**PENNSYLVANIA**

**STATE DEFENSE FORCE**

**(PASDF)**

**BASIC TRAINING PROGRAM**

**STUDENT HANDBOOK**

**1 January 2014**

1 January 2014 STUDENT HANDBOOK PASDF BASIC TRAINING

 INTRODUCTION

 GENERAL

1. PURPOSE:

This Student Handbook is the Pennsylvania State Defense Force’s (PASDF) Standing Operating Procedure (SOP) for the administration of the PASDF Basic Training Program (BTP). It provides the PASDF BTP student with a standardized format of instruction for the PASDF Basic Training Program (BTP). This handbook prescribes the specific criteria necessary for both the Pennsylvania State Defense Force (PASDF), and the PASDF Reserve (Minutemen), and unless otherwise ordered, to any other such state defense force or organization as hereafter may be formed, collectively referred to herein as the Pennsylvania State Defense Force.

1. CONTENT:

The PASDF Basic Training Program is inclusive of the following subject area tasks:

 TASK 11-1 Drill and Ceremonies

 TASK 11-2 Military Customs and Courtesies

 TASK 11-3 Legal Basis of the Pennsylvania State Defense Force (PASDF)

 TASK 11-4 History of the State Military forces and the Pennsylvania State Defense Force

 TASK 11-5 PASDF Mission and Organization

 TASK 11-6 Proper Wear of the PASDF Uniform

 TASK 11-7 Basic First Aid

 TASK 11-8 Basic Communications

 TASK 11-9 Basic Land Navigation

1. All PASDF Commanders are responsible for each student’s success of the BTP. Commanders will delegate the conduct of this training program to their senior unit Noncommissioned Officer (NCO). They in turn, delegate the training program to their qualified PASDF NCO instructors who are qualified to teach this block of instruction to all newly commissioned appointees and enlisted personnel. The student is responsible for successfully completing each of the tasks within this individual training program (ITP). Whereas unit commanders evaluate unit training, it is Sergeant Majors and the First Sergeant’s responsibility to implement, conduct and monitor this ITP. The BTP student must therefore be presented with an effective and standardized ITP to ensure the students’ successful completion of the BTP. All unit commanders will implement while their Sergeant Majors and First Sergeants monitor, the following objectives, which are designed to enable each student to successfully complete this required organizational training.

 Set clearly defined objectives of this training program Plan for appropriate resources (personnel, time, facilities, devices, training aids) 1

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 Assess the risk and safety considerations Train and certify competent BTP student graduates Evaluate student results based upon these BTP objectives

1. BASIC TRAINING INSTRUCTORS RESPONSIBILITIES:

You are charged with conducting the PASDF Basic Training Program. All PASDF members must successfully complete the aforementioned basic training tasks. It is recommended that instructors conduct this program sequentially. You must plan the training, determine when the training can be conducted, and consider the time that is required to conduct each task, gather the necessary resources needed to conduct this training, execute the training, and then certify that the PASDF members have successfully completed the course. Instructors will sign off (by initialing) on each task and sub-task on the student’s Task Summary Sheet and administer the written examination that is at the end of each unit on the Students Basic Training Handbook.

1. STUDENT RESPONSIBILITIES:

Students are required to successfully demonstrate each of theBTP tasks and sub-tasks. In addition, the student is required to complete each period of instruction by taking the examination at the end of each chapter. A student must accomplish both of theseobjectives. A student must score a “seventy” to successfully pass the written portion of each chapter’s examination.

It is recommended that students know and do the following:

1. The student is expected to successfully complete each set of tasks in the PASDF BTP.
2. The student will print their name, unit, and date of examination on the top portion of the Student Handout Task Summary Sheet.
3. The student will ensure that the instructor initials each completed task on the student’s task summary sheet.
4. The student will then take the examination after the presentation of each specific block of instruction.
5. After the student completes their examination, the student will turn in their Task Summary Sheet and their examination to the instructor who will then grade the exam, and let the student know, before the student leaves, if they passed or failed the examination. If the student fails the examination, then the student will be offered a chance, if practical, to take an immediate retest. If an immediate retest is not practical, the student is expected to move on to the next period of instruction and retake the failed examination at the earliest opportunity. The student is informed by the instructor that the task summary sheet and the exam will be filed in the “student’s file”. The student will be made aware that the instructor will keep the student’s file until the student has successfully completed all nine of the PASDF BTP lessons.

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1. The student is informed that the instructor will record, on a separate sheet, the student’s name and date, the task subject, and a (P) for the student who successfully demonstrates and passes the tasks, sub-tasks, and the exam or an (F) if the student does not successfully complete the period of instruction. The student’s score is recorded for each of thewritten examinations for each block of instruction on the same sheet. The instructor maintains a permanent record of the information and will pass a copy of this record on to the individual’s commander through the student’s First Sergeant and/or Sergeant Major.
2. After the student has completed the entire BTP, the student will receive a copy of their task summary sheets and their examination answer sheets. The student will be informed that the originals are to be submitted to the HQ, PASDF G-1 to be placed in the individual’s official personnel file. A copy is submitted to the PASDF G-3; a third copy is forwarded to the individual student’s Battalion S-1 where it is to be placed in the student’s field personnel file; and the student receives the fourth copy for their personal records. All students will receive the PASDF Basic Training Ribbon upon successful completion of the BTP. Instructors should submit one original PASDF Form 105 (Personnel Action Form) to the PASDF G-1 with the student’s original BTP documentation as previously discussed for the award of the Basic Training Ribbon.

 3

 The Soldier’s Creed

I am an American Soldier.

I am a Warrior and a member of a team.

I serve the people of the United States and live the Army Values.

I will always place the mission first.

I will never accept defeat.

I will never quit.

I will never leave a fallen comrade.

I am disciplined,

physically and mentally tough,

trained and proficient in my warrior tasks and drills.

I always maintain my arms,

my equipment and myself.

I an expert and I am a professional.

I stand ready to deploy, engage, and destroy

the enemies of the United States of America in close combat.

I am a guardian of freedom and the American way of life.

I am an American Soldier.

 General Orders

1. I will guard everything within the limits of my post and quit my post only when properly relieved.
2. I will obey my special orders and perform all of my duties in a military manner.
3. I will report violations of my special orders, emergencies, and anything not covered in my instructions to the commander of the relief.

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 TASK SUMMARY SHEET

TASK 11-1 DRILL AND CEREMONIES

CONDITIONS: This task shall be performed as a member of a squad participating in a unit and in a Pass- in-Review scenario.

STANDARDS: The student must properly execute the following individual and group close order drill positions and movements and then complete the written examination at the end of this chapter. Students must score a grade of seventy on the written examination to successfully pass this period of instruction.

\_\_\_\_\_1-1 POSITION OF ATTENTION \_\_\_\_\_1-16 FORWARD, MARCH

\_\_\_\_\_1-2 FALL IN \_\_\_\_\_1-17 HALF-STEP, MARCH

\_\_\_\_\_1-3 DRESS RIGHT, DRESS \_\_\_\_\_1-18 MARK-TIME, MARCH

\_\_\_\_\_1-4 AT CLOSE INTERVAL, \_\_\_\_\_1-19 HALT

 DRESS RIGHT, DRESS \_\_\_\_\_1-20 COLUMN LEFT, MARCH

\_\_\_\_\_1-5 READY, FRONT \_\_\_\_\_1-21 COLUMN RIGHT, MARCH

\_\_\_\_\_1-6 PARADE, REST \_\_\_\_\_1-22 LEFT TURN, MARCH

\_\_\_\_\_1-7 STAND AT EASE or AT EASE \_\_\_\_\_1-23 RIGHT TURN, MARCH

\_\_\_\_\_1-8 REST \_\_\_\_\_1-24 LEFT FLANK, MARCH

\_\_\_\_\_1-9 PRESENT, ARMS \_\_\_\_\_1-25 RIGHT FLANK, MARCH

\_\_\_\_\_1-10 ORDER, ARMS \_\_\_\_\_1-26 TO THE REAR, MARCH

\_\_\_\_\_1-11 LEFT FACE \_\_\_\_\_1-27 EYES, RIGHT (LEFT)

\_\_\_\_\_1-12 RIGHT FACE \_\_\_\_\_1-28 FALL OUT/DISMISSED

\_\_\_\_\_1-13 ABOUT, FACE

\_\_\_\_\_1-14 OPEN RANKS, MARCH

\_\_\_\_\_1-15 CLOSE RANKS, MARCH

REFERENCES: FM 22-5, DRILL AND CEREMONIES

RESOURCES REQUIRED: PARADE FIELD OR DRILL AREA

ALTERNATIVE TRAINING: NONE

 1-1

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VALIDATION AND WAIVER GUIDANCE: This task may only be waived if the member cannot physically perform the task. However, the member must know and verbally explain how each step is properly executed to perform each of the tasks. Prior service personnel may physically demonstrate their mastery of the subject matter but are still required to successfully complete the written examination.

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TASK 1-1 POSITION OF ATTENTION

The Position of attention is executed as follows:

1. Heels are even, and placed together, toes pointing outward, equally, forming a forty-five degree angle; the weight of the body distributed and balanced evenly, equally supported on the heels and balls of the feet.
2. The legs are straight, the knees are slightly bent- but not locked.
3. The body is held straight, the hips are level, the chest is lifted and arched\_ but not exaggerated, the shoulders held back-- squared.
4. The head is held erect, the face and eyes are fixed to the front; the chin is drawn in; the head and neck held parallel to the ground.
5. The arms hanging (naturally) straight, without stiffness; the fingers curled, the thumb touching the first joint of the forefinger and resting along the seam of the trousers or the skirt.
6. Remain silent, keep your head and eyes to the front and do not move.

TASK 1-2 FALL IN

On the command Fall In:

1. Members double-time to their position in the formation.
2. The squad leader or the on the right flank of the squad, positions themselves so that the squad is formed three steps in front of, and centered on the leader who is facing them and who has called the formation to order.
3. The individual on the right flank immediately comes to the position of attention, raises and full extends their left arm straight out; palm facing down, touching the next person’s, to their left, shoulder. Note: if other than the first rank, the right flank individual extends their right arm straight out to pick up the proper interval between squads, then extends their left arm as described above.
4. Each succeeding person to the left, while coming to the position of attention, turns their head and eyes and faces to the right, raising and extending their left arm as in the same manner as previously mentioned, and takes quick, short steps, moving forward or backward until coming on line; then moves left or right until their extended fingertips touch the right shoulder of the person to their immediate left; then sharply lower their arm to their side. The person then returns their head and eyes immediately and faces to their front and assumes the position of attention.

1-3

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TASK 1-3 DRESS RIGHT, DRESS

On the command Dress Right, Dress:

1. The squad leader or the person on the squad’s right flank, looks straight to the front, raises their left arm extending it straight out to their left side until it touches the right shoulder of the squad member to their immediate left.
2. Simultaneously, the other members of the squad, except the person on the right flank, move their head and eyes, looking to their right while extending their left arm out to touch the member’s shoulder on their immediate left, and take small steps forward or backward until they are on line with the member to their right and the squad is in alignment with the person on the extreme right.
3. The member on the extreme left of the squad looks to their right to align themselves but do not raise or extend their left arm
4. This position is held until the command “Ready Front, Task 1-5, is ordered by the leader.

TASK 1-4 AT CLOSE INTERVAL, DRESS RIGHT, DRESS

On the command At Close Interval, Dress Right, Dress:

Members of the squad execute the same movement as mentioned above except:

1. The members gain close interval by placing the heel of their left hand on their left hip; it is placed on the hip
2. The fingers and thumb are extended and joined with the elbow on-line with the body
3. The elbow is then extended to the left until it touches the right arm of the person to their immediate left. (The member on the extreme left does not raise their left arm).
4. The interval between the ranks is still maintained at full arm’s length.
5. This position is held until the command “Ready front”, then “Cover” is ordered.

TASK 1-5 READY, FRONT

On the command “Ready, Front”:

1. Return sharply to the position of Attention (Task 1-1)
2. Cover down on the person immediately to your front.

1-4

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TASK 1-6 PARADE REST

On the command “Parade Rest”:

1. Move your left foot 10- inches or approximately shoulder width apart
2. Balance your weight evenly on both feet.
3. Place your hands, the left hand against your back and facing out, in an interlocked position with your right hand in the small of your back: hands centered over the belt, palm of the right hand facing out to the rear.
4. The fingers are extended and joined and he thumbs are interlocked.
5. The head and eyes are facing to the front as standing at the position of Attention.
6. Remain silent and do not move.
7. The commands “Stand at Ease”, and “At Ease”, (Task 1-7) and “Rest” (Task 1-8) may be executed from this position.

TASK 1-7 STAND AT EASE and AT EASE

On the command Stand at Ease:

1. You assume the position of Parade rest, except your head and eyes are directed at the person in charge.
2. The position of “At Ease” (see below) and “Rest” (Task 1-8) may be executed from this position.

On the command At Ease:

The position is the same as noted above except the following:

1. The right foot is kept in place, but you may otherwise move, but must remain silent.
2. The position of “Rest” may be executed from this position.

TASK 1-8 REST

On the command Rest:

1. You may move, talk, smoke, or drink, check and fix your uniform or equipment.
2. The position of “At Ease” may be executed from this position.
3. On the preparatory command to come to the position of Attention from these positions, you must first come to Parade rest, except if you are at the position of Attention.

1-5

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TASK 1-9 PRESENT, ARMS

On the command “Present, Arms”:

1. Raise the right hand sharply—it is a one count movement.
2. The fingers and thumb are extended and joined together.
3. The palm is facing down and slightly cantered on a forty-five degree angle.
4. The tip of the forefinger is placed to one of three (proper) positions depending on the type of headgear being worn.
5. The outer edge of the hand, barely cantered downward so that neither the back of the hand or the palm is visible from the front
6. The hand and wrist are held straight, the elbow is inclined slightly forward, and the upper arm is horizontal

TASK 1-10 ORDER ARMS

On the command “Order, Arms:

1. Return the hand sharply to the side, returning to the position of Attention.

TASK 11-1 LEFT, FACE

Note: Left face is executed in a two-count movement; the preparatory command is LEFT, the command of execution is FACE. It is executed in the following manner:

To execute the command Left Face:

On the preparatory command Left (the first count)

1. Slightly raise the right heel, placing your weight on the toes of the right foot.
2. At the same time, pivot on the left foot, facing ninety degrees to your left.
3. The left leg is kept straight while the knee of the right leg bends naturally.
4. On the second count (Face), bring the right foot sharply beside and slightly angled to the left foot, placing the heels together.
5. Do not swing the arms—they remain locked at your side during this movement.
6. You are now at the position of Attention.

1-6

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TASK 1-12 RIGHT, FACE

Note: this is also a two-count movement. The preparatory command is right, the command of execution is Face. It is executed in the following manner:

To execute the command Right, Face:

On the preparatory command Right (the first count):

1. Slightly raise the left heel, placing your weight on the toes of the left foot.
2. At the same time, pivot on the right foot, facing ninety degrees to the right.
3. The right leg is kept straight while the knee of the left leg bends naturally.
4. On the second count (Face) bring the left foot sharply beside and slightly angled to the right foot, placing the heels together.
5. Do not swing the arms—they remain locked at your side during this movement.
6. You are now at the position of Attention.

TASK 1-13 ABOUT, FACE

Note: This is a two-count movement that requires practice to properly execute. The preparatory command is About, the command of execution is face. It is executed in the following manner:

To execute the command About, Face:

1. On the command of execution “Face” move the toe of the right foot to a point approximately one-half length of the foot to the rear and slightly to the left of the left heel.
2. Place most of your weight on the left heel.
3. Allow the right knee to bend slightly, (naturally).
4. Turn (pivot) to the right one hundred eighty degrees on the heel of the left foot and the ball of the right foot.
5. Do not swing the arms-- they remain at your side when executing this movement.
6. You are now at the position of Attention.

TASK 11-14 OPEN RANKS, MARCH

The preparatory command is open Ranks, the command of execution is March.

On the command March:

1. The front rank takes two thirty inch steps forward.
2. The second rank takes one thirty inch step forward.
3. The third ranks stands fast.

1-7

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1. The fourth rank takes two fifteen inch steps backward.

Note: If the leader desires exact interval or alignment, the command Dress Right, Dress will be ordered. Open Ranks is usually conducted for inspection purposes only. This allows the leader or inspecting officer to easily conduct a personnel, uniform or equipment inspection. It should always be conducted prior the units deployment, i.e., as in moving to the field, or assembling for a parade or prior to a Pass-In-review ceremony, etc.

TASK 1-15 CLOSERANKS, MARCH

The preparatory command is Close ranks, the command of execution is March.

On the command March:

1. The front rank takes four fifteen inch steps backward.
2. The second rank takes two fifteen inch steps backward.
3. The third rank stands fast.
4. The fourth rank takes one thirty inch step forward.
5. The leader takes necessary steps to maintain their post.

Note: The leader may command the formation to Dress Right, Dress or At Close Interval, Dress Right, Dress once the formation has closed ranks. The leader immediately commands the formation to Cover.

TASK 1-16 FORWARD, MARCH

The preparatory command Forward:

1. The student shifts their weight (unnoticeably) on to their right foot.

On the command of execution March:

1. The student steps forward with their left foot, taking a thirty inch step, and continues taking thirty inch steps; shoulder are held back, standing while moving erect, until given the command to halt, etc.
2. The arms should swing naturally, no bend at the elbow, and swing naturally nine inches to the front and six inches to the rear.
3. When the left leg is forward, the right arm swings naturally forward, etc.

 1-8

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2. THE FIFTEEN INCH STEP:

The fifteen inch step or the (Half-Step) is used for moving short distances only, i.e., as a means to control and to align the unit when executing a flanking column movement, or when slowing the movement of the unit to pick the proper interval from a forward unit as in marching in a parade. It can be executed on the command Half Step, March, or it is immediately executed by squad leaders without the command half Step, March being ordered, when executing the aforementioned flanking or column movements. This enables all of the squad leaders to come abreast of and aligned on each other before picking up the thirty inch step and continuing the march. It is also executed when moving from side-to-side, e.g., for instance, when the command Two Steps to the Left, or right to pick up alignment and interval on the other units in the formation, or, on the command Fifteen Inch Step, March.

1. THE THIRTY INCH STEP:

Unless otherwise directed as previously mentioned above, the thirty inch step, which is a person’s natural stride, is always utilized when marching in a unit unless the command is given to Half Step or route Step, March. The thirty inch step is considered to be “quick time” and is executed at 120 steps per minute.

1. THE ROUTE STEP COMMAND:

The command to route Step is given when moving a formation over rough terrain such as when executing a road march or travelling through fields etc., where it is otherwise impracticable to march at the normal gait, etc.

1. THE USE FOR DOUBLE TIME:

When the command to Double time is given, it is executed on command and only when the unit has to be moved expeditiously from one location to another. It is executed at the rate of 180 steps per minute.

1. MARCHING FROM THE HALT:

When executing any directional movement from the Halt, the thirty inch step is always executed unless otherwise directed as previously stated above. A person begins by executing each movement by first stepping out with their left foot unless the command to Right Step, March is given.

 1-9

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1. MARCHING:

On the command March, students step off with their left foot, taking thirty inch steps (the distance natural from heel to heel), unless otherwise directed to Mark Time, March i.e. where the students march in place or Half Step, March, picking up the fifteen inch step.

TASK 1-17 HALF STEP, MARCH

The preparatory command is Half Step; the command of execution is March.

On the command of execution, March, the student immediately executes a fifteen inch step as previously discussed.

TASK 1-18 MARK TIME, MARCH

The preparatory command is mark Time, the command of execution is March.

On the command of execution, March, the student marches in a position and manner where they move, or step in place until otherwise directed to “Halt”, to Forward March, or Route Step, March, or to Double time, March.

TASK 1-19 HALT

The preparatory command for Halt is always Team, Squad, Section, Platoon, Company, Detachment, etc. The command of execution is Halt.

On the command Halt:

1. This command is given when the same foot strikes the ground again.
2. After Halt, execute an additional step, and then bring the trailing foot alongside and even with the lead foot coming to the position of Attention. Remain still; do not move or talk, and await further instructions.

TASK 1-20 COLUMN LEFT, MARCH

The preparatory command is Column Left; the command of execution is March.

On the command of execution, March:

1. While moving in a forward direction, the preparatory command, Column Left, is ordered to be executed when the left foot strikes the ground. 1-10

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1. The leader pauses as the right foot next strikes the ground.
2. The command of execution, March, is ordered immediately when the left foot next strikes the ground again. The formation executes this change of direction in the following manner:
3. On the command, March, the squad leader of the first rank takes an extra (right) step while at the same time pivoting ninety degrees on the ball of the left foot and then automatically executes the Half Step until the other squad leaders have executed their turns and have come evenly abreast of each other. Once all the squad leaders are evenly aligned on each other, they will, without being commanded to, resume march by executing thirty inch steps, and by glancing to their left focusing on the first squad leader without turning to do so.
4. On the command, March, the second squad leader takes a full extra step beyond where the first squad leader pivots, and then executes two forty-five degree pivots to the left picking up a thirty inch step until coming abreast of the first squad leader where they too immediately execute fifteen inch steps until remain squads come abreast and are aligned.
5. On the command< March, the third squad leader takes two additional full, thirty inch steps and then executes left pivots taking full thirty inch steps until coming abreast of the second and first ranks where they then execute fifteen inch or half Steps until the fourth squad comes abreast.
6. On the command, March, the fourth squad leader takes three additional full, thirty inch steps before coming executing their series of pivots etc.
7. The execution of this movement and change of direction should be sharp. Each succeeding member should approach each pivot point and execute the pivot sharply being careful to (round) the pivot point.

TASK 1-21 COLUMN RIGHT, MARCH

The preparatory command is Column Right; the command of execution is March.

The preparatory command is ordered when the Right foot strikes the ground.

On the command of execution, March, the movement is executed in the following manner:

1. The fourth squad leader takes an additional step then pivots sharply, ninety degrees the right at the same time, etc. All of the other squad leaders take the extra steps as stated in TASK 1-21 except the direction of movement and realignment is opposite and to the right as stated above, etc.

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TASK 1-22 LEFT TURN, MARCH

The preparatory command is Left Turn, the command execution is March.

On the command of execution:

1. The first squad leader steps out with their left foot while simultaneously pivoting on the ball of their right foot, turning ninety degrees to the left and then automatically executes the Half Step continuing todoso until all of the other squad leaders are evenly abreast and then all take a thirty inch step resuming march.
2. The second squad leader steps out with their left foot simultaneously executing two, forty-five degree pivots taking full thirty inch steps until coming abreast and aligned on the first squad leader and then executes the Half Step until the fourth squad leader is abreast.
3. The third squad leader and fourth squad leader follow suit taking the necessary pivots and steps until coming full abreast of the first squad leader. The third squad leader takes up the Half Step.
4. When the fourth squad leader comes abreast and all of the squad leaders are aligned with the others, then all immediately resume marching with thirtyinch steps.
5. All trailing squad members are required to sharply execute the pivot point, keeping their arms into their side but swinging, on a natural arc, nine inches to the front and six inches to the rear. This is a somewhat awkward movement but can be accomplished sharply. Members execute the movement looking sharp by being careful not to exaggerate the movement in progress or rounding the pivot points.

TASK 1-23 RIGHT TURN, MARCH

The preparatory command is Right Turn, the command of execution is March.

On the command March:

1. The fourth squad leader steps out with their left foot while pivoting ninety degrees to their right on the ball of the right foot, and executes the Half Step as above until all four squad leaders are abreast of and aligned with t each other.
2. The third squad leader executes two, forty-five degree pivots as previously stated.
3. The second squad leader takes the required extra steps then pivots, etc.
4. The first squad leader takes the extra steps, then pivots, etc.
5. Again, this is an awkward movement but can be accomplished with precision.

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TASK 1-24 LEFT FLANK, MARCH

The preparatory command is Left Flank, the command of execution is March.

On the command of execution:

1. All members of the formation take one additional step and then sharply pivot ninety degrees on the ball of their right foot while simultaneously executing a full thirty inch step in the direction ordered with the left foot.
2. As in most movements except in Left turn, March and Column Right, March, this is a difficult movement and as such it is hard to keep cover and alignment in a flanking movement. Therefore you should not march in this manner for an extended duration.
3. On this movement, dress is on the left.

TASK 1-25 RIGHT FLANK, MARCH

The preparatory command is Right Flank, the commands of execution is March.

1. The preparatory command is given when the right foot strikes the ground.
2. On the command of execution, all members in the formation take one additional step then sharply pivot ninety degrees on the ball of their left foot while simultaneously executing a full thirty inch step in the direction ordered with their right foot.
3. Dress is on the right on this movement.

TASK 1-26 TO THE REAR, MARCH

The preparatory command is To the Rear; the command of execution is March.

1. The command March is given as the heel of the right foot strikes the ground.
2. On the command March, the student takes a step with t he left foot, placing it in front of and in line with the right foot, distributing the weight evenly on the balls of both feet.
3. Then pivot on the balls of both feet, turning one hundred eighty degrees to the right, and take a step in the new direction with the left foot.
4. While pivoting, do not force the body up or lean forward. Do not swing t he arms out and away form the body.

TASK 1-27 EYES RIGHT or (LEFT)

The preparatory command is eyes; the command of execution is Right (or Left). These are followed by the command Ready, Front. 1-13

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Military units render proper courtesy during ceremonies such as marching as a unit in a parade, a Pass-In-Review ceremony or when marching past the “Colors” by executing Eyes, Right or Left, and when passed, Ready Front.

At the halt, all personnel (on the command of execution—Right or Left) while keeping their shoulders parallel to their front, turn their heads in the direction commanded at a forty-five degree angle. They focus on and follow the approaching Colors or the reviewing officer passing to their front until the head is again looking straight forward, at which time their eyes remain fixed to the front. Only the formation leader renders A “Hand” or other form of salute.

When the formation is moving, the preparatory command Eyes is ordered the next time the right foot strikes the ground. On the command of execution, Right, all members except the members in the right file turn their heads to the right and align themselves on the right file while continuing to march. He members in the right file do not turn their heads and eyes but instead, continue marching keeping their head and eyes to their immediate front and continue to maintain the proper interval. The formation leader is the only member who will render a salute with the exception of the Guide-on bearer who renders an appropriate Guide-on salute.

The leaders, Guide-ons, and the formation’s courtesy are terminated by the leader. The leader terminates the courtesy by ordering the preparatory command Ready as the left foot strikes the ground and t hen the command of execution Front, is ordered the next time the left foot strikes the ground. On the command of execution, the members in the formation sharply return their head and eyes to their immediate front, while the leader and guide terminate their salute and continue to march.

TASK 1-28 DISMISSING/ FALL OUT

The procedure for dismissing the formation is as follows:

1. The formation is dismissed with the members standing at the position of Attention.
2. When troops are “under arms” such as a Color Guard or Parade unit, etc. The commands are Inspection, Arms; Ready, Port Arms; Order/Sling Arms; then dismissed.
3. When troops are unarmed, the preparatory command is always the size of the element, i.e. if it is a squad, t hen the preparatory command is squad; if it is a section, platoon, or company then it is prefaced by section, platoon, or company, etc.
4. The command of execution is Dismissed.
5. Unless otherwise stated by the leader in charge of the formation in their instructions prior to the command, the command, Dismissed only terminates the formation and not the final formation of the day.

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The procedure for dismissing the Platoon is basically the same as prescribed for the squad.

1. The Platoon leader commands “Platoon Sergeant”. The Platoon Sergeant faces to the right in marching and inclines to the right around the Squad leaders; Halts three steps in front of and centered on the Platoon, and faces toe the right. The Platoon Leader then commands, “Take over the {platoon”, and then salutes are exchanged. The Platoon Leader is no longer a part of the formation. The Platoon Sergeant takes three steps forward, halts, faces about, and carries out the Platoon Leaders instructions.
2. If the Platoon Sergeant so desires, the squads may be released to the control of the squad leaders. The Platoon Sergeant commands “Take charge of your Squads” and then salutes are exchanged. The Platoon Sergeant is no longer a part of the formation.
3. Without leaving their positons, the Squad Leaders then command “Fall Out”, move to a position in the immediate area and command “Fall In”. Then they carry out the previous instructions and/or give any instructions for actions before the next duty formation.

The PASDF Company has four prescribed formations:

1. Company in line with platoons in line.
2. Company in column with platoons in column,
3. Company in column with platoons on line (used primarily for ceremonies).
4. Company in mass formation.

Posts for Key Personnel:

1. Company commander:

When the company is in line formation or in a column with platoons in line, the post for the Company Commander is twelve steps from the front rank of the troops, to the front and centered on the company. As part of a larger unit, i.e. a battalion, etc., when the company is in a column with platoons in and when in mas formation, the Commander’s post is six steps from the front and centered on the company. As a separate unit, when the company is in column with platoons in column, the commander’s post is twelve steps from, and centered on the left flank.

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1. Guidon Bearer

The Guidon Bearer’s post is two fifteen inch steps the rear and two fifteen inch steps to the left of the Company Commander. The Company Commander should inconspicuously direct the guidon bearer to remain in the position when the company is to remain in position and move with the commander when the company is to be faced to the right and marched for only a short distance.

1. Executive Officer:

When the company is in a line formation, the Executive Officer’s post is two steps to the rear of the First Sergeant; in a column or mass formation, the Executive Officer’s position is three steps to the rear of the last rank and off center, one fifteen inch step to theright of the company.

1. First Sergeant:

When the company is in a line formation, the First Sergeants post is three steps to the rear of the last rank and centered on the company; in a column or mass formation, the First Sergeant’s post is three steps to the rear of the last rank and off center, one fifteen inch step to the left of the company.

1. Additional Officers:

Other officers assigned to or attached, who have no prescribed position within the formation, form evenly to the right and left of the Executive Officer in a line formation; they fall out and form in one or two ranks at the correct distance to the rear of the First Sergeant and the Executive Officer when the company forms in column.

When conducting a company formation:

1. When the Company Commander is conducting the formation, all officers and NCOs are at their posts. The following is a brief summation:
2. The Company Commander is centered and twelve steps in front of the company.
3. The Platoon Leader is centered on and ix steps to the front of their platoons.
4. The Platoon sergeant is centered on and one arm’s length plus six inches the rear of the platoon.
5. The First Sergeant is centered on and three steps to the rear of the company.
6. The Executive Officer is centered on the company and posted two steps behind the First Sergeant. 1-16

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1. If the Platoon Leader is not present, the Platoon Sergeant assumes the Platoon Leader’s position.
2. If neither the platoon Leader nor the Platoon Sergeant is available when the Company Commander is posted, then the First Squad Leader takes the position of the Platoon Leader. In the event that the NCOs are posted, then the First Squad Leader assumes the Platoon Sergeant’s position in front of the formation and the first squad’s Assistant Squad Leader assumes the First Squad Leader’s position.

 1-16

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 TASK SUMMARY SHEET

TASK 11-2 MILITARY CUSTOMS AND COURTESIES

CONDITIONS: Members will complete this task to standard in a classroom, and upon completion of this period of instruction or after self-study, utilizing the content material, is required to take the examination.

STANDARDS: The member is expected to explain, demonstrate and successfully complete the examination following this period of instruction on the following Military Customs and Courtesies.

\_\_\_\_\_2-1 The Tradition of Saluting

\_\_\_\_\_2-2 Honors to the National Colors and Flag Etiquette

\_\_\_\_\_2-3 Honors to the National Anthem and “To the Colors”

\_\_\_\_\_2-4 Titles of Commissioned, Warrant, and Noncommissioned Officers

\_\_\_\_\_2-5 Use of the Terms “Sir” and “Ma’am”

\_\_\_\_\_2-6 Use of the Third Person

\_\_\_\_\_2-7 Announcing the Arrival of a Senior Officer--- “Call to Attention”

\_\_\_\_\_2-8 The Senior’s Place of Honor

\_\_\_\_\_2-9 Familiarity with Subordinates

\_\_\_\_\_2-10 The “Desires of the Commander”

\_\_\_\_\_2-11 The Concept of “NO Excuses”

\_\_\_\_\_2-12 Personal Conduct

REFERENCES: FM 22-5, AR 600-25, AR 840-10, DA PAM 600-5, PASDF REGULATION 100-1, THE ENLISTED, THE NCO, and THE ARMY OFFICER’S GUIDE BOOKS

 2-1

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RESOURCES REQUIRED: None

ALTERNATE TRAINING: Self-study

VALIDATION AND WAIVER GUIDANCE: All PASDF members are required to successfully complete this period of instruction. This task will not be waived.

 2-2

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General:

Courtesy and respect are fundamental essentials in the conduct of human affairs. This is carried over into our everyday relationships within the family unit, within the context of our extended social unit(s), and especially into our daily working environment. Courtesy and respect between superior and co-worker, as well as managing subordinates is an “accepted and expected” tradition.

The military organization is no different except that the exercise of tradition, courtesy, and respect is rightfully required and historically enforced. All military organizations, since the beginning of time, have established, practiced, and rightfully perpetuated courtesy, respect, and tradition. These honored practices and traditions serve to bind us. They give us a feeling of mutual respect, and foster proper admiration for each other; and are a “just” way for recognizing the efforts of each individual as well as the unit and the organization.

Historically, there have always been people who sold out or became traitors or through no fault of their own, were not really adaptable the military way of life. And though some of us, from time to time, generally fall short of the “expected” diligence of duty, etc., it is also true that we, as individuals, all thrive when we are accorded proper respects and courtesies; not only because they gratify us in a professional sense, but primarily because it fosters a feeling of individual self-worth in each of us. Regardless of how highly we achieve, or aspire to attain, within our relation to our true capabilities, each and every one of us is human; and at the very root of it all we have the “dignity” of life.

We can simplify the aforementioned by stating the following:

1. Courtesy accomplished two things in the context of human relationships:
2. It essentially soothes the conduct of our affairs in our inter-relationships and,
3. It is a welcome note to all manner of human contact; civilian as well as military; between junior and senior; and between the young and the old.
4. Respects:
5. Are paid to the National Colors and Anthem
6. Are appropriate for a PASDF member to extend to an officer or superior
7. Are also appropriate as courtesies paid to, or honors rendered and extended to. High military or civilian officials and dignitaries
8. And, both appropriate and respectful courtesies extended to deceased military comrades, etc.

 2-3

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TASK 2-1 TRADITION OF SALUTING

MILITARY SALUTES

1. Various forms of salutes have been used from the earliest of times. Salutes are used in the modern military forces that inherit military traditions from the “Age of Chivalry”.
2. The type of military salute that is rendered has varied throughout the ages:
3. It still varies in form among modern forces and armies today.
4. Whatever form, it still pertains to military personnel and is restricted to “those in good standing”.
5. Age of Chivalry
6. Knights in armor wore various types of armor that completely covered their body from head to toe.
7. One form of the salute was rendered to each other by opening the face shield—this showed respect.
8. Another form of salute that was practiced by knights was to remove the right hand from the vicinity of their weapons.
9. In ancient times, “Freemen” (soldiers), raised their right hands to show they had no weapon in it.
10. At some point, the knightly gesture of raising the right hand to the visor came to be recognized and accepted as the proper greeting between soldiers.
11. The Salute:
12. Different forms of the salute:
13. A “hand salute”
14. Saluting “under arms” for prescribed weapons
15. When to use the “hand salute” or “under arms”
16. Personnel in uniform are required to salute at all times, when recognizing superiors and dignitaries, etc.
17. The following are exceptions to when a salute is not rendered:
18. On trains and busses
19. In public places such as under the marquee of a theater or in the lobby.
20. When manifestly inappropriate or impractical.
21. Salutes to be exchanged:
22. Between officers and warrant officers
23. Between officers and enlisted personnel
24. Between personnel of the different Uniformed services of the United States and State Defense Forces
25. Between officers and enlisted of friendly foreign nations
26. With civilians, when appropriate, but never by raising the military hat of the uniform as a gesture

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1. Military members in civilian clothes:
2. It is an optional practice to salute upon recognition
3. Civilian personnel, including civilian guards ,do not salute military personnel or other civilians
4. When a salute is prescribed:

Except in formation:

1. The individual either faces toward the person or colors saluted
2. Turns the head so as to observe the person or colors
3. Whether covered or uncovered, the salute is exchanged in the prescribed manner FM 22-5 Drill and Ceremonies)
4. If you are running, you must come to a walk or stop prior to rendering a proper salute
5. The execution and smartness of the movement is indicative of the pride of the member in their military responsibilities
6. A carelessly rendered or half-hearted salute is a discourteous display of proper respect and should be addressed immediately or brought to the attention of the member’s immediate commander
7. Methods of saluting utilized by the officer:
8. The hand salute is the usual method
9. It can be rendered while standing at attention or marching
10. It can also be rendered while seated
11. It acknowledges the salute of an officer or enlisted member making a report
12. The method of saluting placing the hand over the heart is only prescribed under the following conditions:
13. While at a military funeral when wearing civilian attire
14. When at a public or private function dressed in civilian attire
15. Male and female members wearing civilian attire salute in the following manner:
16. At the playing of the National Anthem
17. When they hear “To the Colors”
18. When the hear “Hail to the Chief”
19. Execution of the hand salute:
20. Prepare for the salute by:
21. Standing or walking erect, head up, chin in, stomach muscles pulled in
22. Look squarely in the eyes of the person you are saluting
23. When returning a salute, do it in cadence—a two-count movement, One , Two
24. When saluting a superior officer:
25. Execute the first movement
26. Hold the salute until it is returned 2-5

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1. Complete the second movement by smartly dropping your hand to your side
2. Executing the hand salute correctly:
3. Smartly raise the right hand: the tip of the forefinger touches the lower part of the headdress or the forehead above, and slightly to the right edge of the right eye
4. The thumb and the fingers are extended and joined
5. The palm is facing slightly cantered and to the back
6. The upper arm is horizontal to the ground
7. The forearm is inclined at a forty-five degree angle
8. The hand is slightly cantered and with the wrist, is otherwise held erect
9. The head and the eyes move to look squarely in the eyes of the person being saluted
10. Drop the hand to the side smartly when completing the movement
11. At the same time, return your head and eyes sharply to the front
12. Juniors always execute the first movement of the salute
13. Hold the salute until the superior returns the salute
14. Execute the second movement—hand to side, sharply
15. Accompany the salute with “Good Morning (Evening) Sir (Ma’am) or acknowledge the NCO by saying “Good Morning (Evening) Sergeant, etc.
16. Saluting distance
17. When recognition is easy
18. Does not exceed thirty paces
19. The salute begins about six paces from the senior or six paces from the point of recognition
20. Errors commonly observed in saluting
21. Improperly terminating the salute before the superior has recognized and returned it
22. Failure to look at the Colors or the person
23. Failure to assume the position of attention
24. Failure to have the thumb and fingers extended and joined
25. Saluting with a bent wrist
26. The upper arm not horizontal
27. Saluting with a cigarette in the right hand or while holding it in your mouth
28. While the left hand is the pocket
29. Casually or in a lax perfunctory manner

2-6

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1. Uncovering—officers and enlisted under arms, as a general rule, do not uncover except:
2. Seated as a member of a court or board
3. Entering places of worship
4. Indoors not on duty
5. In attendance at an official social function
6. Interpretation of outdoors; outdoors includes buildings such as:
7. Armories
8. Drill Halls
9. Gymnasiums
10. Hangers
11. Under other roofed enclosures used for drill
12. Under covered walks and other types of shelters with open sides
13. Interpretation of indoors; indoors includes:
14. Offices
15. Hallways
16. Mess hall and dining facilities
17. Kitchens
18. Orderly rooms
19. Amusement and recreation rooms
20. Bathrooms
21. Libraries
22. In dwellings and other places of abode
23. The term “under arms” is inclusive of:
24. Arms in hand, or attached to a person
25. A person wearing hand arms or equipment-a cartridge belt or holster
26. Courtesies rendered by juniors to seniors (application of saluting rules)
27. Covered or uncovered salutes, are rendered in the same manner
28. Only one salute is rendered if the senior remains in the area and no conversation takes place
29. Personnel on a detail are called to attention by the first person who recognizes the senior officer
30. When in a formation, the person in charge brings the personnel in formation to attention and then the person in charge is the one who renders the salute.
31. When outdoors and not in formation, all salute
32. Drivers of vehicles salute
33. Only when halted
34. Gate guards salute recognized officers
35. Military headgear is not needed except when in official vehicles

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1. Organization and detachment commands bring their units to attention before saluting except in the field, the person reporting executes the first movement of the salute and holds it until it is returned
2. When not to salute
3. Salutes are not rendered by individuals if:
4. Enlisted members in ranks and not at attention come to the position of attention but do not salute (see above j 4)
5. Details and individuals at work come to attention but do not salute the officer. The officer or senior member of the detail, not engaged, salutes the officer.
6. When in civilian attire
7. When engaged in games such as baseball, football, basketball, tennis, etc.
8. In churches, temple, mosques, theaters, places public conveyances
9. When both hands are full of articles
10. When deployed in combat
11. When driving unless stopped
12. When indoors except to report.

8. Reporting to a superior in their office:

1. the junior, unless under arms, removes their headdress
2. knocks three times, loudly, and enters the room only when told to do so
3. marches up to within two paces of the desk
4. halts, salutes, and reports—holding the salute until it is returned
5. after business is concluded, the junior again renders a salute etc., takes two steps backwards, executes an about face, and exits promptly

 9. Procedure when an officer enters a squad room:

 a. the individual rises, uncovers (if unarmed) and stands at the positon of attention b. If more than one person is present, the first person to recognize the officer’s presence will all out loudly “ATTENTION”

 10. Procedure when an officer enters the mess hall or dining facility

 a. Enlisted personnel seated at the meal remain seated at the table and continue eating unless they are specifically addressed by the officer

 b. When the officer or senior addresses the individual, the individual will cease to eat and sits upright at the position of attention, until the officer or senior ends the conversation c. This also applies to the officers’ mess 2-8

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 11. Procedure for entering automobiles or small boats: a. Military persons enter the vehicle in reverse order or rank, i.e. seniors enter last and exit first b. Juniors entering first take their seats in the car or boat c. The Senior is always seated on the right

TASK 2-2 HONORS TO THE NATIONAL COLORS AND FLAG ETTIQUETTE

 There are several different honors that are rendered to the National colors

1. The flag of the United States is known by four different names:
2. Flag
3. Color
4. Standard
5. Ensign

The National Color, carried by dismounted units, measures three feet hoist by four feet fly and is trimmed on three sides with golden yellow fringe two and one-half inches in width. The Standard, identical to the Color, is the name traditionally used by mounted, motorized, or mechanized units. The Ensign is the Naval term for the National Flag (or flag indicating nationality) of any size, flown from ships, small boats, and air craft. When we speak of flags, we do not mean Colors, Standards, or Ensigns.

Regiments and separate battalion, whose organization is fixed by Tables of Organization, are authorized to have ‘organizational colors” of their branch and past history. Such units are “color bearing organizations”.

The size is the same as the National Color; the word “colors” when used alone, signifies the National Colors; the term “colors” signifies the National Color or individual organizational color. The PASDF has its own organizational colors. Individual colors measuring four feet four inches hoist by five feet six inches fly, are authorized the President, Vice-President, cabinet members and their assistants, The Chairman of the Joint Chiefs of Staff, The Chief of Staff, and the Vice Chief of Staff, United States Army.

1. The following are honors and etiquette to the National Colors:
2. The Pledge to the Flag (Pledge of Allegiance) was adopted by a Congressional Resolution on 22 December 1942.
3. Reveille and Retreat – at the first note of music, face the flag, or if out of view of the flag, face to the direction of the music.

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1. The flag at half-staff
2. Memorial Day until noon, to honor the dead of America’s wars and upon the death and funeral of military personnel and high ranking civilian authorities.
3. When displaying her flag at half-staff, it is first raised to the top of the staff and then lowered to half-staff.
4. Independence Day—4th of July; a fifty-gun salute is fired a 1200 hours (noon) on all U.S. military installations provided with the necessary equipment for firing salutes.
5. Flag day—14th of June, a proclamation by the President that calls upon government officials to display the flag on public buildings and asks the public to observe the day as the adoption on 14 June 1777, by the Continental Congress, of he “Stars and Stripes” as the official flag of the United States of America.
6. Salute to passing colors—when passing or being passed by the uncased National Color, military personnel render honors by executing a salute appropriate to their dress and formation as previously discussed. If indoors and not in a formation, personnel assume the position of attention but do not salute. If the Color is cased, a salute is not required.
7. Dipping the Flag or Color:
8. The flag of the United States, the National Color and National Standard, are never dipped by way of salute or compliment. The Organizational Colors will be dipped in salute in all military ceremonies while the National Anthem of the United States is being played, and when rendering honors to the organizations’ commander or an individual of higher grade to include foreign and civilian dignitaries of higher grade, but in no other case.
9. The branch flags of the Uniformed Armed Services of the United States, including the Colors of the Pennsylvania State Defense Force, are considered to be organizational colors and as such, they are also dipped while the National Anthem of the United States, To The Color, or a state Anthem, or a foreign national anthem is being played and when rendering honors to the Chief of Staff of the United States Army, his direct representative, or individual of higher grade to include a state or foreign dignitary of equivalent or higher grade, but in no other case.
10. The authorized unit color salutes, standard in all military ceremonies while the national Anthem or To the Color is being played and when rendering honors to the PASDF organizational commander or an individual of higher rank, but in no other case.
11. International usage forbids the display of the flag of one nation to be placed above another nation’s in time of peace. When the flags of two or more nations are being displayed, they should be flown from different staffs or when on a ship or boat, on separate halyards, of equal size and on the same level.
12. The United States national Flag, when not flown from a staff of a ship’s mast, should always be hung flat, whether indoors or outdoors.

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1. There are no United States laws or policies adopted by the United Nations that cause conflict in the display of the United States Flag in conjunction with the United Nations Flag. When the two flags are displayed together, the United States Flag is placed on the right, best signified as “the marching right”. This is in accordance with (IAW) United States law. The flag code of the United Nations states that the United Nations Flag can be placed either to the right of left of any national flag without being subordinate to that flag. Both flags should be of the same size and displayed at the same height.

TASK 2-3 HONORS TO THE NATIONAL ANTHEM and “TO THE COLORS”

When you hear the first notes of “The National Anthem” or “To The Colors” sounded, you are to face the flag, come to the position of attention, and salute, holding this position until after the music has stopped playing; or if you cannot observe the flag, you should still f ace in the direction of the music being played and immediately come to the position of attention, holding this position until the music has stopped playing.

When the uncased Color is passing by, you stand at attention, or when you are passing the uncased Color, you execute a hand salute beginning at a distance of six paces, holding the salute until you are six paces beyond the Color. If indoors, you come to the position of attention only, six paces before the Color is passing your position and remain at this position until the Color has passed six paces by you.

TASK 2-4 TITLES and COURTESIES EXTENDED TO COMMISSIONED, WARRANT, and NONCOMMISSIONED OFFICERS

 PV1 or E-1/ PV2 or E-2 Pronounced “Private One and Private Two” PFC / E-3 Pronounced “Private First Class” SPC 4 / E-4 Pronounced “Specialist or Spec 4” CPL / E-4 Pronounced “Corporal” SGT / E-5 Pronounced “Sergeant” SSG / E-6 Pronounced “Staff Sergeant” SFC / E-7 or PSG Pronounced “Sergeant First Class or Platoon Sergeant” MSG / E-8 or 1SG Pronounced “Master Sergeant or First Sergeant” SGM / E-9 or CSM Pronounced “Sergeant Major or Command Sergeant Major”

Note: All Sergeant (E-5), Staff Sergeant (E-6), Sergeant First Class (E-7), and Master Sergeant (E-8) are addresses only as Sergeant

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1. Sergeants: have three stripes arching upward ending in a point.
2. Staff Sergeants: have three stripes “up” and on additional upward curving stripe (Rocker) underneath.
3. Sergeant First Class/ Platoon Sergeants: have three stripes up with two upward curving stripes (Rockers) underneath. And the Platoon Sergeant (E-7) is always addressed as “Platoon Sergeant”. The title “Platoon Sergeant” is held only in the PASDF line units.
4. First Sergeants (E-8) are always addresses as “First Sergeant”. The Master and First Sergeants have three stripes up and three upward curving rockers underneath. The difference is that the First Sergeants chevrons contain a “Diamond” in the center.
5. Sergeant Majors and Command Sergeant Majors (E-9) are always addresses as “Sergeant Major”. The Sergeant Majors and the Command Sergeant Major’s chevrons are basically the same as the First Sergeants with the following exceptions: Both of these Sergeant and Command Sergeant Majors chevron contain a “star “instead of the “diamond” in the center. Additionally, the “star” in the Command Sergeant Major’s chevron is centered with an upward climbing or “three-quarter encircled wreath”.

Warrant Officer Ranks:

 W1 / WO1 Pronounced “Warrant Officer” CW2 – CW5 Pronounced “Chief Warrant Officer”

Chief Warrant Officers (CW2 through CW5) are now categorized as “Commissioned Officers” and can now hold command and command positions. All Warrant Officer and Chief Warrant Officers may be addressed as “Sir, Mr. and /or Miss or as Ma’am.

Officer Ranks:

 2LT / O-1 Pronounced “Second Lieutenant” and addressed as “Lieutenant or Sir/Ma’am” 1LT / O-2 Pronounced “First Lieutenant” and addressed as “Lieutenant or Sir/Ma’am” CPT / O3 Pronounced as “Captain” and addressed as “Captain or Sir/ Ma’am” MAJ / O-4 Pronounced “Major” and addressed as “Major or Sir/Ma’am” LTC / O-5 Pronounced “Lieutenant Colonel” and addressed as “Colonel or Sir/Ma’am” COL / O-6 Pronounced “Colonel” and addressed as “Colonel or Sir/Ma’am” 2-12

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 BG / O7 Pronounced “Brigadier General” and addressed as “General or Sir/Ma’am” MG / O-8 Pronounced “Major General” and addressed as “General or Sir/Ma’am” LTG / O-9 Pronounced “Lieutenant General” and addressed as “General or Sir/ Ma’am” GEN / O-10 Pronounced “General” and addressed as “General or Sir/Ma’am” GA / O-11 Pronounced “General of the Army” and addressed as “General or Sir/Ma’am”

Note: There are three grades of officers: Company Grade: 2LT, 1LT, CPT Field Grade: MAJ, LTC, COL General Grade: BG, MG, LTG, GEN, GA

Company Grade Officers: Lieutenants wear single gold (2LT) or silver (1LT) bars as insignia of grade. Captains wear two-joined silver bars as their insignia of grade.

Field Grade Officers: Majors and Lieutenant Colonels: wear gold (MAJ) or silver (LTC) oak leaves as their insignia of grade. Colonels: wear silver eagles containing arrows in the left talon and a palm branch denoting a “peace offering” in the right talon as their insignia of grade.

General Grade Officers: Generals wear silver five-pointed stars as their insignia of grade: BG---1 star, MG---2 stars, LTG---3 stars, GEN---4 stars, GA---5 stars in a circle

Courtesies extended to Commissioned and Warrant Officers:

1. Salute: A hand salute is required whenever you recognize an officer as previously mentioned
2. Proper greetings as previously discussed
3. Present Arms: The proper salute rendered in a formation when ‘under, or not under, Arms” as prescribed by the Manual of Arms (FM 22-5 Drill and Ceremony).

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Courtesies extended to Noncommissioned Officers:

1. Never criticize a subordinate NCO in front of their troops
2. Never go over the head of your seniors or superiors
3. Never “pull rank” on another NCO- this action shows “poor leadership”
4. With the exception of making “on the spot corrections of uniforms with discrepancies” or “addressing breeches of military discipline”, never give orders to another NCOs troops

General Military Courtesies:

1. Never criticize the PASDF in front of civilians
2. Never turn and walk the other way to avoid saluting, etc.
3. Never appear in the PASDF uniform “under the influence of alcohol or other substances”.

TASK 2-5 USE OF THE TERM “SIR” OR “MA’AM”

This subject was previously addressed.

TASK 2-6 USE OF THE “THIRD PERSON”

It is in very poor judgment to address officers or seniors in the “third person”. For example, when speaking to your superior do not say, “Sir, does the Captain (etc.) desire…” Simply say “Sir or Ma’am, is it your desire to…” Most senior officers frown upon the use of the third person under any circumstance as it is regarded as improper and denotes a form of address implying “Servility”. Servility is “Bootlicking” and a “deliberate” courting for favor, etc., and beneath the standard of an officer in the Pennsylvania State Defense Force and any who practice this, earn the scorn of their associates.

TASK 2-7 ANNOUNCING THE ARRIVAL OF A SENIOR OFFICER—CALL TO ATTENTION

The first soldier to see an officer entering a room call “attention” but does not salute unless under arms (previously covered under Task 2-1 Salutes).

TASK 2-8 THE SENIOR’S PLACE OF HONOR

It is proper for all subordinates, throughout the ranks, to walk one pace behind and one pace to the left of a senior. When riding, the subordinate always sits to the left of the senior. 2-14

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TASK 2-9 FAMILIARITY WITH SUBORDINATES

No Officer or NCO by virtue of their rank, position, or authority, gain or prosper, by, or from those subordinate to them. Though it is acceptable to socialize on given occasions with subordinates, there are certain behaviors and boundaries that the officer as well as the senior is conscious of and does not cross.

Command is a very personal relationship. The smaller the unit, the personal it becomes…Some officers are always official, rather stern and unbending; not arrogant, not heartless, and not unjust. Others have awarm and friendly relationship to a point, but are careful to maintain a dignity or reserve. They smile, make light of hardships and take hard things in stride. Still other take this trait to an extreme, they seem to strive to shed responsibility, to be “one of the boys or girls”. Which is correct? Certainly not the later example, for this is a path to weakness and failure. But of the first two examples, we can say only this: each officer must follow the course of action that seems to be the most natural and that gives the best results for that Officer or NCO. The best advice, “Just be yourself”.

This too can be said: that no officer can be on terms of personal intimacy with a few members while holding others at a distance, without developing the conviction among the “less” favored that he, or she, is playing “favorites”. A leader in the PASDF must always be objective, fair, and impartial and do as to each member and subordinate as any duty requires…and never use ridicule. The worst violation of common sense and human decency as an Officer or NCO can adopt is to pour scorn or ridicule upon a subordinate member or permit others to do so. Never refer or make negative comments about an individual. To do so is to encourage others to do the same and apply terms more broadly. Pride is destroyed and hatred may arise instead of tolerance.

Remember that in any given group, there will be variations of intelligence, stamina, education, physical endurance, character, etc. The leader must take the individuals assigned to them and utilize their strengths to offset the weaknesses to be able to execute effectively and thus accomplish the mission. Let your subordinates know that you value highly, their talents and that you expect each of them to achieve highly.

TASK 2-10 DESIRES OF THE COMMANDER

Officers and NCOs should be well aware of the “Desires of the Commander”. These desires are published in regulations, memorandums, and unit SOPs, on Operation Orders and Operation Plans as well as those “verbally stated”, and “expected”, to be passed along to the most junior in the PASDF chain of command so that they too, understand. When the commanding officer states “I wish” or “I desire”, rather than “I order you to do so and so”, this wish or desire has the full force or being issued a “Direct Order”.

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TASK 2-11 CONCEPT OF NO EXCUSES

Unless an explanation is required, never volunteer excuses or explain shortcomings. The PASDF expects results. More damage than good is done when “proffering unsolicited excuses”.

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TASK 2-12 PERSONAL CONDUCT

 The following: Pennsylvania Consolidated Statute, Military Affairs (Title 51), Part V, Chapter 60----Punitive Sections, e.g., §6012 Contempt Towards Officials; §6013—Disrespect Towards a Superior Commissioned Officer; §6015 ---Insubordinate Conduct Towards a Warrant Officer, Noncommissioned Officer; §6017 Cruelty and Maltreatment; §6039---Provoking Speeches or Gestures, and §6044---Conduct Unbecoming An Officer and Gentleman, stipulates that PASDF members convicted of these offenses shall be punished as a Courts-Martial may direct…” All PASDF members must realize that there are certain moral and ethical attributes that fit hand-in-glove with accepting an appointment or promotion as a PASDF Officer and NCO...a lack of which is indicated by dishonesty, or unfair dealing, of indecency or indecorum, or of lawlessness, injustice, or cruelty. Not everyone can be expected to meet ideal standards or to possess the attributes in the exact degree demanded by the standards of time; but there is a limit of tolerance below which the individual standards in these respects of an Officer or NCO in the Pennsylvania State Defense Force cannot fall without he or she being morally unfit to be an Officer or NCO in PASDF.

 Participation In Demonstrations:

 Participation by members in the PASDF in public demonstrations, not sanctioned by competent authority, including those pertaining to civil rights, is prohibited at the following times:

1. During the hours they are required to be present for duty.
2. When they are wearing a PASDF uniform, or parts of the uniform.
3. When they are on a military reservation.
4. When their activities constitute a breech of law and order.
5. When violence is reasonably likely to result.

Clearly the principles are two-fold: the demonstration is not to receive an official Pennsylvania State Defense Force sanction nor is the PASDF to be discredited by the presence of a member.

 Disrespectful Language:

 Any Officer, NCO, or member of the PASDF who uses contemptuous language or words against the President of the United States, The Vice President, members of the U.S. Congress and Senate, The Governor or members of the Pennsylvania State Legislature, The Adjutant General (TAG) PA, the State Military Department, or any other Pennsylvania State, County, or Municipal Government, or to PASDF Officers---senior, peer, and junior, to include Martial, or the revocation of their commission, warrant, or enlistment in the Pennsylvania State Defense Force.

 Restrictions on PASDF Military Titles:

 Military titles may not be used in connection with commercial enterprise by individuals on “State active duty.” The exception is authorship of any material or publication is exempt from this provision, but such material may be subject to review by the State Military Department.

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 Contributions or Presents to Superior Prohibited:

 Members in the PASDF will not solicit a contribution from other members, military or civilian, for a gift to a superior; will not make a donation as a gift to an official superior; and will not accept a gift from a PASDF member subordinate to themselves. However, voluntary gifts or contributions of nominal value are permitted on special occasions such as marriage, transfer, illness, or retirement, provided any gifts with such contributions shall not exceed nominal value.

 Acceptance of Gratuities Prohibited:

 The acceptance of gratuities by Officers and NCO’s in the PASDF, or members of their families, from those who have or seek business with the State Military Department, or those whose business interests are affected by department functions is forbidden. Such acceptance, no matter how innocently tendered or received, may be a source of personal embarrassment to the Governor, The Adjutant General, The Commanding General, PASDF, or the confidence in the integrity of the state government in the PASDF.

 General Prohibitions:

 All PASDF personnel will avoid any action, whether or not specifically prohibited by regulations, which might result in, or reasonably be expected to create the appearance of:

1. Using public office for private gain;
2. Giving preferential treatment to any person or entity;
3. Impeding State government efficiency or economy;
4. Losing independence or impartiality;
5. Making a Government decision outside of official PASDF channels;
6. Affecting adversely, the confidence of the public in the integrity of the Pennsylvania State Government and the PASDF organization.

Conferring Honorary Titles Prohibited:

 Conferring honorary titles of military rank upon civilians outside of the Pennsylvania State Defense Force is prohibited.

Abuse of Privilege:

 The Officers Guide Book states: A few people have the idea that authority is always right no matter how it may chose to exercise itself; a throwback, perhaps, to the ancient but discredited doctrine---“The King can do no wrong.” The thought is a grave mistake. The possession of authority does not make the possessor any less the hired servant of the society in which his or her authority is exercised. The evil that has been practiced by the few and that has discredited so many…is abuse of privilege. It consists of taking advantage of position or rank to secure pleasures or facilities to which they are not entitled by law, regulation, or custom. It is 2-18

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getting “away with something.”

 Here is a simple way to determine whether an alleged benefit or privilege is genuine or spurious. Find the answer to these following two questions. If it is affirmative for either, you are quite secure in its enjoyment.

1. Is there authorization in any current PASDF command doctrine?
2. Observe the five or ten best officers of many years of service experience known to you whom you observe frequently. They must have high standing as good officers among their peers. Is the questioned privilege practiced by more than half of them?

Standards of Conduct:

 Even though we are “volunteer military organization,” the code of the PASDF Officer and the Creed of the PASDF NCO is that we adapt and aspire to a higher standard of avoiding all possible conflict between private interests and special duties.

 Except when your activities are entirely official, or personal---as in routine investment of personal funds---you should be mindful of the possibility of conflict of interest. One need not jump behind trees in the matter, or live in fear of unintentional involvement. But in case any slight doubt, you should consult your commanding officer or the PASDF Staff Judge Advocate General.

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TASK SUMMARY SHEET

1. TASK 11-3 THE LEGAL BASIS OF THE

PENNSYLVANIA STATE DEFENSE FORCE

2. CONDITIONS: Members will complete this task to standard in a classroom setting and upon completion of this period of instruction or, after self-study, utilizing the content material, be required to successfully complete the written examination.

3. STANDARDS: The member is expected to explain, demonstrate and successfully complete the examination following this period of instruction on the legal basis of the PASDF:

 \_\_\_\_\_\_\_\_3-1 Identify the state law and statute that authorizes the PASDF

 \_\_\_\_\_\_\_\_3-2 Identify the regulation under which the PASDF operates

\_\_\_\_\_\_\_\_3-3 Describe the circumstances under which PASDF members are vested with the legal authority of a deputy sheriff

\_\_\_\_\_\_\_\_3-4 Describe the conditions under which the PASDF member is covered under the Workman’s Compensation Law

\_\_\_\_\_\_\_\_3-5 Identify who is authorized to order the PASDF to state active duty

\_\_\_\_\_\_\_\_3-6 Explain the relationship of The Adjutant General, PA to PASDF

\_\_\_\_\_\_\_\_3-7 State the conditions that a PASDF member may be paid for their services

\_\_\_\_\_\_\_\_3-8 Define the age requirements for membership in PASDF

\_\_\_\_\_\_\_\_3-9 List offenses for which a PASDF member may be subject to trial by military Courts-Martial

\_\_\_\_\_\_\_\_3-10 Explain two reasons the PASDF may be employed outside the state

\_\_\_\_\_\_\_\_3-11 Describe the relationship of the PASDF to the Federal Government

4. REFERENCES: Pennsylvania Consolidated Statutes---Military Affairs Title 51 PASDF regulation 100-1

1. RESOURCES REQUIRED: None
2. ALTERNATE TRAINING: Self Study
3. VALIDATION & WAIVER GUIDANCE: All PASDF members are required to successfully complete this period of instruction. This task will not be waived.

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General:

1. The United States Government and State Defense Forces:
2. The Congress of the United States amended Section 61 of the National Defense Act of 1916 in nineteen fifty-six, which was subsequently amended again in 1958 to permit to “maintain State Defense Forces.”
3. This amendment is now codified in Title 32, Section 109 of the United States Code (U.S.C)
4. In all cases, State Defense Forces or units are subject to the authority of their respective Governors and Adjutants General.
5. The state of Pennsylvania and the Pennsylvania Guard:
6. Pennsylvania Statute Title 51: Military Affairs, provides for the lawful existences of the Pennsylvania Guard, i.e. the Pennsylvania State Defense Force.
7. The Pennsylvania Guard was deactivated at some point after World War II, however, the state legislature still provides, under Pennsylvania Consolidated Statute-Title 51, for the existence of the “authorized” State Defense Force, i.e. the Pennsylvania Guard.
8. It is under this premise that the PENNSYLVANIA STATE DEFENSE FORCE, i.e. (PASDF), a recognized 501 (C) (3) “Volunteer” military organization, seeks to become the officially sanctioned and duly recognized as the reactivated and, or, reconstituted Pennsylvania Guard, under the direction and authority of the Governor and The Adjutant General, PA.

TASK 3-1 The State Statute Which Authorizes “The Pennsylvania Guard”

Pennsylvania Consolidated Statute, Title 51---Military Affairs, as mentioned above, is the state statute that authorizes the Pennsylvania Guard, e.g., the PASDF (Provisional).

TASK 3-2 The Proposed Organizational Regulation Under Which The PASDF Will Operate:

The “proposed” regulation that PASDF operates under is the PASDF Regulation 100-1 dated 1 January 2014. Paragraph 1-1 in this “proposed” regulation specifically states:

“This regulation prescribes the criteria and guidance for Personnel, Administration, Operations and Training for the “Organized State Defense Force, i.e. The PENNSYLVANIA STATE DEFENSE FORCE (PASDF), e.g., The Pennsylvania Guard, other than the Pennsylvania National Guard (PANG). It applies to both the PENNSYLVANIA STATE DEFENSE FORCE (PASDF) and the PASDF Reserve, i.e. Minuteman; and unless otherwise ordered, to any such Pennsylvania State Guard Unit or organization may be formed, collectively referred to herein as the Pennsylvania Guard.”

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TASK 3-3 Circumstances under which PASDF members are vested with the legal authority to act in the capacity of a duly appointed deputy sheriff.

 The authority for PASDF members to act, singularly, or as an organization, legitimately exercising the duties and responsibilities of a “duly appointed deputy sheriff” in the Commonwealth of Pennsylvania, with all of the sanctioned and expressed civil immunities, etc., through the State Military Department. Otherwise, members of the PASDF, unless they have lawful appointments to; and are presently, a sworn law enforcement officer in the State of Pennsylvania, and presently belonging to a legitimate state or other recognized municipal police agency within the Commonwealth of Pennsylvania, are expressly forbidden to imply, or to falsely represent, that they, or any member, or unit of, the PENNSYLVANIA STATE DEFENSE FORCE, have the invested powers of a duly appointed deputy sheriff.

TASK 3-4 Conditions under which a PASDF member is covered under the Pennsylvania Workman’s Compensation Act.

 PASDF Regulation 100-1, Paragraph 1-19 states:

Workman’s Compensation

“Upon official state sanction and pursuant to state law, e.g. Consolidated Statute Title 77, the state Workman’s Compensation Act, applies to all members of the PASDF, if injured while participating in PASDF training or operational activities. Therefore, if any activity is deemed to be “authorized” training or operations, IAW Paragraph 1-13, the PASDF members involved in these activities will be covered by the Workman’s Compensation Act. Upon “recognition” Regulations require The Adjutant General to maintain workman’s compensation insurance for members of the PASDF. Travel to and from approved drills, musters, training, operational activities, and State Active Duty by the most direct route is also covered by this act.” Prior to, or during pending “state recognition,” during unit training assemblies, etc., or when on a self-initiated basis, employing their training into practice during drill, or during emergency response mission, PASDF members are deemed to be “volunteers” and “not employees” of the State or local municipality or jurisdictions or civil emergency agencies such as fire police departments, etc.

As such, “PASDF Volunteers” are not entitled to any privileges, immunities, or insurance coverage afforded “employees of the State or local jurisdictions, etc., that is “Volunteers are not covered by, or under, the State’s or local jurisdiction’s Workman’s Compensation, Unemployment Compensation, or Hospital/medical or Liability Coverage.”

However, PASDF “volunteers” have certain immunity from civil liability under the Pennsylvania Good Samaritan Law, e.g. Pennsylvania Consolidated Statute Title 42, Judiciary and Judicial Procedure, Chapter 83, Particular Rights and Immunities, § 8331, Good Samaritan, et. al.

Furthermore, if such PASDF “volunteers” are “called out” by the State, or local civil authorities, and or, emergency services agencies such as the Red Cross, etc., to provide PASDF members

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to assist in community emergency response teams (CERT), search and rescue operations (SAR), etc., then such PASDF “volunteer” are additionally protected against civil liability under the previously mentioned Pennsylvania Consolidated Statute, under §8332.4 the “Volunteer-In-Public-Service Negligence Standard, et. al.

TASK 3-5 Who is authorized to order the PASDF to State Active Duty

 The Governor and The Adjutant General (TAG) PA have the authority to order the PASDF to State Active Duty pursuant to the provisions contained in Pennsylvania Consolidated Statute Title 51, Military Affairs, Part II, Pennsylvania National Guard, Pennsylvania Guard and Militia, Subpart A, Chapter 13 Pennsylvania Guard.

TASK 3-6 Relationship of The Adjutant General (TAG) PA to the PASDF

 The Adjutant General, PA is the state’s senior military commander under serving under the Governor. He or she is appointed by the Governor, with the concurrence and approval of the State Legislature. The Pennsylvania Guard, i.e. (PASDF—Provisional) would upon official state sanction, become a subordinate command under the authority and direction of The Adjutant General as are the Army and Air Force units in the Pennsylvania National Guard.

TASK 3-7 Conditions that a PASDF member may be paid for their service.

 A member of the PASDF may only be paid for their service when ordered into ‘State Active Duty” service under the competent authority of and by the Governor or The Adjutant General, PA. However, the Governor is the only competent authority that can authorize members of the PASDF to be “compensated and, or, paid” for serving on “State Active Duty.”

TASK 3-8 Age requirements for membership in the Pennsylvania State Defense Force (PASDF)

 The lawful age of consent to voluntarily serve as a member in the PASDF is between the ages of eighteen to seventy years. Persons seeking enlistment into the PASDF prior to attaining their eighteenth birthday must have notarized, parental or guardian consent. Prospective members who are over the age of seventy years must be granted a waiver pursuant to command guidance contained in the PASDF Regulation 100-1, Paragraph 1-12.

TASK 3-9 Offenses for which a member of the PASDF may be subject to trial by Military Courts-Martial

 Upon “State sanction” PASDF members may be subject to trail by Military Courts-Martial, under Pennsylvania Consolidated Statute Title 51, Military Affairs, Part IV, Chapters 51 through 61:

 “Specifically Chapter 60---“Punitive Sections” for the following offenses:

 §6001. Principles

 §6002. Accessory after the fact

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§6003. Conviction of lesser-included offense

§6004. Attempts

§6005. Conspiracy

§6006. Solicitations

§6007. Fraudulent enlistment, appointment, or separation

§6008. Unlawful enlistment, appointment, or separation

§6009. Desertion

§6010. Absent without leave (AWOL)

§6011. Missing movement

§6012. Contempt towards officials

§6013. Disrespect towards superior commissioned officer

§6014. Assaulting or willfully disobeying a superior commissioned officer

§6015. Insubordinate conduct towards a warrant officer or noncommissioned officer

§6016. Failure to obey order or regulation

§6017. Cruelty or maltreatment

§6018. Mutiny or sedation

§6019. Resistance, breech of arrest, and escape

§6020. Releasing prisoner without proper authority

§6021. Unlawful detention of another

§6022. Noncompliance with procedural rules

§6023. Misbehavior before the enemy

§6024. Subordinate compelling surrender

§6025. Improper use of challenge and password

§6026. Forcing a safeguard

§6027. Captured or abandoned property

§6028. Aiding the enemy

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§6029. Misconduct of a prisoner

§6030. False official statements

§6031. Loss, damage, destruction or wrongful disposition of military property

§6032. Waste, spoilage, or destruction or nonmilitary property

§6033. Improper hazarding a vessel

§6034. Drunken or reckless driving

§6035. Drunk on duty, sleeping on post, and leaving post before relief

§6036. Dueling

§6037. Malingering

§6038. Riot or breech of peace

§6039. Provoking speeches or gestures

§6040. Perjury

§6041. Frauds against the government

§6042. Larceny and wrongful appropriation

§6043. Assault

§6044. Conduct unbecoming an officer and a gentlemen

§6045. General Article

§6046. Embezzlement

§6047. Purchasing and receiving military property in pawn

It is also important to note that you can be held accountable for other serious offenses, i.e., Violation of a person’s civil rights, sexual harassment, and the commission of other “acts of Tort” and or other “felonious” acts.

TASK 3-10 Two reasons that the PASDF may be “employed” outside of Pennsylvania:

1. When ordered into “State Active Duty” status to support the Pennsylvania National Guard during a recognized emergency or civil disaster.

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1. While on “State Active Duty” status serving in the capacity of a lawfully appointed “Deputy Sheriff,” and under “ORDERS” and the “DIRECTION and SUPERVISON” of competent State authority as previously stated when in “HOT PURSUIT” of a felon, etc., as prescribed by Pennsylvania Consolidated Statute, Title 51, Military Affairs, Part III---Interstate Relations, pursuant to Chapters 43---Interstate Compact and Chapter 47---Fresh Pursuit by Military Forces, and other such laws regulating “Memorandum of Understanding, etc., between the Commonwealth of Pennsylvania and the bordering states.

TASK 3-11 Relationship between the PASDF and the Federal Government:

 The Pennsylvania Guard (sic. The Pennsylvania State Defense Force-PASDF) is a “State Defense Force” and as such, not subject to “Federalization” or deployment overseas as a “federal Service; However, should the Governor declare that “a state or martial law exists and further, that only when ordered into “State Active Duty” status under official orders issued by the Governor of Pennsylvania and or The Adjutant General, PA, and executed through the State Military Department, will any member of the PASDF be placed under operational control of the federal government or agency thereof.

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TASK SUMMARY SHEET

1. TASK 11-4 A HISTORY OF MILITIA FORCES AND THE PENNSYLVANIA STATE DEFENSE FORCE

2. CONDITIONS: Members will complete this task to standard in a classroom setting and upon completion of this period of instruction or, after self-study, utilizing the content material, be required to successfully complete the written examination.

3. STANDARDS: The member is expected to explain, demonstrate and successfully complete the examination following this period of instruction on the History of Militia Forces and the PASDF:

 \_\_\_\_\_\_\_\_4-1 Prior to the Twentieth Century, militia units were under the control of which level of government, Federal or State?

 \_\_\_\_\_\_\_\_4-2 In what period was the Pennsylvania Guard created?

 \_\_\_\_\_\_\_\_4-3 Describe the mission of the Pennsylvania Guard, i.e., the Pennsylvania Reserve Defense Corps (PRDC) during World War II and the Korean War.

 \_\_\_\_\_\_\_\_4-4 Describe the role of the United States War Department in dealing with the various “state defense forces” during World War II.

 \_\_\_\_\_\_\_\_4-5 Why was the Pennsylvania Guard deactivated after the War?

 \_\_\_\_\_\_\_\_4-6 In what year was the PENNSYLVANIA STATE DEFENSE FORCE founded and being to seek official state “sanction”

 \_\_\_\_\_\_\_\_4-7 Describe the proposed role the PASDF following mobilization of the Pennsylvania National Guard in to active Federal service.

 \_\_\_\_\_\_\_\_4-8 Describe the PASDF Shoulder Sleeve Insignia (SSI)

4.REFERENCES: Pennsylvania Consolidation Statutes---Military Affairs Title 51 Article to the State Guard Association of the United States (SGAUS)

 History of the Maryland Defense Force by LTC M.T. Cole Introduction by COL Lawrence J. Copeland, PASDF Article by LTC Brent C. Bankus, Homeland Defense…

5. RESOURCES REQUIRED: None

6. ALTERNATE TRAINING: Self Study

7. VALIDATION & WAIVER GUIDANCE: All PASDF members are required to successfully complete this period of instruction. This task will not be waived. See Special Instructions next page

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General:

 Militias have been an entrenched part of the American way of life dating back to the earliest periods of colonization and settlement of this nation. The original settlers formed semi-regulated militias for the “common defense” of their colonies. All able bodied men within these early settlements were required by law to actively participate in drill; in providing for the common defense of, and at times to execute the laws and judgments of the early courts of the colonies by providing services such as guard mounts and soldiers to watch over, escort, and to jail criminals, etc.

 Years later, when these same colonies banded together, uniting to form this new nation; vowing to repulse the English; pledging their lives and the lives of their families, their wealth, and their homes; steadfast in their resolve to throw off the yoke of British tyranny and oppression by calling upon their local militias; and organizing themselves into a “Continental Army” and engage the Crown in open rebellion over principles of freedom, taxation without representation, etc.; and with a fervent desire to create a new nation; one which would be “conceived in liberty;” And this insurmountable task was accomplished with members, some of which had fought as militia under the British during the French and Indian Wars of the 1760’s, and by many others who had no previous military experience, but chose to answer this new nation’s call to arms. And they enlisted or were appointed, much as we are today, and they formed a fledgling, untrained, and undisciplined army.

 Even when this new, regular, Continental Army was formed under the command of Lieutenant General George Washington, then mobilized, deployed, trained and then bloodied; the other truth is that the bulk of the American colonist’s protection and defense for their families, farms and fields, still were primarily defended against the British by small units of undisciplined local militia and other bands of unregulated men that had remained at home; and who had the audacity to engage in open conflict, their oppressors---the best disciplined, trained, supplied, and combat ready army in the world at this chaotic period time in history.

TASK 4-1 Prior to the twentieth century, militia units were under the control of which level of Government---federal or state?

* 1. State militias:

Originally, most states and territories in the United States had armed forces, referred to as militias, under the direction of the state and territorial governors. During the American Civil War, 1861-1865, these state units and militias were brought into the service of the United States Government to augment the Federal (Union) regular army forces. And too, the states of the Confederacy, or those states of the South that had succeeded from the Union, mobilized their state militias that remained “loyal” to their cause. These units retained their State identification, such as the 54th Massachusetts, or the 100th Pennsylvania, etc. The border states such as Maryland, their loyalties being torn and divided at the beginning of the hostilities, so much so, that various units of the Fifth Regiment, Maryland Militia the state command and militia into sides loyal to both the Union---who still retained federal designation

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as the 5th Maryland USA, and to the units that succeeded and went south to fight for the Confederacy---and were reconstituted as the 5th Maryland CSA.

* 1. The National Guard

 In 1903, Federal aid to the previously, loosely formed organization of state militias increased, and from that time forward, these state militias were considered to be the National Guard, under the jurisdiction, direction and control of the individual state governors during periods of peace and or local civil disobedience or natural disasters within the state; but at the same time remained subject to “Federalization and mobilization during periods of a “declared national state of emergency…” In essence, this means that the President can call up the National Guard in times of a “declared state of national emergency, etc.,” as authorized by the Congress of the United States.

 c. During World War I, 1914-1918, the National Guard was “federally” activated and mobilized in 1917 to assist, respond, and deploy at first in Mexico, hunting down Poncho Villa, the famed revolutionary and bandit, and then immediately redirected to augment the regular U.S. Army under the command of General John “Black Jack” Perishing after President Woodrow Wilson went to Congress and asked for a “National Declaration of War” against Germany. It was also during this period of time that other “state defense forces” were legislated into being and authorized by the various state legislature under the direction and control of the Governor, to assume the duties and responsibilities henceforth vacated by the deployment and absence of the “State National Guard” units now deployed overseas.

 Such was the case with Pennsylvania when in 1917, the Governor signed an executive order bringing into existence the Pennsylvania Guard with designated subordinate commands located throughout the state with the expressed duty to protect the lives and property of the citizens and the state. Similar state defense forces were also created by the various states around the nation. After the troops returned home from the war in Europe, most of the states stood down and disbanded their “state defense forces” as the National Guard units could now reassume their various “state” duties.

 The 1930’s were very turbulent and in September of 1939, war was again raging on the continent of Europe. The United States had remained neutral but otherwise assisted its allies in Europe with equipment under the “Lend Lease” program. Here at home in the State, President Franklin Roosevelt reinstituted the national draft. Regular stat National Guard units were “federalized and called up for training and various states like Pennsylvania again found it necessary to reactivate their state defense forces.

 By 1941, Pennsylvania had reconstituted its state defense force and organized it into a sizable element several thousand members. Just as happened in the previous war and throughout World War II, the Pennsylvania Guard, i.e., the PA state defense force, remained active until the units of the famed Pennsylvania National Guard were returned home from overseas and placed under the control of

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the governor. The Pennsylvania Guard---the state defense force, was again, deactivated and the reactivated during the Korean War, and after this war, again, deactivated. The Pennsylvania Guard, like other state defense forces, provided a measurable, valuable service, and a sacrifice to the citizens of Pennsylvania.

TASK 4-2 In what period was the Pennsylvania Guard created?

Note: The following information is derived from an article that appeared on the website ([www.freedomfoundation.us/state\_defense\_forces1](http://www.freedomfoundation.us/state_defense_forces1))

The article: Homeland Defense: The Pennsylvania State Guard 1941-1953, LTC Brent C. Bankus, Strategic Studies institute, U.S. Army War College.

Pennsylvania, like other states, created its own state defense force around 1914 as most states did and alike all of the states, disbanded the State Guard after the return of its National Guard troops after World War I. The Pennsylvania Reserve Defense Corps (PRDC) was reactivated in 1941. Upon state activation, the PRDC was organized into a brigade (BDE) size element similar in composition to that of an active U.S. Army brigade. The PRDC was organized into a Headquarters (HQ) and three regiments. The HQ element was located in Harrisburg. The 1st Regiment, 2nd and 3rd Regiment HQ’s were located as follows:

1st Regiment, Philadelphia, assigned to defend the eastern sector of the Commonwealth;

2nd Regiment, Wilkes-Bare, assigned to defend the central region;

3rd Regiment, Pittsburg, assigned to defend western Pennsylvania.

Each regiment of the PRDC had a headquarters, a service company and a medical detachment. Each Regiment was subdivided into 3 battalions---each battalion consisting of 3 rifle companies, and each company consisting of 2 platoons. Each platoon was authorized 30 personnel.

The Governor placed the PRDC under the control of The Adjutant General, Pennsylvania, and authorized the Commander, PRDC, the military rank of Brigadier General (BG). The Commander, PDRC, was authorized to appoint two colonels, assigned to the Brigade Headquarters, and further, authorized a colonel to command each of the three regiments. Each PRDC regiment consisted of the following.

5 Lieutenant-Colonels (LTC)

17 Majors (MAJ)

49 Captains (CPT)

72 First-Lieutenants (1LT)

62 Second-Lieutenants (2LT)

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 There were no age limits for officer personnel. Enlisted members were given a “physical examination” modified to account for the age variables within the 21 to 50 year-old groups. The governor was responsible for issuing uniforms, equipment and supplies…drills were held one night a week and one-week annual training period was held.

TASK 4-3 Describe the mission of the Pennsylvania Guard, i.e., the PRDC, during World War II and the Korean.

 LTC Bankus further states that during World War II:

The 1st Regiment, (Philadelphia) was responsible for guarding bridges near the cities and town of Philipsburg, Washington Park, Lambertsville, Yardley, Trenton, Norristown, Reading and Columbia.

The 2nd Regiment (minus E Company) was to guard bridges near the central Pennsylvania cities and towns of Sunbury, Northfield, Williamsport, Jersey Shore, Muncy, Berwick, Plymouth, Wilkes-Barre, Pittston, Falls Oil City, Tionesta, Franklin and Elmerton.

The 3rd Regiment was assigned the Western Pennsylvania cities and towns of Warren, Parker, East Bradley, Freeport, New Kensington, and in coordination with local authority concerning the bridges at Pittsburg, Saltzburg, Blairsville, Ambridge, Sewickley, Elizabeth, Monongahela, Donora, Monessen, Brownsville and Masontown.

The Brigade Headquarters mission was to provide 24-hour safety of State Airport at Marsh Run and 24-hour roving patrols of the brigades spanning the Susquehanna River at Harrisburg.

E Company, 2nd Brigade, covered Clarks Ferry Bridge, the Juanita Crossing and was assigned to maintain 24-hour security of the (Pennsylvania) State Arsenal at Harrisburg.

In 1943, the PRDC was redesignated as the Pennsylvania State Guard (PASG). The PASG Table of Organization (TO) was changed from a brigade-sized element to a configuration on the scale of a U.S. Army division. The PASG TO expanded from three regiments to 5 authorized regiments---1st, 2nd, 4th, 10th, and 16th. The PASG also was authorized:

 The 10th and 16th Regiments---Western Pennsylvania;

 The 13th Regiment---North Eastern Pennsylvania;

 4th Regiment---Central Region

Regimental commanders were chosen from combat veterans of World War II. The Adjutant General (TAG) PA, was appointed as the Commander, PASG. Most of the PASG’s missions were identical to those from World War II. The only difference was that the state guard operated as a division vice a brigade. The PASG TO included combat support and combat service and support subunits. Additionally, the State Guard was assigned to defend the populace from “gas attacks.” After the Korean

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War (1950-1953) was concluded and the units of the Pennsylvania National Guard came home, the PASG was again---disbanded.

 We have discussed that the mission of the Pennsylvania State Guard during World War II and Korea would be similar to that of the other state defense forces around the nation. Restated, the PASG’s mission was primarily to protect the lives and property of the citizens of the Commonwealth, etc. And while active, the PASG was comprised of various types of military units inclusive of infantry, military police, medical, engineer, cavalry, etc. the infantry units were assigned to guard key installations such as armories, state office buildings, dams, bridges, roads, etc., while the medical units were to help with medical relief in mass casualty situations affecting the general populace

TASK 4-4 Role of the United States War Department in dealing with state defense forces during World War II.

 “In September of 1940, congress approved a bill to induct the National Guard. In response, The War Department announced its support its support of a measure, first introduced on the first day of July, nineteen-forty, to amend Section 61 of the 1916 Act---The National Defense Act of Congress passed this amendment, and President Roosevelt signed it into law on 21 October, 1940. The amendment authorized states to organize and maintain “such military forces other than the National Guard as may be provided by laws of such State…while any part of the National Guard of the State concerned is in active federal service.” The Secretary of War was authorized to prescribe regulations “for the discipline in training” and to make available “to any State upon requisition by the Governor thereof, such arms and equipment as…can be sparred by the War Department…” This law also stipulated that “State Defense Forces could not be “called,” ordered, or in any way drafted, as such, into the military service of the United States…”But simultaneously, the law stated that membership in an SDF (State Defense Force) would not exempt a person from “military service under any Federal law.” In other words, SDF units, as significantly, for the first time, SDF’s could b formed during peacetime (Cole P.11). “The authority to maintain State defense forces was terminated by Public Law Number 239, 80th Congress (6 July 1947)---(Cole P. 17). However, with the advent of the “combined arms---the Total Force concept, inclusive of the regular United States forces, the serves and the National Guard,” various passed laws to “revitalize long dormant SDF’s, as of October 1995, twenty-five States, plus Puerto Rico, were maintaining SDF’s…(Cole P. 32).

TASK 4-5 Why was the Pennsylvania Guard deactivated after the war?

 As previously stated, in 1947, the 80th Congress enacted Public Law No. 239. This law called for the dissolution of all active SDF’s. Pennsylvania, in compliance with this Federal statue, stood its SDF down sometime after the law was enacted and has to this date, unlike many of the other states, for whatever reason, deemed it necessary to reactivate the Pennsylvania Guard

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TASK 4-6 In what time period did the PENNSYLVANIA STATE DEFENSE FORCE form up and begin to seek recognition as the “State sanctioned and reactivated the Pennsylvania Guard?

 The present day organization of which you are now a member, was started several years ago by, and under the direction and leadership of Eric M. Harwood. From that period until the present, The Pennsylvania State Defense Force (PASDF) is differentiated by two separate but joined entities. PASDF Inc. is a federally sanctioned 501 (C) (3) “volunteer” organization that raises funding for the separated entity---the PENNSYLVANIA STATE DEFENSE FORCE (PASDF).

 From the very beginning, this organization continues to grow and tow develop and with the help of many, is successfully making strides as it is actively pursuing the State Legislature, requesting official sanction as the “recognized” Pennsylvania Guard. Among its accomplishments to date is the formulation of the following:

1. Regulation 100-1
2. Various “Standing Operating Procedures or SOP’s
3. A Basic Training Program
4. The Basic Leadership and Management Course for Officers, Warrant Officers and Senior NCO’s
5. The Basic Aerial Observers Course
6. The Advanced Aerial Observers Course
7. Other training will be available in Community Emergency Response Teams (CERT), Search and Rescue, and other FEMA and Red Cross certification courses that will enable this organization to perform critical and other beneficial services to this state and to its citizens.

The PASDF is putting together a complete package that we can present to the State Legislature as well as other state municipalities and organization etc. it is important that you realize that the PASDF is no “RENEGADE MILITIA” but a volunteer organization seeking to be “recognized” Pennsylvania State Defense Force.

TASK 4-7 Describe the proposed role of the PASDF following “mobilization” of the Pennsylvania National Guard into active Federal service:

1. Assistance to the National Guard:

Assisting units of the Pennsylvania National Guard with communications, mess operations, armory security, and to support other related tasks, whether natural or manmade disasters; and to render assistance to the Pennsylvania National Guard during civil disturbances and other state of emergencies; support routine missions and other operations of National Guard units during their training activities; staffing armories during the National Guard’s annual training periods and during other periods where the National Guard is mobilized during Federal or State active duty periods by providing mobilization assistance, etc., and other such assistance to the military members during the absence of the National Guard.

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1. Assistance to State Agencies during the absence of the Pennsylvania National Guard:

Supporting the Pennsylvania Emergency Management Agency (PEMA) and the State Homeland Security Agency and other local jurisdictions and civil disaster services agencies during training or emergency situations in such functions as providing community emergency response teams (CERT); search and rescue (SAR) teams; assisting and staffing local emergency operations and communications centers; evacuations; staffing emergency shelters and assisting with shelter management operations; providing first aid and CPR; assisting with hazardous materials incidents control; monitoring and survey of nuclear, biological, and chemical defense operations and assisting with, and operation of, decontamination centers, etc.

1. Assisting With The Internal Security of the State:

Protecting life and property, and providing physical security of key facilities, etc., throughout the state.

TASK 4-8 Should Sleeve Insignia (SSI) of the Pennsylvania State Defense Force and its “historical” significance.

 The Should Sleeve Insignia (SSI) of the PASDF is a full color, embroidered cloth patch described as a shield with the viewer’s left side looking at a silver replica of the Liberty Bell proceeded by two gold stars situated on a red field. The viewer’s right side looks upon a dark blue field containing a silver replica of the Minuteman statue. A silver lightning flash (strike) appearing to strike across and downward separates the red and blue fields. Members wear a subdued (black figures on olive drab (OD) version of this SSI on the Class C Field (utility) Uniform.

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TASK SUMMARY SHEET

1. TASK 11-5 THE MISSION OF THE PENNSYLVANIA STATE DEFENSE FORCE

2. CONDITIONS: Members will complete this task to standard in a classroom setting and upon completion of this period of instruction or, after self-study, utilizing the content material, be required to successfully complete the written examination.

3. STANDARDS: The member is expected to understand and explain this subject content and then successfully complete the examination following this period of instruction on the following:

 \_\_\_\_\_\_\_\_5-1 State the three broad mission categories in the PASDF Mission Statement

 \_\_\_\_\_\_\_\_5-2 List two examples of authorized tasks under each mission category

 \_\_\_\_\_\_\_\_5-3 Describe the organizational structure of a PASDF Company, Platoon, and a Team

 \_\_\_\_\_\_\_\_5-4 Describe the organizational structure of a PASDF Battalion

\_\_\_\_\_\_\_\_5-5 Describe the organizational structure of a PASDF Brigade and the PASDF Headquarters

\_\_\_\_\_\_\_\_5-6 Identify the location and boundaries of the PASDF Headquarters and each Brigade Headquarters

\_\_\_\_\_\_\_\_5-7 Explain the concept of “Chain of Command”

\_\_\_\_\_\_\_\_5-8 List The Personnel in your Chain of Command

\_\_\_\_\_\_\_\_5-9 Explain how your unit’s “Emergency Notification” works

\_\_\_\_\_\_\_\_5-10 Describe the relationship between the PASDF and the Pennsylvania National Guard

4. REFERENCES: PASDF Regulation 100-1---Mission Statement, PASDF Table of Organization (TO)

5. RESOURCES REQUIRED: None

6. ALTERNATE TRAINING: Self-study

7. VALIDATION & WAIVER GUIDANCE: All PASDF members are required to successfully complete this period of Instruction. This task will not be waived. See Special Instructions next page.

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TASK 5-1 State the objectives and the three main mission categories of the PENNSYLVANIA STATE DEFENSE FORCE

The PASDF was founded to provided a well organized and regulated “volunteer” reserve, state military force, for the protection of the State of Pennsylvania and its citizens, capable of accomplishing specific and implied state emergency responsibilities when the Pennsylvania National Guard is Federalized or otherwise not available to assist local government and community organizations. The three broad mission categories of the PASDFare:

1. Provide support to the Pennsylvania National Guard
2. Render assistance to local government and to
3. Provide assistance to local civic and community service agencies

TASK 5-2 List two examples of authorized PASDF tasks under each of these three mission categories.

1. Support The Pennsylvania National Guard
	1. Augment the force with additional strength in the performance of their State emergency duties.
	2. Assist the PASDF with recruiting efforts, public relations, and the Guard’s Youth Challenge Program
2. Render assistance to local government:
	1. Provide trained community emergency response teams (CERT) and search and rescue services (SAR)
	2. Provide support to local municipalities with ceremonial units and crowd control support for parades, and other types of public gatherings
3. Provide assistance with local civic and community service agencies:
	1. Support these agencies with expertise, shelter management, and information awareness, etc.
	2. Provide civic and public relations support etc.

TASK 5-3 Describe the organizational structure of a PASDF Company, Platoon, Squad/Team:

 A PASDF Company consists of a Headquarters section with the following:

 Company Commander

 Executive Officer (XO)

 First Sergeant

 Readiness Training NCO

 Supply NCO

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Unit Clerk

Each PASDF Company will consist of three or more emergency response platoons comprised of the following:

 Team Commander/Platoon Leader

 Team Leader/Platoon Sergeant

 Two Assistant Team Leaders

 Eighteen Team Members

TASK Describe the organizational structure of a PASDF Battalion

 A PASDF Battalion consists the following:

 Command Group:

 Commander

 Executive Officer

 Staff Groups:

 Personal Staff

 Staff Judge Advocate (JAG)

 Chaplain

 Sergeant Major

 Special Staff:

 Assistant Provost Martial

 Attached Personnel

 Coordinating Staff:

 S-1 Personnel and Administration

 S-3 Operations and Training

 S-4 Supply, Logistics, & Transportation

 S-5 Civil Affairs

 Each battalion has three or more assigned companies

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TASK 5-5 Describe the organizational structure of the PASDF Brigade Headquarters

 A PASDF Brigade is organized as follows:

 Command Group:

 Commander

 Executive Officer

 Staff Group:

 Personal Staff:

 SJA (JAG)

 Chaplain

 Engineer

 Sergeant Major

 Special Staff:

 Assistant Provost Martial

 MEDCOM Representative

 Special Attachments and Liaison Officers, etc.

 Coordinating Staff:

 S-1 Adjutant

 S-3 Operations and Training

 S-4 Supply, Logistics and Transportation

 S-5 Civil Affairs

 Headquarters Company (see PASDF Company)

 Each PASDF Brigade has three or more assigned battalions.

 Describe the organizational structure of the PASDF Headquarters

 The PASDF Headquarters is organized as follows:

 Command Group:

 CG PASDF

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Deputy Commander, PASDF

 Staff Group:

 Personal Staff:

 Inspector General

 Judge Advocate General

 Chaplain

 Engineer

 Commander-Medical Command (MEDCOM)

 PASDF Command Sergeant Major

 Secretary

 Special Staff:

 Provost Martial

 Special Attached Personnel

 Coordinating Staff:

 Chief-of-Staff (COS)

 G-1 Deputy C-O-S Adjutant/Personnel Administration

 G-3 Deputy C-O-S Operations and Training

 G-4 Deputy C-O-S Supply, Logistics, Transportation

 G-5 Deputy C-O-S Civil Affairs

 A Headquarters Company Detachment

TASK 5-6 Identify the location and boundaries of the PASDF Headquarters and each Brigade, Battalion, and Company Headquarters

 Presently the PASDF organization is located as follows:

 PASDF Headquarters is presently located in Philadelphia, PA

 The Homeland Security Brigade is co-located with the 29th Aviation Group and the 7th Aviation and Aerial Observation Squadron HQ in Delta, Pennsylvania.

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The 5th Military Police Battalion is co-located with Company B in Philadelphia, PA

The 122nd Engineer Battalion is comprised of Company D, which is located in Philadelphia and Company M, located in York, PA.

Additional units and headquarters will be subsequently established.

TASK 5-7 Explain the concept of Chain-of-Command

 The concept of Chain-of-Command delineates a clearly defined extension of recognized authority and responsibility both administered and delegated, successively, from the Commander, PASDF at the Top down through the various levels of Commanders all the way down to the Assistant Team Leader at Squad Level.

TASK 5-8 List the personnel in in your Chain-of-Command

 The PASDF Chain of Command

 \*\* Governor

 \*\* The Adjutant General

 CG, PASDF

 Brigade Commander

 Battalion Commander

 Company Commander

 Platoon Leader

 Squad Leader

 For members serving on staff assignments, the chain of command is through the senior staff section officer then through the subsequent commander levels.

 Note: \*\* Is upon State Recognition

TASK 5-9 Explain how your units Emergency Notification works

 Basically, a unit is alerted through the Chain of Command, beginning with proper authorization originating from high headquarters. Where a lower level commander places their unit on “Alert” and is about to “Self-Mission” i.e., respond to an emergency situation without advance approval from higher headquarters; the higher headquarters is notified immediately…(refer to PASDF Regulation 100-1 Self Mission)

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TASK 5-10 Describe the relationship between the PASDF and the Pennsylvania National Guard

 Presently, there is no recognized relationship between the PASDF and the PANG. A formal relationship will exist upon PASDF’s official State sanction where upon our interaction with the PANG will be as discussed in task 5-1 of this lesson.

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TASK SUMMARY SHEET

1. TASK 11-6 PROPER WEAR OF THE UNIFORM OF THE PENNSYLVANIA STATE DEFENSE FORCE

2. CONDITIONS: Members will complete this task to standard in a classroom setting and upon completion of this period of instruction or, after self-study, utilizing the content material, be required to successfully complete the written examination.

3. STANDARDS: The member is expected to understand and explain this subject content and then successfully complete the examination following this period of instruction on the following:

\_\_\_\_\_6-1 Class C Uniform components and Accessories

\_\_\_\_\_6-2 Class b Uniform Components and Accessories

\_\_\_\_\_6-3 Class A Service Dress Uniform and Accessories

\_\_\_\_\_6-4 Wear of the Dress Blue and Dress Mess Uniform components and Accessories

\_\_\_\_\_6-5 Prohibited Uniform Items

\_\_\_\_\_6-6 Military Rank Insignia

\_\_\_\_\_6-7 PA and Branch of Service Insignia (BOS)

\_\_\_\_\_6-8 Distinctive Unit Insignia

\_\_\_\_\_6-9 Regimental Insignia

\_\_\_\_\_6-10 PASDF Unit Shoulder Sleeve Insignia

\_\_\_\_\_6-11 Wartime Unit Shoulder Sleeve Insignia

\_\_\_\_\_6-12 PASDF Name Tag

\_\_\_\_\_6-13 PASDF Identification and Name Tapes

\_\_\_\_\_6-14 Individual Decorations and Awards

\_\_\_\_\_6-15 U.S. Combat and Special Skill Qualification Badges

\_\_\_\_\_6-16 Personal Appearance

4. REFERENCES: AR 670-1

5. RESOURCES REQUIRED: None

6. ALTERNATE TRAINING: Self Study

7. VALIDATION & WAIVER GUIDANCE: All PASDF members are required to successfully complete this period of instruction. This task will not be waived. See Special Instructions next page.

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TASK 6-1 The PASDF Class C Field (Utility) Uniform

 The PASDF CLASS C Uniform consists of the following items:

 BDU (Woodland Camouflage) Shirt

 BDU (Woodland Camouflage) Trousers

 BDU (Woodland Camouflage) Field Jacket

 BDU (Woodland Camouflage) Field Cap or Black Beret (in garrison)

 Black Combat Boots (The black cloth Jungle Boot is acceptable)

 Black Web Belt with black faced tip and black Buckle

 Black Socks (black cushion sole all cotton are recommended)

 U.S. Army Brown T-Shirt

 Boots are highly buffed---they do not have to be highly polished

 The PASDF Class C Flight Uniform consists of the following:

 U.S. Army Pilot and or Aircrew Suit

 BDU Field Cap

 Black Combat Boots

 Brown T-Shirt

1. The BDU Shirt will be set up in the following manner:
2. Subdued, black block lettering on Olive Drab (OD) green PENNSYLVANIA Organization Tape over the left breast pocket,
3. Subdued, black block lettering on OD green, NAME tape over the right breast pocket
4. Subdued PASDF Shoulder Sleeve Insignia (SSI) embroidered cloth patch placed centered on the left sleeve and ½ inch below the shoulder seam. If worn with Skill Qualification TABS, i.e. Special Forces, Ranger, SAR, etc., then the tab is placed ½ below the left should seam and centered on the sleeve then the PASDF SSI 1/8” below the tab or tabs (see AR 670-1)
5. Subdued former wartime unit SSI placed in the same position as the PASDF SSI but on the right shoulder sleeve.
6. OFFICER RANK and BRANCH of SERVICE INSIGNIA (BOS)

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* 1. Male and female officers use the following guidance---The placement of the subdued RANK insignia is between the inside and outside edges of the right collar, 1 inch above the lower edge of the collar with the centerline of the insignia parallel to the lower edge of the collar. All rank insignia are subdued and either in pin on or sew on, but never mixed.
	2. Male and female officers use the following guidance for placement of the Branch of Service (BOS) insignia:
		1. The placement of the BOS insignia is between the inside and outside edges of the left collar, 1 inch above the lower edge of the collar with the centerline of the insignia parallel to the lower edge of the collar. All BOS insignia are subdued and either the pin on or sew on, but never mixed.
1. ELISTED RANK INSIGNIA
	* 1. Males and females wear the RANK insignia as follows:
			1. It is centered on both collars, with the centerline of the insignia bisecting the points of each collar and positioned 1 inch from the collar point. All rank insignia are subdued and either pin on or sew on, but never mixed.
2. BDU Cold Weather Coat:
3. OFFICERS: Wear their RANK insignia on both shoulder loops; it is centered on the centerline of each shoulder loop and placed 5/8 inch from the shoulder seam. Officers do not wear BOS insignia on this coat.
4. ENLISTED: Wear their RANK insignia on both collars of the cold-weather coat with the centerline of the insignia bisecting the points of each collar and positioned 1 inch up from the collar.
5. BDU Field Cap:
6. Both officers and enlisted wear subdued Rank insignia on the field cap. The insignia is worn centered, top to bottom and left to right.
7. Black Beret:
8. OFFICERS: Wear bright pin on grade insignia centered on the beret flash, top to bottom, and left to right, and chaplains wear their branch insignia (BOS) centered top to bottom and left to right.
9. ENLISTED: Wear the PASDF DUI (the State Shield) in the flash centered top to bottom and left to right.

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TASK 6-2 PASDF CLASS B Uniform

 The CLASS B Uniform consists of the following items:

MEN: Army Dress Green Trousers—Officers wear a one-inch wide black braid down the side.

 White T-Shirt

 The Army Green AG 415 long or short sleeved shirt—

The long sleeved shirt is always worn with a black four-in-hand tie. The short sleeve shirt can be worn with or without the tie. However, if worn with the black sweater, and the tie is not worn, the collar is worn on the outside of the sweater. Shirts are always tucked in the trousers and you must check the gig line.

Black plastic NAME PLATE: The Name Plate is worn on the AG 415 Shirt. It is Black with white block letters; the top line bearing the last name, the middle line spelling Pennsylvania and the bottom line spelling State Defense Force.

Black Web Belt with Brass Buckle and Brass Tip

Black Beret—Officers wear pin on rank insignia on the flash, Chaplains wear their BOS and Enlisted wear the PASDF DUI-The Pennsylvania Shield.

Black Dress Low-Quarter Shoes—Shoes can be either Corfram or patent Leather that are high-luster. These shoes also come in leather but when wearing leather, they must be highly polished to a gloss finish.

Black Dress Nylon Socks

RANK INSIGNIA: All personnel, Grade E-4 and above, wear shoulder boards (marks) containing the embroidered on the shoulder loops of the AG Green 415 long and short sleeved shirts and on the shoulder loops of the black pullover and the New Black Cardigan sweaters.

BLACK SWEATER: When wearing the older black pullover sweater, the Name Plate, see above, is worn centered on the black patch. When also wearing a unit crest or the PASDF DUI, the name plate is worn ½ inch above the bottom seam of the black patch with the crest centered left to right, and top to bottom above the name plate. The New Black Cardigan sweater replaces the old Black pullover sweater effective with the SOP. The name plate and the Unit Crest, and the PASDF DUI will not be worn on the new black cardigan sweater.

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BLACK ALL-WEATHER COAT and WINDBREAKER:

Officers wear bright pin on rank insignia centered on the centerline of each shoulder loop and 5/8 inch from the shoulder seam.

Enlisted wear bright pin on rank insignia centered on both collars, with the centerline of the insignia bisecting the points of each collar and positioned 1 inch up from the collar point.

THE CLASS B UNIFORM FOR WOMEN:

ARMY GREEN DRESS TROUSERS OR SKIRT:

Officers wear black braid down the side of the trousers but not on the skirt.

BLACK BERET (As noted above) The beret is worn centered on the head; flash over the left eye; the extent of the flop of the beret touching the top of the right earlobe.

AG 415 Shirt—Women’s shirts are designed to be worn either on the outside or tucked in.

BLACK NECK TAB instead of Tie—Worn with or without

BLACK PLASTIC NAME PLATE—Same as the men’s

BLACK WE BELT WITH BRASS TIP & BUCKLE (with trousers only)

WHITE T-SHIRT

WOMENS BLACK LOW QUARTER DRESS SHOES

BLACK NYLON HOSIERY

RANK INSIGNIA (as mentioned in males but shoulder marks are smaller)

BLACK SWEATER AND CARDIGAN (Same as males)

BLACK ALL WEATHER COAT & WIND BREAKER (Same as males)

The CLASS B Aviation Uniform is the same as the CLASS C except it is worn with the White T-Shirt and the Black Beret

TASK 6-3 PASDF CLASS A UNIFORM:

The PASDF CLASS A UNIFORM

 The PASDF Class A Uniform for males consists of the Army Green Dress Coat and Trousers, AG

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415 long and short sleeve shirt, black neck tie, black beret, Black web belt with brass buckle and brass tip, black nylon dress socks, highly polished black low quarter dress shoes, black plastic name tag, and the following items to be covered later in this lesson:

PASDF DUI/Regimental DUI/Unit Crest/BOS PA Insignia/SSI/Wartime SSI/ Rank and Chevrons/Federal, State, PASDF Ribbons and Awards/ Badges, Tabs

 The PASDF CLASS A Uniform for women consists of the Army Green Classic Coat with Trousers or skirt, the AG 415 Shirt, Black Neck Tab, Black Beret, Black Nylon Stockings, Black Dress Shoes, Handbag, Black Plastic Name Tag, and the aforementioned items.

 The Class A Service Dress Uniform is the same as above except it is worn with a white dress shirt. Males wear a Black Bow Tie and Females wear the Black Neck Tab. It serves as the PASDF Formal Service Dress Uniform for Officers and Enlisted. Enlisted personnel are authorized to wear either full-sized or miniature medals on this Dress Uniform. However, full-sized and miniature medals and badges will not be inter-mixed. Officers are not allowed to wear medals on this uniform.

Boots and MP Accessories are not authorized for wear with the PASDF Class A Service Dress Uniform.

TASK 6-4 WEAR OF THE DRESS BLUE AND DRESS MESS UNIFORM

The PASDF Dress Blue Uniform consists of the following items:

 Dress Blue Coat

 Trousers (males-officer and enlisted) with one-inch gold stripe

 Skirt (females)

 White Dress Shirt

 Dress Blue Saucer Cap with distinguished PASDF Cap Devise

Before Retreat:

 Males wear a Black Four in Hand Neck Tie, Ribbons, and the Saucer Cap—Officers Cap has appropriate branch colors, White Suspenders, black low quarter dress shoes and black dress socks, black plastic name tag. Officers wear grade insignia on shoulder straps with the appropriate Branch Colors and sleeve markings, BOS and appropriate DUI, Unit Crest, etc.

Females wear the black neck tab and appropriate headgear, and same items as males.

Over-seas bars and SSI are not worn on this uniform.

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After Retreat:

 Males wear substitute black bow tie, wear full-sized medals, tabs and badges or miniature but never a mixture of the two sizes, in lieu of ribbons except for various Unit Citations and cuff links with studs.

Females wear the same as above but substitute the shirt with the appropriate long dress.

The PASDF Dress Blue Mess (White Mess) Uniform

The Dress Mess Blue Uniform is worn with the following items:

 Dress Mess Blue Jacket, Trousers (men), Long Dress (Women), Dress White Tuxedo Shirt, Cummerbund, Cuff Links and Studs, White Suspenders, Black Bow Tie, Dress Cap—same as the Dress Blue Uniform above, Gold Mess Knots (officers).

 Only miniature medals, badges and tabs are worn with this uniform. SSI and the black plastic name tag, are not worn with this uniform. Members should consult AR 670-1, PASDF Regulation 100-1 Chapter 7, or the Army Officers, NCO’s, and Enlisted Soldiers Guide Book for additional information.

 The Dress Blue and the Dress Mess Uniforms are not to be worn for travel duty. The Dress Blue Uniform can be worn ton social functions, military funerals, Military Balls, etc.

 The Dress Mess Uniform is restricted for wear to formal social functions. Both of these Dress Uniforms are restricted for travel, i.e., travel to and from these social functions, etc., only!

TASK 6-5 PROHIBITED UNIFORM ITEMS

 The following items are prohibited for wear with the PASDF Uniform:

 U.S. Army Cap Devise

 U.S. Lapel insignia

 U.S. Army organizational tape

 Black plastic name tag

 Distinctive U.S. Uniformed Services Buttons for Dress Uniforms

 Insignia that includes the United States, the Great Seal, U.S. and U.S. Army

Regular M.P. and civilian police belts with cartridge, cuff, mace, etc., holsters and holders

Riot batons, nightsticks, electric stun devices, and other such items

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Chemical agents; i.e. tear gas, mace, pepper spray, etc.

 \*\*\* Combat, non-folding knives, bayonets, K-bars, Survival Knives, etc.

\*\*\* These instruments are only authorized for wear in a Field (Rural) environment such as a SAR exercise etc., but never in public and only for the purpose of making shelters, etc.

TASK 6-6 MILITARY RANK INSIGNIA

CLASS C UNIFORM:

 BDU SHIRT:

Enlisted: Enlisted personnel wear subdued sew on or pin-on on both collars with the centerline bisecting the points of the collar and positioned one inch from the collar point.

Officers: Wear subdued pin on or sew on rank insignia on the right collar, BOS on the left collar, worn centered on the collar facing even, and placed one inch from the front edge of each collar.

BDU COLD WEATHER COAT:

Enlisted: Wear as described above.

Officers: Wear subdued sew on or pin on rank insignia centered on both shoulder loops and placed 5/8 inches up from the shoulder seam. Officers do not wear BOS on the Cold Weather Coat.

FLIGHT UNIFORM:

Enlisted: Wear same as described above.

Officers: Wear subdued pin on or sew on insignia of grade on each shoulder loop.

MEDICAL UNIFORM:

Enlisted: E2 and above wear on the collars as discussed above

Officers: Wear as rank and BOS as described above.

CLASS B UNIFORM:

 INSIGNIA OF GRADE:

Enlisted: PVT E-2, PFC E-3 and Specialist Four wear insignia of grade on the collar as described above; CPL E-4 and above wear shoulder marks on the shoulder loops of the AG 415 shirt.

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 Officers: Wear shoulder marks on the shoulder loops of the AG 415 shirt.

 BLACK ALL WEATHER COAT AND WIND BREAKER:

 Enlisted: Wear bright pin on rank insignia on the collars as described above.

Officers: Wear bright pin on rank insignia on the shoulder loops centered and 5/8 inch from the shoulder seam.

BLACK SWEATER:

CPL E-4 and above wear shoulder marks with appropriate insignia of grade. PVT E-2, PFC E-3 and SP 4 E-4 wear bright pin on insignia on the collar as previously discussed.

BERET:

Officers only wear bright pin on rank centered on the flash as do the Chaplains with their BOS

BDU CAP:

All grades wear the grade of insignia centered from top to bottom and left to right. Enlisted wear subdued while officers wear bright rank insignia.

CLASS A and DRESS BLUE UNIFORM:

Enlisted: Wear full color sew on chevrons (green and gold) on Class A and (blue and gold) on Dress Blues and Dress Mess, centered on the sleeve and evenly spaced between the shoulder seam and the elbow on both sleeves.

Officers: on the shoulder loops the same as above except for the Dress Mess Uniform where it is placed on the sleeve. See Officers Guide Book or consult AR 670-1 for detailed guidance.

 \*\*\*\* Women’s grade insignia is smaller than males

TASK 6-7 PA and BOS INSIGNIA

Enlisted: Male enlisted wear a 1 inch Brass Disk containing the letters “PA”. The disk is worn on the CLASS A and Dress Blue Uniform coat. The disk is placed one inch above the notch centered on the right collar with the centerline of the insignia parallel to the inside edge of the collar.

The Female Classic Green Coat is set up differently than the Dress Blue Coat:

 The female Classic Green Coat the BRASS DISK with “PA” is 5/8 inch above the right collar lapel seam, The Brass BOS Disk 5/8 inch above the left collar lapel seam, and both disks are then centered on the right or left collar between the outside point and the inside edge of the collar, with the centerline of

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the insignia parallel to the inside edge of the lapel.

 The Female Dress Blue Coat is the same except the Brass PA and BOS disks are 1 inch above the right and left collar lapel seams. Then as previously stated.

 Enlisted may wear two of the same Brass Disks with “PA” as described for the left and right lapels as stated above if no BOS is available.

Officers:

 The officer’s version of the “PA” INSIGNIA is different than the enlisted version. It is not on a round, brass disk. It is placed 5/8” (males) one inch (females) above notch on both collars with the centerline of the insignia bisecting the notch parallel to the inside edge of the collar.

 Male officers wear their BOS insignia 5/8” below the notch on both collar with the centerline of the BOS passing through the notch bisecting the centerline of the PA insignia and running parallel to the inside edge of the collar.

 Female officers wear the BOS insignia 1 ¼ inch below the PA insignia on both lapels of the Green Classic Coat, with the centerline of the BOS insignia bisecting the PA insignia and parallel to the inside edge of the collar.

 Female officers only wear the PA on the right collar and their BOS on the left collar of the dress blue coat, 1 inch above the notch on the right and left collar with the centerline of each insignia bisecting the notch and parallel to the inside edge of the collar.

TASK 6-8 DISTINCTIVE UNIT INSIGNIA

The PASDF Distinctive Unit Insignia (DUI) is the Pennsylvania State Shield. It is worn on the Classic Green Coat in the following manner:

Officers wear the DUI centered on the centerline of the shoulder loop centered between the button and the Rank Insignia.

Enlisted wear the DUI centered on the centerline of the shoulder loop centered between the button and the shoulder seam.

Male Officers and Enlisted wear it 1/8 inch and centered above the right pocket flap of the Class A and Dress Blue Coat. It is also worn in like manner above the pocket flap of the Class B Shirt. When Unit awards and foreign decorations are worn above the right pocket flap, the DUI is placed ¼ inch above and centered over these awards.

It is also worn centered on the black patch above the nameplate on the black pullover sweater that will

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soon be obsolete—the black pullover sweater is being replaced with the black cardigan sweater. The nameplate and the DUI will not be worn on the cardigan sweater.

Women wear the DUI centered and ½ inch above the nameplate or ¼ inch above the unit awards or foreign decorations. Women may wear it aligned to their right if it becomes obscured by their collar lapel.

TASK 6-9 REGIMENTAL CREST INSIGNIA

 Prior service members of the PASDF, who wear a member of the U.S. Army, Army Reserve, or Army National Guard, who were associated with a regiment, are permitted to wear their Regimental Crest in lieu of the PASDF DUI. It is worn on the same uniforms and in the same manner as the PASDF DUI as previously noted in the preceding task.

TASK 6-10 PASDF SHOULDER SLEEVE INSIGNIA (SSI)

 The PASDF SSI comes in two versions—Full color and subdued. The full color PASDF SSI is described as a shield; the viewer’s left side looks upon a centered replica of the Liberty Bell, which is proceeded by two gold stars on a field of red; the viewer’s right side looks upon a dark blue field containing a silver replica of the Minuteman Statue. A silver with black trim Lightning Bolt or (strike) appearing to strike across and downward separates the fields of red and blue. The Full-color PASDF SSI is only worn on the left sleeve of the Class A Coat. It is not worn on the Black All Weather Coat, or Windbreaker, or the Dress Blue or Dress Mess Uniforms.

The top of the SSI is placed ½ inch below the left shoulder seam and centered on the sleeve. When worn with Special Skill TABS, the tabs are placed ½ inch below the shoulder seam and centered on the sleeve and then the PASDF SSI is placed ¼ inch below and then centered on the sleeve.

The Subdued Version of this SSI is worn on the PASDF Class C BDU Field Uniform and on the Class B and Class C Flight Uniforms. It is also worn on the Class “C” Cold Weather Coat. It is the same size as the Full-color version but the subdued figures on the patch are in black and on an Olive Drab (OD) Green background.

The PASDF is developed is developing full-color and subdued versions of the SAR and CERT TABS. Guidance is per AR 670-1. Only 3 tabs may be worn in sequence at any one time. The order of precedence of these special Skill Qualification Tabs are as follows:

1. Special Forces
2. Ranger
3. Airborne
4. PASDF SAR (search and rescue)
5. PASDF CERT (community emergency response team)

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1. PASDF Honor Guard

TASK 6-11 WARTIME UNIT SHOULDER SLEEVE INSIGNIA

 Wartime Unit Shoulder Sleeve Insignia (SSI) comes in two versions—Full-color and subdued. The Wartime Unit SSI is worn on the right sleeve of the aforementioned uniforms in the prescribed manner as the PASDF SSI with the following expectations: Only one TAB may be worn above Wartime Unit SSI on the right sleeve.

TASK 6-12 NAMEPLATE

 The Nameplate is a black laminated plastic, either gloss or nonglossy, 1 inch by 3 inches by 1/16th inch thick, with a white border not to exceed 1/32 inch in width. Lettering is in block type, indented, with the last name 3/8 inches high on the top line, and Pennsylvania on the bottom line, both centered on the plate.

 Male personnel wear the nameplate on the flap of the right breast pocket, centered between the button and the top of the pocket, on the AG 415 shirts; on the coats of the Dress Green and Dress Blue Uniforms but not on the Mess Dress Blue Uniform; and in a comparable position on the hospital duty uniform. The nameplate is worn centered on the patch of the black pullover sweater. If a DUI is also worn, the nameplate is worn ½ inch above the bottom of the patch with the DUI centered, left to right and top to bottom, above the nameplate.

 Female personnel wear the nameplate between 1 and 2 inches above the top of the top button on the right side of the Class A Dress Coat, centered from side to side. It is worn in a comparable position on the blue uniform coat, slightly above the top button, and on the green shirts, maternity tunic, and hospital duty uniform.

 On the black pullover sweater, the nameplate is worn as described for male personnel. The patch positioning may be adjusted to confirm to individual figure sizes.

TASK 6-13 PASDF ORGANIZATION AND NAME TAPE

 The PASDF ORGANIZATION TAPE containing the word (PENNSYLVANIA) in 1 inch high, black, block letters on an OD Green cloth measuring the length of the pocket flap, but not exceeding the edges, is worn of the left breast pocket flap on the Class C BDU Shirt and Cold Weather Jacket.

 The NAME TAPE containing the members name will also be in 1 inch high, black, block letters on an OD Green cloth measuring the width of the pocket flap and worn over the right breast pocket as stated above.

 The PASDF TAPE and the member’s NAME TAPE must be the same length and each TAPE must be either printed or embroidered.

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TASK 6-14 INDIVIDUAL DECORATIONS AND AWARDS

 Ribbons will be worn in the order of precedence from the wearer’s right to left in one or more rows either with no space between rows or a 1/8th inch space between rows. No more than four ribbons will be worn in any one row. A second row will not be started unless the individual is authorized to wear four or more ribbons. The determination of whether three or four ribbons are worn in each row will be based on the size of the coat and the position of the lapel. The first and second rows will contain the same number of ribbons (three or four) before starting a third row. The third and succeeding rows will contain the same or fewer ribbons than the first two rows. The top row will be centered on the row beneath or aligned to the left, whichever presents the best appearance.

MALES: Ribbons will be worn centered 1/8th inch above the left breast pocket in as many rows as necessary.

FEMALES: Ribbons will be worn centered on the left side with the bottom row positioned parallel to the bottom edge of the nameplate. The placement of the ribbons may conform to the individual figure differences.

ORDER OF PRECEDENCE:

The following list is in accordance with AR 672-5 and 672-5-1 and the PASDF Awards SOP No. 96. This list indicates the order of precedence, by category of the medals commonly worn by the U.S. Army, and per PASDF SOP 96, the members of PASDF:

Categories followed by “L” are worn on the wearer’s left side of the uniform, while categories followed by “R” are worn on the right side.

1. U.S. Military Decoration “L”
2. U.S. Unit Awards “R”
3. Good Conduct Medal “L”
4. U.S. Campaign, Service, and Training Medals “L”
5. Foreign Unit Awards “R”
6. Non U.S. Service Awards “L”
7. PANG & Other State NG Awards
8. State Defense Force Awards “L”
9. Other State Defense Force Awards “L”
10. Other Organization Awards “L”
11. U.S. Military Decorations
12. Medal of Honor
13. Distinguished Service Cross
14. Defense Distinguished Service Medal 6-13

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1. Distinguished Service Medal
2. Silver Star
3. Defense Superior Service Medal
4. Legion of Merit
5. Distinguished Flying Cross
6. Soldiers Medal
7. Bronze Star Medal
8. Purple Heart
9. Defense Meritorious Service Medal
10. Meritorious Service medal
11. Air Medal
12. Joint Service Commendation Medal
13. Army Commendation Medal
14. Joint Service Achievement Medal
15. Army Achievement Medal
16. Prisoner of War Medal
17. Combat Action Ribbon (USMC)
18. Good Conduct Medal
19. Army Reserve Components Achievement Medal
20. U.S. Unit Awards
21. Presidential Unit Citation
22. Joint Meritorious Unit Award
23. Valorous Unit Award Citation
24. Meritorious Unit Commendation
25. Army Superior Unit Award
26. Good Conduct Medal
27. Army Reserve Components Achievement Medal
28. U.S. Campaign, Service and Training Medals
29. Army of Occupation Medal
30. National Defense Service Medal
31. Korean Service Medal
32. Antarctica Service Medal
33. Armed Forces Expeditionary Medal
34. Viet Nam Service Medal
35. Southwest Asia Service Medal

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1. Armed Forces Service Medal
2. Humanitarian Service Medal
3. Military Outstanding Volunteer Service Medal
4. Armed Forces Reserve Medal
5. NCO Professional Development Ribbon
6. Army Service Ribbon
7. Overseas Service Ribbon
8. Army Reserve Component Overseas Training Ribbon
9. Foreign Unit Awards
10. Republic of the Philippines Presidential Unit Citation
11. Republic of Korea Presidential Unit Citation
12. Republic of Viet Nam Presidential Unit Citation
13. Republic of Viet Nam Gallantry Cross
14. Republic of Viet Nam Civil Action Unit Citation
15. Non U.S. Service Medals
16. United Nations Service Medal
17. United Nations Medal
18. NATO Medal
19. Multinational Force and Observers Medal
20. Republic of Viet Nam Campaign Medal
21. Kuwait Liberation Medal—Saudi Arabia
22. Kuwait Liberation Medal—Kuwait
23. PANG and Other State Awards
24. State Defense Force Awards

PASDF AWARDS in order of precedence

1. Medal of Valor
2. Military Cross
3. Distinguished Service Medal
4. Purple Cross Medal
5. Lifesaving Medal
6. Medal of Merit
7. Medal of Commendation
8. Medal of Achievement
9. Commanding Generals Service Medal
10. Soldier of the Year Medal
11. Commanding Generals Meritorious Unit Medal
12. Search and Rescue Medal
13. Community Service Medal

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1. Good Conduct Medal
2. Service Medal
3. CERT Task Force Medal
4. Civil Defense Medal
5. Military Qualification Medal
6. Academy Honor Graduate Medal
7. Officer Academy Graduate Medal
8. NCO Academy Graduate Medal
9. Proficiency Medal
10. First Aid & CPR Medal
11. Orientation Award
12. Drill Attendance Award
13. Recruiting Award
14. Other State Defense Force Awards
15. Other Organization Awards
16. Reserve Officers Association Ribbon
17. State Guard Association of the U.S. Ribbon
18. Association of the U.S. Army Ribbon

TASK 6-15 U.S. COMBAT AND SPECIAL SKILL QUALIFICATION BADGES

Listed below, in order of group precedence, are the common Combat, Special Skill, and Marksmanship badges.

 Group 1 Combat/Expert Infantry Badge

 Group 2 Combat Medical Badge/Expert Field Medical Badge

 Group 3 Army Aviator/Flight Surgeon/Aircraft Crewman Badges

 (PASDF Pilot and Aerial Observers Badge)

Group 4 Parachutist/Air Assault/Path Finder/and Ranger, Special Forces medal tab replicas, and PASDF SAR AND CERT TABS

Group 5 Driver and Mechanic; EOD, Driver, and Parachute Rigger Badge. The Driver and Mechanic badge will only be worn on the left pocket flap (or similar position for women)

MARKSMANSHIP BADGES: Expert, Sharpshooter and Marksman

 A total number of four combat and special skill badges may be worn at one time. This does not include special skill tabs. Up to three combat and special skills badges from groups 1 to 3 may be worn

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one above the other (1/2” spacing) ¼ inch above the ribbons or pocket flap, or in a similar location for uniforms without pockets. When no badges from groups 1 to 3 are worn, a total of two special skill badges from groups 4 and 5 may be worn, one above the other (1/2” spacing) ¼ inch above the ribbons or pocket flap, or in a similar location for uniforms without pockets. When badges from 1 to 3 are worn with badges from groups 4 and 5, the badges from groups 4 and 5 will be worn side by side below the ribbons or on the pocket flap in order of group precedence from the wearer’s right to left.

Note:

 In all cases where badges are worn below the ribbons, regulations stare 1/8 inch below the top of the pocket for men, (women don’t have pockets on the Green or Dress Uniform) and “¼ inch below the ribbons for women.” Since men wear ribbons 1/8 inch above the pocket, the relative position of badges below ribbons is actually the same for men and women, i.e. ¼ inch below ribbons. For females, placement of badges may be adjusted to conform to individual figure differences.

Marksmanship Badge

 Centered from left to right, ¼ inch below the ribbons.

Any single Badge from Groups 1-5

 Centered, ¼ inch above the ribbons, the pocket flap, or in a similar location on uniforms without pockets.

Note: In all cases where centered badges would be obscured by the coat lapel, they may be worn aligned with the left edge of the ribbons.

Any Group 1-5 Badge with Marksmanship Badge

 Group 1-5 Badge centered ¼ inch above ribbons; marksmanship badge centered ¼ inch below ribbons.

GROUP 4 and, or, 5 badges together

 Centered ¼ inch above ribbons, with ½ inch spacing between badges

GROUPS 1 to 3 with Groups 4 and 5

Group 1 to 3 badge is centered ¼ inch above ribbons; other badges will be equally spaced from left to right on the pocket flap with the top of the badge ¼ inch below the ribbons and at least 1 inch between the badges. Group 4 or 5 badges are worn to the right of the Marksmanship badges.

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GROUPS 1 to 3 with Group 4 or 5 and Marksmanship Badge

 Group 1 to 3 badge is centered ¼ inch above ribbons; other badges will be equally spaced from the left to right on pocket flap with the top of the badges ¼ inch below the ribbons.

OR

 The Group 4 or 5 badge may be worn centered from left to right on the pocket flap with the top of the badge ¼ inch below the ribbons. Each marksmanship badge will be centered between the button and the left or right edge of the pocket. The bottom of the badges (not clasps) will be adjacent to the bottom of the pocket flap.

SUBDUED PIN ON/SEW ON BADGES

 No more than four subdued combat and special skill badges may be worn. Badges will be worn one above the other, centered on and above the PASDF Organization TAPE, in order of precedence. When four badges are worn, three will be worn centered above the PASDF tape in a vertical line, and one will be worn centered fro left to right on the pocket flap, (1/8 inch below the pocket seam) or in a similar location on uniforms with out pockets. When three badges are worn, two will be worn centered above the PASDF tape in a vertical line, and one will be worn centered from left to right on the pocket flap, (1/8 inch below the pocket seam), or in a similar position on uniforms without pockets. When two badges are worn, both badges will be centered above the PASDF tape in a vertical line. If only one badge is worn, it will be worn centered above the PASDF tape. The bottom of the badge will be worn approximately ¼ inch above the PASDF TAPE and ½ inch space between badges if more than one badge is worn.

TASK 6-16 PERSONAL APPEARANCE

 The best—fitted uniform is to no avail if, it is worn by a member in the PASDF who doe not possess “military bearing.” Stand or sit erect, chest out, stomach in; do not slouch. Look the world and your associates squarely in the eye. You are an honorable person in an honorable, volunteer military profession. Do your best to look the part. This includes long-term attention to physical and emotional fitness and self-control as is necessary to meet the challenges that our organization faces.

 “Cleanliness is next to godliness;” We have all heard this at one time or another. The point is that one should take pride in their personal appearance. Grooming is not only and indication of how a person feels about himself or herself, it also reflects on the perception of the public as and to how they view the personnel and professionalism of the members of the PENNSYLVANIA STATE DEFENSE FORCE.

MALES:

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Hair is to be neatly groomed and trimmed so that it does not present a ragged, unkempt, or extreme appearance. The hair should present a tapered appearance, and not fall over the eyebrows, or touch the collar except for the closely cut hair at the back of the neck. In all cases, the bulk or length must not interfere with the normal wear of headgear or protective masks.

Sideburns should be neatly trimmed. The base will not be flared, nor will it extend below the lowest part of the exterior ear opening. The bottom will be clean-shaven and on a horizontal line.

The face is to be clean-shaven except that a mustache is permitted, provided it is kept neatly trimmed, tapered, and tidy. No portion of the mustache may cover the upper lip or extend sideways beyond the corners of the mouth, nor will it present a clipped off appearance. Handlebar mustaches, goatees, and beards are not authorized while wearing the PASDF Uniform. This is due to the problem with the ability of the protective mask to properly seal in a chemical or biological hazard environment. The only exception to this criteria is that some PASDF members may belong to various ceremonial organizations that perform Re-enactments of different U.S. historical periods, e.g., French and Indian Wars, American Revolution, War of 1812, U.S. Civil War, etc., or there may be a severe medical condition that is exacerbated by having to shave. PASDF member falling under the latter must have a medical profile from a licensed physician; and PASDF members who are re-enactors must present proper verification to their commanders. A copy of the certification should be a part of the members file, kept at battalion, and Official 201 file that is kept at PASDF HQ.

The wearing of a wig or hairpiece is prohibited except to cover natural baldness or physical disfiguration caused by an accident or a medical procedure. When worn, it must conform to the aforementioned PASDF haircut criteria.

FEMALES:

 Hair will be neatly groomed. The length and bulk will not be excessive or present a ragged, unkempt, or extreme appearance. Hair will not fall over the eyebrows or extend below the bottom edge of the collar. The hairstyle must not interfere with the proper wearing of headgear or protective masks. Hairnets are not authorized unless required for health or safety reasons. Wigs may be worn so long as the hairpiece is a natural color and conforms to the aforementioned criteria. Hair-holding implements and ornaments, i.e., barrettes, pins, clips, etc., if used, must be transparent or similar in color to the hair, and must be inconspicuously placed. Beads or similar ornamental items are not authorized.

 Females may wear cosmetics applied conservatively and in good taste. Lipstick and nail polish may be worn with all uniforms so long as the color is conservative and compliments the uniform. Extreme shades of color such as purple, gold, blue etc., are not permitted.

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Jewelry and Eyeglasses:

 The wearing of a wrist watch, a wrist identification bracelet (medical) and not more than two rings are authorized for wear—a wedding set is considered one ring, provided the styles are conservative and in good taste, unless prohibited for health or safety reasons. No jewelry, watch chains, or pens and pencils will appear exposed on the uniform. Authorized exceptions are a conservative tie tack or tie clasp, which may be worn with the black four-in-hand necktie, and pen and pencil that may appear exposed on the hospital duty and flight uniforms. Fad devices, vogue medallions, personal talismans, or amulets are not authorized for wear with the uniform or while on duty. The wear of religious articles and jewelry is authorized provided they are not visible or exposed, the exception being the Chaplain wearing the appropriate BOS insignia. In addition, articles of religious clothing such as Sikh turbans and Jewish yarmulkes may be worn under certain circumstances provided they are neat and conservative in appearance. Wear of such articles may be prohibited when “complete uniformity” is desired, i.e., for parades, color guards, or other ceremonial functions and units.

 Male members are forbidden to wear earrings of any type when in PASDF uniform or when wearing civilian clothing while on duty. Female members may wear earrings with the service, dress, mess, and evening mess uniforms, but not with the CLASS C field uniform. Earrings may either be clip on, screw on, or the post type; the must be unadorned and spherical in shape; not more than 6mm in diameter; and gold, silver, or white pearl. Earrings must be worn in matched pairs, not more than one earring per lobe.

 Conservative prescription civilian eyeglasses are authorized for wear. Conservative prescription and non-prescription sunglasses are authorized except when in formation. Eyeglasses or sunglasses that are faddish or have lenses or frames with initials or other adornments are not authorized for wear while in a PASDF uniform.

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TASK SUMMARY SHEET

1. TASK 11-7 BASIC FIRST AID

2. CONDITIONS: Members will complete this task to standard in a classroom setting and upon completion of this period of instruction or, after self-study, utilizing the content material, be required to successfully complete the hands-on examination.

3. STANDARDS: The student is expected to understand, explain and then demonstrate this subject content and then successfully complete each practical exercise throughout this period of instruction on the following:

\_\_\_\_\_7-1 Evaluate a Casualty

\_\_\_\_\_7-2 Clear an Obstruction from the Throat of a Conscious Victim

\_\_\_\_\_7-3 Put On a Field or Pressure Dressing

\_\_\_\_\_7-4 Put On a Tourniquet

\_\_\_\_\_7-5 Apply a Dressing to An Open Abdominal Wound

\_\_\_\_\_7-6 Apply a Dressing to An Open Chest Wound

\_\_\_\_\_7-7 Apply a Dressing to An Open Head Wound

\_\_\_\_\_7-8 Prevent Shock

\_\_\_\_\_7-9 Splint a Suspected Fracture

\_\_\_\_\_7-10 give First Aid for Burns

\_\_\_\_\_7-11 Give first Aid for Heat Injuries

\_\_\_\_\_7-12 Give first Aid for Frostbite

\_\_\_\_\_7-13 Transport a casualty Using a One-Person Carry

\_\_\_\_\_7-14 Transport a casualty Using a Two-Person carry or an Improvised Litter

4. REFERENCES: FM 21-11

 STP 21-1-SMCT—Soldiers Manual of Common Tasks

 pp. 641-648, 660-723

5. RESOURCES REQUIRED: Wounds Moulage set, Casualty Simulation Kit, Litter, Blankets, Poncho, 1st Aid Dressings, Splints, etc.

6. ALTERNATE TRAINING: American Red Cross First Aid and CPR

7. VALIDATION & WAIVER GUIDANCE: All PASDF members are required to successfully complete this period of instruction. This task will not be waived. See Special Instructions next page.

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Training Outline

Lesson Plan Task 11-7

DATE & TIME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Length\_\_\_\_\_\_\_\_4\_\_\_\_\_\_\_\_Hour

LEARNING OBJECTIVES: To establish the student’s fundamental understanding of the proper procedure to evaluate, treat and then safely transport different types of casualties.

REFERNCES: STP 21-1-SMCT Soldiers Manual of Common Tasks

CLASSROOM EQUIPMENT: Chalkboard, Flipchart, Paper, Chalk, Marking Pens, etc.

TRAINING SUPPORT: NONE

SAFETY REQUIREMENTS: The classroom should be well lighted and sufficiently comfortable and ventilated.

SPECIAL INSTRUCTIONS: Validation Guidance: All PASDF members are required to successfully complete this period of instruction.

Waiver Guidance: This group of tasks may not be waived for any reason. All personnel are expected to be able to properly evaluate, administer basic first aid as necessary, and to safely transport casualties to the nearest competent medical facility. Students must successfully demonstrate each task while proceeding through this subject matter. This is internal organizational training and as such in no way represents PASDF certification of Red Cross or other agency certification courses.

1. INTRODUCTION:

 The purpose of this period of instruction is to have the student understand and be able to administer Basic First Aid.

TASK 7-1 EVALUATE A CASUALTY

 Condition: Given a person who is showing signs and or symptoms of an injury

Standards: Evaluate a casualty following the sequences of major steps and identify all injuries and or conditions present.

 TRAINING AND EVALUATION OUTLINE

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Note: When evaluating and or treating a casualty, you should seek medical aid as soon as possible. Do not stop treatment, but if the situation allows, send another person to find competent medical aid. If there are any signs of chemical or biological agent poisoning, immediately mask the casualty.

1. Check for responsiveness:
	1. Ask in a loud voice, “Are you ok”
	2. Gently shake or tap the casualty on the shoulder
	3. Watch for response. If the casualty does not respond, go to step 2
	4. If the casualty is conscious, ask where he or she feels different than usual or where it hurts. Go to step 3

Note: if the casualty is conscious but is choking and cannot talk, stop the evaluation and begin treatment (see task 7-2 Clear the throat of a conscious casualty).

WARNING!!

IF A BROKEN NECK OR BACK IS SUSPECTED, DO NOT MOVE THE CASUALTY UNLESS TO SAVE HIS OR HER LIFE.

1. Check for breathing
	1. Breathing is checked using the following methods;
		* 1. Look for rise and fall of the casualty’s chest
			2. Listen for breathing by placing your ear about 1 inch above the casualty’s mouth and nose
			3. Feel for breathing by placing your hand or cheek about 1 inch above the casualty’s mouth and nose

STOP: Explain to the student that if the casualty is not breathing, to stop the evaluation and that they would administer CPR. But inform the student that CPR is not a part of this period of instruction or a part of the PASDF Basic Training Program and that they will train on CPR at a later time.

Note: Pulse will be checked, if necessary, during performance of CPR, i.e., “mouth to mouth resuscitation.”

1. Check for bleeding
	1. Look for spurts of blood or blood-soaked clothing
	2. Look for entry and exit wounds
	3. If bleeding is present, stop the evaluation and begin treatment in accordance with the following tasks:

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* + - 1. Arm or leg wound: Task 7-3, Put on a Field or Pressure Dressing
			2. Partial or complete amputation: Task 7-4, Put on a Tourniquet
			3. Open head wound: Task 7-7, Apply a Dressing to…
			4. Open abdominal wound: Task 7-5, Apply a Dressing to…
			5. Open Chest wound: Task 7-6, Apply a Dressing to…

WARNING!!

DO NOT EXPOSE WOUNDS

IN A CHEMICALLY CONTAMINATED AREA

1. Check for shock
	1. Look for any of the following signs and or symptoms:
		* 1. Sweaty, but cool (clammy) skin
			2. Paleness of skin
			3. Restlessness, agitation, or nervousness
			4. Thirst
			5. Loss of blood (bleeding)
			6. Confusion
			7. Faster than normal breathing rate
			8. Blotchy or bluish colored skin, especially around the mouth
			9. Nausea and or vomiting
	2. If signs or symptoms of shock are present, stop the evaluation and begin treatment (See Task 7-8 Prevent Shock)

WARNING!!

LEG FRACTURES MUST BE SPLINTED BEFORE

ELEVATING THE LEGS AS A TREATMENT FOR SHOCK

1. Check for fractures
	1. Look for the following signs and symptoms of a neck or back injury:
		* 1. Pain or tenderness of the neck or back area
			2. Cuts or bruises in the neck or back area
			3. Inability of a casualty to move (paralysis or numbness)
				1. Ask about military to move (paralysis)
				2. Touch the casualty’s arms and legs and ask whether he or she can feel your hand (numbness)
			4. Unusual body position

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WARNING!!

UNLESS THERE IS IMMEDIATELY LIFE-THREATENING

DANGER, DO NOT MOVE A CASUALTY WHO HAS A

SUSPECTED BACK OR NECK INJURY!!

* 1. Immobilize an casualty suspected of having a neck or back injury by doing the following:
		+ 1. Tell the casualty not to move
			2. If a back injury is suspected, place padding under the natural arch of the casualty’s back
			3. If a neck injury is suspected, place a roll of cloth under the casualty’s neck and put boots, filled with dirt, sand, or rocks, etc., on both sides of the casualty’s head
	2. Check the casualty’s arms and legs for open or closed fractures
		+ 1. Check for open fractures
				1. Look for bleeding
				2. Look for bone protruding through the skin
			2. Check for closed fractures
				1. Look for swelling
				2. Look for discoloration
				3. Look for deformity
				4. Look for unusual body position
	3. If a fracture to an arm or leg is suspected, stop the evaluation and begin treatment (See Task 7-9 Splint a Suspected Fracture)
1. Check for burns
	1. Look carefully for reddened, blistered, or charred skin. Also check for singed clothing
	2. If burns are found, stop the evaluation and begin treatment (See Task 7-10 Give First Aid For Burns)
2. Check for head injury
	1. Look for the following signs and symptoms:
		* 1. Unequal pupils
			2. Fluid draining from the ears, nose, mouth, or injury site
			3. Slurred speech
			4. Confusion
			5. Sleepiness
			6. Loss of memory or consciousness
			7. Staggering when walking
			8. Headache

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* + - 1. Dizziness
			2. Vomiting
			3. Paralysis
			4. Convulsions or twitching
	1. If a head injury is suspected, continue to observe watching for signs that would require performance of mouth to mouth resuscitation, treatment for shock, or control of bleeding and seek immediately medical aid.

EVALUATION PREPARATION

Setup: Prepare a “casualty” for the student to evaluate by simulating one or more of the previously mentioned wounds or conditions. Wounds may be simulated using a “wounds moulage set,” a casualty simulation kit, or other available training materials. A “conscious casualty” can be coached to show signs of such conditions as shock or head injury and to respond to the student’s questions about the location of pain or other symptoms of injury. However, the evaluator will cue the student during the evaluation of an “unconscious casualty” as to whether the casualty is breathing and describe the signs or conditions, such as shock, etc., as the student is making the check.

Brief the Student:

 Tell the student to do, in order, all of the necessary steps to evaluate the casualty ad identify all wounds and or conditions present. Tell the student that they must tell you what First Aid action, i.e., to give mouth-to-mouth resuscitation, bandage the wound, etc., that he or she must take but that no first aid is to be performed unless a head or neck injury is found.

Note: It is not necessary for the student to check for pulse during this evaluation. Checking for pulse is a part of –Performing CPR i.e., Mouth to Mouth Resuscitation, which is not a requirement of this chapter.

TASK 7-1 EVALUATION GUIDE:

EVALUATE A CASUALTY

 PERFORMANCE MEASURES Pass or Fail

 1. Checks for responsiveness P F

 2. Checks for breathing, if necessary P F

 3. Checks for bleeding P F

 4. Checks for shock P F

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 5. Checks for fractures and immobilizes neck P F

 or back injuries if found

 6. Checks for burns P F

 7. Checks for head injury P F

 8. Performance all necessary steps in sequence P F

 9. Seeks medical aid as soon as possible P F

 10. Identifies all wounds and or conditions P F

FEEDBACK: All students must pass each step to successfully complete this segment of Basic First Aid. Students receive a sore of F if they fail to pass any of the steps. Show the student what they did not do and allow them time for a retest.

TASK 7-2 CLEAR AN OBJECT FROM THE THROAT OF A CONSCIOUS CASUALTY

CONDITONS: Given a casualty who presents that they are experiencing difficulty with breathing because something is stuck in their throat.

STANDARDS: The student will attempt to clear the object from the casualty’s throat; continue giving abdominal or chest thrusts until the casualty can talk and breathe normally; you are relieved by a qualified person, or the casualty becomes unconscious requiring mouth-to-mouth resuscitation.

TRAINING AND EVALUATION

EVALUATION PREPARATION

SETUP: You will need another student to play the part of the casualty

BRIEF THE STUDENT: Describe the symptoms of the casualty with good air exchange, poor air exchange, or a complete airway obstruction. Ask the student what should be done.

 Score Step 1 based upon the student’s answer. Then tell the student to properly execute all of the first aid steps required to clear the object from the casualty’s throat. Tell the student to demonstrate where to stand, how to properly position their hands, and how to position the casualty for thrusts. The student must tell you how many thrusts should be done and tell you how they should be done. Ensure that the student understands that he or she must not actually execute the thrusts.

 CLEAR AN OBJECT FROM THE THROAT OF A CONSCIOUS CASUALTY

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 PERFORMANCE MEASURES Pass or Fail

 1. Student determines if the casualty needs help P F

a. If the casualty has good air exchange, i.e., (is able to speak, coughs forcefully, may be wheezing between coughs) doe not interfere except to encourage the casualty

b. If the casualty has poor air exchange, i.e., (weak coughing with high-pitched noise between coughs, signs of shock) continues with step 2 below

c. If the casualty has a complete airway obstruction, i.e., (cannot speak, breath, or cough at all, or may be clutching neck and moving erratically) continues with step 2

2. Student demonstrates the correct positioning for executing P F abdominal or chest thrusts and explains how he or she should give them.

Note: Abdominal thrusts should be used unless the casualty is in the advanced stages of pregnancy, is very obese, or has significant abdominal wound.

 a. Abdominal Thrusts

1. Student stands behind the casualty and wraps his or her arms around the casualty’s waist.

2. Makes a fist with one hand and places the thumb side of the first against the abdomen slightly above the navel and well below the tip of the breastbone.

3. Grasps the fist with the other hand and exerts quick backward and upward

Note: Each thrust should be a separate, distinct movement. It may be necessary to repeat the thrust 6 to 10 times to clear the obstruction from the airway.

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 b. Chest Thrust

1. Student stands behind the casualty and wraps his or her arms under the casualty’s armpits and around the chest.

2. Makes a fist with one hand and places the thumb side of the fist on the middle of the casualty’s breastbone.

3. Grasps the fist with the other hand and executes backward thrusts.

Note: Each thrust should be executed slowly, distinctly and with the intent to dislodge the obstruction.

 3. Continues giving abdominal or chest thrusts as required P F

Note: Although not evaluated, the student would continue giving thrusts as stated in this task standard. If the casualty becomes unconscious, the student would perform a finger sweep of the mouth and then start mouth to mouth resuscitation. If the obstruction is cleared, the student would continue watching the casualty closely and begin checking for other injuries as necessary: (See Task 7-1 Evaluate a Casualty)

FEEDBACK: All students must successfully pass each step to complete this task before moving on to the next subject. Score the student a go if they pass all steps. Score the student an F if they fail to pass any of the steps. Show the student what they did not do and allow them time for a retest.

Instructors note: Students are not required to have “MOUTH TO MOUTH RESUSCITATION” as a part of this PASDF Basic First Aid Training Program. Members will receive this training outside of the BASIC TRAINING requirement.

TASK 7-3 PUT ON A FIELD PRESSURE DRESSING:

CONDITIONS: Given a casualty who has a bleeding wound of the arm or leg. The casualty is breathing. The casualty’s first aid packet and materials to improvise a pressure dressing and to elevate the extremity are available.

STANDARDS: Put on a field dressing and, if necessary, a pressure dressing on the wound following the correct sequence.

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TRAINING AND EVALUATION

EVALUATION PREPARATION

SET UP: Use the same field dressing repeatedly. Have the materials available for a pressure dressing (wadding and cravat or a strip of cloth). Have one student play the part of a casualty and another apply the field and pressure dressing. Use the moulage or mark a place on the casualty’s arm of leg to simulate a wound.

BRIEF THE STUDENT: Tell the student to do, in order, the first aid steps required to put on a field dressing and, if necessary, a pressure dressing on the casualty’s wound. When testing step 1, see the note below it for available options. After step 2 and step 3, tell the student that the bleeding has not stopped. After step 4, tell the student that the bleeding has stopped and asks what should have been done if the bleeding had continued.

PUT ON A FIELD DRESSING

PERFORMANCE MEASURES Pass or Fail

1. Uncovers the wound unless clothing is stuck to P F

the wound or a chemical environment exists

Note: Evaluator will indicate:

 a. Whether clothing is stuck; if so, student should not remove it

b. If chemical environment exists; student should not uncover the wound

2. Student applies the casualty’s field dressing P F

a. Student applies the casualty’s dressing, white side down, directly over the wound.

 b. Wraps the tails so that the dressing is and both sides are sealed.

c. Ties the tails into a nonslip knot over the outer edge of the dressing; not over the wound.

d. Checks to make sure that it is tied firmly enough to prevent slipping without causing a tourniquet-like effect.

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WARNING!!

FIELD AND PRESSURE DRESSINGS SHOULD NOT HAVE A TOURNIGUET-LIKE EFFECT.

THE DRESSING MUST BE LOOSENED IF THE SKIN BEYOND THE INJURY BECOMES

COOL, BLUE, OR NUMBS!!

3. Student applies manual pressure and elevates the arm or leg if necessary P F

a. Applies firm manual pressure over the dressing for 5 to 10 minutes.

b. Elevates the injured part above the level of the heart, unless a fracture is suspected and has not been splinted.

4. Applies a pressure dressing, if necessary P F

 a. Keeps the arm or leg elevated

 b. Places a wad of padding over the wound

c. Places an improvised dressing over the wad of padding and wraps it tightly around the wound.

d. Ties a non-slip knot directly over the wound.

e. Checks to make sure that the dressing does not have a tourniquet-like effect.

Note: If the bleeding stops, the student would watch the casualty closely and check for other injuries. However, if the bleeding continues, the student might have to apply a tourniquet.

FEEDBACK: Score the student a go if they pass all of the steps. However, if the student misses or fails any of the steps, then the student receives and F. Show the student what they did not do and allow them time to retest.

TASK 7-4 PUT ON A TOURNIQUET

CONDITIONS: Given a casualty who has a bleeding wound of the arm or leg. The bleeding cannot be stopped using a field and pressure dressing. The casualty is breathing. A stick or similar object available.

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STANDARDS: Apply a tourniquet, which stops bright red bleeding. The tourniquet stick does not unwind.

TRAINING AND EVALUATION

EVALUATION PREPARATION

SET UP: This task will be evaluated using a mannequin or other simulated form of an arm or leg (padded length of 2x4 inch wood with a glove or boot on one end). Under no circumstances will this task be evaluated using a live simulated casualty. Place a real or simulated field dressing on the arm or leg. Place the tourniquet materials (stick and one or two pieces of cloth) nearby.

BRIEF THE STUDENT: Tell the student that the field and pressure dressings have failed to stop the bleeding from the wound and that they must now apply the tourniquet.

WARNING!!

THE ONLY TIME THAT A TOURNIQUET SHOULD BE APPLIED IS WHEN AN ARM OR LEG HAS BEEN CUT OFF OR WHEN HEAVY BLEEDING CANNOT BE STOPPED BY A PRESSURE DRESSING. IF ONLY A PART OF A HAND OR FOOT HAS BEEN CUT OFF, THE BLEEDING SHOULD BE STOPPED USING A PRESSURE DRESSING

PERFORMANCE MEASURES Pass or Fail

1. Student makes a tourniquet at least 2 inches wide P F

2. Student positions the tourniquet P F

a. Places tourniquet over the smoothed sleeve or trouser leg, I possible.

b. Places the tourniquet around the limb 2 to 4 inches above the edge of the wound but not on a joint

3. Student applies tourniquet P F

 a. Student ties a half-knot.

 b. Places a stick (or similar object) on top of the knots

 c. Ties a full knot over the stick

d. Twists the stick until the tourniquet is tight around the limb and bright red bleeding has stopped.

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4. Secures the tourniquet P F

Note: The tourniquet can be secured using the ends of the tourniquet band or with another piece of cloth as long as the stick does not unwind

5. Student marks the casualty’s forehead with a “T” using a pen, mud, P F the casualty’s blood, or whatever is available

6. Student does not cover the tourniquet P F

7. Student does not loosen the tourniquet P F

Note: If possible, served limbs or body parts should be saved and transported with, but out of sight of the casualty.

FEEDBACK: Score the student a Go if all the steps are passed. Score the student a No Go if any steps are failed. If the student fails, show what was missed and allow time for the student to retest.

TASK 7-5 APPLY A DRESSING TO AN OPEN ABDOMINAL WOUND

CONDITIONS: Given a casualty who has an open abdominal wound; the casualty is breathing; a first aid packet is available.

STANDARDS: Apply a dressing to the wound following the correct sequence without causing further injury to the casualty.

TRAINING EVALUATION

EVALUATION PREPARATION

SET UP: Use the same field dressing repeatedly. Have another student act as the casualty. Use a moulage or otherwise simulate the abdominal wound. You can have a canteen of water available and have the casualty say that they are thirsty to test the step.

BRIEF THE STUDENT: Tell the student to execute, in order, all necessary first aid steps to treat the casualty’s wound. When testing step 2, see not below it for available options.

APPLY A DRESSING TO AN OPEN ABDOMINAL WOUND

PERFORMANCE MEASURES Pass or Fail

1. Position the casualty on their back with the legs in a “knees up position” p F

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2. Student uncovers the wound unless clothing is stuck to the wound P F or an exposed to chemical environment

NOTE: EVALUATOR WILL INDICATE:

a. Whether clothing is stuck; if so, student should not attempt o remove it.

b. If a chemical environment exists; if so, the student should not uncover the wound.

3. Student picks up any organs which are on the ground P F

a. Uses a clean, dry dressing or the cleanest material available.

b. Places the organ on top of the casualty’s abdomen.

4. Applies the casualty’s field dressing P F

NOTE: If the field dressing is not large enough to cover the entire wound, the inner surface of the plastic wrapper from the dressing may be used to cover the bowel before the dressing is applied. Other improvised dressing can be made from clothing, blankets, or the cleanest material available.

a. Applies the dressing, white side down, directly over the wound.

WARNING!!

DOES NOT APPLY PRESSURE TO THE WOUND

OR OTHER EXPOSED INTERNAL PARTS

b. Wraps the tails around the casualty’s body back to the starting point, completely covering the dressing if possible.

c. Loosely ties the tails into a nonslip knot at the casualty’s side.

d. Checks to make sure that the dressing tails are tied firmly enough to prevent slipping without applying pressure to the bowel.

Note: Field dressing can be covered with improvised reinforcement materials (cravats, strips of torn cloth) for additional support and protection. The improvised bandages should be tied on the casualty’s opposite side.

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5. Student performs steps 1-4 in sequence P F

6. Student does not cause further injury P F

a. Does not touch exposed organs with bare hands

b. Does not try to push organs back inside of the body

c. Does not probe, clean, or remove any foreign object from the wound

d. Does not give food or water to the casualty; However, the student may choose to moisten the casualty’s lips

Note: Although not evaluated, the student would watch the casualty loosely for life threatening conditions, seek medical aid, and check for other injuries.

FEEDBACK: Score the student a Go if they properly execute all the steps. Score the student a No Go if they fail any of the steps. If the student scores a No Go, tell them what steps were done incorrectly and allow them the time to take a retest.

TASK 7-6 APPLY A DRESSING TO AN OPEN CHEST WOUND

CONDITIONS: Given a casualty who has an open chest wound; the casualty is breathing; a first aid packet is available.

STANDARDS: Apply a dressing to the wound following the correct sequence without causing further injury.

TRAINING AND EVALUATION

EVALUATION PREPARATION

SET UP: Use the same field dressing repeatedly. Prepare the field dressing outer wrapper or provide a piece of airtight material (plastic, cellophane, foil). Have another student act as a casualty. Use a moulage or otherwise simulate the chest wound.

BRIEF THE STUDENT: Tell the student to do, in order, all of the necessary first aid steps to treat the casualty’s wound. Tell the student that there is no exit wound. When testing step 1, see the not below if for available options.

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APPLY A DRESSING TO AN OPEN CHEST WOUND

PERFORMANCE MEASURES Pass or Fail

NOTE: IF THERE ARE TWO WOUNDS, THE SAME PROCEDURE SHOULD BE FOLLOWED FOR BOTH WOUNDS STARTING WITH THE ONE WHICH IS MOST SERIOUS (THE HEAVIEST BLEEDING, LARGEST WOUND).

1. Student uncovers the wound unless clothing is stuck to the wound P F or a chemical environment exists.

Note: Evaluator will indicate:

a. Whether clothing is stuck; if so, student should not attempt to remove it

b. If in a chemical environment; if so, student should not uncover the wound

WARNING!!

DOES NOT ATTEMPT TO UNCOVER THE WOUND

2. Student applies airtight material over the wound without touching the P F the inner surface, if possible

a. Uses the fully opened outer wrapper of the casualty’s field dressing or other airtight material.

b. Applies the inner surface of the airtight material directly over the wound after the casualty breaths out completely.

c. Holds it in place.

3. Student applies the casualty’s field dressing P F

a. Applies the dressing, white side down, directly over the airtight material.

b. Has the casualty breath normally.

c. Maintains pressure on the dressing while wrapping the tails, in opposite directions, around the body and back to the starting point.

d. Ties the tails into a nonslip knot over the center of the dressing after the casualty has breathed out completely.

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e. Checks to make sure that the dressing tails are tied firmly enough to secure the dressing without interfering with breathing.

Note: When practical, direct manual pressure should be applied over the dressing for 5 to 10 minutes.

4. Student positions the casualty on the injured side or in sitting position, P F whichever makes breathing easier.

WARNING!!

IF THE CASUALTY’S CONDITION, I.E., DIFFICULTY BREATHING, SHORTNESS OF BREATH, RESTLESSNESS, OR BLUENESS OF SKIN, WORSENS AFTER PLACING THE DRESSING, QUICKLY LIFT OR REMOVE AND THEN REPLACE THE AIRTIGHT DRESSING.

5. Student performs steps 1-4 in sequence. P F

Note: Although not evaluated, the student would watch the casualty closely for any life threatening conditions, seek medical aid, and check for other injuries.

FEEDBACK: Score the student a Go if they pass all of the steps. If the student fails any of the steps, score them a No Go. Tell them what they did wrong and how to do it correctly. Allow the student time to take the test over again.

TASK 7-7 APPLY A DRESSING TO AN OPEN HEAD WOUND

CONDITIONS: Given a casualty who has an open head wound; the casualty is breathing; a first aid packet is available.

STANDARDS: Apply a dressing to the wound following the correct sequence without causing further injury to the casualty.

TRAINING AND EVALUATION

EVALUATION PREPARATION

SET UP: Use the same field dressing repeatedly. Have another student act as a casualty. Use a moulage or otherwise simulate a wound to the forehead, the back, or side, cheek, or top of the head. Brief the casualty on how to answer the student’s questions during step 1. You can have a canteen of water available and have the casualty say that they are thirsty to test step 7d.

BRIEF THE STUDENT: Tell the student to do, in order, all of necessary first aid steps to treat the casualty’s wound. Tell the student that a chemical environment does not exist. After the student completes step 4, ask them how often the casualty’s level of consciousness should be checked and what should be done if the casualty falls asleep.

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APPLY A DRESSING TO AN OPEN HEAD WOUND

PERFORMANCE MEASURE Pass or Fail

1. Student checks the casualty’s level of consciousness P F

a. Asks the casualty questions such as:

1. “What is your name?”

2. “Where are you?”

3. “What is today’s date?” (day/month/year)

b. Reports incorrect answers, inability to answer, or changes in answers to medical personnel when they arrive.

2. Positions the casualty. P F

WARNING

THE CASUALTY WILL NOT BE MOVED IF IT IS SUSPECTED THAT THE CASUALTY HAS SUSTAINED A NECK, SPINE, OR SEVERE HEAD INJURY WHICH PRODUCES ANY SIGNS OR SYMPTOMS OTHER THAN MINOR BLEEDING.

a. Casualty is conscious or has a minor scalp wound.

1. Has the casualty sit up unless unable or other injuries prohibit it.

2. If casualty is lying down and is not accumulating fluids in the throat, slightly raises the casualty’s head.

3. If the casualty is bleeding into the mouth or throat, turns their head to the side or positions the casualty on their side (the side opposite the injury site, if applicable).

b. Casualty is unconscious or has a severe head injury.

1. Treats as having a potential neck injury or spinal injury. Immobilizes and does not move the casualty unless absolutely necessary to do so.

2. If the casualty is choking and, or, vomiting, or is bleeding into the mouth or throat, positions the casualty on their side; the side opposite the injury site, if applicable.

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WARNING!!

IF IT IS NECESSARY TO TURN A CASUALTY WITH A SUSPECTED NECK OR SPINAL INJURY, ASSISTANCE WILL BE REQUIRED TO ROLL THE CASUALTY GENTLY ONTO THEIR SIDE, KEEPING THE HEAD, NECK, AND BODY ALIGNED WHILE PROVIDING SUPPORT FOR THE HEAD AND THE NECK.

3. Exposes the wound by removing the headgear, if necessary. P F

Note: in a chemical environment:

a. If the mask and hood are not breeched, no dressing is applied. If the “all clear” has not been given, the casualty’s mas will not be removed to treat the wound.

b. If the mask or hood has been breeched and the “all clear” has not been given, an attempt will be made to repair the breech with tape or wet cloth stuffing. No dressing will be applied.

c. If the mask or hood has been breeched and the “all clear” has been given, the mask can be removed to apply the dressing.

4. Student applies the casualty’s field dressing to the wound. P F

a. Forehead or back of head.

1. Applies the dressing, white side down, directly over the wound with the tails extending toward the sides of the head.

2. Wraps the tails, one at a time, around the head in opposite directions making sure that the tails cover the dressing but not the eyes or ears.

3. Ties the tails at the side of the head using a nonslip knot.

b. Top of head.

1. Applies the dressing, white side down, directly over the wound.

2. Wraps one tail under the chin, up in front of the ear, and over the dressing to a point just above and in front of the opposite ear.

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3. Wraps the other tail down under the chin in the opposite direction and up the side of the head to meet the first tail.

4. Crosses the tails.

5. Wraps one tail across the forehead above the eyebrows to a point just above and in front of the opposite ear.

6. Wraps the other tail above the ear, low over the back of the head, and above.

7. Ties the tails using a nonslip knot.

c. Side of the head or cheek.

1. Applies the dressing, white side down, directly over the wound with the tails extending up and down.

2. Wraps the top tail over the top of the head, down in front of the ear, under the chin, and up over the dressing to a point just above the ear.

3. Wraps the other tail in the opposite direction to meet the first tail.

4. Crosses the tails and completes the procedure as in steps 4 b 5-4 b 7.

5. Monitors the casualty.

a. Student checks the casualty’s level of consciousness every 15 minutes.

b. If the casualty falls asleep, the student awakens the casualty every 15 minutes.

c. Student notes any changes from earlier checks

6. Student executes steps 1 through 5 in sequence. P F

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7. Student does not cause further injury or, P F

a. Does not try to clean the wound.

b. Does not put unnecessary pressure on the wound.

c. Does not try to push brain matter back into head.

d. Does not give the casualty any food or drink.

e. Does not attempt to move the casualty if a broken neck or back is suspected.

Note: Although not evaluate, the student would watch the casualty closely for nay life threatening conditions, seek medical aid, and check for other injuries.

FEEDBACK: Score the student a Go if the properly execute all steps. If the student scores a No Go for failing any steps, show them what they did wrong and allow them time to take a retest.

TASK 7-8 PREVENT SHOCK

CONDITIONS: Given a casualty who is breathing; there is no uncontrolled bleeding; you find symptoms of shock.

STANDARDS: Attempt to prevent shock without causing further injury to the casualty.

TRAINING AND EVALUATION

EVALUATION PREPARATION

SET UP: You will need another student to play the part of the casualty. Have the casualty lie down. You can have a canteen of water available and have the casualty say that they are thirsty to test the student in step 5b.

BRIEF THE STUDENT: Tell the student to do all the necessary first aid steps to prevent shock. You can vary the test by telling the student whether it is hot or cold or that the casualty has broken leg or abdominal wound to see if the student knows what to do.

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PREVENT SHOCK

PERFORMANCE MEASURES Pass or Fail

1. Student positions the casualty. P F

a. Moves the casualty to cover, if it is available and the situation permits.

b. Lays the casualty on their back unless a sitting position will allow the casualty to breath easier.

c. Elevates the casualty’s feet higher than the chest using a stable object, unless the casualty has an abdominal wound, unsplinted fracture or the leg, or head wound.

2. Loosens tight clothing which may bind around the neck, waist, P F or other areas unless in a chemical environment.

3. Keeps the casualty from chilling or overheating. P F

a. In cold weather, places cover under and over the casualty.

b. In hot weather, places casualty in the shade or improvises shelter, if possible.

4. Reassures the casualty P F

a. Tries to calm the casualty.

b. Take charge and show self-confidence.

c. Assures the casualty that he or she is being taken care of.

5. Does not cause further injury P F

a. Does not elevate the legs if the casualty has an unsplinted broken leg, abdominal injury, or head wound.

b. Does not give the casualty anything to eat or drink.

c. Turns the casualty’s head to the side if it is necessary to leave the casualty.

Note: Although not evaluated, the student would watch the casualty closely for life-threatening conditions, seek medical aid and check for other injuries.

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FEEDBACK: Score the student a Go if they pass all of the steps. If the student fails any steps, score them a No Go and show them what they did wrong. Allow them to take a retest.

TASK 7-9 SPLINT A SUSPECTED FRACTURE

CONDITIONS: Given a casualty who has an arm or leg which you think is broken; the casualty has no more serious wounds or conditions that have not been treated; materials to make a splint and to pad and tie the splint are available.

STANDARDS: Splint the suspected broken arm or leg so that the limb does not move and circulation is not impaired.

TRAINING AND EVALUATION

TRAINING INFORMATION OUTLINE

1. Prepare the casualty for splinting the suspected fracture.

a. Reassure the casualty if they are conscious and able to understand. Tell the casualty that you will be taking care of them.

b. Loosen any tight or binding clothing.

WARNIING!!

DO NOT REMOVE ANY PROTECTIVE CLOTHING OR BOOTS IN A CHEMICAL ENVIRONMENT. APPLY THE SPLINT OVER THE CLOTHING.

DO NOT REMOVE BOOTS FROM THE CASUALTY UNLESS THEY ARE NEEDED TO STABLIZE A NECK INJURY OR THERE IS ACTUAL BLEEEDING FROM THE FOOT.

c. Remove all jewelry from the affected limb and place it doing this to prevent further injury if swelling occurs later.

2. Get splinting materials.

a. Get splints, (boards, tree branches, pole, an unloaded rifle), long enough to reach beyond the joints above and below the broken part.

b. Get materials to pad the splints, such as a jacket, blanket, poncho, shelter half, or leafy vegetation.

c. Get things to tie the splints, such as strips of cloth or belts.

Note: if splinting materials are not available, the chest wall can be used to immobilize a suspected fracture of the arm and an uninjured leg can be used to immobilize the fractured leg.

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3. Pad the splints where they will touch any bony part of the body, such as the wrist, elbow, ankle, or knee. Also pad splints where they will touch the crotch or armpit.

4. Check for signs of blood circulation problems below the injury.

a. In light-skinned persons, the skin may be pale, white, or a bluish gray color.

b. Dark skinned persons can be checked by depressing the toenail or fingernail beds and seeing how fast the color returns. A slower return of color to the injured side indicates a circulation problem.

c. Check to see if the injured arm or leg feels colder that the uninjured one.

d. Ask the casualty about the presence of numbness, tightness or cold sensation.

WARNING!!

IF BLOOD CIRCULATION PROBLEMS ARE FOUND, EVACUATE THE CASUALTY AS SOON AS POSSIBLE

5. Put on a splint.

WARNING!!

IF THE FRACTURE IS OPEN, DO NOT ATTEMPT TO PUSH BONES BACK UNDER THE SKIN. APPLY A FIELD DRESSING TO PROTECT THE AREA.

a. Splint the broken arm or leg in the position you find it. Do not try to reposition or straighten the fracture.

b. Place one splint on each of the arm or leg. Make sure the splints reach beyond the joints above and below the fracture.

c. Tie the splints with improvised (or actual) cravats.

1. Gently place the cravats at a minimum of two points above and two points below the fracture, if possible.

WARNING!!

DO NOT TIE ANY CRAVATS DIRECTLY OVER THE FRACTURE.

2. Tie nonslip knots on the splint away from the injury.

6. Check the splint for tightness.

a. Make sure that the cravats are tight enough to securely hold the splinting materials in place.

b. Recheck circulation below the injury to make sure that circulation is not impaired.

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c. Make any adjustments without allowing the splint to become ineffective.

7. Apply a sling, if applicable. A sling can be made from any nonstretching material, such as a strip of clothing or blanket, poncho, shelter half, belt or shirttail.

Note: Apply the sling so that the supporting pressure is no the casualty’s uninjured side. The supported arm should have the hand slightly higher than the elbow.

8. Apply swathes, if applicable. Swathes should be applied when the casualty has a splinted suspected fracture of the elbow or leg or when a suspected fracture cannot be splinted. Swathes can be improvised from large pieces of cloth or belts.

WARNING!!

PLACE SWATHES ABOVE AND, OR, BELOW THE FRACTURE, NOT OVER IT

a. Apply swathes to an injured arm by wrapping the swathes over the injured arm, around the casualty’s back, and under the arm on the uninjured side. Tie the ends on the uninjured side.

b. Apply swathes to an injured leg by wrapping the swathes around both legs and tying the swathes on the uninjured side.

9. Watch the casualty closely for life-threatening conditions, seek medical aid, and check for other injuries.

EVALUATION PREPARATION

SET UP: You will need another student to play the part of the casualty. Have the casualty lie down or sit and place splinting materials nearby. Have splints, padding, and materials for ties, slings, and swathes available, which are appropriate to the fracture location on the arm or leg. If available, have two or more pairs of splints of varying lengths to help in scoring step 1.

BRIEF THE STUDENT: Tell the student that the casualty has a suspected closed fracture and where it is located—lower arm, upper arm, elbow, upper leg, or lower leg. Tell the student to splint suspected fracture.

PERFORMANCE MEASURES PASS OR FAIL

1. Student uses splints that reach beyond the joints above P F and below the fracture.

2. Checks circulation below the fracture both before P F and after applying the splints.

3. Applies padding between the splints and all bony areas. P F

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4. Uses at least four ties (two above and two below the fracture) P F to secure the splints, if possible.

5. Ties nonslip knots on the splint which is away from the injury. P F

6. Immobilizes the splinted arm or leg using a sling and, or, P F swathes, as required, so that it does not move easily.

7. Student does not cause further injury. P F

a. Does not try to reposition or straighten the fracture.

b. Does not place ties or swathes directly over the fracture.

c. Does not impair circulation.

FEEDBACK: Score the student a Go if they pass all the steps. Score the student a No Go if they fail any of the steps. Tell the student what they did wrong and allow them time to take a retest.

TASK 7-10 GIVE FIRST AID FOR BURNS

CONDITIONS: Given a casualty who is suffering from a burn; the casualty has no more serious wounds or conditions that have not been treated; a canteen and a first aid packet are available.

STANDARDS: Give first aid for a burn without causing further injury to the casualty.

TRAINING AND EVALUATION

EVALUATION PROCESS

SET UP: You will need another student to play the part of the casualty. Simulate the burn(s) by marking the casualty’s body with a suitable material. Provide materials appropriate for the burn being simulated; a piece of rope, blanket, water, field dressing, or clean cloth. If a field dressing is used, use the same on repeatedly. If an electrical burn is being simulated, have the casualty lie on a piece of wire or rope and have enough materials available to treat two simulated burns.

BRIEF THE STUDENT: Tell the student what is burning the casualty and have the student take appropriate action. After the student completes step 1, tell the student that the casualty is conscious and has no other injuries other than burns. When testing step 2, see the note below it for available options.

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GIVE FIRST AID FOR BURNS

PERFORMANCE MEASURES Pass or Fail

1. Student eliminates the source of the burn. P F

a. Thermal burns: if the casualty’s clothing is on fire, student covers the casualty with a field jacket or any large piece of nonsynthetic material and rolls the casualty on the ground to put out the flames.

b. Electrical burns: if the casualty is in contact with an electrical source, the student turns off the electricity if the switch is nearby. If the electricity cannot be turned off, the student drags the casualty away from the source using any nonconductive material; rope, clothing, dry wood.

WARNING!!

STUDENT DOES NOT TOUCH THE CASUALTY’S BODY OR THE ELECTRICAL SOURCE.

HIGH VOLTAGE ELECTRICAL BURNS FROM ANY ELECTRICAL SOURCE OR LIGHTNING MAY CAUSE TEMPORARY UNCONSCIOUSNESS, DIFFICULTIES IN BREATHING, OR DIFFICULTIES WITH THE HEART: AN IRREGULAR HEART BEAT

c. Chemical burns:

1. Student removes liquid chemicals by flushing with as much water or other nonflammable fluid as possible.

2. Removes dry chemicals by carefully brushing them off with a clean, dry cloth. If large amounts of water are available, student flushes the area, but otherwise, does not apply water.

3. Student smothers burning white phosphorous with water, a wet cloth, or wet mud and keeps the area covered.

d. Laser burns: student moves the casualty away from the source while avoiding eye contact with the beam source.

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WARNING!!

BLISTERS CAUSED BY A BLISTER AGENT ARE ACTUALLY BURNS. DO NOT TRY TO DECONTAMINATE SKIN WIHERE BLISTERS HAVE ALREADY FORMED. IF BLISTERS HAVE NOT FORMED, DECONTAMINATE THE SKIN.

Note: After the casualty is removed from the source of the burn, the casualty needs to be continuously monitored for the development of conditions, which may require the performance of CPR (CPR IS NOT COVERED IN THIS SECTION) or other life-saving measures.

2. Student cuts and gently lifts away any clothing covering the burned P F are unless it is stuck to the burn or a chemical environment exists. Student does not pull clothing over the burn area(s).

Note: Evaluator will indicate:

a. Whether clothing is stuck; if so, student should not remove it.

b. If a chemical environment exists; if so, student should not uncover the wound.

Note: If the casualty’s hand(s) or wrist(s) have been burned, Jewelry (rings, watches) should be removed and placed in the casualty’s pocket.

3. Student applies the casualty’s field dressing or other clean material. P F

Note: If the burn is caused by white phosphorous, the dressing must be wet.

 Electricity often leaves both entry and exit burn. Both burns should be treated the same.

4. Student does not cause further injury. P F

a. Student does not break blisters.

b. Student does not apply grease or ointments to the burns.

c. Student does not place dressing over the face or genital area.

Note: If the casualty is not nauseated, the student may allow, or give the casualty small amounts of water to drink.

Note: Although not evaluated, the student would watch the casualty closely for life threatening conditions, seek medical aid, and check for other injuries.

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FEEDBACK: Score the student a Go if they pass all of the steps. Score the student a No Go if they fail any steps. Tell the student what they did wrong and how to do it correctly. Allow the student time to take a retest.

TASK 7-11 GIVE FIRST AID FOR HEAT INJURIES

CONDITONS: Given a casualty who has signs and symptoms of heat injury and a full canteen of cool water.

STANDARDS: Recognize the type of heat injury; give first aid for the heat injury.

TRAINING AND EVALUATION

EVALUATION PREPARATION

SET UP: NOT REQUIRED

BRIEF THE STUDENT: Describe to the student the signs of heat cramps, heat exhaustion, or heat stroke, and ask the student what type of heat injury is indicated. Then ask the student what should be done to treat the heat injury described.

GIVE FIRST AID FOR HEAT INJURIES

PERFORMANCE MEASURES Pass or Fail

1. Student identifies the type of heat injury. P F

a. Heat cramps:

1. Muscle cramps of the arms, legs, and abdomen.

2. Excessive perspiration (sweating)

3. Thirst

b. Heat exhaustion (The first five occur often):

1. Profuse sweating with pale, moist, cool skin.

2. Headache.

3. Weakness.

4. Dizziness.

5. Loss of appetite.

6. Heat cramps.

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7. Nausea, with or without vomiting.

8. Urge to defecate.

9. Chills (“gooseflesh”).

10. Rapid breathing.

11. Tingling of the hands and, or, feet.

12. Confusion.

c. Heat stroke:

1. Red (flushed), hot, dry, skin.

2. Headache.

3. Dizziness.

4. Nausea (stomach pains).

5. Confusion.

6. Weakness.

7. Loss of consciousness.

8. Seizures.

9. Weak and rapid pulse and breathing.

2. Student states the proper first aid for the heat injury P F

a. Heat cramps:

1. Student moves the casualty to a cool or shady area or improvises shade.

2. Student loosens the casualty’s clothing unless in a chemical environment.

3. Student has the casualty slowly drink at least one canteen of cool water.

4. Student seeks medical aid if the cramps continue.

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b. Heat exhaustion:

1. Student moves the casualty to a cool or shady area or improvises shade.

2. Student loosens or removes the casualty’s clothing and boots unless in a chemical environment.

3. Student pours water on the casualty and fans the casualty unless in a chemical environment.

4. Student has the casualty slowly drink at least one canteen of cool water.

5. Student elevates the casualty’s legs.

6. Student monitors the casualty until the symptoms are gone or medical aid arrives.

c. Heat stroke:

WARNING!!

HEAT STROKE MUST BE CONSIDERED A MEDICAL EMERGENCY, WHICH MAY RESULT IN DEATH IF TREATMENT IS DELYAED. COOLING MEASURES WILL BE STARTED IMMEDIATELY AND WILL BE CONTINUED DURING EVACUATION.

1. Student moves the casualty to a cool or shady area or improvises shade.

2. Student loosens the casualty’s clothing unless in a chemical environment.

3. Student immerses the casualty in cool water or pours water on the casualty; fans the casualty and massages the casualty’s arms and legs unless in a chemical environment.

4. Student elevates the casualty’s legs.

5. If the casualty is conscious, the student has them slowly drink at least one cool canteen of water.

Note: Although not evaluated, the student would watch the casualty closely for life-threatening conditions, seek medical aid, and check for other injuries.

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FEEDBACK: Score the student a Go if they pass the steps. Score the student a No Go if they fail any steps. Tell the student what they did wrong and show them how to do it right. Allow the student time to take a retest.

TASK 7-12 GIVE FIRST AID FOR FROSTBITE

CONDITONS: Given a casualty who has signs and symptoms of frostbite and a blanket or dry clothing; you are not in a chemical environment.

STANDARDS: Give first aid for frostbite without causing further injury to the casualty.

TRAINING AND EVALUATION

EVALUATION PREPARATION

SET UP: You will need another student to play the part of the casualty.

BRIEF THE STUDENT: Ask the student “what are the signs of frostbite?” After the student answers, tell the student to treat the face, hands and, or, feet of the casualty.

GIVE FIRST AID FOR FROSTBITE

PERFORMANCE MEASURES Pass or Fail

1. Student describes the signs and symptoms of frostbite. P F

Note: The signs and symptoms are listed in the order in which they would appear with increased exposure and time.

a. Loss of sensation or numb feeling in any part of the body.

b. Sudden whitening of the skin in the affected area, followed by a momentary tingling feeling.

c. Redness of skin in light-skinned people; grayish coloring in dark-skinned people.

d. Blisters.

e. Swelling or tender areas.

f. Loss of previous feeling of pain in the affected area.

g. Pale yellowish, waxy-looking skin.

h. Frozen area that feels solid or woodish to the touch.

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2. Student treats the frostbite. P F

a. Student warms the area at the first sign of frostbite using firm, steady pressure of the hand, underarm, or abdomen.

1. Face, ears, nose. Student covers the area with the casualty’s or a buddy’s hands.

2. Hands. Student places the casualty’s hands inside their clothing against the body and closes the clothing.

3. Feet. The student places the casualty’s bare feet under the clothing and against the body of another person.

b. Student loosens or removes tight clothing and removes any jewelry.

c. Student covers the casualty with a blankets or other dry material.

3. Student does not cause further injury. P F

a. Student does not soak the frostbite part.

b. Student does not rub it with snow.

c. Student does not expose it to any extreme heat source.

d. Student does not rub or move the part in any way to increase circulation.

e. Student does not allow the casualty to drink alcohol or smoke.

f. Student does not treat seriously frostbitten parts if the casualty must walk or travel to receive further treatment.

FEEDBACK: Score the student a Go if they pass all of the steps. Score the student a No Go if they fail any steps. Tell the student what they did wrong and how to do it right. Allow the student time to take a retest.

TASK 7-13 TRANSPORT A CASUALTY USING A ONE-MAN CARRY

CONDITONS: You have evaluated and given first aid to a casualty; you need to move the casualty to get further medical aid; no other help is available.

STANDARDS: Select a carry, which is appropriate to the situation and transport the casualty without causing further unnecessary injury.

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TRAINING AND EVALUATION

EVALUATION PREPARATION

SET UP: You will need another student to play the part of the casualty. Tell the casualty what type of injuries they have and whether they are conscious or unconscious. Provide the student with a strip of cloth, pistol belts, etc., which are necessary materials needed to test the student in demonstrating some of the carries.

BRIEF THE STUDENT: Tell the student that the casualty has been given first aid. Describe the situation in terms of the casualty’s injuries, whether the casualty is conscious or unconscious, and what type of terrain; wooded, clear, and the distance; short, moderate, or long that the student will have to move the casualty. Tell the student to transport the casualty using an appropriate carry.

TRANSPORT USING A ONE-MAN CARRY

PERFORMANCE MEASURES Pass or Fail

1. Student select and appropriate carry. P F

WARNING!!

MANUAL CARRIES SHOULD NOT BE USED TO MOVE A CASUALTY WITH A NECK OR SPINE INJURY UNLESS A LIFE THREATENING HAZARD IS IN THE IMMEDIATE AREA!

a. The fireman’s carry is usually used with an unconscious or severely injured casualty.

b. Arms carry may be used for a casualty who is not able to walk. It is used for short distances only.

c. Support carry is used for casualties who are able to walk or at least hop on one leg.

d. Saddleback carry may be used for a conscious casualty only.

e. Pack strap carry is useful for carrying a casualty moderate distances.

f. Pistol belt carry is the best one-man carry for long distances. The hands of the casualty and bearer are free.

g. Pistol belt drag is useful in removing someone from danger in shooting type of scenarios. It is usually for short distances.

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h. Neck drag is useful in a shooting scenario. It cannot be used if the casualty has a broken arm. It is used for short distances.

i. Cradle drop drag is useful for moving a casualty who cannot walk or when the casualty must be moved up and down stairs.

2. Student performs the carry. P F

3. Student does not cause further unnecessary injury. P F

FEEDBACK: Score the student a Go if all steps are passed. Score the student a No Go if they fail any step. Tell the student what they did wrong and then show them how to do it right. Allow the student time to take a retest.

TASK 7-14 TRANSPORT A CASUALTY USING A TWO-MAN CARRY OR AN IMPROVISED LITTER

CONDITIONS: You have evaluated and given first aid to a casualty; you need to move the casualty to get further medical aid; you have the help of another student and materials to make a litter are available.

STANDARDS: Transport the casualty, without dropping them, or causing further unnecessary injury, using an appropriate two-man carry or a properly improvised litter.

TRAINING AND EVALUATION

EVALUATION PREPARATION

SET UP: You will need two additional students to test this task; one to play the casualty and one to help the other student who is being treated. Brief the casualty on the injuries and whether they are conscious or unconscious. Tell the other student that they are to act under the directions of the tested student and not to help select the carry or tell how to do it. Have materials available to improvise a litter, if applicable.

BRIEF THE STUDENT: Tell the student that the casualty has been given first aid. Describe a situation in terms of the casualty’s injuries, whether the casualty is conscious or unconscious, and what distance—short, moderate, or long—the casualty must be moved. Tell the student to transport the casualty with the help of the other student.

Note: Do not make the situation to complex and remember, when scoring the student, that two or more of the carries might be appropriate for the situation. The most important thing is that the carry should not cause further injury to the casualty.

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TRANSPORT A CASUALTY USING A TWO-MAN CARRY OR AN IMPROVISED LITTER

PERFORMANCE MEASURES Pass or Fail

1. Student selects the appropriate method of transporting the casualty. P F

WARNING!!

MANUAL CARRIES SHOULD NOT BE USED TO MOVE A CASUALTY WITH A NECK OR SPINE INJURY UNLESS A LIFE-THREATENING HAZARD IS IN THE IMMEDATE AREA.

a. Two-man support carry can be used for both conscious and unconscious casualties.

b. Two-man arms carry is useful for moderate distances and for placing a casualty on a litter.

Note: In extreme emergencies, the two-man arms carry is the safest one for transporting a casualty with back or neck injury. If possible, two or more bearers should be used to keep the casualty’s head and legs in alignment with their body.

c. Four-hand carry is good for a casualty who can stand but cannot walk. It is good for moderate distances. It can be used to place a casualty on a litter.

d. Two-man fore-and-aft carry is useful for long distances and for placing the casualty on a litter.

e. Two-hand seat carry is useful for carrying a casualty short distances and for placing the casualty on a litter.

f. Litters should be used if materials are available and the casualty must be moved a long distance or a manual carry will cause further injury

2. Student performs the carry. The carries and improvised litters are fully P F described and illustrated in FM 21-11.

3. Student does not cause further unnecessary injury. P F

FEEDBACK: Score the student a Go if they pass all of the steps. Score the student a No Go if they fail any step. Tell the student what they did wrong and then show them how to do it right. Allow time for a retest.

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TASK SUMMARY SHEET

1. TASK 11-8 BASIC COMMUNICATIONS

2. CONDITIONS: Members will complete this task to standard in a classroom setting and upon completion of this period of instruction, or, after self-study, utilizing the content material, be required to successfully complete this task.

3. STANDARDS: The member is expected to transmit a radio message, and then successfully pass each of the associated tasks with this lesson.

 \_\_\_\_\_\_\_\_8-1 PROWORDS

 \_\_\_\_\_\_\_\_8-2 PHONETIC ALPHABET

 \_\_\_\_\_\_\_\_8-3 ALPHA NUMERIC PRONUNCIATION

 \_\_\_\_\_\_\_\_8-4 TRANSMITS AND RECEIVES A RADIO MESSAGE

 \_\_\_\_\_\_\_\_8-5 COMMUNICATION LOG

4. REFERENCES: STP 21-1 SMCT –SOLDIERS MANUAL OF COMMON TASKS

5. RESOURCES REQUIRED: None.

6. ALTERNATE TRAINING: Self-study.

7. VALIDATION AND WAIVER GUIDANCE: All PASDF members are required to successfully complete this period of instruction. This task will not be waived.

8-1

Date 01 January 2014 STUDENT HANDBOOK 11-8 PASDF BASIC TRAINING

Training Outline

Lesson Plan Task 11-8

Date & Time\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Length\_\_\_\_\_\_\_\_3\_\_\_\_\_\_\_\_Hours

LEARNING OBJECTIVES: To establish the student’s fundamental understanding of basic communications and the proper use of radio communications procedures, i.e. the use of prowords, the phonetic alphabet, alphanumeric pronunciation, transmit and receive a message; keeping a message log.

STUDENT MATERIAL/EQUIPMENT: Duty uniform, student handout, pen or pencil.

REFERENCES: STP 21-1-SMCT –Soldier’s Manual of Common Tasks

CLASSROOM EQUIPMENT: Two operational radios, a designated frequency, call signs, chalkboard, flip chart, paper, chalk, marking pens, etc.

TRAINING SUPPORT: None.

SAFETY REQUIREMENTS: The classroom should be well lit and sufficiently comfortable and ventilated.

SPECIAL INSTRUCTIONS:

Validation Guidance: All PASDF members are required to successfully complete this period of instruction.

Waiver Guidance: This group of tasks may not be waived for any reason. All personnel are expected to properly set up a radio, transmit and receive, and properly log a radio message. Students will complete this segment of the Basic Training Program by successfully completing each of the hands-on component tasks throughout this chapter.

1. INTRODUCTION:

a. Gain the students attention; use humor, shock, tapes, skits, film, etc.

b. Motivate; Appeal to the students’ basic needs, ego, positive v. negative, etc.

c. Purpose and Main ideas; Identify the learning objectives and scope of this subject content:

To establish the student’s understanding of basic radio communications procedures using prowords, the phonetic alphabet, alphanumeric pronunciation, transmitting and receiving messages, and maintaining a communications logbook.

BODY: Present the following subject matter, including the main ideas and any supporting information.

8-2

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MILITARY COMMUNICATIONS PROCEDURES ARE DESIGNED FOR BREVITY AND TO BE CLEAR AND CONCISE. THIS IS ACOMOPLISHED BY USING ESTABLISHED PROCEDURE USING PROWORDS, ALPHANUMERIC PRONUNCIATION, MESSAGE FORMATING AND TRANSMISSION.

TASK 8-1 PROWORDS

PERFORMANCE MEASURES Pass or Fail

Student understands and can explain all of the following: P F

PROWORD MEANING

ALL AFTER I refer to all of the message that follows…

ALL BEFORE I refer to that part of the message that proceeds…

BREAK I now separate the text from other parts of the message.

CORRECTION There is an error in this transmission. The transmission will continue with the last word correctly transmitted.

GROUPS This message contains the number of groups indicated by the numerical following…

I SAY AGAIN I am repeating or transmission or part indicated

I SPELL I shall spell the next word phonetically

MESSAGE A message that requires recording is about to follow

 \*\*\*This is transmitted immediately after the call. The proword is not used on nets primarily employed for conveying messages. It is intended for use when messages are passed on tactical or reporting net.

MORE TO FOLLOW Transmitting station has additional traffic for the receiving station

OUT This is the end of my transmission to you and no answer is expected.

OVER This is the end of my transmission to you and a response is necessary. Go ahead. Transmit.

RADIO CHECK What is my signal strength and readability, i.e., How do you hear me?

8-3

ROGER I have successfully received your last transmission, loud and clear.

SAY AGAIN Repeat all of your last transmission. Followed by identification data; it means repeat—portion indicated.

THIS IS This transmission is from the station whose designator immediately follows.

TIME That which immediately follows is the time or the date-time group of the message.

WAIT I must pause for a few seconds.

WAIT-OUT I must pause longer than a few seconds.

WILCO I have received your transmission, understand it, and will comply. To be used only by the addressee. Since the meaning ROGER is included in that of WILCO, the two prowords are never used together.

WORD AFTER I refer to the word of the message that follows…

WORD BEFORE I refer to the word of the message that preceeds…

TAKS 8-2 PHONETIC ALPHABET

PERFORMANCE MEASURES Pass or Fail

Student understands and can explain all of the following: P F

PHONETIC ALPHABET TERM PRONUNCIATION

A ALPHA AL-FAH

B BRAVO BRA-VOH

C CHARLIE CHAR-LEE

D DELTA DEL-TAH

E ECHO ECK-OH

F FOXTROT FOKS-TROT

G GOLF GOLF

H HOTEL HOH-TEL

I INDIA IN-DEE-AH

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J JULIET JEW-LEE-ETT

K KILO KEY-LOW

L LIMA LEE-MAH

M MIKE MIKE

N NOVEMBER NO-VEM-BER

O OSCAR OSS-CAH

P PAPA PAH-PAH

Q QUEBEC KEH-BECK

R ROMEO ROW-ME-OH

S SIERRA SEE-AIR-RAH

T TANGO TANG-GO

U UNIFORM YOU-NEE-FORM

V VICTOR VIC-TAH

W WHISKEY WISS-KEY

X XRAY ECKS-RAY

Y YANKEE YANG-KEY

Z ZULU ZOO-LOO

TASK 8-3 ALPHANUMERIC PRONUNCIATION

PERFORMANCE MEASURES Pass or Fail

Student understands and can explain all of the following: P F

ALPHANUMERIC TERM PRONUNCIATION

1 ONE WUN

2 TWO TOO

3 THREE TREE

4 FOUR FOW-ER

5 FIVE FIFE

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6 SIX SIX

7 SEVEN SEV-EN

8 EIGHT AIT

9 NINE NIN-ER

0 ZERO ZE-ROW

NOTE: THE FOLLOWING IS AN EXAMPLE OF ALPHANUMERIC PRONUNCIATION

NUMERAL SPOKEN AS

44 FOW-ER FOW-ER

90 NIN-ER ZE-ROW

136 WUN TREE SIX

500 FIFE ZE-ROW ZE-ROW

1200 WUN TOO ZE-ROW ZE-ROW

1478 WUN FOW-ER SEV-EN AIT

7000 SEV-EN TOU-SAND

16000 WUN SIX TOU-SAND

812681 AIT WUN TOO SIX AIT WUN

TASK 8-4 TRANSMIT AND RECEIVE A RADIO MESSAGE

CONDITONS: GIVEN THE FOLLOWING:

 1. Two operational radio sets, both warmed up and set to the same frequency;

 2. Frequency (obtained from local command)

 3. Message to be transmitted.

 4. Call signs for the sender and receiver.

 5. Situation; and the command net is in the clear and there is no need to encrypt the message.

STANDARDS: SEND AND RECEIVE A VOICE RADIO MESSAGE USING THE CORRECT PROWORDS, AND THE CORRECT PHONETIC ALPHABET AND NUMERALS.

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TRAINING AND EVALUATION

TRAINING INFORMATION OUTLINE

USE THE FOLLOWING EXAMPLE:

1. Listen to make sure that the net is clear. Do not interrupt any on-going message.

2. Call the distant station using the assigned call sign, and tell the operator that you have a message for their station.

3. Receive a response from the distant station operator that they are ready to receive.

4. Send their message using the correct prowords and the correct pronunciation of letters and numbers. See previous tasks 8-1, 8-2, 8-3.

5. Get receipt for message.

6. Complete all steps in sequence.

SEND AND RECEIVE THE MESSAGE:

STUDENT INSTRUCTIONS:

1. GIVEN BELOW IS A PRIORITY MESSAGE.

2. YOUR RADIO AND THE STATION THAT YOU ARE CALLING ARE ON THE SAME FREQUENCY.

3. YOUR CALL SIGN IS “Z94D”

4. THE DISTANT STATIONS CALL SIGN IS “D81D”

5. AFTER LISTENING TO MAKE SURE THAT THE NET CLEAR, YOU ARE NOW READY TO TRANSMIT TO THE DISTANT STATION.

6. CALL THE DISTANT STATION AND INFORM ITS OPERATOR THAT YOU HAVE A PRIORITY MESSAGE FOR THEIR STATION.

YOUR CALL SHOULD SOUND LIKE THIS:

DEL TAH AIT WUN DEL TAH—THIS IS ZOO LOO NIN ER FOW ER DEL TAH (PRIORITY) OVER.

 THE DISTANT STATION OPERATOR SHOULD RESPOND:

ZOO LOO NIN ER FOW ER DEL TAH, THIS IS DEL TAH AIT WUN DEL TAH, OVER.

 SEND YOUR MESSAGE

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D81D—THIS IS Z94D

PRIORITY

TIME—010205Z JAN 90

FROM-Z94 TO D81

BREAK

UNCLASSIFIED

AT 1800Z PROCEED TO PHILADELPHIA ARRIVE 16 MAY LOAD 1000 TROOPS FOR RETURN TO PITTSBURGH

BREAK

OVER

 YOU SHOULD PRONOUNCE YOUR MESSAGE LIKE THIS:

DEL TAH AIT WUN DEL TAH—THIS IS ZOO LOO NIN ER FOW ER DEL TAH

PRIORITY

TIME—ZE ROW WUN ZE ROW TOO ZE ROW FIFE ZOO LOO JANUARY NIN ER ZE ROW

FROM – ZOO LOO NIN ER FOWER TO – DEL TAH AIT WUN

BREAK

UNCLASSIFIED

AT WUN AIT ZE ROW ZE ROW ZOO LOO PROCEED TO PHILADELPHIA ARRIVE WUN SIX MAY LOAD WUN TOU-SAND TROOPS FOR RETURN TO PITTSBURG I SPELL PAH PAH IN DEE AH TANG GO TAN GO SEE AIR RAH BRAH VOH YOU NEE FORM ROW ME OH GOLF

BREAK

OVER

GET RECEIPT FOR YOUR MESSAGE FROM DISTANT STATION:

Z94D—THIS IS D81D

ROGER

OUT

 IT SHOULD SOUND LIKE THIS:

ZOO LOO NIN ER FOW ER DEL TAH

THIS IS DEL TAH AIT WUN DEL TAH

ROGER

OUT

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EVALUATION PREPARTION

SET UP: Position two operational radio sets in different rooms or tents at least 70 feet apart outside. Secure two call signs and a radio frequency through the normal command chain. Select a message 15-25 words in length, containing some number groups such as map coordinates and times. Print the call signs for the send and receiver, along with the message to be sent on a 3x5 card. Perform a communications check to ensure operation of the radios. Have an assistant instructor who is proficient in radio operation procedures man the receiving station. Provide the assistant with the call signs.

 If the student has not demonstrated sufficient progress to complete this task in 5 minutes, give the student a No Go. This time limit is an administrative requirement, no a doctrinal one; so if the student has almost completed the task correctly, you may decide to allow the student to complete the task.

BRIEF THE STUDENT: Give the student to be tested the 3x5 card containing the message and the call signs. Tell the student that the radio is ready for operation and to send the message and to get a receipt from the receiving station. Inform the student that if they have not made sufficient progress completing this task within 5 minutes that they will receive a No Go for this task.

EVALUATION GUIDE

PERFORMANCE MEASURES Pass or Fail

1. Student listens to make sure the net is clear. P F

2. Student contacts the distant station. P F

3. Student receives the response from the distant station P F that the distant station is ready to receive a message.

4. Student sends a message, using the correct radio procedures, P F the correct prowords and correct phonetic alphabet and numbers.

5. Student gets a receipt for the message. P F

6. Student completes all steps in sequence. P F

FEEDBACK: Score the student a Go if they pass all of the steps. Score the student a No Go if they fail any of the steps. Tell them what they did wrong and show them how to do it right. Allow the student time to take a retest.

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TASK 8-5 MAINTAIN A COMMUNICATIONS LOG

CONDITIONS: Student will enter all messages in the communications entry log when sending or receiving messages.

STANDARDS: Student will accurately record message information in the appropriate section of the communication log.

General:

 All message information must be recorded in the communications log. It is important that radio operators record all relevant information promptly and accurately. The communications log contains the following information blocks:

|  |  |  |  |
| --- | --- | --- | --- |
| COMMUNICATIONS RADIO LOG | DATE\_\_/\_\_/\_\_ | PageNo. | No.of Pgs. |
| STATION DESIGNATOR |  |  | CALL SIGN ­­\_\_\_\_\_\_ |
| TIME | UNIT TO | UNIT FROM | MESSAGE |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

NOTE: Hours are recorded as 0001 Hrs to 2400 Hrs.

EVALUATION PREPARATION

SET UP: THE STUDENT MUST LOG THE RADIO MESSAGE CONTAINED IN THE PREVIOUS TASK INTO A COMMUNICATIONS LOG. PROVIDE THE STUDENT WITH ALL OF THE NECESSARY INFORMATION AND A PASDF COMMUNICATIONS LOG SHEET.

BRIEF THE STUDENT: TELL THE STUDENT THAT THEY ARE TO PROPERLY RECORD ALL OF THE MESSAGE INFORMATION IN THE APPROPRIATE BLOCKS ON THE COMMUNICATIONS LOG SHEET. FAILURE TO ACCURATELY RECORD THE INFORMATION WILL RESULT IN THE STUDENT RECEIVING A NO GO.

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MAINTAIN A COMMUNICATIONS LOG

EVALUATION GUIDE

PERFORMANCE MEASURES Pass or Fail

1. Student receives a radio message and accurately records all relevant P F information in the communications log.

2. Student sends a message by radio and accurately posts the information P F on the communications log.

FEEDBACK: Score the student a Go if they pass all the steps. Score the student a No Go if they fail any of the steps. Tell the student what they did wrong and show them how to do it right. Allow the student time to retest.

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TASK SUMMARY SHEET

1. TASK 11-9 BASIC LAND NAVIGATION

2. CONDITIONS: Students will complete this task to standard in a classroom or outside setting and upon completion of this period of instruction, or, after self-study, utilizing the content material, be required to successfully complete this task.

3. STANDARDS: The member is expected to identify topographic symbols on a map, determine grid coordinates, determine a magnetic azimuth, determine a location by terrain association, measure distance, orient a map, and determine direction using field expedient methods, and successfully pass each of the associated tasks with this lesson.

 \_\_\_\_\_\_\_\_9-1 IDENTIFY TOPOGRAPHIC SYMBOLS ON A MAP

­­­­­ ­­­­\_\_\_\_\_\_\_\_9-2 IDENTIFY TERRAIN FEATURES ON A MAP

 \_\_\_\_\_\_\_\_9-3 DETERMINE THE GRID COORDINATES OF A POINT ON A MILITARY MAP

 \_\_\_\_\_\_\_\_9-4 DETERMINE A MAGNETIC ASIMUTH USING A COMPASS

 \_\_\_\_\_\_\_\_9-5 DETERMINE LOCATION ON THE GROUND BY TERRAIN ASSOCIATION

 \_\_\_\_\_\_\_\_9-6 MEASURE DISTANCE ON A MAP

 \_\_\_\_\_\_\_\_9-7 ORIENT A MAP TO THE GROUND USING TERRAIN ASSOCIATION

 \_\_\_\_\_\_\_\_9-8 DETERMINE DIRECTION USING FIELD EXPEDIANT METHODS

4. REFERENCES: STP 21-1-SMCT SOLDIERS MANUAL OF COMMON TASK

5. RESOURCES REQUIRED: None.

6. ALTERNATE TRAINING: Self-study.

7. VALIDATION & WAIVER GUIDANCE: All PASDF members are required to successfully complete this period of instruction. This task will not be waived.

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Training Outline

Lesson Plan Task 11-9

DATE & TIME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Length\_\_\_\_8\_\_\_\_Hours

LEARNING OBJECTIVES: To establish the student’s fundamental understanding of land navigation and the proper techniques of terrain association using a compass and the military grid system.

STUDENT MATERIALS/EQUIPMENT: Duty uniform, student handout, pen or pencil, military maps, protractor and a compass.

REFERENCES: STP 21-1-SMCT Soldiers Manual of Common Tasks,

 FM 21-26,

 FM 21-31

CLASSROOM EQUIPMENT: Chalkboard, flip chart, paper, chalk, marking pens, etc., maps, compass

TRAINING SUPPORT: Outside training area.

SAFETY REQUIREMENTS: The classroom should be well lit and sufficiently comfortable and ventilated, and the outside environment should be challenging but safe.

SPECIAL INSTRUCTIONS:

Validation Guidance: All PASDF members are required to successfully complete this period of instruction.

Waiver Guidance: This group of tasks may not be waived for any reason. All personnel are expected to learn and use proper land navigation techniques in a field environment. Students will complete each set of tasks in this chapter to successfully pass this period of instruction.

1. INTRODUCTION:

a. Purpose and Main Ideas; identify the learning objectives and scope of this subject content:

To have the student understand and apply the proper principles and techniques of land navigation and terrain association using the military gird reference system, a compass and a map.

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TASK 9-1 IDENTIFY TOPOGRAPHIC SYMBOLS ON A MAP

CONDITONS: Given a standard 1:50,000 scale military map.

STANDARDS: Correctly identify the topographic symbols, colors, and marginal information on a military map.

TRAINING AND EVALUATION

TRAINING INFORMATION OUTLINE

1. TOPOGRAPHIC SYMBOLS:

a. The ideal situation would be that every feature on that portion of the earth being mapped could be shown on the map in its true shape and size. Unfortunately that is impossible.

b. The amount of detail shown on a map increases or decreases, depending upon scale; therefore, a map with a scale of 1:50,000 will show more detail than a map of 1:250,000 scale.

c. Details are shown by topographic symbols. Those symbols are shown using six basic colors:

1. Black—for cultural (man-made) features other than roads.

2. Blue—for water.

3. Brown—for all relief features (usually shown by contour lines) on old maps, or cultivated land on red-light readable maps.

4. Green—vegetation.

5. Red—major roads, built-up areas and special features on old maps.

6. Red-brown—all relief features and main roads on red-light readable maps.

2. Topographic symbols are grouped by category.

a. Drainage features (blue)—these symbols include lakes, streams, rivers, marshes, swamps, and coastal waters.

b. Relief features (brown)—these are normally shown by contour lines, intermediate contour lines, and form lines. In addition to contour lines, there are relief symbols to show cuts, fills, levees, sand, sand dunes, ice fields, strip mines, and glaciers.

c. Vegetation features (green)—these symbols include woods, scrub, orchard, vineyard, tropical grass, mangrove and marshy areas or tundra.

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d. Roads (red, black, or red-brown)—these symbols show hard surface, heavy-duty roads, hard surface medium-duty roads, improved light-duty roads, unimproved dirt roads, and trails. On foreign road maps, symbols may differ slightly; check the map legend for proper identification of roads.

e. Railroads (black)—these symbols show single-track railroads in operation; single-track railroads not in operation; double- or multiple-track railroads in operation, double or multiple-track railroads not in operation; and railroads sidings, yards, or snow sheds.

f. Buildings (black) and populated places (yellow, red, pink)—these symbols show built-up areas, schools, churches, ruins, lighthouses, windmills, and cemeteries.

3. Use and understand topographic symbols:

a. The shape of an object on the map will usually tell what it is—for example, a black, solid square is a building or a house; a round or irregular blue item is a lake or pond.

b. Logic and what the color means must work together in determining a map feature. For example, blue is water. You see a symbol that is blue and has what looks like a clump of grass. What is wet with grass? A swamp.

c. The size of the symbol shows the approximate size of an object. Most symbols are enlarged 6 to 10 times so that you can see them under dim light, but relative size will show.

d. Remember to use the legend. It will have most of the symbols used on the map.

4. Identify and use the legend:

a. Marginal information at the top of the map sheet.

1. In the top left corner will be given the geographic location of the map area and the scale of the map.

2. In the top center is the name of the map sheet.

3. The top right corner contains the map edition, map series, and the map sheet.

b. Marginal information is at the bottom of the map sheet.

1. The legend is in the lower left corner of the map, as are the agency that prepared the map, the map sheet number and the map sheet name.

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2. In the bottom center are the bar scales in meters, yards, miles, nautical miles; the contour interval of the contour lines; the grid reference box; and the declination diagram.

3. In the lower right corner are the elevation guide; the adjoining map sheet diagram; and the boundaries box, which shows any boundaries that may be on the map.

EVALUATION PREPARATION

SET UP: On a 1:50,000 scale topographic map, circle an example of each item of marginal information found on the map as listed in the standards. Randomly letter the circled items A though I. Circle an item or feature shown on the map by color. Randomly number each colored item 1 through 5. Have a sheet of paper and two pencils available for the tested student. For each student tested, provide a duplicate set of the map and paper and pencils.

BRIEF THE STUDENT: Tell the student to letter the paper. A through I and 1 through 5. Tell the student to write down the name of the item contained in each lettered and numbered circle on the map.

IDENTIFY TOPOGRAPHIC SYMBOLS ON A MILITARY MAP

PERFORMANCE MEASURES Pass or Fail

1. Student identifies the sheet name. P F

2. Student identifies the sheet number. P F

3. Student identifies the contour interval. P F

4. Identifies the G-M (grid magnetic) angle (mils or degrees) P F

5. Identifies the legend. P F

6. Identifies the bar scales. P F

7. Identifies the declination diagram. P F

8. Identifies the grid reference box. P F

9. Identifies the adjoining sheets diagram. P F

10. Identifies the black, man-made features; for example school, etc. P F

11. Identifies the water (blue). P F

12. Identifies the vegetation (green). P F

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13. Identifies the red or red-brown man-made features; for example P F main roads, or build-up areas.

14. Identifies brown or red-brown contour lines. P F

FEEDBACK: Score the student a Go if they pass all the steps. Score the student a No Go if they fail any step. Tell the student what they did wrong and show them how to do it right. Allow time for the student to be retested.

TASK 9-2 IDENTIFIES TERRAIN FEATURES ON A MAP

CONDITIONS: Given a standard 1:50,000 scale military map.

STANDARDS: Identify the five major and three minor features on the map.

TRAINING AND EVALUATION

TRAINING INFORMATION OUTLINE

Note: During this period of instruction, demonstrate to the students how they can learn terrain features using the fist. It can be used to show what each terrain feature would look like on the ground. See below.

1. Identify major terrain features.

a. Terrain features are identified in the same manner on all maps regardless of the contour interval, but you must realize that a hill in the Rocky Mountains will be much bigger that one in South Florida. You must be able to recognize all terrain features to locate a point on the ground or to navigate from one point to another.

b. The five major terrain features on a map are:

1. Hill. A point or small area of high ground. When you are on a hilltop, the ground slopes down in all directions. A hill is depicted on a map by contour lines forming concentric circles.

Note: Demonstrate by showing the students your fist. Point out that a hill is represented by the knuckles. Draw a hill using a series of contour lines.

2. Ridge. A ridge is a line of high ground with height variations along its crest. The ridge is not simply a line of hills; all points of the ridge crest are higher than the ground on both sides of the ridge. A ridge is depicted on a map by contour lines forming a “U” or “V” with the closed end pointing way from the high ground.

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Note: Demonstrate by showing the students your fist. Point out that a ridge is represented by the width of the distance extending across the range of your knuckles.

3. Valley. Reasonably level ground bordered on the sides by higher ground. A valley may, or may not contain a stream course. A valley generally has maneuver room within its confines. Contour lines indicating a valley are U-Shaped and tend to parallel a stream before crossing it. The course of the contour line crossing the stream will always point upstream.

Note: Demonstrate by opening your hand and extend and join your fingers. Show that the valley looks like the crevice between two of the fingers. Also tell the students that if the valley were drained, that you would show this by spreading the fingers.

4. Saddle. A saddle is a dip or low point along the crest of a ridge. A saddle is not necessarily the lower ground between two hilltops; it may be a break along an otherwise level ridge crest.

Note: Demonstrate a saddle by using your fist. Show the students how to visualize a saddle and note to them the saddle would appear to look like the space that dips between each of the knuckles.

5. Depression. A depression is a low point or a hole in the ground, surrounded on all sides by higher ground.

Note: Demonstrate a depression by opening the hand, extending and joining the fingers and with the thumb extended over and resulting on the forefingers and cup the hand with the fingers touching back to the palm leaving an opening in the center—the depression is the space in the center. To show that depression is not drained, only cup the hand slightly.

2. Identify minor terrain features. Although these features are not as important as the major terrain features, a navigator can plan a route more successfully if they can identify all of the terrain features the route will cross over.

a. Draw. Similar to a valley, except that it normally is a less developed stream course in which there is generally no level ground and, therefore, little or no maneuvering room. The ground slopes upward on each side and toward the head of the draw. Draws are caused by flash flood and can be found on flat terrain by are more often found along the sides of ridges. Contour lines indicating a draw is V-Shaped with the point of the “V” toward the head of

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the draw (high ground).

Note: Demonstrate to the students with a fist. The draw would look like the crevice between the fingers funning down slope from each of the saddles as previously shown.

b. Spur. Usually a short, continuously sloping line of higher ground, normally jutting out from the side of the ridge. A spur is often formed by two parallel streams cutting draws down the side of a ridge.

Note: Demonstrate the Spur on your fist. The spur would look like each fingers, i.e., running down slope from each hill along a ridge.

3. There are also three supplementary terrain features.

a. Cliff. A vertical or near vertical slope. A cliff may be shown on a map by contour lines being close together, touching or by ticked “carrying” contour line. The ticks always toward lower ground.

Note: Demonstrate a cliff with the fist. Point out that the cliff would look like the distance the top and bottom knuckles along the entire face of the hand—it is sheet, almost vertical slope.

b. Cut. A cut is a man-made feature, such as when a hill is cut away to lay a railroad track bed. It is shown on a map when it is at least 10 feet high. The contour line extends along the length of the cut and the tick marks point toward the roadbed.

c. Fill. A fill is where a low area has been filled into level off an area, such as for a railroad track bed. The contour lines extend along the fill area and the tick marks point toward flower ground.

EVALUATION PREPARATION

SET UP: On a 1:50,000 scale military map, circle one example of each major terrain feature and one example of each minor terrain feature as listed in the task conditions. Randomly, letter the circle terrain features A through H. Provide each student being tested with duplicate sets of the map, paper, and two pencils.

BRIEF THE STUDENT: Tell the student to letter the paper A through H. Tell the student to write down the terrain feature that corresponds to each circled area on the map.

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IDENTIFY TERRAIN FEATURES ON MAP

PERFORMANCE MEASURES Pass or Fail

The student will identify the following:

1. Hill P F

2. Ridge P F

3. Valley P F

4. Saddle P F

5. Depression P F

6. Draw P F

7. Spur P F

8. Cliff P F

9. Cut P F

10. Fill P F

FEEDBACK: Score the student a Go if they pass all of the steps. Score the student a No Go if they fail any of the steps. Show the student what they did wrong and show them how to do it right. Allow time to retest.

TASK 9-3 DETERMINE THE GRID COORDINATES OF A POINT ON MILITARY MAP

CONDITIONS: Given a standard 1:50,000 scale military map, a 1:50,000 grid coordinate scale, pencil, paper, and a point on the map for which coordinates must be determined.

STANDARDS:

1. Determine the six digit coordinates for the point on a map within a 100 meter tolerance (grid coordinates must contain the correct two-letter 100,000-meter-square identifier.

2. Determine the eight-digit grid coordinates for the point on a map with a 50-meter tolerance (grid coordinates must contain the correct two-letter 100,000-meter-square identifier.

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TRAINGING AND EVALUATION

TRAINING OUTLINE

Notes: 1. To keep from getting lost, you have to find out where you are. There are not street addresses in a forest environment, etc., but a military map can spot your location accurately. The map has vertical lines (top to bottom) and horizontal lines (left to right). These lines form small squares 1,000 meters on each side called grid squares.

2. The lines that form grid squares are numbered along the outside edge of the map picture. No two grid squares will have the same number.

3. The precision of a point of location is shown by the number of digits in the coordinates; the more digits, the more précises the location.

1996—a 1000-meter grid square

192961—to the nearest 100 meters

192969614—to the nearest 10 meters

When looking at a particular grid square on a military map, always start at the lower left-hand corner of the designated grid square and read “Right—and then Up”.

Take 1996 from above. This four-digit grid square gives your general area within a 1000 square meters. That is quite a large area to find someone in. To make your address more accurate, just add another number to first half (19) and another number to the second half (96) so that your address has 6 numbers instead of four.

To get those extra two numbers, pretend that each grid square contains 10 lines inside of it running north and south and another 10 lines running east to west. This makes 100-meter squares. You can estimate where these imaginary lines are.

Suppose that you are halfway between grid line 11 and grid line 12. Then the next number is 5 and so the first half of your address is now 115. Now suppose you are 3/10 of the way between grid line 81 and 82. Then the second half of your address is 813. Your whole address would be 115813. (If you were exactly on line 81, the second part would be 810).

The most accurate way to determine the coordinates of a point on the map is to use a coordinate scale. You do not have to use imaginary lines because you can come up with the exact coordinates. This scale can be found on the coordinate scale and on the (military) protractor GTA 5-2-12. On both of these devices, you will find two coordinate scales: 1:25,000 and 1:50,000 meters. Make sure that when you use either of these devices, that you use the correct scale.

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a. First locate the grid square in which the point is located, (the point should be already plotted on the map).

b. The number of the vertical grid line on the left (west) side of the grid square is the first and second digits of the coordinates.

c. The number of the horizontal grid line on the bottom (south) side of the grid square are the fourth and fifth digits of the coordinates.

d. To determine the third and sixth digits of the coordinates, place the coordinate scale on the bottom horizontal grid line of the grid square containing Point A.

e. Check to see that the zeros of the coordinate scale are in the lower left-hand (south-west) corner of the grid square where Point A is located.

f. Slide the scale to the right, keeping the bottom of the scale on the bottom grid line Point A is under the vertical (right-hand) scale.

1. To determine a six-digit coordinate, the 100-meter mark on the bottom scale, which is nearest the vertical grid line, is the third digit; in our example (115). The 100 meter mark on the vertical scale, which is nearest Point A, is the sixth digit, (813). Putting these two together gives us an address of 115813.

2. To determine an eight-digit coordinate, which will locate a point on the ground to within 10 meters, you must keep in mind that there are 100 meters between each 100-meter mark (number) on the scale, with a short tick mark to indicated 50 meters between each 100-meter mark. In our case, the grid line crosses the bottom scale right on the 500 meter mark, which would make the third and fourth digits 1150. If the grid line crossed the scale somewhere between the 500- and 600- meter marks, you must interpolate how may meters it is beyond 500 meters. To determine the seventh and eighth digits, read the right-hand scale where between the 300 mark and the 50-meter tick mark. At this point, you must estimate how many 10s the point is beyond the 300 mark. In this case it will be 3, which gives you the seventh and eighth digits 8133. When we put all of these coordinates together it places us at 11508133.

g. To determine the correct two-letter 100,000-meter-square-identifier, look at the grid reference box in the margin of the map.

h. Place the 100,000-meter-square identifier in front of the coordinate, GL 11508133.

EVALUATION PREPARATION

SET UP: Give the student a standard 1:50,000 scale military map, a 1:50,000 grid coordinate scale, a piece of paper, and a pencil. Designate a different point on the map for each requirement.

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BRIEF THE STUDENT: Tell the student to write down the two-letter, 100,00-meter-square identifier and the six-digit grid coordinates for one point and the two-letter, 100,00-meter-square identifier and the eight digit grid coordinates for another point.

DETERMINE THE GRID COORDINATES OF A POINT ON A MILITARY MAP

PERFORMANCES MEASURES Pass or Fail

1. Student writes down the two-letter 100,000-meter-square P F identifier and the six-digit grid coordinate for the designated point with a 100-meter tolerance.

2. Student writes down the two-letter 100,000-meter-square P F identifier and the eight-digit grid coordinate for the designated point with a 50-meter tolerance.

FEEDBACK: Score the student a Go if they pass all steps. Score the student a No Go if they fail any step. Show the student what they did wrong and how to correct it. Allow the student time to take a retest.

TASK 9-4 DETERMINE A MAGNETIC AZIMUTH USING A COMPAS

CONDITIONS: Given a compass and a designated point on the ground.

STANDARDS: Determine the correct magnetic azimuth to the designated point within 3 degrees using the compass-to-check method, or within 10 degrees using the center-hold method.

TRAINING AND EVALUATION

TRAING INFORMATION OUTLINE

1. Read your compass.

a. The floating dial is used to determine the direction in which you are pointing your compass.

b. The outer, black ring of numbers and tick marks are used for finding direction in mils.

c. The inner, red ring of numbers and tick marks are used for finding direction in degrees.

1. There are 360 degrees or 6400 mils in a circle. These are marked with a tick mark every 5 degrees and 20 mils. However, not every tick mark is numbered. You will have to determine the number for these lines using the numbers that are shown.

2. To read direction, point the compass in the direction you want to go or want to determine.

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3. Look beneath the index on the out glass cover and estimate to the nearest degree or 10 mils the position of the index line over the red or black scale.

4. Be careful to hold the compass still so that the dial remains stationary while you are reading the scale.

5. If you understand these readings and can apply the holding and sighting techniques of shooting an azimuth, you will become proficient in this task.

2. Shoot an azimuth.

a. Use your compass to determine or follow an azimuth. The arrow on the compass points toward magnetic north. The arrow is also attracted by any mass of metal; a vehicle, and especially by electric power lines. Thus, be sure you use your compass away from metal objects so it will not give an incorrect reading.

b. The Lensatic compass must always be held level and firm when sighting on an object and reading an azimuth.

c. There are two methods of holding the Lensatic compass:

1. Compass-to-check method. To use this method:

a. Open the cover to a 90-degree angle to the base.

b. Place your thumb through the thumb loop, form a steady base with your third and fourth fingers, and extend your index finger along the side of the compass base.

c. Place the hand holding the compass into the palm of the other hand.

d. Bring both hands up to the face and position the thumb that is through the loop against the cheekbone.

e. Look through the lens of the eyepiece. If the dial is not in focus, move the eyepiece up or down until the dial is in focus.

f. Align the sighting slot of the eyepiece with the sighting wire cover on the point to which the azimuth is being determined. Look through the lens of the eyepiece and read the azimuth under the index line.

2. Center-hold method. To use this method:

Note: This method is used only when a precise direction is not required.

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a. Open the compass so that the cover forms a straight edge with the base. The lens of the compass is moved out of the way.

b. Next, place your thumb through the thumb loop, form a steady base with your third and fourth fingers, and extend your index finger along the side of the compass.

c. Place the thumb of the other hand between the eyepiece and the lens, extend the index finger along the remaining side of the compass wrap the remaining fingers around the fingers of the other hand, and pull your elbows firmly into your sides. This will place the compass between your chin and your belt.

d. To measure an azimuth, turn your entire body toward the object and point the compass cover directly at the object. Look down and read the azimuth from beneath the fixed black index line. This method can be used at night.

e. To keep from going in circles when you are land navigating, stop occasionally to check the azimuth along which you are moving. Also, you can move from object to object along your path by shooting an azimuth to each object and then moving to that object. Repeating this process while you are navigating should keep you straight.

EVALUATION PREPARATION

SET UP: Select a point to use as a target and determine the azimuth to the point using the compass that the student will use.

BRIEF THE STUDENT: Point out the selected spot to the student. Tell the student to shoot an azimuth to that spot using the compass-to-check method or the center-hold method.

DETERMINE A MAGNETIC AZIMUTH USING A LENSATIC COMPASS

PERFORMANCE MEASURES Pass or Fail

1. Student determines correct azimuth. P F

a. Within 3 degrees using compass-to-check method.

b. Within 10 degrees using center-hold method. P F

2. Student uses correct compass-to check or center-hold method. P F

FEEDBACK: Score the student a Go if they pass all steps. Score the Student a No Go if they fail any step. Tell the student what they did wrong and how to correct it. Allow time for a retest.

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TASK 9-5 DETERMINE A LOCATION ON THE GROUND USING TERRAIN ASSOCIATION

CONDITIONS: In the field during daylight, while at an unknown location on the ground, given a standard 1:50,000 scale military map of the area, a coordinate scale and protractor, and a known point on the ground.

STANDARDS: Determine the six-digit coordinate of your location with a 100-meter tolerance.

TRAINING AND EVALUATION

TRAINING INFORMATION OUTLINE

1. Determine the type of terrain feature on which you are located.

2. Determine what types of terrain feature surround your location.

3. Orient your map.

4. Determine the four cardinal directions (North, South, East, West).

a. Relate the terrain features on the ground to those shown on the map.

b. Having determined where the terrain features are on the ground and those on the map coincide, determine the coordinates of your location using the coordinate scale and protractor.

EVALUATION PREPARATION

SET UP: Select a field site that has terrain features that are shown on the map. At the test site provide a field table, map, pen, pencil, and a coordinate scale.

BRIEF THE STUDENT: Tell the student that they must determine a six-digit coordinate of their location within 7 minutes. Tell the student one of the cardinal directions (North, South, East, West).

DETERMINE A LOCATION ON THE GROUND BY TERRAIN ASSOCIATION

PERFORMANCE MEASURES Pass or Fail

1. Student determines remaining three cardinal directions. P F

2. Student identifies the type of terrain feature on which is located. P F

3. Student identifies terrain features around their location. P F

4. Student identifies the same terrain features on the map. P F

5. Student orients the map to the identified terrain feature. P F

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6. Student determines their own location on the map. P F

7. Student determines six-digit grid of their own location. P F (point selected must be within 100 meters of the location)

FEEDBACK: Score the student a Go if they pass all the steps. Score the student a No Go if they fail any step. Tell the student what they did wrong and show them how to do it right. Allow time to retest.

TASK 9-6 MEASURE DISTANCE ON A MAP

CONDITIONS: Given a standard 1:50,000 military map, a strip of paper or a straight edge, and a pencil.

STANDARDS:

1. Determine the straight-line distance, in meters, between two points with no more that 5 percent error.

2. Determine the road (curved line) distance, in meters, between two points with no more than 10 percent error.

TRAINING AND EVALUATION

TRAINING INFORMATION OUTLINE

Note: You can use your map to measure the distance between two places. The map is drawn to scale. This means that a certain distance on the map equals a certain distance on the earth. The scale is printed at the bottom and at the top of the map (scale 1:50,000). This means that 1 inch on the map equals 50,000 inches on the ground.

1. To change map distance in miles, meters, or yards, use the bar scales at the bottom of the map.

a. Take a ruler or the edge of a piece of paper and mark on it the straight-line distance between two points.

b. Then put the ruler or the paper just under one of the bar scales and read the ground distance in miles, meters, or yards. The bar scale will show you the distance.

c. Suppose you want to find the distance between A and B around a curve in a road. Take a strip of paper, make a small tick mark on it, and line up the tick mark with point A. Align the paper with the road edge until you come to the curve, make another tick mark on the paper and on the map, and then pivot the paper so that it continues to follow the road edge. Keep repeating this until you get to point B. Always follow the road edge with your paper. Make a mark on your paper where it hits B, and then go to the bar scale to get the distance.

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2. Normally, you will be required to measure distance in meters, and you may receive a problem that goes off the bar scale. The meter bar scale allows you to measure distances up to 5,000 meters. If you have to measure distances greater than 5,000 meters, follow this procedure:

a. Place your starting point on the paper under the zero on the bar scale. Measure off 4,000 meters and place a new tick mark at the point on your paper.

b. Place this second tick mark also under the zero on the bar scale and determine if the distance on the paper falls within the bar scale. If it does, add this value to 4,000 to give a total distance. If it does not, repeat step 2a until the distance on the paper falls within the bar scale. Remember to add this last value to the total number of meters you have already measured.

EVALUATION PREPARATION

SET UP: In the field or a classroom, give the student a 1:50,000 military map, a pencil, and a strip of paper with a straight edge. On the map, plot a straight line between 3,000 to 4,000 meters. Mark this distance points A and B. On a road or trail, plot a curved-line distance 3,000 to 4,000 meters with at least two changes of direction. Mark this distance points C and D.

BRIEF THE STUDENT: Tell the student that they must determine the straight-line distance between points A and B with no more than 5 percent error, and the curved-line distance between points C and D with no more than 10 percent error. The student must either write down the correct answer or state the answer when asked by the scorer.

MEASURE DISTANCE ON A MAP

PERFORMANCE MEASURE Pass or Fail

1. Student measures the straight-line distance on the map using P F the straight edge.

2. Student places the paper under the bar meter scale. P F

3. Student determines the distance with no more than 5 percent error. P F

4. Student measures the curved-line distance using the strip of paper. P F

5. Student places the paper under the meter bar scale. P F

6. Student determines the distance with no more than 10 percent error. P F

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FEEDBACK: Score the student a Go if they pass all the steps. Score the student a No Go if they fail any step. Tell the student what they did wrong and show them how to do it right. Allow time for a retest.

TASK 9-7 ORIENT A MAP TO THE GROUND BY TERRAIN ASSOCIATION

CONDITIONS: Given a standard 1:50,000 scale military map in the field in daylight.

STANDARDS: Orient the map to north to within 30 degrees.

TRAINING AND EVALUATION

TRAINING OUT

Note: Before a map can be used, it must be oriented when it is in the horizontal position with its north and south corresponding to north and south on the ground.

1. Look at the map and the ground to find two terrain features common to both such as hilltops, saddles, valleys, ridges, and depressions. By aligning the terrain features on the map with the same terrain features on the ground, the map is oriented.

2. Check orientations obtained by this method to keep from orienting the map in the wrong direction (that is 180 degrees out). This reversal may be prevented by aligning two or more feature.

EVALUATION PREPARATION

SET UP: Use an area of terrain with identifiable terrain features, natural and or man-made. Provide a field table and a map of the area.

Note: Check orientation of map by placing a compass along one of the north-south grid lines. Incorporate the declination constant in determining the 30 degrees.

BRIEF THE STUDENT: Tell the student that by using the terrain features around them, that they must orient the map to the north. Tell the student that they must also orient the map to within 30 degrees of north.

ORIENT A MAP TO THE GROUND BY MAP TERRAIN ASSOCIATION

PERFORMANCE MEASURES Pass or Fail

1. Student identifies prominent terrain features. P F

2. Student orients the map to within 30 degrees of north. P F

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FEEDBACK: Score the student a Go if they pass the steps. Score the student a No Go if they fail any step. Tell the student what they did wrong, show them how to do it right and allow time for a retest.

TASK 9-8 DETERMINE DIRECTION USING FIELD EXPEDIENT METHODS

CONDITIONS: In bright sunlight, given a stick or branch and two stones, a wristwatch (not digital); and at night with a clear view of the big dipper.

STANDARDS: Determine direction using the three field-expedient methods.

Note: All of the procedures given in this task will give approximate directions.

1. Use the shadow-tip field expedient method to determine direction without a compass.

a. Place a stick or branch into the ground vertically at a fairly level spot where the sun will cast a distinct shadow. Mark the shadow with a stone, twig, or other means.

b. Wait 10 or 15 minutes until the shadow tip moves a few inches. Mark the new position of the shadow tip just like the first.

c. Draw a straight line through the two marks that you made on the shadow tips. This line is an east-west line.

d. Determine which is the east end of the line and which is the west end.

1. The sun rises in the east and sets in the west.

2. The shadow tip moves in the opposite direction.

3. The first shadow tip mark that you made is always west and the second mark is always east.

e. Find north and south.

1. Draw a line at right angle to the east-west line at any point.

2. This is the north-south line.

2. Use the watch method to determine direction without a compass.

a. You can also find direction with your watch. It is not as accurate as the shadow tip method. North of the equator (Northern Hemisphere), this is how it works; point the hour hand at the sun. South will be halfway between your hand and 12 o’clock. Try this in a place you already know directions to prove that it works.

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b. South of the equator (Southern Hemisphere), you must use the watch differently: point 12 o’clock at the sun. Then, halfway between 12 o’clock and the hour hand is north.

3. Use the North Star method to determine direction at night. At night, you can locate north by finding the North Star (Polaris). First, find the Big Dipper. The last two stars in the cup point directly at the Polaris, which is about 5 times as far out as the distance between those two stars in the cup. Facing Polaris, you are looking north, with east on your right and west on your left.

Note: During the training session, stress these three facts:

1. The sun rises in the east and sets in the west.

2. When you face north, east is to your right, west is to your left and south is to your back.

3. The Big Dipper is a pattern of stars that resembles a soup ladle.

EVALUATION PREPARATION

SET UP: Directionally orient yourself to an area that is unfamiliar to the student to be tested.

BRIEF THE STUDENT: Accompany the student to the area and tell them to use a field expedient method to determine which direction is north, south, east, or west. Use a compass direction of your choice. The student will not be told how they did on performance measure 1 until completion of performance measure 2.

Note: Before the student is scored a Go for this task, they must display proficiency in all three field-expedient methods of determining direction without a compass. However, performance measure 3 must be tested in a different location.

DETERMINE DIRECTION USING FIELD-EXPEDIENT METHODS

PERFORMANCE MEASURES Pass or Fail

1. Student determines direction using the shadow-tip field-expedient method. P F

a. Places stick vertically into ground at a level spot.

b. Marks the tip of the stick’s shadow to represent west.

c. Waits 10 to 15 minutes.

d. Marks new position of tip of stick’s shadow to represent east.

e. Draws an east-west line through the two shadow-tip marks.

f. Draws a north-south line at a right angle to the east-west line.

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g. Points in the direction specified by the trainer.

2. Student determines direction using the watch expedient method. P F

a. In the northern hemisphere, points hour hand of watch at sun; in southern hemisphere, points 12 o’clock position of watch at sun.

b. Points in direction specified by the trainer.

3. Student determines direction using the North Star field-expedient method. P F

a. Locates the Big Dipper.

b. Locates Polaris, the North Star

c. Points in the direction specified by the trainer.

FEEDBACK: Score the student a Go if they pass all steps. Score the student a No Go if they fail any step. Tell them what they did wrong and show them how to do it right. Allow time for a retest.

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