



New Zealand

**CADET  
FORCES**

Te Taua Tauira o Aotearoa

# **NZCF 166**

## **CADET FORCES DRILL MANUAL**

**DRILL PURPOSE TRAINING AID**  
**(DPTA) DRILL GUIDE**

**v2.00**



## Contents

<b>Record of Amendments .....</b>	<b>ii</b>
<b>Introduction.....</b>	<b>1</b>
Production.....	1
General .....	1
Aim of the Manual .....	1
The Aim of NZCF Drill .....	1
<b>CHAPTER 1 – Foot Drill .....</b>	<b>2</b>
SECTION 1 – Definitions .....	2
SECTION 2 – Notes for the Instructor .....	4
SECTION 3 – The Word of Command .....	8
SECTION 4 – Aids to Drill .....	10
SECTION 5 – Sequence of Teaching the Drill Lesson .....	14
SECTION 6 – Compliments .....	22
<b>CHAPTER 2 – DPTA Drill .....</b>	<b>25</b>
LESSON 1 – Positions with the DPTA at the Halt and on the March.....	25
LESSON 2 – Saluting With the DPTA at the Halt and on the March .....	30
LESSON 3 – Present Arms and Shoulder Arms from the Present .....	35
LESSON 4 – Ground and Take Up Arms.....	40
LESSON 5 – Slope Arms .....	46
LESSON 6 – Recover Arms.....	52
<b>CHAPTER 3 – Norinco Drill .....</b>	<b>55</b>
LESSON 1 – Shoulder and Order Arms .....	55
LESSON 2 – Present Arms and Shoulder Arms From the Present .....	60
LESSON 3 – Rest On Arms Reserve from the Present Arms .....	65
LESSON 4 – Present arms from Rest on Arms Reverse .....	68

## Record of Amendments

Any proposals for amendments to this manual are to be made through the Executive Officer NZCF  
The following amendments have been made to this publication.

Amend No	Date	Amendment Subject	Chapter & Section
1	May 2015	Initial Release.	Entire Manual
2	1 Oct 2023	Remove all non-DPTA & Norinco related content.	Entire Manual
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## Introduction

### Production

This manual has been produced by the Training and Development Cell Headquarters NZCF and is effective November 2010. The information contained within this document represents the doctrine that is to be adopted by all NZCF personnel conducting Drill Purpose Training Aid (DPTA) drill. Amendments are not to be made to this manual without the prior approval of the XO NZCF.

### General

This manual has been produced for use by the NZCF specifically for DPTA drill only.

All other Drill can be referenced in the single Service Drill Manuals:

- RNZN - BR 1834,
- NZ Army - P6, and
- RNZAF - NZAP 818

### Aim of the Manual

The aim of this manual is to provide and maintain an appropriate level of commonality and consistency within the NZCF when conducting DPTA drill.

### The Aim of NZCF Drill

**“TO DEVELOP A CADET WHO IS, PROUD ALERT, SELF-DISCIPLINED,  
OBEDIENT AND PROVIDE THE BASIS FOR TEAMWORK.”**

# CHAPTER 1 – Foot Drill

## SECTION 1 – Definitions

Formation	Definition
<b>Alignment</b>	Any straight line on which a body of cadets is formed or is to form.
<b>Column</b>	Bodies of cadets one behind the other on parallel and successive alignments, at such a distance from one another as when formed to an angle of 1600 mils to either flank, they come into line with three paces interval between each.
<b>Close Column</b>	A column with distance reduced to suit requirements.
<b>Column of Route</b>	A column with not more than three cadets abreast in any part of the column, including officers and supernumeraries. The normal formation for cadets marching closed up on a road.
<b>Column of Threes</b>	A column with its officers and supernumeraries maintaining their places as for line.
<b>Covering</b>	The act of a body placing itself directly in the rear of another.
<b>Depth</b>	The space occupied by a body of cadets from front to rear.
<b>Directing Body</b>	The body, unit, or subordinate unit on which the direction pace and alignment or relative positions of the several parts of a formation depends.
<b>Distance</b>	The space between cadets or bodies of cadets from front to rear.
<b>Dressing</b>	The act of taking up alignment correctly.
<b>File</b>	A front rank cadet and his/her coverer or coverers.
<b>Blank File</b>	A file without centre or rear rank cadets or without a centre rank cadet. A blank file is the second file from the left.
<b>Inner Flank</b>	That nearest the directing flank and serving as a pivot when a body is changing its direction.
<b>Directing Flank</b>	That by which units march or dress.
<b>Outer Flank</b>	That opposite to the inner or directing flank (often known as reverse flank).
<b>Forming</b>	A method of changing direction as opposed to wheeling.
<b>Front</b>	The direction in which cadets are facing or moving at any given time.
<b>Frontage</b>	The extent of ground covered laterally by a body of cadets.
<b>Incline</b>	A diagonal movement by which ground is gained to the front and flank simultaneously without alteration of the original alignment.
<b>Interval</b>	The lateral space between cadets or bodies of cadets on the same alignment measured from flank to flank. Between cadets, intervals are measured from centre to centre.
<b>Line</b>	Cadets formed on the same alignment.
<b>Markers</b>	Cadets employed to mark points used to direct a movement or to regulate a formation or alignment.
<b>Open Order</b>	An increased distance between ranks for ceremonial or inspection purposes.
<b>Close Order</b>	The normal distance between ranks in line.
<b>Rank</b>	A line of cadets, side by side.
<b>Single File</b>	Cadets one behind the other on a frontage of one at normal marching distance.
<b>Supernumeraries</b>	The WOs and NCOs forming the third rank if in two ranks, or the fourth rank if in three ranks.
<b>Wheeling</b>	A movement by which a body of cadets changes direction, each rank or file pivoting on the inner flank, whilst retaining its dressing.

Formation	Definition
<b>To Raise the Knee</b>	The leg that is on the ground is kept braced back with the foot firm and flat on the ground. The opposite knee is raised in front of the body so that the thigh is parallel to the ground. The toe hangs down at a natural angle, 30 cm from the ground. The leg is then straightened sharply so that when the foot reaches the ground the knee is braced back and the flat of the foot is firmly on the ground and in the required position.
<b>To Bend the Knee</b>	As for “Raise the Knee” except the thigh is raised sufficiently far enough to allow the toe to hang naturally, 15 cm from the ground.
<b>To Raise the Foot</b>	The leg that is on the ground is kept braced back with the foot firm and flat on the ground. The opposite foot is raised keeping the heel in line with the stationary leg. The toe hangs down at a natural angle, 15 cm from the ground. The leg is then straightened as for “Raise the Knee”.
<b>To Shoot the Foot Forward</b>	The opposite leg is braced back but allowed to flex at the ankle and toe while the foot nominated is shot forward with the knee braced and ready to carry the weight of the body forward onto that foot.

## SECTION 2 – Notes for the Instructor

### Introduction

- 1.1. All who teach and learn drill, must know the Aim of Drill. This chapter is for the drill instructor, and for those instructors who teach potential instructors.
- 1.2. The instructor must have a thorough knowledge of his subject, which is only gained through research, rehearsals and attention to detail.

### The Qualities of a Drill Instructor

- 1.3. Drill is exacting and to teach it you must have the following qualities:
  - a. **Patience.** Never lose your temper;
  - b. **Enthusiasm.** You must inspire your group\* with a will to learn;
  - c. **Consistency.** Set yourself and the group a standard. Do not deviate from it;
  - d. **Humanity.** Understand the group's problems. Praise readily but do not become familiar, and never humiliate members of the squad; and
  - e. **Personality.** As a drill instructor you must impress your group with your personality and always control them fully.

### Example

- 1.4. Cadets imitate their instructors and it is by example that they will learn most. Therefore:
  - a. When drilling a group, stand at attention;
  - b. When moving, march, as you would wish your squad to march;
  - c. When demonstrating, do so accurately;
  - d. Avoid abusive language;
  - e. Be immaculate in your dress and bearing;
  - f. Be correct in all detail towards your superiors;
  - g. Control body movement and never exaggerate a drill movement; and
  - h. Avoid touching a group member.

### Producing the Maximum from the Group

- 1.5. A group will work well under pressure, when pressure is necessary, providing the instructor's skills are of a high standard. Pressure is useful as long as progress is being made, but counter-productive if used in an endeavour to force the group beyond their ability.
- 1.6. Release of pressure, combined with praise or credit can be of good morale value to the group if well timed or deserved.
- 1.7. During the early stages of a cadet's training regular rest periods are advisable. Use this time to discuss with the group any queries they may have.
- 1.8. Groups under instruction must not be kept in strained positions during explanations, demonstrations or questioning.



- 1.9. “Roll calls” each cadet is to come to attention once his or her name is called, answering “Sir”, “Sergeant”, as appropriate. The next name called or if he, she, or they are the last name called he, she, or they are to stand at ease. Cadets will come to attention when they speak to or addressed by a superior.

## Correction of Faults

- 1.10. Should an instructor make a mistake in his instruction he will gain prestige by admitting such a mistake and correcting it immediately or on the next drill parade. Never try to bluff.
- 1.11. Correction of faults must constantly be practiced by the instructor, who should always remain alert to detect and correct faults in all movements and positions already taught.
- 1.12. General fault checking is to the group in the first instant. 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. Those named must acknowledge the instructor by answering “Sir”, “Sergeant”, etc.

## Coaching

- 1.13. Coaching is the instructor’s art of assisting the group to carry out drill movements smoothly and correctly.
- 1.14. The warning gives knowledge of an impending word of command. The advice gives prior information on important points of the ensuing movement.
- 1.15. Coaching is not fault checking, but it is an aid to it. It anticipates likely weaknesses in performance and endeavours to eliminate them.
- 1.16. Generally, coaching is used prior to a word of command requiring the group’s action and fault checking is applied on completion of that action.
- 1.17. Coaching has no set rules but relies on the experience and skill of the instructor to warn, assist and encourage the squad.
- 1.18. Guidelines for successful coaching are:
- Keep it short and relevant to the movement;
  - Use it to highlight the important points of the movement;
  - Use short precise words that convey the speed of good drill (e.g. ‘crack’, ‘drive’, ‘force’, ‘grip’, etc.);
  - Use it as an aid but never in-lieu of fault checking;
  - Use it to stress the essence of good drill, i.e., speed of movement when required to move, rock-steadiness between all movements and self-discipline; and
  - Build up a repertoire of proven coaching terms from your own and other drill ‘instructors’ experiences.

## Teaching Methods

- 1.19. **INTROSH** is the format that is used for the Introduction Phase of the lesson. The order in which you do the parts of **INTROSH** will vary depending on the lesson and what you have planned for each part - there is no set order. But it is important that all parts are

covered. Set out below is the recommended order - a logical one. It makes good sense to let your cadets know exactly what they will be learning before you tell them why they are learning it!

- a. **Interest.** You must gain the interest of the cadets within the first 90 seconds of the lesson; otherwise you will have lost them. Various techniques can be used: training aids, humour, questioning, and an interesting story;
  - b. **Title.** Give the lesson a title to focus the cadet's interest. State it and display it in a central area throughout the lesson. Do not expose it too early;
  - c. **Objective.** Clearly state the objectives and have them displayed throughout the lesson.
  - d. **Need.** Either explain or ask the cadets why they need to know this. Make the lesson mean something to them personally. It must come from the heart - you the instructor MUST know without relying on your Lesson Plan why the cadets are there.
  - e. **Scope** (also known as **Range**). List (display) what will be covered during the lesson. This should not be a repeat of the objective but the key points of the lesson. The 'road-map', 'big-picture' of how the lesson will be conducted.
  - f. **Handout/References.** List (display) the main references - where the cadet can go for further information and clearly state what the cadet will take away from the lesson in the form of notes or if they are required to take their own.
  - g. **Revision.** It is not always possible or necessary to do revision but if you can/do, have the cadets recall their previous knowledge so it can be built on during the lesson.
- 1.20. When teaching Practical Skills Instruction or parts of a lesson with practical skills, we use the IDEERC Sequence, which is as follows:
- a. Introduction:
    - i. Normal INTROSCH rules apply;
  - b. **Demonstration** (body of the lesson):
    - i. Ensure cadet visibility (possibly demonstrate from cadet viewpoint).
    - ii. Demonstrate the entire skill at normal pace, without explanation (no talking by instructor or students).
  - c. **Explanation** (body of the lesson):
    - i. Break task into key stages and repeat task slowly, with explanation of key points.
    - ii. Cadets watch only.
    - iii. Use appropriate terminology, analogies, hints and tricks to aid recall.
  - d. **Execution** (body of the lesson):
    - i. Distribute materials at this stage.
    - ii. Perform the task slowly, while cadets imitate.
    - iii. Explain or use questioning for each step as you progress.
    - iv. Check the progress of individuals.
    - v. Keep cadets together - do not let any race ahead of you.
    - vi. Avoid individual tuition.
    - vii. If the majority of the cadets are struggling, go back and repeat earlier stages.

- e. **Repetition** (body of the lesson):
  - i. Cadets practice individually.
  - ii. Give individual tuition if required.
  - iii. If necessary, intervene positively by questioning.
  - iv. Restate objective and remind of the standard required.
  - v. Build confidence level of cadets before the test.
  - vi. Monitor closely and maintain control.
- f. **Conclusion:**
  - i. Give clear instructions of test conditions.
  - ii. Adhere to standards and conditions of test.
  - iii. Give general feedback on performance.
  - iv. Normal TENSION rules apply.
  - v. Follow up as necessary with unsuccessful cadets.

## SECTION 3 – The Word of Command

### Words of Command

- 1.21. All words of command must be clear, loud and powerful, so that it affects the reaction that they inspire. There are three parts to a word of command which are:
- Introductory.** This tells the group what movements they are about to carry out, i.e., **“Move to the right in threes...”**;
  - Cautionary.** The drawn out and loud reminder to the group, i.e., **“Right...”**; and
  - Executive.** The high-pitched sharp command, i.e., **“Turn!”**
- 1.22. Sometimes there is no need for an introductory word of command, i.e., **“Squad – Shun!”** Occasionally there is no cautionary, e.g., **“For – Ward!”**
- 1.23. To save time during a drill lesson the instructor should use the following executive words of command:
- “REST”.** Addressed to the squad it means they adopt a relaxed position of ease during an explanation or demonstration. The arms; however, are central and in front of the body; keeping them straight. The back of the right hand in the palm of the left hand; the right thumb crossed over the left thumb with the fingers straight and together. The squad would adopt the **“Stand easy”** position when carrying weapons.
  - “POSITION”.** Position will get the group ready for a practical stage. On this command the group adopts the position they were in before **“Rest”** or a position detailed by the instructor.
  - “AS YOU WERE”.** Will get the group to the position they were in before the last command; but cannot be used once completed.
  - “REAR RANK(S) UP”.** Will get the group into a position where they are able to see a demonstration. The second rank moves to occupy the intervals in the front rank. The third rank moves to a position directly behind; this newly formed rank (front and centre combined) where they are able to see the demonstration. The instructor then gives the command **“Rest!”** then conducts the demonstration or explanation. On completion, the group moves back to their original ranks using the command; **“Back to your places – move!”** Before continuing the practice, give the command **“Position!”**
  - “STANDFAST”.** Will halt any activity immediately;
  - “STAND STILL”.** Used when dressing ranks or files on a parade to indicate to the cadet to stop all forward, rearward or sideways movement; and
  - “CARRY ON”.** Used if the alignment of the body of troops does not conform to the dressing of a particular rank or file.

## Timing of Words of Command

- 1.24. Instructors must be consistent with their words of command applying the same pause between cautionary and executive whenever possible (see Words of Command Table). When the group is in the position for the executive the cautionary is to stop. The pause between cautionary and executive is:

- a. At the Halt - Two beats of quick time;
- b. In Quick Time - Two beats of quick time; and
- c. In Slow Time - Two beats of slow time.

**Note:** Exceptions to this are certain commands received on consecutive feet, e.g., “**Change Step!**”

## Development of the Word of Command

- 1.25. Instructors should be taught how to control a group by the following two methods:

- a. Communication Drill;
  - i. Demonstrate to the group all words of command at the halt, including rifle exercises.
  - ii. Now 'Practise the group while they give elementary words of command, insisting on clarity and power from them all.
  - iii. Divide the group into two ranks; 30m apart; with five paces' intervals between each person.
  - iv. Individuals should now drill their opposite number, without regard to those around them.
  - v. After ten minutes, change the ranks, so they all get the opportunity to control their opposite number.
- b. Mutual Drill.
  - i. Form the group into three ranks and explain the introductory word of command and the directing flanks (see Directing Flanks Table).
  - ii. Each member is to drill the group in turn whilst another member observes and assesses his or her performance.

**Note:** Be patient and encouraging. When correcting, be sure that you address your remarks to the whole group, since they can all learn by each other mistakes.

## SECTION 4 – Aids to Drill

### Formation for Cadet Drill

1.26. Every lesson must have a planned formation. The following factors may influence the formation used:

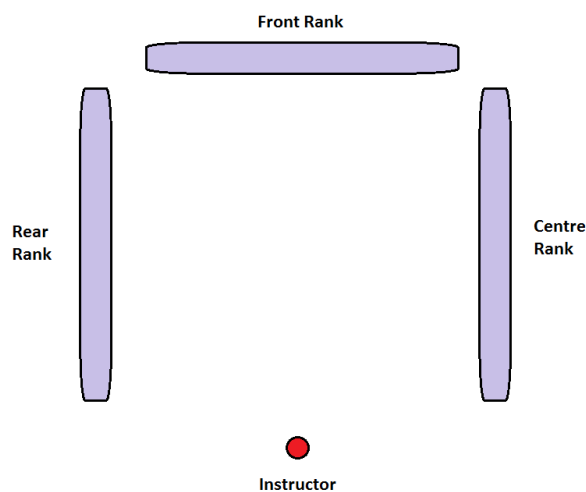
- a. Number in the group;
- b. Type of lesson to be taught;
- c. Space available to the instructor;
- d. Direction of sun and wind;
- e. Wet-weather alternative; and
- f. Possible distractions.

1.27. Cadets are to be drilled in a single rank, two ranks, or three ranks, at open order. If in two or three ranks “Rear ranks up!” The instructor orders “Rest” and “Position” for demonstrations. The following is a formation guide on numbers in a group:

- a. Single Rank - up to 10 individuals;
- b. Two Ranks - up to 20 individuals; and
- c. Three Ranks - over 20 individuals.

**Note:** Each lesson offers a suggested formation.

1.28. During initial teaching of rifle drill lessons the instructor may find that the best formation is the ‘Hollow Square’ as detailed below:



1.29. When practising saluting at the halt, the group is to be inclined to allow free movement of the hand and arm and to improve supervision.

### Position of the Instructor

1.30. As a rule (but depending on the type of lesson) instructors are to be at 21 paces distance from the group. For demonstrations they should pre-position themselves to give maximum view to the group. As a guide this should be no closer than 15 paces unless otherwise stated in the lesson. During individual practise the instructor is to move along the ranks checking individual faults.

1.31. If the group is large, an assistant for the instructor is to stand off a distance equivalent to the frontage and to position themselves where they can best control and fault-check the squad.

## Calling out the Time

1.32. Cadets in their early stages of training are to call out the time for all drill movements, including the regulation pause of “**Left, right!**” This ensures;

- a. The group learns to react as a team; and
- b. Every member of the group has the regulation pause fixed in their heads.

1.33. For example:

- a. Shoulder Arms - “**One...Left Right...Two**”

## Judging the Time

1.34. Verbal noises (e.g. hissing) are not to be used at any time to assist groups in judging the time between drill movements. All members are to judge the time silently.

## Time and Pace

1.35. The Rate of March and Lengths of Pace are detailed below:

- a. Rates of March:
  - i. Quick Time (Trained Cadets) 120 paces per minute
  - ii. Quick Time (Basic Cadets) up to 130 paces per minute
  - iii. Slow Time 65 paces per minute
  - iv. Double Time 180 paces per minute
- b. Length of Pace:
  - i. Quick and Slow Time 75cm
  - ii. Stepping Out 85cm
  - iii. Stepping Short 55cm
  - iv. Double Time 100cm
  - v. Side Paces 30cm
  - vi. Last pace prior to the Halt, About Turn and Mark Time 40cm

## Mechanical Aids

1.36. There are three aids the cadet instructor may use to help him/her obtain accurate and smart drill. They are:

- a. The Metronome;
- b. The Drum; and
- c. The Pace Ladder.

## The Metronome

1.37. Set to any number of beats per minute and gives an accurate check on the rate of marching and on the timing of rifle exercises. Used frequently it maintains uniformity of instruction over timings. A stopwatch will check its accuracy.

## The Drum

1.38. As an aid to instructors, the drum has three uses:

- a. When foot and rifle drill are being taught at the halt; the drummer should judge the regulation pause between the cautionary word of command and the tap of the drum. The group will react more sharply to the drum tap than they would to the instructor's word of command. A specimen word of command would sound like this:  
**"Squad, by Numbers, Shoulder Arms - tap!" "Squad - tap!"**
- b. When foot and rifle drill are being taught at the halt judging the time; He is to have a metronome beside him and is to be far enough from the group that they cannot hear the tick. The drummer should judge the regulation pause between the cautionary word of command and the first tap of the drum. Thereafter he will tap the drum on every metronome beat for the same number of drill movements. A specimen word of command would sound like this:  
**"Squad, Judging the Time, Shoulder - tap!"**
- c. To beat the rate of marching, set the metronome to the rate required. The drummer now beats in time with the metronome and the group stand's still and listens. When the instructor is ready to practise the group he is to have the drummer beating the time to the metronome and then give the command  
**"Quick March!"**

## The Pace Ladder

1.39. The pace ladder is a series of painted lines on the parade ground, with a constant interval between each line; i.e. the correct length of pace, and may also have wheeling lines at either end. It is available for individuals to practise and correct any variance of the length of pace and is available for instructors to use as and when required.

## Word of Command Table

1.40. Below is the Words of Command Table.

Movement	Quick Time (Received)	Slow Time (Received)	Calling Out for the Movement	Remarks
Halt	Right foot strikes the ground	Left foot passes the right	'ONE, TWO"	
Left Turn	Right foot strikes the ground	Right foot strikes the ground	Quick Time: "CHECK, ONE, FOR'D" Slow Time: "CHECK, ONESTOP, FOR'D"	Right Turn – vice versa.
About Turn	Left foot strikes the ground	Left foot strikes the ground	Quick Time: "CHECK, ONE, TWO, THREE, FOR'D" Slow Time: "CHECK, ONESTOP, TWOSTOP, THREESTOP, FOR'D"	



Movement	Quick Time (Received)	Slow Time (Received)	Calling Out for the Movement	Remarks
Mark Time on the March	Successive left feet as they strike the ground	Successive left feet as they strike the ground	"CHECK"	
Halt from Mark Time		As the right knee reaches its highest point	Quick Time: "ONE, TWO" Slow Time: "DOWN"	
Forward from Mark Time	Successive left feet as they strike the ground	As the right knee reaches its highest point	"DOWN"	
Change Step on the March	'Change' on the left foot, 'Step' on the right foot	'Change' on the left foot, 'Step' on the right foot	"LEFT, RIGHT, LEFT"	
Change Step While Marking Time	'Change' on the left foot, 'Step' on the right foot	'Change' on the left foot, 'Step' on the right foot	"LEFT, RIGHT, LEFT"	
Saluting, Eyes right/left, Officer passing your Front	Left foot strikes the ground	Right foot strikes the ground	Quick Time: Saluting – without rifle "RIGHT, UP, TWO, THREE, FOUR, FIVE, DOWN, SWING" With rifle: "UP, TWO, THREE, FOUR, FIVE, DOWN, SWING" Eyes right/left: "RIGHT, ONE"	Squad does not salute in slow time, only the commander or equivalent. All compliments on the march, in quick time, with the rifle, commence as the right foot strikes the ground. Slow time "ONE"
Left Form	Right foot strikes the ground	Right foot strikes the ground	After turning Left – Marker counts out: "ONE, TWO, THREE, FOUR, ONE-TWO" Remainder of squad count out a further two paces for each consecutive file before halting	Right Form vice versa although all to take a check pace on the right foot before counting
Break into Slow Time from Quick and into Quick Time from Slow	'Slow' on the left foot 'March' on the right	'Quick' on the left foot, 'March' on the right	"ONE-TWO, LEFT" "LEFT"	

## SECTION 5 – Sequence of Teaching the Drill Lesson

### Squad Handling

1.41. Drill is a skill and, as such, demands effort and practice from a group, handled by a competent instructor who can apply the following principles:

- a. **Control.** The instructor must be in complete control at all times;
- b. **Words of Command.** Consistent delivery and timing;
- b. **Coaching.** Motivate, assist and encourage the squad to maximise effort;
- c. **Fault-check.** To constantly identify and remedy deficiencies in drill movement; and
- d. **Enthusiasm.** The instructor must be enthusiastic and confident throughout the lesson. He/she/they must display the highest standards at all times.

### Preparing a Drill Lesson

1.42. Drill, is a skill taught by demonstrations, explanations and continual practice to achieve the maximum effort from the squad. In preparation the instructor must:

- a. Practise the movement insuring a highly polished and flawless demonstration;
- b. Practise the words of command;
- c. Conduct revision;
- d. Conduct a reconnaissance of the parade ground and visualise the group being drilled.  
Plan:
  - i. Initial group formation;
  - ii. Group formation for revision; and
  - iii. Group formation for teaching the lesson.
- e. Decide if and how the movement is to be delivered, down to easily learned parts or stages, and practice each stage, ensuring the correct position is adopted before continuing with each consecutive stage during the lesson.

1.43. The instructor must remember the group will set themselves a standard on what they see.

## THE SEQUENCE OF TEACHING THE DRILL LESSON

### The Beginning

1.44. The beginning of a drill lesson is as follows:

- a. Form up the Group;
- b. Dress the group;
- c. Number the group;
- d. Conduct an inspection;
- e. Move out the required number of paces;
- f. Introduce the Lesson and state reason why
- g. **"Rest!"** the Group;
- h. State the objective; and
- i. Conduct revision appropriate to the lesson (no more than 5 minutes). If the formation for revision is different from the formation required for the lesson, reform the group in the required formation and order **"Rear Ranks Up!"** It is essential that the instructor leave the group in the correct starting position for the lesson.

### The Middle

1.45. Give a demonstration of the complete movement, but do not call the time. Explain that for ease of learning the movements will be taught in parts **"By Numbers"**.

- a. Demonstrate the first part of the movement;
- b. Explain and demonstrate the first part of the movement by combining the movement with an explanation. Don't be long-winded. Remember a skill is achieved by "doing", and the longer the instructor talks the less time they have for practising;
- c. Give the command **"Individual practice in that movement - "Go On!"** Let the group practice individually. If the formation allows, move along the group and correct faults. If it is a simple movement you can fault check from your static position;
- d. Impress upon the Group, the need for speed and correctness of movement. Do not let this drag on; march back to the demonstrating position (if necessary). Resume control by giving the command **"Position"**;
- e. Practise the squad working together by numbers under your control until they have reached the required standard. Order the group to **"Rest!"** So they are able to watch a demonstration calling out the time;
- f. Demonstrate the movement calling out the time;
- g. Practise the group calling out the time and applying it to the movement;
- h. Now demonstrate all respective parts of the movement in the same sequence;
- i. Combine the complete movement by numbers. Use the command **"As you were!"** to check faults. Do not give successive commands at a faster rate than 40 movements to the minute;
- j. Demonstrate calling out the time, including pauses. Emphasise the speed on the Ones/ Twos and the stillness during the pause;

- k. Practise the group in calling the time. Vary this by having the squad calling the **“One!”** and the instructor calling the **“Left - right!”**. Use the command **“As you were!”** to check faults. Remember to name the fault for the entire squad first and, on reoccurrence, name the individual; and
- l. Have the Group judge the time so that they can hear the sound of the movement. This encourages Teamwork.

### The End

1.46. After the lesson you will need to test the objective:

- a. Test the Objective;
- b. Summarise the lesson; and
- c. Give the Group a preview of the next drill lesson (Look forward).

### General

1.47. This sequence should cover most basic drill lessons. The instructor must plan the method so that he, she or they does not teach any movement previously taught. Fault checking and coaching is all-important.

### THE BLUEPRINT FOR DRILL

1.48. Before any lesson the instructor must thoroughly plan and prepare the lesson. Some aspects to consider are:

- a. The type of lesson to be taught (mobile or static);
- b. The number of students in the group;
- c. The area of instruction (Do you need a parade ground?); and
- d. The method to be used to impart the knowledge or subject matter, i.e. Demonstrate, Demonstrate, Explain and Practice (DDEP) for drill instruction.

1.49. The instructor sets the standard to be attained therefore the movements to be taught must be practised until perfected.

### Sequence

1.50. A drill lesson has three phases as follows:

- a. The Beginning;
- b. The Middle; and
- c. The End.

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

## Vocabulary

1.52. The instructor must develop a vocabulary of short incisive words or phrases which, when used, reflects positive and definite actions and movements. To assist the instructor to develop such a vocabulary the following Do's and Don'ts have been selected:

DO NOT USE...	DO USE...
Try...	Watch this way...
Have a go at...	
Watch the arms...	
Broken into numbers...	Taught by numbers...
Hold...	Grip, Grasp, Crack, Strike...
Jerk...	Force, Punch, Drive, Flick, Cut...
In your own time...	Individual practice, go on...
Counting the time...	Calling the time...
Counting the time to yourself...	Judging the time...

### Notes:

1. Make no attempt to teach any lesson if you have neither read nor understood Notes for Instructors shown at the start of this chapter.
2. The standard of your drill will be reflected in those who imitate you.
3. This Blueprint should cover most basic drill lessons but it should not be read in isolation.

## SEQUENCE OF TEACHING THE DRILL LESSON

### EXAMPLE LESSON – SHOULDER ARMS FROM STAND AT EASE

Ser	Command	Details/Remarks	Notes
<b>"THE BEGINNING"</b>			
1	"On the command Marker, Marker form up one pace in front of and facing me standing at attention, "MARKER"	Form up the marker on the parade ground	
2	"On the command Move, the remainder form up in single rank/three ranks to the left of the marker standing at attention, "MOVE"	Form up the rest of the squad/flight.	Use a short, clear correct command to do this.
3	"By the Right"	Dress the Squad/Flight	Inspect the squad/flight. Check they are correctly dressed for your period of instruction. Return to your position covering off the marker.
4	"From the right, Number"	<ul style="list-style-type: none"> <li>a. Number the squad/flight.</li> <li>b. March out appropriate paces for the type of lesson being conducted.</li> </ul>	For ease of identification during the period. Not required if you know all the cadets names.
5	"Rest" – "My name is ....."		Introduce yourself
6	"This lesson will be – SHOULDER ARMS FROM STAND AT EASE"		State the title of the lesson
7	"At the end of this lesson you will be able to demonstrate the – SHOULDER ARMS FROM STAND AT EASE"		State the Objective of the lesson
8	"This is done in order to facilitate more complicated drill movements"		State the need/reason why
9	"The reference used is the RNZN - BR 1834/NZ Army - P6/RNZAF - NZAP 818		
10	"We will now conduct some revision"	Revision <ul style="list-style-type: none"> <li>a. Conduct the revision.</li> <li>b. Move to a demonstration position and adopt the start position during the final practice of revision</li> </ul>	<ul style="list-style-type: none"> <li>a. Positions of the rifle at the halt.</li> <li>b. Sufficient to achieve the aim.</li> <li>c. Leave squad/flight at the AT EASE positioned in the correct start formation for the lesson.</li> </ul>

Ser	Command	Details/Remarks	Notes
<b>"THE MIDDLE"</b>			
11	"SHOULDER – ARMS"	Give a complete demonstration of the movement	The instructor gives the commands and acts on each one. Remain at the shoulder.
12	"For ease of learning this lesson will be taught in two parts, I will now demonstrate the first part of the movement"	Demonstrate the first part of the Shoulder Arms.	
13	"By numbers – ONE"	Demonstrate from 2 different angles, both with counting	The instructor gives the commands and acts on each one. Remain in the position of One.
14		<p>Explain the Shoulder Arms One and combine movement with explanation e.g.</p> <ol style="list-style-type: none"> <li>Pick the left foot up and drive it in beside the right to assume the position of attention, at the same time force the rifle to a vertical position at the right side of the body, and</li> <li>Simultaneously strike the butt with the right hand placing the palm of the hand on the right of the butt with the fingers curled underneath and the thumb around the 'toe' of the butt. Maintain the hold on the barrel grip with the left hand.</li> </ol>	<ol style="list-style-type: none"> <li>Use a logical sequence, e.g. head to toe, left to right etc.</li> <li>Use short incisive words/phrases, e.g. strike/grip.</li> <li>Instructor goes back to the position of Stand at Ease.</li> </ol>
15	"POSITION"	Squad/Flight adopts the position of At Ease	
16	"Individual practice in that movement, GO – ON"	<ol style="list-style-type: none"> <li>Move forward to within 3 paces of the squad/flight.</li> <li>Check each individual in the movement correcting any faults.</li> <li>Return to demonstration position.</li> </ol>	<ol style="list-style-type: none"> <li>A 100% effort must be extracted from each individual.</li> </ol>
17	"Squad calling the time by numbers, SQUAD – ONE"		
18	"REST"		
19	"By numbers – TWO"	Demonstrate the second part of the Shoulder Arms.	

Ser	Command	Details/Remarks	Notes
20		<p>Explain the Shoulder Arms Two and combine movement with explanation e.g.</p> <p>a. The left arm is forced to the side of the body at the same time the rifle is pulled back with the right arm so the thumb of the right hand is touching the seam of the trousers to assume the position of attention.</p>	
21	"POSITION"	Squad/Flight adopts the position of At Ease	
22	"Individual practice in that movement, GO – ON"	<p>a. Move forward to within 3 paces of the squad/flight.</p> <p>b. Check each individual in the movement correcting any faults.</p> <p>c. Return to demonstration position.</p>	a. A 100% effort must be extracted from each individual.
23	"Squad calling the time by numbers, SQUAD – TWO"		
24	"REST"		
25	"Squad/flight, calling the time, SHOULDER – ARMS"	a. Demonstrate the complete movement calling out the time	<p>a. Timing is a pause of two marching paces.</p> <p>b. The counting is "ONE – Left-Right – TWO".</p>
26	"Squad/Flight, Calling the time, SHOULDER – ARMS"	a. Practice as a squad/flight the complete movement with calling, ONE – LEFT–RIGHT – TWO.	<p>a. Move around and fault check.</p> <p>b. Squad to practice the movement until they are able to perform the movement to a satisfactory standard.</p>
27	"Squad/Flight, SHOULDER – ARMS"	a. Practice the squad/flight judging the time.	a. Practice the squad/flight a minimum of three times.
28	"Squad/Flight, SHOULDER – ARMS"	a. Test the objective	a. If the drill movement is demonstrated to a satisfactory standard, congratulate the students and continue with the conclusion.



Ser	Command	Details/Remarks	Notes
<b>"THE END"</b>			
29	"You have achieved the objective which was to correctly perform the Shoulder Arms from Stand at Ease"	a. State the objective of the lesson.	
30	"This is done in order to facilitate more complicated drill movements"	a. State the need of the lesson.	
31	"We have looked at why we do the Shoulder Arms from Stand at Ease, how to perform the movement and what the counting is. We did this by splitting the movement into two parts and then combining them into the complete movement"		
32	"Your next lesson is: ??? With: ???"		

## SECTION 6 – Compliments

### Introduction

1.53. An officer is saluted as the Queen's representative and a holder of Her Majesty's Commission; cadet force officers hold a New Zealand government commission (this includes officers of other services and officers of other Commonwealth countries; also for officers of any other power formally recognised by Her Majesty according to their respective rank). The act of saluting is to be civil, not servile, and is a mark of respect and good manners between comrades in arms.

1.54. The right hand is raised, and open, to indicate no weapon or offensive action; the position of 'Present Arms' and the salute with the sword have the same meaning.

1.55. Failure to salute shows disrespect, idleness and a low standard of discipline. Failure by an officer to acknowledge or return a salute is seen in the same way.

### SALUTING BY OFFICERS

1.56. All officers' saluted will return the salute, except under the following circumstances:

- a. When two or more officers are in a group the senior officer only will salute; and
- b. When it is obvious there is some reason that the officer is unable to return the salute in a conventional manner.

1.57. All officers will salute their seniors before addressing them or on parade.

1.58. A service person meeting a civilian should salute if it is an occasion on which, in mufti, the hat would have been raised. Ladies are saluted as a matter of courtesy.

### SALUTING BY CADETS

#### In a Vehicle

1.59. When driving a motor vehicle, both hands should be on the steering wheel "Do not salute". If a passenger is in the vehicle wearing headdress he/she/they are to salute, sitting to attention. All other passengers are to sit to attention.

#### In Uniform, Unarmed and Moving

1.60. The normal salute to a flank or to the front is given, for a distance no more than six paces or, where any item carried can be transferred to the left hand the normal salute is given. If both hands are occupied, eyes right or left is to be given.

#### In Uniform, Unarmed and Stationary

1.61. The normal salute to the flank or to the front is given or, through physical incapacity a salute with the right hand is impossible, the salute will be given with the left hand.

#### In Uniform without Head-Dress

1.62. If spoken to or passed by an officer, stand to attention otherwise, if passing an officer, cut both arms to the side of the body, turn the head and eyes in the required direction until completing six paces, then continue on.

## **When Sitting**

1.63. An individual cadet sitting will stand to attention, face the officer and salute in the required manner or when in a group, the senior person present will call the whole group to attention, and then will salute alone on the group's behalf. When sitting in a classroom, the senior person present will call the class to sit to attention and then will pay the appropriate salute.

## **When Riding a Bicycle**

1.64. No salute is given, but the rider will brace the body as for attention, both hands on the bars and feet pedalling. If stationary, stand to attention but do not remove hands from the handlebars.

## **When in Civilian Clothes**

1.65. A cadet is to remove any headdress and look the officer in the eye. The cadet must stand to attention if speaking or being spoken to by the officer.

## **Head-Dress**

1.66. When in uniform the following types of hat constitute headdress:

- a. Beret;
- b. Field Service Cap;
- c. Cap; and
- d. Jungle Hat.

## **Non-mandatory Occasions**

1.67. The occasions when a salute by a cadet is not mandatory are:

- a. In a crowded thoroughfare or assembly;
- b. When on parade under command; and
- c. When precluded by the nature of the duty being performed.

## **SALUTING ON OTHER OCCASIONS**

### **National Anthem/Anthems of other Nations**

1.68. When on parade or in a formed body, all ranks will stand to attention, senior Officers/NCO (IC's) will salute. If not on a formed body but in uniform, all ranks are to salute however, if not in uniform, all ranks will stand to attention.

### **Colours and Sunset**

1.69. Officers and cadets are to salute when in sight of the flag, during the ceremony of Colours, when the NZ white ensign is hoisted and at sunset when it is hauled down. If the mast and the white ensign cannot be seen they are to face the general direction and stand to attention during the ceremony

## **Military Funerals**

1.70. All ranks passing a military funeral will salute the bier (casket) and any formed bodies will pay the appropriate compliment. When attending a funeral it is customary for officers and soldiers in uniform to pay their last respects to the deceased at the conclusion of the service. This is done by approaching the foot of the casket, saluting and moving away. Appropriate compliments for the deceased are to be paid when passing Cenotaphs and War Memorials.

## **Colours and Guidons**

1.71. All ranks passing or being passed by troops carrying uncased colours will salute. Where colours are cased, subordinate ranks are to salute any officer who may be in the colour party. Artillery Gun(s) will be determined as colours on occasions as published in Routine Orders. Compliments are to be paid accordingly as above.

## **Armed Bodies of Troops**

1.72. When being passed by a formed body of troops bearing arms, at the shoulder in Ceremonial Dress. All soldiers are to stand to attention. Compliments to officer's are to be paid accordingly.

## **Saluting on Ceremonial Parades by Warrant Officer Appointment**

- 1.73. Warrant Officers holding parade appointments are to salute on the following occasions:
- a. Compliments to colours;
  - b. During a musical/general salute; and
  - c. When passing a saluting dais.

## **Compliments during the Sounding of the Retreat and Reveille**

1.74. Whilst the New Zealand flag is being raised or lowered during the sounding of the retreat or reveille all cadets out of doors and within the confines of camp (either within sight of the flag or within sound of the call), are to come to the position of attention and face the direction of the flag station and salute. If not in uniform all individuals are to remain at attention until the Ceremony is completed. Group/Bodies of cadets are to carry out the same action as above however, only the senior person is to salute.

## **Compliments on Memorial Occasions**

1.75. Officers and cadets attending memorial services and occasions in uniform are to salute during the sounding of the Last Post only and are to remain at attention until Reveille or the Rouse has been sounded. They are not to salute during the period of silence. Troops on parade in formed bodies are to act in accordance with the orders of the Parade Commander.

# CHAPTER 2 – DPTA Drill

## LESSON 1 – Positions with the DPTA at the Halt and on the March

### A: Instructor Notes

#### Aim

- 1.1. To teach:
  - a. Positions of attention, stand at ease, stand easy; and
  - b. Open and close order and the side pace.

#### Timings

- 1.2. One 40-minute period

#### Method

- 1.3. A basic outdoor or indoor instructional lesson using the IDEERC sequence.

#### Dress and Equipment

- 1.4. Normal working dress with DPTAs

#### Preparation

- 1.5. Select an area on the parade square or any area of hard standing, or indoor equivalent.


### B: Conduct of the Lesson



#### Preliminaries



- 1.6. **Squad Formation.** Arrange the group in a Hollow Square, the centre and rear ranks at the incline.
- 1.7. **Explain.** All rifle drill is first taught by numbers and then by calling and judging the regulation pause between movements. The word of command for movements judging the time will be as for numbers, although “Arms!” becomes the executive, e.g. “Shoulder Arms... One!” becomes “Shoulder...Arms!”
- 1.8. Good rifle drill is a combination of:
  - a. Sharp decisive handling of the DPTA;
  - b. No fidgeting between movements;
  - c. Keeping the arms and elbows close to the body throughout; and
  - d. Control of the body.
- 1.9. When the DPTA is described as being vertical, it is the barrel not the butt, which is vertical.

## SHUN AND STAND AT EASE

1.10. Demonstrate the Shun and the Stand at Ease. Explain, by numbers.

Ser	Command	Coaching	Common Faults
1	<b>"By Numbers Squad... Shun One"</b>	<p>Force the DPTA to a vertical position at the right side of the body; and</p> <p>Simultaneously strike the butt with the right hand placing the palm of the hand on the right of the butt with the fingers curled underneath and the thumb around the 'toe' of the butt. Maintain the hold on the barrel grip with the left hand.</p> <p>Simultaneously raise the left foot and drive it forcefully in beside the right.</p> <p>The group calls out "One...left right"</p> 	<ul style="list-style-type: none"> <li>a. DPTA not vertical;</li> <li>b. Incorrect position of the right hand;</li> <li>c. Left foot sliding along the ground rather than being raised and driven forcefully in beside the right.</li> </ul>

Ser	Command	Coaching	Common Faults
2	<b>"Squad Two"</b>	<p>Cut the left hand away by the shortest route to the left side of the body, closing the hand on the way;</p> <p>At the same time the right hand (holding the DPTA) is pulled back so that the thumb is touching the leg behind the seam of the trousers.</p> <p>The group calls out "Two"</p> 	<ol style="list-style-type: none"> <li>Not keeping the left arm close to the body when cutting it to the side;</li> <li>Pulling the DPTA back too far or not far enough.</li> </ol>
3	<b>"By Numbers Stand At Ease...One"</b>	<p>The butt is forced forward until the DPTA is vertical.</p> <p>Simultaneously the left hand is brought across the body by the shortest route to seize the barrel grip with the fingers and thumb wrapped around the barrel grip and barrel.</p> <p>The group calls out "One...Left Right"</p> 	<ol style="list-style-type: none"> <li>Not forcing the butt forward until the DPTA is vertical.</li> <li>Not gripping the barrel grip with the thumb around the barrel tucked away.</li> </ol>

Ser	Command	Coaching	Common Faults
4	<b>"Squad Two"</b>	<p>Grasping the barrel grip, slap the right hand on the butt just below the magazine housing, fingers and thumb together with the back of the hand facing forward.</p> <p>The group calls out "Two...Left Right"</p> 	
5	<b>"Squad Three"</b>	<p>Stand at ease and at the same time force the DPTA barrel down and slightly forward to the fullest extent of the left arm.</p> <p>Right hand over the right thigh.</p> <p>The body is to be evenly balanced on both feet with the rifle held in a horizontal position across the front of the body.</p> <p>The group calls out "Three"</p> 	<ul style="list-style-type: none"> <li>a. Lack of co-ordination between the hands and feet;</li> <li>b. Bending of the right knee and lowering at the waist;</li> <li>c. Looking down.</li> </ul>

1.11. **Explain.** On the command "Stand...Easy!" relax the body. There is to be no talking or moving of the limbs unless directed by the instructor.



## STAND AT EASE FROM EASY

1.12. Explain. On the command “Squad!” the ‘At ease’ position is resumed.

1.13. Confirm by practice.

1.14. Confirm by practicing all positions. Rather than calling “One!” get the squad to listen to the sound of their feet so they start to work together as a team. Stress the importance of co-ordination when moving the left arm and leg.

## THE OPEN AND CLOSE ORDER, AND SIDE PACE

1.15. The instructor is to demonstrate these movements. Explain. When executing these movements, the DPTA will be in the shoulder, and the movements are the same as for the “Open and Close Order” without DPTA. It should be noted for the ‘Side Pace’ that as the trailing leg is driven in beside the other at the completion of the required number of paces raise, kneeling the knee throughout.

### Summary

1.16. **Instructor.** Practice the squad in all Positions, Open and Close Order...Right Dress and the Side Pace. Have the squad calling and judging the time.

## LESSON 2 – Saluting With the DPTA at the Halt and on the March

### A: Instructor Notes

#### Aim

- 1.1. To teach saluting with the DPTA:
  - a. At the halt; and
  - b. On the march.

#### Timings

- 1.2. One 40-minute period

#### Method

- 1.3. A basic outdoor or indoor instructional lesson using the IDEERC sequence.

#### Dress and Equipment

- 1.4. Working dress with DPTA

#### Preparation

- 1.5. Select an area on the parade square or any area of hard standing, or indoor equivalent.

### B: Conduct of the Lesson

#### Revision


- 1.6. Instructor. Revise the squad in position of Attention with the DPTA.


## SALUTING AT THE HALT

### Salute to the Front

1.7. Demonstrate the Salute to the Front at the Halt. Explain. This movement is taught so that compliments may be paid by a cadet at the halt, to an officer who is passing the cadets' front, flank or rear. The cadet paying the compliment is to turn and face the officer to whom the compliment is being paid.

1.8. Demonstrate and explain, by numbers.

Ser	Command	Coaching	Common Faults
1	<b>"By Numbers Salute to the Front... One"</b>	<p>Force the butt forward so the DPTA is vertical. Simultaneously, force the left hand across the body and strike the DPTA with the palm of the hand on the barrel grip. The fingers and thumb are together and extended the back of the hand to the front, the elbow close to the body.</p> <p>The group calls out "One...Left, Right "</p> 	<ul style="list-style-type: none"><li>a. Allowing the elbow to leave the body,</li><li>b. Fingers and thumb not together,</li><li>c. DPTA not vertical,</li><li>d. Palm of the hand is not in the correct position on the barrel grip.</li></ul>

Ser	Command	Coaching	Common Faults
2	<b>"Squad...Two"</b>	<p>Cut the left arm to the side by the shortest possible route, closing the hand on the way and, at the same time, pull the DPTA back so that the thumb is touching the leg behind the seam of the trousers.</p> <p>The group calls out "Two"</p> 	<ol style="list-style-type: none"> <li>Sluggish movements,</li> <li>Hand not in the correct position of attention.</li> </ol>

1.9. Confirm by practice. Combine both movements.



## SALUTING TO THE FLANKS



1.10. **Explain.** The same actions as for saluting to the front apply except that the head and eyes are turned to the appropriate flank as the salute commences. When the left arm is cut to the side, the head and eyes are turned to the front.

## SALUTING ON THE MARCH

### Salute to the Front

1.11. Demonstrate 'Left Foot Front'. Explain.

Ser	Command	Coaching	Common Faults
1	<b>"Position"</b>	<p>Shoot the left foot forward a 75 cm pace. Left arm fully to the rear, as for the quick march.</p> 	
2	<b>"By Numbers Salute to the Front... One"</b>	<p>Take a 75 cm pace with the right foot, cut the left arm to the side and call out "Check!"</p> <p>Take a further pace with the left foot, simultaneously bring the left arm from the side up to the salute and force the toe of the DPTA to the vertical position and call out "Up!"</p> <p>The group calls out "Check...Up"</p> 	<ul style="list-style-type: none"> <li>a. Arm and foot movements not co-ordinated</li> <li>b. Left arm swinging away from the body as it is cut to the side</li> <li>b. The DPTA and left arm not in the correct position of the salute</li> </ul>

Ser	Command	Coaching	Common Faults
3	<b>"Squad...Two"</b>	<p>Remain at the salute and, commencing with the right foot, take a further four 75 cm paces. The calling out is "Two, Three, Four, Five!"</p> 	
4	<b>"Squad...Three"</b>	<p>Take a 75 cm pace with the right foot simultaneously cutting the left arm to the side and calling out "Down!" Take a further pace with the left foot and force the left arm to the rear, calling out "Swing!" ready to continue marching. The squad calls out "Down...Swing"</p> 	

1.12. Re-confirm all movements gradually decreasing the pause between each number until a rate of 120 or 130 paces to the minute is achieved. Combine all movements.

## **SALUTING TO THE FLANKS ON THE MARCH**

1.13. Explain. The same actions for saluting to the front on the march apply except that the head and eyes are turned in the appropriate direction as the salute begins. When the left arm is cut to the side, the head and eyes are turned to the front.

### **Instructors Notes**

1. The squad should be practiced in saluting to the front on the march before practising the salute to the flank.
2. Towards the end of the lesson, practise saluting to the front and flank in groups of two or three.

## **LESSON 3 – Present Arms and Shoulder Arms from the Present**

### **A: Instructor Notes**

#### **Aim**

- 1.1. To teach:
  - a. The Present Arms; and
  - b. The Shoulder Arms from the Present.

#### **Timings**

- 1.2. One 40-minute period.

#### **Method**

- 1.3. A basic outdoor or indoor instructional lesson using the IDEERC sequence.

#### **Dress and Equipment**

- 1.4. Working dress and DPTA.

#### **Preparation**

- 1.5. Select an area on the parade square or any area of hard standing, or indoor.equivalent. Have the squad in the Hollow Box, DPTA at the shoulder.


### **B: Conduct of the Lesson**

#### **Revision**


- 1.6. Revise the following:
  - a. Shun and the stand at ease; and
  - b. Saluting on the march with the DPTA.

#### **PRESENT ARMS**

- 1.7. **Explain.** Present Arms is a compliment paid with the DPTA whilst on ceremonial.duties or parades and guard duty. The command will always be given from the shoulder.and vice-versa except when carrying out funeral, cenotaph or catafalque drills.
- 1.8. Demonstrate the complete movement 'Present Arms' from the Shoulder.


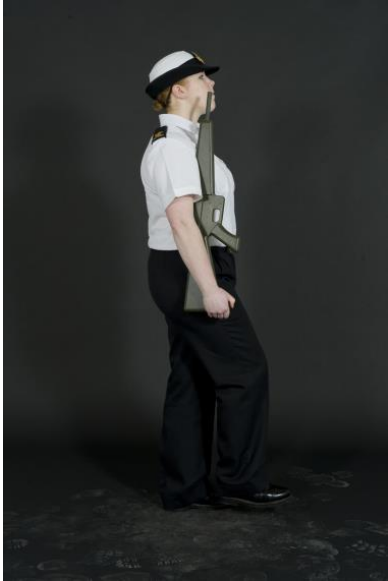
Ser	Command	Coaching	Common Faults
1	<b>“By Numbers Present Arms... One”</b>	<p>Force the DPTA to a central position in front of the body with the barrel vertical and the optic sight 5 cm from the body, the right arm fully extended.</p> <p>Simultaneously, the left hand seizes the barrel grip with the fingers wrapped around it, the thumb extended up alongside the barrel, not protruding above the barrel grip. Left elbow tight in to the body.</p> <p>The squad calls out “One ...Left, Right”</p> 	<p>DPTA not central in front of the body, The left hand not on the barrel grip.</p> <p>The thumb extended above the barrel grip.</p> <p>DPTA is not vertical.</p>



Ser	Command	Coaching	Common Faults
2	<b>"Squad... Two"</b>	<p>Raise the right foot and drive it down so that the instep is behind and touching the inside left heel, to attain a 30 degree angle of the feet.</p> <p>Simultaneously, remove the right hand from the toe of the DPTA 5 cm, cup the fingers and thumb and place them under the butt plate, the arm remaining fully extended.</p> <p>The squad calls out "Two"</p> 	<p>Increasing the angle between the feet.</p> <p>Allowing the right shoulder to drop.</p> <p>Correct position of the thumb around the toe of the butt.</p>

## SHOULDER ARMS FROM THE PRESENT ARMS

1.9. Demonstrate the complete movement 'Shoulder Arms' from the Present.

Ser	Command	Coaching	Common Faults
1	<b>"By Numbers Shoulder Arms... One"</b>	<p>Force the DPTA into the shoulder arms position, the DPTA remaining vertical. Simultaneously, transfers the right hand to the correct position of the shoulder arms.</p> <p>The squad calls out "One...Left, Right"</p> 	<p>DPTA not remaining vertical.</p> <p>Not striking the side of the DPTA.</p>
2	<b>"Squad... Two"</b>	<p>Raise the right foot; drive it down beside the left into the position of attention.</p> <p>Simultaneously, cut the left arm to the side and pull the DPTA back.</p> <p>The squad calls out "Two"</p> 	<p>Sluggish speed of movement.</p> <p>Thumb not behind the seam of the trousers.</p>

1.10. Confirm by practice. Practise the squad 'Calling' and 'Judging' the time, for both movements.

## Summary

- 1.11. Reform the squad in three ranks, in open order, and practice them in:
- a. Shun from the 'Stand at Ease'
  - b. 'Present Arms' from the shoulder,
  - c. 'Shoulder Arms' from the present, and
  - b. 'Stand at Ease' from the Shun.

## LESSON 4 – Ground and Take Up Arms

### A: Instructor Notes

#### Aim

- 1.1. To teach:
  - a. Ground arms; and
  - b. Take-up arms.

#### Timings

- 1.2. One 40-minute period.

#### Method

- 1.3. A basic outdoor or indoor instructional lesson using the IDEERC sequence.

#### Dress and Equipment

- 1.4. Work dress and DPTAs.

#### Preparation

- 1.5. Select an area on the parade square or any area of hard standing, or indoor equivalent. Ensure the group is in a Hollow Square prior to the lesson starting.



### B: Conduct of the Lesson


#### Revision

- 1.6. Instructor. Revise the squad in:
  - a. Shun and stand at ease; and
  - b. Positions with the DPTA. Check the positioning of the DPTA in the shoulder.
- 1.7. **Explain.** This movement is taught in order that arms may be placed on the ground regimentally and without confusion. This movement is to be carried out when DPTAs are not required during a period of instruction or a break in training is taken. The movement is to be carried out in the open order if more than two ranks are formed.

## GROUND ARMS

### 1.8. Demonstrate the complete movement 'Ground Arms'.


Ser	Command	Coaching	Common Faults
1	<b>"By Numbers Ground Arms... One"</b>	<p>Retain the grip with the right hand and force the left arm across the body to seize the barrel grip. Simultaneously pull the toe of the DPTA forward until vertical.</p> 	
2	<b>"Squad...Two"</b>	<p>With the right hand, transfer and grip the body of the DPTA between the pistol grip and magazine, thumb to the rear, right elbow well into the side.</p> 	<p>Correct grip of the right hand. Right elbow tucked into the side.</p>

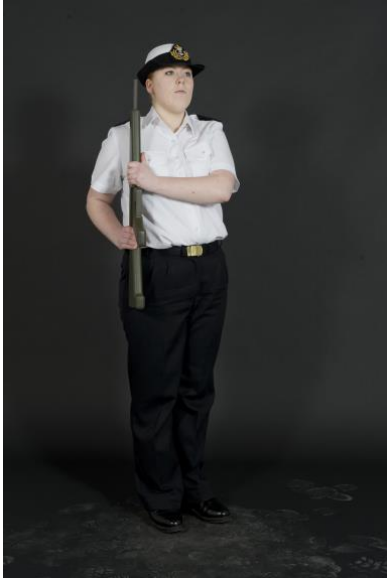
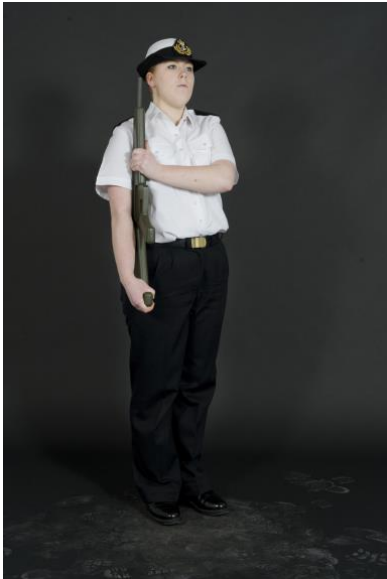
Ser	Command	Coaching	Common Faults
3	<b>"Squad.... Three"</b>	<p>Take a pace forward with the left foot so that the rear of the left heel is level with the right knee in the kneeling position (knee does not touch the ground) and, simultaneously, cut the left arm to the side and kneel down.</p> <p>The right hand controls the DPTA placing it on the ground, muzzle directly to the front, magazine to the right, and the optic sight in line with the right knee.</p> <p>Look down to observe the positioning of the DPTA, keeping the left arm straight beside the body.</p> 	<p>Positioning of the left foot is not in line with the right knee.</p> <p>Right knee touching the ground.</p> <p>Failing to look down to observe the DPTAs position.</p> <p>Not maintaining the left arm in the side of the body and allowing the elbow to bend.</p> <p>Magazine not facing the right.</p> <p>DPTAs not covered off.</p>
4	<b>"Squad... Four"</b>	<p>Release the DPTA with the right hand and force the body upright.</p> <p>Simultaneously, raise the left knee and drive the left foot down beside the right to resume the position of attention, head up.</p>	<p>Not forcing the body to the upright position.</p> <p>Failing to raise the left knee and drive the left foot in beside the right.</p>

## TAKE-UP ARMS

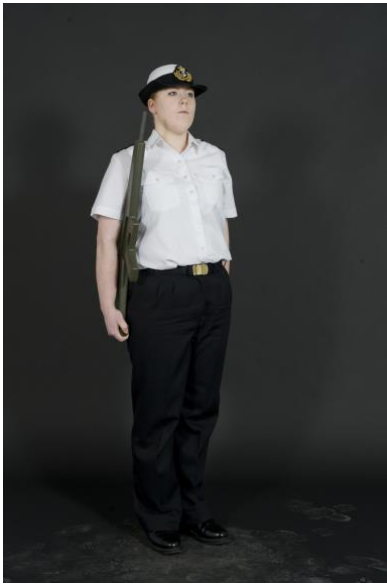
1.9. **Explain.** If a group has been moved away from the DPTA in order to perform other drill movements, the group is to march back to the DPTAs prior to taking-up arms and dressed so that the optic sight is directly in-line with the front of the right foot of each group member.

1.10. Demonstrate the complete movement “Take-up Arms”.

Ser	Command	Coaching	Common Faults
1	<b>“By Numbers Take-Up Arms... One”</b>	<p>Take a pace forward with the left foot so that the rear of the left heel is level with the right knee, in the kneeling position, bending the knees.</p> <p>Grip the DPTA with the right hand as in the “Ground Arms...Two!” keeping the left arm straight beside the body.</p> <p>Look down slightly to observe the correct grip of the right hand.</p> 	<p>Over stepping when moving down to the DPTA.</p> <p>Correct grip on the DPTA.</p>

Ser	Command	Coaching	Common Faults
2	<b>"Squad... Two"</b>	<p>Grip the DPTA with the right hand and force the body upright to assume the position of attention rifle in the vertical position.</p> <p>Simultaneously, raise the left knee and drive the left foot in beside the right, whip the left hand across the body to grip the rifle around the barrel grip.</p> 	<p>Not moving at the same time.</p> <p>Not forcing the body to the upright position.</p> <p>Failing to raise the left knee and drive the left foot in beside the right.</p> <p>Not getting the correct grip with the left hand.</p>
3	<b>"Squad... Three"</b>	<p>Release the grip with the right hand and drive the hand down to slap the DPTA butt, thumb over the toe of DPTA as for the shoulder.</p> <p>DPTA still vertical.</p> 	<p>Sluggish movements.</p> <p>Thumb not in the correct position.</p>



Ser	Command	Coaching	Common Faults
4	<b>"Squad... Four"</b>	<p>Cut the left hand away to the side. At the same time, pull the right hand back and adopt the correct position of attention, DPTA in the shoulder.</p> 	<p>Not keeping the left arm close to the body when cutting it to the side.</p> <p>Pulling the DPTA too far back or not far enough.</p>

## Summary

1.11. Instructor. Practise the group in Ground and Take-up Arms, by numbers, ensuring the group go for speed of movement without committing faults. Combine the movements, Calling and Judging the Time.

## Instructors Notes

1. Do not leave the squad in a strained position for longer than necessary.
2. Fault check continually, achieving flowing rather than snappy movements

## LESSON 5 – Slope Arms

### A: Instructor Notes

#### Aim

- 1.1. To teach:
  - a. The Slope Arms from the Shoulder Arms;
  - b. The Shoulder Arms from the Slope Arms; and
  - c. At The Halt and on the March.

#### Timings

- 1.2. Two 40-minute periods.

#### Method

- 1.3. A basic outdoor or indoor instructional lesson using the IDEERC sequence.

#### Dress and Equipment

- 1.4. Working dress and DPTA.

#### Preparation

- 1.5. Select an area on the parade square or any area of hard standing, or indoor equivalent.



### B: Conduct of the Lesson



#### Revision

- 1.6. Revise the following:
  - a. Recover Arms.
- 1.7. **Explain.** The Slope Arms is an alternate position to shoulder arms. It is designed for use when marching short distances and help relieve strain in the arm.

## SLOPE ARMS FROM THE SHOULDER

1.8. Demonstrate and explain, by numbers.



Ser	Command	Coaching	Common Faults
1	<b>"By Numbers Slope Arms...One"</b>	<p>Whip the left hand across the body and grip the barrel grip with the back of the hand to the front, with the fingers and thumb curled around the barrel and hand grip.</p> 	Sluggish speed of movement.
2	<b>"Squad...Two"</b>	<p>Release the right hand; transfer the right hand to the small of the butt between the pistol grip and the magazine. Fingers are together on the right hand side with thumb to the left.</p> 	<p>Not getting the correct grip with the right hand.</p> <p>Right elbow not staying close to the right side of the body.</p> <p>Not keeping left elbow tucked into chest</p>



Ser	Command	Coaching	Common Faults
3	<b>"Squad...Three"</b>	<p>Force the rifle across to the left shoulder rotating it so that the magazine is pointing to the left.</p> <p>Simultaneously, transfer the grip of the left hand to the butt with the back of the hand facing the ground, fingers together, thumb around toe of the rifle. Left elbow at the side of the body with the forearm parallel to the ground.</p> 	<p>Not keeping the rifle close to the body when forcing it to the left shoulder.</p> <p>Not keeping the fingers of the left hand together and curled around the butt.</p> <p>Not finishing with the left elbow at the side of the body with the forearm parallel to the ground.</p>
4	<b>"Squad...Four"</b>	<p>Whip the right hand across the body to the correct position of attention</p> 	<p>Sluggish speed of movement.</p>

1.9. Confirm by practice. Practise the squad 'Calling' and 'Judging' the time, for all movements.

## SHOULDER ARMS FROM THE SLOPE ARMS

1.10. Demonstrate and explain, by numbers.

Ser	Command	Coaching	Common Faults
1	<b>"By Numbers Shoulder Arms...One"</b>	<p>Whip the right hand across the body and grasp the small of the butt between the bottom of the pistol grip and magazine. Fingers are together on top with the thumb underneath.</p> 	Sluggish speed of movement.
2	<b>"Squad...Two"</b>	<p>Force the rifle back to a vertical position at the right hand side of the body.</p> <p>Simultaneously, transferring the grip with the left hand from the butt to the barrel grip.</p> <p>The back of the hand faces the front with fingers and thumb curled around the barrel and handgrip.</p> 	<p>Rifle not vertical at side of body.</p> <p>Not keeping fingers together on the barrel grip.</p>

Ser	Command	Coaching	Common Faults
3	<b>"Squad...Three"</b>	<p>Release the right hand, strike, and then grip the butt. The butt sits in the palm of the right hand, thumb curled around the toe and fingers together under the butt plate</p> 	<p>Not keeping the rifle vertical.</p> <p>Not keeping the fingers of the right hand together.</p>
4	<b>"Squad...Four"</b>	<p>Cut the left arm to the side of the body.</p> <p>Simultaneously, forcing the rifle into the correct position of attention</p> 	<p>Forcing the rifle too far to the rear.</p> <p>Forcing the left arm to far to the rear.</p>

1.11. Confirm by practice. Practise the squad 'Calling' and 'Judging' the time, for all movements.

## ON THE MARCH

1.12. Demonstrate the Complete movement and Explain.

1.13. Explain to the Squad that the executive word of command is received as the left foot strikes the ground. The four movements are carried out on successive left foots. The rifle is held still on intermediary beats of the right foot.

1.14. Practice the squad in slope arms on the march by giving the command “squad Slope...Arms”. The squad is to call out the time of “check one, check two, check three, check four, check swing on the four beats of the left foot.

## **Summary**

1.15. Practice the Squad in slope arms and shoulder arms without calling out the time.

## **Instructor Notes**

1. Demonstrate movements when transferring weapon from shoulder to shoulder, from the front and side.
2. To maintain correct weapon angle at the left shoulder, left forearm must be parallel to the ground with the upper arm at the position of attention.
3. When demonstrating the slope arms on the march, march towards the squad to give full view of the movement.

## LESSON 6 – Recover Arms

### A: Instructor Notes

#### Aim

- 1.1. To teach:
  - a. The recover arms from the shoulder, and
  - b. The shoulder arms from the recover.

#### Timings

- 1.2. One 40-minute period.

#### Method

- 1.3. A basic outdoor or indoor instructional lesson using the IDEERC sequence.

#### Dress and Equipment

- 1.4. Working dress with DPTA.

#### Preparation

- 1.5. Select an area on the parade square or any area of hard standing, or indoor equivalent.

### B: Conduct of the Lesson

#### Revision


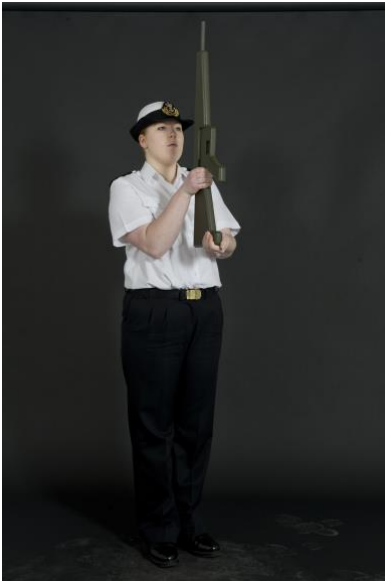
- 1.6. Instructor. Revise the squad in shoulder, and present arms. Have the squad formed in a hollow square before continuing.
- 1.7. The Recover Arms is a movement that assists the covering of markers on a large parade and may also be used for ceremonial purposes. The movement will commence from and return to the shoulder arms position.

#### RECOVER ARMS FROM THE SHOULDER

- 1.8. **Demonstrate** the complete 'Recover Arms'. Explain, by numbers.

Ser	Command	Coaching	Common Faults
1	<b>"By Numbers Recover Arms...One"</b>	Whip the left hand across the body and grip the barrel grip with the back of the hand to the front, the fingers and thumb curled around the barrel and hand grip, the rifle brought to a vertical position, ensuring the left elbow remains close to the body.	Not keeping the left elbow tucked into the chest. Not getting the correct grip with the right hand.



Ser	Command	Coaching	Common Faults
2	<b>"Squad ... Two"</b>	<p>Release the right hand, bend the arm and re-grasp the small of the butt keeping the fingers together and on the right side of the butt, the thumb to the left.</p> 	
3	<b>"Squad ... Three"</b>	<p>Force the rifle to a central position in front of the body with the rifle vertical and the magazine to the front.</p> <p>Simultaneously, seize the butt plate with the left hand, thumb to the front and fingers together around the toe of the butt, the forearm parallel to the ground. The eyes are to be in line with the rear (bottom) of the optic sight.</p> 	

1.9. Confirm by practice. Ensure the rifle is vertical, central to the body, and held at the correct height.

1.10. Practice the squad in all movements, continually fault check.

## THE SHOULDER ARMS FROM THE RECOVER

1.11. **Demonstrate** the complete 'Shoulder Arms from the Recover'. Explain, by numbers.

Ser	Command	Coaching	Common Faults
1	<b>"By Numbers Shoulder Arms...One"</b>	Force the rifle down into the right side, at the same time strike and seize the barrel grip with the left hand.	
2	<b>"Squad ... Two"</b>	Release the right hand, then strike and grip the butt. The butt sits in the palm of the right hand, thumb straight and fingers together under the butt plate.	Not striking the butt in the correct position.
3	<b>"Squad ... Three"</b>	Cut the left arm away to the side, pull the rifle back and assume the position of attention, rifle in the shoulder.	Not cutting the left arm away, along the shortest route.

### Summary

1.12. Instructor. Place the squad out as 'Markers' and explain that when given the command to "Fall in!" they are to:

- Come to attention;
- Shoulder arms;
- Turn right;
- Recover arms; and
- Cover off.

1.13. **Dress** the squad as the CSM would dress Company Markers then explain that on the command "Markers...Steady!" they are to:

- Shoulder arms; and
- Turn left.

1.14. **Explain** that if the squad is given the command "In open order... Fall in!" they are to shoulder arms take three 40 cm paces forward before completing the Recover Arms.

### Instructors Notes

- The ceremonial purposes referred to earlier include the movement of the right guides during the Trooping of the Colours.
- This lesson must be taught to all Company markers before joining the Battalion Parade.

# CHAPTER 3 – Norinco Drill

## LESSON 1 – Shoulder and Order Arms

### A: Instructor Notes

#### Aim

- 1.1. The aim of this lesson is to teach:
  - a. The Shoulder Arms; and
  - b. The Order Arms.

#### Timings

- 1.2. One 40-minute period.

#### Method

- 1.3. A basic outdoors or indoors instructional lesson using the IDEERC sequence.

#### Dress and Equipment

- 1.4. The dress and equipment is as follows:
  - a. Normal working dress; and
  - b. The Norinco rifle, magazines fitted and without bolts.

#### Preparation

- 1.5. Select an area on the parade square or any area of hard standing, or indoor equivalent.

### B: Conduct of the Lesson

#### Preliminaries



- 1.6. Squad Formation. Arrange the squad in a Hollow Square, the centre and rear ranks at the incline.


#### Introduction

- 1.7. Explain. All rifle drill is first taught by numbers and then by calling and judging the time with the regulation pause of 'left...right' between movements.
- 1.8. The word of command for movements judging the time will be as for numbers, although "Arms!" becomes the executive, e.g. "Shoulder Arms... One!" becomes "Shoulder...Arms!"
- 1.9. Good rifle drill is a combination of:
  - a. Sharp decisive handling of the rifle;
  - b. No fidgeting between movements;
  - c. Keeping the arms and elbows close to the body throughout; and
  - b. Control of the body.
- 1.10. When the rifle is described as being vertical, it is the barrel not the butt, which is vertical.

## THE SHOULDER ARMS



### 1.11. Demonstrate the Shoulder Arms. Explain, by numbers

Ser	Command	Coaching	Common Faults
1	<b>"By Numbers Shoulder Arms... One"</b>	<p>The rifle is raised by the right hand slightly forward and in front of the right shoulder, at the same time the left hand is to be brought across the body striking and seizing the fore-end with an all-round grip just below the front sling swivel.</p> <p>The squad calls out "One"</p> 	<ul style="list-style-type: none"> <li>a. Moving the right shoulder backwards.</li> <li>b. Moving the butt too far forward.</li> <li>c. Right elbow not kept close to the body.</li> </ul>
2	<b>"Squad Two"</b>	<p>The right hand is transferred from the barrel to the small of the butt with an all round grip, the index finger pointing straight to the ground, the back of the hand to the right.</p> <p>During this movement the rifle is to be vertical.</p> <p>The squad calls out "Two"</p> 	<ul style="list-style-type: none"> <li>a. Index finger not straight pointing to the ground.</li> <li>b. Rifle not vertical.</li> </ul>

Ser	Command	Coaching	Common Faults
3	<b>"Squad Three"</b>	<p>The left hand is cut away by the shortest route to the left side of the body, closing the hand on the way.</p> <p>At the same time the right hand (holding the rifle) is pulled back so that the thumb is touching the leg behind the seam of the trousers.</p> <p>The squad calls out "Three"</p> 	<ol style="list-style-type: none"> <li>Not keeping the left elbow close to the body when pulling it to the side.</li> <li>Pulling the rifle butt back too far or not far enough.</li> </ol>

## THE ORDER ARMS

1.12. **Demonstrate** the Order Arms. Explain, by numbers.

Ser	Command	Coaching	Common Faults
1	<b>"Squad Two"</b>	<p>The rifle is released with the right hand and the rifle is lowered with the left hand until the toe of the butt is just above the ground and behind the toe of the right foot, butt against the right side of the shoe.</p> <p>As the rifle reaches this position, it is seized with the right hand as for the position of the order; right elbow is kept to the side. The rifle is vertical.</p> <p>The squad calls out "Two"</p> 	<ul style="list-style-type: none"> <li>a. Not controlling the rifle with the left hand.</li> <li>b. Not keeping the shoulders square to the front.</li> <li>c. Allowing the butt to touch the ground.</li> </ul>
2	<b>"Squad Three"</b>	<p>The rifle is lowered to the position of the order, at the same time the left arm is cut away to the side of the body by the shortest route. The left elbow remains close to the body.</p> <p>The squad calls out "Three"</p> 	<ul style="list-style-type: none"> <li>a. Exaggerating the movement of the left hand.</li> <li>b. Not keeping the left elbow into the side.</li> <li>c. Banging the butt onto the ground.</li> </ul>

## Summary

1.13. Practice the squad in combining the three movements, calling and judging the time. Carry out fault checks.

## LESSON 2 – Present Arms and Shoulder Arms From the Present

### A: Instructor Notes

#### Aim

- 1.1. To teach:
  - a. The Present Arms from the Shoulder; and
  - b. The Shoulder Arms from the Present Arms.

#### Timings

- 1.2. One 40-minute period.

#### Method

- 1.3. A basic outdoors or indoors instructional lesson using the IDEERC sequence.

#### Dress and Equipment

- 1.4. The dress and equipment is as follows:
  - a. Normal working dress; and
  - b. The Norinco rifle, magazines fitted and without bolts.

#### Preparation

- 1.5. Select an area on the parade square or any area of hard standing, or indoor equivalent. Have the squad in the Hollow Box, rifle at the shoulder.

### B: Conduct of the Lesson

#### Revision


- 1.6. Revise the following:
  - a. Shoulder and Order Arms.




## PRESENT ARMS

1.7. **Explain.** The Present Arms is a compliment paid with the rifle whilst on ceremonial duties or parades and guard duty. The command will always be given from the shoulder and vice-versa except when carrying out funeral, cenotaph or catafalque drills.



1.8. Demonstrate the complete movement 'Present Arms' from the Shoulder.

Ser	Command	Coaching	Common Faults
1	<b>"By Numbers Present Arms... One"</b>	<p>Force the rifle to a central position in front of the body with the barrel vertical and the rifle approx 5 cm from the body, the right arm fully extended.</p> <p>Simultaneously, the left hand seizes the fore-end just above the magazine housing with the fingers wrapped around it, the thumb extended up alongside the fore-end. Left elbow tight in to the body.</p> <p>The squad calls out "One"</p> 	<ul style="list-style-type: none"> <li>a. Left forearm not parallel to the ground.</li> <li>b. Left thumb not vertical.</li> <li>c. Fingers of the left hand not together.</li> <li>d. Rifle not vertical.</li> <li>e. Left hand too high on the fore-end.</li> <li>f. Rifle not in front of the centre of the body.</li> </ul>

Ser	Command	Coaching	Common Faults
2	<b>"Squad... Two"</b>	<p>The grip of the right hand is changed from around the small of the butt by straightening the right arm; the thumb is on the left and fingers together and extended down the right side of the small of the butt.</p> <p>Simultaneously, raise the right foot and drive it down so that the instep is behind and touching the inside left heel, remaining at the same angle as for the position of attention.</p> <p>The squad calls out "Two"</p> 	<ol style="list-style-type: none"> <li>Not keeping control of the rifle with the right hand.</li> <li>Weight of the body going back on the right foot.</li> <li>Increasing the angle of the right foot when driven in behind the left foot.</li> <li>Fingers of the right hand not together.</li> </ol>

## SHOULDER ARMS FROM THE PRESENT ARMS

1.9. Demonstrate the complete movement 'Shoulder Arms' from the Present.

Ser	Command	Coaching	Common Faults
1	<b>"By Numbers Shoulder Arms... One"</b>	<p>The rifle is forced into a vertical position in front of and touching the right shoulder. At the same time the right hand changes grip and seizes the small of the butt, (the same grip as when the rifle is in the shoulder).</p> <p>The squad calls out "One"</p> 	a. Moving the right shoulder back.
2	<b>"Squad... Two"</b>	<p>The left arm is cut away to the left side of the body; the right foot is raised and driven in beside the left; at the same time the rifle is pulled back so the thumb touches the seam of the trousers to resume the position of attention.</p> <p>The squad calls out "Two"</p> 	b.

## Summary

1.10. Practice the squad in combining the three movements, calling and judging the time. Carry out fault checks.

## LESSON 3 – Rest On Arms Reserve from the Present Arms

### A: Instructor Notes

#### Aim

- 1.1. The aim of this lesson is to teach:
  - a. The Rest on Arms Reverse from the Present Arms.

#### Duration

- 1.2. One 40-minute period.

#### Method

- 1.3. A basic outdoors or indoors instructional lesson using the IDEERC sequence.

#### Dress and Equipment

- 1.4. The dress and equipment is as follows:
  - a. Normal working dress; and
  - b. The Norinco rifle, magazines fitted and without bolts.

#### Preparation

- 1.5. Select an area on the parade square or any area of hard standing, or indoor equivalent. Before commencing the lesson, form the squad in a hollow square.



### B: Conduct of the Lesson


#### Revision

- 1.6. Present Arms.

#### Introduction

- 1.7. Explain. All rifle drill is first taught by numbers and then by calling and judging the time with the regulation pause of 'left right' between movements.
- 1.8. The start position for the lesson is the rifle is in the 'Present Arms'. Demonstrate the complete movement.
- 1.9. Teaching by numbers; demonstrate and explain that on the commands:

Ser	Command	Coaching	Common Faults
1	<b>"By Numbers Rest on Arms – Reverse...One"</b>	<p>Taking an all-round grip with the right hand on the small of the butt, carry the muzzle forward and downwards to the left foot, at the same time grasp the heel of the butt with the left hand, fingers curled around and together, back of the hand facing to the front.</p> <p>Simultaneously bring the right foot in line with the left as for the position of attention.</p> <p>The squad calls out "One"</p> 	<p>a. Looking down.</p> <p>b. Magazine not towards the body.</p>
2	<b>"Squad...Two"</b>	<p>Keeping the right elbow close to the side place the right hand on the butt plate, back of the hand uppermost, fingers extended down the side of the butt.</p> <p>The squad calls out "Two"</p> 	<p>a. Right elbow not being kept close to the body.</p>

Ser	Command	Coaching	Common Faults
3	<b>"Squad...Three"</b>	<p>Keeping the left elbow close to the body place the left hand on top of the right, at the same time lower the chin so the eyes are looking at a point on the ground approximately two metres to the front.</p> <p>The squad calls out "Three"</p> 	<p>a. Head leaning to the right or left.</p> <p>b. Elbows not tucked into the body.</p>

## Summary

1.10. Practice the squad in combining the three movements, calling and judging the time. Carry out fault checks.

## LESSON 4 – Present arms from Rest on Arms Reverse

### A: Instructor Notes

#### Aim

- 1.1. To teach:
  - a. The Present Arms from the Rest on Arms Reverse.

#### Duration

- 1.2. One 40-minute period.

#### Method

- 1.3. A basic outdoor or indoor instructional lesson using the IDEERC sequence.

#### Dress and Equipment

- 1.4. The dress and equipment is as follows:
  - a. Normal working dress; and
  - b. The Norinco rifle, magazines fitted and without bolts.

#### Preparation

- 1.5. Select an area on the parade square or any area of hard standing, or indoor equivalent. Before commencing the lesson, form the squad in a hollow square.

### B: Conduct of the Lesson



#### Revision



- 1.6. Rest on Arms Reverse.

#### Introduction

- 1.7. Explain. Before commencing the first movement of the Present the command “SHUN” is given. On this command the head and eyes are raised to the attention position. This command is a crash command, i.e. there is no Introduction or Cautionary command given.
- 1.8. Demonstrate the complete movement.
- 1.9. Teaching by numbers; demonstrate and explain that on the commands:



Ser	Command	Coaching	Common Faults
1	<b>"Squad...Shun"</b>	<p>The head and eyes are raised smartly.</p> 	c.
2	<b>"By Numbers Present-Arms...One"</b>	<p>Raise the rifle with the right hand. At the same time the left hand grasps the fore-end with the back of the hand facing the body at the full extent of the left arm.</p> <p>The squad calls out "One"</p> 	<p>a. Rifle not in the centre of the body.</p> <p>b. Rifle not high enough.</p> <p>c. Rifle not perpendicular.</p>

Ser	Command	Coaching	Common Faults
3	<b>"Squad...Two"</b>	<p>Grasp the rifle at the small of the butt with the right hand, back of the hand facing the body.</p> <p>The squad calls out "Two"</p> 	<p>a. Right foot and arm is not moving in unison.</p>
4	<b>"Squad...Three"</b>	<p>Turn the rifle over lowering the butt towards the body to the position of the present, simultaneously raise the right foot and drive it down so that the instep is behind and touching the inside of the left heel to attain a 30 degree angle of the feet.</p> <p>The squad calls out "Three"</p> 	<p>a. Rifle not in the centre of the body.</p>

1.10. Practice the squad in combining the three movements, calling and judging the time. Carry out fault checks.

## Summary

1.11. Practice the squad in 'Present Arms from the Lower on Arms Reverse'