

U 408.7  
.101<sup>st</sup> A2  
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# 101<sup>st</sup> AIRBORNE DIVISION AND FORT CAMPBELL



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.101<sup>st</sup> A2  
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## RECONDO SCHOOL

## LEADERSHIP

1. The RECONDO student receives two scheduled hours of formal instruction covering definitions of military leadership, leadership traits, leadership principles and leadership techniques. He is also instructed in the responsibilities of a Commander, indications of military leadership, what constitutes a combat effective unit and combat leadership.
2. In addition to the formal instruction given to RECONDO students they are continually under close supervision of the Commandant, Tactical Officers, Tactical NCO's and instructors to insure that the principles, traits and techniques taught are observed.
3. The subject of leadership is continuous throughout the course of instruction and is considered of paramount importance since the student is placed in a position of responsibility such as 1st Sergeant, Platoon Sergeant and Squad Leader in the administrative phase as well as the field phase. His reactions are noted and the student receives on the spot critiques. These critiques are conducted by principal instructors as pertains to the individual, the squad, the platoon and company, in order to make the students aware of their position as leaders.
4. However, the long range patrol is the teaching vehicle most emphasized to instruct and actually apply the traits of military leadership. Throughout the Recondo School's six patrols the student is constantly challenged under the most adverse conditions possible. The student must overcome fatigue, adverse weather, the pressure of the tactical situation and many other tangible and intangible factors in order to successfully pass the careful scrutiny of the Ranger Observer.
5. Throughout the course of instruction and especially during confidence testing we strive to develop leadership traits most desirable and necessary in a leader (Bearing, Courage, Endurance, Dependability, Initiative and Decisiveness).
6. Upon completion of each training week every student is counseled and afforded the opportunity to self-evaluate his weak and strong points. He can then develop the leadership traits in which he is weak and further strengthen those in which he is strong.

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4. However, the long range patrol is the teaching vehicle most emphasized to instruct and actually apply the traits of military leadership. Throughout the Reconco School's six patrols the student is constantly challenged under the most adverse conditions possible. The student must overcome fatigue, adverse weather, the pressure of the tactical situation and many other tangible and intangible factors in order to successfully pass the careful scrutiny of the Ranger Observer.
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HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT:	Orientation
TYPE:	Conference & practical application
TIME ALLOTTED:	100 minutes
CLASS PRESENTED TO:	Recondo students
TOOLS, EQUIPMENT & MATERIALS:	School student handbook Personal History form
PERSONNEL:	Sr Tac Nco
INSTRUCTIONAL AIDS:	Lectern, blackboard chalk, eraser
REFERENCES:	None
STUDY ASSIGNMENTS:	None
STUDENT UNIFORM AND EQUIPMENT:	As prescribed w/pencil and paper
TROOP REQUIREMENTS:	None
TRANSPORTATION REQUIREMENTS:	None

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1. PRESENTATION: (50 minutes)
- a. Introduction (2 minutes)
- (1) Objective: To familiarize the student with the policies procedures and standards that are required by the Recondo School
  - (2) Reason: It is essential that the Recondo student know what is expected of him in the Recondo course and be familiar with all the school policies and procedures in order to eliminate confusion and help him to pass the course with minimum difficulty.
- b. Explanation (45 minutes)
- (1) Commandant orientation
    - (a) Greeting
    - (b) Mission of School
    - (c) Student responsibilities
  - (2) Tac Officer orientation
    - (a) Description of course
    - (b) Student status - no rank
    - (c) Cadre boards
    - (d) Two phases
      - (1) Training & Field
    - (e) Two committees - A & B
    - (f) Point system
      - (1) Map - 50
      - (2) Day map and compass - 70
      - (3) Compass test - 30
      - (4) General subjects test - 150
      - (5) Total training - 300
      - (6) Total patrolling - 700
  - (3) Tac Nco orientation
    - (a) Introduction of Tac and mission
    - (b) Personal History form
    - (c) Student comment sheets
- NOTE: Fill out form and collect same

- (4) School SOP
  - (a) Double timing and growling
    - (1) Marching to theatre
    - (2) After meals
    - (3) After last hour of instruction or study period
  - (b) Inspection daily
    - (1) First morning formation
    - (2) Spot checks
    - (3) Barracks
  - (c) Parade rest in show line unless moving
  - (d) Uniform during stay in school
  - (e) Haircuts
  - (f) When running and Cadre yells RECONDO
  - (g) Assignment of student leaders
  - (h) Moving into class rooms and reporting to instructor
  - (i) Mess hall
  - (j) Sick call
    - (1) Miss 3 consecutive hours of instruction - dropped
    - (2) Retained in hospital - dropped
  - (k) Boards
  - (l) Special A & E
  - (m) Student-Cadre position
  - (n) Survival kit
  - (o) Knives
  - (p) Police
  - (q) Stay out of Headquarters
  - (r) Counselling
  - (s) Personnel actions, ie. CID investigation, court, company, if you miss 3 hrs instruction - dropped

- c. Summary
    - (1) Clarify all points of difficulty
    - (2) Summarize
      - (a) Commandant orientation
      - (b) Tac Officer orientation
      - (c) Tac Nco Orientation
- NOTE: Take a ten minute break

## 2. APPLICATION

- (a) Students are now broken down into two platoons (Recondo Company)
  - (b) Student leaders selected, keys issued
  - (c) Students are shown where POV is to be parked
  - (d) Don't bring car to school - sorry no room
  - (e) Students will move into the barracks and accomplish the following:
    - (1) Display of equipment
    - (2) Make up harness
    - (3) Give instructions on first class, time and uniform
    - (4) Secure weapons
- NOTE: The Tac will set up two displays in the barracks of the Ranger harness and display of equipment.
- 1. Latrine - 1st Plt
  - 2. North entrance to barracks - 1st Plt
  - 3. Arms room - 2d plt
  - 4. South entrance to barracks
  - 5. Company area police - 2d plt

## 3. CRITIQUE

- a. Ask for questions
- b. Summarize
  - (1) Orientation
  - (2) Practical work
- c. Closing statement: If you apply yourself and follow the rules regulations, SOP's and standards outlined in this period of instruction; we will all assemble together once more three weeks from today at which time you will receive your Recondo diploma and Recondo Brand (the mark of a man)

HEADQUARTERS  
RECONDO SCHOOL (F-T-W)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT:	Confidence Course
TYPE:	Conference, demonstration and practical application
TIME ALLOTTED:	One hundred minutes
CLASSES PRESENTED TO:	Recondo School Students
TOOLS, EQUIPMENT AND MATERIALS:	None
INSTRUCTIONAL AIDS:	None
PERSONNEL:	One (1) instructor and fifteen (15) assistant instructors
REFERENCES:	TM 21-200, par 96-98
STUDY ASSIGNMENTS:	None
STUDENT UNIFORM AND EQUIPMENT:	As prescribed
TROOP REQUIREMENTS:	Two (2) aid men
TRANSPORTATION REQUIREMENTS:	Onw (1) front line ambulance

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1. PRESENTATION: (Conference, 33 minutes)
- a. Introduction: (2 minutes)
- (1) Objectives: To familiarize the students with the various types of obstacles they may be required to negotiate in combat.
- (2) Reasons: The confidence course is designed to give the soldier confidence in his mental and physical capabilities and to cultivate his spirit of daring.
- b. Explanation and demonstration (30 minutes)
- (1) Explanation of the proper method to negotiate each obstacle.
- (a) Rope swing
  - (b) Half bridge
  - (c) Vertical wall
  - (d) Over and under
  - (e) High climb
  - (f) Brooklyn bridge and Ranger bridge
  - (g) Belly crawl
  - (h) Coon climb
  - (i) Belly buster
  - (j) Hip rotation
  - (k) Reverse climb
  - (l) Inclining wall
  - (m) Dirty name
  - (n) Belly robber
  - (o) High stepper
- NOTE: Use assistant instructor at each obstacle to demonstrate proper method of negotiating obstacle.
- c. Summary: (1 minute)
- (1) Review main points
- (2) Stress safety when negotiating obstacles

2. APPLICATION:

(Practical, 65 minutes)

a. Directions to students

- (1) Students are divided into two groups
- (2) Both groups start at the rope swing and group one (1) negotiates obstacles a through i, while group two (2) negotiates obstacles j through p, above.
- (3) At the completion of one half of the obstacles, each group takes a short break and resumes by negotiating the other half of the course, group one (1) negotiates j through p above, while group two (2) negotiates obstacles a through i.
- (4) At the completion of the second half of obstacles, both groups will assemble by the rope swing.

b. Instructors activities

- (1) Assistant instructors will be stationed at each obstacle.
- (2) They will observe the students progress in negotiating each obstacle.
- (3) They will observe the students physical and mental wellfare and will stop and student who he believes is in trouble and call the aid man.

3. EXAMINATION:

(Observation)

- a. Observe students physical and mental attitudes
- b. Concurrent with practical application

4. CRITIQUE:

(Conference, 2 minutes)

a. Clarify any points of difficulty brought out on the confidence course and ask for questions.

b. Summarize.

- (1) Rope Swing
- (2) Half Bridge
- (3) Vertical wall
- (4) Over and under
- (5) High climb
- (6) Brooklyn bridge and ranger bridge
- (7) Belly Crawl
- (8) Coon climb
- (9) Belly Buster
- (10) Hip rotation
- (11) Reverse climb
- (12) Inclining wall)
- (13) Dirty name
- (14) Belly hobber
- (15) High stepper

- a. Closing statement: Remember, in order to perform better in combat you must have physical confidence and muscular coordination. This can be obtained by constant use of a confidence type course.

HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT:	Personal Hygiene
TYPE:	Conference, Practical Application
TIME ALLOTTED:	Fifty (50) minutes
CLASS PRESENTED TO:	Recondo Students
TOOLS, EQUIPMENT AND MATERIALS:	Soap, water, brushes
PERSONNEL:	TAC NCO's
INSTRUCTIONAL AIDS:	Student quarters.
REFERENCES:	FM 21-10, par 1-3, 27g, 129-132
STUDY ASSIGNMENTS:	None
STUDENT UNIFORM AND EQUIPMENT:	As prescribed
TROOP REQUIREMENTS:	One (1) aid man
TRANSPORTATION REQUIREMENTS:	None

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1. PRESENTATION: (Conference) (5 minutes)

a. Introduction (1 minute)

- (1) Objectives: This period the Recondo Student will learn Personal Hygiene
- (2) Reasons: By knowing the science of health and its maintenance will assist the Recondo student in prevention of disease.
- (3) Standards: The Recondo Student will have himself, his clothing and his equipment cleaned within the hour.

b. Explanation

- (1) How to clean clothing and equipment
  - (2) Where to clean clothing and equipment
  - (3) Where to place clothing and equipment to dry
  - (4) When, where, and how to clean himself
- NOTE: Depending on weather will dictate to TAC NCO where Recondo Students will clean clothing and equipment and self.

c. Summary

- (1) Review main points
- (2) Re-emphasize important items

2. APPLICATION (Practical Application) (40 minutes)

a. Directions to Students

- (1) Students, coming from the Confidence Course, will assemble on the side of the student quarters.
- (2) The students will be separated into two (2) platoons
- (3) The 1st Platoon will use faucet on side of student quarters to clean mud and debris off clothing and equipment.
- (4) The 2nd platoon will use faucet on side of cadre quarters to clean mud and debris off clothing and equipment.
- (5) All students will then take off all clothing and equipment with the exception of their trousers, using the buddy system they will commence in wringing out this clothing and equipment.
- (6) Clothing and equipment that is cleaned and wrung out will be laid out to dry on side of student and cadre quarters.  
CAUTION: Clothing and equipment laid out to dry should be observed by one of the Recondo students to prevent possible theft.
- (7) Students will then move to showers in student quarters.



b. Direction to TAC NCO's

- (1) Orient students on the above requirements
- (2) Have aid man standing by in student quarters to check any student's with possible injuries received from the Course
- (3) Instruct student 1st Sergeant to have students ready in the proper uniform by the end of the period
- (4) Inspect students in formation area prior to movement to next scheduled period of instruction.
- (5) Send aid man for release to Operations Sergeant

3. EXAMINATION (observation)

- a. Observe students progress and make on the spot corrections
- b. Concurrent with application phase of instruction
- c. Issue spot reports to students who do not carry out the above requirements.

4. CRITIQUE (Conference) (5 minutes)

- a. Clarify any points of difficulty brought out on period of Personnel Hygiene, and ask for any questions.
- b. Summarize
  - (1) How to clean clothing and equipment
  - (2) Where to clean clothing and equipment
  - (3) Where to place clothing and equipment
  - (4) Where, when and how to clean himself
- c. Closing statement: Maintaining your health and clothing and equipment plays a major role in the accomplishment of your mission.

NOTE: Critique will follow inspection in ranks.

LESSON PLAN

INSTRUCTIONAL UNIT: First Aid (Summer)

TYPE: Conference and Demonstration

TIME ALLOTTED: 50 Minutes

CLASS PRESENTED TO: Recondo School Students

TOOLS, EQUIPMENT & MATERIAL: None

PERSONNEL: Instructor & three assistants

INSTRUCTIONAL AIDS: Chart, expedient litters, snakebite kit, TA-D-239, war wound monologue set.

REFERENCES: FM 21-11, Chap 1, 2 & 4, par 25 & 26

STUDY ASSIGNMENTS: None

STUDENT UNIFORM AND EQUIPMENT: As prescribed

TROOP REQUIREMENTS: None

TRANSPORTATION REQUIREMENTS: None

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1. INTRODUCTION: (3 Minutes)
- a. Objective: To teach the students basic first aid to include the life saving steps, how to recognize and treat snakebite, heat stroke and heat exhaustion and expedient litters.
  - b. Reason: It is essential that the student know how to apply the four life saving steps, protect himself against snakebite, heat stroke and heat exhaustion and construct expedient litters in order to accomplish his mission on patrol.
2. EXPLANATION AND DEMONSTRATION: (44 Minutes)
- a. The four basic life saving steps:
    - (1) Stop the bleeding:
      - (a) Direct pressure.
      - (b) Elevation
      - (c) Tourniquet
    - (2) Clear the airway
    - (3) Protect the wound:
      - (a) First aid dressing
      - (b) Do not wash
      - (c) Hands off
    - (4) Prevent or treat for shock
      - (a) Symptoms
      - (b) Cause of shock
      - (c) Make patient comfortable
      - (d) Lower head
      - (e) Keep warm
      - (f) Hot liquids
  - b. Special first aid:
    - (1) Chest wound:
      - (a) Airtight
      - (b) Exhale
    - (2) Belly wound:
      - (a) Don't replace organs.
      - (b) Bandage securely
      - (c) Treat for shock
      - (d) No food or water
      - (e) Loose bandage

- (3) Jaw wound:
    - (a) Prevent choking.
    - (b) Use sterile dressing.
    - (c) Check mouth.
    - (d) Treat for shock.
  - (4) Fractures:
    - (a) Open.
    - (b) Closed.
    - (c) Splinting.
  - (5) Broken back:
    - (a) Clothing under back.
    - (b) Four men to move.
    - (c) Air passage free.
    - (d) Don't move for food or water.
    - (e) Don't twist neck or body.
    - (f) Carry in blanket litter face down.
  - c. Identification of snakes:
    - (1) Poisonous.
    - (2) Nonpoisonous.
  - d. Treatment of snakebites:
    - (1) Poisonous:
      - (a) With snakebite kit.
      - (b) Without snakebite kit.
    - (2) Nonpoisonous.
  - e. Heat stroke:
    - (1) Symptoms:
      - (a) Dry, red skin.
      - (b) High body temperature.
      - (c) Rapid pulse.
      - (d) Delirious.
    - (2) Treatment:
      - (a) Loosen clothing.
      - (b) Reduce body temperature (most important).
      - (c) Salty water.
      - (d) Treat for shock.
  - f. Heat exhaustion:
    - (1) Symptoms:
      - (a) Dizziness.
      - (b) Extreme sweating.
      - (c) Weakness.
    - (2) Treatment:
      - (a) Reduce body temperature.
      - (b) Salty water.
      - (c) Rest.
  - f. Expedient litters:
    - (1) Pole and jacket method.
    - (2) Pole and poncho method.
    - (3) Pole and blanket method.
    - (4) Blanket method.
- NOTE: Demonstrate.

3. SUMMARY: (3 minutes)

- a. Clear up student questions.
- b. Summarize:
  - (1) The three life saving steps.
  - (2) Special first aid.
  - (3) Identification of snakes.
  - (4) Treatment of snakebites.
  - (5) Heat stroke.
  - (6) Heat exhaustion.
  - (7) Expedient litters.
- c. Closing statement: If you apply yourself in all of the techniques that you have learned here today, your patrol may accomplish its mission because you saved the life of one of its members on your own.

HEADQUARTERS  
RECONDO SCHOOL (FRONT)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT:	First Aid (Winter)
TYPE:	Conference and demonstration
TIME ALLOTTED:	50 minutes
CLASS PRESENTED TO:	Recondo Students
FOCUS, EQUIPMENT AND MATERIALS:	None
PERSONNEL:	One instructor and 3 assistants
INSTRUCTIONAL AIDS:	Expedient litter, TAD 239 war wound moulage set
REFERENCES:	FM 31-70, par 7-10 & 58-61, FM 21-11, w/c-1, par 3, 5-9, 10, 29, 35
STUDY ASSIGNMENTS:	None
STUDENT UNIFORM AND EQUIPMENT:	As prescribed
TROOP REQUIREMENTS:	None
TRANSPORTATION REQUIREMENTS:	None

1. INTRODUCTION

(3 minutes)

- a. Objective: To teach the students basic first aid to include the four life saving steps, frostbite, trench foot, expedient litters, and wearing of winter clothing.
- b. Reason: It is essential that the student know how to apply the four life saving steps, protect himself against frostbite and trench foot, make expedient litters, and be able to wear and care for his cold weather clothing in order to accomplish his mission on patrol.

2. EXPLANATION AND DEMONSTRATION

(14 minutes)

- a. The four life saving steps:
  - (1) Stop bleeding
    - (a) Direct pressure
    - (b) Elevation
    - (c) Tourniquet
  - (2) Clear the airway
  - (3) Protect the wound
    - (a) First aid dressing
    - (b) Do not wash
    - (c) Hands off
  - (4) Prevent or treat for shock
    - (a) Symptoms
    - (b) Cause of shock
    - (c) Make patient comfortable
    - (d) Lower head
    - (e) Keep warm
    - (f) Hot liquids
- b. Special first aid
  - (1) Chest wound
    - (a) Airtight
    - (b) Exhale
  - (2) Belly wound
    - (a) Don't replace organs
    - (b) Bandage securely
    - (c) Treat for shock
    - (d) No food or water
    - (e) Loose bandage

- (3) Arm wound:
  - (a) Prevent choking
  - (b) Use sterile dressing
  - (c) Check mouth
  - (d) Treat for shock
- (4) Head wound
  - (a) No morphine
  - (b) Stop bleeding (pressure)
  - (c) Protect wound
  - (d) Treat for shock
- (5) Fractures:
  - (a) Open
  - (b) Closed
  - (c) Splinting
- (6) Broken back
  - (a) Clothing under back
  - (b) Four men to move
  - (c) Air passage free
  - (d) Don't move for water
  - (e) Don't twist neck or body
  - (f) Carry in blanket face up
- c. Effect of cold:
  - (1) Trench foot
  - (2) Frostbite
    - (a) Symptoms
    - (b) Treatment
- d. Expedient litters:
  - (1) Pole and jacket method
  - (2) Pole and poncho method
  - (3) Pole and sack method
  - (4) Blanket method

NOTE: Demonstrate
- e. Key word "COLD"
  - (1) Clean
  - (2) Overheating
  - (3) Loose layers
  - (4) Dry

### 3. SUMMARY

(3 minutes)

- a. Clear up student questions
- b. Summarize
  - (1) Four life saving steps
  - (2) Special first aid
  - (3) Effect of cold
  - (4) Expedient litters
  - (5) Key word COLD
- c. Closing statement: If you apply yourself in all of the techniques that you have learned here today and your patrol may accomplish its mission because you saved the life of one of its members on your own.

HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT:	AN/PRC-10 Communications
TYPE:	Conference and practical work
TIME ALLOTTED:	100 minutes
CLASS PRESENTED TO:	Recondo School students
TOOLS, EQUIPMENT AND MATERIAL:	Nine (9) AN/PRC-10 & AN/PRC-10A's radios, complete
PERSONNEL:	Instructor and four assistants
INSTRUCTIONAL AIDS:	Blackboard, chalk, charts, one (1) AN/PRC-10 radio complete with junction box and loud speaker and table
REFERENCES:	TM 11-612, chap 2, sec 3, par 18
STUDY ASSIGNMENTS:	None
STUDENT UNIFORM AND EQUIPMENT:	Class "D", notebook and pencil
TROOP REQUIREMENTS:	None
TRANSPORTATION REQUIREMENTS:	None

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1. PRESENTATION. (100 minutes)

a. Introduction. (3 minutes)

- (1) Objective: To learn the proper techniques in calibrating the AN/PRC-10 radio to include characteristics, assembly and field antennas.
- (2) Reasons: Communications has always been a problem within itself. We have tried hard in the past to overcome this problem, but we still have a long way to go. If it were only the equipment we could make improvements, but the largest part of this problem lies in us as operators. The continuous supervision by the patrol leader of his communication personnel and equipment will greatly reduce operator and equipment errors.

b. Explanation: (47 minutes)

- (1) Characteristics, capability and limitations:
  - (a) Weight
  - (b) Range
  - (c) Frequency band
  - (d) Calibration points
  - (e) Components
- (2) Inter-locking frequency bands
  - (a) AN/PRC-10 & AN/PRC-10A

- (b) AN/PRC-9
- (c) AN/PRC-8
- (3) Assembly of the radio
- (4) Function of switches and dials
- (5) Calibrating the AN/PRC-10 & AN/PRC-10A radios
  - (a) Unlock the dial lock
  - (b) Adjust tuning control
  - (c) Set volume control at 10
  - (d) Set squelch control to off
  - (e) Hold power switch in calibrate and dial position
  - (f) Listen to handset and turn control
  - (g) High pitch
  - (h) Low pitch
  - (i) Zero beat
  - (j) Release power switch to on position
  - (k) Adjust pointer adjustment
  - (l) Turn tuning control to desired frequency
  - (m) Lock tuning control
- (6) AN/PRC-6
  - (a) Component parts
  - (b) Battery
  - (c) Frequency range
- (7) Operator Maintenance
  - (a) Maintain
  - (b) Trouble shooting
  - (c) Jamming

Note: Students take ten (10) minute break

2. APPLICATION: (47 minutes)

NOTE: This period of instruction will be held outside

- a. Students will assemble radio
- b. Students will calibrate the radio
- c. AI's will assist those students who are having trouble calibrating radio.
- d. Field Expedient Antennas
  - (a) Wave antenna
  - (b) Vertical Half Rhombic

3. **EXAMINATION:** (N 3)

NOTE: Instructors will make on-the-spot correction during application stage.

4. **REVIEW:** (3 minutes)

a. Clear up student questions

b. Summarize

- (1) Characteristics, capabilities and limitations
- (2) Inter-locking frequency bands
- (3) Assembly of the radio
- (4) Function of switches and dials
- (5) Calibration
- (6) Field expedient antennas

c. Closing Statement: If you apply the principles and techniques which you have learned during this period of instruction it will enable your patrol to have reliable communications. In the basic principles of war it is vital that an Army on the road to victory must have transportation, supplies and above all, it must communicate.



HEADQUARTERS  
RECONDO SCHOOL (PAC)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT: Evasion and Escape  
TYPE: Conference  
TIME ALLOTTED: 50 minutes  
CLASS PRESENTED TO: Recondo School students  
INSTRUCTIONAL AIDS: None  
REFERENCES: FM 21-77, par 4,6,7,8, (PC 1-5-1)  
Lesson 5, par 5-2, & 5-3  
STUDY ASSIGNMENTS: Same as references  
STUDENT UNIFORM AND EQUIPMENT: As prescribed  
TROOP REQUIREMENTS: None  
TRANSPORTATION REQUIREMENTS: None

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1. INTRODUCTION (3 minutes)

- a. Objective: This period we will learn tactics and techniques used in Escape and Evasion
- b. Reason: To develop the student's understanding for the necessity of Escape and Evasion training and to make him aware of his responsibility as an American fighting man.

2. Explanation and Demonstration (44 minutes)

- a. Beginning of Evasion and Escape
- b. History of the Korean conflict
  - (1) 1.6 million troops
  - (2) 7,190 captured
  - (3) 2,730 died POW camps (38%)
  - (4) 4,460 repatriated (50% of these are unable to perform normal functions due to mental and physical deterioration.
  - (5) Lack of leadership
    - (a) 85% were taken prisoner in groups of two or more
    - (b) Leaders failed to assume command
    - (c) Time available to escape and evade but failed to do so.
- c. Evasion (short range and long range)
  - (1) Four basic problems
    - (a) Avoiding (eluding) the enemy
    - (b) Living in the open with limited equipment
    - (c) Getting back to your own unit
    - (d) Getting away from the enemy
  - (2) Reasons for Escape and Evasion
    - (a) Humanitarian
      - 1. Slave labor
      - 2. Devoid of all creature comforts
      - 3. Shelter
      - 4. Hunger
      - 5. Disease
      - 6. Cruelty (mental and physical)
      - 7. Deterioration (slow, inexorable)
    - (b) Morale
    - (c) Preservation of manpower
    - (d) Safeguarding military information
      - 1. Reduction of opposing combatants to the enemy
      - 2. Possible information abstracted by the enemy from POW
    - (e) Impediments to the enemy's war effort
      - 1. Loss of enemy manpower guarding or preventing escape
      - 2. Loss of enemy manpower in trying to recapture escapees (nuisance value) (reduction of personnel defending our attack)

- (f) Collection of information
  - (3) Requirements for evasion
    - (a) The will to survive
    - (b) Maintaining the will to survive
      - 1. Planning
      - 2. Action
      - 3. Effort
      - 4. Training
      - 5. Control of panic
      - 6. Group integrity
      - 7. Group leadership
      - 8. Stronger help the weaker
      - 9. Mutual support
      - 10. Patience
      - 11. Endurance
      - 12. Sense of responsibility
      - 13. Religious faith
      - 14. Family and home ties
      - 15. Hate and revenge
    - (4) Techniques of Evasion
      - (a) Release and assignment of routes
        - 1. Strong and effective leadership
        - 2. Routes
        - 3. Time (during hours of darkness)
        - 4. Avoid contact of each other
      - (b) Methods of movement
        - 1. Cross country
        - 2. Cover and concealment
        - 3. Ridges
        - 4. Streams and valleys
        - 5. Mountains
        - 6. Night travel
      - (c) Remaining contact
      - (d) Tips
        - 1. Patient and cautious
        - 2. Avoid overconfidence
        - 3. Conserve strength
        - 4. Stay fit
        - 5. Avoid uncooked food and water
        - 6. Retain necessity items and equipment
        - 7. Firearms
        - 8. Avoid civilians or populated areas during short range evasion
        - 9. Take advantage of noises, weather
- d. Escape
  - (1) Early escape
    - (a) Forward areas (take advantage of )
      - 1. Artillery burst
      - 2. Strafing of aircraft
      - 3. Stretch out the column
      - 4. Dust from vehicles
      - 5. POW holding areas
      - 6. Unusual halts
    - (b) POW installations
      - 1. Code of conduct

### 3. SUMMARY

(3 minutes)

- a. Clear up student questions
- b. Summarize
  - (1) Beginning of Evasion and Escape
  - (2) Korean conflict
  - (3) Evasion
  - (4) Escape
- c. Closing statement: Remember you are an American fighting man, it is your responsibility to stay a fighting man.

HEADQUARTERS  
RECONDO SCHOOL  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT:	Leadership in Combat
TYPE:	Conference
TIME ALLOTTED:	Fifty (50) minutes
CLASSES PRESENTED TO:	Recondo Students
TOOLS, EQUIPMENT AND MATERIALS:	None
PERSONNEL:	One (1) assistant instructor
INSTRUCTIONAL AIDS:	Lectern, pointer, charts
REFERENCES:	FM 22-100, chapter 9.
STUDY ASSIGNMENTS:	None
STUDENT UNIFORM & EQUIPMENT:	As prescribed w/paper & pencil
TROOP REQUIREMENTS:	None
TRANSPORTATION REQUIREMENTS:	None

- 
1. INTRODUCTION: (2 minutes)
    - a. Objectives: This period we will learn about Leadership in Combat
    - b. Reason: Attitudes and performance of individuals in training reflect in combat; therefore the leader must be sensitive in training to the men's attitudes and strive to build an attitude of confidence in their combat skills.
  2. EXPLANATION: (45 minutes)
    - a. Factors effecting combat effectiveness
      - (1) Fear
      - (2) Rumors
      - (3) Panic
      - (4) Discouragement
      - (5) Isolation
      - (6) Lack of confidence
    - b. Spirit of the offensive
    - c. Restoration of fighting effectiveness
    - d. Support of isolated units
    - e. Leadership for attached units to include allied units

NOTE: Display charts on the above main points.
  3. SUMMARY: (3 minutes)
    - a. Clarify any points of difficulty brought out in instruction and ask for questions.
    - b. Summarize.
      - (1) Factors effecting combat effectiveness
      - (2) Spirit of the offensive
      - (3) Restoration of fighting effectiveness
      - (4) Support of isolated units
      - (5) Leadership for attached units to include allied units
    - c. Closing statement: For the American soldier to be effective in combat, he must be developed in training by the leader on his attitudes and performances

LESSON PLAN

INSTRUCTIONAL UNIT:	Leadership Traits
TYPE:	Conference
TIME ALLOTTED:	Fifty minutes
CLASSES PRESENTED TO:	Recondo Students
TOOLS, EQUIPMENT AND MATERIALS:	None
PERSONNEL:	One (1) assistant instructor
INSTRUCTIONAL AIDS:	Lectern, pointer, charts
REFERENCES:	FM 22-100, Chapter 4
STUDY ASSIGNMENTS:	None
STUDENT UNIFORM AND EQUIPMENT:	As prescribed w/pencil & paper
TROOP REQUIREMENTS:	None
TRANSPORTATION REQUIREMENTS:	None

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1. INTRODUCTION: (2 minutes)

- a. Objectives: This period the Recondo Student will learn about Leadership traits.
- b. Reasons: The traits demonstrated by a leader directly affect the behavior of his men and their willingness to accomplish a mission.

2. EXPLANATION:

- a. Leadership traits in general
- b. Bearing
  - (1) Carriage
  - (2) Appearance
  - (3) Personal conduct
- c. Courage (Physical and moral)
  - (1) Physical, facing danger and criticism
  - (2) Moral; knowing and standing for what is right
- d. Decisiveness
  - (1) Ability to make decisions promptly
  - (2) Announce them in a clear forceful manner
  - (3) Many situations have more than one solution
- e. Dependability
  - (1) Proper performance of duty
  - (2) Subordinate personal interests to military requirements
- f. Endurance
  - (1) Mental and physical stamina
  - (2) Ability to stick to a job and see it through
- g. Enthusiasm
  - (1) Sincere interest and zeal in performance of duty
  - (2) Important in instructing and training
- h. Initiative
  - (1) Commencing a course of action
  - (2) Dealing with a situation in the absence of normal means or methods.
- i. Integrity
  - (1) Uprightness of character and soundness of moral principles
  - (2) Quality of absolute truthfulness and honesty
- j. Judgement
  - (1) Weighing facts and solutions on which to base solutions
  - (2) Be technically qualified as necessary
- k. Justice
  - (1) Impartial and consistent in exercising command
  - (2) Involves reward and punishment
- l. Knowledge
  - (1) Acquiring information
  - (2) Understanding your subordinates
  - (3) Not limited to military subjects

- m. Loyalty
  - (1) Faithfulness to country, Army, unit, seniors, subordinates, and associates
  - (2) Will earn your confidence and respect
- n. Tact
  - (1) Dealing with others without creating offense
  - (2) Criticism must be clear, yet constructive
  - (3) Courtesy is a part of tact
- o. Unselfishness
  - (1) Avoid comfort and advancement at the expense of others
  - (2) Place comfort, pleasure and recreation of subordinates before your own.

NOTE: Display charts on above points

3. SUMMARY: (3 minutes)

- a. Clarify any points of difficulty brought out on instruction and ask for any questions
- b. Summarize
  - (1) Bearing
  - (2) Courage
  - (3) Decisiveness
  - (4) Dependability
  - (5) Endurance
  - (6) Enthusiasm
  - (7) Initiative
  - (8) Integrity
  - (9) Judgment
  - (10) Justice
  - (11) Knowledge
  - (12) Loyalty
  - (13) Tact
  - (14) Unselfishness
- c. Closing statement: Leadership traits help the leader to earn the respect, confidence, will obedience and the loyal cooperation of his men in his daily activities as well as in combat.

HEADQUARTERS  
RECONDO SCHOOL (PROV,  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT: Demolitions (Timber & Steel cutting)

TYPE: Conference, Demonstration & Practical work

TIME ALLOTTED: 50 minutes

CLASS PRESENTED TO: Recondo School students

TOOLS, EQUIPMENT AND MATERIALS: Explosives & Equipment GTA 5-11

PERSONNEL: One instructor, one assistant instructor and eight lane graders

INSTRUCTIONAL AIDS: Blackboard, timber and steel, GTA 5-11 & Demolitions

REFERENCES: FM 5-25 Chap 6

STUDY ASSIGNMENTS: None

STUDENT UNIFORM & EQUIPMENT: See training schedule

TROOP REQUIREMENTS: None

TRANSPORTATION REQUIREMENTS: Three  $2\frac{1}{2}$  ton trucks, one FLA

- 
- I. PRESENTATION: (conference) (20 minutes)
- a. Introduction (3 minutes)
- (1) Objective: To familiarize the student with the proper methods of calculating, preparing & placing timber & steel cutting charges.
- (2) Reason: It is essential that you be able to calculate the amount of explosive required for any specific job in order to insure that the job is done, & to avoid the waste of explosives with special emphasis on timber and steel.
- (3) Review of previous instruction:
- (a) Demolition equipment
- (b) Explosives
- (c) Safety precautions
- b. Explanation & Demonstration (16 minutes)
- NOTE: Assistant instructor passes out demolition cards GTA 5-11 to students.
- (1) Discuss briefly the existence of charge calculation formula for all purposes. Discuss in general terms charge estimation of using the demolition card.
- (a) Work two timber cutting problems on black board.
- (b) Work two steel cutting problems on black board.
- (c) Give students problems to work
- (d) Clarify mistakes
- (2) Demonstrate external timber cutting charge to include
- (a) Calculation  $(P = \frac{D^2}{10})$
- (b) Placement of charge
- (c) Priming of charge
- (3) Demonstrate steel cutting charges to include
- (a) Calculate  $(P = 3/8A)$
- (b) Placement of charge (TNT & Cl)
- (c) Priming of charge
- (d) Placement of charge to produce "shear"
- (4) Demonstrate how to cut railroad rails
- (a) 80 lb rail ( $\frac{1}{2}$  pound TNT)
- (b) Larger rail (one pound TNT)
- c. Summary (1 minute)
- (1) Review main points
- (2) Stress safety

2. APPLICATION: (practical work) (25 minutes)
- a. Student work problems on wood cutting by use of formulas  
(P=D2 external) (P=D2 internal)  
40 250
  - b. Student work problems on steel cutting by use of formula (P=3 A)  
8
3. EXAMINATION: (Observation)
- a. Spot correction with application
  - b. Concurrent with application
4. REVIEW (5 minutes)
- a. Ask for questions & clarify
  - b. Summarize
    - (1) Timber cutting formula
    - (2) Steel cutting formula
    - (3) Safe handling of explosives
  - c. Closing statement: Remember the purpose of military demolitions is to destroy, or render unusable objects such as bridges, airfields, railroads or items of equipment abandoned to the enemy, and to destroy or make gaps through enemy obstacles.

HEAD QUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT:	Special Demolitions
TYPE:	Conference and Demonstration
TIME ALLOTTED:	Thirty (30) minutes
CLASS PRESENTED TO:	Recondo School students
TOOLS, EQUIPMENT, AND MATERIALS:	Demolitions, tools and equipment
PERSONNEL:	Instructor and nine (9) assistants
INSTRUCTIONAL AIDS:	Lestern, charts, and demo equipment
REFERENCES:	FM 21-50, app III, par 9f and fig 35
STUDY ASSIGNMENTS:	Same as reference
STUDENT UNIFORM AND EQUIPMENT:	As prescribed
TROOP REQUIREMENTS:	One (1) Aid man
TRANSPORTATION REQUIREMENTS:	One (1) FLA, Three (3) 2½ ton trucks

---

1. INTRODUCTION:

(3 minutes)

- a. Objective: To teach the student the rule of thumb (special demolitions)
- b. Reason: It is essential for patrol leaders to have a knowledge of special demolitions. The weight of demolitions can be cut by two-thirds if the rule of thumb methods are used. This will lighten the load of patrol members for other valuable equipment or will allow the patrol to move faster.

2. EXPLANATION AND DEMONSTRATION: (24 minutes)

- a. Improvised shape charge
  - (1) Size: Two (2) times height of cone
  - (2) Angle: 45 to 60 degrees
  - (3) Detonation: Exact rear center of charge
  - (4) Stand off: One and one-half (1½) times diameter of cone
  - (5) Items to be used for containersNOTE: Have demonstrator move down range and place charge for detonation. Detonate charge from master control box.
- b. Diamond charge:
  - (1) Long axis: Equal to circumference of target
  - (2) Short axis: Equal to one-half (½) circumference of target
  - (3) Depth:
    - (a) 1/4 inch for mild steel
    - (b) 3/4 inch for high carbon steel
    - (c) Detonation: Simultaneous at each end of short axis of charge.
    - (d) Long axis wrapped completely around target
- c. Counter force charge
  - (1) One (1) to one and one-half (1½) lbs per foot of concrete
  - (2) Place both charges exactly opposite each other and flush with target
  - (3) Detonation: Simultaneous detonation in exact rear center of each chargeNOTE: Have demonstrator place charge for detonation.
- d. Ribbon charge:
  - (1) Depth: One (1) thickness of target plus one-eighth (1/8) inch.
  - (2) Width: Two (2) times thickness of target
  - (3) Length: Same as length of cut desired
  - (4) Detonation: From one end onlyNOTE: Have demonstrator take charge down range and detonate



- e. Linear shaped charge
  - (1) One-half ( $\frac{1}{2}$ ) thickness of target (depth)
  - (2) Width: Same as thickness of target
  - (3) Length: Same as cut desired
  - (4) Shape: Place thick string or cut small groove down center of entire length of charge.
  - (5) Placement: Place string or groove down center of entire length of charge.
  - (6) Detonation: From one end only
- f. Platter charge:
  - (1) Size:
  - (2) Stand-off: approximately one-half ( $\frac{1}{2}$ ) lb per inch of platter
  - (3) Detonation: Exact rear of center of charge

3. SUMMARY: (3 minutes)

- a. Clear up student questions
- b. Summarize
  - (1) Shape charge (improvised)
  - (2) Diamond charge
  - (3) Counter force charge
  - (4) Ribbon charge
  - (5) Linear shaped charge
  - (6) Platter charge
- c. Closing statement: If the techniques you have learned here today are integrated into your patrol and your daily training in your unit perfection can be acquired in special demolitions. This perfection in a combat situation could determine whether your mission would be a failure or a success

HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

INSTRUCTIONAL UNIT: Demolitions Range Firing

TYPE: Conference, demonstration and practical exercises

TIME ALLOTTED: 180 minutes

CLASS PRESENTED TO: Recondo Students

TOOLS, EQUIPMENT AND MATERIALS: Demolitions equipment and explosives

PERSONNEL: Instructor and 9 assistants

INSTRUCTIONAL AIDS: Rostrum and demolition equipment

REFERENCES: FM 5-25, par 30, 68-9

STUDY ASSIGNMENTS: None

STUDENT UNIFORM AND EQUIPMENT: As prescribed

TROOP REQUIREMENT: One aid man

TRANSPORTATION REQUIREMENTS: One FLA and three 2½ ton trucks

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1. PRESENTATION: (Conference) (25 minutes)

- a. Introduction: (3 minutes)
- (1) Objective: To teach the students correct procedures and approved methods of working with military explosives.
  - (2) Reason: It is essential that the students know how to work with explosives if he is to successfully accomplish his mission
- b. Explanation and Demonstration (22 minutes)
- (1) Demonstration velocity of "D" Cord
  - (2) Demonstrate blasting cap
  - (3) Demonstrate non-electric charge
- c. Summary
- (1) Review main points
  - (2) Safety precaution

2. APPLICATION (Practical work) (150 minutes)

NOTE: Break class into eight (8) equal groups and have one group go to each of the demolition lanes and report to lane instructor.

- a. Non-electric charge
- (1) Have all students make a charge
  - (2) Two students per lane fire charge under direction of lane instructor
- b. Commence series circuit
- (1) Take all equipment and explosives downrange
  - (2) Prepare circuit
  - (3) Return group to bunker
  - (4) Fire charges under direction of PI
- c. D Cord Demonstration of T. N. T
- (1) Secure D Cord and equipment
  - (2) Move downrange
  - (3) Prepare main and branch lines
  - (4) Secure firing chain on main line
  - (5) Fire charge under the direction of PI.

3. EXAMINATION: (Observation)

On the spot corrections made during application

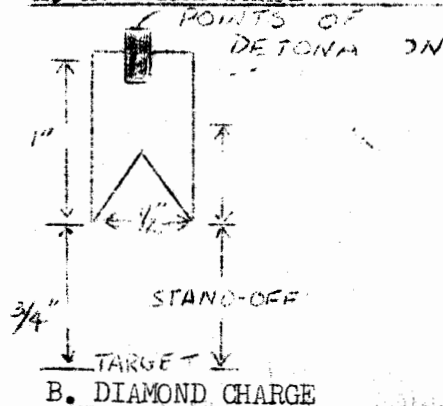
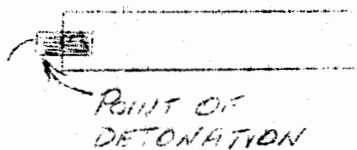
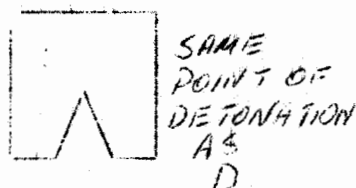
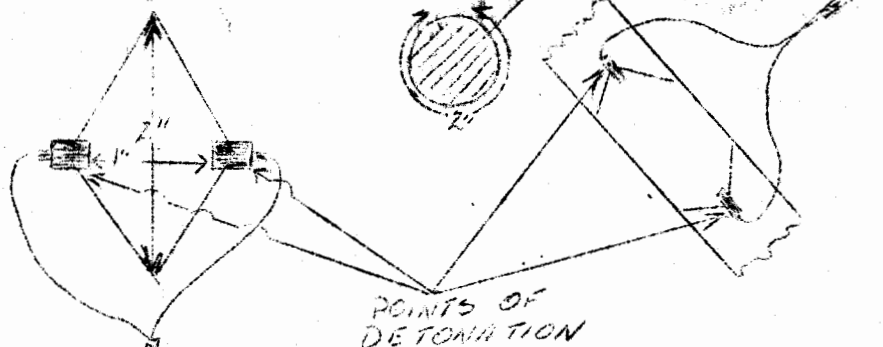
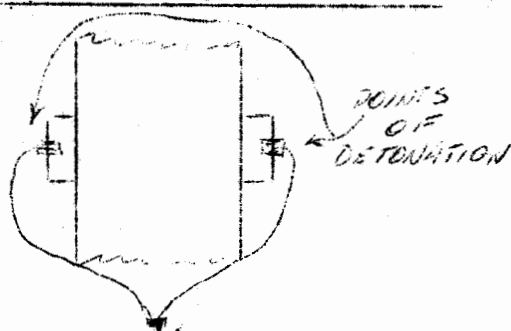
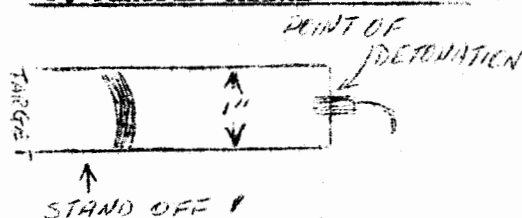
4. REVIEW (Conference) (5 minutes)

a. Clear up questions

b. Summarize

- (1) Non-electric charge
- (2) Common series circuit
- (3) D Cord demonstrating TNT
- (4) D Cord demonstrating CL

c. Closing statement: Knowledge of proper technique of handling explosives may enable you to more effectively accomplish your mission in a combat situation.

A. HOMEMADE SHAPED. RIBBON CHARGEE. LINEAR CHARGEB. DIAMOND CHARGEC. COUNTER FORCEF. PLATTER CHARGEADVANCED RULES OF THUMB

- A. Improvised shape charge ( Munroe )
  1. Stand-off -  $1\frac{1}{2}$  times diameter of cone
  2. Size - 2 times height of cone
  3. Angle - 45 to 60 degrees
  4. Detonation - exact rear of center of charge
- B. Diamond charge
  1. Long axis - equal to circumference of target
  2. Short axis - equal to  $\frac{1}{2}$  circumference of target
  3. Depth
    - a.  $\frac{1}{4}$ " for mild steel
    - b.  $\frac{3}{4}$ " for high carbon steel
  4. Detonation - simultaneous at each end of short axis
  5. Long axis wrapped completely around target
- C. Counter force
  1. Size - 1 to  $1\frac{1}{2}$  lbs per foot of concrete
  2. Placement - both charges exactly opposite each other and flush with target
  3. Detonation - simultaneous detonation in exact rear center of each charge
- D. Ribbon charge
  1. Depth -  $\frac{1}{2}$  thickness of target plus  $\frac{1}{8}$ "
  2. Width - 2 times thickness of target
  3. Length - same as length of cut desired
  4. Detonation - from one end only
- E. Linear shaped charge
  1. Depth -  $\frac{1}{2}$  thickness of target
  2. Width - same as thickness of target
  3. Length - same as length of cut desired
  4. Shape - place thick string or cut small groove down center of entire length of charge
  5. Placement - string or groove is flush with target
  6. Detonation - from one end only
- F. Platter charge
  1. Size - approximately  $\frac{1}{2}$  lb per inch of platter
  2. Stand-off - Approx equal to size of platter
  3. Detonation - exact rear center of charge

HEADQUARTERS  
RECONDO SCHOOL HEADQUARTERS  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT: PT and Recondo March  
TYPE: Demonstration and practical work  
TIME ALLOTTED: 100 minutes  
CLASS PRESENTED TO: Recondo School students  
TOOLS, EQUIPMENT AND MATERIALS: None  
PERSONNEL: Instructor and eight assistants  
INSTRUCTIONAL AIDS: None  
REFERENCES: None  
STUDY ASSIGNMENTS: None  
STUDENT UNIFORM AND EQUIPMENT: Class "D"-1 w/helmet,  
TROOP REQUIREMENTS: Two Aidmen  
TRANSPORTATION REQUIREMENTS: One FLA

- 
1. PRESENTATION: (Conference) (17 minutes)
- a. Introduction: (2 minutes)
- (1) Objective: To teach the student the Recondo March
- (2) Reason: To give the student confidence in his ability to travel long distances by foot in a relatively short period of time.
- b. Explanation and demonstration: (14 minutes)
- (1) Morning:
- (a) Formation:
1. PT Formation (8 man front)
2. Platoon Formation for March
3. Closed up
- (b) Body position:
1. Breathe through the mouth
2. Keep eyes off the ground
- (c) Weapons carry: Ranger carry
- (d) Route:
1. 19th Street
2. Kentucky Avenue
3. First Street
4. Golf Course
5. Cliff site.
- (e) Endurance:
1. Never give up
2. Stragglers
3. When not with group, flat on ground
- (2) Evening:
- (a) Formation: Same as morning
- (b) Body position: Same as morning
- (c) Weapons carry: Same as morning

2. APPLICATION (Practical work) (20 minutes)
  - a. Students are formed for march
  - b. Students execute march under supervision of assistant instructors
3. EXAMINATION: (Observation)
  - a. Observe students progress and make on the spot corrections
  - b. Concurrent with application
4. REVIEW: (Conference) (3 minutes)
  - a. Clear up student questions
  - b. Summarize
    - (1) Formation
    - (2) Body position
    - (3) Weapons carry
    - (4) Route
    - (5) Endurance
  - c. Closing statement: In this period you have been shown that the American soldier can travel long distances by foot in a relatively short time. This knowledge will enable you and your squad to march farther and arrive ready to fight.

HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT: Knot tying

TYPE: Conference, demonstration and practical application

TIME ALLOTTED: 50 minutes

CLASS PRESENTED TO: Recondo School students

TOOLS, EQUIPMENT AND MATERIALS: One sling rope per student

PERSONNEL: Instructor and 3 assistants

INSTRUCTIONAL AIDS: One sling rope

REFERENCES: FM 21-50, app V, Sec 1

STUDY ASSIGNMENTS: None

STUDENT UNIFORM AND EQUIPMENT: As Prescribed

TROOP REQUIREMENTS: None

TRANSPORTATION REQUIREMENTS: None

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- I. PRESENTATION: (Conference) (40 minutes)
- (a) Introduction: (5 minutes)
- (1) Objective: To teach the Recondo Students the basic knots used in order to effectively aid in the accomplishment of their mission in mountain operations to include knots for rope bridges, and rafts when crossing streams and fixed rope installations.
- (2) Reasons: To enable the patrol leader to use the right knot or knots for his particular mission whether mountain or stream crossing. Without proper knowledge of when and where to use these knots, the patrol leader jeopardizes his patrol as the knots are ineffective and cause great loss of time.
- (b) Explanation and demonstration (34 minutes)
- (1) Over hand knot
- (a) Demonstrators tie knots as they are explained
- (b) Students tie knots under supervision of instructors
- (2) Square knot
- (a) Demonstrators tie knots as they are explained
- (b) Students tie knots under supervision of instructors
- (3) Slip knot
- (a) Demonstrators tie knots as they are explained
- (b) Students tie knots under supervision of instructors
- (4) Bowline
- (a) Demonstrators tie knots as they are explained.
- (b) Students tie knots under supervision of instructors
- (5) Prussik knot (middle)
- (a) Demonstrators tie knots as they are explained
- (b) Students tie knots under supervision of instructor
- (6) Prussik knot (end of rope)
- (a) Demonstrators tie knots as they are explained
- (b) Students tie knots under supervision of instructor
- (7) Clove hitch (middle of the rope)
- (a) Demonstrators tie knots as they are explained
- (b) Students tie knots under supervision of the instructors
- (8) Clove hitch (end of rope)
- (a) Demonstrators tie knots as they are explained
- (b) Students tie knots under supervision of instructor
- (9) Butterfly
- (1) Demonstrators tie the knots as they are explained
- (2) Students tie knots under supervision of instructors
- (10) Roundturn and two half hitches
- (1) Demonstrators tie knots as they are explained
- (2) Students tie knots under supervision of instructors

- (11) Sheepsbend
  - (1) Demonstrators tie knots as they are explained
  - (2) Students tie knots under supervision of instructors
- (12) Figure "8" slip knot
  - (1) Demonstrators tie knots as they are explained
  - (2) Students tie knots under supervision of instructors
- (c) Summary (1 minute)
  - (1) Review main points
  - (2) Stress safety

2. APPLICATION (Practical work)

- a. Students tie knots as they are explained and demonstrated
- b. Concurrent with explanation

3. EXAMINATION (Observation)

- a. On the spot corrections during application
- b. Concurrent with explanation

4. REVIEW: (Conference) (10 minutes)

a. Clear up student questions

b. Summarize

- (1) Overhand
- (2) Square
- (3) Slip knots
- (4) Bowline
- (5) Clovehitches
- (6) Prussiks
- (7) Butterfly
- (8) Roundturn
- (9) Sheepsbend

- c. Closing statement: During this period of instruction you have been taught the correct procedure and the use of these knots. The proper knots at the right time whether in mountains or stream crossing might very well save your patrol and the life of your men and make the difference between success and failure of your mission.



HEADQUARTERS  
RECONDO SCHOOL (AC)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT: Basic Mountaineering

TYPE: Conference, demonstration, and practical work

TIME ALLOTTED: 400 minutes

CLASS PRESENTED TO: Recondo School students

TOOLS, EQUIPMENT AND MATERIALS: Fifteen, (15) 120' nylon ropes, thirty (30) pr gloves, thirty-five (35) snap links, thirty five (35) utility ropes, pitons and hammer, four (4) poles 8' to 10' in length, two (2) poles 3' in length

PERSONNEL: Instructor, eight assistants

INSTRUCTIONAL AIDS: 25' log ramp, cliff site

REFERENCES: FM 21-50, App V, Sec V-XI, FM 31-72 per 125-132, 145-156

STUDY ASSIGNMENTS: None

TROOP REQUIREMENTS: Two (2) aid men

TRANSPORTATION REQUIREMENTS: One (1) Front line ambulance

- 
1. PREPARATION: (Conference) (25 minutes)
- a. Introduction (2 minutes)
- (1) Objective: To teach the students how to safely and quickly descend or climb vertical or near vertical cliffs.
- (2) Reasons: To enable the student to effectively operate in mountainous terrain and to aid him in successfully completing his mission.
- b. Application and demonstration (22 minutes)
- (1) Equipment
- (a) 120' nylon rope
- (b) Utility rope
- (c) Snap link
- (d) Engineer gloves
- (2) Anchor points
- (a) Natural
1. Tree
2. Rock
- (b) Artificial
1. Picketts
2. Deadman
3. Pitons
- (3) Mountain walking:
- (a) Hard ground
- (b) Grassy slopes
- (c) Talus slopes
- (d) Scree slopes
- (e) Precautions
- (f) Contouring
- NOTE: AT THIS TIME DEMONSTRATE PROPER MOUNTAIN WALKING
- NOTE: Students will be broken down into (2) groups, One (1) for the vertical hauling line, fixed ropes, and basic rappelling, the second group to the cliff for rappelling, evacuations, and a climbing demonstration.
- (4) Vertical hauling line
- (a) Three (3) 120' nylon ropes
1. Anchor rope
2. Vertical hauling line
3. Climbing rope

- (b) Four w links
  - 1. Two (2) snap links on the bits of the anchor rope
  - 2. Two (2) snap links on the vertical hauling line; 180° apart
- (c) Three utility ropes:
  - 1. Two (2) utility ropes to tie the poles together
  - 2. One (1) utility rope as a spreader rope on the bottom of the "A" frame
- (d) Two (2) poles
  - 1. Length 8-10 feet
  - 2. Diameter 4"

NOTE: At this time two (2) demonstrators will fabricate the vertical hauling line under supervision of instructors
- (5) Fixed rope
  - (a) Simple fixed rope
  - (b) Permanent fixed rope

NOTE: Demonstrators will construct a permanent fixed rope under the supervision of instructor.
- (6) Vertical descents
  - (a) Hasty
  - (b) Body
  - (c) Seat Hip

NOTE: The three rappels will be demonstrated under the supervision of the instructors. Executed all three on the ramp.
- (7) Vertical ascent:
  - (a) Types of climbing
    - 1. Free Climb
    - 2. Party climb
    - 3. Climbing on belay
  - (b) Types of climbing holds:
    - 1. Pull hold
    - 2. Push hold
    - 3. Jam hold
    - 4. Friction hold
    - 5. Pinch hold
    - 6. Lie back hold
  - (c) Belays
    - 1. Sitting belay
    - 2. Standing belay
    - 3. Piter belay

NOTE: Belays, climbs, rappels. will be demonstrated under the supervision of the Instructor. Students will not participate in climbing.
- (8) Evacuations:
  - (a) Litter evacuation
    - 1. Equipment
    - 2. Fabrication of the litter
    - 3. Personnel required
  - (b) Buddy evacuation
    - 1. Equipment
    - 2. Personnel required
    - 3. Execution of evacuation

NOTE. The two types of evacuations will be demonstrated under the supervision of the instructor

c. Summary

- (1) Review main points
- (2) Re-emphasize important items and stress safety precautions.

- 2. APPLICATION: (Practical work) (1 minute)
  - a 1st Platoon will construct a vertical hauling line, fixed ropes and learn basic rappelling under the supervision of the instructors.
  - b. 2nd Platoon will execute the seat hip rappel, the litter evacuation and the buddy evacuation under the supervision of the instructors.
  - c. Platoons will change over stations after 135 minutes.
  - d. A ten minute break will be given after 50 minutes of instruction
- 3. EXAMINATION: (Observation)
  - a. One the spot corrections
  - b. Concurrent with application
- 4. REVIEW: (Conference) (5 minutes)
  - a. Clear up student questions
  - b. Summarize

- (1) Equipment
- (2) Mountain walk
- (3) Anchor points
- (4) Vertical hauling line
- (5) Fixed ropes
- (6) Climbing
- (7) Belay
- (8) Climbing holds
- (9) Evacuations
- (10) Vertical descents

Closing statement: By applying and practicing the basics and principles you have learned during this period of instruction you can move effectively through mountainous terrain and successfully complete your mission.

HEADQUARTERS  
RECONDO SCHOOL (PL 10)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT: Study period

TYPE: Conference and review

TIME ALLOTTED: 50 minutes

CLASS PRESENTED TO: Recondo School students

TOOLS, EQUIPMENT, AND MATERIALS: None

PERSONNEL: Instructor and one assistant

REFERENCES: Recondo School SOP Study Period

STUDY ASSIGNMENTS: None

STUDENT UNIFORM & EQUIPMENT: As prescribed w/a;; notes pertaining to "A" Committee instruction

TROOP REQUIREMENTS: None

TRANSPORTATION REQUIREMENTS: None

- 
1. PRESENTATION (Conference) (3 minutes)
    - a. Introduction (1 minute)
      - (1) Objective: To insure that each Recondo Student has the chance to study his notes and ask any questions pertaining to "A" Committee instruction.
      - (2) Reason: Each student must know the subjects given by "A" committee in order to complete this course of instruction. This study period will allow the student to study notes and ask questions.
    - b. Explanation (1 minute)
      - (1) Students are told to refer to their notes and handouts from periods of instruction given by "A" committee.
      - (2) Students are told to raise their hand if they have a question pertaining to notes or handouts.
      - (3) Students are told that if they are having trouble with any subject that "A" committee has given instruction on to raise their hand and the instructor or assistant will give assistance.
    - c. Summary (1 minute)
  2. APPLICATION (Practical work - 45 minutes)
    - a. Students follow procedures as stated in "B" above
      - (1) Review main points of instruction (2) Stress safety
  3. EXAMINATION N/A (Observation)
  4. REVIEW (Conference) (2 minutes)
    - a. Clear up student questions
    - b. Review the points of difficulty that most of the students had problems with
    - c. Closing statement: During this period of instruction you have had the time to sit and study your notes on instruction given by this committee. Remember that this instruction is important to you as a student in this school and when you return to your unit. The things you have learned or failed to learn here might someday mean the difference between success or failure in combat.

HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT:	Survival
TYPE:	Conference
TIME ALLOTTED:	25 minutes
CLASS PRESENTED TO:	Recondo School students
TOOLS, EQUIPMENT AND MATERIALS:	Hand out on survival kit and hand out on ground to air communications.
PERSONNEL:	Instructor and four assistants
INSTRUCTIONAL AIDS:	Charts for key word, SURVIVAL, and charts on food and water.
REFERENCES:	FM 21-76, w/cl, par 1-22, 26-50 and 65
STUDY ASSIGNMENTS:	None
STUDENT UNIFORM AND EQUIPMENT:	Class "D"
TROOP REQUIREMENTS:	None
TRANSPORTATION REQUIREMENTS:	None

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1. INTRODUCTION: (3 minutes)
  - a. Objective: To teach the student the techniques of survival to include building traps, snares, fires and shelters, and locating and preparing survival foods.
  - b. Reasons: To enable the student to survive when detached from friendly forces in enemy territory
2. EXPLANATION: (20 minutes)
  - a. Situations of survival
    - (1) Not ideal for normal existence
    - (2) Where no logistical support is available
    - (3) Where assistance cannot be obtained from others
  - b. Essential knowledge of SURVIVAL
    - (1) Land navigation
    - (2) Patrolling
    - (3) First aid
    - (4) Camouflage
    - (5) Common sense
  - c. Will to survive
  - d. Key word, SURVIVAL
    - (1) Size up the situation
    - (2) Undue haste makes waste
    - (3) Remember where you are
    - (4) Vanquish fear and panic
    - (5) Improvise
    - (6) Value living
    - (7) Act like the natives
    - (8) Learn basic skills
    - (9) Survival kit handout
  - e. Ground to air communications
3. SUMMARY: (2 minutes)
  - a. Clear up student questions
  - b. Summarize
    - (1) Situations of survival
    - (2) Essential knowledge of survival
    - (3) Key word SURVIVAL
    - (4) Survival kit
    - (5) Ground to air communications
  - c. Closing statement: In order to survive you must have will power and knowledge. What you learned here is just the basics, you now must develop these techniques and improve your knowledge of survival.

HEADQUARTERS  
RECONDO SCHOOL (FBV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT: Survival (Traps and snares)  
TIME ALLOTTED TO: 25 minutes  
CLASS PRESENTED TO: Recondo School students  
TOOLS, EQUIPMENT AND MATERIALS: None  
PERSONNEL: One instructor  
INSTRUCTIONAL AIDS: Traps and snares in survival training area  
REFERENCES: FM 21-76, w/cl nar 37 (g), 40 (c)  
STUDY ASSIGNMENTS: Same as references  
STUDENT UNIFORM AND EQUIPMENT: Class D  
TROOP REQUIREMENTS: None  
TRANSPORTATION REQUIREMENTS: None

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1. INTRODUCTION: (2 minutes)
  - a. Objective: To teach the student how to build and employ expedient traps and snares
2. EXPLANATION: (20 minutes)

NOTE: Each trap and snare is demonstrated as it is explained

  - a. Need for traps and snares
    - (1) Catching small animals
    - (2) Energy sources
  - b. Spring treadle snare
    - (1) Construction
    - (2) Location
  - c. Hanging snare
    - (1) Construction
    - (2) Location
  - d. Fix snare
    - (1) Construction
    - (2) Location
  - e. Dead fall
    - (1) Figure four trigger
    - (2) Fall log trap
  - f. Fish traps
    - (1) Arrow fish trap
    - (2) Tidal fish trap
3. SUMMARY (3 minutes)
  - a. Clear up student questions
  - b. Summarize
    - (1) Need for traps or snares
    - (2) Spring treadle snare
    - (3) Hanging snare
    - (4) Fix snare
    - (5) Dead fall
    - (6) Fish trap
  - c. Closing statement: Your ability to build traps and snares when in a survival situation may save the lives of yourself and your squad and provide food for fighting strength

HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT: Preparation of Food

TYPE: Conference, demonstration and practical exercise

TIME ALLOTTED: 190 minutes

CLASS PRESENTED TO: Recondo School students

TOOLS, EQUIPMENT AND MATERIALS: Survival rations

PERSONNEL: Instructor and one assistant

INSTRUCTIONAL AIDS: None

REFERENCES: FM 21-76, w/cl Par 46-47

STUDY ASSIGNMENTS: None

STUDENT UNIFORM AND EQUIPMENT: As prescribed w/pencil and paper

TROOP REQUIREMENT: None

TRANSPORTATION REQUIREMENT: None

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1. PRESENTATION: (Conference) (45 minutes)
- a. Introduction:
- (1) Objective: To teach the Recondo student how to prepare and actually cook food and wild game.
  - (2) Reasons: By learning these basic skills and techniques, it enables the student to live off the land in a survival situation by preparing edible meals without logistical support.
- b. Explanation and demonstration: (43 minutes)
- (1) Preparation of fish
    - (a) Bleeding
    - (b) Scaling
    - (c) Gutting
    - (d) Skinning
      1. Sturgeon
      2. Catfish
    - (e) Small fish
      1. Don't require gutting
      2. Feathers
  - (2) Preparation of fowl
    - (a) Scald
    - (b) Pluck
    - (c) Cut neck close to body
    - (d) Clean insides through cavity
    - (e) Wash out
    - (f) Save heart, liver, gizzard and neck
    - (g) Water fowl; pluck dry
      1. Scavenger birds
      2. Feathers
  - (3) Preparation of animals
    - (a) Skinning and dressing
      1. Hang head downward, cut through throat
      2. Make ring and "Y" cuts
      3. Cut down each foreleg from belly
      4. Cut out sex organs
      5. Knee downward remove skit
      6. Cut open belly, pin it back with skewers, remove entrails.
      7. Save kidneys, liver, heart and intestine fat
    - (b) Large animals: Same as above
    - (c) Rats and mice
    - (d) Other edible animals

- (4) Reptiles
  - (a) Snake
  - (b) Lizards
    - 1. Remove head and skin
    - 2. Boil or fry
- (5) How to cook
  - (a) Boiling
  - (b) Roasting
  - (c) Baking
  - (d) Steaming
  - (e) Parching
- (6) Cooking fires:
  - (a) Simple firebreak
  - (b) Hobo stove
  - (c) Simple crane
  - (d) Pit fire
  - (e) Steaming pit
  - (f) Smoke pit
- (7) Preserving food
  - (a) Freezing
  - (b) Smoking meat
  - (c) Parching corn
- c. Summary (1 minute)
  - (1) Review main points
  - (2) Stress safety

2. APPLICATION (Practical work) (135 minutes)

- a. Break class down in equal groups
- b. Issue groups survival food
- c. Have students prepare fire pits
- d. Have students build fires

NOTE: Students will prepare noon meal under supervision of instructors

3. EXAMINATION (Observation)

- a. Instructor make on the spot corrections
- b. Concurrent during application

4. REVIEW: (Conference) (10 minutes)

- a. Clarify student questions
- b. Summarize
  - (1) Preparation of fish
  - (2) Preparation of fowl
  - (3) Preparation of animals
  - (4) Reptiles
  - (5) How to cook
  - (6) Cooking fires
  - (7) Preserving foods

- c. Closing statement: The will to survive is great in all of us. If you ever find yourself in a situation where you have to live off the land, stop, get calm and think, utilize all the equipment you have with you and make the most of the terrain. Don't waste anything. Apply what you have learned in this period of instruction and you will survive.



HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT: Survival (Food and water)  
TYPE: Conference and demonstration  
TIME ALLOTTED: 25 minutes  
CLASS PRESENTED TO: Recondo School students  
TOOLS, EQUIPMENT AND MATERIALS: None  
PERSONNEL: One instructor  
INSTRUCTIONAL AIDS: Charts on water & food sources  
REFERENCES: FM 21-76, par 26-31, w/cl, 31, 32-40, 46-50  
STUDY ASSIGNMENTS: Same as references  
STUDENT UNIFORM AND EQUIPMENT: Class "D"  
TROOP REQUIREMENTS: None  
TRANSPORTATION REQUIREMENTS: None

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1. INTRODUCTION (2 minutes)
  - a. Objective: To teach the student the techniques of identifying and preparing survival foods and how to locate water.
  - b. Reason: To enable the student to obtain and prepare food and water in a survival situation.
2. EXPLANATION (20 minutes)
  - a. Water:
    - (1) Considerations
    - (2) Finding water
      - (a) Rocky soil
      - (b) Loose soil
      - (c) Seashore
      - (d) Arid lanes
      - (e) Mountains
      - (f) Plants
    - (3) Purification of water
  - b. Vegetable foods
    - (1) Underground
      - (a) Tubers - wild potatoes
      - (b) Rootstalks
        1. Bullrush
        2. Tanioca
        3. Cattail
      - (c) Bulbs
        1. Wild onions
        2. Wild tulip
    - (2) Shoots and stems
      - (a) Boiled
      - (b) Cattail
      - (c) Bamboo
      - (d) Ferns
      - (e) Wild gourd
    - (3) Leaves
      - (a) Wild lettuce
      - (b) Wild rhubarb
      - (c) Wild chicory
      - (d) Prickly pear
    - (4) Nuts
      - (a) English walnut
      - (b) Hazelnut
      - (c) Chestnut
      - (d) Coconut

- (5) Seeds and grains
- (6) Fruits
- (7) Bark
- (8) Fungi
  - (a) Mushrooms
  - (b) Other
- (9) Harmful plants
  - (a) Bitter taste
  - (b) Bad smell
  - (c) Milky sap
  - (d) Test
- c. Animal foods
  - (1) Small animals
  - (2) Sea foods
  - (3) Fish
  - (4) Reptiles
- d. Preservation of foods
  - (1) Vegetables
    - (a) Boil
    - (b) Cook with animals
  - (2) Small animals
 

NOTE: Demonstrate with snake and chicken

    - (a) Skinning
    - (b) Boiling
    - (c) Baking
    - (d) Roasting
    - (e) Make use of complete animal
  - (3) Preserving
    - (a) Freezing
    - (b) Smoking meat
    - (c) Parching corn

### 3. SUMMARY

(3 minutes)

- a. Clarify student questions
- b. Summarize
  - (1) Water
  - (2) Vegetable food
  - (3) Animal food
  - (4) Preparation of food
- c. Closing statement: Properly identifying and preparing survival foods will provide you with the necessary sustenance to live and fight.

HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT:	Survival (shelters)
TYPE:	Conference and demonstration
TIME ALLOTTED:	15 minutes
CLASS PRESENTED TO:	Recondo School students
TOOLS, EQUIPMENT AND MATERIALS:	None
PERSONNEL:	One instructor
INSTRUCTIONAL AIDS:	Survival shelters in survival training area
REFERENCES:	FM 21-76, w/cl, par 56, 65
STUDY ASSIGNMENTS:	None
STUDENT UNIFORM AND EQUIPMENT:	Class "D"
TROOP REQUIREMENTS:	None
TRANSPORTATION REQUIREMENT:	None

- 
1. INTRODUCTION: (2 minutes)
    - a. Objective: To teach the students the different types of shelters and how to construct them
    - b. Reason: To give the student the knowledge necessary to build a shelter when in a survival situation
  2. EXPLANATION: (10 minutes)
    - a. Willow bough:
      - (1) Frame and covering
      - (2) Selection of site
      - (3) Advantage and disadvantage
    - b. Lean to:
      - (1) Frame and covering
      - (2) Selection of site
      - (3) Advantages and disadvantages
    - c. Teepee:
      - (1) Frame and covering
      - (2) Location
    - d. Hollow log
    - e. Caves:
      - (1) Snow
      - (2) Stone
      - (3) Location

NOTE: Shelters are demonstrated as they are explained
  3. SUMMARY: (3 minutes)
    - a. Clarify student questions
    - b. Summarize
      - (1) Willow bough
      - (2) Lean to
      - (3) Teepee
      - (4) Hollow log
      - (5) Caves
    - c. Closing statement: Shelters are the means by which you can protect yourself when surviving. Know how to build them and increase your chances of living to fight again.

HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT:	Survival (expedient fires)
TYPE:	Conference and demonstration
TIME ALLOTTED:	15 minutes
CLASS PRESENTED TO:	Recondo School students
TOOLS, EQUIPMENT AND MATERIALS:	None
PERSONNEL:	One instructor
INSTRUCTIONAL AIDS:	Expedient fires in survival training area
REFERENCES:	FM 21-76 w/cl, par 41-43 & 59c
STUDY ASSIGNMENTS:	Same as references
STUDENT UNIFORM AND EQUIPMENT:	Class "D"
TROOP REQUIREMENTS:	None
TRANSPORTATION REQUIREMENTS:	None

- 
1. INTRODUCTION: (2 minutes)
    - a. Objective: To teach the student how to construct the different types of expedient fires
    - b. Reason: To prepare the student for a survival situation
  2. EXPLANATION: (10 minutes)

NOTE: Expedient fires are demonstrated as they are explained

    - a. Need for expedient fires
      - (1) Absence of conventional means
      - (2) Importance
    - b. Bow & drill
      - (1) Construction
      - (2) Use
    - c. Fire saw
      - (1) Construction
      - (2) Use
    - d. Sun & glass
      - (1) Construction
      - (2) Use
    - e. Flint & steel
      - (1) Construction
      - (2) Use
    - f. Battery, wire & glass or powder
      - (1) Construction
      - (2) Use
    - h. Fuel, tinder and location
      - (1) Tinder pile
      - (2) Log cabin pile
      - (3) Simple fire place
  3. SUMMARY (3 minutes)
    - a. Clear up student questions
    - b. Summarize
      - (1) Bow & drill
      - (2) Fire saw
      - (3) Sun & glass
      - (4) Flint & steel
      - (5) Battery, wire, gas or powder
      - (6) Gunpowder & rock
      - (7) Fuel, tinder & location
    - c. Closing statement: Your job is to "get back". The knowledge you have learned during this period of instruction will help prepare you to wage a winning war for survival.

LESSON PLAN

INSTRUCTIONAL UNIT: Rope bridges

TYPE: Conference, demonstration and practical application

TIME ALLOTTED: 150 minutes

CLASS PRESENTED TO: Recondo School students

TOOLS, EQUIPMENT AND MATERIALS: None

PERSONNEL: Instructor and 4 assistants

INSTRUCTIONAL AIDS: 8 manila ropes, 8 ski belts, 2 nylon ropes, 12 snap links, 12 sling ropes.

REFERENCES: FM 21-150 app V, sec III, FM 31-72 par 113

STUDY ASSIGNMENTS: None

STUDENT UNIFORM AND EQUIPMENT: As prescribed

TROOP REQUIREMENTS: Two aid men

TRANSPORTATION REQUIREMENTS: 1 FLA

- 
1. PRESENTATION: (Conference) (30 minutes)
    - a. Introduction (2 minutes)
      - (1) Objective: This period you will learn the proper method of constructing and crossing a stream by using either a two rope bridge or a rope swing
      - (2) Reason: To give the student an opportunity to become proficient in the use of the rope swing and two rope bridge while crossing streams and rivers.
    - b. Explanation and Demonstration (25 minutes)
      - (1) Two rope bridge
        - (a) Knots used
          1. Sheet bend
          2. Slip knot
          3. Roundturn and two half hitches
          4. Butterfly
        - (b) Procedures for crossing
          1. Unbuckle pistol belt
          2. Rifle on shoulder, sling interlaced with harness
          3. Keep both hands and feet on rope at all times
          4. Each man faces opposite direction 20 feet apart

NOTE: Assistant instructors construct the two rope bridge
      - (2) Rope swing
        - (a) Knots used
          1. Bowline
          2. Roundturn and two half hitches
          3. Overhand knot
        - (b) Procedures for crossing
          1. Hold rope two feet from end
          2. Request permission to leave platform
          3. Pull up to clear water level
          4. Lower after starting upswing
          5. Drop on command

NOTE: Assistant instructor demonstrates rope swing
    - c. Summary (3 minutes)
      - (1) Review main points
      - (2) Reemphasize safety
  2. APPLICATION (Practical work) (115 minutes)
    - a. Class is divided into four (4) groups
    - b. Each group will construct the two rope bridge
    - c. One assistant instructor with each group
    - d. Safety will be stressed at all times
    - e. Upon completion of the two rope bridge the class will form at the rope

NOTE: During application phase students take a ten minute break

3. EXAMINATION (Observation)

- a. On the spot corrections
- b. Concurrent with application

4. REVIEW (Conference) (5 minutes)

- a. Clear up student questions
- b. Summarize
  - (1) Two rope bridge
  - (2) Rope swing
- c. Closing statement: During this period of instruction you have been taught the procedure for constructing and crossing the two rope bridge. When it becomes necessary to apply these procedures in combat you will be able to cross streams or rivers with minimum amount of time and confusion.

HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT	One Rope Bridge, Horizontal Hauling Line and Suspension traverse
TYPE:	Conference, Demonstration and Practical Application
TIME ALLOTTED:	200 minutes
CLASS PRESENTED TO:	Recondo School students
TOOLS, EQUIPMENT AND MATERIALS:	None
PERSONNEL:	Instructor and five assistants
INSTRUCTIONAL AIDS:	5 manila ropes, 8 ski belts, 50 snap links, 50 sling ropes, 6 nylon 120 foot ropes.
REFERENCES:	
STUDY ASSIGNMENTS:	None
STUDENT UNIFORM AND EQUIPMENT:	As prescribed
TROOP REQUIREMENTS:	One aid man
TRANSPORTATION REQUIREMENTS:	1 FIA

- 
1. PRESENTATION: (Conference) (50 minutes)
- a. Introduction (3 minutes)
- (1) Objective: This period we will learn the proper method of constructing the one rope bridge, horizontal hauling line and the suspension traverse.
- (2) Reason: To enable the student to cross his men or equipment by the use of a one rope bridge, horizontal hauling line or suspension traverse.
- b. Explanation and Demonstration (45 minutes)
- (1) One rope bridge
- (a) Knots used
1. Slip knot
  2. Round turn and two half hitches
  3. Butterfly
- (b) Procedure for crossing
1. Wet crossing
  2. Swiss seat crossing
  3. Belay swiss seat
- NOTE: Assistant Instructors will construct a one rope bridge
- (2) Horizontal Hauling line
- (a) Knots used
1. Bowline
  2. Butterfly
  3. Roundturn and two half hitches
  4. Square knot
- (b) Procedure for crossing wounded
1. Tying wounded in litter
  2. Traversing rope
  3. Retrieving rope
  4. Ascent and descent
- NOTE: Assistant Instructors will construct a Suspension Traverse.

- c. **Summary** (2 minutes)  
    (1) Review main points  
    (2) **Reemphasize safety precautions**  
    NOTE: At this time students will take a ten (10) minute break

2. **Application (Practical Work)** (135 minutes)  
    a. Class is divided into four (4) groups  
    b. Each group will construct a one rope bridge, Horizontal hauling line and suspension traverse  
    c. One assistant instructor with each group  
    d. Safety will be stressed at all times  
    e. Upon completion all groups will assemble in the bleachers  
    NOTE: Reconno students will take ten (10) minute break during application phase

3. **EXAMINATION:** (Observation)

- a. On the spot corrections  
    b. Concurrent with application

4. **REVIEW (Conference)** (15 minutes)

- a. **Clear up student questions**  
    b. **Summarize**  
        (1) One rope bridge  
        (2) Horizontal hauling line  
        (3) Suspension traverse  
    c. **Closing statement:** During this period of instruction you have been taught the procedure for constructing and using the one rope bridge horizontal hauling line and suspension traverse. If you retain and apply these procedures in a combat situation, you will be able to cross streams or rivers with a minimum amount of time and confusion. Consequently you will be able to accomplish your mission.



HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT: Australian Raft

TYPE: Conference, demonstration

TIME ALLOTTED: 60 minutes

CLASS PRESENTED TO: Recondo School Students

TOOLS, EQUIPMENT, AND MATERIALS: None

PERSONNEL: Instructor and two assistants

INSTRUCTIONAL AIDS: Two ponchos, 2 weapons, and 2 sets of field equipment

REFERENCES: Infantry Journal (May 62) Post Library

STUDY ASSIGNMENTS: None

STUDENT UNIFORM AND EQUIPMENT: As prescribed

CHOOP REQUIREMENTS: Two aidmen

TRANSPORTATION REQUIREMENTS: One FLA

- 
1. PRESENTATION: (Conference) (25 minutes)
- a. Introduction (4 minutes)
- (1) Objective: To teach the student the use and construction of the Australian raft.
- (2) Reason: To provide an alternate or expedient method of crossing a stream or river, keeping clothing and equipment dry.
- b. Explanation and demonstration (20 minutes)
- (1) Procedure for constructing Australian raft
- NOTE: Assistant instructors will construct the Australian raft as it is explained
- (a) Tie off hoods of ponchos
- (b) Lay poncho down hood up
- (c) Place weapons in center of poncho
- (d) Place equipment between weapons
- (e) Snap sides together
- (f) Roll sides of poncho toward center
- (g) Cigarette roll ends
- (h) Tie off ends with a slip knot
- (i) Lay second poncho down hood up
- (j) Place first poncho upside down in center of second poncho
- (k) Snap sides together and roll toward center
- (l) Cigarette roll ends and tie off with a slip knot
- NOTE: Assistant instructors will float raft downstream
- (2) Uses
- c. Summary (1 minute)
- (1) Review main points
- (2) Safety precautions
2. APPLICATION: (Practical Work) (40 minutes)
- a. Students are broken down into two man buddy teams for the purpose of constructing the raft and floating the raft
- b. Stress safety precautions
- c. Assistant instructors will assist and inspect students during application phase

3. EXAMINATION: (Observation)
  - a. Instructors make on the spot corrections
  - b. Concurrent with application
4. REVIEW: (Conference) (10 minutes)
  - a. Clear up student questions
  - b. Summarize
    - (1) Construction of the Australian Raft
    - (2) Uses
  - c. Closing Statement: If you retain and apply the techniques you have learned here, you will have knowledge to overcome similar obstacles if ever faced in a combat situation and further accomplish your assigned mission.

HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT: Artillery Coordination and F.O. Procedures

TYPE: Conference, Demonstration, and Practical Work

TIME ALLOTTED: 100 minutes

TOOLS EQUIPMENT, AND MATERIALS Range Flag

PERSONNEL: One Instructor and Two Assistants

INSTRUCTIONAL AIDS: Blackboard, blanketboard, hand-drawn diagrams, Venetian Blind

REFERENCES: FM 6-135 Para 3,-7,-8,-11,-12, (13-15) (16-20)

HOME ASSIGNMENTS: None

STUDENT UNIFORM AND EQUIPMENT Class "D" w/notebook, pencil, and coordination handout.

STUDENT REQUIREMENTS: 2 aidmen

TRANSPORTATION REQUIREMENTS: 1-3/4 TT, 3-2 1/2 TT, One FLA

- 
- a. PRESENTATION: (Conference) (70 minutes)
- a. Introduction (2 minutes)
- (1) Objective: During this period you are going to learn how to coordinate artillery with a fire support coordinator, and the correct use of F.O. Procedures.
- (2) Reason: By understanding and applying the techniques and fundamentals learned during this period of instruction, you will have the basic knowledge necessary to effectively plan, call for, and adjust artillery fire, which will greatly assist you in the accomplishment of your mission.
- b. Explanation/Demonstration (58 minutes)
- (1) Fire support coordination Note: USE Handout
- (2) Appropriate Artillery Targets
- (3) Terminology
- (a) Fire Mission
- (b) Azimuth
- (c) Left/Right
- (d) Add/Drop
- (e) Lost
- (f) Correction
- (g) Repeat Range
- (h) Fire for Effect
- (i) Cease Firing
- (j) End of Mission
- (k) Concentration
- (l) Reference Point
- (4) Mil Relation
- (a) Worm Formula (  $\frac{W}{FM}$  )
- (5) Sensings
- (a) Range
- (b) Deviation
- (6) Initial Fire Request
- (a) Identification of Observer
- (b) Warning Order
- (c) Location of Target
- (d) Azimuth
- (e) Nature of Target
- (f) Type of Adjustment

## LESSON PLAN Cont'd

- (g) Ammo and Fuse Action
- (h) Control
- (i) Will Adjust
- (j) Fire for Effect
- (k) At my command
- (l) Can not observe
- (7) Information sent to Observer
  - (a) Unit to Fire
  - (b) Number of Rounds
  - (c) Concentration Number
  - (d) Other Elements:
    - 1. Will not fire
    - 2. On the way
    - 3. Rounds complete
    - 4. Splash
- (8) Observer Report
- (9) Subsequent Fire Requests
  - (a) Deviation Correction
    - 1. Left
    - 2. Right
    - 3.  $W_m$  Formula
  - (b) Range Correction
    - 1. Add
    - 2. Drop
    - 3. Bracketing

### c. Summary

- (1) Fire Support Coordination
- (2) Appropriate Artillery Targets
- (3) Terminology
- (4) Mil Relation
- (5) Sensings
- (6) Initial Fire Requests
- (7) Information Sent to Observer
- (8) Observer Report
- (9) Subsequent Fire Requests

#### NOTE: Demonstration

- 1. Sensing
- 2. Bracketing
- 3. Reference Point Adjustment

4. APPLICATION: (Concurrent with explanation) (20 minutes)

5. REVIEW: (Conference) (10 minutes)

a. Clear up Student Questions

b. Summarize

- (1) Coordination
- (2) Terminology
- (3) F.O. Procedures on fire requests

c. Closing Statement: The Artillery and Inf work hand in hand. The Artillery plays a big part in the Inf's mission. Your ability to plan for, request and adjust Artillery fire can mean either the accomplishment or failure of your mission in combat.

**HEADQUARTERS**  
**RECONDO SCHOOL (PROV)**  
**101ST AIRBORNE DIVISION**  
**Fort Campbell, Kentucky**

**LESSON PLAN**

INSTRUCTIONAL UNIT:	Combatives (1st & 2nd Hour)
TYPE:	Conference, demonstration and practical work
TIME ALLOTTED:	100 minutes
CLASS PRESENTED TO:	Recondo School students
TOOLS, EQUIPMENT AND MATERIALS:	None
PERSONNEL:	Instructor and eight assistants
INSTRUCTIONAL AIDS:	PA set
REFERENCES:	FM 21-150, par 20-42
STUDY ASSIGNMENTS:	None
STUDENT UNIFORM AND EQUIPMENT:	As prescribed
TROOP REQUIREMENTS:	One aid man
TRANSPORTATION REQUIREMENTS:	One FIA

- 
1. PRESENTATION (Conference) (97 minutes)
    - a. Introduction (2 minutes)
      - (1) Objective: To teach the student combatives to include available weapons, vulnerable points of the body, guard position and fall position.
      - (2) Reason: A knowledge of combatives is essential to the soldier if he is to be effective in a combat situation where his primary weapon is neither available or operational.
    - b. Explanation and demonstration (94 minutes)
      - (1) Available weapons
        - (a) Knife edge of hand
        - (b) Fingers folded at second knuckle
        - (c) Heel of hand
        - (d) Head
        - (e) Foot
      - (2) Vulnerable points of body
        - (a) Head
          1. Eyes
          2. Nose
          3. Ears
          4. Temple
          5. Adam's apple
          6. Nap of neck
          7. Points of skull
        - (b) Remainder of body
          1. Solar plexus
          2. Groin
          3. Shin bone
          4. Instep of foot
          5. Neck
          6. Shoulder blades
          7. Tail bone
      - (3) Guard position  
NOTE: Demonstrate proper position
        - (a) Feet comfortable distance apart
        - (b) Bend slightly at knees
        - (c) Hand outward, fingers extended and joined
        - (d) Eyes straight at opponent
      - (4) Fall positions  
NOTE: Demonstrate each fall position  
NOTE: Have students take ten minute break.

- (a) Left side fall
  - 1. Phase one
  - 2. Phase two
  - 3. Phase three
- (b) Right side fall
  - 1. Phase one
  - 2. Phase two
  - 3. Phase three
- (c) Over back fall
  - 1. Phase one
  - 2. Phase two
  - 3. Phase three

NOTE: At this time students pair off and practice each fall position under the supervision of instructor and assistants.

- c. Summary (1 minute)
  - (1) Review main points
  - (2) Stress safety

- 2. APPLICATION (Practical work)
  - a. As prescribed in explanation
  - b. Safety precautions

- 3. EXAMINATION: (Observation)
  - a. Concurrent with application
  - b. Instructors make on the spot corrections

- 4. REVIEW (3 minutes)
  - a. Clear up student questions
  - b. Summarize
    - (1) Available weapons
    - (2) Vulnerable parts of the body
    - (3) Guard position
    - (4) Fall position

- c. Closing statement: To become proficient in the art of Combatives you must practice each of the techniques that you have learned today. Remember some day your life may depend on how well you have mastered this art.

HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT:	Combat Intelligence
TYPE:	Conference
TIME ALLOTTED:	50 minutes
CLASS PRESENTED TO:	Recondo School students
TOOLS, EQUIPMENT AND MATERIALS:	None
PERSONNEL:	Instructor and one assistant
INSTRUCTIONAL AIDS	Knife, documents, chalk and blackboard
REFERENCES:	FM 21-75, par 51-55, FM 30-5, par 1-11; app II, par 1-6, FM 30-7, par 38, 39, 42 79, 108, 109
STUDY ASSIGNMENTS:	None
STUDENT UNIFORM AND EQUIPMENT:	Class D, w/notebook and pencil
TROOP REQUIREMENTS:	None
TRANSPORTATION REQUIREMENTS:	None

1. INTRODUCTION

(2 minutes)

- a. Objective: To cover combat intelligence, to include the importance, types of information, agencies, sources, and reports.
- b. Reasons: It is every soldier's job to report correctly all information in order to get complete combat intelligence.

2. EXPLANATION

(45 minutes)

- a. Definition and importance
  - (1) Combat intelligence is that knowledge of the enemy, the weather, and the terrain which is used to plan and conduct tactical operations within a given area
  - (2) The more we know about the enemy and the less he knows about us, the easier he is to defeat
  - (3) You and your fellow soldiers, by collecting and reporting information assist your commander in making his decision
- b. Types of information
  - (1) Positive: Information concerning things the enemy is doing
  - (2) Negative: Information concerning what the enemy is not doing
- c. Some of the collectors of information
  - (1) Outposts
  - (2) Listening posts
    - (a) Night and poor visibility
    - (b) Enemy advance or infiltration
  - (3) Patrols
    - (a) Combat
    - (b) Recon - sketches
  - (4) Front line soldiers
    - (a) Enemy lines and movement
    - (b) Weapon fire (shell report)
    - (c) Enemy patrols
- d. Some sources of information
  - (1) Enemy activity
  - (2) Prisoners of war
    - (a) Value in immediate area
    - (b) Interrogation of wounded
    - (c) Handling of POW's (Interrogational agreement Geneva Conv (Aug 49)
      1. Search (demonstrate)
      2. Segregate
      3. Silence
      4. Speed
      5. Safeguard

- (3) Lo. 1 civilians
    - (a) Know terrain
    - (b) Know enemy installation and activity
    - (c) Know local activity and resources
    - (d) Know of hostile civilians
    - (e) Know of hostile civilian authorities
  - (4) Captured documents
    - (a) Forwarded with the captive
    - (b) All documents must be tagged
  - (5) Enemy material
    - (a) Must be tagged
    - (b) Condition of material (clean, worn)
    - (c) Made of
    - (d) Types
  - 3. Reporting combat intelligence
    - (1) Quickly, completely and accurately
    - (2) Include what, where and when
- EXAMPLE: Seven enemy soldiers, travelling SW, crossed road on ridge, (G Coor 223227) at 211300 August  
 WHAT: Seven soldiers traveling SW, crossing road  
 WHERE: Black ridge coor 223227  
 WHEN: 211300 August
- (3) Key word SALUTE
    - (a) S-Size
    - (b) A-Activity
    - (c) L-Location
    - (d) U-Unit
    - (e) T-Time
    - (f) E-Equipment
  - (4) Oral reports (person or radio)
    - (a) **Faster**
    - (b) Ask questions
  - (5) Written reports
    - (a) Delivered exactly as prepared by sender

5- SUMMARY: (3 minutes)

- a. Clarify student questions
- b. Summarize
  - (1) Define combat intelligence
  - (2) Collectors of information
  - (3) Sources of information
  - (4) Reporting combat intelligence
- c. Closing statement: You are the most important element in the collection of combat intelligence. While on patrol, you are the most valuable source of information available to the commanding officer. Be alert, and record any and all information.



HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT:	Introduction and marginal information
TYPE:	Conference
TIME ALLOTTED:	50 minutes
CLASS PRESENTED TO:	Recondo School
TOOLS, EQUIPMENT AND MATERIALS:	Map, Model, 1:50,000 and sixty GFA 5-12
PERSONNEL:	Instructor and one assistant
INSTRUCTIONAL AIDS:	None
REFERENCES:	FM 21-26, par 4,5,9-11
STUDY ASSIGNMENTS:	None
STUDENT UNIFORM AND EQUIPMENT:	Class "D", notebook and pencil
TROOP REQUIREMENT:	None
TRANSPORTATION REQUIREMENT:	None

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1. INTRODUCTION: (3 minutes)
  - a. Objective: The ability to read, understand and use a map is a very important professional qualification of every soldier and should be acquired early in his career. A thorough knowledge of map reading is essential to the soldier and a prerequisite to the military leader in his role as a student, instructor and commander. During this period we will discuss some of the basic map reading principles.
  - b. Reasons: In most cases, it is from the map that the commander studies the area over which he is to operate. It is on the map that the commander and his staff work out the details of general plans, transmits his orders to his command, and again through the assistance of a map that his subordinates carry out their orders and instructions. Most of the answers that a soldier needs to know of the land are found on the map.
2. EXPLANATION: (42 minutes)
  - a. General information:
    - (1) What is a map?

A map is a graphic representation of the earth's surface or a part of it, drawn to scale on a plane; manmade and natural features are depicted by symbols, lines and colors.
    - (2) Why are maps important?
      - (a) Important to a soldier as his weapon or piece of survival equipment
      - (b) When used correctly a map can give accurate locations, distances, heights, best routes, key terrain features, and cover and concealment information.
      - (c) Planning at all levels done on a map
  - b. Marginal information:

NOTE: Refer students to maps

    - (1) Before using any equipment an intelligent operator always reads the book of instructions

(2) A map reader finds his necessary instructions in the marginal information:

- (a) Sheet name
- (b) Sheet number
- (c) Series name and scale
- (d) Series number
- (e) Edition number
- (f) Map scale and bar scales
- (g) Credit notes
- (h) Index to adjoining sheets
- (i) Index to boundaries diagram
- (j) Projection notes
- (k) Grid note
- (l) Grid reference box
- (m) Datum notes
- (n) The legend
- (o) Declination diagram
- (p) Users notes
- (q) Unit imprint
- (r) Contour interval note
- (s) Glossary
- (t) Classification
- (u) Special note

c. Topographic symbols and colors:

(1) Symbols used to represent the natural and manmade features on the earth's surface.

(2) Colors

- (a) Black
- (b) Blue
- (c) Green
- (d) Brown
- (e) Red
- (f) Other colors may be used to show special information, and will be indicated in the marginal information.

d. Military symbols:

- (1) Military symbols used to show identification, location, strength and movements of troops, activities and installations.
- (2) Normally not printed on map
- (3) Used on overlays and special maps
- (4) Usually map user draws the symbols on his map or overlay.

3. SUMMARY:

(5 minutes)

a. Clear up student questions

b. Summarize

- (1) General information
- (2) Marginal information
- (3) Topographic symbols and colors
- (4) Military symbols

c. Closing statement: Men we must understand, and be able to use

the map and compass in conjunction with military operations.

This first period we have refreshed ourselves with the basic tool in map reading, marginal information. Its proper use may someday depend on the successful completion of a combat mission.

HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT: Military Grid Reference System  
TYPE: Conference and practical work  
TIME ALLOTTED: 100 minutes  
CLASS PRESENTED TO: Recondo school students  
TOOLS EQUIPMENT, AND MATERIALS: None  
PERSONNEL: Instructor and one assistant  
INSTRUCTIONAL AIDS: Model protractor and charts  
REFERENCES: FM 21-26, par 15-17  
STUDY ASSIGNMENTS: None  
STUDENT UNIFORM AND EQUIPMENT: Class "D", notebook, pencil, GFA 5-12 and map, HERNDON, 1:50,000  
TROOP REQUIREMENTS: None  
TRANSPORTATION REQUIREMENTS: None

- 
1. PRESENTATION: (Conference) (23 minutes)
- a. Introduction (2 minutes)
- (1) Objective: During this hour you will learn one of the most important phases of map reading, coordinates.
  - (2) Reasons: Grid coordinates are the Army's method of expressing a point on the map. Instead of giving a long description of a certain terrain feature or location on a map we do it with a series of letters and numbers. The individual's ability to read coordinates is a vital requirement if he is to survive in combat.
- b. Explanation (30 minutes)
- (1) Purpose and use of grids
    - (a) Network of two series of lines
    - (b) Has specific numbers
    - (c) Compiled on grid
    - (d) UTM
    - (e) Grid line numbers
  - (2) Locating points by rectangular coordinates
    - (a) Coordinates expressed in even numbers of digits
    - (b) Basic rule for reading coordinates
    - (c) Six digit coordinates
- c. Summary (1 minute)
- (1) Review main points
  - (2) Stress safety
2. APPLICATION: (58 minutes)
- a. Students will refer to their map, HERNDON, 1:50,000 and work the following problems
- QUESTION: What is found at these coordinates?
- (1) 464585: Group of two buildings
  - (2) 516591: Olivet Church
  - (3) 422448: Cemetery
  - (4) 45514984: Bottom of o in Los Banos
  - (5) 50934498: South edge of lake
  - (6) 47663978: Northwest corner of building
- b. Assistant instructors will help all personnel with difficulties

3. EXAMINATION: (Oral) (5 minutes)

- a. What grid system does the military use?  
The Universal Mercator grid system
- b. How close will a six digit coordinate place you to a position?  
To within 100 meters
- c. What is the definition of a grid system?  
A grid system consists of two sets of parallel straight lines intersecting at right angles and forming a series of squares

4. REVIEW: (Conference) (4 minutes)

- a. Answer student questions
- b. Summarize
  - (1) Purpose and use of grids
  - (2) Locating points by rectangular coordinates
- c. Closing statement: It is possible as a civilian to ask directions in any large city or town and to find the building or street by directions. As a soldier you will not be able to ask for help and you must rely on yourself and your map. You must be able to read grid coordinates to find and report any position if you are to survive on the battle field. Your map is one of your most important fighting instruments in combat. Learn to read it and it can be just as important to you as your rifle.

HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT: Elevation and Relief

TYPE: Conference and Practical exercise

TIME ALLOTTED: 50 minutes

CLASS PRESENTED TO: Recondo School students

TOOLS EQUIPMENT AND MATERIALS: None

PERSONNEL: Instructor and one assistant

INSTRUCTIONAL AIDS: Model protractor, terrain models and coordinate board

REFERENCES: FM 21-26, par 22-26

STUDY ASSIGNMENTS: None

STUDENT UNIFORM AND EQUIPMENT: Class "D" notebook and pencil

TROOP REQUIREMENT: None

TRANSPORTATION REQUIREMENTS: None

- 
1. PRESENTATION: (Conference) (32 minutes)
- a. Introduction (2 minutes)
- (1) Objective: During the next 50 minutes we will learn elevation and relief, to include the use of contour lines to determine ground forms, slopes and visibility.
- (2) Reason: Knowledge of elevation and relief will enable you as a patrol leader to make a good map recon for the best tactical use of a given piece of terrain.
- b. Explanation (29 minutes)
- (1) Elevation
- (a) Vertical distance above or below mean sea level
- (b) Expressed in feet or meters
- (2) Relief, the configuration of the earth's surface
- (3) Contour lines
- (a) A line on the map representing an imaginary line on the ground, all points of which are equal in elevation
- (b) May be brown or grey
- (4) Contour interval
- (a) Found in marginal information
- (b) May in feet or meters
- (c) Remains constant throughout map
- (5) Types of contour lines
- (a) Index
- (b) Intermediate
- (c) Depression
- (d) Supplemental
- (e) Approximate
- (6) Contour lines show
- (a) Terrain features
1. Ridges
2. Valleys
3. Hilltops.
- (b) Slopes
1. Uniform
2. Convex
3. Concave
- (c) Direction of flow
- (7) Determining points of elevation
- (a) By means of contour lines
1. Use of two contour lines
2. Use of one contour line and rule of thumb
3. Use of spot elevations

- a. Bench marks
      - (1) Monumented
      - (2) Non-monumental
    - b. Spot elevations
      - (1) Checked
      - (2) Unchecked
  - (8) Other means of determining elevation and relief
    - (a) Hachures
      - 1. Do not show exact elevations
      - 2. Found more frequently on foreign maps
      - 3. May or may not be used with contour lines
    - (b) Layer tint
      - 1. Show only a range of elevation
      - 2. Usually small scale maps or navigational charts
  - c. Summary (Practical work) (1 minute)
    - (1) Review main points
    - (2) Reemphasize important items
- 2. APPLICATION (Practical work) (15 minutes)
  - a. Students will refer to their herndon 1/50,000 map sheets and work the following problems.
    - (1) What is the point elevation of the following coordinates?
      - (a) DR 41784002 (Hill 664)
      - (b) DR 4946 RJ (700 feet)
      - (c) DR 52654113 - depression (570 feet)
      - (d) DR 38793947 - house (420 feet) (partial grid square)
      - (e) Depression DR 51206556
      - (f) DR 33565524 (600 feet)
      - (g) DR 38884822 (590 feet)
      - (h) DR 33574050 (460 feet)
  - b. AI's will assist students having difficulty
- 3. EXAMINATION: (Observation)  
Concurrent with application
- 4. REVIEW: (Conference) (3 minutes)
  - a. Clarify student questions
  - b. Summarize
    - (1) Elevation
    - (2) Relief
    - (3) Contour lines
    - (4) Contour interval
    - (5) Types of contour lines
    - (6) How contour lines show elevation and relief
    - (7) Determining point elevation
    - (8) Other means of determining point elevation
  - c. Closing statement: It is impossible for you as a patrol leader to accomplish your mission unless you have a complete knowledge of the terrain surrounding your objective. A thorough knowledge of the elevation and relief will assist you greatly in preparing and executing a sound plan which is a must if you are to accomplish your mission in combat.

HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT:	Scale and Distance
TYPE:	Conference and Practical work
TIME ALLOTTED:	50 minutes
CLASS PRESENTED TO:	Recondo School students
TOOLS, EQUIPMENT AND MATERIALS:	Map, Model, 1:50,000
PERSONNEL:	Instructor and one assistant
INSTRUCTIONAL AIDS:	Graphic scale chart, straight edge
REFERENCES:	FM 21-26, par 18-21
STUDY ASSIGNMENTS:	None
STUDENT UNIFORM AND EQUIPMENT:	Class "D" w/pencil and paper
TROOP REQUIREMENTS:	None
TRANSPORTATION REQUIREMENTS:	None

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1. PRESENTATION: (Conference) (2 minutes)
  - a. Introduction: (3 minutes)
    - (1) Objective: To teach methods normally used to convert map distance into ground distance by use of the Map scale and graphic scale.
    - (2) Reasons: Students must become proficient in the use of the map scale and the graphic scale.
  - b. Explanation: (15 minutes)
    - (1) Map scale (RF):
      - (a) Ratio of map distance to ground distance
      - (b) Most common scale maps used
        1. 1:25,000 and 1:50,000
        2. Larger the denominator, smaller scale map
      - NOTE: Illustrate fraction on chalkboard ( $\frac{1}{2}$  &  $\frac{1}{4}$ )
    - (c) Scale of map used in class  
NOTE: Refer students to scale of map; illustrate on chalkboard: 1" in any direction = 25,000" on ground
    - (2) Graphic scales: paper ruler printed on map  
NOTE: Refer students to scale on map
      - (a) Location of graphic scale
      - (b) Composition of graphic scale
        1. Three rulers
        2. Each ruler divided into two sections or parts
      - NOTE: Use chart of graphic scale
      - (c) Use of graphic scale:
        1. Measure ground distance directly on map
        2. Conversion not necessary
      - (d) Measuring curves
        1. Procedure: Must straighten curved sections
        2. Questions from students
    - c. Summary: (3 minutes)
      - (1) Map scale (RF) :
        - (a) Most common - 1:25,000 and 1:50,000
        - (b) Larger the denominator, smaller the scale
        - (c) One inch on map = 25,000 on ground
        - (d) Unknown scale
      - (2) Graphic scale
        - (a) Location and composition
        - (b) Use: measuring ground distances directly on map
        - (c) Measuring curves

2. APPLICATION: (Practical work) (25 minutes)
  - a. Project problems on distance and obtain class solutions on the basis of instruction given
  - b. Students use map, MODEL 1:50,000, ruler, pencil, and paper
  - c. Practice exercise listed in (MR-6) B
3. EXAMINATION: (Observation)  
Concurrent with application
4. REVIEW: (Conference) (4 minutes)
  - a. Clear up student questions
  - b. Summarize:
    - (1) Map scale
    - (2) Graphic scale
  - c. Closing statement: As leaders it is our responsibility to be able to convert map distances into ground distances accurately. This ability may mean the difference between success and failure in combat.



HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT: Direction and Orientation  
TYPE: Conference and practical work  
TIME ALLOTTED: 100 minutes  
CLASS PRESENTED TO: Recondo School students  
TOOLS, EQUIPMENT AND MATERIALS: GTA - 5-12 and map, Model 1:50,000  
PERSONNEL: Instructor and one assistant  
INSTRUCTIONAL AIDS: Model protractor and chart  
REFERENCES: FM 21-26, par 27-39  
STUDY ASSIGNMENTS: None  
STUDENT UNIFORM AND EQUIPMENT: Class D with pencil and paper  
TRANSPORTATION REQUIREMENTS: None  
TROOP REQUIREMENTS: None

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1. PRESENTATION: (Conference) (50 minutes)
  - a. Introduction (3 minutes)
    - (1) Objective: To learn the use of the three base directions to include azimuth, back azimuth, the use of the declination diagram and the importance of proper map orientation.
    - (2) Reasons: You as a squad leader must be able to navigate to and from your objective
  - b. Explanation (16 minutes)
    - (1) Direction
    - (2) Base directions
      - (a) True north
      - (b) Magnetic North
      - (c) Grid north
    - (3) Azimuth
    - (4) Back azimuth
    - (5) Declination diagram  
NOTE: Show training aid
      - (a) Explain
      - (b) Refer students to map sheet
      - (c) Convert grid north to magnetic north
      - (d) Convert magnetic north to grid north
      - (e) G-M angle
      - (f) Arbitrary line
      - (g) Annual magnetic change
    - (6) Use the protractor  
NOTE: Use blow-up training aid of protractor for further explanation
    - (7) Map orientation
      - (a) Pivot point and protractor scale
      - (b) Compass
      - (c) Inspection
  - c. Summary (1 minute)
    - (1) Review main points
    - (2) Stress important items

2. APPLICATION (Practical application) (16 minutes)

a. Student will refer to their map sheets and work problems

b. Using the G-M angle on your map sheet convert the following azimuths

- (1) Change 100 grid azimuth to magnetic azimuth: 96
- (2) Change 23 grid azimuth to magnetic azimuth: 19
- (3) Change 300 magnetic azimuth to grid azimuth: 304
- (4) Change 5 magnetic azimuth to grid azimuth: 9

c. Using a G-M angle of 15 Westerly, convert the following azimuths

- (1) Change 90 grid azimuth to magnetic azimuth: 96
- (2) Change 35 grid azimuth to magnetic azimuth: 50
- (3) Change 40 magnetic azimuth to grid azimuth: 25
- (4) Change 10 magnetic azimuth to grid azimuth: 355

d. Work the following problems

- (1) Find the grid azimuth from RJ (1855) to SE hill 491 (2053): 140
- (2) Change answer of first problem to magnetic azimuth: 136
- (3) Find the magnetic azimuth from SE hill 354 (1562) to Hill 3 (1259): 217
- (4) Find the magnetic azimuth from RJ (1560) to hill 322 (1558): 171

NOTE: Orientation by inspection: Practical application during terrain analysis.

3. EXAMINATION: (Observation)

Instructor and assistant make on the spot corrections

4. REVIEW: (Conference) (4 minutes)

a. Clarify student question.

b. Summarize

- (1) Three base directions
- (2) Azimuth and back azimuth
- (3) Declination diagram
- (4) Use of protractor
- (5) Map orientation

c. Closing statement: A thorough knowledge of the principles and procedures learned during this period of instruction can mean the difference between success or failure of your mission in combat.

HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT:	Location (Intersection & Resection)
TYPE:	Conference and practical work
TIME ALLOTTED:	100 minutes
CLASS PRESENTED TO:	Recondo School students
TOOLS, EQUIPMENT, AND MATERIALS:	None
PERSONNEL:	One instructor and one assistant
INSTRUCTIONAL AIDS:	Blackboard, chalk
REFERENCES:	FM 21-26, para 35,36
STUDY ASSIGNMENTS:	None
STUDENT UNIFORM AND EQUIPMENT:	As prescribed, w/pencil, paper, and GSA -12 model (Tenn) 1:50,000
TROOP REQUIREMENTS:	None
TRANSPORTATION:	None

- 
1. PRESENTATION: (Conference ) (50 minutes)
- a. Introduction: (3 minutes)
- (1) Objective: To learn intersection and the two resection methods used in determining location.
  - (2) Reasons: It is important in map reading to be able to find yourself on the map as well as on the ground.
  - (3) Standards: At the end of this period of instruction the students will be required to work problems in determining location.
- b. Explanation (45 minutes)
- (1) Intersection: The method of locating a distant point on the map by two direction lines from two known points on the map.
    - (a) Student instructor problem: OP #1 DR 12706642 mag az 116°  
OP #2 DR 12996361 mag az 48°. Answer RJ 14926510.  
NOTE: Clarify student questions
  - (2) Resection: #1 the method of locating your position on the map by two directional lines drawn from two known distant points on the map.
    - (a) Student instructor problem: From your location you can see hill 525 in GS 1766 on a mag az of 342°, you can also see hill 597 in GS 2064 on a mag az of 58°. Answer: Hill 569 GS 1863.  
NOTE: Clarify student questions
  - (3) Resection: #2 the method of determining your location on a map by one directional line drawn on the map from a distant known point on the map when you are on a road.
    - (a) Student instructor problem: You are on Hwy 139 traveling North on your left you see a hill mass, hill 633 in GS 2660 on a mag az of 294°. Answer: BM 650 in GS 2859.  
NOTE: Clarify student questions
- c. Summary (2 minutes)
- (1) Intersection
  - (2) Two resection methods
- NOTE: Noon chow at this time

2. APPLICATION: (Practical Work) (45 minutes)

a. Intersection:

- (1) OP #1 DR 12706642 mag az  $103^{\circ}$ , OP #2 DR 12996361 mag az of  $30^{\circ}$   
Answer: Ford 14576586
- (2) From Hill 454 DR 15965947, mag az  $56^{\circ}$  from hill 510 DR 16315876  
Answer: Hill 17706048

b. Resection: (Method #1)

- (1) From your position you see hill 476 in GS 1460 on a mag az of  $219^{\circ}$  hill 464 in GS 1362 on a mag az of  $286^{\circ}$ . Answer RJ 15606196.
- (2) From your position you can see Ross Cemetery in GS 1856 on a mag az of  $37^{\circ}$  you can also see Crockett Creek Church in GS 1656 on a mag az of  $326^{\circ}$ . Answer: Hill 562, GS 1755.

c. Resection: (Method #2)

- (1) From your position on a road in GS 2058 you can see a RJ DR 20296040 on a mag az of  $332^{\circ}$ . Answer: DR 20905870.
- (2) You are located somewhere along Hwy 164 you can see Mt Vernon Church in GS 1961 on a mag az of  $283^{\circ}$ . Answer: RJ 20566125.

3. EXAMINATION: (Observation)

a. Covered in application:

b. On the spot corrections:

4. REVIEW: (Conference) (5 minutes)

a. Clear up student questions

b. Summarize

- (1) Intersection
- (2) Resection (Two methods)

c. Closing statement: In the field and in combat you will find that your ability to read a map properly can mean the success or failure of your unit.

HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT: Introduction to Aerial photos & photo maps

TYPE: Conference, demonstration and practical exercise

TIME ALLOTTED: 100 minutes

CLASS PRESENTED TO: Recondo School students

TOOLS, EQUIPMENT AND MATERIAL: Map instruction handout

PERSONNEL: Instructor and one (1) assistant

INSTRUCTIONAL AIDS: Seventy (70) ea. photos #1,2,3, chart vertical, high, and low oblique photos

REFERENCES: FM 21-26, chap 11 par 56-60, 62 Inst folder US Army Intelligence school, Ft Holabird, Maryland par 1-4

STUDY ASSIGNMENTS: None

STUDENT UNIFORM AND EQUIPMENT: As prescribed w/pencil and notebook

TROOP REQUIREMENTS: None

TRANSPORTATION REQUIREMENTS: None

- 
1. PRESENTATION (Conference) (66 minutes)
- a. Introduction (2 minutes)
- (1) Objective: To give the student sufficient knowledge to interpret aerial photographs substituted as maps, and the ability to use a map-photo combination for clearer understanding of the area being presented
- (2) Reason: Because of the inaccuracy of foreign maps and the US Army's capability to photograph enemy held terrain, an increasing number of photographs are being used by small unit commanders when conducting tactical operation. As potential small unit leaders your ability to read and interpret photographs is essential.
- b. Explanation and Demonstration (63 minutes)
- (1) Photo reading
- (a) Ability to recognize objects on the photo from their appearance
- (b) Ability to determine the scale of the photo
- (c) Ability to analyze, compare and secure information from photos
- (e) Imagery interpretation is the art of knowing what to look for on an aerial photo, finding what you are looking for, and then determining the significance and implication of what you find
- (2) Uses of aerial photos
- (a) Infantry units
1. Defensive and offensive operations
2. Selecting routes of approach
3. Designating objectives and boundary areas
4. Briefing and debriefing patrols
- (b) Artillery Units
1. Observer charts
2. Target designations
3. Location of counter mortar and counterbattery targets
- (c) Engineer units
1. Correct old maps
2. Make new maps
3. Study road and bridge conditions
4. Select sites for river crossing
- NOTE: During WW II and the European conflict, intelligence specialist's derived an abundance of information from aerial photos which were used successfully by the various branches in planning and conducting such operations as I have just discussed.

- (3) Terms and definitions (13 minutes)
- (a) What is an aerial photo
  - (b) What is an amphoto map
  - (c) Vertical photo (Have students look at photo #3)
  - (d) Oblique photo (Have students look at photo #2)
  - (e) High oblique (Have students look at photo #1)
  - (f) Low oblique (Have students look at photo #2)
  - (g) Focal length (explain)

- (4) Marginal data (12 minutes)

NOTE: Students look at photo #3

- (a) Explain marginal information on photo #3
  - 1. Negative number
  - 2. Camera identification
  - 3. Type of photograph
  - 4. Mission number
  - 5. Command identification
  - 6. Day
  - 7. Month
  - 8. Year
  - 9. Time of day
  - 10. Focal length
  - 11. Altitude of aircraft (in feet)
  - 12. Geographical coordinates
  - 13. Description title (ie place, name)
  - 14. Classification

NOTE: Items 13 and 14 which we haven't discussed apply only to radarscope photography. Item 13 would be the range of the radar set and item 14 would indicate true heading of the aircraft

- (5) Comparison of serail photos with topographic maps

- (a) Explain and demonstrate the following
  - 1. Advantages of vertical aerial photos vs maps
    - a. Wealth of detail no map can equal
    - b. Accuracy of form
    - c. Obtained and developed in a short time
    - d. Areas inaccessible for physical or military reasons can be photographed
    - e. Contains the latest information
  - 2. Disadvantages of aerial photos vs maps
    - a. Map scale is constant, aerial scale is approximate throughout
    - b. Relative relief on single photo not readily apparent except under certain conditions, maps show relief by contour lines
    - c. Difficult to read in poor light
    - d. Lacks some marginal data found on maps
  - 3. Have students compare their map with photos #1 and #2

NOTE: 10 minute break

- (6) Methods of Identification

- (a) Size
- (b) Shape
- (c) Shadow
- (d) Shade
- (e) Surrounding objects

NOTE: Have the students refer to photo #3. Use the 5 S's in identifying hangar, fuel truck etc.

- c. Summary (1 minute)
  - (1) Review main points
  - (2) Reemphasize important items

## 2. APPLICATION (Practical Work) (32 minutes)

- a. Have students compute approximate scale of photo #3
- b. Have students compare topographic map and photo #1 by comparing, construct North Directional line and approximate scale on photo #1
- c. Have students study photo #3 and by use of questioning technique have them formulate a plan for a raid patrol on this airfield

INSTRUCTOR: State patrol mission of raiding airfield. Question student on advantages and disadvantages of using this photo for planning phase. Point out that patrol leader would have in using this photo as a training aid in patrol order. Have student by the use of imagery interpretation identify objects of importance to mission that would not be on topographic map, ie., actual parking plan of aircraft, plan of motor parks, etc.

3. EXAMINATION: (Observation)

- a. Observe students progress and make on the spot corrections
- b. Concurrent with application phase

4. REVIEW (Conference) (2 minutes)

a. Clear up student questions

b. Summarize

- (1) Terms and definitions
- (2) Marginal data
- (3) Comparision of aerial photos with topographic maps
- (4) Methods of identification (5 S's)

c. Closing statement: The field of military photographs and photographic maps is a vast and intriguing study, but if you remember what you have received during these two hours you will have no problem in successfully completing any mission you might receive that requires the use of photographs or photographic maps.

HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT: Overlays and their use

TYPE: Conference, demonstration and practical exercise

TIME ALLOTTED: 50 minutes

CLASS PRESENTED TO: Recondo School students

TOOLS, EQUIPMENT AND MATERIALS: None

PERSONNEL: Instructor and one assistant

INSTRUCTIONAL AIDS: Map blow up, large overlay paper, seventy overlay papers, photo #3

REFERENCES: FM 21-26 par 68-70

STUDY ASSIGNMENTS: None

STUDENT UNIFORM AND EQUIPMENT: As prescribed w/pencil and note book

TROOP REQUIREMENT: None

TRANSPORTATION REQUIREMENTS: None

- 
1. PRESENTATION (Conference) (23 minutes)
    - a. Introduction (2 minutes)
      - (1) Objective: To give the student an understanding in the proper construction and use of overlays.
      - (2) Reasons: By learning these basic skills and techniques, the Recondo student will be better prepared for his mission as a small unit leader.
    - b. Explanation and Demonstration (20 minutes)
      - (1) Common uses of overlays
        - (a) As supplements to orders sent to the field
          1. Aid in interpreting
          2. Aid in understanding
        - (b) As annexes to report
          1. Patrol debriefings
          2. Clarify difficult written explanations
        - (c) Preparation of fire plans
          1. Units
          2. Patrols
      - c. Construction of overlays
        - (1) Orientation of paper
          - (a) Tape or tack over area to be shown
          - (b) Trace grid intersection (upper and lower left and right)
        - (2) Plotting of new detail
          - (a) Use standard symbols
          - (b) Any map changes (blown bridges) should be added
        - (3) Lift paper to check detail in case of trouble while plotting
        - (4) Marginal information
          - (a) Title
          - (b) Time and date
          - (c) Objective
          - (d) Author
          - (e) Additional information
        - (5) Overlays of single aerial photographs
          - (a) Basically the same
          - (b) Changes
            1. Use corners, edges, or fiducial marks as grid lines
            2. Construct arrow showing approx north
            3. Put photo number and approx scale in marginal information



- c. Summary (Practical work) (1 minute)
- 2. APPLICATION (Practical work) (25 minutes)
  - a. Using Herndon 1:50,000 have students construct overlay showing detail of bridge location on Jordan Springs road
  - b. Instructors make on the spot correction
  - c. Using Photo #3 have students construct overlay of airfield showing detail of runway system
  - d. Instructors make on the spot corrections
- 3. REVIEW (Conference) (2 minutes)
  - a. Clarify student questions
  - b. Summarize
    - (1) Common uses of overlays
    - (2) Construction of overlays
    - (3) Marginal information
    - (4) Overlays of single aerial photographs
  - c. Closing statement: The basic skills of making and using overlays are quite simple, however, remember that your knowledge of the proper use and making of an overlay may mean the difference between the success or failure of your patrol or unit in combat.

HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT: Review Map reading

TYPE: Conference

TIME ALLOTTED: 50 minutes

CLASS PRESENTED TO: Recondo Students

TOOLS, EQUIPMENT AND MATERIALS: None

PERSONNEL: Instructor and all instructors for map reading

INSTRUCTIONAL AIDS: All previous map instruction aids

REFERENCES: FM 21-26, chap 1-3, Instructors pamphlet, Aerial Photos

STUDY ASSIGNMENT: None

STUDENT UNIFORM AND EQUIPMENT: As prescribed, all map notes and handouts

TROOP REQUIREMENTS: None

TRANSPORTATION REQUIREMENTS: None

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1. PRESENTATION (2 minutes)
  - a. Introduction
    - (1) Objective: To review with the student all map instruction
    - (2) Reason: To clear up any points of difficulty, and to go over highlights of each period of instruction that the student must know in order to complete the patrolling phase of Recondo School
2. EXPLANATION (16 minutes)
  - a. Introduction to map reading (Marginal Information)
  - b. Military Grid reference system
  - c. Elevation and relief
  - d. Scale and distance
  - e. Direction (Azimuth conversion)
  - f. Location (Intersection, resection)
  - g. Aerial photos and photo maps
  - h. Overlays

NOTE: Each instructor will give a three to five minute review of his period of instruction covering highlights of his class. Questions after each review.
3. SUMMARY (2 minutes)
  - a. Clear up student questions
  - b. Summarize
    1. Introduction to map reading (Marginal information)
    2. Military grid reference system
    3. Elevation and relief
    4. Scale and distance
    5. Direction (Azimuth conversion)
    6. Location (Intersection, resection)
    7. Aerial photos and photo maps
  - c. Closing statement: During this period of instruction we have reviewed the map reading instruction that you have received at Recondo School. Remember that the correct use of your map and compass might someday mean the difference between success or failure in combat.

HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT: Guerrilla & Anti Guerrilla Operations  
TYPE: Conference  
TIME ALLOTTED: 50 minutes  
CLASS PRESENTED TO: Recondo School students  
TOOLS, EQUIPMENT AND MATERIALS: None  
PERSONNEL: Instructor and one assistant  
INSTRUCTIONAL AIDS: Black board, lectern, chalk, eraser  
REFERENCES: FM 21-21 chap 1-3  
STUDY ASSIGNMENTS: None  
STUDENT UNIFORM AND EQUIPMENT: Class D, Notebook & Pencil  
TROOP REQUIREMENTS: None  
TRANSPORTATION REQUIREMENTS: None

---

1. INTRODUCTION (2 minutes)
  - a. Objective: This period we will learn concepts of Guerrilla warfare. The knowledge and tactics you will need in order to survive against a cunning enemy.
  - b. Reason: Warfare is not always fought in conventional operations. The hardest and most gruesome is Guerrilla warfare. But before one can adequately fight the guerrilla, he must first understand how, and where a guerrilla operates.
2. EXPLANATION (45 minutes)
  - a. History
    - (1) Times
    - (2) French
  - b. Guerrilla Organization
    - (1) Terrain
    - (2) Security
    - (3) Intelligence
    - (4) Organization (Underground)
    - (5) Supply
  - c. Tactics
    - (1) Mobile (mass forces)
    - (2) Flexibility
    - (3) Surprise
  - d. Defense
    - (1) Intelligence (Non-combatants)
    - (2) Withdrawal plans (Not to fight)
  - e. Anti-guerrilla operation
    - (1) Loyalty of people
    - (2) Intelligence
    - (3) Denial (water, air, land)
    - (4) Vigorous patrolling
  - f. Factors needed to conduct Anti-guerrilla combat operations
    - (1) Locate the guerrilla force
    - (2) Inflict casualties
    - (3) Gain detailed knowledge of the terrain
    - (4) Restrict the freedom of action of the guerrillas
    - (5) Force the guerrilla force to consolidate or cease operations
    - (6) Establish friendly control over areas of operations

- g. To gain these factors harassment operations are conducted primarily by the use of:
- (1) Reconnaissance patrols
  - (2) Combat patrols and raids against known and suspected enemy bases, installations, patrols and outposts
  - (3) Aerial "Hunter-Killer" teams
  - (4) Ambushes
  - (5) Marking targets
  - (6) Mining probable guerrilla routes of communications
  - (7) Continuous aerial surveillance

2. SUMMARY

(3 minutes)

a. Clear up student questions

b. Summarize

- (1) History
- (2) Guerrilla Organization
- (3) Tactics
- (4) Defense
- (5) Anti-guerrilla operation

c. Closing statement: I have given you the concepts of the guerrilla warfare. But it is up to you too, as a conventional soldier to meet in combat and destroy the enemy guerrilla.

HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT: Guerrilla & Anti-Guerrilla Operations

TYPE: Conference

TIME ALLOTTED: 50 Minutes

CLASS PRESENTED TO: Recondo School students

TOOLS, EQUIPMENT AND MATERIALS: None

PERSONNEL: Instructor and one assistant

INSTRUCTIONAL AIDS: Black board, lectern, chalk, eraser

REFERENCES: FM 21-21 Chap 1-3

STUDENT ASSIGNMENTS: None

STUDENT UNIFORM & EQUIPMENT: Class D, Notebook & Pencil

GROUP REQUIREMENTS: None

TRANSPORTATION REQUIREMENTS: None

- 
1. INTRODUCTION (2 minutes)
- a. Objective: This period we will learn concepts of Guerrilla warfare. The knowledge and tactics you will need in order to survive against a cunning enemy.
  - b. Reason: Warfare is not always fought in conventional operations. The hardest and most gruesome is Guerrilla warfare. But before one can adequately fight the guerrilla, he must first understand how, and where a guerrilla operates.
2. EXPLANATION (15 minutes)
- a. History
    - (1) Times
    - (2) French
  - b. Guerrilla Organization
    - (1) Terrain
    - (2) Security
    - (3) Intelligence
    - (4) Organization (Underground)
    - (5) Supply
  - c. Tactics
    - (1) Mobile (mass forces)
    - (2) Flexibility
    - (3) Surprise
  - d. Defense
    - (1) Intelligence (Non combatants)
    - (2) Withdrawal plans (Not to fight)
  - e. Anti-guerrilla operation
    - (1) Loyalty of people
    - (2) Intelligence
    - (3) Denial (water, air, land)
    - (4) Vigorous patrolling
3. SUMMARY: (3 minutes)
- a. Clear up student questions
  - b. Summarize
    - (1) History
    - (2) Guerrilla Organization
    - (3) Tactics
    - (4) Defense
    - (5) Anti-guerrilla operation
  - c. Closing statement: I have given you the concepts of the guerrilla warfare. But it is up to you too, as a conventional soldier to meet in combat and destroy the enemy guerrilla.

HEADQUARTERS  
RECONDO SCHOOL (PROG)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT: Equipment and tactics of Anti-guerrilla operations

TYPE: Conference

TIME ALLOTTED: 50 minutes

TOOLS, EQUIPMENT AND MATERIALS: None

PERSONNEL: Instructor and one assistant

INSTRUCTIONAL AIDS: Black board, and projector and transparencies

REFERENCE: FM 31-16 Chap 5 par 70-77, par 78-88  
FM 21-75

STUDY ASSIGNMENTS: None

STUDENT UNIFORM AND EQUIPMENT: As prescribed

PROOF REQUIREMENTS: None

TRANSPORTATION REQUIREMENTS: None

1. INTRODUCTION

(2 minutes)

- a. Objective: This period we will learn the different types of anti-guerrilla operations and the type of equipment that may be necessary for these types of operations.
- b. Reason: By reemphasizing the principles and techniques of equipment and tactics of anti-guerrilla operations you the individual soldier will have a better knowledge of anti-guerrilla operations.

2. EXPLANATION

(40 minutes)

- a. Factors needed to conduct anti-guerrilla combat operations
  - (1) Locate the guerrilla force
  - (2) Inflict casualties
  - (3) Gain detailed knowledge of the terrain
  - (4) Restrict the freedom of action of the guerrillas
  - (5) Force the guerrilla force to consolidate or cease operations
  - (6) Establish friendly control over areas of operations
- b. To gain these factors harassment operations are conducted primarily by the use of
  - (1) Reconnaissance patrols
  - (2) Combat patrols and raids against known and suspected enemy bases, installations patrols and outposts
  - (3) Aerial "Hunter-Killer" teams
  - (4) Ambushes
  - (5) Marking targets
  - (6) Mining probable guerrilla routes of communications
  - (7) Continuous aerial surveillance
- c. Offensive operations
  - (1) Encirclement
    - (a) Enticement to surrender
    - (b) Tightening the noose contraction of the encirclement
    - (c) Fragmenting the disc
    - (d) Hammer and anvil
  - (2) Pursuit (sweep)
  - (3) Rabbit hunt
- d. Organization for combat (Equipment)
  - (1) Mobility
  - (2) Vehicles
  - (3) Load (light weight equipment)
  - (4) Non-TOE aids
  - (5) Indigenous transportation
  - (6) Superior firepower
  - (7) Removal of items which have marginal value

- (8) Translators and interpreters
- (9) Capability for tactical self sufficiency

3. SUMMARY

(8 minutes)

a. Clear up student questions

b. Summarize

- (1) Factors needed to conduct anti-guerrilla operations
- (2) Methods of gaining these factors
- (3) Offensive operations
- (4) Organization for combat (equipment)

c. Closing statement: The knowledge you have gained here today will greatly increase your ability as a combat soldier.

HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT:	Organization and Execution of a type of ambush
TYPE:	Conference
TIME ALLOTTED:	50 minutes
CLASS PRESENTED TO:	Recondo School students
TOOLS, EQUIPMENT AND MATERIALS:	None
PERSONNEL:	Instructor and one assistant
INSTRUCTIONAL AIDS:	Lestern, chalk and black board
REFERENCES:	FM 31-16 par 77, FM 21-75 par 186-183 FM 21-50 app III par 2 and par 38-39
STUDY ASSIGNMENTS:	None
STUDENT UNIFORM AND EQUIPMENT:	As prescribed w/pencil and notebook
TROOP REQUIREMENTS:	None
TRANSPORTATION REQUIREMENTS:	None

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1. INTRODUCTION (2 minutes)
  - a. Objective: To cover ambushes to include organization and execution of a type of ambush
  - b. Reasons: The guerrilla is a ruthless, cunning and as able fighter, who will attack you when you least expect him, concentrating his attacks on our weak and unprotected elements. His attacks are characterized by speed, surprise and rapid withdrawals. It is our job as soldiers in the greatest Army in the world to assist our allied countries in stopping any guerrilla movements in any free country, therefore, we must hit the guerrilla first in a vigorous manner, in order to beat him at his own game.
  - c. Standards: At the end of this period, you will be required to have a thorough knowledge of this subject
2. EXPLANATION (45 minutes)
  - a. Definition - an ambush is a surprise attack on a moving or temporarily halted enemy with the mission to kill, capture or destroy.
  - b. Ambushes are effective for destruction or capture of
    - (1) Guerrilla patrols and leaders
    - (2) Guerrilla raiding parties before or after the raid
    - (3) Guerrilla forces being driven toward ambush by other friendly forces
    - (4) Enemy convoys
    - (5) Mounted and dismounted columns
  - c. Ambush reduces the enemy's combat effectiveness
    - (1) Physical damage
    - (2) Harassment
  - d. Increases our effectiveness
    - (1) Freedom of action (area and point ambush)
    - (2) Resupply from the enemy
  - e. Factors for a successful ambush
    - (1) Good plan
      - (a) Cover all courses of action the enemy may take
      - (b) Make tentative plans for ambush
      - (c) Rehearse all courses of action
      - (d) Consider the length of the target
    - (2) Control
    - (3) Patience
    - (4) Camouflage



- f. Two types of ambush (harassment-opportunity; deliberate)
- (1) Ambush on opportunity
    - (a) Does not have complete information of enemy
    - (b) Is prepared so that any course of action can be taken
    - (c) Organized to have a security, assault and Hq element
    - (d) Pick your site
    - (e) Pick your target
    - (f) Take men to transport demo, claymore mines and other essentials
    - (g) After organizing the target area, send all personnel not needed back to their unit.
  - (2) Deliberate ambush
    - (a) Detail information
    - (b) Organize patrol with the following elements and teams:
      1. Security element
      2. Assault element
      3. Killer team
      4. Collecting and carrying team
      5. Demo team
      6. Headquarters
      7. Support element

NOTE: Sketch on board
- g. Execution of a type ambush
- (1) Objective rallying point (recon and secure)
  - (2) Leaders reconnaissance
  - (3) Return to ORP and confirm plan
  - (4) Issue frag order
  - (5) Position security with wire and radio
  - (6) Move assault element into position
  - (7) Prepare site for kill
    - (a) Use all natural restrictions
    - (b) Add artificial restrictions
    - (c) Put in mines and demo to assist in the kill and confine enemy
  - (8) When target is within sight
    - (a) Stop first and last vehicles using security teams
    - (b) Assault gets fire superiority
    - (c) Set off anti-personnel mines
    - (d) Follow by killer, collect and carry and demo teams
  - (9) Withdraw to ORP with security covering
  - (10) Security move back to ORP, patrol reorganize and move out swiftly

### 3. SUMMARY

(3 minutes)

- a. Clear up student questions
- b. Summarize
  - (1) Define ambush
  - (2) Factors of a successful ambush
  - (3) Two types of ambush
  - (4) Execution
- c. Closing statement: Men, we hope that you shall never face a situation where guerrilla type operations are necessary, but you must be prepared for it as it may be your last means to survive.

## GUIDE FOR A CONVOY ORDER

### 1. Situation:

#### a. Enemy forces:

(1) Know strength, location, and disposition of aggressor forces in your area of operations. Emphasize activity of guerrilla ambushes along your route.

b. Friendly forces: Cover information of next higher unit, the unit you are passing through, support units (artillery, aviation)

c. Attachments and detachments: Units attached and time of attachment, ie. trucks, armor. Detachment personnel from - unit and time they are to be detached.

2. Mission: Verbatim, given exactly as received with no deviation.

### 3. Execution:

a. Concept of operation: Brief outline of plan, ie., departure time of trucks, passing of FFL, routes and closing time.

b. Subsequent subparagraph: Assignments for each element and team while on the motor convoy (air guard, flank security, forward security, rear security) Responsibilities of each element and team when ambushed.

c. Coordinating instructions: Time of departure and arrival, speed, order of movement, route and alternate route, actions on enemy contact, and passing danger areas.

4. Administration and Logistics: Covers ration, care of wounded and prisoners, preparation of personnel, vehicles and equipment.

### 5. Command and Signal:

#### a. Signals used

(1) Types of radios

(a) Frequency

(b) Call sign

(c) Code words

(2) Pyrotechnics: Control and alternate means of communications

(3) Arm and hand signals: Control purposes within each element

and team.

b. Location of Convoy Commander and assistants

c. Chain of command

HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT: Counter Ambush  
TYPE: Conference  
TIME ALLOTTED: 50 minutes  
CLASS PRESENTED TO: Recondo School students  
TOOLS, EQUIPMENT AND MATERIALS: None  
PERSONNEL: Instructor and one (1) assistant  
INSTRUCTIONAL AIDS: Lectern, chalk and black board  
REFERENCES: FM 31016 par 64-66; FM 21-50 par 10  
Div Tng SOP (Phase II) Annex 81  
STUDY ASSIGNMENTS: None  
STUDENT UNIFORM AND EQUIPMENT: As prescribed w/pencil and notebook  
PROOF REQUIREMENTS: None  
TRANSPORTATION: None

1. INTRODUCTION (2 minutes)
- Objective: To teach the student counter ambush actions to include planning
  - Reason: The ambush is a tactic used extensively by guerrilla forces any forces operating against guerrillas must be extremely alert in conducting counter ambush actions
  - Standards: At the conclusion of this subject it is expected that your men know how to plan and execute a counter or an ambush.

2. EXPLANATION (45 minutes)
- Planning (convoy)
    - Selection of assistant and vehicle commanders
    - Coordinate with:
      - S-2 for information
      - Higher Hq Coordination
    - Formulate tentative plan
    - Issue warning order
      - Subordinate leaders
      - Support leaders
    - Recon
      - Air
      - Map
      - Ground
    - Complete detailed planning
      - Time of departure and arrival
      - Route
      - Formation
      - Order of march
      - Rate of travel
      - Terrain
    - Use of support available
      - Air strike surveillance
      - Artillery
      - Recondo vehicles
      - Armor
    - Communications
      - Higher headquarters
      - with the convoy
      - Pyrotechniques

- (9) Duties of teams and elements
  - (a) Assault element
  - (b) Holding element
    - 1. Clearing team
    - 2. Demo team
  - (c) Rear advance and air guard
- (10) Preparation of vehicles
  - (a) Good running vehicles
  - (b) Maintenance performed (1st Echelon)
  - (c) Tops down, tailgate horizontal, safety strap removed
  - (d) Preparation of vehicles

NOTE: Above main points can apply to foot maneuver.
- (11) Action on enemy contact
  - (a) Encircling attack
  - (b) Immediate attack
  - (c) Destruction of disabled vehicles and supplies
  - (d) Capture and interrogation of POW's civilians or military
- (12) Issue convoy commanders order (in detail)
  - (a) Explain and use convoy handout
  - (b) Rehearse (in detail and repeatedly)

#### REVIEW

a. Clear up student questions

b. Summarize

- (1) Selection of assistant and vehicle commanders
- (2) Coordination
- (3) Formulation of tentative plan
- (4) Warning order
- (5) Recon
- (6) Detail planning (complete)
- (7) Use of support
- (8) Communications
- (9) Duties of teams and elements
- (10) Preparation of vehicle
- (11) Action on enemy contact
- (12) Convoy order
- (13) Rehearsal

c. Closing statement: Men, knowledge of counter ambush is a must for a conventional type force. Take advantage of what you have learned. Your life may depend on it

HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT: Combatives (3rd & 4th hours)

TYPE: Conference, demonstration and practical work

TIME ALLOTTED: 100 minutes

CLASS PRESENTED TO: Recondo School students

TOOLS, EQUIPMENT AND MATERIALS: None

PERSONNEL: Instructor and eight assistants

INSTRUCTIONAL AIDS: PA set

REFERENCES: FM 21-150, par 43-46

STUDY ASSIGNMENTS: None

STUDENT UNIFORM AND EQUIPMENT: As prescribed

TROOP REQUIREMENTS: Two aid men

TRANSPORTATION REQUIREMENTS: One FIA

- 
1. PRESENTATION: (Conference) (98 minutes)
- a. Introduction (2 minutes)
- (1) Objective: To teach the student the four basic throws.
- (2) Reasons: It is essential that the student know the four basic throws in order to put his opponent in a vulnerable position in a combat situation.
- b. Explanation and demonstration: (35 minutes)
- (1) Reverse hip throw
- NOTE: Have demonstrators execute reverse hip throw
- (a) Phase one
1. Step forward with left foot
2. Grab opponent by right shoulder with left hand, knocking him off balance
- (b) Phase two
1. Step forward and to rear of opponent with right foot
2. Place right arm around opponents waist grabbing his clothing
- (c) Phase three
1. Pull down with left hand
2. Lift up with right hand carrying opponent over hip
- NOTE: Have students practice throw under supervision of instructors
- (2) Hip throw (right or left)
- NOTE: Have demonstrators execute straight hip throw
- (a) Phase one
1. Step to the right with left foot
2. Grab opponent by right shoulder with left hand
- (b) Phase two
1. Pivot 180 degrees to your left
2. Place right arm around opponent
- (c) Phase three
1. Throw buttocks in opponent's groin
2. Pull down with left hand
3. Lift up with right hand, carrying opponent over back
- NOTE: Have student's practice throw under the supervision of instructors
- NOTE: Have students take a ten (10) minute break

(3) Over shoulder throw:

NOTE: Have demonstrators execute over shoulder throw

(a) Phase one:

1. Block opponents punch with left arm

(b) Phase two:

1. Pivot 180 degrees to left, at the same time slide left arm down and grab opponent by right forearm
2. Carry right arm under and over opponents right arm grabbing him high on the shoulder

(c) Phase three:

1. Pull down on opponent's right arm
2. Pull over and down with right hand, carrying him across your right shoulder

NOTE: Have students practice throw under supervision of instructor

(4) Over back throw

NOTE: Have demonstrators execute over back throw

(a) Phase one:

1. When opponent charges, pivot 90 degrees to left and bend well forward at waist.
2. Drop right shoulder to ground

(b) Phase two:

1. Grab opponent's right ankle with right hand and straighten up
2. With left hand reach up and push out on opponent's head

NOTE: Have students practice throw under supervision of instructors

c. Summary

(1 minute)

- (1) Review main points

- (2) Stress safety

2. APPLICATION

- a. As prescribed in explanation and demonstration phase
- b. Reemphasize safety

3. EXAMINATION (Observation)

- a. Instructors make on the spot corrections
- b. Concurrent with application

4. REVIEW: ( 3 minutes)

- a. Clear up student questions

- b. Summarize

- (1) Reverse hip throw

- (2) Hip throw (right or left)

- (3) Over shoulder throw

- (4) Over back throw

c. Closing statement: To be proficient in the four basic throws, you must practice each of the throws you have learned today. Remember your life may depend on how well you have mastered these throws.

HEADQUARTERS  
RECONDO SCHOOL (FAOV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT: Moving to and opening Base Camp  
TYPE: Conference and practical work  
TIME ALLOTTED: 30 minutes  
CLASS PRESENTED TO: Recondo School students  
TOOLS, EQUIPMENT AND MATERIALS: None  
PERSONNEL: One instructor and one assistant  
INSTRUCTIONAL AIDS: Blackboard and chalk  
REFERENCES: None  
STUDY ASSIGNMENTS: None  
STUDENT UNIFORM AND EQUIPMENT: As prescribed  
TROOP REQUIREMENTS: None  
TRANSPORTATION REQUIREMENTS: Two (2) 2½ ton trucks

1. PRESENTATION: (Conference) (10 minutes)
- a. Introduction: (1 minute)
- (1) Objectives: To brief the student on procedures and SOP's in the field and also familiarize the student with the geographical layout of the Recondo School. Then move the student to the Recondo Base Camp and set it up.
  - (2) Reasons: So that the student will be familiar with procedures in field, know where he is to be quartered and have a basic knowledge of the set-up of the Recondo School field camp and facilities. To get the class moved from garrison to the field.
- b. Explanation: (8 minutes)
- (1) 2nd Platoon clean up barracks
  - (2) Company pack all bags and move outside
  - (3) 1st Platoon load bags and baggage on trucks
  - (4) Company commander goes with 1st Platoon
  - (5) 2nd Platoon moves after clean-up upon return of trucks
  - (6) 1st Platoon in barracks number one w/platoon Sgt on right side of the door
  - (7) Company 1st Sgt in rear of S 4 w/overflow of 1st Platoon
  - (8) 2nd Platoon in squad tent w/platoon Sgt on right side of door
  - (9) Location of buildings in field: NOTE: Show drawing on board
  - (10) Mess area procedure
  - (11) All students restricted to area
  - (12) Sick call
  - (13) Uniform and equipment (weapon, pencil and paper)
  - (14) Report lost equipment and weapons to van
  - (15) Tactical at all times
  - (16) Inventory all equipment after patrols
  - (17) Clean weapons and equipment after patrols
  - (18) Personal hygiene
  - (19) Clean student barracks daily
  - (20) Muster each morning
  - (21) Passes for week-ends
  - (22) Pack all personal baggage
  - (23) All patches - chevrons off in field
  - (24) Growl at each break in formation
- c. Summary (1 minute)
- (1) Review main points
  - (2) Stress safety
  - (3) Reemphasize important items

2. APPLICATION: (Practical work) (15 minutes)

- a. Students move in barracks and back
- b. Students move to field
- c. Students set up base camp

3. EXAMINATION (Observation)

- a. Make on the spot corrections
- b. Check leaders for leadership ability
- c. Check barracks for cleanliness

4. CRITIQUE: (Conference) (5 minutes)

- a. Ask students if they have any questions
- b. Summarize
  - (1) Movement to field
  - (2) Clean up detail actions
  - (3) Effectiveness of setting up base camp
- c. Closing statement: If you follow the procedures and SOP's outlined in this period, your stay in the field will be pleasant.



HEADQUARTERS  
RECONDO SCHOOL (PROV  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT:	Use of compass
TYPE:	Conference, demonstration and practical work
TIME ALLOTTED:	50 minutes
CLASS PRESENTED TO:	Recondo School students
TOOLS, EQUIPMENT, and MATERIALS:	None
PERSONELL:	Instructor and one assistant
INSTRUCTIONAL AIDS:	Chalkboard
REFERENCES:	FM 21-26, par 32
STUDY ASSIGNMENTS:	None
STUDENT UNIFORM AND EQUIPMENT:	As prescribed w/lensatic compass, pencil and paper
TROOP REQUIREMENTS:	Two aid men
TRANSPORTATION REQUIREMENTS:	Three 2½ ton trucks, one ¼ ton truck one FLA

1. PRESENTATION (Conference) (28 minutes)

a. Introduction: (3 minutes)

- (1) Objective: To learn the purpose of the compass and how to use it.
- (2) Reasons: The compass is as important to the soldier in the field as his individual weapon. It is an instrument by which directions are maintained by groups or individuals while moving cross country. It may be used in patrol missions, for locating enemy positions, and for plotting directions on a map. The compass must be used correctly if navigation is to be successful.

b. Explanation

- (1) What is a compass:
  - (a) An instrument used to determine direction
  - (b) Magnetized needle indicates magnetic north
  - (c) Simplest instrument to measure angles (azimuths)
- (2) Military Uses
  - (a) Map orientation
  - (b) Maintain direction
- (3) Nomenclature  
NOTE: Use TA D 93; have students identify same features on lensatic compasses
  - (a) Holding ring (thumb loop)
  - (b) Reading lens
  - (c) Sight slot
  - (d) Index line
  - (e) Bezel detent spring and ring
  - (f) Luminous sighting dots
  - (g) Sighting wire
  - (h) Graduated straightedge
- (4) Note that the 4 3/4 inch straightedge with the graduated scale is permanently attached
  - (a) Parallel to line of sight
  - (b) Cast half on case and half on cover
  - (c) When open it is graduated in 100 meter units at 1:25,000
- (5) Dial of compass
  - (a) Degrees: 5° graduations from 0-360°
  - (b) Mils: 20 mil graduations from 0-6400 mils
  - (c) Sighting thru lens: sighting wire gives azimuths with 2° accuracy

- (6) Closing compass completely.
- Lifts dial assembly and magnet off pivot
  - Protects parts when not in use
- (7) Night reading aids
- NOTE: Point out to students on TA D 93
- Cardinal points
  - North end of needle
  - Markings of bezel class
- (8) Compass precautions: The following precautions should be observed when handling the compass in the field
- Delicate dial balance
  - Close when not in use
  - Pre-set for night use
  - Don't read near metal masses or electrical circuits.
  - Minimum safe distances
    - Power lines: 60 yards
    - Field gun, truck, tank: 20 yards
    - Telegraph and barbed wire: 10 yards
    - Machine gun: 3 yards
    - Steel helmet: 1 yard
- (9) Sighting position
- Raise front cover 90°
  - Raise reading lens 45 degrees
  - Hand position: Arms braced
  - Level Compass; watch for free swing of dial
  - Align sighting wire on object with rear sighting slot
  - Read azimuth under index lines
- (10) Night Use:
- NOTE: Point out luminous markings of TA D 93 and demonstrate students will follow and set compasses
- First it is necessary to use a map or other source to determine azimuth to be used.
  - To set the desired azimuth to be used.
    - Turn compass until desired azimuth is under index line
    - Turn movable crystal until the long luminous line is directly over the luminous arrow
    - Compass is now adjusted for initial azimuth
    - Subsequent changes can now be made by use of the bezel
  - To march on azimuth (night)
 

NOTE: Demonstrate with TA D 93

    - Open cover to horizontal position
    - Raise eyepiece
    - Turn compass until long luminous line is directly over luminous arrow
    - Sight along luminous dots; select visible point in line with luminous dots.
    - March to point selected; repeat process
    - Marching to point selected; repeat process
    - Questions by students
- (11) Obstacles
- NOTE: Illustrate on black board
- Frequently, obstacles will be encountered causing deviation from course.
  - Method
    - Select prominent object in line with desired course beyond obstacles
    - Make a 90° turn in either direction; count number of steps taken
    - Make second turn and proceed beyond obstacles
    - Make final turn toward original direction; count same number of steps
    - Locate previously selected object, take compass reading and proceed on course
- (12) Short luminous line (45°)
- Purpose: Primarily to speed up setting of long luminous line to any pre-determined magnetic azimuth in the dark.
  - For a magnetic azimuth of 45° short line
 

135°	270°
225°	180°
315°	90°
- NOTE: Illustrate on TA D 93. Have students apply same setting

(c) Use the bezel clicking device

NOTE: Have students apply with compass

1. Set compass on  $135^{\circ}$  azimuth for night marching (short line on  $270^{\circ}$ )
2. Turn bezel ring clockwise 10 clicks; what is azimuth
3. Questions by students

- c. Summary (Practical work) (1 minute)
- (1) Review main points
  - (2) Re-emphasize important items

2. APPLICATION: (Practical work) (20 minutes)

- a. Students move from class and go through 100 yard and 100 meter pace course, go through orientation compass course, and return to class.
- b. Students will be briefed on practice night compass course, (See annex A)

EXAMINATION: (Observation)

- a. Instructors make on the spot corrections during application
- b. Requirement sheets will be graded, but will not serve as a score against final grade.

4. REVIEW (Conference) (2 minutes)

- a. Clarify student questions
- b. Summarize
  - (1) Military uses of the compass
  - (2) Reading aids (day and night)
  - (3) Precautions used with the compass
  - (4) Short luminous line
  - (5) Obstacles
- c. Closing statement: Use of the compass must be practiced constantly to instill confidence into it and to increase your ability to use it correctly. Remember, the compass is just as important to the soldier as his weapon!

## ANNEX "A" TO LESSON PLAN, USE OF COMPASS

### PROCEDURE:

1. At the signal to start course, students leave starting line and stakes and proceed to F row of stakes located along NS grid line 52
2. Student proceed from F row of stakes to row of stakes located on Woodlawn Road, stakes located SW of RJ of Woodlawn Road and Centerline Road
3. Students proceed from stakes on Woodlawn Road to finish stakes located on Hell Cat trail.
4. After finishing compass course students return to Recondo School Base Camp and turn in their requirement sheets to the instructor located there

HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT:	Map and Compass Course
TYPE:	Examination
TIME ALLOTTED:	180 minutes
CLASS PRESENTED TO:	Recondo School students
PERSONNEL:	Instructor and one assistant
TOOLS, EQUIPMENT AND MATERIALS:	60 requirement sheets
INSTRUCTIONAL AIDS:	Map blow-up of area 7
REFERENCES:	Previous instruction on map and compass
STUDY ASSIGNMENT:	None
STUDENT UNIFORM AND EQUIPMENT:	As prescribed w/compass and HERNDON 1:50,000 map
TROOP REQUIREMENT:	Two aid men
TRANSPORTATION REQUIREMENT:	Three 2½ ton trucks one ¼ ton trucks one FLA

- 
1. PRESENTATION: (Conference) (18 minutes)
    - a. Introduction (2 minutes)
      - (1) Objective: To determine the individuals ability to move cross country using his knowledge of map reading and the lensatic compass
      - (2) Reasons: Traveling cross-country with the map and compass becomes increasingly more important in todays modern warfare  
The use of a map and compass is the best method we have for navigating cross country
    - b. Explanation (15 minutes)
      - (1) Students are orientated on the map and compass march  
NOTE: Use blow-up of area 7
      - (2) Cover requirements of test sheet
      - (3) Procedure at stakes
        - (a) Recording of information on stakes
        - (b) Checking with instructor at CP stake and end of course
    - c. Summary (1 minute)
      - (1) Review main points
      - (2) Stress safety
  2. APPLICATION (Practical work) (157 minutes)
    - a. Course conducted in area 7
    - b. Assistant instructor stationed on stake 3½ hours after start
    - c. Students start from Base Camp and go to their first stake
  3. EXAMINATION (Observation)
    - a. Students are tested on demonstrated ability during application
    - b. Possible points 25
  4. REVIEW (Conference 5 minutes)
    - a. Clear up student questions
    - b. Summarize
      - (1) Grading system
      - (2) Error allowance
    - c. Closing statement: The map and compass are the best method we have for navigating cross country. However the ability to navigate cross country requires constant practice.

HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT: Confidence Slide

TYPE: Conference, demonstration and practical work

TIME ALLOTTED: 80 minutes

CLASS PRESENTED TO: Recondo School students

TOOLS, EQUIPMENT AND MATERIALS: Pulley, snap link life jacket, 20 ft safety rope, and harness

PERSONNEL: Instructor and four assistants

INSTRUCTIONAL AIDS: Pulley, snap link, 20 ft safety rope and harness

REFERENCES: FM 21-50, app III, par 7

STUDY ASSIGNMENTS: None

STUDENT UNIFORM AND EQUIPMENT: As prescribed

TROOP REQUIREMENTS: Two (2) aidmen, two (2) boat men

TRANSPORTATION REQUIREMENTS: One (1) FLA, one (1) boat, assault w/motor, four (4) 2½ ton trucks (winter)

- 
1. PRESENTATION: (Conference) (7 minutes)
    - a. Introduction: (2 minutes)
      - (1) Objectives: To instill in the student confidence in himself and his equipment during a slow descent across and into water
      - (2) Reason: So that the student will have the confidence and ability to negotiate a similar obstacle should he encounter it while on patrol
    - b. Explanation and Demonstration: (4 minutes)
      - (1) Safety precautions
        - (a) Boots and jackets unbloused
        - (b) Lifejacket used during slide with top strap unfastened
        - (c) 20 foot rope and snap link
        - (d) Ladder on 30 foot platform (keep three points of contact)
        - (e) One motor driven boat in quarry
        - (f) Modified harness
        - (g) Two lifeguards
      - (2) Procedure:
        - (a) Put on harness and ski belt
        - (b) Climb 30 foot platform
        - (c) Hook up pulley
        - (d) Request permission to leave platform when flagman raises white flag (weak and non-swimmer indicate)
        - (e) Leave platform when white flag is dropped, holding on to pulley bar and sound off with "RECONDO" (Do not swing on pulley).
        - (f) Raise legs to "L" shape when red flag is raised.
        - (g) Drop from pulley when red flag is dropped
        - (h) Swim out and retrieve equipment
        - (i) Report name and roster number to AI
    - c. Summary (1 minute)
      - (1) Review main points
      - (2) Reemphasize important items
  2. APPLICATION (Practical work) (73 minutes)
    - a. Students execute confidence slide under supervision of instructors
    - b. Instructors stress safety

3. EXAMINATION: (Observation)
  - a. Instructors make on the spot corrections
  - b. Concurrent with application
4. REVIEW: (Conference)
  - a. Clear up student questions
  - b. Summarize main points
  - c. (1) Safety  
(2) Procedure
  - c. Closing statement: In testing your spirit of daring in a slow descent over and into water, you have proven the ability to successfully accomplish any similar obstacle during a combat mission.

HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT: Helicopter rappel (slack jump)

TYPE: Conference, Demonstration, and Practical work

TIME ALLOTTED: 100 minutes

CLASS PRESENTED TO: Recondo School Students

TOOLS, EQUIPMENT, AND MATERIAL: Life jacket, gloves, sling rope, snaplink

PERSONNEL: One instructor and three assistants

INSTRUCTIONAL AIDS: Two (2) 120' - 7/16" nylon ropes, four (4) snaplinks, two (2) sling ropes

REFERENCES: TM 21-200, par 96-98

STUDY ASSIGNMENTS: None

STUDENT UNIFORM AND EQUIPMENT: As prescribed

TROOP REQUIREMENTS: Two (2) aidmen

TRANSPORTATION REQUIREMENTS: One (1) FIA

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1. PRESENTATION: (Conference) (11 minutes)

a. Introduction:

- (1) Objective: To instill confidence in the student and his equipment in respect to the mountaineering skill of rappelling from a light aircraft in flight using the jump slack method.
- (2) Reasons: Your patrol may be faced with the occasion that your helicopter cannot airland you into jungle or mountainous area; therefore your method of entry would be confined to a helicopter rappel.

b. Explanation and Demonstration (8 minutes) (Demonstrate)

- (1) Tie down method of rappel ropes in UH-1B
  - (a) Anchor knots
  - (b) Snaplinks
- (2) Normal Rappel (Demonstrate)
  - (a) Swiss seat
  - (b) Hook up
  - (c) Body position in door and on skid
  - (d) Exit from skid using crow hop and a controlled loose brake hand
  - (e) Continue rappel descent
- (2) Jump Slack (Demonstrate)
  - (a) Swiss seat
  - (b) Take up slack and hook up
  - (c) Body position in door and on skid
  - (d) Make request (weak and non-swimmers indicate)
  - (e) Exit from skid using crow hop and sound off "RECONDO"
  - (f) Hold brake and grasp retrieving pole with other hand
  - (g) Come off rappel on ramp and report name and roster number to AI.

c. Summary (1 minute)

- (1) Answer any student questions
- (2) Review main points

2. APPLICATION: (Practical work) (82 minutes)

- a. Students put on swiss seats, boots only unbloused, top strap of life jackets unfastened
- b. One student in exit door, one in entry door, and one on platform at all times.
- c. AI will inspect each students swiss seat and gloves prior to entry
- d. Students execute slack-jump on command of AI



3. EXAMINATION:      bervation)  
a. On-the-spot corrections  
b. Concurrent with application

4. REVIEW: (Conference)                      (7 minutes)

- a. Clear up student questions  
b. Summarize

- (1) Anchor points  
(2) Normal rappel  
(3) Jump-slack

- c. Closing statement: Should a mission cause air land or drop to be impractical, you now have developed the confidence and ability to enter an objective area by helicopter rappel.

RECONDO SCHOOL (FPOV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT: Rope Drop

TYPE: Conference, demonstration, and practical work

TIME ALLOTTED: 120 minutes

CLASS PRESENTED TO: Recondo School Students

TOOLS, EQUIPMENT AND MATERIALS: None

PERSONNEL: One instructor and one assistant (lifeguard)

INSTRUCTIONAL AIDS: One life jacket per student, one knotted rope, one inner tube, one safety barber pole

REFERENCES: FM 21-50

STUDY ASSIGNMENTS: None

STUDENT UNIFORM AND EQUIPMENT: As prescribed

TROOP REQUIREMENTS: Two (2) aidmen

TRANSPORTATION REQUIREMENTS: One (1) FLA

- 
1. PRESENTATION: (Conference) (7 minutes)
    - a. Introduction: (2 minutes)
      - (1) Objective: To instill in the student confidence in himself and his equipment, testing his spirit of daring in height over water
      - (2) Reasons: So that the student will have the confidence and ability to negotiate a similar obstacle should he encounter it on patrol
    - b. Explanation and Demonstration: (4 minutes)
      - (1) Safety precautions
        - (a) Life jackets used with top strap not fastened during drop
        - (b) Boots and jackets unbloused
        - (c) Barbers pole
        - (d) Inner tube
        - (e) Lifeguard NCO
        - (f) Knotted rope
      - (2) Procedures
        - (a) Climb tree ladder to rope
        - (b) Monkey crawl rope to drop point while growling
        - (c) Hang, request permission to drop (with the hand salute)
        - (d) Shout "RECONDO" and drop
        - (e) Swim out to near bank
        - (f) Ascend bank on knotted rope
        - (g) Report name and roster number to PI
    - c. Summary (1 minute)
      - (1) Review main points
      - (2) Reemphasize safety
  2. APPLICATION: (Practical work) (106 minutes)
    - a. Students execute rope drop under supervision of instructors
    - b. Instructors stress safety
  3. EXAMINATION: (Observation)
    - a. Make on the spot corrections
    - b. Concurrent with application
  4. REVIEW (Conference) (7 minutes)
    - a. Clear up student questions
    - b. Summarize
      - (1) Safety
      - (2) Procedures
    - c. Closing statement: With the confidence that you have gained here you may successfully surmount similar obstacles that were considered impossible

CONFIDENCE TESTING

ROPE DROP CHECKLIST

1. Personnel
  - a. NCOIC
  - b. Lifeguard
  - c. Demonstrator
2. Equipment
  - a. Lifeguard ramp
  - b. Lifeguard tube on rope
  - c. Barber pole
  - d. Knotted rope
  - e. Six (6) sling ropes
  - f. Eight (8) to twelve (12) ski belts
  - g. Horizontal fixed rope (inclement weather only)

HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT: Preparation of Patrol (1st hour)

TYPE: Conference and demonstration

TIME ALLOTTED: 50 minutes

CLASS PRESENTED TO: Recondo School students

TOOLS, EQUIPMENT AND MATERIALS: 60 patrol order cards & 60 patrolling hand outs

PERSONNEL: Instructor, one assistant and two demonstrators

INSTRUCTIONAL AIDS: Blackboard, chalk, blow-up of warning order and complete patrolling uniform

REFERENCES: FM 21-75, par 111-114, par 118, par 127-133

STUDY ASSIGNMENTS: None

STUDENT UNIFORM AND EQUIPMENT: Class D, pencil and paper

TROOP REQUIREMENTS: None

TRANSPORTATION REQUIREMENTS: None

- 
1. INTRODUCTION: (2 minutes)
    - a. Objective: To cover steps taken by patrol leader to prepare for a patrol and issue the patrol warning order.
    - b. Reason: In order for a patrol to be effective in accomplishing its mission, the patrol leader must know how to plan and prepare the patrol and how to issue a well prepared warning order
  2. EXPLANATION (45 minutes)
    - a. Definition of a patrol: A patrol is a detachment of personnel or a unit sent out from a larger force to perform a combat or reconnaissance mission.
    - b. Types of patrols: Reconnaissance and combat
    - c. Why do we have patrolling
      - (1) New weapons and equipment improve the commanders ability to obtain information of and inflict damage on the enemy
      - (2) Patrolling however, is limited only by the ingenuity with which it is employed and the skill and aggressiveness of its members.
    - d. Responsibilities of delegating patrol mission:
      - (1) Factors when selecting patrol leader
        - (a) Common sense
        - (b) Leadership qualities
        - (c) Aggressiveness
      - (2) Receiving the S-2 and S-3 briefing:
        - (a) S-2: recon; S-3 combat; but all are in the overall planning to include S-1, S-4 and FSCC
        - (b) Mission (overall)
        - (c) Situation (enemy and friendly)
        - (d) Mission (each patrol)
        - (e) Terrain and weather
        - (f) General route
        - (g) Communications (frequency and call signs)
        - (h) Special equipment (demolitions, etc)
        - (i) Time of departure and return
        - (j) Password

e. Patrol Planning Steps:

- (1) Plan use of time
- (2) Study situation
- (3) Make a map study
- (4) Coordinate
- (5) Select men, weapons and equipment
  - (a) Wire cutters.
  - (b) Ropes.
  - (c) Flashlight.
  - (d) Poncho (litter and map check; not to be worn).
  - (e) Aid Kit.
  - (f) Compass.
  - (g) Machette (not for cutting trail).
  - (h) Map.
  - (i) Watch, paper and pencil
  - (j) Binoculars.
  - (k) Bayonet and knife.
  - (l) Silent weapons.

(6) Uniform: (demonstrators)

NOTE: At this time a demonstrator will come forward to demonstrate the patrol uniform; he will not in any way be in the prescribed uniform and a short skit will follow before the correct demonstrator comes on.

- (a) Soft hat w/illuminating tape.
- (b) Harness w/1st aid packet, canteen w/sock and cup, entrenching tool cover, poncho, utility rope, survival kit and knife.
- (c) Camouflage.
- (d) Fatigues without stripes or patches.
- (e) Pencil, paper and map in waterproof container.
- (f) Compass around neck.
- (g) Extra socks in rubber ( prophylactic type container).
- (h) Flashlight w/filter.
- (i) Pace cord.
- (j) Gloves.

f. Warning order:

QUESTION: What is a warning order used for?

- (1) Should be brief.
- (2) Format: (show on board)
  - (a) Situation - brief.
  - (b) Mission - verbatim as received from higher headquarters.
  - (c) General instructions: (refer to handout)
    1. Position in patrol.
    2. Arms, ammunition and equipment.
    3. Duties and uniform.
    4. Use of Elements
      - a. Assault.
      - b. Security.
      - c. Reconnaissance.
      - d. Support.
    5. Use of teams
      - a. Demolition
      - b. Prisoner
      - c. Search
    6. Duties assigned:
      - a. Scout (point man).
      - b. Compass man.
      - c. Aid man.
      - d. Team leaders.
      - e. Assistant patrol leader.
      - f. Paceman.
      - g. Radio man.
      - h. Rear security.
  - (d) Special instructions: (assigned duties to member in order to prepare patrol for mission)
    1. Make maximum use of assistants.
    2. Requisition equipment and ammunition.
    3. Artillery coordination.
    4. Reconnaissance.
  - (e) Chain of command: down to last man.
  - (f) Patrol order: time, place and uniform.

3. SUMMARY:

(3 minutes)

- a. Clear up student questions
- b. Summarize
  - (1) S-2 and S-3 briefing
  - (2) Planning
  - (3) Warning order
- c. Closing statement: The planning phase is your initial and a vital phase in patrolling. Proper planning of your patrol will greatly assist in the accomplishment of your mission in a most efficient manner in combat.

HEADQUARTERS  
RECONDO SCHOOL (TROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT: Preparation of Patrol (2nd hour)

TYPE: Conference

TIME ALLOTTED: Fifty minutes

CLASS PRESENTED TO: Recondo School students

TOOLS, EQUIPMENT AND MATERIALS: None

PERSONNEL: Instructor and one assistant

INSTRUCTIONAL AIDS: Blackboard, chalk, eraser, and patrol order chart (blow-up type)

REFERENCES: FM 21-75, par 136-137

STUDY ASSIGNMENTS: None

STUDENT UNIFORM AND EQUIPMENT: Class "D", pencil, paper and patrol order card

TROOP REQUIREMENTS: None

TRANSPORTATION REQUIREMENTS: None

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1. INTRODUCTION: (3 minutes)
  - a. Objective: To instill the proper basic techniques of planning and preparing the patrol to include the use and format of the patrol leader's order card and issuing of the patrol order.
  - b. Reasons: To enable the student patrol leaders to give a clear order as to how the mission will be accomplished.
2. EXPLANATION: (45 minutes)
  - a. Patrol order:
    - (1) Use of the patrol order card.
    - (2) Roll call.
    - (3) Patrol order card format:
      - (a) Situation:
        1. Enemy forces: Terrain, identification, location, activity and strength.
        2. Friendly forces: Mission of next higher unit, location and planned action of units on left and right, fire support available for patrol mission and routes of other patrols.
        3. Attachments and detachments.
      - (b) Mission: Verbatim.
      - (c) Execution: How mission is to be accomplished.
        1. General plan. (Overall picture of what patrol will do)
        2. Specific duties of each individual.
        3. Coordinating instructions:
          - a. Time of departure and return.
          - b. Route to be followed.
          - c. Alternate route of return.
          - d. Action at danger areas.
          - e. Initial formation.
          - f. Action upon enemy contact:
            - (1) Plan to attack and withdraw.
            - (2) Clock system.

- g. Initial rallying point (50-100 yards behind OP).
- h. Action at rallying points.
- i. Action at objective:
  - (1) Simple and understood.
  - (2) Signals clear.
  - (3) Tactically sound.
- j. Reporting results of patrol: When and to whom.
- k. Rehearsals.
- (d) Administration and logistics:
  - 1. Rations, arms, ammunition and special equipment.
  - 2. Method of handling wounded and prisoners.
- (c) Command and signal:
  - 1. Signals to be used for control within the patrol.
  - 2. Communications with higher headquarters: Radio call signs, time to report and special code to be used (given in S-2/S-3 briefing).
  - 3. Challenge and password.
  - 4. Chain of command.
  - 5. Location of patrol leader in formation.
- b. Inspection:
  - (1) Roll call.
  - (2) Check for uniform, equipment, arms and ammunition.
  - (3) Check for camouflage.
  - (4) Check for noise.
  - (5) Ask questions concerning patrol order.
- c. Rehearsals:
  - (1) Always rehearse to eliminate errors and misunderstanding.
  - (2) Use terrain similar to objective.
  - (3) Patrol leader observes and critiques.
  - (4) Conduct rehearsal realistically as possible.
  - (5) Rehearse:
    - (a) Actions at objective.
    - (b) Actions at danger areas.
    - (c) Actions at rallying points.

3. SUMMARY: (2 minutes)

- a. Clear up student questions.
- b. Summarize:
  - (1) Patrol order.
  - (2) Inspections.
  - (3) Rehearsals.
- c. Closing statement: A clear concise, yet complete patrol order is absolutely necessary to the successful completion of your mission. The six P's are most applicable; Prior Planning and Preparation Prevent Poor Performance.



HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT: Conduct of Patrol

TYPE: Conference

TIME ALLOTTED: 50 minutes

CLASSES PRESENTED TO: Recondo School students

TOOLS, EQUIPMENT AND MATERIALS: None

PERSONNEL: Instructor and one assistant

INSTRUCTIONAL AIDS: Blackboard, chalk, patrol charts and strips

REFERENCES: FM 21-75, Chap II, par 138-147, and  
FM 21-50, App XI, par 3

STUDY ASSIGNMENTS: None

STUDENT UNIFORM AND EQUIPMENT: Class "D", pencil, paper and patrolling handout

TROOP REQUIREMENTS: None

TRANSPORTATION REQUIREMENTS: None

- 
1. INTRODUCTION: (3 minutes)
    - a. Objective: To learn the actions of the patrol when moving to and from the objective.
    - b. Reason: By understanding and applying these fundamentals and techniques you will be better prepared to meet unforeseen situations that will occur as you take your patrol to and from the objective. Knowledge of conduct will bring to a minimum all possible confusion normally encountered on your mission.
  2. EXPLANATION: (195 minutes)
    - a. Formation and order of movement:
      - (1) General and special organization of the patrol has been established.
      - (2) Formations for movement to objective area.
      - (3) Location of following in formation:
        - (a) Elements.
        - (b) Teams.
        - (c) Individuals.
    - b. Formations vary to fit the terrain, situation and your needs.  
NOTE: Illustration and explanation will be given on the file.
      - (1) File.
      - (2) Column.
      - (3) Variation of squad columns.
      - (4) Line.
    - c. Major factors that influence the organization for movement:
      - (1) Enemy contact.
      - (2) Tactical integrity.
      - (3) Employment at objective.
      - (4) Control.
      - (5) Enemy situation.
      - (6) Speed of movement.
      - (7) Stealth.
      - (8) Security.

- (9) Dispersio.
- (10) Terrain.
- (11) Visibility.
- (12) Weather.
- d. Fragmentary order:
  - (1) Purpose.
  - (2) When and to whom issued.
  - (3) Contents:
    - (a) Care of wounded.
    - (b) Reorganization.
    - (c) Redistribution of ammunition.
    - (d) Changes.
    - (e) Corrections.
    - (f) Chain of command.
    - (g) Time.
    - (h) Questions.
  - (4) Examples: examples of fragmentary order will be given verbally.
- e. Movement:
  - (1) Passage of friendly positions:
    - (a) Coordination with friendly unit CO.
    - (b) Initial rallying point.
    - (c) Duties of assistant patrol leader.
    - (d) Security halts forward of friendly positions (lay dog).
  - (2) Routes (to include alternate):
    - (a) Selection:
      1. Map reconnaissance (terrain features).
      2. Proper and improper use of roads.
      3. Major ridge lines between enemy and friendly positions.
      4. Pass above gaps and below key terrain features.
      5. Avoid all known enemy positions and built-up areas.
- f. Navigation:
  - (1) Assign one or more compass men.
  - (2) Divide route into legs.
  - (3) Orient map to ground not ground to map.
  - (4) Change map distance to ground distance.
  - (5) Check marginal data.
  - (6) Two or more pace men:
    - (a) Difficult terrain.
    - (b) Level terrain.
    - (c) Use average pace.
- g. Rate of march:
  - (1) Conserve strength.
  - (2) Reach objective in condition to fight.
  - (3) Use proper mountain walking techniques.
  - (4) Heavy equipment and weapons towards front of patrol.
- h. Security:
  - (1) Day:
    - (a) Dispersion.
    - (b) Keep security personnel well out in front, flanks and rear.
    - (c) Avoid silhouetting your patrol; ridge lines, top of hills, rises, mountains; use military crest.
    - (d) Avoid exposed areas.
    - (e) Avoid known enemy positions and built up areas.
    - (f) Maintain even pace and never sacrifice security for speed.
  - (2) Night:
    - (a) Same as day, only modified.
    - (b) Closing up of personnel.
    - (c) Emphasize silent movement.
    - (d) Reduce speed of movement.
- i. Ambush:
  - (1) Proper security.
  - (2) Reconnaissance.
- j. Halts:
  - (1) Lay dog.
  - (2) Danger areas.
  - (3) Entering and reentering friendly areas.
  - (4) Observe, listen, recon, check direction, eat, select area with cover and concealment, and favors defense; establish all around security.
  - (5) When proceeding make sure everybody is with you, everybody check everyone else.

- k. Danger areas; woods, creeks, open areas:
  - (1) Halt patrol.
  - (2) Recon.
  - (3) Security.
  - (4) Cross.
- l. Rallying points:
  - (1) Explanation:
    - (a) Tentative.
    - (b) Designating.
  - (2) Types and uses of:
    - (a) Initial.
    - (b) Enroute.
    - (c) Objective.
  - (3) Selection:
    - (a) Map recon.
    - (b) Grid coordinates or terrain features.
    - (c) Designating them enroute.
    - (d) Danger areas, near side, far side.
  - (4) Actions at rallying points:
    - (a) Plan.
    - (b) Instruct.
    - (c) Employ.
- m. Patrol leader checks patrol periodically.
- n. Actions upon enemy contact.
  - (1) Chance contact.
  - (2) Ambush.
  - (3) Breaking contact:
    - (a) Effective fire:
      - 1. Fire and movement.
      - 2. Attack or withdraw as planned.
      - 3. Use clock system.
    - (b) Ineffective fire; use clock system.
- o. Control:
  - (1) Control by voice and other audible means (radios, whistle, etc).
  - (2) Silent:
    - (a) Arm and hand signals.
    - (b) Infrared.
    - (c) Luminous tape.
    - (d) Compass.
    - (e) Flashlight w/filter.
    - (f) Pyrotechnics (actions at objective).
  - (3) Assistant patrol leader assists in control.
  - (4) Patrol members assist in maintaining control by remaining alert and passing on signals.
  - (5) Passing up the count (explain): Use of assistants in large and dispersed patrols.
- p. Wounded and prisoners:
  - (1) Moving to objective:
    - (a) Send slightly wounded back with one man if possible.
    - (b) Leave one man with seriously wounded and pick up upon return.
  - (2) Returning from objective:
    - (a) Return all wounded.
    - (b) Return all prisoners if possible; if not tie and report location to S-2.

3. SUMMARY: (2 minutes)

a. Clear up student questions.

b. Summarize:

- (1) Formation and order of movement.
- (2) Formations vary to fit the terrain, situation and your needs.
- (3) Major factors that influence the organization for movement.
- (4) Movement.
- (5) Navigation.
- (6) Rate of march.
- (7) Security.
- (8) Ambush.
- (9) Halts.
- (10) Danger areas.

- (11) Rallying points.
- (12) Patrol leader checks.
- (13) Action upon enemy contact.
- (14) Control.
- (15) Wounded and prisoners.

c. Closing statement: It is up to you the patrol leader to make certain that each man knows what he is to do in any situation so you can have the maximum advantage in accomplishing your mission in combat.

HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT: Patrol Tactics

TYPE: Conference

TIME ALLOTTED: 50 minutes

CLASS PRESENTED TO: Recondo School students

TOOLS, EQUIPMENT AND MATERIALS: None

PERSONNEL: Instructor and one (1) assistant

INSTRUCTIONAL AIDS: Blackboard, chalk, transparencies  
Viewgraph PH 637

REFERENCES: FM 21-75, par 159-175 and chap 15

STUDY ASSIGNMENTS: None

STUDENT UNIFORM AND EQUIPMENT: As prescribed w/o pencil, notebook, handout  
on patrolling

TROOP REQUIREMENTS: None

TRANSPORTATION REQUIREMENTS: None

- 
1. INTRODUCTION (3 minutes)
- a. Objective: To stress the importance of tactics used at the most critical phases of a patrol; actions at the objective
  - b. Reasons: The tactics covered during this period of instruction will provide you the patrol leader with a guide to efficient patrolling techniques because maximum opportunity must be taken of all circumstances in order to accomplish the mission at minimum risk to the patrol
2. EXPLANATION: (45 minutes)
- a. Reconnaissance Patrol  
QUESTION: What is a reconnaissance patrol
    - (1) Point Reconnaissance
      - (a) Halt Patrol
      - (b) Objective rallying point
      - (c) Leaders reconnaissance (Confirm plan)
      - (d) Issue frag order
      - (e) Place out security
      - (f) Recon objective
      - (g) Disseminate information
      - (h) Return to Friendly front lines
      - (i) Debriefing
    - (2) Area reconnaissance
      - (a) Halt and conceal patrol
      - (b) Objective rallying point
      - (c) Leaders reconnaissance (confirm plan)
      - (d) Frag order
      - (e) Security: Entire patrol; team method
      - (f) Disseminate information (rallying point)
      - (g) Disseminate information (rendezvous point)
      - (h) Preliminary report; radio
      - (i) Debriefing upon return
    - (3) Day and night Reconnaissance Patrols
      - (a) Principle difference
      - (b) Maximum concealment (day)
      - (c) Stealth; near the objective
    - (4) Contact patrol
      - (a) Contact between the enemy and friendly units
      - (b) No fighting with enemy if possible
      - (c) Radio contact with Headquarters

b. Combat Patrol

QUESTION: What is a combat patrol

- (1) Raid patrol
  - (a) Halt patrol
  - (b) Objective rallying point
  - (c) Leaders reconnaissance (confirm plan)
  - (d) Issue frag order
  - (e) Dispatch elements of patrol to their positions
  - (f) Importance of time factor
  - (g) Security element
    1. Secure Objective rallying point
    2. Early warning
    3. Block avenues of approach
    4. Inform assault team of enemy action
    5. Prevents enemy entry or escape
    6. Covers withdrawals
    7. Withdrawals on order or prearranged signal
  - (h) Assault element
    1. Assault team
      - a. Deployment
      - b. Maximum stealth
      - c. Assault as supporting fires life or shift
      - d. Protect other teams; demo, search, prisoner, etc
      - e. Withdrawals on order
      - f. Objective rallying point - reorganize
      - g. Artillery Support
      - h. Return to friendly areas
    2. Support Team
      - a. Field of fire on objective
      - b. Base of fire (prearranged signal - flare or radio)
      - c. Shifts fire (prearranged signal - flare or radio)
      - d. Covers withdrawal
      - e. Withdraws on order or prearranged signal
- (2) Patrol of opportunity
  - (a) Pick their target
  - (b) Executes its action as a raid patrol
- (3) Security patrol
  - (a) Screen flanks, areas and routes
  - (b) Becomes a raid patrol when in contact with the enemy
  - (c) Radio contact with higher headquarters
- (4) Economy of force patrol
  - (a) Equipped as raid patrol, but does not withdraw
  - (b) Covering the withdrawal of a force to deceive or delay the enemy
  - (c) Blocking force while movements are being made elsewhere.

3. SUMMARY

(2 minutes)

- a. Clear up student questions
- b. Summarize
  - (1) Reconnaissance patrol (point and area)
  - (2) Contact patrol
  - (3) Raid patrol
  - (4) Patrol of opportunity
  - (5) Security patrol
  - (6) Economy of force patrol
- c. Closing statement: It is up to you as a patrol leader to take the maximum advantage of personnel, equipment and the situation so as to accomplish your mission effectively, and most important, successfully.

HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT: Special Operations

TYPE: Conference

TIME ALLOTTED: 50 minutes

CLASS PRESENTED TO: Recondo School Students

TOOLS, EQUIPMENT AND MATERIALS: None

PERSONNEL: One instructor and one assistant instructor

INSTRUCTIONAL AIDS: Blackboard, chalk, charts, transparencies  
Viewgraph PH 637

REFERENCES: Ranger hand book, FM21-50, Para 54 & 57  
appendix #7, FM21-75, chap 14, Para 150

STUDY ASSIGNMENT: None

STUDENT UNIFORM AND EQUIPMENT: Class "D" W/Notebook, pencil and patrolling  
handout

TROOP REQUIREMENTS: None

TRANSPORTATION REQUIREMENTS: None

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1. INTRODUCTION: (3 minutes)
  - a. Objective: To provide you with a working knowledge of clandestine assembly areas and patrol bases to include aerial resupply, contacting friendly partisans or agents and anti-ambush.
  - b. Reason: It is of great importance to have a good knowledge of these things since it is highly possibly that you as a leader may be given a mission that will constitute your using them to accomplish your mission.
2. EXPLANATION: (45 minutes)

QUESTION: What is a clandestine assembly area?

NOTE: Transparencies will be used in conjunction with explanation.

  - a. Purpose:
    - (1) Reorganize
    - (2) Planning
    - (3) Rest
    - (4) Cease movement during daylight
    - (5) Hide large patrol while making recon of objective
  - b. Location:
    - (1) Map recon
    - (2) Actual ground recon prior to occupation by patrol
  - c. Characteristics:
    - (1) Good cover and concealment
    - (2) Good access routes to and from
    - (3) Away from road nets
    - (4) Close to area of operation
    - (5) Can be evacuated quickly
    - (6) Accessible alt. route
  - d. Requirements for reconnaissance:
    - (1) The area is free of enemy forces
    - (2) Sufficient natural cover and concealment if afforded
    - (3) The area is easy to defend
    - (4) Early warning system can be established
    - (5) Provides covered routes to other assembly areas

- e. Occupation
  - (1) Establish early warning system
  - (2) Security
  - (3) Select CP and sectors of responsibility
    - (a) Determine work priorities
      - 1. Prepare defensive area and sectors of responsibility
      - 2. Care and cleaning of weapons
      - 3. Redistribution of ammo and equipment
      - 4. Individual requirements
      - 5. Personal hygiene
      - 6. Feeding
      - 7. Rest
- f. Items discarded will be buried and area camouflaged.
- g. Patrol base
  - (1) Extended period of time
  - (2) Away from habitations and area of operation
  - (3) Resupplied by air drop or special resupply patrols
- h. Aerial resupply:
  - (1) Location of DZ (away from patrol base)
  - (2) Marking DZ
    - (a) Panels
    - (b) "T" shirt
    - (c) Cut outs on ground
    - (d) Trees
    - (e) Brush
    - (f) Smoke
- i. Teams:
  - (1) Security
  - (2) Signal
  - (3) Recovery
  - (4) Distributing
- j. Contacting friendly partisan or agent
  - (1) Information
  - (2) Food
  - (3) Ammunition
  - (4) Transportation
  - (5) Security during contact
    - (a) Leave patrol out of small arms range
    - (b) Take AR for cover
  - (6) Signals
    - (a) Long range
      - 1. Fires
      - 2. Arrangement of flares
      - 3. Should not be closer than 300 meters
    - (b) Short range
      - 1. Smoking
      - 2. Handkerchief
      - 3. Password
  - (7) Never give military equipment or information

3. SUMMARY: (2 minutes)

a. Clarify student questions

b. Summarize

- (1) Clandestine assembly area
  - (a) Purpose
  - (b) Location
  - (c) Characteristics
  - (d) Occupation
  - (e) Requirements for reconnaissance
- (2) Patrol base
- (3) Aerial resupply
- (4) Contacting friendly partisans or agents

c. Closing statement: Applying the knowledge you have obtained during this period of instruction will greatly add to the success of your mission in combat.



HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT:	Patrolling Tips
TYPE:	Conference & Practical Application
TIME ALLOTTED:	100 minutes
CLASS PRESENTED TO:	Recondo School students
TOOLS, EQUIPMENT, AND MATERIALS	None
PERSONNEL:	Instructor and three assistants
INSTRUCTIONAL AIDS:	Blackboard, chalk, handout
REFERENCES:	FM 21-75, app III, sec 1 & 2
STUDY ASSIGNMENTS:	None
TROOP REQUIREMENTS:	None
TRANSPORTATION REQUIREMENTS:	None

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1. INTRODUCTION: (2 minutes)
  - a. Objective: During this period we are going to cover patrolling tips and review the last five hours of instruction.
  - b. Reason: We can give you the basic rules of patrolling, but it is up to you the patrol leader, to make the right decision in any situation. We therefore give you these tips to stimulate your thinking.
2. EXPLANATION AND DEMONSTRATION: (43 minutes)
  - a. Techniques of issuing patrol order:

NOTE: Demonstration using parts of three patrol orders to emphasize proper procedures in issuing patrol order.

STATION #1 - Notes and order out of sequence.

STATION #2 - Training aid used to issue order has too much material.

STATION #3 - Patrol leader has negative attitude toward mission of the patrol.

Each demonstration will last three (3) minutes with a two (2) minute critique by the PI, who points out incorrect procedures and how to avoid them.
  - b. Preparation
    - (1) Make detailed map study
    - (2) Consider use of difficult terrain
    - (3) Plan off-set when applicable

NOTE: Show chart on off-set procedures

    - (4) Primary and alternate rendezvous points
    - (5) All types of grenades
    - (6) Automatic weapons
    - (7) All weapons should fire the same ammunition
    - (8) Clean, check, test fire, and set battle sights before departing
    - (9) Gloves
    - (10) At least two flashlights and other such critical items as:
      - (a) Binoculars
      - (b) Wire cutters
      - (c) Fuze crimpers
    - (11) Extra flashlight and radio batteries
    - (12) Canteen
    - (13) Poncho
    - (14) Extra socks
    - (15) Harness worn with belt
    - (16) Weapons cleaning equipment
    - (17) Scout dogs when available
    - (18) Sling rope
    - (19) Two pieces luminous tape
    - (20) Friction tape on items that might rattle
    - (21) Camouflage
    - (22) Security (assign areas of responsibility)

- (23) Designate at least two pacers
- (24) Maps  
NOTE: Demonstrate the use of strip map
- (25) Pre-set compasses
- (26) Make up list of questions to use in making coordination
- (27) Use aircraft to recon ahead when possible
- (28) Take subordinate leaders on recon
- (29) Prearrange and rehearse all signals
- (30) Dark adaptation
- (31) Use aids when issuing orders
- (32) Marked maps
- (33) Rehearsals
- (34) Inspection

c. Execution

- (1) Sending up the count
  - (2) Point man and his use
  - (3) Compass man
  - (4) Changing of point and compass man
  - (5) Password forward of friendly front lines
  - (6) Movement in mountainous terrain
  - (7) Weapons at ready position
  - (8) Cutting enemy wire
  - (9) When moving at night take advantage of all noises
  - (10) Movement on roads and trails
  - (11) Lateral movements
  - (12) Use of night setting on compass when moving through dense woods during daylight
  - (13) Signaller at night with compass
  - (14) Crossing roads in enemy territory
  - (15) Crossing streams
  - (16) Personnel wounded prior to reaching objective
  - (17) Avoid human habitations
  - (18) By-pass all known enemy positions
  - (19) Breaking contact with the enemy
  - (20) Know your location at all times
- NOTE: Break for dinner meal

3. APPLICATION: (Practical Work) (50 minutes)

- a. Students receive briefing
- b. Under the control of instructor students prepare a warning order
- c. Stress safety
- d. AI's will assist students having difficulty

4. SUMMARY (5 minutes)

- a. Clear up student questions on patrolling tips and preparation of W/O
- b. Summarize
  - (1) Preparation
  - (2) Execution
  - (3) Warning order
- c. Closing statement: We know that you have gained in knowledge and ability in these last six hours of instruction. Remember, that out instruction is designed not as a solution to leadership on a patrol, but to aid in helping you make your decisions as a patrol leader to accomplish the mission regardless of opposition or situation.

## PATROL BRIEFING FOR PATROL TIPS

### 1. SITUATION

a. Enemy forces: 118th Mechanized Inf, Fusiler, is preparing for another offensive. They are occupying Be-hong highway at specific points. Their effective strength is unknown but morale is very high.

- (1) Be extra cautious on crossing Mung stream
- (2) The terrain in the area of operation is thickly vegetated especially along creeks and valleys.
- (3) The weather today is \_\_\_\_\_

BMNT _____	Sunrise _____	Moonrise _____
EENT _____	Sunset _____	Moonset _____
Wind _____	Direction _____	Temperature _____

### b. Friendly forces:

(1) At this time the 101st Abn Div is presently occupying and covering critical avenues of approach, with the 2d Bde on the left, the 3rd on the right and the 1st in the center.

(2) Two (2) patrols from Recondo Co will operate on similar missions in adjacent areas, east and west.

2. MISSION: To conduct a point recon at DR 10217181

### 3. EXECUTION

#### a. Concept of operation

(1) Move from base camp by vehicular column to vicinity of FFL, there you will contact your OP guide, proceed with guide to designated OP, pass through this OP on a general azimuth to your assigned objective. Accomplish your mission and return to the FFL thru your respective OP's to Recondo Base Camp.

(2) You will pass through Co A 1st Bn 502d Inf, OP coordinates will be given to you by A Co Commander when you make your FFL coordination

#### b. Coordinating instructions:

- (1) Time of departure 2130 return NLT 0130
- (2) Turn in equip and ammo list NLT 1000 hrs
- (3) Draw equipment and ammo at 1100 hrs
- (4) Dinner 1200 hrs
- (5) FFL coordination 1300 hrs
- (6) Supper 1700 hrs
- (7) Patrols depart 1-2130 2-2135 3-2140
- (8) There will be a debriefing upon your return

### 4. ADMINISTRATION AND LOGISTICS

a. No rations will be carried

b. Equipment and ammunition request will be turned into supply room. Equipment will be picked up at the supply room. Ammo at ADP

c. No prisoners will be taken

### 5. COMMAND AND SIGNAL

#### a. Signal

(1) An AN/PRC 10 will be carried by each patrol on a frequency of 51.1 mgs, alternate 51.3.

#### (2) Call signs

(a) NCS \_\_\_\_\_ Beachcomber

(b) Patrols \_\_\_\_\_ Beachcomber 1-3 (as designated)

(3) Challenge and password - 1200 today until 1200 tomorrow  
METAL ----- HORSE

(4) Patrols will check in to net at 2135 hrs

(5) Special code words to call in

(a) Completion of mission - Hard Clay

(b) Prior to re-entering FFL - Lolly Pop

#### b. Command

(1) Recondo Base Camp will remain in its present location

(2) The time is now \_\_\_\_\_ what are your questions.

HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT:	Review patrolling
TYPE:	Conference
TIME ALLOTTED:	50 minutes
CLASS PRESENTED TO:	Recondo School students
TOOLS, EQUIPMENT AND MATERIALS:	None
PERSONNEL:	Instructor and all instructors of patrolling
INSTRUCTIONAL AIDS:	All aids used in previous patrolling instruction
REFERENCES:	FM 21-75
STUDY ASSIGNMENTS:	None
STUDENT UNIFORM AND EQUIPMENT:	As prescribed w/pencil, notes and handouts from patrolling
TROOP REQUIREMENTS:	None
TRANSPORTATION REQUIREMENTS:	None

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1. INTRODUCTION (2 minutes)
  - a. **Objective:** To review with the Recondo student all patrolling subjects
  - b. **Reasons:** To clear up points of difficulty and to go over highlights of each period of instruction on this subject that the student must know to complete the patrolling phase of Recondo School.
2. EXPLANATION (46 minutes)

NOTE: Procedure - Each instructor will give a 3-5 minute review of his period of instruction covering highlights of his class.  
Answer questions after each review

  - a. Preparation of Patrol (1st and 2nd hours)
  - b. Conduct of a patrol
  - c. Patrol tactics
  - d. Special Operations
  - e. Patrolling tips
3. SUMMARY (2 minutes)
  - a. Clear up student questions
  - b. Summarize
  - c. Closing statement: During this period of instruction we have reviewed the patrolling you have received here at Recondo School. Remember, your ability to put these procedures to use might someday mean the difference between success or failure in combat.

HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT:	Combatives (5th & 6th hrs)
TYPE:	Conference, demonstration & practical work
TIME ALLOTTED:	100 minutes
CLASS PRESENTED TO:	Recondo School students
TOOLS, EQUIPMENT AND MATERIALS:	None
PERSONNEL:	Instructor and eight assistants
INSTRUCTIONAL AIDS:	PA set
REFERENCES:	FM 21-150, par 47 & sec VIII
STUDY ASSIGNMENTS:	None
STUDENT UNIFORM AND EQUIPMENT:	As prescribed
TROOP REQUIREMENTS:	Two aidmen
TRANSPORTATION REQUIREMENTS:	One FLA

- 
1. PRESENTATION (Conference) (94 minutes)
    - a. Introduction: (3 minutes)
      - (1) Objective: To teach the student the two basic throws and the two counters to head locks
      - (2) Reasons: A knowledge of Combatives is essential to the soldier if he is to be effective in a combat situation where his primary weapon is neither available nor operational
      - (3) Review of previous instruction
    - b. Explanation and Demonstration (90 minutes)
      - (1) Over head throw  
NOTE: Have demonstrators do overhead throw
        - (a) Phase one: Grab opponent on chest with both hands
        - (b) Phase two: Step back with the left foot to a sitting position and place right foot in opponent's mid section.
        - (c) Phase three: Pull down with both hands and push up and back with right foot.  
NOTE: Have students practice throw under AI supervision
      - (2) Counter to side head lock:  
NOTE: Have demonstrators do counter to side head lock
        - (a) Phase one: After head lock is applied, with right hand grab opponent behind right knee.
        - (b) With left hand reach up and over opponents right shoulder and grab his chin.
        - (c) Pick opponent up and slam him to the ground.  
NOTE: Have students practice under AI supervision  
NOTE: Have student take a 10 minute break
      - (3) Counter front head lock  
NOTE: Have demonstrators do counter  
Phase one:
        - (a) With left hand grab opponent below his right knee
        - (b) With right arm drive up into opponents groin picking him up over your shoulder
        - (c) Push up and back with your left hand and throw opponent to your rear.  
NOTE: Have demonstrators supervise students as they practice counter.
      - (4) Counters to holds  
Counters to holds that student may have trouble or doubt  
NOTE: Demonstrate only

(5) Cross hock takedown

NOTE: Have demonstrators do the takedown

(a) Phase one

1. Step forward with your left foot on the outside of your opponent.
2. Grasp your opponent vigorously on both shoulders with your hands knocking him off balance

(b) Phase two

1. Shift your weight to your left foot
2. Bring your right leg between you and your opponent swinging it to an arc behind your opponents right leg

(c) Phase three

1. Bring your right leg back striking your opponents right leg making calf to calf contact
2. As you kick his right leg vigorously drive his shoulders to the ground

NOTE: Have students do throw under AI supervision

(6) Rear takedown

(a) Phase one

1. Step in with your left foot placing it to the left and slightly to the rear of your opponent.
2. Raise your hand palms down directly above his shoulders

(b) Phase two

1. Drive your right foot into rear of your opponents trailing knee
2. Strike downward on your opponent's shoulders pulling him to your right rear with both hands driving him to the ground.

NOTE: Have demonstrators supervise students as they practice takedown.

c. Summary

(1 minute)

2. APPLICATION

- a. As prescribed in explanation and demonstration
- b. Reemphasize safety

3. EXAMINATION

- a. Instructors make on the spot corrections
- b. Concurrent during application phase

4. REVIEW

(6 minutes)

a. Clear up student questions

b. Summarize

- (1) Over back throw
- (2) Counter side head lock
- (3) Counter front head lock
- (4) Counters to holds
- (5) Cross hock take down
- (6) Rear takedown

c. Closing statement: To be proficient in Combatives you must practice the throws you have learned today. Remember, your life may depend on how well you have learned these throws.

HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Ft Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT: Study Period  
TYPE: Conference  
TIME ALLOTTED: 50 minutes  
CLASS PRESENTED TO: Recondo School Students  
TOOLS, EQUIPMENT & MATERIAL: None  
PERSONNEL: Instructor and one (1) assistant  
REFERENCES: Recondo School SOP  
STUDY ASSIGNMENTS: None  
STUDENT UNIFORM & EQUIPMENT: As perscribed w/ all notes pertaining to "B" committee instruction  
TROOP REQUIREMENTS: None  
TRANSPORTATION REQUIREMENTS: None

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1. PRESENTATION (Conference 5 Minutes)  
a. Introduction (1 Minute)

- (1) Objective: To insure that each Recondo Student has the chance to study his notes and ask any question pertaining to "B" Committee instruction.
- (2) Reason: Each student must know the subjects given by "B" Committee in order to complete this course of instruction. This study period will allow the student to study his notes and to ask questions of the instructor.

b. Explanation

- (1) Student are told to refer to their notes and handouts from periods of instruction given by "B" committee
- (2) Students are told to raise their hand if they have a question pertaining to notes or handouts
- (3) Students are told that if they are having difficulty with any subject that "B" committee has given instruction on to raise their hand and the instructor or assistant will give assistance.

c. Summary

- (1) Review main points of instruction for the day
- (2) Re-emphasize important items.

2. APPLICATION (1 Minute)

- a. Students follow procedures as stated in explanation.
- b. Assist student that has difficulty.

3. EXAMINATION (None)

4. REVIEW (Conference 2 Minutes)

- a. Clear up student questions
- b. Review the points of difficulty that most of the students had problems with
- c. Closing Statement: During this period of instruction you have had the time to sit and study your notes on instruction given by this committee. Remember that this instruction is important to you as a student in this school and when you return to your unit. The things you have learned or failed to learn here might someday mean the difference between success or failure in combat.

HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT: Field Map Application

TYPE: Conference and practical application

TIME ALLOTTED: 290 minutes

CLASS PRESENTED TO:

TOOLS, EQUIPMENT AND MATERIALS: Map Board, Area 6 Herndon, 1/50,000  
Tenn and grease pencil

PERSONNEL: Instructor and three assistants

INSTRUCTIONAL AIDS: Blow-up of area 6 and easel

REFERENCES: FM 21-26, par 22, 23a, 23f, 23g, 33 & 38a

STUDY ASSIGNMENTS: None

STUDENT UNIFORM AND EQUIPMENT: As prescribed w/pencil, paper, compass

TROOP REQUIREMENTS: Two aid men

TRANSPORTATION REQUIREMENTS: FLA and three 2½ ton trucks

- 
1. PRESENTATION: (Conference) (10 minutes)
    - a. Introduction (2 minutes)
      - (1) Objectives: To teach the student how to orient his map with the ground, to find his location in the field, and to move from one point to another with only natural ground forms on which to guide. Also to give the student an understanding of the characteristics of contours and their use in determining elevation and relief, and selecting patrol routes.
      - (2) Reasons: To aid the student in navigating to and from his patrol objective:
    - b. Explanation. (7 minutes)
      - (1) Point out present location on map, including Boiling springs road to the class  
NOTE: Use blow up of area 6
      - (2) Point out contour terrain features in the immediate vicinity
        - (a) ~~Wooded~~ area
        - (b) Streams
        - (c) Road junction at coordinates DR 54325220
        - (d) Valley
        - (e) Spot elevation 448
        - (f) Exaggeration at man made objects
        - (g) Map errors
      - (3) Important things to remember when using a map
        - (a) Check marginal information
        - (b) Date printed
        - (c) Correct name
        - (d) Orientation, inspection and check by compass
      - (4) Clarify any questions from the students
    - c. Summary (Practical work) (1 minute)
      - (1) Review main points
      - (2) Stress safety
  2. APPLICATION
    - a. Students are broken down into four groups and under the control of the instructors are taken on a terrain analysis
    - b. All of the previous map instruction covered in the classroom is put to use on the ground
    - c. Groups will be required to:
      - (1) Orient map by ground inspection
      - (2) Travel from point to point by means of land navigation



- (3) Locate the topographic feature, ground form or man made object on the ground at each of the seven points.
- (4) Determine the elevation at each of the points.
- (5) Determine position on the map using eight (8) digit coordinates
- (6) Select Patrol routes:

NOTE: Groups return to class area

3. EXAMINATION (Observation)

- a. Instructors make on the spot corrections
- b. Concurrent during application

4. REVIEW (Conference) (10 minutes)

- a. Clarify student questions
- b. Summarize

NOTE: Use blow up of area 6

- (1) Terrain features
- (2) Orientation
- (3) Patrol route

- c. Closing statement: A map and compass is as necessary to you as your ~~weapon in training~~ or combat in order to accomplish your mission. ~~and~~ the finest maps or compasses are worthless unless you know how to use them.

HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT:	Preparation for aerial resupply
TYPE:	Lecture and demonstration
TIME ALLOTTED:	50 minutes
CLASS PRESENTED TO:	Recondo School students
TOOLS, EQUIPMENT AND MATERIALS:	Handout
PERSONNEL:	Instructor and three assistants
INSTRUCTIONAL AIDS:	Blackboard, helicopter (HUL-B), two poncho parachutes & G-13 cargo chute rigged with bundles, 4 PRC 10 radios
REFERENCES:	FM 57-38, par 42-48, field ex- pedient handbook, Ft Benning, Ga, Infantry School
STUDY ASSIGNMENTS:	None
STUDENT UNIFORM AND EQUIPMENT:	Class "D"
TROOP REQUIREMENTS:	None
TRANSPORTATION REQUIREMENTS:	None

- 
1. INTRODUCTION (2 minutes)
    - a. Objective; To teach the student the proper methods of aerial resupply, using conventional and field expedient parachutes.
    - b. Reason: It is vitally important for you as a patrol leader to know the proper methods of aerial resupply, for this will be your primary means of supply.
  2. EXPLANATION (40 minutes)
    - a. Summarize previous instruction
      - (1) Aerial resupply coordination
      - (2) Selection of drop zones
      - (3) Ground to air communications
    - NOTE: A demonstration will be used in conjunction with explanation
    - b. Poncho parachute
      - (1) Equipment needed:
        - (a) Poncho
        - (b) One static line 12 to 15 feet in length
        - (c) Eight suspension lines 6 feet in length
        - (d) One break cord 1 foot in length
        - (e) One suspension loop
        - (f) One load cover
        - (g) One hemstring 10 feet in length
    - c. Assembly of parachute:
      - (1) Connect break cord to static line
      - (2) Tighten hood draw string for apex
      - (3) Tie suspension lines to poncho & suspension loop
      - (4) Insert hemstring
      - (5) Connect suspension loop to load
      - (6) S-fold parachute on load
      - (7) Apply load cover and tape
      - (8) S-fold static line on top of load cover and tape
    - d. Organization of drop zone
      - (1) Recon area
      - (2) Rallying point
      - (3) Break-down of teams and duties
        - (a) Security team
        - (b) Recovery team
        - (c) Distribution team
        - (d) Signal team

- e. Methods of air drop
  - (1) High velocity poncho parachute
  - (2) Low velocity G-13 parachute
  - (3) Free-fall - no parachute

3. SUMMARY (8 minutes)

a. Clear up student questions

b. Summarize:

- (1) Organization of drop zone
- (2) Methods of air drop
- (3) Poncho parachute
- (4) Demonstration

c. Closing statement: It is vitally important for you as a patrol leader to know how to prepare, call for, and receive aerial resupply for combat missions. The success or failure of your resupply could mean the success or failure of your mission in combat.

HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT: Preparation for Aerial Resupply

TYPE: Conference

TIME ALLOTTED: 50 minutes

CLASS PRESENTED TO: Recondo School students.

TOOLS, EQUIPMENT AND MATERIAL: Handout

PERSONNEL: Instructor and one assistant

INSTRUCTIONAL AIDS: Blackboard, transparencies, and FM-637

REFERENCES: FM 57-38, para 34-36, 42-48

STUDY ASSIGNMENTS: None

STUDENT UNIFORM AND EQUIPMENT: Class D, w/pencil and paper

TROOP REQUIREMENTS: None

TRANSPORTATION REQUIREMENTS: None

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1. INTRODUCTION: (2 minutes)
  - a. Objective: To cover preparation for aerial resupply to include aerial resupply coordination, selecting LZ's or DZ's and ground to air communications.
  - b. Reasons: It is vitally important to you as a patrol leader to know the proper method of coordinating with aviation personnel, correct selection of LZ's or DZ's and the proper ground to air communications procedures. This may well be the only means of resupply available which will help you to accomplish your mission.
2. EXPLANATION: (40 minutes)

NOTE: Transparencies will be used in conjunction with explanation.

  - a. Aerial resupply coordination:
    - (1) Enemy and friendly situation.
    - (2) Mission of your patrol.
    - (3) Type of support desired.
    - (4) Location of planned DZ or LZ.
    - (5) Location of alternate DZ or LZ.
    - (6) Location of check point.
    - (7) Date and time for aircraft to arrive over check point.
    - (8) Number and type of aircraft to be used.
    - (9) Type and amount of loads to be delivered.
    - (10) Drop or landing plan.
    - (11) Call signs and frequencies.
    - (12) Type of visual navigation aids to be used.
    - (13) Emergency procedures and signals.
  - b. Selecting DZ's or LZ's:

A drop zone or landing zone is located where it can best support the tactical plan. Factors to be considered in its selection are:

    - (1) Type of aircraft to be employed.
    - (2) Altitude at which air delivery is to be made.
    - (3) Aircraft formation for air delivery.
    - (4) Type loads to be delivered.
    - (5) Relative number of obstacles in the area.
    - (6) Availability of adequate aircraft approach and departure routes.
    - (7) Method of air drop, i.e. free fall, high velocity or low velocity.
    - (8) Access to the area.

c. Ground to air communication:

(1) Helicopter landing zone:

- (a) Vector.
- (b) Enemy situation.
- (c) Wind.
- (d) Land azimuth.
- (e) Clear to land.

(2) Fixed-wing resupply:

- (a) Vector.
- (b) Enemy situation.
- (c) Drop altitude.
- (d) Elevation (actual).
- (e) Maintain \_\_\_\_\_ altitude until I have you in sight.
- (f) Descend to \_\_\_\_\_.
- (g) Steer right or left.
- (h) On course!
- (i) Stand by!
- (j) EXECUTE, EXECUTE, EXECUTE!

3. SUMMARY: (8 minutes)

a. Clear up student questions.

b. Summarize:

- (1) Aerial resupply coordination.
- (2) Selecting DZ's or LZ's.
- (3) Ground to air communications.

c. Closing statement: The proper use of ground to air communications and receiving of aerial resupply, may mean the difference between the failure and success of your mission, and in several cases life or death.

HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT;	Map Examination
TYPE;	Written
TIME ALLOTTED;	50 minutes
CLASS PRESENTED TO;	Recondo School students
TOOLS, EQUIPMENT AND MATERIALS;	Test booklet, answer sheet, and map. MODEL 1:50,000 for each student
PERSONNEL;	Instructor and two assistants
INSTRUCTIONAL AIDS;	Blackboard and chalk
REFERENCES;	FM 21-26
STUDY ASSIGNMENTS;	None
STUDENT UNIFORM AND EQUIPMENT;	Glass D, pencil, and straightedge
TROOP REQUIREMENTS;	None
TRANSPORTATION REQUIREMENTS;	None

---

1. PRESENTATION: (Conference) (7 minutes)
  - a. Introduction: (1 minute)
    - (1) Objective: To test the student's map reading proficiency
    - (2) Reason: To provide a numerical grade for the student's map reading proficiency
  - b. Explanation (5 minutes)
    - (1) All previous instruction
    - (2) Compass course
  - c. Summary (1 minute)
    - (1) Review main points
    - (2) Reemphasize important items
2. APPLICATION: (Practical work)
  - a. All previous instruction
  - b. Concurrent with examination
3. EXAMINATION: (Written) 40 minutes
  - a. Examination booklets and answer sheets are distributed to each student
  - b. Examination booklet is explained to the students
    - (1) Type of questions
    - (2) Do not write on booklets
  - c. Explain to students how to fill in answer sheet  
NOTE: Have student place his booklet number on his answer sheet
  - d. Instructor and assistants supervise examination
  - e. Booklets and answer sheets are collected after test
  - f. After tests are corrected that are turned over to operations
4. REVIEW: (Conference) (3 minutes)
  - a. Clarify student questions
  - b. Discuss each question
  - c. Closing statement: Use the information you have gained from this examination to improve your weak areas in map reading so as to become a better combat leader.

HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT: Hand to Hand Combat (7th & 8th hr)

TYPE: Conference, demonstration and practical application

TIME ALLOTTED: 11 1/2 minutes

CLASS PRESENTED TO: Recondo School students

TOOLS, EQUIPMENT AND MATERIALS: None

PERSONNEL: Instructor and eight (8) assistants

INSTRUCTIONAL AIDS: PA set

REFERENCES: FM 21-150, par 60-97

STUDY ASSIGNMENTS: None

STUDENT UNIFORM & EQUIPMENT: As prescribed

TROOP REQUIREMENTS: Two aidmen

TRANSPORTATION REQUIREMENTS: One FLA

- 
1. PRESENTATION: (Conference) (94 minutes)
- a. Introduction: (16 minutes)
- (1) Objective: To teach the students hand to hand combat to include the three knife counters.
- (2) Reason: A knowledge of hand to hand is essential to the soldier if he is to be effective in a combat situation where his primary weapon is neither available or operational.
- b. Explanation and demonstration (77 minutes)
- (1) Counter downward thrust:
- (a) Phase one:
1. With left forearm block thrust of opponents knife arm
- (b) Phase two:
1. With right hand swinging forward and up behind opponents right elbow and grab your left wrist
- (c) Phase three:
1. Step forward with right foot and apply downward pressure to opponent.
- NOTE: Have students practice counter under supervision of instructors.
- (2) Counter sideward thrust:
- (a) Phase one:
1. With your left forearm block the thrust of opponent's knife
- (b) Phase two:
1. Rotate left hand counter clockwise placing thumb on back of opponent's right hand
2. Fingers of your left hand grasp under opponent's right hand
- (c) Phase three:
1. Raise opponent's right arm well above his head & to his rear.
2. Pull opponent to your right rear and down
- NOTE: Have students practice under instructors supervision
- (3) Counter upward thrust
- NOTE: Have demonstrators demonstrate counter
- (a) Phase one
1. Form a vee with both hands and block opponents knife
2. Hop up and back away from blade of knife
- (b) Phase two:
1. Pivot 180 degrees to your left
2. Raising opponent's right arm well above your left shoulder
-

(3) Defense while sitting

- (a) Sit on the "on guard" position, as bayonet is thrust at you, parry to the left with "right hand and forearm" knocking it to left front of body. At the same time lift left arm high enough so bayonet and weapon slide under it.
- (b) With left hand, grasp opponent's weapon behind the bayonet get a firm grip and lock weapon to left hip
- (c) As opponent pulls weapon back let him pull you to your feet, step forward, left foot to his rear and right hand on his left shoulder.
- (d) Pull hard to your right, pulling him across your left leg, maintain grip on his weapon
- (e) Follow with kick stomp (Hand or groin)

NOTE: Have students practice under supervision of AITs

c. Summary

(2 minute)

- (1) Review main points
- (2) Stress safety

2. APPLICATION

- a. As prescribed in explanation and demonstration
- b. Reemphasize safety

3. EXAMINATION (Observation)

- a. On the spot corrections
- b. Concurrent with application

4. REVIEW (Conference)

(5 minutes)

- a. Clear up student questions
- b. Summarize

- (1) Defense against knife attack
- (2) Defense against rifle and bayonet

- c. Closing statement: To become proficient in the art of self defense you must practice what you have learned in this period. Remember armed or unarmed you are still a fighting man.



HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT: Map and Compass course

TYPE: Conference, examination and practical application

TIME ALLOTTED: 290 minutes

CLASS PRESENTED TO: Recondo School students

PERSONNEL: Instructor and one assistant

TOOLS, EQUIPMENT AND MATERIALS: 60 requirement sheets

INSTRUCTIONAL AIDS: Map blow-up of area 7 & 8a

REFERENCES: Previous instruction on map and compass  
FM 21-26

STUDY ASSIGNMENT: None

STUDENT UNIFORM AND EQUIPMENT: As prescribed w/compass and Herndon  
1:50,000 map

TROOP REQUIREMENT: Two aid men

TRANSPORTATION REQUIREMENT: Three  $2\frac{1}{2}$  ton trucks  
One  $\frac{1}{4}$  ton truck

---

1. PRESENTATION: (Conference) (18 minutes)
  - a. Introduction (3 minutes)
    - (1) Objective. To determine the individuals ability to move cross country using his knowledge of map reading and the lensatic compass.
    - (2) Reasons: Traveling cross-country with the map and compass becomes increasingly more important in today's modern warfare. The use of a map and compass is the best method we have for navigating across country.
  - b. Explanation (15 minutes)
    - (1) Students are orientated on the map and compass march  
NOTE: Use blow up of area 7
    - (2) Cover requirements of test sheet
      - (a) Recording of information at stakes
      - (b) Checking with instructor at CP stake and end of course
  - c. Summary
    - (1) Review main points
    - (2) Stress safety
2. APPLICATION (Practical work) (245 minutes)
  - a. Course conducted in area 7
  - b. Assistant Instructor stationed on stake  $3\frac{1}{2}$  hours after start
  - c. Students start from Base Camp and go to their first stake
3. EXAMINATION (performance)
  - a. Students are tested on demonstrated ability during application
  - b. Possible points 25
  - c. Concurrent in application
4. REVIEW (Conference) (5 minutes)
  - a. Clear up questions
  - b. Summarize
    - (1) Grading system
    - (2) Error allowance
  - c. Closing statement: The map and compass are the best method we have for navigating cross country. However the ability to navigate cross country requires constant practice.

HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT: Walk thru patrol (Combat)

TYPE: Conference, Practical application

TIME ALLOTTED: 1260 minutes

CLASS PRESENTED TO: Recondo School students

TOOLS, EQUIPMENT AND MATERIAL: Ammunition and equipment as requested by patrol leader

PERSONNEL: Instructor and four assistants

INSTRUCTIONAL AIDS: Briefing board and time schedule board

REFERENCES: FM 21-50, app IV, par 7

STUDY ASSIGNMENTS: None

STUDENT UNIFORM AND EQUIPMENT: Clipboard, pencil, patrol leaders card and complete patrolling uniform

TROOP REQUIREMENTS: Nine personnel in US uniform, twelve personnel in aggressor uniform and two aid men

TRANSPORTATION REQUIREMENT: Two  $2\frac{1}{2}$  ton trucks, one  $\frac{1}{4}$  ton truck w/ VRO-3 radio and one FLA

- 
1. PRESENTATION: (Conference) (35 minutes)
    - a. Introduction: (4 minutes)
      - (1) Objective: To further emphasize to the student all of the fundamentals required in the preparation, planning and execution of a patrol.
      - (2) Reason: By reemphasizing the principles and techniques of patrolling and by allowing you to be part of almost every situation you will ever encounter while on patrol in combat, we are sure that through you, the younger leaders, our Army will remain the world's strongest deterrent power.
    - b. Explanation: (30 minutes)
      - (1) Prior to this time the students have received training on preparation planning and execution techniques. The students have been moved to Base Camp and broken down into ten and twelve man groups by the TAC NCO. They were then moved to the briefing area. At this time the students will receive a briefing under the supervision of the lane instructors.
    - c. Summary (1 minute)
      - (1) Review main points
      - (2) Stress safety
  2. APPLICATION: (Practical work) (1195 minutes)
    - a. Roll call by lane instructors
    - b. Under the control and supervision of the lane instructors all members are required to prepare a complete warning order.
    - c. Lane instructors will insure that the following is carried out:  
NOTE: Refer to patrolling handout for all examples
      - (1) Preparation and planning
      - (2) Conduct
      - (3) Debriefing

3. EXAMINATION: (Performance)

a. Concurrent with application

b. Observation report on each student graded on each phase

4. CRITIQUE (Conference)

a. Clear up student questions

b. Summarize

NOTE: Lane instructors will conduct summary

(1) Preparation and planning

(2) Conduct

c. Closing statement: The instruction you have received here is designed to mold you into a tough, self-reliant man, capable of performing effectively as a member of your team. You must work hard, learn well and remember your training. Success in battle depends upon teamwork of competent, well trained soldiers.

HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

Walk thru Patrol (Combat)

1. SITUATION

a. Enemy Forces: From intelligence gained by recon patrols today, the identity of the enemy force is the 139 1st Regiment Airborne Mechanized Infantry, Fusiler. Intelligence informs us that enemy activity indicates preparation for another offensive. At present he is occupying the high ground shown here (use briefing board). The enemy is at 75% effective strength, with one reinforced rifle squad and a possible scout platoon, with mounted machine guns. His morale at this time is very high.

- (1) He is reportedly sending out small Recon patrols, just forward of his front line.
- (2) Be extra cautious if you have to cross Pleasant Mill Road because there are suspected enemy ambush sites.
- (3) The terrain in your area is generally open with slash pine and scrub oak in low areas and near creeks.
- (4) The weather today

BMNT	SUNRISE	MOONRISE
EENT	SUNSET	MOONSET
WINDS	DIRECTION	TEMPERATURE

b. Friendly Forces:

- (1) There will be two (2) other patrols from Recondo Company on similar missions operating in adjacent areas east and west.
- (2) At this time the 101st Airborne Division is presently occupying (show on briefing map) and covering critical avenues of approach with 1st Bn 327 Infantry on the left, 2d Bn 502 Infantry on the center and the 3d Bn 187 Infantry on the right.
- (3) "B" Btry, 319th FA will fire on call concentrations as requested.

c. Attachments and Detachments: \_\_\_\_\_

2. MISSION

- a. Patrol #1. Attack and destroy a reinforced squad and outpost at  
DR \_\_\_\_\_
- b. Patrol #2. Attack and destroy a reinforced squad and outpost at  
DR \_\_\_\_\_
- c. Patrol #3. Attack and destroy a reinforced squad and outpost at  
DR \_\_\_\_\_

3. EXECUTION

a. Concept of Operation:

- (1) Move from base camp by vehicular column to vicinity of FFL, there you will contact your OP, guide. Proceed with guide to designated OP. Pass through this OP on a general azimuth to your assigned objective. Accomplish your mission and return to the FFL thru your respective OP's to Recondo Base Camp.
- (2) You will pass through 2d Bn 502 Infantry OP's coordinates of OP's will be given to you by "B" Company Commander at the S-2 building.

b. Coordinating instructions:

- (1) Time of departure \_\_\_\_\_ Return MFL \_\_\_\_\_
- (2) Turn in equipment and ammunition request MFLT \_\_\_\_\_
- (3) Draw equipment and ammunition as follows:  
Patrol #1 \_\_\_\_\_ hours  
Patrol #2 \_\_\_\_\_ hours  
Patrol #3 \_\_\_\_\_ hours
- (4) Dinner \_\_\_\_\_ hours
- (5) FFL Coordination  
Patrol #1 \_\_\_\_\_ hours  
Patrol #2 \_\_\_\_\_ hours  
Patrol #3 \_\_\_\_\_ hours
- (6) Fire Support Coordination  
Patrol #1 \_\_\_\_\_ hours  
Patrol #2 \_\_\_\_\_ hours  
Patrol #3 \_\_\_\_\_ hours
- (7) The debriefing will be at the S-2 building upon your return.

4. ADMINISTRATION AND LOGISTICS

- a. Rations will not be carried.
- b. Equipment and ammunition request will be turned in to supply room, equipment will be picked up at supply room. Ammunition will be picked up at ADP.
- c. No prisoners will be taken and casualties will be evacuated to FFL.
- d. Departure thru FFL's will be patrol 1,2,3. In that order.

5. COMMAND AND SIGNAL

a. Signal

- (1) An AN/PRC-10 will be carried by each patrol. Patrols will operate on a frequency of \_\_\_\_\_ mgs alternate frequency \_\_\_\_\_ mgs.
- (2) Call signs  
(a) NCS \_\_\_\_\_ Beachcomber  
(b) B Btry 319 \_\_\_\_\_ Beachcomber Blue  
(c) Patrols \_\_\_\_\_ Beachcomber 1,2,3 (as pertains)
- (3) Challenge and password, 1200 hours today until 1200 hours tomorrow  
Challenge \_\_\_\_\_ Password \_\_\_\_\_
- (4) Patrols will check into net at \_\_\_\_\_ hours today.
- (5) Special code words to call in.  
(a) Successful completion of mission \_\_\_\_\_  
(b) Prior to reentering FFL \_\_\_\_\_

b. Command

- (1) The Recondo Base Camp will remain in its present location.
- (2) The time now is \_\_\_\_\_ hours. Are there any questions?

HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT:	Walk-thru patrol (Recon & Combat)
TYPE:	Conference, Practical application
TIME ALLOTTED:	1260 minutes
CLASS PRESENTED TO:	Recondo School students
TOOLS, EQUIPMENT AND MATERIALS:	Ammunition and equipment as requested by patrol leader
PERSONNEL:	Instructor and four assistants
INSTRUCTIONAL AIDS:	Briefing board and time schedule board
REFERENCES:	FM 21-50, app IV, par 7
STUDY ASSIGNMENTS:	None
STUDENT UNIFORM AND EQUIPMENT:	Clipboard, pencil, patrol leaders card and complete patrolling uniform
TROOP REQUIREMENTS:	Nine personnel in US uniform, twelve personnel in aggressor uniform and two aid men
TRANSPORTATION REQUIREMENT:	Two $2\frac{1}{2}$ ton trucks, one $\frac{1}{4}$ ton truck w/ VRQ-3 radio and one FLA

- 
1. PRESENTATION (Conference) (35 minutes)
    - a. Introduction: (4 minutes)
      - (1) Objective: To further emphasize to the student all of the fundamentals required in the preparation, planning and execution phases of a patrol.
      - (2) Reason: By reemphasizing the principles of patrolling and by allowing you to be part of almost every situation you will ever encounter while on a live mission, we are sure that through you, the younger leaders, our Army will remain the world's strongest deterrent power.
    - b. Explanation: (30 minutes)
      - (1) Prior to this time the students have received training on preparation planning and execution techniques. The students have been moved to Base Camp and broken down into ten and twelve man groups by the TAC NCO. They were then moved to the briefing area. At this time the students will receive a briefing under the supervision of the lane instructors.
    - c. Summary (1 minute)
      - (1) Review main points
      - (2) Stress safety
  2. APPLICATION: (Practical Work) (1195 minutes)
    - a. Roll call by lane instructors
    - b. Under the control and supervision of the lane instructors all members are required to prepare a complete warning order.
    - c. Lane instructors will insure that the following is carried out.  
NOTE: Refer to patrolling handout for all examples
      - (1) Preparation and planning
      - (2) Conduct
      - (3) Debriefing
  3. EXAMINATION: (Performance)
    - a. Concurrent with application
    - b. Observation report on each student graded on each phase.
  4. CRITIQUE (Conference) (30 minutes)
    - a. Clear up student questions
    - b. Summarize

NOTE: Lane instructors will conduct summary

- (1) Preparation and planning
- (2) Conduct

- c. Closing statement: The instruction you have received here is designed to mold you into a tough, self-reliant fighting man, capable of performing effectively as a member of your team. You must work hard, learn well and remember your training. Success in battle depends upon teamwork of competent, well trained soldiers.

HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

LESSON PLAN

INSTRUCTIONAL UNIT:	Graduation
TYPE:	Practical application
TIME ALLOTTED:	50 minutes
CLASS PRESENTED TO:	Recondo School students
TOOLS, EQUIPMENT AND MATERIALS:	None
PERSONNEL:	Guest speaker, commandant, and Chaplain
INSTRUCTIONAL AIDS:	Podium, Guest Chairs, Diplomas Recondo Brands, Flags
REFERENCES:	None
STUDY ASSIGNMENTS:	None
STUDENT UNIFORM AND EQUIPMENT:	Class "A"
TROOP REQUIREMENTS:	None
TRANSPORTATION REQUIREMENTS:	None

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1. INTRODUCTIONL (3 minutes)
  - a. Objective: To graduate the Recondo students from the Recondo Course.
  - b. Reason. To provide the students with certificates of completion of the Recondo Course.

2. APPLICATION: (37 minutes)
  - a. Chaplain gives invocation
  - b. Commandant introduces guest speaker
  - c. Guest speaker addresses students.
  - d. Guest speaker awards knife and watch to Honor Graduate
  - e. Guest speaker awards diplomas and brands
  - f. Chaplain gives benediction.

3. SUMMARY: (10 minutes)

Flags and colors are returned to Division or Battle Group Headquarters.

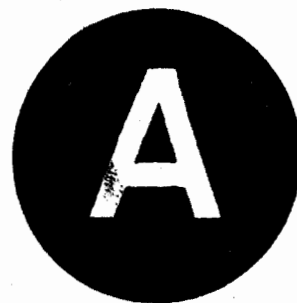


HEADQUARTERS  
RECONDO SCHOOL (PROV)  
101ST AIRBORNE DIVISION  
Fort Campbell, Kentucky

GRADUATION

Sequence of Events

- a. Commandant, Guest Speaker, Chaplain and TAC NCO enter Classroom.
- b. Chaplain gives invocation immediately after party arrives on Stage.
- c. Commandant introduces guest speaker.
- d. Guest speaker addresses students.
- e. Guest speaker awards diplomas.
- f. Commandant awards Recondo brands as the guest speaker awards the diplomas.
- g. Chaplain gives benediction  
(Note - TAC NCO will call each graduate by name and hand the diplomas to the guest speaker to award to the student).



**101<sup>st</sup> AIRBORNE DIVISION  
AND  
FORT CAMPBELL**



DATE DUE (DA Pam 28-30)

DATE	FILE NO.	PAGE NO.

Recondo School.

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