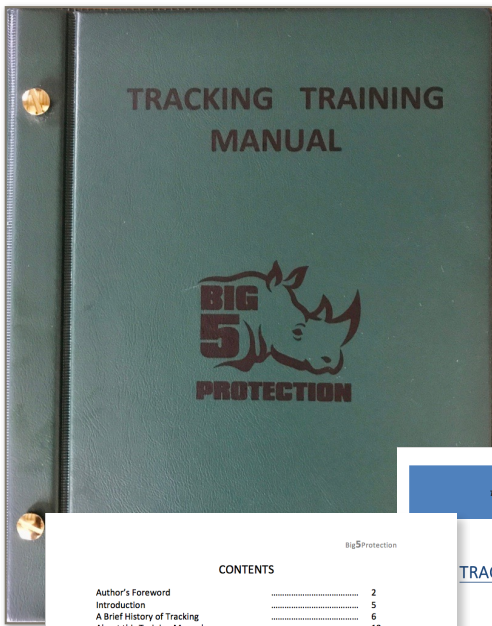


TRACKING TRAINING MANUAL



The Tracking Training Manual has been long overdue. There are no other published training manuals, other than military pamphlets, with this level of detail, specifically designed as a 'training bible' for qualified instructors.

This training manual is written in simple language, catering for instructors who have the practical knowledge and experience to instruct, but don't necessarily speak the level of English required to fully understand the terminology we sometimes take for granted.

The contents within are unique to the Big5Protection tactics, procedures and methods of instruction. The origins of our manual are based on the highly developed jungle tracking tactics contained in the British Army Tracking pamphlet - 'Pam 46'. However, the Army's tracking publication is one that generally gathers dust in unit libraries, because, outside of the jungle, tracking is generally a misunderstood and therefore underused skill.

Over recent years, the British Army have focussed more on training and operations throughout Africa. Because of this, there's an increasing interest in adjusting and updating Pam 46 to make it more relevant to the less restricted bush and grassland terrain.

We are hoping to work with the Jungle Warfare Division in the near future to assist them with this process.

The B5P training manual is printed on A5 pages displayed in robust quality nirex folders. These are not on general sale to the public but are available through the website, to those with credible qualifications and who are in the business of training visual trackers.

Ideally, anyone wishing to use one of our training manuals, should apply to attend one of our courses as either a student or an assistant (depending on experience) and therefore learn to fully understand the drills and training techniques that make our courses so successful.

We welcome enquiries and any opportunity to chat and interact with others in similar training fields.

Details are on our contacts page.

TRACKING TRAINING MANUAL



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TRACKING MANUAL



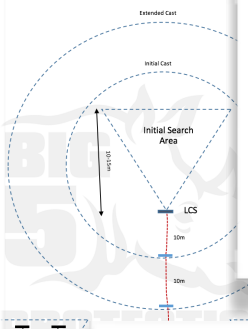
A BRIEF HISTORY OF TRACKING

Tracking is one of the earliest hunting skills developed by man and in many of the world's remote regions, where hunting for sustenance. For our purposes we must look at tracking in a military enforcement context, as this is where the terms 'Main', 'Tactical', and tracking arise. The big difference between 'Game' tracking and tracking is the need to use additional drills and procedures to safely Tracker, and to kill, capture, or disrupt a dangerous and devious f It's useful to understand a little bit about the recent history and e tracking in a modern context. In doing so the reader will under some of the tracking drills and procedures captured in this train may appear different to what is considered normal in his or her c of tracking operations.

"But tracking is tracking!" is a common response and yes, th However, it is the added drills and procedures, that have evol different operational arenas and terrains, that allow tracking operate successfully and tactically in their particular environment

There appears to be two common historical sources of tod tracking capabilities. Tactics have evolved independently; in such there are two distinct camps based around the drills taught. It b to the environments where these capabilities have evolved that h in these differences, and neither of those specific drills work eff

LOST TRACK DRILL (Fig 1)



- Makeup of group (Who is normally in the group? - guides, shooters, others etc.)
- How do they operate? (Do they camp close to a river, enter, and how do they park in the same place? Where might they go?)
- Military or former military? (Will they use military tactics, are they armed with military equipment?)
- Weapons carried (Chibs, spears, muzzle loaders, or assault rifles? You must know the details.)
- Habits and traits (Dripping bark, carry loads of meat, light fires at night etc.)

Who's helping them? (Pursuing gangs usually get assistance from local villagers, informants in the park, police, or protection - so careful who leaves your operations, trust flow...)

Questions?

Information Gained on track

- Direction of Travel
- Numbers being Tracked
- Age of the Track
- Speed and Loads being carried
- Nations being Used
- Nationality (When applicable, tread pattern of footwear etc.)

THE TRACKING SEARCH FORMATION

REVISE LAST LESSON

Introduction/Approach

In this lesson you will show the Tracking Search Formation enable you, as a tracker, to understand what the formation is why it is used.

Statement of Objectives

At the end of this lesson followed by a practice session you will

| DAY | TIME | SUBJECT | REMARKS |
|--------|------|--|---------------------------------------|
| 8 MON | AM | SUMMARISE AND REVISE WEEK 1 LESSON - ANTI-TRACKING TACTICS | |
| | | STUDENT ORDERS | |
| | | PRACTICAL FORCE ON FORCE | |
| | PM | STUDENT ORDERS | Laying teams ambush Use Anti-Tracking |
| | | PRACTICAL FORCE ON FORCE | |
| 9 TUE | AM | STUDENT ORDERS | Laying teams ambush Use Anti-Tracking |
| | | PRACTICAL FORCE ON FORCE | |
| | PM | STUDENT ORDERS | Laying teams ambush Use Anti-Tracking |
| | | PRACTICAL FORCE ON FORCE | |
| 10 WED | AM | REVISION LESSON - THE TRACKING PURSUIT | Laying teams ambush Use Anti-Tracking |

get to read the report, particularly where this may cause is: The following is an example of a student report:

| IMMEDIATE TRACKING - Individual report | | Park name | D |
|--|---|-----------|---|
| Id. Name: | ROBERT SANDS | | |
| Director: | MANIC | | |
| Sp.: | | | |
| Track name: | | | |
| Course: | BASIC TRACKING COURSE | | |
| Ability: | 5 Knows area and start at the end of every day | | |
| Style: | 4 Basic, reasonable and thoughtful | | |
| Spine: | 3 Strived to maintain the highest standards | | |
| Sp.: | 2 Used good enthusiasm, good rapport with others | | |
| Sp.: | 1 Did everything he could for his team | | |
| Sp.: | Very good, particularly towards the end of the course | | |
| Personal: | 5 Very good understanding of the role of the course | | |
| Personal: | 4 Very good understanding of the role of the course | | |
| Personal: | 3 Very good understanding of the role of the course | | |
| Personal: | 2 Very good understanding of the role of the course | | |
| Personal: | 1 Very good understanding of the role of the course | | |

the headings in the report can, and should, be change ing to the course type, or the requirements of the or 3 section is marked out of 10, and allows the reader t lengths and weaknesses of the individual, and to get or how that student has performed.

word picture addresses that student's overall perform