THE CADET TRAINING MANUAL

VOLUME I

Reprinted incorporating Amendments 1 – 6
June 2001

Note: For details of the following subjects refer to WESTMINSTER for the subject matter:

- Fieldcraft Training
- First Aid Training
- Skill at Arms Training (less old style cadet air rifle)
- Shooting Training

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<table>
<thead>
<tr>
<th>Amdt No</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 6</td>
<td>June 2001</td>
</tr>
</tbody>
</table>

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(See page v)
THE CADET TRAINING MANUAL
VOLUME I

Reprinted incorporating Amendments 1 – 6
June 2001

Prepared under the direction
of the Chief of the General Staff

Ministry of Defence
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<th>CCF (thru AAs CCF)</th>
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</thead>
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<td>Detachments</td>
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<td></td>
</tr>
<tr>
<td>TAVRAs and AAs CCF</td>
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<td>CTTs</td>
<td>10 copies</td>
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</tr>
</tbody>
</table>

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# CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreword and Distribution</td>
<td>...........................................</td>
<td>v</td>
</tr>
<tr>
<td>Contents</td>
<td>...........................................</td>
<td>vii</td>
</tr>
<tr>
<td>Illustrations</td>
<td>...........................................</td>
<td>xii</td>
</tr>
<tr>
<td>Associated Publications and Posters</td>
<td>...........................................</td>
<td>xviii</td>
</tr>
<tr>
<td>Abbreviations</td>
<td>...........................................</td>
<td>xviii</td>
</tr>
<tr>
<td>Introduction</td>
<td>...........................................</td>
<td>xix</td>
</tr>
</tbody>
</table>

## CHAPTER 1. — TURNOUT

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduction</td>
<td>1–1</td>
</tr>
<tr>
<td>2.</td>
<td>Inspection of Appearance and Dress</td>
<td>1–3</td>
</tr>
<tr>
<td>3.</td>
<td>Inspection of Arms</td>
<td>1–7</td>
</tr>
<tr>
<td>4.</td>
<td>Preparation and Packing of the 58 Pattern Equipment</td>
<td>1–9</td>
</tr>
<tr>
<td>Annex A</td>
<td>Notes for Inspecting Officers</td>
<td>1A–1</td>
</tr>
</tbody>
</table>

## CHAPTER 2. — DRILL

### FOOT DRILL

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The Aim and Purpose of Drill</td>
<td>2–1</td>
</tr>
<tr>
<td>2.</td>
<td>Positions of Attention, Stand at Ease and Stand Easy</td>
<td>2–3</td>
</tr>
<tr>
<td>3.</td>
<td>Turnings at the Halt</td>
<td>2–7</td>
</tr>
<tr>
<td>4.</td>
<td>Compliments: Reason, Origin and Information</td>
<td>2–11</td>
</tr>
<tr>
<td>5.</td>
<td>Saluting to the Front</td>
<td>2–15</td>
</tr>
<tr>
<td>6.</td>
<td>Introduction to Marching</td>
<td>2–17</td>
</tr>
<tr>
<td>7.</td>
<td>Marching and Halting In Quick Time</td>
<td>2–21</td>
</tr>
<tr>
<td>8.</td>
<td>Forming Up in Three Ranks and Getting on Parade</td>
<td>2–23</td>
</tr>
<tr>
<td>9.</td>
<td>Open and Close Order</td>
<td>2–29</td>
</tr>
<tr>
<td>10.</td>
<td>Dismissing and Falling Out</td>
<td>2–31</td>
</tr>
<tr>
<td>11.</td>
<td>Wheeling in Quick Time</td>
<td>2–33</td>
</tr>
<tr>
<td>12.</td>
<td>Changing Step in Quick Time</td>
<td>2–35</td>
</tr>
<tr>
<td>13.</td>
<td>About Turn in Quick Time</td>
<td>2–37</td>
</tr>
<tr>
<td>14.</td>
<td>Left and Right Turns on the March</td>
<td>2–39</td>
</tr>
<tr>
<td>15.</td>
<td>Saluting on the March Eyes Right and Left</td>
<td>2–41</td>
</tr>
<tr>
<td>16.</td>
<td>Marking Time in Quick Time</td>
<td>2–47</td>
</tr>
<tr>
<td>17.</td>
<td>Parading and Inspecting a Squad, Moving it Off and Falling it Out</td>
<td>2–49</td>
</tr>
</tbody>
</table>

### RIFLE DRILL

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.</td>
<td>The Position of Attention, Stand at Ease and Stand Easy</td>
<td>2–51</td>
</tr>
<tr>
<td>19.</td>
<td>Change Arms at the Shoulder</td>
<td>2–55</td>
</tr>
<tr>
<td>Section</td>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Section 20.</td>
<td>— Slope Arms from the Shoulder/Shoulder Arms from the Slope</td>
<td>2–61</td>
</tr>
<tr>
<td>Section 21.</td>
<td>— Ground Arms from the Slope/Take Up Arms from the Ground Arms</td>
<td>2–71</td>
</tr>
<tr>
<td>Section 22.</td>
<td>— Present Arms from the Slope/Slope Arms from the Present</td>
<td>2–77</td>
</tr>
<tr>
<td>Section 23.</td>
<td>— Saluting at the Halt (Slope Position)/Saluting on the March (Slope Position)</td>
<td>2–85</td>
</tr>
<tr>
<td>Section 24.</td>
<td>— Definitions, Words of Command and Directing Flanks</td>
<td>2–91</td>
</tr>
<tr>
<td>Section 25.</td>
<td>— Position of Attention and Stand at Ease</td>
<td>2–95</td>
</tr>
<tr>
<td>Section 26.</td>
<td>— Marching and Dismissing</td>
<td>2–99</td>
</tr>
<tr>
<td>Section 27.</td>
<td>— Halting</td>
<td>2–105</td>
</tr>
<tr>
<td>Section 28.</td>
<td>— Saluting at the Halt</td>
<td>2–109</td>
</tr>
<tr>
<td>Section 29.</td>
<td>— Saluting on the March</td>
<td>2–115</td>
</tr>
<tr>
<td>Section 30.</td>
<td>— Banner Drill</td>
<td>2–117</td>
</tr>
</tbody>
</table>

**CHAPTER 3. — MILITARY KNOWLEDGE CCF AND ACF**

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 1.</td>
<td>— Ranks and Badges of Rank</td>
<td>3–1</td>
</tr>
<tr>
<td>Section 2.</td>
<td>— Army Structure — Arms and Services</td>
<td>3–2</td>
</tr>
<tr>
<td>Section 3.</td>
<td>— CCF Chain of Command</td>
<td>3–3</td>
</tr>
<tr>
<td>Section 4.</td>
<td>— CCF — Selection and Initial Training in the Regular Army</td>
<td>3–5</td>
</tr>
<tr>
<td>Section 5.</td>
<td>— ACF — History of the Army Cadet Force</td>
<td>3–6</td>
</tr>
<tr>
<td>Section 6.</td>
<td>— Reserved</td>
<td></td>
</tr>
<tr>
<td>Section 7.</td>
<td>— ACF — Organization at County/Battalion Level</td>
<td>3–10</td>
</tr>
<tr>
<td>Section 8.</td>
<td>— ACF — The Cadet’s Progress</td>
<td>3–11</td>
</tr>
<tr>
<td>Section 9.</td>
<td>— ACF — Familiarization of the Cadet with the History of the Regiment or Corps to which he is Badged</td>
<td>3–12</td>
</tr>
<tr>
<td>Annex A</td>
<td>— The Arms and Services of the British Army</td>
<td>3A–1</td>
</tr>
</tbody>
</table>

**CHAPTER 4. — SKILL AT ARMS**

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 3.</td>
<td>— The Air Rifle Safety, Loading, Firing and Unloading</td>
<td>4–11</td>
</tr>
</tbody>
</table>
CHAPTER 5. — USE OF MAP AND COMPASS

Section 1. — Introduction, Types of Maps, Reliability and Care .......... 5–1
Section 2. — Making a Simple Map and Local Street Plans ............. 5–5
Section 3. — Introduction to Ordnance Survey (OS) Maps .............. 5–11
Section 4. — Relief and Vertical Interval ........................................ 5–19
Section 5. — The Lightweight Compass ........................................ 5–25
Section 6. — Map and Compass ................................................... 5–33
Section 7. — Basic Night Navigation ............................................. 5–41
Section 8. — Preparation of a Route Card ...................................... 5–45

CHAPTER 8. — EXPEDITION TRAINING

Section 1. — Introduction ............................................................... 8–1
Section 2. — The Countryside Code ................................................. 8–3
Section 3. — Building the team ........................................................ 8-5
— Expedition equipment ............................................................... 8-7
— Loadcarrying ............................................................................ 8-11
— The Campsite .......................................................................... 8-13
— Food and cooking ..................................................................... 8-16
— Debriefing ............................................................................... 8-19

CHAPTER 9. — PHYSICAL ACHIEVEMENT TRAINING IN THE ARMY
CADET FORCE

Section 1. — Introduction ............................................................... 9–1
Section 2. — The Weekly Training Programme System .................... 9–1
Annex A — Physical Achievement Training in the ACF
Weekly Training Programme: Lesson Plan ................................. 9A–1
Appendix 1 — Arm and Shoulder Exercises ................................... 9A1–1
Appendix 2 — Trunk Exercises ....................................................... 9A2–1
Appendix 3 — Leg Exercises .......................................................... 9A3–1
Appendix 4 — Weekly Training Programme Physical Achievement Tests (Boys) ......................................................... 9A4–1
Appendix 5 — Weekly Training Programme Physical Achievement Tests (Girls) ................................................................. 9A5–1
Appendix 6 — Lesson Plan .............................................................. 9A6–1
Appendix 7 — Physical Achievement Tests: Record Score Sheet ....... 9A7–1
# CHAPTE R 10. — THE ACF CADET AND THE COMMUNITY

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introductory Talk and Outline Syllabus</td>
<td>10–1</td>
</tr>
<tr>
<td>2</td>
<td>The Emergency Services (1–Star Level)</td>
<td>10–3</td>
</tr>
<tr>
<td>3</td>
<td>Responsibility Training (1–Star Level)</td>
<td>10–5</td>
</tr>
<tr>
<td>4</td>
<td>Visit to One of the Local Services (2–Star Level)</td>
<td>10–6</td>
</tr>
<tr>
<td>5</td>
<td>Local Services Locations Street Map (2–Star Level)</td>
<td>10–7</td>
</tr>
<tr>
<td>6</td>
<td>Involvement in Community Activities (2–Star Level)</td>
<td>10–8</td>
</tr>
<tr>
<td>7</td>
<td>Community Activities and Projects (3–Star Level)</td>
<td>10–9</td>
</tr>
<tr>
<td>8</td>
<td>Community Activities and Projects (4–Star Level)</td>
<td>10–11</td>
</tr>
</tbody>
</table>

# CHAPTE R 11. — CADET INSTRUCTORS’ CADRES

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CCF Methods of Instruction Cadre</td>
<td>11–1</td>
</tr>
<tr>
<td>2</td>
<td>ACF Junior Cadet Instructors’ Cadre (JCIC)</td>
<td>11–2</td>
</tr>
<tr>
<td>3</td>
<td>ACF Senior Cadet Instructors’ Cadre (SCIC)</td>
<td>11–3</td>
</tr>
</tbody>
</table>
Chapter 1. — Turnout

Fig 1. — The Armlet/Brassard .......................................................... 1–3
Fig 2. — Jersey Order .................................................................... 1–4
Fig 3. — Shirt Sleeve Order/Combat Order ................................. 1–5
Fig 4 — Reserved ......................................................................... 1–6
Fig 5a. — The 58 Pattern (Infantry) Equipment ........................ 1–15
Fig 5b. — Assembling the CEFO (1) ......................................... 1–16
Fig 5c. — Assembling the CEFO (2) ......................................... 1–17
Fig 5d. — Assembling the CEMO ............................................... 1–18
Fig 5e. — The 58 Pattern CEFO Assembled ............................ 1–19
Fig 5f. — The 58 Pattern CEMO Assembled ............................ 1–20

Chapter 2. — Drill

Fig 6. — Position of Attention ...................................................... 2–4
Fig 7. — Stand at Ease ................................................................. 2–5
Fig 8. — Right Turn, First Position ............................................. 2–9
Fig 9. — About Turn, First Position ........................................... 2–10
Fig 10. — Saluting to the Front .................................................. 2–16
Fig 11. — Marching in Quick Time ............................................. 2–18
<table>
<thead>
<tr>
<th>Fig</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>Interval of One Arm’s Length between Cadets</td>
<td>2–24</td>
</tr>
<tr>
<td>13.</td>
<td>Interval of One Arm’s Length between Ranks</td>
<td>2–25</td>
</tr>
<tr>
<td>14.</td>
<td>Diagram of a Squad Correctly Dressed and Covered</td>
<td>2–27</td>
</tr>
<tr>
<td>15.</td>
<td>Right Wheel</td>
<td>2–34</td>
</tr>
<tr>
<td>16.</td>
<td>Saluting on the March</td>
<td>2–43</td>
</tr>
<tr>
<td>17.</td>
<td>The Position of Attention</td>
<td>2–52</td>
</tr>
<tr>
<td>18.</td>
<td>The Stand at Ease</td>
<td>2–53</td>
</tr>
<tr>
<td>18a.</td>
<td>Stand Easy</td>
<td>2–54</td>
</tr>
<tr>
<td>19.</td>
<td>Change Arms — One</td>
<td>2–57</td>
</tr>
<tr>
<td>20.</td>
<td>Change Arms — Two</td>
<td>2–58</td>
</tr>
<tr>
<td>22.</td>
<td>Change Arms — Four</td>
<td>2–60</td>
</tr>
<tr>
<td>23.</td>
<td>Slope Arms — One</td>
<td>2–63</td>
</tr>
<tr>
<td>24.</td>
<td>Slope Arms — Two</td>
<td>2–64</td>
</tr>
<tr>
<td>25.</td>
<td>Slope Arms — Three</td>
<td>2–65</td>
</tr>
<tr>
<td>26.</td>
<td>Shoulder Arms — One</td>
<td>2–66</td>
</tr>
<tr>
<td>27.</td>
<td>Shoulder Arms — Two</td>
<td>2–67</td>
</tr>
<tr>
<td>28.</td>
<td>Shoulder Arms — Three</td>
<td>2–68</td>
</tr>
<tr>
<td>29.</td>
<td>Shoulder Arms — Four</td>
<td>2–69</td>
</tr>
<tr>
<td>30.</td>
<td>Ground Arms — One</td>
<td>2–73</td>
</tr>
<tr>
<td>31.</td>
<td>Ground Arms — Two</td>
<td>2–74</td>
</tr>
<tr>
<td>32.</td>
<td>Ground Arms — Three</td>
<td>2–75</td>
</tr>
<tr>
<td>33.</td>
<td>Ground Arms — Four</td>
<td>2–76</td>
</tr>
<tr>
<td>34.</td>
<td>Present Arms — One</td>
<td>2–79</td>
</tr>
<tr>
<td>35.</td>
<td>Present Arms — Two</td>
<td>2–80</td>
</tr>
<tr>
<td>36.</td>
<td>Present Arms — Three</td>
<td>2–81</td>
</tr>
<tr>
<td>37.</td>
<td>Slope Arms — One</td>
<td>2–82</td>
</tr>
<tr>
<td>38.</td>
<td>Slope Arms — Two</td>
<td>2–83</td>
</tr>
<tr>
<td>39.</td>
<td>Salute to the Front — One</td>
<td>2–87</td>
</tr>
<tr>
<td>40.</td>
<td>Salute to the Front — Two</td>
<td>2–88</td>
</tr>
<tr>
<td>41.</td>
<td>Salute to the Right — One</td>
<td>2–89</td>
</tr>
<tr>
<td>42.</td>
<td>Salute to the Left — One</td>
<td>2–90</td>
</tr>
<tr>
<td>43.</td>
<td>Directing Flanks</td>
<td>2–94</td>
</tr>
<tr>
<td>44.</td>
<td>Position of Attention</td>
<td>2–97</td>
</tr>
<tr>
<td>45.</td>
<td>Stand at Ease</td>
<td>2–98</td>
</tr>
<tr>
<td>46.</td>
<td>Quick March</td>
<td>2–102</td>
</tr>
<tr>
<td>47.</td>
<td>Quick March — Third Position</td>
<td>2–103</td>
</tr>
<tr>
<td>48.</td>
<td>The Halt</td>
<td>2–107</td>
</tr>
<tr>
<td>49.</td>
<td>Salute at the Halt</td>
<td>2–113</td>
</tr>
<tr>
<td>50.</td>
<td>The Order</td>
<td>2–119</td>
</tr>
<tr>
<td>51.</td>
<td>The Stand at Ease</td>
<td>2–119</td>
</tr>
<tr>
<td>52.</td>
<td>Carry — from the Order</td>
<td>2–120</td>
</tr>
<tr>
<td>53.</td>
<td>Order — from the Carry</td>
<td>2–121</td>
</tr>
<tr>
<td>54 and 55.</td>
<td>Reserved</td>
<td></td>
</tr>
</tbody>
</table>
Chapter 3. — Military Knowledge

Fig 56. — Ranks and Badges of Rank ......................................................... 3–1

Chapter 4. — Skill at Arms

<table>
<thead>
<tr>
<th>Fig</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>57.</td>
<td>The Penetration Block</td>
<td>4–3</td>
</tr>
<tr>
<td>58.</td>
<td>The Air Rifle</td>
<td>4–12</td>
</tr>
<tr>
<td>59.</td>
<td>Inspecting the Air Rifle</td>
<td>4–15</td>
</tr>
<tr>
<td>60.</td>
<td>Loading the Air Rifle</td>
<td>4–16</td>
</tr>
<tr>
<td>61.</td>
<td>No. 8 Rifle: Sight Setting</td>
<td>4–22</td>
</tr>
<tr>
<td>62.</td>
<td>No. 8 Rifle: Unloading</td>
<td>4–24</td>
</tr>
<tr>
<td>63.</td>
<td>The L98A1 Cadet GP Rifle</td>
<td>4–29</td>
</tr>
<tr>
<td>64.</td>
<td>The Sling</td>
<td>4–31</td>
</tr>
<tr>
<td>65.</td>
<td>Fitting the Sling: Stages 1–6</td>
<td>4–32/33</td>
</tr>
<tr>
<td>66.</td>
<td>Carriage Front, Side Variation and Back</td>
<td>4–34/35</td>
</tr>
<tr>
<td>67.</td>
<td>The Sling Quick Release</td>
<td>4–36</td>
</tr>
<tr>
<td>68.</td>
<td>The Low Port Position</td>
<td>4–40</td>
</tr>
<tr>
<td>69.</td>
<td>Inspecting the Chamber</td>
<td>4–41</td>
</tr>
<tr>
<td>70.</td>
<td>The Foresight</td>
<td>4–42</td>
</tr>
<tr>
<td>71.</td>
<td>The Backsight</td>
<td>4–43</td>
</tr>
<tr>
<td>72.</td>
<td>Stripping and Assembling</td>
<td>4–49</td>
</tr>
<tr>
<td>73.</td>
<td>Removing the Trigger Mechanism Housing (TMH)</td>
<td>4–50</td>
</tr>
<tr>
<td>74.</td>
<td>Repositioning the TMH</td>
<td>4–50</td>
</tr>
<tr>
<td>75.</td>
<td>Removing the Recoil Rod Assembly</td>
<td>4–51</td>
</tr>
<tr>
<td>76.</td>
<td>Replacing the Cocking Handle Assembly</td>
<td>4–51</td>
</tr>
<tr>
<td>77.</td>
<td>Replacing the Recoil Rod Assembly</td>
<td>4–53</td>
</tr>
<tr>
<td>78.</td>
<td>The Combination Tool</td>
<td>4–53</td>
</tr>
<tr>
<td>79.</td>
<td>The Cleaning Tool Kit (less combination tool)</td>
<td>4–54</td>
</tr>
<tr>
<td>80.</td>
<td>Magazine Bottom Plates</td>
<td>4–60</td>
</tr>
<tr>
<td>81.</td>
<td>Removing the Magazine Bottom Plate</td>
<td>4–60</td>
</tr>
<tr>
<td>82.</td>
<td>Removing the Magazine Platform and Spring</td>
<td>4–61</td>
</tr>
<tr>
<td>83.</td>
<td>Aligning the Platform and Magazine Body</td>
<td>4–61</td>
</tr>
<tr>
<td>84.</td>
<td>Improvised Magazine Depressor Fitted</td>
<td>4–66</td>
</tr>
<tr>
<td>85.</td>
<td>Emptying the Magazine</td>
<td>4–66</td>
</tr>
<tr>
<td>86.</td>
<td>The Aim Corrector</td>
<td>4–73</td>
</tr>
<tr>
<td>87.</td>
<td>Using the Aim Corrector</td>
<td>4–74</td>
</tr>
<tr>
<td>88.</td>
<td>The Prone/Rest and Ready Position</td>
<td>4–77</td>
</tr>
<tr>
<td>89.</td>
<td>Eye Relief</td>
<td>4–80</td>
</tr>
<tr>
<td>90.</td>
<td>The Correct Aim Picture</td>
<td>4–80</td>
</tr>
<tr>
<td>91.</td>
<td>Breath Restraint</td>
<td>4–83</td>
</tr>
<tr>
<td>92.</td>
<td>Aiming Off for Wind</td>
<td>4–101</td>
</tr>
<tr>
<td>93.</td>
<td>The Kneeling Position</td>
<td>4–107</td>
</tr>
<tr>
<td>94.</td>
<td>The Sitting Position Legs Crossed</td>
<td>4–108</td>
</tr>
<tr>
<td>Fig 95.</td>
<td>The Sitting Position Legs Apart</td>
<td>4–109</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Fig 96.</td>
<td><strong>Reserved</strong></td>
<td></td>
</tr>
<tr>
<td>Fig 97.</td>
<td><strong>Reserved</strong></td>
<td></td>
</tr>
<tr>
<td>Fig 98.</td>
<td>Firing Round Cover</td>
<td>4–118</td>
</tr>
<tr>
<td>Fig 99.</td>
<td>Resting Back of the Hand on Cover</td>
<td>4–119</td>
</tr>
<tr>
<td>Fig 100.</td>
<td>Firing from a Trench</td>
<td>4–121</td>
</tr>
<tr>
<td>Fig 101.</td>
<td>Firing from Behind a Low Bank</td>
<td>4–121</td>
</tr>
<tr>
<td>Fig 102.</td>
<td>The High Port</td>
<td>4–123</td>
</tr>
<tr>
<td>Fig 103.</td>
<td>The Direct Method</td>
<td>4–147</td>
</tr>
<tr>
<td>Fig 104.</td>
<td>The Clock Ray Method</td>
<td>4–149</td>
</tr>
<tr>
<td>Fig 105.</td>
<td>The Light Support Weapon (LSW)</td>
<td>4–161</td>
</tr>
<tr>
<td>Fig 106.</td>
<td>The Sight Unit Small Arms Trilux (SUSAT)</td>
<td>4–162</td>
</tr>
<tr>
<td>Fig 107.</td>
<td>The Central and Correct Aim Picture</td>
<td>4–163</td>
</tr>
<tr>
<td>Fig 108.</td>
<td>Bipod and Butt Strap</td>
<td>4–164</td>
</tr>
<tr>
<td>Fig 109.</td>
<td>The Iron Sight</td>
<td>4–165</td>
</tr>
<tr>
<td>Fig 110.</td>
<td>The Tool Roll</td>
<td>4–177</td>
</tr>
<tr>
<td>Fig 111.</td>
<td>Replacing the Cocking Handle</td>
<td>4–178</td>
</tr>
<tr>
<td>Fig 111a.</td>
<td>Removing the Piston</td>
<td>4–179</td>
</tr>
<tr>
<td>Fig 111b.</td>
<td>Removing the Gas Cylinder</td>
<td>4–180</td>
</tr>
<tr>
<td>Fig 111c.</td>
<td>Removing the Gas Plug</td>
<td>4–180</td>
</tr>
<tr>
<td>Fig 112.</td>
<td><strong>Reserved</strong></td>
<td></td>
</tr>
<tr>
<td>Fig 113.</td>
<td><strong>Reserved</strong></td>
<td></td>
</tr>
<tr>
<td>Fig 114.</td>
<td>Holding, Prone Position – Single Rounds</td>
<td>4–196</td>
</tr>
<tr>
<td>Fig 114a.</td>
<td>Holding, Prone Position – Bursts</td>
<td>4–197</td>
</tr>
<tr>
<td>Fig 115.</td>
<td>Mechanical Safety</td>
<td>4–209</td>
</tr>
<tr>
<td>Fig 116a-d.</td>
<td>Mechanism</td>
<td>4–210/211</td>
</tr>
<tr>
<td>Fig 117.</td>
<td><strong>Reserved</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Chapter 5. — Use of Map and Compass**

<table>
<thead>
<tr>
<th>Fig 118.</th>
<th>Folding a Map</th>
<th>5–3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fig 119.</td>
<td>Example of an Aerial Photograph</td>
<td>5–7</td>
</tr>
<tr>
<td>Fig 120.</td>
<td>Ordnance Survey Map Showing the Same Area as the Aerial Photograph at Fig 119</td>
<td>5–8</td>
</tr>
<tr>
<td>Fig 121.</td>
<td>Scaling a Road Distance off a Map</td>
<td>5–14</td>
</tr>
<tr>
<td>Fig 122.</td>
<td>Eastings and Northings</td>
<td>5–15</td>
</tr>
<tr>
<td>Fig 123.</td>
<td>Grid References</td>
<td>5–16</td>
</tr>
<tr>
<td>Fig 124.</td>
<td>Setting a Map by Landmarks</td>
<td>5–17</td>
</tr>
<tr>
<td>Fig 125.</td>
<td>Glass Mountain</td>
<td>5–20</td>
</tr>
<tr>
<td>Fig 126.</td>
<td>Contours</td>
<td>5–21</td>
</tr>
<tr>
<td>Fig 127.</td>
<td>Slopes</td>
<td>5–22</td>
</tr>
<tr>
<td>Fig 128.</td>
<td>Convex and Concave Slopes</td>
<td>5–22</td>
</tr>
<tr>
<td>Fig 129.</td>
<td>Spurs with Re-entrant</td>
<td>5–23</td>
</tr>
<tr>
<td>Fig 130.</td>
<td>A Saddle</td>
<td>5–23</td>
</tr>
</tbody>
</table>
### PROTECT

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fig 131.</td>
<td>A Steep Valley</td>
<td>5–24</td>
</tr>
<tr>
<td>Fig 132.</td>
<td>Separate Hills</td>
<td>5–24</td>
</tr>
<tr>
<td>Fig 133.</td>
<td>The Silva Compass</td>
<td>5–26</td>
</tr>
<tr>
<td>Fig 134.</td>
<td>Compass Points, Degrees and Mils</td>
<td>5–27</td>
</tr>
<tr>
<td>Fig 135.</td>
<td>Angle Between North Points</td>
<td>5–29</td>
</tr>
<tr>
<td>Fig 136.</td>
<td>Bearings</td>
<td>5–30</td>
</tr>
<tr>
<td>Fig 137.</td>
<td>Taking a Magnetic Bearing</td>
<td>5–31</td>
</tr>
<tr>
<td>Fig 138.</td>
<td>Setting a Map by Compass</td>
<td>5–34</td>
</tr>
<tr>
<td>Fig 139.</td>
<td>Measuring a Grid Bearing with a Lightweight Compass</td>
<td>5–35</td>
</tr>
<tr>
<td>Fig 140.</td>
<td>Conversion of a Bearing</td>
<td>5–36</td>
</tr>
<tr>
<td>Fig 141.</td>
<td>Marching on a Bearing</td>
<td>5–36</td>
</tr>
<tr>
<td>Fig 142.</td>
<td>Moving Round Obstacles</td>
<td>5–37</td>
</tr>
<tr>
<td>Fig 143.</td>
<td>Plotting Position</td>
<td>5–38</td>
</tr>
<tr>
<td>Fig 144.</td>
<td>Finding North from the Pole Star</td>
<td>5–43</td>
</tr>
<tr>
<td>Fig 145.</td>
<td>Route Card Proforma</td>
<td>5–46</td>
</tr>
<tr>
<td>Figs 146–149.</td>
<td>Reserved</td>
<td></td>
</tr>
</tbody>
</table>

### Chapter 6. — Fieldcraft

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fig 150.</td>
<td>Camouflage for Daylight</td>
<td>6–4</td>
</tr>
<tr>
<td>Fig 151.</td>
<td>Look Round or Through, Not Over Cover</td>
<td>6–5</td>
</tr>
<tr>
<td>Fig 152.</td>
<td>Avoid a Skyline</td>
<td>6–6</td>
</tr>
<tr>
<td>Fig 153.</td>
<td>Choose a Suitable Background</td>
<td>6–6</td>
</tr>
<tr>
<td>Fig 154.</td>
<td>Use of Shadow</td>
<td>6–7</td>
</tr>
<tr>
<td>Fig 155.</td>
<td>Avoid Isolated Cover</td>
<td>6–8</td>
</tr>
<tr>
<td>Fig 156.</td>
<td>The Monkey Run, With and Without a Rifle</td>
<td>6–12</td>
</tr>
<tr>
<td>Fig 157.</td>
<td>The Leopard Crawl, With and Without a Rifle</td>
<td>6–13</td>
</tr>
<tr>
<td>Fig 158.</td>
<td>The Roll, With and Without a Rifle</td>
<td>6–14</td>
</tr>
<tr>
<td>Fig 159.</td>
<td>The Walk</td>
<td>6–15</td>
</tr>
<tr>
<td>Fig 160.</td>
<td>The Panorama Box</td>
<td>6–24</td>
</tr>
<tr>
<td>Fig 161.</td>
<td>The Human Eye</td>
<td>6–25</td>
</tr>
<tr>
<td>Fig 162.</td>
<td>Off Centre Vision</td>
<td>6–26</td>
</tr>
<tr>
<td>Fig 163.</td>
<td>Night Scanning</td>
<td>6–27</td>
</tr>
<tr>
<td>Fig 164.</td>
<td>Indirect Fire into Dead Ground</td>
<td>6–51</td>
</tr>
<tr>
<td>Fig 165.</td>
<td>The Outline Organization of a Battalion</td>
<td>6–60</td>
</tr>
<tr>
<td>Fig 166.</td>
<td>The Organization of a Section</td>
<td>6–61</td>
</tr>
<tr>
<td>Fig 167.</td>
<td>Field Signals</td>
<td>6–74/77</td>
</tr>
<tr>
<td>Fig 168.</td>
<td>A Short Term Basic Linear Ambush</td>
<td>6–108</td>
</tr>
<tr>
<td>Fig 169.</td>
<td>The Occupation of a Harbour (Standard)</td>
<td>6–116</td>
</tr>
<tr>
<td>Fig 170.</td>
<td>An example of F &amp; M Within the Section (Normal Grouping)</td>
<td>6–124</td>
</tr>
<tr>
<td>Figure</td>
<td>Description</td>
<td>Page</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Fig 171</td>
<td>An Example of F &amp; M Within the Section (Support and Assault Teams)</td>
<td>6–125</td>
</tr>
<tr>
<td>Fig 172</td>
<td>One Phase — Right Flanking</td>
<td>6–133</td>
</tr>
<tr>
<td>Fig 173</td>
<td>Two Phase — Attack</td>
<td>6–134</td>
</tr>
<tr>
<td>Fig 174</td>
<td>Three Phase — Attack</td>
<td>6–135</td>
</tr>
<tr>
<td>Fig 175</td>
<td>Assault Using Extra Men from Fire Team D</td>
<td>6–136</td>
</tr>
<tr>
<td>Chapter 7</td>
<td>First Aid</td>
<td></td>
</tr>
<tr>
<td>Fig 176</td>
<td>Opening the Airway — Jaw Lift/Head Tilt</td>
<td>7–13</td>
</tr>
<tr>
<td>Fig 177</td>
<td>Checking for Breathing</td>
<td>7–14</td>
</tr>
<tr>
<td>Fig 178</td>
<td>Checking for a Pulse</td>
<td>7–15</td>
</tr>
<tr>
<td>Fig 179</td>
<td>The Recovery Position</td>
<td>7–17</td>
</tr>
<tr>
<td>Fig 180</td>
<td>Pinch Nose and Seal Mouth</td>
<td>7–21</td>
</tr>
<tr>
<td>Fig 181</td>
<td>Maintain Jaw Lift/Head Tilt</td>
<td>7–21</td>
</tr>
<tr>
<td>Fig 182</td>
<td>External Chest Compression</td>
<td>7–22</td>
</tr>
<tr>
<td>Fig 183</td>
<td>Applying a Dressing</td>
<td>7–27</td>
</tr>
<tr>
<td>Fig 184</td>
<td>Arm Elevated in an Elevation Sling</td>
<td>7–27</td>
</tr>
<tr>
<td>Fig 185</td>
<td>Taking a Pulse</td>
<td>7–29</td>
</tr>
<tr>
<td>Fig 186</td>
<td>Steady and Support a Fractured Leg</td>
<td>7–34</td>
</tr>
<tr>
<td>Fig 187</td>
<td>Apply Gentle Traction</td>
<td>7–34</td>
</tr>
<tr>
<td>Fig 188</td>
<td>Immobilise the Fractured Leg</td>
<td>7–35</td>
</tr>
<tr>
<td>Fig 189</td>
<td>Immobilise Using Triangular Bandages</td>
<td>7–35</td>
</tr>
<tr>
<td>Fig 190</td>
<td>Immobilisation of Fractured Leg for a Delay or Journey</td>
<td>7–36</td>
</tr>
<tr>
<td>Fig 191</td>
<td>Support for a Fractured Arm</td>
<td>7–37</td>
</tr>
<tr>
<td>Fig 192</td>
<td>Immobilisation and Support for a Fractured Arm</td>
<td>7–37</td>
</tr>
<tr>
<td>Chapter 8</td>
<td>Expedition Training</td>
<td></td>
</tr>
<tr>
<td>Fig 193</td>
<td>The Country Code</td>
<td>8–5/8</td>
</tr>
<tr>
<td>Fig 194</td>
<td>Correctly Packed Load</td>
<td>8–13</td>
</tr>
<tr>
<td>Fig 195</td>
<td>Principles of Laying Out a Camp Site</td>
<td>8–13</td>
</tr>
<tr>
<td>Fig 196</td>
<td>Activities on a Group Basis</td>
<td>8–14</td>
</tr>
<tr>
<td>Fig 197</td>
<td>Improvised Tent Construction</td>
<td>8–15</td>
</tr>
<tr>
<td>Fig 198</td>
<td>Camp Fires and Stoves</td>
<td>8–17</td>
</tr>
<tr>
<td>Fig 199</td>
<td>Construction of a Latrine</td>
<td>8–17</td>
</tr>
<tr>
<td>Fig 200</td>
<td>A Well Pitched Tent on a Sheltered Site</td>
<td>8–22</td>
</tr>
<tr>
<td>Fig 201</td>
<td>Securing the Guys</td>
<td>8–22</td>
</tr>
</tbody>
</table>
ASSOCIATED PUBLICATIONS AND POSTERS

Publications
Army Code No.
62031 Materiel Regulations for the Army Volume 3 Pamphlet 13
62073 The Army Cadet Force Location Statement
70768 Cadet Training Safety Precautions
71101 Army Cadet Force APC Syllabus
71294 Combined Cadet Force (Army Sections) Army Proficiency Certificate (APC) Syllabus

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

ABBREVIATIONS

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

INTRODUCTION

General

1. In 1987 the decision was taken to replace the Cadet Training Manual (CCF Army Sections) and the Cadet Training Manual (ACF) with a single manual for the use of both Cadet Forces.

2. The Cadet Training Manual 1989/1990 consists of two volumes. This volume contains all the instructional matter on military subjects (apart from Special to Arm training) which the cadet in the CCF requires to master in order to qualify for his Army Proficiency Certificate (APC) and Advanced APC, and which the cadet in the ACF needs for the award of his Proficiency Stars 1 to 4.

3. In general terms Volume II (Army Code No. 71463) is the Instructor’s Handbook which contains additional information, instructions and advice which the instructor needs to assist him to train cadets.

Layout

4. **Format.** This volume is laid out in eleven chapters by subjects, each divided into a number of sections. Where appropriate, the format adopted is that of the Lesson Plan with each section/lesson divided into two parts, ‘Instructor’s Notes’ and ‘Conduct of the Lesson’. The aim of the Instructor’s Notes is to assist the instructor, especially the inexperienced instructor, with the preparation and conduct of the lesson.

5. **Chapter 1 — Turnout.**

   a. This chapter, which is largely pictorial includes instructions for achieving a high standard of appearance and dress at all times. In practice, this is mainly taught by the advice given and the example set by officers, adult instructors (AI), school staff instructors (SSI) and cadet NCO’s.

   b. The complete preparation and packing of 58 pattern webbing is included, as the items of stores and equipment listed, which are not issued to cadets, may be available on loan or purchased by individuals.

   c. Dedicated periods in this subject are not allocated in the APC (CCF) syllabus.

6. **Chapter 2 — Drill.**

   a. Foot drill is taught in quick time only and is confined to movements used on routine detachment parades. More advanced drill may be taught to selected
cadets comparatively quickly by a good instructor with the assistance of The Drill Manual (AC 70166) (Revised 1990).

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

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

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

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

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

10. **Chapter 6 — Fieldcraft.**

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

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

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

12. **Chapter 8 — Expedition Training.** This chapter covers the Country Code and Campcraft. However, it should be noted that ‘Self Reliance Training’ in the APC (CCF) syllabus includes first aid as well. In the APC (ACF) syllabus First Aid and Expedition Training appear as separate subjects.
13. **Chapter 9 — Physical Achievement Training in the ACF.**

   a. As implied by the title, this chapter applies only to the ACF.

   b. The flexible training programme outlined is designed to improve cadet’s fitness progressively in order to pass the Physical Achievement Test at each Star level.

   c. The tests at all Star levels are the same as those included in the Physical Recreation Section of The Duke of Edinburgh’s Award.

14. **Chapter 10 — The ACF Cadet and the Community.** Again, this chapter only applies to the ACF. Those instructors concerned with planning and supervising this subject should also refer to Volume II (Army Code No. 71463).

15. **Chapter 11 — Cadet Instructors’ Cadres.** This short final chapter explains the purpose of the Methods of Instruction Cadre in the CCF and the Junior and Senior Cadet Instructors’ Cadres in the ACF.

**Exclusions**

16. The following subjects are NOT specifically covered in detail in this volume of the manual, for the reasons given below:

   a. **Shooting.** Whilst training for shooting is covered in Chapter 4, Skill at Arms, the details of shooting practices are given in the CCF and ACF training syllabi. Coaching techniques are covered in Volume II, Chapter 3 The Conduct of Range Firing.

   b. **Adventurous Training (AT).** AT is currently covered in Cadet Training Safety Precautions (Army Code No. 70768) and AGAI’s Volume 1 Chapter 11.

   c. **Orienteering.** Orienteering is included in both the CCF Advanced APC and ACF 4-Star syllabi. Reference is to be made to ‘Orienteering — a Military Training Guide (AC 71341)’ as necessary.

   d. **Duke of Edinburgh’s Award Scheme.** The detail of the activities available, the standards to be achieved, and the conditions under which the Award Scheme is run, are all included in the Duke of Edinburgh’s Award Handbook.

   e. **Safety Rules.** The safety rules, to be strictly complied with throughout cadet force training, are set out in the booklet Cadet Training Safety Precautions (Army Code No. 70768), a copy of which must be carried by all instructors when in charge of cadets on training.
Duration of Training Periods

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

Chapter 1

TURNOUT

SECTION 1. — INTRODUCTION

General

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

Uniform

0102. **APC Syllabus.**

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

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

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

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

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

References

0106. Detailed instructions for the wearing of uniform and the scales of clothing and personal equipment for both CCF (Army Sections) and the ACF are contained in Materiel Regulations for the Army Volume 3 Pamphlet No. 13 (Army Code No. 62031).
SECTION 2. — INSPECTION OF APPEARANCE AND DRESS

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

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

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

a. Embroidered CCF/ACF titles.

b. Badges of rank.

c. Proficiency badges.

d. Skill-at-arms badges.

e. County flashes (ACF only).

Fig 1. — The Armlet/Brassard
0110. Not more than four embroidered Proficiency/Skill at Arms badges may be sewn on to the brassard. The precedence will be from the top right, where the Proficiency star will be sewn, to top left to bottom right to bottom left.

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

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

**JERSEY ORDER**

- **Head Dress.** Clean and free from sweat and hair grease. Cap band square on head. Badge clean and correctly positioned. Fullness pulled down correctly. Bow at back neatly tied with ends sewn down and central.
- **Hair.** Not protruding over the collar nor hiding the ears. Sideburns not below the bottom of the ears.
- **Face and Neck.** Clean with face shaved when necessary.
- **Shirt Collar.** Neatly pressed and outside jersey.
- **Brassard.** Worn on right arm and neatly pressed.
- **Jersey Pullover.** Clean and well maintained.
- **Hands.** Clean with no stains. Nails clean and trimmed.
- **Pockets.** Contents not making bulges.
- **Lightweight Trousers.** Neatly pressed with bottoms just resting on the uppers of boots/shoes or, if high boots are worn, tidily overlapping them.
- **Boots/Shoes.** In good repair, free from cracks and soles not worn. Laces strong and properly done up. Uppers, toes and heels polished.

**Fig 2. — Jersey Order**
0113. When inspecting cadets in Shirt Sleeve or Combat Jacket Order the points below should be checked (see Fig 3):

**SHIRT SLEEVE ORDER**

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

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

c. Lightweight trousers clean and pressed.

**COMBAT JACKET ORDER**

Fig 3. — Shirt Sleeve Order/Combat Order
Fig 4. — Reserved
SECTION 3. — INSPECTION OF ARMS

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

a. Weapons to be clean and dry, apart from the moving parts which should be lightly oiled.

b. Rifle slings to be clean (not fitted when cadets are on drill or formal parades).

c. Barrels to be clean and free from rust.
NOTES FOR INSPECTING OFFICERS

Introduction

1. Before drill cadets should be inspected to ensure that:
   a. They are dressed correctly.
   b. Their clothing and equipment is serviceable and clean.
   c. Their weapons are clean (and cared for).
   d. They are alert and healthy.

2. Cadets should be at Attention when inspected, though whether they slope their rifles depends on regimental custom.

3. The inspecting officer, adult instructor should be accompanied by the next senior adult instructor who should note down anything that he is told. The next senior adult instructor should be posted in front of the squad to see that the squad stand still and look to their front.

General Inspection

4. Look at the squad first:
   a. Are they standing correctly to Attention?
   b. Is their dressing and covering off good?

5. Take a quick look at each cadet when you come to him:
   a. Is he clean and shaved?
   b. Is he standing well?
   c. Is his uniform clean and pressed? Does it fit him?

Detail

6. **Head.**
   a. Cap or other regimental headdress — clean and brushed.
b. Badge — clean and in correct place.
c. No 1 Dress Cap — set up correctly.
d. Beret — bow sewn down neatly.
e. Hair — tidy and of a reasonable length.

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

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

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

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

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

Some Don’ts

12.  *Don’t:*
   a.  Make it a battle between you and them.
   b.  Touch them.
   c.  Ridicule or humiliate individual members of the squad.
   d.  Spend a long time in front of each cadet.
   e.  Allow those accompanying you to inspect for you.
   f.  Point vaguely at things and expect them to vanish or change colour.

Some Do’s

13.  *Do:*
   a.  Be consistent and impersonal.
   b.  Be decisive and tell the warrant or non commissioned officer who is accompanying you the action that you require.
   c.  Give praise readily.
Chapter 2 — DRILL

FOOT DRILL

SECTION 1. — THE AIM AND PURPOSE OF DRILL

INSTRUCTOR’S NOTES

Aim

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

Introduction

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

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

Miscellaneous

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

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

0206. As with all other subjects it is of vital importance that the instructor should not only have the knowledge and ability to instruct but should be able to set an example of smartness in his bearing and movements, as well as in his turnout. Slovenliness of any sort cannot be tolerated, for this will lead to poor drill, which is worse than no drill at all.
SECTION 2. — POSITIONS OF ATTENTION, STAND AT EASE, AND STAND EASY

A. INSTRUCTOR’S NOTES

Aim

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

Timings

0208. One 30 minute period.

B. CONDUCT OF THE LESSON

Preliminaries

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

Introduction

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

   a. Attention.

   b. Stand at Ease.

   c. Stand Easy.

Attention

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

0212. Practise the squad, checking their positions.
Common Faults

0213.  a. A strained position which constricts breathing.

b. Allowing the body to sag and the shoulders and arms to creep forward.

c. Roving eyes.

d. Bending the wrist and failing to close the hands.

e. Feet or body not square to the front, heels not closed.

Fig 6. — Position of Attention
Stand at Ease from Attention

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

0215. Practise the squad, checking their positions.

Fig 7. — Stand at Ease
Common Faults

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

Stand Easy from At Ease


0218. Practise the squad.

Common Faults

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

Stand At Ease from Easy


Attention from At Ease

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

0222. Practise the squad.

Common Faults

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

0224. Reserved.
SECTION 3. — TURNINGS AT THE HALT

A. INSTRUCTOR’S NOTES

Aim

0225. To teach cadets Turnings at the Halt.

Timings

0226. One 30 minute period.

Miscellaneous

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

B. CONDUCT OF THE LESSON

Preliminaries

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

Introduction

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

Turning Right By Numbers

0230. Explain and demonstrate:

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

0231. Practise the squad, checking their positions.

Turning Left By Numbers

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

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

0233. Practise the squad, checking their positions.

Common Faults

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

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

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

d. Bending at the waist during the second movement.

Turning About By Numbers

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

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

0236. Practise the squad, checking their positions.

Turnings Judging The Time

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

0238. Reserved.
Fig 8. — Right Turn, First Position
Fig 9. — About Turn, First Position
SECTION 4. — COMPLIMENTS: REASON, ORIGIN AND INFORMATION

A. INSTRUCTOR’S NOTES

Aim

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

Timings

0240. One 30 minute period.

Method

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

B. CONDUCT OF THE LESSON

Preliminaries

0242. Inspect cadets before beginning the period.

Reason and Origin

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

a. Members of the Royal Family.

b. Governors and Ministers to whom the Sovereign delegates authority.
c. Formed bodies of troops on the Sovereign’s business.

d. All Standards, Guidons and Colours of Regiments of the Army and their equivalent in the Royal Navy, Royal Marines and Royal Air Force.

e. All officers, as holders of the Sovereign’s commission.

When Compliments Are Paid

0244. a. National Anthem.

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

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

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

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

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

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

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

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

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

The CCF Banner

0245. a. The original Banner was presented by the President of the Combined Cadet Force in 1960 as a symbol which acknowledged a hundred years of devoted service to the nation. A new Banner was presented in 1982 and is an
expression of confidence that this service will continue whatever changes in circumstances the future may bring.

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

c. The main rules are as follows:

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

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

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

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

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

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

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

The ACF Banner

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

b. The rules pertaining to the Banner are set out in the ACF Manual 1984 Chapter 18 Part 4 and Annex B. The rules are the same as those applying to the CCF Banner detailed in paragraph 0245. c.
PROTECT
SECTION 5. — SALUTING TO THE FRONT

A. INSTRUCTOR’S NOTES

Aim

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

Timings

0248. One 30 minute period.

Miscellaneous

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

B. CONDUCT OF THE LESSON

Salute To the Front

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

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

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

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

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

Common Faults

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

b. Allowing the elbow to come forward.

c. Hand not straight and in an incorrect position.

d. Allowing the left arm to creep forward.
Fig 10. — Saluting to the Front
SECTION 6. — INTRODUCTION TO MARCHING

A. INSTRUCTOR’S NOTES

Aim
0253. To introduce cadets to marching.

Timings
0254. One 30 minute period.

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

B. CONDUCT OF THE LESSON

Preliminaries
0256. Inspect the squad.

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

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

a. The pace of 750 mm (30 inches) is measured from heel to heel.

b. The heel will strike the ground first, with the knee braced on impact.

c. The leg must go forward naturally in a straight line, with the knee sufficiently bent for the toe to clear the ground.
Fig 11. — Marching in Quick Time
d. The arms will be freely swung forward until the bottom of the hand is in line with the top of the waist belt and backwards as far as they will go. They will reach these points as each heel strikes the ground.

0259. Practise the squad.

Common Faults

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

Halting

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

0262. Explain and demonstrate doing the movement by numbers.

   a. “SQUAD HALT — ONE”. Complete the pace of 750 mm (30 inches) with the right foot, and freeze with the right foot flat on the ground, the left heel raised, the left arm at the top of its swing forward and the right arm full to the rear.

   b. “SQUAD — TWO”. “Shoot the left foot forward” a pace of 375 mm (15 inches) placing the foot flat on the ground. Reverse the position of the arms.

   c. “SQUAD — THREE”. Bend the right knee, bring the arms to the sides and assume the position of attention.

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

Common Faults

0264. a. Bending at the waist when bending the right knee.
   b. Exaggerating the movement of the right arm when bending the right knee.
   c. Incorrect balance on completion of the halt.
d. Not bracing the left knee when shooting the left foot forward.

0265 – 0266. Reserved.
SECTION 7. — MARCHING AND HALTING IN QUICK TIME

A. INSTRUCTOR’S NOTES

Aim

0267. To practise marching and halting in quick time.

Timings

0268. One 30 minute period.

Miscellaneous

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

B. CONDUCT OF THE LESSON

Preliminaries

0270. Inspect the squad.

Introduction

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

Revision

0272. Cadets to practise the following:
   a. Positions of Attention and Stand at Ease.
   b. Turnings at the Halt.
   c. Saluting to the Front.
   d. Marching and Halting in Quick Time.

0273. Reserved.
SECTION 8. — FORMING UP IN THREE RANKS AND GETTING ON PARADE

A. INSTRUCTOR’S NOTES

Aim

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

Timings

0275. One 30 minute period.

Miscellaneous

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

B. CONDUCT OF THE LESSON

Preliminaries

0277. Inspect the squad.

Introduction

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

Interval Between Cadets in a Rank

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

b. *Demonstrate:* With two assistants demonstrate the movement.

0280. *Practise the squad.*

**Interval Between Ranks in a Squad**

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

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

0282. **Practise the squad in both movements.**

**Dressing**

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

0284. a. *Explain and demonstrate the complete movement.*

   b. *Demonstrate again by numbers.*

“Dressing By Numbers, Right Dress — One”

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

**Common Faults**

0286. a. A sluggish movement of the arm or head.

   b. Not looking up or square to the right.

“Squad — Two”

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

**Common Faults**

0288. a. Craning forward.

   b. Not keeping the shoulders square to the front.

   c. Shuffling.

   d. Unnecessary movement.

0289. *Practise the squad.*
“Eyes — Front”

0290. a. *Explain:* On the command “EYES — FRONT” turn the head sharply to the front and at the same time return the hands to the sides, keeping the arms straight.

b. *Demonstrate the movement.*

c. *Practise the whole movement by numbers, and when proficient, judging the time.*

Getting On Parade

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

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

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![Diagram of a Squad Correctly Dressed and Covered](image)
0293. The instructor will demonstrate using the squad:

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

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

b. **“GET ON — PARADE”**.

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

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

0294. *Practise the squad.*

0295. *Reserved.*
SECTION 9. — OPEN AND CLOSE ORDER

A. INSTRUCTOR’S NOTES

Aim

0296. To teach cadets the Open and Close Order.

Timings

0297. One 30 minute period.

Miscellaneous

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

B. CONDUCT OF THE LESSON

Preliminaries

0299. Inspect the squad.

Introduction

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

Open and Close Order

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

“IN OPEN ORDER RIGHT DRESS”

“EYES FRONT”

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

(1) “IN OPEN ORDER RIGHT DRESS, ONE”. On the command “ONE”.
(a) The front rank take a full 750 mm (30 inches) pace forward, bending the right knee and keeping the arms to the sides.

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

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

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

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

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

02103. Practise the squad by numbers.

02104. Practise the squad judging the time.

Common Faults

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

b. Arms not kept still to the side.

02106. Reserved.
SECTION 10. — DISMISSING AND FALLING OUT

A. INSTRUCTOR’S NOTES

Aim

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

Timings

02108. One 30 minute period.

Miscellaneous

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

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

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

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

B. CONDUCT ON THE LESSON

Preliminaries

02110. Inspect the squad.

02111. Revise Saluting at the Halt.

Introduction

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

Dismiss

02113. Explain and demonstrate: On the command “DISMISS” turn to the right and if an officer is present, salute. Step off and march forward three paces, then break
off and remain in step in quick time within individual groups until clear of the parade ground.

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

**Fall Out**

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

a. You do not salute.

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

02116. *Practise the squad.*

**Common Faults**

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

02118. *Reserved.*
SECTION 11. — WHEELING IN QUICK TIME

A. INSTRUCTOR’S NOTES

Aim

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

Timings

02120. One 30 minute period.

Miscellaneous

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

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

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

d. The command “Right — Wheel” is given over one complete pace.

B. CONDUCT OF THE LESSON

Preliminaries

02122. Inspect the squad.

Introduction

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

Right Wheel

02124. With three assistants demonstrate the complete movement “RIGHT WHEEL” (see Fig 15). Demonstrate the movement again with explanation: On the command “RIGHT WHEEL” the right hand cadet of the leading rank or file will change
direction through 1600 mils (90 degrees). It will be noted that those on the outside of the wheel have to increase their pace in order to keep their dressing with those on the inside. Therefore the cadets on the inside of the wheel step short whilst those on the outside have to step out. Those behind the leading rank or file will follow on covering the same ground.

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

Fig 15. — Right Wheel

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

Common Faults

02126. a. Those behind the leading rank or file not covering the same ground as they do.

b. Slovenly arm swinging among the inner cadets.

c. A tendency to increase the rate of marching among the outer cadets.

02127. *Reserved.*
SECTION 12. — CHANGING STEP IN QUICK TIME

A. INSTRUCTOR’S NOTES

Aim

02128. To teach cadets Changing Step on the March.

Timings

02129. One 30 minute period.

Miscellaneous

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

B. CONDUCT OF THE LESSON

Preliminaries

02131. Inspect the squad.

Introduction

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

Change Step

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

02134. Demonstrate the movement again by numbers and explain:

a. “CHANGE STEP — ONE”. Given as the right heel strikes the ground. Take a pace of 750 mm (30 inches) with the left foot and freeze with the left foot flat on the ground, the right heel raised, the right arm at the top of its swing forward and the left arm fully to the rear.
b. “SQUAD — TWO”. Bend the right knee and move the right leg forward so that the instep of the right foot is behind and touching the heel of the left foot. Return the arms to a position of attention.

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

02135. *Practise the squad individually by numbers.*

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

02137. *Practise as a squad.*

**Common Faults**

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

02139. *Reserved.*
SECTION 13. — ABOUT TURN IN QUICK TIME

A. INSTRUCTOR'S NOTES

Aim

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

Timings

02141. One 30 minute period.

Miscellaneous

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

B. CONDUCT OF THE LESSON

Preliminaries

02143. Inspect the squad.

Introduction

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

About Turn

02145. a. Demonstrate the complete movement “About Turn”

b. Demonstrate the movement by numbers and explain.

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

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

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

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

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

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

d. “SQUAD — THREE”. ‘Bend the left knee’. Call out “LEFT”.

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

02147. Practise the squad by numbers.

02148. Practise the squad judging the time.

Common Faults

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

b. Not turning on the same piece of ground.

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

02150. Reserved.
PROTECT

SECTION 14. — LEFT AND RIGHT TURNS ON THE MARCH

A. INSTRUCTOR'S NOTES

Aim

02151. To teach cadets Turnings on the March.

Timings

02152. One 30 minute period.

Miscellaneous

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

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

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

B. CONDUCT OF THE LESSON

Preliminaries

02154. a. Inspect the squad.

b. Form the squad into a straight line.

Introduction

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

Turnings To the Left by Numbers

02156. “TURNINGS BY NUMBERS, LEFT TURN — ONE”. Given as the right heel strikes the ground. Take a further full marching pace of 750 mm (30 inches) with the left foot, and freeze with the left foot flat on the ground, the right heel raised, the right arm at the top of its swing forward and left arm fully to the rear.
b. “SQUAD — TWO”. Raise the right knee and remain balanced on the left foot, with the right thigh horizontal, the foot hanging naturally with the toe directly under the knee. At the same time return the arms to the position of attention.

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

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

02157. *Practise the squad.*

**Turnings To the Right**

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

**Common Faults**

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

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

02160. *Reserved.*
SECTION 15. — SALUTING ON THE MARCH EYES RIGHT AND LEFT

A. INSTRUCTOR’S NOTES

Aim

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

Timings

02162. One 30 minute period.

Miscellaneous

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

B. CONDUCT OF THE LESSON

Preliminaries

02164. Inspect the squad.

Introduction

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

Saluting To the Right

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

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

(1) “SALUTE TO THE RIGHT — SALUTE”. Take a 750 mm (30 inches) pace with the left foot, at the same time bring the right hand and arm to the salute and turn the head through 1600 mils (90 degrees) to the right. Freeze with the left heel and right foot on the ground and the weight
of the body evenly balanced between them. As the left heel strikes the ground, call out “ONE!”.

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

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

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

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

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

02167. Practise the squad.

Common Faults

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

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

Saluting On the March

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

a. Demonstrate complete movement.

b. Demonstrate and explain again by numbers.

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

(2) “SQUAD — TWO”. Take a 750 mm (30 inches) pace with the right foot, remaining at the salute with the left arm at the position of attention.
Fig 16. — Saluting on the March
PROTECT

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

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

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

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

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

Saluting an Officer

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

Saluting To the Front

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

a. Halt.

b. Salute to the Front.

c. Salute to the Front.

d. Turn about.
e. Step off in quick time.

Judge the regulation pause between each movement.

02173. Practise the squad.

Eyes Right and Left

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

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

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

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

Common Faults

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

b. Leaning back.

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

Saluting Without Headdress

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

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

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

02180. Practise the squad.
Saluting With the Left Hand

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

02182. *Reserved.*
SECTION 16. — MARKING TIME IN QUICK TIME

A. INSTRUCTOR’S NOTES

Aim

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

Timings

02184. One 30 minute period.

Miscellaneous

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

B. CONDUCT OF THE LESSON

Preliminaries

02186. Inspect the squad.

Introduction

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

Quick Mark Time From the Halt

02188. a. Demonstrate the complete movement.

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

02189. Practise the squad.
Common Faults

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

Halt From Quick Mark Time

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

02192. Practise the squad.

Quick March From Quick Mark Time

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

02194. Practise the squad.

Quick Mark Time From Quick March

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

02196. Practise the squad.

Common Fault

02197. Increasing the rate of marching.

02198. Reserved.
SECTION 17. — PARADING AND INSPECTING A SQUAD, MOVING IT OFF AND FALLING IT OUT

A. INSTRUCTOR’S NOTES

Aim

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

Timings

02200. Two 30 minute periods.

Miscellaneous

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

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

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

B. CONDUCT OF THE LESSON

Preliminaries

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

Introduction

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

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

02206. The instructor will demonstrate, using the squad:

a. “RIGHT — MARKER”.
   (1) On the command “RIGHT” the whole squad comes “AT EASE”.
   (2) On the command “MARKER” the right marker springs to attention, marches forward, halts on the fifteenth pace, or less if space does not permit, and stands at ease.

b. “GET ON — PARADE”.
   (1) Both the right marker and the cadets in the squad spring to attention. The squad march forward, halt on the fifteenth pace, look to their right and pick up their dressing. All these movements have the regulation pause between them.
   (2) When the cadets in the squad are dressed correctly they will look to their front and stand at ease in succession from the right.

Further Movements

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

a. Correctly dressed and covered (Chapter 2 Section 8).

b. Properly dressed and equipped (Chapter 1 Section 2) after which he:

c. Marches the squad away and halts it (Chapter 2 Section 7).

d. Falls the squad out (Chapter 2 Section 10).

02208. Cadets practise.

02209. Reserved.
PROTECT

RIFLE DRILL

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

A. INSTRUCTOR’S NOTES

Aim

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

Timings

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

B. CONDUCT OF THE LESSON

Preliminaries

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

02213. Inspect the squad.

The Position of Attention (see Fig 17)

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

02215. Practise the squad, checking their positions.

Stand At Ease (see Fig 18)

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

02217. Practise the squad, checking their positions.
Stand Easy (see Fig 18a)

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

02219. *Practise the squad.*

02220. *Reserved.*
Fig 18. — The Stand at Ease
Fig 18a. — Stand Easy
SECTION 19. — CHANGE ARMS AT THE SHOULDER

A. INSTRUCTOR’S NOTES

Aim

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

Timings

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

B. CONDUCT OF THE LESSON

Preliminaries

02223. Inspect the squad.

02224. Revise Section 18.

Change Arms at the Shoulder

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

a. “CHANGE ARMS — ONE” (see Fig 19). Force the rifle into the vertical position 100 mm (4 inches) in front centre of the body under control of the right hand. The magazine is square to the front with the right arm at its fullest extent. At the same time the left hand comes across the body by the shortest possible route to strike, seize and grasp the stock just above the trigger guard.

b. “SQUAD — TWO” (see Fig 20). Release the grip with the right hand and force it up the side of the rifle to strike, seize and grasp the stock just above the left hand.

c. “SQUAD — THREE” (see Fig 21). Release the grip with the left hand, at the same time force the rifle to a vertical position at the left side of the body under control of the right hand, ensuring the rifle is touching the shoulder. At the same time strike, seize and grasp the base of the butt plate with the left hand in a cup-like grip with the thumb curled around the toe of the butt.

d. “SQUAD — FOUR” (see Fig 22). Release the grip with the right hand and force it across the body by the shortest possible route to resume the
position of attention. At the same time force the rifle back so that the thumb is in line with the seam of the trousers.

02226.  *Practise the squad.*

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

02227.  *Reserved.*
Fig 19. — Change Arms – One
Fig 20. — Change Arms – Two
Fig 21. — Change Arms – Three
Fig 22. — Change Arms – Four
SECTION 20. — SLOPE ARMS FROM THE SHOULDER/SHOULDER ARMS FROM THE SLOPE

A. INSTRUCTOR’S NOTES

Aim

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

Timings

02229. One 30 minute period.

B. CONDUCT OF THE LESSON

Preliminaries

02230. Inspect the squad.

02231. Revise Sections 18 and 19.

Slope Arms from the Shoulder

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

a. “SLOPE ARMS — ONE” (see Fig 23). Force the butt forward and upward so that the rifle is vertical. Immediately force the left hand across the body by the shortest possible route to strike, seize and grasp the stock just above the trigger guard. At the same time release the right hand from the butt plate to strike, seize and grip the small of the butt in a Y-like grip.

b. “SQUAD — TWO” (see Fig 24). Force the rifle up and across the body by the shortest possible route, placing the rifle on the left shoulder under control of the right hand, at the same time changing the grip of the right hand to a full grip. At the same time release the grip with the left hand and force it down the rifle by the shortest possible route to strike, seize and grasp the butt plate with a cup-like grip, with the exception of the thumb which is curled around the toe of the butt. Ensure that the left forearm is kept parallel to the ground.

c. “SQUAD — THREE” (see Fig 25). Force the right arm down by the shortest possible route to assume the correct position of the Slope Arms.
02233. *Practise the squad.*

**Shoulder Arms from the Slope**

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

   a. **“SHOULDER ARMS — ONE”** *(see Fig 26).* Force the right hand across the body by the shortest possible route to strike, seize and grasp the area of the small of the butt with a full grip.

   b. **“SQUAD — TWO”** *(see Fig 27).* Force the rifle down by the shortest possible route to a vertical position on the right side of the body under control of the right hand. At the same time change the grip of the right hand to a Y-like grip on the small of the butt, whilst the left hand, released from its grip on the butt plate, is forced up the rifle by the shortest possible route to strike, seize and grasp the stock with a full grip just above the trigger guard.

   c. **“SQUAD — THREE”** *(see Fig 28).* Release the Y-like grip of the right hand and force it down to strike, seize and grasp the butt plate with a cup-like grip.

   d. **“SQUAD — FOUR”** *(see Fig 29).* Force the rifle back into the correct position of the Shoulder Arms with the thumb in line with the seam of the trousers. At the same time release the grip of the left hand and force it across the body by the shortest possible route to resume the correct position of the Shoulder Arms.

02235. *Practise the squad.*

02236. *Reserved.*
Fig 23. — Slope Arms – One
Fig 24. — Slope Arms – Two
Fig 25. — Slope Arms – Three
PROTECT

Fig 26. — Shoulder Arms – One

Fig 25. — Slope Arms – Three
Fig 28. — Shoulder Arms – Three
Fig 27. — Shoulder Arms – Two
Fig 29. — Shoulder Arms – Four
SECTION 21. — GROUND ARMS FROM THE SLOPE/
TAKE UP ARMS FROM THE GROUND ARMS

A. INSTRUCTOR’S NOTES

Aim

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

Timings

02238. One 30 minute period.

B. CONDUCT OF THE LESSON

Preliminaries

02239. Inspect the squad.

Ground Arms from the Slope

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

a. “GROUND ARMS — ONE” (see Fig 30). Force the right hand up across the body by the shortest possible route to strike, seize and grasp the rifle in a cup-like grip, between the pistol grip and the magazine housing.

b. “SQUAD — TWO” (see Fig 31). Force the rifle down to the right side of the body under control of the right hand with the arm at its fullest extent and the rifle pointing directly to the front. At the same time the left hand releases its grip on the butt plate and is forced down to the left side of the body to resume the correct position of attention.

c. “SQUAD — THREE” (see Fig 32). Take a short pace of 375 mm (15 inches) with the left foot, placing the foot flat and firm on the ground. Bend both knees and lower the rifle to the ground twisting the wrist of the right hand, so that the magazine is pointing to the right. The heel of the butt plate is in line with and touching the seam of the right toecap and the rifle is pointing square to the front. The head, shoulders and chest are kept upright throughout this movement.
d. “SQUAD — FOUR” (see Fig 33). Release the grip on the rifle with the right hand and force the body upright, at the same time forcing the left foot back to assume the correct position of attention.

02241. Practise the squad.

Take Up Arms from the Ground Arms

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

a. “TAKE UP ARMS — ONE” (see Fig 32). Take a short pace of 375 mm (15 inches) with the left foot, placing the foot flat and firm on the ground. Bend both knees and take control of the rifle with a cup-like grip with the right hand between the pistol grip and the magazine housing. The head, shoulders and chest should be kept upright during the execution of this movement.

b. “SQUAD — TWO” (see Fig 31). Straighten the legs ensuring the rifle is turned clockwise and kept in line with the right shoulder and is parallel to the ground. Bring the left foot back to the correct position of attention.

c. “SQUAD — THREE” (see Fig 30). Force the rifle across and up the body by the shortest possible route on to the left shoulder, under control of the right hand. At the same time bend the left arm parallel to the ground to strike, seize and grasp the butt plate in a cup-like grip. The magazine is now square to the left with the right arm close to the body.

d. “SQUAD — FOUR” (see Fig 25). Force the right hand down and across the body by the shortest possible route to resume the correct position of the Slope Arms.

02243. Practise the squad.

02244. Reserved.
Fig 30. — Ground Arms — One
Fig 31. — Ground Arms – Two
Fig 32. — Ground Arms – Three
Fig 33. — Ground Arms – Four
SECTION 22. — PRESENT ARMS FROM THE SLOPE/SLOPE ARMS FROM THE PRESENT

A. INSTRUCTOR’S NOTES

Aim

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

Timings

02246. One 30 minute period.

B. CONDUCT OF THE LESSON

Preliminaries

02247. Inspect the squad.

02248. Revise Section 20.

Present Arms from the Slope

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

a. “PRESENT ARMS — ONE” (see Fig 34). Force the right hand across the body by the shortest possible route to strike, seize and grasp the area of the small of the butt with a full grip. The right arm is kept parallel to the ground.

b. “SQUAD — TWO” (see Fig 35). Force the rifle across and up to the front centre of the body under control of the right hand, ensuring that the base of the stock is in line with the mouth, and approximately 100 to 150 mm (four to six inches) away from the chest. At the same time release the grip with the left hand, straighten the fingers and thumb and force the forearm, wrist, palm and fingers to strike the rifle from a position 150 mm (six inches) to its left, ensuring that the wrist is in line with the pistol grip. The left wrist, forearm and elbow are forced well in to the rifle, which is in front centre of the body.

c. “SQUAD — THREE” (see Fig 36). Force the rifle down the front centre of the body under control of the right hand so that the right arm is at its fullest extent. At the same time change the grip of the right hand to a Y-like grip on the
small of the butt. At the same time remove the left hand approximately 150 mm (6 inches) to the left side of the rifle to strike, seize and grasp the stock with a full grip just above the trigger guard. The thumb of the left hand runs vertically up the stock and the fingers are closed. At the same time bend the right knee in front of the body so that the thigh becomes parallel to the ground with the foot hanging naturally below the knee, then force the right foot down to the ground so that the instep is behind and touching the heel of the left foot, at an angle of 30 degrees.

02250. Practise the squad.

Slope from the Present

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

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

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

02252. Practise the squad.

02253. Reserved.
Fig 34. — Present Arms – One
Fig 35. — Present Arms – Two
PROTECT

Fig 36. — Present Arms – Three

PROTECT
Fig 37. — Slope Arms – One
Fig 38. — Slope Arms – Two
SECTION 23. — SALUTING AT THE HALT (SLOPE POSITION)/SALUTING ON THE MARCH (SLOPE POSITION)

A. INSTRUCTOR’S NOTES

Aim

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

Timings

02255. One 30 minute period.

B. CONDUCT OF THE LESSON

Preliminaries

02256. Inspect the squad.

02257. Revise Section 20.

Saluting at the Halt

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

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

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

02259. Practise the squad.

Saluting on the March

02260. Demonstrate the whole movement and then each movement separately as follows:
a. "SALUTE TO THE RIGHT — ONE" (see Fig 41). On receiving the word of command as the left heel strikes the ground, take a full marching pace of 750 mm (30 inches) with the right foot, at the same time forcing the arm to the rear. Take a further marching pace of 750 mm (30 inches) with the left foot. As the left heel strikes the ground, force the right arm from the rear through the position of Attention and across the body by the shortest possible route, to the position of the salute. At the same time force the head and eyes square over the right shoulder.

b. "SQUAD — TWO — (THREE — FOUR — FIVE)" (see Fig 16). Take a further four full marching paces of 750 mm (30 inches) whilst retaining the position of the salute. Ensure that the forearm remains parallel to the ground, the rifle remains square to the front, and the head and eyes remain square over the right shoulder and looking above shoulder height.

c. "SQUAD — SIX" (see Fig 16). Take a further full marching pace of 750 mm (30 inches) with the right foot. As the heel strikes the ground force the right hand across the body by the shortest possible route to the right side. At the same time force the head and eyes square to the front.

d. "SQUAD — FORWARD". Take a further full marching pace of 750 mm (30 inches) with the left foot, at the same time forcing the right arm forward, and continue to march in quick time at the regulation rate.

02261. Practise the squad.

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

02262. Reserved.
Fig 39. — Salute to the Front – One
Fig 40. — Salute to the Front – Two
Fig 41. — Salute to the Right – One
Fig 42. — Salute to the Left – One
SECTION 24. — DEFINITIONS, WORDS OF COMMAND AND DIRECTING FLANKS

Aim

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

Definitions

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

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

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

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

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

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

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

Words of Command

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

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

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

a. At the Halt — the regulation pause.
b. In Quick Time — about four paces.

c. In Slow Time — about three paces.

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

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

<table>
<thead>
<tr>
<th>Command</th>
<th>In Quick Time</th>
<th>In Slow Time</th>
<th>Squad Call Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>SALUTE (to the left, right or to the front)</td>
<td>On Left foot</td>
<td>On Right foot</td>
<td>MISS, UP, TWO THREE, FOUR, FIVE</td>
</tr>
<tr>
<td>EYES RIGHT, LEFT or FRONT</td>
<td>On Left foot</td>
<td>On Right foot</td>
<td>MISS, UP or MISS, FORWARD</td>
</tr>
</tbody>
</table>

**Time and Pace**

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

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

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

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

02271. **Reserved.**
PROTECT

SQUAD WILL RETIRE

MOVE TO THE RIGHT IN THREES

SQUAD WILL ADVANCE (Squad facing front, i.e., ADVANCED)

SQUAD WILL RETIRE

MOVE TO THE LEFT IN THREES

SQUAD WILL ADVANCE (Squad facing RIGHT IN THREES)

SQUAD WILL RETIRE

MOVE TO THE LEFT IN THREES. ABOUT TURN

SQUAD WILL ADVANCE (Squad facing LEFT IN THREES)

SQUAD WILL MOVE TO THE LEFT

SQUAD WILL RETIRE

SQUAD WILL MOVE TO THE RIGHT

SQUAD WILL ADVANCE (Squad facing rear, i.e., RETIRED)

Key:  = Right Hand Cadet

  = Direction faced by squad before receipt of word of command

Fig 43. — Directing Flanks
A. INSTRUCTOR’S NOTES

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

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

B. CONDUCT OF THE LESSON

Preliminaries

02274. *Inspect the squad.*

Introduction

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

The Positions of Attention and Stand at Ease

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

The Position of Attention

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

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

a. The cane is held vertically in the right hand close to the body.
b. The joint of the first forefinger of the right hand is positioned under the knob of the cane and pointing towards the thigh. The thumb is down and to the front — the remaining three fingers grasping the cane.

c. The ferrule of the cane is in front of the right shoulder.

d. The remainder of the body is erect and square to the front.

e. Do not call out the time.

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

**The Stand at Ease** *(see Fig 45)*

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

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

   a. The back of the right hand is in the palm of the left hand.

   b. The cane is held in the right hand as for the position of Attention, the cane itself being between the crook of the right arm and the body.

   c. The remainder of the body is erect and square to the front.

02282. *Practise the squad.*

02283. *Reserved.*
Fig 44. — Position of Attention
Fig 45. — Stand at Ease
SECTION 26. — MARCHING AND DISMISSING

A. INSTRUCTOR’S NOTES

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

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

B. CONDUCT OF THE LESSON

Preliminaries

02286. **Inspect the squad.**

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

Introduction

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

Marching with the Cane

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

Quick March — One

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

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

   a. The cane remains vertical in the right side of the body, the right hand above and touching the left hand.

   b. Fingers are closed and both hands form a fist.
c. The remainder of the body is erect and square to the front.

d. Call out “ONE”.

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

Quick March — Two

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

02294. Points to Note. These are:

   a. The cane is now in the position of the ‘Trail’ held horizontal and close to the right side of the body.

   b. The left arm resumes the correct position of Attention.

   c. The remainder of the body is erect and square to the front.

   d. Call out “TWO”.

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

Quick March — Three

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

02297. Points to Note. These are:

   a. The cane remains horizontal and is held between the thumb and the first two fingers of the right hand.

   b. The cane must remain straight and horizontal when swinging the arm front to rear and continuing to march at the regulation pace of 116 paces to the minute.

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

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

Final Demonstration of the Complete Movement

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

The Dismiss

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

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

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

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

02302. Reserved.
Fig 47. — Quick March — Third Position
SECTION 27. — HALTING A.

INSTRUCTOR’S NOTES

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

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

B. CONDUCT OF THE LESSON

Preliminaries

02305. **Inspect the squad.**

02306. **Revise Marching with the Cane.**

Introduction

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

Halting with the Cane

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

Squad Halt — One

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

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

a. The left forearm is horizontal, the left hand having a full grip of the centre of the cane, the back of the hand to the front.
b. The cane is forced back into the right shoulder by the left hand.

c. The right hand grasps the cane as for the position of Attention.

d. The remainder of the body is erect and square to the front.

e. Call out the timing — “ONE TWO — TWO THREE — ONE — TWO THREE — ONE”.

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

**Squad Halt — Two**

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

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

a. The joint on the first finger of the right hand is underneath the knob of the cane and pointing towards the thigh.

b. The thumb is down and to the front, the remaining three fingers grasping the cane.

c. The ferrule of the cane is in front of the right shoulder.

d. The remainder of the body is erect and square to the front.

e. Call out the time — “TWO”.

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

**Final Demonstration of the Complete Movement**

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

02316. **Reserved.**
Fig 48. — The Halt
PROTECT
SECTION 28. — SALUTING AT THE HALT

A. INSTRUCTOR’S NOTES

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

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

B. CONDUCT OF THE LESSON

Preliminaries

02319. **Inspect the squad.**

02320. **Revise Halting with the Cane.**

Introduction

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

Salute to the Front

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

Salute to the Front — One

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

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

a. The cane is horizontal and held in position, by forcing the left arm into the side whilst maintaining a grip with the armpit.

b. The remainder of the body is erect and square to the front.
c. Call out the time — “ONE”.

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

Salute to the Front — Two

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

02327. Points to Note. These are:

a. The cane remains horizontal under the left armpit, the ferrule to the rear.

b. The right arm is in the correct position of Attention.

c. The remainder of the body is held erect and square to the front.

d. Call out the time — “TWO”.

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

Salute to the Front — Three

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

02330. Points to Note. These are:

a. The hand and wrist are straight, the forefinger is 25 mm (one inch) above the right eye and the palm facing the front.

b. The cane remains horizontal and the remainder of the body is erect and square to the front.

c. Call out the time — “THREE”.

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

Salute to the Front — Four

02332. The instructor is to demonstrate the movement, giving the words of command “SQUAD — FOUR!”, at the same time calling out “FOUR”. Explain: On the command, the right hand returns to the side, then freeze in this position.
02333.  **Points to Note.**  These are:

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

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

**Salute to the Front — Five**

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

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

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

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

**Salute to the Front — Six**

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

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

  a.  The cane remains vertical on the right side of the body, the right elbow close to it.
b. The left forearm is horizontal as it moves across the body, the back of the hand to the front.

c. The cane is vertical and forced back to the shoulder by the left hand.

d. Call out the time — “SIX”.

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

**Salute to the Front — Seven**

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

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

   a. The left arm is returned by the shortest route across the body.

   b. The right hand resumes its grip on the cane and the remainder of the body is erect and square to the front.

   c. Call out the time — “SEVEN”.

**Final Demonstration of the Complete Movement**

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

02344. *Reserved.*
Fig 49. — Salute at the Halt
SECTION 29. — SALUTING ON THE MARCH

INSTRUCTOR’S NOTES

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

Saluting to a Flank — Right or Left — On the March
02346. The following are the detailed actions for these movements:

a. “SALUTING, BY NUMBERS, SALUTE TO THE RIGHT — ONE”. This order is given as the left heel strikes the ground. On the next left foot place the cane under the left arm and freeze.

b. “SQUAD — TWO”. On this order, take a further pace with the right foot and on the next left foot return the right hand to the side and freeze.

c. “SQUAD — THREE”. On this order, take a further pace with the right foot and on the next left foot salute to the right and freeze.

d. “SQUAD — FOUR, FIVE, SIX, SEVEN”. On this order, take a further pace on each word of command, remaining at the salute.

e. “SQUAD — EIGHT”. On this order, return the right arm to the side and the head to the front as the right heel strikes the ground and freeze.

f. “SQUAD — NINE”. On this order given as the left heel strikes the ground, with the right hand seize the cane close to the left arm and freeze.

g. “SQUAD — TEN”. On this order, take a further pace with the right foot and on the next left foot, bring the cane to the Trail, adjusting the hand to the point of balance and freeze.

h. “SQUAD — ELEVEN”. On the order, take a further pace with the right foot and on the next left foot swing both arms and continue marching.

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

02348. Reserved.
SECTION 30. — BANNER DRILL

General

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

The Order  (see Fig 50)

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

The Stand at Ease  (see Fig 51)

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

The Carry — from the Order  (see Fig 52)

02352.  To Carry from the Order:

   a.  Raise the Banner to a perpendicular position in front of the body, guiding the base of the pike into the socket of the Banner belt with the left hand and keeping the right forearm on the pike for control.

   b.  Force the left hand smartly to the side and at the same time raise the right forearm to a horizontal position. The right hand will be opposite the centre of the mouth, back of the hand to the front, wrist and forearm horizontal, i.e., at right angles to the pike, which will be held perpendicularly.

The Slope — from the Carry

02353.  To Slope from the Carry:

   a.  Raise the Banner just clear of the socket of the Banner belt, controlling the base of the pike with the left hand.

   b.  Lower the Banner sharply onto the right shoulder, at the same time force the left arm up to assist in controlling the Banner onto the right shoulder.

   c.  Once the Banner is on the right shoulder, return the left arm to the left side.
PROTECT

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

To Change the Banner from the Right to the Left Shoulder

02355. To change the Banner from right to left:

a. Grasp the Banner and pike with the left hand close above the right.

b. Carry the Banner across the body and place it on the left shoulder in the same position as detailed in the second motion of the ‘Slope’ from the ‘Carry’.

c. Force the right hand smartly to the side.

To Change the Banner from the Left to the Right Shoulder

02356. The converse of paragraph 02355 above.

Carry — from the Slope

02357. To Carry from the Slope:

a. Raise the Banner off the right shoulder with the right hand to the position of the ‘Carry’, guiding the base of the pike into the socket of the Banner belt with the left hand keeping the right forearm running along the pike for control.

b. Force the left hand smartly to the side and at the same time raise the right forearm to a horizontal position.

Order — from the Carry

02358. To Order from the Carry:

a. Raise the Banner and pike just clear of the socket of the Banner belt, controlling the base of the pike with the left hand and dropping the right forearm onto the pike, as for the first position of the ‘Carry’ - from the ‘Order’ (see Fig 52).

b. Lower the Banner to the position of the ‘Order’, catching the pike with the left hand, the forearm to be parallel to the ground.

c. Force the left hand to the side. (See Fig 53)

02359. Reserved.
Fig 50. — The Order

Fig 51. — The Stand at Ease
Fig 52. — Carry - from the Order

First Position

Final Position
Second Position          Final Position

Fig 53. — Order - from the Carry
Figs 54 and 55. — Reserved
Chapter 3

MILITARY KNOWLEDGE CCF AND ACF

SECTION 1. — RANKS AND BADGES OF RANK

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

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

**Officers**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Badge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Lieutenant</td>
<td></td>
</tr>
<tr>
<td>Lieutenant</td>
<td></td>
</tr>
<tr>
<td>Captain</td>
<td></td>
</tr>
<tr>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Lieutenant Colonel</td>
<td></td>
</tr>
<tr>
<td>Colonel</td>
<td></td>
</tr>
</tbody>
</table>

![Ranks and Badges of Rank (Officers)](image)

**Non Commissioned Officers and Warrant Officers**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Badge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lance Corporal</td>
<td></td>
</tr>
<tr>
<td>Corporal</td>
<td></td>
</tr>
<tr>
<td>Sergeant</td>
<td></td>
</tr>
<tr>
<td>Staff Sergeant</td>
<td></td>
</tr>
<tr>
<td>Warrant Officer Class 2 (WO2)</td>
<td></td>
</tr>
<tr>
<td>Warrant Officer Class 1 (WO1)</td>
<td></td>
</tr>
</tbody>
</table>

![Ranks and Badges of Rank (Non Commissioned Officers and Warrant Officers)](image)
SECTION 2. — ARMY STRUCTURE — ARMS AND SERVICES

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

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

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

0306. Details of the various ARMS and SERVICES can be seen at Annex A to Chapter 3.
SECTION 3. — CCF — CHAIN OF COMMAND

Command at National Level

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

The Army Board

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

Headquarters Land Command (HQ LAND)

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

Other Commands Outside UK

0310. Other commanders such as those in Hong Kong (until Jun 97), Cyprus, Falkland Islands and Northern Ireland are directly responsible to the Ministry of Defence (MOD).
SECCTION 4. — CCF — SELECTION AND INITIAL TRAINING IN THE REGULAR ARMY

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

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

0313. **Reserved.**
SECTION 5. — ACF — HISTORY OF THE ARMY CADET FORCE

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

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

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

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

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

0319. In the First World War a big expansion of the Cadet Force took place and the War Office reassumed responsibility for its administration up until 1923 when the Territorial Associations again took over. In 1930 the Government ceased to recognize the Cadet Force and withdrew financial support from it. Everything had to be provided by privately raised money and even the wearing of Regimental badges and buttons was forbidden. A body known as the British National Cadet Association (BNCA) was formed with the aim of getting official recognition restored. They achieved this aim at least to a limited degree in 1932 and by 1936 certain services and small grants were provided. The BNCA had the responsibility of running the Cadet Force.
0320. During the Second World War a big expansion of the Cadet Force took place in January 1942. The War Office took over the organization, equipment and accommodation and increased grants and free uniforms were authorized. The BNCA continued to deal with such matters as sport, competition shooting, the general welfare of cadets and many other aspects of cadet work. The BNCA became the Army Cadet Force Association (ACFA) in 1945 and continues to be responsible for those aspects of cadet training and activities which are not the direct concern of the MOD. In addition, the ACFA are advisers to the MOD and other Government bodies on all matters connected with the ACF.

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

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

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

0324. There are about 40,000 cadets in some 1,600 detachments which are to be found in every part of the United Kingdom. The ACF continues to play its part as the Army’s own voluntary youth organization and is a valuable recruiting source for the Regular Army.
SECTION 6. — RESERVED
PROTECT
SECTION 7. — ACF — ORGANIZATION AT COUNTY/ BATTALION LEVEL

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

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

```
<table>
<thead>
<tr>
<th>COUNTY HQ</th>
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</thead>
<tbody>
<tr>
<td>AREA HQ</td>
</tr>
<tr>
<td>AREA HQ</td>
</tr>
<tr>
<td>AREA HQ Detachment</td>
</tr>
</tbody>
</table>

Detachment Detachment Detachment Detachment
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SECTION 8. — ACF — THE CADET’S PROGRESS

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

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

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


0335. The ACF APC is a large subject to cover in a 30 minute lesson. Instruction should be concentrated on describing the outline syllabus in the pamphlet supported by the Introductory Notes on pages 5-11 of that pamphlet.
SECTION 9. — ACF — FAMILIARIZATION OF THE CADET WITH THE HISTORY OF THE REGIMENT OR CORPS TO WHICH HE IS BADGED

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

0337. It must be constantly borne in mind that teaching this subject with all recommended training aids is not a satisfactory substitute for a visit by a representative of the Regiment or Corps concerned who can give a talk and answer questions from first hand experience. Every effort, therefore, should be made to arrange such visits.
ANNEX A TO
CHAPTER 3

THE ARMS AND SERVICES OF THE BRITISH ARMY

The Arms

1. **The Household Cavalry** consists of the two senior Regiments of the British Army — the Life Guards and the Blues and Royals. Between them they provide an Armoured Reconnaissance Regiment, and the Mounted Regiment in London which is well known for its ceremonial duties.

2. **The Royal Armoured Corps** consists of the old Cavalry Regiments of the Line and the Royal Tank Regiment. These Regiments are either role as Armoured or Armoured Reconnaissance Regiments. The Armoured Regiments are equipped with main battle tanks and take the main part in any armoured battle, using their long range heavy direct fire weapons. The Armoured Reconnaissance Regiments are equipped with fast armoured recce vehicles. They are the “eyes” and “ears” right out in front.

3. **The Royal Regiment of Artillery**, or the Gunners, provide both ground fire support and defence for the Army. In the ground fire support role, the Gunners have an impressive array of indirect fire weapons, ranging from the towed or helicopter-lifted 105 mm Light Gun to the self-propelled 155 mm AS90 Gun; and the firepower of the surface to surface missiles fired by the Multi Launch Rocket System (MLRS). For air defence the Artillery operates shoulder-controlled missile systems such as JAVELIN, as well as the longer range systems, which include Rapier.

4. **The Royal Engineers**, or the Sappers, are tasked with helping the Army to live, move and fight while preventing the enemy from doing so. They build bridges, roads and airfields, construct camps and port facilities, erect water and bulk fuel installations and generate electric power. They also lay minefields, blow up bridges and create obstacles, as well as clearing lanes through enemy minefields and removing enemy-built obstacles and booby traps.

5. **The Royal Corps of Signals** provide communications to the Army. Its technicians operate and maintain the most modern field communications system of any army in the world, using both voice and data transmissions. They provide satellite communications worldwide, operate in electronic warfare and eavesdrop on enemy transmissions. They need technically minded people to man and operate their sophisticated hardware, who are also good at languages.

6. **The Infantry** accounts for a quarter of the Army and consists of the Regiments of Foot Guards, the former Regiments of Foot, the Parachute Regiment and the Gurkha Regiments. It is the Infantry who bear the brunt of any fighting as their role is to close with the enemy and defeat him. The Infanteer is skilled at operating on his feet, though
he may go into battle by aircraft, parachute, helicopter, assault boats, on skis, or in specially designed armoured vehicles. The firepower at his disposal is formidable, based on the most modern machine guns and rifles, anti-tank missiles and mortars.

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

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

The Services

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

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

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

12. **The Royal Electrical and Mechanical Engineers (REME)** has the role to keep operational and, if necessary, to repair the Army’s immense range of technical equipment. This range includes tanks, vehicles of every kind, guns, guided weapons, radar, radio and aircraft. REME personnel are deployed well forward with the leading combat elements as well as in large base workshops to the rear.
13. **The Adjutant General’s Corps (AG Corps)** consists of four branches. The Staff and Personnel Support (SPS) Branch provides personnel administration in the Army. SPS officers specialise in personnel management, management accountancy, information technology, and a wide range of other administrative skills. SPS soldiers concentrate on clerical aspects, including accountancy and information technology. The use of computers is widespread. The second branch is the Provost Branch who are the Army’s Police Force and operate on similar lines to the civilian police, with its own equivalent of the CID. The Educational and Training Service (ETS) Branch is the third branch and they are responsible for education in all its forms including language training; the development of training and training systems; and the provision of resettlement advice and training for those leaving the Army. The last branch is the Army Legal Services (ALS) Branch who provide legal advice and prepare and prosecute cases before Courts Martial. The ETS and ALS Branches are open only to professionally qualified officers.

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

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

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

17. **The Queen Alexandra’s Royal Army Nursing Corps (QARANC)** offers a complete professional nursing service to the Army and works very closely with the RAMC. In addition to qualified nurses, the QARANC have healthcare assistants who carry out non-nursing duties on the wards and assist the nurses as required.
SECTION 3. — THE AIR RIFLE

General Introduction

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

Training Value

0426. The advantages of the air rifle are:

a. **Economics.** After the initial capital expenditure, training can be run quite cheaply. Pellets are inexpensive and readily available.

b. **Minimum Safety Limitations.** Because of the small danger area, the rifles can be used almost anywhere and relatively light protection is needed around the target area. However, the importance of correct procedures for the safe handling of weapons must be insisted upon at all times.

c. **Security and Ease of Organization.** Shooting training can easily be organized because weapons are readily to hand with few security problems. Provided a substantial wooden cupboard or preferably a metal locker with a sound lock is available, weapons can be safely stored. Pellets should be kept in a separate store. The success of air rifle shooting is related closely to range accessibility and the minimum restrictions.

d. **Development of Skills.** The basic skills of shooting — holding, aiming, breath control, trigger operation and follow through — are common to all hand-held, shoulder controlled weapons and can be further developed through air rifle shooting.

Shooting Standards

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

- 6.3mm (¼ inch)
- 12.7mm (½ inch)
- 19mm (¾ inch)
- 25.4mm (1 inch)

Safe Handling

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

0429. **Reserved.**
Fig 58. — The Air Rifle
THE AIR RIFLE — SAFETY, LOADING, FIRING AND UNLOADING

A. INSTRUCTOR’S NOTES

Aim

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

Timings

0431. One 30 minute period.

Method

0432. An indoor lecture/demonstration period.

Stores

0433.

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air rifle</td>
<td>1</td>
</tr>
<tr>
<td>Pellets</td>
<td>As required</td>
</tr>
<tr>
<td>Pellet catcher</td>
<td>1</td>
</tr>
<tr>
<td>Target holder</td>
<td>1</td>
</tr>
<tr>
<td>Sandbag rest</td>
<td>1</td>
</tr>
<tr>
<td>Groundsheet</td>
<td>1</td>
</tr>
<tr>
<td>Ear defenders</td>
<td>1 pair per instructor and cadet</td>
</tr>
</tbody>
</table>

Preparation

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

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

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

d. Lay the air rifle on the firing point.

e. Arrange seating for the class to the right rear of the firing point.
f. Where “U” type backsights are used, prepare aim diagrams to show a correct aim picture.

g. Ensure that the air rifle is zeroed.

h. Have the pellets to hand.

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

B. CONDUCT OF THE LESSON

Preliminaries

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

0437. Revise the rules for handling weapons.

Safety

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

a. Pick up the air rifle, point the muzzle in a safe direction, grasp the small of the butt firmly with the right hand, keeping the fingers clear of the trigger and tuck the remainder of the butt under the forearm. Grasp the barrel with the left hand as near as is comfortable towards the foresight block. Press firmly and sharply down with the left hand and simultaneously force upwards with the right hand, ensure you do not cock the air rifle.

b. The rifle should now break open so that the breech can be inspected.

c. Look into the breech and ensure no pellet is loaded; look through the bore and ensure it is clear. When satisfied that the rifle is unloaded, close the rifle and keeping the muzzle pointed in a safe direction, operate the trigger (see Fig 59).

d. It is unnecessary to fully cock the action to inspect the rifle; furthermore it is positively harmful to the piston head to cock and release the action unless a pellet is to be fired.

0439. Practise the squad.
Fig 59. — Inspecting the Air Rifle

Loading

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

a. To load, break open the rifle and pull the barrel fully down until the sear on the trigger engages the bent on the piston. When this happens, a distinct click will be felt and heard.

b. Push the barrel forward until the inspection position is assumed and place a pellet, nose leading, into the breech.

c. To close the rifle, keep the fingers clear of the trigger, hold the barrel firmly with the left hand and raise the butt until the locking action is completed.

d. A cadet of slight physique may have difficulty in cocking the action in the lying position. It may, therefore, be necessary to provide an assistant to do this for him. The assistant will kneel on one knee on the right hand side of the firer (left side for left handed firers), take the rifle from the firer and, keeping the muzzle pointed in the direction of the target, break it open, cock the action, bring the barrel up to the inspection position and hand the rifle back to the firer for him to load. Under no circumstances will the assistant load the rifle.
0441. The principles of holding, aiming, and firing a shot are the same as are explained in detail in Sections 8 and 9 of this Chapter in respect of the Cadet GP Rifle. Observance of the procedure for “follow through” is of vital importance if good shooting results are to be achieved.

Unloading

0442. *Explain and demonstrate:*

- **a.** Once a pellet has been loaded it is difficult to remove, so it should be fired. Hence there is no unloading procedure except that at the end of any firing practice the air rifle must be broken open, as for the inspection, and laid on the firing point.

- **b.** The firer will be ordered to stand up behind the firing point. All rifles will be inspected before anyone is allowed to go forward to change the targets.
Conclusion

0443.  *End of Lesson Drill.*

  a.  *Questions from the squad.*

  b.  *Practise the squad.*

Chapter 5

USE OF MAP AND COMPASS

SECTION 1. — INTRODUCTION, TYPES OF MAPS, RELIABILITY AND CARE

A. INSTRUCTOR’S NOTES

Introduction

0501. At home and at school, the cadet finds his way around through familiarity with the streets and roads which he uses constantly. Further afield he usually finds his way by looking at signposts or asking someone who lives in the locality. His training in the Cadet Forces, however, requires him to move across unfamiliar country where there may be only tracks and there are no signposts or people to ask the way. In these circumstances he has only his map and compass to rely on if he is to arrive where he wishes to go.

0502. This chapter deals with the basic information required to know what a map and a compass are and how to make the best use of them to qualify in the APC Syllabus. This subject is no more difficult than any other if the basic information is taught in the correct sequence and the cadet is not confused by more advanced map work or navigation.

0503. The attention of adults and senior cadets who wish to study the subject in greater detail, should refer to the Manual of Map Reading and Land Navigation 1988.

Aim

0504. The aim of this section is to explain how a map is made, how it should be looked after, how to understand the basic information on it and how to use a simple map to find your way about.

Timings

0505. One 30 minute period.

Preparation

0506. Ensure that the following is prepared for use during the lesson:
a. One street map of the local area and one Ordnance Survey map (1:50,000 scale) per every two cadets. One creased and torn map, aerial photographs and larger scale maps for demonstration.

b. The maps used in these lessons must be clean and easy to read and, in order to keep them so, ensure that they are always collected and stored away tidily at the end of each lesson. Any damaged or badly marked maps should be destroyed.

c. Ensure that there are sufficient maps, that they are the same and that there is sufficient space to allow cadets to spread out. Paper and pencils for cadets should be available as required.

Approach

0507. The basic skill required of a cadet in order to read a map is to understand the information shown on it. This includes the signs and symbols drawn on it and also the information given on the top, bottom and sides. In addition, he must be able to give grid references, understand scales, find his position and describe and follow routes. When a cadet really understands the subject and has had sufficient experience he will, by reading a map, be able to see a picture of his surroundings in his mind’s eye.

B. CONDUCT OF THE LESSON

Types of Map

0508. Explain: A map is a plan of an area showing roads and local landmarks to enable people to find their way about.

0509. There are many different types of maps that are important for different uses. A simple street plan to find your way round the local area, Ordnance Survey maps at different scales for longer distance travel and military maps showing training areas, etc.

0510. Discuss the various uses to which maps may be put.

Reliability

0511. Explain: A map is like a ‘bird’s eye view’. It is absolutely accurate only at the time it is drawn. If it is old, much may have changed — towns and villages grow, roads and railways are added and buildings such as churches get demolished or built. For practical map reading purposes in the cadet forces, however, the accuracy of any map provided may be relied upon unless specifically stated otherwise.
Care of Maps

0512. **Explain:** Maps must be treated with care, otherwise they soon become torn, dirty and creased so they are unusable. (*Show example and explain why the map is useless.*) Constant folding and unfolding is the surest way of wearing them out. The correct way of folding an OS map is as follows.

0513. First the map is folded lengthwise with the map outwards; then it is folded like a concertina. This method reduces the map to a convenient size for carrying and ensures that there is a large area for study when any two folds are opened (see Fig 118 below).

![Folding a Map](image1)

**Fig 118. — Folding a Map**

0514. A map should be protected by either being kept folded in a plastic bag when not in use or by being placed on a piece of hardboard and covered with a transparent fablon-type sheet. If it has to be marked, this should be done either on the fablon-type sheet with a chinagraph pencil or the equivalent, or lightly on the map itself with an ordinary soft pencil, although this latter method is to be avoided if possible because the use of a rubber over a period of time to eradicate such marks will spoil the surface.
Conclusion

0515.  *End of Lesson Drill.*

   a.  *Questions to and from the squad.*

   b.  *Sum up.*

   c.  *Look forward to the next lesson.*

SECTION 2. — MAKING A SIMPLE MAP AND LOCAL STREET PLANS

A. INSTRUCTOR’S NOTES

Introduction

0521. Before going into the details and use of Ordnance Survey maps, cadets should be introduced to more basic maps, the simple theory behind them and their use.

Aim

0522. The aim of this lesson is to teach cadets the basic theory behind maps, using simple street plans of their local area, which they can use to follow simple routes.

Timings

0523. Two 30 minute periods in the classroom followed by a simple navigation exercise in the local area for equivalent to three periods.

Stores

0524. Pencil and paper for each cadet and a copy of a local area street map between two cadets.

Preparation

0525. From a local street map, prepare a safe route round which cadets can navigate in pairs.

Approach

0526. A map is virtually a bird’s eye view of the ground drawn in a reduced size on paper. Maps are drawn to a scale to give a sense of proportion and distance. A cadet must be able to relate a map to the ground and navigate using a map.
B. CONDUCT OF THE LESSON

Bird’s Eye View

0527. **Explain:** Maps today are created from aerial photographs which ensures greater accuracy than if compiled at ground level. Hence a map can be compared with a bird’s eye view but is only accurate on the day it is drawn (see Figs 119 and 120).

0528. By using the map and the photograph, the cadet can see how the land is used. The area can be divided into uses — housing, leisure, transport and industry. However, for local use, a simple street plan is of more use to show points of local interest. Show examples of local area maps, identify your own ACF hut from the local street plan and ask the cadets to describe routes to local landmarks — police station, telephone box, etc.

Scales

0529. **Explain:** Because it is impossible to make a map the same size as the country which it represents, everything on the map has to be reduced, i.e., scaled down in a fixed proportion. The scale of a map is the proportion which the distance between two points on it bears to the distance between the same two points on the ground. Thus, when comparing two map sheets, each of exactly the same size, one might show the whole of England and Wales while the other might show only a small district. In other words, the scales of the two maps would be different.

0530. The method of expressing a scale is as a representative fraction (RF). For example, the representative fraction 1:50,000 (the scale of the map most frequently used) means that one centimetre on the map represents 50,000 centimetres on the ground, and one metre on the map represents 50,000 metres (50 kilometres) on the ground. The representative fraction 1:25,000 (the scale of the map sometimes used) means that one centimetre on the map represents 25,000 centimetres on the ground and one metre on the map represents 25,000 (25 kilometres) on the ground.

Grids

0531. **Explain:** To describe an exact position on a map can be lengthy and inaccurate unless a logical and precise method is used. The method most usually used is a grid.

0532. A grid is formed on a map by vertical and horizontal equidistant lines. On local street maps and road maps, the squares formed by the grid lines are usually numbered or lettered (see Fig 120). Deanwood Farm can be referred to as in square A2 and this is known as a grid reference.
Fig 119. — Example of an Aerial Photograph (see also Fig 120)
(Scale approximately 1:13 000)
Fig 120. — Ordnance Survey Map Showing the Same Area as the Aerial Photograph at Fig 119 (Scale 1:10 000)
0533. On larger scale maps, the grid lines themselves (rather than the squares) are numbered, making for more accurate grid references. This is the case with OS maps (see Section 4).

Preparation and Use of Local Street Plans

0534. Cadets are to individually prepare their own street plans of locality showing different routes to various landmarks. Ensure that plans contain identifiable points on route.

Practical Basic Navigation (Route Following)

0535. Cadets are to practise following given routes in local areas making use of local street plans — this can be a simple treasure hunt with markers.

0536. Cadets should always be in pairs and never sent out on their own. Check times out and how long taken. Discuss afterwards and identify errors made.

Conclusion

0537. *End of Lesson Drill.*

a. Questions to and from the squad.

b. Sum up.

c. Look forward to next lesson.

0538 – 0540. Reserved.
PROTECT
SECTION 3. — INTRODUCTION TO ORDNANCE SURVEY (OS) MAPS

A. INSTRUCTOR’S NOTES

Introduction

0541. OS maps are those most commonly used by cadets, usually at 1:50,000 or 1:25,000 scales (revise previous lesson if necessary). The detail shown on them is very accurate and this is particularly relevant when moving on foot across country using a compass.

0542. This lesson will cover the layout of an OS map, the information shown on it and in the margins and introduce six-figure grid references.

Aim

0543. The aim of this lesson is to introduce cadets to the use of OS maps.

Timings

0544. Three 30 minute periods.

Stores

0545. One map and a pencil and paper for each cadet.

Preparation

0546. Prepare some large scale pictures of the most common conventional signs and a chalk board with grid lines.

Approach

0547. The basic skill to be acquired by cadets in order to read a map is understanding the information shown on it. This includes the signs and symbols drawn on it and the information given in the margins. In addition, he must be able to read and give grid references, understand scales and how to measure distance off a map and to find his position on the ground by using a map.
B. CONDUCT OF THE LESSON

Preliminaries

0548  **Reiterate.**

a. The basic skill required of a cadet in order to read a map is to understand the information shown on it. This includes the signs and symbols drawn on it and also the information given in the margin of the map. In addition to this skill he is required to be able to read and give map references, to understand scales and measurements from them, to be able to find his position and to describe and follow routes by day and night.

b. When a cadet really understands this subject and has had sufficient experience he will, by reading a map, be able to see in his mind’s eye a picture of the shape of the ground, as indicated by the contours and spot heights, in addition to the more obvious things indicated by signs and symbols such as roads, rivers, woods and buildings.

c. A map is virtually a bird’s eye view of the ground drawn on paper. It is absolutely accurate only at the time it is drawn. If it is old much may have changed; towns and villages grow, woods grow up and are cut down, roads are built and railways demolished. For practical map reading purposes in the Cadet Forces, however, the accuracy of any map provided may be relied upon unless specifically stated otherwise.

Marginal Information

0549.  **Explain and demonstrate:** Before using a map, the first thing to do is to look at the information in the margins — the area of paper surrounding the map. On the Ordnance Survey 1:50,000 map — most commonly used by cadets — the majority of the information is in the right hand margin with the remainder in the top and bottom margins. This information is often overlooked in the desire to start reading the map, but it is to be clearly understood that initial careful study, even if some of the terms are not wholly understood, will save time later on. (Explanations of information not immediately understood are given in the sections which follow.)

0550.  **Start at the top of the right hand margin, and take the cadets round the margin clockwise, explaining as you go, i.e., title, Sheet No., RF, conventional signs (dealt with in detail below) then along the bottom edge where the scale of the map is shown in kilometres, statute miles and nautical miles. There is also the Ringed Grid Intersection. A line from this point to the arrows indicating magnetic north at the top of the map is the direction of magnetic north. Finally along the top margin where in the centre are the following:**

a.  **An arrow indicating magnetic north.**
b. A star indicating true north.

c. A line indicating grid north together with a statement about the grid magnetic angle and its annual change.

Conventional Signs

0551. *Explain and demonstrate:* The map maker tries to represent the objects on the ground in the clearest possible way, but he cannot exactly depict each object, and uses instead a simple symbol or conventional sign. Most conventional signs are quite obvious. Rivers, windmills, woods, roads, railways, towns and buildings can be easily identified. With practice all the conventional signs will be readily interpreted. Where a symbolic form of representation is not possible the best substitute is used; a letter ‘P’ for a post office or a circle for a railway station. Colours and hachures are also used as a means of showing and distinguishing detail on a map.

0552. Do not try to learn the signs parrot fashion or they will soon be forgotten. They should be learned by map reading in the field. *Allow time to go through the key to the signs in the right hand margin of the map in detail.*

Measuring Distances on a Map

0553. *Explain and demonstrate:* To measure a straight line distance between two points lay the straight edge of a piece of paper against the two points and at each point mark the paper with a dash. Then lay the paper along the scale line at the bottom of the map with the right hand dash against one of the major divisions so that the left hand dash lies against the sub-divisions to the left of the zero mark. The total distance is then the number of major divisions plus the distance to the left of the zero mark (*see* Fig 121).

0554. To measure the distance along a road or a river which is not straight, lay a piece of paper along the first section and mark it with a dash at the start and end of that section. Then pivot the paper about the second dash until it lies along the second section and repeat the process, and so on, until the last point is marked. The total distance along the road is then recorded as a straight line on the piece of paper and can be read off against the scale as in paragraph 0553 above (*see* Fig 121).

Grid References

0555. *Reiterate (from Lesson 2):* To describe an exact position on a map is both lengthy and may not be either clear or accurate unless a logical method is used. To this end, a map sheet is covered with a series of parallel lines which run horizontally and vertically. These lines are known as grid lines and they form the smallest squares all over the map. The vertical ones are numbered progressively from the west to east and are known as ‘eastings’ whilst the horizontal ones are numbered progressively...
from south to north and are known as 'northings' (see Fig 122). By making use of the grid lines a set of figures — a 'grid reference' can be quoted which refers to one exact point on the map and no other.

Fig 121. — Scaling a Road Distance off a Map
0556. In giving a grid reference there are two rules to remember:

a. A reference must always contain an even number of figures.

b. A count must always be made first along the lines from west to east, and then from south to north.

0557. Explain and demonstrate: For example, to give a reference for Point A (see Fig 123). First the squares are counted from west to east until the vertical line immediately before Point A is reached. This is line 48. An estimation is now made as to how far across the 1 kilometres square Point A is. To do this the small square is mentally divided into 10 still smaller divisions. ‘A’ is about three of these small divisions. ‘A’ is about three of these small divisions. The position of ‘A’ from West to East is now fixed, and the same procedure is now used reckoning from South to North. Counting upwards along the horizontal lines, the one before ‘A’ is line 64. Estimating again, ‘A’ appears to be \( \frac{7}{10} \) of the way up the small square. The full reference to Point A is therefore 483647. The first half of the reference applies to the position of ‘A’ eastwards, the second half to its position northwards.

0558. The third and the last figures are the ones which have to be estimated, and for these figures a slight latitude is allowable. A more general reference can be given by means of a four figure reference to a point lying in a small square, provided that it is not likely to be confused with another object in the same square. For example, the church at ‘B’ could be referred to as ‘the church in square 5258’. This figure refers to the point of intersection at the bottom left-hand corner of the square. If there were more than one church in the square, a six figure reference would have to be given.
Fig 123. — Grid References

0559. For measurement and grid reference purposes the correct positions are normally as follows:

a. For double line symbols — halfway between the lines.

b. For circular or rectangular symbols — the centre.
PROTECT

c. For vertical symbols, e.g., lighthouse — the centre of the base.

0560. Romers may be used to measure, rather than estimate, the third and sixth figures. A romer is described in Section 5.

Setting the Map and Position Finding Using Landmarks

0561. Setting a Map by Landmarks.

a. Draw a line on the map between your present position (A) and a landmark on the map which can also be seen on the ground (see Fig 124).

b. Rotate the map until the pencil line points at the landmark.

c. The map is now set but not so accurately as if a compass were used. For greater accuracy use this method with two landmarks.

Fig 124. — Setting a Map by Landmarks

Position Finding Using a Map Only

0562. Provided that the scale of the map is not too small, and that a reasonable amount of detail is shown, it is generally a simple matter to pinpoint one's position on the map. This is done first by setting the map, and then by noting the respective positions of various prominent objects or natural features in the vicinity. If there is a railway nearby, for instance, it can probably be identified on the map and so give an approximate idea of one's position. This can be further narrowed down or fixed by the positions of other features such as woods, road junctions, etc. The art of finding one's position on the map requires practice, but it should not in normal circumstances be difficult provided that common sense and a process of elimination is applied.
Conclusion

0563.  *End of Lesson Drill.*

a.  *Questions to and from the squad.*

b.  *Sum up.*

c.  *Look forward to the next lesson.*

A. INSTRUCTOR’S NOTES

Aim

0571. To teach cadets how to understand the shape of the ground in terms of hills and valleys.

Timings

0572. Three 30 minute periods.

Stores

0573. One map between two cadets.

Miscellaneous

0574. The understanding of contours, with which this section is chiefly concerned, is not easy without a training aid. A good one is the ‘Glass Mountain’. This explains contours clearly and simply in their two dimensions and can be made by drawing contour lines onto a piece of paper. Four or five contour lines are sufficient. Trace each contour line onto a separate sheet of glass or some kind of perspex. Small pieces of wood or other material should then be glued to each corner of the sheets to show the vertical interval (height between contour lines) (see Fig 125).

Preparation

0575. Make a ‘Glass Mountain’ or other suitable aid and prepare some large scale drawings on a blackboard to illustrate contours in plan and elevation.

Approach

0576. This is perhaps the most important section because if the cadet can master it he can put his map to practical use in the future not only by being able to read the signs and symbols on it denoting such things as roads, railways, rivers and woods, but also the shape of the ground — the hills and valleys, the spurs and re-entrants, the steepness or otherwise of hilly country — and to make the appropriate deductions.
B. CONDUCT OF THE LESSON

Relief

0577. Explain: The term ‘Relief’ describes the rise and fall of the ground — hills and valleys. It is difficult to show on a map which is a flat surface. Various methods are used to show relief and the most important is the contour.

Vertical Interval

0578. Contours. Explain and demonstrate using the ‘Glass Mountain’: These are thin lines drawn on the map, usually in red or orange colours, each one of which joins up points of the same height. Against these lines are written figures which indicate their heights. The figures are written so that they can be read the correct way up when looking up the slope. The ‘Glass Mountain’ illustration shows four contours on a piece of paper at ‘A’ representing 100, 200, 300 and 400 metres (see Fig 125). At ‘B’ the same contours are shown, each one on a separate piece of paper or perspex and separated by blocks of wood to show the vertical interval between them. On the 1:50,000 map contour markings are to the nearest metre with a vertical interval of ten metres.

Other Methods.

0579. Other Methods. Other ways of showing relief are:

a. Hachures. Hachures are short disconnected lines drawn down a slope. They are short and close together on steeper slopes, longer and more spaced on gentler slopes. They are normally used to depict cuttings, embankments and steep slopes and are shown in black.
b. **Layering (Altitude Tint).** These are uniform tints to show all ground between defined limits of height, i.e., all ground between 50 and 100 metres. Different tints showing layers give a clear picture of areas of varying heights.

**Interpretation of Contours**

0580. *Explain and demonstrate:* On the map the contour lines of a hill are shown at ‘A’ — looking down on them (see Fig 126). The closer they are together, the steeper is the slope they represent, and the wider apart they are the gentler the slope. This is shown in at ‘B’ which is looking sideways through the ground at ‘A’. At ‘C’ the hill is as it is normally seen in perspective.

0581. It is not always possible, however, to tell which is the top of the slope and which the bottom, without looking at the contour figures. When the contour figures can be read the correct way up with the map the correct way up, i.e., with the scale nearest to you, you will be looking up the slope.

0582. A general idea of which way the slopes run can be obtained by looking at other features — particularly lakes, ponds, rivers and streams. A stream running near a set of contours indicates at once which is the bottom of the slope. Similarly features such as railways, villages and large woods are more likely to be found at the bottom of a hill than at the top.

**Convex and Concave Slopes**

0583. A convex slope is one which bulges outwards, and a concave slope is one which curves inwards. A simple way to remember this — a cave is something which goes inwards, and a concave slope also curves inwards. A cadet standing at the top of the convex slope shown in Fig 127 would not be able to see all the way down to the bottom because the outward bulge of the slope would obscure his view. In other words, the ground at the bottom of the
slope would be ‘dead ground’ to him, and an enemy would be able to advance quite a long way up the slope without being seen or coming under fire. When standing at the top of a concave slope, however, there would be no dead ground, with a clear view the whole way down the slope. It is for these reasons that it is important to be able to recognize the two types of slope as they appear on the map (see Fig 128).

0584. Hill shading is commonly used to indicate shapes either alone or in conjunction with contours and/or layers giving an excellent visual picture of relief without any definite heights.

Fig 127. — Slopes

Fig 128. — Convex and Concave Slopes
Spurs and Re-entrants

0585. *Explain:* Spurs and re-entrants appear to be very similar on the map, and it requires a little practice to be able to distinguish between the two. In both cases the contours appear as a hairpin shape. If no contour figures were shown it would be impossible to see which was which. As it is, if the bend of the hairpin points in the direction of lower ground it is a spur. If it points towards higher ground it is a re-entrant (*see Fig 129*).

Fig 129. — Spurs with Re-entrant

0586. Imagine a cadet is standing at Point ‘A’ above. From that point he would be looking down from 100 metres on to lower ground at 90 metres and 80 metres — and so would be standing on a spur.

0587. From Point ‘B’ he would be looking up to the 100 metre contours — and so be standing in a re-entrant.

Other Features

0588. *See Figs 130 – 132 below.*
Conclusion

0589. *End of Lesson Drill.*
   
   a. Questions to and from the squad.
   
   b. Sum up.
   
   c. Look forward to next lesson.

0590. Reserved.
SECTION 5. — THE LIGHTWEIGHT COMPASS

A. INSTRUCTOR’S NOTES

Aim

0591. To introduce cadets to the lightweight compass, its functions and basic uses.

Timings

0592. Three 30 minute periods.

Stores

0593. One compass to each cadet.

Preparation

0594. Prepare a large scale drawing of a lightweight compass showing the component parts (see paragraphs 0597 – 05102 below, and Fig 133) clearly and of a compass rose showing the cardinal points (N, S, E, W) and principal intermediate points (NE, SE, SW, NW) (see Fig 134). Blackboard drawings may be used if necessary.

Approach

0595. To successfully navigate cross country, map and compass are complementary: it is essential that cadets are fully conversant with both.

0596. The compass is the most accurate, lightweight instrument in common use for navigation: it never lies and familiarity breeds confidence.

B. CONDUCT OF THE LESSON

Description of the Compass

0597. Explain and demonstrate: The Compass Magnetic Unmounted Lightweight, calibrated in mils and degrees, is the current official issue lightweight compass. The two makes of lightweight compass in most common use in the Cadet Forces are the Suunto and the Silva compasses. The Silva is the compass illustrated in this chapter; the Suunto is very similar in design, but has the following differences:
a. **Housing.** The Suunto's housing is raised more, and is black in colour.

b. **Calibration.** Whereas on the Silva compass the calibration in mils is given on the circle at the top of the housing, on the Suunto it is within the housing but outermost to the calibration in degrees.

c. **Compass Needle.** The Silva needle is red (N)/white (S), the Suunto needle is red (N)/black (S).

d. **Luminosity.** The Suunto has a longer luminous strip on the north pointing end of the needle.

0598. The compass is mounted at one end of a transparent plastic plate about 126 x 60 mm (5 x 2 1/2 inches). The short end of the plate, furthest from the compass, is bevelled; a scale in millimetres is shown along one of the long sides at ‘A’, and a short scale in inches on the opposite side is shown at ‘B’.

0599. A magnifying lens is at ‘C’.

05100. Romers, which are the means of measuring the position of an exact point within a grid square more accurately than estimating the tenths explained in Section 2, for scales 1:25,000 1:50,000 and 1:63,360, are shown at ‘D’, ‘E’ and ‘F’.

05101. The compass needle at ‘G’ is white at the south end and red with a luminous patch at the north end. The inner circle (‘H’) is graduated in two degree divisions from 0°–360° and the outer circle (‘J’) in 50 mil divisions from 0–6400. The circles can be rotated by hand taking with them a series of lines parallel to the 0–3200 mils (0°–180°) axis of the graduated circles (‘K’). An arrow (‘L’) made from the two central parallel lines always points to 0 on the circles. It is referred to as the North Arrow.
05102. A line with an arrow and a luminous patch on it at M runs down the centre of the transparent plate from the edge of the outer circle towards the bevel on the short end. This is the Direction of Travel Line and bearings are read against it.

Points of the Compass

05103. *Explain:* North, South, East and West (N, S, E and W) are the four main points of the compass and are referred to as the cardinal points. The intermediate points are North East (NE), South East (SE), South West (SW) and North West (NW) (see Fig 134).

![Compass Points, Degrees and Mils](image)

Fig 134. — Compass Points, Degrees and Mils

05104. For more precise indication of direction it is necessary to sub-divide the circle formed by the cardinal points into much smaller parts called mils or degrees. Because degrees are now being used less and less as a term of measurement, mils are used with the equivalent degrees in brackets when necessary.
The Mil System

05105. Explain: The standard military system is to divide the circle of the compass into 6400 mils (360°), the zero being at the North Point. The four quadrants of the circle are each 1600 mils (90°), so the East, South and West points are at 1600 mils (90°), 3200 mils (180°) and 4800 mils (270°) respectively.

a. If it should be necessary to convert from mils to degrees or vice versa, the following is a conversion table:

\[
\begin{align*}
1^\circ &= 17.8 \text{ mils} \quad (18 \text{ mils approximately}) \\
1' &= 0.3 \text{ mils} \\
1 \text{ mil} &= 3.4'
\end{align*}
\]

b. The sign for a degree is ° (360° in a circle), a minute is ' (60 minutes in a degree) and a mil is m.

North Points

05106. Explain: There are three North points:

a. True North — The actual direction of the geographical North Pole.

b. Grid North — The direction of the vertical grid lines on a map. For all practical purposes True and Grid North are the same.

c. Magnetic North — The direction towards which the compass needle points which is the Magnetic North Pole.

05107. Angles Between North Points. Explain and demonstrate: The terms used in compass work are (see Fig 135).

a. Grid Magnetic Angle. This is the new name for what used to be called Magnetic Variation. It is still the angle between Grid North and Magnetic North and it depends on two factors:

(1) Time. As the position of the Magnetic North Pole moves slightly eastwards, so the Grid Magnetic Angle changes. This is called the Annual Magnetic Change and must be taken into account when converting magnetic bearings to Grid bearings and vice versa.

(2) Place. The Grid Magnetic Angle also varies from one part of the country to another.

These two factors are included in the margin information on the map.
**b. Magnetic Declination.**
This is the angle between Magnetic and True North.

**c. Grid Convergence.** This is the angle between Grid North and True North which can, in practice, be ignored since for practical map reading purposes True and Grid North are the same.

---

**Bearings**

05108. *Explain:* A bearing is a method of indicating direction (see Fig 136). It is the angle, measured in a clockwise direction, between North and a line joining two known points, so in **Example A** the bearing from ‘P’ to ‘Q’ is 800 mils (45°), whilst in **Example B** the bearing from ‘P’ to ‘Z’ is 5600 mils (315°).
As there are three different kinds of north points, there are three kinds of bearings, according to the north point from which they have been measured:

a. A magnetic bearing is one taken with a compass. (An accurate compass needle always points to magnetic north.)

b. A grid bearing is one measured on the map with the compass used as a protractor.

c. A true bearing cannot be measured direct, but must be calculated from one of the other two. However, this can be ignored for practical map reading purposes.

Measuring a Magnetic Bearing

To take a magnetic bearing hold the compass horizontally and point the direction of travel arrow at the objective. Then, while keep-
ing the compass in this position, turn the graduated circles so that the north arrow corresponds with the north (red) end of the compass needle. The magnetic bearing is then read off at the direction of travel line (see Fig 137).

05111. Remember to avoid nearby iron and steel objects, such as vehicles, power lines, wire fences and weapons which can influence the compass reading.

Fig 137. — Taking a Magnetic Bearing
Conclusion

05112. *End of Lesson Drill.*

   a. *Questions to from the squad.*

   b. *Sum up.*

   c. *Look forward to next lesson.*

SECTION 6. — MAP AND COMPASS

A. INSTRUCTOR’S NOTES

Aim
05121. To teach cadets the basic function of map and compass together.

Timings
05122. Four 30 minute periods.

Stores
05123. One compass and map between two cadets, and pencils.

Approach
05124. Reiterate that the map and compass are complementary particularly for cross-country navigation and position finding. Therefore cadets must be fully conversant with both and have confidence in their use.

B. CONDUCT OF THE LESSON

05125. Setting a Map by Compass. Explain and demonstrate (see Fig 138):

a. Find the Magnetic North Arrow (‘A’), normally in the top margin of the map. With a ruler or the edge of the compass, extend the line.

b. Lay the compass on the map so the Direction of Travel Arrow line (‘B’) on the compass coincides with the magnetic North Arrow line on the map.

c. Now turn both map and compass so that the Magnetic Needle in the compass (‘C’) coincides with the Direction of Travel Arrow line and also the magnetic North Arrow line on the map.

d. The map is now set.

05126. To avoid removing the map from its protective cover during inclement weather, it is possible to set the map sufficiently accurately for all practical purposes by laying the edge of the compass along any Easting grid line. Then turn the map and compass until the Magnetic Needle in the compass coincides with the Direction of Travel Line.
Calculating a Magnetic Bearing from the Map and its Use

05127. **Use.** *Explain:* When the objective cannot be seen a grid bearing must be measured off the map in the first place, and then converted to a magnetic bearing. The compass is then set at this latter bearing and followed to the objective.

05128. **Measuring a Grid Bearing.** *Explain and demonstrate* (see Fig 139): To take a grid bearing from a map the compass can be used as a protractor, ignoring the compass needle. To read a grid bearing from ‘A’ to ‘B’ place the compass with a long side on the line ‘AB’ and with the direction of travel arrow pointing towards ‘B’. Then turn the graduated circles so that the north arrow points towards grid north and is parallel to the north-south grid lines. The grid bearing of ‘B’ from ‘A’ is then read off at the point where the tail of the line of travel arrows cuts the graduations on the circle.
Conversion of Grid to Magnetic Bearing

05129. The bearing, (see Fig 140) measured with the compass used as a protractor, of a windmill from point ‘X’ is found to be 2100 mils (118°). To convert this grid bearing to a magnetic bearing, a diagram is drawn as shown. From the marginal information on the map the magnetic bearing is known to be larger than the grid bearing by 140 mils (8°), and is therefore 2240 mils (126°). In converting bearings it is always wise to draw a diagram to see whether the magnetic variation should be added or subtracted — it is a less fallible method than remembering sets of rules. For those who like an aide-mémoire, however, the following rhyme may be of assistance:

“Mag to Grid — Get rid
Grid to Mag — Add”

Marching on a Bearing

05130. Explain and demonstrate: To march on a required bearing, convert the grid bearing to a magnetic bearing. Set the graduated circle to read this magnetic bearing at the direction of travel line. Then turn the whole compass until the north end of the needle coincides with the north arrow and, holding the compass in front of you, march in the direction of the line of travel arrow. So long as the compass needle and
the north arrow are kept coincident, the direction of travel arrow will remain on the required bearing (see Fig 141).

Fig 140. — Conversion of a Bearing

Fig 141. — Marching on a Bearing

Moving Round Obstacles

05131. *Explain:* Obstacles often lie in the direct route and in order to keep a really accurate direction they should be bypassed by going round them at right angles (see Fig 142).
Position Finding by Resection

05132. **Explain**: There may be times when you need to check your position with more accuracy than is possible using the method discussed earlier. Resection is the alternative and more precise method to be used.

05133. **Explain and demonstrate**: With the map correctly set, look at the ground and select two objects on the ground which can be unmistakably identified on the map. They should be approximately 1000 metres distant and separated by approximately 1200–1600 mils (65–90 degrees) (see Fig 143).

   a. Mark the objects, e.g., ‘A’ and ‘B’.

   b. From your position, e.g., at ‘C’, take a compass bearing on to each object in turn. Ideally, take three bearings to each and work out the average bearing to be used.

      Example:

      The average bearing from ‘C’ to ‘A’ is 5800 mils magnetic or 334° magnetic.

      The average bearing from ‘C’ to ‘B’ is 1050 mils magnetic or 59° magnetic.

05134. These two bearings have to be plotted on the map, but must first be converted to grid bearings.
The grid/magnetic angle on the map in use is 116 mils or 7°. Therefore the converted bearings will be:

To point ‘A’ 5800 mils (334°) less 116 mils (7°) = 5684 mils (327°).

To point ‘B’ 1050 mils (59°) less 116 mils (7°) = 934 mils (52°).

Next examine the readings in mils, e.g., 5684 and 934; remembering that the smallest setting that can be applied to the compass is in increments of 25 mils; these two figures must now be corrected to the nearest 25 mils e.g.:

5684 mils — corrected to 5675 mils grid.

934 mils — corrected to 925 mils grid.

The corrected bearings are now to be plotted on the map.

To Plot the Bearings. Explain and demonstrate:

Set the grid bearing to ‘A’ on the compass.
b. With a fine pencil point put the pencil on ‘A’ and hold it vertically; place a long edge of the compass against the pencil with the direction of travel arrow pointed in the general direction of ‘A’ (see diagram), with the North arrow pointing approximately towards the top of the map.

c. Without moving the dial, pivot the compass about the pencil point until the North arrow points precisely towards the top of the map with its sides or any one of the lines on either side of it parallel to the nearest grid line.

d. Hold the compass firmly and lightly draw a line along the long side.

e. Set the grid bearing to ‘B’ on the compass and repeat the procedure from point ‘B’.

f. Where the lines from ‘A’ and ‘B’ meet, is your position at ‘C’. Take the grid reference.

Conclusion

05136.  *End of Lesson Drill.*

   a. *Confirm by questions and another problem if time permits.*

   b. *Sum up.*

   c. *Look forward to map reading exercises.*

SECTION 7. — BASIC NIGHT NAVIGATION

A. INSTRUCTOR’S NOTES

Aim

05141. To teach cadets to set a compass for night marching and to find north by the Pole Star method.

Timings

05142. Two 30 minute periods.

Stores

05143. One compass between two cadets.

Miscellaneous

05144. The first part of this lesson should be taken in the classroom followed by a practical period after dark on a clear night.

Preparation

05145. The following preparations should be carried out:
   a. Set out a number of short legs to practise marching by compass at night.
   b. Make a chalkboard drawing or ‘drop’ of the Great Bear and Pole Star (see Fig 144).
   c. Study the sky beforehand and make sure that you can not only pick out the Pole Star but that you can indicate it to the cadets.

B. CONDUCT OF THE LESSON

Introduction

05146. Explain:
a. The importance of being able to march with confidence on a compass bearing at night as a lot of movement in the military environment is done under cover of darkness.

b. On occasions when a compass is not available you must be able to find the direction of north (and therefore the other cardinal points).

Setting a Compass for Night Marching

05147. *Explain and demonstrate:* The method is the same as that explained earlier, that is to take a magnetic bearing by daylight, or a grid bearing from the map, and convert it to a magnetic bearing. Now set the graduated circle to the appropriate bearing at the Line of Travel and turn the whole compass until the north end of the compass needle coincides with the letter N. Hold the compass in front of you and march in the direction of the Line of Travel Arrow. So long as the needle and the North Arrow coincide the Direction of Travel Arrow will remain on the required bearing.

05148. *Practise this in daylight so as to gain confidence in the skill before doing it after dark.*

Pole Star Method

05149. *Explain, using the drawing:* In the northern hemisphere the North Star (Polaris) indicates the position of True North to within 2°. It is a bright star and can be found by producing a line from the two end stars, or ‘pointers’ of the Plough or Great Bear. The North Star will be found slightly off this line on the side furthest from the remaining stars of the Great Bear and at about five times the distance between the two pointers (*see* Fig 144).

Conclusion

05150. *End of Lesson Drill.*

   a. *Questions to and from the squad.*

   b. *Sum up.*

   c. *Look forward to next lesson.*
Fig 144. — Finding North from the Pole Star
SECTION 8. — PREPARATION OF A ROUTE CARD

A. INSTRUCTOR’S NOTES

Aim

05151. *To teach cadets how to prepare a route card and use it.*

Timings

05152. *Two 30 minute periods.*

Stores

05153. *One map and one compass between two cadets.*

Miscellaneous

05154. *Ensure that cadets have pencils and paper.*

Preparation

05155. *Draw a large scale route card on the chalkboard or prepare a drop for demonstration purposes.*

Approach

05156. *Explain: The construction of a route card is not only a necessity for patrol training and adventurous training but, at the same time, is a method of putting into practice the measurement of distances and bearings which have already been taught.*

B. CONDUCT OF THE LESSON

Preparation of a Route Card

05157. *The purpose of a route card is to assist in navigation when moving across country. A route card should be used for map reading exercises, patrol exercises and Adventurous Training expeditions, and a copy should always be given to the adult in charge so that he knows the route selected by cadets if he is not moving with them.*

05158. *Routes must be divided into ‘legs’. A ‘leg’ is a route between two landmarks easily identifiable on the map and ground.*
05159. The example of a route card proforma (see Fig 145) shows all the information which must be included for a long expedition across difficult country. Headings marked with an asterisk may be omitted on short exercises and expeditions across easy country at the discretion of the adult responsible.

| ROUTE CARD |
|-------------|-----------------------------|
| Commander   | Start Point GR              |
| Date        | Finishing Point GR          |
| ETD (Estimated time of departure) | ETA (Estimated time of arrival) |

<table>
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<th>Leg</th>
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<th>To Location</th>
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Fig 145. — Route Card Proforma

Conclusion

05160. *End of Lesson Drill.*

a. *Questions to and from the squad.*

b. *Sum up.*

c. *Look forward to next lesson.*

Figs 146 — 149. *Reserved*
Chapter 8

EXPEDITION TRAINING

SECTION 1. INTRODUCTION

General

0801. Expedition Training involves potentially dangerous situations where errors of judgement can lead to accidents. It is therefore essential that a cadet has received sufficient training in the subjects below, so that the risks are reduced to a minimum. The standard reached will vary according to the standard of the expedition to be undertaken. A short expedition in lowland country will require less training than a long and exhausting expedition in mountainous or moorland country, demanding a high standard of mental and physical effort. Knowledge will be required of the following in all cases:

a. *The Countryside Code* – so that the cadet understands how to treat land and property with respect.

b. *Building the Team* – so that the cadet is able work as a member of a team and support other team members.

c. *Expedition Equipment* – so that the cadet has the correct clothing and equipment to ensure the expedition is carried out in comfort and safety.

d. *Load Carrying* – so that the cadet carries the required load without causing exhaustion or injury.

e. *The Camp Site* – so that the cadet understands how to live outdoors in safety and comfort.

f. *Food and Cooking* – so that the Cadet is able to prepare and eat a nourishing meal.

g. *Debriefing* – so that the cadet is able to reflect on the expedition and learn lessons from the experience.

0802. Cadets will also require knowledge of Emergency Aid and Use of map & Compass. These subjects are dealt with in other chapters.
Safety

0803. The safety rules which must be adhered to during this type of training are given in the appropriate section of the pamphlet Cadet Training Safety Precautions JSP535, a copy of which is to be carried by all instructors when in charge of cadets on training.

References

0804. This Chapter contains enough detail to train Cadets up to One Star. At the more advanced stages, the skills must be practised to a higher level. The following references give more detail on planning and conducting more demanding expeditions and should be used freely and extensively by instructors:

a. Cadet Training Manual Volume 2 ("The Instructors Handbook") – Chapter 8

b. Expedition Guide – The Duke of Edinburgh’s Award

c. The Army Cadet Adventurous Training Website – www.armycadetadventure.info

d. Mountaincraft and Leadership - Eric Langmuir

e. Hill Walking – Mountain Leader Training UK

f. Safety on Mountains – British Mountaineering Council

g. Weather for Hill Walkers and Climbers – Malcolm Thomas

h. Tread Lightly – British Mountaineering Council

i. New Hill Walkers – British Mountaineering Council

SECTION 2 – THE COUNTRYSIDE CODE

A. INSTRUCTORS NOTES

Aim

0811. To ensure the cadet understands how to behave responsibly and safely in the Countryside.

Timings

0812. One lecture/discussion period. Further training while conducting outdoor training sessions.

Miscellaneous

0813. The Instructor should obtain copies of the two codes for issue during the lecture/discussion (Obtainable free from the Countryside Agency). Each heading should be discussed, with practical examples of good and bad behaviour for each. The points can be reinforced during practical sessions outdoors.

B. CONDUCT OF THE LESSON

0814. Explain. The Countryside Code, and its companion code, the Moorland Visitors' Code have replaced the former Country Code. Both Codes are sponsored by the Countryside Agency. There are five headings common to both codes, and a sixth relating to Moorland. The main points on each heading are as follows.

a. Be safe – plan ahead and follow any signs.
   (1) Use up to date maps and guidebooks.
   (2) Be prepared for changes in weather and other events.
   (3) Check weather forecasts before you leave.
   (4) Let someone know where you are going and when you expect to return.
   (5) Get to know footpath marking signs.

b. Leave gates and property as you find them.
   (1) A farmer will normally leave a gate closed to keep stock in, but may sometimes leave it open so they can reach food and water. Leave gates as you find them.
   (2) Follow paths across land that has crops.
   (3) Use gates and stiles, climbing over walls and fences can cause damage and allow farm animals to escape.
(4) Do not disturb ruins and historic sites.
(5) Leave machinery and livestock alone.

c. **Protect plants and animals and take your litter home.**
   (1) Litter and leftover food spoils the beauty of the countryside and can be dangerous to wildlife and farm animals and may spread disease. Take your litter home with you.
   (2) Take care not to damage rocks, plants and trees.
   (3) Animals can behave unpredictably; don't get too close, especially if they are with young.
   (4) Fires can be devastating to wildlife and habitat as well as people and property. Take care not to drop a match or smouldering cigarette.

d. **Keep dogs under close control**
   (1) By law dog owners must control their dog.
   (2) Farmers are entitled to destroy a dog that worries or injures their animals.
   (3) Dogs may be excluded from some areas of open land at certain times.
   (4) Clean up after your dog.
   (5) Cadets should not take dogs on expeditions.

e. **Consider other people.**
   (1) Respect the needs of local people.
   (2) Keep out of the way when farm animals are being gathered or moved, and follow directions given by the farmer.
   (3) When riding a bike slow down for horses, walkers and livestock.
   (4) Support the rural economy by using local shops if you can.

f. **Prevent uncontrolled moorland fires. (Moorland Code only)**
   (1) Never light fires on open moorland – even cooking stoves or barbecues.
   (2) When the fire risk is high respect all warning signs.
   (3) Controlled fires for heather burning is sometimes carried out between October and April. Report any moorland fires you see, especially outside those dates.
SECTION 3 – BUILDING THE TEAM

A. INSTRUCTORS NOTES

Aim

0821. To help the cadet work as a member of a team

Timings

0822. One short formal period, further guidance during all parts of the Expedition Training syllabus

Miscellaneous

0823. This not a subject which can be taught, other than by a short introductory talk on the benefits of teamwork (see below), but at all stages of the planning and conduct of the expedition the opportunity should be taken to promote team building. Specific steps which can be taken are:

a. Establish the team at the earliest possible opportunity

b. Give tasks to the team as whole rather than individuals in the team

c. Allow leadership to develop from within the team rather than appoint a leader

d. If an individual has a problem allow the rest of the team to help resolve it.

e. Ensure that all team members contribute their own skills to the team

f. Use regular reviews to assess how well the team is working.

B. CONDUCT OF THE LESSON

0824. Explain. The expedition requires cadets to work as a member of a team. Good teamwork brings a number of benefits, and contributes significantly to the successful outcome of the Venture. [The Cadets may be invited to state what they consider to be the benefits of teamwork at this point]. Some of the benefits of teamwork are:

a. Effective achievement of tasks. By working together and sharing work a task can be completed more quickly and effectively than if each
individual operated on their own e.g. Setting up the campsite.

b. Shared responsibility. The expedition requires teams to make decisions and accept the consequences of those decisions. If the whole team are involved in the decision making process it is more likely that correct decisions will be made, and recriminations will not follow if the decision is wrong.

c. Pooling of knowledge, skills and experience. Most teams will have a range of skills and experience. By working together the full range will be available to the team.

d. Support for less experienced members. Inevitably some members of the team may have less knowledge, ability or fitness than others. The stronger team members can support these individuals by help and encouragement. In the expedition setting all members of the team should complete the venture to ensure a successful outcome.

e. Tolerance and understanding of others. During the expedition team members will be required to be in close proximity, especially tent groups. They will have to overcome possible antipathy or even hostility to others, and learn to be tolerant of the actions of others. By the same token team members will have to understand that their own actions may be a source of discomfort to others.

f. Opportunity to trust and be trusted. Expeditions carry an element of risk, and the potential for accidents and injury is often present. Team members must place their trust in each other not to undertake actions which may place the group in jeopardy.

*The Instructor should illustrate these benefits by practical examples. A discussion could then follow as to how team building may be achieved. The session could be rounded off by one or more team building exercises.*
SECTION 4 – EXPEDITION EQUIPMENT

A. INSTRUCTORS NOTES

Aim

0831. To train the cadet in clothing and equipment for expeditions

Timings

0832. One formal period, further instruction during the planning stages of the expedition

Miscellaneous

0833. For the formal session the instructor should have a sample of every item of clothing and equipment to show the cadet. Where possible the instructor should show a number of examples giving the pros and cons of each. The specialised clothing and equipment required for expeditions in the countryside or the wilderness are almost always significantly different from those required for fieldcraft training in the APC.

B. CONDUCT OF THE LESSON

0834. Explain. Adequate clothing and appropriate equipment is the key to the success of any expedition. Cadets may find it difficult to obtain some high cost items, so any advice given should recognise this and avoid recommending high cost specialist items. Some items of equipment are necessarily expensive and consideration should be given to building up pools of equipment for loan when required.

0835. Equipment can be divided into three categories:

a. Clothing

b. Personal and emergency equipment

c. Group Camping equipment

Clothing

0836. Feet.

a. Walking boots, with plenty of tread left on sole, and uppers in good condition. They should be well fitting, and broken in if new. Military pattern "high-leg" boots are not ideal – they have poor grip, are
restricting round ankle and let in water quickly.

b. Socks should be fairly thick for cushioning of feet, with a high wool content, loop-stitch if possible. If using new socks wash them a few times before the expedition. Take a couple of spare pairs on the expedition.

0837. Body clothing

a. Underwear. Material should be capable of wicking away perspiration rather than retaining it. Cotton, polypropylene or other specialist material is fine, nylon should be avoided. Thermal underwear is only a necessity in very cold conditions

b. Outerwear. Take shorts for good weather, tracksuit bottoms or light walking trousers if colder. Military pattern combat trousers are too heavy. Wear a cotton T-shirt (avoid nylon at all costs) with fleece or sweater for colder days.

c. Shell clothing. Wind/waterproof jacket or anorak, (not combat jacket) and lightweight waterproof trousers.

0838. Hands and Head

a. Sun hat or cap. Take a wool or fleece hat for cold days.

b. Woollen gloves or mitts should be taken even in summer.

0839. Spare Clothing. On the expedition you should carry spare socks & underwear, and one change of clothing for the tent and to sleep in - to be kept dry at all times. A light T-shirt and thin tracksuit bottoms are sufficient.

Personal and emergency equipment.

0840. Rucksack: Make sure it fits, not all are the same size. The straps should be properly adjusted so it sits high on your back and the hip belt should be in the right place to take weight onto your hips. It should be big enough to take all your kit without having to tie things on the outside, but not so large you are tempted to put too much in it! 50 - 55 litres should be enough for a two day expedition. It should have pockets in the sides and top. It is unlikely that your rucksack will be waterproof, and you should try to line it with a heavy duty waterproof bag.

0841. Sleeping Bag. The filling should be of down if possible, otherwise a good quality man-made filling. A 3-season bag is quite adequate for expeditions in the normal season (Apr-Oct). It should be light (2 Kg max.) and
compressible - should fit into rucksack without using up all the space. Make sure it's wrapped in something waterproof.

0842. First Aid: Personal kit - plasters, antiseptic, insect bite/sting relief, compeed or similar blister care, 1 - 2 small bandages, sun block, medication for personal use only. Bring just enough to last for the duration of the expedition. Keep wrapped in poly bag not heavy box.


0844. Wash Kit: Small piece of soap, small or near empty tube toothpaste, small hand towel. Wrap soap separately, and wrap together in hand towel.

0845. Bivvy Bag: A heavy-duty polythene bag which will take a person, a lifesaver if anyone is suffering from hypothermia. Can also be used at night for storing packs outside the tent.

0846. Other items:

a. Notebook & pencil,

b. Camera & film or picture card,

c. Light slippers or flip-flops (optional),

d. Small torch (head torch or maglight best) with new batteries and spare bulb,

e. Matches - kept in watertight container (35 mm film container or similar)

f. KFS, plates & mug - plastic, water bottle - light plastic - 1 litre, a small flask (optional).

g. Small container (35mm film container again) of washing-up liquid and sponge-scourer, small tea towel.

Group Camping equipment

0847. Tent: Lightweight 2-person tent with sewn-in groundsheets. Should have an adequate bell-end to accommodate wet kit, boots etc.

0848. Stove: There are a number of different types, recommended ones are:
a. Gas – many types available. Probably the cheapest and most widely used. Easy to light and use, controllable, fuel easy to obtain and quite cheap. Needs shelter in windy weather. Models taking self-sealing gas containers should be used.

b. Methylated Spirits – best known is the Trangia. Easy to operate, works well in windy conditions, has its own cooking pots and kettle. Expensive to buy, and the fuel is also expensive and may be difficult to obtain. There have been accidents when refilling the fuel reservoir when it is not realised that the stove is still lit. Sigg have developed a safety fuel container to overcome the problem and these should be used. A gas converter (quite expensive) is available for Trangias.

There are other types in use but are not recommended for Cadet use:

c. Paraffin – best known is the Primus. Requires a separate fuel to prime it, and works by a pressure pump on the fuel container. Expensive to buy and fairly heavy.

d. Petrol – volatile fuel, not suitable for cadet use.

e. Multi-fuel – will work with any type of liquid fuel. They are difficult to use, and expensive to buy.

f. Petroleum jelly – very cheap and easy to use. Slow, not ideal for cooking a full meal.

g. Hexamine cooker – may be supplied with Operational Ration Packs (ORPs) through military sources. Very light. Designed to heat a meal from the ORP in the field quickly. Fuel has a strong smell which may spread to other items, not good in the wind, makes a mess of pans, very inflexible for simmering, and slow for heating water.

0849. Fuel Bottles: If a liquid fuel stove is carried a bottle with a secure top, made for the purpose should be used. There should be no risk of mixing up fuel and water bottles. Modern bottles designed for fuel have a safety cap which cuts off the flow if the bottle is dropped. These should always be used with methylated spirits.

0850. Canteen/Cooking set. Each cooking group will require suitable cooking pans. Nesting type where two or three pans fit together are ideal. Mess tins may be used but are heavy. Groups using Trangia stoves will not require pans as they are an integral part of the stove.
SECTION 5 – LOADCARRYING

A. INSTRUCTORS NOTES

Aim

0851. To train the cadet in packing and carrying equipment for expeditions

Timings

0852. One formal period, further instruction during the planning stages of the expedition

Miscellaneous

0853. For the formal session the instructor should have a rucksack and all the items required for the expedition, which can be packed during the lesson. During practice walks carrying the rucksack the instructor should check each pack at the beginning of the journey, and at intervals en route to ensure that the rucksack is adjusted for the individual cadet to give the most comfortable carry.

B. CONDUCT OF THE LESSON

Weight of pack

0854. Explain. The weight of the rucksack must always be kept to a minimum, in order to ensure that exhaustion or even injury is not sustained by carrying an over-heavy load. As a general rule the load should not exceed a quarter of the body weight. Packs should always be weighed prior to starting out. The lighter the pack the greater the enjoyment.

0855. Cadets must be discouraged from taking items not necessary for safety and survival on the expedition. Regard should also be given to the type and size of items of equipment taken. Two-day expeditions do not require a family size bar of soap or a jumbo toothpaste tube …. or a bath towel. A small head torch or “Maglite” is preferable to a large rubber covered flashlight. There is no need to take a heavy “all seasons” sleeping bag for a low level expedition in August.

Packing

0856. Demonstrate. Packing the rucksack is a critical factor in comfortable load carrying. All gear should be carried inside the pack, with the possible exception of the camp mat. If anything is carried outside the pack it must be well secured and wrapped. As a rule heavy items should be carried at the top
of the pack, with lighter items low down. Consideration should also be paid to convenience. Items likely to be required en route – lunch meal, first aid kit, water bottle, compass – should be quickly accessible.

**Carrying the load**

0857. *Explain.* Loads should be carried as high on the back as possible, so that the weight is as straight as possible on the shoulders. Straps should be adjusted so that the pack does not wobble about. If a hip belt is fitted (most modern packs have these) the weight can be distributed between the hips and the shoulders, and varied to give a comfortable carry. Spend time experimenting the with different strap settings to find the most comfortable.
SECTION 6 – THE CAMPSITE

A. INSTRUCTORS NOTES

Aim

0861. *To train the cadet in campcraft*

Timings

0862. *One formal period, further instruction during the planning stages of the expedition*

Miscellaneous

0863. *The formal session should take place out of doors, preferably at a suitable campsite, or area where tents can be erected. Cadets should be given the opportunity to practise erecting and striking tents. Clearance for Training on Private Land (TOPL) must be obtained from the local Brigade/District HQ.*

B. CONDUCT OF THE LESSON

Selecting the Site

0864. *Explain. Finding a suitable campsite is important not only for a comfortable stay, but also for safety. In some areas it may be necessary to use established sites, but where possible “wild sites” should be used. These must be identified well in advance of the expedition and permission obtained from the landowner.*

0865. The campsite should be selected bearing in mind the following points:

- a. Sheltered from the prevailing wind
- b. Free from obvious dangers such as flooding, animals, falling trees etc.
- c. Away from habitation
- d. Within easy reach of water
- e. Reasonably level
- f. Ground suitable to take tent pegs and offer comfortable sleep.
g. Toilet facilities within reach if possible

Setting up camp

0866. On arrival at the campsite tents should be erected as quickly as possible in case of the onset of bad weather. Cadets should work together in erecting the tents, and making a hot drink. Tents should be erected with the door away from the wind direction, and well guyed in case of windy weather. Tent pegs should be driven in at an angle and as far as possible into the ground without causing damage to the peg. Tents should not be pitched under trees.

0867. Once the tents are erected all gear should be stowed inside. Items not needed quickly should stay in the pack. Other items should be stowed tidily so that they can be found quickly when needed. A hot meal should be started as soon as possible. Cadets should work in tent groups for cooking.

Living in the tent

0868. Living in a tent requires good organisation, tolerance and cooperation. The inside of the tent should be kept as tidy as possible. If wet weather prevails, wet kit should be left at the entrance of the tent. Every effort should be made to keep the inside of the tent dry. Boots should not be worn inside the tent. Naked flames should not be allowed inside the tent.

Cooking

0869. If the weather is good, cooking should take place away from the door of the tent so that there is no danger of the stove and pans being knocked over by someone entering the tent. In bad weather all Cadets should be inside the tent. The stove may be placed at the door of the tent, but not underneath any part of it. The cadet who is cooking can then sit inside the tent keeping dry while cooking. No one should attempt to go in or out of the tent while cooking is taking place.

Hygiene and litter

0869. Hygiene is an important aspect of camp craft. Hands face and feet should be washed at the end of the day, and hands washed whenever food is handled, or the toilet has been visited. Every effort should be made to use proper toilet facilities. If these are not available the following guidelines for solid human waste should be followed.

a. Find a discreet spot at least 30 metres from water and paths and 200 metres from huts, campsites, crags and areas likely to be
frequented by other people.

b. Dig a 6-inch hole and bury your waste. A small trowel should be used.

c. Use biodegradable paper, or burn the paper.

d. If digging a hole is impossible spread the waste discreetly and cover it with soil, vegetation or rocks.

e. Don’t squash waste under large rocks, it will slow down the decomposition.

0870. Litter including food waste, must be carried away from the campsite, and deposited when possible in a litterbin or container. It must never be buried.

0871. Before leaving a camp site, when the tents have been taken down and rucksacks packed, a thorough clean up of the site must be made. All litter, including any left by previous tenants, down to the last matchstick must be removed. Any stones moved to avoid scorching the grass, or to secure guys should be replaced.
SECTION 7 – FOOD AND COOKING

A. INSTRUCTORS NOTES

Aim

0881. To train the cadet to produce nutritious meals

Timings

0882. One formal period, further instruction during the planning stages of the expedition

Miscellaneous

0883. For the formal session the instructor and cadets should have the makings of a hot meal. The cadets should imitate the instructor during the cooking of the meal.

B. CONDUCT OF THE LESSON

Expedition food requirements

0884. Explain. Most Cadets will use considerably more energy during expeditions than they would normally. It is important that this is replaced to guard against the onset of exhaustion and/or exposure. The morale boosting properties of a hot, tasty meal after a long day are significant.

0885. Expedition food is a compromise between weight, energy, taste and convenience. The following guidelines should be followed when planning a menu. Take foods which:

a. Contain the greatest amount of energy for the lowest weight and volume (usually freeze-dried or dehydrated)

b. You and your “buddy” will enjoy

c. Are simple to prepare – one pot if possible.

d. Have a short cooking time to save fuel.

e. Will keep in hot weather.
Expedition menus

0886. The following notes are suggestions only. Practise cooking dehydrated food in the comfort of your kitchen at home – don’t wait until you are on your expedition to experiment

a. **Breakfast**: Porridge is ideal - light & nutritious. Use water, or milk if available. Read the instructions on the packet carefully and measure out right amount before expedition. There are "instant porridge" meals. Alternatives - tin of sausage & beans (heavy), freeze-dried breakfast meal (expensive), cereals (lack nutrition). Bacon & eggs are to be avoided – they are messy, may not keep in hot weather, and are awkward to carry.

b. **Lunch**: Do not plan to cook at lunchtime – it is too time consuming, and difficult in poor weather. Take whole-wheat crackers, pitta bread or similar with various toppings - cheese spread, meat/fish paste, tuna, sardines or pilchards. Include a packet of nuts/nuts & raisins/dried fruit. Chocolate bar - Snickers or similar for energy. Have a fruit drink – you could take concentrate and mix with water from water bottle.

c. **Main Meal**: This must be a hot meal. Use freeze-dried main courses – available from most supermarkets. Look for ones with short cooking times. Avoid 2-pan meals. Boil-in-the-Bag meals are widely available at Camping shops. They are more expensive and heavier than dehydrated food, but very easy to prepare. Be sure to follow the instructions when cooking. Make sure any fresh foods you take are thoroughly heated through. Puddings - fruit yoghurts, milk based puddings, dried fruit, cake are all suitable. Pot noodles and the like do not constitute a main meal – they provide insufficient nutrition for expedition work.

d. **Sundries**: cup soups, salt & pepper, tea/coffee, sugar, whitener (the small packets found in cafes are ideal), poly bags.

0887. Operational Ration Packs (ORP) can often be drawn from Service sources, and provide a suitable and balanced menu. However cadets should still be instructed in the value of other foods, and the ORP should broken down into its component parts for this instruction.

Packing the food

0888. **Explain & demonstrate**. Just take the amount of each item you need, measure out quantities where necessary, discard unnecessary wrappings (but keep cooking instructions if needed). Use small containers or polythene bags.
to keep things dry and to prevent spills in the rucksack. Sort and pack food into daily quantities and label accordingly i.e. Mon Breakfast, Mon. lunch etc.

**Cooking**

0889. *Explain & demonstrate.* At least one hot meal per day must be cooked and eaten. The instructions on freeze dried or dehydrated meals should be followed closely, and added water measured as carefully as possible. The stove should not be lit until ready to cook. Use a lid on pans to conserve heat. When food has come to the boil, the heat should be lowered so as to prevent burning and sticking. All hot meals should be heated thoroughly to kill off bacteria. When finished cooking the stove should be turned off.

0890. After the meal has been eaten all plates and cooking pans must be cleaned of waste food. Do not wash dishes directly in a stream. Fuel must be secured and stored safely. Fill water bottles ready for the next meal or for the day’s walk.
SECTION 8 – DEBRIEFING

A. INSTRUCTORS NOTES

Aim

0891. *To train the cadet in reviewing their experiences*

Timings

0892. *To be carried out at the end of each training period, and at the end of each expedition throughout the syllabus.*

Miscellaneous

0893. *The Instructor should have a list of structured questions which will bring out the lessons learned, and help the cadet to appreciate what they have achieved.*

B. CONDUCT OF THE LESSON

0894. *Explain.* After an expedition is over, it is important that the Cadet has an opportunity to review the experience, and his own contribution to the team. Lessons learned for use on future expeditions need to be brought out, and administrative arrangements for the expedition reviewed. This can be achieved by means of a post exercise debrief.

0895. An important principle of the debrief is that the Cadet must be given the maximum opportunity to contribute, without the process developing into a negative “moaning session”. This requires the session to be structured, and the person conducting the session encouraging the cadet to present views without attracting critical remarks.

0896. *Note.* The following headings are suggested to bring out the main areas, it is not exhaustive or intended to be prescriptive, and instructors should develop their own format, with which they are comfortable.

   a. Overall view – how do you think it went?

   b. Do you feel you achieved the aim of the expedition?

   c. What did you as an individual contribute to the team effort?

   d. What, with hindsight, would you do differently in terms of:

      1. The route you planned
2. The equipment and clothing you took
3. The food you ate
d. How did you work as a team? Were there any problems with teamwork?
e. Was there a “leader”? If so who?
f. Did you feel ownership of the expedition in terms of its planning and conduct?
g. What was your personal high point during the expedition?
h. What was your personal low point?
i. Give one lesson you have learnt from the experience
j. Any other comments?

Each individual should be asked to contribute a view on every item. Following each answer take the opportunity to develop the discussion by asking why things went as they did, what they could have done to prevent problems, what they will do in the future to make the experience better etc.
Chapter 9

PHYSICAL ACHIEVEMENT TRAINING IN THE ARMY
CADET FORCE

SECTION 1. — INTRODUCTION

General

0901. As part of the APC syllabus cadets are required to pass simple physical achievement tests at 1-, 2-, 3- and 4-Star levels. These tests are the same as those included in the Physical Recreation Section of the Duke of Edinburgh’s Award Scheme and details of the tests are given in the syllabus pamphlet under the heading Physical Activity.

Aim

0902. The aim of this Section is to detail and explain the system of progressive physical training that the ACF Counties and Battalions are to carry out to enable their cadets to gradually improve their standard and eventually pass the tests. The intention has been to allow the maximum flexibility to enable training officers and detachment commanders to fit this extra commitment into their training programmes.

SECTION 2. — THE WEEKLY TRAINING PROGRAMME SYSTEM

Programme

0903. The weekly training programme system is based on a 15 minute session of physical training, seven minutes being allocated to limbering-up exercises, seven minutes to practising one of the tests and one minute to cooling down. A Lesson Plan for a training session, summarising the system is shown at Annex A to this chapter. Details of the various exercises of the progressive standards to be aimed at during the training and of the detachment record sheet are shown at Appendices 1 to 7 of Annex A.

0904. The Limbering Up part of the session consists of an Arm and Shoulder exercise (selected from the choice of 19 exercises detailed in Appendix 1, followed by a Trunk exercise (from the 12 given in Appendix 2) and by a Leg exercise (12 are listed in Appendix 3). The sequence of Arm and Shoulder, Trunk and Leg exercises is then repeated, but with different exercises being selected from the respective lists.
0905. For the second half of the session cadets practise one of the achievement tests, the details of which are given in the syllabus pamphlet. However they should only be encouraged to reach the standards given in Appendices 4 and 5 (separate standards for girl cadets) for the appropriate Star level. The whole principle of the system is that of progressive improvement after practice.

0906. The weekly PT sessions are programmed to cover 15 weeks, or approximately one school term. Each achievement test is practised twice during the 15 weeks, a slightly higher standard being expected the second time round.

0907. Cadets should start PT as early as possible during their recruit training, even though they are not tested in Physical Activity at the end of recruit training. Separate standards for recruits are included in the Weekly Training Programme tables.

0908. Before taking their Physical Achievement tests at 1-, 2-, 3- or 4-Star level cadets should have completed at least one 15 week training programme during the previous year. At what stage during the year the PT programme is done is left to training officers/detachment commanders.

0909. Points are to be awarded for participation on the basis (as in the Duke of Edinburgh’s Award Scheme) of two points for each hour of training, i.e., half a point for each 15 minute session.

**Safety**

0910. Great care should be taken by supervisors of this training that cadets are not overstrained by being excessively or over-enthusiastically urged to reach the targets set in the tests. Cadets who are weak and below standard should be encouraged to attend extra training sessions, thereby increasing their chances of success in subsequent tests, both by actually raising the standard of their own performances by practice, and, through being awarded participation points, reducing the number of points they require on the test themselves. **Note:** Cadets should wear training shoes when taking the tests.

**Documentation**

0911. A blank Lesson Plan to be completed by the detachment commander or instructor for each session, is shown at Appendix 6. A detachment Record Score Sheet is shown at Appendix 7.
ANNEX A TO
CHAPTER 9

PHYSICAL ACHIEVEMENT TRAINING IN THE ACF

WEEKLY TRAINING PROGRAMME: LESSON PLAN

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<td>DUKE OF EDINBURGH’S AWARD ACHIEVEMENT TEST</td>
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<td>BALL SPEED BOUNCE</td>
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<td>STANDING LONG JUMP</td>
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<td>STAMINA RUN</td>
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<td>NOTE: REFER TO MAXIMUM NUMBER OF REPETITIONS TO BE TAKEN BY CADETS ACCORDING TO STAR GRADING</td>
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<td>3</td>
<td>COOL DOWN</td>
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<td>TOTAL</td>
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PROTECT
ARM AND SHOULDER EXERCISES


2. Standing one foot forward, arms backward. Arms swinging forward to upward bend.


4. Standing one foot forward; opposite hand on hip, free hand loosely closed. One arm circling backwards.


7. Standing one foot forward, arms crossed. Arms swinging forward to midway.

8. Standing one foot forward. Arms swinging forward–downward–sideways, followed by arms circling backwards.


10. Standing one foot forward, one arm upward, one arm backward, hands loosely closed, palms inward. Arms changing with forward swing and press backwards.


15. Standing one foot forward, arms backwards, hands loosely closed, palms facing inwards. **Arms swinging forward (1), followed by arms swinging forward–upwards (2) (3).**

16. Standing one foot forward, arms sideways, hands loosely closed, palms downward. **Arms swinging downward–forward, downward–sideways to arms crossed, followed by arms swinging to midway–sideway–upward, followed by arms circling in front of body to arms sideways.**

17. Standing one foot forward, arms forward, hands loosely closed, palms inward. **Arms swinging sideways and pressing backwards (1) (2), followed by arms swinging forward–upwards and pressing upwards–backwards (3) (4).**

18. Standing one foot forward, arms backward, hands loosely closed, palms inward. **Arms swinging forward (1), forward–midway–forward–upwards (2), forward–upwards (3), followed by arms circling backwards three times.**

19. Standing one foot forward. **Arms circling backwards.**
TRUNK EXERCISES

SERIES A

1. Standing wide astride. **Trunk bending from side to side.** Head to follow the natural curve of the spine; reach down side of leg with hand.

2. Standing wide astride, arms crossed, hands loosely closed. **Trunk and head turning with one arm swinging midway—sideways—upwards.** 1–3 each side.

3. Standing wide astride. **Trunk bending from side to side with one arm reaching downwards and opposite arm under—bending.**

4. Standing wide astride, arms across bend, hands loosely closed. **Trunk and head turning from side to side with alternate arm swinging sideways.** Smooth full range movement but with no undue momentum.

5. Standing wide astride. **Trunk bending sideways with increasing range — 1–3 each side — with one arm reaching downwards and opposite arm under bending.**

6. Standing wide astride, trunk with slight upper dorsal bend backwards, hands on hips. **Trunk circling** — left and right — shoulders kept square to the front; circle to left and right alternately.

* * * *

SERIES B

7. Standing wide astride. **Relaxed trunk bending downwards to touch floor with hands twice, followed by trunk unrolling slowly.** Trunk not to be thrown vigorously downwards; second floor touch after small rebound from first movement; unrolling slowly from the base of spine upwards, gradually assuming correct upright posture.

8. Standing wide astride. **Relaxed trunk bending downwards to touch floor with hands four times, followed by trunk unrolling slowly.** Smooth and rhythmical with no undue vigour in the downward movement; unrolling to be slightly faster than in previous table.

9. Standing wide astride. **Relaxed trunk bending downwards to touch floor four times, alternately both hands between the feet and one hand outside each foot, followed by trunk unrolling slowly.**
Smooth and rhythmical with no undue vigour in the downward movement; floor touching with slight rhythmical press; trunk unrolling slightly quicker than in previous table.

10. Standing astride. **Relaxed trunk bending downwards to touch floor four times, alternately forward and backward between feet, followed by trunk unrolling.** Rhythmical downward movement with no excessive vigour or momentum; unrolling to be much quicker than in previous tables.

11. Standing astride. **Relaxed trunk bending downwards to touch floor with both hands three times one foot, followed by trunk unrolling.** Repeat exercise alternately to each side.

12. Standing, arms upward–bend. **Relaxed trunk bending downwards to touch the floor with both hands behind feet three times, followed by trunk unrolling with arms swinging forward to upward bend.** Unrolling should be fairly swift; slight press of shoulders in upward–bend position.
### LEG EXERCISES

1. **Standing** Skip jumping.

2. **Standing** Astride jumping.

3. **Standing** Skip jumping alternated with astride jumping.

4. **Standing** Skip jumping with turning left or right, or turning about — after a given count.

5. **Standing** Skip jumping — to a given count, followed by upward jumping with knees raising high — to a given count.

6. **Standing** Skip jumping with legs opening and closing in the air — after a given number of skip jumps.

7. **Standing** Skip jumping to crouch — with fingers support on a given count.

8. **Standing** Skip jumping — to a count of 4, followed by knees full bending (5).

9. **Standing** Astride jumping — 6 to 8 times, followed by knees full bending.

10. **Standing** Skip jumping, followed by legs parting — forward and backward — in the air — after a given count.

11. **Standing** Skip jumping, followed by jumping with straight legs raising forward and body bending forward to touch toes with fingers — after a given count.

12. **Standing** Skip jumping (1–6), knees full bending to crouch (7), followed by upward jump with legs astride and arms midway—sideway—upward (Star Jump) (8).
# WEEKLY TRAINING PROGRAMME

## PHYSICAL ACHIEVEMENT TESTS (BOYS)

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**TOTAL 7½**
# WEEKLY TRAINING PROGRAMME

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**TOTAL** 7½
# Lesson Plan

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**Total Time:** 15 MIN
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Chapter 10

THE ACF CADET AND THE COMMUNITY

SECTION 1. — INTRODUCTORY TALK AND OUTLINE SYLLABUS

Aim

1001. To introduce the cadet to the meaning of the subject ‘The Cadet and the Community’ and to outline the requirement to qualify at the various Star levels.

Timings

1002. One 30 minute period.

Approach

1003. Just because a member of the Armed Forces puts on a uniform, it does not mean he ceases to be a citizen. Many examples of the military helping the community can be found where there are concentrations of Servicemen, and on a larger scale the Services can be called upon to assist the civil authorities in major disasters such as flooding, fighting heath and forest fires, providing First Aid and medical support, mountain and air sea rescue.

1004. In the same way a young person who joins the Army Cadet Force and puts on a uniform does not cease to be a citizen; on the contrary it should be seen as reinforcing this position.

The ACF Charter

1005. This is born out by the Charter of the Army Cadet Force which states: “The Army Cadet Force is a voluntary organization sponsored by the Army and taking part in both military and community activities. Its purpose is to develop amongst its members the qualities of good citizenship . . .” The aim of the training states: “The aim of Army Cadet Force training is to produce a self reliant fit young man with an understanding of basic military subjects . . . aware of his responsibilities as a citizen.” Citizenship is therefore an important subject in ACF training and is included in the syllabus at all Star levels.
Outline of the Syllabus

1006. **1-Star.** After this talk there will be a period about the statutory services. These are:

- The Police
- The Ambulance Service
- Fire Service
- Coastguard (as applicable)
- Hospital

It is important to know how these can be contacted in an emergency not only for your own use but sometimes to help others. In order to help develop a responsible and reliable attitude you will also be given small tasks to carry out whilst you are with the detachment.

1007. **2-Star.** You will visit one of these services and later you will be required to produce a street plan and mark the location of the statutory services on it, so that you will become knowledgeable about the whereabouts of these organizations. You will also be required to take part in assisting with two local functions.

1008. **3-Star.** At 3-Star level you can either spend 30 hours spread over six months working on a community activity or you can take part in a detachment project.

1009. **4-Star.** You will be required to either assist in the planning, organization, and leading of a 3-Star project, or you can make a study of the social welfare needs in the local community and provide at least 30 hours service spread over a period of three months on the selected project. You will be required to give a lecture to the detachment on the option you select.

Conclusion

1010. You will see that by serving the ACF you will also be serving the local community and by so doing you will not only be fulfilling the requirement of the Charter and the aim of training, but will become a more responsible citizen and cadet, who will greatly assist the ACF by creating a good image.

1011. **Reserved.**
SECTION 2. — THE EMERGENCY SERVICES (1-STAR LEVEL)

Aim

1012. To give cadets knowledge of the emergency services and to train them in making an emergency telephone call.

Timings

1013. One 30 minute period.

Approach

1014. A good citizen is one who can react to an emergency because he has been trained in what to do. As a member of the ACF you will find you will receive this training and it is likely you will have to take the lead should you be present when the emergency services are required. The aim of this period is to inform you of the services available and how to summon assistance.

The Emergency Services

1015. Within the district there are the following services:

- Police
- Fire Brigade
- Ambulance Service
- Coastguards (if you live by the coast)

These services are well known and are seen each day carrying out their role. Cadets should be questioned on what they think the role of each service is and to which type of incident each should be summoned.

How to Make an Emergency Call

1016. Should you be present at an incident you must act quickly. By doing this you may save life or property.

One of the quickest ways to summon the service required is by telephone. You should therefore follow this procedure:

- Sum up the situation.
- Get to the nearest telephone.
- Dial 999 (this is a free call; you need not put money in the telephone).
You will be asked what service you require. State the one you want. When the service answers state:

Your name and the telephone number of the phone from which you are calling.

This is the most important as your call could be mistaken for a hoax if this is not done.

State the exact location of the incident. If you can, indicate nearby road junctions or other landmarks.

If it is a traffic accident state number of vehicles involved. If a fire state on which floor of the building the fire is (ground, first, second floor, etc).

State the number injured if possible, the sex and approximate age of the casualties involved and if possible the nature of the injuries. Request special aid if you suspect a heart attack or childbirth.

When you have telephoned, go back to see what you can do (i.e., making the injured comfortable, directing traffic).

Do not replace the receiver before the operator does so.

When the service arrives tell them what you have done and ask if you can be of assistance. Never try to move an injured person unless there is danger of fire or an explosion.

Practice

1017. *Having gone through the procedure, question the cadets and then practise them in giving a 999 call.*

1018. *Should cadets have already received instruction on this subject in their First Aid Instruction, the period should be conducted as a practice period.*

1019. *Reserved.*
SECTION 3. — RESPONSIBILITY TRAINING (1-STAR LEVEL)

Aim

1020. To promote the cadet’s sense of responsibility by training him to play his part in the running of the detachment by carrying out simple tasks under supervision in the detachment.

Requirement

1021. During the period the cadet is training for 1-Star, in addition to being given the talks on the outline syllabus and emergency services, he must be given three simple tasks to carry out in the detachment. These could include:

- Room cleaning duty
- Preparation of lecture rooms
- Reporting of damage
- Welcoming visitors and explaining, in outline, what the ACF is
- Cleaning outside areas
- Showing new recruits round the detachment

Note: The aim of the selected tasks must be that the cadet is providing a service to the detachment outside his military training. Knowledge of the contents of the ACF General Information Booklet may be of value when welcoming visitors to the detachment.

1022. Reserved.
SECTION 4. — VISIT TO ONE OF THE LOCAL SERVICES (2-STAR LEVEL)

Aim

1023. To gain increased knowledge of the function of the selected services visited.

Timings

1024. Three 30 minute periods.

Requirement

1025. A visit to one of the following services:
   - Police
   - Ambulance Service
   - Fire Service
   - Coastguard Service
   - Hospital

A talk on the function of one of these services to be arranged during the visit.
SECTION 5. — LOCAL SERVICES LOCATIONS STREET MAP
(2-STAR LEVEL)

Aim

1026. To gain a detailed knowledge of the location of the services in the local area.

Requirement

1027. The cadet is required to produce a street plan marking on it the location of the following:

- Police Station (and HQ if possible)
- Ambulance Stations
- Fire Station
- Coastguard Station (if applicable)
- Hospital
- Public Telephones

Note: Cadets can work either individually or in pairs on the project. Good plans should be displayed on the detachment notice board for general information. Only original work should be accepted.
SECTION 6. — INVOLVEMENT IN COMMUNITY ACTIVITIES (2-STAR LEVEL)

Aim
1028. To involve the cadet in community activity.

Requirement
1029. These could include taking part in activities such as:

- Sponsored walk or swim
- Band performances at fetes
- Acting as programme sellers or stewards at a local event
- Assisting with snow and flood clearance
- Maintenance of war memorials and other public memorials
- Assisting other young people, particularly disabled ones

1030. Reserved.
SECTION 7. — COMMUNITY ACTIVITIES AND PROJECTS (3-STAR LEVEL)

Aim

1031. To develop further the involvement of the cadet in community activity as a member of a group or as an individual.

Requirement

1032. Either 30 hours spread over six months

OR

take part in a project organized by the detachment of at least 15 hours during the period of working for 3-Star.

Forms of Community Service

1033. Some suggested forms of practical service and the local contacts who might be approached to give brief talks and arrange the actual service are given below. It is stressed, however, that the list is by no means exhaustive.

Environment Conservation. Civic Trust; Local Conservation Corps of the British Trust for Conservation Volunteers; Nature Conservancy Council; National Trust; Commons, Open Spaces and Footpaths; Preservation Society Forestry Commission (see also Park Range Service).

Fund Raising Through local or National charities by organizing events. Cancer Research Campaign; Children’s Society; Local Council for Social Services; Oxfam, etc.

Old People Old people’s Clubs Delivering meals on wheels, Gardening, Shopping, Organizing entertainments. Local Old People’s Welfare Officer; British Red Cross Society; Women’s Royal Voluntary Service.

The Sick or Physically Handicapped Hospital work (trolley shops, hospital canteens, etc.). Care Hospital Voluntary Help Organizer; Women’s Royal Voluntary Service; St John Ambulance Association or British Red Cross Society,
of the crippled or bedridden, the blind or the deaf and dumb.

Local Authority Welfare Officer or Voluntary Organization, e.g., British Red Cross Society.

Other Service
Organizing collections of magazines for
Other Service
Organizing collection of salvage.
Voluntary help with animals.

St John and Red Cross Hospital Libraries;
Women’s Royal Voluntary Service
Women’s Royal Voluntary Service
RSPCA.

Note: The services listed below can also provide information on local needs:

Citizens Advice Bureau
Royal British Legion
Rotary Clubs
Round Table Clubs
Lion Clubs

1034. Reserved.
SECTION 8. — COMMUNITY ACTIVITIES AND PROJECTS 
(4-STAR LEVEL)

Aim

1035. To encourage the senior cadet to play his part as a leader in community activities.

Requirement

1036. The senior cadet can assist with the planning, organization and leading of a community project. This can take the form of assisting with the training of the junior cadet at the lower Star levels in this subject over a period of three months

OR

Make a study of the welfare needs in the local community and provide assistance either individually or with other members of the detachment where he considers help can be provided.

Give a lecture on the selected subject.

Note: The list provided for the 3-Star activities might be useful for this work.
Chapter 11

CADET INSTRUCTORS’ CADRES

SECTION 1. — CCF METHODS OF INSTRUCTION CADRE

Aim

1101. The aim of the cadre is to enable Cadet NCOs to further their leadership training by learning the skills of how to instruct junior cadets in military subjects.

Qualifications

1102. In accordance with the CCF Continuation Training Syllabus, to be selected for the Cadre, Cadet NCOs must have passed all tests in the APC (CCF Army Sections) and they must be suitable in all respects and willing to be instructors.

1103. To qualify in this subject for the award of his Advanced APC the Cadet NCO must obtain an average or above average report (assessment will be continuous throughout the cadre and will be based on knowledge and the ability to instruct). He is also required to instruct to a satisfactory standard for a minimum of one term on two out of the four following basic APC subjects; Drill, Skill at Arms, Use of Map and Compass and Fieldcraft.

The Place of the Cadre in the CCF Training Syllabus

1104. The cadre is normally part of the Advanced APC Syllabus, but in those contingents where no Continuation Training is undertaken Cadet NCOs who have successfully qualified in the APC, and are selected to undertake the cadre, may complete it in parallel with other cadets still undergoing their APC training.

1105. The Cadet Training Team is responsible for conducting the cadre as mutually arranged within the Army Section training programme.

Cadre Syllabus

1106. The cadre syllabus consists of four periods on the study of the Technique of Instruction as given in Volume II, Chapter 1 and 8 periods of teaching practice on the basic APC subjects, Drill, Skill at Arms, Use of Map and Compass and Fieldcraft.

1107. Reserved.
SECTION 2. — ACF JUNIOR CADET INSTRUCTORS’ CADRE (JCIC)

Aim

1108. JCIC has two purposes. Firstly to initiate the senior cadet into the Technique of Instruction, as given in Volume II, Chapter 1, and secondly to assess the cadet’s ability as a potential instructor, with particular reference to his possible subsequent selection to undertake the Senior Cadet Instructors Cadre at 4-Star level.

Subjects

1109. The JCIC is an integral part of 3-Star training and all cadets at this level take the course, which is designed to teach the Senior Cadet how to instruct up to and including 1-Star level in the following subjects:

- Drill, Turnout and Military Knowledge
- Skill at Arms
- Use of Map and Compass
- Fieldcraft

Responsibility for JCIC

1110. The JCIC is the responsibility of the County ACF, with the assistance, when necessary, and when available, of the Cadet Training Team.

Testing

1111. There will be no formal testing at this level, and no ‘Pass’ or ‘Fail’ will be awarded. A cadet who shows little or no aptitude as a potential instructor will not thereby be debarred from achieving 3-Star level. However the cadet will be assessed throughout the course and a report written on his ability as a potential instructor at the end of it. This assessment could influence the cadet’s choice of subject it he continues training at 4-Star level, in particular his selection for the Senior Cadet Instructors Cadre.

1112. Reserved.
SECTION 3. — ACF SENIOR CADET INSTRUCTORS’ CADRE (SCIC)

Aim

1113. The SCIC is a 4-Star optional subject designed to increase the cadet’s knowledge of the Technique of Instruction which he was first introduced to on the JCIC, and to give him early experience of the art of leadership.

Selection for SCIC

1114. Senior Cadet NCOs selected to attend the cadre must have a sound knowledge of all subjects up to and including 3-Star level, and they must have proved, by their performance on the JCIC, that they are potential instructors.

Subjects

1115. Students on the SCIC will be taught how to instruct up to and including 2-Star standard in the following subjects:

- Drill, Turnout and Military Knowledge
- Skill at Arms
- Use of Map and Compass
- Fieldcraft

1116. Teaching practice in the subjects listed in paragraph 1115 above, which are largely skills, will be in the form of the Lesson, the Demonstration or the Exercise as defined in Volume II Chapter 1 Section 4.

Responsibility for SCIC

1117. The responsibility for organizing, instructing and testing on the SCIC will be that of the Cadet Training Team, assisted as appropriate by ACF instructors.