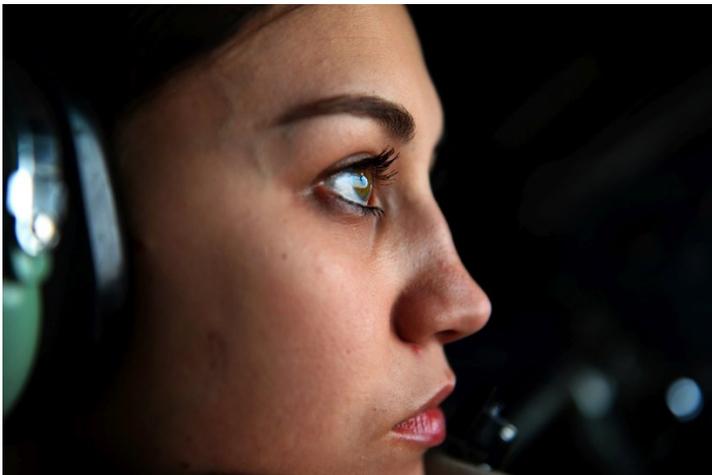


# Teaching Uniformed Personnel

The Magazine for Military, Police and Border Guard Teachers



**A free Magazine for teachers of uniformed personnel worldwide.**

Produced by

**The English Ideas Project.**

Issue Twelve November 2022

# Teaching Uniformed Personnel

## The Magazine for Military, Police and Border Guard Teachers

### About the Magazine

**Teaching Uniformed Personnel** is a specialised magazine for teachers who teach military, police and border guards. It is published 4 times a year: in January, May, September, and November.

It is designed to be of interest and use to teachers like you who are preparing students for their demanding careers in the field such as on multinational peace support operations, protecting the borders of your country, patrolling the streets of your cities, and making international co-operation work in the fight against transnational crime.

Each issue will focus on an aspect of teaching and the language required by military personnel, police officers and border guards.

We hope you will find each issue useful in your very important work.

### How to join the Newsletter

To sign up to the mailing list for the Magazine please go to <https://forms.gle/jo9Nx1Wq8R1NWF769> and complete the form. We will then email you the next issue of the Magazine.

### DATA Protection and Privacy Notice

Your personal details will be kept securely.

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You will only be emailed a .pdf copy of the Newsletter on publication.

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### The Editor

The Magazine is produced by Robert Buckmaster.

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### About The English Ideas Project

This project is about creating a better pedagogical grammar of the English language, creating better teaching/learning materials and fostering better language teaching. For more information visit [www.englishideas.org](http://www.englishideas.org)

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# Teaching Uniformed Personnel

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**In this issue:**

1. **Main Article: Simulations**
2. **Odds and Ends**

### **Main Article**

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## **Simulations**

In this article I will look at how to create simulations. These are activities which are extended beyond the tactical problems discussed in the September 2022 issue.

Like Tactical Decision games these tasks are very useful in terms of revision, speaking and writing practice, and they also give face validity to a course as they are professionally focused activities. They can also be used for testing purposes.

What we need is a group task which involves a preparation or discussion phase where the students work together to complete a task. It must be a multi-faceted task which will take some time to complete. During the preparation or discussion phase we can then:

- introduce new elements to the task
- remove elements
- introduce new information
- change the requirements of the task

This reflects real-life situations and forces your students to redo parts of the task, react to changes, incorporate new information into their understanding and so on. It stresses the group dynamics and strengthens their ability to work as a team to solve a problem or achieve the task as a team.

Let us look at an example and discuss the elements which should be included in such activities. The core example is taken from Military English: Tactical and Peacekeeping Operations and this is extended into a longer simulation.

### **The Core Task**

In Unit 122 of Military English: Tactical and Peacekeeping Operations, the students have to work in groups and plan a training exercise and give a briefing on the exercise. The unit page can be seen on the next page.

The students have these materials and a PowerPoint presentation which has maps of six islands. Each group is given one island and they have to use that map to plan and present their 'Island Adventure' training exercise.

You can access the maps on PowerPoint slides for this task from the coursebook page here: <https://www.englishideas.org/military-english/>

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### Unit 122 Training Exercise: Island Adventure

#### Practice Talking About Training Activities, Logistics, Landforms, Weather Etc.

#### T1 | Speaking: Prepare

Work in groups. Each group will plan a briefing on a training exercise.

You are taking a group of soldiers to an island for a 10 day training exercise.

Look at the map of the island you will be going to. Each team will go to a different island.

There are six different islands: South Manitou Island; Wild Horse Island; Blakely Island; Waldron Island; Stuart Island; Matinicus Island.

See **Unit 122 Briefing Slides**.

Plan the training exercise and then brief the class on the plan.

#### T2 | Speaking: Discuss and prepare to present your plan

In your plan and briefing answer the following questions:

- What is the purpose of the exercise?
- What are the dates of the exercise?
- Who is going on the exercise?
- What is the weather forecast?
- How will you get to the island?
- What is the island's terrain, flora and fauna like?
- What will you do on each day of the exercise?
- What equipment do the soldiers need to take with them?
- What are your emergency procedures?

#### Language Reminder: Plans

This is a plan so you will use future forms, mainly will, other modal verbs, and conditionals for the what ifs.

We **will** leave at 0730 hours on \_\_\_\_\_.

Every day we **will** start at 0430 hours.

Each/Every soldier **needs** to take X, Y and Z with them.

Everyone **should** be ready to do Y.

If the weather **turns** bad, we **will** do X.

#### T3 | Speaking: Present your plan to the class

Listen to the other plans.

Ask questions and then give feedback.

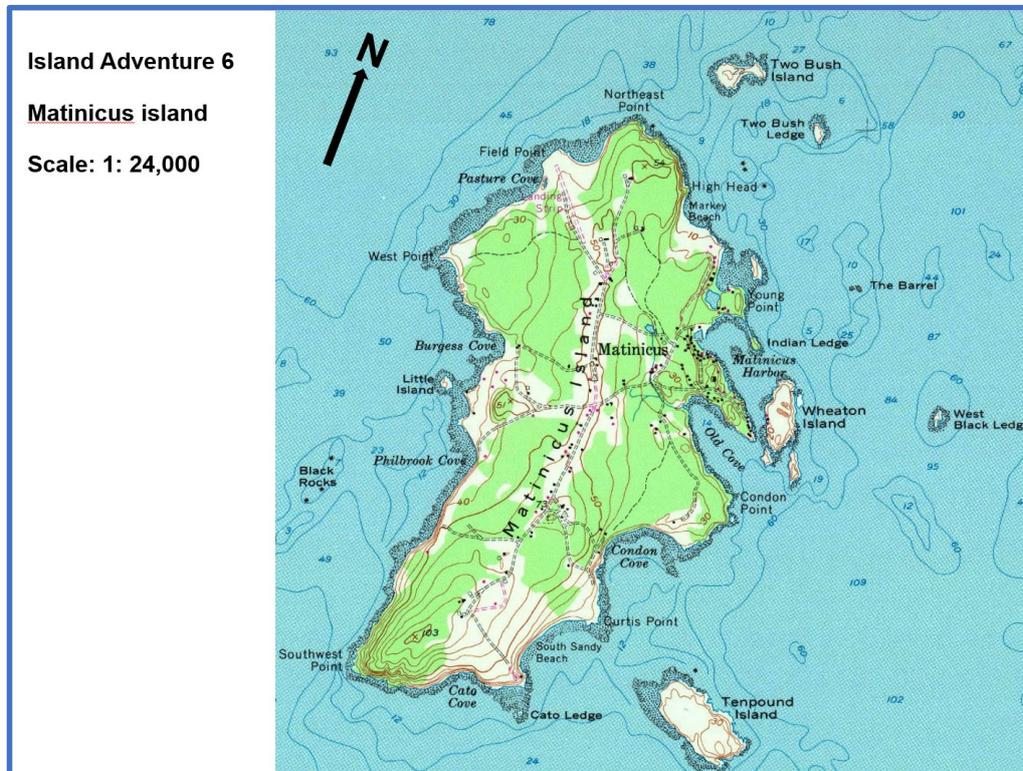
Who has the most interesting training plan?

Your teacher will give you feedback on your briefing and plan.

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The sixth island slide is shown below.



### The Simulation Extension

To extend this briefing task into a simulation we have to add complications which are applied to the task during the planning phase.

Depending on the size of your class, split the class into groups, or just have one group with a small class. Give the groups the task as above but use only one of the islands. Each group will get the same island. This is important as it means that we can use the other islands later in the simulation as part of the complications.

Stress that the group needs to include a detailed plan of the exercise with a timetable. They will then prepare a briefing once their plan has been approved (by you).

Their plan should include the following ten points and they should work through these points in order:

1. Name of exercise
2. Dates of exercise
3. Purpose of exercise
4. List of units and participants in the exercise
5. Location of exercise and route to/from exercise area
6. Timetable of travel to/from exercise area
7. 10 day plan of exercise tasks, with instructors and aims of the tasks
8. List of equipment needed – personal equipment etc.
9. Accommodation and catering plan
10. Emergency procedures plan

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Check the students understand the task and get them started in their group(s). Monitor and help/prompt as required.

For the purpose of the task they should imagine that the island is either somewhere in their country or a neighboring friendly country, not somewhere half-way across the world.

Once they are halfway through point 7 – the ten day plan of exercises – introduce the first complication.

The complications are basically task cards which change the scope, requirements or realities of the task. You should play these cards to throw a spanner in the works so they they have to adjust their plans in the light of the changing circumstances. If you have different groups, you could play different cards with different groups and that would lead to interesting comparative debriefings after the task is done. How well does each group deal with the different challenges? Or how well does each group deal with the same challenges?

It is up to you how many complications you play; it depends on the time you have available, and how much frustration you and the students can tolerate. There should be some stress and annoyance though, as that is the whole point. Can they cope, in English, with changing circumstances?

### The Complications

The Complications	Notes/Commentary
<b>One:</b> New orders: The dates of the exercise have changed. The exercise will take place 5 days later than planned.	This is a minor annoyance. Good as a first card to play so that they realise some changes are coming.
<b>Two:</b> New orders: Ten more soldiers will be joining the exercise from a base in _____. Include their travel etc. in your plan.	Specify a base a long way from the base your class is based at.
<b>Three:</b> The weather forecast has changed: it is now forecast to be _____.	Specify weather which is extreme for the time of year.
<b>Four:</b> New orders: you must also include tasks on _____ in your training activities plan.	Choose tasks which have not been included on their plan so far and are very different from what they have chosen so far.
<b>Five:</b> New orders: Military transport is not available for this exercise. You will have to use public transport.	
<b>Six:</b> New orders: The island is no longer available for this exercise. There are three alternative islands in different parts of the country. Choose the best one. Write a request to use this island. Justify your choice with 5 reasons.	Give the team the maps of three of the other islands. Decide where these three islands are in your country. Do not allow them to continue the task until they have chosen the alternative location. They then have to adjust all their plans. This is the big central complication to the task. I suggest that you do include this complication in the simulation.

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<p><b>Seven:</b> New orders: The commanding general, Minister of Defence and 10 members of the press will be visiting the exercise. Decide on the best day for the visit and plan their visit. Assume they will arrive at 0900 and leave at 18.00. Be ready to justify your choice of day and activities in your final briefing.</p>	
<p><b>Eight:</b> New orders: half of your soldiers can only be on the exercise for the first 5 days. Make sure that they will cover the most important tasks in this time. Plan their travel back to base.</p>	
<p><b>Nine:</b> The exercise will now be 8 days instead of 10 but you still need to cover all the activities planned.</p>	<p>Play this card last or next to last if you are going to play it. This will be very annoying.</p>
<p><b>Bonus Card</b></p>	
<p><b>Ten:</b> The exercise has been cancelled. Your unit has been placed on alert and needs to plan to move to the border of your country on active deployment. Make a plan for deployment.</p>	<p>Only play this card if you feel it will be worth it, you have time and your students can cope with the task.</p>

### Finishing the Task

Once you have pushed the students enough, ask to see their completed plan and timetable and 'approve' it. Then ask them to produce a briefing (either for the exercise or card 10 deployment).

After the briefings give them feedback on their briefing and then run a session on how they prepared for the briefings and how they coped with the complication cards.

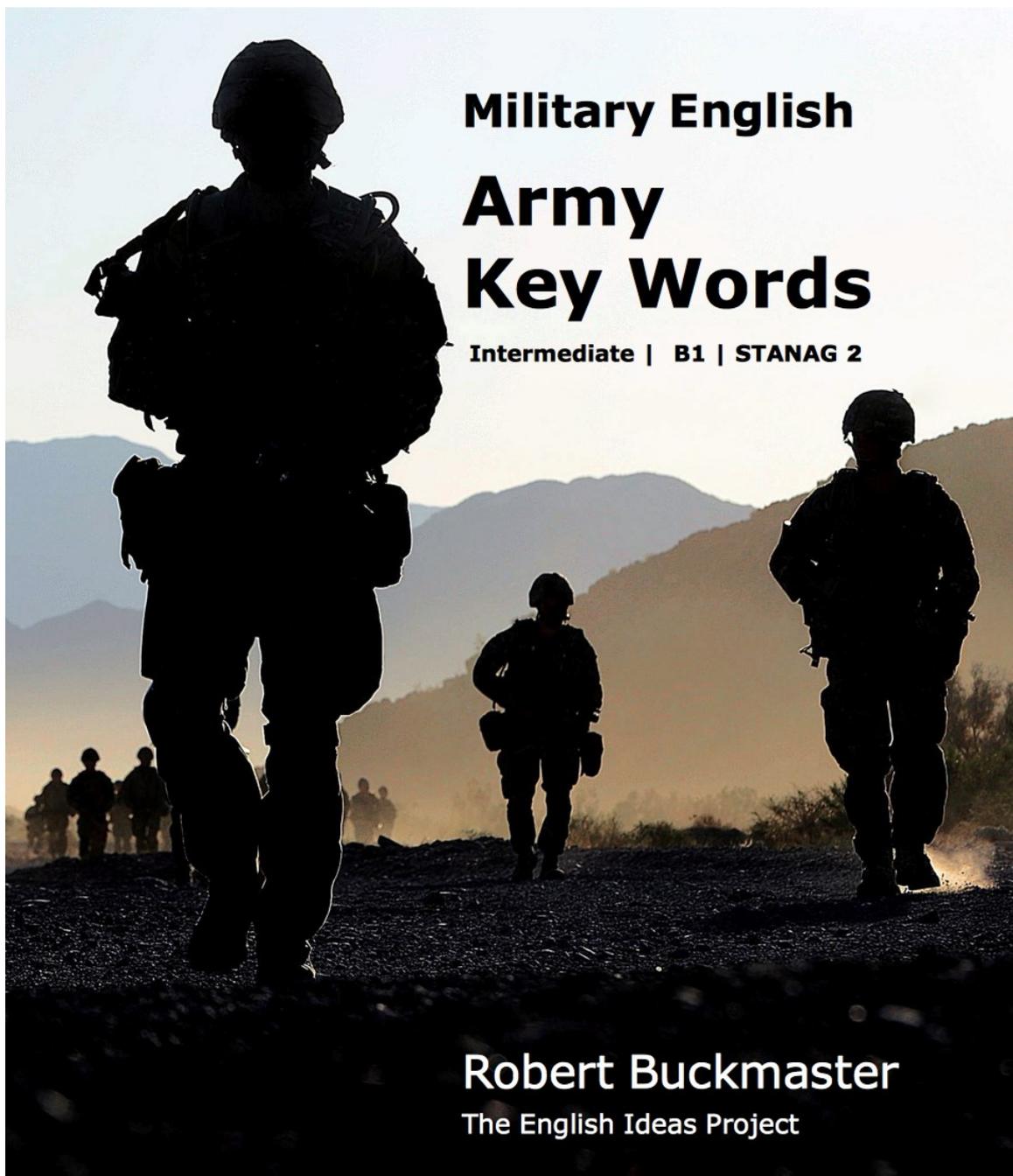
### Running the Task and Preparing for Feedback

If you have one group, it is a good idea to record the task and as your monitor note down the timings on the recording that you want to review with them in your feedback session e.g. when they use their native language and so on. The recording is good as you have an objective record of what was said during the task.

If you have more than one group, you can also record each group but unless you are in the same room you will not be able to note down the key times for review. In this case you should appoint a student as an observer and their task is to note down the times of various kinds of 'incidents' so that they can be reviewed later. Carefully brief the observer(s) and make it clear what they should do – observe and note down key times when the L1 is used, when there is a disagreement, when a problem occurs and so on.

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**Military English: Army Key Words** is book of **key word lists** and **glossaries**. It is the **essential guide** for all teachers of army personnel.

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**Military English: Army Key Words** ISBN: 979-8697658543

**Military English: Army Key Words** Now Available

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### Odds and Ends

Useful links and ideas that do not call for a full article.

#### About Us

The English Ideas Project can be found at [www.englishideas.org](http://www.englishideas.org).

You can find resources for Police and Border Guards on this page: <http://www.englishideas.org/PoliceEnglish.html>.

Information about the Military English Tactical and Peacekeeping Operations course, and Army English Key Words, can be found here:

<http://www.englishideas.org/MilitaryEnglish.html>

#### Resources

You might find the following sources useful.

##### Military Photos

The US Department of Defense has a public domain photo library where you can search for and download images.

<https://www.defense.gov/observe/photo-gallery/>

The British MOD has a similar site of Crown Copyright photos. <http://www.defenceimagery.mod.uk/fotoweb/>

##### Maps and Charts

The US Geological Survey publishes public domain maps. <https://viewer.nationalmap.gov/advanced-viewer/>

Nautical charts can be sourced from the US Office of Coast Survey at <https://www.nauticalcharts.noaa.gov>.

Air Charts are published by the US Federal Aviation Authority: [https://www.faa.gov/air\\_traffic/flight\\_info/aeronav/productcatalog/vfrcharts/sectional/](https://www.faa.gov/air_traffic/flight_info/aeronav/productcatalog/vfrcharts/sectional/).

##### Infographics

Creating visually appealing Infographics is a great way to present data for writing and presentation tasks. Try:

<https://www.canva.com/create/infographics/>

##### US Army Field Manuals

The Army Publishing Directorate (APD) publishes Field Manuals: <https://armypubs.army.mil/ProductMaps/Pub-Form/FM.aspx>

##### FBI Publications

The FBI publishes reports on various aspects of law enforcement. <https://www.fbi.gov/resources/library>

##### Criminal Justice System

The UK government provides web-based information about the criminal justice system written for the public.

<https://www.gov.uk/browse/justice>

The UK government also provides access to official documents through this website:

<https://www.gov.uk/official-documents>

##### Commercially Published Materials

###### Military English

Campaign: English for the Military (Macmillan)

[Military English: Tactical and Peacekeeping Operations](#)

Career Paths: Command and Control (Express Publishing)

Career Paths: Navy (Express Publishing)

Career Paths: Air Force (Express Publishing)

###### Police English

Campaign: English for Law Enforcement (Macmillan)

Painless Police Report Writing: An English Guide for Criminal Justice Professionals (3rd Edition) (Pearson)

Career Paths: Police (Express Publishing)

English for Modern Policing (British Council Romania)

##### Professional Magazines

###### Modern English Teacher

<https://www.modernenglishteacher.com/>

###### English Teaching Professional

<https://www.etprofessional.com/>

###### Humanistic Language Teaching

<https://www.hltmag.co.uk/>

##### Professional Organisations

**International Association of Teachers of English as a Foreign Language:** <https://www.iatefl.org/>

**International Federation of Language Teacher Associations:** <https://fiplv.com/>

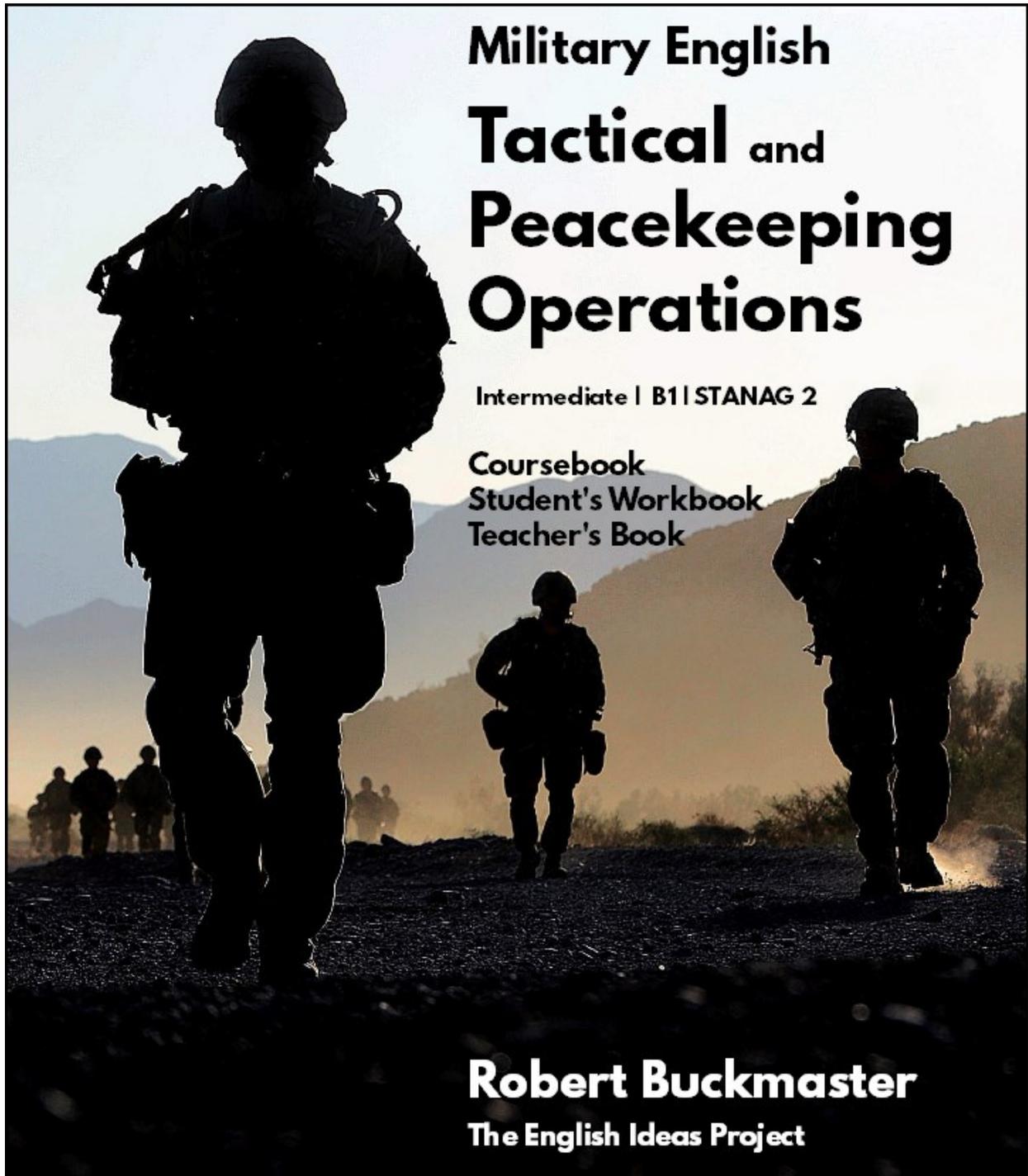
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## Being Published in 'Teaching Uniformed Personnel'

We welcome submissions from our readers on topics of interest to military, police and border guard teachers. Unfortunately we cannot pay for articles but you will keep the full copyright to your work. If you have an idea for an article please contact 'theeditortup@englishideas.org' as the first step.

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**Military English**

## **Tactical and Peacekeeping Operations**

Intermediate | B1 | STANAG 2

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Student's Workbook  
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The English Ideas Project

**Military English: Tactical and Peacekeeping Operations** is a pre-deployment course for soldiers going on multinational operations and peace-keeping missions. It is for students ready to study at an intermediate level and above.

It provides coverage of all the important general and military English which soldiers need to operate effectively while on missions, or on training courses. It is especially designed for low resource environments with one-time internet access to download electronic resources which can be used by students on their smart phones, on tablet computers or projected from a class computer. Soldiers learn all the key vocabulary and functional grammar they need, and practise in interesting classroom simulations, role plays and briefings. By the end of the course, the students will be able to understand briefings and orders, and operate effectively during checkpoint operations, on convoys and on patrol.

**Military English: Tactical and Peacekeeping Operations**

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