

COMMON TRAINING

SILVER STAR

INSTRUCTIONAL GUIDE

SECTION 12

EO C309.05 – PLAN A DRILL LESSON

Total Time:	60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-703/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 Annexes AF to AI for each cadet.

Photocopy the lesson specifications and instructional guides located at Annexes AJ to AP as required.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TPs 1 and 2 to present the drill instruction sequence and to stimulate an interest in planning a drill lesson.

A practical activity was chosen for TP 3 to guide the cadets through the process of planning a drill lesson.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have identified the drill instruction sequence and written a drill lesson plan.

IMPORTANCE

It is important for cadets to know the essential elements of a drill lesson and be able to develop a written drill lesson plan as it allows them to be better prepared to deliver drill instruction. Drill that is well taught and executed develops individual pride, mental alertness, precision and esprit de corps.

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Teaching point 1 **Describe the Drill Instruction Sequence**

Time: 10 min Method: Interactive Lecture

INTRODUCTION

The lesson shall be introduced as follows:

1. Order the squad into a suitable formation such as a single rank, hollow square or semicircle.
2. Review the previous lesson.
3. Describe the new movement.
4. Describe why it is important to learn the movement.
5. Describe where and when the movement will be used.
6. Describe how the cadets will be assessed.

BODY

The lesson shall be taught using the following process:

1. Demonstrate the complete movement, calling out the time.
2. Explain the complete movement.
3. Demonstrate the first part of the movement.
4. Explain the first part of the movement.
5. Give the squad the opportunity to ask questions.
6. Practice the first movement (collectively, individually, collectively) (as illustrated in Figure 1).
7. Demonstrate and explain the second part of the movement and any subsequent parts of the movement following Steps 3. to 6.
8. Give two complete demonstrations.
9. Practice the complete movement with:
    a. the instructor calling the time;
    b. the squad calling the time; and
    c. the squad judging the time.

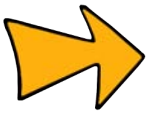
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DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING

The instructor shall provide a complete demonstration of the drill movement, with timing. A practiced assistant instructor may carry out this demonstration.

The demonstration shall be provided from various vantage points, as required.

DEMONSTRATE FIRST PART OF MOVEMENT (FIRST NUMBER)



For ease of instruction, drill commands have been broken down into individual movements, or numbers. The instructor(s) shall demonstrate and explain each number.

In order to adopt the position of attention from stand at ease, the cadet shall:

On the command ATTENTION BY NUMBERS, SQUAD—ONE, bend the left knee and shift the balance to the right foot.

PRACTICE THE SQUAD ON THE FIRST MOVEMENT

Practice the squad on the first movement collectively, individually and collectively.

Director Cadets 3, 2008, Ottawa, ON: Department of National Defence

Figure 1 Drill Instruction Sequence

END OF LESSON CONFIRMATION

The end of lesson confirmation must meet the following criteria:

1. It shall be a performance of the movement taught.

2. It shall be conducted as a squad.

3. It will emphasize any aspects of the movement that the cadets experienced difficulty with during the lesson.

CONCLUSION

The lesson shall be summarized as follows:

1. Restate the movement taught and where or when it will be used;

2. Re-motivate the cadets by:

   a. commenting on the cadets' progress; and

   b. re-stating why the drill movement just learned is important.

3. Describe the next lesson.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

Q1. Describe one action an instructor shall take during the introduction of a drill lesson.

Q2. List the sequence for practicing drill movements.

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Q3. What shall an instructor do in the conclusion of a drill lesson?

ANTICIPATED ANSWERS

A1. During the beginning of a drill lesson, an instructor shall:

(1) Order the squad into a suitable formation.

(2) Review the previous lesson.

(3) Describe the new movement.

(4) Describe why it is important to learn it.

(5) Describe where and when the movement will be used.

(6) Describe how the cadets will be assessed.

A2. The sequence for practicing drill movements is to practice the squad collectively, individually, collectively.

A3. In the conclusion the instructor shall:

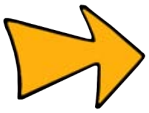
(1) Restate the movement taught and where or when it will be used.

(2) Re-motivate the cadets by commenting on the cadets' progress and by re-stating the reason for learning the movement.

(3) Describe the next lesson.

Teaching point 2 **Review the Lesson-Planning Process**

Time: 10 min Method: Interactive Lecture



Before beginning the activity for planning a drill lesson, review the lesson-planning process taught in M309.06 (Plan A Lesson, Section 6) summarized below.



Distribute the lesson plan handout located at Annex AF to each cadet.

THE LESSON-PLANNING PROCESS

The Canadian Forces employs an initialism that is used to provide a framework for the instructor to gather and organize the reference material into an efficient and practical lesson plan. The initialism is CCSAM.

Collect. During this step, the instructor researches the material to be covered in the period of instruction using course documents such as the lesson specification, IG and listed references. In situations where no course documents exist, the instructor will research the material to be taught using whatever references exist.

Consider. During this step, the instructor sifts through all of the material found in the collection step and determines what is relevant and current.

Select. During this step, the instructor selects the material that is appropriate for the lesson. The instructor also selects the method of instruction to be used.

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Arrange. During this step, the instructor arranges the material into stages that allow for the information to be presented in a logical sequence.

Master. During this step, the instructor writes the lesson plan.

LESSON SPECIFICATION

Lesson specifications are found in Chapter 4 of the Qualification Standard and Plan (QSP). The two sections of a lesson specification are the enabling objective (EO) and the lesson specification.

Enabling Objective

The EO is the first three paragraphs of the lesson specification and will answer three questions:

- What will the cadet be expected to be able to do by the end of this lesson?
- Under what conditions will the cadet be expected to carry out the performance?
- How well or to what standard will the cadet be expected to perform?

Lesson Specification

The lesson specification, (paragraphs 4. to 11.), contains information about:

- the content to be taught broken down into teaching points;
- the teaching method(s) to be used and why they were chosen;
- the time for each teaching point (TP);
- the references used;
- the training aids to be used;
- the learning aids to be used;
- the test details; and
- remarks for the instructor.

INSTRUCTIONAL GUIDE (IG)

The IG is used in conjunction with the QSP and other resources to conduct training. IGs should be reviewed in conjunction with lesson specifications so that the instructor can adequately plan and prepare their lesson. The following are the six sections of an IG:

Preparation. This section provides information to the instructor regarding:

- pre-lesson instructions;
- pre-lesson assignment; and
- instructional approach or method.

Introduction. This section provides information to the instructor regarding:

- any review that may be necessary;
- what the cadet will be expected to do by the end of the lesson; and
- why the knowledge/skill is important.

Body. This section provides information to the instructor regarding:

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- the TPs and their content as listed in paragraph 4. of the lesson specification in greater detail;
- suggested teaching methods;
- note boxes with special instructions or information;
- lesson content;
- figures;
- activities; and
- confirmation questions or activities.

Conclusion. This section provides information to the instructor regarding:

- any homework/reading/practice that may be required of the cadet;
- the method of evaluation to be used as stated in the lesson specification;
- a closing statement to be spoken aloud to the cadet; and
- any additional instructor notes/remarks.

References. This section lists the sources of information used to create the lesson specification and instructional guide.

Annexes. This section contains background information for the TPs, pre-made instructional aids and additional information for activities.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

Q1. List the five parts of the lesson-planning process.

Q2. What is included in the EO portion of a lesson specification?

Q3. What are the six sections of an instructional guide?

ANTICIPATED ANSWERS

A1. The five parts of the lesson planning process are collect, consider, select, arrange and master.

A2. The information included in the EO is what the cadet will be expected to learn, what materials, supervision and equipment will be available to the cadet and what standard the cadet will be expected to achieve.

A3. The six sections of an IG are preparation, introduction, body, conclusion, references and annexes.

Teaching point 3 **Supervise and Provide Assistance While the Cadets Plan a Drill Lesson**

Time: 30 min Method: Practical Activity

In EO C309.06 (Instruct a 15-Minute Drill Lesson, Section 13), the cadets shall be expected to instruct a drill lesson using a lesson plan, the drill instruction sequence and the appropriate drill formation. The lesson plan created in this EO will be used to instruct that drill lesson.

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Distribute the blank lesson plan located at Annex AG and the plan a drill lesson checklist located at Annex AH to each cadet.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets plan a 15-minute drill lesson.

RESOURCES

- List of approved 15-minute drill topics located at Annex AI, and
- Modified lesson specifications and instructional guides located at Annexes AJ to AP.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have each cadet choose a topic from the list of approved 15-minute drill topics.

2. Have the cadets use the lesson specification and IG for their chosen topic to help develop their drill lesson plan. Cadets shall be expected to teach their chosen lesson as part of C309.06 (Instruct a 15-Minute Drill Lesson, Section 13).

3. Circulate around the room facilitating the activity and helping the cadets as required.



Ensure that cadets request all resources required to instruct their lesson.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in the activity will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' planning a drill lesson will serve as the confirmation of this lesson.

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CONCLUSION

HOMEWORK/READING/PRACTICE

The cadets shall be prepared to instruct their lesson at the beginning of C309.06 (Instruct a 15-Minute Drill Lesson, Section 13)

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Instructors must continually work to improve the quality of instruction. Being able to plan drill lessons is a critical step in boosting the instructor's confidence and improving the quality of drill instruction.

INSTRUCTOR NOTES/REMARKS

EO C309.05 (Plan a Drill Lesson) should be scheduled at least one week prior to EO C309.06 (Instruct a 15-Minute Drill Lesson, Section 13).

REFERENCES

A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: Department of National Defence.

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