COMMON TRAINING

PROFICIENCY LEVEL THREE

INSTRUCTIONAL GUIDE

SECTION 2

EO M308.02 – DELIVER WORDS OF COMMAND

Total Time:	30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-803/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Photocopy, cut out, fold and laminate the aide-mémoire cards with the words of command located at Annex C for each cadet.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP 1 to orient the cadets to the parts of a command and to generate interest.

Demonstration was chosen for TP 2 as it allows the instructor to demonstrate the voice techniques the cadets are expected to acquire.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to deliver words of command.

IMPORTANCE

It is important for cadets to know how to deliver words of command. Words of command that are delivered in a clear and concise manner, with confidence and determination, will affect how cadets respond to orders. Words of command are required to move a flight in an organized and efficient manner.

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Teaching point 1 **Explain the Parts of a Command**

Time: 10 min Method: Interactive Lecture

CAUTIONARY COMMAND

A cautionary command shall be given at the beginning of every command to warn the squad that a movement will be performed. It includes additional instructions to the command such as “advance” or “retire”.



The direction of the movements are indicated based on the initial front rank.

The additional instructions are based on the direction a squad falls in (as illustrated in Figure 8-2-1). In general:

- **Advance.** Indicates a turn or movement in the direction of the front rank (is used whenever turning into line).
- **Retire.** Indicates a turn or movement in the direction of the rear rank (is used whenever turning into line).
- **Move to the Right/Left.** Indicates a turn or movement in the direction of the indicated flank (eg, the right/left markers).

EXECUTIVE COMMAND

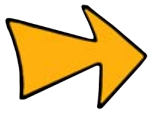
An executive command is to signal that the movement is to be carried out.

When written, a dash shall separate the cautionary command from the executive command.

The following are examples of words of command. In these examples, the word “TURN” indicates the executive command.

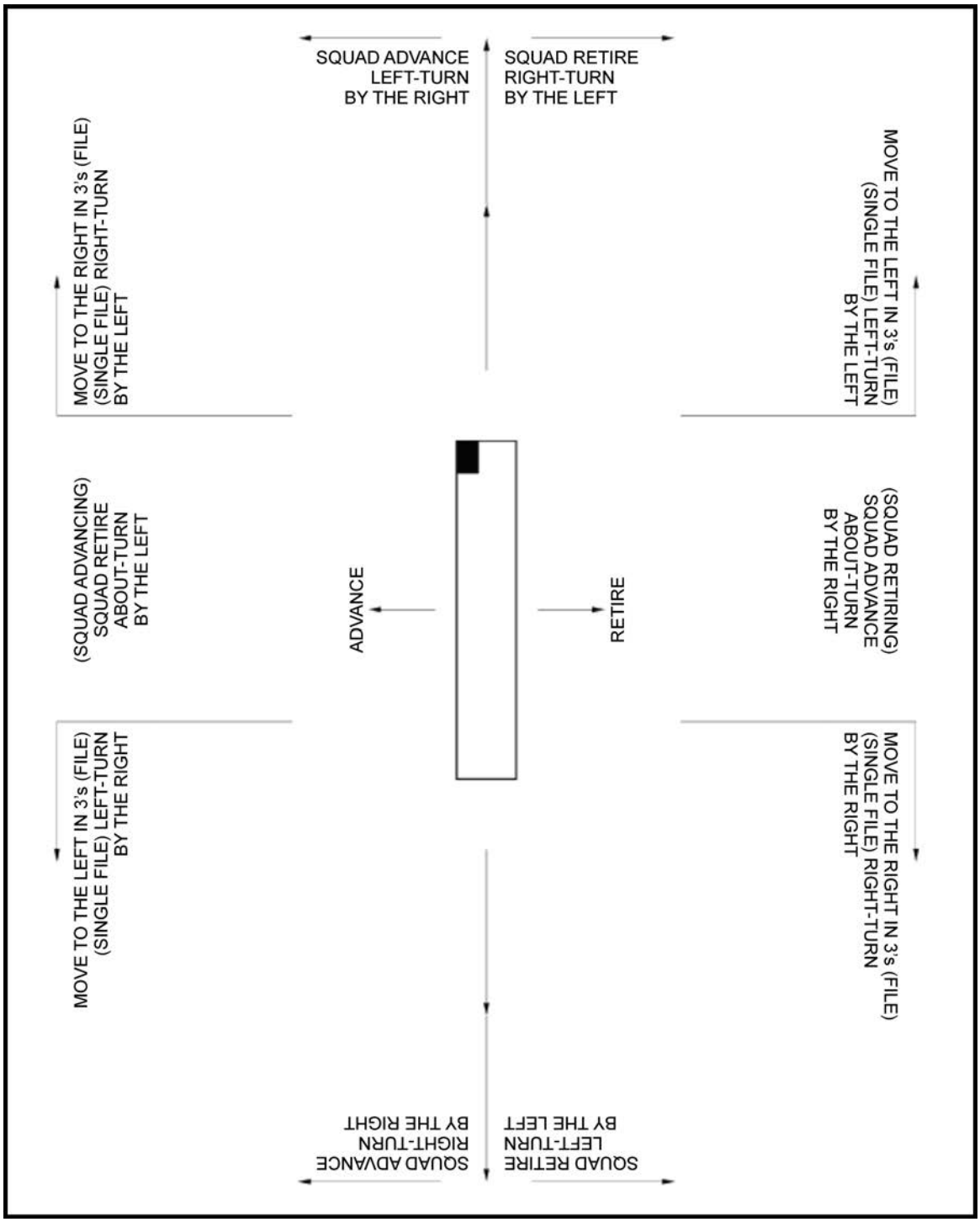
- “SQUAD RETIRE, RIGHT—TURN,”
- “SQUAD ADVANCE, LEFT—TURN,” and
- “SQUAD MOVE TO THE RIGHT IN COLUMN OF ROUTE, RIGHT—TURN.”

On the march, the cautionary command should be drawn out over at least two paces of quick time and the interval between the cautionary and executive commands should be two paces.



The order, “As You Were”, should only be given when another word of command cannot be given to have a squad adopt a previous position or to cancel an incorrect order before it has been completed.

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Figure 1 Advance/Retire and Directing Flanks

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

Q1. Why are cautionary commands given?

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Q2. What is the purpose of the executive command?

Q3. When commands are written, what is the purpose of the dash?

ANTICIPATED ANSWERS

A1. To warn the squad that a movement will be performed.

A2. To signal that the movement is to be carried out.

A3. To separate the cautionary from the executive command.

Teaching point 2 **Demonstrate and Explain the Requirements for a Well-Delivered Command**

Time: 15 min Method: Demonstration



As each point is discussed, give an example of a command being delivered correctly and incorrectly, using the specified technique.

VOICE

The voice used to deliver commands has a strong effect on how others will respond. The following points should be considered:

Volume. The volume used to deliver a command is very important in drill. Often, commands must be presented to a group over a band or over other cadets giving commands to another group. The volume should be adjusted based on the number of individuals, the distance the command must carry and whether there is a band or not.

Projection. The projection of the voice is its ability to reach a desired distance. Erect posture, proper breathing, a relaxed throat and an open mouth will help a voice project.

Distinctness. How clearly and distinctly a command is pronounced will affect how others respond. If a command is not clear and distinct some cadets may not understand the command and perform the wrong movement. Clear enunciation and pronunciation of commands is key in distinctness.

Inflection. Inflection is the change in pitch of the voice. The cautionary command is usually started with a pitch near the level of the normal speaking voice and rising toward the end. The executive command should not have any change in inflection but should be delivered with a higher pitch than the cautionary command.

Snap. The snap of a command is the quality that demands an immediate response. It expresses the confidence and decisiveness of the commander.

ACCURACY

Commands must be given with accuracy at all times. Proper use of cautionary commands will alert the cadets to what is coming. The executive command will signal the cadets that the movement is to be carried out. When delivering executive commands on the march, it is important that it be delivered on the correct foot.

CONFIDENCE

All words of command must be given with confidence. This portrays that it is an order that must be promptly and smartly obeyed. A command delivered with confidence will help build a sense of security in the commander from the members of the squad.

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CORRECT POSTURE

Poor posture restricts the ability to breathe deeply as it restricts the movement of the diaphragm. Maintaining good posture will allow a cadet to breathe deeply allowing the command to come deep from the diaphragm instead of from the throat causing less strain on the throat and allowing the command to be given with more volume.

BREATHING CONTROL

Breathe deeply and relax the muscles in the neck and vocal cords in order to give the voice more control and a higher volume. This will allow the voice to come from deep in the diaphragm instead of higher in the throat.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

Q1. If a command is not pronounced clearly and distinctly, what affect may it have on the squad being commanded?

Q2. Why should commands be delivered with confidence?

Q3. How does poor posture affect delivering commands?

ANTICIPATED ANSWERS

A1. Cadets may not understand the command and perform the wrong movement.

A2. It portrays that it is an order that must be promptly and smartly obeyed.

A3. It restricts the ability to breathe deeply, restricting the movement of the diaphragm, which will cause commands to come from the throat.

END OF LESSON CONFIRMATION

QUESTIONS

Q1. What order is given to cancel an incorrect order before it has been completed?

Q2. What are the five points of voice to be considered for a well-delivered command?

Q3. What gives the voice more control and a higher volume?

ANTICIPATED ANSWERS

A1. The order, “As You Were”.

A2. Volume, projection, distinction, inflection and snap.

A3. Breathing deeply and relaxing the muscles in the neck and vocal cords.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

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METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

When words of command are delivered in a clear and concise manner and with confidence and determination, it will affect how cadets respond to the order. Delivering words of command can allow a platoon to move as a team in an organized and efficient manner as all members learn to work together.

INSTRUCTOR NOTES/REMARKS

Cadets shall be provided the opportunity to deliver words of command and be given feedback during weekly opening and closing parades, and ceremonial parades.

Additional time for this EO is available in EO C308.02 (Deliver Words of Command, Section 4).

REFERENCES

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