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ROYAL CANADIAN SEA CADETS

PHASE TWO – INSTRUCTIONAL GUIDES

(ENGLISH)

Cette publication est disponible en français sous le numéro A-CR-CCP-602/PF-002.

Issued on Authority of the Chief of the Defence Staff

Canada



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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-602/PF-001 was developed under the authority of the Director Cadets and Junior Canadian Rangers, 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 Two 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 A-CR-CCP-602/PG-001, *Royal Canadian Sea Cadet Phase Two Qualification Standard and Plan*, Chapter 4, before instructing, so that each instructor can adequately plan for and prepare each lesson. 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. **Use of the IG.** Throughout these instructional guides, a series of information boxes are used to highlight information; they include:



Note to the Instructor.



Key information to pass along to cadets.



Refer to the following CF regulations and policies.



Points of interest or special instructions the instructor should pass along to cadets.

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 201 – IDENTIFY THE ROLE OF AN ENVIRONMENTALLY CONSCIOUS CANADIAN CITIZEN



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 1

EO M201.01 – DISCUSS THE RIGHTS AND RESPONSIBILITIES OF A CANADIAN CITIZEN

Total Time: 30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Photocopy the handout at [Annex A](#) for each cadet.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 and TP2 to orient the cadets to the rights and responsibilities of a Canadian citizen, generate an interest and to present basic material.

A group discussion was chosen for TP3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about the rights and responsibilities of a Canadian citizen.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify the rights and responsibilities of a Canadian citizen.

IMPORTANCE

Cadets are valued members of their community and they have the ability to make positive contributions to society. Recognizing and understanding the rights and responsibilities of a Canadian citizen may assist cadets in positively impacting their community.

Teaching Point 1**Explain the Rights of a Canadian Citizen**

Time: 10 min

Method: Interactive Lecture

Every Canadian citizen is granted certain rights based on Canada's tradition of democracy and respect for human dignity and freedom. These rights are found in Canada's *Human Rights Codes* and in the Canadian *Charter of Rights and Freedoms*.

All Canadians have the following rights:

- **Equality Rights.** Every citizen is entitled to equal treatment before and under the law, and equal protection and benefit of the law without discrimination.
- **Democratic Rights.** Every citizen has the right to participate in political activities including voting and being elected to political office.
- **Legal Rights.** Every citizen has the right to be presumed innocent until proven guilty, the right to retain a lawyer and to be informed of that right and the right to an interpreter in court proceedings.
- **Mobility Rights.** Every citizen has the right to enter and leave Canada, and to move to and take up residence in any province.
- **Language Rights.** Every citizen has the right to use either the English or French language in communications with the federal government and certain provincial governments.
- **Minority Language Education Rights.** In general, English and French minorities in every province and territory have the right to be educated in their own language.

Canadians also enjoy fundamental freedoms of religion, thought, expression, peaceful assembly and association.

If Canadian citizens have their rights violated by the federal, provincial or territorial governments or their rights are violated by others, Canadian citizens can challenge that action in court.

English and French are the two official languages of Canada. They are an important part of our national heritage and national identity.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. Where are the rights of a Canadian citizen found?
- Q2. Name the rights of a Canadian citizen.
- Q3. What other fundamental freedoms do Canadian citizens have?

ANTICIPATED ANSWERS

- A1. The rights of a Canadian citizen are found in Canada's *Human Rights Codes* and in the Canadian *Charter of Rights and Freedoms*.
- A2. The rights of a Canadian citizen include:
- equality rights – equal treatment and protection from discrimination before the law,

- democratic rights – participation in political activities,
- legal rights – the presumption of innocence until proven guilty,
- mobility rights – the ability to move within the country,
- language rights – using either official language when dealing with the federal government, and
- minority language education rights – education conducted in either official language for the English or French minority.

A3. Canadians also enjoy fundamental freedoms of religion, thought, expression, peaceful assembly and association.

Teaching Point 2

Explain the Responsibilities of a Canadian Citizen

Time: 5 min

Method: Interactive Lecture

Canadian citizens share certain common responsibilities.

These responsibilities are:

- understanding and obeying Canadian laws;
- participating in Canada's democratic political system;
- voting in elections;
- allowing other Canadians to enjoy their rights and freedoms; and
- appreciating and helping to preserve Canada's multicultural heritage.

All Canadians are encouraged to become informed about political activities and to help better their communities and the country by reading a newspaper, watching news programs, etc.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. List the responsibilities of a Canadian citizen.
- Q2. What are all Canadians are encouraged to do?
- Q3. What are some ways Canadian citizens may become informed about political activities?

ANTICIPATED ANSWERS

- A1. These responsibilities are:
- understanding and obeying Canadian laws;
 - participating in Canada's democratic political system;
 - voting in elections;
 - allowing other Canadians to enjoy their rights and freedoms; and
 - appreciating and helping to preserve Canada's multicultural heritage.

A2. All Canadians are encouraged to become informed about political activities and to help better their communities and the country.

A3. Answers will vary (read a newspaper, watch news programs, etc.).

Teaching Point 3

Conduct a Group Discussion Where Cadets Decide Which Right or Responsibility Is the Most Important to Them

Time: 10 min

Method: Group Discussion

BACKGROUND KNOWLEDGE



The point of the group discussion is to draw the following information from the group using the tips for answering/facilitating discussion and the suggested questions provided.



Distribute the handout of rights and responsibilities of a Canadian citizen located at [Annex A](#).



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Establish ground rules for discussion, e.g. everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS

Q1. Which of the rights of a Canadian citizen do the cadets think is the most important to them?

Q2. Why was that right chosen?

Q3. Which of the responsibilities of a Canadian citizen do the cadets think is the most important to them?

Q4. Why was that responsibility chosen?



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



Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

CONFIRMATION OF TEACHING POINT 3

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

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. Name the rights of a Canadian citizen.
- Q2. List the responsibilities of a Canadian citizen.
- Q3. What are Canada's two official languages?

ANTICIPATED ANSWERS

- A1. The rights of a Canadian citizen include:
- equality rights – equal treatment and protection from discrimination before the law;
 - democratic rights – participation in political activities;
 - legal rights – the presumption of innocence until proven guilty;
 - mobility rights – the ability to move within the country;
 - language rights – using either official language when dealing with the federal government; and
 - minority language education rights – education conducted in either official language for the English or French minority.
- A2. The responsibilities of a Canadian citizen are:
- understanding and obeying Canadian laws;
 - participating in Canada's democratic political system;
 - voting in elections;
 - allowing other Canadians to enjoy their rights and freedoms; and
 - appreciating and helping to preserve Canada's multicultural heritage.

A3. Canada's two official languages are English and French.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

All Canadian citizens have certain rights and responsibilities. Recognizing and understanding the rights and responsibilities of a Canadian citizen may assist cadets in making a positive impact on their community.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

C0-081 Citizenship and Immigration Canada. (2006). *Fact Sheet: Rights and Responsibilities*. Retrieved 2 February 2007, from http://www.cic.gc.ca/english/newcomer/fact_08e.html.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 2

EO M201.02 – IDENTIFY THE ROLE OF AN ENVIRONMENTALLY CONSCIOUS CANADIAN CITIZEN

Total Time: 30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Photocopy the handout located at [Annex B](#) for each cadet.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 and TP2 to orient the cadets to the principles of environmental stewardship, generate an interest and present basic material.

A group discussion was chosen for TP3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about environmental stewardship.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to discuss the principles of environmental stewardship.

IMPORTANCE

It is important for cadets to learn the principles of environmental stewardship so cadets may become more environmentally conscious.

Teaching Point 1

Explain the Government of Canada's Code of Environmental Stewardship

Time: 10 min

Method: Interactive Lecture

As part of being a responsible Canadian citizen, cadets should be aware of their role in protecting the environment.

The Government of Canada has enacted legislation in order to ensure the protection of the environment and that human health is not endangered.



Distribute the Government of Canada Code of Environmental Stewardship located at [Annex B](#).

To reflect the Government's dedication to protecting the environment, in all aspects of its operations and activities, it has created the Government of Canada's Code of Environmental Stewardship.

The Government commits to:

- incorporating environmental concerns in relevant decisions. The Government must take environmental concerns into account in every decision and piece of legislation it writes and passes;
- ensuring environmental considerations are incorporated in purchasing practices. The Government must consider the environment when it purchases anything, from submarines to paper products;
- applying environmentally responsible practices in disposal. The Government must use environmentally responsible practices when acquiring, using, transporting, storing and disposing of hazardous materials. A hazardous material is any item or agent which has the potential to cause harm to humans, animals, or the environment, either by itself or through interaction with other factors. These materials may be biological, nuclear, chemical, etc.;
- meeting or exceeding federal environmental laws. The Government has pledged to meet or exceed the letter and spirit of federal environmental laws and, where appropriate, to be compatible with provincial, territorial and international standards;
- reusing, recycling and reducing waste. The Government has to find methods to seek cost-effective ways to reduce the use of raw materials, toxic substances, energy, water and other resources. The Government has also promised to recycle and reuse items where appropriate; and
- improving the level of environmental awareness. The Government has undertaken the task of improving the level of environmental awareness throughout the public service. It stresses to its employees the environmental and health benefits of environmental awareness and encourages and recognizes beneficial actions of employees.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. Why should cadets be aware of their role in protecting the environment?
- Q2. What is the name of the legislation that the Government created to protect the environment?

Q3. What does the Government commit to under the Code of Environmental Stewardship?

ANTICIPATED ANSWERS

- A1. Cadets should be aware of their role in protecting the environment because it is part of being a responsible citizen.
- A2. The Government of Canada's Code of Environmental Stewardship.
- A3. The Government commits to:
- incorporating environmental concerns in relevant decisions;
 - ensuring environmental considerations are incorporated in purchasing practices;
 - applying environmentally responsible practices in disposal;
 - meeting or exceeding federal environmental laws;
 - reusing, recycling and reducing waste; and
 - improving the level of environmental awareness.

Teaching Point 2

Explain That the CCM Has a Code of Environmental Stewardship in CATO 11-08, *Environmental Protection and Stewardship*

Time: 5 min

Method: Interactive Lecture

To ensure the Cadet Program stays well within the Government's Code of Environmental Stewardship, the CCO created a Cadet Administrative and Training Order (CATO) 11-08, *Environmental Protection and Stewardship*. This order prescribes national policy for the Canadian Cadet Organization/Cadet Instructor Cadre (CCO/CIC) on environmental matters.

The CCO/CIC must ensure the protection of the environment during all activities by adopting environmentally sound practices and by complying with federal, provincial and territorial environmental legislation and regulations, municipal environmental bylaws, as well as the DND's environmental regulations.

The term due diligence is found throughout CATO 11-08, *Environmental Protection and Stewardship*. The definition of due diligence is the exercise of reasonable care in the conduct of one's business or duties. To demonstrate due diligence, a member must show that they did all that any reasonable person would have done in the same circumstance to avoid a foreseeable risk of harm to the environment.

If due diligence is not practiced and an offence in violation of environmental legislation occurs there may be legal liabilities.

If a member of the CF does not comply with the Government's Code of Environmental Stewardship they may be personally liable to cover financial loss or they may be imprisoned.

If a cadet does not comply with the Government's Code of Environmental Stewardship they may be charged under the Youth Criminal Justice Act.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What is the number and the name of the CATO that protects the environment?
- Q2. What is the definition of due diligence?
- Q3. What may happen to a cadet who does not comply with the Government's Code of Environmental Stewardship?

ANTICIPATED ANSWERS

- A1. CATO 11-08, *Environmental Protection and Stewardship*.
- A2. The definition of due diligence is the exercise of reasonable care in the conduct of one's business or duties.
- A3. If a cadet does not comply with the Government's Code of Environmental Stewardship they may be charged under the Youth Criminal Justice Act.

Teaching Point 3

Conduct a Group Discussion About Environmental Stewardship Within the Cadet Program

Time: 10 min

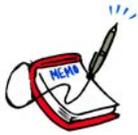
Method: Group Discussion

BACKGROUND KNOWLEDGE



The point of the group discussion is to explore environmental stewardship within the Cadet Program using the tips for answering/facilitating discussion and the suggested questions provided.

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Establish ground rules for discussion, e.g. everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS

- Q1. What is being done or can be done to reduce, reuse and recycle at the corps?
- Q2. What is being done or can be done to improve environmental awareness at the corps?
- Q3. What is being done or can be done to improve environmental awareness when the corps conducts an outdoor activity?
- Q4. What is being done or can be done by the corps to improve environmental awareness in the community?



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



Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

CONFIRMATION OF TEACHING POINT 3

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

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. Within the Government of Canada's Code of Environmental Stewardship, what does the Government commit to?
- Q2. What is the definition of due diligence?
- Q3. What is the number and the name of the CATO that protects the environment?

ANTICIPATED ANSWERS

- A1. The Government commits to:
- incorporating environmental concerns in relevant decisions;
 - ensuring environmental considerations are incorporated in purchasing practices;
 - applying environmentally responsible practices in disposal;
 - meeting or exceeding federal environmental laws;
 - reusing, recycling and reducing waste; and
 - improving the level of environmental awareness.
- A2. The definition of due diligence is the exercise of reasonable care in the conduct of one's business or duties.
- A3. CATO 11-08, *Environmental Protection and Stewardship*.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Cadets may be given many opportunities to display environmental stewardship during the training year. Being aware of the human impact on the environment may allow cadets to have a positive effect in their community and may encourage them to be more proactive in applying the principles of environmental stewardship.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A0-039 CATO 11-08 D Cdts 3. (1997). *Environmental Protection and Stewardship*. Ottawa, ON: Department of National Defence.

C0-090 Environment Canada. (2007). *Code of Environmental Stewardship*. Retrieved 2 February 2007, from <http://www.ns.ec.gc.ca/g7/code.html>.

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**COMMON TRAINING
INSTRUCTIONAL GUIDE**



SECTION 3

EO C201.01 – DISCUSS ENVIRONMENTAL ISSUES RELATIVE TO CANADA

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Research the locations of local recycling of aluminum cans, bottles, paper/cardboard, batteries and other recycling opportunities. Research the locations of the nearest biomedical and chemical waste disposal sites within the province/territory.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

A group discussion was chosen for this lesson to allow the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about environmental issues.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall discuss environmental issues relative to Canada.

IMPORTANCE

It is important for cadets to know about the environmental issues facing our nation so that they have information to make decisions about the impact they may make on the environment now and for the future.

Teaching Point 1**Conduct a Group Discussion on the Recycling Opportunities in the Local Community**

Time: 10 min

Method: Group Discussion



References for TP1 can be found by investigating the Website for your local municipality, region and/or province/territory.

BACKGROUND KNOWLEDGE

The point of the group discussion is to draw recycling opportunities in the local community from the group using the tips for answering/facilitating discussion and the suggested questions provided.

GROUP DISCUSSION**TIPS FOR ANSWERING/FACILITATING DISCUSSION**

- Establish ground rules for discussion, e.g. everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS

- Q1. What are the opportunities in the local community for aluminum can and bottle recycling?
- Q2. Where is this facility located?
- Q3. What are the opportunities in the local community for paper/cardboard recycling?
- Q4. Where is this facility located?

- Q5. What are the opportunities in the local community for battery recycling?
- Q6. Where is this facility located?
- Q7. What other opportunities are there to recycle in the local community?
- Q8. Where are these facilities located?



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



Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2

Conduct a Group Discussion on Suggestions for Lowering Greenhouse Gas Emissions Locally, Provincially/Territorially or Nationally

Time: 10 min

Method: Group Discussion

BACKGROUND KNOWLEDGE



The point of the group discussion is to draw the following information from the group using the tips for answering/facilitating discussion and the suggested questions provided.

A greenhouse gas emission is the releasing gases into the atmosphere that affect the temperature and climate of the Earth's surface. The main greenhouse gases emitted, due to human activity, are carbon dioxide (CO₂), methane (CH₄) and nitrous oxide (N₂O). CO₂ emissions are mainly from burning fossil fuels and deforestation. These emissions have led to the largest increase in atmospheric greenhouse gas concentrations since the Industrial Revolution and they have affected the radiation transfer through the atmosphere. This is called the greenhouse effect. The greenhouse effect is the heating of the Earth's surface and lower atmosphere.

Simple things that may be done to lower greenhouse gas emissions may include:

- walking or taking public transit instead of driving a vehicle;
- avoiding unnecessary idling of a vehicle;

- driving a hybrid car;
- investing in a programmable thermostat;
- turning down the temperature in the house before going to sleep;
- replacing standard bulbs with fluorescent bulbs; and
- turning off lights when not in the room.

Things that may be done by the provincial/territorial and national governments to lower greenhouse emissions may include:

- tax incentives for towns and cities to create public transportation;
- researching and developing alternate fuels and energy sources;
- taxing;
- educating the public about greenhouse gas emissions; and
- having all governments employees use the ideas from the previous TP.

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Establish ground rules for discussion, e.g. everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS

- Q1. What simple things may be done to help lower greenhouse gas emissions?
- Q2. What things may be done by provincial/territorial and national governments to lower greenhouse emissions?
- Q3. What things are being done by governments to reduce the amount of greenhouse gas emissions?



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



Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3

Conduct a Group Discussion on Local, Provincial/Territorial or National Hazardous Waste Disposal Sites

Time: 5 min

Method: Group Discussion

BACKGROUND KNOWLEDGE



The point of the group discussion is to draw the following information from the group using the tips for answering/facilitating discussion and the suggested questions provided.

There are different types of waste created by human activity. The most dangerous type of waste is called hazardous waste. Different types of hazardous waste include nuclear waste, biomedical waste, chemical waste and household hazardous waste.

Although nuclear waste has been safely stored for the short-term, no permanent disposal system has been fully developed. Every country that uses nuclear power is trying to find an answer to this international problem.



The locations of the nearest biomedical and chemical waste disposal sites within the province/territory may be found by contacting the provincial/territorial government.

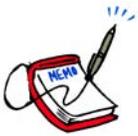
Biomedical waste is created in every hospital, clinic and dentist's office in the country. These wastes must be separately stored and transported to sites within the country for disposal. These wastes are very dangerous because they may be contaminated with infectious viruses and bacteria.

Chemical wastes, like industrial chemicals and solvents, must be disposed of in special areas located around the country. Some chemicals, like polychlorinated biphenyls (PCBs) and dioxin, are disposed of at the Swan Hills Treatment Centre, in Alberta, the only centre of its kind in the country. These chemical wastes are very dangerous and have proven, in some cases, to cause cancer.

Some household hazardous waste items may include (this list is not exhaustive):

- motor oil,
- prescription drugs,
- cleaning products,
- paints,
- car waxes and polishes,
- weed killers,
- antifreeze,
- propane gas cylinders,
- solvents, turpentine, varnishes, lacquers, and
- products with flammable, corrosive, explosive, toxic, or poisonous warning labels, etc.

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Establish ground rules for discussion, e.g. everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS

- Q1. What is the most dangerous type of waste?
- Q2. Why is biomedical and chemical waste not stored in garbage dumps?
- Q3. Where in the community are household hazardous wastes collected? How often?



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



Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

CONFIRMATION OF TEACHING POINT 3

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

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. What do greenhouse gas emissions affect?
- Q2. What are some simple things that may be done to lower greenhouse gas emissions?
- Q3. Why are biomedical and chemical wastes dangerous?

ANTICIPATED ANSWERS

- A1. Greenhouse gas emissions affect the temperature and climate of the Earth's surface.
- A2. Simple things that may be done to lower greenhouse gas emissions include:
- walking or taking public transit instead of driving a vehicle;
 - avoiding unnecessary idling of a vehicle;
 - driving a hybrid car;
 - investing in a programmable thermostat;
 - turning down the temperature in the house before going to sleep;
 - replacing standard bulbs with fluorescent bulbs; and
 - turning off lights when not in the room.
- A3. Biomedical waste may be contaminated and chemical waste may be cancer causing.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Through the discussion of local, provincial/territorial and national environmental issues, cadets may gain an understanding of how their individual actions affect the environment. It may inspire them to take personal responsibility for its preservation and restoration which is part of being an environmentally conscious citizen.

INSTRUCTOR NOTES/REMARKS

References for TP1 can be found by investigating the Website for your local, municipality, region and/or province/territory.

REFERENCES

- C0-091 The City of Red Deer. (2007). *Household Tips to Reduce Greenhouse Gas Emissions*. Retrieved 19 February 2007, from <http://www.city.red-deer.ab.ca/Keeping+You+Informed/Environmental+Tips+and+Initiatives/Household+Tips+to+Reduce+Greenhouse+Gas+Emissions.htm>.
- C0-092 The City of Red Deer. (2007). *Household Hazardous Waste*. Retrieved 19 February 2007, from <http://www.city.red-deer.ab.ca/Keeping+You+Informed/Environmental+Tips+and+Initiatives/Household+Hazardous+Waste.htm>.
- C0-093 Industry Canada. (2007). *Canadian Company Capabilities*. Retrieved 19 February 2007, from <http://www.strategis.ic.gc.ca/app/cccl/search/navigate.do?language=eng&portal=1&subPortal=&estblmntNo=234567041421&profile=completeProfile>.
- C0-094 Depository Services Program. (2007). *High-Level Radioactive Waste in Canada*. Retrieved 19 February 2007, from <http://www.dsp-psd.pwgsc.gc.ca/Collection-R/LoPBdP/BP/bp338-e.htm>.

WHAT ARE MY RIGHTS AS A CANADIAN CITIZEN?

Canadians enjoy the following rights:

- **Equality Rights.** Equal treatment before and under the law, and equal protection and benefit of the law without discrimination.
- **Democratic Rights.** Every citizen has the right to participate in political activities including voting and being elected to political office.
- **Legal Rights.** Every citizen has the right to be presumed innocent until proven guilty, the right to retain a lawyer and to be informed of that right and the right to an interpreter in court proceedings.
- **Mobility Rights.** Every citizen has the right to enter and leave Canada, and to move to and take up residence in any province/territory.
- **Language Rights.** Every citizen has the right to use either the English or French language in communications with the federal government and certain provincial/territorial governments.
- **Minority Language Education Rights.** In general, English and French minorities in every province and territory have the right to be educated in their own language.

WHAT ARE MY RESPONSIBILITIES AS A CANADIAN CITIZEN?

Canadians share common responsibilities. They should:

- understand and obey Canadian laws;
- participate in Canada's democratic political system;
- vote in elections;
- allow other Canadians to enjoy their rights and freedoms; and
- appreciate and help to preserve Canada's multicultural heritage.

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THE GOVERNMENT OF CANADA'S CODE OF ENVIRONMENTAL STEWARDSHIP

To reflect the Government's dedication in all aspects of its operations and activities, it has created the Government of Canada's Code of Environmental Stewardship.

The Government commits to:

- incorporating environmental concerns in relevant decisions;
- ensuring environmental considerations are incorporated in purchasing practices;
- applying environmentally responsible practices in disposal;
- meeting or exceeding federal environmental laws;
- reusing, recycling and reducing waste; and
- improving the level of environmental awareness.

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CHAPTER 2
PO 202 – PERFORM COMMUNITY SERVICE



COMMON TRAINING INSTRUCTIONAL GUIDE



EO M202.01 – PERFORM COMMUNITY SERVICE

Total Time:

270 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to briefing the guest speaker.

The choice of activity is to be left to the discretion of the unit Commanding Officer (CO). Cadets will participate in a community service activity with a service group.

The community service activity should be conducted on one supported day (270 min) or over three separate sessions.

A guest speaker should introduce this lesson. The guest speaker should be made aware of the requirements of this lesson. Ensure that any information not covered is provided to the cadets through a question and answer session following the community service activity. If a guest speaker is unavailable, the instructor should attempt to procure as much information as possible on the selected activity from the community service group.

It is recommended that the guest speaker debrief the cadets following the community service activity.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An experiential approach was chosen for this lesson as it allows the cadets to acquire new knowledge and skills through a direct experience. This approach allows the cadets to experience performing community service and to define that experience at a personal level. They will be given the opportunity to reflect on and examine what they saw, felt, and thought while they were having the experience, and consider how this will relate to future experiences.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have experienced the benefits of volunteering and the positive impact it has on the community.

IMPORTANCE

It is important for cadets to participate in community service activities as it contributes directly to supporting one of the aims of the Cadet Program—to develop attributes of good citizenship.

BACKGROUND KNOWLEDGE

Community service is defined as activities which help cadets develop attributes of good citizenship. Through active involvement in these activities, cadets will have a positive impact on local communities, contributing to community strength and vibrancy.

One way cadets perform community service is through the service groups in the community. Service groups or clubs aim to promote community welfare and goodwill.

The following is a list of the service groups that may be found in the community.

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 led 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 Poppy and 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 principles 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;
- 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 polio virus. 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 21 January 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 five. 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 by the year 2000. Iodine deficiency (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 million 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: 240 min

Method: Experiential

OBJECTIVE

The objective of this activity is to assist a service group in the performance of community service.

RESOURCES

N/A.

ACTIVITY LAYOUT

- The cadets are to be briefed prior to the start of the activity by a guest speaker from the service 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 de-briefed on their participation in the activity immediately following the activity.

SAFETY

- Brief the cadets on any safety rules or regulations regarding the activity; and
- Identify any boundaries that may be in place.

INSTRUCTOR GUIDELINES

Make observations on the cadets to include:

- how the cadets reacted to the activity; and
- what area they appeared to enjoy most/least.



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

REFLECTION

Time: 30 min

Method: Group Discussion

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Establish ground rules for discussion, e.g. everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS

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



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

CONCLUSION

REVIEW

Upon completion of the group discussion the instructor will conclude by summarizing the discussion 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.

TEACHING POINTS

TP1. Provide a direct benefit to the community (e.g. support, of a non-profit group's fundraising event, community cleanup, and trail maintenance project).

TP2. Promote citizenship attributes.



Reinforce those answers given and comments made during reflection, but ensure that the teaching points have been covered. Any teaching point not brought out during the group discussion shall be covered during review.

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

The Canadian Cadet Movement (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 NOTES/REMARKS

N/A.

REFERENCES

- A0-010 CATO 11-03 D Cdts 2. (2006). *Cadet Program Mandate*. Ottawa, ON: Department of National Defence.
- 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.

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- C0-017 Rotary International. (2005). *About Rotary*. Retrieved 25 May 2006, from <http://www.rotary.org/aboutrotary/index.html>.
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CHAPTER 3

PO 203 – DEMONSTRATE LEADERSHIP ATTRIBUTES WITHIN A PEER SETTING



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 1

EO M203.01 – DISCUSS LEADERSHIP WITHIN A PEER SETTING

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

The list of responsibilities of Phase Two cadets will vary for each corps. Information about the specific responsibilities should be available in the corps Standing Orders or by speaking to the corps Commanding Officer/Training Officer.

Photocopy the handout at [Annex A](#), one for each cadet.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 to orient the cadets to leadership within a peer setting, to generate interest and to present basic material.

An in-class activity was chosen for TP2 as an interactive way to provoke thought, stimulate an interest among cadets and present leadership within a peer setting.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to discuss leadership within a peer setting.

IMPORTANCE

It is important for cadets to learn about leadership within a peer setting because there are responsibilities for second year cadets. Being aware of the responsibilities Phase Two cadets perform will assist them in setting achievable goals and adapting to their new role as leaders in the corps.

Teaching Point 1

Explain Leadership Within a Peer Setting

Time: 15 min

Method: Interactive Lecture

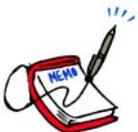
Within junior leadership, there are responsibilities for a Phase Two cadet at the corps. To make the second year of cadets a fun, challenging and dynamic experience, second year cadets should know their responsibilities.



Have cadets brainstorm a list of what they think the responsibilities of a Phase Two cadet are. As you teach each of the following points, try to match them to the cadet generated list.

There are some responsibilities common to every Phase Two cadet in the corps. They are:

- **Following the Chain of Command.** Following the chain of command ensures that all information that must be passed up and down the chain is delivered. Following the chain of command prevents gaps in the information flow.
- **Setting the Example.** A Phase Two cadet must set a personal example in dress and deportment. A good leader will never ask more of their followers and teammates than they are willing to give themselves.
- **Being Firm, Fair and Friendly with Everyone, Especially New Recruits.** No one is impressed with a Phase Two cadet who yells, least of all new cadets. A highly influential and respected Phase Two cadet is one who is consistent in their approach to people and each situation. Being approachable at all times should enable the cadet to fulfill all duties and responsibilities in an effective manner.
- **Being Respectful to Superiors and Subordinates.** Using a proper tone of voice, looking people in the eyes when they speak and standing up straight is a physical way to show respect. If the Phase Two cadet wishes to be treated with respect, they must display respect toward others.
- **Being Aware of Safety Hazards.**
- **Displaying Initiative.** Undertaking small matters, like cleaning up, before being told to do so is an example of using initiative. Superiors notice when small tasks are completed without any request to do so.
- **Setting Goals.** Every leader needs to set goals. Goals allow people the opportunity to turn ideas into results. A goal is a glimpse of the future. Setting goals like improving their drill, dress and deportment, gives Phase Two cadets something to strive for. By setting goals, and working towards them, a Phase Two cadet will show commitment.



If the corps has no specific duties for Phase Two cadets, do not teach the following point.

There are specific responsibilities of a Phase Two cadet in this corps.



Explain the corps specific Phase Two cadet responsibilities.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. List the responsibilities of Phase Two cadets in the corps.
- Q2. Why is setting goals important for a Phase Two cadet?
- Q3. List the specific Phase Two cadet duties and responsibilities for your corps.

ANTICIPATED ANSWERS

- A1. The responsibilities of every Phase Two cadet in the corps are:
- following the chain of command;
 - setting the example;
 - being firm, fair and friendly with everyone, especially new recruits;
 - being respectful towards your superiors and subordinates;
 - being aware of safety hazards;
 - displaying initiative; and
 - setting goals.
- A2. By setting goals and working towards them, the Phase Two cadet will show commitment.
- A3. Answers will vary.

Teaching Point 2

Conduct a Goal Mapping Activity

Time: 10 min

Method: In-class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have cadets map out personal short-term goals achievable at the corps and personal long-term goals for the training year.

RESOURCES

- Flip chart paper,
- Markers, and
- Goal mapping template located at [Annex A](#).

ACTIVITY LAYOUT

Divide the class into groups of no more than six cadets.

ACTIVITY INSTRUCTIONS

For this in-class activity, short-term goals are goals that can be achieved within three months, and long-term goals are goals that can be achieved by the end of Phase Two.

Have cadets, in groups of no more than six, brainstorm, then generate a list on flipchart paper, of personal short-term goals, in order to fulfill their Phase Two responsibilities, such as:

- improving their uniform;
- improving their drill; and
- attending all parade nights for the next three months, etc.



Record all the cadet generated short-term goals on a whiteboard/flipchart/OHP so cadets may use the examples.

Have cadets, in groups of no more than six, brainstorm, then generate a list on flipchart paper, of personal long-term goals for the training year, such as:

- getting promoted;
- achieving perfect attendance; and
- attending summer training, etc.



Record all the cadet generated long-term goals on a whiteboard/flipchart/OHP so cadets may use the examples.

Distribute the goal recording sheet located at [Annex A](#). Have the cadets write down two short-term and two long-term personal goals and the steps involved in achieving those goals. These goals may be from the generated list, or they may be completely individual.



After the activity is complete, have the cadets hand in their list of goals. Make a copy to file in each cadet's training file. These lists of goals may be used for periodic interviews by Officers to see if cadets met their goals. The list of goals may also be used at the beginning of the next training year to assist cadets in creating goals for Phase Three.



Return the original copy of the short-term and long-term goals to the cadet. Encourage cadets to post their personal short-term and long-term goals in a visible place at home, so cadets will be reminded of the goals they have set and whether they are moving towards achieving them.

SAFETY

N/A.

END OF LESSON CONFIRMATION

The cadets' participation in TP1 and TP2 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

In order for a cadet to be successful in the role of a Phase Two, they must know their responsibilities. By setting personal short and long term goals, cadets have something to work toward and may be more motivated to complete the tasks ahead.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C0-022 (ISBN 0-02864-207-4) Cole, K. (2002). *The Complete Idiot's Guide to Clear Communication*. Indianapolis, IN: Alpha Books.
- C0-134 (ISBN 0-7852-7440-5) Maxwell, J. (1999). *The 21 Indispensable Qualities of a Leader: Becoming the Person Others Will Want to Follow*. Nashville, TN: Thomas Nelson Publishers.

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COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 2

EO M203.02 – DISCUSS THE PRINCIPLES OF LEADERSHIP

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 and TP2 to orient the cadets to the principles of leadership, to generate interest and to present basic material.

A group discussion was chosen for TP3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about leaders who display positive influence.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to discuss the principles of leadership.

IMPORTANCE

It is important for cadets to learn the principles of leadership because they are fundamentals of leadership theory. As listed in CATO 11-03, *Cadet Program Mandate*, leadership is inherent in the participant outcomes of social competence and it is one of the three aims of the Cadet Program.

Teaching Point 1**Discuss the Principles of Leadership**

Time: 5 min

Method: Interactive Lecture

Leadership is a demonstrable skill. This means it can be displayed and observed. Leadership can be learned and the skills involved can be improved with practice. Within leadership there are set of principles that may be used to improve leadership ability.

PRINCIPLES OF LEADERSHIP**Leadership is influence.**

The ability to influence others is fundamental within the leadership process. Everyone influences someone. People are influenced by those around them on a daily basis: friends, family, teachers, newsmakers, athletes, etc. all influence others. In turn, those same people are influenced.

Influence can be positive or negative.

There are many people who use their influence in a positive manner and while doing so help their community, their school, their family, and the world around them. There are some people who use their influence in a negative manner and while doing so do not help anyone including themselves.

Leadership can create opportunities in life.

Qualities of leadership are learned and practiced, therefore improving your ability to lead may create opportunities in life. Throughout the Cadet Program, cadets may be given many occasions to lead. Success in a leadership role may lead to greater leadership opportunities with bigger challenges, more responsibility, rewards, etc.



Ask cadets what occupations they know of in which leadership skills would be an asset.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. Why is leadership a demonstrable skill?
- Q2. Name the three principles of leadership discussed during the class.
- Q3. Success in a leadership role may lead to what?

ANTICIPATED ANSWERS

- A1. Leadership can be displayed and observed by you and by others.
- A2. The three principles of leadership discussed are:
 - Leadership is influence.
 - Influence can be positive or negative.
 - Leadership can create opportunities in life.

- A3. Success in a leadership role may lead to greater leadership opportunities with bigger challenges, more responsibility, rewards, etc.

Teaching Point 2

Share a Brief Narrative of Youth Who Have Influenced the Environment or their Community

Time: 10 min

Method: Interactive Lecture



Choose one of the following four narratives to read to the class.

SIMON JACKSON

When he was seven, Simon Jackson's parents took him from his home in Vancouver, British Columbia to Yellowstone National Park in the United States. Ever since then he has been fascinated with bears. "I came to realize that humans had an option - we had the power to destroy or preserve these magnificent monarchs of the wilderness," says Simon. He set up a lemonade stand in grade two and raised \$60 to protect grizzly bears. A few years later Simon heard about Kermode bears. "I have followed a dream to ensure wild bears a wild place for generations to come." Simon Jackson is one of the few people to have seen the white Kermode or Spirit bear. If things go his way, Simon won't be the last. Simon is doing all he can to save these rare bears from becoming extinct. Loggers want to take trees from the ancient rainforest where they live. Simon has been trying to save the bears for years now. Simon speaks at schools to spread the word about the bears. He persuaded 700 kids to write letters asking the BC government to keep logging companies out of the bear's habitat. In 1996, the government received more letters about the Kermode bear than any other preservation issue. Simon also started the Spirit Bear Youth Coalition. "Many people ask me why I chose to campaign for the future of the spirit bear rather than other endangered animals such as the panda or the elephant," Simon explains. "As I saw it, the spirit bear was as unique to the world as the panda bear is to China and lived only in my home province. This bear, I thought, deserved our admiration, respect and most of all, our protection. I knew I had to help." Simon works with naturalist Jane Goodall, scientist David Suzuki, Native Leader Chief Leonard George and artist Robert Bateman. All of them are trying to save the last of about 100 Kermode bears which live around the Terrace area of BC and Princess Royal Island. So far, the support from tens of thousands of people from around the world helped to protect 135 000 hectares from loggers. Simon hopes the Spirit Bear Youth Coalition will be able to protect the remaining 125 000 hectares for the Kermode bears. "It is like ripples in a pond. If I can get through to one person, that person will get to another," he says. "That is how issues are won." Time magazine named Simon Hero of the Planet – one of six young people selected from around the world in their Spring 2000 edition.

CRAIG KIELBURGER

Craig Kielburger was born 17 December 1982 in Thornhill, Ontario, and is an accomplished child rights advocate and leadership specialist, an award-winning author and a popular speaker. He is the founder of Free The Children, the world's largest network of children helping children through education, and the co-founder of Leaders Today, the world's top youth leadership training organization. When Craig was 12, he was shocked to learn about the murder of a child labourer-turned-child rights activist. Eager to take action, he established Free The Children to help free children from poverty, exploitation and powerlessness. The organization began as a small group of classmates and quickly evolved into an international phenomenon. Under Craig's leadership, Free The Children has now changed the lives of more than one million young people around the world. The organization has built more than 450 primary schools, providing daily education to more than 40 000 children. Free The Children's many accomplishments in the areas of education, alternative income, health care, water and sanitation provision and peace building have earned three Nobel Peace Prize nominations and facilitated

high profile partnerships with organizations such as the United Nations and Oprah's Angel Network. Convinced of the importance of leadership development in empowering youth, Craig co-founded Leaders Today in 1999. Leaders Today empowers young people through leadership education, providing them with the inspiration and tools to affect positive social change. The organization delivers one-of-a-kind local and international training experiences, reaching more than 350 000 youth every year. Craig has travelled to more than 50 countries, visiting underprivileged children and speaking out in defence of children's rights. An internationally renowned speaker, Craig frequently addresses business groups, government bodies, educators, unions and students. A sought-after speaker, he has shared the podium a number of times with former U.S. president Bill Clinton, as well as with such world renowned leaders as Nelson Mandela, Queen Noor, Archbishop Desmond Tutu and the Dalai Lama. Craig has shown the world that no one is ever too young to make a difference. His work has been featured on The Oprah Winfrey Show, CNN, CBC, BBC, 60 Minutes and profiled in The Economist, Time and People magazines and numerous newspapers.

THE GREENKIDS

GreenKids was established during 1990-1991 school year by the sixth grade students in Lafayette Regional School in rural Franconia, New Hampshire. It started as a part of an integrated subject, Critical Skills L.B.R.P. (Learning By Real Problems). The students knew of an absence of children's environmental projects in New England and they wanted to alleviate the problem of the environment. The first group of students, First Generation GreenKids, brainstormed and came up with a list of goals that they hoped to achieve during the school year. Goals included establishing the group, writing a Book of Issues, For Kids by Kids, having it published, writing quarterly newsletters, promoting recycling and responsible environmental attitudes throughout the area and finally, showing that adults will listen to the opinions of children when their opinions are presented intelligently. These lofty goals might seem impossible for a group of 11 and 12 year olds, but through hard work and empowerment they realized all but one of their goals: that of getting their book published. The First Generation succeeded in producing a quality newsletter, and parts of it were featured in the quarterly newsletter of the New Hampshire Wildlife Federation. They researched, edited, and entered their product into a word processor, developed a group of subscribers, and helped pay for materials. The book was based on environmental issues which they felt were very important. They followed the same processes in publishing the book as they did in creating the newsletter. Their work was high quality. GreenKids also had the opportunity to visit other schools to talk about their experiences and to help start their own activist groups. Letters were written to persons in power to expand recycling. But the year was ending and the completed, illustrated book was not yet published. GreenKids Second Generation decided to make these goals its yearly objective: keep the newsletter going; get the school to recycle; buy trees for all nursery school and Kindergarten through grade 5 students; promote community cleanups; and raise funds to publish the book.

KIDS FOR A CLEAN ENVIRONMENT

In 1989, Melissa Poe, a fourth grader in Nashville, Tennessee, founded a children's environmental club called Kids For A Clean Environment or Kids F.A.C.E. In three years the club had grown from a group of six within her elementary school to a positive, proactive international youth organization with more than 200 000 members. She also wrote for the newsletter she created for her club, which had a worldwide distribution of 2 million. In August 1989, Melissa began an ongoing campaign to encourage children and adults to become involved with the protection of our natural resources. Kids F.A.C.E. started when Melissa wrote a letter to the President of the United States. Dissatisfied with the President's initial response, she decided to take action on her own. In January of 1990, she appeared on NBC's Today show after writing a letter requesting an appearance. In April of 1990, 250 billboards were placed nationwide with her letter to the President. She also began speaking to encourage children to get involved, and she established chapters of Kids F.A.C.E. In May 1990, she wrote a letter to Wal-Mart Corporation asking for help for her club, and in November 1990, Melissa created her club newsletter: Kids F.A.C.E. Illustrated. In October 1991, she drafted the Children's Forest concepts with another organization and prepared and circulated petitions. In September 1992, she launched Kids F.A.C.E. Save-A-Tree project with tree-planting programs. In January 1993, she created the design for International Kid's Earth Flag and began the campaign to get kids to help make the flag. Kids For A Clean Environment is an international children's environmental organization whose purpose is to sponsor educational, community-wide

programs in order to further children's involvement in environmental causes; to present information to children concerning the environment and the detrimental effects of pollution and waste on the environment; and to sponsor membership organizations designed to heighten awareness of hazards to the environment and ways of curbing such hazards.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. How do cadets feel about the person or people in the narrative?
- Q2. Do cadets feel these leaders were using the principles of leadership discussed in TP1?
- Q3. How were these principles used?

ANTICIPATED ANSWERS

- A1. Answers will vary.
- A2. Answers will vary.
- A3. Answers will vary.

Teaching Point 3

Discuss a Peer Leader Who has Influenced the Environment or the Community in a Positive Way

Time: 10 min

Method: Group Discussion

BACKGROUND KNOWLEDGE



The point of the group discussion is to draw the following information from the group using the tips for answering/facilitating discussion and the suggested questions provided.

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Establish ground rules for discussion, e.g. everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS

- Q1. Describe what types of things could be considered being a positive influence in their community.
- Q2. Describe a situation where their peers have used their influence to help the environment or to help their community.
- Q3. Describe a situation where they have used their influence to help the environment or to help their community.
- Q4. Describe what types of things youth at their age level could do in their community to be a positive influence.



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



Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

END OF LESSON CONFIRMATION

The cadets' participation in the group discussion in TP3 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Throughout the Cadet Program, cadets may be given many occasions to lead. To improve their leadership ability, cadets may incorporate the principles of leadership into their own leadership style. Cadets may learn from the situations discussed that they are never too young to use their influence in a positive manner.

INSTRUCTOR NOTES/REMARKS

Instructors are encouraged to research recent newsworthy articles of youth in the area that have positively influenced the environment or their community, to share as in-class stories.

REFERENCES

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- C0-113 (ISBN 1-882664-12-4) Karnes, F. A. & Bean, S. M. (1995). *Leadership for Students: A Practical Guide for Ages 8-18*. Waco, Texas: Prufrock Press.
- C0-131 Free The Children. (2007). *Craig Kielburger Biography*. Retrieved 13 March 2007, from <http://www.freethechildren.com/aboutus/craigmarc/craigkielburger.htm>.
- C0-132 Kidz World. (2007). *Teen Protects White Bear*. Retrieved 13 March 2007, from <http://www.kidzworld.com/article/1065-teen-protects-white-bear>.

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COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 3

EO M203.03 – DISCUSS EFFECTIVE COMMUNICATION IN A PEER SETTING

Total Time: 30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for this lesson to orient the cadets to effective communication in a peer setting, to generate interest and to present basic material.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall discuss effective communication in a peer setting.

IMPORTANCE

It is important for cadets to learn effective communication in a peer setting to continue to improve their leadership skills. Effectively communicating in a peer setting may improve the leadership skills of cadets because communication is the most basic way to influence others. Effective communication may be used to resolve and/or reduce problems and conflict. By experiencing the benefits of effective communication in a peer setting, cadets may enhance their self-confidence and self-esteem.

Teaching Point 1**Discuss How Communication Is Fundamental to Influencing Others**

Time: 10 min

Method: Interactive Lecture

Effective communication is a critical skill for leaders in a peer setting. Communication is the exchange of thoughts, messages and information. It is the process of sharing knowledge, interests, attitudes, opinions, feelings and ideas with others. Through communication one person can influence others. Effective communication may also be used to resolve and/or reduce problems and conflict.

COMMUNICATION IS A SKILL

Like any skill, the ability to communicate with competence must be learned and developed over a lifetime. Communication skills permit the flow of ideas from one individual to another or to a group, and vice versa. The process of communication can include both verbal and non-verbal messages.

NON-VERBAL COMMUNICATION

Non-verbal communication uses many channels for sending and receiving information. Information is received through all our senses (taste, sight, smell, touch and sound). Some aspects of non-verbal communication include:

Eye Contact. Looking directly at another person when speaking is an effective way of indicating sincerity and getting someone's attention.

Body Posture. The weight of the message being sent will be increased when facing the person being spoken to, standing or sitting closer to them and leaning forward. Using correct body posture when listening is also an effective way of indicating interest in the conversation.

Gestures. A message that has a body gesture attached to it takes on added emphasis.

Facial Expressions. When making a statement, make sure facial expressions agree with the message.

Voice Tone, Volume Changes. Shouting may cause people to become defensive, just a whispering may cause people to tune out the message. Make sure voice levels are correct for the space and that statements are convincing without being intimidating.

Being able to read non-verbal responses to communication, while leading in a peer setting, may help cadets understand how they are being perceived.

SENDING, RECEIVING AND RESPONDING TO A MESSAGE

Communication consists of three things: sending, receiving and responding to a message.

The sender must deliver a clear message, taking into consideration the characteristics of the individual(s) receiving the message. Is the person a child or an adult? Is there one person, or are there 20? These and similar factors all determine how the message should be sent.

Next, the message is received. It is important to remember that receivers translate what they have heard based on their own set of definitions, which may differ greatly for those of the sender.

The final component of communication is response. A response lets the sender know the message has been received. All three parts are necessary for effective communication.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. Why are communication skills a fundamental part of leadership?
- Q2. List some aspects of non-verbal communication.
- Q3. Communication consists of three things, name them.

ANTICIPATED ANSWERS

- A1. Communication skills are a fundamental part of leadership because they permit the flow of ideas from one individual to another or to a group, and vice versa.
- A2. Some aspects of non-verbal communication include:
- eye contact,
 - body posture,
 - gestures,
 - facial expressions, and
 - voice tone, volume changes.
- A3. Communication consists of three things: sending, receiving and responding to a message.

Teaching Point 2

Explain the Three Styles of Communication

Time: 5 min

Method: Interactive Lecture

THREE STYLES OF COMMUNICATION

Aggressive Communication. A person who is an aggressive communicator puts their own wants and needs ahead of everyone else and they often ignore or belittle other people's concerns.

Aggressive communicators often:

- talk over people and interrupt;
- make sarcastic, demeaning or threatening remarks;
- consider only their own point of view; or
- stand too close, lean over you or in some other way make you feel physically uncomfortable.

Aggressive communication usually leads to hostility, anger and resentment.

Passive Communication. A person who is a passive communicator puts other people's wants and needs ahead of their own and often denies what they want or need.

Passive communicators often:

- hardly ever say what they want or need;
- let others make decisions for them;

- avoid conflict and disagreement at all costs; and
- drop hints rather than directly request that something gets done.

Passive communication usually leads to bad feelings and damages relationships.

Assertive Communication. A person who is an assertive communicator uses skills based on mutual respect. Assertive communicators can say how they see things and hear how others see things. They work towards outcomes that satisfy everyone.

Assertive communicators often:

- are open and honest about what they are thinking and feeling;
- makes direct requests if they want something done, leaving the option to say “no”;
- respect themselves and show respect to others; and
- are able to disagree without creating bad feelings.

Assertive communication usually results in clear and open communication.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. Name the three styles of communication.
- Q2. What are some characteristics of assertive communicators?
- Q3. Assertive communication usually results in what?

ANTICIPATED ANSWERS

- A1. The three styles of communication are aggressive, passive and assertive.
- A2. Assertive communicators often:
- are open and honest about what they are thinking and feeling;
 - makes direct requests if they want something done, leaving the option to say “no”;
 - respect themselves and show respect to others; and
 - are able to disagree without creating bad feelings.
- A3. Assertive communication usually results in clear and open communication.

Teaching Point 3

Discuss Assertive Communication

Time: 10 min

Method: Interactive Lecture

Assertive people use a number of important communication skills. They ask questions to gather information and check that they have understood correctly. Assertive people say what is on their mind in a direct yet courteous way so there is no hidden message.

USING “I” STATEMENTS

One of the most important skills that an assertive communicator uses is making “I” statements. Assertive people use “I” language. An assertive communicator uses statements like “I’d like...”, “I’d appreciate...”, “I think...” and “I feel”... etc. They own their own messages and speak for themselves. Their suggestions are not weighted with advice, commands, and “shoulds” or “oughts”. Their feedback is constructive and free from blame.

Non-verbally assertive people:

- make appropriate eye contact;
- sit or stand comfortably erect;
- use open gestures to support their comments;
- speak in a clear, steady, firm tone of voice; and
- maintain open, unchanging and relaxed facial expressions that accurately reflect their thoughts.

ACTIVE LISTENING SKILLS

Assertive people also use active listening skills. These skills include:

- repeating the conversation back to the speaker, in their own words, to understand the speakers meaning;
- not talking about themselves;
- letting the speaker take the lead by encouraging them back to the issue if the speaker digresses;
- concentrating fully on what the speaker is saying;
- asking for clarification if it is needed;
- acknowledging the speaker’s feelings; and
- allowing for silence.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. Give three examples of “I” statements.
- Q2. Give some examples of non-verbal communication used by assertive people.
- Q3. Give some examples of active listening skills.

ANTICIPATED ANSWERS

- A1. “I’d like...”, “I’d appreciate...”, “I think...” and “I feel”... etc.
- A2. Non-verbally assertive people:
- make appropriate eye contact;
 - sit or stand comfortably erect;
 - use open gestures to support their comments;

- speak in a clear, steady, firm tone of voice; and
- maintain open, unchanging and relaxed facial expressions that accurately reflect their thoughts.

A3. Active listening skills include:

- repeating the conversation back to the speaker, in their own words, to understand the speakers meaning;
- not talking about themselves;
- letting the speaker take the lead by encouraging them back to the issue if the speaker digresses;
- concentrating fully on what the speaker is saying;
- asking for clarification if it is needed;
- acknowledging the speaker's feelings; and
- allowing for silence.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. Communication consists of three things; name them.
- Q2. What are some characteristics of assertive communicators?
- Q3. Why do assertive people use "I" statements?

ANTICIPATED ANSWERS

- A1. Communication consists of three things: sending, receiving and responding to a message.
- A2. Assertive communicators often:
- are open and honest about what they are thinking and feeling;
 - makes direct requests if they want something done, leaving the option to say "no";
 - respect themselves and show respect to others; and
 - are able to disagree without creating bad feelings.
- A3. Assertive people use "I" statements because they own their own messages and speak for themselves.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Effective communication is a critical talent for leaders. Effectively communicating in a peer setting may improve the leadership skills of cadets because communication is the most basic way to influence others. Using their influence in a peer setting, cadets may resolve and/or reduce problems and conflict and it may enhance cadets' self-confidence and self-esteem.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

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COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 4

EO M203.04 – DEMONSTRATE POSITIVE GROUP DYNAMICS

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

A group discussion was chosen for TP1 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about positive group dynamics.

An interactive lecture was chosen for TP2 to orient the cadets to positive group dynamics, to generate interest and to present basic material.

An in-class activity was chosen for TP3 as an interactive way to provoke thought and stimulate interest among cadets.

INTRODUCTION

REVIEW

The review for this lesson will be from EO M103.03 (Participate in Team-Building Activities).

QUESTIONS

- Q1. What are the characteristics of a successful team?
Q2. What are the advantages of effective teamwork?

ANTICIPATED ANSWERS

A1. The characteristics of a successful team are:

- clear communication,

- mutual cooperation and support,
- share a common goal, and
- high esprit de corps.

A2. The advantages of effective teamwork are:

- everyone is included ensuring a better outcome;
- tasks are often easier when more people are involved; and
- communication skills are developed.



Write down the characteristics of a successful team and advantages of effective teamwork on a whiteboard/flipchart/OHP.

OBJECTIVES

By the end of this lesson the cadet shall be expected to demonstrate positive group dynamics.

IMPORTANCE

It is important for cadets to learn about positive group dynamics to continue to improve their leadership skills. By experiencing the benefits of working as a supportive and encouraging team member in a peer setting, cadets may enhance their self-confidence and self-esteem.

Teaching Point 1

Time: 10 min

Discuss Positive Group Dynamics

Method: Group Discussion

BACKGROUND KNOWLEDGE



The point of the group discussion is to draw the following information from the group using the tips for answering/facilitating discussion and the suggested questions provided.

According to “Youth Leadership”, as individuals begin to work in groups, they discover that there are patterns of group development; they learn that all groups develop in predictable ways. Information about group development and dynamics dispels myths about groups. One myth many cadets believe is that “nobody feels the way I do.” Feelings of isolation and detachment are common among individuals who enter a new group. As cadets learn more about the tasks necessary for groups to evolve, they discover that there is more to forming a positively functioning group than just bringing people together.

Cadets learn why people have come to the group. Through activities, cadets share what they are feeling and why they are there. As cadets discover how groups operate and as they learn about the kinds of forces that exist within groups, they begin to understand how they fit into their own group.

In order for a peer group or team to perform at its highest level, each member of the team should display positive group dynamics. To demonstrate positive group dynamics, group members should:

- contribute to the group's goal;
- exhibit trust in the group;
- create a safe environment for others to share their opinions;
- follow the leader;
- finish the task;
- display esprit de corps; and
- appreciate others within the group.

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Establish ground rules for discussion, e.g. everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS

Q1. What attributes must a cadet display within the team, to help the team be successful?



Have cadets brainstorm a list of the attributes that enable positive group dynamics. Copy the list on a whiteboard/flipchart/OHP.

Q2. Are there some attributes that contribute more to the success of the team than other attributes? Why or why not?

Q3. Besides cadets, where else would these attributes be advantageous in a peer setting?



The attributes brainstormed by the cadets may not match the attributes in the background knowledge. Correct cadets during the discussion if the attributes suggested do not match the criteria for positive group dynamics.



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



Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2

Explain How to Display Positive Group Dynamics

Time: 25 min

Method: Interactive Lecture

When placed within a peer setting, each cadet should display positive group dynamics.



After explaining each point below, have cadets give examples of when they have seen the attribute displayed.

To display positive group dynamics, cadets must:

- Contribute to group discussions by providing input. This means contributing to every discussion. Even if a cadet has no new or original ideas, agree or disagree with other member's suggestions. Ask questions. Offer support and volunteer to take on extra assignments.
- Be motivated. Be enthusiastic and ensure the best effort each time when working in a team setting.
- Participate in establishing the team's goals. Cadets will have to work to meet the team's goals, so cadets should have a say in determining them. Ensure group goals are consistent with the aims of the cadet organization.
- Try new things. Do not be afraid to take risks. Trying new things shows courage, and courage is a leadership quality. Remember the turtle: it is perfectly safe when it stays in its shell, but to move ahead, the turtle must stick its neck out.

- Be sensitive to other points of view. Listen to the opinions of other team members. Do not be afraid to express your view even if it is different or even the opposite of everybody else's. Deal respectfully with teammates who disagree. Be willing to compromise to achieve a consensus.
- Know teammates' strengths and weaknesses. If members know their teammates' talents and limitations, it enables the team to use all its personnel to its best advantage. Being aware of teammates individual habits may make working with them easier.
- Increase self-confidence through positive self-talk. Focusing on one's positive characteristics leads to increased self-confidence. To feel better about yourself, concentrate on the things done well and compliment yourself on those things. This is not always easy.
- Be cooperative. Be polite, be a team player, and support your teammates. Help them by distributing work evenly and by sharing information; do not compete.
- Resolve conflicts as quickly as possible at the lowest and most appropriate level. As mentioned in the CHAP program, if teammates have a conflict, find a solution. Do not let problems fester and do not hold a grudge. Once conflicts are resolved, let them go.
- Celebrate successes. When the team completes a task or completes a goal, share in the enjoyment. Have a quick team meeting and compliment all team members on a job well done. Praise team members in front of others. Show appreciation to teammates who have been especially helpful. Everyone likes to be congratulated. This may lead to increased feelings of enthusiasm and self-confidence by members of the team.



Compare the list of attributes developed during the group discussion with the attributes taught in TP2.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. How can cadets contribute to group discussions?
- Q2. Why should cadets not be afraid to try new things within a team setting?
- Q3. Why should successes be celebrated?

ANTICIPATED ANSWERS

- A1. Cadets can contribute to group discussions by providing input. This means contributing to every discussion.
- A2. Trying new things shows initiative, and initiative is a leadership quality.
- A3. Successes should be celebrated because everyone likes to be congratulated. This may lead to increased feelings of enthusiasm and self-confidence by members of the team.

Teaching Point 3**Demonstrate Positive Group Dynamics**

Time: 15 min

Method: In-class Activity



It is very difficult to find an activity that will display all the aspects of positive group dynamics at once. This activity was chosen to give cadets the opportunity to be sensitive to other points of view, to listen without interrupting, to learn their teammates' strengths and weaknesses and to increase their self-confidence through positive self-talk.

ACTIVITY**OBJECTIVE**

The objective of this activity is to have cadets demonstrate positive group dynamics within a peer setting to build mutual support and trust.

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

Remind cadets that the ability to build mutual trust is based on being able to communicate openly with members of the team.

1. Ask the cadets to find a partner, preferably someone they do not know well, or someone they would like to know better.
2. Have the cadets sit facing each other.
3. Have the cadets decide who will go first. Tell them to make eye contact with one another and get comfortable. Cadets must maintain an open body posture (no crossing of the arms or legs and no slouching). Cadets must tell their partners "What I like about myself." Cadets must speak for two minutes.
4. The passive partner cannot say a word, but through body language, (head nodding, leaning forward, smiling, etc.) must express a keen interest in what is being said.
5. At the end of two minutes, have the cadets switch roles and repeat the speaking/listening exercise.
6. Have cadets switch back to their original positions. Tell them to make eye contact with one another and get comfortable. Cadets must maintain an open body posture (no crossing of the arms or legs and no slouching). Have the first cadet speak about "What I don't like about myself". Cadets must speak for one minute.
7. The passive partner cannot say a word, but through body language, (head nodding, leaning forward, smiling, etc.) must express a keen interest in what is being said.

8. At the end of one minute, have cadets switch roles and repeat the speaking/listening exercise.
9. After everyone is finished speaking/listening, conduct a short de-brief with the cadets to include the following questions:
 - Was it difficult to remain passive, silent and interested?
 - Was it easier to listen to another cadet speaking about their strengths or their weaknesses? Why?
 - Was it easier to speak about their own strengths or their own weaknesses? Why?
 - Did having the listener show interest through body language help them be more open with their remarks? Why?

SAFETY

N/A.



Ensure cadets understand that this activity was chosen to give them an opportunity to demonstrate positive group dynamics by being sensitive to other points of view, listening without interrupting, learning your teammates' strengths and weaknesses and increasing their self-confidence through positive self-talk.

END OF LESSON CONFIRMATION

The cadets' participation in the activity in TP3 will serve as confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

It is important to demonstrate positive group dynamics by being a supportive and encouraging team member within a peer setting. As a full participant in team activities, cadets may enjoy their tasks more and they may make more effective contributions to the team's success. This may assist in building the cadet's self-confidence and self-esteem and may improve their basic leadership skills.

INSTRUCTOR NOTES/REMARKS

The instructor shall provide a safe learning and team-building environment in which the cadets will display and demonstrate positive group dynamics.

REFERENCES

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- C0-114 (ISBN 0-02-863656-2) Pell, A. R. (1999). *The Complete Idiot's Guide to Team Building*. USA: Alpha Books.
- C0-115 (ISBN 0-7879-4059-3) Van Linden, J. A. & Fertman, C. I. (1998). *Youth Leadership*. San Francisco, California: Jossey-Bass Inc.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 5

EO M203.05 – DISCUSS INFLUENCE BEHAVIOURS

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Make six copies of the handouts at [Annexes B, C](#) and [D](#) for the activities in TP1 to TP3.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An in-class activity was chosen for TP1 to TP3 as an interactive way to provoke thought and stimulate an interest among cadets.

A group discussion was chosen for TP4 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about influence behaviours.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to discuss influence behaviours.

IMPORTANCE

It is important for cadets to acknowledge the influence they have in a peer setting. Learning influence behaviours may enable cadets to choose the correct influence behaviour for the situation to successfully accomplish tasks in a peer setting.

Teaching Point 1**Perform in a Skit to Portray Directive Behaviour**

Time: 5 min

Method: In-class Activity



The earliest studies of leadership commonly referred to influence behaviours as leadership styles or approaches. The three influence behaviours listed below are chosen from a spectrum of eight influence behaviours.

ACTIVITY**OBJECTIVE**

The objective of this activity is to have cadets perform in a skit to portray directive behaviour and to recognize its use.

RESOURCES

Skit located at [Annex B](#).

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have cadets volunteer to perform in the skit.
2. Distribute the scripts to the cadets who volunteered.
3. Have cadets perform the skit.
4. Ask cadets to brainstorm a list of traits they noticed about Cadet Purple in this skit.
5. Copy the list on a whiteboard/flipchart/OHP.
6. Have cadets return the scripts.



Upon completion of the brainstorming conclude by summarizing directive behaviour before moving on to the next TP.

DIRECTIVE BEHAVIOUR

Generally, directive behaviour involves telling teammates what they are to do, and possibly, when, how and to what standard they are to accomplish the task. Directive behaviour may be expressed as a simple request, a formal order or something in between. Directive behaviour is appropriate when passing on and executing a superior's objective, when assigning and co-ordinating tasks and when teammates lack information or experience and need guidance.

Directive behaviour is used most often in emergency situations where time, safety, and control of personnel are factors. Another example is drill. Drill is normally conducted using directive behaviour.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What does directive behaviour involve?
- Q2. When is directive behaviour appropriate?
- Q3. Where is directive behaviour used most often?

ANTICIPATED ANSWERS

- A1. Directive behaviour involves telling teammates what they are to do, and possibly, when, how and to what standard.
- A2. Directive behaviour is appropriate when passing on and executing a superior's objective, when assigning and co-ordinating tasks and when teammates lack information or experience and need guidance.
- A3. Directive behaviour is used most often in emergency situations where time, safety, and control of personnel are factors.

Teaching Point 2
Perform in a Skit to Portray Persuasive Behaviour

Time: 5 min

Method: In-class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have cadets perform in a skit to portray persuasive behaviour and to recognize its use.

RESOURCES

Skit located at [Annex C](#).

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have cadets volunteer to perform in the skit.
2. Distribute the scripts to the cadets who volunteered.
3. Have cadets perform the skit.
4. Ask cadets to brainstorm a list of traits they noticed about Cadet Purple in this skit.
5. Copy the list on a whiteboard/flipchart/OHP.

6. Have cadets return the scripts.



Upon completion of the brainstorming conclude by summarizing persuasive behaviour before moving on to the next TP.

PERSUASIVE BEHAVIOUR

Generally, persuasive behaviour is intended to influence decision-making and motivation. This is accomplished by explaining to, or convincing others why a certain course of action is necessary. Persuasive behaviour may involve rational argument based on facts, reason and logic and/or inspirational appeals which motivate others. This behaviour may allow teammates to understand the potential benefits to them created by the course of action and should aid teammates in their commitment to the task. Persuasive behaviour is appropriate to secure agreement or commitment and when particularly high or sustained levels of effort are required to accomplish a task.

There are many situations when persuasive behaviour is used. These may include problem-solving, counselling, teaching, etc. Persuasive behaviour is usually effective in a peer setting if all teammates display positive group dynamics.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. When is persuasive behaviour used?
- Q2. What are the potential benefits of the persuasive behaviour?
- Q3. Name three situations where persuasive behaviour may be used?

ANTICIPATED ANSWERS

- A1. Persuasive behaviour is used to influence decision-making and motivate others.
- A2. Persuasive behaviour may allow teammates to understand the potential benefits to them created by the course of action and should aid teammates in their commitment to the task.
- A3. Persuasive behaviour may be used when problem-solving, counselling, teaching, etc.

Teaching Point 3

Perform in a Skit to Portray Participative Behaviour

Time: 5 min

Method: In-class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have cadets perform in a skit to portray participative behaviour and to recognize its use.

RESOURCES

Skit found at [Annex D](#).

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have cadets volunteer to perform in the skit.
2. Distribute the scripts to the cadets who volunteered.
3. Have cadets perform the skit.
4. Ask cadets to brainstorm a list of traits they noticed about Cadet Purple in this skit.
5. Copy the list on a whiteboard/flipchart/OHP.
6. Have cadets return the scripts.



Upon completion of the brainstorming conclude by summarizing participative behaviour before moving on to the next TP.

PARTICIPATIVE BEHAVIOUR

Generally, participative behaviour involves sharing decision-making with others. The primary objective is to improve the quality and/or acceptance of decisions. Participative behaviours employ two basic methods – individual or group consultations and joint decision-making. Obtaining advice, opinions and recommendations from others before sharing decision-making is essential. Sometimes teammates possess critical information or expertise and that knowledge may make the difference between success or failure of the task. The use of the participative behaviour depends on the availability of time to involve others. Teammates expect to be consulted on and have a voice in decisions that affect them.

There are many situations when participative behaviour is used including problem-solving, participating in team-building activities, resolving conflict in a peer setting, etc. Participative behaviour is usually effective in a peer setting because all teammates have a part to play in making the decision.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. What does participative behaviour involve?
- Q2. What are the two basic methods of employing persuasive behaviours?
- Q3. Name three situations where participative behaviour may be used.

ANTICIPATED ANSWERS

- A1. Participative behaviour involves sharing decision-making with others.
- A2. Participative behaviours employ two basic methods – individual or group consultations and joint decision-making.
- A3. Participative behaviour may be used during problem solving, participating in team-building activities, resolving conflict in a peer setting, etc.

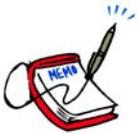
Teaching Point 4

Discuss Situations in Which Cadets May Employ the Various Influence Behaviours in Peer Group Settings

Time: 10 min

Method: Group Discussion

BACKGROUND KNOWLEDGE



The point of the group discussion is to draw the following information from the group using the tips for answering/facilitating discussion and the suggested questions provided.

Different influence behaviours will be used during different situations. A good leader may use a combination of behaviours based on the situation, the experience of the followers, the time to get a task done, etc. Each of the influence behaviours has its place and can be used effectively under the correct conditions.

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Establish ground rules for discussion, e.g. everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer.
- Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS

- Q1. When is directive behaviour most effective at cadets or at school?
- Q2. When is persuasive behaviour most effective at cadets or at school?
- Q3. When is participative behaviour most effective at cadets or at school?
- Q4. What are the differences between persuasive and participative behaviours?



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



Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

CONFIRMATION OF TEACHING POINT 4

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

END OF LESSON CONFIRMATION

The cadets' participation in the activities in TP1 to TP3 and the group discussion in TP4 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Through the Cadet Program there may be many opportunities for cadets to influence their peers. Choosing the correct influence behaviour for a situation may assist them in accomplishing tasks in a peer setting.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A0-047 A-PA-005-000/AP-004 DND. (2005). *Leadership in the Canadian Forces: Conceptual Foundations*. Ottawa, ON: Department of National Defence.
- A0-048 A-PA-005-000/AP-003 DND. (2005). *Leadership in the Canadian Forces: Doctrine*. Ottawa, ON: Department of National Defence.
- C0-113 (ISBN 1-882664-12-4) Karnes, F. A. & Bean, S. M. (1995). *Leadership for Students: A Practical Guide for Ages 8-18*. Waco, Texas: Prufrock Press.
- C0-115 (ISBN 0-7879-4059-3) Van Linden, J. A. & Fertman, C. I. (1998). *Youth Leadership*. San Francisco, California: Jossey-Bass Inc.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 6

EO M203.06 – EMPLOY PROBLEM SOLVING

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Copy handouts located at [Annex E](#) for each cadet.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 to orient the cadets to problem solving.

An in-class activity was chosen for TP2 as an interactive way to provoke thought, stimulate an interest among cadets and present problem solving.

A group discussion was chosen for TP3 as it allows the cadets to interact with their peers and share their knowledge, experiences, and opinions about problem solving.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall employ problem solving.

IMPORTANCE

One of the qualities of leadership is problem solving. As cadets become leaders within a peer setting they will use this quality more often. By having some tools to solve problems cadets may have an easier time to resolve them.

Teaching Point 1**Explain Problem Solving**

Time: 20 min

Method: Interactive Lecture

A Problem. This is a doubtful or difficult matter requiring a solution.

Phase Two cadets deal with varying problems daily. We all possess a natural ability to solve dilemmas that may take little effort or planning such as trying to decide with our friends what to do on a Saturday night or getting up to go to school. However, when faced with more complex matters like working with a group on a cadet or school project or finding more than one solution to a problem, a more efficient methodology than trial and error analysis may be required.

Trial and Error Analysis. This method used to solve problems if there is a great deal of time available and the possible outcomes are not serious.

A PROBLEM-SOLVING PROCESS

Logical Analysis. One of the processes to solve problems is logical analysis, if there is sufficient time available for consideration of all the options. Logical analysis helps reduce a complex thought process into a simple format. However, some problems are very simple so all the steps in the process may not be used. If the team follows these steps, they should be able to create a plan to implement a solution.

When a task is assigned to cadets in a peer setting, the cadets should follow all the steps in the logical analysis process. If a problem develops that cadets within a peer setting must solve, without being directed to do so, the cadets should begin the logical analysis at step 2.

Steps in Logical Analysis:

1. **Confirm the Task.** By understanding both the problem and the aim or intent of the person assigning the task, the team has the freedom to act within their initiative to lead the team to success, especially when factors or plans change.
2. **Identify the Problem(s).** Once a problem is understood, the team must consider the problem or challenges that may occur in the implementation. This usually requires breaking the problem down into its component parts (“do this, then this, then this...”).
3. **Determine the “Critical Factor”.** There is usually one overriding problem in which all other issues will depend. This is called the CRITICAL FACTOR. Once identified, a plan to solve the problem can be formed around solving the critical factor.
4. **Develop Alternate Solutions.** Create as many possible solutions as time allows, drawing from the experience, knowledge and initiative of the team.
5. **Compare Alternatives.** Each solution must then be compared by the team in order to decide on the best solution. To decide which solution is the best, some questions may be asked:
 1. Which solution is the simplest?
 2. Which solution is the safest? What is the worst possible outcome? What are the dangerous elements?
 3. Which solution is the most flexible?
 4. Which solution uses available resources in an economical manner?
 5. Which solution will solve the critical factor and all other problems?
6. **Determine the Best Solution.** The team should choose the best solution to implement the plan of action.

7. **Implement the Solution.** The team should create a plan to implement the solution and get the problem solved. If a plan does not work like the team wanted, they may try another of the alternative solutions.
8. **Evaluate the Plan and the Implementation.** The team should evaluate performance once the problem is solved. The team should examine the implementation of the solution and the needs that may not have been anticipated. Questions may include:
 1. Was the solution a good one?
 2. Was the plan to implement the solution a success?
 3. What can we do to improve the plan or the implementation for the next time?
 4. What lessons were learned?

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What is the definition of a problem?
- Q2. List the steps in Logical Analysis.
- Q3. List some questions that should be asked to evaluate the plan and implementation.

ANTICIPATED ANSWERS

- A1. A problem is a doubtful or difficult matter requiring a solution.
- A2. The steps in Logical Analysis are:
 1. confirm the task;
 2. identify the problem(s);
 3. determine the "Critical Factor";
 4. develop alternate solutions;
 5. compare alternatives;
 6. determine the best solution;
 7. implement the solution; and
 8. evaluate the plan and the implementation.
- A3. Questions may include:
 1. Was the solution a good one?
 2. Was the plan to implement the solution a success?
 3. What can we do to improve the plan or the implementation for the next time?
 4. What lessons were learned?

Teaching Point 2

**Conduct a Writing Activity Where Cadets Solve Problems
Using the Technique From TP1**

Time: 10 min

Method: In-class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is for cadets to follow the problem solving steps in a written format.

RESOURCES

- 8.5 x 11 inch paper,
- Pen/pencil, and
- Scenario at [Annex E](#).

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

Distribute the problem scenario located at [Annex E](#) to each cadet.

Instruct cadets to write down in point form how they would solve the problem. Cadets must list at least three possible solutions to solve the problem.



Ensure cadets follow all the steps in the process.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3**Conduct a Discussion Where Cadets Explain Their Choices
From the Problem-solving Exercise**

Time: 20 min

Method: Group Discussion

BACKGROUND KNOWLEDGE

The point of the group discussion is to draw the following information from the group using the tips for answering/facilitating discussion and the suggested questions provided.

Ask for volunteers to share how they would solve the problem.

GROUP DISCUSSION**TIPS FOR ANSWERING/FACILITATING DISCUSSION**

- Establish ground rules for discussion, e.g. everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer.
- Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS

- Q1. What is the problem?
- Q2. What is the critical factor?
- Q3. What alternate solutions were developed?
- Q4. List some comparisons for alternate solutions.

- Q5. What solution was chosen?
- Q6. Why was this choice made?
- Q7. What was the plan to implement the solution?
- Q8. What questions would be asked to evaluate the plan and the implementation?



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

END OF LESSON CONFIRMATION

The cadets' participation in TP2 and TP3 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

It is important to practice the skill of problem solving in a peer environment. Learning to solve problems is a quality of leadership. Knowing and using a technique to solve problems may help develop problem-solving skills.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A2-036 A-CR-CCP-121/PT-001 D Cdts 3. (2003). *Royal Canadian Army Cadet Reference Book*. Ottawa, ON: Department of National Defence.
- C0-115 (ISBN 0-7879-4059-3) Van Linden, J. A. & Fertman, C. I. (1998). *Youth Leadership*. San Francisco, California: Jossey-Bass Inc.
- C0-135 (ISBN 0-7645-5176-0) Loeb, M. & Kindel, S. (1999). *Leadership for Dummies*. Indianapolis, Indiana: Wiley Publishing, Inc.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 7

EO M203.07 – DISCUSS PERSONAL INTEGRITY AS A QUALITY OF LEADERSHIP

Total Time: 30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 to orient the cadets to personal integrity as a quality of leadership.

An in-class activity was chosen for TP2 and TP3 as an interactive way to provoke thought, stimulate an interest among cadets and present personal integrity as a quality of leadership.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to discuss personal integrity as a quality of leadership.

IMPORTANCE

It is important for cadets to learn that personal integrity is a fundamental quality of leadership. Without personal integrity, a leader may never build the trust of his followers or his teammates. As listed in CATO 11-03, *Cadet Program Mandate*, leadership is one of the three aims of the Cadet Program.

Teaching Point 1

Explain Personal Integrity

Time: 5 min

Method: Interactive Lecture

The most basic quality of leadership is personal integrity.



Ask cadets if they know what the word integrity means.

Integrity means moral uprightness; honesty. Personal integrity means doing the right thing, even if nobody is watching.

People struggle daily with situations that demand decisions between what they want to do and what they ought to do.

According to John C. Maxwell, the author of a number of best-selling books on leadership, if a leader uses personal integrity, a leader should be consistent. If what the leader says and what the leader does is the same, the results by the team will be consistent. For example,

The leader says to their team: “Be on time.”	The leader arrives on time.	The team will be on time.
The leader says to their team: “Be positive.”	The leader exhibits a positive attitude.	The team will be positive.
The leader says to their team: “Put others first.”	The leader puts others first.	The team puts others first.

If what the leader says and what the leader does is not the same, the results by the team will be inconsistent.

The leader says to their team: “Be on time.”	The leader arrives late regularly.	Some of the team will be on time, some will not.
The leader says to their team: “Be positive.”	The leader exhibits a negative attitude regularly.	Some of the team will be positive, some will not.
The leader says to their team: “Put others first.”	The leader puts themselves first.	Some of the team will put others first, some will not.



Aristotle, the Greek philosopher, once said, “We are what we repeatedly do. Excellence, then, is not an act but a habit.”

Personal integrity builds trust. To earn the trust of others, a leader should lead by example. If the leader’s words and actions match, teammates and followers should have trust and confidence in the group. Personal integrity usually results in a solid reputation, not just an image.



Personal integrity builds trust. Trust builds confidence. Confidence builds relationships. Relationships build leadership.



For the next series of questions, ensure cadets do NOT name the people they are thinking about. This is NOT a sharing activity.



Ask cadets to think of someone they know who has a good reputation. Is this person trustworthy? Ask cadets to think of someone they know who has poor reputation. Is this person trustworthy?

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What does integrity mean?
- Q2. What is the most basic quality of leadership?
- Q3. What does personal integrity build?

ANTICIPATED ANSWERS

- A1. Integrity means moral uprightness; honesty.
- A2. Personal integrity is the most basic quality of leadership.
- A3. Personal integrity builds trust.

Teaching Point 2

Conduct an Activity Where Cadets Brainstorm Where They Have Seen Integrity Displayed Within Their Peer Group

Time: 5 min

Method: In-class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is for cadets to brainstorm where they have seen integrity displayed within their peer group. This reflective activity allows cadets to integrate their thoughts about leadership theory into their own experiences.

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

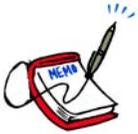
Have cadets brainstorm examples where they have seen integrity displayed within their peer group either during cadets, school, or other extra-curricular activities. Write in point form, the examples on a whiteboard/flipchart/OHP.

Discuss instances where the cadets' peers have displayed:

- honesty
- honour,
- good character,
- decency,
- fairness,
- sincerity, and
- trustworthiness, etc.



Ask cadets how they think the person in their example, who displayed personal integrity, would feel if they were in the class at that moment, after all the positive things have been said about them?



If cadets mention someone in the class, be sure to praise the person mentioned. Positive reinforcement of correct behaviour is an excellent instructional technique.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3

Conduct an Activity Where Cadets Create a Poster That Shows an Example of Integrity

Time: 15 min

Method: In-class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is for the cadets to create a poster that shows an example of integrity. This activity allows cadets to reflect on personal integrity as a quality of leadership.

RESOURCES

- Pencil crayons/felt markers, and
- 8.5 x 14 inch paper.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

- Distribute pencil crayons/felt markers and the 8.5 x 14 inch paper to the cadets.
- Have the cadets draw and colour a poster to represent personal integrity as a quality of leadership. Cadets may create a picture, use a mind-map, use a saying, etc. Cadets may use the examples from TP2 or another instance of personal integrity.



Be sure to display posters in a place where they may be seen by as many corps members as possible.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 3

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

END OF LESSON CONFIRMATION

The cadets' creation of posters displaying personal integrity will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Brian Tracy, a leadership trainer, says, "The glue that holds all relationships together, including the relationship between the leader and the led is trust, and trust is based on integrity."

Personal integrity is the foundation of leadership. When cadets display this quality, it is the first step in their role as leaders within a peer setting.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A0-010 CATO 11-03 D Cdts 2. (2006). *Cadet Program Mandate*. Ottawa, ON: Department of National Defence.
- C0-112 (ISBN 0-8407-6744-7) Maxwell, J. C. (1993). *Developing the Leader Within You*. Nashville, Tennessee: Thomas Nelson Inc. Publishers.



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SECTION 8

EO M203.08 – PARTICIPATE IN TEAM-BUILDING ACTIVITIES

Total Time: 30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

The time spent on each activity is at the discretion of the instructor. One activity may be conducted for the entire period or both activities may be conducted consecutively.

If the group is large, both activities may be conducted concurrently. When conducting activities concurrently, ensure additional supervision is provided.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An in-class activity was chosen for this lesson as it is a fun and challenging way to expand the cadets' experience participating in team-building activities and reinforce the cadets' appreciation of the fundamentals of leadership.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to participate in team-building activities.

IMPORTANCE

It is important for cadets to participate in team-building activities, including trust games, as it may improve their leadership abilities in a peer setting by allowing cadets to practice communication skills and positive group dynamics.

Teaching Point 1**Conduct Team-building Activities Through Trust Games**

Time: 25 min

Method: In-class Activity

ACTIVITY 1

Time: 10 min

OBJECTIVE

The objective of this activity is to have the cadets develop trust within their peer group.

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Divide the group into pairs.
2. Cadets must assume a squatting position.
3. Cadets must face each other with their hands extended in front of their bodies, fingers pointing toward the ceiling and touching palms with their partner.
4. Cadets must attempt to knock their partner off balance by either pushing their palms, or withdrawing their palms using only slow motion movements. (Using slow motion movements should allow the two cadets to become cooperative partners.)
5. A player may lose the game if their feet move. (Most games conveniently end with both partners falling or moving their feet at the same time.)
6. Cadets may change partners as time allows.

SAFETY

The activity will be stopped if horseplay occurs.

ACTIVITY 2

Time: 15 min

OBJECTIVE

The objective of this activity is to have the cadets develop trust in their peer group.

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Divide the group into two lines facing each other, forming a corridor.
2. Have cadets put their arms straight in front of themselves. Arms should intersect, overlapping about a hand width apart from the person opposite them.



Wilderness (2007). Index to Group Activities, Games, Exercises and Initiatives: Trust-Building Activities. Retrieved 26 April 2007, from <http://wilderness.com/games/descriptions/SliceNDice.html>

Figure 3-8-1 Slice and Dice

3. The first cadet peels off and walks down the corridor. To let the cadet pass, have the other cadets raise and then lower their arms, creating a ripple effect in the corridor, through which the cadet is walking.
4. Once the cadet is finished walking down the corridor, the cadet joins the end of the corridor from which they have just emerged.
5. The next cadet, at the front of the line, peels off and walks down the corridor, and then joins the end of the line.
6. Each cadet takes a turn going down the corridor.



As cadets become more confident, invite them to walk fast, run and then sprint down the corridor. At some point, have the cadets chop their arms up and down, only pausing to allow the corridor runner through.

SAFETY

The activity will be stopped if horseplay occurs.

CONFIRMATION OF TEACHING POINT 1

The cadets' participation in the team-building activities will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in the team-building activities will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Trust in others and trust in the leader are key leadership attributes and they may assist cadets in leading in a peer setting. When members of a team trust each other, accomplishing any task is usually easier. If cadets cultivate trust and protect the trust that others offer and share, cadets may increase the confidence others have in them and this should increase their own self-confidence.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C0-152 Wilderdom. (2007). *Index to Group Activities, Games, Exercises and Initiatives: Trust-Building Activities*. Retrieved 26 April 2007, from <http://wilderdom.com/games/descriptions/SliceNDice.html>.
- C1-006 (ISBN 0-8403-5682-X) Ronhke, C. (1984). *Silver Bullets: A Guide to Initiative Problems, Adventures Games and Trust Activities*. Dubuque, Iowa: Kendall/Hunt Publishing Company.



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SECTION 9

EO C203.01 – RECORD ENTRIES IN A REFLECTIVE JOURNAL

Total Time:

3 x 30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Choose one template of questions for reflection from the four located at [Annex F](#) and make a copy for each cadet.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An in-class activity was chosen for this lesson to reinforce leadership principles and characteristics and to provoke thought. It also allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about a recent team-building or training activity.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall record entries in a reflective journal.

IMPORTANCE

Reflective thinking and evaluating past performance of tasks through journaling allows cadets to synthesize new knowledge and experiences to prior understanding. Cadets may develop self-awareness and/or recognize positive attributes of leadership that they may wish to integrate into their own personal leadership style.

Teaching Point 1

Conduct an Activity During Which Cadets Record Their Thoughts on Leadership

Time: 25 min

Method: In-class Activity

Recording in a reflective journal may encourage cadets to evaluate and analyze experiences they have undergone. It is an opportunity to think about, describe and communicate their impressions on peer interactions.

ACTIVITY

OBJECTIVE

The objective of this activity is for cadets to record their thoughts on leadership they displayed or the leadership they observed on a specific training activity.

RESOURCES

- Handouts of questions for reflection,
- 8.5 x 11 inch paper, and
- Pen/pencil.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Distribute a handout of the chosen template for reflection to each cadet.
2. Based on the last training activity in which the cadet participated (e.g., a field exercise, a community service exercise, a tour, etc.) the cadet must reflect on the leadership qualities and attributes they displayed or observed.
3. Instruct cadets to complete the template to the best of their ability.
4. Templates may be completed using sentences or point form. Mind mapping or drawing may be done on a separate piece of paper.



Cadets may share their journal or work with the class.

There are no right or wrong journal entries when cadets record their thoughts. Put as few restrictions as possible on the journal entries cadets may give during this activity.

If time permits, another template of questions for reflection may be completed.

SAFETY

N/A.

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Recording in a reflective journal, cadets have the opportunity to consider and/or evaluate experiences they have undergone. This may assist them in recognizing leadership qualities, principles and approaches the cadet wishes to incorporate into their own personal leadership style.

INSTRUCTOR NOTES/REMARKS

This EO should follow a significant practical activity such as a tour, a field exercise or EO M203.08 (Participate in Team-Building Activities).

REFERENCES

C0-113 (ISBN 1-882664-12-4) Karnes, F. A. & Bean S. M. (1995). *Leadership for Students: A Practical Guide for Ages 8-18*. Waco, Texas: Prufrock Press.

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**COMMON TRAINING
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SECTION 10

EO C203.02 – EMPLOY PROBLEM SOLVING

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Photocopy scenarios located at [Annex G](#).

Cut up scenarios located at [Annex G](#).

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An in-class activity was chosen for TP1 as an interactive way to provoke thought and stimulate an interest among cadets.

A group discussion was chosen for TP2 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about problem solving.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall employ problem solving.

IMPORTANCE

One of the qualities of leadership is problem solving. As cadets become leaders within a peer setting they will use this quality more often. It is important to practice this quality. Knowing and using a technique to solve problems may give the cadet increased confidence in their leadership ability.

Teaching Point 1

Conduct an Activity Where Cadets Solve Problems Using Logical Analysis

Time: 25 min

Method: In-class Activity

STEPS TO LOGICAL ANALYSIS

1. **Confirm the Task.** The team must understand both the problem and the aim or intent of the person assigning the task.
 2. **Identify the Problem.** The team must consider the problem and the challenges that may occur in the implementation.
 3. **Determine the Critical Factor.** The critical factor is usually the one overriding problem, on which all other issues depend. The critical factor should be determined by the team.
 4. **Develop Alternate Solutions.** The team should create as many possible solutions to solve the critical factor and other issues as time allows.
 5. **Compare Alternate Solutions.** Each solution must be compared by the team in order to decide on the best solution.
 6. **Determine the Best Solution.** The team should choose the best solution to implement a plan of action.
 7. **Implement the Solution.** The team should create a plan to implement the solution and get the problem solved.
 8. **Evaluate the Plan and Implementation.** The team should evaluate their performance once the problem is solved.
-

ACTIVITY

Time: 15 min

OBJECTIVE

The objective of this activity is for cadets to solve problems within a peer setting.

RESOURCES

- Flipchart paper,
- Markers,
- Paper bag, and
- Scenarios of problems.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Divide the class into small groups of no more than four cadets.
2. Distribute flipchart paper and markers to each group.

3. Have one representative from each group come to the front of the class and pick one or two scenarios at random from a paper bag or a seaman's cap.
4. Instruct the cadets that the problem-solving steps must be used to solve the scenario.
5. Cadets must list at least three solutions to each problem.
6. Cadets must record the steps they would use to solve each scenario on the flipchart paper.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2

Conduct a Group Discussion Where Cadets Explain Their Choices From the Problem-solving Exercise

Time: 25 min

Method: Group Discussion

BACKGROUND KNOWLEDGE



The point of the group discussion is to draw the following information from the group using the tips for answering/facilitating discussion and the suggested questions provided.

Have one representative from each group present their problem scenario and the steps the group used to solve the problem.

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Establish ground rules for discussion, e.g., everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS

- Q1. What is the problem?
- Q2. What is the critical factor?
- Q3. What alternate solutions were developed?
- Q4. What are some comparisons for alternate solutions?
- Q5. What solution was chosen?
- Q6. Why was this choice made?
- Q7. What was the plan to implement the solution?
- Q8. What questions would be asked to evaluate the plan and the implementation?
- Q9. Are there different problems, other solutions, etc.?



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



Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

CONFIRMATION OF TEACHING POINT 2

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

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. List the steps in Logical Analysis.
- Q2. What is the critical factor?
- Q3. Who should determine the best solution?

ANTICIPATED ANSWERS

- A1. The steps in Logical Analysis are:
1. confirm the task;
 2. identify the problem;
 3. determine the critical factor;
 4. develop alternate solutions;
 5. compare alternate solutions;
 6. determine the best solution;
 7. implement the solution; and
 8. evaluate the plan and implementation.
- A2. The critical factor is usually the one overriding problem on which all other issues depend.
- A3. The team should determine the best solution.

CONCLUSION

HOMework/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Applying the steps in logical analysis to a given problem enables the cadet to determine and implement a solution. With practice, this problem-solving skill will develop. Knowing and using logical analysis to solve problems may give the cadet increased confidence in their ability to lead in a peer setting.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A2-036 A-CR-CCP-121/PT-001 D Cdts 3. (2003). *Royal Canadian Army Cadet Reference Book*. Ottawa, ON: Department of National Defence.
- C0-115 (ISBN 0-7879-4059-3) Van Linden, J. A. & Fertman, C. I. (1998). *Youth Leadership*. San Francisco, California: Jossey-Bass Inc.
- C0-135 (ISBN 0-7645-5176-0) Loeb, M. & Kindel, S. (1999). *Leadership for Dummies*. Indianapolis, Indiana: Wiley Publishing, Inc.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 11

EO C203.03 – DISCUSS CHARACTERISTICS OF A LEADER

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Copy the handouts located at [Annex H](#) and distribute to each cadet prior to the lesson.

PRE-LESSON ASSIGNMENT

Using the research information sheet provided, the cadets will research a leader of their choice (a military person, political leader, pastor, teacher, etc.) prior to the lesson.

Cadets will bring to the class presentation materials (if needed) and information about the leader they researched.

APPROACH

An in-class activity was chosen for TP1 to reinforce leadership principles to provoke thought.

A group discussion was chosen for TP2 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about characteristics of a leader.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall discuss the characteristics of a leader.

IMPORTANCE

In discussing the characteristics of various leaders, cadets may be able to discern different leadership qualities, principles and approaches. After reflection, cadets may wish to incorporate these qualities, principles and approaches into their own leadership style.

Teaching Point 1**Discuss the Study of Specific Leaders**

Time: 30 min

Method: In-class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have cadets discuss, in a group of no more than four, their studies of specific leaders.

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Divide the class into groups of no more than four.
2. In a group of four, the first cadet will present their study of a specific leader.
3. The other three cadets will be given three minutes to ask questions.



Questions from cadets to the presenter should be created using the research template at [Annex H](#).

4. Another cadet will present their study of a specific leader.
5. The other three cadets will be given three minutes to ask questions.
6. The rest of the cadets will present their specific leader in turn.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2**Conduct a Group Discussion Where Cadets Volunteer to Share Their Study of a Specific Leader With the Entire Group**

Time: 20 min

Method: Group Discussion

BACKGROUND KNOWLEDGE

The point of the group discussion is to draw the following information from the group using the tips for answering/facilitating discussion and the suggested questions provided.



Use the completed handouts from the cadets as the material for the group discussion.

GROUP DISCUSSION**TIPS FOR ANSWERING/FACILITATING DISCUSSION**

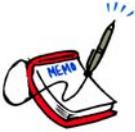
- Establish ground rules for discussion, e.g. everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.



Ask cadets if they wish to volunteer to share their study of a specific leader with the class.

SUGGESTED QUESTIONS

- Q1. Where did the leader use their influence?
- Q2. Was the leader’s influence positive or negative?
- Q3. How was it positive or negative?
- Q4. How did their leadership style create opportunities in the leader’s life?
- Q5. What kind of leadership approach did the leader use?
- Q6. Was the leader able to solve problems?
- Q7. How did the leader solve problems?
- Q8. When did the leader display personal integrity?
- Q9. How did the leader display personal integrity?

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

 Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

CONFIRMATION OF TEACHING POINT 2

The cadets’ participation in the group discussion will serve as confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets’ participation in the in-class activity and group discussion will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Learning about different leaders and being able to describe their attributes may help cadets understand that leaders come from all walks of life with different leadership qualities, principles and approaches. Deciding

whether to incorporate those attributes into the cadet's leadership style may assist the cadet in becoming a more effective leader.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

C0-113 (ISBN 1-882664-12-4) Karnes, F. A. & Bean S. M. (1995). *Leadership for Students: A Practical Guide for Ages 8-18*. Waco, Texas: Prufrock Press.

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COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 12

EO C203.05 – PARTICIPATE IN TRUST-BUILDING ACTIVITIES

Total Time: 30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

The time spent on each activity is at the discretion of the instructor. If time permits, activities may be conducted consecutively. If the group is large, activities may be conducted concurrently. When conducting activities concurrently, ensure enough resources and supervision are available.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An experiential approach was chosen for this lesson as it allows the cadets to acquire new skills through a direct experience. This approach allows cadets to experience trust-building activities and define that experience on a personal level. They will be given the opportunity to reflect on and examine what they saw, felt and thought while they were having the experience, and consider how this will relate to future experiences.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to participate in trust-building activities.

IMPORTANCE

It is important for cadets to participate in trust-building activities as it may improve their leadership abilities in a peer setting by allowing cadets to practice communication skills and positive group dynamics.

BACKGROUND KNOWLEDGE

Trust is a powerful and essential leadership attribute because it is a key to personal involvement. A cadet will seldom take a physical or emotional chance if they perceive callousness or an unreasonable risk. A group surrounded with positive experiences and successes will undergo growth in trust and personal confidence. Trust, within the framework of leadership, is gained with patience, thoughtfulness and care over a period of time. Trust can also be lost in a second by carelessness or inconsiderate behaviour. Cultivating and protecting the trust that another individual offers should be a fundamental leadership quality to be acquired.

ACTIVITY 1

Time: 20 min

Method: Experiential

OBJECTIVE

The objective of this activity is to have cadets develop trust in their peer group.

RESOURCES

- A large empty space with four walls, and
- A blindfold.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS



Brief the cadets on any safety rules or any other guidelines pertaining to the activity.

1. Have one cadet stand with their back to one wall of a large four-walled room. This cadet becomes the jogger.
2. The jogger must hold their hands up in front of their body, palms out, to protect themselves.
3. Blindfold the jogger.
4. Place three-quarters of the group in a line with their backs to the wall that the jogger will be approaching. They will act as spotters. The spotter's job is to prevent the jogger from running into the wall.
5. Place the remaining quarter of the group three-quarters of the way down the room to prevent wildly disoriented joggers from running into the side walls.
6. Ask the jogger to jog toward the far wall at a steady, unchanging pace.
7. Have cadets take turns being the jogger.

SAFETY

The spotters must be as quiet as possible to increase the resolve of the jogger.

The spotters must concentrate on the jogger at all times. If the jogger hits a wall the trust of the group may be broken.

ACTIVITY 2

Time: 20 min

OBJECTIVE

The objective of this activity is to have cadets develop trust in their peer group.

RESOURCES

A blindfold.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS



Brief the cadets on any safety rules or any other guidelines pertaining to the activity.

1. Divide the group into pairs.
2. Blindfold one cadet. This cadet becomes the walker. The walker must hold their hands up in front of their body, palms out, to protect themselves.
3. The second cadet becomes the talker.
4. The talker must lead the walker on a tour through a pre-determined location in the cadet corps facility.
5. The talker must give directions as simply as possible. (e.g. take two steps forward, turn to your left, take four steps to the right, etc.).
6. The talker is not allowed to touch the walker, unless the walker is about to fall.
7. Have cadets change positions and repeat the activity.

SAFETY

If there are stairs at the cadet corps facility, ensure extra supervision.

REFLECTION

Time: 5 min

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Establish ground rules for discussion, e.g. everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS

- Q1. How did it feel to trust others in your group? Why?
- Q2. How did it feel to have others trust you? Why?
- Q3. How does it feel when someone does not trust you?
- Q4. Why is trust an important part of leadership?



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

CONCLUSION

REVIEW

Upon completion of the group discussion the instructor will conclude by summarizing the discussion 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.

TEACHING POINTS

- TP1. Trust is a powerful and essential leadership attribute because it is a key to personal involvement.

- TP2. A group surrounded with positive experiences and successes will undergo growth in trust and personal confidence.
- TP3. Trust can also be lost in a second by carelessness or inconsiderate behaviour.
- TP4. Cultivating and protecting the trust that another individual offers should be a fundamental leadership quality to be acquired.



Reinforce those answers given and comments made during reflection, but ensure that the teaching points have been covered. Any teaching point not brought out during the group discussion shall be covered during review.

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Trust is a key leadership attribute that may assist cadets in leading in a peer setting. Participating in trust-building activities may assist cadets by increasing the confidence others have in them and this should increase their own self-confidence.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C1-006 (ISBN 0-8403-5682-X) Ronhke, C. (1984). *Silver Bullets: A Guide to Initiative Problems, Adventures Games and Trust Activities*. Dubuque, Iowa: Kendall/Hunt Publishing Company.

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COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 13

EO C203.06 – PARTICIPATE IN PROBLEM-SOLVING ACTIVITIES

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

The time spent on each activity is at the discretion of the instructor. If time permits, activities may be conducted consecutively. If the group is large, activities may be conducted concurrently. When conducting activities concurrently, ensure enough supervision is available.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An experiential approach was chosen for this lesson as it allows the cadets to acquire new skills through a direct experience. This approach allows cadets to experience problem-solving activities and define that experience on a personal level. They will be given the opportunity to reflect on and examine what they saw, felt and thought while they were having the experience, and consider how this will relate to future experiences.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to participate in problem-solving activities.

IMPORTANCE

It is important for cadets to participate in problem-solving activities as it may improve their leadership abilities in a peer setting by allowing cadets to practice communication skills, positive group dynamics and problem-solving techniques.

BACKGROUND KNOWLEDGE

Problem-solving activities offer a clearly defined opportunity to practice the skill of problem-solving. Each task is designed so that the group must employ communication skills, positive group dynamics and problem-solving techniques. This problem-solving approach to learning can be useful in developing each individual's awareness of their decision making, responsibilities and cooperation with others. Groups engage the problem by taking advantage of the combined physical and mental strengths of each of its members. Problem solving is an unrivalled way to build morale and a sense of camaraderie.

ACTIVITY

Time: 20 min

Method: Experiential

OBJECTIVE

The objective of this activity is to have cadets solve a problem within a peer setting.

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS



Brief the cadets on any safety rules or any other guidelines pertaining to the activity.

1. Divide the cadets into groups of 8 (preferably 4 males and 4 females).



If there is not an even number of males and females, any alternative to identify the two groups may be used (e.g. hats on/hats off, tunics on/tunics off, etc.)

2. The group must solve the problem in the least number of moves. The object of the game is to have all the males end up on one end of the line and all the females on the other end of the line.
3. Have males and females alternate in line.
4. All moves must be made in pairs. Any two cadets standing side by side (without a space between them) may be considered a pair. Pairs may change with each move.
5. As a pair moves, an empty space is created in the line.
6. The empty space may be filled by another pair.
7. Pairs may not pivot or turn around.

8. The final line must have no spaces or gaps.



There are many ways to solve this problem. Have cadets attempt to solve this problem a number of times, trying to minimize the number of moves on each attempt.

The following sequence illustrates the minimum 4 move solution.

1. Move 1 – Pair 2/3 move to the end of the line past 8.

```
M F M F M F M F
1 (2 3) 4 5 6 7 8
```

```
M      F M F M F F M
1      4 5 6 7 8 (2 3)
```

2. Move 2 – Pair 5/6 move into the slot vacated by the previous pair.

```
M      F M F M F F M
1      4 (5 6) 7 8 2 3
```

```
M M F F      M F F M
1 (5 6) 4      7 8 2 3
```

3. Move 3 – Pair 8/2 move into the slot vacated by the previous pair.

```
M M F F      M F F M
1 5 6 4      7 (8 2) 3
```

```
M M F F F F M      M
1 5 6 4 (8 2) 7      3
```

4. Move 4 – Pair 1/5 move into the slot vacated by the previous pair.

```
M M F F F F M      M
(1 5) 6 4 8 2 7      3
```

```
F F F F M M M M
6 4 8 2 7 1 5 3
```

SAFETY

N/A.

ACTIVITY

Time: 20 min

OBJECTIVE

The objective of this activity is to have the cadets solve a problem within a peer setting.

RESOURCES

- Masking tape, and
- A stopwatch.

ACTIVITY LAYOUT

Using masking tape make a rectangle shape on the floor, 5 m long and 30 cm wide.

ACTIVITY INSTRUCTIONS



Brief the cadets on any safety rules or any other guidelines pertaining to the activity.

1. Divide the cadets into two groups.
2. Each group forms a line inside the rectangle, one behind the other, facing into the centre of the rectangle.



D Cdts 3, 2007, Ottawa, ON: Department of National Defence

Figure 3-13-1 Cadet Shuffle

3. Each group must exchange places with the other group without touching the floor outside the rectangle.



D Cdts 3, 2007, Ottawa, ON: Department of National Defence

Figure 3-13-2 Cadet Shuffle

4. Time each attempt.
5. For each person that steps outside the rectangle, add 10 seconds to the time.
6. Have cadets attempt this game a number of times, trying to minimize their time on each attempt.

SAFETY

Remind cadets that there is to be no horseplay or pushing other cadets outside the rectangle.

REFLECTION

Time: 5 min

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Establish ground rules for discussion, e.g. everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS

- Q1. How did it feel to solve the problem?
- Q2. How could your group have improved on its performance?
- Q3. Did the group follow a problem-solving technique? Why or why not?
- Q4. Did your group members use positive group dynamics when discussing how to solve the problem? Why or why not?



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

CONCLUSION

REVIEW

Upon completion of the group discussion the instructor will conclude by summarizing the discussion 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.

TEACHING POINTS

- TP1. The group must employ communication skills, positive group dynamics and problem-solving techniques.
- TP2. Problem solving develops each individual's awareness of their decision making, responsibilities and cooperation with others.
- TP3. Groups engage the problem by taking advantage of the combined physical and mental strengths of each of its members.
- TP4. Problem solving is an unrivalled way to build morale and a sense of camaraderie.



Reinforce those answers given and comments made during reflection, but ensure that the teaching points have been covered. Any teaching point not brought out during the group discussion shall be covered during review.

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Problem solving is a key leadership quality. Practicing the skills of problem-solving should assist cadets in leading in a peer setting by increasing their self-confidence. Problem-solving activities allow cadets to practice communication skills, positive group dynamics and problem-solving techniques.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C1-006 (ISBN 0-8403-5682-X) Ronhke, C. (1984). *Silver Bullets: A Guide to Initiative Problems, Adventures Games and Trust Activities*. Dubuque, Iowa: Kendall/Hunt Publishing Company.

GOAL MAPPING EXERCISE

SHORT-TERM GOALS

Goal No. 1: _____

Steps To Take: _____

Goal No. 2: _____

Steps To Take: _____

LONG-TERM GOALS

Goal No. 1: _____

Steps To Take: _____

Goal No. 2: _____

Steps To Take: _____

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SKIT FOR DIRECTIVE BEHAVIOUR

(Setting: Six first year cadets at a CSTC are getting ready for a barrack inspection to take place in one hour.)

Cadet Red: Okay we have a barrack inspection in an hour, we better get ready.

Cadet Orange: Do we have a uniform inspection at the same time or is it just the room?

Cadet Red: I don't know. Does anyone else?

Cadet Purple: Yes, I know, I asked the staff cadet. We're having a room and uniform inspection at the same time. We're supposed to wear our T-shirts, cadet trousers and parade boots.

Cadet Grey: Man, that's a lot of stuff in just an hour.

Cadet Yellow: No kidding.

Cadet Pink: I don't think I'll be ready.

Cadet Purple: We need to get stuff done fast, so here's what should happen. You two, Cadet Red and Cadet Orange will make the beds and sweep the room. That takes care of the room.

Cadet Grey: What about our uniforms?

Cadet Purple: You, Cadet Grey, take everyone's T-shirts and iron them.

Cadet Yellow: And trousers and boots?

Cadet Purple: You, Cadet Yellow, take everyone's trousers and iron them and Cadet Pink and I will do everyone's boots.

Cadet Red: That didn't take long to come up with a plan. I hope we get everything done.

Cadet Purple: We will, if everyone does their job and right now.

Cadet Red: I'm not great at making beds but I'll do what I'm told.

Cadet Orange: I'm okay at beds, we'll do fine.

Cadet Purple: Okay everyone give your T-shirt to Cadet Grey, your trousers to Cadet Yellow and give me your boots. Everyone, listen up: we have a lot to do and not a lot of time... so get at it. Be back here in 40 minutes.

Cadet Pink: I'll get my polishing kit.

(ALL CADETS PRETEND TO DELIVER REQUIRED ITEMS TO THE CADET WHO HAS BEEN TASKED.)

(40 MINUTES PASS.)

(ALL CADETS RETURN TO THE ROOM.)

Cadet Red: As everyone can see, the beds are done and the room is swept.

Cadet Orange: The beds aren't great, but they'll pass inspection.

Cadet Purple: How did the ironing go?

Cadet Grey: Here are the T-shirts ready to go. I've never ironed that many in such a short time. I hope they pass the inspection.

Cadet Yellow: All the trousers have the right creases and I don't see any railroad tracks.

Cadet Pink: And we finished everyone's boots.

Cadet Purple: Let's get into our uniforms right now because we're running out of time.

(EVERYONE GETS READY FOR THE INSPECTION.)

Cadet Purple: We look okay. I'm pretty sure we will pass the inspection. Okay everyone stand at attention by your bed, because here comes the staff cadet.

SKIT FOR THE PERSUASIVE BEHAVIOUR

(Setting: Six second year cadets at CSTC getting ready for a barrack inspection to take place in one hour.)

Cadet Red: Okay we have a barrack inspection in an hour, we had better get ready.

Cadet Orange: Do we have a uniform inspection at the same time or is it just the room?

Cadet Purple: I asked the staff cadet. We're having a room and uniform inspection at the same time. We're supposed to wear our T-shirts, cadet trousers and parade boots.

Cadet Grey: Man, that's a lot of stuff in just an hour.

Cadet Yellow: No kidding.

Cadet Pink: I don't think I'll be ready.

Cadet Purple: We can be ready, we just need a plan. We need to get beds made, the room swept, T-shirts and trousers ironed and boots done.

Cadet Grey: That's a lot.

Cadet Purple: I have an idea to be able to everything done on time. Would you guys like to hear it?

(EVERYONE NODS IN AGREEMENT.)

Cadet Purple: I think we should divide the work that way we will be able to get things done fast. And if we get people to volunteer to do what they're good at... that should help too. Does that plan make sense to everyone?

(EVERYONE NODS IN AGREEMENT.)

Cadet Purple: I know if we work as a team, we can get everything finished on time and we will look great for the inspection. Okay, so which of us likes making beds?

Cadet Pink: I do. I want to make beds.

Cadet Purple: Anyone else?

Cadet Red: Not me, I like ironing T-shirts, I'll do that.

Cadet Purple: That sounds good. Anyone else want to volunteer?

Cadet Yellow: I like to polish boots. That's what I'll do.

Cadet Orange: Me too. I'll help Cadet Yellow.

Cadet Grey: I don't mind ironing. I'll press everyone's trousers.

Cadet Purple: That leaves me to help with making beds and sweeping the room. Now that everyone has a task, we need to give out our T-shirts, trousers and boots.

(ALL CADETS PRETEND TO DELIVER REQUIRED ITEMS TO THE CADET WHO HAS BEEN TASKED.)

Cadet Red: How long does everyone think this will take?

Cadet Purple: I think it should take about 40 minutes. Does that sound right?

(EVERYONE NODS IN AGREEMENT.)

Cadet Purple: Can everyone be back in 40 minutes?

Cadet Orange: No problem. Let's all be back in 40 minutes.

(EVERYONE NODS IN AGREEMENT.)

(40 MINUTES PASS.)

(ALL CADETS RETURN TO THE ROOM.)

Cadet Purple: As you can see the beds look really good. Thanks Cadet Pink. How did everyone else do?

Cadet Red: T-shirts are finished and look good.

Cadet Yellow: Boots are polished and very shiny. Thanks Cadet Orange.

Cadet Orange: Thanks, we make a good team.

Cadet Grey: Trousers are done too and if I do say so...they look good.

Cadet Purple: I think it's time to get into our uniforms 'cause I believe we're running out of time.

(EVERYONE GETS READY FOR THE INSPECTION.)

Cadet Purple: We look awesome, I know we will pass the inspection. Okay everyone, please stand at attention by your bed, because here comes the staff cadet.

SKIT FOR THE PARTICIPATIVE BEHAVIOUR

(**Setting:** Six senior cadets at CSTC getting ready for a barrack inspection to take place in one hour.)

Cadet Red: Okay we have a barrack inspection in an hour, we had better get ready.

Cadet Orange: Do we have a uniform inspection at the same time or is it just the room?

Cadet Purple: I asked the staff cadet. We're having a room and uniform inspection at the same time. We're supposed to wear our T-shirts, cadet trousers and parade boots.

Cadet Grey: Man, that's a lot of stuff in just an hour.

Cadet Yellow: It's not like we haven't done this before. We'll be okay.

Cadet Grey: We just need to get organized.

Cadet Purple: Let's make a plan. Any ideas?

Cadet Yellow: I know we are going to have to divide up the work, but how?

Cadet Red: What if we pick our jobs from a hat? That could work.

Cadet Grey: How about just doing what we want to do?

Cadet Yellow: I thought, maybe, we could do what we're good at.

Cadet Purple: I really like that idea.

Cadet Orange: Me too, I like doing what I'm good at.

Cadet Red: Okay, sounds good.

Cadet Pink: I'm on board.

Cadet Grey: Besides if we do what we're good at, everything should take less time.

Cadet Purple: Okay so who's good at what?

Cadet Pink: I'm really good at ironing T-shirts.

Cadet Purple: Okay, that's your job and the team is expecting good things.

Cadet Red: My speciality is polishing boots. That should be my task.

Cadet Purple: That's your assignment then. Go ahead.

Cadet Yellow: I am an expert boot polisher. I'll assist Cadet Red.

Cadet Orange: I make the best beds. I should do that.

Cadet Grey: I'm good at making beds too and I'll sweep the floor.

Cadet Purple: Go to it, both of you. I iron trousers very well. That's what I'll do, and I'll stay out of everyone else's business. Okay let's get at it.

(EVERYONE NODS IN AGREEMENT.)

Cadet Red: How long does everyone think this will take?

Cadet Grey: About 40 minutes?

Cadet Orange: Sound goods. Be back in 40 minutes then.

(ALL CADETS PRETEND TO DELIVER REQUIRED ITEMS TO THE CADET WHO HAS BEEN TASKED.)

(40 MINUTES PASS.)

(ALL CADETS RETURN TO THE ROOM.)

Cadet Purple: Wow, this room looks really good. Excellent job, Cadet Orange and Cadet Grey. How did everyone else do?

Cadet Pink: T-shirts are finished and look awesome.

Cadet Yellow: Boots are polished and very shiny. Thanks Cadet Red.

Cadet Red: Thanks, we make a good team.

Cadet Purple: Trousers are done too and if I do say so...they look really good. I think it's time to get into our uniforms because I believe we're running out of time.

(EVERYONE GETS READY FOR THE INSPECTION.)

Cadet Purple: We look excellent, I know this team will pass the inspection. Okay everyone, please stand at attention by your bed, because here comes the staff cadet.

PROBLEM SOLVING SCENARIO

In recently studying about the environment, cadets decide to initiate the creation of a recycling program at the corps.

1. **Confirm the task** – (what must you do?)

2. **Identify the problem** – (what is the problem?)

3. **Determine the Critical Factor** – (what is the overriding problem?)

4. **Develop alternate solutions** – (different ways to solve the problem)

1)

2)

3)

5. **Compare alternatives** – (simplest, safest, most flexible, best use of resources, best solution to the critical factor)

Solutions	Answer Questions

6. **Determine the best solution** – (make a choice)

7. **Implement the solution** – (develop a plan to get the problem solved)

8. **Evaluate the plan and the implementation** – (list some questions to ask for evaluation)

TEMPLATE No. 2

Defining Leadership

Based on the last training activity, my definition of leadership is:

Based on the last training activity, my leader's definition of leadership is (what you think your leader would say):

Based on the last training activity, I observed positive leadership when:

TEMPLATE No. 4

Leadership Looks Like/Sounds Like/Feels Like

Based on the last training activity, positive leadership that I observed looked like:

Based on the last training activity, positive leadership that I observed sounded like:

Based on the last training activity, positive leadership that I observed felt like:

Based on the last training activity, attributes I observed and wish to incorporate into my own personal leadership style are:

Based on the last training activity, attributes I wish to avoid incorporating into my own personal leadership style are:

SCENARIOS

Scenario No. 1

You and five other Phase Two cadets are tasked to set up a classroom for a class that will begin in ten minutes. You arrive to find the door to your classroom locked. The officer who is supposed to have the key is nowhere to be found.

Scenario No. 2

Your Training Officer is preparing for a weekend exercise and asks you to inventory and restock the three field first aid kits with the help of five cadets.

Scenario No. 3

While on a canteen break, you and other cadets see your best friend take some money that belongs to another cadet.

Scenario No. 4

You enter your corps building with four other cadets to find two male Able Seamen (AS) in a verbal and physical altercation.

Scenario No. 5

You are told by the Chief Petty Officer (CPO) that the large classroom was not set up properly for the guest speaker who is arriving in 10 minutes. You and three other cadets are told to make sure the classroom is ready on time.

Scenario No. 6

Your corps is holding a mandatory training exercise on the same day as your soccer team is scheduled to play in the regional playoffs. You and three other cadets from your corps play on the same team. Your soccer coach is counting on you to be at the game.

Scenario No. 7

Your Petty Officer (PO) and Division Commander are both absent from the parade night. You and one other cadet are tasked by the Administration Officer to verify the attendance and have your division members sign the attendance sheet.

Scenario No. 8

You and five of your friends notice that the parade square needs to be cleaned. Your team accepts this small challenge and have decided to ensure that the parade square is clean for the parade practice for the next period.

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INFORMATION TO RESEARCH

Name (in Full): _____

Date of Birth: _____

Place of Birth: _____

Date of Death (if Deceased): _____

If Deceased, How Did They Die? _____

Information on Their Childhood: _____

Positions of Responsibility (if Applicable): _____

Incidents Where Influence Was Displayed: _____

CHAPTER 4
PO 204 – UPDATE PERSONAL ACTIVITY PLAN



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 1

EO M204.01 – PERFORM THE PACER

Total Time: 60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson. Review the PACER information located on Test Admin Manual DVD. The CD/tape for the PACER can be found in The Cooper Institute, *Fitnessgram 8.0 Stand-Alone Test Kit*, Human Kinetics. Information on the PACER can be found in The Cooper Institute, *Fitnessgram/Activitygram Test Administration Manual*, Human Kinetics, pp. 27 to 29.

Set up the training area for the PACER.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 and TP2 to present basic information on heart rate/pulse and cardiovascular endurance.

A practical activity was chosen for TP3, TP5, and TP6 as it is an interactive way to introduce cadets to cardiovascular activities in a safe and controlled environment. This activity contributes to the development of cardiovascular endurance in a fun and challenging setting.

Demonstration and performance was chosen for TP4 as it allows the instructor to explain and demonstrate how to perform the PACER while providing an opportunity for the cadets to practice the PACER under supervision.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have performed the PACER.

IMPORTANCE

It is important for cadets to increase their physical fitness levels, beginning with their cardiovascular fitness. Performing the PACER for the first time will give each cadet an indication of where they currently are in relation to cardiovascular fitness and how they would like to improve.

Teaching Point 1

Describe Heart Rate/Pulse

Time: 5 min

Method: Interactive Lecture

DETERMINING HEART RATE/PULSE

An individual's heart rate/pulse may be taken in two locations. It can be taken at the radial artery and the carotid artery. To find the heart rate/pulse, count the number of beats in a 30-second time frame and multiply that number by two.

Radial Pulse

The first is the radial pulse, which is the pulse found on the inside of the wrist just below the base of the thumb. This pulse is taken by placing the tips of the index and middle fingers gently at the radial artery.



RCMP Recruiting – Physical Abilities Requirement Evaluation (PARE). Retrieved 21 March 2007, from http://www.rcmp-grc.gc.ca/recruiting/pare_partb_e.htm

Figure 4-1-1 Radial Pulse

Carotid Pulse

The second is the carotid pulse, which is found on both sides in the groove of the neck. This pulse is taken by placing the tips of the index and middle fingers gently at the carotid artery in the groove of the neck.

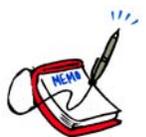


RCMP Recruiting – Physical Abilities Requirement Evaluation (PARE). Retrieved 21 March 2007, from http://www.rcmp-grc.gc.ca/recruiting/pare_partb_e.htm

Figure 4-1-2 Carotid Pulse



The thumb should never be used to take a pulse as the thumb has its own pulse.



Have the cadets find their radial or carotid pulse and practice taking their heart rate/pulse.

NORMAL RANGE FOR RESTING HEART RATE

Resting heart rate is the heart rate of an individual when they are at rest and are relaxed. The normal range for an adult (in this case an adult is considered anyone over the age of eight) is between 60 and 80 beats per minute.

TARGET HEART RATE

The target heart rate is the optimum heart rate at which an individual should train in order to get an effective workout. To calculate an individual's target heart rate, the maximum heart rate (MHR) must first be determined. The MHR is the maximum number of times that the heart is designed to beat in one minute. This is calculated by subtracting an individual's age from 220. The MHR is then multiplied by 0.6 to get the lower exercise range and by 0.8 to get the higher exercise range. The target heart rate for training should fall within this range.

$$220 - \text{Age} = \text{MHR}$$

$$\text{MHR} \times 0.6 = \text{Lower Exercise Range}$$

$$\text{MHR} \times 0.8 = \text{Higher Exercise Range}$$

Example for a 12 year old:

$$220 - 12 = 208$$

$$208 \times 0.6 = 125$$

$$208 \times 0.8 = 166$$

The following table lists the exercise ranges for 12 to 18 year olds.

Age	Lower Exercise Range	Higher Exercise Range
12	125	166
13	124	166
14	124	165
15	123	164
16	122	163
17	122	162
18	121	162

D Cdts 3, 2007, Ottawa, ON: Department of National Defence

Figure 4-1-3 Target Heart Rate

Those individuals who are just beginning to work out, should work within the lower end of the exercise range and build up. As an individual increases their level of fitness, they can work within the higher end of the exercise range.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What are the two locations that can be used to take heart rate/pulse?
- Q2. What is the normal range for an adult's resting heart rate?
- Q3. What is Maximum Heart Rate (MHR)?

ANTICIPATED ANSWERS

- A1. Radial pulse and carotid pulse.
- A2. Between 60 and 80 beats per minute.
- A3. The maximum number of beats the heart is designed to beat in one minute.

Teaching Point 2**Introduce Methods to Increase Cardiovascular Endurance**

Time: 5 min

Method: Interactive Lecture

PACING

Proper pacing is essential to every runner. Pacing is the speed that should be run in order to cover the distance. Knowing a runner's pacing speed is essential to understanding their personal level of fitness. Each individual should pace themselves based on the signs felt from the body and the environmental conditions. Not everyone will be able to run as fast or as long as everyone else in the group. An individual who cannot speak as they are running is considered to be running too fast or too long. This will prevent an individual from being able to run as long as runners who pace themselves correctly.



The "talk test" can be used to determine if someone is running at a proper pace for their level of fitness. An individual who is not able to maintain a conversation is running too fast.

RUNNING FORM

Having a proper running form can make running easier on the body and can increase individual performance. Many of the strategies will come with practice. Basic strategies to help an individual become more efficient include:

- standing upright with the head, shoulders, and hips lined up over the feet;
- keeping the head up and focusing on something ahead of you;
- keeping the chest out in a position that will allow the lungs to gain maximum breathing efficiency;
- keeping the hips slightly forward in a natural alignment;
- allowing the arms to move to the front with the elbows in and the arms coming up in a straight motion; and
- planting the feet directly under the body at the centre of gravity.

PROGRESSION

Progression is the ability to increase the pace and distance that can be run in a specific amount of time. This will increase endurance over time. Participating in any cardiovascular activity will help increase the level of cardiovascular endurance in an individual.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. Why is pacing important?
- Q2. What are some basic strategies to improve an individual's running form?
- Q3. How can you build up cardiovascular endurance?

ANTICIPATED ANSWERS

- A1. A well-paced runner will be able to run for a longer amount of time than someone who is running too fast for their level of fitness.
- A2. Basic strategies are:
- standing upright with the head, shoulders, and hips lined up over the feet;
 - keeping the head up and focusing on something ahead of you;
 - keeping the chest out in a position that will allow the lungs to gain maximum breathing efficiency;
 - keeping the hips slightly forward in a natural alignment;
 - allowing the arms to move to the front with the elbows in and the arms coming up in a straight motion; and
 - planting the feet directly under the body at the centre of gravity.
- A3. Cardiovascular endurance can be built up by participating regularly in cardiovascular activities.

Teaching Point 3

Conduct a Warm-up Session Composed of Light Cardiovascular Exercises

Time: 5 min

Method: Practical Activity



The following information will be explained to the cadets during the warm-up activity.

PURPOSE OF A WARM-UP

A warm-up is composed of stretches and light cardiovascular exercises designed to:

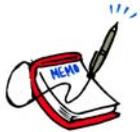
- stretch the muscles;
- gradually increase respiratory action and heart rate;

- 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.

GUIDELINES FOR STRETCHING

The following guidelines should be followed while stretching to prepare for physical activity and to help prevent injury:

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



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

ACTIVITY

OBJECTIVE

The objective of this warm-up activity is to stretch the muscles and perform light cardiovascular exercises to prepare the body for physical activity and to help prevent injuries.

RESOURCES

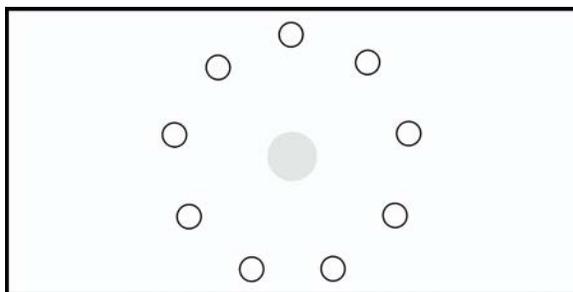
N/A.

ACTIVITY LAYOUT

N/A.

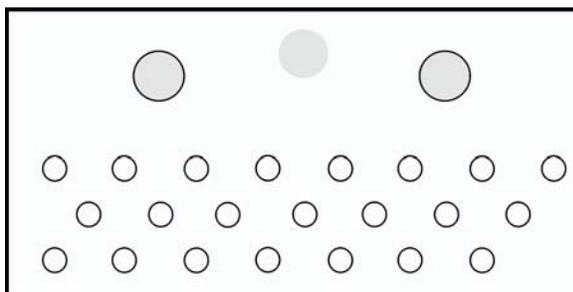
ACTIVITY INSTRUCTIONS

- Arrange the cadets in either a warm-up circle or in rows (as illustrated in [Figures 4-1-4](#) and [4-1-5](#)).



D Cdts 3, 2006, Ottawa, ON: Department of National Defence

Figure 4-1-4 Instructor in the Centre of a Warm-up Circle



D Cdts 3, 2006, Ottawa, ON: Department of National Defence

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

- Demonstrate before having the cadets attempt each stretch/light cardiovascular exercise.
- Assistant instructors can help demonstrate the exercises and ensure the cadets are performing them correctly.
- Have cadets perform each stretch/light cardiovascular exercise.



Light cardiovascular exercises should be done to warm-up the muscles prior to stretching to avoid injury to or tearing of the muscles. For example, running on the spot for 30 seconds or performing jumping jacks should be performed prior to conducting the stretches located at [Annex A](#).

SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.
- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner, following the guidelines for stretching listed in this TP.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in the warm-up will serve as the confirmation of this TP.

Teaching Point 4**Demonstrate and Have the Cadets Practice Performing the PACER**

Time: 10 min

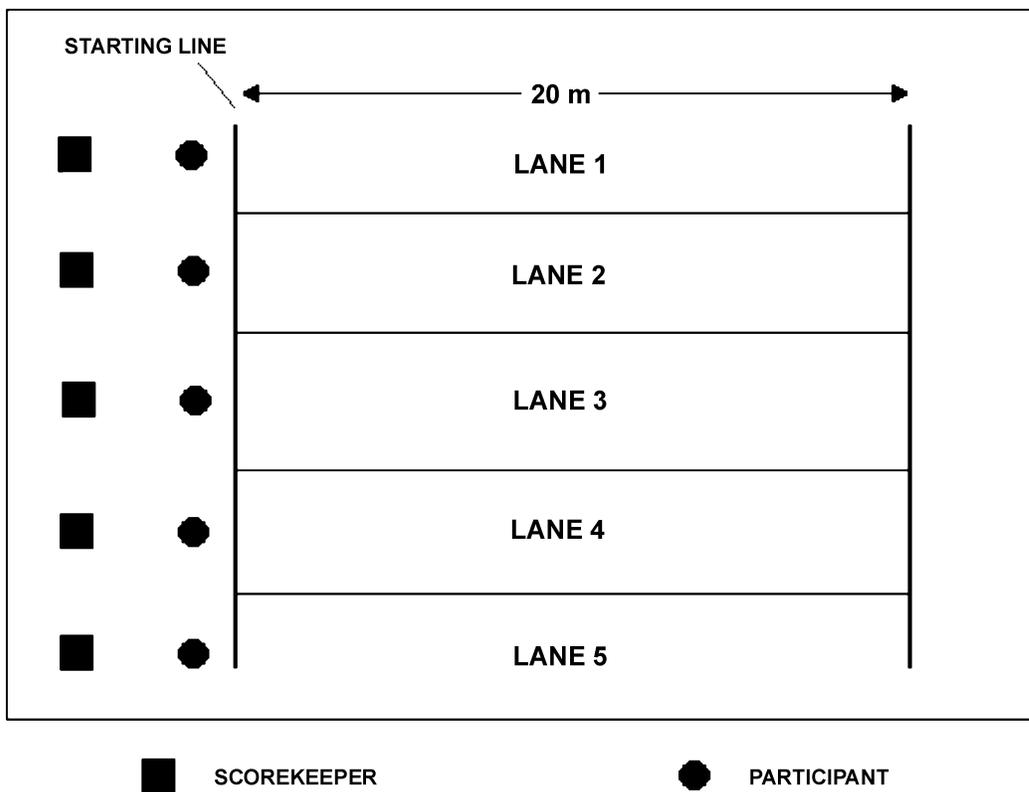
Method: Demonstration and Performance

OBJECTIVE

The objective of this activity is to run the PACER. The PACER consists of running back and forth a distance of 20 m, at a specified pace that increases each minute. Each cadet will be expected to continue as long as possible.

PACER LAYOUT

The PACER will be set up with two lines (pylons) a distance of 20 m apart. A number of 40 to 60 inch lanes will be set up for the run, as illustrated in [Figure 4-1-6](#).



D Cdts 3, 2006, Ottawa, ON: Department of National Defence

Figure 4-1-6 PACER Layout

RESPONDING TO THE BEEPS

When running the PACER, cadets will begin after the five-second countdown when the initial beep sounds. The cadets must then run to the opposite line and touch the line by the time the beep sounds. At the sound of the single beep they must turn around and then run back to the opposite line. This continues with the sound of each beep. Every minute, a triple beep will sound that alerts the cadets the pace will increase. If a cadet reaches the line before the beep, they must wait at the line for the next beep to sound before continuing in the other direction. If a cadet does not reach the line before the beep, they must turn around where they are and

return to the other line to get back on pace. The second time a cadet does not cross the opposite line before the beep, the cadet has completed the run.



At this time, play the audio CD/cassette and demonstrate how the PACER is to be conducted.

RECORDING THE RESULTS

The results will be recorded on the PACER *Individual Score Sheet A* located in The Cooper Institute, *Fitnessgram/Activitygram Test Administration Manual*, Human Kinetics, Appendix B. Cadets will be divided into pairs for the PACER. One cadet will run while their partner records their results. Once the first group has finished running, the groups will switch.



Allow cadets to do a practice run of a couple lengths with the audio CD/cassette.

CONFIRMATION OF TEACHING POINT 4

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

Teaching Point 5

Supervise While the Cadets Perform the PACER

Time: 25 min

Method: Practical Activity

ACTIVITY

OBJECTIVE

The objective of this activity is for the cadets to perform the PACER.

RESOURCES

- The Cooper Institute, *Fitnessgram 8.0 Stand-Alone Test Kit*, Human Kinetics,
- Pylons (four or more),
- Measuring tape,
- Cassette/CD player,
- Photocopies of the *PACER Individual Score Sheet A*,
- Pens/pencils, and
- First aid kit.

ACTIVITY LAYOUT

- Set up the training area with 40 to 60 inch lanes, and

- Mark a 20 m course with pylons at the ends of each lane.



This activity may be conducted outside.

ACTIVITY INSTRUCTIONS

1. Divide cadets into pairs.
2. Distribute photocopies of the PACER Individual Score Sheet A and pens/pencils to one cadet from each pair.
3. Have the cadets with the score sheet write their partner's name on the score sheet and sit behind the starting line ready to record results.
4. Have the cadets running the PACER line up in their respective lanes at the starting line and wait for instructions to begin.
5. Play the audio CD/cassette.
6. The PACER is complete when all cadets have not reached the line before the beep for the second time.
7. Once completed, have the cadets who ran the PACER become the scorekeepers and the scorekeepers become the participants.
8. Distribute photocopies of the PACER *Individual Score Sheet A* and pens/pencils to the second cadet from each pair.
9. Have cadets with the score sheet write their partner's name on the score sheet and sit behind the starting line ready to record results.
10. Have cadets running the PACER line up in their respective lanes at the starting line and wait for instructions to begin.
11. Play the audio CD/cassette.
12. The PACER is complete when all cadets have not reached the line before the beep for the second time.

SAFETY

- Ensure a designated first aider and first aid kit are available.
- Ensure water is available for the cadets after they complete the PACER.

CONFIRMATION OF TEACHING POINT 5

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

Teaching Point 6**Conduct a Cool-down Session Composed of Light Cardiovascular Exercises**

Time: 5 min

Method: Practical Activity



The following information will be explained to the cadets during the cool-down activity.

PURPOSE OF A COOL-DOWN

A cool-down is composed of stretches and light cardiovascular exercises designed to:

- allow the body time to slowly recover from physical activity and to help prevent injury;
- prepare the respiratory system to return to its normal state; and
- stretch the muscles to help relax and restore them to their resting length.



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

ACTIVITY

OBJECTIVE

The objective of the cool-down is to stretch the muscles and perform light cardiovascular exercises that allow the body time to recover from physical activity, and to prevent injury.

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

- Arrange the cadets in either a warm-up circle or in rows (as illustrated in [Figures 4-1-4](#) and [4-1-5](#)).
- Demonstrate before having the cadets attempt each stretch/light cardiovascular exercise.
- Assistant instructors can help demonstrate the movements and ensure the cadets are performing them correctly.
- Have cadets perform each stretch/light cardiovascular exercise.

SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.

- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner, following the guidelines for stretching listed in TP3.

CONFIRMATION OF TEACHING POINT 6

The cadets' participation in the cool-down will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in the PACER will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

The results of the PACER are not to be used for evaluation of the cadets. The results are for each cadet to track their own progress in cardiovascular fitness when they perform the PACER again in M204.05 (Perform the PACER) and in C204.01 (Perform the PACER), for those corps that choose to conduct this EO.

CLOSING STATEMENT

Assessing cardiovascular fitness will allow you to identify your present level of fitness and how you can strive to increase it.

INSTRUCTOR NOTES/REMARKS

Assistant instructors may be used for extra supervision or to record the results of cadets.

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COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 2

EO M204.02 – IDENTIFY HEALTHY FOOD CHOICES

Total Time: 30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Ensure there are sufficient copies of Health Canada, *Canada's Food Guide*, Her Majesty the Queen in Right of Canada, for each cadet.

Photocopy handouts located at [Annex B](#) for each cadet.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 and TP2 to introduce Health Canada, *Canada's Food Guide*, Her Majesty the Queen in Right of Canada.

An in-class activity was chosen for TP3 as it is an interactive way to provoke thought and stimulate interest in healthy eating among cadets.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify healthy food choices.

IMPORTANCE

It is important for cadets to identify healthy food choices because it is a significant component of living a healthy lifestyle. Choosing healthy foods may help the body to grow strong and help to prevent illnesses.

Teaching Point 1**Introduce *Canada's Food Guide***

Time: 10 min

Method: Interactive Lecture



Distribute a copy of Health Canada, *Canada's Food Guide*, Her Majesty the Queen in Right of Canada, to each cadet so they may follow along during the lesson.

CANADA'S FOOD GUIDE

Health Canada, *Canada's Food Guide*, Her Majesty the Queen in Right of Canada, describes how much of each type of food is required as part of a healthy eating pattern. There are four food groups in the guide; vegetables and fruit, grain products, milk and alternatives, and meat and alternatives. The front page of the guide shows a rainbow with samples of the type of foods that fit in these four categories. The size of the arcs in the rainbow represents the proportion of each food group that makes up a healthy eating pattern.

Vegetables and Fruit

Consuming plenty of vegetables and fruit may help reduce the risk of cardiovascular disease and certain types of cancer. This food group provides nutrients such as carbohydrates, vitamin A, vitamin C, potassium, magnesium, and B vitamins. Vegetables and fruit are the most prominent food group in the guide because of the important role these foods play in healthy eating. Examples of foods from the vegetable and fruit group include:

- fresh vegetables/fruit,
- frozen vegetables/fruit,
- canned vegetables/fruit,
- dried vegetables/fruit, and
- vegetables/fruit juices.

Grain Products

Consuming the required amount of grain products may help to reduce the risk of cardiovascular disease. Grain products, particularly whole grains, are a source of fibre and are usually low in fat. Whole grains contain all three edible layers of the grain seed or kernel, which provides a greater combination of nutrients. This food group provides nutrients such as carbohydrates, B vitamins (e.g. thiamin, riboflavin, niacin and folate), iron, zinc, and magnesium. The grain products food group is the second most prominent food group in the guide. Examples of foods from the grain products group include:

- grain,
- cereal,
- pasta,
- rice, and
- products made with grain flour (including corn flour).

Milk and Alternatives

Consuming the required amount of milk and alternatives may help to develop strong bones and reduce the risk of osteoporosis. This food group provides nutrients such as calcium, vitamin A, vitamin D, vitamin B12, riboflavin, zinc, magnesium, potassium, protein and fat. Examples of foods from the milk and alternatives group include:

- milk products, such as:
 - canned milk (evaporated milk),
 - powdered milk,
 - cheese, and
 - yogurt; and
- alternative milk products, such as fortified soy beverage.

Meat and Alternatives

Consuming the required amount of meat and alternatives food group provides nutrients such as iron, zinc, magnesium, B vitamins (e.g. thiamin, riboflavin, niacin, vitamin B6, and vitamin B12), protein, and fat. Examples of foods from the meat and alternatives group include:

- meat products, such as:
 - eggs,
 - fish,
 - meat,
 - poultry, and
 - shellfish; and
- alternative meat products, such as:
 - legumes (e.g. chick peas),
 - kidney beans,
 - lentils, nuts/seeds, and
 - tofu.

FOOD GUIDE SERVINGS

A food guide serving is a specified quantity of food from each of the food groups. It is used to help people understand how much food is recommended every day from each of these groups. This is generally close to what a person would eat in one sitting (e.g. one apple). When eating out, food portions are often large and contain more than one serving of a food group. It is important to recognize the food groups that make up a meal and how much food is on the plate, in order to count the food guide servings in a meal.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What are the four food groups described in Health Canada, *Canada's Food Guide*, Her Majesty the Queen in Right of Canada?
- Q2. What are three foods that fit in the grain products group?
- Q3. What is a food guide serving?

ANTICIPATED ANSWERS

- A1. The four food groups are vegetables and fruit, grain products, milk and alternatives, and meat and alternatives.
- A2. Foods that fit in the grain products group are grains, cereals, pasta, rice, and products made with grain flour (including corn flour).
- A3. A food guide serving is a specified quantity of each type of food, used for measuring how much food is recommended for every day.

Teaching Point 2

Introduce the Recommended Daily Intake

Time: 5 min

Method: Interactive Lecture

RECOMMENDED DAILY INTAKE

The recommended daily intake outlined in Health Canada, *Canada's Food Guide*, Her Majesty the Queen in Right of Canada (p. 2), describes what amount of food people should eat based on age and gender. The recommended number of servings a child (male and female) between the ages of 9 to 13 should eat in one day is as follows

- six servings of vegetables and fruit,
- six servings of grain products,
- three to four servings of milk and alternatives, and
- one to two servings of meat and alternatives.

Following the recommended daily intake in Health Canada, *Canada's Food Guide*, Her Majesty the Queen in Right of Canada, will help people to:

- take in the required vitamins, minerals and other nutrients;
- reduce the risk of obesity, type two diabetes, heart disease, certain types of cancer and osteoporosis; and
- achieve overall health and vitality.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What does the recommended daily intake describe?
- Q2. How many daily servings of grain products are recommended for a child between the ages of 9 to 13?

Q3. What is one benefit of following the recommended daily intake?

ANTICIPATED ANSWERS

A1. The amount of food people should eat daily based on age and gender.

A2. Six.

A3. Following the recommended daily intake in Health Canada, *Canada's Food Guide*, Her Majesty the Queen in Right of Canada, will help people to:

- take in the required vitamins, minerals and other nutrients;
- reduce the risk of obesity, type two diabetes, heart disease, certain types of cancer, and osteoporosis; and
- achieve overall health and vitality.

Teaching Point 3

Conduct an Activity Using *Canada's Food Guide*

Time: 10 min

Method: In-class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets identify healthy food choices.

RESOURCES

- Pens/pencils,
- Scissors, and
- Glue/tape.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Distribute the handout (located at [Annex B](#)) to each cadet.
2. Allow approximately five minutes for cadets to choose the food items that they would pack in their lunch bag to create a meal that includes at least one serving from each food group. Have cadets complete the food guide servings table on the last page of [Annex B](#).
3. Discuss the choices that the cadets have made, whether they are healthy, and in which food group they belong.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 3

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

END OF LESSON CONFIRMATION

The cadets' participation in the activity in TP3 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Choosing healthy foods may help the body to grow strong and help to prevent illnesses. This knowledge may also assist in preparing nutritious meals. Identifying healthy food choices is important to choosing a healthy lifestyle.

INSTRUCTOR NOTES/REMARKS

N/A.

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COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 3

EO M204.03 – IDENTIFY THE BENEFITS OF A HEALTHY LIFESTYLE

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

A group discussion was chosen for this lesson as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about the benefits of a healthy lifestyle.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify the benefits of a healthy lifestyle.

IMPORTANCE

It is important for cadets to identify the benefits of a healthy lifestyle because it is key to becoming physically fit, which is one of the aims of the Cadet Program.

Teaching Point 1

Discuss Personal Decisions That Can Be Made to Achieve a Healthy Lifestyle

Time: 10 min

Method: Group Discussion

BACKGROUND KNOWLEDGE



The point of the group discussion is to draw the following information from the group using the tips for answering/facilitating discussion and the suggested questions provided.

SMOKING

Known facts about smoking include:

- adolescence is the usual time a person will start smoking;
- youth in grades six and seven are considered to be at the critical stage for deciding whether to experiment with smoking; and
- cigarette smoking is more addictive and harder to quit than some other substances such as heroin and cocaine.

Known physical effects of smoking include:

- dry skin and premature wrinkling;
- a longer healing time for a smoker's acne;
- hair loss in some teenagers;
- yellow teeth and tooth decay; and
- an increased occurrence of oral cancer in some people.

Statistics about smoking:

- It is estimated that 55% of young men and 51% of young women who start smoking by the age of 15 will die before age 70 if they continue to smoke.
- Tobacco kills more than 40 000 Canadians every year.

Consequences of smoking may include:

- cancer of the lungs, mouth, sinuses, throat, brain, breast, uterus, bladder, kidney, thyroid, lymph glands, and blood;
- serious ailments such as bronchitis, pneumonia, emphysema, strokes, heart attacks, ulcers, cataracts, gum disease, tooth decay, ear infections, dry skin, early aging, and impotence;
- respiratory problems such as increased coughing, phlegm, wheezing, chest colds, and shortness of breath;
- asthma attacks or increased asthma symptoms;
- cold fingers and toes due to poor circulation; and

- a dulled sense of smell and taste.

NUTRITION CHOICES

Following Health Canada, *Canada's Food Guide*, Her Majesty the Queen in Right of Canada, will ensure a person eats the amount and type of food that is recommended to help achieve a healthy lifestyle. Eating the amount and type of food recommended and following the tips in Health Canada, *Canada's Food Guide*, Her Majesty the Queen in Right of Canada, will help:

- meet the body's needs for vitamins, minerals, and other nutrients;
- reduce the risk of obesity, type 2 diabetes, heart disease, certain types of cancer, and osteoporosis; and
- contribute to overall health and vitality.

Just as important as eating the right amount of food is eating the right types of foods. People should be encouraged to eat foods that are lower in fat, sugar, and salt.

The benefits of eating well include:

- better overall health,
- lower risk of disease,
- healthy body weight,
- feeling and looking better,
- more energy, and
- stronger muscles and bones.

REGULAR PHYSICAL ACTIVITY

Benefits of regular physical activity contribute to the following:

- overall health,
- improved fitness,
- better posture and balance,
- weight control,
- stronger bones and muscles,
- energy level, and
- an increase in relaxation and reduction in stress.

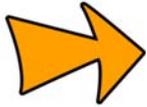
Health risks that may result from inactivity include:

- premature death,
- heart disease,
- obesity,
- high blood pressure,
- adult-onset diabetes (type 2),

- osteoporosis,
- stroke,
- depression, and
- various forms of cancer.



63% of Canadians are not active enough to get the health benefits they need from physical activity.



Youth require 60 to 90 minutes of physical activity every day.

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Establish ground rules for discussion, e.g. everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS

- Q1. What do you think is a healthy lifestyle? What are some of the choices you can make in your daily life to help you achieve a healthy lifestyle?
- Q2. What are some of the benefits of choosing not to smoke? What are the greatest factors that would influence your decision?
- Q3. How can nutrition choices affect your overall health?
- Q4. What are some benefits you can get from being physically active in your daily life? What can you do to improve your level of daily physical activity?



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



Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2

Discuss the Physical Benefits of a Healthy Lifestyle

Time: 10 min

Method: Group Discussion

BACKGROUND KNOWLEDGE



The point of the group discussion is to draw the following information from the group using the tips for answering/facilitating discussion and the suggested questions provided.

PHYSICAL BENEFITS OF A HEALTHY LIFESTYLE



The best way to keep the body physically healthy is to combine three types of activities in a daily routine: endurance, flexibility, and strength activities.

Healthy Growth and Development

Studies, in recent years, have shown that over half of young people are not active enough for healthy growth and development. According to the Canadian Community Health Survey in 2000–2001, 56% of Canadian's aged 12 to 19 were physically inactive and as many as 82% may not have been active enough to meet international guidelines for optimal growth and development.

Healthy Heart

Eating more nutritious foods, not smoking, and being physically active can help maintain a healthy heart. A healthy body weight, for example, can help to lower risk factors for heart disease by decreasing blood cholesterol, fat levels, and high blood pressure. Cardiovascular disease, such as heart disease, stroke, and atherosclerosis (ather-o-skleh-ro-sis) – hardening and narrowing of the arteries, is the number one cause of premature death in Canada.

Stronger Bones and Muscles

Physical activity, especially strength activities, can contribute to the maintenance of bone mass through adulthood, by helping develop the bony and muscular tissue during childhood. Daily physical activity in adolescence and early adulthood is positively correlated to mineral density and the skeleton's bone density. This development of mineral density and bone mass may help reduce the risk of osteoporosis later in life. Strength activities will lead to stronger muscles and help them stay strong over time. Stronger bones and muscles can also lead to better posture and balance among people of all ages.

Weight Control

Physical activity affects body composition and helps weight loss. Active individuals are at less risk of becoming overweight. Having a healthy body means maintaining a healthy body weight. Having a healthy weight does not necessarily mean being extremely slim and having a low body weight. A healthy body weight should encourage physical, social, and psychological well-being. In 1988, Health and Welfare Canada introduced the "healthy weights strategy". This strategy promotes healthy eating opposed to dieting and regular physical activity versus intense exercise. For adults, healthy body weight can be determined by the Body Mass Index (BMI) and the waist-hip ratio (WHR).



The BMI is intended for individuals 18 years of age and older. As individuals under 18 years of age are still developing, they should not rely solely on the BMI to determine if they have a healthy body weight.



Information on BMI can be found at http://www.hc-sc.gc.ca/fn-an/nutrition/weights-poids/guide-ld-adult/bmi_chart_java-graph_imc_java_e.html

BMI and WHR calculators can be found at www.preventdisease.com/healthtools/tools.html#bmi

According to the World Health Organization (WHO) in 2002, there were approximately one billion people in the world who were overweight or obese and only 800 million who were hungry/starving or underweight. According to the Canadian Community Health Survey conducted in 2004, obesity rates in adolescents aged 12 to 17 have tripled from 3% to 9% in the past 25 years.

Being inactive and/or overweight increases the risk of heart disease, osteoarthritis, diabetes, various cancers, and back injuries.

Lower Health Risks

Regular participation in at least 30 minutes of moderate physical activity can help prevent some chronic conditions, such as:

- **Cardiovascular Disease (CVD).** Regular physical activity can reduce the risk of heart disease by as much as 50%.
- **Osteoporosis.** In Canada, about one out of four women and one out of eight men over 50 years of age, develops osteoporosis. The risk of osteoporosis may be reduced through regular physical activity during childhood and adolescence.
- **Cancer.** Regular physical activity can help in the prevention of certain types of cancer, such as breast and colon cancer. Research shows that overall 30% to 35% of all cancers can be prevented by eating well, maintaining a healthy weight, and by including physical activity into one's lifestyle.

- **Type 2 Diabetes.** Physical activity, together with decreased fat intake, can help in the prevention of type 2 diabetes by as much as 58%.



Studies have shown that females are less active than males. In 2000, only 30% of females and 40% of males were considered active enough to meet the minimum requirements of daily physical activity. This dropped to 12% for females and 24% for males by 2002.

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

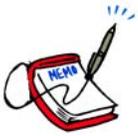
- Establish ground rules for discussion, e.g. everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS

- Q1. What are some physical benefits to living a healthy lifestyle? What can you do individually to achieve these benefits?
- Q2. How does living a healthy lifestyle affect a person's ability to grow and develop? What healthy lifestyle choices can you make to ensure this?
- Q3. What does it mean to have a healthy body weight? How can this be achieved? What are the best determinants of a healthy body weight for a fully grown adult?
- Q4. What types of chronic conditions/illnesses could you avoid by living a healthy lifestyle? What can you do to avoid these conditions/illnesses later in life?



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



Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3

Discuss the Psychological Benefits of a Healthy Lifestyle

Time: 5 min

Method: Group Discussion

BACKGROUND KNOWLEDGE



The point of the group discussion is to draw the following information from the group using the tips for answering/facilitating discussion and the suggested questions provided.

PSYCHOLOGICAL BENEFITS OF A HEALTHY LIFESTYLE

Positive Self-esteem

A positive self-esteem requires a person to have a good opinion of their own character and abilities. Self-esteem can be measured by how worthy individuals feel in various social, physical, and academic situations. Individuals with high self-esteem generally view themselves in a positive manner and can appreciate their abilities, as well as their potential and limitations. Those with low self-esteem generally tend to be more passive and dependent in reacting to stress and demands and are more likely to conform to social pressures, while also being pessimistic about their abilities.

Making new friends is easier when a youth participates in activities involving other youth. For example, if an individual participates in a sports team or a recreational club, there are more opportunities to meet new people. As well, an individual who is living a healthy lifestyle, is often more self-confident, making it easier to meet new people and make friends. According to the Canadian Fitness and Lifestyle Research Institute, physical activity appears to have a positive influence on youth's social lives and the number of same-gender and opposite-gender friends they have.

Positive Self/Body Image

Self/body image is how an individual perceives their own physical characteristics and how they evaluate themselves based on this perception of self. This is then formulated into a self/body image as an individual perceives their own body, how it looks to them, and how they think it looks to others. Having a positive self/body image comes with the idea that a wider range of body weights, shapes, and sizes are healthy and normal. The reality of genetics encompasses the fact that not all people can be the same shape and size and that not everyone can or should meet the body type seen often in the media.

Higher Energy

Nutrition choices have a direct effect on the amount of energy the body produces. Although the body requires foods from all four food groups, Health Canada recommends that 55% of calories should come from carbohydrates, which should be in the form of starches and natural sugars. These starches and sugars are digested and changed into glucose and are burned during regular physical activity.

Physical activity can also lead to high energy as it determines the amount of energy expended and therefore leads to energy balance (the amount of energy ingested in the forms of carbohydrates, fat, protein and alcohol, should equal the amount expended). Physical activity increases oxygen throughout the body. Endorphins are also increased, therefore, leading to higher levels of energy. Many studies show that physically active youth tend to sleep and eat better than those who are more sedentary or less active.

Reduced Stress/Increased Relaxation

Regular physical activity appears to be associated with better self-esteem and a decrease in anxiety and depression symptoms in normal situations. Flexibility activities are especially effective in ensuring the muscles are relaxed. Individuals who are more physically active and eat balanced, nutritious meals are more likely to have positive self-esteem and self/body image, leading to a reduction in anxiety and negative feelings about their sense of self.

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Establish ground rules for discussion, e.g. everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS

- Q1. What is self-esteem? How can self-esteem be improved by living a healthy lifestyle?
- Q2. How does making healthy food choices and maintaining an active lifestyle affect an individual's self-esteem?
- Q3. What is self/body image? How can you strive to maintain a positive self/body image?

Q4. Has anyone ever noticed that after doing a physical activity you feel energized? Why do you think this happens?

Q5. What are some ways you can reduce stress and increase your level of relaxation?



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



Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

CONFIRMATION OF TEACHING POINT 3

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

END OF LESSON CONFIRMATION

The cadets' participation in the group discussions will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

The handout located at [Annex C](#) may be given to the cadets to be completed for their personal use.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

It is important to learn the methods to achieve a healthy lifestyle as choices made regarding health during youth will have an effect into adulthood. Making healthy food choices and participating in regular physical activity will increase energy, prevent diseases, increase strength, and in many cases, lead to a healthier lifestyle.

INSTRUCTOR NOTES/REMARKS

Points that arise from the group discussions in TP1 to TP4 should be placed on a whiteboard/flipchart/OHP to be referenced during the conclusion of the lesson.

The handout located at [Annex C](#) is not to be used by the instructor. It is a personal resource for each cadet.

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COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 4

EO M204.04 – UPDATE PERSONAL ACTIVITY PLAN

Total Time: 30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson. Photocopy the cadets' personal activity plans from Phase One and [Annex D](#) for each cadet.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An in-class activity was chosen for this lesson as it is an interactive way to reinforce the importance of goal setting within a personal activity plan.

INTRODUCTION

REVIEW

Review the following information on goal-setting from EO M104.02 (Develop a Personal Activity Plan).

Definition of a Goal

A goal is an aim an individual or group works toward; an object of ambition/effort.

Short-term and Long-term Goals

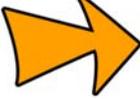
Short-term goals are those that can be met in a short period of time and are often set to achieve long-term goals. For example, if an individual strives to run five kilometres by the end of the year, their short-term goal could be to run two kilometres within two months. By setting achievable short-term goals, individuals can measure their progress in the pursuit of their long-term goals.

Individual Goals

The purpose of setting individual goals is to experience personal levels of achievement. Individual goals should be based on personal performance and not on the performance of others. They should be designed to increase personal skill, ability, or physical condition.

Developing Goals

Goals should be set with a specific purpose in mind. They should be achievable and measurable, allowing individuals to track progress. A goal should be something an individual can be motivated toward achieving.

	Use the mnemonic “SMART” to remember the factors involved in the setting of goals.
-----------------------------------------------------------------------------------	------------------------------------------------------------------------------------

When developing short-term and long-term goals, ensure they have the following characteristics:

Specific: Ensure the aim of the goal is clearly set out and defined.

Measurable: Ensure the goal has defined standards to work toward that are measurable.

Achievable: Ensure the goal is realistic and can be met.

Relevant: Ensure the goal is worthwhile.

Timed: Ensure there is a set time frame in which to achieve the goal.

OBJECTIVES

By the end of this lesson the cadet shall be expected to update their personal activity plan (from Phase One) for the training year.

IMPORTANCE

In order to help achieve success in physical fitness, it is important to know how to set personal fitness goals and to create an activity plan that will help to achieve those goals. This is important as physical fitness is one of the aims of the Cadet Program.

Teaching Point 1

Have Cadets Adjust Their Personal Activity Plan (From Phase One) for the Training Year

Time: 25 min

Method: In-class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is for cadets to adjust their personal activity plan (from Phase One) for the training year.

RESOURCES

- Each cadet’s personal activity plan from Phase One,
- Pens/pencils, and
- Handout of blank personal activity plan found at [Annex D](#).

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

- Distribute the cadets’ personal activity plans from Phase One.

- Have the cadets review their personal activity plans to see if they were “SMART” and if they accomplished their goals.
- Discuss the PACER and how the results should fit into adjusting their goals.
- Distribute blank personal activity plans from [Annex D](#).
- Give cadets time to adjust and update their personal activity plans for the Phase Two training year.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 1

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

END OF LESSON CONFIRMATION

The cadets’ participation in the activity in TP1 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

One of the aims of the Cadet Program is physical fitness. In order to help you achieve success in physical fitness, it is important to know how to set personal fitness goals and create an activity plan that will help to achieve those goals.

INSTRUCTOR NOTES/REMARKS

Ensure a copy of each cadet’s personal activity plan is photocopied and placed in their training folder for further training purposes. The plans are not to be used as a method of evaluation.

Resources such as: *Canada’s Physical Activity Guide for Youth, Let’s Get Active! Magazine for Youth 10–14 Years of Age and Family Guide to Physical Activity for Youth 10–14 Years of Age* can be ordered from www.paguide.com through the Public Health Agency of Canada to be given as a handout to each cadet.

REFERENCES

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- C0-024 (ISBN 0-19-541731-3) Barber, K. (Ed.). (2001). *The Canadian Oxford Dictionary*. Don Mills, ON: Oxford University Press.

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- C0-105 (ISBN 0-662-32897-3) Public Health Agency of Canada. (2002). *Teacher's Guide to Physical Activity for Youth 10-14 Years of Age*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
- C0-106 (ISBN 0-662-32899-X) Public Health Agency of Canada. (2002). *Let's Get Active! Magazine for Youth 10-14 Years of Age*. Ottawa, ON: Her Majesty the Queen in Right of Canada.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 5

EO M204.05 – PERFORM THE PACER

Total Time: 30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson. Review PACER information located on Test Admin Manual DVD. The CD/cassette for the PACER can be found in The Cooper Institute, *Fitnessgram 8.0 Stand-Alone Test Kit*, Human Kinetics. Information on the PACER can be found in The Cooper Institute, *Fitnessgram/Activitygram Test Administration Manual*, Human Kinetics, pp. 27 to 29.

Set up the training area for the PACER.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

Practical activity was chosen for this lesson as it is an interactive way to allow the cadets to track their progress in cardiovascular endurance. This activity contributes to the development of cardiovascular endurance in a fun and challenging setting.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have performed the PACER.

IMPORTANCE

It is important for cadets to increase their physical fitness level, beginning with their cardiovascular fitness. Performing the PACER for the second (third if corps opted to conduct EO C204.01 [Perform the PACER]) time will give each cadet an indication of how their cardiovascular endurance has improved over the course of the

training year. This is also an opportunity for cadets to update their personal activity plan in an effort to achieve personal fitness goals.

Teaching Point 1

Conduct a Warm-up Session Composed of Light Cardiovascular Exercises

Time: 5 min

Method: Practical Activity



The following information will be explained to the cadets during the warm-up activity.

PURPOSE OF A WARM-UP

A warm-up is composed of stretches and light cardiovascular exercises designed to:

- stretch the muscles;
- 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.

GUIDELINES FOR STRETCHING

The following guidelines should be followed while stretching to prepare for physical activity and to help prevent injury:

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



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

ACTIVITY

OBJECTIVE

The objective of this warm-up activity is to stretch the muscles and perform light cardiovascular exercises to prepare the body for physical activity and to help prevent injuries.

RESOURCES

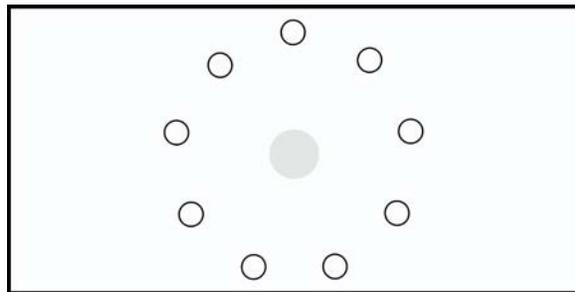
N/A.

ACTIVITY LAYOUT

N/A.

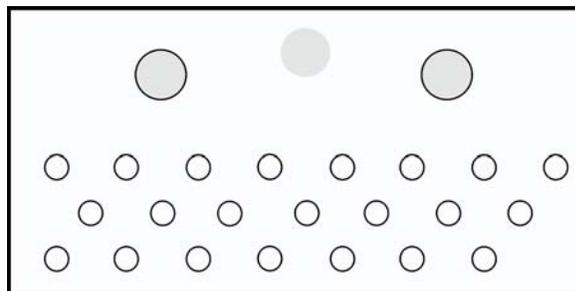
ACTIVITY INSTRUCTIONS

- Arrange the cadets in either a warm-up circle or in rows (as illustrated in [Figures 4-5-1](#) and [4-5-2](#)).



D Cdts 3, 2006, Ottawa, ON: Department of National Defence

Figure 4-5-1 Instructor in the Centre of a Warm-up Circle



D Cdts 3, 2006, Ottawa, ON: Department of National Defence

Figure 4-5-2 Instructor at the Front With Two Assistant Instructors

- Demonstrate before having the cadets attempt each stretch/light cardiovascular exercise.
- Assistant instructors can help demonstrate the exercises and ensure the cadets are performing them correctly.
- Have cadets perform each stretch/light cardiovascular exercise.



Light cardiovascular exercises should be done to warm-up the muscles prior to stretching to avoid injury to or tearing of the muscles. For example, running on the spot for 30 seconds or performing jumping jacks should be performed prior to conducting the stretches located at [Annex A](#).

SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.
- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner, following the guidelines for stretching listed in this TP.

CONFIRMATION OF TEACHING POINT 1

The cadets' participation in the warm-up will serve as the confirmation of this TP.

Teaching Point 2

Supervise While the Cadets Perform the PACER

Time: 15 min

Method: Practical Activity

ACTIVITY

OBJECTIVE

The objective of this activity is for the cadets to perform the PACER.

RESOURCES

- The Cooper Institute, *Fitnessgram 8.0 Stand-Alone Test Kit*, Human Kinetics,
- Pylons (four or more),
- Measuring tape,
- CD/cassette player,
- Photocopies of the *PACER Individual Score Sheet A*,
- Pens/pencils, and
- First aid kit.

ACTIVITY LAYOUT

- Set up the training area with 40 to 60 inch lanes, and
- Mark a 20 m course with pylons at the ends of each lane.



This activity may be conducted outside.

ACTIVITY INSTRUCTIONS

1. Divide cadets into pairs.
2. Distribute photocopies of the *PACER Individual Score Sheet A* and pens/pencils to one cadet from each pair.
3. Have the cadets with the score sheet write their partner's name on the score sheet and sit behind the starting line ready to record results.
4. Have the cadets running the PACER line up in their respective lanes at the starting line and wait for instructions to begin.
5. Play the audio CD/cassette.
6. The PACER is complete when all cadets have not reached the line before the beep for the second time.
7. Once completed, have the cadets who ran the PACER become the scorekeepers and the scorekeepers become the participants.
8. Distribute photocopies of the *PACER Individual Score Sheet A* and pens/pencils to the second cadet from each pair.
9. Have cadets with the score sheet write their partner's name on the score sheet and sit behind the starting line ready to record results.
10. Have cadets running the PACER line up in their respective lanes at the starting line and wait for instructions to begin.
11. Play the audio CD/cassette.
12. The PACER is complete when all cadets have not reached the line before the beep for the second time.

SAFETY

- Ensure a designated first aider and first aid kit are available.
- Ensure water is available for the cadets after they complete the PACER.

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3**Conduct a Cool-down Session Composed of Light Cardiovascular Exercises**

Time: 5 min

Method: Practical Activity



The following information will be explained to the cadets during the cool-down activity.

PURPOSE OF A COOL-DOWN

A cool-down is composed of stretches and light cardiovascular exercises designed to:

- allow the body time to slowly recover from physical activity and to help prevent injury;
- prepare the respiratory system to return to its normal state; and
- stretch the muscles to help relax and restore them to their resting length.



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

ACTIVITY

OBJECTIVE

The objective of the cool-down is to stretch the muscles and perform light cardiovascular exercises that allow the body time to recover from physical activity, and to prevent injury.

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

- Arrange the cadets in either a warm-up circle or in rows (as illustrated in [Figures 4-5-1](#) and [4-5-2](#)).
- Demonstrate before having the cadets attempt each stretch/light cardiovascular exercise.
- Assistant instructors can help demonstrate the movements and ensure the cadets are performing them correctly.
- Have cadets perform each stretch/light cardiovascular exercise.

SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.
- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner, following the guidelines for stretching listed in TP1.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in the cool-down will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in the PACER will serve as the confirmation of this lesson.

CONCLUSION

HOMework/READING/PRACTICE

N/A.

METHOD OF EVALUATION

The results of the PACER are not to be used for evaluation of the cadets. The results are for each cadet to track their own progress in cardiovascular fitness from when they performed the PACER in M204.01 (Perform the PACER) and in C204.01 (Perform the PACER), for those corps that choose to conduct this EO.

CLOSING STATEMENT

Assessing cardiovascular fitness will allow you to identify your present level of fitness and how you can strive to increase it. This is also an opportunity for you to update your personal activity plan in an effort to achieve personal fitness goals.

INSTRUCTOR NOTES/REMARKS

The PACER is an individual assessment of cardiovascular fitness. Results from this assessment are not to be used for competition or classification among cadets.

The results of the second PACER should be compared to the results of the first PACER to determine the cadets' individual progress in cardiovascular endurance.

REFERENCES

- C0-002 (ISBN 0-88962-630-8) LeBlanc, J. & Dickson, L. (1997). *Straight Talk About Children and Sport: Advice for Parents, Coaches, and Teachers*. Oakville, ON and Buffalo, NY: Mosaic Press.
- C0-057 Martha Jefferson Hospital. (2001). *Warm-Ups*. Retrieved 26 October 2006, from <http://www.marthajefferson.org/warmup.php>.
- C0-058 Webb Physiotherapists Inc. (ND). *Running Exercises*. Retrieved 26 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=46>.
- C0-059 Webb Physiotherapists Inc. (ND). *Exercise Programme for Squash, Tennis, Softball, Handball*. Retrieved 25 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=49>.
- C0-060 Impacto Protective Products Inc. (1998). *Exercises*. Retrieved 25 October 2006, from <http://www.2protect.com/work3b.htm>.
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- C0-095 (ISBN 0-7360-5962-8) The Cooper Institute. (ND). *Fitnessgram/Activitygram Test Administration Kit: Fitnessgram 8.0 Stand-Alone Test Kit*. Windsor, ON: Human Kinetics.
- C0-154 Hansen, B. (1999). *Moving on the Spot: Fun and Physical Activity: A Collection of 5 Minute Stretch and Movement Sessions*. Retrieved 26 October 2006, from <http://lin.ca/resource/html/dn3.htm#11>.

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COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 6

EO C204.01 – PERFORM THE PACER

Total Time: 30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson. Review the information located on Test Admin Manual DVD. The CD/cassette for the PACER can be found in The Cooper Institute, *Fitnessgram 8.0 Stand-Alone Test Kit*, Human Kinetics. Information on the PACER can be found in The Cooper Institute, *Fitnessgram/Activitygram Test Administration Manual*, Human Kinetics, pp. 27 to 29.

Set up the training area for the PACER.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

Practical activity was chosen for this lesson as it is an interactive way to allow the cadets to track their progress in cardiovascular endurance. This activity contributes to the development of cardiovascular endurance in a fun and challenging setting.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have performed the PACER.

IMPORTANCE

It is important for cadets to increase their physical fitness level, beginning with their cardiovascular fitness. Performing the PACER a second time will give cadets an indication of how their cardiovascular endurance has improved. This is also an opportunity for cadets to update their personal activity plan in an effort to achieve their personal fitness goals.

Teaching Point 1

Conduct a Warm-up Session Composed of Light Cardiovascular Exercises

Time: 5 min

Method: Practical Activity



The following information will be explained to the cadets during the warm-up activity.

PURPOSE OF A WARM-UP

A warm-up is composed of stretches and light cardiovascular exercises designed to:

- stretch the muscles;
- 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.

GUIDELINES FOR STRETCHING

The following guidelines should be followed while stretching to prepare for physical activity and to help prevent injury:

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



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

ACTIVITY

OBJECTIVE

The objective of this warm-up activity is to stretch the muscles and perform light cardiovascular exercises to prepare the body for physical activity and to help prevent injuries.

RESOURCES

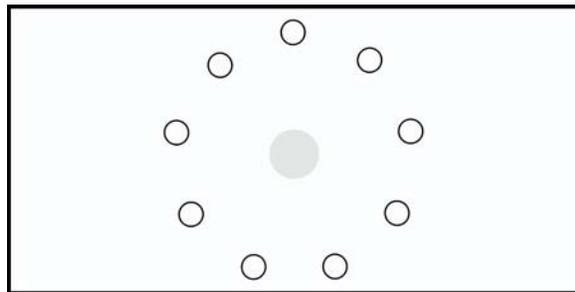
N/A.

ACTIVITY LAYOUT

N/A.

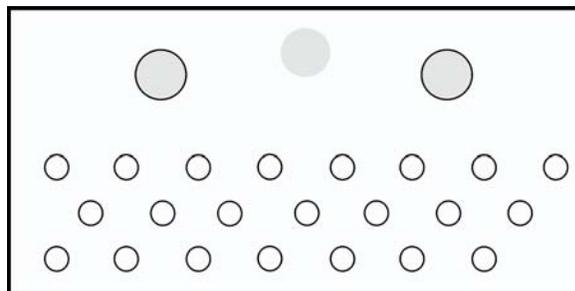
ACTIVITY INSTRUCTIONS

- Arrange the cadets in either a warm-up circle or in rows (as illustrated in [Figures 4-6-1](#) and [4-6-2](#)).



D Cdts 3, 2006, Ottawa, ON: Department of National Defence

Figure 4-6-1 Instructor in the Centre of a Warm-up Circle



D Cdts 3, 2006, Ottawa, ON: Department of National Defence

Figure 4-6-2 Instructor at the Front With Two Assistant Instructors

- Demonstrate before having the cadets attempt each stretch/light cardiovascular exercise.
- Assistant instructors can help demonstrate the exercises and ensure the cadets are performing them correctly.
- Have cadets perform each stretch/light cardiovascular exercise.



Light cardiovascular exercises should be done to warm-up the muscles prior to stretching to avoid injury to or tearing of the muscles. For example, running on the spot for 30 seconds or performing jumping jacks should be performed prior to conducting the stretches located at [Annex A](#).

SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.
- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner, following the guidelines for stretching listed in this TP.

CONFIRMATION OF TEACHING POINT 1

The cadets' participation in the warm-up will serve as the confirmation of this TP.

Teaching Point 2

Supervise While the Cadets Perform the PACER

Time: 15 min

Method: Practical Activity

ACTIVITY

OBJECTIVE

The objective of this activity is for the cadets to perform the PACER.

RESOURCES

- The Cooper Institute, *Fitnessgram 8.0 Stand-Alone Test Kit*, Human Kinetics,
- Pylons (four or more),
- Measuring tape,
- CD/cassette player,
- Photocopies of the *PACER Individual Score Sheet A*,
- Pens/pencils, and
- First aid kit.

ACTIVITY LAYOUT

- Set up the training area with 40 to 60 inch lanes, and
- Mark a 20 m course with pylons at the ends of each lane.



This activity may be conducted outside.

ACTIVITY INSTRUCTIONS

1. Divide cadets into pairs.
2. Distribute photocopies of the *PACER Individual Score Sheet A* and pens/pencils to one cadet from each pair.
3. Have the cadets with the score sheet write their partner's name on the score sheet and sit behind the starting line ready to record results.
4. Have the cadets running the PACER line up in their respective lanes at the starting line and wait for instructions to begin.
5. Play the audio CD/cassette.
6. The PACER is complete when all cadets have not reached the line before the beep for the second time.
7. Once completed, have the cadets who ran the PACER become the scorekeepers and the scorekeepers become the participants.
8. Distribute photocopies of the *PACER Individual Score Sheet A* and pens/pencils to the second cadet from each pair.
9. Have cadets with the score sheet write their partner's name on the score sheet and sit behind the starting line ready to record results.
10. Have cadets running the PACER line up in their respective lanes at the starting line and wait for instructions to begin.
11. Play the audio CD/cassette.
12. The PACER is complete when all cadets have not reached the line before the beep for the second time.

SAFETY

- Ensure a designated first aider and first aid kit are available.
- Ensure water is available for the cadets after they complete the PACER.

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3**Conduct a Cool-down Session Composed of Light Cardiovascular Exercises**

Time: 5 min

Method: Practical Activity



The following information will be explained to the cadets during the cool-down activity.

PURPOSE OF A COOL-DOWN

A cool-down is composed of stretches and light cardiovascular exercises designed to:

- allow the body time to slowly recover from physical activity and to help prevent injury;
- prepare the respiratory system to return to its normal state; and
- stretch the muscles to help relax and restore them to their resting length.



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

ACTIVITY

OBJECTIVE

The objective of the cool-down is to stretch the muscles and perform light cardiovascular exercises that allow the body time to recover from physical activity, and to prevent injury.

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Arrange the cadets in either a warm-up circle or in rows (as illustrated in [Figures 4-6-1](#) and [4-6-2](#)).
2. Demonstrate before having the cadets attempt each stretch/light cardiovascular exercise.
3. Assistant instructors can help demonstrate the movements and ensure the cadets are performing them correctly.
4. Have cadets perform each stretch/light cardiovascular exercise.

SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.
- Ensure the cadets perform the stretches and light cardiovascular exercises in a manner that is safe, following the guidelines for stretching listed in TP1.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in the cool-down will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in the PACER will serve as the confirmation of this lesson.

CONCLUSION

HOMework/READING/PRACTICE

N/A.

METHOD OF EVALUATION

The results of the PACER are not to be used for evaluation of the cadets. The results are for each cadet to track their own progress in cardiovascular fitness from when they performed the PACER in M204.01 (Perform the PACER) and when they perform the PACER again in M204.05 (Perform the PACER).

CLOSING STATEMENT

Assessing cardiovascular fitness will allow you to identify your present level of fitness and how you can strive to increase it. This is also an opportunity for you to update your personal activity plan in an effort to achieve your personal fitness goals.

INSTRUCTOR NOTES/REMARKS

The PACER is an individual assessment of cardiovascular fitness. Results from this assessment are not to be used for competition or classification amongst cadets.

This EO gives the cadet the opportunity to run the PACER a third time in the middle of the training year allowing them to better track their progress in cardiovascular endurance.

REFERENCES

- C0-002 (ISBN 0-88962-630-8) LeBlanc, J. & Dickson, L. (1997). *Straight Talk About Children and Sport: Advice for Parents, Coaches, and Teachers*. Oakville, ON and Buffalo, NY: Mosaic Press.
- C0-057 Martha Jefferson Hospital. (2001). *Warm-ups*. Retrieved 26 October 2006, from <http://www.marthajefferson.org/warmup.php>.
- C0-058 Webb Physiotherapists Inc. (ND). *Running Exercises*. Retrieved 26 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=46>.
- C0-059 Webb Physiotherapists Inc. (ND). *Exercise Programme for Squash, Tennis, Softball, Handball*. Retrieved 25 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=49>.
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- C0-095 (ISBN 0-7360-5962-8) The Cooper Institute. (ND). *Fitnessgram/Activitygram Test Administration Kit: Fitnessgram 8.0 Stand-Alone Test Kit*. Windsor, ON: Human Kinetics.
- C0-154 Hansen, B. (1999). *Moving on the Spot: Fun and Physical Activity: A Collection of 5 Minute Stretch and Movement Sessions*. Retrieved 26 October 2006, from <http://lin.ca/resource/html/dn3.htm#11>.

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COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 7

EO C204.02 – DEVELOP A PERSONAL NUTRITION PLAN

Total Time: 60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Ensure there are sufficient copies of Health Canada, *Canada's Food Guide*, Her Majesty the Queen in Right of Canada, for each cadet.

Photocopy handouts located at [Annexes E](#) and [F](#) for each cadet.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An in-class activity was chosen for TP1 and TP3 as it is an interactive way to provoke thought and stimulate an interest in healthy eating among cadets.

A group discussion was chosen for TP2 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about healthy eating.

INTRODUCTION

REVIEW

Review EO M204.02 (Identify Healthy Food Choices), to include:

- food groups,
- food guide servings, and
- recommended daily intake.

OBJECTIVES

By the end of this lesson the cadet shall be expected to develop a personal nutrition plan.

IMPORTANCE

It is important for cadets to develop a personal nutrition plan as it is a good method of applying knowledge of healthy food choices. Choosing healthy foods may help the body to grow strong and help to prevent illnesses.

Teaching Point 1

Have the Cadets Complete a Food Journal of What They Ate That Day

Time: 10 min

Method: In-class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to complete a food journal.

RESOURCES

- Food journal handout located at [Annex E](#), and
- Pens/pencils.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Distribute handout (located at [Annex E](#)) to each cadet.
2. Allow 10 minutes for the cadets to complete the food journal, listing what they ate that day and calculating the number of servings from each food group at the bottom of the table.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2

Discuss How the Cadets' Food Choices Compare With *Canada's Food Guide*

Time: 10 min

Method: Group Discussion



The point of the group discussion is to draw the following information from the group using the tips for answering/facilitating discussion and the suggested questions provided.

BACKGROUND KNOWLEDGE



Background information for this discussion is found in Health Canada, *Canada's Food Guide*, Her Majesty the Queen in Right of Canada.

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

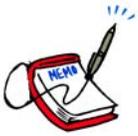
- Establish ground rules for discussion, e.g. everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS

- Q1. What types of healthy foods did you eat today?
- Q2. From which food group did you eat the most?
- Q3. From which food group should you have eaten more?
- Q4. What unhealthy foods did you eat today?



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



Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3

Have the Cadets Develop a Personal Nutrition Plan for One Week

Time: 30 min

Method: In-class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to develop a personal nutrition plan for one week.

RESOURCES

- Health Canada, *Canada's Food Guide*, Her Majesty the Queen in Right of Canada,
- Personal nutrition plan handout located at [Annex F](#), and
- Pens/pencils.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Distribute handout (located at [Annex F](#)) to each cadet.
2. Allow 30 minutes for the cadets to complete the personal nutrition plan, outlining what they would eat for one week. Encourage the cadets to make healthy food choices and to strive to meet the recommended daily intake outlined in Health Canada, *Canada's Food Guide*, Her Majesty the Queen in Right of Canada (e.g. six servings of vegetables and fruit in one day).



Ensure cadets use Health Canada, *Canada's Food Guide*, Her Majesty the Queen in Right of Canada, when completing their nutrition plan.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 3

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

END OF LESSON CONFIRMATION

The cadets' development of a personal nutrition plan will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Choosing healthy foods may help the body to grow strong and help to prevent illnesses. Meal planning meals ensures that healthier foods are chosen instead of convenient, unhealthy options. Eating healthy foods is important to choosing a healthy lifestyle.

INSTRUCTOR NOTES/REMARKS

The personal nutrition plan is not to be used as a measurement tool. It should be developed solely for the cadets' use to understand healthy food choices.

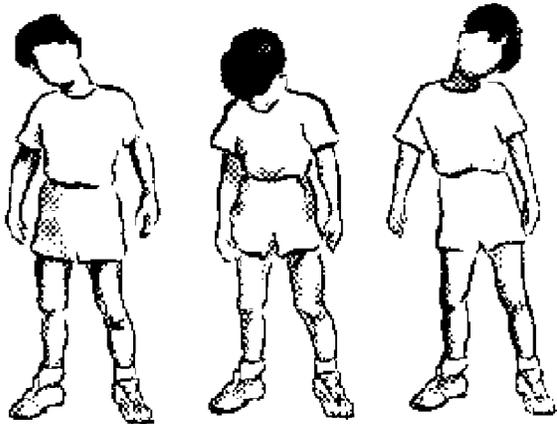
REFERENCES

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- C0-101 (ISBN 0-662-44470-1) Health Canada. (2007). *Eating Well With Canada's Food Guide: A Resource for Educators and Communicators*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
- C0-107 Health Canada. (2007). *Canada's Food Guide: My Food Guide*. Retrieved 20 February 2007, from http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/myguide-monguide/index_e.html.

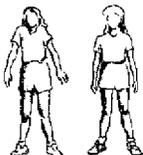
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SAMPLE STRETCHES

NECK

 <p><i>Moving on the Spot: A Collection of 5 Minute Stretch and Movement Sessions, by B. Hanson, 1999, Toronto, Ontario: Toronto Public Health. Retrieved 26 October 2006, from http://www.lin.ca/resource/html/dn3.htm#1</i></p> <p>Figure 4A-1 Neck Stretch</p>	<p>Slowly roll your head across your chest from shoulder to shoulder. Do not roll your head backwards.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------

SHOULDERS

 <p><i>Moving on the Spot: A Collection of 5 Minute Stretch and Movement Sessions, by B. Hanson, 1999, Toronto, Ontario: Toronto Public Health. Retrieved 26 October 2006, from http://www.lin.ca/resource/html/dn3.htm#1</i></p> <p>Figure 4A-2 Shoulder Push</p>	<p>Stand and extend your arms behind you, interlocking your fingers. Push up and back with your shoulders. Hold this position for a minimum of 10 seconds.</p>
 <p><i>Moving on the Spot: A Collection of 5 Minute Stretch and Movement Sessions, by B. Hanson, 1999, Toronto, Ontario: Toronto Public Health. Retrieved 26 October 2006, from http://www.lin.ca/resource/html/dn3.htm#1</i></p> <p>Figure 4A-3 Shoulder Shrug</p>	<p>Stand and raise your shoulders as high as possible and then lower your shoulders, stretching your neck up. Pull your shoulders back as far as possible and then round your shoulders forward by pushing your shoulders forward as far as possible. Hold each position for a minimum of 10 seconds.</p>



Warm Ups, by Martha Jefferson Hospital, Copyright 2001 by Martha Jefferson Hospital. Retrieved 26 October 2006, from <http://www.marthajefferson.org/warmup.php>

Figure 4A-4 Arm Circles

Hold your arms straight out, palms up. Make small circles with your arms, gradually increasing the size.
Reverse the direction of your circles.



Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 4A-5 Shoulder Stretch

Either standing or sitting, take your right arm in your left hand and bring it across your chest, supporting the joint by holding it behind the elbow. Pull the elbow lightly towards your chest. You should feel the stretch in your right shoulder.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.

ARMS



Exercises. Copyright 1998 by Impacto Protective Products Inc. Retrieved 26 October 2006, from <http://www.2protect.com/home.htm>

Figure 4A-6 Wrist Rotations

Rotate your hands in circular motions at the wrist.
Change direction and repeat on both sides.



Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 4A-7 Triceps Stretch

Stand and bring your right arm over your head, bent at the elbow. Use your left hand to gently pull your arm down.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.



Exercise Programme for Squash, Tennis, Softball, Handball. Retrieved 26 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=49>

Figure 4A-8 Forearm Stretch

In a kneeling position, place your hands on the floor in front of you with your fingers pointing toward your knees, and your thumbs pointing out. Keeping your hands flat on the floor, lean back. Hold this position for a minimum of 10 seconds.

CHEST AND ABDOMINALS



Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 4A-9 Chest Stretch

Stand facing a wall. With your right arm bent and your elbow at shoulder height, place your palm against the wall. Turn your body away from your right arm. You should feel the stretch on the front side of your armpit and across the front of your chest.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.



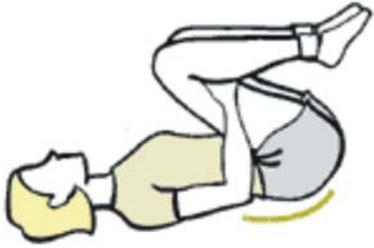
Moving on the Spot: A Collection of 5 Minute Stretch and Movement Sessions, by B. Hanson, 1999, Toronto, Ontario: Toronto Public Health. Retrieved 26 October 2006, from <http://www.lin.ca/resource/html/dn3.htm#1>

Figure 4A-10 Side Stretch

Stand with your left arm up over your head. Bend at the waist towards the right side of your body.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.

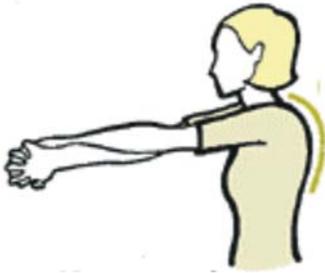
BACK



Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 4A-11 Lower Back Stretch

Lie on your back and bring your knees toward your chest. Grasp the back of your knees. Hold this position for a minimum of 10 seconds.



Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 4A-12 Upper Back Stretch

Extend your arms straight in front of you at shoulder height crossing one arm over the other. With the palms facing each other, intertwine your fingers and 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 this position for a minimum of 10 seconds and repeat on the opposite side.

LEGS



Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 4A-13 Hamstring Stretch

Lie flat on the floor with your knees bent and your back flat on the floor. Slowly raise and straighten one leg, grasping it behind your thigh with both hands. Hold this position for a minimum of 10 seconds.



Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 4A-14 Inner Thigh Stretch

Sit on the floor with your knees bent and the soles of your feet together. Grab your toes and pull yourself forward while keeping your back and neck straight.

Hold this position for a minimum of 10 seconds.

Grab your ankles and push your knees down toward the floor with your elbows.

Hold this position for a minimum of 10 seconds.

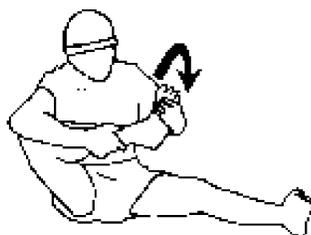


Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 4A-15 Hip Flexor

Kneel on your right knee. Position your left foot in front of you, bending your knee and placing your left hand on that leg for stability. Keep your back straight and abdominal muscles tight. Lean forward, shifting more body weight onto your front leg. You should feel the stretch in the front of your hip and the thigh of the leg you are kneeling on. Cushion your kneecap with a folded towel if necessary.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.



Running Exercises. Retrieved 26 October 2006, <http://www.physionline.co.za/conditions/article.asp?id=46>

Figure 4A-16 Ankle Rotations

From a sitting position, rotate your foot in a clockwise, and then a counterclockwise, direction.

Switch and repeat on the opposite side.



Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 4A-17 Calf Stretch

Stand three steps away from and facing a wall. Step in towards the wall with your right leg, bending your right knee and keeping your left leg straight. Extending your arms with your palms forward, reach out to the wall and let your body fall toward the wall. Keep your toes forward and your 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 this position for a minimum of 10 seconds and repeat on the opposite side.



Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 4A-18 Quadriceps Stretch

Stand with your hand against a wall for balance. Lift your left foot off the ground, bending your knee as if you are trying to kick your bottom with your heel. Do not lean forward at the hips. Grab and hold your ankle with your left hand. You should feel the stretch in your left thigh.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.

PACK A LUNCH

Name: _____

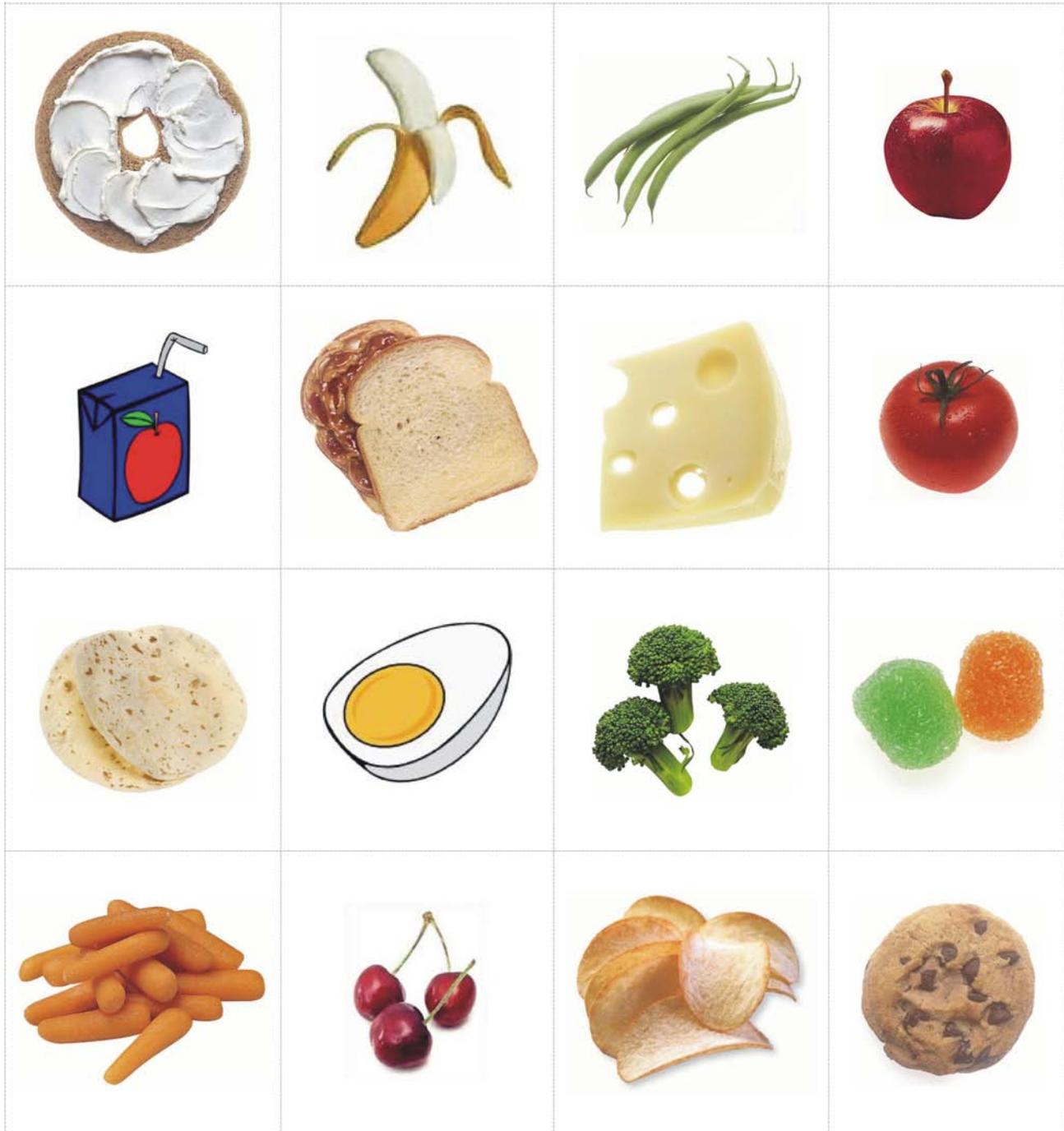
Date: _____

Chose the food items from the following page that you would pack in your lunch and put them into the lunch bag.



"Food Section". WP Clipart. Retrieved 29 March 2007, from <http://www.wpclipart.com/food/index.html>

Figure 4B-1 Lunch Bag



From "Food Section". WP Clipart. Retrieved 29 March 2007, from <http://www.wpclipart.com/food/index.html>

Figure 4B-2 Food Table 1



From "Food Section". WP Clipart. Retrieved 29 March 2007, from <http://www.wpclipart.com/food/index.html>

Figure 4B-3 Food Table 2

For each food item in your lunch bag, identify the food group(s) to which it belongs and how many servings it would be, and enter it into the following table. Total the number of servings at the bottom of the table.

Food Item	Number of Servings				
	Vegetables/ Fruit	Grain Products	Milk and Alternatives	Meat and Alternatives	Other
TOTAL					

WAYS I CAN ACHIEVE A HEALTHY LIFESTYLE

1. List three ways you can make healthy nutritional food choices more enjoyable.

1.	
2.	
3.	

2. List three types of physical activities in which you enjoy participating.

1.	
2.	
3.	

3. List three reasons why you should not start smoking.

1.	
2.	
3.	

4. List three things you like about yourself.

1.	
2.	
3.	

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MY PERSONAL ACTIVITY PLAN FOR PHASE TWO

Name: _____

Date: _____

Developing My Goals

Specific: Ensure the aim of the goal is clearly set out and defined.

Measurable: Ensure the goal has defined standards to work toward that are measurable.

Achievable: Ensure the goal is realistic and can be met.

Relevant: Ensure the goal is worthwhile.

Timed: Ensure there is a set time frame in which to achieve the goal.

My Long-term Goal: _____

Deadline to Achieve by: _____

Steps to Achieve My Goal (Short-term Goals)	Deadline to Achieve by	Date Achieved

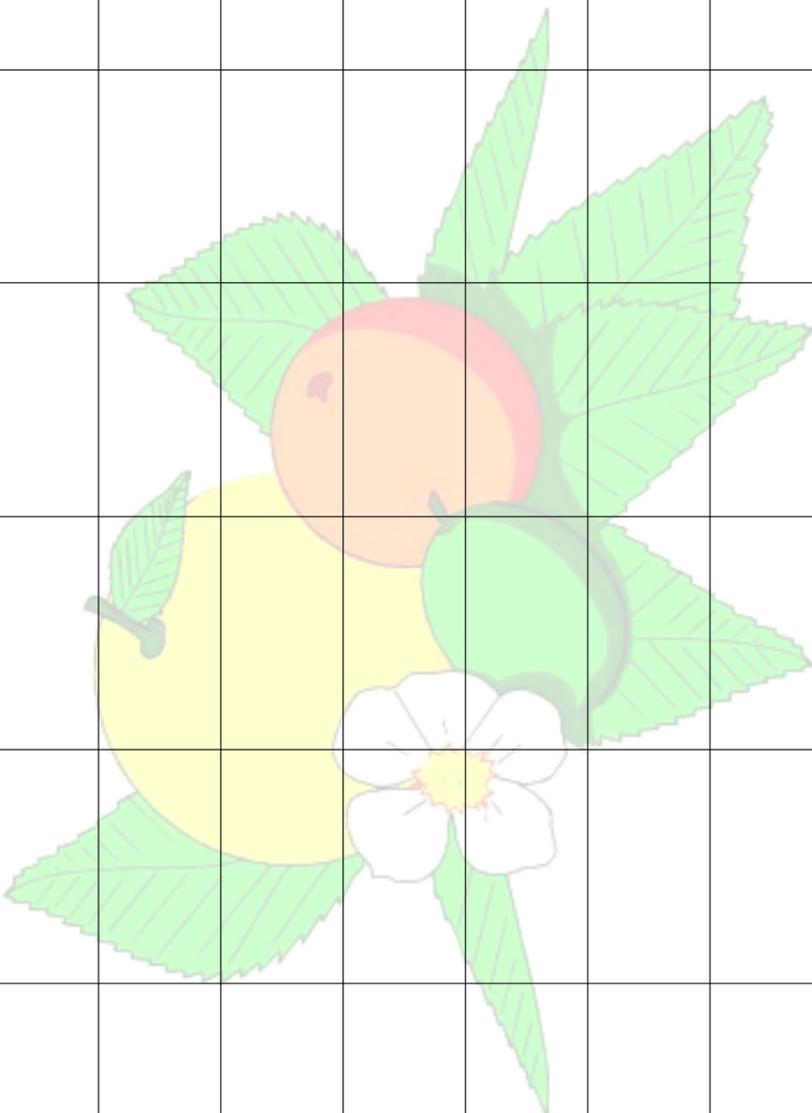
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PERSONAL NUTRITION PLAN

Name: _____ For The Week: _____

Day	Breakfast	Snack	Lunch	Snack	Supper	Snack
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						



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CHAPTER 5

PO 205 – PARTICIPATE IN RECREATIONAL SPORTS



COMMON TRAINING INSTRUCTIONAL GUIDE



EO M205.01 – PARTICIPATE IN ORGANIZED RECREATIONAL TEAM SPORTS

Total Time:

3 x 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Determine the sport to be played and the best environment in which to play. Consider the age, skill level, and physical condition of the participants as these factors will play a role in preventing injuries.

Ensure a first aid station is set up and sports equipment is available.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 to illustrate the application of rules, principles, or concepts of the specific sport to be played.

A practical activity was chosen for TP2 to TP4 as it allows cadets to participate in sports activities in a safe and controlled environment. This activity contributes to the development of sports skills in a fun and challenging setting.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have participated in an organized recreational team sport.

IMPORTANCE

It is important for cadets to participate in organized recreational team sports because it is an activity that promotes a healthy lifestyle, while meeting one of the aims of the Cadet Program.

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 CCO's list of approved sports is located at [Annex A](#). Once the specific sport is chosen, refer to [Annex B](#) for an overview of how to play.

RULES AND REGULATIONS

Refer to [Annex B](#) for an overview of the chosen sport's rules and regulations.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. How many members are there on a team?
- Q2. What are the rules to be followed while playing?
- Q3. How do you score points?

ANTICIPATED ANSWERS

- A1. Answer will depend on the sport chosen and can be found at [Annex B](#).
 - A2. Answer will depend on the sport chosen and can be found at [Annex B](#).
 - A3. Answer will depend on the sport chosen and can be found at [Annex B](#).
-

Teaching Point 2**Conduct a Warm-up Session Composed of Light Cardiovascular Exercises**

Time: 10 min

Method: Practical Activity



The following information will be explained to the cadets during the warm-up activity.

PURPOSE OF A WARM-UP

A warm-up is composed of stretches and light cardiovascular exercises designed to:

- stretch the muscles;
- 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.

GUIDELINES FOR STRETCHING

The following guidelines should be followed while stretching to prepare for physical activity and to help prevent injury:

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



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

ACTIVITY

OBJECTIVE

The objective of this warm-up activity is to stretch the muscles and perform light cardiovascular exercises to prepare the body for physical activity and to help prevent injuries.

RESOURCES

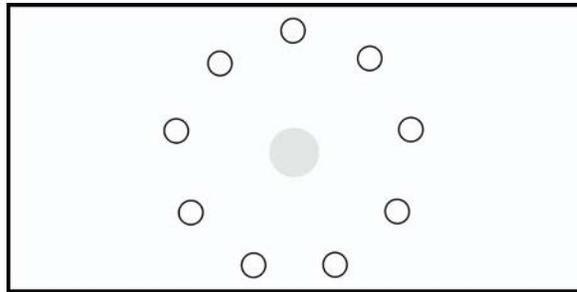
N/A.

ACTIVITY LAYOUT

N/A.

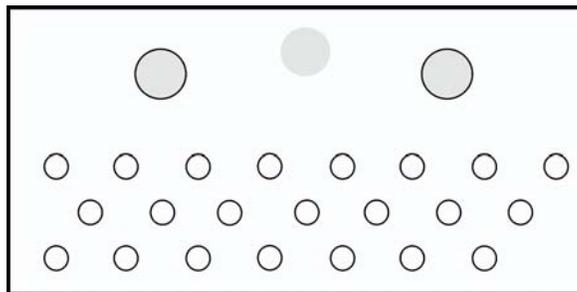
ACTIVITY INSTRUCTIONS

- Arrange the cadets in either a warm-up circle or in rows (as illustrated in [Figures 5-1](#) and [5-2](#)).



D Cdts 3, 2006, Ottawa, ON: Department of National Defence

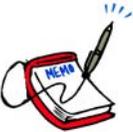
Figure 5-1 Instructor in the Centre of a Warm-up Circle



D Cdts 3, 2006, Ottawa, ON: Department of National Defence

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

- Demonstrate before having the cadets attempt each stretch/light cardiovascular exercise.
- Assistant instructors can help demonstrate the exercises and ensure the cadets are performing them correctly.
- Have cadets perform each stretch/light cardiovascular exercise.



Light cardiovascular exercises should be done to warm-up the muscles prior to stretching to avoid injury to or tearing of the muscles. For example, running on the spot for 30 seconds or performing jumping jacks should be performed prior to conducting the stretches located at [Annex C](#).

SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.
- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner, following the guidelines for stretching listed in this TP.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What is the purpose of performing a warm-up before participating in physical activities?
- Q2. How long should each stretch be held?
- Q3. Why is it important to stretch?

ANTICIPATED ANSWERS

- A1. To gradually increase respiratory action and heart rate and to raise the muscle temperature to facilitate reactions in muscle tissue.
- A2. Approximately 10 to 30 seconds.
- A3. It helps relax the muscles and increase flexibility.

Teaching Point 3**Supervise the Cadets' Participation in a Given Sports Activity**

Time: 50 min

Method: Practical Activity

ACTIVITY**OBJECTIVE**

The objective of this activity is to provide cadets with the opportunity to participate in an organized recreational team sport.

RESOURCES

- Sports/safety equipment required for the chosen sport,
- Whistle,
- Stopwatch, and
- First aid equipment.

ACTIVITY LAYOUT

- Set up the sporting venue prior to the commencement of the sport.
- Ensure a whistle, or other sound device, is available to stop play when necessary.

ACTIVITY INSTRUCTIONS

- Divide cadets into teams.
- Supervise the cadets' participation in the sport.
- The rules and regulations for the sport chosen are located at [Annex B](#).

SAFETY

- Ensure cadets are aware of the rules and regulations.
- Ensure constant supervision throughout the activity.
- Ensure a first aid station/kit is readily accessible.
- Ensure a first aider is identified at the start of the activity and is available at all times.

CONFIRMATION OF TEACHING POINT 3

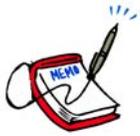
The cadets' participation in the sports activity will serve as the confirmation of this TP.

Teaching Point 4

Conduct a Cool-down Session Composed of Light Cardiovascular Exercises

Time: 10 min

Method: Practical Activity



The following information will be explained to the cadets during the cool-down activity.

PURPOSE OF A COOL-DOWN

A cool-down is composed of stretches and light cardiovascular exercises designed to:

- allow the body time to slowly recover from physical activity and to help prevent injury;
- prepare the respiratory system to return to its normal state; and
- stretch the muscles to help relax and restore them to their resting length.



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

ACTIVITY

OBJECTIVE

The objective of the cool-down is to stretch the muscles and perform light cardiovascular exercises that allow the body time to recover from physical activity, and to prevent injury.

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

- Arrange the cadets in either a warm-up circle or in rows (as illustrated in [Figures 5-1](#) and [5-2](#)).
- Demonstrate before having the cadets attempt each stretch/light cardiovascular exercise.
- Assistant instructors can help demonstrate the movements and ensure the cadets are performing them correctly.
- Have cadets perform each stretch/light cardiovascular exercise.

SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.

- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner, following the guidelines for stretching listed in TP2.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS

- Q1. What is the purpose of a cool-down?
- Q2. How many times should each stretch be repeated?
- Q3. How much cool-down time should you allow for each hour of training?

ANTICIPATED ANSWERS

- A1. A cool-down is composed of stretches and light cardiovascular exercises designed to:
- allow the body time to slowly recover from physical activity and to help prevent injury;
 - prepare the respiratory system to return to its normal state; and
 - stretch the muscles to help relax and restore them to their resting length.
- A2. Two to three times.
- A3. Ten minutes.

END OF LESSON CONFIRMATION

The cadets' participation in recreational team sports will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Recreational team sports are fun activities that promote physical fitness, which is one of the aims of the Cadet Program.

INSTRUCTOR NOTES/REMARKS

Recreational sports can be carried out as nine periods during a supported day or over three sessions of three periods each.

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CANADIAN CADET ORGANIZATION LIST OF APPROVED SPORTS

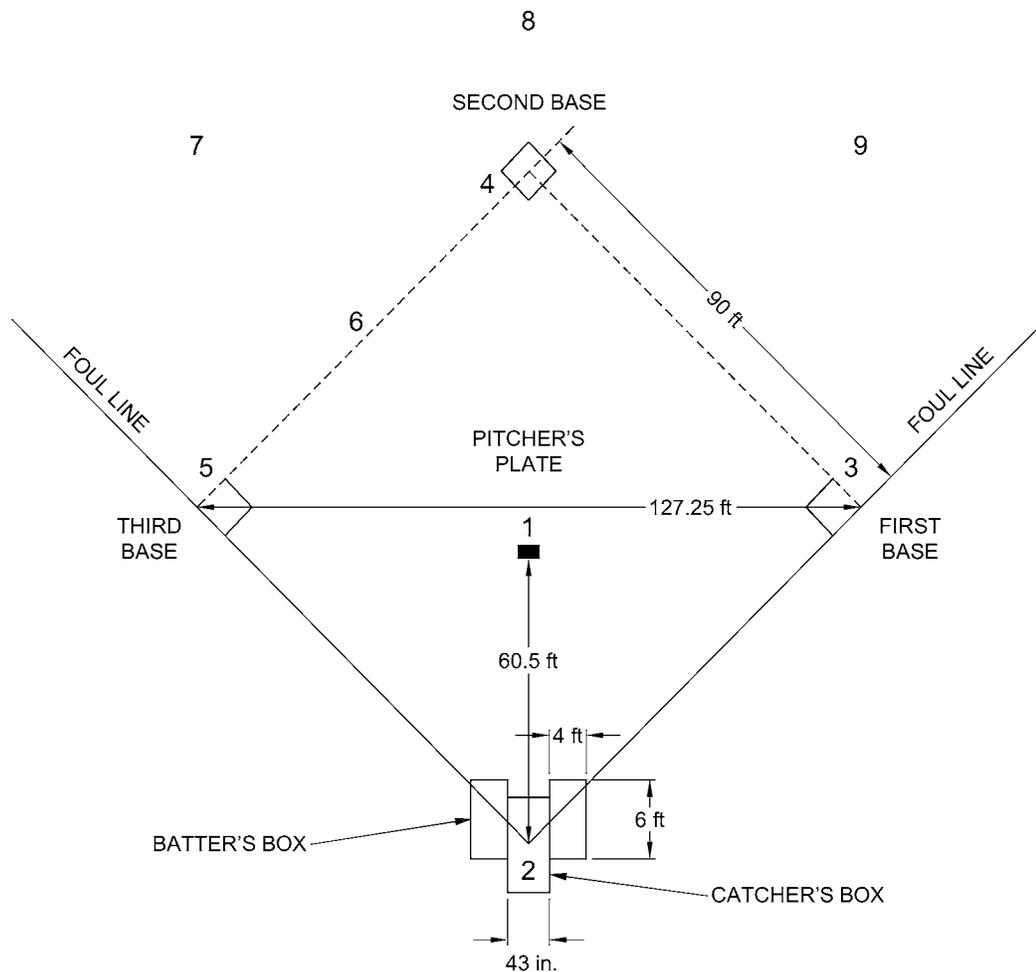
- Baseball,
- Basketball,
- Floor Hockey,
- Football (Flag/Touch),
- Lacrosse,
- Orienteering,
- Ringette,
- Soccer,
- Soccer Baseball,
- Softball,
- Ultimate Frisbee, and
- Volleyball.

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RECREATIONAL SPORTS OVERVIEW

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. A game lasts nine innings where the team with the highest score wins, unless there is a tie. In the case of a tie, the game will continue for additional innings until a team, scoring an additional run, breaks the tie.									
Scoring: One point is awarded as a member completes a circuit around the bases.									
Definitions:									
Ball	A pitch that is outside 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.								
Fair Ball	The ball when it is legally in play.								
Fly Ball	A ball batted high into the air.								
Fly-out	A fly ball that is caught before it touches the ground or the fence.								
Force Play	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 (see Figure 5B-1).								
Home Run	When a batter hits a fair ball over the fence, or circles all bases on a hit inside the fence without getting an out on their way around.								
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, force-out, tag-out, and fly-out.								
	<table style="width: 100%; border: none;"> <tr> <td style="padding: 5px;">Strikeout</td> <td style="padding: 5px;">When a batter has three strikes.</td> </tr> <tr> <td style="padding: 5px;">Force-out</td> <td style="padding: 5px;">When a fielder touches second base with the ball in their possession before the runner reaches second.</td> </tr> <tr> <td style="padding: 5px;">Tag-out</td> <td style="padding: 5px;">When a fielder tags a runner with the ball when they are not on a base.</td> </tr> <tr> <td style="padding: 5px;">Fly-out</td> <td style="padding: 5px;">When a fly ball is caught before it touches the ground or fence.</td> </tr> </table>	Strikeout	When a batter has three strikes.	Force-out	When a fielder touches second base with the ball in their possession before the runner reaches second.	Tag-out	When a fielder tags a runner with the ball when they are not on a base.	Fly-out	When a fly ball is caught before it touches the ground or fence.
Strikeout	When a batter has three strikes.								
Force-out	When a fielder touches second base with the ball in their possession before the runner reaches second.								
Tag-out	When a fielder tags a runner with the ball when they are not on a base.								
Fly-out	When a fly ball is caught before it touches the ground or fence.								
Strike	A pitch, in the strike zone, at which the batter does not swing, at which the batter swings and misses, or that the batter hits into foul territory during their first two hits. A foul ball on the third is not considered a strike.								
Strike Zone	The area over the home plate, between the batter's knees and the midpoint between the top of their shoulders and the top of their pants.								

BASEBALL	
Walk	A batter is awarded first base if four “balls” are pitched to the batter during one time up to bat.
Number of Players: Nine players per team.	
Equipment Required:	
<ul style="list-style-type: none">• Bases (four),• Bats (two),• Batter’s helmets (two),• Baseball (extras should be on hand),• Various gloves, and• 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). Innings may be reduced 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 a strikeout, force-out, tag-out, or fly-out.• The batter’s 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. While the ball is in play the batter can attempt to reach subsequent bases. Once their play is over the next batter is up.• A team scores a run when a player has safely touched all three bases and has made it back to home base, or hits the ball over the fence resulting in a home run.	
Further details on the sport of baseball can be found in Thomas Hanlon, <i>The Sports Rules Book: Essential Rules for 54 Sports</i> , Human Kinetics Publishers, Inc., pp. 25 to 35.	



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

Thomas Hanlon, *The Sports Rules Book: Essential Rules for 54 Sports*, Human Kinetics Publishers, Inc. (p. 31)

Figure 5B-1 Baseball Diamond

BASKETBALL

Objective: Teams attempt to score as many points as possible by passing the basketball through the opposing teams' basket. The team with the highest score at the end of the game is the winner.

Scoring:

Field Goal	A basket worth two points if scored inside the three-point line and three points if scored from outside the line (see Figure 5B-2).
Free Throw	A basket worth one point.

Definitions:

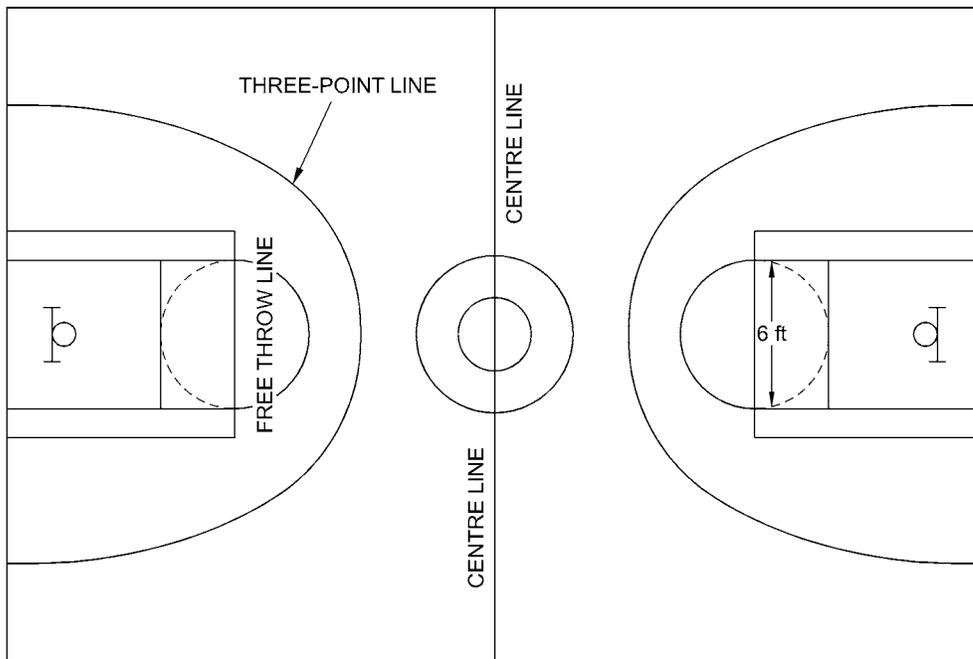
Dribble	Dribbling consists of bouncing the ball on the floor, using only one hand at a time. This can be done while moving on the court or while the player is stationary. Once a player stops dribbling and holds the ball, they cannot dribble again until another player touches the ball.
Double Dribble	Dribbling with both hands at once is a violation that results in a turnover.
Field Goal	A two or three-point basket.
Foul	<p>A foul is awarded to a player or coach for misconduct and includes the following:</p> <ul style="list-style-type: none">• Away from the ball: Committed by a player in a play not involving the player with the ball.• Blocking and charging: Blocking is illegal contact by a defender, impeding the progress of an offensive player. Charging is illegal contact by an offensive player, pushing or moving into the defender's torso.• Delay of game: When a player prevents the ball from being promptly put into play.• Double personal: Occurs when two opposing players commit personal fouls at the same time.• Double technical: When two opposing players commit technical fouls at the same time.• Elbow: When a player elbows a member of the opposing team.• Excessive timeout: When a team calls a timeout when they have no timeouts left, they are granted a technical foul, but the timeout is allowed.• Face guarding: When a defender places a hand in the face or eyes of an opponent they are guarding from the rear, if the opponent does not have the ball.• Fighting and flagrant fouls.• Hand checking: When a defender uses their hands to check the progress of offensive players when those players are in front of them.• Hanging on the rim: When a player hangs off the rim of the basket, unless it is to protect themselves or another player.• Offensive: If a defender has established legal position in a dribbler's path, the dribbler cannot make contact with the opponent.• Personal: A wide variety of contact fouls including holding, pushing, charging, tripping, and illegally interfering with a player's progress.

BASKETBALL	
	<ul style="list-style-type: none"> • Player-control: Charging, which is when the dribbler commits an offensive by charging into a defender who has established legal position. • Technical: Can be on a player, coach, etc. and does not involve contact with the opponent while the ball is alive. Some include profanity, delay of game, excessive time outs, unsportsmanlike conduct, and hanging on the rim. • Unsportsmanlike conduct: Includes actions such as disrespectfully addressing an official; trying to influence an official's decision; arguing with an official; taunting an opponent; etc.
Free Throw	A shot given to a player from the free throw line as a result of a foul. This shot is worth one point.
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.
Sideline Pass	When a player throws the ball in from the sidelines of the court.
Travelling	When a player advances on the court with the ball without dribbling it.
Violations	When a player breaks a rule without contact. These include: backcourt, basket interference and goaltending, double dribble, faking a free throw, kicking or hitting the ball, out of bounds, shot clock, travelling, and throw-in.
Number of Players: Five players per team on the court at a time.	
Equipment Required:	
<ul style="list-style-type: none"> • Basketball, • Gymnasium/outdoor court, and • Nets (two). 	
Basic Rules:	
<ul style="list-style-type: none"> • The game consists of two 20-minute halves. • Teams will consist of a point guard, an off guard/shooting guard, a small forward, a power forward, and a centre/post. • The game begins with what is known as a "jump ball". A player from each team will meet face to face at the centre of the court. When the official tosses the ball straight up between them, both players will attempt to catch or hit the ball to a teammate. • 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, they may only pivot on the spot or take a maximum of three steps and then pass or shoot the ball towards the basket. 	

BASKETBALL

- If a team scores, the opposing team will gain possession of the ball. The opposing team throws the ball inbounds to put the ball back into play. On this throw-in, the thrower cannot step on or over the line while still in possession of the ball.
- 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 will take place.

Further details on the sport of basketball can be found in Thomas Hanlon, *The Sports Rules Book: Essential Rules for 54 Sports*, Human Kinetics Publishers, Inc., pp. 37 to 46.



Thomas Hanlon, *The Sports Rules Book: Essential Rules for 54 Sports*, Human Kinetics Publishers, Inc. (p. 41)

Figure 5B-2 Basketball Court

FLOOR HOCKEY

Objective: Teams attempt to score as many points as possible by passing the ball through the opposing team's net. The team with the highest score at the end of the game is the winner.

Scoring: A player passing the ball off their stick into the net, scores a goal.

Definitions:

Face-off	When two players meet to try to gain possession of the ball when the referee drops it.
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.

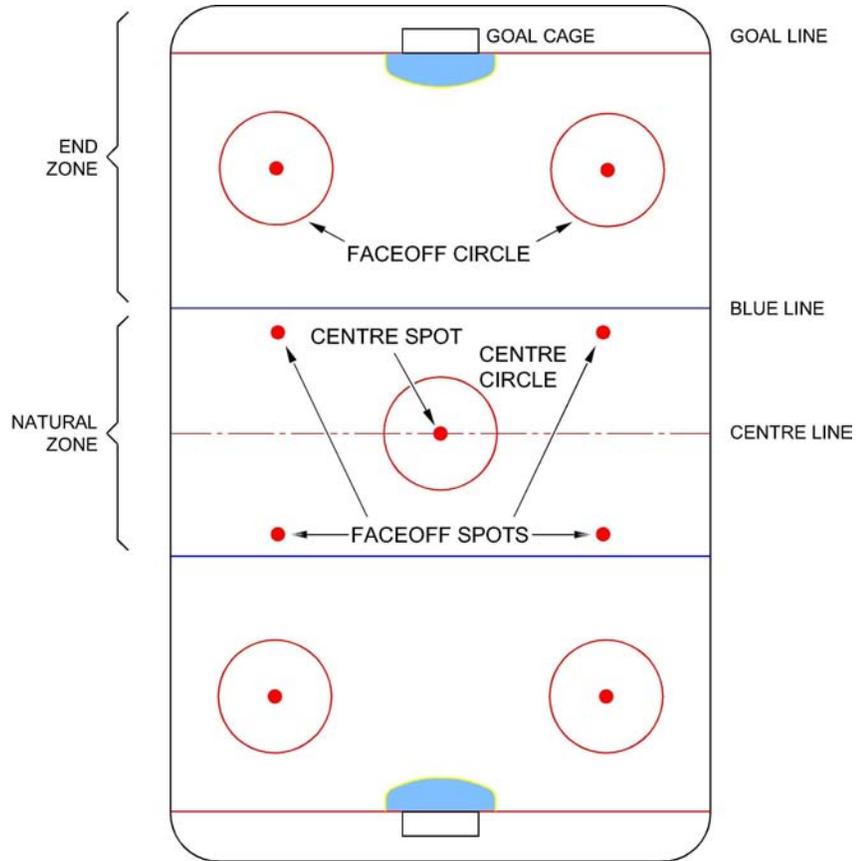
Equipment Required:

- Hockey ball,
- Hockey sticks for the number of players,
- Goalie sticks (two),
- Goalie equipment, and
- Hockey nets (two).

Basic Rules:

- A game consists of three 20-minute periods.
- Teams will consist of a goalkeeper, three forwards—centre, left wing, and right wing—and two defencemen.
- A game begins with a faceoff between two opposing players where an official drops the ball at the centre of the playing field/gymnasium.
- Players advance with the ball while stickhandling 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 faceoff at the centre of the area of play.
- If an attacker in the team's attacking zone causes the play to stop, a face-off will occur at the nearest face-off spot in the neutral zone (the central portion between the blue lines).
- 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 Thomas Hanlon, *The Sports Rules Book: Essential Rules for 54 Sports*, Human Kinetics Publishers, Inc., pp. 159 to 168. These rules then must be adapted for floor hockey.



Thomas Hanlon, The Sports Rules Book: Essential Rules for 54 Sports, Human Kinetics Publishers, Inc. (p. 162)

Figure 5B-3 Hockey Set Up

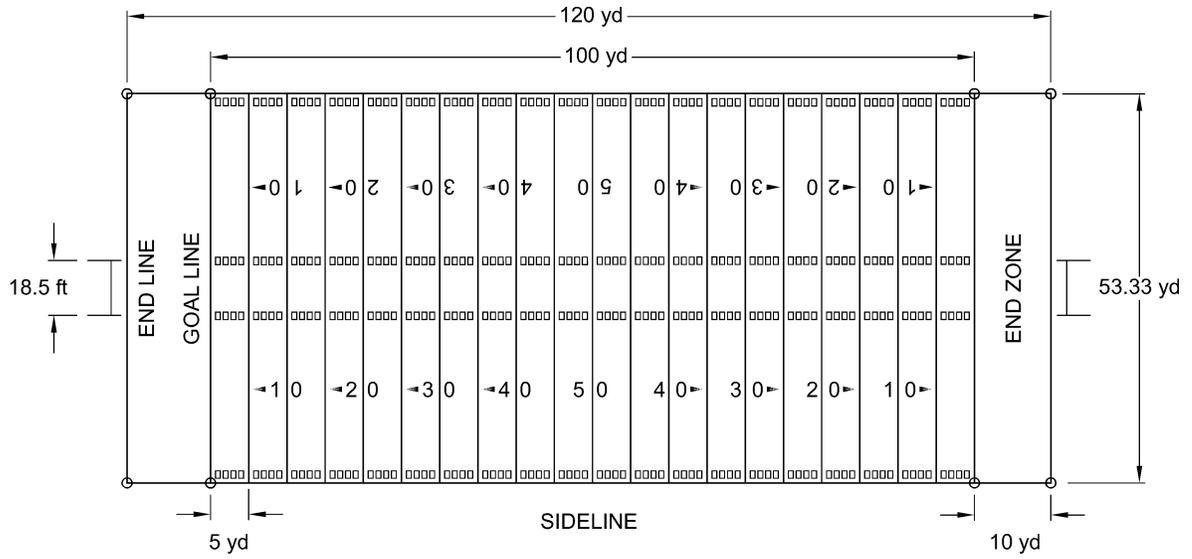
FOOTBALL (FLAG/TOUCH)	
Objective: Teams attempt to score as many points as possible through touchdowns. The team with the highest score at the end of the game is the winner.	
Scoring:	
Touchdown	A touchdown is worth six points and is scored when a player carries the ball into the opponent's end zone or catches the ball in the opponent's end zone before it touches the ground. After a touchdown has been scored, the scoring team can make a one-point convert attempt from the 5-yard line (approximately 4-1/2 metres/15 feet) or a two-point convert attempt from the 10-yard line (approximately 11 metres/36 feet).
Safety	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 5-yard (4-1/2 metres/15 feet) line.
Rouge	A team is awarded one point when they legally kick the ball into the opponent's end zone and the ball is not brought out of the end. To score off a kick off, the ball must land in the field of play or in the end zone before it goes out of bounds.
Definitions:	
Convert	A pass or a run attempt; no kicking allowed.
Dead Ball	When the ball is no longer in play and the play is over.
First Down	Is a new set of three downs. Each team, when they are the offence, get three downs in which to make a play.
Forward Pass	When the ball is intentionally thrown or handed towards the opponent's goal line.
Fumble	When a player loses possession of the ball while the play is still in progress.
Punt	When the ball is deliberately dropped and then kicked with the foot or leg before the ball touches the ground.
Scrimmage Line	The line where the players line up for the snap.
Snap	When a player designated as the centre passes the ball between the legs to the quarterback.
Touchback	Occurs when the 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: Seven players per team on the field at one time for touch football. Eight players per team on the field at one time for flag football.	
Equipment Required:	
<ul style="list-style-type: none"> • Football, • Flags/ribbons, • Field, and • Safety/protective equipment. 	

FOOTBALL (FLAG/TOUCH)

Basic Rules:

- The game consists of four 15- to 18-minute quarters.
- Whichever team takes first possession of the ball is the offence. The other team becomes the defence.
- The offence has three downs to obtain 10 yards, keep possession of the ball, and attempt to score. If they do not gain 10 yards and a first down, possession of the ball changes and that team then becomes the offence.
- To begin the game, a team will kick off from their own 45-yard line (or on a non-regulation field, ten yards back from the centre line). The remaining players of the team must stay behind the kick off line until the ball has been kicked.
- At the kick off, all players of the receiving team must be at least 20 yards away from the kick off line.
- To begin a series of three downs, the ball will be placed on the ground at the point where the ball carrier was touched after the kick off. All members of the offensive team will line up on or behind the line of scrimmage. A player designated as the centre will begin the play by snapping the ball between the legs to the quarterback who must receive the ball from a minimum of five yards behind the line of scrimmage.
- The defensive players must be at least one yard from the line of scrimmage on the opposite side during the snap.
- All players on the offence, with the exception of the centre, can be in motion prior to the snap. They may not cross the line of scrimmage until after the snap.
- In touch football, play is terminated when a defender touches the ball carrier with the hand. In flag football, play is terminated when a defender removes the ball carrier's flag.
- The defensive team will have one player during scrimmage play, called the rusher, who will pursue the quarterback after the ball is snapped. The rusher must be at least five yards away from the line of scrimmage at the time the ball is snapped and cannot be lined up directly with the centre of the opposing team.
- No player is permitted to block or obstruct the rusher in the direct path to the quarterback.
- Teams are only permitted one forward pass on each scrimmage play. Forward passes are not permitted on kick offs or after punts.
- The team that plays defence at the beginning of the first half receives 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.
- Once a ball is punted, the team gives up possession of the ball.
- There are no fumbles in touch football.
- Must be played as **non-contact**. Blocking and tackling are not allowed.

Further details on the sport of football can be found in Thomas Hanlon, *The Sports Rules Book: Essential Rules for 54 Sports*, Human Kinetics Publishers, Inc., pp. 125 to 136. These rules must be adapted for flag/touch football. Some of these modifications can be found on pp. 132 to 133. Further rules may be found in the National Football Federation's Touch Football Rule Book.



Thomas Hanlon, *The Sports Rules Book: Essential Rules for 54 Sports*, Human Kinetics Publishers, Inc. (p. 129)

Figure 5B-4 Football Field

LACROSSE

Objective: Teams attempt to score as many points as possible by passing the ball into the opposing team's goal. The team with the highest score at the end of the game is the winner.

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 of the goal circle.
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.
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	Two players of opposing teams stand one metre (3-1/3 feet) apart; the umpire stands four to eight metres (13 to 26 feet) 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 (13 feet) of the players taking the throw.

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

Equipment Required:

- Ball,
- Field crosses for the number of players,
- Goalkeeper's crosse (two),
- Goalkeeper's helmet, face mask, and throat and chest protector (two of each), and
- Mouth guards for the number of players.

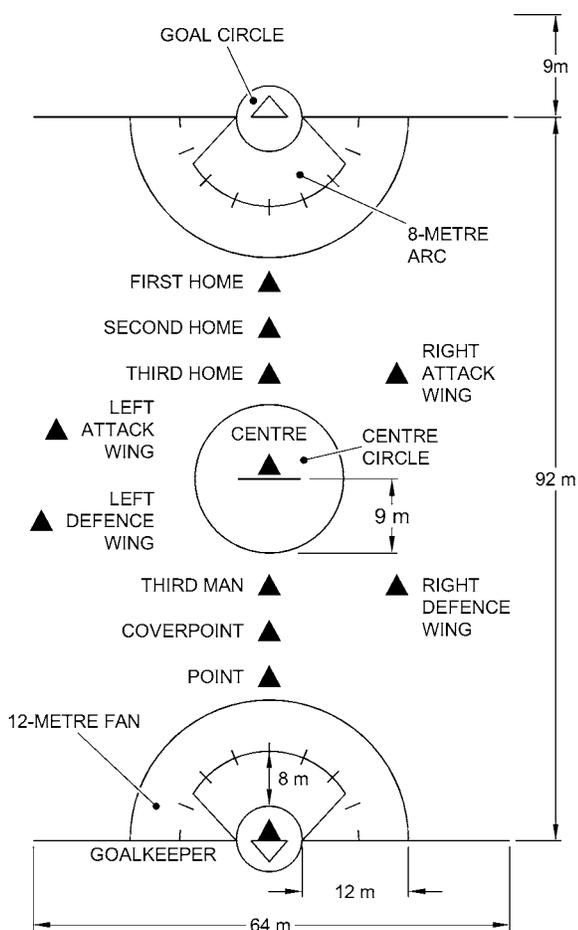
Basic Rules:

- The game consists of two 30-minute halves.

LACROSSE

- The team consists of a goalkeeper, point, coverpoint, third man, left defence wing, right defence wing, left attack wing, right attack wing, third home, second home, first home, and centre, as per [Figure 5B-5](#).
- The game begins with a draw.
- The team in possession of the ball attempts to score goals by advancing the ball down the field. This is done by carrying, throwing, rolling, or batting the ball.
- 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.
- 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, hands, or 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 Thomas Hanlon, *The Sports Rules Book: Essential Rules for 54 Sports*, Human Kinetics Publishers, Inc., pp. 179 to 186.

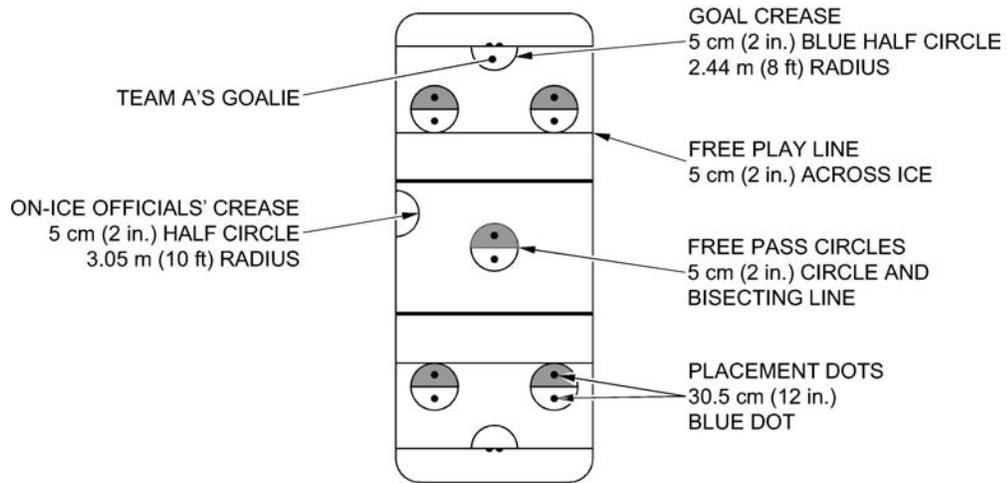


Thomas Hanlon, *The Sports Rules Book: Essential Rules for 54 Sports*, Human Kinetics Publishers, Inc. (p. 182)

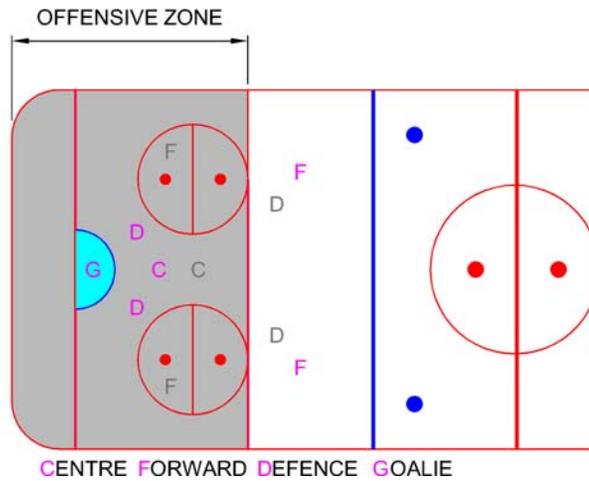
Figure 5B-5 Lacrosse Field

RINGETTE (OFF ICE VERSION)
Objective: Teams attempt to score as many points as possible by getting the ring in the opposing team's net. The team with the highest score at the end of the game is the winner.
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 (two),• Safety equipment,• Rubber ring,• Straight sticks for number of players,• Goalkeeper's sticks (two), and• Goalkeeper's masks (two).
Basic Rules:
<ul style="list-style-type: none">• Play begins with the visiting team being given a free centre free pass circle (which is like a faceoff circle in hockey).• Teams consist of a goalkeeper, two defencemen, and three forwards.• The ring is passed up the playing field in order to get the ring in the opposing team's net.• 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.• If the ring is within the goal crease the only player who is allowed to touch it is the goalie. The goalie will pick up the ring and throw it like a Frisbee to a teammate but it cannot be thrown beyond the blue line. The goalkeeper can also hit the ring with their stick or foot to move it out of the goal crease.
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



"How Ringette Is Played", Ringette Canada. Retrieved 30 October 2006, from <http://www.ringette.ca/e/about/played.htm>

Figure 5B-6 Ringette Ice/Playing Field

SOCCER

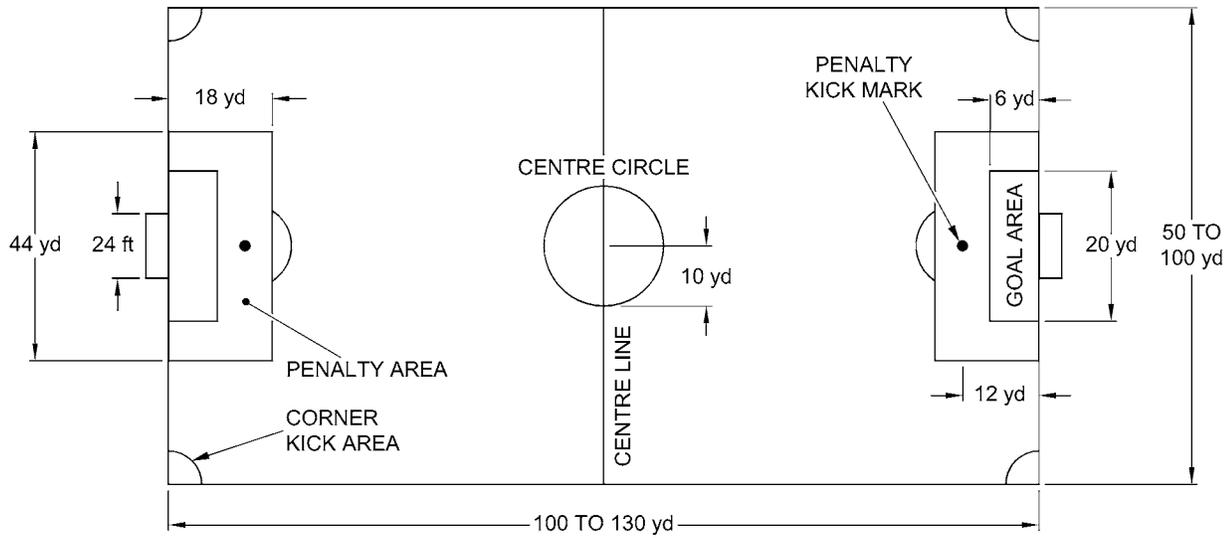
Objective: Teams attempt to score as many points as possible by getting the ball in the opposing team's net. The team with the highest score at the end of the game is the winner.

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 (9 metres/29-1/2 feet) 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. Fouls include: <ul style="list-style-type: none">• kicking, tripping, or pushing;• jumping into an opponent;• violently or dangerously charging an opponent;• striking an opponent with the hand, arm, or elbow;• holding an opponent's body or clothing;• playing the ball anywhere on the arm;• offsides;• obstructing an opponent by deliberately blocking their path;• kicking too high, putting an opponent in danger;• bending low, putting themselves in danger;• unsportsmanlike conduct;• charging an opponent when the ball is no more than one step away;• charging into the goalkeeper while in the goal area, preventing them from playing the ball or retaining possession of the ball; and• the goalkeeper taking more than four steps before releasing the ball.
Free Kick	Direct free kicks are awarded for fouls on a player; indirect free kicks are awarded for other violations made by the opposing team.
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. The ball 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 ten

SOCCER	
Throw-in	<p>yards (9 metres/29-1/2 feet) 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.</p> <p>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.</p>
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,• Nets (two), and• Field or gymnasium.	
Basic Rules:	
<ul style="list-style-type: none">• The game consists of two 45-minute halves.• Teams will consist of a goalkeeper, defenders, midfielders, and forwards, or strikers.• The game begins with a kickoff at the centre of the playing field, where the ball is placed in a stationary position at the centre spot.• All players must be on their team's half of the playing field before the kick off takes place. The player who kicks off may not touch the ball again until another player has.• 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.• When a goal is scored the play begins again with the team losing the goal taking the kick off.• 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 Thomas Hanlon, <i>The Sports Rules Book: Essential Rules for 54 Sports</i> , Human Kinetics Publishers, Inc., pp. 237 to 245.	



Thomas Hanlon, *The Sports Rules Book: Essential Rules for 54 Sports*, Human Kinetics Publishers, Inc. (p. 241)

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 counter-clockwise direction) and steps on all three bases and the home plate.

Scoring: One point is awarded as a member completes a circuit around the bases. A game lasts nine innings where the team with the highest score wins, unless there is a tie. In the case of a tie the game will continue for additional innings until a team, scoring an additional run, breaks the tie.

Definitions:

Double Play	When two outs are made on the same play.
Double	A kick in which the batter safely runs to second base.
Fair Ball	The ball when it is legally in 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 kicks a fair ball over the fence or circles all bases on a kick that was inside the fence.
Lead Off	When a runner leads off a base before the ball has left the pitcher's hand.
Legal Touch	When a defensive player tags a runner with the ball while the runner is not on a base. This results in an out.
Out	An out can be given due to strikeout, force-out, tag-out, and fly-out.
Strikeout	When a batter has three strikes.
Force-out	When a fielder touches second base with the ball in their possession before the runner reaches second.
Tag-out	When a fielder tags a runner with the ball when they are not on a base. This is also known as a legal touch.
Fly-out	When a fly ball is caught before it touches the ground or fence.
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. 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.

Equipment Required:

- Soccer ball,

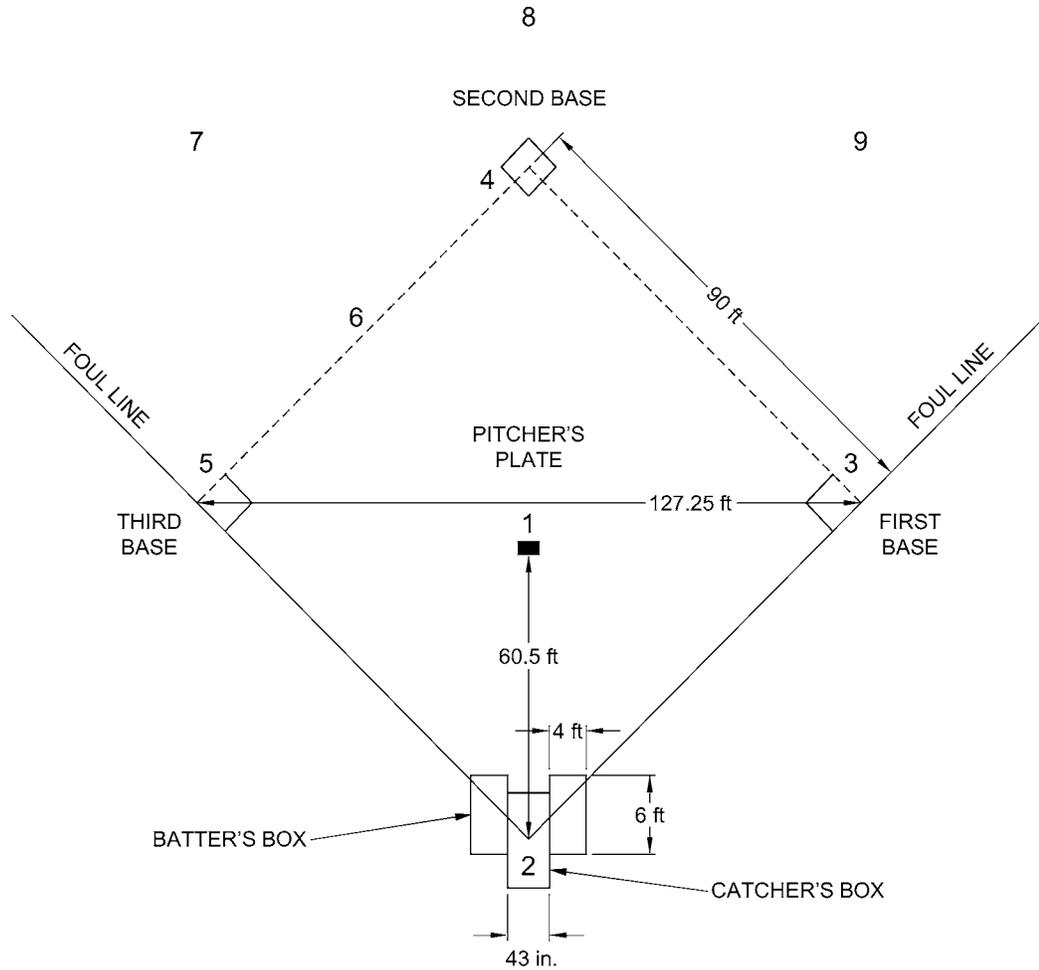
SOCCER BASEBALL/KICKBALL

- Baseball/softball field or a gymnasium or field, and
- Bases/pylons (four).

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 a pitcher, catcher, first baseman, second baseman, third baseman, shortstop, left fielder, centre fielder, right fielder, and other fielders depending on the number of players.
- 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 three feet of the home plate before they can attempt to kick the ball.
- Leading off and stealing bases is 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 before the pitch is kicked, is out and the ball is considered dead.

Further details on the sport of soccer baseball/kickball can be found at 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

Thomas Hanlon, The Sports Rules Book: Essential Rules for 54 Sports, Human Kinetics Publishers, Inc. (p. 31)

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

SOFTBALL (SLOW PITCH)

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.

Scoring: One point is awarded as a member completes a circuit around the bases. A game lasts nine innings where the team with the highest score wins, unless there is a tie. In the case of a tie the game will continue for additional innings until a team scoring an additional run, breaks the tie.

Definitions:

Ball	A pitch that is outside 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.				
Fair Ball	The ball when it is legally in play.				
Fake Tag	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	A fly ball that is caught before it touches the ground or the fence.				
Force Play	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 all 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 runner leads off a base once the ball has been batted, touches the ground, or reaches home plate, but must return to the base if the ball is not hit.				
Out	An out can be given due to strikeout, force-out, tag-out, and fly-out.				
	<table border="0" style="margin-left: 20px;"> <tr> <td style="vertical-align: top;">Strikeout</td> <td>When a batter has three strikes.</td> </tr> <tr> <td style="vertical-align: top;">Force-out</td> <td>When a fielder touches second base with the ball in their possession before the runner reaches second.</td> </tr> </table>	Strikeout	When a batter has three strikes.	Force-out	When a fielder touches second base with the ball in their possession before the runner reaches second.
Strikeout	When a batter has three strikes.				
Force-out	When a fielder touches second base with the ball in their possession before the runner reaches second.				

SOFTBALL (SLOW PITCH)	
Tag-out	When a fielder tags a runner with the ball when they are not on a base. This is also known as a legal touch.
Fly-out	When a fly ball is caught before it touches the ground or fence.
Overslide	When a player over slides first base when running. It is allowed at first base, but at second and third base, the runner may be tagged out.
Steal	In fast-pitch, a runner may attempt to steal a base during a pitch to the batter.
Strike Zone	The area over the home plate, between the batter's back shoulder and front knee.
Walk	A batter is awarded first base if four "balls" are pitched to the batter during one time up to bat.
Number of Players: 10 players per team on the field at a time if team is not batting.	
Equipment Required:	
<ul style="list-style-type: none"> • Bases (four), • Bat, • Batter's helmets, • Softball, • Various gloves for the number of players, and • Baseball/softball field. 	
Basic Rules:	
<ul style="list-style-type: none"> • 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 a 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 a strikeout, force-out, tag-out, or fly-out. • The batter's 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 Thomas Hanlon, <i>The Sports Rules Book: Essential Rules for 54 Sports</i> , Human Kinetics Publishers, Inc., pp. 247 to 259.	

ULTIMATE FRISBEE

Objective: Teams attempt to score as many points as possible by catching a pass in the opponent's end zone. The team with the highest score at the end of the game is the winner.

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 high pass that is nearly the length of the field.
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:

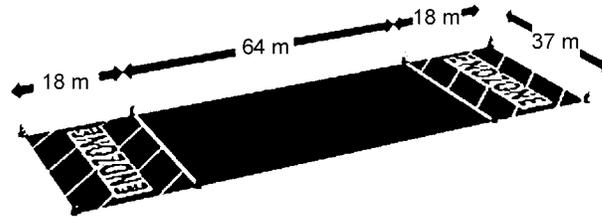
- Plastic disc (Frisbee), and
- Pylons to mark boundaries.

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 cannot 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 being 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.

ULTIMATE FRISBEE

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



"What Is Ultimate Frisbee", What Is Ultimate. Retrieved 30 October 2006, from http://www.whatisultimate.com/what/what_game_en.html

Figure 5B-10 Ultimate Frisbee Field

VOLLEYBALL

Objective: Teams attempt to score as many points as possible by hitting the ball into the opposing team's portion of the court. The team with the highest score at the end of the game is the winner.

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 a team gains a serve, players will rotate one position clockwise.

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

Equipment Required:

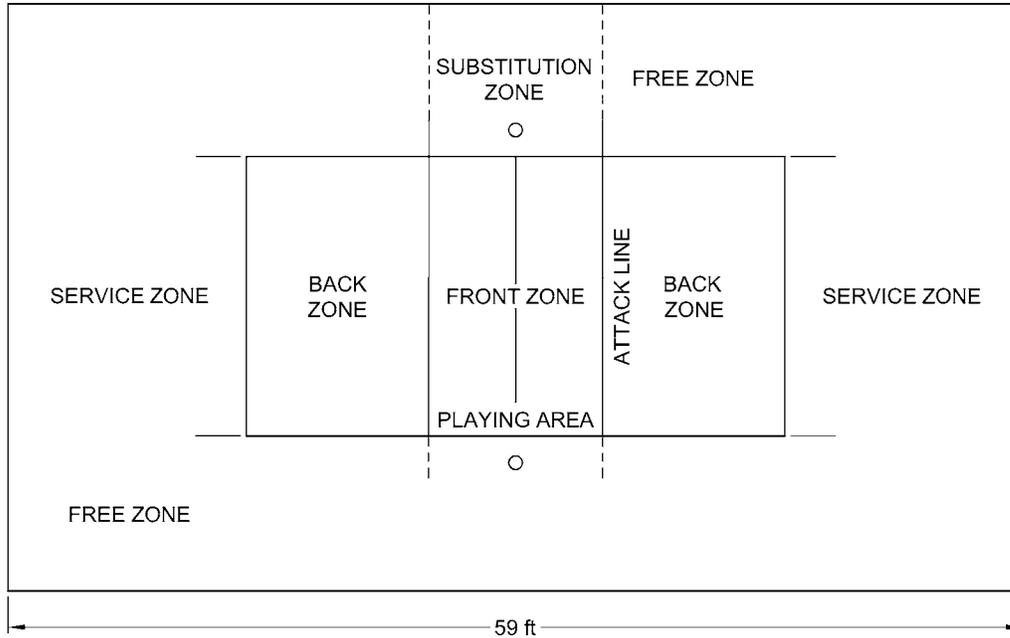
- Volleyball,
- Volleyball net, and
- Volleyball court.

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 can hit the ball with their hands clasped together or with either an open or closed fist. Players can strike the ball overhand or underhand.
- 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 serving team can score points.
- If the team that is receiving stops their opponents from scoring, they are awarded the serve.
- Each team has a maximum of three hits to get the ball over the net to return the ball. This is in addition to blocking.
- Except on the serve, the ball is still in play if it touches the net.

VOLLEYBALL

Further details on the sport of volleyball can be found in Thomas Hanlon, *The Sports Rules Book: Essential Rules for 54 Sports*, Human Kinetics Publishers, Inc., pp. 325 to 334.

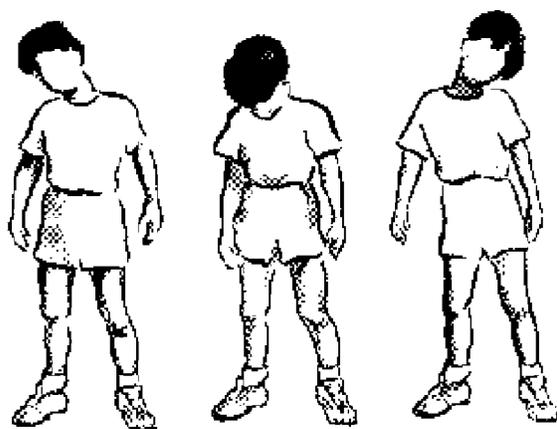


Thomas Hanlon, *The Sports Rules Book: Essential Rules for 54 Sports*, Human Kinetics Publishers, Inc. (p. 327)

Figure 5B-11 Volleyball Court

SAMPLE STRETCHES

NECK



Moving on the Spot: A Collection of 5 Minute Stretch and Movement Sessions, by B. Hanson, 1999, Toronto, Ontario: Toronto Public Health. Retrieved 26 October 2006, from <http://www.lin.ca/resource/html/dn3.htm#1>

Figure 5C-1 Neck Stretch

Slowly roll your head across your chest from shoulder to shoulder. Do not roll your head backwards.

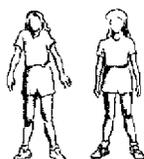
SHOULDERS



Moving on the Spot: A Collection of 5 Minute Stretch and Movement Sessions, by B. Hanson, 1999, Toronto, Ontario: Toronto Public Health. Retrieved 26 October 2006, from <http://www.lin.ca/resource/html/dn3.htm#1>

Figure 5C-2 Shoulder Push

Stand and extend your arms behind you, interlocking your fingers. Push up and back with your shoulders. Hold this position for a minimum of 10 seconds.



Moving on the Spot: A Collection of 5 Minute Stretch and Movement Sessions, by B. Hanson, 1999, Toronto, Ontario: Toronto Public Health. Retrieved 26 October 2006, from <http://www.lin.ca/resource/html/dn3.htm#1>

Figure 5C-3 Shoulder Shrug

Stand and raise your shoulders as high as possible and then lower your shoulders, stretching your neck up. Pull your shoulders back as far as possible and then round your shoulders forward by pushing your shoulders forward as far as possible. Hold each position for a minimum of 10 seconds.



Warm Ups, by Martha Jefferson Hospital, Copyright 2001 by Martha Jefferson Hospital. Retrieved 26 October 2006, from <http://www.marthajefferson.org/warmup.php>

Figure 5C-4 Arm Circles

Hold your arms straight out, palms up. Make small circles with your arms, gradually increasing the size.
Reverse the direction of your circles.



Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 5C-5 Shoulder Stretch

Either standing or sitting, take your right arm in your left hand and bring it across your chest, supporting the joint by holding it behind the elbow. Pull the elbow lightly towards your chest. You should feel the stretch in your right shoulder.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.

ARMS



Exercises. Copyright 1998 by Impacto Protective Products Inc. Retrieved 26 October 2006, from <http://www.2protect.com/home.htm>

Figure 5C-6 Wrist Rotations

Rotate your hands in circular motions at the wrist.
Change direction and repeat on both sides.



Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 5C-7 Triceps Stretch

Stand and bring your right arm over your head, bent at the elbow. Use your left hand to gently pull your arm down.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.



Exercise Programme for Squash, Tennis, Softball, Handball. Retrieved 26 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=49>

Figure 5C-8 Forearm Stretch

In a kneeling position, place your hands on the floor in front of you with your fingers pointing toward your knees, and your thumbs pointing out. Keeping your hands flat on the floor, lean back. Hold this position for a minimum of 10 seconds.

CHEST AND ABDOMINALS



Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 5C-9 Chest Stretch

Stand facing a wall. With your right arm bent and your elbow at shoulder height, place your palm against the wall. Turn your body away from your right arm. You should feel the stretch on the front side of your armpit and across the front of your chest.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.



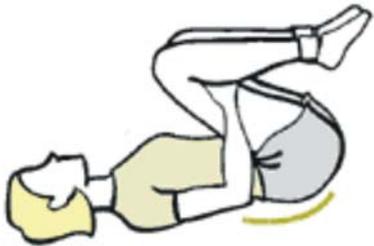
Moving on the Spot: A Collection of 5 Minute Stretch and Movement Sessions, by B. Hanson, 1999, Toronto, Ontario: Toronto Public Health. Retrieved 26 October 2006, from <http://www.lin.ca/resource/html/dn3.htm#1>

Figure 5C-10 Side Stretch

Stand with your left arm up over your head. Bend at the waist towards the right side of your body.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.

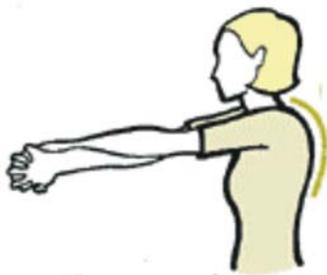
BACK



Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 5C-11 Lower Back Stretch

Lie on your back and bring your knees toward your chest. Grasp the back of your knees. Hold this position for a minimum of 10 seconds.



Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 5C-12 Upper Back Stretch

Extend your arms straight in front of you at shoulder height crossing one arm over the other. With the palms facing each other, intertwine your fingers and 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 this position for a minimum of 10 seconds and repeat on the opposite side.

LEGS



Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 5C-13 Hamstring Stretch

Lie flat on the floor with your knees bent and your back flat on the floor. Slowly raise and straighten one leg, grasping it behind your thigh with both hands. Hold this position for a minimum of 10 seconds.



Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 5C-14 Inner Thigh Stretch

Sit on the floor with your knees bent and the soles of your feet together. Grab your toes and pull yourself forward while keeping your back and neck straight.

Hold this position for a minimum of 10 seconds.

Grab your ankles and push your knees down toward the floor with your elbows.

Hold this position for a minimum of 10 seconds.

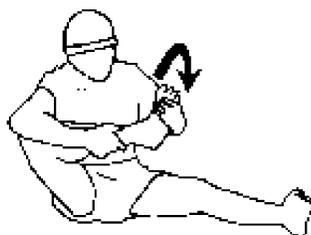


Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 5C-15 Hip Flexor

Kneel on your right knee. Position your left foot in front of you, bending your knee and placing your left hand on that leg for stability. Keep your back straight and abdominal muscles tight. Lean forward, shifting more body weight onto your front leg. You should feel the stretch in the front of your hip and the thigh of the leg you are kneeling on. Cushion your kneecap with a folded towel if necessary.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.



Running Exercises. Retrieved 26 October 2006, <http://www.physionline.co.za/conditions/article.asp?id=46>

Figure 5C-16 Ankle Rotations

From a sitting position, rotate your foot in a clockwise, and then a counterclockwise, direction.

Switch and repeat on the opposite side.



Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 5C-17 Calf Stretch

Stand three steps away from and facing a wall. Step in towards the wall with your right leg, bending your right knee and keeping your left leg straight. Extending your arms with your palms forward, reach out to the wall and let your body fall toward the wall. Keep your toes forward and your 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 this position for a minimum of 10 seconds and repeat on the opposite side.



Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 5C-18 Quadriceps Stretch

Stand with your hand against a wall for balance. Lift your left foot off the ground, bending your knee as if you are trying to kick your bottom with your heel. Do not lean forward at the hips. Grab and hold your ankle with your left hand. You should feel the stretch in your left thigh.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.

CHAPTER 6

PO 206 – FIRE THE CADET AIR RIFLE DURING RECREATIONAL MARKSMANSHIP



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 1

EO M206.01 – PARTICIPATE IN A RECREATIONAL MARKSMANSHIP ACTIVITY

Total Time: 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content, unit range standing orders, and become familiar with the material, prior to delivering the lesson. Photocopies of the targets found in the Annexes may be required depending on the activities chosen.

Construct a range IAW A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 to present important information about the marksmanship activity.

A practical activity was chosen for TP2 as it is an interactive way to allow cadets to experience recreational marksmanship in a safe and controlled environment. This activity contributes to the development of marksmanship skills and knowledge in a fun and challenging setting.

INTRODUCTION

REVIEW

The review for this lesson will be from EO M106.02 (Carry Out Safety Precautions on the Cadet Air Rifle).

SUGGESTED QUESTIONS

- Q1. Why do we follow safety regulations?
- Q2. How would you verify the safety catch is ON?
- Q3. What are the four “ACTS” of firearm safety?

ANTICIPATED ANSWERS

- A1. We follow safety regulations to prevent accidents with the cadet air rifle.
- A2. When the safety is ON, no red can be seen.
- A3. The mnemonic “ACTS” stands for:
- Assume every firearm is loaded.
 - Control the muzzle direction at all times.
 - Trigger finger must be kept off the trigger and out of the trigger guard.
 - See that the firearm is unloaded (prove it safe).

OBJECTIVES

By the end of this lesson, the cadets shall have participated in a recreational marksmanship activity.

IMPORTANCE

It is important for cadets to participate in a recreational marksmanship activity because it allows them to experience marksmanship in a fun, dynamic, and safe setting.

Teaching Point 1

Conduct a Range Briefing

Time: 10 min

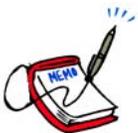
Method: Interactive Lecture



A range briefing is conducted to pass on vital information and answer any questions the cadets may have prior to participating in a marksmanship activity. The range briefing is required to ensure the safe execution of a marksmanship activity.

RANGE BRIEFING

- Explain pertinent sections of the local range standing orders.
- Rules to be observed on all ranges include:
 - proving that rifles are safe prior to being picked up, handed to or received from another person;
 - never pointing rifles at people;
 - inserting safety rods into the barrels of rifles when not in use on the range;
 - never horseplaying on a range;
 - always pointing rifles down range; and
 - following the Range Safety Officer’s (RSO) directions and orders at all times.



Review range commands with an explanation and demonstration for each command.
All loading/firing in this TP is to be simulated.

- Review commands used on an air rifle range (as illustrated in [Figure 6-1-1](#)).

Command	Action To Be Taken
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 (GRIT)	GRIT is the acronym for: <ul style="list-style-type: none"> Group (relay); Range (distance); Indication (number of rounds); and Type (grouping, scored).
Relay, load	<ol style="list-style-type: none"> Pick up and hold the rifle with the dominant hand. Ensure the safety catch is in the "ON" position. Pump the rifle, observing a three second pause. Load a pellet (flat end forward). Close the bolt.
Relay, fire	<ol style="list-style-type: none"> Place the safety catch in the "OFF" position. Aim the rifle at the target. Squeeze the trigger. Open the bolt. Repeat the following sequence for each shot: <ol style="list-style-type: none"> Pump the rifle, observing a three second pause. Load a pellet (flat end forward). Close the bolt. Aim the rifle at the target. Squeeze the trigger. Open the bolt. Place the safety in the "ON" position. Partially open the pump lever. Lay down the rifle.

D Cdts 3, 2006, Ottawa, ON: Department of National Defence

Figure 6-1-1 Air Rifle Range Commands

- Describe the layout of the air rifle range.

- Review hand-washing procedures on completion of firing. This is important because each time a person handles pellets, a small trace of lead is left on their hands. To decrease the risk of lead poisoning, it is important that all persons wash their hands thoroughly after handling pellets.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What are two rules used on the range?
- Q2. What is the action for the command “Cover off your firing point”?
- Q3. What does the acronym GRIT stand for?

ANTICIPATED ANSWERS

- A1. General rules observed on a range:
- Rifles must be proved safe prior to being picked up, handed to or received from another person.
 - Never point rifles at people.
 - Insert safety rods into the barrels of rifles when not in use on the range.
 - Never horseplay on a range.
 - Always point rifles down range.
 - Obey the Range Safety Officer's (RSO) directions and orders at all times.
- A2. The action for the command “Cover off your firing point: is stand up, move behind the firing point and await further commands.
- A3. GRIT stands for:
- Group (relay);
 - Range (distance);
 - Indication (number of rounds); and
 - Type (grouping, scored).

Teaching Point 2

Supervise the Cadets' Participation in a Recreational Marksmanship Activity

Time: 70 min

Method: Practical Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to provide cadets with the opportunity to participate in a recreational marksmanship activity.

RESOURCES

- Cadet air rifle (one per firing lane).
- Cadet air rifle safety rod (one per firing lane).
- Safety glasses/goggles.
- Approved air rifle pellets (.177).
- Target frame.
- Pen/pencil.
- Shooting mat.
- Flags (red and green).



Additional resources required for specific marksmanship activities can be found in the annexes.

ACTIVITY LAYOUT

Construct a range IAW A-CR-CCP-177/PT-001.

ACTIVITY INSTRUCTIONS

- Divide the cadets into relays according to the number of firing lanes.
- Conduct recreational marksmanship activities, choosing from the following categories:
 - classification (see [Annex A](#));
 - fun activities (see [Annexes B to E](#));
 - timed activities (see [Annexes F to H](#)); or
 - competitive team/individual activities (see [Annexes I and J](#)).



All marksmanship activities in this EO will be conducted in the prone position.

SAFETY

Range activities will be conducted IAW A-CR-CCP-177/PT-001.

CONFIRMATION OF TEACHING POINT 2

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

END OF LESSON CONFIRMATION

The cadets' participation in the activities in TP2 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Marksmanship is a fun and exciting activity that requires personal discipline and teamwork skills. This activity has also developed into highly competitive levels at the provincial, regional, and national levels.

INSTRUCTOR NOTES/REMARKS

Hand-washing stations must be available for clean-up after the activity is completed.

REFERENCES

- A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.
- A0-041 CATO 14-41 D Cdts 4. (2005). *Marksmanship Classification*. Ottawa ON: Department of National Defence.
- C0-103 Free Fever. (ND). *Free Space Shuttle Clip Art*. Retrieved 21 February 2007, from <http://www.freefever.com/freeclipart/spaceshuttle.html>.
- C0-109 Eight Planets. (ND). *Moon*. Retrieved 21 February 2007, from <http://luna.eightplanets.net/>.
- C0-110 H2O University. (ND). *Moon*. Retrieved 21 February 2007, from http://www.h2ouniversity.org/html/K2_facts_earth.html.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 2

EO C206.01 – PRACTICE HOLDING TECHNIQUES

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

For comfort during this class, it is recommended that cadets be dressed in PT gear.

Ensure all cadet air rifle slings are properly assembled (except one for demonstration).

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

Demonstration was chosen for TP1 and TP2 as it allows the instructor to explain and demonstrate the holding techniques that the cadet is expected to acquire.

Performance was chosen for TP3 as it provides an opportunity for the cadets to practice holding techniques under supervision.

INTRODUCTION

REVIEW

The review for this lesson is from EO M106.03 (Apply Basic Marksmanship Techniques), specifically adopting the prone position.



Have an assistant instructor lie down on a mat and assume the prone position without the cadet air rifle sling. Allow the cadets two minutes to identify and/or correct aspects of the position.

OBJECTIVES

By the end of this lesson the cadet shall have practiced holding techniques.

IMPORTANCE

It is important for cadets to practice holding techniques using the cadet air rifle sling, as it will enhance the cadets' marksmanship skills through added stability of the firing position.

Teaching Point 1

Explain and Demonstrate Adopting the Prone Position

Time: 5 min

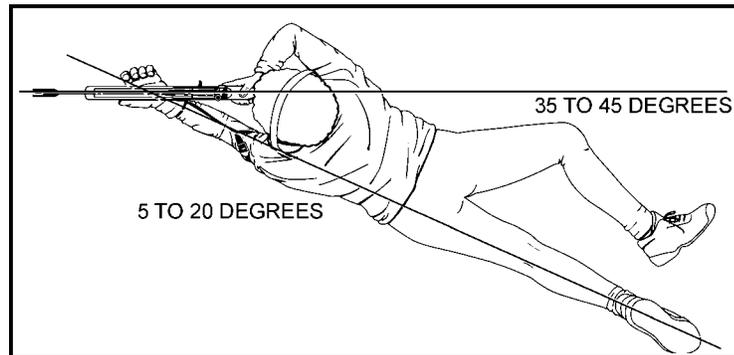
Method: Demonstration



An assistant instructor may be used to demonstrate as the instructor explains the prone position.

THE PRONE POSITION

The first principle of marksmanship is to find a comfortable firing position. The prone position is the most stable firing position in which the cadet air rifle is supported by the body structure. The prone position requires little movement and muscular tension while holding the cadet air rifle, so that:



A-CR-CCP-177/PT-001 (p. 1-5-3)

Figure 6-2-1 Prone Position

- the bodyweight is equally distributed;
- the position is consistent throughout the relay;
- the body forms a 5 to 20 degree angle to the line of sight with the target;
- the body and spine are straight;
- the left leg is parallel with the spine;
- the right foot is straight out or turned to the right;
- the left foot is straight behind on the toe or pointed to the right; and
- the right knee is brought up so the thigh forms a 30 to 45 degree angle with the left leg.



By bending the right knee, stability is improved. This causes the body to roll slightly, raising the chest off the ground to improve breathing and to minimize body movement caused by a normal heartbeat.

CONFIRMATION OF TEACHING POINT 1

The cadets' participation in the holding technique activity in TP3 will serve as the confirmation of this TP.

Teaching Point 2

Explain and Demonstrate Holding Techniques Using the Cadet Air Rifle Sling

Time: 10 min

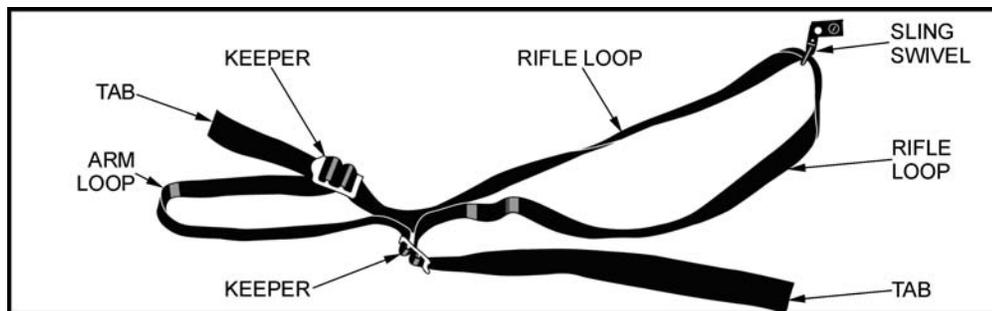
Method: Demonstration

The cadet air rifle sling helps the cadet maintain a comfortable and stable position, improving the ability to hold the cadet air rifle. It also allows the right hand to be free to load the air rifle while the rifle remains in position.



Arrange the cadets so they can all hear the explanation and see the demonstration.

ASSEMBLING THE SLING



A-CR-CCP-121/PT-001, Royal Canadian Army Cadet Reference Book (p. 6-17)

Figure 6-2-2 Cadet Air Rifle Sling

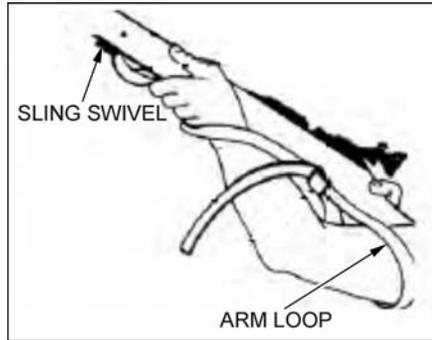
The cadet air rifle sling is assembled in the following sequence:

1. Hold the sling parallel to the ground with the short section in the left hand, ensuring the rounded tip of the keeper is pointing to the left.
2. Take the tab of the short section, loop it through the middle slot of the keeper and then back down through the front slot nearest to the rounded tip. The short section will now form the arm loop.
3. Turn the sling over and slide the sling swivel onto the long section. Ensure the sling swivel hangs downwards, as it will later attach to the rifle.
4. Loop the tab of the long section up through the middle slot of the keeper and then back through the rear slot nearest to the rounded tip. The long section will now form the rifle loop.



An assistant instructor can be used to demonstrate as the instructor explains wearing, adjusting and attaching the cadet air rifle sling.

POSITIONING THE SLING ON THE ARM

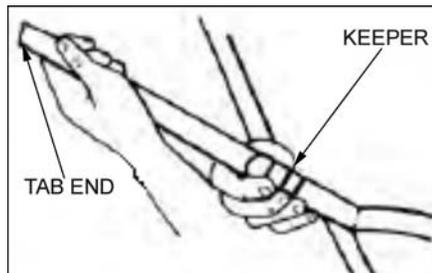


Daisy Outdoor Products, Operational Manual – Avanti Legend EX Model 853C, Daisy Outdoor Products (p. 7)

Figure 6-2-3 Positioning Sling

The sling arm loop should be positioned on the upper part of the arm, above the bicep muscle near the shoulder. The sling can be held in place by the rubber pad on a shooting jacket. When a shooting jacket is not worn, the sling can be kept in place using a safety pin. This will prevent the sling from slipping down the arm while in the prone position.

ADJUSTING THE ARM LOOP

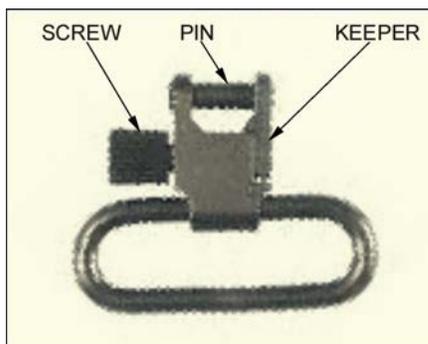


Daisy Outdoor Products, Operational Manual – Avanti Legend EX Model 853C, Daisy Outdoor Products (p. 8)

Figure 6-2-4 Adjusting Arm Loop

To adjust the arm loop, pull the tab away from the keeper. If the sling is too loose, it will not fully support the cadet air rifle and it will have to be kept in place using muscles. If the sling is too tight, it will restrict the blood flow to the arm and can cause discomfort, numbness, or a more pronounced feel of the body's pulse. Therefore, the sling must be comfortable without pinching the arm, while providing maximum support of the cadet air rifle.

ATTACHING THE SLING TO THE CADET AIR RIFLE



D Cds 3, 2007, Ottawa, ON: Department of National Defence

Figure 6-2-5 Sling Swivel

To attach the sling to the cadet air rifle, simply:

1. open the keeper on the sling swivel by pressing on the screw;
2. insert the swivel pin into the hole of the sling swivel on the fore end of the rifle; and
3. screw the keeper over the pin to lock the swivel in place.

ADJUSTING THE RIFLE LOOP



Daisy Outdoor Products, Operational Manual – Avanti Legend EX Model 853C, Daisy Outdoor Products (p. 8)

Figure 6-2-6 Adjusting Rifle Loop

To adjust the rifle loop, pull the tab away from the keeper. The tension of the sling should allow the forearm to be in its proper position. If the sling is too loose, it will not provide maximum support of the cadet air rifle. If the sling is too tight, it could cause discomfort and affect the cadet's position.

CONFIRMATION OF TEACHING POINT 2

The cadets' participation in the holding technique activity in TP3 will serve as the confirmation of this TP.

Teaching Point 3**Conduct a Holding Technique Activity**

Time: 10 min

Method: Performance

ACTIVITY

OBJECTIVE

The objective of this activity is to have cadets adopt the prone position, positioning the sling on the arm, adjusting the arm loop, attaching the sling to the air rifle, and adjusting the rifle loop.

RESOURCES

- Cadet air rifle (one per firing lane).
- Cadet air rifle sling (one per air rifle).
- Shooting mat (one per firing lane).

ACTIVITY LAYOUT

An air rifle range constructed in accordance with A-CR-CCP-177/PT-001, Chapter 1, Section 8. If a range is not available, set up the training area to have a defined mock firing point. The assistant instructor shall be used to confirm the cadet's position.

ACTIVITY INSTRUCTIONS

1. Divide cadets into equal groups according to the number of cadet air rifles.
2. Have each group of cadets take turns lying down on mats and assume the prone position.
3. With assistance, allow the cadets to practice the prone position as taught.
4. Have cadets position the sling on the arm and adjust the arm loop.
5. Have cadets attach the sling to the air rifle and put the cadet air rifle into the shoulder.
6. Have cadets adjust the rifle loop of the sling.
7. Have cadets adjust their prone position.
8. Inspect each cadet for proper placement of the sling on the arm and tension of the sling loops.
9. Repeat steps as required, within the allotted time.

SAFETY

Ensure that the cadet air rifles are pointed in a safe direction at all times. Cadets will treat air rifles as though they are loaded.

CONFIRMATION OF TEACHING POINT 3

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

END OF LESSON CONFIRMATION

The cadets' participation in the holding technique activity in TP3 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

The prone position and the cadet air rifle sling are essential to improving marksmanship techniques. With practice using the sling in the prone position, cadets can improve their technique and their marksmanship score.

INSTRUCTOR NOTES/REMARKS

Instructions may be modified for left-handed cadets (e.g., switching left hand/foot when instructions call for right hand/foot).

This EO is intended to enhance and further develop techniques taught in EO M106.03 (Apply Basic Marksmanship Techniques).

REFERENCES

A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.

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COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 3

EO C206.02 – PRACTICE AIMING TECHNIQUES

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

Demonstration and performance was chosen for TP1 and TP3 as it allows the instructor to explain and demonstrate aiming techniques while providing an opportunity for the cadets to practice these skills under supervision.

An interactive lecture was chosen for TP2 to introduce the aspects of aiming.

INTRODUCTION

REVIEW

Review the following points from EO M106.03 (Apply Basic Marksmanship Techniques).

- The aiming process is achieved by adopting a comfortable prone position and ensuring body alignment with the target.
- Sight alignment is the alignment of the eye, the rear sight, and the front sight.
- The sight picture is obtained by keeping the bull's-eye centred with the circles of the front sight and rear sight.

OBJECTIVES

By the end of this lesson the cadet shall have practiced aiming techniques.

IMPORTANCE

It is important for cadets to practice aiming techniques while wearing the cadet air rifle sling as it will enhance the cadets' marksmanship skills through added stability of the firing position.

Teaching Point 1

Explain, Demonstrate and Have Cadets Practice Proper Eye Usage

Time: 15 min

Method: Demonstration and Performance

Before completing a manual task, it must first be determined which hand or foot to use. Is one left or right-handed? The same is true for sight; it must first be determined the proper eye to use when aiming the cadet air rifle. To do this cadets' must determine their master eye, learn to fire with both eyes open and avoid fixed vision.

DETERMINING THE MASTER EYE

Everyone has a master eye, which is the brain's main source for the visual image of what we see. The non-master eye is used by the brain for depth perception or sense of direction. The master eye is the eye to be used when aiming the cadet air rifle.



The master eye is usually on the same side of the body as the dominate hand. If your master eye is opposite from your dominate hand, you should try firing on the side of your master eye.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets determine their master eye.

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS



A-CR-CCP-177/PT-001 (p. 1-5-2)

Figure 6-3-1 Determining the Master Eye

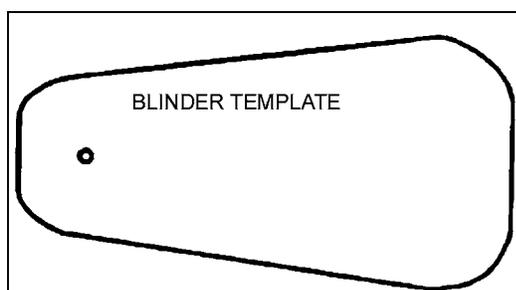
1. Have cadets stand and face away from each other.
2. Select a small object preferably at least 5 m away.

3. Face the object and extend both arms in front of the face.
4. Form a small triangle opening around the object with both hands.
5. Look through the opening at the object, and draw the hands back towards the face.
6. Ensure the object remains centred through the opening of the hands.
7. Cadets should be looking at the object through the opening with one single eye (the stronger of the two). This is their master eye.

SAFETY

N/A.

FIRING WITH BOTH EYES OPEN



A-CR-CCP-177/PT-001 (p. 1-5-2)

Figure 6-3-2 Blinder Template

The human eyes are always working together. If one eye is closed, the opposite eye will strain and affect focusing of the open eye.

Some cadets will have difficulty focusing, so a blinder should be used in front of the non-aiming eye to help prevent squinting and fatigue. The blinder allows the cadets to see a focused sight picture while having both eyes open.

A good blinder should be translucent (plastic or paper) so that images are blocked, but light can still penetrate it. It should be easily attachable to the rear sight or to the cadet's glasses.



Have cadets look at a spot on the wall with both eyes open, then have cadets hold a blank piece of white paper in front of their non-aiming eye. The object should come into a clear focus.

AVOIDING FIXED VISION

When anyone's vision is fixed on one object for more than a few seconds, such as a target bulls-eye, the image can be burned in their mind and a "ghost" image can be seen when glancing to the side. It is important for cadets to avoid this fixed vision during marksmanship training, as it may result in a loss of visual perception and can greatly hinder performance. To avoid fixed vision, cadets need only to blink or slightly shift their vision every four to five seconds.

CONFIRMATION OF TEACHING POINT 1

The cadets' participation in determining the master eye will serve as the confirmation of this TP.

Teaching Point 2**Identify and Explain Aspects of Aiming**

Time: 25 min

Method: Interactive Lecture

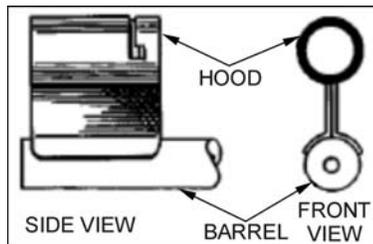
Before cadets can aim the cadet air rifle with accuracy, they must first identify aspects of aiming. To do this cadets must understand that the sight system of the cadet air rifle, natural head position, and eye relief all work together when aiming.

SIGHT SYSTEM OF THE CADET AIR RIFLE

The sight system of the cadet air rifle is made up of two main components—the front sight and the rear sight.



Explain to the cadets that the front and rear sights of the cadet air rifle must be used together when acquiring a sight picture.



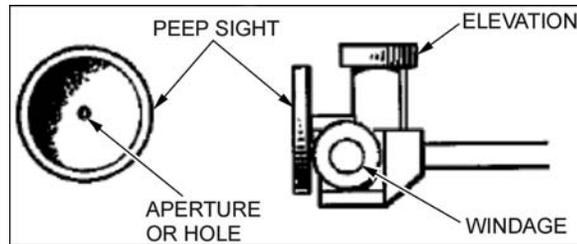
A-CR-CCP-177/PT-001 (p. 1-5-5)

Figure 6-3-3 Front Sight

Front Sight. The front sight of the cadet air rifle is made of a short tube, which is called a hood. The hood is designed to shield the front sight from overhead and side light. The most common front sights used for the cadet air rifle is the aperture or circle sight. The aperture is inserted in the hood through a slit on the top.



The adjusting of the sights on the cadet air rifle will be covered in Phase Three. Instruct the cadets that they are not to make any adjustments to the sights.



A-CR-CCP-177/PT-001 (p. 1-5-5)

Figure 6-3-4 Rear Sight

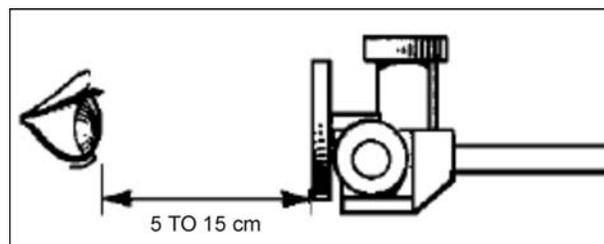
Rear Sight. The adjustable rear sight of the cadet air rifle has three main parts; peep sight, elevation knob, and windage knob.

- **Peep Sight.** The peep sight is the penny-sized dish-shaped part at the rear of the sight. It has a small hole in the centre to look through.
- **Elevation Knob.** The elevation knob is on the top of the sight and moves the point of impact on the target up or down.
- **Windage Knob.** The windage knob is on the side of the sight and moves the point of impact on the target left or right.

NATURAL HEAD POSITION

The head should be kept as close as possible to a natural position, allowing the eyes to look straight forward from the eye socket. It is perfectly normal to tilt the head forward slightly, but cadets must resist allowing it to tilt to the left or right as this may affect their sense of balance.

EYE RELIEF



A-CR-CCP-177/PT-001 (p. 1-5-6)

Figure 6-3-5 Eye Relief

Eye relief is the distance between the eye and the peep sight on the rear sight. Depending on an individual's build and position, the distance is usually 5 to 15 cm. Eye relief should be comfortable, natural and allow the head to be as erect as possible during the firing process. It is important to maintain the same eye relief from shot to shot and to find an eye relief that allows a circle of light to be seen around the front sight while looking through the rear sight. If the eye relief is less than 5 cm, the line of white around the front sight becomes larger, making the sight picture more difficult to keep aligned.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

Q1. What are the two main components of the cadet air rifle sight system?

- Q2. What are the three parts of the rear sight?
- Q3. What is the usual distance for eye relief?

ANTICIPATED ANSWERS

- A1. The front and rear sights.
- A2. The peep sight, elevation knob and windage knob.
- A3. 5 to 15 cm.

Teaching Point 3

Explain, Demonstrate and Have Cadets Practice Marksmanship-related Breathing

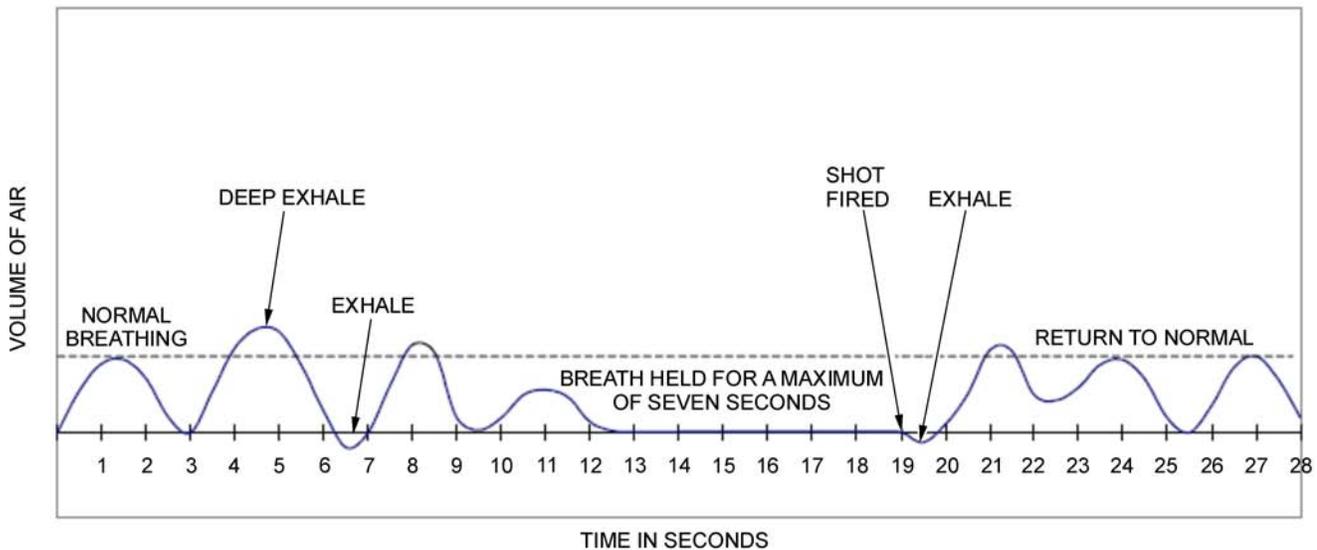
Time: 15 min

Method: Demonstration and Performance

Breathing supplies the blood stream with oxygen and eliminates waste elements (such as carbon dioxide) from the blood. While breathing, the oxygen inhaled is used to supply muscles with energy, ensuring optimal potential of the muscles. Just like in sports, controlled breathing can affect marksmanship outcomes.

CONTROLLED BREATHING

Once a stable prone position is established, cadets must integrate the principles of controlled breathing. For maximum stability when firing, cadets will have to hold their breath for five to seven seconds. It is very important that they do not hold their breath for more than seven seconds, as tension will increase in the chest, muscles will lack oxygen and stability will be reduced. When the body lacks oxygen, muscles will quiver and eyesight will be negatively affected.



A-CR-CCP-177/PT-001 (p. 1-5-9)

Figure 6-3-6 Breathing Cycle

ACHIEVING A CONTROLLED BREATHING SEQUENCE



During the breathing sequence, cadets should confirm that the cadet air rifle is moving up and down and it is not canted. Also, when breathing in and out, cadets can visually confirm that they are aiming on the proper diagram.

ACTIVITY

Time: 10 min

OBJECTIVE

The objective of this activity is to have cadets practice a controlled breathing sequence.

RESOURCES

- Cadet air rifles (one per firing lane).
- Cadet air rifle slings (one per air rifle).
- Cadet air rifle safety rods (one per air rifle).
- Suitable targets (one per firing lane).

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups based on the number of air rifles available.
2. Have cadets adopt the prone position using the cadet air rifle sling.
3. Have the cadets relax and breathe normally.
4. Have the cadets obtain a sight picture.
5. Have the cadets inhale and exhale deeply.
6. Have the cadets inhale deeply and exhale normally.
7. Have the cadets relax the chest muscles, hold a breath for 5 to 7 seconds and squeeze the trigger.
8. Have the cadets exhale completely and resume normal breathing.



It is important for cadets not to fire if they feel they want to take another breath. Their shot will not be perfect and their end result will be affected. Relaxed breathing decreases “vibrations” caused by tension.

SAFETY

Ensure control at all times. Cadets will treat air rifles as though they are loaded.

CONFIRMATION OF TEACHING POINT 3

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

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. What is the master eye used for in marksmanship?
- Q2. How much eye relief is between the eye and the rear sight?
- Q3. During a controlled breathing sequence, what direction should the cadet air rifle move?

ANTICIPATED ANSWERS

- A1. To aim the cadet air rifle.
 - A2. 5 to 15 cm.
 - A3. Up and down.
-

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Breathing is essential to marksmanship as it supplies the muscles with oxygen and helps the cadet to maintain the prone position. With practice using the controlled breathing sequence, cadets can improve their aiming of the cadet air rifle and marksmanship scores can improve.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 4

EO C206.03 – PRACTICE FIRING TECHNIQUES

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

For comfort during this class, it is recommended that cadets be dressed in PT gear.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

Demonstration and performance was chosen for TP1 as it allows the instructor to explain and demonstrate firing techniques while providing an opportunity for the cadets to practice these skills under supervision.

Demonstration was chosen for TP2 as it allows the instructor to explain and demonstrate trigger control.

An interactive lecture was chosen for TP3 to present basic material on follow-through.

INTRODUCTION

REVIEW

The review for this lesson is from EO M106.03 (Apply Basic Marksmanship Techniques). The sequence required to fire the cadet air rifle when the RSO gives the command “Fire”, will include:

1. place safety catch in the OFF position;
2. aim the cadet 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 open the pump lever; and

7. lay down the cadet air rifle.

OBJECTIVES

By the end of this lesson the cadet shall have practiced firing techniques.

IMPORTANCE

It is important for cadets to practice natural alignment, trigger control and follow-through when firing the cadet air rifle, as it helps cadets achieve a stable prone position and sight picture.

Teaching Point 1

Explain, Demonstrate and Have the Cadets Practice Natural Alignment

Time: 15 min

Method: Demonstration and Performance

NATURAL ALIGNMENT



With the use of an assistant instructor, demonstrate and explain natural alignment as listed below, prior to cadets practicing this procedure.

Natural alignment describes the direction that the cadet air rifle is aimed when the marksman is in the prone position with the cadet air rifle at the ready. In a comfortable position, the cadet air rifle should not be forced to point at the target. Even with a perfect prone position and sight alignment, forcing the air rifle can cause muscle tension and will affect the accuracy of each shot.

Natural alignment is obtained by:

1. adopting a comfortable prone position;
2. acquiring a sight picture;
3. closing both eyes;
4. taking several normal breaths to relax the muscles;
5. looking through sights when comfortable;
6. adjusting body position until a proper sight picture is achieved; and
7. proceeding with firing.

ACTIVITY

Time: 10 min

OBJECTIVE

The objective of this activity is to have cadets practice natural alignment.

RESOURCES

- Cadet air rifle (one per firing lane).

- Cadet air rifle safety rod (one per rifle).
- Shooting mat (one per firing lane).
- Suitable target (one per firing lane).

ACTIVITY LAYOUT

Construct an air rifle range in accordance with A-CR-CCP-177/PT-001, Chapter 1, Section 8. If a range is not available, set up the training area to have a defined mock firing point. Ensure that the air rifles are pointed in a safe direction at all times.

ACTIVITY INSTRUCTIONS

1. Divide cadets into equal groups according to the number of cadet air rifles available.
2. Have cadets lie on the mats and assume the prone position using the cadet air rifle and sling.
3. Cadets will acquire a sight picture by aligning the eye, rear sight, front sight, and the target bull's eye.
4. When cadets have a sight picture, have them close their eyes.
5. Have cadets relax by taking 3 to 4 normal breaths.
6. After approximately 10 seconds, have cadets open their eyes and inspect their sight picture.
7. Cadets shall adjust their bodies to re-acquire an accurate sight picture.
8. Repeat steps 4 to 9, as required, within the allotted time.

SAFETY

Ensure control at all times. Cadets will treat cadet air rifles as though they are loaded.

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2

Demonstrate and Explain Trigger Control

Time: 5 min

Method: Demonstration

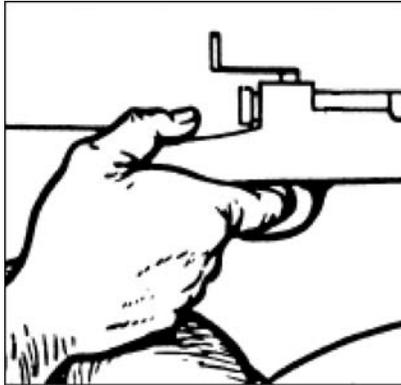
TRIGGER CONTROL



With the use of an assistant instructor, allow the cadets to observe the demonstration and hear the explanation for each aspect of trigger control as listed below.

Trigger control is the handling of the trigger in such a way that there is no disturbance. It must be constant, controlled, slow and deliberate.

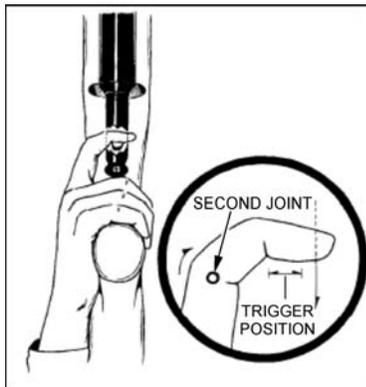
Position of the Hand on the Rifle. Cadets should have a relatively firm grip so the three lower fingers wrap around the small of the butt. The thumb is pointed forward in a relaxed position behind the rear sight along the rifle stock, or wrapped around the small of the butt.



D Cdts 5, Royal Canadian Army Cadets Visual Aids Rifle Shooting Figures, Department of National Defence (p. 11)

Figure 6-4-1 Position of the Hand on the Rifle

Trigger Finger Position. The index finger is placed on the trigger halfway between the tip of the finger and the first joint. The index finger never touches the stock of the rifle and must be vertically centred on the trigger.



A-CR-CCP-177/PT-001 (p. 1-5-9)

Figure 6-4-2 Trigger Finger Position

Squeezing the Trigger. Squeezing the trigger is simply applying pressure to the trigger, by bending the second joint of the index finger straight to the rear. While the breath is being held, apply constant pressure and slowly squeeze the trigger. Trigger pressure is to be applied only when ready to fire.

CONFIRMATION OF TEACHING POINT 2

The cadets' observation of the trigger control demonstration will serve as the confirmation of this TP.

Teaching Point 3**Define Follow-through**

Time: 5 min

Method: Interactive Lecture

FOLLOW-THROUGH

Since no pellets will be fired, position the cadets so they may observe an assistant instructor perform a simulation and hear the explanation of follow-through.

Follow-through is defined as the act of remaining in a stable prone position for two seconds and reacquiring the sight picture after firing the air rifle. Follow-through is critical to ensuring there is no movement as the cadet air rifle is being fired. If the cadet moves the cadet air rifle during firing, the pellet will not hit the target in the spot that it was aimed. Ensuring proper follow-through allows cadets to improve their skills, and their score.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. How long must a stable position be held after firing the cadet air rifle?
- Q2. What will happen to a pellet during follow-through?
- Q3. If the rifle moves before the pellet leaves the muzzle, how will it affect the target?

ANTICIPATED ANSWERS

- A1. A stable position must be held for two seconds.
- A2. It will leave the muzzle.
- A3. The pellet will not hit the target in the spot that it was aimed.

END OF LESSON CONFIRMATION

The cadets' participation in marksmanship activities using natural alignment, trigger control and follow-through, will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Natural alignment, trigger control and follow-through are essential to developing marksmanship skills. They help cadets maintain a stable position and sight picture when firing the cadet air rifle. With practice using these firing techniques, cadets can improve their skills and their score.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A0-027 A-CR-CCP-177/PT-001 D Cds 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.

CLASSIFICATION ACTIVITY

CLASSIFICATION ACTIVITY

Objective: To provide cadets the opportunity to obtain marksmanship classifications.

Scoring: There are four classification levels that must meet the following standards:

1. Marksman: Two five-round groupings within a circle of 3 cm in diameter.
2. First Class Marksman: Two five-round groupings within a circle of 2.5 cm in diameter.
3. Expert Marksman: Two five-round groupings within a circle of 2 cm in diameter.
4. Distinguished Marksman: Two five-round groupings within a circle of 1.5 cm in diameter.

Equipment Required:

Mandatory:

- CCT200GRTD Canadian Cadet Movement Air Rifle Grouping Target (one per cadet);
- Air Rifle Grouping Template from A-CR-CCP-177/PT-001 (p. B1-1); and
- A stopwatch.

Optional aids to firing are limited to the following:

- Cadet air rifle sling;
- Marksmanship jacket;
- Shooting glove; or
- Hat.

Activity Guidelines:

1. Distribute an Air Rifle Grouping Target to each cadet.
2. Have cadets write their name and rank on the target and attach it to the target frame.
3. Cadets will fire in relays following the commands given by the RSO.
4. Cadets will fire five pellets into each circle on the target.
5. Give cadets a maximum of 15 minutes to fire.
6. Have cadets retrieve their targets.
7. Score the targets using the Air Rifle Grouping Template.

The following is prohibited:

- Alterations made to the rifles.
- A pellet loading clip.
- Supports used as a rest for the rifle or the forearm.
- A spotting scope.
- Use of sights not provided with the cadet air rifle.
- Coaching.

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FUN ACTIVITY

PYRAMID

Objective: To fire pellets into each point on the pyramid.

Scoring: One point is awarded for each point on the pyramid that is hit by a pellet.

Equipment Required:

Mandatory: Pyramid Target (one per cadet).

Optional aids to firing are limited to the following:

- Cadet air rifle sling;
- Marksmanship jacket;
- Shooting glove; or
- Hat.

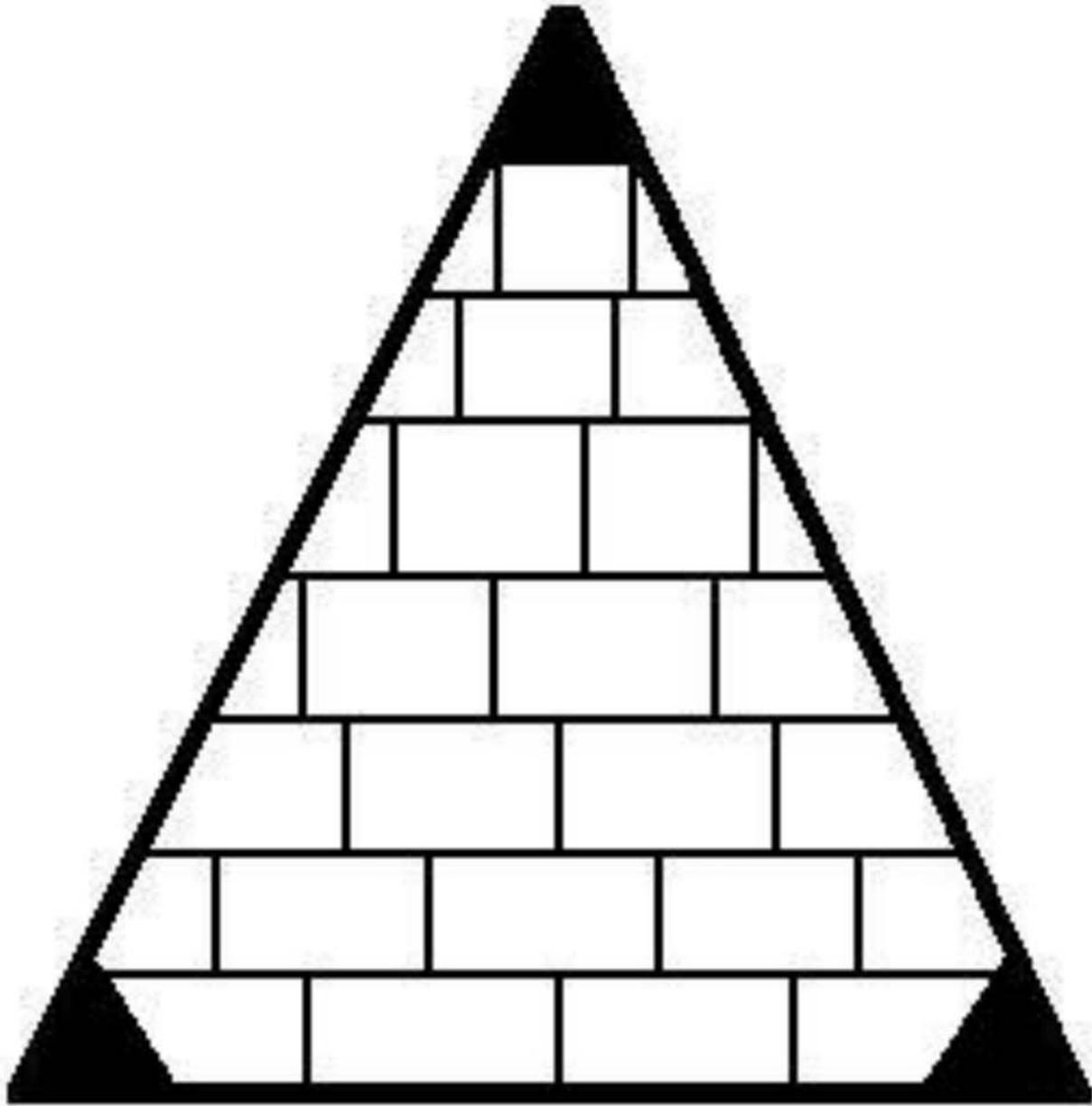
Activity Guidelines:

1. Distribute one Pyramid Target to each cadet.
2. Have cadets write their name and rank on the target and attach it to the target frame.
3. Cadets will fire in relays following the commands given by the RSO.
4. Cadets will be given three pellets to fire one pellet into each corner of the pyramid.
5. Give cadets three minutes to fire.
6. Score the targets awarding one point for each corner hit on the pyramid.
7. On completion of the activity or as time allows, place the targets out for the cadets to review.
8. Return the targets to cadets.

The following is prohibited:

- Alterations made to the rifles.
- A pellet loading clip.
- Supports used as a rest for the rifle or the forearm.
- A spotting scope.
- Use of sights not provided with the cadet air rifle.

PYRAMID TARGET



Name: _____

Date: _____

D Cds 3, 2007, Ottawa, ON: Department of National Defence

Figure 6B-1 Pyramid Target

FUN ACTIVITY

SHOOTING STAR

Objective: To fire a pellet into each point on the star.

Scoring: One point is awarded for each point on the star that is hit by a pellet.

Equipment Required:

Mandatory: Star Target (one per cadet).

Optional aids to firing are limited to the following:

- Cadet air rifle sling;
- Marksmanship jacket;
- Shooting glove; or
- Hat.

Activity Guidelines:

1. Distribute one Star Target to each cadet.
2. Have cadets write their name and rank on the target and attach it to the target frame.
3. Cadets will fire in relays following the commands given by the RSO.
4. Cadets will be given five pellets to fire one pellet into each point on the star.
5. Give cadets five minutes to fire.
6. Score the targets awarding one point for a pellet hit within each point on the star.
7. On completion of the activity or as time allows, place the targets out for the cadets to review.
8. Return the targets to cadets.

The following is prohibited:

- Alterations made to the rifles.
- A pellet loading clip.
- Supports used as a rest for the rifle or the forearm.
- A spotting scope.
- Use of sights not provided with the cadet air rifle.

STAR TARGET



Name: _____

Date: _____

D Cdts 3, 2007, Ottawa, ON: Department of National Defence

Figure 6C-1 Star Target

FUN ACTIVITY

BEACH BALL

Objective: To fire ten pellets into the black circle on the beach ball.

Scoring: One point is awarded for each successful hit in the black circle.

Equipment Required:

Mandatory: Beach Ball Target (one per cadet).

Optional aids to firing are limited to the following:

- Cadet air rifle sling;
- Marksmanship jacket;
- Shooting glove; or
- Hat.

Activity Guidelines:

1. Distribute one Beach Ball Target to each cadet.
2. Have cadets write their name and rank on the target and attach it to the target frame.
3. Cadets will fire in relays following the commands given by the RSO.
4. Cadets will be given ten pellets to fire into the black circle on the beach ball.
5. Give cadets ten minutes to fire.
6. Score the targets awarding one point for each pellet hit within the black circle.
7. On completion of the activity or as time allows, place the targets out for the cadets to review.
8. Return the targets to cadets.

The following is prohibited:

- Alterations made to the rifles.
- A pellet loading clip.
- Supports used as a rest for the rifle or the forearm.
- A spotting scope.
- Use of sights not provided with the cadet air rifle.

BEACH BALL TARGET



Name: _____

Date: _____

D Cds 3, 2006, Ottawa, ON: Department of National Defence

Figure 6D-1 Beach Ball Target

FUN ACTIVITY

BALLOONS

Objective: To fire pellets into balloons on the target.

Scoring: One point is awarded for each balloon hit by a pellet.

Equipment Required:

Mandatory: Balloon Target (one per cadet).

Optional aids to firing are limited to the following:

- Cadet air rifle sling;
- Marksmanship jacket;
- Shooting glove; or
- Hat.

Activity Guidelines:

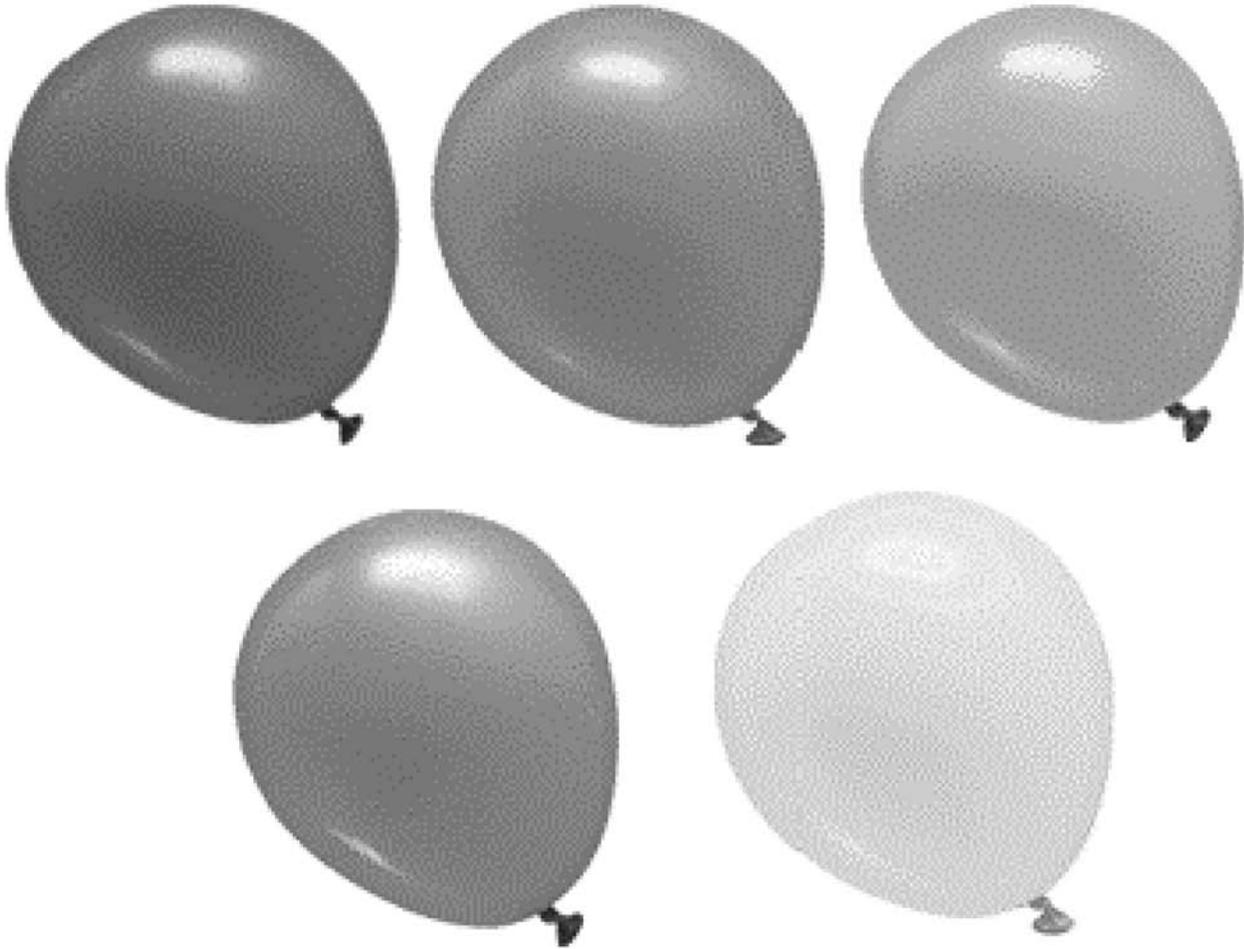
1. Distribute one Balloon Target to each cadet.
2. Have cadets write their name and rank on the target and attach it to the target frame.
3. Cadets will fire in relays following the commands given by the RSO.
4. Cadets will be given five pellets to fire one pellet into each point on the star.
5. Give cadets five minutes to fire.
6. Score the targets awarding one point for each balloon hit.
7. On completion of the activity or as time allows, place the targets out for the cadets to review.
8. Return the targets to cadets.

The following is prohibited:

- Alterations made to the rifles.
- A pellet loading clip.
- Supports used as a rest for the rifle or the forearm.
- A spotting scope.
- Use of sights not provided with the cadet air rifle.

Note: Actual balloons may be used in place of the paper targets.

BALLOON TARGET



Name: _____

Date: _____

D Cds 3, 2007, Ottawa, ON: Department of National Defence

Figure 6E-1 Balloon Target

TIMED ACTIVITY

CHASE THE DOTS

Objective: To fire pellets into the dots on the target in a clockwise direction, within a time limit.

Scoring: One point is awarded for each black dot that is hit by a pellet within the time allotted.

Equipment Required:

Mandatory:

- Chase the Dots Target (one per cadet); and
- A stopwatch.

Optional aids to firing are limited to the following:

- Cadet air rifle sling;
- Marksmanship jacket;
- Shooting glove; or
- Hat.

Activity Guidelines:

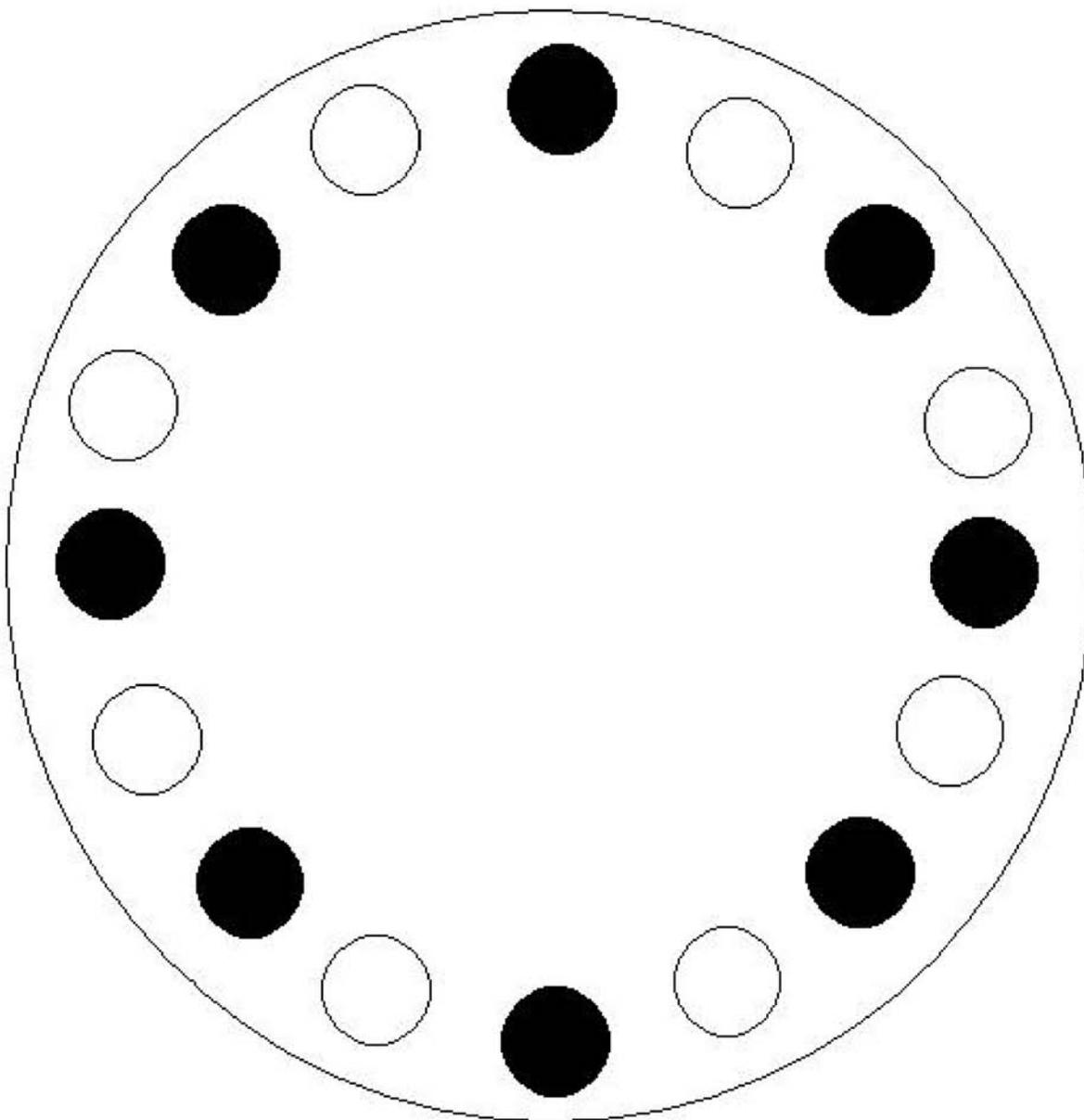
1. Distribute one Chase the Dots Target to each cadet.
2. Have cadets write their name and rank on the target and attach it to the target frame.
3. Cadets will fire in relays following the commands given by the RSO.
4. Cadets will be given sixteen pellets.
5. Cadets will fire one pellet into the black circles, in a clockwise direction, on the target.
6. A suggested time limit for this activity is eight minutes.
7. Have cadets retrieve their targets.
8. Score the targets based on the method described above.
9. On completion of the activity or as time allows, place the targets out for the cadets to review.
10. Return the targets to cadets.

The following is prohibited:

- Alterations made to the rifles.
- A pellet loading clip.
- Supports used as a rest for the rifle or the forearm.
- A spotting scope.
- Use of sights not provided with the cadet air rifle.
- Coaching.

Note: To make this activity more difficult, shorten the time allowance.

CHASE THE DOTS TARGET



Name: _____

Date: _____

D Cds 3, 2007, Ottawa, ON: Department of National Defence

Figure 6F-1 Chase the Dots Target

TIMED ACTIVITY

SPEED GRID

Objective: To fire pellets into the circles on the target, within a time limit.

Scoring: One point is awarded for each circle that is hit by a pellet within the time allotted.

Equipment Required:

Mandatory:

- Cadet air rifle five pellet clip (three per firing lane);
- Speed Grid Target (one per cadet); and
- A stopwatch.

Optional aids to firing are limited to the following:

- Cadet air rifle sling;
- Marksmanship jacket;
- Shooting glove; or
- Hat.

Activity Guidelines:

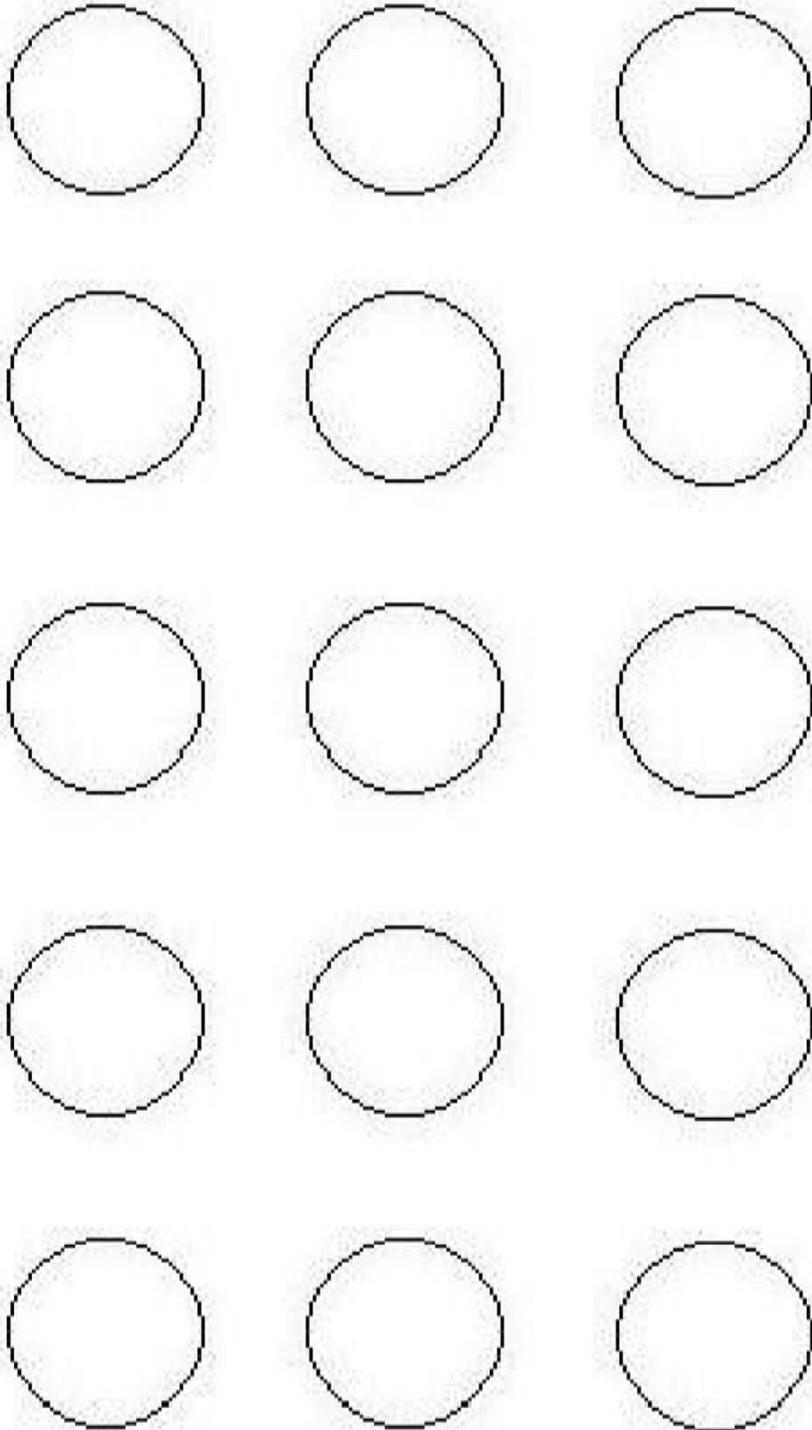
1. Distribute one Speed Grid Target to each cadet.
2. Have cadets write their name and rank on the target and attach it to the target frame.
3. Cadets will fire in relays following the commands given by the RSO.
4. Five pellets will be pre-loaded into the cadet air rifle five pellet clip. Three clips will be used per cadet.
5. Cadets will fire one pellet into each circle on the target.
6. A suggested time limit for this activity is 15 minutes.
7. Have cadets retrieve their targets.
8. Score the targets based on the method described above.
9. On completion of the activity or as time allows, place the targets out for the cadets to review.
10. Return the targets to cadets.

The following is prohibited:

- Alterations made to the rifles.
- Supports used as a rest for the rifle or the forearm.
- A spotting scope.
- Use of sights not provided with the cadet air rifle.
- Coaching.

Note: To make this activity more difficult, shorten the time allowance.

SPEED GRID TARGET



Date: _____

Name: _____

Figure 6G-1 Speed Grid Target

TIMED ACTIVITY

BEAT THE CLOCK

Objective: To fire pellets into the designated hours (numbers) within a time limit.

Scoring: One point is awarded for each correct hour (number) hit by a pellet within the time allotted.

Equipment Required:

Mandatory:

- Beat the Clock Target (one per cadet); and
- A stopwatch.

Optional aids to firing are limited to the following:

- Cadet air rifle sling;
- Marksmanship jacket;
- Shooting glove; or
- Hat.

Activity Guidelines:

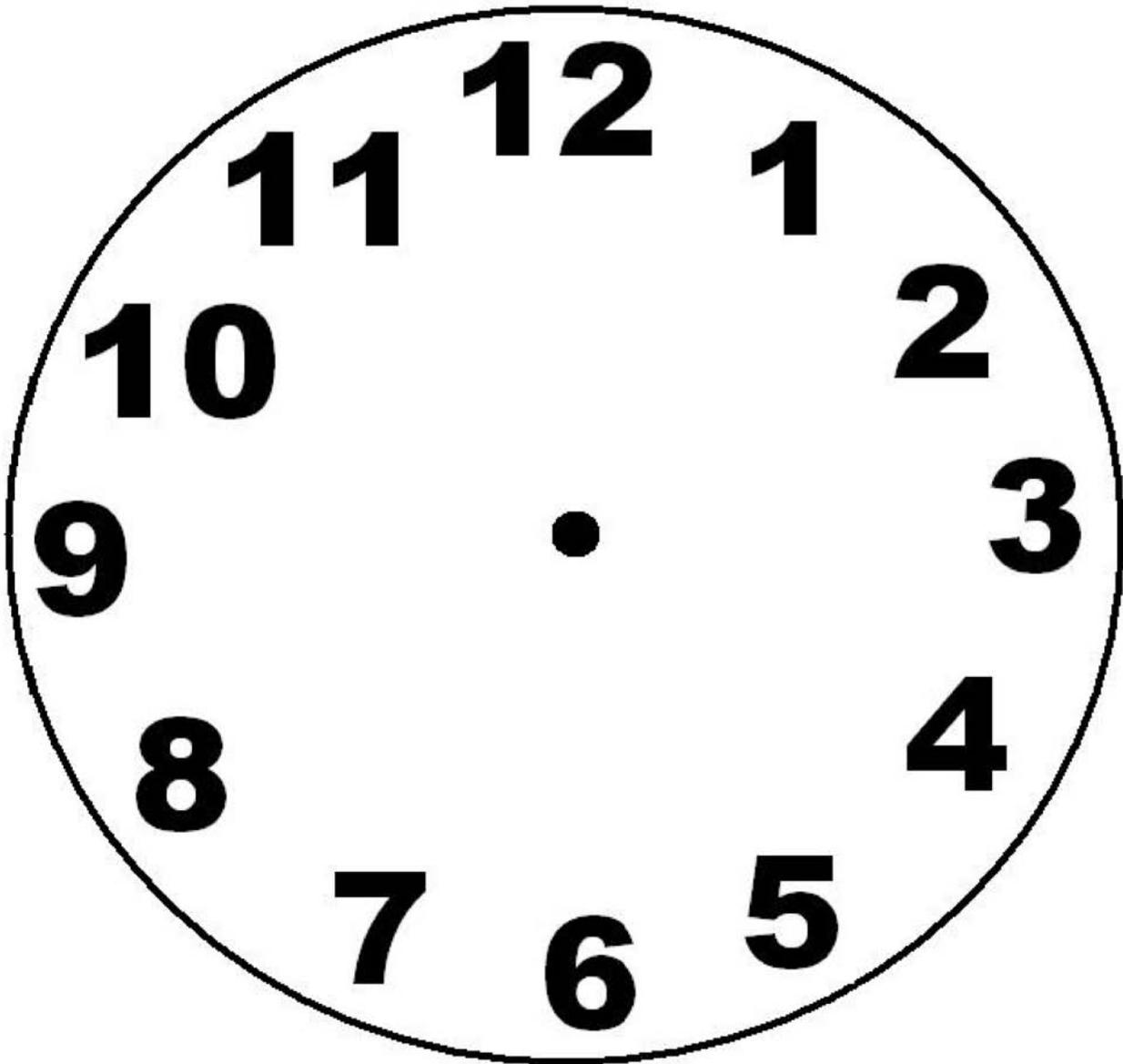
1. Distribute one Beat the Clock Target to each cadet.
2. Have cadets write their name and rank on the target and attach it to the target frame.
3. Cadets will fire in relays following the commands given by the RSO.
4. Cadets will be given six pellets.
5. The RSO will call out six hours (numbers) in five second increments using the 24-hour clock.
6. Cadets will fire one pellet at each hour (number) as it is called by the RSO (e.g. if 1300 hrs was called the cadet will fire at the 1 on the clock face).
7. Have cadets retrieve their targets.
8. Score the targets awarding one point for each correct number hit on the target.
9. On completion of the activity or as time allows, place the targets out for the cadets to review.
10. Return the targets to cadets.

The following is prohibited:

- Alterations made to the rifles.
- Supports used as a rest for the rifle or the forearm.
- A spotting scope.
- Use of sights not provided with the cadet air rifle.
- Coaching.

Note: To make this activity more difficult, shorten the time allowance.

BEAT THE CLOCK TARGET



Name: _____

Date: _____

D Cds 3, 2007, Ottawa, ON: Department of National Defence

Figure 6H-1 Beat the Clock Target

COMPETITIVE ACTIVITY

CORPS/SQUADRON MARKSMANSHIP COMPETITION

Objective: To provide cadets the opportunity to compete within the corps/squadron.

Scoring: Targets will be scored IAW A-CR-CCP-177/PT-001, to include:

- Each target has a highest possible score of 100 points (10 diagrams worth 10 points each).
- All shot holes are scored using the highest value of the scoring ring that it is touching.
- Shots outside the scoring rings are given a value of zero.
- If more than the prescribed number of shots are fired at a target, the shots with the highest value will be discarded until the correct number of shots remain on the target. A two-point penalty will be deducted for each excess shot.
- If more than one shot is fired at a scoring diagram, only the prescribed number of shots may be fired at the remaining diagrams [e.g., if two shots were fired at the first diagram, one diagram on the target would remain blank (free of shots)]. If this occurs more than twice, a two-point penalty will be deducted for each excess shot.

Equipment Required:

Mandatory: CCT2001AR853 Canadian Cadet Movement Competition Targets (two per cadet).

Optional aids to firing are limited to the following:

- Cadet air rifle sling;
- Marksmanship jacket;
- Shooting glove; or
- Hat.

Activity Guidelines:

1. This activity may be conducted as individuals or teams of four.
2. Distribute two CCT2001AR853 Canadian Cadet Movement Competition Targets to each cadet.
3. Have cadets write their name and rank on the target and attach it to the target frame.
4. Cadets will be given 30 minutes to fire 20 pellets (one pellet at each diagram [zeroing pellets are permitted]).
5. On completion of the activity or as time allows, place the targets out for the cadets to review.
6. After viewing, all targets will be collected by the RSO to record results.
7. Return the targets to cadets.

The following is prohibited:

- Cross-firing.
- Alterations made to the rifles.
- Supports used as a rest for the rifle or the forearm.
- A spotting scope.
- Use of sights not provided with the cadet air rifle.

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COMPETITIVE ACTIVITY

LUNAR LAUNCH

Objective: To provide cadets the opportunity to compete within the corps/squadron.

Scoring: The average distance from the earth to the moon is 384 400 km. All targets from marksmanship activities conducted during the training year will be added together to achieve a distance from earth and position on the space shuttle crew. The four scoring levels/positions must meet the following standards:

1. Mission Commander: A score of 100 or more: 384 400 km from earth, lunar landing!
2. Mission Specialist: A minimum score of 75: 288 300 km from earth.
3. Chief Engineer: A minimum score of 50: 192 200 km from earth.
4. Science Officer: A minimum score of 25: 96 100 km from earth, lunar launch!

Equipment Required:

Mandatory: Any targets used in marksmanship activities during the training year.

Activity Guidelines:

1. Add the scores from the targets used by each cadet during the training year.
2. Use the scoring method described above to assign the cadets levels/positions on the space shuttle crew.

Notes

1. If this activity is conducted, a record must be kept of the cadets' scores from marksmanship activities.
2. This activity may be conducted over multiple training years.
3. The certificate found at Annex J may be awarded to cadets who achieve levels/positions in this activity.



This is to certify that

has achieved the position of

in the



Lunar Launch Marksmanship Activity

Date

Range Safety Officer

CHAPTER 7

PO 207 – SERVE IN A SEA CADET CORPS



ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE



SECTION 1

EO M207.01 – IDENTIFY PHASE TWO TRAINING OPPORTUNITIES

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson. Set up stations around the classroom with information from each PO. Place the PO name and number at each of the various stations.

Photocopy the handout located at [Annex A](#) for each cadet. Photocopy [Annexes B, C](#) and [D](#).

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An in-class activity was chosen for TP1 and TP3 as it is an interactive way to provoke thought and to stimulate interest among cadets.

An interactive lecture was chosen for TP2 to introduce Phase Two training to the cadets and to generate interest in the topics.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify the training they will receive in Phase Two.

IMPORTANCE

It is important for cadets to know what training will be conducted during Phase Two to give them an overview of what the training year will entail. This lesson will prepare the cadets for the training year and help generate interest in the topics.

Teaching Point 1

Identify Phase Two Mandatory Training

Time: 15 min

Method: In-class Activity

OVERVIEW

The training program is broken into Performance Objectives (POs), which are the overall subjects, and Enabling Objectives (EOs), which are the topics within each PO. Training is conducted as mandatory and complementary components.

MANDATORY TRAINING

Mandatory training encompasses the EOs that all corps must complete throughout the training year.

ACTIVITY

OBJECTIVE

The objective of this activity is for the cadets to participate in a gallery walk of information for each PO.

RESOURCES

Resources will be in accordance with each PO as listed below.

ACTIVITY LAYOUT

Classroom will be set up with a station for each PO with information, pictures, videos, and other training aids at each station that will exemplify what the cadet will learn in each PO.

PO 201 – Citizenship

Citizenship provides the cadets an opportunity to identify the role of an environmentally conscious Canadian citizen. The cadets will identify the rights and responsibilities of a Canadian citizen and the Government of Canada's code of environmental stewardship.



Examples of information/training aids that could be set up at this station include:

- Pollution Prevention Activity Poster;
- a poster of the rights and responsibilities of Canadian citizens;
- posters of various symbols of Canada (Royal Arms of Canada, National Flag, etc.);
- a poster of the Code of Environmental Stewardship;
- a spill kit; and
- pictures from various citizenship activities in which the corps has participated.

Notes:

1. Pollution Prevention Activity Posters can be ordered by contacting Lori.Fryzuk@ec.gc.ca
2. Posters of various symbols of Canada (The Proclamation of the National Flag of Canada, The Declaration of National Flag of Canada Day, The Royal Arms of Canada, and a poster of the National Flag of Canada) can be ordered by calling 1-866-811-0055.
3. If posters cannot be obtained, samples are located at [Annex C](#).

PO 202 – Community Service

Community Service provides the cadets an opportunity to perform community service. The community service should provide a direct benefit to the community and promote good citizenship.



Examples of information/training aids that could be set up at this station include:

- pictures from various community service activities in which the corps has participated; and
- Cadets Caring for Canada posters (if available).

PO 203 – Leadership

Leadership provides the cadets an opportunity to demonstrate leadership attributes within a peer setting by positively contributing to a group, displaying a positive attitude toward learning, and being accountable for personal actions and choices.



Examples of information/training aids that could be set up at this station include:

- pictures of various famous leaders;
- leadership quotes; and
- pictures of cadets from the corps participating in leadership activities/taskings.

PO 204 – Personal Fitness and Healthy Living

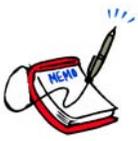
Personal Fitness and Healthy Living provides the cadets an opportunity to update their personal physical activity plans (from Phase One) for the training year. Cadets will participate in the Progressive Aerobic Cardiovascular

Endurance Run (PACER) and will set new short-term and long-term goals for the training year. This PO gives the cadets some of the tools required to make more informed choices in order to follow a healthy lifestyle. This is important as physical fitness is one of the aims of the Cadet Program.

	<p>Examples of information/training aids that could be set up at this station include:</p> <ul style="list-style-type: none">• target heart rate charts;• a CD/cassette player with the audio recording of the <i>PACER</i> beeps playing; and• copies of the <i>PACER</i> Individual Score Sheet.
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PO 205 – Recreational Sports

Recreational Sports provides the cadets an opportunity to participate in organized recreational team sports. This is important as physical fitness is one of the aims of the Cadet Program.

	<p>Examples of information/training aids that could be set up at this station include:</p> <ul style="list-style-type: none">• soccer ball;• volleyball;• floor hockey ball;• hockey sticks;• Frisbees; and• pictures of cadets at the corps participating in recreational sports.
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PO 206 – Air Rifle Marksmanship

Air Rifle Marksmanship provides the cadets an opportunity to participate in recreational marksmanship activities.

	<p>A miniature range could be set up at this station, to include:</p> <ul style="list-style-type: none">• a mat;• a cadet air rifle;• sample targets;• a scope;• a sling; and• safety goggles/glasses.
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PO 207 – General Cadet Knowledge

General Cadet Knowledge provides the cadets with the information required to serve as a member of a Sea Cadet corps. Cadets will identify the training opportunities available in Phase Two, recognize historical aspects related to Sea Cadets, recognize the role of the local sponsor, and identify year two summer training opportunities.



Examples of information/training aids that could be set up at this station include:

- a poster of the history of Sea Cadets (sample located at [Annex D](#)); and
- information sheets/poster on year two summer training opportunities.

PO 208 – Drill

Drill provides the cadets an opportunity to execute drill as a member of a squad. The cadets will execute left and right turns on the march, form single file from the halt as a squad in threes, and form single file from the halt as a squad in line.



Examples of information/training aids that could be set up at this station include:

- a copy of the A-PD-201-000/PT-000, *Canadian Forces Manual of Drill and Ceremonial*;
- pictures of the cadets in the corps participating in drill; and
- a video of cadets participating in drill.

PO 220 – Canadian Navy and Maritime Community

Canadian Navy and Maritime Community provides the cadets an opportunity to recognize historical aspects of the Canadian Navy and maritime community. The cadets will identify ship's traditions, the historical role of the CF in international events, naval/maritime historical sites and their significance, and will participate in a naval commemorative event/discussion/presentation.



Examples of information/training aids that could be set up at this station include:

- pictures of the corps participating in a Battle of the Atlantic parade/ceremony;
- pictures of various HMC ships;
- pictures/posters of various naval/maritime historical sites;
- pictures/video of a sunset ceremony/Ceremony of the Flags;
- pictures of HMC ship mascots; and
- pictures/video of a HMC ship christening/launching ceremony.

PO 221 – Ropework

Ropework provides the cadets an opportunity to rig tackles. The cadets will use a strop for slinging, mouse a hook, reeve blocks and rig tackles.



Examples of information/training aids that could be set up at this station include:

- a knot board;
- hooks;
- a moused hook;
- a single block;
- a double block;
- line; and
- rigged tackles (single whip, double whip, luff, and two-fold purchase).

PO 223 – Ships Operations

Ships Operations will provide the cadets an opportunity to learn to serve in a naval environment. The cadets will define naval terminology, stand watch, and make pipes using the boatswain's call.



Examples of information/training aids that could be set up at this station include:

- a ship's bell;
- a poster of naval terms;
- a poster of the watch system;
- a boatswain's call; and
- audio samples of the boatswain's calls found at http://www.navy.forces.gc.ca/cms_youth/youth_articles_e.asp?id=500

PO 224 – Sailing

Sailing provides the cadets an opportunity to participate in a sailing weekend in accordance with the Canadian Yachting Association (CYA) White Sail Level I.



Examples of information/training aids that could be set up at this station include:

- pictures/videos of cadets sailing;
- various clothing items to be worn while sailing; and
- a model sailboat.

ACTIVITY INSTRUCTIONS

Explain that cadets will have approximately 10 minutes to walk around the classroom, visiting each station.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2

Identify Phase Two Complementary Training Opportunities

Time: 5 min

Method: Interactive Lecture

Complementary training provides corps staff with a variety of EOs they can choose to instruct. These lessons are used to complement the mandatory training that must be conducted.

PO 201 – Citizenship

Complementary training for Citizenship provides the cadets an opportunity to participate in a discussion on local, provincial, and national environmental issues; tour a local municipal, provincial, or national political institution; tour a local municipal, provincial, or national environmental facility; participate in a presentation given by an environmental guest speaker; and participate in a presentation given by a government representative.

PO 202 – Community Service

Complementary training for Community Service provides the cadets an opportunity to participate in a ceremonial parade and an additional opportunity to perform community service.

PO 203 – Leadership

Complementary training for Leadership provides the cadets an opportunity to record entries in a reflective journal, demonstrate problem solving, participate in team-building activities, discuss characteristics of a leader, and participate in a presentation by a leader.

PO 204 – Personal Fitness and Healthy Living

Complementary training for Personal Fitness and Healthy Living provides the cadets an opportunity to perform the PACER at the mid-point of the training year and to develop a personal nutrition plan.

PO 205 – Recreational Sports

Complementary training for Recreational Sports provides the cadets an opportunity to participate in an organized sports tabloid, participate in an organized intramural sports event, and participate in an orienteering event.

PO 206 – Air Rifle Marksmanship

Complementary training for Air Rifle Marksmanship provides the cadets an opportunity to practice holding techniques, to practice aiming techniques, and to practice firing techniques.

PO 207 – General Cadet Knowledge

Complementary training for General Cadet Knowledge provides the cadets an opportunity to identify the rank structures of the Royal Canadian Air and Army cadets and to visit a local cadet corps or squadron.

PO 208 – Drill

Complementary training for Drill provides the cadets an opportunity to practice ceremonial drill as a review and to execute drill with arms.

PO 211 – Biathlon

Complementary training for Biathlon provides the cadets an opportunity to identify civilian biathlon opportunities, further running and biathlon-specific marksmanship skills, and participate in a competitive biathlon activity.

PO 220 – Canadian Navy and Maritime Community

Complementary training for Canadian Navy and Maritime Community provides the cadets an opportunity to recognize the role of the CF in historical international events, Canada's role in The Battle of the Atlantic, World War II naval activities, and naval/maritime historical sites and their significance.

PO 221 – Ropework

Complementary training for Ropework provides the cadets an opportunity to make a back splice, an eye splice, and a long splice.

PO 223 – Ship's Operations

Complementary training for Ship's Operations provides the cadets an opportunity to define additional naval terminology, pipe the side, and identify ship's safety equipment.

PO 225 – Nautical Training

Complementary training for Nautical Training offers two options that provide the cadets an opportunity to:

- perform duties related to the operation of a small craft/vessel; or
- participate in a nautical activity that will reinforce mandatory and/or complementary training, allow cadets to participate in naval aspects of the CF or maritime community/industry, and provide a hands-on opportunity that introduces new skills/knowledge.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. As part of the Citizenship PO, what are the EOs (topics) that may be taught?
- Q2. What EOs are encompassed under complementary training for Personal Fitness and Healthy Living?
- Q3. In Air Rifle Marksmanship, what EOs may be taught?

ANTICIPATED ANSWERS

- A1. Complementary EOs for Citizenship include:
- Participate in a Discussion on Local, Provincial, and National Environmental Issues;
 - Tour a Local Municipal, Provincial, or National Political Institution;
 - Tour a Local Municipal, Provincial, or National Environmental Facility;
 - Participate in a Presentation Given by an Environmental Guest Speaker; and
 - Participate in a Presentation Given by a Government Representative.
- A2. Complementary EOs for Personal Fitness and Healthy Living include:
- Perform the PACER; and

- Develop a Personal Nutrition Plan.

A3. Complementary EOs for Air Rifle Marksmanship include:

- Practice Holding Techniques;
- Practice Aiming Techniques; and
- Practice Firing Techniques.

Teaching Point 3

Conduct an Activity on Phase Two Training Opportunities

Time: 5 min

Method: In-class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to familiarize the cadets with the POs conducted in Phase Two training.

RESOURCES

- Labels of POs located at [Annex B](#).
- Labels of PO statements located at [Annex B](#).
- Tape.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

- Place the labels face down on desks throughout the classroom.
- Have a cadet stand up and read out their label.
- The cadet who thinks they have the corresponding PO or PO statement should stand up.
- The remainder of the cadets will confirm if it is correct.
- Corresponding POs and PO statements will be taped to a flipchart/whiteboard/wall.
- Continue until all POs are complete.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 3

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

END OF LESSON CONFIRMATION

The cadets' participation in the activity in TP3 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Being aware of the topics to be covered during Phase Two training will help generate interest in the training year. Being aware of the opportunities available throughout the training year may help motivate you in your specific areas of interest.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A0-010 CATO 11-03 D Cdts 2. (2006). *Cadet Program Mandate*. Ottawa, ON: Department of National Defence.
- A0-045 Cadets Canada. (2007). *About Cadets-History*. Retrieved 19 February 2007, from http://www.cadets.ca/about-nous/histo_e.asp.
- C0-013 Canadian Heritage. *Ceremonial and Canadian Symbol Promotion*. (2007). Retrieved 4 May 2007, from http://www.canadianheritage.gc.ca/progs/cpsc-ccsp/sc-cs/index_e.cfm.
- C0-081 Citizenship and Immigration Canada. (ND). *Rights and Responsibilities of Canadian Citizenship*. Retrieved 4 April 2007, from <http://cic.gc.ca/English/citizen/rights-fs.html>.



ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE



SECTION 2

EO M207.02 – RECOGNIZE HISTORICAL ASPECTS OF THE ROYAL CANADIAN SEA CADETS (RCSC)

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Photocopy the crossword puzzle located at [Annex E](#) for each cadet. Photocopy the answer key located at [Annex F](#).

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 and TP2 to introduce the cadets to historical aspects of the RCSC.

An in-class activity was chosen for TP3 as it is an interactive way to provoke thought and to stimulate interest among cadets.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to recognize historical aspects of the RCSC.

IMPORTANCE

It is important for cadets to learn about the creation of the Sea Cadet movement and how it evolved over time. This can help cadets understand the rich history of the Cadet Program, the important role it served, and how it became the organization it is today.

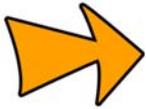
Teaching Point 1**Introduce Significant Events in the Sea Cadet Program**

Time: 10 min

Method: Interactive Lecture

DRILL ASSOCIATIONS

Drill associations were first formed in 1862 and were created due to the American Civil War and the threat of the Fenian Raids. These were the first early cadet units which mark the beginning of the Canadian Cadet Movement (CCM). At this time, members ranged from 13 to 60 years of age. It was not until 1879 that a distinction came between youth and adults, when authorization was given to form Associations for Drill in Educational Institutions. Within these newly formed institutions, young males over the age of 14 could participate but could not be employed in active service.



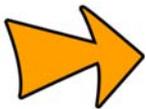
Fenianism was the name given to the Irish Republican Brotherhood (IRB). The IRB was formed in Ireland in 1858 to create a free and independent Ireland. There were many members living throughout North America and there was some movement towards attaining land within Canada along the St. Lawrence River.

FORMATION OF THE NAVY LEAGUE OF CANADA (NLC)

The NLC was founded in 1895 to support the lobby to create the Canadian Navy as a separate entity from the Royal Navy. It was in 1917 that the first Canadian Boys' Naval Brigade was formed.

OFFICER CADRE

In 1908, the Department of Militia and Defence began training and paying a cadre of commissioned officers to conduct drill and physical training in participating schools. This corps of School Cadet Instructors (militia) was in force until 1921, when they disbanded for a short time during a period of reorganization. On 1 June 1921, this group re-emerged as the Cadet Services of Canada, as a component of the Canadian Army. This group was the beginning of what is presently known as the Cadet Instructor Cadre.

IMPACT OF WW I

Several thousand former Sea Cadets served in His Majesty's forces during WW I.

For 20 years following WW I, cadet training came to a standstill. The Depression and the lack of public interest during this time was hard but many corps' did manage to survive.

IMPACT OF WW II

The beginning of WW II regenerated an interest in cadet training and many high schools formed cadet corps. During the war, the Royal Canadian Navy (RCN) began its partnership with the NLC in sponsoring Sea Cadets. At this time, officers were taken onto the payroll of the RCN.

After WW II, quotas were imposed which reduced Canada's total cadet force (sea, Army, and air combined) to approximately 75 000 members.

ADDITION OF THE TITLE “ROYAL”

The title “Royal” was added to the Cadet Program at the end of WW II, in 1942, by His Majesty King George VI, upon his agreement to become the Admiral. This term was added to the sea, Army, and Air Cadets in recognition of the significant contributions former cadets had made to the war effort.



It is estimated that nearly 230 000 former sea, Army, and Air Cadets served in His Majesty’s forces during WW II.

UNIFICATION OF THE CF



Unification of the CF occurred on 1 February 1968, when the Canadian government merged the Canadian Army, the Royal Canadian Navy (RCN), and the Royal Canadian Air Force (RCAF).

Changes that occurred after unification of the CF included:

- Sea Cadets came under the control of the CF in order to standardize the three elements in the cadet organization;
- a directorate of cadets was established in Ottawa to set policy and to coordinate the activities of the three elements;
- Sea Cadet officers became commissioned members of the CF; and
- the Cadet Services of Canada was superseded by the Cadet Instructor List, presently known as the Cadet Instructor Cadre.

INCLUSION OF FEMALES IN THE CADET PROGRAM

In 1882 the Highland Cadet Corps opened at the Guelph Grammar School in Ontario. Shortly after this, a female cadet company called the Daughters of the Regiment was started. This was the unofficial start of females within the cadet organization.

During and after WW II, females began to unofficially parade regularly at cadet corps. However, the females were not official members and could not be lawfully trained, kitted, fed, transported, or sent to attend summer camp.

Females were also members of Navy League Wrenette Corps from 1950 until they were allowed to become authorized members of Sea Cadet corps.

It was not until 30 July 1975, when parliament amended the relevant legislation, by changing the word boys to persons, that females were permitted to become members of the Royal Canadian Sea, Army, and Air Cadets.



Although females could become members of Sea Cadets as of 1975, the last Navy League Wrenette Corps did not close until 1997.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What was the name of the organization that formed the basis for cadets?
- Q2. How was the term “Royal” added to the Cadet Program? Why?
- Q3. What year were females officially included in the Cadet Program?

ANTICIPATED ANSWERS

- A1. Drill Associations.
- A2. At the end of WW II, in 1942, His Majesty King George VI, agreed to become the Admiral, and added the term “Royal” to the Cadet Program in recognition of the significant contributions former cadets had made to the war effort.
- A3. 1975.

Teaching Point 2

Introduce Significant Dates in the Navy League of Canada

Time: 10 min

Method: Interactive Lecture

FORMATION AND EARLY DAYS

The NLC was formed due to a concern for the Royal Navy’s adequacy to defend the widely separated components of the British Empire. It began with a society in Britain that had a primary aim of ensuring an adequate naval defence. The first Canadian Branch of the NLC was formed in 1895 to fulfill the same role. Its role in the early years, was to support, informally, a youth training program aimed at encouraging young men to pursue a seafaring career and to provide basic training in citizenship and seamanship.

The NLC’s continued efforts in support of improved naval defence, played a role when the government of Canada was formulating their naval policy and establishing the Canadian Naval Service, the forerunner of the Canadian Navy, which was established in 1910.

IMPACT OF WW I

During WW I, the NLC had a commitment to recruit personnel for the Navy and the Merchant Navy. There was also a commitment to operate hostels for seafaring personnel, to provide welfare services to the dependents of seamen, and at the end of the war, to rehabilitate naval veterans.

After the end of the war, the NLC took interest in seeking support for a Canadian flag and the Merchant Marine. They also maintained shore hostel facilities for the benefit of seafaring personnel. In 1923, the Royal Canadian Naval Volunteer Reserve was established and many personnel from the Boys’ Naval Brigade assisted in its enrolment. A parallel apprenticeship program was set up with Canadian shipping companies to enrol former cadets in the Merchant Marine.

IMPACT OF WW II

During WW II, the NLC operated 24 hostels in various ports and provided amenities and special clothing supplies for visiting seamen, and those of the RCN and the Canadian Merchant Navy.

FORMATION OF NAVY LEAGUE CADET CORPS

In 1948, the NLC established the Navy League Cadet Corps for young males to enhance their purpose of supporting youth training and promoting knowledge of Maritime Affairs. As the age limit for Sea Cadets at this time was 14 years of age, there was a need felt to offer this training to younger males. This was followed in 1950 with the formation of the Navy League Wrenette Corps for young females.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What year was the NLC formed?
- Q2. What year were Navy League Cadet Corps first established for young males?
- Q3. What year was the Navy League Wrenette Corps first established for young females?

ANTICIPATED ANSWERS

- A1. 1895.
- A2. 1948.
- A3. 1950.

Teaching Point 3

Conduct an Activity on the Historical Aspects of the RCSC

Time: 5 min

Method: In-class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is for the cadets to recognize historical aspects of the RCSC.

RESOURCES

- Pens/pencils.
- Crossword puzzle located at [Annex E](#).
- Answer key located at [Annex F](#).

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

- Distribute copies of the crossword puzzle at [Annex E](#).
- Allow 3 to 4 minutes for cadets to complete the puzzle individually.
- Review answers with the group in accordance with [Annex F](#).

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 3

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

END OF LESSON CONFIRMATION

The cadets' completion of the crossword puzzle in TP3 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Recognizing historical aspects of an organization allows us to understand how it came to be and why it exists as it does in the present day. This can help cadets understand the rich history of the sea Cadet Program, the important role it served, and how it became the organization it is today.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A0-045 Cadets Canada. (2007). *About Cadets – History*. Retrieved 19 February 2007, from http://www.cadets.ca/about-nous/histo_e.asp.
- C1-097 Navy League of Canada. (2007). *About Us – History*. Retrieved 13 March 2007, from <http://www.navyleague.ca/eng/about/history.asp>.
- C1-097 Navy League of Canada. (2007). *About Us – Critical Dates*. Retrieved 13 March 2007, from http://www.navyleague.ca/eng/about/critical_dates.asp.



ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE



SECTION 3

EO M207.03 – RECOGNIZE THE ROLE AND RESPONSIBILITIES OF THE LOCAL SPONSOR

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Contact members of the local sponsor and invite them to participate in this EO.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for this lesson to orient the cadets to the role and responsibilities of the local sponsor and to present basic material about the corps' local sponsor.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to recognize the role and responsibilities of the local sponsor.

IMPORTANCE

It is important for cadets to recognize the role and responsibilities of the local sponsor as the Navy League of Canada (NLC) is partnered with the Department of National Defence (DND) in sponsoring the sea Cadet Program. The cadets should be aware of the part the NLC plays in this partnership.

Teaching Point 1**Define Sponsor and Sponsoring Committee/Branch**

Time: 5 min

Method: Interactive Lecture

SPONSOR

In respect of a cadet corps, a sponsor is the organization or persons accepted by or on behalf of the Chief of Defence Staff (CDS) to undertake jointly with the Canadian Forces (CF) and the supervisory sponsor, responsibility for the organization and administration of that cadet corps.

LOCAL BRANCH OF THE NLC

A branch is a working support committee, member of, and supervised by the NLC, established at a cadet corps and which is comprised of persons who are approved, registered, and screened in accordance with NLC policy to complete the functions required to support the corps.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What is a sponsor?
- Q2. What is a NLC branch?
- Q3. Members of the NLC branch must follow what guidelines/policies to become members?

ANTICIPATED ANSWERS

- A1. In respect of a cadet corps, a sponsor is the organization or persons accepted by or on behalf of the CDS to undertake jointly with the CF and the supervisory sponsor, responsibility for the organization and administration of that cadet corps.
- A2. A NLC branch is a working support committee, member of and supervised by the NLC, established at a cadet corps to discharge the functions required to support the corps.
- A3. Members of the NLC branch must be approved, registered, and screened in accordance with NLC policy.
-

Teaching Point 2**Describe the Local Sponsoring Body**

Time: 10 min

Method: Interactive Lecture

LOCAL BRANCH OF THE NLC

At the provincial and national level, the NLC works cooperatively with DND to provide the necessary structure, guidance, and resources to support each Sea Cadet corps. The NLC acts as the primary sponsor for all Sea Cadet corps in Canada through local branches that are designated to each corps. Every corps must have a local branch in order to operate in accordance with the National Defence Act.

The local branch is comprised of civilian volunteers who have various duties and responsibilities to perform for the corps. The local branch may be made up of parents or a group of individuals from within the same organization, such as a Branch of the Royal Canadian Legion (RCL) or a local Lions Club.



At this point, the corps' local NLC branch should be discussed with the cadets. The cadets should be told who fills the positions of the executive (this would include the President, Vice-President, Treasurer, and Secretary). It is recommended these individuals be invited to the corps for this EO.

The following is a list of the executive committee positions and the basic responsibilities corresponding to these positions:

Branch President. The branch president is the senior NLC official in the branch and is responsible for all activities/functions of the branch. All members of the branch must keep the president informed of their activities and the president in turn must keep the division informed of activities within the branch.

Vice-president. The vice-president assists the president and acts on their behalf in the president's absence.

Secretary. The secretary is responsible for maintaining all of the branch's records and correspondence. During branch and general meetings, the secretary is responsible for recording the minutes.

Treasurer. The treasurer is responsible for maintaining all financial records and transactions. All expenditures should be recorded for purposes of budgeting and financial reporting.

Sea Cadet Chair. The Sea Cadet chair is a position held, in most cases, where a committee sponsors more than one Sea Cadet corps and/or Navy league cadet corps. In this case, the Sea Cadet chair is the primary link between the branch and the corps.

SECONDARY SPONSORS

Some corps have a secondary sponsor that may assist in duties such as fundraising for the corps. Secondary sponsors usually consist of organizations such as, but not limited to: a parents' committee, a RCL, a Lions Club, or a Rotary Club. These organizations may donate funds annually to the corps through the NLC branch.



A parents committee is usually made up of parents of current or former cadets from the corps. These parents join to raise extra funds for the corps' activities.

The RCL is the largest veterans-based community service organization in the country and contributes millions of dollars and voluntary hours to help Canadians, particularly veterans, seniors, and youth.

Lions Clubs are internationally based and are the world's largest service club organization.

A rotary club's main objective is to encourage and foster the ideal of service as a basis of worthy enterprise.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. Who does the NLC work cooperatively with to support all Sea Cadet corps?
- Q2. Who is the primary sponsor for each corps?
- Q3. What is the primary role of the branch president?

ANTICIPATED ANSWERS

- A1. DND.
- A2. The local branch of the NLC.
- A3. The branch president is the senior NLC official in the branch and is responsible for all activities/functions of the branch.

Teaching Point 3

Explain the Role and Responsibilities of the Sponsoring Committee/Branch

Time: 10 min

Method: Interactive Lecture



Discuss the role and responsibilities using corps-specific examples.

ROLE OF THE NLC BRANCH

It is the role of the branch to ensure responsibilities are met in accordance with the Memorandum of Understanding, for the proper and efficient delivery of the Cadet Program within Canada.

RESPONSIBILITIES OF THE NLC BRANCH

Fundraising

It is the responsibility of the branch to organize fundraising activities in consultation with the corps commanding officer (CO). Annual reports are to be produced by the branch when required by law.

Recruiting Cadets

It is the responsibility of the branch to organize local community campaigns to attract cadets to become members of the corps.

Attracting Officers to the Corps

It is the responsibility of the branch to conduct local campaigns to attract potential candidates within the community to become members of the Cadet Instructors Cadre (CIC) and civilian instructors (CIs). This is based on the needs confirmed by the CO of the corps.

Screening Volunteers

It is the responsibility of the branch to identify and conduct the screening process of potential volunteers. The branch is responsible for completing the process and providing these results to the division.

Providing Adequate Office and Training Facilities

The branch is responsible for providing adequate office and training facilities, where they are not provided by DND. This is to include insurance requirements as necessary.

Participating in Senior Cadet Rank Appointments

The branch is responsible for providing a member to participate in the selection process for senior cadets to the ranks of Petty Officer First Class (PO1), Chief Petty Officer Second Class (CPO2), and Chief Petty Officer First Class (CPO1).

Participating in Selections for CSTC/Exchanges

The branch is responsible for cooperating with the corps CO to promote summer courses and exchanges and to participate in the selection process accordingly, in accordance with the branch and DND agreements and responsibilities.

Participating in Selections for Honours and Awards

The branch is responsible for participating in the joint selection process for honours and awards from the league and in initiating the selection process for league-specific awards.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. What role does the branch play in fundraising?
- Q2. Who is responsible for recruiting CIC officers, CIs, and cadets to the corps?
- Q3. Who is responsible for providing office and training facilities?

ANTICIPATED ANSWERS

- A1. It is the responsibility of the branch to organize fundraising activities in consultation with the corps CO.
- A2. The NLC branch.
- A3. The NLC branch.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. What is a sponsor?
- Q2. What positions constitute the executive of the branch?
- Q3. Who is responsible for screening volunteers?

ANTICIPATED ANSWERS

- A1. In respect of a cadet corps, a sponsor is the organization or persons accepted by or on behalf of the CDS to undertake jointly with the CF and the supervisory sponsor, responsibility for the organization and administration of that cadet corps.
- A2. Branch president, vice-president, secretary, treasurer, and sometimes the Sea Cadet chair.
- A3. The NLC branch.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

The NLC works collaboratively with the DND to ensure that Sea Cadet corps' have what they require to run the program efficiently. It is important to understand the role of the NLC branches because these volunteers work hard to support each local cadet unit. Sea cadet corps' could not function without the efforts of the local branch.

INSTRUCTOR NOTES/REMARKS

This EO can be delivered by a member of the local NLC branch. The guest speaker shall be briefed on the TPs prior to the lesson.

REFERENCES

- A0-040 2005-113124 D Cdts. (2005). *Memorandum of Understanding Between the DND and the Leagues*. Ottawa, ON: Department of National Defence.
- C1-068 NL (105) E. Stewart, R.G., CD. (2002). *Guide for Local Branches (Part One)*. Ottawa, ON: Navy League of Canada.
- C1-069 NL (106) E. Stewart, R.G., CD. (2002). *Guide for Local Branches (Part Two)*. Ottawa, ON: Navy League of Canada.



ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE



SECTION 4

EO M207.04 – IDENTIFY YEAR TWO CSTC TRAINING OPPORTUNITIES

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

A group discussion was chosen for TP1 as it allows the cadets to interact with their peers and share their experiences, opinions, and feelings about year two CSTC training opportunities.

An interactive lecture was chosen for TP2 to orient the cadets to year two CSTC training opportunities and to generate interest.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify year two CSTC training opportunities.

IMPORTANCE

It is important for cadets to identify year two CSTC training opportunities available to them because they must decide if and for which course they would like to apply.

Teaching Point 1**Discuss the Specialty Areas for Year Two CSTC Training**

Time: 10 min

Method: Group Discussion

BACKGROUND KNOWLEDGE



The point of the group discussion is to draw the following information from the group using the tips for answering/facilitating discussion and the suggested questions provided.

LEADERSHIP/MARKSMANSHIP/DRILL AND CEREMONIAL

These three specialty areas are offered in one course at this level. Cadets will develop the knowledge and skills required to improve leadership abilities. Activities include:

- leadership;
- marksmanship training;
- recreational marksmanship and biathlon activities;
- naval ceremonial drill;
- advanced foot drill;
- delivering words of command;
- cutlass drill;
- colour party drill; and
- executing ceremonies.

FITNESS AND SPORTS

Cadets will improve individual fitness and sport knowledge and skills. Activities include:

- rules and regulations of sports; and
- personal fitness.

MUSIC

Cadets will develop music knowledge and skills. Activities include:

- learning music theory;
- playing an instrument as part of an ensemble;
- playing an instrument as part of a military band; and
- developing individual music skills.

SAIL

Cadets will develop sailing skills and knowledge in accordance with Canadian Yachting Association (CYA) sail levels. Sailing is the primary activity in this course.

SEAMANSHIP

Cadets will develop seamanship knowledge and skills. Activities include:

- small craft operations;
- naval communication;
- ropework; and
- a day sail on a Sea Cadet Training Vessel (SCTV).



Write the specialty areas on a whiteboard/flipchart. Explain the activities that are conducted within each area.

GROUP DISCUSSION

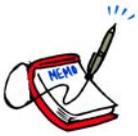


TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Establish ground rules for discussion, e.g. everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS

- Q1. Which summer training activities interest you?
- Q2. Who is interested in applying for summer training this year? Why?
- Q3. What specialty area are you interested in pursuing? Why?



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



Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

CONFIRMATION OF TEACHING POINT 1

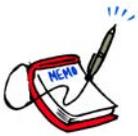
The cadets' participation in the group discussion will serve as the confirmation of this TP.

Teaching Point 2

Time: 15 min

Describe Year Two CSTC Courses

Method: Interactive Lecture



A cadet who has attended one of these courses could be asked to speak about their experience during this TP.

COMMON COURSES

Basic Fitness and Sports. The aim of this course is to improve the cadets' knowledge and skills in individual fitness and sports.

Military Band – Basic Musician. The aim of this course is to introduce fundamental music knowledge and skills, and for the cadets to achieve a basic music level.

ELEMENTAL COURSES

Basic Leadership. The aim of this course is to build on the knowledge and skills required for an emerging leader to complete a leadership assignment in a peer and small group setting. This course also allows cadets to develop knowledge and skills in marksmanship, and drill and ceremonial.

Basic Sail. The aim of this course is to become proficient in basic sailing skills and to achieve a CYA White Sail Level III.

Basic Seamanship. The aim of this course is to introduce the cadets to small craft operations and naval communications, to develop skills in advanced ropework, and to participate in a day sail on a SCTV.



The only pre-requisite for a year two CSTC course is the successful completion of the Phase Two corps training program.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What is the year two music specialty course called?
- Q2. What sail level can be achieved on the Basic Sail Course?
- Q3. What are two topics covered in the Basic Seamanship Course?

ANTICIPATED ANSWERS

- A1. Military Band – Basic Musician.
- A2. CYA White Sail Level III.
- A3. Small craft operations, naval communications, ropework, and to participate in a day sail on a SCTV.

END OF LESSON CONFIRMATION

The cadets' participation in the group discussion will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Summer training is a fun and exciting aspect of the Cadet Program. Training is offered in specialty areas that may not be accessible at the corps. Summer training centres are also a place to meet cadets and make new friends from different corps across Canada. It is important to be familiar with the summer training courses offered so cadets may apply for the course that interests them the most.

INSTRUCTOR NOTES/REMARKS

This EO should be conducted prior to the summer training application deadline of the applicable cadet detachment/region.

It is strongly recommended that the summer training application forms (CF 51) be completed during a training session after this EO has been conducted.

Corps may choose to devote two additional complementary training periods to expand this to a session that includes a parent information seminar.

REFERENCES

- A1-019 CATO 31-03. D Cdts 2. (2006). *Sea Cadet Program Outline*. Ottawa, ON: Department of National Defence.

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ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE



SECTION 5

EO C207.01 – IDENTIFY THE RANK STRUCTURE OF THE ROYAL CANADIAN ARMY AND AIR CADETS

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Photocopy the handout of ranks located at [Annex G](#) for each cadet.

Photocopy annexes for chosen activities located at [Annexes H to J](#).

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 to orient the cadets to the Army and Air Cadet rank structure, to generate interest, and to present basic material.

An in-class activity was chosen for TP2 as it is an interactive way to provoke thought and stimulate interest among cadets.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify the rank structure of the Royal Canadian Army and Air cadets.

IMPORTANCE

It is important for cadets to identify the rank structure of the Army and Air Cadets to better understand the structure of other elements. Knowing the rank structure and insignia will help cadets address other cadets and gain an appreciation for the differences and similarities between sea, Army and Air Cadets.

Teaching Point 1

Identify the Army and Air Cadet Rank Structure

Time: 10 min

Method: Interactive Lecture



Both Army and Air Cadet ranks have chevrons and crowns, just like Sea Cadets. Although, Sea Cadets have an anchor and Air Cadets have a propeller on some of their insignia.

Distribute handouts of the cadet rank insignia located at [Annex G](#) and briefly introduce the cadets to Army and Air Cadet ranks.

CADET RANK INSIGNIA

SEA CADET RANKS	ARMY CADET RANKS	AIR CADET RANKS
ORDINARY SEAMAN (OS) (NO BADGE)	CADET (NO BADGE)	AIR CADET (AC) (NO BADGE)
ABLE SEAMAN (AB) 	PRIVATE (Pte) 	LEADING AIR CADET (LAC) 
LEADING SEAMAN (LS) 	CORPORAL (Cpl) 	CORPORAL (Cpl) 
MASTER SEAMAN (MS) 	MASTER CORPORAL (MCpl) 	FLIGHT CORPORAL (FCpl) 
PETTY OFFICER SECOND CLASS (PO2) 	SERGEANT (Sgt) 	SERGEANT (Sgt) 
PETTY OFFICER FIRST CLASS (PO1) 	WARRANT OFFICER (WO) 	FLIGHT SERGEANT (FSgt) 
CHIEF PETTY OFFICER SECOND CLASS (CPO2) 	MASTER WARRANT OFFICER (MWO) 	WARRANT OFFICER SECOND CLASS (WO2) 
CHIEF PETTY OFFICER FIRST CLASS (CPO1) 	CHIEF WARRANT OFFICER (CWO) 	WARRANT OFFICER FIRST CLASS (WO1) 

D Cdts 3, 2007, Ottawa ON: Department of National Defence

Figure 7-5-1 Cadet Ranks

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What does the rank insignia for a corporal look like?
- Q2. What rank has two chevrons and a maple leaf?
- Q3. What does the rank insignia for a warrant officer look like?
- Q4. What does the rank insignia for leading Air Cadet look like?
- Q5. What is the highest rank an Air Cadet can obtain?

ANTICIPATED ANSWERS

- A1. Two chevrons.
- A2. Master Corporal (MCpl).
- A3. A crown.
- A4. A propeller.
- A5. Warrant Officer First Class (WO1).

Teaching Point 2

Conduct an Activity To Familiarize Cadets With the Army and Air Cadet Rank Structure

Time: 15 min

Method: In-class Activity



Choose one of the following activities.

ACTIVITY 1

OBJECTIVE

The objective of this activity is to become familiar with Army and Air Cadet ranks.

RESOURCES

- Army and Air Cadet rank insignia located at [Annex H](#).
- Actions located at [Annex I](#).
- Tape.
- Two bags, hats or containers.

ACTIVITY LAYOUT

The floor of ranks must be set up and the bag of actions for the cadets to take must be ready.

To set up the floor of ranks for this twister activity:

1. make two copies of the insignia located at [Annex H](#); and
2. tape the ranks on the floor in a four by seven rectangle, ensuring that the same ranks are not placed together.

To make the bags of actions:

1. make a copy of the actions located at [Annex I](#);
2. cut out the actions;
3. divide the actions into two groups – body parts and ranks;
4. fold the pieces of paper; and
5. place the names of body parts in one bag and the ranks in the other.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups of three to six.
2. Decide the amount of time each group may have to complete the activity. For example, if there are two groups, each group will have approximately five minutes. If there are three groups, each group will have approximately three to four minutes.
3. If possible, assign two or three cadets to assist in judging.
4. Have the first group place themselves around the floor of ranks.
5. Pick a body part and a rank (action) out of each bag, hat or container and read them aloud (e.g., left hand – corporal).
6. Have the cadets carry out the action (e.g., put their left hand on a corporal rank).
7. Place the action back into the appropriate bag, hat or container.
8. Pick another action, read aloud and have the cadets complete it.
9. If any portion of the cadet's body touches the floor or if they do not complete the proper movement, they are eliminated and must leave the rank floor.
10. Once all the cadets have been eliminated from the first group, start the second group, following the same steps.
11. Continue until all cadets have had a chance to participate in the activity.



If any cadet does not want to participate in this activity, he or she can be a judge.

Have extra tape available in case the ranks slip around on the floor.

SAFETY

- Cadets shall remove their shoes prior to completing this activity.
- This activity shall be stopped immediately if there is any horseplay.

ACTIVITY 2

OBJECTIVE

The objective of this activity is to become familiar with Army and Air Cadet ranks.

RESOURCES

- Copies of each rank insignia (Use as many ranks as the number of cadets in the class. If there are more than fourteen cadets, there can be more than one cadet with the same rank). Rank cards are located at [Annex H](#).
- Tape.

ACTIVITY LAYOUT

Cut out ranks, ensuring there is one for each cadet.

ACTIVITY INSTRUCTIONS

1. Tape a rank 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.
2. Have the cadets walk around and ask other cadets yes/no questions to determine what rank they are wearing. For example, the cadet may ask “Do I have two chevrons?” The cadet has to determine from the answers what rank they are. Cadets may not ask any questions that have specific rank names, such as “Am I a Corporal?”
3. There can only be one question asked to each of the other cadets to determine what rank they are. Cadets will move from cadet to cadet until they have determined the rank they are.
4. Once cadets have determined what rank they are, they will gather with any other cadets who are the same rank, if there are any.
5. After three minutes, have the cadets present what rank they think they are based on the information they have received. For example, if a group has determined they have an Air Cadet rank with only two chevrons, they would present themselves as an Air Cadet corporal.

SAFETY

N/A.

ACTIVITY 3

OBJECTIVE

The objective of this matching activity is to become familiar with Army and Air Cadet ranks.

RESOURCES

Matching cards of Army and Air Cadet rank insignia located at [Annex J](#).

ACTIVITY LAYOUT

Cut out one set of matching cards of Army and Air Cadet ranks for each group of cadets.

ACTIVITY INSTRUCTIONS

- Divide the cadets into groups of two or three.
- Distribute a set of matching cards of Army and Air Cadet ranks to each group.
- Have the cadets match the title to the badge for each rank.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 2

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

END OF LESSON CONFIRMATION

The cadets' participation in the activity in TP2 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Being able to identify the ranks of the Army and Air Cadets will make it easier to understand the ranks worn on their uniforms. Cadets may gain an appreciation for the differences and similarities between sea, Army and Air Cadets.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A2-030 CATO 40-03 D Cdts 4. (2005). *Army Cadet Ranks and Cadet Corps*. Ottawa, ON: Department of National Defence.
- A3-004 CATO 51-02 D Cdts 4. (2007). *Air Promotions*. Ottawa, ON: Department of National Defence.

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ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE



SECTION 6

EO C207.03 – DESCRIBE THE AFFILIATED UNIT

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Invite a member of the affiliated unit to participate in this lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 to orient the cadets to the history of the affiliated unit and to generate interest.

An in-class activity was chosen for TP2 as it is an interactive way to provoke thought and stimulate interest in the history of the affiliated unit among cadets.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to describe the affiliated unit.

IMPORTANCE

It is important for cadets to describe the affiliated unit, as it will help to develop a good rapport, working relationship, and understanding between the corps and its affiliated unit.

Teaching Point 1

Describe the Affiliated Unit

Time: 15 min

Method: Interactive Lecture



This TP may be conducted by a member of the affiliated unit.

Describe the affiliated unit, to include:

- size;
- location;
- role within the CF;
- formation date;
- the building(s) it occupies;
- traditions;
- previous and future deployments;
- special awards/medals awarded to members;
- role in relation to the corps; and
- other interesting facts.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. How many members are in the affiliated unit?
- Q2. What was the formation date of the affiliated unit?
- Q3. What awards/medals have been awarded to members of the affiliated unit?

ANTICIPATED ANSWERS

- A1. Answer will vary by unit.
- A2. Answer will vary by unit.
- A3. Answer will vary by unit.

Teaching Point 2**Conduct an Activity on the Affiliated Unit**

Time: 10 min

Method: In-class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to describe the affiliated unit.

RESOURCES

- Paper/construction paper/bristol board.
- Pencils/pens.
- Coloured pencils/markers.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

Have the cadets create a poster (individually or in groups) that portrays a minimum of five of the characteristics of the affiliated unit covered in TP1.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 2

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

END OF LESSON CONFIRMATION

The cadets' participation in the activity in TP2 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

The affiliated unit is a frontline connection to the CF, and may provide supplementary support to the corps (e.g., equipment, personnel, and facilities). Having knowledge of the affiliated unit will help to develop a good rapport, working relationship, and understanding between the corps and the affiliated unit.

INSTRUCTOR NOTES/REMARKS

The instructor for this lesson may be a member of the corps or the affiliated unit.

If the affiliated unit has access to promotional materials, these may be used as references and/or training/learning aids.

Topics found in TP1 may differ for each affiliated unit. The instructor should determine interesting facts of the affiliated unit prior to the lesson.

The posters created during this lesson may be used in a display at the annual ceremonial review.

REFERENCES

N/A.

PHASE TWO POs AND EOs

PO 201 – Citizenship	
Identify the Role of an Environmentally Conscious Canadian Citizen	
M201.01	Discuss the Rights and Responsibilities of a Canadian Citizen
M201.02	Identify the Role of an Environmentally Conscious Canadian Citizen
C201.01	Discuss National Environmental Issues Relative to Canada
C201.02	Tour a Local Municipal, Provincial, or National Political Institution
C201.03	Tour a Local, Municipal, Provincial, or National Environmental Facility
C201.04	Participate in a Presentation Given by an Environmental Guest Speaker
C201.05	Participate in a Presentation Given by a Government Representative
PO 202 – Community Service	
Perform Community Service	
M202.01	Perform Community Service
C102.01	Participate in a Ceremonial Parade
C102.02	Perform Community Service
PO 203 – Leadership	
Demonstrate Leadership Attributes Within a Peer Setting	
M203.01	Discuss Leadership Within a Peer Setting
M203.02	Discuss the Principles of Leadership
M203.03	Discuss Effective Communication in a Peer Setting
M203.04	Demonstrate Positive Group Dynamics
M203.05	Discuss Influence Behaviours
M203.06	Employ Problem Solving
M203.07	Discuss Personal Integrity as a Quality of Leadership
M203.08	Participate in Team-building Activities
C203.01	Record Entries in a Reflective Journal
C203.02	Employ Problem Solving
C203.03	Discuss Characteristics of a Leader
C203.04	Participate in a Presentation Given by a Leader

C203.05	Participate in Trust-building Activities
C203.06	Participate in Problem-solving Activities
PO 204 – Personal Fitness and Healthy Living Update Personal Activity Plan	
M204.01	Perform the PACER
M204.02	Identify Healthy Food Choices
M204.03	Identify Benefits of a Healthy Lifestyle
M204.04	Update Personal Activity Plan
M204.05	Perform the PACER
C204.01	Perform the PACER
C204.02	Develop a Personal Nutrition Plan
PO 205 – Recreational Sports Participate in Recreational Sports	
M205.01	Participate in Organized Recreational Team Sports
C105.01	Participate in a Sports Tabloid
C105.02	Participate in an Organized Intra-mural Sports Event
C105.03	Participate in an Orienteering Event
PO 206 – Air Rifle Marksmanship Participate in Recreational Air Rifle Marksmanship	
M206.01	Participate in Recreational Air Rifle Marksmanship
C206.01	Practice Holding Techniques
C206.02	Practice Aiming Techniques
C206.03	Practice Firing Techniques
PO 207 – General Cadet Knowledge Serve in a Sea Cadet Corps	
M207.01	Identify Phase Two Training Opportunities
M207.02	Recognize Historical Aspects of the RCSC
M207.03	Recognize the Role and Responsibilities of the Local Sponsor
M207.04	Identify Year Two CSTC Training Opportunities
C207.01	Identify the Rank Structure of the Royal Canadian Army and Air Cadets

C207.02	Visit a Local Cadet Corps or Squadron
C207.03	Describe the Affiliated Unit
C207.04	Participate in a Tour of the Affiliated Unit
PO 208 – Drill Execute Drill as a Member of a Squad	
M208.01	Execute Left and Right Turns on the March
M208.02	Form Single File from the Halt
C208.01	Practice Ceremonial Drill as a Review
C208.02	Execute Drill With Arms
PO 211 – Summer Biathlon Participate in Competitive Summer Biathlon Activities	
C211.01	Identify Civilian Biathlon Opportunities
C211.02	Run on Alternating Terrain
C211.03	Fire the Cadet Air Rifle Using a Sling Following Physical Activity
C211.04	Participate in a Competitive Summer Biathlon Activity
PO 220– Canadian Navy and Maritime Community Recognize Historical Aspects of the Canadian Navy and Maritime Community	
M220.01	Recognize the Role of the Canadian Forces (CF) in Historical International Events
M220.02	Recognize Naval/Maritime Historical Sites and Significance
M220.03	Recognize Naval Ship's Traditions
M220.04	Participate in a Discussion/Presentation on a Naval Commemorative Event
C220.01	Recognize the Role of the Merchant Navy
C220.02	Recognize Canada's Role in the Battle of the Atlantic
C220.03	Recognize WWII Naval Activities
PO 221 – Ropework Rig Tackles	
M221.01	Sling a Strop
M221.02	Mouse a Hook
M221.03	Reeve Blocks
M221.04	Identify Components of Tackles

M221.05	Rig Tackles
C221.01	Make a Back Splice
C221.02	Make an Eye Splice
C221.03	Make a Long Splice
PO 223 – Ship’s Operations Serve in a Naval Environment	
M223.01	Define Ship-related Terms
M223.02	Stand Watch
M223.03	Execute Notes Using the Boatswain’s Call
M223.04	Pipe the General Call
M223.05	Pipe the Still
M223.06	Pipe the Carry On
M223.07	Berth a Ship
C223.01	Define Naval Terminology
C223.02	Pipe the Side
C223.03	Identify Ship’s Safety Equipment
PO 224 – Sailing Sail a Sailboat in Accordance With Canadian Yachting Association (CYA) White Sail Level One	
M224.01	Participate in a Discussion on a Sail Weekend’s Structure
M224.02	Prepare for Sail Training
M224.03	Rig a Sailboat
M224.04	Sail a Sailboat
M224.05	De-rig a Sailboat
PO 225 – Nautical Training Participate in a Nautical Training Weekend	
C225.01	Participate in a Discussion on a Nautical Training Weekend
C225.02A	Perform Small Craft/Vessel Duties While Underway
C225.02B	Participate in a Nautical Activity

LABELS OF POs

PO 201 Citizenship	PO 206 Air Rifle Marksmanship	PO 221 Ropework
PO 202 Community Service	PO 207 General Cadet Knowledge	PO 223 Ship's Operations
PO 203 Leadership	PO 208 Drill	PO 224 Sail a Sailboat
PO 204 Personal Fitness and Healthy Living	PO 220 Canadian Navy and Maritime Community	PO 225 Nautical Training
PO 205 Recreational Sports	PO 211 Summer Biathlon	

Identify the Role of an Environmentally Conscious Canadian Citizen	Participate in Recreational Air Rifle Marksmanship	Rig Tackles
Perform Community Service	Serve in a Sea Cadet Corps	Serve in a Naval Environment
Demonstrate Leadership Attributes Within a Peer Setting	Execute Drill as a Member of a Squad	Sail a Sailboat IAW CYA White Sail Level One
Update Personal Activity Plan	Recognize Historical Aspects of the Canadian Navy and Maritime Community	Participate in a Nautical Training Weekend
Participate in Recreational Sports	Participate in Competitive Summer Biathlon Activities	

POSTERS OF VARIOUS SYMBOLS OF CANADA

CANADIAN CITIZENSHIP

RIGHTS AND FREEDOMS	RESPONSIBILITIES
Legal Rights	Understand and Obey Canada's Laws
Equality Rights	Express Opinions Freely While Respecting the Rights and Freedoms of Others
Mobility Rights	Help Others in the Community
Aboriginal Peoples' Rights	Care for and Protect our Heritage and Environment
Freedom of Thought	Eliminate Discrimination and Injustice
Freedom of Speech	Vote in Elections (municipal, provincial and federal)
Freedom of Religion	Support Canada's Ideals in Building the Country
The Right to Peaceful Assembly	
The Right to Legal Rights	
The Right to Apply for a Passport	
The Right to Run in Elections	
The Right to Vote in Elections	

THE ROYAL ARMS OF CANADA



Canadian Heritage – Ceremonial and Canadian Symbols and Promotion. Retrieved 4 April 2007, from http://www.pch.gc.ca/progs/cpsc-ccsp/sc-cs/arm2_e.cfm

Figure 7C-1 The Royal Arms of Canada

THE NATIONAL FLAG



*Canadian Heritage – Ceremonial and Canadian Symbols and Promotion.
Retrieved 4 April 2007, from http://www.pch.gc.ca/progs/cpsc-ccsp/sc-cs/dfl_e.cfm*

Figure 7C-2 The National Flag

CODE OF ENVIRONMENTAL STEWARDSHIP

The Government of Canada fully supports the principle of sustainable development.

To reflect this commitment in all aspects of its operation and activities, from facilities and real property management to procurement and waste management, the Government commits:

- to integrate environmental concerns with operational, financial, safety, health, economic development, and other relevant concerns in decision-making;
- to meet or exceed the letter and spirit of federal environmental laws and, where appropriate, to be compatible with provincial and international standards;
- to improve the level of awareness throughout the public service of the environmental and health benefits and risks of operational decisions, and to encourage and recognize employee actions;
- to apply environmentally responsible management practices to hazardous substances used in operations, including biological products, specifically with regard to the acquisition, handling, storage, safety in use, transportation, and disposal of such substances;
- to ensure that environmental considerations are integrated into government purchasing policies and practices; and
- to seek cost-effective ways of reducing the input of raw materials, toxic substances, energy, water and other resources, and of reducing the generation of waste and noise.

HISTORY OF THE ROYAL CANADIAN SEA CADETS

HISTORY OF THE ROYAL CANADIAN SEA CADETS

- Drill Associations were formed in 1862. Associations for Drill in Educational Institutions were formed in 1879 for young men over 14 years of age, which differentiated between youth and adults.
- The Navy League of Canada was founded in 1895 to support the lobby to create the Canadian Navy.
- In 1908, the first cadre of commissioned officers, the Corps of School Cadet Instructors was trained and paid by the Department of Militia and Defence to conduct drill and physical training in participating schools. This cadre was disbanded in 1921 during a period of reorganization, but reappeared on 1 June 1921 as the Cadet Services of Canada, which was the forerunner of the current Cadet Instructor Cadre.
- The first Canadian Boy's Naval Brigade was formed in 1917.
- Boy's Naval Brigade was changed to Sea Cadet Corps in 1923.
- During WW II, the Royal Canadian Navy (RCN) began its partnership with the Navy League of Canada in sponsoring Sea Cadets and the officers were taken on the payroll of the RCN.
- In 1942, His Admiral, King George VI, added the term "Royal" to the Cadet Program creating Royal Canadian Sea Cadets.
- Following the unification of the Canadian Forces (CF) in 1968, a directorate of cadets was established in Ottawa to set policy and coordinate activities between the three elements of the Cadet Program, and Sea Cadet officers became commissioned members of the CF.
- On 30 July 1975, parliament amended the relevant legislation by changing the word boys to persons, therefore permitting girls to become members in the Canadian Cadet Movement (CCM).

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CROSSWORD PUZZLE

ACROSS

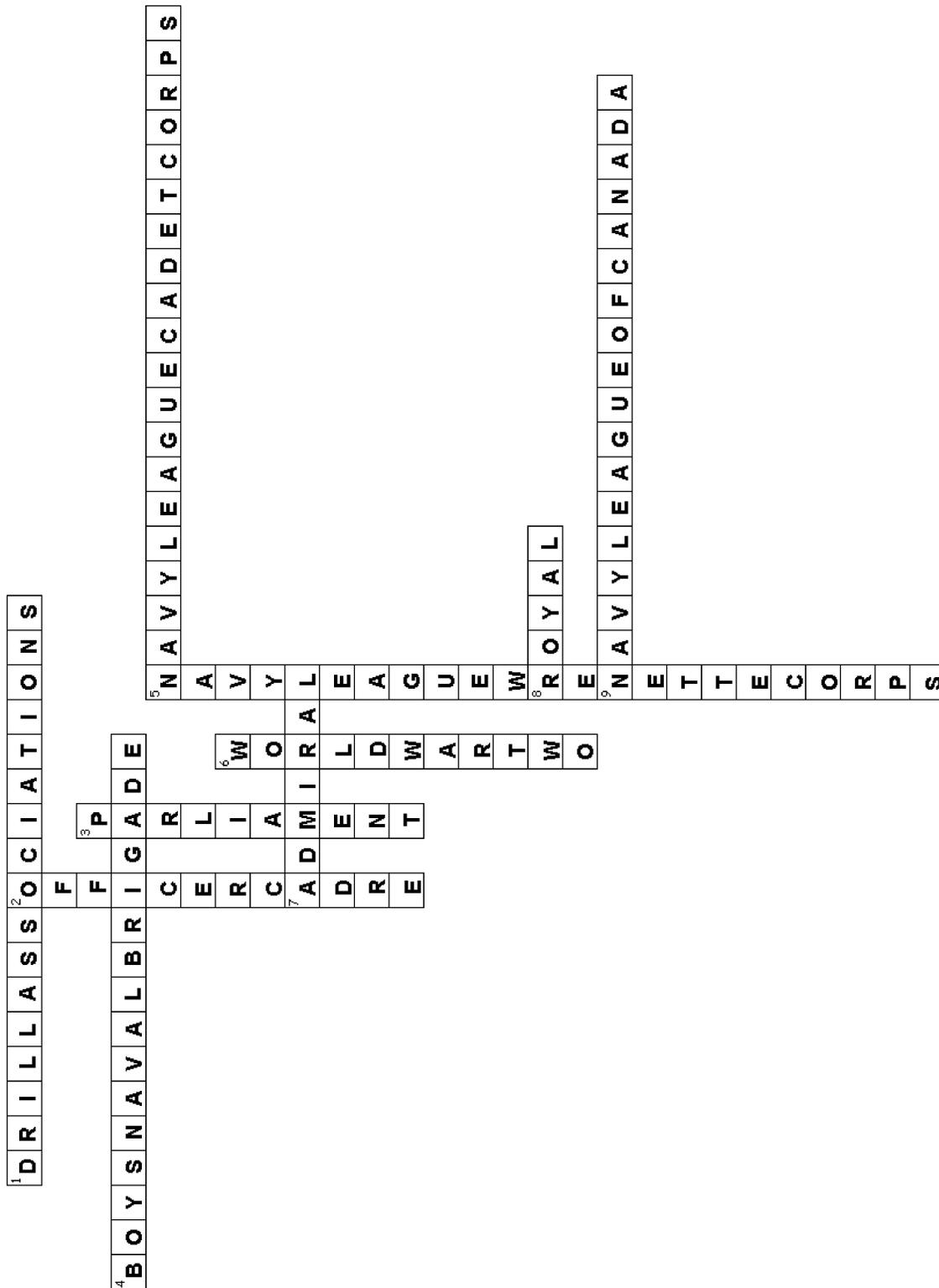
1. What was the first cadet-like group formed in 1862?
4. In 1917, what group was established by the Navy League of Canada?
5. In 1948, what group was formed for young males who were too young to enrol in cadets?
7. King Georges VI became _____ of the cadet program.
8. In 1942, what term did His Majesty King George VI add to the cadet program?
9. In 1895, what group was founded to support the lobby to create the Canadian Navy?

DOWN

2. In 1921, what group was disbanded temporarily to reappear as the Cadet Services of Canada?
3. In 1975, what group made an amendment allowing females to join the cadet program?
5. In 1950, what group formed for female youth?
6. During which World War were sea cadet officers taken onto the Royal Canadian Navy's payroll?

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ANSWER KEY



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CADET RANK INSIGNIA

SEA CADET RANKS	ARMY CADET RANKS	AIR CADET RANKS
ORDINARY SEAMAN (OS) (NO BADGE)	CADET (NO BADGE)	AIR CADET (AC) (NO BADGE)
ABLE SEAMAN (AB) 	PRIVATE (Pte) 	LEADING AIR CADET (LAC) 
LEADING SEAMAN (LS) 	CORPORAL (Cpl) 	CORPORAL (Cpl) 
MASTER SEAMAN (MS) 	MASTER CORPORAL (MCpl) 	FLIGHT CORPORAL (FCpl) 
PETTY OFFICER SECOND CLASS (PO2) 	SERGEANT (Sgt) 	SERGEANT (Sgt) 
PETTY OFFICER FIRST CLASS (PO1) 	WARRANT OFFICER (WO) 	FLIGHT SERGEANT (FSgt) 
CHIEF PETTY OFFICER SECOND CLASS (CPO2) 	MASTER WARRANT OFFICER (MWO) 	WARRANT OFFICER SECOND CLASS (WO2) 
CHIEF PETTY OFFICER FIRST CLASS (CPO1) 	CHIEF WARRANT OFFICER (CWO) 	WARRANT OFFICER FIRST CLASS (WO1) 

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INSIGNIA

ARMY



ARMY



ARMY



ARMY



ARMY



ARMY



ARMY



AIR



AIR



AIR



AIR



AIR



AIR



AIR



ACTIONS

LEFT HAND	MASTER WARRANT OFFICER
RIGHT HAND	CHIEF WARRANT OFFICER
LEFT FOOT	LEADING AIR CADET
RIGHT FOOT	CORPORAL
PRIVATE	FLIGHT CORPORAL
CORPORAL	SERGEANT
MASTER CORPORAL	FLIGHT SERGEANT
SERGEANT	WARRANT OFFICER SECOND CLASS
WARRANT OFFICER	WARRANT OFFICER FIRST CLASS

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MEMORY MATCH CARDS

AIR CADET (AC)	(NO INSIGNIA)
LEADING AIR CADET (LAC)	
CORPORAL (Cpl)	
FLIGHT CORPORAL (FCpl)	

SERGEANT (Sgt)	
FLIGHT SERGEANT (FSgt)	
WARRANT OFFICER SECOND CLASS (WO2)	
WARRANT OFFICER FIRST CLASS (WO1)	
CADET (Cdt)	(NO INSIGNIA)

PRIVATE (Pte)	
CORPORAL (Cpl)	
MASTER CORPORAL (MCpl)	
SERGEANT (Sgt)	
WARRANT OFFICER (WO)	

<p>MASTER WARRANT OFFICER (MWO)</p>	 The crest for a Master Warrant Officer (MWO) is a circular emblem. It features a central crown with a cross on top, set against a red background. The crown is flanked by two golden laurel branches that curve upwards and outwards. The entire emblem is set within a black circular border.
<p>CHIEF WARRANT OFFICER (CWO)</p>	 The crest for a Chief Warrant Officer (CWO) is a shield-shaped emblem. At the top is a crown. The shield is divided into four quadrants: the top-left and bottom-right are red with a white cross; the top-right and bottom-left are blue with a white cross. A golden lion is on the left and a white unicorn is on the right. Below the shield is a black banner with the Latin motto "A MARI AD MARE USQUE" in white capital letters.

CHAPTER 8

PO 208 – EXECUTE DRILL AS A MEMBER OF A SQUAD



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 1

EO M208.01 – EXECUTE LEFT AND RIGHT TURNS ON THE MARCH

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Select the most effective squad formation for the instruction of this lesson. A squad may be in single rank, hollow-square, or semi-circle. Ensure that all cadets are positioned to hear all explanations and see all demonstrations.

Assistant instructors may be required if the squad is broken down into smaller sections for movements that require extra practice.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

Demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate turning on the march while providing an opportunity for the cadets to practice turning on the march under supervision.



Develop and use a vocabulary of short, concise words to impress on the platoon 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 will never be used.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to execute left and right turns on the march.

IMPORTANCE

It is important for cadets to perform drill movements at a competent level at the cadet corps and at the CSTC. Cadets moving together as one promotes discipline, alertness, precision, pride, steadiness, and cohesion, which in turn helps develop the basis of teamwork.



Proper drill movements should be combined with a professional demeanour throughout the period of instruction.

Check for faults and correct them immediately when they occur.



Each TP is to be conducted as follows:

1. Have cadets fall in, in an effective squad formation (e.g. hollow square).
2. Explain and demonstrate each of the movements given, as time allows.
3. Give cadets time to practice each movement on their own after the demonstration.
4. After all movements have been demonstrated and practiced, give commands and have the cadets perform them as a squad.



Capitalization indicates the words of command for each movement.

When bending the knee, it is raised 15 cm off the ground.

Cadence is to be maintained when completing movements.

Teaching Point 1

Explain, Demonstrate, and Have Cadets Practice Left Turn on the March

Time: 25 min

Method: Demonstration and Performance



Left turn on the march is given as the right foot is forward and on the ground.

LEFT TURN ON THE MARCH

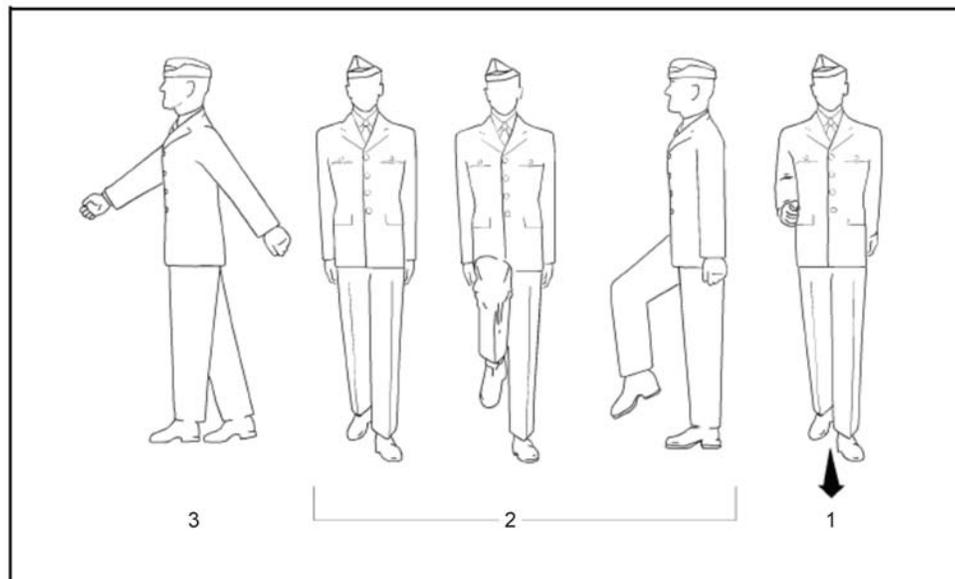
In quick time, on the command LEFT – TURN, the cadets shall:

1. on the first movement, take one half pace forward with the left foot, with the right arm swung forward and the left arm to the rear;
2. on the second movement:
 - a. cut the arms to the side as in the position of attention;
 - b. bend the right knee;

- c. use the momentum of the knee to force the shoulders 90 degrees to the left to face the new direction, while simultaneously pivoting on the ball of the left foot 90 degrees to the left;
 - d. straighten the right leg as in the position of attention;
 - e. shoot the left foot forward one half pace with the toe just clear of the ground;
 - f. keep the body and head up; and
 - g. keep the arms, body, and head steady; and
3. on the third movement, take a half pace with the left foot and continue to march (swinging the arms).



Timing for this movement is “check, pivot, left, right, left”.



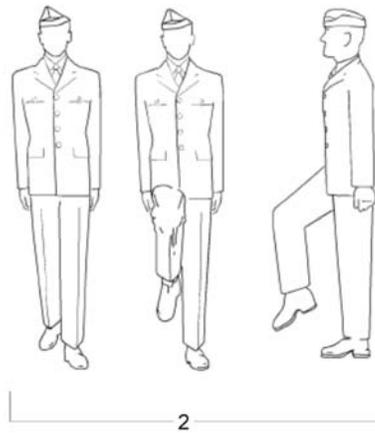
A-PD-201-000/PT-000 (p. 3-30)

Figure 8-1-1 Left Turn in Quick Time



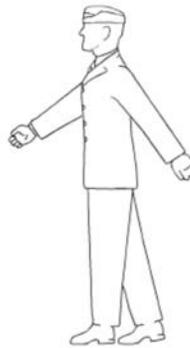
A-PD-201-000/PT-000 (p. 3-30)

Figure 8-1-2 Left Turn – Movement One



A-PD-201-000/PT-000 (p. 3-30)

Figure 8-1-3 Left Turn – Movement Two



3

A-PD-201-000/PT-000 (p. 3-30)

Figure 8-1-4 Left Turn – Movement Three

CONFIRMATION OF TEACHING POINT 1

Cadets will execute left turns on the march as a squad.

Teaching Point 2

Explain, Demonstrate, and Have Cadets Practice Right Turn on the March

Time: 25 min

Method: Demonstration and Performance



Right turn on the march is given as the left foot is forward and on the ground.

RIGHT TURN ON THE MARCH

In quick time, on the command RIGHT – TURN, the cadet shall:

1. on the first movement, take one half pace forward with the right foot, with the left arm forward and the right arm to the rear;
2. on the second movement:
 - a. cut the arms to the side as in the position of attention;
 - b. bend the left knee;
 - c. use the momentum of the knee to force the shoulders 90 degrees to the right to face the new direction, while simultaneously pivoting on the ball of the right foot 90 degrees to the right;
 - d. straighten the left leg as in the position of attention;
 - e. shoot the right foot forward one half pace with the toe just clear of the ground;
 - f. keep the body and head up; and
 - g. keep the arms, body, and head steady; and
3. on the third movement, take a half pace with the right foot and continuing to march (swinging the arms).



Timing for this movement is “check, pivot, right, left, right”.

CONFIRMATION OF TEACHING POINT 2

Cadets will execute right turns on the march as a squad.

END OF LESSON CONFIRMATION

The confirmation of this lesson shall consist of the cadets, as a squad, executing left and right turns on the march and shall emphasize any movements that cadets had difficulty with during the class.

Practice the complete movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Drill develops many qualities through self-discipline and practice. Drill that is well-rehearsed, closely supervised and precise is an exercise in obedience and alertness that creates teamwork among members.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A0-002 A-PD-201-000/PT-000 Directorate of History and Heritage 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 M208.02 – FORM SINGLE FILE FROM THE HALT

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Select the most effective squad formation for the instruction of this lesson. A squad may be in single rank, hollow-square, or semi-circle. Ensure that all cadets are positioned to hear all explanations and see all demonstrations.

Assistant instructors may be required if the squad is broken down into smaller sections for movements that require extra practice.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

Demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadet is expected to acquire while providing an opportunity for the cadets to practice forming single file from the halt under supervision.



Develop and use a vocabulary of short, concise words to impress on the platoon 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 will never be used.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to form single file from the halt.

IMPORTANCE

It is important for cadets to perform drill movements at a competent level at the cadet corps and at the CSTC. Cadets moving together as one promotes discipline, alertness, precision, pride, steadiness, and cohesion, which in turn helps develop the basis of teamwork.

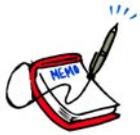


Proper drill movements should be combined with a professional demeanour throughout the period of instruction.

Check for faults and correct them immediately when they occur.



This lesson is not broken down into movements. Demonstrate and allow time for the cadets to practice, in a variety of positions.



Capitalization indicates the words of command for each movement.

Cadence is to be maintained when completing these movements.

Teaching Point 1

Explain, Demonstrate, and Have Cadets Practice Forming Single File From the Halt as a Squad in Threes

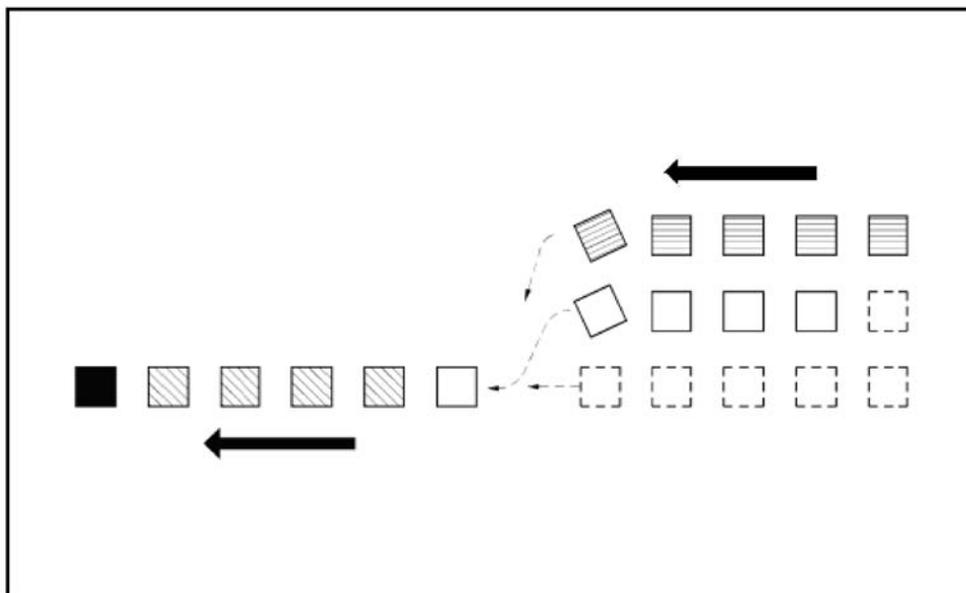
Time: 15 min

Method: Demonstration and Performance

FORM SINGLE FILE FROM THE HALT AS A SQUAD IN THREES

On the command SINGLE FILE FROM THE LEFT (RIGHT), QUICK – MARCH, the movement will be completed by:

1. the directing flank marching off in single file in quick time; and
2. the remaining cadets marking time. The markers of the other two ranks executing a left (right) incline and leading off when the file on their left (right) is clear.



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Figure 8-2-1 Squad in Threes Forming Single File

CONFIRMATION OF TEACHING POINT 1

Practice the movement in squad formation. Cadets should have the opportunity to practice the movement from different positions in the squad.

Teaching Point 2

Explain, Demonstrate, and Have Cadets Practice Forming Single File From the Halt as a Squad in Line

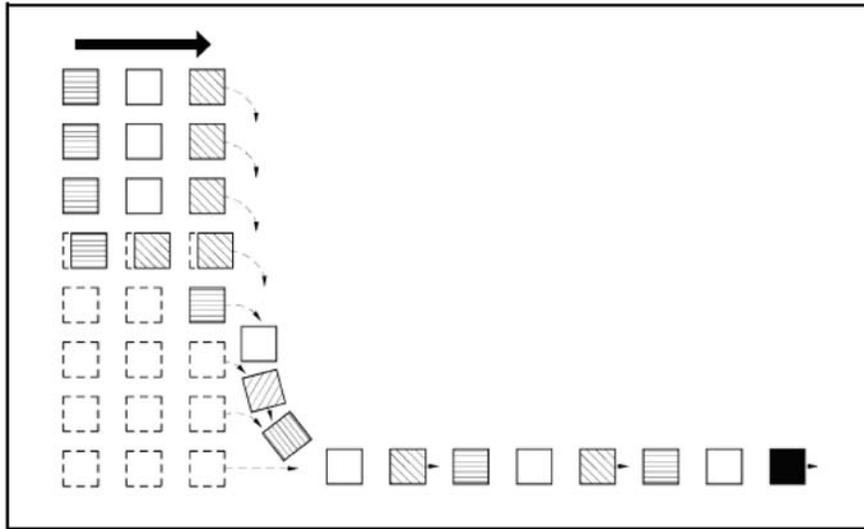
Time: 10 min

Method: Demonstration and Performance

FORM SINGLE FILE FROM THE HALT AS A SQUAD IN LINE

On the command SINGLE FILE FROM THE LEFT (RIGHT), QUICK – MARCH, the movement will be completed by:

1. the file on the directing flank marching forward in single file in quick time; and
2. the remaining cadets marking time. The markers of the other two ranks directing the remaining cadets by wheeling in single file, following the file on their left (right) when clear.



A-PD-201-000/PT-000 (p. 3-30)

Figure 8-2-2 Squad in Line Forming Single File

CONFIRMATION OF TEACHING POINT 2

Practice the movement in squad formation. Cadets should have the opportunity to practice the movement from different positions in the squad.

END OF LESSON CONFIRMATION

The confirmation of this lesson shall consist of the cadets, as a squad, forming single file from the halt as a squad in threes and in line, and shall emphasize any aspects the cadets experienced difficulty with during the class.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Drill develops many qualities through self-discipline and practice. Drill that is well-rehearsed, closely supervised and precise is an exercise in obedience and alertness that creates teamwork among members.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A0-002 A-PD-201-000/PT-000 Directorate of History and Heritage 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 3

EO C208.01 – PRACTICE CEREMONIAL DRILL AS A REVIEW

Total Time:

60 min

There is no Instructional Guide provided for this EO. Refer to A-PD-201-000/PT-000.

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**COMMON TRAINING
INSTRUCTIONAL GUIDE**



SECTION 4

EO C208.02 – EXECUTE DRILL WITH ARMS

Total Time:

240 min

There is no Instructional Guide provided for this EO. Refer to A-CR-CCP-053/PT-001, *Royal Canadian Sea Cadets Manual of Drill and Ceremonial*.

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CHAPTER 9

PO 211 – PARTICIPATE IN RECREATIONAL SUMMER BIATHLON ACTIVITIES



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 1

EO C211.01 – IDENTIFY CIVILIAN BIATHLON OPPORTUNITIES

Total Time: 30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for this lesson to orient the cadets to civilian biathlon opportunities and to generate interest.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify civilian biathlon opportunities.

IMPORTANCE

It is important for cadets to identify civilian biathlon opportunities because they may choose to pursue the sport of biathlon outside the Cadet Program.

Teaching Point 1**Introduce Local, Provincial/Territorial, National, and International Biathlon Training Opportunities**

Time: 10 min

Method: Interactive Lecture

There are many training opportunities for biathletes at the local, provincial/territorial, national, and international levels. These training opportunities include clinics and camps ranging from weekend programs for basic and intermediate training, to year round advanced training. Training development clinics offered include coaching, race opportunities and training programs for all ranges in skill levels from the beginner to the advanced competitor training at the national team level.

LOCAL

Local ski resorts/clubs may offer a selection of biathlon programs. Biathlon Bears is a community coaching program offered across Canada. The Biathlon Bears program is open to novices and the training is tailored to the athlete's skill level. This program offers training to develop both skiing and marksmanship skills. There is a ranking structure in the program. As skills are learned and mastered, the biathlete progresses to the next Biathlon Bear level.



For examples of local biathlon training opportunities, contact the local ski resort/club.

PROVINCIAL/TERRITORIAL

Divisions of Biathlon Canada are located within many of the provinces/territories. These division offices run training and offer support to the local resorts/clubs.



For examples of provincial/territorial biathlon training opportunities, contact the division office/Website.

NATIONAL

Biathlon Canada is the governing body for the sport of biathlon within Canada. There are two national biathlon training centres located in Canmore, Alberta and Valcartier, Quebec. These centres offer training to the national biathlon teams.



For examples of national biathlon training opportunities, contact Biathlon Canada (www.biathloncanada.ca).

INTERNATIONAL

The International Biathlon Union (IBU) is the governing body for the sport of biathlon internationally. There are biathlon training centres located across the globe. National training centres offer training to athletes who will be competing internationally. The international training centres allow high performance biathletes to train in various

geographical regions where the elevation above sea level, and the changes in the oxygen density, create different training demands on the biathlete. This allows the biathlete to adapt to the environmental conditions prior to the competition, thus increasing their expected performance outcome.



For examples of international biathlon training opportunities, contact the International Biathlon Union (www.biathlonworld.com).

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. Who offers biathlon training at the local level?
- Q2. Where are the two Canadian national biathlon training centres located?
- Q3. What is the name of the organization that governs biathlon internationally?

ANTICIPATED ANSWERS

- A1. Local ski resorts/clubs.
- A2. Canmore, Alberta and Valcartier, Quebec.
- A3. The International Biathlon Union (IBU).

Teaching Point 2

Introduce Local, Provincial/Territorial, National, and International Competitive Biathlon Opportunities

Time: 10 min

Method: Interactive Lecture

LOCAL

Local ski resorts/clubs offer competitive events across Canada from beginner to advanced racing opportunities.



For examples of local competitive biathlon opportunities, contact the local ski resort/club.

PROVINCIAL/TERRITORIAL

The division offices located within many Canadian provinces/territories offer regional competitive biathlon events. Many of these events require advancement through a ranking process. There are race qualifications that the competitors must meet, which may include, but are not limited to, age, gender, resort/club or team standings, or previous race standings (if in a series of races). Not all races lead to a higher level, they may only be a participatory race.



For examples of provincial/territorial competitive biathlon opportunities, contact the division office/Website.

NATIONAL

National competitive biathlon events offered through Biathlon Canada include:

- Canadian Championships; and
- Canada Games.



For examples of national competitive biathlon opportunities, contact Biathlon Canada (www.biathloncanada.ca).

INTERNATIONAL

International competitive biathlon events offered in conjunction with the IBU include:

- Olympic Games;
- World Cup;
- World Championship;
- European Cup; and
- Europa Cup.



For examples of international competitive biathlon opportunities, contact the International Biathlon Union (www.biathlonworld.com).

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What types of criteria must a biathlete meet to proceed to a provincial/territorial competition?
- Q2. Name one national competitive biathlon event.
- Q3. Name two international competitive biathlon events.

ANTICIPATED ANSWERS

- A1. Age, gender, resort/club or team standings, or previous race standings (if in a series of races).
- A2. National competitive biathlon events offered through Biathlon Canada include:

- Canadian Championships; and
- Canada Games.

A3. International competitive biathlon events offered in conjunction with the IBU include:

- Olympic Games;
- World Cup;
- World Championship;
- European Cup; and
- Europa Cup.

Teaching Point 3

Identify Famous Biathletes Who Were Introduced to the Sport Through the Canadian Cadet Program

Time: 5 min

Method: Interactive Lecture

Biathletes who were introduced to the sport through the Canadian Cadet Program have seen Olympic glory. There are numerous ex-cadets who are successful on both the national and international scene. These biathletes include Myriam Bédard, Nikki Keddie, Martine Albert, and Jean-Philippe Le Guellec.

Jean-Philippe Le Guellec, from Shannon, Quebec, was introduced to the sport of biathlon through the air Cadet Program. He won three gold medals at the 2007 Biathlon Canada Championships in Charlo, New Brunswick and participated in the 2006 Winter Olympics in Torino, Italy.

Myriam Bédard, from Ancienne-Lorrette, Quebec, was introduced to the sport of biathlon through the Army Cadet Program. She was the first Canadian athlete to win a World Cup biathlon event in 1991, and the first North American athlete to win an Olympic medal in the 1992 Winter Games at Albertville, France. She also won two gold medals at the 1994 Winter Olympics in Lillehammer, Norway. These were the first Olympic biathlon gold medals won by a North American biathlete. On 4 November 1998 Myriam Bédard was inducted into Canada's Sports Hall of Fame.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. Name two famous biathletes who were introduced to the sport through the Canadian Cadet Program.
- Q2. How many gold medals have been won by Jean-Philippe Le Guellec?
- Q3. Myriam Bédard was introduced to the sport of biathlon through which element of the Cadet Program?

ANTICIPATED ANSWERS

- A1. Myriam Bédard, Nikki Keddie, Martine Albert, and Jean-Philippe Le Guellec.
- A2. Three.
- A3. Army cadets.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. What is the name of the training program offered at many ski resorts/clubs in Canada?
- Q2. What is the name of the organization that governs the sport of biathlon in Canada?
- Q3. Jean-Philippe Le Guellec was introduced to the sport of biathlon through which element of the Cadet Program?

ANTICIPATED ANSWERS

- A1. Biathlon Bears.
- A2. Biathlon Canada.
- A3. Air cadets.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Biathlon is a fun and exciting activity that requires personal discipline. For those who choose to pursue this sport, there are numerous civilian training and competitive opportunities available at the local, provincial/territorial, national, and international levels.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A0-042 Regional Cadet Support Unit (Central). (2007). *Cadet Marksmanship and Firearms Safety Program*. Retrieved 18 April 2007, from http://www.central.cadets.ca/events/biath_cadetmarksman_e.html.
- C0-082 Biathlon Canada. (2007). *Biathlon Canada*. Retrieved 12 February 2007, from <http://www.biathloncanada.ca>.
- C0-148 International Biathlon Union. (2007). *International Biathlon Union*. Retrieved 18 April 2007, from <http://www.biathlonworld.com>.
- C0-149 Biathlon Canada. (2005). *Biathlon Bears: Community Coaching*. Ottawa, Ontario: Biathlon Canada.
- C0-153 Library and Archives Canada. (2000). *Myriam Bédard*. Retrieved 30 April 2007, from <http://www.collectionscanada.ca/women/002026-223-e.html>.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 2

EO C211.02 – RUN ON ALTERNATING TERRAIN

Total Time:	30 min
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PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Ensure a first aid station is set up and a first aid attendant is available during the practical activities.

Photocopy the sample running schedule located at [Annex B](#) for each cadet.

Set up a running route on alternating terrain, depending on geographical location.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 and TP5 to introduce cadets to running techniques on alternating terrain and on how to implement a running program.

A practical activity was chosen for TP2 to TP4 as it is an interactive way to introduce the cadets to running on alternating terrain in a safe and controlled environment.

INTRODUCTION

REVIEW

Review EO C111.02 (Run Wind Sprints), to include:

- preparing for summer biathlon activities; and
- running techniques.

OBJECTIVES

By the end of this lesson the cadet shall have run on alternating terrain.

IMPORTANCE

It is important for cadets to run on alternating terrain because it will be useful when participating in summer biathlon activities.

Teaching Point 1

Describe Running Techniques for Alternating Terrain

Time: 5 min

Method: Interactive Lecture

POSTURE/BODY ALIGNMENT

Uphill Running

On gradual inclines, runners should run a bit harder than when on level terrain. On steep inclines runners should lift the knees and push off with every step.

Downhill Running

When running downhill the runner should lean into the hill and use short, quick strides.

FOOT POSITIONING

Distance runners should land on their heels or mid-foot and roll forward to the toe while running. Running up on the toes is the method used by sprinters, and if used for distance running, may cause the shins and calves to become tight.

ENDURANCE

To increase endurance, runners should increase distance, duration, and level of difficulty of their runs.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. How should your foot strike the ground when running distances?
- Q2. What technique should be used when running up steep inclines?
- Q3. What technique should be used when running downhill?

ANTICIPATED ANSWERS

- A1. Distance runners should land on their heels or mid-foot and roll forward to the toe.
- A2. Lift the knees and push off with every step.
- A3. Lean into the hill and use short, quick strides.

Teaching Point 2**Conduct a Warm-up Session Composed of Light Cardiovascular Exercises**

Time: 5 min

Method: Practical Activity



The following information will be explained to the cadets during the warm-up activity.

PURPOSE OF A WARM-UP

A warm-up is composed of stretches and light cardiovascular exercises designed to:

- stretch the muscles;
- 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.

GUIDELINES FOR STRETCHING

The following guidelines should be followed while stretching to prepare for physical activity and to help prevent injury:

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



The stretches chosen should focus on the areas of the body that will be used the most during the running activity.

ACTIVITY

OBJECTIVE

The objective of this warm-up activity is to stretch the muscles and perform light cardiovascular exercises to prepare the body for physical activity and to help prevent injuries.

RESOURCES

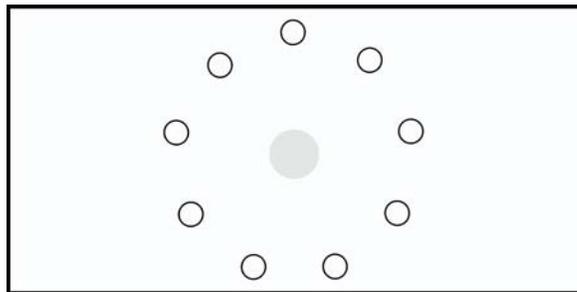
N/A.

ACTIVITY LAYOUT

N/A.

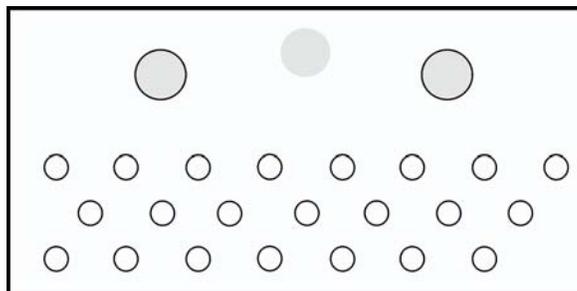
ACTIVITY INSTRUCTIONS

- Arrange the cadets in either a warm-up circle or in rows (as illustrated in [Figures 9-2-1](#) and [9-2-2](#)).



D Cdts 3, 2006, Ottawa, ON: Department of National Defence

Figure 9-2-1 Instructor in the Centre of a Warm-up Circle



D Cdts 3, 2006, Ottawa, ON: Department of National Defence

Figure 9-2-2 Instructor at the Front With Two Assistant Instructors

- Demonstrate before having the cadets attempt each stretch/light cardiovascular exercise.
- Assistant instructors can help demonstrate the exercises and ensure the cadets are performing them correctly.
- Have cadets perform each stretch/light cardiovascular exercise.



Light cardiovascular activities should be done to warm-up the muscles prior to stretching to avoid injury to or tearing of the muscles. For example, running on the spot for 30 seconds or performing jumping jacks should be performed prior to conducting the stretching activities located at [Annex A](#).

SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.
- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner, following the guidelines for stretching listed in this TP.

CONFIRMATION OF TEACHING POINT 2

The cadets' participation in the warm-up will serve as the confirmation of this TP.

Teaching Point 3

Supervise While the Cadets Run on Alternating Terrain

Time: 5 min

Method: Practical Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets run on alternating terrain.

RESOURCES

- Area with alternating terrain that is large enough to conduct a run.
- A whistle.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

- Have the cadets run at a comfortable pace.
- Ensure that the run includes some uphill and downhill inclines, and that the cadets use the techniques described in TP1.

SAFETY

- Ensure a designated first aider and first aid kit are available.
- Ensure water is available for the cadets after they complete the run.

CONFIRMATION OF TEACHING POINT 3

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

Teaching Point 4

Conduct a Cool-down Session Composed of Light Cardiovascular Exercises

Time: 5 min

Method: Practical Activity



The following information will be explained to the cadets during the cool-down activity.

PURPOSE OF A COOL-DOWN

A cool-down is composed of stretches and light cardiovascular exercises designed to:

- allow the body time to slowly recover from physical activity and to help prevent injury;
- prepare the respiratory system to return to its normal state; and
- stretch the muscles to help relax and restore them to their resting length.



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

ACTIVITY

OBJECTIVE

The objective of the cool-down is to stretch the muscles and perform light cardiovascular exercises that allow the body time to recover from physical activity, and to prevent injury.

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

- Arrange the cadets in either a warm-up circle or in rows (as illustrated in [Figures 9-2-1](#) and [9-2-2](#)).
- Demonstrate before having the cadets attempt each stretch/light cardiovascular exercise.
- Assistant instructors can help demonstrate the movements and ensure the cadets are performing them correctly.
- Have cadets perform each stretch/light cardiovascular exercise.

SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.

- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner, following the guidelines for stretching listed in TP2.

CONFIRMATION OF TEACHING POINT 4

The cadets' participation in the cool-down will serve as the confirmation of this TP.

Teaching Point 5

Describe How To Create and Implement a Running Schedule

Time: 5 min

Method: Interactive Lecture

PURPOSE OF RUNNING SCHEDULE

A running schedule will help a new runner ease into a training plan, or guide an experienced runner to increase their endurance. The schedule should allow the runner to gradually increase intensity at a comfortable pace. A sample running schedule is located at [Annex B](#).

GUIDELINES FOR RUNNING SCHEDULES

The following guidelines should be followed when creating a running schedule to increase endurance and to help prevent injury:

- If there is no running background, begin with eight consecutive days of walking (20 minutes the first four days, and 30 minutes the remaining four days).
- If there is a running background, begin by walking/running four times a week for 20 to 30 min (e.g., 2 min running/4 min walking, repeat this five times for a 30 min workout).
- Increase the running time, as fitness level allows until the cadet is able to run for 30 minutes continuously.
- The distance run in 30 minutes will increase as fitness level improves, allowing for the run to be calculated based on distance instead of time.
- Change the terrain as fitness level improves.

CONFIRMATION OF TEACHING POINT 5

QUESTIONS

- Q1. What is the purpose of a running schedule?
- Q2. What should a person with no running background begin with?
- Q3. What will increase as fitness level improves?

ANTICIPATED ANSWERS

- A1. A running schedule will help a new runner ease into a training plan, or guide an experienced runner to increase their endurance.
- A2. Begin with eight consecutive days of walking.
- A3. The distance that can be run in 30 minutes will increase as fitness level improves.

END OF LESSON CONFIRMATION

The cadet's participation in the activity in TP3 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Running on alternating terrain will help to increase endurance, which will be useful when participating in summer biathlon activities.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C0-002 (ISBN 0-88962-630-8) LeBlanc, J. & Dickson, L. (1997). *Straight Talk About Children and Sport: Advice for Parents, Coaches, and Teachers*. Oakville, ON and Buffalo, NY: Mosaic Press.
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- C0-146 Will-Weber, M. (2006). *Runner's World: Beginner's: Training: First Steps*. Retrieved 18 April 2007, from <http://www.runnersworld.com/article/printer/1,7124,s6-380-381-386-678-0,00.html>.
- C0-154 Hansen, B. (1999). *Moving on the Spot: Fun and Physical Activity: A Collection of 5 Minute Stretch and Movement Sessions*. Retrieved 26 October 2006, from <http://lin.ca/resource/html/dn3.htm#1>.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 3

EO C211.03 – FIRE THE CADET AIR RIFLE USING A SLING FOLLOWING PHYSICAL ACTIVITY

Total Time: 30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Construct a range IAW A-CR-CCP-177/PT-001.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 to review holding techniques using the cadet air rifle sling.

A practical activity was chosen for TP2 to TP4 as it is an interactive way to allow the cadets to experience firing the cadet air rifle using the cadet air rifle sling following physical activity.

INTRODUCTION

REVIEW

Review EO C111.03 (Fire the Cadet Air Rifle Following Physical Activity).

OBJECTIVES

By the end of this lesson the cadet shall be expected to demonstrate summer biathlon marksmanship skills using the cadet air rifle.

IMPORTANCE

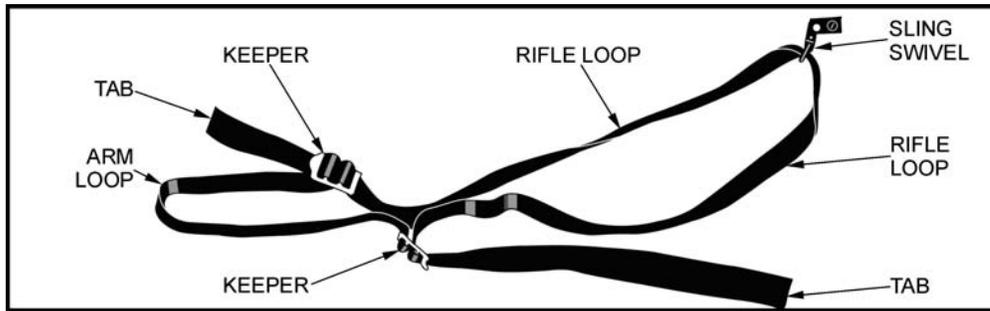
It is important for cadets to be able to adjust the sling on the cadet air rifle and aim while in the prone position because these skills will be useful during summer biathlon activities.

Teaching Point 1**Review Holding Techniques Using the Cadet Air Rifle Sling**

Time: 5 min

Method: Interactive Lecture

The cadet air rifle sling helps the cadet maintain a comfortable and stable position, improving the ability to hold the cadet air rifle. It also allows the right hand to be free to load the air rifle while the rifle remains in position.

ASSEMBLING THE SLING

A-CR-CCP-121/PT-001 (p. 6-17)

Figure 9-3-1 Cadet Air Rifle Sling

The cadet air rifle sling is assembled in the following sequence:

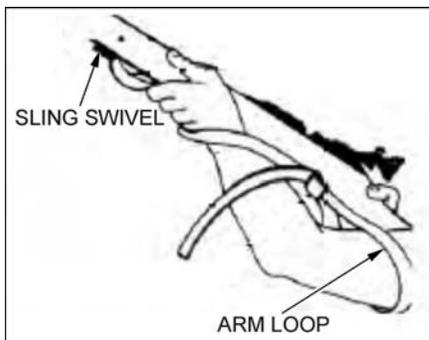
1. Hold the sling parallel to the ground with the short section in the left hand, ensuring the rounded tip of the keeper is pointing to the left.
2. Take the tab of the short section, loop it through the middle slot of the keeper and then back down through the front slot nearest to the rounded tip. The short section will now form a loop.
3. Turn the sling over and slide the sling swivel onto the long section. Ensure the sling swivel hangs downwards, as it will later attach to the rifle.
4. Loop the tab of the long section up through the middle slot of the keeper and then back through the rear slot of the keeper.



An assistant instructor can be used to demonstrate as the instructor explains wearing, adjusting and attaching the cadet air rifle sling.

POSITIONING THE SLING ON THE ARM

The sling arm loop should be positioned on the upper part of the arm, above the bicep muscle near the shoulder. The sling can be held in place by the rubber pad on a shooting jacket. When a shooting jacket is not worn, the sling can be kept in place using a safety pin. This will prevent the sling from slipping down the arm while in the prone position.

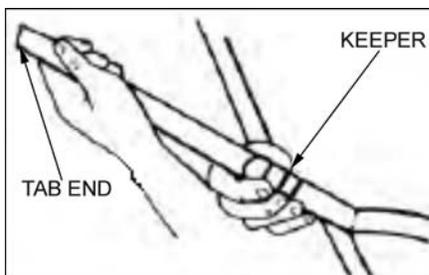


Daisy Outdoor Products, Operational Manual – Avanti Legend EX Model 853C, Daisy Outdoor Products (p. 7)

Figure 9-3-2 Positioning Sling

ADJUSTING THE ARM LOOP

To adjust the arm loop, pull the tab away from the keeper. If the sling is too loose, it will not fully support the cadet air rifle and it will have to be kept in place using the muscles. If the sling is too tight, it will restrict blood flow to the arm and can cause discomfort, numbness, or a more pronounced feel of the body's pulse. Therefore, the sling must be comfortable without pinching the arm, while providing maximum support of the cadet air rifle.



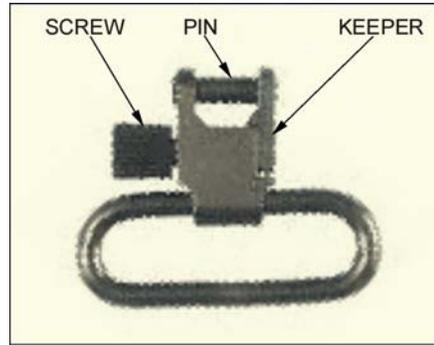
Daisy Outdoor Products, Operational Manual – Avanti Legend EX Model 853C, Daisy Outdoor Products (p. 8)

Figure 9-3-3 Adjusting Arm Loop

ATTACHING THE SLING TO THE CADET AIR RIFLE

To attach the sling to the cadet air rifle:

- open the keeper on the sling swivel by pressing on the screw;
- insert the swivel pin into the hole of the sling swivel on the fore end of the rifle; and
- screw the keeper over the pin to lock the swivel in place.

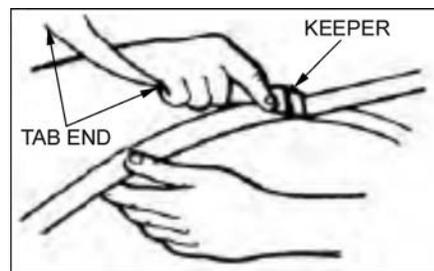


D Cdts 3, 2007, Ottawa, ON: Department of National Defence

Figure 9-3-4 Sling Swivel

ADJUSTING THE RIFLE LOOP

To adjust the rifle loop, pull the tab away from the keeper. The tension of the sling should allow the forearm to be in its proper position. If the sling is too loose, it will not provide maximum support of the cadet air rifle. If the sling is too tight, it could cause discomfort and affect the cadet's position.



Daisy Outdoor Products, Operational Manual – Avanti Legend EX Model 853C, Daisy Outdoor Products (p. 8)

Figure 9-3-5 Adjusting Rifle Loop

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What is the purpose of the cadet air rifle sling?
- Q2. Where should the cadet air rifle sling be positioned on the arm?
- Q3. Why is it important to not over tighten the sling on your arm?

ANTICIPATED ANSWERS

- A1. The cadet air rifle sling helps the cadet maintain a comfortable and stable position, improving the ability to hold the cadet air rifle.
- A2. The sling arm loop should be positioned on the upper part of the arm, above the bicep muscle near the shoulder.
- A3. If the sling is too tight, it will restrict blood flow to the arm and can cause discomfort, numbness, or a more pronounced feel of the body's pulse.

Teaching Point 2**Conduct a Warm-up Session Composed of Light Cardiovascular Exercises**

Time: 5 min

Method: Practical Activity



The following information will be explained to the cadets during the warm-up activity.

PURPOSE OF A WARM-UP

A warm-up is composed of stretches and light cardiovascular exercises designed to:

- stretch the muscles;
- 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.

GUIDELINES FOR STRETCHING

The following guidelines should be followed while stretching to prepare for physical activity and to help prevent injury:

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



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

ACTIVITY

OBJECTIVE

The objective of this warm-up activity is to stretch the muscles and perform light cardiovascular exercises to prepare the body for physical activity and to help prevent injuries.

RESOURCES

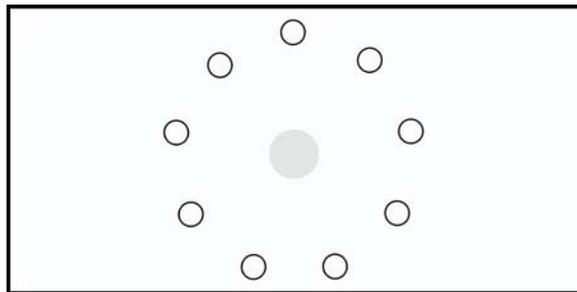
N/A.

ACTIVITY LAYOUT

N/A.

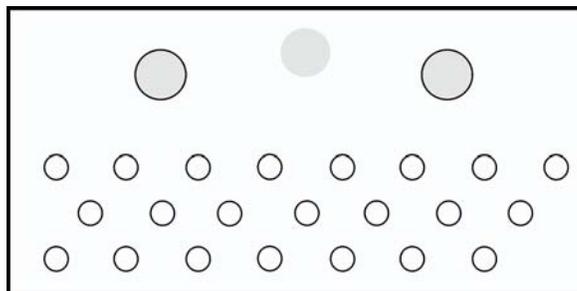
ACTIVITY INSTRUCTIONS

- Arrange the cadets in either a warm-up circle or in rows (as illustrated in [Figures 9-3-6](#) and [9-3-7](#)).



D Cdts 3, 2006, Ottawa, ON: Department of National Defence

Figure 9-3-6 Instructor in the Centre of a Warm-up Circle



D Cdts 3, 2006, Ottawa, ON: Department of National Defence

Figure 9-3-7 Instructor at the Front With Two Assistant Instructors

- Demonstrate before having the cadets attempt each stretch/light cardiovascular exercise.
- Assistant instructors can help demonstrate the exercises and ensure the cadets are performing them correctly.
- Have cadets perform each stretch/light cardiovascular exercise.



Light cardiovascular activities should be done to warm-up the muscles prior to stretching to avoid injury to or tearing of the muscles. For example, running on the spot for 30 seconds or performing jumping jacks should be performed prior to conducting the stretching activities located at [Annex A](#).

SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.
- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner, following the guidelines for stretching listed in this TP.

CONFIRMATION OF TEACHING POINT 2

The cadets' participation in the warm-up will serve as the confirmation of this TP.

Teaching Point 3

Conduct an Activity Where Cadets Will Fire the Cadet Air Rifle Using a Sling Following Physical Activity

Time: 10 min

Method: Practical Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to fire the cadet air rifle using the cadet air rifle sling following physical activity.

RESOURCES

- Cadet air rifle (one per firing lane).
- Cadet air rifle sling (one per firing lane).
- Shooting mats (two per firing lane).
- BART and target frame (one per firing lane).
- Safety glasses/goggles.



If resources are available, the number of firing lanes may be increased.

ACTIVITY LAYOUT

Construct a range IAW A-CR-CCP-177/PT-001.

ACTIVITY INSTRUCTIONS

1. The cadets' heart rate should be elevated from participating in the warm-up activity in TP2.

2. Have the cadets approach the firing point and prepare to fire using the techniques outlined in EO C111.04 (Fire the Cadet Air Rifle Following Physical Activity).
3. Have the cadets adopt the prone position, attach the cadet air rifle sling, and simulate firing at the BART.
4. Repeat steps one to three for each relay until all cadets have participated.

SAFETY

Range activities will be conducted IAW A-CR-CCP-177/PT-001.

CONFIRMATION OF TEACHING POINT 3

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

Teaching Point 4

Conduct a Cool-down Session Composed of Light Cardiovascular Exercises

Time: 5 min

Method: Practical Activity



The following information will be explained to the cadets during the cool-down activity.

PURPOSE OF A COOL-DOWN

A cool-down is composed of stretches and light cardiovascular exercises designed to:

- allow the body time to slowly recover from physical activity and to help prevent injury;
- prepare the respiratory system to return to its normal state; and
- stretch the muscles to help relax and restore them to their resting length.



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

ACTIVITY

OBJECTIVE

The objective of the cool-down is to stretch the muscles and perform light cardiovascular exercises that allow the body time to recover from physical activity, and to prevent injury.

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

- Arrange the cadets in either a warm-up circle or in rows (as illustrated in [Figures 9-3-6](#) and [9-3-7](#)).
- Demonstrate before having the cadets attempt each stretch/light cardiovascular exercise.
- Assistant instructors can help demonstrate the movements and ensure the cadets are performing them correctly.
- Have cadets perform each stretch/light cardiovascular exercise.

SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.
- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner, following the guidelines for stretching listed in TP2.

CONFIRMATION OF TEACHING POINT 4

The cadets' participation in the cool-down will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in the activity in TP3 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Being able to fire the cadet air rifle using the cadet air rifle sling following physical activity will be useful when participating in summer biathlon activities.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

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COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 4

EO C211.04 – PARTICIPATE IN A COMPETITIVE SUMMER BIATHLON ACTIVITY

Total Time: 180 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Ensure that all members involved in conducting this activity are well versed in the competition guidelines located at [Annex C](#).

Ensure a first aid station is set up.

Set up a running route of 500 to 1000 m on alternating terrain and a range IAW A-CR-CCP-177/PT-001.

Photocopy [Annex D](#).

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 to illustrate the application of rules, principles, and concepts of summer biathlon.

A practical activity was chosen for TP2 to TP4 as it is an interactive way to introduce cadets to summer biathlon. This activity contributes to the development of these skills and knowledge in a fun and challenging setting.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have participated in a competitive summer biathlon activity.

IMPORTANCE

It is important for cadets to participate in a competitive summer biathlon activity because it requires personal discipline, develops marksmanship skills, and promotes physical fitness.

Teaching Point 1

Explain the Components of the Competitive Summer Biathlon Activity

Time: 15 min

Method: Interactive Lecture

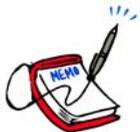


Based on the facilities, the cadet should be made aware of the start area, the course, the firing range, and the finish area.

COURSE LAYOUT

Each cadet will:

- run a loop of 500 to 1000 m;
- fire five to eight rounds in an effort to activate all five targets on the biathlon air rifle target (BART);
- run a second loop of 500 to 1000 m;
- fire five to eight rounds in an effort to activate all five targets on the BART;
- run a third loop of 500 to 1000 m; and
- finish the race.



The 500 to 1000 m course should be clearly marked prior to the start of this activity.

RULES AND REGULATIONS

Rules and regulations for the competitive summer biathlon activity include the following:

- Cadets must use the same firing lane for the duration of the activity.
- The run must be completed in the proper sequence and on the marked route.
- Rifles must be placed at the firing point by the range staff and will remain there for the duration of the activity.
- All firing will be done in the prone position.
- The cadet air rifle sling is the only firing aid that may be used.
- The rifle must be made safe upon completion of firing.
- An inoperable rifle will be replaced by the range staff, the target will be reset, and the cadet will fire five to eight shots with the new rifle.

- Safety infractions will result in time penalties.
- Missed targets will result in time penalties.

SCORING

Scoring will be calculated as follows:

- **Time.** The cadet's final time is the time from the start to the finish, plus any issued penalties.
- **Firing.** For each bout of firing, the number of missed targets will be recorded on the range recording sheet by the lane scorekeeper (located at [Annex D](#)). For each missed target, a one-minute penalty will be added to the cadet's total time.

PENALTIES

Penalties will be added to the individual's time, to include:

- Each violation of the principles of fair play or good sportsmanship will result in a one-minute penalty, to include:
 - not giving way in an area of congestion;
 - pushing or shoving;
 - using profanity; and
 - interfering with other competitors.
- Each missed target will result in a one-minute penalty.
- Each safety infraction on the firing point will result in a one-minute penalty to include:
 - not keeping control of the cadet air rifle;
 - moving forward of the firing point; and
 - intentionally firing rounds at objects other than the BART.

OUT OF BOUNDS AREAS

Make cadets aware of all out of bounds areas and safety considerations depending on the training area.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What are two rules/regulations for this biathlon activity?
- Q2. How will the competitive summer biathlon activity be scored?
- Q3. What is one violation of the principles of fair play/good sportsmanship?

ANTICIPATED ANSWERS

- A1. Rules and regulations for the competitive summer biathlon activity include the following:
- Cadets must use the same firing lane for the duration of the activity.
 - The run must be completed in the proper sequence and on the marked route.

- Rifles must be placed at the firing point by the range staff and will remain there for the duration of the activity.
- All firing will be done in the prone position.
- The cadet air rifle sling is the only firing aid that may be used.
- The rifle must be made safe upon completion of firing.
- An inoperable rifle will be replaced by the range staff, the target will be reset, and the cadet will fire five to eight shots with the new rifle.
- Safety infractions will result in time penalties.
- Missed targets will result in time penalties.

A2. The activity will be scored based on time and penalties.

A3. A violation of the principles of fair play/good sportsmanship may include:

- not giving way in an area of congestion;
- pushing or shoving;
- using profanity; and
- interfering with other competitors.

Teaching Point 2

Conduct a Warm-up Session Composed of Light Cardiovascular Exercises

Time: 10 min

Method: Practical Activity



The following information will be explained to the cadets during the warm-up activity.

PURPOSE OF A WARM-UP

A warm-up is composed of stretches and light cardiovascular exercises designed to:

- stretch the muscles;
- 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.

GUIDELINES FOR STRETCHING

The following guidelines should be followed while stretching to prepare for physical activity and to help prevent injury:

- Stretch all major muscle groups, including the back, chest, legs, and shoulders.

- Never bounce while stretching.
- Hold each stretch for 10 to 30 seconds to let the muscles release fully.
- Repeat each stretch two to three times.
- When holding a stretch, support the limb at the joint.
- Static stretching, which is stretching a muscle and holding it in position without discomfort for 10 to 30 seconds, is considered the safest method.
- Stretching helps to relax the muscles and improve flexibility, which is the range of motion in the joints.
- As a guide, allow 10 minutes to warm-up for every hour of physical activity.



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

ACTIVITY

OBJECTIVE

The objective of this warm-up activity is to stretch the muscles and perform light cardiovascular exercises to prepare the body for physical activity and to help prevent injuries.

RESOURCES

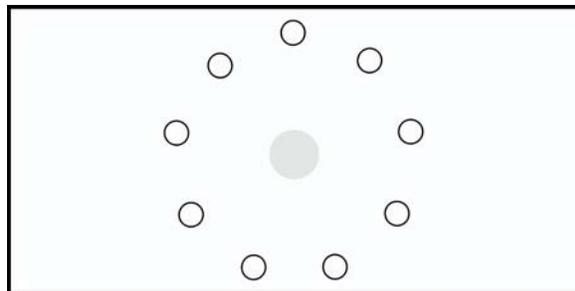
N/A.

ACTIVITY LAYOUT

N/A.

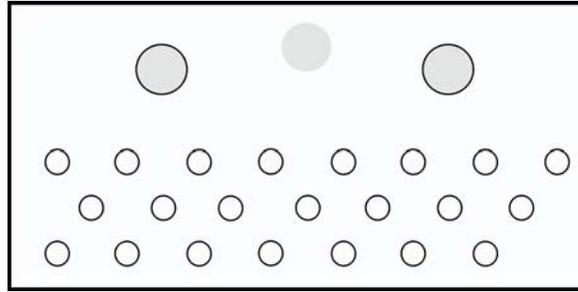
ACTIVITY INSTRUCTIONS

- Arrange the cadets in either a warm-up circle or in rows (as illustrated in [Figures 9-4-1](#) and [9-4-2](#)).



D Cdts 3, 2006, Ottawa, ON: Department of National Defence

Figure 9-4-1 Instructor in the Centre of a Warm-up Circle



D Cdts 3, 2006, Ottawa, ON: Department of National Defence

Figure 9-4-2 Instructor at the Front With Two Assistant Instructors

- Demonstrate before having the cadets attempt each stretch/light cardiovascular exercise.
- Assistant instructors can help demonstrate the exercises and ensure the cadets are performing them correctly.
- Have cadets perform each stretch/light cardiovascular exercise.



Light cardiovascular activities should be done to warm-up the muscles prior to stretching to avoid injury to or tearing of the muscles. For example, running on the spot for 30 seconds or performing jumping jacks should be performed prior to conducting the stretching activities located at [Annex A](#).

SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.
- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner, following the guidelines for stretching listed in this TP.

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3

Conduct a Competitive Summer Biathlon Activity

Time: 135 min

Method: Practical Activity

ACTIVITY

OBJECTIVE

The objective of this activity is for cadets to participate in a competitive summer biathlon activity.

RESOURCES

Based on 20 cadets per group, the following resources are required per event:

- Cadet air rifles (5);
- Cadet air rifle slings (5);

- Shooting mats (10);
- .177 air rifle pellets (a minimum of 700 pellets);
- Stopwatches (5);
- BART and target frame (5);
- Safety glasses/goggles (8);
- Pens/pencils;
- Notice board;
- Biathlon scoresheets located at [Annex D](#);
- Course control sheets located at [Annex D](#); and
- Range recording sheets located at [Annex D](#).

ACTIVITY LAYOUT

- Set up a running route of approximately 500 to 1000 m on alternating terrain.
- Set up an air rifle range in accordance with [Annex C](#).
- Set up targets and target frames.
- Place two shooting mats per shooting lane.
- Place a cadet air rifle at each firing point.
- Place a pair of safety glasses/goggles at each firing point.

ACTIVITY INSTRUCTIONS

Activity instructions are located at [Annex C](#).

SAFETY

- Ensure all range safety procedures are followed.
- Ensure cadets drink plenty of water and apply sunscreen.
- Ensure the running route is clearly marked and crossing points are monitored anywhere a road may be crossed.
- Ensure a first aider is identified at the start of the activity and is available at all times.
- Ensure water is available for the cadets during and after the activity.

CONFIRMATION OF TEACHING POINT 3

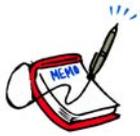
The cadets' participation in the activity will serve as the confirmation of this TP.

Teaching Point 4

Conduct a Cool-down Session Composed of Light Cardiovascular Exercises

Time: 10 min

Method: Practical Activity



The following information will be explained to the cadets during the cool-down activity.

PURPOSE OF A COOL-DOWN

A cool-down is composed of stretches and light cardiovascular exercises designed to:

- allow the body time to slowly recover from physical activity and to help prevent injury;
- prepare the respiratory system to return to its normal state; and
- stretch the muscles to help relax and restore them to their resting length.



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

ACTIVITY

OBJECTIVE

The objective of the cool-down is to stretch the muscles and perform light cardiovascular exercises that allow the body time to recover from physical activity, and to prevent injury.

RESOURCES

Area large enough for all cadets to conduct a cool-down activity.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

- Arrange the cadets in either a cool-down circle or in rows (as illustrated in [Figures 9-4-1](#) and [9-4-2](#)).
- Demonstrate before having the cadets attempt each stretch/light cardiovascular exercise.
- Assistant instructors can help demonstrate the movements and ensure the cadets are performing them correctly.
- Have cadets perform each stretch/light cardiovascular exercise.



Sample stretches are located at [Annex A](#).

SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.
- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner, following the guidelines for stretching listed in TP2.

CONFIRMATION OF TEACHING POINT 4

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

END OF LESSON CONFIRMATION

The cadets' participation in the competitive summer biathlon activity will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Competitive summer biathlon is an activity that requires personal discipline, develops marksmanship skills, and promotes physical fitness. Competitive biathlon opportunities are available at the local, regional, and national level.

INSTRUCTOR NOTES/REMARKS

Results should be posted for cadets to review. PO 211 is a complementary training activity. It is designed to provide an opportunity for the cadets to participate in a competitive summer biathlon activity.

EOs C111.01 (Participate in a Biathlon Briefing), C111.02 (Run Short Wind Sprints), C111.03 (Introduction to Summer Biathlon Marksmanship Skills Using the Cadet Air Rifle), C211.01 (Identify Civilian Biathlon Opportunities), C211.02 (Run on Alternating Terrain), and C211.03 (Fire the Cadet Air Rifle Using a Sling Following Physical Activity) shall be taught prior to conducting this lesson.

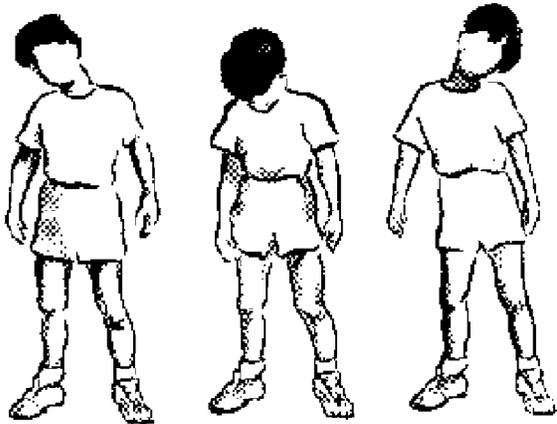
REFERENCES

- A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.
- A0-032 Cadets Canada. (2002). *Biathlon Competition Rules and IBU/Cadet Disciplinary Rules*. Ottawa, ON: Department of National Defence.

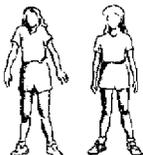
- A0-036 Cadets Canada. (ND). *Canadian Cadet Movement: Biathlon Championship Series*. Ottawa, ON: Department of National Defence.
- C0-002 (ISBN 0-88962-630-8) LeBlanc, J. & Dickson, L. (1997). *Straight Talk About Children and Sport: Advice for Parents, Coaches, and Teachers*. Oakville, ON and Buffalo, NY: Mosaic Press.
- C0-057 Martha Jefferson Hospital. (2001). *Warm-ups*. Retrieved 26 October 2006, from <http://www.marthajefferson.org/warmup.php>.
- C0-058 Webb Physiotherapists Inc. (ND). *Running Exercises*. Retrieved 26 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=46>.
- C0-059 Webb Physiotherapists Inc. (ND). *Exercise Programme for Squash, Tennis, Softball, Handball*. Retrieved 25 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=49>.
- C0-060 Impacto Protective Products Inc. (1998). *Exercises*. Retrieved 25 October 2006, from <http://www.2protect.com/work3b.htm>.
- C0-061 City of Saskatoon, Community Services Department. (2006). *Stretch Your Limits: A Smart Guide to Stretching for Fitness*. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>.
- C0-089 (ISBN 0-936070-22-6) Anderson, B. (2000). *Stretching: 20th Anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc.
- C0-154 Hansen, B. (1999). *Moving on the Spot: Fun and Physical Activity: A Collection of 5 Minute Stretch and Movement Sessions*. Retrieved 26 October 2006, from <http://lin.ca/resource/html/dn3.htm#1>.

SAMPLE STRETCHES

NECK

 <p><i>Moving on the Spot: A Collection of 5 Minute Stretch and Movement Sessions, by B. Hanson, 1999, Toronto, Ontario: Toronto Public Health. Retrieved 26 October 2006, from http://www.lin.ca/resource/html/dn3.htm#1</i></p> <p>Figure 9A-1 Neck Stretch</p>	<p>Slowly roll your head across your chest from shoulder to shoulder. Do not roll your head backwards.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------

SHOULDERS

 <p><i>Moving on the Spot: A Collection of 5 Minute Stretch and Movement Sessions, by B. Hanson, 1999, Toronto, Ontario: Toronto Public Health. Retrieved 26 October 2006, from http://www.lin.ca/resource/html/dn3.htm#1</i></p> <p>Figure 9A-2 Shoulder Push</p>	<p>Stand and extend your arms behind you, interlocking your fingers. Push up and back with your shoulders.</p> <p>Hold this position for a minimum of 10 seconds.</p>
 <p><i>Moving on the Spot: A Collection of 5 Minute Stretch and Movement Sessions, by B. Hanson, 1999, Toronto, Ontario: Toronto Public Health. Retrieved 26 October 2006, from http://www.lin.ca/resource/html/dn3.htm#1</i></p> <p>Figure 9A-3 Shoulder Shrug</p>	<p>Stand and raise your shoulders as high as possible and then lower your shoulders, stretching your neck up.</p> <p>Pull your shoulders back as far as possible and then round your shoulders forward by pushing your shoulders forward as far as possible.</p> <p>Hold each position for a minimum of 10 seconds.</p>



Warm Ups, by Martha Jefferson Hospital, Copyright 2001 by Martha Jefferson Hospital. Retrieved 26 October 2006, from <http://www.marthajefferson.org/warmup.php>

Figure 9A-4 Arm Circles

Hold your arms straight out, palms up. Make small circles with your arms, gradually increasing the size.
Reverse the direction of your circles.



Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 9A-5 Shoulder Stretch

Either standing or sitting, take your right arm in your left hand and bring it across your chest, supporting the joint by holding it behind the elbow. Pull the elbow lightly towards your chest. You should feel the stretch in your right shoulder.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.

ARMS



Exercises. Copyright 1998 by Impacto Protective Products Inc. Retrieved 26 October 2006, from <http://www.2protect.com/home.htm>

Figure 9A-6 Wrist Rotations

Rotate your hands in circular motions at the wrist.
Change direction and repeat on both sides.



Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 9A-7 Triceps Stretch

Stand and bring your right arm over your head, bent at the elbow. Use your left hand to gently pull your arm down.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.



Exercise Programme for Squash, Tennis, Softball, Handball. Retrieved 26 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=49>

Figure 9A-8 Forearm Stretch

In a kneeling position, place your hands on the floor in front of you with your fingers pointing toward your knees, and your thumbs pointing out. Keeping your hands flat on the floor, lean back. Hold this position for a minimum of 10 seconds.

CHEST AND ABDOMINALS



Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 9A-9 Chest Stretch

Stand facing a wall. With your right arm bent and your elbow at shoulder height, place your palm against the wall. Turn your body away from your right arm. You should feel the stretch on the front side of your armpit and across the front of your chest.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.



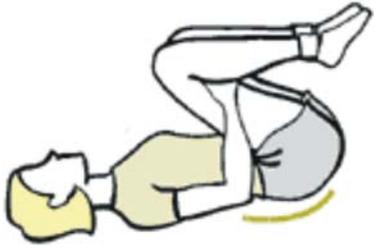
Moving on the Spot: A Collection of 5 Minute Stretch and Movement Sessions, by B. Hanson, 1999, Toronto, Ontario: Toronto Public Health. Retrieved 26 October 2006, from <http://www.lin.ca/resource/html/dn3.htm#1>

Figure 9A-10 Side Stretch

Stand with your left arm up over your head. Bend at the waist towards the right side of your body.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.

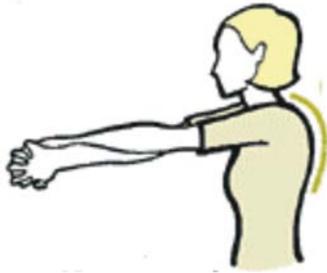
BACK



Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 9A-11 Lower Back Stretch

Lie on your back and bring your knees toward your chest. Grasp the back of your knees. Hold this position for a minimum of 10 seconds.



Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 9A-12 Upper Back Stretch

Extend your arms straight in front of you at shoulder height crossing one arm over the other. With the palms facing each other, intertwine your fingers and 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 this position for a minimum of 10 seconds and repeat on the opposite side.

LEGS



Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 9A-13 Hamstring Stretch

Lie flat on the floor with your knees bent and your back flat on the floor. Slowly raise and straighten one leg, grasping it behind your thigh with both hands. Hold this position for a minimum of 10 seconds.



Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 9A-14 Inner Thigh Stretch

Sit on the floor with your knees bent and the soles of your feet together. Grab your toes and pull yourself forward while keeping your back and neck straight.

Hold this position for a minimum of 10 seconds.

Grab your ankles and push your knees down toward the floor with your elbows.

Hold this position for a minimum of 10 seconds.

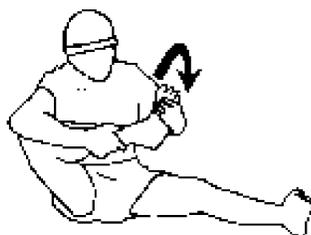


Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 9A-15 Hip Flexor

Kneel on your right knee. Position your left foot in front of you, bending your knee and placing your left hand on that leg for stability. Keep your back straight and abdominal muscles tight. Lean forward, shifting more body weight onto your front leg. You should feel the stretch in the front of your hip and the thigh of the leg you are kneeling on. Cushion your kneecap with a folded towel if necessary.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.

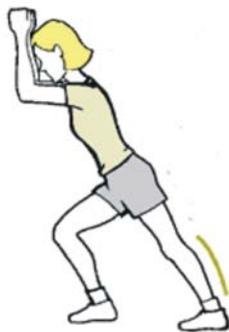


Running Exercises. Retrieved 26 October 2006, <http://www.physionline.co.za/conditions/article.asp?id=46>

Figure 9A-16 Ankle Rotations

From a sitting position, rotate your foot in a clockwise, and then a counterclockwise, direction.

Switch and repeat on the opposite side.



Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 9A-17 Calf Stretch

Stand three steps away from and facing a wall. Step in towards the wall with your right leg, bending your right knee and keeping your left leg straight. Extending your arms with your palms forward, reach out to the wall and let your body fall toward the wall. Keep your toes forward and your 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 this position for a minimum of 10 seconds and repeat on the opposite side.



Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 9A-18 Quadriceps Stretch

Stand with your hand against a wall for balance. Lift your left foot off the ground, bending your knee as if you are trying to kick your bottom with your heel. Do not lean forward at the hips. Grab and hold your ankle with your left hand. You should feel the stretch in your left thigh.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.

TEN WEEK RUNNING SCHEDULE

Week	Run	Walk	Number of Cycles	Notes
1	2 min	4 min	5	
2	3 min	3 min	5	
3	5 min	2.5 min	4	
4	7 min	3 min	3	
5	8 min	2 min	3	
6	9 min	2 min	2	Run an additional 8 min after the two cycles are completed.
7	9 min	1 min	3	
8	13 min	2 min	2	
9	14 min	1 min	2	
10	30 min			

Note: Always remember to include a warm-up and a cool-down in your schedule.

"First Steps", by Mark Will-Weber, 2006, Runner's World: Beginner's: Training, Copyright 2006 by Rodale Inc. Retrieved 18 April 2007, from <http://www.runnersworld.com/article/printer/1,7124,s6-380-381-386-678-0,00.html>

Figure 9B-1 Sample Running Schedule

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GUIDELINES FOR CONDUCTING A COMPETITIVE SUMMER BIATHLON ACTIVITY

OBJECTIVES

The objectives of the competitive summer biathlon activity are:

- to practice and improve marksmanship skills;
- to improve the level of physical fitness; and
- to introduce the sport of summer biathlon.

COMPOSITION

Each cadet will enter as an individual.

FACILITIES

The facilities required to conduct a competitive summer biathlon activity are:

- a route, on alternating terrain, of approximately 500 to 1000 m with the start and finish lines located close to the range. The route should be wide enough to accommodate a maximum of 10 cadets running at one time. When roads are to be crossed, they must be clearly marked and a central crossing point established with traffic control provided; and
- an air rifle range constructed in accordance with A-CR-CCP-177/PT-001, Chapter 1, Section 8, with a minimum of one firing lane per cadet per group.

PARTICIPANTS

This activity may be conducted with cadets from multiple corps/squadrons. A sample invitation for the competitive summer biathlon activity is located at [Annex E](#).

STAFFING

Numerous staff are required to conduct a competitive summer biathlon activity. These appointments may be filled by corps/squadron staff, and shall include:

- **Technical Delegate.** Responsible for the overall conduct of the competition, including issuing penalties, and interpreting the rules.
- **Range Safety Officer (RSO).** Responsible for the overall conduct of the activities on the range.
- **Assistant RSO.** Responsible for targets, issuing ammunition, and assisting the RSO, as required.
- **Lane Scorekeeper.** Responsible for scoring targets and recording results on the range recording sheet (located at [Annex D](#)).
- **Chief of Statistics.** Responsible for compiling all the event data (e.g. range results, start/finish time, and any penalties issued).
- **Runner.** Responsible for collecting the scoring sheets and delivering them to the chief of statistics.
- **Start and Finish Line Chief.** Responsible for starting the run and recording the finish times on the scoresheet (located at [Annex D](#)).
- **Course Control.** Responsible for recording each time the cadet runs a loop on the course control sheet (located at [Annex D](#)).
- **First Aider.** Responsible for dealing with any injuries that may occur during the competition.

FORMAT

Team Captain's Meeting

All cadets will attend the team captain's meeting. This meeting includes all the essential information required by the cadets to participate in the competitive summer biathlon activity. The cadets are given:

- start times;
- range lane assignments;
- weather updates; and
- introductions to the competition staff.

The Running Loop

Each cadet will run three separate loops of 500 to 1000 m. Each running loop will consist of:

- assembling for an individual start (cadets will begin at 10-second intervals for the first loop); and
- crossing the finish line.

The Range

Each cadet will fire five to eight pellets in an effort to activate all five targets on the BART. After each bout of firing, the appropriate lane scorer will record the cadet's results and reset the BART.

SEQUENCE

This competitive summer biathlon activity will be conducted in the following sequence:

1. running a loop of 500 to 1000 m;
2. firing five to eight pellets at the BART;
3. running a loop of 500 to 1000 m;
4. firing five to eight pellets at the BART;
5. running a third loop of 500 to 1000 m; and
6. crossing the finish line.

EQUIPMENT

Based on 20 cadets per group, the equipment required to conduct the competitive summer biathlon activity shall include, but is not limited to the following:

- Cadet air rifles (5);
- Cadet air rifle slings (5);
- Shooting mats (10);
- .177 air rifle pellets (a minimum of 700 pellets);
- Stop watches (5);
- BART and target frame (5);

- Safety glasses (8);
- Pens/pencils;
- Notice board;
- Biathlon scoresheets located at [Annex D](#);
- Course control sheets located at [Annex D](#); and
- Range recording sheets located at [Annex D](#).

DRESS

Appropriate clothing according to the weather forecast.

RULES AND REGULATIONS

- Cadets must use the same firing lane for the duration of the activity.
- The run must be completed in the proper sequence and on the marked route.
- Rifles must be placed on the firing point by the range staff and will remain there for the duration of the activity.
- All firing will be done in the prone position.
- The cadet air rifle sling is the only firing aid that may be used.
- The rifle must be made safe upon completion of firing.
- An inoperable rifle will be replaced by the range staff, the target will be reset, and the cadet will fire five to eight shots with the new rifle.
- Safety infractions will result in time penalties.
- Missed targets will result in time penalties.

SCORING

Scoring will be calculated as follows:

- **Time.** The cadet's final time is the time from the start to the finish, plus any issued penalties.
- **Firing.** For each bout of firing, the number of missed targets will be recorded on the range recording sheet by the lane scorekeeper (located at [Annex D](#)). For each missed target, a one-minute penalty will be added to the cadet's total time.

PENALTIES

Penalties will be added to the individual's time, to include:

- Each violation of the principles of fair play or good sportsmanship will result in a one-minute penalty, to include:
 - not giving way in an area of congestion;
 - pushing or shoving;
 - using profanity; and

- interfering with other competitors.
- Each missed target will result in a one-minute penalty.
- A one-minute penalty will be issued for each safety infraction, to include:
 - not keeping control of the cadet air rifle;
 - moving forward of the firing point; and
 - intentionally firing rounds at objects other than the BART.

OUT OF BOUNDS AREAS

Out of bounds areas are to be clearly identified prior to the start of the competitive summer biathlon activity.

AWARDS

Awards instructions are located at [Annex F](#).

NOTES

- Course control staff will record each time a cadet runs through a loop. See course control sheet located at [Annex D](#).
- The start and finish line chief will keep records for each cadet. When the sheet is full or nearly full the runner will take the sheet to the chief of statistics. See scoresheet located at [Annex D](#).
- Bibs may be used to identify cadets, if available.

SCORESHEET

Cadet Name	Start Time	Loop One	Loop Two	Loop Three	End Time	Run/Safety Penalties	Firing Penalties	Total Time

Note: The start and finish line chief is responsible for recording the run times and presenting the scoresheet(s) to the scorekeeper.

Figure 9D-2 Scoresheet

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INVITATION SAMPLE

Corps Competitive Summer Biathlon Activity

When:

Where:

Eligibility: Phase Two Cadets

Rules: Located at [Annex C](#) to PO 211, Instructional Guide.

Event: Individual

Category: Female: three loops of 500 to 1000 m, two relays of firing in the prone position
Male: three loops of 500 to 1000 m, two relays of firing in the prone position

Schedule:

0900hrs	Coaches meeting
1010hrs	Start
1055hrs	Last cadet start
1200hrs	Last cadet finish
1300hrs	Awards

Note: Times listed above are approximate.

Contact Information:

Special Notes:

Additional corps officers will be required to assist in running the competitive summer biathlon activity.

Parents and spectators are invited to observe the activity.

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AWARDS INSTRUCTIONS

AWARDS

All cadets shall be awarded with a certificate/ribbon for participation. The top three competitors from each gender shall be awarded with a certificate/ribbon/medal.

AWARD CEREMONY

The technical delegate shall organize the award ceremony for the competitive summer biathlon activity.

AWARD PRESENTATIONS

The hosting corps Commanding Officer or other local VIP shall present awards to the winning cadets and certificates to all cadets.

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CHAPTER 10

**PO 220 – RECOGNIZE HISTORICAL ASPECTS OF
THE CANADIAN NAVY AND MARITIME COMMUNITY**



ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE



SECTION 1

EO M220.01 – RECOGNIZE THE ROLE OF THE CANADIAN FORCES (CF) IN HISTORICAL INTERNATIONAL EVENTS

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Photocopy handouts located at [Annexes A](#) and [B](#) and the appropriate section of [Annex C](#).

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 to present background material on the role of the CF in historical international events.

An in-class activity was chosen for TP2 and TP3 as it is an interactive way to provoke thought and to stimulate interest among cadets in the role of the CF in historical international events.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to recognize the role of the CF in historical international events.

IMPORTANCE

It is important for cadets to recognize the role the CF has played in historical international events because it parallels the development of Canada as an independent nation and provides an overview of the positive influence Canada's involvement has had on the global community. In addition, Canada's continuing commitment to international events through the CF helps contribute to international peace and security.

Teaching Point 1**Introduce a Timeline of the Involvement of the CF in Historical International Events**

Time: 10 min

Method: Interactive Lecture

Name	Date	Location	Origin of the Event
South African (Boer) War	1899-1902	Republic of South Africa	Conflicts between the Boers and the British, in the republics of Transvaal and Orange Free State, in present day South Africa, led to war after Britain refused to remove troops from the territories.
WW I	1914-1918	Europe	On August 3, 1914, Great Britain and its colonies, including Canada, declared war on Germany to check further German aggression in Europe after Germany invaded Belgium.
WW II	1939-1945	Europe and Asia	On September 10, 1939, Canada declared war on Germany, after Britain and France had done the same on September 3, following the German invasion of Poland.
Peace Support Operations			
The Korean Conflict	1950-1953	North and South Korea	On June 30, 1950, Canada sent three destroyers to support United Nations troops who were opposing North Korea's invasion of South Korea.
The Middle East	1956-_____	The Middle East	Canada, as part of several United Nations peace support operations, has helped keep the peace between many countries in the Middle East from 1956 to the present day.
Africa	1960-1996	Africa	Canada, as part of several United Nations peace support operations, has helped restore order in several parts of Africa since 1960.
The Balkans	1991-2004	Former Yugoslavia	The United Nations sent troops into the Balkan countries after different ethnic and religious groups became violent following the break-up of Yugoslavia.
Afghanistan	2001-_____	Afghanistan	The United States of America (USA) led a coalition of countries in a military campaign in Afghanistan in retaliation

Name	Date	Location	Origin of the Event
			for terrorist attacks against the USA on September 11, 2001.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What is another name for the South African War?
- Q2. When did Canada declare war on Germany?
- Q3. What started the peace support operation in Afghanistan?

ANTICIPATED ANSWERS

- A1. The Boer War.
- A2. September 10, 1939.
- A3. Terrorist attacks on the USA.

Teaching Point 2

Conduct a Group Activity Where Cadets Will Research an Historical International Event

Time: 20 min

Method: In-class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is for the cadets to study one of the historical international events listed in TP1.

RESOURCES

- Presentation outline handouts located at [Annex A](#) or [B](#).
- Handouts on events found at [Annex C](#).
- Pens/pencils.

ACTIVITY LAYOUT

S.O.



Use the presentation outline located at [Annex A](#) for the South African War, World War I, World War II, Korea, the Balkans and Afghanistan. Use the presentation outline located at [Annex B](#) for the Middle East and Africa.

ACTIVITY INSTRUCTIONS

- Divide cadets into groups.
- Provide each group with a different event to research.

- Provide each group with the appropriate presentation outline handout located at [Annex A](#) or [B](#).
- Provide each group with the appropriate appendix on the event to be researched located at [Annex C](#).
- Provide cadets with time to research their event and fill out the presentation outline.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 2

The cadets' participation in the activity will serve as the confirmation of TP2.

Teaching Point 3

Have Each Group Present a Two-minute Briefing on the Event Researched in TP2

Time: 20 min

Method: In-class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is for cadets to present a two-minute briefing on the event researched in TP2.

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

Have each group present the information found during TP2 to the remainder of the group in accordance with the presentation outline handouts located at [Annex A](#) or [B](#).

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in the briefing will serve as the confirmation of TP3.

END OF LESSON CONFIRMATION

The cadets' participation in TP2 and TP3 will serve as the confirmation of this lesson.

CONCLUSION

HOMework/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Canada has made a huge contribution to international events. Canada's contribution to World War I and World War II helped establish it as an emerging world power. After World War II, Canada's participation in numerous Peace Support Operations has helped it develop a reputation as a peacekeeping nation concerned with international peace and security.

INSTRUCTOR NOTES/REMARKS

During TP3, ensure the cadets do not go over the allotted time and ensure they follow the outline given for the presentation.

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ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE



SECTION 2

EO M220.02 – RECOGNIZE NAVAL/MARITIME HISTORICAL SITES AND THEIR SIGNIFICANCE

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson. If you wish to use a site from the local area for this activity, prepare a handout, like those in [Annex D](#), for the cadets.

Photocopy the handouts located at [Annex D](#).

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An in-class activity was chosen for this lesson as it is an interactive way to provoke thought and to stimulate interest among cadets in naval/maritime historical sites.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to recognize naval/maritime historical sites and their significance.

IMPORTANCE

It is important for cadets to recognize naval/maritime historical sites and their significance because they commemorate the historic contribution Canadians have made to their country and the world. Recognizing how Canadians have overcome obstacles in the past can strengthen the resolve of present day Canadians to meet current challenges.

Teaching Point 1**Create a Poster**

Time: 25 min

Method: In-class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have cadets create a poster depicting a regional, national or international historic site.

RESOURCES

- Handouts located at [Annex D](#).
- Bristol board.
- Coloured markers.
- Tape/glue.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

Divide the cadets into groups. Have each group select a site from the handouts located at [Annex D](#), or use one from the local area, and create a poster, using one sheet of bristol board, illustrating what the site commemorates and why it is significant.



If using a local site, not described in [Annex D](#), you must research this site and prepare a handout for the cadets.

SAFETYN/A.

CONFIRMATION OF TEACHING POINT 1

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

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Historic sites are links to the past, which allow us to express our gratitude to Canadians for their extraordinary achievements. Canada has benefited greatly, both nationally and internationally, as a result of our past achievements and we should strive to continue this fine tradition of service.

INSTRUCTOR NOTES/REMARKS

N/A.

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ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE



SECTION 3

EO M220.03 – RECOGNIZE NAVAL SHIP'S TRADITIONS

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Assign cadets roles as described in [Annex E](#). Photocopy the handout at [Annex E](#) for cadets in advance of the lesson.

Ensure that the training area is set up in accordance with [Annex F](#).

PRE-LESSON ASSIGNMENT

Cadets shall read [Annex E](#) to become familiar with their assigned roles prior to this lesson.

APPROACH

An interactive lecture was chosen for TP1 to TP3 to present background information while allowing the cadets to become involved in ship's traditions by asking and responding to questions.

An in-class activity was chosen for TP4 as it is an interactive way to provoke thought and to stimulate interest among cadets in naval ship's traditions.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to recognize the naval traditions associated with bringing a vessel into service, proposing toasts, and observing customs.

IMPORTANCE

It is important for cadets to learn about naval ship's traditions because they are interesting and informative. Recognizing traditions of the Canadian Navy can help cadets better value their membership in the Canadian Cadet Movement (CCM) by helping them develop a sense of belonging and pride.

Teaching Point 1**Explain How a Naval Vessel Is Brought Into Service With the Royal Canadian Navy (RCN)**

Time: 10 min

Method: Interactive Lecture

BRINGING A NAVAL VESSEL INTO SERVICE

There are three events which take place before a naval vessel can be brought into service.

Keel Laying

The first step in bringing a vessel into service is the keel laying, which originally consisted of laying a large wooden beam, the ship's backbone, on a building berth. Today's modern ship construction method involves erecting several modules or building blocks which are then welded together. The keel is considered laid when the first of the modules is in place on the building berth. At this point, the new ship is simply referred to as Hull # (dependent on the number of ships built by that shipyard).



Department of National Defence. (2006). HMCS Montreal—About the Ship. Retrieved 29 March 2007, from http://www.navy.dnd.ca/montreal/home/index_e.asp

Figure 10-3-1 HMCS Montreal Forecastle Module



Department of National Defence. (2006). HMCS Montreal—About the Ship. Retrieved 29 March 2007, from http://www.navy.dnd.ca/montreal/home/index_e.asp

Figure 10-3-2 HMCS Montreal Bridge Module

Naming and Launching

The second event is the naming and launching ceremony. The naming and launching ceremony are religiously symbolic and, in fact, naming a ship was once referred to as a ship's christening. The blessing of the ship by the clergy is a prayer for guidance and protection of the ship and her crew. The breaking of a bottle of wine or champagne against the bow of the ship is similar to a baptism.

Since the beginning of the Canadian Navy in 1910, naval ships have been named for Canadian cities, towns, provinces, lakes, bays, rivers, and regions. The newest of Canadian ships, the Halifax Class Patrol Frigates, and the Kingston Class Maritime Coastal Defence Vessels (MCDV), have continued that tradition and are all named for cities in every province and territory.

The naming and launching ceremony includes:

- a short speech by the builder;
- the blessing of the ship by a member of the clergy;
- the traditional breaking of a bottle of wine or champagne on the ship's bow;
- the formal naming of the ship by a representative of the builder, who is almost always a woman, using the traditional words: "I name you Her/His Majesty's Canadian Ship (local town). Bless this ship and all who sail in her"; and
- the launching of the ship into the water.

Commissioning

The commissioning ceremony is the last of the three events that bring a naval vessel into service. The modern commissioning ceremony is based on the tradition whereby captains were commissioned by the sovereign to take over a specific ship, make it ready, and then carry out a particular expedition on behalf of the crown. It was the responsibility of the appointed captain to see to it that the ship was fit for sea in all respects and provided with a ship's company who may or may not have been volunteers.

Modern commissioning ceremonies usually take place inside the shipyard with the new ship secured alongside the jetty and includes:

- the ship's company fallen in on the jetty next to the ship;
- speeches by representatives of the builders, the Department of Supply and Service, and the Department of National Defence (DND);
- the signing of documents by the builder, government officials, senior officers of the Canadian Forces (CF), and the newly appointed ship's commanding officer;
- the symbolic presentation of the ship's keys to the commanding officer;
- a commissioning service conducted by the chaplain service of National Defence Headquarters (NDHQ);
- the hoisting of the naval ensign, Canadian flag, and the ship's pennant to the masthead;
- a speech by a guest of honour;
- an address by the commanding officer to the ship's company concluding with the order: "Man Her/His Majesty's Canadian Ship (name of ship)"; and
- piping the commanding officer aboard after the ship has been taken over by the officers and crew.

After commissioning, the ship is ready to join the fleet.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What is the first step in bringing a vessel into service with the Canadian Navy?
- Q2. Since the beginning of the Canadian Navy in 1910, what have naval vessels been named after?
- Q3. What is the last step in commissioning a ship?

ANTICIPATED ANSWERS

- A1. The keel laying.
- A2. They have been named after cities and towns, provinces, lakes, bays, rivers, and regions.
- A3. After the ship's company has taken over the ship, the commanding officer is piped aboard.

Teaching Point 2

Describe Naval Toasts

Time: 5 min

Method: Interactive Lecture

PURPOSE OF TOASTS

The custom of toasting is an ancient one that has evolved from honouring the Gods to a general proposition of "good health". This custom is called a toast because at one time a piece of toast was placed in the wine to improve its flavour. The toast remains a popular custom of mess life.

MAKING A TOAST

In the CF, toasts are made at a mess dinner after the meal is finished. All is cleared from the table except for wine glasses for the port. Customs differ but generally the President of the Mess (PMC) un-stoppers the port

and fills a glass first followed by the Vice-President of the Mess (VPMC). In naval messes the PMC and VPMC fill their own glasses last. In all messes, the port is passed to the member's left but the method of passing varies. In most Air Force messes, the decanter is not allowed to touch the table as it passes, but in naval and regimental messes the matter of the decanter touching the table is not important. However, in wardrooms aboard HMC ships, the decanter is slid along the table top from member to member and the PMC is the last to fill a glass.

THE LOYAL TOAST

The first toast to be given, after the meal is finished and the table is cleared, is the Loyal Toast. In naval messes, whether aboard HMC ships or ashore, members remain seated during the Loyal Toast. There are numerous stories regarding the origin of this tradition. Many deal with royalty on ships striking their heads on low beams while standing for the toast aboard ship, while others attribute the tradition to the difficulty of standing when the ship is underway. Regardless, naval personnel are allowed to remain seated during the Loyal Toast.

After the table has been cleared, the port is placed on the table. After the port has been passed around and all glasses are filled, the PMC stoppers the decanter, raps the table for silence, and says, "Mister/Madam Vice, the Queen/King" in English or French. If a band is present, the first six bars of "God Save the Queen" are played after which the VPMC, alone, rises and responds, in the other official language, "Ladies and Gentlemen, The Queen/King of Canada". All members raise their glasses and reply, "the Queen/King".

TOASTS OF THE DAY

In addition to the Loyal Toast, numerous other toasts may be proposed. In naval messes, one such toast is called Toast of the Day and there is one for each day of the week:

- Monday Our Ships
- Tuesday Our Sailors
- Wednesday Ourselves
- Thursday Our Navy
- Friday Our Nation
- Saturday Our Families
- Sunday Absent Friends

If requested to deliver the Toast of the Day, do not be too short but avoid turning it into a speech, and maintain a balance between humour and respect.

Sample Toast (Our Sailors)

We toast our hearty sailors who go down to the sea in ships. May they continue to stand their watches diligently, be loyal to their shipmates, and faithful in their duties. Our Sailors.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. Why do we use the word toast to describe propositions to good health?
- Q2. How do naval personnel respond to the Loyal Toast?
- Q3. What is the Toast of the Day for Wednesday?

ANTICIPATED ANSWERS

- A1. Years ago a piece of toast was placed in the wine to improve its flavour.

A2. Naval personnel remain seated, raise their glasses and reply, “The Queen/King”.

A3. Ourselves.

Teaching Point 3**Describe Naval Customs**

Time: 10 min

Method: Interactive Lecture

MAKE AND MEND (MAKERS)

Before the time when uniforms were issued, men made their own. When hands could be spared from work about the ship, the pipe was made “hands to make and mend” once a week, usually on Thursday afternoon.

When uniforms were issued, the make and mend, also known as makers, gradually became used for recreational purposes both ashore and afloat. In the RCN, this traditionally took place on Wednesday afternoons. Around World War I (WW I) make and mend became a time when a sailor had some time to himself. At 1300 hrs on Thursday, the pipe “hands make and mend clothes” gave the men, not on watch, the afternoon off to do as they pleased. During World War II (WW II), make and mend was still a half day when men, not on watch, were to repair and wash clothing and scrub their hammocks.

Today, there is a trend in HMC ships to return to harbour early on Friday, with a make and mend, meaning leave for all those not on watch on Friday afternoons. The make and mend appears in daily routine orders and is known in advance, thus the pipe, “hands to make and mend” is not often heard today.

CROSSING THE LINE

Crossing the line, usually the equator, is one of the oldest seafaring customs. In the early days of sail, it was a welcome break during a long voyage. During the ceremony all “tadpoles” – sailors who have never crossed the line – are initiated into His Oceanic Majesty’s realm as “shellbacks” – deep-water sailors.

As a ship approached the equator, everyone, except the duty watch, would get ready for the drama which over the years has had many variations in character and costume. Generally, Neptune, King of the Sea, would lead Queen Amphitrite, a barber, a doctor, and constables aboard ship. These characters would be outrageously dressed with exaggerated props such as huge razors, swabs, syringes, and mallets.

The tadpoles would be blindfolded and seated on a tilting plank over a canvas pool. Each time they tried to answer a question, the tadpoles would be lathered and shaved by the barber. The doctor would then administer enormous pills before the tadpoles are tumbled into the pool and dunked three times by the constables all the while struggling to get free.

After the presentation of artistic certificates to the new shellbacks, King Neptune and his crew would disappear over the side.

ROUNDS

Rounds are routine inspections conducted at regular intervals and are as old as the military profession itself. References to rounds have been found in military publications dating back to 1689. Rounds are designed to guard against surprise by a hostile force and to ensure the safety of the group from fire, weather, or sickness.

Rounds are not normally found in routine orders and, on land, the use of rounds is determined by the type and location of the military establishment. The traditional rounds have been adapted to suit changing military life and, in many cases, rounds are conducted by commissionaires or military police. However, on long training exercises in the field, there are still occasions when pickets or sentries have to be posted.

Aboard HMC ships, rounds are conducted by either the officer of the day and duty petty officer while ashore or the executive officer and coxswain while at sea. They are conducted to see that all is shipshape for the night

and that there is nothing to interfere with the safety and fighting capability of the ship. At sea, the captain's rounds are conducted once a week.

In the CCM, rounds are a part of cadet life at corps during outings and training exercises. As well, rounds are conducted at Sea Cadet Summer Training Centres (SCSTCs) as duty personnel check on the safety and security of the training centre and personnel in quarters.

SUNSET CEREMONY

The sunset ceremony is a re-enactment of the military tradition of closing the gate of the fort after the troops were led back to their quarters for the night by a drummer and the night watch was set. The ceremony itself involves three happenings – the tattoo, the retreat, and the lowering of the Canadian flag involving, essentially, a guard, band, and guns' crews. It can be carried out as a grand spectacle such as at SCSTCs or as a jetty-side presentation by a ship in a foreign port.

Tattoo

The tattoo itself has ancient origins. The word itself comes from the Dutch "tap-toe" meaning to shut off the taps. In the very early days of the military, troops did not stay on a base, but rather would be billeted in private houses or inns. Often troops would visit the taverns after duty and at an appropriate hour, after darkness had fallen, a drummer would march from post to post through town beating his drum which meant that the innkeeper had to turn off his taps. No more beer was to be served and soldiers had to go to their quarters. A guard would closely follow the drummer to ensure that innkeepers obeyed the drummer and soldiers retired for the night. Gradually, other musicians joined the drummer, making it a full band and the tattoo itself became marching entertainment.

When soldiers were in camp, the tattoo began with the first post which indicated that the drummer was beginning his rounds and would end with the last post or the last stop on the round. This is where the tradition of the "Last Post" at military funerals arose.

Retreat

After the tattoo comes the retreat when the gates of the fort are closed and the night watch is set. This retreat at sundown is not to be confused with the retreat in battle which was also conveyed by drummers. In the modern sunset ceremony, the setting of watches is alluded to by guard drill and the firing of the field guns.

Lowering the Flag

After the firing of the field guns, the band plays "O Canada" and "God Save the Queen/King" followed by the lowering of the Canadian flag.

MASCOTS

Mascots have been a part of the Canadian Navy since the beginning. It is said that one of the RCN's first ships, HMCS Rainbow, had a dog for a mascot. It is during periods of hostility that mascots are most valuable to the CF. When people are under stress, the mascot becomes an object of humour and affection, which helps relieve tension. Some mascots have been living animals including ducks, pigeons, dogs, bears, coyotes, horses, and goats. Others have been statues, replicas, and stuffed animals.

Some naval mascots include:

- **Percival Quincy Penguin, LCdr (Ret'd), OMM, CD aka Percy the Penguin.** A stuffed and highly decorated wardroom mascot aboard HMCS Terra Nova which was inspired by the ship's badge. He joined the RCN in 1959 and served his whole career aboard HMCS Terra Nova until she was decommissioned. Shortly after this he was presented to RCSCC 3 Terra Nova and presently serves as the mascot for this corps.



Department of National Defence. (2007). Cadets Canada–3 Terra Nova. Retrieved 29 March 2007, from http://www.cadets.net/atl/3sea/percy_e.htm

Figure 10-3-3 LCdr Percival (“Percy”) Quincy Penguin, OMM, CD (Ret’d)

- **Petty Officer Wilbur Duck.** A white duck with an orange bill and orange feet, who waddled up to a Canadian Airborne Regiment observation post in Cyprus during the conflict between the Greeks and Turks. He was adopted by the regiment and nicknamed “Petty Officer” because he had webbed feet and looked as if he was walking aboard a ship at sea.
- **Old Blue.** A magnificent golden buck’s head, on a bulkhead in the destroyer HMCS Fraser. Old Blue was inspired by the golden buck’s head in the ship’s badge.
- **Pigeon Tom.** A pigeon who got blown far off shore and landed on the deck of HMCS Gatineau as she was returning from New Zealand to her home port in 1972. He was named after the ship’s captain.
- **Alice.** A sea going canine mascot aboard HMCS Cayuga during the Korean Conflict. One time when HMCS Cayuga was being refuelled at sea, Alice fell overboard between her ship and the tanker but she was saved by her shipmates. It was said that the crew of HMCS Cayuga responded more quickly to the pipe “Alice overboard” than it did for “action stations”.
- **Sailin’ Simcoe.** Simcoe joined HMCS Toronto’s crew in February 2004 and was presented to the ship by the students of Iroquois Junior Public School in Scarborough, Ontario. On May 30, 2005, Sailin’ Simcoe enlisted in the CF as an Ordinary Seaman Boatswain and continues to show how beavers are persistent, enthusiastic, and proud in their hard work.



Department of National Defence. (2006). HMCS Toronto – Ship departments. Retrieved 29 March 2007, from http://www.navy.dnd.ca/toronto/home/index_e.asp

Figure 10-3-4 Sailin’ Simcoe

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. What was make and mend originally designed for?
- Q2. What is a tadpole?
- Q3. Why are mascots important?

ANTICIPATED ANSWERS

- A1. Make and mend was originally designed to give sailors time off to repair their uniforms and scrub their hammocks.
- A2. A tadpole is a sailor who has never crossed the equator.
- A3. Mascots help relieve stress by becoming objects of humour and affection.

Teaching Point 4

Conduct an Activity To Explore Bringing a Naval Vessel Into Service, Proposing Toasts and Observing Naval Customs

Time: 25 min

Method: In-class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is exploring the traditions associated with bringing a vessel into service with the Canadian Navy, proposing toasts, and observing customs.

RESOURCES

In-class activity located at [Annex E](#).

ACTIVITY LAYOUT

Set up the classroom in accordance with the layout located at [Annex F](#).

ACTIVITY INSTRUCTIONS

Ensure that everyone has a copy of [Annex E](#) and understands their assigned role.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 4

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

END OF LESSON CONFIRMATION

The cadets' participation in the in-class activity will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Recognizing naval ship's traditions is not just an interesting study of the way things used to be. Recognizing traditions can help us understand modern day customs and develop a sense of pride.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

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ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE



SECTION 4

EO M220.04 – PARTICIPATE IN A DISCUSSION/ PRESENTATION ON A NAVAL COMMEMORATIVE EVENT

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

A guest speaker may be brought in to conduct this lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 as it allows the instructor to explain the importance of naval commemorations and to generate interest among cadets.

A group discussion was chosen for TP2 and TP3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about a naval commemorative event.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to have participated in a discussion/presentation on a naval commemorative event to better understand why commemorations are important and still relevant today.

IMPORTANCE

It is important for cadets to learn about commemorative events so that people and events of the past can live on, even today, in our memory.

Teaching Point 1**Explain the Importance of a Naval Commemoration**

Time: 5 min

Method: Interactive Lecture

COMMEMORATION

A commemoration is a ceremony, an observance, or a monument of some kind designed to honour an event, person or group. Commemorations not only involve building, naming, or shaping physical sites but also involve ritual acts such as saying prayers, playing music, observing silences, lowering and raising flags, wearing poppies, and visiting memorials.

BATTLE OF THE ATLANTIC SUNDAY

The following information is meant to reinforce material on the Battle of the Atlantic which was taught in Phase One.

Battle of the Atlantic Sunday is a naval commemoration of the Battle of the Atlantic, fought during World War II (WW II). It is held every year on the first Sunday in May. The national ceremony takes place in Halifax, NS, at the Commonwealth Wars Memorial, also known as the Sailor's Memorial, located in Point Pleasant Park.

The Battle of the Atlantic began on September 3, 1939 when WW II began and continued until WW II ended on May 8, 1945. It was the longest battle of WW II. For almost six years, German submarines attacked Allied merchant ships to prevent them from delivering vital supplies and personnel to ports all over the world. After the surrender of France in 1940, the Allies had to invade Europe from the sea to defeat Germany and massive amounts of supplies and equipment had to be stockpiled in England to accomplish this. The Battle of the Atlantic reached a critical point in 1942 when hundreds of merchant ships were lost. One hundred and nineteen ships were lost in November alone but only a few submarines were destroyed. German submarines were also operating in Canadian waters, inflicting casualties in the St. Lawrence River and the Cabot Strait where they sank the passenger ferry SS Caribou with significant loss of life.

By the summer of 1943 the worst of the battle was over as Allied counter-measures started to have an effect. Improved equipment and more escort ships, with better trained crews, combined to destroy 41 German submarines in May alone. Germany ordered all U-boats out of the Atlantic, effectively ending the Battle of the Atlantic but sporadic action would continue for two more years.

The Royal Canadian Navy (RCN) made a significant contribution to the Battle of the Atlantic and was the only branch of the Canadian Forces (CF) to have an independent command during WW II. In March 1943, Canadian Northwest Atlantic Command was formed, giving the RCN responsibility for all convoys in the North West Atlantic and by 1944, it would be responsible for all Atlantic convoys.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What is a commemoration?
- Q2. How long was the Battle of the Atlantic?
- Q3. How did the RCN contribute to the Battle of the Atlantic?

ANTICIPATED ANSWERS

- A1. A commemoration is a ceremony, observance, or a monument of some kind designed to honour an event, person, or group.
- A2. Almost six years from September 3, 1939 to May 8, 1945.
- A3. After 1943 the RCN was responsible for all convoys in the Northwest Atlantic and by 1944 it was responsible for all Atlantic convoys.

Teaching Point 2

Discuss National, Provincial, and Local Naval Commemorations

Time: 10 min

Method: Group Discussion

BACKGROUND KNOWLEDGE



The point of the group discussion is to draw the following information from the group using the tips for answering/facilitating discussion and the suggested questions provided.

WHY DOES THE GOVERNMENT OF CANADA DESIGNATE CERTAIN DATES AS NATIONAL COMMEMORATIONS

The government of Canada is proud of Canada's military heritage. The dramatic events of Canadian history and the Canadians who have contributed to Canada's national development have become part of a national heritage worthy of celebration and commemoration. It is important also, that Canada's historic traditions and the sacrifice Canadians have made throughout the years be preserved for future generations.

WHAT DATES ARE NATIONALLY COMMEMORATED BY THE CF

The CF commemorates four dates:

- Remembrance Day is celebrated on November 11 every year at the National War Memorial, Confederation Square in Ottawa. November 11 is when the Armistice was signed, ending World War I (WW I).
- Battle of the Atlantic Sunday is celebrated on the first Sunday in May every year at the Sailor's Memorial in Point Pleasant Park in Halifax. WW II officially ended on May 8, 1945.
- Battle of Britain is commemorated every year, at the Canadian Aviation Museum in Ottawa, on the first Sunday between September 15 and September 21. This date was chosen because on September 15, 1940 the Royal Air Force overwhelmingly defeated the German Air Force in the skies over Britain.
- Merchant Navy Day is celebrated on September 3 at the National War Memorial, Confederation Square in Ottawa. This was the first day of WW II and the date on which the first merchant ship was sunk. This date was not chosen until 2003, a few years after the government of Canada granted official veteran status to the Merchant Navy.

WHAT ARE PROVINCIAL AND LOCAL COMMEMORATIONS

Provincial commemorations are similar to national commemorations except that they take place at war memorials in provincial capital cities rather than Ottawa. Local commemorations are community based events,

usually organized by the Royal Canadian Legion or some other community organization and may include a parade to the local war memorial as well as other rituals of commemoration.



Discuss, with the group, local commemorations to include the location, people involved, who or what is being commemorated, and what ritual aspects of commemorations are involved.

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Establish ground rules for discussion, e.g. everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you, etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS

- Q1. Why does Canada have national commemorations?
- Q2. Why do we celebrate Remembrance Day on November 11?
- Q3. What does the Battle of the Atlantic Sunday commemorate?
- Q4. Merchant seamen were not part of the CF. Is it appropriate for Canada to observe September 3 as Merchant Navy Day?



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



Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3

Discuss Implications for Future Naval Commemorations

Time: 10 min

Method: Group Discussion

BACKGROUND KNOWLEDGE



The point of the group discussion is to draw the following information from the group using the tips for answering/facilitating discussion and the suggested questions provided.

Many of the historic events that are commemorated today occurred in the distant past. As time passes, these events will fade further into memory and many may not see the importance of commemorating them.

THE IMPORTANCE OF CONTINUING TO COMMEMORATE HISTORIC EVENTS

Historic events have, in some way or other, affected us all regardless of our age. What happened many years ago, during the wars, helped give us the lifestyle that we enjoy today. In addition, historic events are all around us in the movies we watch, music we listen to and the people we meet. Most of us know someone who is a veteran but, sadly, these storytellers and their stories will soon be gone, which makes the acts of commemoration even more important. If we do not continue to commemorate historic events, people may:

- repeat these past events;
- feel that acts of inhumanity are acceptable or excusable;
- forget what happened; or
- feel disconnected from what happened.

THE NATURE OF FUTURE COMMEMORATIONS

For some people, traditional commemorations are not effective. They feel that people do not learn from past mistakes and that commemorations are important only to the victims of cruelty and are generally ignored by those who commit cruel acts. Further, remembering in the traditional way makes an event important for a short while once a year but then we feel that we have done our part and forget about it for another year.

Commemorations become more valuable when they help us change our behaviour. In the future, it may be useful to commemorate in non-traditional ways which are more modern and personally meaningful. Such methods may include:

- making a commemorative wall;

- designing and making a memorial;
- creating poems, songs, videos etc.;
- respecting local veterans by volunteering to help them in various ways; or
- recognizing the sacrifice many Canadians are continuing to make throughout the world.

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Establish ground rules for discussion, e.g. everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you, etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS

- Q1. Why is it important that we continue to commemorate historic events?
- Q2. Why do some people think that traditional commemorations are ineffective?
- Q3. How might future commemorations change?
- Q4. Why might such commemorations be more meaningful?



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



Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

CONFIRMATION OF TEACHING POINT 3

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

END OF LESSON CONFIRMATION

The cadets' participation in the group discussions will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Commemorations of historic events help preserve Canadian Heritage. The contributions Canadians have made to the world and to the development of Canada as a nation are worth honouring and through commemoration will live on in memory.

INSTRUCTOR NOTES/REMARKS

Points that arise from the group discussions in TP2 and TP3 should be placed on a whiteboard/flipchart/OHP slide to be referenced during the conclusion of the lesson. This EO should be conducted in conjunction with EO C220.01 (Participation in a Ceremonial Parade) where applicable.

REFERENCES

- A1-030 Directorate of History and Heritage 3. (ND). *11th November – Remembrance Day Aide Memoire*. Retrieved 19 March 2007, from http://www.forces.ca/dnn/Portals/0/NMR/Remembrance_ceremonies-History&Etiquette.pdf.
- C1-056 (ISBN 0-662-68646-2) Veterans Affairs Canada. (2005). *A Day of Remembrance*. Canada: Her Majesty the Queen in Right of Canada.
- C1-065 Savage, K. (ND). *History, Memory and Monuments: An Overview of Scholarly Literature on Commemoration*. Retrieved 28 February 2007, from <http://www.cr.nps.gov/history/resedu/savage.htm>.
- C1-066 British Broadcasting Corporation. (ND). *Do We Need a Holocaust Memorial Day?* Retrieved 28 February 2007, from http://news.bbc.co.uk/1/hi/talking_point/1774160.stm.
- C1-067 Imperial War Museum. (2007). *The Battle of Britain: Important Days in the Battle: 15 September*. Retrieved 30 March 2007, from <http://www.iwm.org.uk/upload/package/27/battleofbritain/intro>.
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ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE



SECTION 5

EO C220.01 – RECOGNIZE THE ROLE OF THE MERCHANT NAVY

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Photocopy the handouts located at [Annexes G](#) and [I](#) for TP1

Photocopy the handouts located at [Annex H](#) for each cadet.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 and TP2 to orient cadets to the Merchant Navy and generate interest.

An in-class activity was chosen for TP3 as it is an interactive way to provoke thought and stimulate an interest among the cadets about the convoy system.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to recognize the role of the Merchant Navy in World War II (WW II).

IMPORTANCE

It is important for cadets to recognize the role of the Merchant Navy in WW II because Canada's fleet of Merchant Navy ships carried goods and personnel, vital to the war effort, across the Atlantic Ocean. Merchant ships were prime targets for the enemy and had a casualty rate higher than any of Canada's fighting services.

Teaching Point 1**Describe the Merchant Navy and How It Contributed to Victory in WW II**

Time: 10 min

Method: Interactive Lecture



Copy the information web, located at [Annex G](#) to this Instructional Guide, on a flipchart or whiteboard to present the material in TP1. [Annex G](#) can also be photocopied and used as a handout.

THE MERCHANT FLEET

The Merchant Navy was a fleet of converted passenger ships and freighters which carried people, munitions and other supplies, vital to the war effort, from North America to different ports all over the world. An average sized cargo ship could carry enough food to feed 225 000 people for a week. These ships also transported clothing, fuel, steel, aluminum, lumber, aircraft, tanks, jeeps, trucks, and guns. Merchant Navy ships sailed across the Atlantic in convoys for security and protection.

On August 26, 1939 the Royal Canadian Navy (RCN) took control of all merchant shipping in Canada. Merchant crews could not be forced to sail but most did. In 1939, Canada had only 38 ocean-going merchant ships manned by 1450 Canadian seamen. In the beginning, many ships were old and had not been used for years.

MERCHANT CREWS

Merchant crews had no uniforms and were poorly paid. Approximately 12 000 merchant seamen served during the war. Some served in the Merchant Navy because they were either too young or too old for the other branches. Most merchant seamen were in their 40s but ages ranged from 15 to 70 years. Others were medically rejected from service in other branches of the military while others served in the Merchant Navy because they preferred it. Life for a merchant seaman was difficult and dangerous, which created low morale.

The Merchant Navy casualty rate was higher than any branch of Canada's fighting services. Eighty-eight percent of these casualties occurred by the end of 1942. However, by the summer of 1943 considerably fewer merchant ships were being sunk mainly because of improved training and equipment, and longer range air protection.

GOVERNMENTAL RECOGNITION

According to Rear-Admiral Leonard Murray, Commander-in-Chief Canadian Northwest Atlantic during WW II, "the Battle of the Atlantic was not won by any Navy or Air Force, it was won by the courage, fortitude, and determination of the British and Allied Merchant Navy." (Veterans Affairs Canada, *Valour at Sea*, Her Majesty the Queen in Right of Canada, p. 15)

Despite their importance to the war effort, members of the Merchant Navy were not given official veteran status until 1992 but still did not receive the same benefits as other veterans. In February 2000, the Minister of Veterans Affairs announced the first of a series of payments to make Merchant Navy veterans' benefits equal to those of other veterans and by May 2001 the total payout had risen to \$104.5 million.

In 2000, the federal government announced that a national Merchant Navy Day would be celebrated on September 3 every year. September 3 was chosen because WW II began on that day and it was the date of the first allied merchant ship casualty when the SS Athenia was sunk.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. Why was the Merchant Navy important to the war effort?
- Q2. Who took over control of all merchant ships at the beginning of WW II?
- Q3. What date was chosen as Merchant Navy Day?

ANTICIPATED ANSWERS

- A1. The Merchant Navy delivered transported vital supplies from North America to ports all over the world.
- A2. Department of National Defence.
- A3. September 3.

Teaching Point 2

Describe the Organization of a Convoy

Time: 5 min

Method: Interactive Lecture



Divide cadets into groups. Distribute photocopies of the handouts located at [Annex I](#) to each group.

CONVOY ORGANIZATION

The ships in a convoy were organized into a grid usually containing nine columns of five ships each as outlined in [Annex H](#). There was approximately 1000 m between columns and each ship was 600 m ahead of the one behind. Ships carrying dangerous cargo such as fuel, explosives, and weapons were placed in the centre of the convoy for extra protection from submarines. A convoy commodore was put aboard a merchant vessel to control the convoy and coordinate with naval escorts.

Convoys were escorted by naval ships, usually destroyers, corvettes, and frigates. A command ship, usually the faster destroyers, was stationed ahead of the convoy with the other escorts stationed on the flanks and astern. Escorts sailed in a zigzag pattern which made them more difficult to hit with torpedoes and allowed them to sweep a larger area with their Anti-Submarine Detection Investigate Committee (ASDIC) beam, which used sound waves, to detect submarines.

Convoys were assigned call letters and numbers indicating their speed, port of departure, and destination. Convoys could travel only as fast as its slowest ship and because ships have different speeds, a two-speed system was used.

Call letters of transatlantic convoys included:

- HX fast convoys (nine knots or over) sailing from Halifax or New York;
- SC slow convoys (under nine knots) sailing from Sydney, Halifax or New York;
- ON fast westbound convoys from Great Britain to North America; and
- ONS slow westbound convoys from Great Britain to North America.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What is meant by convoy speed?
- Q2. Why were ships that were carrying dangerous goods placed in the centre of the convoy?
- Q3. Why did escort vessels zigzag?

ANTICIPATED ANSWERS

- A1. Convoy speed is the speed of the slowest ship which becomes the speed for all ships in the convoy.
- A2. The centre gave the most protection from submarines.
- A3. The zigzag pattern made escort vessels more difficult to hit with torpedoes and allowed them to sweep larger areas with their ASDIC.

Teaching Point 3

Conduct an Activity Organizing a Convoy

Time: 10 min

Method: In-class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to simulate organizing a convoy to demonstrate how the convoy system helped protect merchant ships during the Battle of the Atlantic.

RESOURCES

- Handouts located at [Annex I](#).
- Tape/glue.
- Scissors.



Cadets should arrange the templates in [Annex I](#) to look the same as [Annex H](#).

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups of five.
2. Using the information regarding convoy organization and the templates located at [Annex I](#), have cadets organize a fast convoy of 45 merchant ships with four naval escorts departing Halifax for Great Britain.
3. For the purposes of this activity, ships should be placed twice as far apart as they are ahead of one another.

4. The convoy must be assigned a call letter and number.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 3

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

END OF LESSON CONFIRMATION

The cadets' participation in TP3 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Merchant seamen made an invaluable contribution to WW II but for many years were not recognized by the government of Canada in the same way as other war veterans. Recognizing their contribution to the final victory in WW II is a way for everyone to honour the Merchant Navy.

INSTRUCTOR NOTES/REMARKS

Use the figure at [Annex H](#) to guide cadets as they complete the activity.

REFERENCES

- C0-119 Juno Beach Centre. (2007). *Convoys*. Retrieved 23 February 2007, from <http://www.junobeach.org/e/4/can-tac-con-e.htm>.
- C1-050 Government of Canada. (ND). *Bill C-61: Amendments to the Veterans Benefits Legislation*. Retrieved 14 March 2007, from <http://dsp-psd.communication.gc.ca/Collection-R/LoPBdP/LS/c61-e.htm>.
- C1-054 (ISBN 0-69010-9) Veterans Affairs Canada. (2005). *Valour at Sea*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
- C1-059 The War Amps. (ND). *Merchant Seamanship Backgrounder – Essential Facts*. Retrieved 14 March 2007, from <http://waramps.ca/news/merchant/back.html>.
- C1-062 Veterans Affairs Canada. (ND). *Merchant Navy Veteran Special Benefit*. Retrieved 14 March 2007, from <http://vac-acc.gc.ca/general/sub.cfm?source=feature/mnvback>.

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ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE



SECTION 6

EO C220.02 – RECOGNIZE CANADA’S ROLE IN THE BATTLE OF THE ATLANTIC

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for this lesson to orient the cadets to Canada’s role in the Battle of the Atlantic and to generate interest.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to recognize Canada’s role in the Battle of the Atlantic.

IMPORTANCE

It is important for cadets to recognize Canada’s role in the Battle of the Atlantic because much of the burden of fighting the Battle of the Atlantic fell to the Royal Canadian Navy (RCN). The Battle of the Atlantic was the longest, and probably the most important, battle of World War II (WW II) because it kept the sea lanes open, which were the main avenues of trade between North America and Europe at that time. This trade was vital not only to the war effort but also to the daily lives of Canadians.

Teaching Point 1**Describe the Timeline of the Battle of the Atlantic**

Time: 5 min

Method: Interactive Lecture

BATTLE OF THE ATLANTIC

The Battle of the Atlantic was the struggle between Allied Forces and German Forces for control of the trade routes between North America and Europe. It began on the first day of WW II and lasted until the last day of the war but was effectively won by the Allies in 1943. It was the longest battle of WW II and the battle on which the whole outcome of the war depended.

TIMELINE**1939**

September 3	Battle of the Atlantic begins. Passenger line SS Athenia sunk.
September 16	First convoy sails from Halifax for the United Kingdom.

1940

October 22	RCN destroyer HMCS Margaree loses 140 men in a mid-ocean collision on her first convoy.
June 22	The fall of France gives U-boats Atlantic bases for the first time since the war began.

1941

Spring	Increased German U-boat production allows Germany to develop wolf-pack tactics. This is the beginning of great successes for the German U-boats.
May 24	German battleship Bismarck sinks the British cruiser HMS Hood.
May 27	British warships sink the German battleship Bismarck.
May 27	The RCN is involved in escorting convoy HX 129. This is the first convoy to be escorted all the way across the Atlantic.

1942

Winter/Spring	German U-boats experience great success off the eastern coast of the USA. RCN is tasked to help protect American shipping.
May 11	Battle of the Gulf of St. Lawrence begins. German U-boats operate in Canadian waters for the first time since the war began.
October 12	The passenger ferry SS Caribou is sunk by German U-boats in the Gulf of St. Lawrence between Newfoundland and Canada. The Battle of the Atlantic reaches a crisis stage.

1943

March 1-12	The Atlantic Convoy Conference is held in Washington. Improvements such as the use of long range aircraft, escort support groups, and the introduction of improved equipment gradually turn the tide in the Allies favour.
April	The RCN is put in charge of all Northwest Atlantic Convoys.
May 24	Germany orders all U-boats out of the Atlantic. Allies gain the upper hand and effectively win the Battle of the Atlantic.

1944

June 6	D-Day. Allied forces invade France.
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1945

May 4	German U-boats are ordered to cease operations at sea and return to their bases.
May 8	Germany surrenders. Battle of the Atlantic officially ends.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. When did the Battle of the Atlantic begin?
- Q2. What happened during the Battle of the Gulf of St. Lawrence?
- Q3. When was the Battle of the Atlantic effectively over?

ANTICIPATED ANSWERS

- A1. September 3, 1939.
- A2. German U-boats entered Canadian waters for the first time.
- A3. May 24, 1943.

Teaching Point 2**Explain RCN Involvement in the Battle of the Atlantic**

Time: 15 min

Method: Interactive Lecture

THE GROWTH OF THE RCN FLEET

The RCN came into existence on May 4, 1910 when the Canadian government passed the Naval Service Act. Canada's new Navy would grow from two second-hand British cruisers and a few volunteers to a strength of 9000 men and 115 vessels mostly involved in coastal defence during World War I (WW I).

When Canada declared war on Germany in September 1939, the RCN consisted of 6 destroyers such as the HMCS Athabaskan (as illustrated in [Figure 10-6-1](#)), which was a Tribal Class Destroyer, 5 minesweepers such as the HMCS Fort Francis (as illustrated in [Figure 10-6-2](#)), 2 training vessels and fewer than 2000 officers and men. Immediately, Canada started a program of naval expansion and by 1945, the RCN had 373 fighting ships with over 110 000 members including 6500 women, who served in the Women's Royal Canadian Naval

Services. Canada's fleet of 64 corvettes, such as the HMCS Sackville (as illustrated in [Figure 10-6-3](#)), became the mainstay of the Canadian Navy from 1941 until the end of 1943.



"Naval Museum of Manitoba", 2004, RCN Ships-HMCS Athabaskan, Copyright 2004 by The Naval Museum of Manitoba. Retrieved 16 April 2007, from <http://www.naval-museum.mb.ca/ships/destroyer/athabas.jpg>

Figure 10-6-1 HMCS Athabaskan



"Naval Museum of Manitoba", 2004, RCN Ships-HMCS Fort Francis, Copyright 2004 by The Naval Museum of Manitoba. Retrieved 16 April 2007, from <http://www.naval-museum.mb.ca/ships/fortfran.htm>

Figure 10-6-2 HMCS Fort Francis



"Steel Navy", 2007, HMCS Sackville. Retrieved 4 April 2007, from <http://steelnavy.com/Sackville.htm>

Figure 10-6-3 HMCS Sackville

RCN RESPONSIBILITIES DURING WW II

The RCN undertook convoy escort duties and control of merchant shipping in the Western Atlantic up to the very last weeks of WW II. It also took part in large-scale combined Army, Navy and Air Force operations including the Dieppe Raid in 1942, the invasion of North Africa in 1942, the invasion of Sicily in 1943, the campaign in Italy in 1943, and the invasion of France on June 6, 1944. The RCN's participation in these operations took many forms. From 1943 onwards, speedboats patrolled the English Channel, minesweepers ensured safe passage for invasion groups, and landing craft transported land forces ashore.

RCN SUCCESSES AND FAILURES

The RCN made a contribution second only to that of the Royal Navy (RN) in winning the Battle of the Atlantic but it also had many problems. These problems were caused by the rapid growth of the RCN, which often created unrealistic training and manning requirements. The need for more and more escorts in the North Atlantic meant that ships with inadequate equipment and poorly trained crews were often put into service. When new equipment became available, RCN ships were the last to receive it – a problem that was compounded by the fact that the RCN was charged with escorting slow convoys, which suffered the greatest number of casualties. Further, after the United States entered the war in 1941, RCN ships had to cover for US Navy vessels that were transferred to the war in the Pacific Ocean. Therefore, at the end of 1942, the RCN had to withdraw from the Atlantic to upgrade its ships and re-train its crews.

The RCN returned to the North Atlantic in the spring of 1943. In April of that year, the RCN was put in charge of the Northwest Atlantic convoys. By the spring of 1944, it had achieved sole responsibility for the entire North Atlantic convoy routes. It was the only branch of the CF to be given an independent command during WW II. By the end of the war, the RCN was the third largest Allied Navy in the world.



For an interesting quiz on the Canadian Navy check <http://naval-museum.mb.ca/new-quiz/index.htm>

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What was the RCN's main responsibility during the Battle of the Atlantic?
- Q2. What was one cause of the problems faced by the RCN until 1943?
- Q3. What did the RCN achieve during WW II that other branches of the CF did not achieve?

ANTICIPATED ANSWERS

- A1. The RCN's main responsibility during the Battle of the Atlantic was convoy escort in the North Atlantic.
- A2. There were several causes including rapid expansion, inadequate equipment, poor training, escorting slow convoys, and covering for US ships.
- A3. The RCN achieved an independent command and was put in charge of all Northwest Atlantic convoys in 1943 and later all Atlantic convoys.

Teaching Point 3**Explain the Significance of the Battle of the Atlantic**

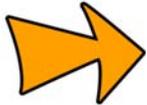
Time: 5 min

Method: Interactive Lecture

SIGNIFICANCE OF THE BATTLE OF THE ATLANTIC

Although the Battle of the Atlantic was fought at sea, it touched the life of almost every Canadian. Not only did men and women from across the country serve in the Canadian Navy, Air Force and Merchant Navy, but the overseas trade they were defending was vital to Canada. In 1938 for example, more than 60 percent of the total value of the nation's exports and over 40 percent of her imports had to be transported by sea. Without overseas trade, loggers, farmers, manufacturers, miners, and fishermen would not have adequate markets for their goods. Furthermore, Canadian homes depended on products from abroad in their daily lives. In order to preserve this critical trade, it was essential that the convoys reach their destinations.

In addition, it was necessary to stockpile huge amounts of equipment and supplies and transport thousands of people to England for an eventual invasion of Europe. The only way to accomplish this was by sea and thus the sea lanes had to be kept open.



Stress the fact that the Battle of the Atlantic was the most important battle of WW II. The outcome of WW II depended on the success of the Battle of the Atlantic.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. Why was the Battle of the Atlantic important to farmers, fishermen, loggers, and miners?
- Q2. Why was the Battle of the Atlantic important to ordinary Canadians in their daily lives?
- Q3. Why was the Battle of the Atlantic important for the invasion of Europe?

ANTICIPATED ANSWERS

- A1. The Battle of the Atlantic helped farmers, fishermen, loggers and miners get their products to market.
- A2. The Battle of the Atlantic was important to ordinary Canadians because it ensured the safe delivery of goods which they used in their daily lives.
- A3. The Battle of the Atlantic ensured the safe delivery of military equipment and personnel which would later be used during the invasion of Europe?

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. What improvements did the Allies make after 1942 to turn the tide in the Battle of the Atlantic?
- Q2. Why was the Battle of the Gulf of St. Lawrence a serious threat to Canada?
- Q3. Why did the RCN withdraw from the North Atlantic in 1942?
- Q4. What did the RCN achieve during WW II that other branches of the CF did not?

Q5. Why was the Battle of the Atlantic significant?

ANTICIPATED ANSWERS

- A1. Long range aircraft were used to close the mid-Atlantic gap, escort support groups were introduced, and improved equipment gradually turn the tide in the Allies favour.
- A2. The Battle of the Gulf of St. Lawrence was a serious threat to Canada because German U-boats entered Canadian waters.
- A3. It was experiencing problems with poorly trained crews, lack of personnel and ships with inadequate equipment.
- A4. During WW II the RCN achieved an independent command.
- A5. The Battle of the Atlantic was significant because many Canadians fought in it to protect the trade routes on which Canadians depended for markets and products necessary for their daily living. In addition, the Battle of the Atlantic ensured the safe delivery of equipment and men to eventually invade Europe.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

The Battle of the Atlantic was the most important battle of WW II. If the Allies had not won the Battle of the Atlantic, they would not have won WW II. The naval and Air Forces used in this battle may well have made the most important of all Canadian contributions in the Second World War. The Battle of the Atlantic, therefore, is an important element in Canada's history and is remembered with respect in the RCN, RCAF and the Merchant Marine.

INSTRUCTOR NOTES/REMARKS

N/A.

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ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE



SECTION 7

EO C220.03 – RECOGNIZE WORLD WAR TWO (WW II) NAVAL ACTIVITIES

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Photocopy the crossword puzzle located at [Annex J](#) for each cadet.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 and TP2 to orient the cadets to WW II naval activities and their significance.

An in-class activity was chosen for TP3 as it is an interactive way to provoke thought and to stimulate interest among the cadets in WW II naval activities.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to recognize WW II naval activities involving the Canadian Navy.

IMPORTANCE

It is important for cadets to learn about WW II naval activities, other than the Battle of the Atlantic, because they, too, were important to the eventual outcome of the war. Further, they demonstrate that WW II was fought not only in Europe but also in North America, as German U-boats attacked and destroyed ships in Canadian waters.

Teaching Point 1**Explain the Battle of the Gulf of St. Lawrence**

Time: 5 min

Method: Interactive Lecture

THE BATTLE OF THE GULF OF ST. LAWRENCE**Dates**

The Battle of the Gulf of St. Lawrence began on May 11, 1942 when German U-boats sank two Canadian freighters in the St. Lawrence River. It came to an end in late November 1944 with the sinking of the Canadian corvette, HMCS Shawinigan.

Location

The battle took place in the Cabot Strait and the Strait of Belle Isle between Canada and the Dominion of Newfoundland, and the St. Lawrence River in the province of Quebec.



Canada and Newfoundland are mentioned separately because during WW II Newfoundland was a Dominion of Britain and did not become a province until 1949.

Canada's Role

The Battle of the Gulf of St. Lawrence was part of the Battle of the Atlantic. It began on May 11, 1942 when a German U-boat sank two Canadian freighters, outbound from Montreal, in the St. Lawrence River. Surrounding villagers were shocked when they saw lifeboats coming ashore causing Naval Service Headquarters to move quickly to calm local fears and impose a news blackout on any future attacks in Canadian waters. The new Gaspé naval base, HMCS Fort Ramsay, was reinforced and the Gulf Escort Force, consisting of two corvettes, five minesweepers, three motor launches, and one armed yacht, was created to escort convoys from Quebec to Nova Scotia. As well, 13 squadrons of the Royal Canadian Air Force (RCAF) would join the Battle of the Gulf of St. Lawrence.



Many Canadians in other parts of the country were unaware of the Battle of the Gulf of St. Lawrence and some have described this battle as Canada's "unknown war".

Throughout the summer of 1942 German U-boats continued to sink ships in the St. Lawrence River and were also operating in the Strait of Belle Isle attacking convoys carrying material and personnel for the new American Air Bases in Newfoundland and Labrador. Several Canadian warships of the Gulf Escort Force, a US troop transport, and numerous merchant ships were destroyed. On October 14, the passenger ferry SS Caribou, was sunk in the Cabot Strait between Nova Scotia and Newfoundland with the loss of 137 people, most of whom were civilians. By the end of 1942, a total of 21 ships had been destroyed.

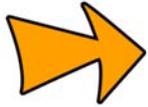


Before WW II, Bell Island, Newfoundland, was Germany's main supplier of iron ore. German sailors knew this area well and in the fall of 1942 they returned to sink several ore carriers waiting to be loaded. One torpedo missed its target and hit the town. In a separate incident, a torpedo also ran aground at St. Yvon, Quebec.

During 1943, the German U-boats scaled back their attacks in Canadian waters except for two unsuccessful attempts to rescue German prisoners of war. In 1944, attacks on shipping increased again but the German U-

boats experienced limited success. The last major encounter of The Battle of the Gulf of St. Lawrence took place in the Cabot Strait in late November, 1944 when the corvette HMCS Shawinigan was sunk with all its crew.

In 1992, Governor General Ramon Hnatyshyn (na-tish-en) approved the battle honour Gulf of St. Lawrence that has since been awarded to 129 Canadian warships that took part in the battle. On November 4, 1999, during ceremonies to commemorate the 55th anniversary of the Battle of the Gulf of St. Lawrence, Governor General Adrienne Clarkson approved the Gulf of St. Lawrence Commemorative Distinction to honour the Canadian and Newfoundland Merchant Navies who took part in the battle.



Many myths have developed around the Battle of the St. Lawrence. One is that German U-boats landed in Canadian towns to buy groceries. Another is that of German officers coming ashore from their U-boats to drink beer and listen to music at a local hotel.

Significance

The Battle of the Gulf of St. Lawrence, when German U-boats attacked ships in the St. Lawrence River, the Strait of Belle Isle, and the Cabot Strait, was the first time that enemy warships had operated in Canadian waters since it became a nation in 1867. This was a serious situation because it forced the RCN to remove ships from the North Atlantic to protect its home waters. In addition, a great volume of trade passed through various ports on the St. Lawrence River. In 1939, for example, Montreal exported more tonnes of supplies than all other Canadian east coast ports combined. By 1941, the ports of Montreal, Trois-Rivières, and Quebec City still shipped half as much cargo as did ports from the Canadian east coast. German U-boats threatened not only this trade but also the security of Canadian factories since German U-boats were operating very close to shore.



During attacks by German U-boats near Bell Island, Newfoundland, the Newfoundland Militia fired on the submarines. The men did not hit a submarine but did manage to kill a cow in the nearby town of St. Philips.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What Canadian corvette was the last casualty of the Battle of the Gulf of St. Lawrence?
- Q2. What passenger ferry was sunk during the Battle of the Atlantic?
- Q3. Why did German U-boats attack ships in Canadian waters?

ANTICIPATED ANSWERS

- A1. HMCS Shawinigan.
- A2. SS Caribou.
- A3. To prevent goods from being transported down the St. Lawrence River and to force the RCN to divert ships from the North Atlantic to defend Canadian waters.

Teaching Point 2**Explain the Invasion of Normandy**

Time: 5 min

Method: Interactive Lecture

THE INVASION OF NORMANDY**Dates**

The Invasion of Normandy, also referred to as D-Day, began in the early morning hours of June 6, 1944 and lasted until August 20, 1944. The invasion involved an assault phase, called Operation Neptune, designed to secure the beaches of Normandy followed by Operation Overlord or the invasion of France. After the liberation of France, land forces continued the march through Europe to liberate the rest of the continent.



Operation Overlord is the code name most associated with D-Day but that term applies to the invasion of France after the troops were landed. Operation Neptune is the code name for the naval and air assault on the beaches which took place before the actual landing of troops and supplies.

Location

The Invasion of Normandy took place on five beaches code named Utah, Omaha, Gold, Sword and Juno. These are located in Normandy in Northern France, on the English Channel. This was an unlikely area for an invasion because there were no ports or harbours but it did give the Allies the element of surprise.

Canada's Role

After agreeing to take part in the invasion, Canada insisted that they have their own landing and thus was assigned Juno Beach. The Canadian Army, subsequently, landed on Juno Beach and fought their way inland through Europe. The Canadian Navy and Air Force took part in the Invasion of Normandy by being heavily involved in Operation Neptune.

The Canadian Navy was extensively involved in Operation Neptune. A fleet of 16 minesweepers helped clear the way for landing craft to reach the beaches, particularly for the Americans on Omaha Beach. Canada also had two infantry landing ships serving the British on Gold Beach and the Canadians on Juno Beach. Nineteen Canadian corvettes provided escorts back and forth across the English Channel between England and France. RCN destroyers patrolled the invasion area and the high seas hunting German surface ships and submarines and shelling land based enemy artillery positions. A flotilla of landing craft, landed 12 000 Canadian soldiers on Juno Beach on June 6 alone and by the time the Invasion of Normandy ended on August 21, approximately 100 000 Canadian soldiers landed in France.



Stress that Canada, by insisting it be given its own landing on Juno Beach, was sending the message to the world that it was an independent nation and not just a British Dominion.

Significance

The Invasion of Normandy was the largest combined sea, air, and land offensive undertaken in history. By the end of D-Day, the Allies had landed 155 000 troops in France, several thousand vehicles, significant amounts of armament, and about 4000 tonnes of supplies. Its success was the beginning of the end for Germany who, in less than a year, would be forced to surrender, bringing an end to WW II.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. When did the Invasion of Normandy begin?
- Q2. What was the name of the assault phase of the Invasion of Normandy?
- Q3. On what beach did the Canadian troops land?

ANTICIPATED ANSWERS

- A1. Early morning June 6, 1944.
- A2. Operation Neptune.
- A3. Juno.

Teaching Point 3**Complete a Crossword Puzzle**

Time: 15 min

Method: In-class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to complete a crossword puzzle.

RESOURCES

- Crossword puzzle located at [Annex J](#).
- Pens/pencils.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

- Distribute the handout of the crossword puzzle located at [Annex J](#).
- Give cadets five minutes to complete the puzzle.
- Review answers located at [Annex K](#).

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in the activity will serve as the confirmation of TP3.

END OF LESSON CONFIRMATION

The cadets' completion of the crossword puzzle in TP3 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

The RCN participated in numerous military campaigns during WW II. The Battle of the Atlantic is probably the best known involvement of the RCN but the Battle of the Gulf of St. Lawrence and the Invasion of Normandy are no less significant. During the Battle of the Gulf of St. Lawrence, German U-boats destroyed ships in Canadian waters just off our shores and, indeed, in Canadian harbours. The Invasion of Normandy was the largest combined attack in history which liberated Europe and brought an end to WW II.

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PRESENTATION OUTLINE

Name of Event:	
Date of Event:	
Location:	
When Canada became involved:	
Other countries involved:	
Canada's contribution (e.g. number of ships, troops, etc.):	
Key aspects:	
Outcome:	
Two points of interest:	

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PRESENTATION OUTLINE

Name of Event:	
Location:	
Date:	
When Canada became involved:	
Canada's contribution (e.g. number of ships, troops, etc.):	
Key aspects:	
Outcome:	
One point of interest:	

Location:	
Date:	
When Canada became involved:	
Canada's contribution (e.g. number of ships, troops, etc.):	
Key aspects:	
Outcome:	
One point of interest:	

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EVENTS

THE SOUTH AFRICAN (BOER) WAR

The South African (Boer) War began in 1899 in South Africa between Great Britain, with Canada's support, and local Dutch settlers called Boers. Holland had once owned colonies in South Africa and many original Dutch settlers, called Boers, remained there after Holland moved out and Great Britain took over. At first the Boers, who liked their independence, simply ignored the British and moved away from the bigger centres to more isolated areas but they could not get away entirely as the British followed them. Over the years, conflicts continued to develop over various issues but in the mid-1850s things seemed to improve as the British allowed the Boers to form their own republics in the Transvaal and Orange Free State. However, when diamonds were found in the Transvaal in the late 1880s British and other European foreigners, known as Uitlanders, flooded into the area looking to make their fortune.

The local Boer government became worried about these newcomers and tried to control them, which angered the Uitlanders and the British who really wanted to unite all of South Africa under British rule. To accomplish this, local British leaders in South Africa encouraged the Uitlanders to rise up against the Boers but these attempts failed. However, the situation became critical in 1898 after an unarmed British miner was shot by a Boer policeman. The British Uitlanders asked their government for increased protection and Great Britain sent more troops to South Africa. When the British government refused to stop sending troops, after being asked by the Boer government of the Transvaal, both Boer republics declared war on Britain in October of 1899.

All of Great Britain's dominions immediately offered to help Great Britain against the Boers in South Africa but Canada wanted more time to consider the issue. The Prime Minister of Canada, Wilfrid Laurier, was pressured by many different groups within Canada to show loyalty to Great Britain but for a long time he refused. Canada was a very young country, just thirty-two years old at the time of the Boer War, and many Canadian politicians wanted to show Britain and the world that Canada would make up its own mind about important events. Reluctantly, Laurier agreed to help Great Britain but only on Canada's terms. Canada would equip 1000 volunteers and send them to South Africa to fight as a separate unit within the British Army. In late November 1899, the newly formed Royal Canadian Regiment (RCR) arrived in South Africa to fight for the British. Later, wealthy Canadian businessmen, such as Donald Alexander Smith, known as Lord Strathcona, raised and funded their own regiments and sent them to South Africa.

After several months of training, the RCR joined with the British in the Battle of Paardeberg in February 1900 and spearheaded the attack against the Boers. However, during the first day of battle the Canadians and British were pinned down and when they tried to charge the Boer positions, tremendous casualties occurred. This day became known as "Bloody Sunday" and was the worst fighting the Canadians faced during the South African War. The Canadians, British, and Boers continued fighting at Paardeberg for about two weeks until the Boers were finally defeated. The Battle of Paardeberg was the first battle in which soldiers served as Canadian rather than British troops and was also the first major British victory of the South African War.

By June of 1900, Canadian and British forces had captured the capital cities of both Boer republics. Britain considered the war over but the Boers did not. Some Boer units called the "bitter-enders" escaped into the bush country and for two years carried out guerrilla warfare against the British by blowing up trains and ambushing British troops and camps. The British used the same tactics against the Boers, cutting off their food supplies and setting up concentration camps for settlers who helped the Boer fighters. In May 1902 the last Boer fighters surrendered.

During the course of the Boer War, more than 7000 Canadians fought in South Africa winning four Victoria Crosses. A large monument in Montreal commemorates this war when Canada let the world know that it would do its part to make the world a better place but only on its own terms.

WORLD WAR ONE (WW I)

In July and August 1914 several countries including France, Great Britain, Canada, Russia, Belgium, and later Italy and the United States went to war against Germany and Austria-Hungary after Germany invaded Belgium. The war lasted for four years with most of the fighting in Central Europe, mainly in France and Belgium.

When Canada went to war in 1914, the CF as we know them today, did not exist even though Canada had participated in the South African War 15 years earlier. Canada had begun to build the Navy in 1910 but at the beginning of the war, Canada owned only two submarines bought from the United States and two cruisers, the Rainbow and Niobe, brought over from Great Britain manned by 393 sailors and officers. The Army consisted of just over 3100 professional soldiers and 64 000 militia or reservists. Canada did not have an Air Force during WW I but 24 000 Canadians eventually served in the Royal Air Force (RAF) with great distinction. All branches of the CF would grow dramatically during the war.

Even though Canada was automatically at war because it was part of Great Britain, it was up to Canada to decide how it would participate. Approximately one month into the war the Canadian Parliament passed the War Measures Bill, which allowed the government to make decisions about fighting the war without getting the approval of Parliament. The government decided that Canadians would not be forced to join the CF but would be encouraged to volunteer for service. This worked well until 1917 when Canada introduced conscription, forcing people to join the CF because there were not enough people volunteering. Generally, Canada would use the CF involvement in WW I to show Great Britain and the world that it was an independent nation even though it was a part of the British Empire. To accomplish this, the Canadian government established its own Ministry of Overseas Military Forces in Britain to look after the welfare of all its forces in Europe. Canada, at the end of the war, would participate in peace negotiations, sign peace treaties, and become a full member of the League of Nations as an independent country and not just a Dominion of Great Britain.

On October 3, 1914 the first group of volunteers called the Canadian Expeditionary Force (CEF), sailed for England for further training. Also in this convoy was a separate group, the Royal Newfoundland Regiment (RNR), from the Dominion of Newfoundland. Over the course of the war, more than 650 000 Canadians took part in WW I.

Most of the Canadian action during WW I was on land, since sailors and pilots served in either the Royal Army or RAF. On April 17, 1915 the Canadians were ordered to defend a place called Ypres, in Belgium, which was considered to be a quiet area, but German artillery had shelled it for almost a week and reduced it to ruin. The Germans attacked with poison gas, but despite suffering many casualties the Canadians managed to hold on, defending Ypres until May 4. On April 24 alone, there were over 3000 casualties which probably encouraged John Macrae, a Canadian doctor treating the wounded at Ypres, to write his famous poem, "In Flanders Fields". In 1915, Canadian land forces in Europe were combined into the Canadian Corps, independent of the British Army but still controlled by a British General, who was assisted by the Canadian General Arthur Currie.

After the first few months, the land war had settled into a stalemate as the German and British Armies pinned each other down along a front line of trenches. It would stay this way for most of the war and the Battle of the Somme, from July to November 1916 along the Somme River in France, was a good example of the horrors of trench warfare. The battle began on July 1 with an attack by the RNR who tried to cross the open ground between the two rows of trenches. Within 30 minutes most of the regiment had been killed or wounded. Total British casualties for that first day alone, over 50 000, was the highest casualty rate in any single day of the war. The battle lasted for several months as the British forces tried to advance from their trenches and gain ground, but were driven back by the enemy. When the Battle of the Somme was over 600 000 British including 24 000 Canadians died to gain less than a mile of ground.

About a year after the Battle of the Somme, the Canadian Corps was ordered to take a heavily fortified hill called Vimy Ridge. After months of planning, the attack began on April 9, 1917 and within days Vimy Ridge was taken. This battle is considered the first truly Canadian victory for the CF in WW I since from start to finish it was planned and carried out mainly by Canadian soldiers. Vimy Ridge was also the biggest victory against

German forces since WW I began. Shortly after the victory at Vimy Ridge, General Arthur Currie was given command of the Canadian Corps, the first time Canadian soldiers in Europe were led by a Canadian.

World War I came to an end on November 11, 1918 when Germany surrendered. However, this was only an Armistice or a temporary ceasefire and it would not be until 1919 when the Treaty of Versailles was signed that WW I would be officially over. The Treaty of Versailles had many terms and conditions, one of which was Article 231 which stated that Germany was responsible for WW I and therefore should pay other countries for the cost of the war. This was very difficult for Germany and was one of the causes of WW II which would begin just 20 years later.

WORLD WAR TWO (WW II)

World War II began on September 3, 1939 when Great Britain and France declared war on Germany, who had invaded Poland two days earlier. Later, Italy and Japan would join the war in support of Germany. On September 10, Canada officially declared war as well. The United States did not enter the war until December 7, 1941 after Japan bombed Pearl Harbour, Hawaii. Unlike WW I, which was mainly a land war fought in Europe, WW II was a three-fold war fought on the land, on the sea, and in the air in almost all parts of the world, including North America.

The first six or seven months of WW II was like a “phony war”, with very little action. By the summer of 1940, when Germany captured France, that changed. The only way to liberate France was for Great Britain and its allies to get enough men and material across the Atlantic Ocean for an eventual invasion. This Battle of the Atlantic, as it was called, lasted for six years, making it the longest battle in history. Cargo ships would collect together in Halifax, Nova Scotia, St. John’s, Newfoundland and other harbours to travel across the Atlantic as a group with protection from the Royal Canadian Navy (RCN), the Royal Navy (RN), and the Royal Air Force (RAF).

On their way across the Atlantic these groups of ships, called “convoys”, would be followed by German submarines or U-boats who hunted in Wolf-packs. One submarine would find a convoy and then others would join in the attack on the ships. For the first two or three years of the war, the Germans were winning the Battle of the Atlantic and sinking many of the cargo ships and Navy escorts before they could reach safety. However, by 1943 the Canadians and British were able to use newly invented equipment to find and destroy submarines so well that Germany could not build them fast enough, allowing Canada and Great Britain to eventually win the Battle of the Atlantic.

The Battle of the St. Lawrence, a part of the Battle of the Atlantic, occurred when German U-boats came into the Cabot Strait, between Newfoundland and Canada, and sunk many ships between 1942 and 1944. On October 14, 1942 the Caribou, a passenger ferry, was sunk by a submarine just short of reaching its destination in Newfoundland. U-boats also sunk ships in the St. Lawrence River and were close enough to threaten Canadian cities, towns, and factories along the river. For the first time since Canada became a country in 1867, enemy warships were in Canadian waters. This was very significant because many cargo ships would travel through the St. Lawrence River from various ports in Quebec on their way across the Atlantic.

As the Battle of the Atlantic was heating up at sea, the Battle of Britain was going on in the air in late 1940 as Germany tried to destroy Great Britain’s air fields and communication systems with the hopes of invading England. Later they changed tactics and decided to bomb English cities, especially London, to terrorize the civilian population. This was known as the “Blitz” and it began in September 1940 and lasted until May 1941. During one stretch, German planes bombed the city of London for nights on end killing hundreds of men, women, and children during each raid. However, the English held on and the blitz ended when Germany called off the raids because it wanted to invade Russia.

The Navy, Canada’s smallest branch of the CF at the beginning of WW II, was the only one to get an independent command during the war. In 1939 Canada had only four destroyers but would later get six more, which were sent to Great Britain as part of the RN. In 1941 the Canadian ships came home, to join smaller warships, called corvettes, being built in Canada, to escort convoys from North America to England. By mid-1942 the RCN was providing nearly half the convoy escorts in the Atlantic and this would increase before war’s end.

Unlike the Navy, Canada’s Air Force did not have a separate command during WW II and Canadian squadrons operated as part of the RAF. A more distinct Canadian air contribution, however, was the British Commonwealth Air Training Plan which was set up in Canada and trained over 100 000 air crews. In addition, No. 6 Bomber Group was set up as a separate part of Bomber Command in 1943 and was the best known Canadian air formation of WW II.

The Army was operating as separate divisions commanded by Canadian leaders but they still depended on the British Army for support. Canadian soldiers first saw action in Hong Kong in 1941 and later in the Dieppe Raid in

1942. In Hong Kong the Canadians were outnumbered and were defeated by the Japanese with many soldiers becoming prisoners of war (POWs). In 1942 the Dieppe Raid, an attempt to invade Europe from England, used Canadian soldiers as the main assault force. However, the Germans were too strong and the Dieppe Raid failed with many Canadian casualties.

Britain and her allies were having more success in other areas. There were land battles being successfully fought against the Germans in Russia and Africa, which encouraged the allies to invade Sicily and fight the Germans in Italy. Canadians were heavily involved in the Invasion of Sicily in the summer of 1943 and for almost a year fought and won many battles in Italy. More importantly, these battles tied up much of the German Army, which made it possible to begin the invasion of Europe. In addition, success in the Battle of the Atlantic had provided enough supplies of men and equipment to make such an invasion possible.

This invasion, known as D-Day, began on June 6, 1944, on the beaches of Normandy on the French coast and by the end of D-Day 155 000 American, British, and Canadian troops were able to get ashore and move far enough away from the water to establish a base to continue the invasion of Europe. Canadian soldiers went ashore at Juno Beach and by evening had gone further inland than any of the other troops.

After D-Day, the Canadians continued advancing through Europe and were successful in driving the Germans out of Holland and liberating that country. This event is one of the most important moments for Canadian soldiers in WW II. After months of fighting, Canadian troops moved through Holland liberating many towns. At the same time, the RCAF dropped food packages for the Dutch who were facing starvation. In appreciation, the Dutch Royal Family gave Canada 100 000 tulip bulbs after the war with an additional donation of 10 000 annually. Since 1953 the National Tulip Festival, with over two million flowers, is a national tourist attraction in Ottawa.

After D-Day, Germany was on the defensive and fought on for almost another year before finally surrendering in May 1945. The war in Europe was over but it was not until August of 1945 when Japan surrendered that WW II officially came to an end. Between 1939 and 1945 more than a million Canadian men and women would serve their country. During the six years of war 41 percent of men aged 18 to 45 served in the CF. At the end of the war Canada was the fourth largest military power behind the United States of America, the Soviet Union, and the United Kingdom.

KOREAN CONFLICT

The United Nations (UN) was established after World War II to safeguard international peace and security. Countries like Canada did not hesitate to support the UN resolutions calling for the use of force to help restore peace when necessary. In June 1950, the UN would have its first major peace support mission after North Korea invaded South Korea in an attempt to bring the country together. The United States of America (USA) would lead the mission and almost immediately Canada sent three destroyers to Korea to provide convoy escort and shore bombardments to help protect landing troops and destroy enemy transportation lines. Canada formed a Canadian Army Special Force made up of three battalions of volunteers with the 2nd Battalion of the Princess Patricia's Canadian Light Infantry (PPCLI) being sent to Korea first. As the struggle in Korea dragged on, Canada increased its military involvement to include the rest of the Canadian Army Special Force, five more destroyers, and 22 Royal Canadian Air Force (RCAF) pilots who flew combat missions over Korea with the United States Air Force (USAF).

At first, the North Koreans easily overcame South Korean forces and captured its capital city, Seoul. After the UN forces arrived, they turned the situation around and soon had taken back everything that had been lost. The UN authorized its forces to advance into North Korea in hopes of unifying the country, however, the Chinese got involved, helping the North Koreans after UN forces came too close to its border. In 1951, the PPCLI was instrumental in stopping a major Chinese offensive from getting further into Korea by crossing the Kap'yong Valley. For several days, despite fierce fighting, the CF fought off all attacks and was awarded the United States Presidential Citation for its stand.

After the battle in the Kap'yong Valley, the Canadians helped defeat other Chinese offensives, sometimes with high casualty rates. The conflict continued in this fashion until a ceasefire was agreed to in June 1953 and finalized in July of that year. The CF was assigned patrol duties on the boundary line between North and South Korea and did not return home until November 1954. After four years of conflict Korea remained divided and still does today.

THE MIDDLE EAST

The Middle East is a large region, made up of many different countries, geographically situated where three continents, Asia, Africa, and Europe meet. Canada, as a member of the United Nations (UN), has been involved in peace support operations in the Middle East since it responded to the Suez Crisis in 1956. Since then Canadian Forces (CF) have been involved in Cyprus, Egypt, Syria, and the Persian Gulf where they still serve today.

Egypt

Egypt is considered to be a part of the Middle East but, unlike other countries which are located in Asia, Egypt is a part of Africa. Canada has been involved in peace support operations in Egypt almost continuously from 1956 until the present day.

The Suez Crisis took place in July 1956 in the Middle East when Egypt took over the Suez Canal, which was built and controlled by Great Britain and France. Great Britain and France, encouraged Israel to attack Egypt and used this Israeli threat as an excuse to send their troops to the Suez Canal. They ordered both Israel and Egypt to move back from the Suez Canal and then offered to send troops to monitor the situation. When Egypt refused, France and Great Britain bombed Egypt and, in October, took possession of Port Said at the mouth of the Suez Canal. The UN passed a resolution condemning this action and ordered all troops to be withdrawn from the Suez Canal. Lester B. Pearson, Canada's representative at the UN, who would later become Prime Minister, further proposed the creation of a UN Army made up of personnel from different countries that would be strong enough to stand between the opposing forces and prevent further fighting. This was agreed to and the first United Nations Emergency Force (UNEF I) was created on November 7, after Great Britain and France agreed to a ceasefire. Canada did not send combat troops on this mission, because they were considered to be too close to the British, but instead sent communications specialists, engineers, transportation units, and an observation squadron from the Royal Canadian Air Force (RCAF). Later, UN peacekeepers were issued blue berets and helmets to show that they were peacekeepers and not combat troops from a specific country. British and French troops moved out of the Suez Canal in December but UNEF I remained until the summer of 1967 when Egypt ordered it out of the area. Lester B. Pearson was awarded a Nobel Peace Prize for his plan to create the United Nations Emergency Force and Canada began to develop a reputation as a peacekeeping nation.

Cyprus

Cyprus is a small island located just off the coast of Turkey in the Mediterranean Sea. More than 25 000 CF personnel have served with the UN peace support operation in Cyprus from 1964 to 1993 when Canada withdrew most of its forces, leaving a small number which remain in Cyprus today. Most citizens of Cyprus are Greek and for years wanted Cyprus to become part of Greece, however, Turkish citizens of Cyprus did not want this. As conflicts between the two sides became serious, the UN began a peace support operation in 1964. This became a very difficult mission for the UN because Greeks and Turks lived side by side scattered across Cyprus and conflicts could flare up anywhere. For ten years the UN managed to maintain order but this was threatened in 1974 when Turkey invaded Northern Cyprus. The UN was now in the middle of a war zone but after three weeks of fighting, a cease fire was negotiated, creating a cease-fire boundary called the "Green Line" separating the Greeks and the Turks. UN forces continue to patrol this Green Line where 28 Canadians have given their lives.

Golan Heights

In 1973, after the Yom Kippur War between Egypt, Syria, and Israel, United Nations (UN) peacekeepers, as part of the United Nations Emergency Force II (UNEF II) went back to the Middle East to maintain order. Canada sent non-combatants who remained there until 1979, when an official peace agreement, called the Camp David Accords, ended the conflict between Egypt and Israel. Since then, Canadians continue to serve as peacekeepers in the Middle East to support the Camp David Accords and monitor the situation in the Golan Heights between Syria and Israel. The Golan Heights contain a buffer zone between Syria and Israel called the "Area of Separation" and the only troops allowed inside this special area are UN observers. Canada's main

role in the Golan Heights is to provide support services such as transportation and communications links for fellow UN forces.

Persian Gulf

More than 4000 CF personnel participated in the Persian Gulf War, from 1990 to 1991, as part of a UN coalition formed to force Iraq out of neighbouring Kuwait. Iraq has always considered Kuwait a part of Iraq and in August 1990 they invaded that country. A UN coalition of 35 countries conducted an air and ground campaign which forced Iraq out of Kuwait. CF personnel remained in the Persian Gulf after the Gulf War ended as part of the UN peace support operation set up to patrol the Iraq-Kuwait border, investigate Iraq's alleged stockpile of biological and chemical weapons, and intercept and search cargo ships trying to illegally carry goods to Iraq. Female CF personnel operated as combat soldiers for the first time during the Persian Gulf War.

Over the years more than 50 Canadians have died trying to keep peace in the Middle East and approximately 125 have died in peace support operations since Korea.

AFRICA

The Congo

The Congo crisis took place in the Congo region of Africa beginning in the summer of 1960 and lasting until 1964. The Congo, a large area that was a colony of Belgium, was given its independence in 1960. Almost immediately, an area called Katanga wanted to break away from the Congo and become independent. Belgium, without being asked by anyone, sent troops to the area to prevent this. The newly elected president of the Congo asked the United Nations (UN) for help and by mid-July, after UN forces landed, Belgium agreed to withdraw. Eventually, 20 000 UN peacekeepers, including Canadians, were sent to the Congo, remaining there until 1964. UN peace support operations were originally designed to keep the peace between independent nations, such as Israel and Egypt in the Middle East. The Congo crisis was the first time that the UN would be asked to restore order in countries threatened by civil war.

Somalia

Canadian Forces personnel served in Somalia from 1992 to 1995. Somalia, located in Africa, was created in 1960 after several colonies came together to form one country. There are many different tribes in Somalia and for years there was conflict between them. In the 1990s civil war and famine spread throughout the country and hundreds of thousands of people died. In 1992, the UN organized a peace support operation to restore order and deliver relief supplies to ease the famine. During its time in Somalia, the CF has helped escort relief convoys, remove landmines, and destroy illegal weapons. For Canada, Somalia was a difficult mission. Some members of the Canadian Airborne Regiment killed a young Somali civilian who had come into their camp and as a result the Canadian Airborne Regiment was disbanded.

When the UN withdrew in 1995, the situation in Somalia was still critical. Today, Somalia remains a poor and troubled country. The central government is weak and tribal leaders control separate portions of the country.

Rwanda

Rwanda is a small country in Africa. CF personnel served in Rwanda, with other UN countries, from 1993 to 1996. Two Canadians, Major-General (MGen) Romeo Dallaire and MGen Guy Tousignant commanded the UN missions in Rwanda.

Two tribes, the Hutus and Tutsis, controlled Rwanda for centuries and were often in conflict with one another. The Tutsis were the smaller group but controlled the government of Rwanda for years and were, economically, better off than the Hutus, who were a larger but less powerful tribe. In 1960 the Hutus staged an uprising and forced the Tutsi King and hundreds of thousands of ordinary Tutsis out of the country.

In 1961, some of the expelled Rwandan Tutsis formed rebel groups and tried to regain power. The conflict between the Hutus and Tutsis grew worse in the 1990s, and in 1993 the UN undertook a peace support operation there. In 1994, the Hutus began to massacre hundreds of thousands of Tutsis as well as some of their own tribe. The UN forces were too small to stop the massacre and brutal genocide. UN forces remained in the country until 1996 providing relief support and clearing landmines. It is estimated that between 500 000 and 1 000 000 people died in Rwanda during this time with millions more being left homeless.

Many Canadians, upon returning from Rwanda, suffered from an emotional illness called Post-Traumatic Stress Disorder. The UN declared April 7, 2004, the tenth anniversary of the crisis in Rwanda, an International Day of Reflection.

Ethiopia and Eritrea

Ethiopia and Eritrea are neighbouring countries in Africa. Ethiopia is an old country with a large population but Eritrea is a young country with a small population. For many years Eritrea was a part of Ethiopia but after a civil war, in 1993, it became independent. Even after independence, the two countries could not agree on where the border lay between them, and in 1998 went to war. Hundreds of thousands died and many more became

refugees by the time the war ended in 2000. In that same year, the UN began a peace support operation to ensure both sides lived up to the peace agreement. Canada became involved from the beginning and sent in support personnel and armoured units to set up checkpoints and conduct patrols. Canada ended its involvement in Ethiopia after six months. The situation along the border between Ethiopia and Eritrea remains tense to the present day.

THE BALKANS

The Balkans are a group of countries including Croatia, Bosnia-Herzegovina, Serbia, Montenegro, and Macedonia which used to be regions of a larger country called Yugoslavia until the late 1980s. In the early 1990s, these regions became independent and formed their own countries. Over the years many different religious and ethnic groups had settled in these regions and when they became independent larger groups tried to get rid of the smaller groups by driving them out or killing them. This was called ethnic cleansing.

Canadian Forces (CF) personnel first became involved in the area in 1991-1992 as part of a European Community Monitoring Mission to investigate exactly what was happening in the Balkans. Later, Canada participated in a United Nations (UN) peace support operation in Croatia and Bosnia-Herzegovina to end the violence. Canada would subsequently participate in many different missions in the Balkans with the UN, North Atlantic Treaty Organization (NATO), and the European Community.

During their time in the Balkans, CF have patrolled cease-fire lines, carried food and other relief supplies to those in need, helped prevent cargo ships from transporting illegal arms, and protected ethnic minorities. In September 1993, members of Canada's Princess Patricia's Canadian Light Infantry (PPCLI) came under heavy fire from Croatian forces in a place called "Medak Pocket". For this action, the PPCLI was awarded the Commander-In-Chief's Unit Commendation, by the Governor-General Adrienne Clarkson, for outstanding service. The Royal Canadian Air Force (RCAF) combat missions and the CF troop build up in the Balkans was Canada's largest military action since Korea. Twenty Canadians died while participating in peace support operations in the Balkans.

Today the fighting in the Balkans is over and Canada removed its forces in 2004. The European Community maintains a small peace support operation in the region.

AFGHANISTAN

Afghanistan is located between Pakistan and Iran in Asia. Canadian Forces (CF) were sent to Afghanistan, after the September 11, 2001 terrorist attacks against the United States, to help battle worldwide terrorism and bring democracy to Afghanistan.

A civil war took place in Afghanistan in the 1980s after which a group, called the Taliban, took control of the country. This group ruled harshly and supported terrorist groups such as al-Qaeda. After al-Qaeda was linked to the September 11, 2001 terrorist attacks against the United States of America (USA), the USA led a coalition of United Nations (UN) countries against the Taliban in Afghanistan.

From October 2001 to late 2004, 18 Royal Canadian Navy (RCN) ships began Canada's mission in Afghanistan by preventing cargo ships from transporting illegal goods which might be used by al-Qaeda or the Taliban. In February 2002, members of the Princess Patricia's Canadian Light Infantry (PPCLI) were also sent to Afghanistan to help defeat the Taliban on the ground in Operation Enduring Freedom. From 2003 to 2005, Canada undertook Operation Athena as part of the International Security Assistance Force (ISAF) to help provide the conditions necessary for the election of a new government for Afghanistan, which occurred in 2005. General Rick Hillier, the Chief of Defence Staff (CDS), commanded ISAF between February and August 2004. The Department of National Defence (DND) has confirmed that the Canadian secret special force, Joint Task Force Two, has also been operating in Afghanistan. In addition to its military involvement, Canada has a Provincial Reconstruction Team (PRT) in Afghanistan helping local communities by digging wells, rebuilding schools, and delivering relief supplies. Canada is presently engaged in ongoing military operations against the Taliban who are trying to re-establish themselves.

Since 2001, over 8000 Canadians have served in Afghanistan. Forty-five Canadians have been killed helping to rebuild Afghanistan by driving out the Taliban and establishing a new government. In May 2006, Canada decided to keep its soldiers in Afghanistan until 2009, which is two years longer than originally planned.

HISTORIC SITES HANDOUT

ATLANTIC REGION

The Commonwealth Wars Memorial (Sailors' Memorial)

The Commonwealth Wars Memorial, also known as the Sailor's Memorial, is located in Point Pleasant Park, Halifax, Nova Scotia. The Memorial was erected by the Commonwealth War Graves Commission and was unveiled in November 1967.

The monument is a granite Cross of Sacrifice, over 12 m high, lit by spotlights at night. The cross is mounted on a large podium bearing bronze panels upon which are inscribed the names of over 3000 Canadian men and women who were buried at sea. On the centre panel is the dedicatory inscription which reads as follows:

1914 1939
1918 1945

IN HONOUR OF THE MEN
AND WOMEN OF THE NAVY, ARMY
AND MERCHANT NAVY OF CANADA
WHOSE NAMES ARE INSCRIBED HERE.

THEIR GRAVES ARE UNKNOWN
BUT THEIR MEMORY SHALL ENDURE.

Twenty-four ships were lost by the Royal Canadian Navy in World War II and nearly 2000 members lost their lives. The Memorial also contains the names of three Canadians who were lost on HMS Hood. Twenty Newfoundlanders were also lost on HMS Hood but their names are not there because, at the time of their deaths, Newfoundland was not a part of Canada.

Due to its location, this Memorial is the first and last thing any sailor now sees as they arrive at or depart from Halifax Harbour.



"Government of Nova Scotia", Commonwealth Wars Memorial. Retrieved 27 February 2007, from <http://www.mikecampbell.net/sailorsmemorial.htm>

Figure 10D-1 Commonwealth Wars Memorial

ATLANTIC REGION

HMCS Sackville

HMCS Sackville is Canada's Naval Memorial located on the Halifax waterfront alongside Halifax's Maritime Museum of the Atlantic. HMCS Sackville is maintained and operated by the Canadian Naval Memorial Trust (CNMT) whose objectives are to preserve and maintain the last corvette in her 1944 configuration as Canada's Naval Memorial to all those who served in the naval service.

HMCS Sackville was a corvette built in Saint John, New Brunswick and commissioned on December 29, 1941. In 1942, she was assigned convoy duty escorting convoys from St. John's, Newfoundland to Londonderry, Ireland. On August 3 and 4, 1942, while escorting a convoy, the Sackville engaged three German U-boats in 36 hours, sinking one and damaging the other two. On September 22, 1943 during enemy action while on convoy escort, HMCS Sackville, after firing depth charges, experienced a tremendous explosion. It was thought that the depth charges detonated a torpedo close alongside the ship. As a result of the damage, it was decided to take HMCS Sackville from active service and use her as a training ship. In 1952, HMCS Sackville was reactivated as a Canadian Naval Auxiliary Vessel (CNAV) and spent the next 30 years engaged in oceanographic, hydrographic, and fisheries research. She was retired from the Canadian Navy in 1982 and transferred to the Canadian Naval Corvette Trust who restored her to her 1944 appearance. On May 4, 1985, HMCS Sackville was dedicated as the Canadian Naval Memorial.



"Steel Navy", HMCS Sackville. Retrieved 4 April 2007, from <http://steelnavy.com/Sackville.htm>

Figure 10D-2 HMCS Sackville



"Steel Navy", HMCS Sackville. Retrieved 4 April 2007, from <http://steelnavy.com/Sackville.htm>

Figure 10D-3 HMCS Sackville

ATLANTIC REGION

Halifax Explosion Memorial Bell Tower



The Heritage Minutes section of Histor!ca. has a very entertaining selection called “The Halifax Explosion”. Check www.histori.ca or contact Historica at 1-800-567-1867 to order a VHS.

The Halifax Explosion Memorial Bell Tower is located in Fort Needham Park, Halifax. It commemorates those who were killed or suffered injury, and those who lost homes and family when the munitions ship, Mont Blanc blew up in Halifax Harbour at 9:05 a.m. on December 6, 1917. Over 1900 people were killed immediately but within a year that number would increase to over 2000. Approximately, 9000 people were injured and almost all of north-end Halifax was destroyed.

The explosion was so great that the Mont Blanc was shattered into little pieces that were blasted far and wide. The barrel of one of her cannons landed three and a half miles away and part of her anchor, weighing over half a tonne, flew two miles in the opposite direction. Windows shattered 80 km away, and the shock wave was felt in Sydney, Cape Breton, 435 km away.

The ten original bells in the Memorial Bell Tower, initially housed in the United Memorial Church on Kaye Street, were donated by Barbara Orr, who lost her entire family in the explosion. The ten original bells, plus four new ones, were moved from the United Memorial Church in June 1985 to their new tower in Fort Needham Park, close to where the Mont Blanc exploded.

An annual remembrance ceremony is held at the bell tower on December 6, with a short silence just before 9:05 a.m., the time of the explosion.



“Halifax Regional Municipality”, Halifax Explosion Memorial Bell Tower, Copyright 2004 by Halifax Regional Municipality. Retrieved 16 April 2007, from <http://www.halifax.ca/community/PublicArt/bell.html>

Figure 10D-4 Halifax Explosion Memorial Bell Tower

ATLANTIC REGION

Allied Merchant Navy Memorial

The Allied Merchant Navy Memorial was erected to commemorate the Allied Merchant Navy men and women who lost their lives in World War II (WW II). Inscribed on the monument are the names of 332 men and one woman who lost their lives.

The memorial is located between two buildings at the Marine Institute in St. John's, Newfoundland. Clearly visible beyond the memorial is the St. John's Narrows through which many merchant ships sailed on their way across the Atlantic with valuable wartime cargo. The memorial was the idea of the Canadian Merchant Navy Association of St. John's and was mainly financed by the Johnson family. Upkeep and maintenance is provided by the Pippy Park Foundation and the Marine Institute.

The Merchant Navy played a crucial role in WW II, transporting war materials, troops, fuel, and ammunition throughout the world. They battled North Atlantic gales and German U-boats which hid beneath the surface to sabotage their missions.

Merchant crews ranged in age from 15 to 70 years of age but most were in their 40s. A small number of women served with the Merchant Navy. These crews were given little if any training in survival or shipboard duties but were able to survive over five years of storms and German U-boat attacks. The casualty rate for the Merchant Navy was higher than any branch of the Canadian Forces (CF) during WW II.

Merchant Navy Day is celebrated annually on September 3 in Canada.



*"We Will Remember" War Monuments in Canada, Allied Merchant Navy Memorial.
Retrieved 16 April 2007, from <http://www.stemnet.nf.ca/monuments/nf/merchant.htm>*

Figure 10D-5 Allied Merchant Navy Memorial



*"We Will Remember" War Monuments in Canada, Allied Merchant Navy Memorial.
Retrieved 16 April 2007, from <http://www.stemnet.nf.ca/monuments/nf/merchant.htm>*

Figure 10D-6 Allied Merchant Navy Memorial (Interior View Overlooking St. John's Narrows)

EASTERN REGION

Nelson Column

The Nelson Column is located at Place Jacques-Cartier in Montreal, Quebec. The column was erected in 1809 to mark Admiral Horatio Nelson's victory over the French forces at the Battle of Trafalgar in 1805. The column stands 15 m (50 feet) and Nelson's statue is 2.4 m (8 feet) tall. The monument was entirely renovated in 1900 and the original plaques were replaced by replicas made of granite. It is the oldest commemorative monument in Canada.



*"Admiral Lord Nelson and His Navy" Nelson Column. Retrieved
30 April 2007, from <http://www.aboutnelson.co.uk/0347Canada.htm>*

Figure 10D-7 Nelson Column, Place Jacques-Cartier, Montreal

EASTERN REGION

Vauquelin Monument

Jean Vauquelin (voklin) was born in Dieppe, France, in February, 1728. He entered the merchant marine and by 1750 commanded his own ship. When the Seven Years War broke out between France and England he was given the command of the frigate *Aréthuse* and greatly distinguished himself at the siege of Louisbourg in 1758. In 1759 he was appointed commander-in-chief of the French flotilla in the St. Lawrence. On May 6, 1760, he was defeated immediately above Quebec, taken prisoner and returned to France. He died on November 10, 1772. In 1930, a statue of Jean Vauquelin, defender of Louisbourg and Quebec City from the English, was erected across from Nelson's Column enabling the two sailors to continually stare at one another.



"Old Montreal/Rue Notre-Dame East", The Vauquelin and Nelson Monuments. Retrieved 30 April 2007, from <http://www.vieux.montreal.qc.ca/tour/etape2/eng/2text2a.htm>

Figure 10D-8 Vauquelin Monument

EASTERN REGION

Plains of Abraham

The Plains of Abraham is a 107 hectare site that was developed by the National Battlefields Commission to commemorate the battles that were fought in Quebec City in 1759, 1760, and 1775.



*"The National Battlefields Commission", The Plains of Abraham.
Retrieved 30 April 2007, from <http://www.rtsq.qc.ca/quebec/dc011.htm>*

Figure 10D-9 Plains of Abraham

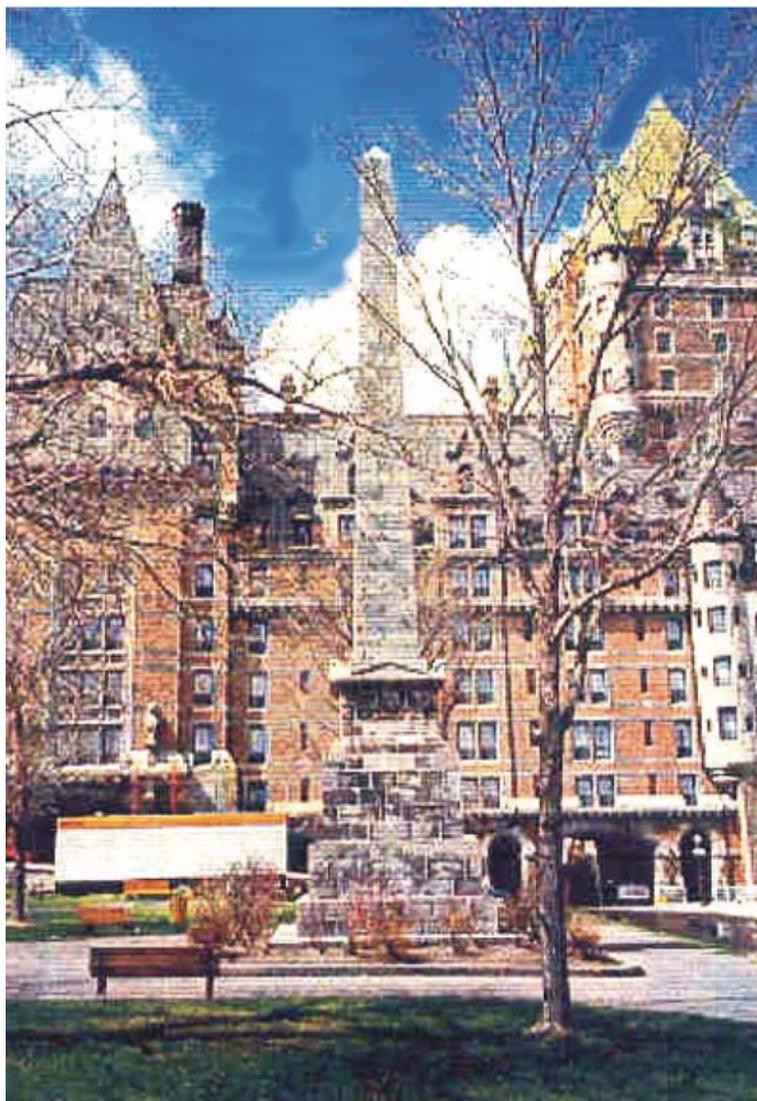
The Seven Years War

The Seven Years War involved Britain, Prussia and Hanover against France, Austria, Sweden, Saxony, Russia and Spain. In 1754, the British attacked a small French detachment in Canada. The French, on learning of this, sent six battalions to reinforce and protect Canada and Louisbourg. From here, there was a series of small skirmishes and in 1756, Britain declared war.

Battle of the Plains of Abraham

In 1759, the British, under the command of Major General James Wolfe, advanced into the St. Lawrence River and on September 13 attacked the French, under the command of Lieutenant General the Marquis de Montcalm. Wolfe's troops scaled the cliffs below the Plains of Abraham and attacked. The battle was short and the city surrendered a few days later. Both Montcalm and Wolfe were mortally wounded.

An obelisk, known as the "Monument Wolfe et Montcalm" was unveiled on September 8, 1928 at the Jardin des Gouverneurs in Quebec City dedicated to Marquis Louis-Joseph de Montcalm and to Major General James Wolfe. The inscription on the top plaque translates as, "Their courage brought them the same end, the same fame; posterity, the same monument."



"Department of National Defence", (2004). Directorate of History and Heritage. Retrieved 30 April 2007, from http://www.forces.gc.ca/hr/dhh/memorial/engraph/display_e.asp?PID=3889&Cat=2

Figure 10D-10 Monument Wolfe et Montcalm

Battle of Ste-Foy

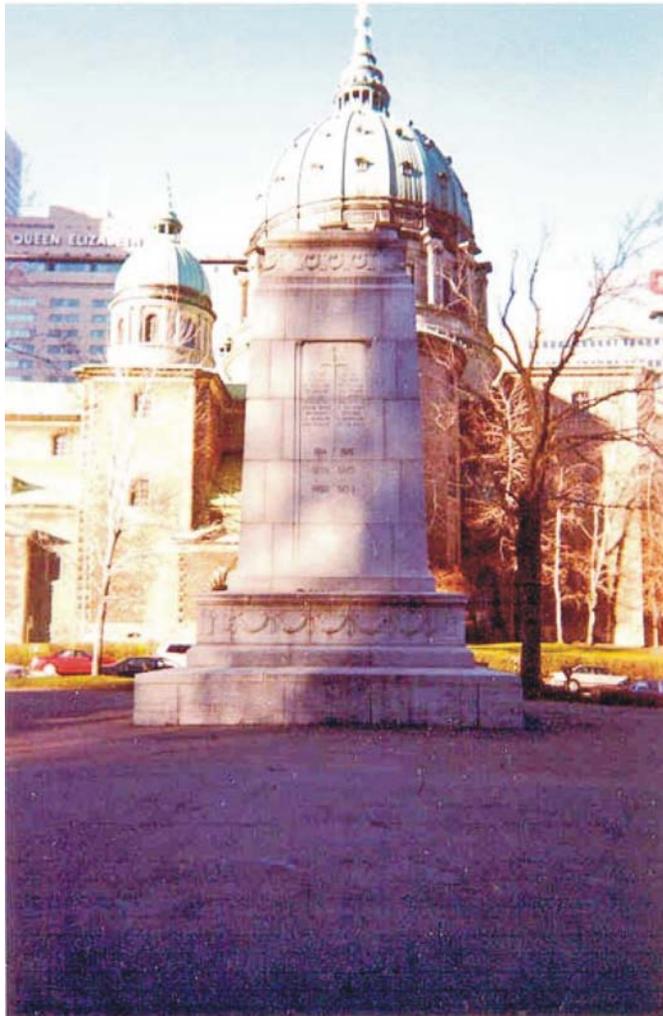
In 1760 the French tried, unsuccessfully, to take Quebec City out of British control. A force of 5000 French soldiers engaged 3900 British soldiers just outside the city walls and defeated them easily. While they were waiting for reinforcements, they laid siege to the city. The British reinforcements arrived first and the French had to retreat to Montreal. Later in the year, the British captured Montreal and the French control over New France fell.

EASTERN REGION

Montreal War Memorial

The Montreal War Memorial, located at Place du Canada in Montreal, Quebec, is dedicated to the men and women from Montreal who fought in World War I and World War II. It was unveiled on November 11, 1924, by the Governor-General of the day, Julian Hedworth George, Viscount Byng of Vimy. It is the best known cenotaph in Montreal. Until it was unveiled, Montreal used a portable war memorial made of plaster that was wheeled out whenever and wherever it was needed. The inscription reads:

TO THE GLORY OF GOD AND THE MEMORY OF THE
IMMORTAL DEAD WHO BROUGHT US HONOUR AND PEACE



"Department of National Defence", (2004). Directorate of History and Heritage. Retrieved 30 April 2007, from http://www.forces.gc.ca/hr/dhh/memorial/engraph/display_e.asp?PID=3861&Cat=2

Figure 10D-11 Montreal War Memorial

CENTRAL REGION

HMCS Haida

HMCS Haida is a Tribal class destroyer commissioned on August 31, 1943. Her first assignment was convoy escort duty in the North Atlantic. Early in 1944, HMCS Haida along with two other Royal Canadian Navy (RCN) destroyers Huron and Athabaskan, joined the 10th Destroyer Flotilla based out of Plymouth, England. The main task of this group was to keep the French coast clear of enemy ships in preparation for the Invasion of Normandy. On August 29, 1944, HMCS Haida picked up 42 survivors from HMCS Athabaskan after that ship was hit by a torpedo from a German U-boat. During her assignment with the 10th Destroyer Flotilla, HMCS Haida sank nine German ships from April to September 1944, more than any other ship in the RCN, which earned her the nickname “the fightingest ship in the Royal Canadian Navy” (Parks Canada [2007], p.1).

HMCS Haida was refitted in Halifax in late 1944 and spent the remainder of World War II (WW II) operating in the Arctic Ocean and on the coast of Norway. In 1947, HMCS Haida was recommissioned into the RCN and for three years worked on the east coast of Canada and the Arctic.

In 1950, HMCS Haida was taken out of service for modernization and conversion to an anti-submarine escort. Haida was recommissioned in March 1952 and became the first Canadian ship to be commissioned under a queen and thus was the first to be known as “Her Majesty’s Canadian Ship”. HMCS Haida did two tours in Korea from 1952 to 1954. After Korea, she served in the Canadian Atlantic Fleet working with North Atlantic Treaty Organization (NATO) forces until she was taken out of service in 1963.

A group of Torontonians recognized that HMCS Haida was Canada’s most famous warship and saved her from the scrap yard by raising enough money to buy her and have her towed to Toronto. In August 1965, she opened to tourists and served as a Sea Cadet Training Vessel. In 1970, the Ontario provincial government took over the ship and towed it to the newly built Ontario Place.

HMCS Haida was designated as a National Historic Site of Canada in 1984 by the federal government and ownership was transferred to Parks Canada in 2002. She was so honoured because of her role in naval combat and because she is the last of the Tribal class destroyers. On August 30, 2003 Haida was towed to Pier 9 in Hamilton Harbour, the 60th anniversary of her commissioning, where she is presently berthed.



"Friends of H.M.C.S. HAIDA", Welcome to HMCS HAIDA National Historic Site and Historic Naval Ship, Copyright 1997–2006 by Jerry Proc. Retrieved 23 April 2007, from <http://hmcshaida.ca/>

Figure 10D-12 HMCS HAIDA

CENTRAL REGION

National War Memorial

The National War Memorial, located in Confederation Square, Ottawa, originally intended to commemorate the response of Canadians in World War I (WW I), now commemorates all of Canada's war dead. The dates 1939-1945 and 1950-1953 have been added in bronze numerals on each side of the memorial. The monument is 21 m high and reflects the spirit of heroism and self-sacrifice but does not glorify war. It depicts 22 members of the Canadian Forces (CF) in uniform passing through a granite arch under the guidance of two figures representing Peace and Freedom. These two figures appear side by side suggesting that without freedom there can be no enduring peace, and without peace no enduring freedom.

All branches of the CF are represented by the 22 figures. Each figure is historically correct in detail of uniform and equipment and typical of the branch it represents. The figures are not shown in fighting stance but rather express movement suggesting the enthusiasm with which Canadians volunteered to fight for their country. Leading the way are infantrymen who saw the worst of the fighting in the trenches. On the left is a Lewis gunner, on the right is a kilted soldier with a Vickers machine gun. They are followed by a pilot in full flying kit and an air mechanic, a cavalryman, a mounted artilleryman, a sailor on the pilot's left, two riflemen and behind them are the men and women of the support services including nursing sisters, a stretcher bearer, and a lumberman.

The National War Memorial was officially dedicated on May 21, 1939 by King George VI, less than four months before the start of World War II (WW II). Remembrance Day ceremonies are held annually on November 11 at the National War Memorial.



"We Will Remember" War Monuments in Canada, National War Memorial. Retrieved 16 April 2007, from <http://www.stemnet.nf.ca/monuments/onnationalwar.htm>

Figure 10D-13 National War Memorial

CENTRAL REGION

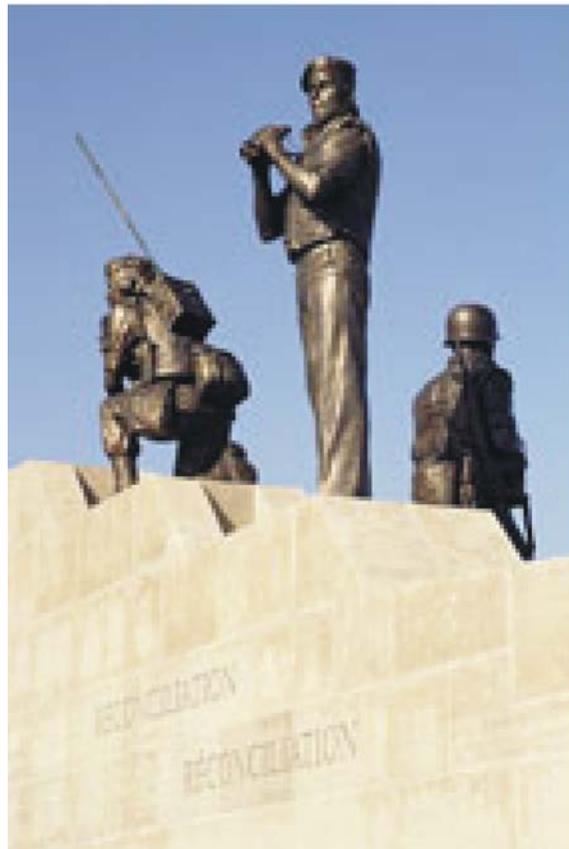
Reconciliation: The Peacekeeping Monument

The Peacekeeping Monument was dedicated on October 8, 1992. It is located at the intersection of Sussex Drive and St. Patrick Street in Ottawa.

Since 1948, more than 110 000 Canadian peacekeepers have served in zones of conflict around the world. In 1988, UN peacekeepers, mainly as a result of Canadian participation, were awarded the Nobel Peace Prize.

The monument itself shows three peacekeepers—two men and a woman—standing on two sharp edges of stone, cutting through the rubble and debris of war and converging at a high point, which symbolizes the resolution of conflict.

The Peacekeeping Monument is dedicated to all Canadian peacekeepers, living and dead, and is the only one of its kind in the world.



“National Capital Commission”, Reconciliation: The Peacekeeping Monument. Retrieved 4 April 2007, from http://www.canadacapital.gc.ca/bins/ncc_web_content_page.asp?cid=16297-24563-24548-24552&lang=1&bhcp=1

Figure 10D-14 Reconciliation: The Peacekeeping Monument

PRAIRIE REGION

Women's Tri Service Memorial

The Women's Tri Service Memorial is located on Memorial Boulevard in Winnipeg, Manitoba. It commemorates the contribution of all women of the Commonwealth who served during World War I (WW I) and World War II (WW II).

The monument depicts women of the three former branches of the Canadian Forces (CF) standing back to back.

The sculpture, bronzed at Studio West foundry in Cochrane, Alberta, was flown to Winnipeg in 1976 and later dedicated by Her Majesty Queen Elizabeth II on July 4, 1976.



*"We Will Remember" War Monuments in Canada, Women's Tri Service Memorial.
Retrieved 24 April 2007, from <http://www.stemnet.nf.ca/monuments/mb/winnipegwtsm.htm>*

Figure 10D-15 Women's Tri Service Memorial

Women's Royal Canadian Naval Service (WRCNS)

By 1942, the Admiralty realized that women in the Royal Canadian Navy (RCN) would free up men for duty at sea. Beginning in October 1942, basic training was completed at HMCS Conestoga, at Galt, Ontario. This three weeks of training was devoted to converting civilians into WRCNs. Drill and naval customs were the major portion of training. Probationary WRCNs were paid 90 cents a day, increasing to 95 cents a day on completion of basic training. WRCN officers were trained at Hardy House in Ottawa and the course was initially two weeks in duration, but eventually became a five week course. Neither ratings nor officers were initially trained in

a particular trade. Advanced training, for the most part, took place at HMCS Cornwallis and St. Hyacinthe, however, specialized training took place in Galt, Toronto, and Ottawa, Ontario, as well as Halifax, Nova Scotia.

The WRCN force eventually formed 39 branches, including jobs as messengers, cooks, messwomen, writers, and wardroom attendants. By 1943, courses were underway for writers, cooks, drivers, sick berth attendants, supply assistants and photographers. Subsequently, WRCNs were trained in a wide variety of trades such as radar, switchboard, and teletype operators.

WW II in Europe ended on May 8, 1945 and by August 15, 1945, Japan had surrendered. Over 6700 women were demobilized and by August 31, 1946 the WRCNs ceased to exist. In 1951, a women's reserve in the Royal Canadian Naval Reserve (RCNR) was established. In January 1955, approval was given for a women's component in the regular force of the RCN. These women were members of the RCN until February 1, 1968 when the Canadian Forces (CF) were unified and women of all three branches were referred to as "service women".

Canadian Women's Army Corps (CWACS)

On August 13, 1941, the Canadian Army received permission to found a women's auxiliary corps. On August 29, 1941, just days after this permission was granted, the first Canadian Women's Army Corps (CWAC) office was opened on the Esquimalt base. During WW II, close to 22 000 women enlisted in the CWAC.

By 1944, CWACs were being assigned to clerical and other duties in combat zones, a major departure from tradition. In previous wars, for example, women were largely limited to serving as nurses. Approximately 3000 CWACs were sent overseas to Great Britain, Italy, and Northwest Europe to support the invading Canadian Army. In May 1945, the Corps made up 2.8 percent of the total Army complement.

The CWAC was disbanded in May 1946. In response to the Korean conflict, recruitment into the CWAC was reintroduced in 1951. The Corps was again disbanded in 1964.

Despite their contribution and abilities, women in military roles were not generally accepted, and were paid only two-thirds of the basic pay allotted to men. The CWAC contributed to the Allied victory, paved the way for future generations of Canadian service women, and raised questions about the equality of all women.

Canadian Women's Auxiliary Air Force

The creation of the Canadian Women's Auxiliary Air Force was authorized on July 2, 1941. On February 3, 1942, it was renamed the Royal Canadian Air Force Women's Division (WD). In January 1942, when the first WDs joined No 2 Service Flying Training School, at Uplands, near Ottawa, they were given a rather limited range of duties such as administrative and clerical work, dental assistants, equipment assistants, weather observers, telephone operators, photographers, wireless operators, fabric workers, tailors, laundry staff, and cooks. However, in the following months their responsibilities were significantly increased to include pharmacists, laboratory assistants, and parachute riggers. Soon they held jobs that used to be strictly for men, such as electrical and mechanical work.

The RCAF denied women the possibility of flying in fighter or reconnaissance planes on account of the potential danger but WDs did find themselves in dangerous situations. As of mid-1942, WDs received new responsibilities in operating centres of the Western and Eastern Air Commands, working at interpreting reconnaissance or bombing photographs. Soon, a first group of WDs was sent overseas to serve in Great Britain where they were exposed to bombing raids.

At its highest, in December 1943, the WDs boasted a staff of 591 officers and 14 562 members of all ranks. In all, 17 038 women proudly wore its uniform before the service was abolished on December 11, 1946 which amounted to eight percent of the overall RCAF personnel during World War II (WW II).

Women were permitted once more to join the RCAF in 1951. In 1980, women were accepted as military pilots and in 1988, Canada became the first western country to license women as fighter pilots.

PRAIRIE REGION

Peacekeepers Cairn

The Peacekeepers Cairn is located on Memorial Boulevard in Winnipeg, Manitoba. It was dedicated on August 8, 2004 to Canadian peacekeepers who lost their lives on peacekeeping missions since the signing of the United Nations Charter on October 24, 1945.

The memorial cairn consists of three stone pillars, ranging from eight to twelve feet tall representing the strength of the Canadian Navy, Army, Air Force, and most recently the Royal Canadian Mounted Police (RCMP). Each pillar is engraved with a single word—past, present, and future—to signify the service and sacrifice of Canadian Peacekeepers.

Canada was a founder of the United Nations (UN) peacekeeping force and thousands of Canadians have served with distinction throughout the world. A total of 154 Canadians have been killed in the service of peace.



"Canadian Association of Veterans in United Nations Peacekeeping", Peacekeepers Cairn, Copyright 2006 by LGen RR Crabbe Chapter, CAVUNP. Retrieved 25 April 2007, from <http://www.cavunp-winnipeg.com/cairn.html>

Figure 10D-16 Peacekeepers Cairn

PRAIRIE REGION

Valour Road



The Heritage Minutes section of Histor!ca. has a very entertaining selection called “Valour Road”. Check www.histori.ca or contact Historica at 1-800-567-1867 to order a VHS.

This street, marked by a golden lamp post and citation plaque, is a memorial to three local winners of the Victoria Cross (V.C.) who all lived on one street originally named Pine Street but later renamed Valour Road.

It is believed to be the only time that the military honour has been given to three men who lived on the same street. The trio was nicknamed the “Pine Street boys” and over an 18-month period from 1915 to 1917, their actions in battle resulted in each of them being awarded the Victoria Cross.

Corporal Leo Clarke won his V.C. in the trenches during the Battle of the Somme. Clarke, despite being alone and under attack by 20 enemy soldiers, attacked the enemy emptying his revolver twice and then firing a German rifle he picked up from the ground. In the struggle that followed, a German officer bayoneted him in the knee before Clarke could shoot him. Wounded and bleeding, Clarke kept up the attack, and as enemy soldiers fled Clarke followed, killing four more and taking a prisoner. Though he was ordered to hospital, Clarke returned to battle the next day. Leo Clarke died in action a month later.

Sergeant-Major Frederick William Hall was awarded the V.C. for giving his life to save a comrade at the Battle of Ypres. With his company pinned down in the trenches by fierce enemy fire, Hall had gone out twice under cover of night to rescue injured men. On the morning of February 21, 1915, men in the trench heard the groans of an injured soldier on the battlefield. Hall and two others volunteered to go after him, but as they went over the top they drew heavy fire. The two other men were injured, and all were forced back to their trench. After a few minutes, Hall went out alone in broad daylight, with enemy guns waiting for him. He crawled out and across the field under a hail of bullets. Reaching for the fallen soldier, Hall managed to squirm himself under the wounded man and begin moving him on his back toward his lines. However, when Hall raised his head to find his way back to the trench, he caught a bullet in the head and died instantly.

At the Battle of Passchendaele, Lieutenant Robert Shankland led his men to a forward position which they held during a fierce counter-attack. Knowing that an accurate description of his company’s position was critical to the Allied battle plan, Shankland made his way alone through the battlefield to Battalion Headquarters, delivered the necessary information, and returned the way he had come. Rejoining his men, Shankland carried on until the end of the battle. The citation of his Victoria Cross commends his personal courage, gallantry and skill, and emphasizes the example he set for the men under his command. Of the three Victoria Cross recipients from Valour Road, only Shankland survived the war.

The citation plaque on Valour Road reads:

THIS STREET HAS BEEN RENAMED VALOUR ROAD TO PERPETUATE THE CONSPICUOUS BRAVERY OF THREE MEN, WHO WON THE VICTORIA CROSS IN THE GREAT WAR 1914-1919.

THEY LIVED IN ONE BLOCK, IN THIS STREET WHEN THEY ENLISTED IN THE CANADIAN EXPEDITIONARY FORCES.

CSM FREDERICK WILLIAM HALL, V.C., 8TH BATTALION (W.R.)

L/SGT LEO CLARKE, V.C., 2ND BATTALION

BOTH KILLED IN ACTION

AND CAPT ROBERT SHANKLAND, V.C., 43RD BATTALION (C.H. OF C.)

ERECTED BY THE WOMEN'S CANADIAN CLUB OF WINNIPEG 1925



"Department of National Defence". (2004). Directorate of History and Heritage. Retrieved 28 February 2007, from http://www.forces.gc.ca/hr/dhh/memorial/engraph/display_e.asp?PID=1809&Cat=2

Figure 10D-17 Valour Road Citation Plaque



"Department of National Defence". (2004). Directorate of History and Heritage. Retrieved 28 February 2007, from http://www.forces.gc.ca/hr/dhh/memorial/engraph/display_e.asp?PID=1809&Cat=2

Figure 10D-18 Valour Road Memorial

PACIFIC REGION

The Cenotaph

The Cenotaph, located in Victory Square, Vancouver, is a gray, granite obelisk, nine metres high with ornamental trees and flower beds which commemorates those who fought in World War I (WW I). The monument has three sides to conform to the triangular shape of Victory Square Park. On one side of the monument is engraved, "Their name liveth for evermore," on another, "Is it nothing to you," and on the third is, "All ye that pass by."

The monument is decorated with one long sword and two wreaths, one of laurel and the other of poppies entwined with maple leaves. As well, stone replicas of a WW I steel helmet, sits on three corners and a large wreath of laurels surrounds the numerals "1914-1918" at the front base. Finally, the Maple Leaf, the Union Jack, the Canadian Ensign, and the White Ensign adorn the front.

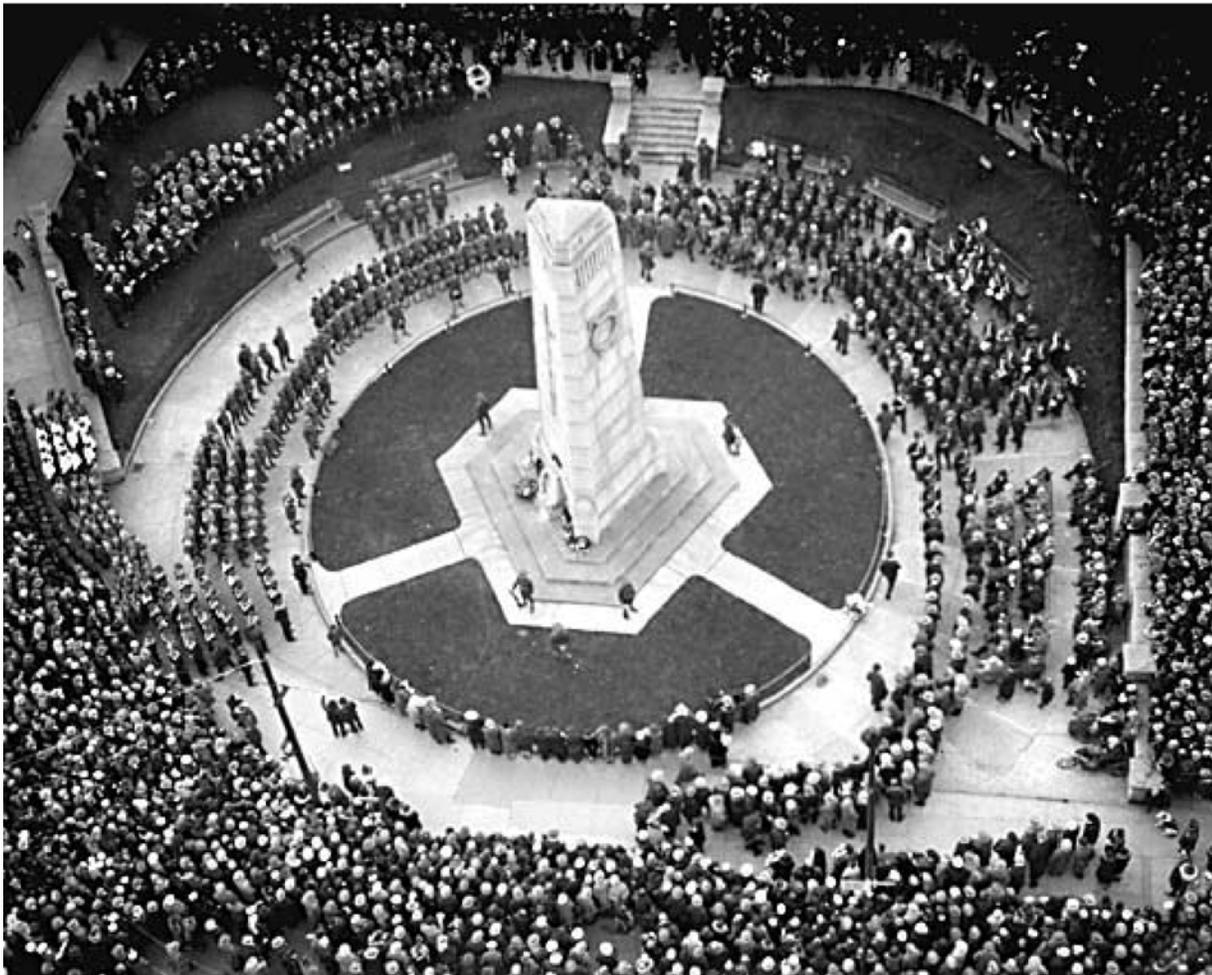
The monument was unveiled on Sunday, April 27, 1924 with the reading of the following dedication:

"To the Glory of God, and in thankful remembrance
Of those who served their King and Country overseas
In the cause of truth, righteousness and freedom."



*"We Will Remember" War Monuments in Canada, Victory Square Cenotaph.
Retrieved 26 February 2007, from <http://www.stemnet.nf.ca/monuments/bc/victory.htm>*

Figure 10D-19 The Cenotaph – Victory Square



*"City of Vancouver Archives", The Two Fronts of War. Retrieved 25 April 2007,
from http://city.vancouver.bc.ca/ctyclerk/archives/exhibits/Two_Fronts.htm*

Figure 10D-20 The Cenotaph – Victory Square (Overhead View)

PACIFIC REGION

The Sailors Memorial

The Sailors Memorial is located at the Waterfront Park, North Vancouver, British Columbia. The monument is a Compass Rose Sundial. On the north side are these words – “At the going down of the Sun and in the Morning we will remember them” – and these flags – the Canadian Flag, the Navy White Ensign, the Canadian Red Maritime Ensign and the British Columbia Flag. Under the plaque, in large bronze letters is the name SAILORS POINT.



“We Will Remember” War Monuments in Canada, The Sailors Memorial. Retrieved 26 February 2007, from <http://www.stemnet.nf.ca/monuments/bc/northvan3.htm>

Figure 10D-21 The Sailors Memorial

At each Cardinal Point are plaques mounted on large stones dedicated to the Royal Canadian Navy (RCN), the Merchant Navy, Captain George Vancouver, and the citizens of North Vancouver.



"We Will Remember" War Monuments in Canada, The Sailors Memorial. Retrieved 26 February 2007, from <http://www.stemnet.nf.ca/monuments/bc/northvan3.htm>

Figure 10D-22 The Sailors Memorial (Merchant Navy Plaque)

On the South side of the monument area, a large porcelain plaque contains the names of the men who were lost while serving with the RCN during World War II (WW II), most notably Lieutenant Robert Hampton Grey of the fleet Air Arm who won the Victoria Cross.



"We Will Remember" War Monuments in Canada, The Sailors Memorial. Retrieved 26 February 2007, from <http://www.stemnet.nf.ca/monuments/bc/northvan3.htm>

Figure 10D-23 The Sailors Memorial

At the bottom and surrounding the compass is a porcelain band with line drawings of each Canadian ship lost during WW II.



"We Will Remember" War Monuments in Canada, The Sailors' Memorial. Retrieved 26 February 2007, from <http://www.stemnet.nf.ca/monuments/bc/northvan3.htm>

Figure 10D-24 The Sailors Memorial

PACIFIC REGION

Royal Canadian Mounted Police Vessel (RCMPV) St. Roch

St. Roch was built for the RCMP to serve as a supply ship for isolated Arctic RCMP detachments and was also designed to serve as a floating detachment from which constables would conduct patrols by dogsled when the ship was frozen in for the winter.

Between 1929 and 1939, St. Roch made three voyages to the Arctic. Between 1940 and 1942, St. Roch navigated the Northwest Passage arriving in Halifax harbour on October 11, 1942. St. Roch was the second ship to make the passage and the first to travel the passage from west to east. In 1944, St. Roch returned to Vancouver via the more northerly route of the Northwest Passage making her run in 86 days. The epic voyages of the St. Roch demonstrated Canadian sovereignty in the Arctic during World War II (WW II) and extended Canadian control over its vast northern territories.

Retired in 1948, St. Roch was sent to Halifax by way of the Panama Canal in 1950 which made her the first ship to circumnavigate North America. St. Roch was returned to Vancouver as a museum ship in 1954 and hauled ashore and cradled in 1958. From 1971 to 1974 she was restored to her 1944 appearance by the Canadian Parks service and is presently the centrepiece of the Maritime Museum complex at Kitsilano Point.

RCMPV St. Roch was declared a National Historic Site in 1962.



"Vancouver Maritime Museum", Historic Naval Ships Visitors Guide - RCMPV St. Roch, Copyright 1997-2004, Historic Naval Ships Association. Retrieved 28 February 2007, from <http://hnsa.org/ships/stroch.htm>

Figure 10D-25 RCMPV St. Roch

INTERNATIONAL

Juno Beach Centre

The Juno Beach Centre is a museum and cultural centre located at Courseulles-sur-Mer, France, which opened on June 6, 2003. It is situated on the exact location where thousands of Canadians landed on June 6, 1944 during the Invasion of Normandy. The Centre is a place of commemoration and discovery dedicated to the contribution of Canada to World War II (WW II). It is the only Canadian museum on the D-Day landing beaches.

The government of Canada has designated the Juno Beach landing site to be a site of national significance to Canada.



*"Juno Beach Centre", Juno Beach Centre - Canada's Second World War Museum.
Retrieved 27 February 2007, from <http://junobeach.org/Centre/index.html>*

Figure 10D-26 Juno Beach Centre

INTERNATIONAL

Canadian National Vimy Memorial

The Vimy Memorial is located atop Hill 145 overlooking the Canadian battlefield of 1917 at one of the points of the fiercest fighting. It was unveiled on July 26, 1936 by King Edward VIII who declared “It is a memorial to no man, but a memorial for a nation.” (Veterans Affairs Canada, 1998, p.1). It commemorates the Battle of Vimy Ridge which was fought April 9 to April 12, 1917. The Battle began in the early morning of April 9 with a heavy artillery bombardment, followed by the advance of 20 000 Canadians. Despite great numbers of casualties from heavy machine gun fire, the advance continued and by April 12, the Canadians had taken Vimy Ridge. The Canadians, along with the British, captured more ground, prisoners and guns than during any previous offensive of World War I (WW I). Canadian casualties numbered 11 000 with 3500 of them being fatal.

The victory at Vimy was a distinctly Canadian triumph which helped create a new and stronger sense of Canadian identity and pride. This victory, along with other Canadian military achievements during WW I, raised Canada’s international reputation and helped earn it a separate place at the peace conference which drew up the Treaty of Versailles officially ending WW I.

The Memorial is inscribed with the names of 11 285 Canadian soldiers who were listed as missing and presumed dead in France. It contains 20 figures set on a vast stone platform set off by two large spires, representing Canada and France, that reach upward for 27 m. The largest of the figures is a woman draped from head to foot, her eyes cast downward in grief, which represents Canada. She is surrounded by other figures representing sympathy, sacrifice, justice, honour, peace and faith.

It was designated a Canadian national historic site, on April 10, 1997, because “Canada’s accomplishment, contribution and sacrifice in the First World War are themselves of major national significance. The war itself was a landmark in the development of Canada as a nation. Vimy is the site of a great Canadian victory in the First World War, and it memorializes Canadians lost in the conflict who have no known grave.” (Veterans Affairs Canada, 1999, p.1). At the base of the Memorial, these words appear:

TO THE VALOUR OF THEIR
COUNTRYMEN IN THE GREAT WAR
AND IN MEMORY OF THEIR SIXTY
THOUSAND DEAD THIS MONUMENT
IS RAISED BY THE PEOPLE OF CANADA

On April 9, 2007, tens of thousands of people gathered in France and in Canada to celebrate the anniversary of the Battle of Vimy Ridge. As part of the events, the newly restored Canadian National Vimy Memorial was re-dedicated by Queen Elizabeth II.



*"Veterans Affairs Canada", The Canadian National Vimy Memorial is a Canadian National Historic Site since 1997.
Retrieved 24 April 2007, from <http://www.vac-acc.gc.ca/remembers/sub.cfm?source=memorials/ww1mem/vimy/vimycerm>*

Figure 10D-27 Canadian National Vimy Memorial

INTERNATIONAL

Beaumont-Hamel Newfoundland Memorial

The Beaumont-Hamel Newfoundland Memorial is located on a thirty hectare site at Beaumont-Hamel in France. This site commemorates all Newfoundlanders who fought in World War I (WW I), particularly those who have no known grave. The site is one of the few in France where the trench lines of a WW I battlefield can be seen and was officially opened by Field Marshal Earl Haig on June 7, 1925.



"Canada Remembers", Beaumont-Hamel Newfoundland Memorial. Retrieved 28 February 2007, from <http://www.vac-acc.gc.ca/remembers/sub.cfm?source=memorials/ww1mem/beaumont-hamel>

Figure 10D-28 Beaumont-Hamel Site

The monument itself, a great bronze caribou, which was the emblem of the Royal Newfoundland Regiment, is situated on a mound, surrounded by rock and shrubs native to Newfoundland. The caribou faces in the direction of the former enemy overlooking the trenches and the open ground across which the 1st Battalion of the Royal Newfoundland Regiment advanced on July 1, 1916.

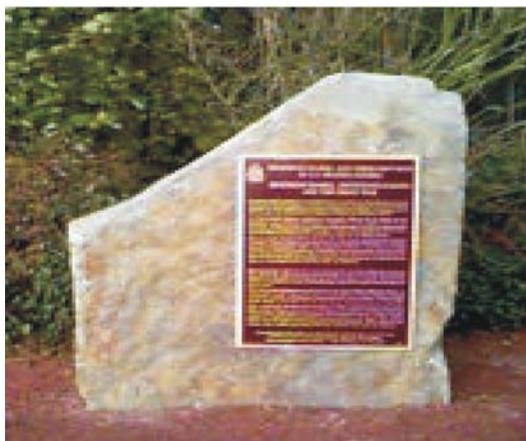


"Canada Remembers", Beaumont-Hamel Newfoundland Memorial. Retrieved 28 February 2007, from <http://www.vac-acc.gc.ca/remembers/sub.cfm?source=memorials/ww1mem/beaumont-hamel>

Figure 10D-29 Beaumont-Hamel Newfoundland Memorial

At the base of the mound, three bronze tablets bear the names of 820 members of the Royal Newfoundland Regiment, the Newfoundland Royal Naval Reserve, and the Merchant Navy who gave their lives in WW I and have no known grave.

On April 10, 1997, the Beaumont-Hamel Newfoundland Battlefield and Memorial in France was designated a Canadian National Historic Site by the Canadian government. Beaumont-Hamel is commemorated by means of a plaque which was unveiled November 8, 1997.



"Canada Remembers", Beaumont-Hamel Newfoundland Memorial. Retrieved 24 April 2007, from <http://www.vac-acc.gc.ca/remembers/sub.cfm?source=memorials/ww1mem/beaumont-hamel/bhcerm>

Figure 10D-30 Beaumont-Hamel Plaque

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HMCS (LOCAL TOWN)

Cast:

Petty Officer (First Class) Man-Overboard (Master of Ceremony)

Honourable M.D. Fence (Minister of National Defence)

General C.D. Staff (Chief of Defence Staff)

Commander C. Leggs (Commanding Officer)

Ms. Wright (Ship's Builder)

Lieutenant-Commander Sin-Bosun (Chaplain)

Leading Seaman Killick (Quartermaster)

Petty Officer (First Class) Anchor-Clanker (Boatswain)

Lieutenant (Navy) Bell-Tapper (President of the Mess)

Lieutenant (Navy) Batten-Down (Vice-President of the Mess)

Lieutenant-Commander Jimmy Da-One (Executive Officer)

Chief Petty Officer (First Class) A.J. Squared-Away (Coxswain)

Seven cadets to propose Toasts of the Day

Ship's Company

ACT I: BRINGING A SHIP INTO SERVICE

Act One takes place in a shipyard and adjacent jetty represented by Station A of Annex F.

SCENE I: KEEL LAYING

Scene I takes place near a ship's cradle.

PO1 Man-Overboard: Honourable M. D. Fence, General C.D. Staff, Commander C. Leggs, Ms. Wright, Lieutenant-Commander Sin-Bosun, Ship's Company. It is my pleasure to welcome you to the keel laying for what will be the newest HMC ship. This is the first step in the long and challenging process of shipbuilding. Ms. Wright, would you please come forward.

(Ms. Wright comes forward and goes to the podium.)

Ms. Wright: Thank you, PO1 Man-Overboard. The Very Good Shipyard is pleased to be the builder for what will be the newest ship in the Canadian Navy. If Minister Fence and General Staff will assist me, we will now begin the building process by laying the keel.

(Honourable M.D. Fence and General Staff join Ms. Wright and simulate placing a ship's keel in the building cradle.)

Ms. Wright: I declare this keel to be well and truly laid.

(PO1 Man-Overboard remains at the podium. Others return to their places.)

SCENE II: NAMING AND LAUNCHING

Scene II takes place near a ship's cradle and adjacent jetty. The ship is not yet completely fitted out and is still the responsibility of the builder.

PO1 Man-Overboard: Honourable M. D. Fence, General C.D. Staff, Commander C. Leggs, Ms. Wright, Lieutenant-Commander Sin-Bosun, Ship's Company. Two years ago Ms. Wright, Minister Fence and General Staff laid the keel of the ship you see before you. Today, we are pleased to be able to name and launch this newest addition to the Canadian fleet. First we will hear from the builder. Ms. Wright, please come forward.

(Ms. Wright goes to the podium.)

Ms. Wright: Thank you. Two years ago we undertook step one of bringing this vessel into service by laying the keel. Since that time the Very Good Shipyard has overcome many challenges and today we move to stage two – the naming and launching of this new ship. Soon she will splash into the water and be secured to the jetty which will be her home for the next several months as final fitting out is completed.

(Ms. Wright returns to her seat.)

PO1 Man-Overboard: Thank you, Ms. Wright. LCdr Sin-Bosun, please bless this ship.

(The chaplain goes to the podium.)

LCdr Sin-Bosun: Bless this ship which we name and launch today and continue to guide and inspire the hands of the builders in their important work.

(LCdr Sin-Bosun returns to his seat.)

PO1 Man-Overboard: Thank you, LCdr Sin-Bosun. Ms. Wright, please come forward and name this ship.

(Ms. Wright comes forward.)

Ms. Wright: Thank you, PO Man-Overboard. *(Ms. Wright simulates swinging a bottle against a ship's hull)*. I name you Her Majesty's Canadian Ship (Local Town). Bless this ship and all who sail in her.

(Ms. Wright returns to her seat. PO1 Man-Overboard remains at the podium.)

SCENE III: COMMISSIONING

The new ship is secured alongside a jetty adjacent to the ship yard. She is now completely fitted out and ready to be turned over to the Canadian Navy. The ship's company is fallen in on the jetty next to the ship. The quartermaster is at the flag pole.

PO1 Man-Overboard: Honourable M. D. Fence, General C.D. Staff, Commander C. Leggs, Ms. Wright, Lieutenant Commander Sin-Bosun, Ship's Company. After much hard work we are now ready to undertake the final stage and officially bring HMCS (Local Town) into service. First we will hear from the Minister of National Defence. Hon. M.D. Fence please come forward.

(Hon. M.D. Fence goes to the podium.)

M.D.Fence: The government of Canada is pleased to add HMCS (Local Town) to its fleet which will significantly improve the capability of the Canadian Navy. I thank Ms. Wright and the Very Good Shipyard for their excellent work.

(Hon. M.D. Fence returns to his seat.)

PO1 Man-Overboard: Thank you. We will now hear from the Chief of Defence staff. General Staff, please come forward.

(General Staff goes to the podium.)

General Staff: I am pleased to be here today with the Hon. M.D. Fence and Ms. Wright as we commission the fighting ship HMCS (Local Town). I thank the Very Good Shipyard for their work and the government for supporting the Canadian Forces with projects such as this.

(General Staff returns to his seat.)

PO1 Man-Overboard: Thank you, General Staff. Ms. Wright will now turn over HMCS (Local Town) to her Commanding Officer, Commander C. Leggs. Commander C. Leggs and Ms. Wright please come forward.

(Cdr C. Leggs and Ms. Wright go to the podium.)

Ms. Wright: I am pleased to officially turn over HMCS (Local Town) to the Canadian Navy.

(Cdr. C. Leggs accepts the ships keys from Ms. Wright. The flag is hoisted. LCdr Sin-Bosun comes forward to bless the ship.)

LCdr Sin-Bosun: Bless this ship which is being commissioned today. Protect her, her officers and crew from all danger.

(Ms. Wright and LCdr Sin-Bosun return to their seats. Commander C. Leggs addresses the ship's company.)

Cdr C. Leggs: I am pleased to take command of HMCS (Local Town). Ship's company, "Man HMCS (Local Town.)"

(Ship's company symbolically move aboard ship and pipe Commander C. Leggs aboard.)

ACT II: PROPOSING TOASTS

Act II takes place in the wardroom of HMCS (Local Town) after the commissioning service is over. Members are seated at a long table. There is a large bottle of water to the left of the PMC. Each member has a glass. It is represented by Station B of Annex F.

(The commissioning mess dinner meal is finished and table has been cleared.)

Lt(N) Bell-Tapper: Mister/Madam Vice, the Queen/King.

(This is spoken in either of the official languages.)

Lt(N) Batten-Down: Ladies and Gentlemen, the Queen/King of Canada.

(The toast is given in the other official language.)

(All members remain seated but raise their glasses. Members of a naval mess are allowed to sit during the Loyal Toast.)

Members: The Queen/King.

Lt(N) Bell-Tapper: We will now proceed with the Toasts of the Day.

(All toasts will be given. Normally those requested to present a toast would have researched the subject of the toast and delivered a short talk. For this purpose the toast and response will be the same.)

Monday Our Ships

Tuesday Our Sailors

Wednesday Ourselves

Thursday Our Navy

Friday Our Nation

Saturday Our Families

Sunday Absent Friends

ACT III: SHIP'S CUSTOMS

Act III takes place in the wardroom of HMCS (Local Town) as represented by Station C of Annex F.

(HMCS [Local Town] is on her maiden voyage. The ship's company is seated in the mess reading routine orders. LCdr Jimmy Da-One and CPO1 A.J. Squared-Away are conducting rounds.)

LCdr Jimmy Da-One: Is everything shipshape? Have you noticed any safety concerns? Is the ship in fighting trim?

CPO1 A.J. Squared-Away: Aye, Aye, Sir/Ma'am. The ship is secure.

LCdr Jimmy Da-One: Very well.

Sailor No. 1: That's the first time I saw Jimmy and Squared-Away doing rounds. When we were tied up at the jetty the Officer of the Day and Duty Petty Officer did rounds. Why did that change?

Sailor No. 2: When a ship is at sea the XO and Coxswain are responsible for conducting rounds to make sure everything is shipshape. Once a week the captain conducts rounds as well.

(Ship's company continues looking at routine orders.)

Sailor No. 3: It says here in routine orders that Friday is our last day at sea and that we'll be docking at noon and anyone who is not on duty can go home early that day. Why would they put that in routine orders?

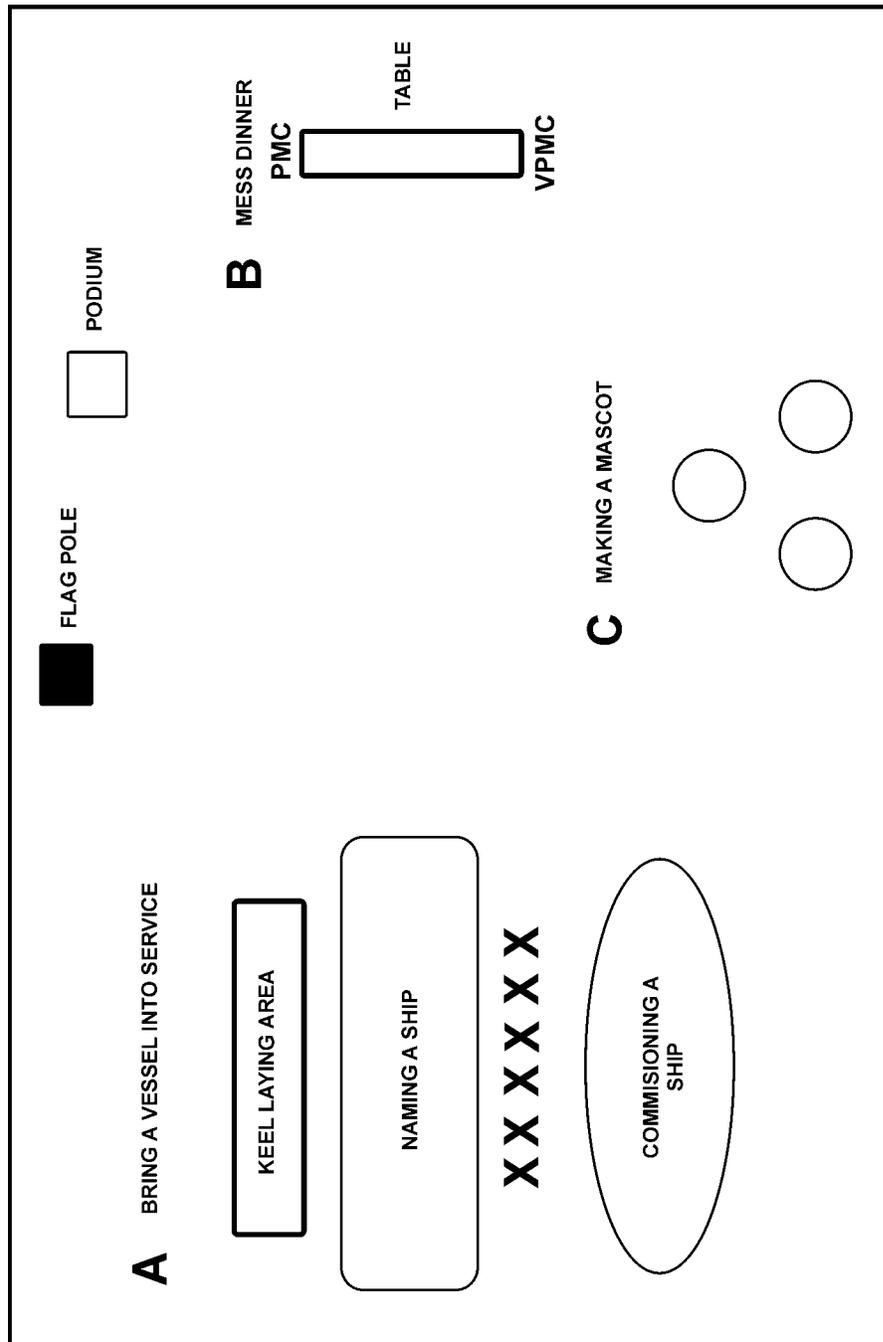
Sailor No. 4: It's an old Navy tradition. Back in the day, sailors, not on duty, were given an afternoon off every week to fix up their uniforms. Later they were given a half day off while at sea to do as they pleased. Now ships return to port on Friday and sailors can leave work early.

- Sailor No. 3: All right!
- Sailor No. 5: Traditions are really interesting. At one time when sailors crossed the equator for the first time, King Neptune and his followers would come aboard the ship and initiate the tadpoles by pretending to shave their heads and dunking them in water. After that was done they were called shellbacks. It's still done in different ways today.
- Sailor No. 6: When we visited our first foreign port, we had a ceremony on the jetty that seemed a little different. What was that about?
- Sailor No. 7: That was an old tradition too. It was called the Sunset Ceremony. Back in the day when soldiers stayed in private houses and inns, a drummer would go through town beating a tattoo which was a signal for the taverns to stop serving beer and for the soldiers to return to their quarters.
- Later, when soldiers stayed in camps, the drummer would go from post to post beating his drum. When he got to his last post the flag was lowered and everyone was supposed to be in their quarters for the night.
- Today, we have the Sunset Ceremony which re-enacts those traditions.
- Sailor No. 8: I've also heard it is traditional for some ships to have mascots. Why do they have mascots and what were they like?
- Sailor No. 9: People find mascots funny and they like them. This helps relieve stress. Over the years there have been living mascots such as dogs, birds, goats, and horses while others have been stuffed animals and others have been made from wood and metal. They all have something to say about the ship or unit they belong to.
- Sailor No. 10: What would our mascot be? What would it look like? Where would it be kept? What would it say about HMCS (Local Town)?

(Ship's company begin to brainstorm ideas for a mascot.)

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ROLE-PLAY LAYOUT

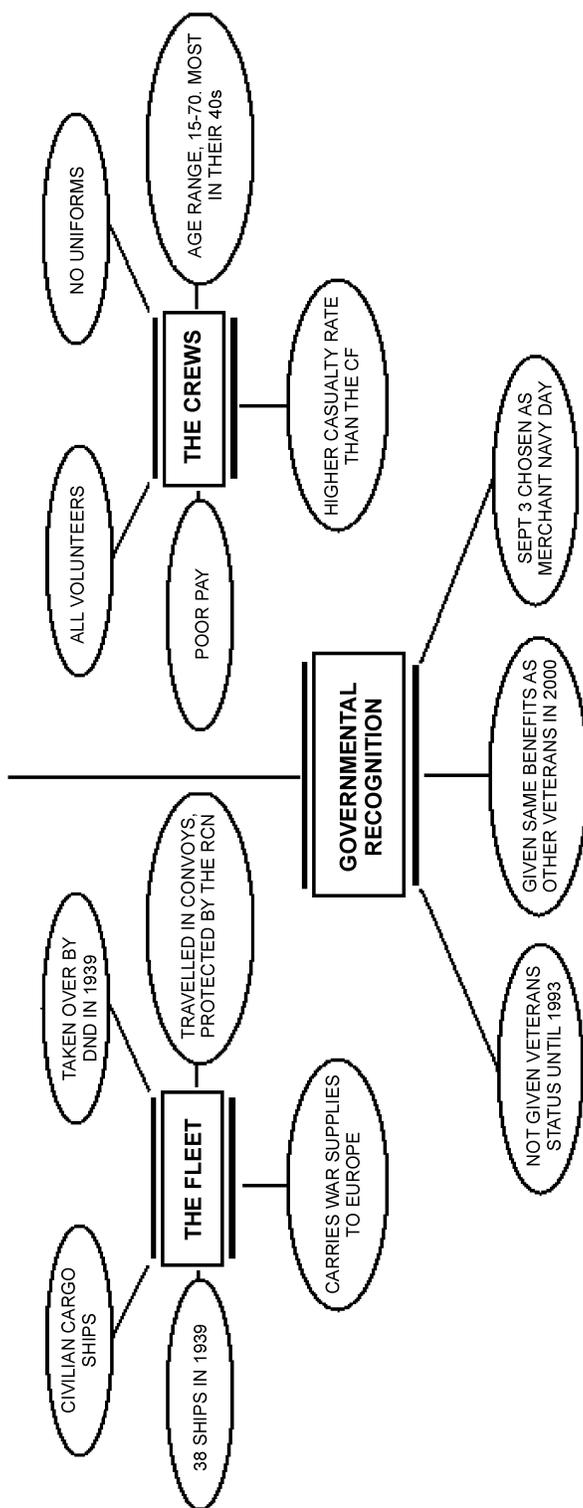


D Cds 3, 2007, Ottawa, ON: Department of National Defence

Figure 10F-1 Role-play Layout

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THE MERCHANT NAVY

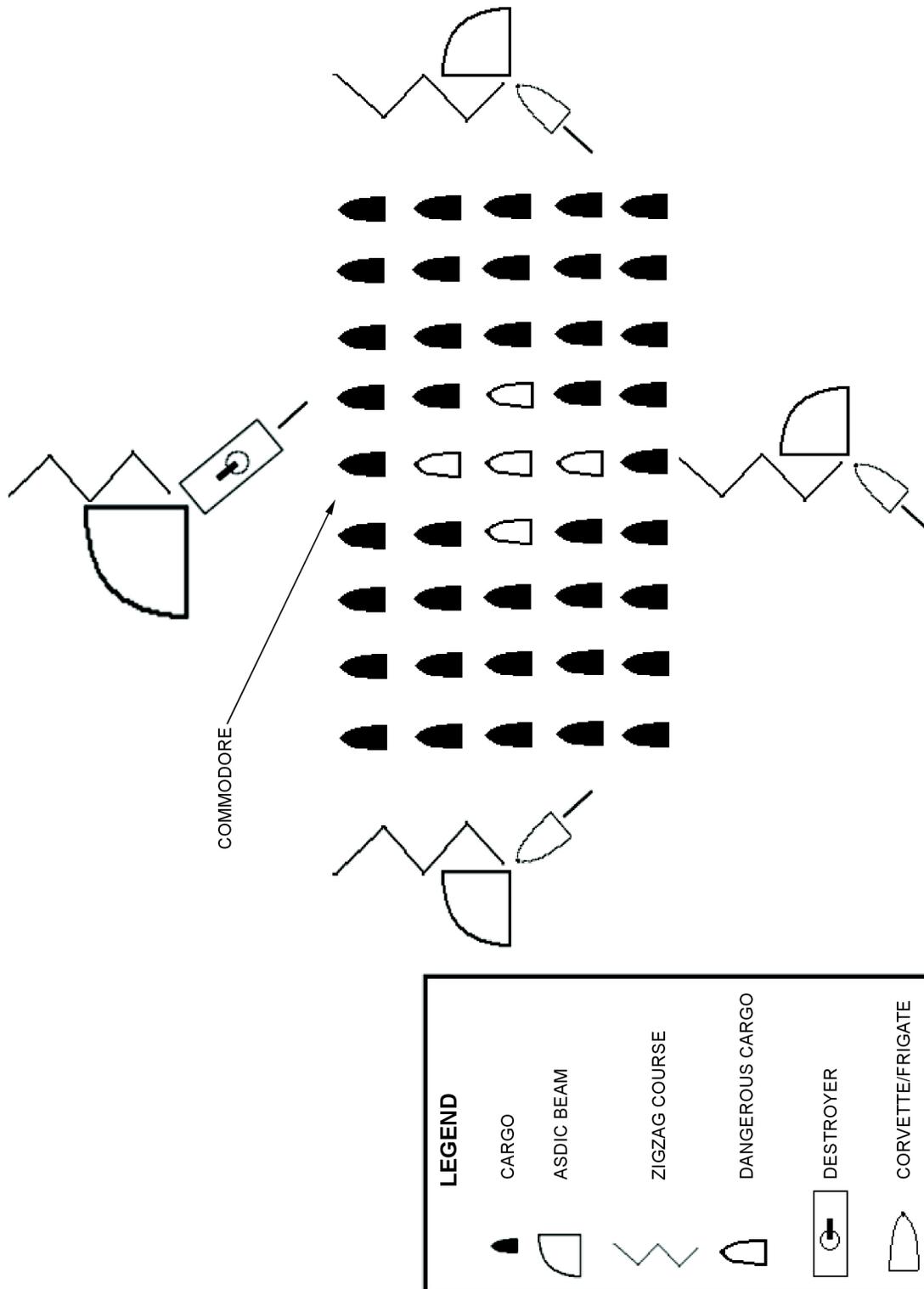


D Cds 3, 2007, Ottawa, ON: Department of National Defence

Figure 10G-1 Convoy System

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TYPICAL CONVOY FORMATION

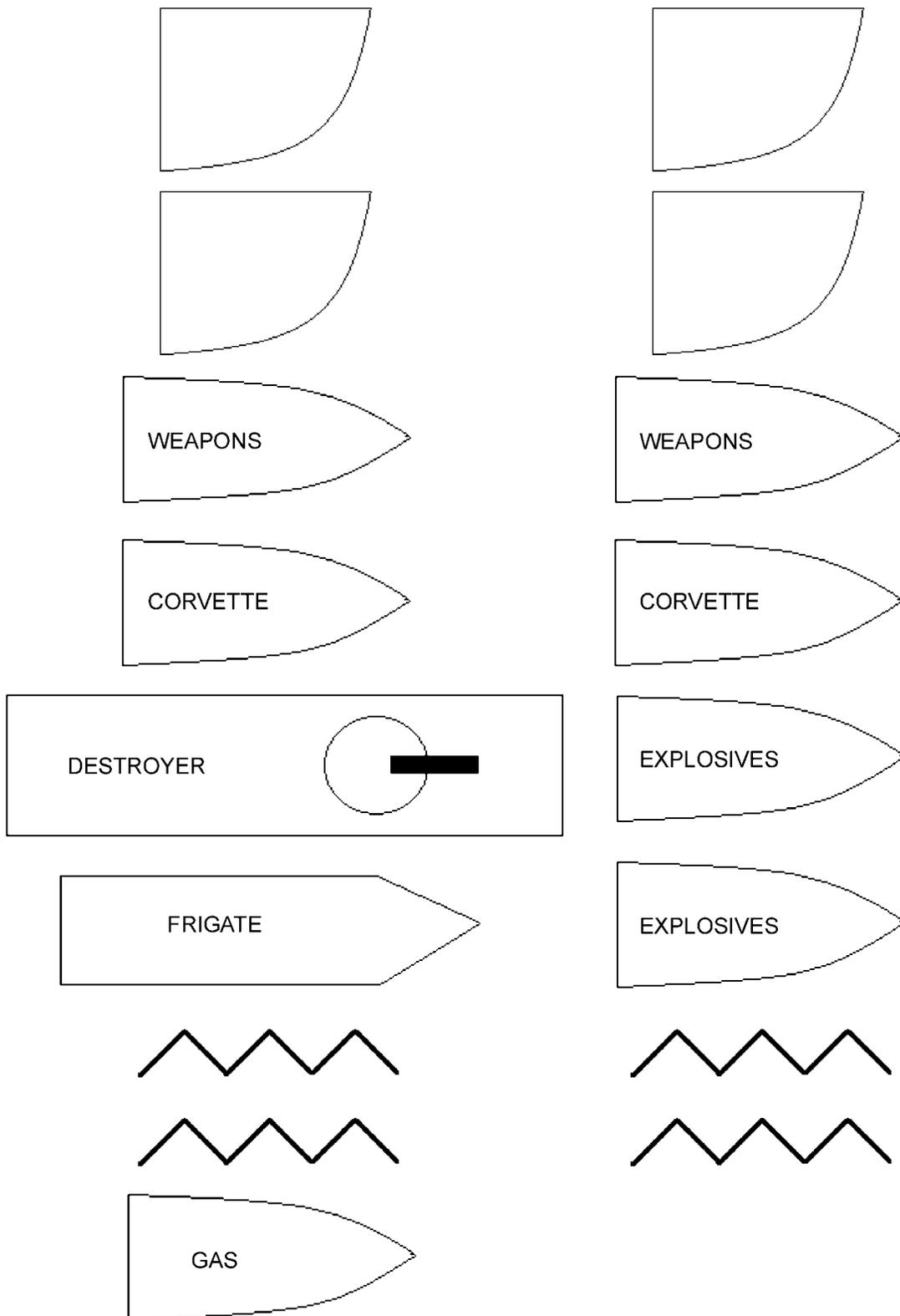


D Cds 3, 2007, Ottawa, ON: Department of National Defence

Figure 10H-1 Convoy System

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TEMPLATES (CONVOY SYSTEM)

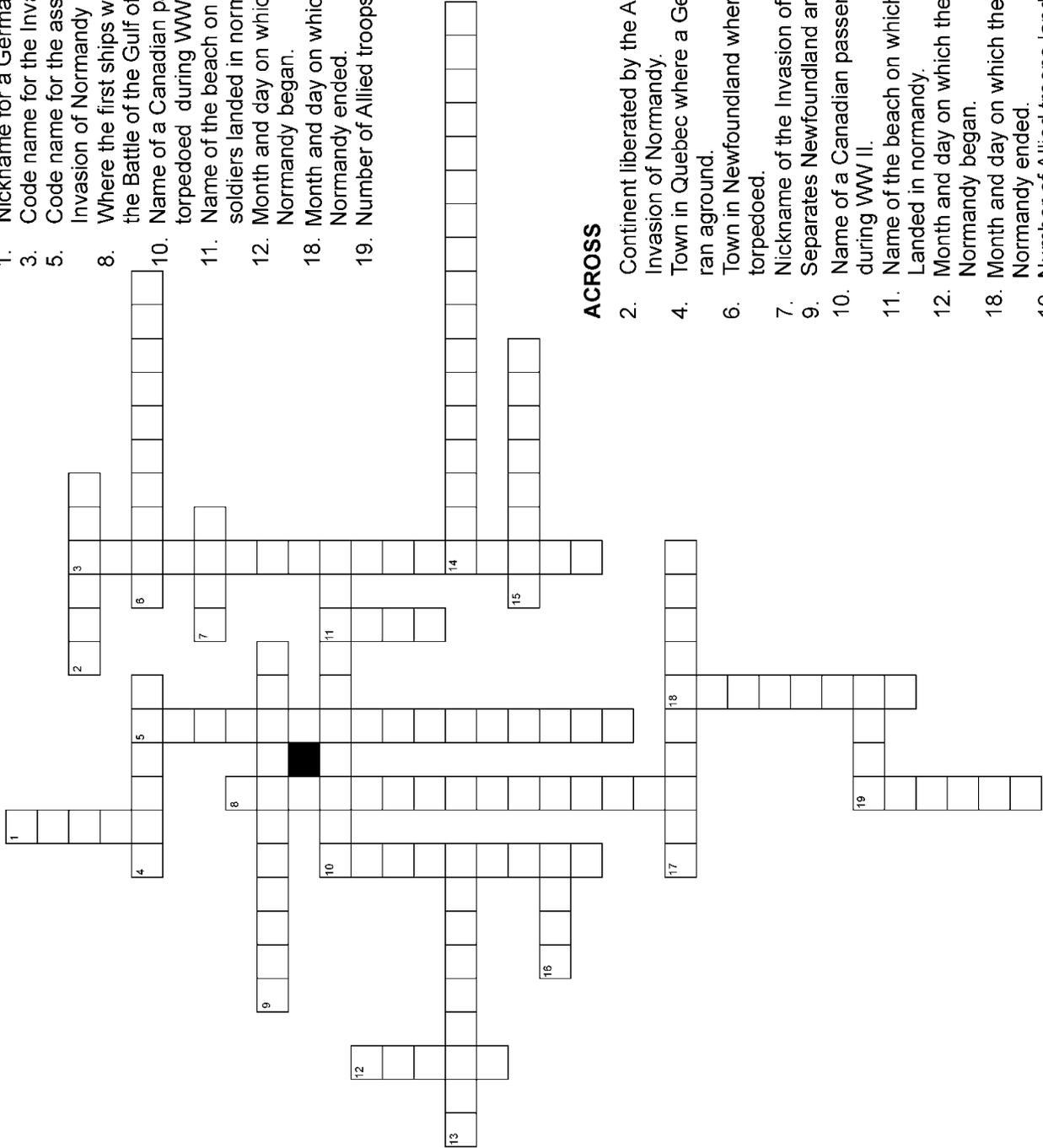


CORVETTE

CROSSWORD PUZZLE

DOWN

1. Nickname for a German submarine.
3. Code name for the Invasion of France.
5. Code name for the assault phase of the Invasion of Normandy
8. Where the first ships were torpedoed during the Battle of the Gulf of St. Laurence.
10. Name of a Canadian passenger ferry torpedoed during WW II.
11. Name of the beach on which british soldiers landed in normandy.
12. Month and day on which the Invasion of Normandy began.
18. Month and day on which the Invasion of Normandy ended.
19. Number of Allied troops landed on D-Day.

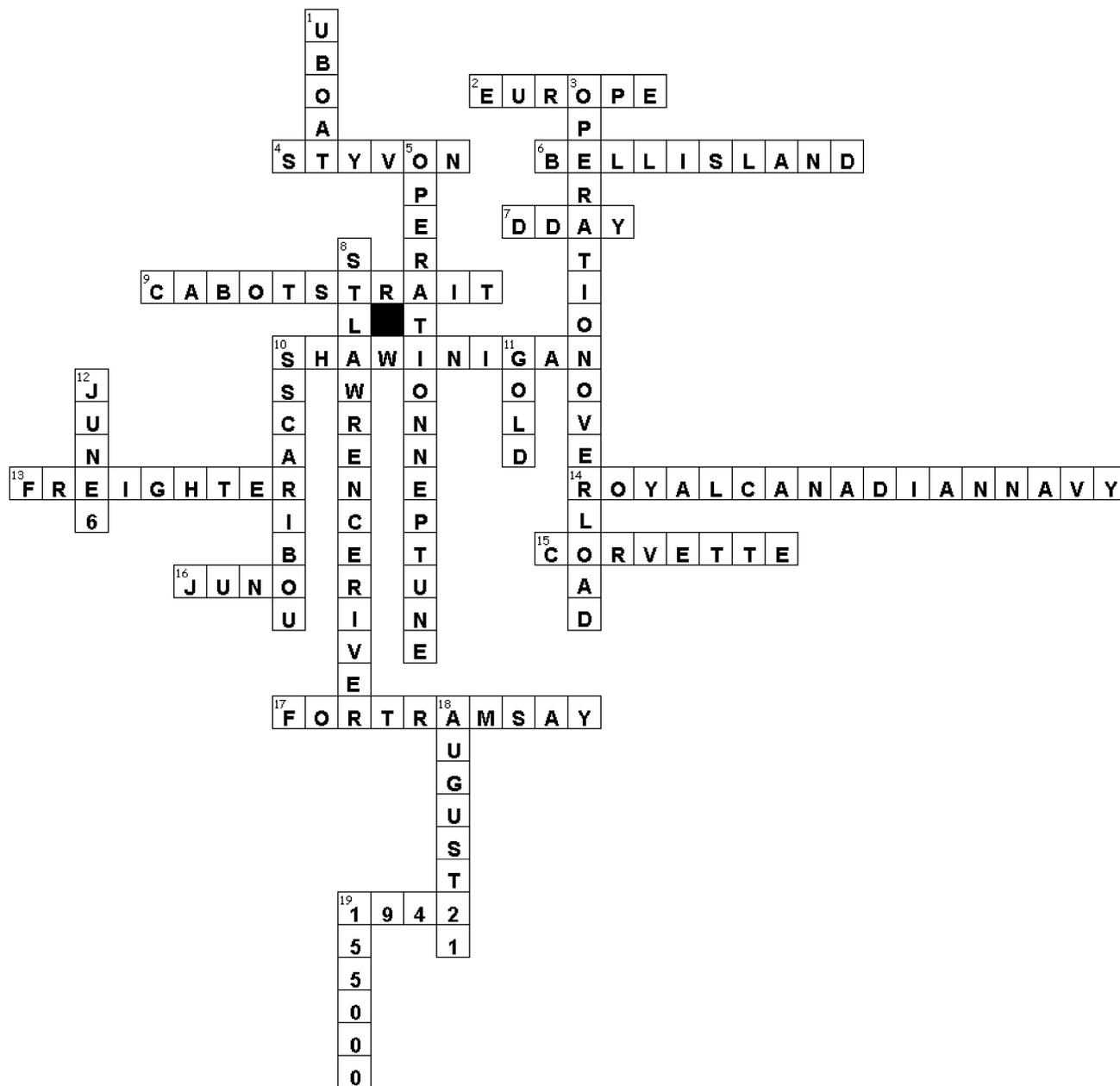


ACROSS

2. Continent liberated by the Allies during the Invasion of Normandy.
4. Town in Quebec where a German torpedo ran aground.
6. Town in Newfoundland where ore carries were torpedoed.
7. Nickname of the Invasion of Normandy.
9. Separates Newfoundland and Nova Scotia.
10. Name of a Canadian passenger ferry torpedoed during WW II.
11. Name of the beach on which british soldiers Landed in normandy.
12. Month and day on which the Invasion of Normandy began.
18. Month and day on which the Invasion of Normandy ended.
19. Number of Allied troops landed on D-Day.

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ANSWER KEY



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CHAPTER 11
PO 221 – RIG TACKLES



ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE



SECTION 1

EO M221.01 – USE A STROP FOR SLINGING

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Photocopy the handouts located at [Annex A](#) and either [Annex B](#) or [C](#) for each cadet.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 as it allows the instructor to generate interest in slinging a strop.

Demonstration and performance was chosen for TP2 and TP3 as it allows the instructor to explain and demonstrate how to use a strop for slinging while providing an opportunity for the cadets to practice these skills under supervision.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have made a strop and used it for slinging.

IMPORTANCE

It is important for cadets to make and use a strop for slinging as it is a useful skill when working with rigging and handling lines. Making and using a strop allows cadets to safely hoist and lower a load.

Teaching Point 1**Describe a Strop**

Time: 5 min

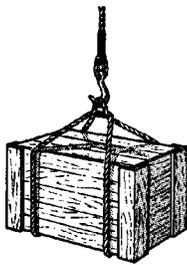
Method: Interactive Lecture

STROP

A strop is a continuous loop in a line or wire rope. When using line, it can be made by tying the two ends together with a reef knot or by making a short splice in one length of line.

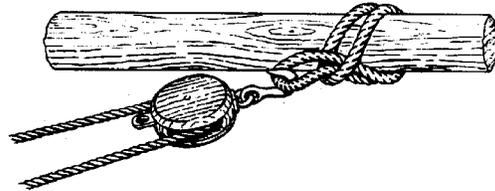
PURPOSE

A strop is used to pass around a case, spar, piece of line, etc. so as to provide an eye to be placed over a hook or shackle.



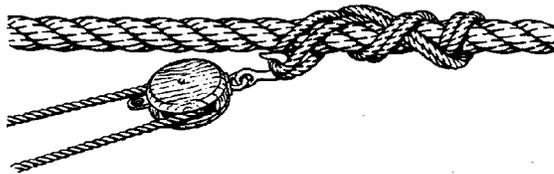
Royal Navy, Admiralty Manual of Seamanship 1964, Her Majesty's Stationery Office (p. 195)

Figure 11-1-1 Strop on a Case



Royal Navy, Admiralty Manual of Seamanship 1964, Her Majesty's Stationery Office (p. 193)

Figure 11-1-2 Strop on a Spar



Royal Navy, Admiralty Manual of Seamanship 1964, Her Majesty's Stationery Office (p. 193)

Figure 11-1-3 Strop on a Line



Provide examples of pre-made strops on hand for the cadets to view.

CONFIRMATION OF TEACHING POINT 1**QUESTIONS**

- Q1. What is a strop?
- Q2. How is a strop usually made?
- Q3. What is the purpose of a strop?

ANTICIPATED ANSWERS

- A1. A strop is a continuous loop in a line or wire rope.
- A2. A strop is made by tying the two ends together with a reef knot or by making a short splice in one length of line.
- A3. A strop is used to pass around a case, spar, piece of line, etc. so as to provide an eye to be placed over a hook or shackle.

Teaching Point 2**Demonstrate and Have the Cadets Make a Strop**

Time: 60 min

Method: Demonstration and Performance

SHORT SPLICE**Purpose**

The short splice is used to join two pieces of line that are not required to pass through a block. When made with one piece of line a strop is created.



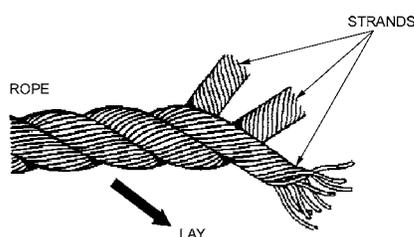
B-GN-181-105/FP-E00, CFCD 105 Fleet Seamanship Rigging and Procedures Manual (p. 5-58)

Figure 11-1-4 Short Splice

Ottawa, ON: Department of National Defence.

Three-Strand Line

Three-strand line consists of three strands twisted together in the same direction. This process is known as laying.



B-GN-181-105/FP-E00 (p. 5-11)

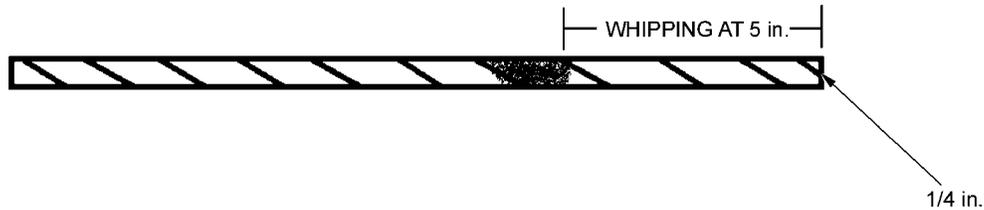
Figure 11-1-5 Line Lay



Explain and demonstrate the steps to making a strop using a short splice prior to the cadets completing their own. Distribute line and handouts to the cadets.

STEPS TO MAKING A STROP USING A SHORT SPLICE

1. Complete a whipping on both ends of the line at a distance from the line's end equal to 20 times the diameter of the rope (e.g. 2 cm diameter line requires a whip located at 40 cm from its end, 1/4 inch diameter line requires a whip located 5 inches from its end, etc.).



D Cdts 3, 2007, Ottawa, ON: Department of National Defence

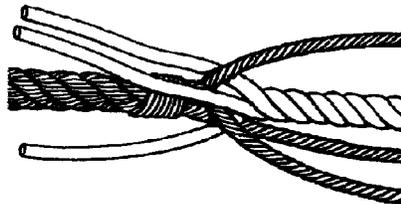
Figure 11-1-6 Example of Whipping Distance

2. Unlay the strands of the line back to the whippings and whip the ends of each strand.



Masking tape may be used to finish the ends of each strand, instead of a whipping.

3. Marry the ends of the line together so that one strand of each end lies between two strands of the opposite end.



B-GN-181-105/FP-E00 (p. 5-58)

Figure 11-1-7 Steps of Line Marrying



Strands are spliced in the opposite direction of the line lay.



To prevent the married lines from loosening, place a small whip or a piece of tape around the join between lines A and B.



When making a short splice, finish splicing the end of line A before starting line B. Tape the strands (C, D and E) against line B until you are ready to splice that end.

4. Remove the whipping from line A.

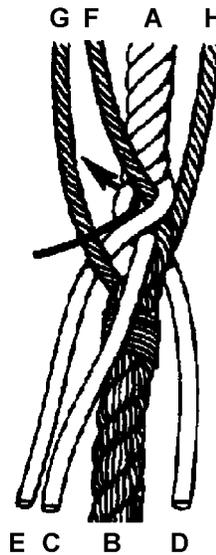


To make tucking the strands easier the use of a marlin spike/fid is recommended.



Strands are always spliced in the opposite direction of the line lay.

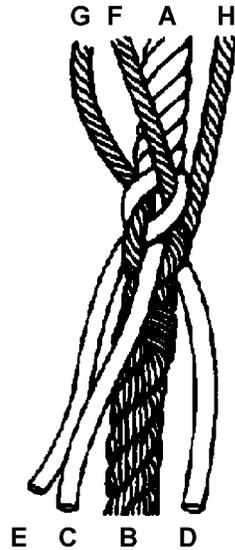
5. Lay F over C, tuck it under E, and bring it out between D and E.



B-GN-181-105/FP-E00 (p. 5-58)

Figure 11-1-8 Steps of Line Marrying

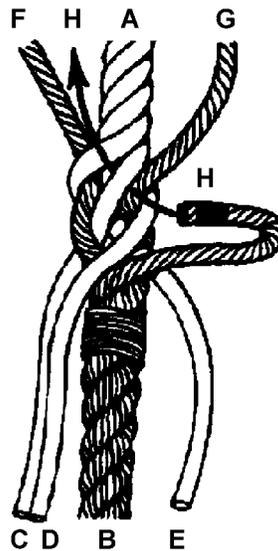
6. Lay G over E, tuck it under D, and bring it out between D and C.



B-GN-181-105/FP-E00 (p. 5-58)

Figure 11-1-9 Steps of Line Marrying

7. Lay H over D, tuck it under C, and bring it out between C and E.



B-GN-181-105/FP-E00 (p. 5-58)

Figure 11-1-10 Steps of Line Marrying

8. Continue until all strands have been tucked under the strands of the other end of line.

 Once the initial tucks have been completed, continue the remaining tucks by going over one strand and under the next until the length of each strand is completely tucked into the other end of line.

9. Remove the whipping from line B.

10. Lay and tuck C, D and E in the same manner as F, G and H listed above.
11. To finish the splice, dog the ends. To do so, split the ends of each strand in half. Take each half and whip it to its neighbour over the adjacent strand.



B-GN-181-105/FP-E00 (p. 5-58)

Figure 11-1-11 Completed Short Splice by Dogging



Allow the cadets to practice making a short splice.



Complete an additional splice with the cadets so they can follow along, asking questions and verifying the tucks are being completed properly.



Another option is to colour the ends of each strand with a different colour. This will clarify the tucking of each strand. As illustrated in [Annex C](#).

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What is the purpose of a short splice?
- Q2. What is the process called when the three strands of line are twisted together in the same direction?
- Q3. How do you determine the amount of line required to complete the short splice?

ANTICIPATED ANSWERS

- A1. The short splice is used for joining two pieces of line that are not required to pass through a block.
- A2. Laying.
- A3. The distance required is equal to 20 times the diameter of the rope.

Teaching Point 3

Demonstrate and Have the Cadets Use a Strop for Slinging

Time: 20 min

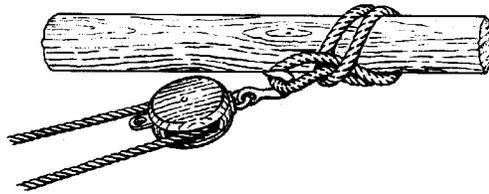
Method: Demonstration and Performance

PUTTING A STROP ON A SPAR



Explain and demonstrate how to attach a strop to a spar.

Place the strop around the spar. Pull the strop through itself exposing a loop which may be attached to a hook.



Royal Navy, Admiralty Manual of Seamanship 1964, Her Majesty's Stationery Office (p. 193)

Figure 11-1-12 Strop on a Spar



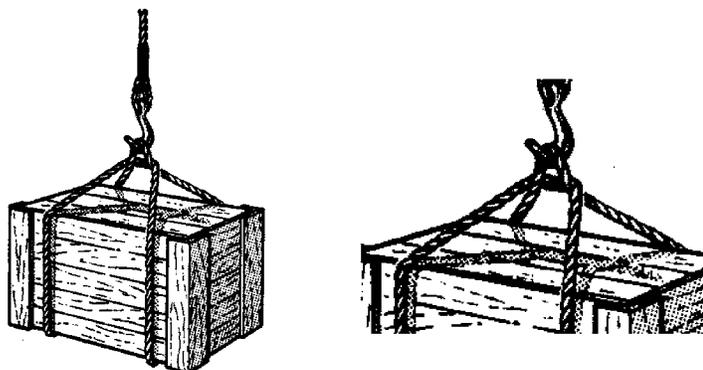
Allow the cadets to practice attaching a sling to a spar.

USING A STROP FOR SLINGING A BOX



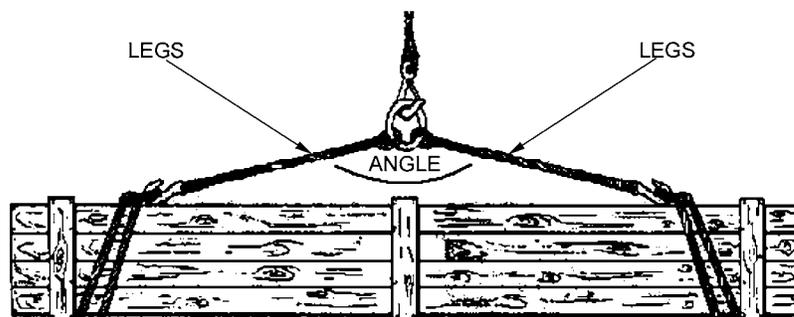
Explain and demonstrate how to use a strop for slinging a box.

Whenever an item or a collection of packages is to be hoisted, it is attached to a hook through the use of a sling. A sling can be made with a single strop placed around the box, tucked through itself and attached to a hook or by using two strops; one located on either end of the item.



Royal Navy, Admiralty Manual of Seamanship 1964, Her Majesty's Stationery Office (p. 195)

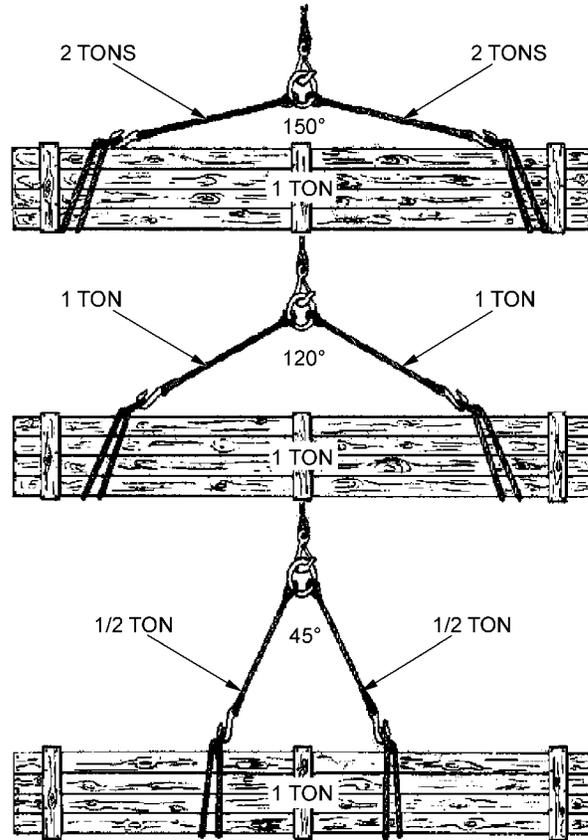
Figure 11-1-13 Sling a Box Using a Strop



Royal Navy, Admiralty Manual of Seamanship 1964, Her Majesty's Stationery Office (p. 194)

Figure 11-1-14 Sling a Case Using Two Strops

When using strops for hoisting, the angle between the legs of the sling will determine the amount of stress the strops must endure. The recommended angle of work is between 0 degrees and 120 degrees. [Figure 11-1-15](#) provides examples of some stress that a strop may be subject to when using slings.



Royal Navy, Admiralty Manual of Seamanship 1964, Her Majesty's Stationery Office (p. 194)

Figure 11-1-15 Stresses in the Legs of Slings

 The angles at which a sling is operated should be limited to prevent unnecessary stress on strops when hoisting items.

 Allow the cadets to practice using a strop for slinging a box.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. What is a sling used for?
- Q2. What are the recommended angles of work for the legs of a sling?
- Q3. How do you use a strop to sling a box?

ANTICIPATED ANSWERS

- A1. Hoisting an item or a collection of packages.
- A2. Between 0 degrees and 120 degrees.
- A3. Place the strop around the box, tuck it through itself and attach it to a hook.

END OF LESSON CONFIRMATION

The cadets' participation in TP2 and TP3 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

The use of strops is a necessary component of slinging objects that require hoisting. Being able to make a short splice, hence completing a strop, will be a useful skill during Phase Three training when learning to rig sheer legs.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A1-004 B-GN-181-105/FP-E00 Chief of Maritime Staff. (1997). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*. Ottawa, ON: Department of National Defence.
- C1-003 (ISBN II 770973 5) Royal Navy. (1972). *Admiralty Manual of Seamanship 1964* (Vol. 1). London, England: Her Majesty's Stationery Office.

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ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE



SECTION 2

EO M221.02 – MOUSE A HOOK

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Photocopy the handout located at [Annex D](#) for each cadet.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 as it allows the instructor to orient the cadets to mousing a hook.

Demonstration and performance was chosen for TP2 and TP3 as it allows the instructor to explain and demonstrate mousing a hook while providing an opportunity for the cadets to practice this skill under supervision.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have moused a hook.

IMPORTANCE

It is important for cadets to know how to mouse a hook as it is not only a practical skill when securing loads to a hook, but a safety precaution whenever any hook is under stress.

Teaching Point 1

Describe Mousing a Hook

Time: 5 min

Method: Interactive Lecture

MOUSING A HOOK

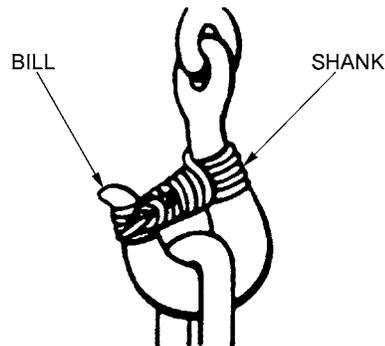
Mousing a hook is securely wrapping a length of line or small wire between the bill and shank of a hook.

PURPOSE

Mousing is used to prevent a load from slipping off a hook.



Identify the two parts of a hook, illustrated in [Figure 11-2-1](#), that will be used when mousing a hook.



B-GN-181-105/FP-E00 (p. 5-46)

Figure 11-2-1 Completed Mousing



Have a hook moused to use as an example.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What is mousing a hook?
- Q2. What is used to mouse a hook?
- Q3. What is the purpose of mousing a hook?

ANTICIPATED ANSWERS

- A1. Mousing a hook is securely wrapping a length of line or small wire between the bill and shank of a hook.

- A2. Small line or whipping twine.
 A3. Mousing is used to prevent a load from slipping off a hook.

Teaching Point 2
Demonstrate and Have the Cadets Mouse a Hook

Time: 50 min

 Method: Demonstration and Performance



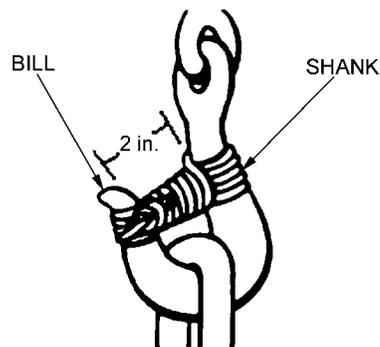
Explain and demonstrate the steps to mousing a hook prior to the cadets completing their own. Distribute whipping twine, hook and handout to the cadets.



Coat hangers may be used in place of hooks. Bend one end of the coat hanger to serve as the bill of the hook.

MOUSING A HOOK
Steps to Mousing a Hook

1. Cut a length of whipping twine that is approximately six times the distance between the bill and shank of the hook (e.g. 10 cm distance between the bill and shank requires a 60 cm length of line, 2 inch distance between the bill and shank requires a 12 inch length of line, etc.).



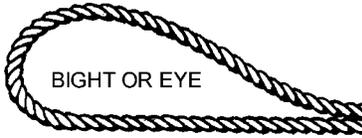
B-GN-181-105/FP-E00 (p. 5-46)

Figure 11-2-2 Example of Distance Between the Shank and Bill

2. Using the full length of twine, make a bight in the middle of the length of twine.



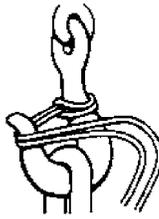
A bight is when you make a loop in a piece of line.



Royal Navy, Admiralty Manual of Seamanship 1964, Her Majesty's Stationery Office (p. 154)

Figure 11-2-3 Bight

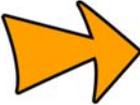
3. Place the bight around the shank and pass the ends through the bight.
4. Tightly wrap the ends around the bill and back around the shank.



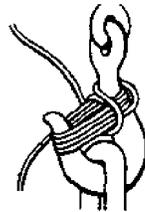
B-GN-181-105/FP-E00 (p. 5-46)

Figure 11-2-4 Mousing (Steps Three and Four)

5. Complete step four again, hauling the turns taut.
6. Holding one end of the whipping twine near the shank bring the other to the bill.

 Tightly hold the whipping twine against the bill with your thumb and index finger.

7. Bring the piece of whipping twine near the shank up and around the shank.
8. Starting underneath, begin wrapping the end of the whipping twine around the turns made between the bill and shank in steps four and five.



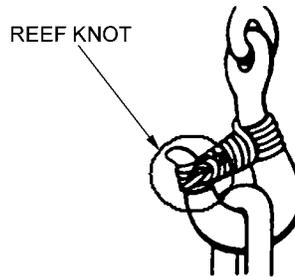
B-GN-181-105/FP-E00 (p. 5-46)

Figure 11-2-5 Mousing (Steps Six to Eight)

 Be sure to keep tension on the whipping twine to ensure the mousing does not slip off when completed.

9. Continue to wrap the whipping twine around the turns between the bill and the shank until it reaches the bill.

10. Complete the mousing by tying a reef knot between the two ends of the whipping twine at the bill of the hook.
11. Cut off the excess whipping twine.



B-GN-181-105/FP-E00 (p. 5-46)

Figure 11-2-6 Mousing (Steps Nine to Eleven)



Allow the cadets to practice mousing a hook. The steps to mousing a hook are outlined in [Annex D](#). Provide each cadet with a copy of these instructions.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What is the first step in mousing a hook?
- Q2. What is a key point to remember when mousing a hook?
- Q3. What knot is used to end a mousing?

ANTICIPATED ANSWERS

- A1. Cut a piece of whipping twine to a length approximately six times the distance between the bill and the shank of the hook.
- A2. Be sure to keep tension on the whipping twine to ensure the mousing does not slip off when completed.
- A3. A reef knot.

END OF LESSON CONFIRMATION

The cadets' mousing a hook will serve as the confirmation of this lesson.

CONCLUSION

HOMework/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Mousing a hook is a practical skill that is still used in the Canadian Navy today when spring hooks are not available and a mousing must be applied. It is important to know how to mouse a hook in order to safely attach a load to any hook, preventing potential accidents and injuries.

INSTRUCTOR NOTES/REMARKS

Coat hangers may be used in place of hooks. Bend one end of the coat hanger to serve as the bill of the hook.

REFERENCES

- A1-004 B-GN-181-105/FP-E00 Chief of Maritime Staff. (1997). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*. Ottawa, ON: Department of National Defence.
- C1-003 (ISBN II 770973 5) Royal Navy. (1972). *Admiralty Manual of Seamanship 1964* (Vol. 1). London, England: Her Majesty's Stationery Office.



ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE



SECTION 3

EO M221.03 – REEVE BLOCKS

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 and TP2 as it allows the instructor to introduce blocks and to generate interest.

Demonstration and performance was chosen for TP3 as it allows the instructor to explain and demonstrate reeving a rope through a block while providing an opportunity for the cadets to practice this skill under supervision.

An in-class activity was chosen for TP4 as it is an interactive way to reinforce reeving a block and to confirm the cadets' comprehension of the material.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have reeved blocks.

IMPORTANCE

It is important for cadets to know how to reeve blocks as it is the first step in constructing pulley systems which will be introduced in future lessons. This skill will provide cadets with alternative options when lifting or moving heavy objects from one place to another.

Teaching Point 1**Describe the Parts of a Block**

Time: 5 min

Method: Interactive Lecture

WHAT IS A BLOCK?

A block is a pulley made of wood, metal, and/or synthetic-resin bonded fibre and, in some cases, a combination of wood and metal. It is used to provide assistance when moving objects from one location to another.



Have a block to use as an example.

PARTS OF A BLOCK

Crown. The top area of the block.

Cheek. The side housing of the block.

Pin. Secures the sheave between the cheeks.

Becket. An eye connected to the bottom of the block, used for securing the line when reeving two or more blocks.

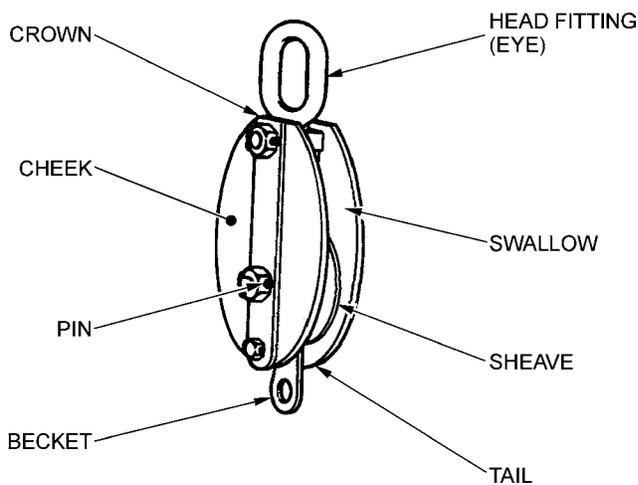
Tail. The lower area of the block.

Sheave. The wheel found inside the cheeks of the block that the lines sits on.

Swallow. The space between the sheave and the crown of the block. This distance determines the maximum size of line a block can handle.

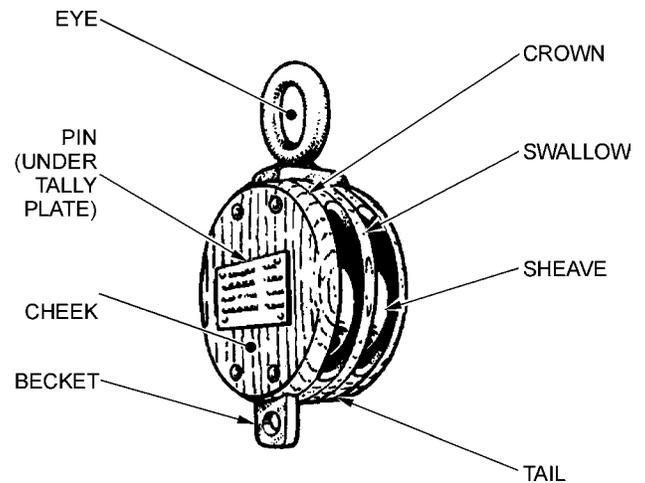
Head Fitting (Eye). An eye located at the top of the block, used for connecting the block to a deckhead, bulkhead, etc.

Tally plate. A metal plate that identifies a block's safe working load. It is fixed to the cheek of the block.



B-GN-181-105/FP-E00 (p. 5-94)

Figure 11-3-1 Parts of a Metal Block



*Royal Navy, Admiralty Manual of Seamanship
1964, Her Majesty's Stationery Office (p. 210)*

Figure 11-3-2 Parts of a Wooden Block

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What is a block?
 Q2. What is the side housing of a block called?
 Q3. What is the swallow?

ANTICIPATED ANSWERS

- A1. A block is a pulley made of wood, metal, and/or synthetic-resin bonded fibre and, in some cases, a combination of wood and metal.
 A2. The cheek.
 A3. The space between the sheave and the crown of the block. This distance determines the maximum size of line a block can handle.

Teaching Point 2

Describe the Blocks for Reeving

Time: 5 min

Method: Interactive Lecture

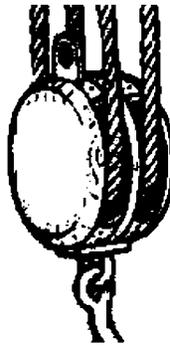
There are two different blocks that are commonly used in the Cadet Program.

Single Block. This block consists of one sheave. A single block can be used as a stand alone block, which will provide a change of direction when pulling a load. It can also be used in series with additional single or double blocks.

Double Block. This block consists of two sheaves. The double block is not a stand alone block, and is used in a series with other types of blocks.



SINGLE BLOCK



DOUBLE BLOCK

Royal Navy, Admiralty Manual of Seamanship 1964, Her Majesty's Stationery Office (p. 218)

Figure 11-3-3 Single and Double Block



Have a single and double block to use as an example.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. How many sheaves does a single block have?
- Q2. What type of block has two sheaves?
- Q3. What does a stand alone single block provide?

ANTICIPATED ANSWERS

- A1. One.
- A2. A double block.
- A3. A change of direction.

Teaching Point 3

Demonstrate and Have the Cadets Practice Reeving a Line Through a Block

Time: 10 min

Method: Demonstration and Performance



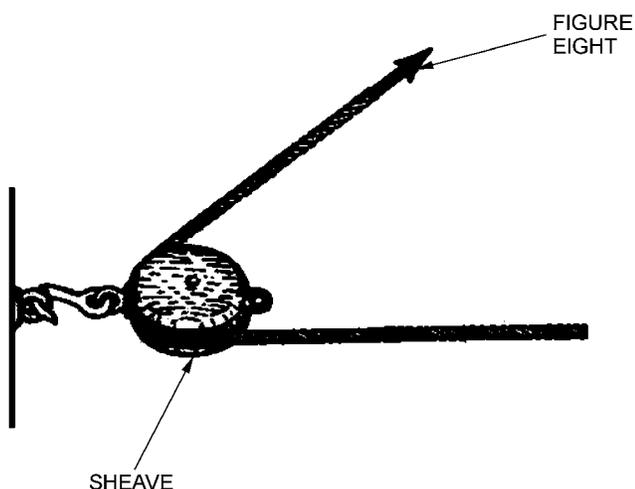
Explain and demonstrate how to reeve a line through a block.

REEVING

Lines are reeved through the sheave of the block.

When reeving blocks the line should be checked for kinks and tangles. Coiling or faking out the line will help prevent this from occurring.

Take one end of the line and feed it through the sheave of the block. When the line has been reeved through the block a figure eight knot shall be tied in the end.



Royal Navy, Admiralty Manual of Seamanship 1964, Her Majesty's Stationery Office (p. 216)

Figure 11-3-4 Reeving a Block



Allow the cadets to practice reeving a single block. The block should be attached to a wall or object to prevent the block from moving while reeving.

CONFIRMATION OF TEACHING POINT 3

The cadet's participation in reeving blocks will serve as the confirmation of this TP.

Teaching Point 4

Conduct an Activity for Reeving Blocks

Time: 5 min

Method: In-class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have cadets review the parts of a block and reeve blocks.

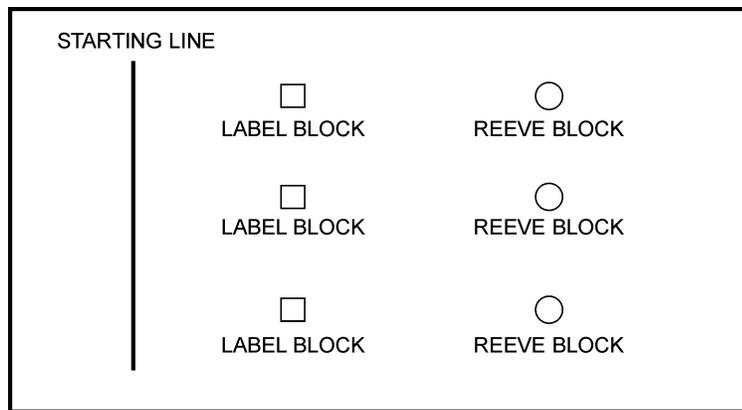
RESOURCES

- Block labels located at [Annex E](#).

- Two single blocks per group.
- Tape.
- Bag per group.
- A length of line per group.

ACTIVITY LAYOUT

- Mark off a starting line.
- For each group, lay out one single block for labelling the parts five metres from the starting line.
- Lay another single block with a length of line at a distance five metres from the other block.
- Cut out the block labels and place them in a bag.



D Cdts 3, 2007, Ottawa, ON: Department of National Defence

Figure 11-3-5 Activity Layout

ACTIVITY INSTRUCTIONS

- Divide the cadets into two groups.
- Have each group line up behind the starting line.
- On the starting signal, the first cadet must choose a label from the bag, run to the block, and place the label on the corresponding part.
- When the label is placed on the block, return to the starting line, where the next person will choose a label from the bag and run to the block and label it accordingly.
- If a team member labels a part incorrectly, the label is to be placed back into the bag.
- The first team to label the entire block correctly will advance to the other single block and reeve it.
- The block is reeved once the figure eight knot has been tied.
- The first team to correctly label and reeve the block is the winner.

SAFETY

This activity must be conducted in a large area that is free of obstructions.

CONFIRMATION OF TEACHING POINT 4

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

END OF LESSON CONFIRMATION

The cadets' participation in the activity in TP4 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

For a block to work efficiently the line must move freely; therefore lines should be free of kinks and tangles when reeving blocks. This skill will be applied in future rigging tasks.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A1-004 B-GN-181-105/FP-E00 Chief of Maritime Staff. (1997). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*. Ottawa, ON: Department of National Defence.
- C1-003 (ISBN II 770973 5) Royal Navy. (1972). *Admiralty Manual of Seamanship 1964* (Vol. 1). London, England: Her Majesty's Stationery Office.

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ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE



SECTION 4

EO M221.04 – IDENTIFY COMPONENTS OF TACKLES

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Prepare and rig the tackles that are to be presented during this lesson.

Photocopy the labels located at [Annex F](#). Photocopy the handout located at [Annex G](#) for each cadet.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1, TP3, and TP4 as it allows the instructor to introduce components of tackles and to create interest in ropework.

An in-class activity was chosen for TP2 as it is an interactive way to provoke thought, stimulate interest, and to confirm the cadets' comprehension of the parts of the tackle.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall identify components of tackles.

IMPORTANCE

It is important for cadets to know the components of tackles to understand how to use tackles at the maximum efficiency possible with minimal effort. The concepts surrounding tackles will provide assistance when completing future seamanship based tasks.

Teaching Point 1**Describe Tackles**

Time: 10 min

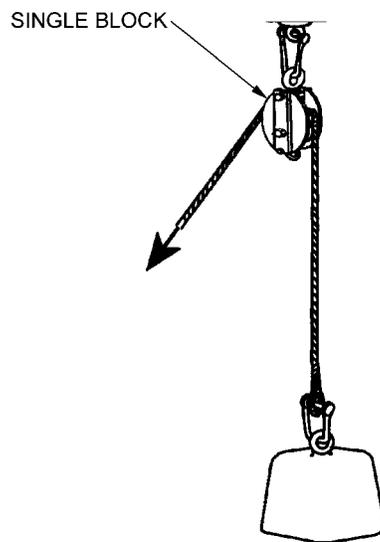
Method: Interactive Lecture

WHAT IS A TACKLE (PRONOUNCED "TAYCKLE")?

A purchase is a mechanical device to which an applied pull or force is increased. A tackle is a purchase consisting of a rope rove through a block or multiple blocks, providing assistance to lifting a load. The amount of force of the pull required to lift a load is dependent on the number of sheaves in the blocks and the manner in which the rope is rove through them.

TYPES OF TACKLES

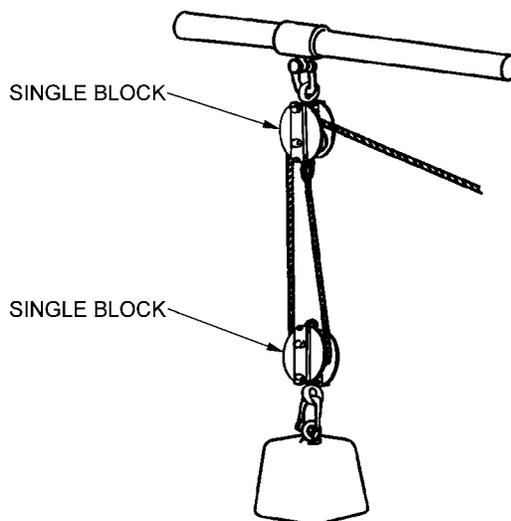
Single Whip. This is a tackle consisting of a line rove through a single block. It is used for hoisting light loads, and where speed of hoisting is an important factor.



B-ON-050-002/PT-004, BR 67 Admiralty Manual of Seamanship (p. 3-154)

Figure 11-4-1 Single Whip

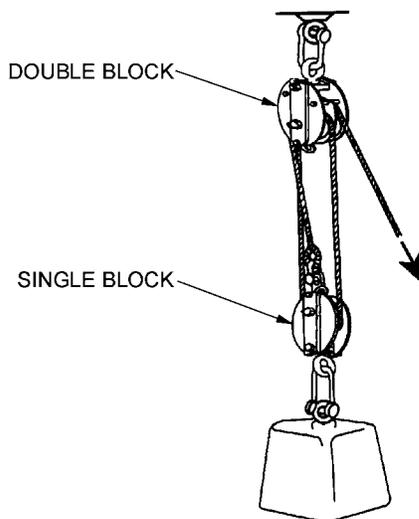
Double Whip. This is a tackle consisting of a line rove through two single blocks. It is mainly used for hoisting loads.



Command of Defence Council, BR 67 Admiralty Manual of Seamanship, Her Majesty's Stationery Office (p. 3-154)

Figure 11-4-2 Double Whip

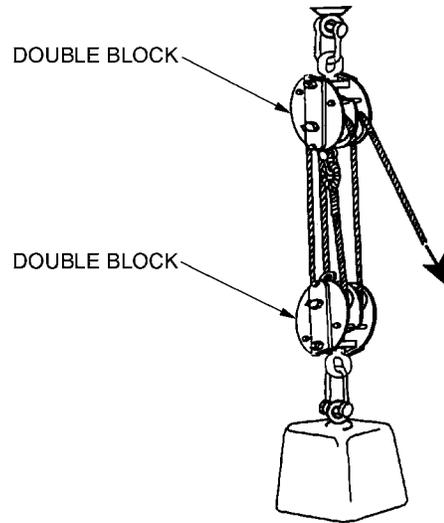
Luff. This is a tackle consisting of a line rove through a single and double block.



Command of Defence Council, BR 67 Admiralty Manual of Seamanship, Her Majesty's Stationery Office (p. 3-155)

Figure 11-4-3 Luff

Two-fold Purchase. This is a tackle consisting of a piece of line rove through two double blocks. It is a useful general-purpose tackle, as it provides the greatest assistance of the four tackles described in this lesson.



Command of Defence Council, BR 67 Admiralty Manual of Seamanship, Her Majesty's Stationery Office (p. 3-155)

Figure 11-4-4 Two-fold Purchase



The type of tackle used will depend on the assigned task. Things to consider will be, blocks available, length of line available, weight of the load, distance the load is to be moved, location, and the strength and number of people available to control the tackle.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What is a single whip tackle?
- Q2. What blocks make up a luff?
- Q3. What tackle is considered a useful general-purpose tackle?

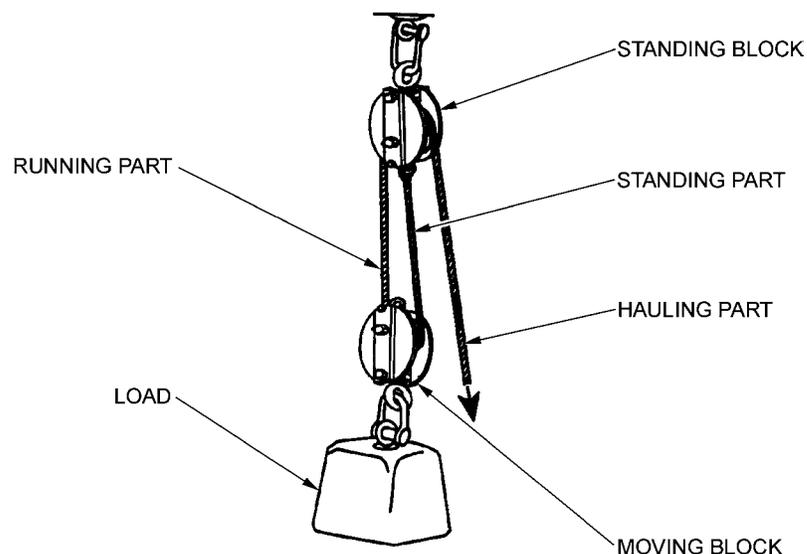
ANTICIPATED ANSWERS

- A1. A line rove through a single block.
- A2. A single and a double block.
- A3. A two-fold purchase.

Teaching Point 2**Describe the Parts of a Tackle**

Time: 10 min

Method: In-class Activity

PARTS OF A TACKLE

Command of Defence Council, BR 67 Admiralty Manual of Seamanship, Her Majesty's Stationery Office (p. 3-155)

Figure 11-4-5 Parts of a Tackle

Standing Block. This block is attached to a fixed surface and does not move when the tackle is being used.

Standing Part. This is the line attached to the standing block and is rove through the moving block.

Hauling Part. This is either hauled or eased out to hoist, lower, or move the load.

Moving Block. This block is attached to the load being hoisted/lowered/moved and moves when the hauling part is pulled or eased out respectively.

Running Part. This is the line that is rove through the moving and standing block.

Load. Any item or load, connected to a tackle, being hoisted or moved from one point to another.

ACTIVITY

Time: 5 min

OBJECTIVE

The objective of this activity is to review the parts of a tackle.

RESOURCES

- Two single blocks.
- Two metres of line.
- A load of 22 kg (50 lbs) or less.

- Tackle labels located at [Annex F](#) to this EO.
- Tape.

ACTIVITY LAYOUT

Rig two double whip tackles and place them in the front of the class.

ACTIVITY INSTRUCTIONS

- Divide cadets into two groups.
- Provide each team with a set of tackle labels and tape.
- Assign each group to a double whip.
- Have each group label the double whip.

SAFETY

N/A.



If there is a large group, make additional sets of labels and double whips.

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3

Describe Mechanical Advantage

Time: 20 min

Method: Interactive Lecture

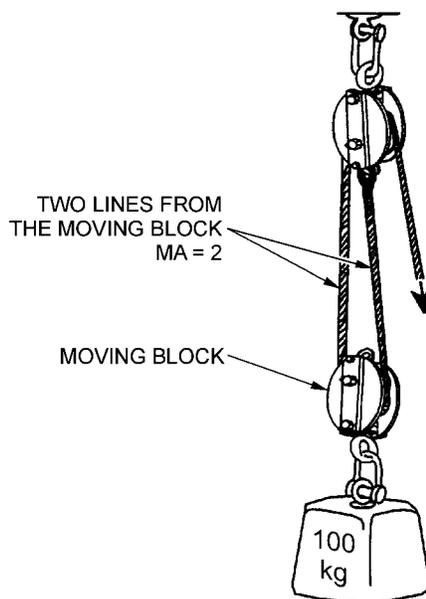
MECHANICAL ADVANTAGE

The amount by which the pull on the hauling part is multiplied by the tackle is called the mechanical advantage (MA) and, if friction is disregarded, this is equal to the number of parts of line emerging from the moving block.



For the point of this lesson friction will be disregarded.

[Figure 11-4-6](#) is an example of the MA in a tackle. There are two lines attached to the moving block, therefore the MA equals two.



Command of Defence Council, BR 67 Admiralty Manual of Seamanship, Her Majesty's Stationery Office (p. 3-152)

Figure 11-4-6 Mechanical Advantage

The MA will change how heavy the load feels to the person(s) pulling on the hauling part. For example, in [Figure 11-4-6](#) the MA equals two. Therefore, the weight felt would equal 50 kg for the 100 kg load, meaning the weight felt is equal to 1/2 the actual weight of the load.

The following formula is an easy way to determine the weight felt by the hauling part.

$$\text{WEIGHT} = (1 / \text{MA}) \times \text{Actual Load Weight}$$

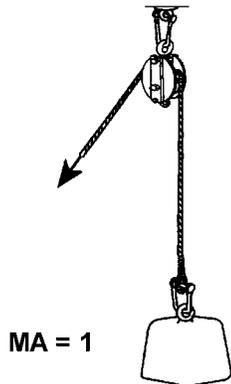
Example:

MA equals three, load weight equals 300 kg

$$\text{WEIGHT} = (1/3) \times 300 \text{ kg}$$

$$\text{WEIGHT} = 100 \text{ kg}$$

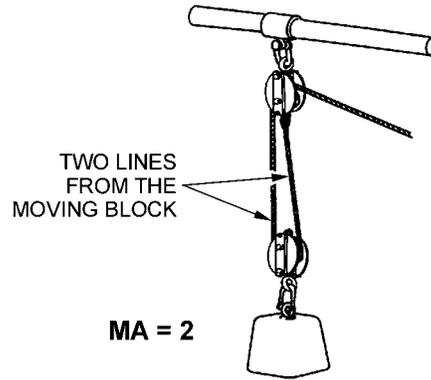
MECHANICAL ADVANTAGE IN TACKLES



MA = 1

Command of Defence Council, BR 67 Admiralty Manual of Seamanship, Her Majesty's Stationery Office (p. 3-154)

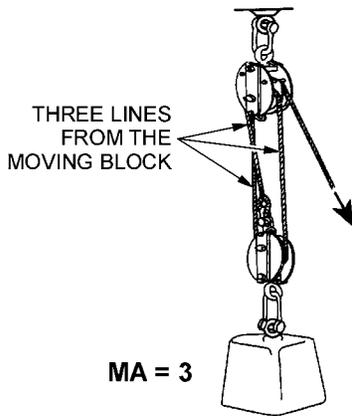
Figure 11-4-7 Single Whip MA



MA = 2

Command of Defence Council, BR 67 Admiralty Manual of Seamanship, Her Majesty's Stationery Office (p. 3-154)

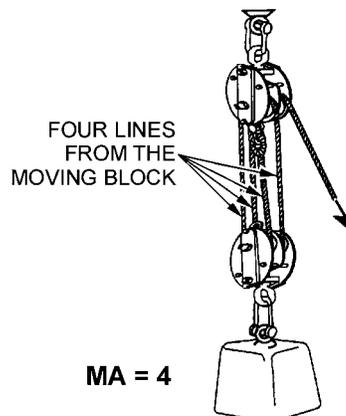
Figure 11-4-8 Double Whip MA



MA = 3

Command of Defence Council, BR 67 Admiralty Manual of Seamanship, Her Majesty's Stationery Office (p. 3-155)

Figure 11-4-9 Luff MA



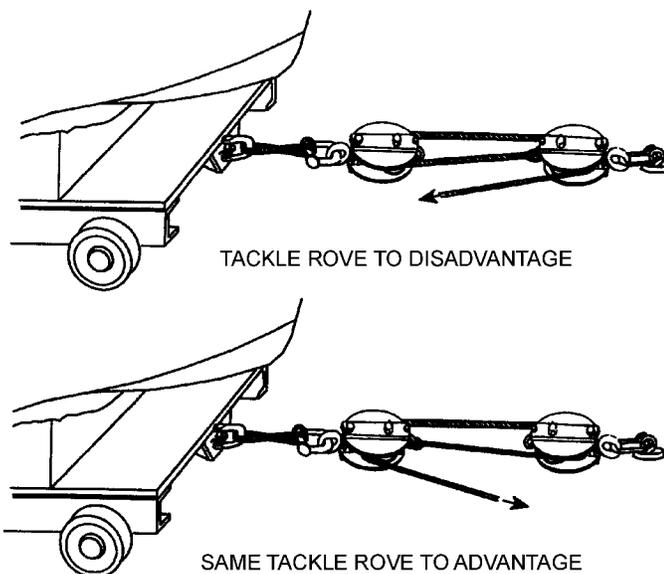
MA = 4

Command of Defence Council, BR 67 Admiralty Manual of Seamanship, Her Majesty's Stationery Office (p. 3-155)

Figure 11-4-10 Two-Fold Purchase MA

RIGGING TO ADVANTAGE AND DISADVANTAGE

If a tackle from [Figures 11-4-8](#) to [Figure 11-4-10](#) was flipped upside down there would be an extra part of the line emerging from the moving block. The MA would therefore increase by one. When a tackle is rigged to this maximum MA it is rigged to advantage. When the tackle is rigged as in [Figures 11-4-8](#) and [11-4-9](#) it is rigged to disadvantage. The single whip provides no advantage. The weight felt on the hauling part will be the actual weight of the load.



Command of Defence Council, BR 67 Admiralty Manual of Seamanship, Her Majesty's Stationery Office (p. 3-155)

Figure 11-4-11 Rigging to Advantage and Disadvantage

Tackle	MA When Rigged to Disadvantage	MA When Rigged to Advantage
Single Whip	1	1
Double Whip	2	3
Luff	3	4
Two-Fold Purchase	4	5

D Cds 3, 2007, Ottawa, ON: Department of National Defence

Figure 11-4-12 Advantage vs. Disadvantage



Normal use of tackles will result in many tackles being rigged to disadvantage as it is easier to pull downwards on the hauling part. To maximize MA, change the direction of pull by reeving the hauling part through an additional single block.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. What is the MA of a double whip rigged to disadvantage?
- Q2. If the MA equals two and the actual load weight equals 500 kg, what is the weight felt by the hauling part?
- Q3. What is the MA of a two-fold purchase when rigged to advantage?

ANTICIPATED ANSWERS

- A1. Two.

A2. 250 kg.

A3. Five.

Teaching Point 4**Describe Velocity Ratio**

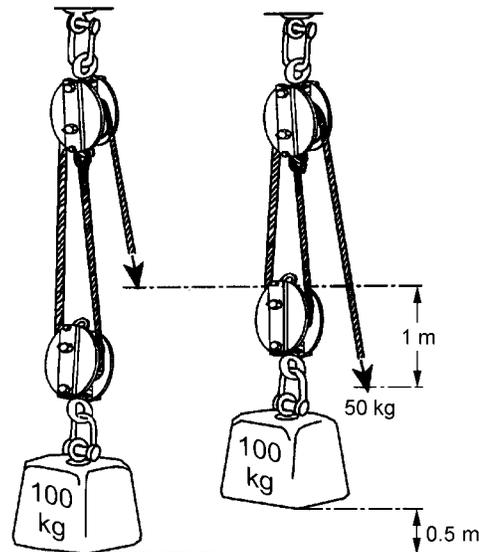
Time: 10 min

Method: Interactive Lecture

VELOCITY RATIO

The ratio between the distance moved by the hauling part and the distance moved by the moving block is known as velocity ratio (VR) and is always equal to the number of parts of the line coming from the moving block.

The VR is directly related to the amount of MA of a tackle. MA is gained only at the expense of speed of work, or how much you must pull in order to move a load a desired distance. If the MA is increased so is the VR, therefore, requiring more line to move a load the desired distance.



Command of Defence Council, BR 67 Admiralty Manual of Seamanship, Her Majesty's Stationery Office (p. 3-152)

Figure 11-4-13 Velocity Ratio of a Tackle

In [Figure 11-4-13](#), in order to raise the load 0.5 m the hauling part is required to move a distance of 1 m.

If the distance the load must be moved and the VR are known, calculate the hauling part distance using the following formula:

$$\text{Hauling Part Distance} = \text{Distance the Load Must be Moved} \times \text{VR}$$

Example:

VR equals 2, distance the load must be moved 0.5 m.

Hauling Part Distance = 0.5 m x 2

Hauling Part Distance = 1 m

CONFIRMATION OF TEACHING POINT 4

QUESTIONS

- Q1. What is the term for the ratio between the distance moved by the hauling part and the distance moved by the moving block?
- Q2. If there are four parts of the line emerging from the moving block, what is the VR?
- Q3. What is the hauling part distance required to move a load 20 m, with a tackle that has a VR of two?

ANTICIPATED ANSWERS

- A1. Velocity ratio.
- A2. Four.
- A3. 40 m.

END OF LESSON CONFIRMATION

Have cadets complete the handout located at [Annex G](#).

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

The ability to identify the components of a tackle will assist in completing ropework tasks more efficiently with minimal effort. Understanding the concepts surrounding tackles will provide the knowledge to maximize the use of these tackles.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C1-003 (ISBN II 770973 5) Royal Navy. (1972). *Admiralty Manual of Seamanship 1964* (Vol. 1). London, England: Her Majesty's Stationery Office.
- C1-047 (ISBN 0 11 772695 8) B-ON-050-002/PT-004 Command of the Defence Council. (1995). *BR 67 Admiralty Manual of Seamanship*. London, England: HMSO Publications Centre.

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ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE



SECTION 5

EO M221.05 – RIG TACKLES

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Photocopy the station cards located at [Annex I](#).

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

Demonstration and performance was chosen for TP1 to TP4 as it allows the instructor to explain and demonstrate how to rig various tackles while providing an opportunity for the cadets to practice these skills under supervision.

An in-class activity was chosen for TP5 as it is an interactive way to reinforce rigging tackles and to confirm the cadets' comprehension of the material.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall rig tackles.

IMPORTANCE

It is important for cadets to know how to rig tackles to be able to perform tasks that would be otherwise too difficult to complete. This knowledge will provide assistance when completing future ropework tasks.

Teaching Point 1**Explain the Use of, Demonstrate, and Have Cadets Rig a Single Whip**

Time: 5 min

Method: Demonstration and Performance



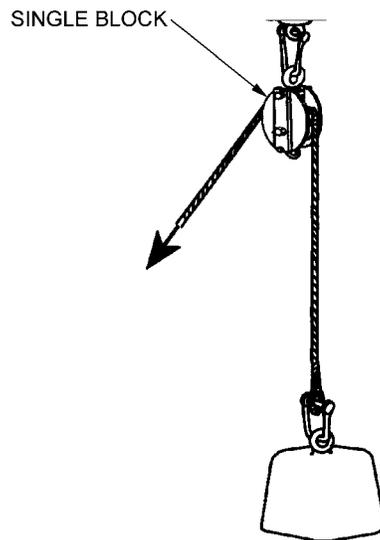
Explain and demonstrate how to rig a single whip.

SINGLE WHIP

A single whip is used for hoisting light loads where speed is an important factor.

STEPS TO RIGGING

1. Lay a single block on its cheek.
2. Reeve the line through the sheave.
3. Finish rigging by tying a figure eight knot in the line's end.
4. Secure the standing block to a deckhead/post, etc.
5. Secure the line to the load.
6. Mouse all hooks.
7. Raise the load by hauling in on the hauling part.



Command of Defence Council, BR 67 Admiralty Manual of Seamanship, Her Majesty's Stationery Office (p. 3-154)

Figure 11-5-1 Single Whip

MECHANICAL ADVANTAGE

The single whip provides a mechanical advantage (MA) equal to one and is often used to change the direction of pull on the hauling part of a tackle.



Allow the cadets to practice rigging a single whip.

CONFIRMATION OF TEACHING POINT 1

The cadets' rigging of a single whip will serve as the confirmation of this TP.

Teaching Point 2

Explain the Use of, Demonstrate, and Have the Cadets Rig a Double Whip

Time: 15 min

Method: Demonstration and Performance



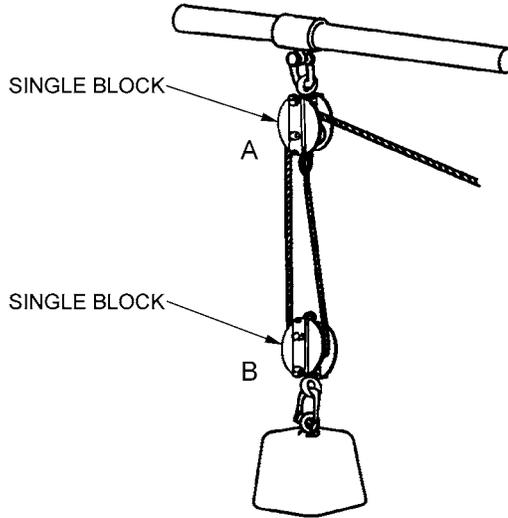
Explain and demonstrate how to rig a double whip.

DOUBLE WHIP

A double whip consists of two single blocks and is used for hoisting.

STEPS TO RIGGING

1. Lay two single blocks on their cheeks with the becket toward each other.
2. Label one block A and the other block B.
3. Starting with block A, secure the line to the becket with a bowline.
4. Reeve the other end of the line through the sheave of block B.
5. Reeve the line through the sheave of block A.
6. Finish rigging by tying a figure eight knot in the line's end.
7. Secure the standing block to a deckhead/post, etc.
8. Secure the load to block B.
9. Mouse all hooks.
10. Raise the load by hauling in on the hauling part.



Command of Defence Council, BR 67 Admiralty Manual of Seamanship, Her Majesty's Stationery Office (p. 3-154)

Figure 11-5-2 Double Whip

MECHANICAL ADVANTAGE

The double whip provides a mechanical advantage of two or three depending on the number of lines coming from the moving block. In Figure 11-5-2 the MA equals two (rigged to disadvantage). If this tackle was reversed, it would result in three lines coming from the moving block, changing the MA to three (rigged to advantage).



Allow the cadets to practice rigging a double whip to both advantage and disadvantage.

CONFIRMATION OF TEACHING POINT 2

The cadets' rigging of a double whip will serve as the confirmation of this TP.

Teaching Point 3

Explain the Use of, Demonstrate, and Have the Cadet Rig a Luff

Time: 20 min

Method: Demonstration and Performance



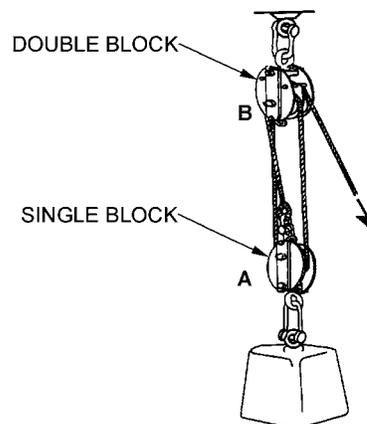
Explain and demonstrate how to rig a luff.

LUFF

A luff consists of one single block and one double block.

STEPS TO RIGGING

1. Lay the single and double blocks on their cheeks with the becket toward each other.
2. Label the single block A and the double block B.
3. Starting with block A, secure the line to the becket with a bowline.
4. Reeve the other end of the line through the lower sheave of block B.
5. Reeve the line through the sheave of block A.
6. Reeve the line through the upper sheave of block B.
7. Finish rigging by tying a figure eight knot in the line's end.
8. Secure the standing block to a deckhead/post, etc.
9. Secure the load to block A.
10. Mouse all hooks.
11. Raise the load by hauling in on the hauling part.



Command of Defence Council, BR 67 Admiralty Manual of Seamanship, Her Majesty's Stationery Office (p. 3-154)

Figure 11-5-3 Luff

MECHANICAL ADVANTAGE

The luff provides a mechanical advantage of three or four depending if it is rove to advantage or disadvantage. In [Figure 11-5-3](#) the MA equals three (rigged to disadvantage) because there are three lines coming from the moving block. If this tackle was reversed, it would result in four lines coming from the moving block, changing the MA to four (rigged to advantage).



Allow the cadets to practice rigging a luff to both advantage and disadvantage.

CONFIRMATION OF TEACHING POINT 3

The cadets' rigging of a luff will serve as the confirmation of this TP.

Teaching Point 4

Explain the Use of, Demonstrate, and Have the Cadets Rig a Two-Fold Purchase

Time: 20 min

Method: Demonstration and Performance



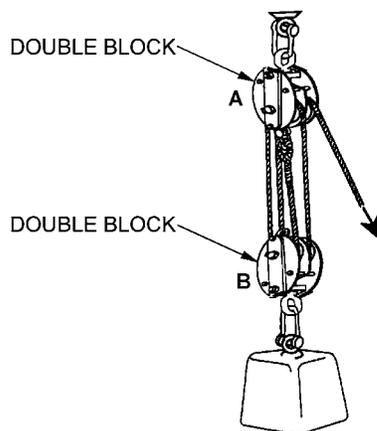
Explain and demonstrate how to rig a two-fold purchase.

TWO-FOLD PURCHASE

A two-fold purchase is a useful general-purpose tackle and consists of two double blocks.

STEPS TO RIGGING

1. Lay the two double blocks on their cheeks with the becket toward each other.
2. Label one block A and the other block B.
3. Starting with block A, secure the line to the becket with a bowline.
4. Reeve the other end of the line through the lower sheave of block B.
5. Reeve the line through the lower sheave of block A.
6. Reeve the line through the upper sheave of block B.
7. Reeve the line through the upper sheave of block A.
8. Finish rigging by tying a figure eight knot in the line's end.
9. Secure the standing block to a deckhead/post, etc.
10. Secure the load to block B.
11. Mouse all hooks.
12. Raise the load by hauling in on the hauling part.



Command of Defence Council, BR 67 Admiralty Manual of Seamanship, Her Majesty's Stationery Office (p. 3-155)

Figure 11-5-4 Two-fold Purchase



Be careful not to cross the lines as you are reeving each block.

MECHANICAL ADVANTAGE

The two-fold purchase provides a mechanical advantage of four or five depending if it is rove to advantage or disadvantage. In [Figure 11-5-4](#) the MA equals four (rigged to disadvantage) because there are four lines coming from the moving block. If this tackle was reversed, it would result in five lines coming from the moving block, changing the MA to five (rigged to advantage).



Allow the cadets to practice rigging a two-fold purchase to both advantage and disadvantage.

CONFIRMATION OF TEACHING POINT 4

The cadets' rigging of a two-fold purchase will serve as the confirmation of this TP.

Teaching Point 5

Conduct an Activity for Rigging Tackles

Time: 20 min

Method: In-class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have cadets review rigging tackles.

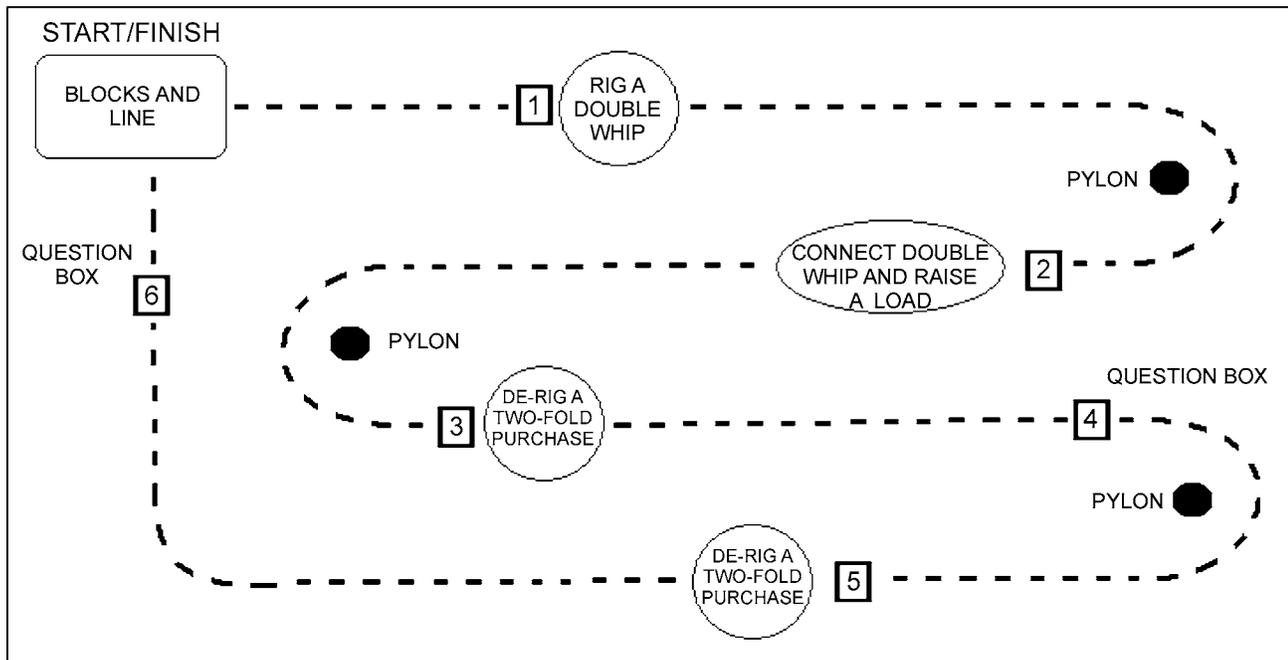
RESOURCES

- Two single blocks.

- Two double blocks.
- Twenty-six metres of line.
- A load of 22 kg (50 lbs) or less.
- Bag (any type).
- Whistle.
- Stopwatch.
- Station cards located at [Annex I](#).

ACTIVITY LAYOUT

- Mark off a start area.
- Next to the start area lay out two single blocks, two double blocks, and two lengths of line.
- Place the load at station two.
- Set-up the pylons as illustrated in [Figure 11-5-5](#).
- Place a bag at each station.
- In each bag place the corresponding station card located at [Annex I](#).



D Cdts 3, 2007, Ottawa, ON: Department of National Defence

Figure 11-5-5 Tackle Run

ACTIVITY INSTRUCTIONS

1. Divide the cadets into two or more teams.

2. Have one team line up behind the start area.
3. On the whistle signal, the team must gather up the blocks and line located at the start area.
4. The team must then advance to each station consecutively and complete the task found on the card.
5. The team will continue the course until all tasks have been completed correctly.
6. The team is finished when all members have crossed the finish line.
7. If a team is unable to complete a task they will be required to return to the start line and re-start.
8. Have each team repeat steps two to eight.
9. The team that completes the tackle run with the fastest time is the winner.



If a team is required to re-start, review the areas in which the team had difficulties prior to allowing them another opportunity to complete the tackle run.

For each question answered correctly five seconds will be deducted from the team's finish time.

SAFETY

This activity must be conducted in a large area that is free of obstructions.

CONFIRMATION OF TEACHING POINT 5

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

END OF LESSON CONFIRMATION

The cadets' participation in the TPs will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Rigging tackles free of twists and tangles will enable the line to move freely through the blocks ensuring the tackle works efficiently. The ability to rig tackles will provide the necessary assistance to perform tasks that require the movement of heavy loads, with little difficulty.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

C1-047 (ISBN 0 11 772695 8) B-ON-050-002/PT-004 Command of the Defence Council. (1995). *BR 67 Admiralty Manual of Seamanship*. London, England: HMSO Publications Centre.



ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE



SECTION 6

EO C221.01 – MAKE A BACK SPLICE

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Photocopy the handouts located at [Annexes J](#) and [K](#) for each cadet.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

Demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate making a crown knot and a back splice while providing an opportunity for the cadets to practice these skills under supervision.

INTRODUCTION

REVIEW

Review three-strand line from EO M221.01 (Use a Strop for Slinging).

OBJECTIVES

By the end of this lesson the cadet shall have made a back splice.

IMPORTANCE

It is important for cadets to know how to make a back splice as it is an effective way to finish the end of a line, preventing it from unlaying while it is in use.

Teaching Point 1**Explain the Use of, Demonstrate, and Have the Cadets Tie a Crown Knot**

Time: 25 min

Method: Demonstration and Performance

CROWN KNOT

A crown knot is used to begin the back splice and is a basis for more complicated knots, but is seldom used on its own. When finished, the crown knot leaves the three strands pointing back along the length of the line as illustrated in [Figure 11-6-6](#).

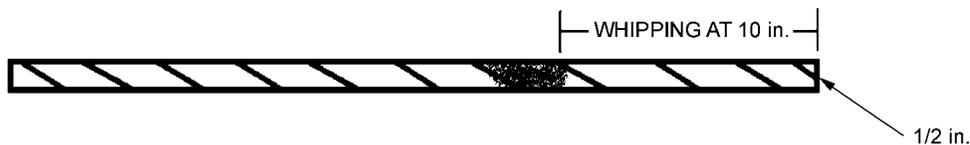


Explain and demonstrate the steps to making a crown knot prior to the cadets completing their own. Distribute the handout located at [Annex J](#) to the cadets.

STEPS TO MAKING A CROWN KNOT

The strands in the following figures will be identified by capital letters, whereas loops formed between these strands will be identified by numbers.

1. Complete a whipping at a distance equal to 20 times the diameter of the line, from the line's end (e.g., a line 2 cm in diameter requires a whipping 40 cm from its end, a line 1/4 inch in diameter requires a whipping 5 inches from its end).



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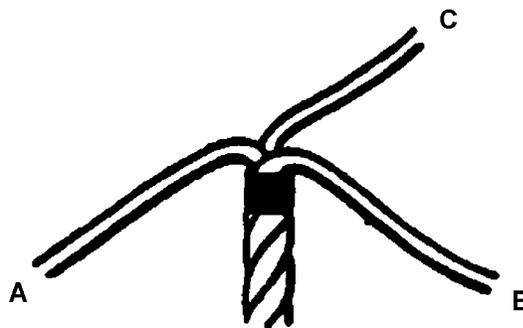
Figure 11-6-1 Example of Whipping Distance

2. Unlay the strands of the line back to the whipping and whip the ends of each strand.



Masking tape may be used as an alternate way of finishing the ends of each strand, instead of a whipping.

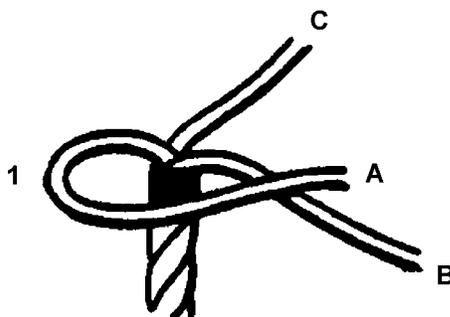
3. Spread the strands out in the form of a star.



B-GN-181-105/FP-E00 (p. 5-38)

Figure 11-6-2 Star Formation

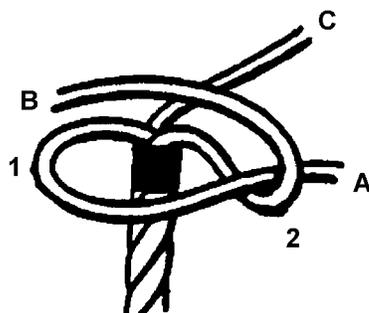
4. Bring strand A to the front to form a loop and lay it over strand B.



B-GN-181-105/FP-E00 (p. 5-38)

Figure 11-6-3 Step Four

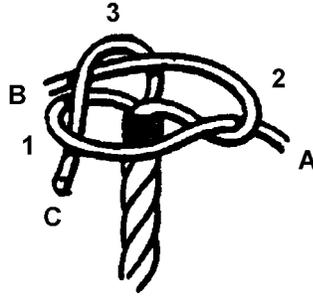
5. Loop strand B over A and C.



B-GN-181-105/FP-E00 (p. 5-38)

Figure 11-6-4 Step Five

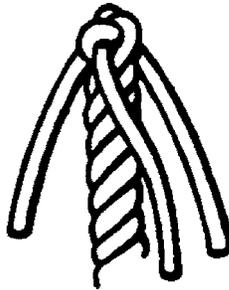
6. Loop strand C over strand B and through loop 1.



B-GN-181-105/FP-E00 (p. 5-38)

Figure 11-6-5 Step Six

7. Pull all strands taut until the crown knot is tidy and uniform.



B-GN-181-105/FP-E00 (p. 5-55)

Figure 11-6-6 Finished Crown Knot



Allow the cadets to practice tying a crown knot.

Complete an additional crown knot with the cadets so they can follow along.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What is a crown knot used for?
- Q2. What distance should the whipping be from the end of the line?
- Q3. What is the final step in creating the crown knot?

ANTICIPATED ANSWERS

- A1. To begin the back splice as well as a basis for more complicated knots, but is seldom used on its own.
- A2. A distance equal to 20 times its diameter.
- A3. To pull all strands taut until the crown knot is tidy and uniform.

Teaching Point 2**Explain the Use of, Demonstrate, and Have the Cadets Make a Back Splice**

Time: 30 min

Method: Demonstration and Performance

BACK SPLICE

The back splice is used to finish the end of a line that is not required to pass through a block, eye plate or similar fitting.



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Figure 11-6-7 Back Splice



Explain and demonstrate the steps to making a back splice prior to the cadets completing their own.

Distribute the handout located at [Annex K](#) to the cadets.

Cadets can use the same line from TP1 to complete the back splice.

STEPS TO MAKING THE BACK SPLICE

1. Complete a whipping at a distance equal to 20 times the diameter of the line, from the line's end (e.g., a line 2 cm in diameter requires a whipping 40 cm from its end, a line 1/4 inch in diameter requires a whipping 5 inches from its end).



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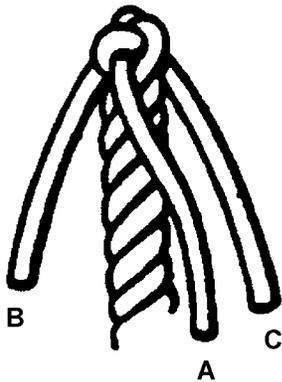
Figure 11-6-8 Example of Whipping Distance

2. Unlay the strands of the line back to the whipping and whip the ends of each strand.



Masking tape may be used as an alternate way of finishing the ends of each strand, instead of a whipping.

3. Make a crown knot.



B-GN-181-105/FP-E00 (p. 5-55)

Figure 11-6-9 Crown Knot

4. Remove the whipping below the crown knot.

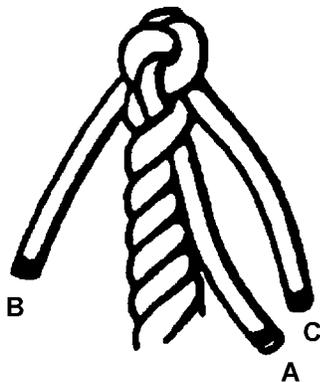


To make tucking the strands easier the use of a marlin spike/fid is recommended.



Always splice in the direction opposite the lay of the line.

5. Starting with A, lay it over the adjacent strand and tuck it under the next strand.

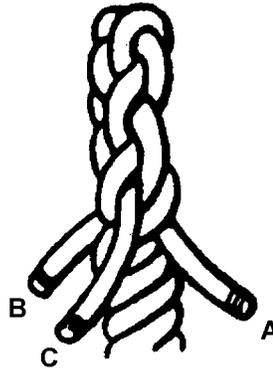


B-GN-181-105/FP-E00 (p. 5-55)

Figure 11-6-10 Back Splice

6. Lay B over the adjacent strand and tuck it under the next strand.
7. Lay C over the adjacent strand and tuck it under the next strand.
8. After each strand is tucked, pull the strands taut and tidy up the tucks until each strand is uniform.

9. Repeat tucking the strands two more times, hauling them taut.



B-GN-181-105/FP-E00 (p. 5-55)

Figure 11-6-11 Back Splice

10. To finish the splice, dog the ends. To do so, remove the whipping and split the ends of each strand in half. Take each half and whip it to its neighbour over the adjacent strand.



Allow the cadets to practice making a back splice.



Complete an additional splice with the cadets so they can follow along, asking them questions, and verifying they are making the tucks properly.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What is a back splice used for?
- Q2. What distance should the whipping be from the end of the line?
- Q3. What knot is used to start a back splice?

ANTICIPATED ANSWERS

- A1. It is used to finish the end of a line that is not required to pass through a block, eye plate or similar fitting.
- A2. A distance equal to 20 times the diameter of the line.
- A3. A crown knot.

END OF LESSON CONFIRMATION

The cadets' participation in TP1 and TP2 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

A back splice is a useful and effective means of finishing the end of a line.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A1-004 B-GN-181-105/FP-E00 Chief of Maritime Staff. (1997). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*. Ottawa, ON: Department of National Defence.



ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE



SECTION 7

EO C221.02 – MAKE AN EYE SPLICE

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Photocopy the handout located at [Annex L](#) or [M](#) for each cadet.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

Demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate making an eye splice while providing an opportunity for the cadets to practice this skill under supervision.

INTRODUCTION

REVIEW

Review three-strand line from EO M221.01 (Use a Strop for Slinging).

OBJECTIVES

By the end of this lesson the cadet shall have made an eye splice.

IMPORTANCE

It is important for cadets to know how to make an eye splice as it is a strong and effective means of making a permanent eye in the end of a line.

Teaching Point 1**Explain the Use of, Demonstrate, and Have the Cadets Make an Eye Splice**

Time: 55 min

Method: Demonstration and Performance

EYE SPLICE

An eye splice is used to make a permanent eye in the end of a line.



Command of the Defence Council, BR 67 Admiralty Manual of Seamanship, HMSO Publications Centre (p. 3-93)

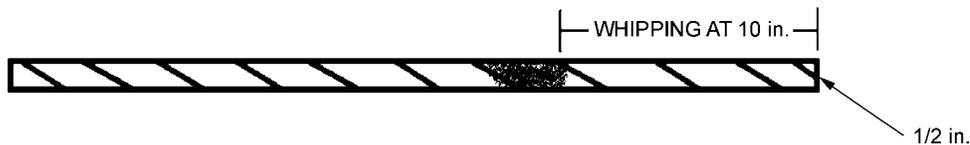
Figure 11-7-1 Eye Splice



Explain and demonstrate the steps to making an eye splice prior to the cadets completing their own. Distribute the handout to the cadets.

STEPS TO MAKING AN EYE SPLICE

1. Complete a whipping at a distance equal to 20 times the diameter of the line, from the line's end (e.g., a line 2 cm in diameter requires a whipping 40 cm from its end, a line 1/4 inch in diameter requires a whipping 5 inches from its end).



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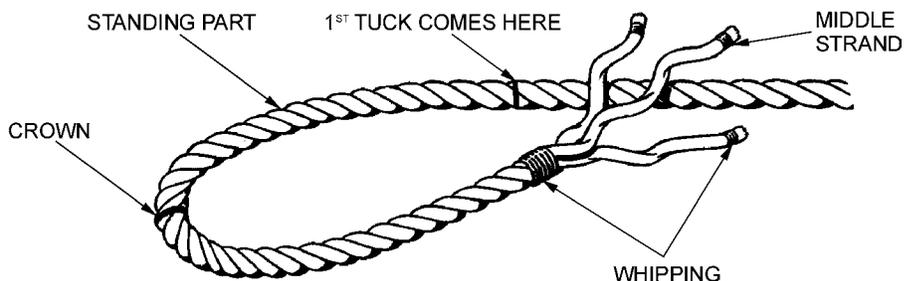
Figure 11-7-2 Example of Whipping Distance

2. Unlay the strands of the line back to the whipping and whip the ends of each strand.



Masking tape may be used as an alternate way of finishing the ends of each strand, instead of a whipping.

3. Mark the place intended for the crown of the eye, and bend the line back from there so as to bring the unlayed strands alongside the place where the splice is to be made, with the left and middle strands lying on top of the line.



Command of the Defence Council, BR 67 Admiralty Manual of Seamanship, HMSO Publications Centre (p. 3-92)

Figure 11-7-3 Start of an Eye Splice

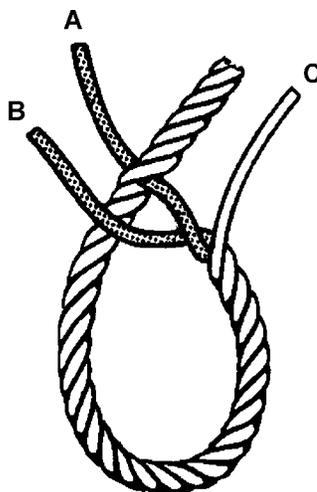


Strands in the following figures will be identified by letters, with the middle strand identified as letter A.

4. Tuck strand A, from right to left, under the nearest strand of the standing part.



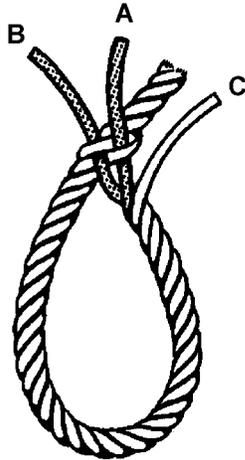
The centre strand is always the first strand tucked.



Command of the Defence Council, BR 67 Admiralty Manual of Seamanship, HMSO Publications Centre (p. 3-93)

Figure 11-7-4 Step Four

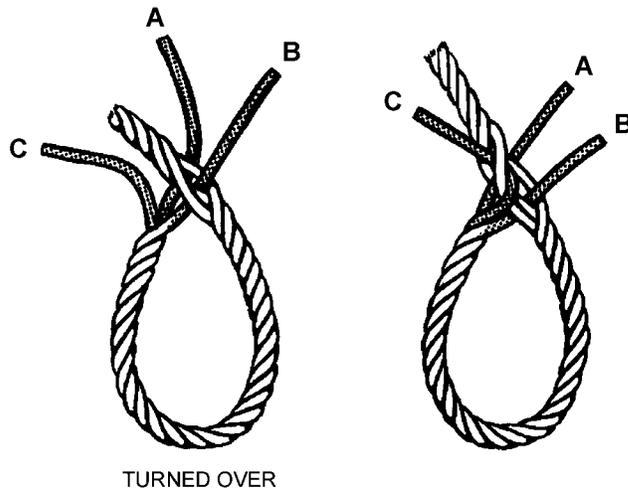
5. Tuck strand B, from right to left, under the next strand of the standing part.



Command of the Defence Council, BR 67 Admiralty Manual of Seamanship, HMSO Publications Centre (p. 3-93)

Figure 11-7-5 Step Five

6. Turn the line over in order to bring the remaining strand C on the top, and then tuck strand C from right to left under the unoccupied strand of the standing part.



Command of the Defence Council, BR 67 Admiralty Manual of Seamanship, HMSO Publications Centre (p. 3-93)

Figure 11-7-6 Step Six

7. Beginning with strand C, haul each strand taut and tidy up the tucks until each strand is uniform.
8. Tuck all strands a second and third time.
9. Remove the whipping.
10. To finish the splice, dog the ends. To do so, split the ends of each strand in half. Take each half and whip it to its neighbour over the adjacent strand.



Command of the Defence Council, BR 67 Admiralty Manual of Seamanship, HMSO Publications Centre (p. 3-93)

Figure 11-7-7 Finished Eye Splice with Dogged Ends



Allow the cadets to practice making an eye splice.



Complete an additional eye splice with the cadets so they can follow along, asking questions and verifying the tucks are being completed properly.



Another method of instructing this splice is to colour the ends of each strand with a different colour. This will help clarify the tucking of each strand. See [Annex M](#).

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What distance should the whipping be from the end of the line?
- Q2. What may be used as an alternate to whipping each strand?
- Q3. What is one way to finish an eye splice?

ANTICIPATED ANSWERS

- A1. A distance equal to 20 times the diameter of the line.
- A2. Masking tape.
- A3. Dogging the ends.

END OF LESSON CONFIRMATION

The cadets' making of an eye splice will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

An eye splice is a quick and effective means of making a permanent eye in the end of a line. An eye splice offers a strong alternative to basic knots in areas where a permanent eye would better suit the requirements for lines under strain.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

C1-047 (ISBN 0 11 772695 8)/B-ON-050-002/PT-004 Command of the Defence Council. (1995). *BR 67 Admiralty Manual of Seamanship*. London, England: HMSO Publications Centre.



ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE



SECTION 8

EO C221.03 – MAKE A LONG SPLICE

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Photocopy the handout located at [Annex M](#) for each cadet.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

Demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate making a long splice while providing an opportunity for the cadets to practice this skill under supervision.

INTRODUCTION

REVIEW

Review three-strand line from EO M221.01 (Use a Strop for Slinging).

OBJECTIVES

By the end of this lesson the cadet shall have made a long splice.

IMPORTANCE

It is important for cadets to know how to make a long splice as it is an effective way of connecting two lines of equal diameter without weakening the line, while allowing it to pass through a block.

Teaching Point 1**Explain the Use of, Demonstrate, and Have the Cadets Make a Long Splice**

Time: 55 min

Method: Demonstration and Performance

LONG SPLICE

A long splice is used to join two lines of equal diameter which are required to pass through a block. If the splice is made well, it will not increase the diameter or weaken the strength of the line.



B-GN-181-105/FP-E00 (p. 5-61)

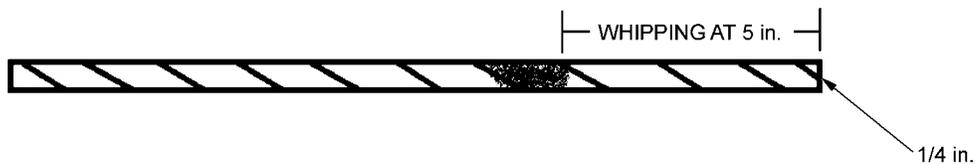
Figure 11-8-1 Long Splice



Explain and demonstrate the steps to making a long splice prior to the cadets completing their own. Distribute the handout to the cadets.

STEPS TO MAKING A LONG SPLICE

1. Complete a whipping on both lines at a distance equal to 20 times the diameter of the line, from the line's end (e.g., a line 2 cm in diameter requires a whipping 40 cm from its end, a line 1/4 inch in diameter requires a whipping 5 inches from its end).



D Cdts 3, 2007, Ottawa, ON: Department of National Defence

Figure 11-8-2 Example of Whipping Distance



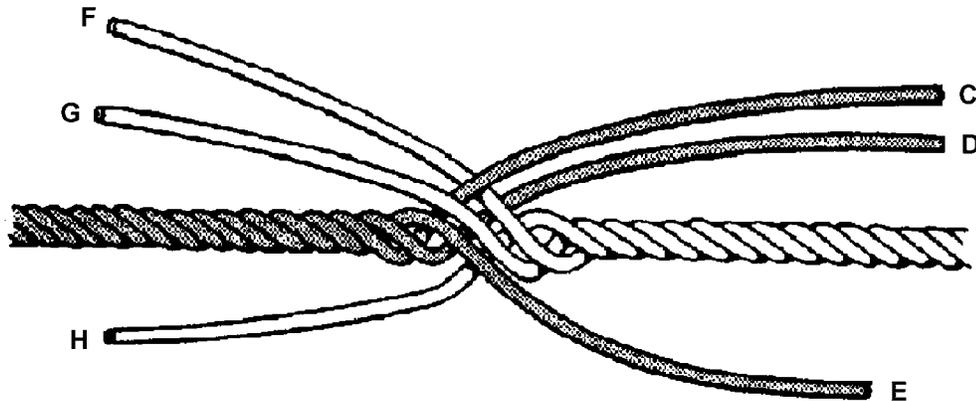
A long splice usually requires whippings at a distance equal to 40 times the circumference of the line. For the purpose of this TP use the distance outlined in step one.

2. Unlay the strands of the line back to the whippings and whip the ends of each strand.



Masking tape may be used as an alternate way of finishing the ends of each strand, instead of a whipping.

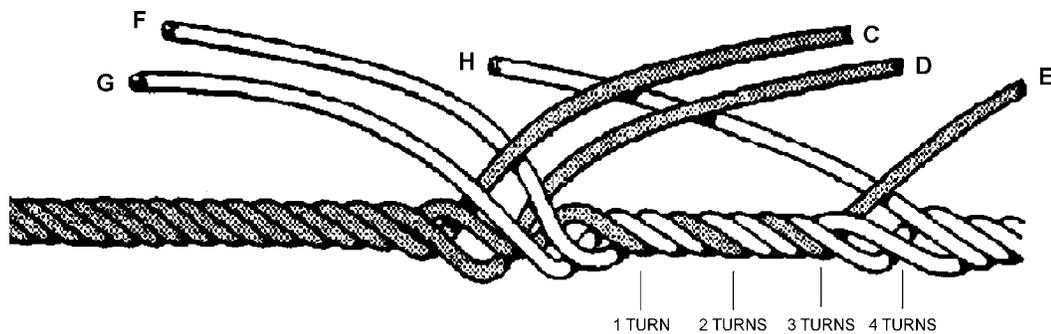
3. Marry the ends of the line together so that one strand of each line lies between two strands of the opposite line.



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Figure 11-8-3 Long Splice Marry

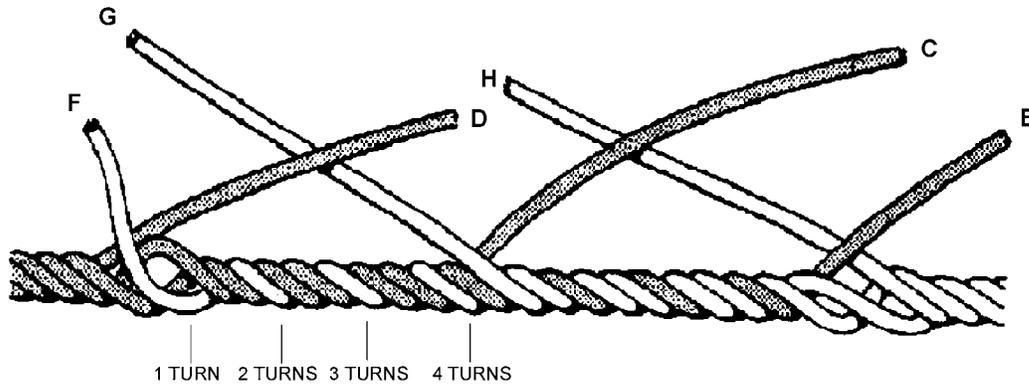
4. Unlay strand H a total of four turns.
5. Lay strand E in the place of strand H.



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Figure 11-8-4 Steps Five and Six

6. Unlay strand D a total of four turns.
7. Lay strand F in the place of strand D.



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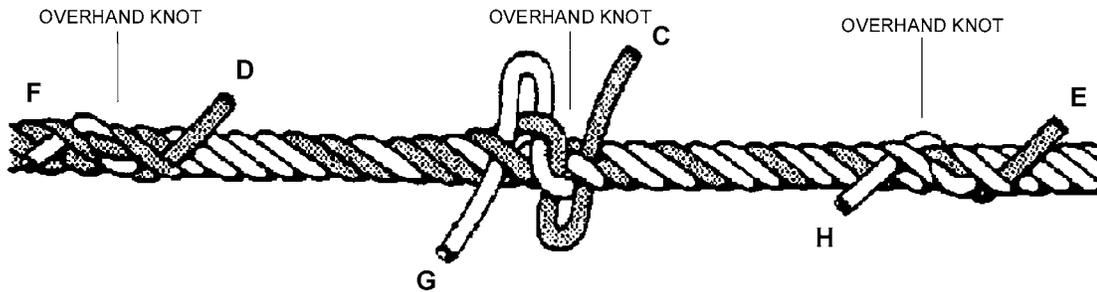
Figure 11-8-5 Steps Seven and Eight

 A long splice usually requires the strands to be unlaid back a distance of 12 times the diameter of the line. For the purpose of this TP use the distance outlined in steps four and six.

8. Strands G and C remain at the marry.
9. Separate one-third of the thickness of each strand (this will be cut and discarded later).

 The strands are separated and later cut away to maintain the diameter of the rope when it is spliced, enabling it to pass through a block.

10. Tie the remaining two-thirds of strands D and F in an overhand knot (if the lay of the line is in the same direction as [Figure 11-8-6](#) then tie it left over right).
11. Tie the remaining two-thirds of strands E and H in an overhand knot.
12. Tie the remaining two-thirds of strands C and G in an overhand knot.
13. Tuck the strands as in a short splice (over one strand and under the next).
14. Separate the strands in half (this will be cut and discarded later).
15. Tuck the remaining half of the strands as in a short splice.
16. Cut off any excess line (including the sections of the strands that have been separated).
17. Stretch the line out to haul the splice taut.



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Figure 11-8-6 Steps 9–14



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Figure 11-8-7 Finished Long Splice



Allow the cadets to practice making a long splice.



Complete an additional long splice with the cadets so they can follow along, asking questions and verifying the tucks are being completed properly.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What distance should the whipping be from the end of the line?
- Q2. What knot is used when tying the strands together?
- Q3. How do you finish a long splice?

ANTICIPATED ANSWERS

- A1. A distance equal to 20 times the diameter of the line.
- A2. Overhand knot.
- A3. Tuck the strands as in a short splice for three tucks.

END OF LESSON CONFIRMATION

The cadets' making of a long splice will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Although the long splice is more time consuming compared to other splices, it is one of the strongest splices, and can be used to join two lines of equal diameter. When a longer length of line is required to pass through a block and is not available, a long splice is a viable option that does not weaken the strength of the line.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A1-004 B-GN-181-105/FP-E00 Chief of Maritime Staff. (1997). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*. Ottawa, ON: Department of National Defence.
- C1-047 (ISBN 0 11 772695 8)/B-ON-050-002/PT-004 Command of the Defence Council. (1995). *BR 67 Admiralty Manual of Seamanship*. London, England: HMSO Publications Centre.

STEPS TO MAKING A STROP USING A SHORT SPLICE

The strands of each line are tucked between the strands of the other line. The strands are laid against the lay and tucked under the next strand and emerging between this and the subsequent strand.

1. Complete a whipping on both ends of the line at a distance from the lines end equal to 20 times the diameter of the rope (e.g. 2 cm diameter line requires a whip located at 40 cm from its end, 1/4 inch diameter line requires a whip located 5 inches from its end, etc.).
2. Unlay the strands of the line back to the whippings and whip the ends of each strand.
3. Marry the ends of the line together so that one strand of each end lies between two strands of the opposite end.



To prevent the married lines from loosening, place a small whip or a piece of tape around the join between lines A and B.



When making a short splice, finish splicing the end of line A before starting line B. Tape the strands (C, D and E) against line B until you are ready to splice that end.

4. Remove the whipping from line A.



Strands are spliced in the opposite direction of the line lay.

5. Lay F over C, tuck it under E, and bring it out between D and E.
6. Lay G over E, tuck it under D, and bring it out between D and C.
7. Lay H over D, tuck it under C, and bring it out between C and E.
8. Continue until all strands have been tucked under the strands of the other end of line.
9. Remove the whipping from line B.
10. Lay and tuck C, D and E in the same manner as F, G and H listed above.
11. To finish the splice, dog the ends. To do so, split the ends of each strand in half. Take each half and whip it to its neighbour over the adjacent strand.

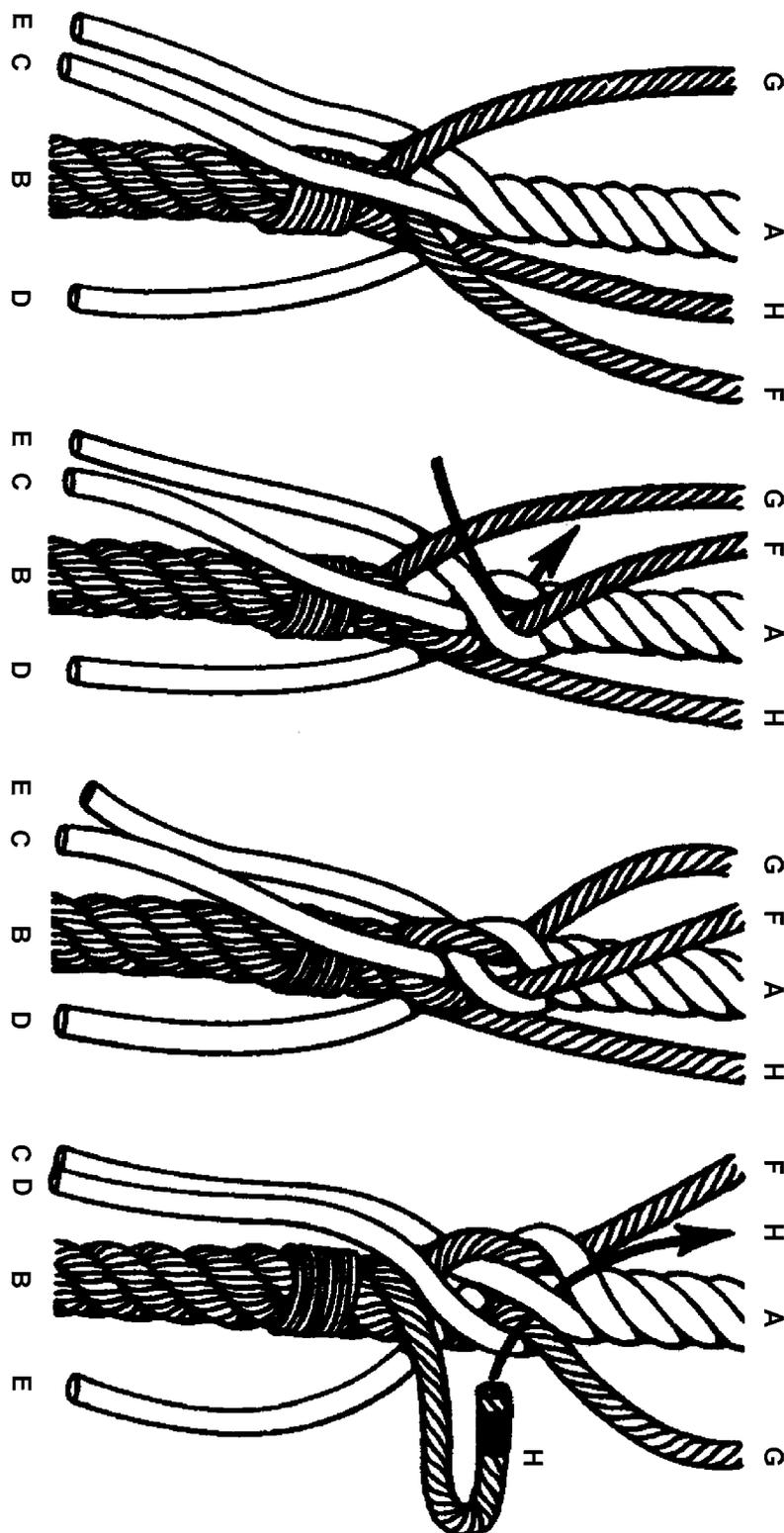


B-GN-181-105/FP-E00 (p. 5-58)

Figure 11A-1 Completed Short Splice by Dogging

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SHORT SPLICE

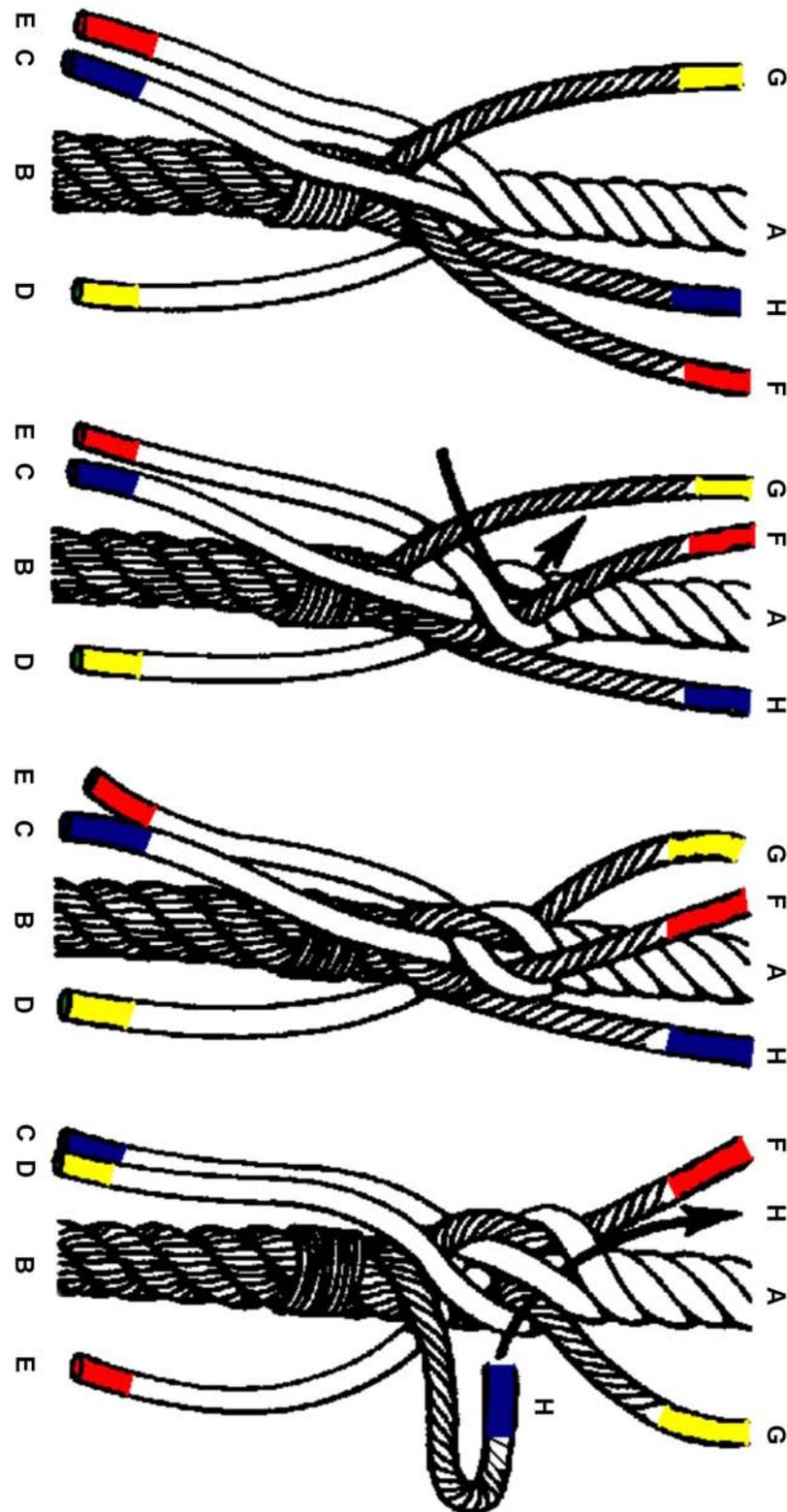


B-GN-181-105/FP-E00 (p. 5-58)

Figure 11B-1 Short Splice

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SHORT SPLICE (COLOUR ENDS)



B-GN-181-105/FP-E00 (p. 5-38)

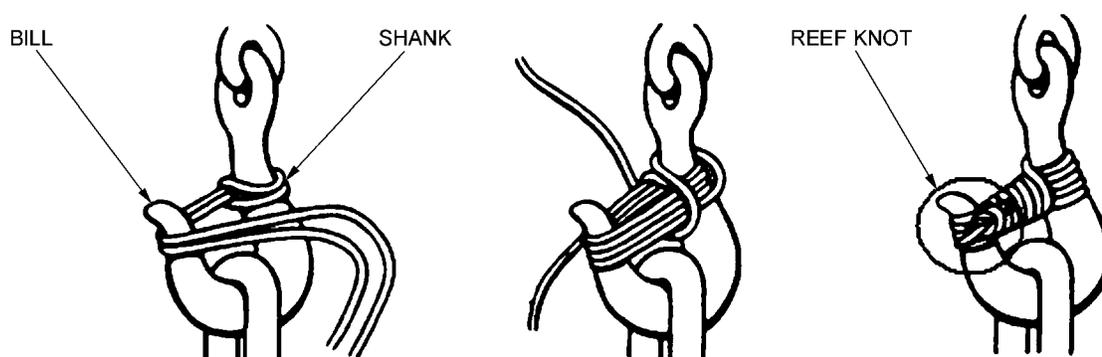
Figure 11C-1 Short Splice (Colour Ends)

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MOUSING A HOOK

Steps to Mousing a Hook

1. Cut a length of whipping twine that is approximately six times the distance between the bill and shank of the hook (e.g. 10 cm distance between the bill and shank requires a 60 cm length of line, 2 inch distance between the bill and shank requires a 12 inch length of line, etc.).
2. Using the full length of twine, make a bight in the middle of the length of twine.
3. Place the bight around the shank and pass the ends through the bight.
4. Tightly wrap the ends around the bill and back around the shank.
5. Complete step four again, hauling the turns taut.
6. Holding one end of the line near the shank bring the other to the bill.
7. Bring the piece of whipping twine near the shank up and around the shank.
8. Starting underneath, begin wrapping the end of the whipping twine around the turns made between the bill and shank in steps four and five.
9. Continue to wrap the whipping twine around the turns between the bill and the shank until it reaches the bill.
10. Complete the mousing by tying a reef knot between the two ends of the whipping twine at the bill of the hook.
11. Cut off the excess whipping twine.



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Figure 11D-1 Mousing a Hook

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BLOCK LABELS

HEAD FITTING (EYE)

SWALLOW

TAIL

CHEEK

CROWN

SHEAVE

BECKET

PIN

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TACKLE LABELS

STANDING BLOCK

RUNNING PART

STANDING PART

HAULING PART

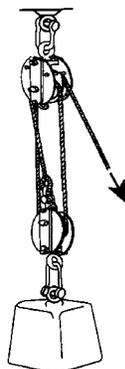
MOVING BLOCK

LOAD

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TACKLES REVIEW

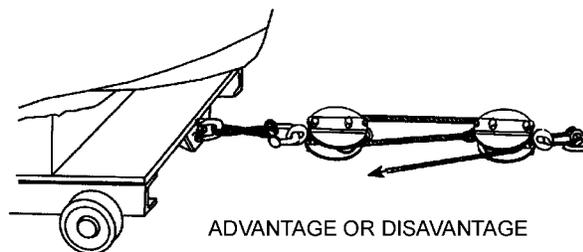
1. What type of blocks make up a luff tackle? _____.
2. What type of blocks make up a two-fold purchase? _____.
3. What is the following tackle called? _____.



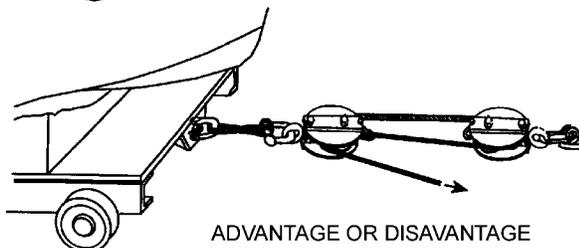
Command of Defence Council, BR 67 Admiralty Manual of Seamanship, Her Majesty's Stationery Office (p. 3-155)

Figure 11G-1 Tackle

4. Identify the tackle rigged to advantage/disadvantage? Circle the appropriate answer:



ADVANTAGE OR DISAVANTAGE



ADVANTAGE OR DISAVANTAGE

Command of Defence Council, BR 67 Admiralty Manual of Seamanship, Her Majesty's Stationery Office (p. 3-155)

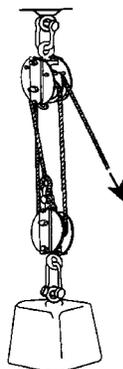
Figure 11G-2 Advantage or Disadvantage

5. What is the mechanical advantage (MA) of a luff when rigged to:
 - a. disadvantage _____.
 - b. advantage _____.
6. If you want to lift a load of 200 kg using a two-fold purchase rigged to advantage, what would be the weight felt by the hauling part? _____.
7. If you want to raise a load a distance of four metres using a double whip rigged to disadvantage, what would be the required hauling distance? _____.

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TACKLES REVIEW – ANSWER KEY

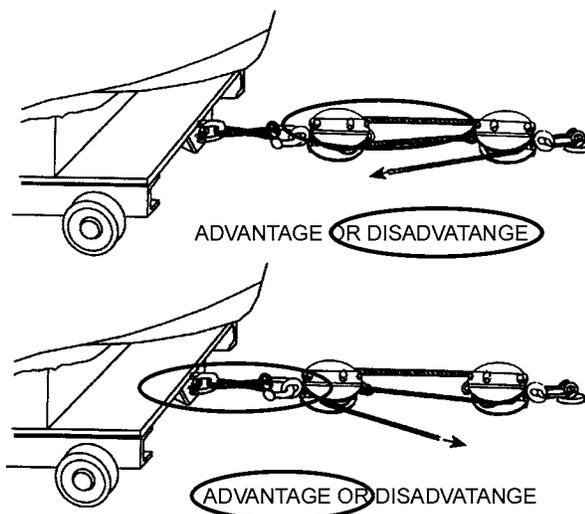
1. What type of blocks make up a luff tackle? One single block and one double block.
2. What type of blocks make up a two-fold purchase? Two double blocks.
3. What is the following tackle called? A luff.



Command of Defence Council, BR 67 Admiralty Manual of Seamanship, Her Majesty's Stationery Office (p. 3-155)

Figure 11H-1 Tackle

4. Identify the tackle rigged to advantage/disadvantage? Circle the appropriate answer:



Command of Defence Council, BR 67 Admiralty Manual of Seamanship, Her Majesty's Stationery Office (p. 3-155)

Figure 11H-2 Advantage or Disadvantage

5. What is the mechanical advantage (MA) of a luff when rigged to:
 - a. disadvantage Two.
 - b. advantage Three.
6. If you want to lift a load of 200 kg using a two-fold purchase rigged to advantage, what would be the weight felt by the hauling part? Forty kilograms.
7. If you want to raise a load a distance of four metres using a double whip rigged to disadvantage, what would be the required hauling distance? Eight metres.

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STATION CARDS

STATION ONE

RIG A DOUBLE WHIP. CARRY THE DOUBLE WHIP TO STATION TWO.

STATION TWO

THE DOUBLE WHIP IS TO BE RIGGED TO DISADVANTAGE. CONNECT THE DOUBLE WHIP TO THE LOAD AND RAISE THE LOAD TWO METRES. DE-RIG THE DOUBLE WHIP AND CARRY THE BLOCKS AND LINE TO THE NEXT STATION.

STATION THREE

RIG A TWO-FOLD PURCHASE. CARRY THE TWO-FOLD PURCHASE TO STATION FOUR.

STATION FOUR

QUESTION:
WHAT IS THE MECHANICAL ADVANTAGE OF A LUFF RIGGED
TO DISADVANTAGE?

CARRY THE TWO-FOLD PURCHASE TO STATION FIVE.

STATION FIVE

DE-RIG THE TWO-FOLD PURCHASE. CARRY THE BLOCKS AND
LINE TO STATION SIX.

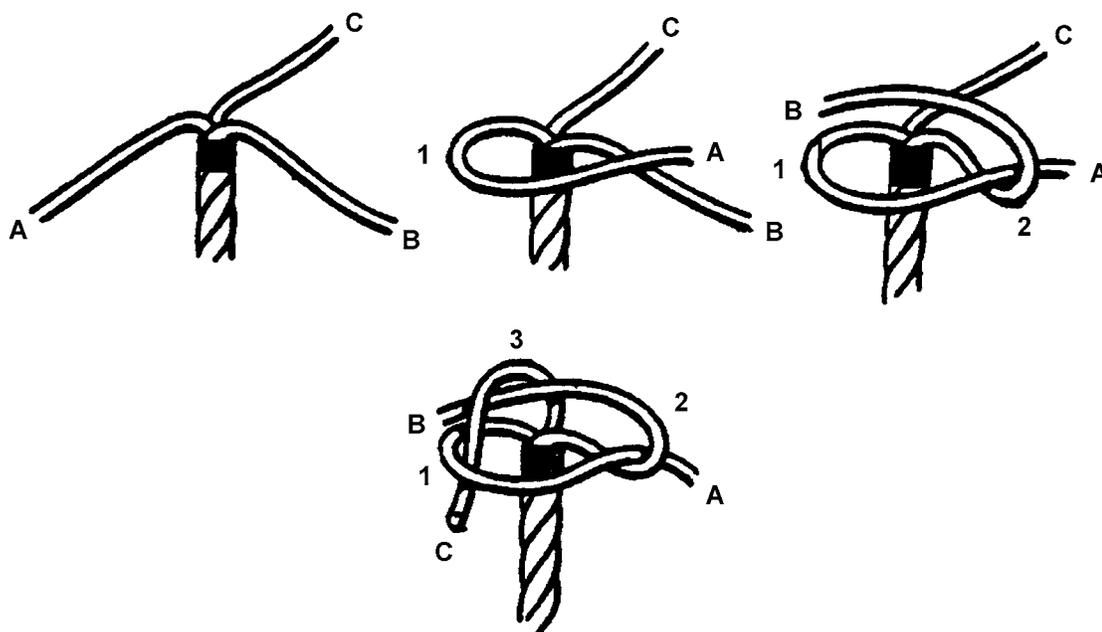
STATION SIX

QUESTION:
WHAT IS THE MECHANICAL ADVANTAGE OF A TWO-FOLD
PURCHASE RIGGED TO ADVANTAGE?

CARRY THE BLOCKS AND LINE TO THE FINISH AREA.

STEPS TO MAKING THE CROWN KNOT

1. Complete a whipping at a distance equal to 20 times the diameter of the line, from the line's end (e.g. a line 2 cm in diameter requires a whipping 40 cm from its end, a line 1/4 inch in diameter requires a whipping 5 inches from its end).
2. Unlay the strands of the line back to the whipping and whip the ends of each strand.
3. Spread the strands out in the form of a star.
4. Bring strand A to the front to form a loop and lay it over strand B.
5. Loop strand B over A and C.
6. Loop strand C over strand B and through loop 1.
7. Pull all strands taut until the crown knot is tidy and uniform.



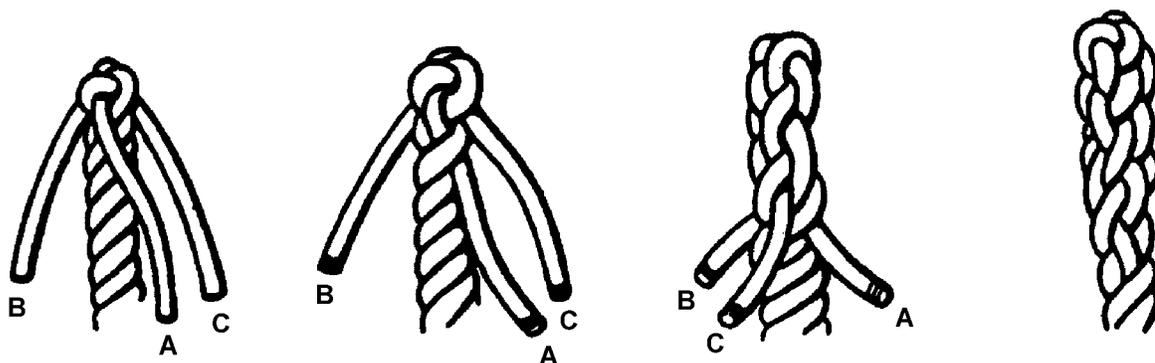
B-GN-181-105/FP-E00 (p. 5-38)

Figure 11J-1 Crown Knot

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STEPS TO MAKING THE BACK SPLICE

1. Complete a whipping at a distance equal to 20 times the diameter of the line, from the line's end (e.g. a line 2 cm in diameter requires a whipping 40 cm from its end, a line 1/4 inch in diameter requires a whipping 5 inches from its end).
2. Unlay the strands of the line back to the whipping and whip the ends of each strand.
3. Make a crown knot below the crown knot.
4. Remove the whipping.
5. Starting with A, lay it over the adjacent strand and tuck it under the next strand.
6. Lay B over the adjacent strand and tuck it under the next strand.
7. Lay C over the adjacent strand and tuck it under the next strand.
8. After each strand is tucked, pull the strands taut and tidy up the tucks until each strand is uniform.
9. Repeat tucking the strands two more times, hauling them taut.
10. To finish the splice, dog the ends. To do so, remove the whipping and split the ends of each strand in half. Take each half and whip it to its neighbour over the adjacent strand.



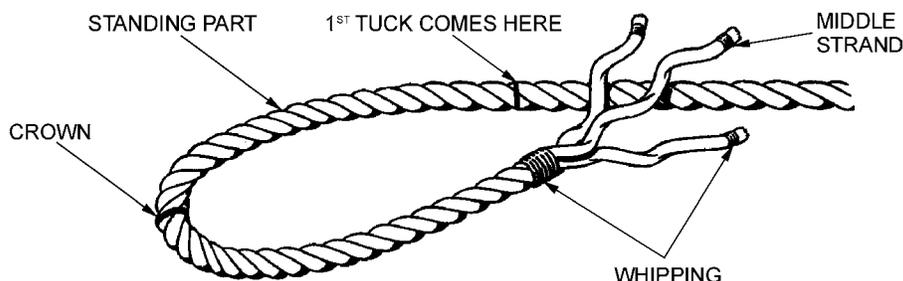
B-GN-181-105/FP-E00 (p. 5-55)

Figure 11K-1 Back Splice

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STEPS TO MAKING AN EYE SPLICE

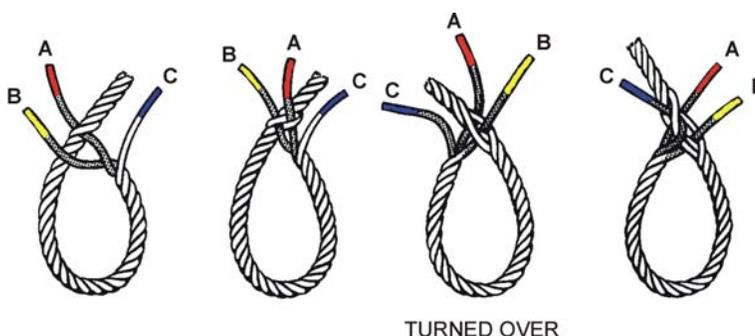
1. Complete a whipping at a distance equal to 20 times the diameter of the line, from the line's end (e.g. a line 2 cm in diameter requires a whipping 40 cm from its end, a line 1/4 inch in diameter requires a whipping 5 inches from its end).
2. Unlay the strands of the line back to the whipping and whip the ends of each strand.
3. Mark the place intended for the crown of the eye, and bend the line back from there so as to bring the unlaied strands alongside the place where the splice is to be made, with the left and middle strands lying on top of the line.



Command of the Defence Council, BR 67 Admiralty Manual of Seamanship, HMSO Publications Centre (p. 3-92)

Figure 11L-1 Start of an Eye Splice

4. Tuck strand A, from right to left, under the nearest strand of the standing part.
5. Tuck strand B, from right to left, under the next strand of the standing part.
6. Turn the line over in order to bring the remaining strand C on the top, and then tuck strand C from right to left under the unoccupied strand of the standing part.
7. Beginning with strand C, haul each strand taut and tidy up the tucks until each strand is uniform.
8. Tuck all strands a second and third time.



Command of the Defence Council, BR 67 Admiralty Manual of Seamanship, HMSO Publications Centre (p. 3-92)

Figure 11L-2 Steps to Making an Eye Splice

9. Remove the whipping.
10. To finish the splice, dog the ends. To do so, split the ends of each strand in half. Take each half and whip it to its neighbour over the adjacent strand.

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STEPS TO MAKING A LONG SPLICE

1. Complete a whipping on both lines at a distance equal to 20 times the diameter of the line, from the line's end (e.g. a line 2 cm in diameter requires a whipping 40 cm from its end, a line 1/4 inch in diameter requires a whipping 5 inches from its end).



A long splice usually requires whippings at a distance equal to 40 times the circumference of the line. For the purpose of this TP use the distance outlined in step one.

2. Unlay the strands of the line back to the whippings and whip the ends of each strand.
3. Marry the ends of the line together so that one strand of each line lies between two strands of the opposite line.
4. Unlay strand H a total of four turns.
5. Lay strand E in the place of strand H.
6. Unlay strand D a total of four turns.
7. Lay strand F in the place of strand D.



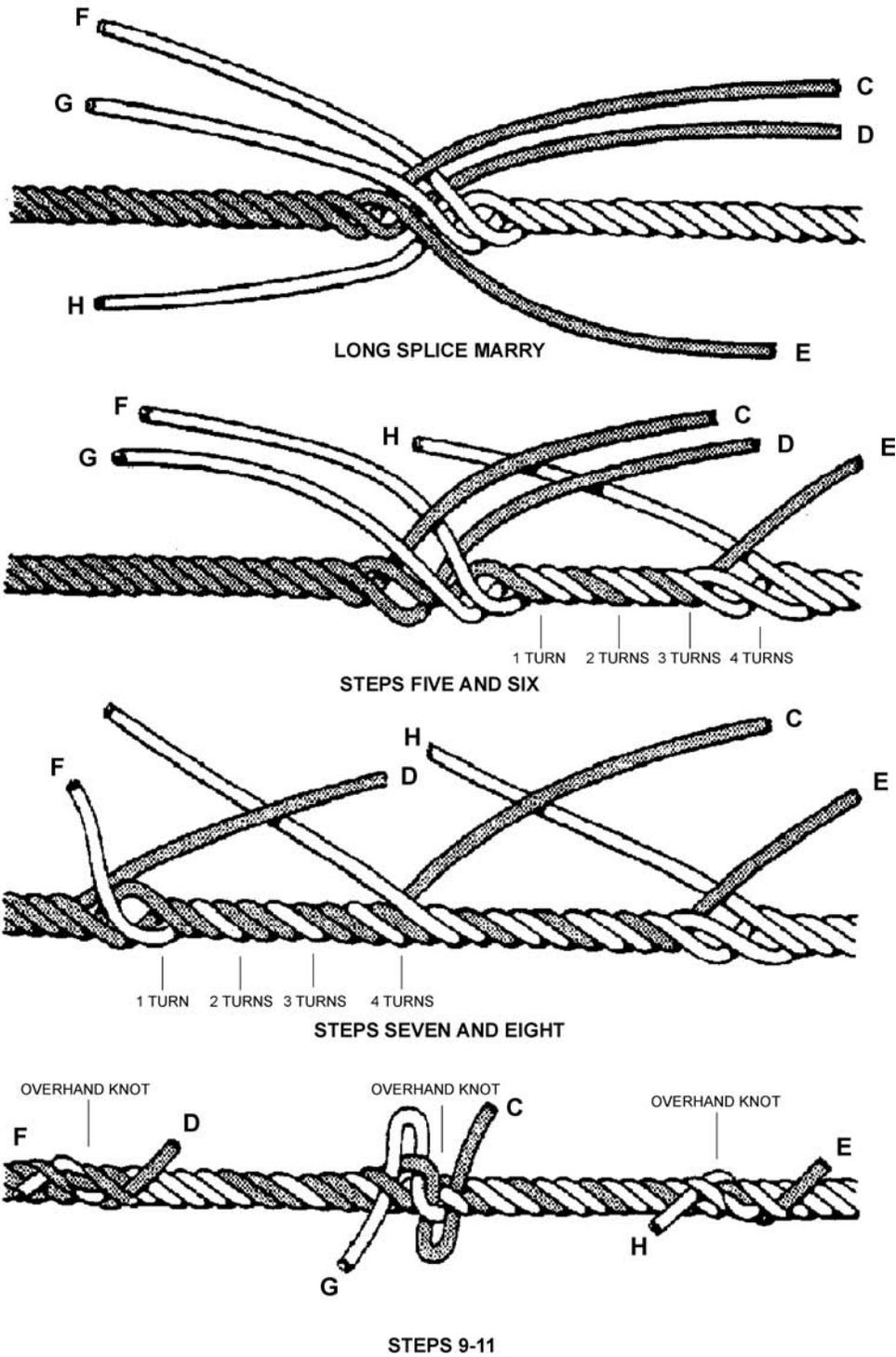
A long splice usually requires the strands to be unlayed back a distance of 12 times the diameter of the line. For the purpose of this TP use the distance outlined in steps four and six.

8. Strands G and C remain at the marry.
9. Separate one-third of the thickness of each strand (this will be cut and discarded later).



The strands are separated and later cut away to maintain the diameter of the rope when it is spliced, enabling it to pass through a block.

10. Tie the remaining two-thirds of strands D and F in an overhand knot (if the lay of the line is in the same direction as [Figure 11-8-6](#) then tie it left over right).
11. Tie the remaining two-thirds of strands E and H in an overhand knot.
12. Tie the remaining two-thirds of strands C and G in an overhand knot.
13. Tuck the strands as in a short splice (over one strand and under the next).
14. Separate the strands in half (this will be cut and discarded later).
15. Tuck the remaining half of the strands as in a short splice.
16. Cut off any excess line (including the sections of the strands that have been separated).
17. Stretch the line out to haul the splice taut.



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Figure 11M-1 Long Splice

CHAPTER 12
PO 223 – SERVE IN A NAVAL ENVIRONMENT



ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE



SECTION 1

EO M223.01 – DEFINE SHIP-RELATED TERMS

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content, become familiar with the material, and photocopy [Annexes A](#) and [B](#), prior to delivering the lesson. Cut up the list of terms located at [Annex B](#) and place them in a container for the activity in TP1.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An in-class activity was chosen for this lesson as it is an interactive way to provoke thought and stimulate interest among cadets.

INTRODUCTION

REVIEW

Review the following terms from EO M123.01 (Define Basic Naval Terminology):

- deck,
- port, and
- starboard.

OBJECTIVES

By the end of this lesson the cadet shall be expected to define ship-related terms.

IMPORTANCE

It is important for cadets to define ship-related terms as these terms are frequently used in a naval environment. Understanding naval terminology will enable cadets to respond to orders/direction and to adapt to a naval environment.

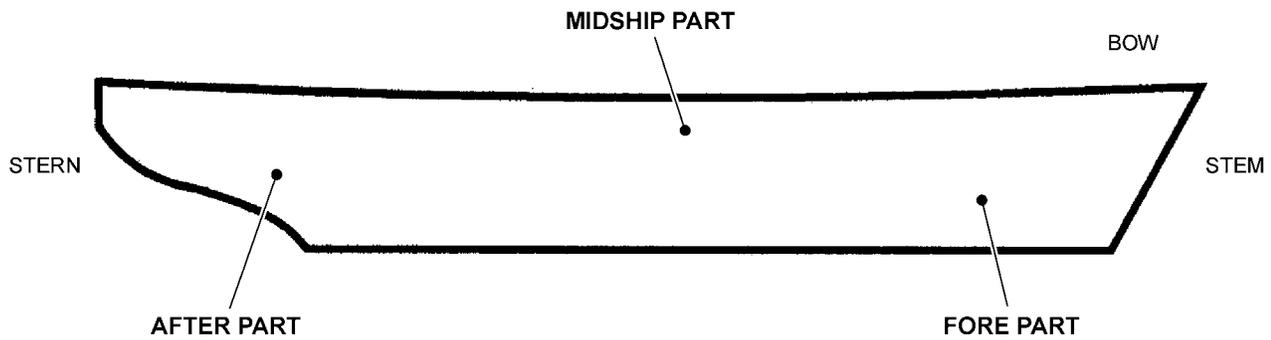
Teaching Point 1

Conduct an Activity to Identify Parts of a Ship's Hull

Time: 30 min

Method: In-class Activity

BACKGROUND KNOWLEDGE



B-GN-181-105/FP-E00 (p. 3-3)

Figure 12-1-1 Parts of a Ship's Hull

After Part. The part of the hull ending at the stern.

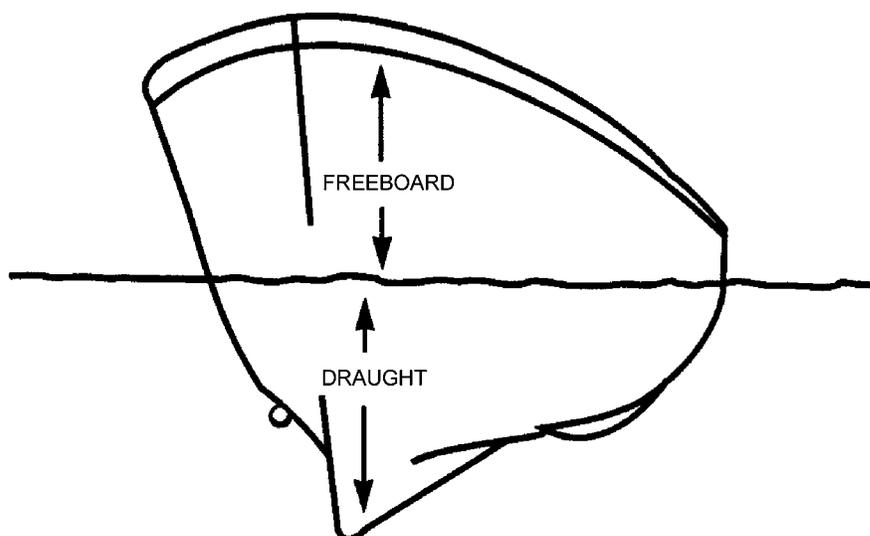
Bow. The front part of the vessel.

Fore Part. The part of the hull beginning at the stem.

Midship Part. The middle part of the hull.

Stem. The foremost steel part forming the bow of the vessel.

Stern. The aftermost part of the vessel.

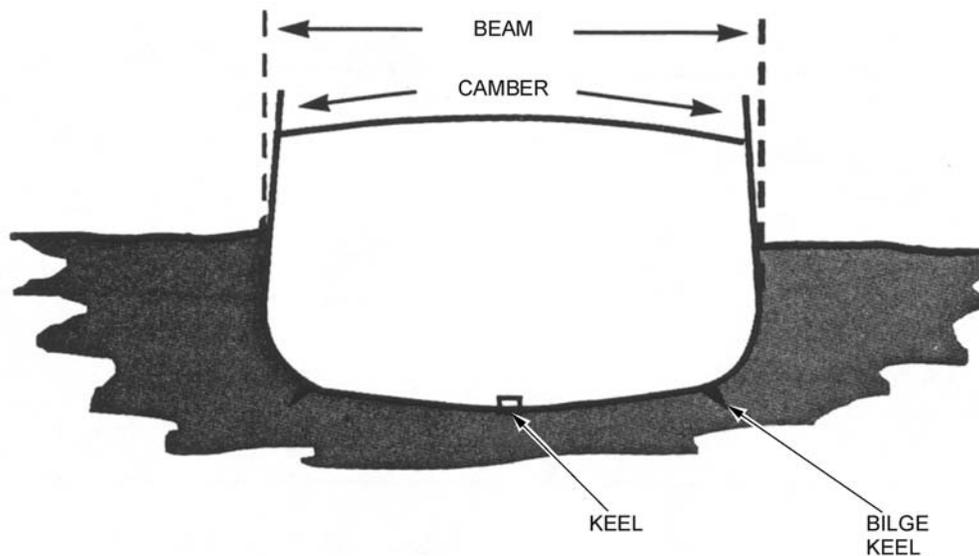


B-GN-181-105/FP-E00 (p. 3-5)

Figure 12-1-2 Freeboard and Draught

Draught. The depth of the keel below the waterline at any point along the hull.

Freeboard. The height from the uppermost continuous deck/upperdeck to the waterline.



B-GN-181-105/FP-E00 (p. 3-6)

Figure 12-1-3 Beam, Camber, and Bilge

Beam. The greatest width of the hull.

Bilge. The flat part of the hull's bottom (not shown in the figures). This term is also used to describe water, waste oil, and other liquids that collect at the bottom of a ship or in the bilge.

Bilge Keel. A long fin projecting on each side of the bilge, designed to decrease rolling of the ship.

Camber. The curve given to the surface of a deck so the water will drain away to the ship's sides.

Keel. The primary fore-and-aft part of a ship's frame. It runs along the bottom connecting the stem and the stern.

ACTIVITY

Time: 15 min

OBJECTIVE

The objective of this activity is to identify the parts of a ship's hull.

RESOURCES

- Presentation aids (e.g. whiteboard/flipchart/OHP),
- Copies of [Annexes A](#) and [B](#),
- Container with ship's terms, and
- Tape/sticky tack.

ACTIVITY LAYOUT

Put the unlabelled ship's diagrams located at [Annex A](#) on the board.

ACTIVITY INSTRUCTIONS

1. Describe the terms listed above.
2. Divide the group into two teams.
3. Pick a term from the container for each team and have them label the ships.
4. Each correctly labelled part receives a point.
5. When a part is labelled incorrectly, the opposing team will be given the opportunity to label the part and receive the point.
6. The activity ends when all terms have been drawn and the ship's diagrams have been correctly labelled.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2**Conduct an Activity to Identify Directions in a Ship**

Time: 10 min

Method: In-class Activity

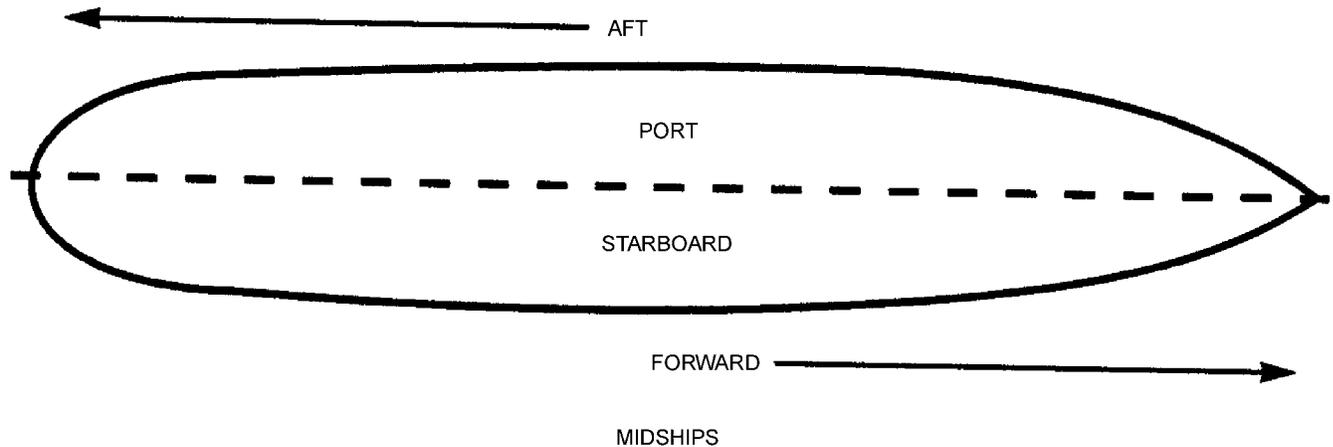
BACKGROUND KNOWLEDGE*B-GN-181-105/FP-E00 (p. 3-4)*

Figure 12-1-4 Fore and Aft

Abaft. Further aft than an object/location (e.g. midships is abaft the bow) (not shown in figures).

Aft. In the direction of the stern of the ship.

Centre Line. The line joining the middle of the stem to the middle of the stern (dashed line in [Figure 12-1-4](#)).

Forward. In the direction of the bow of the ship.

Midships. At or near the middle part of the ship.

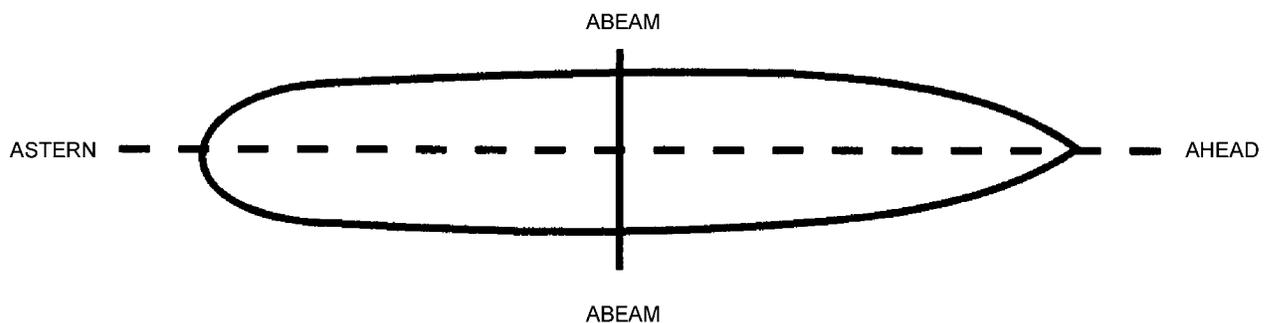
*B-GN-181-105/FP-E00 (p. 3-11)*

Figure 12-1-5 Ahead, Astern, and Abeam

Abeam. At a right angle to the ship.

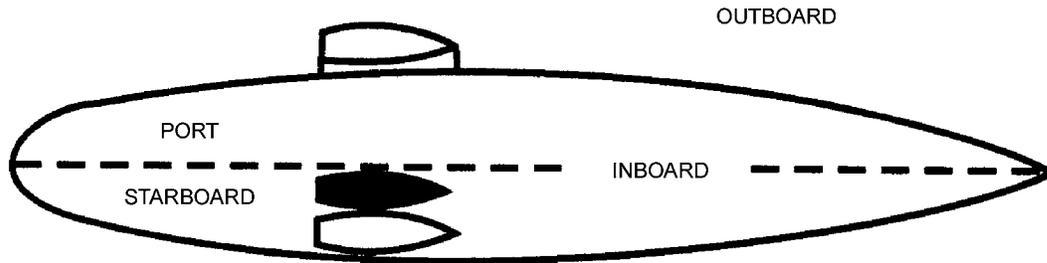
Ahead. Towards the front of the ship.

Aloft. Direction above (e.g. in the rigging of a mast) (not shown in figures).

Astern. Towards the back of the ship.

Below. Below a deck(s) (not shown in figures).

Up Top. Moving to an upper deck (not shown in figures).



B-GN-181-105/FP-E00 (p. 3-9)

Figure 12-1-6 Position Athwartships

Athwartships. Across the ship relative to either the centre line or the sides (not shown in figures).

Inboard. Inside the ship/toward or nearer the centre line (e.g. the black boat is inboard of the white boat in [Figure 12-1-6](#)).

Outboard. Outside the ship/away from the centre line (e.g. one white boat is outboard to port, and the other is outboard of the black boat in [Figure 12-1-6](#)).

ACTIVITY

Time: 10 min

OBJECTIVE

The objective of this activity is to define the terms used to identify directions in a ship.

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Describe the terms listed above.
2. Identify parts of the training area as those on a ship (e.g. bow, stern, port, starboard, inboard, and outboard).
3. Explain the following actions:
 - Aft – Run to a position abaft midships.
 - Aft – Point to the aft of the ship.

- Centre line – Form a line at the centre line of the ship.
- Forward – Point to the bow of the ship.
- Midships – Stand at the position of midships.
- Abeam – Stand outboard, with arms at a right angle to the ship.
- Ahead – Move to the bow and point forward.
- Aloft – Point above/up.
- Astern – Point towards the back of the ship.
- Below – Point below/down.
- Athwartships – Stand at the centre line of the ship with their arms out athwartships.
- Inboard – Stand inboard the ship.
- Outboard – Stand outboard the ship.

4. Call out terms and have cadets respond with the corresponding actions.

SAFETY

This activity must be conducted in a large area that is free of obstructions.

CONFIRMATION OF TEACHING POINT 2

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

END OF LESSON CONFIRMATION

The cadets' participation in the activities in TP1 and TP2 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Naval terminology is a fun and exciting aspect of Sea Cadet training. This set of terms is unique to the Navy and is part of naval history/tradition. Understanding naval terminology is important to be able to respond to orders/direction and to adapt to a naval environment.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A1-004 B-GN-181-105/FP-E00 Chief of the Maritime Staff. (1997). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*. Ottawa, ON: Department of National Defence.



ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE



SECTION 2

EO M223.02 – IDENTIFY THE WATCH SYSTEM

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for this lesson to present basic material and to orient the cadets to the watch system, timings, and duty personnel responsibilities.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify the watch system.

IMPORTANCE

It is important for cadets to identify the watch system because it is used throughout Sea Cadet training and cadets may be required to stand watch during training exercises.

Teaching Point 1

Describe How Watch Systems Are Organized

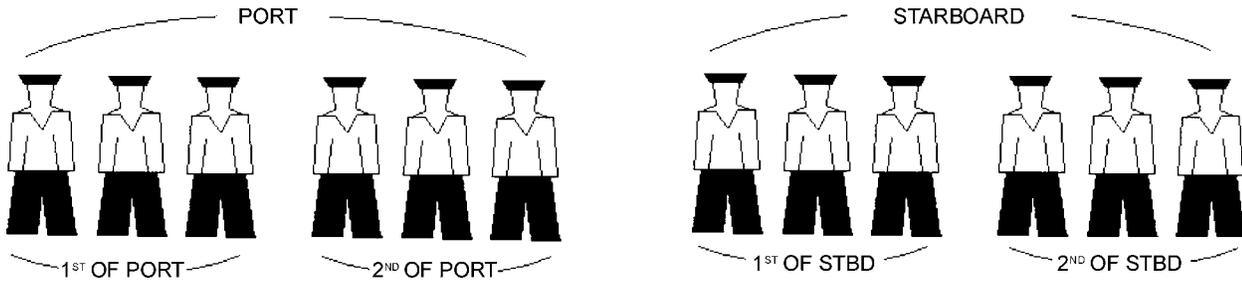
Time: 5 min

Method: Interactive Lecture

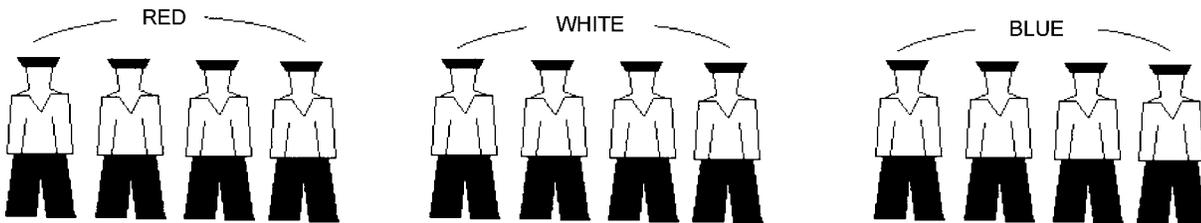
To ensure maximum efficiency and 24-hour operation, personnel aboard a ship are divided into watches. Each watch has duties and responsibilities, as well as specific positions held within.

There are two systems for organizing a ship's company into watches. The first is a two-watch system, referred to as the port and starboard watch. This watch system may also be broken into four watches (first of port, second of port, first of starboard, and second of starboard). The second type is a three-watch system, called the red, white, and blue watch.

TWO WATCH SYSTEM



THREE WATCH SYSTEM



D Cds 3, 2007, Ottawa, ON: Department of National Defence

Figure 12-2-1 Watch Systems

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What is the purpose of watch systems?
 Q2. What is the three-watch system called?
 Q3. Which watch system can be divided into four watches?

ANTICIPATED ANSWERS

- A1. To ensure maximum efficiency and 24-hour operation.
 A2. The red, white, and blue watch.
 A3. The two-watch system (port and starboard).

Teaching Point 2**Describe the Division of Time for the Watch System**

Time: 10 min

Method: Interactive Lecture

TIMINGS FOR WATCHES

Each watch will be assigned a time that they will be on duty (e.g. port assigned the middle watch/blue assigned the morning watch), depending on the watch system being used. The timings for the watches are outlined in the table below.

Watch	Timings
Middle watch	0000hrs to 0400hrs
Morning watch	0400hrs to 0800hrs
Forenoon watch	0800hrs to 1200hrs
Afternoon watch	1200hrs to 1600hrs
First dog watch	1600hrs to 1800hrs
Last dog watch	1800hrs to 2000hrs
First watch	2000hrs to 0000hrs



The dog watches are only half the time of the others to create a seventh watch, ensuring that personnel do not stand the same watch every day.

BELLS AND WATCHES

Each watch begins and ends with eight bells being rung, with the exception of the first dog watch, which ends with four bells, and the last dog watch, which begins with four bells. The bell is rung every half hour increasing the number of rings consecutively from the start of the watch resulting with eight bells at the end of the watch (with the exception of the dog watches). For example the bells rung during the forenoon watch would be as follows:

- eight bells at 0800hrs,
- one bell at 0830hrs,
- two bells at 0900hrs,
- three bells at 0930hrs,
- four bells at 1000hrs,
- five bells at 1030hrs,
- six bells at 1100hrs,
- seven bells at 1130hrs, and
- eight bells at 1200hrs.



It is not common practice for bells to be used to indicate time aboard a ship today, as it was in the past. Currently the bell is only struck at colours, at anchor in fog/bad visibility, or to sound the general alarm in the event of an emergency.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What are the timings for the first watch?
- Q2. Why are dog watches half the time of the other watches?
- Q3. How many bells are rung at the end of the first dog/beginning of the last dog watch?

ANTICIPATED ANSWERS

- A1. 2000hrs to 0000hrs.
- A2. To ensure that personnel are not standing the same watch every day.
- A3. Four.

Teaching Point 3

Describe the Responsibilities of Duty Personnel

Time: 10 min

Method: Interactive Lecture

OFFICER OF THE WATCH (OOW)

The OOW has responsibility of the ship and reports to the Commanding Officer (CO) for the movements and safety of the ship. When on duty, the OOW has command over all ship's personnel with the exception of the CO and Executive Officer (XO). Responsibilities of this position may include:

- safety of the ship and its personnel;
- navigation;
- anti-collision;
- damage-control (DC) state; and
- routine administration.

SECOND OFFICER OF THE WATCH

The second officer of the watch reports to the OOW and has the same responsibilities as the OOW. The majority of second officers of the watch do not have a Bridge Watchkeeping ticket and are therefore closely monitored by the OOW. Responsibilities of this position may include:

- navigation;
- helicopter operations; and
- administration of the watch.

PETTY OFFICER OF THE WATCH (POOW)

The POOW is responsible to the OOW for the control of the watch. The POOW must report to the OOW hourly on completion of rounds, at any significant occurrence, and when the watch closes up. Responsibilities of the POOW include:

- mustering the watch prior to turnover;
- assigning personnel to positions and arranging the rotation;
- ensuring the ship's boats are ready for immediate use;
- ensuring all lifesaving equipment is serviceable and ready for immediate use;
- taking charge of any seamanship evolution during the watch;
- conducting hourly rounds of the ship; and
- supervising cleaning stations assigned to the watch.

QUARTERMASTER

The quartermaster is responsible to the OOW and must ensure that all steering activities are properly carried out. Responsibilities of the quartermaster include:

- remaining closed up at the steering position for the duration of the watch;
- ensuring the helmsman is rotated every thirty minutes;
- taking the first twenty minutes on the helm at the beginning of each watch; and
- supervising those on watch.

HELMSMAN

The helmsman is under the supervision of the quartermaster and is responsible for steering the ordered course.

LOOKOUT

The lookout is responsible for watching for and reporting any objects, vessels, or aircraft to the OOW. The lookout also raises the alarm and marks the position if they see a man overboard.

LIFEBUOY SENTRY

The lifebuoy sentry is responsible to the POOW, and raises the alarm and throws lifesaving devices should a person fall overboard. This watch is kept near the stern of the ship and are stationed whenever the ship is underway. The lifebuoy sentry also performs the duty of the after lookout.



Duty personnel and their responsibilities will vary depending if the ship is at sea, anchored or alongside.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. Who does the OOW report to?
- Q2. Who is responsible for any seamanship evolutions during the watch?

Q3. What must the lookout watch for?

ANTICIPATED ANSWERS

A1. The CO.

A2. The POOW.

A3. Any objects, vessels, or aircraft.

END OF LESSON CONFIRMATION

QUESTIONS

Q1. What are the two watch systems called?

Q2. With the exception of the last dog watch, how many bells does each watch start and end with?

Q3. What is the OOW responsible for overall?

ANTICIPATED ANSWERS

A1. Port and starboard, and red, white and blue.

A2. Each watch begins and ends with eight bells.

A3. The ship.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

The watch system is used during many Sea Cadet activities (e.g. Sea Cadet Training Vessel activities [SCTV]). Cadets are responsible for numerous positions within the watch. This ensures the safety and 24-hour operation of cadet training activities. The watch system is an aspect of serving within a naval environment.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A1-024 Venture Naval Officer Training Centre. (2005). *Naval Environmental Training Programme – Officers Handbook*. Esquimalt, BC: Venture Naval Officer Training Centre.



ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE



SECTION 3

EO M223.03 – EXECUTE NOTES USING THE BOATSWAIN'S CALL

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson. Ensure boatswain's calls and cleaning solution are available prior to the start of this lesson.

Photocopy the handout located at [Annex C](#) of this instructional guide for each cadet.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 to orient the cadets to the boatswain's call.

Demonstration and performance was chosen for TP2 and TP3 as it allows the instructor to explain and demonstrate holding the boatswain's call as well as executing high and low notes while providing an opportunity for the cadets to practice these skills under supervision.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to execute notes using the boatswain's call.

IMPORTANCE

The boatswain's call is used as a naval form of communication. It is important for cadets to know how to respond to the various pipes and to execute notes using the boatswain's call in order to perform the various pipes. These pipes will be used by the duty quartermaster, which will be a duty for Phase Three cadets.

Teaching Point 1**Describe the Parts of a Boatswain's Call**

Time: 10 min

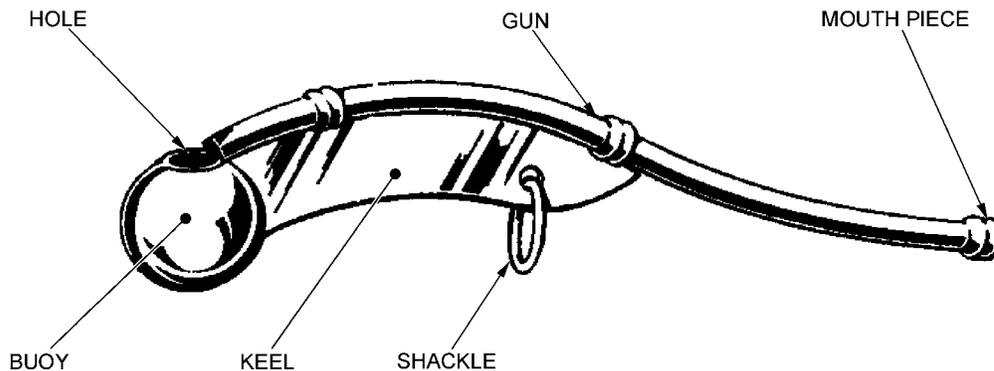
Method: Interactive Lecture



A blank diagram of the boatswain's call, located at [Annex D](#), should be placed in the front of the classroom and the parts should be labelled as they are described. This image should be enlarged or drawn on a whiteboard/flipchart if possible.



Pass a boatswain's call around the classroom.



Royal Navy, Admiralty Manual of Seamanship 1964, Her Majesty's Stationery Office (p. 338)

Figure 12-3-1 The Boatswain's Call

Gun. The long portion that runs along the top of the boatswain's call through which air is blown. The mouth of the gun is the ridged portion that is placed in the mouth.

Shackle. The ring attached to the bottom of the call to which the chain can be attached.

Keel. The bottom portion of the boatswain's call that is held in the hand and runs along the gun.

Buoy. The round portion of the boatswain's call into which air is blown from the gun.

Hole. The end of the gun at the top of the buoy. It is the hole through which air comes to produce the different notes.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What part of the boatswain's call is air blown through?
- Q2. What is the chain attached to?
- Q3. Where is the hole?

ANTICIPATED ANSWERS

- A1. The gun.
 A2. The shackle.
 A3. At the end of the gun, at the top of the buoy.

Teaching Point 2**Demonstrate and Have the Cadets Practice Holding the Boatswain's Call**

Time: 10 min

Method: Demonstration and Performance

HOLDING THE BOATSWAIN'S CALL

LOW NOTE



HIGH NOTE

The Boatswain's Call, by Ready Aye Ready. Retrieved 19 February 2007, from <http://www.readyayeready.com/navy-life/boatswains-call.htm>

Figure 12-3-2 Holding the Boatswain's Call

The boatswain's call is held as follows:

- In the right hand, hold the call between the index finger and the thumb with the thumb on or near the shackle.
- The side of the buoy should rest against the palm of the hand and the fingers should close over the gun.
- The hole in the buoy should be positioned to control the flow of air from the buoy.
- The hole in the buoy should be unobstructed by the fingers to avoid choking the sound.



Demonstrate and have each cadet hold the boatswain's call.

CONFIRMATION OF TEACHING POINT 2**QUESTIONS**

- Q1. Which hand is the boatswain's call held in?

Q2. Where should the thumb rest on the boatswain's call?

Q3. Where should the buoy be?

ANTICIPATED ANSWERS

A1. The right hand.

A2. The thumb should rest on or near the shackle.

A3. The side of the buoy should rest against the palm of the hand and the fingers should close over the gun. The hole should be unobstructed by the fingers.

Teaching Point 3

Demonstrate and Have the Cadets Practice Executing Notes on the Boatswain's Call

Time: 30 min

Method: Demonstration and Performance



Placing the teeth on the ridges at the mouth of the boatswain's call will assist in controlling the pipes as the tongue can be used to stop the air flow, keeping the notes sharp.

LOW NOTE

The low note is produced by blowing steadily into the mouth of the gun with the hole in the buoy unobstructed by the fingers.



LOW NOTE

The Boatswain's Call, by Ready Aye Ready. Retrieved 19 February 2007, from <http://www.readyayeready.com/navy-life/boatswains-call.htm>

Figure 12-3-3 The Low Note



Demonstrate and have each cadet practice executing the low note.

HIGH NOTE

The high note is produced by closing the fingers around the buoy, taking care not to touch the edge of the hole or the end of the gun. This will control the flow of air from the hole in the buoy.



HIGH NOTE

The Boatswain's Call, by Ready Aye Ready. Retrieved 19 February 2007, from <http://www.readyayeready.com/navy-life/boatswains-call.htm>

Figure 12-3-4 The High Note



Demonstrate and have each cadet practice executing the high note.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. How is the low note produced?
 Q2. How is the high note produced?

ANTICIPATED ANSWERS

- A1. The low note is produced by blowing steadily into the mouth of the gun with the hole in the buoy unobstructed by the fingers.
 A2. The high note is produced by closing the fingers around the buoy, taking care not to touch the edge of the hole or the end of the gun. This will control the flow of air from the hole in the buoy.

END OF LESSON CONFIRMATION

The cadets' participation in TP3 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Sounding pipes on the boatswain's call is a tradition that has been maintained for hundreds of years. Using pipes to deliver orders is a large part of what makes naval institutions unique. Using pipes to get the attention of the ship's company or to get everyone to come to attention is a common and practical use of the boatswain's call. Generating low and high notes on the boatswain's call will affect your ability to produce various pipes.

INSTRUCTOR NOTES/REMARKS

Ensure the boatswain's calls are cleaned with a cleaning solution in between uses.

REFERENCES

- C1-003 (ISBN II 770973 5) Royal Navy. (1972). *Admiralty Manual of Seamanship 1964* (Vol. 1). London, England: Her Majesty's Stationery Office.
- C1-043 Ready Aye Ready. (ND). *The Boatswain's Call*. Retrieved 19 February 2007, from <http://www.readyayeready.com/navy-life/boatswains-call.htm>.



ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE



SECTION 4

EO M223.04 – PIPE THE GENERAL CALL

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson. Ensure boatswain's calls and cleaning solution are available prior to the start of this lesson.

Photocopy the handout located at [Annex E](#) for each cadet.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 to introduce the General Call and provide an overview of its purpose.

Demonstration and performance was chosen for TP2 as it allows the instructor to explain and demonstrate piping the General Call while providing an opportunity for the cadets to practice the call under supervision.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to pipe the General Call.

IMPORTANCE

The boatswain's call is used as a naval form of communication. It is important for cadets to know how to respond to the various pipes and to execute notes using the boatswain's call in order to perform the various pipes. These pipes will be used by the duty quartermaster, which will be a duty for Phase Three cadets.

Teaching Point 1**Identify the Purpose of the General Call**

Time: 5 min

Method: Interactive Lecture

The General Call is used to precede any broadcast order; to draw attention to the order. It is used when passing out-of-routine orders or information of general interest. On a ship, it may also be used to precede the calling away of any boat's crew (except that of a barge).

CONFIRMATION OF TEACHING POINT 1**QUESTIONS**

- Q1. What is the purpose of the General Call?
- Q2. What is another use for the General Call onboard a ship?
- Q3. What types of orders are passed using the General Call?

ANTICIPATED ANSWERS

- A1. The General Call is used to precede any broadcast order; to draw attention to the order.
- A2. To precede the calling away of any boat's crew.
- A3. It is used when passing out-of-routine orders or information of general interest.

Teaching Point 2**Demonstrate, Explain, and Have the Cadets Practice Piping the General Call**

Time: 20 min

Method: Demonstration and Performance

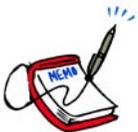


Audio samples of the General Call can be found at http://www.navy.forces.gc.ca/cms_youth/youth_articles_e.asp?id=500

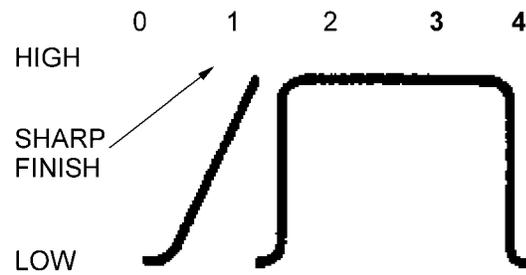
The General Call is produced by blowing the pipe for one second with a short blast of a low to high note, followed by a short pause. A low note is then piped for a half-second with a sharp ascent to a high note, lasting for 2 seconds, followed by a sharp descent to a low note for a half-second. The pipe lasts a total of four seconds.



Placing the teeth on the ridges at the mouth of the boatswain's call will assist in controlling the pipes as the tongue can be used to stop the air flow, keeping the notes sharp.



Distribute handout located at [Annex E](#).



Royal Navy, Admiralty Manual of Seamanship 1964, Her Majesty's Stationery Office (p. 340)

Figure 12-4-1 The General Call



Demonstrate and have each cadet practice piping the General Call.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. How is the General Call sounded?
 Q2. How long is the General Call?

ANTICIPATED ANSWERS

- A1. By blowing the pipe for one second with a short blast of a low to high note, followed by a short pause. A low note is then piped for a half-second with a sharp ascent to a high note, lasting for 2 seconds, followed by a sharp descent to a low note for a half-second.
 A2. Four seconds.

END OF LESSON CONFIRMATION

The cadets' participation in TP2 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Sounding pipes on the boatswain's call is a tradition that has been maintained for hundreds of years. Using pipes to deliver orders is a large part of what makes naval institutions unique. Using pipes to get the attention of the ship's company or to get everyone to come to attention is a common and practical use of the boatswain's call.

INSTRUCTOR NOTES/REMARKS

Ensure the boatswain's calls are cleaned with a cleaning solution between uses.

REFERENCES

- A1-022 Canadian Navy. (2006). *Youth Section – Pipe Sounds*. Retrieved 29 February 2007, from http://www.navy.forces.gc.ca/cms_youth/youth_articles_e.asp?id=500.
- C1-003 (ISBN II 770973 5) Royal Navy. (1972). *Admiralty Manual of Seamanship 1964* (Vol. 1). London, England: Her Majesty's Stationery Office.
- C1-043 Ready Aye Ready. (ND). *The Boatswain's Call*. Retrieved 19 February 2007, from <http://www.readyayeready.com/navy-life/boatswains-call.htm>.



ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE



SECTION 5

EO M223.05 – PIPE THE STILL

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson. Ensure boatswain's calls and cleaning solution are available prior to the start of this lesson.

Photocopy the handout located at [Annex F](#) for each cadet.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 to introduce the Still and provide an overview of its purpose.

Demonstration and performance was chosen for TP2 as it allows the instructor to explain and demonstrate piping the Still while providing an opportunity for the cadets to practice the call under supervision.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to pipe the Still.

IMPORTANCE

The boatswain's call is used as a naval form of communication. It is important for cadets to know how to respond to the various pipes and to execute notes using the boatswain's call in order to perform the various pipes. These pipes will be used by the duty quartermaster, which will be a duty for Phase Three cadets.

Teaching Point 1**Identify the Purpose of the Still**

Time: 5 min

Method: Interactive Lecture

The Still is used to call all hands to attention as a mark of respect, or to order silence on any occasion. It is also used to announce the arrival onboard of a senior officer. The Still does not require any further orders or verbal announcements as the pipe itself is an order.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What is the Still used for?
- Q2. For whom may the Still be used to announce the arrival?
- Q3. Does the Still require any further verbal announcements? Why?

ANTICIPATED ANSWERS

- A1. To call all hands to attention as a mark of respect, or to order silence on any occasion.
- A2. A senior officer onboard a ship.
- A3. No, because the pipe itself is an order.

Teaching Point 2**Demonstrate, Explain, and Have the Cadets Practice Piping the Still**

Time: 20 min

Method: Demonstration and Performance



Audio samples of the Still can be found at http://www.navy.forces.gc.ca/cms_youth/youth_articles_e.asp?id=500

The Still is produced by holding the high note for eight seconds with a sharp finish.



Placing the teeth on the ridges at the mouth of the boatswain's call will assist in controlling the pipes as the tongue can be used to stop the air flow, keeping the notes sharp.



Distribute handout located at [Annex F](#).

0 1 2 3 4 5 6 7 8
 HIGH 

LOW

Royal Navy, Admiralty Manual of Seamanship 1964, Her Majesty's Stationery Office (p. 340)

Figure 12-5-1 The Still



Demonstrate and have each cadet practice piping the Still.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What note is used to produce the still?
 Q2. How long is the Still?

ANTICIPATED ANSWERS

- A1. The high note.
 A2. Eight seconds.

END OF LESSON CONFIRMATION

The cadets' participation in TP2 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Sounding pipes on the boatswain's call is a tradition that has been maintained for hundreds of years. Using pipes to deliver orders is a large part of what makes naval institutions unique. Using pipes to get the attention of the ship's company or to get everyone to come to attention is a common and practical use of the boatswain's call.

INSTRUCTOR NOTES/REMARKS

Instructors can find audio samples of the Still at reference A1-022 that may be played for the cadets during this lesson.

Ensure the boatswain's calls are cleaned with a cleaning solution between uses.

REFERENCES

- A1-022 Canadian Navy. (2006). *Youth Section – Pipe Sounds*. Retrieved 29 February 2007, from http://www.navy.forces.gc.ca/cms_youth/youth_articles_e.asp?id=500.
- C1-003 (ISBN II 770973 5) Royal Navy. (1972). *Admiralty Manual of Seamanship 1964* (Vol. 1). London, England: Her Majesty's Stationery Office.
- C1-043 Ready Aye Ready. (ND). *The Boatswain's Call*. Retrieved 19 February 2007, from <http://www.readyayeready.com/navy-life/boatswains-call.htm>.



ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE



SECTION 6

EO M223.06 – PIPE THE CARRY ON

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson. Ensure boatswain's calls and cleaning solution are available prior to the start of this lesson.

Photocopy the handout located at [Annex G](#) for each cadet.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 to introduce the Carry On and provide an overview of its purpose.

Demonstration and performance was chosen for TP2 as it allows the instructor to explain and demonstrate piping the Carry On while providing an opportunity for the cadets to practice the call under supervision.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to pipe the Carry On.

IMPORTANCE

The boatswain's call is used as a naval form of communication. It is important for cadets to know how to respond to the various pipes and to execute notes using the boatswain's call in order to perform the various pipes. These pipes will be used by the duty quartermaster, which will be a duty for Phase Three cadets.

Teaching Point 1**Identify the Purpose of the Carry On**

Time: 5 min

Method: Interactive Lecture

The Carry On is used to negate the Still. The Carry On does not require any further orders or verbal announcements as the pipe itself is an order. After the Still is given, personnel are to maintain the position of attention until the Carry On is piped.

CONFIRMATION OF TEACHING POINT 1**QUESTIONS**

- Q1. What is the purpose of the Carry On?
- Q2. Are any verbal commands required when the Carry On is used?
- Q3. What position should personnel be in until the Carry On is piped?

ANTICIPATED ANSWERS

- A1. It is used to negate the Still.
- A2. No, because the pipe itself is an order.
- A3. Attention.

Teaching Point 2**Demonstrate, Explain, and Have the Cadets Practice Piping the Carry On**

Time: 20 min

Method: Demonstration and Performance

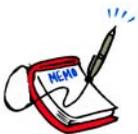


Audio samples of the Carry On can be found at http://www.navy.forces.gc.ca/cms_youth/youth_articles_e.asp?id=500

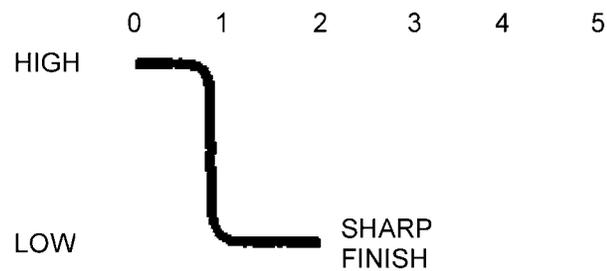
The Carry On is produced by blowing a high note for one second, followed by a sharp descent to a one second low note with a sharp finish. The Carry On lasts a total of two seconds.



Placing the teeth on the ridges at the mouth of the boatswain's call will assist in controlling the pipes as the tongue can be used to stop the air flow, keeping the notes sharp.



Distribute handout located at [Annex G](#).



Royal Navy, Admiralty Manual of Seamanship 1964, Her Majesty's Stationery Office (p. 340)

Figure 12-6-1 The Carry On



Demonstrate and have each cadet practice piping the Carry On.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. How is the Carry On sounded?
 Q2. How long is the Carry On?

ANTICIPATED ANSWERS

- A1. The Carry On is produced by blowing a high note for one second, followed by a sharp descent to a one second low note.
 A2. Two seconds.

END OF LESSON CONFIRMATION

The cadets' participation in TP2 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Sounding pipes on the boatswain's call is a tradition that has been maintained for hundreds of years. Using pipes to deliver orders is a large part of what makes naval institutions unique. Using pipes to get the attention of the ship's company or to get everyone to come to attention is a common and practical use of the boatswain's call.

INSTRUCTOR NOTES/REMARKS

Ensure the boatswain's calls are cleaned with a cleaning solution between uses.

REFERENCES

- A1-022 Canadian Navy. (2006). *Youth Section – Pipe Sounds*. Retrieved 29 February 2007, from http://www.navy.forces.gc.ca/cms_youth/youth_articles_e.asp?id=500.
- C1-003 (ISBN II 770973 5) Royal Navy. (1972). *Admiralty Manual of Seamanship 1964* (Vol. 1). London, England: Her Majesty's Stationery Office.
- C1-043 Ready Aye Ready. (ND). *The Boatswain's Call*. Retrieved 19 February 2007, from <http://www.readyayeready.com/navy-life/boatswains-call.htm>.



ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE



SECTION 7

EO M223.07 – IDENTIFY THE PROCEDURE FOR BERTHING A SHIP

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1, TP2, and TP4 to introduce the cadets to berthing lines and to give an overview of the procedure for berthing and slipping a ship.

Demonstration and performance was chosen for TP3 as it allows the instructor to explain and demonstrate line handling while providing an opportunity for the cadets to practice this skill under supervision.

A practical activity was chosen for TP5 as it is an interactive way to allow cadets to experience the procedure for berthing a ship in a safe and controlled environment. This activity contributes to the development of berthing skills and knowledge in a fun and challenging setting.

INTRODUCTION

REVIEW

Review EO M121.03 (Coil and Heave a Line), to include:

- coiling the line into the hand in bights about three to four feet in circumference;
- separating the group of coils in half, keeping the half with the heaving knot in the heaving hand, and allowing approximately five feet of line to hang in the space between the hands;
- turning the body sideways towards the target, and holding the other hand palm open facing the target;
- heaving the weighted end, including the coiled rope, towards the target and allowing as much of the rest of the line to go out as necessary; and
- retaining the end of the line in the other hand, or securing it.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify the procedure for berthing a ship.

IMPORTANCE

It is important for cadets to identify the procedure for berthing a ship because it will be used when training aboard Sea Cadet Training Vessels (SCTVs). A ship can slip easier from a berth when this procedure is followed and berthing lines are secured properly.

Teaching Point 1

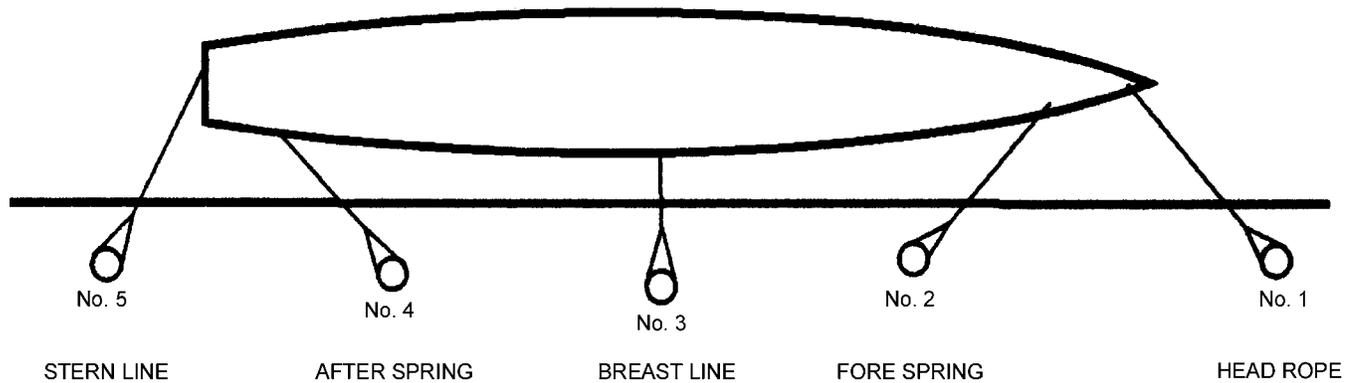
Identify Berthing Lines

Time: 10 min

Method: Interactive Lecture



A ship is said to berth when it comes alongside a pier or jetty.



B-GN-181-105/FP-E00 (p. 6-11)

Figure 12-7-1 Berthing Lines

A ship's berthing arrangement depends on the size and characteristics of the ship. Each berthing line has a special name and purpose, which are as follows:

Breast Line. Line extending from midships that controls the lateral movement/distance that the ship lies from the jetty.

Head Rope. Line extending from the bow of the ship that is used to adjust the ship's position alongside a jetty.

Spring Line. Controls the fore and aft position of the ship. Any spring line that leads aft and prevents the ship from moving forward is called a head/fore spring. Any spring line that leads forward and prevents the ship from moving aft is called a back/after spring.

Stern Line. Line extending from the stern of the ship that is used to adjust the ship's position alongside a jetty.



Berthing lines are numbered consecutively, with number one being the head rope (as illustrated in [Figure 12-7-1](#)).

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What does berthing mean?
- Q2. What is the purpose of the head rope?
- Q3. Which line controls the distance that the ship lies from the jetty?

ANTICIPATED ANSWERS

- A1. When a ship comes alongside a pier or jetty.
- A2. It is used to adjust the ship's position alongside a jetty.
- A3. The breast line.

Teaching Point 2**Demonstrate, Explain, and Have the Cadets Practice Line Handing**

Time: 10 min

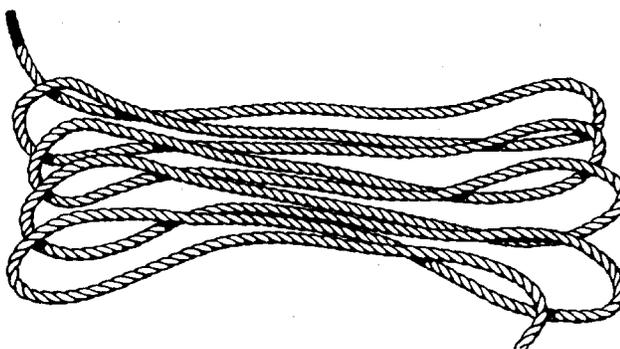
Method: Demonstration and Performance



Review and allow the cadets to practice heaving lines. Demonstrate and have the cadets practice faking down a line and securing a line to a twin bollard. A mock bollard may be constructed using the method outlined at [Annex H](#).

FAKING DOWN A LINE

To fake down a line, place it on the deck in large fakes/bights so that it is free for running (as illustrated in [Figure 12-7-2](#)).

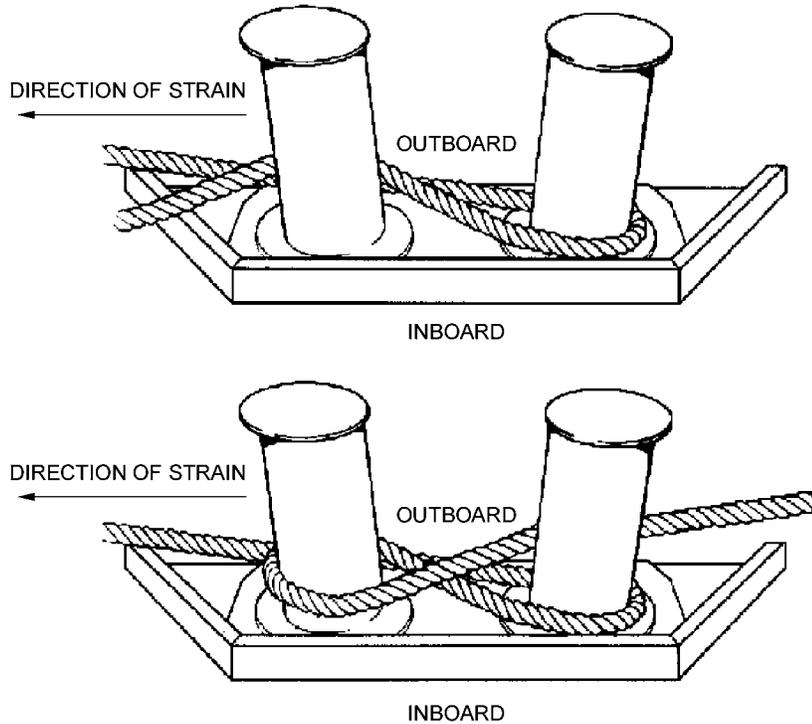


Commander of the Defence Council, BR 67 Admiralty Manual of Seamanship, HMSO Publications (p. 3-31)

Figure 12-7-2 Faking Down a Line

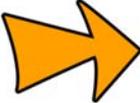
SECURING A LINE TO A TWIN BOLLARD

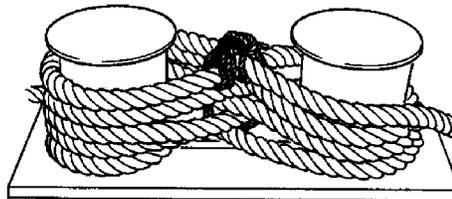
To secure a line to a twin bollard, first turn the line around the bollard farthest from the source of strain, from outboard to inboard. Belay the line by making figure-of-eight turns (as illustrated in [Figure 12-7-3](#)) to the top of the bollard.



Commander of the Defence Council, BR 67 Admiralty Manual of Seamanship, HMSO Publications (p. 3-51)

Figure 12-7-3 Securing a Line to a Twin Bollard

 If the line is to be belayed for a length of time, the two upper turns will be racked. This is done using a smaller piece of line (see [Figure 12-7-4](#)).



Commander of the Defence Council, BR 67 Admiralty Manual of Seamanship, HMSO Publications (p. 3-52)

Figure 12-7-4 Racking a Line on a Twin Bollard

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. Why would a line be faked down?
- Q2. When securing a line to a twin bollard, the line must be turned around which bollard first?
- Q3. What type of turns must be used to secure a line to a twin bollard?

ANTICIPATED ANSWERS

- A1. To ensure that it is free for running.
- A2. The bollard farthest from the source of strain.
- A3. Figure-of-eight turns.

Teaching Point 3**Describe the Procedure for Berthing a Ship**

Time: 5 min

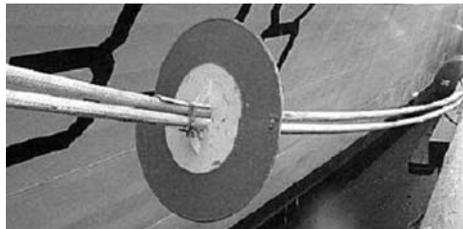
Method: Interactive Lecture

The normal procedure for approaching a jetty and the securing order of berthing lines are as follows:

1. To prepare for berthing the following must be completed:
 - a. fake out all lines;
 - b. position fenders along the jetty side of the ship;
 - c. prepare the brow and gangway (platform placed between the ship and the jetty) by bringing it to its approximate location; and
 - d. provide rat guards.



Rat guards are used to prevent rats, mice or any other rodents from climbing up the lines onto the ship. They are used on all lines that lead to the jetty and are placed approximately 1.5 metres from the jetty end of a line (see [Figure 12-7-5](#)).



B-GN-181-105/FP-E00 (p. 6-16)

Figure 12-7-5 Rat Guard

2. A ship, under normal circumstances, will approach a jetty bow first, at an angle of approximately 15 degrees.



All berthing lines are adjusted and controlled from the ship. They are heaved ashore, passed through the fairlead, and returned back to the ship (see [Figure 12-7-6](#)).

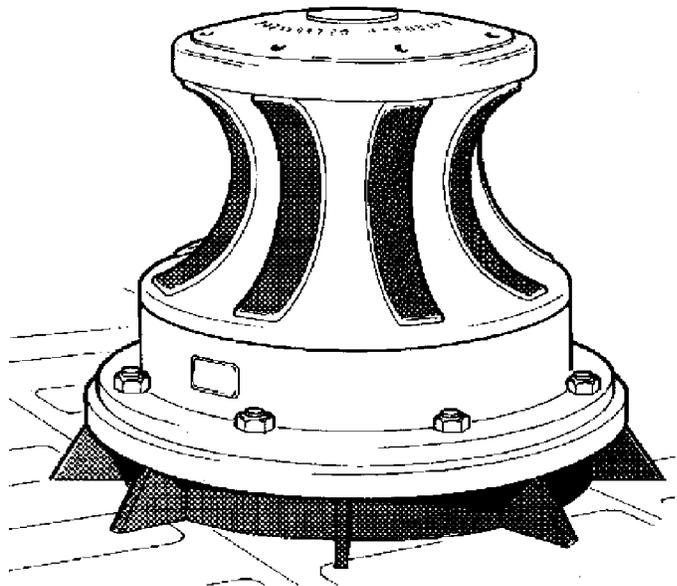


B-GN-181-105/FP-E00 (p. 6-21)

Figure 12-7-6 Fairlead

3. The fore spring is the first line heaved ashore. It is used to check the ship's forward movement and assist in moving the ship's stern towards the jetty.

4. The head rope is heaved ashore and is taken to the capstan in order to control the ship's head. A capstan is a revolving drum, mounted on a vertical shaft, used for working lines. Capstans are found fore and aft on a ship.



Commander of the Defence Council, BR 67 Admiralty Manual of Seamanship, HMSO Publications (p. 2-21)

Figure 12-7-7 Capstan

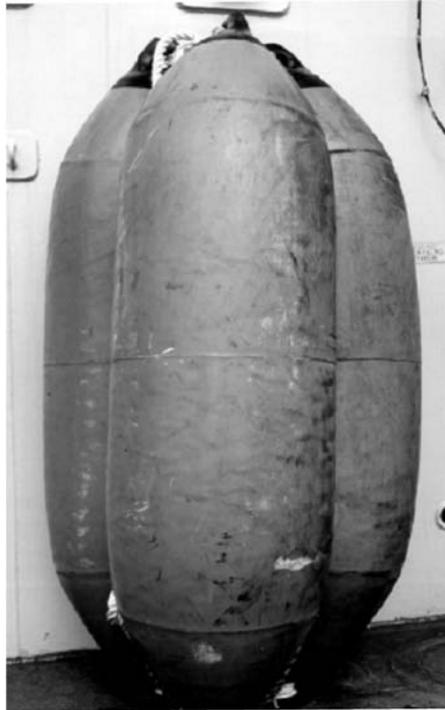
5. From aft, the stern rope is heaved ashore, which is taken to the capstan and hauled in to bring the stern into the jetty.

6. The after spring is then heaved ashore from the aft, and is used to prevent any backwards movement while manoeuvring alongside.

7. The breast line is taken ashore in no particular order and is down-slacked by hand as the head and stern lines are worked to bring the ship alongside.



Fenders are also used as part of the equipment for berthing a ship. Fenders are like bumpers that, when positioned properly, protect the ship from scraping and hitting the pier/jetty. There are many different types/sizes of fenders. The most common type of fender used in the Cadet Program is a grey rubber inflated tube with loops that allow line to be tied to each end (see [Figure 12-7-8](#)).



B-GN-181-105/FP-E00 (p. 6-19)

Figure 12-7-8 Fenders

8. Secure all berthing lines to the corresponding twin bollards on the ship.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. A ship will normally approach a jetty at what angle?
- Q2. Which line is heaved ashore first?
- Q3. What is a capstan?

ANTICIPATED ANSWERS

- A1. Approximately 15 degrees.
- A2. The fore spring.
- A3. A revolving drum, mounted on a vertical shaft, used for working lines.

Teaching Point 4**Describe the Procedure for Slipping a Ship**

Time: 5 min

Method: Interactive Lecture

A ship will slip from a jetty in reverse order from the arrival. The breast line, after spring and stern rope are simultaneously taken in first. The fore spring is held while the head rope is heaved in on the capstan, and engines are used to move the ship's head in towards the jetty. The head rope and fore spring are then taken in, and the ship makes a sternboard (reverse) departure.



Slipping procedures may differ depending on the area/circumstances.

CONFIRMATION OF TEACHING POINT 4**QUESTIONS**

- Q1. In what order does a ship slip from a jetty?
- Q2. Which lines are simultaneously taken in first?
- Q3. What type of departure does the ship make from a jetty?

ANTICIPATED ANSWERS

- A1. In reverse order from the arrival.
- A2. The breast line(s), after spring and stern rope.
- A3. A sternboard (reverse) departure.

Teaching Point 5**Supervise While the Cadets Participate in a Simulated Berthing and Slipping Activity**

Time: 20 min

Method: Practical Activity

ACTIVITY**OBJECTIVE**

The objective of this activity is to allow the cadets to practice the procedure for berthing and slipping a ship.

RESOURCES

- Five berthing lines measuring approximately 20 feet each, and
- Five twin bollards (mock bollards may be used [See [Annex H](#)]).

ACTIVITY LAYOUT

Designate an area that is to simulate a jetty with five twin bollards (see [Annex H](#)), and a ship.

ACTIVITY INSTRUCTIONS

1. Assign a cadet to each of the following positions:
 - a. head rope,
 - b. fore spring,
 - c. breast,
 - d. after spring,
 - e. stern rope,
 - f. fenders, and
 - g. receivers on the jetty.
2. Simulate berthing and slipping a ship using the procedures outlined in TP3 and TP4.



The simulation may be repeated with cadets assuming different positions.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 5

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

END OF LESSON CONFIRMATION

The cadets' participation in the activity in TP5 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Berthing and slipping procedures used on a ship require teamwork among the crew. These procedures will be used when training aboard Sea Cadet Training Vessels (SCTVs).

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A1-004 B-GN-181-105/FP-E00 Chief of the Maritime Staff. (1997). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*. Ottawa, ON: Department of National Defence.
- C1-047 (ISBN 0 11 772695 8/B-ON-050-002/PT-004) Command of the Defence Council. (1995). *BR 76 Admiralty Manual of Seamanship*. London, England: HMSO Publications Centre.



ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE



SECTION 8

EO C223.01 – DEFINE NAVAL TERMINOLOGY

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson. Photocopy [Annex I](#), and cut them out as outlined on the pages.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 to TP3 to introduce and provide an overview of naval positions/appointments, terminology and orders.

An in-class activity was chosen for TP4, as it is an interactive was to provoke thought and stimulate interest among the cadets, while confirming the cadets' comprehension of naval terminology.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to define naval terminology.

IMPORTANCE

It is important for cadets to define naval terminology as these terms are frequently used in a naval environment.

Teaching Point 1**Define Naval Positions/Appointments**

Time: 5 min

Method: Interactive Lecture

Boatswain. Comes from the old English “batswegan”, meaning the boat’s swain, or husband. Boatswains are the seamanship specialists.

Buffer. The chief boatswain’s mate.

Helmsman. The person steering the ship.

Jimmy. The Executive Officer (XO).

Killick. Leading seaman; derived from the Gaelic word meaning anchor.

Sin Boatswain. Chaplain or padre.

Tiffy. The medical person onboard a ship.

Yeoman. The senior signalman onboard a ship.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What are boatswains specialists in?
- Q2. What is the term for the person who is steering the ship?
- Q3. What is the medical person onboard a ship called?

ANTICIPATED ANSWERS

- A1. Seamanship.
- A2. The helmsman.
- A3. The tiffy.

Teaching Point 2**Define Naval Terminology**

Time: 5 min

Method: Interactive Lecture

Binnacle. The stand or housing for the ship’s compass.

Bravo Zulu. Signifies ‘good job’ or ‘well done’.

Dhobey. Laundry.

Foul. To entangle or obstruct.

Irish Pennants. Rope yarns or stray rope ends. This term is currently used to refer to stray threads on a person’s uniform.

Make and Mend. Traditionally this was time set aside to repair and replace kit, but is currently used as recreational time.

Pusser. Anything that is service issued.

Silent Hours. Hours between pipe down and calling the hands. Only emergency pipes are made during this time.

Tiddley. Neat/smart/clean.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What is the naval term for 'good job' or 'well done'?
- Q2. What does the term dhobey mean?
- Q3. What is the term for anything that is service issued?

ANTICIPATED ANSWERS

- A1. Bravo zulu.
- A2. Laundry.
- A3. Pusser.

Teaching Point 3

Define Naval Orders

Time: 5 min

Method: Interactive Lecture

Ahoy. A way of attracting attention.

Avast. Stop what you are doing.

Batten Down. To secure closed/shut.

Cast Off. To let go.

Check Away. To ease out a line or wire.

Haul Taut. To pull tight.

Walk Back. To pay out by walking, keeping the line in hand.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. What would you say to attract attention?
- Q2. What does it mean to cast off?
- Q3. What is the action for hauling taut?

ANTICIPATED ANSWERS

- A1. Ahoy.
- A2. To let go.

A3. Pulling tight.

Teaching Point 4

Conduct an Activity Allowing the Cadets to Define Naval Positions/Appointments, Terminology, and Orders

Time: 10 min

Method: In-class Activity



Choose one of the following activities.

ACTIVITY 1

OBJECTIVE

The objective of this activity is to define naval terminology.

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Divide cadets into groups of two or three.
2. Have each group create a song/rhyme that includes a minimum of five terms and their definitions, introduced in this lesson.
3. Have each group present their song/rhyme to the class.

SAFETY

N/A.

ACTIVITY 2

OBJECTIVE

The objective of this activity is to define naval terminology.

RESOURCES

Photocopies of [Annex I](#).

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Divide cadets into groups of two or three.
2. Give each group a set of cards ([Annex I](#)).
3. Have cadets match the terms to the definitions on the cards.
4. The goal of this activity is to define all of the terms correctly.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 4

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

END OF LESSON CONFIRMATION

The cadets' participation in the activity in TP4 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Naval terminology is a fun and exciting aspect of Sea Cadet training. This set of terms is unique to the Navy and a part of naval history/tradition. It is important to know these terms because this language is used throughout Sea Cadet training.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C1-043 Ready Aye Ready. *JackSpeak*. Retrieved 16 February 2007, from <http://www.readyayeready.com/jackspeak/index.htm>.
- C1-053 (ISBN 0-88879-027-9) Russell, E.C. (1980). *Customs and Traditions of the Canadian Armed Forces*. Ottawa, ON: Deneau and Greenberg.

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ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE



SECTION 9

EO C223.02 – PIPE THE SIDE

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson. Ensure boatswain's calls and cleaning solution are available prior to the start of this lesson.

Photocopy the handout located at [Annex J](#) of this Instructional Guide for each cadet.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 to introduce the Side and provide an overview of its purpose.

Demonstration and performance was chosen for TP2 as it allows the instructor to explain and demonstrate piping the Side while providing an opportunity for the cadets to practice the call under supervision.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to pipe the Side.

IMPORTANCE

The boatswain's call is used as a naval form of communication. It is important for cadets to know how to respond to the various pipes and to execute notes using the boatswain's call in order to perform the various pipes. These pipes will be used by the duty quartermaster, which will be a duty for Phase Three cadets. The Side will only be used on occasions onboard ship, as the Side is never used at ashore establishments.

Teaching Point 1**Identify the Purpose of the Side**

Time: 5 min

Method: Interactive Lecture

The Side is piped for a Commanding Officer (CO) of Her Majesty's Canadian Ship (HMCS), for Royalty, and for any foreign naval officers.

The Side is piped when the officer (from those listed above) crosses the brow of the ship on arrival and departure.

It is important to note that the Side is not piped at any shore establishment.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. For whom is the Side piped?
- Q2. What is the purpose of the Side?
- Q3. When is the Side not used?

ANTICIPATED ANSWERS

- A1. The Side is piped for COs of HMC ships, for Royalty, and for any foreign naval officers.
- A2. The side is piped when particular personnel arrive and depart a ship, as they cross the brow.
- A3. The Side is not piped at any shore establishment.

Teaching Point 2**Demonstrate, Explain, and Have the Cadets Practice Piping the Side**

Time: 20 min

Method: Demonstration and Performance



Audio samples of the Side can be found at http://www.navy.forces.gc.ca/cms_youth/youth_articles_e.asp?id=500

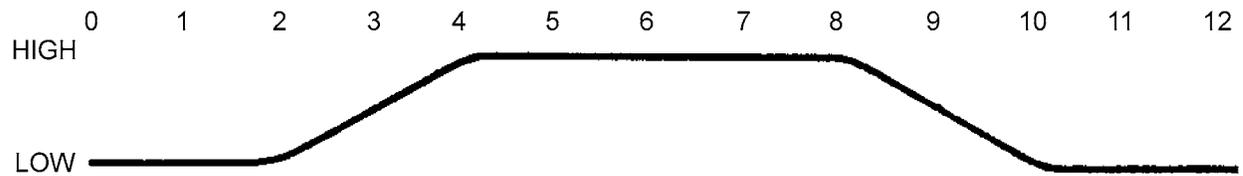
The Side is sounded by blowing a low note for four seconds, gradually ascending to a high note for four seconds, gradually descending to a low note for four seconds with a sharp finish. The Side lasts for a total of 12 seconds.



Placing the teeth on the ridges at the mouth of the boatswain's call will assist in controlling the pipes as the tongue can be used to stop the air flow, keeping the notes sharp.



Distribute handout located at [Annex J](#).



Royal Navy, Admiralty Manual of Seamanship 1964, Her Majesty's Stationery Office (p. 340)

Figure 12-9-1 The Side



Demonstrate and have each cadet practice piping the Side.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. How is the Side sounded?
 Q2. How long does the Side last?

ANTICIPATED ANSWERS

- A1. The Side is produced by blowing a low note for four seconds, gradually ascending to a high note for four seconds, gradually descending to a low note for four seconds with a sharp finish.
 A2. Twelve seconds.

END OF LESSON CONFIRMATION

The cadets' participation in TP2 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Sounding pipes on the boatswain's call is a tradition that has been maintained for hundreds of years. Using pipes to deliver orders is a large part of what makes naval institutions unique. Using pipes to get the attention of the ship's company or to get everyone to come to attention is a common and practical use of the boatswain's call.

INSTRUCTOR NOTES/REMARKS

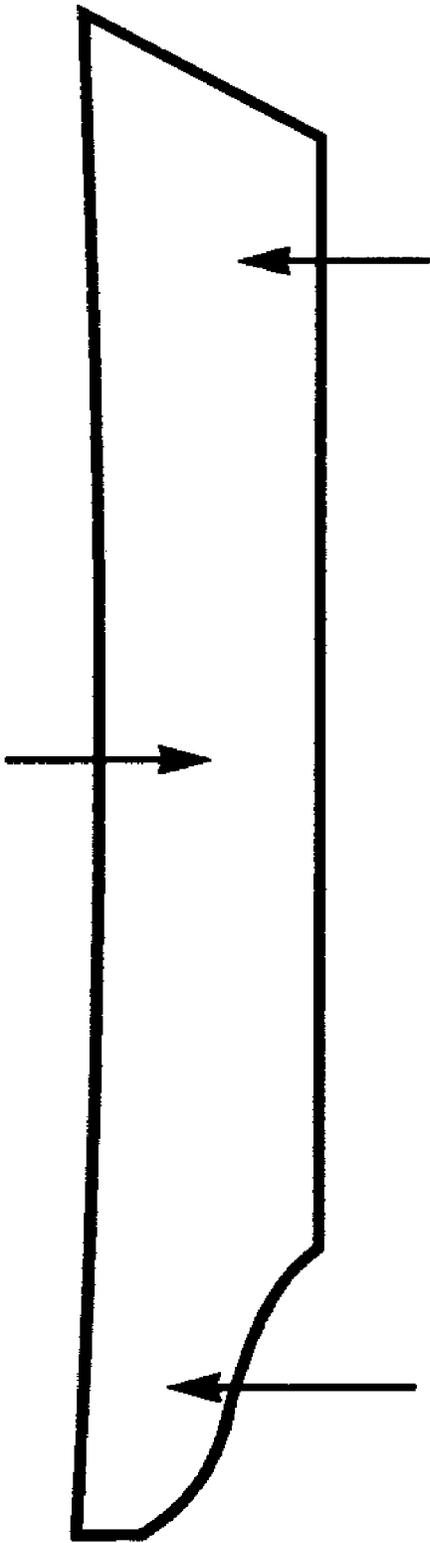
Instructors can find audio samples of the Side at reference A1-022 that may be played for the cadets during this lesson.

Ensure the boatswain's calls are cleaned with a cleaning solution in between uses.

REFERENCES

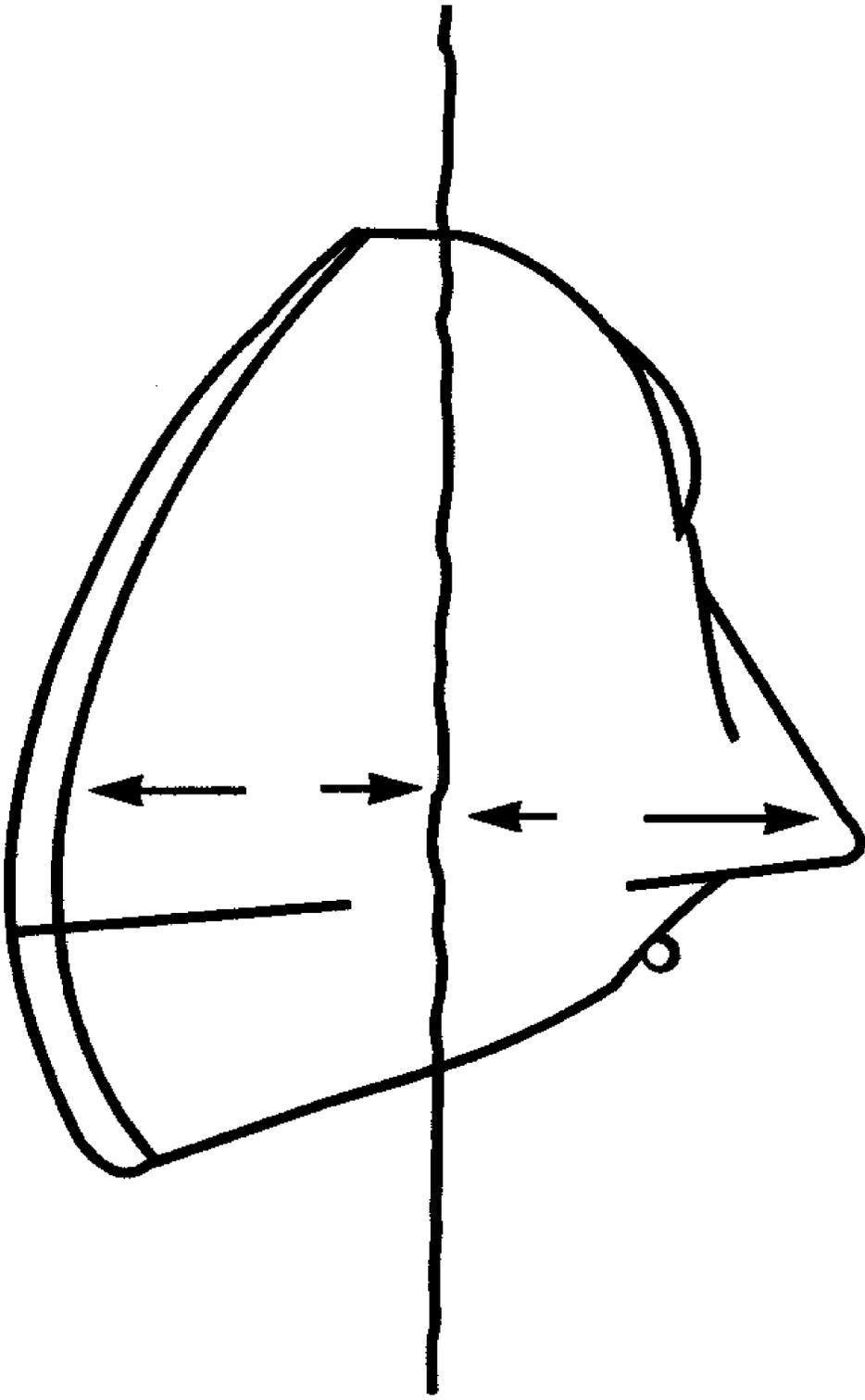
- A1-022 Canadian Navy. (2006). *Youth Section – Pipe Sounds*. Retrieved 29 February 2007, from http://www.navy.forces.gc.ca/cms_youth/youth_articles_e.asp?id=500.
- C1-043 Ready Aye Ready. (ND). *The Boatswain's Call*. Retrieved 19 February 2007, from <http://www.readyayeready.com/navy-life/boatswains-call.htm>.
- C1-049 (ISBN 0 II 771958 7) Royal Navy. (1967). *Admiralty Manual of Seamanship 1964* (Vol. 2). Cambridge, England: Her Majesty's Stationery Office.

PARTS OF A SHIP'S HULL



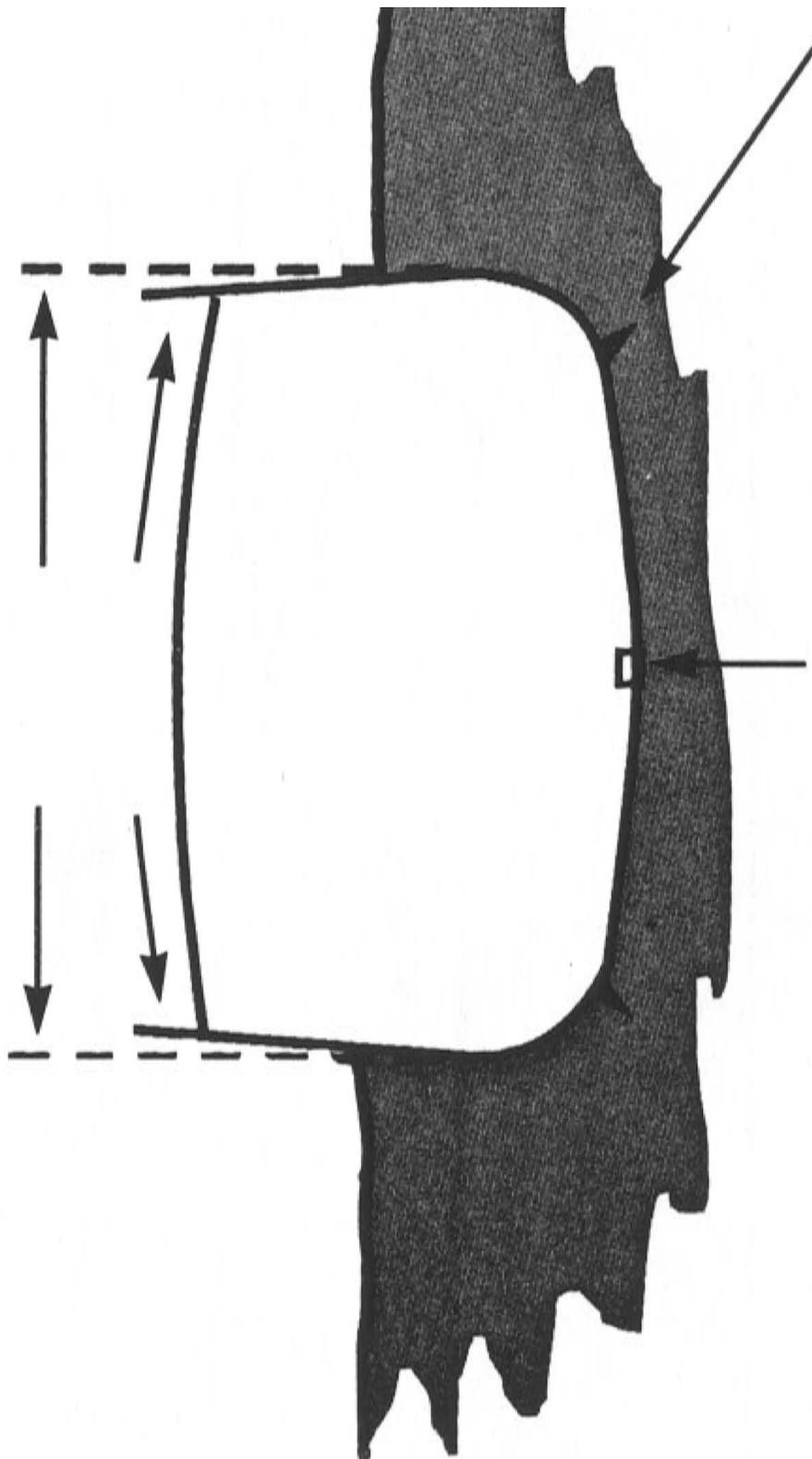
B-GN-181-105/FP-E00 (p. 3-3)

Figure 12A-1 Parts of a Ship's Hull



B-GN-181-105/FP-E00 (p. 3-5)

Figure 12A-2 Freeboard and Draught



B-GN-181-105/FP-E00 (p. 3-6)

Figure 12A-3 Beam, Camber, and Bilge

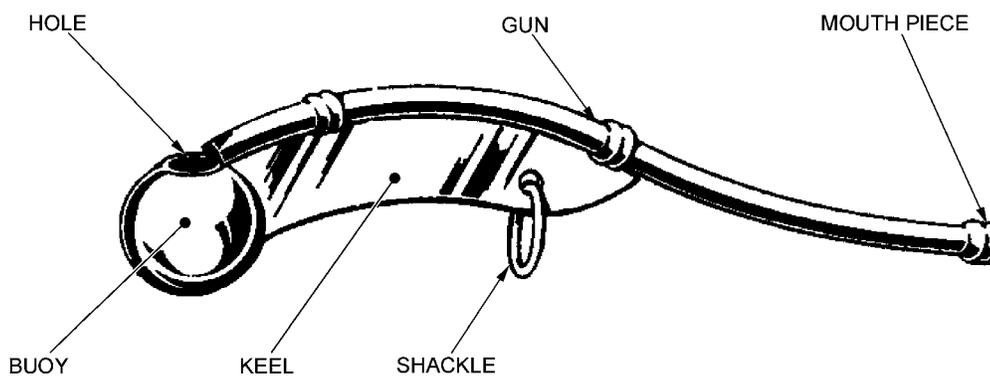
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LIST OF TERMS FOR THE ACTIVITY IN TP1

AFTER PART	BEAM
BILGE	BILGE KEEL
BOW	CAMBER
DRAUGHT	FREEBOARD
FORE PART	KEEL
MIDSHIP PART	STEM
STERN	

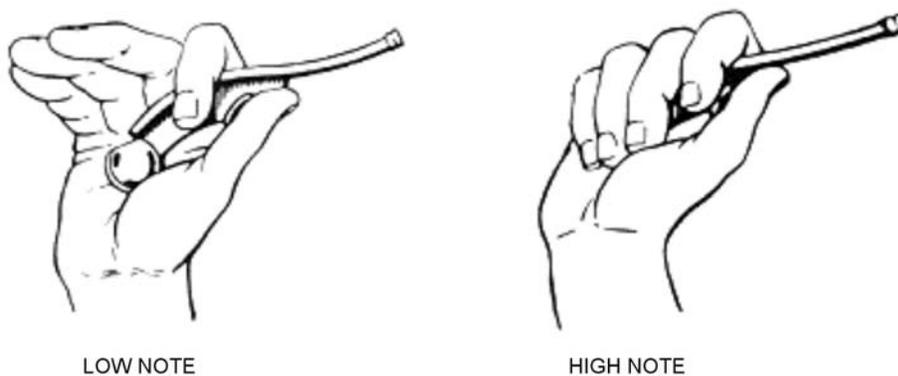
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THE BOATSWAIN'S CALL



Royal Navy, Admiralty Manual of Seamanship 1964, Her Majesty's Stationery Office (p. 338)

Figure 12C-1 Parts of the Boatswain's Call

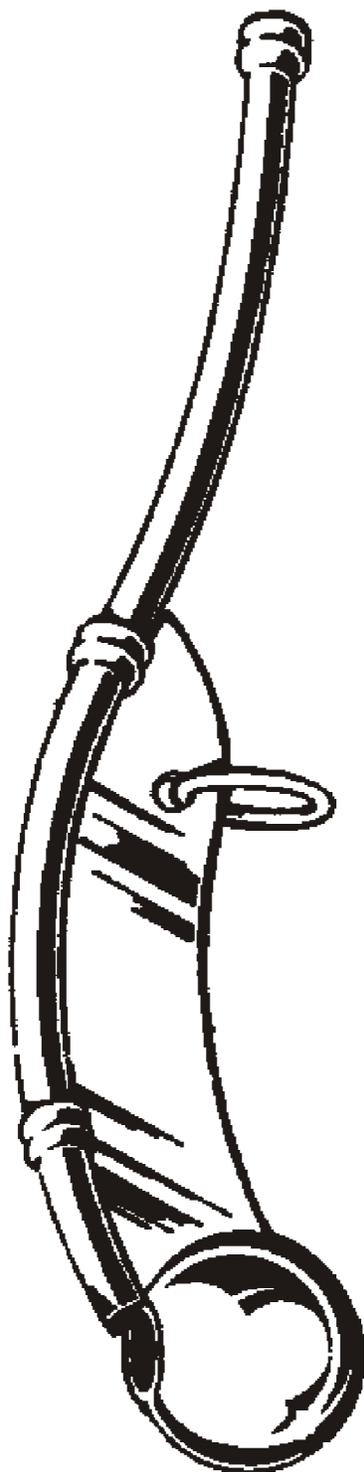


The Boatswain's Call, by Ready Aye Ready. Retrieved 19 February 2007, from <http://www.readyayeready.com/navy-life/boatswains-call.htm>

Figure 12C-2 Holding the Boatswain's Call

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BLANK DIAGRAM OF THE BOATSWAIN'S CALL

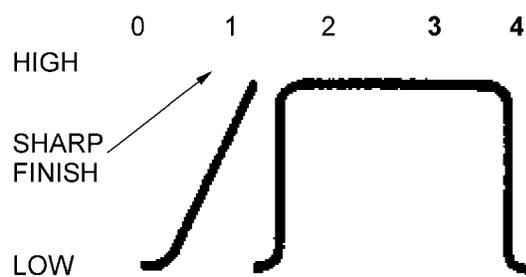


Royal Navy, Admiralty Manual of Seamanship 1964, Her Majesty's Stationery Office (p. 338)

Figure 12D-1 Blank Diagram of the Boatswain's Call

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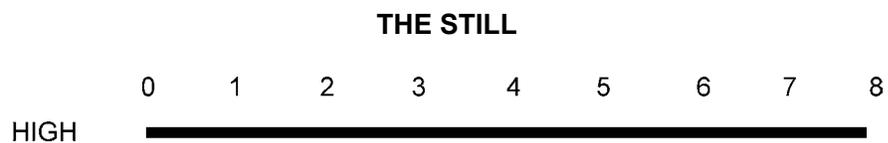
THE GENERAL CALL



Royal Navy, Admiralty Manual of Seamanship 1964, Her Majesty's Stationery Office (p. 340)

Figure 12E-1 The General Call

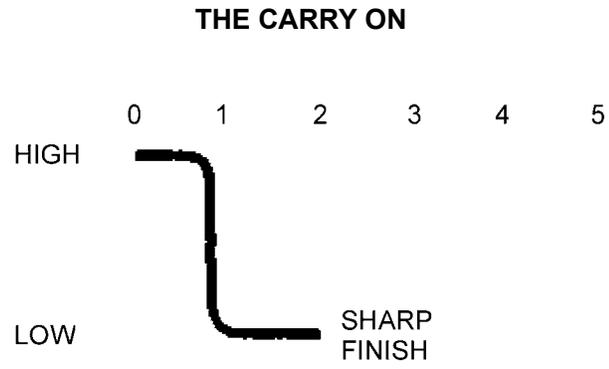
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Royal Navy, Admiralty Manual of Seamanship 1964, Her Majesty's Stationery Office (p. 340)

Figure 12F-1 The Still

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Royal Navy, Admiralty Manual of Seamanship 1964, Her Majesty's Stationery Office (p. 340)

Figure 12G-1 The Carry On

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CONSTRUCTING A TRAINING BOLLARD

Resources Required

- Two small coffee cans,
- Piece of wood (approximate dimensions 20 inches long, 8 inches wide, 2 inches high), and
- Nails or screws.

Instructions

1. Nail or screw the cans to the largest surface on the piece of wood, spacing one towards each end.
2. Place the lids back on the cans.



D Cdts 3, 2007, Ottawa, ON: Department of National Defence

Figure 12H-1 Mock Twin Bollard

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NAVAL TERMINOLOGY

<p>BOATSWAIN</p>	<p>COMES FROM THE OLD ENGLISH "BATSWEGEN" MEANING THE BOAT'S SWAIN, OR HUSBAND. BOATSWAINS ARE THE SEAMANSHIP SPECIALISTS.</p>
<p>BUFFER</p>	<p>THE CHIEF BOATSWAIN'S MATE.</p>
<p>HELMSMAN</p>	<p>THE PERSON STEERING THE SHIP.</p>

JIMMY	THE EXECUTIVE OFFICER.
KILLICK	LEADING SEAMAN; DERIVED FROM THE GAELIC WORD MEANING ANCHOR.
SIN BOATSWAIN	CHAPLAIN OR PADRE

TIFFY	THE MEDICAL PERSON ONBOARD A SHIP.
YEOMAN	THE SENIOR SIGNALMAN ONBOARD A SHIP.
BINNACLE	THE STAND OR HOUSING FOR THE SHIP'S COMPASS.

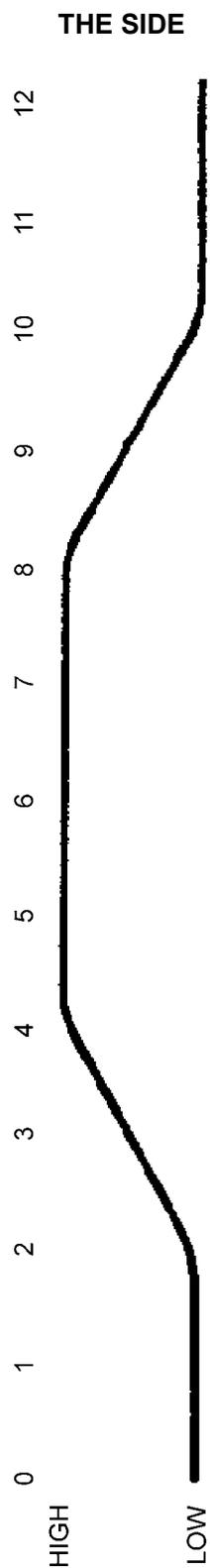
BRAVO ZULU	SIGNIFIES 'GOOD JOB' OR 'WELL DONE'.
DHOBAY	LAUNDRY.
FOUL	TO ENTANGLE OR OBSTRUCT.

<p>IRISH PENNANTS</p>	<p>ROPE YARNS OR STRAY ROPE ENDS. THIS TERM IS CURRENTLY USED TO REFER TO STRAY THREADS ON A PERSON'S UNIFORM.</p>
<p>MAKE AND MEND</p>	<p>TRADITIONALLY THIS WAS TIME SET ASIDE TO REPAIR AND REPLACE KIT, BUT IS CURRENTLY USED AS RECREATIONAL TIME.</p>
<p>PUSSER</p>	<p>ANYTHING THAT IS SERVICE ISSUED.</p>

<p>SILENT HOURS</p>	<p>HOURS BETWEEN PIPE DOWN AND CALLING THE HANDS. ONLY EMERGENCY PIPES ARE MADE DURING THIS TIME.</p>
<p>TIDDLEY</p>	<p>NEAT/SMART/CLEAN.</p>
<p>AHOY</p>	<p>A WAY OF ATTRACTING ATTENTION.</p>

AVAST	STOP WHAT YOU ARE DOING.
BATTEN DOWN	TO SECURE CLOSED/SHUT.
CAST OFF	TO LET GO.

CHECK AWAY	TO EASE OUT A LINE OR WIRE.
HAUL TAUT	TO PULL TIGHT.
WALK BACK	TO PAY OUT BY WALKING, KEEPING THE LINE IN HAND.



Royal Navy, Admiralty Manual of Seamanship 1964, Her Majesty's Stationery Office (p. 340)

Figure 12J-1 The Side

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CHAPTER 13

**PO 224 – SAIL A SAILBOAT IN ACCORDANCE WITH CANADIAN
YACHTING ASSOCIATION (CYA) WHITE SAIL LEVEL I**



ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE



SECTION 1

EO M224.01 – PREPARE FOR A SAIL WEEKEND

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Contact the local sail centre and obtain a copy of the SOPs and determine the timings required for the sail weekend training.

Photocopy the CYA White Sail I Practical Skills Checklist located at reference C1-008 and the handout located at [Annex A](#) for each cadet. If the corps prepares a letter regarding the sail weekend, photocopy for each cadet.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for this lesson to introduce the skills required to obtain CYA White Sail Level I, to discuss the expectations of a sail weekend, and to give direction on procedures that will be followed during training.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify the sailing skills required for a CYA White Sail Level I, rules and regulations, expectations, and the weekend routine in order to prepare for a sail weekend.

IMPORTANCE

It is important for cadets to know the sail weekend structure, as well as those skills associated with the CYA White Sail Level I, to assist in preparing them for the sail weekend activities and in turn to have a positive experience.

Teaching Point 1**Review the Skills Found in the *CYA White Sail I Practical Skills Checklist***

Time: 15 min

Method: Interactive Lecture



Cadets will participate in sail weekend training where they will work towards a CYA White Sail Level I Achievement Award.



The skills found on the checklist will be reviewed in greater detail during the sail weekend. Briefly review each section, answering any questions that the cadets may have.

Distribute copies of the CYA White Sail I Practical Skills Checklist to each cadet.

CYA WHITE SAIL I PRACTICAL SKILLS CHECKLIST

The CYA White Sail I Practical Skills Checklist is divided into various sections with numerous subsections. The main sections are rigging, safety, de-rigging, and afloat skills. In order to successfully complete CYA White Sail Level I, all skills found in these sections are to be completed.

The following sections and the associated skills can be found on the checklist:

Rigging

- **Knots.** Tying knots, to include:
 - a reef knot in five seconds,
 - a figure eight knot in five seconds,
 - a round turn and two half hitches in ten seconds, and
 - a bowline in ten seconds.
- **Handle Lines.** The handling of lines, to include:
 - coiling a line;
 - making a line fast to a dock cleat; and
 - making a line fast to a mast cleat.
- **Rig a Sailboat.** Rigging a sailboat, by:
 - 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

- **Personal Floatation Device (PFD).** Familiarization of the characteristics and proper use of a 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 in good repair).
- **Clothing.** Identify the types of clothing to be worn during sailing activities, to include:
 - appropriate sail clothing for a hot and sunny day, a rainy day and a cold day; and
 - the four items that should always be worn when sailing (shoes, PFD, sun block and hat).
- **Equipment.** The equipment that is required to be carried by a sailboat not over 6 m in length in accordance with Small Vessel Regulations (e.g. paddles, PFDs, sound signalling, etc.).

De-rigging

- **De-rigging a Sailboat.** De-rigging a sailboat, by:
 - removing and storing the rudder and tiller;
 - removing and storing the daggerboard;
 - properly securing the boom; and
 - securing all essential gear for the evening.
- **Folding Sails.** Folding 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.** Securing a sailboat to a:
 - dock by the bow only,
 - dock by bow and stern, and
 - mooring.

Afloat Skills

- **Self-recovery.** Self-recovery, to include:
 - avoiding turtling;
 - checking the crew;
 - maintaining a grasp of the sailboat;
 - crew swimming to the bow;
 - skipper swimming to the daggerboard/centreboard;
 - keeping the sailboat head to wind;
 - righting the boat under control;
 - quick entry over transom area;
 - bailing the sailboat; and
 - recovering the paddles and bailer.
- **Wind.** Wind, to include:
 - identifying the direction of the wind; and
 - describing four ways to identify wind direction.
- **Boat Handling Skills.** 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.** Boat balance, to include:
 - maintaining a balanced boat; and
 - getting in and out of a boat at a dock.



The skills found in the checklist are to be performed over multiple sail weekends. All the skills may not be assessed during a cadet's first visit to the sail centre.

ACHIEVING WHITE SAIL LEVEL I

To achieve White Sail Level I, cadets must demonstrate an ability to perform the skills outlined on the checklist. Cadets will be required to either “demonstrate” or “demonstrate consistently” these skills. There are three possible scenarios, determining whether a level has been achieved:

1. If the skills are all “demonstrated consistently”, the cadet will be awarded a sail level regardless of the amount of time spent practicing the skills.
2. If any skills are at a minimum of “demonstrated”, the cadet will be required to complete a pre-determined amount of training time. For White Sail Level I, 10 hrs of training time is required. Cadets can also continue to practice until the criteria of scenario one has been met.

3. Any skill that is not demonstrated will result in no level being awarded until the criteria of scenarios one or two have been met.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. The checklist is broken into various sections. What are these sections?
- Q2. If all the skills for White Sail Level I are demonstrated consistently, does the amount of training time matter?
- Q3. How many hours of training are required to achieve White Sail Level I if all the skills are only demonstrated?

ANTICIPATED ANSWERS

- A1. Rigging, safety, de-rigging, and afloat skills.
- A2. No.
- A3. 10 hrs.

Teaching Point 2

Review the Sail Centre SOPs

Time: 5 min

Method: Interactive Lecture



Highlight the 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

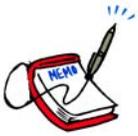
Cadets may not have visited the sail centre before. Review the following details:

- general location of the sail centre; and
- directions on how to get to the sail centre (if required).

BASIC RULES

Each sail centre will have SOPs. Some of the common sections found in SOPs will include:

- out of bounds areas,
- clothing and equipment,
- PFDs,
- accommodation rules, and
- on the water rules.



Include any other important rules that are specific to the sail centre. The sail centre staff will review the rules in more detail at the sail centre, but it is important that the cadets know what to expect prior to arrival.

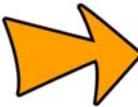
WEEKEND EXPECTATIONS

Cadets on a sail weekend are expected to participate in on the 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 be prepared to get wet, as they will be expected to capsize their sailboat in accordance with the checklist.



If the local sail centre does not provide a list of clothing for the sail weekend, [Annex A](#) may be used as an example.



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 is the general location of the sail centre?
- Q2. What are some of the out of bounds areas at the sail centre?
- Q3. What shall cadets always be prepared for during the sailing weekend?

ANTICIPATED ANSWERS

- A1. Answers will vary depending on the sail centre.
- A2. Answers will vary depending on the sail centre.
- A3. Getting wet.

Teaching Point 3

Give an Overview of the Sail Weekend Schedule

Time: 5 min

Method: Interactive Lecture



Distribute the sail weekend letter to the cadets. Review its content and answer any last minute questions.

TIMINGS

Each corps and sail centre will have different timings for pick up and drop-off. Some corps will use a bus to transport the cadets to and from the sail centre.

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

Each sail centre will have a different daily routine based on its facilities and resources. Some of the areas that should be highlighted in the schedule are as follows:

- wakey-wakey,
- 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 dropped off?
- Q2. What time is wakey-wakey?
- Q3. What time and where do you have to be picked up?

ANTICIPATED ANSWERS

- A1. Answers will vary depending on the sail centre.
- A2. Answers will vary depending on the sail centre.
- A3. Answers will vary depending on the sail centre.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. In order for the 10 hrs of training time, required to achieve a White Sail Level I, to be waived what must a cadet do?
- Q2. What time is wakey-wakey?
- Q3. What time and where do you have to be picked up?

ANTICIPATED ANSWERS

- A1. Demonstrate all the skills consistently.
- A2. Answers will vary depending on the sail centre.

A3. Answers will vary depending on the sail centre.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

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 I Practical Skills Checklist*. Being familiar with the checklists and weekend expectations will prepare you for sail weekend activities.

INSTRUCTOR NOTES/REMARKS

This lesson 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.
- C1-008 Canadian Yachting Association. (2006). *Canadian Yachting Association White Sail I Practical Skills Checklist*. Retrieved 3 April 2006, from www.sailing.ca/cbet/content/WIChecklist.doc.



ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE



SECTION 2

EO M224.02 – PREPARE FOR SAIL TRAINING

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1, TP2, TP4, TP5, and TP7 to present basic material and to orient the cadets to aspects of sail training required prior to participating in practical training.

An in-class activity was chosen for TP3 and TP6 as it is an interactive way to confirm the cadets' comprehension of wind indicators.

Demonstration was chosen for TP8 as it allows the instructor to explain and demonstrate the skill the cadet is expected to acquire.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to choose the appropriate personal clothing and safety equipment for sailing, identify wind indicators, and observe a capsize demonstration.

IMPORTANCE

It is important for cadets to wear the appropriate clothing, identify safety equipment, and to determine the wind direction in order to be prepared for sailing activities. Capsizing is a major part of sailing and can happen anytime while the cadets are sailing. The capsize demonstration illustrates the procedure the cadets must follow in the event they capsize during sail training.



The timings allocated in this EO are for instruction only.

Cadets will be provided additional training time during M224.04 (Sail a Sailboat) to complete the practical skills as required. For example, self-recovery is an evaluated skill in accordance with the *CYA White Sail I Practical Skills Checklist*, but the cadets will not be evaluated on this skill until M224.04 (Sail a Sailboat).

Teaching Point 1

Explain How to Protect Oneself from Sunburns and Hypothermia

Time: 5 min

Method: Interactive Lecture

IMPORTANCE OF PROTECTION FROM THE SUN

Sailing is an outdoor sport and therefore protection from the weather, especially the sun, is integral. 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 to protect against sun exposure:

- Reduce sun exposure between 10:00 a.m. and 4:00 p.m..
- Seek shade or create shade.
- Wear clothing to cover arms and legs.
- Wear a wide brimmed hat.
- Always wear sunscreen with a minimum of sun protection factor (SPF) # 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 so the following precautions are a must. Due to harmful UV rays, sunscreen should be worn regardless of weather conditions.

HYPOTHERMIA

Hypothermia is the condition of having an abnormally low body temperature. This is caused by exposure to cold air temperature or cold water, both of which can occur when sailing.

Signs of Hypothermia

Some of the signs that can determine if someone is suffering from hypothermia are as follows:

- shivering;
- slowing down of motor skills;
- 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.



Even on warm summer days, it is likely to be cool out on the water. You should always dress warmly, especially when the air temperature is below 21 degrees Celsius or the water is below 18 degrees Celsius. Generally, it is better to overdress as you can always remove layers if you get too warm.

Treatment of Hypothermia

If it is suspected that someone is suffering from hypothermia, the following treatments are recommended:

- get out of the water;
- get out of the wind;
- remove wet clothing; and
- begin controlled re-warming, by having the individual:
 - take a warm bath (not too hot);
 - drink a warm (not hot), non-alcoholic, drink;
 - warm-up by layering blankets; and
 - cuddle with another person, using body heat to slowly warm the core temperature.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What are some precautions that should be followed to protect oneself from sun exposure?
- Q2. What is hypothermia?
- Q3. What are some of the signs of hypothermia?

ANTICIPATED ANSWERS

- A1. 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 shade.
 - Wear clothing to cover arms and legs.
 - Wear a wide brimmed hat.
 - Always wear sunscreen with a minimum of sun protection factor (SPF) # 15 or higher with ultraviolet A (UVA) and ultraviolet B (UVB) protection.
- A2. Hypothermia is the condition of having an abnormally low body temperature.
- A3. Someone suffering from hypothermia may display the following signs:
- shivering;

- slowing down of motor skills;
- 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 Sailing Activities

Time: 5 min

Method: Interactive Lecture

SELECTING AND WEARING A PERSONAL FLOTATION DEVICE (PFD)

A flotation device is mandatory for all on-water activities. There are two types, lifejackets and PFDs.

Lifejackets are designed to keep a person's face out of the water by rolling them onto their back should they become unconscious. Lifejackets are larger, bulkier, more uncomfortable and can only be found in two sizes (90 lbs and above and 90 lbs and below).

PFDs are designed for sporting activities and therefore are smaller, more comfortable and allow for easier movement. PFDs can be found in a range of sizes (based on chest sizes for adults and body weight for children) and colours. They are recommended for all small vessel recreational activities.



All cadets will be provided with a DND-issued cadet PFD. No other PFD is to be worn.

PFDs must be worn over the outer layer of clothing.



For the policies on wearing of and caring for PFDs, refer to A-CR-CCP-030/PT-001, *Water Safety Orders*, Chapter 1, paragraphs 16–19 and paragraphs 22–24.

PFDs must meet the following requirements:

- **Suitable for the Weight and Size of the Person.** The recommended weight range for a PFD is stipulated on the inside tag.
- **Suitable for Activity.** The PFD should be comfortable for the activity taking place.
- **In Good Condition With no Tears or Rips.** PFDs are designed to work when they are in the best condition. Tears, rips, stains, etc. render the PFD useless. Ensure all zippers, straps, clips, etc. are intact and functioning properly.
- **Snug Fit.** The PFD should fit so as not to slip off in the water.

- **Fisheries and Oceans Canada – Canadian Coast Guard (CCG) or Transport Canada approved.** Approval will be identified on the inside tag of the PFD.

The Canadian Red Cross has produced a PFD checklist of questions to ask when selecting a PFD:

- Is it Canadian-approved?
- Will it support the cadet wearing it?
- Are all the snaps, belts, ties, tapes and/or zippers in good condition?
- Is it easy to put on and take off?
- Does it allow the cadet's arms to move freely when wearing it?
- Does it allow the cadet to bend at the waist?
- Can the cadet see the ground at their feet and walk over obstacles easily?
- Does it keep the cadet's head above water?
- Does it allow the cadet to swim and manoeuvre easily in the water?

FOOTWEAR

Shoes for sail training must be soft-soled to enable better traction on the surface of a sailboat and closed-toed to help prevent injuries to the cadets' feet (running shoes fit these criteria).



For the policy on footwear refer to A-CR-CCP-030/PT-001, Chapter 4, paragraph 20.

WEARING A HELMET

All cadets participating in on the water sail activities, who are qualified to the CYA White Sail II level and below, must wear a regionally approved helmet. A kayak type helmet is recommended. A helmet will also provide protection against the sun.



For the policy on wearing a helmet, refer to A-CR-CCP-030/PT-001, Chapter 4, paragraph 19.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What requirements must a PFD meet?
- Q2. What type of shoes shall be worn when sailing?
- Q3. What must you wear if you have a White Sail Level II or below qualification?

ANTICIPATED ANSWERS

A1. PFDs must meet the following requirements:

- suitable for the weight and size of the person,
- suitable for the activity,
- in good condition with no tears or rips,
- snug fit, and
- Fisheries and Oceans Canada–Canadian Coast Guard (CCG) or Transport Canada approved.

A2. Soft-soled shoes.

A3. A helmet.

Teaching Point 3

Conduct an Activity Identifying the Clothing to be Worn for Sailing Based on the Weather Forecast

Time: 10 min

Method: In-class Activity

Sailing is an activity that is dependent on the weather. Training should only be conducted when the weather is favourable. Cadets will choose their clothing based on the weather forecast, focusing on the wind strength, the air temperature, and the chance of precipitation.



Ensure the cadets are aware of what to wear to protect themselves from the elements. Show examples of various types of clothing that are worn during sail training.



The cadets should be able to identify many of the types of clothing to be worn. Brainstorm with the cadets, and write down the responses received from the class. After the brainstorming is complete, compare the list to the following lists in this TP.

RAINY DAY

Recommended clothing to be worn on a rainy day includes:

- PFD,
- rubber boots,
- raincoat,
- hat,
- sunscreen, and
- wetsuit or dry suit.

HOT AND SUNNY DAY

Recommended clothing to be worn on a hot and sunny day includes:

- PFD,
- soft-soled shoes,
- light-weight clothing,
- sunglasses,
- hat, and
- sunscreen.

COLD DAY

Recommended clothing to be worn on a cold day includes:

- PFD,
- layered clothing,
- warm boots/shoes,
- warm hat,
- sunscreen, and
- wetsuit or dry suit.



Regardless of the type of weather, a PFD, hat, and sunscreen shall always be worn. Each cadet should bring a change of clothes as well as warm clothing in case the forecast is incorrect. See [Annex B](#) for a suggested list of items cadets should bring.

ACTIVITY

Time: 5 min

OBJECTIVE

The objective of this activity is to have cadets determine the clothing to be worn during different weather conditions.

RESOURCES

- Bag (any type),
- Cue cards, and
- Various articles of clothing according to the list located at [Annex B](#).

ACTIVITY LAYOUT

- Place each weather condition on a separate cue card.
- Place the cue cards in the bag.

- Lay out the clothing in front of the class.

ACTIVITY INSTRUCTIONS

1. Have each cadet, one at a time, pick a cue card from the bag.
2. Using the weather condition found on the cue card, the cadet must put on the appropriate articles of clothing over their clothes for that condition.
3. Provide each cadet a time limit of 30 seconds.
4. Once the cadet has dressed according to the condition, review each article of clothing being worn and explain why it is important to wear. Identify any article of clothing that is incorrect.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. What three items shall always be worn regardless of the weather conditions?
- Q2. What clothing is recommended to be worn on a sunny day?
- Q3. What clothing is recommended to be worn on a cold day?

ANTICIPATED ANSWERS

- A1. PFD, hat, and sunscreen should always be worn regardless of the weather conditions.
- A2. Recommended clothing to be worn on a sunny day includes:
 - PFD,
 - soft-soled shoes,
 - light-weight clothing,
 - sunglasses,
 - hat, and
 - sunscreen.
- A3. Recommended clothing to be worn on a cold day includes:
 - PFD,
 - layered clothing,
 - warm boots/shoes,
 - warm hat,
 - sunscreen, and
 - wetsuit or dry suit.

Teaching Point 4**Identify the Safety Equipment Required In Accordance With Transport Canada Small Vessel Regulations**

Time: 5 min

Method: Interactive Lecture



Have actual examples of the safety equipment required by Transport Canada.

In accordance with Transport Canada, certain small vessels require different types and amounts of safety equipment.

The following safety equipment is required to be onboard and in working order, for boats under 6 m:

- a PFD for each person onboard,
- a buoyant heaving line,
- a manual propelling device (paddles, oars, etc.) or an anchor,
- a bailer/a manual water pump,
- a watertight flashlight/flares, and
- a sound signalling device (whistle, air horn, etc.).



Safety boats are present whenever cadets participate in any on the water activity. For this reason, cadets are considered to be participating in training and are not required to have all the required equipment onboard. Cadets will be wearing their PFDs and the safety boats will be carrying the necessary safety equipment.

CONFIRMATION OF TEACHING POINT 4**QUESTIONS**

- Q1. What government organization determines the safety equipment to be carried aboard small vessels?
- Q2. What safety equipment must be carried onboard boats under 6 m?
- Q3. Why are cadets, while participating in training, not required to carry the safety equipment onboard?

ANTICIPATED ANSWERS

- A1. Transport Canada.
- A2. The following safety equipment is required to be onboard and in working order, for boats under 6 m:
- a PFD for each person onboard,
 - a buoyant heaving line,
 - a manual propelling device (paddles, oars, etc.) or an anchor,

- a bailer/a manual water pump,
- a watertight flashlight/flares, and
- a sound signalling device (whistle, air horn, etc.).

A3. The safety boats will be carrying the necessary safety equipment.

Teaching Point 5

Identify Common Wind Direction Indicators

Time: 5 min

Method: Interactive Lecture

Determining wind direction is fundamental to all sailors because a sailboat must be able to harvest the wind to move effectively. The direction of the wind affects sail trim, direction, control, and the crew's position in the sailboat. The direction of the wind will also determine how to complete certain tasks, such as turning, docking, mooring, and capsizing.



The cadets should be able to identify many of the common wind direction indicators. Brainstorm with the cadets, and write down the responses received from the class. After the brainstorming is complete, compare the list to the following list in this TP. Be sure to explain any that are considered an ineffective method of determining wind direction.

WIND INDICATORS

Some of the following indicators may be present at sail centres:

- **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.** When boats are moored at the bow, the bow of the boat will always point in the direction from which the wind is coming. 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.
- **Weather Vanes.** Traditional way of determining wind direction. Weather vanes will point in the direction the wind is blowing.

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 an indication of air temperature than of wind 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 wind direction when a boat is not moving.
- **Tell Tales.** Only indicate the wind direction 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 5

QUESTIONS

- Q1. What are some of the common methods of determining wind direction?
- Q2. What does the direction of large waves often indicate?
- Q3. What are some of the ineffective methods of determining wind direction?

ANTICIPATED ANSWERS

- A1. Smoke, small trees, tall grass, wind socks, flags, small ripples, moored boats, low altitude clouds, and weather vanes.
- A2. The direction of the current.
- A3. Wet finger in the air, large waves, masthead fly, tell tales, and higher altitude clouds.

Teaching Point 6

Conduct an Activity Where the Cadets Will Identify Common Wind Direction Indicators Found at the Sail Centre

Time: 5 min

Method: In-class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have cadets determine the methods of determining wind direction at the sail centre.

RESOURCES

- Blank sheet of paper, and
- Pens/pencils.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups of two.
2. Have each group go outside and determine wind indicators that exist at the sail centre.

3. Have each group write them down on the sheet of paper.
4. Review the groups findings with the class.

SAFETY

Supervise the cadets as they walk around the sail centre.

CONFIRMATION OF TEACHING POINT 6

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

Teaching Point 7

Explain Capsizing

Time: 5 min

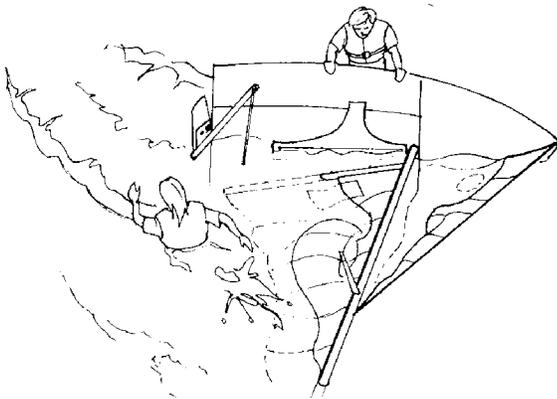
Method: Interactive Lecture

CAPSIZING

When a sailboat tips over and its sails are sitting horizontally in the water, it has capsized (as illustrated in [Figure 13-2-1](#)).

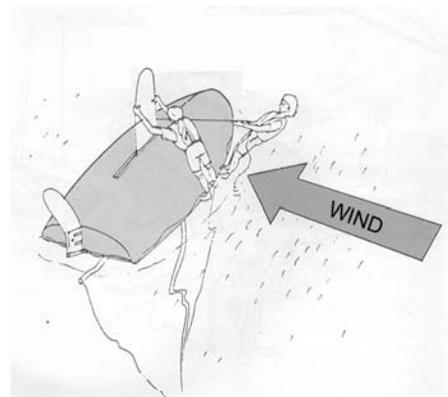
TURLTLING

A sailboat turtles for the same reasons it capsizes. A turtled sailboat is a product of a capsized sailboat that has not been righted quickly enough. When a sailboat is turtled, it is upside down with its sails perpendicular in the water (as illustrated in [Figure 13-2-2](#)).



*S. Donaldson, Basic Sailing Skills Manual,
Canadian Yachting Association (p. 85)*

Figure 13-2-1 Capsized Sailboat



*S. Donaldson, Basic Sailing Skills Manual,
Canadian Yachting Association (p. 93)*

Figure 13-2-2 Turtled Sailboat

Capsizing a sailboat is a natural occurrence and every sailor, even advanced sailors, 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. A combination of these factors will overcome the crew of the sailboat and cause the boat to capsize.



Due to the nature of the training, qualified sail coaches will always supervise cadets while on the water. These individuals are trained to respond to emergencies while sail training is occurring. Cadets need not panic as these instructors are always present in safety boats and their response time is very quick.

CONFIRMATION OF TEACHING POINT 7

QUESTIONS

- Q1. What is capsizing?
- Q2. What is turtling?
- Q3. What things affect a sailboat's motion and helm control?

ANTICIPATED ANSWERS

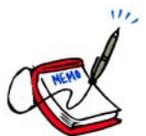
- A1. When a sailboat tips over and its sails are sitting horizontally in the water.
- A2. When a sailboat is upside down with its sails perpendicular in the water.
- A3. The strength of the wind, the size of the waves, sailor knowledge, and sailor ability.

Teaching Point 8

Explain and Demonstrate How to Right a Capsized Sailboat

Time: 15 min

Method: Demonstration



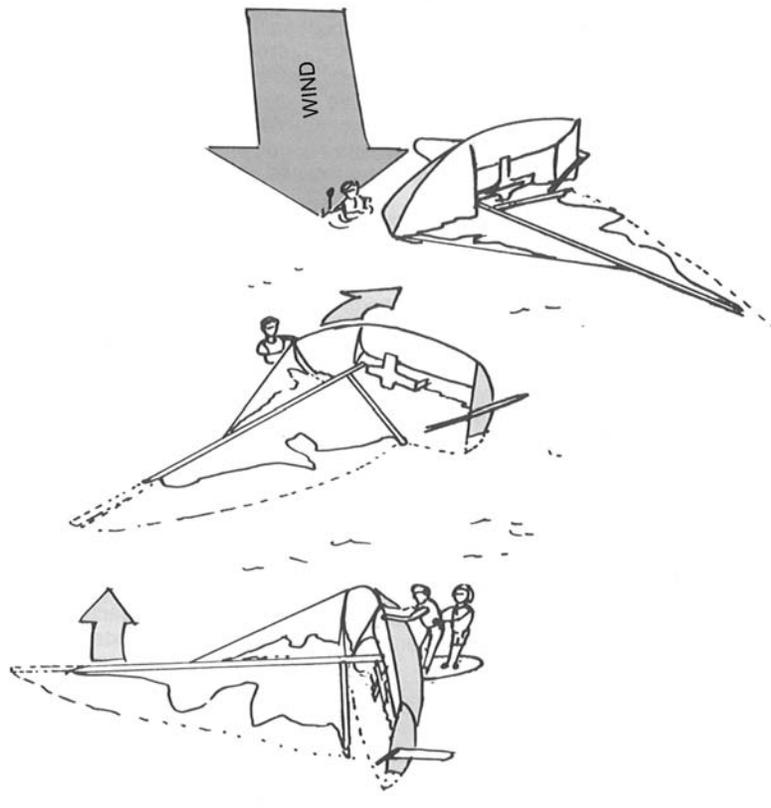
Prepare a demonstration of the capsize procedure. This demonstration should be conducted in a sailboat that is underway, whenever possible. Ideally, an area close to the shore or to a jetty should be chosen for this demonstration. During the demonstration, explain each step as it is occurring. These steps are highlighted below.

If a demonstration on the water is not possible, a mock-up, model, or detailed discussion is recommended. NOTE: The demonstration is to be as close to a real capsize as possible.

STEPS TO THE CAPSIZE PROCEDURE

1. **Check Yourself.** Check for lines, tangles, or injuries.
2. **Check Your Crew.** Communicate with the crew and ensure they are okay.
3. **Release any Cleated Sheets.** If any sheets are cleated, release 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 will move to the bow of the boat.
5. **Skipper Manoeuvres to the Centreboard.** Using the hand over hand method, the skipper will move to the centreboard.
6. **Crew Swims the 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 the Centreboard.** The skipper will physically stand on top of the centreboard.

8. **Skipper Holds the Gunwales and Leans Back Until the Boat Is in the Upright Position.** If the skipper is not heavy enough to right the boat alone, the crew will manoeuvre to the centreboard, climb on, and assist the skipper.
9. **Skipper Manoeuvres to the Stern and Climbs Into the Sailboat.** Because the stern is the lowest part of the sailboat, the skipper will move to the stern and climb in.
10. **Crew Manoeuvres to the Stern and Climbs Into the Sailboat.**
11. **Bail the Water and Continue Sailing.**



S. Donaldson, Basic Sailing Skills Manual, Canadian Yachting Association (p. 91)

Figure 13-2-3 Capsize Procedure



When a sailboat capsizes, the crew will be forced to enter the water. Although crews are wearing PFDs, they will observe a number of safety precautions, to include:

- **Remain With the Sailboat.** Never leave the sailboat for any reason (e.g. retrieve a bailer, paddle, etc.), unless instructed to do so by a sail instructor.
- **Do Not Panic.** Safety boats and qualified staff are always present and will assist the cadets when a sailboat capsizes.
- **Use the “Hand Over Hand” Technique When Manoeuvring Around the Sailboat.** Never attempt to swim around the sailboat. Maintain contact with a part of the hull at all times. This will ensure that the sailboat and crew do not drift apart.
- **PFDs Will Keep Individuals Afloat.** One of the biggest concerns cadets have when they capsize is keeping their heads above water. PFDs are designed to keep individuals afloat, so cadets should relax and take a deep breath.
- **Communication.** Maintain verbal communication among all crew members.

CONFIRMATION OF TEACHING POINT 8

QUESTIONS

- Q1. What is the first step to the capsize procedure?
- Q2. Where do you re-enter the sailboat after it has been righted?
- Q3. What technique is used when manoeuvring around a sailboat?

ANTICIPATED ANSWERS

- A1. Check yourself for lines, tangles, or injuries.
- A2. The stern.
- A3. Hand over hand.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. What are some of the recommended treatments for hypothermia?
- Q2. What are the main differences between a lifejacket and a PFD?
- Q3. When experiencing a capsize, what are some safety precautions that should be observed?

ANTICIPATED ANSWERS

- A1. If it suspected that someone is suffering from hypothermia, the following treatments are recommended:
- get out of the water;
 - get out of the wind;
 - remove wet clothing; and

- begin controlled re-warming, by having the individual:
 - take a warm bath (not too hot);
 - drink a warm (not hot), non-alcoholic, drink;
 - warmed by layering blankets; and
 - cuddled by another person, using body heat to slowly warm the core temperature.

A2. Lifejackets are designed to keep a person's face out of the water by rolling them onto their back should they become unconscious. Lifejackets are larger, bulkier, more uncomfortable and can only be found in two sizes (90 lbs and above and 90 lbs and below).

PFDs are designed for sporting activities and therefore are smaller, more comfortable and they allow for easier movement. PFDs can be found in a range of sizes (based on chest sizes for adults and body weight for children) and colours.

A3. Remain with the sailboat, do not panic, use the hand over hand method to manoeuvre around the sailboat, PFDs will keep individuals afloat, and communication.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Safety is a number one concern while participating in aspects of cadet training. Being familiar with safety procedures and equipment will allow for more enjoyable sail training.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

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- C0-027 Canadian Red Cross. (1999–2006). *PFD Checklist*. Retrieved 2 October 2006, from <http://www.redcross.ca/article.asp?id=001039&tid=024>.
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- C1-008 Canadian Yachting Association. (2006). *Canadian Yachting Association White Sail Level I Practical Skills Checklist*. Retrieved 3 April 2006, from www.sailing.ca/cbet/content/WIChecklist.doc.

- C1-009 Canadian Dermatology Association. (ND). *Facts About Sun Exposure: Prevention*. Retrieved 4 April 2006, from http://www.dermatology.ca/sun/facts_e.html.
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ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE



SECTION 3

EO M224.03 – RIG A SAILBOAT

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Photocopy [Annex C](#).

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An in-class activity was chosen for TP1 as it is an interactive way to provoke thought, to stimulate interest among cadets and to present the basic parts of the sailboat and their functions.

Demonstration and performance was chosen for TP2 as it allows the instructor to explain and demonstrate rigging a sailboat while providing an opportunity for the cadets to practice rigging a sailboat under supervision.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to rig a sailboat in preparation for sailing.

IMPORTANCE

It is important for cadets to rig a sailboat as it is a fundamental component of sailing. A properly rigged sailboat allows the cadets to concentrate on practicing sailing skills without the worries of such things as tangles, unsecured lines, and loose sails.



The timings allocated in this EO are for instruction time only.

Cadets will be provided additional training time during M224.04 (Sail a Sailboat) to complete the practical skills as required.

For example, tying a reef knot in five seconds is an evaluated skill in accordance with the *CYA White Sail I Practical Skills Checklist*, but the cadets will not be evaluated on this skill until M224.04 (Sail a Sailboat).

Teaching Point 1

Conduct an Activity Where Cadets Will Identify the Location and Functions of the Basic Parts of a Sailboat

Time: 20 min

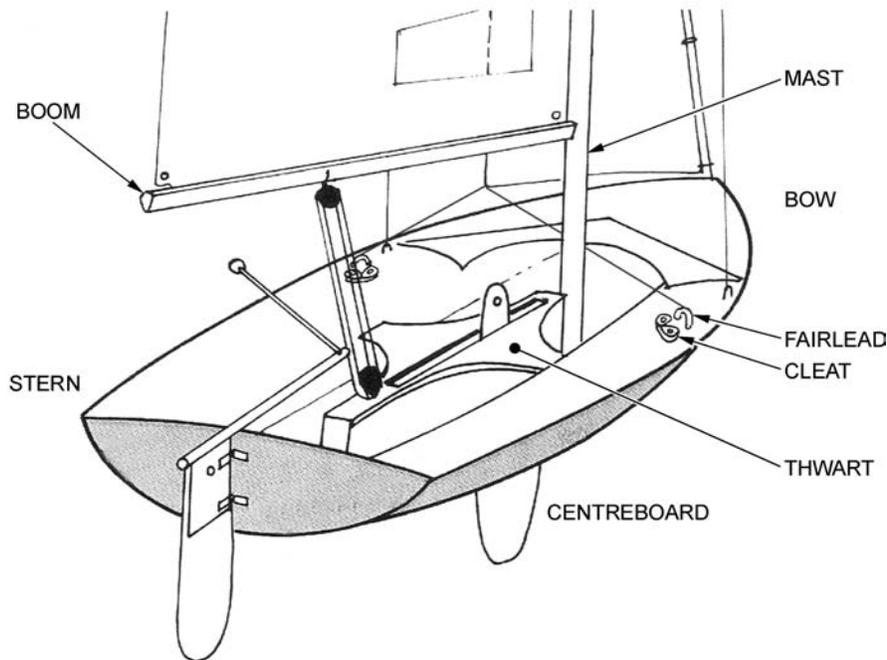
Method: In-class Activity



It is recommended to use the sailboat the cadets will sail to identify the parts.

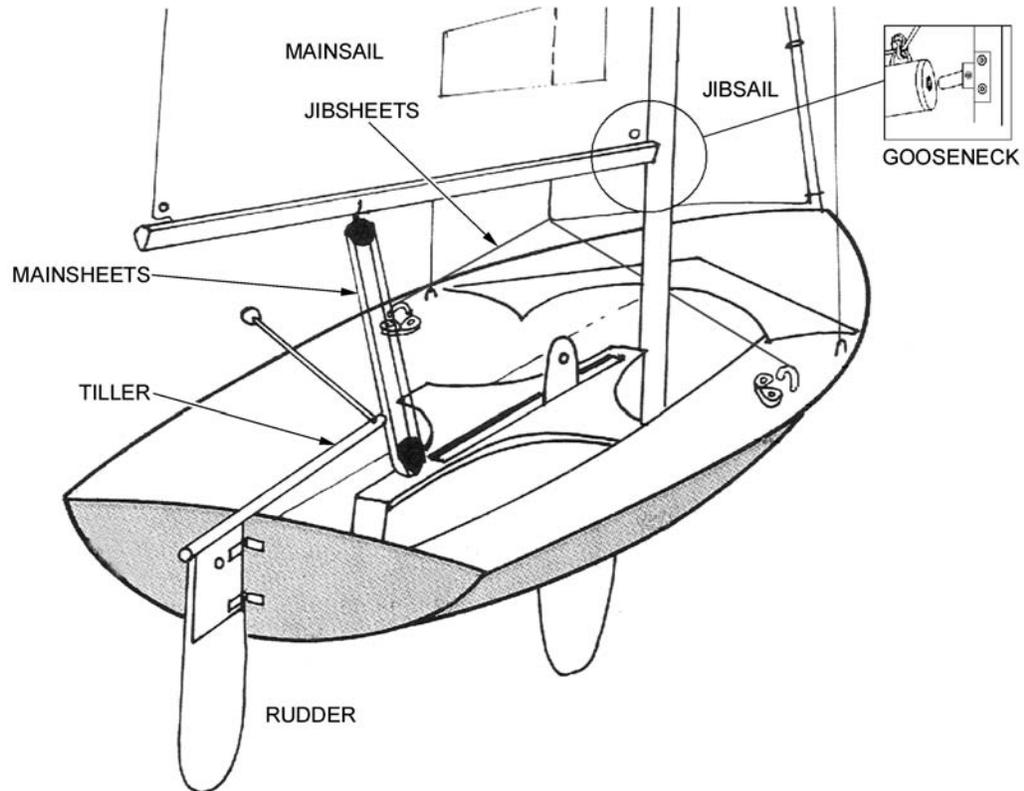
Prior to conducting the activity, take a few minutes to identify the location and describe the functions of the following parts of a sailboat.

IDENTIFY BASIC SAILBOAT PARTS



S. Donaldson, Basic Sailing Skills Manual, Canadian Yachting Association (pp. 17–18)

Figure 13-3-1 Sailboat Parts



S. Donaldson, Basic Sailing Skills Manual, Canadian Yachting Association (pp. 17–18, and 37)

Figure 13-3-2 Sailboat Rigging

SAILBOAT PART FUNCTIONS

- **Hull.** The body of the sailboat.
- **Bow.** Front of the boat.
- **Stern.** Back of the boat.
- **Centreboard.** A blade that projects into the water in the centre of the hull to prevent the boat from drifting sideways.
- **Thwart.** Supports the top of the centreboard housing and provides a seat.
- **Boom.** The horizontal spar at the bottom of the mainsail.
- **Mast.** The vertical spar that holds up the sails.
- **Cleat.** A fitting that grips and holds lines.
- **Fairlead.** Eyes attached to the hull through which lines are rove in order to prevent tangling.
- **Mainsail.** The large sail set behind the mast.
- **Jib Sail.** The small sail set ahead of the mast.
- **Mainsheet.** The line used to control the mainsail. The mainsheet can be pulled in or eased out to trim the mainsail.

- **Jib Sheets.** The line used to control the jib sail. The jib sheets can be pulled in or eased out to trim the jib sail.
- **Gooseneck.** The attachment used to connect the boom to the mast.
- **Boom Vang.** A purchase attached to the forward part of the boom and the bottom of the mast. The boom vang lowers or raises the boom, which in turn changes the shape of the mainsail.
- **Rudder.** The steering blade mounted on the outside, flat section of the stern.
- **Tiller.** The handle used to control the rudder. The skipper will actually hold a tiller extension.
- **Halyards.** The lines rigged inside or outside the mast that are used for raising and lowering the sails.

ACTIVITY

Time: 10 min

OBJECTIVE

The objective of this activity is to have the cadets identify the basic parts of a sailboat.

RESOURCES

- Balloons,
- Garbage bags,
- Tape,
- Completely rigged sailboat, and
- Part tags located at [Annex C](#).

ACTIVITY LAYOUT

1. Place each part tag in a separate balloon (two copies are required of each part).
2. Fill the balloons with air.
3. Rig two sailboats.
4. Determine a starting line, approximately 10 m or more from the sailboats.
5. Place both sets of balloons in two separate garbage bags.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into two groups.
2. Have each group form a line behind the starting line.
3. Each cadet, one at a time, will pull a balloon from the garbage bag.
4. The cadet must pop the balloon and reveal the part inside.
5. The cadet must run to the rigged sailboat and tape the part tag to the respective part, and run back to their group and tag the next member.
6. The next member must pull a balloon from the garbage bag and continue accordingly.

7. Each group must try to label the sailboat correctly.
8. The group that has the most labels in the correct place wins. If there is a tie, the team that labelled the sailboat the fastest wins.

SAFETY

This activity must be conducted in a large area that is free of obstructions.

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2

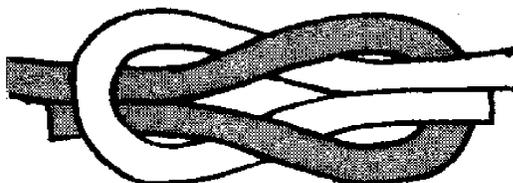
Demonstrate and Have the Cadets Participate in Rigging a Sailboat

Time: 30 min

Method: Demonstration and Performance

KNOTS

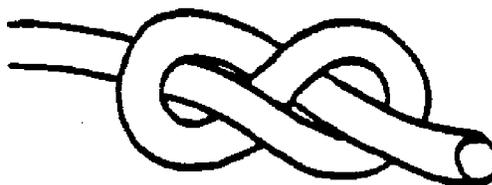
Reef Knot. Used to join two lines of the same diameter and type.



S. Donaldson, Basic Sailing Skills Manual, Canadian Yachting Association (p. 39)

Figure 13-3-3 Reef Knot

Figure Eight. Used as a “stopper knot” to prevent a line from slipping through a block or fairlead.



S. Donaldson, Basic Sailing Skills Manual, Canadian Yachting Association (p. 39)

Figure 13-3-4 Figure Eight

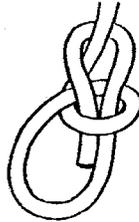
Round Turn and Two Half Hitches. Used to tie a boat to a dock.



S. Donaldson, Basic Sailing Skills Manual, Canadian Yachting Association (p. 40)

Figure 13-3-5 Round Turn and Two Half Hitches

Bowline. Makes a non-slip loop in the end of a line. Used to tie the painter to a bow ring, for attaching sheets and halyards to sails, and for many other purposes.



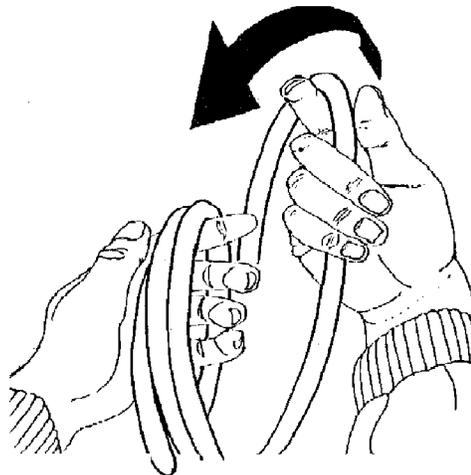
S. Donaldson, Basic Sailing Skills Manual, Canadian Yachting Association (p. 40)

Figure 13-3-6 Bowline

COILING AND SECURING LINES

Whenever a line is not being used on a sailboat, the line is to be neatly coiled and secured to the sailboat. This provides a means of easily releasing lines and preventing tangles.

Coiling Lines. To coil a line neatly, give the line a quarter twist each time you add another loop to the coil.



S. Donaldson, Basic Sailing Skills Manual, Canadian Yachting Association (p. 41)

Figure 13-3-7 Coiling A Line



Identify the equipment the cadets should ensure is on hand prior to beginning rigging.

REQUIRED EQUIPMENT

Many parts and rigging for a sailboat do not remain on the sailboat overnight. Some of the following equipment may have to be brought to the boat prior to rigging:

- mainsail,
- jib sail,
- jib sheets,
- rudder,
- tiller,
- tiller extension,
- helmet, and
- PFD.



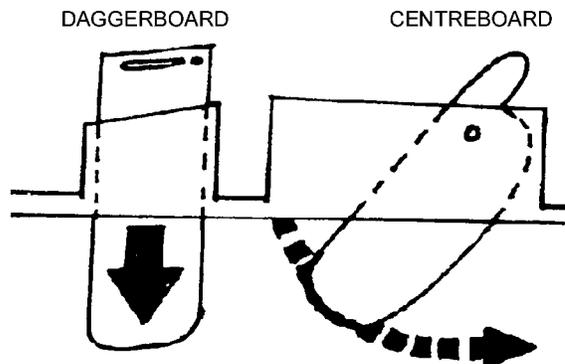
Explain and demonstrate the steps to rigging a sailboat prior to the cadets attempting to rig a sailboat.

ATTACHING THE SAILS



If the sailboat is ashore, ensure that all plugs are screwed in prior to launching. Before attaching the sails, ensure the sailboat is pointed into the wind, to prevent the sails from filling with wind when they are raised.

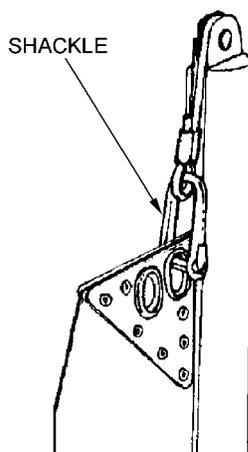
To ensure the sailboat remains stable when rigging on the water, place the centreboard/ daggerboard in the down position (as illustrated in [Figure 13-3-8](#)).



S. Donaldson, Basic Sailing Skills Manual, Canadian Yachting Association (p. 17)

Figure 13-3-8 Daggerboard/Centreboard

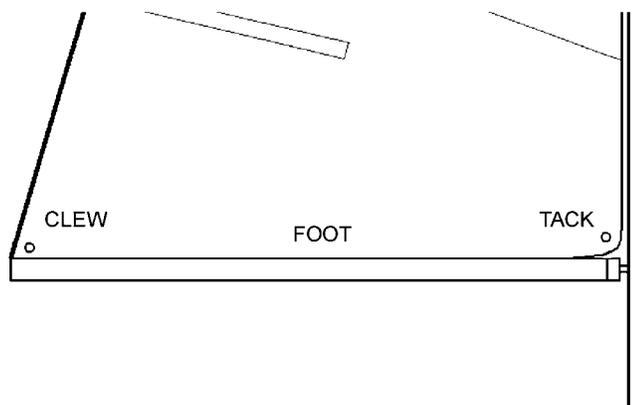
1. **Attaching the Main Halyard to the Head of the Mainsail.** Attach the main halyard to the head of the mainsail by using a shackle, tying a bowline, or tying a figure eight knot with an overhand knot.



S. Donaldson, Basic Sailing Skills Manual, Canadian Yachting Association (p. 37)

Figure 13-3-9 Connecting the Mainsail

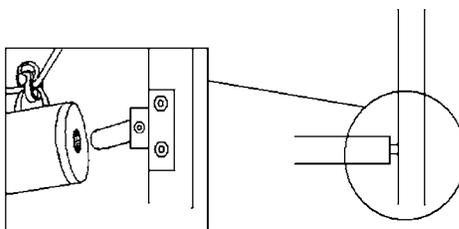
2. **Attaching the Mainsail to the Boom.** The bottom of the mainsail is often fitted with a boltrope (thick line sewn into the sail) that is fed through a small slot in the boom and connected at both the clew and tack ends. If the mainsail is not fitted with a boltrope, attach the clew and tack ends.



S. Donaldson, Basic Sailing Skills Manual, Canadian Yachting Association (p. 37)

Figure 13-3-10 Foot of Mainsail

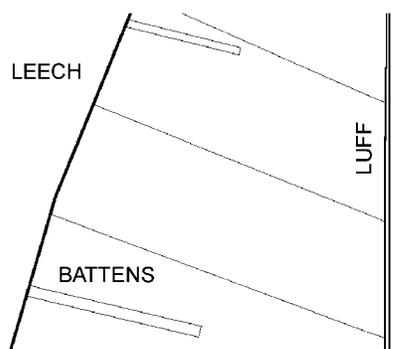
3. **Attaching the Boom to the Mast by the Gooseneck.** The gooseneck is a hinge and pin, or a large pin fitting into a slot in the boom. Connect the gooseneck according to its design.



S. Donaldson, Basic Sailing Skills Manual, Canadian Yachting Association (p. 37)

Figure 13-3-11 Gooseneck

4. **Fitting Sail Battens.** Battens are various lengths of plastic or fibreglass that fit into slots in the leech of the mainsail. Slide the battens into their respective slot and ensure the ends are secured.



S. Donaldson, Basic Sailing Skills Manual, Canadian Yachting Association (p. 37)

Figure 13-3-12 Batten Pocket

5. **Attaching the Jib Sail to the Bowplate.** Connect the jib sail tack to the bow plate using a shackle or bowline.
6. **Attaching the Jib Halyard to the Head of the Jib.** Connect the head of the jib sail to the jib halyard by using a shackle, tying a bowline, or tying a figure eight knot and an overhand knot.



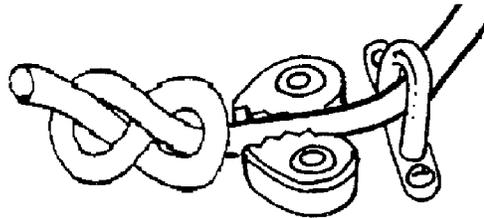
Keep all halyards secured to the sailboat, or in hand, at all times when rigging.

ATTACHING THE RIGGING

Once the sails have been attached to the sailboat, the sheets must be rigged.

Reeve the mainsheet through the main block and tie a figure eight knot in the end to prevent the line from slipping back through the block.

There are two jib sheets, one on the starboard side, and the other on the port side. Pass each of the sheets through the fairlead and tie figure eight knots in the end of each sheet.

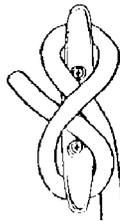


S. Donaldson, Basic Sailing Skills Manual, Canadian Yachting Association (pp. 17 and 39)

Figure 13-3-13 Ending the Jib Sheets

HOISTING SAILS

Halyards are used to hoist the mainsail and jib sail to the top of the mast or forestay respectively. When the sail is at the top, secure the bottom of the halyard around the cleat located on the bottom section of the mast.

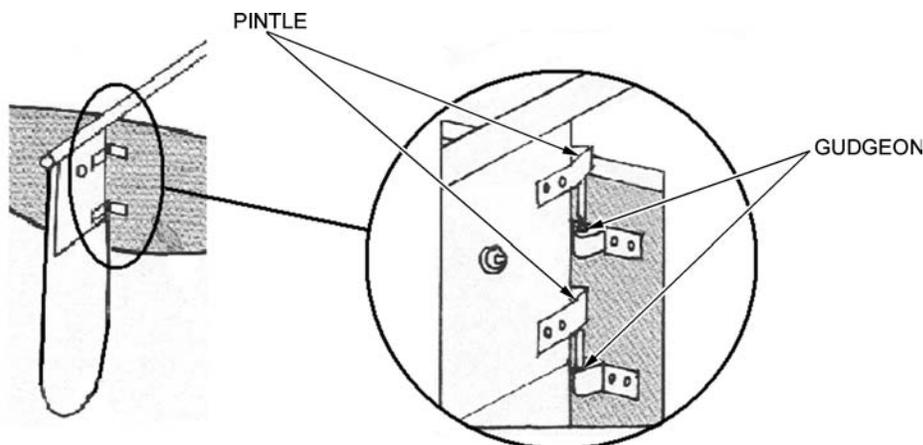


S. Donaldson, Basic Sailing Skills Manual, Canadian Yachting Association (p. 40)

Figure 13-3-14 Horn Cleat

ATTACHING THE RUDDER AND THE TILLER

The rudder is secured to the transom of the sailboat using pintles and gudgeons. The pintle is a pin on the rudder and the gudgeon is a slot or hole in a piece of plastic or metal that is permanently attached to the transom. Rudders will vary depending on their design.



S. Donaldson, Basic Sailing Skills Manual, Canadian Yachting Association (p. 17)

Figure 13-3-15 Pintle and Gudgeon

The tiller must be fitted through the top of the rudder. The method of attaching the tiller will vary depending on the design.



When the boat is completely rigged, quickly check all lines to ensure they are coiled and secured to the sailboat. Any sail bags, bailers, etc. should be secured to the sailboat in case of capsize.



Allow the cadets to practice rigging a sailboat.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What knot is used as a stopper knot?
- Q2. When rigging on the water, what must you do in order to maintain the stability of the sailboat?
- Q3. What is the last thing you should do when rigging is completed?

ANTICIPATED ANSWERS

- A1. Figure eight knot.
- A2. Place the centreboard/daggerboard in the down position.
- A3. Quickly check all lines, to ensure they are coiled and secured to the sailboat. Any sail bags, bailers, etc. should be secured to the sailboat in case of capsize.

END OF LESSON CONFIRMATION

The cadets' rigging a sailboat will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

Evaluation will be conducted by a certified CYA Green Sail Instructor. The evaluation of sailing skills will continue throughout the sail weekend. The cadets will have multiple opportunities to rig a sailboat.

CLOSING STATEMENT

Rigging a sailboat is a fundamental component of sailing. The use of a combination of skills such as knot tying, coiling, securing, etc. assists in effectively rigging a sailboat. The effective rigging of a sailboat, will provide a safer, more enjoyable, and more successful experience for the cadets.

INSTRUCTOR NOTES/REMARKS

It is recommended that this lesson be conducted in conjunction with M224.05 (De-Rig a Sailboat).

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 I Practical Checklist*. Retrieved 3 April 2006, from www.sailing.ca/cbet/content/WIChecklist.doc.



ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE



SECTION 4

EO M224.04 – SAIL A SAILBOAT

Total Time:

Weekend

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Review the proposed schedule located at [Annex D](#) and prepare the briefings located at [Annex E](#).

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

A practical activity was chosen for this lesson as it is an interactive way to introduce cadets to sailing and it allows the cadets to experience sailing in a safe and controlled environment. This activity contributes to the development of boat handling and boat balance skills in a fun and challenging setting.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have acted as a skipper and crew of a sailboat while participating in CYA White Sail Level I training.

IMPORTANCE

It is important for cadets to sail a sailboat as it allows the cadets to experience sailing in a safe, controlled environment, and introduces them to the aspects of the CYA White Sail Level I training, while participating in organized on the water drills.

Teaching Point 1**Sail a Sailboat**

Time: Weekend

Method: Practical Activity



The activities conducted during this lesson will occur throughout the sail weekend. Depending on weather, number of sailboats, and the cadets ability, the amount of time spent on each drill will vary accordingly. Review [Annex D](#) for a suggested schedule.



Prior to beginning the sailing activities take the time to provide the cadets with the following background information. Have the cadets become familiar with holding the tiller and sheets, facing forward, and moving around the cockpit of the sailboat on a mock-up or on shore. Cadets should also practice getting in and out of a sailboat while it is on the water.

BOAT HANDLING**Skippering Duties**

Tiller Control. The tiller controls the direction the sailboat is sailing. The skipper is responsible to keep the sailboat sailing a straight line until turning, tacking, or gybing is required.

Mainsail Trim. The skipper must pay attention to the mainsail, and trim it as required. The skipper will trim the mainsail by using the mainsheet to either pull in or ease out the mainsail.



Trim the mainsail to “the point of almost luff”. To check if trim is correct, slowly ease out the mainsheet until the mainsail begins to luff, then pull it in until the luffing stops.

Crewing Duties

Jib Sail Trim. The crew must pay attention to the jib sail and trim it as required. The crew will trim the jib sail by using the jib sheets to either pull in or ease out the jib sail.



Trim the jib to “the point of almost luff”. To check if trim is correct, slowly ease out the jib sheet until the jib sail begins to luff, then pull it in until the luffing stops.

Keeping Watch. The crew sits furthest forward in the sailboat and can easily see around the mast and sails, therefore they are responsible for keeping a lookout for any other boats or obstructions. The crew will constantly look around the jib and bow to keep the skipper aware of the surroundings.



Always face forward when sailing a sailboat; never face the stern of the sailboat.

BOAT BALANCE**Crew Position**

The skipper should always sit on the side opposite the mainsail. If there is an excessive amount of wind, the sailboat may begin to tip toward the mainsail; this is known as heeling. If the boat begins to heel, the skipper shall lean their weight over the side opposite the mainsail attempting to level the boat; this is known as hiking.

The crew should sit in the centre of the boat, on the thwart, unless the wind strength warrants additional weight at the high side of the sailboat when it is heeling.

RIGGING A SAILBOAT/DERIGGING A SAILBOAT/CAPSIZE PROCEDURE



EO M224.02 (Prepare for Sail Training), EO M224.03 (Rig a Sailboat), and EO M224.05 (De-rig a Sailboat) shall be referred to when evaluating these skills.

TACKING AND GYBING



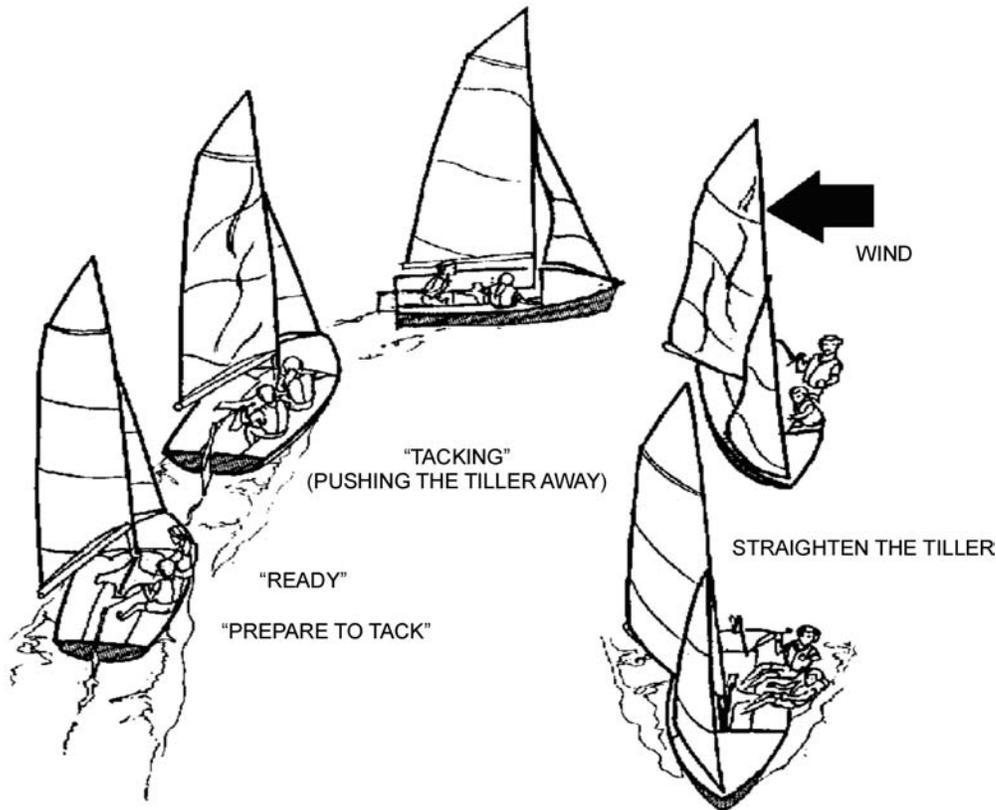
Although the cadets will not be evaluated on tacking and gybing, reviewing the steps to tacking is beneficial as the cadets will inevitably tack and gybe.

Tacking. Tacking is performed when sailing upwind. To complete a tack, the skipper pushes the tiller toward the mainsail, causing the bow of the sailboat to turn toward the wind eventually passing the bow through it. The sails, skipper, and crew will switch sides.

How to Tack

The steps to tacking are as follows:

1. The skipper will say, "Prepare to Tack".
2. The crew will reply, "Ready".
3. The skipper will say, "Tacking".
4. The skipper will push the tiller toward the mainsail.
5. The sailboat will begin to turn toward the wind.
6. When the sailboat's bow passes through head to wind, the sails will begin to switch sides.
7. The skipper and crew will switch sides, with the skipper switching the tiller and the mainsheet behind their back, and the crew switching the jib sheets.
8. The skipper will straighten the tiller and continue sailing.



S. Donaldson, Basic Sailing Skills Manual, Canadian Yachting Association (p. 59)

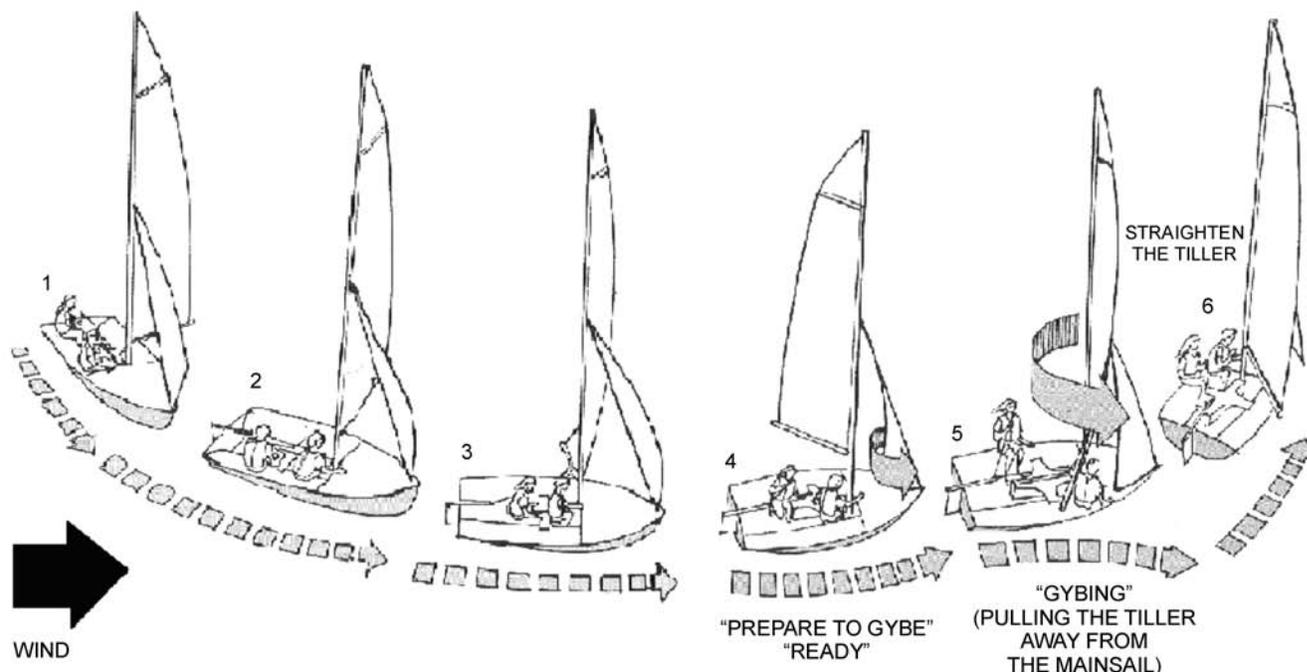
Figure 13-4-1 Tacking

Gybing. Gybing is performed when sailing downwind. To complete a gybe, the skipper pulls the tiller away from the mainsail, causing the bow of the sailboat to turn away from the wind eventually passing the stern through it. The sails, skipper and crew will switch sides.

How to Gybe

The steps to gybing are as follows:

1. The skipper will say, "Prepare to Gybe".
2. The crew will reply, "Ready".
3. The skipper will say, "Gybing".
4. The skipper will pull the tiller away from the mainsail.
5. The sailboat will begin to turn away from the wind.
6. When the sailboat's stern passes through head to wind, the sails will begin to switch sides.
7. As the boom begins to move, the crew will guide it safely across the boat.
8. The skipper and crew will switch sides, with the skipper switching the tiller and the mainsheet behind their back, and the crew switching the jib sheets.
9. The skipper will straighten the tiller and continue sailing.

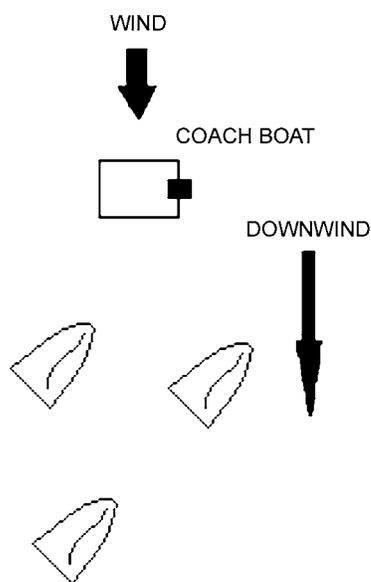


S. Donaldson, *Basic Sailing Skills Manual*, Canadian Yachting Association (pp. 65–66)

Figure 13-4-2 Gybing

CONTROL POSITION

In order to control sailboats while on the water, sailboats are required to sail downwind of the coach boat and begin luffing their sails on a starboard tack (sails on the starboard side). This position is known as the control position. This is most commonly indicated from the coach boat by three blasts from a whistle.



D Cds 3, 2007, Ottawa, ON: Department of National Defence

Figure 13-4-3 Control Position

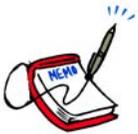


COACHING EFFECTIVELY

Tips For Detecting and Correcting

When detecting and correcting errors in skill performance the following tips should be observed at all times:

- The coach boat shall always be in a position to most effectively observe the skill.
- The coach boat position, whenever possible, should be windward of the sailboat in order for coaching to be easily heard by the cadets.
- Be sure to identify the error and isolate the cause.
- Be positive, specific, and concise when providing feedback to the cadets.
- Pick only a few skills to coach at a time; do not overwhelm the cadets with feedback.
- After providing feedback, allow cadets time to reflect and to develop skills.
- Be sure to take notes while on the water to provide a detailed de-brief.



THE NOVICE SAILOR

Although the following drills will identify common errors that may be observed while the cadets are participating in the drills, others may be noticed.

A novice sailor is known to experience problems in the following three main areas:

- **Balance.** Novice sailors must find a comfortable position that provides a balanced sailboat, find balance while sitting and moving around, be able to bring the sailboat upright when it heels, and they must place body weight in positions that will maintain a balanced sailboat.
- **Propulsion.** Novice sailors must adjust sails in order to propel the sailboat forward, prevent the luffing of sails, and ensure the sailboat is not pointed into the wind.
- **Direction.** Novice sailors must control the sailboat by using the tiller, understand that the sailboat will turn in the opposite direction the tiller is pushed or pulled, and the sailboat will only alter course if the sailboat is moving through the water.

To assist in isolating these problems, follow these guidelines:

- **Balance.** Have the cadets cleat the sheets and not move the tiller. Have the cadets stand up and sit down, and shift body weight from side to side and front to back. This will allow the cadets to see the effect weight has on the movement of the sailboat.
- **Propulsion.** Have the cadets sit in one position and not move the tiller. Have the cadets ease out the sheets until the sails luff, then trim it correctly, or haul it in hard to see the effects on the boat speed.
- **Direction.** Have the cadets cleat the sails and sit in one position. Have the skipper slowly move the tiller to make the bow head toward the wind, then move the tiller so the bow moves away from the wind.

ACTIVITY 1

Time: 30 min



This drill may be used to begin each training session when the cadets first untie and begin sailing.

OBJECTIVE

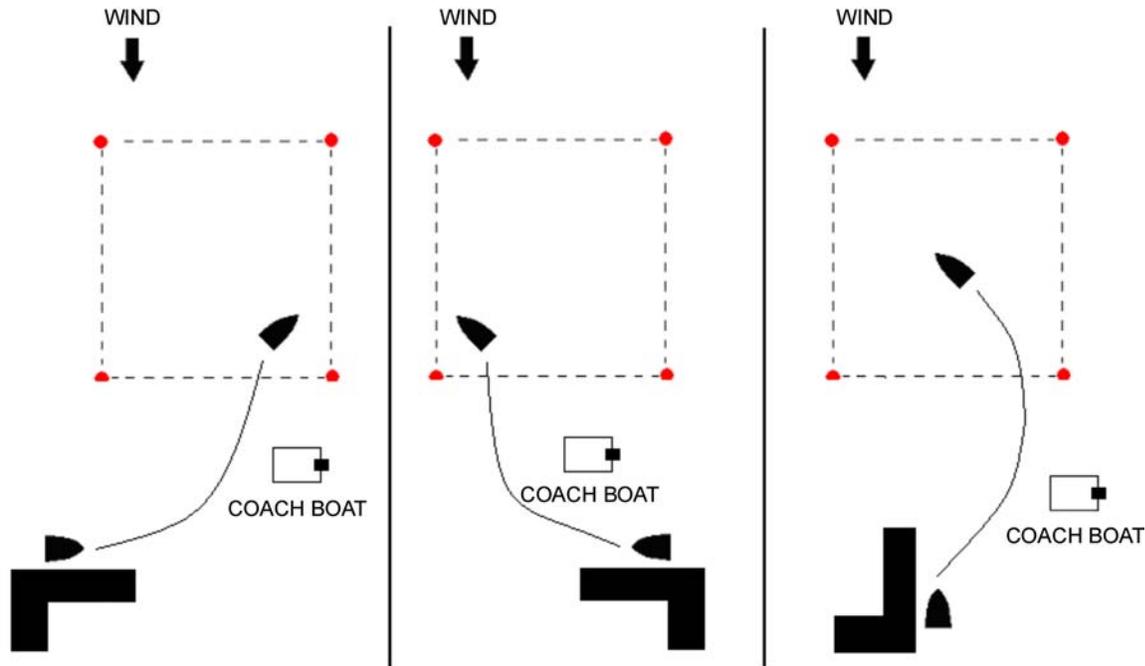
The objective of this activity is to have the cadets safely depart from the jetty.

RESOURCES

- Fully equipped sailboat,
- Helmets (one per cadet),
- Personal Floatation Devices (PFDs) (one per cadet),
- Coach boat (minimum of one per eight sailboats),
- Four buoys with lines and weights, and
- Sound signal device.

ACTIVITY LAYOUT

The coach boat operator will set buoys in a square formation (as illustrated in [Figure 13-4-4](#)). The orientation of the jetty to the square will depend on the sail centre. Lay the buoys for the square as close to the jetty as possible and be sure the square is large enough to prevent collisions.



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Figure 13-4-4 A Safe Departure

ACTIVITY INSTRUCTIONS

1. Conduct the briefing for Drill 1, located at [Annex E](#), prior to conducting this activity.
2. While all the sailboats are tied to the jetty, quickly restate the drill, its objective and key points.
3. Using a whistle, indicate when the first sailboat is permitted to leave the jetty.
4. The coach boat shall follow each sailboat from the jetty to the square, focusing on the following:
 - a. **Course Control.** Have the skipper maintain a straight heading by asking the skipper to place the tiller in the middle of the sailboat. Have the skipper hold the tiller extension like a microphone as far up the end of the tiller extension as possible. Use the thumb, index and middle finger for control. Have the skipper hold the tiller tightly making minor tiller movements to steer toward the square.
 - b. **Crew Position.** While maintaining a straight course, have the skipper sit on the side opposite the mainsail as far forward as possible and the crew in the middle, unless the wind strength warrants additional weight on the high side. Have the crew sit in a position to be able to see around the jib sail and maintain a constant lookout for other sailboats and obstacles.
5. When the sailboat arrives at the square, return to the jetty and indicate that the next sailboat can depart from the jetty.
6. While the sailboats are inside the square, have the cadets try to remain in the upper section of the square, away from the jetty, to allow room for other sailboats leaving the jetty.
7. When the drill is completed, have the sailboats sail into a control position and quickly de-brief the cadets on the drill conducted before beginning the next drill.



COMMON ERRORS

It is common for novice sailors to make the following errors when developing these basic skills:

- Course control, to include:
 - holding the tiller like a “frying pan”;
 - holding the tiller, not the tiller extension;
 - holding the tiller using the forward hand, not the aft; and
 - letting go of the tiller.
- Crew position, to include:
 - sitting too close to/on the transom causing the tiller to hit the leg;
 - sitting on the same side of the mainsail; and
 - having too much weight/not enough weight on one side of the sailboat.
- If an alternate drill is to be used, focus on the key points outlined in the briefing located at [Annex E](#).

SAFETY

- Ensure a coach boat is present at all times.
- Ensure the size of the course is large enough to prevent collisions.
- Ensure Water Safety Orders (WSO) are adhered to throughout the activity.

ACTIVITY 2

Time: 60 min

OBJECTIVE

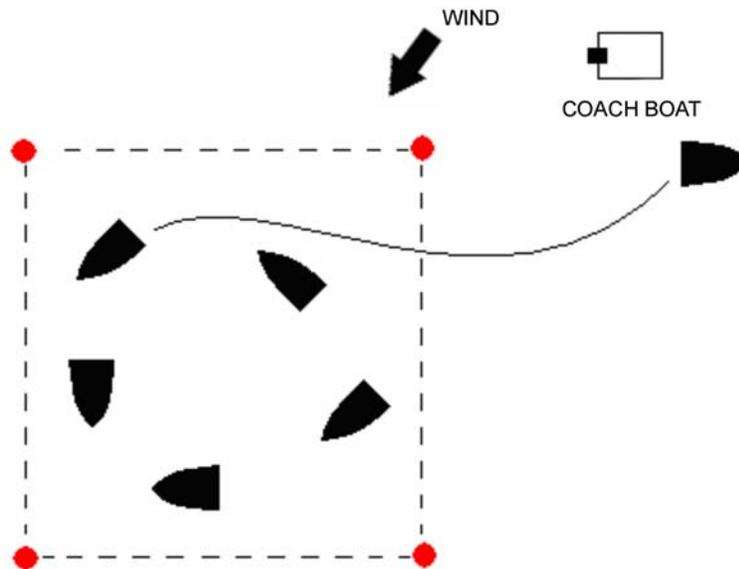
The objective of this activity is to introduce the cadets to sailing and to have them act as skipper and crew of a sailboat, focusing on course control and crew position.

RESOURCES

- Fully equipped sailboat,
- Helmets (one per cadet),
- PFDs (one per cadet),
- Coach boat (minimum of one per eight sailboats),
- Four buoys with lines and weights, and
- Sound signal device.

ACTIVITY LAYOUT

The coach boat operator will set buoys in a square formation (as illustrated in [Figure 13-4-5](#)), large enough to accommodate novice sailors.



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Figure 13-4-5 Box In and Begin

ACTIVITY INSTRUCTIONS

1. Conduct the briefing for Drill 2, located at [Annex E](#), prior to conducting this activity.
2. Have the sailboats sail into a control position and restate the drill, its objectives and key points.
3. Have the sailboats stay within the square outlined by the buoys.
4. While the sailboats are inside the square, have the cadets focus on course control and crew lookout.
5. The coach boat shall have each sailboat, one at a time, leave the square to focus on the following:
 - a. **Course Control.** Ensure the skipper maintains a straight course by holding the tiller in the middle of the sailboat.
 - b. **Sail Control.** Have the skipper slowly sheet in the mainsail by passing the sheet from hand to hand as it is pulled in. As the main sail fills, have the skipper stop sheeting in. When the mainsail is filled, have the crew slowly pull in on the appropriate jib sheet until it begins to fill. Ensure the skipper maintains a straight heading. Make sure no lines are wrapped around hands when they are being held. The sailboat should begin to gain speed as the sails are trimmed correctly.
6. When the cadets have successfully sailed straight and trimmed the sails, or if they have sailed too far off course, have them return to the square, and choose another sailboat. Ensure any sailboat that does not complete it correctly is provided another opportunity to complete this drill.
7. When the drill is completed, have the sailboats sail into a control position and quickly de-brief the cadets on the drill conducted before beginning the next drill.



COMMON ERRORS

It is common for novice sailors to make the following errors when developing these basic skills:

- Course control, to include:
 - making sudden tiller movements;
 - as the sailboat begins to gain speed, the skipper has a tendency to jerk the tiller; and
 - if the sailboat heels, the skipper will move to the high side, pulling the tiller.
- Sail control, to include:
 - using the incorrect jib sheet;
 - letting go of the sheets, especially when the sailboat heels; and
 - wrapping the sheets around hands.



Stress to the cadets the importance of paying attention to other boats in the square. Ensure cadets are aware of the importance of avoiding collisions.



If an alternate drill is to be used, focus on the key points outlined in the briefing located at [Annex E](#).

SAFETY

- Ensure a coach boat is present at all times.
- Ensure the size of the course is large enough to prevent collisions.
- Ensure the WSO are adhered to throughout the activity.

ACTIVITY 3

Time: 60 min

OBJECTIVE

The objective of this activity is for the cadets to act as skipper and crew of a sailboat focusing on course control and acting as a lookout.

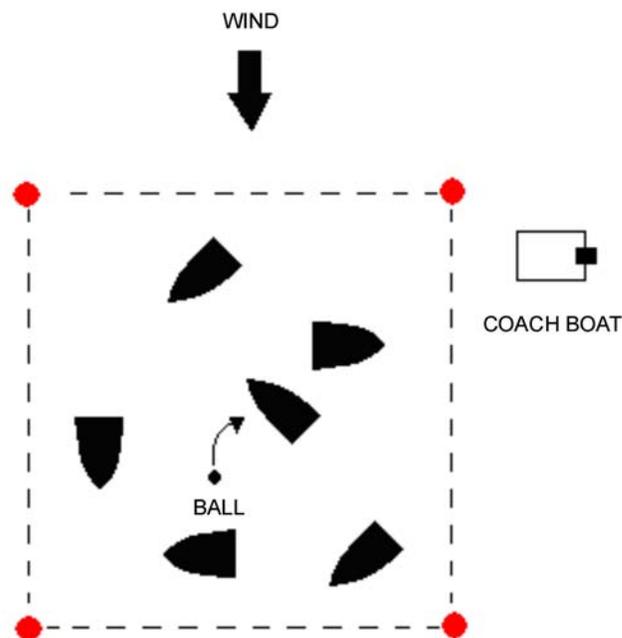
RESOURCES

- Fully equipped sailboat,
- Helmets (one per cadet),

- PFDs (one per cadet),
- Coach boat (minimum of one per eight sailboats),
- Four buoys with lines and weights,
- A soft, sponge ball that floats, and
- Sound signal device.

ACTIVITY LAYOUT

The coach boat operator will set buoys in a square formation (as illustrated in [Figure 13-4-6](#)), large enough to accommodate novice sailors.



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Figure 13-4-6 Sailboat Tag

ACTIVITY INSTRUCTIONS

1. Conduct the briefing for Drill 3 located at [Annex E](#) prior to conducting this activity.
2. Have the sailboats sail into a control position and restate the drill, its objectives and key points.
3. Instruct the cadets to stay within the square outlined by the buoys.
4. Provide one sailboat with a ball that floats or a sponge and have them play a game of sailboat tag.
5. Explain to the cadets that they should aim for the mainsail so the ball will fall into the cockpit of the sailboat.
6. The sailboat that is in possession of the ball is “it” and they must try to tag another sailboat.
7. If the ball falls in the water, the nearest sailboat shall retrieve it and resume play.
8. While inside the square, the skipper and crew shall focus on the following:

- a. **Course Control.** Have the skipper make small tiller adjustments to accommodate for course heading to avoid collisions.
 - b. **Lookout.** The crew shall constantly inform the skipper of sailboats in the immediate area around the sailboat. The crew can also make suggestions for course headings to best prevent collisions.
9. When the drill is completed, have the sailboats sail into a control position and quickly de-brief the cadets on the drill conducted before beginning the next drill.



COMMON ERRORS

It is common for novice sailors to make the following errors when developing these basic skills:

- Course control, to include:
 - making sudden tiller movements;
 - as the sailboat begins to gain speed, the skipper has a tendency to jerk the tiller; and
 - if the sailboat heels, the skipper will move to the high side, pulling the tiller.
- Lookout, to include:
 - not paying attention to other sailboats;
 - not communicating with the skipper; and
 - panicking.



Stress to the cadets the importance of paying attention to other sailboats in the square. Ensure cadets are aware of the importance of avoiding collisions.



This is a fun activity to get sailboats moving and is not a competition.



If an alternate drill is to be used, focus on the key points outlined in the briefing located at [Annex E](#).

SAFETY

- Ensure a coach boat is present at all times.
- Ensure the size of the course is large enough to prevent collisions.
- Ensure the WSO are adhered to throughout the activity.

ACTIVITY 4

Time: 60 min

OBJECTIVE

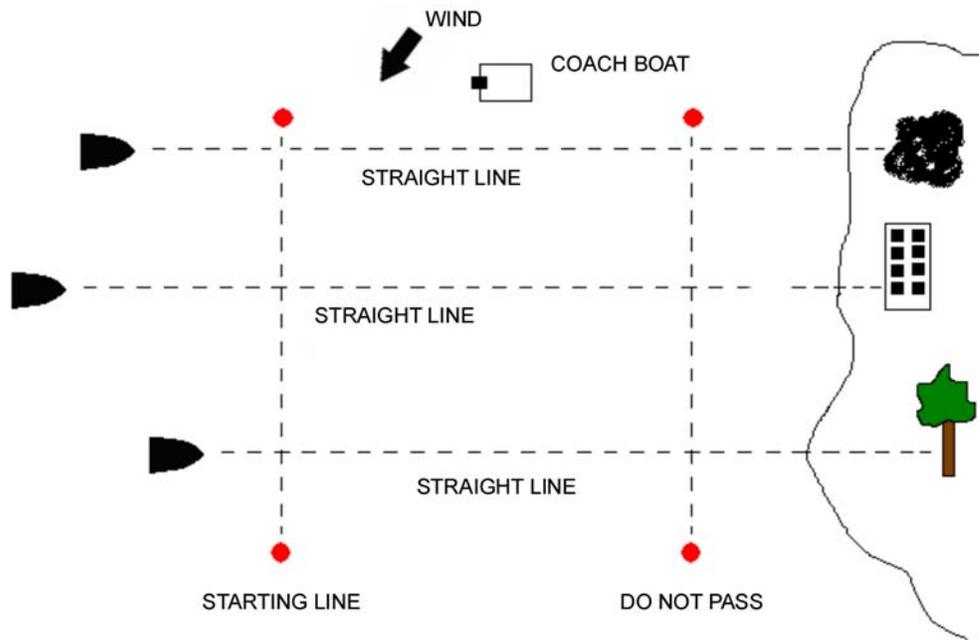
The objective of this activity is for the cadets to act as a skipper and crew of a sailboat sailing a straight line for two minutes.

RESOURCES

- Fully equipped sailboat,
- Helmets (one per cadet),
- PFDs (one per cadet),
- Coach boat (minimum of one per eight sailboats),
- Four buoys with lines and weights, and
- Sound signal device.

ACTIVITY LAYOUT

The coach boat operator will set buoys in a square formation (as illustrated in [Figure 13-4-7](#)), which will yield a sail time from start to the do not pass line of approximately two minutes.



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Figure 13-4-7 Pick a Place

ACTIVITY INSTRUCTIONS

1. Conduct the briefing for Drill 4, located at [Annex E](#), prior to conducting this activity.

2. Have the sailboats sail into a control position and restate the drill, its objectives and key points.
3. Select three sailboats and have the cadets choose a fixed item on shore (e.g., tree, rock, building, etc.).
4. On “go” have the cadets race toward the fixed item on shore, focusing on the following:
 - a. **Course Control.** Have the skipper line up the bow of the sailboat with the item on shore. If the sailboat deviates from the course have the skipper make minor tiller movements to adjust the heading.
 - b. **Sail Control.** Have the skipper maintain a full mainsail and the crew a full jib sail. If the skipper has to head up or bear off to adjust the course, have the sails trimmed accordingly to prevent luffing.
 - c. **Crew Position.** Ensure the skipper is sitting on the opposite side of the mainsail, and the crew is maintaining a lookout for other boats, as well as communicating with the skipper regarding the course heading.
5. When the first group of three sailboats have reached the do not pass line, have the sailboats return to the beginning and luff the sails.
6. Choose the next three sailboats and complete the drill again.
7. When the drill is completed, have the sailboats sail into a control position and quickly de-brief the cadets on the drill conducted before continuing on with the next drill.



COMMON ERRORS

It is common for novice sailors to make the following errors when developing these basic skills:

- Course control, to include:
 - keeping the bow on the fixed item; and
 - over-compensating with the tiller adjustments.
- Sail control, to include, not trimming the sails according to the minor course adjustments.



If an alternate drill is to be used, focus on the key points outlined in the briefing located at [Annex E](#).

SAFETY

- Ensure a coach boat is present at all times.
- Ensure the size of the course is large enough to prevent collisions.
- Ensure the WSO are adhered to throughout the activity.

ACTIVITY 5

Time: 60 min

OBJECTIVE

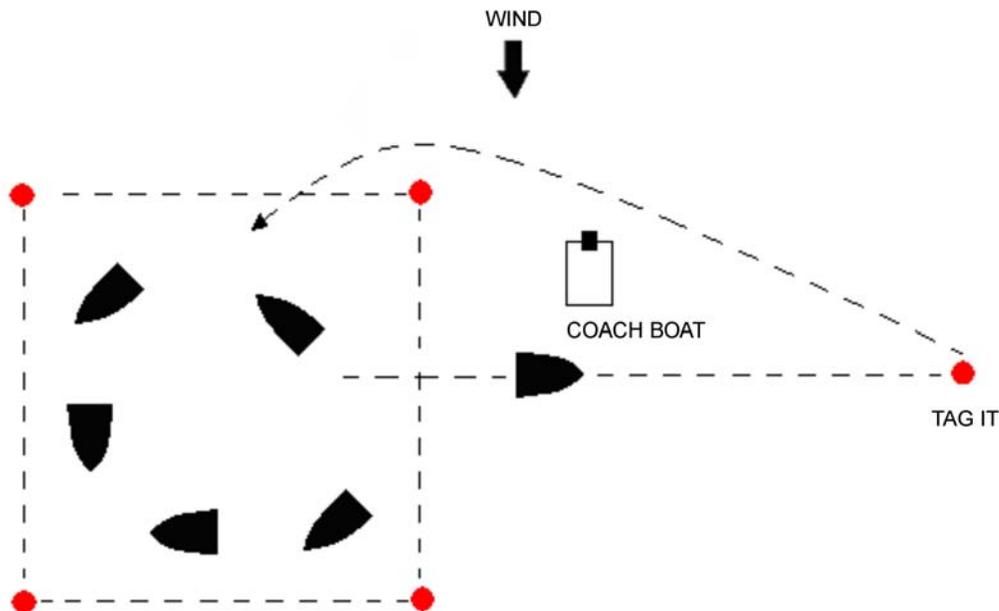
The objective of this activity is for the cadets to act as a skipper and crew of a sailboat sailing a straight line for two minutes.

RESOURCES

- Fully equipped sailboat,
- Helmets (one per cadet),
- PFDs (one per cadet),
- Coach boat (minimum of one per eight sailboats),
- Five buoys with lines and weights, and
- Sound signal device.

ACTIVITY LAYOUT

The coach boat operator will set buoys in a square formation, large enough to accommodate novice sailors, with an additional buoy set across the wind in the middle of one of the square's sides (as illustrated in [Figure 13-4-8](#)).



D Cdts 3, 2006, Ottawa, ON: Department of National Defence

Figure 13-4-8 Stick it Straight

ACTIVITY INSTRUCTIONS

1. Conduct the briefing for Drill 5, located at [Annex E](#), prior to conducting this activity.

2. Have the sailboats sail into a control position and restate the drill, its objectives and key points.
3. Have the sailboats stay within the square outlined by the buoys.
4. One at a time, have each sailboat sail outside the square on a straight course heading toward the buoy, tagging it and focusing on the following:
 - a. **Course Control.** Have the skipper place the sailboat on a course heading toward the buoy located outside the square. Once the course is set, the skipper should have to make only small tiller movements to make it to the buoy. Ensure the skipper is holding the tiller correctly.
 - b. **Sail Control.** Have the skipper maintain a full mainsail and the crew a full jib sail. If the skipper has to head up or bear off to adjust the course, have the sails trimmed accordingly to prevent luffing.
 - c. **Crew Position.** Ensure the skipper is sitting on the opposite side of the mainsail, unless the wind strength warrants additional weight on the high side of the sailboat.
 - d. **Lookout.** Have the crew keep an eye on the buoy during the drill. Ensure the crew is providing the skipper with the necessary information to be able to tag the buoy when the sailboat is close enough.
5. When the drill is completed have the sailboats sail into a control position and quickly de-brief the cadets on the drill conducted before continuing on with the next drill.



COMMON ERRORS

It is common for novice sailors to make the following errors when developing these basic skills:

- Course control, to include, not keeping the bow on the fixed item.
- Sail control, to include, not trimming the sails according to the minor course adjustments.
- Lookout, to include,
 - not ensuring the buoy is in reaching distance, and
 - not communicating with the skipper.



If an alternate drill is to be used, focus on the key points outlined in the briefing located at [Annex E](#).

SAFETY

- Ensure a coach boat is present at all times.
- Ensure the size of the course is large enough to prevent collisions.
- Ensure the WSO are adhered to throughout the activity.

ACTIVITY 6

Time: 90 min

OBJECTIVE

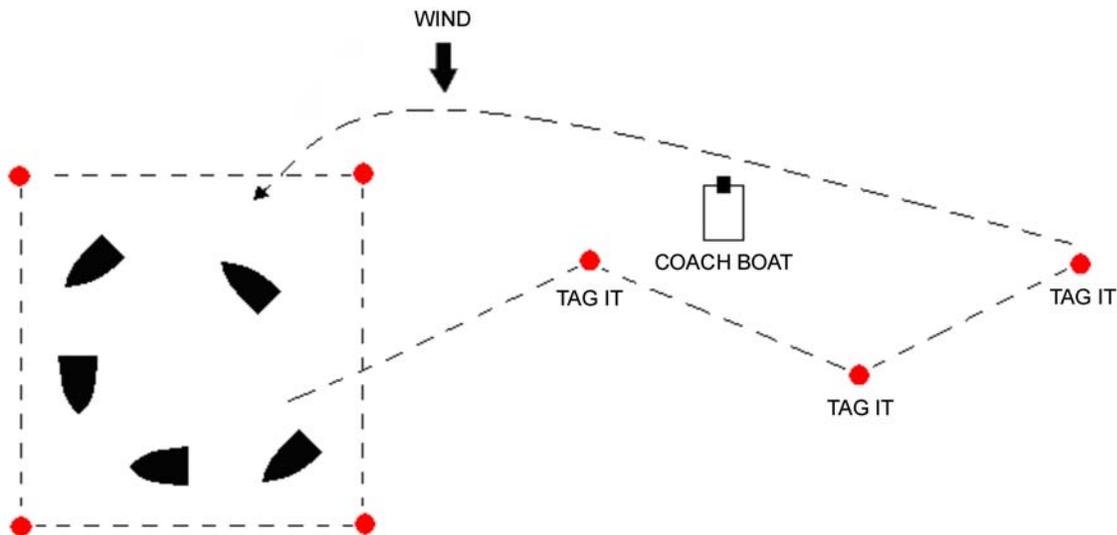
The objective of this activity is for the cadets to act as a skipper and crew of a sailboat sailing a series of straight lines, using minor tiller adjustments to change course as required.

RESOURCES

- Fully equipped sailboat,
- Helmets (one per cadet),
- PFDs (one per cadet),
- Coach boat (minimum of one per eight sailboats),
- Seven buoys with lines and weights, and
- Sound signal device.

ACTIVITY LAYOUT

The coach boat operator will set buoys in a square formation, large enough to accommodate novice sailors, with additional buoys set across the wind (as illustrated in [Figure 13-4-9](#)).



D Cdts 3, 2006, Ottawa, ON: Department of National Defence

Figure 13-4-9 Sailing Slalom

ACTIVITY INSTRUCTIONS

1. Conduct the briefing for Drill 6, located at [Annex E](#), prior to conducting this activity.
2. Have the sailboats sail into a control position and restate the drill, its objectives and key points.
3. Instruct the cadets to stay within the square outlined by the buoys.

4. One at a time, have each sailboat sail outside the square heading toward the buoys tagging each as they pass, focusing on the following:
 - a. **Course Control.** Have the skipper place the sailboat on a course heading toward the first buoy located outside the square. Once the course is set, the skipper should have to make only small tiller movements to make it to the buoy. Once the skipper reaches the first buoy, minor tiller adjustments should be made to set a course for continuous buoys.
 - b. **Sail Control.** Each time the course is changed, have the skipper and crew adjust the sails according to the new course heading. After the first buoy is met, have the skipper and crew sheet out the sails. If the sails begin to luff, have the skipper and crew sheet in until it stops. When the next buoy is reached, have the skipper and crew sheet in the sails until luffing stops.
5. When the drill is completed have the sailboats sail into a control position and quickly de-brief the cadets on the drill conducted before continuing with the next drill.



COMMON ERRORS

It is common for novice sailors to make the following errors when developing these basic skills:

- Course control, to include:
 - keeping the bow directly in line with the buoys;
 - making too much of a course change when heading to the next buoy, resulting in sudden tiller movements to compensate; and
 - accidental tacking or gybing.
- Sail control, to include:
 - not trimming the sails according to the course adjustments; and
 - not using the proper jib sheet after an accidental tack/gybe.



If an alternate drill is to be used, focus on the key points outlined in the briefing located at [Annex E](#).

SAFETY

- Ensure a coach boat is present at all times.
- Ensure the size of the course is large enough to prevent collisions.
- Ensure the WSO are adhered to throughout the activity.

ACTIVITY 7Time: 60 min

OBJECTIVE

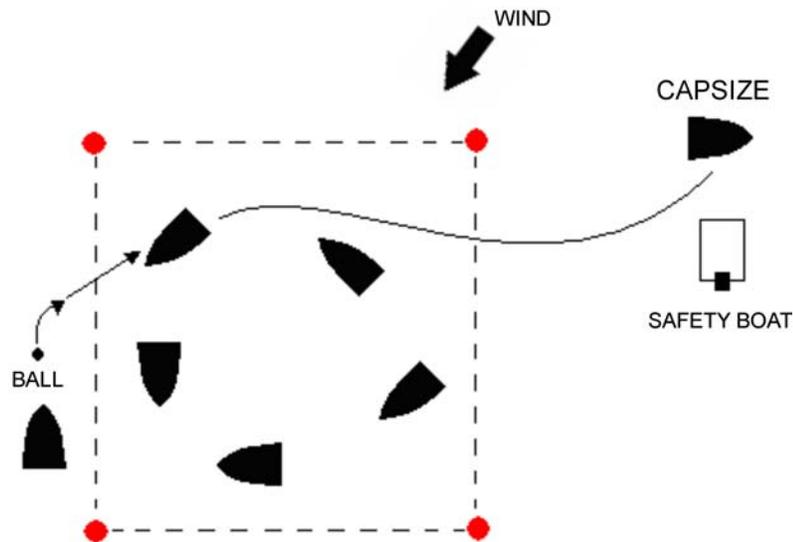
The objective of this activity is for the cadets to right a capsized sailboat in a controlled environment.

RESOURCES

- Fully equipped sailboat,
- Helmets (one per cadet),
- PFDs (one per cadet),
- Coach boat (minimum of one per eight sailboats),
- A soft, sponge ball that floats,
- Four buoys with lines and weights, and
- Sound signal device.

ACTIVITY LAYOUT

The coach boat operator will set buoys in a square formation (as illustrated in [Figure 13-4-10](#)).



D Cdts 3, 2007, Ottawa, ON: Department of National Defence

Figure 13-4-10 Capsize "It"

ACTIVITY INSTRUCTIONS

1. Conduct the briefing for Drill 7, located at [Annex E](#), prior to conducting this activity.
2. Have the sailboats sail into a control position and restate the drill, its objectives and key points.
3. Have one sailboat sail around the outside of the squared outlined by the buoys. This sailboat is "it".

4. Have the other sailboats stay within the square.
5. Explain to the cadets that they should aim for the mainsail so the ball will fall into the cockpit of the tagged sailboat.
6. The sailboat on the outside is to attempt to throw the ball at the sailboats in the square. If a sailboat is tagged with the ball, it is to sail outside the square to the capsize area where they will capsize the sailboat.



To capsize the sailboat, have the skipper and crew lean against the mainsail and mast on the windward side, pushing the sailboat over so when it capsizes the skipper and crew will fall onto the mainsail not vice versa.

7. When in the capsize area, have the skipper and crew focus on the following:
 - a. **Communication.** The skipper and crew shall maintain open communication at all times. The skipper shall ensure the crew is fine by simply talking and asking questions.
 - b. **Self Recovery.** Encourage the skipper and crew to swim quickly to the centreboard and bow respectively to prevent the sailboat from capsizing. Once the skipper is on the centreboard, have the crew swim the sailboat into head to wind. It is easier if the crew uses the painter to swim in toward the wind. When the sailboat is in head to wind, the skipper shall begin to lean back on the gunwales attempting to right the sailboat. If the skipper requires assistance, the crew may leave the bow to help. When the sailboat is righted, have the skipper and crew move to the stern and climb in. The skipper and crew may then be required to bail the remaining water from the cockpit of the sailboat.
8. Once the cadets have completed capsizing they are now the sailboat that is "it". They must now tag the next boat for capsizing. If the sailboat that is "it" misses, another boat is to retrieve the ball and they are now "it" and must leave the square.
9. The drill is completed when all the sailboats have righted the capsized sailboat. Have the sailboats sail into a control position and quickly de-brief the cadets on the drill conducted before continuing with the next drill.



COMMON ERRORS

It is common for novice sailors to make the following errors when developing these basic skills:

- Communication, to include:
 - panicking, due to cold water, tangles, etc.; and
 - not speaking loud enough for the skipper and crew to hear each other; and
- Self recovery, to include:
 - pushing the bow into the wind instead of pulling it using the painter;
 - not getting on the very end of the centreboard; and
 - not being able to get in over the stern.



A second coach boat is recommended for this activity.



If an alternate drill is to be used, focus on the key points outlined in the briefing located at [Annex E](#).

SAFETY

- The coach boat shall remain in sight of the cadets in the water at all times.
- Ensure a coach boat is present at all times.
- Ensure the size of the course is large enough to prevent collisions.
- Ensure WSO are adhered to throughout the activity.

ACTIVITY 8

Time: 60 min



Although the cadets are not required to tack and gybe to successfully complete the skills required for White Sail Level I, the cadets will experience tacking and gybing when sailing. The following drill may be incorporated into the lesson to help develop tacking and gybing skills.

OBJECTIVE

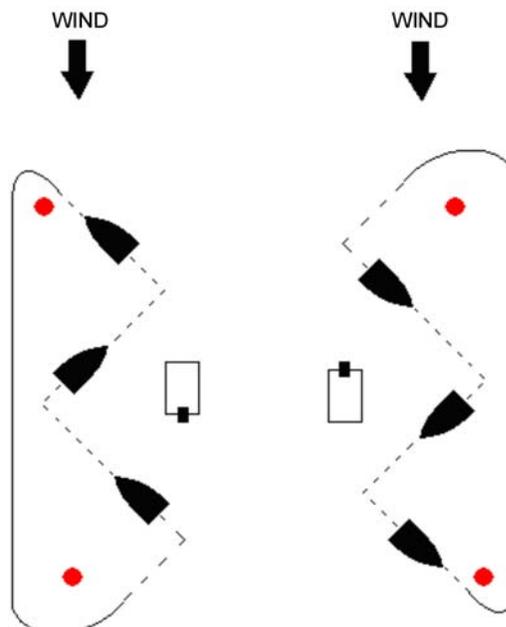
The objective of this activity is for the cadets to act as a skipper and crew of a sailboat when tacking and gybing.

RESOURCES

- Fully equipped sailboat,
- Helmets (one per cadet),
- PFDs (one per cadet),
- Coach boat (minimum of one per eight sailboats), and
- Sound signal device.

ACTIVITY LAYOUT

The coach boat operator will set buoys in a windward leeward formation (as illustrated in [Figure 13-4-11](#)).



D Cdts 3, 2006, Ottawa, ON: Department of National Defence

Figure 13-4-11 Tack and Back

ACTIVITY INSTRUCTIONS

1. Conduct the briefing for Drill 8, located at [Annex E](#), prior to conducting this activity.
2. Have the sailboats sail into a control position and restate the drill, its objectives and key points.
3. Have the sailboats tack back and forth upwind around the buoy. Each sailboat shall be instructed to tack a minimum of three times before reaching the upwind buoy.
4. When each sailboat has successfully completed the course, reverse the direction, having the sailboats gybe a minimum of three times before reaching the leeward buoy.
5. When each sailboat is tacking and gybing, the cadets shall focus on the following:
 - a. **Tacking.** Have the sailboats sail an upwind course between the two buoys. Coach the sailboats as they tack upwind having the skipper slowly push the tiller away. As the sailboat begins to head through the wind, the sails will begin to luff. The skipper and crew should begin to switch sides of the sailboat, ducking below the swinging boom. The skipper should move swiftly from one side to the other by moving the aft foot first, ducking, and sitting on the other side of the sailboat.



The tiller extension and mainsheet should never leave the hands of the skipper.

The skipper shall always face the bow of the sailboat, never the stern.

After sitting on the other side of the sailboat, the skipper shall switch the tiller and mainsheet to the opposite hand. As the skipper is moving from side to side, the crew shall also switch sides, along with switching the jib sheets. When the bow of the sailboat has passed through head to wind, the skipper should immediately place the tiller in the centre of the sailboat to resume a straight course behind the coach boat.



Be sure the skipper and crew are maintaining communication while tacking. The skipper shall say "prepare to tack" when ready to begin pushing the tiller away. The crew shall respond with "ready", at which time the skipper will respond with "tacking" simultaneously pushing the tiller away.

- b. **Gybing.** Have the sailboats sail a downwind course between the two buoys. Coach the sailboats as they gybe downwind having the skipper slowly pull the tiller toward themselves. As the sailboat begins to pass its stern through the wind, the sails will begin to luff. The skipper and crew should then begin to switch sides of the sailboat, ducking below the swinging boom. The crew should carefully guide the boom across the boat. The skipper should move swiftly from one side to the other by moving the aft foot first, ducking, and sitting on the other side of the sailboat.



The tiller extension and mainsheet should never leave the hands of the skipper.
The skipper shall always face the bow of the sailboat, never the stern.

After sitting on the other side of the sailboat, the skipper shall switch the tiller and mainsheet to the opposite hand. As the skipper is moving from side to side, the crew shall also switch sides, along with switching the jib sheets. When the stern of the sailboat has passed through head to wind, the skipper should immediately place the tiller in the centre of the sailboat to resume a straight course.



Be sure the skipper and crew are maintaining communication while gybing. The skipper shall say "prepare to gybe" when ready to begin pulling the tiller toward themselves. The crew shall respond with "ready", at which time the skipper will respond with "gybing" simultaneously pulling the tiller toward themselves.

6. When the drill is completed have the sailboats sail into a control position and quickly de-brief the cadets on the drill conducted before continuing on with the next drill.



COMMON ERRORS

It is common for novice sailors to make the following errors when developing these basic skills:

- Tacking, to include:
 - pulling the tiller instead of pushing;
 - looking toward the stern;
 - letting go of the tiller extension and sheets;
 - letting go of the tiller; and
 - not ducking.
- Gybing, to include:
 - pushing the tiller instead of pulling;
 - looking toward the stern;
 - letting go of the tiller extension and sheets;
 - letting go of the tiller;
 - not ducking; and
 - not guiding the boom.



If an alternate drill is to be used, focus on the key points outlined in the briefing located at [Annex E](#).

SAFETY

- Ensure a coach boat is present at all times.
- Ensure the size of the course is large enough to prevent collisions.
- Ensure WSO are adhered to throughout the activity.

CONFIRMATION OF TEACHING POINT 1

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

END OF LESSON CONFIRMATION

Throughout sail training, evaluate the White Sail Level I skills in accordance with the *CYA White Sail I Practical Skills Checklist*.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Sail training is a fundamental component of the Sea Cadet program that provides an opportunity for cadets to practice skills such as ropework and communication in a controlled environment. Sailing a sailboat provides the opportunity to achieve a CYA White Sail Level I, while practicing sailing skills in a fun and exciting setting.

INSTRUCTOR NOTES/REMARKS

Specific skills required to attain CYA White Sail Level I are indicated on the *CYA White Sail I Practical Skills Checklist*.

If cadets have difficulty attaining a skill, the instructor should focus more time in that area.

Each cadet is to act as both skipper and crew for each drill.

REFERENCES

- A1-010 A-CR-CCP-030/PT-001 D Cds 4. (2005). *Water Safety Orders*. Ottawa, ON: Department of National Defence.
- 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 I Practical Skills Checklist*. Retrieved 3 April 2006, from www.sC1-096ailing.ca/cbet/content/WIChecklist.doc.
- C1-096 Canadian Yachting Association. (ND). *Level 1 Technical Coach Manual*. Gloucester, ON: Canadian Yachting Association.



ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE



SECTION 5

EO M224.05 – DE-RIG A SAILBOAT

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

Demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate de-rigging a sailboat while providing an opportunity for the cadets to practice de-rigging a sailboat under supervision.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to de-rig a sailboat on completion of sailing.

IMPORTANCE

It is important for cadets to de-rig a sailboat as it is a fundamental component of sailing. Properly de-rigging a sailboat ensures equipment is cared for preventing future damage, and that the sailboat is ready for the next day of training.



The timings allocated in this EO are instruction time only.

Cadets will be provided additional training time during EO M224.04 (Sail a Sailboat) to complete the practical skills as required. For example, securing a sailboat to a jetty is an evaluated skill in accordance with the CYA White Sail I Practical Skills Checklist, but the cadets will not be evaluated on this skill until EO M224.04 (Sail a Sailboat).

Teaching Point 1**Demonstrate and Have the Cadets Participate in De-Rigging a Sailboat**

Time: 35 min

Method: Demonstration and Performance



Explain and demonstrate the steps to de-rigging a sailboat.

SECURING A SAILBOAT TO A JETTY/DOCK

Each sail centre will have a different means of securing their sailboats and equipment. Some sail centres may moor sailboats, whereas others may use a jetty or bring the sailboats ashore. Cadets will use the method practiced at the sail centre they are attending.

When securing to any cleat, mooring, or jetty, ensure the knot is tied correctly, and that enough slack line is provided to allow the sailboat some range of motion in waves, wake, and change in wind direction.

LOWERING SAILS

Once the sailboat is tied to the jetty, lower the sails immediately (the mainsail should be lowered first and then the jib sail), to prevent the sails from filling with wind. To lower the sails, loosen the halyard from the cleat and allow it to slowly fall into the boat, keeping control of the lines.

DETACHING THE SAILS

Keep all halyards secured to a part of the sailboat or in hand at all times when de-rigging.

Once the mainsail and jib sail are lowered, the halyards must be untied and removed from the sails. This is completed in the following steps:

1. **Untying the Halyards From the Mainsail and Jib Sail.** Untie any knots or loosen any shackles used to attach the halyards to the sails.
2. **Removing the Boom From the Gooseneck.** Remove the boom from the gooseneck by unclipping the pin and hinge.
3. **Removing the Mainsail From the Boom.** Untie the tack and clew of the mainsail. Slide the foot of the mainsail out of the boom.
4. **Removing the Jib Sail From the Bowplate.** Untie the tack of the jib sail or loosen the shackle used to secure the jib sail to the bowplate.
5. **Untying the Sheets.** Untie the figure eight knots in the ends and pull the sheets through the main block and jib fairleads.
6. **Removing the Rudder and Tiller.** Detach the rudder from the transom of the sailboat, and remove the tiller from the head of the rudder.

7. **Removing Equipment.** Remove sails, sheets, rudder, and tiller from the sailboat.
8. **Securing the Boom and Lines.** Connect the main halyard to the outhaul of the boom and raise the boom so it is perpendicular to the mast. Tighten and cleat the mainsheet as well as the boom vang. Secure all lines to prevent them from blowing in the wind and coming out of their intended position.



If the sailboat remains on the water after de-rigging, ensure the raising of the centreboard or the removal of the daggerboard is the last task completed. This will ensure the sailboat is stable while it is being de-rigged.



Allow the cadets to practice de-rigging a sailboat.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What sail should be lowered first?
- Q2. What should you focus on when handling halyards?
- Q3. What is the last thing you should ensure when de-rigging on the water?

ANTICIPATED ANSWERS

- A1. The mainsail should be lowered first.
- A2. Keep all halyards secured to a part of the sailboat or in hand at all times.
- A3. Ensure the raising of the centreboard or the removal of the daggerboard is the last task completed.

Teaching Point 2

Demonstrate and Have the Cadets participate in Storing Equipment

Time: 20 min

Method: Demonstration and Performance

REMOVING ALL EQUIPMENT

Once sailing is completed, the sailboat is to be secured. Before leaving the sailboat, ensure all the gear has been removed from the sailboat to include:

- mainsail,
- jib sail,
- rudder,
- tiller,
- sailbag,
- sheets,

- boom (if required), and
- garbage.

STORING SAILS

In order to prevent sails from being damaged, they must be rolled or folded and stored in a dry place, away from direct sunlight. Direct sunlight exposure and moisture, especially from salt water, can cause the sails to weaken and deteriorate, resulting in tearing.



Sails are to be thoroughly dried before being rolled or folded.



Explain and demonstrate the steps to rolling and folding sails.

Rolling Sails

Rolling is effective for sails that have permanently fitted battens along the leech of the mainsail. To roll a sail, use the following steps:

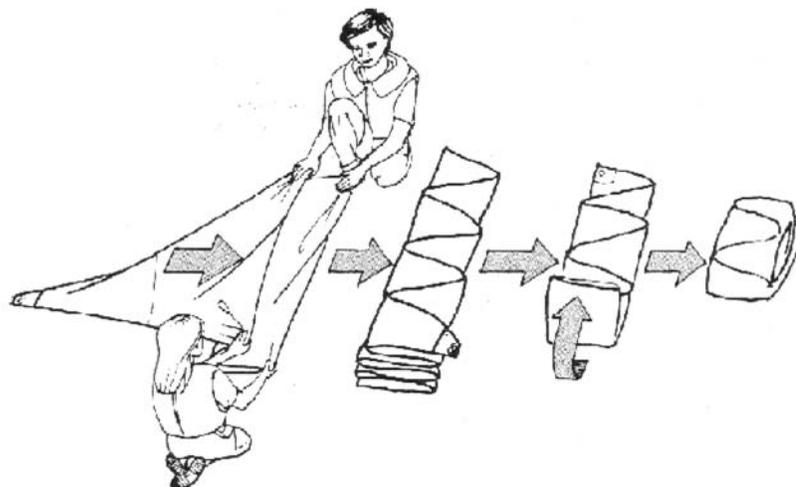
1. Lay the mainsail out on a dry and flat area.
2. Lay the jib sail on top of the mainsail.
3. Line up the foot of both sails and begin rolling them together from head to foot.
4. When rolled, store these sails in a long sail bag.

Folding Sails

One method for folding sails is known as the accordion method (as illustrated in [Figure 13-5-1](#)). The accordion method is used when sails are stored in a short sail bag. The mainsail and jib sail are folded separately but are stored in the same sail bag. If the sail is fitted with battens, the battens must be removed prior to folding the sail.

To fold a sail using the accordion method, use the following steps:

1. Lay the mainsail out on a dry and flat area.
2. One cadet will kneel down near the tack of the mainsail, and another cadet will kneel down near the clew of the mainsail.
3. Holding the tack and clew firmly with one hand, begin pulling the mainsail toward the foot, folding it twice each time (as illustrated in [Figure 13-5-1](#)).
4. While folding, keep the bolt rope in the luff straight and lined up on top of each fold.
5. Continue folding the mainsail until the entire sail is folded to the head.
6. Starting at the bolt rope, roll the sail neatly.
7. Fold the jib sail using the same method.
8. When folded, store the sails in a sail bag.



S. Donaldson, Basic Sailing Skills Manual, Canadian Yachting Association (p. 71)

Figure 13-5-1 Accordion Method

When using the accordion method, attempt to place fold marks at different locations each time the sail is folded. This will prevent permanent creases from forming in the sail material.



Allow the cadets to practice rolling and folding sails.

RETURNING EQUIPMENT

Always ensure that all essential equipment is removed from the sailboat and stored as per the sail centre's routine.



Each sail centre will practice a different method for storing equipment.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. Where should sails be stored?
- Q2. What are two ways that sails can be stored to prevent damage?
- Q3. What are the steps to the accordion method?

ANTICIPATED ANSWERS

- A1. Sail should be stored in a dry place, away from direct sunlight.
- A2. Sails can be rolled or folded.

A3. To fold a sail using the accordion method, use the following steps:

1. Lay the mainsail out on a dry and flat area.
2. One cadet will kneel down near the tack of the mainsail, and another cadet will kneel down near the clew of the mainsail.
3. Holding the tack and clew with hand firmly, begin pulling the mainsail toward the foot, folding it twice each time (as illustrated in [Figure 13-5-1](#)).
4. While folding, keep the bolt rope in the luff straight and lined up on top of each fold.
5. Continue folding the mainsail until the entire sail is folded to the head.
6. Starting at the bolt rope, roll the sail neatly.
7. Fold the jib sail using the same method.
8. When folded, store the sails in a sail bag.

END OF LESSON CONFIRMATION

The cadets' participation in de-rigging a sailboat will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

Evaluation will be conducted by a certified CYA Green Sail Instructor. The evaluation of sailing skills will continue throughout the sail weekend. The cadets will have multiple opportunities to de-rig a sailboat.

CLOSING STATEMENT

De-rigging a sailboat is a fundamental component of sailing. The ability to complete de-rigging while ensuring equipment is secured and stowed will increase the life span of items such as sails, lines and other pieces of equipment.

INSTRUCTOR NOTES/REMARKS

It is recommended that this lesson be conducted in conjunction with EO M224.03 (Rig a Sailboat).

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 I Practical Skills Checklist*. Retrieved 3 April 2006, from www.sailing.ca/cbet/content/WIChecklist.doc.

SUGGESTED CLOTHING AND FOOTWEAR

The weather forecast and the following clothing guidelines can assist in determining the clothing to be worn for sail training.

Footwear

- **On the Water Training.** Soft-soled shoes (sneakers) or sailing boots. No open-toed footwear is permitted. Footwear will get wet. It is recommended that cadets wear older shoes they do not mind getting wet and possibly salty.
- **Ashore Training.** A separate pair of shoes other than the on the water pair is needed. Cadets are not permitted to wear wet footwear unless they are participating in on the water training. Seasonal outdoor footwear is recommended for ashore activities.

Clothing

- **On the Water Training.** All personnel should have at least two sets of the following:
 - shirt,
 - sweater,
 - shorts (if weather permits),
 - bathing suit,
 - pants, such as, sweat pants or lined nylon (NO JEANS PERMITTED as they restrict movement and become heavy when wet),
 - undergarments,
 - hat, and
 - socks.
- **Ashore Training.** All personnel are to bring appropriate seasonal clothing. This clothing should not be the same clothing brought for on the water training.

Outerwear

- Warm hat (if expected temperatures are low),
- Jacket, and
- Gloves/mittens (if expected temperatures are low and cadets wish to wear gloves on the water, they must be suitable for working with small lines and moving parts).

Note: Wet weather gear and wetsuits may be available.

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SUGGESTED ARTICLES OF CLOTHING

- PFD,
- sneakers,
- T-shirt,
- shorts,
- sunglasses,
- ball cap,
- rubber boots,
- raincoat,
- rain pants,
- sweater,
- gym pants,
- jacket,
- wetsuit,
- dry suit,
- warm boots/shoes,
- toque,
- gloves,
- jeans,
- sandals, and
- heavy woollen sweater.



Ensure these articles are large enough to be put on over the cadet's clothing.

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PARTS OF A SAILBOAT

HULL	BOW
STERN	MAINSAIL
JIB SAIL	JIB SHEETS
MAIN SHEET	MAST
BOOM	RUDDER
TILLER	CENTREBOARD
MAIN HALYARD	JIB HALYARD

HULL	BOW
STERN	MAINSAIL
JIB SAIL	JIB SHEETS
MAIN SHEET	MAST
BOOM	RUDDER
TILLER	CENTREBOARD
MAIN HALYARD	JIB HALYARD

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PROPOSED TRAINING SCHEDULE

The following schedule is a suggested schedule only. The amount of time spent on each skill and drill will be dependent on the number of cadets, experience of the cadets, type of sailboats used, and the weather conditions. The schedule should be altered to ensure the cadets receive the best sail experience possible.

DAY ONE	
0800hrs	Cadets Muster
0815hrs	EO M224.02 (Prepare for Sail Training)
0915hrs	EO M224.03 (Rig a Sailboat)/EO M224.05 (De-Rig a Sailboat) Additional opportunities for these EOs will be available throughout the weekend.
1015hrs	Untie/launch and begin sailing
1015hrs	Conduct Drill 1 (A Safe Departure)
1045hrs	Conduct Drill 2 (Box In and Begin)
1145hrs	Head in for Lunch
1200hrs	LUNCH
1300hrs	Untie/launch and begin sailing
1315hrs	Conduct Drill 3 (Sailboat Tag)
1415hrs	Conduct Drill 4 (Pick a Place)
1515hrs	Head in for Dinner
1530hrs	EO M224.05 (De-Rig a Sailboat)
1615hrs	Store and secure gear
1620hrs	De-brief
1630hrs	DINNER

DAY TWO	
0800hrs	Cadets Muster
0815hrs	EO M224.03 (Rig a Sailboat)
0900hrs	Untie/launch and begin sailing
0915hrs	Conduct Drill 5 (Stick it Straight)
1015hrs	Conduct Drill 6 (Sailing Slalom)
1145hrs	Head in for Lunch
1200hrs	LUNCH

DAY TWO	
1300hrs	Untie/launch and begin sailing
1320hrs	Conduct Drill 7 (Capsize "It")
1420hrs	Conduct Drill 8 (Follow the Leader)
1520hrs	Head in for secure
1600hrs	EO M224.05 (De-Rig a Sailboat)
1615hrs	Store and secure gear
1620hrs	De-brief
1630hrs	DEPART

It is recommended that Drill 8 (Capsize "It") be conducted at the end of day one or day two.

In accordance with the WSO, if a cadet has never completed the Declaration of Swimming Ability; it is to be conducted prior to participating in any type of on the water training.



For the levels found in the Declaration of Swimming Ability, refer to A-CR-CCP-030/PT-001, Annex A, page A1/A2.

BRIEFINGS

DRILL 1 BRIEFING

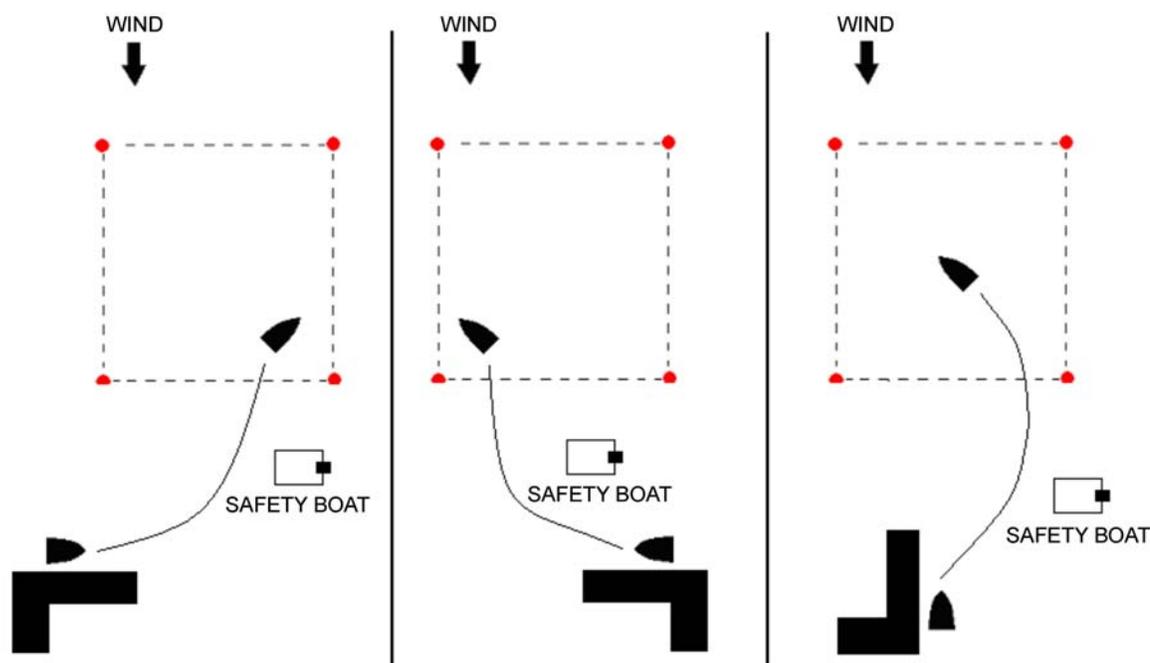
Drill Name: A Safe Departure

Objective: To have the cadets depart from the jetty safely.

Key Points:

- Tiller control, to include:
 - holding the tiller extension like a microphone;
 - holding the tiller extension using the aft hand; and
 - keeping the tiller in the centre of the sailboat; and
- Crew position, to include
 - the skipper sitting on the opposite side of the mainsail;
 - the crew sitting on the same side of the mainsail, unless the wind strength warrants additional weight on the high side of the sailboat; and
 - the skipper sitting forward away from the tiller.

Drill: The cadets are to sail to the inside of the square.



D Cdts 3, 2007, Ottawa, ON: Department of National Defence

Figure 13E-1 A Safe Departure

Safety:

- One whistle blast – the next sailboat can depart the jetty.

- Three whistle blasts – sailboats will move into the control position (luffing on a starboard tack downwind of the coach boat).
- Five whistle blasts or more – sailboats will head into the shore.

DRILL 2 BRIEFING

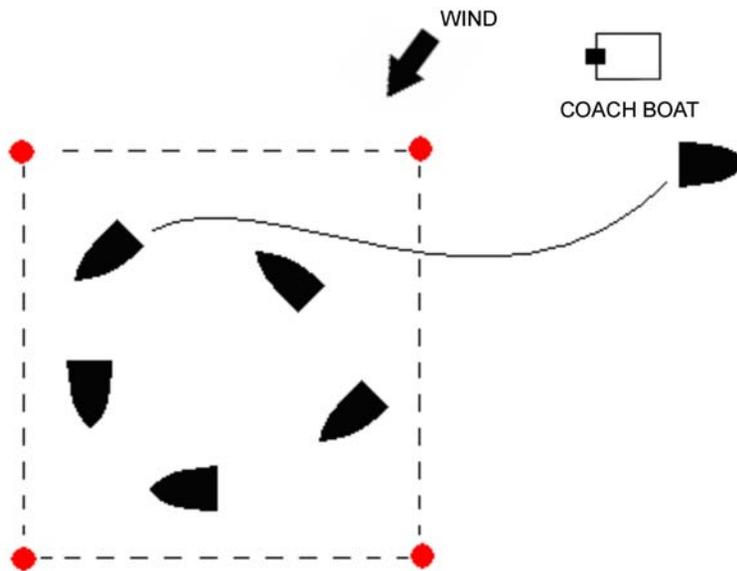
Drill Name: Box In and Begin

Objective: To introduce the cadets to the basics of sailing in a fun, safe, and controlled environment.

Key Points:

- Course control, to include holding the tiller in the middle of the sailboat; and
- Sail control, to include trimming the sail to the point of almost luffing.

Drill: The cadets are to remain inside the square at all times.



D Cdts 3, 2006, Ottawa, ON: Department of National Defence

Figure 13E-2 Box In and Begin

Safety:

- Three whistle blasts – sailboats will move into the control position (luffing on a starboard tack downwind of the coach boat).
- Five whistle blasts or more – sailboats will head into the shore.

DRILL 3 BRIEFING

Drill Name: Sailboat Tag

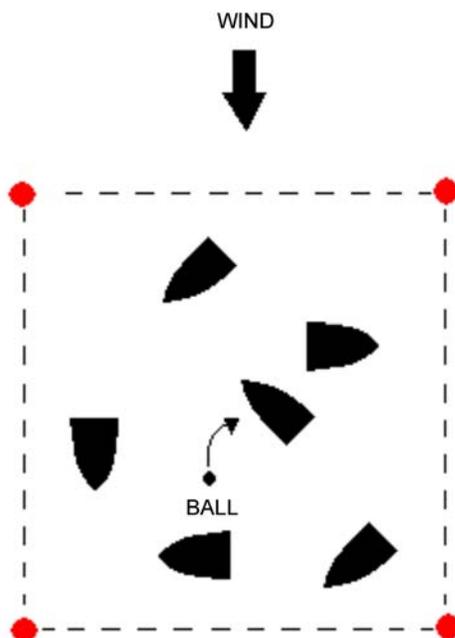
Objective: To introduce the cadets to the basics of sailing in a fun, safe, and controlled environment.

Key Points:

- Course control, to include holding the tiller in the middle of the sailboat; and

- Sail control, to include trimming the sail to the point of almost luffing.

Drill: The cadets are to remain inside the square at all times. The sailboat that holds the sponge ball is It. The crew is to throw the ball at the mainsail of another sailboat so the ball will fall into the cockpit of the tagged sailboat.



D Cdts 3, 2006, Ottawa, ON: Department of National Defence

Figure 13E-3 Sailboat Tag

Safety:

- Ensure sailboats do not collide while playing the game.
- Three whistle blasts – sailboats will move into the control position (luffing on a starboard tack downwind of the coach boat).
- Five whistle blasts or more – sailboats will head into the shore.

DRILL 4 BRIEFING

Drill Name: Pick a Place

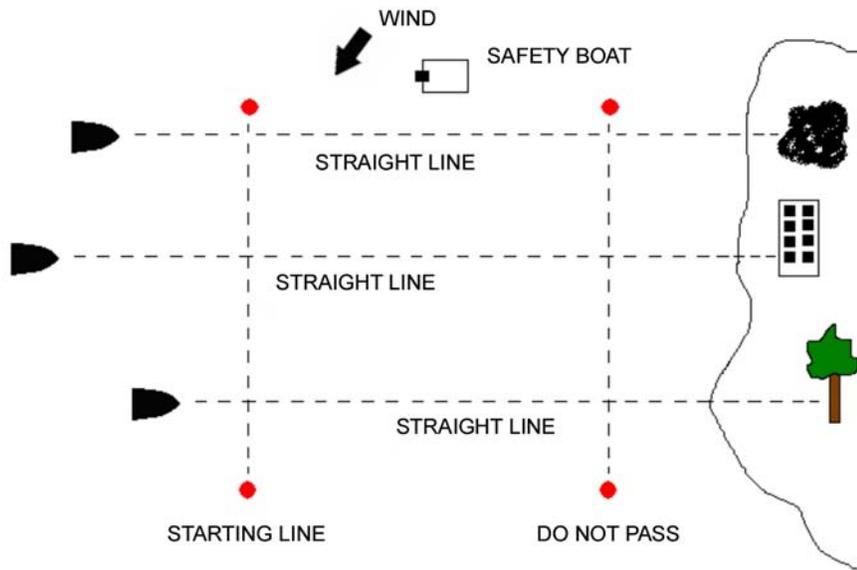
Objective: To have the cadets sail a straight line for two minutes.

Key Points:

- Course control, to include making minor tiller adjustments as required;
- Sail control, to include:
 - maintaining full sails; and
 - adjusting the sail trim according to the course heading; and
- Crew position, to include:

- maintaining a balanced sailboat;
- the skipper sitting on the opposite side of the mainsail;
- the crew maintaining a lookout; and
- the crew communicating with the skipper regarding the course heading.

Drill: Have cadets pick a fixed item on shore and sail a straight course toward it.



D Cdts 3, 2006, Ottawa, ON: Department of National Defence

Figure 13E-4 Pick a Place

Safety:

- Three whistle blasts – sailboats will move into the control position (luffing on a starboard tack downwind of the coach boat).
- Five whistle blasts or more – sailboats will head into the shore.

DRILL 5 BRIEFING

Drill Name: Stick it Straight

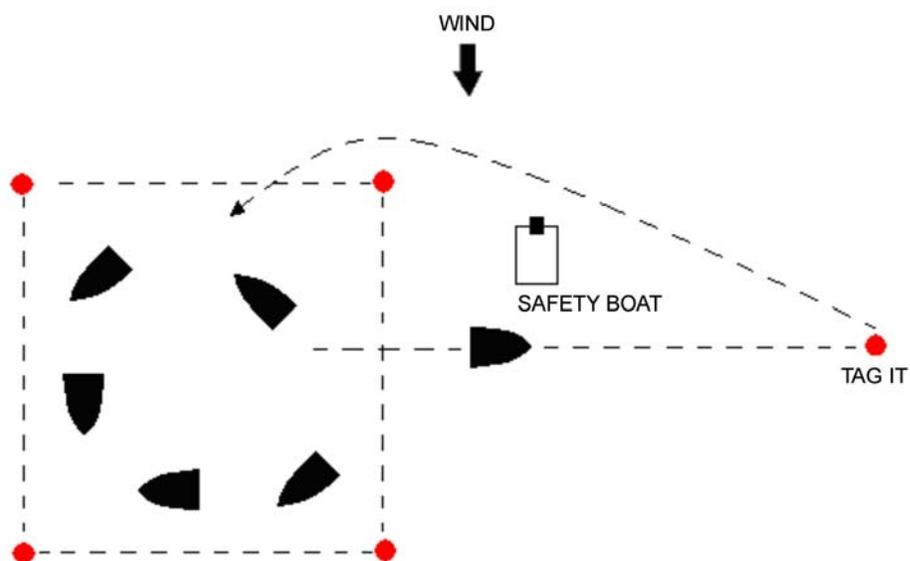
Objective: To have the cadets sail a straight line for two minutes.

Key Points:

- Course control, to include:
 - maintaining a straight course toward a buoy; and
 - making minor tiller adjustments;
- Sail control, to include maintaining full sails while sailing toward the buoy; and
- Crew position to include:
 - maintaining a steady lookout; and

- providing the skipper with course heading information to reach and tag the buoy.

Drill: Have cadets sail toward the buoy outside the square and tag it when reached.



D Cdts 3, 2006, Ottawa, ON: Department of National Defence

Figure 13E-5 Stick it Straight

Safety:

- Three whistle blasts – sailboats will move into the control position (luffing on a starboard tack downwind of the coach boat).
- Five whistle blasts or more – sailboats will head into the shore.

DRILL 6 BRIEFING

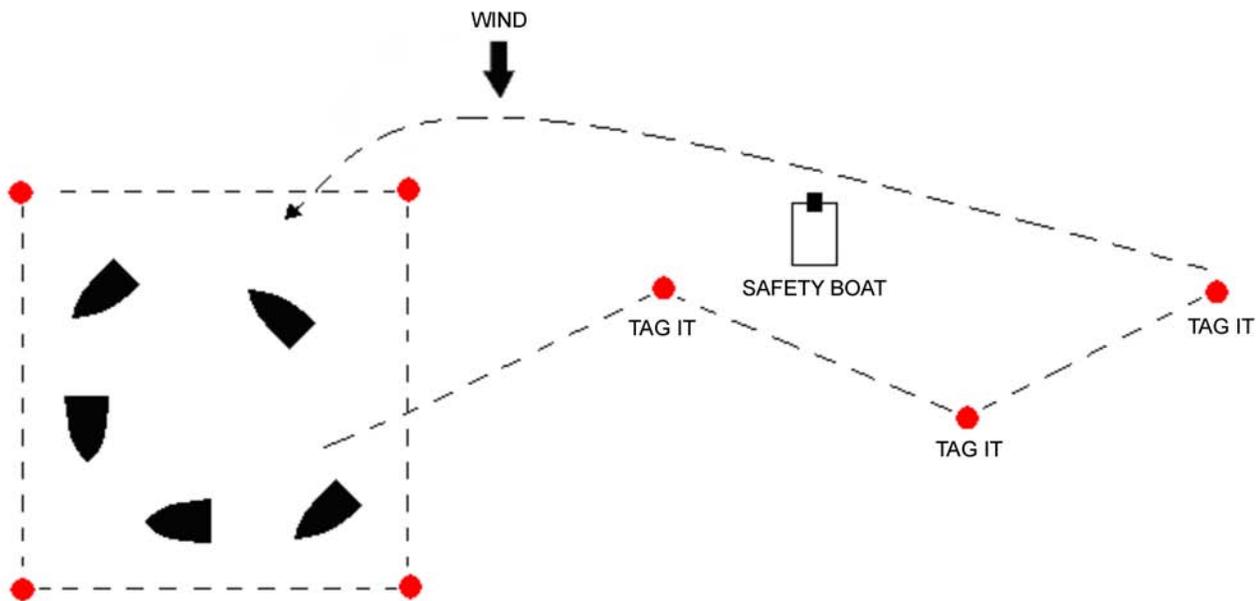
Drill Name: Sailing Slalom

Objective: To have the cadets sail a series of straight lines.

Key Points:

- Course control, to include:
 - maintaining a heading toward each buoy; and
 - making tiller adjustments to sail to the next buoy; and
- Sail control, to include adjusting sail trim according to the new heading.

Drill: Have cadets sail toward the buoys outside the square, tagging them when reached.



D Cdts 3, 2006, Ottawa, ON: Department of National Defence

Figure 13E-6 Sailing Slalom

Safety:

- Three whistle blasts – sailboats will move into the control position (luffing on a starboard tack downwind of the coach boat).
- Five whistle blasts or more – sailboats will head into the shore.

DRILL 7 BRIEFING

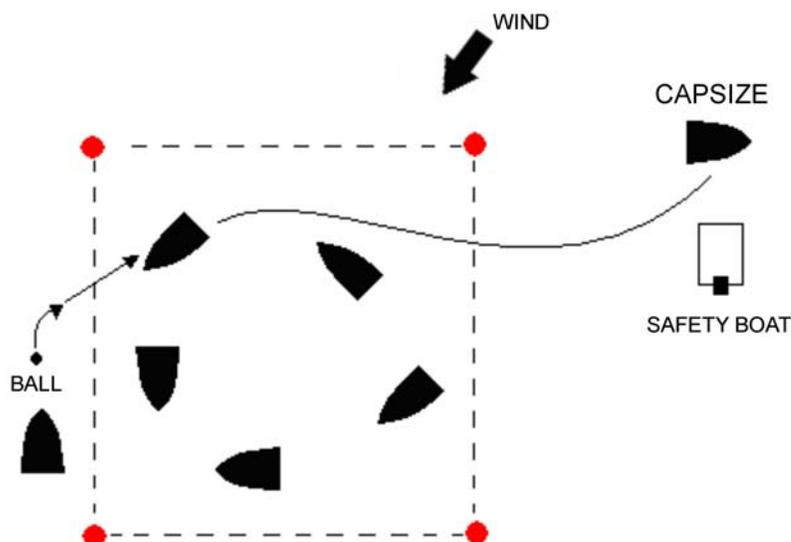
Drill Name: Capsize “It”

Objective: To have the cadets demonstrate the steps to righting a capsized sailboat.

Key Points:

- Skipper and crew maintain constant communication; and
- Self recovery, to include:
 - preventing turtling;
 - capsizing procedure; and
 - remaining calm.

Drill: One sailboat will sail outside the square and try to tag another boat using a soft sponge ball. The sailboat that is tagged is the next boat to be capsized.



D Cdts 3, 2007, Ottawa, ON: Department of National Defence

Figure 13E-7 Capsize "It"

Safety:

- Three whistle blasts – sailboats will move into the control position (luffing on a starboard tack downwind of the coach boat).
- Five whistle blasts or more—sailboats will head into the shore.

DRILL 8 BRIEFING

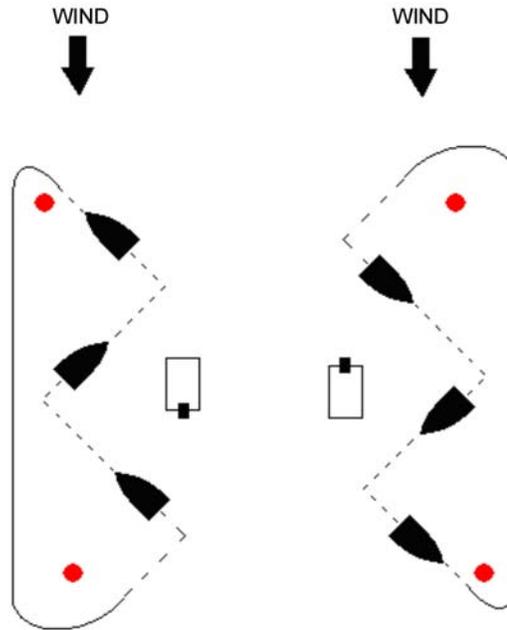
Drill Name: Tack and Back

Objective: To introduce the cadets to basic skippering skills while tacking and gybing.

Key Points:

- Communication,
- Tacking, and
- Gybing.

Drill: Have cadets sail toward the windward and leeward buoys tacking and gybing a minimum of three times before reaching each buoy.



D Cds 3, 2006, Ottawa, ON: Department of National Defence

Figure 13E-8 Tack and Back

Safety:

- Three whistle blasts – sailboats will move into the control position (luffing on a starboard tack downwind of the coach boat).
- Five whistle blasts or more – sailboats will head into the shore.

CHAPTER 14

PO 225 – PARTICIPATE IN A NAUTICAL TRAINING WEEKEND



ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE



EO C225.01 – PREPARE FOR A NAUTICAL TRAINING WEEKEND

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Contact the training site and obtain a copy of the SOPs to determine the timings required for the nautical training weekend.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for this lesson to orient the cadets to the nautical training weekend and give an overview of the expectations and training that is to be completed.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify the skills, rules and regulations, expectations, and the routine in order to prepare for a nautical training weekend.

IMPORTANCE

It is important for cadets to know the nautical weekend structure as well as those skills associated with the training to assist in preparing them for the nautical weekend activities and in turn have a positive experience.

Teaching Point 1**Review the Skills to be Practiced During the Nautical Training Weekend**

Time: 15 min

Method: Interactive Lecture



This EO prepares the cadets for either C225.02A (Perform Small Craft/Vessel Duties While Underway) or C225.02B (Participate in a Nautical Activity). Present only the information that is associated with the EO to be completed.

C225.02A (Perform Small Craft/Vessel Duties While Underway)

Research the type of small craft/vessel on which the cadets will train during the nautical training weekend to determine the training in which the cadets will be participating.

Examples of the type of training in which the cadets may participate may include, but are not limited to:

- helming duties;
- crewing duties;
- emergency response, to include:
 - Person Overboard (POB) exercises,
 - fire response,
 - flood response,
 - steering gear breakdown, and
 - evacuation;
- berthing/slipping a ship, to include:
 - heaving a line;
 - securing a line to a bollard;
 - releasing a line from a bollard; and
 - controlling fenders;
- anchor handling;
- line handling, to include:
 - coiling a line; and
 - faking down a line;
- ropework, to include:

- knots,
- hitches,
- bends,
- splicing, and
- whippings, etc.; and
- small craft/vessel familiarization training, to include:
 - parts,
 - location of equipment,
 - location and types of safety equipment on board, and
 - location and types of navigation equipment on board.

C225.02B (Participate in a Nautical Activity)



Research the training to be conducted during the nautical activity to determine the type of skills and knowledge to which the cadets will be exposed during the training weekend.

Training in which the cadets will participate should meet the following criteria:

- reinforce mandatory and/or complementary training;
- allow the cadets to participate in naval aspects of the CF or maritime community/industry; and
- provide a hands-on opportunity that introduces new skills/knowledge.

CONFIRMATION OF TEACHING POINT 1



Modify the confirmation of this TP based on the weekend activity conducted.

QUESTIONS

- Q1. What are some examples of the type of training that may be conducted during a nautical training weekend?
- Q2. What does “POB” stand for?
- Q3. What are some examples of emergency situations that may arise onboard a vessel?

ANTICIPATED ANSWERS

- A1. Helming duties, crewing duties, emergency response, berthing/slipping a ship, anchor handling, line handling, ropework, and small craft/vessel familiarization.
- A2. Person overboard.

A3. POB, fire, flooding, steering gear breakdown, and evacuation.

Teaching Point 2

Review the Training Site SOPs

Time: 5 min

Method: Interactive Lecture



Highlight the pertinent sections of the site SOPs that the cadets need to know to prepare for the nautical training weekend. The following sections are common areas that are found in all SOPs.

LOCATION

Review the following details:

- general location of the training site, and
- directions on how to get to the training site (if required).

BASIC RULES

Each training site will have SOPs. Some of the common sections found in SOPs will include:

- out of bounds areas,
- clothing and equipment,
- PFDs,
- accommodation rules, and
- on the water rules.



Include any other important rules that are specific to the training site. The training site staff will review the rules in more detail at the training site, but it is important that cadets know what to expect prior to arrival.

WEEKEND EXPECTATIONS

Cadets on a nautical training weekend are expected to fully participate in all activities. Cadets will be required to follow the training site routine and rules.

CONFIRMATION OF TEACHING POINT 2



Modify the confirmation of this TP based on the weekend activity conducted.

QUESTIONS

- Q1. What is the general location of the training site?
- Q2. What are some of the out of bounds areas at the training site?
- Q3. What type of clothing shall be brought to the nautical training weekend?

ANTICIPATED ANSWERS

- A1. Answers will vary depending on the training site.
- A2. Answers will vary depending on the training site.
- A3. Answers will vary depending on the type of training being conducted.

Teaching Point 3**Give an Overview of the Nautical Training Weekend Schedule**

Time: 5 min

Method: Interactive Lecture



If the corps prepares a letter regarding the nautical training weekend, this would be a good opportunity to distribute the letter, review its content, and answer any last minute questions.

TIMINGS

Each corps and training site will have different timings for pick up and drop-off. Some corps will use a bus to transport the cadets to and from the training site.

Review the pick-up time and location for cadets who are attending the nautical training weekend if a bus is being used.

If cadets are being dropped off, review the drop-off times and the location of the training site.

DAILY ROUTINE

Each training site will have a different daily routine based on its facilities and resources. Some of the areas that should be highlighted in the schedule are:

- wakey-wakey,
- lights out time,
- meal times,
- downtime, and
- on the water time.



Items such as the weather forecast, food arrangements, sleeping arrangements and other details regarding the site should be highlighted in this TP.

CONFIRMATION OF TEACHING POINT 3



Modify the confirmation of this TP based on the weekend activity conducted.

QUESTIONS

- Q1. What time and where do you have to be dropped off?
- Q2. What time is wakey-wakey and lights out?
- Q3. What time and where do you have to be picked up?

ANTICIPATED ANSWERS

- A1. Answers will vary depending on the training site.
- A2. Answers will vary depending on the training site.
- A3. Answers will vary depending on the training site.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. What is the general location of the training site?
- Q2. What type of clothing must be brought to the nautical training weekend?
- Q3. What time and where do you have to be picked up?

ANTICIPATED ANSWERS

- A1. Answers will vary depending on the training site.
- A2. Answers will vary depending on the training site.
- A3. Answers will vary depending on the training site.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

The nautical training weekend reinforces basic seamanship skills and provides exposure to duties performed while onboard a small craft/vessel as well those duties performed ashore. Being familiar with the nautical training weekend expectations will help prepare the cadets for these nautical activities.

INSTRUCTOR NOTES/REMARKS

This lesson shall be taught prior to the nautical training weekend.

REFERENCES

- A1-010 A-CR-CCP-030/PT-001 D Cdts 4. (2005). *Water Safety Orders*. Ottawa, ON: Department of National Defence.
- A1-023 A-CR-CCP-601/PG-001 D Cdts 4. (2006). *Phase One QSP*. Ottawa, ON: Department of National Defence.

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CHAPTER 15
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 A-CR-CCP-602/PG-001, Chapter 4. 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

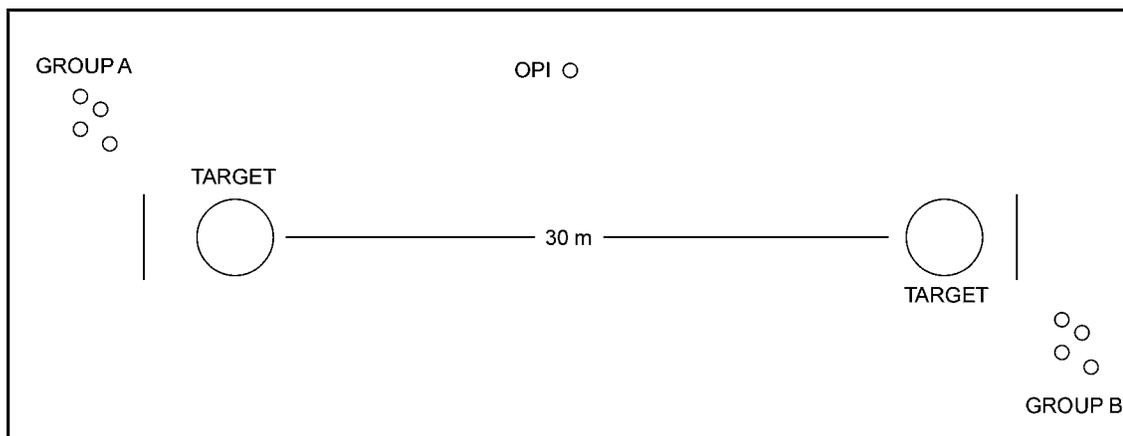
The distance between the two targets shall be approximately 30 m. Teams will be divided into two groups. Each group will be assigned a target station and a designated target. The titles Group A and Group B will ensure clarity throughout these instructions.

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](#).

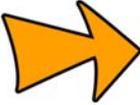
ACTIVITY DESCRIPTION

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.

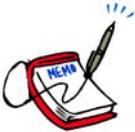
The teams are to be broken up into two groups. One group will consist of Phase One and Two cadets and the other group will be the Phase Three and Four cadets. Each Phase One and Two cadet will then be paired with a Phase Three or Four cadet.

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:

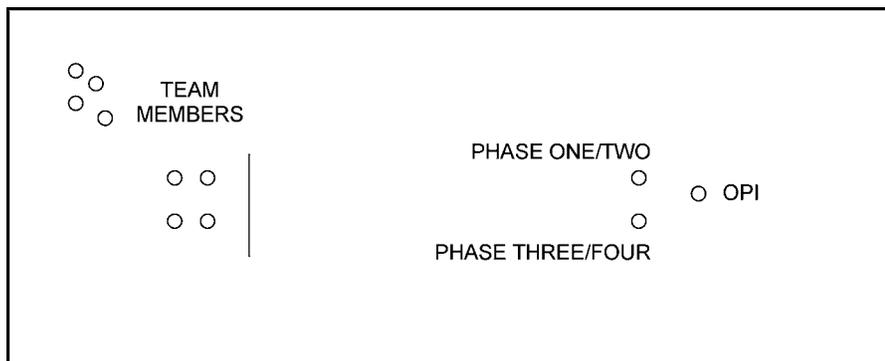
- General Call;
- Still; and
- Carry On.

 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.

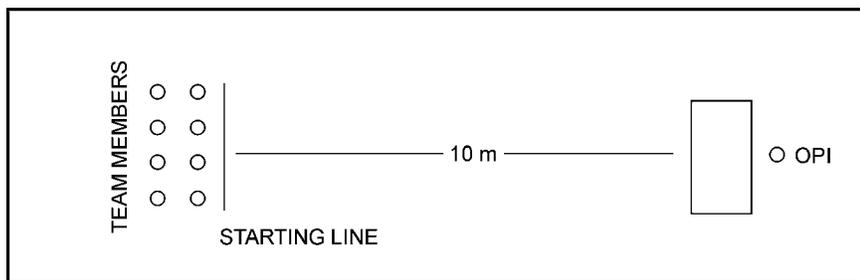
The following knots, hitches and bends used during this activity are as follows:

- Reef knot.
- Figure of eight.
- Sheet bend.
- Bowline.
- Clove hitch.
- Round turn two half hitches.



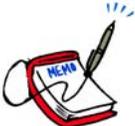
Complementary knots and hitches may be added accordingly.

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.

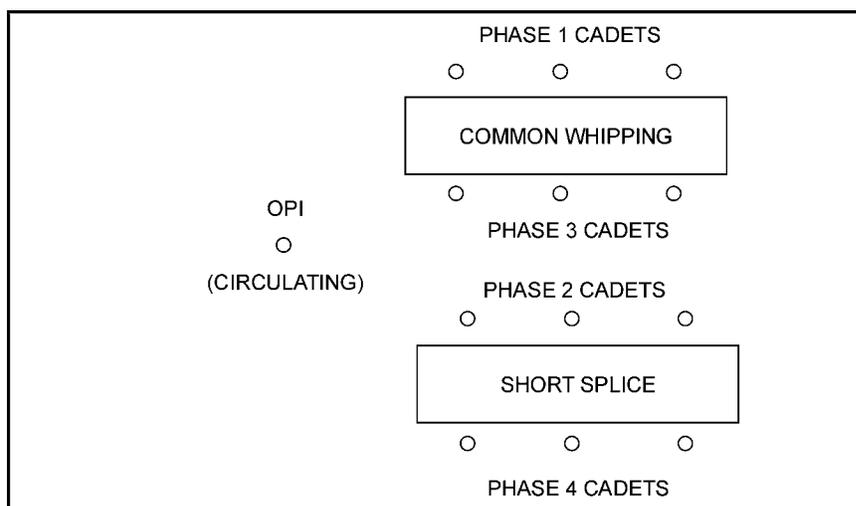
ACTIVITY DESCRIPTION

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:

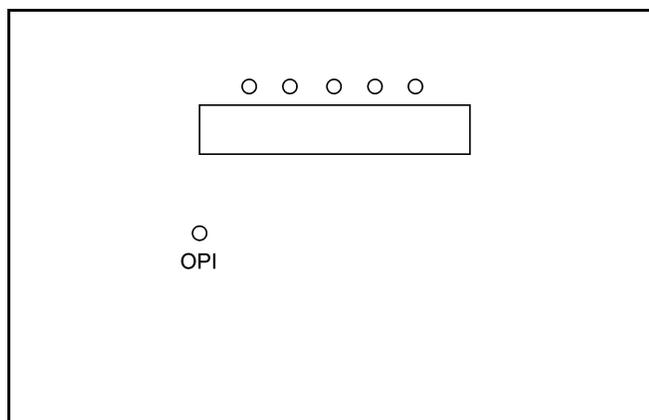


Figure 15-1 One Team Option

Option 2:

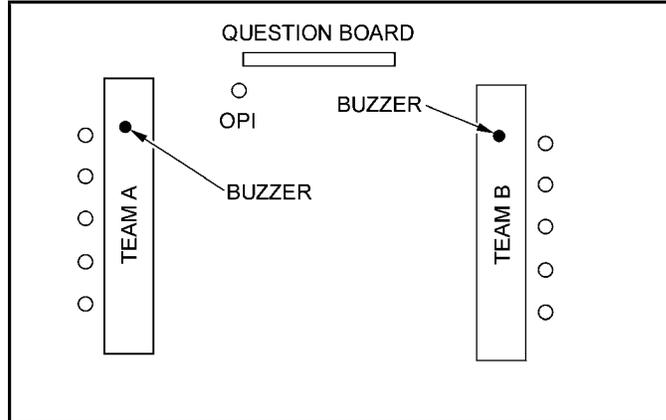


Figure 15-2 Opposing Teams Option

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

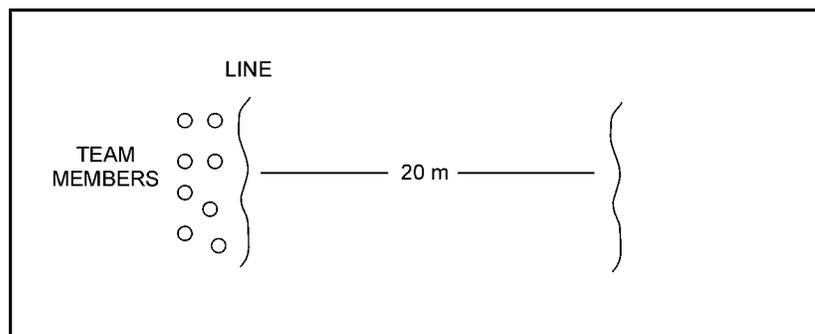
Two pieces of line (4 m).

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

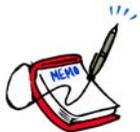
Time: 60 min

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.

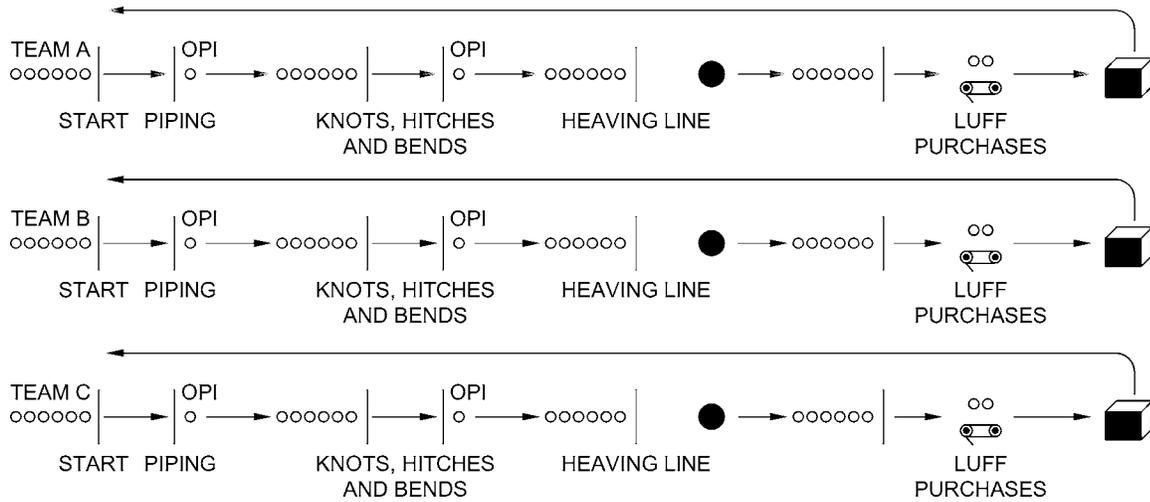
The second station is knots, hitches and bends. Teams will advance to a predetermined location. One at a time each team member will run to the knot OPI and retrieve a card from a bag. The team member will be required to explain the purpose of the knot, hitch or bend as well as properly tie it. The team 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?

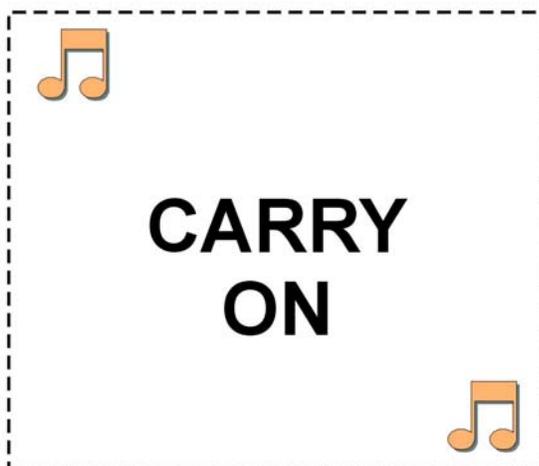
A30. Tacking.

Q31. The side the boat that the wind passes over first is known as what?

A31. Windward side.

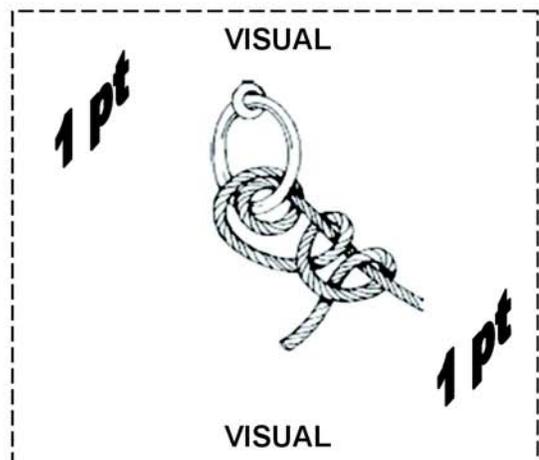
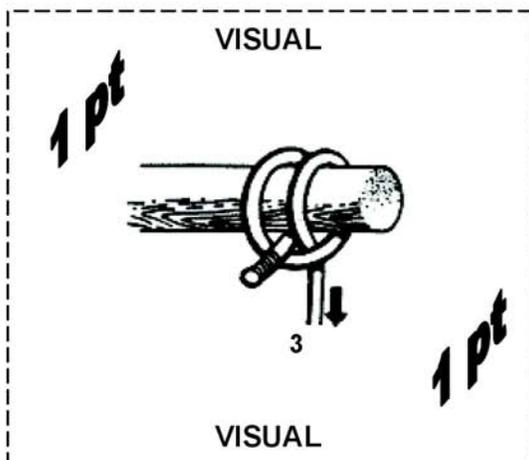
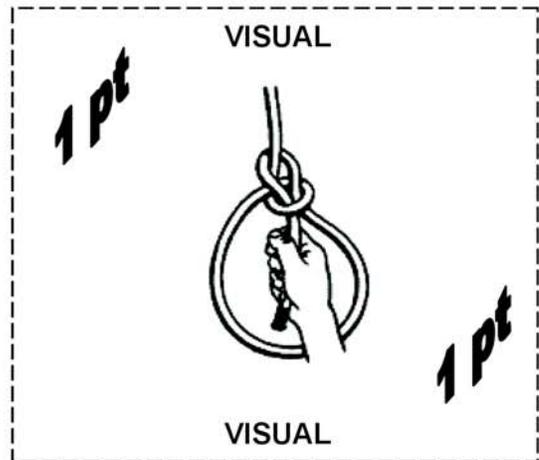
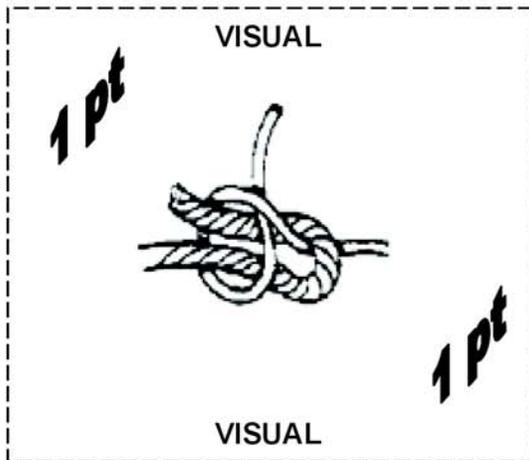
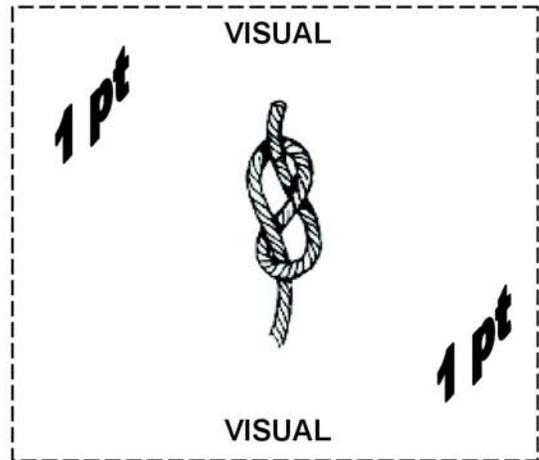
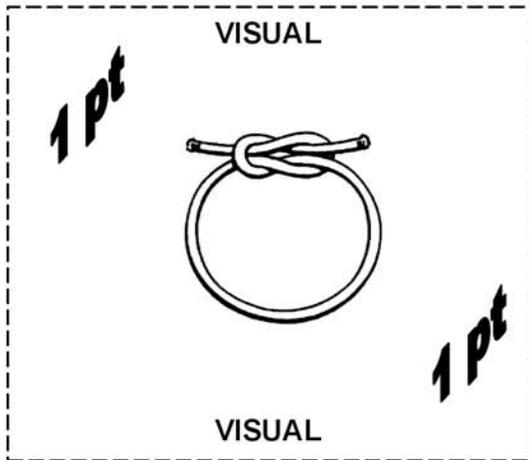
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BOATSWAIN CALL CARDS



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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

2 pts

DEFINITION

REEF KNOT

DEFINITION

2 pts

2 pts

DEFINITION

SHEET BEND

DEFINITION

2 pts

2 pts

DEFINITION

BOWLINE

DEFINITION

2 pts

2 pts

DEFINITION

FIGURE OF 8

DEFINITION

2 pts

2 pts

DEFINITION

CLOVE HITCH

DEFINITION

2 pts

2 pts

DEFINITION

**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 15E-1 HMCS Algonquin



http://www.navy.forces.gc.ca/cms_images/ship_site_images/ship_gallery/283/ETD02-0081-30_1.jpg

Figure 15E-2 HMCS Brandon



http://www.navy.forces.gc.ca/cms_images/ship_site_images/ship_gallery/334/Sailpast.jpg

Figure 15E-3 HMCS Regina



http://www.navy.forces.gc.ca/cms_images/ship_site_images/ship_gallery/509/prot11.jpg

Figure 15E-4 HMCS Protecteur



http://www.jcommops.org/graph_ref/cargo_ship-3.jpg

Figure 15E-5 Cargo Vessel



<http://www.cbsnews.com/images/2006/03/24/imageSJU10103232114.jpg>

Figure 15E-6 Cruise Ship



<http://www.geocities.com/Heartland/Pointe/5181/nfd/smallwood.jpg>

Figure 15E-7 Car Ferry



<http://www.cmt-gmbh.de/tanker%20ship.jpg>

Figure 15E-8 Tanker

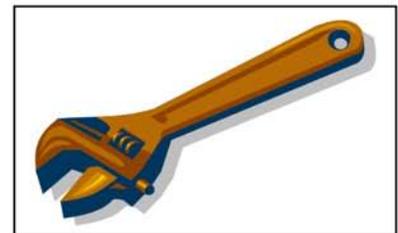
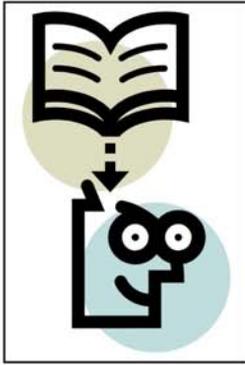


<http://ei4hq.shacknet.nu/corkHarbour/tugs/original/Gerry%20O'Sullivan%201.jpg>

Figure 15E-9 Tug Handling Supply Vessel

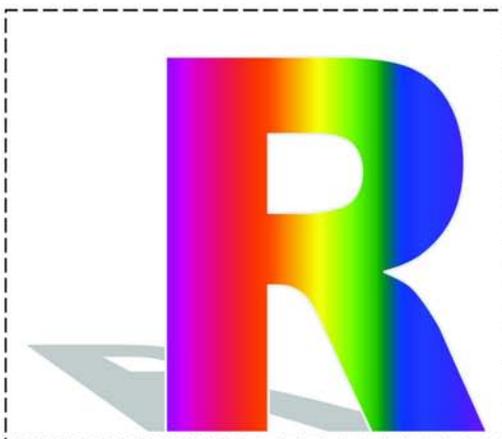
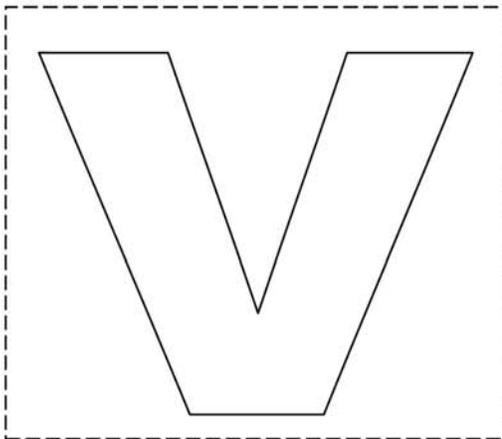
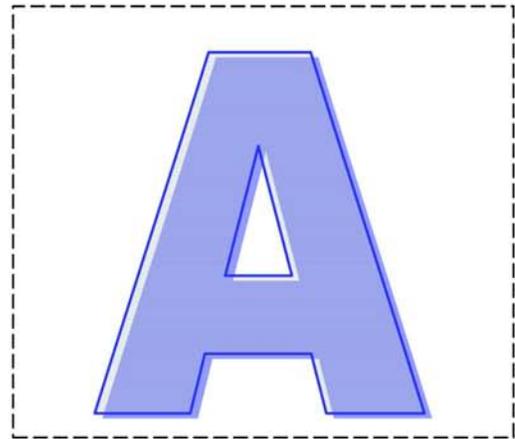
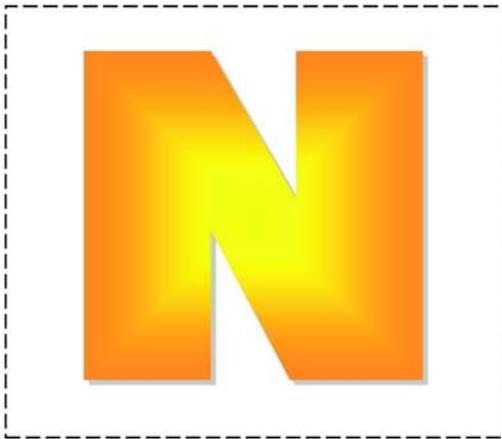
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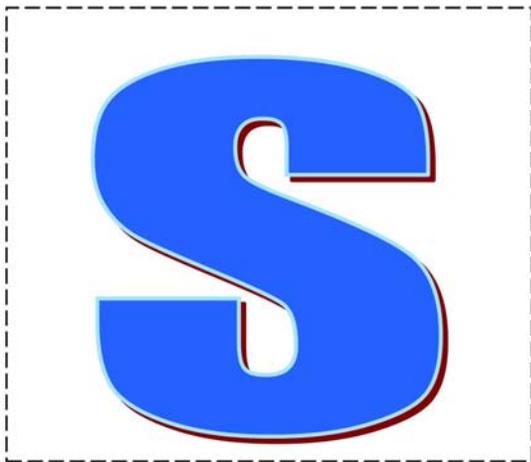
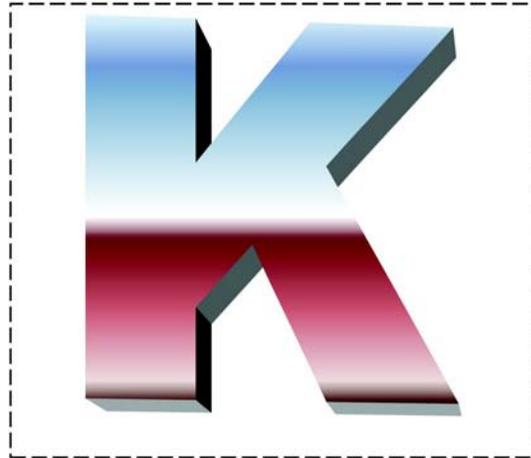
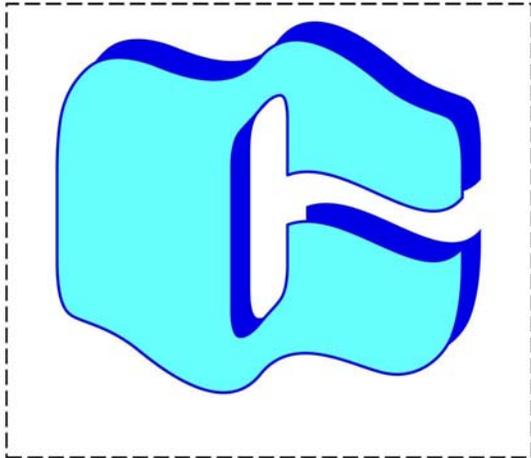
MOST LIKE ME ACTIVITY SHEET



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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
Arrive – Briefing					
0800 hrs					
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				