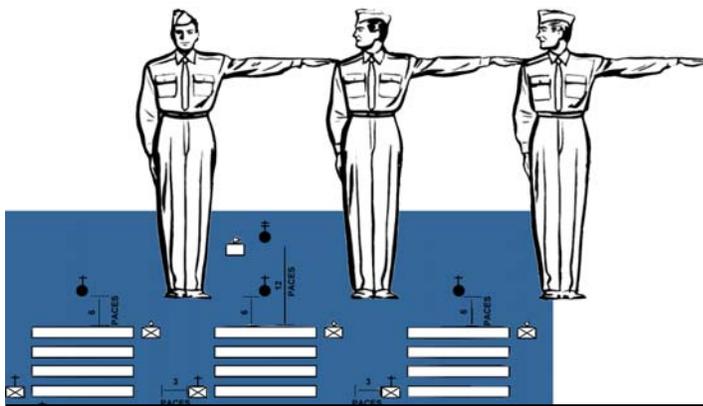


Chapter 11

Drill



Chapter Goal

Senior Members – Students should come away with an understanding of basic commands. They should be encouraged to master as many of the basic commands as possible as part of their personal appearance building process.

Cadets – Students should come away with the ability to perform all the basic movements with ease.

INSTRUCTION

Suggested Teaching Method: Demonstration and Performance Method (also see specific drill instruction methods in the instructions.)

Instructions: Drill instruction should only be given by those who have a sound knowledge of drill. If you are new to drill instructing, you should ask for the assistance from an experienced drill instructor (this is typically a senior cadet or a cadet programs leader) to go over how to give and teach drill prior to attempting to do so in front of your students. Below are instruction procedures, command voice techniques, use of cadence, and drill instruction methods. This section should be well understood prior to instruction.

If you have a wealth of knowledge in drill instruction, restrain from teaching any drill commands prior to mastery of a drill command that was previously instructed. Instruction should begin with basic movements then later moving towards advance commands. Keep in mind that each student must have a sound foundation prior to taking next steps.

The student text breaks the drill commands into three parts. The written instruction allow for the student to read how to perform a movement. The inflection diagram demonstrates to a student how the command should be heard. This is a good time for the instructor to verbally demonstrate the command. The last graphic of the airman demonstrates the body movement/position as well as any associated foot movements. The instructor should use this to assist with demonstrating the movement.

Drill Instruction Procedures

For drill instruction, movement of troops, and other formations, the senior member present will assume the leadership position. When possible, do not place persons of higher grade in positions subordinate to the instructor or person in charge of the drill or formation.

Use the following step-by-step procedures to teach drill movements:

- 1 - State the name of the movement to be executed and point out its purpose.
- 2 - Demonstrate the movement to the formation using the proper cadence and commands
- 3 - Explain and demonstrate the movement in detail.
- 4 - Ask questions on the movement then demonstrate the movement again as in step2 when further clarification is needed.
- 5 - Have the formation perform the movement and make on-the-spot corrections.
- 6 - Critique the performance of the movement and review important areas before moving on to the next exercise.

Command Voice

Voice Characteristics:

The way a command is given affects the way the movement is executed. A correctly delivered command is loud and distinct enough for everyone in the element to hear. It is given in a tone, cadence, and snap that demand a willing, correct, and immediate response. A voice with the right qualities of loudness, projection, distinctness, inflection, and snap enables a commander to obtain effective results as shown below.

Loudness:

This is the volume used in giving a command. It should be adjusted to the distance and number of individuals in the formation. The commander takes a position in front of, and centered on, the unit and facing the unit so his or her voice reaches all individuals. Speak loudly enough for all to hear, but do not strain the vocal cords.

The most important muscle used in breathing is the diaphragm, the large, powerful muscle that separates the chest cavity from the abdominal cavity. The diaphragm automatically controls the breath when giving commands.

Deep breathing exercises develop the diaphragm and refresh the entire body. The following exercise will develop improved breathing techniques for giving commands.

Take a deep breath through the mouth and hold the air in the lungs. With relaxed throat muscles, say huh and ha in as short a time as possible. Make the sounds entirely by expelling short puffs of air from the lungs. Use only the diaphragm and muscles around the waist. When you do this properly, you can feel a distinct movement of the abdominal muscles. Practice this exercise often. As a result, you can increase effort and volume until they are natural. Another excellent exercise for developing and strengthening the muscular walls of the diaphragm is shown in figure 2.1 of AFMAN 36-2203, Drill and Ceremonies.

The cavities of the throat, mouth, and nose act as amplifiers and help give fullness (resonance) and projection to the voice. To obtain resonance, keep your throat relaxed, loosen your lower jaw, and open your mouth. You can then prolong the vowel sounds.

Projection:

This is the ability of your voice to reach whatever distance is desired without undue strain. To project the command, focus your voice on the person farthest away. Counting in a full, firm voice and giving commands at a uniform cadence while prolonging the syllables are good exercises. Erect posture, proper breathing, a relaxed throat, and an open mouth help project the voice.

Distinctness:

This depends on the correct use of the tongue, lips, and teeth to form the separate sounds of a word and to group those sounds to form words. Distinct commands are effective; indistinct commands cause confusion. Emphasize clear enunciation.

Inflection:

This is the change in pitch of the voice. Pronounce the preparatory command—the command that announces the movement—with a rising inflection near or at the end of its completion, usually the last syllable. When beginning a preparatory command, the most desirable pitch of voice is near the level of the natural speaking voice. A common fault is to start the preparatory command so high that, after employing a rising inflection, the passage to a higher pitch for the command of execution is impossible without undue strain. A properly delivered command of execution has no inflection. However, it should be given at a higher pitch than the preparatory command. Commands are portrayed graphically in the student guide for the benefit of the student and instructor.

Snap:

This is that extra quality in a command that demands immediate response. It expresses confidence and decisiveness. It indicates complete control of yourself and the situation. To achieve this quality, you must have knowledge of commands and the ability to voice them effectively. Give the command of execution at the precise instant the heel of the proper foot strikes the ground while marching. Achieve snap in giving commands by standing erect, breathing without effort, and speaking clearly.

Mannerisms

The drill instructor should continually exercise vigilant control over their own behavior and actions in order to prevent the development of certain mannerisms which might detract from their military bearing.

For example, they should avoid excessive or unusual swinging of one or both arms while at drill, wing the hands to assist in explanations except when necessary, walking to and from while giving explanations, and placing the hands on hips or in pockets. Peculiarities of pronunciations, often intentionally cultivated in imitation of others, should be avoided.

Cadence

Cadence is the measure or beat of movement. Commanders must match the rhythm of their commands with the cadence of their unit. The interval that produces the best effect in a movement is the one that allows one step between the preparatory command and the command of execution. In some instances, you should lengthen the interval enough to permit proper understanding of the movement to be executed and allow for supplementary commands when necessary. Measure the interval exactly in the beat of the drill cadence.

When marching, give commands for executing movements to the right when the right foot strikes the ground; give commands for executing movements to the left when the left foot strikes the ground. In commands containing two or more words, place the point of emphasis on the last word. For example, in **Right Flank**, give the command **Flank** as the right foot hits the ground.

For a squadron or larger unit, the interval between the squadron or group commanders preparatory command and the command of execution should be long enough to allow the marching elements to take three steps between commands.

Drill Instruction Methods**By the Numbers Method:**

By the numbers is the method in which precision movements of two or more counts are demonstrated, practiced, and learned--one count at a time.

This method enables the student to learn a movement step by step and permits the instructor to make detailed corrections. The instructor commands **BY THE NUMBERS** before giving commands for the movement; for example, **BY THE NUMBERS, About, FACE**. The first count of the movement is executed on the command **FACE**. The second count is executed on the command **Ready, TWO** (the pivot is the second count).

All subsequent movements are executed by the numbers until the command **WITHOUT THE NUMBERS** is given. For example, in teaching right and left face, the command **BY THE NUMBERS** is given at the beginning of the practice exercise. Each facing is repeated by the numbers until the instructor gives **WITHOUT THE NUMBERS**. Subsequent movements are executed in the cadence of quick time.

Mass Command Method:

Mass commands help develop confidence, self-reliance, assertiveness, and enthusiasm by making the individual recall, give, and execute the proper commands. Mass commands are usually confined to simple

movements with short preparatory commands and commands of execution executed simultaneously by all elements of a unit.

Each person is required to give commands in unison with others as if that person alone were giving commands to the entire element. The volume of the combined voices encourages every person to perform the movement with snap and precision.

When the instructor wants to conduct drill by mass commands, the command is **AT YOUR COMMAND**. For each exercise and cadence drill, the instructor announces the movement to be executed and commands the element **COMMAND**. Personnel then give the commands and execute them in unison.

The following are examples of mass commands:

Instructor: **AT YOUR COMMAND, Call the Flight to Attention, COMMAND.**

Mass: **Flight, ATTENTION.**

Instructor: **Have the Flight Stand at Parade Rest, COMMAND.**

Mass: **Parade, REST.**

Instructor: **March the Flight Forward, COMMAND.**

Mass: **Forward, MARCH.**

Instructor: **Halt the Flight, COMMAND.**

Mass: **Flight, HALT.**

When desiring to end mass commands, the instructor commands **AT MY COMMAND**.

Multi Command Method:

The multi command method should only be used once the airman has learned multiple commands. The primary intent of this method is to strengthen the airman's listening skills. This teaches that airman to react to an oral command rather than thinking about it. The secondary purpose is to allow for multiple movements to be conducted at one time so the instructor is given a better opportunity to review the airman's movements, looking specifically for sharpness and precision of movement.

In this method multiple preparatory commands are given that have the same command of execution. After all the preparatory commands are given, the command of execution is given. The airman should then execute all the commands in the same sequence ordered.

The following are examples of multiple commands:

Instructor: **Left, Right, Left, Right, About, FACE**

Instructor: **One Left Step, Two Right Steps, Three Steps Forward, MARCH**

Elimination Method:

Like the multi command method, the elimination method should only be used once the airmen have learned multiple commands. This method requires multiple participants. The primary intent of this method is to build confidence in the airmen through competition. The secondary intent is to allow those airmen who have been eliminated to observe the others from the perspective of the instructor allowing them to learn what proper and improper executions of a drill command are.

In this method the instructor should form the airmen up either in rank or in column formation. The instruction then begins giving commands (usually stationary, until the majority has been eliminated). If an airman fails to properly execute a command then they form up in rank facing the other formation behind the instructor. The eliminated airmen should call in at ease. This will allow them to watch the others will still being under the control of the instructor. The last airman to be eliminated can then revel in their accomplishment. Repeat this method over several times. Typically, each member of a formation (regardless of skill level) will have at least one opportunity to be the last airman standing given time.

PUBLICATIONS AND RESOURCES

AFMAN 36-2203, *Air Force Drill & Ceremonies*

AFJROTC Instructor Guide (Go to <http://cap.gov> for download)

AFJROTC Demonstration Slides (Go to <http://cap.gov> for download)

SUMMARY EXERCISE – ANSWER KEY

1. How many inches are there in a pace?
Answer – 24"
Reference – 11-7, Marching
2. Which part of a command comes first, command of execution or the preparatory command?
Answer – Preparatory Command
Reference – 11-1, Types of Drill Commands
3. How many positions of rest are there? Name them.
Answer – Three (3); Parade, REST, REST, AT EASE
Reference – 11-1, Types of Drill Commands
4. During the position of attention, you must always lock your knees.
Answer – b. False
Reference – 11-2, The Position of Attention
5. The command “Hand, SALUTE” is used for what purpose?
Answer – Training
Reference – 11-5, Saluting
6. How many steps per minute are in the following:
Answer – Quick Time: 100-120; Slow Time: 60; Double Time: 180
Reference – 11-7, Marching
7. What is a pace?
Answer – A step of 24 inches. This is the length of a full step in quick time.
Reference – 11-7, Marching
8. When executing the commands, “Right Step (Left Step), MARCH”, how far apart do you feet move?
Answer – 12”
Reference – 11-9, Marching
9. Which of the following is the proper hand position when the command “Parade, REST” is given?
Answer – A
Reference – 11-3, Rest Positions