

TASK BOOK

Ground Team Member 1



24 May 2004
Extracted: 6 Feb 2008

Trainee: _____ Unit: _____

**SPECIALTY QUALIFICATION TRAINING RECORD (SQTR)
Ground Team Member - Level 1**

NAME (Last, First, MI)	CAPID	DATE ISSUED
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Prerequisites

Item	Date Completed
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Complete requirements for GTM 2

The above listed member has completed the required prerequisite training for the ground team member – level 1 specialty.

UNIT/WING/REGION COMMANDER OR AUTHORIZED DESIGNEE'S SIGNATURE	DATE
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Familiarization and Preparatory Training

Task	Evaluator's CAPID and Date Completed
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Complete Task O-0701 Recognize and React to Air to Ground Signals

The above listed member has completed the required familiarization and preparatory training requirements for the ground team member – level 1 specialty qualification and is authorized to serve in that specialty while supervised on training or actual missions.

UNIT/WING/REGION COMMANDER OR AUTHORIZED DESIGNEE'S SIGNATURE	DATE
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Advanced Training

Task	Evaluator's CAPID and Date Completed
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- | | |
|---|--|
| Complete Task O-0401 Work with Canine Search Teams | |
| Complete Task O-0416 Plan Search Line Operations | |
| Complete Task O-0417 Organize a Search Line | |
| Complete Task O-0418 Control a Search Line | |
| Complete Task O-0419 Plan and Organize a Hasty Search | |
| Complete Task O-0703 Employ Ground to Air Signals | |
| Complete Task O-0802 Plan and Organize Site Surveillance | |
| Complete Task P-0201 Sign-In Team At Mission | |
| Complete Task P-0202 Plan And Brief Sortie | |
| Complete Task P-0203 Conduct Rehearsals | |
| Complete Task P-0204 Conduct After Action Review | |
| Complete the appropriate portion of CAPT 117, <i>Emergency Services Continuing Education examinations</i> | |

Exercise Participation

The above listed member satisfactorily participated as a ground team member – level 1 trainee under my direct supervision on mission number _____.

QUALIFIED SUPERVISOR'S SIGNATURE	DATE
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The above listed member satisfactorily participated as a ground team member – level 1 trainee under my direct supervision on mission number _____.

QUALIFIED SUPERVISOR'S SIGNATURE	DATE
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Unit Certification and Recommendation

The above listed member has completed the requirements for the ground team member – level 1 specialty qualification and is authorized to serve in that specialty on training or actual missions.

UNIT/WING/REGION COMMANDER OR AUTHORIZED DESIGNEE'S SIGNATURE	DATE
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TASK BOOK

Ground Team Member 1



Familiarization and Preparatory
Training Tasks

O-0701
RECOGNIZE AND REACT TO AIR/GROUND SIGNALS

CONDITIONS

You are on a ground team in the field, when a search plane flies overhead and attempts to communicate with your team without a radio.

OJECTIVES

Recognize what signal the aircraft is giving and react appropriately.

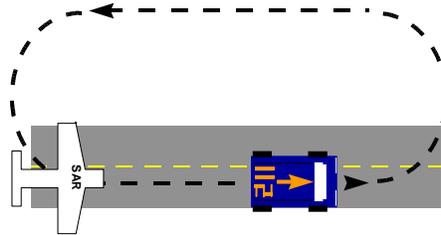
TRAINING AND EVALUATION

Training Outline

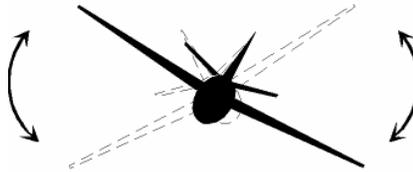
1. When on a search, it is possible to communicate with and receive direction from an aircraft that does not have two-way radio capability with the ground search team. This is accomplished by recognizing the signals that an aircraft can communicate by using its wings, nose, and engine.

2. The signals are:

a. Flying directly over the vehicle from rear to front (6 o'clock to 12 o'clock) revving the engine to indicate to the team to follow that aircraft.

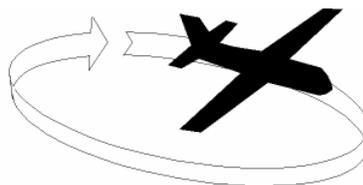


b. Aircraft wags wings back and forth (rocking the wings, rolling the aircraft).



This is a signal that the aircraft receives your message and understands.

c. Aircraft makes wide right hand turn over team



This is a signal that the aircraft has received your message but does not understand it.

d. Aircraft rocks it's nose up and down (pitching)



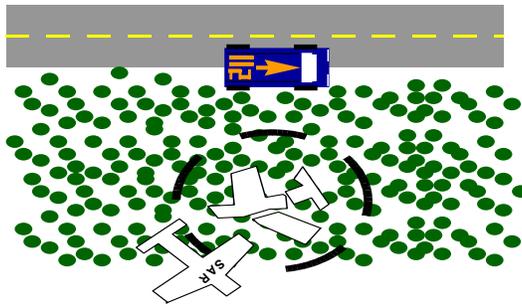
The aircraft is answering a message as affirmative or 'yes'

e. Aircraft yaws nose back and forth

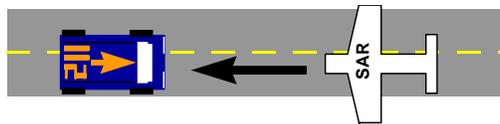


The aircraft is answering a message as negative or 'no'

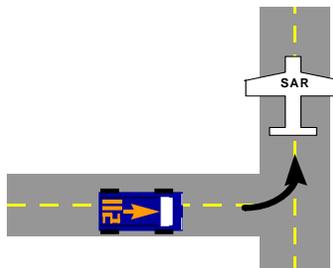
f. Aircraft circles the team and then heads away in a straight line while wagging its wings. The aircraft wants the team to head in that direction. After doing so, if the aircraft makes tight left hand turn over area, the aircraft is pointing out a specific target area to be searched.



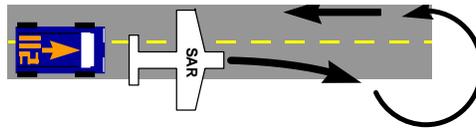
g. Flying directly over team from front to rear. This is a signal for the ground team to stop in place and observe the aircraft for further directions. (12 o'clock position to 6 o'clock positions) to indicate to the ground team to stop.



h. The aircraft indicates turns by flying ahead of the team and turning at the appropriate turnoff.



i. The aircraft approaches the vehicle from the rear and then turns sharply right (or left) in front of the vehicle while in motion to indicate to the team to turn around. The aircraft will circle back as necessary, flying against the team's direction of travel, and then take up the initial follow me procedure outlined above.



Additional Information

More detailed information on this topic is available in Chapter 10 of the Ground Team Member & Leader Reference Text.

Evaluation Preparation

Setup: None.

Brief Student: Describe each air/ground signal to the student or show a diagram to the student, and ask him what it means.

Evaluation

<u>Performance measures</u>	<u>Results</u>	
The student identifies the meaning of:		
1. Aircraft flying directly over the team (6 o'clock to 12 o'clock), revving the engine.	P	F
2. Aircraft wagging wings back and forth	P	F
3. Aircraft rocking nose up and down.	P	F
4. Aircraft makes tight left hand circle over area.	P	F
5. Aircraft makes wide right hand circle over ground team	P	F
6. Aircraft flying towards the team (12 o'clock to 6 o'clock), possibly revving the engine.	P	F
7. Aircraft circles team and then heads off in a straight line while wagging its wings.	P	F
8. Aircraft approaches the vehicle from the rear and then turns sharply right (or left) in front of the vehicle while in motion	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

TASK BOOK

Ground Team Member 1



Advanced Training Tasks

O-0401
WORK WITH CANINE SEARCH TEAMS

CONDITIONS

You are part of a ground team that has been assigned to work with a canine search team on a sortie.

OBJECTIVES

Position and conduct yourself to remain safe and avoid interfering with the dog team's work. You may provide radio communications support for the canine handler.

TRAINING AND EVALUATION

Training Outline

1. CAP will often work with canine search teams, including those of the police and volunteer agencies. Dogs are especially useful in missing persons searches. CAP ground teams must know how to work with the dog team without interfering with the dog's search abilities.
2. Search dogs fall into three categories: tracking, trailing and air-scenting.
 - a. There are specialized air-scent dogs for underwater, avalanche, cadaver, drug, and weapons searches. The rules for working with any specialized dog teams are the same. Air-scent dogs are deployed downwind of the search area and are trained to detect human scents traveling on the wind. These dogs may also work at times in the tracking or trailing mode. These dogs are usually the preferred resource.
 - b. Tracking dogs are trained to follow a specific scent and are not necessarily affected by other humans. An article of the missing person's clothing is held under the dogs nose until he 'gets the scent'. The dog is then capable of tracking that scent on the ground through the woods to the missing person. They can be confused by "additional scents" that mask the target scent. These dogs may also be confused by a broken track. For this reason that this type of dog is deployed early in the missing person search, i.e. before the target scent fades or the search area is filled with other search resources.
 - c. Trailing dogs are similar to tracking canines, but pick up scent that originates in a addition to the original track. A person brushes against items and leaves a trail of dead skin cells and other items fallen off from the body.
3. Search dogs and their handlers are highly trained search resources. The dogs are not always considered friendly or as pets.
4. Search dog teams have a approximate 50% to 80% probability of detection (POD) on any given sortie for a well trained dog. Good handlers will have a more accurate estimate of their team's POD.
5. The five rules for working with dog teams are:
 - a. Coordinate your team's actions with the dog handler.
 - b. Clear the upwind search area of any personnel and stay downwind of the dog and handler at all times. (especially important when working with air-scent dogs)

c. When searching or traveling with an air-scent team, keep a good distance behind the dog and handler (as defined by the handler) and allow them to work unimpeded.

d. When in doubt, follow the instructions of the dog handler.

e. Unless the handler specifically allows it, keep all personnel away from the search dogs in the field and at base camp. DO NOT ALLOW ANYBODY TO FEED OR PLAY WITH THE DOGS. KEEP ALL MOTOR VEHICLES AWAY FROM THE DOGS AS THE EXHAUST DEADENS THE SCENT AND SENSE OF SMELL. DO NOT SMOKE AROUND DOGS.

Evaluation Preparation

Setup: None

Brief Student: Tell the student to describe the deployment and uses of an air-scent dog, tracking dog and trailing dog, and then list four rules for working with dog teams.

Additional Information

More detailed information on this topic is available in Chapter 7 of the Ground Team Member & Leader Reference Text.

Evaluation

<u>Performance measures</u>	<u>Results</u>	
1. Describes the deployment and uses of an air-scent dog	P	F
2. Describes the deployment and uses of a tracking dog	P	F
3. Describes the deployment and uses of a trailing dog	P	F
3. List four of the five rules for working with dog teams	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

O-0416
PLAN SEARCH LINE OPERATIONS

CONDITIONS

You are leading a team in the field, and are assigned to grid search an area.

OBJECTIVE

Conduct an effective team grid search of the assigned area.

TRAINING AND EVALUATION

Training Outline

1. The ground search function is the most physically demanding and trying operation that a ground team must be prepared to conduct. This is where ground team leaders spend most of their training time and leadership ability. In order to effectively search an area, the team leader must make several decisions based on his assignment, the time available, and his team.

2. Team Leaders will usually be given a section of ground to search and a briefing on how thoroughly the area must be searched. The particulars of actually performing the operation are at the discretion of the team leader based on his evaluation of the terrain, visibility, and his team. The team leader needs to decide:

- a. What search pattern to use
- b. What search formation to use
- c. What interval to have between team members
- d. From what directions to sweep the search area.
- e. Where the team is to stop, turn, or regroup.
- f. Panic direction if a team member gets lost
- g. What hazards to avoid in the area

3. **SEARCH PATTERNS.** The terrain will usually dictate what search pattern is used to sweep an area. The most common ones are:

a. The creeping line - is the most commonly used pattern. The team starts in one corner of the search area, proceeds to the adjacent corner, offsets the line and proceeds across the search area.

b. The expanding rectangle - is used for small search areas where the target is believed to be and a high probability of detection is desired. To execute this pattern requires extremely good compass/mapwork, pace counting, and blazing abilities. The modified expanding rectangle is used when the search area is on one side of a linear feature such as a road or river. If a repeated search is made, the center position should be made diagonally from the first leg. This type of search pattern is often used after a clue is found.

b. Spacing team members such that when on line any given team member can barely see the team member two positions to his left or right gives approximately a 75-80% probability of detection.

c. Spacing team members such that when on line any given team member can barely see the team member three positions to his left or right gives approximately a 95% probability of detection.

Using these rules allows the team leader to expand or contract his team spacing as required to maintain the assigned POD through varying terrain.

6. **SEARCH DIRECTION.** An important decision is from what direction to head the team in order to cover the area. In flat terrain, almost any direction will do, so the team leader can choose the long axis of his search area to minimize turning points or choose to follow surrounding roads as guides. In hilly terrain, it is best to search along the contour of the ground. Trying to search up and down hill will unnecessarily fatigue team members. A search direction may already be assigned by the ground branch director, particularly if the area has been previously searched in another direction.

7. **HAZARDS.** Before starting a search the team leader must conduct at least a map study and if possible a quick inspection of the assigned area for terrain hazards. Team members should be briefed on all hazards they can expect to encounter to including: rock fields, cliffs, thick underbrush, mine shafts, etc.

8. **'PANIC' AZIMUTH.** The team leader must also pick the points or terrain features that determine where his team is to stop searching and turn in a different direction. Also determine a compass azimuth that will lead an individual out of the search area in a safe direction, preferably toward a linear feature. Team members are briefed on this 'panic azimuth' and told to follow it if they become lost.

Additional Information

More detailed information on this topic is available in Chapters 7, 18 and 19 of the Ground Team Member and Leader Reference Text.

Evaluation Preparation

Setup: Provide the team leader with a map the search area. A topographical map is preferable, or a copy of one.

Brief Team Leader: The team leader is to develop a plan for searching the entire area based on having a ten man team an assigned POD. He will describe this plan in detail to the instructor. The team leader has ten minutes to prepare his plan.

Evaluation

<u>Performance measures</u>	<u>Results</u>	
1. The team leader determines the correct search pattern	P	F
2. The team leader determines the correct search formation	P	F
3. The team leader determines the correct interval	P	F

- | | | |
|---|---|---|
| 4. The team leader evaluates and finds safety hazards | P | F |
| 5. The team leader defines end, turning points and search direction | P | F |
| 6. The team leader determines a panic azimuth | P | F |

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

O-0417
ORGANIZE A SEARCH LINE

CONDITIONS

You are leading a team in the field, and are assigned to grid search an area. You have already planned how you will search the area.

OBJECTIVE

Organize the assigned team members into a search line and brief them on the search.

TRAINING AND EVALUATION

Training Outline

1. Before a team moves through the woods on a search, the team members must be organized into an effective unit rather than a bunch of individuals. The team leader must perform this organization and brief his people with the required knowledge to properly perform their jobs.
2. The team leader should perform the following actions:
 - a. Line team members up in the required search formation. Assign post numbers to each individual.
 - b. Assign team members to mark the search route. Usually one or both end members of the line (also usually the most experienced team members). Check to make sure marking materials are available, and instruct on what colors to use.
 - c. Assign team members to the roles of the base man (either compass bearer or terrain feature follower) and pace keeper (if required). Remember, the team leader is still responsible for determining the team's location. The compass and pace keepers are there as backups.
 - d. Assign a team member to be the communicator (if the team leader doesn't perform this function), and team members to carry first aid kits, rope, etc. Take into account the skills and carrying capacity of the team members.
 - e. Determine where the team leader will position himself. A team leader can be centered on and behind the team for maximum control, with the base man in order to direct the teams movement, or in front as a scout.
 - f. Brief the team on the following items:
 - 1) The chain of command for the team (who's in charge if the team leader is absent or injured).
 - 2) Search interval and pattern
 - 3) Turning and end points of travel
 - 4) Terrain hazards and panic azimuth
 - 5) Actions on clue find or target find.

- 6) Where the team leader will be located.
- 7) Specific clues to search for (remind the team what the target is).
- 8) Review signals to be used to control the line (commands, whistles, etc.).

Additional Information

More detailed information on this topic is available in Chapter 7 of the Ground Team Member and Leader Reference Text.

Evaluation Preparation

Setup: Provide the team leader with a 5 to 7 people to act as a search team. Provide the team leader with a map of the area with the search area marked, including turning and stopping points.

Brief Team Leader: Brief the individual that he is the team's leader. Present him with or have him prepare a plan to search his assigned area. The team leader is to organize the people into a search formation and brief them on the assigned sortie.

Evaluation

Performance measures	Results
1. The team leader lines people up and assigns post numbers	P F
2. The team leader assigns tasks to team members	P F
3. The team leader briefs on end and turning points	P F
4. The team leader briefs on safety hazards and panic azimuth	P F
5. The team leader briefs on his location during the search	P F
6. The team leader briefs on the chain-of-command	P F
7. The team leader briefs on specific search clues	P F
8. Reviews signals used to control the line.	P F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

O-0418
CONTROL A SEARCH LINE

CONDITIONS

You are a ground team leader. You have planned and organized a search line, and are preparing to begin the search.

OBJECTIVES

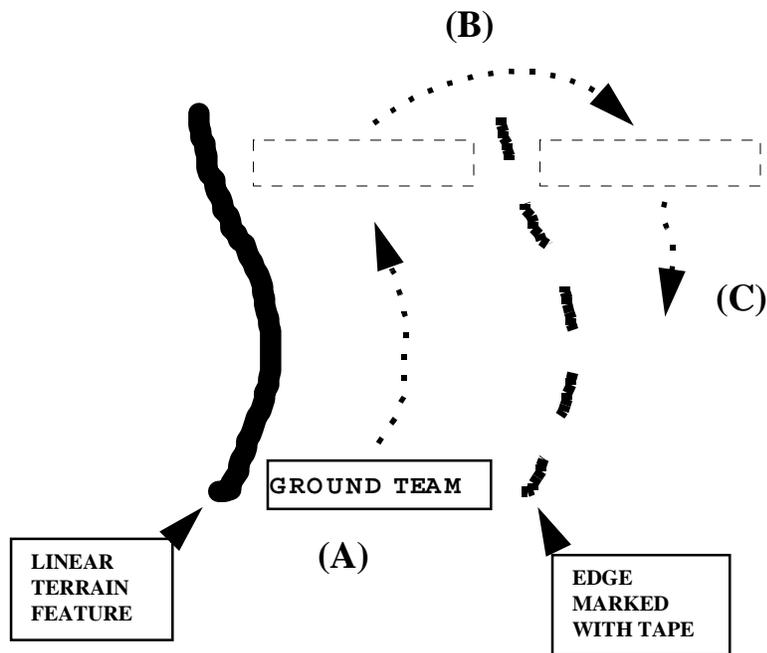
Conduct a proper search, maintaining proper direction, interval and speed, while keeping track of your position.

TRAINING AND EVALUATION

Training Outline

1. Proper control of a search line is essential to ensure proper coverage of the search area. It is the team leader's responsibility to ensure that all the terrain in the search area is searched to a given degree of thoroughness. The team leader does this by ensuring the team maintains the proper direction, interval and speed. Additionally, the team leader ensures that no terrain is missed between sweeps. Finally, the team leader must also ensure that safety of the team at all times.
2. To control the team:
 - a. Position yourself where you can best control the team. Normally this is centered on and behind the search line. Sometimes you might choose to travel in front of the search line, scouting out possible hazards. Occasionally, the you should travel along the search line to supervise all team members. Only on the smallest teams should the team leader be part of the search line. **THE TEAM LEADER IS NOT A SEARCHER.** While you should keep your eyes open, your primary duty is controlling the team, not scanning.
 - b. Normally uses whistle signals or voice commands ("Forward the Line", "Halt the Line, etc.), although radios can sometimes be used, especially on a long search line.
3. To maintain proper direction:
 - a. When navigating off a terrain feature or marked path. While you should have appointed a base man to follow the terrain feature or marked path, you must double check the base man occasionally with a map and compass. The team leader, not the base man, is ultimately responsible for the direction of the team.
 - c. If you are navigating by azimuth and distance, use your own compass to double check the base man. Periodically ask the pace man for the total distance traveled, and mark it on the map, using terrain association to see if it is correct.
4. To maintain proper interval: You should monitor you team for correct interval and make corrections as needed. As you walk the line, stand by each team member and see if you can see the number of other team members to either side specified by the interval.
5. To maintain proper speed:

- a. You should look for parts of the line that are moving too quickly and slow them down. If the whole line's speed needs adjusting, adjust the speed of the base man accordingly.
 - b. Watch the designated route marker - he is the most likely to fall behind. Slow the team if necessary to ensure a well-marked edge.
 - c. Occasionally stop the team for listening checks or whistle sound sweeps.
6. To ensure no terrain is missed between sweeps:
- a. Make sure the team member marking the edge of the search line is marking at the proper interval (you can see each mark from the last one).
 - b. When you make subsequent sweeps, let the same person who marked a line be the new base man. He will have the easiest time finding the marks since he left them.
 - c. If you have problems finding a mark, stop the line and send out scouts to find it. Once you do, ensure you haven't missed any terrain while looking for the mark. If so, back up and cover it.
 - d. Periodically check your pace man's count and locate your approximate location on the map.
 - e. Periodically check the map, and mark the areas you have covered.



EXAMPLE: Guiding a team with terrain association. (A) On the initial sweep, the base of the team is to the team's left, guiding on the terrain feature. The right hand member of the team marks the edge with tape. (B) When the team reaches the end of the search are it turns around. (C) On second sweep coming back, the base is to the team's right, guiding on the marking tape left from the first sweep.

- 7. To ensure team safety.

- a. Occasionally have the team “Count Off” with their numbers. This ensures you haven’t lost anyone.
- b. Monitor your team for fatigue or dehydration. Take breaks as needed.
- c. If you hit dangerous terrain, stop the team, recon area, and make a safe plan to search or avoid it.
- d. Ensure all team members know they can halt the team for any reason related to the search or safety.

Additional Information

More detailed information on this topic is available in Chapter 7 of the Ground Team Member and Leader Reference Text.

Evaluation Preparation

Setup: Choose a wooded area at least 400 meters long with a linear terrain feature (stream, road, etc.). Line up a search team of at least 5 members. Predesignate a base man, pace man, and an edge marker. Provide a map of the area to the individual to be tested. Choose a magnetic azimuth through a different part of the woods.

Brief Team Leader: Tell the individual to take the team and search the area to one side of the linear terrain feature using a search interval of 2 men visible. Tell him to search a given distance along the feature, then turn around and search coming back one search line width farther from the terrain feature. When he completes that task, tell him to search along the magnetic azimuth for 400 meters. At some point along each search, have him stop the team and determine his position on the map +/- 100 meters.

Evaluation

<u>Performance measures</u>		<u>Results</u>
1. Maintains control of the team at all times.	P	F
2. Uses appropriate voice or whistle signals	P	F
3. Maintains proper direction and control of base and pace men.	P	F
4. Ensures proper interval among team members.	P	F
5. Maintains proper speed.	P	F
6. Ensures edge marking is adequate	P	F
7. When asked, can determine the team’s location +/- 100 meters	P	F
8. Leaves no terrain un-searched between the sweeps	P	F
9. Maintains team safety at all times.	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

O-0419

PLAN AND ORGANIZE A HASTY SEARCH

CONDITIONS

You are leading a team in the field, and are assigned to hasty search trails and linear features in an area.

OBJECTIVES

Within 10 minutes, plan and organize an effective team hasty search of the assigned area.

TRAINING AND EVALUATION

Training Outline

1. Efficiency is important to cover a large search area quickly. It takes many searchers a long time to search one square mile, especially in a line search, and it is not wise to waste resources this way when many survivors are found by searching high probability areas. This could be because the search target is believed to be mobile and looking for help, or because the search target is believed to be located near a road or other terrain feature. The objective of a hasty search is to search areas of high probability in an area quickly to a moderate probability of detection. Areas of high probability include linear features like trails, roads, streams, and drainages, and point features like cliffs, boulder fields, caves, etc.

- a. Team movement during a hasty search is normally on trails and roads. Vehicles may be used on some roads, while team members walk on smaller trails.
- b. In order to cover more area, the team leader often will be required to operate the team in two to three-member sections remotely from your location. This requires additional care to keep all team members safe.
- c. Hasty search usually involves attraction tasks, such as yelling, horn blowing, lights at night, etc. (See the Conduct Attraction Techniques task O-0407.)
- d. Sometimes, the team will be told exactly what terrain features to search. Other times, the team will be given an area to cover, and the team leader chooses where to search.

2. To plan and organize a hasty search:

- a. **Determine what linear and point features to search** (unless this is specified) using a map. Take into account the past history of the area, preliminary information from investigations, and the possibility that you may be looking for someone that isn't lost, but just delayed: a "bastard" search.

- 1) Linear features within a search area include trails, ridge lines, drainages, and roads. These are normally places the search target might be walking (like roads), obstacles a plane might have crashed into (ridge lines), or places that allow visibility of surrounding terrain.

- 2) Point features are specific points of interest. They could also include isolated buildings, bridges, or other places the search target may have taken shelter. They could be high points from which a team can visually scan the area. Or they could be danger areas that might have caused the target to become lost or injured (cliffs and caves for missing persons, towers and mountain tops for airplanes).

3) Remember what your target is. A missing plane search will look at different terrain features than a missing persons search.

b. **Determine the hazards in the area** (see separate task -- Identify Natural Hazards - O-0101), so you can brief your team.

c. **Divide the team into sections** of two to three team members.

1) The ability to divide the team into sections is determined by the number of people and the ability to maintain communications with each section. The buddy system requires that no person be sent out alone, so the maximum number of sections is simply half the number of team members.. The team member may choose to make three person sections based on the assignment and the experience level of the team members.

2) Ideally each section will have radio communications with the team leader, but this is not an absolute requirement. Being in whistle range should be adequate for short periods of time.

3) Determine who will carry what team equipment, including the first aid kit, DF gear, and radios.

d. **Determine the rally point.** Where should sections go when they are done searching. It might be the start point, or it might be some other place in the area.

e. **Determine who searches what features.** Divide the work up evenly. Starting from the team's current location and trace routes for each team to the rally point. Decide if each team travels mounted or dismounted. Remember to allow more time for teams moving through rough terrain (such as "ridge running") than for teams traveling on well kept roads.

e. **Make a communications plan.** How do sections communicate -- radio or whistle? Ensure sections are always in at least whistle range of other sections. Determine check-in times and procedures with the team leader. This can be done with whistle signals.

f. **Determine lost procedures.** If there is a clearly definable terrain feature, such as a tower, that is visible from all directions, you could have lost team members move to that feature. If there is a linear terrain feature at or beyond a boundary of the search area (such as a river or highway), you could determine the azimuth to it, and have lost team members travel to it and then stop. At the very least, you could have lost personnel stationary on the trail they are on. In any case, have a plan.

g. **Brief your sections.** The briefing should include the results of all your planning. . Make each section knows exactly where to search. If maps are not available for all, drawing sketches is desirable. Brief the team on:

- 1) The chain of command for the team (who's in charge if the leader is absent or injured).
- 2) Who is in what section, and who carries what team gear.
- 3) Exactly what routes each section takes, and what they search.
- 4) The communications plan
- 5) Terrain hazards and lost procedures

- 6) Actions on clue find or target find.
- 7) Where the team leader will be located.
- 8) Specific clues to search for (remind the team what the target is).
- 9) Attraction techniques to use.

3. To conduct the hasty search, each section travels along its route, using proper scanning techniques. At point terrain features, the section stops and searches the point and it's surrounding area.

Additional Information

More detailed information on this topic is available in Chapters 7, 18, and 19 of the Ground Team Member and Leader Reference Text.

Evaluation Preparation

Setup: Provide the team leader with a map with an area to search marked on it. The leader may use any item in his field gear, including this checklist. Prepare a list of team equipment.

Brief Team Leader: Tell the team leader that he has an 8 man team (including himself) and must develop a plan for a hasty search of the marked area. Brief the team leader on what the target of the search is. Give him the list of team equipment. Tell him to brief you on his plan in 15 minutes as if you were his team.

Evaluation

Performance measures

Results

The team leader:

- | | | |
|--|---|---|
| 1. Starts the briefing within 15 minutes. | P | F |
| 2. Briefs the team on: | P | F |
| a. The chain of command and duty assignments for the team (Who's in charge in lieu of the team leader? Who is in what section, and who carries what team gear?). | | |
| b. Exactly what routes each section takes, what to search, and attraction techniques to use. | | |
| c. The communications plan | | |
| d. Safety hazards and lost procedures | | |
| e. Actions on clue find or target find. | | |
| f. Where the team leader will be located. | | |
| g. Specific clues to search for (remind the team what the target is). | | |

- | | | |
|--|---|---|
| 3. Correctly identified the terrain features that need searching and safety hazards | P | F |
| 4. Made section assignments that: | P | F |
| a. Let each section cover a logical number of features located along a logical route | | |
| b. Cover all terrain features identified in # 1 above | | |
| c. Make use of vehicles and personnel on foot as appropriate. | | |
| 5. Developed a logical communications plan and lost procedures. | P | F |
| 6. Used all available resources, including team gear and vehicles as appropriate | P | F |

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

O-0703
EMPLOY GROUND TO AIR SIGNALS

CONDITIONS

You are in the field and must communicate with an airplane without a radio or signal mirror. You have your field gear.

OJECTIVES

Identify the appropriate ground to air signal, correctly construct one signal using your field gear and available materials within 15 minutes, and correctly use body signals

TRAINING AND EVALUATION

Training Outline

1. Ground to air signals can be used by lost personnel and ground teams, whenever a radio is not available. The international ground to air signals are listed below. There are three types of signals. The five distress signals are used primarily by lost persons. The seven search team signals are primarily used by ground search teams. Finally, there are eleven body signals. All team members should memorize the five distress signals, and carry a reference for the others.

2. To use ground to air signals:

- a. Choose an open area visible from the air.
- b. If possible, draw attention to the area with campfires, smoke, etc.
- c. Construct the signals from any suitable materials, including signal panels, colored cloth (such as tarps or ponchos), logs, stones, or by digging trenches. The key is contrasting the signal with the background terrain.
- d. Signals should be at least ten feet tall. Each "leg" of the signal should be at least eighteen inches thick.
- e. The five distress signals are as follows (you can also use the international "S O S"):

V - REQUIRE ASSISTANCE

X - REQUIRE MEDICAL ASSISTANCE

N - NO OR NEGATIVE

Y - YES OR AFFIRMATIVE

↑ - PROCEEDING IN THIS DIRECTION

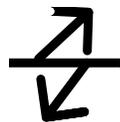
f. The seven ground search team signals are:

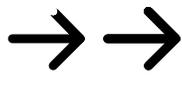
LLL - OPERATION COMPLETED

LL - WE HAVE FOUND ALL PERSONNEL

++ - WE HAVE FOUND ONLY SOME PERSONNEL

XX - WE ARE NOT ABLE TO CONTINUE.
RETURNING TO BASE

 - HAVE DIVIDED INTO TWO GROUPS (EACH
PROCEEDING IN THE DIRECTION INDICATED

 - INFORMATION RECEIVED THAT AIRCRAFT
IS IN THIS DIRECTION

NN - NOTHING FOUND, WILL CONTINUE SEARCH

3. Additionally, there are body signals, used once you are sure the aircraft is looking at you.



Additional Information

More detailed information on this topic is available in Chapter 10 of the Ground Team Member & Leader Reference Text.

Evaluation Preparation

Setup: Pick an area. Ensure there are enough materials readily available to construct signals. Ensure the student has his field gear. For the second and third steps of the tasks (ground search and body signals) below, the student may use any reference material he has in his field gear, including this manual.

Brief Student:

1. Ask the student to draw each of the five distress signals from memory.
2. Then pick one of the ground search team signals and tell him that he has 15 minutes to construct that signal (do not tell him what the signal looks like; make him look that up in his reference material). Tell him that he can use any materials in the area, and any items in he field gear.
3. Finally have the student demonstrate the three body signals of your choice from the above list. Again, tell him that he may use any reference materials in his field gear.

Evaluation

<u>Performance measures</u>	<u>Results</u>	
1. From memory, the individual correctly draws the signal for:		
a. REQUIRE ASSISTANCE	P	F
b. REQUIRE MEDICAL ASSISTANCE	P	F
c. NO OR NEGATIVE	P	F
d. YES OR AFFIRMATIVE	P	F
e. PROCEEDING IN THIS DIRECTION	P	F
2. The individual constructs a specified ground search team signal:		
a. At least 10' high, with each leg at least 18" thick	P	F
b. Providing adequate contrast with the surrounding terrain	P	F
c. Within 15 minutes.	P	F
3. The individual successfully uses three body signals chosen by the evaluator	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

O-0802
PLAN AND ORGANIZE SITE SURVEILLANCE

CONDITIONS

You are leading a team in the field, and are assigned to conduct surveillance of a site. All victims have been evacuated. Your team is the first site surveillance team to guard the site.

OBJECTIVES

Within 30 minutes of arrival (60 at night). Conduct a reconnaissance, establish a hasty perimeter, determine the final placement of all sentries, mark the perimeter, determine the locations of the command post, parking area and bivouac area, and brief the first relief.

TRAINING AND EVALUATION

Training Outline

1. Site surveillance is a critical CAP mission. The intent is to ensure that the wreckage of an airplane, possible crime scenes, or other disaster sites are not disturbed by any intruders until investigators (such as NTSB investigators) arrive or until another agency takes control of the scene. Additionally, site surveillance helps prevent injury caused by people wandering in to a potentially hazardous crash site that could contain jagged metal, highly flammable fuel and/or possible contaminated blood.

a. Conducting site surveillance requires a good deal of planning. The team leader must plan the posting of sentries and the positioning of vehicles, bivouac areas, and his own command post to ensure that the site is secure from all directions, that his operation presents a favorable and professional appearance to observers, and that his own team is safe from any hazards from the crash itself.

b. Site surveillance is a continuous mission; a team may be constantly “on duty” for 24 hours or longer. Because of this, a team leader must ensure his plan allows his team adequate rest time to ensure they can sustain operations until relieved.

b. The team leader must also remember that his primary objective is to ensure that no one, including his team, disturbs the wreckage. The only time a team may disturb the wreckage is if it presents a safety hazard that cannot be avoided any other way or if moving the wreckage would help preserve it (this second situation does not happen often).

2. When you arrive on the scene:

a. Determine if there is any other agency already on site. If so, get a full briefing from them and then relieve them once your sentries are posted.

b. Conduct a reconnaissance. Take all necessary precautions against bloodborne pathogens (BBP). For example, if you are the first agency on the scene, conduct the recon wearing full protective gear, if available. If another agency is on station, determine the BBP threat from them. During the reconnaissance, you are specifically looking for:

1) Any safety hazards, including jagged metal, fuel or blood. Remember to look overhead in the trees for pieces of the wreck that might fall and for any trees that have been dangerously weakened by the crash.

2) The most likely avenues of approach to the crash site that intruders might take, such as trails, roads or open terrain.

3) The outline of the crash, formed by the pieces of wreckage furthest from the center.

4) Places where sentries could have good visibility of the crash site and/or the surrounding terrain, focusing on likely avenues of approach.

c. Establish a hasty perimeter. Put sentries around the crash site, outside of all wreckage, and a safe distance from any hazards found in the reconnaissance.

d. Mark the perimeter. Use engineers or surveyor's tape. Put tape as close to waist level as possible.

e. Determine permanent sentry positions. Sentries can be stationary or roving. In addition to watching the crash site, sentries can also be used to direct traffic around the site, if near a road. Don't have too many sentries at once -- you need multiple shifts. Choose positions that minimize the number of sentries you need.

f. Determine where you will put:

1) Your command post. This should be located where you can best control the crash site and access to it.

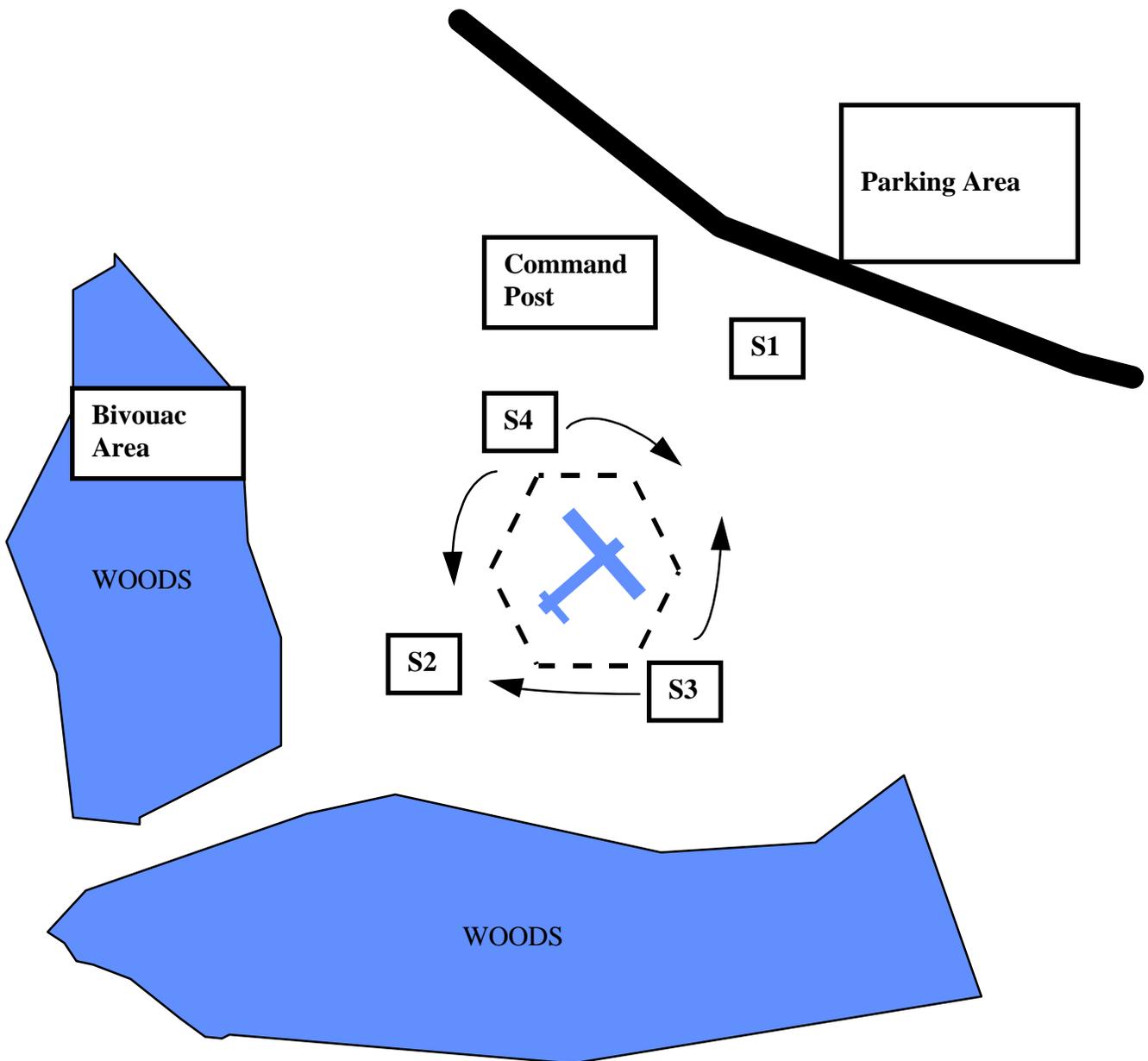
2) The bivouac area. This should be far enough away from the wreck to avoid destroying any evidence, out of the view of the public (if possible) and where you can easily call for team members as needed.

3) The parking area. If the crash is near a road, decide where to put your vehicles and where you will try to keep visitor's vehicle. Avoid crowding the crash site.

g. Divide your team into sentry shifts, or "reliefs". You will need at least two reliefs in the daytime, and three at night.

h. Pull your first relief personnel off the perimeter, brief them and post them in the permanent sentry posts (see separate task O-0803 -- Supervise a Site Surveillance Shift).

i. At no time should you disturb any piece of the wreckage unless it poses a safety threat. If you must disturb wreckage, mark its original location and photograph it if possible.



Example of A Site Surveillance Plan - The team leader determined that the two avenues of approach were the road (upper right) and the trail between the two pieces of woods (lower left). He posted four sentries. Sentry S1 faces the road, where he can intercept anyone coming from the road, while Sentry S2 faces the woods trail. Sentries S3 and S4 each rove along half of the marked perimeter. The dotted hexagon represents engineer tape, which circles the outmost pieces of the wreckage. The command post is set up near the road, and where the team leader can see everything that is going on. The bivouac area is in the woods to the left - nearby but out of view from the road. The parking area has been set up across the road, where it will not congest the crash site.

Additional Information

More detailed information on this topic is available in Chapter 15 of the Ground Team Member and Leader Reference Text.

Evaluation Preparation

Setup: Mark a “crash site” or disaster site on a piece of terrain. you can use a signal panel, a car, or anything else you might have available. Use a few signs to mark associated hazards, such a , “Pool of Fuel”, “Unstable Tree”, etc.

Brief Team Leader: Tell the student that he is the team leader and has been assigned to secure this crash site. Tell him that all victims have been evacuated, and there is currently no one on site. Inform him that he may use any checklist, including this book, that he carries in his field gear. Tell him to perform all actions necessary to plan and organize the CSS. Tell him to you will play the role of all team members. Finally tell him that in 30 minutes (60 if a BBP protective suit is available and expected to be used) that he must brief you on his plan.

Evaluation

<u>Performance measures</u>	<u>Results</u>	
The team leader:		
1. Conducts surveillance.	P	F
a. Taking BBP precautions (or simulating)		
b. Determines all safety hazards.		
c. Determines the most likely avenues of approach that bystanders/intruders would use.		
d. Determines the outline of the crash site.		
e. Determines terrain with good visibility of the site and the avenues of approach		
2. Directs part of his team to establish a hasty sentry perimeter safe from all hazards and outside the crash site outline.	P	F
3. Directs the marking of the perimeter with tape, as close to waist level as possible (simulated)	P	F
4. Determines final sentry positions	P	F
5. Determines the location of the command post, bivouac area, and parking area (if needed)	P	F
6. Divides his team into at least 2 shifts (day) or 3 shifts (night)	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

P-0201
SIGN-IN GROUND SEARCH TEAM AT MISSION

CONDITIONS

You are the leader of a ground team that has just arrived at mission base. You have completed a individual and vehicle accountability and safety inspection.

OBJECTIVES

Complete personnel and vehicle sign-in within 15 minutes of arriving at mission base.

TRAINING AND EVALUATION

Training Outline

1. Before a team can depart mission base to perform a sortie, the team leader is responsible for ensuring that all personnel are properly “signed-in” to the mission. This should be done immediately upon arrival at mission base. Signing-in gives the mission staff information on what vehicle and personnel resources are available, and it gives the ground operations staff specific information on team composition and capability. Legally, it also ensures that all personnel and vehicles on the mission are accounted for and are covered by the appropriate insurance regulations.

a. There are three forms used to sign-in a team - team leaders should have copies of these forms on-hand.

1) ICS Form 211, Check-In List - used to record all personnel or teams present at the mission, along with several other critical pieces of information. For this reason, it is essential that everyone writes legibly on the form.

2) ICS Form 218, Support Vehicle Inventory – used by the ground support unit of the logistics section to record all ground support vehicles (corporate and private) participating in the mission. This includes vehicles that only transport people to the mission base and aren’t expected to be used during the mission. This form is used primarily for insurance, reimbursement, and letting the mission staff know what assets are available.

3) CAPF-109, Vehicle Clearance Form - used to plan and brief all ground team sorties assigned during a mission.

b. Teams can actually begin the sign in process before arriving at mission base. A team leader can have his team fill out the paperwork at the meeting point, or while en route.

2. To sign in a team for a mission:

a. Have your team members complete an ICS Form 211. As they do this, ensure that:

1) Each member has on-hand a current CAP ID card and CAPF 101 for the job they will be doing. (normally, inspect this yourself. For large teams, delegate the inspection to your second-in-command.

2) Each member writes legibly, providing his appropriate information (listing Trainee status if applicable).

3) Emergency contact information should be on file, but may need to be provided. Ensure that someone is known who can actually be reached during the mission if something happens to you.

b. Have all drivers complete the ICS Form 218, providing the required information.

c. Fill out a CAPF 109. It is often good to do this as each person is logged onto the 211. This way, you can question them on their qualifications and check any qualification cards at the same time you're checking CAP ID's and 101 cards.

1) Only list personnel who will be part of your ground team. If you transported people to the mission who will be working mission staff, base operations, aircrew, etc., don't list them on the form. Also don't list people who don't have at least a Ground Team Member Trainee Rating - GES personnel cannot be part of a ground team.

2) Fill in all required information on your vehicles, communications resources. For each team member, indicate each person's name, list each member's ground operations specialties, and their personal equipment.

3) List all the items of team equipment your team has, and what vehicle it is located in. Have your drivers fill in the safety checklist for all team vehicles.

4) Turn one copy of the form in to the Ground Branch Director and make one for yourself.

5) During the mission, people will often be added or taken from your team and assignments may change. When this happens, you should immediately update the CAPF 109 with the Ground Branch Director.

Additional Information

More detailed information on this topic is available in Chapter 13 of the Ground Team Member and Leader Reference Text.

Evaluation Preparation

Setup: Ensure you have provided the team leader with an ICS Form 211, ICS form 218, CAPF 109, and a pen. Prepare a sheet containing all necessary information on two ground team vehicles (including equipment in each vehicle) and 6 team members (including name, age, senior/cadet status, what vehicles they are driving/riding in, and the qualifications they have). Ensure there is at least one person on the list with only a GES or other non-ground team rating. Prepare a second sheet describing two other team members from a different squadron.

Brief Team Leader:

1. Give the team leader the CAP Forms listed above, and the information on the vehicles and the six team members. Tell him that he has just arrived at mission base, and has inspected his vehicles and equipment, and that the handouts describe what assets and personnel his team have. Tell him that you will act as a team member just attached to his team. Tell him that he has 15 minutes to correctly:

- a. Have himself and you sign in on the ICS Form 211.
- b. Complete the ICS Form 218 for all vehicles.
- c. Complete the CAPF 109 for all team members.

2. After the team leader has completed this task, tell him that at the end of the day, one member of his team (choose a name), is assigned to work at mission base for the rest of the mission, and that two members from another squadron have been added to the team (give him the sheet describing the two team members). Tell the team leader to update the paperwork as needed.

Evaluation

<u>Performance measures</u>	<u>Results</u>	
The Team Leader:		
1. Has all personnel sign-in on the ICS Form 211		
a. Verifies Current ID Card	P	F
b. Verifies Current 101 Card	P	F
2. Signs all vehicles in correctly on the ICS Form 218	P	F
3. Completely fills out CAPF 109 form (front and back)		
a. Does not list non-ground team personnel	P	F
b. Lists all team members (including the evaluator)	P	F
4. Completely Fills out headers on all forms	P	F
5. Ensures all form entries are legible.	P	F
6. Completes the above steps in 15 minutes.	P	F

7. As team members are added or subtracted from the team, lines them out or adds them to the CAPF 109.

P F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

P-0202
PLAN AND BRIEF SORTIE

CONDITIONS

You are the leader of a ground team that has just been given a sortie briefing.

OBJECTIVES

Within 5 minutes, issue a warning order to your team. Within 20 minutes, correctly issue an operations order.

TRAINING AND EVALUATION

Training Outline

1. The key to a successful mission is a usable plan. The team leader makes this plan for his unit. There are three types of orders. All of these are normally given verbally.

a. **The Warning Order** is designed to save time. It lets your team know what preparations to make while you are preparing your plan. That way, they're not waiting around for you to finish the plan before they do anything. It consists of four items of information:

1. Type of Sortie - what, roughly, is your team about to do (line search, witness interview, etc.)
2. Preparations to begin - for example "pack up the van, check out the distress beacon DF gear."
3. Earliest Time of Movement - when the team will leave. This lets them know how long they have for preparations.
4. Attachments and Detachments - if anyone is joining the team (for example another squadron, a police dog team, etc.) and if anyone is leaving your team.
5. Time and Place of Operations Order - When and where the team should gather for you to brief your operations order.

b. **The Operations Order** tells your team what you're about to do, and how to do it. Normally, it's given orally, and team members copy it down in their notebooks. The operations order uses five paragraphs, which are:

- 1) Paragraph 1 - Situation - information on the search target, other search elements in the area, and terrain and weather.
- 2) Paragraph 2 - Mission - exactly what your team is about to do. Written as a few quick sentences, answering the questions Who, what, where, when and why.
- 3) Paragraph 3 - Execution - exactly how your team will accomplish the mission, in detail.

a) This paragraph starts off with the *Ground Branch Director's Intent*, which is a statement of exactly what the GBD. wants you to accomplish. In a line search, for example, there's a big difference between "This is the best lead we have. I want you to go over that area with a fine tooth comb until

you reach 80% probability” and “The police are about to call off the search. Cover as much ground as you can in the next two hours.” Each of these intents will result in a very different plan.

b) The rest of the paragraph is the *Concept of Execution*, which covers how the team will move, what each person’s job is, what team equipment each should carry, how you will search, what you will do when you find the target, etc. Describe, in sequence, exactly what you plan to do.

4) Paragraph 4 - Service Support - how you will support yourselves in the field. What food you should take, where the nearest medical assistance is, whether you should plan on being in the search area overnight, what equipment checks and maintenance should the team do before it leaves.

5) Paragraph 5 - Command and Signal - everything about the communications plan, including frequencies, radio check-in times, key phone numbers, whistle signals, etc. Also reviews the chain of command for the team and the mission, and states where the team leader will be located during the mission.

c. **A Fragmentary Order** is simply an update to an operations order. For example, once you arrive at the search area, you may change your mind about how you plan to search it. There is no special format. Just use the operations order format, but only brief those items that change.

2. To ensure you come up with a workable plan, follow the Troop Leading Procedure listed below:

a. Receive the Mission. Get the sortie brief from the Ground Branch. Start thinking about what you want to do.

b. Issue a Warning Order - this gets your team started in preparing for the operations.

c. Make a Tentative Plan - sit down with a map, and start your plan.

d. Initiate Movement - if time is of the essence, start driving/walking to the search area.

e. Conduct Reconnaissance - when possible, look at the ground you will be walking. If not, use a map.

f. Complete the Plan

g. Issue the Operations Order

h. Supervise - and revise the plan as necessary with Fragmentary Orders.

3. The Warning Order Format:

WARNING ORDER

- 1. Type of Sortie**
- 2. Preparations to begin**
- 3. Earliest Time of Movement**
- 4. Attachments and Detachments**
- 5. Time and Place of Operations Order**

4. The Operations Order Format: Use the following checklist to make sure you cover everything during your operations order brief. Make sure to use visual aids like maps and diagrams when you brief, if they will help your team to understand. The best place to brief is at the search area, where the team can see what the terrain looks like.

OPERATIONS ORDER

A. Situation:

- 1. Target Information (from the Incident Action Plan)**
 - a. Type, N-number, color, markings**
 - b. Personnel (description, names, ages, habits, probable condition)**
 - c. Current Leads and Information**
- 2. Supporting Agencies/Organizations:**
 - a. CAP teams, aircraft in the area**
 - b. Other agencies**
 - c. Attached or detached personnel**
- 3. Terrain and weather (focus on hazards)**

B. Mission: Who, what, when, where, why

C. Execution:

- 1. Ground Operation Director's Intent**
- 2. Concept of the Operation**
 - a. Execution (schedule of events, including)**
 - 1) Movement to area (primary and alternate routes)**
 - 2) Ground search patterns and techniques of penetration**
 - 3) Probable search area coverage**
 - 4) Actions to take when target is found (aid, evacuation, and notification)**
 - b. Tasks to subordinate units (include team equipment each should carry)**
 - 1) Tasks to sub teams**
 - 2) Medic**
 - 3) Navigator**
 - 4) Log Keeper**
 - 5) Drivers**
 - 6) Distress Beacon - DF specialists**
 - 7) Equipment Assistants**
 - c. Coordinating Instructions**
 - 1) Actions in search area (including what to look for)**
 - 2) Actions on find**
 - 3) Legal procedures for victims**
 - 4) Automatic return time**
 - 5) Departure/meeting points and times**
 - 6) Rally point(s)**

- 7) Required equipment/uniform
- 3. How to deal with press/bystanders
- 4. **Service Support:**
 - a. Concept of support (General re-supply plan, what team must carry with them)
 - b. Supply
 - 1) Food and water
 - 2) Fuel and lubricants
 - 3) Personal items
 - 4) Medical Supplies
 - 5) Spare parts, batteries, etc.
 - c. Services
 - 1) Maintenance (Permission checks, breakdown procedures)
 - 2) Medical Support locations (team and base)
- 5. **Command and Signal:**
 - a. Signal
 - 1) Primary and alternate means of communication.
 - 2) Base call signs, frequencies and phone #
 - 3) Nearby units call signs and frequencies
 - 4) Relay call signs, frequencies, and location
 - 5) Communications schedule and frequencies for check in
 - 6) Air/Ground signals to be used
 - b. Command
 - 1) Chain of command (from Incident Commander down)
 - 2) Location of team leader.

Additional Information

More detailed information on this topic is available throughout the Ground Team Member and Leader Reference Text.

Evaluation Preparation

Setup: Prepare a Mission Brief and a Ground Operations Sortie Brief for a team. Provide the team leader with maps of the sortie area. Have a timer. The leader should have his field gear.

Brief Team Leader: Brief the team leader of the sortie. Then tell him to issue a warning order to you in 5 minutes, and an begin an operations order briefing in 20 minutes. Tell him that he may use any part of his field gear, including this book.

Evaluation

<u>Performance measures</u>	<u>Results</u>	
The Team leader:		
1. Issues a Warning Order containing the 4 critical elements (Sortie Type, Preparations, Earliest Time of Movement, and Place and Time of Operations Order.	P	F
2. Issues Warning Order within 5 minutes of the end of the mission Brief	P	F
3. Issues an Order in the 5 paragraph format, adequately covering:		
a. Situation	P	F
b. Mission - (Who, what, where, when and why).	P	F
c. Execution - (Ground Operation Director's Intent and Concept of Execution)	P	F
d. Service Support	P	F
e. Command and Signal	P	F
4. Starts Operations order within 20 minutes of the end of the mission brief	P	F
5. Uses appropriate visual aids (maps, etc.) during the operations order brief	P	F
6. Asks for questions	P	F
7. Has briefed a workable plan (evaluator's subjective decision)	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

P-0203
CONDUCT REHEARSALS

CONDITIONS

You are the leader of a ground team that has just been given a sortie briefing. You have completed your plan and briefed your team.

OBJECTIVES

Conduct a rehearsal of the key activities you expect to perform on your mission.

TRAINING AND EVALUATION

Training Outline

1. A rehearsal is the act or process of practicing an action in preparation for the actual performance of that action. Often, your team will be given tasks to perform that require rehearsal. For example, you may be ordered to perform a night line search, and your team has some members who have never done it before. So, before you get out in the woods, it's best to rehearse how you will perform that search - how you'll keep interval on the line, how you'll mark your path, how you'll maintain your direction of movement, etc.

a. Rehearsals are much better than just briefing a mission. The rehearsal leaves a lasting mental picture in everyone's mind of what's going to happen, and what part they play in it.

b. Rehearsals are also a great place to practice contingency, or "what if" drills. For instance, during a rehearsal you could ask a team member to demonstrate what he would do if he found a clue, found the victim, or became lost.

c. Team rehearsals take two major forms.

1) In a "full up" rehearsal, the team rehearses exactly what they'll do, using all their equipment, just as if they were actually doing it. So, before starting the night search listed above, the team leader would form his team members in a field or wooded area, and actually practice moving, searching and marking.

2) You can also hold a simulated or "sand table" rehearsal. In this case, you set up a model of the area, either by drawing in the dirt, or using a map or drawing. Then you talk your way through the operation, letting each person describe what actions they will take. You can use rocks or other markers to simulate each team member, and have them move them along the ground.

2. To perform a rehearsal:

a. Decide what to rehearse - this requires determining:

1) How much time you have available. If you must begin the sortie in 5 minutes, you won't have time to rehearse very much. If you have an hour, you can do a much more thorough job.

2) What parts of the operation require rehearsal. You want to rehearse the parts of the sortie that are complicated, or unfamiliar to your team. You especially want to rehearse the key events - the things that would "make or break" the operation. If the sortie is a line search, and your team is very proficient at line

searching, there's no reason to rehearse that. But if your team hasn't practiced what it would do if you found the victim, this would be a good time to go over that.

b. Decide what type of rehearsal - "full up" or simulated. This is mainly based on how much time you have. "Full up" rehearsals are preferable, but often impractical. At the very least, a ground team can conduct a verbal rehearsal of key events while driving to the sortie location (if not required to perform a mounted search en route).

c. Prepare the rehearsal area. For a "full up" rehearsal, this means choosing a place to rehearse. For a simulated, this means preparing the terrain model. As stated above, you can create a miniature version of the terrain on the ground, or use sketches or maps. The bigger the model, the better.

b. Conduct the rehearsal.

1) Overview. Remind the team what the sortie is. Then tell them what you're going to rehearse, and in what sequence.

2) Orientation. Orient the team to the terrain or model being used. For example "The terrain model represents the search area. North is to your right. This line I've drawn represents the highway. The large black rock is the Ranger Station." Always ask for questions, to make sure everyone understands.

3) Walk Through. Walk the team through the operation. Have them demonstrate and describe what actions they will take. Ask "what if" questions, such as "Smith, at this point you come across a 15 foot wide stream blocking your path. What will you do?". These make sure everyone understands the operation.

4) Summary of Changes. Often, you will make changes in your plan during the operation. For example, you might not want Jones to be your compass man, because it was obvious from the rehearsal that he's not proficient enough. If you make changes, make sure everyone understands them.

5) Ask for questions.

Additional Information

More detailed information on this topic is available throughout the Ground Team Member and Leader Reference Text.

Evaluation Preparation

Setup: (This task is normally tested along with P-0202 - Plan and Brief Sortie. If you test it this way, simply have the team leader rehearse his planned sortie. Otherwise, use the following preparation instructions). Choose a type of sortie, such as line search, mounted search, crash site surveillance, ramp check, etc., and prepare an operations order for the sortie (see task P-0202). Choose the part of the task you want the team leader to rehearse, using task name(s) from the ground team member and leaders handbook. Right them down on a sheet of paper. Decide what kind of rehearsal you want the leader to do (full up or sandtable). Provide team members for the rehearsal. Pre brief the team members on the plan.

Brief Team Leader: Tell the team leader that he/she should conduct a rehearsal of the tasks you have chosen. Brief the team leader using the Operations Order Format from task P-0202. Tell him he may use anything he carries in his field gear, including this book. Explain the sortie to the team leader, and give him his team

members. Tell the team leader to complete all planning and preparation and begin the actual rehearsal in 45 minutes.

Evaluation

<u>Performance measures</u>	<u>Results</u>	
During the rehearsal, the team leader:		
1. Provides adequate overview.	P	F
2. Orients the team to the terrain or model.	P	F
3. Walk the team through the operation. Has them demonstrate and describe what actions they will take.	P	F
4. Ask “what if” questions to ensure everyone understands.	P	F
5. Summarizes changes to the plan, that come out the rehearsal (if there are any).	P	F
6. Asks for questions.	P	F
7. Began the rehearsal within 45 minutes.	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

P-0204
CONDUCT AN AFTER ACTION REVIEW

CONDITIONS

You are the leader of a ground team that has just completed a sortie, either actual or training. Debrief and team refit are complete. You now wish to review the team's performance to determine future training requirements.

OBJECTIVE

Successfully conduct a review that fosters individual participation, and determines the team's training strengths and weaknesses with respect to the sortie conducted. Records the results of the review for use in planning future training.

TRAINING AND EVALUATION

Training Outline

1. The After Action Review, or review, is a group activity that allows all members of the group to work together to review a mission sortie or training event. The purpose is to determine those things the team does well (and should *sustain*) and those things the team needs to *improve* in.
2. The review is a group process. If the leader just stands up and tells everyone else what happened, and no one else talks, it is not a review -- it's just a lecture.
3. The review is more than just a group discussion. The leader facilitates the review by leading a discussion of the events and activities that focuses on the training objectives. The discussion should orient on what the team did, what the members did, and what the leaders did, relating these actions to the outcome of the mission and to training objectives (such as the tasks in this book). This discussion should also address the functionality of equipment used by the team. At the close, the review leader summarizes the discussion, covering strengths and weaknesses discussed during the review and what the team needs to do to fix the weaknesses.
4. The leader must make sure the discussion focuses on what the team did, not what higher headquarters or other units did. Remember, the purpose is to help train your unit -- not someone else's.
5. To successfully conduct a review, the leader must:
 - a. PLAN.
 - 1) Establish objectives for the review -- what do you want to accomplish? If your unit just completed a Crash Site Surveillance sortie, then your main objective would be to review the conduct of the surveillance. If you had more time, you might also wish to review how the team alerted and the drive to the site went. You decide on the objectives prior to the review, and keep the discussion within those objectives.
 - 2) Choose the review Site -- pick a place that is comfortable, with adequate light, and protection from the elements if possible. Reviews should not be conducted with the team standing in formation -- it will quickly turn in to a lecture.
 - 3) Select Training Aids -- determine what "props" you need. A map is always handy. A blackboard or white board can be used to draw pictures of how the team moved through an area, or to record the

results of the review. You should always have the appropriate publications on hand (ground team handbook, CAPM 50-15, etc.) that discuss the correct way of doing whatever the team just did.

b. PREPARE

1) Review The Training Objectives And Objectives - Write down what the purpose of the exercise was. (For example "To practice hasty search and first aid"). Then look through your reference publications to make sure you know what the objectives are.

2) Review your notes and the team log- If you took any notes during the exercise or sortie, review them to refresh you memory as to what happened (or at least what you observed -- other team members may add things during the review that you never noticed).

3) Develop an outline -- decide on how you want to lead your team through the discussion. Base your outline on this one:

a) Introduction

b) Present the Mission - What was your team supposed to do. Use the sortie briefing.

c) Summary of Events -- What happened, chronologically, during the sortie?

d) Discussion of Key Issues -- the things that made the mission a success (or failure).

e) Analysis -- in terms of:

- **Command** -- Was direction from upper echelons apparent? Did command staff members assist teams in completing tasks as necessary?

- **Operations** -- Was the appropriate resource used for the task? If combined resources were necessary to complete the tasks assigned, was coordination of those resources effective? Did the mission assignments meet the original intent as briefed?

- **Planning** -- Were all resources assigned prepared for their tasks? Were team assignments made effectively?

- **Finance and Administration** -- Was documentation of team participation readily apparent? Were reimbursement procedures briefed, if applicable?

- **Logistics Support** -- Did the team have all of the necessary equipment to accomplish the missions assigned? Was the communications system utilized effective? If teams were in the field for an extended period, were items needed for refit of the team coordinated effectively?

f) Discussion of the Suggested Training to Sustain or Improve Team Skills.

g) Conclusion

c. EXECUTE.

1. Make sure everyone is comfortable. If people are uncomfortable or distracted, they will not participate.

2. Lead the discussion with questions. For example, if you have noted that had problems maintaining a good search pattern during the sortie, don't just tell the team that. Instead, ask something like "What happened when we started our line search?" or "How well do you think our line search went?". Whenever possible, let the team members tell YOU how things went, not the other way around. The less you talk, the better.

3. Keep the group focused. If team members start talking about things not related to the sortie, or the training objectives, it is your job to bring them back on track.

4. Analyze what the group is saying. If something went wrong (or right) find out why. Discuss how you could have done things better. Determine what training could help your team to improve.

5. Do not embarrass anyone. Make sure everyone feels free to bring up problems without being ridiculed. This is a sensitive issue, since you want team members to discuss their own mistakes. Everyone must understand that the purpose of the review is to make the team better.

6. Ensure performance is graded. By the end of the review, team members must clearly understand what was good, bad and average about their performance. The art of the review is to get the team members to accurately grade their own performance. In some cases, however, you may need to tell the team how they did -- especially with newer members.

7. Record the major points of the review, especially what areas need improvement. Use this information to plan future training.

Additional Information

More detailed information on this topic is available throughout the Ground Team Member and Leader Reference Text.

Evaluation Preparation

Setup: This task is graded by observing a team leader conduct a review after a training exercise or mission sortie. The team leader may use any materials he/she has on hand, including this book.

Brief Team Leader: Tell the team leader that he/she should conduct a review of the exercise or sortie just completed. Tell the team leader to complete all planning and preparation and begin the actual review in 45 minutes.

Evaluation

<u>Performance measures</u>	<u>Results</u>	
During the review, the team leader		
1. Chooses a comfortable review site with adequate light and protection from the elements.	P	F
2. Uses training aids where appropriate.	P	F
2. Introduces him/herself and states the training objectives	P	F

- | | | |
|--|---|---|
| 3. Leads the team through a discussion of: | | |
| a. What the mission was. | P | F |
| b. What happened during the sortie (in chronological order. | P | F |
| c. What were the Key Issue/Events that made the mission a success (or failure). | P | F |
| d. Analysis and Summary of team performance in terms of Command and Control, Intelligence and Search, Movement and Navigation, Recovery and Security, and Logistics and Personnel Support. | P | F |
| e. Suggested Training to Sustain or Improve Team Skills. | P | F |
| 4. Leads the discussion with questions. | P | F |
| 5. Keeps the group focused. | P | F |
| 6. Relates performance to published objectives. | P | F |
| 7. Records the results of the review | P | F |

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.