

O-0202
MEASURE DISTANCE WITH PACE COUNT

CONDITIONS

Your team has been given a point to travel dismounted. You have been designated the pace person. You must ensure that the team travels the required distance and does not overshoot.

OJECTIVES

Successfully move the specified number of meters up along the route using your pace count +/- 50 meters.

TRAINING AND EVALUATION

Training Outline

1. A pace is equal to one natural step, about 30 inches long for an average adult male. In order to measure distance, you must know your pace count, which is the number of paces it takes you to cover 100 meters. You do this by measuring your pace over a pre-measured course.

a. The terrain of the course should be similar to the terrain you will be walking over on the mission. You will cover a lot more distance on a paved road than you will across rough terrain.

b. The course should be between 100 and 600 meters long, in even multiples of 100. (If the course is 600 meters long, divide your total paces by 6 to determine your 100 meter pacecount. If the course is 300 meters long, divide by 3, etc.)

2. To use your pace count:

a. Determine how far you have to travel in meters

b. Calculate how many paces this is.

1) For every hundred meters you must travel, add your pace count.

2) For the last fraction of a hundred meters, use a equal fraction of your pace count.

3) EXAMPLE: If your pacecount was 110 and the distance you had to travel was 325 meters:

$$\begin{array}{r} 110 \text{ paces (100 meters)} \\ 110 \text{ paces (100 meters)} \\ 110 \text{ paces (100 meters)} \\ + \quad 28 \text{ paces (25 meters is } 1/4 \text{ of 100 meters, so } 1/4 \text{ of your pacecount is about 28)} \\ \hline \mathbf{358 \text{ paces (325 meters)}} \end{array}$$

c. Adjust this pace count for the following factors (a shorter pace means more paces in 100 meters).

1) Slopes. Your pace will lengthen on a downslope and shorten on an upgrade. Keeping this in mind, if it normally takes you 120 paces to walk 100 meters, your pace count may increase to 130 or more when walking up a slope.

2) Winds. A head wind shortens the pace and a tail wind increases it.

3) Surfaces. Sand, gravel, mud, snow, and similar surface materials tend to shorten the pace.

4) Elements. Snow, rain, or ice cause the pace to reduced in length.

5) Clothing. Excess clothing and boots with poor traction affect the pace length.

6) Visibility. Poor visibility, such as fog, rain, or darkness, will shorten the pace.

d. Begin walking, and keep track of the distance you travel. Do not try to remember the count in your head; use a technique like one of the following:

1) Put a pebble in your pocket every time you have walked 100 meters according to your pace count.

2) Tie knots in a string.

3) Put marks in a notebook.

4) Pace counter string.

Additional Information

More detailed information on this topic is available in Chapter 5 of the Ground Team Member & Leader Reference Text.

Evaluation Preparation

Setup: Clearly mark a route at least 500 meters long. It is best if this route has sections on different types of terrain. Put a numbered marked at the end point. Then put other numbered markers before and after the end point markers along the route. Keep the exact number and locations of these markers secret.

Brief Student: Put the student at the start point. Show him the route markings, and what the end markers looks like. Give him the distance to the end point, and tell him go that distance, get the number off the marker, and return with that number.

Evaluation

Performance measures

Results

1. Correctly identifies the end marker, or another marker within 50 meters of the end marker. P F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.