

## **Optional course: National Defence**

### **1. General Principles**

#### **1.1. Learning and Educational Objectives**

The optional course of national defence aims to direct the students to:

- 1) be citizens, loyal to Estonia, who have a positive attitude and the readiness to defend Estonia, should it be necessary, and to act in compliance with the principles that are characteristic of a state based on the rule of law;
- 2) comply with democratic values, be solidary and responsible;
- 3) understand the links between national defence and the different spheres of social life;
- 4) attach value to the profession of a military serviceman, the Defence Forces, and voluntary activities within the Defence League and its special organisations;
- 5) be aware of the organisational bases of national defence, structure and functions of the Defence Forces, and legislation that serves to regulate national defence;
- 6) be aware of the principles of civil protection;
- 7) become interested in national defence and military history;
- 8) know NATO's collective defence principles;
- 9) acquire elementary skills for the safe handling of weapons, delivering first aid, and behaving and acting in a crisis situation;
- 10) know the basics of topography, be capable of understanding one's bearing on a terrain, equipped with a chart and a compass, and adopt environmentally sound behaviour.

#### **1.2. Description of the Optional Course**

The optional course of national defence intends to make the students aware of their national defence-related duties and rights arising from the Constitution, combined with a concept of the types of military service in the Defence Forces. The course is meant to give theoretical knowledge in the sphere of national defence, which shall then be enforced by practical exercises. The goals of the optional course are to lay the foundations for the students' understanding of the principles of national defence of Estonia and to shape the students' civic awareness and readiness to defend Estonia if necessary.

To avoid overloading the students, some subjects are discussed in-depth, while others are only touched upon, as the course is taught.

National defence is an optional course of two sub-courses totalling 70 hours. The first course (35 hours) is the theoretical part and the second course (also 35 hours) involves practical training (whenever possible, at a training centre or military field camp). Practical exercises, including the time spent at the military field camp, are subject to the completion of the corresponding sections of the theoretical course. The school shall organise the teaching of the national defence course based on its resources, either by integrating the theoretical and practical parts or as two separate courses. Theoretical and practical studies are integrated in the syllabus by study topic.

The theoretical part of the national defence course starts with an overview of Estonian military history and the genesis, causes and consequences of wars. The students are provided an overview of modern threats, crises and armed conflicts review, as well as international law, including military justice. The theoretical course provides basic knowledge about the national defence of Estonia, command of national defence and its objectives, the structure of the Defence Forces and the Defence League, security and defence politics, and military service. The students will learn about the evolution and use of different military formations, the development of different types of weapons, their historical meaning and usefulness today, and will become familiar with different types of weapons. Civil protection and first aid topics are studied and the students will learn to cope in the natural environment without resources. The course also includes an element of topography, involving understanding one's bearings on a terrain, using chart and compass for assistance, how the activities of armed forces may affect the environment, and how these adverse effects can be alleviated.

The practical course focuses on practising individual skills in different situations. In firearms training, the students shall initially learn about safety measures and the factors that influence firing, and then proceed with firing techniques and practise firing stances. Firearms training is concluded with practical firing exercises. Drill training includes the practising of positions of attention, manoeuvres, various types of tactical movement, including the movement on terrain, and different types of a march. In topographic practice, the students learn to use topographic charts, scale of degrees and symbols of charts and to acquire their azimuth, using a compass. Separate exercises are dedicated to orientation with a compass and chart and other positioning solutions. Practical first aid includes learning the sequence of actions at an accident site and life-sustaining (protection of life) and enhanced first aid techniques.

Depending on the resources available to schools, it is recommended to organise practical studies for the course participants, involving either a single or double stage military field camp. One stage option is a three or four day camp, organised at the end of each school year, while the second option involves two one and a half or two day camps, held in winter and spring, respectively. Such military field camps are organised, if possible, involving the regional units and/or the Defence Forces; attempts are made to concentrate the camps to include the national defence course students of several schools.

The upper secondary school's military field camp of national defence is designed for students to acquire practical experience on the basis of the theoretical course topics on the level of single combatant skills. The students comprehend the skills of single combatants through exercises that enable them to act efficiently in crisis situations. As a result, students will be more self-confident when performing functions related to national defence.

The students that are participating in a camp are divided into squad-based groups with assigned squad leaders. If possible, previously issued uniforms should be worn. It is recommended to organise the two-day camp on a Friday and Saturday.

## Opportunities for Integration with Other Subjects

The optional course of national defence is multidisciplinary and has solid points of contact with several school subjects:

- 1) history – military history, causes and consequences of crises and conflicts, international crises and conflicts, NATO and the United Nations;
- 2) biology – human anatomy and physiology, weapons of mass destruction, civil defence and environmental protection;
- 3) Estonian language – terminology, work with legal texts and skills of oral and written self-expression;
- 4) physics – ballistics, weapons of mass destruction and civil defence;
- 5) geography – cartography;
- 6) chemistry – weapons of mass destruction, civil defence and safety requirements;
- 7) physical education – general physical activities and stamina;
- 8) mathematics – chart scale calculation, degree calculation, use of information technology and communication (hereinafter: ITC);
- 9) foreign languages – terminology;
- 10) social studies – civics, organisation of national defence, structure of the Defence Forces and the Defence League, NATO and the UN, international crises and conflicts, and Estonian defence policy.

### 1.3. Planning and Organisation of Learning Activities

Learning activities are planned and conducted in the following manner:

- 1) the basis consists of the fundamental values and general competences stipulated in the curriculum, the general goals of the optional course, the content of studies, and the expected learning outcomes, with support given to integration with other subjects and cross-curricula topics;
- 2) the students' workload (including homework) should be moderate and evenly distributed throughout the school year, leaving them sufficient time for rest and recreational activities;
- 3) the students can study individually or with others (independent and pair or group work) as this supports their development as active and independent learners and creative and critically thinking individuals;
- 4) differentiated learning tasks are given and their content and levels of difficulty support an individual approach and enhance motivation to learn;
- 5) learning environments, teaching materials and resources are used which are based on modern information and communication technology;
- 6) the learning environment is expanded: museums, exhibitions, libraries, computer classrooms, battle/combat sites, military units/formations and other institutions of national defence purpose, incl. the training institutions of the Defence Forces, etc.;
- 7) different methods of teaching are used, including active learning: work in pairs and groups, conversation, discussion, debate, seminar, project study; compilation of layouts, plans and tables, practical and research work, information search from reference sources and information analysis, abstract and report compilation, review and presentation using ITC, source analysis (document, text, statistics etc.), work with different electronic state resources (national portal, e-services, information query and online legislation) and charts;
- 8) learning activities at the military field camp are based on the daily schedule.

#### 1.4. Physical Learning Environment

- 1) The school organises the majority of the studies in a classroom where the furniture can be rearranged for work in groups, there is Internet access, and audio-visual materials can be demonstrated.
- 2) The school ensures connections of the course content with daily life by providing study and outing opportunities to venues outside of the classroom such as museums, exhibitions, libraries, computer classrooms, battle/combat sites, military units/formations and other institutions related to national defence, incl. the training institutions of the Defence Forces, etc.
- 3) The school has resources that support the syllabus goals: legislation, charts, course-specific literature, pictures, posters and other illustrative materials, layouts, statistical data, the Estonian-language periodicals *Riigi Kaitse*, *Diplomaatia*, *Kaitse Kodu*, *Sõdur* and *Sõdurileht* (*National Defence*, *Diplomacy*, *Defend Home*, *Soldier* and *Soldier's Newspaper*), audio-visual resources and simulation equipment.
- 4) The military field camp has these prerequisites: suitable terrain, exercise fields, firing range, training centre of the Defence Forces or the Defence League, personal and group equipment for spending a night in the field; orientation equipment, first aid training kits, simulation equipment, illustrative teaching materials, posters, drawings, weapons and ammunition.

#### 1.5. Basis for Assessment

The learning outcomes of studying national defence are assessed in accordance with the general part of the curriculum and other legislation that regulates such assessment. The learning outcomes in the optional course are verified and assessed with the aim of obtaining an overview of the learning outcomes attained and individual student development and using the information obtained to plan more effective studies. The aspects that are assessed include the students' knowledge, their skills in implementing this knowledge and their acquisition of general competences, including learning skills on the basis of oral answers (presentations), written and/or practical work and practical activities, taking into account how the knowledge and skills of the students comply with the learning outcomes stipulated in the optional course syllabus.

The learning outcomes are assessed using oral appraisal and numerical grades. The students must know what is being assessed and when, what means are being used for assessment, and what the assessment criteria are.

The forms of verifying the learning outcomes are diverse. Written work is important in addition to oral discussions: tests, work with charts, use and analysis of statistical data and legislation, compilation of abstracts and research papers, writing of opinion pieces and case analysis. Both theoretical and practical course parts are assessed, taking into account the level of subject-specific knowledge and skills, active participation in practical activities and a responsible approach and support for fellow students in joint activities and group work i.e. civic participation.

When compiling assignments to verify students' achievements, the teacher must incorporate tasks of different levels: verifying of knowledge (concepts, facts and knowledge of regularities); application of knowledge (using in new situations); comprehension (description, explanation and paraphrasing); analysis and synthesis (indication of connections, comparison, grouping, discernment and connection of facts with regularities); and assessment (drawing conclusions and making decisions). Practical achievements are

assessed at the military field camp. Participation in firing exercises is subject to satisfactory completion of the safe weapon-handling test.

## 1.6. Learning Outcomes at Upper Secondary School Level

Upper secondary school learning outcomes reflect students' satisfactory achievements.

The students who graduate from upper secondary school:

- 1) are loyal citizens of the Republic of Estonia, abide by the values of democracy, and are ready to defend Estonia, if necessary;
- 2) know the most important events in military history, including that of Estonia, and their influence on social development and the consequences for their next of kin;
- 3) are acquainted with and analyse primary and vital international problems and their influence on society in Estonia, as well as the NATO principle of collective defence;
- 4) find and use, whenever necessary, important information about national defence, including legislation that regulates the general arrangements of national defence in Estonia;
- 5) are acquainted with the basics of military service, including the initial notion of universal compulsory military service and the Defence League and its special organisations, and know and value the profession of a military serviceman;
- 6) know the basics of drill movement and firearms training, including safety measures, and can behave properly in crisis situations and provide first aid;
- 7) orientate independently on a terrain with the aid of a chart and compass, taking into account the principles and norms of environmental protection;
- 8) perform actions in a team, by helping and supporting fellow team members.

## 2. Course plans

### 2.1. Course "National Defence"

#### 2.1.1. Learning Outcomes and Learning Content

#### Estonian Military History

##### Learning Outcomes

At the end of the course, the students will:

- 1) know the basic traits of the development of warfare, can explain the varied influence of wars on social development and human fate and can explain and provide examples of how warfare and peoples' attitudes to it have changed through the ages;
- 2) can name the most important events in Estonian and European military history and their causes in the context of global history and analyse the consequences and influences of wars and connections with social processes;
- 3) explain and use the following terms in a proper context: *war*, *military history*, *warfare*, *military science*, *strategy*, *tactics*, *mercenaries*, *duty to serve in the Defence Forces*, and *officer*;
- 4) know who Michael Andreas Barclay de Tolly, Johan Laidoner, Alexander Tõnisson, Julius Kuperjanov and Johan Pitka were and characterise their actions.

##### Learning Content

**Concept of military history and its theoretical military thinking.** War. Military affairs. Military science. Relations between military history and history. Prominent military theorists (chosen by the teacher: Sun Tzu (Sunzi), Thukydides, Karl von Clausewitz, Antoine Henri de Jomini, etc.).

**Role of military affairs in social history.** War as a 'natural state' of society. Causes of wars. Changes in attitudes towards warfare. Methods of warfare in ancient times and the Middle Ages. Emergence of mercenary/standing army. Regular armies. Officers. Revolutionary armies. Napoleonic wars. Transition to the universal duty to serve in the Defence Forces. Mass armies. Influence of technology on warfare. War and economy. Changes in warfare. Anti-war movement. Scope and social influence of warfare in the 20<sup>th</sup> century.

**Estonian military history in the context of general military history.** Time of the Crusades and the beginning of the Estonian fight for freedom. Estonian pre-historical military organisations. *Malev* unit (troop and brigade). Great powers vying for Old Livonia. Events of the Hundred Years' War in Estonia (1558-1661). The Great Northern War and its consequences. Inclusion of the Estonian territory in the Russian Empire. Wars involving the Russian Empire and Estonia. Military encumbrances. Military service in the Estonian territory. Michael Andreas Barclay de Tolly. Military fortifications. The First World War and Estonia's attainment of independence. National army units. War of Independence in 1918-1920. The role of school pupils in the War of Independence. Tartu Peace Treaty. Estonian national defence from 1920-1940. World War II and Estonia. Estonians fighting in the troops of the German Army and the Red Army. The Finnish Boys. Movement of the Forest Brothers.

**Presence of the army of occupation.** Presence of the Soviet Army and its consequences. Paldiski. Estonians in the Soviet Army. Departure of the Soviet Army from Estonia.

**Restoration of national defence in Estonia.** Choices made during restoration of national defence in Estonia. Creation of the Estonian national defence policy, main directions of the development of the national defence structures and most important events.

## **Crises, Wars and Armed Conflicts Today**

### **Learning Outcomes**

At the end of the course, the students:

- 1) provide examples of the causes and features of crises and conflicts, analyse the developments of certain conflicts, and analyse the methods used to prevent or manage conflicts;
- 2) distinguish between the different development stages and features of the international security environment and provide examples of security arrangements in the Cold War period and today;
- 3) know the general principles of security co-operation and the main security organisations (NATO, EU, UN and OSCE);
- 4) explain and use the following terms in a proper context: *crisis and conflict, war, security risk, traditional and asymmetric threat, cyber security, collective defence and security, security co-operation, permitted and prohibited weapons, terrorism and total defence.*

### **Learning Content**

**International crises and conflicts on the basis of selected examples.** Crises. Security risks and threats. Conflict development – stages and features. Concept of war. International security in the 20<sup>th</sup> century. World wars. Cold War. Collective security in the 20<sup>th</sup> century: League of Nations, UN and OSCE. Nuclear Age. Arms control.

**Modern-day international conflicts and their management.** Security co-operation. NATO and the European Union. Collective defence and collective security. Traditional and asymmetric threats. International terrorism and the spread of weapons of mass destruction. Environmental, economic, social and cyber security. Prevention, control and resolution of crises and conflicts. International peace-securing operations and the causes and consequences of international intervention.

**Features of armed conflicts and wars.** The concepts of military strategy and tactics. Deterrence. Scope of military action. Weapons used. Military operations. Total defence. Territorial defence. International military justice.

## **Estonian Defence Policy and Estonia's Participation in NATO**

### **Learning Outcomes**

At the end of the course the students will:

- 1) know what they can and must do to defend their country;
- 2) be aware of Estonia's national defence goals objective, general organisation and command, based on the headline/basic national defence documents;
- 3) know and explain the basic traits of the Estonian security and defence policy in the context of international relations and European security;
- 4) know the main security threats in Estonia and know and can describe different emergencies, which may incur;
- 5) describe the creation of NATO, the values of the organisation, and the principles of collective defence and decision-making;
- 6) show on a chart how NATO has enlarged and which countries are members of the organisation;
- 7) explain and use the following terms in a proper context: *NATO, defence capability, security threat and emergency.*

### **Learning Content**

**The objective of national defence in Estonia.** State defence capability. Objective of national defence, general organisation and leadership on the basis of fundamental documents: the Constitution, basis of security policy, strategic plan of military defence, Peacetime National Defence Act and War-Time National Defence Act.

**Organisation of national defence.** The roles of different institutions in national defence control. Involvement of society in national defence and links between different walks of life and national defence. Citizens' participation in national defence.

**Estonian security risks.** Military conflicts, external pressure, asymmetric threats: terrorism, environmental and cyber threats. Economic risks.

**Different emergencies and readiness.** Crisis with a low risk level, emergency situation, extraordinary situation and war. Restriction of fundamental human rights and freedoms in emergencies. Creation of NATO. Principle of collective defence. Participation of Estonia in NATO.

## **Armed Forces in Estonia: Structure and Tasks. Symbols and Traditions of the Estonian Defence Forces and the Defence League**

### **Learning Outcomes**

At the end of the course, the students will:

- 1) know how to apply the provisions of the Constitution, Peacetime National Defence Act, War-Time National Defence Act, the Defence Forces Organisation Act and The Defence League Act;
- 2) know the structure of the Defence Forces and the Defence League;
- 3) can provide examples of the tasks entrusted to the Defence Forces and the Defence League;
- 4) know the possibilities for volunteer participation in national defence;

- 5) recognise the uniform of the Defence Forces, corresponding rank insignia and badges, and instruments of identification;
- 6) know the traditions and symbols of the Defence Forces and The Defence League; and
- 7) explain and use the terms in a proper context: *combat pair, squad, platoon, company, battalion, brigade, defence district, service branch, headquarters, commander, chief of staff and Commander of the Defence Forces.*

### Learning Content

**Armed forces in Estonia.** Comparison with organisation of armed forces in other countries: compulsory military service, contractual active service, general reserve service, etc.

**Estonian Defence Forces.** Structure and tasks of the Defence Forces. Command of the Defence Forces. Educational establishments of the Defence Forces.

**Service branches.** Army, navy and air force. Structure, tasks and command of service branches.

**The Defence League.** Structure and tasks of the Defence League. Military and collegial command of the Defence League. Special organisations of the Defence League.

**Traditions of the armed forces.** Traditions of armed forces in Estonia, principles to be observed when wearing military uniforms and symbols.

### Serving in the Defence Forces

#### Learning Outcomes

At the end of the course, the students will:

- 1) have obtained an overview of the types of service in the Defence Forces on the basis of the Defence Forces Service Act;
- 2) know the rights and obligations of persons eligible for military service, the general principles for the registration of persons eligible to serve in the Defence Forces, determination of fitness to serve in the Defence Forces, the reasons for and procedure of call-up for compulsory military service, postponement and exemption and the general principles of call-up for alternative service;
- 3) have acquired an understanding of compulsory military service, the rights and obligations of conscripts and discipline in the Defence Forces;
- 4) have acquired an understanding of the vocations of members of the Defence Forces and general knowledge of the reserve service;
- 5) know what disregarding national defence obligations can result in and can assess the consequences; and
- 6) explain and use the terms in a proper context: *person eligible for military service, conscript, reservist, military serviceman, person liable to serve in the Defence Forces, fitness to serve in the Defence Forces and alternative service.*

### Learning Content

**Defence Forces Service Act.** Types of service in the Defence Forces. Duty to serve in the Defence Forces. Persons eligible for military service, reservists, members of the Defence Forces, conscripts and regular members of the Defence Forces. Discipline in the Defence Forces.

**Registration of persons eligible for military service and determination of fitness for active service.** Defence Resources Agency. Documents connected with call-up for compulsory military service. Defence Forces service commission. Medical commissions. National register of Estonian citizens liable to serve in the Defence Forces. Levels of fitness to serve in the Defence Forces.



**Postponement and exemption from compulsory military service.** Postponement due to illness or disorder. Postponement on family or financial grounds, for acquisition of education, or for nomination to fill or filling an optional position. Postponement expiry. Exemption from compulsory military service.

**Call-up for compulsory military service.** Duration of compulsory military service. Call-up for compulsory military service of persons eligible for military service.

**Call-up for alternative service.** Replacement of compulsory military service with alternative service. Place of service for persons who chose alternative service. Duration of alternative service. Performance of alternative service.

**Compulsory military service.** Conscript's rights and obligations. Organisation of compulsory military service. Military training. Discipline. Social guarantees. Leave and leave pass. Daily life and free time. Communication with people at home.

**Vocations of members of the Defence Forces.** Training, education, service (including missions) and career opportunities.

**Reserve service.** Transfer to reserve and dismissal. Reservist's obligations. Standby and on-call reserve. Participation in reserve training events. Active service in case of mobilisation. Participation in the Defence League activities.

**Resolution of disputes and liability.** Challenges. Misdemeanours and criminal offences.

## Drill training

### Learning Outcomes

At the end of the course, the students will:

- 1) be aware of the history of the procedures of formations and the need for and importance of the use of formations;
- 2) can perform drill movements and are aware of the appropriate commands;
- 3) act in an organised manner in squads and platoons;
- 4) explain and use the terms in a proper context: *line, rank, column, line width, line width, line of two, three or four ranks.*

### Learning Content

**Military formations.** Historical overview of the development of military formations. Command of unit formations in battle. Physical endurance and cohesion. Traditions and ceremonies of the Defence Forces.

**Practical formation training.** Line. Rank. Column. Flank. Front. Line rear. Interval. Distance. Formation width. Line depth. Line of two, three or four ranks. Formation types. Duties of commander and soldier prior to entry into a line and within a line. Formations in military training. Formation command. Command. Warning order. Executive word of command. Hand signals.

**Single soldier's drill training.** Position of attention and action in converged formation. Saluting. Moving and stopping. Turns.

**Squad in converged formation.** Squad mustering on the line. Squad mustering in a column. Drill movement. Stepping out in front of the formation when ordered.

**Platoon composition.** Platoon mustering methods.

### Firearms training

If the school does not have the conditions necessary for practical firearms training, the learning outcomes that require the handling of weapons are not to be pursued.

### Learning Outcomes

At the end of the course the students will:

- 1) know which weapons and weapon systems are used in the Estonian Defence Forces;
- 2) know and comply with safety requirements when handling firearms, behave in a safe manner at the shooting range, and know the principles of safe weapon maintenance;
- 3) be able to name the main components of a firearm (using the example of an AK 4 or Galil AR) and know their joint operation;
- 4) know the factors that influence shots;
- 5) independently assume shooting stances and use the proper trigger-pulling technique; and
- 6) explain and use the terms in a proper context: *automatic weapon, handgun, firearm with curved trajectory, ammunition* and *shot*.

### **Learning Content**

**Weapon.** The weapon concept and weapon-bearing traditions and value judgements. The weapons used in the Defence Forces. AK 4's tactical and technical specifications. Weapon handling and maintenance.

**Ballistics.** Overview of internal and external ballistics. Bullet trajectory and attainable and unattainable zones. Dispersion of bullets and the factors that cause it.

**Safety requirements.** General safety requirements for weapon use. Safety requirements for weapon and ammunition handling.

**Shooting range.** Shooting from an air gun or imitation weapon, proper breathing and trigger-pulling technique and shooting stances: lying, on one knee and standing. Weapon support. Shooting commands at the shooting range. The "cease fire!" command.

### **Topography and Orientation**

#### **Learning Outcomes**

At the end of the course, the students will:

- 1) know which topographic charts are in use in the Estonian Defence Forces and for what purpose;
- 2) determine the scale of a chart and convert it to pairs of footsteps in the terrain, measure distances using a paper strip and estimate different distances on the terrain by sight, analyse symbols on a topographic chart and characterise the objects shown on the chart and determine spatial inter-object connections;
- 3) determine the angle of direction on a chart with the aid of a template, the azimuth in the terrain with the aid of a compass, and the UTM coordinates on a Defence Forces chart;
- 4) orientate a chart in the terrain based on compass readings, orientate themselves in lesser and medium-partitioned terrains with the aid of a chart and compass in keeping to a predefined route and know the factors that limit orientation at night;
- 5) explain and use the terms in a proper context: *chart scale, chart symbols, chart coordinates, angle of direction, magnetic azimuth, direction correction* and *point, line and surface objects in the terrain*.

### **Learning Content**

**Introduction to topography.** General concepts. Chart scale. Chart symbols. Division of chart symbols: point, line and surface symbols. Chart relief. Different relief forms and their characterisation.

**Chart use in the Estonian Defence Forces.** Main chart scales. Cartograms of the Defence Forces' charts. Chart angle. Chart coordinates: geographic and UTM.

**Compass, magnetic azimuth and angle of direction.** Northern directions on charts. Magnetic declination. Direction angle. Magnetic azimuth. Direction correction. Compass and its use. Compass use limits. Magnetic anomaly areas.

**Chart orientation, terrain orientation and use of handheld GPS device.** Chart orientation by compass, line object, point object and celestial bodies. Determining the azimuth in the terrain and moving accordingly. Orientating in the terrain. Orientation in darkness. General instructions and limitations of handheld GPS devices in the terrain.

## **First Aid in Field Conditions**

### **Learning Outcomes**

At the end of the course, the students will:

- 1) assess an accident situation, summon help, provide first aid in the proper sequence and can use different methods of victim transportation;
- 2) avoid threats and protect themselves and those in need of aid from possible threats;
- 3) know life-sustaining (protection of life) and enhanced first aid techniques and can use them;
- 4) know possible convenient and medical resources and can use them;
- 5) can provide first aid in cases of urgent illnesses, poisoning and trauma.

### **Learning Content**

**Action in response to an accident.** Assessing the threat and ensuring safety. Delivery from direct threat, including application of the Rautek grip. Assessing the victim's condition: checking whether the victim is conscious, how they are breathing and their circulation. Sequence of actions during the initial examination of a victim. Marking the accident site. Life-saving first aid. Dialling 112 for help. Enhanced first aid. Ambulance. Hospital.

**Life-saving first aid.** Resuscitation basics. Life-saving first aid for trauma victims. Closing a major external haemorrhage with and without resources. Clearing the respiratory tract and keeping it clear. Levels of consciousness and reasons for unconsciousness. Helping unconscious victims. The meaning of shock, types of shock and suitable first aid. Clinical and biological death.

**First aid in cases of injury and illness.** Fixing the position of injured limbs. Suitable positions depending on a particular injury or illness. Using thermal blankets. Heimlich manoeuvre. Allergy. Cranium trauma. Injuries to the thorax and abdominal organs. Bone fractures and joint injuries. Compound injuries. Accidents involving electricity. Thermal trauma: burns, sunstroke, heatstroke, heat exhaustion, freezing and hypothermia. Drowning. Poisoning. Alcoholic intoxication. Drug overdose. Snakebite. Insect sting. Foreign objects in the respiratory tract.

## **Weapons of Mass Destruction and Civil Defence**

### **Learning Outcomes**

At the end of the course, the students will:

- 1) know the main types of weapons of mass destruction, the purpose for their utilisation and related consequences; the history of the use of such weapons and bans;
- 2) know the basics and goals of civil defence and can act properly in emergencies;
- 3) can assess threats and react to different threats (potential fire, potential exposure to toxic agent, radiation threat and exposure to explosive objects) and can use primary fire-extinguishing means;
- 4) know the main parts of the gas mask, its handling and maintenance;
- 5) explain and use the terms in a proper context: *weapon of mass destruction, nuclear weapon, biological weapon, chemical weapon, toxin, virus, radiation, explosive and explosion.*

### **Learning Content**

**Weapon of mass destruction: nuclear, biological and chemical weapons.** Types, action and damage. Weapon deployment in history. Restriction of the spread of weapons of mass destruction.

**Means of protection.** Development of protective means. Means of protection from different types of weapons of mass destruction. Individual and collective means of protection.

**Civil defence.** Historical overview and principles.

**Fire safety.** Fire prevention, causes and consequences. Primary fire-extinguishing equipment and their application. Combustion and explosion. Combustion products. Behaviour in a fire situation.

**Toxic agent threat.** Common toxic agents and how they influence the human body. Behaviour in a situation of exposure to a toxic agent.

**Radiation threat.** Radioactive exposure sources and their effect on nature and the human body.

**Threats from explosive objects.** Explosive objects. Rules of safety applicable to discovery of explosive objects. Behaviour in a bomb threat situation and evacuation.

## **Environmental Protection in the Defence Forces**

### **Learning Outcomes**

At the end of the course, the students will:

- 1) know and describe how national defence activities influence the environment;
- 2) prepare for and complete the military field camp training and reduce the effect of field training on the environment, including the prevention of pollution and forest fires;
- 3) explain and use the terms in a proper context: *precautionary principle, field training camp environment, fire safety, forest fire, pollution and damage area.*

### **Learning Content**

**How national defence activities influence the environment.** Noise, protection against noise, ambient air pollution, pollution with hazardous waste, water pollution and forest fires.

**Environmental preparation of the field training camp, its setup and completion.** Planning: waste plan, fire safety plan and pollution safety plan. Organisation of hygiene and catering in field conditions and residual pollution.

**Ensuring fire safety and reacting to forest fires.** Threat situation, forest fire and managing extinguishing work.

## **2.2. Course “Practical Studies at a Military field camp”**

The military field camp is conducted on the basis of simplified and shortened course syllabuses of development of soldiering skills. All practical exercises are performed in a group. Theoretical knowledge is practised and reinforced in action. The objective of the course is for students to become familiar with the routine and daily schedule of members of the Defence Forces.

### **2.2.2. Learning Outcomes and Learning Content**

#### **Drill training**

##### **Learning Outcomes**

At the end of the course, the students will:

- 1) act as a team and in an organised manner in squads and platoons;
- 2) understand the principles of military formations and master the drill movements while standing and moving in a column.

### **Learning Content**

Intermediate stages of practical exercises commence and end in formation. During this time, the students acquire general skills of teamwork in formation.

### **Personal and Group Gear**

#### **Learning Outcomes**

At the end of the course, the students know, can use and understand the purpose of the regular equipment of a single combatant and unit.

### **Learning Content**

The students learn about the regular equipment of a single combatant and unit and its purpose, practical use and maintenance.

### **Marching as a Unit and Movement of a Single Combatant in the Terrain**

#### **Learning Outcomes**

At the end of the course, the students can march on foot during the day and at night in a marching column and as single combatants on the terrain.

### **Learning Content**

The students learn about and practise marching orders in a unit and as single combatants when relocating, use hand signals and practise corresponding reactions.

### **Military field camp Set-up and Life in Field Conditions. Environmental Protection**

#### **Learning Outcomes**

At the end of the course, the students will:

- 1) know the routine and daily schedule of members of the Defence Forces;
- 2) perform various assignments in field conditions in squads while setting up the accommodation area;
- 3) prepare for and complete the military field camp training and reduce the effect of field training on the environment, including the prevention of pollution and forest fires; and
- 4) know the principles of environmental protection applicable to setting up accommodation in field conditions.

### **Learning Content**

The students practise unit accommodation set-up in field conditions: preparation of location, pitching tents, and preparation of food and hygiene areas.

### **Catering and Hygiene in Field Conditions**

#### **Learning Outcomes**

At the end of the course, the students know and comply with the catering and hygiene rules applicable to field conditions.

### **Learning Content**

The students practise the organisation of food supply services in field conditions, including the cooking of hot food and consuming 24-hour dry food packs.

## **Orientation in the Terrain**

### **Learning Outcomes**

At the end of the course, the students will:

- 1) orientate in lesser and medium-partitioned terrains with the aid of a chart and compass;
- 2) determine the angle of direction on a chart, the azimuth with the aid of a compass in the terrain, and the UTM coordinates on a Defence Forces chart;
- 3) orientate a chart in the terrain based on compass readings and move in keeping with a predefined route;
- 4) know the factors that limit orientation at night.

### **Learning Content**

The students practise their chart and compass skills in lesser and medium-partitioned terrains, determination of their current location and distances and indication of objects in different terrain and lighting conditions.

## **Taking Shelter and Covert Movement on the Terrain**

### **Learning Outcomes**

At the end of the course, the students know and use primary methods for using camouflage and covert movement on different terrain and in different lighting conditions.

### **Learning Content**

The students practise different opportunities for using camouflage and covert movement. They understand how things are visible in different environments and different light.

## **First Aid in Field Conditions**

### **Learning Outcomes**

At the end of the course, the students:

- 1) can properly act in emergencies, know and use general first aid methods, the principles of resuscitation, and the rules of survival in field conditions, and know how to summon help;
- 2) know and can use different methods of victim transportation;
- 3) know potential convenient and medical resources and can use them; and
- 4) can provide first aid in cases of urgent illnesses, poisoning and trauma.

### **Learning Content**

The students practise general first aid methods and resuscitation and learn the basics of survival in field conditions.

## **Firearms and Weapons Training, Safety**

### **Learning Outcomes**

At the end of the course, the students will:

- 1) know and adhere to the safety regulations and requirements applicable to firearm handling;
- 2) independently assume firing stances and use the proper launching technique;
- 3) behave in a secure manner at the firing range, complying with firing commands;
- 4) safely perform supervised firing exercises at the shooting range.

### **Learning Content**

The students learn about the firearms used in the Estonian Defence Forces. They practise handling automatic weapons and different firing stances. The students learn how to handle weapons safely. They participate in supervised firing exercises.

## **Civil Defence**

### **Learning Outcomes**

At the end of the course, the students can:

- 1) assess threats and react to different threats: potential fire, potential exposure to toxic agent, radiation threat and exposure to explosive objects;
- 2) use primary protection and fire-extinguishing means.

### **Learning Content**

The students learn to act properly when facing different threats and learn how to use primary means of protection.