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ROYAL CANADIAN SEA CADETS

PHASE ONE – INSTRUCTIONAL GUIDES

(ENGLISH)

Cette publication est disponible en français sous le numéro A-CR-CCP-601/PF-002.

Issued on Authority of the Chief of the Defence Staff

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Contact Officer: D Cds 3-2-4 – Sea Cadet Program Development Staff Officer

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FOREWORD AND PREFACE

1. **Issuing Authority.** This Instructional Guide (IG) A-CR-CCP-601/PF-001 was developed under the authority of the Director Cadets, and issued on the authority of the Chief of Defence Staff.
2. **Development.** Development of this IG was in accordance with the performance oriented concept of training outlined in the A-P9-050 Series, Canadian Forces Individual Training and Education System, with modifications to meet the needs of the Cadet Organization.
3. **Purpose of the IG.** The IG to be used by Royal Canadian Sea Cadet Corps in conjunction with other resources to conduct Phase One training, including both Mandatory and Complementary Training. The IG provides instructors with the base means from which to deliver training. Individual IGs are to be reviewed in conjunction with the Lesson Specifications (LSs) found in Chapter 4 of A-CR-CCP-601/PG-001, *Royal Canadian Sea Cadets, Phase One – Qualification Standard and Plan* (QSP), before instructing, so that each instructor can adequately plan for and prepare each lesson. The IG should then be used as the instructor's lesson plan after any adjustments are made during planning and preparation stages. Instructors may be required to develop instructional materials to support training in addition to any that may be provided, e.g. posters, videos, handouts, models, etc. supplemental to training control and support documents. Suggested instructional activities are included in most IGs to maximize learning and fun. Instructors are also encouraged to modify and/or enhance the activities, as long as they continue to contribute to enabling objectivity achievement.
4. **Effective Date.** This publication is effective upon receipt. Subsequent changes are effective upon receipt.
5. **Suggested Changes.** Suggested changes to this document shall be forwarded through the normal chain of command to National Defence Headquarters (NDHQ) Attention: Sea Cadet Program Development Staff Officer (D Cdts 3-2-4), or by email to sea.dev@cadets.net.

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CHAPTER 1

PO 101 – PARTICIPATE IN CITIZENSHIP ACTIVITIES



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 1

EO M101.01 – PARTICIPATE IN A DISCUSSION ON CANADIAN SYMBOLS

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor is required to:

- review the lesson content, and become familiar with the material;
- prepare a suitable classroom area;
- prepare a large diagram or an OHP transparency of the Canadian Coat of Arms;
- prepare pre-cut circles of yellow bristol board;
- prepare envelopes filled with pieces of the Canadian Coat of Arms; and
- have flipchart paper and markers readily available.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

The small group activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to recognize and/or appreciate the significance of The National Flag of Canada, the national anthem, the Canadian Coat of Arms and the maple leaf.

IMPORTANCE

Recognizing and knowing the significance of Canadian symbols is an important aspect of being a Canadian citizen and a member of the Canadian Cadet Movement.

Teaching Point 1

Discuss The National Flag of Canada

Time: 7 min

Method: Activity/Interactive Lecture

ACTIVITY

Time: 3 min

OBJECTIVE

An introductory brainstorming activity to focus the mind around Canadian symbols.

RESOURCES

- Flipchart paper.
- Markers.

ACTIVITY LAYOUT

- Divide cadets into small groups.
- Issue one piece of flipchart paper and several markers to each group.
- Direct cadets to brainstorm symbols they associate with Canada. Have the cadets draw these symbols on the provided flipchart paper. When the cadets have completed their illustrations, direct each group to present their thoughts to the larger group.
- When cadets have finished presenting their symbols, provide positive feedback and proceed with TP1.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

- Ensure cadets complete this activity within the time allotted.
- Supervise groups throughout the activity.



If the cadets present symbols included in this lesson, the instructor shall link back to them when delivering the lesson material.



The first Canadian flags should be discussed briefly with more emphasis placed on the current national flag.

FIRST CANADIAN FLAGS

St. George's Cross

The St. George's cross was an English flag of the 15th century. It was carried by John Cabot and flown over Canadian soil when he reached the east coast of Canada in 1497.

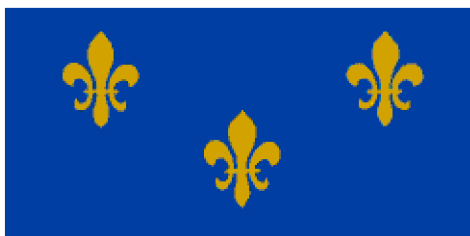


Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-1 St. George's Cross

Fleur-de-Lis

When Jacques Cartier landed and claimed the new world for France in 1534, the Fleur-de-Lis was flown as a symbol of French sovereignty in Canada. It was flown until the early 1760s when Canada was surrendered to the United Kingdom.



Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-2 Fleur-de-Lis

Royal Union Flag

The two crossed Royal Union Flag was the official British flag in the early 1760s. This flag was flown over Canadian soil until the Act of the Union between Great Britain and Ireland in 1801 when Ireland's diagonal cross of St. Patrick was incorporated. This gave the Royal Union Flag its present day configuration.



Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-3 Two Crossed Royal Union Flag



Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-4 Present Day Royal Union Flag

Canadian Red Ensign

The Canadian Red Ensign is a red flag with the Royal Union Flag in the corner. It was created in 1707 as the flag of the British Merchant Marine. It replaced the Royal Union flag on government buildings abroad in 1924. Starting in 1945, it was flown on federal buildings in Canada until a new national flag was adopted.



Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-5 Canadian Red Ensign

THE CURRENT NATIONAL FLAG OF CANADA

The red and white maple leaf flag replaced the Canadian Red Ensign on February 15th, 1965. The maple leaf has been a national emblem of Canada since 1860 and was deemed a suitable symbol for the current national flag. During the crusades, two different colours distinguished the countries of England and France, England by the colour white and France by red. Throughout history, red and white have been the colours of England and France. In 1921, red and white were approved as the official colours of Canada in the proclamation of the Royal Arms.



Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-6 The National Flag of Canada

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What was the first flag flown over Canadian soil?
- Q2. What are the two official colours of Canada that are incorporated in the current National Flag of Canada?
- Q3. On what date was the current National Flag of Canada made official?

ANTICIPATED ANSWERS

- A1. The St. George's Cross.
- A2. Red and white.
- A3. 15 February 1965.

Teaching Point 2**Discuss the Canadian National Anthem**

Time: 5 min

Method: Interactive Lecture

THE CANADIAN NATIONAL ANTHEM

“O Canada” was proclaimed as Canada’s national anthem on July 1st, 1980. It was first performed 100 years previous on June 24th, 1880. The music was composed by Calixa Lavallée. The French lyrics were written by Sir Adolphe-Basile Routhier. The official English lyrics were written by Mr. Justice Robert Stanley Weir in 1908. In 1968, a Special Joint Committee of the Senate and the House of Commons made changes to the English lyrics. The French lyrics remain unaltered.

NATIONAL ANTHEM / HYMNE NATIONAL
O CANADA

The image shows the musical score for the National Anthem of Canada. It consists of ten staves of music in G major, 4/4 time. The lyrics are written in both English and French below the notes. The English lyrics are: "O Canada - da! Our home and na - tive land! True pa - triot love in all thy sons com - mend With glow - ing hearts we see thee rise, The True North strong and free! From far and wide O Can - a - da, we stand on guard for thee. God keep our land glo - rious and free! O Can - a - da, we stand on guard for thee. Pro - té - ge - ra nos foy - ers et nos droits. O Can - a - da, we stand on guard for thee. Pro - té - ge - ra nos foy - ers et nos droits." The French lyrics are: "O Can - a - da! Our home and na - tive land! True pa - triot love in all thy sons com - mend With glow - ing hearts we see thee rise, The True North strong and free! From far and wide O Can - a - da, we stand on guard for thee. God keep our land glo - rious and free! O Can - a - da, we stand on guard for thee. Pro - té - ge - ra nos foy - ers et nos droits. O Can - a - da, we stand on guard for thee. Pro - té - ge - ra nos foy - ers et nos droits."

Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-7 The Canadian National Anthem



The instructor may have the cadets sing or listen to the national anthem.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. On what date did the national anthem become official?
- Q2. Who wrote the French lyrics to “O Canada”?
- Q3. In what year were the English lyrics written?

ANTICIPATED ANSWERS

- A1. 1 July 1980.
- A2. Sir Adolphe-Basile Routhier.
- A3. 1908.

Teaching Point 3

Time: 7 min

Discuss the Canadian Coat of Arms

Method: Activity/Interactive Lecture

BACKGROUND

His Majesty King George V appointed the Canadian Coat of Arms to Canada in the court of Buckingham Palace on 21 November 1921.



Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-8 The Canadian Coat of Arms

DESCRIPTION OF THE ARMS

The Shield

The shield represents Canada's origins by depicting the three royal lions of England, the royal lion of Scotland, the royal fleur-de-lis of France, and the royal Irish harp of Tara. All of these nations played an integral roll in the settlement of Canada. At the base of the shield is a sprig of three Canadian maple leaves that represent Canadians of all origins.



Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-9 The Shield

The Ribbon

The ribbon was added to the Canadian Coat of Arms on 12 July 1994. It contains the motto of the Order of Canada, which in Latin reads: "Desiderantes Meliorem Patriam." This translates to "They desire a better country" in English.



Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-10 The Ribbon

The Crest

The crest consists of a wreath made of twisted red and white silk. On top of the wreath stands a crowned gold lion holding a red maple leaf in its right paw. The lion is a symbol of valour and courage. The crest is used to mark the sovereignty of Canada.



Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-11 The Crest

The Supporters

The supporters are depicted on either side of the shield. A lion is on the shield's right holding a gold pointed silver lance from which flies the Royal Union Flag. A unicorn is on the shield's left holding a lance flying the banner of royalist France. The two banners represent the two principle founding nations that established Canada's laws and customs.



Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-12 The Supporters

The Motto

The motto reads: A mari usque ad mare (From Sea to Sea). It was first used in 1906 during a sitting in the Legislative Assembly of Saskatchewan. It was proposed to be the new motto of the Coat of Arms and became official when the Arms was proclaimed in 1921.



Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-13 The Motto

The Four Floral Emblems

The four floral emblems are the English rose, the Scottish thistle, the Irish shamrock, and the French fleur-de-lis. They are located at the base of the Arms and are associated with the Canadian Monarchy.



Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-14 The Four Floral Emblems

The Imperial Crown

The imperial crown sits at the top of the Canadian Coat of Arms and indicates the presence of a monarch as Canada's head of state.



Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-15 The Imperial Crown

The Canadian Coat of Arms can be recognized as the Cadet Chief Petty Officer 1st Class/Cadet Chief Warrant Officer/Cadet Warrant Officer 1st Class rank badge.

ACTIVITY

Time: 3 min

OBJECTIVE

Confirm the material delivered in TP3 by completing puzzles of the Canadian Coat of Arms.

RESOURCES

- Cut outs of the different pieces of the Canadian Coat of Arms found in Annex A.
- Envelopes.

ACTIVITY LAYOUT

- Prepare four to five envelopes containing cut out pieces of the Canadian Coat of Arms found at Annex A.
- Have a large picture or OHP transparency of the Coat of Arms posted in the classroom where all can easily see it.
- Divide cadets into four to five small groups.
- Hand out one envelope per group.
- Using the large picture of the arms as a guide, have cadets build the Canadian Coat of Arms in their groups using the pieces provided in the envelopes.
- When groups are complete, confirm that the Coat of Arms is pieced together correctly.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

- Supervise this activity effectively.
 - Ensure activity is completed in a timely manner.
-

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. The supporters are two different animals. Which ones are they?
- Q2. On what date was the Canadian Coat of Arms proclaimed?
- Q3. The shield depicts four nations that played a large roll in the settlement of Canada. Which nations are they?

ANTICIPATED ANSWERS

- A1. A lion and a unicorn.
- A2. 21 November 1921.

A3. England, Scotland, France and Ireland.

Teaching Point 4

Discuss the Maple Leaf

Time: 2 min

Method: Interactive Lecture

THE CANADIAN MAPLE LEAF

The maple leaf began to serve as a Canadian symbol as early as 1700. In August 1860, the leaf was adopted as the national emblem of Canada for use as decorations during a visit by the Prince of Wales. During confederation in 1867, Toronto schoolmaster Alexander Muir composed *The Maple Leaf Forever* as Canada's confederation song. Many regiments during both World War I and II adorned uniforms with the maple leaf while over seas. The maple leaf was incorporated into The National Flag of Canada in 1965.



Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-16 The Maple Leaf

CONFIRMATION OF TEACHING POINT 4

QUESTIONS

- Q1. When was the maple leaf first adopted as a Canadian symbol?
- Q2. What is the title of Canada's confederation song?
- Q3. The maple leaf was incorporated into what other Canadian symbol in 1965?

ANTICIPATED ANSWERS

- A1. August 1860 for a visit by the Prince of Wales.
- A2. *The Maple Leaf Forever.*
- A3. The National Flag of Canada.

END OF LESSON CONFIRMATION

ACTIVITY

Time: 3 min

OBJECTIVE

Give the cadets the opportunity to make their own Canadian symbols.

RESOURCES

- Pre-cut circles of yellow bristol board (resembling large coins) for each cadet.
- Markers or pencil crayons.

ACTIVITY LAYOUT

- Prior to the lesson, cut out circles of yellow bristol board approximately 10 cm in diameter for each cadet.
- Have markers and pencil crayons ready for the activity.
- Hand out a yellow circle of bristol board to each cadet.
- Explain cadets that they now have the opportunity to create their own Canadian symbol in the form of a coin.
- Cadets may use the symbols discussed in the lesson or symbols they feel are uniquely Canadian.
- If there is insufficient time to complete the coin activity, cadets may finish in their spare time.
- Coins can be posted in flight classrooms when complete.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

- Cadets may complete the coins in their own time if time does not allow for the completion.
- **Teaching points may be confirmed orally.**

QUESTIONS

- Q1. What are the two official colours of Canada?
- Q2. What is the English meaning of "A mari usque ad mare?"
- Q3. What flag was used prior to the adoption of the current national flag?
- Q4. What language was our national anthem first written in?
- Q5. What does the imperial crown represent in the Canadian Coat of Arms?

ANTICIPATED ANSWERS

- A1. Red and white.

- A2. "From Sea to Sea."
- A3. The Canadian Red Ensign.
- A4. French.
- A5. The presence of a monarch as Canada's head of state.

CONCLUSION

HOMEWORK/READING/PRACTICE

Cadets may use their spare time to complete the coin activity.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

Identifying Canadian symbols is an important aspect of being a Canadian citizen and a member of the Canadian Cadet Movement. Cadets should be able to easily recognize Canadian symbols in the community and at the corps/squadron.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C0-012 Government of Canada. (1995). *Symbols of Canada*. Ottawa: ON.
- C0-013 *Canadian Heritage Website*. (2006). Retrieved 16 March 2006, from <http://www.canadianheritage.gc.ca>.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 2

EO C101.02 – WATCH *HISTORICA MINUTES* VIDEOS

Total Time:	30 min
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INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material;
- watch the *Historica Minutes* videos as listed; and
- set up audio/visual equipment.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The small group activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to have participated in a discussion on *Historica Minutes* videos that relate to significant Canadian symbols/figures/events.

IMPORTANCE

Gaining an awareness of and an appreciation for history and what makes them uniquely Canadian can foster a sense of pride and citizenship in cadets.

BACKGROUND KNOWLEDGE



This background information is provided for the instructor's reference only. Cadets are not required to learn this information.

WINNIE THE POOH

While en route to France during World War I, members of The Fort Garry Horse Canadian regiment of cavalry discovered Winnipeg a bear in White River, Ontario. The bear was smuggled to Britain as the unofficial regimental mascot. Affectionately named Winnie, the bear's first owner was Lt. Harry Colebourn. Winnie's eventual destination was to be the Assiniboine Park Zoo in Winnipeg. However, at the end of the War, the officers of the Fort Garry Horse decided to allow her to remain in the London Zoo, where she was much loved for her playfulness. She was known as a kind bear and never attacked. British author A.A. Milne and his young son, Christopher Robin, saw Winnipeg at the London Zoo. She inspired Milne to create and write about the popular character, Winnie the Pooh.

INUKSHUK

An inukshuk (Inuktitut: *inuksuk*, plural *inuksuit*) is a stone landmark used as a milestone or directional marker by the Inuit of the Canadian Arctic. The Arctic Circle, dominated by permafrost, has few natural land marks and thus the inukshuk was central to navigation across the barren tundra.

Inuksuit vary in shape and size, and serve a variety of purposes. It is a symbol with deep roots in the Inuit culture, a directional marker that signifies safety, hope and friendship. The word *inuksuk* means "something which acts for or performs the function of a man."

An inukshuk is shown on the flag and Coat of Arms of the Canadian territory of Nunavut. An inukshuk forms the basis of the logo of the 2010 Vancouver Winter Olympics.

MAPLE SYRUP

Canada produces more than three-quarters of the world's maple syrup, with more than 1000 maple syrup producers using nearly 34 000 000 taps. The province of Quebec is by far the world's largest producer of maple syrup, producing more than 15 000 000 litres annually. The provinces of Ontario and New Brunswick produce much smaller amounts, about 1 000 000 litres and 700 000 litres respectively. Nova Scotia also produces a small amount of syrup. Most maple trees can be used as a source of sap, but the sugar maple and black maple are the most favored. A maple syrup production farm is called a *sugarbush* or the *sugarwoods*. Sap is boiled in a "sugar shanty", "sugar shack", "sugarhouse" or "*cabane à sucre*".

North America's native peoples discovered how to make maple syrup from the sap of maple trees centuries ago. They relied on loaves of maple sugar for energy during the winter months when other food items were scarce. Settlers also enjoyed maple sugar as a sweet treat that was carefully rationed.

Maple syrup is harvested by tapping a maple tree and then letting the sap run into a bucket. Production is concentrated in February, March and April, depending on local weather conditions. To make the syrup, holes are bored into the maple trees and hollow tubes termed *spiles* or *spouts* are inserted. These drip the sap into

buckets or into plastic pipes. A new hole must be drilled each year, as the old hole will produce sap for only one season due to the natural healing process of the tree. It takes approximately 40 litres of sap to make one litre of maple syrup, and a mature sugar maple produces about 40 litres (10 gallons) of sap during the four- to six-week sugaring season.

BLUENOSE

The *Bluenose* was a Canadian schooner from Nova Scotia, a celebrated racing ship and a symbol of the province. *Bluenose* was launched at Lunenburg, Nova Scotia on March 26, 1921, as both a working cod-fishing schooner and a racing ship. During the next 17 years of racing, no challenger could beat her.

After World War II, the undefeated *Bluenose* was sold to work as a freighter in the West Indies. She foundered on a Haitian reef on January 28, 1946.

Bluenose has adorned the Canadian dime since 1937, has been portrayed on a postage stamp, and appears on the current Nova Scotia licence plate.

Her daughter, *Bluenose II*, was launched at Lunenburg on July 24, 1963. She serves as a goodwill ambassador, tourist attraction in Lunenburg, and symbol of the province.

AVRO ARROW

The CF-105 Arrow was a delta-wing interceptor aircraft, designed and built in Malton, Ontario, by Avro Canada during the late 1950s. The design was entering the middle stages of testing when it was cancelled in 1959. The prototypes and blueprints were then destroyed.

The flight requirements for the design of the Arrow included:

- a range of 300 nautical miles (556 km) for a normal low-speed mission;
- a range of 200 nautical miles (370 km) for a high-speed interception mission;
- speed of Mach 1.5;
- cruise at an altitude of 50 000 feet (15 000 m);
- ability to pull 2 g in maneuvers with no loss of speed or altitude; and
- ability to climb to 50 000 feet (15 000 m) and reach Mach 1.5 from engine start in less than five minutes.

The rollout of the first prototype, RL-201, took place October 4, 1957, the same day the Russians launched the first satellite, Sputnik 1. RL-201 first flew on March 25, 1958. Four more Arrows were delivered in the next two years. The plane demonstrated excellent handling at all extremes of the flight envelope. The aircraft achieved a speed of over 1000 miles per hour at 50 000 feet, while climbing and still accelerating. A top speed of Mach 1.98 would eventually be reached at three quarters throttle.

The Mark 2 version was to be fitted with the Iroquois engine. At the time of cancellation of the entire program, the first Arrow Mk.2, RL-206, was nearly complete. It was expected to break the world speed record but never had the chance.

On February 20, 1959, Prime Minister Diefenbaker announced to the Canadian House of Commons that the Arrow and Iroquois programs were to be immediately cancelled, due to various economic, political and technological reasons. Within two months, all aircraft and engines, production tooling and technical data were ordered scrapped.

ACTIVITY

Time: 27 min

OBJECTIVE

This activity will expose cadets to short videos that highlight significant Canadian symbols, figures and events. The videos serve as discussion points to draw out further examples.

RESOURCES

- Audio/visual equipment.
- *Historica Minutes* videos.
- Flipchart or whiteboard.
- Markers.

ACTIVITY LAYOUT

1. Show each video:
 - Video 1 #33 Winnie;
 - Video 2 #6 Syrup;
 - Video 3 #44 Inukshuk; and
 - Video 4 #47 Bluenose and Video 5 #54 Avro Arrow (show together) (#s refer to the *Historica Minutes* video number).
2. Follow each video with a five-minute discussion, using the questions provided in the Reflection section as a guide.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

- Ensure the cadets are paying attention to the videos.
- Encourage participation from all cadets.
- Record discussion answers on flipchart or whiteboard.

REFLECTION

Method: Group Discussion

GROUP DISCUSSION



Instructors shall ensure that all lesson objectives are drawn out towards the end of the reflection stage.

DISCUSSION QUESTIONS



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

SUGGESTED QUESTIONS

VIDEO 1 – WINNIE

Q1. What other famous Canadian mascots are there?

Q2. What other animals are Canadian symbols?

VIDEO 2 – SYRUP

Q1. Have you ever made or had fresh maple syrup? Tell the class about the experience.

Q2. What other foods are uniquely Canadian?

Q3. Have you ever seen maple syrup at an airport gift shop or a souvenir shop? What other Canadian souvenirs have you seen there? What makes those things symbolic of Canada?

VIDEO 3 – INUKSHUK

Q1. Have you ever seen an inukshuk? Real or pictures? Where have you seen inuksuit?

Q2. What do you know about inuksuit?

Q3. What other buildings or structures can be recognized as representative of Canada?

VIDEO 4/5 – BLUENOSE/AVRO ARROW

Q1. What other technologies are recognized as being Canadian in origin, or associated with Canada?

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this lesson.

CLOSING STATEMENT

There are many items that are uniquely Canadian or commonly associated with Canada. Becoming aware of these items and their background can develop an awareness and appreciation for history and what makes us uniquely Canadian.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C3-030 Historica Foundation of Canada. (n.d.) *Historica Minutes*. Toronto: ON.
- C3-031 Winnie the Pooh (2006). Retrieved 5 May 2006, from http://en.wikipedia.org/wiki/Winnie_the_pooh.
- C3-032 Inukshuk (2006). Retrieved 5 May 2006, from <http://en.wikipedia.org/wiki/inukshuk>.
- C3-033 Maple Syrup (2006). Retrieved 5 May 2006, from http://en.wikipedia.org/wiki/Maple_syrup.
- C3-034 Bluenose (2006). Retrieved 5 May 2006, from http://en.wikipedia.org/wiki/Blue_nose.
- C3-035 Avro Arrow (2006). Retrieved 5 May 2006, from http://en.wikipedia.org/wiki/Avro_arrow.

THE CANADIAN COAT OF ARMS



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CHAPTER 2
PO 102 – PERFORM COMMUNITY SERVICE



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 1

EO M102.01 – PERFORM COMMUNITY SERVICE

Total Time:

270 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with material prior to delivery of this lesson.

The choice of activity to be left to the discretion of the unit Commanding Officer (CO).

This activity should be conducted in one day session (270 min) or over three separate sessions of three periods (90 min) each.

The use of a guest speaker would provide an opportunity for the cadets to meet and hear from a representative of a service group. Using a guest speaker as a Subject Matter Expert (SME) will provide an experienced view on, and promote interest in, the topic. The guest speaker should be briefed on the main teaching points of the lesson, so as to keep the briefing on topic. If a guest speaker is unavailable, the instructor should attempt to procure as much information as possible on the selected activity from the service group.

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Debriefing of the activity must be done as soon as possible following the activity.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the experiential method. The experiential method was chosen to allow cadets to develop knowledge and skills through a process whereby concepts are derived from, and continuously modified by, their own experience. The experiential method combines a short initial activity briefing, a structured or semi-structured activity, and a reflective group discussion. The instructor supervises the activity and then leads a group discussion to draw out reflection and connections between the experience and future applications of the learning outcomes. This method appeals to tactile/kinaesthetic learners.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall experience the benefits of volunteerism, and the impact volunteerism has on the cadet and the community.

IMPORTANCE

One of the aims of the CCM is to develop in youth the “attributes of good citizenship”. To that end, good citizenship is defined as “actively and purposely participating in your community”.

BACKGROUND KNOWLEDGE

COMMUNITY SERVICE DEFINED:

Work, especially voluntary and unpaid, or stipulated by a community service order in the community (*The Concise Oxford Dictionary – ninth edition*).

Voluntary Done, acting, or able to act on one’s own free will, not constrained or compulsory (*The Concise Oxford Dictionary – ninth edition*).

Cadet Definition. Actively and purposefully participating in the community.

SERVICE GROUPS:

THE ROYAL CANADIAN LEGION

By the end of WWI there were a total of 15 veterans’ groups and a number of regimental associations representing former service members in Canada. Despite their common goal of helping returned servicemen in need, their efforts were fragmented and largely unsuccessful. In 1925, an appeal for unity leads to the formation of the Dominion Veterans Alliance, out of which evolved The Canadian Legion of the British Empire Services League the following year.

WWII brought an influx of new demands. The Legion provided canteens, entertainment and reading material for those serving abroad and at home, as well as correspondence courses to help them out on their return to civilian life. But most importantly, from the onset of war, the Legion began to prepare for the returning troops. Financial compensation, clothing allowances, pensions, medical treatment, preference in the civil service, vocational training and land settlements were all routinely arranged and provided. To this day the Legion maintains a nation-wide network of professionals helping veterans, ex-service members and their families to secure the pensions and benefits to which they are entitled.

Although the Legion was founded to advance the cause of veterans, its grass-roots structure led naturally to community service. Almost every Legion branch in Canada is involved in one or more youth programs. It may be sponsoring a local hockey team, a cadet corps or a scout troop. It may be sponsoring youth leadership training or other programs that meet the needs of youth in the community. The Legion wants Canadian youth to know that the freedoms they enjoy did not come without a price. The Legion supports the cadet movement in Canada to promote leadership, fitness and the spirit of patriotism. It also supports the Legion Medal of Excellence, which many branches and commands provide to honour outstanding cadets.

Today, with over 450 000 members, The Royal Canadian Legion is the largest veterans-based community service organization in the country, contributing millions of dollars and voluntary hours to help Canadians, particularly veterans, seniors and youth. Most Canadians associate the Legion with remembrance ceremonies and activities perpetuating the memory of those who died in the two world wars and the Korean War. Probably the most widely known activity is the National Poppy Remembrance Campaign in which Legion members, friends and cadets distribute poppy emblems for donations to raise money for needy veterans, ex-service members and their families.

LIONS CLUB

Since 1917, Lions have served the world's population through hard work and commitment to make a difference in the lives of people everywhere. With 1 436 487 members serving in more than 44 500 clubs in over 180 countries and areas, Lions Clubs International is the world's largest service club organization. Canada alone has over 1900 clubs and over 49 000 members. Lions are recognized worldwide for their service to the blind and visually impaired. The club motto is "We Serve."

Lions International objectives:

- To create and foster a spirit of understanding among the peoples of the world.
- To promote the principle of good government and good citizenship.
- To take an active interest in the civic, cultural, social and moral welfare of the community.
- To unite the clubs in the bonds of friendship, good fellowship and mutual understanding.
- To provide a forum for the open discussion of all matters of public interest; provided, however, that club members should not debate partisan politics and sectarian religion.
- To encourage service-minded people to serve their community without personal financial reward, and to encourage efficiency and promote high ethical standards in commerce, industry, professions, public works and private endeavours.

ROTARY CLUB

Founded in 1905, by Chicago Lawyer Paul Harris and three business acquaintances, Rotary International is a worldwide organization of more than 1.2 million members, in more than 29 400 clubs in 160 nations. The objective of the Rotary Club is to encourage and foster the ideal of service as a basis of worthy enterprise and, in particular, to encourage and foster:

- the development of acquaintances as an opportunity for service;
- high ethical standards of business and profession; the recognition of the worthiness of all useful occupations; and the dignifying by each Rotarian of their occupation as an opportunity to serve society;
- the application of the ideal of service by every Rotarian to their personal business and community life; and
- the advancement of international understanding, goodwill and peace, through a world fellowship of business and professional persons united in the ideal of service.

A good example of Rotary's work is their partnership with the World Health Organization and the United Nations to immunize all the children of the world against poliomyelitis – the wild poliovirus. To date, a million volunteers mobilized by Rotary have immunized a billion children throughout the developing world. The goal of the Polio Plus campaign was to certify the eradication of polio by the year 2005 – Rotary's 100th anniversary. In 2005, Rotarians and partners celebrated the tremendous progress made towards polio eradication.

KIWANIS CLUB

The first Kiwanis club was organized in Detroit, Michigan, USA on January 21, 1915. A year later the Kiwanis Club of Hamilton, Ontario, Canada, was chartered, and Kiwanis International grew rapidly into a leading service club in these two founding nations. In 1962, worldwide expansion was approved, and today Kiwanis clubs are active in every part of the world. The club motto is "We Build." There are more than 8500 Kiwanis clubs with more than 315 000 members in 82 nations and geographic areas.

Kiwanis' continuing service emphasis is called "Young Children: Priority One," which focuses on the special needs of children from prenatal development to age 5. Projects conducted as part of the "Young Children: Priority One" service emphasis involved \$14.3 million and 1.3 million volunteer hours.

In 1994, Kiwanis launched its first Worldwide Service Project, a \$75 million campaign in partnership with UNICEF to eliminate Iodine Deficiency Disorders (IDDs) by the year 2000. IDD is rare in areas where iodized salt is used, but in other parts of the world, IDD is the leading cause of preventable mental and physical retardation. As many as 1.5 billion people are at risk, especially young children. In 2000, \$62 million was raised, and the goal of \$75 was surpassed in 2001.

THE UNITED WAY

The United Way is a non-profit organization that works in partnership with community agencies and organizations. By bringing groups together to share experience and expertise, the United Way is working with others to improve community life. Each year the United Way collects millions of dollars needed for essential health and social services and programs. The money is carefully distributed to meet the greatest need in our community and a rigorous review process ensures that the money is spent effectively.

BOYS AND GIRLS CLUB

The boys and girls club enhances the quality of life for children and youth by providing a safe and welcoming environment. It offers supervised activities, support and counselling for young people aged 6 to 18 years old. They also provide a social service for "at risk youth," and youth with special needs.

ACTIVITY

Time: 270 min

Method: Experiential

OBJECTIVE

The group being assisted will define the objective of the activity.

RESOURCES

There is no specific resource support for this activity. The local group being assisted should provide the necessary materials.

ACTIVITY LAYOUT

- The cadets are to receive a briefing prior to the start of the activity, which may be given by a guest speaker from the community group being assisted, to include an explanation of:
 - the objectives of the activity;
 - resources required;
 - set-up of the activity; and
 - safety guidelines while performing the activity (as required).
- Cadets will participate in the activity, under supervision (activity to be determined by the CO).
- The cadets are to be debriefed on their participation in the activity immediately following the activity.

SAFETY

At this point the instructor shall brief the cadets on any safety rules or regulations regarding the activity.

INSTRUCTIONAL GUIDELINES

During the activity the instructor should make observations on the cadets to include:

- How did the cadets react to the activity?
- What area did they appear to enjoy most/least?



Observation of the activity is important so that proper questions can be developed for the reflective stage.

REFLECTION

Time: 30 min

Method: Group Discussion

GROUP DISCUSSION



The instructor shall ensure that all lesson objectives are covered toward the end of the reflection stage.



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

SUGGESTED QUESTIONS

- Q1. How did they feel about the activity?
- Q2. What did they feel they accomplished?
- Q3. What benefit did the community received from their participation?
- Q4. In what other ways can a cadet be a more active citizen based on this activity?



Other questions and answers will develop throughout the reflection stage. The discussion should not be limited to only those suggested.

CONCLUSION

REVIEW

Upon completion of the discussion, the instructor will conclude by summarizing the aim of participating in the activity and allow cadets to reflect upon it. The instructor must also take this opportunity to explain how the cadet could apply this knowledge and/or skill in the future.

MAIN TEACHING POINTS

N/A.

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO. The instructor will confirm the cadets' comprehension of the material prior to beginning the actual activity, and immediately afterwards, by means of a debrief.

CLOSING STATEMENT

The Canadian Cadet Movement strives to develop in youth the attributes of good citizenship. Actively participating in the community provides a cadet with the chance to assist members of the community, thus demonstrating those same attributes. Cadets are encouraged to seek out additional, more personal, ways to be assist in the community.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C0-014 The Royal Canadian Legion. (2002). *The Royal Canadian Legion: Responding to the Needs of Canadian Communities*. Retrieved 25 May 2006, from http://www.legion.ca/asp/docs/about/community_e.asp.
- C0-015 Kiwanis International. (2006). *About Kiwanis*. Retrieved 25 May 2006, from <http://www.kiwanis.org/about>.
- C0-016 Lions Club International. (2006). *Lions Clubs International History*. Retrieved 25 May 2006, from http://www.lionsclubs.org/en/content/lions_history.shtml.
- C0-017 Rotary International. (2005). *About Rotary*. Retrieved 25 May 2006, from <http://www.rotary.org/aboutrotary/index.html>.
- C0-044 UNESCO. (2006). *Canadian Commission for UNESCO*. Retrieved 16 August 2006, from <http://www.unesco.ca>.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 2

EO C102.01 – PARTICIPATE IN A CEREMONIAL PARADE

Total Time:

90 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the experiential method. The experiential method was chosen to allow cadets to develop knowledge and skills through a process whereby concepts are derived from, and continuously modified by, their own experience. The experiential method combines a short initial activity briefing, a structured or semi-structured activity, and a reflective group discussion. The instructor supervises the activity and then leads a group discussion to draw out reflection and connections between the experience and future applications of the learning outcomes. This method appeals to tactile/kinaesthetic learners.

REVIEW

N/A.

OBJECTIVES

By the end of the lesson, the cadet shall be expected to participate in a ceremonial parade.

IMPORTANCE

It is important to participate in ceremonial parades to promote an interest in the Canadian Forces (CF), while simultaneously serving a role in the community. Ceremonial parades are a large part of Canada's military past, and provide a direct link to the community. It is important for cadets to fully appreciate the relationships between the unit/affiliated unit/CF and the community in which they live.

BACKGROUND KNOWLEDGE



Instructors should familiarize themselves with the appropriate background information for the parade they will be participating in based on unit and element.

REMEMBRANCE DAY OBSERVANCES

Every 11th of November Remembrance Day is held to commemorate Canadians who died in the First and Second World Wars and the Korean War. The first Remembrance Day, originally called Armistice Day, was conducted throughout the Commonwealth in 1919. The day commemorated the end of the First World War, on Monday, November 11, 1918 at 11 a.m., the eleventh hour of the eleventh day of the eleventh month. The symbol of Remembrance Day is the poppy, popularized by LCol John McCrae's poem *In Flanders Fields*.

BATTLE OF THE ATLANTIC (NAVY)

The Battle of the Atlantic began September 3, 1939 with the sinking of the Montreal-bound passenger ship SS Athenia by a German submarine west of Ireland. One hundred and eighteen passengers and crew were killed, including four Canadians. Escort of merchant ship convoys was the RCN's chief responsibility during the Battle. The first convoy sailed from Halifax on September 16, 1939. The Royal Canadian Navy (RCN) began the war with 13 vessels and 3500 personnel, and ended the war with the third largest navy in the world. Of the 110 000 members at the end of the war, all of whom were volunteers, 6500 were women who served in the Women's Royal Canadian Naval Services. The Battle of the Atlantic was considered to be won by the Allies in 1943, although this battle lasted the duration of the Second World War that, in Europe, ended May 8, 1945. The Battle of the Atlantic is celebrated on the first Sunday in May.

BATTLE OF BRITAIN (AIR)

The Battle of Britain parade is held in September each year to commemorate the Battle of Britain and honour the members of the Air Force who died in this battle and others. The Battle of Britain was entirely an air battle and was one of the most decisive battles in all history. During the autumn of 1940, the Commonwealth Air Forces defeated the German Luftwaffe. It is believed that Great Britain would have been invaded had the Battle of Britain been lost. The Royal Canadian Air Force is proud of the active part it played in the historic battle.

ACTIVITY

Time: 60 min

Method: Experiential

OBJECTIVE

Participate in a ceremonial parade.

RESOURCES

- Properly maintained uniform.
- Ceremonial webbing and accoutrements (as required).
- Any other material required in the execution of the cadets role in the parade.

ACTIVITY LAYOUT

- Briefing on the activity by the instructor/guest speaker.
- Cadet participation in the activity.
- Cadet debrief.

SAFETY

- Cadets are to respect all established boundaries.
- Cadets shall travel in groups of no less than two, utilizing the “Buddy System” to ensure a cadet is never alone at any point.
- Cadets shall assemble at previously assigned meeting points, at the times detailed in order to ensure effective headcounts may be carried out, and new information may be relayed.

INSTRUCTIONAL GUIDELINES



At this point the instructor shall brief the cadets on any safety rules or other guidelines pertaining the activity. Specifics are to be provided by the event organizer and relayed to the cadets by the instructor in a timely fashion.



The instructor or guest speaker shall ensure that the following lesson objectives are covered during the activity:

- An explanation of the objectives of the parade and why it is important.
- An explanation of the sequence of events, and their roles during the event.

The instructor will make sure that all cadets know their role for the parade. The instructor will supervise and advise, providing direction and making corrections as necessary.

REFLECTION

Time: 20 min

Method: Group Discussion

GROUP DISCUSSION



Instructors shall ensure that all lesson objectives are drawn out towards the end of the reflection stage.

DISCUSSION QUESTIONS



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

Questions will vary based on the ceremonial parade chosen by the unit and element.

SUGGESTED QUESTIONS

- Q1. How did you feel about the parade?
- Q2. What do you feel you accomplished?
- Q3. What does your participation in the parade represent?
- Q4. What are some ways that cadets can be more active citizens based on this experience?



Other questions and answers will develop throughout the reflection stage. The discussion should not be limited to only those suggested.

CONCLUSION

REVIEW

Upon completion of the group discussion the instructor will conclude by summarizing to ensure that all teaching points have been covered. The instructor must also take this opportunity to explain how the cadet will apply this knowledge and/or skill in the future.

MAIN TEACHING POINTS

N/A.

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Cadets should feel pride in participating in a ceremonial parade and filling the various roles. Ceremonial parades allow the cadets to gain some insight into a formal parade, and to fill a role within the community.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C0-051 Veteran's Affairs Canada. (1999). *VAC Canada Remembers: Facts on Remembrance Day*. Retrieved 25 May 2006, from http://www.vac_acc.gc.ca/remembers/sub.cfm?source=teach_resources/remdayfact.
- C0-052 Veteran's Affairs Canada. (28 April 2003). *The Battle of the Atlantic*. Retrieved 25 May 2006, from www.vac-acc.gc.ca/general/sub.cfm?source=history/secondwar/atlantic/atlfact.

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COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 3

EO C102.02 – PERFORM COMMUNITY SERVICE

Total Time:

270 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

The choice of activity is to be left to the discretion of the unit Commanding Officer (CO).

This activity should be conducted in a day or three sessions of three periods each (270 min).

The use of a guest speaker provides an opportunity for the cadets to meet and hear from a representative of a service group. Using a guest speaker as a Subject Matter Expert (SME) will provide an experienced view on, and promote interest in, the topic. The guest speaker should be briefed on the objectives of the EO, to keep the briefing on topic. If a guest speaker is unavailable, the instructor should attempt to procure as much information as possible on the selected activity from the service group.

Debriefing of the activity must be done as soon as possible following the activity.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the experiential method. The experiential method was chosen to allow cadets to develop knowledge and skills through a process whereby concepts are derived from, and continuously modified by, their own experience. The experiential method combines a short initial activity briefing, a structured or semi-structured activity, and a reflective group discussion. The instructor supervises the activity and then leads a group discussion to draw out reflection and connections between the experience and future applications of the learning outcomes. This method appeals to tactile/kinaesthetic learners.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall experience the benefits of volunteerism, and the impact volunteerism has on the cadet and the community.

IMPORTANCE

One of the aims of the CCM is to develop in youth the “attributes of good citizenship”. To that end, good citizenship is defined as “actively and purposely participating in your community.”

BACKGROUND KNOWLEDGE



Background information on community service activities and specific groups can be found in EO M102.01 (Section 1), and may be referenced if required.

ACTIVITY

Time: 225 min

Method: Experiential

OBJECTIVE

Perform an additional community service activity.

RESOURCES

There is no resource support for this activity. The local group being assisted should provide any necessary materials.

ACTIVITY LAYOUT

- The cadets are to receive a briefing prior to the start of the activity, which may be given by a guest speaker from the community group being assisted, to include an explanation of:
 - the objectives of the activity;
 - resources required;
 - set-up of the activity; and
 - safety guidelines while performing the activity (as required).
- Cadets will participate in the activity, under supervision (activity to be determined by the CO).
- The cadets are to be debriefed on their participation in the activity immediately following the activity.

SAFETY

The instructor shall brief the cadets on any safety rules or regulations regarding the activity being conducted.

INSTRUCTIONAL GUIDELINES

During the activity the instructor should make the following observations:

- How did the cadets react to the activity?
- What area did they appear to enjoy most?



Observation of the cadets during the conduct of the activity is important so that proper question can be developed for the reflective stage.

REFLECTION

Time: 30 min

Method: Group Discussion

GROUP DISCUSSION



The instructor shall ensure that all lesson objectives are covered towards the end of the reflection stage.



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

SUGGESTED QUESTIONS

- Q1. How did you feel about the activity?
- Q2. What do you feel you accomplished through this activity?
- Q3. What benefit did the community received from your participation?
- Q4. In what other ways can a cadet be a more active citizen?



Other questions and answers will develop throughout the reflection stage. The discussion should not be limited to only those suggested.

CONCLUSION

REVIEW

Upon completion of the group discussion, the instructor will conclude by summarizing objectives to ensure that all there have been covered. The instructor must also take this opportunity to explain how the cadet could apply this knowledge and/or skill in the future.

MAIN TEACHING POINT

N/A.

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO. The instructor will confirm the cadets' comprehension of the material prior to beginning the activity, and immediately afterwards, by means of a debrief.

CLOSING STATEMENT

The CCM strives to develop in youth the attributes of good citizenship. Actively participating in the community provides a cadet with the chance to assist members of the community, thus demonstrating those same attributes. Cadets are encouraged to seek out additional, more personal ways to assist in the community.

INSTRUCTOR NOTESREMARKS

N/A.

REFERENCES

N/A.

CHAPTER 3

PO 103 – PARTICIPATE AS A MEMBER OF A TEAM



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 1

EO M103.01 – IDENTIFY THE RESPONSIBILITIES OF A FOLLOWER IN A TEAM

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stored are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- cut out the slips of paper found in Annex A.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify the responsibilities of a follower in a team.

IMPORTANCE

Cadets need to learn how to be effective members of a team. Understanding the responsibilities of a follower in a team setting will make cadets more aware of what is expected of them. This knowledge will enable them to contribute to the overall success of the team.

Teaching Point 1**Explain the Four Responsibilities of a Follower in a Team**

Time: 8 min

Method: Interactive Lecture

RESPECT THE LEADER AND OTHER TEAM MEMBERS

The ability to work with other people in a team is a useful skill. A sincere respect for other people is a great asset. In order to be an effective team member one must respect what the leader is asking the team to do. It is also important to respect the opinion and views of the other members of the team.

COOPERATE WITH OTHERS

In order for the team to effectively and efficiently achieve an objective the members must cooperate. Through cooperation a great deal more can be achieved than by working alone.

ADMIT MISTAKES AND LEARN FROM EXPERIENCE

In a team setting one must be able to admit when they are wrong and learn from the mistake. This will make the team stronger and create a better outcome.

ACCEPT CONSTRUCTIVE CRITICISM

Constructive criticism is observations or thoughts about ways to improve the manner in which a task was completed. Leaders will often provide constructive criticism to members of the team. This criticism is given to assist individuals develop as team member and eventually become leaders. Members must learn to take this criticism and use it in a beneficial way.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What is constructive criticism?
- Q2. What does it mean to admit mistakes and learn from experience?
- Q3. Why is it important to respect the leader and other team members?

ANTICIPATED ANSWERS

- A1. Constructive criticism is observations or thoughts about ways to improve the manner in which a task was completed.
- A2. In a team setting one must be able to admit when they are wrong and learn from the mistake. This will make the team stronger and create a better outcome.
- A3. The ability to work with other people in a team is a useful skill. A sincere liking and respect for other people is a great asset. In order to be an effective team member one must respect what the leader is asking the team to do. It is also important to respect the opinion and views of the other members of the team.

Teaching Point 2**Explain the Five Responsibilities of a Follower in a Team**

Time: 8 min

Method: Interactive Lecture

ASSUME RESPONSIBILITY

Team members should be prepared to assume responsibility when needed. The team leader will often delegate duties to team members and rely on these members to be prepared and willing to take on the responsibility.

BE HONEST

Team members must be honest with others in the team. Most people will believe and want to work with someone they trust. Honesty is an important characteristic of a good follower. In order to complete objectives, team members must trust each other and be honest.

ACCEPT OTHER TEAM MEMBERS FOR WHO THEY ARE

It is important to be sensitive to other people's wants and needs and to changes in these wants and needs. Acceptance and understanding of individual differences will allow the group to communicate and cooperate.

KNOW THE JOB AND BE PREPARED

A good follower needs to be knowledgeable about the group's goals. An effective follower should be organized and prepared.

COMMUNICATE CLEARLY WITH OTHERS

A follower must be able to understand and communicate with the leader and other team members. Communication works in two directions, listening and speaking. The ability to listen to others is essential in receiving correct information and implementing the strategy outlined for the team.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. Why is it important to be honest in a team?
- Q2. What does it mean to communicate clearly with others?
- Q3. Why must a team member assume responsibility?

ANTICIPATED ANSWERS

- A1. Team members must be honest with others in the team. Most people will believe and want to work with someone they trust. Honesty is an important characteristic of a good follower. In order to complete objectives, team members must trust each other and be honest.
- A2. A follower must be able to understand and communicate with the leader and other team members. Communication works in two directions, listening and speaking. The ability to listen to others is essential in receiving correct information and implementing the strategy outlined for the team.
- A3. Team members should be prepared to assume responsibility when needed. The team leader will often delegate duties to team members and will rely on these members to be prepared and willing to take on the responsibility.

END OF LESSON CONFIRMATION

ACTIVITY

Time: 7 min

OBJECTIVE

The objective of this activity is for the cadets to unscramble the responsibilities of a follower in a team and explain what each means.

RESOURCES

- Scrambled responsibilities found in Annex A.
- Container to pick scrambled responsibilities from.

ACTIVITY LAYOUT

- Divide the class into nine groups. If the class is too small, fewer groups can be formed.
- Have one member from each group pick a slip from the container.
- Each group will unscramble the words to reveal one of the responsibilities of a follower.
- The group will then discuss what the responsibility means.
- Each group will briefly present their answer to the class.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

- Ensure all cadets are participating.
 - Answer any questions.
-

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

Understanding the responsibilities of a follower in a team is essential for team members. Knowing what is expected of them will help create a successful outcome.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C3-038 Campbell, R. (2006). *Leadership: Getting It Done*. Retrieved 16 March 2006, from <http://www.ssu.missouri.edu/faculty/rcampbell/leadership/chapter5.htm>.

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COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 2

EO M103.02 – MAP PERSONAL GOALS FOR THE TRAINING YEAR

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content and become familiar with the material prior to the instruction of the lesson.

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The small group activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to:

- complete a self-esteem activity;
- complete a goal mapping activity; and
- participate in a discussion concerning personal goals for the training year.

IMPORTANCE

Individuals play an important role within a team. Personal factors such as self-esteem and self-confidence can both positively and negatively affect a team. Being familiar with tools that can strengthen both factors will benefit the individual and the team as a whole. Goal mapping is a tool that can assist cadets in planning goals for the year. The thinking and planning involved in this process allows the cadets to further build upon their self-esteem and confidence.

BACKGROUND KNOWLEDGE

SELF-ESTEEM

Self-esteem encompasses how people view themselves. This includes, but is not limited to:

- how much individuals like themselves;
- how valuable they feel they are; and
- how comfortable they are with themselves.

SELF-CONFIDENCE

Self-confidence encompasses how individuals portray themselves. It is a major factor that can influence ones ability to perform within specific situations. By having high self-esteem, a strong level of self-confidence can be developed.

GOAL MAPPING

Goal mapping is an activity that allows people to recognize their personal motivations. Setting goals that can be achieved both in the short and long terms are beneficial to both the individual and the team. The more aware people are of others, their habits and desires, the more successful they can be in creating stronger team energy.

ACTIVITY 1

Time: 5 min

OBJECTIVE

The objective of this activity is to have cadets recognize different actions that may be useful measurements of self-esteem.

RESOURCES

Self-esteem scale found in Annex B.

ACTIVITY LAYOUT

- Have the cadets complete the scale located in Annex B.
- The cadets will have three minutes to complete the activity.
- Inform the cadets that the scale is for personal use only and can be reviewed periodically throughout the year and updated accordingly.
- Inform the cadets that it can be a useful tool to monitor their self-esteem.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

The self-esteem scale is used solely for the cadet as a reflection tool. The instructor **WILL NOT** call upon cadets to provide specific examples from their scales during the reflection stage. The activity is simply used to introduce the concept of self-esteem.

ACTIVITY 2

Time: 10 min

OBJECTIVE

The objective of this activity is to have cadets map out short- and long-term goals with respect to their roles and responsibilities within the cadet unit.

RESOURCES

Goal mapping exercise found in Annex C.

ACTIVITY LAYOUT

- Have the cadets write down two short-term and long-term goals that they would like to achieve with respect to their role and responsibilities within the unit. A copy of the exercise is provided in Annex C.
- The cadets will have 10 minutes to complete the activity.
- Have them write down the steps they feel they need to take to achieve each goal.
- Inform the cadets that for this exercise, short-term goals are goals they wish to achieve within three months, and long-term goals are goals they wish to achieve by the end of Level One.
- Encourage the cadets to come up with simple goals. Some examples would be maintaining and improving on the quality of their dress and deportment, or participating in a new activity at the corps/squadron.
- After the activity is complete, have the cadets put their books aside.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

At this point the instructor shall brief the cadets on any other guidelines pertaining to the activity.

N/A.

REFLECTION

Time: 10 min

Method: Group Discussion

GROUP DISCUSSION



Instructors shall ensure that all lesson objectives are drawn out towards the end of the reflection stage.

DISCUSSION QUESTIONS



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

SUGGESTED QUESTIONS

- Q1. Why are self-esteem and self-confidence important factors in effective team building and leadership?
- Q2. How can a goal mapping exercise be effective in planning short- and long-term goals?
- Q3. How can goal mapping be a useful tool with respect to effective teams and leadership?



Other questions and answers will develop throughout the reflection stage. The discussion should not be limited to only those suggested.

CONCLUSION

REVIEW

Upon completion of the group discussion conclude by summarizing to ensure that all teaching points have been covered. Take the opportunity to explain how the cadet will apply this knowledge in the future.

MAIN TEACHING POINTS

- TP1. Self-esteem and self-confidence.
- TP2. Goal mapping.

TP3. Personal goals for the training year.



Instructors shall reinforce those answers and comments discussed during reflection, but must ensure that the main teaching points have been covered. Any main teaching point not brought out during the group discussion shall be covered during review.

HOMEWORK/READING/PRACTICE

If the cadets did not have the opportunity to complete the two activities during the lesson, they are to complete them on their own time. The cadets will not be required to hand in these exercises. They are simply tools to be used by the cadets themselves.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

In order for a team to be successful in any task, its members need to be positive. As previously mentioned, personal factors such as self-esteem and self-confidence can both positively and negatively affect a team. Being familiar with tools that can strengthen both factors are beneficial skills both personally and collectively. By setting short- and long-term goals, cadets have something to work toward, and are thus more motivated to complete the tasks ahead.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C0-021 Adams, B. (2001). *The Everything Leadership Book: The 20 Core Concepts Every Leader Must Know*. Avon, Massachusetts: Adams Media Corporation.
- C0-022 Cole, K. (2002). *The Complete Idiots Guide to Clear Communication*. Indianapolis, IN: Alpha Books.

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COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 3

EO M103.03 – PARTICIPATE IN TEAM BUILDING ACTIVITIES

Total Time:

60 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- set up a suitable classroom space, including an Overhead Projector (OHP); and
- gather pens and paper for the group.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The small group activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify the advantages and characteristics of teamwork that will aid in developing a positive team dynamic along with improving their individual teamwork skills.

IMPORTANCE

Having the skills to work as an effective team member is essential to the success of the team. Once introduced to these skills, they will continue to develop whenever the individual is placed in a team setting or situation that require people to work together.

BACKGROUND KNOWLEDGE

CHARACTERISTICS OF A SUCCESSFUL TEAM

- **Communication.** Clear communication is essential to an effective team. Team members must feel comfortable sharing ideas and concerns with each other and the leader.
- **Mutual Cooperation and Support.** It is hard to be innovative when you are not sure how others will react to your ideas. Team members must be aware that even if people disagree the objection is to the idea, not to the person presenting it. Members of a team must have the right to a certain level of trust that precludes backstabbing, gossip, and negative behaviours aimed solely at making someone look bad.
- **Share a Common Goal.** When a team understands the purpose for a task they have a heightened motivation to work together towards the completion of it.
- **High Esprit de Corps.** When each member of the team has a sense of pride and belonging to the team, it is more likely they will want to be part of the team. This sense of belonging will enable the group to become more cohesive and willing to work together to accomplish the task.

ADVANTAGES OF EFFECTIVE TEAMWORK

- **Includes Everyone and Ensures a Better Outcome.** In a team setting people feel that their contributions are valuable. A strong group performance is generated from strong individual efforts. When many individuals are working together to accomplish a task different ideas and opinions mesh together to provide a sound outcome.
- **Tasks Are Easier When More People Are Involved.** When the responsibility and workload are shared among the team members and the team works together to ensure everyone stays on track, the team will offer support to those who need it.
- **Increases and Develops Communication.** Teamwork is an opportunity for people to interact in new ways by forming relationships and communicating with new people. Communication is the key to ensuring members are carrying out their role in accomplishing the task.

ACTIVITY 1 – THE HUMAN KNOT

Time: 10 min

OBJECTIVE

The objective of this activity is to untangle the “human knot” through teamwork.



This activity highlights the necessity for communication, mutual cooperation and support, including everyone and ensuring a better outcome, high esprit de corps and sharing a common goal.

RESOURCES

N/A.

ACTIVITY LAYOUT

- Divide the class into groups of approximately 10 cadets.

- Direct each group to stand in a circle and place their right hand in the centre and take the hand of anyone except the person on either side of them.
- Have them do the same with their left hands.
- Explain to the cadets that they must not let go of their hands, and that their job is to work together to untangle the “Human Knot.”

SAFETY

Ensure the area where this activity is being conducted is flat and open so as to avoid any falls or collisions with other objects.

INSTRUCTOR GUIDELINES



At this point the instructor shall brief the cadets on any safety rules or any other guidelines pertaining to the activity.

- During the activity ensure the rules of the activity are being followed.
- Give hints to help with the untangling process.

ACTIVITY 2 – MEMORY

Time: 10 min

OBJECTIVE

The objective of this activity is to remember as many of the items in the collage both as an individual and as a team.



This activity highlights tasks being easier when more people are involved, thereby ensuring a better outcome and high esprit de corps.

RESOURCES

- Collage found in Annex D.
- Overhead projector.
- Pens.
- Paper.
- Whiteboard/flipchart.
- Markers.

ACTIVITY LAYOUT

- Place a copy of the collage found in Annex D on the OHP.

- Turn the OHP on and have the cadets observe the overhead for 15 seconds.
- After 15 seconds turn the OHP off and have the cadets individually write down as many items as they can recall.
- After approximately two minutes record on the board/flipchart the number of items recalled on an individual basis.
- Split the cadets into two groups and have them compile a group list of items they recall.
- After two minutes compare the individual results to the group results.

SAFETY

N/A.

INSTRUCTOR GUIDELINES



At this point the instructor shall brief the cadets on any safety rules or any other guidelines pertaining to the activity.

- During the activity supervise and ensure all members are participating in the activity.
- Record on the board/flipchart individual and group results.

ACTIVITY 3 – SILENT BIRTHDAYS

Time: 10 min

OBJECTIVE

The objective of this activity is to line up according to birthdays without speaking to one another.



This activity highlights communication, mutual cooperation and support, high esprit de corps and sharing a common goal.

RESOURCES

- Pens.
- Paper.

ACTIVITY LAYOUT

- Direct the cadets to line up in birth order from oldest to youngest by not talking to one another.
- If the task becomes daunting for the cadets provide a method to assist them (i.e. using pens and paper).
- The pens and paper can be laid out on a table in the vicinity of the activity.

- When the time is up, starting at the beginning of the line, have each cadet state his or her birthday to see if the task was successful.

SAFETY

N/A.

INSTRUCTOR GUIDELINES



At this point the instructor shall brief the cadets on any safety rules or any other guidelines pertaining to the activity.

- During the activity help the cadets (i.e. using pens and paper, using some kind of sign language, etc.) if the activity is going over time.
- Supervise and ensure all cadets are participating in the activity.

REFLECTION

Time: 20 min

Method: Group Discussion

GROUP DISCUSSION



Instructors shall ensure that all lesson objectives are drawn out towards the end of the reflection stage.

DISCUSSION QUESTIONS



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

SUGGESTED QUESTIONS

- Q1. What advantages of teamwork were noticed while engaging in the activities?
- Q2. What things made the team successful in the activities?
- Q3. What things were frustrating throughout the activities?

Q4. Why do you think teamwork is important?



Other questions and answers will develop throughout the reflection stage. The discussion should not be limited to only those suggested.

CONCLUSION

REVIEW

Upon completion of the group discussion conclude by summarizing to ensure that all teaching points have been covered. Take the opportunity to explain how the cadet will apply this knowledge and/or skill in the future.

MAIN TEACHING POINTS

TP1. Characteristics of a successful team.

TP2. Advantages of effective teamwork.



Instructors shall reinforce those answers and comments discussed during reflection, but must ensure that the main teaching points have been covered. Any main teaching point not brought out during the group discussion shall be emphasized during the review.

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

Teamwork is essential to a successful outcome. Knowing what skills contribute to the success of a team will aid in this. Development of these skills will occur each and every time an individual is involved in a team.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C0-003 (ISBN 0-943210-44-5) Pike, B., and Busse, C. (1995). *101 More Games for Trainers*. Minneapolis, MN: Lakewood Publishing.
- C0-004 (ISBN 1-58062-577-0) McClain, G., and Romaine, D.S. (2002). *The Everything Managing People Book*. Avon, MA: Adams Media.
- C0-005 (ISBN 0-07-046414-6) Scannell, E.E., and Newstrom, J.W. (1994). *Even More Games Trainers Play*. New York: McGraw-Hill.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 4

EO C103.01 – PARTICIPATE IN ICEBREAKER ACTIVITIES

Total Time: 30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review a lesson content, and become familiar with the material;
- prepare suitable instructional area; and
- prepare all materials listed in the Resources section of each activity.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The small group activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have participated in icebreaker activities.

IMPORTANCE

Introductions are vital to the success of any team. Cadets may be spending a long period of time together with each other throughout their involvement with the program. These activities will assist in developing positive relationships.

BACKGROUND KNOWLEDGE

ICEBREAKERS

Icebreakers are a method for getting cadets to introduce themselves. These exercises may vary according to the type of training being conducted, the size of the group, and how well the group members know each other. Icebreakers encourage self-disclosure, humour, respect for others, thought and creativity. Most importantly, they allow people to laugh at themselves.

ACTIVITY 1 – TRUE CONFESSION TOOTHPICKS

Time: 7 min

OBJECTIVE

The objective of this activity is to assist cadets in getting to know each other by challenging participants to think creatively.

RESOURCES

A large supply of toothpicks.

ACTIVITY LAYOUT

- Give each cadet five toothpicks.
- Select a cadet to go first; ask them to talk about something they have never done (e.g. I have never jay walked).
- After the statement, anyone in the group who has done the action must forfeit a toothpick.
- The next person then shares something they have never done. Again, someone who has done the action must forfeit a toothpick.
- The disclosers continue until someone has lost all five toothpicks.

SAFETY

N/A.

INSTRUCTOR GUIDELINES



At this point the instructor shall brief the cadets on any safety rules or any other guidelines pertaining the activity.

- The number of toothpicks may be adjusted dependent on the size of the group to meet timings.

- A circle classroom arrangement may be appropriate for this activity.

ACTIVITY 2 – TWO TRUTHS AND A LIE

Time: 7 min

OBJECTIVE

The objective of this activity is to expand on the amount of information typically heard from someone during an introduction by determining which one of the statements is a lie.

RESOURCES

N/A.

ACTIVITY LAYOUT

- Each member of the group shall introduce themselves using three statements, two being the truth and one being a lie.
- The other members of the group must determine which statement is a lie.
- The activity continues until each cadet has had an opportunity to make three statements.

SAFETY

N/A.

INSTRUCTOR GUIDELINES



At this point the instructor shall brief the cadets on any safety rules or any other guidelines pertaining the activity.

- Ensure the timings for this activity are adhered to.
- Cadets may be split into small groups if the class is too large.
- Ensure there is adequate supervision of the groups.

ACTIVITY 3 – SELF-DISCLOSER INTRODUCTIONS

Time: 7 min

OBJECTIVE

The objective of this activity is to provide innovative ways for the cadets to one another by adding adjectives to their first or last names.

RESOURCES

N/A.

ACTIVITY LAYOUT

Direct cadets to state their first or last name with an adjective put in front. The adjective should describe a dominant characteristic and start with the first letter of the first or last name. For example: Serious Stan, Mathematical Mary.

SAFETY

N/A.

INSTRUCTOR GUIDELINES



At this point the instructor shall brief the cadets on any safety rules or any other guidelines pertaining the activity.

- Ensure the timing is adhered to.
- If time permits, ask cadets why they chose their adjective.

REFLECTION

Time: 5 min

Method: Group Discussion

GROUP DISCUSSION



Instructors shall ensure that all lesson objectives are drawn out towards the end of the reflection stage.

DISCUSSION QUESTIONS



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

SUGGESTED QUESTIONS

- Q1. Did the tasks help you introduce yourselves to one another?
- Q2. Did the activity help include everyone in the team environment?

- Q3. How did you feel about the others in the group after the activity was completed?
- Q4. Was it surprising when the group thought someone's statement was a lie and it was really the truth? (only for Activity 2)



Other questions and answers will develop throughout the reflection stage. The discussion should not be limited to only those suggested.

CONCLUSION

REVIEW

Upon completion of the group discussion, conclude by summarizing to ensure that all main ideas have been covered. Take the opportunity to explain how the cadet will apply this knowledge and/or skill in the future.

MAIN TEACHING POINTS

TP1. Participate in icebreaker activities.



Instructors shall reinforce those answers and comments discussed during reflection, but must ensure that the main ideas have been covered. Any main idea not brought out during the group discussion shall be brought up during review.

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

Introductions are vital to the success of any team. Cadets may be spending a long period of time together through their involvement with the program. These activities will assist in developing positive relationships.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C0-003 (ISBN 0-943210-44-5) Pike, B., and Busse, C. (1995). *101 More Games for Trainers*. Minneapolis, MN: Lakewood Books.
- C0-028 (ISBN 0-07-046513-4) Newstrom, J., and Edward, S. (1998). *The Big Book of Teambuilding Games*. New York, NY: McGraw-Hill.
- C0-029 (ISBN 0-7872-4532-1) Cain, J., and Jolliff, B. (1998). *Teamwork and Teamplay*. Brockport, NY: Kendall/Hunt.

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**COMMON TRAINING
INSTRUCTIONAL GUIDE**



SECTION 5

EO C103.02 – PARTICIPATE IN SELF-INTRODUCTIONS

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content and become familiar with the material prior to instruction of the lesson.

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The small group activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadets shall be expected to have introduced themselves to the class.

IMPORTANCE

Communication is an important aspect of leadership. Being able to communicate with other members of the group and the leader will lead to successful completion of tasks. Starting with a short, informal introduction will give the cadets confidence to start developing their communication skills.

BACKGROUND KNOWLEDGE

COMMUNICATION

Effective communication skills are key to any successful group or team and are an important factor in becoming an effective leader. A leader who can communicate effectively with the team will move the team towards a positive outcome.

Communication works in both directions. When one person is delivering a message, the team members must be listening to ensure they receive the message correctly. Part of becoming a leader is developing good listening skills. Team members should feel comfortable enough to bring forth ideas to the leader and feel that their ideas are heard and taken into account.

ACTIVITY

Time: 20 min

OBJECTIVE

The objective of this activity is to have each of the cadets present themselves to the class.

RESOURCES

- Whiteboard with markers.
- Pens.
- Paper.

ACTIVITY LAYOUT

- Have each cadet stand in front of the class and present a short introduction.
- The introduction should include information such as:
 - their name;
 - what school they attend;
 - what grade they are in;
 - why they joined cadets;
 - their hobbies;
 - their interests; and
 - their general career ambitions.
- Write this list on the board for the cadets to reference during the introduction.
- Give the cadets two minutes to write some notes to use during the introduction.
- Each introduction should be no more than two minutes in length.

SAFETY

N/A.

INSTRUCTOR GUIDELINES



At this point the instructor shall brief the cadets on any safety rules or any other guidelines pertaining the activity.

- During the activity ensure the two-minute time limit is enforced and that all cadets participate in the introductions.
- If the class is big, divide the group into smaller groups and use assistant instructors to facilitate the introductions.

REFLECTION

Time: 5 min

Method: Group Discussion

GROUP DISCUSSION



Instructors shall ensure that all lesson objectives are drawn out towards the end of the reflection stage.

DISCUSSION QUESTIONS



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

SUGGESTED QUESTIONS

- Q1. How does this exercise emphasize the importance of communication?
- Q2. Why is communication important in a team setting?
- Q3. What feelings were experienced while introducing yourself?



Other questions and answers will develop throughout the reflection stage. The discussion should not be limited to only those suggested.

CONCLUSION

REVIEW

Upon completion of the group discussion summarize to ensure that all teaching points have been covered. Take this opportunity to explain how the cadet will apply this knowledge and/or skill in the future.

MAIN TEACHING POINTS

TP1. Communication.



Instructors shall reinforce those answers and comments discussed during reflection, but must ensure that the main teaching points have been covered. Any main teaching point not brought out during the group discussion shall be brought up during the review.

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

Being able to communicate with others is essential in leadership both as a follower and a leader. Participating in self-introductions will give the cadet confidence to communicate with others in the group and with the leader.

INSTRUCTOR NOTES/REMARKS

This lesson should be conducted early in the training year because it will act as an icebreaker for the cadets.

REFERENCES

C0-021 (ISBN 1-58062-513-4) Adams, B. (2001). *The Everything Leadership Book*. Avon, MA: Adams Media.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 6

EO C103.03 – PARTICIPATE IN TEAM BUILDING ACTIVITIES

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review a lesson content, and become familiar with the material;
- prepare suitable instructional area; and
- prepare all materials listed in the Resources section of each activity.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The small group activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

REVIEW

The pertinent review for this lesson will include principles of teamwork discussed in EO M103.03 (Section 3). These are listed in the Background Knowledge section.

OBJECTIVES

By the end of this lesson the cadet shall have participated in team building activities.

IMPORTANCE

Acquiring the skills needed to work as an effective team member is essential to achieving the team's goals.

BACKGROUND KNOWLEDGE

CHARACTERISTICS OF A SUCCESSFUL TEAM

- **Communication.** Clear communication is essential to an effective team. Team members must feel comfortable sharing ideas and concerns with each other and the leader.
- **Mutual Cooperation and Support.** It is hard to be innovative when you are not sure how others will react to your ideas. Team members must be aware that even if people disagree the objection is to the idea, not to the person presenting it. Members of a team must have the right to a certain level of trust that precludes backstabbing, gossip, and negative behaviours aimed solely at making someone look bad.
- **Share a Common Goal.** When a team understands the reason for the task they have a heightened motivation to work together to complete the task.
- **High Esprit de Corps.** When each member of the team feels proud and has a sense of belonging to the team, it is more likely they will want to be part of the team. This sense of belonging will enable the group to become more cohesive and willing to work together to accomplish the task.

ADVANTAGES OF EFFECTIVE TEAMWORK

- **Includes Everyone and Ensures a Better Outcome.** In a team setting people feel that their contributions are valuable. A strong group performance is generated from strong individual efforts. When many individuals are working together to accomplish a task different ideas and opinions mesh together to provide a sound outcome.
- **Tasks Are Easier When More People Are Involved.** When the responsibility and workload are shared among all team members, the team works together to ensure everyone stays on track and offers support to those who need it.
- **Increases and Develops Communication.** Teamwork is an opportunity to get people interacting in new ways by forming relationships and communicating with new people. Communication is the key to ensuring members are carrying out their role in accomplishing the task.

ACTIVITY 1 – JIGSAW TEAM BUILDING

Time: 6 min

OBJECTIVE

The objective of this activity is to stress the importance of each team member's individual contributions and the importance of working as a group.

RESOURCES

- One previously constructed picture puzzle, divided into sets of approximately 10 pieces per participant, broken apart and allocated to each cadet for reassembly.
- CD player (optional).
- Appropriate CDs (optional).

ACTIVITY LAYOUT

- Select a suitable picture puzzle (attached at Annex E).

- Break the puzzle into nine connectable subsets (so the subsets can be connected to each other).
- Distribute the subsets to each participant (divide cadets into groups if there are more than nine participants).
- Have the cadets assemble the subsets of the puzzle.
- After the subsets are assembled, have the cadets come together to join the subsets and form the full picture.
- Set a challenging time limit for the activity and play energizing music to create a sense of urgency.

SAFETY

N/A.

INSTRUCTOR GUIDELINES



At this point the instructor shall brief the cadets on any safety rules or any other guidelines pertaining the activity.

- A small number of participants may be designated as free floating trouble-shooters who roam around the room and help those who are having trouble.
- Supervise to ensure all group members are participating equally. Some cadets may be reluctant to give up their puzzle pieces. Others may try to take control of all of the pieces and attempt to assemble the puzzle.

REFLECTION

Time: 4 min

Method: Group Discussion

GROUP DISCUSSION



Instructors shall ensure that all lesson objectives are drawn out towards the end of the reflection stage.

DISCUSSION QUESTIONS



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

SUGGESTED QUESTIONS

- Q1. What was the reaction you experienced when you realized your importance to the overall team?
- Q2. What impact did the time deadline have on the effectiveness the group completing the task?
- Q3. What was the impact of having team members available to help with the task?
- Q4. What do you feel the completed picture puzzle represents?
- Q5. Ask the cadets to consider both their productive and counterproductive behaviours. It is likely that they are using the same behaviours in actual team environments, with similar positive and negative effects.



Other questions and answers will develop throughout the reflection stage. The discussion should not be limited to only those suggested.

ACTIVITY 2 – ALPHABETICALLY

Time: 11 min

OBJECTIVE

The objective of this activity is to stress the importance of each team member’s individual contributions and the importance of working as a group.

RESOURCES

Blindfolds (optional).

ACTIVITY LAYOUT

- Begin with the cadets sitting or standing in random locations throughout the activity area with their eyes closed (or blindfolds on).
- Direct one cadet to say the first letter of the alphabet.

- The remainder of the cadets must now state the remaining letters in order without ever having two cadets saying the same letter at the same time.

SAFETY

N/A.

INSTRUCTOR GUIDELINES



At this point the instructor shall brief the cadets on any safety rules or any other guidelines pertaining the activity.

- The activity can use any sequence instead of the alphabet, dependent on the size of the group (numbers, days of the week, months of the year, holidays, etc.). Select the appropriate sequence for the size of the group so as to remain within the time limitations.
- Once the cadets have completed the task, have them perform this activity with their eyes open. This should increase the success rate.

REFLECTION

Time: 4 min

Method: Group Discussion

GROUP DISCUSSION



Instructors shall ensure that all lesson objectives are drawn out towards the end of the reflection stage.

DISCUSSION QUESTIONS



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

SUGGESTED QUESTIONS

- Q1. Did the group try to use any non-verbal clues to determine the order within the group? If so, what were they and did they assist in completing the task?

- Q2. What makes this activity so difficult?
- Q3. If a pattern was created, was the activity then easier to complete?
- Q4. Was the activity easier to complete with eyes open? If so, why?
- Q5. How did you feel about the individual contribution that each cadet made?



Other questions and answers will develop throughout the reflection stage. The discussion should not be limited to only those suggested.

CONCLUSION

REVIEW

Upon completion of the group discussion, summarize to ensure that all main ideas have been covered. Take the opportunity to explain how the cadet will apply this knowledge and/or skill in the future.

MAIN TEACHING POINTS

TP1. Participate in team building activities.



Instructors shall reinforce those answers and comments discussed during reflection, but must ensure that the main ideas have been covered. Any main teaching point not brought out during the group discussion shall be brought up during review.

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment for this EO.

CLOSING STATEMENT

Teamwork is essential to the outcome of a group task. Knowing what skills contribute to the success of a team will aid in a positive outcome. Development of these skills will occur each and every time an individual is involved in a team.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C0-028 (ISBN 0-07-046513-4) Newstrom, J., and Edward, S. (1998). *The Big Book of Teambuilding Games*. New York, NY: McGraw-Hill.
- C0-029 (ISBN 0-7872-4532-1) Cain, J., and Jolliff, B. (1998). *Teamwork and Teamplay*. Brockport, NY: Kendall/Hunt.

WORD GAME

CERPTES HET DERLEA NDA EHORT AETM BESMERM

✂-----

RPCOEAEOT TWHI TERSOH

✂-----

IAMTD STSAKIEM DNA RLENA MFOR XRPEIECNEE

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PCETCA SRUCONTTIVEC IIISCTMRC

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MAOCMUENCIT LYEACRL TIHW EHORST

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SELF-ESTEEM SCALE

To get a sense of your level of self-esteem, place a check mark on the scale on the activity below which best describes you. For example, if you are more likely to act toward the item on the right, then the x would be placed closer to the right, and vice versa.

Throughout the year, feel free to revisit this scale and use it as a tool to monitor how your self-esteem in different areas may change.

	5	4	3	2	1	
Make your own decisions?	-----					Let others make them for you?
Look for answers to problems?	-----					Let problems defeat you?
Take risks?	-----					Play it safe?
Control your moods and thoughts yourself?	-----					Let someone else's bad mood get you down?
Feel exhilarated when you work hard?	-----					Feel as if you haven't accomplished anything, when you work hard?
Accept responsibility?	-----					Make excuses, find fault, lay blame.
Measure yourself against your own standards?	-----					Measure yourself against other's standards?
Speak up, set limits, voice your thoughts honestly?	-----					Swallow your opinions, your thoughts, your wishes?
Stand straight and look people in the eye?	-----					Slouch, with downcast eyes, looking sideways at people?
Respond flexibly to changing circumstances?	-----					Hold on to what you've always done and thought because it's easy and comfortable.
Feel self-confident and self-assured?	-----					Feel shy, nervous, and awkward?

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GOAL MAPPING EXERCISE

SHORT-TERM GOALS

Goal No. 1: _____

Steps To Take: _____

Goal No. 2: _____

Steps To Take: _____

LONG-TERM GOALS

Goal No. 1: _____

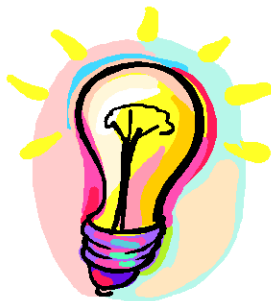
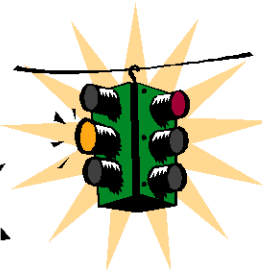
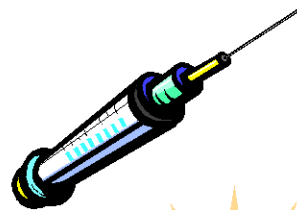
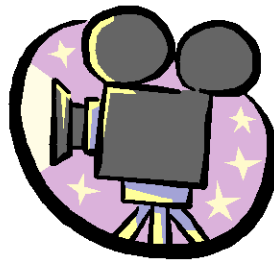
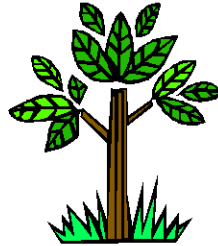
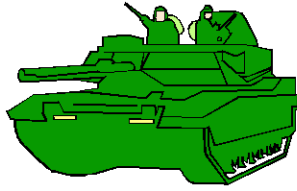
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Goal No. 2: _____

Steps To Take: _____

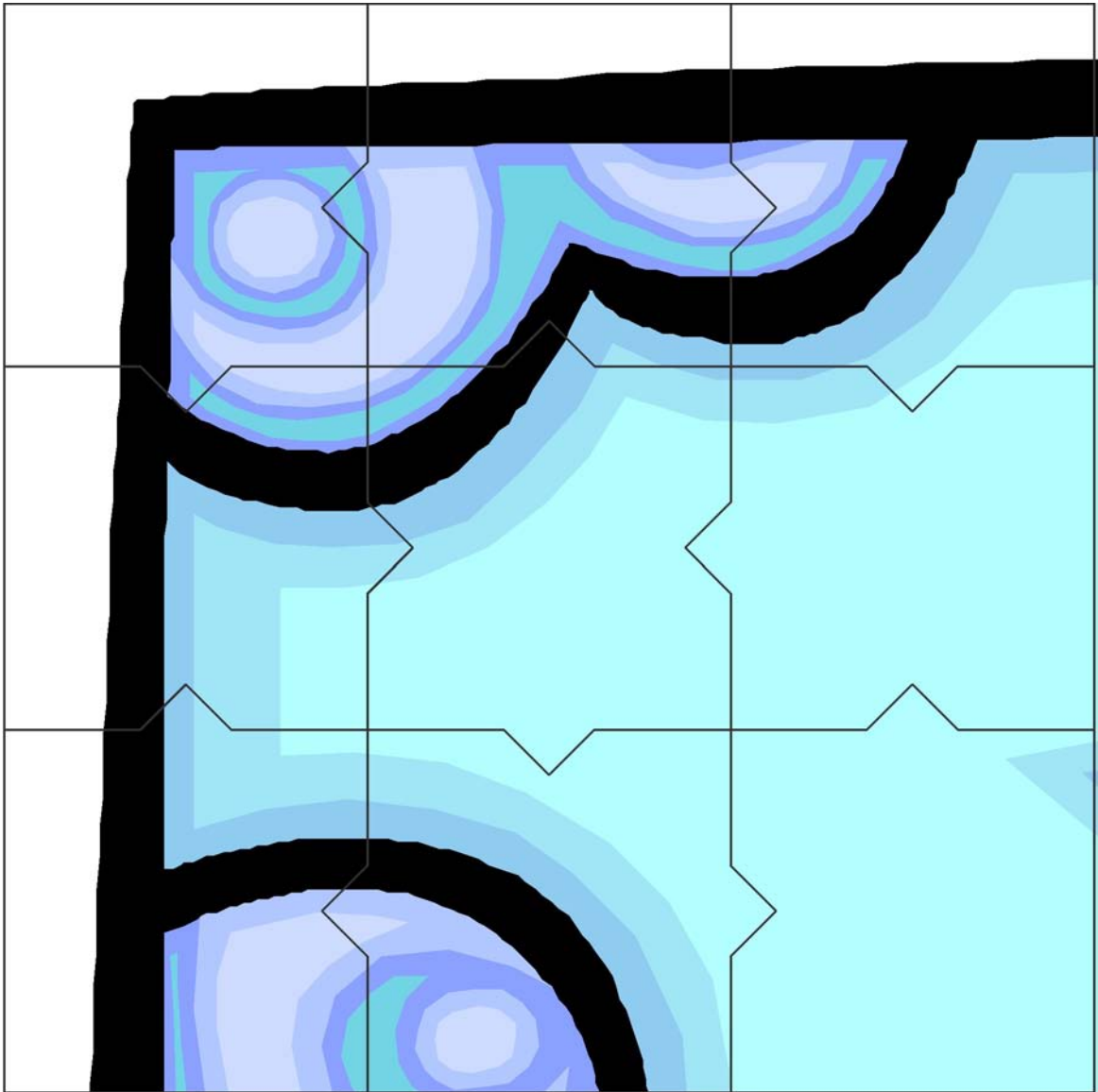
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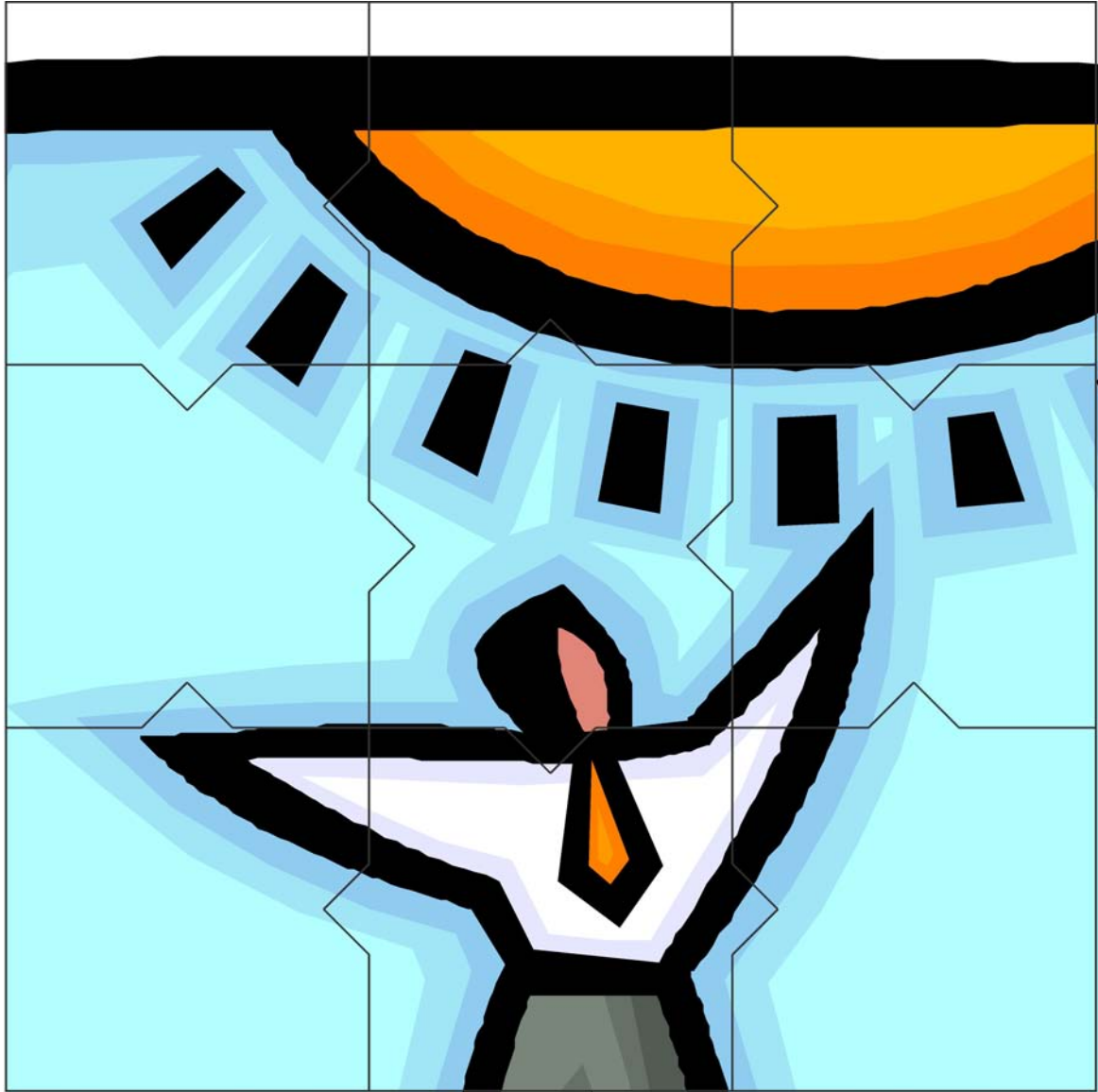
MEMORY GAME



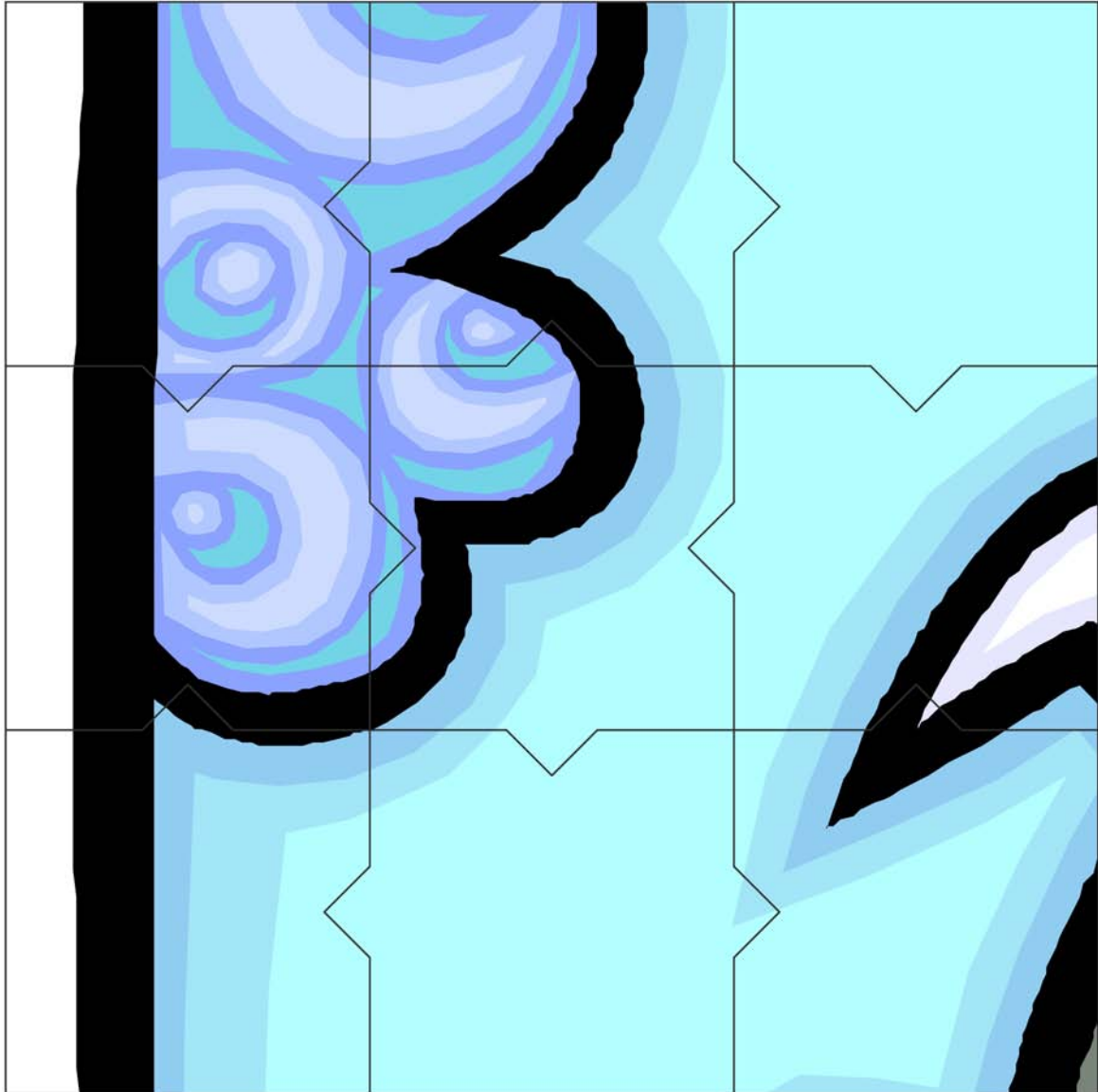
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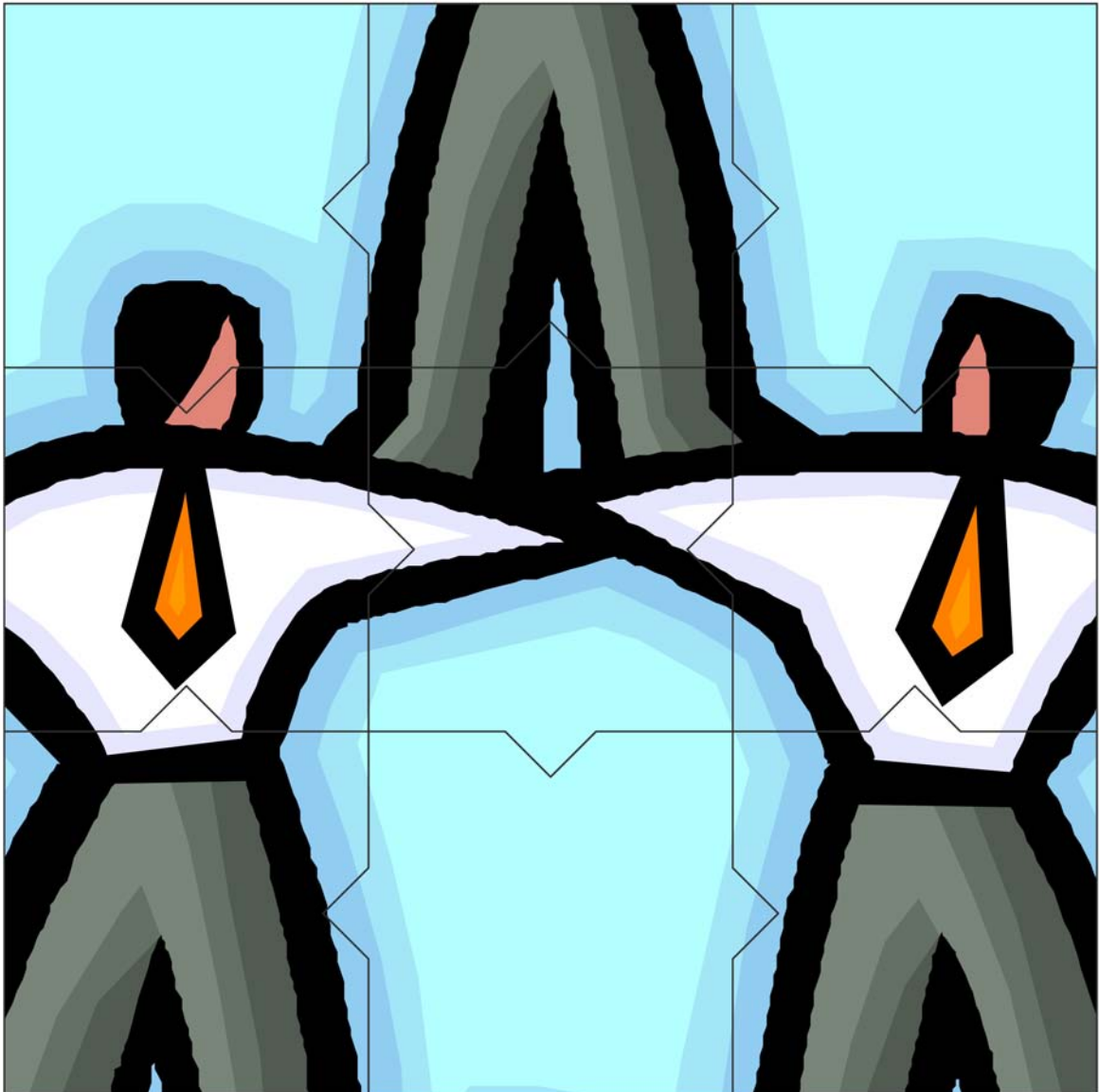
PUZZLES

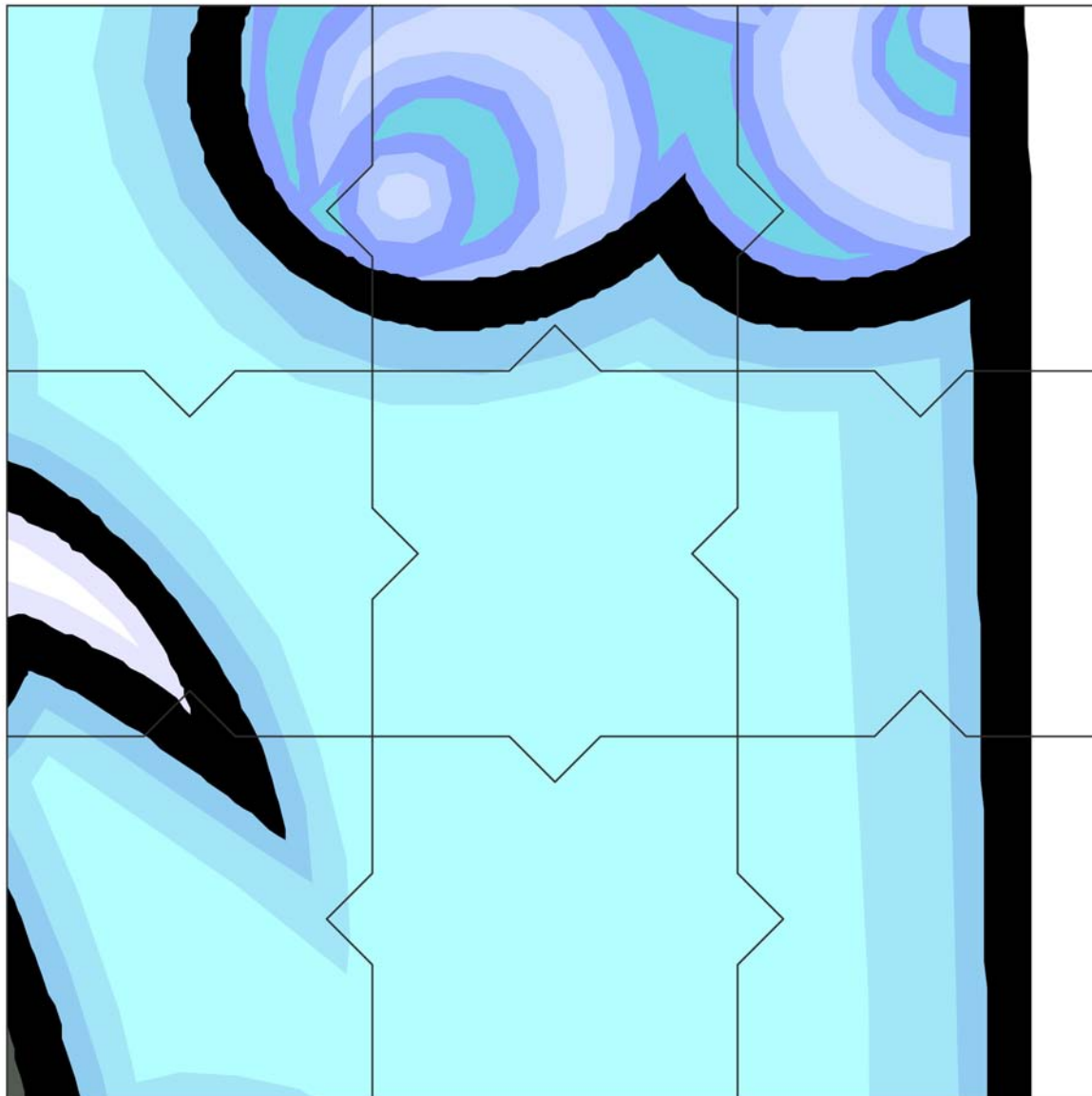


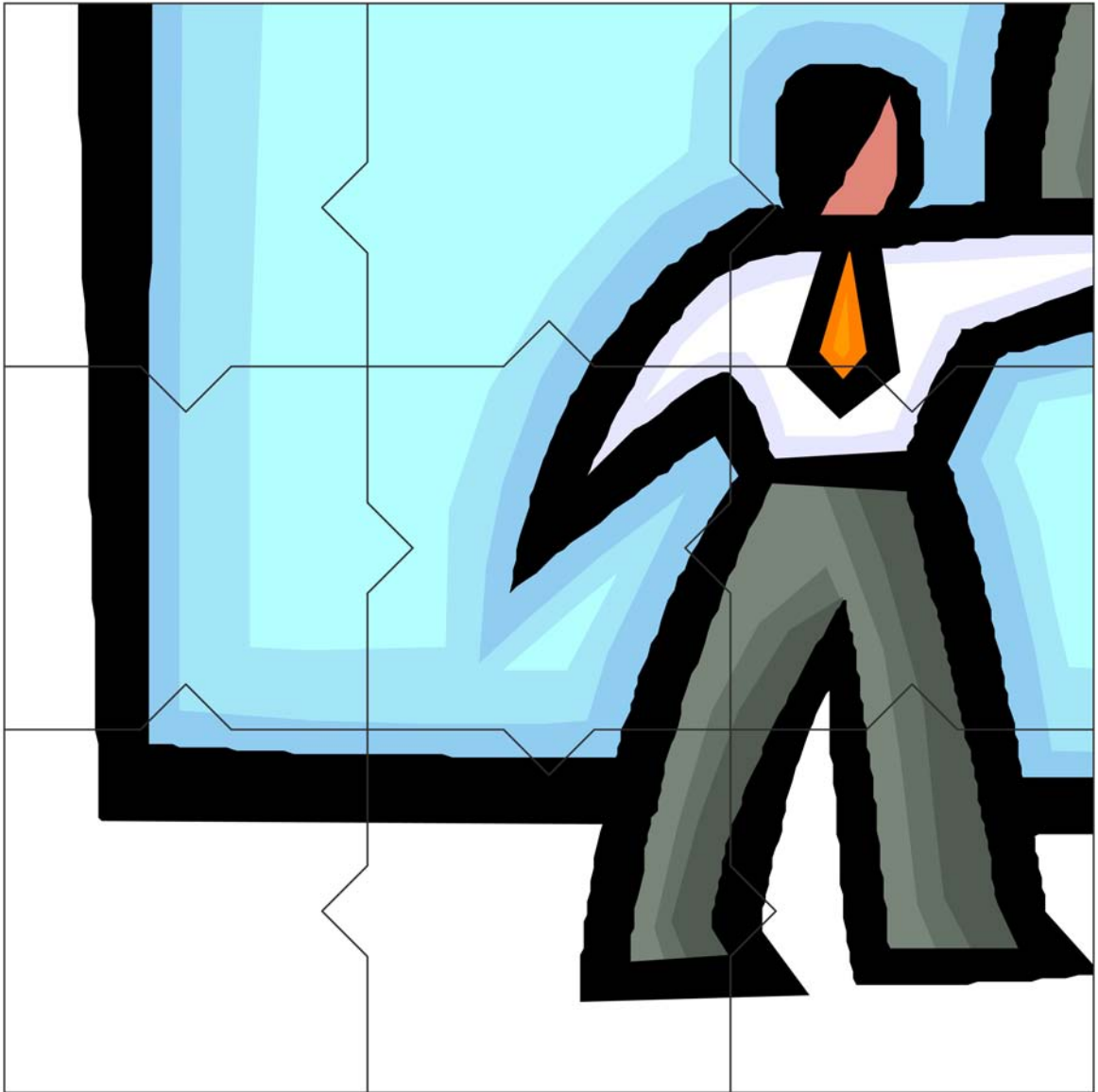




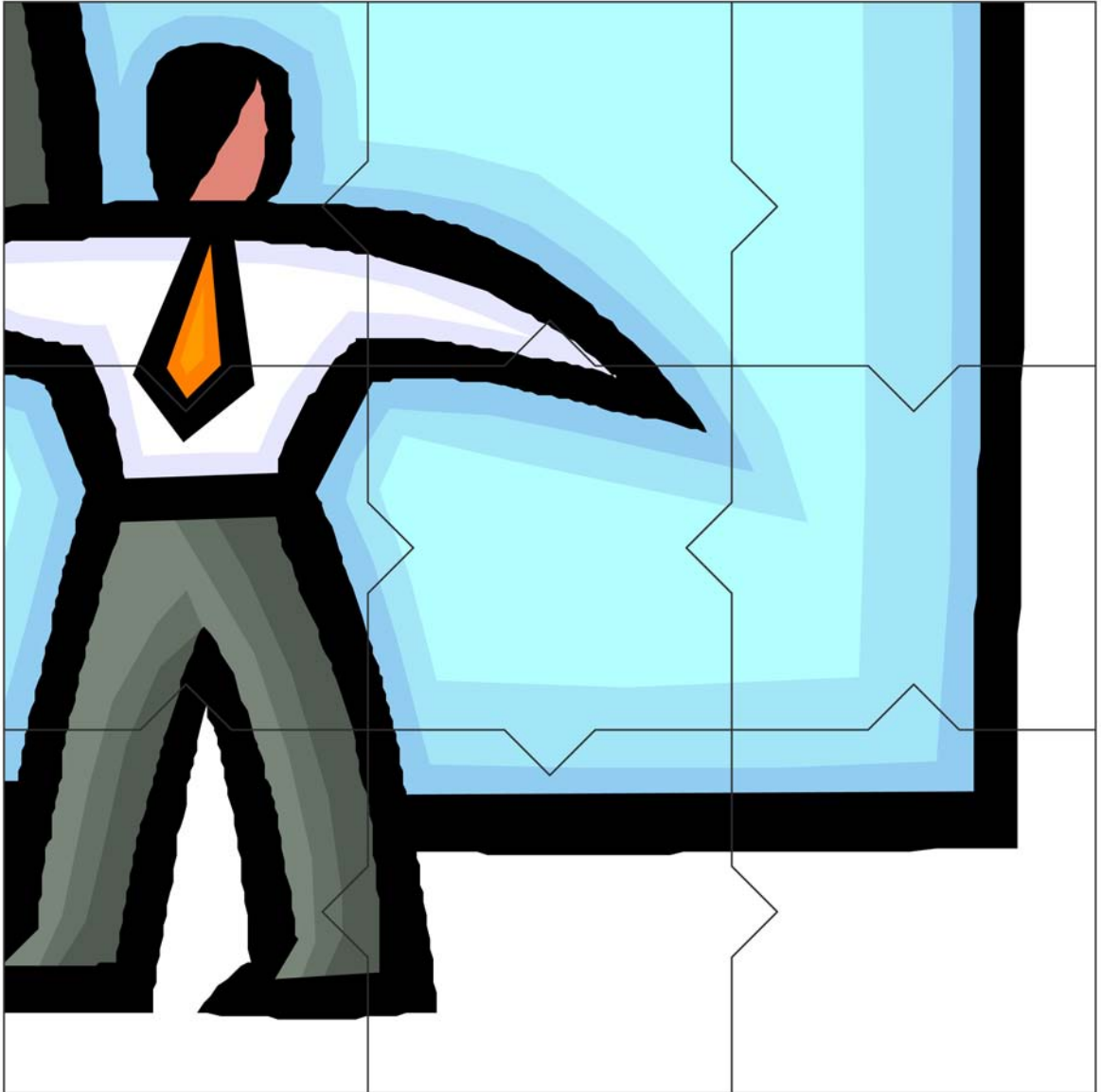












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CHAPTER 4

PO 104 – DEVELOP A PERSONAL ACTIVITY PLAN



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 1

EO M104.01 – IDENTIFY ACTIVITIES THAT WILL HELP ACHIEVE A HEALTHY ACTIVE LIFESTYLE

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

The instructor shall review the lesson content and become familiar with the material prior to the instruction of the lesson.

PRE-LESSON ASSIGNMENT

N/A.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify activities that will help them achieve a healthy and active lifestyle.

APPROACH

For TP1, the interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

For TP2, the group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

IMPORTANCE

Physical fitness is one of the three aims of the cadet program. Teaching the cadets what activities contribute to an active lifestyle will help them achieve physical fitness.

Teaching Point 1**Introduce Cadets to *Canada's Physical Activity Guide to Healthy Active Living***

Time: 7 min

Method: Interactive Lecture

CANADA'S PHYSICAL ACTIVITY GUIDE TO HEALTHY ACTIVE LIVING

Hand out *Canada's Physical Activity Guide to Healthy Active Living*, highlighting the following pages and information detailed there:

- **Page 4 – Check Out What You Are Doing Now.** Is your exercise time more than 90 minutes per day? Less than 90 minutes but more than 60? Less than 60 but more than 30? Have each cadet write down their activities from yesterday and two days ago to add up their total time.
- **Page 5 – Benefits of Physical Activity.** Meet new friends, improve physical self-esteem, achieve a healthy weight, build strong bones and strengthen muscles, maintain flexibility, promote good posture and balance, improve fitness, strengthen the heart, increase relaxation and promote healthy growth and development.
- **Page 6 – What Are You Into.** Walking, running, hiking, cycling, swimming, jogging, gymnastics, ice-skating, skiing, basketball, volleyball, tobogganing, soccer, football, tennis, baseball, softball, dancing, yoga, climbing, bowling, hockey, skateboarding, badminton, etc. Have the cadets brainstorm all the activities they can think of that they may be interested in.
- **Page 8 – Let's Get Active.** Increase the time currently spent on physical activity and reduce non-active time.
- **Page 10 – Crank Up Your Activity.** Walking instead of taking the bus, playing ball at breaks, walking the dog, raking leaves, shovelling snow, carrying groceries, etc. Brainstorm ideas that will help increase current physical activity.

The purpose of highlighting these pages is to fuel the discussion for the next teaching point. The cadets may take home the guides and explore them further afterwards.

Teaching Point 2**Discuss Activities That Will Help Achieve a Healthy Lifestyle**

Time: 18 min

Method: Group Discussion

ACTIVITIES THAT HELP ACHIEVE A HEALTHY LIFESTYLE

Facilitate a discussion about activities that help achieve a healthy lifestyle, to include:

- activities that raise your heart rate;
- simple, everyday activities such as walking, skipping, running, raking leaves, skateboarding, etc.;
- playing physical games with friends/family; and
- options that do not cost money or require a gym membership.

Activities That Raise Your Heart Rate. This means any activity that gets your heart pumping. This would include walking, running, jumping, skateboarding, skiing, skating, tobogganing, swimming, biking, bowling, playing ball, raking leaves, shovelling snow, carrying groceries, joining a sports league, dancing, fitness classes (yoga, hip hop, aerobics, gymnastics), karate, judo, taking the stairs, etc.

Simple, Everyday Activities. Activities that can be done with little or no planning such as walking, skipping, running, raking leaves, mowing the lawn, gardening, skateboarding, rollerblading, ice skating, cycling, etc.

Playing Physical Games. Playing team games such as baseball, volleyball, soccer, football, hockey, etc. Gather some friends and encourage them to join in for some fun activity.

Options That Do Not Cost Money or Require a Gym Membership. Many of the activities listed above can be done at no cost to you. Being active is easily achievable without having to spend money or a great deal of time organizing an activity.



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

SUGGESTED QUESTIONS TO ASK THE CADETS

- If they are active now and what activity they participate in.
- How often they are currently active.
- What physical benefits can be achieved through physical activity.
- What other benefits can be achieved (social, mental, etc.).
- What they enjoy about being active.



Do not let the discussion get off track. If the discussion veers in an undesired direction, simply redirect the discussion by returning to the prepared questions, or stating that the discussion needs to get back on track.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What are some of the physical benefits of physical activity?
- Q2. What are some of the social benefits of physical activity?
- Q3. What activities can help achieve a healthy lifestyle?

ANTICIPATED ANSWERS

- A1. Benefits include achieving a healthy weight, building strong bones and strengthening muscles, maintaining flexibility, promoting good posture and balance, improving fitness, strengthening the heart, increasing relaxation, and promoting healthy growth and development.
- A2. Meeting new friends, improving physical self-esteem.
- A3. Activities that can help achieve a healthy lifestyle include:
- activities that raise your heart rate;
 - simple, everyday activities such as walking, skipping, running, raking leaves, skateboarding, etc.; and
 - playing physical games with friends/family.



During the discussion, take notes on points that were raised and discussed by the group. At the end of the lesson, you will be able to recap the discussion.

END OF LESSON CONFIRMATION

The confirmation of this lesson will occur in EO M104.02 (Section 2) as the cadets develop a personal activity plan.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

As physical fitness is one of the aims of the cadet program, it is important that cadets learn what activities contribute to an active lifestyle to help them achieve physical fitness.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C1-011 (ISBN 0-662-32899) Minister of Health (2002). *Canada's Physical Activity Guide to Healthy Active Living* [Brochure].
- C3-024 (ISBN 0-7627-0476-4) Roberts, H. (1989). *Basic Essentials Backpacking*. Guildford, CT: The Globe Pequot Press.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 2

EO M104.02 – DEVELOP A PERSONAL ACTIVITY PLAN

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

For TP1 and TP2, the interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

The practical activity in TP3 will verify the cadets' understanding of the material and will allow them to apply the knowledge acquired during the lesson. The cadets will complete the exercise under direction and supervision.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson, the cadet will be expected to develop a personal activity plan.

IMPORTANCE

One of the aims of the sea cadet program is physical fitness. In order to help the cadets achieve success in physical fitness, it is important to teach them how to set personal fitness goals and create an activity plan to help them achieve those goals.

Teaching Point 1**Explain How To Develop Goals**

Time: 8 min

Method: Interactive Lecture

DEFINITION OF A GOAL

The *Canadian Oxford Dictionary* defines a goal as the object of an ambition or effort, an aim.

SHORT- AND LONG-TERM GOALS

Short-term goals are smaller goals that work towards a long-term goal. For example, if your long-term goal was to run for 3 kilometres (km) in six months, a reasonable short-term goal would be to run for 1 kilometre in two months.

INDIVIDUAL AND TEAM GOALS

An individual can work towards achieving a goal, or a team can work towards achieving a common goal.

An individual goal is an aim or an ambition that one person strives to achieve. An individual goal is designed around the individual's abilities and personal expectations.

A team goal is an aim or ambition that a group of people work towards together to achieve. An example of a team goal could be walking across their province. The team would make a commitment to walk a predetermined amount of kilometres in a certain period of time. The team would keep track how many kilometres they have walked on their own and record their progress together on a map. As soon as the kilometres add up to the correct amount, the team has reached their goal.

HOW TO DEVELOP GOALS

Cadets should set a specific goal to work toward. The acronym SMART is a tool the cadets may find useful. The "S" of SMART stands for specific: the aim of the goal must be precisely defined. "M" stands for measurement: identify a standard with which to assess achievement. "A" stands for achievable: ensure needed resources are accessible for accomplishing the goal. "R" stands for relevant: ensure the goal is worthwhile for the cadet. "T" is for timing which represents the completion date of the goal. Ask the following questions to the cadets to help elicit SMART goals:

Specific. What specific activity can you do to help you reach your goal? Your goal should be concise and focused on one specific outcome (your goal cannot be too vague).

Measurable. How will you measure the achievement of the goal? What will you feel when the goal is achieved?

Achievable. What might hinder you as you progress toward the goal? What resources can you call upon?

Relevant. What will you get out of this?

Timing. When will you achieve this goal? What will be your first step?

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What is the difference between short- and long-term goals?
- Q2. Explain individual and team goals.
- Q3. What does "SMART" stand for?

ANTICIPATED ANSWERS

- A1. Short-term goals are smaller goals that work towards a long-term goal.
- A2. An individual can work towards achieving a goal, or a team can work towards achieving a common goal.
- A3. Specific, Measurable, Achievable, Relevant, Timing.

Teaching Point 2**Explain How To Create a Personal Activity Plan**

Time: 8 min

Method: Interactive Lecture

CREATE AN ACTIVITY PLAN

Getting started is the hardest part. Creating an activity plan will help the cadet maintain focus and succeed at achieving set goals. An activity plan should meet the following criteria:

Activities That Will Help Achieve Set Goals. It is important to choose activities that will help the cadet achieve the goal(s) they have set for themselves. For instance, if the goal is to improve cardiovascular fitness, an appropriate activity would be one that builds up cardio stamina, e.g. start off running for one minute, then walking for one minute, and try working up to running for 10 minutes.

Moderate Activities and Vigorous Activities. Moderate activities would include activities like brisk walking, skating and biking. Vigorous activities would include running, weight training, basketball or soccer.

Fitting Your Lifestyle. Cadets should participate in activities at least once a week that fit their lifestyle. Activities that do not fit into their lifestyle will be difficult to carry out.

Simple Activities. Choosing simple activities that can be done with little planning will most likely carry the best results. When activities require a great deal of planning, it can become more of a chore than an activity or may become too difficult to follow through with.

CONFIRMATION OF TEACHING POINT 2**QUESTIONS**

- Q1. What are the two types of activities to choose from?
- Q2. What things should be considered when creating an activity plan?

ANTICIPATED ANSWERS

- A1. Vigorous and moderate activities.
- A2. Consider simple activities that will fit your lifestyle, and that will help achieve the goals that you have set for yourself.

Teaching Point 3**Have Cadets Create an Activity Plan**

Time: 9 min

Method: Individual Activity

CREATE AN ACTIVITY PLAN

Allow the cadets time to create their activity plans. This is to be done on an individual basis. An example of an activity plan is located in Annex A.



Allow the cadets to take their plan home to work on it further if desired. It is not mandatory that it be completed during this period.

END OF LESSON CONFIRMATION

End of lesson confirmation will take place as the cadets create their activity plans.

CONCLUSION

HOMEWORK/READING/PRACTICE

Cadets may take their plan home to work on it further if desired, as it is not mandatory that it be completed during this period.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

One of the aims of the sea cadet program is physical fitness. In order to help the cadets achieve success in physical fitness, it is important to teach them how to set personal fitness goals and create an activity plan to help them achieve those goals.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C0-019 (ISBN 0-7894-7147-7) Eaton, J., and Johnson, R. (2001). *Coaching Successfully*. New York: Dorling, Kindersley.
- C0-024 Barber, Katherine. (Ed.). (2001). *The Canadian Oxford Dictionary*. Don Mills: Oxford University Press.
- C1-011 (ISBN 0-662-32899) Minister of Health (2002). *Canada's Physical Activity Guide to Healthy Active Living* [Brochure].



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 3

EO M104.03 – PARTICIPATE IN A DISCUSSION ON HYGIENIC PRACTICES DURING PHYSICAL ACTIVITY

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material;
- review TP1 of EO M104.02 (Section 2), which pertains to developing goals; and
- prepare questions for the group discussion.

PRE-LESSON ASSIGNMENT

N/A.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadets shall be expected to practice hygiene during physical activity.

APPROACH

The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

IMPORTANCE

As physical fitness is one of the aims of the cadet program, it is important that cadets adopt good hygiene practices when participating in physical activity.

Teaching Point 1**Lead a Discussion on Wearing Appropriate Clothing for Participating in Physical Activity**

Time: 15 min

Method: Group Discussion

CLOTHING

Loose-fitting clothing is best during exercise for freedom of movement. It should be comfortable and help the cadet feel self-assured.

As exercise generates a great amount of body heat, it is best to wear lighter clothes than what the temperature might actually indicate. In the summer, lighter coloured clothing will reflect the sun's rays and help you keep cool, and darker clothing is warmer in the winter. When the weather is very cold, it is better to wear several layers of light clothing than one or two heavy layers. The extra layers will maintain heat and can easily be shed if it becomes too warm.

The first layer is called the "core layer". This is the layer next to the skin. It should consist of a synthetic undershirt that is close fitting but not tight. It should be made of a material that will absorb perspiration and move it away from the skin.

The second layer should be loose fitting, but should keep the blood vessels of the neck and wrists protected and warm. It could consist of a zip-up top with a high neck or a shirt with a collar. Sleeves should be able to be rolled up and cuffs should be able to be buttoned. In hot weather, this layer may be used as an outside layer.

It is always best to wear something on your head, whether it is hot or cold outside. In the summer, a hat protects the head from the sun and provides shade, while in the winter a hat helps maintain warmth.

APPROPRIATE FOOT GEAR

Most importantly, properly fitting running shoes with arch support are necessary to ensure feet are not injured. Foot gear such as sandals or dress shoes are not appropriate for sporting activity, as they do not provide grip or support during movement.

Teaching Point 2**Participate in a Discussion on Hygiene During Physical Activity**

Time: 5 min

Method: Group Discussion

HYGIENE DURING PHYSICAL ACTIVITY

It is important to wear deodorant when participating in physical activity. Deodorant will help prevent any offensive body odour that may occur due to perspiration.

Start off any physical activity wearing clean clothing. Wearing dirty clothing may give an offensive odour and bother those around you. Clean clothing will give a fresh start to physical activity.



Do not let the discussion get off track. If the discussion veers in an undesired direction, simply redirect the discussion by returning to the prepared questions, or stating that the discussion needs to get back on track.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What can be worn to help avoid body odour?
- Q2. What should you start off wearing during physical activity?

ANTICIPATED ANSWERS

- A1. Deodorant.
- A2. Clean clothing.

Teaching Point 3**Participate in a Discussion on Hygiene After Physical Activity**

Time: 10 min

Method: Group Discussion

HYGIENE AFTER PHYSICAL ACTIVITY

After physical activity, it is important to sponge bathe or shower in order to clean your body. Perspiration causes body odour that can only be cleaned with soap and water.

If showering is not possible immediately after physical activity, it is important to change damp or wet clothing and reapply deodorant. This will help prevent bacteria growth from perspiration, which causes body odour. It is a good idea to bring along a change of clothing if it is known ahead of time that showering facilities will not be available after a planned activity.

Clothing absorbs perspiration and odour so it needs to be washed before wearing it again.

CONFIRMATION OF TEACHING POINT 3

Confirmation of this lesson will occur as the cadets practice hygiene after physical activity.

END OF LESSON CONFIRMATION

The confirmation of this lesson will occur as the cadets participate in physical activities and practice hygiene.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

As physical fitness is one of the aims of the cadet program, it is important that cadets learn how to practice hygiene when participating in physical activity.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C0-026 Retrieved 19 April 2006, from Health <http://www.athealth.com/Consumer/disorders/FitnessFundamentals.html>.
- C3-021 (ISBN 0-7715-9035-0) McManners, H. (1994). *The Complete Wilderness Survival Manual*. Toronto: MacMillan Canada.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 4

EO C104.01 – CREATE TEAM GOALS

Total Time: 30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- review TP1 of EO M104.02 (Section 2), which pertains to developing goals.

PRE-LESSON ASSIGNMENT

N/A.

REVIEW

Instructors shall review TP1 of EO M104.02 (Section 2).

OBJECTIVES

By the end of this lesson, the cadets will be expected to create team goals for their phase group.

APPROACH

The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

IMPORTANCE

As physical fitness is one of the aims of the cadet program, setting team goals will encourage participation in a variety of physical activities.

Teaching Point 1**Lead a Group Discussion Where the Cadets Are to Create Team Goals for the Year**

Time: 25 min

Method: Group Discussion

CREATE TEAM GOALS

Discuss with cadets what goals they may wish to achieve together as a team. Cadets may choose a goal that can be worked on as individuals and tracked as a group (collecting kilometres to walk across the city, province, country, etc.) or a goal that is to be worked on together (playing team sports twice a month together as a group). Their team goal should include short-term goals that work toward a long-term goal. The cadets are required to record their team goal and create a chart to track their progress.

Suggested types of activities:

- Learn a new physical skill together.
- Time – exercise for 100 hours.
- Participate in a skip-a-thon (could even collect sponsors and raise money for the corps).
- Heart rate – improve resting heart rate as a group (before and after).
- Improve cardiovascular endurance (before and after).



The cadets should brainstorm ideas while the instructor records their ideas on an OHP or whiteboard. Each idea would then be discussed (pros, cons, etc.) to decide which goal would be best for the group.

CONFIRMATION OF TEACHING POINT 1

Confirmation of this teaching point will occur as the cadets participate in the group discussion.



During the discussion, take notes on points that were raised and discussed by the group. At the end of the lesson, you will be able to recap the discussion.

END OF LESSON CONFIRMATION

The confirmation of this lesson will occur as the cadets work together as a team to meet their common long-term goal.

CONCLUSION**HOMEWORK/READING/PRACTICE**

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

As physical fitness is one of the aims of the cadet program, it is important that cadets learn how to work as a team in order to achieve a common goal. This is a fun way to promote physical fitness and teamwork.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

C1-011 (ISBN 0-662-32899) Minister of Health (2002). *Canada's Physical Activity Guide to Healthy Active Living* [Brochure].

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EXAMPLE OF AN ACTIVITY PLAN

Goal: To be able to run for 20 minutes.

- **Specific.** I want to be able to run for 20 minutes continuously.
- **Measurable.** I will keep track of my running progress every week. When the goal is completed, I will feel great for achieving my goal.
- **Achievable.** Possible hindrances – weather, injuries. No resources are needed for this goal because I can run outside.
- **Relevant.** I will improve my cardiovascular fitness and endurance.
- **Timing.** I will achieve this goal in 11 weeks by continuously walking and running for a total of 20 minutes, until I can run for 20 minutes straight.

ACTIVITY SCHEDULE

Week 1. Run 1 minute, walk 1 minute continuously for 20 minutes, 3 x per week.

Week 2. Run 2 minutes, walk 1 minute, continuously for 20 minutes, 3 x per week.

Week 3. Run 3 minutes, walk 1 minute, continuously for 20 minutes, 3 x per week.

Week 4. Run 4 minutes, walk 1 minute, continuously for 20 minutes, 3 x per week.

Week 5. Run 5 minutes, walk 1 minute, continuously for 20 minutes, 3 x per week.

Week 6. Run 6 minutes, walk 1 minute, continuously for 20 minutes, 3 x per week.

Week 7. Run 7 minutes, walk 1 minute, continuously for 20 minutes, 3 x per week.

Week 8. Run 8 minutes, walk 1 minute, continuously for 20 minutes, 3 x per week.

Week 9. Run 9 minutes, walk 1 minute, continuously for 20 minutes, 3 x per week.

Week 10. Run 10 minutes, walk 1 minute, continuously for 20 minutes, 3 x per week.

Week 11. Run for 20 minutes continuously.

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CHAPTER 5

PO 105 – PARTICIPATE IN RECREATIONAL SPORTS



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 1

EO M105.01 – PARTICIPATE IN ORGANIZED RECREATIONAL TEAM SPORTS

Total Time:

3 Sessions or 1 Day

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material;
- determine what sport is to be played;
- consider the participant (age, skill level and physical condition of all members as these factors may play a role in injuries and injury prevention);
- consider the environment (ensure suitable for the chosen sport);
- ensure equipment for the sport is available;
- ensure a first aid station is set up;
- take into account the equipment and facilities which are readily available to the corps/squadron; and
- ensure cadets are made aware prior to arriving to bring or wear proper sports attire.

PRE-LESSON ASSIGNMENT

Cadets are to bring appropriate sports attire.

APPROACH

The participation method was chosen for this lesson as it allows the cadets to engage freely in the activity. The cadets should be encouraged to interact with all other group members. The instructor must foster an environment that involves the contributions of all cadets, regardless of their skill level. This methodology requires adequate supervision by senior cadets and adult staff.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to:

- demonstrate a basic understanding of the specific sport's rules and regulations;
- actively participate in a warm up;
- actively participate in organized team sports; and
- actively participate in a cool down.

IMPORTANCE

It is important for youth to be active in order to promote a healthy, physically active lifestyle. By participating in organized recreational team sports, the cadets are given the opportunity to be active in a team environment.

Teaching Point 1

Introduce Cadets to a Specific Sport's Rules and Regulations

Time: 10 min

Method: Interactive Lecture

HOW TO PLAY THE SPORT

The overview of how to play the sport will differ for each sport listed in the CCO's list of approved sports. Once the instructor has chosen the sport to be played, they should refer to Annex B for a full overview of how to play.

RULES AND REGULATIONS

The rules and regulations of each sport will differ. Once the instructor has chosen the sport to be played, they should refer to Annex B for an overview of the rules and regulations of the sport.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. How many players per team?
- Q2. What are the general rules and regulations to be followed?

ANTICIPATED ANSWERS

- A1. Answer will be dependent on the sport played and can be found in Annex B.
- A2. Answer will be dependent on the sport played and can be found in Annex B.

Teaching Point 2

Participate in a Warm Up

Time: 10 min

Method: Participation

PURPOSE OF A WARM UP

A warm up will be composed of light cardiovascular activities designed to:

- stretch the muscles and ligaments;
- gradually increase respiratory action and heart rate;

- expand the muscles' capillaries to accommodate the increase in blood circulation which occurs during physical activity; and
- raise muscle temperature to facilitate reactions in muscle tissue.

FACTORS TO REMEMBER WHILE STRETCHING

The following factors are important to remember while stretching in order to get ready for physical activity and to help prevent injury:

- Stretch all major muscle groups, including your back, chest, legs, and shoulders.
- Never bounce when stretching.
- Hold each stretch for up to 30 seconds to let the muscles release fully.
- Repeat each stretch two to three times.
- When holding a stretch, support your limbs at the joint.
- Static stretching, which is stretching a muscle and holding it in this position without discomfort for 10 to 30 seconds, is considered the safest method of stretching.
- Stretching helps to relax your muscles and improves flexibility, which is the range of movement about your joints.
- As a guide, allow 10 minutes of pre-exercise stretching for every one hour of exercise.



The stretches used should focus on the areas of the body that will be used the most during the given sport.

ACTIVITY

Time: 9 min

OBJECTIVE

The purpose of the warm up is to stretch and do light cardiovascular activity to get the body ready for physical activity and to help prevent injury.

RESOURCES

- Gym mats (if available).
- Area large enough for all cadets.

ACTIVITY LAYOUT

- Dependent on numbers, position cadets so that they can see the instructor demonstrate each movement (as per Figure 5-1-1 or 5-1-2). It would be helpful, if possible, to have assistant instructors that can help in demonstrating the movements and ensuring the cadets are performing them properly.
- Have cadets spread out with at least two arm lengths between them.

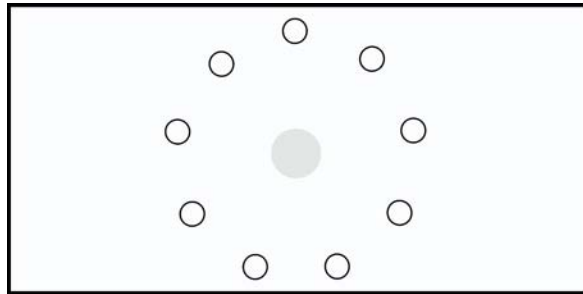


Figure 5-1-1 Instructor in Centre of Warm Up Circle

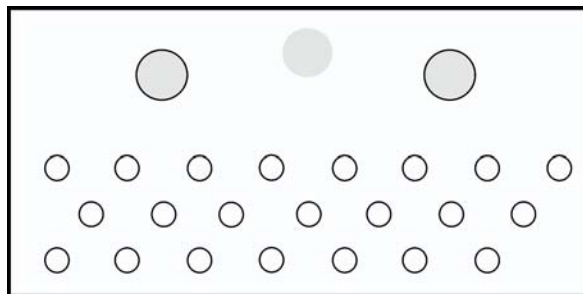


Figure 5-1-2 Instructor at Front With Assistant Instructors

SAFETY

- Ensure there is adequate space between the cadets for them to move freely.
- Ensure the cadets perform the stretches and light cardiovascular activities in a manner that is safe, following the guidelines listed above.

INSTRUCTOR GUIDELINES

- Demonstrate each stretch and light cardiovascular activity.
- If assistant instructors are present, brief them as to the manner of the activities and how to ensure the cadets are performing them in a safe manner.
- Have knowledge of what activities are safe and how to prevent injuries from occurring.
- Assess and supervise as each movement is completed to ensure a cadet is not doing them improperly in a manner which may cause injury.



Some sample stretches can be found at Annex C. These are samples only and should not be considered an exhaustive list.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

Q1. How long should a stretch be held for?

Q2. What is the purpose of performing light cardiovascular activity before participating in physical activity?

ANTICIPATED ANSWERS

A1. Approximately 10 to 30 seconds.

A2. To gradually increase respiratory action and heart rate and to raise the muscle temperature to facilitate reactions in muscle tissue.

Teaching Point 3


Participate in a Given Sports Activity

Time: 240 min

Method: Participation

PARTICIPATE IN A GIVEN SPORT

In accordance with the rules and regulations, the cadets shall participate in a given sport from the CCO's list of approved sports.



- Sports are to be chosen from the CCO's list of approved sports, which can be found at Annex A.
- The instructor should ensure safety at all times throughout the duration of the activity.

ACTIVITY

Time: 240 min

OBJECTIVE

- Demonstrate a basic understanding of the specific sport's rules and regulations.
- Actively participate in organized team sports.

RESOURCES

- Sports equipment required for the given sport.
- Safety equipment required for the given sport.
- Whistle.
- Stopwatch.
- First aid equipment.

ACTIVITY LAYOUT

- Prior to the commencement of the organized team sport, set-up the sporting venue for the chosen sport.
- Break cadets into even teams.
- Choose a timekeeper to keep the time.
- Choose a scorekeeper to keep the score.
- Choose a referee to call plays as necessary.

- A referee will have an auditory device, such as a whistle, to call plays as necessary.
- Upon completion of the game, the winner will be declared.



Minor changes may have to be made to the set-up of the sport dependent upon the resources and facilities available.

SAFETY

- Ensure cadets are aware of the rules and regulations.
- Supervise at all times throughout the conduct of the activity.
- Ensure a first aid station is set up and all personnel made aware of where it is.
- Ensure a first aider is identified at the beginning of the activity and is available at all times.

INSTRUCTOR GUIDELINES

- Must be in the sporting venue at all times throughout the conduct of the activity.
- Shall have a whistle, or other sound device, in which to stop play when necessary.
- Should make use of assistant instructors, other senior cadets, or officers, to assist in supervision.

Teaching Point 4

Participate in a Cool Down

Time: 10 min

Method: Participation

PURPOSE OF A COOL DOWN

A cool down will be composed of light cardiovascular activities meant to allow the body time to slowly recover from physical activity and to help prevent injury. Cool downs:

- prepare the respiratory system to return to its normal state; and
- stretch muscles and ligaments to help relax them and restore them to their resting length.

FACTORS TO REMEMBER WHILE STRETCHING

The following factors are important to remember while stretching in order to recover from physical activity and to help prevent injury:

- Stretch all major muscle groups, including your back, chest, legs and shoulders.
- Never bounce when stretching.
- Hold each stretch for up to 30 seconds to let the muscles release fully.
- Repeat each stretch two to three times.
- When holding a stretch, support your limbs at the joint.
- Static stretching, which is stretching a muscle and holding it in this position without discomfort for 10 to 30 seconds, is considered the safest method of stretching.

- Stretching helps to relax your muscles and restore them to their resting length, and improves flexibility, which is the range of movement about your joints.
- As a guide, allow 10 minutes of post-exercise stretching for every one hour of exercise.



The stretches used should focus on the areas of the body that were used the most during the sports activity.

ACTIVITY

Time: 9 min

OBJECTIVE

The purpose of the cool down is to stretch and do light cardiovascular activity to allow the body time to recover from physical activity and to help prevent injury.

RESOURCES

- Gym mats (if available).
- Area large enough for all cadets.

ACTIVITY LAYOUT

- Dependent on numbers, position cadets so that they can see the instructor as he or she demonstrates each movement (as per Figure 5-1-3 or 5-1-4). It would be helpful, if possible, to have assistant instructors that can help in demonstrating the movements and ensuring the cadets are performing them properly.
- Have cadets spread out with at least two arm lengths between them.

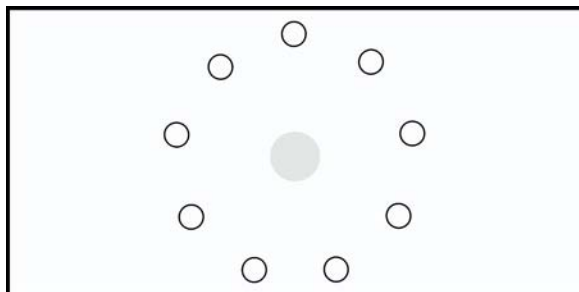


Figure 5-1-3 Instructor in Centre of Cool Down Circle

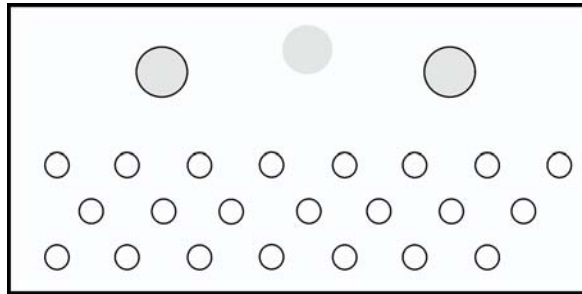


Figure 5-1-4 Instructor at Front With Assistant Instructors

SAFETY

- Ensure there is adequate space between cadets for them to move freely.
- Ensure the cadets perform the stretches and light cardiovascular activities in a manner that is safe, following the guidelines listed above.

INSTRUCTOR GUIDELINES

- Demonstrate each stretch and light cardiovascular activity.
- If assistant instructors are present, brief them as to the manner of the activities and how to ensure the cadets are performing them in a safe manner.
- Have knowledge of what activities are safe and how to prevent injuries from occurring.
- Assess and supervise as each movement is completed to ensure a cadet is not doing them improperly in a manner, which may cause injury.



Some sample stretches can be found at Annex C. These are samples only and should not be considered an exhaustive list.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS

Q1. What is the purpose of performing a cool down?

ANTICIPATED ANSWERS

A1. To prepare the respiratory and cardiovascular systems to return to their normal state and to stretch the muscles and ligaments to help relax them and restore them to their resting length.

END OF LESSON CONFIRMATION

Cadets will be supervised throughout the duration of the sports event. The focus shall be on the cadets' participation.

CONCLUSION

HOMework/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO. Cadets will be supervised throughout the duration of the sports event.

CLOSING STATEMENT

Every cadet in year one training should be given the opportunity to participate in organized recreational team sports. There should be no focus on competition at this level; rather, the cadets should be focused on participating and demonstrating sportsmanship as a member of a team.

INSTRUCTOR NOTES/REMARKS

The overall objective is for cadets to participate in nine periods of organized sports. This can be broken down in two ways. It can be carried out over three training sessions, where cadets can participate in the same sport, or a different sport, on each night. If done on three nights, cadets are to be introduced to the sport to be played, participate in a warm up, activity, and cool down on each night. If carried out as a training day, cadets are to be introduced to the sport or sports to be played, then are to participate in a warm up, a series of activities, and a cool down.

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- C0-041 Roadcycling (2006). Retrieved 25 April 2006, from www.roadcycling.com/artman/upload/stretches.jpg.
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COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 2

EO C105.01 – PARTICIPATE IN AN ORGANIZED SPORTS TABLOID

Total Time:

3 Sessions or 1 Day

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material;
- determine what events are to be incorporated into the tabloid;
- determine how many participants are expected as this will affect the number of events needed;
- consider the participant (age, skill level, and physical condition of all members as these factors may play a role in injuries and injury prevention);
- consider the environment (ensure it is suitable for the chosen activities);
- ensure equipment for the events are available; and
- ensure cadets are made aware prior to arriving to bring or wear proper sports attire.

PRE-LESSON ASSIGNMENT

Cadets are to bring appropriate sports attire.

APPROACH

The participation method was chosen for this lesson as it allows the cadets to engage freely in the activity. The cadets should be encouraged to interact with all other group members. The instructor must foster an environment that involves the contributions of all cadets, regardless of their skill level. This methodology requires adequate supervision by senior cadets and adult staff.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to:

- actively participate in a warm up;
- actively participate in an organized sports tabloid;
- actively participate in a cool down; and
- demonstrate good sportsmanship.

IMPORTANCE

The sports tabloid allows cadets to participate in a variety of activities:

- It is an effective and enjoyable manner of involving a large number of cadets in low-level competition.
- Is motivation for the lower-level or average-level performers to participate.
- A large number of personnel can participate in activities at one time.
- One event can provide personnel participation in a wide variety of activities.
- Can be designed around already existing facilities and equipment.
- Emphasis is placed on team effort rather than individual high performance by a cadet.

Teaching Point 1

Introduction to Sports Tabloid Rules and Regulations

Time: 10 min

Method: Interactive Lecture

RULES AND REGULATIONS

The rules and regulations to be used for a sports tabloid will vary depending upon the corps/squadron and the facilities available to them. Some considerations to take into account include the following:

- Competitors must rotate through events in a pre-arranged fashion – a diagram of stations can be displayed or signs with station numbers can be put at each station.
- A whistle, or other such signalling device, should be used to commence and complete each event, as well as to tell cadets when to rotate stations.
- Describe standards to be met at each event (how many points for achievement, etc.) – this may be done at the beginning as an overview if the tabloid is fairly small, or time can be given at the beginning of each event for the scorekeeper to brief each team on the station before they participate in the activity.
- There must be a runner for each team to bring their score from each station to the master scorer.
- Time should be given at the beginning of each station for the scorekeeper to give a demonstration of how the event should take place.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

Q1. Describe how teams are to rotate from event to event.

ANTICIPATED ANSWERS

A1. Teams are to rotate in the pre-arranged fashion according to some type of sounding device.

Teaching Point 2**Participate in a Warm Up**

Time: 10 min

Method: Participation

PURPOSE OF A WARM UP

A warm up will be composed of light cardiovascular activities designed to:

- stretch the muscles and ligaments;
- gradually increase respiratory action and heart rate;
- expand the muscles' capillaries to accommodate the increase in blood circulation which occurs during physical activity; and
- raise muscle temperature to facilitate reactions in muscle tissue.

FACTORS TO REMEMBER WHILE STRETCHING

The following factors are important to remember while stretching in order to get ready for physical activity and to help prevent injury:

- Stretch all major muscle groups, including your back, chest, legs and shoulders.
- Never bounce when stretching.
- Hold each stretch for up to 30 seconds to let the muscles release fully.
- Repeat each stretch two to three times.
- When holding a stretch, support your limbs at the joint.
- Static stretching, which is stretching a muscle and holding it in this position without discomfort for 10 to 30 seconds, is considered the safest method of stretching.
- Stretching helps to relax your muscles and improve flexibility, which is the range of movement about your joints.
- As a guide, allow 10 minutes of pre-exercise stretching for every one hour of exercise.

ACTIVITYTime: 9 min

OBJECTIVE

The purpose of the warm up is to stretch and do light cardiovascular activity to get the body ready for physical activity and to help prevent injury.

RESOURCES

- Gym mats (if available).
- Area large enough for all cadets.

ACTIVITY LAYOUT

- Dependent on numbers, position cadets so that they can see the instructor demonstrate each movement (as per Figure 5-2-1 or 5-2-2). It would be helpful, if possible, to have assistant instructors that can help in demonstrating the movements and ensuring the cadets are performing them properly.
- Have cadets spread out with at least two arm lengths between them.

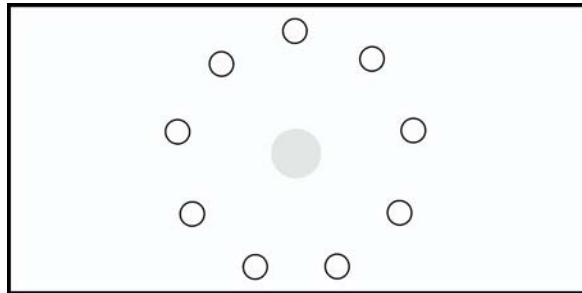


Figure 5-2-1 Instructor in Centre of Warm Up Circle

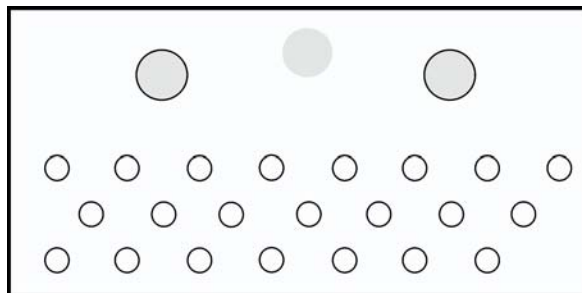


Figure 5-2-2 Instructor at Front With Assistant Instructors

SAFETY

- Ensure the cadets are spread out enough that they are not in each other's way.
- Ensure the cadets perform the stretches and light cardiovascular activities in a manner that is safe, following the guidelines listed above.

INSTRUCTOR GUIDELINES

- Demonstrate each stretch and light cardiovascular activity.
- If assistant instructors are present, brief them as to the manner of the activities and how to ensure the cadets are performing them in a safe manner.
- Have knowledge of what activities are safe and how to prevent injuries from occurring.
- Assess and supervise as each movement is completed to ensure a cadet is not doing them improperly in a manner which may cause injury.



Some sample stretches can be found at Annex C. These are samples only and should not be considered an exhaustive list.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. How long should a stretch be held for?
- Q2. What is the purpose of performing light cardiovascular activity before participating in physical activity?

ANTICIPATED ANSWERS

- A1. Approximately 10 to 30 seconds.
- A2. To gradually increase respiratory action and heart rate and to raise the muscle temperature to facilitate reactions in muscle tissue.

Teaching Point 3**Participate in an Organized Sports Tabloid**

Time: 240 min

Method: Participation

PARTICIPATE IN AN ORGANIZED SPORTS TABLOID

In accordance with the rules and regulations, cadets should participate actively in an organized sports tabloid.



Activities may be taken from the sample list provided at Annex D or can be made up to suit the corps/squadron's equipment and facilities which are available to them.



The instructor should ensure safety at all times throughout the conduct of the sports tabloid.

ACTIVITY

Time: 240 min

OBJECTIVE

To allow cadets to actively participate in an organized sports tabloid. The sports tabloid allows a larger number of cadets to participate at the same time in low-level competition. It also gives the lower or average-level performers motivation to participate as the emphasis is on team performance rather than individual skill or high-performance by an individual cadet.

RESOURCES

- Suggested activity/equipment list.
- Safety equipment, as necessary.
- First aid equipment.
- Tables (x number of stations, if required).

- Whistle (or other auditory signalling device).
- Stopwatch.
- Master score sheet (sample can be found at Annex G).
- Stations score sheets (sample can be found at Annex F).
- Station number posters (8 in. x 11 in. sheet of paper with numbers on them to be placed at stations for identification).
- Tape.



See Annexes D and E.

ACTIVITY LAYOUT

- Prior to the commencement of the sport tabloid, set up the activity area, similar to Figure 5-2-3.
- Break cadets into teams evenly.
- Send each team to a station.
- If required, station scorekeepers will have a specific amount of time to demonstrate the activity at their station.
- Upon a sound signal, stations will start the activity.
- A timekeeper/master scorekeeper will time each event.
- Upon a sound signal, teams will stop the activity and sit down at their station.
- Station scorekeepers will complete the tally and give it to a runner to take to the master scorekeeper.
- When the master scorekeeper has tallied all team scores, a sound signal will be given for teams to rotate to the next station.
- Teams will progress to the next station and get a demonstration of the activity at that station, if required.
- Teams will continue in this fashion, until they have completed all the stations.
- Upon completion of the tabloid, the master scorekeeper will complete the final tally.
- Winners are determined and announced.

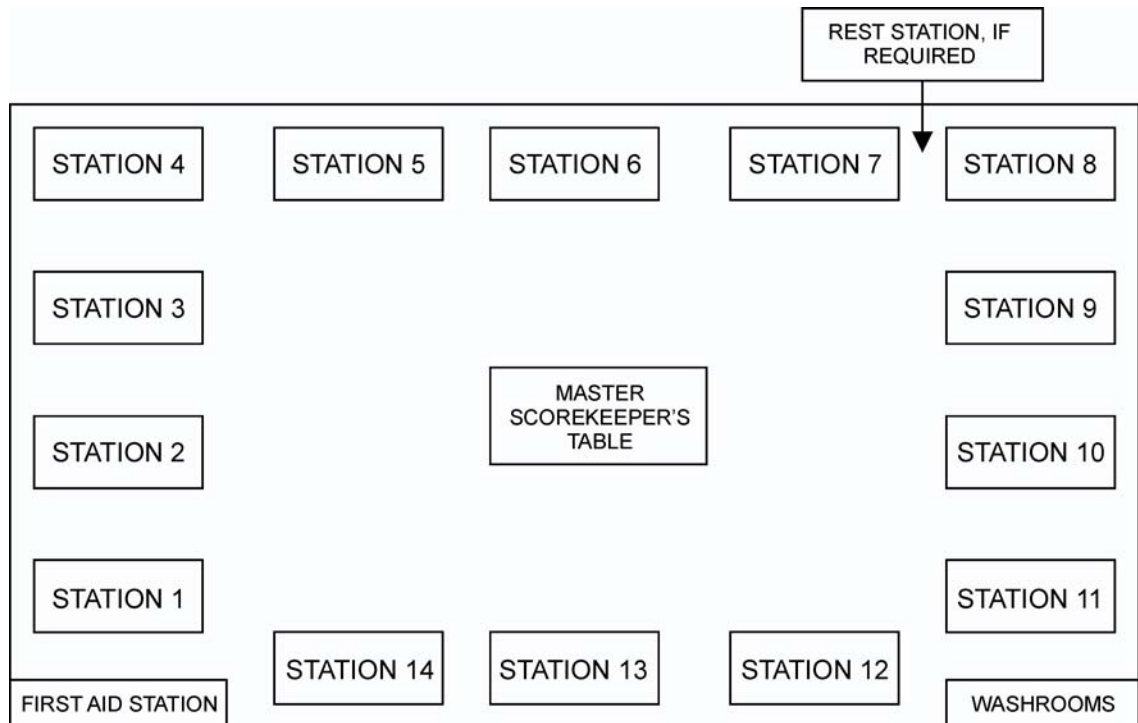


Figure 5-2-3 Sample Tabloid Set-up



Minor changes may have to be made to the set-up of the tabloid area dependent upon the resources and facilities available.

SAFETY

- Ensure cadets are aware of the proper rules and regulations.
- Supervise at all times throughout the conduct of the activity.
- Ensure a first aid station is set up and all personnel are made aware of where it is.
- Ensure a first aider is identified at the beginning of the activity and is available at all times.

INSTRUCTOR GUIDELINES

- Must be in the sporting venue at all times throughout the conduct of the activity.
- Shall have a whistle, or other auditory device, in which to stop play when necessary.
- A timekeeper must ensure timings are followed at each station and give a sound signal to start and stop each event.
- Should make use of assistant instructors, other senior cadets, or officers, to assist in supervision. This is easily done during a sports tabloid as it is necessary to have scorekeepers at each station who can be briefed on all safety regulations and assist in overall supervision of the cadets.

Teaching Point 4**Participate in a Cool Down**

Time: 10 min

Method: Participation

PURPOSE OF A COOL DOWN

A cool down will be composed of light cardiovascular activities meant to allow the body time to slowly recover from physical activity and to help prevent injury. Cool downs:

- prepare the respiratory system to return to its normal state; and
- stretch muscles and ligaments to help relax them and restore them to their resting length.

FACTORS TO REMEMBER WHILE STRETCHING

The following factors are important to remember while stretching in order to recover from physical activity and to help prevent injury:

- Stretch all major muscle groups, including your back, chest, legs and shoulders.
- Never bounce when stretching.
- Hold each stretch for up to 30 seconds to let the muscles release fully.
- Repeat each stretch two to three times.
- When holding a stretch, support your limbs at the joint.
- Static stretching, which is stretching a muscle and holding it in this position without discomfort for 10 to 30 seconds, is considered the safest method of stretching.
- Stretching helps to relax your muscles and restore them to their resting length, and improves flexibility, which is the range of movement about your joints.
- As a guide, allow 10 minutes of post-exercise stretching for every one hour of exercise.

ACTIVITYTime: 9 min

OBJECTIVE

The purpose of the cool down is to stretch and do light cardiovascular activity to allow the body time to recover from physical activity and to help prevent injury.

RESOURCES

- Gym mats (if available).
- Area large enough for all cadets.

ACTIVITY LAYOUT

- Dependent on numbers, position cadets so that they can see the instructor as they demonstrate each movement (as per Figure 5-2-4 or 5-2-5). It would be helpful, if possible, to have assistant instructors that can help in demonstrating the movements and ensuring the cadets are performing them properly.
- Have cadets spread out with at least two arm lengths between them.

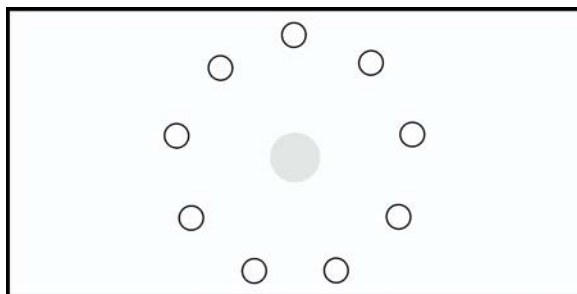


Figure 5-2-4 Instructor in Centre of Cool Down Circle

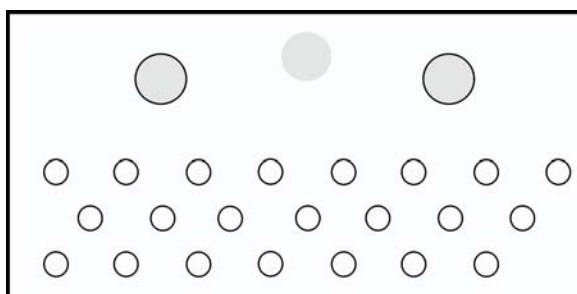


Figure 5-2-5 Instructor at Front With Assistant Instructors

SAFETY

- Ensure there is adequate space between cadets for them to move freely.
- Ensure the cadets perform the stretches and light cardiovascular activities in a manner that is safe, following the guidelines listed above.

INSTRUCTOR GUIDELINES

- Properly demonstrate each stretch and light cardiovascular activity.
- If assistant instructors are present, brief them as to the manner of the activities and how to ensure the cadets are performing them in a safe manner.
- Have knowledge of what activities are safe and how to prevent injuries from occurring.
- Assess and supervise as each movement is completed to ensure a cadet is not doing them improperly in a manner which may cause injury.



Some sample stretches can be found at Annex C. These are samples only and should not be considered an exhaustive list.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS

- Q1. What is the purpose of performing a cool down?

ANTICIPATED ANSWERS

- A1. To prepare the respiratory and cardiovascular systems to return to their normal state and to stretch the muscles and ligaments to help relax the muscles and restore them to their resting length.

END OF LESSON CONFIRMATION

Cadets will be supervised throughout the conduct of the sports tabloid. The focus shall be on the cadets' participation and ability to act as a member of a team.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO. Cadets will be supervised throughout the conduct of the sports tabloid.

CLOSING STATEMENT

Every cadet in year one training may be given the opportunity to participate in an organized sports tabloid. There should be no focus on competition at this level; rather, the cadets should be focused on participating and demonstrating sportsmanship as a member of a team.

INSTRUCTOR NOTES/REMARKS

The overall objective is for cadets to participate in nine periods of sports tabloid events. This can be carried out in two ways, if chosen as part of the complementary training package. Three complete training sessions or a full training day can be used to complete this event.

REFERENCES

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COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 3

EO C105.02 – PARTICIPATE IN AN ORGANIZED INTRAMURAL SPORTS EVENT

Total Time:

3 Sessions or 1 Day

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material;
- determine what sport(s) are to be played dependent on the number of expected participants;
- organize a timetable and distribute it to all participants;
- consider the participant (age, skill level, and physical condition of all members as these factors may play a role in injuries and injury prevention);
- consider the environment (suitable environment for the chosen sport);
- ensure equipment for event(s) is available;
- consider the type of tournament – the type of tournament to be held will directly affect how winners will be defined;
- determine the type of tournament based on Annex H; and
- ensure cadets are made aware prior to arriving to bring or wear proper sports attire.

PRE-LESSON ASSIGNMENT

Cadets are to bring appropriate sports attire.

APPROACH

The participation method was chosen for this lesson as it allows the cadets to engage freely in the activity. The cadets should be encouraged to interact with all other group members. The instructor must foster an environment that involves the contributions of all cadets, regardless of their skill level. This methodology requires adequate supervision by senior cadets and adult staff.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to:

- demonstrate a basic understanding of the sport's rules and regulations;
- actively participate in a warm up;
- actively participate in organized intramural sports; and
- actively participate in a cool down.

IMPORTANCE

It is important for today's youth to be active and to learn how to act as a member of a team. By playing organized intramural sports, the cadets are given the opportunity to participate in something that contributes to a healthy, physically active lifestyle.

Teaching Point 1

Introduce Cadets to a Specific Sport and Its Rules and Regulations

Time: 5 min

Method: Interactive Lecture

OVERVIEW OF HOW TO PLAY THE SPORT(S)

The overview of how to play the sport(s) will differ for each sport listed in the Canadian Cadet Movement's list of approved sports, found at Annex A. Once the instructor has chosen the sport(s) to be played, they should refer to Annex B for a full overview of how to play.

RULES AND REGULATIONS

The rules and regulations of each sport will differ. Once the instructor has chosen the sport(s) to be played, they should refer to Annex B, for a full overview of the rules and regulations of the sport(s). Dependent upon the level of competition, only the rules and regulations determined necessary to play to that level will have to be given to the cadets.

Teaching Point 2

Introduce Cadets to the Procedures To Be Used for the Intramural Sports Event

Time: 5 min

Method: Interactive Lecture

INTRAMURAL SPORTS EVENT PROCEDURES

The procedure to be used will be dependent upon the sport(s) taking place, the venue it is taking place in, the number of participants, the type of tournament and the type of competition. Information to help assist in determining types of tournaments and how they should be set up can be found in Annex H.

Teaching Point 3

Participate in a Warm Up

Time: 10 min

Method: Participation

PURPOSE OF A WARM UP

A warm up will be composed of light cardiovascular activities designed to:

- stretch the muscles and ligaments;

- gradually increase respiratory action and heart rate;
- expand the muscles' capillaries to accommodate the increase in blood circulation which occurs during physical activity; and
- raise the muscle temperature to facilitate reactions in muscle tissue.

FACTORS TO REMEMBER WHILE STRETCHING

The following factors are important to remember while stretching in order to get ready for physical activity and to help prevent injury:

- Stretch all major muscle groups, including your back, chest, legs and shoulders.
- Never bounce when stretching.
- Hold each stretch for up to 30 seconds to let the muscles release fully.
- Repeat each stretch two to three times.
- When holding a stretch, support your limbs at the joint.
- Static stretching, which is stretching a muscle and holding it in this position without discomfort for 10 to 30 seconds, is considered the safest method of stretching.
- Stretching helps to relax your muscles and improves flexibility, which is the range of movement about your joints.
- As a guide, allow 10 minutes of pre-exercise stretching for every one hour of exercise.



The stretches used should focus on the areas of the body that will be used the most during the given sport(s).

ACTIVITY

Time: 9 min

OBJECTIVE

The purpose of the warm up is to stretch and do light cardiovascular activity to get the body ready for physical activity and to help prevent injury.

RESOURCES

- Gym mats (if available).
- Area large enough for all cadets.

ACTIVITY LAYOUT

- Dependent on numbers, position cadets so that they can see the instructor demonstrate each movement (as per Figure 5-3-1 or 5-3-2). It would be helpful, if possible, to have assistant instructors that can help in demonstrating the movements and ensuring the cadets are performing them properly.
- Cadets should be spread out to have at least two arm lengths between them.

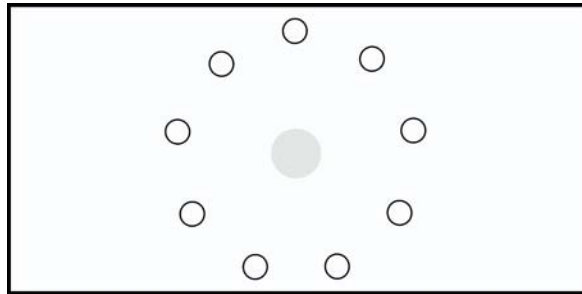


Figure 5-3-1 Instructor in Centre of Warm Up Circle

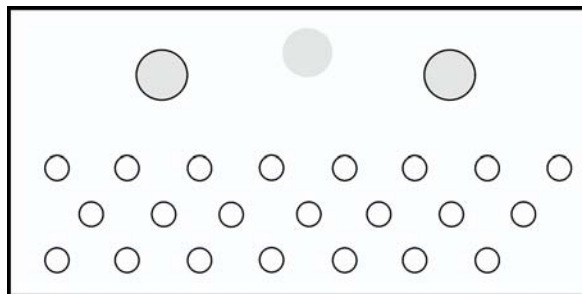


Figure 5-3-2 Instructor at Front With Assistant Instructors

SAFETY

- Ensure there is adequate space between the cadets for them to move freely.
- Ensure the cadets perform the stretches and light cardiovascular activities in a manner that is safe, following the guidelines listed above.

INSTRUCTOR GUIDELINES

- Properly demonstrate each stretch and light cardiovascular activity.
- If assistant instructors are present, brief them as to the manner of the activities and how to ensure the cadets are performing them in a safe manner.
- Have knowledge of what activities are safe and how to prevent injuries from occurring.
- Assess and supervise as each movement is completed to ensure a cadet is not doing them improperly in a manner which may cause injury.



Some sample stretches can be found at Annex C. These are samples only and should not be considered an exhaustive list.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

Q1. How long should a stretch be held for?

Q2. What is the purpose of performing light cardiovascular activity before participating in physical activity?

ANTICIPATED ANSWERS

A1. Approximately 10 to 30 seconds.

A2. To gradually increase respiratory action and heart rate and to raise the muscle temperature to facilitate reactions in muscle tissue.

Teaching Point 4

Participate in an Organized Intramural Sports Event

Time: 240 min (1 Day)

Method: Participation

PARTICIPATE IN AN ORGANIZED INTRAMURAL SPORTS EVENT

In accordance with the rules and regulations, the cadets shall participate in a given sport from the CCO's list of approved sports, which can be found in Annex A.



The instructor is to ensure safety at all times throughout the conduct of the activity.

ACTIVITY

Time: 240 min

OBJECTIVE

- Demonstrate a basic understanding of the specific sport's rules and regulations.
- Participate actively in organized intramural sports.

RESOURCES

- Sports equipment required for the given sport.
- Safety equipment required for the given sport.
- Whistle.
- Stopwatch.
- First aid equipment.

ACTIVITY LAYOUT

- Prior to the commencement of the organized intramural sport event, set up the sporting venue for the chosen sport(s).
- Break participants into teams evenly (via corps/squadron or division/platoon/flight).
- A timekeeper will keep the time.
- A scorekeeper will keep the score.

- A referee will have an auditory device, such as a whistle, to call plays as necessary.
- Upon completion of the game, declare the winner.



Minor changes may have to be made to the set-up of the sport dependent upon the resources and facilities available.

SAFETY

- Ensure cadets are aware of the rules and regulations.
- Ensure assistant instructors are providing supervision at all times during the duration of the activity.
- Ensure a first aid station is set up and all personnel are made aware of where it is.
- Ensure a first aider is identified at the beginning of the activity and is available at all times.

INSTRUCTOR GUIDELINES

- Must be in the sporting venue at all times throughout the conduct of the activity.
- Shall have a whistle, or other sound device, with which to stop play when necessary.
- Should make use of assistant instructors, other senior cadets, or officers, to assist in supervision.

Teaching Point 5

Participate in a Cool Down

Time: 10 min

Method: Participation

PURPOSE OF A COOL DOWN

A cool down will be composed of light cardiovascular activities meant to allow the body time to slowly recover from physical activity and to help prevent injury. Cool downs:

- prepare the respiratory system to return to its normal state; and
- stretch muscles and ligaments to help relax them and restore them to their resting length.

FACTORS TO REMEMBER WHILE STRETCHING

The following factors are important to remember while stretching in order to recover from physical activity and to help prevent injury:

- Stretch all major muscle groups, including your back, chest, legs and shoulders.
- Never bounce when stretching.
- Hold each stretch for up to 30 seconds to let the muscles release fully.
- Repeat each stretch two to three times.
- When holding a stretch, support your limbs at the joint.
- Static stretching, which is stretching a muscle and holding it in this position without discomfort for 10 to 30 seconds, is considered the safest method of stretching.

- Stretching helps to relax your muscles and restore them to their resting length, and improves flexibility, which is the range of movement about your joints.
- As a guide, allow 10 minutes of post-exercise stretching for every one hour of exercise.



The stretches used should focus on the areas of the body that were used the most during the sport(s) activity.

ACTIVITY

Time: 9 min

OBJECTIVE

The purpose of the cool down is to stretch and do light cardiovascular activity to allow the body time to recover from physical activity and to help prevent injury.

RESOURCES

- Gym mats (if available).
- Area large enough for all cadets.

ACTIVITY LAYOUT

- Dependent on numbers, position cadets so that they can see the instructor as they demonstrate each movement (as per Figure 5-3-3 or 5-3-4). It would be helpful, if possible, to have assistant instructors that can help in demonstrating the movements and ensuring the cadets are performing them properly.
- Cadets should be spread out to have at least two arm lengths between them.

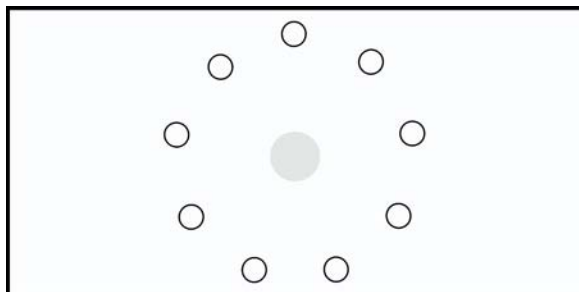


Figure 5-3-3 Instructor in Centre of Cool Down Circle

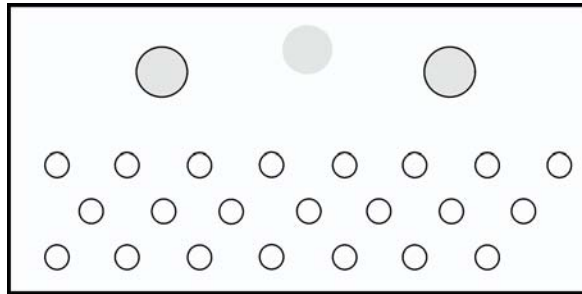


Figure 5-3-4 Instructor at Front With Assistant Instructors

SAFETY

- Ensure there is adequate space between cadets for them to move freely.
- Ensure the cadets perform the stretches and light cardiovascular activities in a manner that is safe, following the guidelines listed above.

INSTRUCTOR GUIDELINES

- Demonstrate each stretch and light cardiovascular activity.
- If assistant instructors are present, brief them as to the manner of the activities and how to ensure the cadets are performing them in a safe manner.
- Have knowledge of what activities are safe and how to prevent injuries from occurring.
- Assess and supervise as each movement is completed to ensure a cadet is not doing them improperly in a manner which may cause injury.



Some sample stretches can be found at Annex C. These are samples only and should not be considered an exhaustive list.

CONFIRMATION OF TEACHING POINT 5

QUESTIONS

Q1. What is the purpose of performing a cool down?

ANTICIPATED ANSWERS

A1. To prepare the respiratory and cardiovascular systems to return to their normal state and to stretch the muscles and ligaments to help relax them and restore them to their resting length.

END OF LESSON CONFIRMATION

Cadets will be supervised throughout the duration of the intramural sport(s) event. The focus shall be on the cadets' participation.

CONCLUSION

HOMework/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment for this EO. Cadets will be supervised throughout the duration of the intramural sports event.

CLOSING STATEMENT

Every cadet in year one training may be given the opportunity to participate in organized intramural sports. There should be no focus on competition at this level; rather, the cadets should be focused on participating and demonstrating sportsmanship as a member of a team.

INSTRUCTOR NOTES/REMARKS

The organized intramural sports can be broken down in two ways. The overall objective is for cadets to participate in nine periods of intramural sports. This can be carried out over three training sessions, or it can be done as a training day.

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COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 4

EO C105.03 – PARTICIPATE IN AN ORIENTEERING EVENT

Total Time:

3 Sessions or 1 Day

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material;
- gather all equipment discussed in the lesson;
- put a sample score card on each cadet's desk for TP1;
- photocopy samples of real orienteering score cards, so the cadets may keep them after the lesson;
- arrange for assistants to help with TP5 to TP7; and
- set up an orienteering course.

PRE-LESSON ASSIGNMENT

Cadets are to bring appropriate sports attire.

APPROACH

The interactive lecture method was chosen for TP1 and TP4 as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

The demonstration and performance methods were chosen for TP2 due to the practical nature of the subject matter. These methods provide the instructor the opportunity to introduce the subject matter, demonstrate procedures and observe the cadets practicing and performing the skill. The demonstration and performance methods must always be used when the taxonomic level of the material requires a performance of a skill. These methods are highly developmentally appropriate for young cadets.

The participation method was chosen for TP5 to TP7 as it allows the cadets to engage freely in the activity. The cadets should be encouraged to interact with all other group members. The instructor must foster an environment that involves the contributions of all cadets, regardless of their skill level. This methodology requires adequate supervision by senior cadets and adult staff.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to have participated in an orienteering event.

IMPORTANCE

It is important for today's youth to be active and to learn how to act as a member of a team. By participating as an individual or as a member of an orienteering team, the cadets are given the opportunity to be active in a sport that will contribute to their living a healthy, physically active lifestyle.

Teaching Point 1

Identify Orienteering Equipment




Time: 15 min

Method: Interactive Lecture

MARGINAL INFORMATION ON MAPS

The marginal information found on a map includes:

- **Scale.** Map scale is found at the bottom of the map title. The most common scales for topographical maps in Canada are 1:25 000 and 1:50 000. Common orienteering map scales are 1:5000, 1:10 000, 1:15 000 and 1:20 000. This means that one unit on the map represents 5000 units on real terrain. The smaller the map scale, the smaller the area is, and the more detail there is available to the competitor.
- **International Orienteering Federation (IOF) Colours.** The IOF has standardized colours:
 - Brown: Land forms/elevation features.
 - Black: Man made features.
 - Blue: Water and marsh.
 - Yellow: Open and semi-open areas with good visibility.
 - White: Forest providing good running for that type of forest.
 - Green: Vegetation.
 - Violet: Course overprinting and out-of-bounds areas.
- **IOF Symbols.** These symbols are simplified representations of map features that are universal to all orienteering competitors in all countries in the world. These are hints that appear on a description sheet. These symbols have been divided into five groups as follows:
 - landforms;
 - rock features;
 - man-made features;
 - water features; and
 - vegetation.

	Cave	A hole in a rock face or hillside, often leading to underground workings.
	Boulder	A prominent free-standing block of rock or stone.
	Boulder Field	An area covered by so many boulders that they cannot be individually mapped.

International Specifications for Control Descriptions

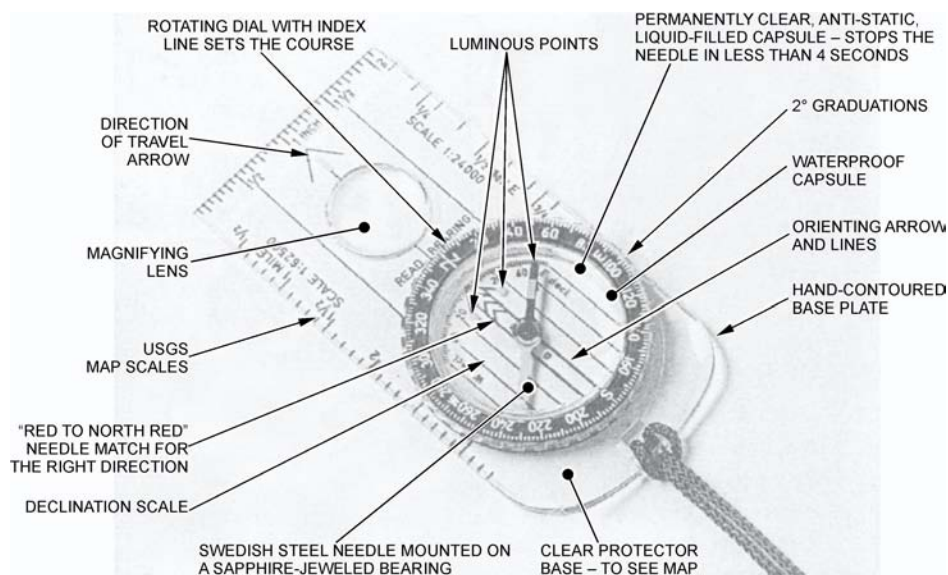
Figure 5-4-1 Example of IOF Symbols

- **Contour Lines.** A contour line is an imaginary line on the ground along which all points are at the same height above sea level (Orienteering: Level 1 Coaching). Contour lines help illustrate shapes and forms on the ground and give a picture of the terrain to the map user. When contour lines are close together, the slope is steeper. When they are spaced apart, the slope is gentle.
- **Contour Intervals.** The contour interval is the vertical distance in the terrain between points situated on two adjacent contour lines (Orienteering: Level 1 Coaching). This interval is usually in feet on a topographical map and in metres on an orienteering map.



IOF symbols and information found on a description card are located on the IOF's Website at <http://www.orienteering.org/footo/pictsymb.htm>.

PARTS OF THE ORIENTEERING COMPASS



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Figure 5-4-2 Orienteering Compass

- **Magnetic Needle.** Suspended on a sharp point so it can swing freely. The north end of it is red, and on some models, it is also marked with a luminous band.

- **Compass Housing.** Marked with the initials of the four cardinal points, it is also divided into degree lines. Each space between the lines is 2°. The bottom is transparent and has an orienting arrow which points to 360° north. The housing can be rotated manually on the standard base plate model, but is fixed on the thumb compass.
- **Base Plate.** Rectangular and transparent, which can be turned easily. It runs from the edge of the compass housing to the front edge of the plate where it spreads into an arrow, called the direction of travel arrow. The raised part of the base plate has a black index pointer on a white background to show at what degree number the compass housing is set. The side edge of the base plate has markings for measuring and is the measuring scale. Some are in millimetres and some are in more common map scales.

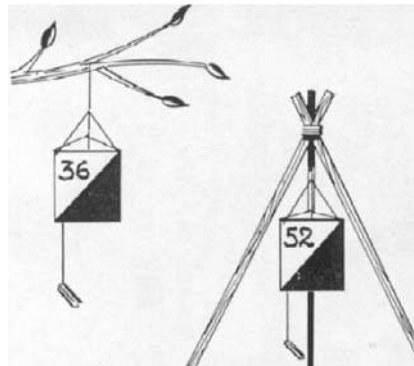


The diagram refers to “red to north red” needle match for determining the right direction. You may also hear it referred to as “red in the bed”, and may offer it to the cadets as a way to check that their compass is oriented.

SCORING EQUIPMENT

Scoring equipment includes:

- **Control Markers.** Found at control points on an orienteering course, they consist of three squares joined together into a hollow triangular shape. Control markers are divided diagonally bottom left to top right into two triangles. The top left hand triangle is white and the bottom right hand triangle is an orange-red colour.



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Figure 5-4-3 Control Markers

- **Control Punches (Clippers).** Attached to the control markers, the punch will often hang from the control marker. Each one on an orienteering course is different and therefore aids an orienteering competition in having the competitors collect them in a specified order. Each punch has a different series of numbers or letters.
- **Description Sheets.** The control description sheet contains all the information on the competitor and their race, as well as IOF symbols or written descriptions of the control points.
- **Score Cards.** Also known as the control card, it is what the competitor uses to collect the stamps of the control markers on the course. It is handed in at the end of the race.

Orienteering® Control Point Card		CLASS MI	COURSE W	No. 16	FINISH 1:46:45					START 18:00						
COLOUR		NAME JOHN DOE			CLUB NONESUCH					compass						
SILVA®		day	time ck	punch ck	place	TIME 1:28:45					DETACH					
ALL COMPETITORS MUST REPORT TO THE FINISH												FOLD				
11	12	13	14	15	16	17	18	19	20	PLACE	TIME	COURSE	COLOUR	CLASS MI	NAME JOHN DOE	CLUB NONESUCH
1	2	3	4	5	6	7	8	9	10	DAY	1:28:45	W				

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Figure 5-4-4 Silva Score Card



Orienteering control markers can be improvised by using cardboard or plastic gallon jugs.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What colour represents water and marsh?
- Q2. If contour lines are close together, what slope would you expect to come across?
- Q3. What is one of the three main parts on an orienteering compass?
- Q4. What are some types of scoring equipment?
- Q5. What is found on the description card?

ANTICIPATED ANSWERS

- A1. Blue represents water and marsh.
- A2. The slope is steep.
- A3. The magnetic needle, compass housing or base plate.
- A4. Any of the following: description card, score sheet, control markers.
- A5. The description card offers the competitor a description of what can be found at the control point.

Teaching Point 2

Explain and Demonstrate Orienteering Techniques

Time: 15 min

Method: Demonstration and Performance

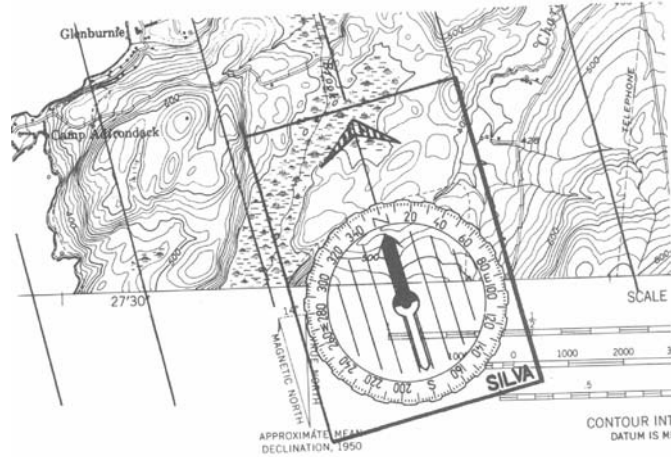
ORIENTEERING TECHNIQUES

Orienteering techniques include:

- **Folding and Holding the Map.** Folding the map involves the orienteer gently folding the map once so that the route is showing, running along the direction of travel, with everything else folded out of the way.

It helps the orienteer see only the information pertaining to them at the time. Holding the map depends on what kind of compass the orienteer is using and the hand the compass will be carried in.

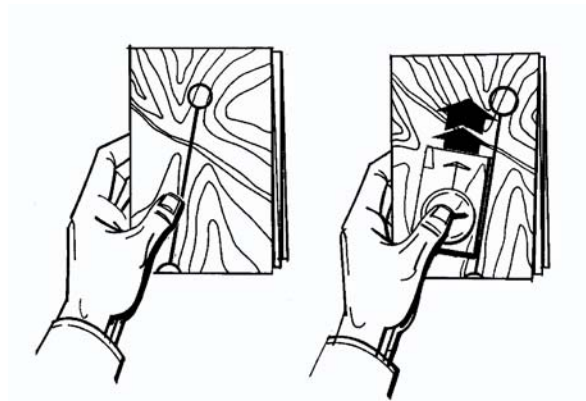
- **Orienting the Map.** A map is oriented when north on the map is aligned with north on the terrain. The map user should pick out two to three objects in front of them, and then locate them on the map. The real landmarks and the ones on the map should line up. This is called orienting the map by inspection. To orient a map with a compass, the easiest way is to place the edge of the base plate parallel with the magnetic-north line, then turn the map until the compass on it is oriented.



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Figure 5-4-5 Orienting a Compass to Map

- **Thumbing Position on the Map.** The orienteer should be holding the map properly and then place their thumb on the map to mark their position at all times. It saves time, helping to quickly determine where the orienteer is, no matter how many times they have to stop and look at their map. Two main steps involved in this process are ensuring the map is held properly and holding the map so it is oriented to the north.



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Figure 5-4-6 Thumbing Position

- **Determining Distance.** Orienteers should not rely on features for judging distance. They may no longer exist though they still appear on the map. The best way is “step counting” or pacing. This is determined by knowing how many steps or paces an individual takes in 100 metres. To save time, an orienteer should know this before beginning a race.

- **Checking Off Features.** Linear features that appear before the control alert the orienteer that the control is nearby. As an orienteer navigates toward the control, they have a mental checklist of the features as they come upon them.



The instructor should walk the cadets through using these techniques outside explaining them as they go.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What is the purpose of keeping your thumb on your map?
- Q2. What is the best way of judging distance for an orienteer?
- Q3. What is checking off features?

ANTICIPATED ANSWERS

- A1. To keep track of location.
- A2. Counting steps or pacing.
- A3. Checking off features is a technique where the orienteer makes a mental checklist of the features leading to their control, helping them determine how close they are to the control.

Teaching Point 3

Time: 10 min

Explain Techniques for Route Evaluation


Method: Demonstration and Performance

TECHNIQUES FOR ROUTE EVALUATION


Techniques for route evaluation include:

- **Handrails.** A prominent linear feature that runs more or less parallel to the direction you are supposed to go and takes you to your control. A path between two points would be a handrail.
- **Catching Features.** Sometimes called collecting features. A technique for route evaluation that helps the orienteer make a mental checklist of all the features they must collect or catch before they can get to their control. It is a large distinct feature situated across the line of travel on the route to, or beyond, the control. It must be a feature that is easy to recognize in the terrain, such as a large pond or power line. If it is situated in front of the control it acts as an alert to the control. When situated beyond the control it alerts the orienteer that they have travelled past the point of the control.
- **Attack Points.** Some points are located on small features which are not easily found. For this, the orienteer might locate a larger feature as close to the control as possible. The orienteer will look for this feature, called the “attack point”, run towards this point, and then look for the control close by.
- **Attacking From Above.** A control located on the side of a slope is easier for the orienteer to find when they are coming down the slope. The orienteer gets a better view of the terrain by looking down on it, and is therefore able to find the best route to the control.

- **Height Assessment Versus Detouring Around.** When a hill is in the way of running from one control to the next, a decision must be made by the orienteer whether to go over or around. It must be decided if it is easier for the individual to climb up the slope and possibly expend more energy, or to go around, which may be a longer route but easier to run due to level ground. The elevation of the slope may be a deciding factor.
- **Long Easy Route Versus Short Tough Route.** Another decision that must be made by the competitor is the progress that can be made dependent on the vegetation that will be encountered. They must take into consideration the distance to travel both routes, and how quickly they will be able to travel over the type of terrain.



The instructor should walk the cadets through the use of these techniques outside explaining them as they go.



This may seem overwhelming for the novice orienteer, but cadets should know that they would naturally use some of these techniques without realizing it.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. Why does the orienteer need attack points?
- Q2. What are catching or collecting features?

ANTICIPATED ANSWERS

- A1. The orienteer needs attack points, because controls are often placed on small features that are difficult to find.
- A2. An orienteer may make a mental checklist of features before their control and collect them so they can tell how far away they are from the control.

Teaching Point 4

Identify Map Reading Techniques

Time: 10 min

Method: Interactive Lecture

MAP READING TECHNIQUES

Map reading techniques include:

- **“CART” Technique.** A systematic approach to map reading, represented by an acronym meaning:
 - **Control.** What control is the orienteer trying to find?
 - **Attack Point.** What is an attack point that is easy to identify? It should be close to and before the marker, should be distinct, prominent and easy to reach.
 - **Route Choice.** What is the best route to the attack point? This will depend on the nature of the terrain, the distance to be covered, and the skills and abilities of the orienteer.

- **Technique.** What is the best technique to use on each leg of the competition? This will once again depend on the terrain, distance, and the individual orienteer, but must be decided before starting the leg.
- **Map Simplification.** Is a process where only the large and relevant features are noted while irrelevant and/or minor details are ignored. Modern maps are very detailed and can be confusing to an orienteer who might read all detail. This method of simplifying the map makes it easier for the orienteer to proceed quickly through detailed terrain and to go from one control to the next attack point by reading only the large and more pertinent details.
- **Rough Map Reading.** In this manner an orienteer navigates through the course by reading the large, easily recognizable features while excluding small details. It allows for faster running while reading the large features and noting only approximate positions from the map. This technique is used to navigate from one control, or the start point, to the attack point for the next control in terrain with distinct features. An important rule to remember is to never run further than where you know you approximately are on the map.
- **Precision Map Reading.** In this manner an orienteer reads the small accurate details in the terrain, allowing them to know their exact position at all times. This technique is used primarily when navigating from the attack point to the control, in an area which is full of map detail. When precision map reading, it is important to run at a speed that permits you to know exactly where you are on the map.
- **Pace Counting.** Many orienteers will use it along a handrail to find an attack point and then from an attack point to a control located on a point feature. To count your paces, count every second pace, or how many times your left foot hits the ground, over a 100-metre distance. An orienteer should always know their paces before starting a meet.
- **Distance Estimation.** For distance estimation, the orienteer would notice that two distances on the map are almost identical and would count their paces over the first distance, and thus determine how many paces would be necessary to cover the second distance based on their first number.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS

- Q1. What is the “CART” technique?
- Q2. What is map simplification?

ANTICIPATED ANSWERS

- A1. A systematic approach to map reading that encompasses control, attack point, route choice, and technique.
- A2. Map simplification is a process of noting only the large, important features and ignoring the smaller features in order to make it easier to get to the next control.

Teaching Point 5

Participate in a Warm Up

Time: 10 min

Method: Participation

PURPOSE OF A PROPER WARM UP

A warm up will be composed of light cardiovascular activities designed to:

- stretch the muscles and ligaments;

- gradually increase respiratory action and heart rate;
- expand the muscles' capillaries to accommodate the increase in blood circulation which occurs during physical activity; and
- raise the muscle temperature to facilitate reactions in muscle tissue.

FACTORS TO REMEMBER WHILE STRETCHING

The following factors are important to remember while stretching in order to get ready for physical activity and to help prevent injury:

- Stretch all major muscle groups, including your back, chest, legs and shoulders.
- Never bounce when stretching.
- Hold each stretch for up to 30 seconds to let the muscles release fully.
- Repeat each stretch two to three times.
- When holding a stretch, support your limbs at the joint.
- Static stretching, which is stretching a muscle and holding it in this position without discomfort for 10 to 30 seconds, is considered the safest method of stretching.
- Stretching helps to relax your muscles and improves flexibility, which is the range of movement about your joints.
- As a guide, allow 10 minutes of pre-exercise stretching for every one hour of exercise



The stretches used should focus on the areas of the body that will be used the most during the orienteering event.

ACTIVITY

Time: 9 min

OBJECTIVE

The purpose of the warm up is to stretch and do light cardiovascular activity to get the body ready for physical activity and to help prevent injury.

RESOURCES

- Gym mats (if available).
- Area large enough for all cadets.

ACTIVITY LAYOUT

- Dependent on numbers, position cadets so that they can see the instructor demonstrate each movement (as per Figure 5-4-7 or 5-4-8). It would be helpful, if possible, to have assistant instructors that can help in demonstrating the movements and ensuring the cadets are performing them properly.
- Cadets should be spread out to have at least two arm lengths between them.

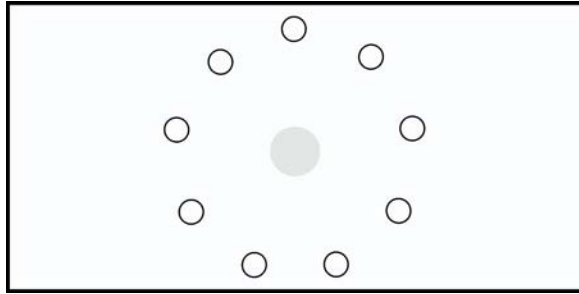


Figure 5-4-7 Instructor in Centre of Warm Up Circle

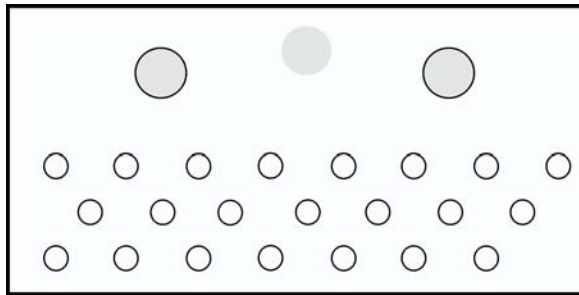


Figure 5-4-8 Instructor at Front With Assistant Instructors

SAFETY

- Ensure there is adequate space between the cadets for them to move freely.
- Ensure the cadets perform the stretches and light cardiovascular activities in a manner that is safe, following the guidelines listed above.

INSTRUCTOR GUIDELINES

- Demonstrate each stretch and light cardiovascular activity.
- If assistant instructors are present, brief them as to the manner of the activities and how to ensure the cadets are performing them in a safe manner.
- Have knowledge of what activities are safe and how to prevent injuries from occurring.
- Assess and supervise as each movement is completed to ensure a cadet is not doing them improperly in a manner which may cause injury.



Some sample stretches can be found at Annex C. These are samples only and should not be considered an exhaustive list.

CONFIRMATION OF TEACHING POINT 5

QUESTIONS

- Q1. How long should a stretch be held for?

Q2. What is the purpose of performing light cardiovascular activity before participating in physical activity?

ANTICIPATED ANSWERS

A1. Approximately 10 to 30 seconds.

A2. To gradually increase respiratory action and heart rate and to raise the muscle temperature to facilitate reactions in muscle tissue.

Teaching Point 6

Participate in an Orienteering Event

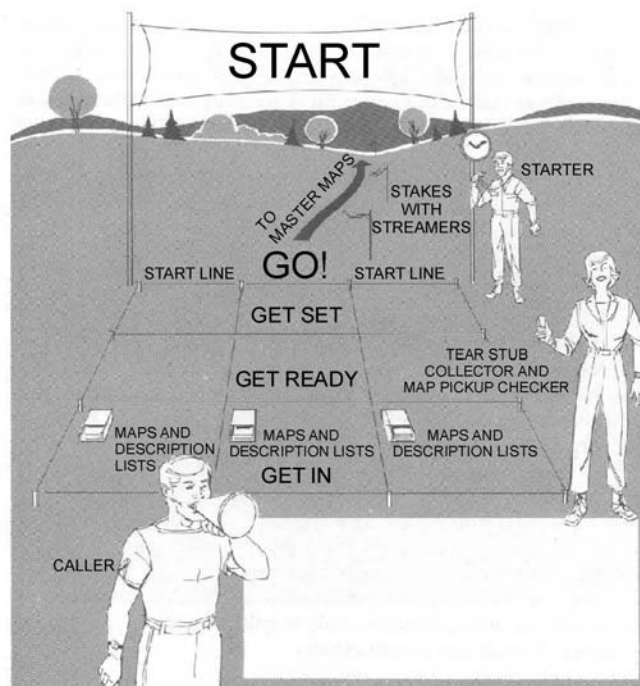
Time: 190 min

Method: Participation

STARTING

At this point, the cadets will move to the starting line to be sent off by a blast from the instructor's whistle. At this point a departure time must be written down on the recorder's sheet, as per the example in Figure 5-4-10.

Usually at the beginning of the event there will be an area called the starting grid. This gives the participants a three-minute preparation period prior to starting the event.



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Figure 5-4-9 Sample Start Grid

Three minutes before the cadet is to start, they are called to the "Get In" row of the starting grid. A minute later, upon hearing a whistle, the cadets move forward to the "Get Ready" row, where they review a copy of the description list and the map (if it is not a pre-marked map). One minute before the start, the cadets move to the "Get Set" row, where pre-marked maps would be distributed, but are not allowed to be looked at until they hear the "Go" whistle.

On the zero-minute, there will be a "Go" whistle, signalling cadets to begin. It is at this point that the departure time is recorded on the recorder's sheet.

RECORDING SHEET								
EVENT _____			PLACE _____			DATE _____		
NAME	No.	TEAM	CLASS	START TIME	FINISH TIME	TIME USED	CONTROLS MISSED	POSITION

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Figure 5-4-10 Sample Recording Sheet



It is suggested that cadets be given pre-marked maps at this level.

RUNNING THE COURSE

Once a cadet leaves the starting grid, they are left to their own devices in using the skills learned to complete the orienteering event. They are to use the various orienteering, map reading, and route evaluation techniques they feel would work best for them. At each control point they must stamp or punch the control card in the proper square with the code symbol to prove that they have visited it.

FINISHING THE RACE

The finish area is typically located near the start area. It normally has a clear area at the end of the trail so that cadets can give a final effort to increase their time, and so that the timekeeper can see them as they approach the finish line.

Upon crossing the finish line, the timekeeper will call out the time to be written down on the control card as it is handed to a control card collector. The cadet's time is then transferred onto the master recording sheet in order for all cadets to be scored.

ACTIVITY

Time: 180 min

OBJECTIVE

The objective of this activity is for each cadet to have the opportunity to participate in an orienteering event to practice the skills learned.

RESOURCES

- Whistles.

- Stopwatches.
- Orienteering maps.
- Orienteering compasses.
- Control markers with punches.
- Pencils.
- Description sheets.
- Rope.
- Radios, when available.
- First aid equipment.

ACTIVITY LAYOUT

- Prior to the commencement of the orienteering event:
 - set up the orienteering course;
 - fill out description sheets;
 - make pre-marked orienteering maps; and
 - arrange for assistants.
- Break cadets into groups of two.
- Choose a timekeeper who will keep the time and record it on the master recording sheet.
- Have the cadets begin the event one group at a time, by starting in the first part of the starting grid, and progressing through it in sequence.
- Have each subsequent group of cadets follow through in the same manner, at specifically timed intervals.
- As each group arrives back at the finish line, have the timekeeper call out the time and write it down on the master recording sheet.
- The winning team is the team who finishes in the fastest time with the least amount of deductions.

SAFETY

Ensure senior cadets/officers are stationed at intervals along the course to assist cadets who may get disoriented or who may get hurt.

INSTRUCTOR GUIDELINES

- Ensure safety at all times throughout the event.
- Have a whistle to signal times in the starting grid.
- Use assistants to keep the time, record information on the recording sheet, and position themselves at periodic intervals throughout the course.

Teaching Point 7**Participate in a Cool Down**

Time: 10 min

Method: Participation

PURPOSE OF A COOL DOWN

A cool down will be composed of light cardiovascular activities meant to allow the body time to slowly recover from physical activity and to help prevent injury. Cool downs:

- prepare the respiratory system to return to its normal state; and
- stretch muscles and ligaments to help relax them and restore them to their resting length.

FACTORS TO REMEMBER WHILE STRETCHING

The following factors are important to remember while stretching in order to recover from physical activity and to help prevent injury:

- Stretch all major muscle groups, including your back, chest, legs and shoulders.
- Never bounce when stretching.
- Hold each stretch for up to 30 seconds to let the muscles release fully.
- Repeat each stretch two to three times.
- When holding a stretch, support your limbs at the joint.
- Static stretching, which is stretching a muscle and holding it in this position without discomfort for 10 to 30 seconds, is considered the safest method of stretching.
- Stretching helps to relax your muscles and restore them to their resting length, and improves flexibility, which is the range of movement about your joints.
- As a guide, allow 10 minutes of post-exercise stretching for every one hour of exercise.



The stretches used should focus on the areas of the body that were used the most during the orienteering event.

ACTIVITYTime: 9 min

OBJECTIVE

The purpose of the cool down is to stretch and do light cardiovascular activity to allow the body time to recover from physical activity and to help prevent injury.

RESOURCES

- Gym mats (if available).
- Area large enough for all cadets.

ACTIVITY LAYOUT

- Dependent on numbers, position cadets so that they can see the instructor as they demonstrate each movement (as per Figure 5-4-11 or 5-4-12). It would be helpful, if possible, to have assistant instructors that can help in demonstrating the movements and ensuring the cadets are performing them properly.
- Cadets should be spread out to have at least two arm lengths between them.

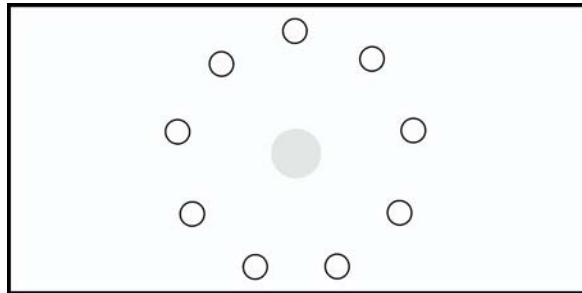


Figure 5-4-11 Instructor in Centre of Cool Down Circle

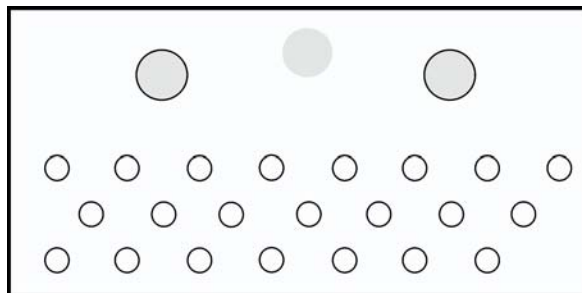


Figure 5-4-12 Instructor at Front With Assistant Instructors

SAFETY

- Ensure there is adequate space between cadets for them to move freely.
- Ensure the cadets perform the stretches and light cardiovascular activities in a manner that is safe, following the guidelines listed above.

INSTRUCTOR GUIDELINES

- Demonstrate each stretch and light cardiovascular activity.
- If assistant instructors are present, brief them as to the manner of the activities and how to ensure the cadets are performing them in a safe manner.
- Have knowledge of what activities are safe and how to prevent injuries from occurring.
- Assess and supervise as each movement is completed to ensure a cadet is not doing them improperly in a manner which may cause injury.



Some sample stretches can be found at Annex C. These are samples only and should not be considered an exhaustive list.

CONFIRMATION OF TEACHING POINT 7

QUESTIONS

Q1. What is the purpose of performing a cool down?

ANTICIPATED ANSWERS

A1. To prepare the respiratory and cardiovascular systems to return to their normal state and to stretch the muscles and ligaments to help relax them and restore them to their resting length.

END OF LESSON CONFIRMATION

Cadets will participate in an orienteering event as part of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO. Instructors will supervise the cadets while they participate in an orienteering event.

CLOSING STATEMENT

Every cadet in year one training should be given the opportunity to participate in an organized orienteering event. There should be no focus on competition at this level; rather, the cadets should be focused on participating and demonstrating sportsmanship.

INSTRUCTOR NOTES/REMARKS

Orienteering can be broken down in two ways. The overall objective is for cadets to participate in nine periods of orienteering. This can be carried out over three training sessions, where the first night would encompass TP1 to TP4, and the two subsequent nights would encompass TP5 to TP7. It can also be done in one training day.

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CANADIAN CADET ORGANIZATION LIST OF APPROVED SPORTS

- Baseball.
- Basketball.
- Floor Hockey.
- Lacrosse.
- Orienteering.
- Ringette.
- Soccer.
- Soccer Baseball.
- Softball.
- Touch Football.
- Ultimate Frisbee.
- Volleyball.

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RECREATIONAL SPORTS OVERVIEW

The list of activities provided for recreational sports is not an exhaustive list. There are other sports that may be approved if a corps or squadron wishes to request approval from their respective regions or detachments.

The basic rules that are provided for the approved sports are the rules for professional or competitive sports, which have been adapted in some instances. The rules and diagrams may be altered according to the resources and facilities that are available to the corps/squadron. For example, in ultimate frisbee, the game can be altered for play in an indoor gymnasium instead of outdoors on a field.

In many instances, the number of players per team can be adapted according to the number of cadets who are playing the sport. For example, for touch/flag football the number of players is listed for five, but teams can play with more than five players on the field at a given time. Times and breakdowns of timings can be altered as well in order to fit into timeframes.

Any sport that usually involves some form of contact between competitors shall be adapted to ensure there is no contact when played by cadets.

A basic overview of orienteering is not found in this section as it can be found in EO C105.03 (Section 4).

BASEBALL

Objective: While trying to prevent the opposing team from scoring runs, each team tries to score as many runs as possible. A run is scored when a team's player runs (in a counterclockwise direction) and steps on all three bases and the home plate, which is also known as completing the circuit. A game lasts nine innings where the team with the highest score wins, unless there is a tie. In that case the game will continue for additional innings until a team scoring an additional run breaks the tie (www.angelfire.lycos.com).

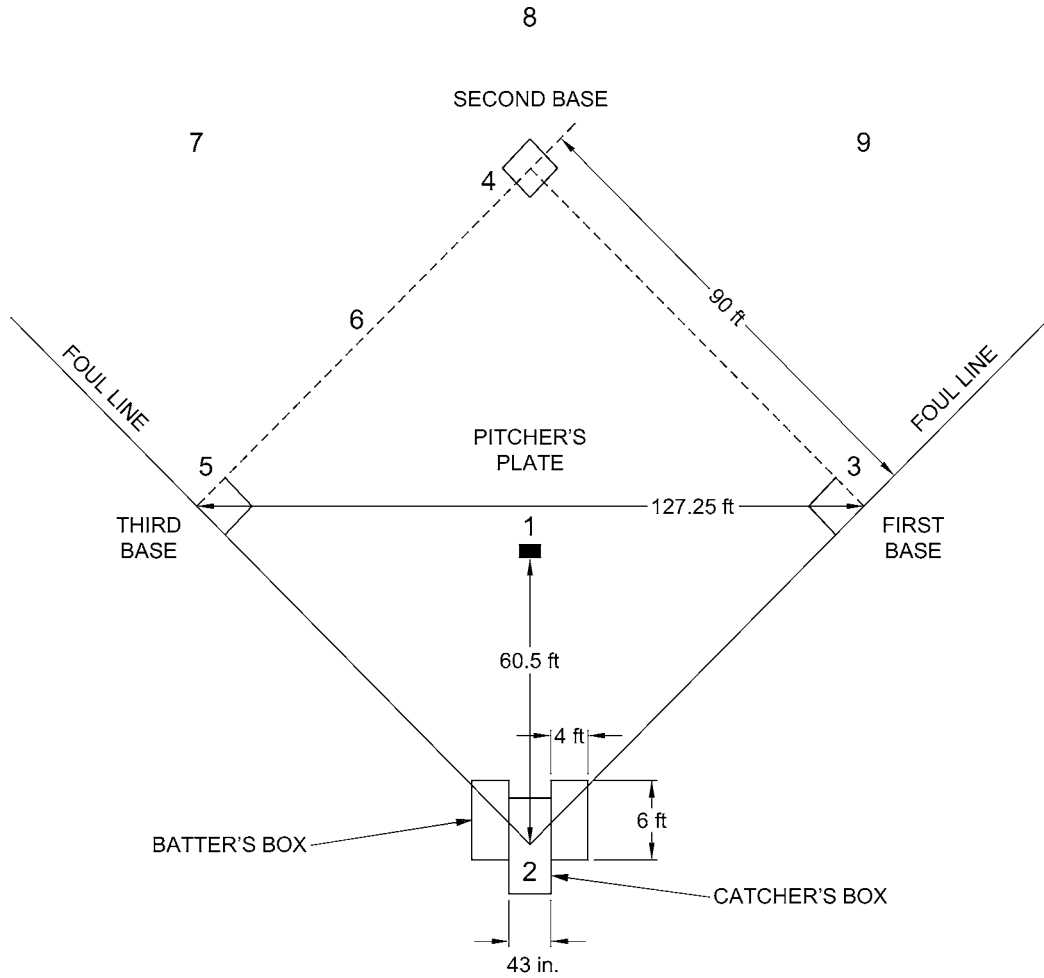
Scoring: One point is awarded as a member completes a circuit around the bases.

Definitions:

Ball	A ball is when the pitch is not within the strike zone.
Bunt	When a batter hits the ball by letting the ball meet the bat to drop as a soft ground ball on the infield.
Double Play	When two outs are made on the same play.
Fly Ball	A ball batted high into the air.
Fly-out	Is a fly ball that is caught before it touches the ground or the fence.
Force Play	This occurs when a runner is forced to move to the next base because the batter becomes a runner.
Foul Ball	A ball that is hit into foul territory (see Figure 5B-1).
Foul Territory	The area outside the foul lines.
Home Run	When a batter hits a fair ball over the fence, or circles the bases on a hit inside the fence without getting out on their way around.
Inning	An inning consists of a top and a bottom. During either the top or bottom half each team will get the opportunity to bat and field accordingly.
Out	An out can be given due to strikeout (three strikes), force-out, tag-out, and fly-out.
Strike	A pitch that the batter takes but does not swing at which is in the strike zone, that the batter swings at and misses, or that the batter hits into foul territory during their first two strikes. A foul ball on the third is not considered a strike.
Walk	A batter is awarded first base if a pitcher pitches four "balls" during one time up to bat.

Number of Players: Nine players per team.

BASEBALL	
Equipment Required:	
<ul style="list-style-type: none"> • Bases x 4. • Bat x 2. • Batter's helmets x 2. 	<ul style="list-style-type: none"> • Baseball x 1 (extras should be on hand). • Various gloves. • Baseball/Softball field.
Basic Rules:	
<ul style="list-style-type: none"> • The game consists of nine innings, with three outs per inning (for each team). May be limited due to time constraints. • One team takes the field first, taking up the various positions, to include: pitcher, catcher, first baseman, second baseman, third baseman, shortstop, left fielder, centre fielder, and right fielder (see Figure 5B-1). • The other team bats first in the top half of the inning, according to the batting order for their players. • The pitcher attempts to get the batter out, preventing him or her from reaching first base and the subsequent bases. • A batter is out if they receive three strikes or if they hit the ball but it is caught by someone in the field before it hits the ground. • The batters objective is to get around the bases before the ball reaches the base. The batter has to attempt to get to first base before the ball reaches the base and to possibly continue going until they feel they can get no further. Once their play is over the next batter is up. • A team scores a run when a player has safely touched first, second, and third base and has made it back home, or hits the ball over the fence. 	
<p>Further details on the sport of baseball can be found in <i>The Sports Rules Book: Essential Rules for 54 Sports</i> (1998), pp. 25-35.</p>	



LEGEND

- 1. Pitcher
- 2. Catcher
- 3. First Baseman
- 4. Second Baseman
- 5. Third Baseman
- 6. Shortstop
- 7. Left Fielder
- 8. Centre Fielder
- 9. Right Fielder

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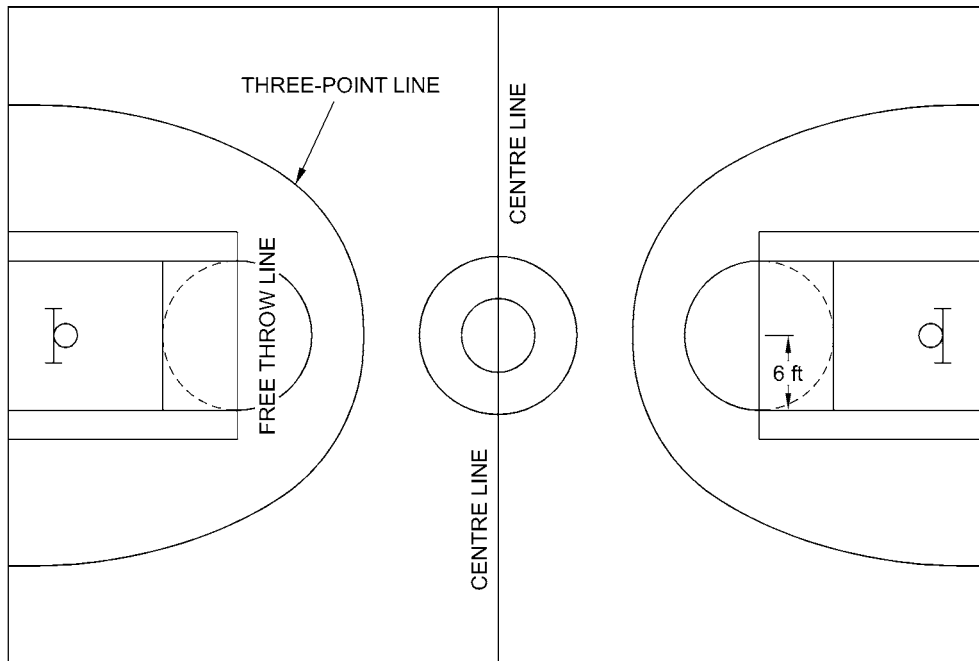
Figure 5B-1 Baseball Diamond

BASKETBALL	
Objective: To pass the basketball through the opposing teams' basket in order to obtain the most points at the end.	
Scoring: Each successful basketball in a basket will be awarded with two or three points. Those shots taken from within the three-point line will be scored as two points, and those shots taken at or beyond the three-point line will be awarded three points (see Figure 5B-2).	
Definitions:	
Dribble	Dribbling consists of bouncing the ball on the floor, using only one hand at a time. This can be done while moving on the court or while the player is stationary. Once a player stops dribbling and holds the ball, they cannot dribble again until another player touches the ball.
Double Dribble	Dribbling with both hands at once is a violation that results in a turnover.
Rebound	When a player controls possession of a missed shot, either by a teammate or an opponent.
Pass	The movement of the ball by a player to another player by throwing, batting, or rolling the ball.
Pivot	When a player holding the ball pivots with one foot kept at a point of contact with the floor, while stepping in other directions with the other foot.
Traveling	When a player advances on the court with the ball without dribbling it.
Number of Players: Five players per team on the court at a time.	
Equipment Required:	
<ul style="list-style-type: none"> • Basketball x 1. • Gymnasium/outdoor court. 	<ul style="list-style-type: none"> • Nets x 2.
Basic Rules:	
<ul style="list-style-type: none"> • The game consists of two 20 minute halves. • The game begins with what is known as a "Jump Ball". Player from each team will meet face to face in at the centre of the court. Here the ball will be tossed straight up between them where both players will attempt to catch or hit the ball to a teammate. • Teams will consist of: point guard, off guard/shooting guard, small forward, power forward, and centre/post. • Once the game has begun the player in possession of the ball must dribble at all times in order to continue to move forward along the court. The player may pass the ball at any time to a teammate. • If a player in possession of the ball stops at any time they may only pivot on the spot or take a maximum of three steps and then pass or shoot the ball towards the basket. • If a team scores, the opposing team will gain possession. The team that was scored on begins under the net, with one player passing the ball to a teammate. 	

BASKETBALL

- During the game if the ball is tossed out of bounds or a person is fouled, the opposite team will gain the ball where a free throw will be awarded or a sideline pass takes place.

Further details on the sport of basketball can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 37-46.



The Sports Rules Book: Essential Rules for 54 Sports

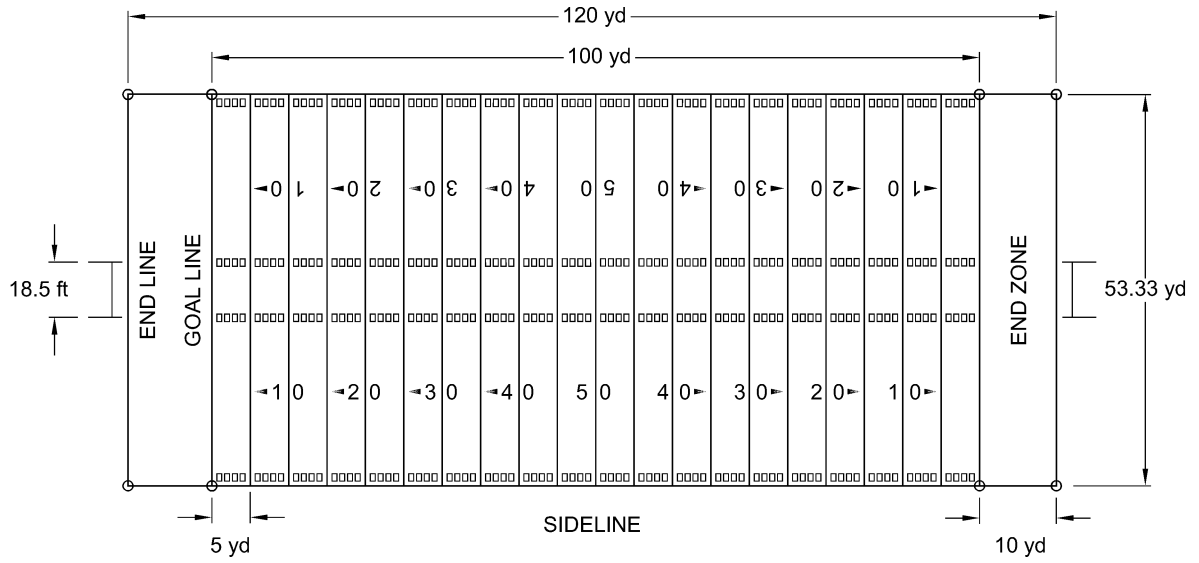
Figure 5B-2 Basketball Court

FOOTBALL (FLAG/TOUCH)	
Objective: Is an adaptation of football, where teams attempt to score as many points as possible through touchdowns. The team with the highest score at the end is the winner.	
Scoring: Touchdown – six points: <ul style="list-style-type: none"> When a player possesses the ball and the ball touches or crosses the plane of the opponent’s goal line. This can be accomplished by running the ball, catching a pass, or by recovering a fumble on or over the opponent’s goal line. Extra Points: <ul style="list-style-type: none"> One point if played from the five-yard line. Two points if played from the 12-yard line. Safety – two points. Note: An interception return to the opponent’s end zone on any extra-point play by the defence will result in the defence scoring two points plus they will gain possession for the next series at their own five-yard line.	
Definitions:	
Dead Ball	When the ball is dead and the play is over.
First Down	Is a new set of four downs. Each team gets four downs when they are playing offence, in which to make a play.
Fumble	When a player loses possession of the ball while the play is still in progress.
No-running Zones	Located five-yards from each end zone. When the ball is on or inside this five-yard line going towards the opponent’s end zone, the offence cannot use a running play to cross the scrimmage line.
Scrimmage Line	The point where the players line up for the snap.
Touchback	Occurs when a ball is dead on or behind a team’s own goal line, provided the ball’s force came from an opponent and it is not a touchdown.
Number of Players: Five players per team on the field at one time.	
Equipment Required:	
<ul style="list-style-type: none"> Football x 1. Field. 	<ul style="list-style-type: none"> Safety/protective equipment.
Basic Rules:	
<ul style="list-style-type: none"> The game consists of two 25-minute halves. One team takes first possession of the ball. This team becomes the offensive team and takes possession of the ball at their five-yard line. They have three plays to cross the midfield. Once they cross midfield, they have three plays to score a touchdown. 	

FOOTBALL (FLAG/TOUCH)

- If the offensive team fails to score, possession of the ball changes and the new offensive takes possession of the ball at their five-yard line.
- The team that plays defence at the start of the first half gets possession at the start of the second half.
- If a team fails to make it across midfield within three plays, possession of the ball changes.
- An automatic first down by penalty overrules the requirements regarding the three plays to make either the first down or score. Possession goes to other team.
- To start the play, the ball must be snapped between the legs of the snapper, who is also the centre. The ball is snapped back to the quarterback.
- The centre cannot take a handoff back from the quarterback after the ball is snapped.
- The quarterback cannot run with the ball past the scrimmage line.
- All defensive players are allowed to rush once the ball has been handed off or tossed, or if there has been a play-action fake or fake handoff.
- The quarterback only has seven seconds to throw the ball or the play is dead.
- Players are not allowed to catch a pass if their flag has fallen off in flag football.
- Must be played as **non-contact**. Blocking and tackling are not allowed.

Further details on the sport of football can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 125-136. These rules then must be adapted for flag/touch football, some of the modifications of which can be found on pp. 132-133. Information on flag football can also be found at www.slam.canoe.ca/FlagFootball/Rules/home.html.



The Sports Rules Book: Essential Rules for 54 Sports

Figure 5B-3 Football Field

FLOOR HOCKEY

Objective: To pass the ball into the opposing teams net, between the posts, and under the cross bar of the opponent's goal in order to obtain the most points at the end.

Scoring: A player passing the ball through the net off their stick scores a goal. The team with the highest score at the end of the third period is the winner.

Definitions:

Face-off	When two players meet to try to gain possession of the puck when dropped by the referee.
Goal	A point/goal is scored when a player gets the ball across the goal line.
Rebound	A puck that bounces off the goalkeeper or the goal post.
Save	When the goalkeeper prevents a goal from being scored.

Number of Players: Six players per team on the floor at one time.

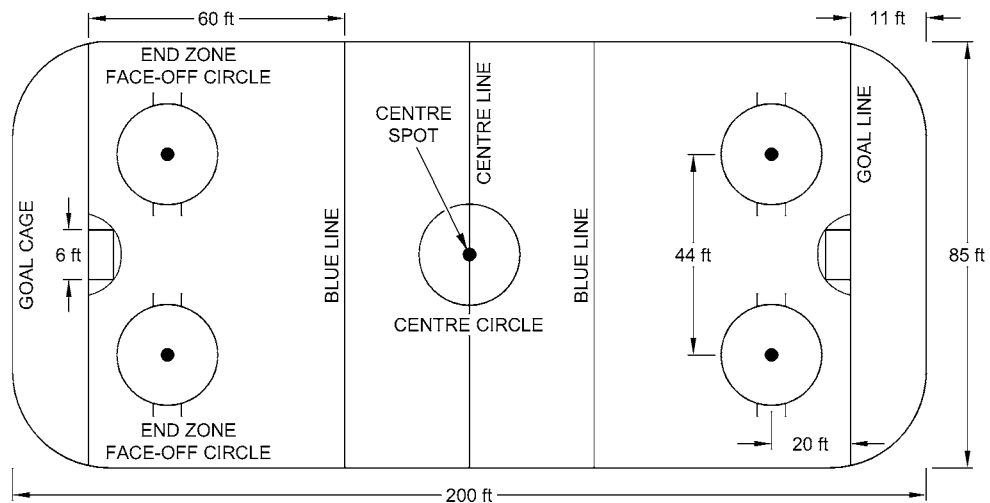
Equipment Required:

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Hockey ball x 1. • Hockey sticks x number of players. • Goalie sticks x 2. | <ul style="list-style-type: none"> • Goalie equipment, such as scoop, face mask, etc. • Hockey nets x 2. |
|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|

Basic Rules:

- A game consists of three 20-minute periods.
- A game begins with a face-off between two opposing players where an official drops the ball at the centre of the sporting venue.
- Teams will consist of a goalkeeper/goalie, three forwards – centre, left wing, and right wing, and two defencemen.
- Players advance toward the ball while running with the ball or passing it to fellow teammates. The ball must be in motion at all times.
- Every time a goal is scored, the players return to the initial set-up for a face-off at centre.
- If an attacker in the team's attacking zone cause the play to stop, a face-off will occur at the nearest face-off spot in the neutral zone.
- If a defender in the team's defensive zone causes the play to stop, a face-off occurs at the point of stoppage.

Further details on the sport of hockey can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 159-168. These rules then must be adapted for floor hockey.



The Sports Rules Book: Essential Rules for 54 Sports

Figure 5B-4 Hockey Set-up

LACROSSE (WOMEN'S RULES)

Objective: To pass the ball into the opposing team's goal in order to obtain the most points at the end.

Scoring: A goal is scored when the ball passes completely over the goal line, between the posts, and under the cross bar of the opponent's goal.

Definitions:

Blocking	Occurs when one player moves into the path of an opponent with the ball without giving the opponent a chance to stop or change direction without contact.
Critical Scoring Area	An area at each end of the field, where the attacking team shoots for a goal.
Deputy	A player on the defensive goalkeeper's team who may enter the goal circle when his or her team is in possession of the ball and the goalkeeper is out the goal circle.
Free Space to Goal	The path to the goal within the critical scoring area.
Marking	Guarding an opponent within a stick's length.
Penalty Lane	The path to the goal that is cleared when a free position is awarded to the attacking team within the critical scoring area in front of the goal line.
Pick	A technique used by a player without the ball to force an opponent to take a different direction. The player must give the opponent time to see the pick and react to it.
Throw	The players stand one metre apart; the umpire, stands four to eight metres away, and throws the ball into the air and the players take it as they move toward the field. No other player can be within four metres of the players at the throw.

Number of Players: Twelve players per team on the field at one time.

Equipment Required:

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Ball x 1. • Field crosse's x number of players. • Goalkeeper's crosse x 2. | <ul style="list-style-type: none"> • Goalkeeper's helmet, face mask, and throat and chest protector x 2. • Mouth guards x number of players. |
|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|

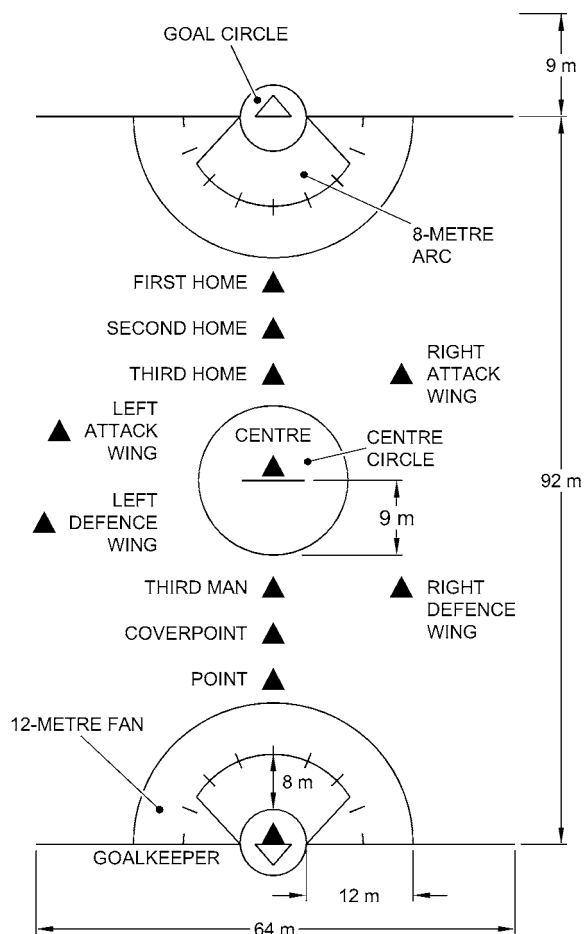
Basic Rules:

- The game is usually 60 minutes in length and is split into halves.
- The game begins with a draw with two opposing players toeing the centreline, holding their crosses in the air, parallel to the centreline. The umpire places the ball between the players and when they call ready the players pull their sticks up and away, lifting the ball into the air. All other players must be outside the centre circle for the draw.
- The team in possession of the ball attempts to score goals by advancing the ball down the field. This can be done by carrying, throwing, rolling, or batting it.
- If the ball goes out of bounds, it is given to the closest player. If two players of opposing teams are an equal distance from the ball, the game is continued with a throw.

LACROSSE (WOMEN'S RULES)

- Only one player can be in the goal circle at a time. This can only be the goalkeeper or the deputy.
- Within the goal circle, the goalkeeper must clear the ball within 10 seconds. This can be done with the goalkeeper's crosse or hands and body.
- After each goal, the ball is put back into play with a draw.

Further details on the sport of lacrosse can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 179-186.



The Sports Rules Book: Essential Rules for 54 Sports

Figure 5B-5 Lacrosse Field

RINGETTE (OFF ICE VERSION)

Objective: To get the ring in the opposing team's net, between the posts, and under the cross bar of the opponent's goal in order to obtain the most points at the end.

Scoring: One point for every time a player gets the ring in the opposing team's net.

Definitions: N/A.

Number of Players: Six players per team on the floor at one time.

Equipment Required:

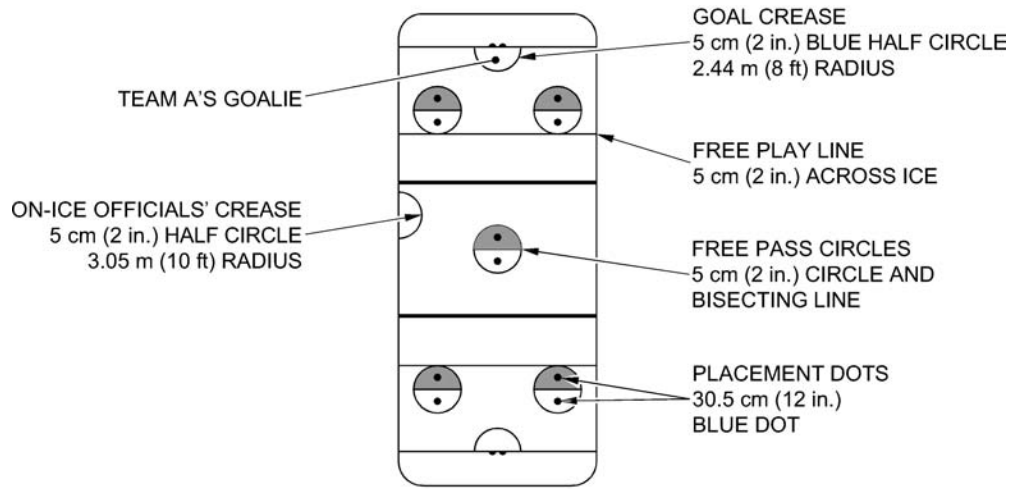
- | | |
|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Nets x 2.• Safety equipment.• Rubber ring. | <ul style="list-style-type: none">• Straight sticks x number of players.• Goalkeeper's sticks x 2.• Goalkeepers mask. |
|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|

Basic Rules:

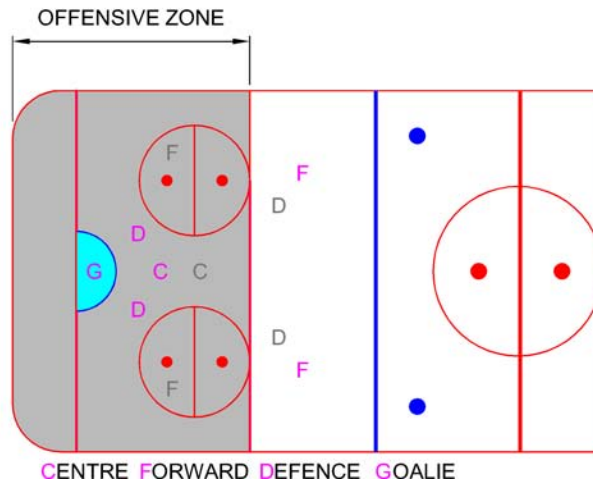
- Play begins with the visiting team being given a free centre free pass circle (which is like a face off circle in hockey).
- Teams consist of a goalkeeper/goalie, two defencemen, and three forwards.
- The ring is passed up the sporting venue similar to that in hockey in order to get the ring in the opposing team's goal.
- Free passes are used in ringette to restart play. The ring is placed in the free pass circle for this and one player gets to take possession, having five seconds to pass the ring to a teammate. Shots on goal are allowed from the free pass.
- The stick is placed inside the ring to play, not just on the outside like playing hockey.
- If the ring is within the goal crease the only player who is allowed to touch it is the goalie. The goalie usually will pick up the ring and throw it like a frisbee to a teammate but it cannot be thrown beyond the blue line. However, the goalie may also hit it with a stick or their foot.

Further details on the sport of ringette can be found at www.ringette.ca.

TEAM A'S DEEP DEFENSIVE ZONE



TEAM A'S DEEP OFFENSIVE ZONE



www.ringette.ca

Figure 5B-6 Ringette Ice/Sporting Venue

SOCCER

Objective: To pass the soccer ball into the opposing team’s net, between the posts, and under the cross bar of the opponent’s goal in order to obtain the most points at the end.

Scoring: One point is scored for every goal made into the opposing team’s net, which completely crosses the goal line.

Definitions:

- | | |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Corner Kick | Awarded to the opposing team when players kick the ball over their own goal line. All opposing players must be at least 10 yards from the ball for a corner kick. |
| Dribble | To move the ball with the feet in a continuous motion by passing the ball from one foot to the other. |
| Foul | Results in a direct or indirect free kick for the opposing team at the spot where the foul occurred. |
| Goal Kick | Occurs when a player kicks the ball over the opposing team’s goal line. The opposing team is awarded the goal kick. Opposing players must be outside the penalty box area; either the goalkeeper or another player may kick the ball. It must be kicked beyond the penalty box area to be put into play. The player who performs the goal kick cannot touch the ball again until another player has done so. |
| Heads the Ball | When a player hits the ball with their head. |
| Penalty Kick | Is awarded to a team when an opposing player commits an intentional foul. All players except the kicker and the goalkeeper must stand outside the penalty area, at least 10 yards from the ball. The goalkeeper must stand on the goal line and not move their feet until the kick is made. If a goal is not scored and the ball goes out of bounds after being touched by the goalkeeper, the attacking team gets a corner kick. |
| Throw-in | Is awarded to a team when the ball goes over the sideline and was last touched by an opponent. A player throws the ball in from over their head, keeping both feet on the ground while releasing the ball. At least part of each foot must be on or behind the sideline. |

Number of Players: Up to 11 players per team on the field at one time.

Equipment Required:

- | | |
|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Soccer ball x 1. • Nets x 2. | <ul style="list-style-type: none"> • Field or gymnasium. |
|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|

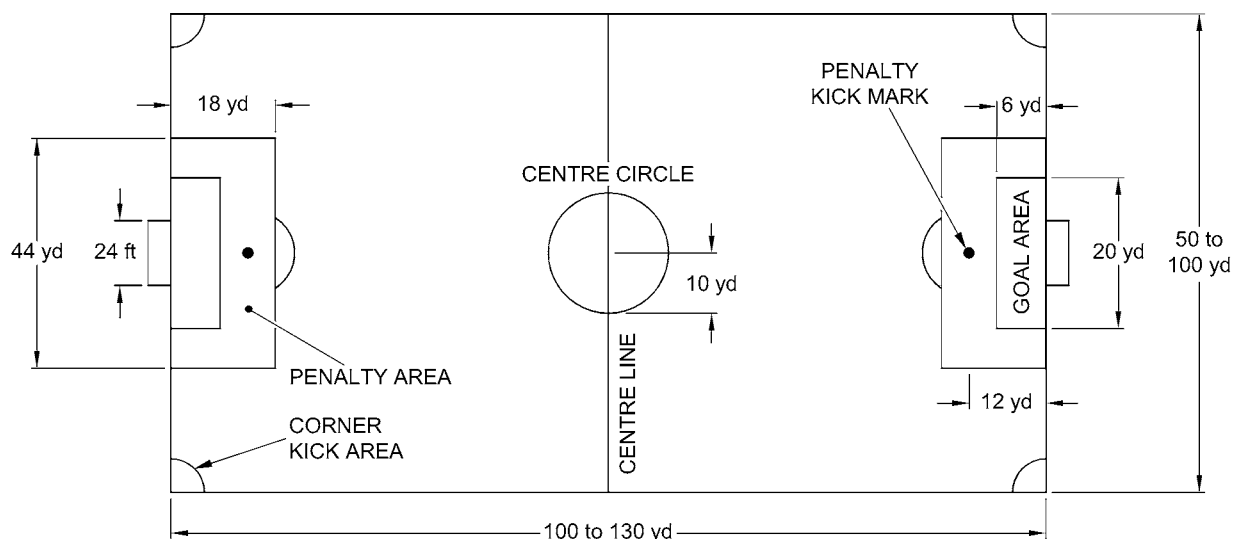
Basic Rules:

- The game consists of two 45-minute halves.
- The game begins with a kick off at the centre of the sporting venue.
- Teams consist of: the goalkeeper, defenders, midfielders, and forwards, or strikers.
- All players must be on their own half of the sporting venue before the kick off takes place. The player who kicks off may not touch the ball again until another player has.

SOCCER

- Players have to move the ball up the field with their feet, head, or chest. They may not touch the ball with their hands.
- The game continues in this manner, with players dribbling the ball and moving it toward the opposing teams goal in order to score.
- A goal may not be scored directly off a kick off, goal kick, or throw-in.

Further details on the sport of soccer can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 237-245.



The Sports Rules Book: Essential Rules for 54 Sports

Figure 5B-7 Soccer Field

SOCCER BASEBALL/KICKBALL

Objective: While trying to prevent the opposing team from scoring runs, each team tries to score as many runs as possible. A run is scored when a team's player runs (in a counterclockwise direction) and steps on all three bases and the home plate, which is also known as completing the circuit. A game lasts nine innings where the team with the highest score wins, unless there is a tie. In that case the game will continue for additional innings until a team scoring an additional run breaks the tie (www.angelfire.lycos.com).

Scoring: One point is awarded as a member completes a circuit around the bases.

Definitions:

Double	A hit in which the batter safely reaches the second base.
Double Play	When two outs are made on the same play.
Force Play	Occurs when a runner is forced to advance to the next base because the batter becomes a runner.
Foul Play	Any ball hit into foul territory.
Foul Territory	The area outside the foul lines.
Home Run	When a batter hits a fair ball over the fence or circles the bases on a ball that was hit inside the fence.
Lead Off	When a runner leads off a base before the ball has left the pitcher's hand.
Legal Touch	This results in an out, when a defensive player tags a runner with the ball while the runner is not on a base.
Out	An out can be given due to strikeout, force-out, tag-out, and fly-out.
Steal	When a runner attempts to steal a base during a pitch to the kicker.
Tag-up Rule	If the ball is caught in the air after the kicker has kicked it, the kicker is out. As well, other players who are on bases must touch the base they were on after the ball is caught before they can run to the next base.

Number of Players: Eight players per team on the field at one time while not batting.

Equipment Required:

- | | |
|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Soccer ball x 1. • Baseball/softball field or a gymnasium or field. | <ul style="list-style-type: none"> • Bases/pylons x 4. |
|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|

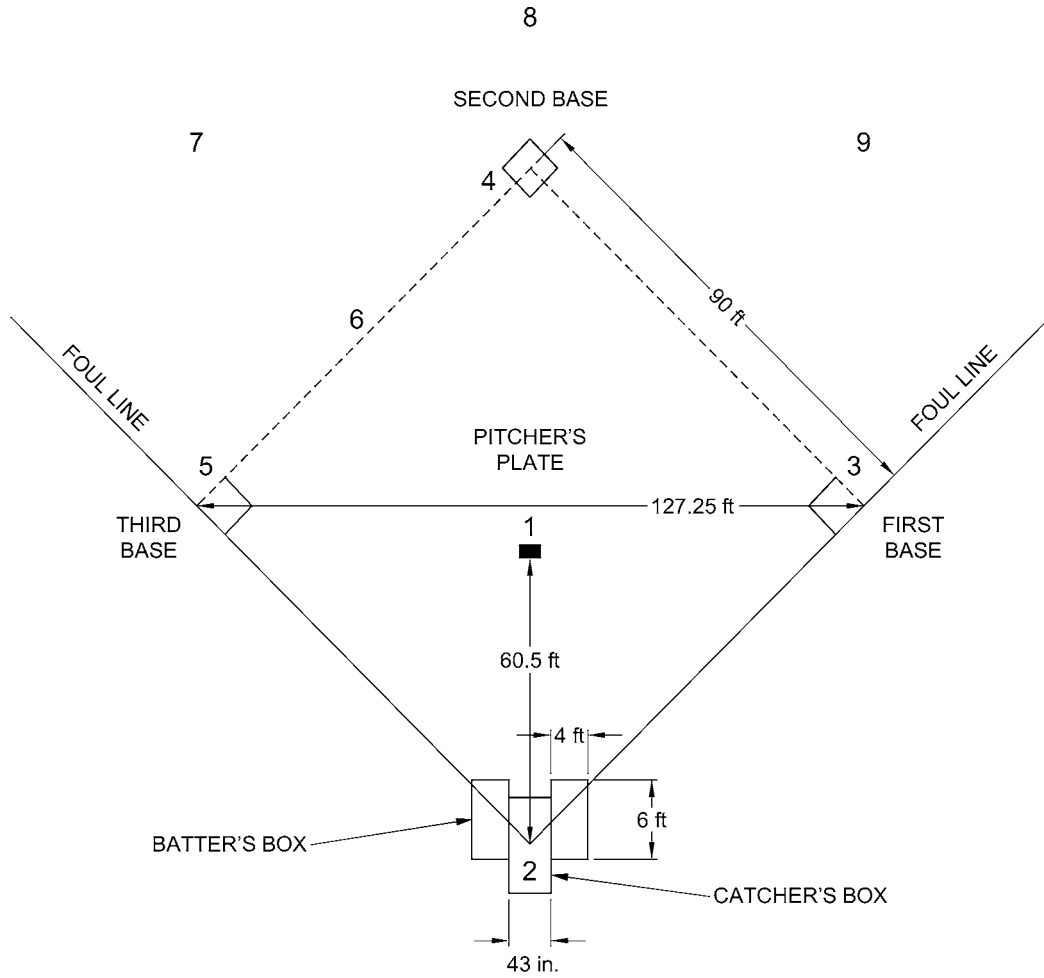
Basic Rules:

- The game consists of five innings, with three outs per inning (for each team).
- One team takes the field first, taking up the various positions, to include: pitcher, catcher, first baseman, second baseman, third baseman, shortstop, left fielder, centre fielder, right fielder, and other fielders dependent on the number of players.

SOCCER BASEBALL/KICKBALL

- When pitching, the ball must touch the ground at least once and cannot be higher than one foot above the plate when it gets to the kicker. The ball should be pitched to roll as smoothly as possible.
- A ball is put into play once the pitcher rolls the ball toward home plate and the kicker has attempted to kick the ball.
- The kicker must wait for the ball to be within 3 ft of the home plate before they can attempt to kick the ball.
- Leading off and stealing of bases are not allowed.
- Bunts are not permitted.
- The kicker at home plate must kick the ball with the leg or foot, below the knee.
- Field players can tag the runner out while either carrying the ball or throwing it at the runner and making contact. Thrown balls are to hit below the waist.
- A runner who leaves their base before the pitch reaches home plate or is hit, is out and the ball is considered dead.

Further details on the sport of soccer baseball/kickball can be found at www.stanford.edu/group/Intramurals/kickballrules.html or www.kickball.com.



LEGEND

- 1. Pitcher
- 2. Catcher
- 3. First Baseman
- 4. Second Baseman
- 5. Third Baseman
- 6. Shortstop
- 7. Left Fielder
- 8. Centre Fielder
- 9. Right Fielder
- 10. Extra Fielder

The Sports Rules Book: Essential Rules for 54 Sports

Figure 5B-8 Baseball Diamond (Can Be Used for Soccer Baseball)

SOFTBALL

Objective: While trying to prevent the opposing team from scoring runs, each team tries to score as many runs as possible. A run is scored when a team's player runs (in a counterclockwise direction) and steps on all three bases and the home plate, which is also known as completing the circuit. A game lasts nine innings where the team with the highest score wins, unless there is a tie. In that case the game will continue for additional innings until a team scoring an additional run breaks the tie (www.angelfire.lycos.com).

Scoring: One point is awarded as a member completes a circuit around the bases.

Definitions:

Ball	A ball is when the pitch is not within the strike zone.
Bunt	When a batter hits the ball by letting the ball meet the bat to drop as a soft ground ball on the infield.
Double Play	When two outs are made on the same play.
Fake Tag	Is a form of obstruction of a runner by a fielder who neither has the ball nor is about to receive it. The umpire will award the runner the base they would have made, if the obstruction had not been made.
Fly Ball	A ball batted high into the air.
Fly-out	Is a fly ball that is caught before it touches the ground or the fence.
Force Play	Occurs when a runner is forced to advance to the next base because the batter becomes a runner.
Foul Play	Any ball hit into foul territory.
Foul Territory	The area outside the foul lines (see Figure 5B-9).
Home Run	When a batter hits a fair ball over the fence or circles the bases on a ball that was hit inside the fence.
Inning	An inning consists of a top and a bottom. During either the top or bottom half each team will get the opportunity to bat and field accordingly.
Interference	This occurs when an offensive player impedes or confuses a defensive player as they are trying to make a play. Interference can be physical or verbal.
Lead Off	When a run leads off a base in fast-pitch when the ball has left the pitcher's hand. In slow-pitch, a runner may not leave the base until the ball has been batted, touches the ground, or reaches home plate, but must return to the base if the ball is not hit.
Legal Touch	This results in an out, when a defensive player tags a runner with the ball while the runner is not on a base.
Out	An out can be given due to strikeout, force-out, tag-out, and fly-out.
Overslide	When a player overslides first base when running. It is allowed at first base, but at second and third base the runner may be tagged out.

SOFTBALL

Steal In fast-pitch, a runner may attempt to steal a base during a pitch to the batter.

Walk A batter is awarded first base if a pitcher pitches four “balls”.

Number of Players: Ten players per team on the field at a time if team is not batting.

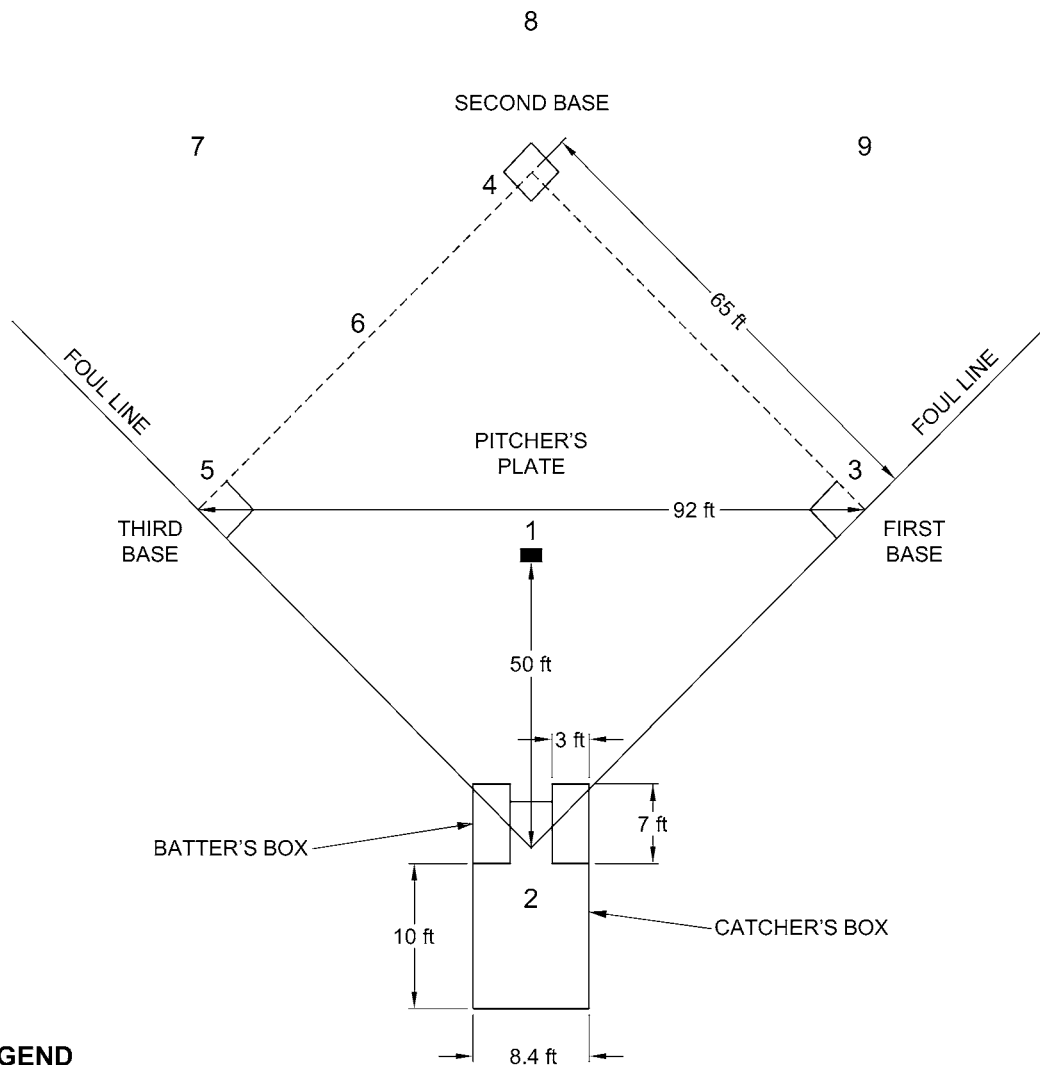
Equipment Required:

- | | |
|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Bases x 4.• Bat.• Batter’s helmets. | <ul style="list-style-type: none">• Softball.• Various gloves x number of players.• Baseball/softball field. |
|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|

Basic Rules:

- The game consists of seven innings, with three outs per inning (for each team).
- One team takes the field first, taking up the various positions, to include: pitcher, catcher, first baseman, second baseman, third baseman, shortstop, left fielder, centre fielder, right fielder, and extra fielder.
- The other team bats first in the top half of the inning, according to the batting order for their players.
- The pitcher attempts to get the batter out, preventing them from reaching first base and the subsequent bases.
- The pitcher **must** use an underhand pitch.
- A batter is out if they receive three strikes or if they hit the ball but it is caught by someone in the field before it hits the ground.
- The batters objective is to get around the bases without being tagged and before the ball reaches the base. A team scores a run when a player has safely touched first, second, and third base, and has made it back home or hits the ball over the fence.

Further details on the sport of softball can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 247-259.



LEGEND

1. Pitcher
2. Catcher
3. First Baseman
4. Second Baseman
5. Third Baseman
6. Shortstop
7. Left Fielder
8. Centre Fielder
9. Right Fielder
10. Extra Fielder

The Sports Rules Book: Essential Rules for 54 Sports

Figure 5B-9 Softball Field

ULTIMATE FRISBEE

Objective: To score by catching a pass in the opponent's end zone in order to obtain the most points at the end.

Scoring: Points are awarded to a team when a player catches a pass in the opponent's end zone. A typical game is scored to 15 points.

Definitions:

Clearing	To get out of the area where the thrower wants to pass the disc.
Cut	An attempt to get free of other players in order to receive a pass.
Force	To make it difficult for the thrower to throw the disc in a certain direction in an attempt to try to get them to pass it the other way.
Huck	A long pass that is nearly the length of the field and is high.
Layout	When a player dives to catch or intercept the disc.
Poach	When a defender moves away from their marker to try to intercept a pass to another player.
Swing	A lateral pass across the pitch, instead of upfield.
Switch	When two defenders exchange the offensive players they were marking.

Number of Players: Seven players per team on the field at one time.

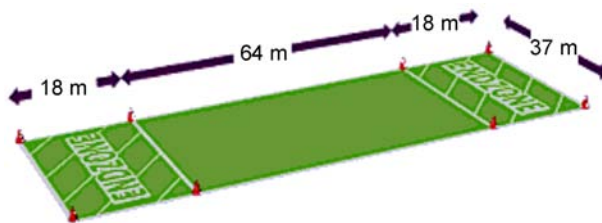
Equipment Required:

- | | |
|-------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Plastic disc (frisbee) x 1. | <ul style="list-style-type: none">• Pylons to mark boundaries. |
|-------------------------------------------------------------------------------|------------------------------------------------------------------------------|

Basic Rules:

- Each team lining up on the front of their respective end zone line initiates play. The defence throws the disc to the offence.
- The disc may be played in any direction by passing to teammates. Players must remain stationary when they hold the disc. It must be passed to other players on the field that is closer to the opponent's end zone.
- A player may not hold the disc for longer than 10 seconds. The defender who is guarding the player holding the disc (staller) must count out the stall count.
- When a pass is not completed due to out of bounds, being dropped, blocked or intercepted, etc., the defence takes possession of the disc and becomes the offence.
- To bring the disc back into play it must be brought to the point on the pitch where it went out, or the nearest point where a defender touched it.
- There is no physical contact allowed between the players.
- A throw can be made without stopping if it is within three steps of the catch. The thrower cannot change direction or speed up after catching the disc.

Further details on the sport of ultimate frisbee can be found at www.whatisultimate.com or www.upa.org/ultimate.



www.whatisultimate.com

Figure 5B-10 Ultimate Frisbee Field

VOLLEYBALL

Objective: To gain points by hitting the ball into the opposing team's portion of the court in order to obtain the most points at the end.

Scoring: One point is awarded every time the ball hits inside the boundary lines of the opposing teams court; the opponents are unable to return the serve within three hits; the opponents hit the ball out of bounds; or the opponents commit a fault or foul when the team was the serving team.

Definitions:

Attack Hit	A hit aimed into the opponent's court.
Attack Lines	These separate each side of the court into a front zone and a back zone.
Block	Occurs when one or more players stop the ball before, or just after, it crosses the net.
Rally	The exchange of hits back and forth between the teams. The team that wins the rally gets the serve.
Rotation Order	Each team has a rotation order that must be kept when it gains the serve. Each time it gains a serve, players rotate one position clockwise.

Number of Players: Six players per team on the court at one time.

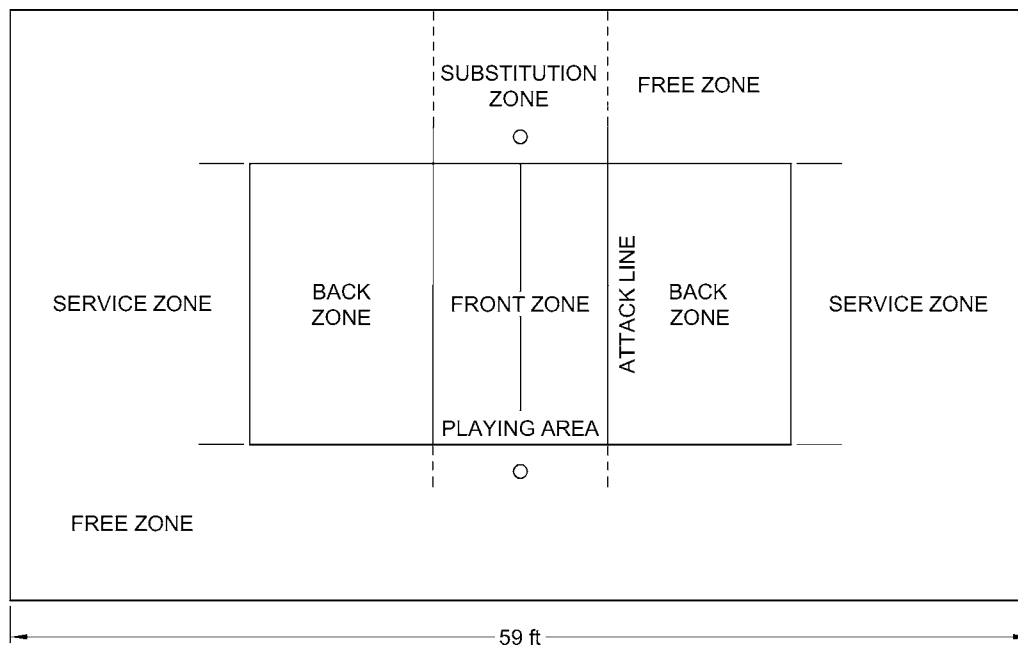
Equipment Required:

- | | |
|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Volleyball x 1. • Volleyball net x 1. | <ul style="list-style-type: none"> • Volleyball court. |
|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|

Basic Rules:

- The game continues until a team scores 15 points and has a two-point advantage.
- The team has three players on the front of the court and three on the back of the court.
- Players may hit the ball with their hands clasped together and can strike the ball overhand, underhand, and with either an open or closed fist.
- One team will start the serving, the other receiving. A player retains the serve until the other team wins the right to serve.
- Upon completing the serve a team must rotate positions.
- The server may stand anywhere behind the end line to serve.
- A service fault occurs if the ball touches a player of the serving team; fails to pass through the crossing space over the net; touches the net or any other object; or lands out of bounds.
- Only the team, which serves, can score points.
- If the team that is serving stops their opponents from scoring, they are then awarded the serve.
- Each team has three hits in order to get the ball over the net to return the ball. This is in addition to blocking.
- A ball may still be in play if it touches the net, except on the serve.

Further details on the sport of volleyball can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 325-334.



The Sports Rules Book: Essential Rules for 54 Sports

Figure 5B-11 Volleyball Court

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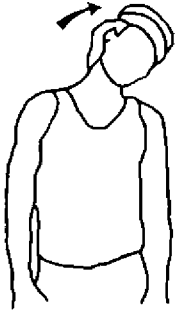
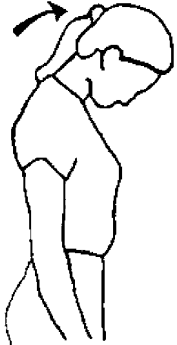
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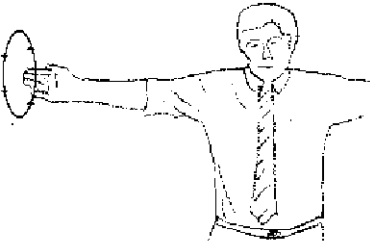
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SAMPLE STRETCHES


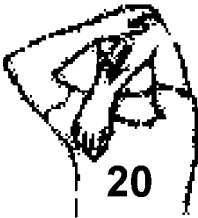
Neck

 <p>A line drawing of a person's head and neck from a front-three-quarter view. An arrow points from the nose to the left, indicating the direction of the head turn.</p> <p>www.womensheart.org/content/Exercise/stretching_exercise.asp</p> <p>Figure 5C-1 Neck Stretch</p>	<p>Slowly stretch your neck so your head turns toward your left shoulder, hold. Repeat on opposite side. Hold for 10 to 30 seconds.</p> <p>There should be no swivelling motion of the neck.</p>
 <p>A line drawing of a person's head and neck from a front view. An arrow points from the top of the head towards the left shoulder, indicating the direction of the head tilt.</p> <p>www.womensheart.org/content/Exercise/stretching_exercise.asp</p> <p>Figure 5C-2 Neck Stretch</p>	<p>Slowly stretch your neck so your head tilts toward your left shoulder, hold. Repeat on opposite side. Hold for 10 to 30 seconds.</p> <p>Drop your head toward your chest, stretching the back of your neck. Hold for 10 to 30 seconds.</p>
 <p>A line drawing of a person's head and neck from a side view. An arrow points from the top of the head towards the chest, indicating the direction of the head drop.</p> <p>www.womensheart.org/content/Exercise/stretching_exercise.asp</p> <p>Figure 5C-3 Back of Neck Stretch</p>	<p>Drop your head toward your chest, stretching the back of your neck. Hold for 10 to 30 seconds.</p>

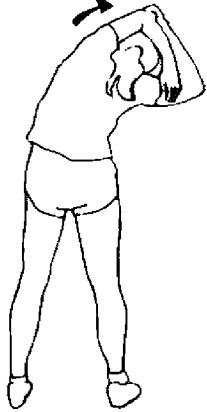
Shoulders

 <p>10 SECONDS</p> <p>www.walkablock.com/stretch2.gif</p> <p>Figure 5C-4 Shoulder Push</p>	<p>Stand, extend your arms down and behind, and interlock your fingers. Push up and back with your shoulders. Hold for a minimum of 10 seconds.</p>
 <p>www.shelterpub.com/_fitness/online_stretches.gif</p> <p>Figure 5C-5 Shoulder Shrugs</p>	<p>Stand and raise your shoulders as high as possible and then lower your shoulders, stretching your neck. Pull your shoulders back as far as possible and then round your shoulders forward by pulling your arms forward as far as possible. Hold each movement for approximately 10 seconds.</p>
 <p>www.eeshop.unl.edu</p> <p>Figure 5C-6 Arm Rotators</p>	<p>Hold arms straight out from your sides, palms up. Bring each arm under and around using small circles and gradually increasing the size of the circles. Reverse and repeat.</p>
<p>Shoulder Stretch – No Diagram</p>	<p>Standing or sitting, take your right arm in your left hand and bring it across the chest, supporting the joint by holding it behind the elbow. Pull lightly on the elbow toward the chest. You should feel the stretch in your right shoulder. Hold for 30 seconds, switch sides, and repeat on both sides.</p>

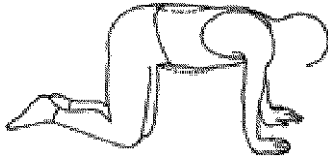


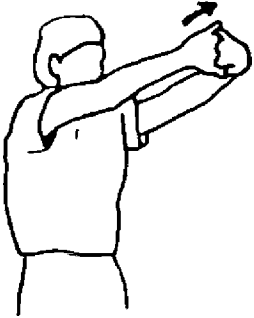
Arms

 <p>www.shelterpub.com/_fitness/online_stretches.gif Figure 5C-7 Wrist Rotations</p>	<p>Rotate your hands around in circular motions from the wrist. Rotate and repeat in each direction.</p>
 <p>www.walkablock.com/stretch2.gif Figure 5C-8 Triceps Stretch</p>	<p>Stand and bring your right arm overhead, flexed at the elbow. Use your left hand to gently pull the arm down. Hold for a minimum of 10 seconds and relax. Reverse arms and repeat.</p>
<p>Forearm Stretch – No Diagram</p>	<p>Kneel down with toes bent and place your hands on the floor in front of you with your fingers facing your knees, thumbs pointed out. While keeping your hands flat on the floor, lean back. Hold for 30 seconds and repeat.</p>

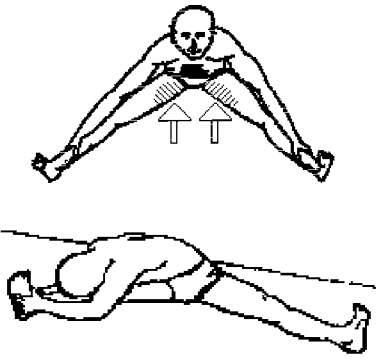
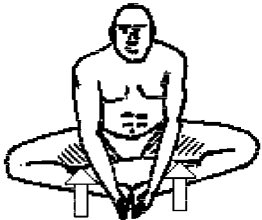

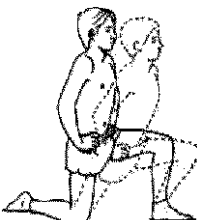
Chest and Abdominals

<p>Chest Stretch – No Diagram</p>	<p>Stand facing a wall. Reach an arm out to the wall at shoulder height with palm against the wall and thumb up, arm extended straight. Turn your body away from your extended arm. You should feel the stretch on the front side of your armpit and across the front of you chest. Hold for 30 seconds, switch sides, and repeat on both sides.</p>
 <p>www.womensheart.org/content/Exercise/stretching_exercise.asp</p> <p>Figure 5C-9 Side Stretch (Oblique)</p>	<p>Stand with your left arm up and bend at the waist to the right side of the body. Support your elbow with your opposite hand. Hold for 20 seconds. Reverse sides and repeat on both sides.</p>

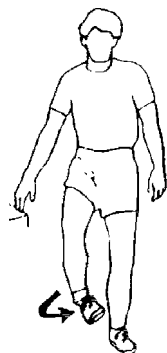
Back

 <p>www.losethebackpain.com</p> <p>Figure 5C-10 Full Back Stretch</p>	<p>On your hands and knees, stretch the back upward and hold at its highest point for approximately 10 seconds. Return to starting position. Repeat.</p>
 <p>www.roadcycling.com/artman/upload/stretch.es.jpg</p> <p>Figure 5C-11 Lower Back Stretch</p>	<p>Lie on your back and bring your knees toward your chest. Hold just under your knees. Hold for 30 seconds and repeat.</p>
 <p>www.roadcycling.com/artman/upload/stretch.es.jpg</p> <p>Figure 5C-12 Back Stretch</p>	<p>Lie on your back with arms extended above your head. Cross your left leg over your right at hip level, keeping it straight. Keep your shoulders flat on the ground. Return to starting position, reverse, and repeat on both sides. Hold each position for 10 to 30 seconds.</p>
 <p>www.womensheart.org/content/Exercise/stretching_exercise.asp</p> <p>Figure 5C-13 Upper Back Stretch</p>	<p>Extend arms straight in front of you at shoulder height. Intertwine your fingers, then turn your palms facing outward (away from your body). Press out through your arms. Let your chin fall to your chest as you exhale. You should feel the stretch in the upper back. Hold for 30 seconds and then repeat.</p>

Hip and Groin

 <p>www.spineuniverse.com</p> <p>Figure 5C-14 Hip and Groin Stretch</p>	<p>Sit on the floor with legs straight and spread apart as far as you can comfortably. With your back straight, lean forward as far as possible trying to push your chest toward the floor. Hold for 30 seconds.</p> <p>Twist your body to face your right/left foot with your body over your right/left leg respectfully. Push your chest toward your knee, holding for 30 seconds. Switch sides; hold each position for 30 seconds.</p> <p>Repeat each movement.</p>
 <p>www.spineuniverse.com</p> <p>Figure 5C-15 Hip and Groin Stretch</p>	<p>Sit on the floor with your knees bent out and the soles of your feet together.</p> <p>Grab your toes and pull yourself forward while keeping your back and neck straight. Ensure you pivot from your hips and don't roll your back. Hold for 30 seconds and repeat.</p> <p>Grab your ankles and push your knees down toward the floor with your elbows. Hold for 30 seconds and repeat.</p>
 <p>www.womensheart.org/content/Exercise/stretching_exercise.asp</p> <p>Figure 5C-16 Hip Stretch</p>	<p>While sitting on the floor in an upright position and legs out in front of you, bend your right knee, crossing it across your left leg, and place your left elbow against it. Place your right hand on the floor behind you while twisting your upper body. You must be cautious to keep your back straight. Hold for 20 to 30 seconds, switch sides, repeat on both sides.</p>
 <p>www.roadcycling.com/artman/upload/stretches.jpg</p> <p>Figure 5C-17 Hip Flexor</p>	<p>Kneel on your right knee. Place your left foot in front of you, bending your knee and placing your left hand on that leg for stability. Place your right hand on your right hip to avoid bending at the waist. Keep your back straight and abdominal muscles tight. Lean forward, shifting more body weight onto your front leg. You'll feel a stretch in the front of the hip and thigh of the leg you're kneeling on. Cushion your kneecap with a folded towel. Hold the stretch for 30 seconds. Repeat the stretch on your left side.</p>

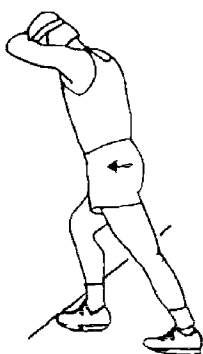
Legs



www.womensheart.org/content/Exercise/stretching_exercise.asp

Figure 5C-18 Ankle Rotations

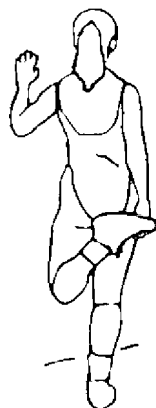
From a standing position, rotate your foot in a clockwise and then counterclockwise direction. Switch sides and repeat on both sides.



www.womensheart.org/content/Exercise/stretching_exercise.asp

Figure 5C-19 Calf Stretch

Take three steps away from a wall. Turn around and face the wall. Stand straight, with toes, hips, and shoulders all facing the wall. Step with your right leg in toward the wall, bending your right knee and keeping your left leg straight. Extend arms out; with palms forward, reach out to the wall and let your body fall toward the wall, arms straight. Keep toes forward and heels down. Lean your body into the wall with your left leg straight behind your body. You should feel the stretch in your left calf. Hold 30 seconds, switch sides, repeat on both sides.



www.womensheart.org/content/Exercise/stretching_exercise.asp

Figure 5C-20 Quadriceps Stretch

Stand straight with toes, hips and shoulders all facing forward. Lift your left foot off the ground, bending the knee as if you're trying to kick your bottom with your heel. Stand straight, do not lean forward at the hips. Grab and hold your ankle with your left/right hand and keep standing straight. You should feel this stretch in your left thigh. Hold 30 seconds, switch sides, and repeat on both sides.



www.womensheart.org/content/Exercise/stretching_exercise.asp

Figure 5C-21 Hamstring Stretch

Sit on the floor with your back straight and your right leg extended forward. Bend your right knee. Extend the arms forward and lean forward (back straight) slowly until you feel an easy stretch. Repeat several times and reverse sides. Hold for 10 to 30 seconds.

For more stretches, consult the following Websites:

- www.womensheart.org
- www.walkablock.com
- www.shelterpub.com
- www.eeshop.unl.edu
- www.losethebackpain.com
- www.roadcycling.com
- www.spineuniverse.com

SUGGESTED SPORTS TABLOID EVENTS

Sports Related Events

Name of Event	Brief Description	Suggested Points (pts)
Shuttle Toss	Each team member has to toss a badminton shuttle into a bucket a specified distance away. This continues until the time has elapsed.	2 pts for each successful shuttle.
Accuracy Throw	Each team member has to toss a bean bag, or similar item, into a ring of concentric circles with various point values. Circles can be made with masking tape on the floor. This continues until the time has elapsed.	5 pts for the inner ring, and so forth until the outer ring value is 1 pt.
Ball Over and Under	Team forms a line all facing in single file and passes a ball over and under until the end, then the last member runs to the front and starts it again. The first person in line passes the ball over their head and the next person passes it under their legs. This continues until the time has elapsed.	1 pt for each fully completed line (no point awarded if ball is dropped, and it must go back to the beginning).
Basketball Throw	Each team member has to shoot a basketball into the net from a point a specified distance away. This continues until the time has elapsed.	2 pts for each basket.
Volleyball Bump	Team stands in a circle and the volleyball has to be bumped from person to person continuously without it dropping on the floor until the time has elapsed.	1 pt for each time the ball is bumped successfully without it dropping.
Soccer Dribbling Obstacle Course	Set up a course with pylons and each member has to successfully dribble a soccer ball around the pylons and then pass the ball to the next person.	2 pts for each successful member.
Basketball Dribbling Obstacle Course	Set up a course with pylons and each member has to successfully dribble a basketball around the pylons and then pass the ball to the next person.	2 pts for each successful member.
Skipping	Each member of the team has to skip with a jump rope as many times as they can without stopping or getting caught up in the rope.	5 pts for each member who gets to a specified number (ex. 15 jumps) and 10 pts for an increased specified number (ex. 30 jumps).

Name of Event	Brief Description	Suggested Points (pts)
Running Long Jump	Tape or markers to be set up with points to be awarded depending on how far each member jumps.	Successive pts for various distances, to be marked on the tape or markers (ex. 2 pts for each member who gets beyond marker A and 5 pts for those beyond marker B).
Standing Long Jump	Tape or markers to be set up with points to be awarded depending on how far each member jumps.	Successive pts for various distances, to be marked on the tape or markers (ex. 2 pts for each member who gets beyond marker A and 5 pts for those beyond marker B).
Floor Hockey Goals	Each member of the team has to stand at a specified point and try to get a ball into a net with a floor hockey stick. One section of the net could be marked off for bonus points.	1 pt for every successful member and 3 pts if they get it in the bonus section.
Mini Obstacle Course	Set up a mini obstacle course that each member of the team has to successfully complete. This could include hurdling over benches, crawling under and over sturdy items, running through pylons, etc.	3 pts for each member who successfully completes the course.

Fun Events

Name of Event	Brief Description	Suggested Points (pts)
Egg/Candy Carry	Each member of the team has to carry an egg/candy on a spoon to a specified point and return without dropping the egg/candy, where in turn every cadet takes a turn doing the same.	1 pt awarded for each successful member.
Sweater Pull	First member of the team puts on a large sweater and runs to a specified point and back to the group where they join hands with the next member and two people pull the sweater from one person to the next which continues on until the end of the time limit for that event.	3 pts for each time the entire group completes.
Pantyhose Pull-on With Mittens/Oven Mitts	Each member of the team has to put pantyhose on over their pants while wearing mittens or oven mitts without tearing them.	2 pts for each successful member.
Boots Nailed to 2x4, Group Walks Together	Members of the team place their feet in the boots that are nailed to the planks, and the team has to walk together to a specified point.	2 pts for each successful attempt.
Three-legged Race	Two members tie their opposite feet together with a scarf and have to walk together to a specified point. Each successive pair continues.	2 pts for each successful pair.
Human Knot	Each member of the team stands in a circle with both arms up in the air. Then everyone closes their eyes, and slowly take one or two steps forward upon the word of the scorekeeper. Everyone taking the hands of other members. The idea is for everyone to untie the knot so that every member of the group is standing in a circle side by side, with the hands of the team members next to them.	5 pts for each successful knot being untied.

Name of Event	Brief Description	Suggested Points (pts)
Old Clothes Race	<p>From a pile of old clothes, each member of the team will have to put on old clothes over their own clothes and run to a specified point before returning to the team, taking it off and the next member has to put it on and do the same thing.</p> <p>Examples of old clothes that each member has to put on include: shorts or track pants, T-shirt, sweater, hat, scarf, mitts or gloves, etc.</p>	3 pts for each member who completes.
Orange in Pantyhose Relay Race	<p>One by one, each member of the team has to tie a pair of pantyhose around their waist that has an orange in the toe. With this they have to push another loose orange with the one in the pantyhose, up to and around a pylon and return to the starting point, where the next member of the team performs the same thing.</p>	1 pt for each successful member.

SPORTS TABLOID EVENTS EQUIPMENT LIST

Sports Related Events

Name of Event	Equipment Required
Shuttle Toss	<ul style="list-style-type: none"> • Bucket. • Badminton shuttles (minimum three). • Tape to mark line on floor for participant to stand.
Accuracy Throw	<ul style="list-style-type: none"> • Tape to mark concentric circles on floor. • Bean bags (minimum three) or other similar item to be thrown.
Ball Over and Under	<ul style="list-style-type: none"> • Ball (soccer ball or volleyball sized ball).
Basketball Throw	<ul style="list-style-type: none"> • Basketball net. • Basketball.
Volleyball Bump	<ul style="list-style-type: none"> • Volleyball.
Soccer Dribbling Obstacle Course	<ul style="list-style-type: none"> • Pylons or other similar type markers, such as chairs. • Soccer ball.
Basketball Dribbling Obstacle Course	<ul style="list-style-type: none"> • Pylons or other similar type markers, such as chairs. • Basketball.
Skipping	<ul style="list-style-type: none"> • Skipping rope.
Running Long Jump	<ul style="list-style-type: none"> • Tape to mark points on floor. • Tape or pylons to mark starting position.
Standing Long Jump	<ul style="list-style-type: none"> • Tape to mark points on floor. • Tape or pylons to mark starting position.
Floor Hockey Goals	<ul style="list-style-type: none"> • Floor hockey net. • Floor hockey stick. • Floor hockey ball (or similar ball). • Target for bonus area.
Mini Obstacle Course	<p>Sample items could include:</p> <ul style="list-style-type: none"> • Benches. • Pylons or other similar type markers, such as chairs. • Tables. • Balls.

Fun Events

Name of Event	Equipment Required
Egg/Candy Carry	<ul style="list-style-type: none"> • Candy (or some similar object). • Spoons. • Pylons or other similar type markers, such as chairs.
Sweater Pull	<ul style="list-style-type: none"> • Very large sweater. • Pylon or other similar type markers, such as chairs.
Pantyhose Pull-on With Mittens/ Oven Mitts	<ul style="list-style-type: none"> • Pantyhose (amount to be dependent upon number of cadets participating). • Mittens or oven mitts (three to four pairs).
Boots Nailed to 2x4, Group Walks Together	<ul style="list-style-type: none"> • Pre-made pieces of wood with boots secured to it.
Three-legged Race	<ul style="list-style-type: none"> • Scarves.
Human Knot	<ul style="list-style-type: none"> • N/A.
Old Clothes Race	<p>A multitude of very large clothing to include:</p> <ul style="list-style-type: none"> • T-shirts. • Sweatshirts. • Track pants. • Shorts. • Hats. • Mitts/gloves. • Scarves.
Orange in Pantyhose Relay Race	<ul style="list-style-type: none"> • Pantyhose (numerous pairs). • Oranges (numerous)/tennis balls. • Pylon or other similar type markers, such as chairs.

STATIONS SCORE SHEETS

STATION 1 GROUP 1 SCORE:	STATION 1 GROUP 2 SCORE:	STATION 1 GROUP 3 SCORE:	STATION 1 GROUP 4 SCORE:	STATION 1 GROUP 5 SCORE:
STATION 1 GROUP 6 SCORE:	STATION 1 GROUP 7 SCORE:	STATION 1 GROUP 8 SCORE:	STATION 1 GROUP 9 SCORE:	STATION 1 GROUP 10 SCORE:
STATION 2 GROUP 1 SCORE:	STATION 2 GROUP 2 SCORE:	STATION 2 GROUP 3 SCORE:	STATION 2 GROUP 4 SCORE:	STATION 2 GROUP 5 SCORE:
STATION 2 GROUP 6 SCORE:	STATION 2 GROUP 7 SCORE:	STATION 2 GROUP 8 SCORE:	STATION 2 GROUP 9 SCORE:	STATION 2 GROUP 10 SCORE:

STATION 3 GROUP 1 SCORE:	STATION 3 GROUP 2 SCORE:	STATION 3 GROUP 3 SCORE:	STATION 3 GROUP 4 SCORE:	STATION 3 GROUP 5 SCORE:
STATION 3 GROUP 6 SCORE:	STATION 3 GROUP 7 SCORE:	STATION 3 GROUP 8 SCORE:	STATION 3 GROUP 9 SCORE:	STATION 3 GROUP 10 SCORE:
STATION 4 GROUP 1 SCORE:	STATION 4 GROUP 2 SCORE:	STATION 4 GROUP 3 SCORE:	STATION 4 GROUP 4 SCORE:	STATION 4 GROUP 5 SCORE:
STATION 4 GROUP 6 SCORE:	STATION 4 GROUP 7 SCORE:	STATION 4 GROUP 8 SCORE:	STATION 4 GROUP 9 SCORE:	STATION 4 GROUP 10 SCORE:

STATION 5 GROUP 1 SCORE:	STATION 5 GROUP 2 SCORE:	STATION 5 GROUP 3 SCORE:	STATION 5 GROUP 4 SCORE:	STATION 5 GROUP 5 SCORE:
STATION 5 GROUP 6 SCORE:	STATION 5 GROUP 7 SCORE:	STATION 5 GROUP 8 SCORE:	STATION 5 GROUP 9 SCORE:	STATION 5 GROUP 10 SCORE:
STATION 6 GROUP 1 SCORE:	STATION 6 GROUP 2 SCORE:	STATION 6 GROUP 3 SCORE:	STATION 6 GROUP 4 SCORE:	STATION 6 GROUP 5 SCORE:
STATION 6 GROUP 6 SCORE:	STATION 6 GROUP 7 SCORE:	STATION 6 GROUP 8 SCORE:	STATION 6 GROUP 9 SCORE:	STATION 6 GROUP 10 SCORE:

STATION 7 GROUP 1 SCORE:	STATION 7 GROUP 2 SCORE:	STATION 7 GROUP 3 SCORE:	STATION 7 GROUP 4 SCORE:	STATION 7 GROUP 5 SCORE:
STATION 7 GROUP 6 SCORE:	STATION 7 GROUP 7 SCORE:	STATION 7 GROUP 8 SCORE:	STATION 7 GROUP 9 SCORE:	STATION 7 GROUP 10 SCORE:
STATION 8 GROUP 1 SCORE:	STATION 8 GROUP 2 SCORE:	STATION 8 GROUP 3 SCORE:	STATION 8 GROUP 4 SCORE:	STATION 8 GROUP 5 SCORE:
STATION 8 GROUP 6 SCORE:	STATION 8 GROUP 7 SCORE:	STATION 8 GROUP 8 SCORE:	STATION 8 GROUP 9 SCORE:	STATION 8 GROUP 10 SCORE:

STATION 9 GROUP 1 SCORE:	STATION 9 GROUP 2 SCORE:	STATION 9 GROUP 3 SCORE:	STATION 9 GROUP 4 SCORE:	STATION 9 GROUP 5 SCORE:
STATION 9 GROUP 6 SCORE:	STATION 9 GROUP 7 SCORE:	STATION 9 GROUP 8 SCORE:	STATION 9 GROUP 9 SCORE:	STATION 9 GROUP 10 SCORE:
STATION 10 GROUP 1 SCORE:	STATION 10 GROUP 2 SCORE:	STATION 10 GROUP 3 SCORE:	STATION 10 GROUP 4 SCORE:	STATION 10 GROUP 5 SCORE:
STATION 10 GROUP 6 SCORE:	STATION 10 GROUP 7 SCORE:	STATION 10 GROUP 8 SCORE:	STATION 10 GROUP 9 SCORE:	STATION 10 GROUP 10 SCORE:

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SPORTS TABLOID MASTER SCORE SHEET

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8	Group 9	Group 10
Station 1										
Station 2										
Station 3										
Station 4										
Station 5										
Station 6										
Station 7										
Station 8										
Station 9										
Station 10										
TOTAL										

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TYPES OF TOURNAMENTS

Ladder Tournament

- The ladder tournament is based on a draw.
- A ladder with spaces on it will record the progress of the tournament. The names of competitors are printed and placed on the ladder in the order of the draw.
- The following rules must be applied as the tournament progresses:
 - Each contestant is permitted to challenge the player above them, up to a maximum of three above.
 - If the challenger wins, or if the challenge is not accepted within a given amount of time, the tags are interchanged, with the challenger moving up the ladder.
 - Organizers may have to modify rules slightly to suit the nature of the competition; however, all parties should be aware of the modifications prior to commencement of the tournament.
- If the number of entries is too large to accommodate on one ladder, more than one can be used, with competitors moving from the junior ladder up. In this situation, the rules are as follows:
 - A player who wishes to enter the competition must challenge the player at the bottom of the lowest ladder.
 - Upon reaching the top of the ladder, the competitor can then challenge the bottom player of the next ladder.

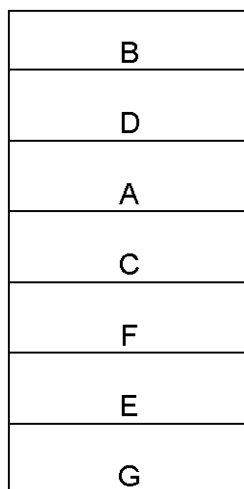


Figure 5H-1 Ladder Tournament

Pyramid Tournament

- The pyramid tournament is based on a draw.
- The board is set up in the form of a pyramid, with one player at the top, two in the next row, and so forth. The names of competitors are printed and placed on the pyramid in the order of the draw.
- Each competitor or team is able to challenge anyone in the row above them.
- If a challenger wins, they switch positions with the competitor they challenged.
- If the challenger wins, or if the challenge is not accepted within the given timeframe, the tags are interchanged.
- Organizers may have to modify rules slightly to suit the nature of the competition, but all parties should be aware of all modifications prior to commencement of the tournament.

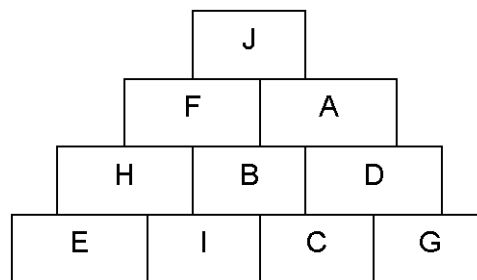


Figure 5H-2 Pyramid Tournament

Single Round-Robin Tournament

- Every competitor, either team or individual, will play each other once.
- The maximum amount of entries should be eight. Otherwise some form of preliminary elimination round may need to be held to bring the number of entries down to eight.
- The number of games required to be completed is calculated by multiplying the number of entries by the same number minus one, then divided by two.

Example: Number of Teams = 8

$$\text{Number of Games} = (8 \times [8 - 1]) \div 2 = 28 \text{ games}$$

- Methods of Draw
 - To arrange the rounds and the games scheduled for an even number of entries, keep the first entry constant and rotate the rest in the following manner:

Round 1	Round 2	Round 3	Round 4	Round 5
1-6	1-5	1-4	1-3	1-2
2-5	6-4	5-3	4-2	3-6
3-4	2-3	6-2	5-6	4-5

Note: The number of rounds for an even number of entries equals the number of entries minus one. As per the example, there are five rounds for six teams.

- To arrange the rounds and games schedule for an uneven number of entries, give each contestant (team or individual) a bye in one round of play, and rotate the remaining entries, in the following manner:

Round 1	Round 2	Round 3	Round 4	Round 5
5-bye	4-bye	3-bye	2-bye	1-bye
1-4	1-3	1-2	1-5	3-5
2-3	5-2	4-5	3-4	2-4

Note: The number of rounds for an uneven number of entries is the same as the number of entries.

Single Elimination Tournament

- This type of tournament is the quickest way of determining a winner.
- Important terminology to understand include the following:
 - **Round (Series).** The part of the competition during which each participant or team meets one of the opponents according to a draw.
 - **Bye.** When a participant or team moves into the next round of the competition without participating in the previous round.
 - **Walk-over (or Win by Default).** When a participant wins without competing because their opponent failed to appear for the competition; no participant in a competition should have a bye immediately followed by a walk-over or two consecutive walk-overs.
 - **Bagnall-wild Tournament.** This is used in connection with a single elimination in order to decide the second and third place winners. The two losers in the semi-finals play off, and the winner then meets the loser of the finals. This winner is then given the second place and the loser is given third place.
- The single elimination tournament is based on the following principles:
 - Each entrant is eliminated after the first defeat.
 - The number of entries is not limited.
 - When the number of entries is not a power of two, it is necessary to have a number of byes. All byes must be given in the first round so that the number of entries remaining in the subsequent rounds are always a power of two.
 - In computing the number of byes, the number of entries is subtracted from the next highest power of two, for example:
 - 11 entries = 5 byes ($16 - 11 = 5$)
 - 6 entries = 2 byes ($8 - 6 = 2$)
 - 21 entries = 11 byes ($32 - 21 = 11$)
 - Competitors drawing a bye in the first round shall be the first to compete in the second round.
 - No competitor may receive a bye in the first round and a walk-over in the second round or two consecutive walk-overs. Should such a situation arise, a fresh draw shall be made of the opponents for those competitors who have already received a bye or walk-over in the preceding round.
 - The number of games required to complete the schedule equals the number of entries minus one.
 - The following elements should be adhered to when making the draw:
 - Draw up the skeleton plan.
 - Draw the names out of the hat and place them in the order of the draw.
 - If seeded players are competing, first place them in each section of the draw so that they may be expected to reach the semi or quarter finals without meeting another seeded player before drawing the remaining positions out of the hat. Seeded players are known to the tournaments and are placed in a position where they are expected to do well.

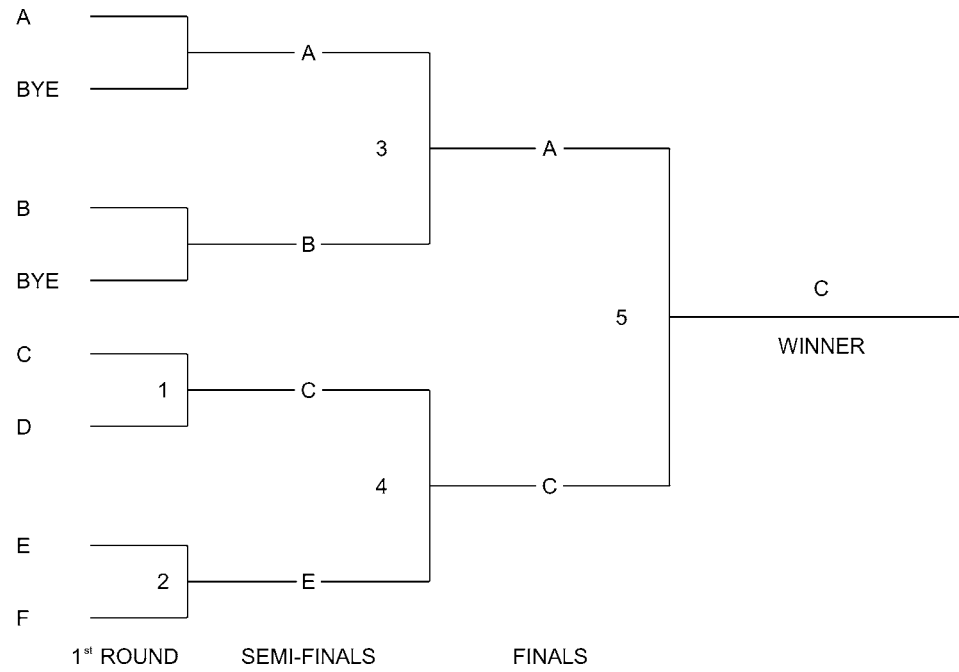


Figure 5H-3 Single Elimination Tournament

Double Elimination Tournament

- This type of tournament is longer than the single elimination tournament, as entrants are eliminated only after their second defeat.
- This type of tournament is organized in the same manner as a single elimination tournament with the added variance of a B table being created. As a team loses a game it becomes entered into the corresponding slot in the B table. Teams losing in the first round, which is where all members start, become placed in the first round of the B table. Players losing in the second round of the A table get placed in the second round of the B table.
- Byes are allotted in the first round and odd man entries into the B table move into the next round of the B table.
- Doubling the number of entrants and subtracting one determines the maximum number of games for a double elimination tournament

(Team number x 2) - 1 = maximum as per the example below.

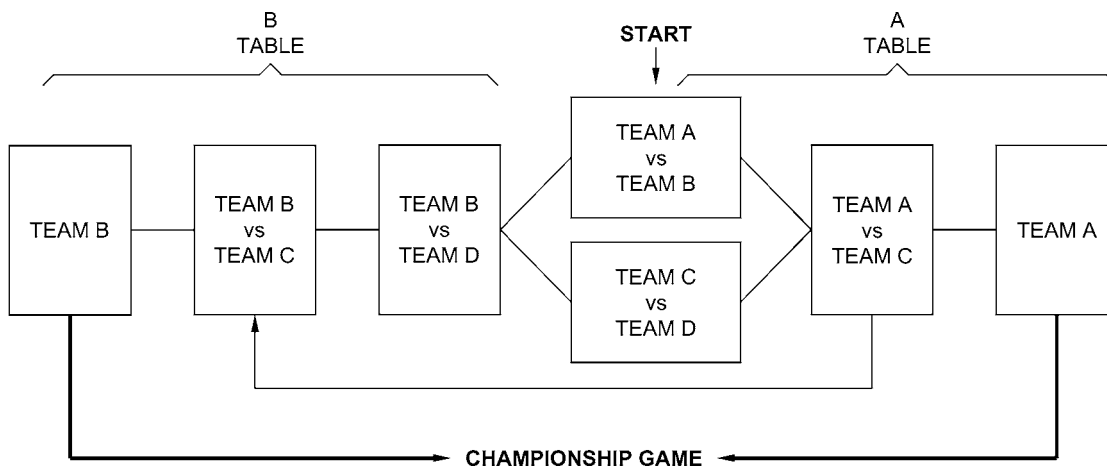


Figure 5H-4 Double Elimination Tournament Example

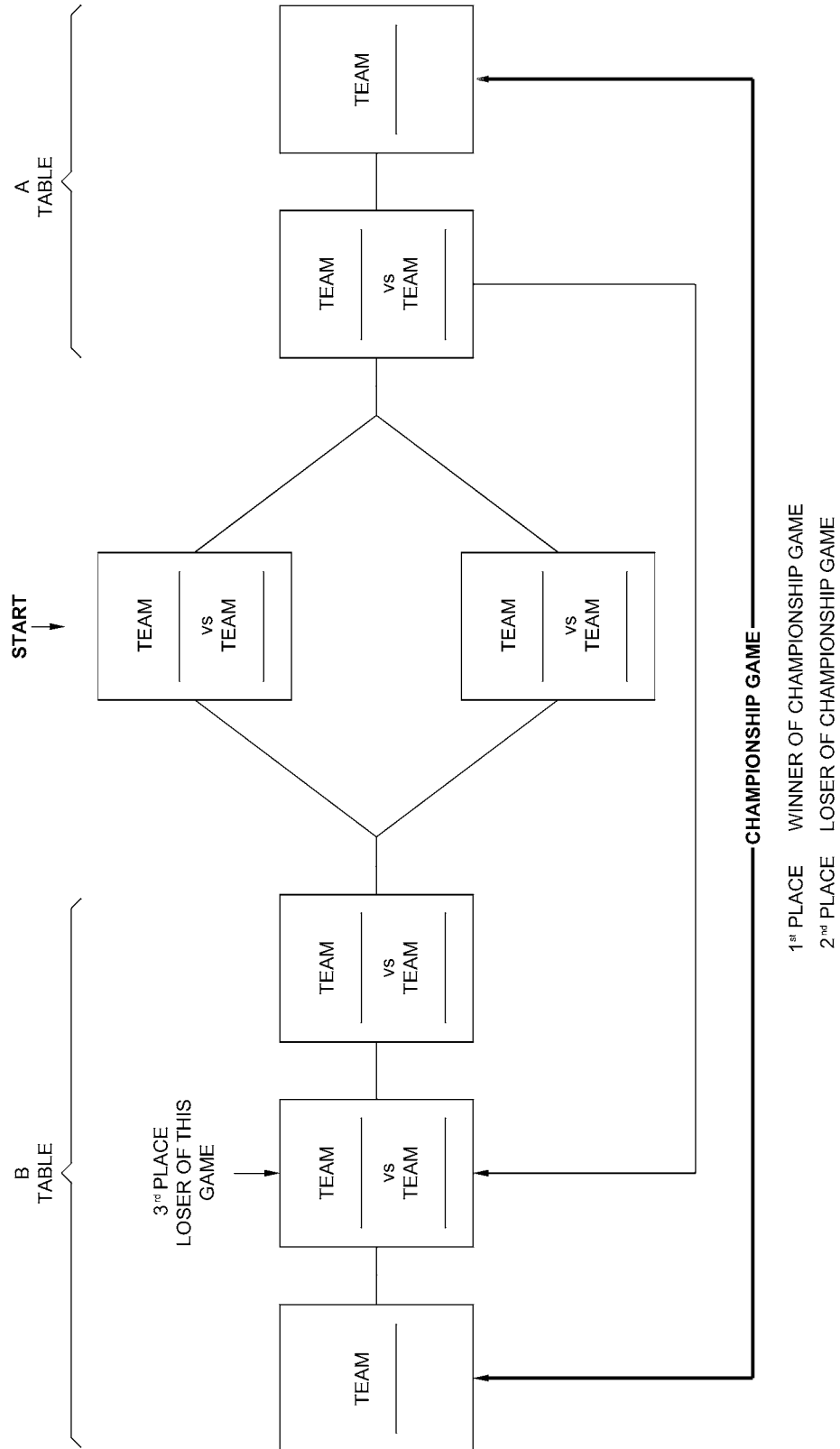


Figure 5H-5 Double Elimination Tournament

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CHAPTER 6
PO 106 – FIRE THE CADET AIR RIFLE



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 1

EO M106.01 – IDENTIFY THE PARTS AND THE CHARACTERISTICS OF THE DAISY 853C AIR RIFLE

Total Time: 30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material;
- carry out a safety precaution check on all rifles to be used during this lesson; and
- state to cadets that the rifles have been inspected and are safe to handle.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the interactive lecture method. The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/ kinaesthetic learners.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify the parts, and list the characteristics of the cadet air rifle.

IMPORTANCE

Cadets must have a basic knowledge of the cadet air rifle in order to understand how the rifle works and to safely follow directions given on the range.

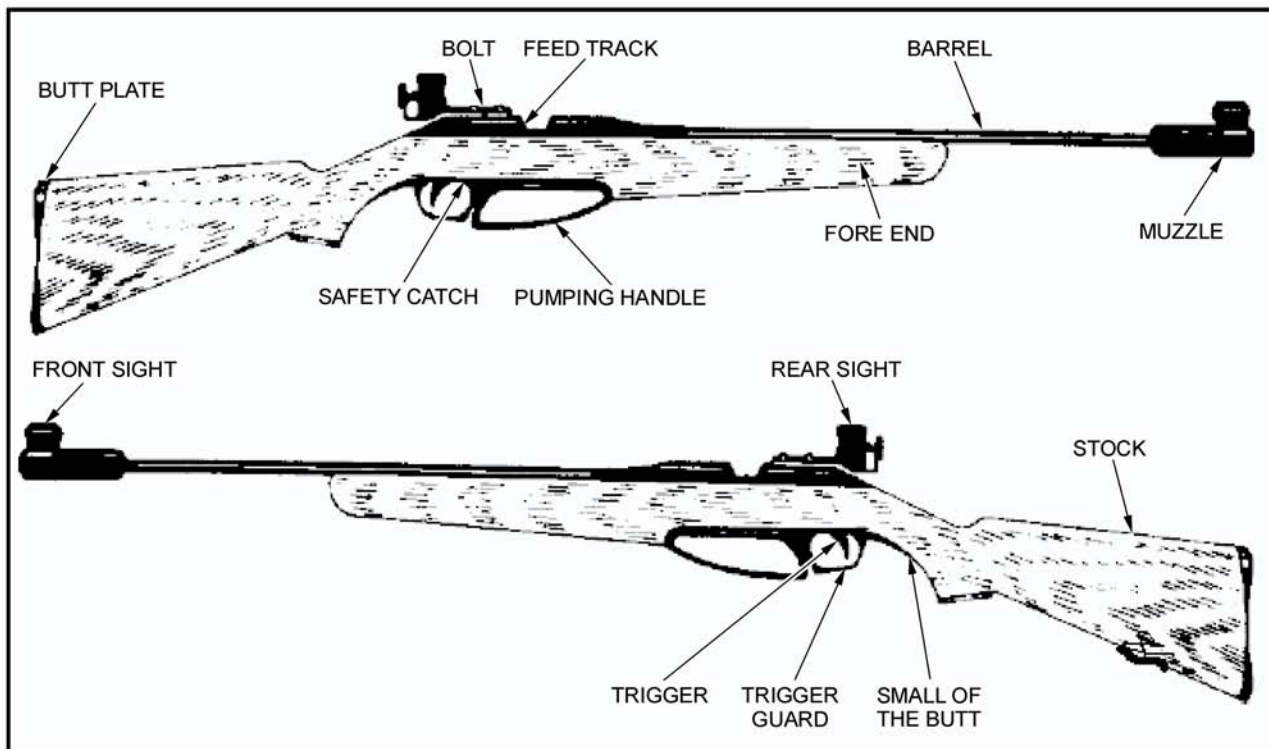
Teaching Point 1**Identify the Parts of the Daisy 853C Air Rifle**

Time: 13 min

Method: Interactive Lecture

PARTS

- Depending on the number of rifles available, distribute them with an optimum ratio of one rifle for every two cadets.
- When possible, have a second instructor in the room to assist.
- **For safety purposes, maintain strict class control at all times.**



A-CR-CCP-177/PT-001

Figure 6-1-1 Parts of the Cadet Air Rifle

Butt Plate (End of the Butt). It is the part of the rifle directly in contact with the marksman's shoulder. When fitted properly, the butt plate aids in achieving a snug fit, and a consistent placement of the rifle into the shoulder. The addition of butt spacers allows for this adjustment in length.

Spacers. Plastic inserts that can be added or removed from the butt plate to vary its length. To add or take away butt spacers, use a Phillips screwdriver to loosen the butt plate and slide in/out the amount of spacers desired.

Small of the Butt (Pistol Grip). Curved area directly behind the trigger guard where the hand controlling the trigger grips the rifle.

Stock. Complete wooden portion of the rifle (from the butt plate end forward).

Fore End (of the Stock). Wooden portion of the stock from the trigger guard forward, in which the barrel and the rifle mechanism are encased.

Sling. It is a web sling made of nylon. Links the rifle to the marksman's arm to support most of the weight of the rifle. One end attaches to the sling bracket and the other to the upper arm.

Sling Bracket (Hand Stop). Adjustable metal clasp attached to the fore stock used to affix the sling to the rifle. It also acts as a hand stop, used to rest the left hand to prevent it from moving.

Trigger. Movable device that releases a spring and releases the rifle mechanism. This rifle has a single stage trigger that cannot be adjusted for weight.

Trigger Guard. Metal band that surrounds and protects the trigger.

Safety Catch. This is a mechanism that, once engaged, prevents the rifle from firing by locking the trigger in place. It is a cross bolt type device located on the trigger guard. The black side indicates that the rifle is unable to fire; the red side indicates the rifle is ready to fire. It should be ON (no red) at all times, unless firing.

Bolt. Metal lever used for opening or closing the rifle mechanism. It must be in the closed position in order to fire. For maximum safety when the rifle is uncased and not firing, the bolt should be kept open.

Pump Handle. Metal lever used to compress the air required to fire the pellet. Whenever the rifle is in a "safe rifle status", the pump lever should be left partially open.

Front Sight. Global front sight that uses aperture inserts.

Rear Sight. Micrometer sight adjustable for windage and elevation. It is easily attached to a metal rail located above the action. This rail allows for adjustment of the sight forward or backward, in order to maintain proper eye relief. The sight is attached using a small flat-blade screwdriver.

Muzzle. Front end of the barrel equipped with attachable barrel weight.

Barrel With Barrel Weight. Steel tube through which the pellet travels, extending from the muzzle to the chamber. The barrel weight ensures that the rifle's weight is evenly distributed and that the rifle's balance is maintained.

Bore. Interior of the barrel has spiral grooves cut into it. The lands are the ridges of metal between the grooves. Together, the grooves and lands are called rifling.

Feed Track. Delicate area where the pellet is inserted manually onto a single pellet adapter, or with a five-shot clip.

Single Shot Adapter. Plastic clip that aids in placing a pellet in the chamber.

Five-shot Clip. Plastic clip that holds a maximum of five pellets and used to place the pellets in the chamber.

Chamber. Location where the pellet is held before firing.

CONFIRMATION OF TEACHING POINT 1

The instructor shall ensure that the cadet can identify the parts of the cadet air rifle by physically pointing to the parts, and having the cadets properly name the part.

Teaching Point 2**Identify the Characteristics of the Daisy 853C Air Rifle**

Time: 12 min

Method: Interactive Lecture

CHARACTERISTICS

Identify the main characteristics of the cadet air rifle. Focus on these points during the confirmation section of this teaching point.

The characteristics of the Daisy 853C air rifle are:

- **Action.** Single pump pneumatic, straight pull-bolt.
- **Total Length.** 97.8 cm.
- **Total Weight.** 2.5 kg.
- **Calibre.** 0.177 calibre (4.5 mm).
- **Front Sight.** Global type with interchangeable aperture inserts.
- **Rear Sight.** Fully adjustable peep rear sight with micrometer click adjustment.
- **Muzzle Velocity.** 150.8 metres per second.
- **Loading.** Single or auto indexing five-pellet clip.
- **Stock.** Full-length, sporter-styled hardwood with adjustable length.
- **Safety.** Manual cross-bolt trigger block with red indicator.



These characteristics are “Nice to Know” and should be taught only if time permits.

- **Barrel.** Lothar Walther rifled high-grade steel barrel with weight: crowned 12 lands and grooves, right hand twist. Precision bore sized for match pellets. Approximate length 53.1 cm.
- **Maximum Range.** 235.4 metres.
- **Sling.** Adjustable competition web.
- **Trigger Weight.** Minimum 3.5 lb.
- **Chamber.** Open loading and made of steel.
- **Pumping Force.** 20 lbf.



With a muzzle velocity of 150.8 metres per second, the cadet air rifle is not a “firearm” under the current federal firearms legislation, but it is treated as one under the definition used by the Military Police.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. The cadet air rifle has what type of action?
 Q2. What is the calibre of the cadet air rifle?
 Q3. The cadet air rifle uses what type of safety?

ANTICIPATED ANSWERS

- A1. Single pump pneumatic, straight pull-bolt.
 A2. 0.177 calibre (4.5 mm).
 A3. Manual cross-bolt trigger block with red indicator.

END OF LESSON CONFIRMATION

This EO may be confirmed with the handout found at Annex A. Allow cadets a few minutes to complete the annex, then have cadets switch sheets for correcting.



Correctly labelled diagram is located at page 6A-2.

CONCLUSION

HOMework/READING/PRACTICE

Cadets are to take home the corrected handout to study the parts of the cadet air rifle.

METHOD OF EVALUATION

The instructor will confirm cadets' ability to identify the parts and characteristics of the cadet air rifle by asking questions during the end of lesson confirmation, and with the handout found at Annex A.

CLOSING STATEMENT

Knowing the parts and characteristics of the cadet air rifle is important in understanding how the rifle works. This allows the cadet to be able to follow directions given on the range, and properly perform a handling test whenever an air rifle is to be used.

INSTRUCTOR NOTES/REMARKS

Emphasis must be placed on the safety aspect of this lesson.

REFERENCES

- A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Programme Reference Manual*. Ottawa, ON: Department of National Defence.

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COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 2

EO M106.02 – CARRY OUT SAFETY PRECAUTIONS ON THE CADET AIR RIFLE

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- carry out a safety precaution check on all rifles to be used during this lesson. State to cadets that the rifles have been inspected and are safe to handle.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the demonstration and performance method for TP1 and TP2 and the interactive lecture method for TP3. The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles. The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/kinaesthetic learners.

REVIEW

The pertinent review for this lesson from, EO M106.01 (Section 1), will include:

- Having the cadets identify the characteristics of the Daisy 853C, to include:
 - **Action.** Single pump pneumatic, straight pull-bolt.
 - **Calibre.** 0.177 calibre (4.5 mm).
 - **Safety.** Manual cross-bolt trigger block with red indicator.

- **Loading.** Single or auto indexing five-shot clip.
- **Muzzle Velocity.** 150.8 metres per second.
- Having the cadets identify parts of the Daisy 853C by physically pointing to them and naming them, to include:
 - butt plate;
 - small of the butt (pistol grip);
 - sling bracket (hand stop);
 - trigger;
 - trigger guard;
 - safety catch;
 - bolt;
 - pump lever;
 - muzzle;
 - barrel with barrel weight; and
 - feed track.

OBJECTIVES

By the end of this lesson the cadet shall be expected to carry out individual safety precautions on the cadet air rifle.

IMPORTANCE

Safety precautions are essential to ensure everyone's safety on the range. Every time a cadet picks up a rifle or steps on a range, they must have safety in mind and check to ensure the rifle is safe (an individual safety precaution check when receiving, handing over, or returning to a rifle). Even when a rifle is presumably safe, it is to be checked again.

Teaching Point 1

Explain and Demonstrate How To Carry Out Individual Safety Precautions for the Cadet Air Rifle

Time: 10 min

Method: Demonstration and Performance

REMOVING A RIFLE FROM THE CASE

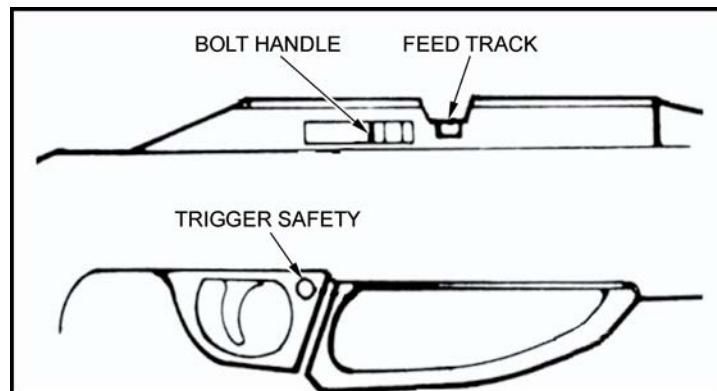
The rifle case should be clearly marked on the outside with an arrow, indicating in what direction the rifle inside is pointing. This will ensure that, when the case is opened, the rifle is pointing in a safe direction. The following steps must be followed when removing a rifle from its case:

1. Place the rifle case on a flat surface and ensure the arrow is pointing in a safe direction.
2. Open the case.
3. Cock the action (leave the bolt to the rear).

4. Confirm that the safety catch is ON.
5. Confirm that the pumping lever is partially open.
6. Slide the safety rod in the barrel towards the bolt until it can be seen in the feed track.
7. Remove the rifle from the case.
8. Remove the safety rod when you are on the firing line.

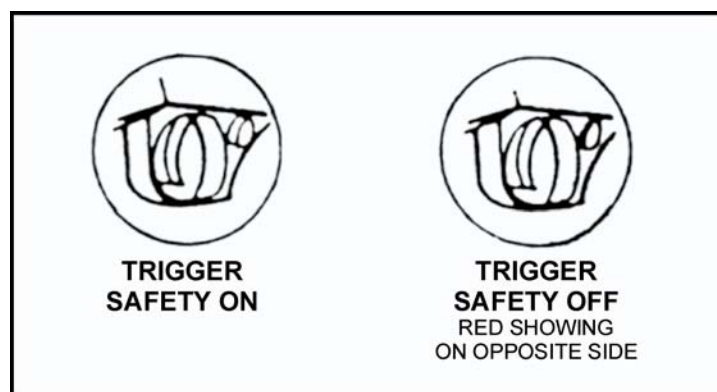
SAFETY CATCH AND SECURITY MEASURES

The safety catch is a mechanism that, once engaged, prevents a rifle from firing by locking its trigger into place. It is located just in front of the trigger, on the trigger guard. To engage the safety catch (ON) it must be pushed towards the right **so no red can be seen**. To fire, the safety catch must be pushed towards the left in the OFF position and a red mark must be seen on it. For maximum security, it is recommended that the safety catch be kept engaged until the rifle is ready for firing.



Daisy 853C Operational Manual

Figure 6-2-1 Safety Catch



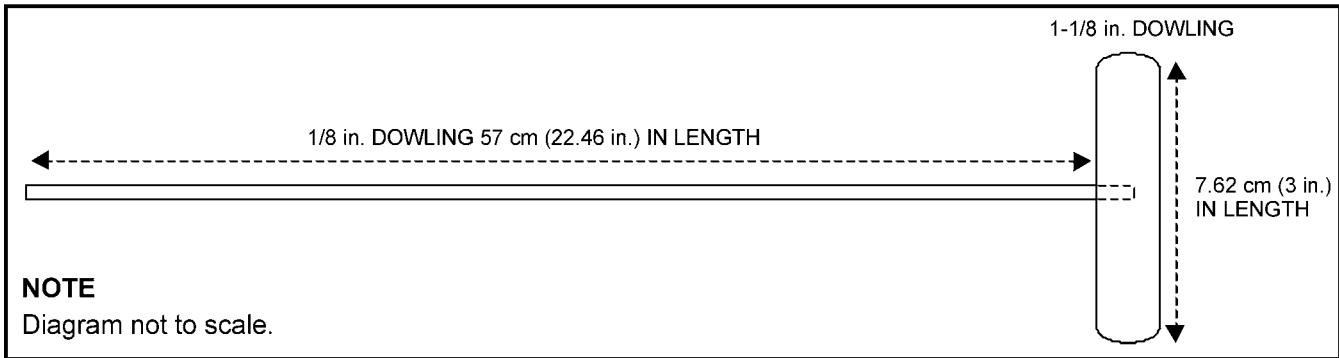
Daisy 853C Operational Manual

Figure 6-2-2 Safety Catch Detail View

SAFETY ROD

To ensure that air rifles are not removed from the firing point or stored with a pellet in the chamber or barrel, a safety rod is to be inserted in the barrel from the muzzle end. It consists of two sections of doweling joined


together in a “T” shape, and may be made of varying materials. Dimensions are detailed in Figure 6-2-3. The tip of the safety rod is to be coloured red so that it is visible in the feed track with the bolt fully to the rear.



Cadet Marksmanship Program Reference Manual

Figure 6-2-3 Safety Rod

SAFE RIFLE STATUS



The instructor shall demonstrate and explain points 1, 2 and 3 of the safe rifle status checks using full demonstrations and explanations prior to each new skill, followed by a chance for the cadets to imitate the skill under supervision.

When not being handled on the range or in a training environment, the air rifle must be in a safe status. The following options denote various states of “safe rifle status”:

1. **In the rifle case:**
 - a. The safety catch is ON.
 - b. The bolt is forward.
 - c. The action is not cocked.
 - d. The safety rod is in the case but not in the barrel.
 - e. The pump lever is partially open (5 to 8 cm).
2. **On the firing line:**
 - a. The safety catch is ON.
 - b. The bolt is to the rear.
 - c. The pump lever is partially open.
3. **Off the firing line:**
 - a. The safety catch is on.
 - b. The bolt is to the rear.
 - c. The safety rod is in the barrel (visible in the feed track).
 - d. The pump lever is partially open.

CONFIRMATION OF TEACHING POINT 1

Have the cadets, under supervision, perform the steps for “Safe Rifle Status” for:

- a. on the firing line; and
- b. off the firing line.

Teaching Point 2

Carry Out Individual Safety Precautions

Time: 10 min

Method: Demonstration and Performance

INDIVIDUAL SAFETY PRECAUTIONS



The instructor shall provide an EXPLANATION and DEMONSTRATION of the complete skill.

The instructor shall also provide an EXPLANATION and DEMONSTRATION of each step required to effectively complete the skill.

Upon receiving a rifle, or when the “Safe Rifle Status” is uncertain, individual safety precautions shall be done to confirm that the rifle is safe. An individual must ensure that:

1. the bolt is open fully to the rear;
2. the safety catch is in the ON position;
3. the pump lever is left partially open; and
4. a safety rod is placed in the barrel.



Cadets will IMITATE the demonstration provided by the instructor for each step within the skill. The instructor(s) will SUPERVISE the cadets during this imitation.

CONFIRMATION OF TEACHING POINT 2

Have cadets carry out individual safety precautions. Cadets will also be required to perform this skill during their air rifle handling test.

Teaching Point 3

Explain and Demonstrate Safety Regulations for the Cadet Air Rifle

Time: 5 min

Method: Interactive Lecture

SAFETY REGULATIONS

Safety regulations are all common sense and are easy to apply when people understand that they are necessary to help prevent accidents with the air rifle. Regulations include:

1. treating the air rifle as if it is loaded;

2. never pointing the air rifle at anyone;
3. holding the rifle vertically when moving to and from the firing point;
4. leaving fingers off the trigger until ready to fire;
5. wearing safety glasses/goggles; and
6. employing hygiene on the range by washing hands after every practice.



The Canadian Firearms Centre safety training teaches that the vital four “**ACTS**” of firearm safety. The acronym “**ACTS**” stands for:

- **A**ssume every firearm is loaded.
- **C**ontrol the muzzle direction at all times.
- **T**rigger finger must be kept off the trigger and out of the trigger guard.
- **S**ee that the firearm is unloaded – prove it safe.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. Why do we follow safety regulations?
- Q2. What are some common sense safety regulations?
- Q3. What does the acronym “ACTS” stand for?

ANTICIPATED ANSWERS

- A1. To help prevent accidents with the air rifle.
- A2. Any from list taught:
 - a. Treating the air rifle as if it is loaded.
 - b. Never point the air rifle at anyone.
 - c. Holding the rifle vertically when moving to and from the firing point.
 - d. Leaving fingers off the trigger until ready to fire.
 - e. Wearing safety glasses/goggles.
 - f. Employing hygiene on the range by washing hands after every practice.
- A3. **ACTS** stands for; **A**ssume every firearm is loaded, **C**ontrol the muzzle direction at all times, **T**rigger finger must be kept off the trigger and out of the trigger guard, **S**ee that the firearm is unloaded – prove it safe.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. What does the arrow on the rifle case indicate?
- Q2. How do we know if the safety catch is ON?
- Q3. What are the vital four “**ACTS**” of firearm safety?

ANTICIPATED ANSWERS

- A1. The direction of the rifle inside the case.
- A2. No red can be seen.
- A3. **ACTS** stands for; **A**ssume every firearm is loaded, **C**ontrol the muzzle direction at all times, **T**rigger finger must be kept off the trigger and out of the trigger guard, **S**ee that the firearm is unloaded – prove it safe.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

The cadet will be required to perform individual safety precautions with the cadet air rifle as an aspect of the handling test.

CLOSING STATEMENT

Being able to carry out safety precautions on the cadet air rifle is essential for functioning safely on the range following directions given on the range, and successfully performing a handling test.

INSTRUCTOR NOTES/REMARKS

Emphasis must be placed on the safety aspects of this lesson.

REFERENCES

- A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Programme Reference Manual*. Ottawa, ON: Department of National Defence.

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COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 3

EO M106.03 – APPLY BASIC MARKSMANSHIP TECHNIQUES

Total Time:

60 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- prepare a mock air rifle range prior to the beginning of the lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the demonstration and performance method. The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.



This lesson may be better presented using a round robin format for those units with large first year groups.

REVIEW

The pertinent review for this lesson, from EO M106.02 (Section 2), will include:

QUESTIONS

- Q1. Why are the individual safety precautions performed?
- Q2. What is the purpose of the “safety catch”?

ANTICIPATED ANSWERS

- A1. To confirm a rifle is safe.
- A2. It prevents a rifle from firing by locking its trigger into place.

OBJECTIVES

By the end of this lesson the cadet shall be expected to apply basic marksmanship techniques to include:

- prone position;
- basic holding;
- basic aiming;
- loading;
- firing; and
- unloading.

Cadets will apply the knowledge gained during this lesson when they participate in any range practice.

IMPORTANCE

These techniques must all be applied in harmony. Improving one while not working on another will not produce the best results in the long run. Perfecting these techniques takes time and concentration. Cadets should remember – PRACTICE MAKES PERFECT!

Teaching Point 1

Explain and Demonstrate the Prone Position

Time: 4 min

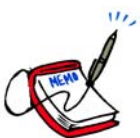
Method: Demonstration and Performance

The first principle of marksmanship is to find a comfortable shooting position. A comfortable shooting position will enable cadets to shoot safely and with much better results. The prone position is the most stable shooting position to use.

OBJECTIVES OF A GOOD POSITION



Have cadets down get on the mat and assume the prone position. From here, the instructor is better prepared to observe the cadets imitating the skills being taught.



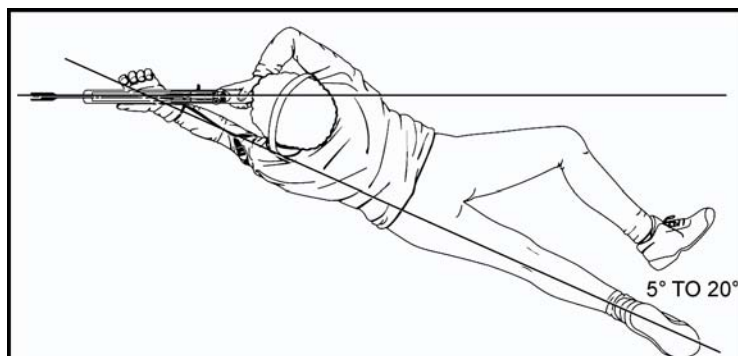
The instructor shall provide an EXPLANATION and DEMONSTRATION of the complete skill.

The instructor shall also provide an EXPLANATION and DEMONSTRATION of each step required to effectively complete the skill.

Obtaining a good prone position is one of the most, if not the most, important principle of marksmanship. A good prone position helps to maintain comfort and stability during the firing session. The prone position is assumed

when the shooter lies flat, directly behind the rifle, with a very slight angle between their body and the rifle, and in line with the target. The position should be:

- natural;
- without strain;
- comfortable; and
- stable, in that the:
 - body should form an angle with the line of sight;
 - spine should remain straight;
 - left leg should be parallel with the spine;
 - right foot should turn out and point to the right;
 - left foot should either be straight or point towards the right; and
 - right knee should form an angle with the left leg.



Cadet Marksmanship Program Reference Manual

Figure 6-3-1 Prone Position



Cadets will IMITATE the demonstration provided by the instructor for each step within the skill. The instructor(s) will SUPERVISE the cadets during this imitation.

CONFIRMATION OF TEACHING POINT 1



The instructor will divide the group into two, or, by the number of air rifles available.

The instructor shall have one group imitate the actions of the sequence as demonstrated, while the remainder observe. Have them trade places, and repeat.

Teaching Point 2**Explain and Demonstrate How To Hold the Cadet Air Rifle**

Time: 7 min

Method: Demonstration and Performance

HOLDING THE CADET AIR RIFLE

The instructor shall provide an EXPLANATION and DEMONSTRATION of the complete skill.

The instructor shall also provide an EXPLANATION and DEMONSTRATION of each step required to effectively complete the skill.

The prone position allows holding to be achieved with as little movement and muscular tension as possible, in that the:

- left elbow should be positioned slightly to the left of the rifle;
- left hand must rest firmly against the sling swivel, and the fingers should be relaxed and not grip the fore end;
- right hand should slightly grip the small of the butt with constant pressure;
- right thumb should be placed on the stock directly behind the rear sight or around the small of the butt;
- right elbow should rest naturally where it falls, not too close or too far from the rifle;
- the shoulders should be straight and form right angles with the spine;
- the butt plate is kept firmly in the hollow of the right shoulder. The right elbow will naturally fall in the same spot throughout the relay; and
- the head rests comfortably on the butt and remains straight.



Cadet Marksmanship Program Reference Manual

Figure 6-3-2 Prone Position (Front)



Cadet Marksmanship Program Reference Manual

Figure 6-3-3 Prone Position (Side)



Cadets will IMITATE the demonstration provided by the instructor for each step within the skill. The instructor(s) will SUPERVISE the cadets during this imitation.

CONFIRMATION OF TEACHING POINT 2



The instructor will divide the group into two, or, by the number of air rifles available. The instructor shall have one group imitate the actions of the sequence as demonstrated, while the remainder observe, and then have them trade places, and repeat.

Teaching Point 3
Explain and Demonstrate How To Aim the Cadet Air Rifle

Time: 4 min

 Method: Demonstration and Performance

AIMING THE CADET AIR RIFLE

Cadets must constantly strive to maintain proper sight alignment, while obtaining a sight picture. It is the most critical element of the aiming process.

The **aiming process** consists of:

- adopting a comfortable position; and
- ensuring proper body alignment with the target.

Sight Alignment. It is the alignment of the eye, the rear sight, and the front sight. When cadets bring their eye 5 to 15 cm from the rear sight, they will find that the small hole is large enough to look through and see all of the front sight. Proper sight alignment is a matter of centering the front sight tube in the rear sight. The tube will not quite fill the rear sight and cadets will be able to see light around the outside of the tube; we call this a “line of white”.

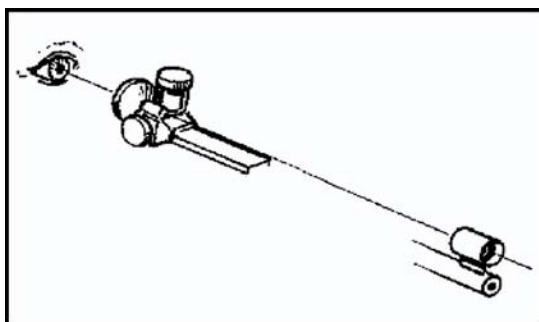

Cadet Marksmanship Program Reference Manual

Figure 6-3-4 Sight Alignment

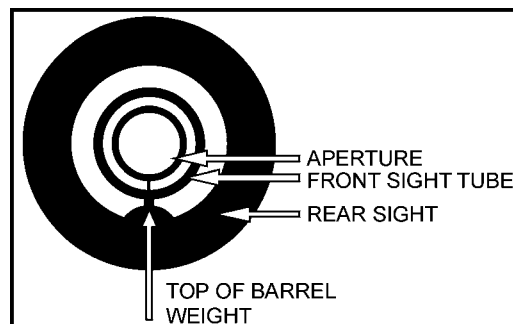
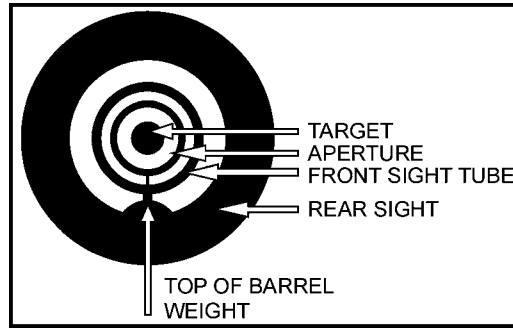

Cadet Marksmanship Program Reference Manual

Figure 6-3-5 Line of White

Sight Picture. To obtain a proper sight picture, a bull's-eye is simply added to the innermost ring. The goal during the aiming process is to maintain proper sight alignment while keeping the bull centered in the front sight.



Cadet Marksmanship Program Reference Manual

Figure 6-3-6 Sight Picture

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. What are the two critical elements of the aiming process?
- Q2. Sight alignment consists of what three things?
- Q3. What is added to the innermost ring to obtain a proper sight picture?

ANTICIPATED ANSWERS

- A1. Adopting a comfortable position, and ensuring proper body alignment with the target.
- A2. The eye, the rear sight, and the front sight.
- A3. A bull's-eye.



The cadets' aiming abilities will be further assessed during future range practices. The instructor(s) will observe cadets during practices, and assess targets to confirm the skill of aiming.

Teaching Point 4

Explain and Demonstrate How To Load and Unload the Cadet Air Rifle

Time: 14 min

Method: Demonstration and Performance

LOADING THE AIR RIFLE



The instructor shall provide an EXPLANATION and DEMONSTRATION of the complete skill.

The instructor shall also provide an EXPLANATION and DEMONSTRATION of each step required to effectively complete the skill.

This will be conducted as a DRY FIRE EXERCISE ONLY.

Loading procedure:

1. Pick up the rifle with the left hand.
2. Ensure the safety catch is in the ON position.
3. Pump the air rifle, pausing for 3 seconds.
4. Bring the pump handle back to closed position.
5. Simulate loading a pellet, or load an auto indexing five-pellet clip into the feed track.
6. Close the bolt.

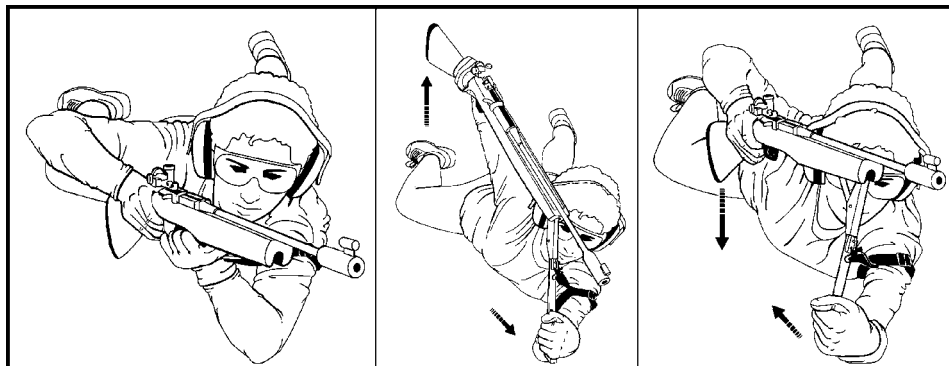


Cadets will IMITATE the demonstration provided by the instructor for each step within the skill. The instructor(s) will SUPERVISE the cadets during this imitation.



The following methods may be used when pumping the air rifle:

- **Option 1.** Grasp the pistol grip with the right hand. Grasp the pump handle with the left hand. Push downward with the left hand until the pump handle is fully extended. Wait for a few seconds. Using the left hand, bring the pump handle back to the stock of the rifle. The rifle should remain stationary during the pumping process and always point towards the targets.
- **Option 2.** Grasp the pistol grip with the right hand. Grasp the pump handle with the left hand. Place the butt of the rifle under the right arm or shoulder for support. Push downward with the left hand until the pump handle is fully extended. Wait for a few seconds. Using the left hand, bring the pump handle back to the stock of the rifle allowing the underarm and shoulder to help hold the rifle steady when closing the pump handle. Remember that the rifle must always point towards the targets.
- **Option 3 – Coach Assistance.** Point the rifle in a safe direction and request the assistance from a coach. The coach should move in and pump the rifle using both hands. This should be used as last resorts as any cadet can easily do the above two options.



Cadet Marksmanship Program Reference Manual

Figure 6-3-7 Pumping the Air Rifle



Do not pump the rifle more than once per shot. This air rifle is designed to withstand the pressure based on a single pump stroke.



The instructor shall provide an EXPLANATION and DEMONSTRATION of the complete skill.

The instructor shall also provide an EXPLANATION and DEMONSTRATION of each step required to effectively complete the skill.

UNLOADING THE CADET AIR RIFLE

Follow the unloading sequence of the cadet air rifle, to include:

UNLOAD

1. Pick up the air rifle.
2. Remove five-pellet clip (if used).
3. Open the bolt (do not insert a pellet).
4. Pump the air rifle, pausing for 3 seconds.
5. Close the bolt (do not insert a pellet).
6. Place the safety catch in the OFF position.
7. Aim the rifle at the target.
8. Squeeze the trigger.
9. Place the safety catch in the ON position.

PREPARE FOR INSPECTION

1. Open the bolt.
2. Open the pump handle slightly.
3. Place the rifle on shoulder, muzzle pointed down range.
4. Wait to be cleared by the RSO.
5. Lay the rifle down.



Cadets will IMITATE the demonstration provided by the instructor for each step within the skill. The instructor(s) will SUPERVISE the cadets during this imitation.

CONFIRMATION OF TEACHING POINT 4



The instructor will divide the group into two, or by the number of air rifles available. The instructor shall have one group imitate the actions of the sequence as demonstrated, while the remainder observe. Have them trade places, and repeat.

Teaching Point 5

Fire the Cadet Air Rifle

Time: 22 min

Method: Demonstration and Performance

FIRING THE CADET AIR RIFLE

Follow the sequence required to fire the cadet air rifle, to include:

1. When the RSO gives the command, place safety catch in the OFF position.
2. Aim the air rifle at the target.
3. Squeeze the trigger.
4. Open the bolt, pump the rifle, reload, aim and fire.
5. Repeat the last step until firing is complete.
6. Upon completion, place the safety catch in the ON position and partially opening the pump lever.
7. Lay the air rifle down.

CONFIRMATION OF TEACHING POINT 5



The instructor will divide the group into two, or by the number of air rifles available. The instructor shall have one group imitate the actions of the sequence as demonstrated, while the remainder observe. Have them trade places, and repeat.

END OF LESSON CONFIRMATION

The instructor will divide the group into two, or by the number of air rifles available. The instructor shall have one group imitate the actions of the sequence for all teaching points as demonstrated, while the remainder observe, and then have them trade places, and repeat.

CONCLUSION

HOMework/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

The first principle of marksmanship is to find a comfortable shooting position. A comfortable shooting position will enable cadets to shoot safely and with much better results. The prone position is the most stable shooting position to use.

INSTRUCTOR NOTES/REMARKS

1. Emphasis must be placed on the safety aspects of this lesson.
2. Ensure thorough confirmation by stages.

REFERENCES

A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Programme Reference Manual*. Ottawa, ON: Department of National Defence.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 4

EO M106.04 – FOLLOW RULES AND COMMANDS ON AN AIR RIFLE RANGE

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- prepare a mock air rifle range to be used when teaching the lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the interactive lecture method for TP1 and the demonstration-performance method for TP2. The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/kinaesthetic learners. The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.

REVIEW

The pertinent review for this lesson, from EO M106.03 (Section 3), will include:

QUESTIONS

- Q1. What two things do a good prone position help to maintain?
- Q2. Sight alignment consists of what three steps?
- Q3. What is added to the innermost ring to obtain a proper sight picture?

ANTICIPATED ANSWERS

- A1. Comfort and stability.
- A2. The eye, the rear sight, and the front sight.
- A3. A bull's-eye.

OBJECTIVES

By the end of this lesson the cadet shall be expected to handle rifles safely and properly execute range commands.

IMPORTANCE

Firearms safety is the number one priority on and off the range so everyone must do their part to prevent accidents. In marksmanship, the majority of incidents are caused by ignorance of proper rifle operating procedures or by mishandling.

Teaching Point 1

Explain Rules Cadets Must Follow on the Range

Time: 10 min

Method: Interactive Lecture

RULES CADETS MUST FOLLOW ON THE RANGE



The instructor will read Local Range Standing Orders at the beginning of this period.

Range Standing Orders are locally produced for each range. They detail rules to be followed on that range. General rules observed on all ranges include:

1. Rifles will be proved safe when picked up, handed to or received from another person.
2. Rifles are never pointed at any person.
3. Safety rods shall be inserted into the barrels of rifles when not in use on the range.
4. Horseplay is forbidden on the range.
5. Rifles, whether loaded or not, will always be pointed down range.
6. Eating is not permitted on or near the range or around the pellets.
7. All personnel shall read or be briefed on the contents of the Range Standing Orders.
8. The RSO's directions and orders are to be obeyed at all times.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. When should a rifle be proved safe?

- Q2. When can rifles be pointed at other people?
 Q3. When should the directions and orders of the RSO be followed?

ANTICIPATED ANSWERS

- A1. When picked up, handed to or received from another person.
 A2. Rifles are never pointed at any person.
 A3. The RSO's directions and orders are to be obeyed at all times.

Teaching Point 2

Explain Range Commands

Time: 15 min

Method: Demonstration and Performance




The instructor shall provide an EXPLANATION and DEMONSTRATION of each command and the associated action to be taken.

All loading/firing is to be simulated. No pellets are to be fired.


RANGE COMMANDS CADETS MUST FOLLOW

Command	Action To Be Taken
1. Cover off your firing point.	1. Move to a position behind your assigned firing point.
2. Place your equipment down and stand back.	2. As directed.
3. Adopt the prone position.	3. Lay down in prone position IAW EO M106.03 (Section 3).
4. "G.R.I.T." in that GRIT is the acronym for: a. Group (relay) b. Range c. Indication d. Type	4. Listen for direction on type of shooting to be carried out.
5. Relay load, commence firing.	5. Load IAW EO M106.03 (Section 3), and fire.
6. Relay, cease fire.	6. Stop, engage the safety catch of the air rifle, and wait for directions.
7. Relay, resume fire.	7. As directed.
8. Relay, unload.	8. Unload IAW EO M106.03 (Section 3).
9. Relay, prepare for inspection.	9. Prepare for inspection IAW EO M106.03 (Section 3).
10. Relay, stand up.	10. As directed.

Command	Action To Be Taken
11. Change targets; and change relay.	11. Move forward under direction of RSO, retrieve target and replace with new one, move back off of range.



Cadets will IMITATE the demonstration provided by the instructor for each step within the process. The instructor(s) will SUPERVISE the cadets during this imitation.



The information in this teaching point is amplified in Annex B, and should be reviewed prior to any cadet participating in a shooting practice.

CONFIRMATION OF TEACHING POINT 2

Confirmation of this teaching point shall be accomplished through observation during the above imitation and supervision phases.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. When is horseplay allowed on the range?
- Q2. The contents of the Range Standing Orders shall be read to whom?
- Q3. What direction must rifles be pointed while on the range?

ANTICIPATED ANSWERS

- A1. Never, it is forbidden.
- A2. Everyone.
- A3. Down range at all times.

CONCLUSION

HOMEWORK/READING/PRACTICE

Study "Range Commands and Action" chart prior to all range practices.

METHOD OF EVALUATION

The instructor will confirm the cadets' ability to employ the rules and commands of an air rifle range during the handling test and range practice.

CLOSING STATEMENT

Firearms safety is the number one priority on and off the range, so everyone must do their part to prevent accidents. In marksmanship, the majority of incidents are caused by either ignorance of proper rifle operating procedures, or by mishandling.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A0-027 A-CR-CCP-177/PT-001 D Cds 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Programme Reference Manual*. Ottawa, ON: Department of National Defence.

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COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 5

EO M106.05 – CLEAN AND STORE THE CADET AIR RIFLE

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- prepare a mock air rifle range to be used in the conduct of the lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the demonstration and performance method. The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.

REVIEW

The pertinent review for this lesson, from EO M106.04 (Section 4), will include:

- Q1. When should a rifle be proved safe?
- Q2. What does the acronym “GRIT” stand for?
- Q3. In what direction must rifles be pointed while on the range?

ANTICIPATED ANSWERS

- A1. When picked up, handed to or received from another person.
- A2. Group, Range, Indication, and Time.
- A3. Downrange at all times.

OBJECTIVES

By the end of this lesson the cadet shall be expected to clean and store the cadet air rifle during a range practice.

IMPORTANCE

Many inaccuracy complaints can be traced back to a dirty bore. Therefore, air rifles must be cleaned and maintained on a regular basis in order to ensure proper operation and sustained accuracy.


Teaching Point 1

Explain and Demonstrate the Procedure for Cleaning the Cadet Air Rifle

Time: 15 min

Method: Demonstration and Performance

THE IMPORTANCE OF CLEANING THE AIR RIFLE




No one should attempt to clean a rifle until individual safety precautions have been performed on the rifle, and it is certain that the barrel is clear of any obstructions.

It is important to keep the air rifle clean because a dirty bore will eventually cause accuracy problems. Although air rifles do not suffer from powder deposits as do small bore and large bore rifles, they do experience a build-up of residue in the barrel.

WHEN TO CLEAN THE AIR RIFLE

There are four main times to clean the cadet air rifle:

1. Before firing.
2. After firing.
3. Periodically.
4. Before storage.



Cadets will not actually be cleaning the air rifle during this period of instruction. This may be done after participating in a range practice.

CLEANING PROCEDURE FOR THE AIR RIFLE

When	Action
Before firing	Fire two to three felt cleaning pellets.
After firing	Fire two to three felt cleaning pellets.
Periodically	<ol style="list-style-type: none"> 1. Fire a felt cleaning pellet soaked in SAE 30 motor oil. 2. Wait five minutes. 3. Fire three felt cleaning pellets.

When	Action
Before storage of three months or more.	<ol style="list-style-type: none"> 1. Fire two to three felt cleaning pellets. 2. Fire one felt cleaning pellet soaked in SAE 30 motor oil. 3. Fire three felt cleaning pellets when taking rifle out of storage.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What must be done before attempting to clean an air rifle?
- Q2. When are the four times an air rifle must be cleaned?
- Q3. How many felt cleaning pellets are fired before participating in a range practice?

ANTICIPATED ANSWERS

- A1. Individual safety precautions.
- A2. Before firing, after firing, periodically, and before storage for three months or more.
- A3. Two to three cleaning pellets will be fired before participating in a range practice.

Teaching Point 2

Explain and Demonstrate the Sequence for Storing the Air Rifle

Time: 10 min

Method: Demonstration and Performance

STORING THE AIR RIFLE IN THE CASE

The sequence for storing the cadet air rifle is the reverse order of the procedure for removing the air rifle from the case:

1. Ensure the open case is pointed in a safe direction.
2. Close the action (bolt forward and closed).
3. Slide safety rod out of the barrel.
4. Place the rifle in the case in the direction of the arrow on the case.
5. Confirm pumping lever is partially open.
6. Confirm the safety catch is ON.
7. Close the case.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What position is the bolt in for storage?

- Q2. What direction is the rifle placed in the case?
Q3. What position is the safety catch placed in for storage?

ANTICIPATED ANSWERS

- A1. Forward and closed.
A2. In the direction of the arrow on the case.
A3. ON, with no red showing.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. What must be done before anyone should attempt to clean an air rifle?
Q2. What types of problems can be caused by a dirty bore?
Q3. Before storage cleaning is done when a rifle will be stored for how long?

ANTICIPATED ANSWERS

- A1. They perform individual safety precautions.
A2. It is important to keep the air rifle clean because a dirty bore will eventually cause accuracy problems.
A3. Three months or more.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

The instructor will confirm cadets' ability to clean and store the cadet air rifle at the end of a range practice.

CLOSING STATEMENT

A dirty air rifle and bore will cause accuracy and operation problems. Therefore, air rifles must be cleaned and maintained on a regular basis in order to ensure proper operation and sustained accuracy.

INSTRUCTOR NOTES/REMARKS

Emphasis must be placed on the safety aspects of this lesson.

REFERENCES

- A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Programme Reference Manual*. Ottawa, ON: Department of National Defence.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 6

EO M106.CA – PARTICIPATE IN A FAMILIARIZATION SHOOT USING THE CADET AIR RIFLE

Total Time:

90 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- prepare an air rifle range IAW A-CR-CCP-177/PT-001, Chapter 1, Section 8, prior to the beginning of the activity.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This activity will be presented using the performance method. The performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method appeals to all learning styles.

REVIEW

The pertinent review for this activity is the air rifle handling test. All cadets, prior to being allowed to fire the cadet air rifle, must complete the handling test.

OBJECTIVES

By the end of this lesson the cadet shall be expected to have participated in a familiarization shoot using the cadet air rifle.

IMPORTANCE

The experience of practicing the skills learned in previous lessons will help to confirm the cadets' marksmanship skills. Marksmanship is a skill which must be learned, and which will only improve through, practice on the range. This practice is essential to building up experience and developing a "feel" for marksmanship.

Teaching Point 1**Conduct a Range Briefing**

Time: 10 min

Method: Interactive Lecture

ACTIVITY – RANGE BRIEFING

Time: 10 min

OBJECTIVE

The range briefing is required to pass on vital information required for the safe execution of a range practice.

RESOURCES

Local Range Standing Orders for the range that will be used for the practice.

ACTIVITY LAYOUT

The cadets are to receive a range briefing prior to the start of any range activity, to include:

- The reading of all pertinent sections of the local range standing orders.
- A review of rules and commands on an air rifle range (EO M106.04 [Section 4]).
- A review of the layout of the air rifle range.
- A reminder for cadets to practice proper hygiene by washing their hands after firing.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

- Review local range standing orders.
 - Prepare a full briefing in order to be thorough and organized.
 - Arrange cadets to ensure all can fully observe the instructor.
-

Teaching Point 2**Conduct Cadet Air Rifle Handling Test**

Time: 20 min

Method: Performance

ACTIVITY – HANDLING TEST

Time: 20 min

OBJECTIVE

The air rifle handling test is required to ensure safe rifle handling at all times on the range.

RESOURCES

- Air rifle handling test provided at Chapter 3 of the QSP.
- Cadet air rifle.

ACTIVITY LAYOUT

Qualified range staff, using the form provided at Chapter 3 of the QSP, will test all cadets who have not successfully completed a handling test during the current training year.

SAFETY

- Ensure complete control at all times, and ensure cadets treat air rifles as though they are loaded at all times.
- Ensure test is conducted toward a safe direction, away from other people.

INSTRUCTOR GUIDELINES

- Review procedure for air rifle handling test.
- Prepare an organized plan for testing all cadets who require it.
- Ensure a plan is in place for retraining those cadets that are unsuccessful.

Teaching Point 3

Participate in a Familiarization Shoot

Time: 60 min

Method: Performance



This activity will be conducted under the supervision of a qualified Range Safety Officer (RSO).

ACTIVITY – FAMILIARIZATION SHOOT

Time: 60 min

OBJECTIVE

The purpose of this familiarization shooting activity is to introduce marksmanship in the Canadian Cadet Movement (CCM).

RESOURCES

- Cadet air rifles.
- Air rifle safety rods.
- Safety glasses/goggles.
- Pellets.
- Suitable targets.
- Range assistants.
- A qualified Range Safety Officer (RSO).

ACTIVITY LAYOUT

N/A.

SAFETY

All standard range safety procedures will apply.

INSTRUCTOR GUIDELINES

- The RSO shall ensure that all rules and procedures are strictly adhered to.
- Cadets shall successfully complete the air rifle handling test prior to firing pellets on a cadet air rifle range.

N/A.

END OF LESSON CONFIRMATION

N/A.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this activity.

CLOSING STATEMENT

The cadets are to be allowed to review their targets and, assisted by senior cadets, select targets that may be eligible for recognition under the CCM Shooting Program.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Programme Reference Manual*. Ottawa, ON: Department of National Defence.
- A2-003 D Cdts. (2005). CATO 14-41, *Annex E, Appendix 1, Marksmanship, Rifles, and Ammunitions*. In *Cadet Administrative and Training Orders (Vol. 1, 8 pages)*. Ottawa, ON: Department of National Defence.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 7

EO C106.01 – PARTICIPATE IN A RECREATIONAL SHOOT USING THE CADET AIR RIFLE

Total Time: 90 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- prepare an air rifle range IAW A-CR-CCP-177/PT-001, Chapter 1, Section 8, prior to the beginning of the activity.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method appeals to all learning styles.

REVIEW

The pertinent review for this activity is the air rifle handling test. All cadets, prior to being allowed to fire the cadet air rifle, must complete the handling test.

OBJECTIVES

By the end of this lesson the cadet shall be expected to participate in a recreational shoot using the cadet air rifle.

IMPORTANCE

The experience of practicing the skills learned in PO 106 (Chapter 6) will help to enhance the cadets' marksmanship skills. Marksmanship is a skill which must be learned, and which will only improve, through practice on the range. This practice is essential to building up experience and developing a "feel" for marksmanship.

Teaching Point 1**Conduct a Range Briefing**

Time: 10 min

Method: Interactive Lecture

ACTIVITY – RANGE BRIEFING

Time: 10 min

OBJECTIVE

The range briefing is required to pass on vital information required for the safe execution of a range practice.

RESOURCES

Local Range Standing Orders for the range that will be used for the practice.

ACTIVITY LAYOUT

The cadets are to receive a range briefing prior to the start of any range activity, to include:

- The reading of all pertinent sections of the local range standing orders.
- A review of rules and commands on an air rifle range (EO M106.04 [Section 4]).
- A review of the layout of the air rifle range.
- A reminder for cadets to practice proper hygiene by washing their hands after firing.

SAFETY

N/A.

INSTRUCTIONAL GUIDELINES

- Review local range standing orders.
 - Prepare a full briefing in order to be thorough and organized.
 - Arrange cadets to ensure all can fully observe the instructor.
-

Teaching Point 2**Conduct Cadet Air Rifle Handling Test**

Time: 20 min

Method: Performance

ACTIVITY – HANDLING TEST

Time: 20 min

OBJECTIVE

The air rifle handling test is required to ensure safe rifle handling at all times on the range.

RESOURCES

- Air rifle handling test provided at Chapter 3 of the QSP.
- Cadet air rifle.

ACTIVITY LAYOUT

Qualified range staff, using the form provided at Chapter 3 of the QSP, will evaluate all cadets who have not successfully completed a handling test during the current training year.

SAFETY

- Ensure complete control at all times, and ensure cadets treat air rifles as though they are loaded at all times.
- Ensure test is conducted toward a safe direction, away from other people.

INSTRUCTIONAL GUIDELINES

- Review procedure for air rifle handling test.
- Prepare an organized plan for testing all cadets who require it.
- Ensure a plan is in place for retraining those cadets that are unsuccessful.

Teaching Point 3

Participate in a Recreational Shoot

Time: 60 min

Method: Performance



This activity will be conducted under the supervision of a qualified Range Safety Officer (RSO).

ACTIVITY – RECREATIONAL SHOOT

Time: 60 min

OBJECTIVE

The purpose of this recreational shooting activity is to raise the standard of marksmanship in the Canadian Cadet Movement (CCM).

RESOURCES

- Cadet air rifles.
- Cadet air rifle safety rods.
- Safety glasses/goggles.
- Pellets.
- Suitable targets.
- Range assistants.
- A qualified RSO.

ACTIVITY LAYOUT


- This activity shall be conducted as per established range practices.
- The cadets are to be allowed to review their targets.

SAFETY

All standard range safety procedures will apply.

INSTRUCTIONAL GUIDELINES

- The RSO shall ensure that all rules and procedures are strictly adhered to.
- Cadets shall successfully complete the air rifle handling test prior to firing pellets on a cadet air rifle range.

	<p>Suggested recreational shooting activities may include:</p> <ul style="list-style-type: none">• timed events;• different style targets; and• biathlon drop plate targets.
-----------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

END OF LESSON CONFIRMATION

N/A.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this activity.

CLOSING STATEMENT

The cadets are to be allowed to review their targets and, assisted by senior cadets, select targets that may be eligible for recognition under the Recreational Shooting Program.

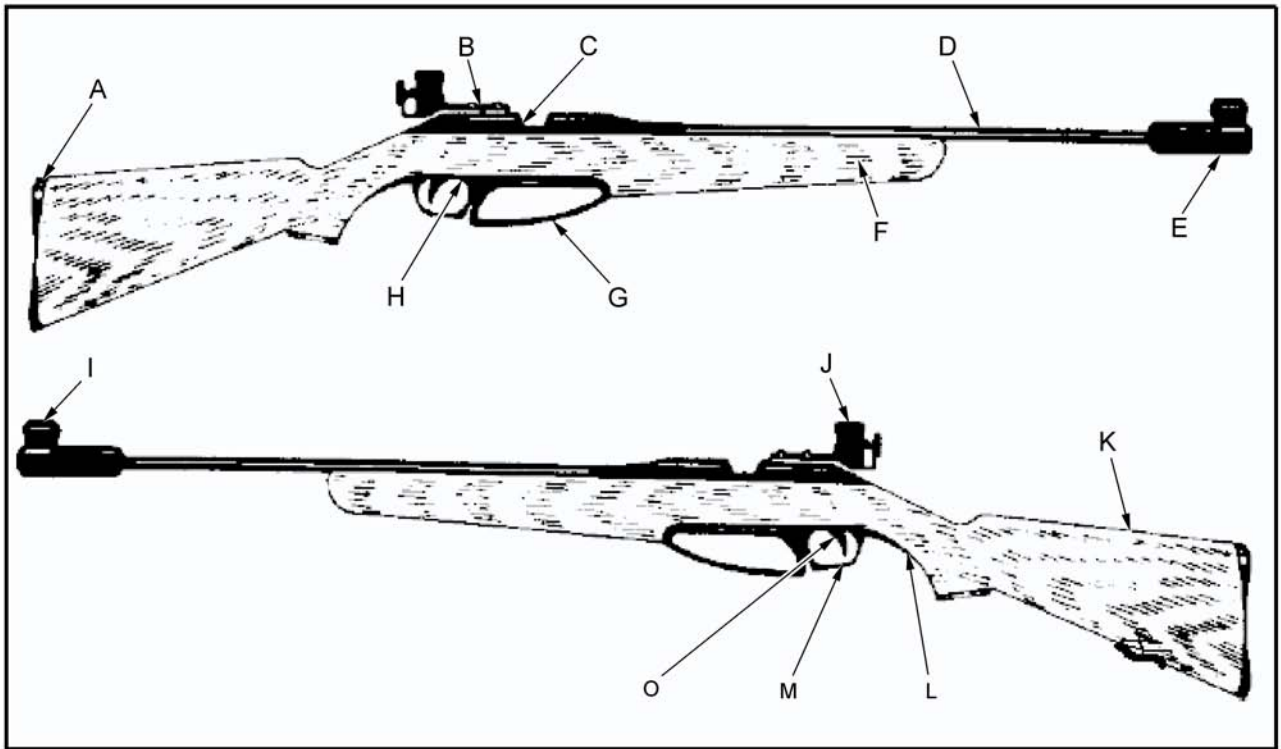
INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Programme Reference Manual*. Ottawa, ON: Department of National Defence.
- A2-003 D Cdts. (2005). CATO 14-41, *Annex E, Appendix 1, Marksmanship, Rifles, and Ammunitions*. In *Cadet Administrative and Training Orders (Vol. 1, 8 pages)*. Ottawa, ON: Department of National Defence.

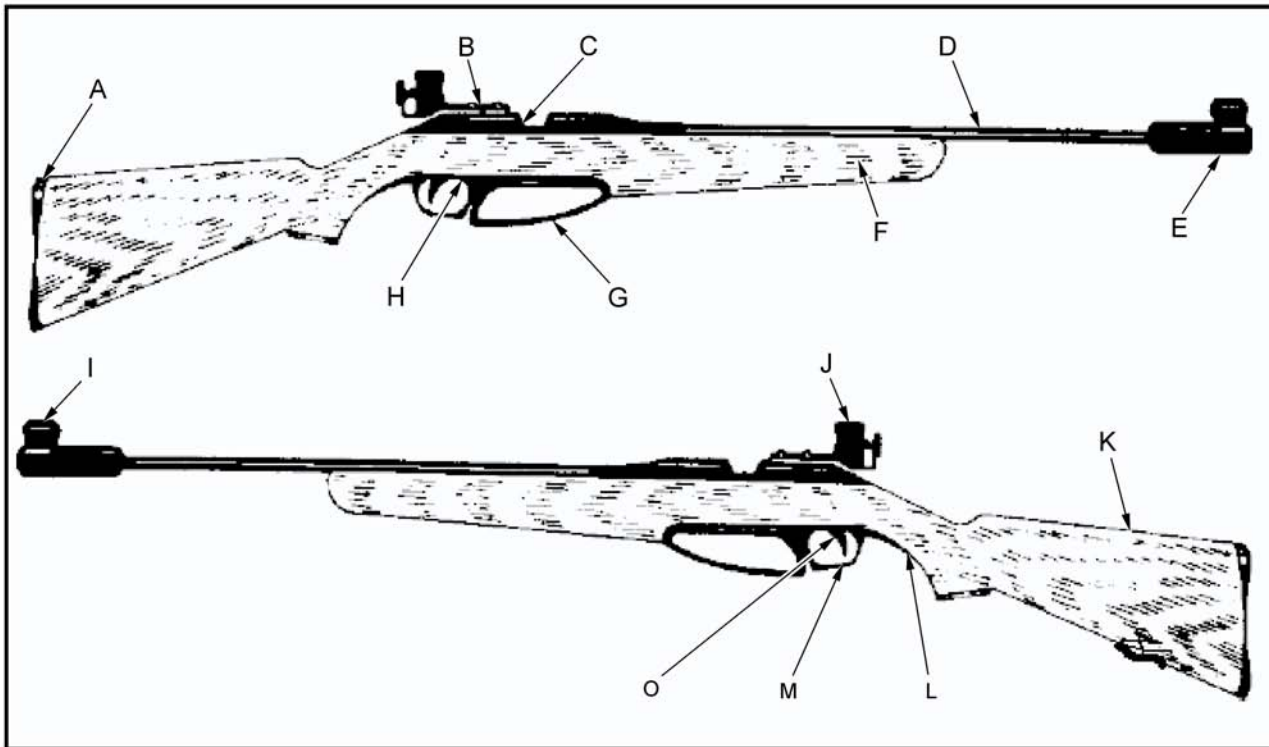
PARTS AND CHARACTERISTICS OF THE CADET AIR RIFLE



Put the letter next to the matching name of the part of the cadet air rifle.

- | | | | |
|----------------------|-------|-------------------|-------|
| 1. Feed Track | _____ | 8. Safety Catch | _____ |
| 2. Small of the Butt | _____ | 9. Muzzle | _____ |
| 3. Barrel | _____ | 10. Pump Lever | _____ |
| 4. Fore End | _____ | 11. Front Sight | _____ |
| 5. Rear Sight | _____ | 12. Trigger Guard | _____ |
| 6. Trigger | _____ | 13. Butt Plate | _____ |
| 7. Bolt | _____ | 14. Stock | _____ |

ANSWER KEY



Put the letter next to the matching name of the part of the cadet air rifle.

1.	Feed Track	<u> C </u>	8.	Safety Catch	<u> H </u>
2.	Small of the Butt	<u> L </u>	9.	Muzzle	<u> E </u>
3.	Barrel	<u> D </u>	10.	Pump Lever	<u> G </u>
4.	Fore End	<u> F </u>	11.	Front Sight	<u> I </u>
5.	Rear Sight	<u> J </u>	12.	Trigger Guard	<u> M </u>
6.	Trigger	<u> O </u>	13.	Butt Plate	<u> A </u>
7.	Bolt	<u> B </u>	14.	Stock	<u> K </u>

RANGE COMMANDS

Command	Action
"Cover off your firing point"	Stand up, move behind the firing point and await further commands.
"Place your equipment down and stand back"	Lay the equipment down on the mat and stand back when finished.
"Adopt the prone position"	Adopt the prone position, pick up the rifle, ready the equipment and put on hearing and eye protection.
Type of firing – "G.R.I.T."	This command includes information about the range and type of firing, i.e. Relay No._____, 10 metres, 5 rounds, Grouping, On Your Own Time.
"Relay, load, commence firing"	<ol style="list-style-type: none"> 1. Pick up and hold the rifle with the left hand. 2. Ensure the safety catch is in the ON position. 3. Pump the rifle. 4. When the pump lever is fully extended, pause for about 3 seconds. 5. Load the pellet. 6. Close the bolt. 7. Place the safety catch in the OFF position; aim the rifle at the target. 8. Squeeze the trigger. 9. Open the bolt. 10. Repeat the sequence for each shot. 11. Place the safety catch in the ON position and partially open the pump lever immediately after firing the practice. 12. Lay down the rifle.
MAY BE GIVEN	
"Relay, cease fire"	Stop firing immediately, put the safety catch in the ON position and lay the rifle down.
"Relay, resume fire"	Put the safety in the OFF position and continue the practice.

Command	Action
"Relay, unload"	<ol style="list-style-type: none"> 1. Pick up the rifle. 2. Remove the five-pellet clip if used. 3. Open the bolt. 4. Pump the rifle. 5. Close the bolt. 6. Place the safety catch in the OFF position. 7. Aim rifle at target. 8. Pull the trigger. 9. Place safety catch in the ON position.
"Relay, prepare for inspection"	<ol style="list-style-type: none"> 1. Open the bolt. 2. Open the pump lever 5 to 8 cm. 3. Place rifle on shoulder, muzzle pointed down range. 4. Wait to be cleared by the RSO. 5. Lay the rifle down. 6. Remove your hearing and eye protection.
"Relay, stand up"	Stand up and leave the equipment on the ground.
"Change targets"	Move forward, walk down the lane to remove old targets and replace them with new ones. Return to the firing point.
"Change relays"	Cadets who have just fired pick up their personal equipment and move off the firing point. The new relay covers off behind the firing point.

A-CR-CCP-177/PT-001, Cadet Marksmanship Program Reference Manual

CHAPTER 7

PO 107 – SERVE IN A SEA CADET CORPS



ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 1

EO M107.01 – PARTICIPATE IN A DISCUSSION ON PHASE ONE TRAINING

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material;
- prepare a set of Performance Objective (PO) index cards, to put under chairs, as described in the activity for TP1;
- compile information regarding total periods for each PO (mandatory and complementary) and the activities associated with each PO (e.g. on-the-water weekends, tours, speakers, etc.); and
- create a list of optional training offered at the corps, including timings, participation requirements and restrictions.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

The group activity in TP1 was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to:

- be familiar with the POs covered in Phase One; and

- be familiar with the corps optional training opportunities.

IMPORTANCE

Having an overview of the training opportunities provided to Phase One cadets prepares new cadets for the training year. They will be able to see how training fits together and identify areas they are particularly interested in. This overview should excite and energize cadets for the coming year.

Teaching Point 1

Discuss the Content and Format of Phase One Training

Time: 15 min

Method: Activity/Interactive Lecture

PERFORMANCE OBJECTIVES

The cadet training program is divided into subjects called Performance Objectives (POs). There are 12 mandatory POs and one complementary PO in Phase One.

Phase One PO Numbers	Topic	Performance Objective/Statement
101	Citizenship	Participate in Citizenship Activities
102	Community Service	Perform Community Service
103	Leadership	Participate as a Member of a Team
104	Personal Fitness and Healthy Living	Develop a Personal Activity Plan
105	Recreational Sports	Participate in Various Sporting Activities in Pursuit of a Healthy Lifestyle
106	Marksmanship	Fire the Cadet Air Rifle
107	General Cadet Knowledge	Serve in a Sea Cadet Corps
108	Drill	Participate in an Annual Ceremonial Review Parade
120	Canadian Navy and the Maritime Community	Become Familiar With the Sea Element of the Canadian Forces and Maritime Community
121	Ropework	Perform Basic Ropework
122	Small Craft Operations (Dinghy Sailing, Power Boating, Whaler Sailing, Tall Ship/ Minor Vessels, Canoe/Kayak) – Weekend Training	Participate in a Small Craft Operations Weekend
123	Ship's Operations	Respond to Basic Forms of Naval Communication
124	Sailing (Complementary)	Sail a Sailboat in Accordance With the Canadian Yachting Association White Sail Level I

ACTIVITY

Time: 10 min

OBJECTIVES

This activity is designed to familiarize the cadet with the POs taught in Phase One.

RESOURCES

- Index cards with the PO numbers and topics as per Annex A.
- Index cards with the objectives/statements as per Annex A.

ACTIVITY LAYOUT

1. Prior to the lesson, distribute all of the index cards. The index cards should be taped under chairs or placed face down on the desks.
2. Direct all cadets to look at their cards. The instructor will randomly select one of the cadets to read their card aloud.
 - If the card is a PO topic, the cadet who thinks they have the matching objective/statement on their card will read out their answer.
 - If the card contains an objective/statement, the cadet who thinks they have the matching PO topic will read out their answer.
3. The remainder of the cadets in the class should indicate whether they agree or disagree with this match.
4. If the match is incorrect, the instructor will ask for another cadet who thinks they have the correct match to read it to the class.
5. If the match is correct, the instructor will confirm it and provide some detail about the PO including periods allocated and associated activities. The instructor will then randomly select another cadet to read their card aloud. The index cards should then be posted on the wall.
6. The game will continue until all PO topics and objectives/statements have been covered.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

During the activity, the instructor will:

- ensure the cadets are following instructions;
- answer questions;
- correct errors; and
- confirm success.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

Q1. What PO most interested you? Go around the room and have the cadets state what PO they are most interested in and why.

ANTICIPATED ANSWERS

A1. Get each cadet to name the PO that they are most interested in. Possible answers could include all of the POs listed here:

- citizenship;
- community service;
- leadership;
- personal fitness and healthy living;
- recreational sports;
- marksmanship;
- general cadet knowledge;
- drill;
- Canadian Navy and the maritime community;
- ropework;
- small craft operations (dinghy sailing, power boating, whaler sailing, tall ship/minor vessels); or
- ship's operations.

Teaching Point 2

Discuss Corps Optional Training

Time: 10 min

Method: Interactive Lecture

CORPS OPTIONAL TRAINING OPPORTUNITIES

In addition to the mandatory and complementary PO training conducted during training sessions, the corps may also offer extracurricular activities, called optional training. This may include, but is not limited to:

- bands;
- drill teams;
- sports teams;
- interest clubs;
- biathlon;
- marksmanship;
- trips and tours; and

- special events.



The focus here should be on activities that the corps is involved in. Days of training, timings, level of participation and any other important details should be included.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. When does optional training take place?
- Q2. What optional training activities generate interest?

ANTICIPATED ANSWERS

- A1. Optional training generally occurs outside of the regular training sessions. These are normally extracurricular activities that a cadet may choose to participate in.
- A2. Answers will vary depending on the cadet and what the corps offers.

END OF LESSON CONFIRMATION

Cadets should be familiar with all of the POs they will participate in during Phase One training.

CONCLUSION

HOMEWORK/READING/PRACTICE

The corps training calendar will have information on optional activities.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

There is a wide variety of training available in Phase One. Cadets should look for activities that interest them outside of the mandatory training provided. The cadet will enjoy and benefit more from this program by getting involved in these activities.

INSTRUCTOR NOTES/REMARKS

Much of the material in this lesson will be specific to each corps. The corps training plan must be reviewed in order to accurately represent the mandatory, complementary and support days.

REFERENCES

Local Corps Training Plan.

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ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 2

EO M107.02 – IDENTIFY SEA CADET AND NAVAL OFFICER RANKS

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material;
- confirm all materials from activity resources lists are available;
- obtain a set of cadet ranks and/or slip-ons from the corps supply;
- prepare visual aids of the cadet ranks (e.g. pictures, rank poster, overheads, etc.);
- prepare sets of index cards with pictures of cadet ranks (enough sets to provide each cadet with a card) for TP2 activity;
- if available, obtain a set of officer ranks;
- prepare visual aids of the officer ranks (e.g. pictures, rank poster, overheads, etc.); and
- create index cards of the officer ranks up to Lt(N) (enough sets to provide each cadet with a card) for TP4 activity.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The interactive lecture method was chosen for TP1 and TP3 as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

The group activity in TP2 and TP4 was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify the sea cadet and naval officer ranks.

IMPORTANCE

It is important that the cadets be able to identify ranks of both cadets and officers in order to pay proper marks of respect and follow the chain of command. It is also a matter of courtesy to address people by their correct rank.

Teaching Point 1

Identify the Sea Cadet Rank Structure

Time: 6 min

Method: Interactive Lecture



Criteria for Sea Cadet Promotions are found in CATO 33-01.

CADET RANKS

Every cadet in the corps has a rank. Ranks are an indication of the experience and responsibility each cadet has.



Throughout TP1 cadets should be told about the likenesses and differences between the Sea Cadet rank structure and that of the naval NCM ranks. Images of the naval NCM ranks are found in Annex D.

ORDINARY SEAMAN (OS)

Cadets will start at the rank of ordinary seaman upon enrolment in sea cadets.

There is no badge for the rank of ordinary seaman.

ABLE SEAMAN (AB)

Cadets will normally be promoted to the rank of able seaman upon completion of Phase One training.

The able seaman rank badge has one chevron. When worn on the tunic it is worn on the upper left sleeve, centred midway between the shoulder seam and the point of the elbow.



Royal Canadian Sea Cadet Dress Instructions

Figure 7-2-1 Able Seaman Rank Badge

LEADING SEAMAN (LS)

Cadets will normally be promoted to the rank of leading seaman upon completion of Phase Two training.

The leading seaman rank badge has two chevrons. When worn on the tunic it is worn on the upper left sleeve, centred midway between the shoulder seam and the point of the elbow.



Royal Canadian Sea Cadet Dress Instructions

Figure 7-2-2 Leading Seaman Rank Badge

MASTER SEAMAN (MS)

Cadets will normally be promoted to the rank of master seaman upon completion of Phase Three training.

The master seaman rank badge has two chevrons with an anchor on top. When worn on the tunic it is worn on the upper left sleeve, centred midway between the shoulder seam and the point of the elbow.



Royal Canadian Sea Cadet Dress Instructions

Figure 7-2-3 Master Seaman Rank Badge

PETTY OFFICER SECOND CLASS (PO2)

Cadets will normally be promoted to the rank of petty officer second class upon completion of Phase Four training.

The petty officer second class badge has three chevrons with two crossed anchors on top. When worn on the tunic it is worn on the upper left sleeve, centred midway between the shoulder seam and the point of the elbow.



Royal Canadian Sea Cadet Dress Instructions

Figure 7-2-4 Petty Officer Second Class Rank Badge

PETTY OFFICER FIRST CLASS (PO1)

The petty officer first class badge is a crown. When worn on the tunic it is worn on the lower left sleeve, centred midway between the bottom of the cuff and the point of the elbow.



Royal Canadian Sea Cadet Dress Instructions

Figure 7-2-5 Petty Officer First Class Rank Badge

CHIEF PETTY OFFICER SECOND CLASS (CPO2)

Cadets will be promoted to the rank of chief petty officer second class based on merit.

The chief petty officer second class badge is a crown encircled by a wreath. When worn on the tunic it is worn on the lower left sleeve, centred midway between the bottom of the cuff and the point of the elbow.



Royal Canadian Sea Cadet Dress Instructions

Figure 7-2-6 Chief Petty Officer Second Class Rank Badge

CHIEF PETTY OFFICER FIRST CLASS (CPO1)

Cadets will be promoted to the rank of chief petty officer first class based on merit. This is the highest rank a cadet may achieve.

The chief petty officer first class badge is the Canadian Coat of Arms. When worn on the tunic it is worn on the lower left sleeve, centred midway between the bottom of the cuff and the point of the elbow.



Royal Canadian Sea Cadet Dress Instructions

Figure 7-2-7 Chief Petty Officer First Class Rank Badge



Ranks are also worn on the gunshirt, all-season jacket, blue postman shirt, V-neck sweater, and combat shirt. Badges for the gunshirt are the same as those of the tunic, except the insignia is blue on white. When worn on the gunshirt all rank badges shall be worn on the left sleeve, centred midway between the top of the shoulder and the bottom of the sleeve. Slip-ons are worn on both shoulders of the all-season jacket, blue postman shirt, V-neck sweater, and combat shirt.



Bringing the badges and/or slip-ons into the classroom to hand around for the cadets to look at would add an element of realism to the class.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What is the highest rank a cadet may achieve?
- Q2. Which rank has three chevrons with two crossed anchors on top?
- Q3. What rank is a cadet normally promoted to upon completion of Phase One training?

ANTICIPATED ANSWERS

- A1. Chief petty officer first class.
- A2. Petty officer second class.
- A3. Able seaman.

Teaching Point 2

Conduct an Activity To Confirm the Cadets Knowledge of the Sea Cadet Rank Structure

Time: 6 min

Method: Activity

ACTIVITY – WHO AM I?

OBJECTIVE

The objective of this activity is for cadets to become familiar with the sea cadet ranks.

RESOURCES

- Paper copies of each rank (use as many ranks as the number of cadets in the class. If there are more than eight cadets, there can be more than one cadet with the same rank). These can be found at Annex B.
- Tape.

ACTIVITY LAYOUT

- Tape ranks to the back of each cadet (the cadet does not get to see the rank that is on their back). Cadets should not talk while this is being done.
- The cadets have to walk around and ask other cadets yes/no questions to determine what rank they are wearing. For example, “Do I have two chevrons?” The cadet has to determine from the answers what rank they are.
- The cadets can only ask one question to each of the other cadets to determine what rank they are. This will ensure the cadets are interacting fully with the other members of the class.

- Once cadets have determined what rank they think they are, they will have to group with any other cadets who are the same rank, if there are any.
- After three minutes, the cadets, split into their groups, have to present what rank they think they are based on the information they have received. For example, if a group has determined they have only two chevrons on their back, they would present themselves as the leading seaman group/individual.

SAFETY

Ensure there is an open area in the classroom that the cadets can easily walk around in.

INSTRUCTOR GUIDELINES

- Ensure that cadets do not take their ranks off to look at them.
- Ensure that the cadets have a full understanding of how to ask the right questions to determine what rank they are before starting the activity.

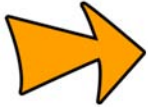
Teaching Point 3

Identify the Naval Officer Rank Structure

Time: 7 min

Method: Interactive Lecture

SUBORDINATE OFFICER



The instructor should make sure the cadets are aware that they will not usually encounter senior or flag officers at the corps. Some larger corps may have a lieutenant-commander as the commanding officer. As such, more emphasis should be placed on the subordinate and junior officers during the lesson.

Naval Cadet (NCdt)

The naval cadet rank is identified by one thin gold braid.



www.forces.gc.ca/site/Community/insignia/nava_e.asp

Figure 7-2-8 Naval Cadet Rank

The subordinate officer headdress is easily identifiable, as it has no adornment in the form of gold braid.



www.navres.forces.gc.ca/HQ-QG/recrut/grade_e.htm

Figure 7-2-9 Female and Male Subordinate Officer Headdress

JUNIOR OFFICERS

Once an officer is promoted to the rank of acting sub-lieutenant they become a commissioned member of the Canadian Forces. Receiving a commission means that a person has been recognized by the monarchy (King or Queen) to serve as an officer.



www.navres.forces.gc.ca/HQ-QG/recrut/grade_e.htm

Figure 7-2-10 Female and Male Junior Officer Headdress

Acting Sub-Lieutenant (A/SLt)

The acting sub-lieutenant rank is identified by one thick gold braid.



www.forces.gc.ca/site/Community/insignia/nava_e.asp

Figure 7-2-11 Acting Sub-Lieutenant Rank

Sub-Lieutenant (SLt)

The sub-lieutenant rank is identified by one thick gold braid, with one thin gold braid on top of it.



www.forces.gc.ca/site/Community/insignia/nava_e.asp

Figure 7-2-12 Sub-Lieutenant Rank

Lieutenant (Navy) (Lt(N))

The lieutenant (navy) rank is identified by two thick gold braids.



www.forces.gc.ca/site/Community/insignia/nava_e.asp

Figure 7-2-13 Lieutenant (Navy) Rank

SENIOR OFFICERS



www.navres.forces.gc.ca/HQ-QG/recrut/grade_e.htm

Figure 7-2-14 Female and Male Senior Officer Headdress

Lieutenant-Commander (LCdr)

The lieutenant-commander rank is identified by two thick gold braids with one thin gold braid in between.



www.forces.gc.ca/site/Community/insignia/nava_e.asp

Figure 7-2-15 Lieutenant-Commander Rank

Commander (Cdr)

The commander rank is identified by three thick gold braids.



www.forces.gc.ca/site/Community/insignia/nava_e.asp

Figure 7-2-16 Commander Rank

Captain (Navy) (Capt(N))

The captain (navy) rank is identified by four thick gold braids



www.forces.gc.ca/site/Community/insignia/nava_e.asp

Figure 7-2-17 Captain (Navy) Rank

FLAG OFFICERS

Flag officers are unique in that there are two manners in which to distinguish their ranks. All four of these ranks will wear one extra thick braid when in their dress uniform. To distinguish between the four ranks, there are differences in their epaulettes. All of the epaulettes will have a crown over a pair of crossed swords; with the distinguishing feature being the number of maple leaves under the swords.



www.navres.forces.gc.ca/HQ-QG/recrut/grade_e.htm

Figure 7-2-18 Female and Male Flag Officer Headdress

Commodore (Cmdre)

The commodore rank is identified by one maple leaf under the swords.



www.forces.gc.ca/site/Community/insignia/nava_e.asp

Figure 7-2-19 Commodore Rank

Rear-Admiral (RAdm)

The rear-admiral rank is identified by two maple leaves under the swords.



www.forces.gc.ca/site/Community/insignia/nava_e.asp

Figure 7-2-20 Rear-Admiral Rank

Vice-Admiral (VAdm)

The vice-admiral rank is identified by three maple leaves in a triangular pattern under the swords.



www.forces.gc.ca/site/Community/insignia/nava_e.asp

Figure 7-2-21 Vice-Admiral Rank

Admiral (Adm)

The admiral rank will be identified by four maple leaves in a diamond pattern under the swords.



www.forces.gc.ca/site/Community/insignia/nava_e.asp

Figure 7-2-22 Admiral Rank



Bringing the ranks into the classroom to hand around for the cadets to look at would add an element of realism to the class. As the officers' ranks will not all be readily available there should be pictures of them that the cadets may look at.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. What is the lowest rank that a naval officer may hold?
- Q2. Which rank has two thick gold braids?
- Q3. Which rank has one thick gold braid with a thin gold braid over it?

ANTICIPATED ANSWERS

- A1. Naval Cadet.
- A2. Lieutenant (Navy).
- A3. Sub-Lieutenant.

Teaching Point 4

Conduct an Activity To Confirm the Cadets Knowledge of the Naval Officer Rank Structure

Time: 6 min

Method: Activity

ACTIVITY – RANK TRADE

Time: 6 min

OBJECTIVE

The objective of this activity is for cadets to become familiar with the naval officer ranks.

RESOURCES

Sets of index cards, one for each cadet.

ACTIVITY LAYOUT

- Distribute index cards, one for each cadet (Annex C).
- Direct cadets to introduce their rank to another cadet. When both cadets have introduced their ranks, they will trade cards. They are to repeat the process with three different cadets.
- Direct the cadets to form groups based on the rank they are holding.
- Direct the groups to form a line of ranks, in order from NCdt to Lt(N).

SAFETY

Ensure there are no obstacles in the way.

INSTRUCTOR GUIDELINES

During the activity:

- ensure the cadets are following instructions;
- answer questions;
- correct errors; and
- confirm success.

END OF LESSON CONFIRMATION

Cadets should be able to identify the sea cadet and naval officer ranks as the instructor holds them up.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There will be no formal assessment of this EO.

CLOSING STATEMENT

Cadets will be required to recognize the sea cadet and naval officer ranks on an ongoing basis throughout their time as a cadet.

INSTRUCTOR NOTES/REMARKS

Cadets will not become proficient at recognizing every cadet and officer rank after a 30-minute period of instruction.

REFERENCES

- A1-003 A-CR-005-001/AG-001 D Cdts 4-3. (Draft). *Royal Canadian Sea Cadet Dress Instructions*. Ottawa, ON.
- A1-011 Department of National Defence Canadian Forces. Retrieved 4 April 2006, from www.forces.gc.ca/site/Community/insignia/nava_e.asp.
- A1-014 Naval Reserve. Retrieved 10 April 2006, from www.navres.forces.gc.ca/HQ-QG/recrut/grade_e.htm.

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COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 3

EO M107.03 – OBSERVE THE RULES AND PROCEDURES FOR THE PAYING OF COMPLIMENTS

Total Time: 30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor is required to:

- review the lesson content, and become familiar with the material;
- assign handbook reading to cadets that relates to this EO; and
- prepare a suitable classroom area.

PRE-LESSON ASSIGNMENT

Prior to the lesson, the cadet shall have read the handbook material related to this EO. The material covers origins of saluting and supplementary information on appropriate occasions to pay compliments.

APPROACH

The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to know when and where to pay compliments.

IMPORTANCE

Knowledge gained during this lesson will be applied when addressing and interacting with officers and NCOs at the corps and the cadet summer training centre.

Teaching Point 1

Explain the Procedures for Addressing Cadet NCOs and Subordinate Officers

Time: 7 min

Method: Interactive Lecture

ADDRESSING CADET NCOs AND SUBORDINATE OFFICERS

It is important to pay the correct compliments to the appropriate individuals.

When addressing a cadet NCO or a subordinate officer, the cadet will stand at the position of attention. As cadet NCOs and subordinate officers do not hold a commission from the Queen, they are not saluted. Throughout the conversation, the cadet shall address the NCO or subordinate officer by their rank and surname and remain at the position of attention. When the cadet has completed addressing the NCO or officer, they should dismiss themselves appropriately by turning to the right.



The instructor should demonstrate this process prior to moving on to the activity.

ACTIVITY

Time: 3 min

OBJECTIVE

To allow cadets to practice the procedures for addressing cadet NCOs and subordinate officers.

RESOURCES

Role-play area.

ACTIVITY LAYOUT

- Dependent on time, the cadets can be divided into groups and practice these procedures with their peers.
- If time does not allow, call for volunteers to come to the front of the class. In this case, the instructor shall play the role of the NCO or subordinate officer.
- Have cadets practice the procedures for addressing cadet NCOs and subordinate officers, including:
 - approaching the NCO/subordinate officer and standing at the position of attention;
 - addressing the NCO/subordinate officer by their rank and surname; and
 - dismissal.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

Ensure there is sufficient area to conduct the role-play activity.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. Do cadet NCOs and subordinate officers hold a commission from the Queen?
- Q2. If they do not hold a commission, are they saluted?
- Q3. Name an action the cadet should take while addressing a cadet NCO/subordinate officer.

ANTICIPATED ANSWERS

- A1. No, they do not hold a commission.
- A2. No, they are not saluted.
- A3. Standing at the position of attention, addressing by rank and surname, and dismissing appropriately.

Teaching Point 2**Explain the Procedures for Addressing a Commissioned Officer**

Time: 5 min

Method: Interactive Lecture

ADDRESSING COMMISSIONED OFFICERS

When addressing commissioned officers, the same procedures are followed as when addressing NCOs and subordinate officers except a salute shall be given.

The cadet shall stand at the position of attention after approaching the commissioned officer. The cadet will then give the appropriate salute as outlined in A-PD-201-000/PT-000, *Canadian Forces Manual of Drill and Ceremonial*. Throughout the conversation the cadet shall address the commissioned officer by their rank and surname and always remain at the position of attention unless otherwise directed by the commissioned officer. When the cadet has completed addressing the officer, they should again salute and dismiss themselves appropriately.



The instructor should demonstrate this process prior to moving on to the activity.

ACTIVITY

Time: 3 min

OBJECTIVE

To allow cadets to practice the procedures for addressing commissioned officers.

RESOURCES

Role-play area.

ACTIVITY LAYOUT

- Dependent on time, the cadets can be divided into groups and practice these procedures with their peers.
- If time does not allow, call for volunteers to come to the front of the class. In this case, the instructor shall play the role of the commissioned officer.
- Have cadets practice the procedures for addressing commissioned officers, including:
 - approaching the commissioned officer and standing at the position of attention;
 - saluting;
 - addressing the commissioned officer by their rank and surname;
 - saluting prior to dismissal; and
 - dismissal.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

Ensure there is sufficient area to conduct the role-play activity.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. Are you required to salute commissioned officers? Why?
- Q2. When should the commissioned officer be saluted?

ANTICIPATED ANSWERS

- A1. Yes. They hold a commission from the Queen.
- A2. After the officer has been approached and prior to dismissal.

Teaching Point 3

Explain Regulations for Paying Compliments Inside a Building

Time: 9 min

Method: Interactive Lecture

PAYING COMPLIMENTS INSIDE A BUILDING

Salutes are not given inside buildings except when on parade, during ceremonial occasions, or when entering and leaving offices. However, cadets shall turn their head and offer a polite greeting when meeting an officer in a common area. It is not customary to wear headdress inside a building.

ENTERING THE SHIPS OFFICE

When entering an office the cadet shall:

- stand at the position of attention in the doorway;
- salute if wearing headdress and the office occupant holds a commission; and

- politely ask permission to enter the office.

LEAVING THE SHIPS OFFICE

When leaving an office the cadet shall:

- stand at the position of attention in the doorway;
- salute if wearing headdress and the office occupant holds a commission; and
- depart.



The instructor should demonstrate this process prior to moving on to the activity.

ACTIVITY

Time: 5 min

OBJECTIVE

To allow cadets to practice the procedures for entering and leaving offices.

RESOURCES

Role-play area.

ACTIVITY LAYOUT

- Dependent on time, the cadets can be divided into groups and practice these procedures with their peers.
- If time does not allow, call for volunteers to come to the front of the class. In this case, the instructor shall play the role of the office occupant.
- Have cadets practice the procedures for entering and leaving offices, including:
 - Entering:
 - stand at the position of attention in the doorway when entering;
 - salute if wearing headdress and the office occupant holds a commission; and
 - politely ask permission to enter the office.
 - Leaving:
 - stand at the position of attention in the doorway when leaving the office;
 - salute if wearing headdress and the office occupant holds a commission; and
 - depart.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

Ensure there is sufficient area to conduct the role-play activity.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

Q1. Name two times or places where compliments are paid inside a building.

ANTICIPATED ANSWERS

A1. Parade square, ceremonial occasions, entering and leaving offices.

Teaching Point 4

Explain Other Occasions To Pay Compliments

Time: 4 min

Method: Interactive Lecture

OTHER OCCASIONS TO PAY COMPLIMENTS

Cadets shall salute on the following occasions:

- When the Canadian or another foreign national anthem is played.
- When recognizing a commissioned officer who is not in uniform.
- When The National Flag of Canada is being lowered or raised.
- When boarding or disembarking any of Her Majesty's Canadian ships or those of a foreign service, cadets shall pay compliments to the quarterdeck.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS

Q1. Does one salute when recognizing a commissioned officer out of uniform?

Q2. Does one pay compliments if the Star Spangled Banner is played?

ANTICIPATED ANSWERS

A1. Yes, compliments shall be paid.

A2. Yes, compliments are paid for all national anthems.

END OF LESSON CONFIRMATION

This lesson will be confirmed by verbal questioning.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO. Instructors will confirm cadets' comprehension of the material during parade nights and other activities at the corps.

CLOSING STATEMENT

The cadets have learned how to address cadet NCOs, subordinate and commissioned officers; how to pay compliments inside a building; and other occasions on which to salute. Knowledge gained during this lesson will be applied when addressing and interacting with officers and NCOs at the corps and at the cadet summer training centre.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A0-002 A-PD-201-000/PT-000 National Defence. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: National Defence.
- A0-003 National Cadet Website. www.cadets.ca/support/cato-oaic/intro_e.asp?vol=1. CATO Volume 3.

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ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 4

EO M107.04 – STATE THE AIMS AND MOTTO OF THE SEA CADET PROGRAM

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material;
- prepare a suitable classroom area; and
- prepare puzzles for the end of lesson confirmation.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

The activities were selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to:

- be familiar with the mission and vision of the cadet program; and
- state the aims and motto of the sea cadet program.

IMPORTANCE

Knowing the aims and motto of the sea cadet program is fundamental for any sea cadet. This information will give cadets a better understanding of how the cadet program can help them develop both as a cadet and an individual.

Teaching Point 1

Conduct a Brainstorming Activity on the Mission of the Cadet Program

Time: 4 min

Method: Activity



Conduct the brainstorming activity before stating the mission.

MISSION OF THE CADET PROGRAM

The mission of the cadet program is to contribute to the development and preparation of youth for the transition to adulthood, enabling them to meet the challenges of modern society, through a dynamic, community-based program.

ACTIVITY

Time: 4 min

OBJECTIVE

The objective of this activity is to have cadets brainstorm ideas about what the mission of the cadet program is.

RESOURCES

- Flipchart paper.
- Flipchart markers.

ACTIVITY LAYOUT

- Separate the class into two groups.
- Give each group a piece of flipchart paper and a marker.
- Direct each group to brainstorm ideas about what they think the cadet program mission (or objective) is.
- Give the groups two minutes to complete this activity.
- After the two minutes, have each group present their ideas.
- Finish the activity by presenting the definition included in this teaching point.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

- During the activity, monitor the cadets' progress and ensure all members of the class are participating.
- Answer any questions the cadets may have.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

Q1. What is the mission of the cadet program?

ANTICIPATED ANSWERS

A1. To contribute to the development and preparation of youth for the transition to adulthood, enabling them to meet the challenges of modern society, through a dynamic, community-based program.

Teaching Point 2

Conduct a Brainstorming Activity on the Vision of the Cadet Program

Time: 4 min

Method: Activity



Conduct the brainstorming activity before stating the vision.

VISION OF THE CADET PROGRAM

The vision of the cadet program is a relevant, credible and proactive youth development organization, offering the program of choice for Canada's youth, preparing them to become the leaders of tomorrow through a set of fun, challenging, well-organized and safe activities.

ACTIVITY

Time: 4 min

OBJECTIVE

The objective of this activity is to have cadets brainstorm ideas about what the vision of the cadet program is.

RESOURCES

- Flipchart paper.
- Flipchart markers.

ACTIVITY LAYOUT

- Separate the class into two groups.
- Give each group a piece of flipchart paper and a marker.
- Direct each group to brainstorm ideas about what they think the cadet program vision is.

- Give the groups two minutes to complete this activity.
- After the two minutes, have each group present their ideas.
- Finish the activity by presenting the definition included in this teaching point.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

- During the activity, monitor the cadets' progress and ensure all members of the class are participating.
- Answer any questions the cadets may have.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

Q1. What is the vision of the cadet program?

ANTICIPATED ANSWERS

A1. The vision of the cadet program is a relevant, credible and proactive youth development organization, offering the program of choice for Canada's youth, preparing them to become the leaders of tomorrow through a set of fun, challenging, well-organized and safe activities.

Teaching Point 3

Describe the Three Aims of the Sea Cadet Program

Time: 7 min

Method: Interactive Lecture

DEVELOP IN YOUTH THE ATTRIBUTES OF GOOD CITIZENSHIP AND LEADERSHIP

The cadet program aims to help in the development of cadets as good citizens and leaders.

Through citizenship and community service activities, the cadet develops an understanding of and an appreciation for community membership and involvement within cadet, local, regional, provincial, national and global communities. Cadets' active involvement will have a positive impact on local communities, which will contribute to community strength and vibrancy.

Through leadership activities, cadets develop interpersonal skills and assume responsibility as effective team members, leaders and dynamic coaches. They will develop the ability to conduct themselves in an ethical and socially responsible way.

PROMOTE PHYSICAL FITNESS

The cadet program aims to promote physical well-being. Cadets develop an understanding of the benefits of fitness and a healthy lifestyle. This understanding, combined with on-going participation in fitness activities, aids in the development of positive attitudes and behaviours that build resiliency within cadets and enables them to meet challenges.

STIMULATE THE INTEREST OF YOUTH IN THE SEA, LAND AND AIR ACTIVITIES OF THE CANADIAN FORCES

The cadet program aims to expose youth to the sea, land and air activities of the Canadian Forces (CF). Cadets develop elemental skills through introduction and interaction with their respective CF communities. The cadet

program educates and promotes liaison with civilian maritime, adventure and aviation communities. These combined experiences and interactions are essential to the unique identity of the sea, army and air cadet organizations. Also, they distinguish the cadet program as a whole from other youth development programs.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. What are the three aims of the sea cadet program?
- Q2. How does the cadet program help in developing good citizens and leaders?
- Q3. How does the cadet program promote physical fitness?
- Q4. How does the cadet program stimulate an interest in the sea, land and air activities of the CF?

ANTICIPATED ANSWERS

- A1. The aims are to develop in youth the attributes of good citizenship and leadership, to promote physical fitness, and to stimulate the interest of youth in the sea activities of the CF.
- A2. The cadet program aims to help in the development of cadets as good citizens and leaders through citizenship and leadership. Through citizenship and community service activities, the cadet develops an understanding of and an appreciation for community membership and involvement within cadet, local, regional, provincial, national and global communities. Cadets' active involvement will have a positive impact on local communities, which will contribute to community strength and vibrancy. Within leadership, cadets develop interpersonal skills and assume responsibility as effective team members, leaders and dynamic coaches. They will develop the ability to conduct themselves in an ethical and socially responsible way.
- A3. The cadet program aims to promote physical well-being. Cadets develop an understanding of the benefits of fitness and a healthy lifestyle. This understanding, combined with on-going participation in fitness activities, aids in the development of positive attitudes and behaviors that build resiliency within cadets and enables them to meet challenges.
- A4. The cadet program aims to expose youth to the sea, land and air activities of the CF. Cadets develop elemental skills through introduction and interaction with their respective CF communities. The cadet program educates and promotes liaison with civilian maritime, adventure and aviation communities. These combined experiences and interactions are essential to the unique identity of the sea, army and air cadet organizations, distinguishing each from each other, and the cadet program as a whole from other youth development programs.

Teaching Point 4

State the Motto of the Sea Cadet Program

Time: 3 min

Method: Interactive Lecture

MOTTO OF THE SEA CADET PROGRAM

The motto of the sea cadet program is "Ready Aye Ready".

CONFIRMATION OF TEACHING POINT 4

QUESTIONS

- Q1. What is the motto of the sea cadet program?

ANTICIPATED ANSWERS

A1. "Ready Aye Ready".

END OF LESSON CONFIRMATION

ACTIVITY

Time: 5 min

OBJECTIVE

The objective of this activity is to confirm the teaching points of the lesson. Cadets will assemble puzzles of the mission, vision, aims and motto of the sea cadet program.

RESOURCES

- Puzzles found in Annex E.
- Scissors.
- Envelopes.

ACTIVITY LAYOUT

- Cut each puzzle, found in Annex E, and place each into a separate envelope.
- Separate the class into four groups.
- Give each group an envelope with a puzzle in it.
- Direct each group to piece together the puzzle in the envelope.
- When the puzzles are complete, have a member of each group read out what their group's puzzle says.
- Finish the activity by confirming each puzzle again.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

- During the activity, supervise the cadets' progress and ensure all members of the class are participating.
- Answer any questions the cadets may have.
- Confirm successful completion of the cadets' puzzles.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this lesson.

CLOSING STATEMENT

The aims and motto of the sea cadet program provide the cadet with a greater understanding of what it means to be a sea cadet. The aim and motto will contribute to the development of a sense of pride in belonging to the sea cadet program.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A0-003 Cadets Canada. (1999). CATO 11-03, *Aim of the Canadian Cadet Organizations*. In Cadet Administrative and Training Orders (Volume 1). Ottawa, ON.

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ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 5

EO M107.05 – WEAR THE SEA CADET UNIFORM

Total Time:

60 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material;
- gather all necessary uniform parts, badges and accessories; and
- gain access to an ironing board, iron, pressing cloth, boot polish, boot cloth, old toothbrush and lint brush.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

The demonstration method was also chosen due to the practical nature of caring for a uniform. This method provides the instructor the opportunity to introduce the subject matter and demonstrate procedures. The demonstration method must always be used when the taxonomic level of the material requires a performance of a skill. This method is highly developmentally appropriate for young cadets.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to wear the sea cadet uniform to the standard set forth by the *Royal Canadian Sea Cadets Dress Instructions*.

IMPORTANCE

The cadet uniform is highly recognizable and the standard of personal dress, appearance and grooming shall be such as to reflect credit on the individual as well as on the Canadian Cadet Organization (CCO).

Teaching Point 1

Explain and Demonstrate the Correct Manner To Wear the Seaman's Cap

Time: 3 min

Method: Demonstration/Interactive Lecture

WEARING THE SEAMAN'S CAP

The seaman's cap is worn so the rim of the cap is one finger above the eyebrow with the front seam centred directly over the nose.

CHIN STAY

The chin stay should be sewn into the cap at the correct length to permit the stay to fit snugly under the chin.

The chin stay shall be worn:

- when webbing is worn, with the exception of Chief Petty Officers (CPOs) when not formed as part of an armed or ceremonial party;
- when sailing, pulling, or operating a power vessel in uniform; and
- by all uniformed cadets under windy conditions.

CAP TALLY

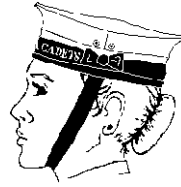
A cap tally is to be worn on the seaman's cap as follows:

- **"Royal Canadian Sea Cadets" (RCSC) Cap Tallies.** The centre of the lettering on the cap tally (between the "l" and "A" in the word "Canadian") should be in line with the front cap seam. It is tied in a neat bow, not more than 7.5 cm and not less than 5 cm across, the ends being equal in length. The bow is to be centred on the left ear vents.
- **"Corps Title" Cap Tallies.** These may be obtained at no cost to the Crown and used as an optional alternative to the RCSC cap tally. They shall be worn as the latter, except the centre of the lettering will vary. If corps title cap tallies are used, all the cadets of the corps shall wear them.



Royal Canadian Sea Cadet Dress Instructions

Figure 7-5-1 RCSC Cap Tally



Royal Canadian Sea Cadet Dress Instructions

Figure 7-5-2 Seaman's Cap With Chin Stay and Cap Tally

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. How many fingers above the eyebrow is the seaman's cap to be worn?
 Q2. How does the RCSC cap tally get worn on the seaman's cap?

ANTICIPATED ANSWERS

- A1. One finger above.
 A2. Centred between the "I" and the "A" in the word Canadian with the front cap seam, with a neat bow, between 5 to 7.5 cm in length, centred over the left ear vents.

Teaching Point 2

Describe How To Care For the Seaman's Cap

Time: 2 min

Method: Demonstration

CARE OF THE SEAMAN'S CAP

The seaman's cap should be cared for in an appropriate manner, to include:

- The cap tally fits snugly to the rim of the seaman's cap.
- Clean the cap tally with warm water to ensure there are no marks on it.
- Clean the white part of the cap with cold water and a mild detergent or white toothpaste, taking care not to get any on the cap tally.



The cap tally can be made taut by using steam from a kettle. Ensure the bow portion is not steamed, as the steam will cause the material to shrink.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. How should the cap tally be cared for?
 Q2. How should the white part of the cap be cleaned?

ANTICIPATED ANSWERS

- A1. The cap tally should be steamed to ensure it is fit snugly to the rim of the cap and cleaned with warm water to ensure there are no marks on it.
- A2. The white part of the cap should be cleaned with cold water and a mild detergent or white toothpaste, taking care not to get any marks on the cap tally.

Teaching Point 3

Describe Other Authorized Headdress and Their Proper Wear

Time: 2 min

Method: Interactive Lecture

BERET

The beret shall be worn evenly on the head with the sweatband 2.5 cm above the eyebrows with the insignia centred over the left eye. The crown of the beret shall be pulled downward to the right and rear with the drawstrings tucked into the gap of the sweatband at the back of the head. The sea cadet metal insignia shall be the cap insignia.

WIDE-BRIMMED TAN SUMMER HAT

Cadets participating in summer activities for which the regular headdress is unsuitable may wear the wide-brimmed tan summer hat.

BASEBALL CAP

The baseball cap:

- only if it is an approved and locally procured baseball cap as directed in the *Royal Canadian Sea Cadet Dress Instructions*;
- shall be worn with the beak to the front and the insignia centred;
- shall be worn by cadets when undergoing training activities for which regular headdress is unsuitable; and
- shall not be worn when proceeding to and from the corps.

CADET TOQUE

The cadet toque shall be worn only with the all-season jacket. It shall be worn so the rim of the toque is one finger above the eyebrow and the insignia centred directly over the nose.

TURBAN

The turban may only be worn for those adherents of the Sikh religion and is to be worn with the sea cadet metal as the insignia.



As each headdress is being presented, if it is available, the instructor should demonstrate how to wear it properly.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. How is the beret to be worn?
- Q2. When may the wide-brimmed tan summer hat be worn?
- Q3. When may the cadet toque be worn?

ANTICIPATED ANSWERS

- A1. The beret is to be worn evenly on the head with the sweatband 2.5 cm above the eyebrows and the sea cadet metal insignia centred directly over the left eye. The crown of the beret is to be pulled downward and to the right and rear with the drawstrings tucked into the gap of the sweatband at the back of the head.
- A2. Cadets participating in summer activities for which the regular headdress is unsuitable may wear the wide-brimmed tan summer hat.
- A3. The cadet toque may only be worn with the all-season jacket.

Teaching Point 4**Explain and Demonstrate the Correct Manner in Which To Care For and Wear Clothing Articles on the Upper Body**

Time: 16 min

Method: Demonstration/Interactive Lecture

RANK SLIP-ONS

All cadets will wear rank slip-ons with the postman blue shirt, naval combat shirt and jacket, V-neck sweater, all-season jacket and field dress.

TURTLENECK SWEATER

The turtleneck sweater shall be worn with or without the tunic, but the latter must be worn when proceeding to and from the corps. It is to be worn with the sleeves down and with no rank insignia.

GUNSHIRT

The gunshirt:

- shall be worn with or without the service jacket, but the latter must be worn when proceeding to and from the corps;
- shall be worn pressed with creases along the upper edge of each sleeve, excluding the rank insignia;
- shall be worn pressed to have a vertical crease centred down the front of the gunshirt;
- shall be worn with the black on white rank insignia centred on the left sleeve, when worn without the tunic;
- when worn without the tunic, shall be worn with a name tag centred over the right breast, in line with the top of the underarm and the right corner of the gunshirt collar; and
- when worn without the tunic, any ribbons shall be worn centred over the left breast, in line with the top of the underarm and the left corner of the gunshirt collar.

TUNIC

The tunic shall be worn as follows:

- Sleeves shall be roll pressed with no creases.
- Shall be worn fully buttoned with the exception of the first button from the top.
- The cloth belt is to be pulled taut with the buckle centred, and the excess of the belt on the left side not more than 8 cm.
- Shoulder insignia shall be worn on each shoulder of the tunic with the upper edge of the insignia as close as possible to the shoulder seam.



Royal Canadian Sea Cadet Dress Instructions

Figure 7-5-3 Shoulder Insignia

- Corps title insignia are worn immediately below and in contact with the RCSC insignia on both shoulders.

JERVIS BAY

Royal Canadian Sea Cadet Dress Instructions

Figure 7-5-4 Corps Title Insignia

- Corps crest is to be worn centred above the right breast pocket of the tunic, 15 mm above the top of the pocket (to allow for the name tag).



Royal Canadian Sea Cadet Dress Instructions

Figure 7-5-5 Tunic Corps Crest

- Rank badges are to be worn according to dress instructions based on the rank of the cadet.
- Badges are to be affixed to the tunic as described in the *Royal Canadian Sea Cadet Dress Instructions*, Chapter 3.



All badges are to be sewn on the tunic using thread which blends with the colour of the badge.

ALL-SEASON JACKET

The all-season jacket is to be worn as follows:

- When carried, it shall be neatly draped over the left arm.
- When worn, the jacket shall remain fully buttoned, except for the neck button which may be unfastened at the discretion of the wearer.
- The RCSC crest, or all-season jacket corps crest, shall be worn on the right breast of the jacket on the pre-attached Velcro patch.



Royal Canadian Sea Cadet Dress Instructions

Figure 7-5-6 All-season Jacket Generic Crest

- May be worn year-round as weather conditions dictate.
- The liner and exterior of the jacket may be worn separately or as a set, except when decided upon for parades in public or as directed by the CO.
- Is worn with rank slip-ons on both shoulders.

LANYARD

The lanyard is to be worn as follows:

- Shall be worn under the collar of the tunic with the knot at the level of the first fastened button (second button of the tunic).
- The end of the lanyard shall be tucked into the inner corner of the left breast pocket with the slack of the bight hanging 8 cm below the top of the pocket.
- Should be washed regularly in mild detergent and hung to dry with a weight attached to one end to ensure it retains its length and shape.

BLACK GLOVES

Cadets may wear black gloves when weather conditions dictate.

BLACK MITTS

Black mitts that are plain in pattern may be worn with the all-season jacket when weather conditions dictate.

GREY SPORTS T-SHIRT

The grey sports T-shirt shall be worn as directed by the CO and shall be tucked evenly into the shorts.

NAME TAGS

The name tag shall be worn with ceremonial, service and traditional orders of dress and shall be:

- detachable;
- made of a black and white laminated plastic plate approximately 6.3 cm (2-1/2 in.) in length and 1.2 cm (1/2 in.) in height; and

- inscribed with white lettering 0.6 cm (1/4 in.) high and shall indicate the surname of the member only.



As each piece of the uniform is being presented, the instructor should demonstrate how to wear it properly.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS

- Q1. When are rank slip-ons to be worn?
- Q2. Where are creases to be worn on the gunshirt?
- Q3. How are the sleeves of the tunic to be pressed?

ANTICIPATED ANSWERS

- A1. Rank slip-ons are to be worn by all cadets on the postman blue shirt, naval combat shirt and jacket, V-neck sweater, all-season jacket and field dress.
- A2. The gunshirt shall have creases along the upper edge of each sleeve (excluding the rank insignia), as well as a vertical crease centred down the front of the gunshirt.
- A3. The sleeves of the tunic shall be roll pressed with no creases.

Teaching Point 5

Explain and Demonstrate the Correct Manner To Care For and Wear Clothing on the Lower Body

Time: 7 min

Method: Demonstration/Interactive Lecture

TROUSERS

The trousers are to be worn as follows:

- Shall be worn with the issued black belt.
- Shall be pressed so as to have creases centred down the front and back of each leg.
- Creases shall extend from the bottom of the pant leg to the bottom of the waistband.
- Should be ironed using a pressing cloth (thin towel, pillow case, or face cloth) in order to prevent shininess.

GREY SPORTS SHORTS

The grey sports shorts shall be worn as directed by the CO.

BLACK BELT

The issued black belt shall be worn with the trousers such that the buckle is centred and the ends are “brass on brass”.



As each piece of uniform is being presented, the instructor should demonstrate how to wear it properly.

CONFIRMATION OF TEACHING POINT 5

QUESTIONS

- Q1. How should the trousers be pressed?
 Q2. How should the issued black belt be worn?

ANTICIPATED ANSWERS

- A1. The cadet trousers should be pressed so there are creases centred down the front and back of each leg, which extend from the bottom of the pant leg to the bottom of the waistband.
 A2. The issued black belt should be worn on the trousers with the buckle centred and the ends “brass on brass”.

Teaching Point 6

Explain and Demonstrate the Correct Manner To Wear Footwear

Time: 5 min

Method: Demonstration/Interactive Lecture

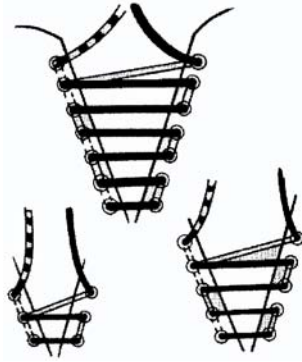
GREY SOCKS

Grey socks shall be worn with boots and issued running shoes unless the cadet suffers from a recognized allergy to wool, in which case grey or black socks may be worn.

BLACK ANKLE BOOTS

Black ankle boots are to be worn as follows:

- Boots are to be laced horizontally from side to side.
- When boots are tied, the ends of the laces are to be tucked inside the boot.
- Boots shall not be modified with any type of metal cleats, hobnails or other metal attachments to heels or soles.
- No varnish other than shoe polish will be used to shine the boots.



Royal Canadian Sea Cadet Dress Instructions

Figure 7-5-7 Method of Lacing Ankle Boots

ISSUED RUNNING SHOES

Issued running shoes are to be worn as follows:

- Shall be worn as directed by the CO.
- May be worn in uniform with accoutrements (i.e. webbing) if facility owner does not allow hard soled boots.
- May be worn in uniform in boats.
- Shall be worn with issued sports gear.

CARING FOR BLACK ANKLE BOOTS

The black ankle boots should be cleaned and polished on a regular basis to include the following:

1. Clean the catwalks of the boot with an old toothbrush and black boot polish.
2. Use a soft cloth wrapped around the index finger ensuring it is flat against the pad of the finger without any wrinkles.
3. Dampen the tip of the cloth and apply a moderate amount of black boot polish.
4. Apply the polish to the boot in a steady, light circular motion, starting with larger circles to cover the area of the boot and using smaller circles to continuously work the polish into the boot.
5. Continue to rub the polish with a light circular motion until the circles can no longer be seen.
6. Breathe on the boot often to help work the polish into the boot.



The entire boot must be shined so it is easiest to do the boot in sections. For example, if you start with the toe, move next to the heel, then the sides. It is important to remove the laces and clean the tongue of the boot.



As each piece of footwear is being presented, the instructor should demonstrate how to wear and care for it properly.

CONFIRMATION OF TEACHING POINT 6

QUESTIONS

- Q1. When should grey socks be worn?
- Q2. How should the black ankle boots be laced?

ANTICIPATED ANSWERS

- A1. Grey socks shall be worn at all times with boots and issued running shoes unless the cadet suffers from a recognized allergy to wool.
- A2. The black ankle boots should be laced horizontally from side to side.

Teaching Point 7**Explain and Demonstrate the Following Aspects of Personal Appearance**

Time: 10 min

Method: Demonstration/Interactive Lecture

GENERAL HAIRSTYLES

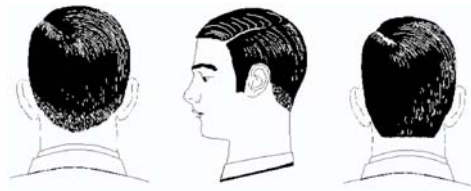
The following general points apply to hairstyles:

- Hair on the head shall be neatly groomed and conservatively styled.
- The length, bulk and style of the hair shall not preclude the proper wear of the seaman's cap.
- Style and colour shall not be bizarre, exaggerated, or unusual in appearance.
- Unusual colours such as green, bright red, orange, purple, etc. are not permitted.

MALE HAIRSTYLES

Male hair should be styled as follows:

- Shall be taper-trimmed at the back, sides and above the ears to blend with the hairstyle.
- Shall be no more than 15 cm (6 in.) in length and sufficiently short that, when the hair is groomed and the seaman's cap removed, no hair touches the ears or falls below the top of the eyebrows.
- Shall be no more than 4 cm (1-1/2 in.) in bulk at the top of the head, gradually decreasing to blend with the taper-trim at the sides and the back.
- Shall be kept free from the neck to a distance of 2.5 cm (1 in.) above the collar.
- May be of a taper-trimmed square back style.
- May be fully shaved off.



Royal Canadian Sea Cadet Dress Instructions

Figure 7-5-8 Male Hair Taper-trimmed

SIDEBURNS

Sideburns should be styled as follows:

- Shall not extend below a line horizontally bisecting the ear.
- Shall be squared off horizontally at the bottom edge and taper-trimmed to conform to the overall hairstyle.

MOUSTACHES

Moustaches, when worn, should be styled as follows:

- When worn alone, the unshaven portion of the face shall not extend outwards beyond the corners of the mouth.
- Shall be kept neatly trimmed.
- Shall not be greater than 2 cm (3/4 in.) in bulk.
- Shall not extend below the corners of the mouth.
- Shall not protrude beyond the width of the mouth.



Canadian Forces Dress Instructions

Figure 7-5-9 Moustache

BEARDS

Beards, when worn, should be styled as follows:

- Shall not be worn except for those cadets who are adherent of the Sikh religion or cadets experiencing recognized medical problems preventing them from shaving, confirmed in writing by a medical practitioner.
- Shall be worn with a moustache.

BEARDS AND MOUSTACHES WORN TOGETHER

When beards and moustaches are worn together, the following applies:

- Only the CO may authorize cadets to wear a beard and a moustache.

- If a request is granted, cadets will be given four weeks time to grow a full beard and moustache, after which, if it's not grown in, they will be required to shave.



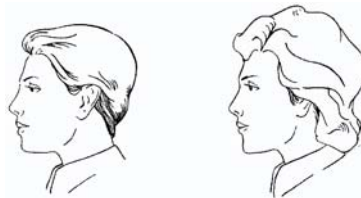
Canadian Forces Dress Instructions

Figure 7-5-10 Beard and Moustache

FEMALE HAIRSTYLES

Female hairstyles should be styled as follows:

- Hair shall not extend below the lower edge of the collar when worn down.



Royal Canadian Sea Cadet Dress Instructions

Figure 7-5-11 Female Short Hairstyles

- Exaggerated styles, including those with excessive fullness or extreme height, are not authorized.
- Hair may be worn in a bun at the back of the head.



Royal Canadian Sea Cadet Dress Instructions

Figure 7-5-12 Hair Styled in Bun

- Braids, if worn, shall be styled conservatively and tied tightly, secured at the end by a knot or a small-unadorned fastener.
- A single braid shall be worn in the centre of the back.



Royal Canadian Sea Cadet Dress Instructions

Figure 7-5-13 Single Braid

- Double braids shall be worn behind the shoulders.



Royal Canadian Sea Cadet Dress Instructions

Figure 7-5-14 Double Braids

- Hair shall be a maximum length when gathered behind the head and braided which does not extend below the top of the armpit.
- Multiple braids and/or cornrows shall be directed toward the back of the head, pulled tight to the head and secured at the end by a knot or a small-unadorned fastener.
- Multiple braids extending below the lower edge of the collar are to be gathered in a bun.
- With the permission of the CO, a reasonable period may be authorized in order to transition from short to long hairstyles, during which time hair may extend below the lower edge of the collar.

MAKE-UP

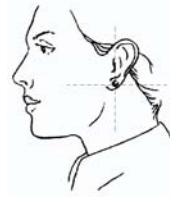
Make-up may be worn as follows:

- Female cadets are authorized to wear a minimal amount of make-up.
- When in uniform, make-up may be applied but only in a conservative fashion.
- Precludes the use of false eyelashes, heavy eyeliner, brightly coloured eye shadow or lipstick, coloured nail polish and excessive facial make-up.

JEWELLERY

Jewellery may be worn as follows:

- The only jewellery that may be worn in uniform shall be a wristwatch, a medical alert bracelet and a maximum of two rings, which are not of a costume jewellery nature.
- Female cadets in uniform may wear a single pair of plain gold or silver studs or white pearl earrings in pierced ears.
- The single stud earring, worn in the centre of each earlobe, shall be spherical in shape and not exceed 0.6 cm in diameter.



Royal Canadian Sea Cadet Dress Instructions

Figure 7-5-15 Stud Earring Centred in Earlobe

- No other type of earring shall be worn except for a gold or silver-healing device of similar shape and size, which may be worn while ears are healing after piercing.
- Only a single earring or healing device, worn in the centre of each ear lobe, may be worn at a time.
- Male cadets are not authorized to wear an earring or earrings.

TATTOOS AND BODY PIERCING

Tattoos and body piercing must comply with the following regulations:

- Cadets shall not acquire visible tattoos that could be deemed to be offensive (e.g. pornographic, blasphemous, racist, etc.) or otherwise reflect discredit on the CCO.
- Cadets in uniform, or under cadet training in civilian clothing, shall not wear visible body piercing adornments (tongue included), with the exception of female cadets' earrings as described above.
- Covering the unauthorized piercing with an adhesive bandage (Band-Aid) is not acceptable.
- A healing period for visible body piercing is authorized.
- Cadets at the corps who obtain the type of piercing described above will be authorized a two-week healing period as long as it does not interfere with significant corps training or activities (i.e. Annual Ceremonial Review, competitions, departure to a CSTC, etc.).
- After the two-week healing period is over cadets must remove the body piercing adornment.
- The body piercing or adornment must be a healing sleeper or stud – this instruction applies to the cadets at the corps only.
- Cadets at CSTCs, on exchanges, deployments, and any other full-time activity or event are not authorized a two-week healing period as they are considered to be under cadet training at all times.
- Failure to comply with the specifics of this order will result in the immediate removal of the body piercing adornment.

EYEGASSES/SUNGLASSES

Eyeglass/Sunglass wear must comply with the following regulations:

- Shall be conservative in design and colour.
- Sunglasses with photo chromic or mirrored lenses are not authorized for wear.
- Cadets, who normally wear eyeglasses, may wear either conventionally framed prescription sunglasses or conservatively styled clip-on sunglasses when conditions and circumstances dictate.

- Other cadets may wear conservatively styled sunglasses, which do not detract from the overall appearance of the uniform, when conditions and circumstances dictate.
- Sunglasses shall not be worn on parade unless authorized by the CO in special circumstances.

GENERAL DEPARTMENT

Chewing gum, slouching, sauntering, placing hands in pockets, smoking or eating while walking, walking hand in hand, and similar deportment which detracts from a proud and orderly appearance in the eyes of the public is unacceptable for cadets. An image of a disciplined and self-controlled group should be maintained. Physical displays of affection between uniformed cadets shall be avoided.

ACCESSORIES

Civilian pattern backpacks, of conservative appearance, may either be carried in the left hand or worn suspended from both shoulders and square on the back.

Female cadets may carry a purse, if it is conservative and of good taste in design and colour, and is held in the left hand or suspended over the left forearm. If it is carried as a shoulder bag, the strap shall be suspended from the left shoulder with the top of the purse not higher than waist level and not shortened to handbag length.

CONFIRMATION OF TEACHING POINT 7

QUESTIONS

- Q1. How should male hair be styled?
- Q2. When female hair is styled in two braids, how should it be worn?
- Q3. What is the policy on tattoos and body piercing?

ANTICIPATED ANSWERS

- A1. Male hair should be taper-trimmed at the back, sides, and above the ears to blend with the hairstyle and sufficiently short that, when the hair is groomed and the seaman's cap removed, no hair shall touch the ears or fall below the top of the eyebrows.
- A2. Double braids shall be worn behind the shoulders and hair shall be a maximum length when gathered behind the head and braided which does not extend below the top of the armpit. Multiple braids and/or cornrows shall be directed toward the back of the head, pulled tight to the head and secured at the end by a knot or a small-unadorned fastener.
- A3. Cadets shall not acquire visible tattoos that could be deemed to be offensive or otherwise reflect discredit on the CCO. Cadets in uniform, or under cadet training in civilian clothing, shall not wear visible body piercing adornments (tongue included), with the exception of female cadets' earrings.

END OF LESSON CONFIRMATION

ACTIVITY

Time: 10 min

OBJECTIVE

The objective of this activity is to have the cadets identify various parts of the uniform and demonstrate the wearing of the piece.

RESOURCES

- Uniform pieces presented in lesson.
- Container to put slips of paper in.
- Slips of paper with uniform pieces written on them (Annex F).

ACTIVITY LAYOUT

- Cut out and place the pieces of paper with the uniform parts written on them in a container.
- One at a time, each cadet will chose a slip of paper and find the part of the uniform they have chosen.
- After finding the uniform part, the cadet will show the class how to wear that piece.
- Repeat these steps until each cadet has chosen a piece. If there are more cadets than pieces of uniform, put the pieces of paper back in the container and start again.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

During the activity, supervise and praise the cadets as they present each piece of the uniform.



The confirmation of this lesson will also take place on a weekly basis as cadets wear their uniforms.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO. Cadets will be expected to properly wear the sea cadet uniform on an ongoing basis in accordance with the *Royal Canadian Sea Cadets Dress Instructions*. Cadets will be expected to maintain an acceptable standard of personal dress and deportment.

CLOSING STATEMENT

The sea cadet uniform should be worn properly at all times. The cadet uniform is highly recognizable and the standard of personal dress, appearance and grooming shall be such as to reflect credit on the individual and on the CCO. The intent is to ensure a high standard of grooming consistent with that expected of cadets.

INSTRUCTOR NOTES/REMARKS

Emphasis must be placed on the cadets' requirement to care for and maintain their uniforms at all times. Cadets should learn from the beginning how to maintain and wear their uniforms.

This lesson should be delivered at the beginning of the training year before the cadets are expected to wear their uniforms.

REFERENCES

- A0-001 A-AD-265-000/AG-001 DHH 3-2 (2003). *Canadian Forces Dress Instructions*. Ottawa, ON.
- A1-003 A-CR-005-001/AG-001 D Cdts 4-3 (Draft). *Royal Canadian Sea Cadets Dress Instructions*. Ottawa, ON.



ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 6

EO M107.06 – PARTICIPATE IN A DISCUSSION OF YEAR ONE SUMMER TRAINING OPPORTUNITIES

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to be familiar with the opportunities available to them for summer training in year one. They shall also be introduced to the various summer streams in the sea cadet program.

IMPORTANCE

It is important for the cadet to understand the training opportunities available to them during their first summer in the program so they are aware of what courses they are eligible to attend. It is also important for them to know what training opportunities are available to them in future summers so they can start thinking about what courses they may wish to complete in the future.

Teaching Point 1**Discuss the General Training Course**

Time: 10 min

Method: Interactive Lecture

AIM

The aim of the general training course is to provide an introductory knowledge of the CSTC environment and the training opportunities available. This training will provide cadets an opportunity to identify the specialty area that motivates them to pursue further CSTC training.

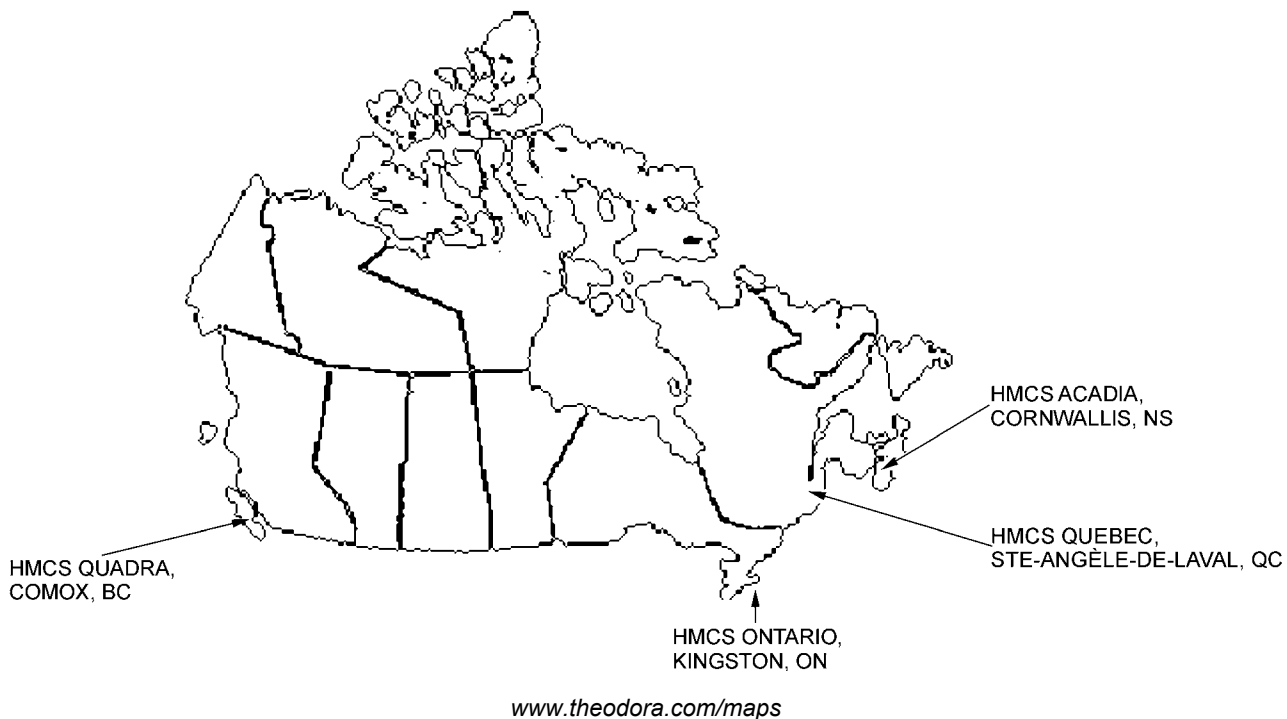
LOCATIONS

Figure 7-6-1 Map of Summer Training Centres Across Canada

The general training course is held in several different locations throughout Canada, to include:

- HMCS Acadia – Cornwallis, Nova Scotia.
- HMCS Quebec/NCSM Quebec – Ste-Angèle-de-Laval, Quebec.
- HMCS Ontario – Kingston, Ontario.
- HMCS Quadra – Comox, British Columbia.

SPECIALTY TRAINING

The fundamental training a cadet should participate in on general training includes:

- **Leadership.** PO S103 – Participate as a Member of a Team
 - The aim of GT leadership is for the individual cadet to participating in activities as a member of a team.
- **Fitness and Sports.** PO S105 – Participate in Fitness and Sports Activities

- The aim of GT fitness and sports is to encourage cadets to actively participate in recreational sports activities and introduce them to the CSTC training opportunities available in this specialty area.
- **Air Rifle Marksmanship.** PO S106 – Participate in Aspects of Marksmanship Specialty Training
 - The aim of GT air rifle marksmanship is to build on marksmanship skills learned as part of Phase One and enhance those skills during participation in a recreational air rifle shoot. Additionally, the aim of this PO is to introduce cadets to summer biathlon and the future opportunities available in the areas of marksmanship and biathlon.
- **General Cadet Knowledge.** PO S107 – Adapt to the CSTC Environment
 - The aim of GT general cadet knowledge is to familiarize cadets with the structure and environment of a CSTC and to provide cadets with sufficient knowledge and experience to allow them to select the course they will pursue during their second summer at the CSTC.
- **Drill.** PO S108 – Participate in Aspects of Drill and Ceremonial Specialty Training
 - The aim of GT drill is to further develop drill skills acquired during Phase One and to introduce cadets to the opportunities available in the drill and ceremonial specialty area.
- **Music.** PO S114 – Participate in Aspects of Music Specialty Training
 - The aim of GT music is to introduce cadets to the opportunities available in the music specialty area.
- **Sail.** PO S124 – Participate in Aspects of Sail Specialty Training
 - The aim of GT sail is to introduce cadets to the opportunities available in the sail specialty area.
- **Seamanship.** PO S130 – Participate in Aspects of Seamanship Specialty Training
 - The aim of GT seamanship is to introduce cadets to the opportunities available in the seamanship specialty area.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. How long is the general training course?
- Q2. In what locations is the general training course held?

ANTICIPATED ANSWERS

- A1. Two weeks duration.
- A2. HMCS Acadia – Cornwallis, Nova Scotia.
 HMCS Quebec – Ste-Angèle-de-Laval, Quebec.
 HMCS Ontario – Kingston, Ontario.
 HMCS Quadra – Comox, British Columbia.

Teaching Point 2**Introduce the Summer Training Streams**

Time: 15 min

Method: Interactive Lecture

SAIL TRAINING

- **Basic Sail.** A three-week course available in year two focussed on developing basic sailing skills up to CYA White Sail Level 3.
- **Intermediate Sail.** A six-week course available in year three focussed on developing intermediate (CYA Bronze Sail Level 4) and introducing the more advanced sailing skills of spinnaker and trapeze (CYA Bronze Sail Level 5).
- **Sail Coach.** A six-week course available in year four focussed on developing advanced sailing skills (CYA Bronze Sail Level 5) and achieving CYA sailing coach certification.

SEAMANSHIP TRAINING

- **Basic Seamanship.** Three-week course available in year two which introduces cadets to all aspects of seamanship training.
- **Ship's Boat Operator.** Six-week course available in year three focussed on developing skills in small craft operation and achieving small craft operator certification.
- **Chief Boatswain's Mate.** Six-week course available in year four focussed on large vessel operations and coastal navigation.

MUSIC TRAINING

- **Basic Military Band Musician.** Three-week course available in year two focussed on developing basic level musician skills.
- **Junior Military Band Musician.** Six-week course available in year three focussed on developing musician skills up to Level 2.
- **Intermediate Military Band Musician.** Six-week course available in year four focussed on developing musician skills of Level 3 and higher.

FITNESS AND SPORTS COURSES

- **Basic Fitness and Sports.** Three-week course available in year two focussed on improving individual fitness and gaining knowledge and skills in a variety of sports.
- **Fitness and Sports Instructor.** Six-week course available in year three focussed on improving individual fitness and developing the skills and knowledge necessary to organize and deliver fitness and sports related activities within all areas of the cadet program.

OTHER SPECIALTY COURSES

- **Basic Leadership.** Three-week course available in year two focussed on providing cadets opportunities to continue to develop leadership knowledge and skills obtained in the corps program while immersed in a variety of activity areas. Main activities include air rifle marksmanship and drill and ceremonial.
- **Drill and Ceremonial Instructor.** Six-week course available in year three focussed on developing experts in the area of drill and ceremonial to act as instructors in all areas of drill and ceremonial carried out in the sea cadet program.

- **Air Rifle Marksmanship Instructor.** Six-week course available in year three focussed on developing individual skill in the areas of air rifle marksmanship and biathlon. This course also provides cadets with the requisite knowledge and skills to assist in the delivery of the marksmanship and biathlon programs.

NATIONAL COURSES

- **Marine Engineering.** An eight-week course available in year four. The aim is to teach the cadets the basics of machinery systems used on Sea Cadet Summer Training Vessels (SCSTVs), to enable the cadets to serve as a watchkeeper in the engine room, and to run these spaces in an orderly and efficient manner.
- **Shipwright.** A six-week course available in year four. The aim is to develop in the cadets the knowledge and skills required to carry out maintenance and repairs on the small vessels used at SCSTCs and sail centres.
- **Silver Sail.** A six-week course available in year four. The aim is to certify cadets with the CYA Silver Sail 6 qualification. On completion of the Silver Sail 6 level, the cadet will be able to compete in a race with a sound understanding of the racing rules of sailing. The cadet will be able to perform the skills in wind strength of up to 18 knots (35 km/h).

INTERNATIONAL EXCHANGES

Exchanges provide an opportunity for selected cadets to experience another culture and other training programmes. As limited numbers of cadets will have the opportunity to experience these exchanges, they are meant to be reward programmes for cadets of the highest standard who have met all the prerequisites. Exchanges are normally two to three weeks duration.

International exchanges take place in the following host countries:

- Australia;
- Bermuda;
- Japan;
- the Netherlands;
- South Korea;
- Sweden;
- United Kingdom;
- United States – east; and
- United States – west.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. How long is the Sail Coach course?
- Q2. What national courses are available to cadets?
- Q3. Which countries host Canadian cadets for international exchanges?

ANTICIPATED ANSWERS

- A1. Six weeks.
- A2. Marine Engineering, Shipwright, and Silver Sail.
- A3. Australia, Bermuda, Japan, the Netherlands, South Korea, Sweden, United Kingdom and the United States.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

Many cadets will have the opportunity to attend summer training centres after completing Phase One training at the corps. It is important for them to know what options are available to them for their first summer. It is also important for them to gain a basic understanding of opportunities available to them in the future.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A1-006 Cadets Canada. (1992). CATO 34-02, *Royal Canadian Sea Cadet International Exchange*. In Cadet Administrative and Training Orders (Volume 3). Ottawa, ON.
- C0-043 Software (1995-2004). *Quick Maps*. (2006). Retrieved 10 April 2006, from www.theodora.com/maps.



ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 7

EO C107.01 – MAINTAIN THE SEA CADET UNIFORM

Total Time:

60 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material;
- ensure ironing boards, irons, pressing cloths, boot polish, boot cloths, old toothbrushes, lint brushes and hair supplies such as elastics and hairspray are available for this lesson;
- ensure a copy of EO M107.05 (Section 5) is available for reference purposes during this lesson; and
- inform the cadets that they are to bring their uniforms with them for this lesson.

PRE-LESSON ASSIGNMENT

Prior to the lesson the cadet shall gather their uniform parts to bring with them for this lesson.

APPROACH

The demonstration method was also chosen due to the practical nature of maintaining a uniform. This method provides the instructor the opportunity to introduce the subject matter and demonstrate procedures. The demonstration method must always be used when the taxonomic level of the material requires a performance of a skill. This method is highly developmentally appropriate for young cadets.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to maintain the sea cadet uniform.

IMPORTANCE

The cadet uniform is highly recognizable and the standard of personal dress, appearance and grooming shall be such as to reflect credit on the individual and on the Canadian Cadet Organization (CCO).

Teaching Point 1**Tips When Ironing the Uniform**

Time: 1 min

Method: Interactive Lecture

IDENTIFY TIPS WHEN IRONING THE UNIFORM

A pressing cloth should always be used to prevent the parts of the uniform from becoming shiny.

Some examples of what can be used as a pressing cloth include:

- thin towel;
- pillow case;
- soft cotton cloth; and
- paper bag.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What is the purpose of using a pressing cloth?
- Q2. What are some items that can be used as a pressing cloth?

ANTICIPATED ANSWERS

- A1. To prevent uniform parts from becoming shiny.
- A2. Thin towel, pillow case, soft cotton cloth and paper bag.

Teaching Point 2**Demonstrate the Correct Method of Care for the Trousers**

Time: 4 min

Method: Demonstration

TROUSERS

The instructor shall demonstrate the correct method for care of the trousers to include:

- Ensuring the trousers are free of dirt and lint.
- Pressing the trousers, in accordance with the standard outlined in EO M107.05 (Section 5) which is achieved by:
 - lining the pant leg up by the seams to ensure the creases are properly positioned at the centre of the front and back of the leg;
 - laying the pant leg flat on the ironing board;
 - spraying the pants with a water bottle;
 - placing a pressing cloth over the pant leg; and
 - ironing the pants until a sharp crease is formed at the front and back of the pant leg from the bottom of the leg to the waistband.

Teaching Point 3**Demonstrate the Correct Method of Care for the Gunshirt**

Time: 4 min

Method: Demonstration

GUNSHIRT

The instructor shall demonstrate the correct method for care of the gunshirt to include:

- Ensuring the gunshirt is clean.
- Pressing the gunshirt, in accordance with the standard outlined in EO M107.05 (Section 5) which is achieved by:
 - pressing the entire gunshirt to ensure it is free of wrinkles by laying it flat on the ironing board;
 - spraying the entire gunshirt with starch;
 - pressing the sleeves flat with the top of the sleeve laid flat to ensure a sharp crease is formed;
 - folding the front of the gunshirt so that the side seams are lined up; and
 - placing the gunshirt on the ironing board so that the fold is down the centre of the gunshirt and is ironed flat until a sharp crease is formed from the bottom of the gunshirt to the top, including the black collar portion.

Teaching Point 4**Demonstrate the Correct Method for Care of the Tunic**

Time: 4 min

Method: Demonstration

TUNIC

The instructor shall demonstrate the correct method for care of the tunic to include:

- Ensuring the tunic is clean.
- Pressing the tunic, in accordance with the standard outlined in EO M107.05 (Section 5) which is achieved by:
 - pressing the front and back of the tunic to ensure it is free of wrinkles;
 - ensuring the pockets on the front of the tunic are pressed flat; and
 - ensuring the sleeves of the tunic are roll pressed so they are free of creases by ironing the sleeves in sections but not ironing the edges to avoid forming creases.

Teaching Point 5**Demonstrate General Guidelines for Polishing the Boots**

Time: 5 min

Method: Demonstration

BOOTS

The instructor shall demonstrate caring for the boots to include:

- Lacing the boots horizontally in the manner illustrated in Figure 7-7-1.



Royal Canadian Sea Cadet Dress Instructions

Figure 7-7-1 Method of Lacing Ankle Boots

- Polishing the boots in accordance with the general guidelines outlined in EO M107.05 (Section 5) which is achieved by:
 - cleaning the catwalks of the boot with an old toothbrush and black boot polish;
 - using a soft cloth wrapped around the index finger ensuring it is flat against the pad of the finger without any wrinkles;
 - dampening the tip of the cloth and applying a moderate amount of black boot polish;
 - applying the polish to the boot in a steady, light circular motion, starting with larger circles to cover the area of the boot and using smaller circles to continuously work the polish into the boot;
 - continuing to rub the polish with a light circular motion until the circles can no longer be seen; and
 - breathing on the boot often to help work the polish into the boot.

Teaching Point 6

Demonstrate the Correct Method for Care of the Seaman's Cap

Time: 3 min

Method: Demonstration

SEAMAN'S CAP

The instructor shall demonstrate the correct method for care of the seaman's cap to include:

- Ensuring the cap is clean in accordance with the standard outlined in EO M107.05 (Section 5) which is achieved by cleaning with warm water and a mild detergent/white toothpaste and scrubbing the white part of the cap with an old toothbrush.
- Ensuring the chin stay is secured in accordance with the standard outlined in EO M107.05 (Section 5) which is achieved by sewing the stay into the inside of the cap so as to fit snugly under the chin.
- Ensuring the cap tally is attached in accordance with the standard outlined in EO M107.05 (Section 5) which is achieved by:
 - centering the lettering on the cap tally (between the "I" and the "A" in the word Canadian) with the front cap seam;
 - tying the remainder of the tally on the left side of the hat in a neat bow, not more than 7.5 cm and not less than 5 cm across, the ends being cut equal in length, and centred under the left ear vents; and

- ensuring the cap tally is then steamed, with steam from a hot kettle, with the exception of the bow, to ensure it is fit snug to the rim of the cap.

Teaching Point 7**Demonstrate the Correct Method for Wearing the Hair**

Time: 3 min

Method: Demonstration

HAIRSTYLES

The instructor (with the assistance of male and female senior cadets) shall demonstrate hairstyles to include:

- Male hairstyles in accordance with the standard outlined in EO M107.05 (Section 5).
- Female hairstyles in accordance with the general guidelines outlined in EO M107.05 (Section 5).

Teaching Point 8**Conduct an Activity To Practice Maintaining the Uniform and Hair**

Time: 30 min

Method: Activity

ACTIVITY – MAN YOUR STATIONSTime: 30 min

OBJECTIVE

The objective of this activity is to have the cadets demonstrate care and maintenance of the sea cadet uniform.

RESOURCES

- Uniform pieces presented in the lesson.
- Irons.
- Ironing boards/tables.
- Pressing cloths.
- Starch.
- Black boot polish.
- Soft boot cloth.
- Old shoe polish toothbrush.
- Old toothbrush for headdress.
- White toothpaste/mild detergent.
- Hair elastics.
- Hairnets.
- Bobby pins.
- Hairspray.

- Scissors.
- Electric kettle.
- Ruler.
- Assistants if available.

ACTIVITY LAYOUT

- Divide the cadets into six groups.
- Groups will be assigned a station to start at:
 - Station 1: Maintain the trousers.
 - Station 2: Maintain the tunic.
 - Station 3: Maintain the gunshirt.
 - Station 4: Maintain the seaman's cap.
 - Station 5: Maintain the ankle boots.
 - Station 6: Correct wear of the hair.
- Each group will rotate through each of the stations for a specified amount of time, approximately five minutes at each.
- The cadets are to maintain the parts of the uniform at each station, with the assistance of senior cadets or officers, if available, to assist the instructor.

SAFETY

Cadets must be carefully supervised while using hot irons and kettles.

INSTRUCTOR GUIDELINES

- During the activity, supervise and praise the cadets as they maintain each part of the uniform.
- Assistant instructors should be made available to help supervise at the stations.
- If only the instructor is available they are to rotate around the stations to supervise all cadets.
- Signal timings for station rotations.

END OF LESSON CONFIRMATION

The end of lesson confirmation consists of the instructor inspecting the cadets' uniforms to ensure they meet the standard outlined in EO M107.05 (Section 5).

CONCLUSION

HOMEWORK/READING/PRACTICE

The cadets will be required to maintain their uniform and personal appearance on a continuous basis.

METHOD OF EVALUATION

There is no formal assessment of this EO. Cadets will be monitored on a continuous basis on their ability to maintain and care for the sea cadet uniform.

CLOSING STATEMENT

The sea cadet uniform should be worn properly at all times. The cadet uniform is highly recognizable and the standard of personal dress, appearance and grooming shall be such as to reflect credit on the individual and on the CCO. The intent is to ensure a high standard of grooming consistent with that expected of cadets.

INSTRUCTOR NOTES/REMARKS

Emphasis must be placed on the cadets' requirement to care for and maintain their uniforms at all times. Cadets should learn from the beginning how to maintain their uniforms and wear them properly.

This lesson should be delivered at the beginning of the training year before the cadets are expected to wear their uniforms.

REFERENCES

- A0-001 A-AD-265-000/AG-001 DHH 3-2 (2003). *Canadian Forces Dress Instructions*. Ottawa, ON.
- A1-003 A-CR-005-001/AG-001 D Cdts 4-3 (Draft). *Royal Canadian Sea Cadets Dress Instructions*. Ottawa, ON.

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COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 8

EO C107.02 – TOUR THE CORPS

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content and become familiar with the material;
- coordinate tour with all corps departments;
- review corps protocols for offices, parade square, classrooms, break areas, out of bounds areas and saluting zones;
- arrange for one tour guide for every four cadets (can be senior cadets, officers, civilian instructors, or volunteers that are familiar with the corps facilities);
- prepare maps (one for every four cadets) of the corps facilities with numbered points of interest (see example in Annex G);
- prepare corps passports (one for each cadet). See example in Annex H; and
- set up sticker stations at each point of interest.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The small group activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

REVIEW

The pertinent review for this lesson will include:

- officer ranks (TP2 of EO M107.02 [Section 2]); and
- regulations for paying compliments inside a building (TP3 of EO M107.03 [Section 3]).

OBJECTIVES

By the end of this lesson the cadet shall be expected to:

- identify the location of:
 - the parade square;
 - classrooms;
 - break areas;
 - canteen;
 - washrooms;
 - communication areas;
 - Commanding Officer's (CO's) office;
 - administration office;
 - training office;
 - supply office; and
 - out of bounds areas; and
- observe appropriate protocols associated with each location.

IMPORTANCE

Being familiar with the location of all the corps facilities can aid the cadets in following instructions, finding information and participating in corps activities.

BACKGROUND KNOWLEDGE



This information is representative only. Information presented must be tailored to be specific to the corps. Individual corps may have information that will vary from the information given in this guide.

PARADE SQUARE

The parade square is where cadets have parades. It is where inspections and drill classes usually take place and where the corps holds parades and other ceremonial events. Appropriate corps protocols should be followed regarding the parade square.

CLASSROOMS

Classrooms are the areas where cadets participate in most of their training. The classroom space must be respected, especially in facilities that are shared with other groups. Anything that does not belong to the corps should be left alone. Protocol for entering and leaving the classroom should be followed.

BREAK AREAS

Break areas are where the cadets should be when not tasked. The corps guidelines for the use of the area should be discussed.

CANTEEN

The canteen is a store for snacks and other items. The money raised through the canteen may be used to benefit the corps. Hours of operation, personnel responsible and how the money is used should be discussed.

WASHROOMS

The location of the facilities should be pointed out.

COMMUNICATIONS AREAS

Communications areas could include bulletin boards, activity sign-up sheets, and the location of the standing orders and routine orders. The standing orders contain corps policies. The routine orders contain information on duties, events, activities and personnel changes. Authorization to post information should be discussed.

COMMANDING OFFICER'S OFFICE

If the CO is available, they should introduce themselves and state briefly what they do. If the CO is not available, the tour guide will provide this information. The CO is at the top of the chain of command within the corps. The CO is responsible for the training and administration of the cadets, civilian instructors and officers working with the corps. Cadets will normally only visit the CO's office at the CO's request, or if directed by another officer. Protocol for entering and leaving an office should be reviewed.

ADMINISTRATION OFFICE

If the administration staff is available, they should introduce themselves and state very briefly what they do. If they are not available, the tour guide will provide this information. The Administration Officer (Admin O) is responsible for handling the administrative duties. They are responsible for ensuring forms such as cadet enrolments and summer training applications are completed in full and returned in a timely fashion. They could also be responsible for ensuring attendance is taken for all corps activities. Other administrative staff may include assistant administration officers. Cadets may need to go to the administration office to complete paperwork, report absences or to pick up forms. Protocol for entering and leaving an office should be reviewed.

TRAINING OFFICE

If the training staff is available, they should introduce themselves and state very briefly what they do. If they are not available, the tour guide will provide this information. The Training Officer (Trg O) is responsible for the coordination and implementation of the corps training program. They are responsible to ensure that training is planned in a logical fashion, instructors are prepared for classes and training materials are readily available for classes. They are also responsible for any administrative forms that are directly related to training, such as training records. Other training staff could include an assistant Trg O, standards officer and level Trg Os. Cadets will normally only visit the training office if the training officer has requested them, or they have been directed by another staff member or cadet NCO. Protocol for entering and leaving an office should be reviewed if applicable.

SUPPLY OFFICE

If the supply staff is available, they should introduce themselves and state very briefly what they do. If they are not available, the tour guide will provide this information. The Supply Officer (Sup O) is responsible for ordering uniform parts, issuing uniforms parts as necessary and distributing other equipment. They are responsible for all administrative forms that are directly related to supply. Other supply staff could include assistant Sup Os. Cadets will normally visit the supply office to receive their uniform and to exchange items that no longer fit or have become damaged. Appointments may be necessary. If the supply section has specific hours when it is open to cadets, these hours should be stated. Protocol for entering and leaving an office should be reviewed, if applicable.

OUT OF BOUNDS AREAS

Any areas that are out of bounds to cadets should be pointed out. The consequences for violating this policy should be explained.

ACTIVITY

Time: 20 min

OBJECTIVE

This activity is designed to familiarize the cadet with the facilities and staff of their corps.

RESOURCES

- Corps maps with numbered points of interest, if available (an example map is provided in Annex G).
- Corps passports.
- Stickers.

ACTIVITY LAYOUT

1. Divide the cadets into groups of four and assign each group a tour guide. Each cadet will receive a passport, found in Annex H, to be completed during the tour.



Group size may be adjusted based on the number of available tour guides and the number of cadets in the class.

2. Give each group a map and assign a starting point of interest. Starting points should be separated by one point if possible, to avoid more than one group at any one point during the tour.
3. Each group shall progress through the tour by visiting the points of interest. Tour guides will present the appropriate information at each point. Only one to two minutes should be necessary at each stop.
4. Each cadet shall answer the questions for each point of interest on their corps passports. The tour guide will check the answers at each point and award stickers to complete the passport.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

- Brief the tour guides on activity layout and their role.
- Circulate throughout the corps facilities to watch for bottlenecks and move groups along as necessary.
- Answer questions.
- Ensure protocols are being observed.

REFLECTION

Time: 5 min

Method: Group Discussion

GROUP DISCUSSION



Instructors shall ensure that all lesson objectives are drawn out towards the end of the reflection stage.

DISCUSSION QUESTIONS



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

SUGGESTED QUESTIONS

- Q1. Why is it important to know where all of the corps facilities are located?
- Q2. How do you feel now that you know where everything is located?
- Q3. What other information about the corps facilities would help you feel more comfortable at cadets?

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

Knowing the location of all the corps facilities will assist cadets in following instructions, finding information and participating effectively in corps activities.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

N/A.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 9

EO C107.03 – PARTICIPATE IN AN ACTIVITY ABOUT THE HISTORY OF THE CORPS

Total Time:

60 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- familiarize themselves with the history of their corps ensuring that the information they have researched covers all of the objectives of the lesson;
- obtain any memorabilia that would support the lessons content (e.g. historical documents photos, videos, awards, etc.); and
- set up learning stations in the classroom, and have cards prepared (see activity section below).

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The small group activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to be familiar with:

- the formation of their corps;

- significant corps developments since inception; and
- awards and accomplishments of the corps.

IMPORTANCE

The history of a corps is a source of pride for those within it. Understanding the history of the corps allows the cadet to see what has shaped the unit since its inception and recognize the progress it has made in numerous areas.

BACKGROUND KNOWLEDGE

CORPS FORMATION

There are a number of events that are historically important during the creation of a corps. These include:

- the charter date for the corps;
- the initial composition of the corps, staff and cadets; and
- the first sponsor of the corps.

CORPS DEVELOPMENTS

Corps participate in a number of community service events. Some events may happen annually, while others may occur only during special occasions. These events include, but are not limited to:

- ceremonial parades;
- fundraising events for charities; and
- civic events.

Also, corps personnel are involved in a number of activities within their unit, which are an important part of the unit's history. These activities may include, but are not limited to:

- formation of various activities within the corps (such as a drill team, band, first aid team, marksmanship team, etc.);
- participation in exchanges; and
- corps trips to various locations.

Other important developments in the history of a corps include:

- the development of a corps crest; and
- the affiliation of a corps with a Canadian Forces (CF) military unit.

CORPS AWARDS AND ACCOMPLISHMENTS

There are a number of ways that a corps can be recognized. The recognition may come from winning a competition, or for demonstrating excellence in a particular area. These awards can be won on provincial, regional, national, and in some circumstances, international levels.

Many opportunities exist for cadets to win awards at all levels of the Canadian Cadet Organization (CCO). Cadets winning such awards reflect well upon the corps.

Memorial awards are awards that are left in memory of someone that has made significant contributions to the local corps or the CCO. Memorial awards that may be given are an important source of historical information within the corps.

Outside of awards, there are a number of other cadet accomplishments that make up a fundamental part of the corps history. They include, but are not limited to:

- civilian careers of former cadets; and
- military careers of former cadets.

ACTIVITY

Time: 40 min

OBJECTIVE

The objective of this activity is to familiarize the cadets with the history of their corps.

RESOURCES

- Corps photographs.
- Corps video.
- Corps awards.
- Flipchart paper.
- Flipchart markers.
- Construction paper.
- Three tables.
- Bristol board.

ACTIVITY LAYOUT

Before the activity:

- Prepare learning stations based on three topic areas:
 - corps formation;
 - corps developments; and
 - corps accomplishments.
- Identify each station by a colour.
- Ensure each learning station is dynamic by using photos, newspaper clippings, video clips; timelines, memorabilia, summaries on Bristol board or other items.
- Prepare four cadet research cards for each learning station.
- Each research card will be a different colour to correspond to the learning station of the same colour.
- These cards will have a key word written on them to indicate what the cadet is to research.

During the activity, the cadets will be:

- divided into groups of four with a maximum of six groups. If there are more than 16 cadets, make the groups larger. There can be more than one group at a learning station at a time;
- given several research cards that correspond to each of the three learning stations;
- given eight minutes to research information; and
- given seven minutes to prepare their researched information on flipchart paper.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

During the activity the instructor shall ensure the cadets are collecting their information, and moving between learning stations in a timely manner.

REFLECTION

Time: 10 min

Method: Group Discussion

GROUP DISCUSSION



Once the activity is completed, the instructor shall have the groups come up to present their information to the class. The instructor shall call up groups with respect to the topic order listed in background information. The instructor should ensure they highlight any missed information after each topic has been presented.

DISCUSSION QUESTIONS



- During this stage the instructor should quickly pose some questions to the class to confirm their understanding of the knowledge presented in the lesson.
- Some of the questions below may not have been directly answered through the learning station. It is the responsibility of the instructor to create a brief discussion around these questions, emphasizing important points brought forth by the cadets.

SUGGESTED QUESTIONS

- Q1. Why is it important for members of the corps to be familiar with how it was formed?
- Q2. Why are memorial awards important to the history of a corps?
- Q3. Why is it important for cadets to understand the history of the corps' involvement within their community?
- Q4. What role do activities such as drill team, band, first aid, etc. play in developing a corps?

CONCLUSION

REVIEW

Upon completion of the group discussion the instructor will conclude by summarizing to ensure that all teaching points have been covered. The instructor must also take this opportunity to explain how the cadet will apply this knowledge in the future.

MAIN TEACHING POINTS

- TP1. Discuss the formation of the corps.
- TP2. Discuss significant corps developments since its inception.
- TP3. Discuss awards and accomplishments of the corps.

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

Being familiar with the history of the corps will give cadets a reason to take pride in being a part of it. Having a good understanding of this information can give cadets more of an appreciation of the corps and allow them to pass this information on to others.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

N/A.

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PO FAMILIARIZATION CARDS

101 – Citizenship	120 – Canadian Navy and the Maritime Community	105 – Recreational Sports
123 – Ship’s Operations	102 – Community Service	107– General Cadet Knowledge
104 – Personal Fitness and Healthy Living	106 – Marksmanship	121 – Ropework
108 – Drill	122 – Small Craft Operations	103 – Leadership
124 – Sailing (Complementary)		

<p>Fire the Cadet Air Rifle</p>	<p>Participate in a Small Craft Operations Weekend</p>	<p>Participate in Various Sporting Activities in Pursuit of a Healthy Lifestyle</p>
<p>Become Familiar With the Sea Element of the Canadian Forces and Maritime Community</p>	<p>Perform Community Service</p>	<p>Sail a Sailboat in Accordance With the Canadian Yachting Association White Sail Level One</p>
<p>Respond to Basic Forms of Naval Communications</p>	<p>Participate in Citizenship Activities</p>	<p>Perform Basic Ropework</p>
<p>Develop a Personal Activity Plan</p>	<p>Participate in an Annual Ceremonial Review Parade</p>	<p>Participate as a Member of a Team</p>
<p>Participate as a Member of the Corps</p>		

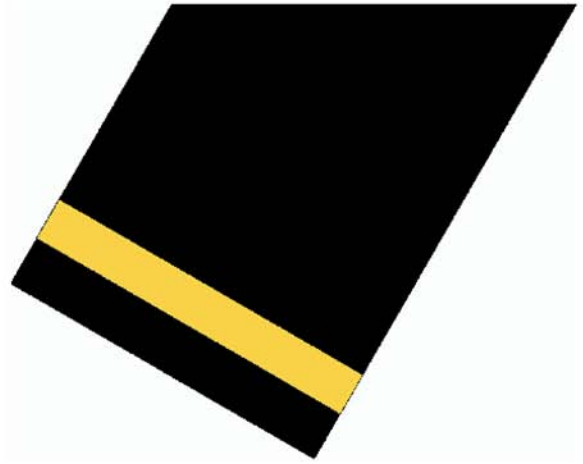
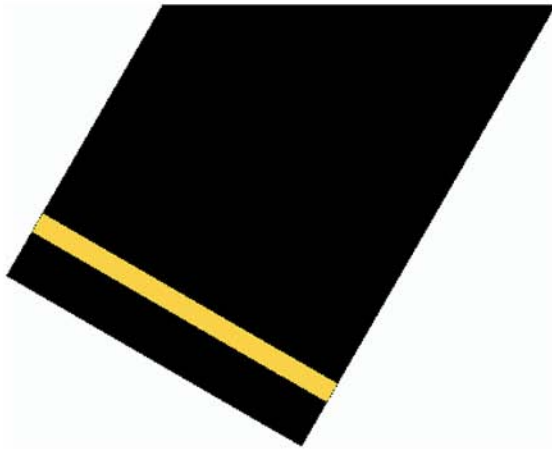
SEA CADET RANKS



NO RANK BADGE

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JUNIOR OFFICERS RANKS



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**NON-COMMISSIONED MEMBER (NCM) RANKS OF
THE NAVAL ELEMENT OF THE CANADIAN FORCES**

NO INSIGNIA



ORDINARY SEAMAN (OS)

PETTY OFFICER SECOND CLASS (PO2)



ABLE SEAMAN (AB)

PETTY OFFICER FIRST CLASS (PO1)



LEADING SEAMAN (LS)

CHIEF PETTY OFFICER SECOND CLASS (CPO2)



MASTER SEAMAN (MS)

CHIEF PETTY OFFICER FIRST CLASS (CPO1)

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PUZZLES

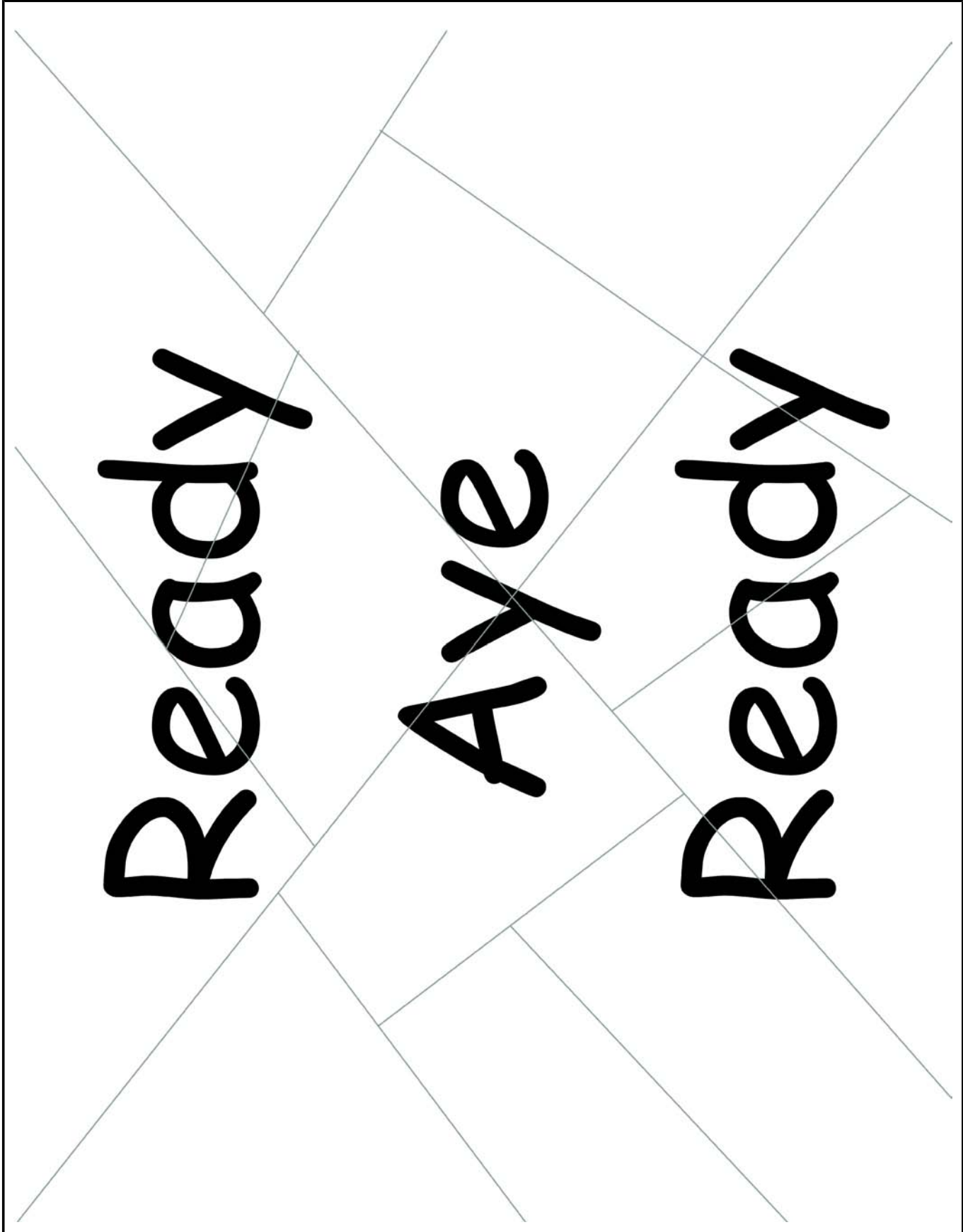
The mission of the cadet program is to contribute to the development and preparation of youth for the transition to adulthood, enabling them to meet the challenges of modern society, through a dynamic, community-based program.

A relevant, credible and proactive youth development organization, offering the program of choice for Canada's youth, preparing them to become the leaders of tomorrow through a set of fun, challenging, well-organized and safe activities.

Develop in youth the attributes of good citizenship and leadership.

Promote physical fitness.

Stimulate the interest of youth in the sea, land and air activities of the Canadian Forces.



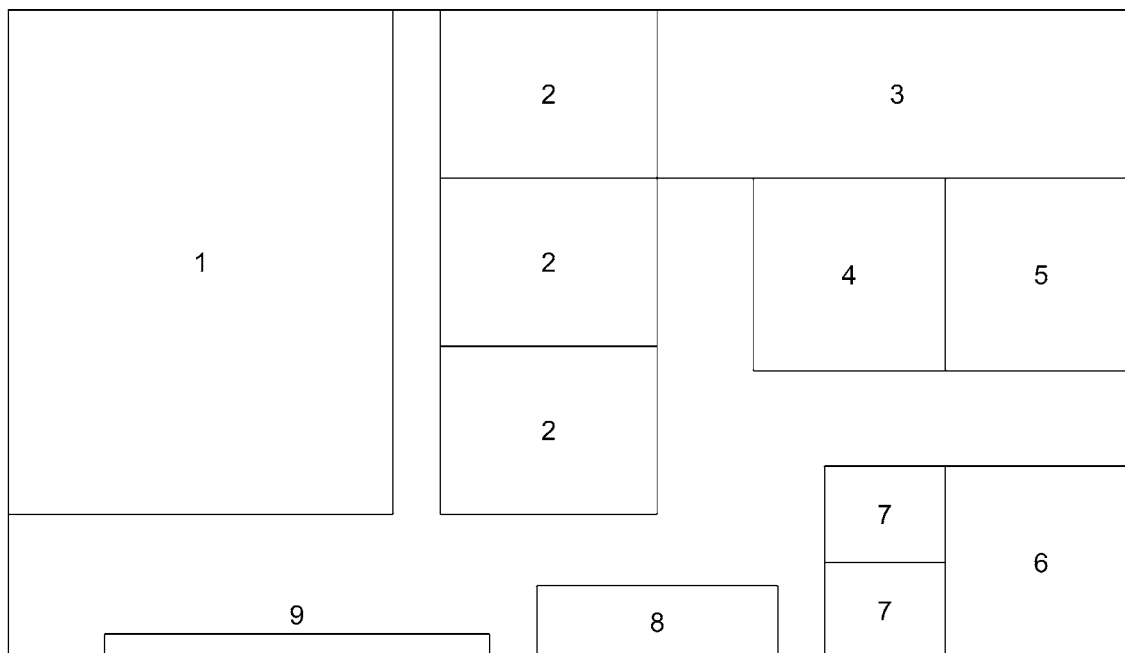
Ready
Aye
Ready

RECOGNIZE YOUR UNIFORM ACTIVITY

Seaman's Cap	Trousers	Black Belt	Corps Title Insignia
Wide-brimmed Tan Summer Hat	Name Tag	Grey Sports Shorts	Corps Crest
Toque	Black Gloves and Mitts	Black Ankle Boots	Lanyard
Gunshirt	Grey Sports T-shirt	Running Shoes	
Turtleneck Sweater	Rank Slip-ons	Grey Wool Socks	
All-season Jacket	Tunic	Shoulder Insignia	

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EXAMPLE MAP



POINTS OF INTEREST:

1. Parade Square
2. Classrooms
3. Supply Office/Stores
4. Administration Office
5. Training Office
6. Commanding Officer's Office
7. Washrooms
8. Canteen
9. Communications Area

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CORPS PASSPORT

<p>THE PARADE SQUARE</p> <p>What are the rules for the parade square?</p> <p><i>Sticker</i></p>	<p>CLASSROOMS</p> <p>What rooms are used for classroom training?</p> <p><i>Sticker</i></p>
<p>BREAK AREAS</p> <p>Where is the break area?</p> <p><i>Sticker</i></p>	<p>CANTEEN</p> <p>When is the canteen available?</p> <p><i>Sticker</i></p>
<p>WASHROOMS</p> <p>Where are the washrooms located?</p> <p><i>Sticker</i></p>	<p>COMMUNICATION AREAS</p> <p>Where do cadets sign up for activities?</p> <p>Who is allowed to post information?</p> <p><i>Sticker</i></p>

<p>COMMANDING OFFICER'S OFFICE</p> <p>What is the Commanding Officer's name?</p> <p><i>Sticker</i></p>	<p>ADMINISTRATION OFFICE</p> <p>What is the Administration Officer's name?</p> <p>Who else works in Administration?</p> <p><i>Sticker</i></p>
<p>TRAINING OFFICE</p> <p>What is the Training Officer's name?</p> <p>Who else works in Training?</p> <p><i>Sticker</i></p>	<p>SUPPLY OFFICE</p> <p>What is the Supply Officer's name?</p> <p>Who else works in Supply?</p> <p><i>Sticker</i></p>
<p>OUT OF BOUNDS AREAS</p> <p>Which areas are out of bounds to cadets?</p> <p><i>Sticker</i></p>	

MEMORIAL AWARDS

(Green Construction Paper)

Corps/Squadron Formation

CHARTER

(Red Construction Paper)

Corps/Squadron Developments

HEART AND STROKE FOUNDATION CAMPAIGN

(Blue Construction Paper)

Corps/Squadron Accomplishments

LCOLSHEA CITIZENSHIP AWARD

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CHAPTER 8

PO 108 – PARTICIPATE IN AN ANNUAL CEREMONIAL REVIEW (ACR) PARADE



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 1

EO M108.01 – ADOPT THE POSITIONS OF ATTENTION, STAND AT EASE AND STAND EASY

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- select the most effective squad formation for the lesson being taught. A squad may be in a single rank, hollow square or semi-circle for elementary drill instruction. (Note: All cadets **must** be able to fully observe all demonstrations and explanations.)

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the demonstration and performance method. The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.



The instructor shall develop and use a vocabulary of short, concise words to impress on the squad that the movements must be performed smartly. For example, the words “crack”, “drive”, “seize” and “grasp” suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to adopt the positions of attention, stand at ease and stand easy.

IMPORTANCE

As members of the Canadian Cadet Movement (CCM) cadets will be required to perform drill movements at a competent level, developing sharpness, esprit de corps, physical coordination, and alertness. These movements will be executed with ease and without hesitation. Ensuring that the cadets efficiently move together as one will promote discipline, alertness, precision, pride, steadiness, and cohesion. This develops the basis of teamwork that the CCM depends on.

Teaching Point 1

Adopting the Position of Attention

Time: 6 min

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING



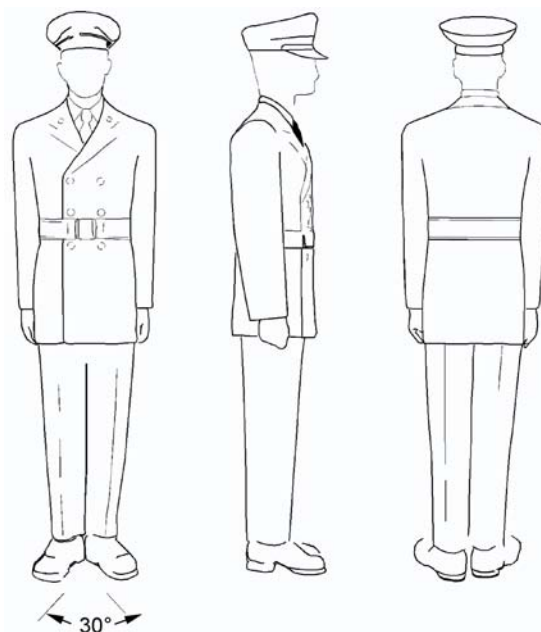
Instructors are reminded that they are to present the example with regards to drill, from the moment they step onto the parade square. Proper drill movements, combined with a professional demeanour, are of paramount importance, and must be exemplified throughout the period of instruction.

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

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

The cadet will adopt the position of attention, by ensuring:

- a. heels are together and in line;
- b. feet are turned out to form an angle of 30°;
- c. body is balanced and weight distributed evenly on both feet;
- d. shoulders are level, square to the front;
- e. arms are hanging as straight as the natural bend will allow, with elbows and wrists touching the body;
- f. wrists are straight, the back of the hands outwards, fingers aligned, touching the palm of the hand, thumbs placed on the side of the forefinger at the middle joint with the thumbs and back of the fingers touching the thighs lightly and the thumbs in line with the seam of the trousers;
- g. head is held erect, neck touching the back of the collar, eyes steady, looking their height and straight to the front; and
- h. no part of the body is strained.



A-PD-201-000/PT-000, The Canadian Forces Manual of Drill and Ceremonial, 2001

Figure 8-1-1 The Position of Attention



A-PD-201-000/PT-000, The Canadian Forces Manual of Drill and Ceremonial, 2001

Figure 8-1-2 Fists at Position of Attention



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

The instructor(s) shall provide a full demonstration and allow time for practice.

The instructor will have the squad practice the movement collectively, individually, and collectively.

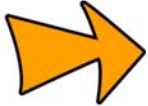
Teaching Point 2**Adopting the Position of Stand at Ease**

Time: 6 min

Method: Demonstration and Performance

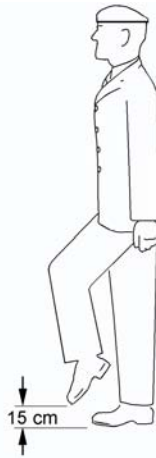
DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING

The position of standing at ease is an intermediate position between attention and standing easy. It allows no relaxation, but can be maintained without strain for a longer time than the position of attention.

DEMONSTRATE FIRST PART OF MOVEMENT (FIRST NUMBER)

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

On the command STAND AT EASE BY NUMBERS, SQUAD – ONE, the cadet shall bend the left knee.



A-PD-201-000/PT-000, The Canadian Forces Manual of Drill and Ceremonial, 2001

Figure 8-1-3 Squad One – Stand at Ease

PRACTICE THE SQUAD ON THE FIRST MOVEMENT

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



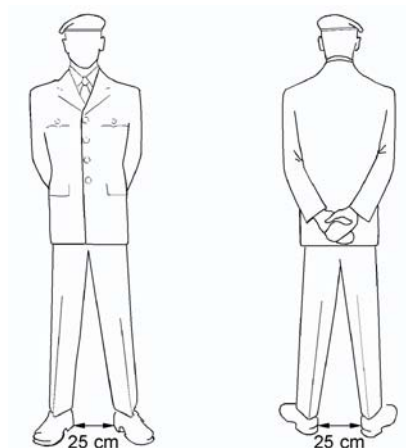
Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

DEMONSTRATE AND EXPLAIN THE SECOND PART OF THE MOVEMENT (SECOND NUMBER)

On the command SQUAD – TWO, the cadet shall:

1. carry the left foot to the left, straightening it in double time, and place it smartly flat on the ground with the inside of the heels 25 cm apart;

2. simultaneously, with a quick motion, bring the arms behind the back, stretched to their full extent, and place the back of the right hand in the palm of the left, with thumbs crossed right over left, the fingers together and extended; and
3. balance the body with the weight evenly distributed on both feet.



A-PD-201-000/PT-000, The Canadian Forces Manual of Drill and Ceremonial, 2001

Figure 8-1-4 The Position of Stand at Ease

PRACTICE THE SQUAD ON THE SECOND MOVEMENT

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

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

On the command STAND AT – EASE, combine the two movements. The timing is “one.”

The instructor(s) shall provide a full demonstration and allow time for practice.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Teaching Point 3

Adopting the Position of Attention From Stand at Ease

Time: 6 min

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING

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

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

DEMONSTRATE FIRST PART OF MOVEMENT (FIRST NUMBER)



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

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

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

PRACTICE THE SQUAD ON THE FIRST MOVEMENT

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

DEMONSTRATE AND EXPLAIN THE SECOND PART OF THE MOVEMENT

On the command SQUAD – TWO:

1. straighten the left leg in double time, place the foot smartly on the ground, toe touching first, followed by the heel, and with heels aligned; and
2. simultaneously, with a quick motion, bring the arms and hands to the position of attention.

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

On the command ATTEN – TION, combine the two movements. The timing is called as “one.”

The instructor(s) shall provide a full demonstration and allow time for practice.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Teaching Point 4

Time: 6 min

Adopting the Position of Stand Easy

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING

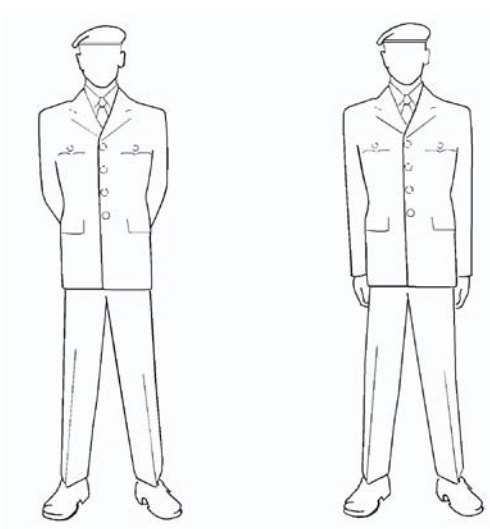
The instructor shall provide a complete demonstration of the drill movement, with timing. A practiced assistant instructor may carry out this demonstration.

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

The position of stand easy is ordered when it is desirable to permit cadets to relax. This command is only given when the squad is in the position of stand at ease.

On the command STAND – EASY, the cadet shall:

1. close the hands and bring the arms to the position of attention; and
2. relax.



A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial, 2001*

Figure 8-1-5 Stand Easy From Stand at Ease



When standing easy, the cadet may, with permission, move all but the feet and adjust clothing and equipment, but shall not talk.

PRACTICE THE COMPLETE MOVEMENT WITH TIMING

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

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

Combine the preceding movements with timing. The instructor(s) shall provide a full demonstration and allow time for practice.

Teaching Point 5

Adopting the Position of Stand at Ease From Standing Easy

Time: 1 min

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING

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

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

In order to adopt the position of stand at ease from easy the cadet shall, on the cautionary command SQUAD (or formation title), assume the position of stand at ease.



This teaching point is best taught as a group practice to ensure adherence to timings and togetherness of the squad.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

END OF LESSON CONFIRMATION

The confirmation for this lesson should consist of the cadets, as a squad, practicing the positions of attention, stand at ease and stand easy, and should emphasize movements that cadets showed difficulty with during the class.

Practice the complete movement, with the:

- **instructor** calling the time;
- **squad** calling the time; and
- **squad judging** the time.

CONCLUSION

HOMEWORK/READING/PRACTICE

Drill movements are skills that must be practiced individually, in order to make the cadet more proficient as a member of a unit. Cadets are encouraged to practice the movements, as opportunities are made available. Ongoing feedback will be provided, and should be heeded during any drill practice.

METHOD OF EVALUATION

In accordance with A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall participate in an Annual Ceremonial Review (ACR) parade. This movement will be used in preparation for, and in the execution of, the ACR parade.

CLOSING STATEMENT

The hallmarks of cadet drill are efficiency, precision, and dignity. These qualities are developed through self-discipline and practice. They lead to unit pride and cohesion. Good drill that is well rehearsed, closely supervised and precise, is an exercise in obedience and alertness. It sets the standard for the execution of any duty, both for the individual and the unit, and builds a sense of confidence between commander and subordinate that is essential to high morale. The personal qualities developed on the parade ground must be maintained in all aspects of life.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 2

EO M108.02 – EXECUTE A SALUTE AT THE HALT WITHOUT ARMS

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- select the most effective squad formation for the lesson being taught. A squad may be in a single rank, hollow square or semi-circle for elementary drill instruction. (Note: All cadets **must** be able to fully observe all demonstrations and explanations.)

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the demonstration and performance method. The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.



The instructor shall develop and use a vocabulary of short, concise words to impress on the squad that the movements must be performed smartly. For example, the words “crack”, “drive”, “seize” and “grasp” suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

REVIEW

The pertinent review for this lesson will include:

- EO M108.01 (Section 1).

- The instructor will have the squad adopt the positions of attention, stand at ease and stand easy. The instructor shall continue to review until the squad can perform the movements without hesitation and with ease.

OBJECTIVES

By the end of this lesson the cadet shall be expected to execute a salute at the halt without arms.

IMPORTANCE

As members of the Canadian Cadet Organization (CCO) cadets will be required to perform drill movements at a competent level, developing sharpness, esprit de corps, physical coordination, and alertness. These movements will be executed with ease and without hesitation. Ensuring that the cadets efficiently move together as one will promote discipline, alertness, precision, pride, steadiness, and cohesion. This develops the basis of teamwork that the CCO depends on.

Teaching Point 1

Execute a Salute to the Front

Time: 13 min

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING



Instructors are reminded that they are to present the example with regards to drill, from the moment they step onto the parade square. Proper drill movements, combined with a professional demeanour, are of paramount importance, and must be exemplified throughout the period of instruction.

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

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

The salute is given with the right hand. When physical incapacity or carrying of articles makes a salute with the right hand impracticable, compliments will be paid by turning the head and eyes to the left or right or standing to attention, as appropriate (see also A-PD-201-000/PT-000, Chapter 1, Section 2).

DEMONSTRATE FIRST PART OF MOVEMENT (FIRST NUMBER)

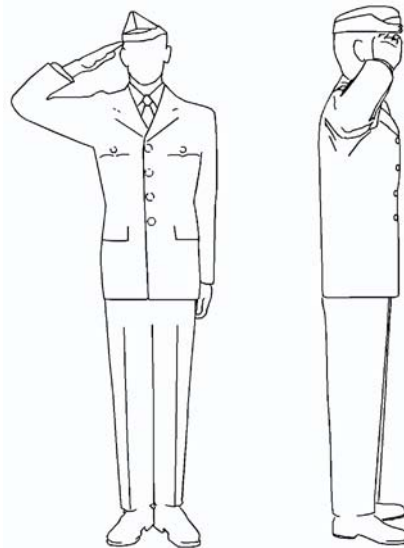


For ease of instruction, drill commands have been broken down into individual movements, or numbers. The instructor(s) shall demonstrate and explain each number.

On the command TO THE FRONT SALUTE BY NUMBERS, SQUAD – ONE, the cadet shall:

1. bend the right elbow and open the palm of the right hand as it passes the shoulder; and
2. force the right hand by its shortest route to the front of the headdress so that the:
 - a. palm of the hand is facing down;
 - b. thumb and fingers are fully extended and close together;
 - c. tip of the second finger is in line with the outside of the right eyebrow and touching the outside edge of the headdress or arm of glasses, if worn;

- d. hand, wrist and forearm are in a straight line and at a 45-degree angle to the upper arm;
- e. elbow is in line with the shoulders; and
- f. upper arm is parallel to the ground.



A-PD-201-000/PT-000, The Canadian Forces Manual of Drill and Ceremonial, 2001

Figure 8-2-1 Saluting to the Front Without Arms

PRACTICE THE SQUAD ON THE FIRST MOVEMENT

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



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

DEMONSTRATE AND EXPLAIN THE SECOND PART OF THE MOVEMENT

On the command SQUAD – TWO, the hand is:

1. brought sharply to the position of attention by the shortest route, without slapping the thigh; and
2. closed after the forearm is lowered below shoulder level.

PRACTICE THE SQUAD ON THE SECOND MOVEMENT

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

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

On the command TO THE FRONT – SALUTE, the two movements are combined. The standard pause shall be observed between movements.

The instructor(s) shall provide a full demonstration and allow time for practice.

Note: When wearing headdress, other than a cap with a peak, the second finger is 2 cm above and in line with the outer tip of the right eyebrow.



Standard Pause: The standard pause between each movement is two beats in quick time. For example, on the command MOVE TO THE RIGHT IN FILE, RIGHT – TURN, the squad:

1. executes the first movement of the turn on the executive order and simultaneously calls out “ONE”;
2. after completing the first movement, calls “TWO”, “THREE” while observing the standard pause; and
3. when executing the final movement, calls out “ONE”.

Teaching Point 2

Execute a Salute to the Right (Left)

Time: 12 min

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING

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

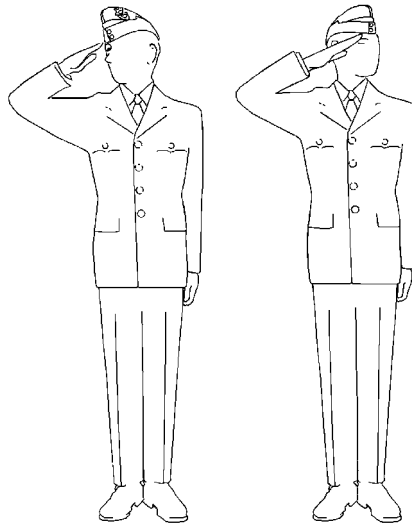
The demonstration shall be provided from various vantage points, as required.

DEMONSTRATE FIRST PART OF MOVEMENT (FIRST NUMBER)

Salutes may also be carried out to the right (left), in that:

On the command TO THE RIGHT (LEFT) SALUTE BY NUMBERS, SQUAD – ONE, saluting shall be executed as detailed in TP1, except that the head and eyes shall be turned smartly to the right (left) as far as possible without straining, remembering that:

1. when saluting to the left, the right hand, wrist and arm are brought further over to the left to the correct position in line with the outside edge of the right eyebrow; and
2. when saluting to the right, the arm is moved to the rear, with the tip of the second finger remaining in line with the outside edge of the right eyebrow.



A-PD-201-000/PT-000, The Canadian Forces Manual of Drill and Ceremonial, 2001

Figure 8-2-2 Saluting to the Right and Left

PRACTICE THE SQUAD ON THE FIRST MOVEMENT

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



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

DEMONSTRATE AND EXPLAIN THE SECOND PART OF THE MOVEMENT

On the command SQUAD – TWO, the hand is brought sharply to the position of attention, and simultaneously the head and eyes are turned smartly to the front.

PRACTICE THE SQUAD ON THE SECOND MOVEMENT

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

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

On the command TO THE RIGHT (LEFT) – SALUTE, the two movements are combined. The standard pause shall be observed between movements.

The instructor(s) shall provide a full demonstration and allow time for practice.

END OF LESSON CONFIRMATION

The confirmation for this lesson should consist of the cadets, as a squad, practicing saluting at the halt without arms to the front, right and left, and should emphasize movements that cadets showed difficulty with during the class.

Practice the complete movement with the:

- **instructor** calling the time;

- **squad** calling the time; and
- squad **judging** the time.

CONCLUSION

HOMEWORK/READING/PRACTICE

Drill movements are skills that must be practiced individually, in order to make the cadet more proficient as a member of a unit. Cadets are encouraged to practice the movements, as opportunities are made available. Ongoing feedback will be provided, and should be heeded during any drill practice.

METHOD OF EVALUATION

In accordance with A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall participate in an Annual Ceremonial Review (ACR) parade. This movement will be used in preparation for, and execution of, the ACR parade.

CLOSING STATEMENT

The hallmarks of cadet drill are efficiency, precision, and dignity. These qualities are developed through self-discipline and practice. They lead to unit pride and cohesion. Good drill, that is well rehearsed, closely supervised and precise, is an exercise in obedience and alertness. It sets the standard for the execution of any duty, both for the individual and the unit, and builds a sense of confidence between commander and subordinate that is essential to high morale. The personal qualities developed on the parade ground must be maintained in all aspects of life.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 3

EO M108.03 – EXECUTE TURNS AT THE HALT

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- select the most effective squad formation for the lesson being taught. A squad may be in a single rank, hollow square or semi-circle for elementary drill instruction. (Note: All cadets **must** be able to fully observe all demonstrations and explanations.)

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the demonstration and performance method. The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.



The instructor shall develop and use a vocabulary of short, concise words to impress on the squad that the movements must be performed smartly. For example, the words “crack”, “drive”, “seize” and “grasp” suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

REVIEW

The pertinent review for this lesson will include:

- EO M108.02 (Section 2).
- The instructor will have the squad execute a salute at the halt without arms and shall continue to review until the squad can perform the movements without hesitation and with ease.

OBJECTIVES

By the end of this lesson the cadet shall be expected to execute turns at the halt.

IMPORTANCE

As members of the Canadian Cadet Movement (CCM) cadets will be required to perform drill movements at a competent level, developing sharpness, esprit de corps, physical coordination, and alertness. These movements will be executed with ease and without hesitation. Ensuring that the cadets efficiently move together as one will promote discipline, alertness, precision, pride, steadiness, and cohesion. This develops the basis of teamwork that the CCM depends on.

Teaching Point 1

Execute Right Turn

Time: 6 min

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING



Instructors are reminded that they are to present the example with regards to drill, from the moment they step onto the parade square. Proper drill movements, combined with a professional demeanour, are of paramount importance, and must be exemplified throughout the period of instruction.

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

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

Turns and inclines are made to change direction: right or left turns change direction by 90°, about turns by 180°, and right and left inclines (not instructed in this lesson) by 45°.

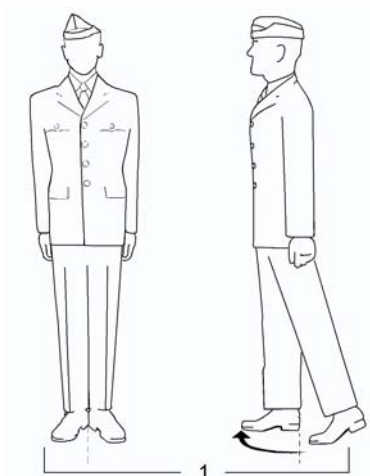
DEMONSTRATE FIRST PART OF MOVEMENT (FIRST NUMBER)



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

The cadet shall execute a right turn, by:

On the command RIGHT TURN BY NUMBERS, SQUAD – ONE, turning 90° to the right by pivoting on the right heel and left toe and raising the left heel and right toe simultaneously. Both knees will be kept braced during the turn, arms at the sides and body erect. On the completion of the movement, the weight of the body is placed on the right foot and the left leg is braced with the heel off the ground.



A-PD-201-000/PT-000, The Canadian Forces Manual of Drill and Ceremonial, 2001

Figure 8-3-1 Squad One – Right Turn at the Halt

PRACTICE THE SQUAD ON THE FIRST MOVEMENT

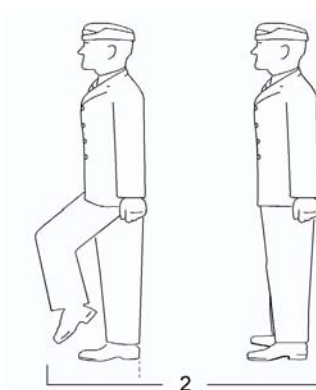
Practice the squad on the first movement collectively, individually and collectively.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

DEMONSTRATE AND EXPLAIN THE SECOND PART OF THE MOVEMENT

On the command SQUAD – TWO, the cadets shall bend the left knee, straightening it in double time and smartly placing the left foot beside the right to assume the position of attention.



A-PD-201-000/PT-000, The Canadian Forces Manual of Drill and Ceremonial, 2001

Figure 8-3-2 Squad Two – Right Turn at the Halt

PRACTICE THE SQUAD ON THE SECOND MOVEMENT

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

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

On the command RIGHT – TURN, combine the two movements. The standard pause shall be observed between the movements.

The instructor(s) shall provide a full demonstration and allow time for practice.



Standard Pause: The standard pause between each movement is two beats in quick time. For example, on the command MOVE TO THE RIGHT IN FILE, RIGHT – TURN, the squad:

1. executes the first movement of the turn on the executive order and simultaneously calls out “ONE”;
2. after completing the first movement, calls “TWO”, “THREE” while observing the standard pause; and
3. when executing the final movement, calls out “ONE”.

Teaching Point 2

Execute Left Turn

Time: 6 min

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING

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

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

Turns and inclines are made to change direction: right or left turns change direction by 90°, about turns by 180°, and right and left inclines by 45°.

DEMONSTRATE FIRST PART OF MOVEMENT (FIRST NUMBER)

The cadet shall execute a left turn, by:

On the command LEFT TURN BY NUMBERS, SQUAD – ONE, turning 90° to the left by pivoting on the left heel and right toe and raising the right heel and left toe simultaneously. Both knees will be kept braced during the turn, arms at the sides and body erect. On the completion of the movement, the weight of the body is placed on the left foot and the right leg is braced with the heel off the ground.

PRACTICE THE SQUAD ON THE FIRST MOVEMENT

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



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

DEMONSTRATE AND EXPLAIN THE SECOND PART OF THE MOVEMENT (SECOND NUMBER)

On the command SQUAD – TWO, bend the right knee, straightening it in double time and smartly placing the right foot beside the left to assume the position of attention.

PRACTICE THE SQUAD ON THE SECOND MOVEMENT

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



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

On the command LEFT – TURN, combine the two movements. The standard pause shall be observed between the movements.

The instructor(s) shall provide a full demonstration and allow time for practice.

Teaching Point 3

Execute About Turn

Time: 6 min

Method: Demonstration and Performance

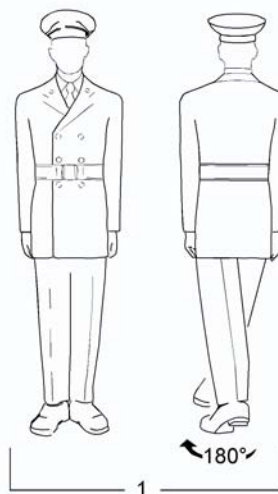
DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING

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

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

DEMONSTRATE FIRST PART OF MOVEMENT (FIRST NUMBER)

On the command ABOUT TURN BY NUMBERS, SQUAD – ONE, turning 180° to the right by pivoting on the right heel and left toe and raising the left heel and right toe simultaneously. Both knees will be kept braced during the turn, arms at the sides and body erect. On the completion of the movement, the weight of the body is placed on the right foot and the left leg is braced with the heel off the ground.



A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, 2001

Figure 8-3-3 Squad One – About Turn at the Halt

PRACTICE THE SQUAD ON THE FIRST MOVEMENT

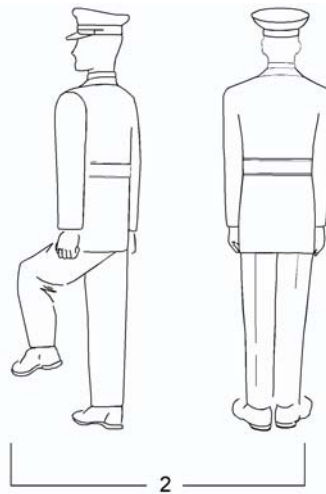
Practice the squad on the first movement collectively, individually and collectively.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

DEMONSTRATE AND EXPLAIN THE SECOND PART OF THE MOVEMENT

On the command SQUAD – TWO, bending the left knee, straightening it in double time and smartly placing the left foot beside the right to assume the position of attention.



A-PD-201-000/PT-000, The Canadian Forces Manual of Drill and Ceremonial, 2001

Figure 8-3-4 Squad Two – About Turn at the Halt

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

On the command ABOUT – TURN, combine the two movements. The standard pause shall be observed between the movements.

The instructor(s) shall provide a full demonstration and allow time for practice.



On the command ABOUT – TURN, combine the two movements. The standard pause shall be observed between the movements.

END OF LESSON CONFIRMATION

The confirmation for this lesson should consist of the cadets, as a squad, practicing executing left and right turns, and about turns and should emphasize movements that cadets showed difficulty with during the class.

Practice the complete movement with the:

- **instructor** calling the time;

- **squad** calling the time; and
- squad **judging** the time.

CONCLUSION

HOMEWORK/READING/PRACTICE

Drill movements are skills that must be practiced individually, in order to make the cadet more proficient as a member of a unit. Cadets are encouraged to practice the movements, as opportunities are made available. Ongoing feedback will be provided, and should be heeded during any drill practice.

METHOD OF EVALUATION

In accordance with A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall participate in an Annual Ceremonial Review (ACR) parade. This movement will be used in preparation for, and in the execution of, the ACR parade.

CLOSING STATEMENT

The hallmarks of cadet drill are efficiency, precision, and dignity. These qualities are developed through self-discipline and practice. They lead to unit pride and cohesion. Good drill that is well rehearsed, closely supervised and precise, is an exercise in obedience and alertness. It sets the standard for the execution of any duty, both for the individual and the unit, and builds a sense of confidence between commander and subordinate that is essential to high morale. The personal qualities developed on the parade ground must be maintained in all aspects of life.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.

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COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 4

EO M108.04 – CLOSE TO THE RIGHT AND LEFT

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- select the most effective squad formation for the lesson being taught. A squad may be in a single rank, hollow square or semi-circle for elementary drill instruction. (Note: All cadets **must** be able to fully observe all demonstrations and explanations.)

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the demonstration and performance method. The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.



The instructor shall develop and use a vocabulary of short, concise words to impress on the squad that the movements must be performed smartly. For example, the words “crack”, “drive”, “seize” and “grasp” suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to close to the right and left.

IMPORTANCE

As members of the Canadian Cadet Movement (CCM) cadets will be required to perform drill movements at a competent level, developing sharpness, esprit de corps, physical coordination, and alertness. These movements will be executed with ease and without hesitation. Ensuring that the cadets efficiently move together as one will promote discipline, alertness, precision, pride, steadiness, and cohesion. This develops the basis of teamwork that the CCM depends on.

Teaching Point 1**Closing to the Right**

Time: 13 min

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING

Instructors are reminded that they are to present the example with regards to drill, from the moment they step onto the parade square. Proper drill movements, combined with a professional demeanour, are of paramount importance, and must be exemplified throughout the period of instruction.

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

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

Closing to the right is executed in order to adjust position right. Close march paces to the right shall not be ordered when the distance required to move exceeds eight paces. When the distance is greater, the squad shall be turned and marched the required distance.

DEMONSTRATE FIRST PART OF MOVEMENT (FIRST NUMBER)

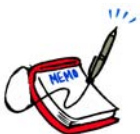
For ease of instruction, drill commands have been broken down into individual movements, or numbers. The instructor(s) shall demonstrate and explain each number.

On the command ONE PACE RIGHT CLOSE MARCH BY NUMBERS, SQUAD – ONE, the cadet shall complete the first number of close march paces to the right by:

1. bending the right knee, carry the foot to the right and place it smartly on the ground with the inside of the heels one side pace 25 cm apart;
2. balancing the weight of the body evenly on both feet; and
3. keeping the arms still at the sides.

PRACTICE THE SQUAD ON THE FIRST MOVEMENT

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



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

DEMONSTRATE AND EXPLAIN THE SECOND PART OF THE MOVEMENT (SECOND NUMBER)

On the command SQUAD – TWO, the cadet shall execute the second number of the movement by:

1. shifting the weight of the body to the right foot; and
2. bending the left knee and placing the left foot smartly by the right to assume the position of attention.

PRACTICE THE SQUAD ON THE SECOND MOVEMENT

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

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

On the command ONE PACE RIGHT CLOSE – MARCH, combine the two movements, observing the following timing:

1. for one pace, “one-one”;
2. for two paces, “one-one, pause, one-two”;
3. for three paces, “one-one, pause, one-two, pause, one-three”, etc.

The instructor(s) shall provide a full demonstration and allow time for practice.



Standard Pause: The standard pause between each movement is two beats in quick time. For example, on the command MOVE TO THE RIGHT IN FILE, RIGHT – TURN, the squad:

1. executes the first movement of the turn on the executive order and simultaneously calls out “ONE”;
2. after completing the first movement, calls “TWO”, “THREE” while observing the standard pause; and
3. when executing the final movement, calls out “ONE”.

Teaching Point 2**Closing to the Left**

Time: 12 min

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING

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

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

Closing to the left is executed in order to adjust position left. Close march paces to the left shall not be ordered when the distance required to move exceeds eight paces. When the distance is greater, the squad shall be turned and marched the required distance.

DEMONSTRATE FIRST PART OF MOVEMENT (FIRST NUMBER)

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

On the command ONE PACE LEFT CLOSE MARCH BY NUMBERS, SQUAD – ONE, the cadet shall complete the first number of the movement by:

1. bending the left knee, carry the foot to the left and place it smartly on the ground with the inside of the heels one side pace 25 cm apart;
2. balancing the weight of the body evenly on both feet; and
3. keeping the arms still at the sides.

PRACTICE THE SQUAD ON THE FIRST MOVEMENT

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



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

DEMONSTRATE AND EXPLAIN THE SECOND PART OF THE MOVEMENT (SECOND NUMBER)

On the command SQUAD – TWO, the cadet shall complete the second number of the movement by:

1. shifting the weight of the body to the left foot; and
2. bending the right knee and placing the right foot smartly by the left to assume the position of attention.

PRACTICE THE SQUAD ON THE SECOND MOVEMENT

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

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

On the command ONE PACE LEFT CLOSE – MARCH, combine the two movements, observing the following timing:

1. for one pace, “one-one”;
2. for two paces, “one-one, pause, one-two”; and
3. for three paces, “one-one, pause, one-two, pause, one-three”, etc.

END OF LESSON CONFIRMATION

The confirmation for this lesson should consist of the cadets, as a squad, practicing closing to the right and left, and should emphasize movements that cadets showed difficulty with during the class.

Practice the complete movement with the:

- **instructor** calling the time;
- **squad** calling the time; and
- **squad judging** the time.

CONCLUSION

HOMEWORK/READING/PRACTICE

Drill movements are skills that must be practiced individually, in order to make the cadet more proficient as a member of a unit. Cadets are encouraged to practice the movements, as opportunities are made available. Ongoing feedback will be provided, and should be heeded during any drill practice.

METHOD OF EVALUATION

In accordance with A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall participate in an Annual Ceremonial Review (ACR) parade. This movement will be used in preparation for, and in the execution of, the ACR parade.

CLOSING STATEMENT

The hallmarks of cadet drill are efficiency, precision, and dignity. These qualities are developed through self-discipline and practice. They lead to unit pride and cohesion. Good drill that is well rehearsed, closely supervised and precise, is an exercise in obedience and alertness. It sets the standard for the execution of any duty, both for the individual and the unit, and builds a sense of confidence between commander and subordinate that is essential to high morale. The personal qualities developed on the parade ground must be maintained in all aspects of life.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.

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COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 5

EO M108.05 – EXECUTE PACES FORWARD AND TO THE REAR

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- select the most effective squad formation for the lesson being taught. A squad may be in a single rank, hollow square or semi-circle for elementary drill instruction. (Note: All cadets **must** be able to fully observe all demonstrations and explanations.)

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the demonstration and performance method. The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.



The instructor shall develop and use a vocabulary of short, concise words to impress on the squad that the movements must be performed smartly. For example, the words “crack”, “drive”, “seize” and “grasp” suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

REVIEW

The pertinent review for this lesson will include:

- EO M108.04 (Section 4).
- The instructor will have the squad execute close to the right and the left. The instructor will continue to review until the squad can perform the movement without hesitation and with ease.

OBJECTIVES

By the end of this lesson the cadet shall be expected to execute paces forward and to the rear.

IMPORTANCE

As members of the Canadian Cadet Movement (CCM) cadets will be required to perform drill movements at a competent level, developing sharpness, esprit de corps, physical coordination, and alertness. These movements will be executed with ease and without hesitation. Ensuring that the cadets efficiently move together as one will promote discipline, alertness, precision, pride, steadiness, and cohesion. This develops the basis of teamwork that the CCM depends on.

Teaching Point 1

Execute Paces Forward

Time: 10 min

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING



Instructors are reminded that they are to present the example with regards to drill, from the moment they step onto the parade square. Proper drill movements, combined with a professional demeanour, are of paramount importance, and must be exemplified throughout the period of instruction.

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

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

Paces forward are executed in order to adjust position forward. A cadet shall not be moved forward, more than three paces, by this method. When the distance is greater the cadet will be marched the required distance.

DEMONSTRATE FIRST PART OF MOVEMENT (FIRST NUMBER)



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

On the command ONE PACE FORWARD MARCH BY NUMBERS, SQUAD – ONE, the cadet shall complete the first number of the movement by:

1. shooting the left foot forward one half pace, forcing the weight forward on the left foot, with the right heel raised; and
2. keeping the arms still at the sides.

PRACTICE THE SQUAD ON THE FIRST MOVEMENT

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



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

DEMONSTRATE AND EXPLAIN THE SECOND PART OF THE MOVEMENT

On the command SQUAD – TWO, the cadet shall complete the second part of the movement by:

1. bending the right knee, straightening it in double time, placing the right foot smartly on the ground beside the left; and
2. assuming the position of attention.

PRACTICE THE SQUAD ON THE SECOND MOVEMENT

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

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

Combine the preceding movements with timing. The instructor(s) shall provide a full demonstration and allow time for practice.

On the command ONE PACE FORWARD – MARCH, combine the movements, observing the following timing:

1. for one pace, “one-two”;
2. for two paces, “one, one-two”; and
3. for three paces, “one, one, one-two”.



When taking paces forward and to the rear:

1. the cadence shall be in quick time;
2. the length of each step shall be one half pace (35 cm); and
3. the arms shall be kept still at the sides.

Teaching Point 2

Execute Paces to the Rear

Time: 10 min

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING

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

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

Paces to the rear are executed in order to adjust position back. A cadet shall not be moved back more than three paces by this method. When the distance is greater the cadet will be marched the required distance.

DEMONSTRATE FIRST PART OF MOVEMENT (FIRST NUMBER)

On the command ONE PACE STEP BACK MARCH BY NUMBERS, SQUAD – ONE, the cadet shall execute the first number of the movement by:

1. shooting the left foot to the rear one half pace with the weight forward on the right foot and the left heel raised; and
2. keeping the arms still at the sides.

PRACTICE THE SQUAD ON THE FIRST MOVEMENT

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



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

DEMONSTRATE AND EXPLAIN THE SECOND PART OF THE MOVEMENT

On the command SQUAD – TWO, the cadet shall execute the second number of the movement by:

1. bending the right knee, straightening it in double time, place the right foot smartly on the ground beside the left; and
2. assuming the position of attention.

PRACTICE THE SQUAD ON THE SECOND MOVEMENT

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



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

Combine the preceding movements with timing. The instructor(s) shall provide a full demonstration and allow time for practice.

On the command ONE PACE(S) STEP BACK – MARCH, combine the movements, observing the following timing:

1. for one pace, “one-two”;
2. for two paces, “one, one-two”; and
3. for three paces, “one, one, one-two”.

END OF LESSON CONFIRMATION

The confirmation for this lesson should consist of the cadets, as a squad, practicing both paces forward and to the rear, and should emphasise movements that cadets showed difficulty with during the class.

Practice the complete movement with the:

- **instructor** calling the time;
- **squad** calling the time; and
- squad **judging** the time.

CONCLUSION

HOMEWORK/READING/PRACTICE

Drill movements are skills that must be practiced individually, in order to make the cadet more proficient as a member of a unit. Cadets are encouraged to practice the movements, as opportunities are made available. Ongoing feedback will be provided, and should be heeded during any drill practice.

METHOD OF EVALUATION

In accordance with A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall participate in an Annual Ceremonial Review (ACR) parade. This movement will be used in preparation for, and execution of, the ACR parade.

CLOSING STATEMENT

The hallmarks of cadet drill are efficiency, precision, and dignity. These qualities are developed through self-discipline and practice. They lead to unit pride and cohesion. Good drill, well rehearsed, closely supervised and precise, is an exercise in obedience and alertness. It sets the standard for the execution of any duty, both for the individual and the unit, and builds a sense of confidence between commander and subordinate that is essential to high morale. The personal qualities developed on the parade ground must be maintained in all aspects of military life.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.

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COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 6

EO M108.06 – EXECUTE THE MOVEMENTS REQUIRED FOR A RIGHT DRESS

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- select the most effective squad formation for the lesson being taught. A squad may be in a single rank, hollow square or semi-circle for elementary drill instruction. (Note: All cadets **must** be able to fully observe all demonstrations and explanations).

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the demonstration and performance method. The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.



The instructor shall develop and use a vocabulary of short, concise words to impress on the squad that the movements must be performed smartly. For example, the words “crack”, “drive”, “seize” and “grasp” suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

REVIEW

The pertinent review for this lesson will include:

- EO M108.05 (Section 5).
- The instructor will have the squad execute paces forward and to the rear will continue to review until the squad can perform the movements without hesitation and with ease.

OBJECTIVES

By the end of this lesson the cadet shall be expected to execute the movements required for a right dress.

IMPORTANCE

As members of the Canadian Cadet Movement (CCM) cadets will be required to perform drill movements at a competent level, developing sharpness, esprit de corps, physical coordination, and alertness. These movements will be executed with ease and without hesitation. Ensuring that the cadets efficiently move together as one will promote discipline, alertness, precision, pride, steadiness, and cohesion. This develops the basis of teamwork that the CCM depends on.

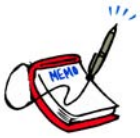
Teaching Point 1

Execute Right Dress

Time: 10 min

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING

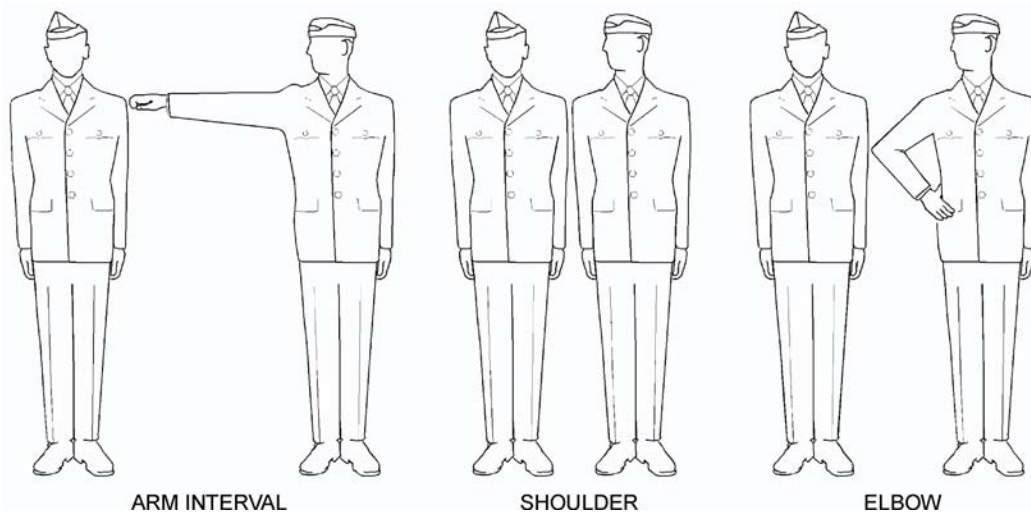


Instructors are reminded that they are to present the example with regards to drill, from the moment they step onto the parade square. Proper drill movements, combined with a professional demeanour, are of paramount importance, and must be exemplified throughout the period of instruction.

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

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

Dressing of a squad is required to ensure a uniform, organized appearance when in a formed body. The most common movement used to dress a squad is the right dress.



A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, 2001

Figure 8-6-1 Dressing a Squad

DEMONSTRATE FIRST PART OF MOVEMENT (FIRST NUMBER)

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

On the command RIGHT DRESS BY NUMBERS, SQUAD – ONE, the cadet shall complete the first number of the movement by:

1. the right-hand individual of the front rank standing fast; and
2. the remainder shooting the left foot forward, bending the right knee and adopting the position of attention.

PRACTICE THE SQUAD ON THE FIRST MOVEMENT

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



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

DEMONSTRATE AND EXPLAIN THE SECOND PART OF THE MOVEMENT (SECOND NUMBER)

On the command SQUAD – TWO, the cadet shall execute the second number of the movement by:

1. the right file standing fast;
2. the remainder turning head and eyes to the right as far as possible without straining; and
3. simultaneously, the front rank, except the right-hand individual, shooting the right arm its full extent behind the shoulder of the one on the right. The hand is closed as in the position of attention, back of the hand uppermost and arm parallel to the ground.

PRACTICE THE SQUAD ON THE SECOND MOVEMENT

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

DEMONSTRATE AND EXPLAIN THE THIRD PART OF THE MOVEMENT (THIRD NUMBER)

On the command SQUAD – THREE, the cadet shall execute the third number of the movement by:

1. the right-hand individual of the front rank standing fast; and
2. the remainder taking up correct alignment, distance and covering by taking short, quick paces until they are in the correct position beginning with the left foot.


PRACTICE THE SQUAD ON THE THIRD MOVEMENT

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

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS


Combine the preceding movements with timing. The instructor(s) shall provide a full demonstration and allow time for practice.

On the command RIGHT – DRESS, combine the movements, and observe the standard pause between the movements. The timing shall be called “one-two, pause, arms, pause, move.”




Standard Pause: The standard pause between each movement is two beats in quick time. For example, on the command MOVE TO THE RIGHT IN FILE, RIGHT – TURN, the squad:


1. executes the first movement of the turn on the executive order and simultaneously calls out “ONE”;
2. after completing the first movement, calls “TWO”, “THREE” while observing the standard pause; and
3. when executing the final movement, calls out “ONE”.



When dressing by the left, the same drill is followed except the head and eyes are turned left and the left arm is raised. The left-hand individual stands fast, looks to the front, and those in the file behind adopt the appropriate distance between ranks.



Dressing may be ordered by the centre when required if more than one squad is on parade in line or mass. The command is INWARD – DRESS, and flanking squads shall dress by their left or right as appropriate.



When a squad is formed with only one person in the blank file, that individual shall dress with the front rank when the squad is advancing and with the rear rank when the squad is retiring. When the squad is moving to a flank, the individual shall dress with the directing flank.

Teaching Point 2

Execute Eyes Front

Time: 5 min

Method: Demonstration and Performance


DEMONSTRATE AND EXPLAIN THE MOVEMENT

The cadet shall complete the eyes-front, by:

On the command EYES – FRONT, snapping the head and eyes to the front and cutting the right arm smartly to the rear of the individual on the right and to the position of attention without slapping the thigh.

PRACTICE THE COMPLETE MOVEMENT

Practice the movement collectively, individually and collectively.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Teaching Point 3**Execute Elbow Dress**

Time: 5 min

Method: Demonstration and Performance

DEMONSTRATE AND EXPLAIN THE MOVEMENT

On the command ELBOW DRESSING, RIGHT – DRESS, dressing is carried out as for the right dress except, during the second part of the movement:

1. the right hand is placed on the hip or belt as applicable;
2. fingers are closed, pointed down and extended forward;
3. thumbs are to the rear; and
4. the point of the elbow is forced forward and touching the individual's arm on the right.

PRACTICE THE SQUAD ON THE FIRST MOVEMENT

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



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Teaching Point 4**Execute Shoulder Dress**

Time: 5 min

Method: Demonstration and Performance

DEMONSTRATE AND EXPLAIN THE MOVEMENT

On the command SHOULDER DRESSING, RIGHT – DRESS, dressing is carried out as for the right dress, except that the arms are not raised and dressing is taken up without arm's length interval. Enough lateral space is left between the shoulders of each person in the rank to complete any movements that may follow the dressing.

PRACTICE THE SQUAD ON THE SECOND MOVEMENT

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



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

END OF LESSON CONFIRMATION

The confirmation for this lesson should consist of the cadets, as a squad, practicing the movements required for a right dress, and should emphasize movements that cadets showed difficulty with during the class.

Practice the complete movement, with the:

- **instructor** calling the time;
- **squad** calling the time; and
- squad **judging** the time.

CONCLUSION

HOMEWORK/READING/PRACTICE

Drill movements are skills that must be practiced individually, in order to make the cadet more proficient as a member of a unit. Cadets are encouraged to practice the movements, as opportunities are made available. Ongoing feedback will be provided, and should be heeded during any drill practice.

METHOD OF EVALUATION

In accordance with A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall participate in an Annual Ceremonial Review (ACR) parade. This movement will be used in preparation for, and in the execution of, the ACR parade.

CLOSING STATEMENT

The hallmarks of cadet drill are efficiency, precision, and dignity. These qualities are developed through self-discipline and practice. They lead to unit pride and cohesion. Good drill that is well rehearsed, closely supervised and precise, is an exercise in obedience and alertness. It sets the standard for the execution of any duty, both for the individual and the unit, and builds a sense of confidence between commander and subordinate that is essential to high morale. The personal qualities developed on the parade ground must be maintained in all aspects of life.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 7

EO M108.07 – EXECUTE AN OPEN ORDER AND CLOSE ORDER MARCH

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- select the most effective squad formation for the lesson being taught. A squad may be in a single rank, hollow square or semi-circle for elementary drill instruction. (Note: All cadets **must** be able to fully observe all demonstrations and explanations.)

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the demonstration and performance method. The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.



The instructor shall develop and use a vocabulary of short, concise words to impress on the squad that the movements must be performed smartly. For example, the words “crack”, “drive”, “seize” and “grasp” suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

REVIEW

The pertinent review for this lesson will include:

- EO M108.06 (Section 6).
- The instructor will have the squad execute a right dress, and will continue to review until the squad can perform the movement without hesitation and with ease.

OBJECTIVES

By the end of this lesson the cadet shall be expected to execute an open order and close order march.

IMPORTANCE

As members of the Canadian Cadet Movement (CCM) cadets will be required to perform drill movements at a competent level, developing sharpness, esprit de corps, physical coordination, and alertness. These movements will be executed with ease and without hesitation. Ensuring that the cadets efficiently move together as one will promote discipline, alertness, precision, pride, steadiness, and cohesion. This develops the basis of teamwork that the CCM depends on.

Teaching Point 1

Execute an Open Order March

Time: 15 min

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING



Instructors are reminded that they are to present the example with regards to drill, from the moment they step onto the parade square. Proper drill movements, combined with a professional demeanour, are of paramount importance, and must be exemplified throughout the period of instruction.

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

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

When in a formed body, cadets are inspected at the open order. In order to adopt this formation, cadets are required to execute the open order march.

The cadet will execute the open order march by the:

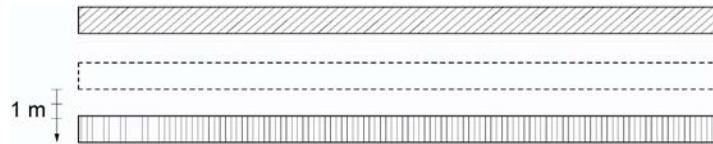
- front rank moving forward three half paces;
- rear rank stepping back three half paces; and
- centre rank standing fast.



A-PD-201-000/PT-000, The Canadian Forces Manual of Drill and Ceremonial, 2001

Figure 8-7-1 Open Order March in Three Ranks

When formed in two ranks, the front rank stands fast and the rear rank steps back three half paces.



A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, 2001

Figure 8-7-2 Open Order March in Two Ranks

On the command OPEN ORDER – MARCH, the movements shall be executed as for three check paces forward and to the rear, the final movement being executed by:

1. bending the right knee, straightening it in double time and placing the right foot smartly on the ground by the left; and
2. assuming the position of attention.

PRACTICE THE SQUAD ON THE MOVEMENT

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



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

The cadence shall be in quick time, and the arms shall be kept still at the sides.

The timing for the movements is counted as “one, one, one-two.”

The instructor(s) shall provide a full demonstration and allow time for practice.



The instructor is to allow the cadets an opportunity to practice the open order march as a member of the front, rear and centre ranks. This is best accomplished by having the ranks change places quickly during the practice stage of the teaching point.

Teaching Point 2

Execute Close Order March

Time: 10 min

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH THE TIMING

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

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

The cadet shall execute the close order march by the:

1. front rank stepping back three half paces;
2. front rank moving forward three half paces; and

3. centre rank standing fast.

On the command CLOSE ORDER – MARCH, the movements will be executed as for three check paces forward and to the rear, the final movement being executed by:

1. bending the right knee, straightening it in double time and placing the right foot smartly on the ground by the left; and
2. assuming the position of attention.

PRACTICE THE SQUAD ON THE MOVEMENT

Practice the squad on movement collectively, individually and collectively.

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

The cadence shall be in quick time, and the arms shall be kept still at the sides.

The timing for the movements is counted as “one, one, one-two.”

The instructor(s) shall provide a full demonstration and allow time for practice.



When formed in two ranks, the front rank stands fast and the rear rank moves forward three half paces.



The instructor is to allow the cadets an opportunity to practice the close order march as a member of the front, rear and centre ranks. This is best accomplished by having the ranks change places quickly during the practice stage of the teaching point.

END OF LESSON CONFIRMATION

The confirmation for this lesson should consist of the cadets, as a squad, practicing open order and close order march, and should emphasise movements that cadets showed difficulty with during the class.

Practice the complete movement with the:

- **instructor** calling the time;
- **squad** calling the time; and
- squad **judging** the time.

CONCLUSION

HOMEWORK/READING/PRACTICE

Drill movements are skills that must be practiced individually, in order to make the cadet more proficient as a member of a unit. Cadets are encouraged to practice the movements, as opportunities are made available. Ongoing feedback will be provided, and should be heeded during any drill practice.

METHOD OF EVALUATION

In accordance with A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall participate in an Annual Ceremonial Review (ACR) parade. This movement will be used in preparation for, and in the execution of, the ACR parade.

CLOSING STATEMENT

The hallmarks of cadet drill are efficiency, precision, and dignity. These qualities are developed through self-discipline and practice. They lead to unit pride and cohesion. Good drill, well rehearsed, closely supervised and precise, is an exercise in obedience and alertness. It sets the standard for the execution of any duty, both for the individual and the unit, and builds a sense of confidence between commander and subordinate that is essential to high morale. The personal qualities developed on the parade ground must be maintained in all aspects of cadet life.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.

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COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 8

EO M108.08 – MARCH AND HALT IN QUICK TIME

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- select the most effective squad formation for the lesson being taught. A squad may be in a single rank, hollow square or semi-circle for elementary drill instruction. (Note: All cadets **must** be able to fully observe all demonstrations and explanations.)

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the demonstration and performance method. The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.



The instructor shall develop and use a vocabulary of short, concise words to impress on the squad that the movements must be performed smartly. For example, the words “crack”, “drive”, “seize” and “grasp” suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

REVIEW

The pertinent review for this lesson will include:

- EO M108.07 (Section 7).
- The instructor will have the cadets execute an open order march and close order march, and shall continue to review until the squad can perform the movements without hesitation and with ease.

OBJECTIVES

By the end of this lesson the cadet shall be expected to march and halt in quick time.

IMPORTANCE

As members of the Canadian Cadet Movement (CCM) cadets will be required to perform drill movements at a competent level, developing sharpness, esprit de corps, physical coordination, and alertness. These movements will be executed with ease and without hesitation. Ensuring that the cadets efficiently move together as one will promote discipline, alertness, precision, pride, steadiness, and cohesion. This develops the basis of teamwork that the CCM depends on.

Teaching Point 1

March in Quick Time

Time: 10 min

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING



Instructors are reminded that they are to present the example with regards to drill, from the moment they step onto the parade square. Proper drill movements, combined with a professional demeanour, are of paramount importance, and must be exemplified throughout the period of instruction.

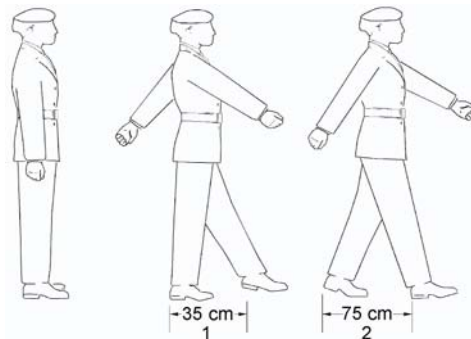
The instructor shall provide a complete demonstration of the drill movement, with timing. A practiced assistant instructor may carry out this demonstration.

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

Cadet units march and manoeuvre on foot in quick, slow, and double time. When marching in quick time, the cadence is set at 120 paces per minute. All cadet units shall practice, and be prepared to march and manoeuvre with other cadet units, at the standard cadence.

The quick march can be maintained for long periods of time and is the standard for routine duty.

The standard length of pace is 75 cm.



A-PD-201-000/PT-000, The Canadian Forces Manual of Drill and Ceremonial, 2001

Figure 8-8-1 Marching in Quick Time

DEMONSTRATE FIRST PART OF MOVEMENT (FIRST NUMBER)

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

On the command QUICK MARCH BY NUMBERS, SQUAD – ONE, the cadet will execute the first number of march in quick time, by:

1. shooting the left foot forward one half pace, toe up;
2. striking the heel on the ground first and keeping the toe pointed directly forward; and
3. simultaneously, swinging the right arm straight forward and the left arm straight to the rear, waist high.

PRACTICE THE SQUAD ON THE FIRST MOVEMENT

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



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

DEMONSTRATE AND EXPLAIN THE SECOND PART OF THE MOVEMENT (SECOND NUMBER)

On the command SQUAD – TWO, the cadet shall execute the second number of the movement by:

1. continuing to march with subsequent paces of standard length;
2. bringing the legs forward successively in a straight line;
3. swinging the arms forward successively in a straight line from the shoulder, front to rear, with hands closed as in the position of attention; and
4. maintaining dressing by the directing flank.



The directing flank is the rank or file assigned by the commander as that from which the dressing is to be taken, when formed as a squad.

PRACTICE THE SQUAD ON THE SECOND MOVEMENT

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

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

On the command QUICK – MARCH, combine the two movements. The timing will be “left-right-left.”

The instructor(s) shall provide a full demonstration and allow time for practice.

Teaching Point 2**Halt in Quick Time**

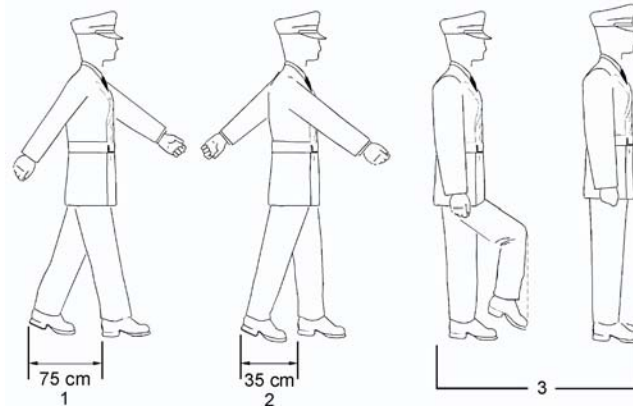
Time: 15 min

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING

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

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



A-PD-201-000/PT-000, The Canadian Forces Manual of Drill and Ceremonial, 2001

Figure 8-8-2 Halting in Quick Time

DEMONSTRATE FIRST PART OF MOVEMENT (FIRST NUMBER)

On the command HALT BY NUMBERS, SQUAD – ONE, given as the left foot is forward and on the ground, the cadet shall execute the first number of the movement by:

1. checking the forward movement by placing the right foot flat on the ground naturally, using the heel as a brake; and
2. swinging the left arm forward and the right arm to the rear.

PRACTICE THE SQUAD ON THE FIRST MOVEMENT

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

DEMONSTRATE AND EXPLAIN THE SECOND PART OF THE MOVEMENT (SECOND NUMBER)

On the command SQUAD – TWO, the cadet shall execute the second number of the movement by:

1. taking a half pace with the left foot, placing it flat on the ground; and
2. swinging the right arm forward and the left to the rear.

PRACTICE THE SQUAD ON THE SECOND MOVEMENT

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

DEMONSTRATE AND EXPLAIN THE THIRD PART OF THE MOVEMENT (THIRD NUMBER)

On the command SQUAD – THREE, the cadet shall execute the third number of the movement by:

1. bending the right knee, straightening it in double time; and
2. simultaneously, cutting the arms to the side as quickly as possible and assuming the position of attention.

PRACTICE THE SQUAD ON THE THIRD MOVEMENT

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

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

On the command SQUAD – HALT, combine the three movements in quick time. The timing is called as “one, one-two”.

The instructor(s) shall provide a full demonstration and allow time for practice.

END OF LESSON CONFIRMATION

The confirmation for this lesson should consist of the cadets, as a squad, practicing marching and halting in quick time, and should emphasise movements that cadets showed difficulty with during the class.

Practice the complete movement with the:

- **instructor** calling the time;
- **squad** calling the time; and
- squad **judging** the time.

CONCLUSION

HOMEWORK/READING/PRACTICE

Drill movements are skills that must be practiced individually, in order to make the cadet more proficient as a member of a unit. Cadets are encouraged to practice the movements, as opportunities are made available. Ongoing feedback will be provided, and should be heeded during any drill practice.

METHOD OF EVALUATION

In accordance with A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall participate in an Annual Ceremonial Review (ACR) parade. This movement will be used in preparation for, and in the execution of, the ACR parade.

CLOSING STATEMENT

The hallmarks of cadet drill are efficiency, precision, and dignity. These qualities are developed through self-discipline and practice. They lead to unit pride and cohesion. Good drill, that is well rehearsed, closely supervised and precise, is an exercise in obedience and alertness. It sets the standard for the execution of any duty, both for the individual and the unit, and builds a sense of confidence between commander and subordinate that is essential to high morale. The personal qualities developed on the parade ground must be maintained in all aspects of cadet life.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 9

EO M108.09 – EXECUTE MARKING TIME, FORWARD, AND HALTING IN QUICK TIME

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- select the most effective squad formation for the lesson being taught. A squad may be in a single rank, hollow square or semi-circle for elementary drill instruction. (Note: All cadets **must** be able to fully observe all demonstrations and explanations.)

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the demonstration and performance method. The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.



The instructor shall develop and use a vocabulary of short, concise words to impress on the squad that the movements must be performed smartly. For example, the words “crack”, “drive”, “seize” and “grasp” suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

REVIEW

The pertinent review for this lesson will include:

- EO M108.08 (Section 8).
- The instructor will have the squad march and halt in quick time until they can perform the movement without hesitation, and with ease.

OBJECTIVES

By the end of this lesson the cadet shall be expected to execute marking time, forward and halting in quick time.

IMPORTANCE

As members of the Canadian Cadet Movement (CCM) cadets will be required to perform drill movements at a competent level, developing sharpness, esprit de corps, physical coordination, and alertness. These movements will be executed with ease and without hesitation. Ensuring that the cadets efficiently move together as one will promote discipline, alertness, precision, pride, steadiness, and cohesion. This develops the basis of teamwork that the CCM depends on.


Teaching Point 1

Execute Marking Time

Time: 9 min

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING

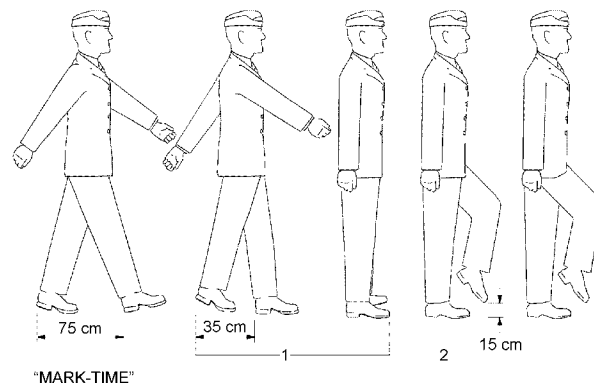


Instructors are reminded that they are to present the example with regards to drill, from the moment they step onto the parade square. Proper drill movements, combined with a professional demeanour, are of paramount importance and must be exemplified throughout the period of instruction.

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

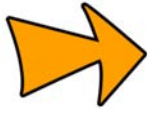
The demonstration shall be provided from various vantage points, as required.

Marking time is executed when a cadet is required to cease forward motion for a short period of time, while on the march. Marking time is carried out at the same cadence as for marching. Only the legs are moved and the upper portion of the body remains in the position of attention with arms at the side.



A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, 2001

Figure 8-9-1 Marking Time in Quick Time

DEMONSTRATE AND EXPLAIN THE FIRST PART OF MOVEMENT (FIRST NUMBER)

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

On the command MARK TIME BY NUMBERS, SQUAD – ONE, given as the right foot is forward on the ground, the cadet shall execute the first number of the movement by:

1. taking a half pace with the left foot, placing the foot flat on the ground naturally;
2. maintaining the same cadence, bringing the right foot into the left in a straight leg manner, not scraping the ground;
3. simultaneously, cutting the arms to the sides and assuming the position of attention; and
4. maintaining the same cadence.

PRACTICE THE SQUAD ON THE FIRST MOVEMENT

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



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

DEMONSTRATE AND EXPLAIN THE SECOND PART OF THE MOVEMENT (SECOND NUMBER)

On the command SQUAD – TWO, the cadet shall execute the second number by:

1. bending the left knee so that the thigh is parallel to the ground and the foot at a natural angle;
2. placing the toe on the ground before the heel as the leg is lowered; and
3. continuing to mark time until the command FOR – WARD or HALT is given.

PRACTICE THE SQUAD ON THE SECOND MOVEMENT

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

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

On the command MARK – TIME, combine the two movements. Utilize the timing: “left – in – left – right – left”.

The instructor(s) shall provide a full demonstration and allow time for practice.

Teaching Point 2**Execute Forward From Marking Time**

Time: 9 min

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING

This movement cannot be broken down into squads, as it is best learned as a complete movement.

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

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

On the command FOR – WARD, given as the left foot is on the ground, the cadet shall carry on marching forward, from the mark time by:

1. straightening the right leg and assuming the position of attention;
2. shooting the left foot forward in a half pace; and
3. continuing to march in quick time, swinging the right arm forward and the left to the rear.

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

On the command MARK – TIME, combine the two movements. Utilize the timing: “left – in – left – right – left”.

The instructor(s) shall provide a full demonstration and allow time for practice.

Teaching Point 3**Execute Halting in Quick Time From Marking Time**

Time: 7 min

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING

This movement cannot be broken down into squads, as it is best learned as a complete movement.

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

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

On the command SQUAD – HALT, given as the left foot is on the ground, the cadet will halt, from the mark time by:

1. taking a further mark time pace with the right foot;
2. taking a further mark time pace with the left foot; and
3. straightening the right leg in double time and assuming the position of attention, utilizing the timing: “one, one-two”.

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

On the command MARK – TIME, combine the two movements. Utilize the timing: “left – in – left – right – left”.

The instructor(s) shall provide a full demonstration and allow time for practice.

END OF LESSON CONFIRMATION

The confirmation for this lesson should consist of the cadets, as a squad, practicing marking time, forward from marking time, and halting in quick time. Instructors should emphasise movements that cadets showed difficulty with during the class.

Practice the complete movement with the:

- **instructor** calling the time;
- **squad** calling the time; and
- squad **judging** the time.

CONCLUSION

HOMEWORK/READING/PRACTICE

Drill movements are skills that must be practiced individually, in order to make the cadet more proficient as a member of a unit. Cadets are encouraged to practice the movements, as opportunities are made available. Ongoing feedback will be provided, and should be heeded during any drill practice.

METHOD OF EVALUATION

In accordance with A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall participate in an Annual Ceremonial Review (ACR) parade. This movement will be used in preparation for, and in the execution of, the ACR parade.

CLOSING STATEMENT

The hallmarks of cadet drill are efficiency, precision, and dignity. These qualities are developed through self-discipline and practice. They lead to unit pride and cohesion. Good drill, that is well rehearsed, closely supervised and precise, is an exercise in obedience and alertness. It sets the standard for the execution of any duty, both for the individual and the unit, and builds a sense of confidence between commander and subordinate that is essential to high morale. The personal qualities developed on the parade ground must be maintained in all aspects of cadet life.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.

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COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 10

EO M108.10 – EXECUTE A SALUTE ON THE MARCH

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- select the most effective squad formation for the lesson being taught. A squad may be in a single rank, hollow square or semi-circle for elementary drill instruction. (Note: All cadets **must** be able to fully observe all demonstrations and explanations.)

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the demonstration and performance method. The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.



The instructor shall develop and use a vocabulary of short, concise words to impress on the squad that the movements must be performed smartly. For example, the words “crack”, “drive”, “seize” and “grasp” suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

REVIEW

The pertinent review for this lesson will include:

- EO M108.08 (Section 8).
- The instructor will have the squad march, and halt in quick time until they can perform the movement without hesitation and with ease.

OBJECTIVES

By the end of this lesson the cadet shall be expected to execute a salute on the march.

IMPORTANCE

As members of the Canadian Cadet Movement (CCM) cadets will be required to perform drill movements at a competent level, developing sharpness, esprit de corps, physical coordination, and alertness. These movements will be executed with ease and without hesitation. Ensuring that the cadets efficiently move together as one will promote discipline, alertness, precision, pride, steadiness, and cohesion. This develops the basis of teamwork that the CCM depends on.

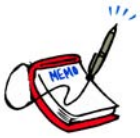
Teaching Point 1

Execute Saluting on the March

Time: 15 min

Method: Demonstration and Performance

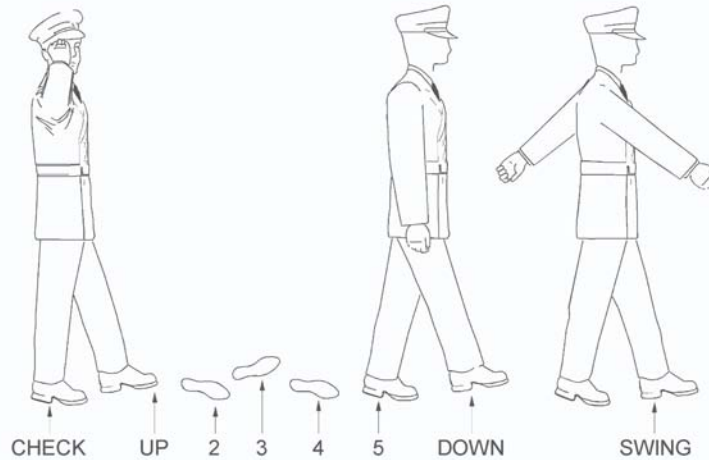
DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING



Instructors are reminded that they are to present the example with regards to drill, from the moment they step onto the parade square. Proper drill movements, combined with a professional demeanour, are of paramount importance, and must be exemplified throughout the period of instruction.

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

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



A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, 2001

Figure 8-10-1 Saluting on the March

DEMONSTRATE FIRST PART OF MOVEMENT (FIRST NUMBER)

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

On the command TO THE RIGHT (LEFT) SALUTE BY NUMBERS, SQUAD – ONE, given as the left foot is forward and on the ground, the cadet shall execute the first number by:

1. completing the next pace with the right foot; and
2. swinging the left arm forward and the right arm to the rear normally.

PRACTICE THE SQUAD ON THE FIRST MOVEMENT

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



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

DEMONSTRATE AND EXPLAIN THE SECOND PART OF THE MOVEMENT (SECOND NUMBER)

On the command SQUAD – TWO, the cadet shall execute the second number by:

1. completing the next pace with the left foot;
2. cutting the left arm to the side; and
3. cutting the right arm forward to the side and then up into the salute in one continuous movement.

PRACTICE THE SQUAD ON THE SECOND MOVEMENT

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

DEMONSTRATE AND EXPLAIN THE THIRD PART OF THE MOVEMENT (THIRD NUMBER)

On the command SQUAD – THREE, the cadet shall complete four paces in quick time, ending with the left foot forward.

PRACTICE THE SQUAD ON THE THIRD MOVEMENT

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

DEMONSTRATE AND EXPLAIN THE FOURTH PART OF THE MOVEMENT (FOURTH NUMBER)

On the command SQUAD – FOUR, the cadet shall execute the fourth number by:

1. completing a pace with the right foot; and
2. cutting the right arm to the side.

PRACTICE THE SQUAD ON THE FOURTH MOVEMENT

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

DEMONSTRATE AND EXPLAIN THE FIFTH PART OF THE MOVEMENT (FIFTH NUMBER)

On the command SQUAD – FIVE, the cadet shall continue to march.

PRACTICE THE SQUAD ON THE FIFTH MOVEMENT

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

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

On the command TO THE RIGHT (LEFT) – SALUTE, the movements and combined, and the timing, “check – up – two – three – four– five – down – swing”, is utilized.

The instructor(s) shall provide a full demonstration and allow time for practice.

Teaching Point 2

Practice Saluting on the March

Time: 10 min

Method: Demonstration and Performance



While saluting, the head is turned right (left) as far as possible without straining.

On the command TO THE RIGHT (LEFT) – SALUTE, the movements are combined, and the timing, CHECK – UP – TWO – THREE – FOUR– FIVE – DOWN – SWING, is utilized.



Note: This movement requires much practice as a formed body, and the instructor is encouraged to fully utilize this time for said practice.

END OF LESSON CONFIRMATION

The confirmation for this lesson should consist of the cadets, as a squad, practicing saluting on the march (**right and left**), and should emphasise movements that cadets showed difficulty with during the class.

Practice the complete movement with the:

- **instructor** calling the time;
- **squad** calling the time; and
- squad **judging** the time.

CONCLUSION

HOMEWORK/READING/PRACTICE

Drill movements are skills that must be practiced individually, in order to make the cadet more proficient as a member of a unit. Cadets are encouraged to practice the movements, as opportunities are made available. Ongoing feedback will be provided, and should be heeded during any drill practice.

METHOD OF EVALUATION

In accordance with A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall participate in an Annual Ceremonial Review (ACR) parade. This movement will be used in preparation for, and in the execution of, the ACR parade.

CLOSING STATEMENT

The hallmarks of cadet drill are efficiency, precision, and dignity. These qualities are developed through self-discipline and practice. They lead to unit pride and cohesion. Good drill, that is well rehearsed, closely supervised and precise, is an exercise in obedience and alertness. It sets the standard for the execution of any duty, both for the individual and the unit, and builds a sense of confidence between commander and subordinate that is essential to high morale. The personal qualities developed on the parade ground must be maintained in all aspects of cadet life.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.

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COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 11

EO M108.11 – PAY COMPLIMENTS WITH A SQUAD ON THE MARCH

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- select the most effective squad formation for the lesson being taught. A squad may be in a single rank, hollow square or semi-circle for elementary drill instruction. (Note: All cadets **must** be able to fully observe all demonstrations and explanations.)

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the demonstration and performance method. The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.



The instructor shall develop and use a vocabulary of short, concise words to impress on the squad that the movements must be performed smartly. For example, the words “crack”, “drive”, “seize” and “grasp” suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

REVIEW

The pertinent review for this lesson will include:

- EO M108.10 (Section 10).
- The instructor will have the squad salute on the march until they can perform the movement without hesitation and with ease.

OBJECTIVES

By the end of this lesson the cadet shall be expected to pay compliments as a member of a squad on the march.

IMPORTANCE

As members of the Canadian Cadet Movement (CCM) cadets will be required to perform drill movements at a competent level, developing sharpness, esprit de corps, physical coordination, and alertness. These movements will be executed with ease and without hesitation. Ensuring that the cadets efficiently move together as one will promote discipline, alertness, precision, pride, steadiness, and cohesion. This develops the basis of teamwork that the CCM depends on.

Teaching Point 1

Execute Eyes Right (Left) To Pay Compliments on the March

Time: 15 min

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING



Instructors are reminded that they are to present the example with regards to drill, from the moment they step onto the parade square. Proper drill movements, combined with a professional demeanour, are of paramount importance, and must be exemplified throughout the period of instruction.

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

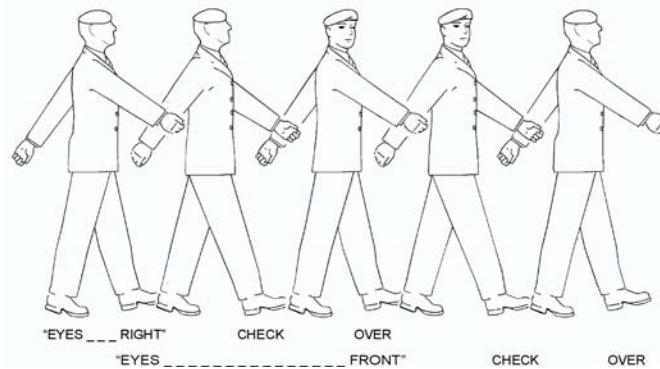
The demonstration shall be provided from various vantage points, as required.

As a member of a squad, cadets will be required to pay compliments. While marching as a member of a squad, cadets shall not salute from within the ranks, but shall turn the head in the direction of the person or object to which compliments are being paid when the command is called.

DEMONSTRATE THE MOVEMENT

On the command EYES – RIGHT (LEFT), given as the left foot is forward and on the ground, the cadet shall pay compliments on the march as a member of a squad by:

1. completing the next pace forward with the right foot;
2. as the left foot comes forward again and strikes the ground, turning the head and eyes to the right (left) as far as possible without straining and looking directly into the eyes of the personage being saluted;
3. continuing to swing the arms; and
4. maintaining dressing, direction, and cadence, while continuing to march.



A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial, 2001*

Figure 8-11-1 Eyes Right on the March



The leading person on the directing flank shall maintain head and eyes to the front to keep direction.



The person in command of the squad shall salute.

PRACTICE THE SQUAD ON THE MOVEMENT

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



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Teaching Point 2

Time: 10 min

Execute Eyes Front While on the March

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING

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

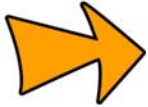
The demonstration shall be provided from various vantage points, as required.

Once the proper compliment has been paid, the cadets will be required to return the head to a forward facing direction.

DEMONSTRATE THE MOVEMENT

The cadet shall return the head to the front on the command EYES – FRONT, given as the left foot is forward and on the ground, by:

1. completing the next pace forward with the right foot; and
2. as the left foot comes forward and strikes the ground, cutting the head and eyes smartly to the front.



The person in command of the squad completes the salute on the right foot by checking the arms to their sides, simultaneously turning the head to a forward facing direction, and commences to swing the arms on the following pace with the left foot.

PRACTICE THE SQUAD ON THE MOVEMENT

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

END OF LESSON CONFIRMATION

The confirmation for this lesson should consist of the cadets, as a squad, practicing paying compliments on the march to the right and left, and should emphasise movements that cadets showed difficulty with during the class.

Practice the complete movement, with the:

- **instructor** calling the time;
- **squad** calling the time; and
- squad **judging** the time.

CONCLUSION

HOMEWORK/READING/PRACTICE

Drill movements are skills that must be practiced individually, in order to make the cadet more proficient as a member of a unit. Cadets are encouraged to practice the movements, as opportunities are made available. Ongoing feedback will be provided, and should be heeded during any drill practice.

METHOD OF EVALUATION

In accordance with A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall participate in an Annual Ceremonial Review (ACR) parade. This movement will be used in preparation for, and in the execution of, the ACR parade.

CLOSING STATEMENT

The hallmarks of cadet drill are efficiency, precision, and dignity. These qualities are developed through self-discipline and practice. They lead to unit pride and cohesion. Good drill, that is well rehearsed, closely supervised and precise, is an exercise in obedience and alertness. It sets the standard for the execution of any duty, both for the individual and the unit, and builds a sense of confidence between commander and subordinate that is essential to high morale. The personal qualities developed on the parade ground must be maintained in all aspects of cadet life.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.

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COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 12

EO M108.CA – PARTICIPATE IN AN ANNUAL CEREMONIAL REVIEW PARADE

Total Time:

90 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to the instruction of this lesson the instructor shall:

- review the lesson content, and become familiar with the material prior to instruction of this lesson;
- ensure suitable practice time has been allotted in the weeks preceding the Annual Ceremonial Review (ACR) parade, in accordance with the format provided at Annex A through Annex D; and
- ensure the words of command are provided to the respective parade appointments in the weeks preceding the ACR parade.

PRE-LESSON ASSIGNMENT

Prior to the lesson, the cadet shall have completed:

- all mandatory EOs in PO 108, ensuring the movements are well rehearsed IAW A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*;
- any additional training required to bring personal drill to the standard laid out in A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*; and
- individual assistance as required.

APPROACH

The experiential method was chosen to allow cadets to develop knowledge and skills through a process whereby concepts are derived from, and continuously modified by, their own experience. The experiential method combines a short initial activity briefing, a structured or semi-structured activity, and a reflective group discussion. The instructor supervises the activity and then leads a group discussion to encourage reflection and make connections between the experience and future applications of the learning outcomes. This method appeals to tactile/kinaesthetic learners.

REVIEW

N/A.

OBJECTIVES

Upon completion of EO M108.CA the cadet shall be expected to perform all drill movements required for, and have participated in, an ACR parade.

IMPORTANCE

As members of the Canadian Cadet Movement (CCM) cadets will be required to perform drill movements at a competent level, developing sharpness, esprit de corps, physical coordination, and alertness. These movements will be executed with ease and without hesitation. Ensuring that the cadets move efficiently and as one will promote discipline, alertness, precision, pride, steadiness, and cohesion. This develops the basis of teamwork that the CCM depends on.

ACTIVITY

Time: 90 min

OBJECTIVE

This activity is intended to confirm the ability of a year one cadet to participate fully in an ACR parade. It involves all of the mandatory drill movements taught throughout PO 108, combined in a cadet specific review format.

RESOURCES

- Parade area suitable for conduct of an ACR parade.
- Parade markers used in establishing the parade area IAW A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*.

ACTIVITY LAYOUT

This activity will be conducted in accordance with Annex A through Annex D.

SAFETY

This activity will be conducted under supervision.

INSTRUCTOR GUIDELINES

The instructor shall supervise all aspects of the preparation and execution of this confirmation activity. It is the responsibility of the instructor, in accordance with direction from the unit CO, to amend the parade format found at Annex A through Annex D, to match the individual requirements of the unit and the community. These amendments may include, though are not limited to; the addition of demonstrations and displays, the addition of unit traditions and/or affiliated unit procedures, and the addition of community involvement. These augmentations are not to compromise the professional appearance of the parade.

END OF LESSON CONFIRMATION

N/A.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

This lesson acts as the confirmation activity for PO 108. The execution of the parade will allow the instructor to observe and confirm the cadets' ability to perform the required movements and procedures.

CLOSING STATEMENT

The ACR parade is the opportunity for cadet units to showcase their year of training and, specifically, to demonstrate their grasp of the drill required to participate in a professional, military style parade.

INSTRUCTOR NOTES/REMARKS

1. Each year cadet units are required to conduct an ACR parade. In the year one training programme, this requirement is included as the confirmation activity for PO 108 (EO M108.CA).
2. These guidelines are provided to assist the instructor in presentation of EO M108.CA, ensuring the requirements of A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, are met, while also recognizing the unique nature of the cadet unit structure. For the purposes of this document, Platoon shall be taken to mean division, platoon, or flight, and Company shall be interpreted as ship's company, company, or squadron as is elementally applicable. This nomenclature is in keeping with that adopted by the reference. While every effort has been made to preserve the intent of the reference, there are occasions throughout the document where cadet specific wording has been substituted. This only occurs where the integrity of the reference will not be compromised.
3. These guidelines provide the basic requirements to allow a cadet unit to execute an ACR parade, and will meet the needs of the majority of cadet units. It is recognized, however; that there are certain unit, affiliated unit, and elemental procedures that a CO may wish to include. These unique procedures, as well as the inclusion of community involvement, displays, demonstrations, and presentations are encouraged, provided they do not detract from the professional appearance of the parade.
4. Units are not required to parade a Flag Party, however; cadet specific instructions have been provided at Annex C for those units choosing to include flags as part of the ACR parade. Annex C details the procedure for falling in and falling out a Flag Party to assist flag parties in their preparation, and Annex D includes complete Flag Party instructions, inserted at the appropriate points in the parade sequence.
5. These guidelines are presented in several annexes intended to capture most accurately the requirements of various unit compositions. Initially, the unit will have to determine if they have sufficient numbers to warrant parading a platoon (effective parade strength of less than 32 cadets), or if the parade strength calls for the parading of a company (two of more platoons and a parade strength of 45 cadets or more). When the unit is parading between 32 and 45 cadets, the instructor shall determine the appropriate formation for their circumstances.
6. Below is a list of annexes provided within these guidelines. The instructor shall review the annexes and, in consultation with the unit CO, select an applicable formation and a review format that best suits the needs of the unit.
 - Annex A, General Outline and Ordering a Platoon on Parade.
 - Annex B, Forming Up a Company.
 - Annex C, Marching On and Marching Off of the Flags.
 - Annex D, Annual Ceremonial Review Parade Sequence of Events.

REFERENCES

- A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 13

EO C108.02 – PARTICIPATE IN A DRILL COMPETITION

Total Time:	90 min
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INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

PRE-LESSON ASSIGNMENT

Cadets are to have completed all mandatory EOs associated with PO 108 prior to participating in a drill competition.

APPROACH

This lesson will be presented using the performance method. The performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method appeals to all learning styles.

REVIEW

The movements associated with EO M108.CA (Section 12) will be reviewed by the assigned team captain, and shall correspond with the movements associated with the drill competition.

OBJECTIVES

This complementary package is intended to encourage the cadets to gain an interest in PO 108 while providing a venue for friendly competition within a controlled environment. This activity will encourage cadets to continue to practice the movements on their own, leading to eventual improvement of the unit's drill.

IMPORTANCE

To ensure cadets efficiently march and manoeuvre together as one, this activity promotes; discipline, alertness, precision, pride, steadiness and cohesion.

ACTIVITY – DRILL COMPETITION

Time: 90 min

OBJECTIVE

To ensure cadets efficiently march and manoeuvre together as one, thereby promoting discipline, alertness, precision, pride, steadiness and cohesion.

RESOURCES

- Parade square, of suitable size to allow for execution of the required movements.
- Uniforms and accoutrements.
- One stopwatch.
- Masking tape.
- Tables and chairs for the judges.
- Portable hand counters.

ACTIVITY LAYOUT

This activity is described in detail in Annex A of this document.

SAFETY

This activity is to be supervised.

INSTRUCTOR GUIDELINES

The activity instructional break down is explained in detail in Annex E.

END OF LESSON CONFIRMATION

The confirmation for this lesson will be effectively completed through the drill competition.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

This lesson will be evaluated through a drill competition. The competition will be assessed in accordance with the evaluation forms located in Annex E, Appendix 3.

CLOSING STATEMENT

This complementary package is intended to encourage the cadets to gain an interest in PO 108, while providing a venue for friendly competition within a controlled environment. This activity will encourage cadets to continue to practice the movements on their own, leading to eventual improvement of the unit's drill.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.

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ORDERING A PLATOON ON PARADE

Reference: A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.

This formation should be implemented when there is an effective parade strength of less than 32 cadets.

1. **Platoon in Line**

Reference: A0-002 Chapter 7, paragraph 7.

Regardless of its frontage, when a platoon is formed in line, the Platoon Commander (PI Comd) shall be positioned three paces in front and centred on the platoon, and the Platoon Warrant Officer (PI WO) shall be positioned three paces in rear and centred on the platoon (Figure 8A2-1).

2. **Steps to Ordering a Platoon on Parade**

Reference: A0-002 Chapter 7, paragraphs 12 to 15.

A platoon is ordered on parade in a similar manner to falling in a squad:

- a. Prior to being fallen in on parade, the platoon shall form in three ranks at the edge of the parade ground and stand at ease.
 - b. The PI WO shall designate the right-hand person of the front rank as the marker.
 - c. The PI WO shall then proceed unto the parade ground and halt three paces in front of where the marker is to fall.
 - d. The PI WO shall then carry on with the directions detailed at Annex A, Appendix 1, Items 1 to 10.
 - e. Cadets filling the positions of supernumerary officers, WOs and senior NCOs act as follows:
 - (1) The WOs and senior NCOs will form up in a supernumerary rank, three paces behind the rear rank, evenly spaced across the platoon frontage. They will act on the orders of the PI WO.
 - (2) Those acting as supernumerary officers will be ordered to fall in by the PI Comd after assuming command, as in company drill.
3. The platoon shall be handed over to the PI Comd in the following manner, and in accordance with directions detailed at Annex A, Appendix 1, Items 11 to 13:
- a. The PI WO calls the platoon to attention as the PI Comd approaches.
 - b. The PI Comd halts two paces in front of the PI WO, who reports the strength, condition, etc. of the platoon.
 - c. Upon being ordered to fall in, the PI WO turns right and proceeds by a series of wheels around the right flank to take up his position in rear of the platoon.
 - d. The PI Comd marches forward two paces to take up his position.
 - e. The PI Comd stands the parade at ease once the PI WO has occupied the proper position.

Note: The platoon formations shall be utilized when the corps has an established strength of 32 or less cadets.

The two platoon formations utilized are:

- Platoon in Line (Figure 8A2-1); and
- Platoon in Column of Route (Figure 8A2-2).

ORDERING A PLATOON ON PARADE

Item	Command	By	Action	Remarks
1.		PI WO	The PI WO shall march to a position three paces in front of, and facing, the position the marker is to occupy.	The platoon is formed up in a position just off the parade ground, standing easy. The right-hand cadet of the front rank is the designated "marker".
2.	Marker	PI WO	The marker shall come to attention, answer by rank, and observe the standard pause before marching in a direct line to, and halting three paces in front of and facing, the PI WO. The marker shall remain at attention.	The platoon shall come to the position of stand at ease. The PI WO, after placing the marker, shall turn right and march to a position three paces in front of and centre facing where the formation shall fall in.
3.	Platoon FALL – IN	PI WO	Formation shall come to attention, observe the standard pause and march onto the parade ground. It shall halt on the left of and covering off the marker and remain at attention.	A direct route shall be taken by the formation. The PI WO may wish to call the halt with less experienced groups.
4.	OPEN ORDER – MARCH	PI WO	The platoon acts as ordered. The PI WO maintains the proper distance from the front rank by taking three half paces to the rear.	When formed in three ranks, the front rank takes three half paces forward, and the rear rank three half paces rearward. When in two ranks the rear rank takes three half paces rearward, and the front rank stands fast.
5.	RIGHT – DRESS	PI WO	The platoon acts as ordered. The PI WO shall step off, marching and wheeling until six paces to the right of the right flank, facing the front and in line with the front rank. There the PI WO shall halt. The PI WO then turns left, and dresses the front rank.	PI Comd not yet on parade.
6.	FRONT RANK STEADY	PI WO	Turns left, and, keeping the arms at the side, paces off the interval, halts, turns right, and dresses the centre rank.	
7.	CENTRE RANK STEADY	PI WO	Turns left, and, keeping the arms at the side, paces off the	

Item	Command	By	Action	Remarks
			interval, halts, turns right, and dresses the rear rank.	
8.	REAR RANK STEADY	PI WO	The platoon warrant steps off and, by a series of wheels, adopts the position three paces in front of, and centred on the platoon.	
9.	EYES – FRONT	PI WO	The platoon acts as ordered.	Ordered by the PI WO after returning to the position in front of the platoon.
10.	STAND AT – EASE	PI WO	The platoon acts as ordered. The PI WO turns about, faces the front, and stands at ease.	PI WO awaits the arrival of the PI Comd.
11.	ATTEN – TION	PI WO	The platoon acts as ordered. The PI WO, on seeing the PI Comd approach, shall come to attention, turn about and face the platoon to give the order. The PI WO shall turn and face the front once the order is carried out.	Given as the PI Comd approaches.
12.			The PI Comd shall halt two paces in front of the PI WO. The PI WO shall salute and report the platoon. On completion of reporting, the PI Comd shall order the PI WO to fall in. The PI WO shall turn right and move to the assigned parade position, moving around the right flank of the platoon.	The PI WO shall, by a series of wheels, adopt the position three paces to the rear of the platoon in line with PI Comd. The PI Comd shall take two paces forward to the position vacated by the PI WO and wait until the PI WO is in position prior to issuing additional orders.
13.	PLATOON STAND AT – EASE	PI Comd	The platoon acts as ordered.	The PI Comd carries on inspecting the platoon or proceeding with training or ACR parade format as assigned.
<p>Note: The formations used are as follows:</p> <ul style="list-style-type: none"> • five or fewer form up in a single rank; • six to nine form up in two ranks; and • ten or more form up in three ranks. 				

PLATOON IN LINE AND PLATOON IN COLUMN OF ROUTE DIAGRAMS

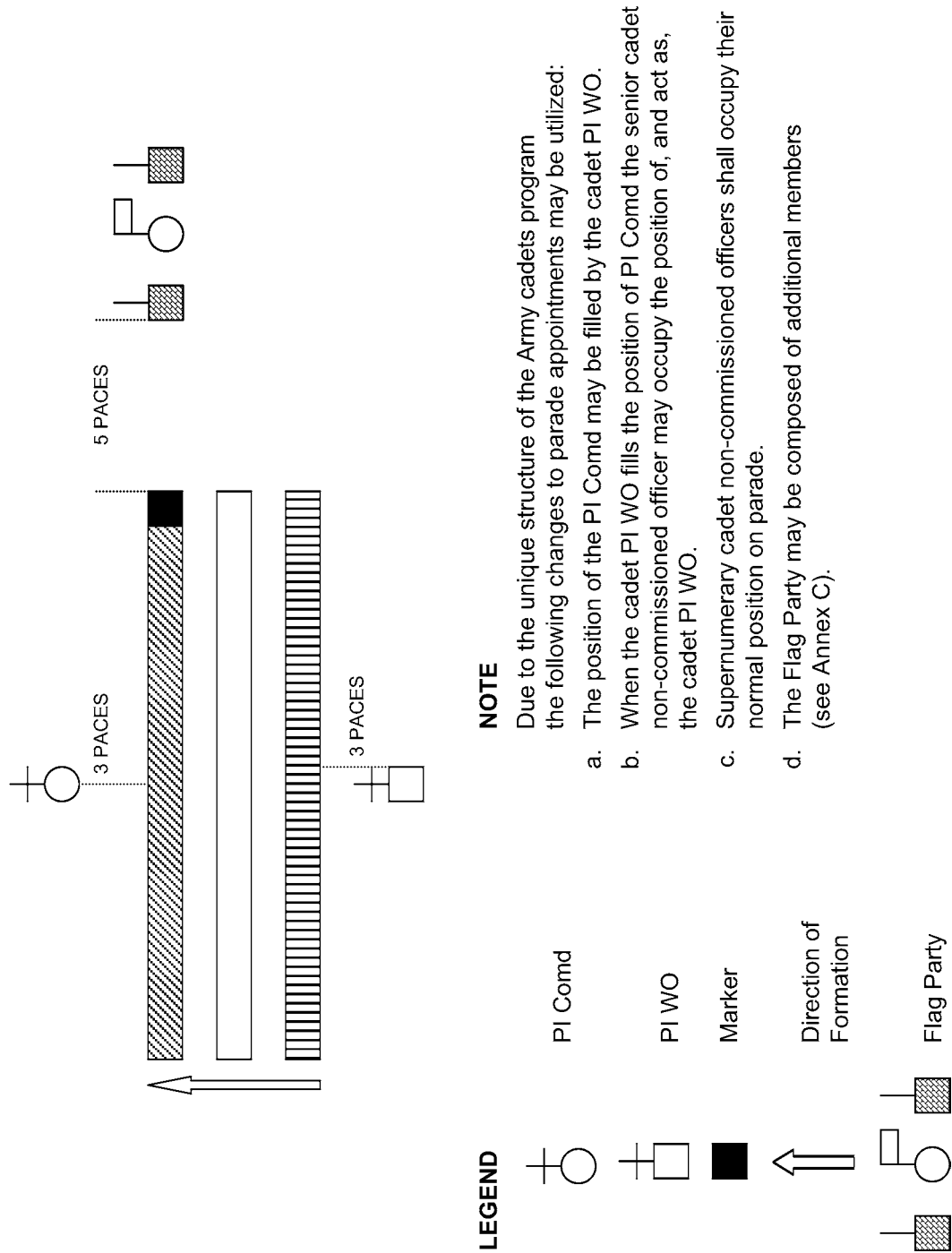
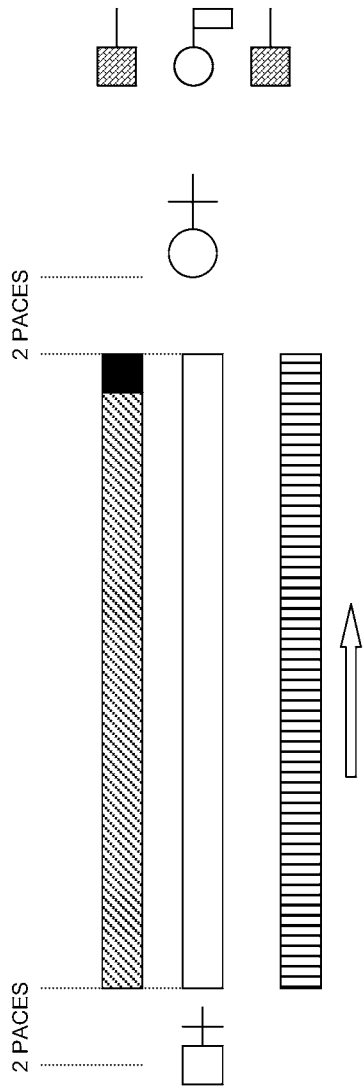




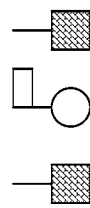


Figure 8A2-1 Platoon in Line



LEGEND

-  PI Comd
-  PI WO
-  Marker
-  Direction of Formation
-  Flag Party

NOTE

Due to the unique structure of the Army cadets program the following changes to parade appointments may be utilized:

- a. The position of the PI Comd may be filled by the cadet PI WO.
- b. When the cadet PI WO fills the position of PI Comd the senior cadet non-commissioned officer may occupy the position of, and act as, the cadet PI WO.
- c. Supernumerary cadet non-commissioned officers shall occupy their normal position on parade.
- d. The Flag Party may be composed of additional members (see Annex C).

Figure 8A2-2 Platoon in Column of Route

FORMING UP A COMPANY

ORDERING A COMPANY ON PARADE

Reference: A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.

This formation should be implemented when there is an effective parade strength of more than 45 cadets.

1. Steps to Forming Up a Company

Reference: A0-002 Chapter 7, paragraphs 24 to 26.

- a. Prior to forming the company, the PI WOs shall normally call the roll and inspect their platoons. They then position their platoons (sized, if so ordered) as directed by the CSM, normally at the edge of the parade ground. They shall report their platoons' strengths to the CSM prior to the markers being called.
- b. A company may be formed up in one of the two following formations:
 - (1) Company in Line (Figure 8B2-1); and
 - (2) Company in Column of Route (Figure 8B2-2).
- c. The company is normally formed up in the centre of the allotted parade ground. Knowing the company's strength and frontage, the CSM selects the position to fall in the markers, by:
 - (1) dividing the company's frontage, including intervals, in two, and marching the appropriate number of paces to the right flank for line; and
 - (2) dividing the frontage of the company's leading (and largest) platoon by two and marching off an equal number of paces to the right flank from where the company will be centred, for column or close column of platoons.

Note: Where space is limited, intervals and distances between units and sub-units may be decreased.

2. Cadet Parade Positions

- a. The unique nature of the cadet unit allows for the adjustment of parade positions to be filled by cadet WOs and cadet senior NCOs.
- b. The following parade positions are normally filled by cadets when conducting a formal parade:
 - (1) Parade Commander (Coy Comd) – Cadet CWO;
 - (2) Parade Deputy Commander (DComd) – Cadet MWO;
 - (3) Parade Sergeant Major – (CSM) – Cadet MWO;
 - (4) Left Guide – Cadet WO;
 - (5) Platoon Commander – Cadet WO; and
 - (6) Platoon Warrant Officer – Cadet Sgt.

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FORMING UP A COMPANY

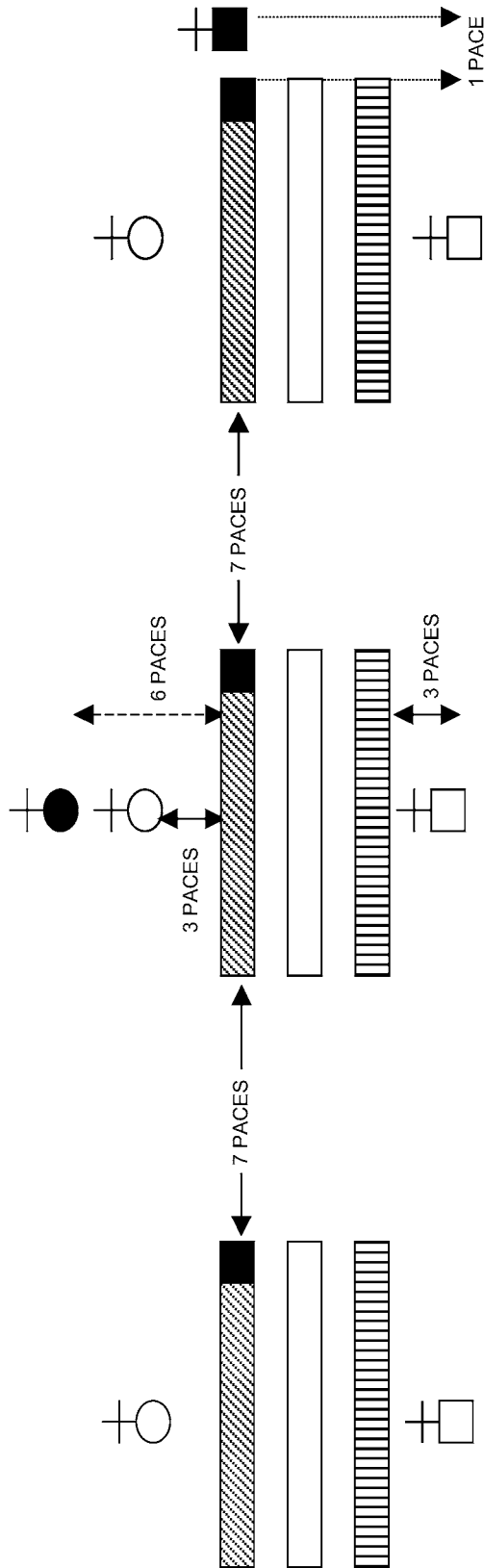
Item	Command	By	Action	Remarks
1.			The CSM marches to, and halts, in a position three paces to the left and facing the position to be occupied by the marker of No. 1 platoon.	The platoons are normally positioned at the edge of the parade ground, standing easy. The CSM shall face the future position of the front rank if the company is to form up in line, and the right flank if the company is to form up in close column of platoon.
2.	MARKERS	CSM	The platoon markers come to attention, and march onto the parade ground. The marker of No. 1 platoon halts three paces in front of and facing the CSM. The remainder halt on the left of the No. 1 platoon marker and dress to the right at shoulder dressing. Upon completion of dressing, they look to the front in succession from the right. The markers remain at attention.	Platoons formed on the edge of the parade ground adopt the stand at ease position. Standard pauses are observed between drill movements completed by the markers.
3.	MARKERS – NUMBER	CSM	Markers number in succession from the right, e.g. ONE, TWO, etc.	
4.	No. 1 PLATOON RIGHT, REMAINDER LEFT – TURN	CSM	No. 1 platoon marker turns right, the remainder turn left.	The CSM specifies the number of paces to be taken by Nos. 2 and 3 platoon markers after completion of the left turn.
5.	No. 1 PLATOON STAND FAST, REMAINDER QUICK – MARCH	CSM	No. 1 platoon marker stands fast, the remainder quick march the required distance and halt.	
6.	No. 1 PLATOON STAND FAST, REMAINDER ABOUT – TURN	CSM	No. 1 platoon marker stands fast, the remainder about turn and cover off the No. 1 platoon marker.	The CSM, by wheeling, marches out six paces in front (right flank) of No. 1 platoon marker and ensures the markers are covered off.
7.	MARKERS – STEADY	CSM	The markers stand fast.	The company is being formed in line.

Item	Command	By	Action	Remarks
7a.	MARKERS LEFT – TURN	CSM	The markers turn left.	This order places the markers in line. The CSM then, by wheeling, assumes a position six paces in front of and facing the future centre of the company.
8.	COMPANY FALL – IN	CSM	The PI WOs, together, come to attention, and turn about, facing their respective platoons.	
9.	No. 1 PLATOON – ATTENTION	No. 1 PI WO	The platoon acts as ordered.	Nos. 2 and 3 PI WOs order their platoons to attention in succession, following No. 1 platoon.
10.	No. 1 PLATOON RIGHT – TURN	No. 1 PI WO	The platoon acts as ordered.	Nos. 2 and 3 PI WOs order their platoons to turn in succession, following No. 1 platoon.
11.	No. 1 PLATOON QUICK – MARCH	No. 1 PI WO	The platoon acts as ordered.	Nos. 2 and 3 PI WOs order their platoons to quick march in succession, following No. 1 platoon.
12.	No. 1 PLATOON – HALT	No. 1 PI WO	The platoon halts on its marker.	Nos. 2 and 3 PI WOs order their platoons to quick march in succession, following No. 1 platoon.
13.	No. 1 PLATOON ADVANCE LEFT – TURN	No. 1 PI WO	The platoon acts as ordered.	Nos. 2 and 3 WOs order their platoons to advance in succession, following No. 1 platoon. As the No. 3 PI WO gives the command Left – Turn all PI WOs will turn about and face the front together.
14.	COMPANY OPEN ORDER – MARCH	CSM	The company acts as ordered.	
15.	COMPANY RIGHT – DRESS	CSM	The company acts as ordered.	The cadet PI WOs shall turn about and observe the standard pause. No. 1 PI WO shall, by a series of wheels, move to the right flank as per dressing a platoon. The PI WO of Nos. 2 and 3 platoons

Item	Command	By	Action	Remarks
				shall pace off the proper intervals between the platoon on their right and their own platoon and position their markers accordingly.
16.	COMPANY EYES – FRONT	CSM	The company acts as ordered.	The PI WOs turn about. No. 1 PI WO, by a series of wheels, adopts the proper position in front of No 1 platoon.
17.	REPORT YOUR PLATOONS	CSM	PI WOs report their platoons.	PI WOs, when reporting their platoons, shall call out in succession.
18.	COMPANY STAND AT – EASE	CSM	The company acts as ordered.	CSM awaits the arrival of the Parade Commander (Pde Comd) and turns over control of the parade at that time.

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COMPANY IN LINE AND COMPANY IN COLUMN OF ROUTE DIAGRAMS



NOTES

1. The platoons are side by side on the same alignment, with a seven-pace interval between platoons.
2. Each platoon is formed as in platoon drill.
3. The Pde Comd is centred, three paces in front of the line of PI Comds.
4. The CSM (right guide) is one pace to the right of the No. 1 platoon marker, in line with the front rank.

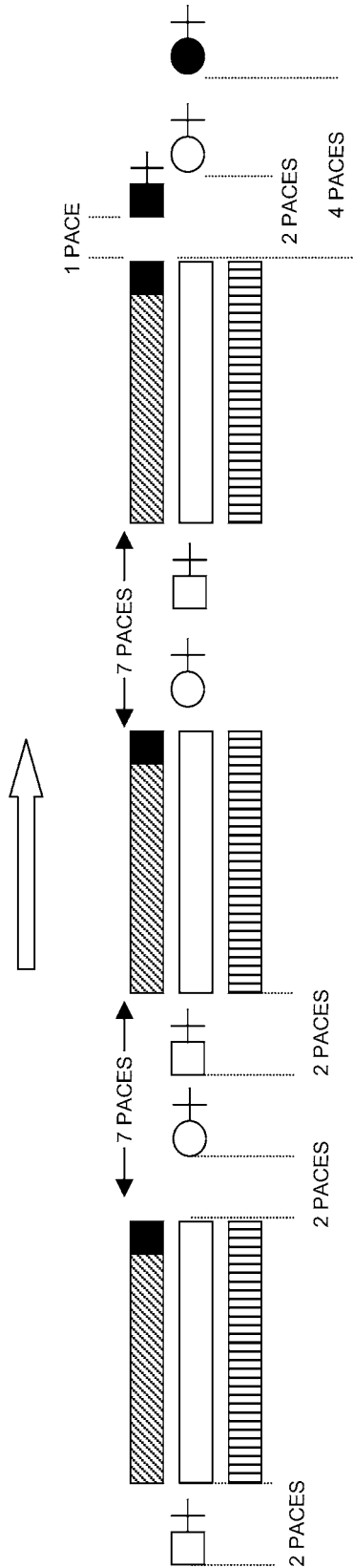
IF APPLICABLE:

5. The DComd is in line with the PI Comd and three paces in front of the second single file from the right flank of the company.
6. The WO (left guide) is one pace to the left and of the left flank of the company, in line with the front rank.
7. Any supernumerary warrant officers and senior NCOs are evenly distributed across the rear of the platoons, in line with the PI WOs.

LEGEND

- Pde Comd
- CSM
- ⊕ PI Comd
- ⊞ PI WO
- Marker
- ↑ Direction of Formation
- ⊞ Flag Party (Flag Party composition may vary, see Annex C)

Figure 8B2-1 Company in Line



LEGEND

- +● Pde Comd
- +■ CSM
- +○ PI Comd
- +□ PI WO
- Marker
- ↑ Direction of Formation
- Flag Party (Flag Party composition may vary, see Annex C)

NOTES

1. The Pde Comd is centred two paces in front of the leading PI Comd.
2. The CSM (right guide) is one pace in front of the directing flank of the leading platoon.
3. Platoons are formed as per platoon formation, with the PI Comds two paces in front of the centre files of their platoons, and PI WOs are two paces behind their platoons in line with the PI Comds.

IF APPLICABLE:

4. When WOs and senior NCOs are present, they are one pace in rear of their respective platoons while the PI WOs concerned are one pace in rear of their normal positions to provide room.

Figure 8B2-2 Company in Column of Route

MARCHING ON AND MARCHING OFF THE FLAGS

THE CADET FLAG PARTY

Reference: A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.

Composition of Cadet Corps Flag Party

Reference: A0-002 Chapter 8, Section 2, paragraphs 1 to 2.

1. The composition of the Flag Party (one flag) may reflect one of the following:
 - a. cadet master warrant officer and two cadet warrant officers (escorts);
 - b. cadet warrant officer and two cadet sergeants (escorts); or
 - c. cadet sergeant and two cadet master corporals.



Figure 8C-1 One Flag With Escort

2. The composition of the Flag Party (two flags) may include two senior cadets and three escorts. These escorts should be of suitable drill ability and experience to bring credit to the unit.

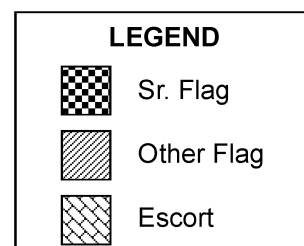
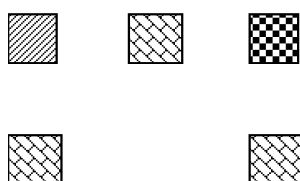


Figure 8C-2 Flag Party – Two Flags With Escort

3. The following points WRT Flag Parties shall be adhered to:
 - a. The term “Colour Party” is not to be used. Proper terminology for the formation is “Flag Party”.
 - b. The Flag Party commander is the senior cadet carrying the senior flag.
 - c. The National Flag, when carried, occupies the position of honour on the right, and is to be considered the senior flag.

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MARCHING ON AND MARCHING OFF THE FLAG(S)

MARCHING ON THE FLAG(S)

Item	Command	By	Action	Remarks
1.	FLAG PARTY ATTEN – TION	Flag Party Comd	Flag Party shall act as ordered.	Cautionary command. The flag(s) shall be held at the carry while being marched on and off the parade.
2.	FLAG PARTY – CARRY FLAGS	Flag Party Comd	Flag Party shall act as ordered.	When arms are carried on parade and the parade is given the command SLOPE – ARMS, the flag bearer(s) shall carry the flag(s) in time with the rifle movements.
3.	MARCH ON THE FLAG(S)	Pde Comd	The Flag Party Comd shall have ordered the Flag Party to attention and to the carry position.	Formation shall be at the position of attention while flag(s) are being marched on.
4.	FLAG PARTY	Flag Party Comd		Precautionary command.
5.	TO THE FLAG – SALUTE/PRESENT – ARMS	Pde Comd	Parade appointments shall salute on the last movement of the present if cadets are under arms. Cadets under arms shall present arms.	
6.	BY THE CENTRE/ RIGHT QUICK – MARCH	Flag Party Comd	Flag Party shall march with the flags caught.	The Flag Party shall march across the front of the formation between the Pde Comd and the front rank, to the centre of the formation using a series of forms along a direct route from the flank, to its parade position.
7.	CHANGE DIRECTION LEFT/ RIGHT LEFT/ RIGHT – FORM	Flag Party Comd	The Flag Party shall act as ordered.	An inexperienced Flag Party may use a well-executed wheel.
8.	FOR – WARD	Flag Party Comd	The Flag Party shall act as ordered.	
9.	COUNTER – MARCH	Flag Party Comd	The Flag Party shall act as ordered.	The Flag Party shall march to the rear of the formation,

Item	Command	By	Action	Remarks
				counter march and move forward to its parade position.
10.	FLAG PARTY – HALT	Flag Party Comd	The Flag Party shall act as ordered.	<p>Company in Line: The flag shall be positioned in the centre as follows:</p> <p><i>One flag.</i> In line with the front rank and the escort in line with the front rank.</p> <p><i>Two flags.</i> Flags and senior escort in line with front rank. Junior escorts in line with rear rank.</p>
11.	FLAG PARTY TO THE FLAG – SALUTE/PRESENT ARMS	Flag Party Comd		Upon halting in its parade position and if the escorts are under arms the command is <i>present arms.</i>
12.	PARADE ATTENTION	Pde Comd		Once the Flag Party is in position and at the salute/present.

MARCHING OFF THE FLAG(S)

Item	Command	By	Action	Remarks
1.	MARCH OFF THE FLAG(S)	Pde Comd		Formation shall be at the position of attention, flag(s) at the carry.
2.	FLAG PARTY	Flag Party Comd		Cautionary command.
3.	TO THE FLAG(S) – SALUTE	Pde Comd	Formation acts as ordered.	
4.	BY THE CENTRE/ RIGHT QUICK – MARCH	Flag Party Comd	Flag Party acts as ordered.	The Flag Party shall march by a series of forms to a position to the left or right of the formation. Flag Party Comd is to wait until the Pde Comd has given the command to the salute prior to stepping off.
5.	CHANGE DIRECTION LEFT/ RIGHT LEFT/ RIGHT – FORM	Flag Party Comd	Flag Party acts as ordered.	The Flag Party, by a series of forms, shall march off the parade ground to the left or right.
6.	FOR – WARD	Flag Party Comd	Flag Party acts as ordered.	
7.	ATTEN – TION	Pde Comd	Formation acts as ordered.	Given after the Flag Party has left the parade ground.
8.	FLAG PARTY HALT	Flag Party Comd	Flag Party acts as ordered.	The Flag Party shall halt at an appropriate area. Proper compliments are paid to the flag at all times.
9.	FLAG PARTY ORDER – FLAGS	Flag Party Comd	Flag Party acts as ordered.	
10.	FLAG PARTY STAND AT – EASE	Flag Party Comd	Flag Party acts as ordered.	

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MARCHING ON AND MARCHING OFF THE FLAGS DIAGRAMS

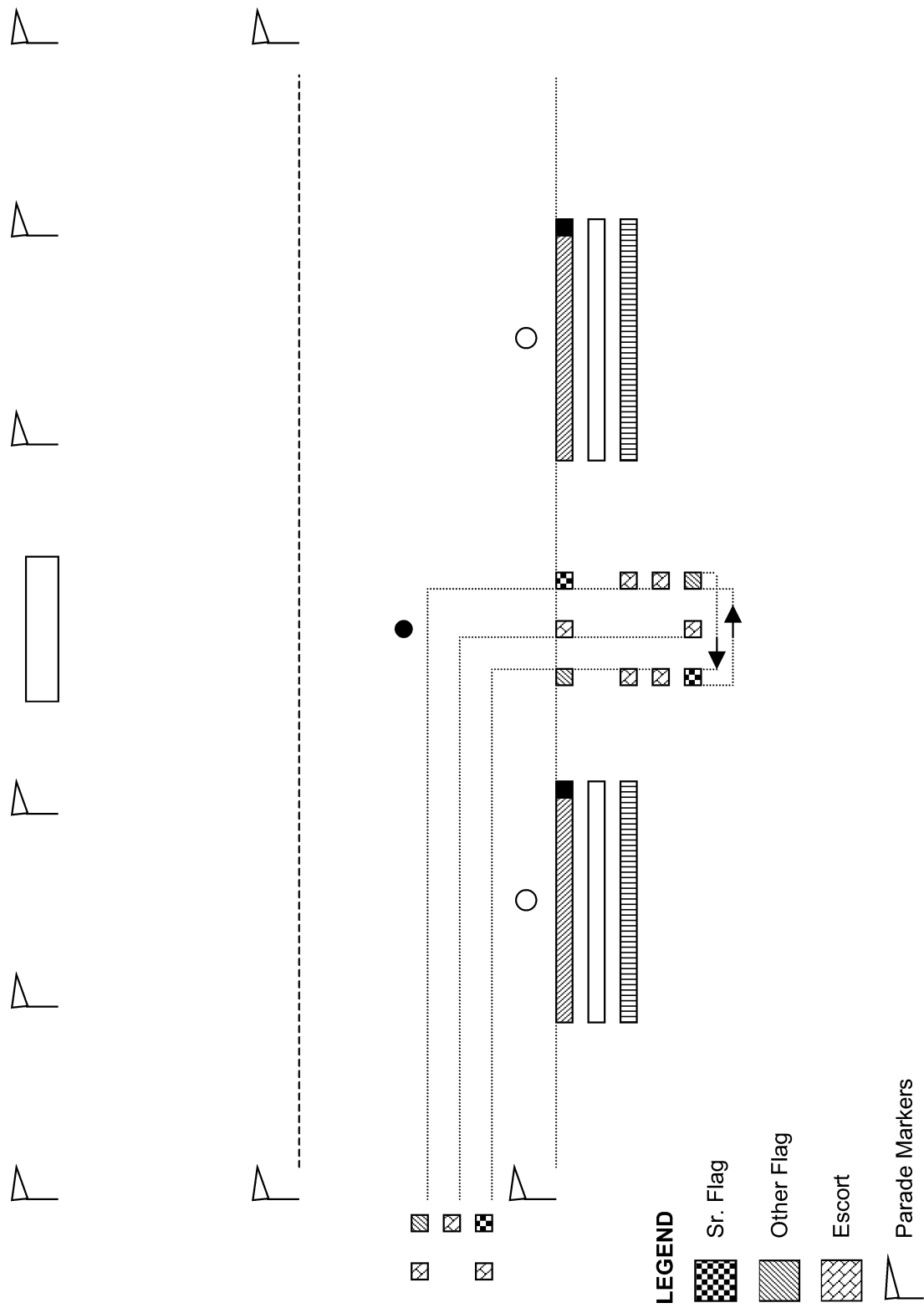


Figure 8C2-1 Marching On the Flags

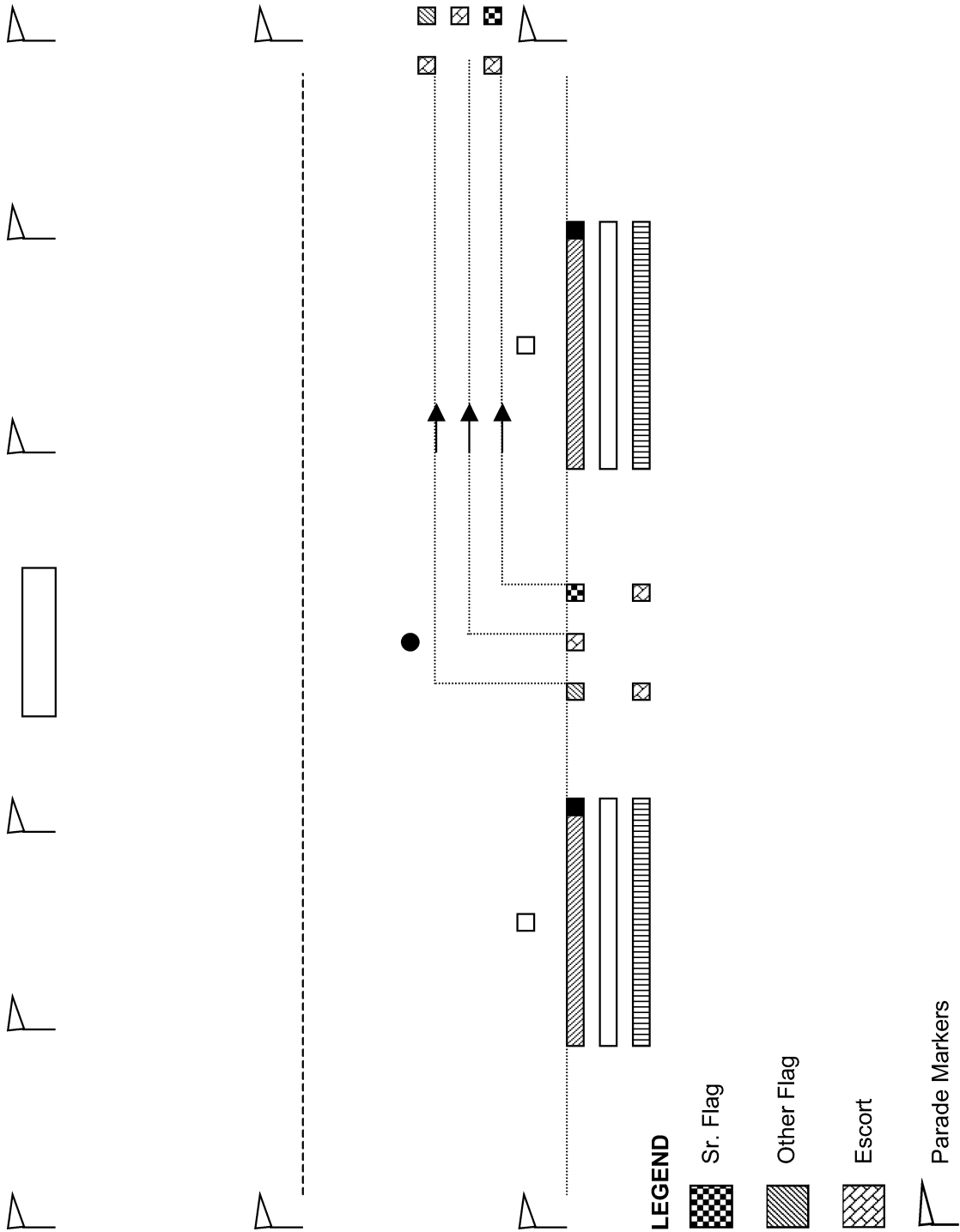


Figure 8C2-2 Marching Off the Flags

ANNUAL CEREMONIAL REVIEW PARADE SEQUENCE OF EVENTS

Reference: A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*, Chapter 9, Section 2. Ottawa, ON: The Department of National Defence.

Item	Command	By	Action	Remarks
1.			The CSM marches to, and halts, in a position three paces to the left and facing the position to be occupied by the marker of No. 1 platoon.	The platoons are normally positioned at the edge of the parade ground, standing easy. The CSM shall face the future position of the front rank if the company is to form up in line, and the right flank if the company is to form up in close column of platoon.
2.	MARKERS	CSM	The platoon markers come to attention, and march onto the parade ground. The marker of No. 1 platoon halts three paces in front of and facing the CSM. The remainder halt on the left of the No. 1 platoon marker and dress to the right at shoulder dressing. Upon completion of dressing, they look to the front in succession from the right. The markers remain at attention.	Platoons formed on the edge of the parade ground adopt the stand at ease position. Standard pauses are observed between drill movements completed by the markers.
3.	MARKERS – NUMBER	CSM	Markers number in succession from the right, e.g. ONE, TWO, etc.	
4.	No. 1 PLATOON RIGHT, REMAINDER LEFT – TURN	CSM	No. 1 platoon marker turns right, the remainder turn left.	The CSM specifies the number of paces to be taken by Nos. 2 and 3 platoon markers after completion of the left turn.
5.	No. 1 PLATOON STAND FAST, REMAINDER QUICK – MARCH	CSM	No. 1 platoon marker stands fast, the remainder quick march the required distance and halt.	
6.	No. 1 PLATOON STAND FAST REMAINDER ABOUT – TURN	CSM	No. 1 platoon marker stands fast, the remainder about turn and cover off the No. 1 platoon marker.	The CSM, by wheeling, marches out six paces in front (right flank) of No. 1 platoon marker and ensures the markers are covered off.

Item	Command	By	Action	Remarks
7.	MARKERS – STEADY	CSM	The markers stand fast.	The company is being formed in line.
7a.	MARKERS LEFT – TURN	CSM	The markers turn left.	This order places the markers in line. The MWO then, by wheeling, positions himself six paces in front of and facing the future centre of the company.
8.	COMPANY FALL – IN	CSM	The PI WOs come to attention, about turn, facing their respective platoon together.	
9.	No. 1 PLATOON ATTEN – TION	No. 1 PI WO	The platoon acts as ordered.	Nos. 2 and 3 PI WOs order their platoons to attention in succession, following No. 1 platoon.
10.	No. 1 PLATOON RIGHT – TURN	No. 1 PI WO	The platoon acts as ordered.	Nos. 2 and 3 PI WOs order their platoons to turn in succession, following No. 1 platoon.
11.	No. 1 PLATOON QUICK – MARCH	No. 1 PI WO	The platoon acts as ordered.	Nos. 2 and 3 PI WOs order their platoons to quick march in succession, following No. 1 platoon.
12.	No. 1 PLATOON HALT	No. 1 PI WO	The platoon halts on its marker.	Nos. 2 and 3 PI WOs order their platoons to quick march in succession, following No. 1 platoon.
13.	No. 1 PLATOON ADVANCE LEFT – TURN	No. 1 PI WO	The platoon acts as ordered.	Nos. 2 and 3 WOs order their platoons to advance in succession, following No. 1 platoon. As the No. 3 PI WO gives the command LEFT – TURN all PI WOs will turn about and face the front together.
14.	COMPANY OPEN ORDER – MARCH	CSM	The company acts as ordered.	
15.	COMPANY RIGHT – DRESS	CSM	The company acts as ordered.	The cadet PI WOs shall turn about and observe the standard pause. No. 1 PI WO shall, by a series of wheels, move to the right flank as per

Item	Command	By	Action	Remarks
				dressing a platoon. The PI WO of Nos. 2 and 3 platoons shall pace off the proper intervals between the platoon on their right and their own platoon and position their markers accordingly.
16.	COMPANY EYES – FRONT	CSM	The company acts as ordered.	The PI WOs turn about. No 1 PI WO, by a series of wheels, adopts the proper position in front of No. 1 platoon.
17.	REPORT YOUR PLATOONS	CSM	PI WOs report their platoons.	PI WOs, when reporting their platoons, shall call out in succession: No. 1 PLATOON; No. 2 PLATOON; and No. 3 PLATOON.
18.	COMPANY STAND AT – EASE	CSM	The company acts as ordered.	CSM awaits the arrival of the Parade Commander (Pde Comd) and turns over control of the parade at that time.
19.	COMPANY ATTENTION	CSM	Company acts as ordered.	Given as the Pde Comd approaches.
20.	PARADE STAND AT – EASE	Pde Comd	Parade acts as ordered.	The formation shall hereafter be referred to as “Parade”.
21a.	PARADE ATTENTION	Pde Comd	Parade acts as ordered. Pde Comd turn about upon completion of the movement by the parade,	Simultaneously, the Flag Party is carrying out commands 21b. and 21c.
21b.	FLAG PARTY ATTENTION	Flag Party Comd	Flag Party shall act as ordered.	Cautionary command. The flag(s) shall be held at the carry while being marched on and off the parade.
21c.	FLAG PARTY – CARRY FLAGS	Flag Party Comd	Flag Party shall act as ordered.	When arms are carried on parade and the parade is given the command SLOPE – ARMS, the flag bearer(s) shall carry the flag(s) in time with the rifle movements.
22.	MARCH ON THE FLAG(S)	Pde Comd	The Flag Party Comd shall have ordered the Flag Party to attention and to the carry position.	Formation shall be at the position of attention while flag(s) are being marched on.

Item	Command	By	Action	Remarks
23.	FLAG PARTY	Flag Party Comd		Precautionary command.
24.	TO THE FLAG – SALUTE/PRESENT ARMS	Pde Comd	Parade appointments shall salute on the last movement of the present if cadets are under arms. Cadets under arms shall present arms.	
25.	BY THE CENTRE/ RIGHT QUICK – MARCH	Flag Party Comd	Flag Party shall march with the flags caught.	The Flag Party shall march across the front of the formation between the Pde Comd and the front rank, to the centre of the formation using a series of forms along a direct route from the flank, to its parade position.
26.	CHANGE DIRECTION LEFT/ RIGHT LEFT/ RIGHT – FORM	Flag Party Comd	The Flag Party shall act as ordered.	An inexperienced Flag Party may use a well-executed wheel.
27.	FOR – WARD	Flag Party Comd	The Flag Party shall act as ordered.	
28.	COUNTER – MARCH	Flag Party Comd	The Flag Party shall act as ordered.	The Flag Party shall march to the rear of the formation, counter march and move forward to its parade position.
29.	FLAG PARTY – HALT	Flag Party Comd	The Flag Party shall act as ordered.	Company in Line: The flag shall be positioned in the centre as follows: <i>One flag.</i> In line with the front rank and the escort in line with the front rank. <i>Two flags.</i> Flags and senior escort in line with front rank. Junior escorts in line with rear rank.
30.	FLAG PARTY TO THE FLAG – SALUTE/PRESENT ARMS	Flag Party Comd		Upon halting in its parade position and if the escorts are under arms the command is present arms.

Item	Command	By	Action	Remarks
31.	PARADE ATTEN – TION	Pde Comd		Once the Flag Party is in position and at the salute/ present.
32a.	PARADE STAND AT – EASE	Pde Comd	Formation shall act as ordered.	Awaiting the arrival of the reviewing officer.
32b.	PARADE STAND – EASY	Pde Comd	Formation shall act as ordered.	Given if the wait for the reviewing party becomes extended.
33.	PARADE ATTEN – TION	Pde Comd	Formation shall act as ordered.	Given as the reviewing officer and party approach the parade ground.
34.	GENERAL SALUTE – SALUTE	Pde Comd	<p>Formation acts as ordered. Upon completion of the salute the Pde Comd shall report to the reviewing officer that the corps is ready for inspection. The Pde Comd will then turn and accompany the reviewing officer on the inspection. See Figure 8D2-1 for the composition of inspection party and route.</p> <p>Upon the completion of the inspection the Pde Comd shall accompany the reviewing officer to the dais and request permission to carry on.</p>	When the reviewing officer has taken up position on the dais the Pde Comd shall order the appropriate salute. If the reviewing officer is a distinguished civilian not listed in Ref: A0-002, Chapter 13, Honours, Flags and Heritage Structure of the CF, the word of command will be GENERAL SALUTE – SALUTE. An appropriate 8 bars of music may be played. If arms are not carried on parade all parade appts salute, cutting their arms to the side after a standard pause after the last note of music. If a band is not available the salute is completed with a standard pause between movements or upon the order ATTEN – TION.
35.	PARADE CLOSE ORDER – MARCH	Pde Comd	Formation shall act as ordered.	
36.	PARADE SHALL MARCH PAST IN COLUMN OF ROUTE. MOVE TO THE RIGHT IN COLUMN OF ROUTE RIGHT – TURN	Pde Comd	Formation shall act as ordered.	The size of the formation shall dictate the command sequence for the march past. Platoon size formation shall act on the commands of the Pde Comd. Larger formations shall act on the command in succession by platoon.

Item	Command	By	Action	Remarks
37.	FLAG PARTY AT THE HALT CHANGE DIRECTION RIGHT: RIGHT – FORM	Flag Party Comd	Flag Party shall act as ordered.	
38.	PARADE BY THE LEFT QUICK – MARCH	Pde Comd	Formation shall act as ordered.	Pde Comd to wait until the Flag Party has occupied its position. The size of the formation shall dictate the command sequence for the march past. Platoon size formation shall act on the commands of the Pde Comd. Larger formations shall act on the command in succession by platoon/company.
39.	PARADE (IN SUCCESSION OF PLATOONS/ COMPANIES) EYES – RIGHT	Pde Comd	Formation shall act as ordered.	Given as the Pde Comd reaches marker C. In platoon formations, there is no requirement for successive commands and the platoon will act on the command of the Pde Comd. In a larger formation, the commands shall be given successively and the Pde Comd shall move with the word of command of the first sub-unit.
40.	PARADE (IN SUCCESSION OF PLATOONS/ COMPANIES) EYES – FRONT	Pde Comd	Formation shall act as ordered.	Given as the rear of the formation reaches marker D. In platoon formations, there is no requirement for successive commands and the platoon will act on the command of the Pde Comd. In a larger formation, the commands shall be given successively and the Pde Comd shall move with the word of command of the first sub-unit.
41.	PARADE – HALT	Pde Comd	Formation shall act as ordered.	The formation shall be marched onto the appropriate line.
42.	PARADE WILL ADVANCE INTO	Pde Comd	Formation shall act as ordered.	Parade positions shall turn, observe the standard pause,

Item	Command	By	Action	Remarks
	LINE ADVANCE LEFT – TURN			and then march by a series of wheels to their positions.
43.	FLAG PARTY AT THE HALT CHANGE DIRECTION LEFT LEFT – TURN	Flag Party Comd	Flag Party shall act as ordered.	
44.	PARADE OPEN ORDER – MARCH	Pde Comd	Formation shall act as ordered.	
45.	PARADE RIGHT (INWARDS) – DRESS	Pde Comd	Formation shall act as ordered.	CSM is to dress only the front rank.
46.	PARADE EYES – FRONT	Pde Comd	Formation shall act as ordered. The Pde Comd shall report to the reviewing officer and ask permission to stand the parade at ease for the presentations and awards. Upon completion of the aforementioned the Pde Comd shall request permission to carry on.	
47a.	PARADE STAND AT – EASE	Pde Comd	Formation acts as ordered.	Presentation and awards shall be issued at this time. Upon completion of the awards the formation shall be marched off the parade ground and any demonstrations and displays shall be conducted. The reviewing officer address is to take place once the formation has reformed on the parade ground (see commands 47b. to 47o.).
47b.	PARADE ATTEN – TION	Pde Comd	Formation shall act as ordered.	
47c.	PARADE MOVE TO THE RIGHT/ LEFT IN THREES – RIGHT/LEFT TURN	Pde Comd	Formation shall act as ordered.	
47d.	PARADE BY THE LEFT/RIGHT QUICK – MARCH	Pde Comd	Formation shall act as ordered.	The formation shall march off the parade ground to a designated position

Item	Command	By	Action	Remarks
				and prepare for the demonstrations and display portion of the review.
47e.	PARADE – HALT	Pde Comd	Formation shall act as ordered.	
47f.	PARADE WILL ADVANCE INTO LINE LEFT – TURN	Pde Comd	Formation shall act as ordered.	
47g.	PARADE TO YOUR DUTIES DIS – MISSED	Pde Comd	Formation shall act as ordered.	Formation shall be dismissed for the demonstration and display portion of the review.
47h.	PARADE FALL – IN	Pde Comd	Formation shall act as ordered.	Formation members shall occupy their positions as per the dismissal formation.
47i.	PARADE ATTEN – TION	Pde Comd	Formation shall act as ordered.	
47j.	PARADE MOVE TO THE RIGHT/LEFT IN COLUMN OF THREES RIGHT/ LEFT – TURN	Pde Comd	Formation shall act as ordered.	
47k.	PARADE BY THE LEFT QUICK – MARCH	Pde Comd	Formation shall act as ordered.	Formation shall march onto the parade ground on the appropriate line for the advance.
47l.	PARADE HALT	Pde Comd	Formation shall act as ordered.	
47m.	PARADE WILL ADVANCE INTO LINE LEFT/RIGHT – TURN .	Pde Comd	Formation shall act as ordered.	
47n.	PARADE RIGHT/ INWARDS – DRESS	Pde Comd	Formation shall act as ordered.	Front rank only to be dressed.
47o.	PARADE EYES FRONT	Pde Comd	Formation shall act as ordered.	As per dressing a formation.
48.	PARADE SHALL ADVANCE IN REVIEW ORDER BY THE CENTRE QUICK – MARCH	Pde Comd	Formation shall act as ordered.	The advance shall normally be 15 paces. A seven-pace advance shall be conducted if there is insufficient space for a normal advance.

Item	Command	By	Action	Remarks
49.	PARADE GENERAL SALUTE – SALUTE	Pde Comd	Formation shall act as ordered.	The Pde Comd shall wait for the reviewing officer to depart the parade ground.
50.	MARCH OFF THE FLAG(S)	Pde Comd		Formation shall be at the position of attention, flag(s) at the carry.
51.	FLAG PARTY	Flag Party Comd		Cautionary command.
52.	TO THE FLAG(S) – SALUTE	Pde Comd	Formation acts as ordered.	
53.	BY THE CENTRE/ RIGHT QUICK – MARCH	Flag Party Comd	Flag Party acts as ordered.	The Flag Party shall march by a series of forms to a position to the left or right of the formation. Flag Party Comd is to wait until the Pde Comd has given the command to the salute prior to stepping off.
54.	CHANGE DIRECTION LEFT/ RIGHT LEFT/ RIGHT – FORM	Flag Party Comd	Flag Party acts as ordered.	The Flag Party, by a series of forms, shall march off the parade ground to the left or right.
55.	FOR – WARD	Flag Party Comd	Flag Party acts as ordered.	
56.	ATTEN – TION	Pde Comd	Formation acts as ordered.	Given after the Flag Party has left the parade ground.
57.	FLAG PARTY HALT	Flag Party Comd	Flag Party acts as ordered.	The Flag Party shall halt at an appropriate area. Proper compliments are paid to the flag at all times.
58.	FLAG PARTY ORDER – FLAGS	Flag Party Comdd	Flag Party acts as ordered.	
59.	FLAG PARTY STAND AT – EASE	Flag Party Comd	Flag Party acts as ordered.	
60.	PARADE MOVE TO RIGHT/LEFT IN	Pde Comd	Formation shall act as ordered.	The formation shall march by the most direct route to the designated dismissal area.

Item	Command	By	Action	Remarks
	THREES – RIGHT/ LEFT TURN			
61.	BY THE RIGHT/ LEFT QUICK – MARCH	Pde Comd	Formation shall act as ordered.	
62.	PARADE – HALT	Pde Comd	Formation shall act as ordered.	
63.	PARADE ADVANCE LEFT – TURN	Pde Comd	Formation shall act as ordered.	The formation, upon arrival at the dismissal area, shall carry on as per established parade procedures.
64.	PARADE DIS – MISSED	Pde Comd	Formation shall act as ordered.	

PARADE FORMATION WITH FLAG PARTY

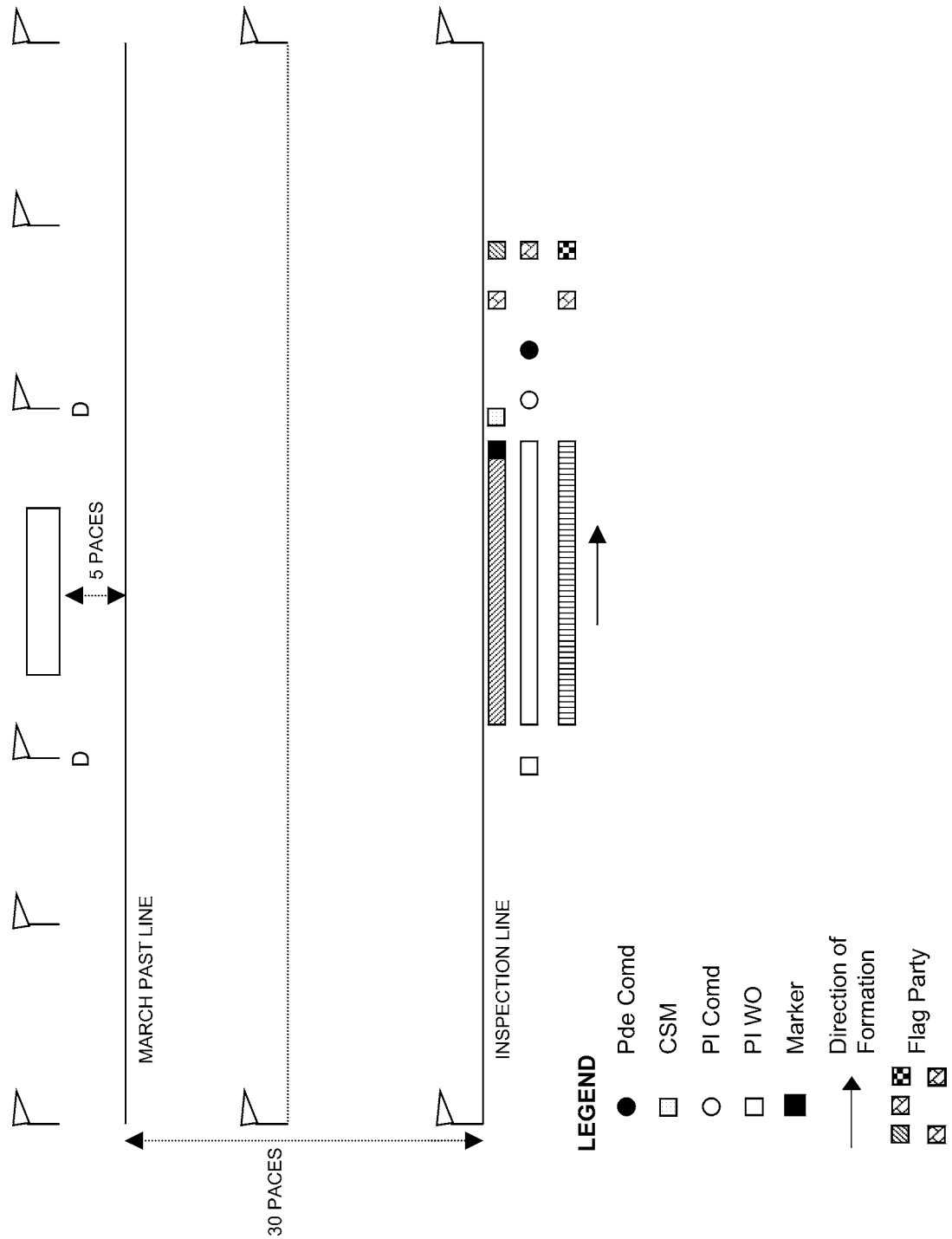


Figure 8D1-1 Platoon Parade Formation With Flag Party in Column of Route

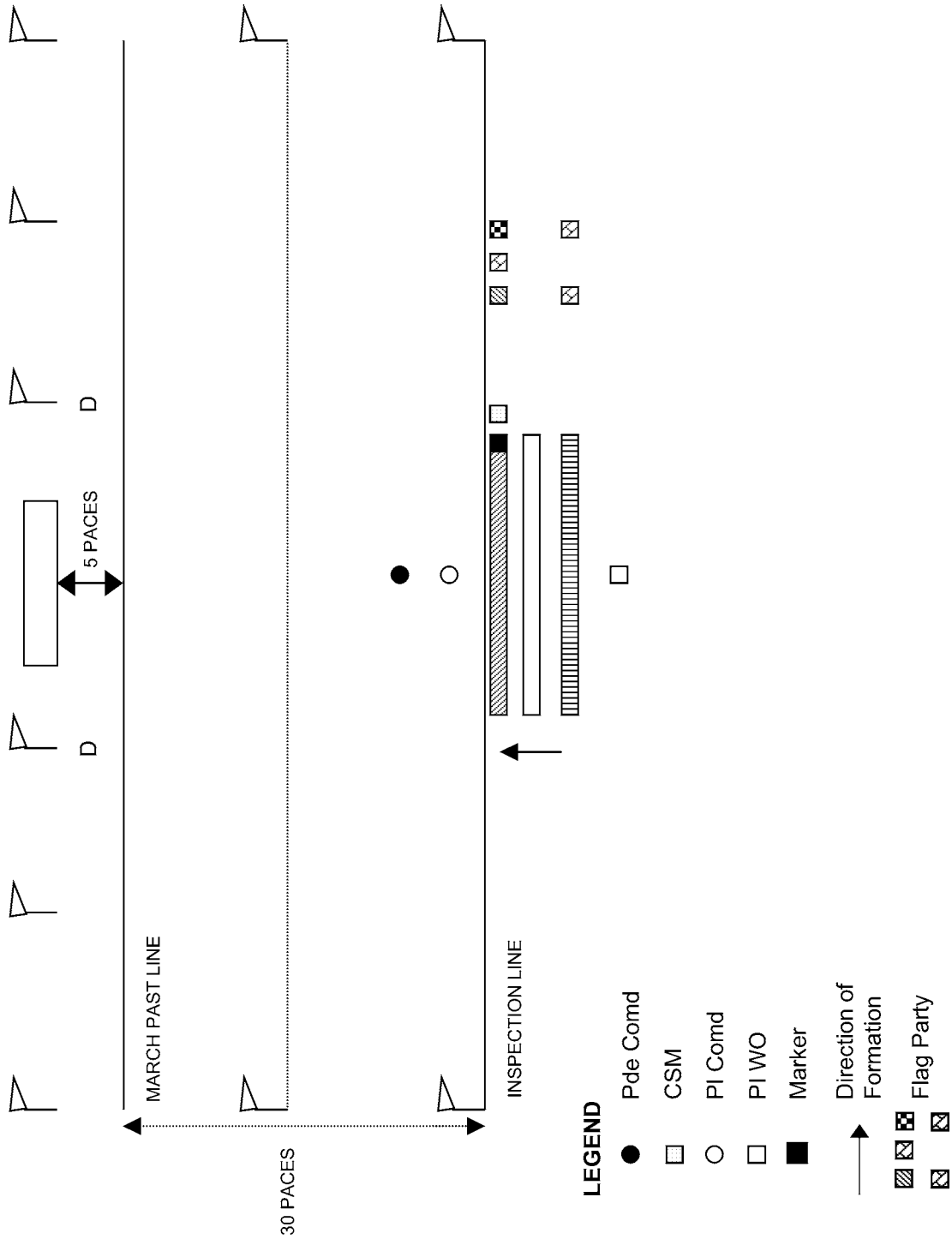


Figure 8D1-2 Platoon Parade Formation With Flag Party Platoon in Line

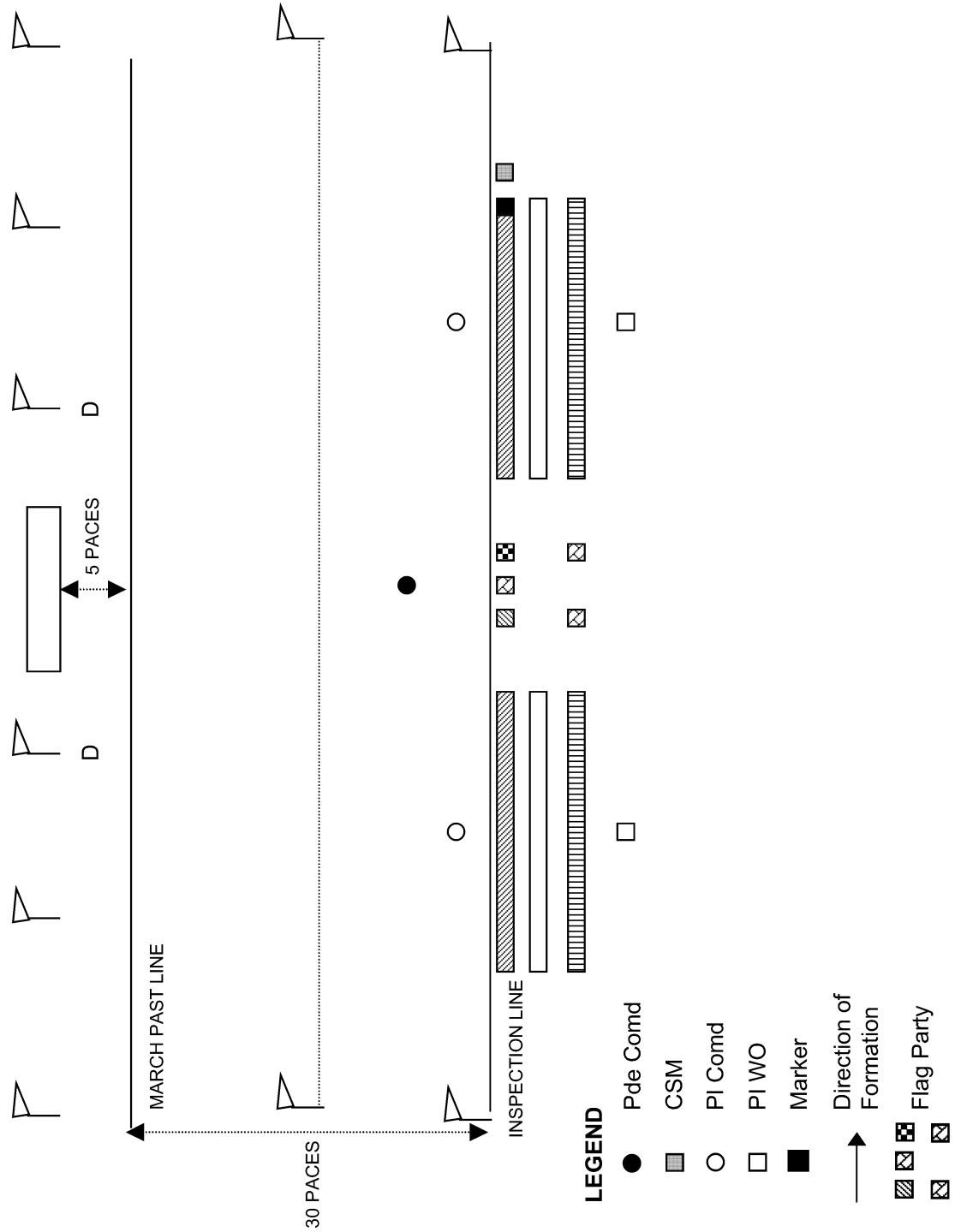


Figure 8D1-3 Company Parade Formation With Flag Party Company in Line

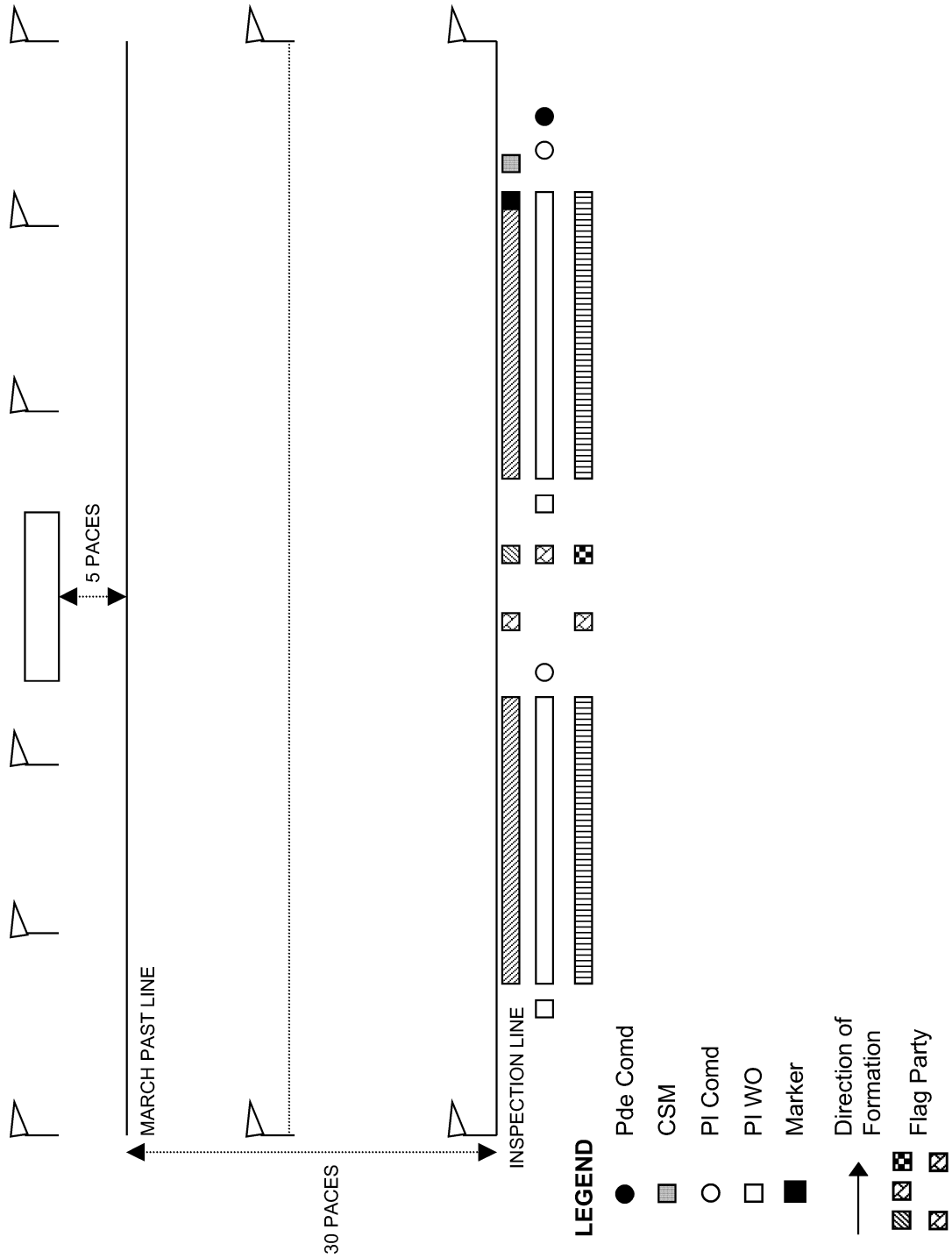


Figure 8D1-4 Company Parade Formation With Flag Party Company in Column of Route

THE INSPECTION

Inspections are carried out at the open order. As the inspecting party approaches the formation that has been ordered to stand fast, the formation commander turns right and marches to a position three paces in front of the formation marker, where the commander shall salute the officer or dignitary and report the platoon.

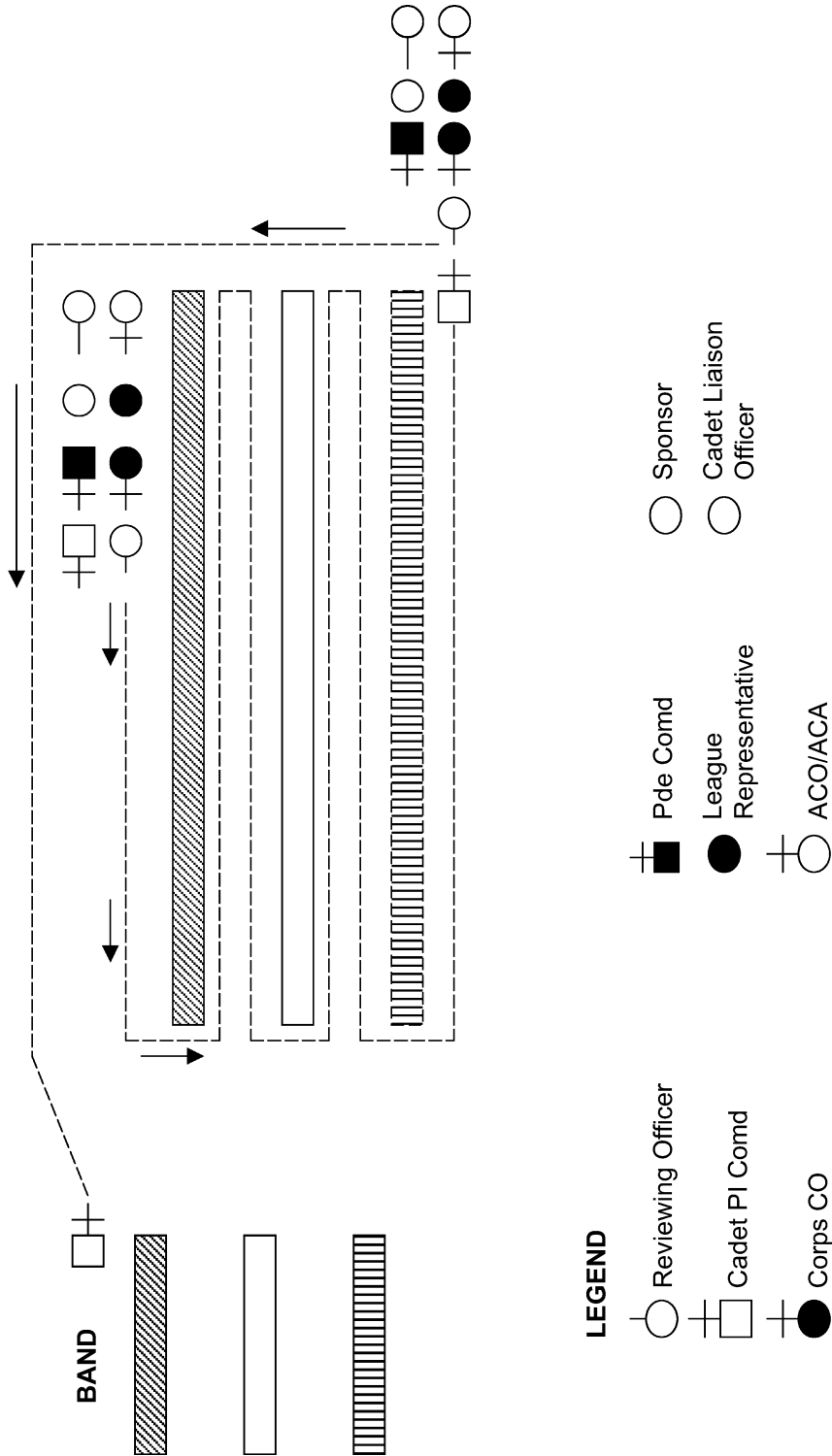


Figure 8D2-1 The Inspection

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RECEPTION OF AWARDS OR PRESENTATIONS

Reference: A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.

1. Falling Out and In of Ranks

- a. The formation shall be at the open order whenever individuals will be required to fall out.
- b. The person ordered to fall out shall come to attention and, after observing the standard pause, shall march, wheeling immediately, to the right flank of the rank. The person shall then proceed in the required direction by the shortest route, being sure not to proceed in front, or within the ranks of another sub-unit.
- c. Following reception of the award or presentation, the individual marches to the left flank of the formation and returns to his or her original position by marching in rear of the desired rank, wheeling into the original position, and halting. The individual shall pick up the dressing of the formation and either remain at attention, or stand at ease as required.

2. Reporting

- a. When reporting to an officer or dignitary, the following procedure shall be observed:
 - (1) March forward, halting two paces in front of the officer or dignitary.
 - (2) Salute, remain at attention, await acknowledgement.
 - (3) Deliver the message, receive instructions, etc. (see paragraph 1.b.).
 - (4) Salute, await acknowledgement.
 - (5) Turn right and return to original position within the ranks of the formation.
- b. When receiving a decoration, the person shall take one pace forward to receive the award, and one pace back following the presentation.

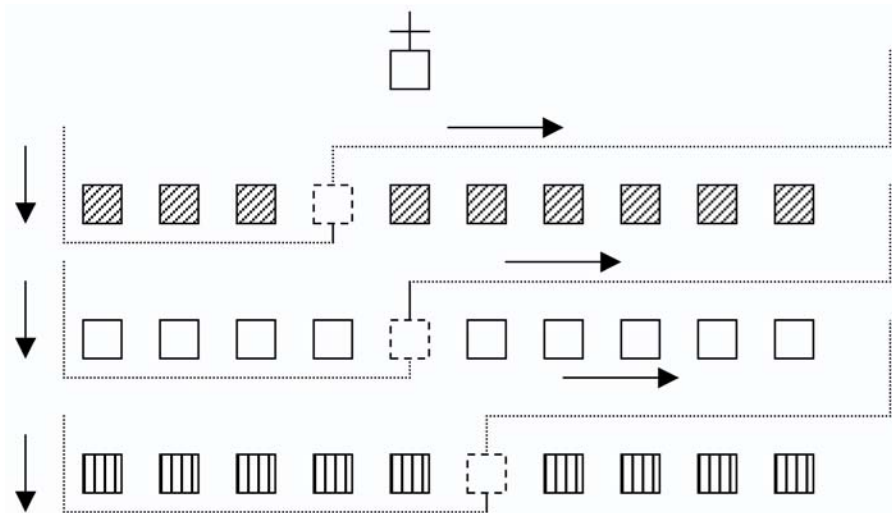


Figure 8D3-1 Falling Out/In of Formation

3. Group Presentation of Awards

- a. When reporting to an officer or dignitary for a group presentation, the following procedure shall be observed:
 - (1) Fall out in accordance with Figure 8D3-1.
 - (2) The first individual to arrive shall halt two paces in front of the officer or dignitary.
 - (3) The remainder shall halt one pace to the right of and in line with the person on the right.
 - (4) On the arrival of the last person, all shall observe the standard pause.
 - (5) All shall salute.
- b. Once all awards have been issued, all salute, turn right and march by a direct route back into their appropriate formation in accordance with Figure 8D3-1.

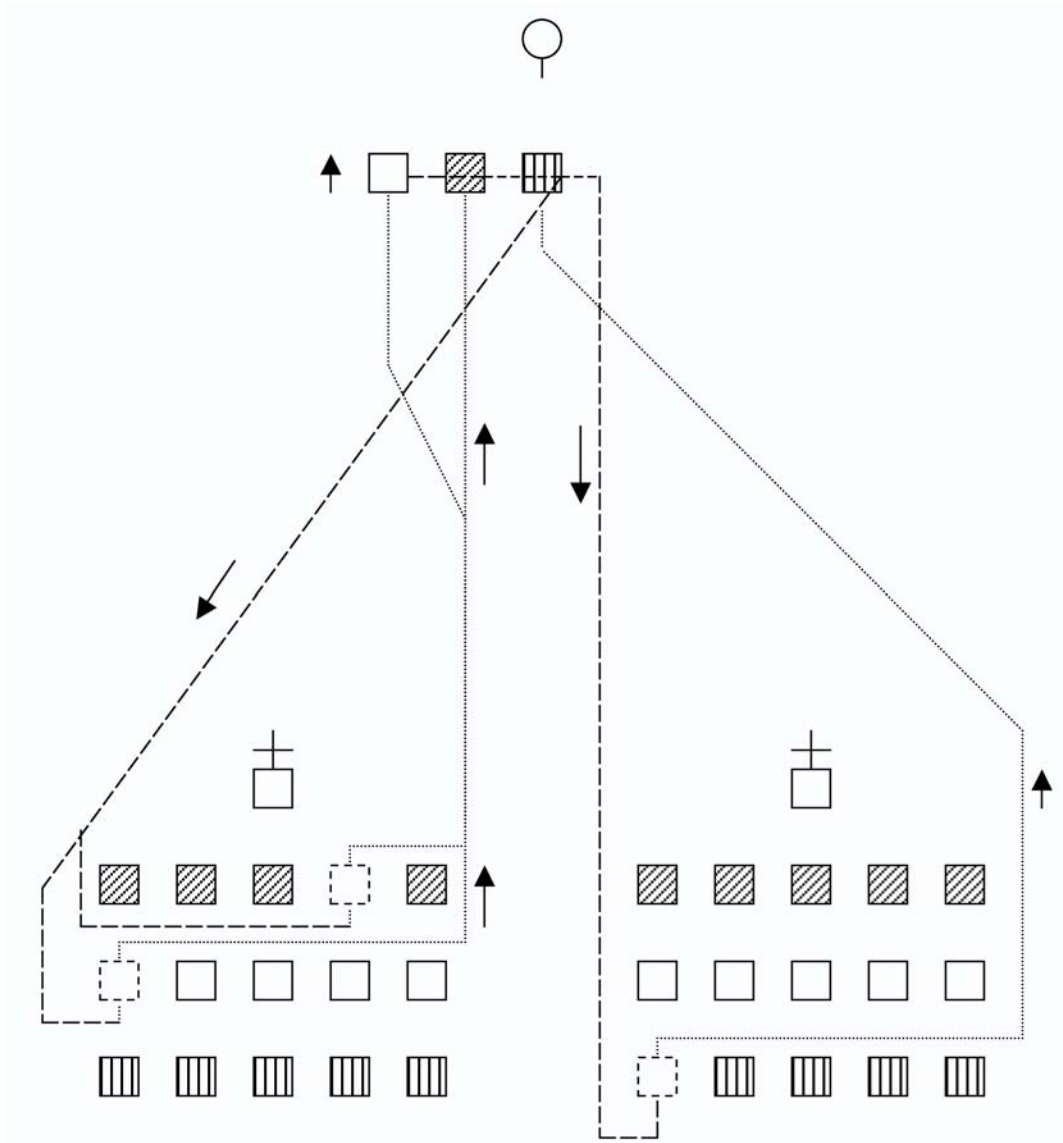


Figure 8D3-2 Reporting

GUIDELINES FOR THE CONDUCT OF A YEAR ONE DRILL COMPETITION

COMPOSITION

1. Each year one drill class will be divided into squad level teams not normally in excess of 10 persons. A team captain will be assigned by the Training Officer (Trg O) or delegate and shall be, at a minimum, a year three cadet in training. This cadet shall direct the team through the drill sequence. Each team shall be provided an opportunity to practice as a squad prior to competing. During this practice, the team captain will review all rehearsed movements from PO 108.

OFFICIALS

2. Officials shall be as follows:
 - a. Chief judge – responsible for:
 - (1) judging and marking the team captain;
 - (2) awarding penalties; and
 - (3) interpretation of rules.
 - b. Drill judge(s) – responsible for judging and marking the performance of the team during the drill sequence.

EQUIPMENT

3. Equipment required for the conduct of this competition includes:
 - a. one stopwatch;
 - b. masking tape;
 - c. tables and chairs for the judges; and
 - d. portable hand counters (clickers).

DRESS

4. Dress for the competition will be at the discretion of the corps/squadron Trg O and IAW CATO 46-01. Uniform C-1 is encouraged, though weather conditions at the time of the competition will be the determining factor.

DRILL AREA

5. The drill area will be marked off, to include:
 - a. a restricted-access area large enough to accommodate execution of the marching and wheeling components of the competition with a judge's table placed mid-point along one of the sides of the drill area;
 - b. a clearly defined spot-mark indicating the placement of the right marker of the team;
 - c. a clearly defined spot-mark indicating the placement of the team captain, from which all words of command will be given; and
 - d. a spectator's area if required.

DRILL SEQUENCE

6. When called to compete, the team (accompanied and directed by the team captain) will be marched in two ranks to a position where they are formed in line, with the right marker at the designated point opposite the judges table, dressed at the close order. These movements will not be judged. The team captain will then approach the chief judge, report the name of the team, and request permission to carry on with the competition.

7. On receiving permission from the chief judge, the team captain will then direct the team through the drill movements in accordance with Appendix 1. The squad will be returned to its original position following the completion of the movements. The team captain will then report to the chief judge, requesting permission to dismiss. On receiving permission, the team captain will march off the team.

TIMING

8. A maximum of 15 minutes is allowed for each competing team. The timing will commence immediately following the team captain being GRANTED permission to proceed and will terminate when the team captain reports to the chief judge upon completion of the drill sequence.

DRILL AUTHORITY

9. All drill movements will be carried out IAW A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*.

SCORING

10. **Drill Sequence.** One point will be deducted for each individual fault or infraction to a maximum of 80-point deductions. A maximum of five points will be deducted for a single movement (e.g. if a whole team performs a movement incorrectly, a total of five points will be deducted). The drill judge will score a maximum of 80 points, using the score sheet at Appendix 3.

11. **Team Captain.** The chief judge will evaluate the team captain, with the evaluation being based on all reporting procedures and adherence to the drill sequence listed at Appendix 1 and words of command listed at Appendix 2. Evaluation will include those characteristics listed in the score sheet and scoring guide at Appendix 4. The score will be to a maximum of 20 points and will constitute the team captain score.

12. **Final Score.** The final score will be calculated using the following method:

a. Drill	score awarded	/80
b. Team captain	score awarded	/20
c. Final score		/100

13. All scores will be summarized and tabulated on the Master Score Sheet at Appendix 5.

PENALTIES

14. Penalties are for specific infractions. Additional points will not be deducted for an infraction for which a penalty is awarded.

15. The following penalties will be awarded for infractions and will be deducted from the drill score by the chief judge:

a. Omission of a drill movement	5 points
b. Drill movement performed out of sequence	1 point

- c. Late when called to compete 2 points
- d. Exceeding maximum time allowance for sequence 2 points

INTERPRETATION OF RULES

16. In any situation where no equitable solution can be found in the rules, the chief judge will be empowered to make a ruling, which is binding to all participants.

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DRILL SEQUENCE

GENERAL

1. All movements are executed at the halt or on the march, without arms.

REFERENCES

2. All movements will be completed IAW A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, and can be found in Chapters 2 and 3 of that document.

DRILL SEQUENCE

3. The drill sequence is as follows:

At the Halt

- a. Stand Easy.
- b. Stand at Ease.
- c. Attention.
- d. Salute to the Front.
- e. Left Turn.
- f. Right Turn.
- g. Left Incline.
- h. About Turn.
- i. Right Incline.
- j. About Turn.
- k. Open Order March.
- l. Right Dress.
- m. Eyes Front.
- n. Close Order March.
- o. Right Turn.

On the March

- a. Quick March.
- b. Mark Time.
- c. Forward.
- d. Mark Time.
- e. Halt.
- f. Quick March.
- g. Left Wheel.

- h. Left Wheel.
- i. Salute to the Right on the March.
- j. Left Wheel.
- k. Right Wheel.
- l. Right Wheel.
- m. Right Wheel.
- n. Mark Time.
- o. Halt.

At the Halt

- a. Left Turn.
- b. Right Dress.
- c. Eyes Front.

WORDS OF COMMAND

GENERAL

1. All commands are to be given clearly by the team captain and without the aid of cue cards or similar memory aid.

REFERENCES

2. All words of command will be given IAW A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, and can be found in Chapters 2 and 3 of that document.

WORDS OF COMMAND

3. The following words of command will be used in sequence:

At the Halt

a. "Stand Easy"	"Squad, Stand Easy"
b. "Stand at Ease"	"Squad"
c. "Attention"	"Atten – tion"
d. "Salute to the Front"	"To the Front – Salute"
e. "Left Turn"	"Move to the left in file Left – Turn"
f. "Right Turn"	"Advance Right – Turn"
g. "Left Incline"	"Left In – cline"
h. "About Turn"	"About Turn"
i. "Right Incline"	"Retire Right In – cline"
j. "About Turn"	"Advance About – Turn"
k. "Open Order March"	"Open Order – March"
l. "Right Dress"	"Right – Dress"
m. "Eyes Front"	"Eyes – Front"
n. "Close Order March"	"Close Order – March"
o. "Right Turn"	"Move to the Right in file, Right – Turn"

On the March

a. Quick March	"Squad, By the Left, Quick – March"
b. Mark Time	"Mark – Time"
c. Forward	"For – ward"
d. Mark Time	"Mark – Time"
e. Halt	"Halt"
f. Quick March	"Squad, By the Left, Quick – March"
g. Left Wheel	"Left – Wheel"
h. Left Wheel	"Left – Wheel"
i. Salute to the Right on the March	"To the Right – Salute"
j. Left Wheel	"Left – Wheel"

- | | |
|----------------|-----------------|
| k. Right Wheel | “Right – Wheel” |
| l. Right Wheel | “Right – Wheel” |
| m. Right Wheel | “Right – Wheel” |
| n. Mark Time | “Mark – Time” |
| o. Halt | “Halt” |

At the Halt

- | | |
|----------------|-----------------------|
| a. Left Turn | “Advance Left – Turn” |
| b. Right Dress | “Right – Dress” |
| c. Eyes Front | “Eyes – Front” |

TEAM EVALUATION

TEAM: _____

Movement	Completed (✓)	Penalty
Stand Easy		
Stand at Ease		
Attention		
Salute to the Front		
Left Turn		
Right Turn		
Left Incline		
About Turn		
Right Incline		
About Turn		
Open Order March		
Right Dress		
Eyes Front		
Close Order March		
Right Turn		
Quick March		
Mark Time		
Forward		
Mark Time		
Halt		
Quick March		
Left Wheel		
Left Wheel		
Salute to the Right on the March		
Left Wheel		
Right Wheel		
Right Wheel		
Right Wheel		
Mark Time		
Halt		
Left Turn		
Right Dress		
Eyes Front		

Total Drill Infractions: _____

Total Score: _____

Comments:

 Drill Judge

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TEAM CAPTAIN EVALUATION

Name: _____

Team: _____

Movement	Completed (✓)	Word of Command	Team Penalty
Stand Easy		"Squad, Stand Easy"	
Stand at Ease		"Squad"	
Attention		"Atten – tion"	
Salute to the Front		"To the Front – Salute"	
Left Turn		"Move to the left in file Left – Turn"	
Right Turn		"Advance Right – Turn"	
Left Incline		"Left In – cline"	
About Turn		"About Turn"	
Right Incline		"Retire Right In – cline"	
About Turn		"Advance About – Turn"	
Open Order March		"Open Order – March"	
Right Dress		"Right – Dress"	
Eyes Front		"Eyes – Front"	
Close Order March		"Close Order – March"	
Right Turn		"Move to the Right in File, Right – Turn"	
Quick March		"Squad, By the Left, Quick – March"	
Mark Time		"Mark – Time"	
Forward		"For – ward"	
Mark Time		"Mark – Time"	
Halt		"Halt"	
Quick March		"Squad, By the Left, Quick – March"	
Left Wheel		"Left – Wheel"	
Left Wheel		"Left – Wheel"	
Salute to the Right on the March		"To the Right – Salute"	
Left Wheel		"Left – Wheel"	
Right Wheel		"Right – Wheel"	
Right Wheel		"Right – Wheel"	
Right Wheel		"Right – Wheel"	
Mark Time		"Mark – Time"	
Halt		"Halt"	
Left Turn		"Advance Left – Turn"	
Right Dress		"Right – Dress"	
Eyes Front		"Eyes – Front"	

Comments:

a. Words of Command	1	2	3	4	5
b. Appearance	1	2	3	4	5
c. Confidence	1	2	3	4	5
d. Reporting Procedure					
TOTAL SCORE:	_____ /20				

Drill Judge

MASTER SCORE SHEET

DRILL SEQUENCE							
Team Name	A Drill Judge One	B Drill Judge Two	C Sequence Subtotal (Average: [A + B] / 2)	D Team Penalties	E Sequence Total (C - D)	F Team Captain Total	Overall Score (E + F)
1.	/80	/80	/80		/80	/20	/100
2.	/80	/80	/80		/80	/20	/100
3.	/80	/80	/80		/80	/20	/100
4.	/80	/80	/80		/80	/20	/100
5.	/80	/80	/80		/80	/20	/100
6.	/80	/80	/80		/80	/20	/100
7.	/80	/80	/80		/80	/20	/100
8.	/80	/80	/80		/80	/20	/100
9.	/80	/80	/80		/80	/20	/100
10.	/80	/80	/80		/80	/20	/100

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CHAPTER 9

**PO 120 – BECOME FAMILIAR WITH THE SEA ELEMENT
OF THE CANADIAN FORCES AND MARITIME COMMUNITY**



ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 1

EO M120.01 – PARTICIPATE IN A DISCUSSION ON THE CANADIAN NAVY AND MARITIME COMMUNITY

Total Time:

60 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content and become familiar with the material;
- visit the navy Website at www.navy.gc.ca and a Website describing civilian vessels, such as www.mi.mun.ca, to ensure access to the most current information; and
- ensure there are enough copies of the puzzles for entire class.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be familiar with the current resources and roles of the Canadian Navy and those of the civilian maritime community.

IMPORTANCE

Promoting an awareness of the Canadian Navy is one of the aims of the cadet program. Knowledge of the civilian maritime community will complement this.

Teaching Point 1

Provide a Brief Summary of the Canadian Navy As It Exists Today

Time: 30 min

Method: Activity/Interactive Lecture

CANADIAN NAVY

The current resources of the Canadian Navy include:

- twelve Halifax class Canadian Patrol Frigates (CPFs) (multipurpose);
- three Iroquois class Destroyers (DDGs) (air defence and antisubmarine);
- two Protecteur class Auxiliary Oil Replenishers (AORs) (replenishment);
- twelve Kingston class Maritime Coastal Defence Vessels (MCDVs) (coastal surveillance and mine countermeasures);
- four Victoria class submarines;
- aircraft – CH-124 Sea King helicopters and CP-140 Aurora long-range patrol planes (though they are operated by Air Force personnel, they act in support of naval operations); and
- miscellaneous auxiliary vessels (firefighting vessels, tugboats, diving tenders, etc.).

The Canadian Navy also makes use of 24 Naval Reserve Divisions across Canada.



Many of the cadets will already have knowledge of vessel names. The instructor can draw this information from the cadets. Also, the instructor could show examples of these vessel types (see Annex A).

The Halifax class Canadian Patrol Frigates include:

- Her Majesty's Canadian Ship (HMCS) Calgary 335;
- HMCS Charlottetown 339;
- HMCS Fredericton 337;
- HMCS Halifax 330;
- HMCS Montréal 336;
- HMCS Ottawa 341;
- HMCS Regina 334;
- HMCS St. John's 340;
- HMCS Toronto 333;
- HMCS Vancouver 331;
- HMCS Ville De Québec 332; and
- HMCS Winnipeg 338.



http://www.navy.forces.gc.ca/ottawa/about/ship_about_e.asp

Figure 9-1-1 HMCS Ottawa 341

The Iroquois class Destroyers include:

- HMCS Algonquin 283;
- HMCS Athabaskan 282; and
- HMCS Iroquois 280.



http://www.navy.forces.gc.ca/iroquois/about/ship_about_e.asp

Figure 9-1-2 HMCS Iroquois 280

The Protecteur class includes:

- HMCS Preserver 510; and
- HMCS Protecteur 509.



http://www.navy.forces.gc.ca/preserver/gallery/ship_gallery_e.asp?x=1&page=9

Figure 9-1-3 HMCS Preserver 510

The Kingston class Coastal Defence Vessels include:

- HMCS Brandon 710;
- HMCS Edmonton 703;
- HMCS Glace Bay 701;
- HMCS Goose Bay 701;
- HMCS Kingston 700;
- HMCS Moncton 708;
- HMCS Nanaimo 702;
- HMCS Saskatoon 709;
- HMCS Shawinigan 704;
- HMCS Summerside 711;
- HMCS Whitehorse 705; and
- HMCS Yellowknife 706.



http://www.navy.forces.gc.ca/brandon/about/ship_about_e.asp

Figure 9-1-4 HMCS Brandon 710

The Victoria class submarines include:

- HMCS Chicoutimi 879;
- HMCS Corner Brook 878;
- HMCS Windsor 877; and
- HMCS Victoria 876.



http://www.navy.forces.gc.ca/victoria/gallery/ship_gallery_e.asp?x=1&page=13

Figure 9-1-5 HMCS Victoria 876

The CH-124 Sea King helicopters and CP-140 Aurora long-range patrol planes are not named or distinguished in the same fashion as the ships.



http://www.airforce.gc.ca/equip/ch-124/seaking2_e.asp

Figure 9-1-6 CH-124 Sea King Helicopter



http://www.airforce.gc.ca/equip/CP-140/aurora1_e.asp

Figure 9-1-7 CP-140 Aurora



Visit the Canadian Navy Website at www.navy.gc.ca for the most up to date information on the fleet and its supporting aircraft.

ACTIVITY – SHIP NAME WORD SCRAMBLE

Time: 5 min

OBJECTIVE

To review the names of the ships in the Canadian Navy's fleet.

RESOURCES

- Word scramble (found at Annex B).

- Pencils.

ACTIVITY LAYOUT

Give cadets the word scramble and have them complete it. Once they are done they can either hand it to the instructor for review or it can be corrected as a group.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

Review the results with the entire class.

CANADIAN NAVY PARTICIPATION IN WORLD ORGANIZATIONS

Operations that the Canadian Navy participates in include:

- North American Treaty Organization (NATO);
- the United Nations (UN);
- other international missions working in cooperation with other international navies; and
- protection of Canadian coasts and Canadian controlled waters and other domestic needs.

CURRENT CANADIAN NAVY OPERATIONS

Current operations that the Canadian Navy is involved in include:

- NATO operations (including Standing NATO Response Force Maritime Group [SNMG1]):
 - NATO was formed by a treaty that was signed in Washington on April 4, 1949 with 12 founding member nations.
 - It currently consists of 26 countries from North America and Europe.
 - Its primary function is to safeguard the freedom of member countries, based on the principles of democracy, individual liberty and international law.
 - Canada has maintained a vessel in the Standing Naval Force Atlantic since its inception.
- UN deployments:
 - The UN was founded in 1945 to facilitate cooperation in international law, international security, economic development and social equity.
 - Peacekeeping operations began in 1948 with the first mission to the Middle East.
 - Some recent UN operations include:
 - Iraq and Kuwait;
 - Golan Heights;
 - Yugoslavia and the Balkans;
 - Rwanda;
 - Haiti; and

- Ethiopia, Eritrea.
- Canada is the only member country of the UN to have committed personnel to every UN operation; as of 2006 there have been 92 missions.
- Naval training exercises which allow the equipment and personnel to test their capabilities.



The current operations of the Canadian Navy can be found at www.forces.gc.ca/site/operations/currentops.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. Name one of the Canadian Navy's resources?
- Q2. What are some of the Canadian Navy's current operations?

ANTICIPATED ANSWERS

- A1. Destroyers, frigates, AORs, MCDVs, submarines, auxiliary vessels or naval reserves.
- A2. NATO and UN.

Teaching Point 2

Provide a Brief Introduction to the Resources of the Civilian Maritime Community

Time: 20 min

Method: Activity/Interactive Lecture

CIVILIAN MARITIME COMMUNITY FAMILIARITY

Types and purposes of civilian vessels that can be found in Canadian waters include:

- cargo vessels (e.g. bulk carriers, container vessels, Roll-On/Roll-Off [RORO] vessels, lakers [used for transportation on the Great Lakes], and liquid food product carriers);
- tankers (e.g. crude oil carriers, Liquid Natural Gas [LNG] tankers, bulk ore carriers, chemical tankers);
- passenger vessels (e.g. cruise ships, ferries, river boats, yachts);
- fishing vessels (e.g. trawlers, seiners, factory ships);
- government services (e.g. ice breakers, buoy tenders, fisheries and customs patrols);
- research vessels (e.g. oceanographic research, hydrographic survey vessels);
- support vessels (e.g. tugs, firefighting vessels, heavy lift ships, barges, floating cranes); and
- offshore oilfield development vessels (e.g. production, storage and offloading vessels, supply vessels, anchor handling, drill ships).

ACTIVITY – CIVILIAN VESSEL WORD SEARCH

Time: 10 min

OBJECTIVE

To review the types of civilian vessels in the maritime community.

RESOURCES

- Word search puzzle (found at Annex C).
- Pencils.

ACTIVITY LAYOUT

Give cadets the word search puzzle and have them complete it. Once they are done they can either hand it to the instructor for review or it can be corrected as a group.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

Review the results with the entire class.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What are some of the types of civilian vessels that are found in Canadian waters?
- Q2. What are some of the purposes of civilian vessels?

ANTICIPATED ANSWERS

- A1. Cargo vessels, tankers, passenger vessels, fishing vessels, government service vessels, research vessels, support vessels and offshore oil development vessels.
- A2. Transportation, oil development, cargo, containers, oceanographic surveys, towing, etc.
-

END OF LESSON CONFIRMATION

Confirmation of lesson objectives will take place during discussions associated with each teaching point and the puzzle activities.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

Promoting an awareness of the Canadian Navy is one of the aims of the cadet program. Knowledge of the civilian maritime community will complement this.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A1-007 A-CR-CCP-004/PT-002 D Cdts (1983). *Royal Canadian Sea Cadets Manual Volume 2*. Ottawa, ON.
- A1-011 Department of National Defence Canadian Forces. www.forces.gc.ca/site/Community/insignia/nava_e.asp.
- A1-013 The Navy. www.navy.gc.ca.
- C1-004 www.readyayeready.com. Navy Ships Index.
- C1-013 Marine Institute of Memorial University of Newfoundland (2005). www.mi.mun.ca.



ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 2

EO M120.02 – PARTICIPATE IN A BATTLE OF THE ATLANTIC DISCUSSION/PRESENTATION

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

This class can take the form of an in-class lecture, visit to a museum or a presentation by a Legion member/veteran or serving member of the Canadian Forces (CF). During a museum visit, corps staff shall ensure that the pertinent facts about the Battle of the Atlantic are explained to cadets.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to be familiar with the dates and events of the Battle of the Atlantic.

IMPORTANCE

Citizenship is one of the aims of the cadet program, and knowledge of Canada's history is an aspect of citizenship. This lesson will provide the cadets with an awareness of one part of Canadian history, that of Canada's role in winning the Battle of the Atlantic.

Teaching Point 1

Explain the Dates and Significance of the Battle of the Atlantic

Time: 27 min

Method: Interactive Lecture/Guest Speaker

OVERVIEW OF THE BATTLE OF THE ATLANTIC

- The greatest battle the Royal Canadian Navy (RCN) fought during WWII was the Battle of the Atlantic.
- Winning this battle was of vital importance to the war effort in order to resupply the battlefields. The freedom of the oceans was also vital to the survival of Britain.
- If the allies ever hoped to invade mainland Europe and defeat Hitler's armies, they needed Britain as a staging ground, and would require more men, food and equipment. The supply lines across the Atlantic from North America to the United Kingdom became increasingly more important.
- It was a fight to the death against a highly trained enemy for supremacy of the Atlantic Ocean. It involved tens of thousands of ships and hundreds of thousands of sailors.
- The Battle of the Atlantic was the longest battle of WWII, and was fought from September 1939 to May 1945.
- Canada's navy began WWII with 13 vessels and 1819 personnel, and ended it with the third largest navy in the world. At war's end, the RCN had over 600 ships and over 90 000 members, including 6 500 women who served in the Women's Royal Canadian Naval Services ("WRENS").
- The RCN lost over 2000 sailors and 32 ships, and more than 300 sailors were wounded.
- The contribution of the merchant navy was also significant. When the war began, Canada had 38 ocean-going merchant vessels of 1000 tons or more and 1450 merchant crewmen. Over 400 merchant ships were built in Canada during the war, and Canada finished the war with the fourth largest merchant navy in the world. Approximately 1600 Canadian merchant seamen died.
- Escort of merchant ship convoys was the RCN's chief responsibility during the Battle of the Atlantic. By mid-1942, the RCN, with support from the Royal Canadian Air Force (RCAF), was providing nearly half the convoy escorts, and eventually carried out the lion's share of escort duty.
- In the raging ocean storms, bitter cold and ice packs of the North Atlantic more than 25 000 merchant ship voyages were made over the duration of the war.
- During the 2060 days of war the convoys provided 90 000 tons of war supplies a day to the battlefields of Europe. Success came at a great cost in human lives, lost ships and cargo, and as a result of tremendous courage and determination.
- The most intense phase of the Battle of the Atlantic occurred during 1941-1943.

GERMAN SUBMARINES WERE THE GREATEST ENEMY FOR THE RCN

- German submarines (U-boats) began operating farther and farther into the Atlantic, and were capable of remaining away from port for three months or more. By the spring of 1941, they could be expected anywhere from the English Channel to the approaches to Halifax.
- When submerged, U-boats operated on batteries, which, until the snorkel was invented late in the war (1944), had to be recharged by their diesel engines while running on the surface, which made them more vulnerable to detection.

- They were capable of carrying torpedoes and deploying mines. U-boats could dive below the surface in roughly 30 seconds, making it easy for them to escape the allied ships pursuing them.
- In one month, March 1943, over 627 000 tons of allied shipping was lost to U-boats.
- Part of the U-boat success during this period was due to a lack of aircraft patrol in an area called the “mid-ocean gap” or “black pit”, because aircraft lacked the range. As this gap was closed later in the war, allied successes increased and U-boat losses rose.

COMMEMORATIVE EVENTS

- The Battle of the Atlantic is commemorated the first Sunday in May.
- Remembrance services are held all across Canada on CF naval bases, HMC ships, reserve units and sea cadet corps.
- The national ceremony is held in Halifax, at the Naval Memorial in Point Pleasant Park.
- The ceremony commemorates the sacrifices of sailors and merchant seaman who gave their lives for their country while defending the convoy routes of the North Atlantic during the Second World War.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. When did the Battle of the Atlantic take place?
- Q2. What size was Canada’s navy at the end of the war?
- Q3. Why were the German submarines such a big threat to the convoys?

ANTICIPATED ANSWERS

- A1. Between 1939-1945.
- A2. The third largest in the world.
- A3. They were able to operate further away from their home ports as well as stay submerged and undetected for long periods of time. They could dive fast to get away and carried both torpedoes and mines.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

This EO shall be confirmed on an on-going basis, during activities at the corps.

CLOSING STATEMENT

Citizenship is one of the aims of the cadet program, and knowledge of Canada’s history is part of citizenship. This lesson will provide the cadets with an awareness of one of the most significant events in Canadian history, that of winning the Battle of the Atlantic.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A1-001 Veterans Affairs Canada. (2006) Retrieved 24 March 2006, from www.vac-acc.gc.ca.
- A1-008 A-CR-CCP-004/PT-001 CCP-1004 D Cdts (1977). *Royal Canadian Sea Cadet Manual*. Ottawa, ON.
- C1-020 (ISBN 0-7737-2160-6) Schull, J. (1987). *Far Distant Ships*. Toronto: Stoddart.
- C1-021 (ISBN 1-55013-121-4) MacBeth, J. (1989). *Ready Aye Ready*. Toronto: Key Porter Books.



ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 3

EO M120.03 – PARTICIPATION IN A DISCUSSION ON THE THREE ELEMENTS OF THE CANADIAN FORCES

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

If available a guest speaker may deliver this lecture. The speaker should be made aware of the requirements of the period. It is the responsibility of the instructor to ensure any information not covered is provided to the cadets through a question and answer session following the presentation.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the interactive lecture method. The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/ kinaesthetic learners.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify the different elements of the Canadian Forces (CF), and the roles assigned to each.

IMPORTANCE

One of the three aims of the Canadian Cadet Movement (CCM) is to stimulate interest in the CF. This EO is a basic introduction to the history and role of today's CF.

Teaching Point 1**Discuss the History of the CF**

Time: 5 min

Method: Interactive Lecture

THE CANADIAN FORCES INCEPTION

The first small steps to form the Canadian Forces might be considered to be established in 1868 when Canada's Department of Militia and Defence was established with a budget of \$900 000, taking over from provincial or Canadian militias, which were disbanded by 1869. At the time the intention was to create a militia force to support the British troops in Canada to drive out any invading force. However, in the fall of 1871 the British troops were withdrawn from Canada, leading to Canada taking moderate steps in producing its own forces. The country established two field artillery batteries to protect Quebec City and Kingston. Thus the regular army began its formation. This was expanded in 1883 when the first cavalry school corps (Royal Canadian Dragoons) was established in Quebec City followed by infantry corps (Royal Canadian Regiment) in Fredericton, Saint John and Toronto.

In 1964, Defence Minister Paul Hellyer tabled a white paper in Parliament, which concluded that a unified command structure – one which amalgamated the Navy, Army and Air forces – would better serve Canadian interests.

The modern Canadian Forces was formed on February 1st, 1968 when Bill C-243, The Canadian Forces Reorganization Act, became law. At this time the Canadian government merged the Royal Canadian Navy, the Canadian Army and the Royal Canadian Air Force into a unified structure. Canada remains one of the few developed countries in the world to organize its military forces like this. The integration of the Canadian Forces continued in 2005 when the CDS, General R.J. Hillier, announced an initiative to introduce a joint force management structure in the Canadian Forces to make them more “streamlined, integrated and effective.”

BRANCHES OF THE CANADIAN FORCES**NAVY**

The Canadian Navy first came into being on 4 May 1910 with the passing of the Navy Bill of 1910.

Currently the Canadian Navy consists of three headquarters:

- MARLANT (Maritime Forces Atlantic) – Halifax;
- MARPAC (Maritime Forces Pacific) – Esquimalt; and
- NAVRES (Naval Reserve) – Quebec City.

LAND

The land branch of the Canadian Forces consists of three components:

- Regular Force;
- Reserve Force; and
- Canadian Rangers.

AIR FORCE

At the outbreak of WWI Canada had no air force. In 1914 Canada sent the Canadian Aviation Corps, made up of three personnel and one American built Burgess-Dunne biplane to accompany the First Contingent overseas. This can be considered the first modest attempt at the formation of Canada's air force.

Currently the Canadian Air Force consists of 13 wings spread out across Canada.

MISSION AND OBJECTIVES OF THE CF

The mission of the Department of National Defence and the Canadian Forces is to defend Canada, its interests and its values, while contributing to international peace and security. Under Canadian defence policy, the Canadian Forces are called upon to fill three major roles:

1. Protecting Canada.
2. Defending North America in cooperation with the United States of America.
3. Contributing to peace and international security.



The following is background information that the instructor can pass on to the cadets in regards to Canada's commitments to North America and the world in general.

NORTH AMERICAN AEROSPACE DEFENCE COMMAND (NORAD):

- NORAD is a joint United States and Canadian organization which provides aerospace warning and aerospace control for North America. It was founded on May 12, 1958 under the name North American Air Defense Command.
- NORAD consists of two main parts, corresponding to its mission. Aerospace warning or Integrated Tactical Warning and Attack Assessment (ITW/AA) covers the monitoring of man-made objects in space, and the detection, validation, and warning of attack against North America by aircraft, missiles, or space vehicles. Aerospace control includes providing surveillance and control of Canadian and United States airspace.
- The NORAD agreement between Canada and the United States was last modified and renewed in 2006.

NORTH ATLANTIC TREATY ORGANIZATION (NATO):

- NATO, also called the North Atlantic Alliance, the Atlantic Alliance or the Western Alliance, is an international organization for collective security established in 1949, in support of the North Atlantic Treaty signed in Washington, DC, on 4 April 1949. Its headquarters are located in Brussels, Belgium. Its other official name is the French equivalent, l'Organisation du Traité de l'Atlantique Nord (OTAN) (English and French being the two official languages of the organization).
- The core of NATO is Article V of the North Atlantic Treaty, which states that, "The Parties agree that an armed attack against one or more of them in Europe or North America shall be considered an attack against them all. Consequently they agree that, if such an armed attack occurs, each of them, in exercise of the right of individual or collective self-defence recognised by Article 51 of the Charter of the United Nations, will assist the Party or Parties so attacked by taking forthwith, individually and in concert with the other Parties, such action as it deems necessary, including the use of armed force, to restore and maintain the security of the North Atlantic area."
- NATO consists of 26 member countries.
- Its primary function is the stability of the North Atlantic area and to safeguard the freedom of its people based on the principles of democracy, individual liberty and international law.

UNITED NATIONS (UN):

- The UN is an international organization that describes itself as a “global association of governments facilitating co-operation in international law, international security, economic development, and social equity.” It was founded in 1945 at the signing of the United Nations Charter by 51 countries, replacing The League of Nations which was founded in 1919.
- Peacekeeping operations began in 1948 with the first mission to the Middle East.
- Lester Pearson, prior to being elected as Canadian Prime Minister, was well recognized for his efforts building the framework for the UN and its auxiliary organizations.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. Name one of the roles of the CF.
- Q2. Where are the maritime forces located?
- Q3. In what year did the Royal Canadian Air Force originate?

ANTICIPATED ANSWERS

- A1. Protect Canada, North American defence and international peacekeeping missions.
- A2. Atlantic (Halifax) and Pacific (Esquimalt).
- A3. April 1st, 1924.

Teaching Point 2

Explain the Role of Each Element

Time: 10 min

Method: Interactive Lecture

The CF functions in a joint capacity for many of its international commitments. However, each element has a distinct set of responsibilities.

NAVY

- Surveillance and control of Canadian waters.
- Support of army and air force operations.
- Support to other government departments (fisheries, search and rescue, drug enforcement, environment).
- NATO deployments.
- Humanitarian operations including disaster relief (food and medical relief, and personal and technical aide).

ARMY

- National defence.
- Canada/US defence of North America (NORAD).
- Contribution to peacekeeping missions.
- Civil defence.

- Humanitarian operations including disaster relief.

AIR FORCE

- Surveillance and control of Canadian airspace.
- World wide airlift of CF personnel and material.
- Support operations of the army and navy.
- Support to other government departments.
- Search and rescue.
- Humanitarian operations including disaster relief.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What role is common to all three elements?
- Q2. Which two elements have search and rescue as one of their principal roles?
- Q3. What is meant by humanitarian operations?

ANTICIPATED ANSWERS

- A1. Protection of Canada.
- A2. Navy and Air forces.
- A3. Activities such as disaster relief, food and medicine relief, and personal and technical aide.

Teaching Point 3

Identify CF Base Locations

Time: 10 min

Method: Interactive Lecture



The instructor should, at this point, utilize a map of Canada to help identify the different base locations throughout the country. Coloured pushpins will prove beneficial.

- Navy (blue)
- Army (green)
- Air Force (yellow or white)

Note: The choice of colours for the pins is a suggestion only.

MARITIME FORCES

CFB Halifax (NS). CFB Halifax is Canada's East Coast navy base and home port to the Atlantic fleet. It is presently the largest Canadian Forces base in terms of the number of posted personnel and is formed from an amalgamation of military properties situated around the strategic Halifax Harbour in Nova Scotia. Some of the units located at CFB Halifax include: MARLANT Headquarters, Canadian Forces Maritime Warfare Centre (CFMWC), Canadian Forces Naval Operations School (CFNOS), Canadian Forces Naval Engineering School (CFNES), Fleet Maintenance Facility – Cape Scott (FMFCS), and the naval reserve division HMCS Scotian.

CFB Esquimalt (BC). CFB Esquimalt is Canada's West Coast navy base and home port to the Pacific fleet. It is located on Vancouver Island in the municipality of Esquimalt, just west of Victoria. Some of the units located at CFB Esquimalt include: MARPAC Headquarters, Naval Officer Training Centre – Venture (NOTC Venture), Canadian Forces Fleet School Esquimalt (CFFSE), Canadian Forces Maritime Experimental and Test Range (CFMETR), Fleet Maintenance Facility – Cape Breton (FMFCB), Fleet Dive Unit (Pacific), and the naval reserve division HMCS Naden.

CFB Greenwood (NS). Today CFB Greenwood remains Canada's largest operational air force base on the Atlantic Coast, based on numbers of aircraft and personnel. The following aircraft types are permanently stationed at the base; CP-140 Aurora, anti-submarine warfare/long-range maritime patrol, CP-140A Arcturus, long-range maritime/Arctic patrol, CH-149 Cormorant, air-sea search and rescue, CC-130 Hercules, air-sea search and rescue, transport.

CFB Shearwater (NS). CFB Shearwater is the birthplace and primary base for naval aviation in Canada, and plays host to 12 Wing (12 Wing Shearwater) which was formerly organized as Maritime Air Group, Canadian Armed Forces. The current ship-borne helicopter used by Canada's navy is the CH-124 Sea King. Though the Sea Kings deploy aboard HMC ships, the units operating them are part of the "air force". CFB Shearwater is also home to the Fleet Dive Unit (Atlantic).

LAND FORCES

Canadian Forces Base (CFB) Edmonton (AB). CFB Edmonton is the headquarters of Land Forces Western Area, the highest military authority in western Canada, and a number of brigade groups, including 1 Canadian Mechanized Brigade Group (1 CMBG), the only regular force brigade group in the region.

CFB Borden (Barrie, ON). The mission of CFB Borden is to support several military training establishments and a variety of other military and civilian organizations located on the base. On average, CFB Borden trains 15 000 military personnel annually.

CFB Gagetown (Oromocto, NB). At the beginning of the Cold War, Canadian defence planners recognized the need for providing the Canadian Army with a suitable training facility where brigade and division-sized armoured, infantry, and artillery units could exercise in preparation for their role in defending western Europe under Canada's obligations to the North Atlantic Treaty. CFB Gagetown continues to function as the army's primary training facility, although due to risk of forest fires in recent years, live-fire training has been pushed primarily to the fall-winter-spring seasons. Trivia: Gagetown is often referred to as the only place in the world where one can find "swamps at the top of hills."

CFB Valcartier (Quebec City, QC). CFB Valcartier was originally erected as a military camp in August of 1914 as part of the mobilization of a Canadian Expeditionary Force at the onset of the Great War. Currently CFB Valcartier is home to 5 Canadian Mechanized Brigade Group, which consists of 5^e Régiment d'artillerie légère du Canada (5 RALC), the 12^e Régiment blindé du Canada (12 RBC), 5^e Régiment du génie de combat (a combat engineering regiment), the three Regular Force battalions of Le Royal 22^e Régiment, 5 Service Battalion, and 5 Military Police Platoon. The base also houses 430 Tactical Helicopter Squadron, a communications squadron and other support units. CFB Valcartier is also home to Defence Research Establishment, which conducts military research for the Canadian Forces.

CFB Petawawa (ON). Founded in 1904 as the Petawawa Military Camp, or Camp Petawawa, the base was created by the Department of Militia and Defence upon the purchase of 22 430 acres (91 km²) of mostly agricultural property from local residents. The first military aircraft flight in Canada took place at Camp Petawawa on July 31, 1909. Between December 1914 and May 1916, Camp Petawawa was used as an internment camp for 750 German and Austrian prisoners of war. The base supports Land Force Command (the Canadian Army) and is home to 2 Canadian Mechanized Brigade Group among other units. Four thousand four hundred (4400) military personnel are employed at the base. The base motto is, in the Algonquin language, "endazhe kinamandowa chimaganishak". The English translation is "training ground of the warriors".

CFB Shilo (Brandon, MB). Canadian Forces Base/Area Support Unit Shilo has been the site of military activity in the region since 1910. Its mission is to provide support services and limited service support to operations, all supported units as well as visiting formations, units or agencies. CFB/ASU Shilo is home to First Regiment Royal Canadian Horse Artillery (1RCHA), and Second Battalion Princess Patricia's Canadian Light Infantry (2PPCLI). Both of these units are part of 1 Canadian Mechanized Brigade Group. The base is also home to a component of the Western Area Training Centre, 731 Signal Squadron, and 11 CF Health Services Centre, as well as being the "Home Station" of the Royal Canadian Artillery. Other supported units include 26 Field Regiment, RCA Brandon's Reserve Unit and 38 Canadian Brigade Group Headquarters, located in Winnipeg.

CFB Wainwright (AB). CFB Wainwright is home to the Land Force Western Area Training Centre and Canadian Manoeuvre Training Centre. It is the primary training location for the Army units from Western Canada (from Thunder Bay to Victoria). It was an Internment Camp in early 1945 for German Prisoners of War (POWs) and, at its peak, housed almost 1100 German officers, soldiers and civilians as prisoners. Camp Wainwright's role is as an integral military training centre for military courses, and both Canadian and foreign units, who all conduct field training at CFB/ASU Wainwright year round, taking advantage of the extensive 620 square kilometre training area and live-fire practice facilities. CFB/ASU Wainwright is home to several distinct units, the most established being the Land Force Western Area Training Centre (LFWATC), and the newest being the Canadian Manoeuvre Training Centre (CMTC). The Base is supported by a 742 Signal Squadron Detachment, a 1 Field Ambulance Detachment, a 1 Dental Detachment, and 1 Garrison Military Police Company detachment. Approximately 900 military personnel work on the base. The transient military population averages over 1000 soldiers at any given time, and in the summer it grows significantly, when hundreds of Reserve Force soldiers undertake basic, specialist and leadership training. A significant development at Camp Wainwright is the creation of CMTC, a national training unit whose primary purpose will be to prepare Canadian soldiers for missions overseas. The new centre will use extremely sophisticated laser and satellite technology to simulate the effects of battle with realism and specially constructed training sites, including four entire "villages," to recreate the foreign environments in which the soldiers may find themselves.

AIR FORCES

1 Wing Kingston (ON). Home of the Griffon helicopter, 1 Wing supports the Canadian Army by airlifting troops and equipment anywhere in the world. Its six tactical helicopter and training squadrons are spread out across the country.

3 Wing Bagotville (QC). 3 Wing Bagotville, home of the CF-18, is one of only two fighter bases in Canada. Located in Quebec's Saguenay region, it carries out air defence, combat support and search and rescue missions.

4 Wing Cold Lake (AB). 4 Wing Cold Lake hosts Canada's world-class tactical fighter force training and deploys and supports fighter aircraft at a moment's notice to fulfill the domestic and international roles of Canada's Air Force.

5 Wing Goose Bay (NL). Goose Bay has been used as a strategic airfield, ferry base, an air defence radar site and, for the past 21 years, the home of Allied Tactical Flying Training in Canada. 5 Wing Goose Bay supports the following flying operations: low-level training for the German Air Force (GAF) and the Italian Air Force. It also serves as a Canadian Deployed Operating Base (DOB) of CF-18s operationally committed to NORAD. This Goose Bay Allied Military Training In Canada (GAMTIC) Program, which 5 Wing Goose Bay supports by acting as an on-site "agent" for the various Allies, is a unique and evolving role of the CF.

8 Wing Trenton (ON). From delivering supplies to the high Arctic (CFS Alert) to airlifting troops and equipment world-wide, 8 Wing is the heart of Canada's air mobility forces. It is also responsible for search and rescue in central Canada and home to the famous Skyhawks with the Canadian Parachute Centre.

9 Wing Gander (NL). When a call for help comes in, Search and Rescue (SAR) crews at 9 Wing Gander are ready to head out in any direction from their base in Canada's most easterly province, Newfoundland. The Wing is home to 103 Search and Rescue Squadron, providing full time SAR services to Newfoundland and Labrador.

12 Wing Shearwater (NS). Shearwater is home to the Maritime Helicopter community. Personnel and aircraft are deployed around the world primarily as part of Helicopter Air Detachments (HelAirDets) that deploy with Navy ships on the East and West Coast. While deployed personnel become part of the ship's crew and the helicopter acts as an extension of the ship, extending its sensor and weapons delivery capability.

14 Wing Greenwood (NS). Nestled in the heart of Nova Scotia's beautiful Annapolis Valley rests 14 Wing Greenwood, the largest air base on the East Coast. Aurora crews conduct sovereignty and surveillance missions over the Atlantic Ocean routinely, while search and rescue capabilities are maintained 365 days of the year.

15 Wing Moose Jaw (SK). We are the home of Canada's military jet training. 15 Wing is home to the NATO Flying Training in Canada program which involves the training of pilots from around the world.

16 Wing Borden (ON). 16 Wing is the largest training wing in the Canadian Forces. It is composed of a headquarters and three schools: the Canadian Forces School of Aerospace Technology and Engineering (CFSATE), the Air Command Academy (ACA), and the Canadian Forces School of Aerospace Control Operations (CFSACO). Both CFSATE and ACA are in Borden while CFSACO is located in Cornwall, Ontario

17 Wing Winnipeg (MB). For Canadian air force personnel, all roads will lead to 17 Wing Winnipeg. The Wing is comprised of three squadrons and six schools. It also provides support to the Central Flying School. All combined, 17 Wing turns out what are considered some of the best pilots, air navigators and multi-skilled personnel in the world.

19 Wing Comox (BC). Based on Vancouver Island, 19 Wing's Aurora crews keep watch over the Pacific Ocean while its search and rescue teams regularly locate downed aircraft in some of Canada's roughest terrain.

22 Wing North Bay (ON). 22 Wing provides surveillance, identification, control, and warning for the aerospace defence of Canada and North America. This surveillance and identification of all air traffic approaching North America (some 200 000 flights per year) is accomplished using radar information received via satellite from the North Warning System across the Canadian Arctic, coastal radars on the East and West Coasts of Canada, and Airborne Warning and Control System Aircraft.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. In what province would you find CFB Borden: Alberta or Ontario?
- Q2. What type of aircraft are found at CFB Bagotville and CFB Cold Lake?
- Q3. Aside from CFB Trenton, what base in Canada houses a Search and Rescue unit?

ANTICIPATED ANSWERS

- A1. Ontario.
- A2. CF-18 Fighters.
- A3. CFB Gander.



The instructor should point out regional cadet training centres that are located at bases to highlight the way the CF assists the cadet program, including:

- CFB Borden/Blackdown Army CSTC;
- CFB Gagetown/Argonaut Army CSTC; and
- CFB Valcartier/Valcartier Army CSTC.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. What year did unification of the CF occur?
- Q2. What are the three roles of the CF?
- Q3. Are humanitarian missions a role of the elements?

ANTICIPATED ANSWERS

- A1. 1968.
- A2. Protection of Canada, defence of North America, and peace and international security.
- A3. Yes.

CONCLUSION

HOMework/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

The cadets now have general knowledge of the CF, its roles, and location of its bases. This material will allow the cadets the opportunity to interact with CF members more effectively when visiting military facilities.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

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- A2-019 Air Force Public Affairs. (2004). *Canada's Air Force: Mission and Roles*. Retrieved 25 May 2006, from http://www.airforce.gc.ca/today1_e.asp.
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- C2-021 Department of National Defence. (2004). *Canadian Military History Gateway, Volume 3*. Retrieved 25 May 2006, from http://www.cmg.gc.ca/cmh/en/page_540.asp.
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ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 4

EO C120.01 – EXPLORE CANADIAN NAVAL WEBSITES

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content and become familiar with the material;
- visit the listed Websites to ensure the most current information; and
- prepare a handout of Websites.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be familiar with several of the naval Websites that are available.

IMPORTANCE

Promoting an awareness of naval activities is one of the aims of the cadet program. This lesson will introduce cadets to some of the Websites that offer information on naval activities.

Teaching Point 1**Introduce Canadian Naval Websites**

Time: 15 min

Method: Interactive Lecture

EXPLORE NAVAL WEBSITES

If local facilities permit, set up the class so that cadets can observe the actual process of an on-line search. If facilities do not permit, preview the Websites suggested and print the homepages as handouts for the cadets.

Do a Google™ search or use another search engine for the word “naval”.

There are a large number of Websites to choose from when demonstrating a Web search. Some that can be explored include:

- www.mi.mun.ca
- www.readyayeready.com
- www.navy.gc.ca
- www.forces.gc.ca
- www.jfs.janes.com
- www.hazegray.org

Some of the information that can be found on naval Websites include:

- types, names and specifications of vessels;
- purpose of vessels;
- location and/or country of origin of vessels; and
- pictures of vessels.



Ask the cadets if they know of any naval Websites that they would like to share with the class.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. Can anyone name one of the Websites discussed in this class?
- Q2. What information can be found on these naval Websites?

ANTICIPATED ANSWERS

- A1. www.mi.mun.ca, www.readyayeready.com, www.navy.gc.ca, www.forces.gc.ca, www.jfs.janes.com, www.hazegray.org.
- A2. Types and specifications of vessels, names of vessels, purpose of vessels, location and/or country of origin of vessels, and pictures of vessels.

Teaching Point 2**Explore Canadian Naval Websites**

Time: 10 min

Method: Demonstration and Performance

If facilities permit, the instructor can demonstrate an on-line search, or allow time for the cadets to independently explore the Websites presented here.

If facilities do not allow the instructor to demonstrate an on-line search, the cadets shall be given a handout with sufficient information to allow them to search the Websites on their own.



If it is not practical to have the cadets conduct on-line searches at the corps, this remaining time can be used for the instructor to show the cadets more Websites, or continue the interactive lecture with the cadets sharing their knowledge.

END OF LESSON CONFIRMATION

N/A.

CONCLUSION**HOMEWORK/READING/PRACTICE**

Cadets will be encouraged to continue exploring these Websites using other computer resources.

METHOD OF EVALUATION

There is no formal assessment for this EO.

CLOSING STATEMENT

Promoting an awareness of naval activities is one of the aims of the cadet program. This lesson will provide cadets with some of the Websites to enhance their knowledge of current naval activities.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A1-007 A-CR-CCP-004/PT-002 D Cdts (1983). *Royal Canadian Sea Cadets Manual Volume 2*. Ottawa, ON.
- A1-011 Department of National Defence Canadian Forces. www.forces.gc.ca/site/Community/insignia/nava_e.asp.

A1-013 The Navy. www.navy.gc.ca.

C1-004 Ready Aye Ready. www.readyayeready.com.

C1-013 Marine Institute of Memorial University of Newfoundland (2005). www.mi.mun.ca.

C1-022 <http://jfs.janes.com>.

C1-023 Haze Gray and Underway – Naval History and Photography (1994-2003). www.hazegray.org.



ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 5

EO C120.02 – IDENTIFY TYPES OF CIVILIAN VESSELS

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content and become familiar with the material; and
- prepare the handouts and activities.

APPROACH

The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify different types of civilian vessels.

IMPORTANCE

Providing an introduction to the civilian maritime community will enhance the cadet's knowledge of the nautical environment, and will complement the aim of stimulating an interest in the naval activities of the Canadian Forces (CF).

Teaching Point 1

Identify Types of Civilian Vessels

Time: 6 min

Method: Interactive Lecture

TYPES OF CIVILIAN VESSELS

Types of civilian vessels that can be found in Canadian waters include:

- **Cargo Vessels.** Used to transport goods such as cars, coal, iron ore, containers, etc. Cargo vessels include:
 - bulk carriers;
 - container vessels;
 - Roll-On/Roll-Off (RORO);
 - lakers (used for transportation on the Great Lakes); and
 - liquid food production carriers.
 - **Tanker Ships.** Used to transport good such as crude oil, kerosene, petrol, gasoline, etc. Tanker ships include:
 - crude oil carriers;
 - Liquid Natural Gas (LNG) tankers; and
 - chemical tankers.
 - **Passenger Vessels.** Used to transport small or larger numbers of passengers. Passenger vessels include:
 - cruise ships;
 - ferries;
 - river boats; and
 - yachts.
 - **Fishing Vessels.** Used in the fishing industry to harvest fish and other animals. Fishing vessels include:
 - trawlers;
 - seiners; and
 - factory ships.
- Note:** The difference between a regular trawling vessel and that of a seiner is the type of net the vessel is equipped with.
- **Government Service Vessels.** Used to carry out various tasks such as coastal patrol, fishery patrol, rescue operations, etc. Government service vessels include:
 - Canadian Coast Guard ice breakers;
 - buoy tenders;
 - Fisheries and Oceans vessels; and
 - police services and customs patrol vessels.
 - **Research Vessels.** Used for conducting scientific research, conducting hydrographical surveys, collecting water samples, etc. Research vessels include:
 - oceanographic research; and
 - hydrographical survey vessels.

- **Support Vessels.** Used for towing other vessels, firefighting, salvage operations and anchor handling/positioning. Support vessels include:
 - tugs;
 - firefighting vessels;
 - heavy lift ships;
 - barges; and
 - floating cranes.
- **Offshore Oil Development Vessels.** Used to drill, develop and transport oil from oil fields. Offshore oil development vessels; include:
 - Fuel Production Storage Offloading (FPSO) vessels; and
 - drill ships.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What are some examples of cargo vessels?
- Q2. What are tankers used for?
- Q3. What type of vessel are container ships and car ferries examples of?

ANTICIPATED ANSWERS

- A1. Bulk carriers, container vessels, RORO, lakers (used for transportation on the Great Lakes), and liquid food production carriers.
- A2. To transport good such as crude oil, kerosene, petrol, gasoline, etc.
- A3. Cargo vessels.

Teaching Point 2

Discuss the Physical Characteristics of Civilian Vessels

Time: 6 min

Method: Interactive Lecture

PHYSICAL CHARACTERISTICS OF VESSEL TYPES



The instructor should put the pictures of the vessel types on an OHP or provide handouts for visual reinforcement (see Annex D).

Cargo Vessels

The characteristics of cargo vessels include:

- long length and large size;

- big stern, side and bow doors;
- large containers on the deck visible from great distances or have cargo in a hold; and
- large superstructure which is located towards the aft of the ship.

Note: Lakers are generally longer in length than most cargo vessels.



http://www.jcommops.org/graph_ref/cargo_ship-3.jpg

Figure 9-5-1 Container Ship



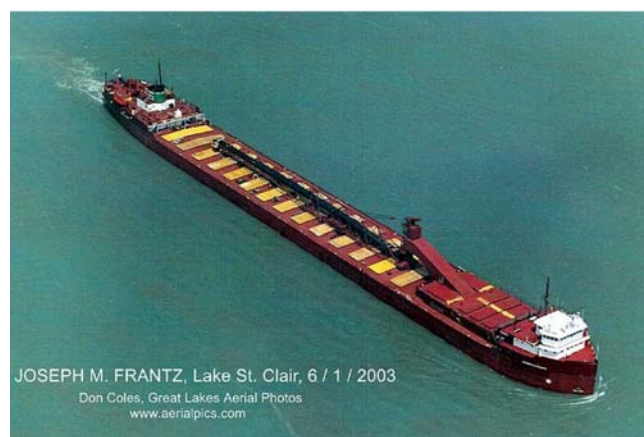
http://www.sankoline.co.jp/img/02_2.jpg

Figure 9-5-2 Bulk Carrier



www.geocities.com/uksteve.geo/ro-ro.html

Figure 9-5-3 Roll-On/Roll-Off Ship (RORO)



JOSEPH M. FRANTZ, Lake St. Clair, 6 / 1 / 2003
Don Coles, Great Lakes Aerial Photos
www.aerialpics.com

<http://www.boatnerd.com/news/newpictures03/Joseph-M.-Frantz-6-03.jpg>

Figure 9-5-4 Laker

Tankers

The characteristics of tanker vessels include:

- long length and large size, and are built to carry liquid cargos;
- large deck equipped with large pipes and fittings;
- very common bulbous bow (large bubble of steel located near the waterline at the bow);
- superstructure that is located at the stern of the vessel;
- various tanks and compartments used for storage; and
- wheelhouse which often has sections on both port and starboard that extend over the width of the vessel.



<http://www.rina.org.uk/rimages/events/Picture2.jpg>

Figure 9-5-5 Crude Oil Tanker



<http://www.mossw.com/mossmaritime/images/LNG%20216%20m%20lille.jpg>

Figure 9-5-6 Liquefied Natural Gas Tanker

Passenger Vessels

The characteristics of passenger vessels include:

- high standing hull and superstructure;
- common colour of white;
- visibly large amount of safety equipment;
- superstructure usually the full length of the main deck;
- numerous amount of windows that is in the superstructure; and
- often fitted swimming pool.



<http://www.cbsnews.com/images/2006/03/24/imageSJU10103232114.jpg>

Figure 9-5-7 Cruise Ship



http://www.simplonpc.co.uk/Ramsey/UlsterQueen_Ramsey133.jpg

Figure 9-5-8 Ferry

Fishing Vessels

The characteristics of fishing vessels include:

- varying sizes;
- stabilizers, which are large spars that hang over the vessels sides;
- large A-frame structure towards the stern, if looking at a stern trawler;
- equipment and fishing gear;
- high bow and relatively low stern; and
- usually small superstructure.



<http://www.mahasagarboats.com/52ottched.jpg>

Figure 9-5-9 Trawler



<http://www.alasund.is/images/fft5160.jpg>

Figure 9-5-10 Stern Trawler

Governments Services Vessels

The characteristics of government service vessels include:

- a design for very specific tasks, such as maintenance and relocating navigational aids, ice breaking, rescue operations, etc.;
- colour as well as their government agency's symbol;
- equipment which usually includes small cranes and firefighting equipment;
- small superstructure which is usually located around amidships;
- rescue equipment such as fast rescue crafts; and
- varying in size depending on their designed purpose.



<http://ioeb.whoi.edu/pics%5Cccgib.jpg>

Figure 9-5-11 Icebreaker



<http://www.thermaxmarine.com/images/photos/tender1.jpg>

Figure 9-5-12 Buoy Tender



<http://members.shaw.ca/rcmpwcmd/graphics/Pearkes.jpg>

Figure 9-5-13 RCMP Vessel

Research Vessels (e.g. oceanographic research, hydrographic survey vessels)

The characteristics of research vessels include:

- state of the art equipment;
- numerous radars, antennas, sonar domes, and various electronic devices usually found on the superstructure;
- large supportive equipment such as cable handling devices; and
- varying in size depending on their designed purpose.



http://www.atlantic.drdc-rddc.gc.ca/images/photos/quest_01_e.jpg

Figure 9-5-14 Research Vessel (1)



<http://www.wellandcanal.ca/shiparc/misc/kiyi/kiyi.jpg>

Figure 9-5-15 Research Vessel (2)

Tugboats

Characteristics of tugboats include:

- small size compared to other vessel types;
- short and wide size for stability reasons;
- small superstructure, firefighting equipment, massive power as they are commonly seen towing or pulling other vessels, empty aft deck, anchor handling equipment and large smoke stacks; and

- common working areas are harbours and ports.



<http://www.iamaw.ca/lodges/memberprofiles/LL1934/Malena-4-three-boats.jpg>

Figure 9-5-16 Tugboat



http://www.portofcork.ie/web_images/archive/Gerry_o_sullivan.gif

Figure 9-5-17 Anchor Handling Tug Supply Vessel (AHTS)

Offshore Oil Development Vessels

Characteristics of offshore oil development vessels include:

- large size;
- helicopter landing pad;
- large cranes; and
- drill ships will have easily recognizable high rising supports, similar to that of a drill rig.



<http://www.mun.ca/serg/acwern/FPSO-oil.jpg>

Figure 9-5-18 Fuel Production Storage Offloading Vessel (FPSO)



http://www.mdslimited.ca/images/photos_online/typesofrigs/pages/typesofrigs_0029.htm

Figure 9-5-19 Drill Ship

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What type of vessels are often seen towing or pushing other vessels?
- Q2. What are some of the physical characteristics of a research vessel?
- Q3. What vessels are easily identifiable by their colour and symbols?

ANTICIPATED ANSWERS

- A1. Tugboats.
- A2. State of the art equipment, numerous radars, antennas, sonar domes, and other various electronic devices usually found on the superstructure, large supportive equipment such as cable handling devices, and varying in size depending on their designed purpose.
- A3. Government service vessels.

Teaching Point 3**Conduct an Activity on Types of Vessels and Their Characteristics**

Time: 15 min

Method: Activity

ACTIVITY – SHIPS ON THE BRAIN

Time: 15 min

OBJECTIVE

The objective of this activity is to have the cadets identify the different vessel types commonly found in Canadian waterways and their characteristics.

RESOURCES

- Vessel characteristics cards (Annex E).
- Flipchart/whiteboard/OHP.
- Container for cards.
- Markers.
- Tape.

ACTIVITY LAYOUT

Have each cadet pull a vessel characteristic card out of a container. On each card there will be a characteristic stated. Each characteristic card is part of a set of cards that explains that of a vessel type (e.g. long length and large size, big stern, side and bow doors, large containers, superstructure aft amidships and lakers are all characteristics of cargo vessels). Without looking at the card, the cadets must hold their characteristic card on their forehead and they must go around the room and try to match the vessel characteristic with that of the others belonging to their set. Once they have found the other cadets with the similar characteristics, and have determined what vessel type they all represent, have them stand under their respective vessel type heading located somewhere in the classroom.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

Post the names of all the vessel types around the classroom. Monitor the group ensuring that no cadet is looking at their cards or talking. Once the cadets have found their partners review each of the characteristics cards and heading they are under and fix any of them that are incorrect.

If the cadets are having difficulty completing the assignment allow them to speak if necessary.



If the class is small, the instructor could use one type of vessel and have the cadets play as a whole group. This could be played multiple times depending on time constraints.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. What are some characteristics of a tanker type vessel?
- Q2. What type of vessel is known for its massive power and is commonly found in harbours or ports?
- Q3. What type of vessels are container ships and car ferries examples of?

ANTICIPATED ANSWERS

- A1. They are very large and long and are built to carry liquid cargos, large deck equipped with large pipes and fittings, usually have a bulbous bow (large bubble of steel located near the waterline at the bow), the superstructure is located at the stern of the vessel; and the wheelhouse will often have sections on both port and starboard that extend over the width of the vessel.
- A2. Tugboat.
- A3. Cargo vessels.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

Providing an introduction to the civilian maritime community can enhance the cadet's knowledge of the nautical environment, which complements the aim of stimulating an interest in the naval activities of the CF.

INSTRUCTOR NOTES/REMARKS

The instructor may choose to have additional resources in this class, such as photos, videos, diagrams or ship models.

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ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 6

EO C120.03 – EXPLORE CANADIAN NAVAL HISTORY

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to be familiar with Canadian naval history.

IMPORTANCE

Exploring Canadian naval history will promote an awareness of the Canadian navy, which is one of the aims of the cadet program.

Teaching Point 1

Explore Canadian Naval History

Time: 16 min

Method: Interactive Lecture

CREATION OF CANADA'S NAVY

Until 1910, Canada did not have a naval service of its own; instead, it relied upon Britain's Royal Navy (RN) to look after the defence of Canadian shores. Even without its own navy, there were many naval engagements

that took place on Canada's shores, including on the Great Lakes and the Atlantic and Pacific Coasts, between the British and the French and the British and the Americans.

The requirement for a strong naval force belonging to Canada became evident as the need to protect the country's shores increased and as the importance of trade on the seas increased.

Canada's navy, the Royal Canadian Navy (RCN), was formed May 4th, 1910; the first director of the navy was Canadian born Rear-Admiral Sir Charles E. Kingsmill.

WORLD WAR ONE (WWI)

After Germany ignored the British government's demand to observe Belgian neutrality and pull out of that country, the British Admiralty sent a war telegram, which said to "Commence hostilities against Germany", to ships and establishments under the White Ensign all over the world, including those in Canadian waters.

When war was declared in 1914, Canada did not have much of a navy, but the ships **Rainbow** and **Niobe** were put at the RN's disposal. Rainbow lasted until 1917 and did patrol work on the West Coast, while Niobe lasted only a year into the war before becoming unseaworthy, and then became a depot ship in Halifax. Although minor patrol boats and other vessels were on anti-submarine duty patrolling Canadian coastal waters, most of the resources Canada offered for WWI went into the army.

POST-WWI – CANADA, A SMALL SHIP NAVY

In 1921 a change of government dealt the RCN a severe blow; the whole world was tired of war, and navies were being cut back. The navy had acquired several vessels since its creation. Shortly after the war, however, the Canadian government that had been in power during WWI was defeated and the new one decided to do away with all ships but two destroyers.

The Royal Canadian Naval Volunteer Reserve (RCNVR) was established in 1923. The role of the RCNVR was similar to that of today's Naval Reserve.

WORLD WAR TWO (WWII)

Until 1939, Canada had mostly destroyers and trawlers. This was to simplify training as destroyers were the type of ship best suited to Canadian needs and defending our complicated coastline.

Canada began WWII with 13 vessels: six destroyers, four minesweepers, one auxiliary schooner, two smaller vessels, and approximately 1800 personnel. When the war ended, it had the third largest navy in the world, with over 600 vessels and over 90 000 members, including 6500 women who served in the Women's Royal Canadian Naval Services (WRNS).

It is interesting to note that Canada declared war on Germany shortly after Britain; the declaration was in large part due to the fact that so much of our export and import trade was moved by sea. The oceans of the world had to be in friendly hands or the commerce of Canada would come to a halt.

The RCN's contribution during WWII, and specifically during the Battle of the Atlantic, was nothing short of heroic. Winning this battle was of vital importance to the overall war effort in order to resupply the battlefields with fuel, food, munitions or metal parts. The Battle of the Atlantic was a fight to the death against a highly trained enemy for supremacy of the Atlantic Ocean. It was the longest battle of WWII, and was fought for the entire war.

Protection and escort of the merchant ship convoys from German submarines, or "U-boat wolf packs", between North America and Europe and back was the RCN's chief responsibility. It employed tens of thousands of ships and hundreds of thousands of sailors. By mid-1942, the RCN, with support from the Royal Canadian Air Force (RCAF), was providing nearly half the convoy escorts, and after that, carried out the lion's share of escort duty.

During WWII the RCN lost over 2000 sailors and 32 ships, with more than 300 sailors wounded. Twenty-six thousand (26 000) merchant ship voyages, which provided 90 000 tons of war supplies a day to the battlefields of Europe, were made during the 2060 days of WWII.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. When was the Royal Canadian navy formed?
- Q2. What happened to the Canadian navy between the two world wars?
- Q3. Describe what happened to convoys during the Battle of the Atlantic.

ANTICIPATED ANSWERS

- A1. 1910.
- A2. The number of ships was drastically cut, and then eventually began to increase again.
- A3. Various responses: U-boats attacked, sailors were lost, ships were lost, cargo was lost, etc.

Teaching Point 2**Introduce Historical Canadian Navy Ships**

Time: 11 min

Method: Interactive Lecture

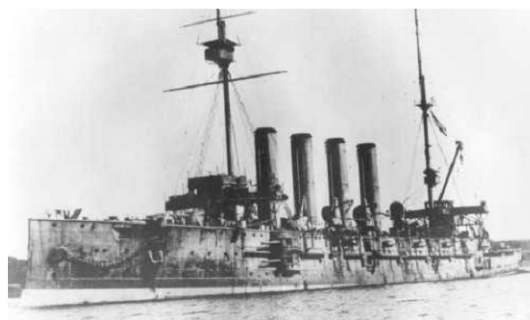
EARLY VESSELS OF THE RCN

The first ships Canada purchased from the RN in 1910 were two cruisers to be named His Majesty's Canadian Ship (HMCS) **Rainbow** (Figure 9-6-1) and HMCS **Niobe** (Figure 9-6-2). They were to be used as training vessels on the West and East Coast; an interesting footnote is that these ships were, in fact, obsolete in the RN.



Ready, Aye, Ready, Jack MacBeth, 1989

Figure 9-6-1 HMCS Rainbow



Ready, Aye, Ready, Jack MacBeth, 1989

Figure 9-6-2 HMCS Niobe

In 1914 the government of British Columbia bought the first two submarines for Canada; they operated as coastal defence.

Shortly after WWI the RN gave two submarines to the RCN.

In 1920, the Canadian government received two new destroyers and one light cruiser from the British Admiralty. The cruiser was named the **Aurora**, and the destroyers **Patriot** and **Patrician**.



Both **Patriot** and **Patrician** were named after two fire trucks that were involved in the Halifax Explosion in 1919. Another interesting note is that HMCS Niobe, still stationed in Halifax at the time of the explosion, was used as a shelter for victims.

RCN FLEET 1927-1939

Patrician and Patriot lasted until 1927, when two other British destroyers replaced them. These ships were renamed **Champlain** and **Vancouver**.

In the 1930s more destroyers were built or purchased: **Saguenay** and **Skeena** were built specially for the RCN, **Fraser** and **St. Laurent** replaced Champlain and Vancouver, and two additional destroyers were purchased, **Restigouche** and **Ottawa**. Four minesweepers were built and commissioned as **Fundy**, **Gaspé**, **Comox** and **Nootka**, along with a training schooner, named **Venture**, which was stationed in Halifax.

The pace of construction of ships in Canada from 1939 to 1945 was frantic and unbelievable by today's standards. In shipyards from Halifax to Victoria, all classes of ships including destroyers, cruisers, corvettes, minesweepers and landing craft were being built, launched, and commissioned, and many also came back for repairs after being at war.

POST-WWII

When World War II finally ended, Canada had come of age, militarily. The country had developed a pool of seasoned, battle-hardened soldiers, sailors and airmen, and in the process the country became a military force to be reckoned with on the world stage.

Although Canada ended WWII with the third largest navy in the world, with over 600 vessels and over 90 000 members, history began repeating itself with the rush to downsize, as occurred after WWI. Much of the post-WWII navy was dismantled, and many of the wartime sailors went back to civilian life.

After WWII, the navy was reduced to less than 10 000 men, one aircraft carrier, two cruisers and a few modern destroyers, frigates and auxiliary craft.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What were the names of the very first ships the Canadian navy had?
- Q2. What was the size of Canada's navy at the end of WWII compared to the navies of other countries?

ANTICIPATED ANSWERS

- A1. Rainbow and Niobe.
- A2. It was the third largest in the world.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. Before Canada formed their own navy, what country did they rely upon?
- Q2. Who was the first director of the Canadian navy?
- Q3. When did Canada receive its first submarines?

ANTICIPATED ANSWERS

- A1. They relied on Britain's Royal Navy.
- A2. Canadian born Rear-Admiral Sir Charles E. Kingsmill.
- A3. Canada received two submarines from the RN shortly after WWI.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

Promoting an awareness of the Canadian navy is one of the aims of the cadet program, and knowledge of Canadian naval history will complement this.

INSTRUCTOR NOTES/REMARKS

N/A.

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NAVAL FLEET PICTURES



Figure 9A-1 Kingston Class – HMCS Brandon 710



Figure 9A-2 Iroquois Class – HMCS Iroquois



Figure 9A-3 Halifax Class – HMCS Ottawa 341



Figure 9A-4 Protecteur Class – HMCS Preserver



Figure 9A-5 Victoria Class – HMCS Victoria



Figure 9A-6 CH-124 Sea King



Figure 9A-7 CP-140 Aurora

CANADIAN NAVY SHIPS – WORD SCRAMBLE

Unscramble each of the clue words.

Copy the letters in the numbered cells to other cells with the same number.

HMCS...

NONDARB

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5

CARGALY

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TOTROON

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TS NOHSJ

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8

VOATIRCI

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3

GINLAUOQN

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4

XALFAHI

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1

ROISNDW

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2

VRERSEEP

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7

MOTNOCN

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6

--	--	--	--	--	--	--	--

1 2 3 4 5 6 7 8

ANSWER KEY
CANADIAN NAVY SHIPS – WORD SCRAMBLE

Unscramble each of the clue words.

Copy the letters in the numbered cells to other cells with the same number.

HMCS...

NONDARB

B	R	A	N	D	O	N
---	---	---	---	---	---	---

5

CARGALY

C	A	L	G	A	R	Y
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TOTROON

T	O	R	O	N	T	O
---	---	---	---	---	---	---

TS NOHSJ

S	T
---	---

J	O	H	N	S
---	---	---	---	---

8

VOATIRCI

V	I	C	T	O	R	I	A
---	---	---	---	---	---	---	---

3

GINLAUOQN

A	L	G	O	N	Q	U	I	N
---	---	---	---	---	---	---	---	---

4

XALFAHI

H	A	L	I	F	A	X
---	---	---	---	---	---	---

1

ROISNDW

W	I	N	D	S	O	R
---	---	---	---	---	---	---

2

VRRERSEEP

P	R	E	S	E	R	V	E	R
---	---	---	---	---	---	---	---	---

7

MOTNOCN

M	O	N	C	T	O	N
---	---	---	---	---	---	---

6

SECRET CODE:

F	R	I	G	A	T	E	S
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1 2 3 4 5 6 7 8

CIVILIAN VESSEL – WORD SEARCH

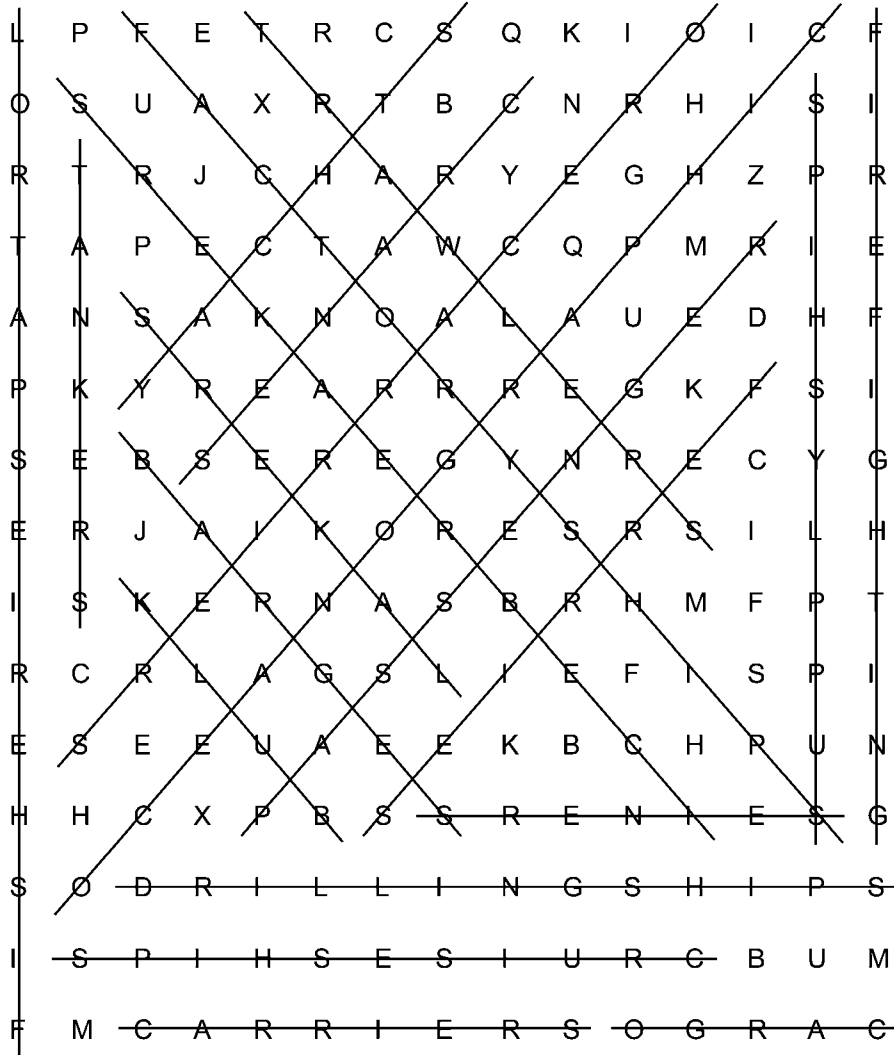
L P F E T R C S Q K I O I C F
O S U A X R T B C N R H I S I
R T R J C H A R Y E G H Z P R
T A P E C T A W C Q P M R I E
A N S A K N O A L A U E D H F
P K Y R E A R R R E G K F S I
S E B S E R E G Y N R E C Y G
E R J A I K O R E S R S I L H
I S K E R N A S B R H M F P T
R C R L A G S L I E F I S P I
E S E E U A E E K B C H P U N
H H C X P B S S R E N I E S G
S O D R I L L I N G S H I P S
I S P I H S E S I U R C B U M
F M C A R R I E R S O G R A C

BARGES
CARRIERS
DRILLINGSHIPS
FIREFIGHTING
LAKERS
PASSENGER
TANKERS

BULK
CRANES
FACTORYSHIPS
FISHERIESPATROL
OCEANOGRAPHIC
SEINERS
TRAWLERS

CARGO
CRUISESHIPS
FERRIES
ICEBREAKERS
ORECARRIERS
SUPPLYSHIPS
YACHTS

ANSWER KEY
CIVILIAN VESSEL – WORD SEARCH



BARGES
CARRIERS
DRILLINGSHIPS
FIREFIGHTING
LAKERS
PASSENGER
TANKERS

BULK
CRANES
FACTORYSHIPS
FISHERIESPATROL
OCEANOGRAPHIC
SEINERS
TRAWLERS

CARGO
CRUISESHIPS
FERRIES
ICEBREAKERS
ORECARRIERS
SUPPLYSHIPS
YACHTS

SHIPS TYPES

CARGO SHIPS



Figure 9D-1 Container



Figure 9D-2 Bulk Carrier



Figure 9D-3 RORO



Figure 9D-4 Laker

TANKER SHIPS



Figure 9D-5 Crude Oil

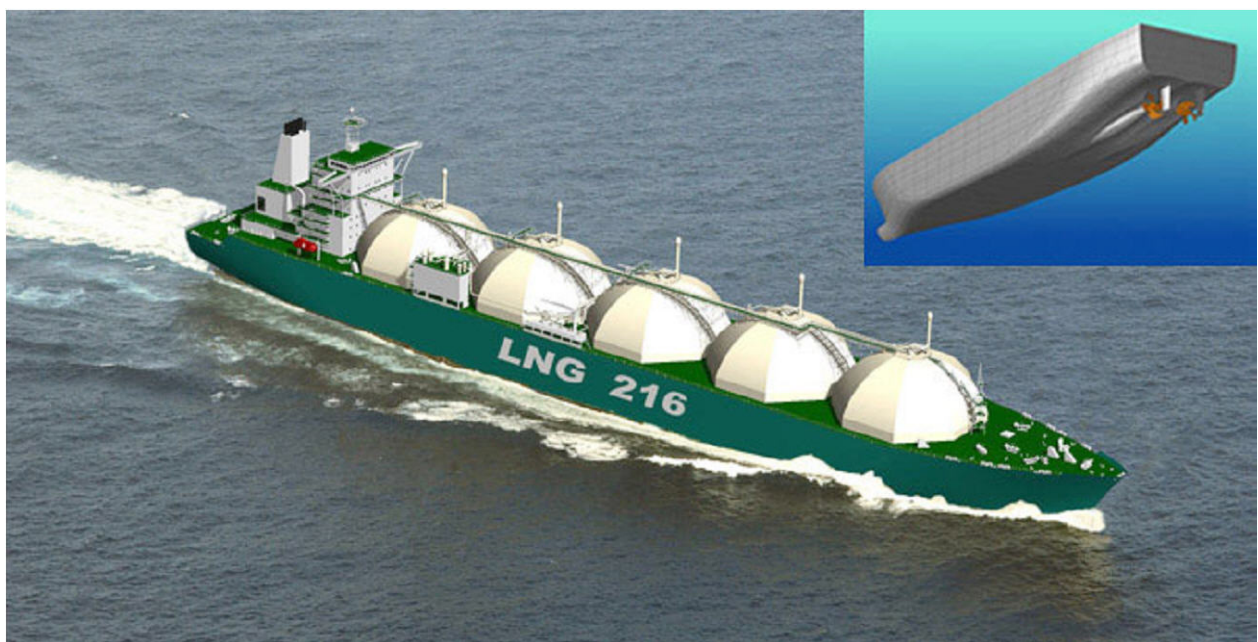


Figure 9D-6 LNG

SUPPORT VESSELS



Figure 9D-7 Tug



Figure 9D-8 Anchor Handling Tug Supply

PASSENGER VESSELS



Figure 9D-9 Cruise Ship



Figure 9D-10 Ferry

FISHING VESSELS



Figure 9D-11 Trawler



Figure 9D-12 Stern Trawler

GOVERNMENT SERVICE VESSELS



Figure 9D-13 Icebreaker



Figure 9D-14 Buoy Tender



Figure 9D-15 RCMP

OFFSHORE OIL DEVELOPMENT VESSELS



Figure 9D-16 FPSO



Figure 9D-17 Drill Ship

RESEARCH VESSELS





SHIPS CHARACTERISTICS

CARGO VESSELS

LONG LENGTH AND LARGE SIZE

BIG STERN, SIDE AND BOW DOORS

LARGE CONTAINERS

SUPERSTRUCTURE AFT AMIDSHIPS

LAKERS

TANKERS

BUILT TO CARRY LIQUIDS

LARGE DECK FILLED WITH PIPES

BULBOUS BOW

SUPERSTRUCTURE IS NEAR STERN

TANKS AND COMPARTMENTS

PASSENGER VESSELS

STANDS HIGH IN THE WATER

LARGE AMOUNT OF SAFETY EQUIPMENT

SUPERSTRUCTURE MAIN LENGTH OF DECK

LOTS OF WINDOWS

SWIMMING POOL

FISHING VESSELS

VARIABLES IN SIZE

EQUIPPED WITH STABILIZERS

A-FRAME TOWARDS THE STERN

FISHING GEAR

SMALL SUPERSTRUCTURE

GOVERNMENT SERVICE VESSELS

ICEBREAKING

COLOUR AND AGENCY SYMBOLS

**SMALL CRANES AND
FIREFIGHTING EQUIPMENT**

SUPERSTRUCTURE AMIDSHIPS

RESCUE EQUIPMENT

RESEARCH VESSELS

STATE OF THE ART EQUIPMENT

RADARS, ANTENNAS, SONAR DOMES

LARGE SUPPORT EQUIPMENT

SMALL SUPERSTRUCTURE

TUGBOATS

SHORT AND WIDE IN SIZE

COMMONLY FOUND IN HARBOURS

SMALL SUPERSTRUCTURE

LARGE SMOKE STACKS

ANCHOR HANDLING EQUIPMENT

OFFSHORE OIL DEVELOPMENT VESSELS

LARGE VESSEL

EQUIPPED WITH HELICOPTER PAD

LARGE CRANES

HIGH RISE SUPPORTS FOR DRILL

CHAPTER 10
PO 121 – PERFORM BASIC ROPEWORK



ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 1

EO M121.01 – TIE KNOTS, BENDS AND HITCHES

Total Time:

120 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The demonstration and performance method was chosen due to the practical nature of the subject matter. This method provides the instructor the opportunity to introduce the subject matter, demonstrate procedures and observe the cadets practicing and performing the skill. The demonstration and performance method must always be used when the taxonomic level of the material requires a performance of a skill. This method is highly developmentally appropriate for young cadets.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to tie and know where to use the following knots, bends and hitches:

- reef knot;
- figure eight;
- sheet bend;
- bowline;
- clove hitch; and
- round turn and two half hitches.

IMPORTANCE

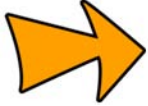
Knowledge of the effective use of different knots, bends and hitches is one of the foundations of the sea cadet program and will be used in a variety of future training and activities such as rigging sailboats and lifting devices.

Teaching Point 1

Explain the Use of, Demonstrate and Have the Cadets Practice Tying a Reef Knot and the Figure of Eight

Time: 12 min

Method: Interactive Lecture/Demonstration and Performance



The following are some suggestions to make the class more enjoyable for the cadets:

- Use different coloured line to teach the knots.
- Have licorice for the cadets to tie their knots with. Once the knots are completed correctly, the cadets can eat the licorice.
- It may be useful to put the accompanying diagrams on overheads for the cadets to refer to.
- Instructors should make every effort to demonstrate all knots in a realistic way; try using simulated sail corners, or use spars and posts to tie bowlines and hitches to.
- Have senior cadets circulate through the class to check the cadets' progress.

DEFINITION OF KNOTS

A knot is something tied at the end of a line, or using a line itself. It is the term often applied to anything that is not a bend, splice or hitch.

REEF KNOT

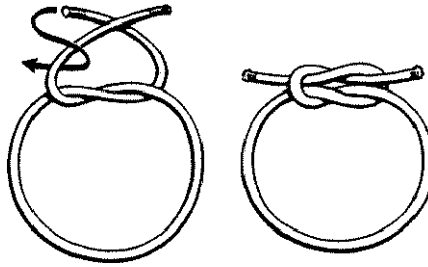
The reef knot is commonly used to tie two lines of equal diameter together, or it can be used to tie off the two ends of a line around an object (e.g. parcels, or sails). It got its name from being the knot used to tie up or reduce the reefs or panels of sails.



An easy way to remember how to tie a reef knot is that the ends must be crossed in opposite directions each time they are knotted (e.g. right over left then left over right, or vice versa).

The knot is made using the following method:

1. Put the left-hand working end of the line on top of the right-hand working end.
2. Bring the left-hand working end of the line under the right-hand working end.
3. Put the working end that is now on the right on top of the working end that is now on the left.
4. Bring the working end that is on top over and then under the other working end so that the working end in your left hand comes out of the same space through which it entered the knot.



CFCD 105 Seamanship Rigging and Procedures Manual

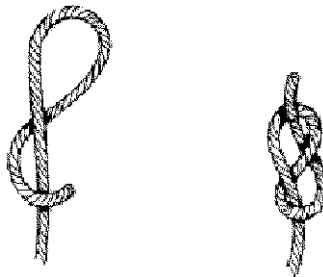
Figure 10-1-1 Reef Knot

FIGURE OF EIGHT

The figure of eight is a stopper knot, used to tie off the end of a line. It is commonly used to prevent the ends of the sheets of sails from pulling through blocks, eyebolts or fairleads.

The knot is made using the following method:

1. Hold the standing end in one hand, and make a crossing turn with the working end passing under the standing part of the rope.
2. Bring the working end over the standing part.
3. Tuck the working end up through the loop from behind, forming a figure eight.
4. Pull tight on the working part.



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Figure 10-1-2 Figure of Eight

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. If you are rigging a sailboat, what knot would you use to stop the line from running all the way through the fairleads?
- Q2. What is a reef knot commonly used for?

ANTICIPATED ANSWERS

- A1. A figure of eight knot.
- A2. To tie together two lines of equal diameter.

Teaching Point 2

Explain the Use of, Demonstrate and Have the Cadets Practice Tying the Sheet Bend and Bowline
Method: Interactive Lecture/Demonstration and Performance/
Activity

Time: 22 min

DEFINITION OF BENDS

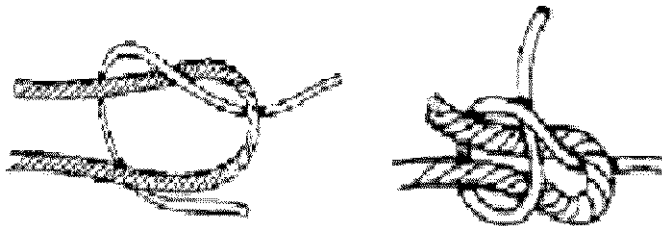
A bend is used to join together two lines temporarily, and is characterized by making a bight in one of the lines.

SHEET BEND

The sheet bend is one of the simplest and easiest ways of joining together two pieces of line of unequal diameter; the smaller line is always made fast to the bight of the larger one. It can be used when you need to tie your sailboat up to another line.

The knot is made using the following method:

1. Fold an end of the larger line back on itself to form a bight.
2. Bring the working end of the smaller line up through the bight that was formed in the larger line.
3. Take the working end of the smaller line around behind both pieces of the first line.
4. Tuck the working end of the smaller line under itself and pull tight.



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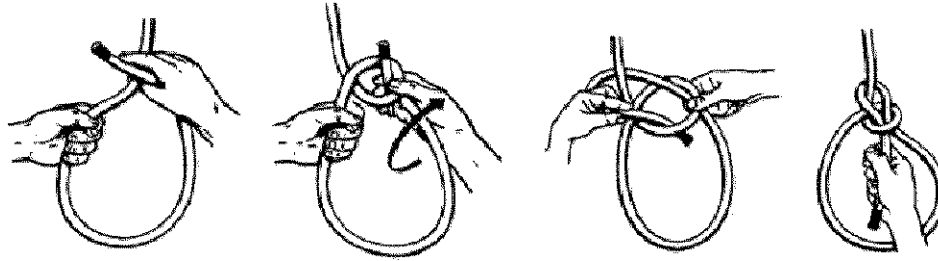
Figure 10-1-3 Sheet Bend

BOWLINE

The bowline is the most useful knot for putting a temporary eye in a line; it can also be used as a lifeline around a person's waist.

The knot is made using the following method:

1. With the standing end in one hand, form a small bight with the working end of the line, and lay it over top of the standing end of the line.
2. Bring the working end of the line up to form a loop at the bottom, and make the resulting loop whatever size you need.
3. Bring the working end up through the bight and around the standing end.
4. Bring the working end down through the bight.
5. Hold the two sides of the loop and the working end in one hand, while the other hand holds the standing end of the line, and pull in opposite directions.



CFCD 105 Seamanship Rigging and Procedures Manual

Figure 10-1-4 Bowline



The Canadian Navy encourages every member of a ship's company to be able to tie a bowline around their waist with their eyes closed, and to be able to do it quickly in the dark or under adverse conditions.

ACTIVITY – BLINDFOLDED KNOT GUESSING

Time: 10 min

OBJECTIVE

- To recognize a knot or bend by touch.
- To practice tying knots and bends.

RESOURCES

- One piece of line for each cadet and the instructor.
- One piece of fabric to blindfold each cadet.

ACTIVITY LAYOUT

- Each cadet will be blindfolded.
- The instructor will then tie one of the knots that have been taught.
- The knot will then be passed along to all cadets. Each will have 10 seconds to hold the line and try to determine what the knot is.
- Once everyone has had the chance to touch the knot, the cadets will pick up their own line, still blindfolded, and tie the knot they think they touched.
- The cadet that can tie the knot correctly first will then describe at least one use of the knot.

SAFETY

Ensure the cadets are kept supervised and remain seated.

INSTRUCTOR GUIDELINES

- Ensure that they can reach all cadets in class so that cadets can touch the line while blindfolded without having to get up, that the cadets remain seated after being blindfolded and that the cadets' own line is within hand reach.

- The instructor may choose to play this game exactly the same way after the first two knots are taught, or wait until the two knots and two bends have been taught.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. How can a bowline be used to help someone in distress in the water?
- Q2. While tying up your sailboat to a line from another sailboat, you notice that the line you are to tie up to is larger than the one from your sailboat. What knot do you use?

ANTICIPATED ANSWERS

- A1. The person can make a bowline on a bight around their waist, and then be pulled to safety.
- A2. A sheet bend.

Teaching Point 3

Explain the Use of, Demonstrate and Have the Cadets Practice the Clove Hitch and Round Turn and Two Half Hitches

Time: 15 min

Method: Interactive Lecture/Demonstration and Performance

DEFINITION OF HITCHES

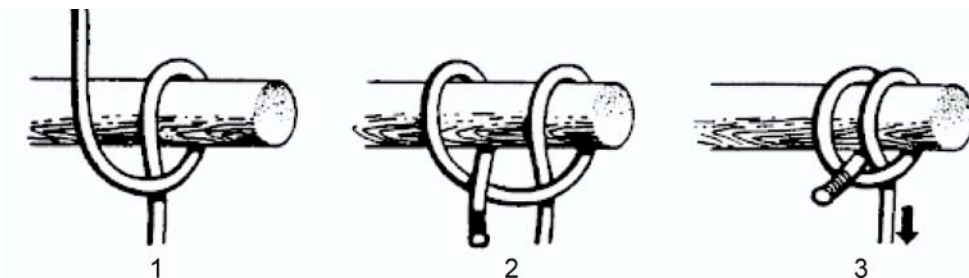
A hitch is tied around or to something, such as a ring, spar or post. They are generally quick to tie and easy to untie.

CLOVE HITCH

The clove hitch can be used to secure a line temporarily to a post or spar, such as securing a small sailboat.

To make this hitch at the end of a line, use the following steps:

1. With the running end, make a turn around a spar.
2. To the left of the first turn, make another turn.
3. Pass the running end between the two turns, so that it comes up in the opposite direction from the standing part.



CFCD 105 Seamanship Rigging and Procedures Manual

Figure 10-1-5 Clove Hitch

ROUND TURN AND TWO HALF HITCHES

The round turn and two half hitches is another way to secure a sailboat to a post or ring. It will never jam and can be untied quickly. The hitches should always be made with the running end of the line going in one direction.

The knot is made using the following method:

1. Bring the working end of the line around the post or ring two turns, making a full round turn.
2. Take the working end around the standing end, and tuck it behind itself.
3. Bring the working end around the standing end again and tuck to make a second half hitch.
4. Pull tight to finish the knot.



CFCD 105 Seamanship Rigging and Procedures Manual
Figure 10-1-6 Round Turn and Two Half Hitches

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. What can you use a clove hitch for?
- Q2. Can you make the hitches for a round turn and two half hitches in opposite directions?

ANTICIPATED ANSWERS

- A1. You can use it to tie up a small sailboat.
- A2. No, they should be made in the same direction.

Teaching Point 4

Practice Knots, Bends and Hitches

Time: 41 min

Method: Performance

KNOTS, BENDS AND HITCHES

This time is to allow the cadets to further practice the knots, bends and hitches they have been taught.

The instructor should take this time to clarify any uncertainties the cadets may have about tying the knots, bends and hitches. The cadets should be able to tie them without looking at diagrams, and be able to state the uses of the knots, bends and hitches from memory.

ACTIVITY – CALLING ALL STATIONS

Time: 15 min

OBJECTIVE

Cadets will identify and tie knots, bends and hitches.

RESOURCES

- Enlarged pictures of each knot, bend and hitch.
- One piece of line for each picture/station.
- Uses of the knots, bends and hitches written out on separate sheets.

ACTIVITY LAYOUT

- Set up six stations around the room, one for each of the knots, bends and hitches taught.
- Each station will have three to four pieces of rope, as well as a picture of a knot, bend or hitch, and the description of that knot, bend or hitch.
- Each cadet will try to follow the steps in illustrated picture and tie the knot, bend or hitch.
- Once everyone has had a chance to try the knot, bend or hitch at their station, the instructor will have the class move to the next station.

SAFETY

- Ensure line to be used is whipped.
- Ensure line does not end up on the floor, where it can be tripped over.

INSTRUCTOR GUIDELINES

- Divide the cadets into groups.
- Supervise and ensure cadets are aware of what station their group will move to next.

END OF LESSON CONFIRMATION

The cadets' ability to tie all of the knots, bends and hitches will have been confirmed in the activity detailed in TP4.

CONCLUSION

HOMEWORK/READING/PRACTICE

The cadets should be encouraged to practice the knots, bends and hitches on their own time.

METHOD OF EVALUATION


There is no formal assessment of this EO. Ongoing monitoring will take place during subsequent classes on ropework and during training activities at the corps, with instructors providing direction/feedback as required.

CLOSING STATEMENT

These knots, bends and hitches will be used in a variety of cadet training activities so it is important that the cadets become proficient in these basic knots, bends and hitches.

INSTRUCTOR NOTES/REMARKS

N/A.



The following Websites provide excellent additional material or animation in ropework:

- www.realknots.com
- www.readyayeready.com
- www.grogono.com

REFERENCES

- A1-004 B-GN-181-105/FP-E00 Maddison, G.R., Chief of Maritime Staff (1997). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*. Ottawa, ON.
- A1-009 A-CR-CCP-004/PT-001 D Cdts (1983). *Royal Canadian Sea Cadets Manual Volume 1*. Ottawa, ON.
- C1-002 (ISBN 0-7858-1446-9) Pawson, D. (2001). *Pocket Guide to Knots and Splices*. Edison, NJ: Charwell Books, Inc.

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ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 2

EO M121.02 – WHIP THE END OF A LINE USING A COMMON WHIPPING

Total Time:

60 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The interactive lecture method was chosen for TP1 and TP2 as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

The demonstration and performance method was chosen for TP3 due to the practical nature of the subject matter. This method provides the instructor the opportunity to introduce the subject matter, demonstrate procedures and observe the cadets practicing and performing the skill. The demonstration and performance method must always be used when the taxonomic level of the material requires a performance of a skill. This method is highly developmentally appropriate for young cadets.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to whip the end of a line using a common whipping, and be familiar with the characteristics of the common whipping.

IMPORTANCE

Knowledge of the common whipping will assist the cadet in future training and is needed to learn more advanced seamanship skills.

Teaching Point 1**List Other Types of Whippings**

Time: 6 min

Method: Interactive Lecture

OTHER TYPES OF WHIPPINGS

Briefly explain that there are other types of whippings, but that this class will focus on the common whipping only. Other types of whippings include:

- sailmaker's whipping;
- west country whipping; and
- French whipping.



The following are some suggestions to make the class more enjoyable for the cadets:

- Use different coloured line to instruct the whipping.
- It may be useful to put the accompanying diagram on an overhead.
- Instructors should make every effort to demonstrate the whippings in a realistic way.
- Try using simulations such as whipping the end of a line from a sail or the line used to hoist the flag at colours.
- Have senior cadets circulate through the class to check the cadets' progress.

CONFIRMATION OF TEACHING POINT 1**QUESTIONS**

Q1. What are some other types of whippings?

ANTICIPATED ANSWERS

A1. Sailmaker's, west country, and French whipping.

Teaching Point 2**Describe the Purpose of Whippings**

Time: 5 min

Method: Interactive Lecture

PURPOSE OF WHIPPINGS

A whipping:

- is a binding of fine twine made at the end of a line;
- prevents the line from coming undone, unravelled or frayed; and
- can also be used to mark points along a line.



It may be useful to offer several words that mean essentially the same thing, e.g. frayed, unravelled, undone, to give the cadets a choice of words to remember.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

Q1. What is the purpose of a whipping?

ANTICIPATED ANSWERS

A1. It stops a line from coming undone, unravelled or frayed, and can also mark points along a line.

Teaching Point 3

**Explain and Demonstrate, and Have the Cadets Practice,
Whipping the End of a Line Using the Common Whipping**

Time: 30 min

Method: Demonstration and Performance

COMMON WHIPPING

The following steps are used for creating a common whipping:

1. Make a bight in the twine, laying it across the line to be whipped.
2. Make tight turns with the twine around the line and over the two ends of the twine that are on top of the line.
3. Tuck the working end of the twine through the bight.
4. Pull the tail so as to trap the working part in the middle of the whipping.
5. Trim the ends of the whipping twine and the line.

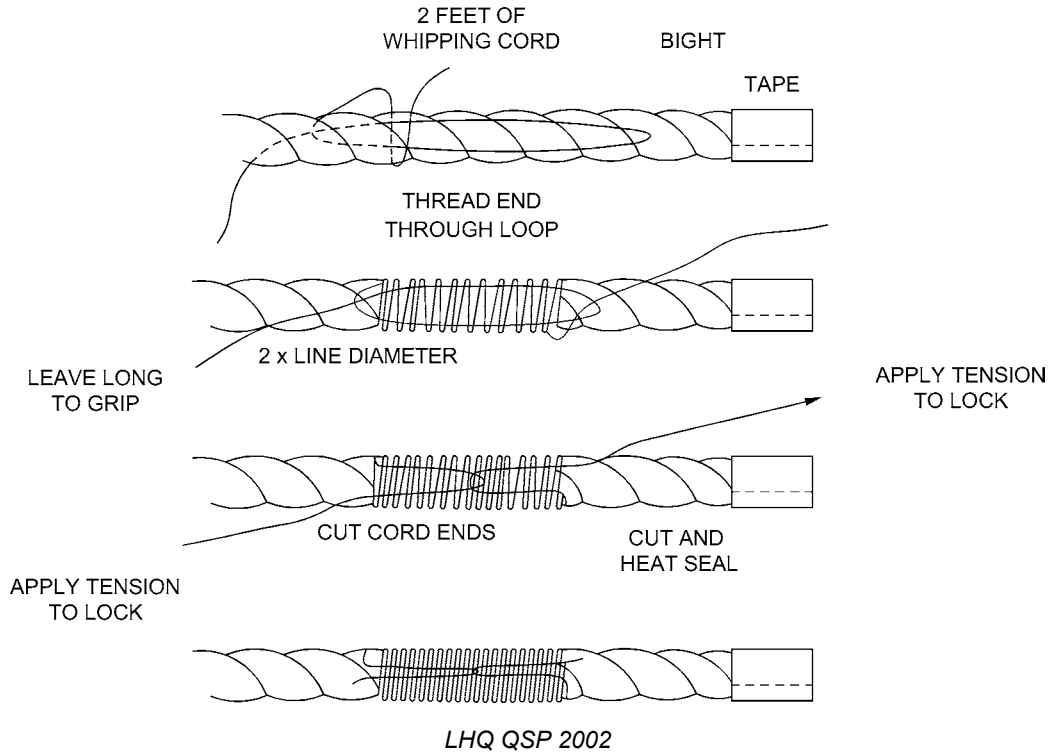



Figure 10-2-1 Steps to Complete a Common Whipping



The instructor should demonstrate the steps of whipping, repeating each step as necessary. It may be useful to have whippings in various stages of completion, as well as several completed whippings, in class.

ACTIVITY – THE TRAGEDY OF THE UNWHIPPED LINES

Time: 10 min

OBJECTIVE

Cadets will discover the importance of whipping lines.

RESOURCES

Various types of line – polypropylene, nylon, manila, etc., with both whipped and unwhipped ends.

ACTIVITY LAYOUT

- Have the cadets attempt to tie the various knots they have learned in a previous lesson with unwhipped line, and try to pass them through blocks.
- Have the cadets attempt these activities using several different types of line.

SAFETY

- Ensure cadets do not get fingers caught in the blocks when attempting to pass the line through.
- It is very important to supervise the cadets closely.

INSTRUCTOR GUIDELINES

After allowing the cadets a period of time to attempt to make the knots and reeve the blocks, ask the cadets if they see the problems. Ensure that the following points are discussed:

- The strands of line will separate (unravel, unlay) with continued use and strands or individual fibres will snag on sharp objects.
- There are also safety hazards, including loose fibres becoming caught in block parts, and unlayed strands reducing the strength of the lines.

END OF LESSON CONFIRMATION

The cadet will demonstrate a common whipping.

CONCLUSION

HOMEWORK/READING/PRACTICE

The cadets shall be encouraged to continue practicing the common whipping on their own time to maintain their knowledge and skills.

METHOD OF EVALUATION

There is no formal assessment of this EO. Ongoing monitoring will take place during subsequent classes on ropework and during practical applications at the corps, with instructors providing direction/feedback as required.

CLOSING STATEMENT

The common whipping will be used in a variety of cadet training activities so it is important that the cadets become proficient with basic whippings.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A1-004 B-GN-181-105/FP-E00 Maddison, G.R., Chief of Maritime Staff (1997). CFCD 105 Fleet Seamanship Rigging and Procedures Manual. Ottawa, ON.
- C1-002 (ISBN 0-7858-1446-9) Pawson, D. (2001). *Pocket Guide to Knots and Splices*. Edison, NJ: Charwell Books, Inc.

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ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 3

EO M121.03 – COIL AND HEAVE A LINE

Total Time:

60 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The interactive lecture method was chosen for TP1 and TP2 as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

The demonstration and performance method was chosen for TP3 due to the practical nature of the subject matter. This method provides the instructor the opportunity to introduce the subject matter, demonstrate procedures and observe the cadets practicing and performing the skill. The demonstration and performance method must always be used when the taxonomic level of the material requires a performance of a skill. This method is highly developmentally appropriate for young cadets.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to coil and heave a line.

IMPORTANCE

Coiling a line is a traditional way of completing line-handling tasks in the navy, as well as being an important aspect of maintaining equipment in a good state of repair. Heaving a line is a skill that will be useful in several sea cadet activities.

Teaching Point 1**Describe the Characteristics and Uses of a Heaving Line**

Time: 6 min

Method: Interactive Lecture

CHARACTERISTICS AND USES OF A HEAVING LINE

The characteristics and uses of a heaving line include:

- It is a lightweight flexible line, in order to facilitate throwing.
 - There must be a heaving knot, or some weighted device, at the end of a heaving line.
 - It can be used to start the transfer of equipment or personnel between ships or from a ship to a jetty.
 - It is used to throw a line to a jetty or another boat.
-

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What are the characteristics of a heaving line?
- Q2. What are some uses of a heaving line?
- Q3. What is the name of the knot used to weight the end of a line?

ANTICIPATED ANSWERS

- A1. Possible answers for this question:
- It is a lightweight line, to facilitate throwing.
 - There must be a knot or something weighted at the end of a heaving line.
 - It is used to throw a line to a jetty or another boat.
- A2. It can be used to throw a line to a jetty or another boat, or transfer equipment or personnel between ships.
- A3. A heaving knot.
-

Teaching Point 2**Explain and Demonstrate the Method of Coiling a Line**

Time: 15 min

Method: Interactive Lecture/Demonstration and Performance

IMPORTANCE OF COILING A LINE

Explain the importance of coiling a line, to include:

- Proper storage of the line will ensure ease of use for the next person.
- Increases the distance a line can be thrown.
- Allows a line to feed smoothly through a block.
- Allows a line to be tossed cleanly.
- It keeps a line from tangling.

- Cadets will be provided time to practice their coiling skills.

CONFIRMATION OF TEACHING POINT 2

SUGGESTED QUESTIONS

Q1. What is the importance of coiling a line?

ANTICIPATED ANSWERS

A1. Proper storage of the line will ensure ease of use for the next person, it keeps a line from tangling, increases the distance a line can be thrown, allows a line to be tossed cleanly, and allows a line to feed smoothly through a block.

Teaching Point 3

Explain, Demonstrate and Have Cadets Practice Tying a Heaving Knot and Throwing a Heaving Line

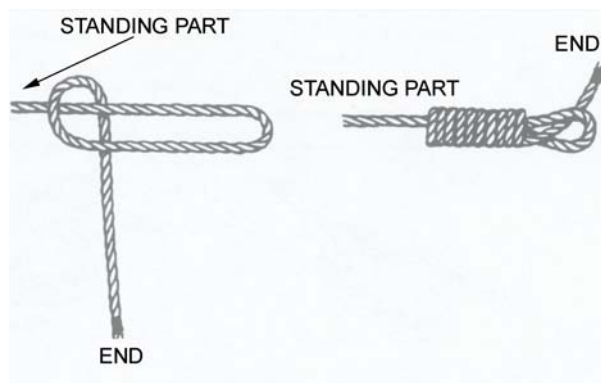
Time: 30 min

Method: Demonstration and Performance

TIE A HEAVING KNOT

Tie a heaving knot using the following steps:

1. Form a bight (a loop) about 1.5 m long at the end of the line.
2. Start wrapping the end of the line around both parts of the bight at about 20 cm from the actual bend of the bight, and continue until the running end is all but expended.
3. Pass the end through the small loop that is left and haul on the standing part.



CFCD 105 Seamanship Rigging and Procedures Manual

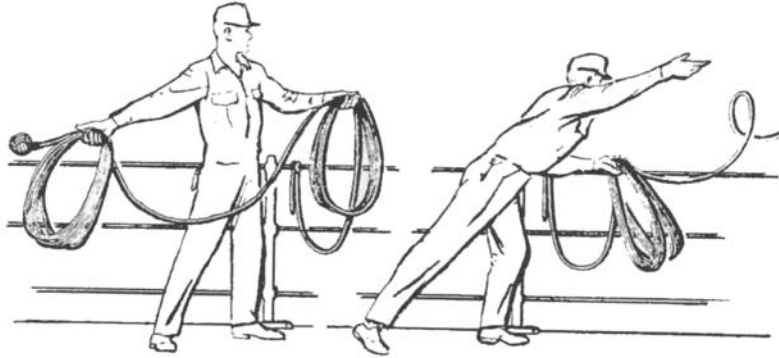
Figure 10-3-1 Heaving Knot

HEAVING A LINE

Use the following technique to throw a heaving line:

1. The line is first coiled into the hand in bights about 3 to 4 ft in circumference.
2. Separate this group of coils in half, keeping the half with the heaving knot in the heaving hand, and allow approximately 5 ft of line to hang in the space between the hands.
3. Turn the body sideways to the target, and hold the other hand palm-open facing the target.

4. Heave the weighted end, including the coiled rope, towards the target and allow as much of the rest of the line to go out as necessary.
5. Retain the end of the line in the other hand, or secure it to a guardrail.



Royal Canadian Sea Cadets Manual Volume 2, 1983

Figure 10-3-2 Throwing a Heaving Line

ACTIVITY – COIL AND HEAVE A LINE

Time: 15 min

OBJECTIVE

Cadets will be provided an opportunity to tie a heaving knot, as well coil and heave a line towards a target.

RESOURCES

- One heaving line per five cadets.
- Heaving line targets (rings hanging from a ceiling or a circle taped to the deck).
- Diagram of how to properly tie a heaving knot.

ACTIVITY LAYOUT

- Divide the cadets into groups of five. Provide each group with a heaving line, diagram and an area in which to heave towards a target.
- Have each group practice tying a heaving knot prior to tossing a heaving line towards a target.

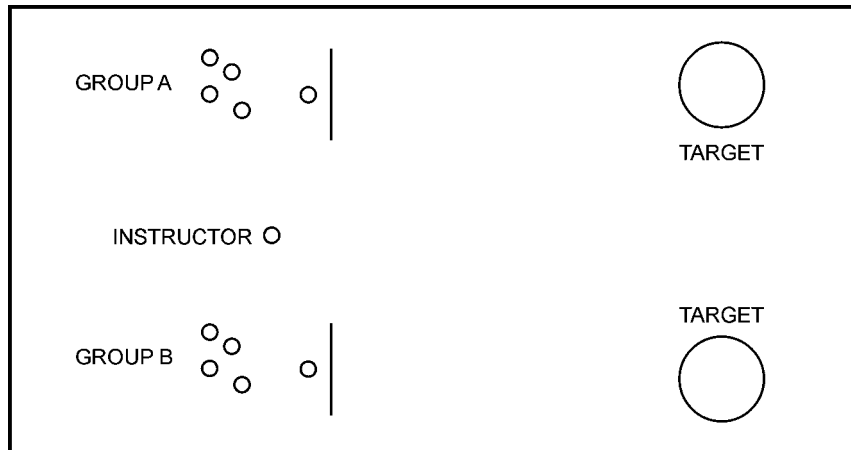


Figure 10-3-3 Activity Layout

INSTRUCTOR GUIDELINES

- During the activity monitor each group, reviewing key points of the lesson.
- Assist the cadets throughout the activity, providing them with feedback on their performance.
- While conducting the activity ensure the following areas are focused on:
 - the coiled line;
 - quality of the heaving knot;
 - amount of line held in the heaving hand; and
 - power behind the toss.

END OF LESSON CONFIRMATION

The cadets' ability to coil and heave a line will have been confirmed in the activities detailed at TP3.

CONCLUSION

HOMEWORK/READING/PRACTICE

The cadets should be encouraged to practice coiling and heaving a line on their own time.

METHOD OF EVALUATION

There is no formal assessment of this EO. Ongoing monitoring will take place during subsequent cadet training activities, with instructors providing direction/feedback as required.

CLOSING STATEMENT

Coiling and heaving a line will be used in a variety of cadet training activities so it is important that the cadets become proficient in these skills.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A1-004 B-GN-181-105/FP-E00 Maddison, G.R., Chief of Maritime Staff (1997). CFCD 105 Fleet Seamanship Rigging and Procedures Manual. Ottawa, ON.
- C1-002 (ISBN 0-7858-1446-9) Pawson, D. (2001). *Pocket Guide to Knots and Splices*. Edison, NJ: Charwell Books, Inc.



ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 4

EO C121.01 – WHIP THE END OF A LINE USING A WEST COUNTRY WHIPPING

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- review the reef knot.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The demonstration and performance method was chosen due to the practical nature of the subject matter. This method provides the instructor the opportunity to introduce the subject matter, demonstrate procedures and observe the cadets practicing and performing the skill. The demonstration and performance method must always be used when the taxonomic level of the material requires a performance of a skill. This method is highly developmentally appropriate for young cadets.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to be familiar with the purpose of, and whip the end of a line, using a west country whipping.

IMPORTANCE

Knowledge of the west country whipping will assist the cadet in future training and is needed to learn more advanced seamanship skills.

Teaching Point 1**Describe the Purpose of a West Country Whipping**

Time: 3 min

Method: Interactive Lecture

WEST COUNTRY WHIPPING

The west country whipping is suitable:

- when a line is in water for a great deal of time, as being in water may cause the whipping to become loose;
 - for nylon or polyester line, as this type of line can more easily become undone; and
 - to mark points on a line.
-

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

Q1. Where would a west country whipping be used?

ANTICIPATED ANSWERS

A1. When the line is going to be in water for a great deal of time, for nylon or polyester line, or to mark points on a line.

Teaching Point 2**Explain and Demonstrate and Have the Cadets Practice the West Country Whipping**

Time: 24 min

Method: Demonstration and Performance

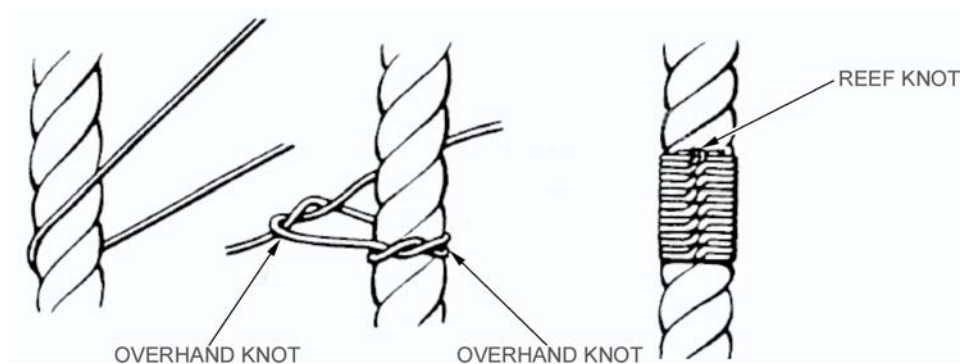


Bring in samples of the completed whipping, as well as examples of the west country whipping in several stages of completion.

WEST COUNTRY WHIPPING

Use the following steps to make the whipping:

1. Centre the whipping twine and pass both ends around the line.
2. Each time the ends of the twine pass each other tie an overhand knot.
3. Finish with a reef knot.



Admiralty Manual of Seamanship Volume 1

Figure 10-4-1 Making a West Country Whipping

ACTIVITY – WHIP THE END OF A LINE

Time: 16 min

OBJECTIVE

To whip the end of a line using a west country whipping.

RESOURCES

- One piece of line to whip for each cadet and the instructor.
- One metre of whipping twine for each cadet and the instructor.
- Samples of the whipping in several stages of completion.
- Samples of the completed whipping.

ACTIVITY LAYOUT

- Give each cadet a length of line to be whipped and the whipping twine.
- Demonstrate each of the steps of the whipping, repeating as necessary.
- Cadets can complete each step after it has been demonstrated.
- Give the cadets time to practice the whipping.

SAFETY

Ensure the class is closely supervised.

INSTRUCTOR GUIDELINES

Circulate through the class to assist cadets as required.

END OF LESSON CONFIRMATION

The cadets shall complete a west country whipping.

CONCLUSION

HOMEWORK/READING/PRACTICE

The cadets shall be encouraged to continue practicing the whipping on their own time to maintain their knowledge and skills.

METHOD OF EVALUATION

There is no formal assessment for this EO. Ongoing monitoring will take place during subsequent classes on ropework and during practical applications at the corps, with instructors providing direction/feedback as required.

CLOSING STATEMENT

The west country whipping can be used in a variety of cadet training activities, so it is beneficial for the cadets to become proficient in this skill.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A1-004 B-GN-181-105/FP-E00 Maddison, G.R., Chief of Maritime Staff (1997). CFCD 105 Fleet Seamanship Rigging and Procedures Manual. Ottawa, ON.
- C1-002 (ISBN 0-7858-1446-9) Pawson, D. (2001). *Pocket Guide to Knots and Splices*. Edison, NJ: Chartwell Books, Inc.
- C1-003 (ISBN 11-770973-5) (1972). *Admiralty Manual of Seamanship 1964 Volume 1*. London, England: Her Majesty's Stationery Office.



ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 5

EO C121.02 – WHIP THE END OF A LINE USING A SAILMAKER'S WHIPPING

Total Time:

60 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The demonstration and performance method was chosen due to the practical nature of the subject matter. This method provides the instructor the opportunity to introduce the subject matter, demonstrate procedures and observe the cadets practicing and performing the skill. The demonstration and performance method must always be used when the taxonomic level of the material requires a performance of a skill. This method is highly developmentally appropriate for young cadets.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to be familiar with and complete a sailmaker's whipping.

IMPORTANCE

Knowledge of the sailmaker's whipping will give the cadet more versatility when completing advanced seamanship skills.

Teaching Point 1**Describe the Characteristics of a Sailmaker's Whipping**

Time: 5 min

Method: Interactive Lecture

SAILMAKER'S WHIPPING

The sailmaker's whipping is the most secure of the whippings, but can only be made at the end of a three-strand line. By winding the whipping twine around the line, it will not easily come undone.

CONFIRMATION OF TEACHING POINT 1**QUESTIONS**

Q1. How many strands must a line have to use a sailmaker's whipping?

ANTICIPATED ANSWERS

A1. At least three strands.

Teaching Point 2**Whip the End of a Line Using a Sailmaker's Whipping**

Time: 46 min

Method: Demonstration and Performance/Activity



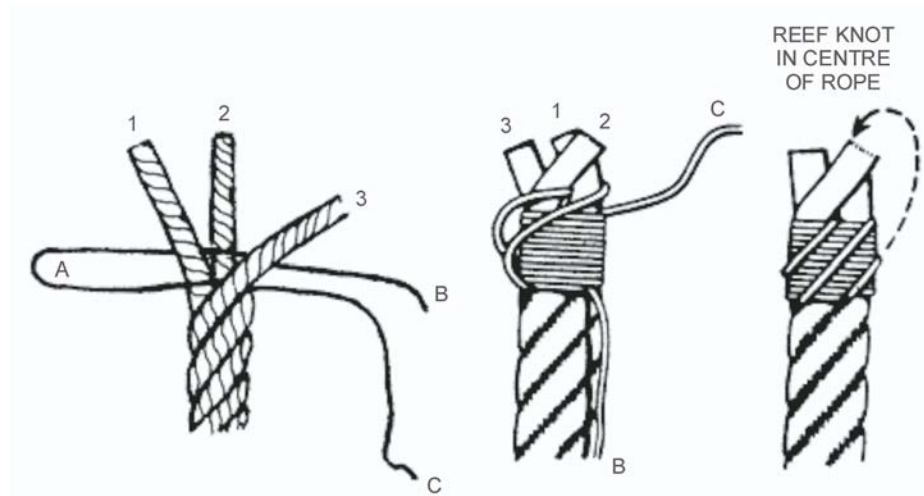
The instructor should bring in samples of the completed whipping, as well as examples of the whipping in several stages of completion.

SAILMAKER'S WHIPPING

The following steps are used to make the sailmaker's whipping:

1. Open or unlay the strands at the end of the line for about 2 in.
2. Make a bight about 9 in. long in the whipping twine and pass the bight over one strand of the line, letting the bight hang down, and bring the two ends of the twine towards you between the other two strands.
3. Ensure that you now have a bight (Item A) on one side of the line, and the short end (Item B) and working part of the twine (Item C) on the other side, as shown in Figure 10-5-1.
4. Relay the strands of the line.
5. Whip the line tightly using the working part of the twine (Item C), moving towards the end of the line, and going against the lay. Put on enough turns so that the whipping is as long as the diameter of the line.
6. Take the slack of the bight (Item A) and, following the line of the strand (Item 1) as it lies under the whipping, slip the end of the bight over the end of strand (Item 1) as it emerges from the top of the whipping (see Figure 10-5-1); it should follow the path of the groove in the line.
7. Tighten the bight by pulling firmly on the short end (Item B). The two parts of the bight will now occupy the grooves on either side of the strand (Item 1).
8. Take the short end (Item B) and, following the remaining groove, bring it up outside the whipping and between the strands (Item 1) and (Item 3) as they emerge from the top of the whipping.

9. Take the end of the working part (Item C) and bring it between strands (Item 1) and (Item 3) from the opposite side of which the short end comes up.
10. Finish the whipping by tying the working part and short end together with a reef knot in the middle of the line and out of sight. Trim the ends to finish the whipping.



Royal Canadian Sea Cadet Manual Volume 1, 1983

Figure 10-5-1 Making a Sailmaker's Whipping

ACTIVITY – WHIP THE END OF A LINE USING A SAILMAKER'S WHIPPING

Time: 34 min

OBJECTIVE

To whip the end of a line using a sailmaker's whipping.

RESOURCES

- One piece of line to whip for each cadet and the instructor.
- One metre of whipping twine for each cadet and the instructor.
- Samples of the whipping in several stages of completion.
- Samples of the completed whipping.

ACTIVITY LAYOUT

- Give each cadet a length of line to be whipped and the whipping twine.
- Demonstrate each of the steps of the whipping, repeating as necessary.
- Cadets can complete each step after it has been demonstrated.
- Ensure the cadets are given time to practice the whipping.

SAFETY

Ensure the class is closely supervised.

INSTRUCTOR GUIDELINES

Circulate through the class to assist cadets as required.

END OF LESSON CONFIRMATION

The cadets shall complete a sailmaker's whipping.

CONCLUSION

HOMEWORK/READING/PRACTICE

The cadets shall be encouraged to continue practicing the whipping on their own time to maintain their knowledge and skills.

METHOD OF EVALUATION

There is no formal assessment for this EO. Ongoing monitoring will take place during subsequent classes on ropework and during practical applications at the corps, with instructors providing direction/feedback as required.

CLOSING STATEMENT

The sailmaker's whipping can be used in a variety of cadet training activities; therefore it is beneficial for the cadets to become proficient in this skill.

INSTRUCTOR NOTES/REMARKS

This whipping is slightly more difficult to complete than the others.

REFERENCES

- A1-004 B-GN-181-105/FP-E00 Maddison, G.R., Chief of Maritime Staff (1997). CFCD 105 Fleet Seamanship Rigging and Procedures Manual. Ottawa, ON.
- A1-009 A-CR-CCP-004/PT-001 D Cdts (1983). *Royal Canadian Sea Cadets Manual Volume 1*. Ottawa, ON.
- C1-002 (ISBN 0-7858-1446-9) Pawson, D. (2001). *Pocket Guide to Knots and Splices*. Edison, NJ: Charwell Books, Inc.



ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 6

EO C121.03 – COMPLETE A ROLLING HITCH

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The demonstration and performance method was chosen due to the practical nature of the subject matter. This method provides the instructor the opportunity to introduce the subject matter, demonstrate procedures and observe the cadets practicing and performing the skill. The demonstration and performance method must always be used when the taxonomic level of the material requires a performance of a skill. This method is highly developmentally appropriate for young cadets.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to be familiar with the purposes of, and complete, a rolling hitch.

IMPORTANCE

Knowledge of the rolling hitch will assist the cadet in future training and is needed to learn more advanced seamanship skills.

Teaching Point 1**Describe the Purpose of a Rolling Hitch**

Time: 3 min

Method: Interactive Lecture

ROLLING HITCH

A rolling hitch is used to secure a line to a spar or another rope. Depending on the direction in which the rolling hitch is tied, it is made to pull without slipping in that direction only.

CONFIRMATION OF TEACHING POINT 1**QUESTIONS**

Q1. What is a rolling hitch used for?

ANTICIPATED ANSWERS

A1. It is used to secure a line to a spar or another rope, and depending on the direction in which the rolling hitch is tied, it can be made to pull without slipping in that direction only.

Teaching Point 2**Explain, Demonstrate and Have the Cadets Practice Completing a Rolling Hitch**

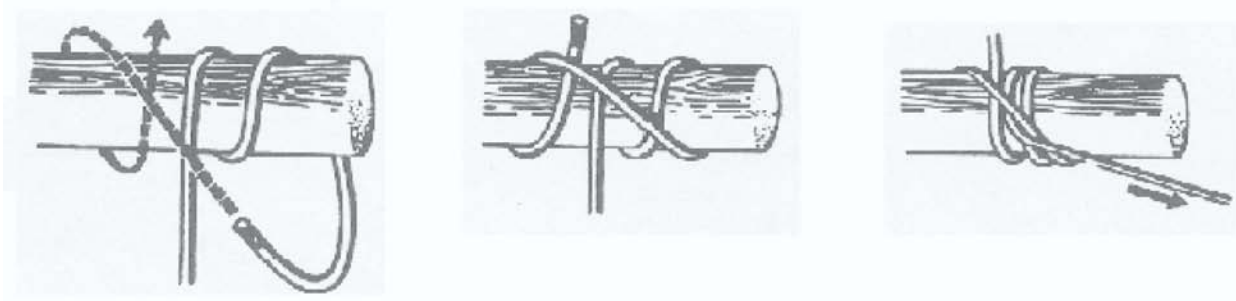
Time: 24 min

Method: Demonstration and Performance

ROLLING HITCH

The following steps are used to make the hitch:

1. Wrap a line around a post or spar, take a second turn around and cross over the standing part to trap it.
2. Take another full turn around the post, but on the other side of the standing part.
3. Bring the working part up underneath itself to make a half hitch, and pull tight.



CFCD 105 Seamanship Rigging and Procedures Manual

Figure 10-6-1 Rolling Hitch

CONFIRMATION OF TEACHING POINT 2

The cadets shall practice completing the hitch.



The instructor should bring in samples of the completed hitch, as well as examples of the rolling hitch in several stages of completion.

END OF LESSON CONFIRMATION

The cadets' ability to complete a rolling hitch will have been confirmed during TP2.

CONCLUSION

HOMEWORK/READING/PRACTICE

The cadets shall be encouraged to continue practicing the hitch on their own time to maintain their knowledge and skills.

METHOD OF EVALUATION

There is no formal assessment for this EO. Ongoing monitoring will take place during subsequent classes on ropework and during practical applications at the corps, with instructors providing direction/feedback as required.

CLOSING STATEMENT

The rolling hitch can be used in a variety of cadet training activities; therefore it is important that the cadets become proficient with it.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A1-009 A-CR-CCP-004/PT-001 D Cdts (1983). *Royal Canadian Sea Cadets Manual Volume 1*. Ottawa, ON.
- C1-002 (ISBN 0-7858-1446-9) Pawson, D. (2001). *Pocket Guide to Knots and Splices*. Edison, NJ: Charwell Books, Inc.
- C1-003 (ISBN 11-770973-5) (1972). *Admiralty Manual of Seamanship 1964 Volume 1*. London, England: Her Majesty's Stationery Office.

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ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 7

EO C121.04 – COMPLETE A MARLING HITCH

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The demonstration and performance method was chosen due to the practical nature of the subject matter. This method provides the instructor the opportunity to introduce the subject matter, demonstrate procedures and observe the cadets practicing and performing the skill. The demonstration and performance method must always be used when the taxonomic level of the material requires a performance of a skill. This method is highly developmentally appropriate for young cadets.

REVIEW

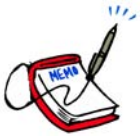
N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify the characteristics of and complete a marling hitch.

IMPORTANCE

Knowledge of the marling hitch will be beneficial in future training and is needed for more advanced seamanship skills.



Placing diagrams on overheads will allow the cadets to refer to them during demonstration and practicing. Instructors should make every effort to demonstrate the hitch in a realistic way; for example, if there is access to a sailboat, demonstrate with it, or try using a jetty, post or other simulations.

Have senior cadets circulate through the class to assist any cadets having problems.

Teaching Point 1

Explain the Purpose of the Marling Hitch

Time: 3 min

Method: Interactive Lecture

PURPOSE OF MARLING HITCH

The marling hitch is used for lashing long bundles such as sails, hammocks and awnings. The end of the line is passed down through each half hitch, jamming that part up against the bundle.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

Q1. What is the use of the marling hitch?

ANTICIPATED ANSWERS

A1. It is used to lash long bundles, such as hammocks and sails.

Teaching Point 2

Explain, Demonstrate and Have the Cadets Practice a Marling Hitch

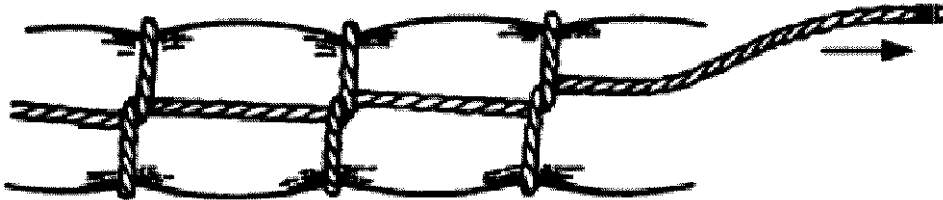
Time: 24 min

Method: Demonstration and Performance

MARLING HITCH

Use the following steps to make the marling hitch:

1. Wrap the working end around the object to be bundled with a half hitch.
2. Move the working end along the length of the bundle and make another half hitch.
3. Repeat this process until the bundle is lashed as far along as required.



CFCD 105 Seamanship Rigging and Procedures Manual

Figure 10-7-1 Marling Hitch

CONFIRMATION OF TEACHING POINT 2

The cadets shall practice completing the marling hitch.

END OF LESSON CONFIRMATION

The cadets' ability to complete a marling hitch will have been confirmed during TP2.

CONCLUSION

HOMEWORK/READING/PRACTICE

The cadets shall be encouraged to continue practicing the marling hitch on their own time in order to maintain their knowledge and skills.

METHOD OF EVALUATION

There is no formal assessment for this EO. Ongoing monitoring will take place during subsequent classes on ropework and during practical applications at the corps, with instructors providing feedback/direction as required.

CLOSING STATEMENT

The marling hitch can be used in a variety of cadet training activities; therefore it is important that the cadets become proficient with it.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A1-004 B-GN-181-105/FP-E00 Maddison, G.R., Chief of Maritime Staff (1997). CFCD 105 Fleet Seamanship Rigging and Procedures Manual. Ottawa, ON.
- C1-002 (ISBN 0-7858-1446-9) Pawson, D. (2001). *Pocket Guide to Knots and Splices*. Edison, NJ: Charwell Books, Inc.
- C1-003 (ISBN 11-770973-5) (1972). *Admiralty Manual of Seamanship 1964 Volume 1*. London, England: Her Majesty's Stationery Office.

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CHAPTER 11

PO 123 – RESPOND TO BASIC FORMS OF NAVAL COMMUNICATIONS



ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 1

EO M123.01 – DEFINE BASIC NAVAL TERMINOLOGY

Total Time:

60 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

The instructor shall review the lesson content and become familiar with the material prior to the instruction of this lesson. The choice of activity will be left to the discretion of the instructor.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

The activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson, the cadets shall be expected to define basic naval terminology and recognize the importance of this terminology as a naval custom.

IMPORTANCE

Basic naval terminology is used on a regular basis at the cadet corps and during training; therefore it is essential that the cadets become acquainted with commonly used terminology.

Teaching Point 1**Explain Why Naval Terminology Is Used Instead of Everyday Language During Summer and Corps Training**

Time: 2 min

Method: Interactive Lecture

NAVAL CUSTOM

One of the most pervasive of naval customs is the use of a special language, commonly known as “naval terminology”. When aboard ship, naval terminology is used by the crew to communicate various things, ranging from common items found aboard ship to duties the crew are required to perform.

SEA CADET CORPS

At a sea cadet corps, naval terminology is used to acquaint cadets with some of the more common naval terms and expressions that are still in use today by the Canadian navy. When at the cadet corps, cadets also use naval terminology to simulate being aboard ship. For example, the building where cadet training is carried out is referred to as the “ship”, reinforcing a naval environment.

Teaching Point 2**Define Naval Terminology**

Time: 50 min

Method: Brainstorming/Activity

DEFINE NAVAL TERMINOLOGY

There are three activities the instructor may choose from to assist with this part of the lesson. Before the games begin, have cadets brainstorm the terms they already know by writing down as many as they can in three minutes. Write down all the terms and definitions on the board, and fill in what the cadets may have missed with the terminology given below. Brainstorming should take no more than 20 minutes to ensure there is enough time left to complete an activity.

- **Gash/Gash Can.** Garbage or a garbage can.
- **Stand Easy.** A break.
- **Secure.** To close up, put away gear.
- **Head(s).** Toilet(s).
- **Duty Watch.** A division that is selected on a rotational basis that is responsible for corps preparation and cleanup.
- **Out Pipes.** The commencement of classes or the end of stand easy.
- **Scran Locker.** Lost and found.
- **Pipe.** Sound produced from a boatswain’s call. The notes played have a specific meaning/message.
- **Colours.** The ceremony of hoisting the national colours, usually in the morning or at the beginning of the training day.
- **Liberty Boat.** When all personnel are dismissed for the day and may go ashore.
- **Bulkhead.** A wall.
- **Deckhead.** The ceiling of a ship.
- **Deck.** A floor.

- **Ship's Company.** The complement of a ship (this would include a sea cadet corps).
- **Sunset.** The ceremony of lowering the national colours at the end of the training day.
- **Gangway.** Any recognized entrance, passageway, or traffic route within a ship.
- **Galley.** The ship's kitchen.
- **Boatswain's Stores.** A storeroom for cleaning gear.
- **Pipe Down.** An order meaning to keep quiet.
- **Kye.** A hot chocolate drink or snack.
- **Coxswain.** The senior petty officer on a ship/most senior cadet position.
- **Belay.** To make fast a rope, or to cancel an order.
- **Aye Aye, Sir/Ma'am.** Order understood and will obey, an appropriate response to an order from an officer.
- **Port.** Left side of the ship.
- **Starboard.** Right side of the ship.
- **Ship's Office.** Administration office.
- **Brow.** Entrance/exit of ship where personnel must salute as they come aboard or go ashore.
- **Ship's Log.** A logbook that keeps track of the ship's routine.
- **Quartermaster.** At sea, the quartermaster is the master seaman, leading seaman or able seaman who is the helmsman. In harbour, the quartermaster is the senior member of the gangway staff and is responsible for supervising the boatswain's mate and the security of the brow. At a corps, the quartermaster is usually responsible for greeting guests and filling in the logbook.

ACTIVITY 1 – JARGON JEOPARDY

Time: 30 min

OBJECTIVE

Cadets shall use naval terms correctly.

RESOURCES

- Chalk/white board.
- Large cue cards.
- Tape.
- Annex A (cue cards and question/answer cards).

ACTIVITY LAYOUT

1. Set a chalkboard or white board up like a Jeopardy game.
2. On one side of a cue card write the point value and on the other write the question and answer (either a naval term or a definition).

3. Divide class into three even teams. Have teams appoint a spokesperson and choose a name, i.e. Alpha, Bravo, Charlie.
4. Beginning with team Alpha, ask them to choose a point value from one of the topic rows.
5. Ask the question on the flip side of the card to the teams.
6. Each team will then be given time to refer to deliberate to come up with the answer. The team will discuss their answer ensuring the majority is in agreement before answering. The team spokesperson will then be required to raise their hand before answering on behalf of the team.
7. The team that raises their hand first will be given the opportunity to answer. They will either provide a definition for a term or provide a term for a definition, whichever applies.
8. If the answer is correct, then that team wins the point value as indicated on the front of the card.
9. A correct answer allows the team to choose again and an incorrect response opens the question up to the two remaining teams. They too must indicate their intent to make a guess by raising their hand. If the question goes unanswered the next selection then passes to the team to the left of the last incorrect answer.
10. After all the categories have been uncovered the team with the most points at the end wins.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

- Point/question cards are given to the team who correctly answers. Each team's point cards will be totalled after the last question has been answered.
- Further incentives could be provided to the winning team by awarding them funny money to the value of the points won. This money could then be redeemable at the corps canteen. Point values are represented in cents.

ACTIVITY 2 – TERM-INATOR

Time: 30 min

OBJECTIVE

Cadets shall use naval terms correctly.

RESOURCES

- Chalk/white board.
- Blue and white paper.
- Tape.
- Markers.

ACTIVITY LAYOUT

1. Tape all the terms and definitions on one side of the chalkboard in random order. Use blue paper for terms, and white paper for definitions. On the other side of the board make two columns, one with the heading "Terms" and the other with the heading "Definitions".
2. Divide the class into two groups and get them to line up. These lines become teams.
3. From the list on the board (blue coloured paper only), select a term and ask the first member to provide its proper definition.
4. Alternate between groups with each new term.
5. One point is awarded to a team for each correct answer.
6. If a team answers incorrectly, points will not be deducted. However, the opposing team is given an opportunity to answer the same question.
7. As each term is correctly matched with its definition, place them under either the term column or the definition column so the cadets can see each term and its corresponding definition.
8. Each team is permitted time to deliberate in order to come up with the answer. The team should be encouraged to discuss their answer, ensuring that the majority is in agreement, before answering. The member at the head of the line will then answer on behalf of the team.
9. As soon as a member of the team has taken their turn, they move to the back of the line allowing the next person in line to prepare to answer on the next turn.
10. When all terms and definitions have been matched up, the team with the most points wins and is declared the TERM-INATORS.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

- Teams are allotted one minute to provide the correct answer.
- Teams are awarded half a point for stealing the term.
- If the teams cannot find the correct answer the instructor should ensure that they provide the cadets with it.
- Explain each term as the game progresses.

ACTIVITY 3 – TERM HUNT

Time: 30 min

OBJECTIVE

Cadets shall use naval terms correctly.

RESOURCES

- Chalk/white board.
- Paper.

- Tape.
- Markers.
- OHP and slides.

ACTIVITY LAYOUT

1. Write definitions (without terms) on cue cards.
2. Place each cue card in an envelope and place envelopes on objects identified by the term inside.
3. This activity should be set up like a scavenger hunt. Each term should lead the cadet to the next clue (i.e. the first envelope [which would be given to the cadets at the start of the activity] would contain the definition of a gash can. This clue should lead the cadet to the gash can, where the next definition will be placed).

SAFETY

N/A.

INSTRUCTOR GUIDELINES

- Definitions may have to include hints to the next term's location.
- Some terms are not actual objects so be creative when deciding on locations (i.e. "Ship's company" can be placed on the deck or on an organizational chart).

END OF LESSON CONFIRMATION

The cadets' comprehension of naval terminology will be confirmed during the activity.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO. Instructors will confirm the cadets' comprehension of naval terminology during the end of lesson check.

CLOSING STATEMENT

Naval terminology is used on a regular basis at the corps and at cadet summer training centres. It is important that cadets have an understanding of common terminology, as they will be exposed to it throughout their time in cadet career and will be expected to use this terminology, with ease, on an ongoing basis.

INSTRUCTOR NOTES/REMARKS

The instructor should become familiar with the activity they choose to use prior to conducting it in order for the activity to run smoothly.

REFERENCES

A1-007 A-CR-CCP-004/PT-002 D Cdts (1983). *Royal Canadian Sea Cadets Manual Volume 2*. Ottawa, ON.

- A1-008 A-CR-CCP-004/PT-001 CCP-1004 D Cdts (1977). *Royal Canadian Sea Cadet Manual*. Ottawa, ON.
- C1-004 Ready Aye Ready. Retrieved 13 March 2006, from <http://www.readyayeready.com/jackspeak/index.htm>.

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ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 2

EO M123.02 – IDENTIFY PIPES AND THE CORRECT RESPONSES

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- practice the pipes found in TP1.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The demonstration method was chosen for TP1 due to the practical nature of piping. This method provides the instructor the opportunity to introduce the subject matter and demonstrate what the pipes sound like. The demonstration method must always be used when the taxonomic level of the material requires a performance of a skill. This method is highly developmentally appropriate for young cadets.

The interactive lecture method was chosen for TP2 and TP3 as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

The activity in TP3 was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadets shall be expected to identify the different pipes and how to respond to each of them.

IMPORTANCE

Pipes are routinely used at the corps during Colours and Sunset ceremonies, as well as for relaying orders. It is important that the cadets be familiar with the pipes in order to respond to them.

Teaching Point 1

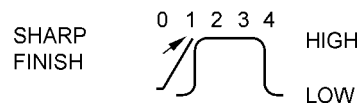
Demonstrate Pipes

Time: 6 min

Method: Demonstration

TYPES OF PIPES

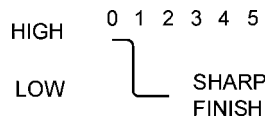
The General Call is broken into two sections, separated by a very short pause in sound. The General Call begins with a quick low to high note, combined, lasting approximately one second. After this, a short low note will be followed by a three-second high note back to a low note. This pipe will last a total of four seconds.



Royal Canadian Sea Cadets Manual Volume 2, 1983

Figure 11-2-1 General Call Notes

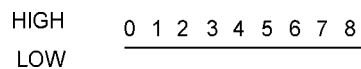
The Carry On consists of half a second high note followed by a two-second low note.



Royal Canadian Sea Cadets Manual Volume 2, 1983

Figure 11-2-2 Carry On Notes

The Still consists of an eight-second high note. Although this call is simple it is often difficult to maintain breath for the entire eight seconds.



Royal Canadian Sea Cadets Manual Volume 2, 1983

Figure 11-2-3 Still Note



The instructor shall demonstrate the pipes throughout this section. These pipes should be demonstrated numerous times to ensure cadets are familiar with the difference between the high and low notes in each.

Videos of the pipes are available on the RCSU (Pac) regional Website located at http://www.regions.cadets.ca/pac/seacad/resources/pipes_e.asp.

CONFIRMATION OF TEACHING POINT 1

The instructor shall demonstrate the Still, the General Call, and the Carry On and ask the cadets to identify them.

Teaching Point 2**Explain the Purpose of Each Pipe**

Time: 8 min

Method: Interactive Lecture

SOUNDS OF A PIPE

Pipes from a boatswain call will be made up of high notes and low notes. A high note is achieved by the piper cupping their fingers around the hole and blowing air into the mouthpiece. A low note is achieved by the piper allowing air to flow freely through the hole.

Combinations of these low notes and high notes at different time intervals and pauses will make up different pipes, each which have different meanings and responses.

PURPOSE OF EACH PIPE

Pipes have been used for many years aboard naval ships. They are still currently in use today to gain the attention of a ship's crew or to pass on instructions to crewmembers. Each pipe has specific purposes as well as specific reasons for their usage. The following are the purposes for those pipes, which are familiar to most sea cadet units.

General Call

Purpose: The General Call is used to gain the attention of the ship's company before passing an order.

Still

Purpose: The Still is used to pipe all hands to attention as a mark of respect, to order silence on occasions such as rounds, colours and sunset, or to stop all work in the vicinity in order to prevent an accident.

Carry On

Purpose: The Carry On is piped after the reason for the Still is completed.



Demonstrate the pipes throughout this section to reinforce the different sounds.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What is the purpose of the General Call?
- Q2. What pipe is often used as a mark of respect?
- Q3. What pipe is used to inform a crew that they may continue on with their work?

ANTICIPATED ANSWERS

- A1. To gain the attention of the crew before passing an order.
- A2. The Still.
- A3. The Carry On.

Teaching Point 3**Explain the Required Response to Each Pipe**

Time: 8 min

Method: Activity/Interactive Lecture

The pipes all have a specific purpose, which in turn require a response. The following are the responses to pipes.

General Call

Response: When the pipe is heard, cadets should stop what they are doing, adopt the position of attention and listen for orders. Cadets should not talk or move until the orders are passed.

Still

Response: When the pipe is heard, cadets should stop what they are doing, adopt the position of attention and await instructions.

Carry On

Response: The Carry On is piped after the reason for the Still is completed, and the cadets may continue with what they were doing before they heard the pipe or carry out the new orders.



If cadets are sitting when a pipe is heard, they are to sit straight up in their chair and promptly place their hands by their side, looking straight ahead awaiting their instructions or orders.

ACTIVITY – NAME THAT PIPETime: 4 min

OBJECTIVE

To have cadets familiarize themselves with the sounds of the pipes and respond to each accordingly.

RESOURCES

Boatswain call.

ACTIVITY LAYOUT

Tell cadets to get up from their desks and walk around the classroom. Tell them to feel free to chat and mingle with friends, but when they hear the pipe being sounded they will be required to respond accordingly. Cadets will come to attention or carry on according to the pipe heard.

SAFETY

Maintain control of the group during this activity. Move to a larger area if required.

INSTRUCTOR GUIDELINES

Pipe the different calls throughout this section and ask cadets what the call is once the call has been piped. Although this will only consist of attention and moving around, cadets will still be hearing the pipes and therefore will be able to identify them more easily. You should also use insert language and common phrases that the

cadets will hear when the pipes are used (e.g. “first period of training complete carry on with second period”, “ship’s company fall in”, etc.).



Enhance the activity by adding a storyline or music and interrupting it with a pipe that the cadets must respond to.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. What do you do when you hear the Still being piped?
- Q2. Although the Still is used to bring a ship’s company to attention, what other call brings the ship’s company to attention but is used to present orders?
- Q3. What do you do once the Carry On is heard?

ANTICIPATED ANSWERS

- A1. Adopt the position of attention.
- A2. The General Call.
- A3. Continue with work or carry out the orders previously given.

Teaching Point 4

Give Examples of When These Pipes May Be Used

Time: 3 min

Method: Group Discussion

Sea cadet corps adapt the pipes to assist in their regular routine. Pipes are used for many reasons around the corps. The following highlights some of those areas where pipes may be used.

DISCUSSION QUESTIONS



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

SUGGESTED QUESTIONS

- Q1. Does anyone know what calls you hear during a parade night?

- Q2. What pipe do you hear before stand easy starts?
- Q3. What pipe do you hear when stand easy is complete?
- Q4. Are pipes used for classrooms?



Other questions and answers will develop throughout the discussion. The discussion should not be limited to only those suggested.

AREAS WHERE PIPES ARE COMMONLY USED

Still

- To request that the unit come to attention.
- To identify the start of colours or sunset.
- To show marks of respect to the commanding officer.

General Call

To have cadets prepare for the issuing of an order such as:

- announcements;
- classroom assignments;
- falling in; and
- reviewing routine orders.

Carry On

Would follow any of the previously mentioned calls (e.g. after the Still is piped for colours, etc.).



Cadets will be able to recognize the pipes being used at other events and corps activities (e.g. Remembrance Day, Battle of the Atlantic Parades, corps inspections, etc.).



Advise cadets of any specific uses of the pipes that are common to their corps.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS

- Q1. What pipe is used as a mark of respect?
- Q2. When can the General Call be used at the corps?

Q3. What pipe would follow instructions and directions?

ANTICIPATED ANSWERS

A1. Still.

A2. Announcements, classroom assignments, and review of routine orders.

A3. Carry On.

END OF LESSON CONFIRMATION

Review the confirmation sections of each teaching point. The instructor should demonstrate the pipes one last time and have the cadets identify and respond to them accordingly.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO. Cadets will be monitored on an ongoing basis as they participate in corps activities.

CLOSING STATEMENT

Corps use pipes as a way of communicating. Through recognizing these pipes, and knowing how to respond upon hearing them, cadets will find the corps routine easier to follow.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A1-007 A-CR-CCP-004/PT-002 D Cdts (1983). *Royal Canadian Sea Cadets Manual Volume 2*. Ottawa, ON.

Piping Videos available on the RCSU(Pac) Regional Website. Retrieved 4 May 2006, from http://www.regions.cadets.ca/pac/seacad/resources/pipes_e.asp.

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ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 3

EO M123.03 – RING THE SHIP'S BELL

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The interactive lecture method was chosen for TP1 as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

The demonstration and performance method was chosen for TP2 and TP3 due to the practical nature of the subject matter. This method provides the instructor the opportunity to introduce the subject matter, demonstrate procedures and observe the cadets practicing and performing the skill. The demonstration and performance method must always be used when the taxonomic level of the material requires a performance of a skill. This method is highly developmentally appropriate for young cadets.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to ring the ship's bell.

IMPORTANCE

The ship's bell, for centuries, has had a significant role in the traditions and customs of a sailor. It has been used to guide the daily rhythm on a ship as its tolling marked the passing of time and indicated the changing of the watches. Although the ship's bell finds limited use in today's Canadian navy, it is important for sea cadets to become familiar with it as it is used for ceremonies such as Colours and Sunset performed by sea cadet corps.

Teaching Point 1**Give a Brief History of the Ship's Bell**

Time: 2 min

Method: Interactive Lecture

BRIEF HISTORY

The ship's bell bears the name of the ship and the date of her launching. Unless the ship's bell is damaged, it remains with the ship until she is sold or broken up, at which point it will either be presented to some public body or offered for sale. If offered for sale, preference will be given to anyone who served in the ship.

BAPTISMS

The baptism of children on board ship is conducted in the wardroom. The ship's bell is mounted in a special holder, which is to be draped with the Canadian Naval Jack. The bell is then used as a font for the baptism. On completion of the ceremony the chaplain pours the water into the sea from an appropriate position on the upper deck of the ship. As the water is being poured overboard the Officer Of the Day (OOD) shall order the quartermaster to pipe the "Side". The child's name and date of the baptism are engraved on the bell in accordance with Maritime Command Orders (MARCORDs).

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What information is contained on all ship's bells?
Q2. When a child is baptized, what is engraved on the ship's bell?

ANTICIPATED ANSWERS

- A1. The ship's bell bears the name of the ship and the date of her launching.
A2. The child's name and date of the baptism are engraved on the ship's bell.

Teaching Point 2**Explain and Demonstrate How To Ring the Ship's Bell**

Time: 8 min

Method: Demonstration

PARTS OF THE SHIP'S BELL

The parts of the bell consist of the bell, bell rope and clapper.



www.vac-acc.gc.ca/content/feature/week99/stlawrence/Images/1109_3.jpg

Figure 11-3-1 Ship's Bell

DEMONSTRATE HOW TO RING THE SHIP'S BELL

The bell is rung with two strokes of the clapper in quick succession, followed by a one-second pause between rings. For example, five bells will sound “ding-ding”, pause, “ding-ding”, pause, “ding”. This is done to make it easier to count the number.

On the hour, the bells are rung in even numbers; on the half hour the bells are rung in odd numbers as follows:

- eight bells at 0800;
- one bell at 0830;
- two bells at 0900;
- three bells at 0930;
- four bells at 1000;
- five bells at 1030;
- six bells at 1100;
- seven bells at 1130; and
- eight bells at 1200 at which point the cycle repeats itself.



When demonstrating how to ring the bell for various times during the day, announce what time you are demonstrating. This will reinforce the purpose that the bell serves.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS



When asking the confirmation questions, use the bell rather than just simply asking questions. For example, for question one, ring the bell an even number of times and ask the cadets if this time would be on the hour or half hour.

- Q1. If the time were 1100, would an even or odd number of bells be rung?
- Q2. What are the parts of the bell? (Ask the cadets to walk up to the bell to point out the different parts)
- Q3. What is the maximum number of bells you will hear at one time? (Ask a cadet to demonstrate)

ANTICIPATED ANSWERS

- A1. An even number of bells would be rung at 1100.
- A2. The parts of the bell consist of the bell, clapper and bell rope.
- A3. Eight bells is the maximum number of bells you will hear at one time.

Teaching Point 3**Allow Cadets To Practice Ringing the Ship's Bell**

Time: 15 min

Method: Demonstration and Performance

PRACTICE RINGING THE SHIP'S BELL

Allow every cadet a chance to practice ringing the ship's bell. As each cadet takes their turn ringing the bell, the instructor should give them a specific time to demonstrate and tell them the number of bells they need to ring. **It is not required that the cadets memorize the number of bells that are rung for specific times at this point.**

CONFIRMATION OF TEACHING POINT 3

Confirmation of this lesson will take place as each cadet takes a turn to ring the bell. The instructor will help them with their technique if necessary.

END OF LESSON CONFIRMATION

The end of lesson confirmation will take place as the cadets practice ringing the ship's bell.

CONCLUSION**HOMEWORK/READING/PRACTICE**

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

This lesson gives the cadets an opportunity to participate in a long-standing naval tradition, and prepares them to participate in Colours and Sunset ceremonies at the corps.

INSTRUCTOR NOTES/REMARKS

It is important to attempt to get the cadets to participate as much as possible and ensure that every cadet has at least one chance to ring the bell.

REFERENCES

-
- A1-001 *Veterans Affairs Canada*. (2006). Retrieved 24 March 2006, from www.vac-acc.gc.ca/content/feature/week99/stlawrence/Images/1109_3.jpg.
- A1-002 CMS/SO Heritage (2004). *Manual of Ceremony for HMC Ships, Submarines and Naval Reserve Divisions*. Ottawa, ON.
- A1-005 *CFB Esquimalt Naval & Military Museum*. Retrieved 24 March 2006, from www.navalandmilitarymuseum.org/resource_pages/sailor_life/ships_bell.html.
- C1-003 (ISBN 11-770973-5) (1972). *Admiralty Manual of Seamanship 1964 Volume 1*. London, England: Her Majesty's Stationery Office.



ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 4

EO M123.04 – PARTICIPATE IN A REVIEW OF SHIP'S OPERATIONS

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The small group activities were selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson, cadets shall be expected to be familiar with ship's operations.

IMPORTANCE

It is important that cadets are familiar with the enabling objectives of ship's operations because there are many customs and traditions included in this PO. By reviewing these said EOs, it will help the cadet better integrate into the corp.

Teaching Point 1

Participate in Games That Review Ship's Operations

Time: 30 min

Method: Participation

This period can be conducted in a number of ways; it is at the instructor's discretion.

- Stations can be set up with the different activities, and the cadets can rotate through the stations. This is a good choice if there is a large group of cadets participating.

- The cadets can do these activities individually, paired, or in a group.
- The instructor can split the class in half and play the “Team Quiz Game”. Any left over time can be dedicated to other activities.
- Timings for activities may vary depending upon the number of cadets.

ACTIVITY 1 – CROSSWORD PUZZLE

Time: 10 min

OBJECTIVE

To review naval terminology.

RESOURCES

- Crossword puzzle (Annex C).
- Pens or pencils.

ACTIVITY LAYOUT

Hand out the crossword puzzle to the cadets and let them work on it individually.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

Supervise and provide assistance when necessary.

ACTIVITY 2 – WHAT TIME IS IT QUARTERMASTER?

Time: 10 min

OBJECTIVE

To review the ship’s bell.

RESOURCES

- The ship’s bell.
- Ship’s bell flash cards (Annex D).

ACTIVITY LAYOUT

- Have the cadets take turns acting as the quartermaster.
- The quartermaster is given the ship’s bell flash cards that outline timings and the number of bells that are to be rung.
- The quartermaster will stand beside the bell. The other cadets will stand in a straight line approximately 15 to 20 feet away from the bell.
- The quartermaster will ring the bell and the cadets will take turns guessing what time it is. Cadets who guess correctly may take a step forward.

- The first cadet to reach the bell will get to be the next quartermaster and the game will begin again.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

Supervise and provide assistance when necessary.

ACTIVITY 3 – WORD SEARCH

Time: 10 min

OBJECTIVE

To review naval terminology.

RESOURCES

- Word search handout (Annex E).
- Pens or pencils.

ACTIVITY LAYOUT

Cadets will work on this activity individually.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

Supervise and provide assistance when necessary.

ACTIVITY 4 – QUIZ CARDS

Time: 10 to 30 min

OBJECTIVE

To review ship's operations.

RESOURCES

Quiz cards (Annex F).

ACTIVITY LAYOUT

The quiz cards can be used in the following ways:

- **Memory Game.** This game is to be played in pairs. The cards shall be put face down on the table. Cadets will take turns turning up two cards for all cadets to see, looking for a match. If the cards match, the cadet may take the two matching cards into their possession. If the cards do not match, the cards will be replaced face down on the table. The cadet who finds the most matches wins the game.
- **Team Quiz Game.** The cadets can be split into two teams. The instructor shall read out questions from the cards. The teams take turns at answering questions. The instructor has the choice of having cadets

either answer individually or with team help. Each correct answer earns the team one point. The team with the most points at the end wins the game.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

Supervise for the memory game, or be the facilitator for the team quiz game.

END OF LESSON CONFIRMATION

The end of lesson confirmation will take place as the cadets play review games.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

This lesson is a fun way to review ship's operations. These activities review EOs M123.01 (Section 1), M123.02 (Section 2) and M123.03 (Section 3).

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A1-002 CMS/SO Heritage (2004). *Manual of Ceremony for HMC Ships, Submarines and Naval Reserve Divisions*. Ottawa, ON.
- A1-005 CFB Esquimalt Naval & Military Museum. Retrieved 24 March 2006, from www.navalandmilitarymuseum.org/resource_pages/sailor_life/ships_bell.html.
- A1-007 A-CR-CCP-004/PT-002 D Cdts (1983). *Royal Canadian Sea Cadets Manual Volume 2*. Ottawa, ON.
- A1-008 A-CR-CCP-004/PT-001 CCP-1004 D Cdts (1977). *Royal Canadian Sea Cadet Manual*. Ottawa, ON.
- C1-003 (ISBN 11-770973-5) (1972). *Admiralty Manual of Seamanship 1964 Volume 1*. London, England: Her Majesty's Stationery Office.



ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 5

EO C123.01 – READ THE 24-HOUR CLOCK

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- make copies of handouts (Annex G). The choice of activity will be left to the discretion of the instructor.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The interactive lecture method was chosen for TP1 and TP2 as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

The demonstration and performance method was chosen for TP3 due to the practical nature of the subject matter. This method provides the instructor the opportunity to introduce the subject matter, demonstrate procedures and observe the cadets practicing and performing the skill. The demonstration and performance method must always be used when the taxonomic level of the material requires a performance of a skill. This method is highly developmentally appropriate for young cadets.

The activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to convert conventional time into 24-hour time.

IMPORTANCE

It is important that cadets are able to convert conventional time into 24-hour time as it is routinely used at the corps.

Teaching Point 1**Describe Why the 24-hour Clock Is Used**

Time: 2 min

Method: Interactive Lecture

WHY THE 24-HOUR CLOCK IS USED

Royal Canadian Sea Cadet Corps use the watches and times based on the traditional system in use today by the Canadian Navy. The 24-hour clock provides distinction between the watches and eliminates the use of a.m. and p.m.

Teaching Point 2**Describe How the 24-hour Clock Works**

Time: 5 min

Method: Interactive Lecture

HOW THE 24-HOUR CLOCK WORKS

The 24-hour clock uses the numbers 0 – 24. To convert conventional time into 24-hour time in the p.m., simply add 12 to the conventional time. For example, if it is 7:00 p.m., add 12 (7 + 12), which equals 19, therefore it is 1900 hours. A handout of a 24-hour clock is located in Annex G for the cadets.

- 0000 – 12:00 a.m.
- 0100 – 1:00 a.m.
- 0200 – 2:00 a.m.
- 0300 – 3:00 a.m.
- 0400 – 4:00 a.m.
- 0500 – 5:00 a.m.
- 0600 – 6:00 a.m.
- 0700 – 7:00 a.m.
- 0800 – 8:00 a.m.
- 0900 – 9:00 a.m.
- 1000 – 10:00 a.m.
- 1100 – 11:00 a.m.
- 1200 – 12:00 p.m.
- 1300 – 1:00 p.m.
- 1400 – 2:00 p.m.
- 1500 – 3:00 p.m.
- 1600 – 4:00 p.m.
- 1700 – 5:00 p.m.
- 1800 – 6:00 p.m.
- 1900 – 7:00 p.m.
- 2000 – 8:00 p.m.
- 2100 – 9:00 p.m.
- 2200 – 10:00 p.m.
- 2300 – 11:00 p.m.



<http://www.shoplet.com/office/images/CSET8497.JPG>

Figure 11-5-1 The 24-hour Clock

CONFIRMATION OF TEACHING POINT 2**QUESTIONS**

- Q1. How is conventional time in the p.m. converted into 24-hour time?
- Q2. Convert 1:00 p.m. into 24-hour time.
- Q3. Convert 9:00 p.m. into 24-hour time.

ANTICIPATED ANSWERS

- A1. Conventional time in the p.m. is converted into 24-hour time by adding 12.
- A2. In 24-hour time, 1:00 p.m. is 1300.
- A3. In 24-hour time, 9:00 p.m. is 2100.

Teaching Point 3**Demonstrate and Have Cadets Practice Converting Conventional Time Into 24-hour Time**

Time: 18 min

Method: Demonstration and Performance/Activity

The instructor has two activities to choose from. Activity 1 is a group activity that the entire class will participate in together, and Activity 2 requires the cadets to work in pairs.

ACTIVITY 1 – TIME FOR A CHALLENGE

Time: 18 min

OBJECTIVE

Cadets shall convert conventional time into 24-hour time.

RESOURCES

Time cards (Annex H).

ACTIVITY LAYOUT

- Split the class into two teams.
- Using the time cards, ask questions to each team, alternating between teams.
- Each correctly answered question is worth one point.
- The team with the most points wins the game.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

Supervise and provide assistance when necessary.

ACTIVITY 2 – TIME TO REMEMBER

Time: 18 min

OBJECTIVE

Cadets shall convert conventional time into 24-hour time.

RESOURCES

Time cards (Annex H).

ACTIVITY LAYOUT

- Put the cadets into pairs.
- Give each pair a set of cards.
- The cards are to be mixed up and put face down on the table.
- The cadets will take turns turning up two cards searching for a pair.
- The cadet with the most pairs at the end of the game is the winner.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

Supervise and provide assistance when necessary.

CONFIRMATION OF TEACHING POINT 3

Confirmation of this teaching point will occur as the cadets participate in the activity.

END OF LESSON CONFIRMATION

The cadets' ability to convert conventional time into 24-hour time will have been confirmed in the activities outlined in TP3.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO. Cadets will be required to convert conventional time into 24-hour time on an ongoing basis.

CLOSING STATEMENT

At the corps, the ability to convert conventional time into 24-hour time is essential in order for the cadets to read training schedules and meet timings.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A1-008 A-CR-CCP-004/PT-001 CCP-1004 D Cdts (1977). *Royal Canadian Sea Cadet Manual*. Ottawa, ON.
- C1-010 Shoplet.com (1994-2005). Retrieved 5 April 2006, from <http://www.shoplet.com/office/images/CSET8497.JPG>.



ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 6

EO C123.02 – RECITE THE PHONETIC ALPHABET

Total Time:

60 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- make photocopies of annexes needed for lesson. The choice of activity is left to the discretion of the instructor.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The demonstration and performance method was chosen due to the practical nature of the subject matter. This method provides the instructor the opportunity to introduce the subject matter, demonstrate procedures and observe the cadets practicing and performing the skill. The demonstration and performance method must always be used when the taxonomic level of the material requires a performance of a skill. This method is highly developmentally appropriate for young cadets.

The individual activities were selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson, the cadet shall be expected to recite the phonetic alphabet.

IMPORTANCE

Cadets should be able to recite the phonetic alphabet as they will use it for communication purposes at the corps, sailing centres, and Cadet Summer Training Centres (CSTCs). It is also an important element of life aboard ship as it is widely used during communications.

Teaching Point 1**Discuss the Use of the Phonetic Alphabet**

Time: 4 min

Method: Interactive Lecture

THE USE OF THE PHONETIC ALPHABET

In the 1950s, the phonetic alphabet was developed to be intelligible and pronounceable to all North American Treaty Organization (NATO) allies in the heat of battle. It has replaced other phonetic alphabets that were used in past years.

The phonetic alphabet is used for clarification during communication, especially during radio procedures. It is used to spell out letters in place of saying only the letter itself. By using the phonetic alphabet, there is less chance for confusion during communication. For example, the letters “D” and “E” sound similar and could easily be mistaken for one another. When using the phonetic alphabet, “**D**elta” and “**E**cho” are easy to distinguish. The phonetic alphabet is used internationally by marine communities, aircraft, amateur radio operators and the military.

Cadets will be exposed to the phonetic alphabet at their corps, sailing centres and CSTCs.

Teaching Point 2**Review the Phonetic Alphabet**

Time: 20 min

Method: Demonstration and Performance

REVIEW THE PHONETIC ALPHABET

Review the phonetic alphabet with the cadets. Display the phonetic poster (Annex I) for the cadets to see the alphabet as they recite or review it. The poster also contains pictures of the flags which represent each letter. It is not necessary for the cadets to learn the flags.

- Alpha
- Bravo
- Charlie
- Delta
- Echo
- Foxtrot
- Golf
- Hotel
- India
- Juliett
- Kilo
- Lima
- Mike
- November
- Oscar

- Papa
- Quebec
- Romeo
- Sierra
- Tango
- Uniform
- Victor
- Whiskey
- X-ray
- Yankee
- Zulu

CONFIRMATION OF TEACHING POINT 2

Confirmation of this teaching point will occur as the cadets recite the phonetic alphabet.

Teaching Point 3

Participate in Phonetic-related Activities

Time: 30 min

Method: Activity

ACTIVITIES

There are three activities to choose from for the cadets to complete. Activities should be completed on an individual basis.

ACTIVITY 1 – PHONETIC ALPHABET CROSSWORD PUZZLE

Time: 30 min

OBJECTIVE

The cadets will learn the phonetic alphabet.

RESOURCES

- Crossword puzzle (Annex J).
- Pens or pencils.

ACTIVITY LAYOUT

Hand out the crossword puzzle to the cadets and let them work on it individually.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

Supervise and provide assistance when necessary.

ACTIVITY 2 – PHONETIC ALPHABET WORD SEARCH

Time: 30 min

OBJECTIVE

The cadets will learn the phonetic alphabet.

RESOURCES

- Word search handout (Annex K).
- Pens or pencils.

ACTIVITY LAYOUT

Hand out the word search to the cadets and let them work on it individually.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

Supervise and provide assistance when necessary.

ACTIVITY 3 – MEMORY GAME

Time: 30 min

OBJECTIVE

To review the phonetic alphabet.

RESOURCES

Memory cards (Annex L). It may be necessary to make additional photocopies so each pair of cadets has a set of cards.

ACTIVITY LAYOUT

Put the cadets into pairs. Give each pair of cadets their own set of cards. Have the cadets place the cards spread out and face down on the table. They will take turns turning up two cards at a time (partners are allowed to see what cards are turned up) looking for a match. If the cards match, the cadet may take the two matching cards into their possession. If the cards do not match, the cards will be replaced face down on the table. The cadet who finds the most matches wins the game.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

Supervise and provide assistance when necessary.

END OF LESSON CONFIRMATION

The cadets' ability to recite semaphore will have been confirmed in TP3.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

Cadets should be able to recite the phonetic alphabet as they will use it for communication purposes at the corps, sailing centres, and Cadet Summer Training Centres (CSTCs). It is also an important element of life aboard ship as it is widely used during communications.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A1-008 A-CR-CCP-004/PT-001 CCP-1004 D Cds (1977). *Royal Canadian Sea Cadet Manual*. Ottawa, ON.
- C1-014 National Aeronautics and Space Administration. Retrieved 21 April 2006, from <http://www.grc.nasa.gov/WWW/MAEL/ag/phonetic.htm>.

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ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 7

EO C123.03 – PARTICIPATE IN A SEMAPHORE EXERCISE

Total Time:

150 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- make photocopies of the annexes needed for lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The demonstration and performance method was chosen due to the practical nature of the subject matter. This method provides the instructor the opportunity to introduce the subject matter, demonstrate procedures and observe the cadets practicing and performing the skill. The demonstration and performance method must always be used when the taxonomic level of the material requires a performance of a skill. This method is highly developmentally appropriate for young cadets.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson, the cadets shall be expected to use semaphore to call and answer messages.

IMPORTANCE

Semaphore was originally intended to enable the navy to send rapid, accurate and secure messages over short distances between ships during daylight. Although technology has eliminated the need for semaphore in today's navy, learning this skill will connect cadets to the history and tradition used in past years.

Teaching Point 1**Define Semaphore**

Time: 4 min

Method: Interactive Lecture

SEMAPHORE

Semaphore is visual signalling and it is only used during daylight. The different semaphore signs are made by moving one or two hand flags. It is useful in communicating at short distances between ships; however, it is rarely used today by Canada's navy as modern communication technology is more efficient.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What is semaphore?
Q2. When is semaphore used?

ANTICIPATED ANSWERS

- A1. Semaphore is visual signalling.
A2. During the daylight.
-

Teaching Point 2**Demonstrate How To, and Have the Cadets, Create Semaphore Flags**

Time: 30 min

Method: Demonstration and Performance/Activity

The cadets will create semaphore flags to be used later in the lesson when they will practice calling and answering semaphore messages. The flags are square with the top left portion red and the bottom right portion yellow.



www.seacadetsignals.org.uk/Google%20and%20Spud/Anim%20Sem%20Lets/Attn300.gif

Figure 11-7-1 Cadet With Flags

ACTIVITY – CREATE SEMAPHORE FLAGS

Time: 30 min

OBJECTIVE

To create flags to use in semaphore activities.

RESOURCES

- Blank paper.
- Flag diagram (Annex M).
- Scissors.
- Pencil crayons or markers.

ACTIVITY LAYOUT

- Cut out squares of paper.
- Fold the paper in half diagonally from bottom left corner to top right corner (this will create the flag pattern (see Annex M for instructions).
- Draw a line on the fold.
- If markers are available, add colour. The top left portion of the flag is red, and the bottom right portion is yellow.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

Supervise and provide assistance when necessary.

Teaching Point 3**Demonstrate Semaphore Code**

Time: 8 min

Method: Demonstration

SEMAPHORE CODE

Using Annex N as a guide, demonstrate the semaphore code. As you demonstrate, split the code into the following sections:

- Alpha – Golf.
- Hotel – November.
- Oscar – Sierra.
- Tango – Victor.
- Whiskey – Zulu.



Demonstrate once facing the cadets and once facing the opposite direction so they can view the code from both directions.

CONFIRMATION OF TEACHING POINT 3

Confirmation of this teaching point will take place during TP5, where the cadets will demonstrate calling and answering semaphore messages.

Teaching Point 4

Conduct an Activity To Allow Cadets To Practice Semaphore

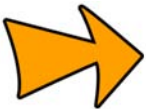
Time: 60 min

Method: Demonstration and Performance

SPLIT THE CODE INTO SECTIONS

Put the cadets into pairs. Each section should be practiced for 10 minutes.

- Alpha – Golf.
- Hotel – November.
- Oscar – Sierra.
- Tango – Victor.
- Whiskey – Zulu.
- Direction sign, error sign, break sign and numeral sign.



The youth section of the Canadian navy's official Website contains many fun semaphore-related activities that the cadets will enjoy using. www.navy.gc.ca/mspa_youth/youth_sc_intor_e.asp.

CONFIRMATION OF TEACHING POINT 4

Confirmation of this teaching point will take place during TP5, where the cadets will demonstrate calling and answering semaphore messages.

Teaching Point 5

Demonstrate and Have Cadets Practice Calling and Answering Semaphore Messages

Time: 30 min

Method: Demonstration and Performance

CALLING AND ANSWERING SEMAPHORE MESSAGES

Put the cadets into pairs. They should start off by sending simple one- or two-word messages to each other (hello, goodbye, sea cadet, names of TV shows, etc.). As they become more comfortable, they may start to send each other longer messages progressing into sentences.



Have the cadets write down the message they are sending to their partner. This will help them send the message accurately.

CONFIRMATION OF TEACHING POINT 5

Confirmation of this teaching point will occur as the cadets practice sending and receiving semaphore messages.

END OF LESSON CONFIRMATION

The cadets' ability to send and receive semaphore messages will have been confirmed in TP5.

CONCLUSION

HOMEWORK/READING/PRACTICE

Cadets are encouraged to practice with each other as often as possible.

METHOD OF EVALUATION

There is no formal assessment of this EO. The cadets only need to participate in the semaphore exercise.

CLOSING STATEMENT

Learning semaphore will help the cadets connect with the history and tradition used in years past. It is a fun, hands-on activity that cadets will enjoy. This new skill could be presented at their Annual Ceremonial Review.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A1-008 A-CR-CCP-004/PT-001 CCP-1004 D Cds (1977). *Royal Canadian Sea Cadet Manual*. Ottawa, ON.
- C1-003 (ISBN 11-770973-5) (1972). *Admiralty Manual of Seamanship 1964 Volume 1*. London, England: Her Majesty's Stationery Office.
- C1-019 The Sea Cadets Communication Branch. Retrieved from 2 May 2006, from www.seacadetsignals.org.uk/Google%20and%20pud/Anim%20sea%20Lets/Attn300.gif.

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JARGON JEOPARDY – QUESTION/ANSWER CARDS

People	Places	Things	Four-letter Words	Simply S	Hodge Podge
<p>Coxswain The most senior petty officer in a ship's or corps</p>	<p>Brow Entrance/exit of ship where personnel must salute as they come aboard or go ashore</p>	<p>Kye A hot chocolate drink</p>	<p>Gash The term sailors use for garbage</p>	<p>The term used for a break from work Stand Easy</p>	<p>A reply which means the order is understood and I will obey Aye, Aye</p>
<p>The complement of a ship is called Ship's Company</p>	<p>Any recognized entrance to, or a passageway, or a traffic route within a ship Gangway</p>	<p>A ceiling on a ship Deckhead</p>	<p>Deck A floor on a ship</p>	<p>Sunset The ceremony of lowering the national colours at the end of the training day</p>	<p>Out Pipes A pipe indicating the commencement of classes or the end of stand easy</p>
<p>A division selected, on a rotational basis, to look after the preparation and cleanup Duty Watch</p>	<p>The ship's kitchen Galley</p>	<p>Bulkhead A wall on a ship</p>	<p>Pipe Sound produced from a boatswain's call. The notes played have a specific meaning/message</p>	<p>The Ship's Lost and Found Scran Locker</p>	<p>To make fast a rope, or to cancel an order as in "belay that" Belay</p>
<p>Quartermaster In harbour, this position is the senior member of the gangway staff and is responsible for supervising the boatswain's mate and the security of the brow</p>	<p>Boatswain's Stores A storeroom for cleaning gear</p>	<p>The Ship's Lost and Found Scran Locker</p>	<p>Head(s) This is what sailors refer to as the toilet</p>	<p>The complement of a ship is called Ship's Company</p>	<p>Colours The ceremony of hoisting the national colours on naval ships, shore establishments or corps at the beginning of the day/training</p>
<p>DOUBLE JEOPARDY The Buffer The Chief Boatswain's Mate</p>	<p>Starboard The right side of a ship</p>	<p>Liberty Boat When all personnel are dismissed for the day and may go ashore</p>	<p>DOUBLE JEOPARDY Grog Rum mixed with two parts water</p>	<p>To close up, or to put away gear Secure</p>	<p>Pipe Down An order meaning to keep quiet</p>

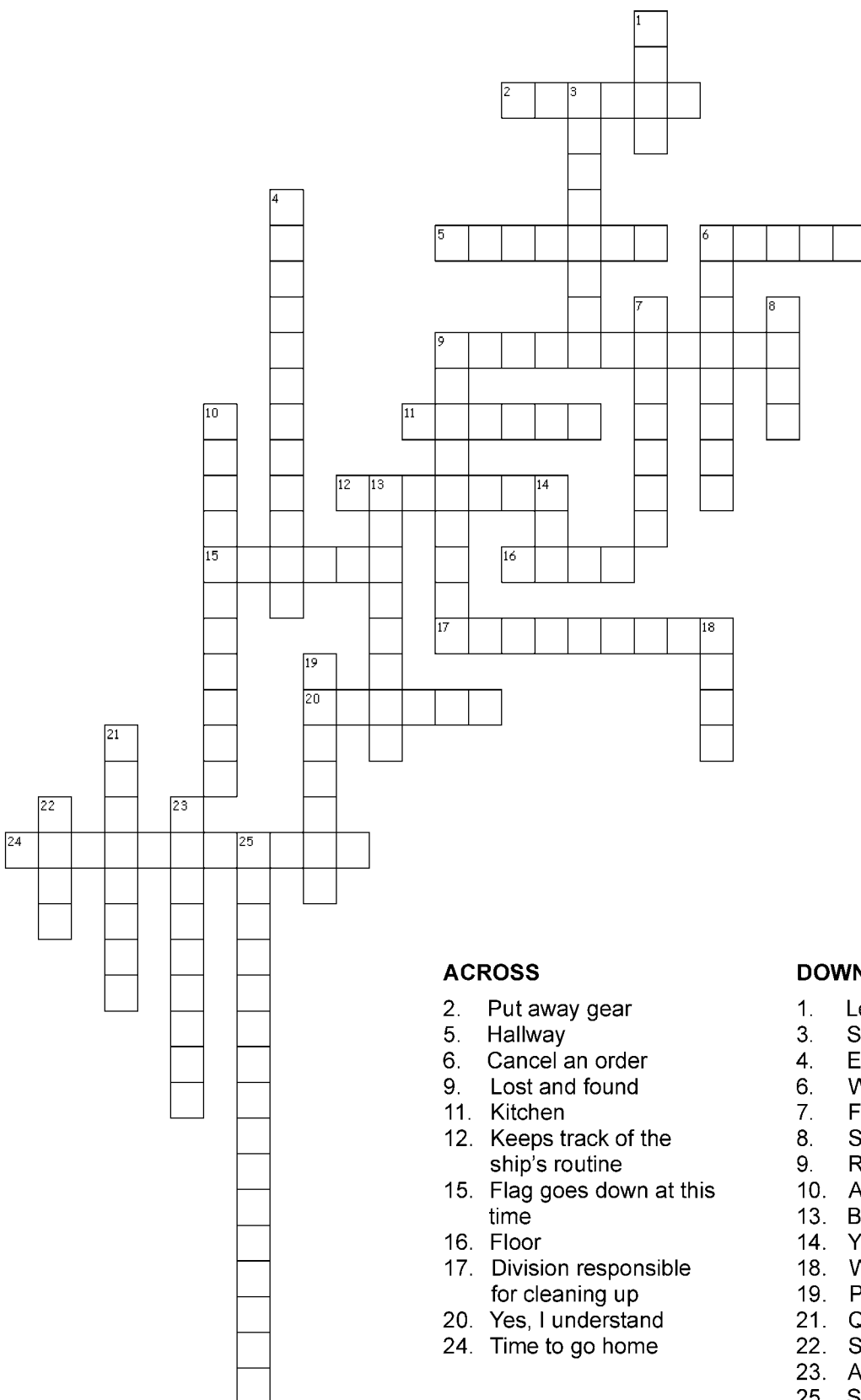
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JARGON JEOPARDY – FRONT OF CUE CARDS

People	Places	Things	Four-letter Words	Simply S	Hodge Podge
10	10	10	10	10	10
20	20	20	20	20	20
30	30	30	30	30	30
40	40	40	40	40	40
50	50	50	50	50	50

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NAVAL TERMINOLOGY CROSSWORD



ACROSS

2. Put away gear
5. Hallway
6. Cancel an order
9. Lost and found
11. Kitchen
12. Keeps track of the ship's routine
15. Flag goes down at this time
16. Floor
17. Division responsible for cleaning up
20. Yes, I understand
24. Time to go home

DOWN

1. Left
3. Senior cadet appointment
4. Everyone at your corps
6. Wall
7. Flag is raised at this time
8. Salute as you pass by here
9. Right
10. Administration office
13. Back to work
14. Yummy drink
18. Washroom
19. Place to put garbage
21. Quiet
22. Sound that tells you orders
23. A break
25. Storage

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SHIP'S BELL FLASH CARDS

1 bell	0830h
2 bells	0900h
3 bells	0930h
4 bells	1000h
5 bells	1030h
6 bells	1100h
7 bells	1130h
8 bells	1200h

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NAVAL TERMINOLOGY WORD SEARCH

D O C T P W O R B N I S S Y C
R U O E O K Y E I L H S H S L
A T L S R J M A O I C G I A I
O P O N T W W G P R H A P E B
B I U U P S B S A P L N S D E
R P R S X O C N I K W G O N R
A E S O O O L P Q H B W F A T
T S C K M O E H C N U A F T Y
S Z A P C B W T S W L Y I S B
Y N A K E G A T E O K G C A O
N N E L B W T Y C D H A E Y A
Y R A B Y H Y F U E E L C E T
B Y K T D A E H R P A L T A T
M D U D E C K V E I D E B Y D
S D N A C H S A G P Q Y J E M

AYE AYE
BELAY
BROW
BULKHEAD
COLOURS
COXSWAIN
DECK
DUTY WATCH
GALLEY
GANGWAY
GASH CAN
HEAD
KYE

LIBERTY BOAT
LOGBOOK
OUT PIPES
PIPE
PIPE DOWN
PORT
SCRAN LOCKER
SECURE
SHIPS COMPANY
SHIPS OFFICE
STAND EASY
STARBOARD
SUNSET

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NAVAL TERMINOLOGY WORD SEARCH SOLUTION

D	O	C	T	P	W	O	R	B	N	+	S	S	Y	+
R	U	O	E	O	K	Y	E	I	L	H	S	H	S	L
A	T	L	S	R	+	+	A	O	I	C	G	I	A	I
O	P	O	N	T	+	W	G	P	R	+	A	P	E	B
B	I	U	U	+	S	B	S	A	P	+	N	S	D	E
R	P	R	S	X	O	C	N	I	+	+	G	O	N	R
A	E	S	O	O	O	L	P	+	H	B	W	F	A	T
T	S	C	K	M	O	E	+	C	N	U	A	F	T	Y
S	+	+	P	C	B	+	T	S	W	L	Y	I	S	B
+	+	A	K	E	+	A	+	E	O	K	G	C	A	O
+	N	E	L	+	W	+	+	C	D	H	A	E	Y	A
Y	R	A	+	Y	+	+	+	U	E	E	L	+	E	T
+	Y	+	T	D	A	E	H	R	P	A	L	+	A	+
+	+	U	D	E	C	K	+	E	I	D	E	+	Y	+
+	D	N	A	C	H	S	A	G	P	+	Y	+	E	+

(Over, Down, Direction)

- | | |
|-----------------------|---------------------------|
| AYEAYE (14, 10, S) | LIBERTYBOAT (15, 2, S) |
| BELAY (6, 9, SW) | LOGBOOK (10, 2, SW) |
| BROW (9, 1, W) | OUTPIPES (2, 1, S) |
| BULKHEAD (11, 7, S) | PIPE (10, 5, SW) |
| COLOURS (3, 1, S) | PIPEDOWN (10, 15, N) |
| COXSWAIN (3, 8, NE) | PORT (5, 1, S) |
| DECK (4, 14, E) | SCRANLOCKER (12, 2, SW) |
| DUTYWATCH (2, 15, NE) | SECURE (9, 9, S) |
| GALLEY (12, 10, S) | SHIPS COMPANY (12, 1, SW) |
| GANGWAY (12, 3, S) | SHIPSOFFICE (13, 1, S) |
| GASHCAN (9, 15, W) | STANDEASY (14, 9, N) |
| HEAD (8, 13, W) | STARBOARD (1, 9, N) |
| KYE (6, 2, E) | SUNSET (4, 6, N) |

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QUIZ CARDS

<p>I always bear the name of my ship and the date of her launching.</p>	<p>Ship's Bell</p>
<p>I am what a civilian would call the bathroom.</p>	<p>Heads</p>
<p>I am a ceremony that is conducted aboard ship, and the name of the child is engraved on the ship's bell.</p>	<p>Baptisms</p>
<p>Where would you find a clapper?</p>	<p>On the Ship's Bell</p>

<p>This call is used to gain the attention of the ship's company before passing an order.</p>	<p>The General Call</p>
<p>This is piped after the reason for the Still is completed.</p>	<p>The Carry On</p>
<p>This pipe is used to call all hands to attention as a mark of respect; to order silence on an occasion such as rounds, colours or sunset, or to stop work in a vicinity in order to prevent an accident.</p>	<p>The Still</p>
<p>If I was a lost item, you would find me here.</p>	<p>The Scran Locker</p>

<p>I am the ceremony where The National Flag is hoisted, usually in the morning or at the beginning of the training day.</p>	<p>Colours</p>
<p>This is the time when personnel are dismissed for the day and may go ashore.</p>	<p>Liberty Boat</p>
<p>Civilians usually call me a “wall”.</p>	<p>Bulkhead</p>
<p>Civilians usually call me a “floor”.</p>	<p>Deck</p>

<p>I am the ceiling of a ship.</p>	<p>Deckhead</p>
<p>Break time.</p>	<p>Stand Easy</p>
<p>The complement of a ship.</p>	<p>Ship's Company</p>
<p>Any recognized entrance to, or a passageway, or a traffic route within a ship.</p>	<p>Gangway</p>

<p>Civilians usually call me a “kitchen”.</p>	<p>The Galley</p>
<p>I am where the ship’s routine events are kept track of.</p>	<p>Ship’s Log</p>
<p>A storeroom for cleaning gear.</p>	<p>Boatswain’s Stores</p>
<p>A hot chocolate drink.</p>	<p>Kye</p>

<p>I am the senior petty officer on a ship/ most senior cadet position.</p>	<p>Coxswain</p>
<p>To make fast a rope or cancel an order.</p>	<p>Belay</p>
<p>Entrance or exit of a ship where personnel must salute as they come aboard or go ashore.</p>	<p>The Brow</p>
<p>This means that I understand and will obey.</p>	<p>Aye Aye</p>

<p>Civilians would refer to me as “left”.</p>	<p>Port</p>
<p>Civilians would refer to me as “right”.</p>	<p>Starboard</p>
<p>At sea, I am the master seaman, leading seaman or able seaman who is the helmsman. In harbour, I am the senior member of the gangway staff and am responsible for supervising the boatswain’s mate and the security of the brow.</p>	<p>The Quartermaster</p>
<p>You would find me attached to the clapper.</p>	<p>The Bell Rope</p>

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READ THE 24-HOUR CLOCK



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TIME CARDS

0000	12:00 a.m.
0100	1:00 a.m.
0200	2:00 a.m.
0300	3:00 a.m.

0400	4:00 a.m.
0500	5:00 a.m.
0600	6:00 a.m.
0700	7:00 a.m.

0800	8:00 a.m.
0900	9:00 a.m.
1000	10:00 a.m.
1100	11:00 a.m.

1200	12:00 p.m.
1300	1:00 p.m.
1400	2:00 p.m.
1500	3:00 p.m.

1600	4:00 p.m.
1700	5:00 p.m.
1800	6:00 p.m.
1900	7:00 p.m.

2000	8:00 p.m.
2100	9:00 p.m.
2200	10:00 p.m.
2300	11:00 p.m.

PHONETIC ALPHABET POSTER



<http://www.boatingandmarineinfo.org/alpha.html>

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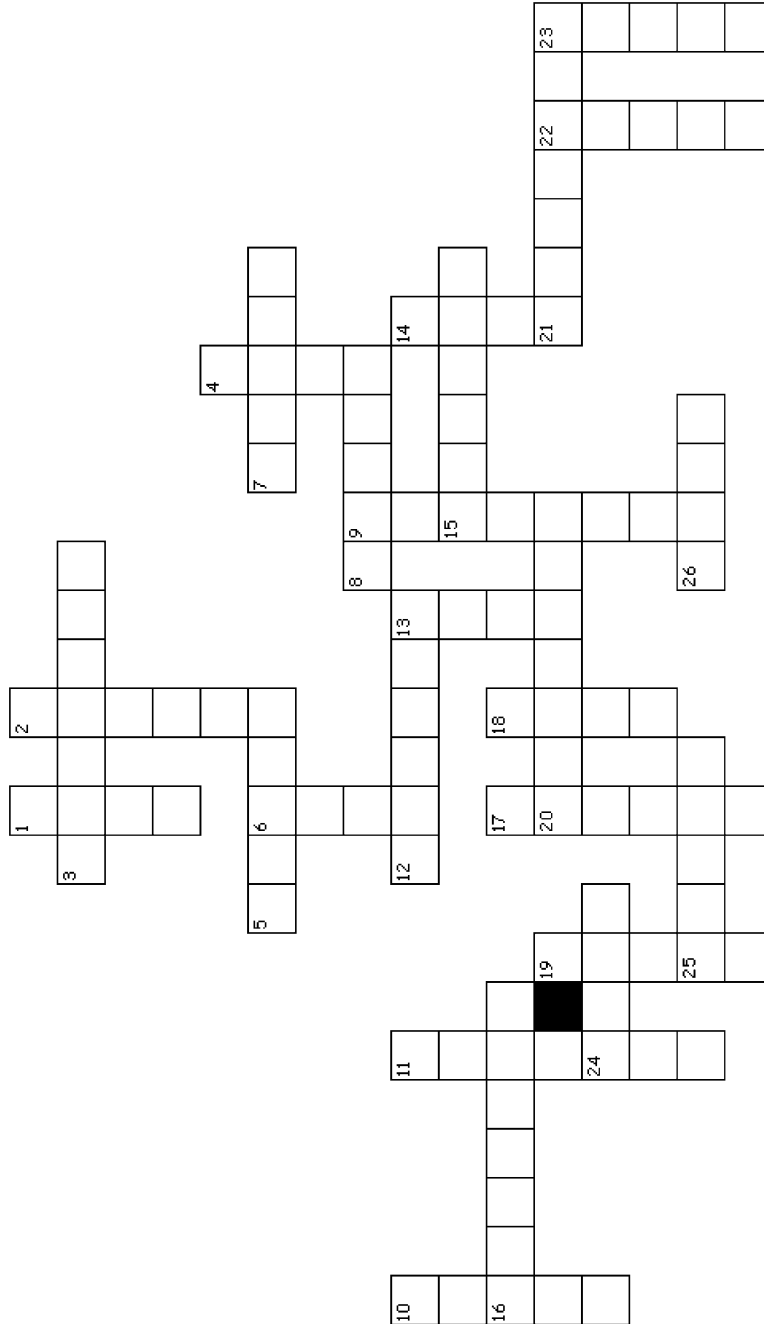
PHONETIC ALPHABET CROSSWORD PUZZLE

DOWN

- 1. z
- 2. s
- 4. p
- 6. l
- 9. n
- 10. o
- 11. w
- 13. e
- 14. g
- 17. q
- 18. rr
- 19. a
- 22. r
- 23. t

ACROSS

- 3. j
- 5. d
- 7. b
- 8. i
- 12. y
- 15. v
- 16. c
- 20. u
- 21. f
- 24. k
- 25. h
- 26. x



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PHONETIC ALPHABET WORD SEARCH

O D P I Y J O Y T Q R B M A H
S C Q B V L C F T U O R U H W
C V K U I H O S E E T A A P Y
A N G K A X I K I B C V W L W
R Y C R T E N V L E I O A A R
J Q L R R F T V U C V K I L R
M I O R K O V R J F I I D U F
E T A B W L G S E W L G N I E
M R O F I N U N H B M O I O E
P A P A Y Y L I A I M V G H K
Z U L U G A S I K T R E M C N
F V C R T K R E M G O A V E A
U B S V E Y E X C A M T A O Y
Q V K Y D E L T A T E Q K B N
V K H F K L E T O H O U X G U

ALPHA

BRAVO

CHARLIE

DELTA

ECHO

FOXTROT

GOLF

HOTEL

INDIA

JULIETT

KILO

LIMA

MIKE

NOVEMBER

OSCAR

PAPA

QUEBEC

ROMEO

SIERRA

TANGO

UNIFORM

VICTOR

WHISKEY

XRAY

YANKEE

ZULU

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PHONETIC ALPHABET WORD SEARCH SOLUTION

O + + + + + O + T Q R B + A +
 S + + + + L C F T U O R + H +
 C + + + I H O S E E T A + P +
 A + + K A X I + I B C V + L +
 R + + R T E + + L E I O A A +
 + + L R R + + + U C V + I + +
 + I O R + O + R J F + + D + +
 E T A + + + G + E W L + N + E
 M R O F I N U N H B M O I O E
 P A P A Y + L I A I M + G H K
 Z U L U + A S I K T R E + C N
 + + + + + K R E M + O + V E A
 + + + + E + + X + A M + + O Y
 + + + Y D E L T A + E + + + N
 + + + + + L E T O H O + + + +

(Over, Down, Direction)

ALPHA (14, 5, N)	NOVEMBER (15, 14, NW)
BRAVO (12, 1, S)	OSCAR (1, 1, S)
CHARLIE (7, 2, SW)	PAPA (1, 10, E)
DELTA (5, 14, E)	QUEBEC (10, 1, S)
ECHO (14, 12, N)	ROMEO (11, 11, S)
FOXTROT (8, 2, SW)	SIERRA (8, 3, SW)
GOLF (13, 10, NW)	TANGO (10, 11, NW)
HOTEL (10, 15, W)	UNIFORM (7, 9, W)
INDIA (13, 9, N)	VICTOR (11, 6, N)
JULIETT (9, 7, N)	WHISKEY (10, 8, SW)
KILO (4, 4, NE)	XRAY (8, 13, NW)
LIMA (7, 10, SE)	YANKEE (15, 13, N)
MIKE (11, 9, SW)	ZULU (1, 11, E)

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PHONETIC ALPHABET MEMORY CARDS

A	Alpha
B	Bravo
C	Charlie
D	Delta

E	Echo
F	Foxtrot
G	Golf
H	Hotel

I	India
J	Juliett
K	Kilo
L	Lima

M	Mike
N	November
O	Oscar
P	Papa

Q	Quebec
R	Romeo
S	Sierra
T	Tango

U	Uniform
V	Victor
W	Whiskey
X	X-ray

Y	Yankee
Z	Zulu

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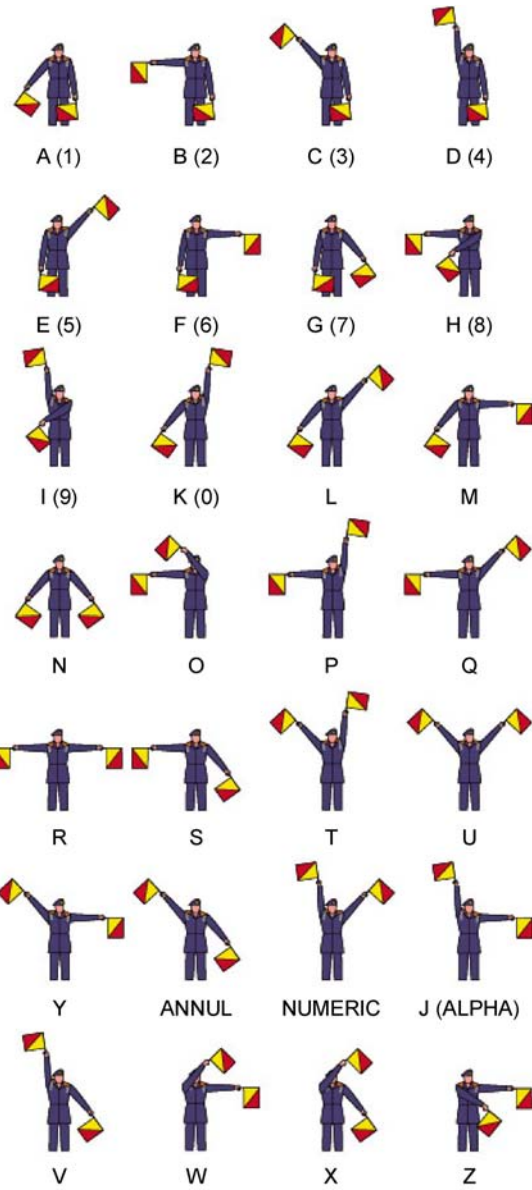
FLAG DIAGRAM



<http://www.anbg.gov.au/images/flags/misc/semaphore.gif>

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SEMAPHORE CODE



http://www.navy.forces.gc.ca/mspa_youth/youth_sc_sema2_e.asp

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CHAPTER 12

PO 124 – SAIL A SAILBOAT IN ACCORDANCE WITH YACHTING ASSOCIATION WHITE SAIL LEVEL I



ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 1

EO C124.01 – PARTICIPATE IN A DISCUSSION ON A SAIL WEEKEND'S STRUCTURE

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material;
- ensure they have a copy of their local sail centre SOPs; and
- ensure they have the timings required for the sail training weekend.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to have a limited understanding of the sailing skills, rules and regulations, expectations and the routine associated with a sail weekend.

IMPORTANCE

Understanding the sail weekend structure as well as those skills associated with the Canadian Yachting Association (CYA) Learn-to-Sail levels will ensure that cadets are better prepared for the sail weekend activities and in turn have a better experience.

Teaching Point 1**Review the Skills Found in the CYA
White Sail Level I Checklist**

Time: 15 min

Method: Interactive Lecture

The White Sail Level I checklist is broken into various sections with numerous subsections. The main sections are rigging, safety, de-rigging and afloat. In order to successfully complete CYA White Sail Level I, all skills found in these sections are to be completed.



The skills found in the White Sail Level I checklist are to be performed over multiple sail weekends. Not all skills will be assessed during a cadet's first visit to the sail centre.



The skills found on the checklist will be reviewed in greater detail during the sail weekend. The instructor does not need to spend a lot of time on each skill specifically, but should instead review each section, answering any questions that the cadets may have.

Provide cadets with a photocopy of the checklist.

In order to achieve White Sail Level I, cadets will be required to demonstrate their ability to perform the specific skills outlined on the checklist.

Cadets will be required to either “demonstrate” or “demonstrate consistently” the skills found in the checklists. If skills are all demonstrated consistently, the cadet will be awarded their sail level regardless of the amount of time spent sailing/practicing. If any skill is not demonstrated consistently, the cadet will be required to complete a pre-determined amount of sail time (i.e. Level I requires 10 hours and Level II requires 20 hours).

The following outlines the skills that each cadet is required to demonstrate to achieve their White Sail Level I.

RIGGING

Be able to tie:

- reef knot in 5 seconds;
- figure eight knot in 5 seconds;
- round turn and two half hitches in 10 seconds; and
- bowline in 10 seconds.

Handle lines, to include:

- coiling a line;
- making a line fast to a dock or cleat; and
- making a line fast to a mast cleat.

Participate in rigging a sailboat, to include:

- attaching the sails;
- attaching the rigging;

- attaching the sheets;
- attaching the boomvang;
- attaching the halyards;
- fitting the battens;
- attaching the rudder and tiller;
- attaching the daggerboard/centreboard; and
- securing all essential gear for sailing.

SAFETY

Ensure the cadets are familiar with the characteristics and proper use of a Personal Floatation Device (PFD), to include:

- describing when a PFD should be worn;
- demonstrating how a PFD should be worn; and
- describing the four criteria for a suitable PFD (size, Minister Of Transport [MOT]/Department Of Transportation [DOT] or Canadian Coast Guard [CCG] approved, appropriate for activity, and is in good repair).

Ensure cadets can identify the type of clothing to be worn during sailing activities, to include:

- appropriate sail clothing for a hot and sunny day, rainy day and a cold day; and
- the four items that should always be worn when sailing (shoes, PFD, sun block and hat).

Ensure the cadets are aware of the equipment that is required for a sailboat not over 6 metres in length (i.e. paddles, PFDs, sound signalling, etc.).



Not all sailboats for cadets will be required to carry all this equipment, due to the presence of safety boats during training.

DE-RIGGING

Participate in de-rigging a sailboat, to include:

- removing and storing the rudder and tiller;
- removing and storing the daggerboard;
- properly securing the boom; and
- securing all essential gear for the evening.

Fold sails by:

- lowering and removing sails;
- removing the battens from the sail;
- folding the mainsail;

- folding the jib sail; and
- securing the sails in the proper sail bag.

Securing a sailboat, to a:

- dock by the bow only;
- dock by bow and stern; and
- mooring.

AFLOAT SKILLS

Demonstrate the skills associated with self-recovery, to include:

- avoiding turtling;
- checking the crew;
- maintaining a grasp of the boat;
- crew swims to the bow;
- skipper swims to the daggerboard/centreboard;
- sailboat is kept head to wind;
- righting the boat under control;
- quick entry over transom area;
- bailing the sailboat; and
- recovering the paddles and bailer.

Wind:

- identifying the direction of the wind; and
- describing four ways to identify wind direction.

Demonstrate boat handling skills, to include:

- performing simple sheet adjustments to prevent sails from luffing; and
- performing simple rudder adjustments to maintain a straight course (for two minutes).

Boat balance, to include:

- maintaining a balanced boat; and
- getting in and out of a boat at a dock.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. In order to achieve a White Sail Level I do you need to complete all of the skills or just some?
- Q2. The checklist is broken into various sections. What are these sections?

Q3. If a cadet does not demonstrate all skills consistently how many sail hours are required to achieve a White Sail Level I?

ANTICIPATED ANSWERS

- A1. All of the skills in accordance with the checklist.
 A2. Rigging, safety, de-rigging and afloat skills.
 A3. Ten hours.

Teaching Point 2

Review the Sail Centre SOPs

Time: 5 min

Method: Interactive Lecture



Instructors should highlight the pertinent sections of the local sail centre SOPs that the cadets need to know in order to prepare for the sail weekend. The following sections are common areas that are found in all SOPs.

LOCATION

Provide cadets with the following:

- general location of the sail centre; and
- directions on how to get to the sail centre (if required).



Parents may wish to visit the sail centre during the weekend, so provide cadets with a map if possible.

BASIC RULES

In accordance with the specific sail centre SOPs, review some of the rules that are enforced by the sail centre, to include:

- out of bounds areas;
- clothing and equipment;
- PFDs;
- accommodation rules; and
- on the water rules.

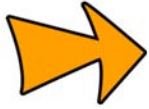


Instructors shall include any other important rules that are specific to the sail centre. The sail centre staff will go over the rules as well, but it is important that the cadets know what to expect.

WEEKEND EXPECTATIONS

Cadets on a sail weekend are expected to participate in on-water training. Cadets will be required to follow the sail centre routine and participate in all activities that are conducted by the sail centre staff.

Cadets shall come prepared to get wet, as they will be expected to capsize their sailboat in accordance with the checklist.



Weather permitting, cadets will spend as much time on the water as possible. The more time spent on the water the more skills that can be accomplished.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What item must you wear during any on-water activity?
- Q2. What are some of the out of bounds areas at the sail centre?

ANTICIPATED ANSWERS

- A1. PFD.
- A2. Answers will vary depending on the sail centre.

Teaching Point 3

Give an Overview of the Sail Weekend Schedule

Time: 5 min

Method: Interactive Lecture



If the corps usually prepares a letter for the cadet's parent, this would be a good opportunity to review the contents of that letter in order to answer any last minute questions.

TIMINGS

Review the pick up time and location for cadets who are attending the sail weekend if a bus is being used.

If cadets are being dropped off, review the drop off times and the exact location of the sail centre.

DAILY ROUTINE

In accordance with the specific sail centre is SOPs, review with the cadets the daily routine of the sail centre. Some areas to highlight are:

- morning wake up time;
- lights out time;
- meal times;
- downtime; and

- on the water time.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

Q1. What time and where do you have to be picked up and dropped off?

Q2. What time is wake up and lights out?

ANTICIPATED ANSWERS

A1. Answers will vary depending on the sail centre.

A2. Answers will vary depending on the sail centre.

END OF LESSON CONFIRMATION

Restate some of the key aspects of the sail weekend, to include timings, clothing and sail weekend expectations. Provide a final opportunity for cadets to ask any questions and address any concerns they may have.

CONCLUSION

HOMEWORK/READING/PRACTICE

Review with the cadets, and provide parents with, a letter detailing the specifics of the sail training weekend.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

The sail weekend is designed to introduce cadets to the basic skills associated with the CYA White Sail Level checklists. Being familiar with the checklists and weekend expectations will prepare the cadets for sail weekend activities.

INSTRUCTOR NOTES/REMARKS

This lesson should be taught just prior to the sail-training weekend.

REFERENCES

- C1-007 (ISBN 0-920232-17-5)/A-CR-CCP-009/PT-001 Donaldson, S. (1994). Basic Sailing Skills. Gloucester, ON: Canadian Yachting Association.
- C1-008 Canadian Yachting Association (2006). Canadian Yachting Association White Sail Level I Practical Checklist. Retrieved April 3 2006, from www.sailing.ca/cbet/content/WIChecklist.doc.

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ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 2

EO C124.02 – IDENTIFY THE PROPER CLOTHING TO BE WORN DURING SAIL ACTIVITIES

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- prepare activities for the end of lesson confirmation.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify types of clothing to be worn when participating in sailing activities.

IMPORTANCE

Wearing the appropriate clothing and using sunscreen during sail weekends will help prepare the cadets for all types of weather and prevent hypothermia.

Teaching Point 1**Explain the Importance of Protecting Oneself From the Elements**

Time: 3 min

Method: Interactive Lecture

IMPORTANCE OF PROTECTING YOURSELF FROM THE SUN

Because sailing takes place outdoors, protection from the weather, especially the sun, is an integral part of sailing. Heat stroke, heat exhaustion and sunburns are very common heat related injuries that can occur when sailing in various types of weather.

According to the Canadian Dermatology Association the following precautions should be observed when protecting against sun exposure:

- Reduce sun exposure between 10:00 a.m. and 4:00 p.m.
- Seek shade or create your own shade.
- Wear clothing to cover your arms and legs.
- Wear a wide brimmed hat.
- Always wear sunscreen with a minimum of Sun Protection Factor (SPF) No. 15 or higher with Ultraviolet A (UVA) and Ultraviolet B (UVB) protection.



Sailing will normally take place during the recommended time to limit sun exposure. For this reason adhering to the other recommended precautions is a must.

HYPOTHERMIA

The *Canadian Oxford Dictionary* defines hypothermia as the condition of having an abnormally low body temperature. This is caused by exposure to cold air temperature or cold water, both of which exist in sailing.

Even on warm summers days, it is likely to be cool out on the water. You should always dress warm, especially when the air temperature is below 21°C or the water is below 18°C. Generally, it is better to overdress as you can always remove layers if you get too warm.

Signs of Hypothermia

- Shivering.
- Poor condition of movements.
- Slowing down and falling behind.
- Numb hands and feet.
- Dazed, confused, careless or forgetful behaviour.
- Slowed or slurred speech.
- Dilated pupils.
- Decreased attention span.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What is the recommended minimum SPF when selecting sun block?
- Q2. What is hypothermia?
- Q3. What are some signs of hypothermia?

ANTICIPATED ANSWERS

- A1. Minimum of No. 15.
- A2. The lowering of the core body temperature.
- A3. Shivering, poor condition of movements, slowing down and falling behind, numb hands and feet, dazed, confused, careless or forgetful behaviour, slowed or slurred speech, dilated pupils, and decreased attention span.

Teaching Point 2

Explain the General Clothing To Be Worn During All Sailing Activities

Time: 7 min

Method: Brainstorming/Interactive Lecture

Before beginning each section, have the cadets brainstorm as much as possible about the topic. For example, ask questions such as “what kind of footwear is appropriate when sailing?” or “why would you wear a helmet when sailing?” Ensure that any information missed in the brainstorm is covered during the interactive lecture.

FOOTWEAR

Sailboats are generally made from fibreglass and have some sharp edges that may lead to minor injuries if improper footwear is worn. Closed toe shoes will help protect feet from any sharp edges, corners or fittings in the boat.

Along with closed toe shoes, soft-soled shoes (i.e. running shoes) are comfortable and secure footwear. Running shoes will normally dry quicker, can be secured, and provide some protection against the previously mentioned sharp edges and corners.

WEARING A HELMET

A common injury associated with sailing is minor head injuries. The constant rocking and swaying of a sailboat coupled with the swinging of the boom during tacking and gibing can make it easy for a beginner to bump their head. For this reason all novice sailors shall wear a helmet for protection. A helmet will also provide protection against the sun. In accordance with the Water Safety Orders all cadets who have not yet achieved a White Sail Level III shall wear a helmet whenever participating in sailing activities.



Water Safety Orders, A-CR-CCP-030/PT-001, Chapter 4 Sailing Safety Orders, paragraph 19.

SELECTING, WEARING, AND CARING FOR A PFD

The wearing of PFDs is a mandatory requirement for any on-water activity. PFDs are similar to a life jacket in that their objective is to maintain buoyancy in the instant where someone falls in the water.



Water Safety Orders, A-CR-CCP-030/PT-001, Chapter 1 Water Safety Orders, paragraph 17.

Features on PFDs vary. When wearing PFDs, all intended straps, zippers and buckles are to be secured.

Selecting and Wearing a PFD

PFDs must meet the following requirements:

- Suitable for the weight and size of the person – inside each PFD the recommended weight class will be listed. At no time shall a PFD not suitable for the size of an individual be worn.
- Suitable for activity – PFD should be comfortable for the activity taking place.
- In good repair with no tears or rips – tears, rips, stains, etc., effectively render the PFD useless. PFDs are designed to work properly when they are in the best state of repair. Ensure all zippers, straps, clips, etc. are intact and functioning properly.
- Fit snugly so as to not slip off in the water.
- Minister Of Transport (MOT)/Department Of Transportation (DOT)/or Canadian Coast Guard (CCG) approved.

The Canadian Red Cross has produced a PFD checklist of questions to ask yourself when selecting a PFD:

- Is it Canadian-approved?
- Will it support the person it was made for?
- Are all the snaps, belts, ties, tapes and/or zippers on your lifejacket or PFD in good condition?
- Is it easy to put on and take off?
- Can you move your arms freely when wearing it?
- Does it let you bend at the waist?
- Can you see the ground at your feet and walk over obstacles easily?
- Does it keep your head above water?
- Relax in the water face down. Does your lifejacket roll you to a face-up position?
- Can you swim and manoeuvre easily in the water?
- Have you attached a whistle to your flotation device?

PFD Care

To care for PFDs, during or after use, follow these simple guidelines:

- Always store in a dry place.

- Do not use as a seat.
- Use only mild soap and water when cleaning.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What type of footwear should be worn when participating in sailing activities?
- Q2. When selecting a PFD what are some of the features that you must look for?
- Q3. How do you clean a PFD?

ANTICIPATED ANSWERS

- A1. Closed toe, soft-soled shoes (i.e. running shoes).
- A2. Suitable for weight and size, suitable for activity, in good repair, fits snugly, and MOT/DOT/CCG approved.
- A3. With mild soap and water.

Teaching Point 3

Explain the Clothing To Be Worn on Sunny, Cold and Rainy Days

Time: 15 min

Method: Brainstorming/Interactive Lecture



Having examples of the types of clothing on hand is highly recommended. Cadets could actually try on different articles of clothing to increase class participation.

Before beginning the lecture on each section, have the cadets brainstorm as much as possible about the topic. For example, ask questions such as “what kind of clothing is appropriate for sailing on a sunny day?” Ensure that any information missed in the brainstorm is covered during the rest of the lesson.

SUNNY DAY

Recommended clothing to be worn on a sunny day includes:

- PFD;
- soft-soled shoes;
- light clothing;
- sunglasses;
- hat; and
- sunscreen.

RAINY DAY

Recommended clothing to be worn on a rainy day includes:

- PFD;
- boots;
- raincoat;
- hat;
- sunscreen; and
- wetsuit/dry suit.

COLD DAY

Recommended clothing to be worn on a cold day includes:

- PFD;
- layered clothing;
- warm boots/shoes;
- warm hat;
- sunscreen; and
- wetsuit/dry suit.



Regardless of the type of weather a PFD, hat and sunscreen shall always be worn.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. True or false. You should always wear sunscreen regardless of the weather.
- Q2. What are some articles of clothing that must be worn on a rainy day?
- Q3. When should a PFD be worn?

ANTICIPATED ANSWERS

- A1. True. Ultraviolet rays always exist; therefore, sunscreen shall always be worn.
- A2. PFD, boots, raincoat, hat, sunscreen, and wetsuit/dry suit.
- A3. Whenever participating in any water activity.

END OF LESSON CONFIRMATION

ACTIVITY – CLOTHES PINS

Time: 3 min

OBJECTIVE

To review the clothing to be worn while participating in sailing activities.

RESOURCES

- Clothing cards.
- Container for cards (hat, bag, etc.).
- Whiteboard/wall/flipchart.

ACTIVITY LAYOUT

On a whiteboard/all/flipchart write the following headings: General Clothing, Sunny Day, Rainy Day and Cold Day. Have cadets, one at a time, come to the front of the classroom and pull one of the clothing cards from the bag. The cadet must then place the card under its appropriate heading located on the board. The activity continues until all cards are placed under their appropriate heading.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

If cadets have trouble with an answer provide assistance and explanations as required.

CONCLUSION

HOMEWORK/READING/PRACTICE

Practice will be ongoing each time the cadets participate in a sail weekend.

METHOD OF EVALUATION

Cadets' clothing choices will be checked during their sail weekend. Cadets who are not prepared with proper clothing will not be permitted to participate in sail training.

CLOSING STATEMENT

Appropriate clothing, equipment and protection against the sun are important aspects of any sporting activity. Being properly prepared will mean more training time and a better experience for all participants.

INSTRUCTOR NOTES/REMARKS

This complementary lesson should be taught prior to the sail training weekend.

REFERENCES

A1-010 A-CR-CCP-030/PT-001 D Cdts 4 (2003). *Water Safety Orders*. Ottawa, ON.

- C0-027 Canadian Red Cross (1999-2006). PFD Checklist. Retrieved 25 April 2006, from <http://www.redcross.ca/article.asp?id=001039&tid=024>.
- C1-007 (ISBN 0-920232-17-5)/A-CR-CCP-009/PT-001 Donaldson, S. (1994). *Basic Sailing Skills*. Gloucester, ON: Canadian Yachting Association.
- C1-009 Canadian Dermatology Association. *Facts About Sun Exposure: Prevention*. Retrieved 4 April 2006, from http://www.dermatology.ca/sun/facts_e.html.



ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 3

EO C124.03 – IDENTIFY DIFFERENT WAYS OF DETERMINING WIND DIRECTION

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material;
- research the available ways to determine wind direction at the unit's local sail centre; and
- prepare activities for the end of lesson confirmation.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

The small group activity at the end of lesson confirmation was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify different methods of determining wind direction.

IMPORTANCE

Knowing the different methods of determining wind direction will assist the cadets in basic sailing skills and concepts which they will be introduced to during a sail weekend.

Teaching Point 1**Discuss the Need To Be Able To Determine Wind Direction Prior to and During Sailing Activities**

Time: 3 min

Method: Interactive Lecture

SAIL TRIM AND BOAT DIRECTION

Determining wind direction is fundamental to all sailors. A sailboat's sail trim and direction is solely based on the angle a sailboat is to the wind. If a sailor is unable to determine the direction of the wind, the sails cannot be trimmed accordingly.

HEAD TO WIND

Head to wind (irons) is an important point of sail as it is used in many aspects of sailing such as tacking, gybing, capsizing procedure, etc. In order to determine the location of head to wind a sailor must first be able to determine wind direction.

LEAVING AND RETURNING TO THE JETTY

Leaving and returning to a jetty are considered fairly difficult skills for any novice sailor. Sailors are required to steer a sailboat differently depending on wind direction and jetty orientation. When departing or returning to a jetty a sailor must prevent collisions, control boat speed, and manipulate boat direction. For these reasons, a sailor must be able to determine wind direction.

SAFETY

Capsizing is a common aspect of sailing and to right a sailboat, novice sailors must be able to put the boat head to wind.

During training, coaches will set up courses based on the wind direction. For a sailor to remain on the course, they must be able to determine the wind direction.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. How does the wind direction affect a sailboat's sail trim?
- Q2. True or false. Prior to departing a jetty sailors need not worry about the wind direction.

ANTICIPATED ANSWERS

- A1. A sailboat's sail trim is determined by the angle of the boat to the wind.
- A2. False. All sailors should determine wind direction prior to any sailing activity.

Teaching Point 2**Discuss Methods of Determining Wind Direction**

Time: 16 min

Method: Brainstorming/Interactive Lecture

METHODS OF DETERMINING WIND DIRECTION

Before beginning, have cadets brainstorm methods of determining wind direction. Write down all the methods on the board, and fill in what the cadets may have missed with the methods given below.

Some of the common methods of determining wind direction are as follows:

- **Smoke.** Smoke will always travel with the direction of the wind.
- **Small Trees.** Only those trees that have the ability to bend in light winds can be used.
- **Tall Grass.** Tall grass will always bend in the direction the wind is blowing.
- **Windssocks.** Not always found around sailing areas but are a very good wind indicator when available. Windssocks will fill in the direction the wind is blowing.
- **Flags.** Very easy and common method of telling wind direction. Flags will flutter in the direction the wind is blowing.
- **Small Ripples.** More useful for light wind days. Only effective in areas where there is no current. Ripples will travel along the water in the direction the wind is blowing.
- **Moored Boats.** Boats moored at the bow. The bow of the boat will always point in the direction in which the wind is coming from. Most effective in areas where there is little to no current.
- **Low Altitude Clouds.** Only low clouds are useful. A change in weather is indicated by the speed and direction the clouds are moving. Low altitude clouds will slowly travel in the direction the wind is blowing.
- **Weathervanes.** Traditional way of determining wind direction. Weathervanes will point in the direction the wind is blowing.



Instructors should highlight those wind indicators that can be found at their local sail centre.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. To determine wind direction would you use big trees or small trees?
- Q2. True or false. Smoke always travels opposite to the wind direction.
- Q3. Explain how moored boats can be used to determine wind direction.

ANTICIPATED ANSWERS

- A1. Small trees.
- A2. False. Smoke will always travel with the direction of the wind.
- A3. Only boats moored at the bow can be used. The bow of the boat will always point in the direction the wind is coming from. Most effective in areas where there is little to no current.

Teaching Point 3

Explain Ineffective Methods of Determining Wind Direction

Time: 6 min

Method: Activity/Interactive Lecture

INEFFECTIVE METHODS OF DETERMINING WIND DIRECTION

- **Wet Finger in the Air.** The cold feeling on someone's finger is not an effective method of determining wind direction, as the cold feeling is more of an indication of air temperature opposed to direction.
 - **Large Waves.** Large waves are often an indicator of current and are not an effective indicator of wind direction.
 - **Masthead Fly.** Only indicates the true wind direction when a boat is not moving.
 - **Tell Tales.** Only useful when a boat is not moving.
 - **Higher Altitude Clouds.** Due to their altitude they can cause you to misinterpret wind direction, as wind direction can be different at different altitudes.
-

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. Why are large waves an ineffective method of determining wind direction?
- Q2. When are masthead flies or tell tales effective ways of determining wind direction?
- Q3. True or false. Wetting your finger and placing it in the air is not an effective way of determining wind direction.

ANTICIPATED ANSWERS

- A1. Large waves are often an indicator of current not wind direction.
- A2. When boats are not moving.
- A3. True. The cold feeling is more of indication of air temperature, not wind direction.
-

END OF LESSON CONFIRMATION

ACTIVITY – MEMORY

Time: 3 min

OBJECTIVE

To review the ways of determining wind direction.

RESOURCES

- Memory cards.
- Table.

ACTIVITY LAYOUT

Place the memory cards face down on a table. Break the cadets into teams or they can play as individuals. One at a time have the cadets flip two cards. If the cadet does not choose two similar cards return the cards face down on the table and the next cadet will take a turn. Depending on the number of cadets and the amount of time available cadets can either be permitted to see everyone's cards as they flip them or not. When a cadet is able to match two cards they will receive one point. Ineffective methods of determining wind direction are indicated on the memory cards by a circle and a slash symbol. When a cadet chooses one of these cards their turn is automatically over.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

During the activity reinforce both the effective methods as well as the ineffective methods of determining wind direction by explaining the advantages or disadvantages of each as the cards are matched.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

This EO will be assessed during a sail weekend.

CLOSING STATEMENT

Determining wind direction is fundamental to all sailing activities. Knowing the wind direction will prevent many accidents and frustrations, which will lead to a better sailing experience.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

C1-007 (ISBN 0-920232-17-5)/A-CR-CCP-009/PT-001 Donaldson, S. (1994). *Basic Sailing Skills*. Gloucester, ON: Canadian Yachting Association.

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ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 4

EO C124.04 – IDENTIFY BASIC SAILBOAT PARTS AND FUNCTIONS

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- prepare sailboat diagrams and activity annexes.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The small group activity was selected for TP1 to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

The interactive lecture method was chosen for TP2 as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify the basic sailboat parts and explain the function of each.

IMPORTANCE

Prior knowledge of sailboat parts and functions will better prepare the cadet for the sail training weekend.

Teaching Point 1**Introduction to the Basic Parts of a Sailboat**

Time: 13 min

Method: Activity

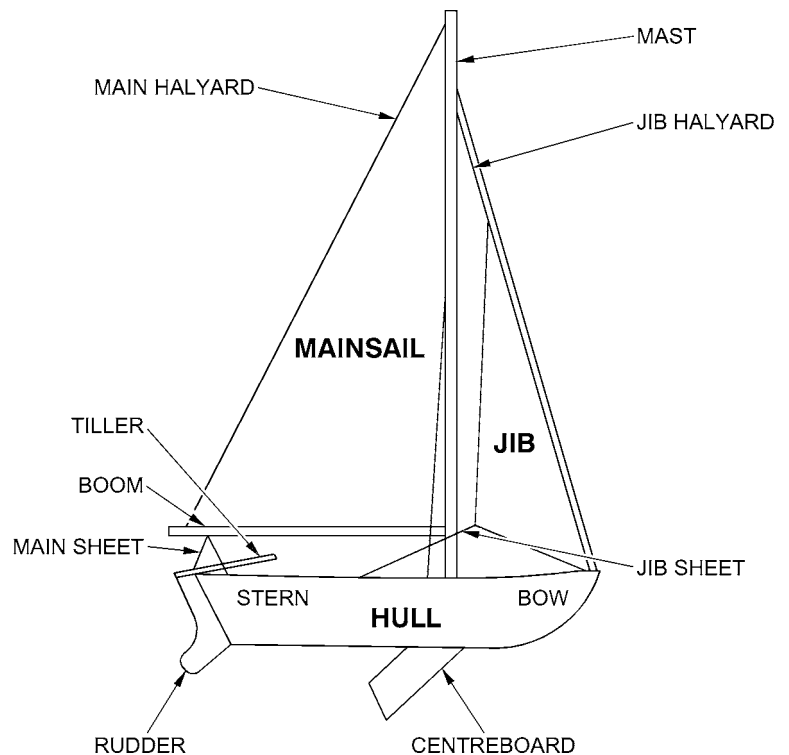


Cadets will usually have some general knowledge of boat parts. Many of these parts are similar or exactly like those of a sailboat. The instructor shall briefly explain the parts of the sailboat that are included in the lesson prior to conducting the activity.

IDENTIFY BASIC PARTS OF A SAILBOAT

Basic parts of a sailboat consists of:

- hull;
- bow;
- stern;
- mainsail;
- jib sail;
- jib sheets;
- main sheets;
- mast;
- boom;
- rudder;
- tiller (extension);
- centreboard;
- jib halyard; and
- main halyard.



<http://www.boattalk.com/images/sailboatparts/parts.gif>

Figure 12-4-1 Sailboat Parts



It is recommended that the instructor photocopy a sailboat diagram, place it on an overhead transparency, use an LCD projector or draw it on a flipchart.

See Annex C.

CONFIRMATION OF TEACHING POINT 1

ACTIVITY – PIN THE PART ON THE SAILBOAT

Time: 6 min

OBJECTIVE

To have cadets identify the location of each basic part of a sailboat.

RESOURCES

- Unlabelled large sailboat diagram.
- Whiteboard/flipchart.
- Tape.
- Part labels (to be made depending on diagram size).

ACTIVITY LAYOUT

On the wall there will be a large diagram of a sailboat. Cadets will each be given a sailboat part label. One at a time each cadet will be asked to pin his or her part of the boat on the sailboat diagram.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

Place the diagram of the sailboat on the wall/whiteboard/flipchart. Ensure each cadet participates in the activity. If cadets have difficulty provide assistance and guidance accordingly.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. Point out the location of the jib sail on the diagram.
- Q2. Point out the location of the rudder on the diagram.
- Q3. Point out the location of the main halyard on the diagram.

ANTICIPATED ANSWERS

- A1. N/A.
- A2. N/A.
- A3. N/A.

Teaching Point 2

**Introduce Cadets to the Functions of
the Basic Parts of the Sailboat**

Time: 12 min

Method: Interactive Lecture



Now that the cadets have been introduced to the location of the parts, many of the functions will become obvious.

SAILBOAT PART FUNCTIONS

- **Hull.** Main body of the sailboat.
- **Bow.** Forward section of the hull.
- **Stern.** Aft section of the hull.
- **Mainsail.** Largest sail used to power the sailboat.
- **Jib Sail.** Smaller sail used to power the sailboat.
- **Sheets.** Lines used to control the sails.
- **Mast.** Vertical spar used to support the sails.
- **Boom.** Horizontal spar used to support the bottom of the mainsail.
- **Rudder.** Blade used to steer the sailboat.
- **Tiller (Extension).** Handle used to control the rudder (extension added for ease of use).
- **Centreboard.** Blade that projects through bottom of hull used for boat stability.
- **Halyards.** Lines used to hoist and lower the sails.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What is the main body of the sailboat called?
- Q2. A horizontal spar used to support the bottom of the mainsail is known as the what?
- Q3. What is the large sail known as?

ANTICIPATED ANSWERS

- A1. The hull.
- A2. The boom.
- A3. The mainsail.

END OF LESSON CONFIRMATION

ACTIVITY – PARTNERS AND PARTS

Time: 2 min

OBJECTIVE

To have cadets identify the basic parts of the sailboat and explain their function.

RESOURCES

- Sailboat part diagrams.
- Sailboat functions printed on cue cards/cardboard.
- Open space.

ACTIVITY LAYOUT

Give the cadets a picture of a part or a function of a part. Give cadets time to go around the classroom and find their corresponding partner. The partners must now determine the name of the part of the sailboat that they have. Once they have found their partner wait for the rest of the group to finish and then review the results.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

Provide the cadets with one minute to find their partner. Upon completion of the activity, go to each set of partners and ensure they have matched themselves up correctly.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO. Cadets will gain further knowledge during a sail weekend.

CLOSING STATEMENT

Prior knowledge of the basic parts of a sailboat and their function will better prepare the cadets for participation in a sail training weekend.

INSTRUCTOR NOTES/REMARKS

This lesson is a complementary training period and should be taught prior to the sail training weekend.

REFERENCES

C1-007 (ISBN 0-920232-17-5)/A-CR-CCP-009/PT-001 Donaldson, S. (1994). *Basic Sailing Skills*. Gloucester, ON: Canadian Yachting Association.

C1-012 Boat Talk (1998-2002). Retrieved 5 April 2006, from <http://www.boattalk.com/images/sailboatparts/parts.gif>.



ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 5

EO C124.05 – RIGHT A CAPSIZED SAILBOAT

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The interactive lecture method was chosen for TP1 and TP2 as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

The role-play method was chosen for TP3, as it allows the cadets an opportunity to practice responses to various situations that are similar to what they will encounter in future cadet training.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to understand the difference between capsizing and turtling as well as the steps to properly right a capsized sailboat.

IMPORTANCE

Introducing to capsizing and turtling will help them to better deal with sailing mishaps and provide them with the basic steps of righting a capsized sailboat. Righting a capsized sailboat is a skill included in the CYA White Sail Level I checklist.

Teaching Point 1**Familiarize Cadets With Capsizing/Turtling**

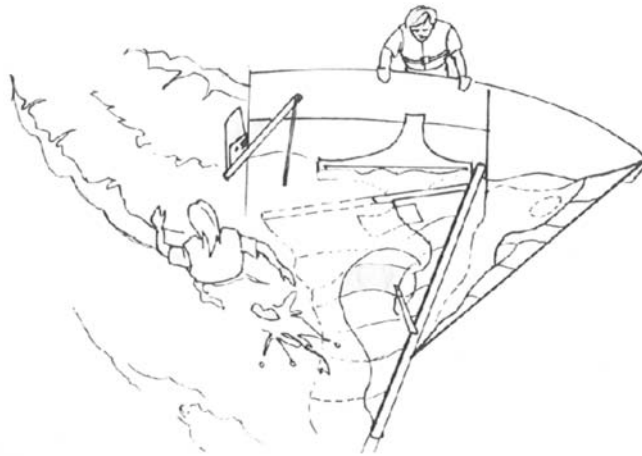
Time: 3 min

Method: Interactive Lecture

WHAT IS CAPSIZING?

When a sailboat has tipped over and its sails are sitting horizontal in the water it has capsized.

Capsizing a small sailboat is a common occurrence and every sailor will experience it at some point in time. The strength of the wind, the size of the waves, sailor knowledge and sailor ability all affect a sailboat's motion and helm control. Some conditions will overcome the crew of the sailboat and cause the boat to capsize.



Basic Sailing Skills Manual

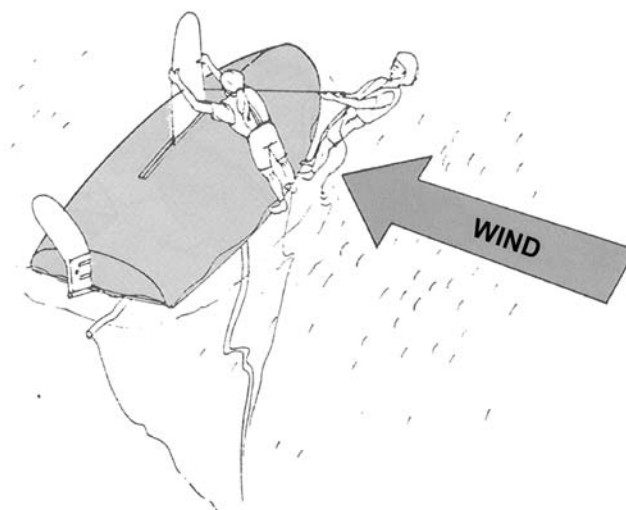
Figure 12-5-1 Capsized Sailboat



See Annex F.

TURLTLING

A sailboat usually turtles for the same reasons it capsizes. A turtled sailboat is usually a product of a capsized sailboat not being righted quickly enough. When a sailboat is turtled it is upside down with its sails perpendicular to the waterline.



Basic Sailing Skills Manual

Figure 12-5-2 Turtled Sailboat

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. Is capsizing considered a normal aspect of sailing?
- Q2. What are the characteristics of a capsized sailboat?
- Q3. What are the characteristics of a turtled sailboat?

ANTICIPATED ANSWERS

- A1. Yes.
- A2. Sailboat tipped over on its side with its sails horizontal to the water.
- A3. Sailboat upside down with its sails perpendicular to the water.

Teaching Point 2

Time: 3 min

Discuss Safety Concerns

Method: Interactive Lecture

SAFETY CONCERNS

After a sailboat capsizes the crew will usually be forced to enter the water. Although crews are wearing Personal Floatation Devices (PFDs) they shall observe a number of safety precautions.

These safety precautions include the following:

- **Crew Members Always Remain With Their Sailboat.** Crew members should never leave their sailboat for any reason, unless instructed to do so by a sail coach. Never leave the sailboat to retrieve a bailer, paddle, etc.

- **Do Not Panic.** Safety boats and qualified staff are always present and will assist the cadets whenever there is a capsize.
- **Use the “Hand Over Hand” Technique When Manoeuvring Around the Sailboat.** Never attempt to swim around the boat. Maintain contact with a piece of the boat at all times. This will ensure that the boat and crew do not drift apart.
- **PFDs Will Keep Individuals Afloat.** One of the biggest concerns when someone falls in the water is keeping their head above it. PFDs are designed to keep individuals afloat, so cadets should be encouraged to relax.
- **Communication.** Always maintain verbal communication between all crew members.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. Should the crew of a sailboat swim after a drifting paddle?
- Q2. True or false. PFDs are designed to keep an individual afloat.

ANTICIPATED ANSWERS

- A1. No. The crew should never leave their boat for any reason.
- A2. True.

Teaching Point 3

Familiarize Cadets With the Steps of the Capsize Procedure

Time: 19 min

Method: Interactive Lecture/Role-play

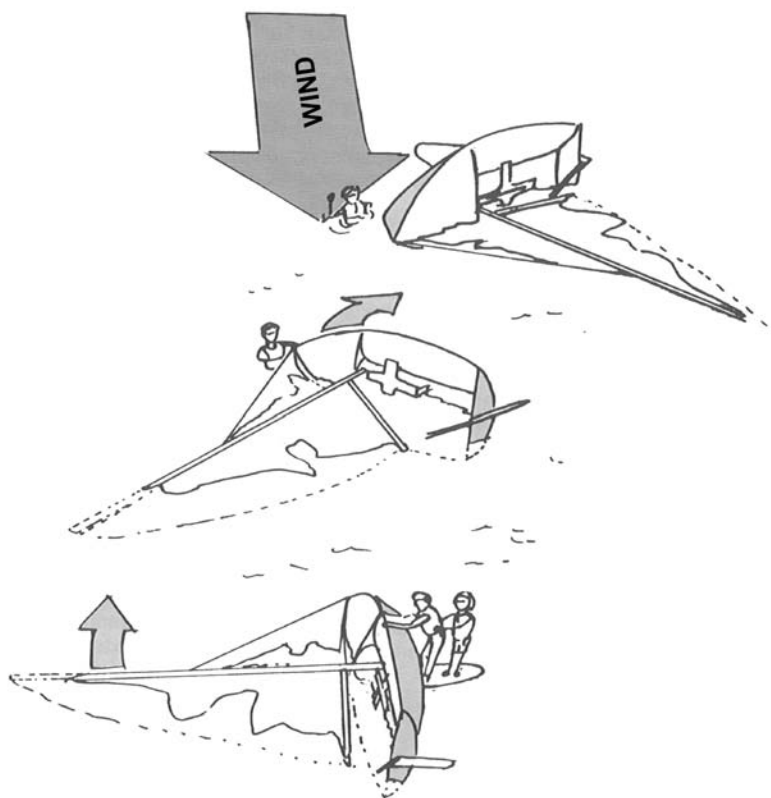
STEPS OF THE CAPSIZE PROCEDURE

To right a capsized sailboat, perform the following steps:

1. **Skipper Checks Themselves.** Check for lines, tangles or injuries.
2. **Check the Crew.** Communicate with the crew and ensure they are OK.
3. **Release Any Cleated Sheets.** If any sheets are cleated, uncleat the sheet so the wind does not fill the sail once the boat is righted.
4. **Crew Manoeuvres to the Bow.** Using the hand over hand method, the crew shall move to the bow of the boat.
5. **Skipper Manoeuvres to the Centreboard.** Using the hand over hand method, the skipper shall move to the centreboard.
6. **Crew Swims Bow Into Head to Wind (Irons).** By using the painter the crew will pull the bow of the boat into head to wind.
7. **Skipper Climbs on Centreboard.** Skipper will physically stand on top of the centreboard.
8. **Skipper Holds Gunnel and Leans Back Until Boat Is in the Upright Position.**
9. **Skipper Manoeuvres to Stern and Climbs In.** Because the stern is the lowest part of the sailboat, the skipper will move to the stern and climb in.

10. Crew Manoeuvres to Stern and Climbs In.

11. Bail the Water and Continue Sailing.



Basic Sailing Skills Manual

Figure 12-5-3 Capsize Procedure



During practical application, ensure the safety precautions stated earlier are being followed.



See Annex G.

ACTIVITY – OOPS I GOT WET

Time: 7 min

OBJECTIVE

To have cadets practice the steps of the capsized procedure in the classroom.

RESOURCES

Suitable facility to accommodate entire group.

ACTIVITY LAYOUT

Explain to the cadets that they will role-play a capsized sailboat. Pair cadets up and designate one as a skipper or a crew. Review the steps to the capsize procedure. For each step demonstrate the appropriate actions as outlined below. Once the cadets have seen all the actions tell them they are to act them out according to your direction. When the cadets are ready state the individual steps of the capsize procedure. As each step is stated, the skipper or crew will act out their respective parts. Instructors shall act out the steps along with the cadets.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

Instructor can use the following suggested actions for each step:

Step	Action
Check yourself.	Have cadets sweep their hands across their legs pretending to look for tangles.
Check your crew.	Have cadets call out the name of their crew member.
Release any cleated sheets.	Have cadets look left to right.
The crew manoeuvres to the bow.	Have crew motion their left hand over their right hand in the air. Crew shall say "hand over hand" as they motion.
The skipper manoeuvres to the centreboard.	Have skipper motion their left hand over their right hand in the air. Skipper shall say "hand over hand" as they motion.
The crew swims bow head to wind (irons).	Have the crew pretend to pull with one hand and swim with the other.
The skipper climbs on the centreboard.	Have skipper pretend to climb upwards.
The skipper holds the gunnels and leans back until sailboat is in the upright position.	Have skipper lean backwards.
The skipper manoeuvres to stern and climbs in.	Have skipper motion their left hand over their right hand in the air. Skipper shall say "hand over hand" as they motion.
The crew manoeuvres to the stern and climbs in.	Have crew motion their left hand over their right hand in the air. Crew shall say "hand over hand" as they motion.
Bail the water and continue sailing.	Have cadets pretend to bail water.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. What is the first thing that anyone should do upon capsizing?
- Q2. How should the crew manoeuvre around a sailboat?
- Q3. What part of the sailboat should the crew climb in over to reenter the sailboat after a capsize?

ANTICIPATED ANSWERS

- A1. Check themselves.
- A2. Using the hand over hand method.
- A3. The stern.

END OF LESSON CONFIRMATION

ACTIVITY– CAPSIZE STEPS

Time: 3 min

OBJECTIVE

To review the steps of the capsize procedure.

RESOURCES

- Capsize cards.
- Container for cards (hat, bag, etc.).
- Whiteboard/wall/flipchart.

ACTIVITY LAYOUT

Give the cadets a set of cards with the steps of the capsize procedure found in Annex H. Ask them to place them in the correct sequence upon the table. As a group, the cadets will be given a minute or two to discuss the steps amongst themselves. Once they think they have the steps in the correct sequence they will inform the instructor.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

Once the group believes they have the correct sequence, review the sequence they have created, identify any mistakes that exist and review the proper steps.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

This EO will be assessed during sail weekend training. Cadets will be required to act as crewmembers of a capsized sailboat and demonstrate the steps of righting it.

CLOSING STATEMENT

Righting a capsized sailboat is a skill to be performed during CYA White Sail Level I training. Introducing cadets to the circumstances surrounding capsizing, along with the safety concerns and the steps of righting a capsized sailboat, will better prepare the cadets for their sail training.

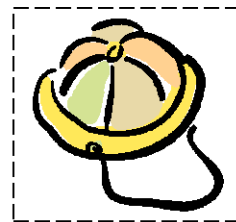
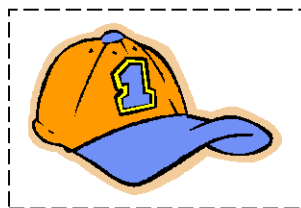
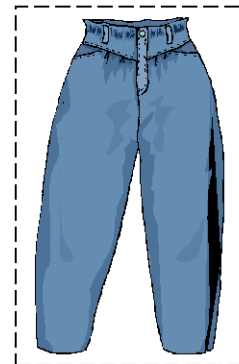
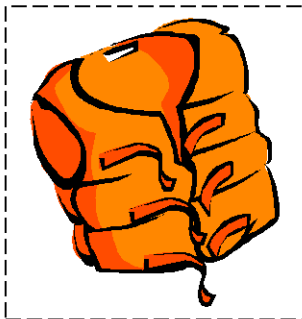
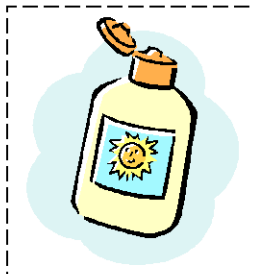
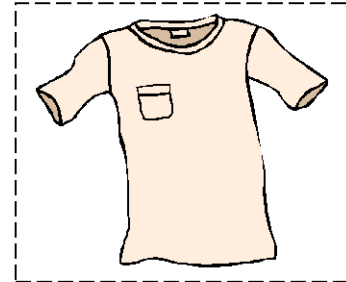
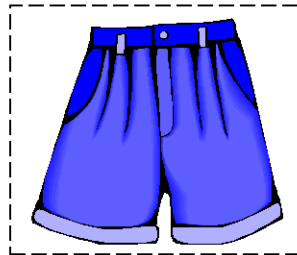
INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

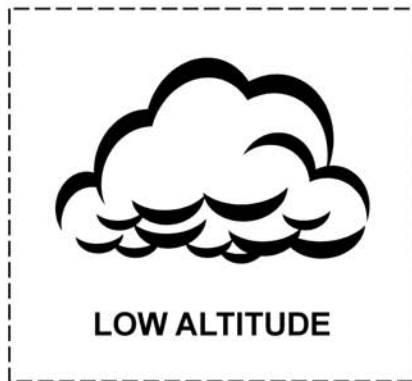
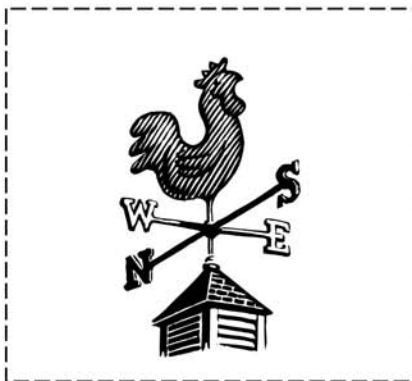
C1-007 (ISBN 0-920232-17-5)/A-CR-CCP-009/PT-001 Donaldson, S. (1994). *Basic Sailing Skills*. Gloucester, ON: Canadian Yachting Association.

CLOTHING CARDS

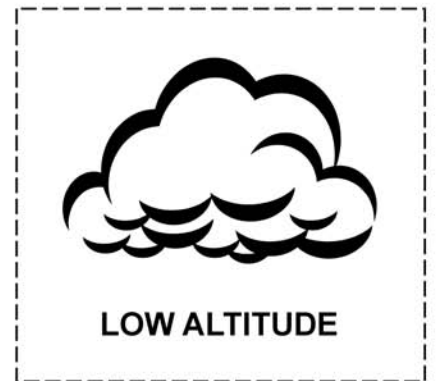


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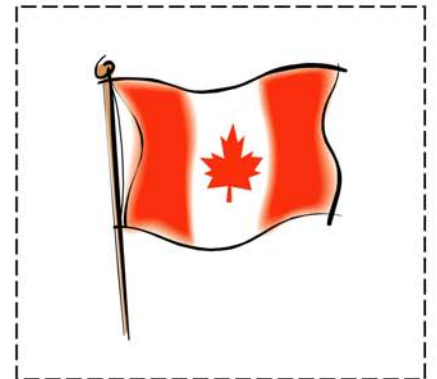
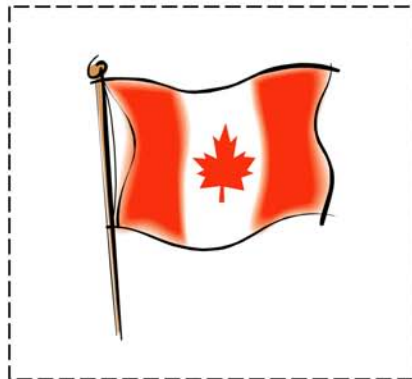
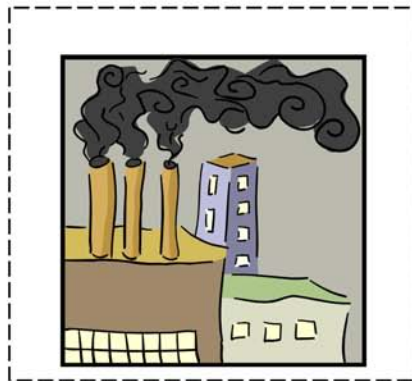
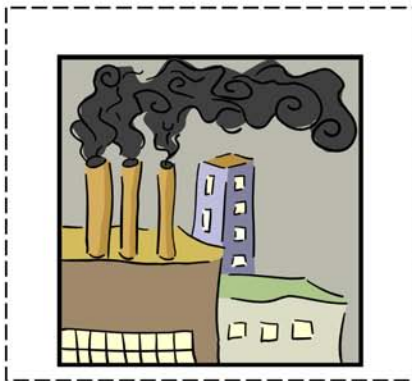
MEMORY CARDS

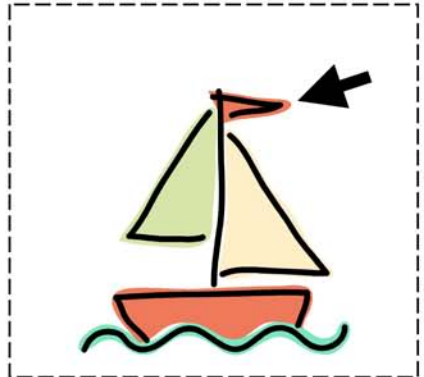
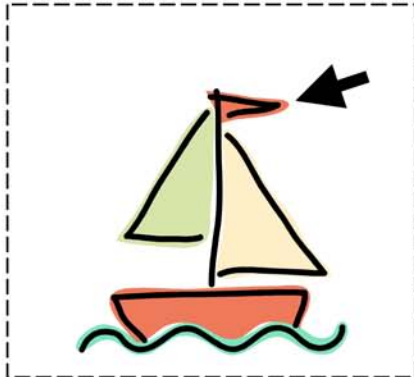


LOW ALTITUDE



LOW ALTITUDE





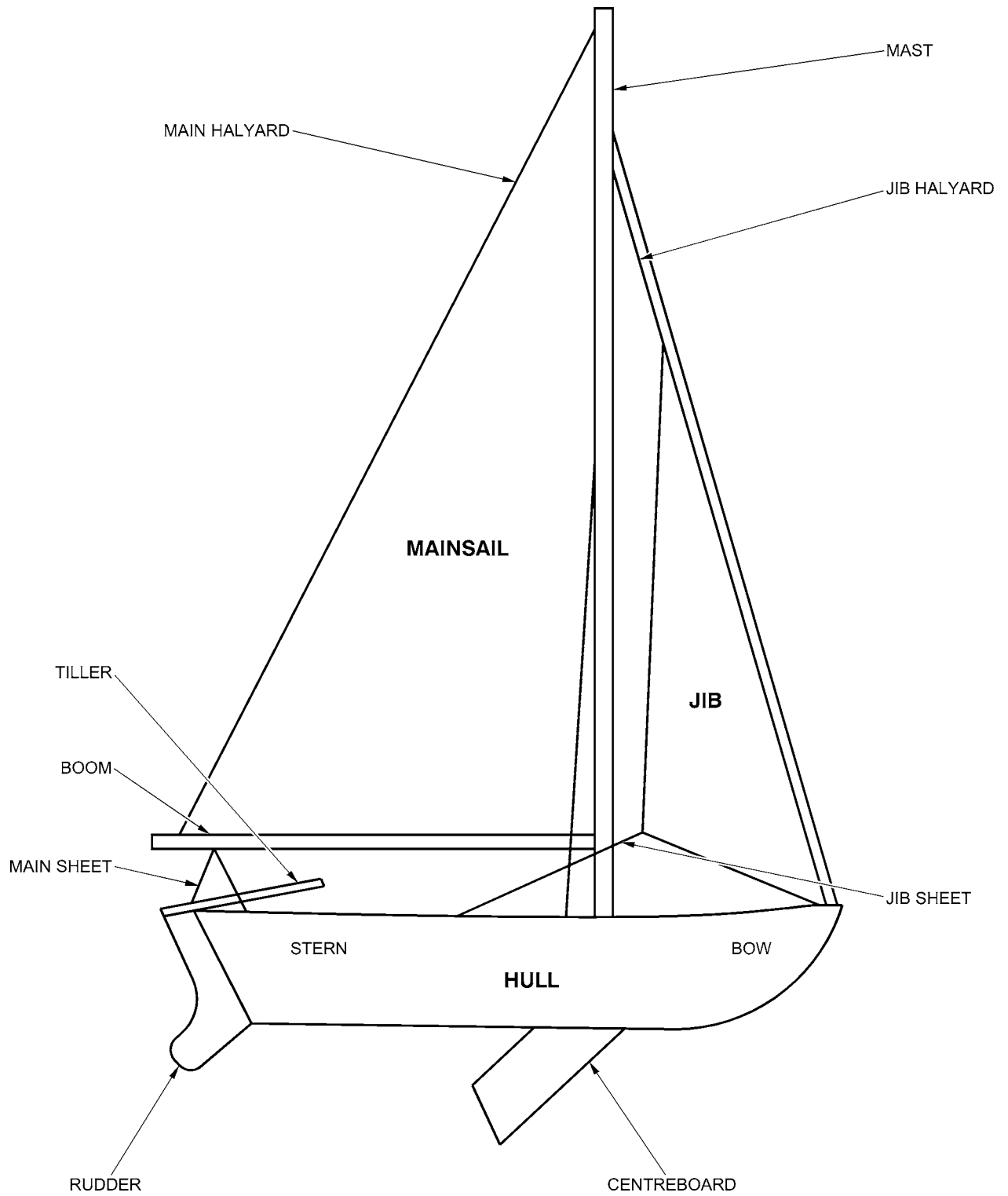
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HIGH ALTITUDE

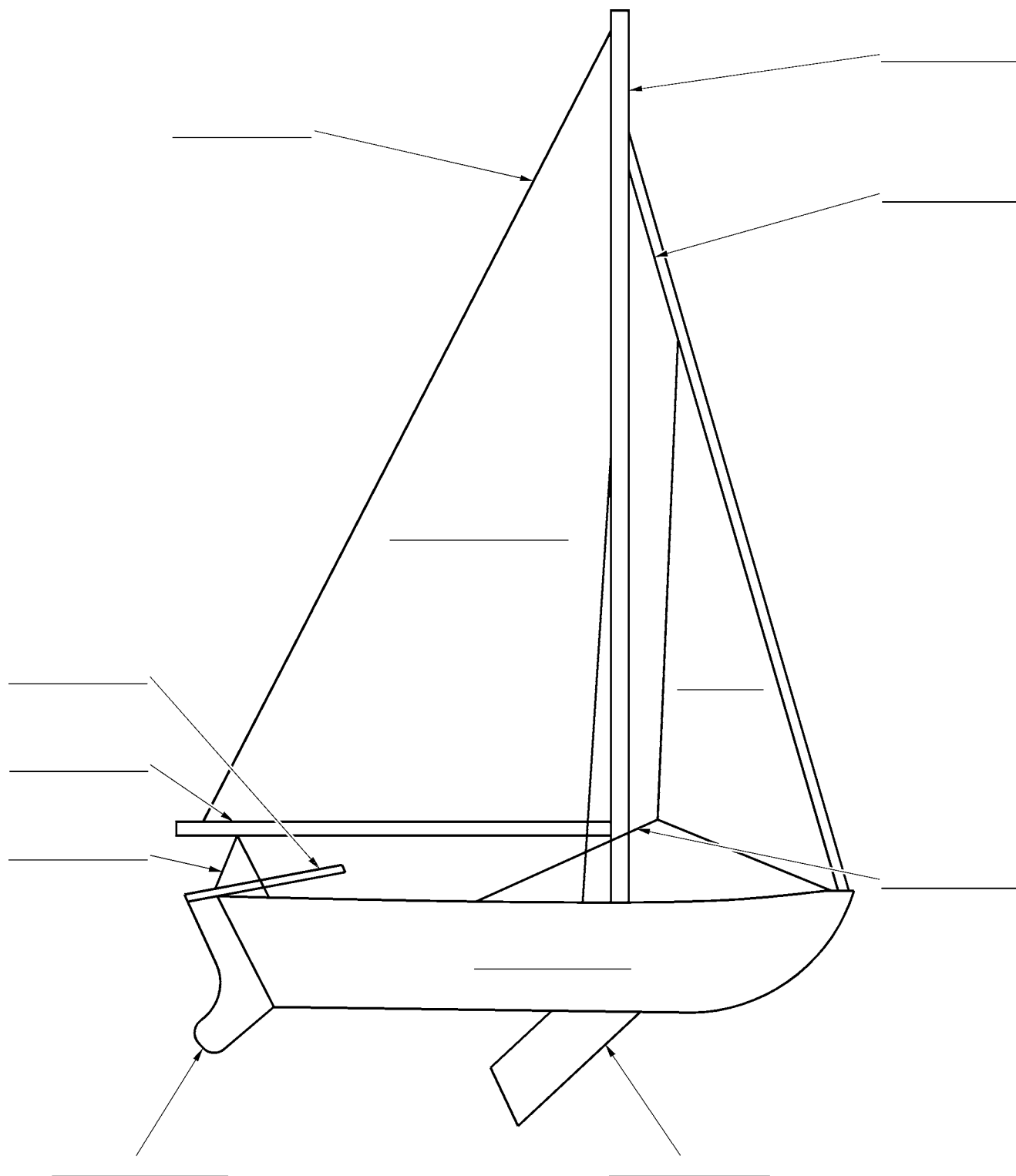


SAILBOAT DIAGRAM



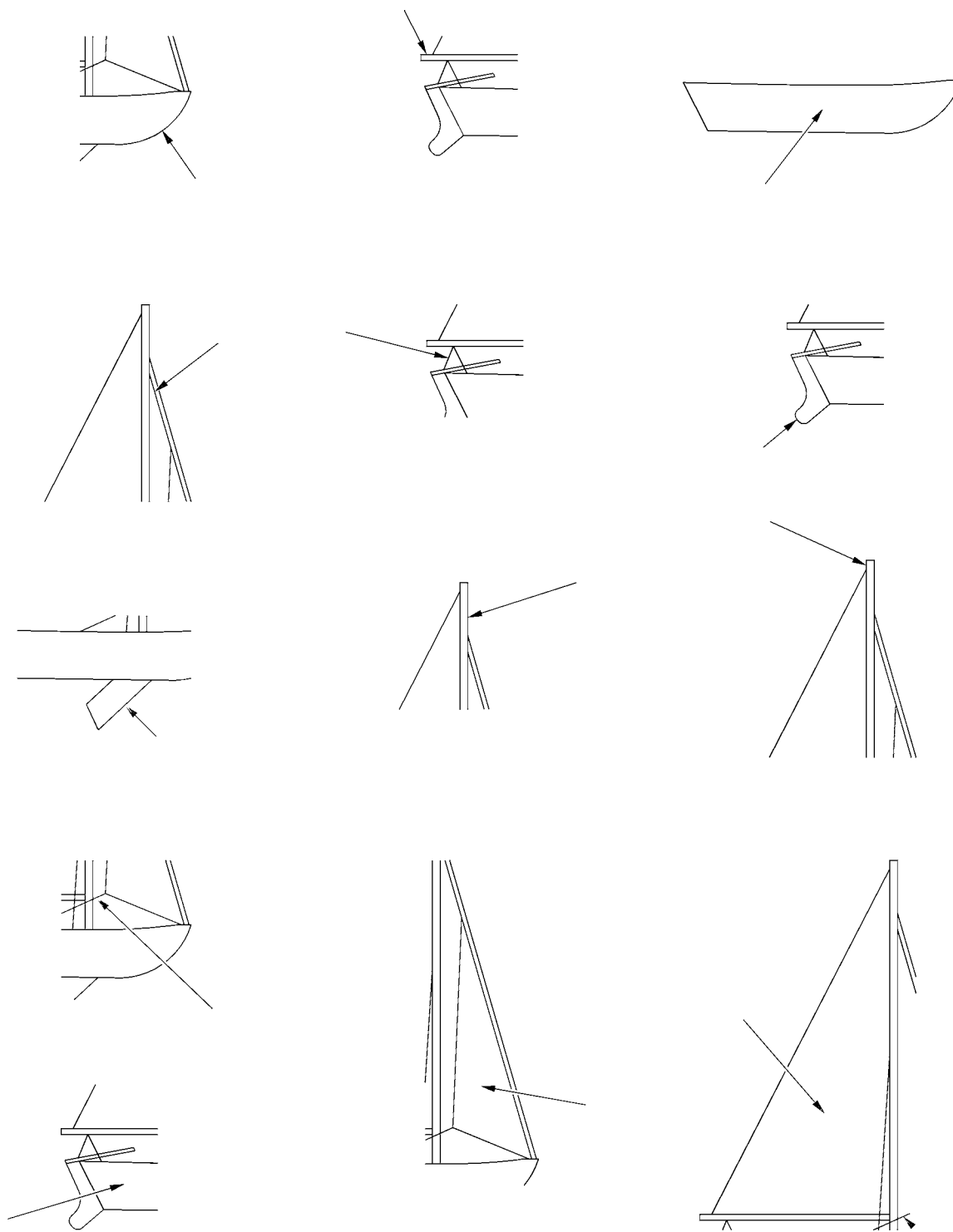
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BLANK SAILBOAT DIAGRAM



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SAILBOAT PARTS AND FUNCTIONS



Main body of the sailboat

Forward section of the hull

Aft section of the hull

Largest sail used to power the sailboat

Smaller sail used to power the sailboat

Lines used to control the sails

Vertical spar used to support the sails

Horizontal spar used to support the bottom of the mainsail

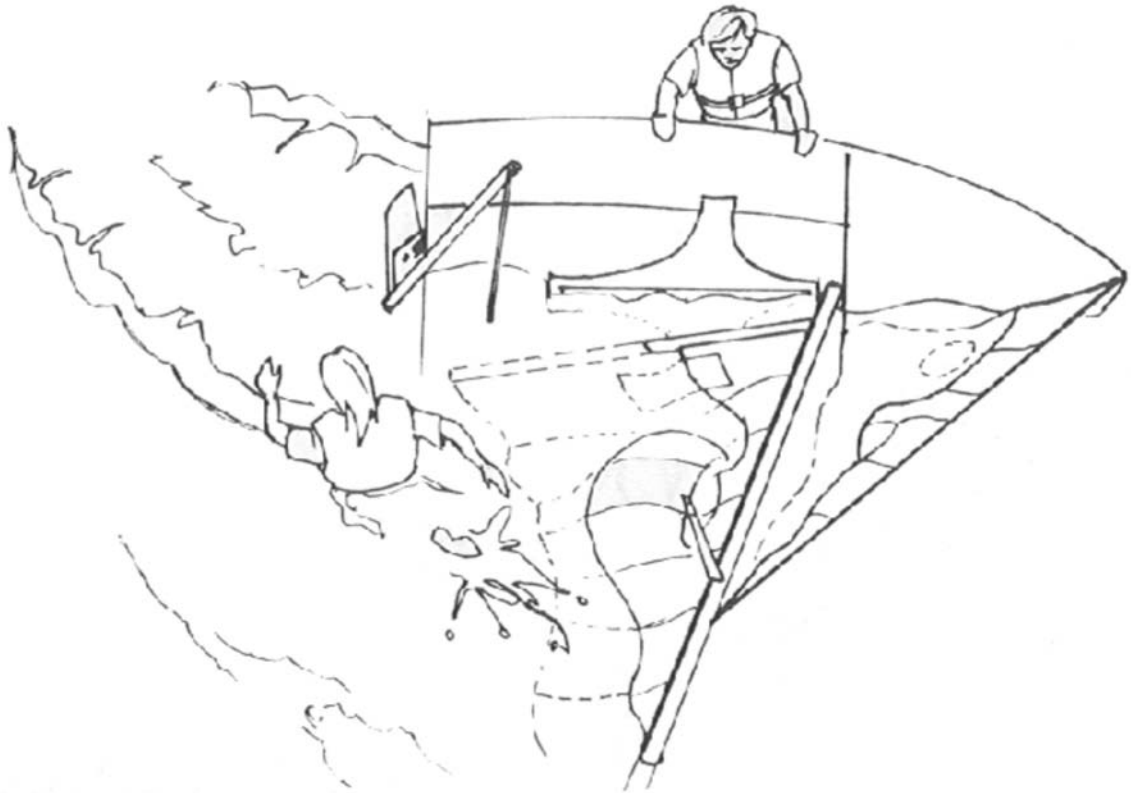
Blade used to steer the sailboat

Handle used to control the rudder (extension added for ease of use)

Blade that projects through bottom of hull used for boat stability

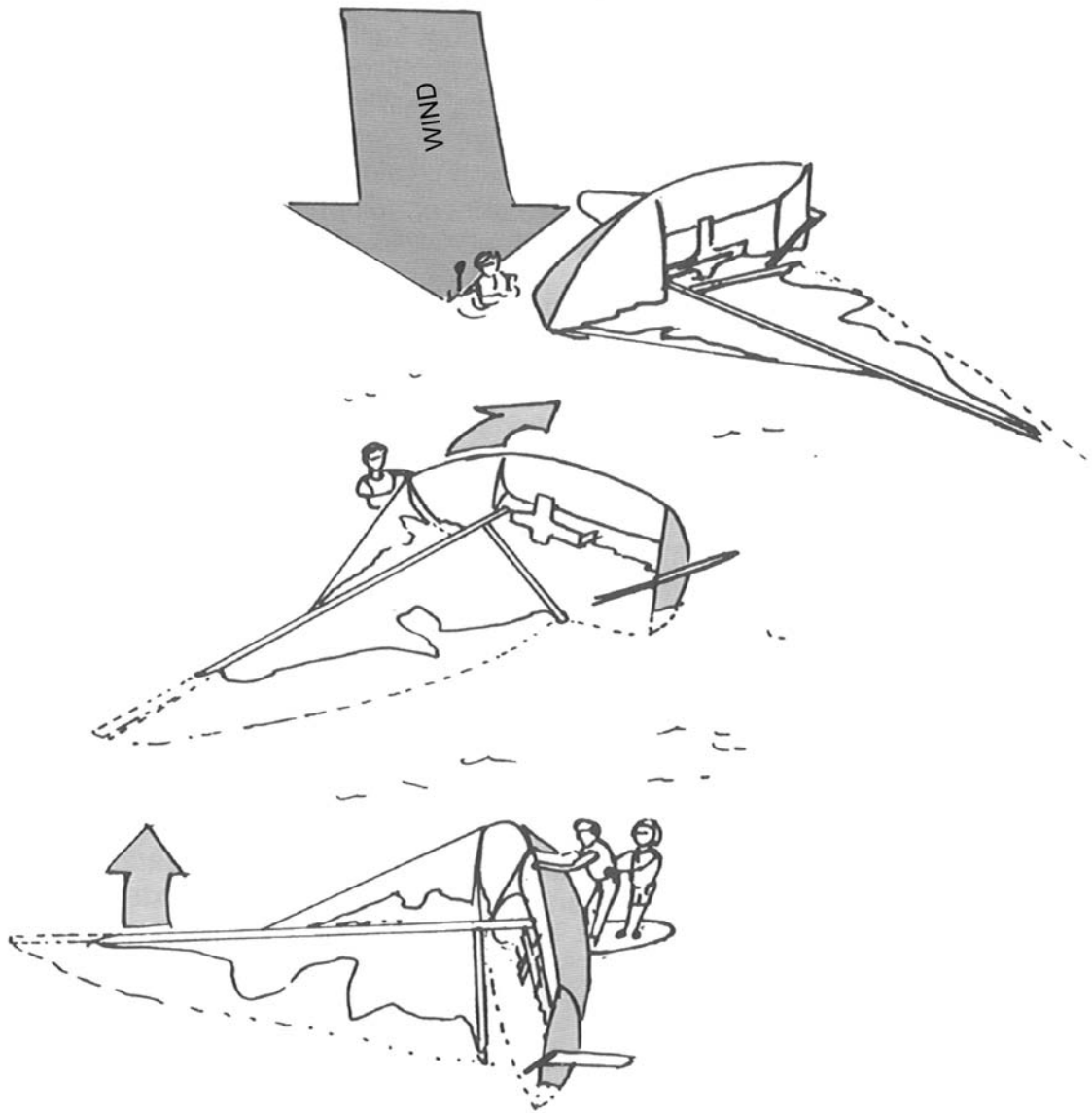
Lines used to hoist and lower the sails

CAPSIZED DINGHY



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CAPSIZE PROCEDURE



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CAPSIZE CARDS

SKIPPER CHECKS THEMSELF

CHECK THE CREW

RELEASE ANY CLEATED SHEETS

CREW MANOEUVRES TO THE BOW

SKIPPER MANOEUVRES TO THE CENTREBOARD

CREW SWIMS BOW HEAD TO WIND

SKIPPER CLIMBS ON CENTREBOARD

**SKIPPER HOLDS GUNNELS AND LEANS BACK
UNTIL SAILBOAT IS UPRIGHT**

**SKIPPER MANOEUVRES TO STERN
AND CLIMBS IN**

CREW MANOEUVRES TO STERN AND CLIMBS IN

BAIL THE WATER AND CONTINUE SAILING

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CHAPTER 13
SEAMANSHIP INTER-DIVISIONAL COMPETITION (SIDC)



ROYAL CANADIAN SEA CADETS

INSTRUCTIONAL GUIDE



SIDC

Total Time:

2 Days

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to conducting this weekend, the Weekend OPI as well as station, OPIs shall:

- review the weekend content and become familiar with the material prior to the instruction of these lessons;
- choose the activity to be carried out in Activity 8; and
- review following document and ensure all resources indicated are prepared and made available for this activity.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The inter-divisional competition will be conducted over a weekend away from the unit. The practical activity will verify the cadets' understanding of the material and will allow them to apply the knowledge acquired during the Direct Learning component. The cadets will complete the exercise under direction and supervision.

REVIEW

N/A.

OBJECTIVES

- To provide an opportunity to reinforce seamanship knowledge and skills learned through corps training.
- To maintain interest of the cadets.
- To provide an opportunity to develop team building skills.
- To reinforce the divisional system.
- To provide practical leadership opportunities for Phase Three, Four, and Five cadets.

IMPORTANCE

The event will evaluate cadet's knowledge, provide an opportunity for the development of team building skills and reinforce the divisional system by allowing divisions and corps members to interact and work together to meet a common goal.

ACTIVITY 1 – COIL AND HEAVE A LINE

Time: 30 min

OBJECTIVE

Coil and throw a weighted heaving line to a target.

RESOURCES

- Heaving line.
- Target x 2.
- Whistle.
- Scoring sheet.
- Pencil.
- One staff member/senior cadet.

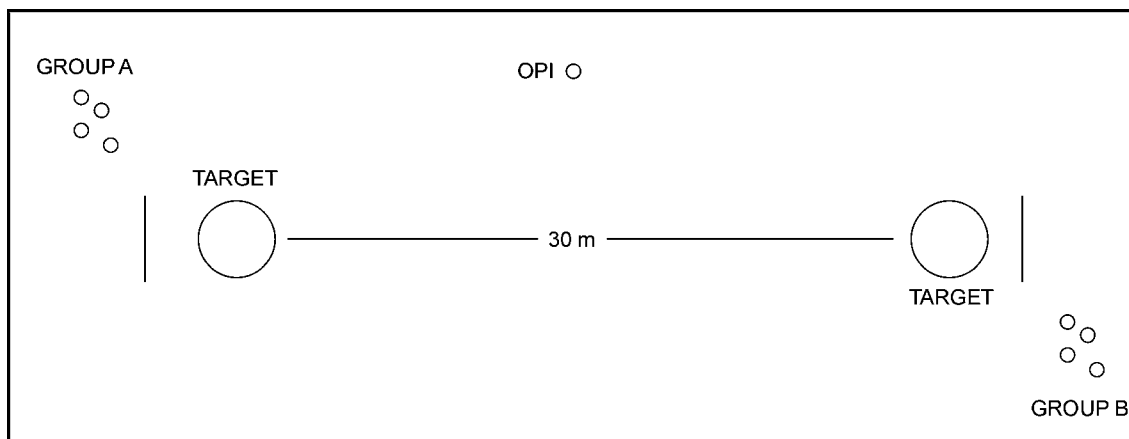
ACTIVITY DESCRIPTION

The distance between the two targets shall be approximately 30 m. Teams will be divided into two groups. Each group will be assigned a target station and a designated target. The titles Group A and Group B will ensure clarity throughout these instructions.

One at a time, each member of Group A will be provided the opportunity to heave the line at the target. If the member is unsuccessful they must retrieve the line and the next group member will make an attempt to hit the target. Once Group A has hit the target, Group B must retrieve the line on their end and attempt to hit their assigned target. This process continues until time has expired or until the OPI indicates the activity is over.



If desired a homemade bollard can also be incorporated into this activity where, once the target has been hit, the cadets have to clear the heaving line to the bollard before a point is awarded. By doing this the cadets will be experiencing a small component of securing a ship to a dock or jetty.

ACTIVITY LAYOUT**SCORING**

For every successful target hit the team will be awarded one point. Points will be accumulated until the time limit has expired or until the desired amount of points have been reached.



See Annex A.

SAFETY

Ensure neither team is near the targets when the heaving line is being tossed.

ACTIVITY 2 – BOATSWAIN CALL

Time: 30 min

OBJECTIVE

To identify and pipe different calls.

RESOURCES

- Boatswain call cards.
- Bag/hat.
- Whistle.
- Scoring sheet.
- One staff member/senior cadet.
- Pencil.



See Annex C.


ACTIVITY DESCRIPTION

The Phase One and Two cadets will participate in the identification and explanation of uses of different calls. The Phase Three and Four cadets will be required to pipe calls.

The teams are to be broken up into two groups. One group will consist of Phase One and Two cadets and the other group will be the Phase Three and Four cadets. Each Phase One and Two cadet will then be paired with a Phase Three or Four cadet.


The Phase Three and Four cadets will be required to pull the name of a call from a bag. The calls to be included are:

- General Call;
- Still; and
- Carry On.



The cadet shall not reveal the call to their partner.

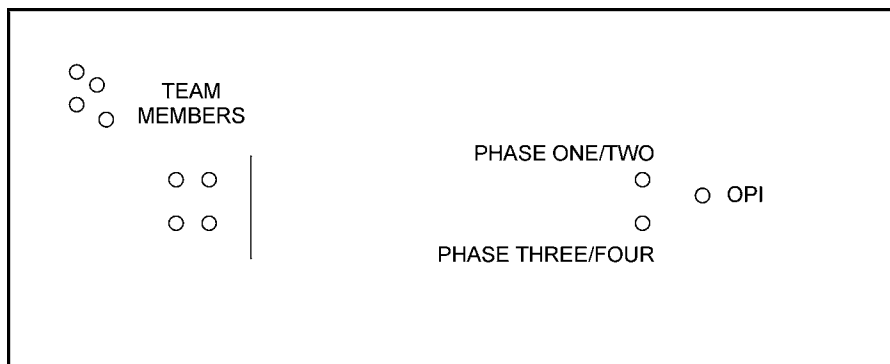
Once the cadet has pulled a name of a call from the bag they must then attempt to pipe the call. The senior cadet will have three attempts to pipe the call correctly. Only if the call is correctly piped will the partner attempt to identify the call, its use and where it is commonly used at the corps. If it is piped incorrectly the pair will return to their team and no points will be awarded. The next pair will now repeat the same process.



The other team members shall be separated from the partners participating in order to ensure they do not hear the answer to the questions.

Group members can be rotated around and more attempts can be made.

ACTIVITY LAYOUT



SCORING

For every call piped correctly the team will be awarded five points. If the junior cadet can identify the call, explain the purpose of the call, and identify common areas where the call is used at the corps; the team will be awarded one point for each correct answer for a maximum of three points. Points will be accumulated until the time limit has expired or until the desired amount of points have been reached.



See Annex A.

SAFETY

Ensure multiple pipes and cleaning solution are available during this activity.

ACTIVITY 3 – KNOTS, HITCHES AND BENDS

Time: 30 min

OBJECTIVE

Practice the knots, hitches and bends they have learned throughout their corps training.

RESOURCES

- One metre of line.
- One small spar/dowel.
- Six-foot table.
- Bag/hat.
- Task cards.
- Whistle.
- Scoring sheet.
- Pencil.
- One staff member/senior cadet.



See Annex D.


ACTIVITY DESCRIPTION

The event OPI will be located approximately 10 m from the team. Upon starting the event each team member will run to the OPI and choose a task from the envelope. The team member must complete the task without assistance. When an attempt at completing the task has been made the team member will return to their team

and tag the next team member who will repeat the process. Upon each team member's attempt, the task will be placed back in the envelope.

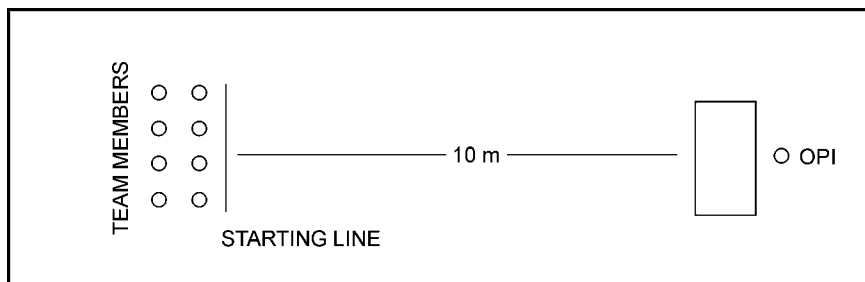
The following knots, hitches and bends used during this activity are as follows:

- Reef knot.
- Figure of eight.
- Sheet bend.
- Bowline.
- Clove hitch.
- Round turn two half hitches.



Complementary knots and hitches may be added accordingly.

ACTIVITY LAYOUT



SCORING

Teams will be awarded points in accordance with the point value indicated on the task cards. Points will be accumulated as every task is completed correctly.



See Annex A.

SAFETY

Ensure when cadets are running there are no obstacles in the area.

ACTIVITY 4 – WHIPPING AND SPLICING

Time: 30 min

OBJECTIVE

Practice whipping and splicing a line with the assistance and under the direction of a senior phase cadet.

RESOURCES

- One metre of line per Phase One and Two cadet.
- Spool of whipping twine.
- Knife.
- One metre of three-strand line (one per Phase One and Two cadet).
- Six-foot table x 2 (or suitable sitting area).
- Whistle.
- Scoring sheet.
- Pencil.
- One staff member/senior cadet.

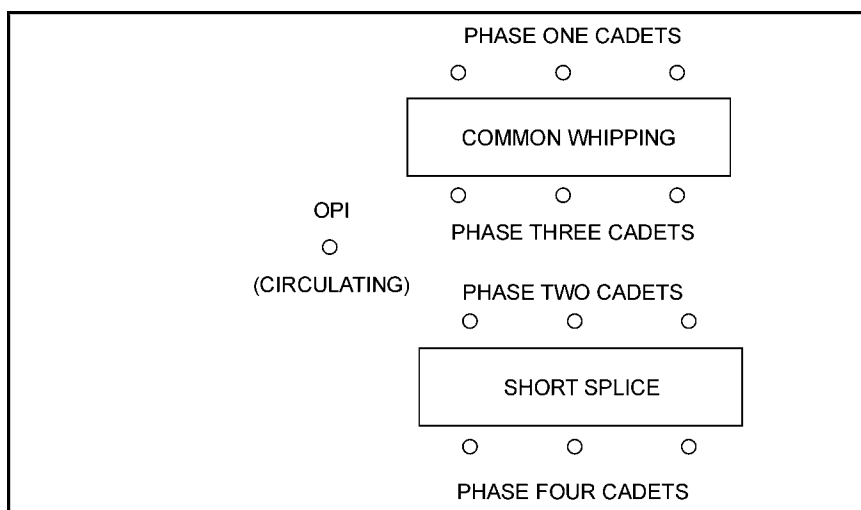
ACTIVITY DESCRIPTION

The teams will be divided into groups according to their phases. The Phase One cadets will be paired with a Phase Three cadet and the Phase Two cadets will be paired with a Phase Four cadet.

During this event the Phase One cadets will be required to whip the end of a line and the Phase Two cadets will complete a short splice. This will be completed with the verbal assistance of both the Phase Three and Four cadets. The Phase Three and Four cadets will only be permitted to provide verbal reinforcement and are not to physically assist.

Upon completion of the whipping or splice the OPI will verify its completion and award points accordingly.

ACTIVITY LAYOUT



SCORING

For every correct whipping the team will be awarded two points. For every correct short splice the team will be awarded two points. The ability of the Phase Three and Four cadets to provide verbal assistance will also be assessed by the OPI. The OPI will look for such things as positive reinforcement, topic knowledge, proper direction, and motivation from the senior cadets and this aspect of the competition will be awarded a maximum of five points.



See Annex A.

SAFETY

N/A.

ACTIVITY 5 – TRIVIA

Time: 30 min

OBJECTIVE

To reinforce theory knowledge and skills from the cadet's respective phase training through questions and tasks.

RESOURCES

Option 1:

- Six-foot table (or suitable sitting area).
- Chairs (or suitable sitting area).
- Whistle.
- List of questions.
- Scoring sheet.
- Pencil.
- One staff member/senior cadet.

Option 2:

- Six-foot table x 2 (or suitable sitting area).
- Chairs (or suitable sitting area).
- Buzzer.
- Question board.
- List of questions.
- Whistle.
- Scoring sheet.
- One staff member/senior cadet.
- Pencil.

ACTIVITY DESCRIPTION

Each team will participate in a trivia based competition where cadets are asked questions taken from their phase training (i.e. Phase One are only asked questions from Phase One training, Phase Four asked questions from Phase One, Two, Three or Four training only, and so on). Two options exist for setting up this event:

Option 1. This event can be set up as a stand alone station where teams will rotate in and all team members will be asked a pre-determined list of questions encompassing all phase training. The number of questions will be determined by time constraints as well as the number of cadets participating. To assist teams with some of the more difficult questions they will be provided three lifelines. These lifelines will consist of the following; ask an officer, refer to their manuals, and a team vote. The use of these lifelines will affect the point value of the question. The objective is to answer as many questions as possible to receive maximum points.

Option 2. This event can be set up in a head to head competition between all teams. A random team draw will take place in order to determine the position in the round robin. Teams would play against each other with the objective being to answer more questions, or higher value questions to obtain more points than the opposing team.



This event could easily adapt a common game show profile (e.g. Jeopardy, Family Feud, etc.).

See Annex B.

ACTIVITY LAYOUT

Option 1:

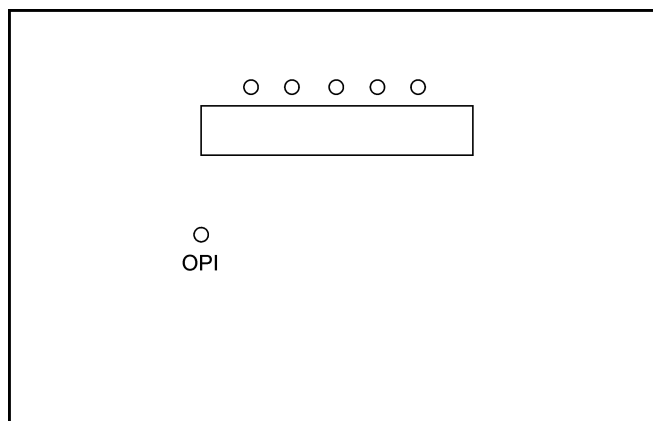


Figure 13-1 One Team Option

Option 2:

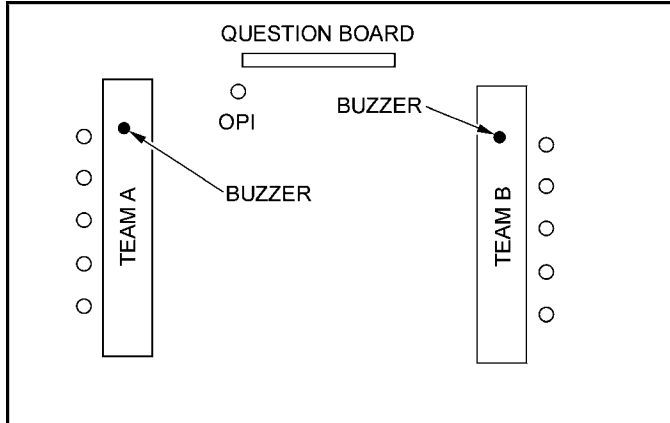


Figure 13-2 Opposing Teams Option

SCORING

Option 1. For every question answered correctly two points would be awarded. A final bonus question worth five points can also be included. Teams who require the use of a lifeline will have one point deducted from their overall score per lifeline. A lifeline may not be used for the bonus question.

Option 2. Point values can be awarded based on the difficulty level of the question. Teams would compete based on the rotation draw. When all teams have played, a second round will take place. The number of teams will determine number of rounds required. Teams will be awarded points based on their final overall placing (i.e. first place – 20 points, second place – 15 points, etc.).



See Annex A.

SAFETY

N/A.

ACTIVITY 6 – SHEER LEGS

Time: 60 min

OBJECTIVE

To erect a complete sheer legs derrick.

RESOURCES

- Hard hat (one per cadet).
- Two x wooden spars (4 to 4.5 m).
- 12 mm manila line (9 m).
- Five x steel spikes with eyelets 5 cm from the top (1 m).

- One roll of whipping twine.
- A suitable load (min 18 kg).
- One steel spike with two eyelets (1.2 m).
- One staff member/senior cadet.

Topping Lift:

- Two x single blocks (12.5 cm).
- 16 mm manila line (68 m).
- 12 mm manila line strop (12 mm).

Splay Tackle:

- One double block (10 cm).
- One single block c/w becket (10 cm).
- 12 mm manila (17 m).
- Two x 12 mm manila strops (0.5 m).

Heel Tackles:

- Four x double blocks (10 cm).
- Four x single blocks (12.5 cm).
- Four x 12 mm manila strops.

Load Purchase:

- Two x double blocks (12.5 cm).
- One x single block c/w becket (12.5 cm).
- 12 mm manila (30 m).
- 12 mm manila strop (0.5 m).

ACTIVITY DESCRIPTION

Each team will be required to erect a complete set of sheers. Team members will work together to erect a set of sheers. Teams may be provided with a set of instructions complete with pictures to assist with the task.

Teams may ask the activity OPI for assistance as required but a penalty will be received in accordance with the scoring guide.



Team members should focus on completing the tasks associated with their respective phase training (i.e. Phase One cadets completing the strops, Phase Two cadets mousing the hooks, etc.).

ACTIVITY LAYOUT

N/A.

SCORING

Cadets will be scored on various aspects of the completed set of sheers.

If a safety infraction occurs, teams will have two points deducted each time.



See Annex A.

SAFETY

Ensure cadets observe the safety concerns associated with the sheers.



If at any time a safety concern arises the OPI shall immediately stop the activity and address the concern at hand.

ACTIVITY 7 – SHIP MODEL (BACKGROUND ACTIVITY)

Time: 240 min

OBJECTIVE

To build a ship model highlighting specific ship characteristics.

RESOURCES

- One sheet of black Bristol board.
- One sheet of grey Bristol board.
- One pair of scissors.
- One roll of Scotch tape.
- Paper clips.
- Ship pictures.
- One package of permanent markers.
- One stick of paper glue.



See Annex E.

Above resources must be provided to each team.

It is recommended that other resources such as pipe cleaners, popsicle sticks, etc., be provided to each team in order to stimulate creativity.

ACTIVITY DESCRIPTION

Throughout the activity teams will be provided opportunities to work on a ship model. Teams will be required to create a three-dimensional model of a ship. Teams shall only use the provided resources to complete the model. This ship can be of any size and of any type. Each ship model must highlight the following characteristics:

- bridge;
- deck;
- bow;
- hull;
- transom;
- stern;
- structure;
- buoyancy; and
- superstructure.

During the activity schedule, teams will present their model to a series of judges. Each team will be provided an opportunity to explain the characteristics of their model.



During this activity other characteristics (i.e. anchors, rudder, propellers, windows, etc.) are strongly encouraged. Creativity and team participation is the main focus of this activity.

ACTIVITY LAYOUT

N/A.

SCORING

Each team will be judged and a score will be awarded.



See Annex A.

SAFETY

N/A.

ACTIVITY TEAM BUILDING (ONGOING)

Activity 8A – Most Like Me

Time: 5 min

OBJECTIVE

Icebreaker for team members to get to know one another.

RESOURCES

- Most Like Me Activity Sheet (one per cadet).
- Pencil (one per cadet).



ACTIVITY DESCRIPTION

Distribute the Most Like Me Activity Sheet to the cadets. Ask the cadets to look at the pictures on the sheet and place an X in the corners of those pictures that are most like them. Once they have selected, ask the group to share their pictures with each other and explain why they chose those pictures to the group.

ACTIVITY LAYOUT

N/A.

SCORING

N/A.

SAFETY

N/A.

Activity 8B – Across the River

Time: 30 min

OBJECTIVE

Teams will have the opportunity to solve problems while participating in physical activities.

RESOURCES

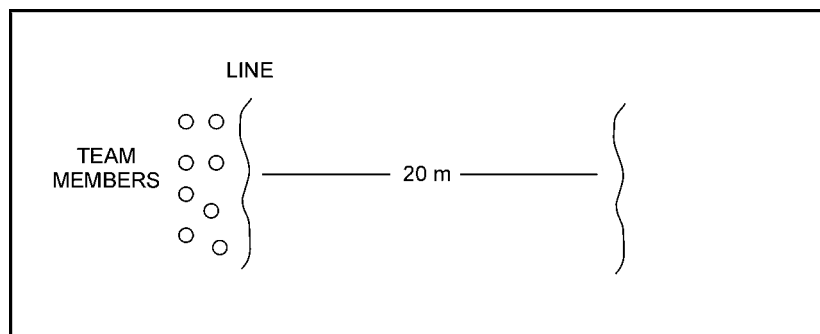
Two pieces of line (4 m).

ACTIVITY DESCRIPTION

Lay each piece of line across an open space. The two pieces of line shall be approximately 20 m apart.

The team will stand behind one of the lines that will be the starting point. The objective for the team is to go from one piece of line to the other by only placing a designated number of feet on the ground. Once the team has made it across the open space they then must turn around and cross again. This time the number of feet permitted to cross is lowered by one. Teams must devise ways of getting the entire group across the open space while maintaining contact between each member (i.e. holding hands, linking arms, etc.).

A common way of deciding how to start is to divide the number of feet in total in the group by two and subtract one from that number (i.e. ten people equals twenty feet divided by two equals ten minus one equals nine feet).

ACTIVITY LAYOUT**SCORING**

N/A.

SAFETY

- Ensure area is clear of debris or hazards.
- Any safety concerns arise, immediately stop the activity.

Activity 8C – Sherpa Walk

Time: 30 min

OBJECTIVE

Trust activity designed for the team to follow directions of other team members.

RESOURCES

Blindfolds (one per cadet).

ACTIVITY DESCRIPTION

Prior to the activity a pre-determined path clear of any major obstacles shall be chosen by the OPI.

The objective of the activity is for the team to make it through the path while blindfolded as well as with all team members holding hands in a straight line.

Before starting the activity the OPI shall choose two members of the team. These members will be the guides. Explain to the rest of the group that they should arrange themselves in a way to prepare for sightless travel.

The OPI will take the two guides and show them the path with their blindfolds off. The guides will be informed that they are now the leaders and that they are not permitted to touch or speak to the group. They may, however make noises such as clap, whistle, snap, etc., to obtain the attention of the group. You may allow the guides a few moments to discuss communication strategies. The guides will then be placed one at the front of the line and one at the rear.

All members, except the guides, will be blindfolded, and they will now begin down the path under the guide's directions.

ACTIVITY LAYOUT

N/A.

SCORING

N/A.

SAFETY

- Ensure group stays together at all times.
- Ensure the pre-determined path, while challenging, is free of any dangers.

ACTIVITY 9 – FINAL EVENT

Time: 60 min

OBJECTIVE

To review all aspects of the seamanship competition.

RESOURCES

- Boatswain pipe (equal to the number of divisions).
- One metre of line (equal to the number of divisions).
- Task cards (sets equal to the number of divisions).
- Heaving line (equal to the number of divisions).
- Single blocks (equal to the number of divisions).
- Double blocks (equal to the number of divisions).
- 17 m to 12 mm manila (equal to the number of divisions).
- Small box (equal to the number of divisions).
- Target (equal to the number of divisions).
- Secret message cards (sets equal to the number of divisions).
- One staff member/senior cadet per station per team.



See Annexes D and G.

If resources are limited the amount required can be decreased accordingly.

ACTIVITY DESCRIPTION

This activity is designed to review the content of the entire activity through a head to head competition between divisions. The activity will consist of the following stations:

- Piping.
- Knots, hitches and bends.
- Heaving line.

- Luff purchase.

When resources are available teams should compete against each other during this event, otherwise teams will have to be timed on their event duration. All teams will line up and start in the same location. Once the start signal is given teams will begin travelling through the stations. After completing each station or a task within the station, teams will be given a letter. This letter will be used to decipher the secret message at the end of the activity.



The secret message can be different from corps to corps. See Annex G for an example of a message that can be inserted into this event.

The first station is piping. A team member will be given the name of a call. The team member is required to pipe the call to the team. If the member is able to correctly pipe the call the team will be given a secret letter and they will advance to the next station. If the call is piped incorrectly the next team member will be required to attempt to pipe the same call. If the team is unable to pipe the call after all team members have tried, the team must wait 15 seconds after the last team has completed the piping station before advancing to the next station.

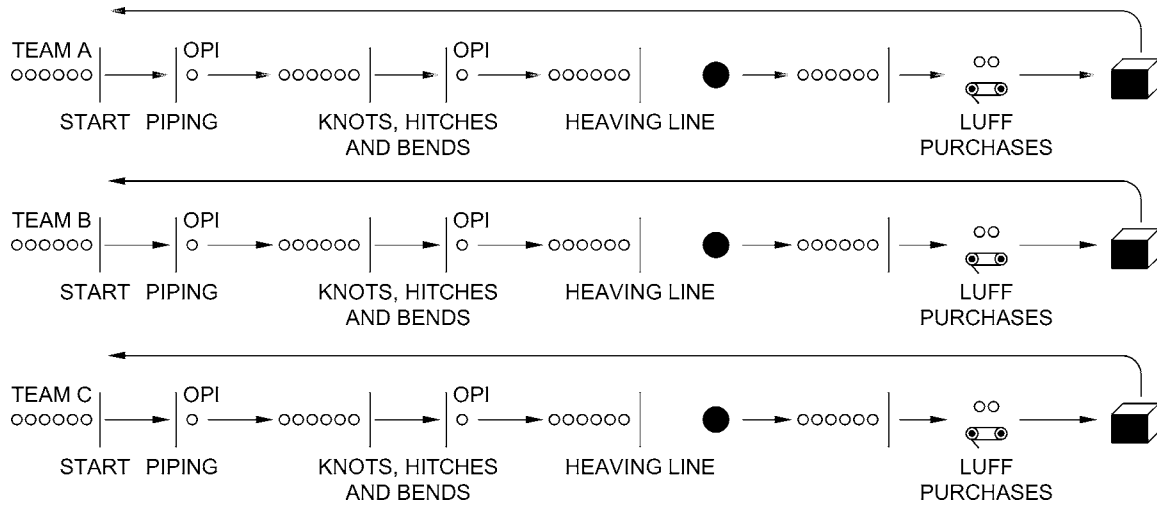
The second station is knots, hitches and bends. Teams will advance to a predetermined location. One at a time each team member will run to the knot OPI and retrieve a card from a bag. The team member will be required to explain the purpose of the knot, hitch or bend as well as properly tie it. The team will continue to tie knots, hitches or bends until three team members are successful after which the team will advance to the next station. For each knot, hitch or bend tied correctly the team will be given another secret letter.

The third station is the heaving line. Teams will advance to a predetermined location. One at a time each team member will retrieve the heaving line, coil it and toss the line to a target. Each team member will attempt to heave the line at the target. Once the target has been hit three times the team will advance to the next station and be given another secret letter.

The fourth station is the luff purchase. Teams will advance to a predetermined location. The team will choose two members to attempt to properly rove the lines of a luff purchase. If the team members are incorrect they must return to their team and two other members will attempt to complete a luff purchase.

Upon completion of the luff, the teams will receive another secret letter and advance to the box where they will find the last secret letter of the secret message. Once they have retrieved it they must return to the starting point and attempt to decipher the message.

ACTIVITY LAYOUT



SCORING

Teams will be awarded points in accordance with their finishing position.



See Annex A.

SAFETY

Ensure area is clear of any dangerous obstacles.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

N/A.

INSTRUCTOR NOTES/REMARKS

N/A.

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SCORING SHEETS

COIL AND HEAVE A LINE

TEAM NAME:

AWARDING POINTS

Teams will be awarded one point for every successful line toss into the designated target.

POINTS AWARDED

OVERALL TOTAL:

OPI NAME:

DATE:

WHIPPING AND SPLICING

TEAM NAME:

AWARDING POINTS

Teams will be awarded two points for every correct short splice and whipping. The OPI will also assess the Phase Three and Four cadet's ability to provide guidance and assistance. The OPI will look for such things as positive reinforcement, topic knowledge, proper direction and motivation.

POINTS AWARDED					
WHIPPINGS COMPLETED					
2 pts	2 pts	2 pts	2 pts	2 pts	2 pts
2 pts	2 pts	2 pts	2 pts	2 pts	2 pts
SUBTOTAL:					
SPLICES COMPLETED					
2 pts	2 pts	2 pts	2 pts	2 pts	2 pts
2 pts	2 pts	2 pts	2 pts	2 pts	2 pts
SUBTOTAL:					
LEADERSHIP					
(Areas to look for: positive reinforcement, constructive feedback, topic knowledge, direction, and motivation)					
1 pt	2 pts	3 pts	4 pts	5 pts	
6 pts	7 pts	8 pts	9 pts	10 pts	
SUBTOTAL:					
OVERALL TOTAL:					

OPI NAME:

DATE:

TRIVIA (OPTION 1)

TEAM NAME:

AWARDING POINTS

Teams will be awarded two points for every correct answer to a question.

POINTS AWARDED		
Question No. 1:	Correct – 2 pts	Incorrect – 0 pt
Question No. 2:	Correct – 2 pts	Incorrect – 0 pt
Question No. 3:	Correct – 2 pts	Incorrect – 0 pt
Question No. 4:	Correct – 2 pts	Incorrect – 0 pt
Question No. 5:	Correct – 2 pts	Incorrect – 0 pt
Question No. 6:	Correct – 2 pts	Incorrect – 0 pt
Question No. 7:	Correct – 2 pts	Incorrect – 0 pt
Question No. 8:	Correct – 2 pts	Incorrect – 0 pt
Question No. 9:	Correct – 2 pts	Incorrect – 0 pt
Question No. 10:	Correct – 2 pts	Incorrect – 0 pt
Question No. 11:	Correct – 2 pts	Incorrect – 0 pt
Question No. 12:	Correct – 2 pts	Incorrect – 0 pt
Question No. 13:	Correct – 2 pts	Incorrect – 0 pt
Question No. 14:	Correct – 2 pts	Incorrect – 0 pt
Question No. 15:	Correct – 2 pts	Incorrect – 0 pt
BONUS QUESTION	Correct – 5 pts	Incorrect – 0 pt
ASK AN OFFICER LIFE LINE	1 pt	
REFERENCE MANUALS	1 pt	
TEAM VOTE	1 pt	
OVERALL TOTAL:		

OPI NAME:

DATE:

TRIVIA (OPTION 2)

TEAM NAME:

AWARDING POINTS

Teams will be awarded points for every correct answer to a question. Point value is in accordance with the question difficulty level.

POINTS AWARDED		
Question No. 1:	Point Value Awarded:	_____
Question No. 2:	Point Value Awarded:	_____
Question No. 3:	Point Value Awarded:	_____
Question No. 4:	Point Value Awarded:	_____
Question No. 5:	Point Value Awarded:	_____
Question No. 6:	Point Value Awarded:	_____
Question No. 7:	Point Value Awarded:	_____
Question No. 8:	Point Value Awarded:	_____
Question No. 9:	Point Value Awarded:	_____
Question No. 10:	Point Value Awarded:	_____
Question No. 11:	Point Value Awarded:	_____
Question No. 12:	Point Value Awarded:	_____
Question No. 13:	Point Value Awarded:	_____
Question No. 14:	Point Value Awarded:	_____
Question No. 15:	Point Value Awarded:	_____
OVERALL TOTAL:		

OPI NAME:

DATE:

BOATSWAIN CALL

TEAM NAME:

AWARDING POINTS

Teams will be awarded five points for every correctly pipes call. For identifying the pipe, explaining the calls purpose and identifying common areas the call is used at the corps, the team will be awarded one point for each.

POINTS AWARDED		
Call Piped Correctly	Correct – 5 pts	Incorrect – 0 pt
Call Identified Correctly	Correct – 1 pt	Incorrect – 0 pt
Purpose Explained	Correct – 1 pt	Incorrect – 0 pt
Common Areas Identified	Correct – 1 pt	Incorrect – 0 pt
SUBTOTAL:		
Call Piped Correctly	Correct – 5 pts	Incorrect – 0 pt
Call Identified Correctly	Correct – 1 pt	Incorrect – 0 pt
Purpose Explained	Correct – 1 pt	Incorrect – 0 pt
Common Areas Identified	Correct – 1 pt	Incorrect – 0 pt
SUBTOTAL:		
Call Piped Correctly	Correct – 5 pts	Incorrect – 0 pt
Call Identified Correctly	Correct – 1 pt	Incorrect – 0 pt
Purpose Explained	Correct – 1 pt	Incorrect – 0 pt
Common Areas Identified	Correct – 1 pt	Incorrect – 0 pt
SUBTOTAL:		
Call Piped Correctly	Correct – 5 pts	Incorrect – 0 pt
Call Identified Correctly	Correct – 1 pt	Incorrect – 0 pt
Purpose Explained	Correct – 1 pt	Incorrect – 0 pt
Common Areas Identified	Correct – 1 pt	Incorrect – 0 pt
SUBTOTAL:		
Call Piped Correctly	Correct – 5 pts	Incorrect – 0 pt
Call Identified Correctly	Correct – 1 pt	Incorrect – 0 pt
Purpose Explained	Correct – 1 pt	Incorrect – 0 pt
Common Areas Identified	Correct – 1 pt	Incorrect – 0 pt
SUBTOTAL:		
OVERALL TOTAL:		

OPI NAME:

DATE:

KNOTS, HITCHES AND BENDS

TEAM NAME:

AWARDING POINTS

Teams will be awarded points for every task completed correctly. Point value will be in accordance with the points indicated on the task cards (see Annex D).

POINTS AWARDED						
TASK:	TIE KNOTS					
5 pts	5 pts	5 pts	5 pts	5 pts	5 pts	5 pts
5 pts	5 pts	5 pts	5 pts	5 pts	5 pts	5 pts
SUBTOTAL:						
TASK:	WHO AM I?					
3 pts	3 pts	3 pts	3 pts	3 pts	3 pts	3 pts
3 pts	3 pts	3 pts	3 pts	3 pts	3 pts	3 pts
SUBTOTAL:						
TASK:	DEFINITION					
2 pts	2 pts	2 pts	2 pts	2 pts	2 pts	2 pts
2 pts	2 pts	2 pts	2 pts	2 pts	2 pts	2 pts
SUBTOTAL:						
TASK:	VISUAL IDENTIFICATION					
1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	1 pt
1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	1 pt
SUBTOTAL:						
OVERALL TOTAL:						

OPI NAME:

DATE:

SHEER LEGS

TEAM NAME:

AWARDING POINTS

Teams will be awarded points in accordance with the below scoring guide.

POINTS AWARDED						
HEAD LASHING – proper, tight, neat, and secure.						
Clove Hitch	3 pts	2 pts	1 pt			
Number of Turns Correct	1 pt					
Tight and Secure	2 pts	1 pt				SUBTOTAL:
TOPPING LIFT – Double Whip						
Lines Rove	3 pts	2 pts	1 pt			
Hooks Moused	3 pts	2 pts	1 pt			
Strops	1 pt					SUBTOTAL:
SPLAY TACKLE – Luff						
Lines Rove	3 pts	2 pts	1 pt			
Hooks Moused	3 pts	2 pts	1 pt			
Strops	1 pt					SUBTOTAL:
HEEL TACKLES – Luff x 4						
Lines Rove	5 pts	4 pts	3 pts	2 pts	1 pt	
Hooks Moused	5 pts	4 pts	3 pts	2 pts	1 pt	
Strops	3 pt	2 pts	1 pt			
						SUBTOTAL:
LOAD PURCHASE – Double Block						
Lines Rove	5 pts	4 pts	3 pts	2 pts	1 pt	
Hooks Moused	5 pts	4 pts	3 pts	2 pts	1 pt	
Strops	3 pt	2 pts	1 pt			
						SUBTOTAL:
OVERALL APPEARANCE	5 pts	4 pts	3 pts	2 pts	1 pt	
						SUBTOTAL:
OVERALL TOTAL:						

OPI NAME:

DATE:

SHIP MODEL

TEAM NAME:

AWARDING POINTS

Teams will be awarded points in accordance with the below scoring guide.

POINTS AWARDED				
SHIP TYPE ACCURACY – ship model is similar to that of the type chosen by the team.				
1 pt	2 pts	3 pts	4 pts	5 pts
USE OF RESOURCES – team maximized the use of training aids provided.				
1 pt	2 pts	3 pts	4 pts	5 pts
HULL STRUCTURE – hull structure highlights the areas of the hull, bow, stern and transom.				
1 pt	2 pts	3 pts	4 pts	5 pts
HULL DESIGN – hull design highlights the areas of the bridge, deck and superstructure.				
1 pt	2 pts	3 pts	4 pts	5 pts
PRESENTATION – team presentation was clear, confident and involved maximum group participation.				
1 pt	2 pts	3 pts	4 pts	5 pts
BUOYANCY – model floats even and steady.				
1 pt	2 pts	3 pts	4 pts	5 pts
OVERALL APPEARANCE – details.				
1 pt	2 pts	3 pts	4 pts	5 pts
OVERALL TOTAL:				

OPI NAME:

DATE:

FINAL EVENT

AWARDING POINTS

Teams will be awarded points in accordance with their finishing position.

POINTS AWARDED	
FIRST PLACE TEAM NAME:	
	Points 50
SECOND PLACE TEAM NAME:	
	Points 40
THIRD PLACE TEAM NAME:	
	Points 30
FOURTH PLACE TEAM NAME:	
	Points 20
FIFTH PLACE TEAM NAME:	
	Points 10
OVERALL TOTAL:	

OPI NAME:

DATE:

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SUGGESTED TRIVIA QUESTIONS

Phase One

Q1. What is the purpose of one of the following knots hitches or bends:

- Reef knot
- Figure of eight
- Sheet bend
- Bowline
- Clove hitch
- Round turn two half hitches

A1. Reef knot – tie together two ropes of equal diameter.

Figure of eight – stopper knot.

Sheet bend – tie together two ropes of unequal diameter.

Bowline – temporary eye in the end of a line.

Clove hitch – secure a line to a spar.

Round turn two half hitches – secure a line to a ring or eye.

Q2. What is the purpose of the common whipping?

A2. To finish the end of a line to prevent it from fraying or unravelling.

Q3. Define one of the following naval terms:

- Gash can
- Stand easy
- Secure
- Heads
- Duty watch
- Out pipes
- Scran locker
- Pipe
- Colours
- Liberty boat
- Bulkhead
- Deck
- Ship's company
- Sunset
- Gangway
- Galley
- Boatswain's stores

- Pipe down
- Kye
- Aye Aye, Sir/Ma'am
- Port
- Starboard
- Ship's office
- Brow

A3. Answers:

- Gash can – garbage can.
- Stand easy – a break.
- Secure – to close up, put away gear.
- Heads – toilet(s).
- Duty watch – a division that is selected on a rotational basis that is responsible for corps preparation and cleanup.
- Out pipes – a pipe indicating the commencement of classes or the end of stand easy.
- Scran locker – lost and found.
- Pipe – sound produced from a boatswain's call. The notes played have a specific meaning/ message.
- Colours – the ceremony of hoisting the national colours, usually in the morning or at the beginning of the training day.
- Liberty boat – when all personnel are dismissed for the day and may go ashore.
- Bulkhead – a wall.
- Deck – a floor.
- Ship's company – the complement of a ship (this would include a sea cadet corps).
- Sunset – the ceremony of lowering the national colours at the end of a training day.
- Gangway – any recognized entrance to, or passageway, or a traffic route within a ship.
- Galley – the ship's kitchen.
- Boatswain's stores – a storeroom for cleaning gear.
- Pipe down – an order meaning to keep quiet.
- Kye – a hot chocolate drink.
- Aye Aye, Sir/Ma'am – order understood and I will obey, an appropriate response to an order from an officer.
- Port – left side of a ship.
- Starboard – right side of a ship.
- Ship's Office – administration office.
- Brow – entrance/exit of ship where personnel must salute when coming aboard or ashore.

Q4. What call is used to gain the attention of a ship's company before passing an order?

A4. General Call.

Q5. What call is used to bring the ship's company to attention?

A5. The Still.

Q6. What call is piped after the reason for the Still is complete?

A6. Carry On.

Q7. How many times do you ring a ship's bell for Colours/Sunset?

A7. Colours – eight times, Sunset – four times.

Phase Two

Q8. Provide a brief explanation of the naval tradition known as "Around the Horn".

A8.

Q9. Provide a brief explanation of the naval tradition known as "Painting the Deck".

A9.

Q10. Identify the following splice (present the cadets with a pre-tied short splice).

A10. Short splice.

Q11. What type of blocks does a luff purchase consist of?

A11. One double block and one single block.

Q12. A purchase consisting of two double blocks is known as what?

A12. Two fold purchase.

Q13. To prevent a load from falling off a hook what should you do?

A13. Mouse the hook.

Q14. What part of the sailboat is used to hoist sails?

A14. Halyards.

Q15. What helps prevent a sailboat from capsizing?

A15. Centreboard/daggerboard.

Q16. What are sheets used for?

A16. To control both the mainsail and jib sail.

Q17. What are some ways to determine wind direction?

A17. Flags, tall grass, smoke, small waves, wind sock, moored boat, and low-altitude clouds.

Q18. What times are associated with the first dog watch?

A18.

Q19. What times are associated with the forenoon watch?

A19.

Phase Three

Q20. What ship is currently operating in _____?

A20. Depends on current deployments.

Q21. What are three safety precautions to consider when using lifting devices?

A21. Wear a helmet, do not enter the safety zone, and do not walk under the load.

Q22. What is the purpose of a splay tackle?

A22. To prevent the legs of a sheer from separating.

Q23. How many turns should a head lashing consist of?

A23. Eleven (11) to 15.

Q24. This part attaches to the load on a sheer leg derrick?

A24. Main purchases.

Q25. The bottom of a sail is known as what?

A25. Foot.

Q26. What part of the sailboat houses the centreboard?

A26. Centreboard trunk.

Q27. What should the crew of a sailboat do to help prevent heeling?

A27. Hike.

Q28. What does PFD stand for?

A28. Personal Floatation Device.

Phase Four, Five and Six

Q29. Name one civilian maritime organization.

A29. Department of Fisheries and Oceans, Canadian Coast Guard, etc.

Q30. Turning a sailboat so its bow passes through head to wind is known as?

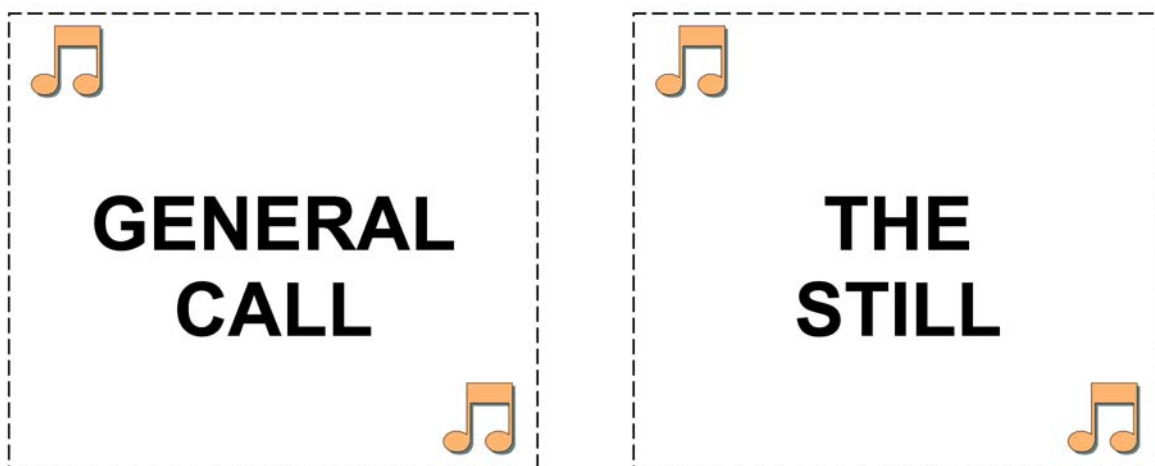
A30. Tacking.

Q31. The side the boat that the wind passes over first is known as what?

A31. Windward side.

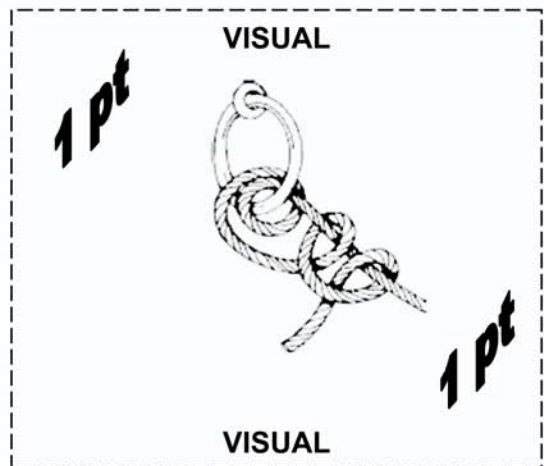
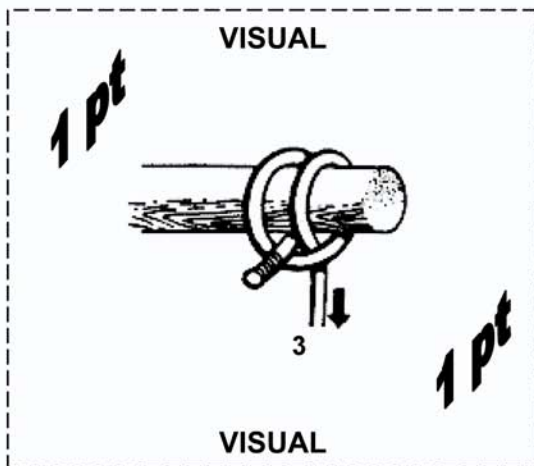
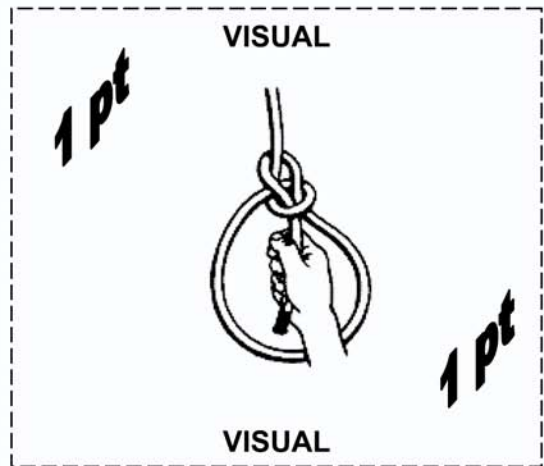
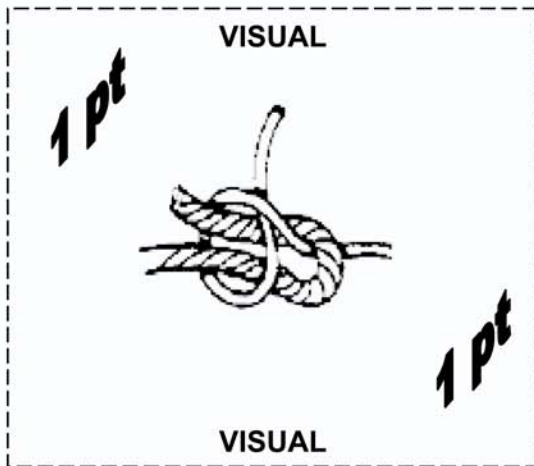
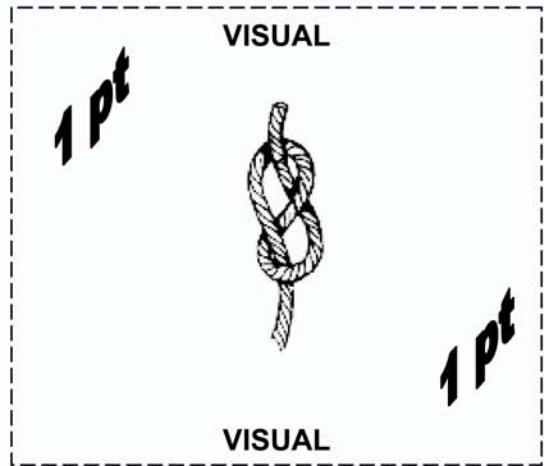
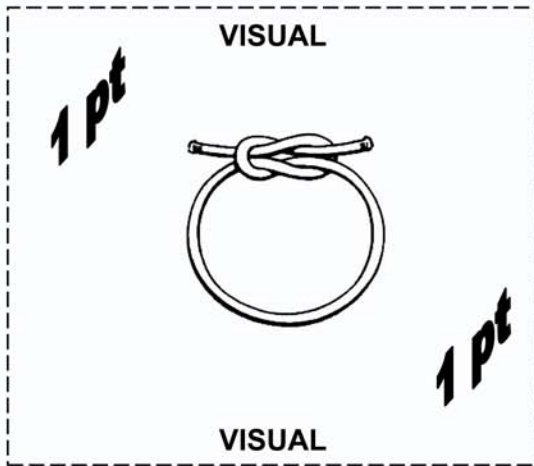
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BOATSWAIN CALL CARDS



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TASK CARDS



TIE KNOTS

5 pts

BOWLINE

5 pts

TIE KNOTS

TIE KNOTS

5 pts

FIGURE OF 8

5 pts

TIE KNOTS

TIE KNOTS

5 pts

**SHEET
BEND**

5 pts

TIE KNOTS

TIE KNOTS

5 pts

**REEF
KNOT**

5 pts

TIE KNOTS

TIE KNOTS

5 pts

**CLOVE
HITCH**

5 pts

TIE KNOTS

TIE KNOTS

5 pts

**ROUND TURN
2 HALF HITCHES**

5 pts

TIE KNOTS

WHO AM I?

3 pts

Stop the line from running all the way out the fairleads.

WHO AM I?

3 pts

WHO AM I?

3 pts

Start tying me by making a six somewhere in the line.

WHO AM I?

3 pts

WHO AM I?

3 pts

You can use me to temporarily tie up a small boat.

WHO AM I?

3 pts

WHO AM I?

3 pts

Lines different diameters?
I think I can help.

WHO AM I?

3 pts

WHO AM I?

3 pts

Often used as the start when tying your shoes.

WHO AM I?

3 pts

WHO AM I?

3 pts

My hitches should always be made with the running end going in the same direction.

WHO AM I?

3 pts

DEFINITION

2 pts

REEF KNOT

DEFINITION *2 pts*

DEFINITION

2 pts

SHEET BEND

DEFINITION *2 pts*

DEFINITION

2 pts

BOWLINE

DEFINITION *2 pts*

DEFINITION

2 pts

FIGURE OF 8

DEFINITION *2 pts*

DEFINITION

2 pts

CLOVE HITCH

DEFINITION *2 pts*

DEFINITION

2 pts

**ROUND TURN
2 HALF HITCHES**

DEFINITION *2 pts*

TYPES OF SHIPS AND PICTURES



http://www.navy.forces.gc.ca/cms_images/ship_site_images/ship_gallery/283/ETD02-0081-30_1.jpg

Figure 13E-1 HMCS Algonquin



http://www.navy.forces.gc.ca/cms_images/ship_site_images/ship_gallery/283/ETD02-0081-30_1.jpg

Figure 13E-2 HMCS Brandon



http://www.navy.forces.gc.ca/cms_images/ship_site_images/ship_gallery/334/Sailpast.jpg

Figure 13E-3 HMCS Regina



http://www.navy.forces.gc.ca/cms_images/ship_site_images/ship_gallery/509/prot11.jpg

Figure 13E-4 HMCS Protecteur



http://www.jcommops.org/graph_ref/cargo_ship-3.jpg

Figure 13E-5 Cargo Vessel



<http://www.cbsnews.com/images/2006/03/24/imageSJU10103232114.jpg>

Figure 13E-6 Cruise Ship



<http://www.geocities.com/Heartland/Pointe/5181/nfd/smallwood.jpg>

Figure 13E-7 Car Ferry



<http://www.cmt-gmbh.de/tanker%20ship.jpg>

Figure 13E-8 Tanker

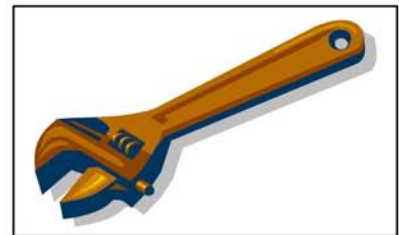
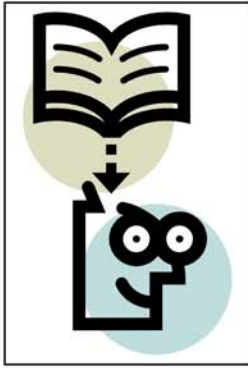


<http://ei4hq.shacknet.nu/corkHarbour/tugs/original/Gerry%20O'Sullivan%201.jpg>

Figure 13E-9 Tug Handling Supply Vessel

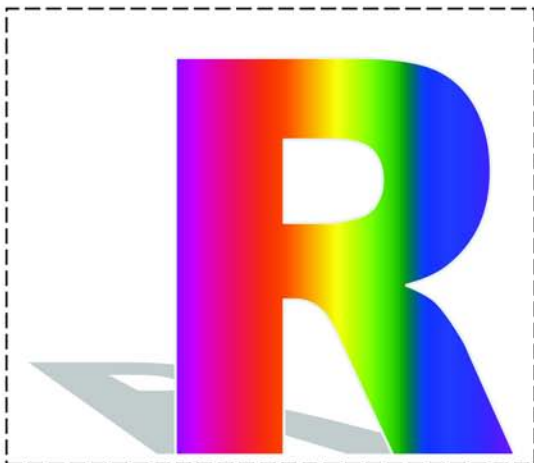
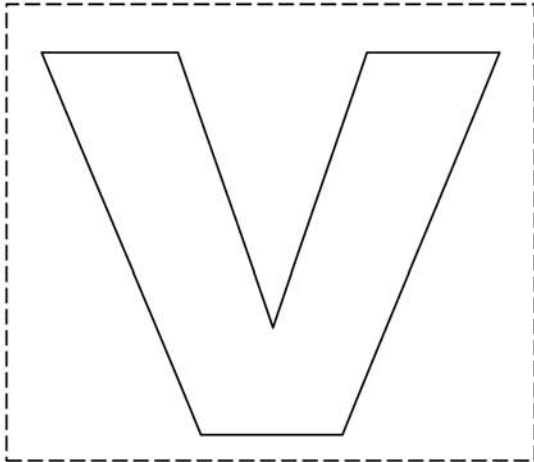
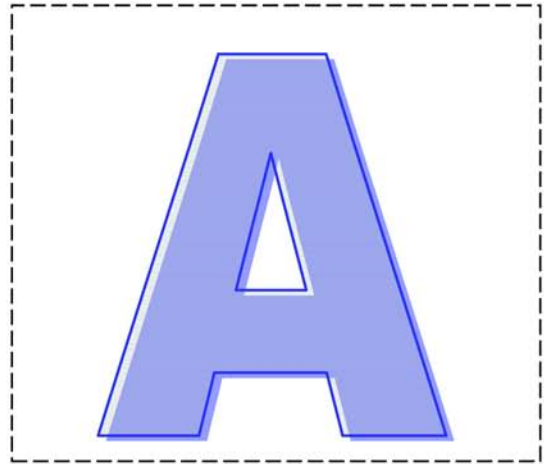
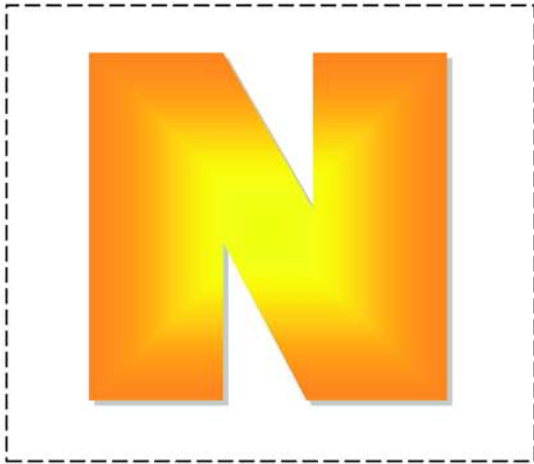
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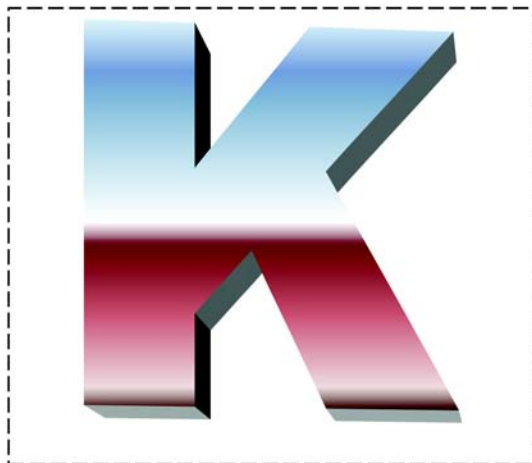
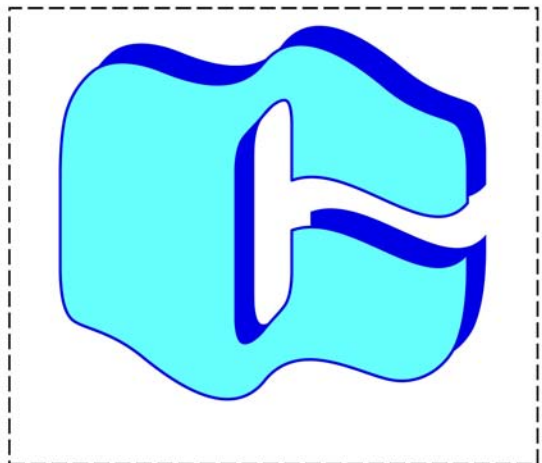
MOST LIKE ME ACTIVITY SHEET



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SECRET MESSAGE CARDS





Secret Message – “NAVY ROCKS”

SEAMANSHIP INTER-DIVISIONAL COMPETITION – SUGGESTED SCHEDULE

DAY 1

Time	Team 1	Team 2	Team 3	Team 4	Team 5
0800 hrs		Arrive – Briefing			
0830 hrs	Activity 9A	Activity 9A	Activity 9A	Activity 9A	Activity 9A
0900 hrs	Coil and Heave	Sheers	Knots, Hitches, Bends	Model	Trivia
0930 hrs	Whip and Splice	Sheers	Model	Model	Boatswain Call
1000 hrs	STAND EASY	STAND EASY	STAND EASY	STAND EASY	STAND EASY
1030 hrs	Activity 9B	Activity 9B	Activity 9B	Activity 9B	Activity 9B
1100 hrs	Trivia	Coil and Heave	Sheers	Knots, Hitches, Bends	Model
1130 hrs	Boatswain Call	Whip and Splice	Sheers	Model	Model
1200 hrs	LUNCH				
1300 hrs	Model	Trivia	Coil and Heave	Sheers	Knots, Hitches, Bends
1330 hrs	Knots, Hitches, Bends	Boatswain Call	Whip and Splice	Sheers	Model
1400 hrs	Model	Model	Model	Model	Sheers
1430 hrs	Model	Model	Model	Model	Sheers
1500 hrs	STAND EASY	STAND EASY	STAND EASY	STAND EASY	STAND EASY
1530 hrs	Sheers	Knots, Hitches, Bends	Trivia	Coil and Heave	Model
1600 hrs	Sheers	Model	Boatswain Call	Whip and Splice	Model
1630 hrs	BREAKDOWN AND DEPART				

DAY 2

Time	Team 1	Team 2	Team 3	Team 4	Team 5
0800 hrs			Arrive – Briefing		
0830 hrs	Model	Model	Knots, Hitches, Bends	Trivia	Coil and Heave
0900 hrs	Model	Model	Model	Boatswain Call	Whip and Splice
0930 hrs	Activity 9C	Activity 9C	Activity 9C	Activity 9C	Activity 9C
1000 hrs	Model Final Prep	Model Final Prep	Model Final Prep	Model Final Prep	Model Final Prep
1030 hrs	STAND EASY	STAND EASY	STAND EASY	STAND EASY	STAND EASY
1100 hrs	Model Final Prep	Model Final Prep	Model Final Prep	Model Final Prep	Model Final Prep
1130 hrs	Model Final Prep	Model Final Prep	Model Final Prep	Model Final Prep	Model Final Prep
1200 hrs	LUNCH				
1300 hrs	Model Presentation	Model Presentation	Model Presentation	Model Presentation	Model Presentation
1330 hrs	Model Presentation	Model Presentation	Model Presentation	Model Presentation	Model Presentation
1400 hrs	Weekend Final Event	Weekend Final Event	Weekend Final Event	Weekend Final Event	Weekend Final Event
1530 hrs	Presentation of Awards	Presentation of Awards	Presentation of Awards	Presentation of Awards	Presentation of Awards
1600 hrs	BREAKDOWN AND DEPART				