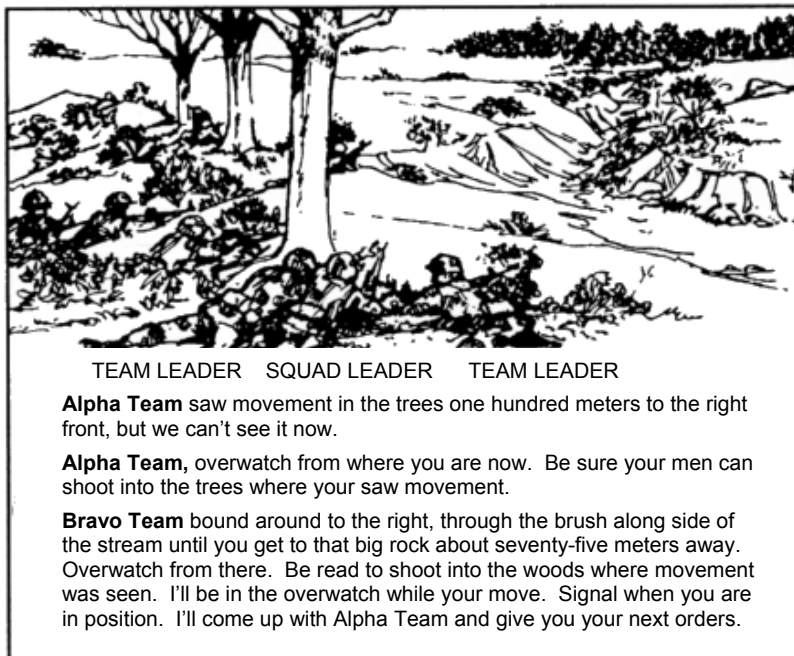


Figure 2-21, Example of squad leader's order to bound.

- (b) The trail fire team bounds and signals the squad leader when his team completes its bound and is prepared to overwatch the movement of the other team.
- (c) Both team leaders must know if successive or alternate bounds will be used and which team the squad leader will be with. The overwatching team leader must know the route and destination of the bounding team. The bounding team leader must know his team's destination and route, possible enemy locations, and actions to take when he arrives there. He must also know where the overwatching team will be, and how he will receive his instructions. The cover and concealment on the bounding team's route dictates how its soldiers move.
- (d) Teams can bound successively or alternately. Successive bounds are easier to control; alternate bounds can be faster. ([Figure 2-22](#))

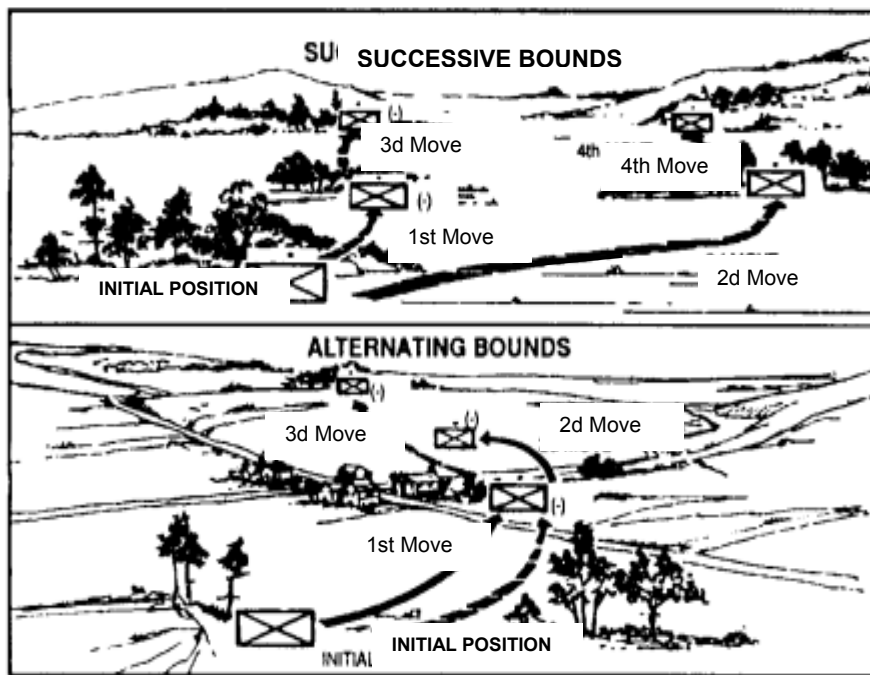


Figure 2-22. Squad successive and alternate bounds

**b. Techniques of Platoon Movement.** The platoon leader determines and directs which movement technique the platoon will use.

- (1) **Traveling.** Traveling is used when enemy contact is not likely and speed is needed ([Figure 2-23](#)).

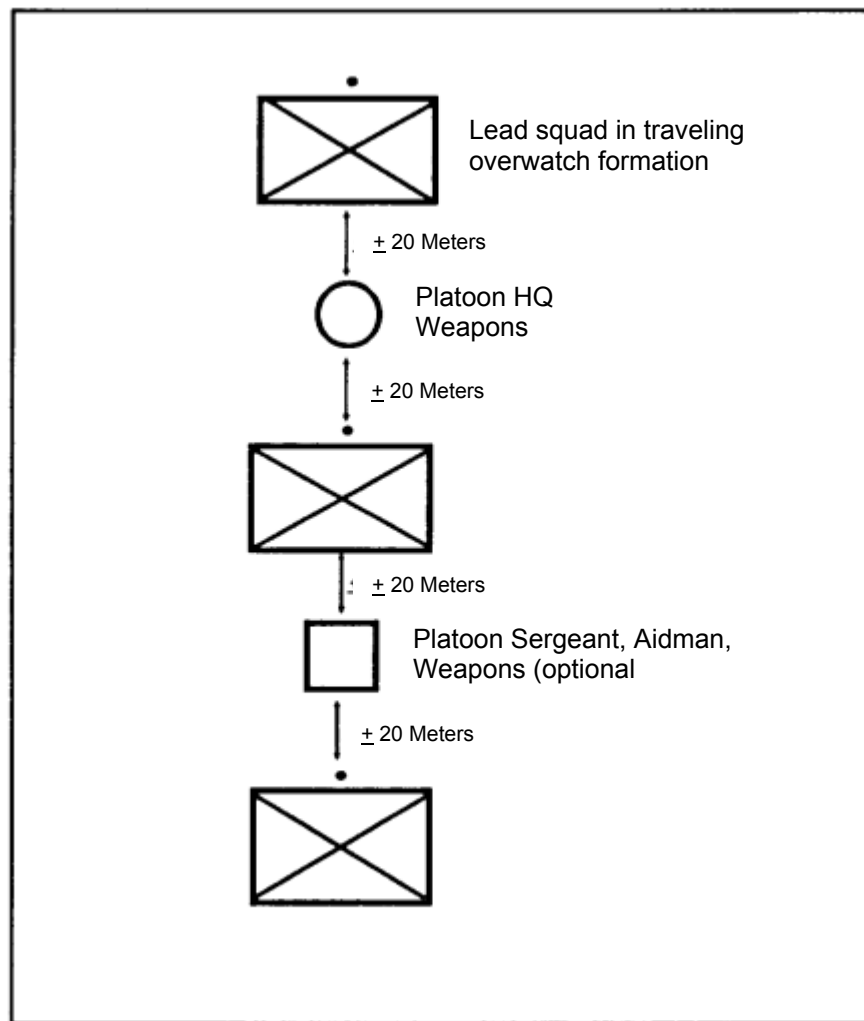


Figure 2-23. Platoon traveling

(2) **Traveling overwatch.** Traveling overwatch is used when contact is possible but speed is needed ([Figure 2-24](#)). The platoon leader moves where he can best control the platoon. The platoon sergeant travels with the trailing squad, though he is free to move throughout the formation to enforce security, noise and light discipline, and distances between squads. The lead squad uses traveling overwatch, and the trailing squads use traveling.



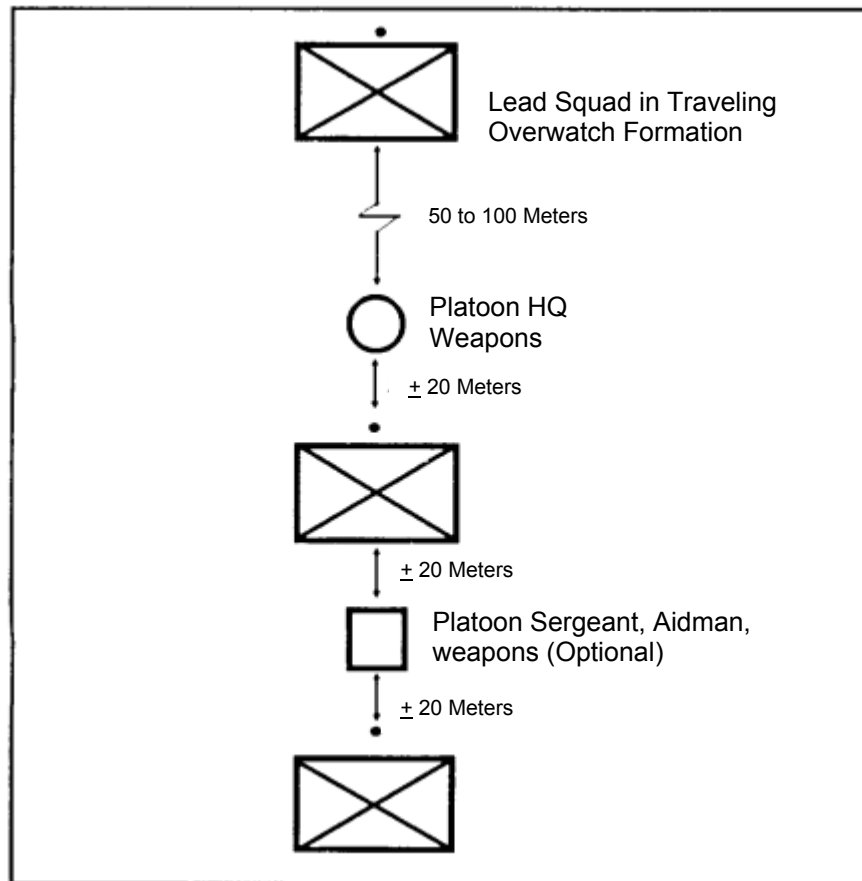


Figure 2-24. Platoon traveling overwatch.

(3) **Bounding overwatch.** Bounding overwatch is used when contact is expected ([Figure 2-25](#)). Platoons conduct bounding overwatch using successive or alternate bounds.

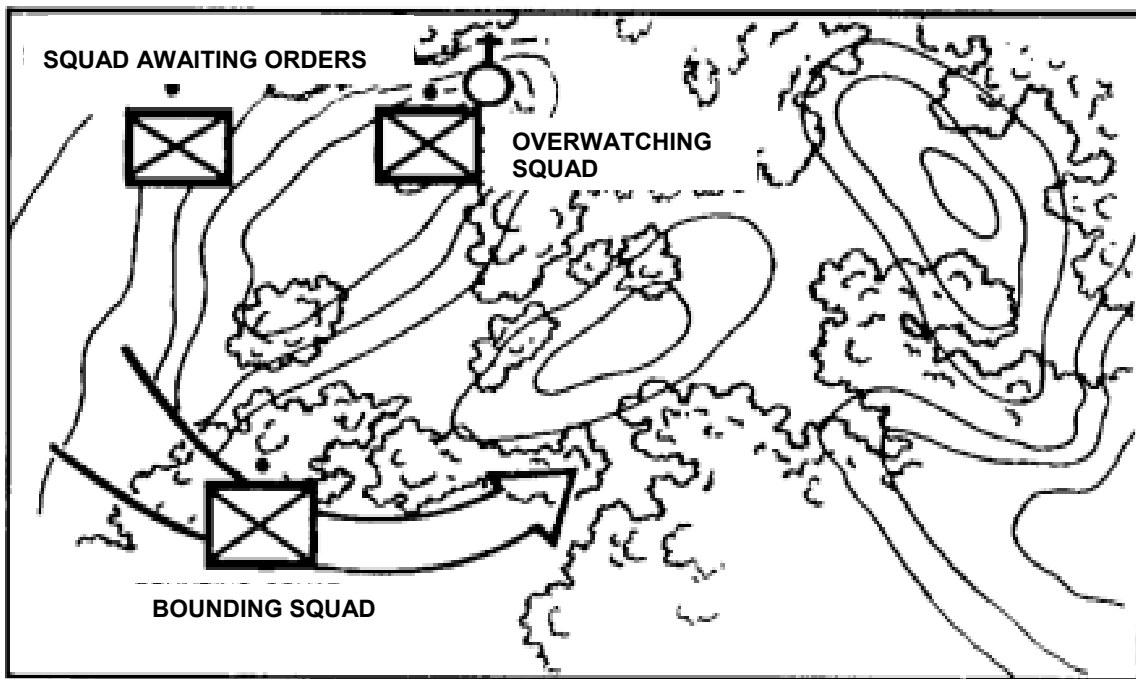


Figure 2-25. Platoon bounding overwatch

(a) *One squad bounding.* One squad bounds forward to a chosen position, then it becomes the overwatching element unless contact is made en route. The bounding squad can use either traveling overwatch, bounding overmatch, or individual movement techniques (low and high crawl, and short rushes by fire team or pairs)

(b) *One squad overwatching.* One squad overwatches the bounding squad from covered positions from which it can see and suppress likely enemy positions. Soldiers use sunning techniques to view their assigned sector. The platoon leader remains with the overmatching squad. Normally, the platoon's machine guns are located with the overwatching squad also.

(c) *One squad awaiting orders.* One squad is uncommitted and ready for employment as directed by the platoon leader. The platoon sergeant and the leader of the squad awaiting orders position themselves close to the platoon leader.

(d) *Considerations.* When deciding where to have his bounding squad go, a platoon leader considers--

- The requirements of the mission.
- Where the enemy is likely to be.
- The routes to the next overwatch position.
- The ability of an overwatching element's weapons to cover the bound.
- The responsiveness of the rest of the platoon.
- The fields of fire at the next overwatch position.

(e) *Instructions.* Before a bound, the platoon leader gives an order to his squad leaders from the overwatch position ([Figure 2-26](#)). He tells and shows them the following:

- The direction or location of the enemy (if known)
- The positions of the overwatching squad.
- The next overwatch position.
- The route of the bounding squad.
- What to do after the bounding squad reaches the next position.
- What signal the bounding squad will use to announce it is prepared to overwatch.
- How the squad will receive their next orders.

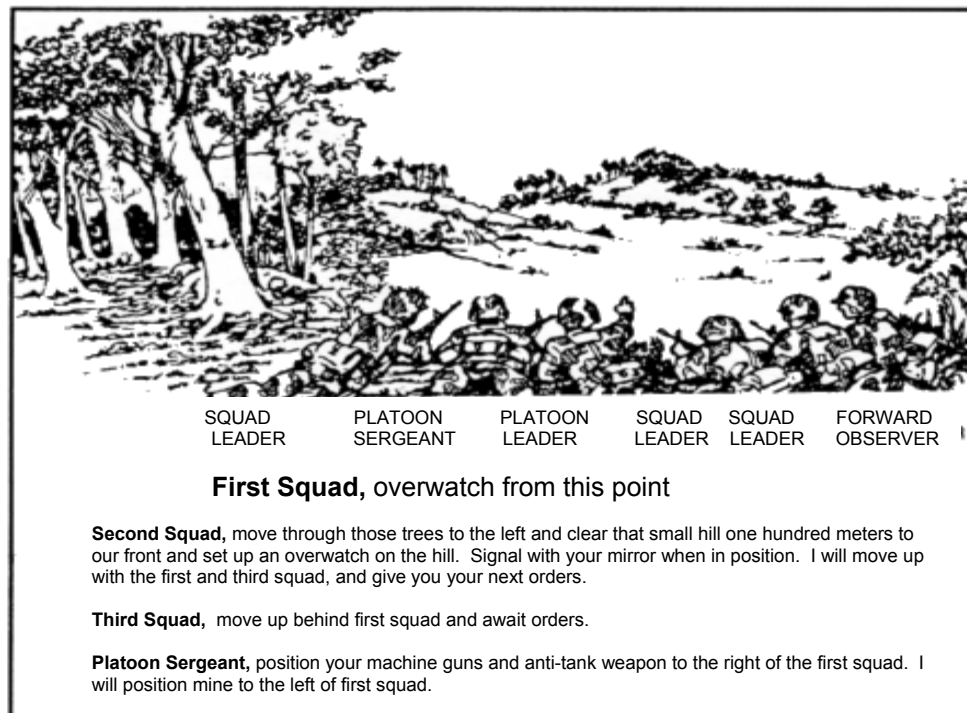


Figure 2-26. Example of platoon leader's order for bounding overwatch

(f) *Machine guns.* The machine guns are normally employed in one of two ways:

- Attach both guns to the overwatch squad(s)
- One machine gun with the overwatch squad and the other with the bounding squad. This technique requires the guns to move between squads as they leave the overwatch to join the bounding squad.

c. **Individual Movement Techniques.** Individual movement techniques include the high and low crawl and short rushes (three to five seconds) from one covered position to another. (See [FM 21-75](#)).

- d. **Other Movement Situations.** The platoon can use other formations for movement.
- (1) ***Movement with armored vehicles.*** For a detailed discussion of working with armored vehicles, see [Section IX](#).
  - (2) ***Movement by water.*** The platoon avoids crossing water obstacles when possible. Leaders should identify weak or nonswimmers and pair them with a good swimmer in their squad.
    - (a) When platoons or squads must move into, through, or out of rivers, lakes, streams, or other bodies of water, they treat the water obstacle as a danger area. While on the water, the platoon is exposed and vulnerable. To offset the disadvantages, the platoon--
      - Moves during limited visibility.
      - Disperses.
      - Camouflages thoroughly.
      - Moves near the shore to reduce the chances of detection.
    - (b) When moving in more than one boat, the platoon--
      - Maintains tactical integrity and self-sufficiency.
      - Cross loads key soldiers and equipment.
      - Makes sure that the radio is with the leader.
    - (c) If boats are not available, several other techniques can be used such as--
      - Swimming.
      - Poncho rafts.
      - Air mattresses.
      - Waterproof bags.
      - A 7/16-inch rope used as a semisubmersible one-rope bridge or safety line.
      - Water wings (made from a set of trousers)
- (3) ***Tactical marches.*** Platoons conduct two types of tactical marches with the company. They are foot marches and motor marches.
- (a) ***Foot marches.*** See [FM 21-18](#).
  - (b) ***Motor marches.*** The platoon conducts motor marches like any other tactical movement. Special requirements may include--
    - Protection. Sandbagging the bottom of the truck to protect the soldiers from mines.
    - Observation. Removing bows and canvas to allow 360-degree observation and rapid dismount.
    - Inspection. Inspecting vehicle and driver to ensure they are ready. Checking fuel level and driver's knowledge of the route, speed, and distance between vehicles.
    - Loading. The platoon should load vehicles keeping fire team, squad, and platoon integrity. For example, fire teams and squads intact on the same vehicle and platoons in the same serial. Additionally, key leaders, weapons, and equipment should be cross loaded.
    - Rehearsals. Rehearsing immediate action to enemy contact (near and far ambush, air attack) ensuring the driver knows what to do.
    - Air guards. Posting air guards for each vehicle.

(4) ***Movement during limited visibility conditions.*** At night or when visibility is poor, a platoon must be able to function the same as during day. It must be able to control, navigate, maintain security, move, and stalk at night or during limited visibility.

(a) *Control.* When visibility is poor, the following methods aid in control:

- Selected personnel use of night vision devices.
- Leaders move closer to the front.
- The platoon reduces speed.
- Each soldier uses two small strips of luminous tape on the rear of his helmet to allow the soldier behind him to see.
- Leaders reduce the interval between soldiers and between units to make sure they can see each other.
- Leaders conduct headcounts at regular intervals and after each halt to ensure personnel accountability.

(b) *Navigation.* To assist in navigation during limited visibility, leaders use--

- Terrain association (general direction of travel coupled with recognition of prominent map and ground features)
- Dead reckoning (compass direction and specific distances or legs) At the end of each leg, leaders should verify their location.
- Movement routes that parallel identifiable terrain features.
- Guides or marked routes.
- GSRs to vector units to the proper location.
- Position-location devices.

(c) *Security.* For stealth and security in night moves, squads and platoons--

- Designate a point man to maintain alertness, the lead team leader to navigate, and a pace man to count the distance traveled. Alternate compass and pace men are designated.
- Allow no smoking, no lights, and no noise.
- Use radio-listening silence.
- Camouflage soldiers and equipment.
- Use terrain to avoid detection by enemy surveillance or night vision devices.
- Make frequent listening halts.
- Mask the sounds of movement with artillery fires.

(d) *Night walking.* Proficiency in night walking is gained through practice. A soldier walking at night looks ahead, then slowly lifting his right foot, he cases it forward about 6 inches to the front of the left foot. While easing his foot forward and keeping his toes pointed downward, the soldier feels for twigs and trip wires. He slowly places his foot on the ground. Confident of solid, quiet footing, the soldier slowly moves his weight forward, hesitates, then repeats the process with the other foot. This technique is slow and time-consuming.

(e) *Stalking.* Soldiers stalk to get as close as they can to an enemy sentry, patrol, or base. This is best described as a slow, crouching night walk. The soldier watches the enemy continuously. When close to the enemy, the soldier squints to help conceal light reflected by his eyes. He breathes slowly through his nose. If

the enemy looks in his direction, the soldier freezes. He takes advantage of the background to blend with shadows and to prevent glare or contrast. Soldiers move during distractions such as gusts of wind, vehicle movement, loud talking, or nearby weapons fire.

**2-15b. 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.

## Student Handout 5

### Extract from FM 21-60, Visual Signals, Sep 87

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This student handout contains 13 pages extracted from FM 21-60, Chapter 2.  
Bring all reference materials to class.

| Pages               | Reading Requirement    |
|---------------------|------------------------|
| SH-5-2 thru SH-5-14 | Read para 2-4 and 2-5. |

---

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Strike the fist of one hand several times in rapid succession against the palm of the other hand.

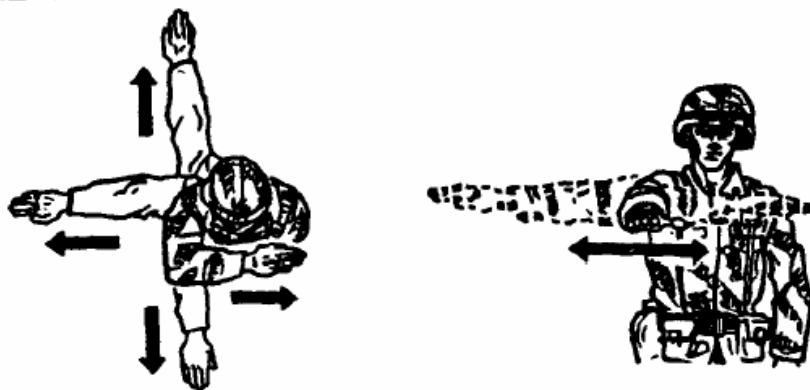
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**Figure 2-28. OUT OF ACTION.**

## **2-4. Signals for Combat Formations and Battle Drills**

### **a. Signals, General (Figures 2-29 through 2-57).**

- (1) Leaders of dismounted units use arm-and-hand signals to control the movement of individuals, teams, and squads. These signals are used by infantry and also by combat support and combat service support elements organized for infantry missions (Figures 2-29 through 2-45).
- (2) Leaders of mounted units use arm-and-hand signals to control individual vehicles and platoon movement. When distances between vehicles increase, flags (wrapped and tied) can be used as an extension of the arm to give the signals. From some vehicles (for example, Bradley, M2), the arm-and-hand signals will be distorted (Figures 2-46 through 2-50).
- (3) Signals for drills are illustrated in Figures 2-51 through 2-57.



Extend either arm vertically overhead; wave the arm and hand to the front, left, right, and rear, with the palm toward the direction of each movement.

Figure 2-29. DISPERSE.



Raise the arm vertically overhead, palm to the front, and wave in large horizontal circles.

**NOTE:** Signal is normally followed by the signaler pointing to the assembly or rally site.

Figure 2-30. ASSEMBLE or RALLY.



Point toward person(s) or unit(s); beckon by holding the arm horizontally to the front, palm up, and motioning toward the body.

Figure 2-31. JOIN ME, FOLLOW ME, or COME FORWARD.

---

Simulate the movement of the right hand in removing the bayonet from the scabbard and fixing it on the rifle.



Figure 2-32. FIX BAYONETS.

---

Raise the fist to the shoulder; thrust the fist upward to the full extent of the arm and back to shoulder level; do this rapidly several times.



Figure 2-33. INCREASE SPEED, DOUBLE TIME, or RUSH.

---

Extend the arm horizontally sideward, palm to the front, and wave the arm slightly downward several times, keeping the arm straight. Do not move the arm above the horizontal.

**NOTE:** This is the same signal as SLOW DWN when directing vehicles (Figure 2-13). The difference in meaning must be understood from the context in which they are used.



Figure 2-34. QUICK TIME.

---



Hold the rifle in the ready position at shoulder level. Point the rifle in the direction of the enemy.

---

Figure 2-35. ENEMY IN SIGHT.



Extend the arm at a 45-degree angle from the side, above the horizontal, palm down, and then lower the arm to the side.

---

Figure 2-36. TAKE COVER.



Extend the arms downward and to the sides of an angle of 45-degrees below the horizontal, palms to the front.

---

Figure 2-37. WEDGE.

---

Raise the arms and extend them 45 degrees above the horizontal.



Figure 2-38. VEE.



Extend the arms parallel to the ground

Figure 2-39. LINE.

---

Raise one arm above the head and rotate it in a small circle.



Figure 2-40. COIL.



Extend the right arm and raise it 45 degrees above the shoulder. Extend the left arm 45 degrees below the horizontal and point toward the ground.

Figure 2-41. ECHELON LEFT.

---



Extend the left arm and raise it 45 degrees above the shoulder. Extend the right arm 45 degrees below the horizontal and point toward the ground.

Figure 2-42. ECHELON RIGHT.

---



Extend the arms so that upper arms are parallel to the ground and the forearms are perpendicular. Raise the arms so they are fully extended above the head. Repeat.

Figure 2-43. STAGGERED COLUMN.

---

---

Raise and extend the arm overhead. Move it to the right and left. Continue until the formation is executed.



Figure 2-44. COLUMN.

---

Extend the arms parallel to ground. Bend the arms until the forearms are perpendicular. Repeat.



Figure 2-45 HERRINGBONE

- b. Mechanized Movement Techniques. Signals for movement techniques are used by mechanized units to indicate which manner of traversing terrain will be used by a unit (Figures 2-46 through 2-50).

---

Extend the arm overhead and swing it in a circle from the shoulder.



Figure 2-46. TRAVELING.





Extend both arms and raise them up and down.

---

Figure 2-47. TRAVELING OVERWATCH.



Extend one arm to a 45 degree angle. Bend the arms and tap the helmet. Repeat

---

Figure 2-48. BOUNDING OVERWATCH. COVER MY MOVE.



Extend the arm to the left and raise it up and down.

---

Figure 2-49. MOVE TO LEFT.



---

Extend the arm to the right and raise it up and down.



---

Figure 2-50 MOVE TO RIGHT

- c. **Drills.** Drills are a rapid, reflexive response executed by a small unit. These signals are used to initiate drills (Figures 2-51 through 2-57).

---

Extend the left arm parallel to the ground. Bend the arm until the forearm is perpendicular. Repeat.



---

Figure 2-51. CONTACT LEFT.

---

Extend the right arm parallel to the ground. Bend the arm until the forearm is perpendicular. Repeat.



---

Figure 2-52. CONTACT RIGHT.



Extend both arms parallel to the ground. Raise the right arm until it is overhead. Repeat.

---

Figure 2-53. ACTION LEFT.



Extend both arms parallel to the ground. Raise the left arm until it is overhead. Repeat

---

Figure 2-54. ACTION RIGHT.



Raise the fist to shoulder level and thrust it several times in the desired direction of action

---

Figure 2-55. ACTION FRONT (RIGHT, LEFT or REAR), FIGHT ON FOOT, or ASSAULT FIRE (DISMOUNTED TROOPS).

---

Bend the arms with forearms at a 45 degree angle. The forearms are crossed. Repeat.



---

Figure 2-56. AIR ATTACK.



Extend the arms and fists. Bend the arms to the shoulders. Repeat

---

Figure 2-57. NUCLEAR, BIOLOGICAL, CHEMICAL ATTACK.

## 2-5. Patrolling Arm-and-Hand Signals

Patrolling is conducted by many type units. Infantry units patrol in order to conduct combat operations. Other units patrol for reconnaissance and security. Successful patrols require clearly understood communication signals among members of a patrol (Figures 2-58 through 2-63).



Point at the palm of one hand with the index finger of the other hand.

---

Figure 2-58. MAP CHECK.



Tap the heel of boot repeatedly with an open hand.

---

Figure 2-59. PACE COUNT.



Raise the hand to the ear with the thumb and little finger extended.

---

Figure 2-60. RADIOTELEPHONE OPERATOR FORWARD.

---

Tap the back of the helmet  
Repeatedly with an open hand.



Figure 2-61. HEAD COUNT.

---

Draw the right hand, palm  
Down, across the neck in a  
Throat-cutting motion from  
Left to right.

**NOTE:** This movement is  
The same as Figure 2-17,  
STOP ENGINES. The dif-  
ference in meanings is under-  
stood from the context in  
which it is used.



Figure 2-62. DANGER AREA.

---

Raise the fist to head level.



Figure 2-63. FREEZE.

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## Student Handout 6

### Extract from FM 7-8, Infantry Rifle Platoon and Squad, April 92.

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This student handout contains seven pages extracted from FM 7-8, Chapter 2.  
Bring all reference material to class.

| Pages              | Reading Requirement         |
|--------------------|-----------------------------|
| SH-6-2 thru SH-6-8 | Study Chapter 2, para 2-11. |

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## CHAPTER 2

### OPERATIONS

*This chapter provides techniques and procedures used by infantry platoons and squads. These techniques are used throughout the planning and execution phases of platoon and squad tactical operations.*

#### Section I. COMMAND AND CONTROL

This section discusses mission tactics, troop-leading procedure, combat orders, and techniques for preparing a platoon to fight. These topics pertain to all combat operations. Their application requires time. With more time, leaders can plan and prepare in depth. With less time, they must rely on previously rehearsed actions, battle drills, and standing operating procedures.

#### 2-11. ACTIONS AT DANGER AREAS

A danger area is any place on a route where the leader's estimate process tells him that his platoon might be exposed to enemy observation, fire, or both. Platoons try to avoid danger areas. If a platoon must cross a danger area, it does so with great caution and as quickly as possible.

a. **Types of Danger Areas.** The following are some examples of danger areas and crossing procedures.

(1) **Open areas.** Conceal the platoon on the near side and observe the area. Post security to give early warning. Send an element across to clear the far side. When cleared, cross the remainder of the platoon at the shortest exposed distance and as quickly as possible.

(2) **Roads and trails.** Cross roads or trails at or near a bend, a narrow spot, or on low ground.

(3) **Villages.** Pass villages on the downwind side and well away from them. Avoid animals, especially dogs, which might reveal the presence of the platoon.

(4) **Enemy positions.** Pass on the downwind side (the enemy might have scout dogs). Be alert for trip wires and warning devices.

(5) **Minefields.** Bypass minefields if at all possible--even if it requires changing the route by a great distance. Clear a path through minefields only if necessary.

(6) **Streams.** Select a narrow spot in the stream that offers concealment on both banks. Observe the far side carefully. Emplace near and far-side security for early warning. Clear the far side, then cross rapidly but quietly.

(7) **Wire obstacles.** Avoid wire obstacles (the enemy covers obstacles with observation and fire).

**b. Crossing of Danger Areas.** When the platoon crosses a danger area independently or as the lead element of a larger force, it must--

- Designate near- and far-side rally points.
- Secure the near side (right, left flanks, and rear security).
- Reconnoiter and secure the far side.
- Execute crossing the danger area.

(1) The platoon leader or squad leader decides how the unit will cross based on the time he has, the size of the unit, the size of the danger area, the fields of fire into the area, and the amount of security he can post. A small unit may cross all at once, in buddy teams, or one soldier at a time. A large unit normally crosses its elements one at a time. As each element crosses, it moves to an overwatch position or to the far-side rally point until told to continue movement.

(2) To maintain momentum, trailing platoons normally cross the danger area without conducting their own reconnaissance or establishing far-side security. The lead platoon conducts reconnaissance and maintains far-side security for the whole force.

NOTE: The secured area must be large enough to allow the full deployment of the remainder of the unit.

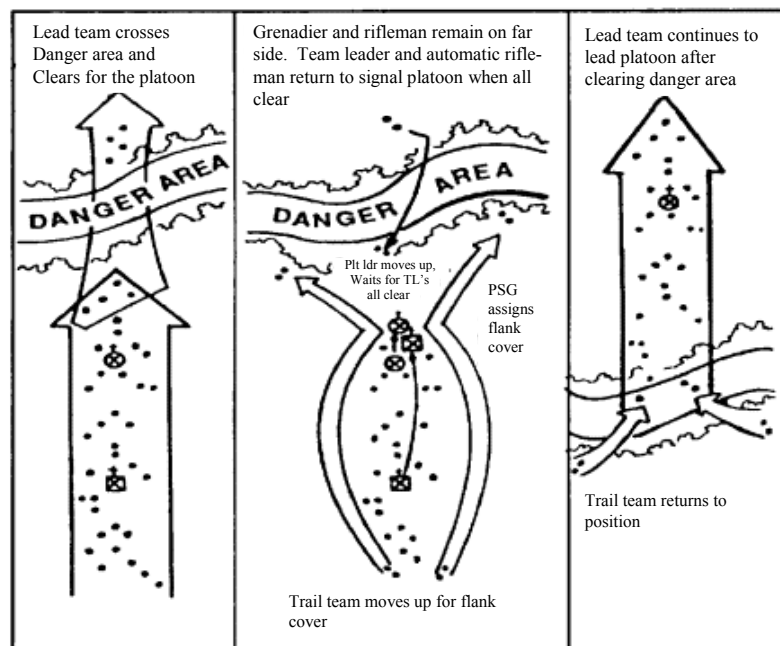


Figure 2-27. Crossing a danger area.

**c. Crossing of linear Danger Areas (Platoon).** The platoon crosses the danger area in the formation and location specified by the platoon leader. On the far side of the danger area, platoon personnel and equipment are accounted for. The platoon continues the mission. ([Figure 2-27.](#))

- (1) When the lead team signals "danger area" (relayed throughout the platoon), the platoon halts.
- (2) The platoon leader moves forward, confirms the danger area, and determines what technique the platoon will use to cross. The platoon sergeant also moves forward to the platoon leader.
- (3) The platoon leader informs all squad leaders of the situation and the near-side and far-side rally points.
- (4) The platoon sergeant directs positioning of the near-side security (usually conducted by the trail squad). These two security teams may follow him forward when the platoon halts and a danger area signal is passed back.
- (5) The platoon leader reconnoiters the danger area and selects the crossing point that provides the best cover and concealment.
- (6) Near-side security observes to the flanks and overmatches the crossing.
- (7) When the near-side security is in place, the platoon leader directs the far-side security team to cross the danger area.
- (8) The far-side security team clears the far side.
- (9) The far-side security team leader establishes an OP forward of the cleared area.
- (10) The far-side security team signals to the squad leader that the area is clear. The squad leader relays the message to the platoon leader.
- (11) The platoon leader selects the method the platoon will use to cross the danger area.
- (12) The platoon quickly and quietly crosses the danger area.
- (13) Once across the danger area, the main body begins moving slowly on the required azimuth.
- (14) The near-side security element, controlled by the platoon sergeant, crosses the danger area where the platoon crossed. They may attempt to cover any tracks left by the platoon.
- (15) The platoon sergeant ensures everyone crosses and sends up the report.
- (16) The platoon leader ensures accountability and resumes movement at normal speed.

**NOTE:** The same principles stated above are used when crossing a smaller unit across a danger area.

**d. Crossing of Large Open Areas.** This is an area so large that the platoon cannot bypass due to the time to accomplish the mission ([Figure 2-28](#)). A combination of traveling overwatch and bounding overwatch is used to cross the open area. The traveling overwatch technique is used to save time. At any point in the open area where contact may be expected or once the squad or platoon comes within range of small-arms fire of the far side (about 250 meters), the squad or platoon moves using the bounding overwatch technique. Once beyond the open area, the squad or platoon reforms and continues the mission.

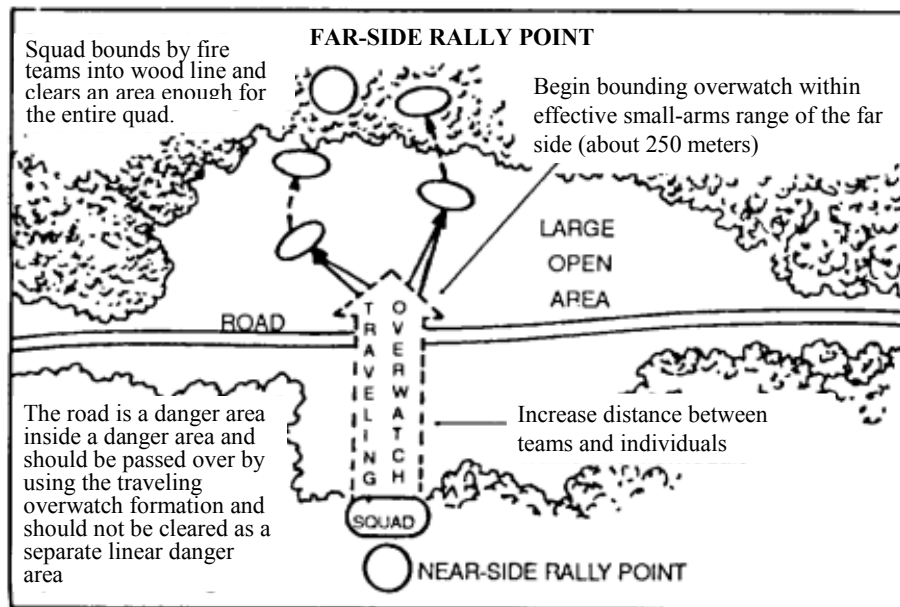


Figure 2-28. Crossing large open area.

**e. Crossing of Small Open Areas.** This is an open area small enough so that it may be bypassed in the time allowed for the mission. Two techniques can be used:

(1) ***Detour bypass method.*** By the use of 90-degree turns to the right or left, the squad or platoon moves around the open area until the far side is reached, then continues the mission. The pace count of the offset and return legs is not added to the distance of the planned route.

(2) ***Contouring around the open area.*** The leader designates a rally point on the far side with the movement azimuth, decides which side of the open area to contour around (after considering the distance, terrain, cover and concealment), and moves around the open area. He uses the wood line and vegetation for cover and concealment. When the squad or platoon arrives at the rally point on the far side, the leader reassumes the azimuth to the objective area and continues the mission ([Figure 2-29](#)).

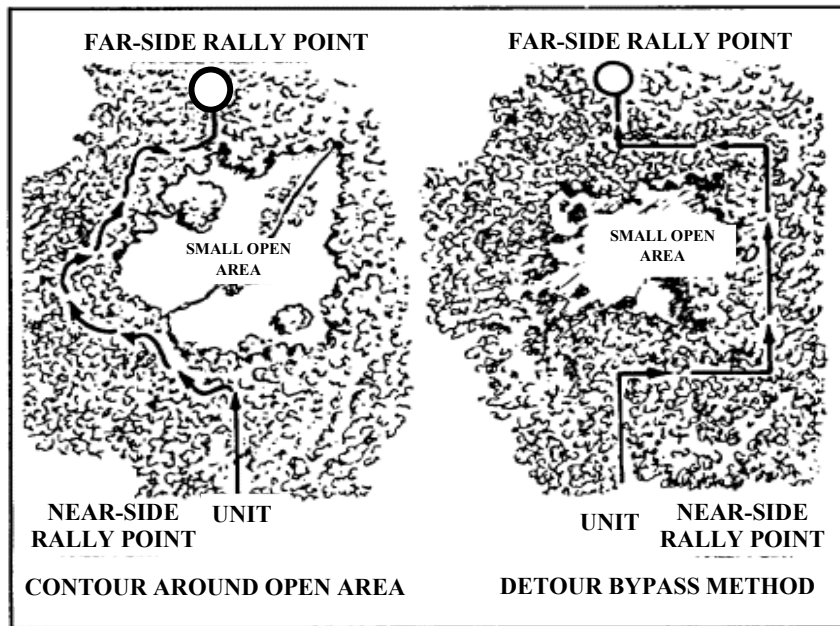


Figure 2-29. Cross a small open area.

**f. Enemy Contact at Danger Areas.** If the platoon makes enemy contact in or around the danger area, see [Figure 2-30](#) for contact on far side, [Figure 2-31](#) for contact on a road or trail, or [Figure 2-32](#) for contact on near side.

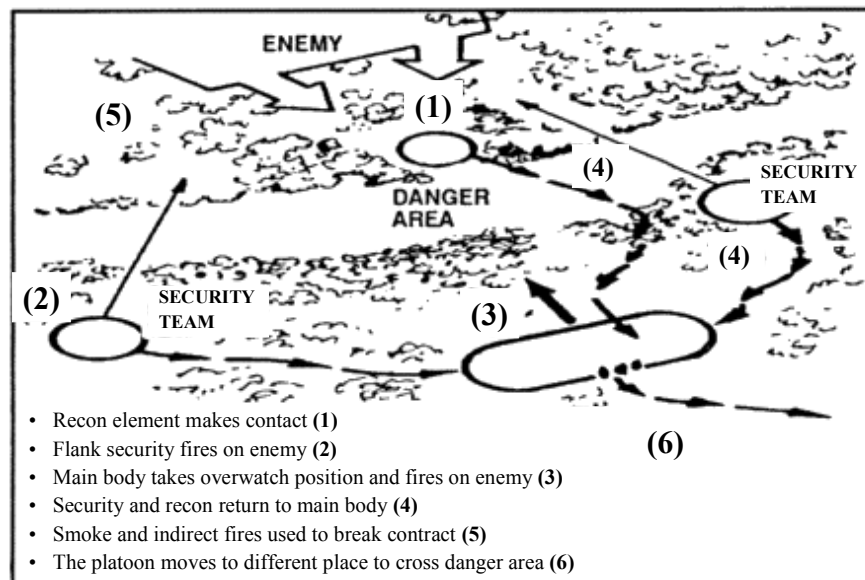


Figure 2-30. Enemy contact on far side.

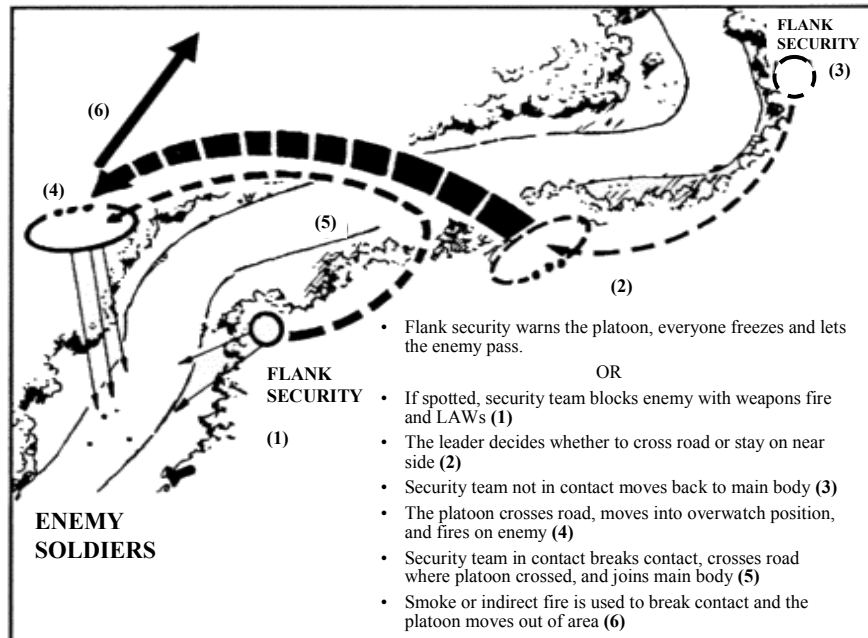


Figure 2-31. Enemy contact on road or trail.

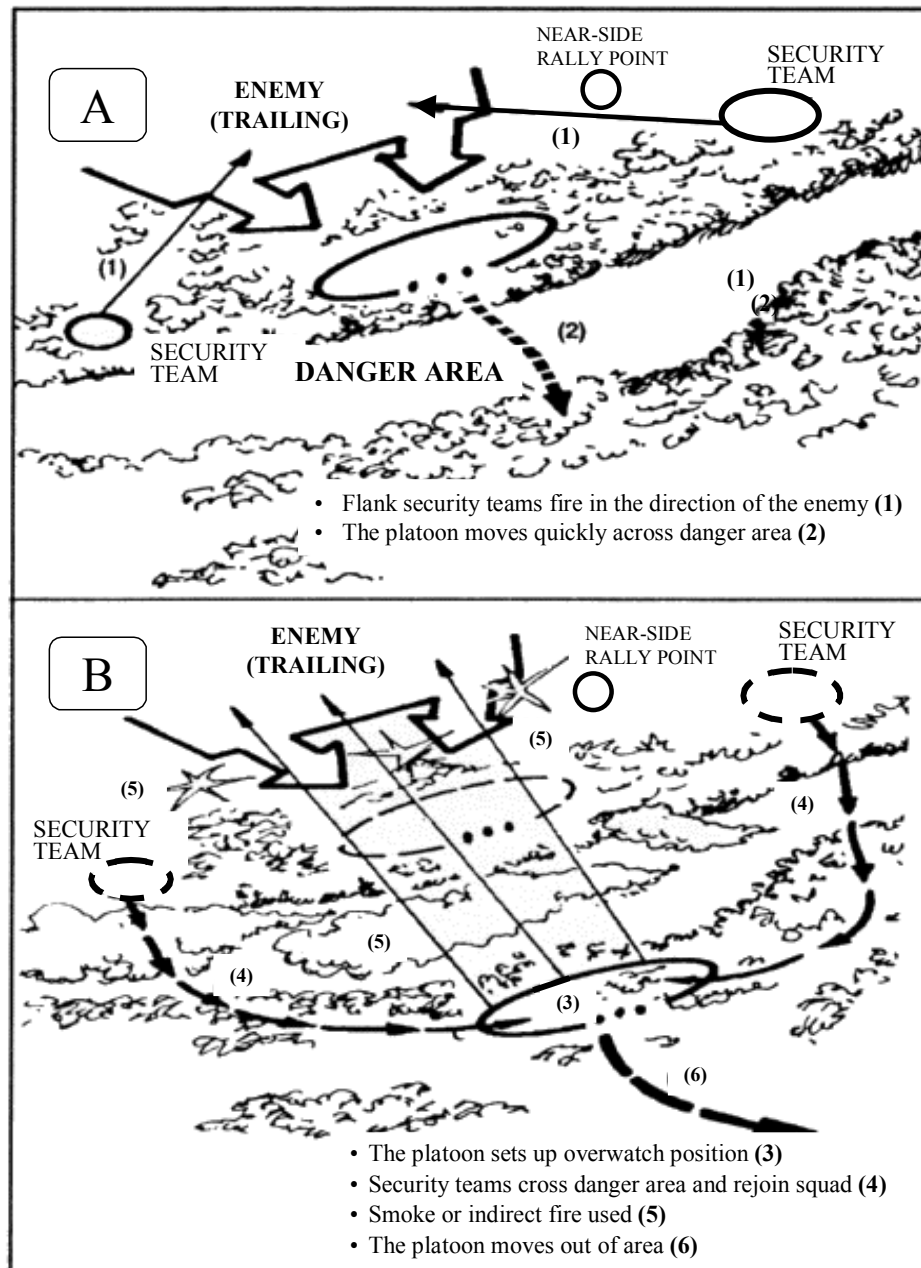


Figure 2-32. Enemy contact on near side.

NOTE: Squads react to contact the same as platoons

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## Student Handout 7

### Extract from STP 21-24-SMCT-1, 1 Aug 03

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This student handout contains three pages extracted from STP 21-24-SMCT, Task 1. Select a Route Using a Map. Bring all reference material to class.

| Pages              | Reading Requirement |
|--------------------|---------------------|
| SH-7-2 thru SH-7-4 | Study Task 1.       |

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## APPENDIX C- LAND NAVIGATION SKILLS AND KNOWLEDGES

### Land Navigation Skills and Knowledges Supporting Skill Level 1 Land Navigation Tasks

1. Select a Movement Route Using a Map
  2. Identify Topographic Symbols on a Military Map
  3. Identify Terrain Features on a Map
  4. Determine the Grid Coordinates of a Point on a Military Map
  5. Determine a Magnetic Azimuth Using a Lensatic Compass
  6. Determine the Elevation of a Point on the Ground Using a Map
  7. Determine a Location on the Ground by Terrain Association
  8. Measure Distance on a Map
  9. Convert Azimuths
  10. Orient a Map Using a Lensatic Compass
  11. Orient a Map to the Ground by Map-Terrain Association
  12. Locate an Unknown Point on a Map and on the Ground by Intersection
  13. Locate an Unknown Point on a Map and on the Ground by Resection
  14. Determine Direction without a Compass
  15. Determine Azimuths Using a Protractor
  16. Compute Back Azimuths
- 

#### Select a Movement Route Using a Map

**Conditions:** Given an operation or fragmentary order, a 1:50, 000 scale military map and a compass.

**Standards:** Selected a route with the following characteristics:

1. Took advantage of maximum cover and concealment.
2. Ensured observation and field of fire for the overwatch or fire support elements.
3. Allowed positive control of all elements.
4. Accomplished the mission quickly without unnecessary or prolonged exposure to enemy fire.

#### Performance Steps

1. Select the route that makes the best use of terrain. Your platoon spends more time moving than fighting in combat. Because a moving unit usually contacts the enemy at a time and place of the enemy's choosing, you must use terrain to your best advantage. Proper use of terrain has two advantages:

- a. Cover and concealment to protect the platoon during movement.
- b. Maximum effectiveness of the platoon's weapons.

2. To properly use those advantages, you must understand the military aspects of terrain and be able to apply them to any given situation, whether it be a defense, a delay or a road march behind the forward edge of the battle area (FEBA).

a. The primary requirement for any type of movement on the battlefield is cover and concealment..

(1) Cover is any type of shielding from the effects of weapon fire, especially direct fire. You must take advantage of every ravine or depression in the ground to protect and cover your

## STP 21-1-SMCT

force, especially if you are forward of the FEBA. You must evaluate the terrain, the abilities of the enemy's weapons systems, and the position of known or suspected enemy emplacement. Visualize a cross section of the terrain and determine where the enemy cannot place effective direct fire on your proposed route.

(2) Concealment is anything that hides or disguises your force. You must consider concealment from both air and ground observation. If you are mechanized, exhaust smoke or dust can reveal your unit to the enemy.

- b. If you are moving in an area where contact with the enemy is expected, you must ensure that your proposed route can be covered by fire from your overwatch or fire support positions. Those positions must have good observation and fields of fire.

(1) Direct fire weapons must have good observation to fire known or suspected enemy positions along your movement route. You must have observation to control the maneuver of your elements, if they make contact. Consider the effects of smoke and dust from friendly and enemy fire.

(2) Select a route that gives your unit the best field of fire. Your machine guns and antitank weapons must have good fields of fire to be effective. They must be in a position to provide suppressive fires immediately. Using your crew-served weapons to overwatch your movement, they must be able to observe your route and fire in your support all the way to the objective. The overwatch positions that you select must have unobstructed fields of fire to the next overwatch position.

3. Select the route that provides the most favorable tactical advantage and meets the mission requirements. If enemy air is active or enemy ground forces are in the area of the route, you must take maximum advantage of cover and concealment. If speed of movement is critical, the route should be over the most easily negotiable terrain, avoiding difficult obstacles. The route should include movement from one easily distinguishable terrain feature to another. When ordered to move, you must check the terrain based on the above considerations and select the quickest and safest route.

4 Planning a route can be aided by the use of special purpose maps and aerial photographs. If those aids are available, use them to ensure that you have the most current information.

5 Map reconnaissance, however, is no substitute for ground reconnaissance. If time is available and the tactical situation permits, reconnoiter the route that you have to move over.

**Evaluation Preparation:** SETUP: In a field environment, provide the soldier with a 1:50,000-scale military map of the area and a compass, and issue him an oral or written operation order.

**BRIEF SOLDIER:** Tell the soldier to select a route of movement between two given points (marked on the map) where the likelihood of enemy contact is unknown. The soldier must select a route that offers the best cover and concealment, ensure the best observation and fields of fire for support elements, allow positive control of elements, and accomplish the mission without unnecessary or prolonged exposure to enemy fire.

### Performance Measures

|   | <u>GO</u> | <u>NO GO</u> |
|---|-----------|--------------|
| 1. Made a map reconnaissance of the area that must be moved over.                       | _____     | _____        |
| 2. Selected a route that offers:  | _____     | _____        |
| a. Maximum cover.   |           |              |
| b. Maximum concealment.   |           |              |
| c. Good observation to fire at known or suspected enemy positions along movement route. |           |              |
| d. Best fields of fire.   |           |              |
| e. Most favorable tactical advantage.   |           |              |
| f. Positive control of all elements.  |           |              |

## STP 21-1-SMCT

**Evaluation Guidance:** Score the soldier GO if all steps are passed. Score the soldier NO-GO if any steps are failed. If the soldier fails any steps, show him what was done wrong and how to do it correctly.

### References

#### Required

FM 7-7

FM 7-8

#### Related

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## Student Handout 8

### Extract from STP 21-1-SMCT-1, Aug 03

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This student handout contains two pages extracted from STP 21-1-SMCT, Task 071-331-0815, Practice Noise, Light, and Litter Discipline. Bring all reference material to class.

| Pages              | Reading Requirement     |
|--------------------|-------------------------|
| SH-8-2 thru SH-8-3 | Read Task 071-331-0815. |

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## STP 21-1-SMCT

### Practice Noise, Light, and Litter Discipline 071-331-0815

**Conditions:** As a member of an element conducting a tactical mission.

**Standards:** Ensure that:

1. Noise was kept at a minimum.
2. No light was visible to the enemy.
3. The area was free of litter and other evidence of the unit's presence.

#### Performance Steps

1. Comply with noise discipline.
  - a. Avoid all unnecessary vehicular and foot movement.
  - b. Secure (with tape or other materials) metal parts (for example, weapon slings, canteen cups, identification [ID] tags) to prevent them from making noise during movement.
  - c. Be careful not to restrict moving parts of weapons if doing so would prevent their operation.
  - d. Talk only when necessary to conduct or explain operations.
  - e. Use radios only when necessary, keeping the volume low so only you can hear the radio.
2. Comply with light discipline.
  - a. Do not smoke except when concealed from enemy view.

Note: Smoking at night should be restricted, as the enemy can see and smell the smoke.

- b. Conceal flashlights and other light sources so that the light is filtered (for example, under a poncho).
    - c. Cover anything that reflects light (for example, metal surfaces, vehicles, glass).
    - d. Use all available natural concealment.  
Camouflage all vehicles and equipment..
3. Comply with litter discipline.
  - a. Take all litter (empty food containers, empty ammunition cans or boxes, old camouflage) to established collection points when occupying a position.
  - b. Carry all litter with you until you can dispose of it without leaving any trace when moving.

**Evaluation Preparation:** Setup: Schedule this exercise in conjunction with field maneuvers or field exercises or use defensive positions.

#### Performance Measures

GO      NO GO

1. Complied with noise discipline by:      \_\_\_\_\_      \_\_\_\_\_
  - a. Avoiding all unnecessary vehicular and foot movement.
  - b. Securing metal parts, preventing them from making noise during movement.
  - c. Being careful not to restrict moving parts of secured weapons, preventing operation.
  - d. Talking only when necessary to conduct or explain operations.
  - e. Using radios only when necessary, keeping the volume low so that only you can hear the radio.

2. Complied with light discipline by: \_\_\_\_\_
- 3.
- a. Smoking only when concealed from enemy view.
  - b. Concealing flashlights and other light sources so that the light is filtered.
  - c. Covering anything that reflects light.
  - d. Using all available natural concealment.
  - e. Camouflaging all vehicles and equipment.
3. Complied with litter discipline by: \_\_\_\_\_
- a. Taking all litter to established collection points when occupying a position.
  - b. Carrying all litter with you until you can dispose of it without leaving any trace when moving.

**Evaluation Guidance:** Score the soldier GO if all performance measures are passed. Score the soldier NO-GO if any performance measure is failed. If the soldier scores NO-GO, show the soldier what was done wrong and how to do it correctly.

#### References

**Required**  
FM 7-8

**Related**

## Student Handout 9

### Extract from FM 7-8, Infantry Rifle Platoon and Squad, Apr 92

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This student handout contains two pages extracted from FM 7-8, Infantry Rifle Platoon and Squad. Bring all reference material to class.

| Pages              | Reading Requirement            |
|--------------------|--------------------------------|
| SH-9-2 thru SH-9-3 | Read pages SH-9-2 thru SH-9-3. |

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# CHAPTER 1

## DOCTRINE

*The US Army's basic fighting doctrine is called AirLand Battle. It reflects time proven fundamentals, and structure of modern warfare, and the experience of combat. AirLand Battle doctrine provides a specific mission for infantry forces.*

### Section I. FUNDAMENTALS

Among the infantry's basic fundamentals are the principles of war, the elements of combat power, and the tenets of AirLand Battle. These fundamentals have applications at the platoon and squad level. This section provides the mission of the infantry and the doctrine principles basic to the infantry rifle platoon and squad. These principles form the basis for platoon and squad tactics, techniques, procedures, and drills. This section also discusses the elements of combat power and the skills required of leaders and soldiers at the small-unit level.

#### 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 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.

## CHAPTER 2

### OPERATIONS

*This chapter provides techniques and procedures used by infantry platoons and squads. These techniques are used throughout the planning and execution phases of platoon and squad tactical operations.*

### Section II. SECURITY

#### 2-4. SECURITY DURING MOVEMENT

Security during movement includes the actions that units take to secure themselves and the tasks given to units to provide security for a larger force.

a. Platoons and squads enhance their own security during movement through the use of covered and concealed terrain; the use of the appropriate movement formation and technique; the actions taken to secure danger areas during crossing; the enforcement of noise, light, and radiotelephone discipline; and the use of proper individual camouflage techniques.

(2) **Formations and movement techniques.** Formations and movement techniques provide security by--

- Positioning each soldier so that he can observe and fire into a specific sector that overlaps with other sectors.
- Placing a small element forward to allow the platoon to make contact with only the lead element and give the remainder of the platoon freedom to maneuver.
- Providing overwatch for a portion of the platoon.

In selecting formations and movement techniques leaders must consider other requirements such as speed and control as well as security.

c. During short halts, soldiers spread out and assume prone positions behind cover. They watch the same sectors that were assigned to them for the movement. Leaders establish Ops, and orient machine guns and antiarmor weapons along likely enemy approaches. Soldiers remain alert and keep movement to a minimum. During limited visibility, leaders incorporate the use of night vision devices.

d. During long halts, the platoon establishes a perimeter defense (See Chapter 1). The platoon leaders ensures that the platoon halts on defensible terrain. He establishes the defense using the same considerations discussed in Section V.

e. For additional security during halts, the platoon leader may establish a squad-sized ambush. He must provide a specific location and instructions concerning the initiation and conduct of the ambush and the link-up of the squad with the platoon.

## **Appendix D, Student Handouts**

**TSP: W224**

**TITLE: Occupy an Assembly Area**

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**Appendix D, HANDOUTS FOR LESSON 1: W224 version 1**

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This appendix contains the items listed in this table:

| <b>Title/Synopsis</b>       | <b>Pages</b>        |
|-----------------------------|---------------------|
| 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**

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This student handout contains the Advance Sheet

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# Student Handout 1

## Advance Sheet

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### 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):

---

|                    |   |
|--------------------|---|
| <b>Action:</b>     | Occupy an assembly area.  |
| <b>Conditions:</b> | 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).  |
| <b>Standard:</b>   | <p>Occupied an assembly area by--</p> <ul style="list-style-type: none"><li>• Identifying preoccupation requirements.</li><li>• Moving into an assembly area and establishing security.</li><li>• Occupying and securing the assembly area.</li><li>• Defending the assigned sector.</li></ul> <p>IAW FM 7-8 (SH-2) and ARTEP 7-8 MTP (SH-3).</p> |

**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.

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**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.

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## **Student Handout 2**

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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**

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## 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.

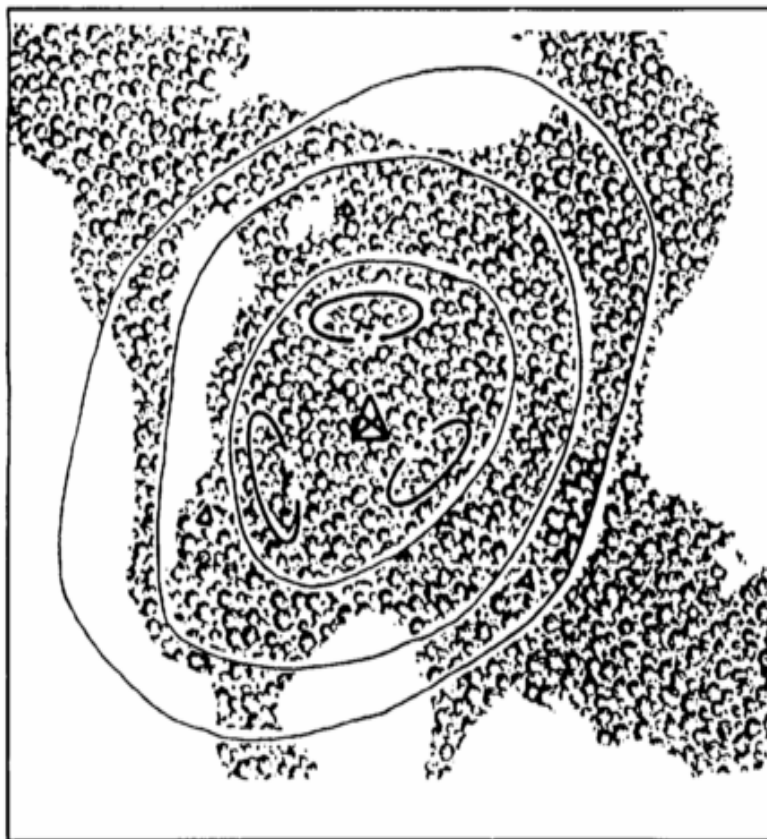


Figure 1-2. Perimeter defense.

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.

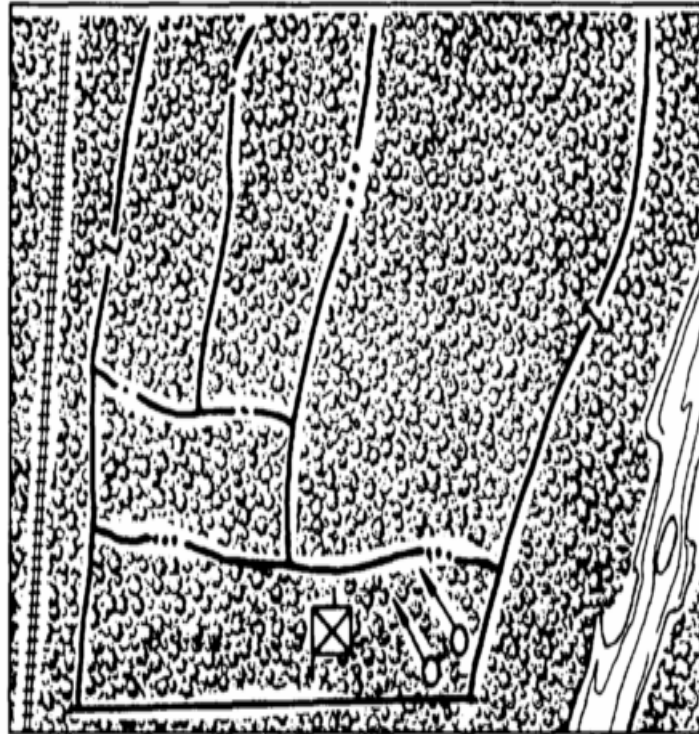


Figure 1-3. Assigned sectors.

(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.

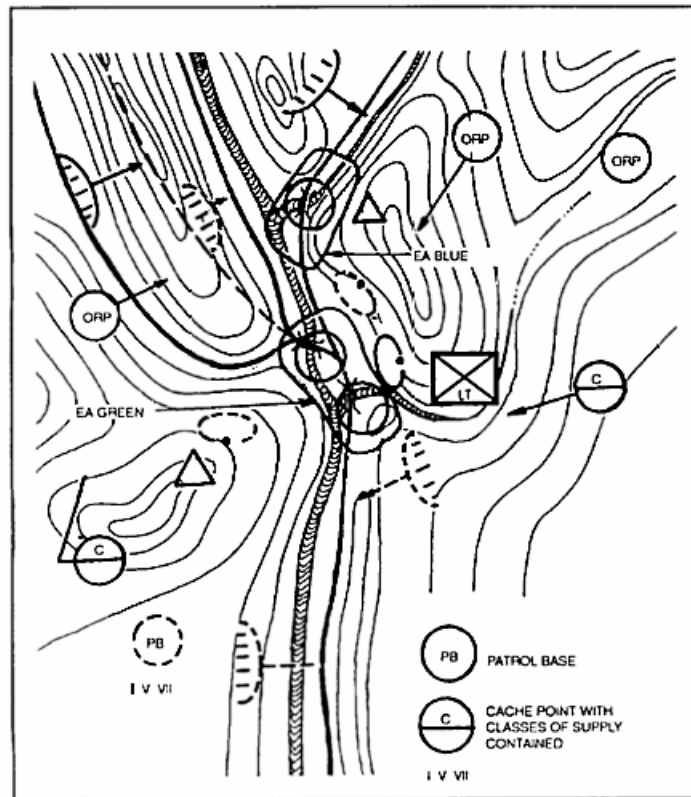


Figure 1-4. Concept of the operation for a defense in a sector.

(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)   |
|------------------|---|--|
| <b>SITUATION</b> | 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> |
| <b>MISSION</b>   | 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. | “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.   |
| <b>EXECUTION</b> | brief statement of the tentative concept of the operation.  | “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.   |

Figure 2-1. Example of platoon warning order

| FORMAT                   | ANNOTATED FORMAT   | EXAMPLE, ORAL (ATTACK)  |
|--------------------------|--|---|
| EXECUTION<br>(continued) | <p>Time schedule:</p> <ul style="list-style-type: none"> <li>Earliest time of move.</li> <li>Time and place of OPORD</li> <li>Probable execution time.</li> <li>Inspection times and items to be inspected different from SOP.</li> <li>Rehearsal time, location, and actions to be rehearsed.</li> </ul>  | <p>"Time schedule is as follows:<br/>LD time is 0200.<br/>The earliest we will have to move is 2330.<br/>After 2330, we have to be ready to move within 10 minutes of the order to do so.<br/>My final inspection will be at 2300, here at the CP.<br/>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.<br/>My OPORD will be here at the platoon CP at 1030.</p> |
|                          | <p>Tasks to subordinate key personnel:</p> <ul style="list-style-type: none"> <li>Platoon sergeant</li> <li>Squad leaders</li> <li>RATELO</li> <li>Aid man</li> <li>Attachments</li> </ul> <p>To soldiers helping prepare OPORD.</p> <ul style="list-style-type: none"> <li>As needed to others</li> </ul> | <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.<br/>"SSG Crawford, you and your squad will be the lead squad. Make sure you recon the route from her to the LD.<br/>"SGT Brown (FO). I need you to get the fire plan from the FIST ASAP, so we see what additional targets we need.<br/>"SSG Steele, send SGT White and his team up here in 20 minutes to begin making the terrain model of the objective.</p>   |

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

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

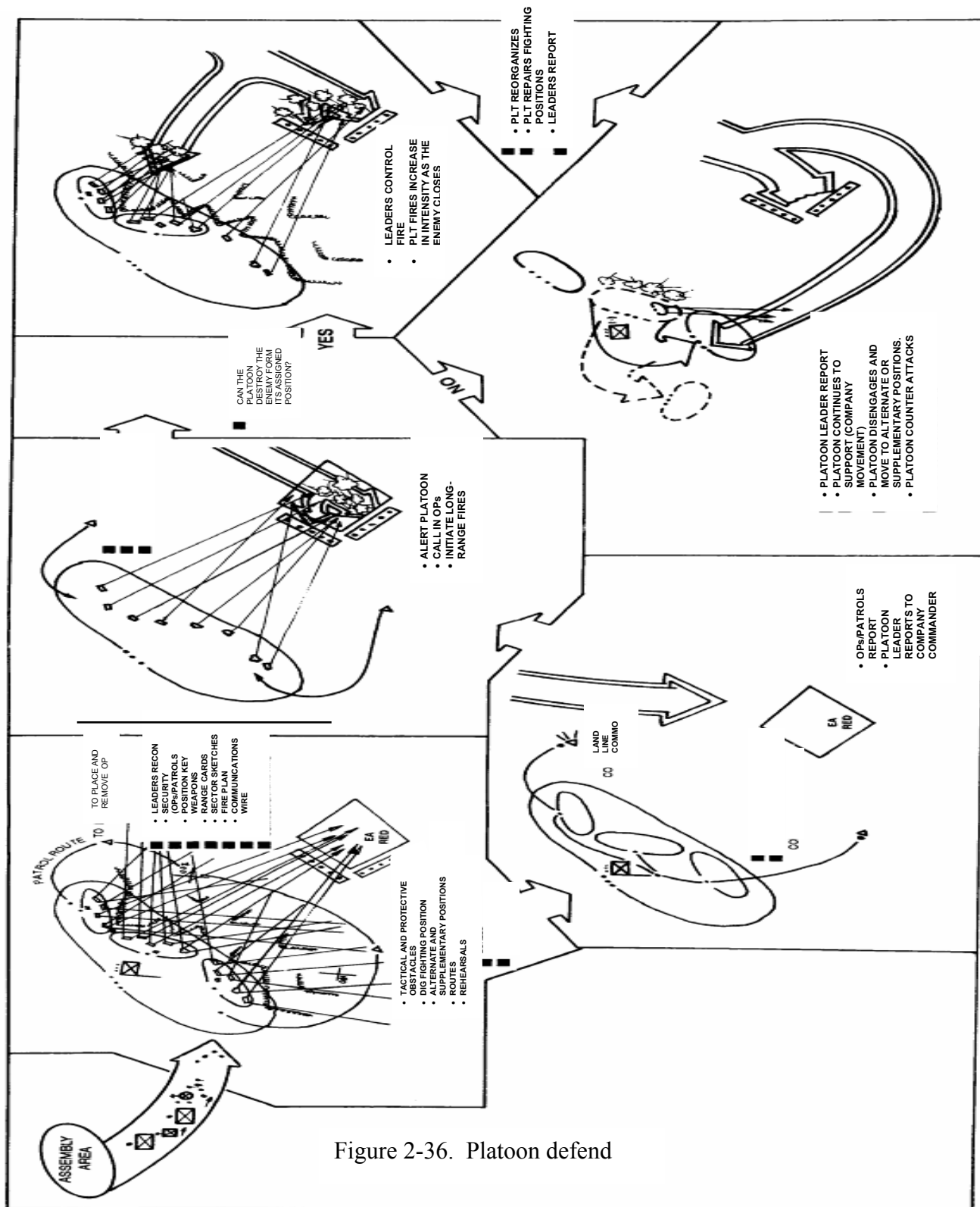


Figure 2-36. Platoon defend

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.)

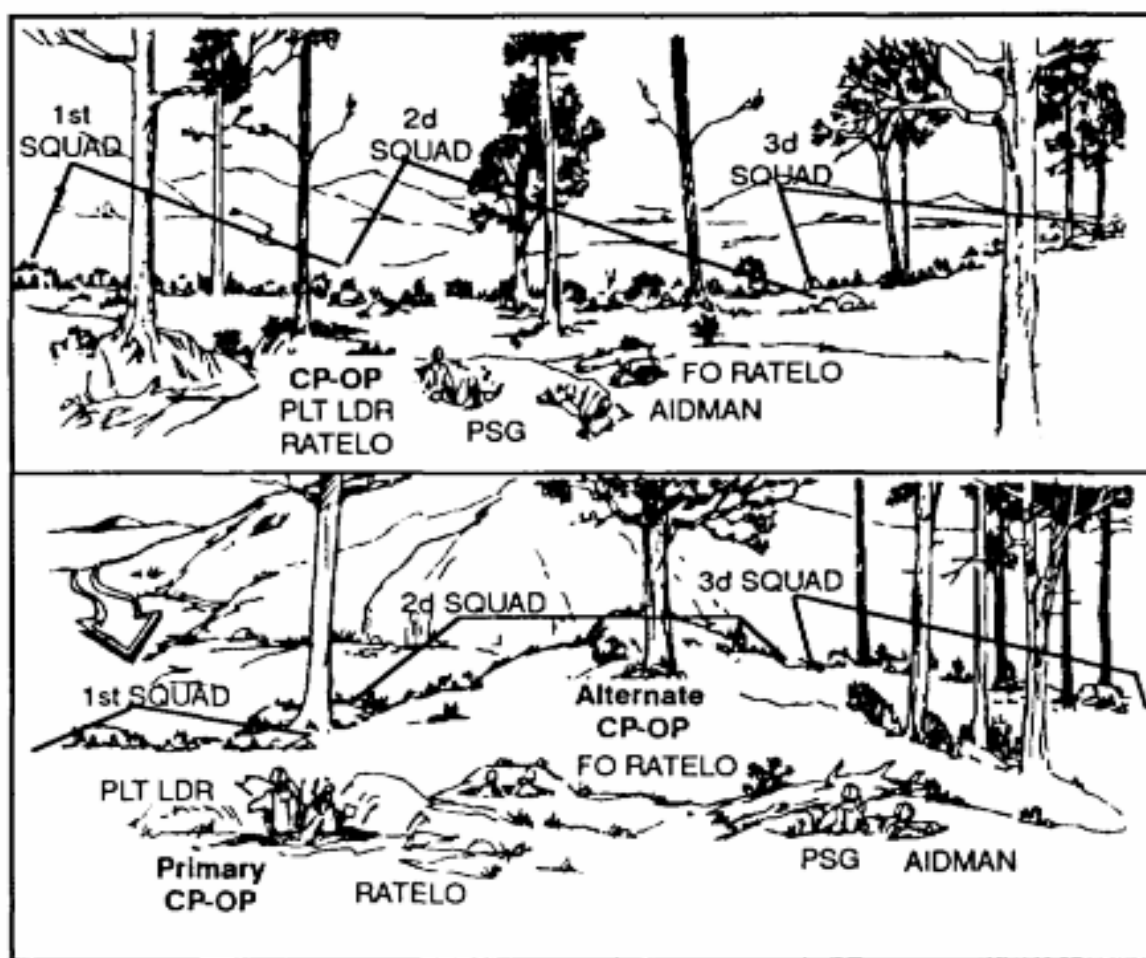


Figure 2-37. Command post-observation post.

## 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.

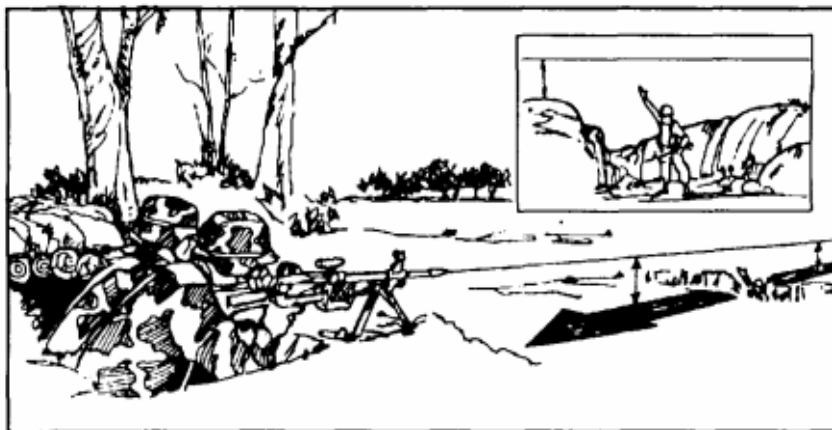


Figure 2-38. Finding dead space along an FPL.

(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.

**STANDARD RANGE CARD**  
For use of this form use FM 7-8. This preparation is USAR.

SOG: 1  
PLT: 1  
CO: B

May be used for all types of direct fire weapons.

MAGNETIC NORTH

DEAD SPACE

ANGING 1ST STAKE

DATA SECTION

POSITION IDENTIFICATION: 08451038 DATE: 10 JULY

WEAPON: MG EACH CIRCLE EQUALS: 150 METERS

| NO. | DIRECTION/DEFLECTION | ELEVATION     | RANGE      | AMMO | DESCRIPTION           |
|-----|----------------------|---------------|------------|------|-----------------------|
| 1   |                      | <u>+50/3</u>  | <u>600</u> |      | <u>FPL</u>            |
| 2   | <u>R275</u>          | <u>+50/45</u> | <u>900</u> |      | <u>LONE TREE</u>      |
| 3   | <u>L150</u>          | <u>0/28</u>   | <u>525</u> |      | <u>TRAIL JUNCTION</u> |

REMARKS: 0-4  
0 TW15/L7

DA FORM 5517-R, JAN 88

**Primary sector with FPL.**

**STANDARD RANGE CARD**  
For use of this form use FM 7-8. This preparation is USAR.

SOG: 155  
PLT: 1  
CO: B

May be used for all types of direct fire weapons.

MAGNETIC NORTH

ANGING 1ST STAKE

DATA SECTION

POSITION IDENTIFICATION: 08451038 DATE: 4 JULY

WEAPON: MG EACH CIRCLE EQUALS: 150 METERS

| NO. | DIRECTION/DEFLECTION | ELEVATION     | RANGE      | AMMO | DESCRIPTION             |
|-----|----------------------|---------------|------------|------|-------------------------|
| 1   | <u>L035</u>          | <u>0/24</u>   | <u>400</u> |      | <u>PDF (WOODED ROW)</u> |
| 2   | <u>R375</u>          | <u>-50/15</u> | <u>625</u> |      | <u>BARN</u>             |
| 3   | <u>L175</u>          | <u>-50/40</u> | <u>725</u> |      | <u>HEDGE ROW</u>        |

REMARKS: 0 TW17/R10 0 TW 5/L3 0 TW7/R3

DA FORM 5517-R, JAN 88

**Primary sector with PDF.**

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

**Maximum engagement line for Dragon.**

**STANDARD RANGE CARD**  
For use of this form use FM 7-8. The measurement is in METERS.

SQD 1  
PLT 2  
CO B

May be used for all types of direct fire weapons

MAGNETIC NORTH

**MINIMUM ENGAGEMENT LINE**

**DATA SECTION**

POSITION IDENTIFICATION PRIMARY DATE 30 FEB 92

WEAPON DRAGON EACH CIRCLE EQUALS 111

| NO | DIRECTION | ELEVATION | RANGE | AMMO | DESCRIPTION     |
|----|-----------|-----------|-------|------|-----------------|
| 1  | 300°      |           | 1000M | /    | LL              |
| 2  | 05°       |           | 1000M | /    | RC              |
| 3  | 330°      |           | 705M  | /    | TRP AT CHURCH   |
| 4  | 0°        |           | 560M  | /    | TRP A2 HILL TOP |
| 5  | 270°      |           | 300M  | /    | GRP HILL TOP    |

REMARKS

DA FORM 5517-R, JAN 88

**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.](#))

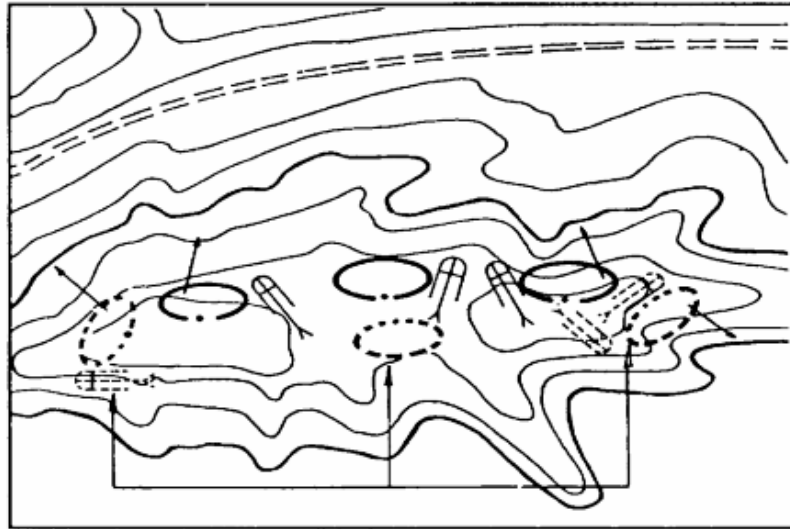


Figure 2-41. Relationship of defensive positions.

- 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:

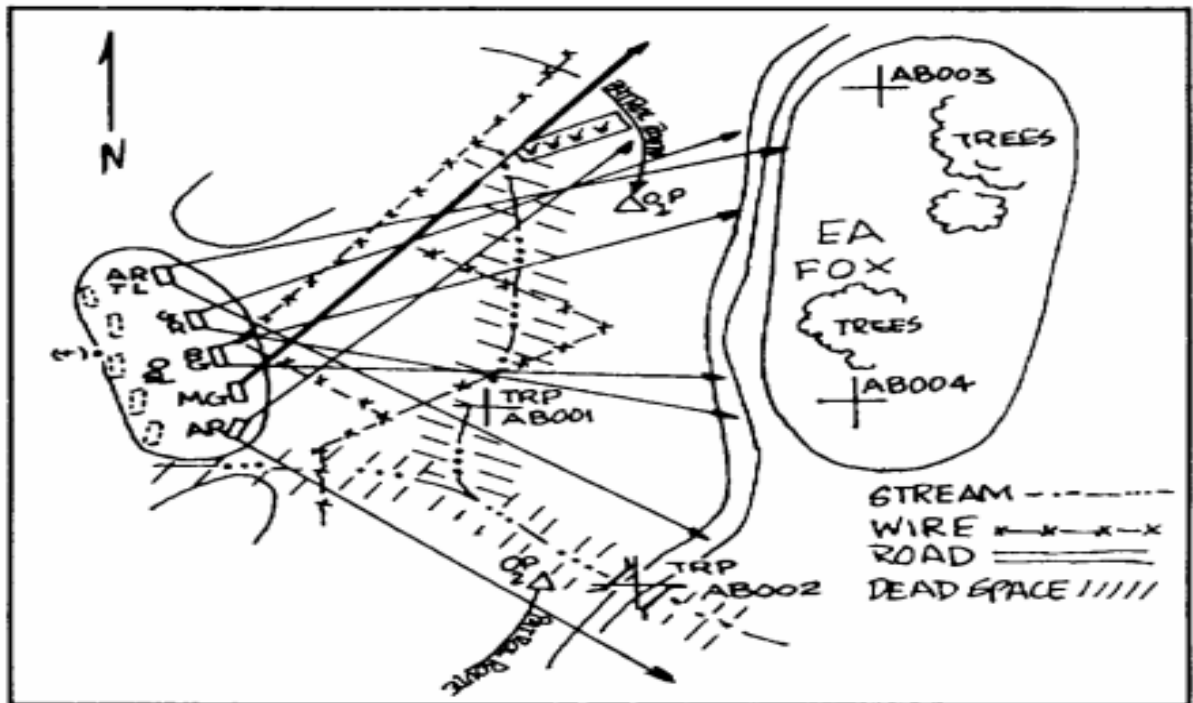


Figure 2-42. Squad sector sketch.

- 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.

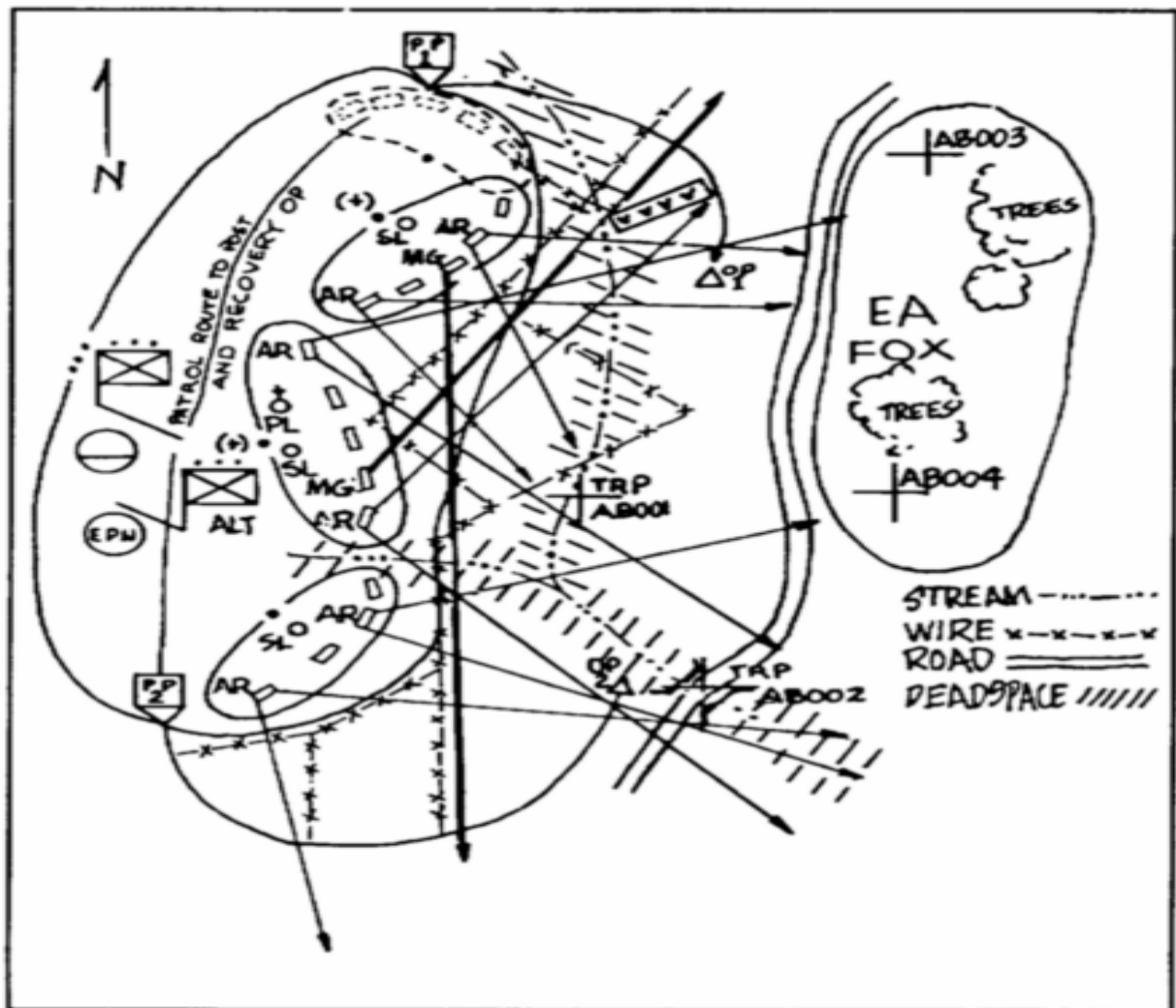


Figure 2-43. Example of a platoon sector sketch.

## 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**

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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.

**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> |    |       |

|   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>c. Identifies direct fire responsibilities.</li> <li>d. Addresses actions on chance contact with the enemy.</li> </ul> <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> <ul style="list-style-type: none"> <li>a. Briefs personnel on platoon requirements for the quartering party.</li> </ul> <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> <ul style="list-style-type: none"> <li>a. Assists in reconnaissance of the route and the proposed AA.</li> <li>b. Assists in improving and marking entrances, exits, and internal routes.</li> <li>c. Assists in marking obstacles, mines, and contaminated areas.</li> <li>d. Selects and marks tentative platoon vehicle, weapons, and dismounted team positions IAW OPORD, FRAGO, or SOP.</li> <li>e. Maintains surveillance and provides security of the area until the arrival of the platoon.</li> <li>f. Posts guides in covered and concealed positions to guide platoon to its initial position without halting.</li> </ul> <p>10. Platoon clears the RP and moves to AA.</p> <p>11. Platoon performs initial occupation of the AA.</p> <ul style="list-style-type: none"> <li>a. Follows directions from guides and moves into marked positions.</li> <li>b. Orients weapon systems to cover sectors of responsibility.</li> <li>c. Follows proper cool-down procedures, shuts down engines simultaneously, if applicable.</li> </ul> <p>*12. Platoon leader/platoon sergeant (PSG) initiates assembly area activities.</p> <ul style="list-style-type: none"> <li>a. Reviews organization of the AA with quartering party personnel.</li> </ul> |  |  |
|---|--|--|

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|--|--|--|
| <p>b. Designates section direct fire responsibilities.</p> <p>c. Directs section/team leaders and VCs to prepare sector sketches.</p> <p>d. Keeps the company commander informed of the status of the operation, taking the following steps as necessary:</p> <ul style="list-style-type: none"> <li>(1) Reports platoon's arrival at the AA.</li> <li>(2) Reports completion of initial occupation of AA positions.</li> <li>(3) Prepares and forwards situation reports (SITREPs) to the commander, as necessary, throughout the operation .</li> </ul> <p>e. Determines security procedures, REDCON level, and priorities of work.</p> <p>13. Platoon establishes and maintains local security under direction from the platoon leader.</p> <ul style="list-style-type: none"> <li>a. Assigns each section a sector of the perimeter to ensure mutual support and to cover all gaps by observation and fire.</li> <li>b. Establishes patrols to prevent infiltration and to clear possible enemy observation posts (OPs) within assigned sector (if applicable).</li> <li>c. Designates an OP and selects OP personnel.</li> <li>d. Ensures the OP has communications with the platoon.</li> <li>e. Warns the platoon of any enemy approach before the platoon is attacked (OP).</li> <li>f. Camouflages equipment.</li> <li>g. Enforces noise, light, and litter discipline.</li> </ul> <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> <ul style="list-style-type: none"> <li>a. Positions weapon systems and assigns sectors of fire.</li> <li>b. Positions other assets attached to the platoon.</li> <li>c. Establishes wire communications.</li> <li>d. Designates final protective line (FPL) and final protective fires (FPFs).</li> <li>e. Clears fields of fire and prepares range cards and sector sketches.</li> <li>f. Camouflages the positions</li> </ul> |  |  |
|--|--|--|

|  |  |  |
|--|--|--|
| <p>g. Coordinates with adjacent elements left, right, forward, and to the rear, if applicable.</p> <p>(1) Ensures there are no gaps between elements.</p> <p>(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> <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</p> |  |  |
|--|--|--|

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|---|--|--|
| <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>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> <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.</p> <p>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**

|                              |  |
|------------------------------|--|
| <a href="#">031-503-2001</a> | IDENTIFY CHEMICAL AGENTS USING M256-SERIES CHEMICAL AGENT DETECTOR KIT |
| <a href="#">031-503-2008</a> | 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               |  |
| <a href="#">071-010-0001</a> | ZERO A NIGHT VISION SIGHT AN/PVS-4 TO AN M249 MACHINE GUN              |
| <a href="#">071-010-0002</a> | MOUNT A NIGHT VISION SIGHT AN/PVS-4 ON AN M249 MACHINE GUN             |
| 071-025-0010                 |  |
| 071-025-0010-A               |  |

|                                     |  |
|-------------------------------------|--|
| <a href="#"><u>071-032-0006</u></a> | CONSTRUCT FIELD-EXPEDIENT FIRING AIDS FOR AN M203 GRENADE LAUNCHER |
| <a href="#"><u>071-311-2006</u></a> | CONSTRUCT FIELD_EXPEDIENT FIRING AIDS FOR AN M16A1 or M16A2 RIFLE  |
| <a href="#"><u>071-312-4004</u></a> | LAY AN M249 MACHINE GUN USING FIELD EXPEDIENTS                     |
| 071-312-4032                        |  |
| <a href="#"><u>071-325-4425</u></a> | EMPLOY AN M18A1 CLAYMORE MINE                                      |
| 071-325-4426                        | RECOVER AN M18A1 CLAYMORE MINE                                     |
| 071-326-0513                        | SELECT TEMPORARY FIGHTING POSITIONS                                |
| <a href="#"><u>071-326-5502</u></a> | ISSUE A FRAGMENTARY ORDER  |
| <a href="#"><u>071-326-5503</u></a> | ISSUE A WARNING ORDER  |
| <a href="#"><u>071-326-5505</u></a> | 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                                      |
| <a href="#"><u>071-326-5770</u></a> | 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  |
| <a href="#"><u>071-730-0004</u></a> | PLAN INSTALLATION OF A PLATOON EARLY WARNING SYSTEM AN/TRS-2       |
| <a href="#"><u>071-730-0008</u></a> | Employ Field-Expedient Early Warning Devices                       |
| 113-571-1022                        | PERFORM VOICE COMMUNICATIONS                                       |
| <a href="#"><u>113-573-0002</u></a> | CONDUCT OPERATIONS SECURITY (OPSEC) PROCEDURES                     |

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## **Appendix D, Student Handouts**

**TSP: W225**

**TITLE: Combat Operations**

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**Appendix D, HANDOUTS FOR LESSON 1: W225 version 1**

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This appendix contains the items listed in this table—

| <b>Title/Synopsis</b>      | <b>Pages</b>        |
|----------------------------|---------------------|
| 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**

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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).

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

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

| <b>Pages</b>         | <b>(Reading/Study) Requirement</b> |
|----------------------|------------------------------------|
| 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.

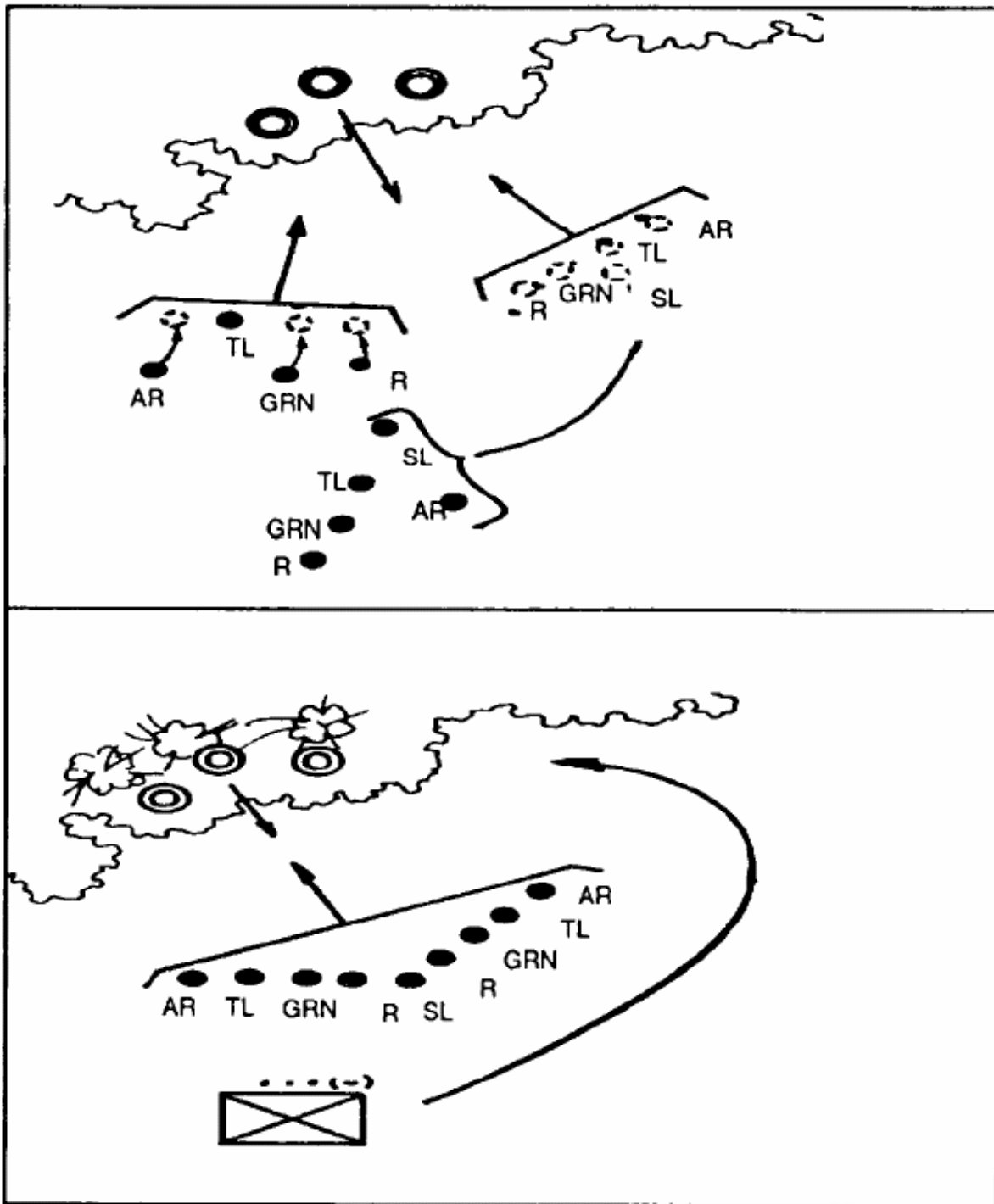


Figure 4-4. React to contact.

- 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.

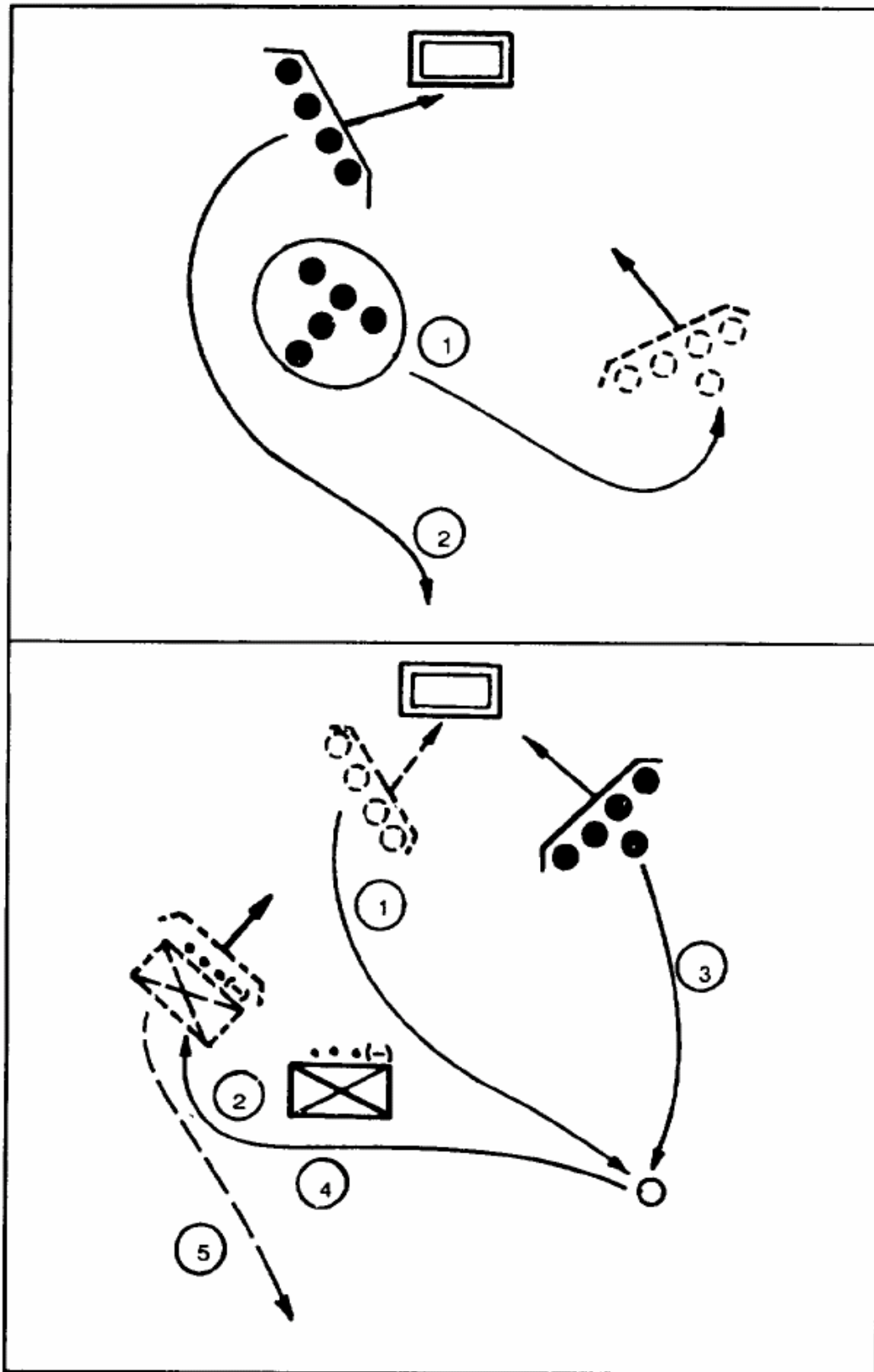


Figure 4-5. Break contact.

## 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.

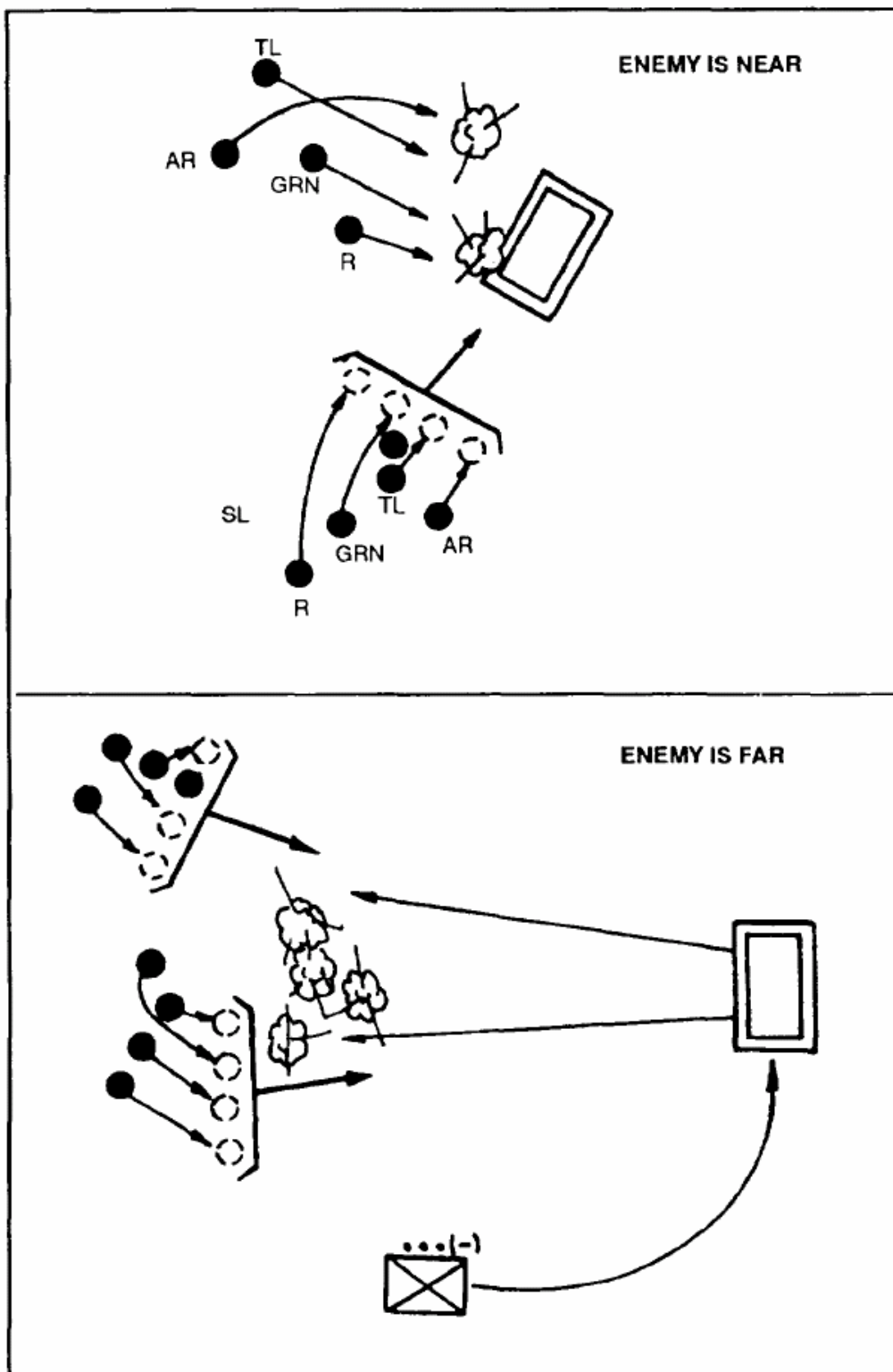


Figure 4-6. React to ambush.

**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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## **Appendix D, Student Handouts**

**TSP: W226**

**TITLE: Land Navigation**

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## Appendix D, HANDOUTS FOR LESSON 1: W226 version 1

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This appendix contains the items listed in this table--

| <b>Title/Synopsis</b>  | <b>Pages</b>        |
|--|---------------------|
| 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**

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This student handout contains the advance sheet.

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## Student Handout 1

### Advance Sheet

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### 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.

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### 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.

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### Learning Objective

Terminal Learning Objective (TLO).

|                    |   |
|--------------------|---|
| <b>Action:</b>     | Implement the techniques of map reading and land navigation.  |
| <b>Conditions:</b> | 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.  |
| <b>Standard:</b>   | <p>Implemented the techniques of map reading and land navigation by--</p> <ul style="list-style-type: none"><li>• Leading soldiers during hours of daylight and hours of darkness in unfamiliar terrain, during an STX, using a map</li><li>• Applying map reading and navigational skills, and finding known and unknown locations.</li><li>• Finding three of four points on the land navigation performance examination.</li></ul> <p>IAW FM 3-25.26, STP 21-1-SMCT, and STP-21-24</p> |

**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.

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### 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.
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**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

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**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.

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## Student Handout 2

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This student handout contains 16 pages of extracted material from FM 3-25.26, Map Reading and Land Navigation, dated 20 Jan 2005.

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**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.

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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

$5 \times 50,000 = 250,000$  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:

$$\text{RF} = \frac{1}{\frac{\text{MD}}{\text{GD}}}$$

### 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.

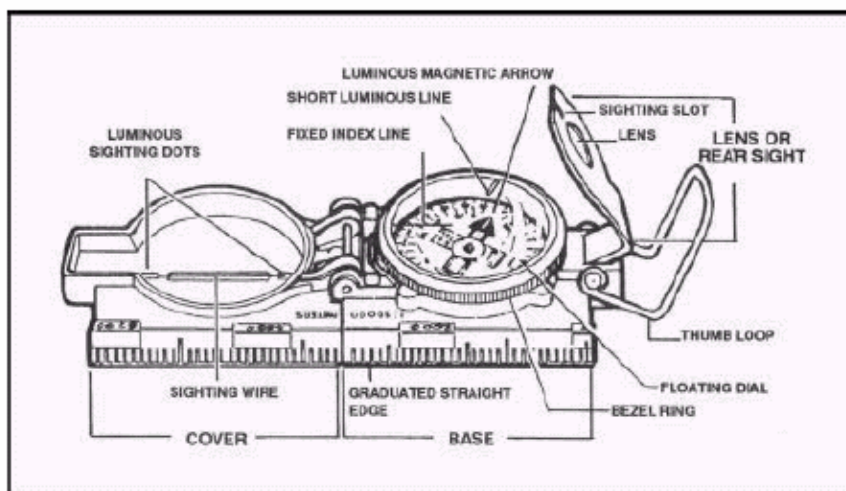


Figure 9-1. Lensatic compass.

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 lines .....                    | 55 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.

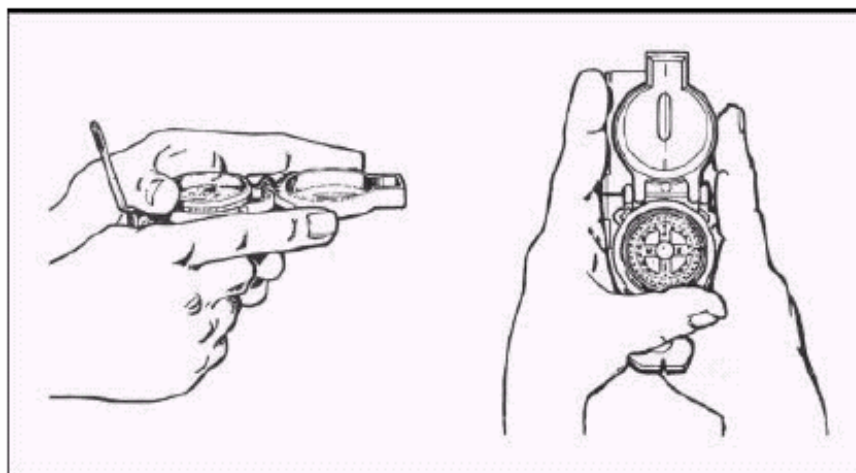


Figure 9-2. Centerhold technique.

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.

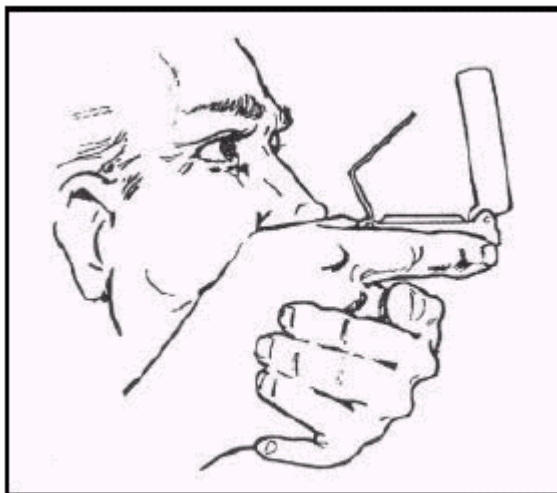


Figure 9-3. Compass-to-cheek technique.

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.

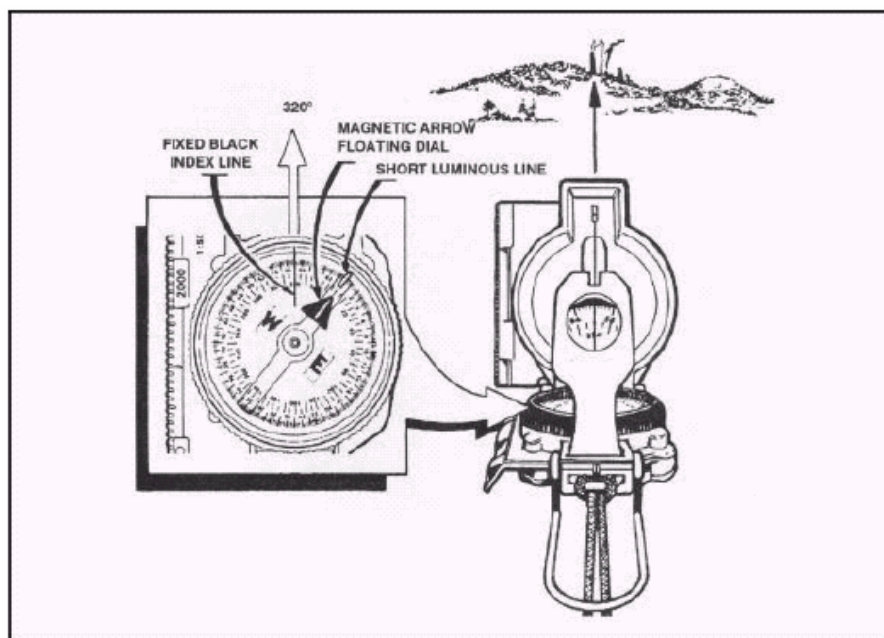
(1) During daylight hours or with a light source:

(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 3 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).

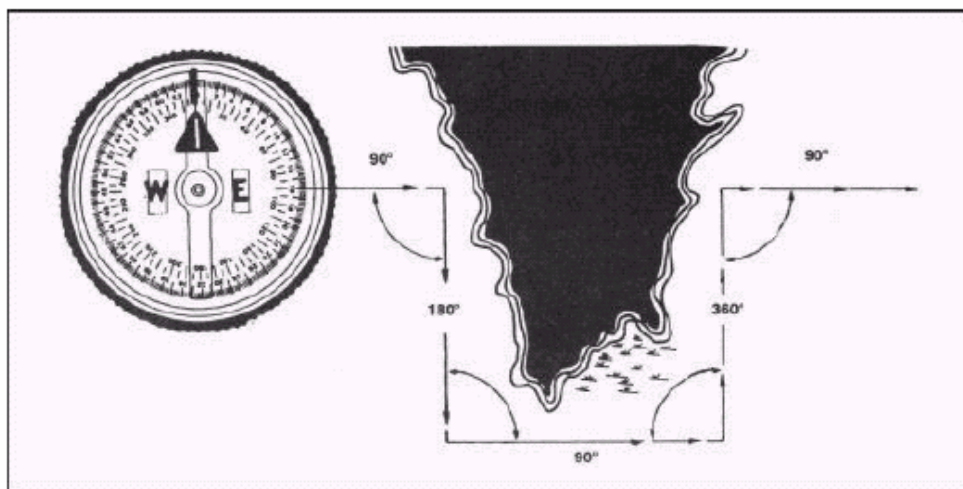


Figure 9-5. Bypassing an obstacle.

(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.

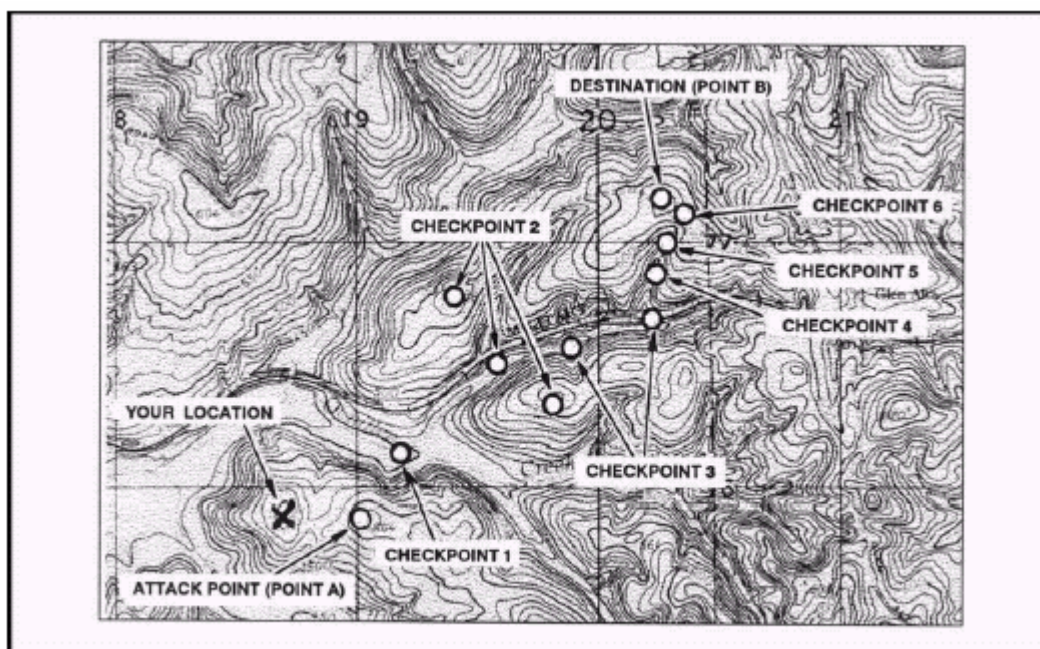


Figure 11-8. Terrain association navigation.

(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**

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This student handout contains four visual aid handouts that you can use if this TSP is outdoors.

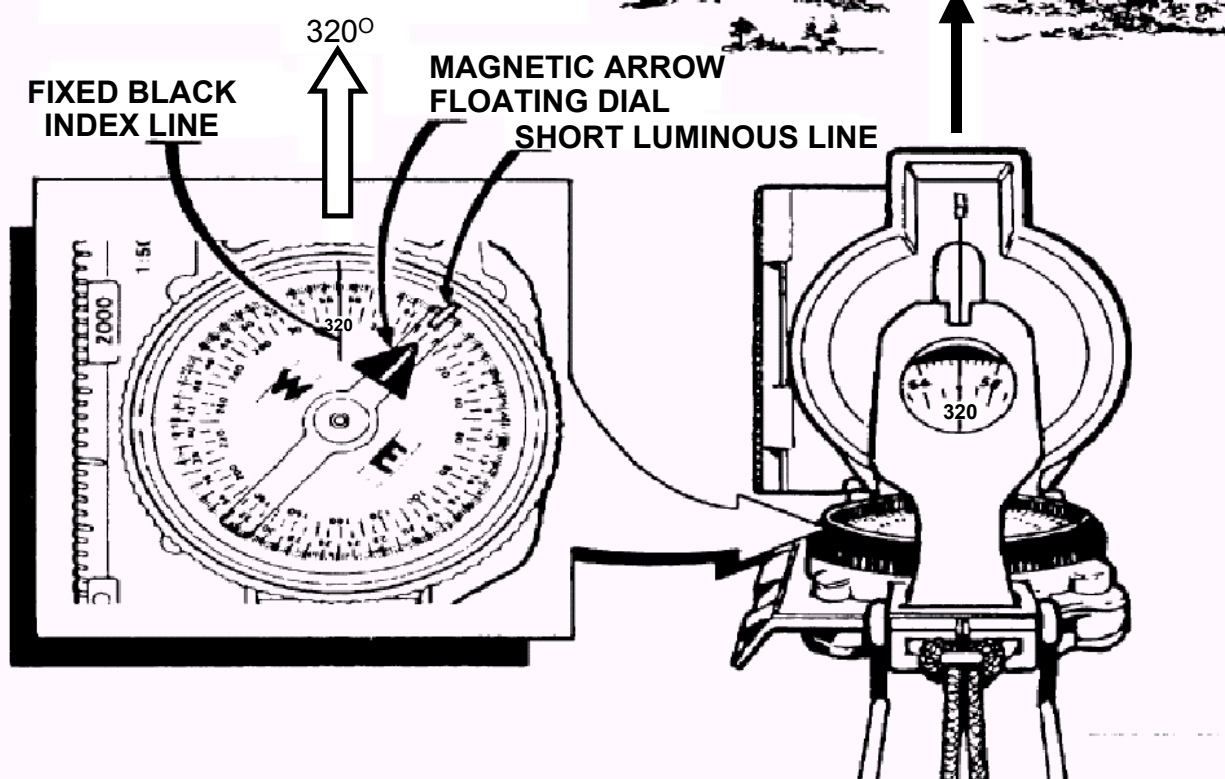
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# Presetting a Compass



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°.

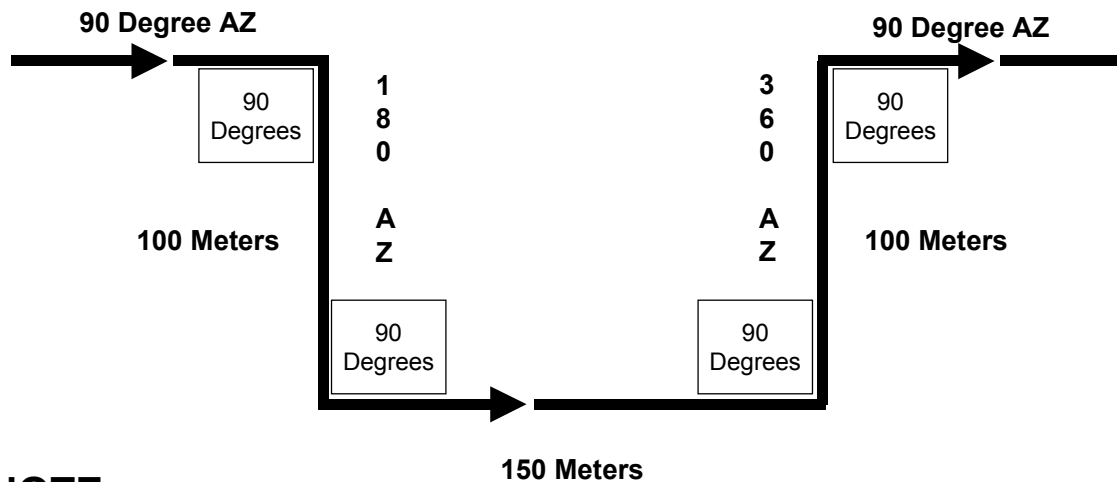
W226/OCT 03/VGT-2

## 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

## **Appendix D, Student Handouts**

**TSP: W227**

**TITLE: Situational Training Exercise**

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## Appendix D, HANDOUTS FOR LESSON 1: W227 version 1

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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 |

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**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**

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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).

|                    |  |
|--------------------|--|
| <b>Action:</b>     | Lead soldiers in a situational training exercise.  |
| <b>Conditions:</b> | In a tactical field environment under stressful simulated combat conditions, with OPFOR.   |
| <b>Standards:</b>  | 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**

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This student handout contains Scenario 1, ARTEP 7-8-MTP Task 7-3-E0009, Conduct Security Operations in a Stability Environment.

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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.**

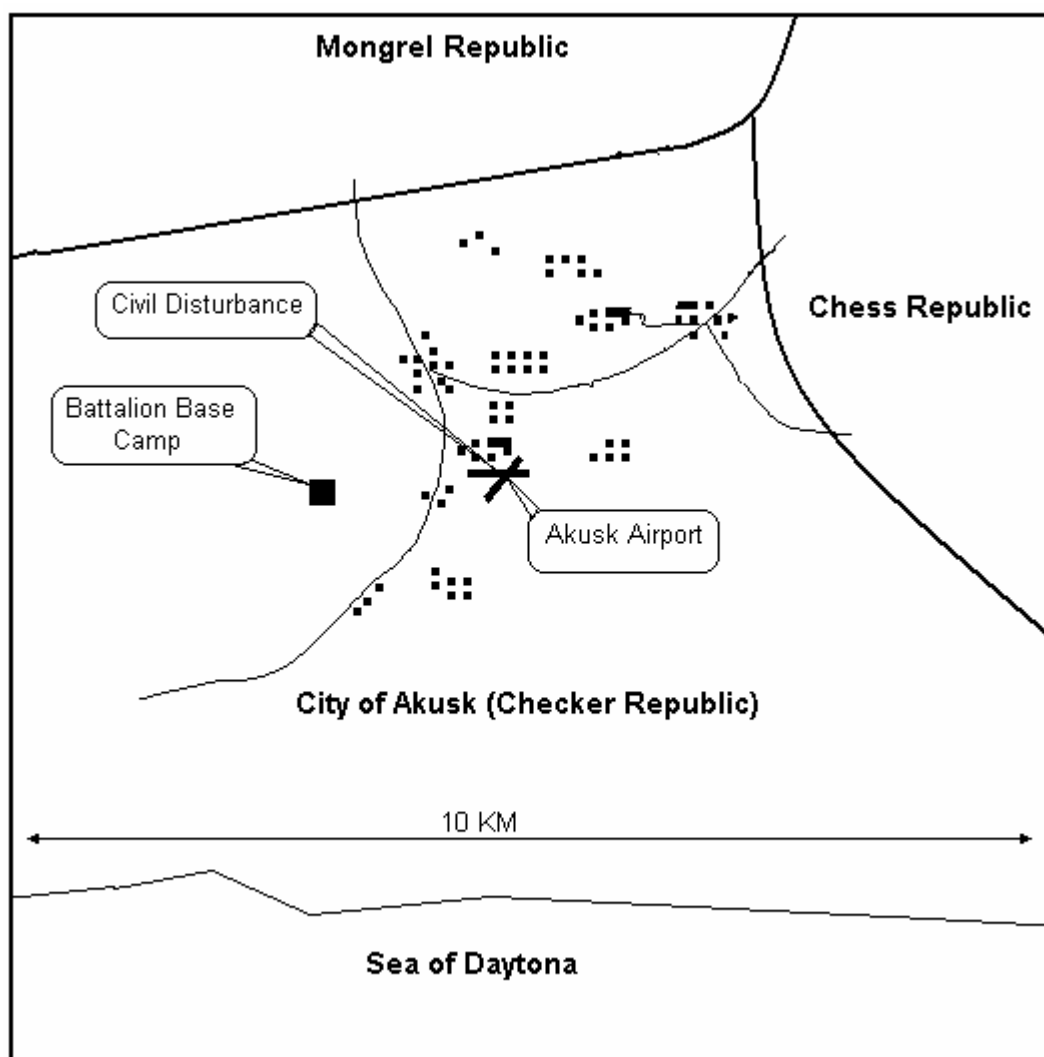


Figure 4-4. Map of AO.

**6. Support Requirements.** The support requirements for the STX are the consolidated requirements for the company plus attachments.

| SAMPLE SUPPORT REQUIREMENTS                                    |  |
|--|--|
| <b>Personnel:</b>  |  |
| a. Medical   |  |
| b. OPFOR   |  |
| <b>Equipment:</b>  |  |
| 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. |  |
| <b>Supply:</b> (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                             |
| <b>Maneuver Area:</b> 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**

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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 OPOD 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 1<sup>st</sup> 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                                    |  |
|--|--|
| <b>Personnel:</b>  |  |
| a. Medical   |  |
| b. OPFOR   |  |
| <b>Equipment:</b>  |  |
| 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. |  |
| <b>Supply:</b> (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                             |
| <b>Maneuver Area:</b> 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**

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This student handout contains Scenario 3, Leaders Reaction Course Overview.

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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**

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This student handout contains Scenario 4, STX Lane Overview.

---

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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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## **Appendix D, Student Handouts**

**TSP: L233**

**TITLE: History of the Noncommissioned Officer**

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**Appendix D, HANDOUTS FOR LESSON 1: L233 version 2**

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This appendix contains the items listed in this table--

| <b>Title/Synopsis</b>  | <b>Pages</b>             |
|--|--------------------------|
| 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

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**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)

|                    |   |
|--------------------|---|
| <b>Action:</b>     | Identify the historical evolution and significant contributions of the noncommissioned officer corps.   |
| <b>Conditions:</b> | In a classroom environment, as a small unit leader responsible for 5 to 10 soldiers.  |
| <b>Standards:</b>  | 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.

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**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

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**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**

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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 WOCC 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-immaterial 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-immaterial 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-immaterial 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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