



## Learning Resource

*This resource, Practical Instruction and Structure of a Theory Lesson, will introduce you to and help you with the Lesson Plan Format.*

### Practical Instruction

Practical instruction usually takes the form of lessons that teach actions requiring different levels of physical coordination. All practical lessons also involve mental skills. However, the training objective and test of objective require students to perform physical actions. This section describes the factors in practical learning and shows how to prepare and conduct common types of practical lessons. The types of practical lessons covered are as follows:

- Weapons Lesson
- Equipment Lesson
- Drill Lesson

### Methods in Practical Learning

The methods for promoting efficient and effective practical learning are:

- Explanations
- Pictures
- Demonstrations
- Practice
- Feedback
- Job aids

### Explanations

Clear and simple explanations of physical procedures help to organise students' thinking and assist their understanding of what movements are required. This mental preparation allows the students to think through the required actions before performing them.

Explanations indicate how best to perform actions, and when mental procedures have to occur before certain actions are taken. Explanations also assist students to learn the names of parts of a weapon or items of equipment.

## Demonstrations

Demonstrations of the execution of physical movements are fundamental to practical learning. Once again, the student practices the movements mentally before doing them. For weapon and equipment lessons, the instructor should assist learning with demonstrations that are slow and exaggerated. A demonstration of the whole action provides a 'picture' to the students and a role model for them to copy.

## Practice

Practice is essential. During teaching stages, instructors should allow for enough practice so that basic performance can be learned, thereby enabling students to progress to the next stage. The practice stages of practical lessons normally progress through talk-through abbreviated talk-through and controlled practices.

The exception is the drill lesson. In drill lessons, students practice by numbers, call the time, and then judge the time in the practice stages.

## Feedback

Practice is only fully effective when feedback on performance is received. Feedback identifies correct or incorrect performance. If the performance is incorrect, further information should be provided, or a demonstration given, on how to achieve a correct performance.

For some types of equipment instruction, feedback takes the form of questions which allow students to discover where they were incorrect. This procedure develops the diagnostic skills for the repair and maintenance of equipment.

One method for providing feedback for skills lessons is the use of video cameras. A student observing their own movements on a video is an effective way of providing feedback and self-assessment.

## Job Aids

A job aid is an item designed to be used to assist the performance of physical and mental procedures. The provision of a suitable job aid can assist practical learning. For example, plastic-coated check lists and circuit diagrams can assist in fault finding procedures for repairing equipment.

Job aids can be used during lessons to simplify learning and to practice complex procedures.

## Types of Practical Instruction

### Weapons Lesson

Weapons lessons are periods of instruction which require students to demonstrate how to operate, maintain and perform safety precautions on weapons and items of equipment in an instinctive and automatic manner.

## Equipment Lesson

The equipment lesson has a structure which not only promotes practical learning, but also links the theory of the operation of the equipment with its repair and maintenance. This link must be made during equipment instruction because students will be required to recall elements of theory as well as practical skills when repairing or maintaining equipment.

The equipment lesson has a structure which not only promotes practical learning, but also links the theory of the equipment with the operation of it. This link must be made during equipment instruction because students will be required to recall elements of theory as well as practical skills when using it.

For example, to conduct fault-finding properly when repairing a circuit board, the student must apply the theory of electrical current, resistors and capacitors simultaneously with the practical skills of using test equipment and soldering faulty circuits.

## Drill Lesson

Drill lessons are periods of instruction which require students to execute close order drill movements in a precise and coordinated manner. The drill lesson is a good means of building up the confidence of NCOs to conduct other methods of instruction.

This section has covered the three most common practical lessons used in the Army; however, the instructor may be required to teach a skills lesson that does not fit into these three categories. It is important to note that the principles covered in this chapter would apply to any skills lesson.

## Detailed Structure of a Practical Lesson

### Parts of the Practical Lesson

The three parts of the practical lesson are:

- Introduction
- Body
- Conclusion

## Lesson Introduction

The three sections of the introduction to the lesson are:

- Preliminaries
- Revision
- Approach

### Preliminaries

The five steps in the preliminaries are as follows:

- Squad reports
- Position squad
- Number squad
- Safety precautions
- Entry level

#### **Squad Reports**

The squad of students reports to the instructor. Typically, this requires a duty student to march the squad to the instructional location and to give the instructor a parade state.

#### **Position Squad**

The instructor positions the squad for instruction. Different weapons/equipment requires the instructor to vary the instructional layout of a lesson. The emphasis is on safety and the ability of the squad to see the actions of the instructor and the instructor to see the actions of the squad. Also, the positions of the sun direction of the wind are additional factors when determining the instructional layout.

#### **Number Squad**

Each squad member is given a number so that the instructor can identify each individual during the lesson (if necessary).

#### **Safety Precautions**

The instructor ensures that all weapons and items of equipment are safe for instruction. The instructor's weapon is cleared by a squad member first, and then squad weapons are cleared. The equipment of the instructor is cleared by a squad member, and then the instructor clears the squad's equipment. Safety precautions finish with the squad being brought to the start position for revision.

#### **Entry Level**

The instructor ascertains the entry level of the students. This will identify those who have had previous experience with the lesson.

### Revision

Revision is the warm-up for the lesson. The squad is practiced in skills in which proficiency is a prerequisite to the lesson being taught. The instructor should check faults, provide feed-back and encourage correct performance. Revision finishes with the instructor bringing the squad into the start position for the body of the lesson.

## Approach

During the approach, the instructor tells the squad what it is going to learn, why it is important to learn it, and what standard of performance will be required at the conclusion of the lesson. The two sections of the approach are as follows:

- Reason for learning
- Statement of objective

### Reason for learning

The instructor motivates the squad by telling them what they are to be taught, and then the squad is told why the new learning is important. The emphasis is always on the relationship between the new learning and the tasks required of squad members in war. This promotes the desire to learn.

### Statement of Objective

The statement of objective is the part of the approach where the instructor tells students what standard of performance will be expected of them at the conclusion of the lesson. This statement alerts the squad and motivates them to achieve the standard. A learning target is set and the students aim for it.

## Lesson Body

The body of a weapons/equipment lesson is divided into teaching and practice stages. The teaching stages are conducted using demonstration performance methods. Practice stages progress from talk-through practice, to abbreviated talk-through practice and, finally, to controlled practice.

## Teaching Stages

Teaching stages for weapon/equipment lessons are conducted using two demonstration performance methods. Demonstration performance methods are sequences of instructor explanations and demonstration, and student activities. The two methods normally used for weapon/equipment lessons are:

- EDI
- EDP

## EDI

The three steps in EDI are as follows:

- Explanation
- Demonstration
- Imitation

### Explanation

The instructor uses short, simple sentences to describe the actions which will be performed in the next demonstration.

## Demonstration

The instructor now carries out the actions which have just been explained. Slow, exaggerated movements are used to emphasize the finer detail of actions.

## Imitation

Imitation occurs when each member of the squad has a weapon and can carry out recently demonstrated actions immediately.

## EDP

The explanation and demonstration steps of this method are the same as for EDI. The only difference is the requirement to rotate students on weapons/equipment for practice (e.g. when training is being conducted on crew-served weapons such as machine guns). This means that students cannot imitate recently demonstrated actions immediately but must rotate for practice.

## Words of Command

The following words of command are used during teaching stages:

- Like This
- Do That
- Change
- Stop
- Go On

### ***'Like This'***

Is used just before an instructor's demonstration. It alerts the squad that a demonstration of recently explained actions is to occur.

### ***'Do That'***

Is used just before students are required to imitate or practice the actions shown to them in an instructor's demonstration. It tells the squad that they are now required to carry out actions.

### ***'Change'***

Is used to rotate students to practice when EDP is being used. On this command, the student who has just carried out actions changes places with a waiting student.

### ***'Stop'***

Is used to cause all student action to cease. On this command, students 'freeze' and await further direction. **STOP** (or **STANDBY**) is normally used when a breach of safety is about to occur, or has occurred, or the instructor has observed a dangerous practice.

### ***'Go On'***

Is used to restart student imitation/practice. Students then know that they can continue to carry out actions.

## Fault Correction

Faults must be corrected during teaching stages. The two types of fault are as follows:

- Simple fault
- Dangerous practice

### Simple Fault

A simple fault is an incorrect performance by a student which does not involve safety.

### Dangerous Practice

This fault is an incorrect performance by a student which is a breach of safety or a dangerous practice.

## Simple Fault Correction

The sequence for correcting a simple fault is as follows:

- Nominate the fault
- Nominate the student
- Correct the fault
- Continue the practice

## Dangerous Practice Fault Correction

The sequence for correcting a dangerous practice is as follows:

- Give the command "STOP"
- Nominate the student
- Nominate the fault
- Explain possible effects of the fault
- Correct the fault
- Continue the practice

The number of teaching stages in a lesson is dependent on the complexity of the aspect being taught and the level of training of the students. Sometimes, single actions can be taught and imitated. On other occasions, actions can be grouped, demonstrated and then imitated.

Once the squad has been taken through all of the actions using either EDI or EDP, the instructor then moves on to practice stages. Once students have a basic grasp of all actions, proficiency is to be improved through practice.

## Practice Stages

The three types of practice stage are:

- Talk-through practice
- Abbreviated talk-through
- Controlled practice

### **Talk – Through Practice**

In talk through practice, the instructor details the required action and the squad performs it. At no stage should a squad member be allowed to get ahead of the instructor's directions. This type of practice reinforces learning by the slow and deliberate execution of each action once the instructor has the described requirements in a step by step manner. Students begin to gain confidence in performing the actions. For example: recruits conducting weapons training for the first time.

### **Abbreviated Talk – Through Practice**

In the abbreviated talk-through practice, the instructor reduces the amount of information given to students by using abbreviated words of command that describes each action. The actions are carried out with more speed, but accuracy continues to be important. Students are expected to act more independently and practice becomes more instinctive and automatic, but the squad should not get ahead of the instructor's directions.

### **Controlled Practice**

For controlled practice, the instructor tells the squad members what the practice will be, and they practice without further information being given. The practice is conducted on a few words of command.

During practice stages, fault correction is of paramount importance. The cycle of fault correction and encouragement ensures that students know how to improve performance and motivates them to be proficient in the new skills.

In summary, the body is made up of teaching and practice stages. Teaching stages are conducted using the demonstration performance method EDI or EDP. Practice stages progress through talk-through abbreviated talk-through and controlled practice.

## Lesson Conclusion

The sections in the conclusion of a weapons/equipment lesson are as follows:

- Clear up doubtful points, (Confirm all stages)
- Test of objective
- Summary (Conclusion, pack-up, re-org stores & equipment)
- Statement of relevance
- Safety precautions
- Preview of instruction (Look forward)
- Dismissal

<b>Clear up Doubtful Points</b>	The conclusion begins with the instructor asking if there are any final questions. This ensures that squad members are clear about what they have learned before they are tested on it.
<b>Test of Objective</b>	The instructor now confirms whether the training objective has been achieved by conducting a test of objective. Normally, the squad is given the appropriate words of command and carries out all the actions which have been taught. It is important that the instructor provides feed-back after the test of objective. This means that the students know what standard they have achieved.
<b>Summary</b>	The instructor consolidates all the new learning in a summary of key points. Remember there should be no new information entered in a summary.
<b>Statement of Relevance</b>	The instructor summarises the reason for learning. This reinforces in the students' minds the relevance of the new learning to their ability to perform on operations.
<b>Safety Precautions</b>	Safety precautions are carried out to ensure that no weapon or explosive has inadvertently been missed. The procedure for the inspection is the same as those conducted in the introduction. This heavy emphasis on safety reinforces correct safety habits. Give the declaration if ammunition or pyrotechnics were used.
<b>Preview of Next Instruction</b>	The instructor previews the next instruction on the subject by stating the time and location for the next activity on the weapon/equipment being taught. The instructor then reminds the squad of the next activity on the training programme and nominates the time, location, instructor and dress for that activity.
<b>Dismissal</b>	The lesson is complete when the instructor gives back control of the squad to the senior ranked or nominated duty student. Normally, this individual marches the squad off to its next activity.

## Theory Instruction

Theory instruction teaches the ability to recall factual information and perform mental skills. Sometimes physical actions are required, but the emphasis of theory instruction is on mental calculation, problem solving and recalling information.

The format of the theory lesson provided in this section is a suitable guide for theory instruction in most subject areas. Other methods of theory instruction have different structures and may be used to support lessons or be conducted as separate periods of instruction.

### Forms of Theory Instruction

The forms of theory instruction considered here are:

- Theory lesson
- Discussion
- Directed individual study
- Lecture
- Demonstration
- Debate

#### Theory Lesson

Theory lessons are periods of instruction which require students to demonstrate KSA which are essentially intellectual. Students may be required to demonstrate understanding and application, and to perform higher order mental skills such as analysis, synthesis and evaluation.

#### Discussion

Discussions are periods of instruction which require students to recall and explain points that arose during an exchange of ideas between small groups of students under the guidance of an experienced instructor.

The key to successful discussions is the correct use of questioning techniques and the timely selection of the most effective type of question by the instructor. Further information on questioning techniques and types of questions is contained in Part 2.

## Advantages

The advantages of a discussion are that:

- Students can participate actively in their own learning
- It is suitable for all rank levels
- Maximum interest and motivation can be maintained

## Disadvantages

The disadvantages of a discussion are that:

- It requires a versatile and experienced instructor
- It should be limited to an instructor-student ratio of one to 15
- It can take more time than other instructional methods
- Students need some background on the topic before a discussion can be conducted

## Structure

The structure of a discussion is as follows:

- **Introduction.** The introduction part is made up of:
  1. Preliminaries
  2. Common understanding
  3. Approach
- **Body.** The body is made up of:
  1. Lead-in questions
  2. Follow-up questions
  3. Summary
- **Conclusion.** The conclusion is conducted in the standard sequence

## Directed Individual Study

Directed individual study places the responsibility for learning on individual students. The important distinction between directed individual study and other theory instruction is that students learn from the instructional materials, not the instructor.

Directed individual study can be used:

- Before a live-in course, to bring all students up to a common entry level
- During a live-in course, to allow students to achieve training objectives through periods of private study
- As a distributed training module

In developing individual study packages, the instructor needs to:

- Identify relevant material
- Confirm reading and comprehension levels of students
- Ensure availability of resources
- Provide learning guidance
- Provide a test of objective

Stand-alone training aids may be developed or selected by the instructor. They have special characteristics and different methods are required for their preparation and use.

## Advantages

The advantages of directed individual study are that:

- Students can work at their own pace and use their own methods of learning
- Students study relevant material which is prescribed by the instructor, thereby giving the instructor more time to prepare and rehearse other instruction
- Programmed learning materials can provide individualised learning for all learners
- Instructional time and resources can be saved by allowing students to study in their own time

Directed individual study does not have a standard structure, but self-contained packages should provide the following information to assist student learning:

- A table of contents
- The training objectives
- A reason for learning
- The instructions for use

## Lecture

Lectures are formal verbal presentations. Sometimes, handouts and visual aids (for example, overhead transparencies, 35 mm slides, films and video programs, and multimedia), are used during a lecture to reinforce teaching points. Cloth and sand models may also be used to support lectures on tactics and administration.

### Advantages

The advantages of a lecture are that it:

- Is economical in terms of time and resources
- Can have a high instructor student ratio
- Can be used to present factual information

### Disadvantages

The disadvantages of lectures are that students have little or no chance to participate and that success depends on:

- Students having good listening and note-taking skills
- The personality and speaking ability of the instructor

Interest and attention are difficult to maintain through an entire lecture.

## Demonstration

Demonstrations are conducted to show how to perform physical skills, or how to use weapons, vehicles or other items of equipment. They are used to show a 'real life' situation and represent the standards that should be achieved.

A demonstration can give students the 'big picture' or context of a subject area before lessons are conducted. For example, a mortar course might start with a demonstration of a mortar command post and mortar line in operation.

An instructor may decide to start a practical or theory lesson with a demonstration. Demonstrations are frequently used during tactical and administration training as, for example, in showing platoon formations or the layout of a distribution point.

The advantages of demonstrations are that they can:

- Attract and hold attention
- Show the 'big picture'
- Show real weapons and equipment in operation
- Display a clear standard of performance
- Be used for introductory instruction on techniques which are learned by imitation
- Instil confidence in students when they see a fully-trained person performing an action

## Debate

Debates are periods of instruction which practice students in public speaking and formal argument. Debates require students to study a point of view and represent it verbally in a convincing manner.

Debates develop the abilities of students to:

- Analyse evidence that will confirm or deny the truth of an adopted point of view
- Prepare convincing arguments that aim to convince others of this point of view
- Prepare arguments to be used in rebuttal of contrary arguments
- Present an argument logically and persuasively in formal speeches
- Rebut the arguments of an opposition debating team
- Work as a member of a team

### Advantages

The advantages of debating are that it:

- Involves students in their own learning
- Creates interest and intellectual competition
- Develops understanding

### Disadvantages

The disadvantages of debating are that it:

- Takes time to prepare and rehearse
- Creates a dependence on students having a reasonable standard of communication skills
- Involves additional personnel to act as chairpersons and adjudicators

### Structure

The structure of a debate is as follows:

- **Introduction.** The introduction is made up of:
  1. Preliminaries
  2. Opening remarks
  3. Statement of the rules
- **Body.** The body is made up of the construction and rebuttal periods.
- **Conclusion.** The conclusion is made up of:
  1. Consideration
  2. Adjudication
  3. Closing remarks
  4. Dismissal

## Detailed Structure of a Theory Lesson

The structure of a theory lesson is as follows:

- **Introduction.**
- **Body.** The body is made up of the following:
  1. Teaching Stages. The teaching stages are conducted using the following six step sequence:
    2. Open the stage
    3. Present the information
    4. Practise
    5. Confirm the stage
    6. Close the stage
    7. Link to the next stage
  8. Practice Stages. The sequence for the conduct of practice stages is:
    9. Talk-through practice
    10. Abbreviated talk-through practice
    11. Controlled practice
- **Conclusion.**

## Lesson Introduction

The aim of an introduction is to prepare students mentally and physically for the lesson. The instructor provides the first cues for students to organise their thinking towards content of the lesson. The introduction sets the scene for learning.

The three parts in the introduction are:

- Preliminaries;
- Revision; and
- Approach.

### Preliminaries

Preliminaries are the administrative actions that are carried out by the instructor when the students arrive at the instructional location. These actions are as follows:

- **Attendance check:** The instructor will usually call upon the senior ranking student or a duty student to give a parade state. If not, the instructor should confirm that all students are present.
- **Position Students:** The instructor should position students to conform to the class layout that is required.
- **Entry Level:** The instructor ascertains the entry level of the students. This will identify those who have had previous experience with the lesson. Such students may be used as assistants.

## Revision

Revision is a warm up for the lesson. Students are practiced in skills in which proficiency is a prerequisite to the lesson being taught. Revision assists in conditioning students for new learning.

## Approach

In the approach part, the instructor tells students what they are to learn, why they should learn it, and what standard they are to achieve at the conclusion of the lesson. The approach should always direct the students to the value of what they are to learn in doing their job in war. This arouses student interest and promotes the desire to learn.

The four parts of the approach are as follows:

- **Approach** – arouses student interest.
- **Reason for Learning** – The instructor motivates the students by telling them what they will be taught, and then told why the new learning is important. The emphasis for the letter should be on how the new learning will relate to the students' role in war.
- **Statement of the Objective** – The statement of objective is a part of the approach where students are told what standard of performance will be expected of them at the conclusion of the lesson. It alerts the students and motivates them to achieve that standard. A learning target is set and the students aim for it.
- **General Outline/Scope** – Indicates what stages are to be taught in the lesson.

## Lesson Body

The body of a theory lesson is made up of teaching stages and practice stages. Teaching stages transfer new learning and practice stages reinforce the new learning through repetition of the newly learned knowledge and mental skills.

## Teaching Stages

The six steps to a teaching stage are as follows:

- Open the stage;
- Present the information;
- Practice;
- Confirm the stage;
- Close the stage; and
- Link to the next stage.

<b>Open the Stage</b>	The instructor introduces the teaching point of the stage. This introduction orients the students to the content of the stage.
<b>Present Information</b>	The instructor presents the information to be learned. Usually, the instructor asks if there are any questions on the new information, or gives an explanation of the skill. The students should be ready for practice by the end of this step.
<b>Practice</b>	This is where the students learn by doing. During this instructional step, the instructor gives feedback on students' performance and provides learning guidance on how to improve performance. The student's only practice until the instructor is satisfied that they have a basic understanding or proficiency. Once this is achieved, students have their performance confirmed, before the next teaching stage is presented. Later, the conduct of stages will raise the level of performance and confirm all teaching stages.
<b>Confirm the Stage</b>	The instructor confirms that the teaching points have been learned. This confirmation can take the form of: <ul style="list-style-type: none"><li>• Questions to and from the students; or</li><li>• One last demonstration of the mental skill by students.</li></ul>
<b>Close the Stage</b>	The instructor summarises the teaching points of the stage.
<b>Link to the Next Stage</b>	The instructor explains how the learning of the first stage relates to the next stage. Once again, student thinking is being organised and directed to promote learning. These steps continue for each teaching stage of the lesson.

## Lesson Conclusion

The conclusion provides final confirmation that learning has been absorbed. The six sections in the conclusion are:

- Clear up doubtful points (Confirm all stages)
- Test of objective
- Summary (Conclusion, pack-up, re-org stores & equipment)
- Statement of relevance
- Preview of next instruction (Look forward)
- Dismissal

**Clear Up Doubtful Points** The instructor asks students if there are any final questions about what they have been taught. This ensures that students are clear about what they have learned before they are tested on the new learning.

**Test of Objective** The test of objective confirms that all teaching points of the training objective/lesson have been absorbed. The test of the objective can take the form of:

- Short written test
- Oral test
- The performance of the mental skills

After the test of objective, the instructor provides positive and constructive feedback. Students must be told the standard they have achieved.

**Summary** The instructor summarises all the key teaching points briefly.

**Statement of Relevance** The instructor repeats the reason for learning. This reinforces in the students' minds the relevance of the new learning to their ability to perform well in war.

**Preview of Next Instruction** The instructor previews the next instruction that will occur on the subject which has been taught. Also, the instructor confirms the next activity on the training programme by nominating the time, location, instructor and dress for that activity.

**Dismissal** The instructor dismisses the students under the direction of the senior ranking or duty student.



## NZ Army Lesson Plan

**Subject**

**Regt No**

**Rank**

**Name**

**Unit**

### Lesson Information

**Title**

**Method**

**Reference**

**Duration**

### Class Information

**Size**

**Description**

**Course**

### Instructor Information

**Regimental**

**Number**

**Rank**

**Name**

**Unit**

## Administration

**Setting**      [\[Insert Location/Classroom\]](#)

**Alternative**      [\[Insert Alternative Location\]](#)

### Student Dress and Equipment

**Dress**      [\[Insert Dress\]](#)

**Personal  
Equipment**      [\[Insert Equipment\]](#)

### Additional Stores and Equipment

**Equipment**      [\[Could include\]](#)

- OHP/Multi-Media Projector
- Whiteboard/Pens
- Coloured Cardboard
- Magnetic Tape
- Double Sided Tape
- Slide Projector
- Example Training Aids
- TV/Video/DVD

## Arrangement of Students and Equipment

[Drawing of Layout including location of Students, Equipment and Training Aids]

## Training Objective

Performance Statement

Range of Variables

**Given**

[Insert Time and Equipment]

**Assistance**

[With Assistance]

[Without Assistance]

[With Access to Reference Material]

[Without Access to Reference Material]

**Environmental  
Conditions**

[By Day]

[By Night]

[By Day and Night]

**Special  
Physical  
Demands  
Range of  
Methods and  
Situations**

Assessment Criteria

**Type of  
Assessment**

[Insert Written, Oral or Practical]

## Introduction Phase

Preliminaries

### Set Up Lesson

Location

Check

Attendance

Positions

Students

Safety Precautions

#### Indoors

[Insert 'Action On' including exit points and assembly areas for:]

Fire

Earthquake

Volcano

#### Outdoors

[Insert 'Action On' including assembly areas]



#### Safety Note:

Check and Clear ALL weapons and webbing including your own

Personal Introduction

Good [Morning] [Afternoon] My Name Is

“This Period Of Instruction Is On [Insert Lesson Title]”

Determine Entry Level

“Has any one had any form of instruction on this subject before?”

Revision

**Training  
Objective**

[Revision points from the Training Objective]

## Approach Phase

Approach

[Arouse interest and motivation towards the lesson]

[Relate approach to lesson]

Reason for Learning

**Reason Why**

**Statement of  
Relevance**

Objective

**Performance  
Statement**

[Action verb followed by object]

[Should be drawn directly from Training Objective performance statement]

[Say Twice]

## General Outline - Scope

For ease of learning this Lesson will be taught in  
[insert number] stages

**Stage One**

**Stage Two**

**Stage Three**

**Assessment** At the completion of the lesson there will be a short  
[written/oral/practical] assessment to confirm the  
objective.

**Notes** [There is a requirement to take notes]  
[There is no requirement to take notes]

**Handouts** [There is a handout]  
[There is no handout]

**Questions** Are there any questions before we start this lesson?

## Stage

**Cue**  
**Open the stage**

**Present the  
information**

**Practice**

**Confirm the  
stage**

**Close the stage**

**Link to the next  
stage**

**Details**

**Aids**

**Questions**



## Stage

<b>Cue</b>	<b>Details</b>	<b>Aids</b>
<b>Open the stage</b>		
<b>Present the information</b>		
<b>Practice</b>		
<b>Confirm the stage</b>		
<b>Close the stage</b>		
<b>Link to the next stage</b>		

## Questions



## Stage

<b>Cue</b>	<b>Details</b>	<b>Aids</b>
<b>Open the stage</b>		
<b>Present the information</b>		
<b>Practice</b>		
<b>Confirm the stage</b>		
<b>Close the stage</b>		
<b>Link to the next stage</b>		

## Questions

## Evaluation Brief

Test Brief From Training Objective:  
Performance Statement  
Range Of Variables  
Assessment Criteria

### Assessment Conduct

Issue assessment paper  
Read assessment instructions  
Read through assessment paper  
Clear up any doubts  
Conduct assessment  
Write time on board  
Debrief assessment

### Assessment Debrief

Go over assessment answers  
Inform student of assessment results  
Return assessments to students once marked

## Conclusion Phase

**Pack up and  
recondition  
stores**



**Safety Note:**

**Check and Clear ALL weapons and webbing  
including your own**

Summary

**Emphasis on  
main teaching  
points  
Reason why  
Statement of  
relevance**

Look Forward

**Next period  
Subject  
Instructor  
Location  
Time**

Dismiss the class

# BLUEPRINT FOR DRILL

Prior to any lesson the Instructor must thoroughly plan and prepare his lesson. Some aspects to consider are:

- a. The type of lesson he is to teach (mobile or static drill)
- b. The number of students in the squad
- c. The area of instruction (do you need a parade ground); and
- d. The method he will use to impart the knowledge or subject matter, i.e. Demonstrate, Demonstrate, Explain and Practice (**DDEP**) for drill instruction

The Instructor sets the standard to be attained; therefore he must practise the movements he is to teach until he perfects them.

## Sequence

A drill lesson has three phases:

- A. THE BEGINNING**
- B. THE MIDDLE; AND**
- C. THE END**

Each of these has sub-headings. Specific subject matter must be covered during each phase.

## VOCABULARY

The instructor must develop a vocabulary of short incisive words/phases which, when used, reflects positive and definite actions / movements.

To assist the instructor to develop such a vocabulary the following Do's and Don'ts have been selected.

<b>DON'T USE</b>	<b>DO USE</b>
Try Have a go at  Watch the halt /arms etc Broken into numbers Hold  In your own time Counting the time Counting the time to yourself	Watch this way for a .....  Taught by numbers Grip, Grasp Crack, Strike Force, Punch, Drive Flick Cut  Individual practice go on Calling the time Judging the time

### **Note:**

- 1. Make NO attempt to teach any lesson, if you have neither read nor understood, information for instructors, shown in the front of the NZP6.**
- 2. The standard of your drill will be reflected in those who imitate you.**
- 3. This blueprint for drill should cover most basic drill lessons but it should not be read in isolation.**

## DRILL LESSON WORDS OF COMMAND

### BEGINNING

1. FORM UP THE SQUAD  
"ON THE COMMAND MARKER. MARKER DOUBLE OUT HERE. HALT THREE PACES IN FRONT OF AND FACING ME. STANDING TO ATTENTION"  
  
"MARKER"  
  
"ON THE COMMAND MOVE THE REMAINDER DOUBLE OUT HERE. FORM UP ON THE LEFT OF THE MARKER IN 1, 2, OR 3 RANKS."  
  
"MOVE"
2. DRESS AND NUMBER THE SQUAD  
  
"BY THE RIGHT"  
"FROM THE RIGHT NUMBER"
3. INSPECTION  
  
INSPECT THE SQUAD. MARCH OUT 21 PACES.
4. INTRODUCTION  
  
"THIS MORNINGS/AFTERNOONS LESSON ARE: \_\_\_\_\_"
5. THE REASON WHY  
  
"THE REASON WHY THIS IS TAUGHT IS SO: \_\_\_\_\_"
6. CONDUCT REVISION  
  
"BEFORE WE CARRY ON WE WILL CONDUCT REVISION ON \_\_\_\_\_"  
  
"ON THE COMMAND POSITION. ADOPT THE POSITION OF THE \_\_\_\_\_"  
  
"POSITION" (IF APPLICABLE)
7. REST THE SQUAD  
  
"REST"
8. OBJECTIVE  
  
"YOUR OBJECTIVE FOR THE LESSON IS: \_\_\_\_\_"

## MIDDLE

1. DEMONSTRATE THE COMPLETE MOVEMENT

“WATCH THIS WAY FOR A COMPLETE DEMONSTRATION OF THE \_\_\_\_\_”

(FULL COMMAND)

“FOR EASE OF LEARNING, THIS LESSON WILL BE TAUGHT IN PARTS BY NUMBERS”

2. DEMONSTRATE THE FIRST PART OF THE MOVEMENT.

“WATCH THIS WAY FOR A DEMONSTRATION OF THE FIRST PART OF THE MOVEMENT”

“BY NUMBERS \_\_\_\_\_ ONE”

3. EXPLAIN AND DEMONSTRATE THE FIRST PART OF THE MOVEMENT

“ALL THAT HAPPENED THERE WAS \_\_\_\_\_”

“FROM HERE TO HERE \_\_\_\_\_”

“POSITION”

4. INDIVIDUAL PRACTICE

“INDIVIDUAL PRACTICE IN THAT MOVEMENT GO ON”

“STAND FAST. COMMON FAULTS OCCURRING HERE \_\_\_\_\_”

“GO ON “

“POSITION”

5. PRACTICE THE SQUAD BY NUMBERS

“WE WILL NOW PRACTICE THE MOVEMENT AS A SQUAD”

“BY NUMBERS \_\_\_\_\_ ONE”

“POSITION “

“REST”

6 DEMONSTRATE CALLING THE TIME

“TO ASSIST WITH THIS MOVEMENT WE CALL OUT THE TIME. WATCH THIS WAY FOR A DEMONSTRATION OF CALLING OUT THE TIME AND APPLYING IT TO THE MOVEMENT”

“CALLING OUT THE TIME BY NUMBERS \_\_\_\_\_ ONE”. “ONE”

“REST”

7. PRACTICE THE SQUAD CALLING OUT THE TIME

"ON THE COMMAND GO ON, CALL OUT IN THIS MANNER"

"ONE"

"GO ON"

"POSITION"

8. PRACTICE THE SQUAD CALLING OUT THE TIME AND APPLYING IT TO THE MOVEMENT

"NOW APPLY THAT CALLING OUT TO THE MOVEMENT"

"CALLING OUT THE TIME BY NUMBERS \_\_\_\_\_ ONE"

"REST"

"THAT COMPLETES THE FIRST PART OF THE MOVEMENT. WATCH THIS WAY FOR A DEMONSTRATION OF THE SECOND PART OF THE MOVEMENT"

9. REPEAT PROCEDURES 2-8 FOR EACH PART OF THE MOVEMENT

(ON THE LAST PART OF THE MOVEMENT DISPENSE WITH "REST" FOR SERIAL 9 AND MOVE ON TO SERIAL 10)

10 COMBINE THE COMPLETE MOVEMENT BY NUMBERS

(NO DEMONSTRATION NEEDED)

"ON THE COMMAND POSITION ADOPT THE POSITION OF \_\_\_\_\_"

"POSITION"

"WE WILL NOW COMBINE BOTH/ALL MOVEMENTS BY NUMBERS CALLING OUT THE TIME"

"CALLING OUT THE TIME BY NUMBERS \_\_\_\_\_"

"SQUAD TWO, THREE ETC"

"POSITION"

"REST"

11. DEMONSTRATE CALLING OUT THE TIME TO THE COMPLETE MOVEMENT

"WATCH THIS WAY FOR A DEMONSTRATION OF CALLING OUT THE TIME AND APPLY IT TO THE COMPLETE MOVEMENT"

"CALLING OUT THE TIME \_\_\_\_\_"

"ONE LEFT RIGHT TWO LEFT RIGHT \_\_\_\_\_ ETC"

12 PRACTICE THE SQUAD CALLING OUT THE TIME

“ON THE COMMAND GO ON, CALL OUT IN THIS MANNER”

“ONE LEFT RIGHT TWO LEFT RIGHT \_\_\_\_\_ ETC”

“GO ON”

“POSITION”

13. PRACTICE THE SQUAD CALLING OUT THE TIME AND APPLYING IT TO THE COMPLETE MOVEMENT

“NOW APPLY THE CALLING OUT TO THE COMPLETE MOVEMENT”

“CALLING OUT THE TIME \_\_\_\_\_”

“POSITION”

14. JUDGING THE TIME

“NOW JUDGE THE TIME TO YOURSELF. DO NOT CALL OUT”

“JUDGING THE TIME \_\_\_\_\_”

“POSITION”

# END

1. TEST THE OBJECTIVE

“WE WILL NOW TEST THE OBJECTIVE”

“ \_\_\_\_\_ ” (FULL WORD OF COMMAND)

“REST”

2. SUMMARY

INFORM THE SQUAD OF THE STANDARD THEY HAVE ACHIEVED

SUMMARISE THE TEACHING POINTS

AGAIN STATE THE REASON FOR LEARNING

3. LOOK FORWARD

NEXT LESSON \_\_\_\_\_

NEXT INSTRUCTOR \_\_\_\_\_

LOCATION: \_\_\_\_\_

TIME: \_\_\_\_\_

DRESS: \_\_\_\_\_

4. MARCH THE SQUAD OFF AND FALL THEM OUT.

## **LESSONS CONTAINING SAME MOVEMENT AT THE HALT AND ON THE MARCH**

1. TEACH MOVEMENT AT THE HALT, UP TO AND INCLUDING JUDGING THE TIME.

“REST”

2. DEMONSTRATE THE COMPLETE MOVEMENT ON THE MARCH

“WATCH THIS WAY FOR A COMPLETE DEMONSTRATION OF THE  
\_\_\_\_\_ ON THE MARCH”  
(FULL COMMAND)

(Ensure demonstration includes movement both ways if applicable).

3. EXPLAIN THE COMPLETE MOVEMENT

“ALL THAT HAPPENED THERE WAS \_\_\_\_\_”

4. DEMONSTRATE THE COMPLETE MOVEMENT ON THE MARCH

“AS THE MOVEMENTS HAVE BEEN PRACTICED AT THE HALT, WE WILL DISPENSE WITH INDIVIDUAL AND SQUAD PRACTICE, AND MOVE ONTO CALLING OUT THE TIME AND APPLYING IT TO THE COMPLETE MOVEMENT”

“WATCH THIS WAY FOR A DEMONSTRATION OF CALLING OUT THE TIME AND APPLYING IT TO THE COMPLETE MOVEMENT:

“CALLING OUT THE TIME \_\_\_\_\_-“

5. PRACTICE THE SQUAD CALLING OUT THE TIME

“ON THE COMMAND GO ON, CALL OUT IN THIS MANNER:

“ \_\_\_\_\_ ”

“GO ON”

“POSITION”

6. PRACTICE THE SQUAD CALLING OUT THE TIME AND APPLYING IT TO THE COMPLETE MOVEMENT

“NOW APPLY THAT CALLING OUT TO THE COMPLETE MOVEMENT”

(LEFT OR RIGHT TURN IF REQUIRED)

“QUICK MARCH”

“CALLING OUT THE TIME \_\_\_\_\_”

7. JUDGING THE TIME

“NOW JUDGE THE TIME TO YOURSELF. DO NOT CALL OUT:

“JUDGING THE TIME \_\_\_\_\_”

8. TESTING THE OBJECTIVE

“WE WILL NOW TEST THE OBJECTIVE”

“ \_\_\_\_\_ ” (FULL COMMAND)

“HALT”

(ADVANCE THE SQUAD)

“ \_\_\_\_\_ ”

(FULL WORD OF COMMAND FOR MOVEMENT AT THE HALT)

“REST”

9. CONTINUE WITH SUMMARY AND LOOK FORWARD

**CRASH COMMAND**  
**(Conduct beginning as per sequence)**

**MIDDLE**

1. DEMONSTRATE THE COMPLETE MOVEMENT

“WATCH THIS WAY FOR A COMPLETE DEMONSTRATION OF THE \_\_\_\_\_”  
(FULL COMMAND)

“FOR EASE OF LEARNING THIS LESSON WILL BE TAUGHT IN PARTS BY NUMBERS”

2. DEMONSTRATE THE CRASH COMMAND

“THE FIRST MOVEMENT IS A CRASH COMMAND, WATCH THIS WAY FOR A DEMONSTRATION OF THE ACTIONS CARRIED OUT ON THE CRASH COMMAND”

“ \_\_\_\_\_ ” (CRASH COMMAND)

3. EXPLAIN THE CRASH COMMAND

“ALL THAT HAPPENED THERE WAS \_\_\_\_\_”

“FROM HERE TO HERE”

4. PRACTICE THE SQUAD

“AS THIS IS A CRASH COMMAND WE WILL DISPENSE WITH INDIVIDUAL PRACTICE AND CALLING OUT THE TIME”

“WE WILL NOW PRACTICE THAT MOVEMENT AS A SQUAD”

“POSITION”

“ \_\_\_\_\_ ” (CRASH COMMAND)

“REST”

“THAT COMPLETES THE CRASH COMMAND”

5. DEMONSTRATE THE FIRST PART OF THE MOVEMENT

“WATCH THIS WAY FOR A DEMONSTRATION OF THE FIRST PART OF THE \_\_\_\_\_”

“BY NUMBERS \_\_\_\_\_ ONE”

6. EXPLAIN AND DEMONSTRATE THE FIRST PART OF THE MOVEMENT

“ALL THAT HAPPENED ..... ETC (CONTINUE AS PER DRILL SEQUENCE)”