



Cadet NCO Training Notes



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St John Ambulance Australia

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Cadet NCO training notes

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Foreword

This third edition of *Cadet NCO Training Notes* retains much of the material of previous editions. There has been updating to reflect such changes as the replacement of the Brigade by the Operations Branch.

The notes explain the role and expectations of Cadet NCOs and then provide the material and guidance to help these expectations to be fulfilled. These notes can be used as a reference source for Cadet NCO training courses or individual preparation for the NCO examination.

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

I wish all the Cadets using this publication well and look forward to seeing the results of their efforts.



Villis Marshall
Chief Commissioner
November 1991

How to use this book

The NCO Notes have been prepared to be used either with a formal NCO training course or as the basis for individual preparation or for correspondence studies depending on your District's NCO 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.



Expectations

The Role of an NCO

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



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

As an NCO, the Operations Branch will make additional demands on you. As a Cadet or St John Junior what the Operations Branch expects of you is listed in the Code of Chivalry.

As well as being able to recite 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. If you are not clear about the meaning of any part of the Code, discuss it with your leaders.

The following are some of the expectations the Operations Branch has of an NCO:

- 1 that NCOs will lead by the example they set in the way they perform their duties



St John Ambulance Australia OPERATIONS BRANCH

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

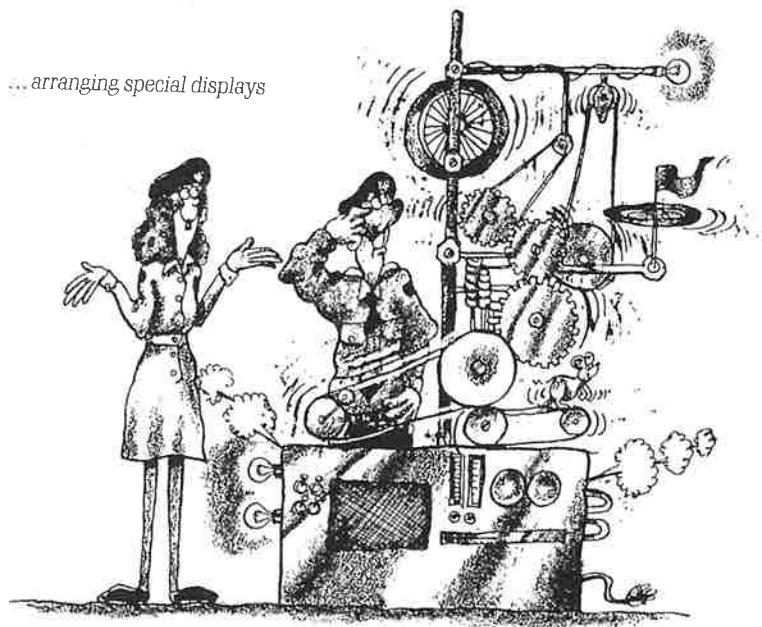
To help the suffering and the needy

To be kind to all animals

Signature



- 2 that NCOs will be involved in the day to day activities of the Division
- 3 that NCOs will be involved in some way with the care of other Cadets in the Division
- 4 that NCOs will undertake some of the tasks necessary for the Division to function. These may include:
 - games — organising a varied program of games and other activities;
 - maintenance — coordinating the minor tasks involved around the meeting place. These could include care of notice boards and arranging special displays;



- storekeeper — assisting in the care and use of Divisional stores. This could include keeping records of all Divisional duties;



- squad leader — being responsible for a particular group of Cadets. The role of squad leader can develop leadership in NCOs as they become responsible for the training, administration and welfare of a small group of Cadets;

As an example of some of the expectations that the Operations Branch has of NCOs, the following are guidelines for Cadet NCO examinations.

Examination guidelines

PART I CADET NCOs

		Marks
(A)		
Personal suitability	1 Turnout	10
	2 Manners	10
	3 General intelligence	10
	4 Character	15
(B)		
Knowledge of the Operations Branch	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 organisation of the Operations Branch	
	10 Understanding of the organisation 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



(C)**General**

- 13 Plan to carry out an activity (not connected with first aid, family care or drill) with the Cadet Division for about 10 minutes. Examiner to describe occasion, e.g. hot summer's evening after half an hour's vigorous drill, after lecture or period of needlework, in cramped space or in large playground
- 14 Write a letter on a matter connected with the Operations Branch (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 public telephone

25

(D)**Ability to instruct in first aid and family care**

- 18 Describe to a new recruit any part of the Preliminary First Aid or Preliminary Family Care Course. Subject to be selected by the examiner and prepared beforehand by the candidate
- 19 Demonstrate the use of triangular and/or roller bandages as required by the examiner

10

10

(E)**Drill**

- 20 Ability to instruct in elementary squad drill including explanation of words of command
- 21 Knowledge of hand-seat drill
- 22 Knowledge of stretcher drill

15

5

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 (B)	15
	25	Section (D)	15
	26	Section (E)	25
General	27	Draw up a program for Cadet practice	15
	28	Describe qualities considered desirable in an NCO and the ideals to be encouraged in a Division	10
	29	Describe how a Cadet NCO committee might be formed and what purposes it could serve	15
	30	Give a brief outline of the history of the Order	10
Total marks			150

- (A) Confidential report to be given by Divisional Superintendent (Cadets) of each candidate. Refer to Part 1, Section A.
- (B) Candidates to answer six from this section, with 5 marks to each question – total 30 marks. Refer to Part 1, Section B.

In order to qualify, Corporals must obtain 60% in Part I; Sergeants must obtain 75% in Part II.

The examiner will decide which questions should be written and which should be oral.



THINGS TO DO ...

- 1 Answer these questions:
 - (a) What are some of the responsibilities of Cadet NCOs?
 - (b) In 10 minutes explain the Code of Chivalry (as you would to a new Cadet).
 - (c) What is the role of an NCO in the Operations Branch?
 - (d) What are some expectations of Cadet NCOs?
- 2 Write a statement of duties which contains all the expectations your Division has for a Cadet, Corporal or Sergeant.
- 3 Find out what the term, NCO, means in the Defence Forces.



2

The Operations Branch

Membership requirements

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 Family Care Certificate may be found in your Cadet Manual.

Probationary Cadets

Boys or girls who have attended Divisional meetings for two months may become probationary Cadets. They remain probationers until they pass the P.F.A. examination.

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 existence of the Operations Branch 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 of 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 NCO 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 Operations Branch.
- (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 duty at any entertainments which are restricted to adult members of the public, e.g. 'R' certificate films, etc.
- (c) Cadets under the age of 17 years are not permitted to undertake babysitting as a member of the Operations Branch.
- (d) Cadets in possession of the Senior First Aid Certificate may, where unavoidable, be detailed for public duties. However, they cannot act as adult supervision for other Cadets.

St John Juniors

Boys and girls wishing to join Cadet Divisions as St John Juniors must be eight years of age and have the written consent of parents.

How the Operations Branch is organised

- Members of the Operations Branch 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 Operations Branch.



Divisions are grouped together so that activities can be more easily organised. 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.

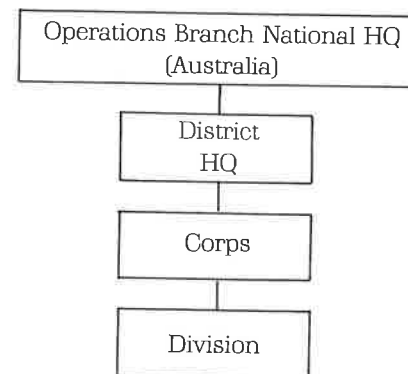
A group of Corps is called a District. In Australia, each State is a separate District.



Information system

Any organisation 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 to receive messages back telling it what is happening. In the same way, the Operations Branch 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 is known as a channel of communication.

Badges of rank

Introduction

Badges of rank are a simple identification of the role a person has in the Operations Branch. There is nothing mysterious about rank markings and you can learn to recognise them if you look carefully and follow these four basic steps:

- 1 look for group markings
- 2 look for distinguishing letter on both sleeves (below flashes)
- 3 look for coloured bars or piping on shoulder straps
- 4 look for badges of rank.



Group markings

This is the easiest step and reduces your remaining choices:

- if the officer is wearing a **Grey** gorget (pronounced gor-jet) patch on his/her lapel, he/she is from Operations Branch Headquarters (Australia) and the word 'Chief' is in his/her title
- if the officer is wearing a **Black** gorget patch on his/her lapel, he/she is from District Headquarters and the word 'District' is in his/her title
- if the person is wearing a **White** gorget patch on his/her lapel, he/she is a President or Vice-President (District, Corps or Divisional) depending on his/her cap peak and badge
- if the officer is wearing a **Silver** bar on his/her shoulder strap, he/she is from Corps Staff and the word 'Corps' is in his/her title
- if the officer is wearing none of the above, he/she is from a Division and the word 'Divisional' is in his/her title.

... you can learn to recognise them



Distinguishing letters

- the letter 'C' indicates that the wearer holds an appointment with the Cadets, and the word 'Cadets' is added to the end of his/her title
- the letter 'R' indicates that the wearer is a retired member and the word 'Retired' is added to the end of his/her title
- the letter 'T' indicates that the wearer is an officer or NCO of a transport unit.

Coloured bars or piping

Various coloured markings are worn as follows:

- red piping around the shoulder strap and cap indicates that the wearer is a registered medical practitioner.



... red piping
indicates a doctor

- red discs under the rank stars indicate that 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 general nurse
- 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 Operations Branch 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 and St John Junior badges

Other badges are worn by Cadets and St John Juniors 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
- Senior First Aid Certificate Markings
- Sovereign's Award Badge
- Duke of Edinburgh's Award Badge
- Grade Badges
- Interest Badges
- Commissioner's Badge.

*P*ersonal records

In order for the Operations Branch 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 BFC4.

The information about each member's efficiency and service is collected and summarised once each year in an Annual Return (BFC1) from the Division to District Headquarters.

*O*ther 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, with the carbon copy remaining in the book. Each receipt should be signed by an officer or adult member.



SURNAME SPICER ADDRESS 18 SMITH ST NORTH ROCKS BFC4 CADET
 (Capital Letters)
 CHRISTIAN NAMES JAMES DENVER DISTRICT NSW
 DATE OF BIRTH 17/2/76 DATE OF ENROLMENT 18/3/87 DIVISION OAKHILL C.D.

RANK	DATE OF APPOINTMENT	TO	DATE
<u>Cadet</u>	<u>19/3/87</u>		
<u>Corporal</u>	<u>20/7/89</u>		
<u>Sergeant</u>	<u>13/10/90</u>		

QUALIFICATIONS

Preliminary F.A. Certificate (Date) 19/3/87 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
1. <u>CAMPING</u>	<u>10/10/87</u>	7. <u>CLERICAL ABILITY</u>	<u>10/4/89</u>	13.		
2. <u>HISTORY OF THE ORDER</u>	<u>10/10/87</u>	8. <u>NATURAL HISTORY</u>	<u>19/3/90</u>	14.		
3. <u>FIRE FIGHTING</u>	<u>10/10/87</u>	9.		15.	<u>FORM COLOUR</u>	
4. <u>SIGNALLING</u>	<u>8/3/88</u>	10.		16.	<u>PINK</u>	
5. <u>MAP READING</u>	<u>19/4/88</u>	11.		17.		
6.		12.		18.		

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)
 Grand Prior's Badge Awarded Commissioner
 Special Service Shields Awarded 200 (1990)
 Other Awards

STATEMENT OF SERVICE

Year	Divisional Instruction Meetings	Inspector's	Annual Re-exam	Public Duties	Transport Duties	Efficient "Yes" or "No"	Entries Certified as Correct	Rank	Date	Service Chevrons & Efficiency Awards	Remarks
1987	18	P	P	43	-	Yes	<u>P. Jones</u>	<u>C/OFF</u>	<u>3/4/88</u>		<u>D</u>
1988	40	P	P	40	-	Yes	<u>P. Jones</u>	<u>C/OFF</u>	<u>2/1/89</u>		<u>D</u>
1989	38	P	P	80	-	Yes	<u>P. Jones</u>	<u>S/OFF</u>	<u>3/2/90</u>	<u>1 Star</u>	<u>D</u>
1990	42	P	P	36	-	Yes	<u>P. Jones</u>	<u>D/OFF</u>	<u>2/2/91</u>		<u>D</u>
1991	43	P	P	43	-	Yes	<u>P. Jones</u>	<u>D/OFF</u>	<u>2/1/92</u>	<u>1 Stripe</u>	<u>D</u>

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) Years of Efficient Service Carried forward to Form BF4 on transfer to Adult Division.

Commissioner Date

A BFC4 record card



No. 77709

St John Ambulance Australia

..... Division

Received from 19.....
 the sum of
 With thanks
 (Secretary) \$

An official receipt

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), or 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 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.



THINGS TO DO ...

- 1 Answer these questions:
 - (a) What are three requirements to be enrolled as a Cadet?
 - (b) Who is a St John Junior?
 - (c) What are the requirements for transfer to an Adult Division?
 - (d) A Cadet NCO may retain his/her 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 that 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 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 sleeves 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 Commissioner's badge worn on the Cadet uniform?
 - (i) Where are proficiency certificate badges worn on the Cadet uniform?
 - (j) Where are NCO 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 are the Service Star or stripes worn on the Cadet uniform?
 - (m) What are the badges of rank for Corporals and Sergeants?
 - (n) Name six subjects for which proficiency certificates may be awarded.
 - (o) What is the highest award (apart from lifesaving awards) available to a Cadet?
 - (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 an Operations Branch 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.

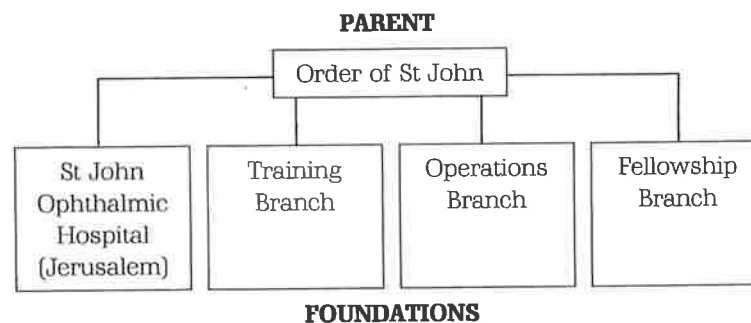


- (e) What is the BFC4?
 (f) What is the BFC1?
- 7 Ask your Divisional Superintendent to show you your BFC4.



Historical and International Connections

The Operations Branch is part of a parent organisation called the Order of St John.



The St John Ambulance Brigade was formed in 1887 in Britain to bring together those people who had trained in first aid. The first unit in Australia was also formed in 1887. Brigade Cadets were established in 1921 and the first Cadet Division in Australia was formed in 1925. In January 1987, the Brigade's name was changed to the



Operations Branch. It is one of four branches of St John Ambulance in Australia.

The Training Branch organises the teaching of first aid. It arranges first aid courses and examinations and publishes first aid manuals. It was formed in 1877 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 was associated with a hospital in Jerusalem. The hospital specialises in treating eye injuries and diseases. Members of the Operations Branch contribute to the costs of running the hospital by donating to special appeals conducted by the Order.

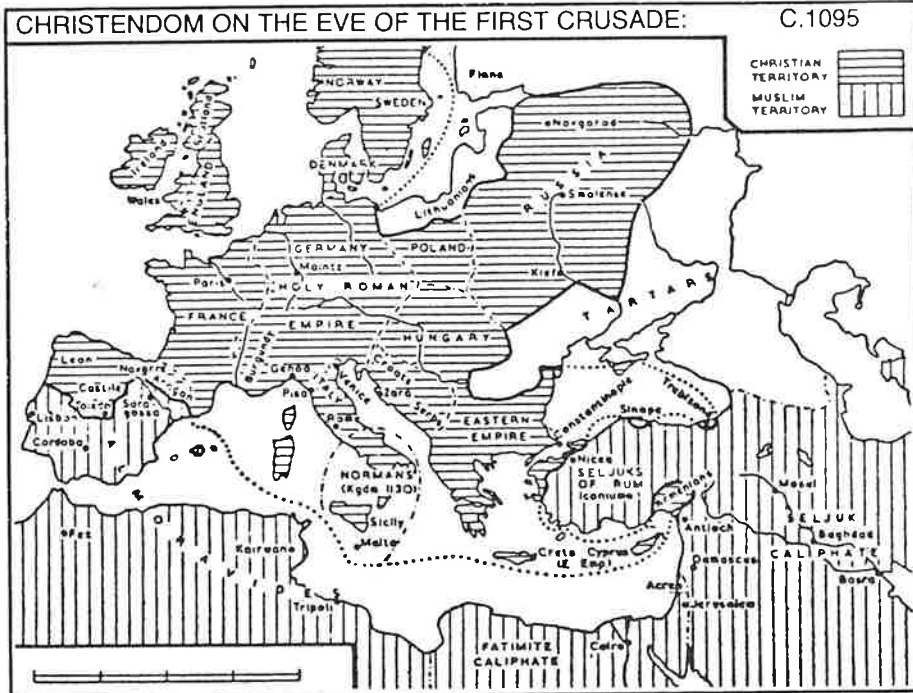
The Fellowship Branch was founded in Australia in January 1987. Its members include those who wish to provide service to the community, other than through public first aid duties.

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 when the Crusaders captured Jerusalem in 1099.

In 1113 the Pope gave these monks the right to create their own separate organisation 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	GCStJ
Knights (Justice or Grace)	KStJ
Dames (Justice or Grace)	DStJ
Chaplains	ChStJ
Commanders (Brothers and Sisters)	CStJ
Officers (Brothers and Sisters)	OStJ
Serving Brothers	SBStJ
Serving Sisters	SSStJ

Operations Branch 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, *A Brief History of the Order of St John*, or the *Order of St John: A Short History*.

The essential textbook for the Knowledge of the Order Proficiency badge is a *Brief History of the Order of St John*. This section of the NCO Notes gives you some further



background information about *The Crusades* and the great *Military Orders* that 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 Europeans who took part in the Crusades



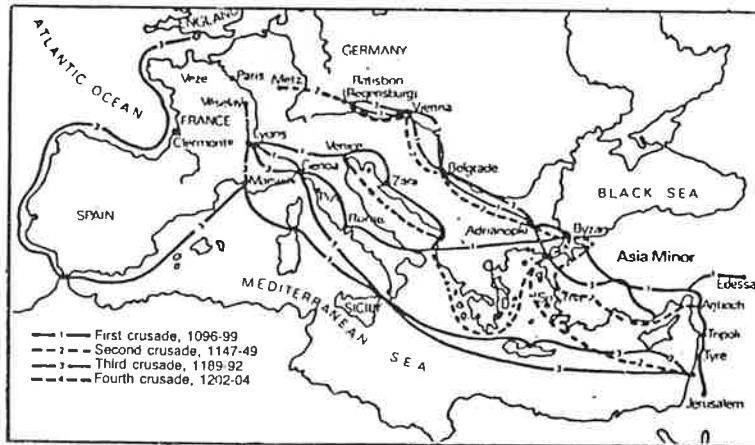
wanted to conquer Palestine, the Holy Land, now Israel, where Jesus once lived. But this area was sacred, for different reasons, to people of the Moslem faith who also wanted control of the Holy Land.

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 nomads had become followers of the prophet Mohammed in the 7th century AD, and wherever they travelled they took their religion with them.

As they journeyed, the Arabs gained knowledge in many different fields. From the Greeks in Constantinople, now Istanbul, the Moslem 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



The crusades



with these philosophers and with Arabic science, long before the Crusades.

But the Crusaders who were exposed to Moslem culture in Palestine 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, 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 and 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. 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, Asia, and 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 by which Europeans could acquire 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 as in all wars, the cost in money and lives was great. 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, two great Military Orders emerged. The Templars started as a small band of knights pledged to patrol the roads and protect pilgrims to Jerusalem. 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 11th 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 organised, 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 religious life with a life of action, and this opportunity was so attractive to the mind of 12th century Europe that their numbers rapidly grew and their organisation 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 organised 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 were maintained by each Order as heavy infantry. Both Orders employed a force of light-armed horse-archers used as scouts and skirmishers, based on the Turkish model.

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 the 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. 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. They then 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 Turks 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 Turks 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 in 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 organisation, and its members today still bear the white cross of the ancient knights.

In the Middle Ages

Society was structured as follows:

- **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.

THINGS TO DO ...

- 1 (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 KStJ mean?
 (d) What do the initials SSStJ mean?
 (e) What do the initials OStJ mean?
 (f) What are the Mottoes of the Order? What do they mean?
 (g) What are the four foundations of the Order of St John?
 (h) When was the St John Ophthalmic Hospital founded?
 (i) When was the Training Branch founded?
 (j) When was the Operations Branch founded?
- 2 How can you recognise Operations Branch members who are members of the Order of St John?





Leadership

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

Functional leadership

A traditional approach to leadership was known as the 'qualities approach'. This approach embodied the idea that leaders were born with qualities which enabled them to lead, for example: courage, integrity, commonsense and 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.

- 1 Researchers into this approach assembled all the known lists of leadership qualities. There were many such lists and no two agreed.



RMA Sandhurst

Courage
Willpower
Initiative
Knowledge

Canadian Forces

Loyalty
Professional competence
Courage
Honesty
Commonsense
Good judgment
Confidence
Initiative
Tact
Self control
Humour
Personal example
Energy
Enthusiasm
Perseverance
Decisiveness
Justice

RAF College

Efficiency
Energy
Sympathy

Resolution
Courage
Tenacity
Personality

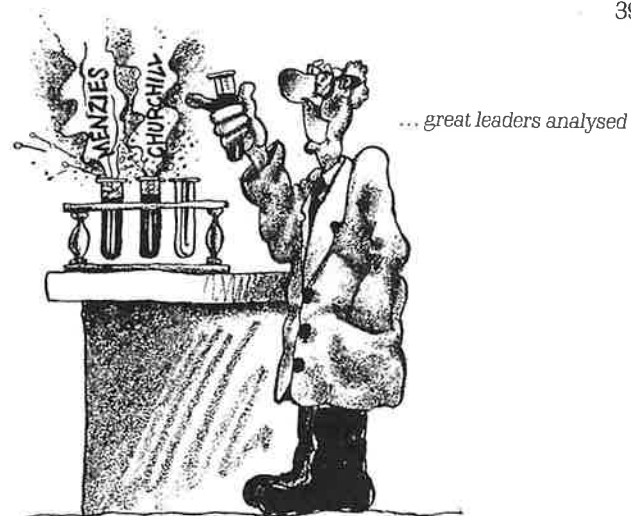
US Marines

Integrity
Knowledge
Courage
Decisiveness
Dependability
Initiative
Tact
Justice
Enthusiasm
Bearing
Endurance
Unselfishness
Loyalty
Judgment

St John Ambulance

Observation
Tact
Resourcefulness
Dexterity
Explicitness
Discrimination
Perseverance
Sympathy

- 2 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?
- 3 Are there people who have many of these qualities yet are incapable of leading?



- 4 If these qualities are necessary, to what degree are they needed?
- 5 Another problem is training. Can courage or sense of humour be developed? Does it mean that some people are born leaders and others are not and that this state cannot be changed?
- 6 Finally, there is the danger that the qualities approach suggests that leadership is a matter of being something rather than doing something.

The qualities approach does not give an adequate explanation of leadership; however, there is an element of truth in the approach. People with certain qualities have a good starting point for leadership, provided that they recognise their assets and make use of them.

The next approach to leadership, most popular in the 1920s and 1930s was the 'situational approach'. 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:

- 1 Knowledge or skill alone is not enough. We all know experts who are incapable of leading anyone. Something more than technical skill is needed.
- 2 In an organisation it is unacceptable to pass leadership from one expert to another like a ball. This would soon lead to confusion.
- 3 Groups are seldom 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, the doctor or the builder?

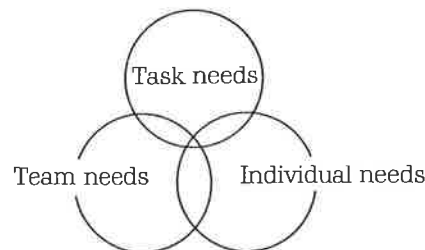
The situational approach does not give the complete answer to leadership. However, it does contain some truth. Just as the qualities approach suggests that the possession of some qualities helps towards leadership if they are recognised and used, so too the person who has skill and knowledge appropriate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

A more recent theory of leadership is the 'functional leadership approach'.

It must be borne in mind that leadership can only apply to groups that 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 undertaken 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 exist three 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. These are 'task needs'.

To achieve its task, the group needs to be held together as a cohesive team. 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 individuals working as a team might beat them soundly. This is the area of 'team needs'.

People within a group have 'individual needs':

- 1 the physical needs of food, shelter, warmth, clothing, money
- 2 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.



The job of the leader is:

- 1 to be aware of the needs of the group
- 2 to perform the functions — thought processes, communications, actions — to satisfy the needs of the 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.



Although they are distinct, these needs are not isolated. Needs and functions in one area may have side-effects in other areas.

For example:

- 1 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
- 2 if there is task success because of something the leader does, e.g. 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
- 3 if the leader does something to strengthen the team, e.g. by training, it will be more likely to achieve its task, and each individual will feel more confident.

At certain times, task needs must predominate, especially in organisations involved in life-saving activities. In these circumstances:

- 1 the leader must give priority to **task** needs at the expense of the other two areas of need
- 2 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
- 3 the skilled leader recognises that after long **task** priority periods he/she must seize opportunities to attend to **team** and **individual** needs — to recharge the batteries.



Summary

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

- 1 is aware of the task needs, team needs and individual needs of the group
- 2 has the skill and training to meet those needs, in accordance with 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 — coordinating



Checking performance against the plan	— measuring achievement — measuring effort, time, resources used
Adjusting the plan	— reassessing priorities — using specialist advice — making new decisions

TEAM FUNCTIONS	Examples
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 cooperation
Training the group	— practising for tasks

INDIVIDUAL FUNCTIONS	Examples
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 NCO in order to satisfactorily achieve worthwhile activity with the Cadets under his/her control.

The guidelines can be summed up in three phrases:

BE FAIR
BE FIRM
BE FRIENDLY

The relationship between the NCO and the Cadets should result in mutual respect and confidence. Cadets will look to the NCO for a lead and in many cases as a model. 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 NCO is to help younger or less experienced Cadets learn about and enjoy Operations Branch activities.

To assist you, some suggested guidelines are listed. You may not agree with these — discuss them with your leaders and fellow NCOs. There is no 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 Office as 'Sir'/'Madam' and your NCOs 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/her 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 criticising work or actions (e.g. team first aid job). Make instructive rather than destructive comments. 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 a particular subject than you do. You won't lose your Cadet's respect by taking advice, but see that you maintain control of the situation. Encourage group participation in your lessons — remember 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 minor breaches of discipline pass, such as incorrect method of addressing officers and NCOs, 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 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 what you put in'. The more effort you make to be an effective NCO and to run a good Division the more success and satisfaction you are likely to have.

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 group discipline and self-discipline rather than imposing discipline 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 program 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 NCO what would you say or do? You have noticed that Cadet Gerard drills satisfactorily for other NCOs and Divisional Officers. What would you do?
- 2 On arrival at Divisional HQ for parade, you enter to find a new NCO (Corporal) and Cadet fighting. As a Cadet Leader you immediately stop the fight and are informed by the NCO 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.



- 3 At the NCO 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 you are 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 27 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 During an NCO meeting after parade Sergeant Loud criticises a noisy activity you conducted with your squad during parade. The activity was noisy but not excessively so. 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 'victimised' by Corporal Greene. What would you say or do?
- 8 You have recently attended an NCO Training Course and since been promoted to Corporal. At the course the importance of a balanced program was stressed. Your division does not have a program — the Superintendent decides what is to be done on the night. Games are rarely played. New cadets rarely serve longer than 12 to 18 months. What would you do? (Assume there is a Cadet Leader and Sergeant who have done the NCO Training Course. Would your actions be different if there were no other NCO?)
 - 9 Your Division is planning a recruiting drive. The Officer asks the existing NCOs (you and two others) for ideas on how to best cope with the expected large numbers of recruits (about 30) and keep the existing Cadets (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 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 that you think might



make them interested in joining. List points that you think might put them off joining.

- 12 You are promoted to Corporal after completing the NCO 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. Other Cadets think that the Division should be doing more on proficiency badges. Some others think the Division should be going camping and organising social activities with another Cadet Division. You bring these views up at the next NCO meeting and your Officer asks the NCOs for ideas on how to keep all members happy. What would you suggest?
- 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 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 that has broken out between Kathy and Melissa, who usually are good friends. What would you do?

- 16 Your Superintendent has asked you to investigate some avenues for raising funds and to report back at the next meeting. How would you go about this?
- 17 After attending an NCO Course you have been appointed as Sergeant in a Division that has an adult private administering it. You can see your administrator is having some difficulties, particularly with a Corps Officer (Cadets) whom you feel has ideas that seem to be either incorrect or very much out of date. What would you say or do? Would your actions be different if your Division had an experienced Superintendent (Cadets)?
- 18 As a newly appointed Cadet leader you have just completed a very successful fundraising campaign, raising \$860.00. When you take the money to your Divisional Officer (Cadets) on your next meeting night, you are told to keep the money at home so that when various Divisional running expenses begin to occur, they can be paid in cash. What would you do?
- 19 Having had 8 months to practise what you were taught at an NCO Course, you ask your Superintendent (Cadets) why so long has passed without any of your assessments being done. He replies that he has asked the Corps Officer (Cadets) for the appropriate paperwork but so far has not been given it. What would you say or do?



- 20 You have been a Cadet for 3 years and are the most senior Cadet in the Division. You have noticed that the morale of the members seems to be getting lower and lower when your Superintendent (Cadets) approaches you with the same observation. Together you decide to sit down and write a list of ideas that should lift morale. What would be on your list?
- 21 As a Cadet Leader in a large thriving Division you are part of a management team that must decide which Cadet, out of a possible four, should be appointed to the position of Corporal. How would you decide? Would your criteria be the same if you were deciding on a Sergeant to be appointed out of four existing Corporals?
- 22 Having attended many public duties, you have become very friendly with several Cadets from other Divisions. You hear of many exciting activities that your neighbouring Division is doing and your interest becomes greater when asked to transfer and join the Division. What would you do?
- 23 You are a newly appointed Corporal working on duty with your Adult Division. A number of casualties are seen with minor complaints which you are not given the opportunity to treat. Instead, you are kept busy fetching blankets, towels, cups of tea, etc. What would you say or do?
- 24 You are a Cadet Leader. Your Divisional Superintendent (Cadets) discusses with you the problem of three senior Cadets who are ready to go to the Adult Division but don't want to do so. (They have told you they feel it will be boring.) What suggestions



- do you have for the adults that would make their Division more appealing and interesting?
- 25 You are on duty with an adult member who is making 'snide' remarks and is acting in an over-familiar manner. His words and actions are making you feel very uncomfortable. How would you deal with this situation?
- 26 There is a Cadet in your Division who is a real nuisance at times. She refuses to join in games with everyone else, makes silly noises when the group is being instructed and seems to go out of her way to cause trouble. Then one evening she is absent and everyone remarks on how peaceful it is without her. She is absent again the next week also. Would you do anything and if so what?
- 27 Your Division is having a Christmas break-up party. Your Divisional Officer (Cadets) is giving everyone a Christmas hug and a kiss. You like your Divisional Officer (Cadets) but this makes you feel uncomfortable. What would you do?
- 28 You are a Cadet Leader and on your Divisional meeting night a Cadet comes in crying because, she says, her Dad has been hitting her Mum. What would you do?
- 29 You are on a Divisional Camp. Everyone in camp has gone to bed. One of your friends who is sharing your tent has smuggled in some alcohol in her sleeping bag. You are offered some. What would you do?



THINGS TO DO . . .

- 1 Answer the following questions:
 - (a) Give two examples of leadership functions for
 - task functions
 - team functions
 - individual functions
 - (b) What makes an effective leader?
 - (c) Which is better: 'You are the best Division' or 'We are the best Division'? Why?
- 2 Read the checklist of leadership functions and examples.
 - (a) Discuss with your Officers and other NCOs (perhaps at an NCO committee meeting): what are the aims of your Division? — for this term? for this year? for 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 'Self-discipline is the best form of discipline'. Do you agree? Why?



Instructional Techniques

*D*ivisional program

The leadership team (Officers and NCOs) of a Division must work out all the activities that have to be completed in order for the Division to meet its aims.

Aims of a Divisional program

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

When you consider a program there may be several parts:

- a long-term program (perhaps 2 or 3 years)
- a detailed program for the current year
- a detailed program or timetable for each night.



Sample program for a divisional night

Times	Group	Activity	Location	By	Remarks
7.30-7.45	All	Bandage of the night	Hall	Cpl Brown	
7.45-7.55	All	Parade	Hall	Sergeant	Roll to be marked
7.55-8.05	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	Cadets	Game	Outside	Sergeant	Volley balls
	Juniors	F/A Badge 1	Hall	Cpl Green	Bandages
8.30-9.00	Juniors	Game	Outside	Sergeant	Chalk
	Cadets	F/A-Burns	Hall	Cdt Ldr	Slide projector
9.00-9.20	Juniors	Badge training	Hall	Div Offr	Bicycles
	Cadets	Proficiency badge practice	Hall	Mr. Vella (parent)	Slide projector
9.20-9.30	All	Final parade	Hall	Sgt Supt	Duty allocation

Duty squad to clean up – Cpl Smith

– Cdts White, Vaskos, Castro



The program planner should think about:

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

Reminders

- Do not forget to program '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 program 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 10 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 NCO must:

- have clear objectives for the lesson
- prepare the lesson carefully
- present the lesson to the best of his/her ability
- check that the Cadets know (or can do) what you set out to teach.

Introduction

The aim: The first essential in teaching is to decide what the Cadets should be able to do at the end of the lesson.

You should write down the objective and carefully consider if the objective can be achieved in the time allotted.

It is a good idea to let the class know at the beginning what the objective of the lesson is going to be; for example — 'This morning you are going to learn how to apply a sling'.

The Cadets are then aware of what they are required to learn, and the instructor can, at the completion of the lesson, test to see if all Cadets have achieved the objective.

Preparation and planning

When developing your plan, you should ask yourself the following questions and write down your replies:

- (a) What is the purpose of the lesson (objective)?
- (b) How much time is available?
- (c) How much does the class already know?



- (d) Where am I going to teach; is there an alternative area available?
- (e) Which methods am I going to use?
- (f) What content is my lesson going to include?
- (g) How am I going to ensure the Cadets have achieved the objective of the lesson?

Each lesson should have a:

- beginning — introducing the objective and content of the lesson and aiming to increase the group's motivation
- middle — deliver the content in stages and ask questions to ensure everyone is following
- end — use this section to finish off, to clear up any questions and summarise the points of your lesson. Confirm that your lesson has been understood.

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

You will need to organise your equipment. No lesson can be successfully taught if you do not have the correct equipment. Make a list of the teaching aids you will require and 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.

Consider your accommodation. Is the lesson to be taught indoors or outdoors?

If indoors, is the space large enough? seating? lighting? heating? ventilation? distractions?

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

Is there an alternative place if the original area is not available?



Try to encourage the general interest of **all** Cadets under your charge. Some Cadets will learn more quickly than others. A good Officer or NCO should cater for both groups 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.

Methods of teaching

There are many ways of presenting a subject; it is important that an Officer or NCO selects a combination of methods that are most appropriate to the group and the lesson's objective. Some commonly used methods are described below.

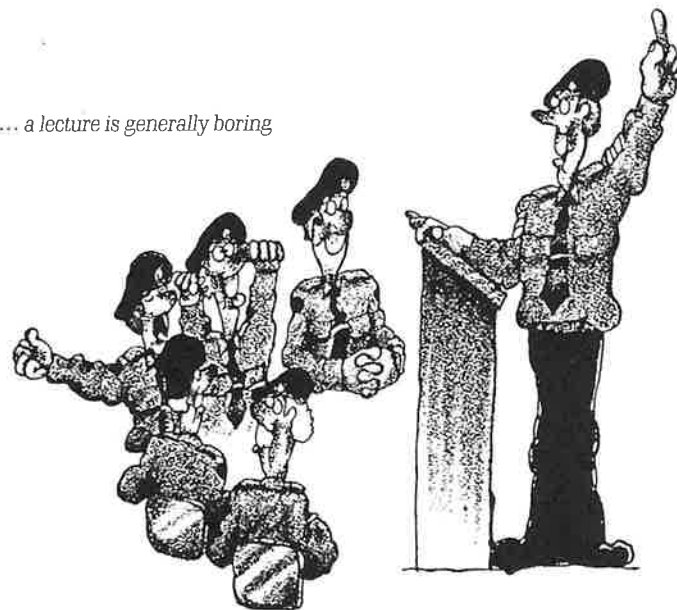
The lecture: This is a difficult form of teaching to carry out effectively. It must never be used to teach a skill. How can you teach a person how to tie a reef knot by speaking? Could they learn if you simply showed them? Remember, a lecture is generally very boring unless delivered by a capable instructor, and even then the class remembers very little of what was said.

Demonstration: Skills may be taught effectively 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 to be demonstrated. The skill being taught should be demonstrated accurately and in a series of small steps.

Practical work: Practical work is an essential part of instruction in skills. Most first aid teaching involves



... a lecture is generally boring



practical work. After the demonstration of a skill, it must be practised, under supervision, until the students can do it correctly.

Discussion: Discussion can play a very useful part in instruction because it encourages students to take an active interest in solving problems.

Casualty simulation: This can be used to teach Cadets and confirm if learning has taken place. In its simplest form, an exercise could be a prepared incident — such as a fake accident.

Role play: This method can serve as an interesting method of teaching. Competition type 'incidents' often start with role play.



Audiovisual materials: There are many films, videos, slides and tapes available. However, Officers and NCOs should ensure that appropriate material has been selected. Check to ensure that it is:

- up to date
- not too difficult
- useful in helping students achieve the objective
- not damaged.

Previewing the material enables the instructor to emphasise the main points for the class. These points should be mentioned when introducing the material.

Lesson plans

Before the lesson, you should write down a lesson plan. There is no one particular way of writing a plan. However, the sample plan may be used as a guide.

Summary

Moving around the class, ask students to name parts of skeleton. Explain that the next lesson will deal with functions of groups 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:

- understand the subject more easily
- stress main points
- encourage interest.



SAMPLE LESSON PLAN — The Skeleton

Objective:

At the end of this lesson Probationary Cadets should 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.

Strategies

Remarks

Intro: Aim – to learn skeleton

Write each on board

Q: Last time we discussed how the body is made up. Name a few systems of the body

Uses of skeleton

F/A

- attachment
- protection
- shape

Book pages
10-11

Joints

- 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 examples

Show

- skeleton by groups
- head
- spine and rib cage
- upper limbs
- lower limbs

Show on chart
and x-ray;
write name on
board



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) Chalkboard or whiteboard — certain points must be watched when using these:
- ensure chalkboard is clean before class assemblies and that chalk and duster are available
 - write large enough for all to see
 - after writing, stand aside so all can see — face the class and explain what you have done
 - diagrams can be drawn before the lesson
 - make use of colours to emphasise points
 - if prepared in advance, keep covered until required
 - if explaining progressively, only expose the point required.
- (c) Wall diagrams or charts:
- these should be as simple as possible
 - test to see if chart can be seen from the back of the class
 - use colours to emphasise points
 - keep covered until required.
- (d) Flannelgraph and magnetic board — the flannelgraph consists of a piece of flannel (or old blanket) attached to a board. Diagrams are backed with rough surface such as sandpaper. When diagram is placed on flannel, it does not move. The magnetic board is more expensive and elaborate. It has a metal surface and exhibits are backed with magnets.



- (e) Film strips/slides — these can be most useful and are readily available. Divisions may enjoy preparing their own slides featuring members demonstrating a particular skill.
- (f) Films — there are many sources of films. Be careful to see the film personally before you show it to your class. It may differ from what you have told them. It may require further explanations or it may deal with more than what you want to teach in your lesson.
- (g) Video — most schools have video equipment and many youth organisations 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 cameras for first aid incident and competition training — to show trainees what they did during practice.

*... good use of video
for incident training*



- (h) Overhead transparencies — overhead transparencies should be well designed and should not contain too much information. Use to emphasise teaching points.



Choosing training aids

- 1 What group am I aiming at?
— is the aid suitable for that group?
 - 2 Where will it be used?
— will it need to be pinned/taped/hung on wall?
— will it need to be moved during lesson?
— is any equipment needed?
 - 3 Purpose of aid?
 - (a) To demonstrate a skill?
 - (b) To give a visual description?
 - (c) To organise knowledge?
 - (d) To stimulate discussion?
 - (e) To change attitudes?
 - (f) To motivate students?
 - (g) To emphasise a teaching point?
 - 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 Is the aid well-designed and attractive?
- In view of the above, shall I use this aid?

Layout of classrooms

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.

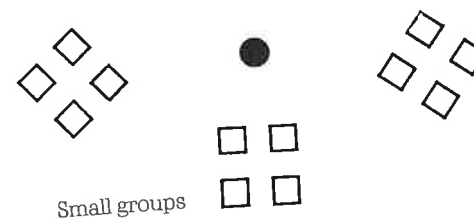
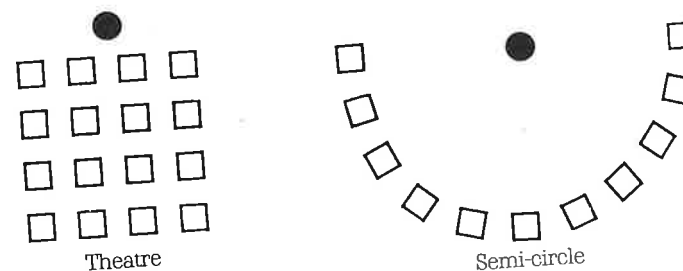
There are many ways to arrange a classroom:

- (a) theatre-style with instructor at front and students in rows behind each other



- (b) semi-circle – instructor at side of semi-circle with students arranged in one or two rows
- (c) group – class divided into groups with instructor at front in the centre.

Make sure all Cadets can see clearly



Size of class

Find out how many Cadets are in your group. Ensure that you have not been assigned too many students and that you have sufficient aids or handouts.

Equipment

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



Class comfort

Learning will not take place effectively if Cadets are uncomfortable. Consider these factors when arranging your seating:

- ensure that there is plenty of ventilation otherwise you may find the class going to sleep
- ensure that there is adequate light, or if films or slides 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.



THINGS TO DO ...

- 1 Draw up a Divisional program suitable for a Divisional meeting.
- 2 Answer these questions:
 - (a) What are the aims of an effective Divisional program?



(b) What should the nightly program for a Divisional meeting include?

(c) What is the 'attention span' of Cadets? How long is it usually?

- 3 Prepare a lesson plan for teaching a first aid topic to a group of probationary Cadets.
- 4 Prepare a list of suitable teaching aids which might be used for the lesson planned in question 3.
- 5 How would your lesson plan for question 3 be different if the group was a squad of qualified Cadets?
- 6 Prepare a poster or an overhead transparency suitable for use in a first aid lesson.





Games

Games can contribute effectively to a program if they are planned well:

- (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 Cadets may make it difficult to run physical games which are fair to everyone.
- (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 program. 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.

Presentation

Team relays and races, group games and active games need to be chosen with care. 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 rough play penalised at once.

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 that 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. Ensure players are wearing suitable footwear. Be sure that there is sufficient space around any obstacle or near any wall or fence.

Non-active games

Lawyers

Equipment — nil.

Aim — to develop role playing skills.

- players sit in a circle
- one person stands in the centre of the group and tells the members, 'starting now, you must not answer



when I speak to you — the person on your right must answer for you. You must not nod, smile or gesture to me in any way'.

- the person in the centre then asks each person a question, which the lawyer (the person on the right) must answer
- rules can be added, e.g. nobody can answer 'yes' or 'no'.

Winks

Equipment — for each group, one chair more than half the number in the group.

Aim — not to remain with an empty chair.

- divide into groups of between 7 and 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 his/her hands on the back of the chair
- other members of the group sit on the chairs in the circle, leaving one seat empty
- 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 the chair and dives for the empty seat. The guard may try to prevent this by catching the prisoner from behind the chair
- if a prisoner does not escape, then the first guard keeps trying until he/she 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 should be approximately 1.5 metres in diameter
- assign one pair of 'frogs' to each circle
- players 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 players hold 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 the partner
- each player holds his/her hands at chest height, palms facing the 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 him/her on the palms with an open hand. (**Note:** hitting not pushing)
- if players move their feet, are knocked off balance or fall against another player, then that player is out.

Training games

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 a casualty
- on the word go, one person runs to the casualty, wraps a bandage around the casualty'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 is the winner
- 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. If three players are out, the innings is over
- if a question is answered correctly and a player 'runs', any 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.



Active games

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 the 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 person 'tagged' before he/she gets to safety is out
- 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 the 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 forms 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.

THINGS TO DO . . .

- 1 Describe two 'letting off steam' games suitable for use in your Division.
- 2 How do games contribute to your Division's objectives?
- 3 How would you involve the Cadets in the Division's games program?
- 4 What safety considerations should be kept in mind when selecting or playing games?



7

Drill

Introduction

Care of a casualty, particularly in difficult conditions, requires self-disciplined individuals and good teamwork. Part of your responsibility as a Cadet NCO 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. It should not be overdone but should 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:



- **perform** them accurately yourself
- **teach** other Cadets how to do them
- give the correct **commands**

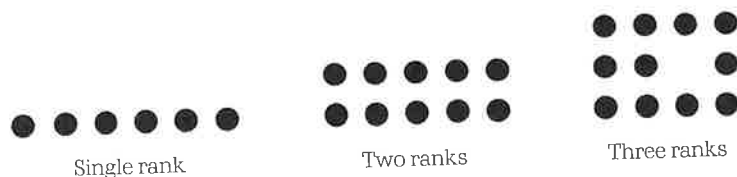
*B*asic drill movements

1 Squad formations

Three types of squads can be formed:

- in single rank — a squad of one rank with as many as required
- in two ranks — a squad of two ranks of ten or under
- 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 30 centimetres 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

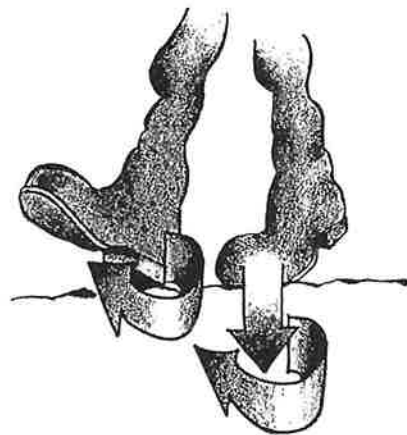
Command ... '**Squad** (Section or Division) **R-I-G-H-T ... TURN**'. Keeping both knees straight, and the body in the position of attention, making sure the arms remain



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 the 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 turn 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.

- march out and halt two spaces from the commanding member, observe the regulation pause and stand at ease; or
- march out the odd number of paces nominated by the commanding member; or



- 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 NCO for preference, then when the actual sizing takes place he/she 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 paragraph 9.

This order should only be given when the Squad is in correct position for the parade and has been moved to '**Open Order**' if appropriate.

On command . . . '**Right . . . DRESS**' — the persons in the right file remain stationary. The remainder smartly move their left feet forward and take a 40 cm pace to the front. The right foot is brought up to the left as for the position of attention and the arms remain at the sides. After a pause, all except the persons in the right file turn their head and eyes to the right. At the same time those in the front rank, except for the person on the left flank, bend their left elbows slightly to the rear and, without pause, briskly extend their left arms to a horizontal position to the left, with fists clenched and back of the hands uppermost.

Where files are close to each other, prior to dressing, the left arm should be briskly extended to the rear of the person on the left and brought to correct position as the Squad extends to correct interval.

After another pause all, except the persons of the right file, dress by taking short sharp paces (for each pace the feet should be lifted 15 cm) until each can see only the head of the person to the right, and the upper right arm is just in contact with the knuckles of the outstretched left arm of the person on the right.



The centre and rear rank persons of the right file place themselves at the correct distance from, and covering the person in front; checked by raising the left arm horizontally to the front and moving until the closed hand lightly touches the back of the rank in front (except when dressing at open order).

Others of centre and rear ranks cover correctly by glancing out of the corner of the left eye.

This dressing is checked and corrected by the Divisional Sergeant or person dressing the Squad.

To attain speed in dressing a rank, the Divisional Sergeant or person dressing the Squad should position the first five persons individually; from a position five paces from and in line with each rank in succession.

He uses orders such as:

'Number two forward — Steady'

'Number three back — Steady'

'Number four back — Steady'

'Number five forward — Steady'

To attain dressing throughout the remainder, order 'Carry it on'. Qualifications, for example, 'Slightly', 'a little', and 'up' are not to be used.

When he/she is satisfied that rank is correctly dressed, he/she will pace off the correct distance to the next rank and similarly dress them and repeat for the remaining rank. 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.

While stepping off the distance between ranks there is no swing of the arms.



The Sergeant will then return to the position from which he/she ordered 'Right Dress' and will 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/her original position in the Division.

On this command all smartly turn their heads and eyes to the front and cut their left arms to the sides with a rearward movement of the elbows, under control and without noise, assuming the correct position for attention.

When the Divisional Sergeant orders right dress and no other Sergeant is on parade, he/she 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 purposes 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 member 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 a male member is not in uniform any headdress worn should be removed when paying or receiving a compliment. If an Officer is seated at a table, the compliment is returned by the Officer sitting to attention.

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

When saluting, keep the right arm 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 2 cm 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.

Occasions when the salute must be given are:

- during the playing of the National Anthem, by all Officers and those Sergeants Major and Non-Commissioned Officers in command. No salute should be given if the National Anthem is being sung
- 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
- compliments to all uncased colours (special flags)
- compliments to senior Officers, including Officers of the Armed Forces and Police Departments
- for the purpose of receiving an award, an instruction or a command
- paying the last respect to the deceased following the committal
- passing war memorials
- passing a saluting base.

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

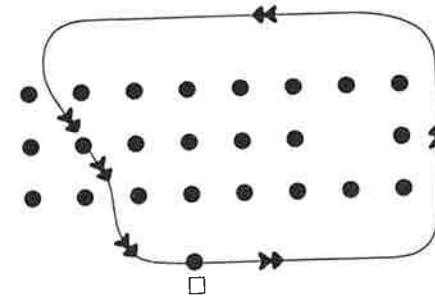
16 Falling out of the ranks

Command . . . **'Cadet . . . Jack Smith . . . FALL OUT'**. When called come smartly to attention and say, 'Sir',



'Sergeant' or 'Corporal'. 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/her original position.



Ceremonial drill

Special drill commands apply to ceremonial occasions. You may have to learn these if they are required for:

- ceremonial inspections
- consecration of an Operations Branch 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.



*G*iving commands

Aims

The aims of your command are to:

- tell the squad what they are going to do
- tell them when to do it.

Method

In order for your squad to hear your command:

- speak clearly
- speak slowly
- 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
- do not use unnecessary words. You should not use 'please'
- give the correct command words. If you keep changing instructions, the message gets confused.

Parts of a command

Drill commands have been divided into two parts:

Cautionary Tells what they are going to do (i.e. warns which command is coming)

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

*T*eaching drill

How to instruct drill movements

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

- correct dress and bearing of the instructor
- instructor must be at attention when drilling a squad
- all movements by instructor must be drill movements
- 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 number — 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 are essential.) Short rests should be given between movements. Squad should not be at attention all the time. (While giving instructions and demonstration, 'Stand easy' should be used.) Correct faults as you find them. If you make a mistake, admit it and correct it.

Summary

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

THINGS TO DO . . .

- 1 Distinguish between a close order and an open order.
- 2 Describe or demonstrate the position of 'Attention'.
- 3 Describe or demonstrate the position of 'At-Ease'.
- 4 Describe or demonstrate the position of 'Stand Easy'.
- 5 Describe the procedure for 'Falling out of the Ranks'.
- 6 When handing over a parade to another member, regardless of rank, at what position should the parade be?
- 7 Practise (under supervision) with a squad of Cadets, the sequence of a drill lesson.



- 8 What are the two parts of a command? What is their function and how do they differ?
- 9 Why would you conduct drill as part of your Divisional program?





Reference

***R*esources**

There are many sources which might assist you with materials.

Operations Branch

Your District Headquarters stock materials for sale.

Other sources

- Bookshops — look under youth, games, history and health sections.
- Specialist bookshops — such as Scout or Church bookshops – have many resources that can give you ideas.
- Your local library or school library — try catalogue headings such as: Knights, Crusades, Hospitaller, Malta, Health, First Aid, Medicine, Welfare, Nursing, Human Body, Biology, Games, Camping, Sport, Recreation.



- Check if your local council has a Youth Worker or Recreation Officer who may be able to help with ideas.
- 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.

- schools — audiovisual equipment, slides (especially from biology teacher), charts, sports equipment
- hospital or ambulance station
- local council (some councils lend self-drive buses)
- local library (audiovisual 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 Australia, etc.



Model letters

Operations Branch correspondence should conform to the following format:

- 1 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. 'c/- ...'
- 2 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.
- 3 Date:
 - preferably month in words (in some parts of the world 3/6/91 means June 3, elsewhere it means March 6)
 - preferably year in full.
- 4 Attention line:
 - use 'Attention Mr ...' and not 'To Mr ...'
 - is always underlined
 - saves time at other end.
- 5 Salutation:
 - should agree with the attention line
 - if 'Attention Mr Jones' salutation is 'Dear Mr Jones' or 'Dear Sir'
 - if 'Attention Mr Ian Jones', salutation may be as above or may be 'Dear Ian'.



Victoria


 State Headquarters
 2nd Floor
 285 La Trobe Street
 Melbourne, Vic, 3000
 Telephone: (03) 462 9533
 Fax No: (03) 470 4504

St John Ambulance Australia

① Hometown Division
 St John Ambulance Australia
 c/- 29 Croydon Avenue
 GRANDVIEW VIC 3641

③ 3 June 1991

④ Attention: Mr Jones

② Mr I Jones, OBE
 Your Avenue
 AWAYA TOWN VIC 3161

⑤ Dear Mr Jones

⑥ 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 up your time to assist us.

⑦ Yours faithfully

A. Brown

⑧ A. BROWN
 CORPORAL

⑨ cc Div. Supt (C) Bradley

⑩ enc.

A sample Operations Branch letter



- 6 Body of the letter:
 - written as one would speak, not as one would write an essay.
- 7 Complimentary close:
 - use 'Yours faithfully' or 'Yours sincerely'.
- 8 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.
- 9 'Copies to' line:
 - list who, other than in the attention line, is to get a copy of the letter.
- 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 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 procedures could be used as a guideline when dealing with guest speakers.



Contact speaker

- Make contact by letter or telephone.
- 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.
- Enquire about 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 has been previously stated in this manual that NCOs 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. NCOs should make a good impression in social circles in which they may move or if representing the Operations Branch at gatherings. To do this, a knowledge of good manners is most helpful. Remember that membership of the Operations Branch does not cease when in civilian dress and your Division or the Operations Branch 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 everyday 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.



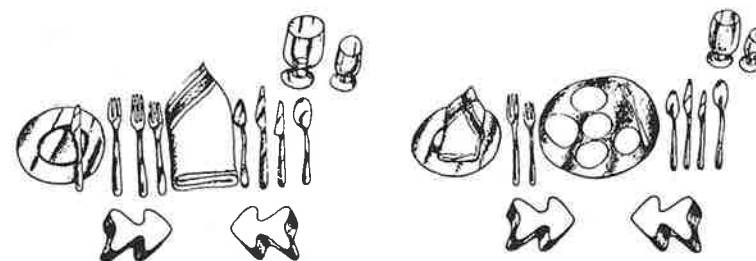
Sitting and standing

- 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 NCO 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 Operations Branch 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 familiarise 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. If hors d'oeuvres (a small savoury dish to sharpen your appetite) are 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

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.

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 should 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. The procedure is an indication that this course has been completed.

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 emphasise 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 the side and keep your knife and fork down close to the plate.
- 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 NCO in doing his/her 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 Operations Branch.



THINGS TO DO ...

- 1 Name three possible community sources of information to help the Cadet NCO.
- 2 From where could your Division borrow equipment to enrich its activities? Name three local sources.
- 3 Find the name of three organisations which could provide suitable speakers for Cadet Divisions.
- 4 Write a letter to your Divisional Officer thanking him for a barbecue 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 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) 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?
 - (d) At the conclusion of the main course, how do you place the knife and fork?

