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FIELD MILITARY-SPORTS GAMES FOR SCHOOLCHILDREN (TEACHER'S MANUAL)
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JPRS L/8898

31 January 1980

USSR Report

MILITARY AFFAIRS

(FOUO 4/80)

Field Military-Sports Games for Schoolchildren

(Teacher's Manual)



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FIELD MILITARY-SPORTS GAMES FOR SCHOOLCHILDREN
(TEACHER'S MANUAL)

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ANNOTATION

This manual demonstrates the essence and unique features of military-sports games and their role and place in military-patriotic indoctrination of schoolchildren, and it reveals the pedagogical fundamentals for organizing and conducting military-sports games in the field.

The book describes a large quantity of interesting military-sports games.

This manual is intended for military instructors and other employees of schools and extracurricular institutions. It will help them to organize and conduct military-sports games.

INTRODUCTION

The working individual of the future is nurtured
mainly through play

A. S. Makarenko

Preparation of the Soviet people for the country's defense is an objective necessity which came into tangible being in the first days of the Soviet Union's existence. "We demand a serious attitude toward the country's defense capabilities and combat training,"* stated V. I. Lenin. In all stages of communist development, the CPSU has viewed this directive by Lenin as the most important all-party and all-state task.

Reinforcement of the country's defense capabilities is associated most intimately with military-patriotic indoctrination of the laborers, especially the young. Military-patriotic indoctrination of the growing generations is an important area of the Communist Party's and Soviet government's activities.

The complexity of and the contradictions in the international situation and the desire of reactionary imperialist circles to draw nations into a new

* Lenin, V. I., "Poln. sobr. soch." (Complete Collected Works), 5th Edition, Vol 35, p 395.

world war raise the significance of the Soviet nation's preparations for the fatherland's defense even higher.

The school plays an important role in preparing the young for the motherland's defense.

The development of our country's growing generation as communists persuades us that military-sports games are one of the most important means of military-patriotic indoctrination of teen-agers and young adults, and formation of their moral and physical qualities.

The romance of heroism on the battlefield in defense of the beloved fatherland has always agitated the hearts of children and young adults, it agitates them now, and it will continue to do so in the future. The purpose of military-sports games is to satisfy their attraction to military knowledge, to provide them with a correct idea of some aspects of the life of a fighting soldier in the field, and to nurture endurance, a soldier's resourcefulness, decisiveness, and boldness.

Despite this, research on teaching techniques has dealt the least with pedagogical guidance to military-sports games and with their role and place in the indoctrination of schoolchildren. And yet there is not only theoretical but also practical interest in clarifying these problems, since this would permit us to utilize military-sports games in student communist indoctrination more fully and correctly.

In my opinion the book presented here for the reader's inspection, "Field Military-Sports Games for Schoolchildren," will help a broad range of teachers, military instructors, educators, and Pioneer leaders employed in civil defense training for young students to organize and conduct military-sports games. The materials of the book may suggest ways to the reader for solving various concrete problems concerning pedagogical guidance to games, and encourage the reader to think constructively about his own experience.

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**FIELD MILITARY-SPORTS GAMES, AND THEIR ROLE AND PLACE
IN MILITARY-PATRIOTIC INDOCTRINATION OF SCHOOLCHILDREN**

1. The Essence of Military-Sports Games

Play is a necessary form of activity during which children utilize and enrich their accumulated life experience, deepen their ideas about the surrounding world, acquire the habits they need for successful labor, and develop organizational capabilities.

The need for play can be explained by the developmental features of children, by their desire to engage in active practical pursuits, to understand the surrounding world, and to participate in the life of adults.

Field military-sports games are one of the variants of children's games. They are a historically evolved means of military-patriotic indoctrination of children.

The fundamental traits of all games engaged in by Soviet children are inherent to military-sports games: the cognitive nature and diversity of the motives and goals of play, aggressive actions, a high emotional pitch, and great enjoyment. But at the same time military-sports games do have their unique characteristics and features. The following are primary among them:

presence of the elements of heroism and the romance of wartime. Imagining a combat scene, children invariably place themselves mentally into such a scene as participants of the action, and they try to become worthy heroes;

the clearly expressed orientation of knowledge and actions in such games toward military applications: execution of tactical missions, movement of a detachment in a distinct formation, grenade throwing, crawling, camouflage, orientation on the basis of various characteristics, solution of problems involved in determining distances by various means and in other tasks, reconnaissance, attack of the enemy, defensive combat, covert and swift movements and maneuvers on the terrain, the surmounting of various natural and manmade obstacles in the way of an objective or cropping up unexpectedly before it, and so on;

the possibility of making broad use, in the games, of compasses, binoculars, topographic maps, diagrams, various signaling resources, dummy weapons

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(guns, rockets, machineguns, automatic rifles, pistols, and so on), training weapons, gas masks, and simulation resources (dummy rounds, battle noise simulators, smoke generators, signal rockets, and so on);

in military-sports games, the activities of a collective or of individual children are guided by a commander, who gives orders to his subordinates, assigns missions to them, and plans and organizes their execution. An order has a strong influence as a mandatory requirement which must be fulfilled obediently by each participant of a game;

another important unique feature of military-sports games in the field is that objectives are pursued in specific conditions which reflect, in simplified form, the nature of military drills and the actions of combat. Performing his responsibilities in a game, the schoolchild is forced to mentally predict the possible course and result of his actions, compare them with what had been conceived, monitor the situation, and control his behavior;

the diverse drills employed in games (walking, running, jumping, throwing, observation, tracking and orientation, first aid, the habits of life in the field, formation drill, and so on) are essentially sports-related, they usually proceed in competitive form, and children are especially attracted to them.

Thus, examining the essence of children's military-sports games, we must begin with the commonly accepted interpretation of play as an historically developed form of children's activity entailing reproduction of the actions of adults and relationships among them, and having the purpose of producing an understanding of objective and social realities; play must be interpreted as one of the means of physical, mental, and moral indoctrination of the growing generation.

The social relationships among Soviet soldiers are reflected in military-sports games in a form comprehensible to the schoolchild, and situations typical of military drills and the actions of combat are represented in simplified form. These factors are precisely what impart the function of military-patriotic indoctrination to games and serve as the source of the interest a child has in such games, of his serious and creative attitude toward them.

2. The Possibilities for Indoctrination and Education offered by Military-Sports Games Viewed as a Means of Military-Patriotic Indoctrination of Schoolchildren

Play is social, and it is closely associated with labor and study: These highly important premises of the scientific theory of children's games afford us a possibility for analyzing the possibility military-sports games offer for indoctrination.

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The military-sports games of schoolchildren to some extent reflect the military labor of adults.

When we associate play with military labor we positively influence the role of games in military-patriotic indoctrination of schoolchildren. A. S. Makarenko emphasized that play does not have a direct relationship to the goals of an adult's work, but it does have an indirect relationship to them: It imparts, to the individual, those physical and psychological prerequisites necessary for work. "Whatever a child is like in play," wrote A. S. Makarenko, "so in many ways will he be in work, when he grows up."*

The educational role of military-sports games rises all the more so because schoolchildren are very much interested in them, participating in them readily. Research has shown that the following are the principal motives generating the interest schoolchildren have in military-sports games. First there is the desire to satisfy one's yearning to perform acts of heroism, to prove one's manhood and independence, to test one's strengths and possibilities, to display personal qualities, to assume a particular place within the collective, and to assert oneself. Second there is the yearning to acquire some initial military knowledge, skills, and habits concerned with activities in the field, and to develop a number of moral and volitional qualities that are prerequisite to active future participation in labor and in the defense of one's fatherland.

Schoolchildren persuade themselves through practical activities that by participating in military-sports games, they can form many useful qualities that would be required in their future activities as active participants of communist society's development. This is one of the important factors that raises the interest children show in such games.

The methods of conducting games and the relationship educators, military instructors primarily, display toward games have a significant effect on the attitude children have toward military-sports games.

What qualities do children form in military-sports games? What is the role of such games in military-patriotic indoctrination of schoolchildren?

The principal role of games in military-patriotic indoctrination is that these games promote development of lofty moral feelings and qualities in students. Feelings are highly significant to development of all aspects of the schoolchild's personality. They play an extremely important role in the development of cognitive activities.

Play is always distinguished by intense and clearly visible emotional experiences. Play always captures children emotionally; otherwise it would

* Makarenko, A. S., "Soch." (Works), Vol 4, Moscow, Izd-vo APN RSFSR, 1957, p 373.

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not be play. There can be no such thing as play without emotions; to put it another way, strictly calculated action is not play.

That play is saturated with intense feelings, that it is emotionally attractive is one of the most important prerequisites of a positive influence of play upon an individual's personality.

Among the diversity of feelings experienced by children at play, feelings which inspire the children to activity and to a struggle against difficulties, and which encourage a desire to participate in important matters and to perform acts of heroism acquire special significance.

Such feelings include, first of all, patriotic feelings, the feeling of love for the socialist motherland.

Experience shows that participation in military-sports games elicits an emotional response of a high moral level in schoolchildren, and that it activates their patriotic feelings--love for the motherland, for the USSR Armed Forces, and for the heroic past of our fatherland; it elicits a yearning to defend the motherland and conscientiously serve in the armed forces with weapon in hand.

The feeling of collectivism plays a great role in the life and activities of Soviet people. Public ownership of the resources of production, unity of ideology, and the presence of common and significant goals promote mutual assistance and comradeship among Soviet people. Especially great is the significance of the feeling of collectivism and of the feelings, closely associated with it, of friendship, comradeship, and mutual aid in the combat activities of Soviet soldiers.

Nurturing a feeling of collectivism, of true friendship, comradeship, and mutual aid in the growing generation is one of the most important educational tasks of the Soviet school, which is called upon to prepare active builders of communism, and a worthy complement for the Soviet Army. This inseparable character trait of the Soviet soldier is developed in the young in the process of all their activities and studies. Military-sports games are an effective means of nurturing the feelings of collectivism, comradeship, and mutual aid in teen-agers.

In play, schoolchildren quickly come to comprehend that victory and their personal success depend on competent actions by their comrades, on the assistance they provide, and they become persuaded of the strength of the collective, and of the need for coordinating one's actions with the actions of comrades.

The entire course of a game, the mutual relationship maintained by teen-agers performing their assigned tasks, the shared pleasure and high morale, and often the feeling of disappointment and bitterness accompanying failures unite the children and nurture their feeling of collectivism, their

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attachment to one another; this in turn improves study and strengthens discipline.

Schoolchildren constantly experience the feeling of duty and responsibility in military-sports games. Pursuing his task in a game, each participant bears responsibility to his comrades for the way he performs his tasks, and his labor and his actions are constantly evaluated by his comrades. In a play situation, the schoolchild is deprived of the possibility for passing his responsibilities on to others, or blaming the circumstances for his failures. Any such attempts undertaken by any of the participants of a game are usually immediately noted by the collective and severely condemned. Successful performance of one's responsibilities in a game, meanwhile, always elicits the approval of comrades and generates, within the player, a feeling of satisfaction and joy. All of this stimulates him to perform his role and his responsibilities in the game more conscientiously.

Military-sports games promote development of an important quality in schoolchildren--diligence. Teaching playing children to work for the common goal persistently, to surmount obstacles within their power, to stubbornly improve their mastery of the game tactics, and to display quickness of wit, we promote development of some of the typical traits of a communist attitude toward labor in schoolchildren.

There is considerable educational significance to encouraging game participants to create their training material base, set up military offices, and build integrated athletic complexes, combined-arms obstacle courses, rifle ranges, dummy weapons, and so on. Schoolchildren get a visual idea of the quality and quantity of their labor, they learn to appraise all that which is attained through collective work and to relate with care to results of labor, and they develop practical work habits.

Military-sports games promote esthetic development of schoolchildren. The esthetics of military life have always attracted children. "There is much that is beautiful, that is attractive to people in military life, especially in Red Army life," wrote A. S. Makarenko, "and in my work I have been persuaded more and more of the usefulness of these esthetics."* Formation, smart appearance, military-patriotic songs, the uniform, presentation of arms, receipt of an order, paying respects to the detachment banner, and staff work associated with the conduct of an operation make the life of a collective of children participating in games more emotional, and promote formation of esthetic feelings in the schoolchildren, while concurrently imparting the habits of order and discipline.

* Makarenko, A. S., "Vospitaniye v sovetskoy shkole" (Indoctrination in the Soviet School), Moscow, Izd-vo Prosveshcheniye, 1966, p 99.

Nature and its influence upon the emotions of the children should not be ignored in the plan for esthetic development of schoolchildren. Love of nature, of one's home region, and other moral as well as esthetic feelings constantly form through perception of that which is beautiful in nature during games in the field.

The volitional qualities of schoolchildren are nurtured and tempered in military-sports games. Military-sports games are significant to formation of the volitional qualities of schoolchildren mainly because play is an interesting and serious form of practical activity to children, requiring that they think out the tasks beforehand, make up a plan of action, consciously and independently select their resources and, finally, test all of this out in practice.

Play creates the conditions for recurrent manifestation of initiative by the participants--that is, the capability for displaying creativity and independence during the execution of a particular task, and for finding the ways and means of fulfilling a commander's order.

Military-sports games create favorable conditions for instilling discipline in schoolchildren. Children are persuaded through experience that the success of every game depends in many ways on the discipline of its participants.

Discipline is a basic condition of all military-sports games. Violation of discipline in a game by individual participants reduces the interest children show in the game, sometimes leading to abandonment of the game. This often forces the players themselves to fight actively for good discipline in the game. Observations of games show that before playing, children caution each other (especially undisciplined children) as to the need for strict discipline during the game, and when analyzing and summarizing the results of a game they censure, in very severe terms, those who violate discipline. This has a great influence upon undisciplined children, helping them to correct their ways.

Assuming a certain role and responsibilities in a game, the schoolchild enters into a certain system or required relationships that acquires the force of law.

The rules of the game acquire disciplinary significance. They usually spell out both the objective of behavior during the game and the means for attaining this objective. Conscious adherence to the rules and joint acceptance of the conditions of play instill self-control, a responsible attitude toward responsibilities accepted in the game, clear compliance with established rules, limitation of one's personal wishes, and subordination of the latter to the conditions of the game or to the responsibilities accepted. Strict, precise, and recurrent observation of the rules nurtures a sense of duty and responsibility for one's acts in the schoolchildren, and it promotes formation of the habits and customs of disciplined behavior.

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Military-sports games have great significance to development of volitional qualities in schoolchildren such as decisiveness and boldness. It is relatively easy for a teacher or a military instructor to create, in games, a situation requiring the children to be decisive and bold. The principal factors of such a situation must include: first, presence of a situation requiring a choice between two or several actions or means of their fulfillment (in this case the main difficulty usually lies in the conflicting, the mutually exclusive nature of the possible actions or means of their fulfillment); second, limited time for orientation, choice, decision making, and action; third, presence of an element of danger.

Knowing the content of the games well and organizing them competently, a teacher and a military instructor would be in a position to include the factors indicated above into the situation, such that the players would have to display decisiveness and boldness.

Military-sports games in the field afford a possibility for displaying decisiveness and for experiencing a keen sense of victory over one's vacillations in various situations, beginning with the simplest and ending with the most complex, sometimes requiring very great volitional effort. The experience (in exercising one's decisiveness) obtained in this fashion is what promotes development of decisiveness as a character trait.

Every field game has an objective, attainment of which as a rule requires considerable effort and persistence from the students. We may often observe the participants of a game exerting a considerable amount of labor to catch the opponent unawares, to amaze and astound him with the unexpected, to deduce and foil his plans, and to achieve a swift and decisive victory. But the opponent is not dozing either, and he responds in like manner, creating various obstacles, which, if they are to be surmounted, require another search (and sometimes several attempts) for new ways and means for attaining victory. All of this promotes development of the quality of persistence in the schoolchildren, which manifests itself as the ability to eliminate and surmount obstacles in the way of a consciously posed objective, and to finish whatever is started.

Military-sports games in the field require that the children display high endurance. Game participants must sometimes combine races on foot (on skies in winter) over broken terrain with jumping, grenade throwing, crossing gullies, streambeds, and zones of simulated contamination in gas masks, forcing their way through dense underbrush, and so on. Many of these tasks are included in the First Degree ("Bold and Agile") and Second Degree ("Sporting Generation") GTO ["Ready for Labor and Defense of the USSR"] complex.

By conducting military sports games in the field at schools and Pioneer camps throughout the entire year, we create the possibility for providing field training to the children over a long period of time. In such a play situation, the schoolchild surmounts all difficulties eagerly, sometimes paying no attention to them.

Experience has shown that children who regularly participate in field games endure long skiing trips and marches relatively well, and pass GTO norms and drills successfully.

Military-sports games permit children to purposefully and systematically accumulate experience in willful behavior. The volitional qualities of children who regularly participate in military-sports games acquire stability, they manifest themselves in their actions, and they become volitional traits of character.

Military-sports games develop the tactical thinking of schoolchildren and nurture military cunning. Every game poses a practical task to its participant.

The task posed to the players by the game leader is the objective which orients and organizes the mental activities of the children. The wording of the tasks usually reflects the end goal of the actions. Attainment of this goal presupposes a number of particular requirements, ones which are not spelled out in the leader's order. The players are thus forced to independently solve problems concerning organization of the attack, defense, security, the march, protection and defense of an object, distribution of manpower and resources, appointment of commanders of operating groups, reconnaissance of the terrain, reconnaissance of the opponent's location, organization of communication among operating groups, and determination of the means of annihilating the enemy and the means of attacking players in the opposing detachment with the goal of forcing them out of the game. The appointed commanders must make decisions and issue various orders, while subordinates must fulfill these orders and report their execution.

The children must surmount a number of difficulties while working on their tasks in the games: The thinking of players on one of the sides is countered by the thinking of players on the opposing side, a decision must be made in limited time, and the players are confronted by a lack of data necessary for completing their tasks. Danger (of being put out of the game, of being discovered, and so on) and surprise constantly confront the children during a game. The countermeasures implemented by the opponent, who tries to defeat the opposing side at all costs and to wrest victory for himself, creates competitive situations requiring active thought and application of mind and will.

All of this imposes unique requirements on the thinking qualities of a schoolchild in a military-sports game, making it kindred to the thinking of a soldier undergoing combat training, and it imparts a certain military orientation to the development of the teen-ager's thinking. The thinking of a participant of a military-sports game requires qualities such as swiftness, purposefulness, and initiative. These in turn are the typical traits of tactical thinking. This is why the thinking of a schoolchild in a military-sports game is essentially tactical thinking, and

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methodologically correct games are one of the first practical stages of formation of tactical thinking (a soldier's thinking), which is an important element in the psychological preparation of students for successful mastery of the tactical training program in grades IX-X and assimilation of topics such as "A Soldier's Actions in Combat," "The Offensive," "Defense," and so on.

Another important factor to consider is that the suitability and correctness of adopted decisions is tested by the course of the game, by results of the struggle against the opponent, who is also striving for victory and making his own decisions aimed at a successful outcome in the game. This in turn promotes development of the rudiments of creativity in the thinking of the schoolchildren. Frequently in the course of games the children must change or elaborate upon decisions made previously--that is, they must seek a correct tactical decision.

Field games are a practical form of activity in which the game participant often finds himself in conditions requiring him to react quickly, think fast, and at the same time do his work correctly and wisely. This encourages him to rely on his experience and the experience of his comrades, on available knowledge, and to mobilize his knowledge and abilities to complete the task facing him. The task posed attracts all of the efforts of the players to itself, and it channels thinking exclusively toward a single objective--attaining victory. Dealing with the thinking of game participants on the opposing side, who are also pursuing an objective, the schoolchild is forced to display military cunning, which is based precisely on initiative in thinking. This is an extremely important quality of the future soldier since, as V. I. Lenin aptly put it: "There is no such thing as a soldier without military cunning."* With every new game, positive changes occur in the thinking of schoolchildren in the games, the decisions they make are correct and valid more and more frequently, they display increasingly greater inventiveness and sharpness, and their military cunning grows.

Schoolchildren participating in military-sports games acquire certain military knowledge, skills, and habits that prepare children for successful assimilation of the Basic Military Training Program of grades IX-X.

It is difficult to overstate the role of military-sports games in formation of the knowledge, skills, and habits of military topography in schoolchildren.

On analyzing the games "Collision Course," "Take the Hill," "Bearing," and others, we can be persuaded that children participating in these games must independently solve many different problems: They must orient themselves on

* Lenin, V. I., "Poln. sobr. soch." (Complete Collected Works), 5th Edition, Vol 10, p 298.

the terrain by various means, select the best route of travel, orient a map by different means, use a map several times to determine their location and their course to particular objects, prepare data for travel on a bearing, follow such a bearing in the required direction on indistinguishable terrain, compare the terrain to a map and make necessary changes in the map, determine the range to particular objects, and make up various graphical documents.

Schoolchildren participating in the games "Range by Sound and Light," "Range Determination," and many others acquire knowledge, skills, and habits concerned with range determination by various means. Children participating in these games channel their efforts at completing various tasks in limited time.

Children participating in all two-sided games in the field acquire knowledge and skills related to various means of signaling, and they learn to make competent use of communication resources. The subject matter of the games "Operation Aurochs," "Caucasus," "Three Detachments," "Breaking Into the Rear," and many others is partially based, and that of the game "Signalman Relay Race" is wholly based on a knowledge of different forms of signaling resources and communication, and their use. Without this knowledge it would be difficult to complete the tasks of the game, or to win. Field games always require broad use of communication resources (to include technical ones--telephone, radio).

Schoolchildren learn to throw grenades accurately in games such as "Invisible Target," "Grenade Target," and "Group Duel."

Military-sports games have no lesser significance to mastery of drill positions by schoolchildren, to development of their military bearing. The content of the games "On Parade," "Flag Race," "North, South, East, West," and "Detachment--Battle Positions" is based on the provisions of the Drill Regulations. The main goal in the competition between teams is that of forming up faster and more correctly. All other games always contain an element of drill training (formation, march in formation, breaking up and forming up, reporting to the commander, and so on). Compliance with the requirements of the Drill Regulations has an educational influence upon the schoolchild's personality, and drill disciplines the children. Discipline developing concurrently with assimilation of drill positions may initially take the form of a behavioral habit. Gradually, as things are explained to the student, he begins to understand the significance of this habit, he forms a positive relationship to it, and he persuades himself of its necessity. Thus the habit transforms into a conscious form of moral behavior, into a moral quality of the schoolchild.

Drill training has a positive effect on the overall physical fitness of the children. Thus schoolchildren become more alert, and they develop a good mood. Regular participation in games containing the elements of drill training promotes formation of stable positive attitudes and psychological states in teen-agers and young adults.

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In most field games the schoolchild acquire the knowledge, skills, and habits of camouflage--that is, adaptation to the terrain.

It should also be emphasized that military-sports games also have a favorable influence on assimilation of the programs in a number of subjects of general education by the schoolchildren. Participation in games must improve knowledge of geography and geometry, while discussions conducted on military-patriotic topics and play itself help the children to assimilate more deeply the heroic history of our motherland.

3. The Place of Field Military-Sports Games Within the System of Military-Patriotic Indoctrination of Schoolchildren

Military-sports games played in the field are one of the numerous forms of work within the system of military-patriotic indoctrination of schoolchildren. They are broadly employed in many elements of training and indoctrination in school and in extracurricular children's institutions.

Field Games During School Hours

Military-sports games played in physical education periods promote greater activity in the children and better assimilation of some subdivisions of the program. It is recommended that physical education functions be conducted more frequently outdoors, and in a number of cases (for light athletics, ski training) periodic trips to parks or the countryside be organized, with a consideration for the age of the schoolchildren. The teacher possesses favorable possibilities for organizing military-sports games in the field.

As we know, class leaders conduct civil defense drills with students of grades of II and V in schools of general education. Experience has shown that military-sports games--terrain exercises--should be utilized as child-activating functions during practical lessons in the subjects "Mass Destruction Weapons," "Protective Resources," and "The Rules of Behavior and Actions of the Public in Response to a Threatened Enemy Attack and In Response to the 'Air Alert' Signal."

There are extensive possibilities for using military-sports games (or their elements) in lessons pertaining to basic military training in grades IX-X.

Field Games in the Work of Pioneer and Komsomol Organizations

Field games are included within the competition of the national Pioneer and Komsomol Zarnitsa and Orlenok military-sports games, which are an active means of military-patriotic and physical education of schoolchildren.

A Zarnitsa YuDSA [Young Friends of the Soviet Army] detachment participates in field games with the purpose of practicing the detachment's actions or

habits in some particular specialty (scout, signalman, rifleman, and so on). Thus the "Tracking," "Observers," and "Know Your Camouflage" field game-exercises are recommended for scouts studying various means of observation, camouflage, terrain orientation, range determination, and so on.

The games "Accurate Message" and "Signalman Relay Race" would best be used in lessons with YuDSA signalmen. During these games the signalmen improve and reinforce their knowledge and skills of transmitting signals and messages by various means.

Much attention is devoted in lessons with riflemen to formation of knowledge and skills having a relationship to problems such as deploying in a line, going over to the attack, movement in short runs and by crawling, and grenade throwing. Rifleman training is also promoted by field games such as "Ammunition Bearers," "Grenade Target," and "Attack."

During field detachment games the YuDSA detachment practices its actions and tests its coordination. These objectives are reached with the games "Breaking Into the Rear," "Take the Hill," and "Three Detachments." Situations requiring the commander, his deputy for political affairs, the scouts, the signalmen, the riflemen, and the medics to display their proficiency are created relatively easily in these games. Success in such games depends on clear interaction of all YuDSA soldiers.

The field games of a Zarnitsa YuDSA battalion have the objective of testing a particular period of studies (fall, winter, spring) of YuDSA soldiers. These games test the knowledge and skills acquired by the YuDSA soldiers and the battalion's coordination, and they help to determine the best detachment in the battalion.

YuDSA soldiers associated with the Orlenok games participate in field games aimed at polishing their skills in the practical subjects of tactical training, civil defense, medical training, and physical education. Girls perform the functions of medical squad members and signalmen in field games.

Field games are also a part of rayon, city, oblast, kray, republic, and all-union Zarnitsa and Orlenok military-sports game finals. Their purpose is to test the training of the YuDSA soldiers and help determine the best detachments, sections, platoons, and companies.

Field Games at a Pioneer Military-Sports Camp

The conditions afforded at camp for indoctrination and health improvement make field games an especially favorable pursuit. Games at camp are a logical continuation of games conducted during the school year in the Zarnitsa and Orlenok programs.

While at camp, children participate in games as members of temporary Pioneer squads, detachments, and subunits created for the time of the camp.

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The ways military-sports games can be organized at camp are diverse. Games are conducted regularly according to a plan (schedule) as part of squad and detachment meetings, at episodic functions attended by two or several detachments, and on a camp-wide scale.

Field Games During Marches and Excursions (On Foot and On Skis)

Marches and excursions conducted in different periods of the training year have enjoyed broad acceptance in schools and Pioneer camps. They are good training for walking, running, and other military-applied physical exercises, and they afford the most favorable conditions for lessons on tracking, terrain orientation, communication, and so on. While enroute and during halts, the participants master the habits of life on the move, and they acquire practical knowledge needed by a scout and a tourist. During excursions and marches Zarnitsa and Orlenok game participants are often tested on required material and in elective specialties.

Marches and excursions to memorable battle sites of the Soviet Army and partisans have special educational significance. Inclusion of field games in the march or excursion plan has become a tradition in many schools and Pioneer camps. Experience shows that games conducted during a march make the latter more interesting and memorable to the children. It would be a good idea to include field military-sports games or their elements in each tourist march or excursion organized for Pioneers and schoolchildren. Special attention should be turned to game-exercises, in which the children compete in various field tasks as they travel. Extensive use of game-exercises makes it possible to get the children to play during the entire march without slowing down or speeding up the rate of movement.

Thus field military-sports games are an important element of military-patriotic indoctrination, and they are extensively employed in schools, in extracurricular children's institutions, and in the work of Pioneer and Komsomol organizations. The games are typically interrelated with other forms of military-patriotic indoctrination, study of the combat traditions of the USSR Armed Forces by the schoolchildren, lessons attended by the children in technical defense circles and sports sections, scouting activities, and so on.

THE METHODS OF CONDUCTING MILITARY-SPORTS GAMES IN THE FIELD

The effectiveness of the contribution made by military-sports games to military-patriotic indoctrination of schoolchildren depends on the methods by which they are conducted.

Experience shows that organizing field games in school and at a Pioneer camp is very difficult for a teacher. This can be explained by some unique features of these games, from among which we can single out the following.

First, the games require the teacher to have special military and military-technical knowledge (in tactics, communication, topography, fire training, drill, the means of movement over terrain, and so on); in view of this, such games are in a certain sense complex to the teacher. Second, field games do not follow firm rules, and they are conducted over a large area of open and close country with varying topography. Thus their organization is laborious.

The methods of military-sports games emanate from the provisions of Soviet pedagogical science, and they are structured with a consideration for the unique features of the game material. The methods rest on data acquired by general and military Soviet pedagogics and psychology, physiology and anatomy, hygiene, and medical control, and on analysis and generalization of practical facts acquired through generalization of progressive experience and experiments in mobile, military-sports games.

1. Basic Pedagogical and Hygienic Requirements Imposed on Military-Sports Games

The Educational Nature of Military-Sports Games

That school training must be educational in nature is one of the most important principles of Soviet pedagogics. What this principle means is that school must perform its educational function through the content of the training material offered, and through the methods of training and indoctrination employed in the activities of the teacher and the students.

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Schoolchildren participating in military-sports games must not only acquire knowledge, skills, and habits but also master the norms of communist morality. Ideological-political work carried on during the organization and conduct of games acquires priority significance in relation to this task.

We can find a concrete, scientifically grounded program of ideological-political work to be carried on during military-sports games in the Statutes on the Zarnitsa and Orlenok All-Union Pioneer and Komsomol Military-Sports Games. This program foresees study of the life and activities of V. I. Lenin and the Communist Party of the Soviet Union, and the revolutionary, battle, and labor traditions of the Soviet people, their armed forces, the Leninist Komsomol, and the Pioneer organization; infusion of real patriotic feelings and a love for the motherland; development of an interest in serving in the Soviet Armed Forces; creation of museums of battle glory, participation in research and Timurov scholarship projects, and so on.

Various forms of ideological-political work must be carried on with game participants during preparation and conduct of military-sports games.

Unfortunately we still frequently encounter cases in which the conduct of military-sports games is reduced to just the military-technical aspect of the matter, to battles between detachments. This is a serious shortcoming in grade school pedagogics.

Moral-political enlightenment of schoolchildren during the organization and conduct of military-sports games, combination of the games with trips to places of battle and labor glory of the Soviet people and with meetings with heroes, servicemen, and war and labor veterans, and the use of documentary materials are fabulous means for instilling political conviction and moral steadfastness in young people.

The Military Applications and Sports Orientation

A military applications and sports orientation presupposes conducting the games in such a way that schoolchildren would be able to practically reinforce some of the knowledge they acquire in various disciplines, and that acquired by YuDSA soldiers preparing for Zarnitsa and Orlenok games in their particular specialties; it presupposes that they would acquire new knowledge, skills, and habits having significance to successful assimilation of the basic military training program for grades IX-X, and to the future activities of a soldier. In this connection we would need to introduce elements of tactical, weapon, and drill training, military topography, communication, civil defense, and medical aid into the games.

The pedagogical requirement presupposes that while participating in military-sports games schoolchildren make use of various means of camouflage, perform reconnaissance, orient themselves on terrain, determine range to targets, use signaling and communication resources, deploy in a line, throw grenades,

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move by various means, surmount natural and manmade obstacles, respond to civil defense signals, surmount contaminated areas in personal protective resources, and render medical aid.

All of this develops the moral-combat qualities of a future soldier in the children, and psychologically prepares young people for the military.

The military applications and sports orientation also presupposes creation of conditions in the military-sports games which would require the schoolchildren to reveal their physical and volitional qualities: strength, agility, speed, endurance, initiative, boldness, and decisiveness, which have significance to health improvement and to passage of the GTO norms.

There is special significance to inclusion of the following exercises into military-sports games: foot races (adapt the body to work in the face of oxygen starvation), cross-country running and ski races (adapt the muscles for lengthy work), throwing and jumping (promote development of speed and strength qualities while applying a load to the shoulder girdle and lower limbs).

Saturation of the content of military-sports games with exercises aimed at reinforcing and mastering some knowledge pertaining to basic military training, skills and habits having military applications, and sports skills and habits is the most important precondition for transforming the games into a real resource of military-patriotic indoctrination of schoolchildren.

Regularity and Successiveness

The most important didactic principle of Soviet pedagogics is that of regularity and successiveness. We know that when students assimilate knowledge and develop skills and habits, quantity naturally supercedes quality, and the students naturally progress from concrete assimilation of a concept, an object, or an action to increasingly fuller mastery of a particular system.

When the regularity and successiveness of training are violated, the knowledge acquired by students is chaotic and fragmentary. It is quickly forgotten, and it could not be used in practical activity at the needed moment.

The requirement for regularity and successiveness presupposes, in application to military-sports games, planning in game organization, a possibility for playing games over and over again with the same participants, gradual growth in the complexity of the games, and a successive transition from elementary games to ones of greater complexity (in terms of the rules, the obstacles, the nature of the game, and so on).

It is important to conduct the games in such a fashion that they would promote assimilation of a certain system of military knowledge, skills,

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and habits by the schoolchildren. An attempt should be made in this case to see that the new knowledge, skills, and habits acquired by the children in the games would be based upon previously assimilated ones, that they would proceed from them, and that at the same time they would expand and deepen them.

Regularity and successiveness in the organization of military-sports games is a prerequisite of continuity in this important form of military-patriotic indoctrination of schoolchildren.

The Health Orientation of Military-Sports Games

This orientation expresses itself as correct development and seasoning of the schoolchild's body, which promotes development of all physiological functions and strengthens the health of the children.

The method of military-sports games must account for the age, sex, health, and physical and mental possibilities of the children.

Efforts at surmounting obstacles and solving various mental problems must not exhaust the schoolchildren. They must not engage in games that are beyond them in terms of their complexity, the depth and volume of knowledge, skills, and habits required of the children by a game's content, and physical effort.

Experience shows that if a military-sports game is to be successful, the teacher must correctly account for the nature of actions to be taken by the participants of the given game, and he must properly evaluate the game in terms of the mobility required (at least tentatively), taking, when possible, an individual approach to the children and imposing a guiding influence upon the behavior of certain participants of the game. The teacher must control the pace and course of the game as a whole, using for this purpose the appropriate methodological techniques (simplifying or complicating the rules of the game, increasing or decreasing the total time allowed for the game, reducing or enlarging the number of obstacles, and so on).

The degree of mobility required by a military-sports game is accounted for mainly for the purposes of allocating the correct amount of time to the game and organizing medical control over the tiring of the game's participants.

Game time must be properly coordinated with the eating and sleeping schedule of the children. The game should be played no earlier than 1 hour after eating.

Field games requiring considerable mobility and producing intense emotional responses could interfere with the calm and healthy sleep of the children at night.

The extent to which military-sports games are beneficial to health depends in many ways on how correctly the tasks of indoctrination and training are completed in the course of organization and conduct of the games. When the actions of the players are friendly, coordinated, and aggressive, and when they are associated with positive emotions, the nervous systems of the children are affected favorably. The habit of playing honestly, of observing the rules, when developed in the children, promotes exclusion of misunderstandings, mutual insults, fights, and accidental injuries in the game. All of this makes the impact the games have on health the most beneficial.

Special attention must be turned to the hygienic aspects of footwear and clothing of the children when preparing for a field game. The sort of clothing worn depends on the time of the year and the weather, and it is specified by the game leader in each concrete case. A teacher should consult with a physician.

Experience shows that the best dress for a field game (for example training suits, and so on) would be that which dependably protects the children against skin injuries while traveling and concealing themselves in shrubbery, forests, ravines, and weeds, and against insect bites.

The requirement that games have a health orientation also presupposes consideration of medical control data for the game participants, the weather, and the hygienic requirements applicable to the game area. Thus when games are conducted in an unfamiliar area (during a march for example) the main hygienic rule to be followed is: Determine the sanitary characteristics of the terrain upon which the game will go on.

If we observe hygienic rules applicable to the conduct of field games, we would insure presence of the conditions necessary for achieving an adequate health improvement impact in the games.

The Requirement That the Teacher Play a Guiding Role

The play of the schoolchildren must be organized; it must be led. A. S. Makarenko emphasized many times that guidance to children's games has tremendous significance.*

A teacher leading schoolchildren in a military-sports game must perform a responsible role as organizer, leader, indoctrinator, and instructor (teacher). The success of the games depends mainly on his preparedness for this role, as does effective, creative application of the methods and rules.

* See Makarenko, A. S., "Soch." (Works), Vol 4, Moscow, Izd-vo APN RSFSR, 1957, p 378.

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The rules of all-union Zarnitsa and Orlenok Pioneer and Komsomol games are fundamentally correct when they point out that military-sports games must be led and organized by school directors, teachers, military instructors, Pioneer guides, and Komsomol workers.

The dominant role played by a military instructor in organizing military-sports games in grade school should be emphasized. Being an experienced military specialist, he participates in the planning of all functions (to include games and marches), he provides practical and methodological assistance to the school director, the organizer of extracurricular work, the class leader, and the Pioneer guide in conducting military-sports games, he trains YuDSA soldiers for the Zarnitsa and Orlenok games in their specialties, he manages preparation of a student core of military-patriotic work, and he maintains permanent working ties with the sponsoring military unit, the civil defense staff, and USSR Armed Forces veterans.

The positive experience of many schools shows that field military-sports games are most successful when the leader is assisted by umpires and referees. The functions of umpires and referees could be performed in military-sports games by Soviet Army and Navy veterans, officers and enlisted men from sponsoring military units, reserve or retired servicemen, students of military educational institutions, officers of the military commissariats and civil defense staffs, DOSAAF committee workers, physical education and sports trainers, Red Cross and Red Half-Moon workers, members of voluntary firefighting societies and the State Motor Vehicle Inspection, Komsomol production workers, and other active public figures.

Komsomol members in grades IX-X are also asked to participate in Pioneer games as umpires by many schools. Use of students in their senior years as umpires in field games has fully justified itself. Young men and women assigned by Komsomol committees do a great deal of work with Pioneers to organize and conduct games. They perform their responsibilities willingly and with great diligence, and they always try to be objective and just in the appraisals of the actions of game participants. Participation of senior students in the management of children's games has a favorable effect, educating both Pioneers and Komsomol members.

A number of highly specific requirements are imposed on the personality of a teacher serving as a game organizer. The most important of them is the capability for providing pedagogical guidance to a collective game.

Providing guidance to games, the teacher not only directs the course of the game but also promotes character development in the schoolchildren during the game by imposing certain requirements on them and influencing the mutual relationships among the children.

The place of the adult in a military-sports game must be pedagogically grounded. The nature of a teacher's participation in a game depends on the

circumstances of the game, the pedagogical goals, and the tasks of the game. Looking at the positive examples of military-sports game organization for schoolchildren, we find that the most widespread variant of a teacher's participation is one in which he does not take a direct part in the game but guides the game through the children themselves, relying upon Pioneer and Komsomol organizations. This variant is the most convenient, and when the educator suggests his ideas properly to the children, they perceive them to be their own. It is the basic variant of the all-union Zarnitsa and Orlenok military-sports games. In them, the teacher makes the game preparations and manages the course of the game through a council consisting of school Pioneer squad, detachment, and Komsomol committee members elected in a general meeting of YuDSA commanders, their deputies, and their staff members.

The successfulness of a teacher's leadership of military-sports games is closely associated with his personality qualities, and mainly with his psychological and pedagogical tactfulness. N. K. Krupskaya advised organizing games "skillfully, carefully, such that the children would willingly go along with the game leaders. The teacher, the Pioneer guide, and the Komsomol organizer must possess that pedagogical tactfulness which makes a teacher a favorite leader among the children."*

Experience shows that a game could be successful only when the adult leader is himself interested in it. We know that A. S. Makarenko himself enjoyed games, and he could not imagine a teacher who did not like to play or did not know how.

The leader must conduct the military-sports game with the zeal which is so typical of any teacher who loves children. It is only in such an atmosphere that the leader would be able to interest the participants in the games and nurture their love for games.

The pedagogical collective of the school or Pioneer camp does all the work of organizing and conducting the games jointly with Pioneer and Komsomol organizations.

The above-listed basic pedagogical and hygienic requirements on game methods are mutually associated. Following these requirements is an important prerequisite for success in military-patriotic indoctrination of schoolchildren during military-sports games.

The organization and conduct of field games includes the following phases: selection of the game, preparation for it, conduct of the game, summarization

* Krupskaya, N. K., "Ped. soch." (Pedagogical Works), Vol 6, Moscow, Izd-vo APN RSFSR, 1959, p 345.

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of the results (critique). All of these phases are closely associated with each other. Understatement of one of them would unavoidably have a negative influence upon the game as a whole.

2. Selection of the Game

Organization of a field military-sports game begins with its selection.

Before selecting the game to be played, the teacher must have a clear idea of the pedagogical objective to be reached by the game. The game must be evaluated from a pedagogical standpoint before the final selection is made.

There are many field military-sports games, and their effect upon child development differs; all games do not instill various qualities in the schoolchildren to an identical degree. Some games nurture endurance, accuracy, and punctuality in the participants, while others develop visual estimation, the ability to orient oneself in unfamiliar terrain, the powers of observation, camouflage skills, and so on.

The effect a game has on development of particular qualities in the schoolchildren depends to a decisive degree on the game's structure. We can distinguish the following in the structure of a game: first, its subject matter; second, its motor content, the diversity and nature of movements performed in the game, and their swiftness and intensity; third, the organizational aspect of the game, its complexity, the mutual relationships among the players, the diversity of roles and responsibilities, and the complexity and content of the rules.

The games "Battle for the Banner," "Raid", "Attack," "Breakthrough," and some others have a structure suited to development of boldness, decisiveness, endurance, and tactical thinking. Powers of observation and reconnaissance skills can be developed by the games "I Spy," "Combat Engineers," "Observers," and "Scout Competition." Development of the powers of visual estimation are promoted by the games "Invisible Target," "Range Determination," "The Keenest Eye," and others. The games "Bearing," "Concealed Route," "Know Your Orientation," and others help develop the habits of orientation. The games "Relieve the Sentry", "Noiseless Movement," and others are recommended for hearing development. Drill training is promoted by the games "On Parade," "Formation Inspection and Songs," and others.

However, no matter what game the educator selects, he must try to see that it would develop, in the schoolchildren, the basic qualities of a future builder of communist society and a defender of one's motherland: Soviet patriotism, discipline, endurance, the ability to surmount all difficulties encountered, boldness and decisiveness, agility, military cunning and initiative, and the feelings of collectivism, friendship, comradeship, and mutual aid.

The teacher must select the game in such a way that the students would be subjected to diversified development throughout the entire school year (time at camp).

Important factors to be considered in the choice and organization of the game include the developmental features, the level of physical and psychological development of the Pioneers and schoolchildren, their individual capabilities, and the physical load permitted for the given age group.

Every game must be within the powers of the children, and it must be interesting, but at the same time it must require a certain exertion of effort on the part of the players. The tasks of the game must not be easy. A. S. Makarenko pointed out: "A game without effort, a game without aggressive activity is always a poor game."*

The possibility for conducting a particular game in the field depends on the number of players. There are solitary games--duels between individual players--and group and detachment games. The latter include games in which 10-30 persons may participate--that is, games that must be played by a school class or a Pioneer detachment or squad. These include: "Covert Travel," "Stay Unnoticed," "Grenade Target," and others. The games "Attack," "Raid", "Covert Maneuver," and "Plant the Flag" may be conducted with students of several classes (detachments) or several YuDSA Zarnitsa and Orlenok subunits.

The field games "Breakthrough," "Operation Aurochs," and "Caucasus," described in this book, were played in the all-union Zarnitsa finals. A large number of Pioneers and schoolchildren participated simultaneously in each of these games (about 2,000 persons). Experience shows that such games may be played successfully in school as well, with a Pioneer detachment or a YuDSA battalion (six to eight detachments) participating. Field games in which a large number of detachments participate require lengthy preparations and excellent organization. Despite the complexity of the game, equal conditions must be provided to all detachments during the game.

The teacher must also consider the amount the children have participated in field games when selecting and setting up the games. It would always be suitable to begin with simple games, and then, as experience is accumulated, to go on to games of greater complexity and duration.

* Makarenko, A. S., "Soch." (Works), Vol 4, Moscow, Izd-vo APN RSFSR, 1957, p 375.

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3. Preparation for the Game

Every field military-sports game, even the simplest, requires preparation. The latter includes: selection of the game location; preparation of the game leader and umpires, the collective of game players, and the equipment needed for the game.

Section of the Game Location

Proper selection of the location is an important prerequisite of game success. In order that the choice of the place for each game would be made quickly and successfully it would be desirable to draw up a map of the terrain surrounding the school (the camp). The map should reflect the military and topographic characteristics of particular zones, and their surface areas.

The game region is determined beforehand by the leader. It would be best to conduct the game on unfamiliar or poorly familiar terrain, since this increases the amount of interest the schoolchildren display in the game. Games may also be played on terrain well familiar to the children, except that in these case certain alterations should be made in the game area. For example new manmade obstacles could be created, new enemy gun positions may be set up and camouflaged, and the starting points of the game and direction of actions may be altered.

An analysis of the best experience would show that most military-sports games require selection of a piece of forested terrain covered with brushwood and possessing irregular relief, ditches, gullies, creeks, and streams. This is good terrain for organizing games involving reconnaissance, observation, camouflage, and orientation.

Selecting the game region, the leader makes a special effort to see that there are no hazardous objects such as slides, deep pits, excessively marshy areas, and so on. A game leader who is not personally familiar with the terrain always carries the risk that the game may be interrupted or it may proceed in disorganized fashion due to unforeseen circumstances.

At the same time the leader must not protect the players from various sorts of obstacles excessively (natural ones or ones created specially by the game organizers) since there is considerable educational influence in surmounting unexpected obstacles; in particular such obstacles nurture boldness, decisiveness, and initiative in the children. "We cannot develop a courageous individual," A. S. Makarenko pointed out, "if he is placed in conditions in which he would not be able to display courage..."*

* Makarenko, A. S., "Soch." (Works), Vol 5, Moscow, Izd-vo APN RSFSR, 1957, p 424.

The boundaries of the selected area are designated by readily visible landmarks. If natural boundaries are absent--roads, forest trails, ditches, then some sort of markers must be set up--signs, signposts, and so on. Special attention must be turned to marking the boundaries of the game area, since experience has shown that players attempting to outwit the opponent sometimes go out of bounds, which results in disputes and reduces interest in the game.

Preparation of the Game Leader and Umpires

The success of a field game depends in many ways on how well the leader himself understands the game, and how deeply he has studied its content and rules. When the leader is unprepared, the game is disorganized, and it is just plain trouble to the leader. The leader must develop the game plan carefully. The plan should foresee: the means for bringing the game content and rules to the awareness of the participants; the umpires required; the disposition of the children at the beginning of the game; dress requirements and the means for distinguishing among different detachments and YuDSA subunits; the tools and game equipment needed, and the ways for supplying them to the children; the methods of using simulation resources and training ammunition (dummy rounds, battle noise simulators, smoke generators); the time estimate for the game, taking account of the travel time to and from the game area (back to the school or camp), the playing time, and the critique time; the form the critique or analysis of the game is to take.

As a rule umpires help the teacher manage the field game. Because umpires will be separated from one another in these games, they must be briefed before play begins. The umpires must be completely informed of the game objective, its content, and the rules. Special attention is turned to explaining the system to be used by the umpire to evaluate the actions of the children in the game, since incorrect (and all the more so biased) rulings may produce a sense of dissatisfaction, annoyance, and irritation in the players.

The umpire's task is to strictly monitor compliance with the game rules, keep an accurate record of the points earned and the errors made by the players, decisively intervene against the slightest manifestations of undisciplined behavior and disobedience, resolve disputes arising during the game, and be constantly available to the detachment commanders for consultation, though under no circumstances should he substitute for the latter and act in their behalf.

The umpire must always be an objective judge, and he must prepare beforehand for his responsibilities. All players must know who the umpire is, and what his responsibilities are.

The best way to prepare umpires for a game is to play out the forthcoming actions with them.

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Development of a plan synopsis for all phases of the game is an important step in the game leader's preparations, especially if the game is complex. The outline is often supplemented with drawings, diagrams, topographic maps of the terrain, and so on.

A planned synopsis (one of the possible variants) for the field game "Break-through" is presented below (this game was played in June 1975 at the Fifth All-Union Zarnitsa Finals).

Subject. Alert followed by a forced march to the game area. Penetration of enemy defenses.

Objective. 1) Reinforce and improve knowledge, habits, and skills acquired by YuDSA soldiers in school. Train the players to march and attack as part of a platoon, company, and battalion.

2) Nurture discipline, endurance, initiative, and love for the Soviet Army in the students.

Game participants. Two YuDSA battalions. Five detachments (companies) per battalion. Twenty-five YuDSA soldiers per detachment.

Umpires attached to the detachments--military servicemen, 10 persons.

Composition of the simulated enemy group--10 military servicemen in camouflage-patterned overalls carrying organic gear and armament. Each serviceman represents a sabotage and reconnaissance group, wears a blue arm band bearing the group number, and acts within the zone of advance of one of the YuDSA detachments.

Game time. 6-7 hours.

Game location. Training field.

Materiel. Dummy weapons, gas masks--one set for each game participant; compasses--1-2 per detachment; training grenades--1-2 per player; signal flags--one set for each detachment; mine detector--1-2 per detachment; servicemen carry the following: AK automatic rifles, dummy rounds, battle noise simulators, signaling projectiles (rockets), smoke generators, practice targets, radio sets.

Each battalion may be reinforced by tanks, armored transporters, and guns.

The game proceeds in four phases. The overall intent of the game and its content are shown in the diagram (Figure 1). Battalions perform similar

tasks, operate in parallel, each in its own zone, and they do not come in contact with each other.

In all phases of the game the commands and instructions are given by the YuDSA soldiers themselves, and umpires may serve as consultants only when necessary.

Play of the game

Phase I: Alert, inspection of detachments and battalions; organization of the march; arrival in designated area (assembly area). Organization of battle outposts. Breakfast.

Game time, and basic control signals: 0600-0850 Hours. Radio and voice-- "Alert!". This signal is backed up by siren blasts.

Actions of the leader and simulation group: The game leader initiates the battle alert on the school (camp) territory, monitors assembly of the players in the indicated area, briefs the YuDSA subunit commanders on their march to the forming-up place, evaluates the degree of organization of the game participants, the correctness with which the columns of march are formed, and march discipline; marches in the middle of the column of march.

The simulation group travels together with all of the equipment to the game region by motor vehicle.

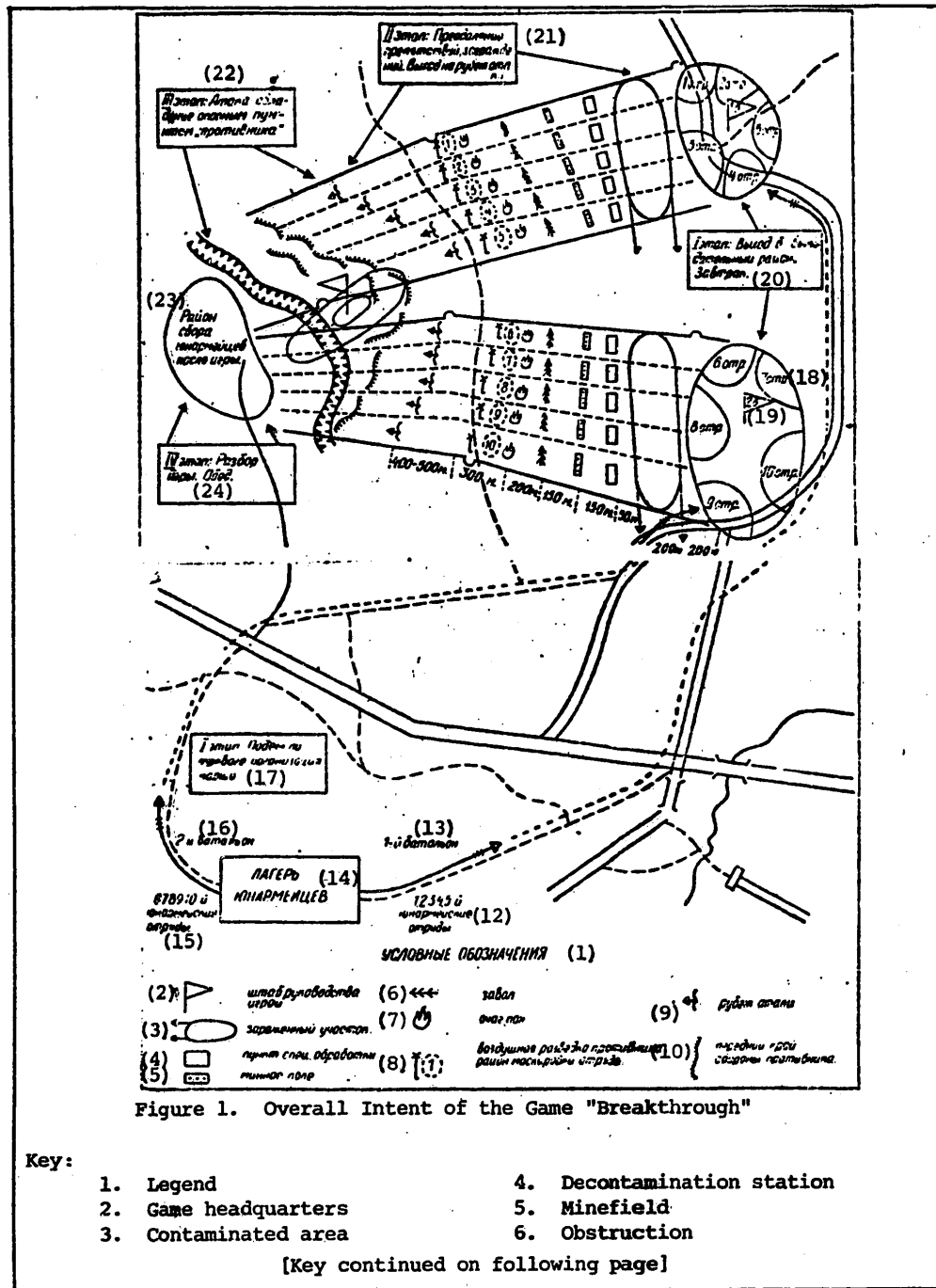
Actions of the players: The players assemble in their assembly areas together with all gear specified by the game rules. Detachment commanders check the readiness of the YuDSA soldiers for combat and report up the chain of command. The game leader's assistants (umpires) brief the detachment commanders on the march; the detachment commanders clarify the mission and relay it to the YuDSA soldiers. The detachments travel in column of march to the assembly area. The YuDSA soldiers eat a light breakfast in the field.

Phase II: Advance of game participants to their forming-up areas. Surmounting obstacles and obstructions. Deployment in combat formation. Arrival at start line.

Game time, and basic control signals: 0850-1020 Hours. Signal to begin travel: Radio--"Blizzard"; a series of yellow rockets.

Actions of the game leader and simulation group: The leader gives the signal to begin moving the detachments to the start line and surmount the obstacles; monitors the covertness with which the players advance, and their utilization of camouflage. Umpires make sure that columns advance correctly along their designated routes, evaluate the actions of the

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7. Fire
8. Enemy reconnaissance proceedings; detachment camouflages itself in this area
9. Start line
10. Forward edge of enemy defenses
12. 1st, 2d, 3d, 4th, 5th YuDSA detachments
13. 1st Battalion
14. YuDSA camp
15. 6th, 7th, 8th, 9th, 10th YuDSA detachments
16. 2d Battalion
17. Phase I: Alert, organization for march
18. Detachment
19. Battalion
20. Phase I: Arrival at assembly area, breakfast
21. Phase II: Surmounting obstacles and contaminated areas. Arrival at start line
22. Phase III: Attack; capture of simulated enemy strongpoint
23. Post-game YuDSA assembly area
24. Phase IV: Game critique. Lunch

players as they surmount all obstacles, and brief the detachments on the attack mission.

The simulation group marks the obstacles with pointers and other symbols. Smoke generators simulate an enemy gas attack. Periodically fired battle noise simulators simulate enemy gunfire, dummy rounds simulate reports from automatic rifles and machineguns, and fires are simulated.

Actions of the players: Detachments begin advancing to the start line in approach march formation, surmounting the following obstacles:

1. A contaminated area 200 meters wide. Designated by pointers and smoke. On reaching the boundary of the contaminated area the detachment commander reports to the umpire. The umpire gives permission to cross the area. The detachment gives the command "Gas!". The detachment crosses the contaminated area in gas masks. Score: If the detachment crosses the obstacle in 8 minutes (or less), it receives 0 penalty points (pp); in 9 min--1 pp; 10 min--2 pp; over 10 min--10 pp.
2. Partial decontamination. On approaching the decontamination line, which is marked by pointers, the detachment commander gives the command "Begin partial decontamination!". The YuDSA soldiers subject their armament, gear, and exposed skin to partial cleansing for 10-15 min using available resources (water, tampons). On instruction from the umpire, orderlies give aid to casualties. Three penalty points are added to the detachment's score if the decontamination sequence is violated or the orderlies make mistakes.
3. Minefields. Area width--20 meters. Marked with pointers and TM-46 training mines. The detachment is given 3 minutes to cross the area. When the detachment reaches the minefield the detachment commander issues orders

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to breach the obstacle. Using a mine detector the combat engineers find and deactivate the mines, mark the lane with pointers, and report to the commander. The detachment commander gives the order to cross the obstacle via the lane. A detachment completing the task correctly and within the allocated time is given 0 pp; a detachment failing to satisfy this condition is given 5 pp.

4. Obstruction: Simulated out of laths and branches. The detachment commander selects the direction in which to circumvent the obstacle. The detachment swiftly detours the obstruction. The detachment receives 3 pp for indecisive and unconfident actions.

5. Fire zone: One fire is simulated in the way of each detachment. The detachment's firefighters simulate putting out the fire for 2 min. A detachment completing its assignment successfully receives 0 pp; a detachment failing to complete this assignment receives 3 pp.

6. The headquarters transmits a message stating that the enemy is now conducting air reconnaissance. The YuDSA detachments must meticulously conceal and camouflage themselves in response to the commander's order "Air!". A detachment failing to do so receives 3 pp. After surmounting all obstacles the YuDSA soldiers deploy into a line and assume their start line.

Phase III: Attack and annihilation of the enemy on the forward edge of defense and in the immediate defenses, and capture of the strongpoint.

Game time, and basic control signals: 1020-1140 Hours. To start the attack: Radio--"Wind"; a series of green rockets; voice--"Attack!". To end the game: Radio and voice--"Retreat"; a series of red rockets.

Actions of the game leader and the simulation group: On persuading himself that all of the detachments have assumed their start line, the game leader signals the beginning of the attack. The umpires make sure that all of the detachment personnel attack together, swiftly, and with a shout of "Hurrah!"; they monitor the correctness of the actions of the detachments, see that intense fire is maintained against the enemy forward edge of defense during the advances on the run, evaluate the actions of the detachments, and insure compliance with safety rules by the game participants.

The simulation group simulates fire from the forward edge and from the enemy's defenses in depth.

Actions of the players: Responding to the detachment commander's order "Attack!", the YuDSA soldiers swiftly attack the enemy forward edge of advance in a line while maintaining fire on the move, they break into his disposition with a cry of "Hurrah!", continue to advance into the defenses, plant their flag on the top of the hill, and then pursue the enemy.

All combat activities come to a halt with the "Retreat" signal.

Phase IV: Game critique. Game participants meet on Hill 112.0 beside a permanent pillbox--a monument to Hero of the Soviet Union A. Tipanov. Lunch.

Game time and basic control signals: 1200-1300 Hours. The signal "Retreat" is repeated by radio and by voice; a series of red rockets.

Actions of the game leader and the simulation group: The game leader receives reports from the detachment commanders, he is briefed by the umpires, he determines the winning detachment in each battalion, he holds a careful critique on the game, assesses the actions of the players, rewards the victors, organizes a meeting, and determines the order for the return of the game participants to the school (the camp).

The simulation group removes all simulation resources.

Actions of the players: The game participants convene in the assembly area in their respective detachments. The detachment commanders make sure that all YuDSA soldiers, gear, and game equipment are present, organizes publication of battle leaflets and preparation of hot food in the field, and reports completion of the game to the game leader. The detachment commanders participate in the meeting held at the Tipanov monument.

The participants return to the location of the school (the camp) according to a special plan.

Preparing the children and umpires for the game, the game leader uses the plan synopsis to orient them in relation to all of the conditions of the forthcoming activity.

It stands to reason that if the field game is to be simple (pursuit, hide-and-peek, and so on) the leader need not write up a plan synopsis. The leader could briefly explain such a game without initial preparations, after inspecting the game area with the players before the game begins.

Preparation of the Players

An important factor in organization of a game, one that would promote its success, is preparation of the game participants, which means explaining the content and rules of the game and holding discussions or lessons having a direct bearing on the forthcoming game. During these lessons (discussions) the children are given instructions on problems not foreseen by the school program: the tasks and responsibilities of scouts, sentry

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posts, and listening posts, the methods of movement on the battlefield, methods of orientation, range determination methods, observation, and camouflage, examples are given from heroic acts by Soviet soldiers in the Great Patriotic War.

As an example if the games involve the use of compasses and travel on a bearing, it would be desirable to first hold lessons in the subjects "Deploying a Comapss and Using it in Military Affairs" and "Travel on a Bearing." These lessons help to confirm and expand the ideas the children have about military labor. Such lessons raise the interest and activity schoolchildren display in games such as "Collision Course," "Plant the Flag," and others. Knowledge and skills acquired in the lessons are used creatively by the children in the game activities.

A discussion on the subject "Heroic Acts of Soviet Scouts During the Great Patriotic War" would promote success in the games "Raid," "Three Detachments," "Breaking Into the Rear," and others.

At the end of each such lesson or discussion the instructor must remind the children of the need for complying with a number of mandatory requirements in the game aimed at instilling discipline, resourcefulness, initiative, decisiveness, and boldness.

It should be kept in mind in this case that schoolchildren sometimes have a mistaken understanding of the meaning of the terms "decisive" and "bold," and they consequently engage in actions which could carry woeful consequences in the course of a game: They may attack an obstacle thoughtlessly, without thinking their actions out, making injury inevitable; they may be unnecessarily rough with the opponent, they may fail to seek prompt medical aid for bodily and skin injuries (consciously attempting to conceal them), and so on.

If decisiveness and boldness are to be instilled, the game participants must comply strictly with the rules of the game, and they must know how to make the most sensible decision and utilize the most suitable means of action in a complex situation requiring a choice between several possible means of action in limited time. In this case the children must be prepared to take justified risks: They must surmount their fear of being disqualified from the game (losing); they must be ready to distract the opponent by sacrificing themselves in behalf of their detachment's victory, and so on. Boldness and decisiveness are associated with the ability to assume responsibility for one's actions, and be ready to explain one's actions to comrades.

Study of the special "Instructions to the Military-Sports Game Participant" together with the schoolchildren may be recommended. The fundamental premises of the "Instructions" boil down to the following.

"Persistently master the knowledge necessary for successful actions in the game.

"Be maximally attentive in the game. Firmly remember your objective.

"Play honestly. Comply strictly with the rules of all games, and restrain other children from rule violations.

"Be disciplined. Fulfill the instructions of the game leader, umpires, and detachment commanders obediently.

"Play boldly, and with initiative. Be sharp, thoughtful, and inventive in the game. Do not lose your self-control at difficult moments.

"Work persistently toward victory. Make your acts decisive and calculated.

"Come to the aid of a comrade in a difficult position promptly. The honor of the detachment is your honor.

"Know how to sacrifice your interests, if this is necessary for your detachment to win.

"Never make any sort of motions or signals with flags beside a railroad bed.

"Exercise caution in the game. Do not give yourself away to the opposing side by thoughtless movement, noise, and conversation. Use all cover for camouflage.

"Attentively inspect the terrain, study and memorize landmarks so that you could find your way back and, when necessary, describe the route to someone else.

"Always travel only in areas providing opportunity for concealment. If you must cross an open area, examine it carefully first to make sure that it is free of ambushes; only after this should you quickly run across.

"Maintain constant communication with your commander and with comrades operating beside you. Never leave the post assigned to you until the end of the game.

"Do not argue with comrades. Do not laugh at the losers. Do not permit roughness. Arguments, ridicule, and roughness always lead to fights and spoil a good game. Remember: In a game, your opponents are still your friends and comrades.*

* The teacher must turn special attention to explaining this provision, since on occasion some children become so absorbed in the encounters that they lose control of their actions and behave tactlessly toward the opponent. Experience shows that the opposing sides in the games (the opponents) would best be called "blue" and "green", "north" and "south", and so on.

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"If you win, do not put on airs, and if you lose, do not mope."

When the requirements indicated in the "Instructions" are fulfilled (as adapted to the local conditions), the interest the schoolchildren display in the game rises and the effectiveness with which collectivism and discipline are nurtured increases.

It is very important to explain the content and rules of the game well to the schoolchildren. This goes a long way in predetermining the game's success. The better the internal content of the game as a whole is thought out, the more precisely the objectives and the particular tasks associated with it are spelled out, the more accurately the conditions and rules are stated, and the more clearly they are explained to the children and understood by them, the greater is the value of the entire game to development of the players. It should be kept in mind, however, that communication of too many details reduces the interest of the children in the game and has a negative effect on the display of initiative. Therefore the familiarization with the content of the game must be maximally brief; on the other hand the rules of the game must be studied in detail.

A very graphical explanation of the game can be achieved with a previously set up sandbox. A sandbox can also be used to review and analyze the most difficult premises of field games already played. Sometimes for the sake of visibility we can use one or two schoolchildren (or a small group) to demonstrate certain points of the game.

It would be best to explain the rules of the game early in the preparations, with the help of a well-drawn diagram. In this case the teacher should communicate the necessary information from Soviet Armed Forces regulations and manuals, such that the participants could think out all of the details of their preparations for the game, all of the questions they do not understand should be explained, and enough time should be allocated for writing up a detailed plan of actions, preparing the necessary tools, and developing measures by which to outwit the enemy while complying strictly with the rules.

The leader defines the basic objective of the game, indicates how it is won, communicates the conditions for earning points and for disqualification from the game, determines the boundaries of the game area, and establishes the way the signal to start the game is to be transmitted--with a whistle, a flag, a rocket, or a shot (this should be practically demonstrated if necessary). He explains the rules of behavior during the game, what can and cannot be done, and how the players should and should not act.

The rules achieve their end only when they are clear, precise, and brief, and when they are easily memorized. They must be suited to the objective of the game, and they should insure their sensible observance, rather than blind obedience to them.

When making preparations for a military-sports game it is important to divide the game participants into detachments (platoons). It should be considered here that there is an element of competition in all military-sports games. Therefore when dividing the players into detachments, it is recommended that classes and Pioneer units not be broken down, and instead placing them in the game as ready-formed detachments (subunits). These detachments would be significantly more interested in winning than would composite detachments made up of schoolchildren from different classes and Pioneer units and created for only the duration of the game. If need be, the game could be altered somewhat so that entire classes and Pioneer units or smaller teams singled out from the classes could participate in it.

The experience of the all-union Zarnitsa and Orlenok Pioneer and Komsomol military-sports games demonstrates that the principle of forming YuDSA detachments out of schoolchildren from the same class has justified itself. This strengthens the structure of the class as a whole and promotes unification of the children into a friendly, workable collective.

The next no less important phase involves distribution of responsibilities and determination of the detachment commanders. The course of the game and the interest displayed in it often depend on correct choice of the commander, who must be able to focus the attention of the players upon himself. An active, agile, and resourceful player performing the role of commander makes the game spirited and lively, and increases the interest of all the others. A sluggish, unaggressive commander who displays no initiative would be unable to make the game lively and attractive, and he often decreases interest in a good game. Shy children should also be given a chance to play the role of commanders or to make important assignments, since this would gradually nurture their confidence in their strengths, their initiative, their boldness, and their decisiveness. However, when assigning command positions to such schoolchildren we must make sure that they are not placed in a difficult or ridiculous position before their comrades if they cannot immediately get a handle on their role.

There are highly diverse ways for distributing roles in military-sports games.

During organization of military-sports games, roles are often assigned in a general meeting (class, Pioneer detachment, squad, Komsomol organization, YuDSA subunit meeting). This method gives the schoolchildren an active say, and it reflects their wishes. Guiding themselves by the content of the game, the children themselves decide who is to play what role in the game. This stimulates independence and initiative in the schoolchildren, and it develops their capability for acting independently. The chosen commanders, scouts, riflemen, signalmen, orderlies, and others, meanwhile, feel greater responsibility for their actions before the collective. This method is most effective when the teacher competently and tactfully guides the choices the children make, with a consideration for the educational goals of the game and the individual qualities of the children.

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Preparation of the participants for the game must end with the issue of tools and equipment for the game, and ascertainment that all of the leader's instructions have been fulfilled.

Preparation of Equipment for the Game

If field games are to be successful, the dummy weapons, rattles, signal flags, signposts, signs, detachment banners, and armbands of other identifying marks must be prepared beforehand. Manufacture of pyrotechnic equipment, silent weapons, and firearms is categorically prohibited.

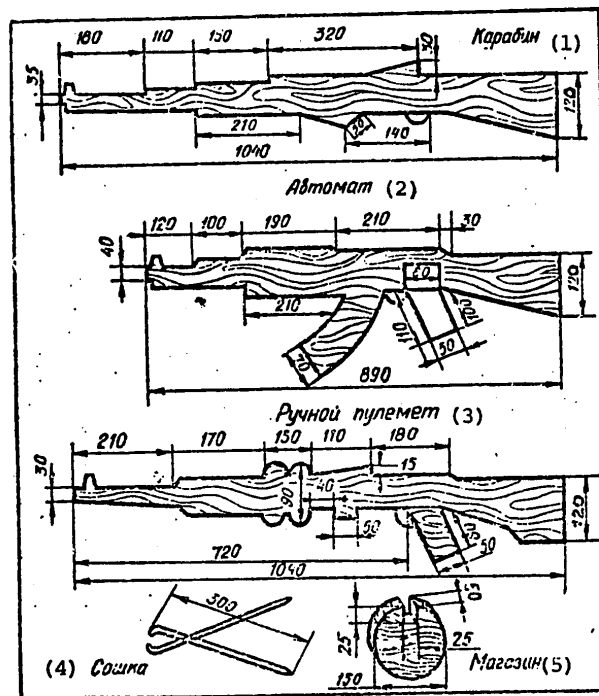


Figure 2. Dummy Weapons for Games

Key:

- | | |
|---------------------|------------------|
| 1. Carbine | 4. Front support |
| 2. Automatic rifle | 5. Magazine |
| 3. Light machinegun | |

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Special attention is also turned to manufacturing dummy infantry weapons, which should have the appearance of weapons presently in use by the Soviet Army. Unfortunately this mandatory prerequisite of field games for children is quite often not satisfied. Children can often be seen carrying models on long-obsolete weapons. Figure 2 shows models of a carbine, an automatic rifle, and a light machinegun which have enjoyed widespread acceptance in well organized military-sports games in our schools.

If the school has military sponsors, they should be asked to provide simulation resources for the game: battle noise simulators, signal rockets, smoke generators, and dummy rounds (simulation resources are used only by adults, in compliance with the safety rules). All of this makes the game more real and interesting, and awakens the child's romance of battle. The children themselves should participate actively in preparation of the equipment; this has considerable educational significance, since during their work the children broaden and reinforce their knowledge in general and military discipline, they acquire work habits, they treat things they made with their own hand carefully, and they learn to value the labor of others.

The leader and the umpires take all necessary steps to see that no child brings any weapons from home and that no one uses unserviceable hunting rifles and air rifles or accidentally found weapons or ammunition in the games.

4. Conduct of the Game, Summarization of the Results, and the Game Critique

Preparing for the game thoroughly and meticulously is still not enough; the collective of players must also be competently guided in its course. Providing guidance to the play of the game itself, to the game's development on the terrain, and to the actions taken by the schoolchildren in it, the teacher must do many things: organize the beginning of the game; constantly observe the playing collectives from different posts in all phases of the game; manage the umpires, commanders, and individual players; control the rate and overall dynamics of the game, and so on. The success of the game depends on how well he does these things.

None of the actions of managing a military-sports game are inconsequential; all details of this process are important. An analysis of the best experience of schools and Pioneer camps would persuade us that the game organizer must strictly follow some methodological recommendations which promote the success of the beginning and course of a field game.

The leader must be punctual, and he must begin the game precisely at the appointed time. If the playing sides (detachments) are to enter into the game at different times or if they are to leave the game area at different times, time must be reckoned and clocked for each side separately. Failure to keep precise records in the game may on occasion keep the game leader from achieving his intent.

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The game must be played in a region designated by the leader. The participating detachments are taken to previously determined forming-up places.

The leader must turn special attention to maintaining strict discipline during the game, and he must do everything to encourage initiative, boldness, and attempts at outwitting the enemy, such as by simulating dummy gun positions, maneuvering into the rear or the flank of the opponent, creating distracting noises, transmitting false signals, except for those used by the leader to control the game, and so on. At the same time the leader must strictly intervene against even the slightest manifestation of undisciplined behavior, disobedience of umpires and appointed commanders, roughness, and violation of the established rules and the boundaries of the game area, going as far as disqualifying persons from the game.

It is very important to nurture a conscious attitude toward the game in the children, explaining to them that they would experience true satisfaction in victory only if their success is deserved and if each participant conscientiously follows all of the rules of the game and behaves honorably in relation to his comrades, and if disputes are resolved by the leader and the umpires.

When dummy weapons are used, the leader should see that they are handled with care and used as they should be.

If we are to develop fighting qualities in the children, we must be attentive of the way the players behave themselves in enemy territory, how they utilize the surrounding terrain for concealment, how they move about on the battlefield, how they cross open terrain, and so on. The results of these observations could be discussed with the children during the game critique, thus nurturing their desire to act as they would have to in a real combat situation.

If battle noise simulators, smoke generators, signal rockets, and dummy rounds are used in the game, their employment must be tactically competent, and precautionary measures must be observed strictly. It should be kept in mind that improper use of a battle noise simulator could cause serious injury. Smoke generators burn at a high temperature and often undergo ignition which, if they are handled carelessly and if the players do not observe strict discipline, could start a fire.

The leader must constantly make sure that the game never gets rough or dangerous, that it does not transform into a fight, and that it would not ruin clothing and equipment or cause the loss of property. The leader is obligated to categorically prohibit the players from doing things that could lead to injury.

Leadership of a game insures success of the game on the condition that this leadership is active. The game leader and the umpires must in all cases

remain calm, they must maintain their exactingness, they should encourage the children, and they should sympathize with them in critical moments. Game organizers must be unbiased when scoring the actions of the children. In this connection, when writing the rules of the game, the leader must clearly spell out how, when, and for what actions the entire detachment or individual participants are scored. The actions of the participants must be scored in all field games.

The system used to score the actions of the participants may vary. The usual system is to sum up penalty points for mistakes made by the detachment and individual participants in all phases of the game. Points would best be awarded with the help of a special scoring sheet. We use the "Detachment Scoring Sheet" (see p 115) to describe the content of the game "Operation Aurochs." Different variants of this sheet could be used successfully with many field games.

The game leader's location must be selected such that it would not provide a clue as to the locations of the players, and so that it would not help one of the sides to win. The game leader and the umpires must strictly comply with camouflage rules and serve as an example of a serious attitude toward the game to all of its participants.

The game can be stopped only as an exception: due to gross violation of the rules, accidents, and detection of the signs of overtiring in the players--rapid breathing among most of them, palor of some participants, scattered attention, and insufficiently manifested persistence in achieving the goal. Unusually fast tiring of the players is the principal sign of an excessive load.

The game comes to a halt with transmission of an established signal at the moment when the game tasks posed are completed and one of the sides wins. A game should not be stopped until there is a winner.

Following the signal announcing the end of the game, the children must be convened in a previously designated place, formed up, and inspected, a search should be made for missing children, and then the game critique may begin.

Before determining the winner the leader must seek the opinion of the umpires and hear out their remarks. In the event that there is no clear winner, the final decision could be made at the end of the game critique.

Between the end of the game and the beginning of the critique it would be desirable to give the children a short break, during which they could exchange opinions about the game, debate some points among themselves, and consider any important problems.

Summarizing the results and holding the game critique have great significance to indoctrination. Therefore a game leader must never analyze a game or summarize its results without the participation of the children.

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It would be best to hold the game critique in the area in which the game had been played.

During the game critique the leader rates the collective's organization, discipline, comradely unity, and coordination of actions, and he assigns scores for the initiative, boldness, and military cunning displayed, and for good preparation for the game. Conflicts that had arisen during the game could be resolved.

It is especially important to emphasize in this case precisely what was responsible for causing some to win and others to lose. The positive aspects and shortcomings in the actions of not only the detachment as a whole but also the individual players must be shown. It would be suitable to give some sort of reward to those who distinguished themselves.

Summarizing the results, the leader must generalize the opinions of the game participants and demonstrate the grounds for deeming a particular detachment the winner.

Following the game, it would be desirable to return to the school (the Pioneer camp) singing in formation. After successfully conducted games children are happy and excited as a rule, they willingly sing military-patriotic songs, and singing unifies the collective, generates patriotic feelings in the children, and inspires them to good deeds.

A special issue of the battle leaflet, wall newspapers, or a photographic bulletin devoted to the game should be published as a means for documenting the game results. All children take an active part in publication of a wall newspapers. Visual documentation of the game results helps them to remember the experience for a longer time. This also raises the educational significance of the game.

The game leader also summarizes the results of his own work. It would be suitable to maintain a diary as a means for improving the methods of field military-sports games.

CONTENT AND BASIC RULES OF FIELD GAMES

The games described in this book are intended for students in grades I-X. They can serve as a basis for devising field military sports games applicable to local conditions. The games are subdivided into groups depending on the developmental features of the students: games for students in grades I-III, IV-VI, VII-VIII, and IX-X.

However experience shows that sometimes the same field games may be made interesting to and within the capabilities of students of different ages by adjusting the load, increasing or decreasing game time, simplifying or complicating the rules and tasks, reducing or increasing the number of assignments and obstacles, increasing or decreasing the size of the game area, and varying the use of different equipment (training weapons, simulation resources, instruments, topographic maps, technical communication resources, and so on). Therefore irrespective of what category of students he is working with, the field military-sports game organizer should acquaint himself with the content of all games described in this portion of the book.

1. Games for Students in Grades I-III

On Parade

The objective of the game is to develop the children's efficiency, attention, and their ability to maintain ranks and observe discipline.

The game is played by 10-12 persons. A straight line is drawn over a level area (a forest meadow), and the children are formed up along it in a single rank. In response to the game leader's order "Fall out!" the players run apart within the area, and then in response to the order "Detachment, in a single rank, fall in!" all of the children quickly return to formation. The child who returns to formation last and any children caught talking while forming up take a step back and are disqualified from the game. Children who intentionally keep their comrades from forming up are also disqualified from the game. The game is repeated several times (5-6). Children remaining in formation until the end of the game win.

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This game can be varied. The single detachment could be substituted by two or three headed by commanders, which would then compete among each other. That detachment containing the largest number of children in formation by the end of the game wins.

A detachment may be formed up in two ranks rather than in one; in this case the order is altered as well: "Detachment, in two ranks, fall in!".

The game would be more successful if the leader holds a discussion with the children in the prior evening, in which he explains the significance of formation to Soviet soldiers and acquaints the children with the basic provisions of the USSR Armed Forces Drill Regulations.

Late--Step Back

The game is played by 10-12 persons. Two parallel lines are drawn on the ground one pace apart. The children are formed up by height in a single rank on the first line. In response to the order "Fall out!" the players spread out over the area, after which the command "Fall in!" is given.

The individual that is last to return to formation takes a step backward, to the second line.

The the game is repeated. All children that are late must go to the second line each time. The children remaining on the first line after the game is played five or six times win.

North, South, East, West

The game is played by 10-20 persons. The players form up in two ranks that are opened out one pace. The points of the compass must be indicated to the players with a compass or the sun--north, south, east, and west. Then one of the compass points is announced in a loud voice, north for example. The children must turn quickly and sharply to face north.

Any child who mistakenly turns to a direction other than that indicated by the leader or who executes the turn poorly receives a penalty point.

The leader calls out the other compass points, and the players turn in response. The child with the least number of penalty points wins.

Flag Race

The players are divided into two detachments headed by commanders. A flag of a particular color is assigned to each detachment.

Each participant of the game memorizes the detachment to which he belongs and the color of his flag. Then the detachments are dispersed over the play area. As soon as the leader raises a flag the appropriate detachment must quickly form up with its right flank on the side indicated by the flag, such

that each person is in his assigned place. The children form up in response to the detachment commander's command "Detachment, in a single rank (in two ranks)--fall in!".

The detachment which forms up the fastest wins.

Agile Crossing

A log is secured immovably over a shallow sand-filled pit (ditch). The participants stand on opposite sides of the pit, proceed across the log toward each other and, meeting in the middle, try to pass each other, using various means for this purpose.

Those pairs that complete the task or those teams earning the largest number of successful crossings win.

Catch the Banner

There are 10-15 players. A small flag--a banner--is attached to a pole about 2 meters long.

A ring with a diameter of 8-10 paces is marked on the ground, and the children are distributed on the perimeter of the circle, facing the center. The leader stands in the center of the ring and holds the pole and banner with his hands. Then he quickly calls out the name of one of the players and releases the pole. The player named by the leader must run over and catch the banner before it falls to the ground. If he is successful, he becomes the standard bearer, takes the game leader's place, and becomes entitled to call the next comrade; if the banner falls, however, the player who was unable to catch it in time receives one penalty point and returns to his place.

The game goes on until all players are summoned once or twice (depending on what is agreed upon previously) to catch the falling banner.

Children not receiving any penalty points win.

Lost and Found

It would be best to select the game area in a forest or in shrubbery. Two or three of the game participants advance 400-600 meters into the area and hide some sort of object--a dummy weapon, a field pouch, an envelope, a compass, and so on. They set out various signs along the way--arrows on the ground, broken twigs, notches in the dirt near trees, moss peeled from trees, and so on. These signs will help lead the children to the hidden object. The leader tells the participants about the signs, indicates the game area, and gives the signal. The players set off to find the object. The first to find the object is the winner.

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Statues

Variant 1: Following a predetermined signal from the leader, all game participants must freeze in place and make no movements at all for 30-60 sec, even if they are bitten by mosquitoes or midges during this time. All who satisfy this requirement win.

Variant 2: The detachment walks, runs, or crawls at random behind the leader. From time to time the leader raises his hand or gives some sort of acoustic signal and, halting, turns around. All players must freeze in place and not move for 30-60 sec, even if someone is in an uncomfortable position or has his leg in a puddle.

Searching for the Flag

The game should be played after a snowfall that covers up old ski tracks. The game begins at the edge of a forest or on a meadow; the game participants are divided into detachments.

The umpire advances, covering and confusing his tracks, and hides a small flag somewhere in the forest. He does not bury it in the snow; instead, he ties it to a tree or places it on the snow such that it could be seen from a distance of 10-20 paces. After hiding the flag the umpire leaves the area and returns to the forest edge by another path.

All of the game participants search for the flag by following the umpire's tracks.

The detachment which finds the flag first wins.

Relieve the Sentry

This game develops the children's sharpness of hearing and their ability to move silently. The game is played beside a tree or signpost. Twigs, pinecones, fallen leaves, pieces of paper, and so on are scattered around. There can be up to 15 players.

One of the players is blindfolded and pretends to be a sentry at his post beside the tree. The rest of the players form a ring with a diameter of 20-25 meters.

The sentry is at the center of this ring.

The players approach the post one at a time. A player who is able to touch the tree or the sentry with his hand without being caught, replaces the sentry. If the sentry hears a noise, he commands "Halt!" and points in the direction of the noise. If the sentry guesses the direction of the noise correctly, the player who revealed his presence by the noise steps out of the game.

The game leader situates himself in a place from which he could observe the players conveniently.

Know Your Camouflage

The game is played on broken terrain covered with high grass or underbrush.

Variant 1. The game leader chooses one of the children to be the observer, orders his eyes blindfolded, and gives the signal for the children to scatter in different directions and hide. After 40-60 sec the leader gives a second signal; the observer removes the blindfold, surveys the terrain, and calls out the names of any players he sees.

The player that is discovered last or the detachment containing the most children who remained undetected wins.

Variant 2: Scouts are divided into two squads headed by commanders. The first squad stays outside the game area together with the leader. The second squad begins camouflaging itself in response to a signal. In this case the players are permitted to coordinate their actions, help each other, conceal themselves separately or in groups and, in the course of the game, move unnoticed from place to place and evade the approaching opponent.

Ten to fifteen minutes later the first squad begins searching for the second in response to a signal from the leader. Then the squads exchange places. The squad which discovers the most scouts wins.

The leader makes sure that the children of one squad are unable to observe scouts on the other side as they conceal themselves.

The game could be more successful if the leader first discusses the significance and methods of camouflage and the ability to adapt to the terrain in a combat situation.

I Spy

The game is played on a grassy field. The players are divided into two detachments. One detachment advances 150-200 meters, and the players conceal themselves behind rocks, trees, bushes, irregularities in the ground, and in ditches. During this time the other detachment waits facing in the opposite direction. On command, the players turn around, and observe the field for 3-5 min.

The observers receive one point for each player they discover in the opposing detachment. Then the detachments exchange roles. The detachment accumulating the most points wins.

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Before the game the leader explains to the children the way to subdivide the field of observation into zones--near, middle, and far, and the order of observation and reporting.

Stay Unnoticed

There are up to 20 persons in the game. A flag is planted on terrain covered with dense grass and brush 100-150 meters from the group of players. The leader situates himself near the flag. On command, the players begin crawling toward the flag, trying not to be noticed by the leader. Whoever the leader discovers is disqualified from the game. After a certain time the leader gives a whistle, and all of the persons still in the game stand up. He who is closest to the flag is declared the winner.

Covert Travel

In a forest or on a field covered with dense grass and brush, the leader tells the players to covertly follow an observer, appointed from among the children, within the bounds of an indicated strip and 50-60 meters behind the observer. From time to time the observer stops, turns around, and looks back and to the sides; any player he notices must go stand with the game leader. This goes on until only one person remains unnoticed, and he is the winner. The observer makes his halts at his own discretion.

The game leader is assisted by an umpire who makes sure that the children stay within bounds and follow the observer at the required distance.

Tracking

Two or three detachments (squads) participate in the game.

The leader indicates the route, the start point, and the assembly point to the detachments, and he explains the task.

The detachment commanders tell their warriors what sort of signs they will be leaving along their route of travel on the grass, trees, bushes, and snow (scattering wood chips, pieces of paper, or branches).

At the signal, the commanders set off on their respective routes. Fifteen minutes later all of the detachments begin following the tracks of the commanders simultaneously. The leader and umpires follow behind making sure that the detachments advance according to the rules. The detachment which does not lose its way and joins its commander at the point indicated by the leader the fastest wins.

If the terrain permits, a circular route can be used. In winter the game is played on skis.

Battle for the Banner

There are 20-30 players in the game. They are divided into two equal detachments headed by commanders. The game is played in a sparse forest overgrown with brushwood. It would be preferable for the area selected for the game to be intersected by a forest road, an opening, a ditch, or a trail which divides it into two approximately equal parts.

Each detachment has its own identifying marks on the arms or backs of the players, and its own banner, which is planted such that it can be seen from a distance of 20-30 meters.

The game leader distributes the responsibilities: Some act as scouts, and others act as guards, and he explains the task:

Scouts must penetrate into the opponent's area, find the banner, and carry it back to their own territory;

the guards must keep the scouts from approaching the banner.

A scout is disqualified from the game when he is touched (marked) by an opponent. That detachment which is able to carry the opponent's banner to its own territory wins. If neither detachment is able to finish the task, the detachment which marks the largest number of opposing scouts wins.

Blow Up the Gun Position

There are 10-15 players in the game. Some of the players conceal themselves at the top of a hill or a small rise, the approaches to which are covered with obstacles and are well visible to the defenders. This is the gun position. Flags are planted in the ground around it at a radius of 10 paces. The rest of the players convene at a starting point far from the gun position and receive the assignment of blowing it up--hurling not less than five antitank grenades into the area delimited by the flags; the grenades are simulated by packets or bags of wood shavings, pine cones, or other objects that are not too heavy. After discussing their plan of action the attackers begin approaching the gun position by various means. Whenever the defenders see any of them they loudly announce the name of the attacker or point to his location. The discovered player is disqualified from the game. This action can be accompanied by the sound of a firecracker or rattle. The attackers win if at least one of them is still in the game and completes the assignment within the time specified by the leader (20-30 min).

A Prisoner For Interrogation

The game is played in windless weather after dark when the slightest noise or crackle of a broken twig would give away a scout's position. Armed with

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dummy weapons, the players move cautiously without any noise, either bending down or crawling. They must not move erect--the dark figure of an individual could be easily seen on the background of the night sky.

The game may be played on any sort of terrain. The leader appoints three children from among the participants, whom he sends to the area in which the game is to be played. There, the three children hide themselves in different places. They are permitted to move from place to place.

Fifteen minutes later the rest of the participants go to the game area to find a "prisoner for interrogation," reach him unnoticed, and capture him. Thirty minutes are allowed for this task.

The game is said to be over and the task complete when all children representing prisoners for interrogation are discovered and caught.

Night Raid

The game is played at twilight. Two equal detachments of 15-20 persons each participate. Five persons in each detachment are sentries, and the rest are scouts.

Two meadows located 200-300 meters from one another are selected in a forest. The detachments occupy these meadows, and each receives 10 small flags made of white paper from the leader--square ones for one detachment and triangular ones for the other. These are hung separately from bushes and trees around the perimeter of the meadow, not far from the ground.

The game is started by a sound signal. The scouts try to make their way unnoticed to the enemy's meadow, remove as many flags as they can, and bring them back to their own camp.

Sentries guarding the meadow attack (mark) and disqualify any enemy scouts they notice.

It is not easy to protect the flags: Each sentry must guard two flags that are not very close together; moreover the enemy scouts try by various means to distract the attention of the sentry to make it easier to carry a flag away.

But the task of the scouts is not simple either: They must not only steal the flags from under the sentry's nose but also make their way back to their own meadow. During their return, they may collide with enemy scouts and be disqualified from the game.

A signal ending the game is given after 30 minutes.

That detachment which steals the largest number of flags from the opponent wins.

2. Games For Students in Grades IV-VI

Formation Inspection and Songs

A full detachment of YuDSA soldiers forms up into ranks. The detachment commander reports the detachment's readiness for inspection.

A jury scores: the response to the salute; formation discipline; the appearance of the persons in formation, and maintenance of the spacing; formation into a single rank; movement out of one rank into two; marching turns; marching in formation; singing.

In addition, YuDSA Pioneers participating in Zarnitsa games are scored on their performance of Pioneer rituals: correct formation and proper execution of commands from the squad leader, drummer, and bugler; marching of the detachment to the sound of drum and bugle ("March"); chants and Pioneer songs; execution of "Fall in" bugle signal (in place of the command "Halt!") and the "To the colors" drum signal.

Each member of the jury scores all of the actions of the YuDSA soldiers according to a five-point system, down to tenths of a point. These scores are added together and then divided by the number of members in the jury, the answer accurate down to one-hundredths. The detachment with the largest number of points wins. One point is subtracted from the total number of points earned by a detachment for each YuDSA soldier absent without valid reason.

Detachment--Battle Positions!

Several detachments are created for the game; headed by commanders, they move in column on respective routes indicated to them. Each individual has a serial number on his sleeve. When the game leader signals, the commander orders: "Detachment, at some object--battle positions!" or "Detachment, on me--battle positions!". The detachment deploys into a line on the run (Figure 3), lies down in adaptation to the terrain, with the even numbers left and the odd numbers right of the commander, with a spacing of 6-8 meters between one another.

That detachment which deploys in a line and prepares for fire faster and more correctly wins.

The game can be made more difficult. As an example the participants could be given the task of moving as a detachment in line to a particular line in short runs (or by crawling) forward or backward.

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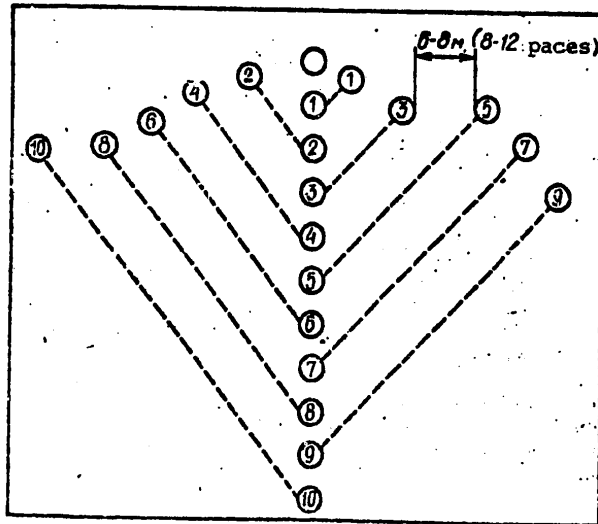


Figure 3. Deployment of a Detachment in a Line

Race to a Landmark

There are 20-30 persons in the game, who are divided into two or three detachments headed by commanders. The detachments are given the task of making their way, in response to a signal from the leader, to a landmark 300-600 meters away and visible from the start point as fast as possible. In this case the leader tries to select broken terrain which would cause the landmark to be concealed from the players while they are running by folds in the terrain, brush, and other objects.

The players are entitled to choose their own order of movement, route, and means of surmounting encountered obstacles, and they may provide assistance to their comrades.

That detachment, all the personnel of which reach the landmark first and sharply form into one (two) ranks on order of the commander, wins.

Ammunition Bearers

A start line is marked with flags on a field or lawn, and a finish line is marked 25 meters from it.

Each detachment must have dummy automatic rifles and two cartridge boxes weighing 8 kg each for the game.

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The players are divided into two equal teams of four to six persons that form on the start line 5-10 meters apart. In response to a signal from the leader the players of both teams leopard-crawl with their automatic rifles to the finish line, dragging the ammunition boxes behind them. Along the way, the children may transfer the box from one individual to another, or have two or even three persons dragging it.

The children are not permitted to raise their heads high, raise their elbows from the ground while crawling, or talk.

The participants are given penalty points for violating the rules, and the team pays a time penalty of 10 sec for each point. That team which delivers its ammunition to the finish line first and possesses the least number of penalty points wins. The game can be made more difficult or simpler by increasing or decreasing the number of boxes per team.

Observers

The game is played with the objective of developing the children's powers of observation and preparing them for games of greater complexity.

During the game the children compete in the swiftness and accuracy with which they complete various tasks on the terrain, posed by the leader.

A player is given a point for each task (question) completed (answered) correctly. The players may give their answers to the leader in written form, or orally, but only in such a way that they would not be heard by others.

Sample tasks:

Inspect a small area of terrain and correctly answer three questions pertaining to the unique features of this area and what is happening on it. For example: "What objects in this area can be used to determine compass direction?", "Who was in this area recently, before you got here?", "What local object obviously stands out in the area?";

attentively study a small area of terrain indicated by the leader, return to the assembly point, and mark noted objects (landmarks) on a previously drawn map of the area from memory;

on returning to the area just recently abandoned, determine what changes have been made in it.

Sample questions:

What is the number on the milepost at the railroad crossing?

How many telegraph poles and turns are there along the road you traveled?

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What tree species did you encounter most frequently along the road?

How many animals did you see? What kind?

How many windows, doors, and steps did the house you passed have?

How many spans did the bridge at the eastern edge of the city have?

What color is the roof of the tallest house, and how many stories does it have?

The leader can advance one of the players 10-15 meters ahead of the rest of the players, where he performs several movements--he bends down, plucks a flower, breaks a twig from a branch, and so on. While standing in a place indicated by the leader, the rest of the players must note everything that their comrade does.

Those participants who make the largest number of correct observations and accumulate the largest number of points during the whole game win.

Combat Engineers

A strip 200-300 meters wide covered with grass and occasional bushes is chosen for the game. Thirty or forty mines are planted within the strip beforehand, to create a minefield. Empty cans or small wooden blocks are used as mines. The mines are buried and carefully camouflaged, and short threads--tripwires--are left exposed.

The mines are planted in two rows according to the standard pattern (Figure 4).

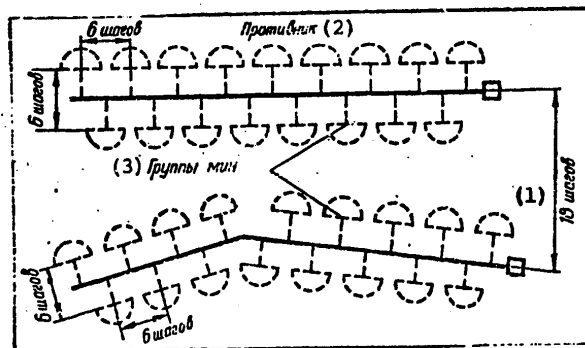


Figure 4. Two-Strip Minefield

Key:

1. Paces

2. Enemy

3. Mine groups

The game is played by two detachments (squads) of 10-15 persons each. Before the game they assume forming-up places on opposite flanks of the minefield. On a signal from the leader the players begin moving toward each other, trying to find all of the planted mines. The squad finding the largest number of mines wins.

The game can be made more difficult. For example a minefield consisting of a single strip can be substituted by one with two strips spaced 15-20 paces apart. Mine detectors could be used in the game.

Each detachment is given the task of clearing one strip. That detachment which clears its minefield fastest and discovers the largest number of mines in a time interval specified by the leader wins.

Find and Study the Signs

Moving along a particular route, the leader asks the players various questions pertaining to human, animal, and vehicle tracks. Each player studies the tracks and then answers a question. He who gives the most right answers wins.

Sample questions:

Which way was the bicycle traveling?

Was the vehicle that recently passed by loaded or empty?

Are these footprints of a running or walking man?

What were comrades doing here before you got here?

By what signs can you determine how far away the encampment is now?

Continuing on his route, the leader asks the players to examine the surrounding terrain attentively. After walking 300-500 meters he stops the players and returns on his own to the starting point along the same route. While en route he leaves various signs; for example he places small branches on the ground, breaks the bough of a tree, scatters torn leaves, and so on. He leaves such clues in 12-15 places. It would be best to write them down.

On returning to the starting point the leader gives a signal for the players to return. Each player must discover the signs left by the leader.

After all of the children reconvene at the starting point they are given a piece of paper and asked to write down what signs they discovered along the way.

The child with the most complete list wins.

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Odd Noise

Two or three of the players are hidden in forest, in bushes, and so on. The rest listen for sounds. Hearing noises unusual to the area, made by the hidden players, each must determine the way the sound was made.

The list of sounds to be made is drawn up by the leader beforehand--for example, periodically striking a tree with a stick, breaking dry branches, shaking a tree (bush), clanking metal objects together, imitating the cry of a bird or animal, rubbing a cork against glass, digging a pit, throwing a shovelful of dirt, and so on.

The players are prohibited from making sounds not specified by the leader and from making them in an incorrect sequence.

Tug of War

Up to 30 persons may play the game. A tower at least 1.5 meters high is built out of large chunks of snow. It is pierced with a stick at a height of about 80 cm, and a long thick rope is passed through the hole; sticks are tied to its ends such that they are on either side of the tower and located an equal distance from it, of about 1-1.5 meters.

The players are divided into two detachments. The detachments stand opposite one another with the tower between them. All of the players grasp the rope. On a signal, both detachments begin pulling simultaneously in opposite directions. The stronger detachment would drag the opposite side toward itself, and the stick on the other detachment's side would press against the tower. Further pulling would cause the tower to collapse in the direction of the winning detachment.

Accurate Message

The game is played by two or three equal teams.

Parallel lines equal to the number of teams are drawn 8-10 meters apart in a flat area. Flags or pegs are planted on each of the lines 10-15 meters apart. The teams are formed in a line. Each YuDSA soldier lies down beside his flag, and the commander stands at the right flank of the line. The game leader summons the commanders and reads a message to them, for example: "A company of 'blues' are crossing the river in the vicinity of the town...." The commanders return to their line, and on a signal from the leader they quickly run to the nearest YuDSA soldier of their team, lie down next to him, and transmit the message; the soldier transmits it in the same fashion to the next soldier, and so on down the line to the soldier on the left flank. The team in which the left-flank soldier is the first to relate the message correctly to the leader wins. The message may be given to the leader in written form.

The game could be made more difficult. As an example the commanders could be given a coded message or one written in telegraph symbols. The players may be required to leopard-crawl or crab-walk, instead of running.

Javelin Throwing

A javelin (a thick switch) 1 meter long is thrown at an 80 x 80 cm target braided out of brushwood and secured to supports.

The players throw the javelin while standing 10-15 meters from the target. If the javelin sticks in the target the thrower gets 10 winning points; if the flat of the javelin strikes the target or if it fails to stick in the target, the thrower gets one penalty point. A miss scores three penalty points.

The player with the best score wins (penalty points are subtracted from winning points).

Invisible Target

Five concentric rings, the largest with a diameter of 1.5 meters, are drawn on the ground. The rings are numbered from the largest to the smallest. Five training grenades and a moveable shield on supports are prepared.

A mark is made on the ground five paces from the edge of the target. This will be the fire line, from which the players must throw a grenade into the target.

The game can be played by 10-15 persons, who are placed behind the fire line before the competition starts.

Ask the children to first test their accuracy against a visible target; this will sharpen their sense of distance and warm up their arms.

After this, go on to the most difficult part--throwing at an invisible target.

The target is made invisible by covering it with the prepared shield. The latter is placed midway between the front edge of the target and the fire line.

Each player is permitted five throws. A hit within the smallest ring scores five points for the thrower. Hits in the other rings are worth four, three, two, and one point respectively.

The individual accumulating the largest number of points wins.

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The game can be played with two detachments. First the players of one detachment throw, and then the next.

Storm the Fortress

A snow fortress consisting of a circular rampart up to 1 meter high is built at the top of a small hill. The ring diameter is up to 15 meters. A snowman is built in the middle of the fortress. The players divide themselves into two detachments: One, consisting of one-third of all the players, defends from within the fortress, and the other attacks. Before the signal to start is given, the latter must be 50 meters from the fortress. The battle is fought with snowballs.

At the signal, the attacking side begins its attack, coming as close as possible to the fortress; throwing the snowballs, the attackers try to hit the defenders. Any one hit with a snowball is out of the game. The defenders of the fortress also throw snowballs, trying to knock as many attackers out of the game as possible. The game ends when the fortress is taken and the snowman is knocked down, or when all players of one of the detachments are disqualified from the game. Destruction of the fortress is not permitted.

The leader must make sure that the players do not throw hardened snowballs or throw at the faces of the players.

Know Your Orientation

Two compasses and two watches are required for the game.

Before starting the game the leader explains to the children the rules and methods of terrain orientation--that is, the way to determine your position in relation to compass direction and surrounding objects shown on a map, using a compass, the sun and a watch, the stars, the nature of vegetation, and other signs.

To determine orientation with a compass, the latter must be placed such that the pointer rotates freely; then its dark end would point north. When the player stands facing north, south would be behind him, east would be to the right, and west would be to the left.

The detachment is broken down into two groups for the game, and the players are teamed up, one of the pair from each of the two groups. The leader gives the first pair the task of determining compass direction from the trees. The second pair uses the sun, the third uses a watch, the fourth uses a compass, the fifth uses stumps, and so on.

Each pair determines the compass direction at different places.

The individual in each pair who determines compass direction faster and more accurately is given a point. The group which collects the largest number of points wins.

Bearing

Before the game starts the YuDSA soldiers must be reminded of the rules for determining the bearing to a landmark using a compass.

The game is played on terrain abundant with lone-standing trees, bushes, telegraph poles, mileposts, and other objects.

The leader divides the players into groups depending on the number of compasses available, and he provides each group with a compass, a blank sheet of paper, a pencil, and a ruler; then he describes the task--determine the bearing to three or four landmarks, measure the distance to each landmark in paces, draw their positions on the sheet of paper, and mark the bearing and range to each of them.

The group which completes the task the fastest and most accurately wins.

The game can be made more difficult by, for example, limiting the time the players have for diagramming the landmarks.

Fastest Parcel Delivery

The leader selects an area of the terrain and, depending upon the number of groups taking part in the game, marks out two or three routes. The routes must be selected such that they would afford convenient travel and contain many well-observable landmarks. Then a diagram of each route is drawn; the legs of the route in which the players must move on bearings, toward landmarks, on paths marked by flags and signposts, by triangulation, and by other signs are marked on the diagrams. The routes are divided into sections, the bearing and range, in paces, to each landmark are determined, and symbols are applied to the diagrams.

On arriving at the start point the leader breaks the detachment into two groups, gives each one of them a parcel, a route diagram, and a compass, and he explains the task--delivering the parcel to headquarters as quickly as possible. The first section of the route--500 meters--is traveled by following a bearing, the second--1 km--requires movement toward a landmark, and the third--500 meters--requires travel on a zig-zag route marked on the diagram. An umpire accompanying each detachment sees that the detachment follows the route precisely.

On command, the groups take their places at the start line. Movement begins simultaneously, and the groups advance in parallel with a spacing of 200-250 meters between the groups. The first to group to surrender its parcel to an umpire at the finish point wins.

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Scout Encounter

The players are divided into two equal detachments of scouts of 10-12 persons each, headed by commanders.

The game is played on terrain covered with occasional trees, shrubbery, and high grass; if possible it should be delimited on the sides by fields, rivers, or roads. Umpires separate the detachment at least a kilometer and a half from one another. Each detachment chooses a place for its headquarters, marking it with a flag secured to a tree 1-1.5 meters high, such that the flag could be seen from a distance of 50-60 meters.

In response to an arranged signal both detachments begin advancing towards each other quietly and covertly--crawling here, running there, and using stumps, rises, bushes, and pits for cover.

The task of the players is to get through to the enemy headquarters without being spotted by the other side, and to spot at least one of the scouts in the opposing group. At the end of the game each scout tells the umpire which enemy scouts he has seen. Winning requires satisfaction of both requirements.

In order that the reports of the scouts would be accurate and arguments as to whether or not a scout really saw whom he says he saw would be avoided, before the game and, of course, without the opposing side knowing, an unusual distinguishing head-dress is assigned to each scout in the two detachments; one might wear a wreath of yellow flowers, another a wreath of white daisies, a third might wind a towel around his head in the form of a turban, a fourth might put on a cap with the bill pointing backward, a fifth could tie a handkerchief around his head and attach a green twig and so on. The children will have to use their imagination. The umpire writes down the identifying signs of the scouts in his detachment. When a player from the other detachment reaches the enemy headquarters and reports to the umpire whom he had encountered on the way, he states not the names of the players but their identifying signs. As an example: "I saw two, one with a wreath of green leaves and another with a cap with the bill pointing backward."

The umpire checks this against his list and notes down which players had been seen where.

The detachment commander does not go on patrol together with the rest. After issuing the necessary orders to his scouts, he set up an observation post in any place convenient to himself, and carefully camouflages himself. He will be able to note only those individuals who pass nearby. Much will depend on how well chooses the place for his observation post.

After all players of one of the detachments convene at the opposing side's headquarters, a signal is given. When the other detachment comes together a signal is given to end the game.

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The umpires bring the two detachments to one place and state the results of the game. This can be an exciting moment. After all, this is the first time that the children would be able to find out who was more successful in completing his task.

A scout receives a point for each enemy scout he notices, and three points for discovering the observation post. Giving his information on the observation post, he must state its location accurately.

A scout who manages to reach the opponent's headquarters without being discovered receives an additional five points.

The detachment which accumulates the largest number of points is declared the winner.

Defend the Bridge

The game is played by two equal detachments--an attacking detachment, and one protecting the bridge.

A restricted area (this area should be circular) is marked with flags planted around the bridge. The task of the attackers is to make their way unnoticed into this area, and to draw an "X" on the bridge with charcoal or ignite a smoke generator, indicating annihilation of the bridge.

The detachment defending the bridge deploys itself outside the restricted area, and it cannot cross the line marked by the flags.

The bridge defenders may knock any of the attackers out of action by touching (greasing) him with their hands. Such an attacker goes to a specially reserved place and remains there until the end of the game.

The defenders of the bridge can touch (grease) the attackers with their hands only outside the boundaries of the restricted area; an attacker who crosses the boundary can no longer be put out of commission.

The task of the defenders of the bridge is to keep the opponent from it. By their actions, the attackers distract the bridge defenders in such a way as to help one of their comrades to blow up the bridge unhindered; if the attackers are unable to blow up the bridge in 20-30 minutes, the defenders of the bridge win.

The terrain selected for the game must provide concealed approach routes to the bridge for the attackers; the bridge may be represented by several boards.

The size of the restricted area depends on the number of players. It can be reckoned as follows: The diameter of the area in meters is approximately

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equal to the number of players defending the bridge. The boundary of the restricted area must be designated very clearly to avoid disputes.

During the game the leader or the umpire must be near the bridge, so as to resolve all possible conflicts on the spot and make sure that children disqualified from the game behave.

Ambush

The players are divided into two detachments: One of the detachments sets up the ambush, and the other, which is twice as large as former, is a detachment of attacking troops. The detachments are placed in the charge of commanders. All players are armed with dummy automatic rifles, carbines, and machineguns. Reports are simulated by rattles or firecrackers.

The route of the attacking detachment and the place of the ambush are designated on the area of terrain selected for the game. The attacking detachment goes to its start line, where the game leader explains its task--travel the designated route, discover the ambush along the way, approach it unnoticed, and take it prisoner.

The ambush detachment hides itself beforehand in the place indicated by the leader; it remains concealed, and at the threat of being captured it escapes from the encirclement unnoticed. The attacking detachment wins if it encircles the ambush completely.

The participants of the ambush win if they manage to avoid encirclement or escape unnoticed from it.

On receiving his mission and a diagram of the terrain, the commander of the attacking detachment studies the route, designates two-man patrols, and sends them forward and to the sides, where they proceed forward within sight at a distance of up to 250-300 meters. One guard is designated for observation in the rear.

Attentively observing the terrain, the patrols carefully and quickly examine every possible place of concealment (bushes, clusters of trees, ravines, ditches, and so on) and report everything they notice to the detachment commander immediately. The patrols can examine a small timber stand by passing through it and around its outskirts. In a dense timber stand they turn their attention to the trunks and the tops of the trees, downed timber, and bushes. Examining a deep ravine, the patrols travel along its bottom and edges. The bulk of the detachment travels along one of the edges of the ravine, keeping the patrols in sight.

On discovering the ambush the attacking detachment encircles and captures it.

The ambush is usually set up in close country. Surprise is a necessary element in the actions of the ambush. Its success depends on the resourcefulness, initiative, and decisiveness of all players.

The attacking detachment may be divided into two subunits.

When smoke generators are available, they may be used when the attacking detachment begins to encircle the ambush or when the ambush begins to withdraw, so as to permit the ambush to slip out of the encirclement under the cover of the smoke.

Raid

Game time is 1.5-2 hours. A 1 x 1 km area of brushy broken terrain or a timber stand is selected for the game. The players are divided into two detachments. One of them must be two or three times larger than the other. The large detachment guards an important military objective. The detachment is headed by a security chief.

A dummy gun, a hut, or the like may serve as the objective. Its place is indicated by the umpire, and it should be situated in the center of the game area such that it would be visible for 75-100 meters in all directions. A zone with a radius of 25 meters is marked around the objective.

The task of the security detachment is to prevent annihilation of this important military objective, and to capture the raiding party before it completes its mission.

The smaller detachment, which is headed by a commander, is designated as the raiding party. Its mission is to reconnoiter the important military objective, attack it by surprise, and annihilate it.

Each detachment has its own identifying marks on one sleeve and on the backs of the players.

The security detachment is led to the center of the game area by the umpire. The detachment designated as the raiding party moves out 10-15 minutes later, and it concentrates on the boundary of the game area on any side of the defended objective.

The players do not know where the objective is located and where the forming-up place of the raiding detachment is.

After the players occupy their forming-up places the umpires give the security chief and the raiding detachment commander a diagram of the game area and written fragmentary orders for defense of the object and for the raid.

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The location of the objective is indicated to the raiding detachment commander either in relation to local landmarks or by bearing.

The security chief assigns two individuals to immediate defense of the objective, and he sets out listening posts of two individuals in the especially important directions and at concealed approaches. These posts are deployed 100-150 meters from the objective. Their task is to observe the enemy without giving their positions away, and warn the security detachment of his arrival.

The rest of the security detachment is divided into two subunits, which act as patrols at the discretion of the security chief. Telephone, flag, or some other form of communication is organized between the listening posts, the local guard, and the patrolling subunits. Figure 5 shows an example of the pattern of defense.

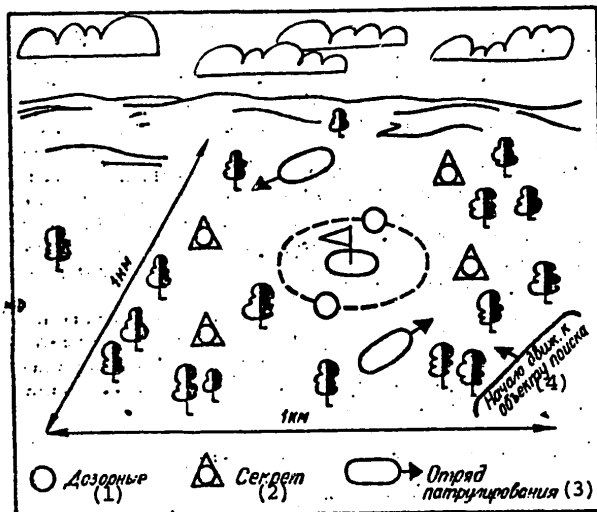


Figure 5. Example of Defense of an Objective

Key:

- | | |
|-------------------|---|
| 1. Patrols | 3. Patrolling subunit |
| 2. Listening post | 4. Starting place for raid on objective |

The patrolling subunits are given the task of discovering and, in interaction with the listening posts, capturing the opponent at the approaches to the objective.

Thirty minutes are permitted for organization of the objective's defense. During this time the raiding detachment studies the terrain in the game area and plans its forthcoming actions of scouting and annihilating the objective. Upon expiration of this time period the leader gives the signal to begin the game.

The detachment defending the objective wins if it prevents annihilation of the objective for a set period of time, 1 hour for example, or it puts all of the scouts out of the game.

The raiding detachment wins if just a single player breaks through to the objective and annihilates it; a player simulates annihilation of the objective by igniting a smoke generator, starting a campfire, planting a flag, and so on.

Three umpires monitor the game: One situates himself at the objective, and the other two accompany the playing detachments.

The following rules are observed in the game:

Members of the local guard are not entitled to enter the zone marked by the flags, but they can move around the object, hide, and operate together or on their own;

the number of listening posts must not be more than four, and the players manning a listening post may attack the enemy and put him out of the game, and withdraw and join the patrolling subunits. The patrolling detachment must not come any closer to the objective than 100-150 meters--that is, they must not cross into the ring of listening posts;

the raiding detachment acts at its own discretion: as a single unit, in small groups, or as individuals; it may make surprise attacks on listening posts and patrolling subunits and disqualify them from the game, thus facilitating its penetration to the objective from any direction. To disqualify an opponent from the game, a player in the raiding detachment must tear the identifying mark off the opponent's sleeve or back. Those disqualified from the game immediately go to the umpires;

attacking scouts from the raiding detachment who break into the marked zone around the objective is prohibited.

When organizing the game, special attention must be turned to accurately defining the boundaries of the game area and the ring of listening posts.

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3. Games for Students in Grades VII-VIII

Observation Post

For this game, the YuDSA soldiers are divided into small groups of three to five persons, each headed by a commander. A number is assigned to each group. The groups form up in a designated place. The game leader briefly explains the situation and asks the players to select, within limited time, the place to set up an observation post in the indicated zone. For example: "The enemy has dropped an airborne landing party in a certain area (he shows the area). The airborne landing party is expected to appear from this direction. Choose a site for an observation post at some particular line for the purposes of observing the enemy (he shows the zones and their boundaries). (He indicates the area to be used by each group and the time allowed for the task.) Group commanders are to report to me when they complete their tasks. I will be located here (or there)."

After explaining the mission the leader gives the signal to begin the game. The groups start together in their search for a location for their observation post. After a group finishes its work the commander orders the observers to camouflage themselves, while he himself appears before the game leader and reports mission accomplished to him.

After the specified time lapses, together with the group commanders the game leader inspects the observation posts selected by the groups and determines the winner. That group which was able to select, within the indicated time, a location affording the possibility of observing not only the enemy but also friendly troops, and at the same time providing cover from ground and aerial observation, wins.

A group which fails to complete its task in the designated time is disqualified.

The game would be more successful if the leader acquaints the children with the work a scout does in a discussion with the children in the evening before the game. He emphasizes in the discussion that a scout must see and hear everything without being spotted. Thus he must know how to select his observation post, complying with the following rules:

He must not select an observation post near landmarks that stand out on hill crests;

if he chooses a ditch for his observation post, he should have a dirt bank or bushes behind him so that his head would not be outlined against the sky;

an observation post located near objects on the terrain such as a tree, a post, a haystack, a stump, a boulder, and so on would best be in back of such an object and on the shaded side; if a tree is used the scout should

locate himself on the thickest and bushiest trunk, in a place concealed from the enemy's side by dense branches;

trees containing birdnests must not be occupied, since the cries of the birds and their flight may reveal the scout's location;

in gardens, observers should locate themselves between vegetable beds, and camouflage themselves with vegetation;

an observation post set up in brush is least noticeable at the base of the bushes and on their shaded side;

a scout behind a fence or in a loft observes through slits between boards.

It would be a good idea to illustrate these suggestions with examples from things that were really done by Soviet scouts in the Great Patriotic War.

Scout the Terrain

This game, which is in a sense a continuation of the previous one, develops the children's powers of observation, their attention to the surrounding terrain, and their ability to study and evaluate it.

Before the game begins, the leader selects an observation post affording as complete a view as possible of the designated piece of terrain, forward and to the flanks.

The detachment is divided into small groups of three to five persons. It would be desirable for each group to have a pair of binoculars or a periscope.

The players are given the task of studying the terrain before them, which is occupied by the enemy; the enemy's forward edge of defense, the boundaries of the piece of terrain (sector) to be studied, and the landmarks are indicated.

Game time is 30-40 minutes. Upon expiration of this time period each group submits the results of its observations to the game leader in written form. That group which studied the piece of terrain the most fully and evaluated it correctly wins.

Before the game the leader explains to the players that the enemy is subjected to reconnaissance with the objective of collecting and studying information on the terrain. The main thing scouts look for when they study the terrain are the conditions of view, fire, and concealment, presence of commanding heights suitable for observation posts and gun positions, and the nature of natural shelters and concealed approaches; the conditions afforded for movement and deployment of troops and equipment--

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roads, bridges, crossings, the possibilities for cross-country movement, presence of natural obstacles, and presence and nature of landmarks; population centers, their dimensions and layouts, and the approaches to them.

Talking with the children, the game leader should emphasize that a scout must scrutinize all objects suspiciously, singling out those areas and sectors in which targets such as observation posts, gun, mortar, and machinegun emplacements, engineering structures, and obstacles might most probably be located. Timber stands, groves, thickets and population centers are inspected attentively, as are ridge tops, ravines, separately standing structures, bridges, road intersections, and so on.

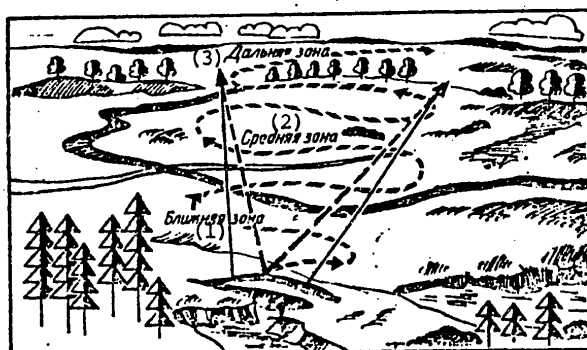


Figure 6. Division of an Observation Sector Into Zones, and the Order of Terrain Inspection

Key:

- | | |
|--------------------|---------------|
| 1. Foreground | 3. Background |
| 2. Middle distance | |

The leader recommends to the players that they break down the observation sector into zones within the limits of their visibility--foreground, middle distance, and background (Figure 6). The boundaries of the zones are set on the basis of landmarks. To make the game easier, they could be indicated by the leader. Observation entails meticulous study of the different zones of the terrain, beginning with the foreground, and successively from one boundary of the sector to the next. The foreground is examined from right to left; after surveying the terrain to the left boundary of the sector, the observer should return his glance to the opposite side, from left to right, until he reaches the right boundary of

the sector. Then he transfers his attention to the middle distance, and inspection of the terrain continues in the same order. After studying all of the zones the observer moves his eyes back to the the starting point in the foreground and begins his inspection of the terrain once again.

The game can be very interesting if dummy machineguns, mortars, grenade throwers, guns, missiles, and other objects are set up on the terrain and camouflaged.

Memorize the Landmarks

It is impossible to memorize everything encountered on the terrain. Therefore only places and objects that for some reason attract an individual's attention (landmarks) are selected. These may include rivers, road intersections, a tree or a cluster of trees, road signs, factory stacks, lone-standing structures, and so on.

A route 1.5-2 km is selected on unfamiliar terrain for the game. Walking it, the children turn their attention to landmarks, especially in places where it would be easy to lose one's way. The players must memorize six to eight landmarks along the way. At the end of the route each game participant must recall and draw the landmarks in the order in which they were situated on the terrain.

He who recalls the largest number of landmarks and draws them correctly wins.

Range Determination

This game may be played on any terrain containing an abundance of various landmarks. The game leader reconnoiters the game area beforehand and notes down the landmarks to be used in explaining the task and making range determinations. Then he measures all ranges, using his figures to check the answers given by the children during the game.

Before the game the children must determine the length of their stride by counting their paces on a line 200-300 meters long.

On the day of the game the detachment goes to the forming-up place, where it is divided into groups of five or six persons. Commanders are appointed to lead each group. The game leader explains the task of measuring distances by different means:

- a) Make a visual estimate of the ranges to enemy gun positions. The enemy's forward edge of defense is indicated, and each group is shown two or three gun positions--camouflaged dummy guns, machineguns, and so on;
- b) measure the range by pacing it off. Each group is shown two or three equidistant landmarks located in a direction opposite to the enemy gun positions;

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c) determine range by travel time. The leader tells the players that the detachment had taken a particular number of minutes to cover the distance from the school or camp to the forming-up place, and that it traveled at an average of 5 km/hr. The children are asked to determine the distance.

After explaining the task to the groups the leader gives the signal to begin the game. Each group measures the ranges, writes up a brief report indicating the results, and submits it to the umpire.

The group which makes its range determinations by the different methods the fastest and most accurately wins.

Determine Range by the Sound and Flash of a Shot

The game is played in twilight. Before the game, the leader selects a piece of open terrain and determines the place from which the shots will be observed, and the places at which the shots are to be simulated. Several points are designated on well-visible summits different distances from the point of observation, but not more than 1.5 km away, and the range to each of them is determined.

One or two umpires (adults) are appointed to simulate the shots. They are briefed by the game leader and sent to their places beforehand.

Before the game begins the leader recalls to the participants that the speed of sound in air is 330 meters per second--that is, a rule of thumb would be 1 km every three seconds. The propagation of light is said to be instantaneous. Thus by counting, with the second hand of a watch or with a stopwatch, the number of seconds from the moment of the flash to the moment that the sound of the shot is heard, we can calculate the range to the firing weapon. If a watch is unavailable, at the moment the flash occurs the observer begins counting two-digit numbers to himself, for example twenty-one, twenty-two, and so on, and he stops counting when he hears the sound of the shot. It takes one second to pronounce each two-digit number.

The game is played in 15-20 minutes, during which the umpires fire shots from five or six different points with an interval of 3-4 minutes between them.

Those YuDSA soldiers who determine the ranges to the points from which the shots were fired the most accurately win.

Noiseless Movement

This game develops the schoolchildren's attentiveness, hearing, memory, their ability to move noiselessly and cautiously, and their endurance.

The game can be played both when it is light and when it is dark in a 600 x 200 meter area of broken terrain. Before the game, the leader marks

out a route 400-600 meters long in this area, passing over different portions of the terrain through a timber stand, a thicket, or a field covered with high grass and consisting of varying ground. The game would be more interesting if a stream or shallow creek has to be crossed by the scouts along the route.

Three detachments (YuD&A subunits) take part in the game; two of them are scouting detachments, they are assigned a number, and a commander is appointed to each of them.

The children in the third detachment play the role of umpires.

The task of the scouts in Detachment 1 is to pass over, noiselessly and in limited time, a piece of terrain located in direct proximity to the enemy, near his reconnaissance post (Figure 7). If the length of the route is 500 meters, the time allowed is set at 15-20 minutes (based on a traveling rate of 2 km/hr).

Scouts in Detachment 2 conduct reconnaissance by sound. At their posts they attentively listen for sounds, and when they hear suspicious sounds or rustling, they quickly determine the enemy's location on their basis and report to the umpire that the enemy had been discovered by some particular landmark. A scout may accompany his report by the sound of a rattle. The umpire checks the correctness of the report.

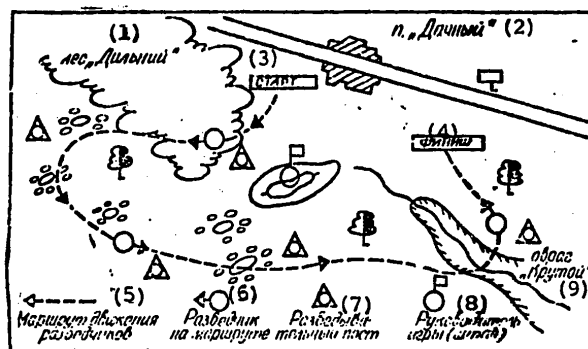


Figure 7. Diagram of a Route for Noiseless Movement

Key:

- | | |
|-------------------------------|-------------------------------|
| 1. Forest | 6. Scout on route |
| 2. Town | 7. Reconnaissance post |
| 3. Start | 8. Game leader (headquarters) |
| 4. Finish | 9. Ravine |
| 5. Travel route of the scouts | |

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Depending on the nature of the terrain, the ground, wind direction, and so on the locations of the reconnaissance posts are selected between 20 and 40 meters from the travel route of Detachment 1. The number of posts is established depending on the length of the route and the number of players such that there would be one post for an average of every 100 meters of the route, and so that there would be not more than three scouts per post.

At the appointed time the detachments arrive at the game area. The leader gives the reconnaissance detachment commanders a diagram of the game area. It indicates the forming-up place of the detachment to perform noiseless movement, the travel route, and the locations of the reconnaissance posts. Some information on the enemy is given in a legend attached to the diagram.

The game leader gives a verbal order to the commander of Detachment 1-- travel the route shown on the diagram in a certain limited amount of time; he orders the commander of Detachment 2 to place his scouts at the posts with the mission of detecting the enemy by the sounds he makes as he makes his way near the observation posts. Up to 20 minutes may be allocated for the detachments to assume their starting positions and make their preparations for the task.

The commander of Detachment 1 leads his detachment to the forming-up place, and within the time allocated to him he studies the diagram of the travel route together with the scouts, establishes the order of movement of his scouts and the means by which they are to travel the different portions of the route, and he provides advice on noiseless movement.

The commander of Detachment 2 distributes his scouts among the posts at a ratio of two or three persons per post, and appoints post chiefs, he shows each post the boundaries of its reconnaissance sector, and he studies the particular features of the individual sections of the travel route with his scouts.

The chief of each post selects two or three landmarks to be used in reporting the location of a discovered opponent, and he communicates these landmarks to the umpire. After the time allowed to the detachments for assuming their starting positions lapses, the scouts at the observation posts must carefully conceal themselves so as to preclude visual observation from the travel route. The detachment commander situates himself at one of the posts.

The umpires take their places, one at each post, in such a way that they could see the entire portion of the route assigned to the post. They make sure that the rules of the game are followed, and they keep track of the points earned. They lay special emphasis on seeing that scouts in Detachment 1 would not deviate from the assigned route, and that scouts in Detachment 2 would refrain from visual observation of the opponent's travel route.

After the time allocated to the detachments for occupying their initial positions and preparing for the task lapses, the leader gives the signal to begin the game. Detachment 1 begins traveling in the order established by the detachment commander.

The game ends when the time allocated to the detachment to cover the route lapses. After this the reconnaissance detachments exchange roles, and the game is repeated.

That detachment which accumulates the largest number of points in the two games wins.

Points are awarded to the detachments as follows.

The traveling detachment: One point for each scout who passes by unnoticed; each scout may receive as many points as there are reconnaissance posts. Penalty points are awarded at the above rate for each scout who is unable to complete part or all of the route in the designated time;

the detachment at the reconnaissance posts: One point for each scout discovered by the post. The umpires add one penalty point for each wrong report on the enemy.

At the end of the game the penalty points are subtracted from the total number of points earned by the detachment.

The players are allowed to resort to all tricks to perform their march--they can bind their feet with rags, make use of all available objects, and use any means to get from one place to another. They are prohibited from deviating from the route or hitching rides on passing transportation.

Players at the observation posts are permitted to exchange opinions and make joint decisions on the location of the enemy. Presence at a post uncamouflaged and visual observation of the enemy's travel route are prohibited.

Collision Course

Two equal detachments of 5-12 persons each headed by commanders take part in the game. The game is played on broken terrain. The game leader gives each detachment commander an envelope. It contains a diagram of the route and shows the bearings and distances of each leg of the route.

The teams move toward each other on the same route, which is shown on the diagram as a broken line passing through forests and fields. The length of the route must not exceed 2 km, and the number of legs should not exceed four or five.

Following the leader's signal each detachment determines the bearing of the first leg and begins to travel.

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It would be good for the detachments to possess several compasses. This would mean that more children would be actually involved in the game, and the number of mistakes made in bearing determinations would decrease.

An umpire sent out beforehand by the leader is sought at the end of each leg. If the detachment meets the umpire at the end of the leg, this means that it had traveled as required on the diagram.

On the detachment's approach the umpire counts the number of persons in the detachment, and he gives the commander a pass of a particular color entitling him to travel further. On receiving the pass the detachment determines its new bearing and continues its travel. During the game the detachments must necessarily meet, since they are traveling the same route. The detachment which returns to the game leader the fastest and surrenders all of the colored passes collected along the way to him wins.

Signalmen

This game reinforces the knowledge Morse code used with signal flags, and it may be played in the following variants:

1. One of the players makes letters with signal flags and asks the rest to name them. He who names the largest number of letters wins.
2. One of the players writes down a sentence on a board or a sheet of paper using conventional letters. The players must translate this sentence on their own sheet into signaling signs, drawing lines to represent the positions of the arms. The person who correctly encodes the sentence wins: The privilege of coming up with new sentences passes to him.
3. One of the players separates himself from the others and begins to transmit, by arm movements, a sentence suggested to him by the game leader in secret. The rest of the players record the signals and then decode them. If the sentence is correctly coded and transmitted, the transmitter continues to lead the game.
4. Two players stand at opposite corners of the game area and signal to each other with flags. The other players watch them, write down their signs, and then decode them.

If the signalmen make no mistake in their transmissions, they earn the privilege of transmitting again. If they make a mistake, the signaling privilege passes to other players.

Signalman Relay Race

This game is intended for children having a good grasp of the technique of transmitting and receiving signals in telegraph code by various means.

Several groups of 6-10 persons may take part in the game. One at a time, they will transmit telegrams containing equal numbers of symbols and consisting of not more than 30-40 letters and of words with which the children are well familiar. The text must be such that the players would not be able to guess the content of the entire sentence from the first or second word. The children must not know what the text of the telegram is before the game begins.

Hilly terrain or an area broken by ravines is sought out beforehand. Flags, whistles, paper, pencils, and a signal decoding key are prepared.

The participants break down into pairs depending on the number of stages in the relay race.

There can be from three to five of them, and the distance between them varies from 50 to 200 meters.

The end point of each stage is selected such that the two neighboring end points could be seen from it, but so that the entire race route could not be seen.

Two signalmen begin the race: One receives, and the other transmits. They can see only the children in the first stage.

The leader gives the telegrams to the players at the start line. They transmit them with flags to the first stage. The text is received at the first stage and transmitted to the second stage with a whistle, then by flags, and so on.

After receiving and decoding the telegram the players deliver it to the game leader, who determines the time from the moment transmission starts to the moment the decoded message is delivered, and he compares the message he receives with the original.

Then the second group begins transmitting its text.

The team that transmits and receives its text the most quickly and accurately wins.

Group Duel

The content and conditions of the game are as follows. On the game leader's instructions, two teams of five persons each approach the start line, which is 20 meters from the fire line. Ten targets rise up from shelters in two sectors. Plywood discs 20-25 cm painted green or black serve as the targets. The targets are secured to thin rods 1.3-1.4 meters long (Figure 8).

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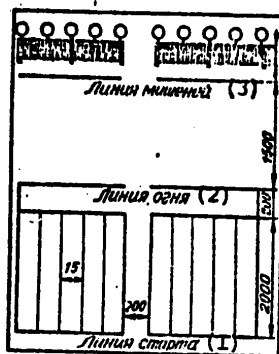


Figure 8. Group Duel Playfield

Key:

- | | |
|---------------|----------------|
| 1. Start line | 3. Target line |
| 2. Fire line | |

In response to the command "Approach the start line!" the players lie down with their elbows, knees, and chest touching the ground.

Each player possesses a pouch containing an unlimited supply of projectiles-- pine cones, balls, and so on. They should have nothing in their hands. They are prohibited from extending their elbows beyond the start line.

The game leader gives the order "Attention!", and several seconds later, "March!". In response to this command the players run to the fire line and begin throwing their projectiles at the targets standing or kneeling. A hit target is immediately lowered.

If a target in one of the sectors is hit, the player of the other sector whose serial number corresponds to the number of the hit target is said to be disqualified from the game, and the umpire prohibits him from further throwing and from surrendering his projectiles to other players.

The first team to hit all five targets in its sector wins.

The Keenest Eye

Training grenades are used in the game. They are thrown at two targets: a frame with two openings measuring 80 x 80 cm and 100 x 100 cm, and squares marked in the ground, one inside the other, measuring 1 x 1 and 3 x 3 meters (Figure 9).

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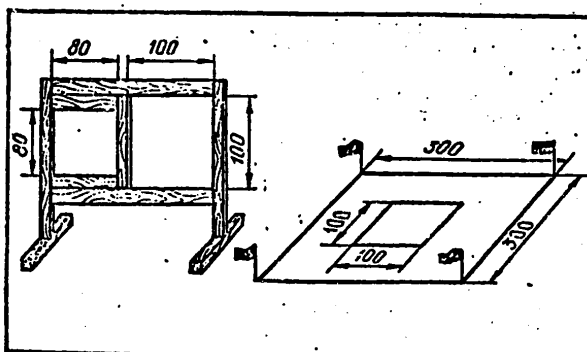


Figure 9. Grenade Target

The game leader determines the grenade throwing range with a consideration for the age of the players. The distance to the targets must be smaller for girls.

Each player throws three grenades at each target from three positions--standing, kneeling, and prone. A player throwing his grenade through the smaller opening or into the smaller square receives two points, while one hitting the large opening and square receives one point.

He who collects the largest number of points in a set number of tries wins.

Traffic Controller

Teams of three traffic controllers each compete in the game.

At the starting point the teams receive route sheets indicating the order of travel.

In response to a common signal the teams begin moving toward the point labeled as the first on the route sheet.

On arriving at the point the team chief reports the team's readiness to perform its assignment to the judge, and surrenders the route sheet.

After the assignment is completed, the route sheet is returned to the team chief. If the assignment is completed correctly the judge signs the sheet, making no notations of any sort. His signature serves as a confirmation of the team's passage through the given point.

When mistakes are made in the assignment, the route sheet is punched.

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The number of punches will correspond to the number of wrong answers to the questions of the judges, or to the number of incorrect actions while performing the assignments at the point of competition.

Point 1 "Traffic Controller": Each player in the team demonstrates the signals given by a traffic controller corresponding to the colors of a traffic signal (as required by the judge).

The team receives one penalty punch for each incorrect gesture.

The largest number of penalty punches is three.

Point 2 "Road Signs": The entire team follows road signs to find a package containing the assignment, and they complete it together.

The team is given one penalty punch for incorrectly performing the requirements of the road signs.

The largest number of penalty punches is three.

Point 3 "Separation of Vehicular and Pedestrian Traffic": The team is given the assignment of simulating the movement of oncoming transportation of different types on a model of a cross-section.

Three mistakes are possible in this assignment.

The largest number of penalty punches is three.

Point 4 "Braking Distance": The team is given the assignment of computing the braking distance of an automobile.

The team is given two penalty punches for incorrect solution of the problem.

The largest number of penalty punches is two.

Point 5 "USSR Motor Transportation": The team is given three drawings of motor vehicles produced by the country's motor vehicle plants, with the task of determining the brand of the transportation and its purpose.

The team gets one penalty punch for each wrong answer.

The largest number of penalty punches is three.

Point 6 "General Responsibilities of Pedestrians and Passengers": Each team member is asked one question concerning the responsibilities of pedestrians and passengers.

Each wrong answer earns one penalty punch.

The largest number of penalty punches is three.

Point 7 "Supplementary Requirements on Bicycle Traffic": Each team member is asked one question about the supplementary requirements on bicycle travel on streets and roads.

Each wrong answer earns one penalty punch.

The largest number of penalty punches is three.

Point 8 "Practical Bicycling": The team participates in a bicycle relay consisting of three stages--a trail, a figure-eight, and a board (each team member must participate in one of the stages).

Failure to complete a maneuver in each stage is assessed one penalty punch.

The largest number of penalty punches is three.

The largest number of penalty punches a team can receive is 28.

The winner is determined from the smallest number of punches on the route sheet, and from the shortest amount of time to get through all eight points of the route.

Firefighter's Relay

The firefighter's relay is an attractive game. It is contained in the program of all-union, republic, kray, oblast, city, and rayon Zarnitsa game finals.

The combined relay race course, which has a total length of 400 meters, consists of five stages (5 x 80). One player stands at each stage, and he runs only in the one stage. At the start point, the first player is given a KR-B fire nozzle as the baton. It is passed on in each stage, within a designated zone. The player receiving the baton may begin running 10 meters before the passing zone. The baton cannot be thrown or rolled on the ground. The player in the last stage must cross the finish with the baton.

If the baton drops while being passed, only the passer can pick it up. The baton may be carried in any way in the stages.

The competition proceeds in the following sequence.

The first player stands in front of the start line with the nozzle. He begins moving in response to a signal from the judge. There is a small house at the end of the first stage (Figure 10). On running up to it, the player climbs the ladder to the roof, makes his way across the roof, jumps down to a platform, and then to the ground. In the passing zone he gives

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the nozzle to the second player; accepting the baton, the latter runs forward, gets over a fence by whatever means possible, with the exception that he must not rest his legs against the fence's support or braces. In the passing zone he gives the baton to the next player.

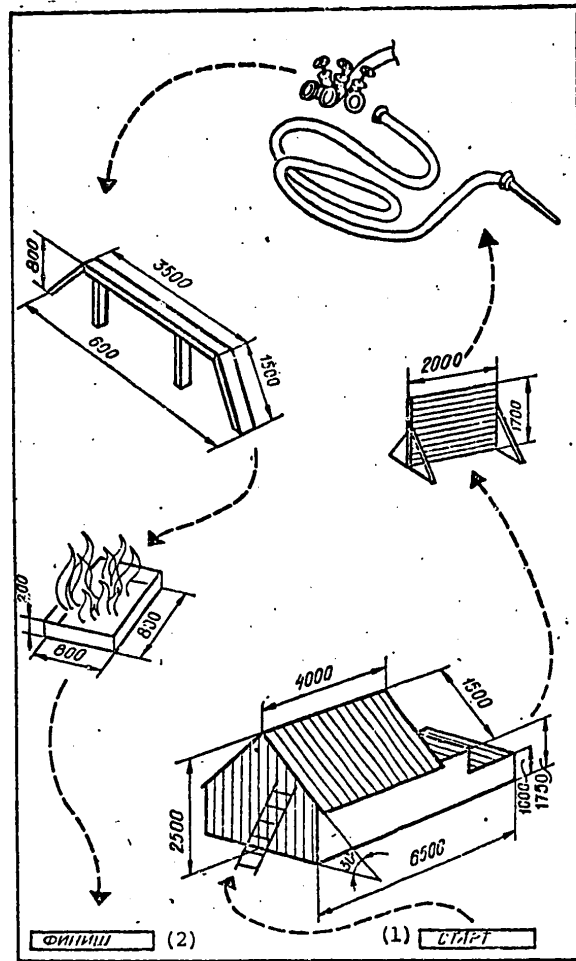


Figure 10: Obstacle Course for the Firefighter's Relay

Key:

1. Start

2. Finish

Accepting the baton, the third player runs to the location of hoses and a branch, connects the hoses together, to the nozzle, and to the branch, and stretches the hose out to a particular line; next he disconnects the nozzle from the hose beyond this line, and then he passes the baton to the player in the fourth stage, who crosses a horizontal bar and passes the nozzle to the fifth player. Receiving the baton, he runs to a fire extinguisher, picks it up, and extinguishes a liquid burning in a trough. After putting out the fire the player runs to the finish line.

Note: Burning liquid is extinguished with OKHP-10 fire extinguishers. If the fire extinguisher's spray nozzle becomes clogged or in the event that one fire extinguisher fails to put out the fire, use of standby fire extinguishers is permitted. If the fuse on the fire extinguisher blows, the team is credited with completion of the relay.

The clock is stopped when the player crosses the finish line together with the nozzle (baton).

The team is disqualified from the competition in the following cases: The player avoided the house (Stage 1), failed to get over the fence (Stage 2), was unable to connect the hose to the branch (Stage 3), avoided the horizontal bar (Stage 4) or jumped off of it before crossing it completely, failed to put out the fire in the trough (Stage 5), left the fire extinguisher in the trough, and if he crossed the finish line without the nozzle (baton).

Safety rules are complied with strictly during the game. Safeties must be appointed for the first stage (crossing the house). In the fifth stage a young firefighter must work in overalls, protective sleeves, and a helmet with a safety shield.

The best teams of firefighters are determined from the lowest time to pass through all stages.

The Firefighter's Relay may be modified in grade school competitions. As an example the task of crossing the house could be substituted by reporting the fire by telephone. The swiftness and correctness of the report are taken into account. Rescuing a victim and clearing rubble could be added to the tasks in the different stages, and the burning liquid in the trough could be extinguished with sand rather than a fire extinguisher.

Traveling a Minefield Lane on Skis

This game develops the ability to move in formation on skis, strictly in a previously indicated direction.

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The game is played by two detachments containing 10-12 persons each and headed by commanders.

The boundaries of a minefield 100-120 meters deep are marked on terrain covered by fresh, unskied snow, and flags of two colors are placed on these boundaries for each detachment, 3-5 meters apart.

The task of the players is to travel strictly in the direction of the flags, and in the tracks made by the detachment commander, who heads the column.

The detachments form up in column at one of the boundaries of the minefield. The detachment commander, who stands at the head of the column, takes a place beside the flag indicated by the game leader.

In response to a signal both detachments simultaneously begin moving, each toward its own flag on the opposite boundary of the minefield.

The skiers must glide without poles. They must travel without lifting the skis from the snow. The detachment commander must lay a ski track through the minefield along a straight line in the direction marked by the flags, and all of the other players, moving in a column of one and maintaining an interval of four to six paces, must cover the distance staying precisely in the track laid by the commander.

After both detachments finish moving to the opposite boundary of the minefield, it would not be difficult to establish which of them completed its task better. For this purpose it would be sufficient for the game leader to walk the corridor between the ski tracks and establish which track had fewer curves and rutted places where the tracks did not match.

Ski Ambush

The following incident occurred in one of the sectors of the front during the Great Patriotic War. A detachment of skiers was withdrawing from a numerically superior enemy cross-country through a forest. The skis glided easily over the snow, but they left a clearly visible track, facilitating pursuit by the enemy.

Seeing that he would be unable to evade the enemy, the detachment commander decided to fight. He selected a place convenient for an ambush, but in order to mislead the enemy he first led the detachment beyond the place chosen for the ambush. Then the skiers divided themselves into two groups and turned into the forest. Making large loops, both detachments returned to the place selected for the ambush. The detachments situated themselves on both sides of the previously laid ski track following the bottom of a ravine. Camouflaging themselves expertly, the skiers prepared hand grenades, set up two machineguns, and waited for the enemy (Figure 11).



Figure 11. Diagram of Actions by a Ski Ambush

This bit of cunning did its work. Suspecting nothing, the fascists continued their pursuit. When their detachment reached the ambush our soldiers opened coordinated fire, shooting down the Germans point-blank, and they were victorious.

A ski ambush may be organized as an interesting game. The players are divided into two detachments. One detachment advances first, and the other begins moving 15 minutes later, following the tracks of the first. In order to make it easier to follow the tracks the game should be played after a snowfall that covers up old ski tracks, or on terrain uncrossed by skiers.

The first detachment travels over new snow, trying to move forward as quickly as possible, so as to have more time available to set up the ambush. Because it takes a great deal of effort to lay a track over deep powder, the lead skier must be replaced more frequently. In order to make travel by the pursuing detachment more difficult the first detachment confuses its tracks by making loops, brushes the tracks away with branches bound together into a large broom, and so on.

On selecting a place convenient for an ambush the commander of the first detachment proceeds as did the detachment chief in the incident described above. Occupying their position, the skiers quickly camouflage themselves and begin waiting for the enemy.

The second detachment travels along the track made by the first detachment. Two scouts travel 100-300 meters ahead of the detachment. The more the

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terrain is broken by ravines and hills and the denser its forest or brush cover is, the closer to the detachment the scouts travel. They are obligated to maintain visual communication with the column of skiers at all times. On discovering the ambush the scouts give an arbitrary signal: For example they raise an arm and with it indicate the direction to the enemy. The scouts may take off their skis. No other player in the second detachment is entitled to take off his skis. The entire detachment must move in a column of one, and mandatorily along the track laid by the enemy. Only in response to a "I see the enemy" signal from the scouts may players of the second detachment abandon the ski track, deploy into a line, and surround the location of the ambush. In this case the victory is awarded to them.

If the second detachment's scouts fail to detect the ambush and the skiers pass by the hidden opponent, the first detachment is said to have won.

Two umpires accompanying the detachments monitor the course of the game.

The following rules must be observed during the game:

Setting up the ambush, the players of the first detachment may divide themselves into two subunits, situating them on either side of the track laid by the detachment, but not more than 100-200 meters apart;

players in the ambush are not entitled to abandon their places until the second detachment passes them by.

Breaking Into the Rear

Two detachments play the game--Greens and Blues. The Greens defend a sector 120-150 meters long and 20 meters deep, with clearly marked boundaries. The task is to keep the Blues from penetrating into the rear, which is 400-600 meters beyond the line of defense.

The task of the detachment of Blues is to advance in a line from a start line 400-600 meters from the line of defense, and to covertly penetrate into the rear of the Greens.

Each YuDSA soldier wears an arm band of the appropriate color.

Game preparations are made for 15-20 minutes. The Greens set up ambushes and observation posts, they disperse and camouflage themselves, and they organize communications, while the detachment of Blues occupies the start line for its travel. The detachment commander works out a plan of action. The detachment deploys in a line.

The game begins in response to a signal from the leader, and it continues on for exactly 30 minutes, until the next signal is given. Then the detachments trade places.

The detachment containing a larger number of YuDSA soldiers who break through into the rear wins.

The main rules are: An attacker is disqualified from the game if he is marked by (touched by the hand of) a defender. The disqualified individual surrenders his armband and goes to the umpire. Attacking from beyond the boundaries of the game area is prohibited.

Plant the Flag

On the day before the game the leader and umpires select a piece of forested terrain and mark out routes of travel for the detachments that are 1.5-2 km long and converge at the same point on a hill. They meticulously prepare the bearings to be traveled by the detachments, and they draw maps of the travel routes for each detachment (Figure 12).

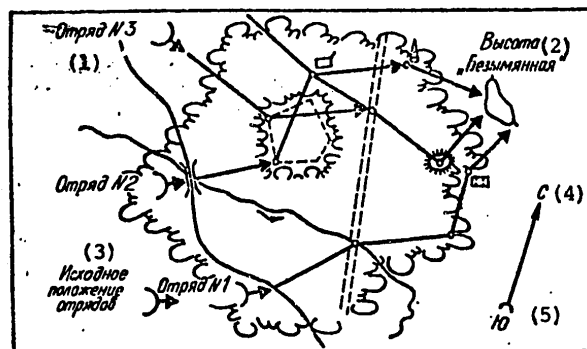


Figure 12. A Variant Providing for Three Detachments

Key:

- | | |
|--------------------------------|----------|
| 1. Detachment | 4. North |
| 2. "Noname" Hill | 5. South |
| 3. Detachment forming-up place | |

The game is played by two or three detachments headed by commanders. There must be not less than two compasses in each detachment.

The detachments come to the game area with dummy weapons and standards, and they occupy the forming-up places indicated to them. An umpire relates the task to the commander--the detachment is to march through close country and plant his flag on Noname Hill--and he gives him an envelope containing a

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map of the route, indicating the bearings and ranges. The route must follow a broken line. The number of legs is the same for each detachment.

Following the leader's signal each detachment determines the bearing of the first leg and begins moving. The detachment commander makes sure that the compass direction of travel is adhered to strictly, and he organizes his men to count the number of paces traveled with the purpose of determining the range.

On reaching the hill the detachment plants its flag at its center. The first to plant the flag wins.

The game could be made more difficult. For example the YuDSA soldiers could be required to work in gas masks or deploy in approach march or battle formation in one of the legs.

Take the Hill

Two detachments play the game. It would be desirable to select a 1.5 x 2.5 km area of highly broken terrain. The hill to be captured is designated within this area. The forming-up places are situated on opposite sides of the hill and within 2 km away from it. It would be preferable to have obstacles between the hill and the forming-up places--a river, a ravine, or a dense thicket.

The best trained children are appointed detachment commanders. Each detachment has its own identifying mark. The latter is secured to the back or the sleeve. The detachment is issued not less than two compasses.

The task is to proceed from the forming-up place along the shortest path to the hill, swiftly and decisively surmounting all obstacles, to capture it on the move, and to hold it for a certain length of time, 15 minutes for example.

At the forming-up places the umpires give the detachment commanders maps of the terrain indicating their routes of travel, the bearing to the hill, and the distance to it. When the leader gives the signal, or at a preset time if the distance between the forming-up places is great, the detachments begin moving. There must be not less than three obstacles along the way: a contaminated area, an area up to 30 meters long within the enemy's field of vision, and a natural obstacle (a river, a steep ravine, thick undergrowth, and so on). When the hill is captured, a flag is planted at its summit. The detachment commander organizes a ring defense. The detachment arriving second attacks the hill, attempting to knock the opponent off of it, capturing the enemy's standard, and planting its own. That detachment which manages to keep its standard on the hill for 15 minutes, or to capture the enemy standard, plant its own standard, and hold the hill for 15 minutes wins.

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Four umpires observe the game--two accompanying the detachments and two at the obstacles.

The following rules are observed during the game: The contaminated area must be crossed by the players while wearing gas masks, and the area within the enemy's field of vision must be leopard-crawled. Anyone who violates this rule is returned to the start of the obstacle by the umpire. On encountering the natural obstacle, the detachment either crosses it or detours it. During the battle for the hill, the detachment may put children from the opposing side out of the game. For this purpose it would be sufficient to tear the identifying mark from the player's back or sleeve. A player put out of the game immediately goes to the umpires. The standard is said to be lost if it falls into the opponent's hands for even an instant.

If more than 15 minutes pass from the time the first detachment takes the hill and the second detachment arrives, the latter is deemed the loser and does not enter into battle.

For the game to be successful, the leader and the commanders must recall to the children the means for determining distances on terrain, the use of a compass, and the technique of traveling a bearing. In this case it would be desirable to relate stories about bold actions taken by Soviet soldiers during the war, and to recall some war stories.

Battle tasks are allotted before the game--scouts, riflemen, signalmen, and orderlies are appointed. The necessary equipment, dummy weapons, signal flags, rattles, and so on are prepared beforehand.

The content of the game may be varied by increasing the number and diversifying the nature of the obstacles: One of the detachments could set up defenses on the hill beforehand, organize ambushes, and put out listening posts, while the second could search for the hill from the forming-up place according to a furnished bearing, organize reconnaissance, and determine the means by which to transmit signals from the scouts. Concentrating its main forces near the hill, it can make a surprise attack against it.

Three Detachments

And area with a radius of 1-2 km, delimited by a rail bed, a highway, a forest edge, a population center, and other noticeable landmarks is selected for the game.

The number of players is a multiple of three. They are divided into three detachments headed by commanders and their deputies. Numbers and identifying marks are assigned to the detachments.

Being an opponent in relation to the other two detachments, each detachment performs two tasks: It hunts for and captures one detachment, and hides from the other. Game time is set at 1.5-2 hours.

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That detachment which hunts down and captures not less than two-thirds of the opposing detachment before the others do wins.

The players follow their own plan. They are not permitted to leave the game area, but they can send out scouts, post observers, and change their location within the boundaries of the game area.

An opponent is caught by being touched with a hand (grease-marked). A caught player is out of the game and must stay with the umpire until the end of the game.

Removal (camouflage) of an identifying mark is not permitted. Players guilty of this violation are disqualified from the game.

Three umpires are appointed to help the game leader monitor the game and determine its results. The umpires accompany the detachments.

The day before the game the leader and umpires select the game area, reconnoiter it, and draw a map of it. They determine the forming-up places of the detachments, and the shortest route of the detachments to them. The route taken by each detachment is known only to that detachment. The leader draws up two assignments for each detachment--one to occupy the forming-up place for the game, and one concerning actions to be taken in the game. In the evening before the game the content and rules of the game are communicated to the players.

On the day of the game the detachments occupy their forming-up places, where the umpires give the detachment commanders an envelope containing a map of the area and an order of approximately the following content:

"Operation Order No 02, Regimental Staff, Kruglaya Grove, 10 Jan 78.

"Enemy detachments with a white armband on the left sleeve (labeled No 2) and with a blue headband (labeled No 3) are operating in the vicinity of the birch grove. Your detachment is labeled No 1. The detachment's identifying mark is a yellow armband on the right sleeve. These are my orders:

"From the moment a red rocket is fired--'start the game', and until two green rockets are fired--'end the game', the commander of Detachment No 1 must:

"1. Find Detachment No 2 and capture not less than two-thirds of its personnel.

"2. Evade Detachment No 3.

"The time allocated for the task is 2 hours from the 'start the game' signal.

"After the task is completed or after the 'end the game' signal is fired, return the detachment to the assembly point."

On studying the order the detachment commander orients himself and indicates the general direction in which Detachment No 2 must be sought, and the possible direction from which Detachment No 3, the one to be evaded, might appear, and he reports his readiness to begin the game to the umpire.

The leader sets the time permitted to the detachment for occupying the forming-up place and making the game preparations. Upon expiration of this time the leader fires the "start the game" signal from the center of the game area. The detachments begin following their plans.

Upon discovering the opposing detachment that must be captured, the detachment commander gives an order to attack the opponent, attempting to surround him.

On encountering the opposing detachment that is to be evaded, the commander gives orders to quickly camouflage and withdraw the detachment, so as to keep the enemy from encircling his detachment.

During the game the leader may travel with one of the detachments in the center of the game area, or at the assembly point of all participants.

The "end the game" signal is given by the leader upon expiration of the time allocated to the game, or after one of the umpires reports that his detachment had won or was defeated. After the signal the commanders lead their detachments to the assembly point and report the results of their actions to the leader.

The leader holds a game critique, determines the winner, and makes mention of competent actions taken by detachment commanders and players, as well as the shortcomings.

Covert Maneuver

Together with the umpires the game leader selects a 500 x 500 meter area of broken terrain covered with brush or a thin timber stand, and marks two lines with a front of 400 meters 100-150 meters apart. The nature of the terrain at the lines and mutual visibility must be approximately the same.

The players are divided into two equal detachments of 20-25 persons each. A commander is appointed in each detachment; it is his responsibility to divide the detachment into subunits and appoint a deputy commander and subunit commanders. The subunit commanders allot battle tasks to members of their own subunits. An umpire accompanies each detachment.

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The detachments are simultaneously led to their forming-up places, 200-300 meters behind their lines. In this case the forming-up place of one detachment is unknown to the other. At an established time the umpires give game area maps to the commanders indicating the lines, and orders to occupy the lines in limited time and subsequently go over to the offensive.

The umpire shows the detachment commander where on the terrain the line is.

The task of the detachment is to occupy its line and then set up careful observation of the enemy, determine his intentions, perform a covert maneuver, regroup the detachment's forces, go over to the offensive and, with fire, prevent the enemy from going over to the counteroffensive.

On receiving the map and the order from the umpire, the detachment commander performs reconnaissance and gives the detachment an oral order to occupy the line.

Moving to the line, the players camouflage themselves and maintain observation of the enemy, who is simultaneously occupying his line.

After the detachments occupy their lines the leader gives the signal to start the game. This signal means that the detachments are now permitted to begin a covert maneuver in preparation for going over to the offensive. For this purpose the detachment must concentrate not less than two-thirds of its forces in the center or at one of the flanks of a 100-120 meter sector, and go over to the attack with a cry of "Hurrah!".

Infantry weapon fire is simulated with rattles or by firing blanks.

When a detachment reaches the line occupied by the opponent the game leader gives the signal to halt the attack.

On discovering that the opponent is concentrating his forces in a particular area, the detachment commander orders his men to open fire in that direction.

The winning detachment is the one that manages to make a covert maneuver unnoticed and to make a surprise attack on the opponent, or to discover the location where the opponent is concentrating his forces and open fire in the indicated direction in time.

The detachment which is unable to determine where the opponent is concentrating his forces or opens fire too early, before the opponent has concentrated two-thirds of his forces in one place, or opens fire in the wrong direction loses.

The following rules are observed in the game:

The detachments must be at their lines before the game begins, and within 10 meters behind their lines;

the depth of actions by the players must not exceed 50-60 meters while performing the covert maneuver;

each detachment establishes its own control signals;

a detachment may take any action to outwit the opponent.

The game would be more successful if its content and rules are communicated the day before, and if the players are supplied with dummy weapons, observation instruments, signaling resources, and artillery and rifle fire simulating resources.

While keeping the game basically intact, it can be played in another variant in which the detachments approach their lines at different times, and only one of the detachments performs a covert maneuver to regroup its forces. The other detachment observes the opponent and, on discovering the concentration of forces in time, opens fire in that direction.

Operation Rendezvous

The game is led by a YuDSA battalion staff and umpires accompanying the detachments.

An area of broken terrain is selected for the game (preferably covered by trees, brush, tall grass, and so on). Game time is 3-4 hours. Three to six YuDSA detachments participate. All detachments are airborne parties landing in the enemy rear.

Each detachment is given the following task: Beginning from the forming-up place (the area in which the detachment was dropped), march into the enemy rear by the concealed route indicated on a map with the objective of joining up with the battalion's other detachments.

Each detachment performs various assignments while en route (in different legs of the route): It hunts for a hidden package containing the route map, decodes the bearing and range to be used in subsequent travel, which are given in Morse code, deploys in approach march and combat formation, engages the enemy in combat, and so on. Moreover the YuDSA soldiers must surmount several lines containing obstacles, which must be discovered ahead of time by scouts. Examples of such obstacles can include: A space of up to 30-40 meters within the enemy's field of vision and line of fire; an area of radioactive and chemical contamination; a surprise attack by the enemy; natural obstacles (river, steep ravine, brush, and so on).

The detachment which completes its task in the least time wins.

Preparations for the game: The battalion staff determines the routes to be traveled by the detachments, giving the bearings. The routes must be

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identical in relation to their distance (3-5 km), the nature of the terrain, and the number of legs, and they should converge on one point (a hill, a meadow, and so on). The battalion staff draws up a route map for each detachment; determines the quantity and nature of assignments, obstacles, enemy fire positions and the order of their designation, and the composition of the groups representing the enemy; appoints umpires in each detachment; organizes drills for the YuDSA soldiers in their specialties and holds discussions with them on military-patriotic subjects; provides compasses, binoculars, and technical communication resources to the detachments; inspects the readiness of the detachments for the game; explains the content and basic rules of the forthcoming game to the YuDSA soldiers beforehand.

The YuDSA soldiers prepare dummy weapons, signal flags, stretchers, medical kits, blank forms for battle leaflets and flashes, and everything needed for food preparation in the field.

The play of the game (an example of the possible versions): At the appointed time the detachments arrive in the game area together with their weapons and gear, and assume their forming-up places. Here, the umpire gives the detachment commander the march task and gives him a map of the route, which consists of four legs. The map shows the bearing and length of the first, third, and fourth legs. The commander learns from a legend accompanying the map that the bearing and length of the second leg are contained in a package hidden at the end point of the first leg (within a radius of 100 meters).

The detachments are given 20-30 minutes to clarify the task, determine the order of movement, organize reconnaissance, and so on.

At a preset time the umpires give the signal for the detachments to begin traveling simultaneously on the bearing of the first leg. While en route, the detachment commanders turn special attention to reconnaissance, to compliance with the rules of camouflage and deception, and to maintaining an accurate bearing.

Reconnaissance is performed by a forward patrol and two lateral patrols, each containing two or three persons. The patrol must include a signaller. The scouts travel at a distance of 100-150 meters from the bulk of the detachment, and they maintain constant visual communication with them, using flags. They carefully examine landmarks, trees, bushes, depressions, and other objects encountered along the way.

The detachment commander marks the reconnaissance results on his map. Assume that the scouts notice a camouflaged enemy gun along one of the sides of the route. They immediately signal the commander. The commander marks the location of the gun on the route map and, taking special precautionary measures (advancing in short runs or by crawling), he covertly leads the detachment along the route without entering into battle. Further forward,

meanwhile, assume that the scouts discover an obstacle--an area of the terrain contaminated by war gases (marked by arbitrary signs). Drawing the contaminated area on the map, the commander makes a decision to cross the area in gas masks; during this time the lateral patrols fall in with the detachment itself. Now assume that the end point of the first leg has been reached. In order to move further, the detachment must first find the package, hidden in the area, indicating the bearing and length of the second leg. Separating into small groups, the YuDSA soldiers attentively examine the terrain within the radius of 100 meters. The package is found! But before learning the bearing and length of the leg the detachment must wait for the signalmen to do their work, since the data are indicated in Morse code.

Jointly with the deputy commander for political affairs and the subunit commanders the detachment commander determines the direction of movement in the second leg of the route and reports the detachment's readiness to move to the umpire. On making sure that the bearing is determined correctly, the umpire permits the detachment to go on. The composition of the patrols is changed in each leg.

In the second leg the forward patrols discover a minefield from external clues (freshly dug earth, small, symmetrically located hummocks, and so on), and the patrol on the left discovers a dug-in enemy tank. The commander hides the detachment in a thicket, organizes a ring defense and observation of the tank, and sends out combat engineers to clear and mark a lane through the minefield.

Assume that the combat engineers have found and disarmed the antipersonnel mines (cans buried in the ground with short pieces of string protruding--the tripwires) and marked the lane. The commander draws the minefield and the location of the tank on the map, and after receiving permission from the umpire he leads the detachment along the lane through the minefield to the end point of the second leg. In the third leg the detachment leopard-crawls across an area within the enemy's field of vision, and soon after it is unexpectedly subjected to an enemy attack from the right. The forward patrol and the one on the right have already entered into combat with the enemy. The detachment quickly deploys into a line, with the first subunit at forward center, the second to the right, and the third to the left. The detachment subjects the enemy to stationary fire, using all forms of weapons. Soldiers in the sponsoring unit, which takes part in the game, fire blanks, detonate battle noise simulators, and launch rockets during this time. The commander learns that the detachment is fighting an enemy subunit defending an important objective--a missile launcher. The commander makes the decision to attack the enemy and annihilate the objective. The detachment attacks the enemy as a single unit, with a cry of "Hurrah!", and it annihilates the objective (ignites a smoke generator or a campfire). During the fight the orderlies render assistance to the casualties.

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After annihilating the enemy the detachment continues on its way to the end point of the third leg. Here the detachment once again assumes a ring defense, and the commanders determine the direction of travel to the end point. The battalion's assembly point is already visible, and there are no enemy troops in front.

The commander makes the decision to perform a forced march in a column of route. On getting permission from the umpire, the detachment marches toward the end point in a column of two, with the standard at the head of the column. The detachment commander reports to the battalion chief of staff (the game leader) that he has completed his mission.

After receiving the report the game leader orders the detachment to go to the assembly area. Here, cooks compete in making lunch in the field in limited time. Other specialists compete concurrently as well: Riflemen determine the ranges to targets set up various distances away, scouts determine bearings to three or four objects (landmarks), signalmen decode and transmit commands and signals written in Morse code, orderlies treat broken limbs, and the editor publishes a battle leaflet devoted to the game just completed.

The game ends with a critique, after which the winners are announced.

The basic rules of the game:

Umpires accompanying the detachment constantly monitor the actions of the YuDSA soldiers in all legs of the route, and score them;

the forming-up place and the route of the detachments are its secrets;

obstacles and the area of the enemy's surprise attack must not be known to the players beforehand;

a detachment moving without scouts is halted by the umpire;

the area within the enemy's field of vision can be crossed by the detachment only by leopard-crawling. Anyone violating this rule is turned back by the umpire;

on meeting a natural obstacle, the detachment either crosses it or bypasses it;

if personal protective resources are available, a detachment encountering an area of chemical contamination crosses it in gas masks, and if such resources are unavailable the detachment detours the area;

in response to the surprise enemy attack the detachment quickly deploys in a line facing the enemy; advancing in short runs and by crawling, the YuDSA soldiers select and man a fire position and fire upon the enemy;

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the umpires can give the detachment penalty points for incorrect actions by individual YuDSA soldiers during the game; a penalty time of 1-2 minutes (as established beforehand) is added at the end of the game for each point. The battalion staff determines the order of determining penalty points in the game.

4. Games for Students in Grades IX-X

Who Can Put on the Gas Mask Fastest?

The objective of this game is to reinforce the skills of donning a gas mask correctly and quickly.

Enough gas masks and stopwatches to support the number of detachments (teams) participating in the game must be prepared. If there are not enough gas masks to go around, disinfectant to be used on the gas masks must be prepared as well.

The detachments form up in a clearing (a forest meadow, a forest edge) for the game. The leader appoints two or three timekeepers, announces the conditions of the game, and gives the command "Gas!". The players put on their gas masks, and the timekeepers clock the time from the moment the command was given to the moment the gas masks are on. He who puts on his gas mask most correctly and fastest receives the largest number of points, and wins.

The score for different times for putting on the gas mask without mistakes is:

10 seconds--15 points
12 seconds--10 points
15 seconds-- 5 points

If the procedures for donning a gas mask are violated the score is reduced by 1 point for each of the following mistakes:

The player failed to close his eyes and hold his breath;

the player failed to exhale sharply after putting on the gas mask;

the connecting tube is twisted;

the mask is placed over the head such that the portholes do not match up with the eyes;

the mask is put on with a fold in it.

To determine the winning team, the number of points earned by each participant is added and included in the team score.

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Game-Exercises With a Topographic Map

Preparing for the game, the leader develops the content of the exercises and the tasks to be performed as a means for training the players in work with a topographic map (a training map with a 1:25,000 scale is used).

Following are some examples of exercises and tasks:

1. Determine the absolute elevation of the southwestern edge of town (the name is given here).
2. Attentively study the map. Determine which hill is taller than all other hills.
3. Using a ruler, determine the distance from town K along the highway, southeast to its intersection with the dirt road.
4. Using a curvometer, determine the distance from the center of population center X along the field trail to the center of town H.
5. Find the roads represented in the southeastern quarter of the map, and determine their type. Determine the sort of population centers that are connected by these roads.
6. Indicate the name of the river and describe it--direction and rate of flow, breadth, depth, and the nature of the bottom deposit. Establish whether or not it is serviced by ferries or bridges, and describe them.
7. Find the forest area represented on the map, and describe it--the tree species, tree height and thickness, average spacing between trees, and presence of forest roads and their width. Establish whether or not there is a forester's home in the forest.
8. Find typical terrain forms marked by countours on the map--a mountain, a depression, a ridge, and a saddle.
9. Determine the elevation of four points, and their height above the fourth, the lowest.
10. Examine and name the symbols in the square containing population center H (indicate the square).

The players are given up to 5 minutes for each exercise. The answers are written out. The player is given a point for each correct answer. He who accumulates the largest number of points wins.

Materials for the game include training topographic maps for each player, compasses, rulers, curvometers, and the "Topographic Map Symbols" and "Representation of Relief on Topographic Maps" posters.

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Concealed Route

The game is played for 2-3 hours by young men and women having a good knowledge of military topography. The players are divided into detachments of five to seven persons headed by commanders. Each detachment is given a number, and the number of detachments is unlimited. The participants must possess a compass, a plotting board, a ruler, paper, and a pencil, and each player must carry a load of 6-8 kg in a pack, a dummy weapon, a canteen, and personal medical kit.

An area of broken terrain containing ravines, hills, timber stands, and so on is selected for the game. From 6 to 12 checkpoints are marked on copies of a map of the selected area. Depending on its distance from the start point and the difficulty of the approach to it, each of these checkpoints is scored a particular number of points, for example 14, 21, 12, 87, 120, 48, and so on. These numbers are used to designate the points on the map.

Before starting the game, the players do not have any maps, and they do not know the locations of the checkpoints or their numbers. The task is to pass through as many checkpoints as possible in the time allocated to the game, collect the largest number of points, and return to the start point in time.

That detachment which accumulates the largest number of points wins. A detachment which returns to the start point not fully manned or after the signal ending the game is disqualified from the game.

Umpires are appointed to help the leader, one for every checkpoint. Their task is to always remain at the point, meet the detachments, and make a notation on the back of the map indicating that the detachment had visited the checkpoint. The umpires of certain checkpoints may be given the task of checking to see that the players are carrying their loads. At a preset time the detachments arrive at the start point and form up. The leader recalls to the players the conditions and rules of the game, gives the necessary advice, synchronizes his watch with those of the detachment commanders, and checks the weight of the carried loads. After this the detachment commanders are given the map, and the signal to begin the game is sounded. Each detachment studies the area and the locations of the checkpoints, determines the order of visiting each point, and begins moving along its selected route as quickly as possible.

On reaching a checkpoint the commander forms up the detachment and reports the detachment's arrival to the umpire, who makes sure that all personnel of the detachment are present and makes the appropriate notation on the back side of the map indicating that the checkpoint had been passed. If the umpire must check the weights carried by players, he must note down the time spent. After receiving permission the detachment moves to the next checkpoint without losing time.

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During the game, any assistance to comrades within one's detachment is permitted, for example carrying his load. Hitching rides on passing transportation is prohibited.

Scout Competition

The program of this game, a competition among scouts, includes the following phases:

Reading topographic symbols on a map: Each participant is shown 10 topographic symbols. The player receives half a point for each correctly recognized symbol. He receives no points for a symbol determined incorrectly. Points earned by each participant are added together and then divided by the number of participants.

Range determination with a map: Each player determines the distance of a route marked on a 1:50,000 scale map with three turns.

If he determines the distance within an error of up to 250 meters, the player receives five points; he receives four points if the error is within 250-300 meters, and for each subsequent 50-meter error the grade is reduced by 0.2 points. Points earned by each player are added together and then divided by the number of players.

Travel on a bearing: The detachment commander is furnished with the assignment to proceed to the first checkpoint (CP); he is given the range and bearing to the checkpoint, and the password. All scouts begin moving simultaneously. On reaching CP-1 the detachment commander communicates the password to the umpire and receives from him the bearing and range to CP-2, and the password. At CP-2 he once again gets instructions from the umpire for his subsequent travel to CP-3.

The score: Covering a route 2,000 meters long correctly in 50 min--five points; in 55 min--four points; in 1 hour--three points; in 1 hour 5 min--two points; in excess of the latter--no points.

If players reach the CP in a incorrect manner, they receive no points.

Observation and determination of the range to a target: The scouts find a place from which to observe the terrain. Each is given an observation sector. At a signal from the leader five targets appear within the sector at ranges from 300 to 1,500 meters. Within 10 minutes, each scout must reveal a target, determine its range, and record and furnish the data to the leader.

A player is given one point for correctly revealing a target and determining its range correctly. If the range determination error is greater than 15 percent of the distance to the target, the score is reduced by 0.2 points for every 50 meters error. The total number of points earned by each player is added together and then divided by the number of players on the team.

The resulting average point count for each of the four sections of the scout competition program is added together, and then divided by four.

Winning individuals and teams are determined from the largest number of points.

Signalman Competition

In the "Signalman Competition" game YuDSA soldiers transmit a signal (a short message) with technical communication resources and signaling devices.

Signals may be borrowed from the Drill Regulations of the USSR Armed Forces, or a Morse code text can be written.

The players take their places at four stations, and they perform the following responsibilities:

At the radio station: The radio operator receives a message from the umpire, turns on the radio set, establishes communication, and transmits the message uncoded.

At the radio and telephone station: The radio operator turns on the radio set and, with the umpire's permission, tunes it to reception mode. He receives the message transmitted by the first station, confirms reception, and transmits the received message by a telephone located next to the radio set.

At the telephone: The player receives the message by telephone, confirms its reception, and transmits the message by signal flags and Morse code for a distance of 100 meters.

With flags: The player receives the message, confirms its reception with flags, and delivers the written message a distance of 50 meters to a judge at the start point.

The interval timed is from the moment the message is given to the radio operator at the first station to the moment the judge receives the message from the signalman at the fourth station.

The score: If transmission time was up to 1 minute 30 seconds--five points. A penalty of 0.1 points is subtracted for every 2 seconds longer. If the message is garbled, the detachment receives no points.

Rifleman Relay

The following stages are set up:

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Partial dismantling and assembly of a Kalashnikov automatic rifle.

The scores for dismantling and assembling the automatic rifle are: Up to 1 min--five points; up to 1.5 min--four points; up to 2 min--three points; up to 3 min--two points; over three min--one point.

The number of points earned by each participant is summed up and then divided by the number of riflemen in the detachment.

Throwing hand grenades at a dug-out with 10 x 1 meter dimensions from a distance of 10, 15, or 20 meters (depending on the age of the YuDSA soldiers). Each rifleman throws two grenades.

The score for hitting the dug-out with two grenades is five points; hitting it with the first grenade scores four points, and with the second grenade scores three points.

A player receives no points if the grenades do not fall into the dug-out, or if they bounce in.

The points earned by each player in a detachment are added together and then divided by the number of riflemen in the detachment.

Formation into a column of one, deployment into a line, and attack from a distance of 60 meters, firing blanks (depending upon age and training level of the YuDSA soldiers, the attack distance could be increased or decreased).

A score is given to the entire detachment of riflemen depending upon the time spent in the attack. If the detachment deployed correctly and fired blanks throughout the entire time of the attack for 15 sec, the score is five points; other scores are four points for 20 sec, three points for 25 sec, two points for 30 sec, and one point for over 30 sec.

The detachment's average point counts in each exercise are added together and divided by three.

Safety measures:

Loading of a weapon is permitted only in response to the signal to fire;

the weapon is discharged at the cease fire line, the action of the hammer is checked from cocked position, and the riflemen reports: "Weapon unloaded." Then the weapon is inspected;

before being thrown, the grenades must be inspected by a YuDSA soldier and the game leader;

throwing of the grenades is permitted only on command of the leader.

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The following are categorically prohibited:

Pointing a weapon at people, in the direction of, and at the rear of riflemen irrespective of whether it is loaded or not;

opening fire with a faulty weapon, and in a direction offering a potential hazard;

leaving the weapon anywhere without orders from the leader;

entering a fire zone, and touching grenades, charges, and other explosive objects.

Orderlies

The goal of the game is to teach orderlies the practical habits of providing first aid treatment to wounds, dislocations and fractures, heat and sun stroke, drowning victims, burns, and frostbite.

The game is conducted in the form of a competition between medical posts on the terrain, in stages.

The start: The medical post arrives at the start point equipped to render first medical aid (with a medical kit) not earlier than 10 minutes prior to the appointed time. The competitors are prohibited from acquainting themselves with the route beforehand. Those doing so are not permitted to compete.

A diagramatic map (Figure 13) should be posted at the start point to allow the orderlies to acquaint themselves with the route.

After receiving the report, the judge tests the members of the medical post on their drill training, inspects the medical kit, and checks how well the orderlies know the purposes of the objects in the medical kit. Then the medical post chief is given the bearing to Point 1, and the orderlies begin traveling on the bearing. Subsequent travel from point to point also proceeds according to an assigned bearing, or in response to communication signals. The medical post must pass through all checkpoints by serial number.

Point 1: Rendering first medical aid in the presence of fractures and hemorrhaging. The medical post chief receives a ticket stating the assignment, and the bearing to Point 2. Maintenance of aseptic conditions, the correctness of dressing, tourniquet, and splint application, and the time spent by the orderlies to render aid are considered during the time that first medical aid is provided. After this the orderlies remove the dressing, splint, or tourniquet from the casualty, gather their gear together, and proceed to Point 2.

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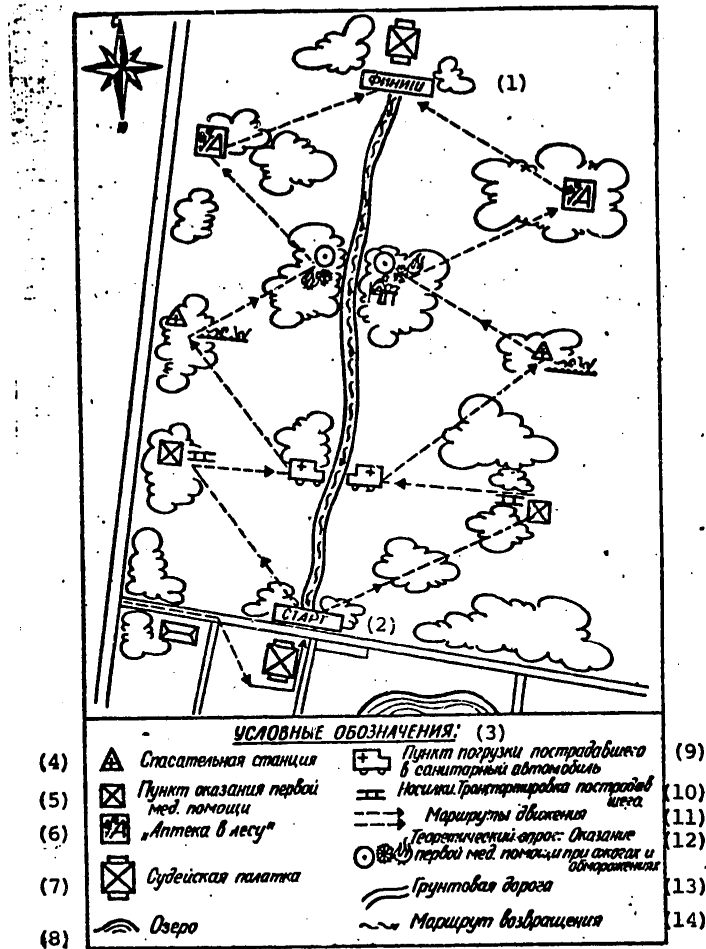


Figure 13. Diagram for Medical Post Competition

Key:

- | | |
|-------------------------------------|--|
| 1. Finish | 10. Conveyance of casualty by stretcher |
| 2. Start | 11. Route of travel |
| 3. Symbols | 12. Theoretical examination: Rendering first medical aid for burns and frostbite |
| 4. Rescue station | 13. Dirt road |
| 5. First medical aid point | 14. Return route |
| 6. "Nature's pharmacy" | |
| 7. Judges' tent | |
| 8. Lake | |
| 9. Ambulance casualty loading point | |

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Point 2: Conveying a casualty. The medical post may use a stretcher or locally available resources, or they may hand-carry the casualty. Factors considered here include correct choice of the means of conveying the casualty depending on the nature of the wound, proper handling of obstacles during travel, and a careful attitude toward the casualty.

Point 3: Rescue station. The orderlies must demonstrate their knowledge of the rules of extracting a drowning victim from the water and rendering first aid. Special attention is turned at this point to the knowledge the orderlies have of artificial respiration techniques, and to their ability to use them practically.

Point 4: The orderlies demonstrate their knowledge of the means for rendering first medical aid to burns, sun and heat stroke, and frostbite.

Point 5: "Nature's pharmacy." At this point the orderlies must find medicinal herbs in a meadow or forest and describe the means of their use.

At the finish point the medical post chief reports completion of the assignment, and the judge accepts the route sheet and stops the clock. The medical post must pass through all of the stages within a certain time foreseen by the plan; if more time is spent, the medical post is disqualified from the competition; if it spends less time, then the difference is taken into account in a case where medical posts earned an identical number of points--the advantage is given to the medical post that spent less time on the route.

In the event that two medical posts receive an identical number of points, the advantage is given to the one which earned the highest scores at points 1 and 2.

The following grading system can be recommended.

For correct completion of assignments at each stage, the medical post is given a grade of 5, and it is reduced by the following number of points for different violations during the competition:

<u>At the start:</u>	
Poor formation	1.0
Imprecise report	0.5
Incomplete medical kit	1.0
Ignorance of the purpose of an object in the kit	0.7
 <u>At Point 1:</u>	
Violation of sterility rules	2.0
Incorrect application of a dressing	1.0
Incorrect application of a tourniquet	1.0
Incorrect application of a splint	1.0

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At Point 2:

Incorrect selection of the means of conveyence . . 1.5
Careless attitude toward the casualty 1.0
Placing the casualty on a stretcher incorrectly . 1.0
Handling obstacles incorrectly during travel . . . 1.5

At Point 3:

Ignorance of methods for extracting a drowning
victim from the water 1.0
Delay in rendering first aid 0.5
Rendering first medical aid incorrectly 1.5
Ignorance of artificial respiration techniques . . 1.5

At Point 4:

Ignorance of burn degree 0.1
Ignorance of means for rendering first medical
aid depending upon degree of burn 1.5
Ignorance of means for rendering first medical
aid in the presence of heat stroke 1.0
Ignorance of means for rendering first medical
aid in the presence of sunstroke 1.5

At Point 5:

Ignorance of medicinal herbs 2.0
Ignorance of the means for using medicinal plants 3.0

The medical post must possess the gear necessary for rendering first aid: a first aid kit containing three sterile 7 cm x 5 m gauze dressings, two sterile 10 cm x 5 m gauze dressings; one pack (25 gm) of absorbent sterilized surgical cotton, which may be stored in the first aid kit in the form of tampons; one tube (10 gm) of potassium permanganate; one phial of valerian tea; one phial (10 ml) of 5-percent tincture of iodine, and one phial (40 ml) of ammonium hydroxide. All phials must have plastic screw-tops. Moreover the medical post must have two carrying straps, one medical stretcher, and four arm bands.

Civil Defense Obstacle Course

Playing this game promotes development of the practical habits of self-protection against mass destruction weapons.

The following habits of protection may be practiced during the game:

Actions to be taken in response to "Air Raid" and "All Clear" signals at the time of a threatened attack;

preparation of a cotton gauze dressing, and its application and removal;

assessment of the protection afforded by terrain against a nuclear burst;

actions to be taken in response to the flash of a nuclear burst, donning a filtering gas mask;

actions to be taken with a fire extinguisher and improvised extinguishing resources to put out small fires;

donning protective booties and crossing an area of chemical contamination;

putting a gas mask on a casualty, rendering first medical aid to him, and hand-carrying him from a center of contamination;

partial personal cleansing, removal of protective resources (gas mask, booties) after crossing a contaminated area.

The habits selected for practice could be varied depending on the possibilities available and on the local conditions.

The game is played by a YuDSA detachment in its full complement. Detachment strength is 25 persons for Zarnitsa participants and seven persons for Orlenok games. Each player has a gas mask, a canteen filled with water, and a small broom (35-40 cm); an all-arms protective clothing set would also be desirable. The teams are supplied with the needed quantity of radiometers--DP-5A roentgenometers, military chemical reconnaissance instruments (VPKhR), personal dressing kits, syrettes, shovels, tracing tape and pegs, DP-2 instruments, and materials from which to prepare cotton gauze dressings. The competition leaders prepare resources with which to simulate the flash of a nuclear burst (a battle noise simulator, a rocket, and an amplifier used in announcing the command: "The flash is on the right, on the left, dead ahead, to the rear").

All equipment is set up in the area of terrain selected for the competition, and then it is divided into paths and lines. The gear required in the different tasks is placed at the latter. Judges are appointed for each path and line.

All of the YuDSA soldiers should wear the same uniform, preferably their sports uniforms.

The participants of the competition are formed up at the start line. The team chief presents the team to the path judge, who inspects the personnel, makes sure that personal protective resources are present, and furnishes each participant with his own number. The number are attached to the back. The paths are distributed among the players by lot sometime prior to the game or just before the start time. Several teams, their number depending on the quantity of paths prepared, are started off simultaneously. The YuDSA soldiers begin on their exercises. The judges score their actions, and document the results on a record sheet.

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The obstacle course consists of five or six stages. The following stages may be recommended from an analysis of rayon, oblast, republic, and all-union civil defense competitions conducted in the Zarnitsa and Orlenok military-sports games (Figure 14).

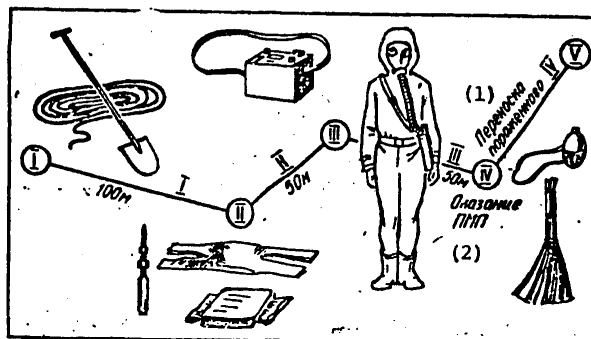


Figure 14. Civil Defense Competition Route

Key:

- 1. Conveying a casualty
- 2. Rendering first medical aid

Stage 1. Actions to be taken in response to the flash of a nuclear burst.

Stage 2. a) Preparation of a cotton gauze dressing, its application and removal; b) staking out a protective structure for personnel and equipment; c) opening an individual dressing kit (IPP) and preparing a syrette.

Stage 3. a) Donning all-arms protective clothing sets and crossing an area of chemical contamination; b) preparing radiation and chemical detection instruments.

Stage 4. a) Putting a gas mask on a casualty; b) rendering first medical aid to him; c) carrying him out of a center of destruction by improvised means.

Stage 5. Partial decontamination, and removal of protective clothing sets and gas masks after completing the exercises in stages 3 and 4.

The total length of the paths, to include all stages, is about 250 meters for YuDSA soldiers in the middle age group, and up to 600 meters for YuDSA soldiers in the senior age group.

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The game may be made more difficult. For example the players may be asked to move from line to line following a given bearing obtained from a judge in the previous stage; an additional stage foreseeing location of trouble in an electric circuit, establishment of communication with casualties in a shelter (with TAI-43 and TA-57 telephones or a cable segment), determination of the direction of their evacuation, and other exercises can be introduced.

The scoring system to be applied to the actions of the players at the different stages is determined beforehand by the game leader with a consideration for the civil defense standards to be met. The YuDSA soldiers receive points for correct and swift actions, and their scores are decreased a particular number of penalty points for mistakes. The number of points earned by the detachment at each stage is totaled.

The winner is determined from the largest number of points.

When two or more teams accumulate an equal number of points, that team which travels the entire distance in the shortest time wins.

Hiking Relay

This competitive game is played by children in specific age groups. A team consists of five or six persons (young adults), and its membership is determined by the YuDSA detachment commander. The total length of the obstacle course is up to 500 meters for the middle age group and up to 800 meters for the senior group.

Each obstacle in the course is surmounted by all members of the team. The team may begin on a subsequent obstacle only after the last team member has surmounted the previous obstacle. The team members may provide assistance to each other to surmount obstacles along the course. Each player is given three tries to surmount each obstacle. After three unsuccessful tries the team is disqualified from the competition.

The competition consists of the following stages:

1. Pitching a tent and packing a backpack.
2. Crossing a log.
3. Ascending a steep slope with a rope.
4. Surmounting an obstruction.
5. Conveying a casualty (50 meters).
6. Crossing a marsh on hummocks.
7. Climbing a leaning log.
8. Descending a steep slope with a rope.
9. Aerial crossing on parallel ropes.
10. Crawling (mousetrap).
11. Taking down a tent.

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Note: If the course is to be used by a team of players in the middle age group, only two persons chosen by the detachment commander, rather than the entire team, participate in the cable crossing with snap hooks; a crossing over a water obstacle is added to the obstacles of a team of players in the senior age group.

Before the game starts the team forms up and reports its readiness.

A folded two-man pup tent, two supports, and 10 metallic stakes are present at the start point (furnished by the judges); four players pitch the tent and form up next to it. The tent must be set up without sags and folds, and the supports must be raised inside the tent. If mistakes are made in pitching the tent the judge allows the team to correct them; he does not pass the entire team to the next obstacle until the tent is arranged properly.

The crossing involves a log 6-10 meters long, laid horizontally and secured at its two ends.

Steep slopes are ascended and descended with a rope used in athletic competitions, hung by the judges.

The obstruction consisting of logs, bushes, and branches is surmounted by the players in a queue, one helping the other.

The casualty--one of the team members--is carried 50 meters in a specific position by the other members. If the casualty touches the ground while being conveyed, the team must return to the start point of this stage for a second try.

To cross the marsh, the player must hop over 6-12 hummocks situated along a broken line different distances apart.

The aerial crossing is performed with two ropes 10-15 meters long, stretched parallel across the obstacle, one of the ropes 1.5 meters above the other. Each player must stand on the lower rope and, holding the upper rope, cross to the opposite end. Two players must not stand on the rope at the same time.

The mousetrap consists of a number of planks laid over supports just tall enough to permit crawling. A participant who knocks down a plank must return and try again.

At the finish line the entire team takes down and folds the tent, laying the supports and stakes beside it. After this the team forms up, and the judge records the finish time.

The teams that pass the entire obstacle course in the shortest time win.

Landing the Assault Force

The game is played only by young men and women that are good swimmers. This is a mandatory requirement.

The depth of the river or pond must not exceed 1.5 meters.

The game requires two boats--military transporters, rescue gear, and gangplanks consisting of boards 3 meters long to which laths have been nailed transversely. A rope 4-5 meters long is secured to the bow of the boat and a flag bearing the team's identifying mark is secured to the stern. Each boat possesses a crew consisting of two oarsmen, a helmsman, and a commander.

The players divide themselves into two equal detachments of 10-20 persons each.

The task is for each military transporter to transfer its detachment to the opposite bank as quickly as possible.

As a rule, depending on the size of the boat not more than four persons can be carried in it, in addition to the crew.

Before transfer of the assault force begins, the military transporters stand at the opposite bank in full combat readiness. As soon as the game leader gives a prearranged signal the boats begin moving quickly to the detachment loading place. On approaching the bank the crew puts out the gangplanks. The assault force walks the gangplanks into the boat, where it sits down as indicated by the commander. After loading is completed, the gangplanks are removed, and the boats travel to the landing place. There, the gangplanks are set out once again, and the assault force goes ashore on them.

The boats return for the next group, and so on until the entire assault force is crossed. The oarsmen are mandatorily replaced after each trip.

When landing ashore, the players must use the gangplanks rather than jumping from the boat. If a player violates this condition, he is disqualified from the game and the group receives 10 penalty points. That group which has the fewest penalty points and which spends the least time transferring the assault force wins.

The assault force loading and landing places are marked by flags or some other signs.

During the game the leader must implement all necessary safety measures, and he must not allow the boats to be overloaded. Children who fail to satisfy the leader's requirements are immediately disqualified from the game.

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Meeting Engagement

The game is played by battalions containing equal numbers of detachments and YuDSA soldiers, for example a battalion of Blues against a battalion of Greens.

The day before the game the umpires transmit orders from the game headquarters to the battalion commanders. The content of the orders is as follows: On such-and-such a date, at such-and-such a time, lead your battalion to such-and-such a point (in detail) in the area of combat activities, occupy it, and wait for further instructions. The routes to be taken by the battalions are indicated.

On receiving the order the battalion commander acquaints his staff members with it and discusses the possible variants of the forthcoming collision with the enemy. Then he summons the detachment commanders, who report their readiness for the forthcoming engagement. After hearing the reports the battalion commander issues his order: On such-and-such a date, at such-and-such a time, and at such-and-such a place the battalion must assemble in full combat readiness--and he indicates the order of forming the column and the route of travel.

The essence of the game is as follows: The battalions (detachments) march toward each other from different points. The length of the march may vary from 2 to 6 hours (depending upon the age of the players). The game participants do not know where the meeting will take place. Therefore each side sends an advance guard and battle outposts forward, or just the battle outposts, depending on the number of players, and antiaircraft defense measures are implemented.

The battle outposts travel a distance forward of the advance guard or the main forces equivalent to 15-20 minutes of travel time. Their mission is to discover the enemy and report his presence to the commander of the advance guard, such that the enemy could be attacked by surprise while he is still in a column of march.

That side which estimates the situation faster, makes the better decision, and deploys its forces for attack first wins.

How are the actions of the sides evaluated?

First, the umpires determine which battle outposts of which side were the first to notice the opponent.

Second, they evaluate the swiftness with which the detachments deploy, and the boldness of their maneuvers. They take the correctness of messages from the scouts into account as well. The umpires record the exact time that deployment begins, and the times of subsequent action; then they compare their figures to see what the positions of the detachments were at given times. During all of this the detachments are not permitted to leave the established zone of operations.

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The game ends after the detachments deploy in combat formation for an attack on the enemy. The umpires determine which detachment assumed the most advantageous position.

When organizing such a game, among the several variants of summarizing the results, one may be recommended. All actions are scored by a five-point system. A multiplication factor is introduced as a means for considering the complexity of the action, as shown in the table below.

Items Scored	Score		Factor	Total Points	
	Blues	Greens		Blues	Greens
Enemy's detection by battle outposts	5	0	2	10	0
Work of the scouts	2	4	2	4	8
Swiftness of deployment	3	4	3	9	12
Position following deployment	1	5	4	4	20
Total				27	40

The Blues were first to discover the enemy, but their scouting patrols did not work as well; thus they deployed more slowly and found themselves in a less advantageous position after deployment. The obtained scores are multiplied by the factor. As a result the Blues earned 27 points while the Greens earned 40--that is, the latter won. The number of items scored may be increased, and the values of the multiplication factors may be changed depending on the local conditions.

The game would proceed more successfully if while drawing up the plans of action for the sides the leader determines the route and estimates the time of travel of the battalions (detachments) precisely, such that they would meet in an area offering the most instructive conditions for the combat activities of the sides. Prior to the game the YuDSA soldiers should be given some theoretical knowledge; as an example they should be told that a meeting engagement is a special form of offensive engagement resulting from the collision of the opponents as they move toward one another and as they attempt to execute their missions through offensive actions by their main

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forces. Such an engagement is typified by dramatic and swift changes in the combat situation and fluidity of combat activities, swiftness of maneuvers, an intense struggle to seize and retain the initiative, and fast changes in the troop combat formations. These theoretical premises must be illustrated with examples of meeting engagements that occurred in the Great Patriotic War.

Attack

The game is played with the objective of providing practice to YuDSA soldiers in giving the commands to deploy a detachment (a platoon) in combat formation--into a line--and in the means for traveling over terrain in combat.

The game is played by three detachments of YuDSA soldiers of six to eight persons each, headed by commanders appointed from among the children. The detachments are brought together into a platoon. The game leader plays the role of platoon commander, and umpires play as his deputies.

The participants come to the game area with dummy weapons and training grenades. The leader spells out the task to each detachment. He indicates the boundaries of the game area (the zone of attack), the landmarks, the forming-up place and the direction of advance, the enemy's forward edge and the locations of his fire positions, the start line, and the control signals.

Moving simultaneously in response to a signal from the leader in column of march from the forming-up place to the start line, all of the detachments respond to a number of commands in succession.

"Detachment, battle positions!": In response to this command the detachment deploys on the run into a line even with the lead soldier or the detachment commander (see Figure 3) and lies down in adaptation to the terrain. If travel is to be continued, the detachment commander orders "Advance!", and the YuDSA soldiers quickly rise and move on, until they hear the command "Detachment, halt!", in response to which they all lie down once again.

"Detachment, to such-and-such an object (line), advance!": In response to this command the YuDSA soldiers jump up and advance in quick march or run in the indicated direction and, after running 20-40 paces, they lie down.

"Detachment, to such-and-such an object, on the run, one at a time, forward!": The individual on the right flank (on the left flank, or simultaneously on the right and left flanks) jumps up, runs swiftly 20-40 paces, and lies down. As soon as the first person stops the second begins his run, lying down in line with the first runner. The first then runs 20-40 paces forward, and so on. The rest of the YuDSA soldiers advance successively in the same order.

"Detachment, to such-and-such an object or to such-and-such a line, crawling, from the right (from the left or from the right and left), one at a time, advance!". The individuals crawl in the order they ran.

After executing all of the commands above, the YuDSA soldiers approach the start line, occupy it covertly, camouflage themselves, and prepare for the attack.

At a prearranged moment the leader gives the command: "Platoon, attack!". The detachment commanders repeat this command.

In response to this command the YuDSA soldiers quickly jump up and, maintaining established intervals between each other and between detachments (Figure 15), they swiftly approach the enemy as they fire on the move, at a range of 20-25 meters they throw their grenades, and with a cry of "Hurrah!" they decisively break through to the enemy's forward edge of defense.

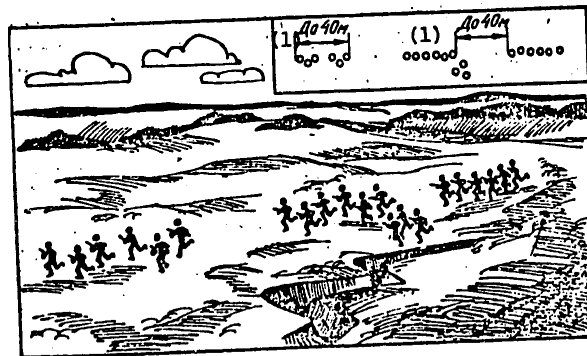


Figure 15. Platoon in Line for an Attack on Foot

Key:

1. Up to

The game ends with a signal from the leader. Formation discipline, the correctness with which the commands are given and executed, and the swiftness of actions are considered when determining the winning detachment.

Operation Aurochs

This is a two-sided game, but the sides, North and South, do not come in contact.

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Each side consists of five battalions, and each battalion contains 10 detachments of 20 YuDSA soldiers each.

An umpire is appointed to each detachment by the leader. The former monitors the actions of the players and fills in the detachment scoring sheet.

Game time is 5 to 6 hours.

The battalions assemble in response to an alert, form up, and march to the assembly area (the concept of the game is shown in Figure 16). Then the detachment commanders receive their instructions from the battalion commanders--to lead their detachments to the start line for the attack by the indicated time.

The detachments go to the appointed place, where the umpires give them their mission, which has the following content (as an example): "The detachment is to advance in that direction (landmarks are pointed out on the terrain) to the start line for the attack in response to a green rocket. Attack the strongpoint in response to a series of red rockets, and dig in at the line attained."

When the game leader gives a general signal all of the North and South detachments begin moving simultaneously in columns of march. As they travel the detachments surmount obstacles: a ditch, a contaminated area, and so on. Surmounting the obstacles, the detachments deploy into a line, adapting themselves to the terrain, they run and crawl forward, arrive at the start line, lie down, and dig in.

When the game leader gives the signal and the detachment commanders give the command "Detachment, attack!", the North and South battalions rise to the attack, approach the enemy's forward edge with a cry of "Hurrah!", throw their grenades, and capture the strongpoint (designated by machinegun targets).

The leader gives the signal to end the game and summarizes its results.

Each battalion has a winning detachment, the one receiving the fewest penalty points.

The detachment scoring sheet is presented below.

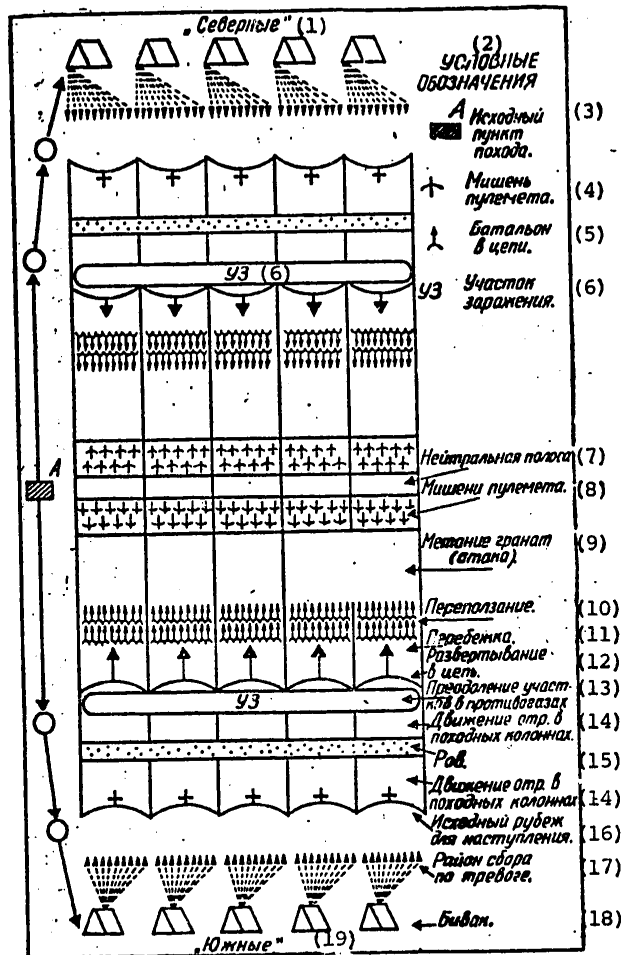


Figure 16. Diagram of the Actions of YuDSA Battalions in the Game "Operation Aurochs"

Key:

- | | |
|---------------------------------|---|
| 1. North | 11. Running |
| 2. Symbols | 12. Deployment into a line |
| 3. Starting point for the march | 13. Crossing contaminated areas in gas masks |
| 4. Machinegun target | 14. Detachments traveling in columns of march |
| 5. Battalion in line | 15. Ditch |
| 6. Contaminated area | 16. Start line for the attack |
| 7. No-man's-land | 17. Alert assembly area |
| 8. Machinegun targets | 18. Bivouac |
| 9. Grenade throwing (attack) | 19. South |
| 10. Crawling | |

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Detachment Scoring Sheet

Game Stages and Their Content	Indivi- dual Penalty Points	Detach- ment Penalty Points	Total Penalty Points
Detachment's Response to the Alert:			
Number of persons forming up more than 3 minutes after the signal (late)	0.1		
Number with incomplete gear	0.1		
Crossing the Ditch:			
Number failing to cross on the move (in the first try)	0.2		
Number losing their dummy weapons (grenades, automatic rifles), gas masks, sapper shovels	0.2		
Crossing Contaminated Area:			
Number failing to put on gas masks	0.3		
Number removing gas masks in con- taminated area	0.3		
Deployment in Combat Formation, and			
Grenade Throwing:			
Detachment deployed into a line incorrectly	0.3		
	for detach- ment		
Total number of grenades thrown . . .	-		
Grenades missing the target	0.3		
	for each grenade misthrown		
Advance on the Run:			
Detachment commander sets mission imprecisely	0.1		
	for detach- ment		
Number of YuDSA soldiers completing their runs incorrectly.	0.1		

[Table continued on following page]

Crawling to Start Line, Digging in:			
Number crawling incorrectly	0.3		
Number incorrectly digging shell scrapes	0.3		
Target observation and detection not organized	0.3 for detach- ment		
The Attack:			
Detachment failed to rise to the attack in time and simultaneously in response to general signal	0.2 for detach- ment		

A major role is played in this game by the umpires, who must record and score the actions of the YuDSA soldiers in all stages of the game, and fill in the detachment scoring sheet.

The stages of the game and their content may be varied depending on the local conditions. The obstacles may be varied, but when setting each one of them up the game leader must immediately determine how the actions of surmounting the obstacle are to be scored.

In winter, the game is played on skis. The short runs are left in the game, but the crawling is excluded.

Caucasus

This is a one-sided game. It is played by 100 YuDSA detachments composing two YuDSA regiments of side North, of five battalions each. Each battalion contains 10 YuDSA detachments of 20-25 persons each.

Military servicemen take part in the organization and conduct of the game. They command regiments and battalions, they represent the opposing side--South, and they play the role of umpires in the detachments. The detachments are commanded by schoolchildren.

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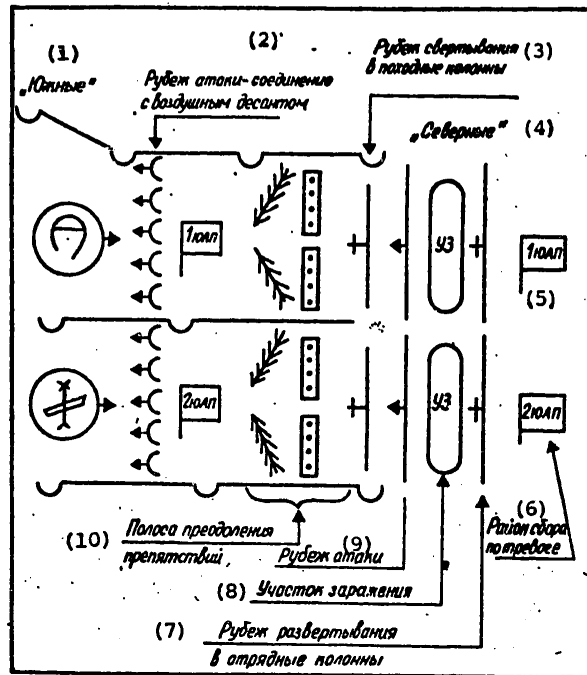


Figure 17. Organization of the Game Caucasus

Key:

- | | |
|---|--|
| 1. South | 5. YuDSA Regiment |
| 2. Start line for formation accompanied by airborne assault force | 6. Alert assembly area |
| 3. Line for forming into columns of march | 7. Line for deployment into detachment columns |
| 4. North | 8. Contaminated area |
| | 9. Start line |
| | 10. Obstacle course |

On being alerted, the battalions travel to the assembly area in columns of march (Figure 17). Each battalion organizes reconnaissance and immediate security.

The attack begins in response to a general signal from the game leader. The YuDSA soldiers deploy in approach march and combat formation, surmount contaminated areas, minefields, and obstructions, and they attack South's lines of defense twice. The mission given to detachments of the 1st YuDSA Regiment in the second attack is to join up with a simulated paratrooper force dropped from airplanes; detachments of the 2d YuDSA regiment are given the mission of joining up with an assault force landed

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by helicopter. The game ends when the advancing detachments rendezvous with the assault forces.

A winning detachment is determined in each battalion.

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APPENDIXES

1. The Simplest Communication Signals

Arm Signals

1. "Attention" (attention, do as I do, reply to challenge)--raise the right arm and keep it there until a reply is performed (until the "attention" signal is repeated).
2. "Do not read" (repeat)--Raise the right arm and wave it right to left above the head.
3. "Chiefs assemble" (come to me)--raise right arm and circle it above the head, and then lower it sharply.
4. "General assembly"--raise headwear with the right hand and circle it above the head, and then lower it sharply.
5. "March" (forward, continue to travel in the previous or new direction, the way is clear)--raise the right arm, turn in the direction of movement, and drop the arm in the direction of travel to shoulder level.
6. "Run" (increase you speed)--repeat the "march" signal three or four times.
7. "Halt" (stop)--raise the left arm and lower it quickly in front of the body, repeating the signal until the command is executed.
8. "I see the enemy"--stretch right arm horizontally to the side at shoulder level and hold it there until a reply is executed; then make pointing movements in the direction of the enemy.
9. "Open fire"--stretch both arms out to the sides at shoulder level and hold them there until the command is executed.
10. "Obstacle ahead"--stretch right arm forward and wave it right and left at shoulder level.
11. "Emergency" (forced halt)--stretch right arm out to the side horizontally and raise the left arm and wave it right and left above the head.

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Note: Each signal should be preceded by the signals "attention" and "reply to challenge".

Whistle Signals

1. "Assemble on me"--short whistles.
2. "Attention"--long whistle.
3. "In step, march"--short, long, and again short.
4. "Halt"--one long and one short.
5. "I see the enemy"--two long whistles.

2. Morse Code

In Morse code, a particular combination of dots and dashes corresponds to each letter of the alphabet.

А . -	Т -	1 . . - - -
Б	У . . -	2 . . - - -
В . - - -	Ф	3 . . - - -
Г - - - .	Х	4 -
Д	Ц - - - .	5
Е .	Ч - - - .	6 -
Ж . . . -	Ш - - - -	7 - - . . .
З	Щ - - . .	8 - - . . .
И . . .	Ъ ъ Ь . . . -	9 - - - . .
Й . - - -	Ы	0 - - - - -
К	Э	
Л	Ю	
М - - - .	Я	
Н - - . .		
О - - - -		
П . . - -		
Р		
С		

The Morse alphabet can be broken down into several groups according to a certain system in order to facilitate memorization of the dot-dash codes for the letters. The first group contains letters containing dots only, and the number 5; the second contains letters with dashes only, and the number 0; the third contains letters and numbers starting with dots and ending with one dash, and so on.

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The Morse alphabet is divided into groups below. On becoming acquainted with such a table, even a beginner could receive and decode alphabetic messages without difficulty.

(1)			
I группа	II группа	III группа	IV группа
Е	Т - - - - -	А	Н - - - - -
И	М - - - - -	У	Д - - - - -
С	О - - - - -	Ж	Б - - - - -
Х	Ш - - - - -	аапяга	6 - - - - -
5	нуль (2)	(3)	
V группа	VI группа	VII группа	
Р	В	Л	
П	И	Ф	
К	1	Ы	
Ю	Г	Щ	
3	Ч		
	9		
VIII группа		IX группа	
Я		2	
Ц		3	
		7	
		8	

Key:
 1. Group 2. Zero 3. Comma

When flags are used to transmit Morse code, we use either two red flags or one red and one yellow flag.

On telegraph tape, the letters are separated from one another by intervals; when words are transmitted with flags, the letters are separated from one another by waving one of the flags horizontally once from right to left. After an entire word is transmitted the two flags are waved horizontally once across the body in opposite directions, even though a word consists of just one letter.

The distance between the transmitter and the receiver of the flag message must not exceed 0.5-0.75 km.

Messages can also be transmitted with whistles, a pocket flashlight, and a solar mirror.

Using these signaling resources, make the dot symbol short, one beat (count "one" to yourself), and the dash symbol long, three beats (count

"one," "two," "three" to yourself). Make a one beat pause between symbols (dots and dashes) in the same letter. Extend the pause between words to three beats ("one," "two," "three").

No matter how well a player knows Morse code, it is still difficult to receive messages by flag. Therefore a signaling post usually consists of two persons: One monitors the transmission, and the other takes down what the former says.

3. Terrain Orientation, Movement on a Bearing

Determination of Compass Direction with the Sun

An approximate compass direction is determined with the sun with a consideration for the time of determination. It is assumed in this case that the sun is in approximately the following positions in the Northern Hemisphere: in the east at 0700 hours, in the south at 1300 hours, in the west at 1900 hours, and in the north at 0100 hours.

The sun moves an average of 15° in 1 hour.

Example: The time is 1500 hours. Find North. Fifteen hundred hours means 2 hours after midday. In 2 hours the sun moved 30° right from South ($2 \times 15^\circ$). This means that the midday line is 30° to the left of the direction of the sun at the given moment, and North is opposite that.

To use a watch to determine compass direction with the sun, hold the watch horizontal, and turn it such that the tip of the hour hand points toward the sun. The straight line dividing the angle formed between the hour hand and the number 1 on the dial would show South.

Knowing where South is, it is easy to determine all of the other compass directions. The rule to remember here is that before midday, you divide the arc (angle) on the dial which the hour hand must travel before 1300 hours (Figure 18a), and after midday, the arc it had traveled after 1300 hours (Figure 18b).

Determining Compass Directions With the Pole Star

It is assumed for practical purposes, in the simplest determinations, that the Pole Star is due North. Its location is determined with the Big Bear constellation. Imagine a line passing through the two outer stars of the "dipper" (Figure 19), and plot a segment on it that is five times as long as the apparent distance between these two stars. The Pole Star would be at the end of this line, and it can be identified from its brightness; it is brighter than all surrounding stars, and it is about equal in brightness to the stars of the Big Bear constellation. Moreover the Pole Star is the end star in the "dipper handle" of the Little Bear constellation.

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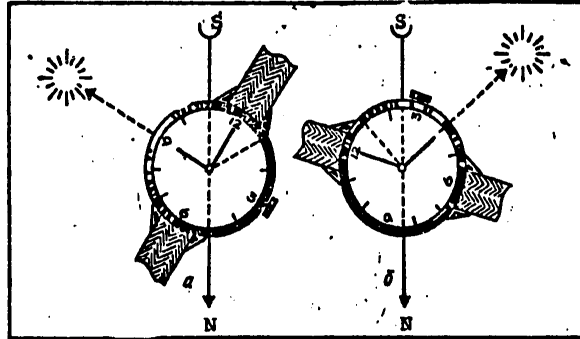


Figure 18. Determination of Compass Directions With the Sun, Using a Watch

Determining Compass Direction With Local Objects

Compass directions may be determined by the following signs:

The bark of most trees is rougher on the north side; it is thinner and more elastic and, on birches, lighter on the south side;

on pines, the secondary brown cracked bark rises higher up the trunk on the north side;

the north side of trees, rocks, and wooden tile and shingled roofs is more abundantly covered by lichens and fungi;

resin accumulates more abundantly on the south side of conifers;

ant hills are located on the south side of trees, stumps, and bushes; moreover the south slope of an ant hill is gentle, while the north slope is steep;

in spring, the grass cover is more highly developed on the northern edge of a meadow warmed by the sun's rays, while in the hot period of summer it is better developed on the southern, shaded edge;

berries and fruits acquire their mature color earlier and they are redder and yellower on the south side;

in summer, soil near large rocks, structures, trees, and bushes is drier on the south side, which can be determined by touch;

snow thaws quicker on south-facing slopes; as a result the thawing snow forms teeth, or spines directed southward;

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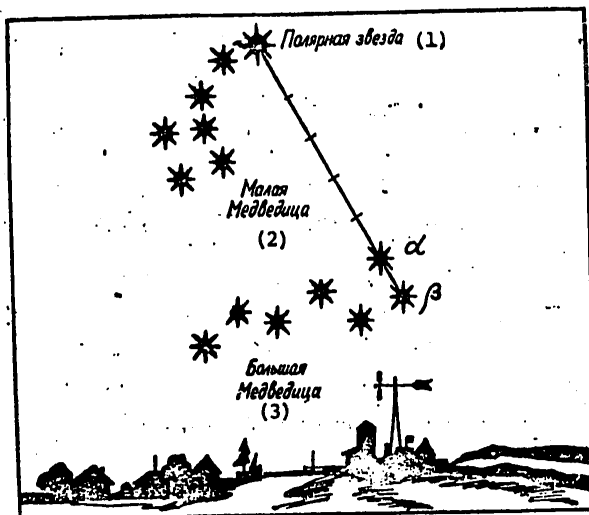


Figure 19. Determination of Compass Directions With the Pole Star

Key:

1. Pole Star 2. Little Bear 3. Big Bear

oaks usually grow on the southern slopes of hills;

the alters of Orthodox churches, chapels, and Lutheran churches face eastward, and the main entrances are located on the west;

the alters of Catholic churches (Polish Roman-Catholic churches) face West, the raised end of the lower cross bar of a cross on a church points North;

the front of pagan shrines face South;

as a rule forest roads through large forests have a North-South and West-East orientation; in the USSR, forest quadrangles are numbered from West to East and North to South.

Because there can be many exceptions to the rules presented here for a number of reasons, not one but several signs must be considered when determining your orientation.

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Determining a Bearing With a Compass

Magnetic bearing is the horizontal angle read from the north end of the magnetic meridian, clockwise in the direction of the object (Figure 20).

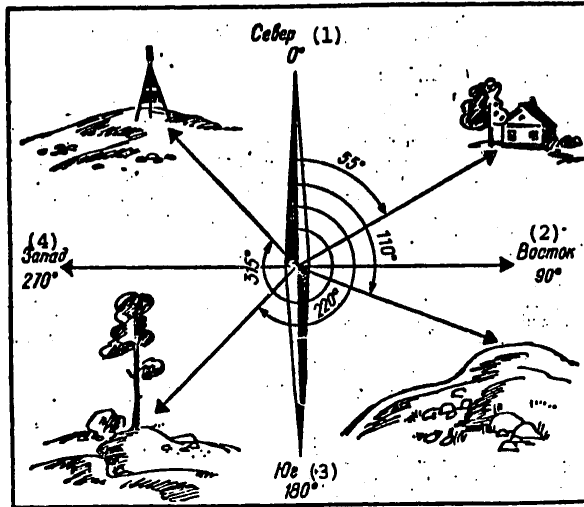


Figure 20. Magnetic Bearings

Key:

- | | |
|----------|----------|
| 1. North | 3. South |
| 2. East | 4. West |

To determine the bearing of a certain object, face that object. Hold the compass horizontally in the left hand in front of you and 10-12 cm below eye level, and release the needle catch with the right hand; match the zero mark of the dial up with the north end of the magnetic needle and, holding the compass in this position, turn the rotating cover, aim the cross-hair through the slit in the required direction, with the sight on the landmark side of the compass. The cross-hair of the compass should be matched up with direction to the landmark through several shifts of the glance from the cross-hair to the landmark and back. Raising the compass to eye level is not recommended, since this disturbs the orientation of the compass, and it does not raise the accuracy with which the bearing is determined; on the contrary the accuracy declines dramatically. After this, arrest the magnetic needle with the catch.

Read the magnetic bearing opposite the pointer at the sight.

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Finding a Direction on Terrain From a Given Bearing

To find a direction from a given bearing, set the pointer on the dial opposite the sight at the given bearing, release the compass needle, and align the zero mark on the dial roughly with the north end of the needle; make an approximation of the required direction on the terrain, and then stand facing it, holding the compass in the left hand in front of you 10-12 cm below eye level. Orient the compass by aligning the zero mark on the dial precisely with the north end of the needle, and make note of a faraway landmark on the terrain in the direction of the compass's cross-hair. The direction to this landmark would be the sought direction.

Traveling on a Bearing

One or several points are given for travel on a bearing. At the start point, the direction of travel over the terrain is determined from the given bearing, the landmark farthest away in this direction is selected, and then movement toward it is started. If the distance to the second point is given, it is reckoned in pairs of paces.

In the event that the indicated distance has been traveled but the landmark representing the turning point is not in sight, a sign is posted or one of the individuals of the parties is left behind, and a search is made for the landmark, walking an area about the point with a radius of about one-tenth of the distance traveled from the previous point.

During travel, the correctness of the direction of travel is checked periodically with a compass and with the landmarks, if ones were indicated.

Detouring an Obstacle

When detouring an obstacle that can be seen across, note a landmark in the direction of travel on the opposite side of the obstacle, detour the latter, and continue travel from the noted landmark (Figure 21).

If the other side of the obstacle is not visible, it is detoured by walking straight lines, the bearing and length of which are recorded strictly so that travel in the indicated direction could be subsequently resumed.

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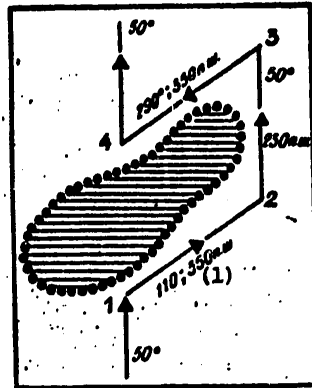


Figure 21. Detouring an Obstacle

Key:

1. Pairs of paces

4. The Simplest Methods for Determining Distances on Terrain

Range of Visibility (Distinguishability) With the Unaided Eye

Object	Distance
Population centers	10 - 12 km
Large structures	8 km
Plant smokestacks	6 km
Small separately standing houses	5 km
Windows in houses (without detail)	4 km
Chimneys on roofs	3 km
Airplanes on the ground, tanks in place	1.2-1.5 km
Tree trunks, communication line poles, people (as spots), wagons on a road	1.5 km
Movement of legs, arms, a walking individual	700 m
Light machinegun, rifle, the color and parts of clothing, face shape	250-300 m
Light from a burning cigarette	300 m

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Tile on a roof, leaves on trees, wire suspended on posts	200 m
Buttons and buckles, the details of a soldier's armament	150-170 m
Facial characteristics, wrists, parts of an infantry weapon	100 m
A person's eyes, in the form of spots	70 m

Determining Distance by the Sound and Flash of a Shot (Explosion)

Distance is determined on the basis of the difference in the rate of propagation of light and sound.

Distance is determined with the formula:

$$D = t \cdot 330,$$

where D is the distance to the firing gun (explosion), meters; t is the time from the moment of the flash of the shot (explosion) to the moment that the sound of the shot (flash) is perceived, seconds; 330 is the speed of sound, meters/second.

This method can also be used to determine the distance to any visible or audible object--a working machine, a person driving a stake, and so on.

Determining the Height of Trees, Poles, and Towers by Shadows

The approximate height of an object can be determined from its shadow. Plant some sort of gauge, the length of which is known (a shovel, and so on), in vertical position near the object. Then measure the shadow cast by this gauge, and the length of the object's shadow. After acquiring these data it is easy to calculate the height of the object, which will be as many times taller than the gauge as the shadow is longer than the shadow of the gauge. This follows from similarity of triangles ABC and abc :

$$\frac{AB}{ab} = \frac{BC}{bc}, \text{ hence } AB = \frac{BC \cdot ab}{bc}.$$

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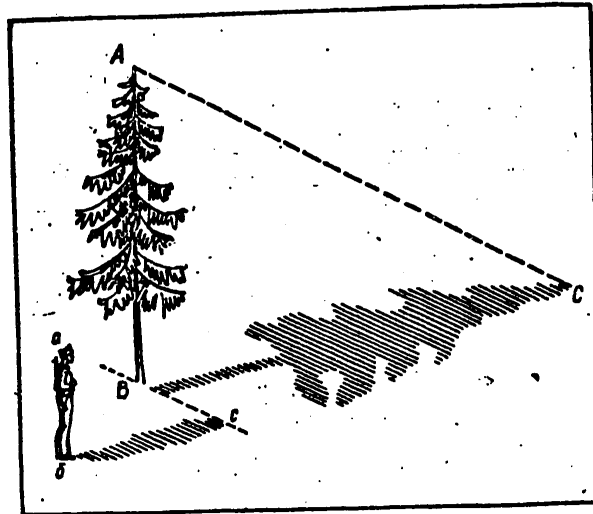


Figure 22. Determining the Height of a Tree With Shadows

As an example assume a shovel is planted as the gauge. The length of the shovel is 1.2 meters, and the length of its shadow is 4 meters. The shadow cast by the tree is 40 meters long. The height of the tree is

$$AB = \frac{40 \cdot 1.2}{4} = 12 \text{ m.}$$

The gauge made be substituted by one's own height (Figure 22.) The same dependence is used in this case to compute the height: The height of the object is as many times greater than your height, as the shadow cast by the object is greater than the length of your shadow.

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5. Symbols Used in Drawing the Simplest Terrain Maps

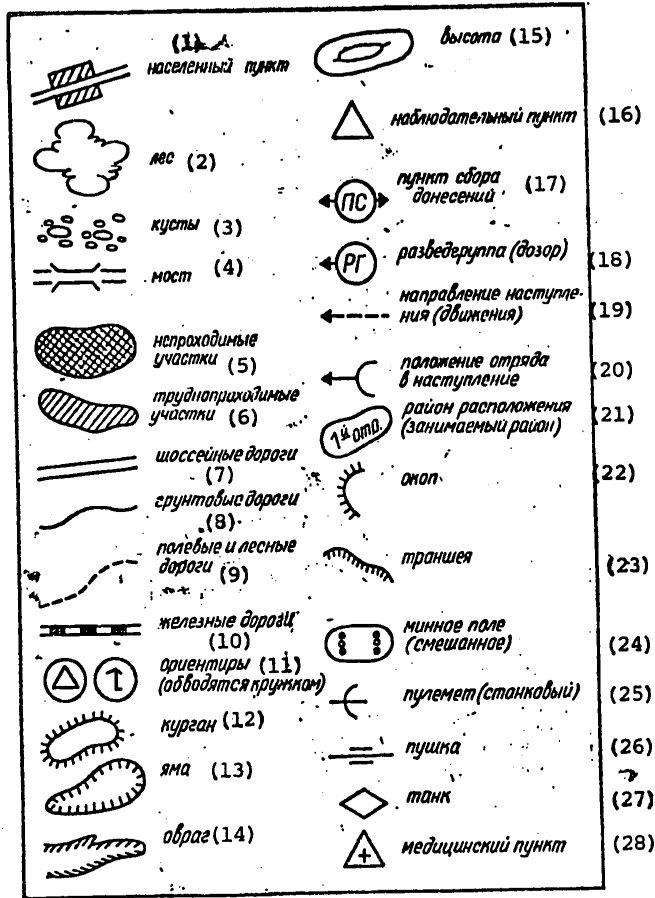


Figure 23. Symbols Used to Draw the Simplest Terrain Maps

Key:

- | | |
|--------------------------|---------------------------|
| 1. Population center | 7. Highways |
| 2. Forest | 8. Dirt roads |
| 3. Bushes | 9. Field and forest roads |
| 4. Bridge | 10. Railroads |
| 5. Impassable areas | 11. Landmarks (circled) |
| 6. Poorly passable areas | 12. Burial mound |

[Table continued on following page]

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- | | |
|--|-------------------------------------|
| 13. Depression | 21. Deployment area (occupied area) |
| 14. Ravine | 22. Weapon pit |
| 15. Hill | 23. Trench |
| 16. Observation point | 24. Minefield (mixed) |
| 17. Message collection point | 25. Machinegun (medium) |
| 18. Reconnaissance group (patrol) | 26. Gun |
| 19. Direction of advance (travel) | 27. Tank |
| 20. Position of detachment in an offensive | 28. Medical station |

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