

Field Exercise Guide



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Developed as part of the National
Emergency Services Curriculum Project

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Introduction

This document is meant to give trainers, examiners or evaluators some ideas on how to set up exercises for students. It is not meant to be the end-all-be-all of exercises for members of CAP. We expect that this document will grow as many of you send us your ideas. And do send them to us.

These exercises are meant to go hand in hand with the task guides, reference text, and Powerpoint presentations developed as part of the National Emergency Services Curriculum Project. Many members from around the country got together to give you ideas of some of the better exercise that they have put on for their personnel. Use them as you see fit, but please remember that you work as you train, and you should thus train as you work.

And remember, this is also supposed to be fun.

Bloodborne Pathogens Exercise #1 **Missing Person Located**

Overview

CAP Ground Team Members and Leaders could very easily be involved in treating a missing person located in the field.

This scenario can also be fairly easily simulated to evaluate basic skills of team members. You only need a person who wants to be a simulated patient to evaluate basic medical skills and training provided in bloodborne pathogens, like in the photo below.



This exercise is designed to evaluate team skills in handling a basic bloodborne pathogens incident. It can be expanded to cover medical skills in addition to several other areas, but that should only be done if trained evaluators are available for those areas.

Scenario

A trained CAP ground team of 6-12 members, *preferably the common strength ground team for your area*, has found the missing person that they have been searching for in the wilderness. The team leader has determined that there are no major threats to the team members, and decides to have team members provide lifesaving first aid to those

involved until local EMS arrives. Because the team is in a rural area, EMS is not expected to be on scene for 10-15 minutes.

The team leader assigns two members to work on the patient. *Ideally team members should work in pairs to do basic assessments. If a large team is being evaluated, more simulated patients can be moulaged simulating the team finding a lost group of hikers. Moulaging more than 6 simulated patients is not recommended since it becomes very difficult to evaluate students on a patient by patient basis in an overcrowded scene.*

Team members find the simulated patient to have a variety of injuries. *Injuries should range from the basic to advanced based on the type and level of training of personnel assigned to the team. Remember that the point is not to necessarily evaluate their first aid skills, but their performance of bloodborne pathogens protective measures. You also want to make the injuries realistic. Note cards with injuries written on them does not give the student the added realism that they need to practice their skills, and students will often feel that they wasted their time when they can't actually demonstrate even basic skills. To provide realism, try using some of the tips provided in Attachment 1 to this guide on moulage techniques. Team members have access to their own equipment as well as team medical/trauma equipment to complete the exercise. Because many of the members may only have basic medical training, and medical equipment is normally expensive to come by, you might want to provide a "training only" kit for exercises like this. If you do this, remember that the team members will need to know what is in the training kit ahead of time, just like they would on a mission, so give it to the team to review before the exercise. Some ideas for what to put in the team "training only" kit are included in Attachment 2 to this guide. You may also want to provide basic BBP kits to each team member for use on the exercise so that they don't waste their own equipment, like the one noted in Attachment 2 to this guide.*

After approximately 10-15 minutes, at most, a simulated EMS crew arrives on scene and takes over treatment of the patient. *At this time the evaluators constructively debrief the students on their performance.*

Evaluation

Evaluators should look for the following at a minimum:

- Did each student assess the scene and determines accurately to wear rubber gloves, face shield or goggles or other eye protection as necessary?
- Did each student provide basic first aid without contaminating himself with potentially pathogenic materials?
- Did each student properly demonstrate how to remove rubber gloves without exposing himself to potential pathogenic materials?
- Did each student demonstrate changing gloves between patients if necessary?

- Did students involved in treating patients with spurting or overtly bloody trauma use a BBP protective suit, and did he or she use it properly?

Expanding the Scenario

The above scenario could be further expanded for evaluation purposes to review many areas. The following are some examples of things you might try, if your personnel have had adequate training.

Scene Management & Site Surveillance: A training team leader could be assigned to evaluate the scene and provide life-saving first aid up front, evaluating team assignments and training, as well as the team leader's scene management skills. If there are enough team members, some team members could be assigned to secure the scene. This can be emphasized by personnel role playing members of the press or media trying to enter the scene, or simply members of a crowd gathering around an accident scene doing the same. Clues could also be given to first aid providers that another person went for help. This could give the team leader a basic land search problem.

Communications: Members of the team could be assigned to relay requests for assistance and general information back to mission base via radio, truly evaluating team members in a crunch.

Litter/Stretcher Bearing: Team members could be forced to move the patient if access to the scene is restricted, or in assistance to local EMS personnel.

Helicopter Operations: The team could be asked to select and lay out a helicopter landing site for transporting your simulated patient. This could even be coordinated with local helicopter resources for a joint training exercise, whether it is a military resource or a civilian medical resource. You can't always depend on these resources though, since actual missions have to take precedence, and these resources are stretched very thin, but it can't hurt to ask.

Land Navigation: Have team members or leaders being evaluated accurately pinpoint their location, and report it to mission base. They could also be asked to guide in other emergency resources.

Land Search: As mentioned earlier, teams could have a survivor that has wandered from the site forcing a search of the area if the survivor is not located, but there are other scenarios. The team could be told to search a particular area for clues leading to the missing person. Teams could also be assigned to work with man-trackers or SAR dogs if available to locate the target.

Bloodborne Pathogens Exercise #2 **Motor Vehicle Accident**

Overview

CAP personnel en route to a mission base, possibly in the performance of their duties as ground team members, or while travelling home, have the potential for being one of the first trained people at the scene of an auto accident. It is realistic for our trained emergency personnel to try and assist survivors, and secure the scene until EMS and law enforcement personnel arrive.

This scenario can also be fairly easily simulated to evaluate basic skills of team members. You do not actually have to have a wrecked vehicle to simulate an auto accident, especially when the point is to evaluate basic medical skills and training provided in bloodborne pathogens. Parking two vehicles close together with simulated patients moulaged to give the appearance of injuries can very easily bring the point home to all involved, like in the photo below.



This exercise is designed to evaluate team skills in handling a basic bloodborne pathogens incident. It can be expanded to cover medical skills in addition to several other areas, but that should only be done if trained evaluators are available for those areas.

Scenario

A trained CAP ground team of 6-12 members, *preferably the common strength ground team for your area*, has come across a multi vehicle accident. The team leader has determined that there are no major threats to the team, and decides to have team members provide lifesaving first aid to those involved until local EMS arrives. Because the team is in a rural area, EMS is not expected to arrive for 10-15 minutes.

The team leader has noted 4 people that need treatment and assigns members to work with individual patients. *Ideally team members should work in pairs to perform basic patient assessments. If a large team is being evaluated, more simulated patients can be moulaged, but more than 6 patients moulaged is not recommended since it becomes very difficult to evaluate on a patient by patient basis in an overcrowded accident scene.*

Team members find simulated patients having a variety of injuries. *Injuries should range from the basic to advanced based on the type and level of training of personnel assigned to the team. Remember that the point is not to necessarily evaluate their first aid skills, but their performance of bloodborne pathogens protective measures. You also want to make the injuries realistic. Note cards with injuries written on them does not give the student the added realism that they need to practice their skills, and students will often feel that they wasted their time when they can't actually demonstrate even basic skills. To provide realism, try using some of the tips provided in Attachment 1 to this guide on moulage techniques. Team members have access to their own equipment as well as team medical/trauma equipment to complete the exercise. Because many of the members may only have basic medical training, and medical equipment is normally expensive to come by, you might want to provide a "training only" kit for exercises like this. If you do this, remember that the team members will need to know what is in the training kit ahead of time, just like they would on a mission, so give it to the team to review before the exercise. Some ideas for what to put in the team "training only" kit are included in Attachment 2 to this guide. You may also want to provide basic BBP kits to each team member for use on the exercise so that they don't waste their own equipment, like the one noted in Attachment 2 to this guide.*

After approximately 10-15 minutes, at most, a simulated ambulance arrives on scene and simulated EMS personnel take over treatment of the patients on scene. *At this time the evaluators constructively debrief the students on their performance.*

Evaluation

Evaluators should look for the following at a minimum:

- Did each student assess the scene and determines accurately to wear rubber gloves, face shield or goggles or other eye protection as necessary?
- Did each student provide basic first aid without contaminating himself with potentially pathogenic materials?
- Did each student properly demonstrate how to remove rubber gloves without exposing himself to potential pathogenic materials?
- Did each student demonstrate changing gloves between patients if necessary?
- Did students involved in treating patients with spurting or overtly bloody trauma use a BBP protective suit, and did he or she use it properly?

Expanding the Scenario

The above scenario could be further expanded for evaluation purposes to review many areas. The following are some examples of things you might try, if your personnel have had adequate training.

Scene Management & Site Surveillance: A training team leader could be assigned to evaluate the scene and provide life-saving first aid up front, evaluating team assignments and training, as well as the team leader's scene management skills. If there are enough team members, some team members could be assigned to secure the scene. This can be emphasized by personnel role playing members of the press or media trying to enter the scene, or simply members of a crowd gathering around an accident scene doing the same. Clues could also be given to first aid providers that one survivor went for help. This could give the team leader a basic land search problem.

Communications: Members of the team could be assigned to relay requests for assistance and general information back to mission base via radio, truly evaluating team members in a crunch.

Litter/Stretcher Bearing: Team member could be forced to move patients if access to the accident scene is restricted, or in assistance to local EMS personnel.

Helicopter Operations: The team could be asked to select and lay out a helicopter landing site for transporting your simulated patients. This could even be coordinated with local helicopter resources for a joint training exercise, whether it is a military resource or a civilian medical resource. You can't always depend on these resources though, since actual missions have to take precedence, and these resources are stretched very thin, but it can't hurt to ask.

Land Navigation: Have team members or leaders being evaluated accurately pinpoint their simulated accident location, and report it to mission base. They could even be asked to guide in other emergency resources.

Bloodborne Pathogens Exercise #3 Aircraft Accident

Overview

CAP ground team members have the potential for being one of the first trained people at the scene of an aircraft accident. It is realistic for our trained emergency personnel to try and assist survivors, and secure the scene until EMS and law enforcement personnel arrive.

You do not actually have to have a wrecked aircraft to simulate an aircraft accident, especially when the point is to evaluate basic medical skills and training provided in bloodborne pathogens. Putting simulated aircraft parts (cardboard, tin foil, survival blankets) or even an old aircraft fuselage (some wings do have them for training) with simulated patients moulaged to give the appearance of injuries can very easily bring the point home to all involved, like in the photo below.



This exercise is designed to evaluate team skills in handling a basic bloodborne pathogens incident. It can be expanded to cover medical skills in addition to several other areas, but that should only be done if trained evaluators are available for those areas.

Scenario

A trained CAP ground team of 6-12 members, *preferably the common strength ground team for your area*, has come found the missing aircraft that they have been looking for. The team leader has determined that there are no major threats to the team, and decides to

have team members provide lifesaving first aid to survivors until local EMS arrives. Because the team is in a rural area, EMS is not expected to arrive for 10-15 minutes.

The team leader has noted 2 people that need treatment and assigns members to work with individual patients. *Ideally team members should work in pairs to perform basic patient assessments. If a large team is being evaluated, more simulated patients can be moulaged, but more than 6 patients moulaged is not recommended since it becomes very difficult to evaluate on a patient by patient basis in an overcrowded accident scene.* Remember also, that most small aircraft accidents that we would be involved in the search for normally only carry 3-4 people aboard.

Team members find simulated patients having a variety of injuries. *Injuries should range from the basic to advanced based on the type and level of training of personnel assigned to the team. Remember that the point is not to necessarily evaluate their first aid skills, but their performance of bloodborne pathogens protective measures. You also want to make the injuries realistic. Note cards with injuries written on them does not give the student the added realism that they need to practice their skills, and students will often feel that they wasted their time when they can't actually demonstrate even basic skills. To provide realism, try using some of the tips provided in Attachment 1 to this guide on moulage techniques.* Team members have access to their own equipment as well as team medical/trauma equipment to complete the exercise. *Because many of the members may only have basic medical training, and medical equipment is normally expensive to come by, you might want to provide a "training only" kit for exercises like this. If you do this, remember that the team members will need to know what is in the training kit ahead of time, just like they would on a mission, so give it to the team to review before the exercise. Some ideas for what to put in the team "training only" kit are included in Attachment 2 to this guide. You may also want to provide basic BBP kits to each team member for use on the exercise so that they don't waste their own equipment, like the one noted in Attachment 2 to this guide.*

After approximately 10-15 minutes, at most, a simulated ambulance arrives on scene and simulated EMS personnel take over treatment of the patients on scene. *At this time the evaluators constructively debrief the students on their performance.*

Evaluation

Evaluators should look for the following at a minimum:

- Did each student assess the scene and determine accurately to wear rubber gloves, face shield or goggles or other eye protection as necessary?
- Did each student provide basic first aid without contaminating himself with potentially pathogenic materials?
- Did each student properly demonstrate how to remove rubber gloves without exposing himself to potential pathogenic materials?

- Did each student demonstrate changing gloves between patients if necessary?
- Did students involved in treating patients with spurting or overtly bloody trauma use a BBP protective suit, and did he or she use it properly?

Expanding the Scenario

The above scenario could be further expanded for evaluation purposes to review many areas. The following are some examples of things you might try, if your personnel have had adequate training.

Scene Management & Site Surveillance: A training team leader could be assigned to evaluate the scene and provide life-saving first aid up front, evaluating team assignments and training, as well as the team leader's scene management skills. If there are enough team members, some team members could be assigned to secure the scene. This can be emphasized by personnel role playing members of the press or media trying to enter the scene, or simply members of a crowd gathering around an accident scene doing the same. Clues could also be given to first aid providers that one survivor went for help. This could give the team leader a basic land search problem.

Communications: Members of the team could be assigned to relay requests for assistance and general information back to mission base via radio, truly evaluating team members in a crunch.

Litter/Stretcher Bearing: Team members could be forced to move patients if access to the accident scene is restricted, or in assistance to local EMS personnel.

Helicopter Operations: The team could be asked to select and lay out a helicopter landing site for transporting your simulated patients. This could even be coordinated with local helicopter resources for a joint training exercise, whether it is a military resource or a civilian medical resource. You can't always depend on these resources though, since actual missions have to take precedence, and these resources are stretched very thin, but it can't hurt to ask.

Land Navigation: Have team members or leaders being evaluated accurately pinpoint their simulated accident location, and report it to mission base. They could even be asked to guide in other emergency resources.

Electronic Direction Finding: You may force the team to locate the aircraft using portable direction finding equipment before they ever reach the site, or look for a survivor that has wandered from the site with the ELT.

Air to Ground Coordination: Teams could be lead into the site by CAP aircraft.

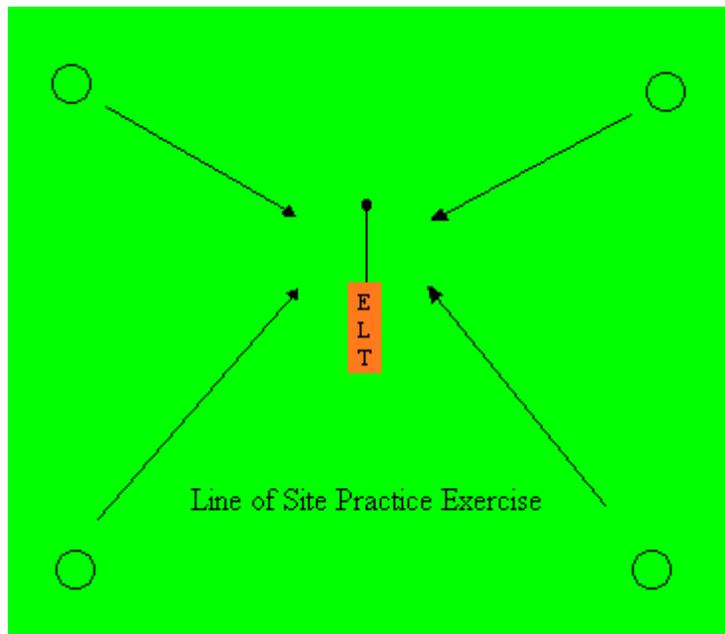
Electronic Direction Finding Exercise #1 Open Field

Overview

Personnel training to become ground team members or who simply want to understand how electronic direction finding equipment need to start somewhere. This exercise is simple to do, and allows students to see in a very controlled manner how the equipment works, with some very minimal preparation.

Scenario

In trying to show student how an electronic direction finder works, it is often easier for the person to learn if the first time they use the equipment, they know where the practice beacon is located. This is easily done in an open field where there are no obstructions or other causes of interference to the beacon's signal. Place the training beacon in the center of the field, making sure that the beacon is turned on and the antenna is fully extended. This is depicted in the graphic below. Some instructors even recommend to place the practice beacon on a short stepladder (2 to 3 feet tall) to simulate the normal height of an ELT off the ground when mounted in an aircraft. Place members around the field and have each of them operate each kind of direction finder in your local inventory (L-Pers, Trackers, Omegas, Dopplers and Jet Streams or other aircraft hand-held radios are the norm) to find out how each works. If the unit has different configurations, each should be demonstrated (DF versus REC mode on the L-Per, or Manual versus Automatic mode on the Tracker). Once each person has had their hands on the unit, and appears comfortable with it, you should move on to more difficult exercises.



Evaluation

There are no real questions to verify testing at this level other than to make sure that every student had the opportunity to operate each type of electronic direction finder and feels comfortable working with each type.

Expanding the Scenario

There are not too many ways to expand on this scenario other than to incorporate setting up each electronic direction finder and troubleshooting before usage. If you want to check to see if students were paying attention you can put out units with problems like those listed below to see if students take corrective action quickly.

- Without batteries or with low batteries
- Antennas not connected
- Wrong frequency setting

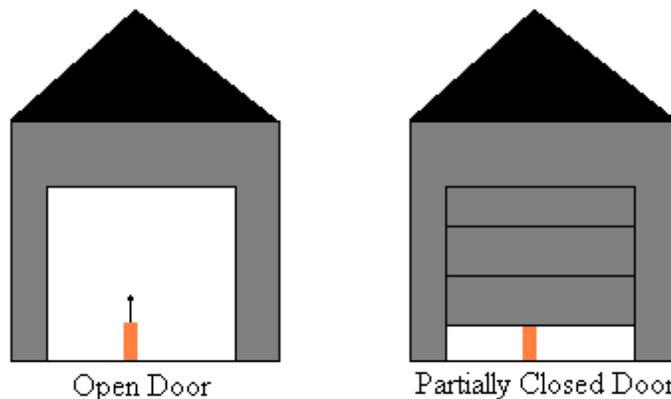
Electronic Direction Finding Exercise #2 **Garage or Hangar Problem**

Overview

This exercise builds on the first electronic direction finding task to allow students to search for a target that is out of plain view. It forces students to use the equipment, but not necessarily more intuitive visual searching.

Scenario

A ground team has been assigned to search for a practice beacon. The team does not know, but it is hidden in an aircraft hangar or garage. By placing the practice beacon in a garage or hangar with the door open, depicted below, the strongest signal should be received out of the open doorway following line of sight principles. Place the team within walking distance of the hangar or garage, but so that the practice beacon is not within their direct view from the starting location, or intuitively obvious that it is in a particular hangar or garage (don't use a CAP hangar or your commander's garage for example). Tell the team to begin searching on foot using the equipment provided. You may want to time the exercise to see how long it takes for the team to locate the target.



Garage/Hangar Problem

Evaluation

In order to evaluate students in this environment there should be a one to one ratio of evaluators to students operating equipment. Evaluators may want to consider the following in determining if students understood and completed the exercise successfully.

- Did the student set-up and/or ops-check the equipment prior to use?
- Did the student determine a direction using the equipment provided before moving, or did he/she simply move off in a "logical" direction (possibly following other students, or heading towards hangars and aircraft)?

- How long did it take for the student to set up the equipment, find a direction, and move out to locate the beacon? The basic guideline for task completion and sign-off is 10 minutes.
- How long did it take for the student to find the practice beacon? The basic guideline for locating a practice beacon within 200 meters of the student's location is 30 minutes.
- Did teams follow rules established in basic legal issues for trespassing (i.e. an ELT signal in a building is not a reason to enter onto private property)?
- Did the team leader report the find to mission base correctly?
- Did the team leader attempt to locate the owner or operator as applicable?
- Did the team leader properly deactivate the practice beacon?
- Did the team leader triangulate on the practice beacon properly while searching?

Expanding the Scenario

This scenario can be expanded in a variety of ways, as noted below.

Increase the search difficulty: To increase the difficulty of the search for teams the garage or hangar door can be partially closed to partially hide the practice beacon from view and further focus the signal.

Communications: Members of the team could be assigned to relay requests for assistance and general information back to mission base via radio or between teams searching for the same target.

Land Navigation: Have team members or leaders being evaluated accurately pinpoint their location, and report it to mission base. The team could also be asked to keep a detailed record of their route to the target, as the team would normally do on the average search for a distress beacon.

Interviewing: The team leader could be forced to interview local airport officials or people in the neighborhood to gain additional information in the search area.

Equipment: Team members and leaders could have their equipment evaluated in the field to make sure they are carrying locally required or recommended equipment.

Vehicle Search: This exercise could be set up to be done from a greater distance utilizing vehicle mounted antennas or teams periodically checking from outside their team's vehicle.

Air to Ground Coordination: Teams placed farther away from the practice beacon could also be led to the target by CAP aircraft.

Electronic Direction Finding Exercise #3 **Wooded Search - Not covered**

Overview

Once teams have learned the basic workings of the direction finder, and are comfortable with an electronic search in a relatively safe open area, teams can then be brought out to the field, like is done in this exercise.

Scenario

In this scenario a team is expected to search in a wooded area for a practice beacon. This practice beacon does not have to be far off of the road or trail, and really shouldn't be covered with leaves or other camouflaging materials. The point of this exercise is for the team to make the decision to go off of the trail or road, and become comfortable using their equipment in this environment.

Evaluation

In order to evaluate students in this environment there should be a one to one ratio of evaluators to students operating equipment. Evaluators may want to consider the following in determining if students understood and completed the exercise successfully.

- Did the student set-up and/or ops-check the equipment prior to use?
- Did the student determine a direction using the equipment provided before moving, or did he/she simply move off in a "logical" direction (possibly following other students, or heading towards hangars and aircraft)?
- How long did it take for the student to set up the equipment, find a direction, and move out to locate the beacon? The basic guideline for task completion and sign-off is 10 minutes.
- How long did it take for the student to find the practice beacon? The basic guideline for locating a practice beacon within 200 meters of the student's location is 30 minutes.
- Did teams follow rules established in basic legal issues for trespassing (i.e. an ELT signal in a building is not a reason to enter onto private property)?
- Did the team leader report the find to mission base correctly?
- Did the team leader attempt to locate the owner or operator as applicable?
- Did the team leader properly deactivate the practice beacon?
- Did the team leader triangulate on the practice beacon properly while searching?

Expanding the Scenario

This scenario can be expanded in a variety of ways, as noted below.

Increase the search difficulty: To increase the difficulty of the search for teams the practice beacon can be hidden from plain site, camouflaged with leaves or other materials. Remember though, that you must be able to find the beacon if the searchers do not.

Communications: Members of the team could be assigned to relay requests for assistance and general information back to mission base via radio or between teams searching for the same target.

Land Navigation: Have team members or leaders being evaluated accurately pinpoint their location, and report it to mission base. The team could also be asked to keep a detailed record of their route to the target, as the team would normally do on the average search for a distress beacon.

Interviewing: The team leader could be forced to interview local airport officials or people in the neighborhood to gain additional information in the search area.

Equipment: Team members and leaders could have their equipment evaluated in the field to make sure they are carrying locally required or recommended equipment.

Vehicle Search: This exercise could be set up to be done from a greater distance utilizing vehicle mounted antennas or teams periodically checking from outside their team's vehicle.

Air to Ground Coordination: Teams placed farther away from the practice beacon could also be led to the target area by CAP aircraft.

Bloodborne Pathogens or First Aid: Teams could come across a simulated patient in the field with treatable injuries that they must evaluate and treat at their skill level. An individual lost in the woods would not normally have a PLB (Personal Locator Beacon) or ELT with them, but it can be an added twist to the exercise.

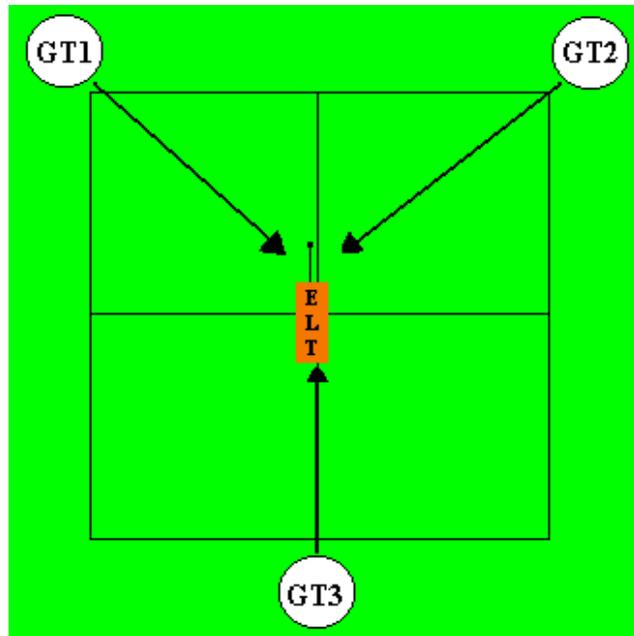
Electronic Direction Finding Exercise #4 Vehicle Coordination & Grid Search

Overview

Once teams have successfully completed basic searches on foot in a variety of environments, trainers need to increase the difficulty of searches for students. This exercise does just that, requiring coordination with other teams and personnel on the team.

Scenario

Teams are placed in their assigned vehicles at specific points within two to five miles of a practice beacon going off, like the example depicted below. *Trainers should determine prior to the exercise that all teams will be able to actually receive the signal using standard equipment used in that locality. Teams should also be placed approximately the same distance from the target if having teams compete for time (Evaluators would need to make sure that all vehicles were also operating within local vehicle traffic laws). In setting up the exercise, ideally the area to search should be a location with several gridded areas, but it is not necessary for the exercise.* Teams are then expected to coordinate bearings from their start location to the target with other teams via radio or phone and plot where the practice beacon is located. Once teams have verified a general location with the evaluator (with the team) they should then begin a mobilized search for the practice beacon. *Teams should be placed far enough apart so that they will not be stumbling over each other, but should not be discouraged from working together to find the target. The practice beacon should not be hidden out of plain view for this exercise since it is being used more for distance coordination rather than close search.* Once the team has located the practice beacon, they should communicate the find to the simulated mission base via radio or phone. *Until the last team has found the practice beacon, it should not be turned off.*



Evaluation

Evaluation methods have changed for this exercise, in that one evaluator is assigned per team. Evaluators may want to consider the following in determining if students understood and completed the exercise successfully.

- Did the students set-up and/or ops-check the equipment prior to use? Include magnetic mount antenna usage as applicable.
- Did the students determine a direction using the equipment provided before moving, or did he/she simply move off in a "logical" direction (possibly following other students, or heading towards hangars and aircraft)?
- How long did it take for the students to set up the equipment, find a direction, and move out to locate the beacon? The basic guideline for task completion and sign-off is 10 minutes.
- How long did it take for the students to find the practice beacon? The basic guideline for locating a practice beacon within 200 meters of the student's location is 30 minutes.
- Did teams follow rules established in basic legal issues for trespassing (i.e. an ELT signal in a building is not a reason to enter onto private property)?
- Did the team leader report the find to mission base correctly?
- Did the team leader attempt to locate the owner or operator as applicable?
- Did the team leader properly deactivate the practice beacon?
- Did the team leader triangulate on the practice beacon properly while searching?
- Did the team operate the vehicle within local traffic laws?
- Did the team follow briefed instructions for the exercise?

Expanding the Scenario

This scenario can be expanded in a variety of ways, as noted below.

Increase the search difficulty: To increase the difficulty of the search for teams the practice beacon can be hidden from plain site possibly hidden off the road or camouflaged in some other manner. Again, remember that you must be able to find the beacon if the searchers do not.

Interviewing: The team leader could be forced to interview local airport officials or people in the neighborhood to gain additional information for the search.

Equipment: Team members and leaders could have their equipment evaluated in the field to make sure they are carrying locally required or recommended equipment.

Air to Ground Coordination: Teams placed farther away from the practice beacon could also be led to the target area by CAP aircraft.

Bloodborne Pathogens or First Aid: Teams could come across a simulated patient in the field with treatable injuries that they must evaluate and treat at their skill level. An individual lost in the woods would not normally have a PLB (Personal Locator Beacon) or ELT with them, but it can be an added twist to the exercise.

Electronic Direction Finding Exercise #5 **Distant ELT Search**

Overview

As the pinnacle exercise for electronic direction finding the team should be sent to the field for a distance exercise that would probably be part of their normal routine on actual searches.

Scenario

The ground team to be evaluated is given basic mission information (Mission Number, rough ELT hits with time and latitude and longitude, any reporting and communications instructions, key personnel assignments, time the mission will be called off (teams recalled), etc.), vehicle assigned, equipment available, and briefing kit. Once the team has inspected their vehicle and been signed off for release (CAPF 109), send them out just as you would on any other ELT mission. *Be sure to brief them on normal local operating procedures, safety reminders, and task completion.*

What the team will be looking for will be a practice beacon placed with a trusted agent previously. The trusted agent will turn the practice beacon on and off at specific pre-determined times, making sure that the practice beacon will be on while the team is searching. The trusted agent should place the practice beacon in a location that would accurately simulate searches in your area like:

- *Aircraft in a hangar*
- *Boat in a marina*
- *House or boat locker*
- *Known wreckage site (marked with yellow Xs on the wings)*

NOTE: Make sure that appropriate permissions from land-owners and wreckage owners are obtained ahead of time.

The team should know up front what time they will be recalled in case they are out of communications range, but should be expected to use alternative means like pagers and phones if possible. You may want to assign an evaluator to the team that knows the target area, just in case there are problems, or pre-position evaluators to watch for problems and good things that the team did. Once the team has located the practice beacon and shut it off according to established procedures, the team should return to mission base for a formal debriefing including evaluator comments.

Evaluation

Evaluators may want to consider the following in determining if students understood and completed the exercise successfully.

- Did the team properly inspect their vehicle and obtain clearance for departure?
- Did the team leader adequately brief the team on the mission?

- Did the students set-up and/or ops-check the electronic direction finding equipment prior to use? Include magnetic mount antenna usage as applicable.
- Did the students determine a direction using the equipment provided before moving, or did he/she simply move off in a "logical" direction (possibly following other students, or heading towards hangars and aircraft)?
- How long did it take for the students to set up the equipment, find a direction, and move out to locate the beacon? The basic guideline for task completion and sign-off is 10 minutes.
- How long did it take for the students to find the practice beacon? The basic guideline for locating a practice beacon within 200 meters of the student's location is 30 minutes.
- Did teams follow rules established in basic legal issues for trespassing (i.e. an ELT signal in a building is not a reason to enter onto private property)?
- Did the team check-in on time as outlined in their communications briefing?
- Did the team leader report the find to mission base correctly?
- Did the team leader attempt to locate the owner or operator as applicable?
- Did the team leader properly deactivate the practice beacon?
- Did the team leader triangulate on the practice beacon properly while searching?
- Did the team operate the vehicle within local traffic laws?
- Did the team follow briefed instructions for the exercise?

Expanding the Scenario

This scenario can be expanded in a variety of ways, as noted below.

Interviewing: The team leader could be forced to interview local airport officials or people on the dock or in the neighborhood to gain additional information for the search. It is not required for the main exercise, but would normally be helpful.

Air to Ground Coordination: Teams placed farther away from the practice beacon could also be led to the target area by CAP aircraft.

Bloodborne Pathogens or First Aid: You could tie this exercise together with any of the bloodborne pathogens exercises to test those skills upon finding the target.

Land Survival Exercise #1 **Team Survival with all equipment**

Overview

Ground teams sent to the field will occasionally have to stay in the field overnight. The point for this exercise is for team members, as a team, set-up camp in the wilderness and stay for at least one overnight.

Scenario

Using the equipment (24 and 72 hour packs) team members normally carry with them as well as team equipment (entrenching tools, shelter material, etc.), have the team establish camp in the wilderness for one overnight stay. *Remember CPPT rules still apply! Team members know that they will be in the field overnight for this exercise with all of their equipment.*

Evaluation

Evaluators may want to consider the following in determining if students understood and completed the exercise successfully.

- Did the students follow established campsite set-up recommendations?
- Did the team leader pick a site that allowed the team to set up their campsite properly?
- Did the team have supplies with them to survive the overnight?
- Did all team members survive the exercise with only minor problems to overcome?
- Did the team follow the leave-no-trace camping concept?

Expanding the Scenario

This scenario can be expanded in a variety of ways, as noted below.

Air to Ground Coordination: Teams could be lead to a site by aircrews.

Bloodborne Pathogens or First Aid: You could tie this exercise together with any of the bloodborne pathogens exercises to test those skills upon finding the target.

Land Navigation: Teams could be given a map, compass, and a general site area, and be expected to navigate to that location.

Electronic Direction Finding: Teams could be issued DF equipment and be expected to locate a practice beacon in the general vicinity of where teams will be expected to camp.

Land Survival Exercise #2 **Team Survival with only 24-hour packs**

Overview

Ground teams sent to the field will occasionally be forced to stay in the field overnight with only minimal equipment. The point for this exercise is for team members, as a team, set-up camp in the wilderness and stay for at least one overnight using only their 24 Hour pack.

Scenario

Using their 24 hour packs, team members should establish camp in the wilderness for one overnight stay. *Remember CPPT rules still apply! Team members know that they will be in the field overnight for this exercise with just their 24 hour pack ahead of time. This should only be done after team members have experienced being in the wilderness using all of their equipment so that they can understand and plan ahead.*

Evaluation

Evaluators may want to consider the following in determining if students understood and completed the exercise successfully.

- Did the students follow established campsite set-up recommendations?
- Did the team leader pick a site that allowed the team to set up their campsite properly?
- Did the team have supplies with them to survive the overnight? If not, how did they overcome this problem? If so, did they bring too much?
- Did all team members survive the exercise with only minor problems to overcome?
- Did the team follow the leave-no-trace camping concept?

Expanding the Scenario

This scenario can be expanded in a variety of ways, as noted below.

Air to Ground Coordination: Teams could be lead to a site by aircrews.

Bloodborne Pathogens or First Aid: You could tie this exercise together with any of the bloodborne pathogens exercises to test those skills upon finding the target.

Land Navigation: Teams could be given a map, compass, and a general site area, and be expected to navigate to that location.

Electronic Direction Finding: Teams could be issued DF equipment and be expected to locate a practice beacon in the general vicinity of where teams will be expected to camp.

Land Survival Exercise #3 **Individual Survival with 24 Hour Pack**

Overview

There is always the slim possibility for a team member in the field to become lost or separated from their team. The point for this exercise is for team members, as individuals, set-up camp in the wilderness and stay for at least one overnight using only their 24 Hour pack.

Scenario

Using their 24 hour packs, team members should establish camp in the wilderness for one overnight stay. *Team members know that they will be in the field overnight for this exercise with just their 24 hour pack ahead of time. This should only be done after team members have experienced being in the wilderness using all of their equipment so that they can understand and plan ahead.*

Evaluation

Evaluators may want to consider the following in determining if students understood and completed the exercise successfully.

- Did each student follow basic survival principles (SURVIVAL & STOP)?
- Did each team member have supplies with them to survive the overnight? If not, how did they overcome this problem? If so, did they bring too much?
- Did all team members survive the exercise with only minor problems to overcome?

Expanding the Scenario

It is not recommended that this scenario be expanded since team members will need to focus on more individual issues in survival, and will need the time work.

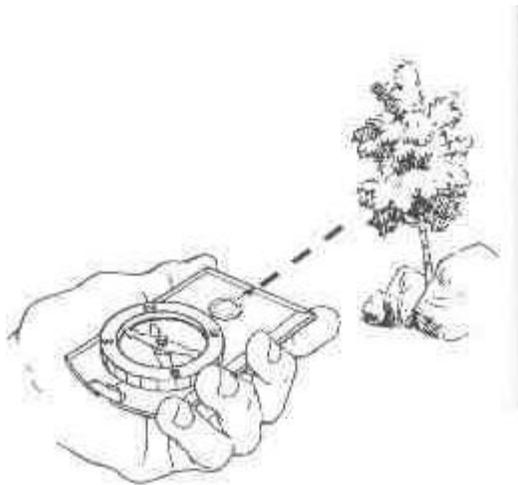
Land Navigation Exercise #1 **Shooting an Azimuth**

Overview

Confirming that basic navigation skills are mastered is key to land navigation. One of the most important of these is learning how to shoot an azimuth.

Scenario

Team members individually should demonstrate that they know how to shoot an azimuth, determining a bearing to a target. This can be easily accomplished by placing one target in the field. Position the student so that he can shoot an azimuth using his own compass and tell the evaluator the correct bearing to the target.



Evaluation

- Did the student accurately shoot an azimuth to a target? If so, then move on; if not, why not? Did you correct the procedure?

Expanding the Scenario

Trainers should plan to keep this exercise basic, but can expand it to allow for evaluating multiple students. This can be done by placing multiple targets around a field, and asking the student to shoot an azimuth to one or more of the targets. This scenario can also be reversed, giving the student a bearing, and have him pick out the target on that heading.

Land Navigation Exercise #2 **Determining the Pace Count**

Overview

Before students head to the field to navigate they will need some independent method for determining how far they have traveled. Determining their pace count allows them to do that.

Scenario

Each student will walk a measured 100 meter course while wearing their 24 hour pack and counting their pace. *This course should be in the common terrain located in your area. Terrain are generally broken up into four categories:*

- *Highway/Road*
- *Open Fields*
- *Open Woods*
- *Dense Woods*

Once students have walked the 100 meter course have them record their pace count. To simplify the process of determining the student's pace count, Attachment Three is an Avery 5388 template for 3x5 note cards with pace count trial cards.

Next have the students walk the return route on the same 100 meter course and record their pace count again.

After completing the course for a second time and recording their pace counts, the students should add the two pace counts together and write the sum on the appropriate line.

After calculating the sum, determine the student's average pace count for that terrain type by dividing the sum by two.

The student can now write this terrain specific average pace count on the card and keep it for his or her records.

To reassure the student of the accuracy of his pace count, have him walk another measured course and tell you how far he went in meters. *Keep the course short, less than 150 meters, to insure that you do not have inaccurate measurements from variance over distance traveled.* The student's results should be fairly accurate (within a few meters), but sometimes students make mistakes in simple math determining how far they went. Don't be afraid to go over the math with them, or show them an example like the following:

If the student has an average pace count of 120 paces for every 100 meters and walks 150 paces on the second course, how far did he walk in meters?

$$\frac{150}{120} = 1 \text{ and } 1/4 \text{ or } 1.25$$

$$1.25 \times 100 = 125 \text{ or } 125 \text{ meters}$$

Paces walked divided by the students pace count times 100 gives you the distance walked, 125 meters.

Evaluation

Evaluators should check the student's math on the first trial to ensure that the students understand how to compute their average pace count. This will give the evaluator a good judge as to who is confident in determining their pace count. The evaluator is then further checking the students by verifying their accuracy on the second measured course. Students should be fairly accurate in the second measurement, normally with 2 to 3 meters.

Expanding the Scenario

This scenario should really only be further expanded in two manners:

- To determine and check the student's pace count in other terrain areas.
- To determine and check the student's pace count while wearing his 72 hour pack.

Other variations are not advisable since it could affect the student's pace count, and their future navigation efforts involving their pace count could be flawed.

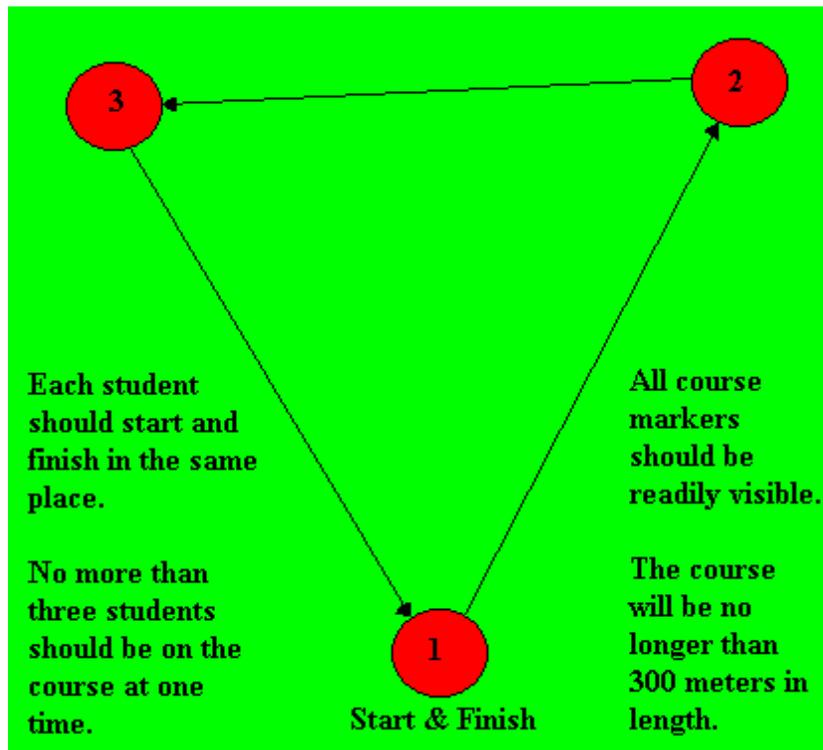
Land Navigation Exercise #3 **The Open Field Short Course**

Overview

Once team members can shoot an azimuth and know their pace count, they must learn how to put the two of these skills together. This exercise does just that.

Scenario

The evaluation team lays out a short course with three points in an open field. No legs will be over 100 meters in length, and starting and ending points will be readily visible from each station. This is depicted in the diagram below.



Each student will report to an evaluator, one at a time, to be evaluated. The evaluator will place each student on the starting point and tell him to take a bearing to the next marker. The student then tells the evaluator the azimuth to the next marker. The student passes as long as he is within + or - 5 degrees of the correct azimuth.

After determining the azimuth of his route, the student is then instructed to walk to the next target, and tell the second evaluator the distance between the first and second marker. The student passes as long as he is within 3 meters.

This process is then repeated for the next two legs.

Students will repeat each step until successfully completing the course. Evaluators should correct mistakes made by students on the course to avoid future mistakes in the field.

Evaluation

Students should be evaluated as described above, but evaluators need to make sure that students understand how to shoot and azimuth and convert their pace count to meters accurately.

Expanding the Scenario

This scenario should not be expanded so as to avoid not properly evaluating required basic student skills unless the students are only accomplishing the training as a refresher course.

Time the exercise: Putting a greater spirit of competition into an exercise can make it more fun and/or difficult for participants. Be sure to emphasize that safety should not be compromised for speed.

Communications: Have each team report in their location and status at each point via a hand held radio.

Run the exercise at Night: If you have personnel that are more advanced, you could run the same course at night add an additional degree of difficulty to the course. If this is done, you might consider putting a cyalume glowstick on or near the course markers so that teams can find them easier, but don't forget to mark phantom targets as well.

Land Navigation Exercise #4 **Short Open Woods Compass Problem - Three Man Teams**

Overview

Most team members going to the field will not need to work alone on land navigation exercises. Students are normally taught a three-person method to navigating in the field, and this exercise establishes that.

Scenario

Evaluators will lay out and verify at least three medium length (between 300 and 500 meters in length) compass courses. Each course will have at least 4, but no more than 6 legs. Legs will be at least 50 meters in length, but not more than 200 meters in length. All courses will have a different starting and ending point. Course markers will be made of material that contrasts with the course environment, and will be placed within plain view of the students. Phantom markers can be placed to verify accuracy of the students, but should not be placed so close to the actual marker that students get confused. Generic course markers are provided in Attachment 4 to this guide for four courses. If at all possible, this course should be placed in an area with safety boundaries on all sides, or at least a safety target that any student can take a bearing too if lost (road or stream along one edge of the course that students can be gathered up on if necessary).

Students are broken up into teams of three. Each student will serve as the navigator, pace counter or point person for their team on at least one exercise. Students will be issued a course card to document their route for the evaluator. Generic course cards are provided as Attachment 5 to this guide, using the Avery 5388 template for 3x5 note cards.

The evaluator should check to be sure that students are prepared (enough water, compass works, etc.). Once that is done, the evaluator should give the team any last minute safety instructions (if a team member gets lost or hurt), record who is on the team, and send them on their way. No more than one team should be on a course at one time, and there should preferably be at least one evaluator assigned to each course being run.

Evaluation

Evaluators should consider the following in evaluating each team:

- Did the team complete the course?
- Did the team locate each marker correctly?
- If not, did the team continue on in error, or try to start over?
- If the team continued on, was it because the team reached a phantom marker?
How close was the phantom marker to the actual marker?
- If the team started over and still did not locate each marker correctly, does one or more of the team's members need remedial training?

- Was this course conducted at night? If so, were students prepared to work in this condition?

Expanding the Scenario

This course is still considered introductory, and expanding the course is not advisable. If more advanced students are on the course then additional tasks could be tested en route, but that would normally slow up the completion of the course. If only advanced students are on the course for simple refresher training you want to try these options:

Test a round robin of tasks at course markers: As a team reaches a marker they demonstrate to an evaluator how to tie specific knots, or how to use a signal mirror for example.

Run the exercise at Night: If you have personnel that are more advanced, you could run the same course at night to add an additional degree of difficulty to the course. If this is done, you might consider putting a cyalume glowstick on or near the course markers so that teams can find them easier, but don't forget to mark phantom targets as well.

Time the exercise: Putting a greater spirit of competition into an exercise can make it more fun and/or difficult for participants. Be sure to emphasize that safety should not be compromised for speed.

Communications: Have each team report in their location and status at each point via a hand held radio.

BBP and/or First Aid: Place a simulated patient along the route and have the team treat the patient as they would in the field.

Land Navigation Exercise #5

Long Open Woods Compass Problem - Three Man Teams

Overview

Once each team member has had the opportunity to fill each position on a navigation team, teams often want more of a challenge. A longer course where the members get to show off what they learned is in order.

Scenario

Evaluators will lay out and verify at least one long (between 500 and 1500 meters in length) compass course. Each course will have at least 4, but no more than 6 legs. Legs will be at least 100 meters in length, but not more than 500 meters in length. All courses will have a different starting and ending point. Course markers will be made of material that contrasts with the course environment, and will be placed within plain view of the students. Phantom markers can be placed to verify accuracy of the students, but should not be placed so close to the actual marker that students get confused. Generic course markers are provided in Attachment 4 to this guide for four courses. If at all possible, this course should be placed in an area with safety boundaries on all sides, or at least a safety target that any student can take a bearing too if lost (road or stream along one edge of the course that students can be gathered up on if necessary).

Students are broken up into teams of three. Each student will serve as the navigator, pace counter or point person for their team on at least one exercise. If possible, the same teams utilized in Land Navigation Exercise #3 should be utilized for this exercise. Students will be issued a course card to document their route for the evaluator. Generic course cards are provided as Attachment 5 to this guide, using the Avery 5388 template for 3x5 note cards.

The evaluator should check to be sure that students are prepared (enough water, compass works, etc.). Once that is done, the evaluator should give the team any last minute safety instructions (if a team member gets lost or hurt), record who is on the team, and send them on their way. No more than one team should be on a course at one time, and there should preferably be at least one evaluator assigned to each course being run.

Evaluation

Evaluators should consider the following in evaluating each team:

- Did the team complete the course?
- Did the team locate each marker correctly?
- If not, did the team continue on in error, or try to start over?
- If the team continued on, was it because the team reached a phantom marker? How close was the phantom marker to the actual marker?

- If the team started over and still did not locate each marker correctly, does one or more of the team's members need remedial training?
- Was this course conducted at night? If so, were students prepared to work in this condition?

Expanding the Scenario

Experienced personnel, or at least personnel comfortable on a compass course, should be the only students participating in this exercise. To spice up the exercise for experienced personnel looking for more of a challenge you might try the following:

Time the exercise: Putting a greater spirit of competition into an exercise can make it more fun and/or difficult for participants. Be sure to emphasize that safety should not be compromised for speed.

Communications: Have each team report in their location and status at each point via a hand held radio.

BBP and/or First Aid: Place a simulated patient along the route and have the team treat the patient as they would in the field. You could also make this a litter competition for a larger team, having personnel assigned strictly to navigation as well as team members focused on the transport and care of a simulated patient.

Land Navigation Exercise #6 **Locating Features on a Map**

Overview

Before a team member can become a team leader they must demonstrate some proficiency with reading a variety of maps. This exercise will assist in evaluating the student's ability to read a map.

Scenario

The evaluator will provide the student with one or more maps of an area (topographic, highway, aeronautical, or even specialized local maps like gazeteers). These maps should be free of any marks or writing that could provide additional clues to the student other than the normal map index and border references. The evaluator should pick 5 to 10 places or objects for the student to find on the map(s) like airports, the county or state emergency management agency, local armories or schools, latitude and longitude points, or geographic features like altitudes, hills, or streams. Remember that if there is a lot of clutter on the map, it may take the student more time to find what you have asked for. Tell the student the object or place that you want them to find, and let him go. Once the student has found the targets, have them report back to the evaluator for verification.

Evaluation

Normally finding a feature or location on a map should only take about a minute. If you are expecting the student to have to do a polar plot or other analysis of the map, you should expect this to take more time, typically 3-5 minutes. Either way, remember that the point is for the student to find what you asked for, not just waste time. If you want the student to find all of the targets and then report back to the evaluator, make sure that you allot enough time, and you may want to provide sticky notes, overlays to write on, or simply allow student to write on the map. Evaluators may also want to consider these questions when developing and evaluating the student's skills:

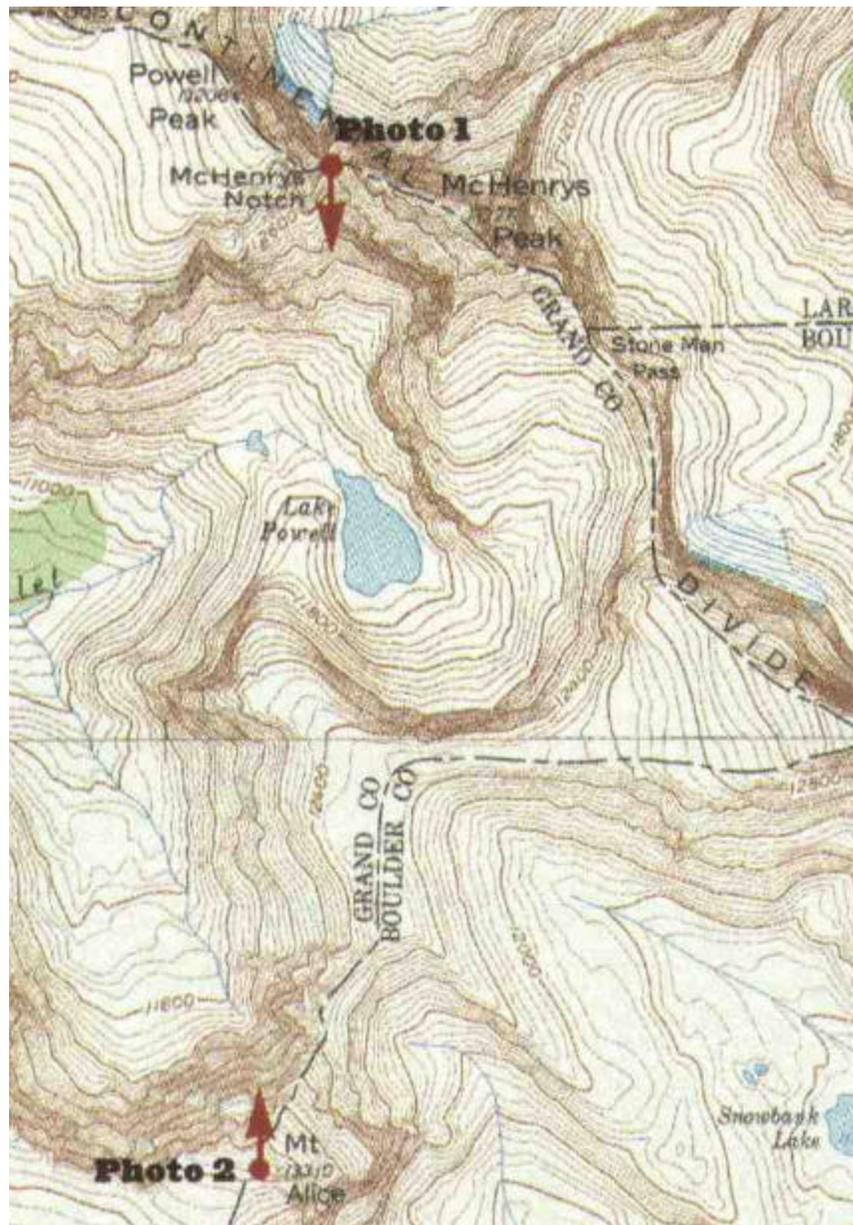
- Did the student locate each feature? If not, why not?
- How long did it take for the student to complete this exercise?
- How long did it take the evaluators to locate the targets?
- Do the targets have any significance to the student other than as a test question?
- Did the evaluators use current maps?
- Were all of the features in the same general area, or varied locations?
- Was the student familiar with the map(s) tested?
- Was the student familiar with the area being represented on the map?

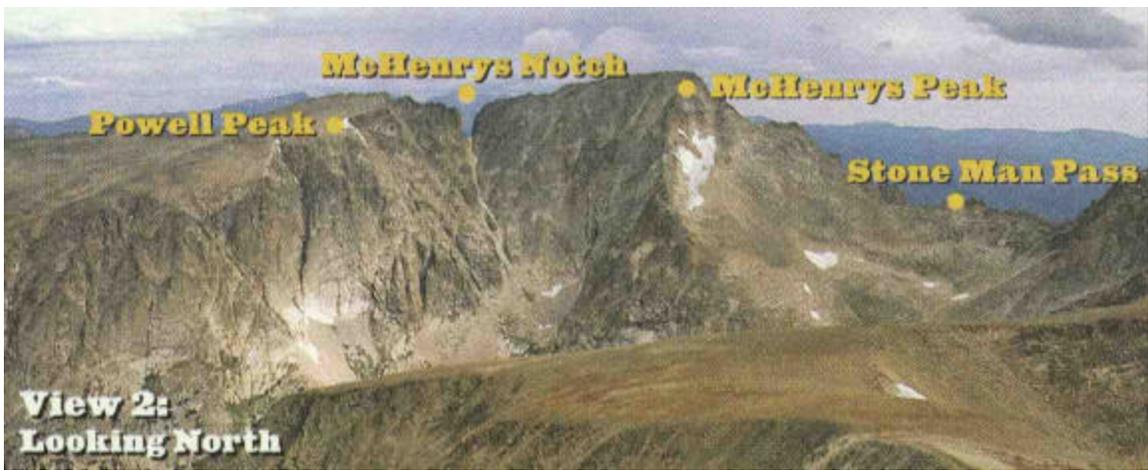
Expanding the Scenario

This is a basic map exercise, but it could be expanded in a few manners?

Time the exercise: This puts some competition amongst students and can also make the exercise more realistic since students will need to do this fairly quickly in the field.

Have the students actually go to the locations selected, or show them pictures of the locations: If these points are of major consequence, like places visited often on missions, then you might want to take students to that location. This can be especially helpful when experienced personnel can often give students tips to getting their faster, like avoiding known rush hour traffic. An example map and photos is provided below.





Land Navigation Exercise #7 **Open Woods Map Course**

Overview

Once you know that personnel can find specific features on a map and know how to determine distance in the field, you can have them follow a basic map course. This exercise will test the students the ability to navigate in the field without a compass, proving that it is not always necessary.

Scenario

Evaluators will lay out and verify at least one map course. Each course will have at least 4, but no more than 6 markers. The entire course should be at least 300 meters in length, but no more than 500 meters, though this is only a rough estimate since students are not required to stay on a set azimuth to get from one point to another. All courses will have a different starting and ending point. Course markers will be made of material that contrasts with the course environment, and will be placed within plain view of the students. Course markers should not be off of the beaten path, but students should not be able to see the next marker until relatively close to it. Phantom markers can be used, but evaluators need to be sure that these markers are not too close to the actual marker since students could easily be confused and should be expected to be slightly off course if only using a map. Remember that most topographic maps have not been updated in many years, and some terrain features may have changed. Generic course markers are provided in Attachment 4 to this guide for four courses.

If at all possible, this course should be placed in an area with safety boundaries on all sides, or at least a safety target to head towards when lost. This safety target can be a road or stream along one edge of the course that students can be gathered up on if necessary, but should be a target that any student can take a bearing too if lost. Students should have already demonstrated that they can shoot an azimuth properly, and should be expected to have a compass with them in the field (NOTE - it should only be used if the student gets lost).

Each student will then be given a map course card to track their progress on. Generic Map Course Cards are provided in Attachment 6 to this guide, using the Avery 5388 template for 3x5 note cards.

Students being evaluated will be expected to record the identifier on the course marker at the locations they were told to go to.

Students can be sent as individuals on the course, or in teams, but evaluators should only be verifying the skills of one student. If the course seems especially difficult or long, an evaluator may need to be sent with students being evaluated, or students could be sent in pairs following the "safety in numbers rule." If students are sent in teams, no student should be evaluated on the same course more than once.

Only one student or team of students should be on a course at a time.

All evaluators should be familiar with the course, and measures should be in place to find students if they get lost.

Evaluation

Evaluators may want to consider the following in judging if students successfully completed the course or not:

- Did the student find all of the course markers? If not, why not?
- Are there very similar terrain features throughout the area of the course, or is this course in an area with multiple easily distinguishable terrain features?
- Did the student prepare a basic route ahead of time, or was he planning on the fly?
- How long did it take for the evaluator to complete the course?
- How current was the map being used by the student?
- Was this course conducted at night?

Expanding the Scenario

This course can very easily be expanded, but evaluators should be careful not to throw too many problems at a student that may have never navigated previously with only a map. If more advanced personnel are participating in this exercise, you might try some of the following:

Lengthen the course: There is a greater possibility for error on a longer course, but experienced personnel may enjoy the challenge.

Run the same course at night: A higher degree of difficulty is brought to this exercise when students must run the course at night.

BBP and/or First Aid: Place simulated patients along the route for students to evaluate and/or treat. This could be further expanded to include litter and stretcher bearing if a team is sent along the course, finds and treats a simulated patient, and is then expected to transport the patient to a meeting point where the team can transfer patients to simulated EMS personnel. This evacuation point could even be a simulated helicopter landing site selected by the students.

Communications: Students could be required to relay to mission base their location and status. Students may also be forced to find better communications locations in the field, or avoid areas with high potential for lightning.

Show their route: Have each student show you on the map exactly where they went. This can be easily verified if an evaluator is sent with each student team

Land Navigation Exercise #8 **Open Woods Orienteering Course**

Overview

Once you know that personnel can use a compass, know how to determine distance in the field, and can use a map, you need to put them all together. This exercise will test the students the ability to navigate in the field using both a map and compass.

Scenario

Evaluators will lay out and verify at least one orienteering course. Each course will have at least 4, but no more than 6 markers. The entire course should be at least 300 meters in length, but no more than 500 meters. All courses will have a different starting and ending point. Course markers will be made of material that contrasts with the course environment, and will be placed within plain view of the students. Course markers should be off of the beaten path, and students should not be able to see the next marker until relatively close to it. Phantom markers can be used, but evaluators need to be sure that these markers are not too close to the actual marker since students could easily be confused and should be expected to be slightly off course en route. Remember that most topographic maps have not been updated in many years, and some terrain features may have changed, and declination diagrams are not always perfect, but as long as the students verify their location periodically, they will do just fine. Generic course markers are provided in Attachment 4 to this guide for four courses.

If at all possible, this course should be placed in an area with safety boundaries on all sides, or at least a safety target to head towards when lost. This safety target can be a road or stream along one edge of the course that students can be gathered up on if necessary, but should be a target that any student can take a bearing too if lost. This is just a safety measure, and by the time students reach this level, they should really have minimal problems navigating in the field.

Each student will then be given an orienteering course card to track their progress on. Generic Orienteering Course Cards are provided in Attachment 7 to this guide, using the Avery 5388 template for 3x5 note cards.

Students being evaluated will be expected to record the identifier on the course marker at the locations they were told to go to. Additionally students will be required to plot their course ahead of time, including any waypoints or other known points to verify their location en route. Space is provided for students to right down their basic route notes on the orienteering course card. Students may change their route once in the field, but changes should be minor. Evaluators verify their route not only to make sure that students understand basic orienteering principles before they hit the field, but to also know their route should they not report back in a timely manner.

Students can be sent as individuals on the course, or in teams, but evaluators should only be verifying the skills of one student. If the course seems especially difficult or long, an evaluator may need to be sent with students being evaluated, or students could be sent in

pairs following the "safety in numbers rule." If students are sent in teams, no student should be evaluated on the same course more than once.

Only one student or team of students should be on a course at a time.

All evaluators should be familiar with the course, and measures should be in place to find students if they get lost.

Evaluation

Evaluators may want to consider the following in judging if students successfully completed the course or not:

- Did the student find all of the course markers? If not, why not?
- Are there very similar terrain features throughout the area of the course, or is this course in an area with multiple easily distinguishable terrain features?
- Did the student prepare a basic route ahead of time, or was he planning on the fly?
- How long did it take for the evaluator to complete the course?
- How current was the map being used by the student?
- Was this course run at night?

Expanding the Scenario

This course can very easily be expanded, but evaluators should be careful not to throw too many problems at a student that may have never navigated previously with only a map. If more advanced personnel are participating in this exercise, you might try some of the following:

Lengthen the course: Error is minimized when students can use both a map and compass to verify their position in the field, and making the course longer can make the course more of a challenge for experienced students.

Run the same course at night: A higher degree of difficulty is brought to this exercise when students must run the course at night.

BBP and/or First Aid: Place simulated patients along the route for students to evaluate and/or treat. This could be further expanded to include litter and stretcher bearing if a team is sent along the course, finds and treats a simulated patient, and is then expected to transport the patient to a meeting point where the team can transfer patients to simulated EMS personnel. This evacuation point could even be a simulated helicopter landing site selected by the students.

Communications: Students could be required to relay to mission base their location and status. Students could also be given additional instructions or corrected course locations in the field via radio. Students may also be forced to find better communications locations in the field, or avoid areas with high potential for lightning.

Land Survival or Campsite Selection: this exercise could be easily combined with earlier land survival exercises where students are required to be out in the field overnight. Team leaders could plan on camping at a selected site along the route, and complete the exercise the next day. If this is done, an evaluator should be with the team or at least meet them at the planned camp site to verify their status. It would also be advisable for teams to be in touch with evaluators at a mission base via radio if the team will be in the field overnight. This not only gives the team a security blanket to call home with from the field in an emergency, but also a way for evaluators to contact the team should something force a change in the plan like an actual mission or expected severe weather.

Land Navigation Exercise #9 **The Street or Road Course**

Overview

Planning a route through the woods is much different than plotting a course over roads. This exercise will test the students ability to plan a route from one point to another using available resources.

Scenario

The evaluator should give the student the map(s) necessary to plot the trip, and the starting and finish location. If the evaluator has any preferences for stopping locations en route, the student should be informed ahead of time. The evaluator can give the student hints as to good and bad times to travel through selected areas if the student asks and/or is unfamiliar with the area. This exercise can also be worked while en route to a particular location. For example, a team leader may know that he needs to take the highway south to quickly get into the general vicinity of a small private airport for a ramp search, but does not know the specific exit from memory or roads in the community. A team member or trainee team leader may need to do that en route so that the team leader can focus on driving.

With this information in hand the student should plot the course. The evaluator should review the directions provided by the student. As long as the student is generally accurate, the evaluator should then drive the route provided by the student. The student should update the course directions as necessary en route to avoid construction, or errors in maps. Older maps often have many features incorrect and the student will need to improvise on the fly.

Evaluation

The following are a few questions that evaluators might want to review in coordinating this exercise.

- Did the student take into account the common speeds on varying types of roads (highways, city streets, dirt roads, etc.)?
- Did the student take into account the time of day that the exercise is being accomplished, avoiding rush hour traffic or road construction?
- Did the student take into account how much fuel it will take (roughly) to get to the destination? Did the student plan for any fuel stops?
- Did the student note places along the route that might be good or bad for communications with mission base/
- Does the student actually know how far the trip will be?
- Does the student have an estimated time en route?

- Did the evaluator and student reach their pre-determined destination?
- Did the student warn the evaluator of any possible problems en route that he or she knew about in advance.
- Did the student plan any slack time into the trip schedule to ensure that aircrews or other resources would not be waiting on the teams arrival?

Expanding the Scenario

There are many possible ways to expand on this scenario. The team will probably be tied up for while en route though, so evaluators should probably only plan on one or two of the following if they want to spice up the exercise:

Electronic Direction Finding: Once the team has reached the target, students can be assigned to locate a practice beacon hidden prior to the exercise or left with a trusted agent.

Air to Ground Coordination: The team could be lead into a target in the field by an aircrew when the team does not have a particularly detailed map of an area, or simply for practice.

Communications: The team could be required to report in to mission base with location and status periodically.

Vehicle and Equipment Inspections: Team members, their equipment and the vehicle would normally be inspected prior to leaving a mission base, and that could be incorporated as part of the exercise.

Site Surveillance and Security: The team could be going right to a known crash site, or a simulated one, and be expected to provide on site surveillance until the simulated law enforcement arrives. If using a known crash site, be sure to coordinate the use of the land ahead of time to avoid visits from real law enforcement officials planning to arrest the team for trespassing.

Interviewing Techniques: The team could be en route to a site to conduct interviews of witnesses required for missing person or aircraft search.

Line Search Exercise **Open Woods or Field Search**

Overview

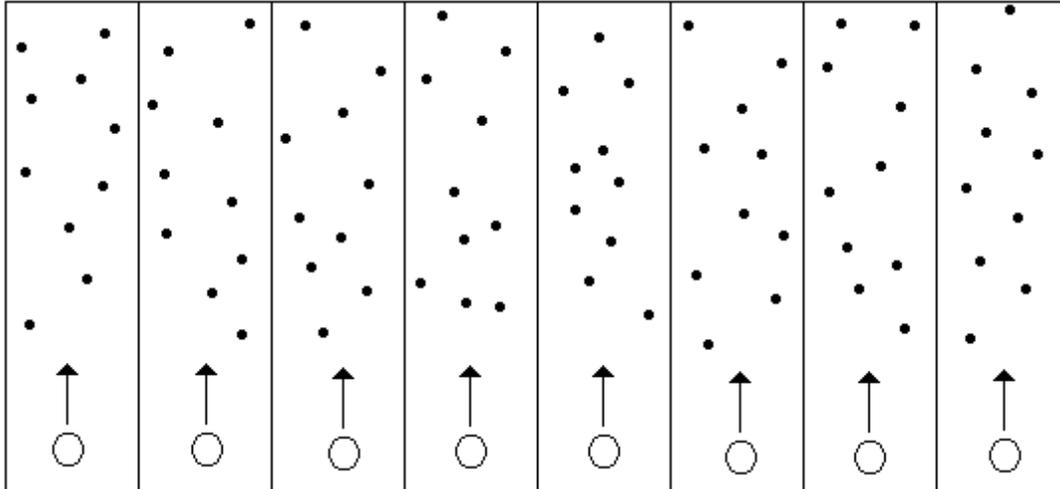
Though a line search is the ground search manager's last resort, it is necessary to teach it. This exercise will provide a method for students to be evaluated in their line search techniques, and, if documented well, provide search managers with an accurate method of determining the accuracy of their teams in the field.

Scenario

Ground team members are training to locate clues during a line search. Missing persons normally leave some sort of evidence that they have been in an area in the form of clues. To simulate clues left in the field, evaluators place targets that the team can recognize in the field. These targets can vary, but should necessarily be hidden from view. Remember that it is often easier to hide an object in plain view than to purposefully hide it. Evaluators vary the targets that they use, but some common ones are:

- Playing cards - Easy to come by and carry to the field, and can be placed by suit to determine where the member searched
- Index Cards - Also easy to come by and carry to the field, but need to mark the cards to separate and determine where the member searched
- Potatoes - Can easily blend into the background being searched, and team members can cook the potatoes later. These are not easily distinguishable or carried to the field, but can make the exercise interesting.
- Oranges or Apples - Another edible treat, that depending on the foliage on the ground, can be easy or difficult to locate and carry to the field.
- Clothing items: This does simulate a person shedding their clothing in the field well, but changes the focus of the search. This would be better tied with a larger exercise where the team could find a simulated missing person as well.
- Candy Wrappers , Cigarettes (Packaging or Butts), etc.: People wandering through the woods often drop things like candy wrappers, or cigarette butts that can lead you to a missing person. This would also be better tied with a larger exercise where the team could find a simulated missing person as well.

Targets should be placed randomly and equally in all grids or lanes to be searched, like the diagram on the next page. Placing ten targets in each grid at random makes mathematical modeling easier later. Don't tell the students how many targets are in each grid so that they search until stopped.



Line up students on each grid and have an evaluator serving as team leader use the appropriate whistle or verbal signals to have the team begin searching.

Once the team has completed searching the course, stop the line search and bring the teams in to get a count on how many targets each student located.

Evaluation

There are several ways to evaluate this exercise, but probably the best way is a "scientific" way. Determine the Probability Of Detection (POD) for each student or the entire team. The evaluator could set goal that all participants must have at least a 60% POD before moving on to another exercise.

Evaluators can determine each student's POD by dividing the number of targets found in the grid by the number of targets placed in the grid. Treat targets from the neighboring lane found by a searcher as non-clues, and not adding into the total.

For example if a searcher found 6 out of the ten targets in the grid, the searchers POD would be sixty percent.

$$\frac{6}{10} = .6 \text{ or } 60\%$$

A team leader could also determine the POD for his team on a single exercise by taking the sum of all the PODs and dividing it by the number of searchers.

For example if 8 searchers found 6, 7, 6, 5, 8, 9, 10, and 7 targets in their lanes, that each had 10 targets, the team POD would be 72.5%.

$$\frac{.6 + .7 + .6 + .5 + .8 + .9 + 1 + .7}{8} = \frac{5.8}{8} = .725 \text{ or } 72.5\%$$

The team leader could also keep a score book of PODs for the team members and/or the entire team and figure out at any one time the estimated POD of his searchers. Over time he would probably want to do this in a spreadsheet, and only an estimate would be necessary, but this can be useful to search planners.

Though the evaluator may have found the POD for each team member and the entire team, the evaluator may still want to consider the following when evaluating the effectiveness of the exercise.

- What was the average POD for the team?
- Did any of the team members have a very strong impact on the team POD, positive or negative?
- Could the type of target used reflect on how effective the searches were? Did the targets blend well into the background or did they stick out?
- Did searchers bunch up along the route?
- Did any of the students pick up targets from the neighboring lane?
- Did the terrain vary in the search area?

Expanding the Scenario

There are several ways to expand this search to make it interesting for the students. The following are a few examples:

Put out clues that lead to a simulated missing person in the field: Once evaluators have an idea as to how well their teams search they might want to try this. It can add much realism to the training, and can then be combined with many other tasks to be trained like bloodborne pathogens and first aid, site security or communications.

Make it a Sound Search: Putting out an inexpensive radio in the field to simulate a child crying in pain can throw an interesting twist in the scenario. You could even use a cheap CB radio and actually talk to the students. Don't use an expensive VHF portable though, because the students could step on it or not find it, and who knows if the evaluators would find it again.

Run the exercise in dense vegetation or at night in a field: Putting the student searchers in an area of restricted visibility can force them to focus on their searching. Be careful not to put them into an area searching though that could be harmful to their health, especially at night, like searching in briars.

Vehicle Search Exercise **Searching along a Road**

Overview

Search managers may assign teams to search an area along a road from their vehicle based on information available. This exercise provides an opportunity for students to practice this technique.

Scenario

Evaluators should pick or place targets along a stretch of road for students to look for. These can be things already in the field, or items specifically placed for the students to find. On an actual search, members may be looking for articles of clothing along the road side, birds circling over head, smoke, wreckage parts or an entire aircraft. Team members could be looking for damage caused after a disaster as well as part of our damage assessment role on many of our DR missions. It is very difficult to place many targets along a stretch of road, so evaluators might want to consider giving team members a listing of targets to look for already in the field instead of placing targets. Some examples of things to look for are:

- Fresh foot trails off the road
- A vehicle matching the description of a missing person's
- Clothing items along the road
- A smoky fire in the distance
- Fallen trees in the woodline
- Damaged or fallen road signs
- Shiny objects like tin foil or a rescue blanket in the distance simulating metal wreckage parts
- Recently damaged homes from a local disaster

The evaluators need to then assign students to positions with the vehicle for the search and briefed on the targets. Don't be too specific unless it is necessary. Make the students think. Brief the driver to be sure to obey local traffic laws, and send the team out.

The evaluator should ride along with the team and record any targets pointed out by the students.

Evaluation

Upon returning, debrief the students on their success, letting them know how many of the targets they found and the ones they missed. This can be a little easier to review if you drive the same route back and point out the targets to the students. This way, the

evaluator is simply reviewing the targets with the team of students. The evaluators may want to consider the following in judging the students.

- Were all of the targets still on the route?
- How many of the targets did the students miss?
- Was the vehicle especially noisy or full of distractions?
- Did the students ever ask the driver to slow down?
- What time of day was the search conducted?
- Did the students find any items that they thought were targets, but were not selected or placed by the evaluators?
- Did any students have an especially low success rate? If so, why?

Expanding the Scenario

This exercise could fairly easily be expanded to add some more depth to it. The following are some examples:

Communications: Have the communicator coordinate with mission base on the team's status and location.

Linked Clues: Place articles of clothing next to trail heads for example, possibly indicating a point of entry. The team could decide to get out of the vehicle and proceed with a hasty search of the area. This could lead them to a simulated patient requiring aid.

Vehicle Inspection and Clearance: Before the team ever leaves the mission base have them do a vehicle inspection and get all of the paperwork accomplished to clear the vehicle. They would need to do this on any actual mission, so this is not a bad idea.

Airport Search Exercise The Ramp Search

Overview

Aircraft are reported missing every day, and are located intact at airports after pilots simply forgot to close their flight plan. A proper ramp search easily finds these aircraft and crew, and minimize the waste of valuable resources used to search for missing aircraft.

Scenario

The evaluator picks an aircraft at a local airport that personnel would routinely search on missing aircraft searches, and writes down the tail number. *The evaluator should check with the FBO and preferably the owner of the airplane to be sure it won't be moved during the exercise. Using a member owned aircraft for this exercise would be advantageous since it is easy to coordinate when a member is the trusted agent for the exercise, and does not necessarily have to do anything.* Once the evaluator has selected an aircraft, fill-in the blanks and tell the team the following:

A CAP ground team has been assigned to search an airport for tail number N_____, a _____ and _____ colored _____ (insert aircraft make and model) owned by _____. He was reported overdue over 4 hours ago, and CAP has been tasked by the AFRCC to conduct the search. The mission coordinator, _____, needs you to check the ramp at _____ airport in _____ (insert city, state). Report back to him with any pertinent information as soon as possible using available means.

The team should then be sent on their way with an evaluator. The evaluator should monitor their procedures to be sure that they conduct the search properly as well as are safe since they could very well be walking on a semi-active airport ramp with many moving props and other life-threatening equipment.

Evaluation

Upon completion of the ramp search the evaluator should perform an after action review on site to discuss the teams success or failure. The evaluator should keep the following in mind when reviewing the students performance:

- Did the team check the airport logs for an information relating to the aircraft?
- Did the team conduct any interviews of people that may have seen the aircraft or pilot?
- Did the team physically check the flight line?
- Did the team request permission to check the flight line?
- Was the team successful in finding the aircraft?

- Was the airplane still in place?
- Where was the aircraft located, if found?
- Did the team communicate with the mission base about the results of their search?

Expanding the Scenario

The ramp search is a fairly basic exercise that is fairly easily expanded to test the practical skills of the students. For example:

Have the team search more than one airport: There are often several airports in the same general vicinity, and the team can be dispatched to search more than one airport for the aircraft. Evaluators could make the exercise extremely interesting by having information available at one airport that leads the team to another airport where the aircraft is located.

Coordinate with trusted agents ahead of time for interviews: Students could be forced to interview personnel at the FBO to check for information on the airplane or the pilot.

Interrupt the team with other tasks that take precedence and move the plane into position:

In many cases ramp searches will be called off to move teams to another area. Sometimes the teams are sent back to "complete the ramp check." In reality the team needs to re-accomplish the ramp check since the aircraft could have landed and been moved into an area previously checked, like a maintenance hangar. If the team doesn't re-search an area, they may miss the plane.

Containment Operations Exercise Containing the Missing Person

Overview

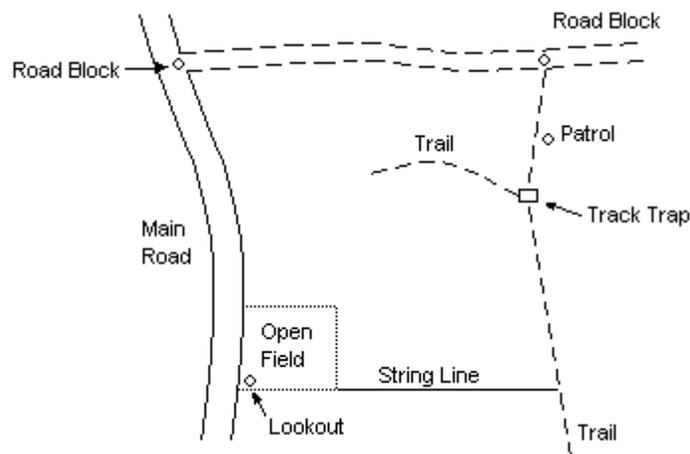
The search area for a missing person that is mobile can quickly grow astronomically large if not managed properly. To limit the search area, ground teams are often assigned to a variety of containment operations. This exercise will force the team to work this type of problem.

Scenario

The evaluators have selected a piece of real estate for a ground team to contain, with a missing person inside. *The missing person should give the team approximately one hour to plan and place resources, and then try to move out of the area.* The team leader must establish containment operations for this area as soon as possible to avoid the missing person wandering farther away. The team may use any of the normal means of conducting containment operations until the missing person is located or the team is relieved. The normal means of conducting containment operations are:

- Road or Trail Blocks
- Track Traps
- Lookouts and Listening Posts
- String Lines
- Patrols

A sample diagram of containment operations is included below



Evaluation

Evaluators should consider the following in judging students successful or not:

Was the missing person located, or did the missing person move out of the containment area?

How long did it take for the team to establish containment operations? Did some areas take longer to fill than others?

How did the team leader use his resources?

How did the team leader stay in communication with his team members in the field?

Did the team leader use the resources available effectively?

Did the team leader elicit additional support if necessary?

Were there any major holes in the containment area that were never corrected?

Expanding the Scenario

There are several ways that this scenario can be expanded. A few are listed below.

Communications: If hand-held radios are available, issue them to team members to communicate with the command post established on-scene, relaying status reports and any unusual sightings.

BBP and First Aid: The missing person could wander right into a member of the containment team with injuries requiring treatment. This could be further complicated by the missing person requiring transport, or informing the team that there were others with him or her. That could make for an interesting hasty search, or possibly site security if only clues are found but no other person.

Land Survival: The team could be forced to stay in the field for an extended period conducting containment operations. If this done though, evaluators should make sure that the team leader in training rotates personnel periodically so that they don't get bored or feel like they are wasting their time.

Interviewing Exercise **Finding the Missing Person with Information**

Overview

Whenever there is a search, there is always the possibility for a missing person search, and interviewing to find out more about that missing person. This exercise will work students through a set of witness interviews, in which they will hopefully conduct a good interview and thus have a good idea as to where the person is located.

Scenario

Evaluators should be assigned to play the following parts. Encourage the evaluators to get into character. Recruiting unfamiliar people, who are also hopefully good actors and actresses, to play the parts can definitely add realism to this exercise.

All persons to be interview should receive the following information

The following is some information that you have about a plane that has crashed on the northeast side of the southern most point of Doubletop mountain at 3,760 feet yesterday. The flight level indicates a near level flight path with no apparent bank. The aircraft was destroyed upon impact and there was no fire. Use only the information given. Make sure that the students follow all of the proper customs and courtesies, also make sure that they knock on your “door”. Give only the information provided. You can either play it easy and give the students all of the information or you can make it very hard on them. Make sure that they are polite, if they aren’t don’t give them any information. Don't release and information if the students don’t ask you about it. Only answer their questions and don’t narrate, narration makes it easier for them.

After each of the people to be interviewed receive and understand the above, give them their assignments, and allow them to get into character

Interview 1

Name	Lisa Lowe
Occupation	Administrative Assistant
Age	22

You are the wife of the pilot, Michael Lowe. Your home is about 10 miles away from the mountain where the crash occurred. The weather was overcast in the area of your home when Michael was going flying. You've only been married to Michael for a few months, and have never been flying with him. You know that he seemed well prepared for his flight, carrying all sorts of survival equipment, and he must know how to use it since he was in the military. You think he worked on helicopters. You just want Michael to return home soon.

Interview 2

Name John Asher
Occupation Retired
Age 68

Your home is about seven miles from the mountain where the crash occurred. The weather was overcast with fog and the weather didn't clear up all day. It started to rain at about 3:30pm when you drove your car from town. The rain continued, heavily, from about 7:00pm and it was windy all through the night and day. You may have heard an airplane but it was so windy that you couldn't be sure. You did remember seeing some lights outside your window. It looked like it was traveling in a straight line across the sky. After thinking about it you dismissed it as a reflection in the windows from your desk lamp.

Interview #3

Name William Johnson
Occupation Land Surveyor
Age 35

The weather was very overcast from 2:00pm and on. It started to rain at about 3:30pm and it was raining extremely hard. The wind was also blowing hard from approx. 3:30pm to 6:30pm. The rain continued all night. You heard a sound that sounded like an airplane but it sounded too loud to be an airplane (**unless it was flying really low**). You dismissed the sound as thunder and went about your business. Your home is about 32,500 feet North of the crash site.

Interview #4

Name Dave Wall
Occupation Construction Worker
Age 28

Dave finds you out conducting interviews. You are Michael's best buddy, in fact you went drinking with him late last night at the local dive. You were Michael's Crew Chief in the Army. Michael didn't mention anything to you about going flying today, but you really don't care. You, in a rather irate tone of voice, want to know why the interviewers are spending some much time asking questions rather looking for your bud. You also know that Michael wanted to take some pictures of his new house for Lisa, his wife. You also, don't like Lisa; she took mike away from the night's out with the boys. Michael used to be a lot of fun.

Interview #5

Name Arnold Van Laer
Occupation Forest Ranger
Age 34

You were in the Balsam lake fire tower at about 1300 hours yesterday. The tower is about 20,000 feet northwest of the crash site. The weather was very windy and the visibility was about 100 feet due to the fog and rain. The tower is at the same elevation of the crash site. You weren't able to see anything due to the visibility, but you definitely heard something. You are a student pilot and have about 2 hours of solo time under your belt. What you heard was, in your opinion, definitely an airplane but you couldn't see anything due to the weather.

Evaluation

- Evaluators should at least take into account the following when judging the performance of the student interviewers.
- Did the interviewers find out where the plane crashed?
- What did the interviewers find out about Michael?
- Were the interviews conducted in a professional and courteous manner?
- How did the interviewers deal with each interviewee?
- How many students were involved in each interview?
- Did the students listen, or continually talk?
- Did the students request clarification on any questionable topics?
- How did the students deal with the irate best friend?
- How did the students deal with Michael's wife?
- Did the students leave a number to reach them at with additional information?

Expanding the Scenario

This scenario can be expanded in several ways. The following are a few good ones.

Combine the interviews with an ongoing search exercise: The evaluators will need to change the place references in the exercise to make it appropriate to the search area, but this is an easy fix. If you make the information relevant, the clues revealed in the interviews should lead the teams to the target eventually.

Communications: Have the team relay the information revealed back to mission base.

Don't rotate students through interviewees. Assign one team to each interviewee only: This will be more realistic, and force the students conducting the interviews to seriously think about the questions they ask, especially if the critical piece of information needed to find Michael can only be found once.

Add a media person to the mix: Have a news reporter stumble onto the team and start asking them questions. The students will obviously have information, but what do they do? Do they send the reporters to the mission base to talk to the PAO, or do they give them answers based on what they know. Don't forget to put a camera in their faces.

Site Security Exercise **Treat it as a Crime Scene**

Overview

Ground teams always have the potential for being responsible for site security, whether it be for an aircraft crash site or for the location at which a missing person was found. This short exercise will give students the opportunity practice securing the scene until law enforcement or investigators take over.

Scenario

The evaluators have either simulated the site where a missing person was found or an aircraft accident site. *Evaluators may want to see if there is a wreckage site that was not removed in the area that can be used for the simulation, but be sure to get permission first.* A typical CAP ground team has been assigned to perform site security until properly relieved. Either an evaluator should place students, or a trainee team leader to gain experience in this as well. If using an old wreckage site, evaluators should be sure that team members have been properly briefed on the dangers around aircraft wreckage (sharp edges, structural integrity of the aircraft, etc.) so that nobody gets hurt. Let them go!

After about 20 minutes, an evaluator dressed as a news reporter should try to get into the scene to take pictures. This evaluator should try to "sneak" past the security team, accidentally making them aware of his or her presence. The evaluator should also start snapping some photos, and pushing their way in to the scene. The evaluator then leaves and because he or she is either:

- frustrated that he did not go into the scene because of the legality of it
- the evaluator was bullied out of the scene
- the evaluator simply walked right in and nobody said a thing, got what he wanted and left

After the reporter leaves, an evaluator playing the role of law enforcement comes onto the scene, and plans to take custody of the scene so that the ground team can leave.

Evaluation

There are several things that evaluators should consider for this exercise.

Did the team leader assign team members to specific positions or areas?

Did the team members stay at their assigned positions?

Did the team members remember their general orders? Did the team leader remind them?

Did the team confront the reporter? If so did the team do so politely or did it turn into a shouting match with some physical attributes? If not, did they even see the reporter?

Did the team leader post signs and using marking tape if available to mark off the scene?

Did the team leader sign over the site properly?

Did the team leader request assistance if the team was too small to handle the task?

Did the team leader communicate his problem with the reporter to the law enforcement officer upon his arrival?

Expanding the Scenario

This scenario can be expanded to expose team members to other site related issues with little additional work.

Force the team to find the site: By placing a practice beacon at a crash site simulation or leading the team to a missing person with shed clothing articles and footprints along a trail, realism is added to the exercise.

BBP and First Aid: Put the team into a situation where they need to treat a patient on scene, and possibly transport him or her to another location.

Land Search: Have the team find information leading them to believe they have another subject missing from the scene. This will give the team a chance to practice some hasty searches of the area, or possibly coordinate other incoming support teams.

Land Survival: You could tell the team that survivors have been transported but local law enforcement will not be on scene until the next morning. The team will need to set up camp for the evening.

Attachment 1 **Moulage Tips**

Overview

Moulage allows trainers to bring a new level of realism to medical training exercises. That does not mean that it must be expensive to do. There are several training kits available to provide mass casualty training that units may want to invest in for between two and three hundred dollars. Those kits may not always be available though, or may be too expensive for some units to afford. The following are some ideas to allow units to realistically moulage personnel for training, but not break the budget.

Visit your local stores around Halloween: The basic red, black, and white makeup and fake blood that you can find in most stores around Halloween can be especially helpful in making simulated patients look like they've had an accident. Remember to get make-up that is non-toxic and washable and though since your simulated patients may be in uniform or in clothes that they will not want to throw away.

Visit your local funeral home: The local undertaker will often be able to provide undertaker's wax for simulating cuts and gouges, never mind he might have some tips for you to add realism to your training.

Look around your own home: You can often use things lying around your home to help put together a good moulage exercise. Use your imagination, but remember the golden rule "Do unto others as you would have done to you." If you wouldn't let someone put it in your hair, on your face, or simply dump it on you, then it may not be a wise idea to use.

- Cardboard tubing can often be used to simulate bone fragments.
- Baby powder can be used to make burn injuries look ashen or to give the pale look to someone.
- Q-tips can be helpful in applying makeup.
- Charcoal can be also be used to add realism to burn injuries.
- Mineral oil can be used to simulate fluids from head injuries.
- Mother's old makeup like mascara can often be used to simulate facial injuries or bruising.
- Corn syrup mixed with red food coloring, and possibly blue or yellow food coloring to darken it up can make realistic looking blood. Use water to thin it out. NOTE: Avoid food coloring unless you plan to ruin clothing; it does not normally wash out of clothing well, so having your simulated patients wearing throw-away items is a good idea.

Talk to your local EMS providers: EMS personnel can often give you good ideas for simulating medical injuries, could have supplies to offer for your use, or may even offer their own services as evaluators or role players. It can't hurt to ask.

Attachment 2 **Training Medical Kits**

Training BBP Kit for Ground Team Members

1. Two pairs of large, rubber, surgical gloves
2. Two 4x4 gauze pads
3. Two alcohol prep pads
4. One triangular bandage
5. One 2 inch wide gauze roller bandage (Kerlix)

"Training Only" Team Medical Kit

1. One box of large, rubber, surgical gloves
2. Four dozen 4x4 gauze pads
3. One dozen alcohol prep pads
4. Two dozen triangular bandages
5. Two dozen 2 inch wide gauze roller bandages
6. Splint materials
7. 1 BBP protective suit (tyvek suit, booties, face shield or goggles, mask, thick rubber gloves, and hair cover)
8. 1 Blood pressure cuff and stethoscope

Note: The above kit is for basic personnel with some BBP training. If higher trained personnel are on the team, then you may want to provide more equipment for their training level. That is completely up to the trainer.

Attachment 3
Pace Count Trial Card Template
(Front and Back)

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24 Hour Pack Pace Count Trials

	Highway/ Paved Road	Open Fields	Open Woods	Dense Woods
Trial 1	_____	_____	_____	_____
Trial 2	_____	_____	_____	_____
Sum	_____	_____	_____	_____
	2	2	2	2
Average	_____	_____	_____	_____

24 Hour Pack Pace Count Trials

	Highway/ Paved Road	Open Fields	Open Woods	Dense Woods
Trial 1	_____	_____	_____	_____
Trial 2	_____	_____	_____	_____
Sum	_____	_____	_____	_____
	2	2	2	2
Average	_____	_____	_____	_____

24 Hour Pack Pace Count Trials

	Highway/ Paved Road	Open Fields	Open Woods	Dense Woods
Trial 1	_____	_____	_____	_____
Trial 2	_____	_____	_____	_____
Sum	_____	_____	_____	_____
	2	2	2	2
Average	_____	_____	_____	_____

72 Hour Pack Pace Count Trials

	Highway/ Paved Road	Open Fields	Open Woods	Dense Woods
Trial 1	_____	_____	_____	_____
Trial 2	_____	_____	_____	_____
Sum	_____	_____	_____	_____
	2	2	2	2
Average	_____	_____	_____	_____

72 Hour Pack Pace Count Trials

	Highway/ Paved Road	Open Fields	Open Woods	Dense Woods
Trial 1	_____	_____	_____	_____
Trial 2	_____	_____	_____	_____
Sum	_____	_____	_____	_____
	2	2	2	2
Average	_____	_____	_____	_____

72 Hour Pack Pace Count Trials

	Highway/ Paved Road	Open Fields	Open Woods	Dense Woods
Trial 1	_____	_____	_____	_____
Trial 2	_____	_____	_____	_____
Sum	_____	_____	_____	_____
	2	2	2	2
Average	_____	_____	_____	_____

Attachment 4
Generic Compass Course Markers

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A1

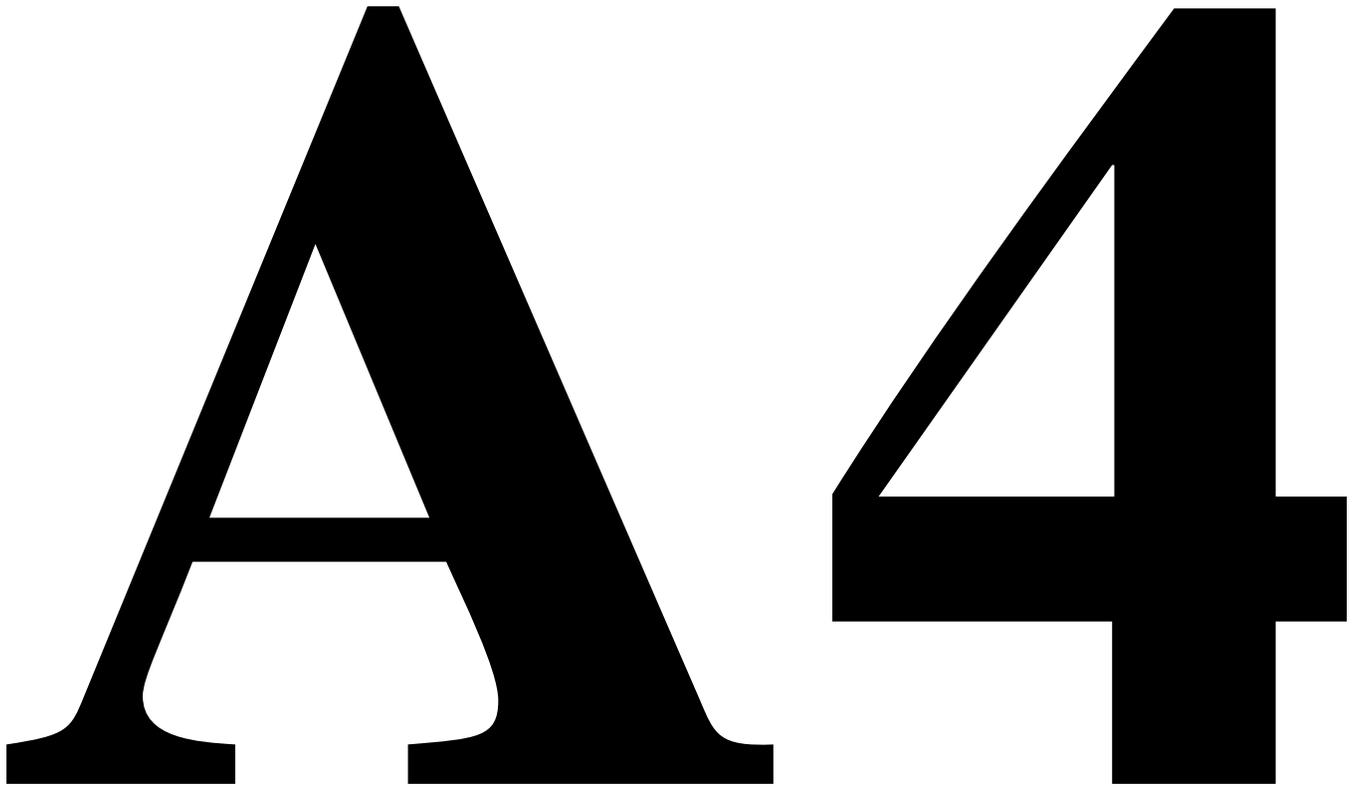
You are on compass course A. If you are supposed to be on course A, continue on. If you are not supposed to be on course A, return to the previous marker on your course and continue on from where you left off.

A 2

You are on compass course A. If you are supposed to be on course A, continue on. If you are not supposed to be on course A, return to the previous marker on your course and continue on from where you left off.

A 3

You are on compass course A. If you are supposed to be on course A, continue on. If you are not supposed to be on course A, return to the previous marker on your course and continue on from where you left off.



You are on compass course A. If you are supposed to be on course A, continue on. If you are not supposed to be on course A, return to the previous marker on your course and continue on from where you left off.

A5

You are on compass course A. If you are supposed to be on course A, continue on. If you are not supposed to be on course A, return to the previous marker on your course and continue on from where you left off.

A6

You are on compass course A. If you are supposed to be on course A, continue on. If you are not supposed to be on course A, return to the previous marker on your course and continue on from where you left off.



You are on compass course A. If you are supposed to be on course A, continue on. If you are not supposed to be on course A, return to the previous marker on your course and continue on from where you left off.

A 8

You are on compass course A. If you are supposed to be on course A, continue on. If you are not supposed to be on course A, return to the previous marker on your course and continue on from where you left off.

A 9

You are on compass course A. If you are supposed to be on course A, continue on. If you are not supposed to be on course A, return to the previous marker on your course and continue on from where you left off.

A

Finish

A

Start

B1

You are on compass course B. If you are supposed to be on course B, continue on. If you are not supposed to be on course B, return to the previous marker on your course and continue on from where you left off.

B2

You are on compass course B. If you are supposed to be on course B, continue on. If you are not supposed to be on course B, return to the previous marker on your course and continue on from where you left off.

B3

You are on compass course B. If you are supposed to be on course B, continue on. If you are not supposed to be on course B, return to the previous marker on your course and continue on from where you left off.

B4

You are on compass course B. If you are supposed to be on course B, continue on. If you are not supposed to be on course B, return to the previous marker on your course and continue on from where you left off.

B5

You are on compass course B. If you are supposed to be on course B, continue on. If you are not supposed to be on course B, return to the previous marker on your course and continue on from where you left off.

B6

You are on compass course B. If you are supposed to be on course B, continue on. If you are not supposed to be on course B, return to the previous marker on your course and continue on from where you left off.

B7

You are on compass course B. If you are supposed to be on course B, continue on. If you are not supposed to be on course B, return to the previous marker on your course and continue on from where you left off.

B8

You are on compass course B. If you are supposed to be on course B, continue on. If you are not supposed to be on course B, return to the previous marker on your course and continue on from where you left off.

B9

You are on compass course B. If you are supposed to be on course B, continue on. If you are not supposed to be on course B, return to the previous marker on your course and continue on from where you left off.

B

Finish

B

Start

C1

You are on compass course C. If you are supposed to be on course C, continue on. If you are not supposed to be on course C, return to the previous marker on your course and continue on from where you left off.

C2

You are on compass course C. If you are supposed to be on course C, continue on. If you are not supposed to be on course C, return to the previous marker on your course and continue on from where you left off.

C3

You are on compass course C. If you are supposed to be on course C, continue on. If you are not supposed to be on course C, return to the previous marker on your course and continue on from where you left off.

C4

You are on compass course C. If you are supposed to be on course C, continue on. If you are not supposed to be on course C, return to the previous marker on your course and continue on from where you left off.

C5

You are on compass course C. If you are supposed to be on course C, continue on. If you are not supposed to be on course C, return to the previous marker on your course and continue on from where you left off.

The image features the characters 'C' and '6' in a large, bold, black serif font. The 'C' is a classic capital letter with a slight curve at the top and bottom. The '6' is a lowercase letter with a thick, rounded body and a long, sweeping tail that curves upwards and to the right.

You are on compass course C. If you are supposed to be on course C, continue on. If you are not supposed to be on course C, return to the previous marker on your course and continue on from where you left off.

C7

You are on compass course C. If you are supposed to be on course C, continue on. If you are not supposed to be on course C, return to the previous marker on your course and continue on from where you left off.

C8

You are on compass course C. If you are supposed to be on course C, continue on. If you are not supposed to be on course C, return to the previous marker on your course and continue on from where you left off.

The image features two large, bold, black letters, 'C' and '9', rendered in a classic serif font. The 'C' is on the left and the '9' is on the right. Both letters are thick and have a slightly decorative, rounded appearance. The 'C' has a small notch at the top right, and the '9' has a long, sweeping tail that curves downwards and to the left.

You are on compass course C. If you are supposed to be on course C, continue on. If you are not supposed to be on course C, return to the previous marker on your course and continue on from where you left off.

C

Finish

C

Start

D1

You are on compass course D. If you are supposed to be on course D, continue on. If you are not supposed to be on course D, return to the previous marker on your course and continue on from where you left off.

D2

You are on compass course D. If you are supposed to be on course D, continue on. If you are not supposed to be on course D, return to the previous marker on your course and continue on from where you left off.

D3

You are on compass course D. If you are supposed to be on course D, continue on. If you are not supposed to be on course D, return to the previous marker on your course and continue on from where you left off.

D4

You are on compass course D. If you are supposed to be on course D, continue on. If you are not supposed to be on course D, return to the previous marker on your course and continue on from where you left off.

D5

You are on compass course D. If you are supposed to be on course D, continue on. If you are not supposed to be on course D, return to the previous marker on your course and continue on from where you left off.

D6

You are on compass course D. If you are supposed to be on course D, continue on. If you are not supposed to be on course D, return to the previous marker on your course and continue on from where you left off.

D7

You are on compass course D. If you are supposed to be on course D, continue on. If you are not supposed to be on course D, return to the previous marker on your course and continue on from where you left off.

D&

You are on compass course D. If you are supposed to be on course D, continue on. If you are not supposed to be on course D, return to the previous marker on your course and continue on from where you left off.

D9

You are on compass course D. If you are supposed to be on course D, continue on. If you are not supposed to be on course D, return to the previous marker on your course and continue on from where you left off.

D

Finish

D

Start

Attachment 5
Generic Compass Course Cards

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Compass Course Card

	Bearing	Distance	Paces Required	Marker Found
Leg 1	_____	_____	_____	_____
Leg 2	_____	_____	_____	_____
Leg 3	_____	_____	_____	_____
Leg 4	_____	_____	_____	_____
Leg 5	_____	_____	_____	_____
Leg 6	_____	_____	_____	_____

Compass Course Card

	Bearing	Distance	Paces Required	Marker Found
Leg 1	_____	_____	_____	_____
Leg 2	_____	_____	_____	_____
Leg 3	_____	_____	_____	_____
Leg 4	_____	_____	_____	_____
Leg 5	_____	_____	_____	_____
Leg 6	_____	_____	_____	_____

Compass Course Card

	Bearing	Distance	Paces Required	Marker Found
Leg 1	_____	_____	_____	_____
Leg 2	_____	_____	_____	_____
Leg 3	_____	_____	_____	_____
Leg 4	_____	_____	_____	_____
Leg 5	_____	_____	_____	_____
Leg 6	_____	_____	_____	_____

Attachment 6
Generic Map Course Cards
(Front and Back)

This page intentionally left blank.

Map Course Card

Location Description

Marker #

Marker 1	_____	_____
Marker 2	_____	_____
Marker 3	_____	_____
Marker 4	_____	_____
Marker 5	_____	_____
Marker 6	_____	_____

Map Course Card

Location Description

Marker #

Marker 1	_____	_____
Marker 2	_____	_____
Marker 3	_____	_____
Marker 4	_____	_____
Marker 5	_____	_____
Marker 6	_____	_____

Map Course Card

Location Description

Marker #

Marker 1	_____	_____
Marker 2	_____	_____
Marker 3	_____	_____
Marker 4	_____	_____
Marker 5	_____	_____
Marker 6	_____	_____

Notes

Notes

Notes

Attachment 7
Generic Orienteering Course Cards
(Front and Back)

This page intentionally left blank.

Orienteering Course Card

Location Description

Marker #

Marker 1 _____

Route _____

Marker 2 _____

Route _____

Marker 3 _____

Route _____

Orienteering Course Card

Location Description

Marker #

Marker 1 _____

Route _____

Marker 2 _____

Route _____

Marker 3 _____

Route _____

Orienteering Course Card

Location Description

Marker #

Marker 1 _____

Route _____

Marker 2 _____

Route _____

Marker 3 _____

Route _____

	Location Description	Marker #
Marker 4	_____	_____
Route	_____	
Marker 5	_____	_____
Route	_____	
Marker 6	_____	_____
Route	_____	

	Location Description	Marker #
Marker 4	_____	_____
Route	_____	
Marker 5	_____	_____
Route	_____	
Marker 6	_____	_____
Route	_____	

	Location Description	Marker #
Marker 4	_____	_____
Route	_____	
Marker 5	_____	_____
Route	_____	
Marker 6	_____	_____
Route	_____	

COMMENTS AND SUGGESTIONS

Many personnel were involved in producing this exercise guide, and though we worked very hard, we are sure that some changes can be made since this is a new project at the National level. If you have any questions or suggestions please forward them to:

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