

L1379



**THE ST. JOHN AMBULANCE BRIGADE**  
**AUSTRALIA**

**CADET**  
**N.C.O.**  
**TRAINING NOTES**

Palmerston Combined Cadet  
Division.



**THE ST. JOHN AMBULANCE  
BRIGADE**  
AUSTRALIA

**CADET  
N.C.O.  
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## FOREWORD

Since the first edition of these Cadet N.C.O. Training Notes was produced in 1981, they have been used in all Districts throughout Australia. The acceptance of the approach and content of the first edition was so favourable that they have been retained for this second edition with only minor updating changes.

The notes clearly explain the role and expectations of Cadet N.C.O.s and then provide the material and guidance to help these expectations be fulfilled. These notes can be used as a reference source for Cadet N.C.O. Training Courses or individual preparation for the N.C.O. examination.

It is important that these notes are used to complement the Australian Cadet Manual which is the basic reference source on Cadet activities.

Production of the first edition was supported by a financial grant from the Federal Office of Youth Affairs and this second edition's publication was assisted from the surplus funds of the Australian Cadet Camp held in Hobart.

There are many good ideas and much commonsense in these notes. If all Brigade members used the contents of this booklet we would have a bigger, better trained and more effective organisation.

I wish all the Cadets who try to use the ideas in this publication well and look forward to seeing the results of their efforts.

JUNE, 1985.

P. FALKLAND  
*Chief Commissioner*

## HOW TO USE THESE NOTES

These N.C.O. Training notes have been prepared to be used either with a formal N.C.O. Training Course or as the basis for individual preparation or for correspondence studies depending on your District's N.C.O. Training policy.

Read each topic carefully. After you have finished reading each section (or the book) go to the 'Things to Do' segment at the end of each section to answer the questions and do the exercises.

These notes are designed to be used with the Australian Cadet Manual so you will need your copy of the Cadet Manual whilst you work through the notes. Check the table of contents of the Manual as you start each section.

# SECTION 1

# EXPECTATIONS

# SECTION 1

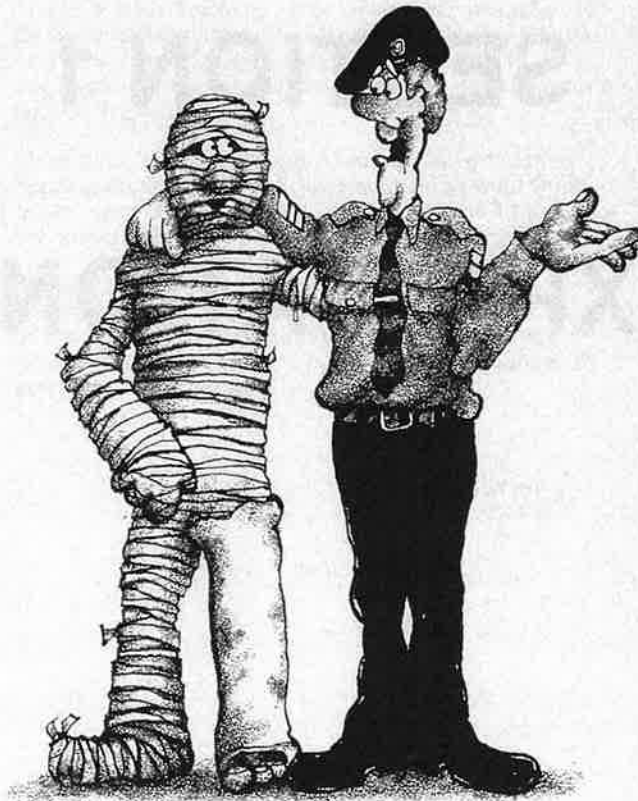
## EXPECTATIONS

### The Role of an N.C.O.

#### ROLE (Definition)

The part a person plays in making an organization work.

Members of the public have certain expectations of members of the St. John Ambulance Brigade (such as being efficient first-aiders).



In addition, Brigade members have certain expectations of other members. The things that we do and the way we are expected to behave makes our role in the Brigade.

As an N.C.O., the organization to which you belong will make demands on you as an individual which will be different from, but in addition to, those expected of other Cadets. As a Cadet or St. John Junior what the St. John Ambulance Brigade expects of you is listed in the Code of Chivalry.

As well as being able to say the Code of Chivalry you should be able to explain the meaning of the Code to other Cadets.

Read your Cadet Manual — it gives an explanation of the meaning of the Code.

Discuss the matter with your leaders if you are not clear about the meaning of any part of the Code.

The following are some of the expectations the Brigade has of an N.C.O.:

- (a) That N.C.O.s will lead by the example they set in the way they perform their duties.



- (b) That N.C.O.s will be involved in the day to day activities of the Division.
- (c) That N.C.O.s will be involved in some way with the care of other Cadets in the Division.
- (d) That N.C.O.s will undertake some of the tasks necessary for the Division to function. These may include:

## The St. John Ambulance Brigade



# Code of Chivalry

I Promise

To serve God

To be Loyal to the Sovereign and to  
my Officers

To observe the mottoes of the Order,  
which are: "Pro Fide"—For the Faith;  
"Pro Utilitate Hominum"—For the  
Service of Mankind

To be thorough in work and play

To be truthful and just in all things

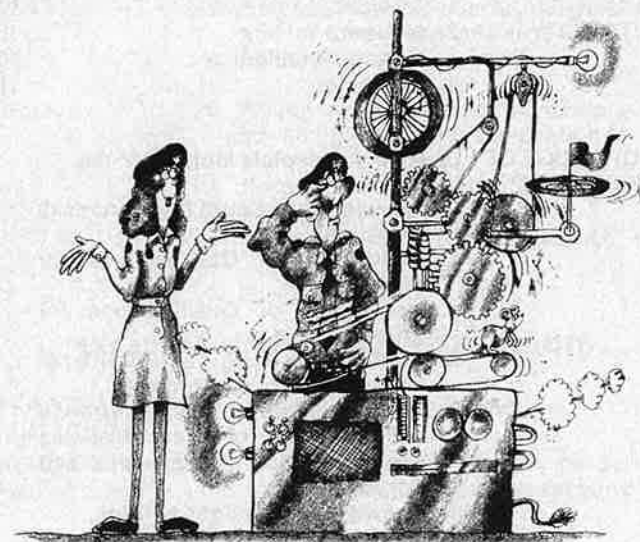
To be cheerful and prompt in all I do

To help the suffering and the needy

To be kind to all animals

Signature .....

- (i) **GAMES**  
To organize a varied programme of games and other activities.
- (ii) **MAINTENANCE**  
To co-ordinate the minor tasks involved around the meeting place. This could include care of notice boards and arranging special displays.



"... arranging special displays."

- (iii) **STOREKEEPER**  
To assist in the care and use of Divisional stores. This could include keeping records and ensuring that equipment is available when required.
- (iv) **DUTIES**  
To be involved in the rostering of Cadets for Public Duties and keeping records of all Divisional duties.
- (v) **SQUAD LEADER**  
To be responsible for a particular group of cadets. The role of squad leader can develop leadership in N.C.O.s as they become responsible for the training, administration and welfare of a small group of Cadets.

As an example of some of the expectations which the Brigade has of N.C.O.s, the following are guidelines for Cadet N.C.O. Examinations.

**PART I  
CADET N.C.O.s**

		Total Marks
(i)		
(a)		
PERSONAL SUITABILITY	1. Turnout	10
	2. Manners	10
	3. General Intelligence	10
	4. Character	15
(ii)		
(b)		
KNOWLEDGE OF THE BRIGADE	5. Ability to explain Mottoes of the Order.	
	6. Knowledge of Cadet Regulations (3 Questions).	
	7. Knowledge of Qualifications for Efficiency.	
	8. Knowledge of Qualifications for Enrolment.	
	9. Understanding of General Organization of the Brigade.	
	10. Understanding of the Organization and Personnel of Cadet Divisions and the Duties of Sergeants and Corporals.	
	11. Knowledge of Badges of Rank.	
	12. Brief knowledge of the Financial arrangements governing Cadet Divisions.	30
(iii)		
GENERAL EFFICIENCY	13. Plan to carry out an activity (not connected with First Aid, Nursing or Drill) with the Cadet Division for about 10 minutes. Examiner to describe occasion, viz., hot summer's evening after half an hour's vigorous drill, after lecture or period of needlework, in cramped space or in large play-ground.	
	14. Write a letter on a matter connected with the Brigade (subject to be chosen by the Examiner).	
	15. Take and deliver a message correctly. (This should be given by the Examiner at some point during the examination and asked for at least 15 minutes later.)	

- 16. Show ability to use a local timetable.
- 17. Show ability to use a pre-payment telephone. 25

(iv)  
**ABILITY TO INSTRUCT IN FIRST AID AND HOME NURSING**

- 18. Describe as to a new recruit any part of the Preliminary F.A. or Preliminary H.N. text. Subject to be selected by the Examiner and prepared beforehand by the candidate. 10
- 19. Demonstrate the use of triangular and/or roller bandages as required by the Examiner. 10

(v)  
**DRILL**

- 20. Ability to instruct in elementary squad drill including explanation of words of command. 15
- 21. Knowledge of Hand-Seat Drill. 5
- 22. Knowledge of Stretcher Drill. 10

TOTAL MARKS 150

**PART II  
EXAMINATION FOR CADET SERGEANTS**

PERSONAL SUITABILITY	23. See Part I. Nos. 1, 2, 3 and 4.	45
REVISION OF PART I	24. Two questions or tests to be set from each of the following sections of Part I: Section (ii)	15
	25. Section (iv)	15
	26. Section (v)	25
GENERAL	27. Draw up a programme for Cadet Practice.	15
	28. Enumerate qualities considered desirable in an N.C.O. and the ideals to be encouraged in a Division. <span style="float: right;">10</span>	
	29. Describe how a Cadet N.C.O. Committee might be formed and what purposes it could serve. <span style="float: right;">15</span>	
	30. Give a brief outline of the History of the Order. <span style="float: right;">10</span>	

TOTAL MARKS 150

(a) Confidential report to be given by Divisional Superintendent (Cadet) of each Candidate.

(b) Candidates to answer six of this Section, with 5 marks to each question — (total 30 marks).

In order to qualify, Corporals must obtain 60 per cent Marks in Part I, Sergeants must obtain 75 per cent Marks in Part II.

Examiner to decide throughout which questions should be written and which oral.

In the Armed Forces (Army, Navy and Airforce) leaders are termed as "Officers" or "N.C.O.s". Officers receive a written instruction from the Queen (or King) to carry out their duties. Their instruction is known as a "Commission". "Non-Commissioned Officers" (N.C.O.s) are leaders who do not receive this traditional written instruction but who are vital to the leadership team.

## SECTION 1 — THINGS TO DO

1. Answer these questions:
  - (a) What are some of the responsibilities of Cadet N.C.O.s?
  - (b) In 10 minutes explain the Code of Chivalry (as you would to a new cadet).
  - (c) What is the role of an N.C.O. in the Brigade?
  - (d) What are some expectations of Cadet N.C.O.s?
2. After you have finished the section in the notes on Instructional Technique come back to this question and prepare a lesson plan for the lesson you would give to St. John Juniors, explaining the Code of Chivalry.
3. Write a statement of duties which contains all the expectations your Division has for a Cadet, Corporal or Sergeant.

# SECTION 2

# YOUR

# ORGANIZATION

The aim of this section is to remind you about the organization to which you belong.

It is expected you would know (or know where to find) and be able to describe to others:

- (i) Membership requirements for Cadets, St. John Juniors;
- (ii) How the Brigade is organized;
- (iii) Basic History of the Organization.

## SECTION 2

### YOUR ORGANIZATION

#### Membership Requirements

##### TO JOIN

Boys and girls wishing to join Cadet Divisions must:

- (a) Be 11 years of age.
- (b) Have written consent from their parents (BFC2).
- (c) Possess an approved Preliminary First-Aid Certificate (P.F.A.).

Details of the Preliminary First Aid Certificate and the Preliminary Nursing Certificate may be found in your Cadet Manual.

##### PROBATIONARY CADETS

- (i) Boys or girls who have attended Divisional meetings for two months.
- (ii) Remain probationers until they pass their P.F.A.



*"... expected to know these requirements and explain them to others."*

##### TO REMAIN A MEMBER

To remain a member you must be "Efficient" each year.

Our responsibility as first aiders means that we must define efficiency very carefully.

Your Cadet Manual explains what is required of you to be efficient for the year.

You will be expected to know these requirements and be able to explain them to others.

##### SERVICE

One of the main reasons for the Brigade's existence is to offer a first aid service to the public. We call this service **Public Duties**. Some Public Duties entitle Cadets to obtain a **Special Service Shield** in recognition for their voluntary work. The types of duties which may be counted towards the Special Service Shield are shown in your Cadet Manual.

##### CADETS AND PUBLIC DUTIES

If as an N.C.O. you are involved in the rostering of Cadets for Public Duties you must remember that:

- (a) Cadets may not be detailed for Public Duties except as assistants to and under the supervision of an adult member of the Brigade.
- (b) The greatest discretion must be exercised in the type of duty to which Cadets are detailed, and Cadets are not permitted to be on such duty at any entertainments which are restricted to adult members of the public, i.e. 'R' Certificate films, etc.



- (c) Cadets under the age of 17 years are not permitted to undertake "baby-sitting" as a member of the St. John Ambulance Brigade.
- (d) Cadets in possession of the Adult First Aid Certificate may, where unavoidable, be detailed for Public Duties. However, they cannot act as adult supervision for other Cadets.

## MEMBERSHIP REQUIREMENTS (ST. JOHN JUNIORS)

Boys and girls wishing to join Cadet Divisions as St. John Juniors must —

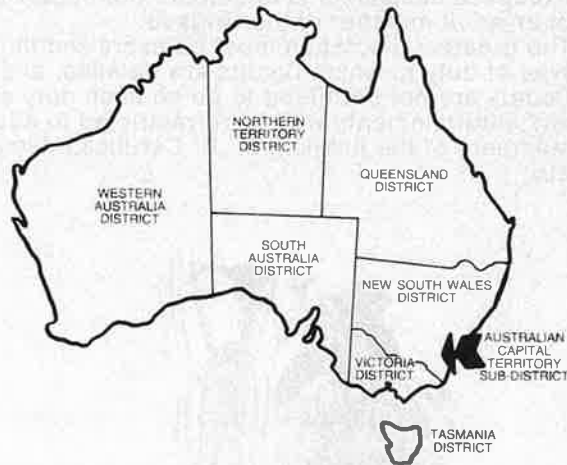
- (a) be eight years of age;
- (b) have the written consent of parents.

## HOW THE BRIGADE IS ORGANIZED

- Members of the Brigade come together to practise and train.
- A group of eight or more members is called a Division.
- The Division is the local group of the Brigade.

A number of Divisions is grouped together so that activities can be more easily organized. This collection of Divisions is known as a Corps (pronounced "core"). You should know to which Corps you belong and the names of other Cadet Divisions in your Corps.

A group of Corps is called a District. In Australia, each State is a separate District.

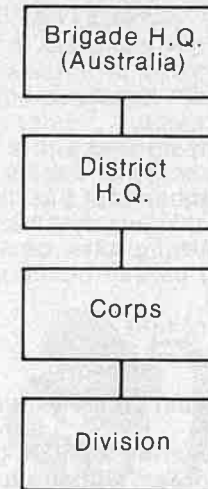


## Information System

Any organization needs a method of keeping in touch with the various sections of the group.

In the body, the brain uses the nerves to send messages to various parts of the body and gets messages back telling it what is happening.

In the same way, the Brigade needs a method of sending messages. In a very simple form it looks like this:



Messages from a Division are sent first of all to the Corps Staff who, if they cannot answer, will send the message to District Headquarters for answering.

This information system also is known as the "Channel of Communication".

## Badges of Rank

### INTRODUCTION

Badges of Rank are a simple way to tell what role a person has in the Brigade.

There is nothing mysterious about rank markings and you can learn to recognize them if you look carefully and follow these four basic steps:

- look for group distinguishing markings;
- look for distinguishing letter on shoulder straps;
- look for coloured bars or piping on shoulder straps; and
- look for badges of rank.

### GROUP MARKINGS

The first is the easiest step and reduces your remaining choices:

- if the officer is wearing a **GREY** gorget (pronounced "gor-jet") patch on his lapel, he is from **BRIGADE HEADQUARTERS** (Australia) and the word "Chief" is in his title;



*"... you can learn to recognize them."*

- if the officer is wearing a **BLACK** gorget patch on his lapel, he is from **DISTRICT HEADQUARTERS** and the word "District" is in his title;
- if a person is wearing a **WHITE** gorget patch on his lapel, he is a **President or Vice-President** (District, Corps or Divisional) depending on his cap peak and badge;
- if the officer is wearing a **SILVER** bar on his shoulder strap he is from **CORPS STAFF** and the word "Corps" is in his title; and
- if the officer is wearing none of the above, he is from a **DIVISION** and the word "Divisional" is in his title.

### DISTINGUISHING LETTERS

- The letter 'C' at the base of the shoulder strap indicates the wearer holds an appointment with the Cadets, and the word "Cadets" is added to the end of his title.
- The letter 'R' at the base of the shoulder strap indicates the wearer is a Retired Member and the word "Retired" is added to the end of his title.
- The letter 'T' at the base of the shoulder strap indicates the wearer is an officer or N.C.O. of a transport unit.



*"... red piping indicates a doctor."*

### COLOURED BARS OR PIPING

- Red piping around the shoulder strap and cap indicates the wearer is a registered medical practitioner.
- Red discs under the rank stars indicate the wearer is a Probationary Surgeon. If one star is worn, the wearer is a medical student. If two stars are worn, the wearer is qualified but not registered.
- If a red bar is worn at the base of the shoulder strap, the wearer is a Registered Nurse (either male or female).
- If a green bar is worn at the base of the shoulder strap the wearer is an Enrolled Nurse.
- Grey shoulder straps are worn by Registered Nurses appointed as "Nursing Officers".

### BADGES OF RANK

The St. John Ambulance Brigade closely follows the Army style of rank markings:

- one star (the most junior officer rank)
- two stars
- three stars
- one crown

one crown and one star  
 one crown and two stars  
 one crown and three stars  
 crossed stretchers  
 crossed stretchers and one star  
 crossed stretchers and one crown  
 The Badges of Rank which you are expected to know are in your Cadet Manual.

**Other Cadet Badges**

There are other badges which Cadets wear on their uniforms. You will be expected to be able to explain why they are awarded and where they are worn on the uniform. (See your Cadet Manual.)

- Grand Prior's Badge
- Proficiency Badges
- Service Stars/Stripes
- Special Service Shield
- Cadet Rank Markings
- Adult First Aid Certificate Badge
- Cadet Badge (106)

**Personal Records**

In order for the Brigade to keep a record of each member's efficiency and service, it keeps a written history card. Your own record card is known as a B.F.C.4.

The information about each member's efficiency and service is collected and summarised once each year in an Annual Return from the Division to District Headquarters. This Annual Return is known as a B.F.C.1.

SURNAME **SPICER** ADDRESS **18 SMITH ST. NORTH ROCKS.** B.F.C.4 CADET  
 (Capital Letters)  
 CHRISTIAN NAMES **JAMES DENVER** DISTRICT **N.S.W.**  
 DATE OF BIRTH **17.2.67** DATE OF ENROLMENT **18.3.78** DIVISION **OAKHILL C.D.**

RANK	DATE OF APPOINTMENT	TO	TRANSFERRED	DATE
<i>Cadet</i>	<i>19.3.78</i>			
<i>Corporal</i>	<i>20.7.80</i>			
<i>Pl</i>	<i>13.10.81</i>			

QUALIFICATIONS  
 Preliminary F.A. Certificate (Date) **19.3.76** Adult F.A. Certificate (Date) \_\_\_\_\_ Medallion No. \_\_\_\_\_  
 Preliminary P.C. Certificate (Date) \_\_\_\_\_ Adult P.C. Certificate (Date) \_\_\_\_\_ Other Qualifications \_\_\_\_\_

BADGE SUBJECT	DATE	PROFICIENCY AWARDS BADGE SUBJECT	DATE	BADGE SUBJECT	DATE
<i>CAMPING.</i>	<i>10.10.78</i>	<i>CLERICAL ABILITY</i>	<i>10.11.80</i>		
<i>HISTORY OF THE ORDER</i>	<i>10.10.78</i>	<i>NATURAL HISTORY</i>	<i>19.8.81</i>		
<i>FIRE FIGHTING</i>	<i>10.10.78</i>				
<i>SIGNALLING.</i>	<i>8.3.79</i>				
<i>MAP READING.</i>	<i>19.9.79</i>				

FORM COLOUR  
PINK

When a Cadet becomes eligible for the Grand Prior's Badge, this Card must be sent to Brigade Headquarters with the necessary 12 Counterfoils of Cadet Proficiency Certificates  
 (For H.Q. Use Only) Special Service Shields Awarded **200 (1981)**  
 Grand Prior's Badge Awarded \_\_\_\_\_ Other Awards \_\_\_\_\_  
 Commissions \_\_\_\_\_

STATEMENT OF SERVICE

Year	Divisional Meetings	Inspects	Annual Re-exam	Public Duties	Trans. Rank Duties	Efficient Yes or No	Efficiency Certified as Correct Signature	Rank	Dist	Service Credits & Efficiency Awards	Remarks
<i>1978</i>	<i>18</i>	<i>P</i>	<i>P</i>	<i>43</i>	<i>-</i>	<i>Yes</i>	<i>Medling</i>	<i>C/O</i>	<i>1/4/79</i>		<i>JDS</i>
<i>1979</i>	<i>40</i>	<i>P</i>	<i>P</i>	<i>40</i>	<i>-</i>	<i>Yes</i>	<i>Medling</i>	<i>C/O</i>	<i>2/1/80</i>		<i>JDS</i>
<i>1980</i>	<i>38</i>	<i>P</i>	<i>P</i>	<i>80</i>	<i>-</i>	<i>Yes</i>	<i>Medling</i>	<i>2/1/80</i>	<i>3/2/81</i>	<i>1 Star</i>	<i>JDS</i>
<i>1981</i>	<i>42</i>	<i>P</i>	<i>P</i>	<i>86</i>	<i>-</i>	<i>Yes</i>	<i>Medling</i>	<i>2/1/81</i>	<i>2/3/82</i>		<i>JDS</i>
<i>1982</i>	<i>43</i>	<i>P</i>	<i>P</i>	<i>43</i>	<i>-</i>	<i>Yes</i>	<i>Medling</i>	<i>2/1/82</i>	<i>24/1/83</i>	<i>1 Strip</i>	<i>JDS</i>


When a Cadet is to transfer to an Adult Division this card must be sent to District Headquarters for Service to be assessed towards Service Medal. District Headquarters will issue an adult card with the assessment entered thereon  
 (For District H.Q. use only) Carried forward to Form BF4 on transfer to Adult Division  
 Commissioner \_\_\_\_\_ Date \_\_\_\_\_

STANDARD 92940

## Other Records

### RECEIPT BOOK

Each Division should be issued with an official receipt book from District Headquarters. All donations to the Division should have a receipt issued, the carbon copy to stay in the book. Each receipt will be signed by an officer or adult member.

	The St. John Ambulance Brigade No. 77709 Division
	19
Received from .....	
the sum of .....	
	With thanks
\$ .....	Secretary

### DIVISIONAL ROLL BOOK

All members' names will appear in the ROLL BOOK and attendances at all parades, inspections, reviews, etc. will be entered as "P" . . . . present, "A" . . . . absent, "E" . . . . excused.

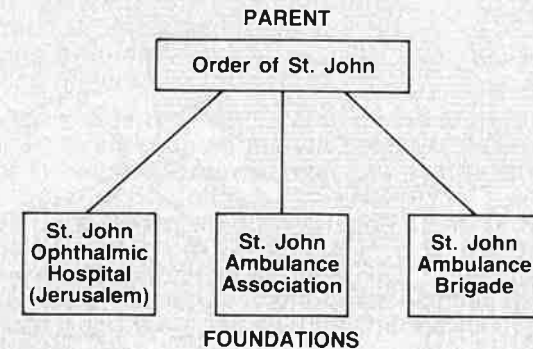
The "Parade state" will be filled in at the bottom of the roll showing the number of members on parade. This will be initialled by the Divisional Superintendent (C).

### DIVISIONAL DUTY HOURS REGISTER

An accurate record of all duties performed by members of the Division must be kept. One method is to get an alphabetical index book with all names entered on appropriate pages, showing place and time of duty and having a progressive total. This will show when cadets are nearing 200 or more hours. Another method is to use a box card file with a card for each cadet showing the same information as above.

## HISTORICAL AND INTERNATIONAL CONNECTIONS

The Brigade of which you are a member is part of a parent organization called the Order of St. John.



The St. John Ambulance Brigade (of which you are a member) was formed in 1887 in Britain to bring together those people who had trained in First Aid. The first Brigade unit in Australia also was formed in 1887. Brigade Cadets were established in 1921 and the first Cadet Division in Australia was formed in 1925.

The St. John Ambulance Association is a body which organizes the teaching of First Aid. It arranges first aid courses and exams and publishes the First Aid Manual. The Association was formed in 1877 (ten years before the Brigade) and commenced activities in Australia in 1883.

The Hospital in Jerusalem was founded by the parent body in 1882. It was decided to establish the hospital there because the long history of the Order associated it with a Hospital in Jerusalem. The Hospital is an ophthalmic hospital, that is, it specializes in treating eye injuries and eye diseases. Members of the Brigade contribute to the costs of running the hospital by donating to special appeals conducted by the Order.

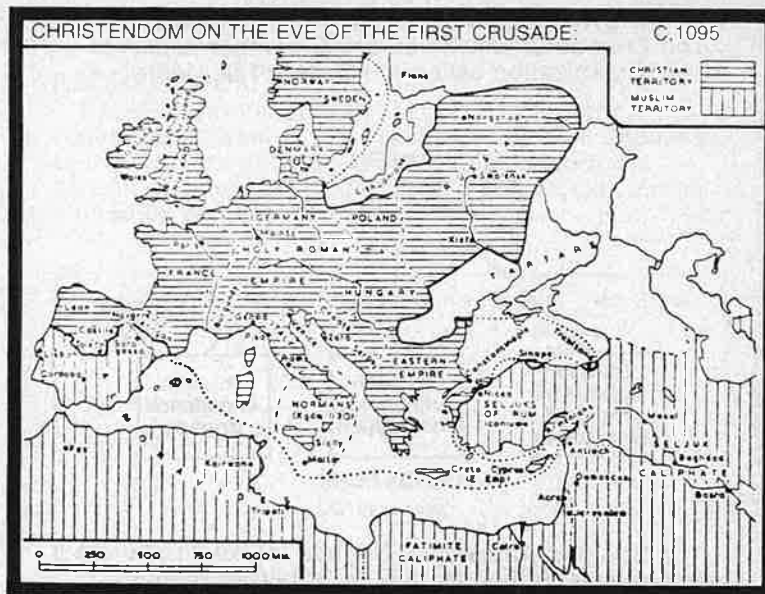
### HISTORY

A group of monks originally started a hospital in Jerusalem for Christian pilgrims who were visiting the birthplace of Christ and the city of Jerusalem.

While the exact date the hospital was started is not known, it had been working for some time for when the Crusaders captured Jerusalem in 1099.

In 1113 the Pope gave these monks the right to create their own separate organization known as an Order. The title of this group was:

Order of the Hospital of St. John of Jerusalem.



As time went on the Order of St. John (known as the Hospitallers) added a military arm to help protect the Christian pilgrims during the various wars.

In 1291 the Christian forces were defeated at Acre, their last stronghold in the Holy Land. The Knights of St. John withdrew to the island of Cyprus and then to Rhodes where they carried on the battle with the Ottoman Empire. In 1522 the Knights were forced to retreat.

In 1530 the Emperor of Spain gave the Knights the island of Malta which they held until 1798 when they surrendered to Napoleon. The Order dispersed as its military role was no longer relevant.

The Order was an international group with sections called "Tongues" (after languages), coming from eight countries.

The English Tongue became the basis of the Order which is our parent body, its full name is: "The Grand Priory of the Most Venerable Order of the Hospital of St. John of Jerusalem".

The Order still makes awards of membership to people who have contributed to the aims of the Order. The titles awarded follow the old ranks of the military order.

## GRADES

Bailiffs and Dames Grand Cross	.....	G.C.St.J.
Knights (Justice or Grace)	.....	K.St.J.
Dames (Justice or Grace)	.....	D.St.J.
Chaplains	.....	Ch.St.J.
Commanders (Brothers and Sisters)	.....	C.St.J.
Officers (Brothers and Sisters)	.....	O.St.J.
Serving Brothers	.....	S.B.St.J.
Serving Sisters	.....	S.S.St.J.

Brigade members who are members of the Order wear a black ribbon on the left breast of their uniform.

For more detail you can read your Cadet Manual or the "Order of St. John: A Short History".

The textbook for the "Knowledge of the Order" proficiency badge is "A Short History of the Order of St. John". This section of the N.C.O. Notes gives you some further background information about **The Crusades** and the great **Military Orders** which grew from them.



## THE CRUSADES

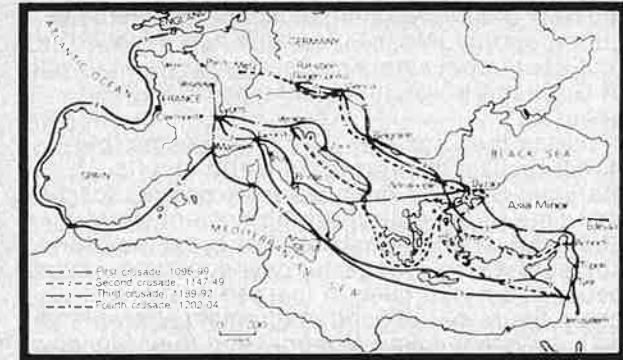
The word "Crusader" comes from the Latin word for cross and it means a fighter in a religious or holy war.

Most of the people of Europe who took part in the Crusades wanted only to conquer the Holy Land which was Palestine, now Israel, where Jesus once lived. But this area was sacred, for different reasons, to people of the Moslem faith who also wanted control of the Holy Land.



Many Moslems were nomad Arabs. These men had been traders for many centuries and knew the long hard routes overland to India and China as well as to many other lands.

The Crusades



The nomads had become followers of the prophet Mohammed in the seventh century A.D., and wherever they travelled they took their religion with them.

As they journeyed, the Arabs gained knowledge in many different fields, for, though Europe had forgotten so much, civilization in the countries of Asia was advancing rapidly during the centuries after the fall of Rome. From the Greeks in Constantinople, now Istanbul, the Moslem or Mohammedan Arabs and Turks learned about the science and art of ancient Greece.

The Moslems conquered parts of Spain and Sicily and introduced their knowledge of ancient Greek learning. Here the learned men of the Middle Ages rediscovered Aristotle and Plato. The few Europeans who could read and write and were eager for knowledge became familiar with these philosophers and with Arabic science, long before the Crusades.

But the men who were exposed to Moslem culture in Palestine, on the Crusades, were not scholars, but fighters. The knights and the common folk accompanying them found much to interest and fascinate them in the Arab world. There were the beautifully polished curving steel swords so different from their own and the fine silks and linens which the Moslems had found in China and India and Egypt. The Christians marvelled at successful farms and orchards situated on the very edge of the desert.

At first Europeans were surprised to find Moslem doctors treating sickness and actually curing people. Most Europeans had believed that people became sick because it was the will of God, and it was much safer to do nothing about it.

During the Crusades, Christians came into direct contact with the Arab world and its learning. Some of them were introduced for the first time to the culture of the ancient world. They saw Arabic translations of great literature copied out on a wonderful new substance called paper and heard tales of learned Arabs who could figure out difficult mathematical problems with a system called algebra. And they found that the Arabs had a simple way of writing numbers, very different from the clumsy Roman method they used.

The Crusaders, few of whom had been far from their homes before, could not help comparing the way of life they encountered abroad with that which they knew in Europe. Some of them looked with longing at the rich cities of Egypt, of Asia, of Spain and wanted for themselves the wonderful silks and porcelains, the gold and the jewels of the East. Perhaps most of all they wanted access to Eastern spices. At home they had no way to preserve their meat and often it was half-rotten. Spices would help preserve it and also disguise its strong flavour.

The only way that Europeans could get the things they wanted was to trade with the Moslems who eventually had won control of all the overland trade routes to the East, to the faraway wonderlands of China and India. Some of the Crusaders wanted to own the trade routes and so they were fighting not only for possession of the Holy Land, but for possession of trade routes.

The reasons behind the Crusades were complex, and like all wars, they cost a great deal of money and many lives. Thousands died in distant lands where they went to fight but those Crusaders who returned to Europe brought back with them tales of other lands and other cultures. There was new interest in learning and slowly but surely, Europeans regained their forgotten cultural heritage and were stimulated to move on to new ideas and original thought.

## THE MILITARY ORDERS

Not long after the First Crusade, while the Christian power in Syria was still expanding, there emerged two great Military Orders. The Templars started as a small band of knights pledged to patrol the roads and protect pilgrims to Jerusalem, and in 1118 they were given a headquarters near the Temple in Jerusalem from which they took their name. The Hospitallers could trace their origin back to the early eleventh century — when a hospital for pilgrims was opened in Jerusalem, but they did not become a fighting body until some years after the Templars. Both Orders, as finally organized, were a curious combination of the monastic and the knightly life. Their members took the religious vows of poverty, chastity and obedience, but their monasteries were castles and their main duty the protection of the Holy Land by force of arms.

The Templar and Hospitaller could combine the religious life with the life of action, and this opportunity was so attractive to the mind of twelfth-century Europe that their numbers rapidly grew and their organization spread from Syria to the West. Under the Grand Master and his Council, the Order had Provincial Commanders for each of the Crusader States in the Holy Land. Soon, as the Order grew in popularity, more tongues were organized throughout Europe, and houses were established in the West as places of recruitment for new members and of retirement for knights whose fighting days were past. As soldiers, the heads of these houses were known not as abbots but as "Commanders". The Orders were distinguished by the Cross on their mantles — the Templars red on white, the Hospitallers white on red. (The eight-pointed cross was adopted later by Hospitallers and only for civil dress.)

### Military Value of the Orders

In Syria the Orders did not consist only of knights, for as a balanced fighting force they had to have infantry as well. Each knight usually had a squire who served an apprenticeship to knighthood, and a number of "sergeants" or serving brothers of lower degree was maintained by each Order as heavy infantry. Both Orders employed a force of light-armed horse-archers

on the Turkish model, as scouts and skirmishers.

The Orders provided something that the Crusading States badly needed — a supply of men from the West to make up for the lack of numbers, and later of fighting power, of the settled barons. As Orders they became very wealthy, but the individual knight had no estates to lose and no personal reasons for avoiding warfare. In course of time, therefore, the defence of the Crusading States fell increasingly into their hands. Castles were built by them, or made **over to them**, on the borders in the places of **greatest danger**, and the Syrian Franks could not have survived the disasters of 1187 without their aid.

Inevitably jealousies arose between the Orders and the feudal knights and barons, for in the later years of the Crusading States the Orders were always ready for war while the barons were mostly anxious to avoid it. In time, too, jealousies arose between the two Orders, which played their part in the quarrels which were a feature of the later history of the Crusaders.

With the fall of Jerusalem to Saladin in 1187 both Orders transferred their headquarters to Acre, where they remained until this last Syrian foothold was lost in 1291 when they retired to Cyprus, which was still in Christian hands, to carry on the fight. Soon afterwards, in 1312, the Order of the Temple came to an inglorious end. Its wealth in the West had attracted the greed of kings; and on charges which were exaggerated or invented it was suppressed and its property seized — in the same way as the English monasteries were later taken by Henry VIII.

#### **Survival of the Hospitallers**

The Hospitallers continued their active and honourable career for centuries. In 1309 they captured Rhodes, and held it against the Turk for over two centuries. Driven out in 1522, they found a new home in Malta, which they made one of the strongest fortresses in Europe and defended against the most desperate Moslem assaults. For years the galleys of St. John carried on the naval war against the Turk and the Barbary pirates of North Africa, until both sides gradually relaxed their efforts. Malta remained in the hands of the Hospitallers till 1798, when the last Grand Master surrendered it to Napoleon who in turn was ousted two years later by the

British. A remarkable history had sprung from the little hospital founded about 1020 in Jerusalem, and its story is not yet done. Its military functions finished, the Order was revived on the original lines as a medical and charitable organization, and its members today still bear the white cross of the ancient knights.

#### **IN THE MIDDLE AGES:**

- ... **lords and ladies** lived in isolated castles, the centres of the great feudal estates into which Europe was divided.
- ... **minstrels** travelled through the countryside, entertaining with their songs and stories, and passing on news they had gathered on their journeys.
- ... **serfs** farmed the fields on the feudal estates, and served their lords in exchange for protection.
- ... **knights** rode out to defend their honour, their property or their ladies. In between actual combat, they took part in colourful tournaments.
- ... **crusaders** went off to fight the Moslems for the Holy Land, and brought back tales of Eastern culture.
- ... **monks and nuns** devoted their lives to God and in His name did various tasks assigned **them**. They lived in monasteries, abbeys and convents.
- ... **pilgrims** travelled long distances to visit holy places.
- ... **merchants** followed trade routes to obtain the goods for which Europe was clamouring, and so opened up the world to exploration.
- ... **the common man** first had the opportunity to learn a trade, to live in a town, and to help found a middle class which developed the basis of modern society.

Use your local or school library to find out more about "THE CRUSADES", "KNIGHTS" and "THE MIDDLE AGES".

## SECTION 2 — THINGS TO DO

1. Answer these questions:
  - (a) What are three requirements to be enrolled as a St.J.A.B. Cadet?
  - (b) Who is a "St. John Junior"?
  - (c) What are the requirements for transfer to an Adult St.J.A.B. Division?
  - (d) A Cadet N.C.O. may retain his rank on transfer to an Adult Division. True or False?
  - (e) What are the requirements to be "efficient" for a year's service?
  - (f) Are there any public duties which Cadets are not permitted to attend?
  - (g) Where would you look to find which activities may be counted as "public duties" towards the Special Service Shield and which activities may not be so counted.
  - (h) Who is responsible for the administration of a Division?
  - (i) What is a 'Corps'?
2. Prepare a poster showing the badges of rank for all the ranks in your Division.
3. Draw a channel of communication diagram for your Corps. Fill in the name and rank of each person in the channel.
4. Draw a poster showing the location of all Cadet badges listed in these notes.
5.
  - (a) What are the badges of rank of a Divisional Superintendent (c) and a Divisional Officer (c)?
  - (b) How would you identify a member of Corps Staff?
  - (c) What does a black gorget patch indicate?
  - (d) What does a grey gorget patch indicate?
  - (e) What does the letter 'R' on the shoulder strap mean?
  - (f) What does red piping around the cap and shoulder straps mean?
  - (g) What does a red enamel bar on the shoulder strap mean?
  - (h) Where is the St.J.A.B. cadet badge worn on the cadet uniform?
  - (i) Where are Proficiency Certificate Badges worn on the cadet uniform?
  - (j) Where are N.C.O. Rank Chevrons worn on the Cadet uniform?
  - (k) Where is the Special Service Shield (200 hours) worn on the cadet uniform? How are additional awards indicated?
  - (l) Where is the Service Star or stripes worn on the Cadet Uniform?
  - (m) What are the badges of rank for Corporals and Sergeants?
  - (n) Name six (6) subjects for which Proficiency Certificates may be awarded.
  - (o) What is the highest award (apart from Life-Saving Awards) available to a Cadet?
6.
  - (p) How does a Cadet qualify for the Grand Prior's Badge?
6.
  - (a) When money is received by the Division, what should be done?
  - (b) Who is able to sign a Brigade receipt?
  - (c) In the Divisional Roll Book what do the following letters mean? "P", "A", "E"?
  - (d) Suggest a method of accurately recording the number of hours of public duty performed by each member.
  - (e) What is the BFC4?
  - (f) What is the BFC1?
7. Ask your Divisional Superintendent to show you your BFC4.
8.
  - (a) When was the Order of St. John formally founded?
  - (b) What is the full title of the Order of St. John?
  - (c) What do the initials K.ST.J. mean?
  - (d) What do the initials S.S.ST.J. mean?
  - (e) What do the initials O.ST.J. mean?
  - (f) What are the Mottoes of the Order? What do they mean?
  - (g) What are three Foundations of the Order of St. John?
  - (h) When was the St. John Ophthalmic Hospital founded?
  - (i) When was the St. John Ambulance Association founded?
  - (j) When was the St. John Ambulance Brigade founded?
9. How can you recognize Brigade members who are members of the Order of St. John.

# SECTION 3

## YOUR SKILLS

The aim of this section is to introduce some of the skills you will need to be an effective N.C.O.

It is expected you will be able to:

- (i) exercise leadership;
- (ii) prepare and present lessons;
- (iii) plan and conduct games;
- (iv) perform drill movements accurately and teach other Cadets basic drill.

## SECTION 3

### YOUR SKILLS

#### Leadership

##### Functional Leadership

###### OBJECTIVE

The objective of this section is to introduce the concept of functional leadership by making students aware of what a leader has to do to lead.

###### FUNCTIONAL LEADERSHIP

Before examining the functional approach to leadership it is necessary first to consider past thinking on the subject.

An old idea was what is known as the QUALITIES APPROACH. This approach embodies the idea that leaders were born with qualities which enabled them to lead, for example: courage, integrity, common-sense, humour. Great leaders were analysed to see what qualities they displayed and lists of desirable qualities were drawn up on the basis of this analysis. This approach breaks down on a number of points:



*"... great leaders analysed."*

- (a) Researchers into this approach assembled all the known lists of leadership qualities that had been made by various authorities. There were many lists and no two agreed.

<b>RMA Sandhurst (4)</b> Courage Willpower Initiative Knowledge	<b>RAF College (7)</b> Efficiency Energy Sympathy Resolution Courage Tenacity Personality	<b>St. John Ambulance (8)</b> Observation Tact Resourcefulness Dexterity Explicitness Discrimination Perseverance Sympathy
<b>Canadian Forces (17)</b> Loyalty Professional competence Courage Honesty Commonsense Good Judgement Confidence Initiative Tact Self Control Humour Personal example Energy Enthusiasm Perseverance Decisiveness Justice	<b>U.S. Marines (14)</b> Integrity Knowledge Courage Decisiveness Dependability Initiative Tact Justice Enthusiasm Bearing Endurance Unselfishness Loyalty Judgement	(Recognize this list? Associated with the 8 points of the St. John Cross.)

- (b) Another fault is that some leaders in history who were very effective obviously lacked some of the widely accepted qualities. For example: did Hitler have integrity; or a sense of humour? did Churchill have tact?
- (c) Again, do we not know people who have many of these qualities yet are quite incapable of leading?
- (d) If these qualities are necessary, to what degree are they needed?
- (e) Another problem is training. Can courage or sense of humour be developed. Does it mean that some people are leaders and others are not and that this state cannot be changed?
- (f) Finally, there is the danger that the qualities approach suggests that leadership is a matter of being something rather than doing something.

Therefore, the qualities approach does not give an adequate explanation to leadership. However, there is an element of truth in the approach — people with certain qualities have a good starting point for leadership, provided they recognise their assets and make use of them.

The next approach, most popular in the 1920s and 1930s, was the **SITUATIONAL APPROACH** to leadership. This suggested that the leader in any group would be the person who possessed the necessary skill or knowledge to deal with the situation or problem facing the group. For example, in a party shipwrecked on an island, the builder, the doctor, the sailor, might assume leadership according to the task to be achieved.

This theory also has weaknesses:

- (a) Knowledge or skill alone is not enough. We all know experts who are incapable of leading anyone. Something more than technical skill is needed.
- (b) In an organization it is unacceptable to pass leadership from one expert to another like a ball. This would soon lead to confusion.
- (c) Groups seldom are faced with single problems. Usually there are conflicts of priority; for example, on the island the group might want to build a boat, care for the sick and provide themselves with shelter at the same time. Who then would be the leader: the sailor or the doctor or the builder?

The situational approach does not give the complete answer to leadership. However, it does contain some truth. Just as the qualities approach suggests that the possession of some qualities helps towards leadership if they are recognised and used, so too the person who has skill and knowledge appropriate to his group's task will make a better leader. (Hence the importance of a high standard of first aid for Cadet N.C.O.s.)

A more recent theory of leadership is the **FUNCTIONAL LEADERSHIP APPROACH**.

It must be borne in mind that leadership can only apply to groups which are confronted with a need to take action or make decisions. People who are assembled passively, for example, to watch a film, are not subject to leadership.

A great deal of research has been made into the psychology of small groups, both in industry and in the armed forces. From this research it has been found that within a group there exists three areas of need:

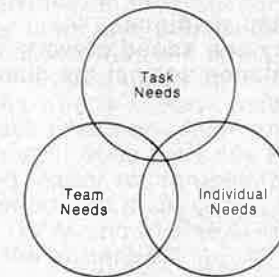


Diagram representing the areas of need.

Groups arise or are formed to undertake tasks which are too difficult, too complex, or too impractical for one person to accomplish, for example: to win a football game, to fly a large aircraft, to climb a mountain or run a first aid post. All groups experience

a need to accomplish their task or achieve their aim: to score more goals than the opposing team, to take off and land the aircraft, to get to the top of the mountain, to run the post efficiently. This is the area of **TASK NEEDS**.

To achieve their task, the group needs to be held together as a cohesive team, to work together in harness. For example, many star football players do not necessarily make a winning team. If the team of stars acts as "prima donnas", a group of lesser men working as a team might beat them soundly. This is the area of **TEAM NEEDS**.

In any group each individual brings his personal needs:

- (a) The physical needs of food, shelter, warmth, clothing, money.
- (b) Psychological needs: to be accepted into the group, to be given status, to be allowed to use skills and to contribute to the group, to achieve ambitions.

This is the area of **INDIVIDUAL NEEDS**.

With the recognition of the three areas of need, the job of the leader can be seen:

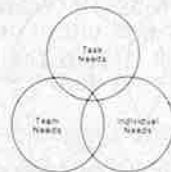
- (a) To be aware of the needs of his group.
- (b) To perform the functions — thought processes, communications, actions — to satisfy the needs of his group.

To be aware of and to perform functions the leader has to have skill and training. From this comes the concept of **FUNCTIONAL LEADERSHIP**.

The following are examples of functions to be performed:

#### **TASK FUNCTIONS**

- Defining the task
- Making a plan
- Allocating work and resources
- Controlling quality and speed of work
- Checking performance against the plan
- Adjusting the plan



#### **TEAM FUNCTIONS**

- Setting standards
- Maintaining discipline
- Building team spirit
- Praising, motivating
- Appointing sub-leaders

- Ensuring communication lines
- Training the group
- Giving a sense of purpose

#### **INDIVIDUAL FUNCTIONS**

- Attending to personal problems
- Praising individuals
- Giving status
- Recognising and using individual abilities
- Training the individual

It will be seen that the diagram of the areas of need shows them overlapping. Although they are distinct, they are not isolated. Needs in one area may have side effects in other areas; functions aimed at one area may have effects in other areas.

For example:

- (a) If an individual in a team becomes disaffected, the team will be weakened and may fail in its task. If the leader does something to satisfy the needs of the disaffected individual, the team will be strengthened and will be more likely to achieve its task.
- (b) If there is task success because of something the leader does, for example making a good plan, the team will be more strongly motivated to attempt new tasks and each individual will feel better integrated in the group.
- (c) If the leader does something to strengthen the team, by training, for example, it will be more likely to achieve its task, and each individual will feel more confident.

The diagram shows the areas equal in size.

However at certain times, task needs must predominate, especially in organizations involved in life-saving activities. In these circumstances:

- (a) The leader must give priority to **TASK** needs at the expense of the other two areas of need.
- (b) The skilled leader builds up **TEAM** and **INDIVIDUAL** needs in slack periods in preparation for high task priorities. Team and individual needs can be thought of as **batteries to be charged up**.
- (c) The skilled leader recognises that after long **TASK** priority periods he must seize opportunities to attend to **TEAM** and **INDIVIDUAL** needs — to recharge the batteries.

#### **SUMMARY**

In this concept of leadership it can now be seen that an effective leader:

- (a) Is aware of the Task needs, Team needs and Individual needs of his group.
- (b) Has the skill and training to meet those needs, in accordance with the priorities of the situation.

## Functional Leadership Checklist

When you become uncertain as to where you (or your Division) are going read through this checklist as a leadership refresher.

TASK FUNCTIONS	(examples)
Defining the task.	Deciding the aim. Understanding the limitations.
Making a plan.	Seeking specialist advice. Assessing resources needed. Checking on resources available. Assessing priorities. Providing for contingencies. Making decisions.
Allocating work and resources.	Giving information. Allocating tasks. Delegating responsibility and authority. Providing resources. Arranging communications. Checking understanding.
Controlling quality and speed of work.	Checking standards. Influencing speed. Communicating. Co-ordinating.
Checking performance against the plan.	Measuring achievement. Measuring effort, time, resources used.
Adjusting the plan.	Re-assessing priorities. Using specialist advice. Making new decisions.

## TEAM FUNCTIONS

Setting standards.	Giving personal example. Correcting faults.
Maintaining discipline.	Insisting on obedience. Punishing.
Building team spirit.	Bringing group into decision-making.
Praising, motivating, giving a sense of purpose.	Assessing morale. Reinforcing success. Giving information.
Appointing sub-leaders.	Developing potential leaders.
Ensuring communication within the group.	Encouraging suggestions. Encouraging co-operation.
Training the group.	Practising for tasks.

## INDIVIDUAL FUNCTIONS

Attending to personal problems.	Checking working and living conditions. Dealing rapidly with welfare problems.
Praising individuals.	Knowing names, faces and backgrounds.
Giving status.	Rewarding effort publicly, promoting.
Recognising and using individual abilities.	Assessing ability. Giving right level of responsibility.
Training the individual.	Encouraging education and training.

## Discipline

Discipline is essential for the N.C.O. in order to satisfactorily achieve worthwhile activity with the Cadets under his control.

The guidelines can be summed up basically in three phrases:

BE FAIR  
BE FIRM  
BE FRIENDLY

The relationship between the N.C.O. and the Cadets under him should result in mutual respect and confidence. By accepting the duties and responsibilities of an N.C.O., the cadet appointed becomes involved with the matter of leadership. Cadets will look to him for a lead and in many cases, model their actions on him. Cadets expect advice and help and the establishment of mutual confidence, and respect cannot occur unless they are given. The major task of a Cadet N.C.O. is to help younger or less experienced Cadets learn about and enjoy Brigade activities.

To assist you, some of the basic DOs and DON'Ts are listed. (Everyone may not agree with these — perhaps discuss them with your leaders and fellow N.C.O.s. There is no one set of guidelines suitable for all situations.)

- (a) Don't become too familiar in dealings with Cadets. On formal occasions you should refer to your Superintendent and Divisional Officer as "Sir" and your N.C.O.s as "Sergeant" or "Corporal".
- (b) Don't use bad language. No one admires you for it and the Cadets will lose respect for you because of it.
- (c) Always be cheerful. Share a good joke, but be sure it is not at anyone's expense. A smile is the easiest "ice-breaker" and best morale booster.
- (d) Treat your subordinates as individuals. Don't be afraid to appeal to the best in them. Trust them and they will trust you. Don't abuse their confidence.
- (e) If you find fault with a Cadet, quietly tell him in private and constructively suggest a remedy. Don't be sarcastic (i.e. don't "put down" or make remarks which could be seen as sneering at others).
- (f) Rudeness, shouting and outbursts of temper should never be needed. Politeness is not a sign of weakness, but of character.
- (g) Be careful when criticizing work or actions (e.g. team first aid job). Make it instructive rather than destructive. Mention the good points as well as the faults.
- (h) Give praise, but only when it is due.

- (i) Don't hesitate to listen if the Cadet happens to know more about the particular subject than you do. You won't lose the Cadets' respect by taking advice, but see that you maintain control of the situation. Encourage group participation in your lessons — after all we are all part of the same team.
- (j) Don't try to cover ignorance by bluff. If you don't know or have forgotten — say so. Ask if anyone present knows. If necessary promise to find out and let them know next session or week — and be sure to do so. Try not to let this happen too often!
- (k) Ask rather than tell. When talking to the Cadets under your control, use the word "WE" rather than "YOU", e.g. "This is what WE have to do", and not "This is what YOU have to do". In other words identify yourself with your Cadets.
- (l) When passing on criticism or praise remember to include yourself in the blame or praise, i.e. "WE" are the worst turned-out division, and not "YOU" are the worst turned-out division.
- (m) Don't let pass minor breaches of discipline, such as incorrect method of addressing officers and N.C.O.s, poor turn-out, poor bearing, etc. These should be corrected every time they occur. If minor breaches are let pass, major ones will arise.
- (n) Be consistent in administering discipline. Favouritism only breeds unrest and resentment.
- (o) Be constructive and impersonal in the administration of discipline, the aim is to improve the performance of the whole team, and each individual.
- (p) Don't complain about anything in front of the Cadets or enter into any conversation of a complaining nature, but take any complaints to your next superior, in a confidential manner.
- (q) Learn the names of the Cadets under your control as soon as possible and refer to them in the correct manner always.
- (r) Put the interests of your subordinates and the Division first even if it means inconveniencing yourself. Remember the old saying "you only get out according to what you put in". The more effort you make to be an effective N.C.O. and to run a good Division the more success and satisfaction you are likely to have.

## CONCLUSION

Demand and get the best from each Cadet. See that you get the highest standard in all activities and be FAIR . . . FIRM . . . FRIENDLY.

The best form of discipline is "self-discipline", i.e. members of the organization do "the right thing at the right time" and do it well because they want to rather than because they have been told to do so.

<b>SUPERIOR</b>	— a member of a higher rank than you (coming from "super" meaning "above").
<b>SUBORDINATE</b>	— a member of a lower rank than you (coming from "sub" meaning "below").
<b>MORALE</b>	— the level of confidence and pride of a group.

When considering solutions to the case studies involving discipline remember:

- (a) All behaviour has a cause.
- (b) Talk little — listen more.
- (c) Try not to give answers but help the person find them.
- (d) Be "Non-shockable" but uphold your ideals and standards.
- (e) Remember the offender before the offence.
- (f) Direct and guide energy and enthusiasm.
- (g) Help members to "join in" and not just "Hang around".
- (h) Develop a group discipline and self-discipline rather than impose it from above.
- (i) Develop responsibility.
- (j) Members need to feel "wanted".
- (k) Help members to understand limitations.
- (l) There are very few problem groups — there are many leaders who create their own problems.
- (m) Discipline problems have a cause — find it — check your leadership methods and/or review the programme and aims of the Division.
- (n) Remember — "Task needs", "Individual needs" and "Team needs".

## Leadership Case Studies

1. Whilst you are taking a parade, Cadet Gerard continually performs drill in an unsatisfactory manner. As a newly appointed senior N.C.O., what would you say or do? You have noticed that Cadet Gerard drills satisfactorily for other N.C.O.s and Divisional Officers.
2. On arrival at Divisional HQ for parade, you enter to find a new N.C.O. (Corporal) and Cadet fighting. As a Cadet Leader you immediately stop the fight and are informed by the N.C.O. that the Cadet refused to obey a request to assist in preparing bandages for the evening's work. The Cadet tells you he was not on the duty roster for this week. Detail your actions from entry to the hall.
3. At the N.C.O. meeting held after every parade of your Division, the Cadet Leader suggests an activity which you think will not work with your squad. As a Corporal with only three months experience you are uncertain whether to speak out or not. What would you do?
4. Whilst instructing a squad of ten Cadets in bandage work, Cadets Jackson and Adam start a bandage flicking fight. As Sergeant, you tell them to stop. Jackson does so immediately but Adam persists. You again tell him to stop and sit down. He continues to flick the bandage about, sometimes in your general direction, and states: "Why should I have to do what you tell me? I'm as good as you." Describe your actions and/or words.
5. You are a Cadet Leader in a Division of twenty-seven Cadets. You notice that newly appointed Sergeant Vella is very strict with the Cadets. He issues many commands which could have been requests and often in answer to queries by the Cadets says, "Do it, because I tell you to do it, that's why." What would you do?
6. Sergeant Loud during an N.C.O. meeting after parade criticizes a noisy activity you conducted with your squad during parade. The activity was noisy but not excessively. You had checked at the previous week's meeting to see if noise would disrupt any other group. You suspect that the Sergeant may be annoyed that he had not thought of the successful activity. As a Corporal what would you say or do?
7. You are the Sergeant of a Cadet Division. Cadet Sharp who is intelligent and a good first aider, if sometimes high spirited and noisy, comes to you and complains that he is being "victimized" by Corporal Greene. What would you say or do?

8. You have recently attended an N.C.O. Training Course and since been promoted to Corporal. At the course the importance of a balanced programme was stressed. Your Division does not have a programme — the Superintendent decides what is to be done "on the night". Games are rarely played. New Cadets rarely serve longer than twelve to eighteen months. What would you do? (Assume there is a Cadet Leader and Sergeant who have done the N.C.O. Training Course. Would your actions be different if there were no other N.C.O.?)
9. Your Division is planning a recruiting drive. The Officer asks the existing N.C.O.s (you and two others) for ideas on how to best cope with the expected large numbers of recruits (say about 30) and keep the existing Cadets (say about 20) happy and usefully training at the same time. What would you suggest?
10. The Division to which you belong is very "traditional", lots of first aid and formal drill, but little work on proficiency badges, social activities or "letting off steam" fun activities. The Division is considered "successful" because it wins first aid competitions and does many duties. How would you go about suggesting that the Division broaden its activities? What reasons would you use to support your suggestion?
11. As a new Sergeant in an active Cadet Division you have been asked to give a 10 minute talk to Year 9 and 10 students at the local high school about the activities of St. John Cadets. What do you think you should tell them? List points which you think might make them interested in joining. List points which you think might put them off joining.
12. You are promoted to Corporal after completing the N.C.O. Training Course. Soon afterwards, the Division conducts a recruiting drive and you are given your own "squad" of six recruits to look after and help train. How would you go about getting to know them?
13. Talking with Cadets from your Division at a public duty you discover that some think the Division should be doing more first aid training because "that's what it is all about". Other Cadets think that the Division should be doing more on proficiency badges because "once you know it, first aid is boring". Some others think the Division should be going camping and organizing social activities with the Nursing Cadet Division. You bring these views up at the next N.C.O. meeting and your Officer agrees that they all seem to be "right" and asks the N.C.O.s for ideas on how to keep all members happy.

14. You are the Sergeant of a combined Division and you have noticed that Corporal Chapman is having difficulty with a group of Cadets under her control. You watch the group and find that Cadet Hughes seems to be disturbing the lesson making faces behind Corporal Chapman's back or making 'smart' comments to the rest of the group. You have asked Bill Hughes to work with that group because you knew that he and Julie Chapman had been friends for some time.  
WHAT WOULD YOU SAY OR DO?
15. As a Cadet Leader you are going with a group of Cadets to the fire station for Proficiency Badge Training. You have had to speak to a group of your Cadets Sue, Kathy, Melissa and Allan for 'clowning around' on the street, they have been pushing and shoving, shouting and generally not behaving as they should whilst in uniform. You send Allan, who has just joined the Division, up ahead to look after some of the younger Cadets. Now you are faced with an argument which has broken out between Kathy and Melissa, who usually are good friends.  
WHAT WOULD YOU SAY OR DO?

# INSTRUCTIONAL TECHNIQUE

## Preparing a Programme

*Programme: A Definite Plan of Intended Actions*

### DIVISIONAL PROGRAMME

The leadership team (Officers and N.C.O.s) of a Division must work out all the activities which have to be completed in order for the Division to meet its aims.

#### Aims of a Divisional Programme

1. To develop a high standard of skills among members of the Division.
2. To ensure that all Brigade requirements (from Regulations or District Orders) are met.
3. To develop and maintain interest and enthusiasm among members.

When you consider a programme there may be several parts:

- A long-term programme (perhaps two or three years).
- A programme for this current year in detail.
- A programme for each night in detail (a "timetable").

#### A Nightly Programme

The programme for a Divisional night should show:

- When
- Who
- What
- Where
- With Whom
- Which equipment

The Programme Planner should think about:

- When* — how long each activity will last  
 — how long will the night's programme last
- Who* — If your programme involves a number of groups then your programme must show clearly which group is to be involved in each activity.
- What* — your programme should briefly describe each activity.
- Where* — each Cadet should be able to read the programme clearly and know where to go.
- With whom* — your programme should show who is responsible for each activity.
- Which equipment* — your programme should show equipment needed, so that this can be available at the right time in the right place.

Times	Group	Activity	Location	By	Remarks
7.30-7.45	15 min. All	Bandage of the Night	Hall	Cpl. Brown	
7.45-7.55	10 min. All	Parade	Hall	Sergeant	Roll to be marked
7.55-8.05	10 min. Snr. Cdts.	Competition Training (until final parade)	Kitchen	Supt.	F/A Kits, Blankets
	Cadets and Juniors	Drill (Enrolment — Ceremony Practice)	Hall	Div. Offr.	—
8.05-8.30	25 min. Cadets	Game	Outside	Sergeant	Volley Balls
	Juniors	F/A Badge 1	Hall	Cpl. Green	Bandages
8.30-9.00	30 min. Juniors	Game	Outside	Sergeant	Chalk
	Cadets	F/A — Burns	Hall	Cdt. Ldr.	Slide Projector
9.00-9.20	20 min. Juniors	Badge Training	Hall	Div. Offr.	Bicycles
	Cadets	Proficiency Badge Practice	Hall	Mr. Vella (Parent)	Slide Projector
9.20-9.30	10 min. All	Final Parade	Hall	Sgt. Supt.	Duty Allocation

Duty Squad to clean up — Cpl. Smith  
 — Cdts. White, Vaskos, Castro

### Reminders:

- Do not forget to programme 'special' nights (e.g. Annual Inspections, Annual Re-exams, Revision Nights, etc.).
- Do not make lectures too long — people learn by 'doing' not by being 'talked to', so programme as much practical work and incident training as possible. The 'attention span' (i.e. *how long people can concentrate on one activity*) of young people of cadet age is only about ten minutes, so keep each segment of the night brief.

## Preparing and Presenting a Lesson

This is a subject on which many thousands of books have been written. These notes have been prepared to deal very briefly with learning "How to Teach".

In order to teach successfully, a good Officer or N.C.O. **must**

- PREPARE HIS LESSON CAREFULLY
- PRESENT HIS LESSON TO THE BEST OF HIS ABILITY
- CHECK THAT THE CADETS KNOW (OR CAN DO) WHAT YOU SET OUT TO TEACH

### INTRODUCTION

**The aim:** The first essential in teaching is that the Officer or N.C.O. should decide EXACTLY WHAT HE IS GOING TO TEACH.

He should write down the subject and carefully consider:

- Can the subject be taught in the time allotted?
- Should I teach all the subject or only a section of it?

When the subject has been carefully selected, it then becomes "THE AIM" of the lesson. It is a good idea to inform the class at the beginning as to what the aim of the lesson is going to be; for example — "This morning I am going to teach you how to apply a sling."

The class is then aware of what they are required to learn, and the instructor can, at the completion of his lesson, test to see if he has achieved his aim.

### PREPARATION AND PLANNING

First, you plan. Before commencing to plan your lesson, you should ask yourself the following questions and WRITE DOWN your replies:

- What am I going to teach — AIM?
- Is it a SKILL or a FACT or BOTH?
- How much time is available to me?
- How much does the class already know?

(e) Where am I going to teach — is there an alternative area available?

(f) Which method am I going to use?

Secondly, your material. Having arrived at these answers, ask yourself a further two questions, looking at the "AIM" (which you have written down):

- What MUST they know — that is, what MUST I teach them?
- What SHOULD they know — if I have sufficient time?

(Think of these as two sections of a wheel — the centre part, or hub, being the "MUST KNOW" section — without it there would be no wheel — and the "SHOULD KNOW" section as the outside of the wheel, or the rim — it helps the wheel to run smoothly.)



### To look briefly again at these points

"MUST KNOW" — the vital points necessary to the success of the lesson.

"SHOULD KNOW" — desirable points but not essential.

Remember, your AIM should be what you want the Cadets to be able to do, not what you are going to do.

Thirdly, your lesson. Now that you have decided these points, let us look at the lesson as a play or story — it must have:

"THE BEGINNING" — consisting of revision or attaching to previous lessons — explanation of what the lesson is going to be about (your AIM).

N.B. — Important to motivate the group.

"THE MIDDLE" — The subject to be taught — deliver this in stages — ask questions to ensure everyone is following you.

"THE END" — Use this section to finish off — to clear up any questions — summarise the points of your lesson — confirm that your lesson has been understood — and finish by repeating your aim.

Remember, if the Cadets have not learnt what you set out to teach them — it may be your fault, not theirs!

Fourthly, your equipment. No lesson can be successfully taught if you have not the correct

equipment — make a list of the teaching aids you will require — ensure that they are available. One squad doing theory; the other squad doing practical work, then changing after the mid-evening game is one way of easing the pressure on equipment and bandages.

Fifthly, your accommodation. Is the lesson to be taught . . .

INDOORS  
or  
OUTDOORS?

If INDOORS — is it large enough? — seating? lighting? heating? ventilation? distractions?

If OUTDOORS — best area available — free from distractions — consider rain, heat, wind, etc.

ALTERNATIVE PLACE IF ORIGINAL AREA NOT AVAILABLE.

### OTHER POINTS TO CONSIDER

#### Students

- (a) Two types. Briefly there are two types of students — those who want to learn and those who don't. It is, therefore, the duty of the Officer or N.C.O. to encourage the general interest of ALL Cadets under their charge.
- (b) Ability to learn. Some Cadets will learn more quickly than others. A good Officer or N.C.O. should cater for both by not going too fast for the slow ones and yet not too slow for those who learn faster. Remember, you should keep checking to ensure that what you are teaching is actually being learnt.

#### Teaching Ability

Efficient Officers and N.C.O.s MUST possess:

- (a) a sound knowledge of their subject;
- (b) ability to arrange the material to be taught in an orderly manner;
- (c) imagination;
- (d) enthusiasm.

#### Knowledge

Knowledge may be divided into two sections:  
FACTS and SKILLS

Facts are knowledge which can be absorbed — for example:

- Structure of the Body
- The Circulation System

Skills are things which can be learned and practised — for example:

- How to apply a dressing.
- How to tie a reef knot.

The teaching of facts and skills calls for TWO ENTIRELY DIFFERENT METHODS OF TEACHING.

Keep this in mind when you are considering your AIM.

### METHODS OF TEACHING

There are many ways of presenting a subject — it is important that an Officer or N.C.O. selects the best method.

The most common ways of teaching are by:

- (a) Lecture
- (b) Demonstration
- (c) Practical Work
- (d) Discussion
- (e) Exercises
- (f) Playlets or Role Play
- (g) Films

Several of these teaching methods may be combined together in one session. Let us now consider each of these methods:

- (a) **The Lecture:** This is the most difficult form of teaching. IT MUST NEVER BE USED TO TEACH A SKILL — how could you teach a person, by speaking, how to tie a reef knot? Could they learn if you simply showed them? REMEMBER, a lecture is generally very boring unless delivered by a capable instructor, and even then the class remembers very little of what was said.



“... a lecture is generally boring.”

- (b) **Demonstration:** If a SKILL is to be taught, then it should be by this method. A demonstration may be very simple and may require only a little equipment. ENSURE, however, that if you are using assistants, they know what you require demonstrated. The skill being taught should be demonstrated accurately and in a series of small steps.

- (c) **Practical Work:** Practical work is an ESSENTIAL PART of instruction in skills. Most First Aid teaching involves practical work. After the demonstration of a skill it must be practised, under supervision, until the students can do it correctly.
- (d) **Discussion:** Discussion can play a very useful part in instruction because it encourages students to take an active interest in solving problems.
- (e) **Exercises:** Exercises can be used to test and teach Cadets. In its simplest form, an exercise could be a prepared incident — such as a fake accident.
- (f) **Playlets** (or Role-Play): This method is not commonly used but can serve as an interesting method of teaching. Competition type "incidents" often start with a "playlet".
- (g) **Films:** There are many films available. However, Officers and N.C.O.s should ENSURE that correct films have been selected — they should personally see the film before it is shown to the class, to ensure that it is:
- up to date;
  - not too difficult;
  - suits the subject;
  - is not damaged.

Previewing of the film enables the instructor to emphasise the main points for the class to watch during the film — these points should be mentioned when introducing the film.

#### PREPARATION OF A LESSON PLAN

There is no one way of setting out a lesson plan, but a good plan will include:

- the AIM;
- a COMPLETE list of the stores required;
- a TIME SCALE (of elapsed time);
- 'MUST KNOW' points in short "memory jogger" form;
- a list of the MAIN QUESTIONS to be asked (and their answers);
- expected NUMBER of Cadets in the class;
- REFERENCES (both name of book and page number); and
- space for NOTES made during the lecture (such as questions asked you could not answer, improvements for next time).

The plan should be written in large block letters which can be read easily at arm's length.

#### SAMPLE LESSON PLAN — The Skeleton

**Aim:** At the end of this lesson a class of Probationary Cadets will be able to name the main parts of the skeleton.

**Equipment:** Skeleton  
X-rays  
X-ray viewer and lead to power point  
Pointer  
Chalk and Board  
Chairs drawn in semi-circle round the chalkboard

**Number in class:** 12

**Time:** 20 min.

Time from Start (min.)	Subject	Notes
0	<b>Intro: Aim — to learn skeleton.</b>	
	<b>Q:</b> Last time we discussed how the body is made up. Name a few systems of the body.	Write each on board.
2	<b>Uses of skeleton</b> — attachment — protection — shape	F / A Book pages 00-00.
	<b>Joints</b> — immovable, e.g. skull — partially movable, e.g. spine — freely movable — hinge, e.g. elbow — ball and socket, e.g. hip	Write on board Class give e.g.'s
7	<b>Show</b> — Skeleton by groups  — head — spine and rib cage — upper limbs — lower limbs	Show on chart and X-ray Write name on board.
17	<b>Summary</b> We started to look at parts of skeleton. Review list on board.	
20	<b>Next Lesson</b> We look at the special functions of each group of bones.	

## TRAINING AIDS

There are many aids that can be used to assist in teaching. These aids are used to enable the class to:

- (a) understand the subject more easily
- (b) stress main points
- (c) encourage interest

### Type of Aids:

- (a) the article itself
- (b) chalkboard and chalks
- (c) wall diagrams and charts
- (d) flannelgraph
- (e) magnetic board
- (f) pegboard
- (g) film strips
- (h) films

### Use of Aids:

- (a) **THE ARTICLE ITSELF:** is the best aid of all — use if at all possible. If it is too large or too small, then some other aid may be required (e.g. a scale model or wall chart).
- (b) **THE CHALKBOARD:** this is one of the most common aids but certain points **MUST BE WATCHED** when using it — these are:
  - (i) Ensure chalkboard is clean before class assembles and that chalk and duster are available.
  - (ii) Write large enough for all to see.
  - (iii) After writing, stand aside so all can see — face the class and explain what you have done. **DO NOT TEACH THE CHALKBOARD.**
  - (iv) Diagrams can be drawn before the lesson in purple chalk, pencil or charcoal — this greatly assists.
  - (v) Make use of colours to emphasize points.
  - (vi) If prepared in advance, keep covered until required.
  - (vii) If explaining progressively, only expose the point required.
- (c) **WALL DIAGRAMS OR CHARTS:**
  - (i) These should be as simple as possible.
  - (ii) Test to see if chart can be seen from the back of the class.
  - (iii) Use colours to emphasize points.
  - (iv) Keep covered until required.
- (d) **FLANNELGRAPH:** Consists of a piece of flannel (or old blanket) attached to a board — diagrams backed with rough surface such as sandpaper — when diagram is placed on flannel, it does not move.
- (e) **MAGNETIC BOARD:** Same principle as the flannel-graph but it is more expensive and elaborate. Board is made with metal and exhibits are backed with magnets.

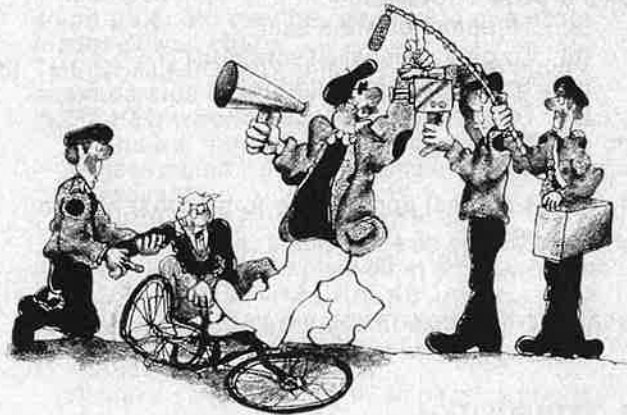
## VISUAL AIDS

### CHART ASSESSMENT FORM

1. What Group am I aiming at?  
— Is it suitable for that Group?
2. Where will it be used?  
— Will it need to be pinned/taped on wall/hung?  
— Will it need to be moved during lesson?
3. Purpose of Chart?
  - (a) To demonstrate a skill?
  - (b) To give a visual description?
  - (c) To organize knowledge?
  - (d) To stimulate discussion?
  - (e) To change attitudes?
4. Is the subject appropriate to be presented in this way?  
YES — NO
5. Is the information accurate and up to date?  
YES — NO
6. **COMPOSITION**
  - (i) Does the arrangement emphasise the teaching point?
  - (ii) Is it simple?
  - (iii) Can you read it easily?
  - (iv) Do the lines and colours help explain the main points?
  - (v) Does it have too much information?

IN VIEW OF ABOVE, SHALL I USE THIS WALL CHART?

- (f) PEGBOARD: Very interesting aids can be made with the use of pegboard.
- (g) FILM STRIPS/SLIDES: These can be most useful and are readily available. Divisions can enjoy preparing their own slides featuring members of their own Division demonstrating some particular skill.
- (h) FILMS: There are many sources of films. Be careful to personally see the film before you show it to your class — it may differ from what you have told them. It may require further explanations — it may deal with more than what you want to teach in your lesson.
- (i) VIDEO: Most schools have video equipment and many youth organizations have portable video equipment for loan. Use for showing professional tapes or 'home made' ones of St. John activities. Very good use can be made of video for first aid incident and competition training — to show trainees what they did during practice.



“... good use of video for incident training.”

### Lay-out of Class Rooms

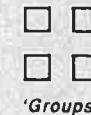
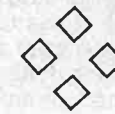
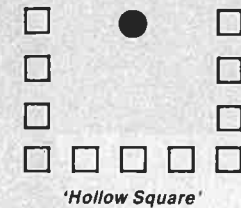
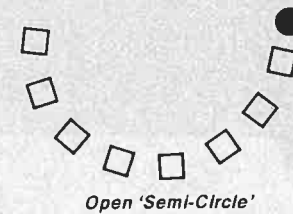
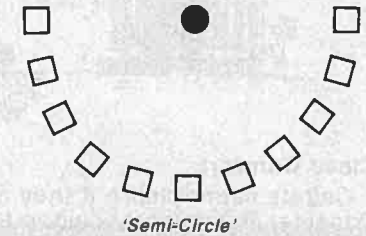
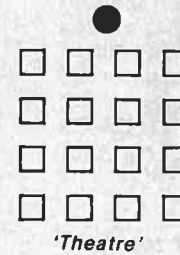
The layout of a classroom should never be taken for granted. NEVER seat a class down in seats that are there, simply because they have been left in that position by someone else.

#### ARRANGE THE CLASSROOM TO SUIT YOUR LESSON.

There are many ways to arrange a classroom:

- (a) Theatre-style — Instructor at front — students in rows behind each other.
- (b) Semi-Circle — Instructor at side of semi-circle — students arranged in one or two rows.
- (c) Open Semi-Circle — Instructor at front — students arranged in a semi-circle single row only.

- (d) Hollow Square — Students in a single row occupying three sides of the square — instructor at the centre of the fourth side.
  - (e) Group Arrangement — Class divided into groups with instructor at front in the centre.
- MAKE SURE ALL CADETS CAN SEE CLEARLY.



### Size of Class:

Know the number that you are to teach and ensure that you have not been assigned too many students and that you have sufficient aids or handouts.

### Equipment:

Ensure the necessary equipment, listed by you when preparing your lesson plan, is available in the classroom.



#### Class Comfort:

Cadets cannot learn if they are cold or too hot. Consider these factors when arranging your seating —



*"... ensure there are no obvious distractions."*

- Ensure there is plenty of ventilation otherwise you may find the class going to sleep.
- Ensure that there is adequate light, or if films are to be shown, that the classroom can be adequately blacked-out.
- Ensure that there are no obvious distractions either inside or outside the class area.

#### Visual Aids — Handy Hints

##### Chalkboards

- Can be made by painting hardboard with blackboard paint from your local hardware store.
- Printing is easier to read than writing.
- Letters at least 25mm (one inch high).
- 50 mm (two inches) between lines.
- Do not talk to board.
- Do not stand in front of board.
- **DO NOT PUT TOO MUCH ON THE BOARD AT ONE TIME.**

##### Flannel Boards

- Use an old blanket.
- Large printing or pictures.
- Glue or staple pictures on paper or light cardboard.
- Staple sandpaper on back of page.
- Board should slope slightly.
- Roughen up backing sheet occasionally with a stiff brush.
- **DO NOT PUT TOO MUCH ON THE BOARD.**

## GAMES

Games only contribute effectively to a programme if they are planned.

Games can contribute to our programmes in a number of ways:

- (a) They break up a period of listening with an activity period.
- (b) They contribute to the development of skills.
- (c) They help build teamwork.
- (d) They make the night more enjoyable for the Cadets.

Any game which does not achieve one of the above objectives is not worth playing.

The eventual aim is to build a list of games which can be played in a number of situations, so that all the Cadets understand the rules and the method of playing.

### POINTS TO NOTE

- (a) Size difference in our Cadets may make it difficult to run physical games which are fair to every one.



- (b) Cadets generally are interested in learning the correct rules and developing tactics within those rules.

- (c) It is difficult to explain all the rules of a game in the short time allowed in one night.
- (d) Cadets cannot be expected to make valid suggestions about the games they would like to play if we do not show them the range of possibilities, or if they have not had the opportunities to play the game properly.

### Suggestions:

- That those responsible in the Division draw up a list of **games planned**.
- This list should specify the game or games to be played, at least a month in advance.
- This list should be updated as required.

### How to Introduce a Game

#### PREPARATION

- Choose games carefully, remembering the aim of the session.
- Consider the number of players, size and shape of playing space, season of the year, how players will be dressed and time available. Allow up to half an hour for a vigorous programme. It is better to have a short period of vigorous play than a longer one requiring rest breaks.
- List the equipment needed and make sure it is in good order.
- If necessary arrange for the area to be marked out before the players arrive and have all equipment ready to hand.

#### PRESENTATION

When games fail to interest it is often because of poor presentation.

- Explain the activity clearly and briefly. Illustrate rather than describe in words. Get playing quickly.
- New games often can be learned in parts. Explain the start, finish and method of scoring.
- Allow free practice of skills before introducing competition.
- Get the able players to coach the weaker ones.
- The number in a relay team should be small, otherwise interest tends to wane and control to slacken.
- Be fair and expect the players to be likewise.
- Make sure teams are even in number — see no player starts ahead of the starting line or time — impose penalties if rules are broken — stand where you can see the finish of a competitive race or relay. Name the winners clearly and without delay.
- Teach players to respond to the whistle, but use it sparingly.

- **Safety:** Do not play running games on slippery floors nor when players are wearing unsuitable footwear. Be sure that there is sufficient space around any obstacle or near any wall or fence.

#### ACTIVE GAMES FOR MIXED GROUPS

Team relays, team races, group games and minor and major games need to be chosen with care for mixed groups.

Avoid combative games and those in which there is likely to be harmful contact.

The playing period should be short. Umpiring must be strict and tough play penalized at once.

#### NON-ACTIVE GAMES

Submarine  
Winks  
Frog  
Stand-off

#### TRAINING GAMES

Reef knot relay  
First aid baseball

#### ACTIVE GAMES

Crows and Cranes  
Streets and Lanes  
Crocodile

#### SUBMARINE

EQUIPMENT — 2 chairs, 2 blindfolds

AIM — To move silently past the gunners into safe harbour.

- \* Select two players as gunners and sit them on the chairs.
- \* Place two chairs at one end of the room facing the other end. The chairs should be placed about 1.3 metres apart and some distance from the wall.
- \* All other players are submarines and line up at the opposite end of the room.
- \* Blindfold the gunners.
- \* The umpire then nominates, by pointing at several submarines who then move forward.
- \* If a gunner hears a noise then he points at the direction of the noise. If he accurately points at a submarine then that submarine is sunk and sits down immediately in the spot where it was hit.
- \* As a result sunken submarines may become an obstacle for later submarines. Sunken submarines may not move out of the way of later players.
- \* Each player who successfully passes between the two gunners is safe.

- \* The umpire keeps a constant flow of submarines coming until all are safe or sunk.
- \* The umpire should adjudicate the shooting and decide who is sunk from behind the gunners.
- \* Listening (not guessing) should be encouraged and sweeping shots are not permitted.
- \* Complete silence is essential for the duration of the game.
- \* Submarines may not run or dive to safety.

#### WINKS

EQUIPMENT — For each group, one chair more than half the number in the group.

AIM — to not remain with an empty chair.

- \* Divide into groups of between 7 to 25 people. Each group must consist of an uneven number of players.
- \* Each group forms a circle of chairs with seats facing inwards, one person (guard) stands behind each chair with their hands on the back of the chair.
- \* Other members of the group sit on the chairs in the circle, leaving one seat blank.
- \* The guard standing behind the vacant chair starts the game by winking at one of the players sitting in the circle. The person winked at tries to leave their chair and dives for the empty seat. The guard may try to prevent them by catching the prisoner from behind the chair.
- \* If the prisoner does not escape then the first guard keeps trying until he succeeds in attracting a prisoner.
- \* If a prisoner escapes, the guard with the empty chair starts winking.
- \* After a time guards and prisoners change places. The guard with the empty chair does not change.

#### FROG

EQUIPMENT — chalk or tape to mark circle.

AIM — To bump your opponent out of the ring (into the pond).

- \* Form pairs of approximately equal size.
- \* Draw circles on the floor to represent lily leaves in a pond. Each circle to be approximately 1.5 metres in diameter.
- \* Assign one pair of "frogs" to each circle.
- \* Each player must hold their ankles for the duration of the game.
- \* Play winners against each other until you get a chief frog.
- \* **Notes** — Any part of the body put out of the circle means a loss. Ensure that each player holds their ankles at all times (i.e., if player lets go of an ankle it is a loss).

### **STAND OFF**

EQUIPMENT — Nil.

AIM — To knock your opponent off balance.

- \* Form pairs of approximately equal size.
- \* Partners form up facing each other.
- \* The distance between partners should be so that the finger tips of the shorter person should be able to reach the shoulders of their partner.
- \* Each player holds their hands at chest height, palms facing their partner.
- \* Each person should stand with feet together, both toes and heels touching.
- \* Each player tries to knock the other player off balance by hitting them on the palms with an open hand. (Note: hitting not pushing).
- \* If any player moves their foot, is knocked off balance or falls against another player then that player is out.

### **REEF KNOT RELAY**

EQUIPMENT — One chair for each team.

One bandage for each team.

AIM — To be the first team finished.

- \* Divide group into teams of approximately equal ability.
- \* Line teams up at one end of the hall.
- \* Place one chair for each team at other end of hall with one person sitting on it as patient.
- \* On the word go one person runs to the patient, wraps a bandage around the patient's arm and ties with a reef knot and runs back to team.
- \* Next person runs down, unties bandage and reties around leg. Third person unties and reties around arm and so on until team is finished.
- \* If knot is not a reef knot then that person must try again until the knot is correctly tied.
- \* First team finished are the winners.
- \* Variations — Hop instead of run.  
— Tie a specified bandage instead of reef knot.

### **FIRST AID BASEBALL**

EQUIPMENT — Five chairs set out in the pattern of a baseball field.

AIM — To score the largest number of home runs.

- \* Divide into two teams of equal ability.
- \* Umpire acts as pitcher who asks all questions.
- \* First batter sits on home chair and is asked a one, two or three base question.
- \* If question is answered correctly then batter moves to the base chosen.
- \* Ensure that — difficulty of question increases as a larger number of bases is tried,  
— that there is no prompting,

- that a time limit (say 30 seconds) is imposed on each question,
- time limit on each innings is observed.

- \* Any player who gives an incorrect answer or does not answer within the time limit is out. Three players out and the innings is over.
- \* If a question is answered correctly and a player "runs" any player (or players) are pushed forward to the next base, i.e., if first base is full then that player moves on to second base and so on.
- \* Team with the largest number of home runs wins.

### **CROWS AND CRANES**

EQUIPMENT — Chalk or string to draw line.

AIM — Winner is team with survivors left at end.

- \* Divide group into two equal teams.
- \* Form teams up on either side of a line drawn across the middle of the hall. Each person must have a foot touching the line, hands by their sides and facing umpire.
- \* Name one team "crows" and the other "cranes".
- \* Umpire calls out the name of one team. That team runs for safety (usually the end wall of the hall). The other team chases. Any persons "tagged" before they get to safety is out, e.g., if umpire calls crows then the cranes would chase all the crows.
- \* All players not out return to line ready for next call, continue until one side is eliminated.
- \* There is no set order in which you should call the teams.

### **STREETS AND LANES**

EQUIPMENT — Nil.

AIM — To catch the other person.

- \* This is a game of tag. One person (robber) is being chased by another (police).
- \* Select police and robber.
- \* Form rest of group into lines (at least three), double arm distances apart, fingers touching.
- \* When the group faces you the rows between players are called "streets".
- \* When you call "lanes" the group swings around, arms outstretched at right angles to you (like a right turn). The spaces between players are now at right angles to the streets.
- \* Start the chase with the umpire calling "streets" and "lanes" to change the direction of the chase.
- \* Continue until robber is caught.
- \* Change players and continue game.

## CROCODILE

EQUIPMENT — Volleyball.

AIM — To kill the Crocodile as quickly as possible. The team killing fastest is the winner.

- \* Divide group into two equal teams.
- \* One team (hunters) to form a large circle — big enough for the other team to line up inside the circle.
- \* The second team form a Crocodile by standing one behind the other, each person holding the waist of the person in front with both hands. The first person in line is known as the head, the rest of the team is the tail.
- \* The Crocodile is dead when only the head is left.
- \* Only the head of the Crocodile may defend by hitting the ball.
- \* The hunters throw the ball around the circle until they get the opportunity to hit the last person of the tail. If they hit this person with the ball then that person is out. The game keeps going without a break until the Crocodile is dead.
- \* The Crocodile may twist and turn to allow the head to defend the tail. If during this turning, the tail breaks, then all those below the break are out.
- \* When the Crocodile is dead the teams change places and the game begins again.

## Drill

### INTRODUCTION

Care of a patient, particularly in difficult conditions, requires self-disciplined individuals and good teamwork. Part of your responsibility as a Cadet N.C.O. is to encourage and develop teamwork.

Drill is one method of developing teamwork as it requires us to have the self-discipline to give up our own wishes for the sake of the team result. Drill may be likened to one of the most demanding of sports — rowing — as they both require high individual performances within the overall team effort.

Most people like to be part of a good team, and drill, when it is well performed, can reinforce this feeling of belonging.

Drill is not the only way to develop teamwork and so should not be overdone but be one of a number of methods you may use.

### Level of Ability Required

For the drill movements listed in these notes you should be able to:

- (a) **Perform** them accurately yourself.
- (b) **Teach** other Cadets how to do them.
- (c) Give the correct **Commands**.

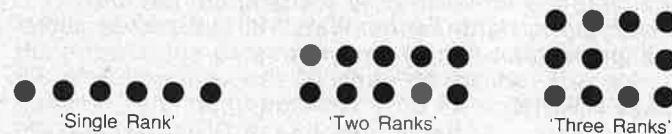
### Basic Drill Movements

#### 1. SQUAD FORMATIONS

Three types of squads can be formed:

- (a) *In Single Rank* — A squad of one rank with as many as required.
- (b) *In Two Ranks* — A squad of two ranks of ten or under.
- (c) *In Three Ranks* — A squad of three ranks of eleven or over.

Squad drill always should be carried out in the "Open Order", in two or three ranks according to the numbers available, but three ranks should be the normal practice in Squad Drill.



## 2. ATTENTION

Command . . . **“Squad (Section or Division) Attention . . . TION”**. (Shun) Move smartly to the following position:

Heels together and in line, feet turned out to 30 degrees. Knees braced. Body erect and balanced evenly between the balls of the feet and the heels. Shoulders down and back, level and square to front, neck feeling collar. Arms hanging straight from the shoulders. Elbows close to your sides, wrists straight. **DO NOT STRAIN**. Hands closed but not clenched, backs of fingers to the thighs. Thumbs straight and to the front, close to forefinger, wrist behind seam of trousers. Head up, eyes open and steady, looking to front at one height.

## 3. AT EASE

Command . . . **“Squad (Section or Division) Stand-at . . . EASE”**. Keep right foot still and leg braced, bend left knee and carry left foot to the left, so that feet are about 12 inches apart and in line. Arms moved smartly behind back, right hand in palm of left hand, thumbs crossed. Fingers and hands straight and pointed toward the ground. Weight of body slightly to left, evenly balanced on both feet.

## 4. STAND EASY

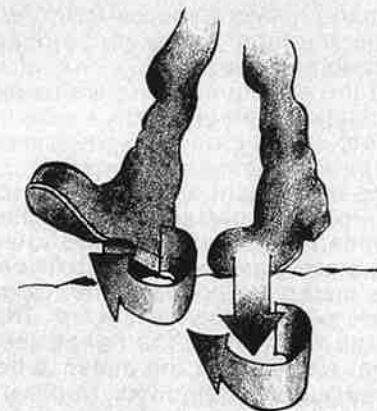
Command . . . **“Squad (Section or Division) Stand . . . EASY”**. After regulation pause (one second) relax the body, do not move feet or adopt a careless attitude. You may move your hands. Do not talk. On the cautionary command “Squad (Section or Division)” smartly resume position of “Stand at Ease”.

## 5. RIGHT TURN

Command . . . **“Squad (Section or Division) R-I-G-H-T . . . TURN”**. Keeping both knees straight, and the body in the position of attention, making sure the arms remain close to the sides, turn as follows. Pivot the body 90 degrees to the right, on the right heel and left toe. Right toe and left heel slightly raised and the weight of the body carried on the right foot. Complete the movement by bringing the left foot smartly up to right. *Faults:* Watch for body sway and swinging arms.

## 6. LEFT TURN

Command . . . **“Squad (Section or Division) L-E-F-T . . . TURN”**. Keeping both knees straight and body in the position of attention, making sure the arms remain close to the sides, turn as follows. Pivot the body 90 degrees to the left, on the left heel and right toe. Left



toe and right heel slightly raised and the weight of the body carried on the left foot. Complete the movement by bringing the right foot smartly up to left.

## 7. ABOUT TURN

Command . . . **“Squad (Section or Division) A-B-O-U-T . . . TURN”**. Turn as in right turn, except turn through 180 degrees. Always to the right. Except when turning away from stretcher.

## 8. FORMING UP IN THREE RANKS

Command . . . **“Squad (Section or Division) Form up in three Ranks . . . MOVE”**. A quick method of forming up in three ranks is by use of the above words of command. On this command the group members smartly position themselves in three ranks (Front, Centre and Rear) irrespective of sizing, with the right marker two paces in front of and facing the commanding member. When all properly in position, they will stand at ease and stand easy, automatically from the right to the left. It is an advantage to select a right marker before giving the above command.

## 9. ON PARADE

The Squad, Division or Corps form up in three ranks, as detailed in Paragraph 8 and stand easy on the edge of the parade ground or drill hall, facing in the direction they will be when on parade. The right guide or right hand person of the front rank acts as right marker.

Command . . . **“Right . . . MARKER”**. On the cautionary command “Right” the Squad or Division stands at ease. On the executive command “MARKER” the right marker will come to attention.

- (a) March out and halt two spaces from the commanding member, observe the regulation pause and stand at ease; or
- (b) March out the odd number of paces nominated by the commanding member; or
- (c) March out to and halt on the spot or mark indicated by the commanding member.

After turning to the right and moving to the centre of the Squad or Division front, the commanding member gives the command, "**On . . . PARADE**". On this command the marker and Squad or Division come to attention. The marker stands fast, the remainder step off with the left foot and march forward. The front rank halts in line with the marker, the right guide of the centre and rear ranks judge the distance between the ranks, all dress automatically, look to the front and stand at ease in succession from right to left with a regulation pause between each movement.

#### 10. SIZING

A well-sized Squad or Division not only creates a good impression but gives the group the best chance to drill together.

Command . . . "**Tallest on the flanks, shortest in the centre in Three Ranks . . . SIZE**".

The Squad or Division, formed up as in Paragraph 8 will turn to the right, judge a pause and then ranks will size independently. The tallest person of each rank will move out to the flanks and the shortest will move to the centre. Select as a right marker the tallest member, an N.C.O. for preference, then when the actual sizing takes place he is not required to move.

#### 11. DRESSING

Command . . . "**Right . . . DRESS**".

Dressing includes not only being in line by right or left, but also being correctly covered off from front to rear at the correct distance from the rank in front and at the correct interval from the person on the right or left. Whenever a Squad halts in line, dressing will be taken up by word of command, but when a Squad moves on parade, dressing will be taken up automatically, i.e. without words of command, as in Para. 9.

On command . . . "**Right . . . DRESS**" each person except the right hand person of each rank will turn their head and eyes to the right, each person of the front rank will extend the right arm with fist closed, back of the hand uppermost, lightly touch the shoulder of the person on his right, moving forward or back with short quick steps, until they can just see the lower portion of the face of the person two away from him. The centre and rear ranks will ensure they are covering off their front rank.

On command "**Eyes . . . FRONT**", the head and eyes will be turned smartly to the front with the front rank cutting the arm away to the side and assuming the correct position for attention.

When a Division halts in line the Divisional Superintendent commands "**Right . . . DRESS**" and the movement as detailed above is carried out with the Divisional Sergeant marching out to the right flank; he wheels left, halts five paces away from and in line with the front rank, turns left and carries on with the dressing. He will dress the ranks in order, front, centre and rear. As the dressing of each rank is completed, the Sergeant will command, "**Front, Centre or Rear Rank . . . STEADY**", before moving on to the next rank. When the rear rank has been dressed, he will turn right and resume the position from which he dressed the front rank and will then give the command "**Parade . . . STEADY**". The Divisional Superintendent will then give the command, "**Eyes . . . FRONT**", after which the Divisional Sergeant will turn left and march back to his original position in the Division.

When the Divisional Sergeant orders right dress and no other Sergeant is on parade, he may instruct the right guide to carry out the dressing of the ranks.

#### 12. DISMISSING — FALLING OUT — FALLING IN

The difference between Dismissing and Falling Out is that the latter does not signify the end of the Drill parade, etc. but only a break in it. At the end of a Parade or class of instruction, etc. members will be dismissed by the command, "**Dis . . . MISS**". On this command the Squad will be at the Close Order and standing at attention, will turn to the right, salute, and step off together, observing a regulation pause between each movement, gradually breaking off independently. The salute is only used when an Officer is present.

"**Fall . . . OUT**"

Falling out differs from the Dismissal in that a salute is not given and the group when fallen out does not leave the immediate vicinity of its place or line of march.

"**Fall . . . IN**"

When the Squad or Division is required to resume the position on parade, the command is "**Fall . . . IN**".

#### 13. OPEN and CLOSE ORDER

Open Order is the formation a Squad, Division or Corps adopts for inspections and all squad drill instruction. The Close Order formation is adopted for the purpose of "On Parade" or "Dismiss".

On Command, "Open Order . . . MARCH" — if in two ranks, only the rear rank steps back two paces. If in three ranks, the rear rank steps back and the front rank steps forward two paces. The movements must be done in quick time with the arms at the sides. Officers and Supernumeraries conform to the movements of the front and rear ranks respectively.

On the command "Close Order . . . MARCH", the reverse movements take place. All movements, both frontwards and backwards, start with the left foot.

#### 14. HANDING OVER A PARADE

When handing over a parade to another member, irrespective of rank, the squad or division will be at the position of attention.

#### 15. SALUTE AT THE HALT

The acknowledgement of Officers by saluting is not one of subservience but of courtesy and respect to the office held. It is one of the outward signs of a well-disciplined and efficient Division. Officers will always return the salute.

When two or more members are approached by an Officer, the senior man will command "ATTENTION" and salute. When a compliment is paid when two or more Officers are present, the senior Officer will return the salute. When not in uniform, members and Officers will come to the position of "ATTENTION", but do not salute, when paying or returning a compliment. If not in uniform any head-dress worn will be removed when paying or receiving a compliment. (Men only) If an Officer is seated at a table, the compliment is returned by the Officer sitting to attention.

The Salute always will be given with right hand, unless a physical disability prevents this.

The position of the hand and arm at the salute is as follows:

The right arm is kept straight and raised sideways until it is horizontal, palm of the hand to the front, fingers extended, thumb close to the forefinger.

Keeping the upper arm still and the hand and wrist straight, bend the elbow until the tip of the forefinger is one inch above the right eye, or touching the peak of the cap in line with the right eye. With this movement, make sure the upper arm is horizontal and at right angles with the side, forearm, wrist and fingers all in one straight line, and the palm of the hand vertical. Hold this position for the regulation pause, then return the arm smartly to the side to the position of attention.

This movement is best taught by word of command, at first by numbers, and afterwards judging the time. When taught by numbers, the words of command are:

#### "Salute to the front by numbers . . . ONE"

Bring the right hand up smartly with a circular movement to the head, the arm is straight until it reaches the horizontal then bends at the elbow and held.

#### "Squad . . . TWO"

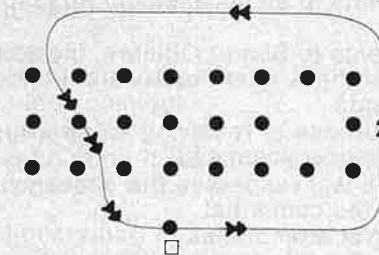
The arm is cut away to the side by the shortest route and checked at the position of attention.

Saluting to the left or right is best taught from the correct position of salute to the front. When saluting to the front always look the Officer in the eye.

#### 16. FALLING OUT OF THE RANKS

Command . . . "Cadet . . . Joe Blow . . . FALL OUT". When called come smartly to attention and say, Sir, Sgt. or Cpl. Take one pace to the left front, pause and move off directly to the FRONT and halt two paces from and facing the commanding member.

The member will return to the ranks by going around the flanks (sides of parade) and enter from behind the rear rank and move to his original position.



#### CEREMONIAL DRILL

Special Drill Commands apply to Ceremonial Occasions. You may have to learn these if they are required.

- Ceremonial Inspections
- Consecration of a Brigade Colour
- Blessing of a Cadet Flag
- Guards of Honour
- Church Services

The best results can be obtained if you teach your Cadets the special commands and movements required for the occasion. During the last few meetings before the ceremonial event, any special movements should be practised.

#### SUMMARY

Remember, Drill is **one** method of introducing teamwork and should not be seen as an end in itself and should not be done to the point where it interferes with normal cadet activities.

### OCCASIONS WHEN THE SALUTE MUST BE GIVEN ARE:

- (1) During the playing of the National Anthem, by all Officers and those Warrant Officers and Non-Commissioned Officers if in command. No salute should be given if the National Anthem is being sung.
- (2) Last Post and Retreat. All Officers Salute. The salute is not given for Reveille. The Last Post, Retreat and Reveille all are special military bugle calls.
- (3) Compliments to all uncased colours (special flags).
- (4) Compliments to Senior Officers, including Officers of the Armed Forces and Police Departments.
- (5) For the purpose of receiving an award, an instruction or a command.
- (6) Paying the last respect to the deceased following the committal.
- (7) Passing War Memorials.
- (8) Passing a Saluting Base.

The origin of the Salute is explained in the Cadet Manual.

## Giving Commands

### AIM

The purpose of your command is to:

- (a) Tell the squad what they are going to do.
- (b) Tell them when to do it.

### METHOD

In order for your squad to hear your command:

- (a) Speak clearly.
- (b) Speak slowly.
- (c) Your voice should be loud enough for the whole squad to hear you. It is not necessary to shout as loudly as possible every time you give an order, adjust your volume to suit the conditions.
- (d) Do not use unnecessary words, you should not use "Please".
- (e) Give the correct command words — if you keep changing instructions the message gets confused.

### PARTS OF A COMMAND

For the above reasons, Drill commands have been divided into two parts:

- (a) **Cautionary**  
Tells what they are going to do (i.e. warns which command is coming)
- (b) **Executive**  
Tells when to do it (i.e. do not move until the executive word is given).

The cautionary part of a command is given clearly and slowly. The executive part of the command is given in a short, sharp sound.

**Example:** "Squad Atten . . . tion"

Cautionary (pause) Executive

## Teaching Drill

### HOW TO INSTRUCT DRILL MOVEMENTS

When instructing a drill movement, thought must be given to the following:

- (a) Correct dress and bearing of the instructor.
- (b) Instructor must be at attention when drilling a squad.
- (c) All movements by instructor must be drill movements.
- (d) Demonstration of drill must be excellent.

## DRILL INSTRUCTION SEQUENCE

**Introduction** — e.g. 'I am going to teach you how to right turn at the halt'.

**Explanation** — 'We use a right or left turn so that we can change the direction the squad is facing'.

**Demonstration** — Demonstrate movements twice — once in parts (use numbers if desired) and once as a movement. 'Turn to the right, by numbers — one'. 'By numbers — two', 'Squad, right — turn'.

**Questioning** — Ask if squad understands movement.

**Participation** — Have squad practise movements several times. 'Squad right-turn'.

**Practice** — It is only by practice that the squad becomes efficient.

### When drilling a squad remember the following:

The squad will respond to the example you set.

(Good bearing and word of command is essential.)

Short rests should be given between movements.

Squad should not be at attention all the time. (While giving instruction and demonstration, 'Stand Easy' should be used.)

Correct faults as you find them.

If you make a mistake, admit it and correct it.

## SECTION 3 — THINGS TO DO

1. Answer the following questions:
  - (a) Draw a diagram showing the three types of needs existing within a group.
  - (b) Give two examples of leadership functions for:
    - task functions;
    - team functions;
    - individual functions.
  - (c) What makes an effective leader?
  - (d) Which is better 'You are the best Division' 'We are the best Division'? Why?
2. Read the checklist of leadership functions (and examples).
  - (a) Discuss with your Officers and other N.C.O.s: (perhaps at a N.C.O. Committee Meeting) what are the aims of your Division? — for this term? — for this year? — next year?
  - (b) Have you prepared a plan to achieve the aims? (If not — prepare one now). Preparing the plan often indicates the problems that need to be solved.
3. Examine the leadership Case Studies:
  - (a) How would you, as an N.C.O., deal with each? (keeping in mind 'Task, Team and Individual').
  - (b) Ask yourself these questions: who is involved? Why did they behave that way? Could the incident have been avoided?
4. 'Self-discipline is the best form of discipline'. Do you agree? Why?
5. Draw up a Divisional Programme suitable for a Divisional meeting.
6. Answer these questions:
  - (a) What are the aims of an effective Divisional Programme?
  - (b) What should the nightly programme for a Divisional Meeting show?
  - (c) What is the 'attention span' of Cadets? — how long is it usually?
7. Answer the following questions:
  - (a) List three ways of presenting a subject to a class.
  - (b) What is the main disadvantage of the lecture?
  - (c) What is the best method for teaching skills such as bandaging?
  - (d) What are four of the questions you should ask when preparing a lesson of instruction?
  - (e) What are the two sections into which your subject material may be divided?
  - (f) What are the three main parts of a lesson?
  - (g) What should you do after a period of instruction?
8. Prepare a lesson plan for teaching a first aid topic to a group of Probationary Cadets.

9. Prepare a list of suitable teaching aids which might be used for the lesson planned in question 8.
10. How would your lesson plan for question 8 be different if the group was a squad of qualified Cadets?
11. Prepare a poster suitable for use in a first aid lesson.
12. Describe two "letting off steam" games suitable for use in your Division.
13. How do games contribute to your Division's objectives?
14. How would you involve the Cadets in the Division's games programme?
15. What safety considerations should be kept in mind when selecting or playing games?
16. Distinguish between close order and open order.
17. Describe the position of "Attention".
18. Describe the position of "At-Ease".
19. Describe the position of "Stand-Easy".
20. Describe the procedure for "Falling out of the Ranks".
21. When handing over a parade to another member, regardless of rank, at what position should the parade be?
22. Practise (under supervision) with a squad of Cadets, the sequence of a Drill lesson.
23. What are the two parts of a command? What is their function and how do they differ?
24. Why would you conduct drill as part of your divisional programme?

## SECTION 4

# REFERENCE

## SECTION 4

### REFERENCE SECTION

#### Resources

There are many sources which might assist you with materials.

#### BRIGADE INFORMATION

Your District Headquarters may be able to help you by stocking materials for sale.

#### OTHER SOURCES

- (a) Book shops — look under youth, games, history and health sections.
- (b) Specialist book shops — such as Scout or Church bookshops — have many resources which can give you ideas.
- (c) Your local library      Try catalogue headings such as:  
Knights, Crusades, Hospitaller, Malta, Health, First Aid, Medicine, Welfare, Nursing, Human Body, Biology, Games, Camping, Sport, Recreation.
- (d) Your school library
- (e) Check if your local council has a Youth Worker or Recreation Officer who may be able to help with ideas.
- (f) Check if your State Government has a Youth Department which can help. They may have information to give out, equipment to lend, people to suggest ideas.

#### EQUIPMENT

Specialist equipment often can be borrowed from a variety of sources if you take good care of it, e.g.

- (a) Schools — audio-visual equipment, slides (especially from biology teacher), charts, sports equipment.
- (b) Hospital or Ambulance Station.
- (c) Local Council (some councils lend self-drive buses).
- (d) Local library (audio-visual equipment, slides, games, photocopying).

#### SPEAKERS

The limit on speakers is time and your imagination. The phone book is a good place to start if you are looking for organisations to provide speakers, e.g. Epilepsy Foundation, Diabetes Foundation, etc.

## A Sample Brigade Letter

The Order of St. John - Priory in Australia

St. John Ambulance Brigade  
Australia

Hometown Division,  
St. John Ambulance Brigade,  
C/- 29 Crossdon Avenue,  
GRANDVIEW VIC 3641  
50th June 1981

Mr. J. Jones, 11111  
Your Avenue,  
DWAY, DORN VIC 3401

Dear Mr. Jones,

Thank you for your talk to our Division last Tuesday.

The Cadets found it very helpful in our proficiency course and we will be trying to put your suggestions into practice.

I have been asked by the Cadets to thank you on behalf of all our Division for giving us your time to assist us.

Yours faithfully,

F. BIRBY  
COMPTROLLER

Sec. Div. Sup. J. G. Bradley

## Model Letters

Brigade correspondence should conform to the following format:

### 4. INSIDE ADDRESS

- give correct title
- courtesy to use decorations, awards, etc.
- must be the same as the envelope
- aid for ensuring right letter in right envelope
- saves time at the other end
- used for filing
- allows window envelopes to be used

### 5. ATTENTION LINE

- use "Attention Mr. . . ." and not "To Mr. . . ."
- is always underlined
- saves time at other end

### 6. SALUTATION

- should agree with the attention line
- if "Attention Mr. Jones", salutation is "Dear Mr. Jones" or "Dear Sir"
- if "Attention Mr. Jim Jones", salutation may be as above or may be "Dear Jim"

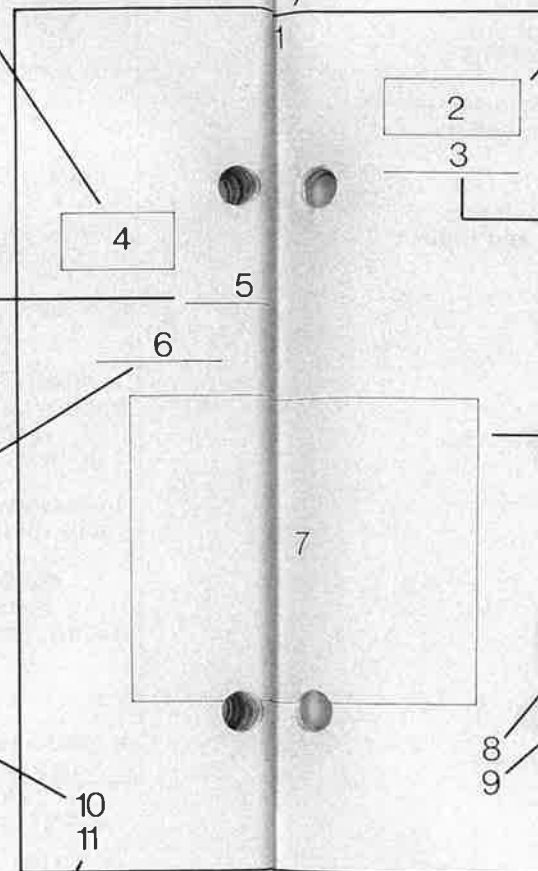
### 10. ENCLOSURE

- use to indicate how many other items are in the envelope
- don't count items attached to the letter, only separate items

### 11. "COPIES TO" LINE

- list who, other than in the attention line, is to get a copy of the letter

## GRAPHIC LAYOUT



### 1. BRIGADE LETTERHEAD IS USED FOR OFFICIAL BUSINESS:

- identifies the organization
- advertises the organization

### 2. DIVISIONAL NAME AND ADDRESS

- use the Division's address if the mail is to go there
- if mail is not to go to the Divisional address, use Superintendent's or Secretary's address. Use "c/- . . ."

### 3. DATE

- preferably month in words
- preferably year in full (In some parts of the world 11/12/78 means November 12, elsewhere it means December 11.)

### 7. BODY OF THE LETTER

- written as one would speak, not as one would write an essay.

### 8. COMPLIMENTARY CLOSE

- use "Yours faithfully"

### 9. SIGNATURE

- print name under signature
- print rank, in full, under name (D/O N/C means nothing to most people)
- any post-nominal letters or rank grades are not used with the signature

### 12. ENVELOPE

- use same address as inside address
- may also include "Attention" line
- leave plenty of room at the top of the envelope for the stamp and cancellation mark.

## Guest Speakers

The following procedure could be used as a guideline when dealing with guest speakers:

### CONTACT SPEAKER

- (a) Make contact by letter or telephone.
- (b) Explain the topic you would like them to speak about; when; where; how long you would like them to speak; who will be there (age and type of audience and their previous knowledge of the subject); any special guests; how many will be there; transport to and from the meeting.
- (c) Enquire as to any special needs they may have — projector screen, power point (extension lead?).

### CONFIRM DETAILS

- Write to speakers thanking them for agreeing to come and clearly state time, date, place and topic.



### WELCOME

- Make sure somebody is available to welcome the speaker.
- Do not leave speakers by themselves while you organise things — arrange for somebody else to organise or to look after the speaker.

### INTRODUCE SPEAKER

- Welcome speaker to meeting.
- Briefly explain to group the background of speaker and in a complimentary way, say why they are going to be helpful to the group.

### THANK SPEAKER

- Arrange for a member to thank the speaker on behalf of the group.
- Escort speaker to transport at end of night or when leaving.
- **Write** an official 'thank you' to the speaker on behalf of the Division.

## Etiquette

### GOOD MANNERS

It previously has been stated in this manual that N.C.O.s should command the respect of others and one of the ways in which they can achieve this respect is by the practice of good manners. N.C.O.s also should make a good impression in social circles in which they may move or if representing the Brigade at gatherings. To do this, a knowledge of good manners is most helpful. Remember that membership of the Brigade does not cease when in civilian dress and your Division or the Brigade in general may be judged by your behaviour even though you are not in uniform.

The following is not a complete coverage of the subject, but rather some of the more important points as a guide to behaviour on some every-day occasions:

#### Introductions:

Over-enthusiasm is rarely sincere and a simple "How do you do" is much more acceptable than some lengthy and complicated greeting. In making an introduction the main points to remember are:

- A man is introduced to a woman.
- A single woman to a married woman.
- A younger to an older man.
- A junior to a senior.

For example, the person making the introduction would say:

- "Mrs. Brown, may I introduce Mr. White."
- "Superintendent Brown, may I introduce Cadet Green."



Introduce yourself (in person or on telephone) as John Smith. Do not introduce yourself as Mr Smith.

In a conversation, be a good listener and speak only when you have something worth saying. Avoid the repetition of "I"! Don't wave your hands about to make a point, use words instead. Don't ridicule or embarrass others.

A woman should be first to board transport and last to alight, being assisted down by the man. When walking in the company of a woman, the man should take the position nearest the road.

Always answer invitations promptly with the same degree of formality used in the invitation. Always acknowledge hospitality by forwarding a letter of thanks. If the host is a close friend a telephone call may be sufficient.

#### Shaking Hands

- A man usually shakes hands when he is introduced to another man.
- A man should not make the first move to shake hands with an older man or a man of higher rank.
- A man never extends his hand first to shake hands with a woman: offering to shake hands is her privilege, but should a man offer his hand, it should never be refused.
- When shaking hands, a woman keeps her gloves on.
- Unless a man is in uniform, he should remove his right glove but only if he can do it without a struggle.
- When in her own home, a hostess should shake hands with all her guests. This is a sign of welcome.
- A man should never shake hands whilst sitting down.
- A younger woman does not extend her hand first to shake hands with an older woman or a woman of higher rank.

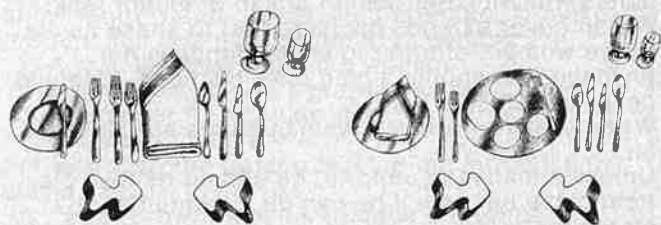
#### Sitting and Standing

- A man stands when a woman enters the room for the first time, and should remain standing until she is seated, or asks him to be seated.
- A hostess always stands to greet her guests.
- Women do not rise when being introduced, unless it is for a very much older woman, or a woman or man of higher rank.
- A man always stands when being introduced to a woman.
- Children should be taught to stand when an older person enters the room.

## Table Manners

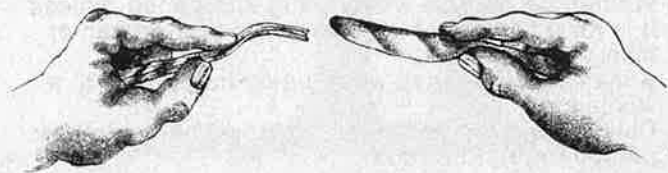
Good table manners are most important. As an N.C.O. you may be required to attend official functions or dine in public places and it is necessary that your manners should be such as to reflect well on you and the Brigade and to enable you to enjoy the meal in a comfortable atmosphere.

Although meals in camp are often simple affairs, the same basic standard of good manners is still required. To familiarize you with the cutlery setting for a four- or five-course meal, the cutlery is set in the order of courses from the outside, i.e. soup, entree, fish or meat and dessert. Should there be hors d'oeuvres (a small savoury dish to sharpen your appetite) served, the appropriate fork will be placed at the head of the setting or provided with the course. Table napkins should be placed across the lap and not 'tucked in'.



*'Typical table settings — start from the outside and work inwards.'*

A frequent breach of etiquette is the manner of handling knife and fork. The knife should be held with the handle under the palm with the forefinger along the back of the handle or the back of the blade according to size of hand. The fork is held in a similar manner. The fork should never be used as a shovel.



Soup is spooned away from the diner and taken from the side of the spoon not the end. If the soup bowl is tilted it would be tilted away from the diner.

Bread rolls are broken with the fingers before eating and never dunked or used for 'mopping up'.

Condiments (salt, mustard, sauce, pickles, etc.) are placed on the side of the plate and not sprinkled over the food. Pepper is the exception. The forefinger should not be used as a 'tapper' to aid in pouring pepper or salt.

At the conclusion of a course, the cutlery is placed side by side on the plate, close together and with the handles nearest to diner. The blade of the knife should be turned in. This procedure is an indication that this course has been completed.

Toothpicks are never used in public and you should never produce a cigarette until your host has intimated that you may smoke or has himself lit a cigarette. Cadets are not to smoke whilst in uniform and as first-aiders should remember that smoking is a health hazard.

## Some Do's and Don'ts when dining

- Don't sit until your host and hostess are seated or until asked to do so and in any case don't sit until all the women guests are seated. It is good manners to assist a woman to her seat at the table.
- Don't wave the cutlery to emphasize a point in your conversation. When placing your knife and fork down temporarily, place them both completely on the plate and don't rest the handles on the table.
- Do note what may be required by others and if possible pass it to them without having to be asked.
- Don't stretch across the table for something beyond your reach but ask for it to be passed.
- Do keep your elbows at your side and keep your knife and fork down close to the plate.
- If you comment on the meal, make such comments a compliment, but remember that food is never described as "lovely" or "beautiful". Use a more suitable word, e.g. enjoyable.
- Don't speak with your mouth full and don't eat with your mouth open.
- If eating a course that does not require cutting with a knife, use the fork alone held in the right hand, e.g. curry and rice or stew.
- Don't stir tea or coffee vigorously, clanking the spoon against the cup sides; a gentle stir is all that is required.

### Appearance

Personal cleanliness and a well groomed appearance help create a favourable image and thus assist the N.C.O. in doing his job. Don't forget shoes need polishing, hair combing and fingernails trimming and cleaning. Don't lean, lounge or place your hands in your trousers pockets. Always dress neatly and cleanly.

### Conclusion

Good manners are definitely not "sissy". They indicate thoughtfulness for the comfort of others. Practise these simple guides till they become automatic behaviour and you will be a credit to yourself and the Brigade.

## SECTION 4 — THINGS TO DO

1. Name three possible community sources of information to help the Cadet N.C.O.
2. From where could your Division borrow equipment to enrich its activities? (Name three local sources).
3. Find the name of three organizations which could provide suitable speakers for Cadet Divisions.
4. Write a letter to your Divisional Officer thanking him for a B.B.Q. held for the Cadets.
5. Write a letter inviting a guest speaker to attend a Divisional meeting.
6. Write a letter thanking a guest speaker for attending and speaking to your Division.
7. List the steps to be used when arranging a guest speaker for your Division.
8. Answer these questions:
  - (a) How would you introduce your Divisional Officer (c) to your mother? (What would you say when introducing them?)
  - (b) How would you introduce your brother or school friend to the Divisional Superintendent?
  - (c) An invitation to a social function should be answered promptly with the same degree of formality. True or False?
  - (d) When eating a meal of several courses, do you start with the cutlery on the outside and work inwards or start with the innermost cutlery and work out?
  - (e) At the conclusion of the main course, how do you place the knife and fork?

# Notes