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| **Introduction** | | | | | | | |
| **Lesson:** | | DRL 3.3, 3.4 Coaching & Fault Checking | | **Instructor:** | F/S Townsend | **Level:** | 3 |
| **Date:** | | 27/02/2020 | | **Period:** | 2 | **Time limit:** | 50 min |
| **Materials:** | |  | | | | | |
| **Key:** | | Training Aid, Student activity, Question | | | | | |
| **Interest** | | | “On the command *banana*, you will stand behind your chairs at the position of rest. **Banana!**” this is an example of how coaching can help clarify a (ridiculous) drill command.  Make sure everyone is standing directly behind their chairs at the position of rest. This is an example of fault checking. | | | | |
| **Title** | | | Coaching vs Fault Checking there is a difference! | | | | |
| **Objective** | | | For you to demonstrate clear and relevant use of coaching and fault checking, and to explain the difference between the two. | | | | |
| **Need** | | | You need to know this to improve your skills as a drill instructor, more specifically you will need to demonstrate these skills in your assessed drill lessons in a few weeks. | | | | |
| **Scope /Range** | | | * The difference coaching & checking * Coaching * Fault Checking * Practice (on PG) | | | | |
| **References** | | | NZCF 166 | | | | |
| **Handouts** | | |  | | | | |
| **Revision** | | | What are some of the qualities of a drill instructor? (pose, pause, pounce) x 3  Patience, enthusiasm, consistency, humanity, and personality.  And why is it important for a drill instructor to be \_\_\_\_\_\_? (same person)  Accept any answer, just want to remind cadets what they learnt about last week. | | | | |
| **Body** | | | | | | | |
|  | **Teaching points** | | | | | | **Notes** |
| **1** | The Difference Between Coaching & Fault Checking What is the difference between coaching and fault checking? Think about that on your own for a minute and I’ll ask some people to share with the class.  Coaching is a formal explanation or reminder about a command before the command is given. For example, ‘ready for the brace up’ or ‘on the command *left turn* pivot on the left heel and the ball of the right foot, pick up the right foot and drive it down beside the right’. The key thing here is coaching is given **before** the command.  Fault checking is used to correct faults after the command has been given. Fault checking can be delivered to the entire groups or to individuals (privately). For example, ‘ensure you are looking straight ahead while at attention’ or ‘your foot must be lifted 15 cm above the ground before you drive it in beside the right’. Fault checking is given **after** the movement is completed and is only required if there are faults to correct.  Think of some coaching/fault checking phrases you have heard of before, and decide which category they are in. Do this in your table groups. We will then share with the rest of the class and make sure we agree what category they are in. | | | | | |  |
| PS | Any Questions? | | | | | |  |
| **2** | Coaching What is coaching?  A warning or advice given before the command  Coaching is a way of assisting the group to carry out drill movements smoothly and correctly. Coaching can be in the form of a warning, for example, ‘ready for the brace up’, or in the form of advice, for example ‘on the fall out turn to the right, pause, and march away three paces’. The warning gives knowledge of an impending word of command. The advice gives prior information on important points of the ensuing movement.  Good coaching improves the cadets’ drill and reduces the need to fault check. Coaching has no set rules but relies on the experience and skill of the instructor to warn, assist and encourage the squad.  There are no set rules about coaching, but here a few tips:   * Keep it short and relevant to the movement * Use short precise words that convey the speed of good drill (e.g. ‘crack’, ‘drive’, ‘force’, ‘grip’, etc.); * Use it to stress the essence of good drill, i.e., speed of movement when required to move, rock-steadiness between all movements * Use formal language and deliver the coaching in your drill voice.   Especially at 17 Squadron, not much coaching is done. Using some coaching can act as a point of difference to other drill instructors. You may find cadets are surprised by your use of coaching and their drill improves.  For example, when you first take over the flight, if you say ‘on the brace up, straighten the arms, tilt you shoulders back and look at a point six inches above your own height... **Flight!**’ the brace up will be crisp and the cadets will be more alert and therefore perform better drill than they might have otherwise. In this case coaching is an excellent way to set the mood for good drill.  A few common coaching phrases:   * Ready for the brace up * Stepping off cleanly (useless, not recommended or necessary) * Leaving space for the marker * Stand tall, look proud   For both coaching and fault checking you will need to build up your own vocabulary. Use phrases you have heard which you think are useful, and invent some of your own.  Develop you own coaching phrase. It can be a warning or advice. You could make a phrase that might help with an error you often make. You have 2 minutes, you may discuss quietly with those around you. Share with the group | | | | | |  |
| PS | Any Questions?  What is the difference between coaching and fault checking? (pose, pause, pounce)  Coaching is a warning or advice given before the command. Fault checking involves fixing (or explaining how to avoid) errors after the movement.  Why do we use coaching?  It improves drill and reduces the need to fault check. | | | | | |  |
| **3** | Fault Checking What is fault checking?  Fault checking is correcting, or explaining how to avoid, errors in drill.  The first thing we need to address is if the instructor makes a mistake. The best way to deal with this is admitting your mistake and correcting it immediately or on the next drill parade. Never try to bluff. If you make mistakes and don’t fix them, cadets will not take kindly to you correcting their mistakes.  As a drill instructor, you must always remain alert to detect and correct faults in all movements and positions already taught. If you are teaching a new movement, you must still ensure that the current drill is up to standard.  If a mistake is made once or twice, address your fault checking to the whole group. Where individuals constantly make mistakes do not generalise as this tends to discourage those that are trying hard. Be specific; name the fault loudly enough for all to benefit and then name the individual. However, you do need to use your judgement. If you think naming the cadet will make them feel ashamed or embarrassed, consider an alternate approach. If the error persists, take the cadet out and have someone else teach them one on one.  There are two main things we are looking for in good drill. Group timing, and individual excellence in completing the movement. Both are important, but timing is more important, so address that first.  Calling the timing as a group can be useful, but it is sometimes beneficial to call the timing on your own. This gives the cadets less things to think about; they can focus staying in time with you. Remember: if the timing is off, the first thing you should blame is your drill commands. The cadets must be given ample time to hear and understand what drill movement they will be doing before the executive is given. Do not skip the precautionary command (move to the left in threes), drag out the cautionary (leeeeeeft), leave a pause and make the executive command short and sharp (TURN!). If your drill commands are clear and calling the timing is not helping, the cadets require further instruction in the drill movement. Seek help from a senior NCO if necessary.  Fixing the actual drill movements is generally easier. Point out the fault you have noticed and explain how to rectify it. If the error persists, fault check cadets individually or do the movement by parts.  Again there are no set rules, so you must build up your own fault checking vocabulary. Some common phrases are:   * Your arms are moving with your leg. Keep them locked by your side. * The movement was slow. Perform each movement snappily. * To prevent losing your balance, clench your butt cheeks.   Develop two of your own fault checking phrases. You could make a phrase that might help with an error you often make. You have 2 minutes; you may discuss quietly with those around you. Share with the group | | | | | |  |
| PS | Any Questions?  So, remember, coaching is a warning or advice given before the command, fault checking is correcting the error after. We do coaching to improve the drill to reduce the amount of fault checking we need to do.  What should you do if you, as the instructor, makes a mistake?  Acknowledge the mistake and correct it.  When should you name someone who is consistently making a mistake?  After one or two group warnings but use your judgement.  How so you correct the group not staying in time?  Calling the timings, yourself or as a group.  How do you correct errors in the actual drill movement?  Point out the mistake *and* explain how to fix it. | | | | | |  |
| **4** | Practice Go out to the parade ground, and put cadets in threes. Cadets practise giving each other drill commands with coaching, and then fault check the movements afterwards. Instructor to supervise and highlight any points for improvement. *Note these down* they will be useful to see if there is any improvement when they perform their own drill movement. | | | | | | Allow at least 15 minutes |
| **Conclusion** | | | | | | | |
| **Restate Title** | | | Coaching vs Fault Checking there is a difference! | | | | |
| **Restate Objective** | | | For you to demonstrate clear and relevant use of coaching and fault checking, and to explain the difference between the two. | | | | |
| **Restate Need** | | | You need to know this to improve your skills as a drill instructor, more specifically you will need to demonstrate these skills in your assessed drill lessons in a few weeks. | | | | |
| **Restate Scope** | | | * The difference coaching & checking * Coaching * Fault Checking * Practice (on PG) | | | | |
| **Extra Help** | | | Please talk to me or SGT Roscoe. We are responsible for teaching you about instructing drill. | | | | |
| **Next Lesson** | | | Next lesson on drill instruction is with SGT Roscoe on the sequence of a drill lesson. | | | | |
| **Interest** | | | I want you all to think about the best drill instructor you’ve ever had. Why were they the best? How can you emulate that? *Cadets share with the class if there is time.* | | | | |