



ROYAL CANADIAN SEA CADETS

PHASE TWO – INSTRUCTIONAL GUIDES

(ENGLISH)

(Supersedes A-CR-CCP-602/PF-001 dated 2007-06-18)

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



NOTICE

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Insert latest changed pages and dispose of superseded pages in accordance with applicable orders.

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The portion of the text affected by the latest change is indicated by a black vertical line in the margin of the page. Changes to illustrations are indicated by miniature pointing hands or black vertical lines.

Dates of issue for original and changed pages are:

Original.....	0	2015-09-01	Ch.....	3
Ch.....	1		Ch.....	4
Ch.....	2		Ch.....	5

Zero in Change No. column indicates an original page. Total number of pages in this publication is 571 consisting of the following:

Page No.	Change No.	Page No.	Change No.
Cover page.....	0	X04-1 to X04-2.....	0
Title.....	0	X05-1 to X05-2.....	0
A to C.....	0	M206.01-1 to M206.01-8.....	0
i to viii.....	0	M206.01A-1 to M206.01A-2.....	0
X01-1 to X01-2.....	0	M206.01B-1 to M206.01B-2.....	0
X02-1 to X02-2.....	0	M206.01C-1 to M206.01C-2.....	0
M203.01-1 to M203.01-6.....	0	M206.01D-1 to M206.01D-2.....	0
M203.01A-1 to M203.01A-2.....	0	M206.01E-1 to M206.01E-2.....	0
M203.02-1 to M203.02-8.....	0	M206.01F-1 to M206.01F-2.....	0
M203.03-1 to M203.03-8.....	0	M206.01G-1 to M206.01G-2.....	0
M203.04-1 to M203.04-8.....	0	M206.01H-1 to M206.01H-2.....	0
M203.05-1 to M203.05-8.....	0	M206.01I-1 to M206.01I-2.....	0
M203.05A-1 to M203.05A-2.....	0	M206.01J-1 to M206.01J-2.....	0
M203.05B-1 to M203.05B-2.....	0	C206.01-1 to C206.01-8.....	0
M203.05C-1 to M203.05C-2.....	0	C206.02-1 to C206.02-10.....	0
M203.06-1 to M203.06-6.....	0	C206.03-1 to C206.03-8.....	0
M203.06A-1 to M203.06A-2.....	0	M207.01-1 to M207.01-10.....	0
M203.07-1 to M203.07-6.....	0	M207.01A-1 to M207.01A-6.....	0
M203.08-1 to M203.08-4.....	0	M207.01B-1 to M207.01B-2.....	0
C203.01-1 to C203.01-4.....	0	M207.01C-1 to M207.01C-4.....	0
C203.01A-1 to C203.01A-4.....	0	M207.01D-1 to M207.01D-2.....	0
C203.02-1 to C203.02-6.....	0	M207.02-1 to M207.02-6.....	0
C203.02A-1 to C203.02A-2.....	0	M207.02A-1 to M207.02A-2.....	0
C203.03-1 to C203.03-6.....	0	M207.02B-1 to M207.02B-2.....	0
C203.03A-1 to C203.03A-2.....	0	M207.03-1 to M207.03-6.....	0
C203.05-1 to C203.05-6.....	0	M207.04-1 to M207.04-6.....	0
C203.06-1 to C203.06-6.....	0	C207.01-1 to C207.01-8.....	0

LIST OF EFFECTIVE PAGES (Cont)

Page No.	Change No.	Page No.	Change No.
C207.01A-1 to C207.01A-2.....	0	C221.01B-1 to C221.01B-2.....	0
C207.01B-1 to C207.01B-4.....	0	C221.02-1 to C221.02-6.....	0
C207.01C-1 to C207.01C-2.....	0	C221.02A-1 to C221.02A-2.....	0
C207.01D-1 to C207.01D-4.....	0	C221.02B-1 to C221.02B-2.....	0
C207.03-1 to C207.03-4.....	0	C221.03-1 to C221.03-6.....	0
M208.01-1 to M208.01-6.....	0	C221.03A-1 to C221.03A-2.....	0
M208.02-1 to M208.02-6.....	0	M223.01-1 to M223.01-8.....	0
C208.01-1 to C208.01-2.....	0	M223.01A-1 to M223.01A-4.....	0
C208.02-1 to C208.02-2.....	0	M223.01B-1 to M223.01B-2.....	0
C211.01-1 to C211.01-6.....	0	M223.02-1 to M223.02-8.....	0
C211.02-1 to C211.02-10.....	0	M223.03-1 to M223.03-6.....	0
C211.02A-1 to C211.02A-6.....	0	M223.03A-1 to M223.03A-2.....	0
C211.02B-1 to C211.02B-2.....	0	M223.03B-1 to M223.03B-2.....	0
C211.03-1 to C211.03-10.....	0	M223.04-1 to M223.04-4.....	0
C211.03A-1 to C211.03A-6.....	0	M223.04A-1 to M223.04A-2.....	0
C211.04-1 to C211.04-12.....	0	M223.05-1 to M223.05-4.....	0
C211.04A-1 to C211.04A-6.....	0	M223.05A-1 to M223.05A-2.....	0
C211.04B-1 to C211.04B-4.....	0	M223.06-1 to M223.06-4.....	0
C211.04C-1 to C211.04C-4.....	0	M223.06A-1 to M223.06A-2.....	0
C211.04D-1 to C211.04D-2.....	0	M223.07-1 to M223.07-12.....	0
C211.04E-1 to C211.04E-2.....	0	M223.07A-1 to M223.07A-2.....	0
X20-1 to X20-2.....	0	C223.01-1 to C223.01-6.....	0
M221.01-1 to M221.01-12.....	0	C223.01A-1 to C223.01A-8.....	0
M221.01A-1 to M221.01A-2.....	0	C223.02-1 to C223.02-4.....	0
M221.01B-1 to M221.01B-2.....	0	C223.02A-1 to C223.02A-2.....	0
M221.01C-1 to M221.01C-2.....	0	X24-1 to X24-2.....	0
M221.02-1 to M221.02-6.....	0	X25-1 to X25-2.....	0
M221.02A-1 to M221.02A-2.....	0	SIDC-1 to SIDC-20.....	0
M221.03-1 to M221.03-8.....	0	SIDCA-1 to SIDCA-10.....	0
M221.03A-1 to M221.03A-2.....	0	SIDCB-1 to SIDCB-6.....	0
M221.04-1 to M221.04-12.....	0	SIDCC-1 to SIDCC-2.....	0
M221.04A-1 to M221.04A-2.....	0	SIDCD-1 to SIDCD-4.....	0
M221.04B-1 to M221.04B-2.....	0	SIDCE-1 to SIDCE-6.....	0
M221.04C-1 to M221.04C-2.....	0	SIDCF-1 to SIDCF-2.....	0
M221.05-1 to M221.05-10.....	0	SIDCG-1 to SIDCG-2.....	0
M221.05A-1 to M221.05A-2.....	0	SIDCH-1 to SIDCH-2.....	0
C221.01-1 to C221.01-8.....	0		
C221.01A-1 to C221.01A-2.....	0		

Contact Officer: D Cdts & JCR 4-7-2 – Staff Officer Sea Cadet Program Development

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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 may be sent directly to cadettraining@canada.ca.

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TABLE OF CONTENTS

		PAGE
CHAPTER 1	PO X01 – PARTICIPATE IN CITIZENSHIP ACTIVITIES	
	PO X01 – PARTICIPATE IN CITIZENSHIP ACTIVITIES.....	X01-1
CHAPTER 2	PO X02 – PERFORM COMMUNITY SERVICE	
	PO X02 – PERFORM COMMUNITY SERVICE.....	X02-1
CHAPTER 3	PO 203 – DEMONSTRATE LEADERSHIP ATTRIBUTES WITHIN A PEER SETTING	
Section 1	EO M203.01 – DISCUSS LEADERSHIP WITHIN A PEER SETTING.	M203.01-1
Annex A	GOAL MAPPING EXERCISE	M203.01A-1
Section 2	EO M203.02 – DISCUSS THE PRINCIPLES OF LEADERSHIP.....	M203.02-1
Section 3	EO M203.03 – DISCUSS EFFECTIVE COMMUNICATION IN A PEER SETTING.....	M203.03-1
Section 4	EO M203.04 – DEMONSTRATE POSITIVE GROUP DYNAMICS.....	M203.04-1
Section 5	EO M203.05 – DISCUSS INFLUENCE BEHAVIOURS.....	M203.05-1
Annex A	SKIT FOR DIRECTIVE BEHAVIOUR	M203.05A-1
Annex B	SKIT FOR THE PERSUASIVE BEHAVIOUR	M203.05B-1
Annex C	SKIT FOR THE PARTICIPATIVE BEHAVIOUR	M203.05C-1
Section 6	EO M203.06 – EMPLOY PROBLEM SOLVING.....	M203.06-1
Annex A	PROBLEM SOLVING SCENARIO	M203.06A-1
Section 7	EO M203.07 – DISCUSS PERSONAL INTEGRITY AS A QUALITY OF LEADERSHIP	M203.07-1
Section 8	EO M203.08 – PARTICIPATE IN TEAM-BUILDING ACTIVITIES.....	M203.08-1
Section 9	EO C203.01 – RECORD ENTRIES IN A REFLECTIVE JOURNAL.....	C203.01-1
Annex A	TEMPLATES	C203.01A-1
Section 10	EO C203.02 – EMPLOY PROBLEM SOLVING.....	C203.02-1
Annex A	SCENARIOS	C203.02A-1
Section 11	EO C203.03 – DISCUSS CHARACTERISTICS OF A LEADER.....	C203.03-1
Annex A	INFORMATION TO RESEARCH	C203.03A-1
Section 12	EO C203.05 – PARTICIPATE IN TRUST-BUILDING ACTIVITIES.....	C203.05-1
Section 13	EO C203.06 – PARTICIPATE IN PROBLEM-SOLVING ACTIVITIES.	C203.06-1
CHAPTER 4	PO X04 – TRACK PARTICIPATION IN PHYSICAL ACTIVITIES	
	PO X04 – TRACK PARTICIPATION IN PHYSICAL ACTIVITIES.....	X04-1
CHAPTER 5	PO X05 – PARTICIPATE IN PHYSICAL ACTIVITIES	
	PO X05 – PARTICIPATE IN PHYSICAL ACTIVITIES.....	X05-1

TABLE OF CONTENTS (Cont)

		PAGE
CHAPTER 6	PO 206 – FIRE THE CADET AIR RIFLE DURING RECREATIONAL MARKSMANSHIP	
Section 1	EO M206.01 – PARTICIPATE IN A RECREATIONAL MARKSMANSHIP ACTIVITY.....	M206.01-1
Annex A	CLASSIFICATION ACTIVITY	M206.01A-1
Annex B	FUN ACTIVITY	M206.01B-1
Annex C	FUN ACTIVITY	M206.01C-1
Annex D	FUN ACTIVITY	M206.01D-1
Annex E	FUN ACTIVITY	M206.01E-1
Annex F	TIMED ACTIVITY	M206.01F-1
Annex G	TIMED ACTIVITY	M206.01G-1
Annex H	TIMED ACTIVITY	M206.01H-1
Annex I	COMPETITIVE ACTIVITY	M206.01I-1
Annex J	COMPETITIVE ACTIVITY	M206.01J-1
Section 2	EO C206.01 – PRACTICE HOLDING TECHNIQUES.....	C206.01-1
Section 3	EO C206.02 – PRACTICE AIMING TECHNIQUES.....	C206.02-1
Section 4	EO C206.03 – PRACTICE FIRING TECHNIQUES.....	C206.03-1
CHAPTER 7	PO 207 – SERVE IN A SEA CADET CORPS	
Section 1	EO M207.01 – IDENTIFY PHASE TWO TRAINING OPPORTUNITIES.....	M207.01-1
Annex A	PHASE TWO POS AND EOS	M207.01A-1
Annex B	LABELS OF POS	M207.01B-1
Annex C	POSTERS OF VARIOUS SYMBOLS OF CANADA	M207.01C-1
Annex D	HISTORY OF THE ROYAL CANADIAN SEA CADETS	M207.01D-1
Section 2	EO M207.02 – RECOGNIZE HISTORICAL ASPECTS OF THE ROYAL CANADIAN SEA CADETS (RCSC).....	M207.02-1
Annex A	CROSSWORD PUZZLE	M207.02A-1
Annex B	ANSWER KEY	M207.02B-1
Section 3	EO M207.03 – RECOGNIZE THE ROLE AND RESPONSIBILITIES OF THE LOCAL SPONSOR.....	M207.03-1
Section 4	EO M207.04 – IDENTIFY YEAR TWO CSTC TRAINING OPPORTUNITIES.....	M207.04-1
Section 5	EO C207.01 – IDENTIFY THE RANK STRUCTURE OF THE ROYAL CANADIAN ARMY AND AIR CADETS.....	C207.01-1
Annex A	CADET RANK INSIGNIA	C207.01A-1
Annex B	INSIGNIA	C207.01B-1
Annex C	ACTIONS	C207.01C-1
Annex D	MEMORY MATCH CARDS	C207.01D-1
Section 6	EO C207.03 – DESCRIBE THE AFFILIATED UNIT.....	C207.03-1

TABLE OF CONTENTS (Cont)

		PAGE
CHAPTER 8	PO 208 – EXECUTE DRILL AS A MEMBER OF A SQUAD	
Section 1	EO M208.01 – EXECUTE LEFT AND RIGHT TURNS ON THE MARCH.....	M208.01-1
Section 2	EO M208.02 – FORM SINGLE FILE FROM THE HALT.....	M208.02-1
Section 3	EO C208.01 – PRACTICE CEREMONIAL DRILL AS A REVIEW.....	C208.01-1
Section 4	EO C208.02 – EXECUTE DRILL WITH ARMS.....	C208.02-1
CHAPTER 9	PO 211 – PARTICIPATE IN RECREATIONAL SUMMER BIATHLON ACTIVITIES	
Section 1	EO C211.01 – IDENTIFY CIVILIAN BIATHLON OPPORTUNITIES....	C211.01-1
Section 2	EO C211.02 – RUN ON ALTERNATING TERRAIN.....	C211.02-1
Annex A	SAMPLE STRETCHES	C211.02A-1
Annex B	TEN WEEK RUNNING SCHEDULE	C211.02B-1
Section 3	EO C211.03 – FIRE THE CADET AIR RIFLE USING A SLING FOLLOWING PHYSICAL ACTIVITY.....	C211.03-1
Annex A	SAMPLE STRETCHES	C211.03A-1
Section 4	EO C211.04 – PARTICIPATE IN A COMPETITIVE SUMMER BIATHLON ACTIVITY.....	C211.04-1
Annex A	SAMPLE STRETCHES	C211.04A-1
Annex B	GUIDELINES FOR CONDUCTING A COMPETITIVE SUMMER BIATHLON ACTIVITY	C211.04B-1
Annex C	COMPETITION GUIDELINES	C211.04C-1
Annex D	INVITATION SAMPLE	C211.04D-1
Annex E	AWARDS INSTRUCTIONS	C211.04E-1
CHAPTER 10	PO X20 – CANADIAN ARMED FORCES FAMILIARIZATION	
	PO X20 – PARTICIPATE IN CAF FAMILIARIZATION.....	X20-1
CHAPTER 11	PO 221 – RIG TACKLES	
Section 1	EO M221.01 – USE A STROP FOR SLINGING.....	M221.01-1
Annex A	STEPS TO MAKING A STROP USING A SHORT SPLICE	M221.01A-1
Annex B	SHORT SPLICE	M221.01B-1
Annex C	SHORT SPLICE (COLOUR ENDS)	M221.01C-1
Section 2	EO M221.02 – MOUSE A HOOK.....	M221.02-1
Annex A	MOUSING A HOOK	M221.02A-1
Section 3	EO M221.03 – REEVE BLOCKS.....	M221.03-1
Annex A	BLOCK LABELS	M221.03A-1
Section 4	EO M221.04 – IDENTIFY COMPONENTS OF TACKLES.....	M221.04-1
Annex A	TACKLE LABELS	M221.04A-1
Annex B	TACKLES REVIEW	M221.04B-1

TABLE OF CONTENTS (Cont)

		PAGE
Annex C	TACKLES REVIEW – ANSWER KEY	M221.04C-1
Section 5	EO M221.05 – RIG TACKLES.....	M221.05-1
Annex A	STATION CARDS	M221.05A-1
Section 6	EO C221.01 – MAKE A BACK SPLICE.....	C221.01-1
Annex A	STEPS TO MAKING THE CROWN KNOT	C221.01A-1
Annex B	STEPS TO MAKING THE BACK SPLICE	C221.01B-1
Section 7	EO C221.02 – MAKE AN EYE SPLICE.....	C221.02-1
Annex A	STEPS TO MAKING AN EYE SPLICE	C221.02A-1
Annex B	STEPS TO MAKING A LONG SPLICE	C221.02B-1
Section 8	EO C221.03 – MAKE A LONG SPLICE.....	C221.03-1
Annex A	STEPS TO MAKING A LONG SPLICE	C221.03A-1
CHAPTER 12	PO 223 – SERVE IN A NAVAL ENVIRONMENT	
Section 1	EO M223.01 – DEFINE SHIP-RELATED TERMS.....	M223.01-1
Annex A	PARTS OF A SHIP’S HULL	M223.01A-1
Annex B	LIST OF TERMS FOR THE ACTIVITY IN TP1	M223.01B-1
Section 2	EO M223.02 – IDENTIFY THE WATCH SYSTEM.....	M223.02-1
Section 3	EO M223.03 – EXECUTE NOTES USING THE BOATSWAIN’S CALL.....	M223.03-1
Annex A	THE BOATSWAIN’S CALL	M223.03A-1
Annex B	BLANK DIAGRAM OF THE BOATSWAIN’S CALL	M223.03B-1
Section 4	EO M223.04 – PIPE THE GENERAL CALL.....	M223.04-1
Annex A	THE GENERAL CALL	M223.04A-1
Section 5	EO M223.05 – PIPE THE STILL.....	M223.05-1
Annex A	THE STILL	M223.05A-1
Section 6	EO M223.06 – PIPE THE CARRY ON.....	M223.06-1
Annex A	THE CARRY ON	M223.06A-1
Section 7	EO M223.07 – IDENTIFY THE PROCEDURE FOR BERTHING A SHIP.....	M223.07-1
Annex A	CONSTRUCTING A TRAINING BOLLARD	M223.07A-1
Section 8	EO C223.01 – DEFINE NAVAL TERMINOLOGY.....	C223.01-1
Annex A	NAVAL TERMINOLOGY	C223.01A-1
Section 9	EO C223.02 – PIPE THE SIDE.....	C223.02-1
Annex A	THE SIDE	C223.02A-1
CHAPTER 13	PO X24 – SAIL A SAILBOAT IN ACCORDANCE WITH SAIL CANADA CANSAIL LEVEL 1	
	PO X24 – SAIL A SAILBOAT IN ACCORDANCE WITH SAIL CANADA CANSAIL LEVEL 1.....	X24-1

TABLE OF CONTENTS (Cont)

		PAGE
CHAPTER 14	PO X25 – PARTICIPATE IN A NAUTICAL TRAINING WEEKEND	
	PO X25 – PARTICIPATE IN A NAUTICAL TRAINING WEEKEND.....	X25-1
CHAPTER 15	SEAMANSHIP INTER-DIVISIONAL COMPETITION (SIDC)	
	SIDC.....	SIDC-1
Annex A	SCORING SHEETS	SIDCA-1
Annex B	SUGGESTED TRIVIA QUESTIONS	SIDCB-1
Annex C	BOATSWAIN CALL CARDS	SIDCC-1
Annex D	TASK CARDS	SIDCD-1
Annex E	TYPES OF SHIPS AND PICTURES	SIDCE-1
Annex F	MOST LIKE ME ACTIVITY SHEET	SIDCF-1
Annex G	SECRET MESSAGE CARDS	SIDCG-1
Annex H	SEAMANSHIP INTER-DIVISIONAL COMPETITION – SUGGESTED SCHEDULE	SIDCH-1

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**COMMON TRAINING
ALL TRAINING LEVELS
INSTRUCTIONAL GUIDE
CITIZENSHIP**



SECTION 1

PO X01 – PARTICIPATE IN CITIZENSHIP ACTIVITIES

Total Time:

For the following EOs, refer to the lesson specifications located in A-CR-CCP-601/PG-001, *Royal Canadian Sea Cadets Phase One Qualification Standard and Plan*:

- MX01.01A – Participate in a Citizenship Tour,
- MX01.01B – Attend a Presentation by a Community Organization,
- MX01.01C – Attend a Presentation by a Citizen-of-Interest,
- MX01.01D – Participate in the Canadian Citizenship Challenge,
- MX01.01E – Host a Citizenship Ceremony, and
- CX01.01 – Participate in Citizenship Activities.

For the following EOs, refer to the instructional guides located in A-CR-CCP-601/PF-001, *Royal Canadian Sea Cadets Phase One Instructional Guides*:

- MX01.01F – Participate in an Election,
- MX01.01G – Participate in Heritage Minutes Video Activities, and
- MX01.01H – Participate in Citizenship Learning Stations.

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**COMMON TRAINING
ALL TRAINING LEVELS
INSTRUCTIONAL GUIDE
COMMUNITY SERVICE**



SECTION 1

PO X02 – PERFORM COMMUNITY SERVICE

Total Time:

For the following EOs, refer to the instructional guides located in A-CR-CCP-601/PF-001, *Royal Canadian Sea Cadets Phase One Instructional Guides*:

- MX02.01 – Perform Community Service, and
- CX02.01 – Perform Community Service.

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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

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GOAL MAPPING EXERCISE

SHORT-TERM GOALS

Goal No. 1: _____

Steps To Take: _____

Goal No. 2: _____

Steps To Take: _____

LONG-TERM GOALS

Goal No. 1: _____

Steps To Take: _____

Goal No. 2: _____

Steps To Take: _____

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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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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.

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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?

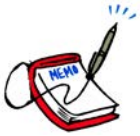
ANTICIPATED ANSWERS

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**Discuss Positive Group Dynamics**

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.

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.

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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 Annex A, Annex B and Annex C 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 A.

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 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 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 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 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

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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.



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 A 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 A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

Distribute the problem scenario located at Annex A 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.

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)



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 Cds 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.



COMMON TRAINING INSTRUCTIONAL GUIDE



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.



Figure 1 Slice and Dice

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>

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.



COMMON TRAINING INSTRUCTIONAL GUIDE



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 A 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.

	<p>Cadets may share their journal or work with the class.</p> <p>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.</p> <p>If time permits, another template of questions for reflection may be completed.</p>
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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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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:



COMMON TRAINING INSTRUCTIONAL GUIDE



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 A.

Cut up scenarios located at Annex A.

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.

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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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 A 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 A.

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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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: _____



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.



Figure 1 Cadet Shuffle

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

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



Figure 2 Cadet Shuffle

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

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.



**COMMON TRAINING
ALL TRAINING LEVELS
INSTRUCTIONAL GUIDE
PERSONAL FITNESS AND HEALTHY LIVING**



SECTION 1

PO X04 – TRACK PARTICIPATION IN PHYSICAL ACTIVITIES

Total Time:

For the following EOs, refer to the lesson specifications located in A-CR-CCP-601/PG-001, *Royal Canadian Sea Cadets Phase One Qualification Standard and Plan*:

- CX04.01 – Participate in the Cadet Fitness Assessment and Identify Strategies for Improving Personal Physical Fitness,
- CX04.03 – Participate in a Cooking Class,
- CX04.04 – Attend a Personal Fitness and Healthy Living Presentation, and
- CX04.05 – Attend a Local Amateur Sporting Event.

For the following EOs, refer to the instructional guides located in A-CR-CCP-601/PF-001, *Royal Canadian Sea Cadets Phase One Instructional Guides*:

- MX04.01 – Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity (MVPA) and Track Participation in Physical Activities,
- MX04.02 – Identify Strategies to Improve Participation in Physical Activities and Participate in the Cadet Fitness Assessment,
- MX04.03 – Participate in the Cadet Fitness Assessment and Identify Strategies for Improving Personal Physical Fitness, and
- CX04.02 – Participate in Activities that Reinforce the Three Components of Physical Fitness.

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**COMMON TRAINING
ALL TRAINING LEVELS
INSTRUCTIONAL GUIDE
PHYSICAL ACTIVITIES**



SECTION 1

PO X05 – PARTICIPATE IN PHYSICAL ACTIVITIES

Total Time:

For the following EOs, refer to the instructional guides located in A-CR-CCP-601/PF-001, *Royal Canadian Sea Cadets Phase One Instructional Guides*:

- MX05.01 – Participate in Physical Activities,
- CX05.01 – Participate in Physical Activities, and
- CX05.02 – Participate in a Tournament.

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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 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"> 1. Pick up and hold the rifle with the dominant hand. 2. Ensure the safety catch is in the “ON” position. 3. Pump the rifle, observing a three second pause. 4. Load a pellet (flat end forward). 5. Close the bolt.
Relay, fire	<ol style="list-style-type: none"> 1. Place the safety catch in the “OFF” position. 2. Aim the rifle at the target. 3. Squeeze the trigger. 4. Open the bolt. 5. Repeat the following sequence for each shot: <ol style="list-style-type: none"> a. Pump the rifle, observing a three second pause. b. Load a pellet (flat end forward). c. Close the bolt. d. Aim the rifle at the target. e. Squeeze the trigger. f. Open the bolt. 6. Place the safety in the “ON” position. 7. Partially open the pump lever. 8. Lay down the rifle.

Figure 1 Air Rifle Range Commands

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

- 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.

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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.

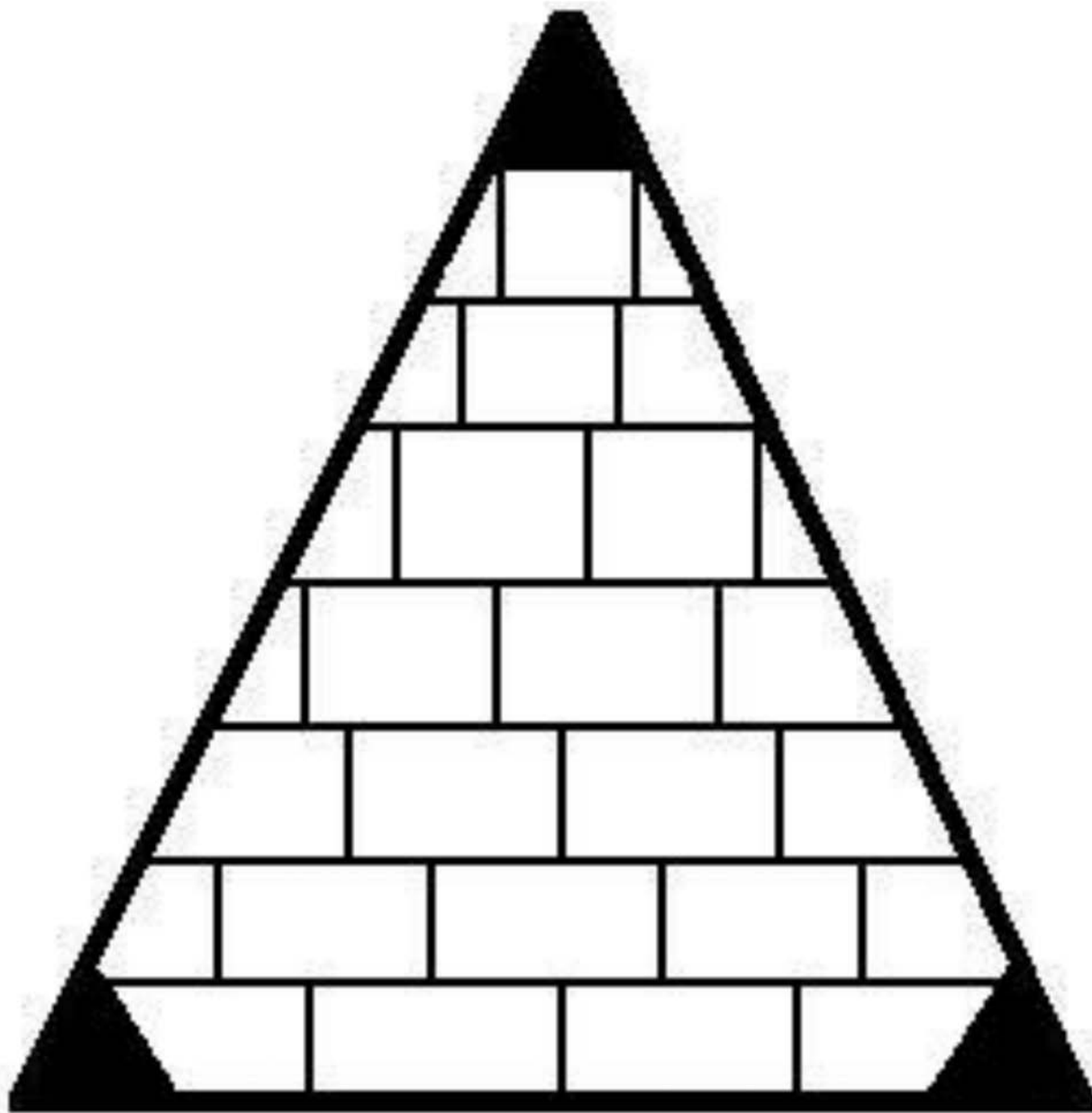
Activity Guidelines:

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: _____

Figure B-1 Pyramid Target

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

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.

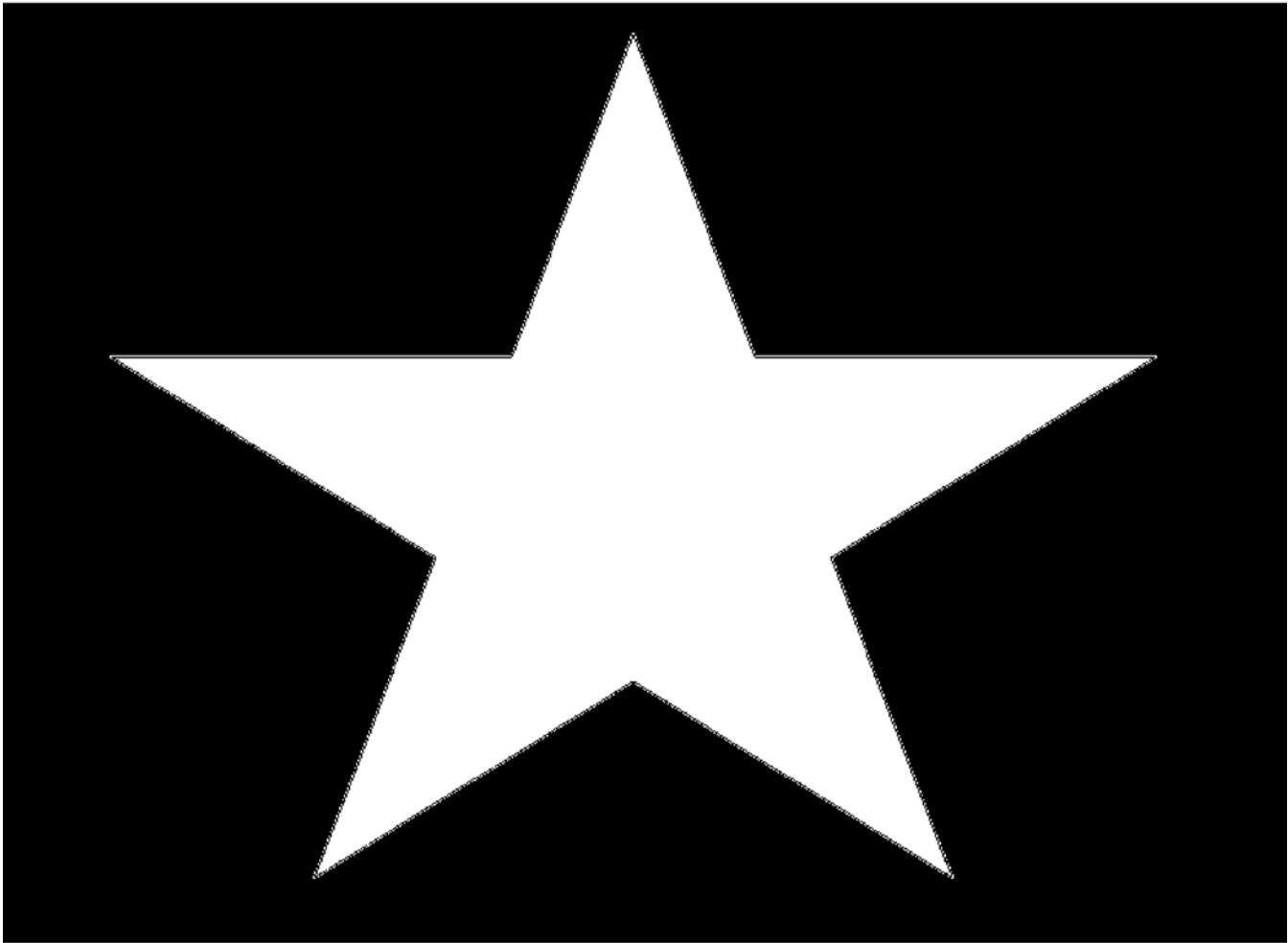
Activity Guidelines:

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: _____

Figure C-1 Star Target

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

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: _____

Figure D-1 Beach Ball Target

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

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:

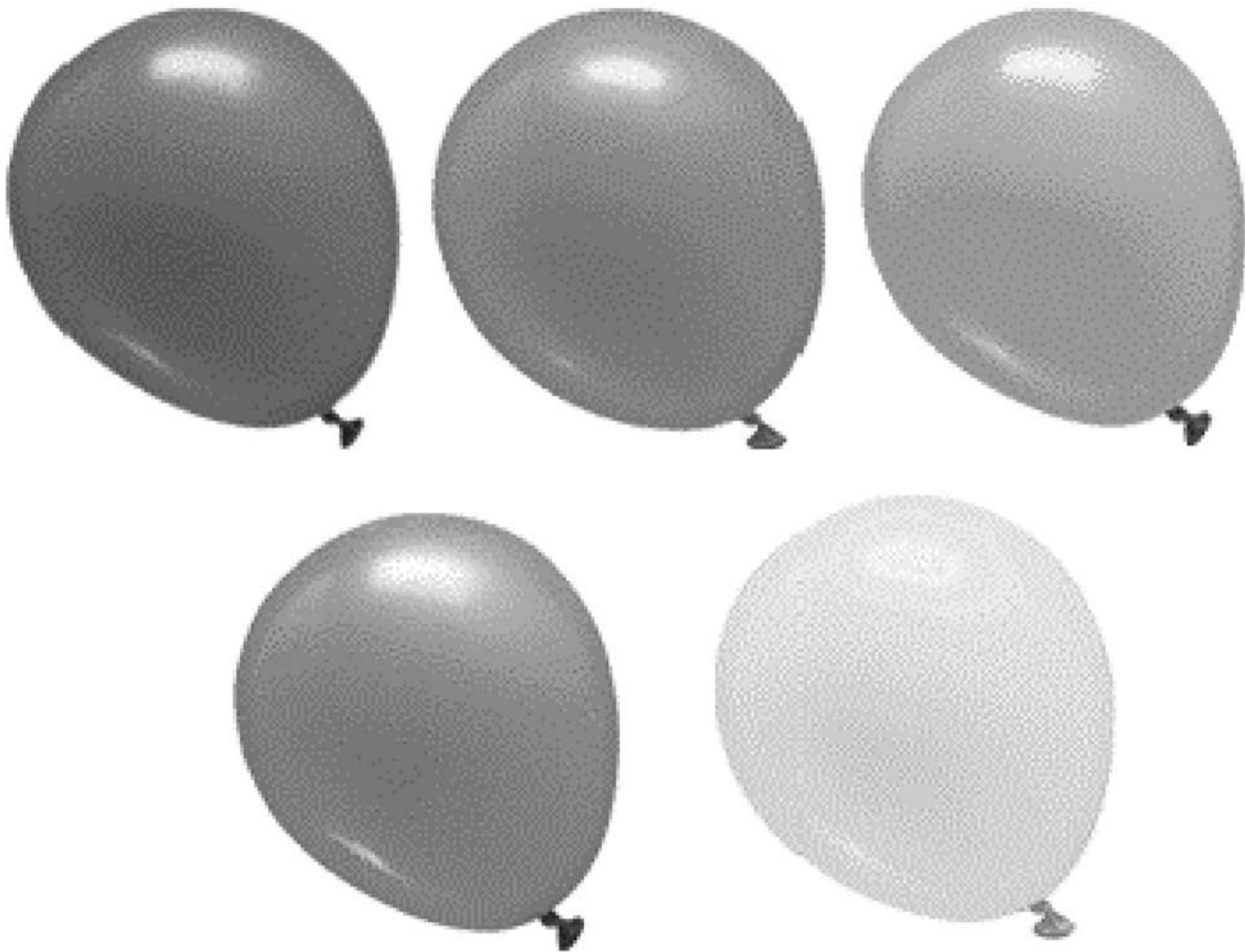
1. Distribute one Balloon Target to each cadet.
2. Have cadets write their name and rank on the target and attach it to the target frame.
3. Cadets will fire in relays following the commands given by the RSO.
4. Cadets will be given five pellets to fire one pellet into each point on the star.
5. Give 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: _____

Figure E-1 Balloon Target

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

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:

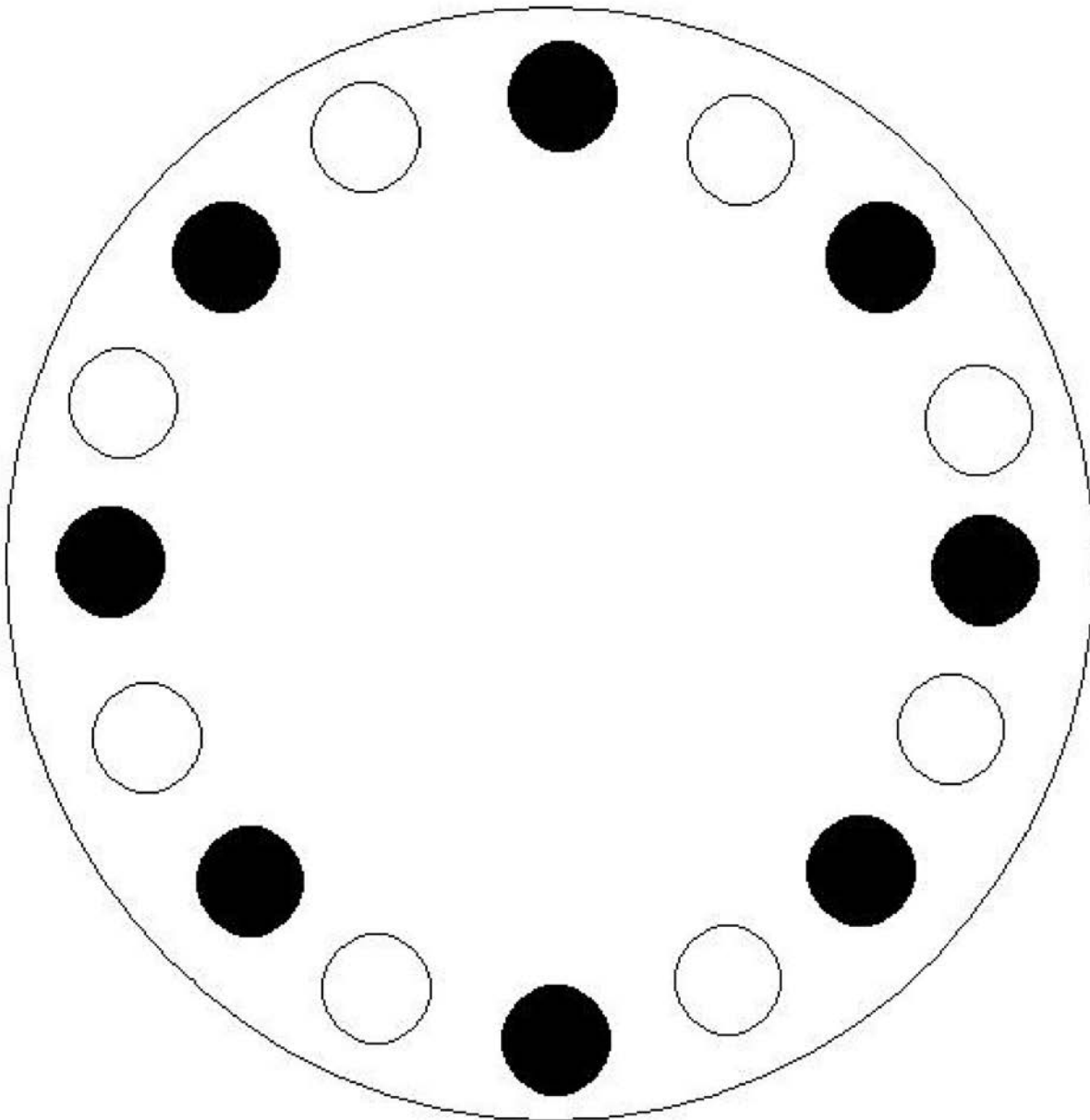
1. Distribute one Chase the Dots Target to each cadet.
2. Have cadets write their name and rank on the target and attach it to the target frame.
3. Cadets will fire in relays following the commands given by the RSO.
4. Cadets will be given sixteen pellets.
5. Cadets will fire one pellet into the black 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: _____

Figure F-1 Chase the Dots Target

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

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:

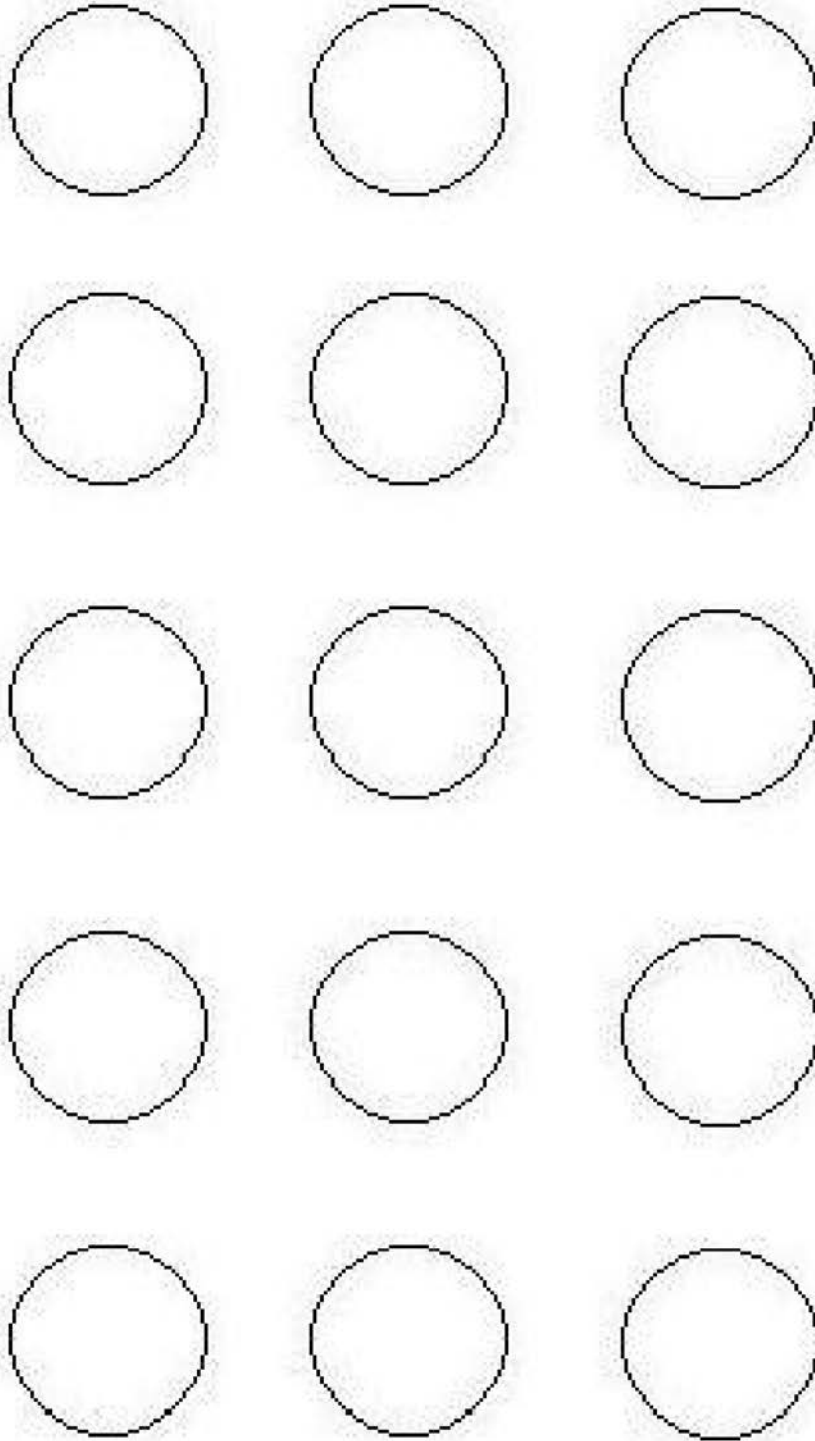
1. Distribute one Speed Grid Target to each cadet.
2. Have cadets write their name and rank on the target and attach it to the target frame.
3. Cadets will fire in relays following the commands given by the RSO.
4. Five pellets will be pre-loaded into the cadet air rifle five pellet clip. Three clips 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 G-1 Speed Grid Target

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

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:

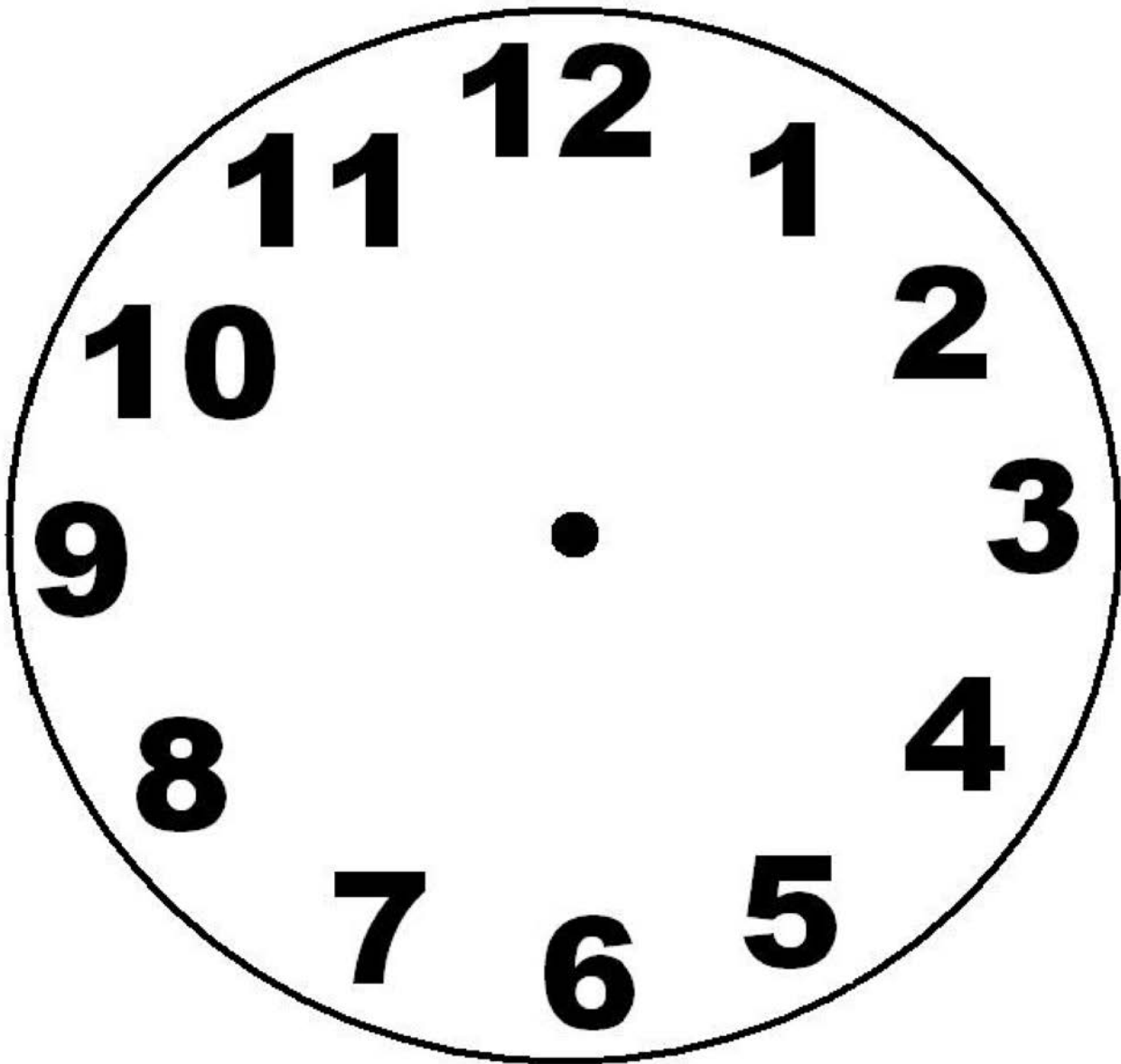
1. Distribute one Beat the Clock Target to each cadet.
2. Have cadets write their name and rank on the target and attach it to the target frame.
3. Cadets will fire in relays following the commands given by the RSO.
4. Cadets will be given six pellets.
5. The RSO will call out six hours (numbers) in 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: _____

Figure H-1 Beat the Clock Target

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

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



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:

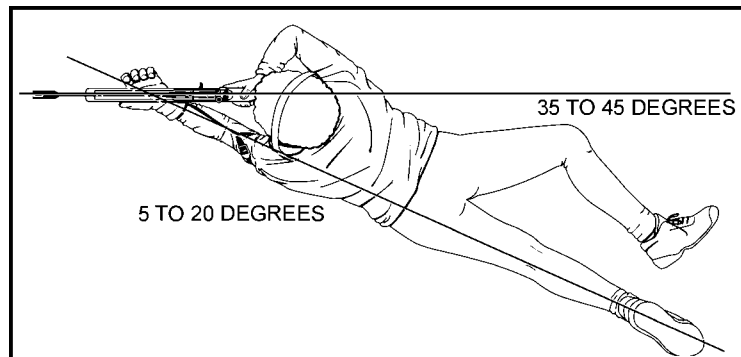


Figure 1 Prone Position

A-CR-CCP-177/PT-001 (p. 1-5-3)

- 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

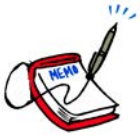
The cadets' participation in the holding technique activity in TP3 will serve as the confirmation of this TP.

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.

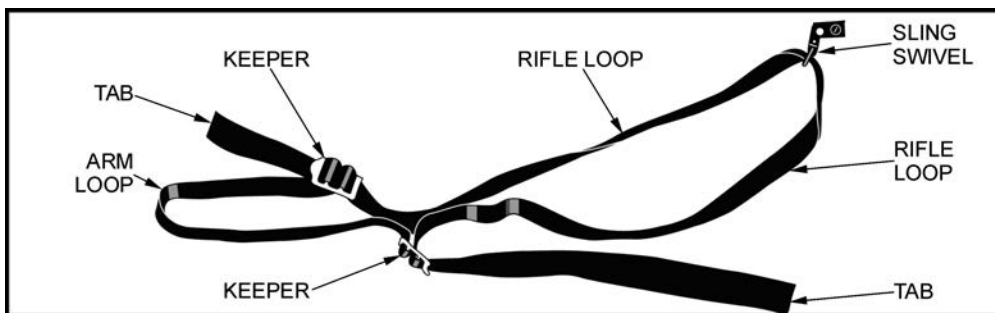
ASSEMBLING THE SLING

Figure 2 Cadet Air Rifle Sling

A-CR-CCP-121/PT-001, Royal Canadian Army Cadet Reference Book (p. 6-17)

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

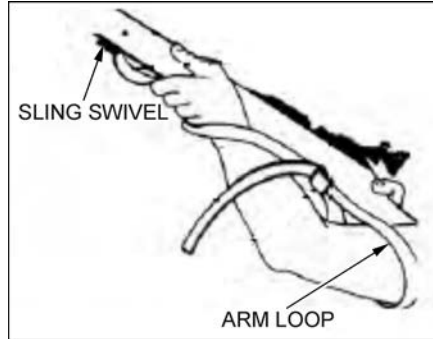


Figure 3 Positioning Sling

Daisy Outdoor Products, Operational Manual – Avanti Legend EX Model 853C, Daisy Outdoor Products (p. 7)

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

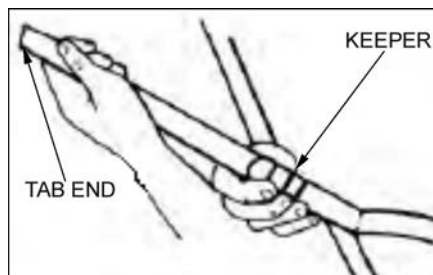


Figure 4 Adjusting Arm Loop

Daisy Outdoor Products, Operational Manual – Avanti Legend EX Model 853C, Daisy Outdoor Products (p. 8)

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

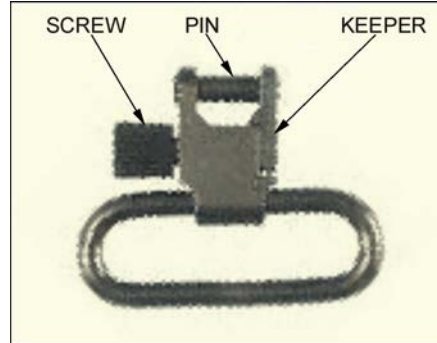


Figure 5 Sling Swivel

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

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

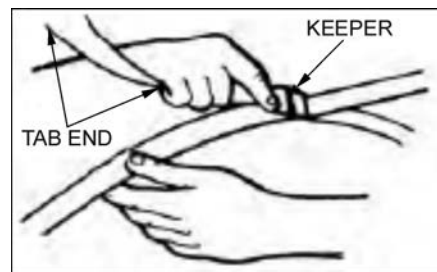


Figure 6 Adjusting Rifle Loop

Daisy Outdoor Products, Operational Manual – Avanti Legend EX Model 853C, Daisy Outdoor Products (p. 8)

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.



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.

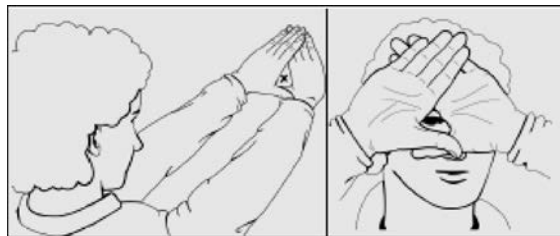
ACTIVITY INSTRUCTIONS

Figure 1 Determining the Master Eye

A-CR-CCP-177/PT-001 (p. 1-5-2)

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

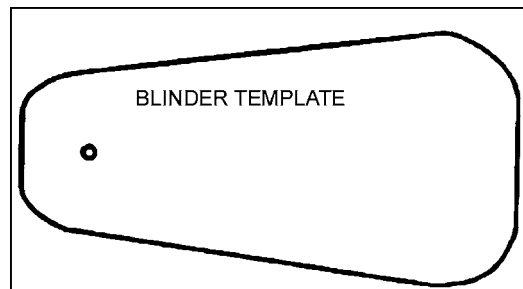


Figure 2 Blinder Template

A-CR-CCP-177/PT-001 (p. 1-5-2)

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.

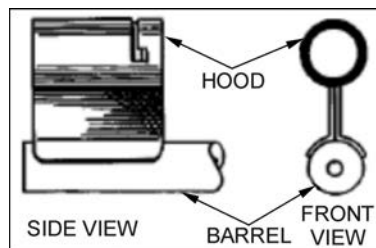


Figure 3 Front Sight

A-CR-CCP-177/PT-001 (p. 1-5-5)

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.

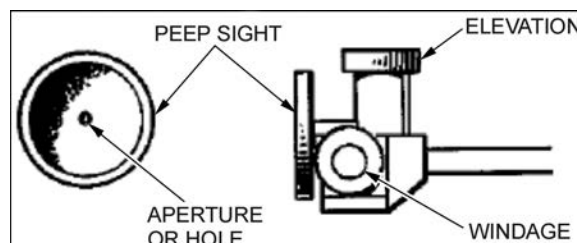


Figure 4 Rear Sight

A-CR-CCP-177/PT-001 (p. 1-5-5)

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

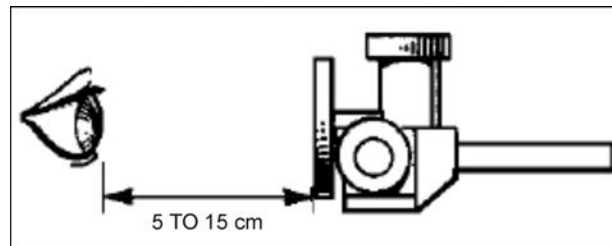


Figure 5 Eye Relief

A-CR-CCP-177/PT-001 (p. 1-5-6)

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.

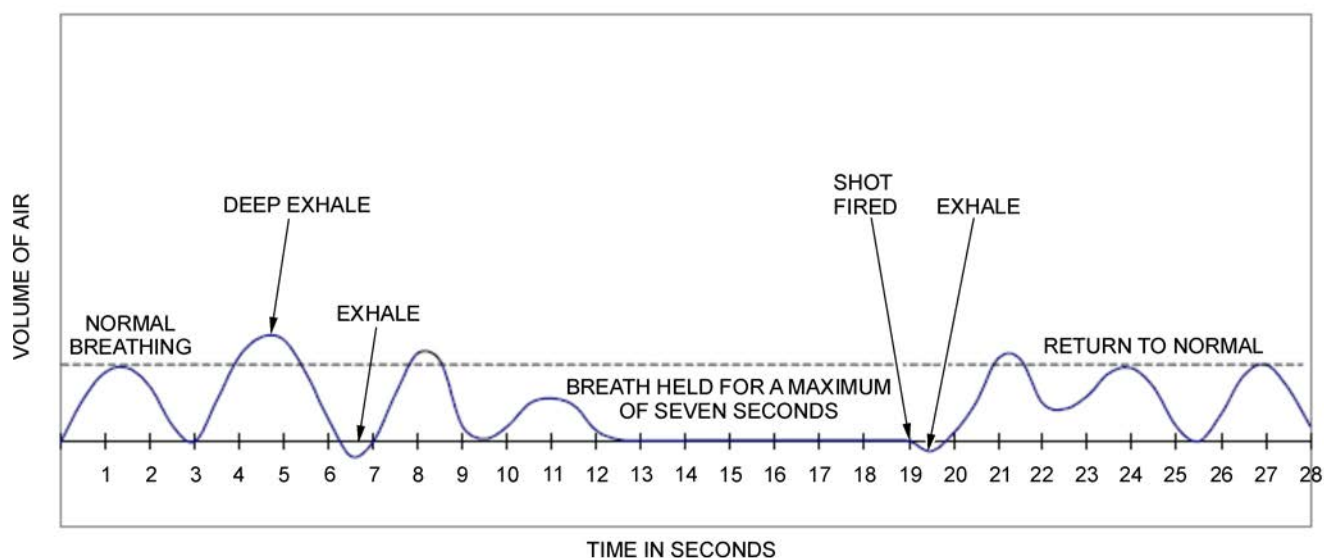


Figure 6 Breathing Cycle

*A-CR-CCP-177/PT-001 (p. 1-5-9)***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.

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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.

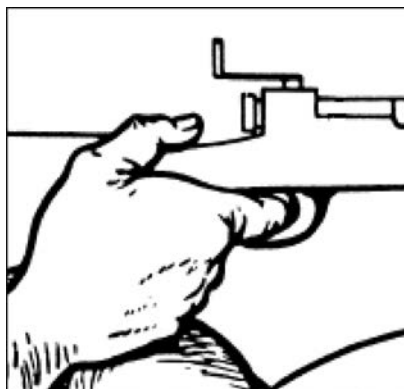


Figure 1 Position of the Hand on the Rifle

D Cdts 5, Royal Canadian Army Cadets Visual Aids Rifle Shooting Figures, Department of National Defence (p. 11)

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.

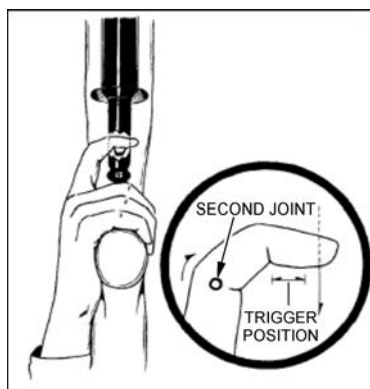


Figure 2 Trigger Finger Position

A-CR-CCP-177/PT-001 (p. 1-5-9)

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 Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.

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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

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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>.

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

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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



Figure C-1 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*

THE NATIONAL FLAG



Figure C-2 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/df/e.cfm>*

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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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 A for each cadet. Photocopy the answer key located at Annex B.

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 A.
- Answer key located at Annex B.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

- Distribute copies of the crossword puzzle at Annex A.
- Allow 3 to 4 minutes for cadets to complete the puzzle individually.
- Review answers with the group in accordance with Annex B.

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.

CROSSWORD PUZZLE

The crossword puzzle grid consists of the following numbered squares:

- 1: Row 1, Column 1
- 2: Row 1, Column 2
- 3: Row 2, Column 1
- 4: Row 2, Column 2
- 5: Row 3, Column 1
- 6: Row 3, Column 2
- 7: Row 3, Column 3
- 8: Row 3, Column 4
- 9: Row 3, Column 5

ACROSS

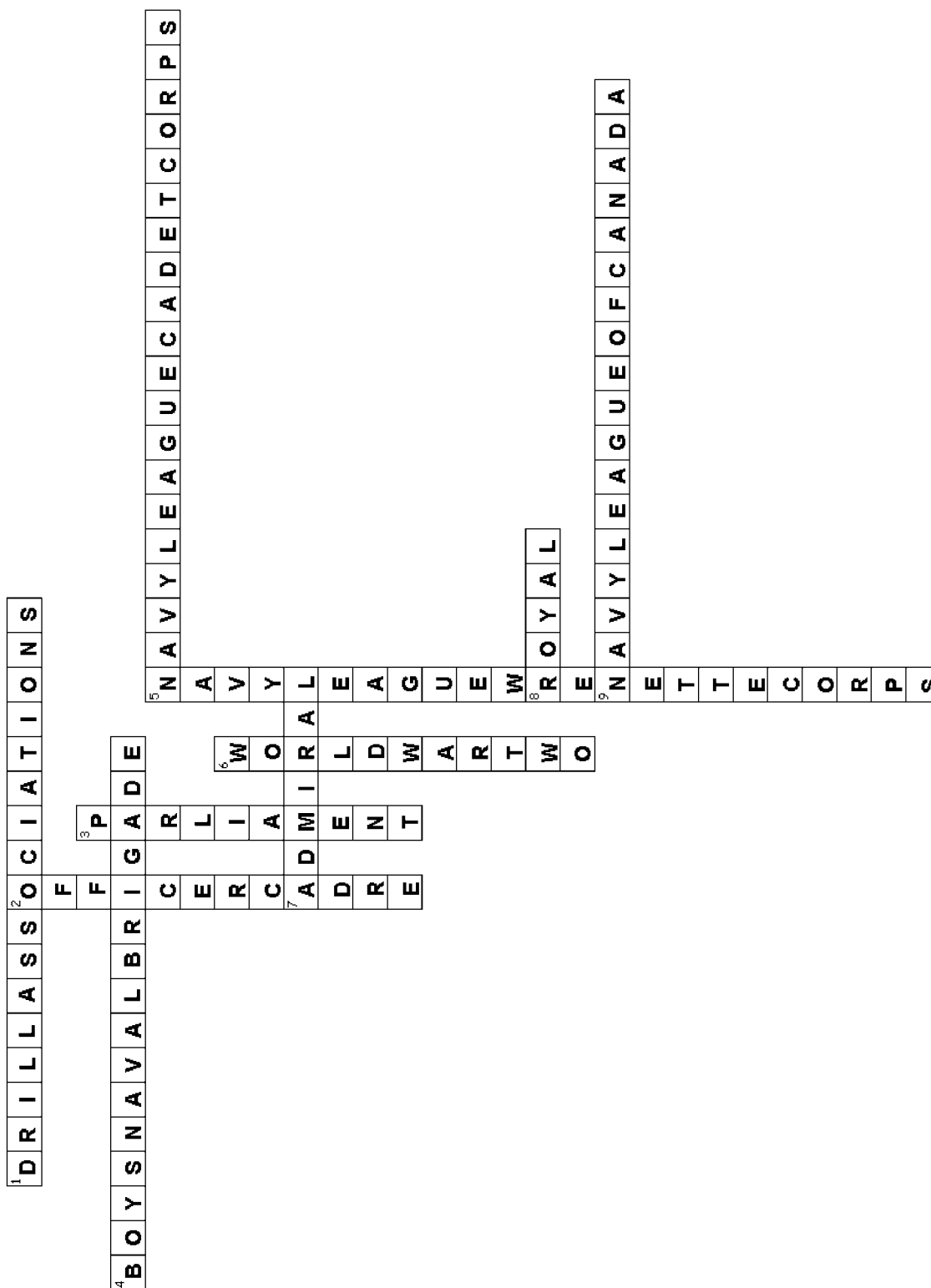
1. What was the first cadet-like group formed in 1862?
4. In 1917, what group was established by the Navy League of Canada?
5. In 1948, what group was formed for young males who were too young to enrol in cadets?
7. King Georges VI became _____ of the cadet program.
8. In 1942, what term did His Majesty 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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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 Cds. (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.



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 A for each cadet.

Photocopy annexes for chosen activities located at Annexes B to D.

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 A 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) 

Figure 1 Cadet Ranks

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

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 B.
- Actions located at Annex C.
- 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 B; 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 C;
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 B.
- 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 D.

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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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)	

MASTER WARRANT OFFICER (MWO)	
CHIEF WARRANT OFFICER (CWO)	



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.



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”.

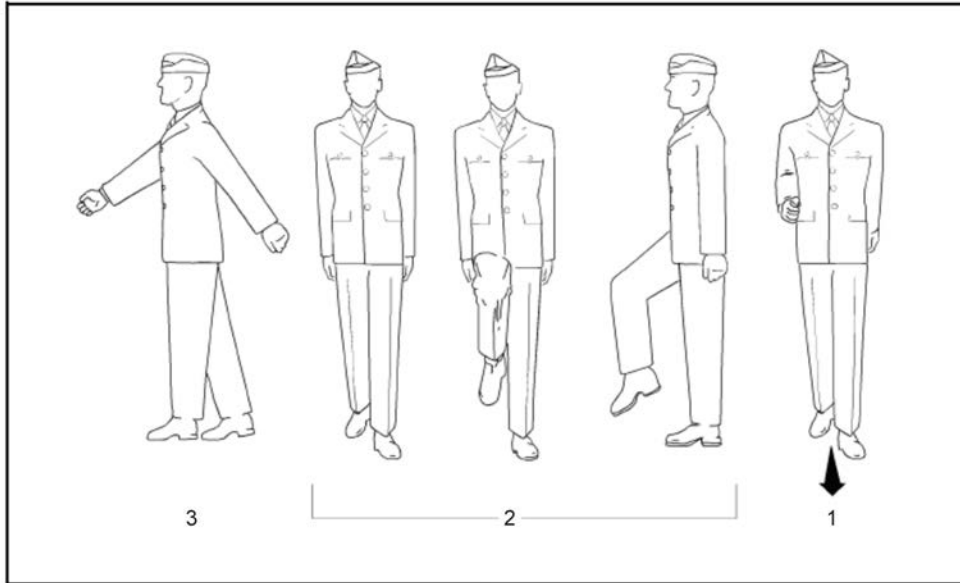


Figure 1 Left Turn in Quick Time
A-PD-201-000/PT-000 (p. 3-30)



Figure 2 Left Turn – Movement One
A-PD-201-000/PT-000 (p. 3-30)

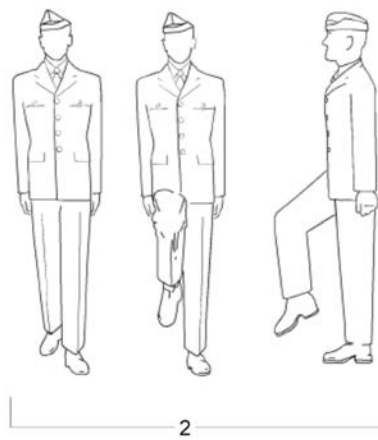
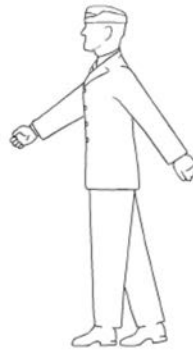


Figure 3 Left Turn – Movement Two
A-PD-201-000/PT-000 (p. 3-30)



3

Figure 4 Left Turn – Movement Three

*A-PD-201-000/PT-000 (p. 3-30)***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.

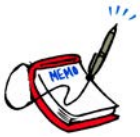


Proper drill movements should be combined with a professional demeanour throughout the period of instruction.

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.

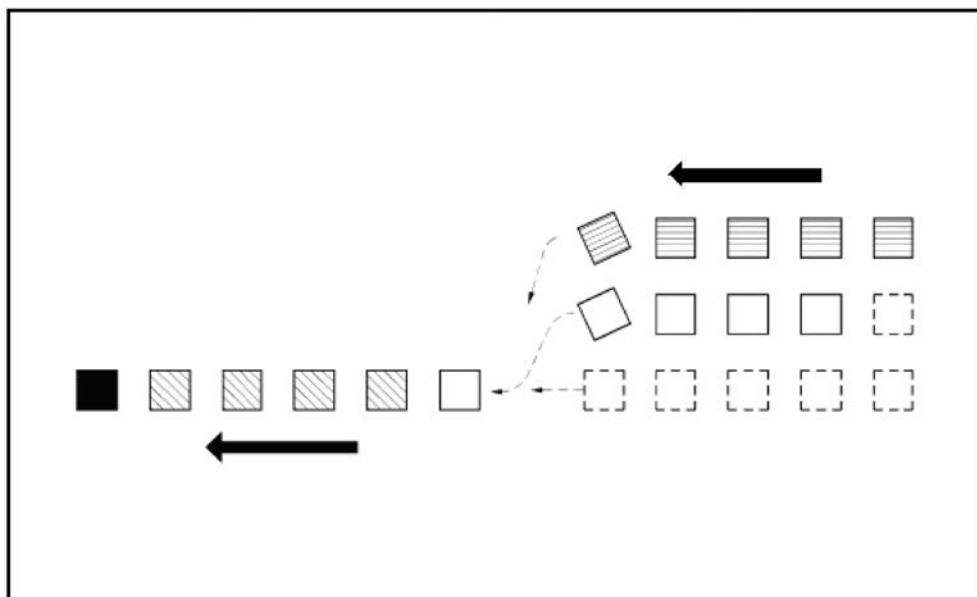


Figure 1 Squad in Threes Forming Single File

*A-PD-201-000/PT-000 (p. 3-30)***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.

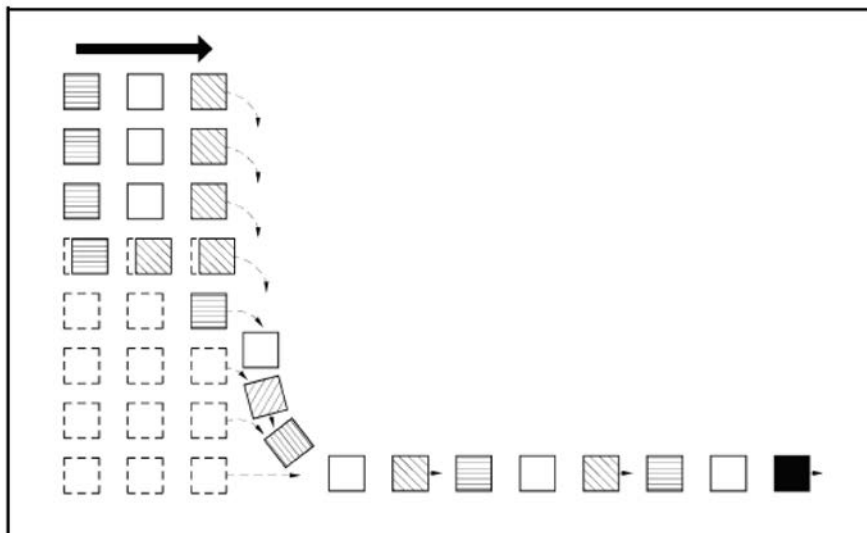


Figure 2 Squad in Line Forming Single File

A-PD-201-000/PT-000 (p. 3-30)

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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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

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 1 and 2).

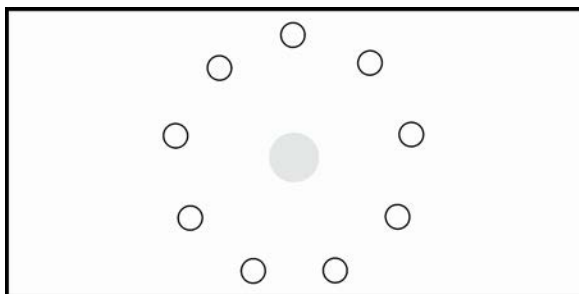


Figure 1 Instructor in the Centre of a Warm-up Circle

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

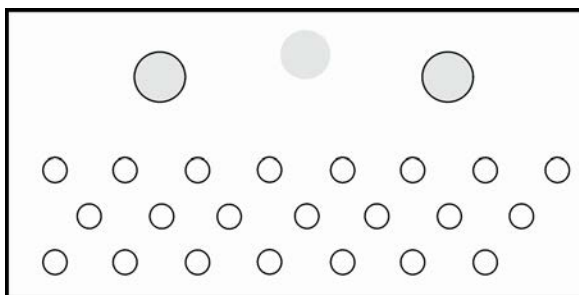


Figure 2 Instructor at the Front With Two Assistant Instructors

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

- 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 1 and 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.

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SAMPLE STRETCHES

NECK

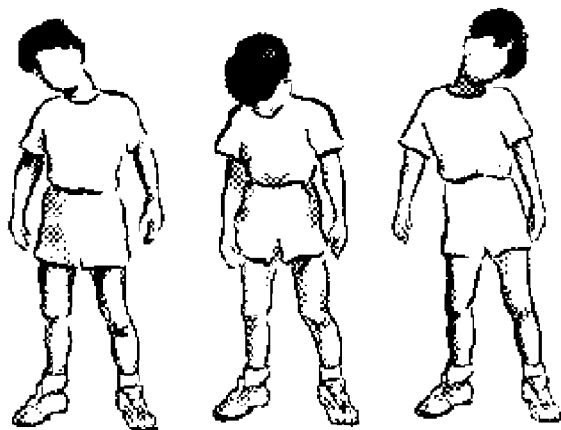


Figure A-1 Neck Stretch

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>

Slowly roll your head across your chest from shoulder to shoulder. Do not roll your head backwards.

SHOULDERS



Figure A-2 Shoulder Push

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>

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.

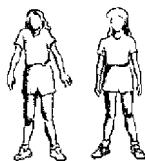


Figure A-3 Shoulder Shrug

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>

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.



Figure A-4 Arm Circles

Warm Ups, by Martha Jefferson Hospital, Copyright 2001 by Martha Jefferson Hospital. Retrieved 26 October 2006, from <http://www.marthajefferson.org/warmup.php>

Hold your arms straight out, palms up. Make small circles with your arms, gradually increasing the size.
Reverse the direction of your circles.



Figure A-5 Shoulder Stretch

Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

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



Figure A-6 Wrist Rotations

Exercises. Copyright 1998 by Impacto Protective Products Inc. Retrieved 26 October 2006, from <http://www.2protect.com/home.htm>

Rotate your hands in circular motions at the wrist.
Change direction and repeat on both sides.



Figure A-7 Triceps Stretch

Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

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.



Figure A-8 Forearm Stretch

Exercise Programme for Squash, Tennis, Softball, Handball. Retrieved 26 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=49>

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



Figure A-9 Chest Stretch

Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

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.



Figure A-10 Side Stretch

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>

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



Figure A-11 Lower Back Stretch

Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

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.

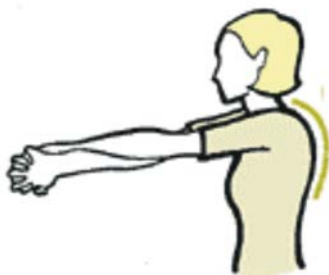


Figure A-12 Upper Back Stretch

Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

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



Figure A-13 Hamstring Stretch

Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

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.



Figure A-14 Inner Thigh Stretch

Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

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.



Figure A-15 Hip Flexor

Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

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.

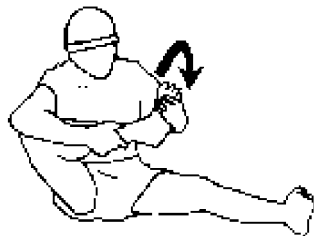


Figure A-16 Ankle Rotations

Running Exercises. Retrieved 26 October 2006, <http://www.physionline.co.za/conditions/article.asp?id=46>

From a sitting position, rotate your foot in a clockwise, and then a counterclockwise, direction.

Switch and repeat on the opposite side.



Figure A-17 Calf Stretch

Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

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.



Figure A-18 Quadriceps Stretch

Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

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.

Figure B-1 Sample Running 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>

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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.

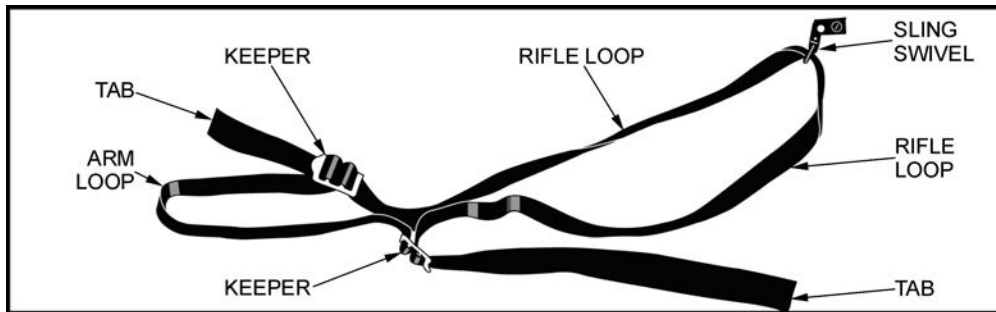
ASSEMBLING THE SLING

Figure 1 Cadet Air Rifle Sling

A-CR-CCP-121/PT-001 (p. 6-17)

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.

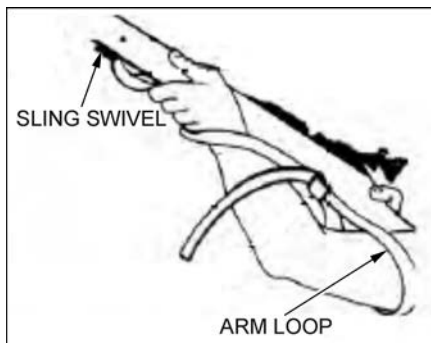


Figure 2 Positioning Sling

Daisy Outdoor Products, Operational Manual – Avanti Legend EX Model 853C, Daisy Outdoor Products (p. 7)

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.

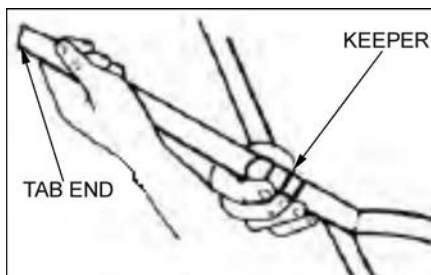


Figure 3 Adjusting Arm Loop

Daisy Outdoor Products, Operational Manual – Avanti Legend EX Model 853C, Daisy Outdoor Products (p. 8)

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.

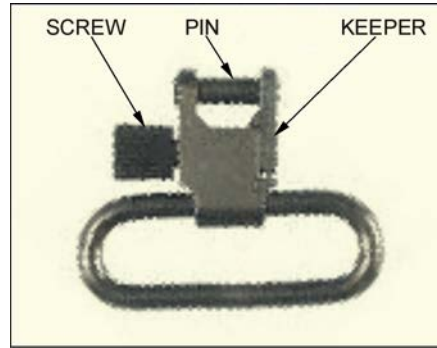


Figure 4 Sling Swivel

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

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.

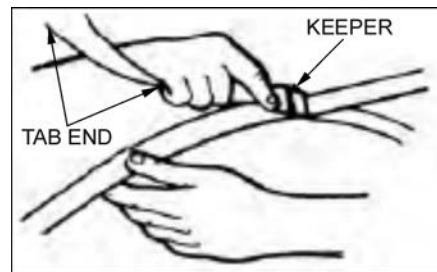


Figure 5 Adjusting Rifle Loop

Daisy Outdoor Products, Operational Manual – Avanti Legend EX Model 853C, Daisy Outdoor Products (p. 8)

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 6 and 7).

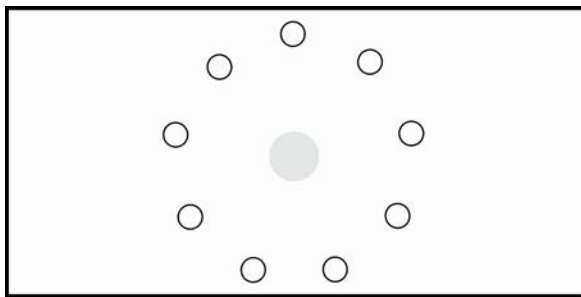


Figure 6 Instructor in the Centre of a Warm-up Circle
D Cdts 3, 2006, Ottawa, ON: Department of National Defence

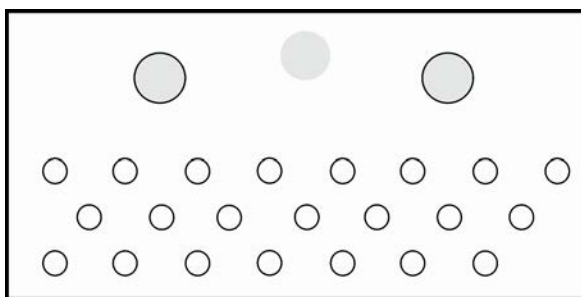


Figure 7 Instructor at the Front With Two Assistant Instructors
D Cdts 3, 2006, Ottawa, ON: Department of National Defence

- 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 6 and 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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SAMPLE STRETCHES

NECK

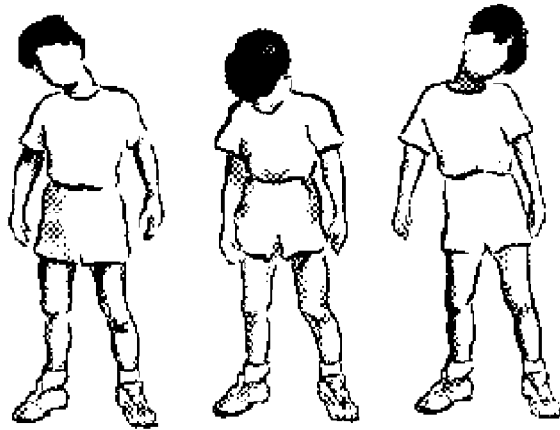


Figure A-1 Neck Stretch

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>

Slowly roll your head across your chest from shoulder to shoulder. Do not roll your head backwards.

SHOULDERS



Figure A-2 Shoulder Push

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>

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.

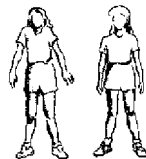


Figure A-3 Shoulder Shrug

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>

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.



Figure A-4 Arm Circles

Warm Ups, by Martha Jefferson Hospital, Copyright 2001 by Martha Jefferson Hospital. Retrieved 26 October 2006, from <http://www.marthajefferson.org/warmup.php>

Hold your arms straight out, palms up. Make small circles with your arms, gradually increasing the size.
Reverse the direction of your circles.



Figure A-5 Shoulder Stretch

Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

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



Figure A-6 Wrist Rotations

Exercises. Copyright 1998 by Impacto Protective Products Inc. Retrieved 26 October 2006, from <http://www.2protect.com/home.htm>

Rotate your hands in circular motions at the wrist.
Change direction and repeat on both sides.



Figure A-7 Triceps Stretch

Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

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.



Figure A-8 Forearm Stretch

Exercise Programme for Squash, Tennis, Softball, Handball. Retrieved 26 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=49>

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



Figure A-9 Chest Stretch

Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

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.

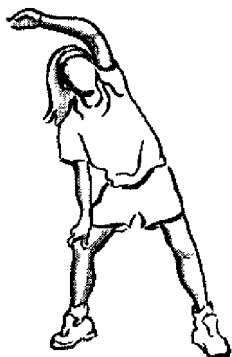


Figure A-10 Side Stretch

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>

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



Figure A-11 Lower Back Stretch

Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

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.

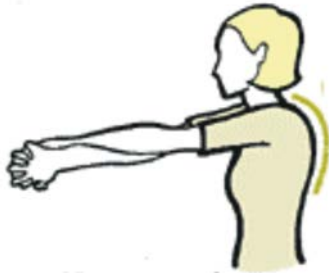


Figure A-12 Upper Back Stretch

Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

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



Figure A-13 Hamstring Stretch

Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

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.



Figure A-14 Inner Thigh Stretch

Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

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.



Figure A-15 Hip Flexor

Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

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.

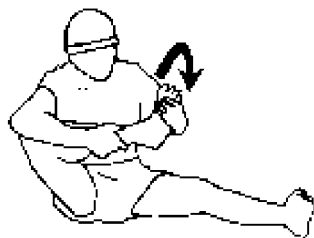


Figure A-16 Ankle Rotations

Running Exercises. Retrieved 26 October 2006, <http://www.physionline.co.za/conditions/article.asp?id=46>

From a sitting position, rotate your foot in a clockwise, and then a counterclockwise, direction.

Switch and repeat on the opposite side.



Figure A-17 Calf Stretch

Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

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.



Figure A-18 Quadriceps Stretch

Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

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.



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 B.

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 C.

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 C). 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 1 and 2).

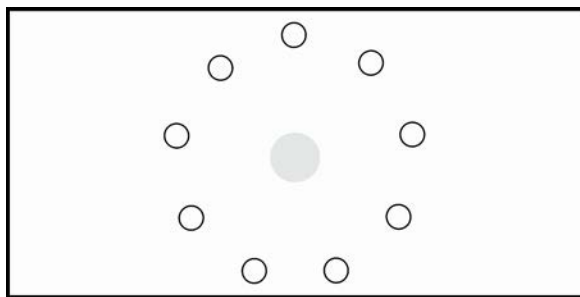


Figure 1 Instructor in the Centre of a Warm-up Circle

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

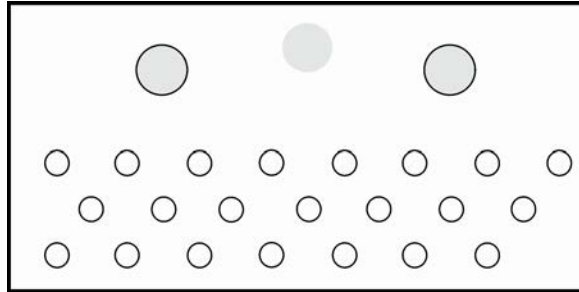


Figure 2 Instructor at the Front With Two Assistant Instructors

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

- 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 C;
- Course control sheets located at Annex C; and
- Range recording sheets located at Annex C.

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 B.
- 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 B.

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 1 and 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

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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#11>.

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SAMPLE STRETCHES

NECK

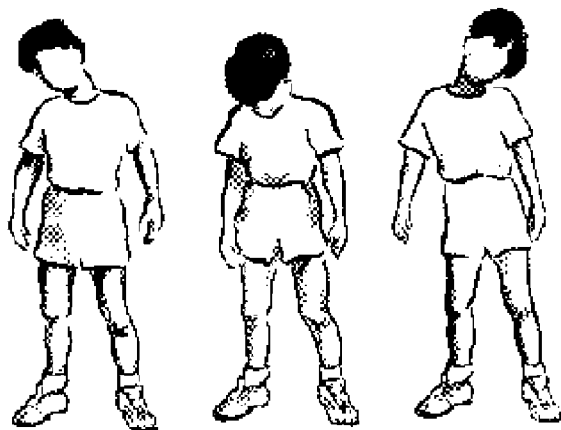


Figure A-1 Neck Stretch

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>

Slowly roll your head across your chest from shoulder to shoulder. Do not roll your head backwards.

SHOULDERS



Figure A-2 Shoulder Push

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>

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.

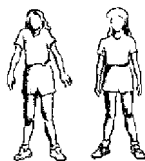


Figure A-3 Shoulder Shrug

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>

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.



Figure A-4 Arm Circles

Warm Ups, by Martha Jefferson Hospital, Copyright 2001 by Martha Jefferson Hospital. Retrieved 26 October 2006, from <http://www.marthajefferson.org/warmup.php>

Hold your arms straight out, palms up. Make small circles with your arms, gradually increasing the size.
Reverse the direction of your circles.



Figure A-5 Shoulder Stretch

Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

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



Figure A-6 Wrist Rotations

Exercises. Copyright 1998 by Impacto Protective Products Inc. Retrieved 26 October 2006, from <http://www.2protect.com/home.htm>

Rotate your hands in circular motions at the wrist.
Change direction and repeat on both sides.



Figure A-7 Triceps Stretch

Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

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.



Figure A-8 Forearm Stretch

Exercise Programme for Squash, Tennis, Softball, Handball. Retrieved 26 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=49>

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



Figure A-9 Chest Stretch

Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

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.



Figure A-10 Side Stretch

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>

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



Figure A-11 Lower Back Stretch

Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

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.

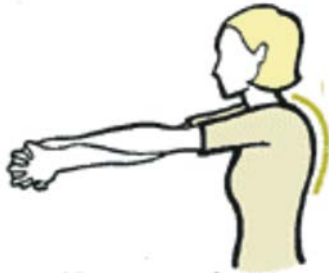


Figure A-12 Upper Back Stretch

Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

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



Figure A-13 Hamstring Stretch

Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

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.



Figure A-14 Inner Thigh Stretch

Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

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.



Figure A-15 Hip Flexor

Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

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.

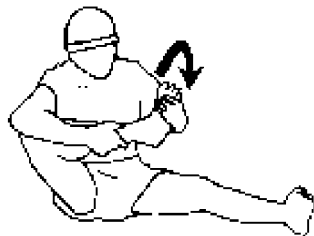


Figure A-16 Ankle Rotations

Running Exercises. Retrieved 26 October 2006, <http://www.physionline.co.za/conditions/article.asp?id=46>

From a sitting position, rotate your foot in a clockwise, and then a counterclockwise, direction.

Switch and repeat on the opposite side.



Figure A-17 Calf Stretch

Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

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.



Figure A-18 Quadriceps Stretch

Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

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.

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 D.

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 C).
- **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 C).

- **Course Control.** Responsible for recording each time the cadet runs a loop on the course control sheet (located at Annex C).
- **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 C;
- Course control sheets located at Annex C; and
- Range recording sheets located at Annex C.

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 C). 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 E.

NOTES

- Course control staff will record each time a cadet runs through a loop. See course control sheet located at Annex C.
- 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 C.
- 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 C-2 Scoresheet

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

RANGE RECORDING SHEET

Scorekeeper's Name: _____

Cadet Name:	Lane	Shots Fired			X = Miss	Misses	Comments/Penalties
		3 Spare	Shots Fired	3 Spare			
Cadet Name:	Lane				X = Miss	Misses	
Cadet Name:	Lane				X = Miss	Misses	
Cadet Name:	Lane				X = Miss	Misses	
Cadet Name:	Lane				X = Miss	Misses	
Cadet Name:	Lane				X = Miss	Misses	
Cadet Name:	Lane				X = Miss	Misses	
Cadet Name:	Lane				X = Miss	Misses	
Cadet Name:	Lane				X = Miss	Misses	
Cadet Name:	Lane				X = Miss	Misses	
Cadet Name:	Lane				X = Miss	Misses	
Cadet Name:	Lane				X = Miss	Misses	

Figure C-3 Range Recording Sheet

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

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INVITATION SAMPLE

Corps Competitive Summer Biathlon Activity

When:

Where:

Eligibility: Phase Two Cadets

Rules: Located at Annex B to EO C211.04, 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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**COMMON TRAINING
ALL TRAINING LEVELS
INSTRUCTIONAL GUIDE**



CANADIAN ARMED FORCES (CAF) FAMILIARIZATION

SECTION 1

PO X20 – PARTICIPATE IN CAF FAMILIARIZATION

Total Time:

For the following EOs, refer to the lesson specifications located in A-CR-CCP-601/PG-001, *Royal Canadian Sea Cadets Phase One Qualification Standard and Plan*:

- MX20.01A – Participate in a CAF Activity,
- MX20.01B – Participate in a CAF Familiarization Tour,
- MX20.01E – Attend a CAF Presentation,
- MX20.01F – Attend a CAF Commemorative Ceremony, and
- CX20.01 – Participate in CAF Familiarization Activities.

For the following EOs, refer to the instructional guides located in A-CR-CCP-601/PF-001, *Royal Canadian Sea Cadets Phase One Instructional Guides*:

- MX20.01C – Fire the C7 Rifle,
- MX20.01D – Participate in a Mess Dinner,
- MX20.01G – Participate in CAF Familiarization Video Activities, and
- MX20.01H – Participate in CAF Familiarization Learning Stations.

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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.

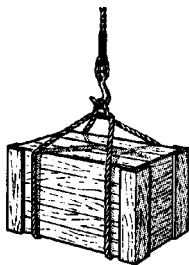


Figure 1 Strop on a Case

Royal Navy, Admiralty Manual of Seamanship
1964, Her Majesty's Stationery Office (p. 195)

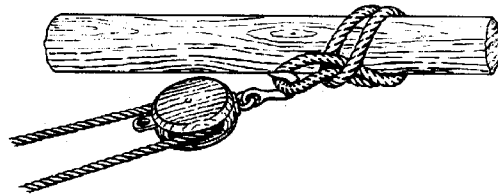


Figure 2 Strop on a Spar

Royal Navy, Admiralty Manual of Seamanship
1964, Her Majesty's Stationery Office (p. 193)

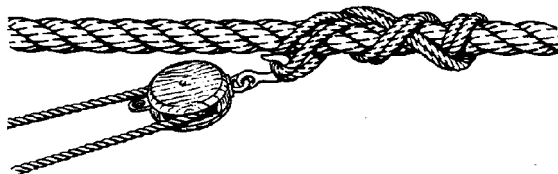


Figure 3 Strop on a Line

Royal Navy, Admiralty Manual of Seamanship 1964, Her Majesty's Stationery Office (p. 193)



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.



Figure 4 Short Splice

B-GN-181-105/FP-E00, CFCD 105 Fleet Seamanship Rigging and Procedures Manual (p. 5-58)

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.

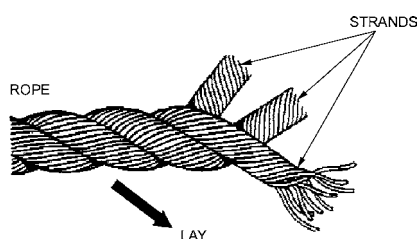


Figure 5 Line Lay

B-GN-181-105/FP-E00 (p. 5-11)



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.).

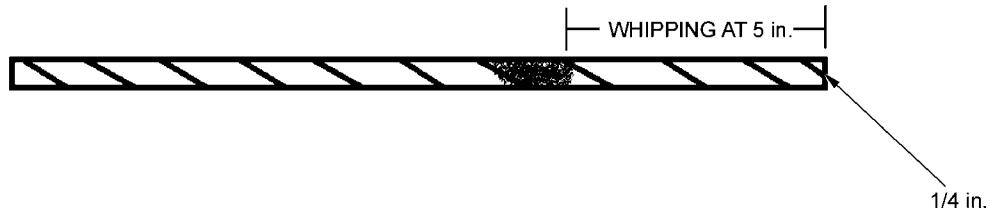



Figure 6 Example of Whipping Distance

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

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.

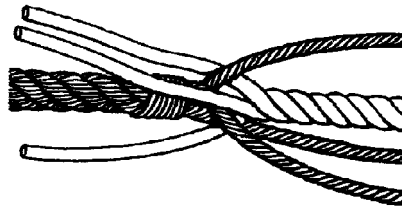




Figure 7 Steps of Line Marrying


B-GN-181-105/FP-E00 (p. 5-58)



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.



Figure 8 Steps of Line Marrying

B-GN-181-105/FP-E00 (p. 5-58)

6. Lay G over E, tuck it under D, and bring it out between D and C.



Figure 9 Steps of Line Marring
B-GN-181-105/FP-E00 (p. 5-58)

7. Lay H over D, tuck it under C, and bring it out between C and E.

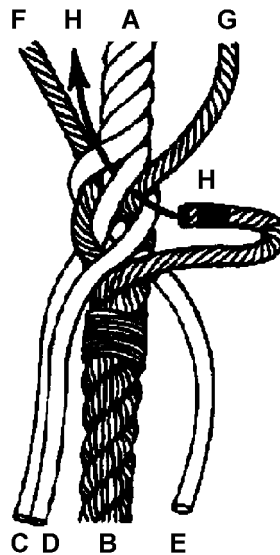



Figure 10 Steps of Line Marring
B-GN-181-105/FP-E00 (p. 5-58)

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.



Figure 11 Completed Short Splice by Dogging

B-GN-181-105/FP-E00 (p. 5-58)



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 Slings

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.

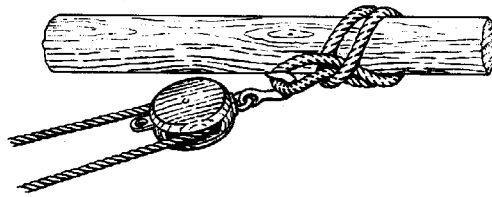


Figure 12 Strop on a Spar

Royal Navy, Admiralty Manual of Seamanship 1964, Her Majesty's Stationery Office (p. 193)



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.

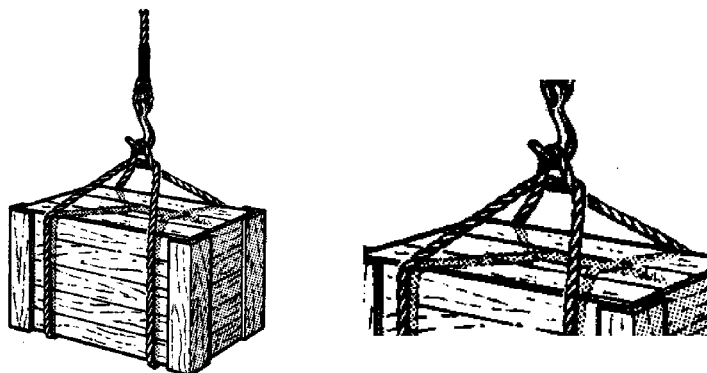


Figure 13 Sling a Box Using a Strop

Royal Navy, Admiralty Manual of Seamanship 1964, Her Majesty's Stationery Office (p. 195)

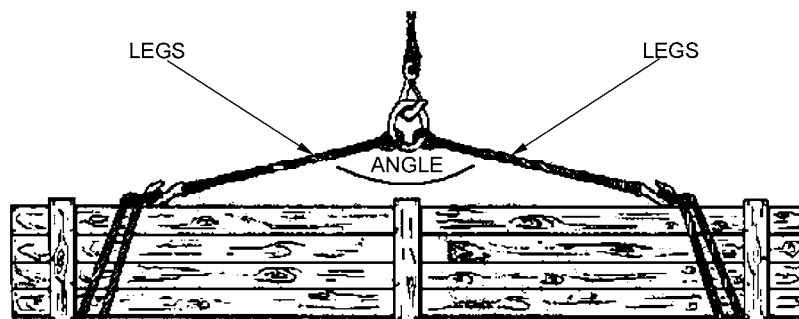


Figure 14 Sling a Case Using Two Strops

Royal Navy, Admiralty Manual of Seamanship 1964, Her Majesty's Stationery Office (p. 194)

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 15 provides examples of some stress that a strop may be subject to when using slings.

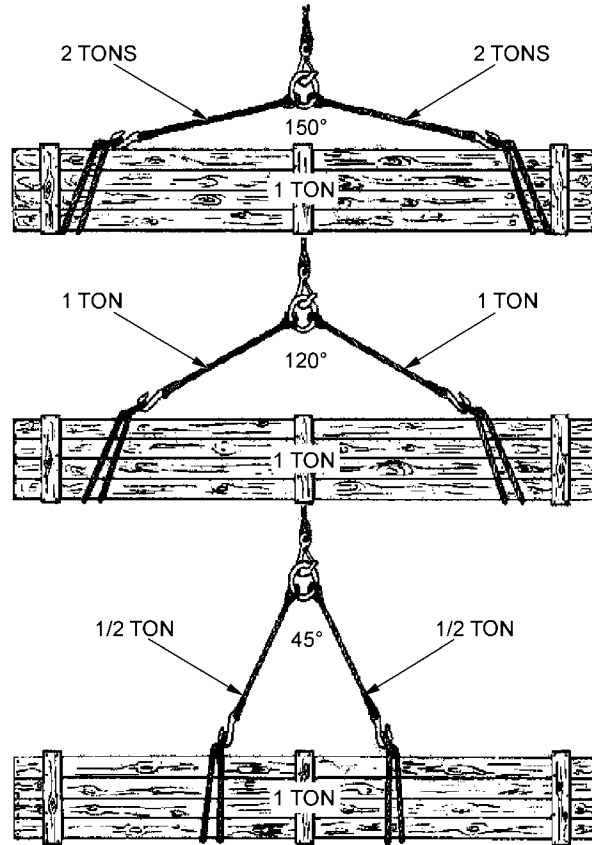




Figure 15 Stresses in the Legs of Slings

Royal Navy, Admiralty Manual of Seamanship 1964, Her Majesty's Stationery Office (p. 194)

 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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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.

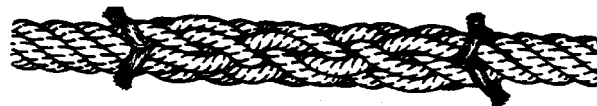


Figure A-1 Completed Short Splice by Dogging

B-GN-181-105/FP-E00 (p. 5-58)

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SHORT SPLICE

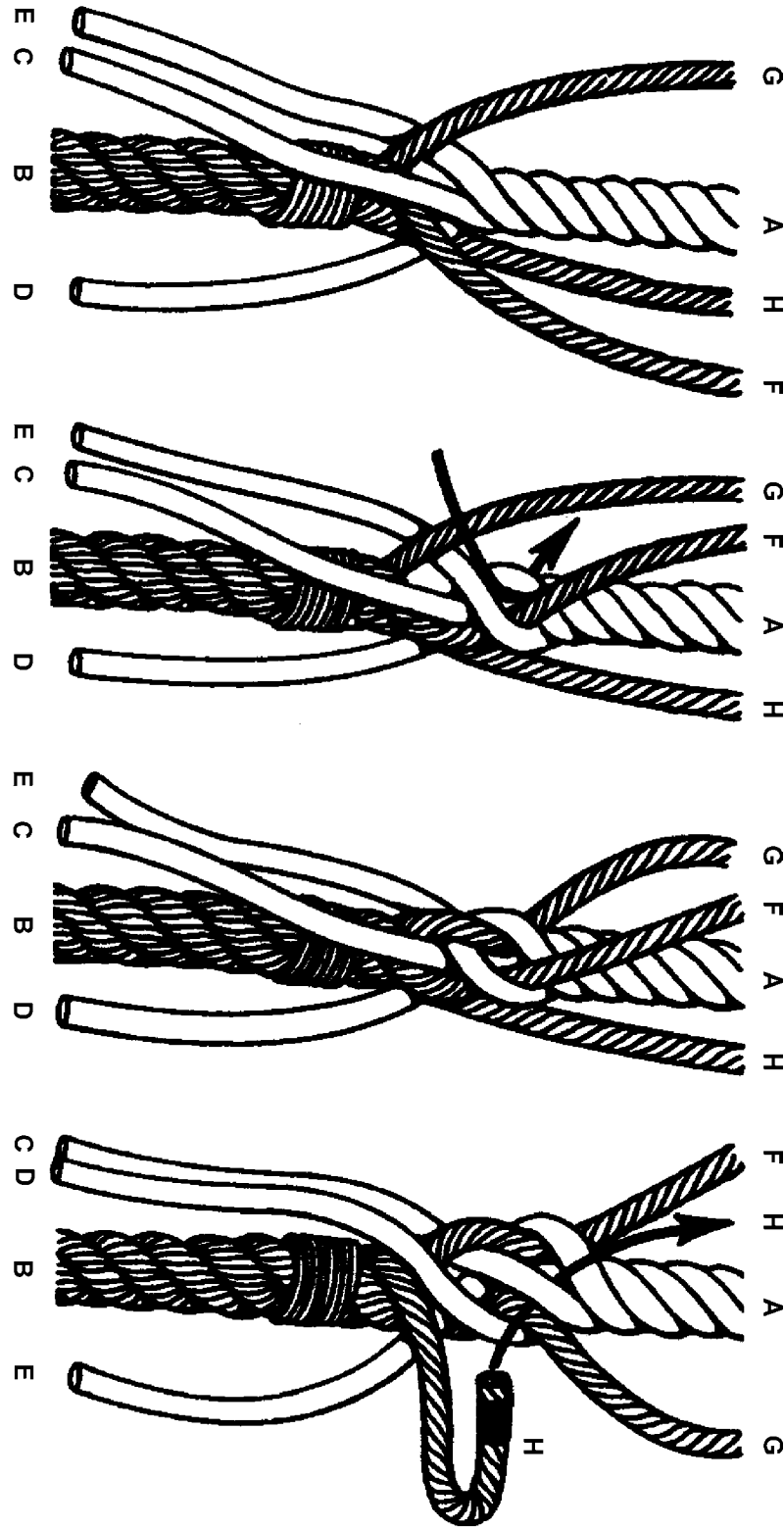


Figure B-1 Short Splice
B-GN-181-105/FP-E00 (p. 5-58)

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SHORT SPLICE (COLOUR ENDS)

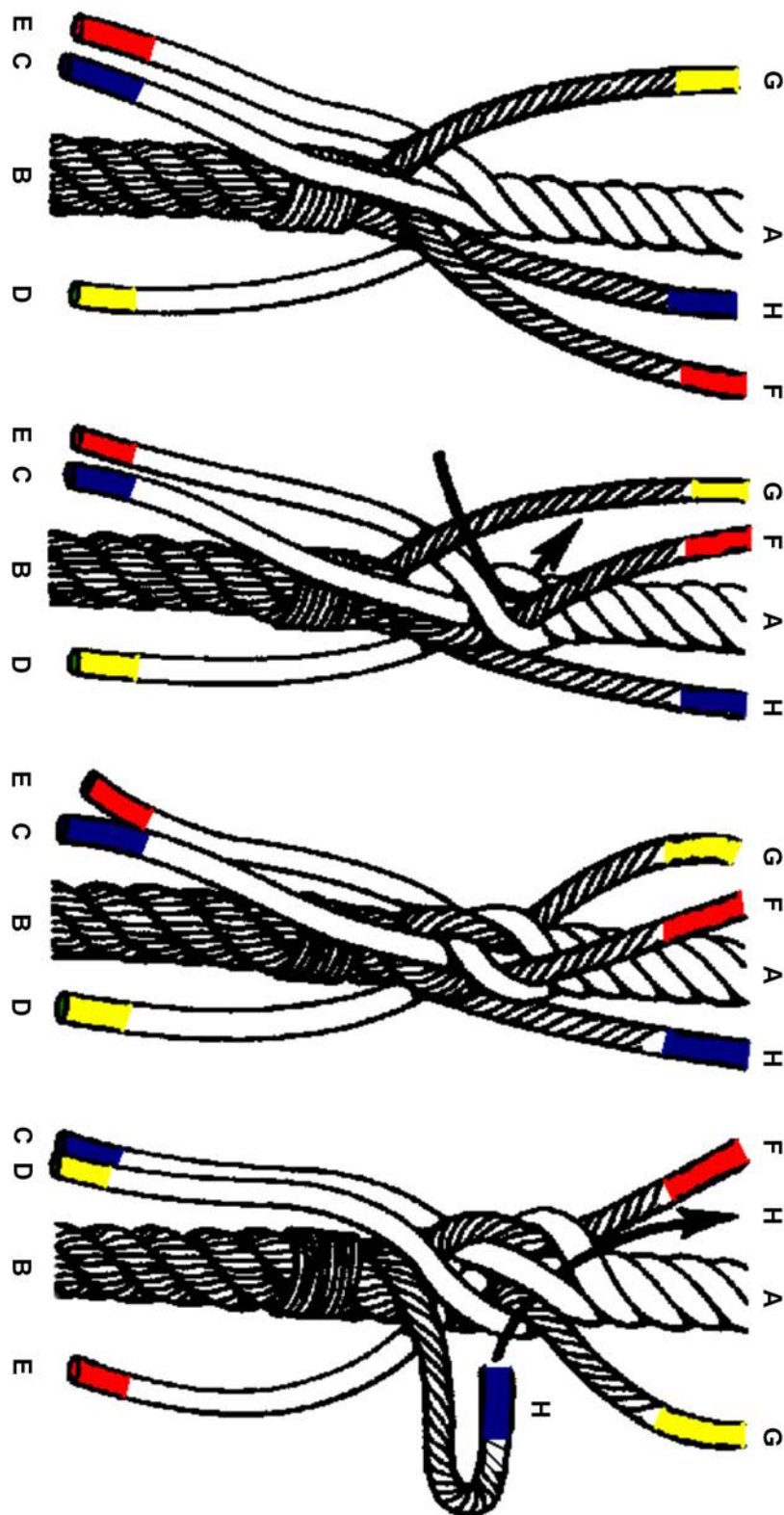


Figure C-1 Short Splice (Colour Ends)

B-GN-181-105/FP-E00 (p. 5-38)

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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 A 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 1, that will be used when mousing a hook.

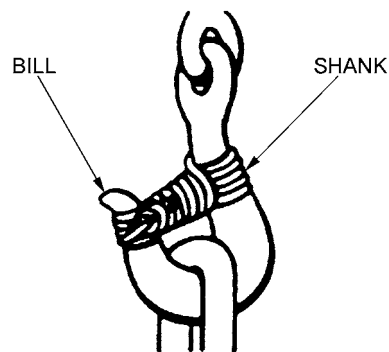


Figure 1 Completed Mousing

B-GN-181-105/FP-E00 (p. 5-46)



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.).

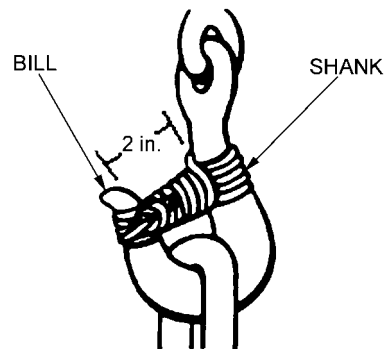


Figure 2 Example of Distance Between the Shank and Bill

B-GN-181-105/FP-E00 (p. 5-46)

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.

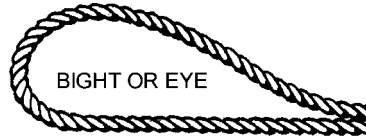


Figure 3 Bight

Royal Navy, Admiralty Manual of Seamanship 1964, Her Majesty's Stationery Office (p. 154)

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.

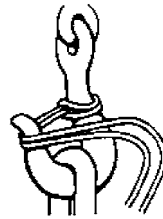



Figure 4 Mousing (Steps Three and Four)

B-GN-181-105/FP-E00 (p. 5-46)

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.

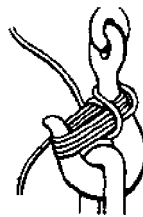



Figure 5 Mousing (Steps Six to Eight)

B-GN-181-105/FP-E00 (p. 5-46)

 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.

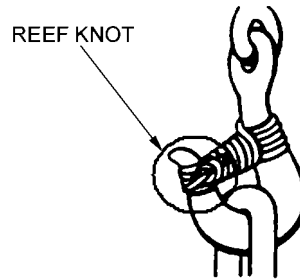


Figure 6 Mousing (Steps Nine to Eleven)

B-GN-181-105/FP-E00 (p. 5-46)



Allow the cadets to practice mousing a hook. The steps to mousing a hook are outlined in Annex A. 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.

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.

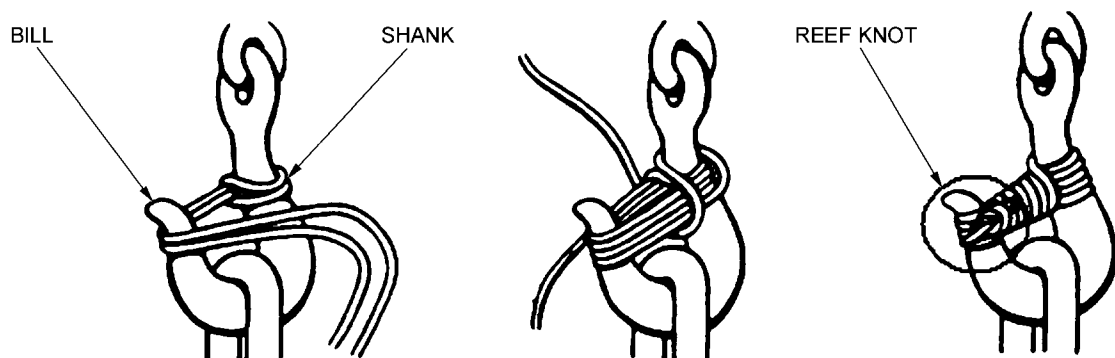


Figure A-1 Mousing a Hook
B-GN-181-105/FP-E00 (p. 5-46)

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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.

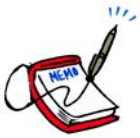
Teaching Point 1**Describe the Parts of a Block**

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.

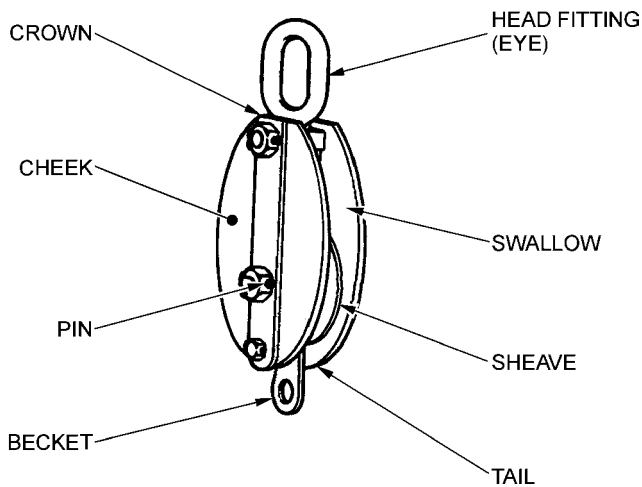


Figure 1 Parts of a Metal Block

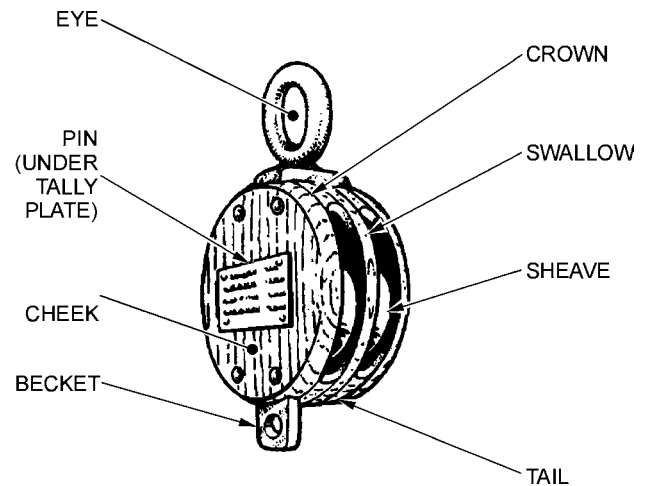
B-GN-181-105/FP-E00 (p. 5-94)

Figure 2 Parts of a Wooden Block

Royal Navy, Admiralty Manual of Seamanship 1964, Her Majesty's Stationery Office (p. 210)

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

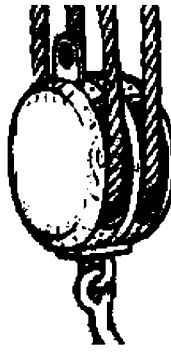
There are two different blocks that are commonly used in the Cadet Program.

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

Figure 3 Single and Double Block

Royal Navy, Admiralty Manual of Seamanship 1964, Her Majesty's Stationery Office (p. 218)



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.

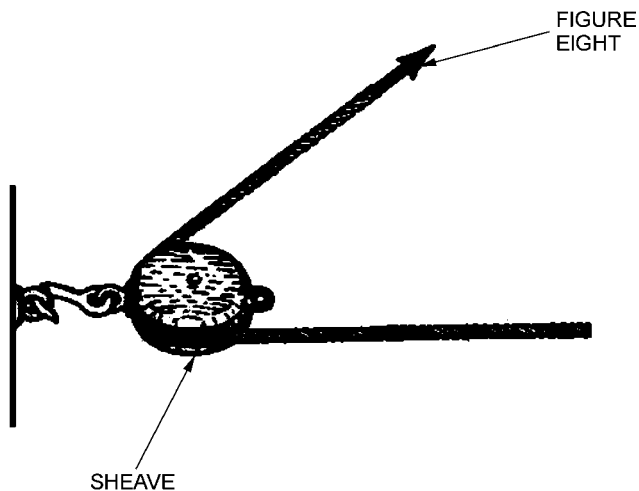


Figure 4 Reeving a Block

Royal Navy, Admiralty Manual of Seamanship 1964, Her Majesty's Stationery Office (p. 216)



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 A.
- 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.

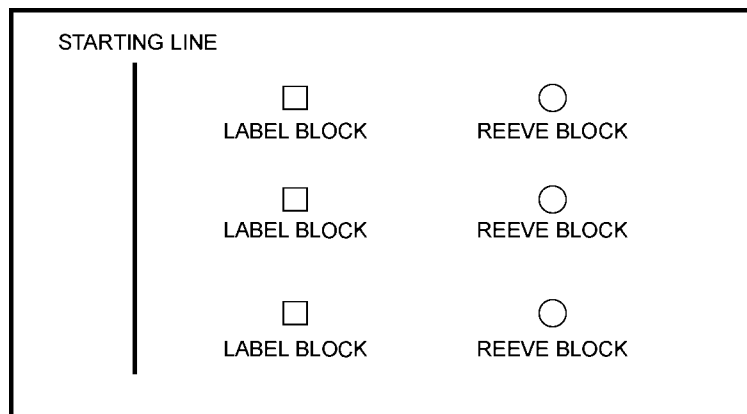


Figure 5 Activity Layout

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

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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BLOCK LABELS

HEAD FITTING (EYE)

SWALLOW

TAIL

CHEEK

CROWN

SHEAVE

BECKET

PIN

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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 A. Photocopy the handout located at Annex B 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.

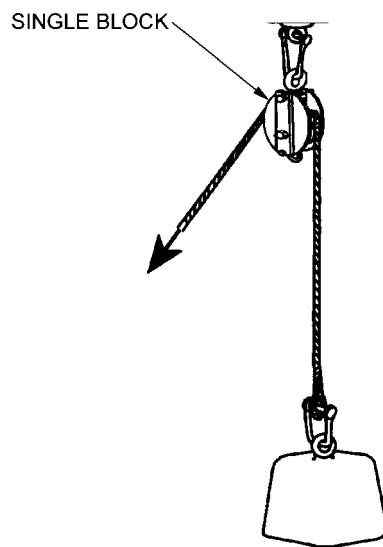


Figure 1 Single Whip

B-ON-050-002/PT-004, BR 67 Admiralty Manual of Seamanship (p. 3-154)

Double Whip. This is a tackle consisting of a line rove through two single blocks. It is mainly used for hoisting loads.

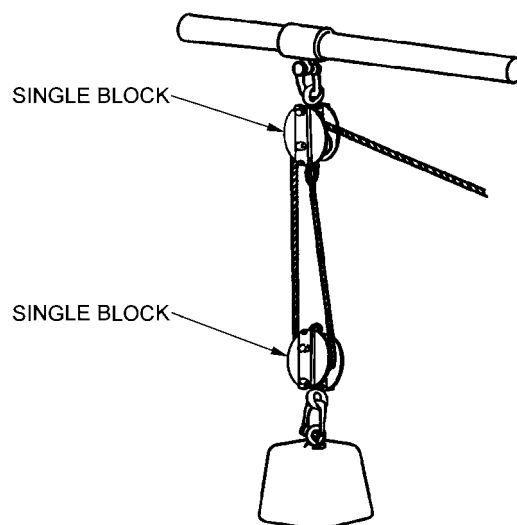


Figure 2 Double Whip

Command of Defence Council, BR 67 Admiralty Manual of Seamanship, Her Majesty's Stationery Office (p. 3-154)

Luff. This is a tackle consisting of a line rove through a single and double block.

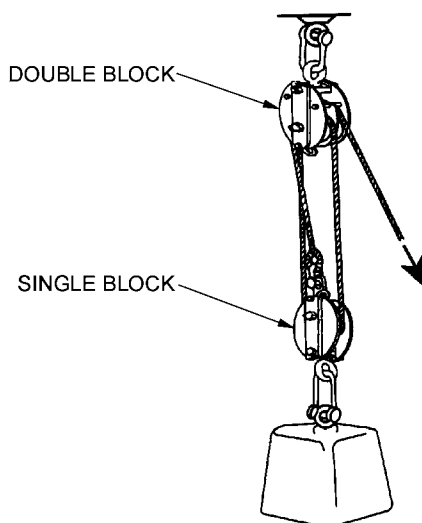


Figure 3 Luff

Command of Defence Council, BR 67 Admiralty Manual of Seamanship, Her Majesty's Stationery Office (p. 3-155)

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.

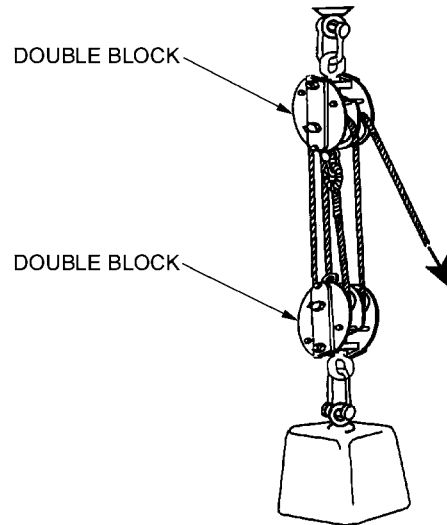


Figure 4 Two-fold Purchase

Command of Defence Council, BR 67 Admiralty Manual of Seamanship, Her Majesty's Stationery Office (p. 3-155)



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

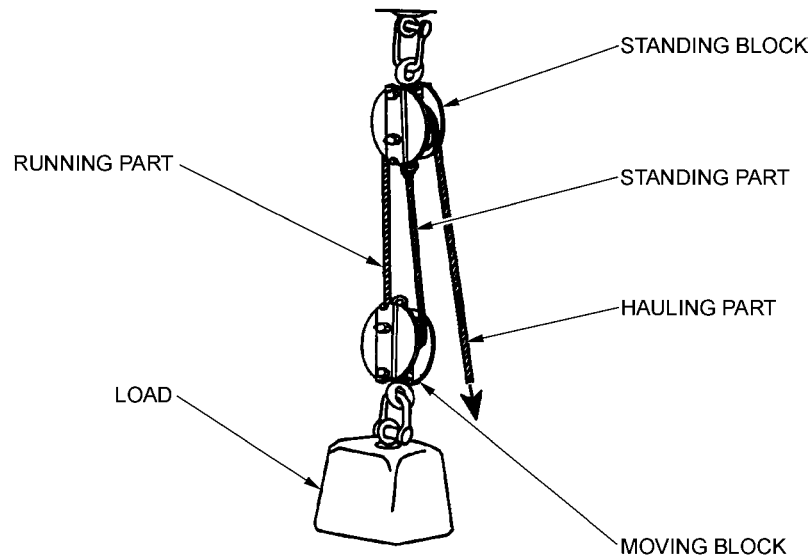
PARTS OF A TACKLE

Figure 5 Parts of a Tackle

Command of Defence Council, BR 67 Admiralty Manual of Seamanship, Her Majesty's Stationery Office (p. 3-155)

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 A 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

Time: 20 min

Describe Mechanical Advantage

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 6 is an example of the MA in a tackle. There are two lines attached to the moving block, therefore the MA equals two.

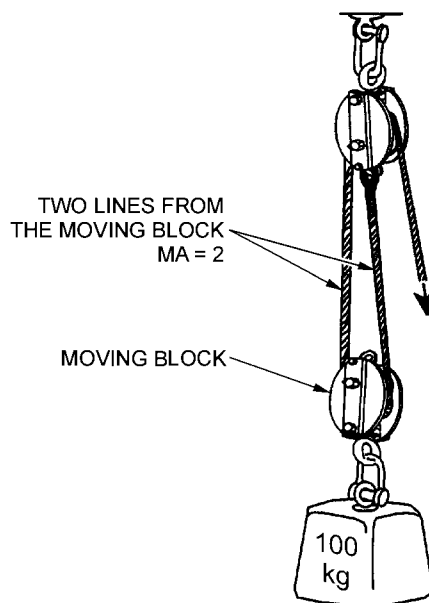


Figure 6 Mechanical Advantage

Command of Defence Council, BR 67 Admiralty Manual of Seamanship, Her Majesty's Stationery Office (p. 3-152)

The MA will change how heavy the load feels to the person(s) pulling on the hauling part. For example, in Figure 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

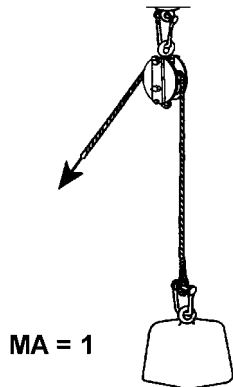


Figure 7 Single Whip MA

Command of Defence Council, BR 67 Admiralty Manual of Seamanship, Her Majesty's Stationery Office (p. 3-154)

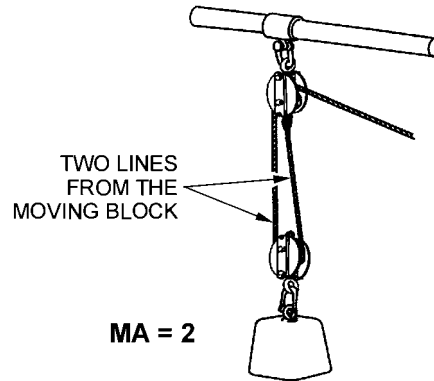


Figure 8 Double Whip MA

Command of Defence Council, BR 67 Admiralty Manual of Seamanship, Her Majesty's Stationery Office (p. 3-154)

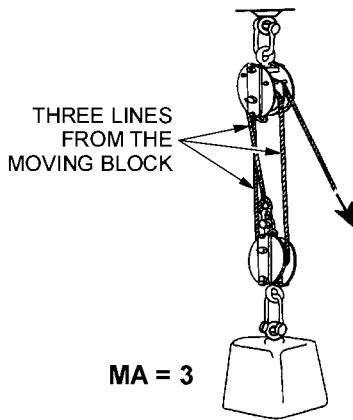


Figure 9 Luff MA

Command of Defence Council, BR 67 Admiralty Manual of Seamanship, Her Majesty's Stationery Office (p. 3-155)

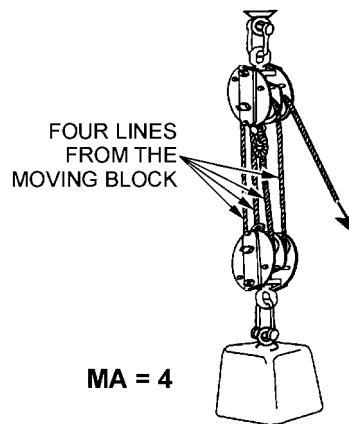


Figure 10 Two-Fold Purchase MA

Command of Defence Council, BR 67 Admiralty Manual of Seamanship, Her Majesty's Stationery Office (p. 3-155)

RIGGING TO ADVANTAGE AND DISADVANTAGE

If a tackle from Figure 8 to Figure 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 8 and 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.

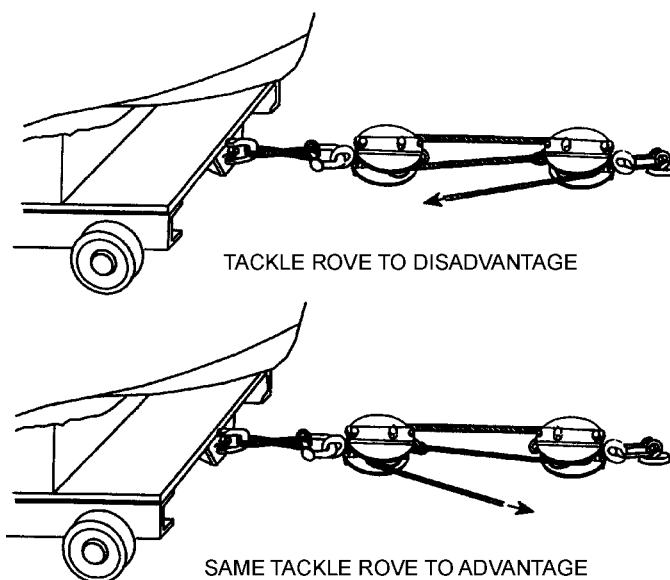


Figure 11 Rigging to Advantage and Disadvantage

Command of Defence Council, BR 67 Admiralty Manual of Seamanship, Her Majesty's Stationery Office (p. 3-155)

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

Figure 12 Advantage vs. Disadvantage

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



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

Time: 10 min

Describe Velocity Ratio

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.

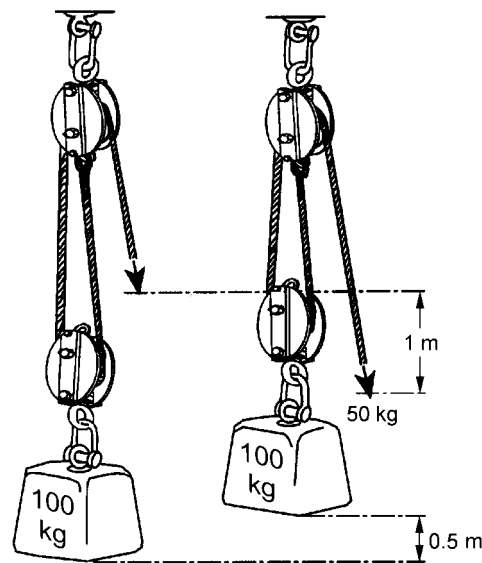


Figure 13 Velocity Ratio of a Tackle

Command of Defence Council, BR 67 Admiralty Manual of Seamanship, Her Majesty's Stationery Office (p. 3-152)

In Figure 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.

$$\text{Hauling Part Distance} = 0.5 \text{ m} \times 2$$

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 B.

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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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? _____.

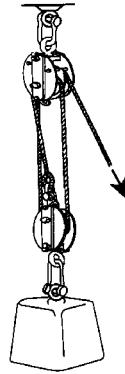


Figure B-1 Tackle

Command of Defence Council, BR 67 Admiralty Manual of Seamanship, Her Majesty's Stationery Office (p. 3-155)

4. Identify the tackle rigged to advantage/disadvantage? Circle the appropriate answer:

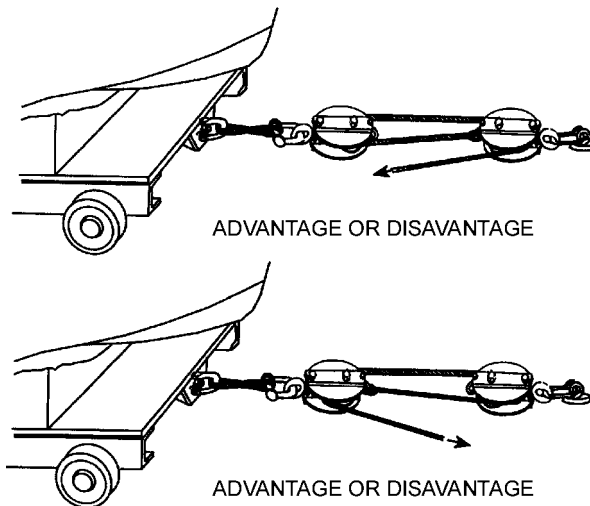


Figure B-2 Advantage or Disadvantage

Command of Defence Council, BR 67 Admiralty Manual of Seamanship, Her Majesty's Stationery Office (p. 3-155)

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? _____.

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.

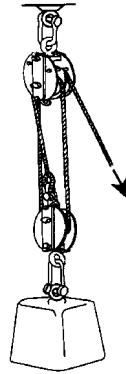


Figure C-1 Tackle

Command of Defence Council, BR 67 Admiralty Manual of Seamanship, Her Majesty's Stationery Office (p. 3-155)

4. Identify the tackle rigged to advantage/disadvantage? Circle the appropriate answer:

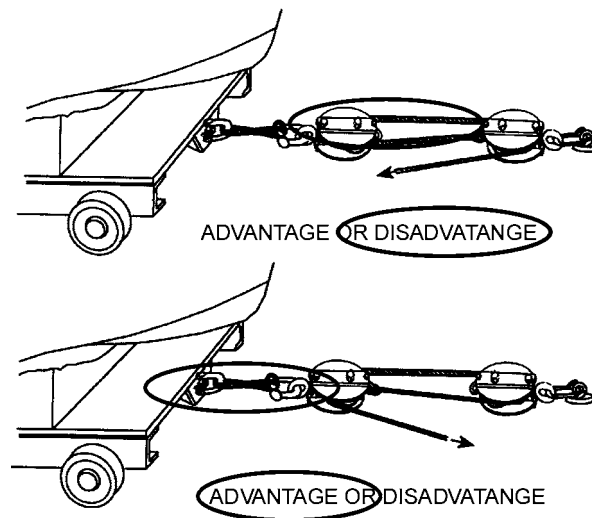


Figure C-2 Advantage or Disadvantage

Command of Defence Council, BR 67 Admiralty Manual of Seamanship, Her Majesty's Stationery Office (p. 3-155)

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.



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 A.

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.

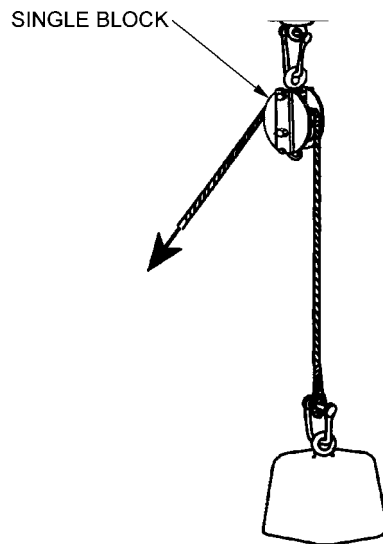


Figure 1 Single Whip

Command of Defence Council, BR 67 Admiralty Manual of Seamanship, Her Majesty's Stationery Office (p. 3-154)

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.

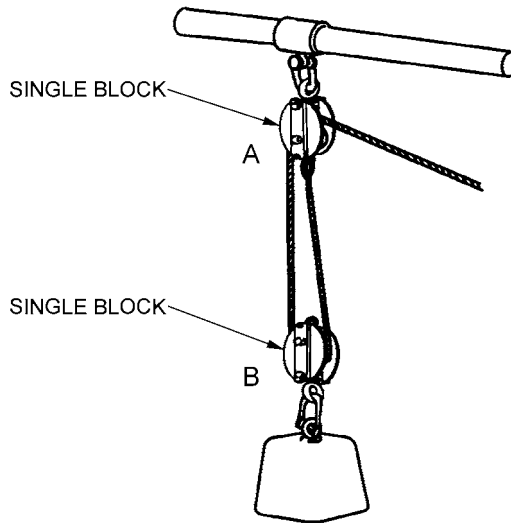



Figure 2 Double Whip

Command of Defence Council, BR 67 Admiralty Manual of Seamanship, Her Majesty's Stationery Office (p. 3-154)

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 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.

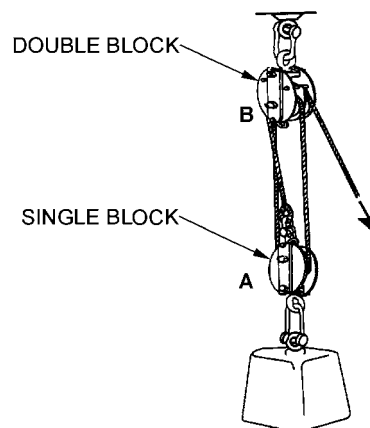


Figure 3 Luff

Command of Defence Council, BR 67 Admiralty Manual of Seamanship, Her Majesty's Stationery Office (p. 3-154)

MECHANICAL ADVANTAGE

The luff provides a mechanical advantage of three or four depending if it is rove to advantage or disadvantage. In Figure 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.

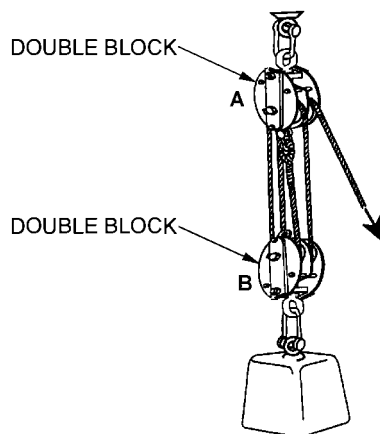


Figure 4 Two-fold Purchase

Command of Defence Council, BR 67 Admiralty Manual of Seamanship, Her Majesty's Stationery Office (p. 3-155)



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 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 A.

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 5.
- Place a bag at each station.
- In each bag place the corresponding station card located at Annex A.

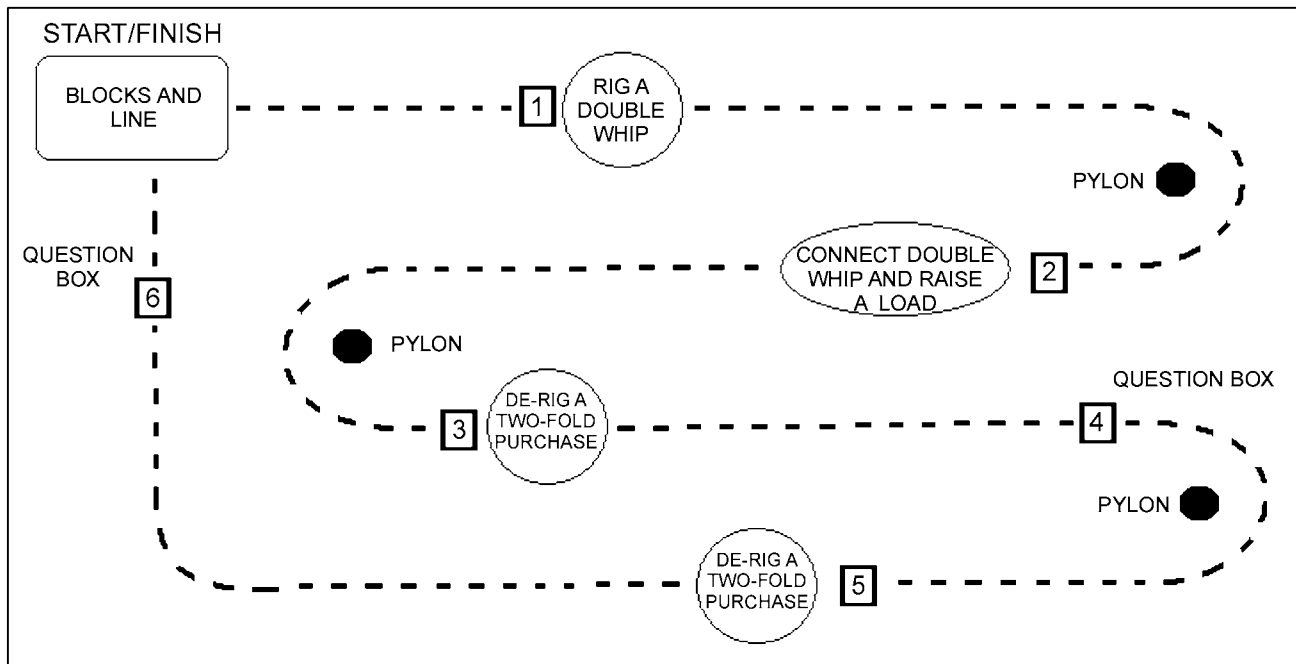


Figure 5 Tackle Run

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

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.

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.



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 A and B 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 6.



Explain and demonstrate the steps to making a crown knot prior to the cadets completing their own. Distribute the handout located at Annex A 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).

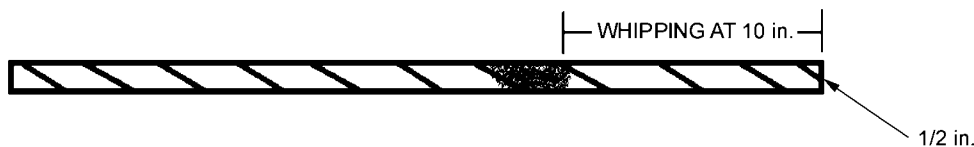


Figure 1 Example of Whipping Distance

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

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.

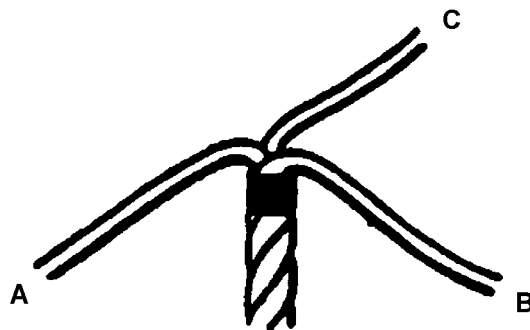


Figure 2 Star Formation
B-GN-181-105/FP-E00 (p. 5-38)

4. Bring strand A to the front to form a loop and lay it over strand B.

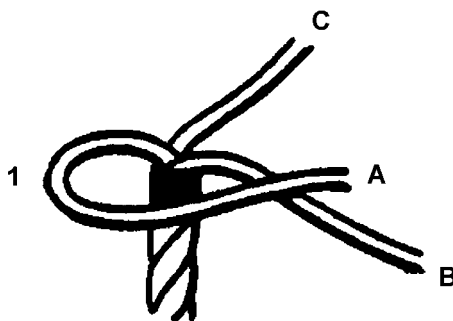


Figure 3 Step Four
B-GN-181-105/FP-E00 (p. 5-38)

5. Loop strand B over A and C.

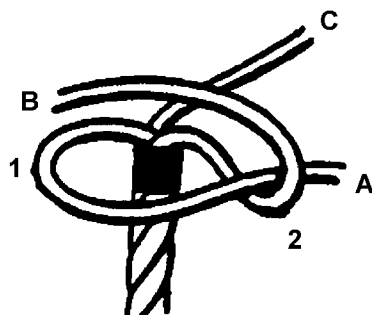


Figure 4 Step Five
B-GN-181-105/FP-E00 (p. 5-38)

6. Loop strand C over strand B and through loop 1.

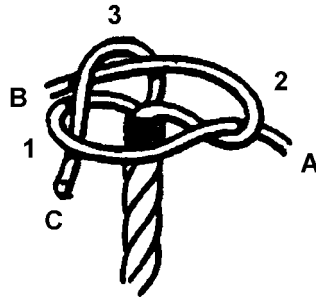


Figure 5 Step Six

B-GN-181-105/FP-E00 (p. 5-38)

7. Pull all strands taut until the crown knot is tidy and uniform.

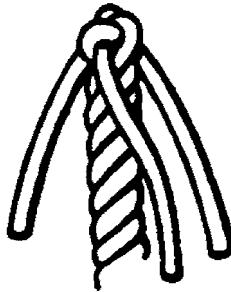


Figure 6 Finished Crown Knot

B-GN-181-105/FP-E00 (p. 5-55)



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.



Figure 7 Back Splice

B-GN-181-105/FP-E00 (p. 5-55)

Explain and demonstrate the steps to making a back splice prior to the cadets completing their own.

Distribute the handout located at Annex B 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).

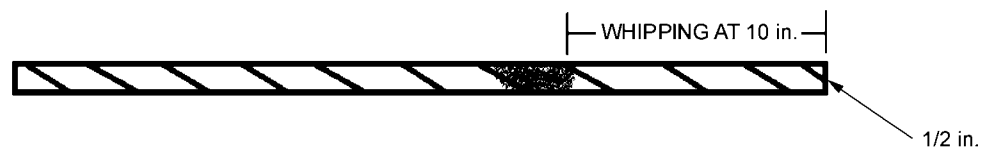


Figure 8 Example of Whipping Distance

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

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.

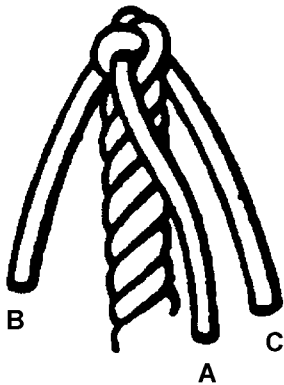


Figure 9 Crown Knot

B-GN-181-105/FP-E00 (p. 5-55)

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.

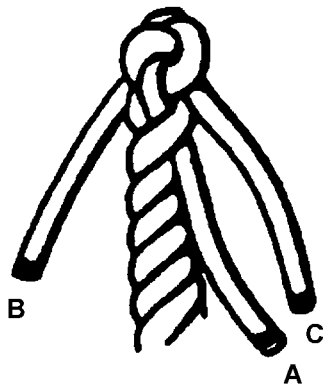


Figure 10 Back Splice

B-GN-181-105/FP-E00 (p. 5-55)

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.

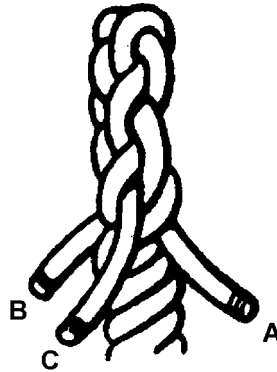


Figure 11 Back Splice

B-GN-181-105/FP-E00 (p. 5-55)

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.

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.

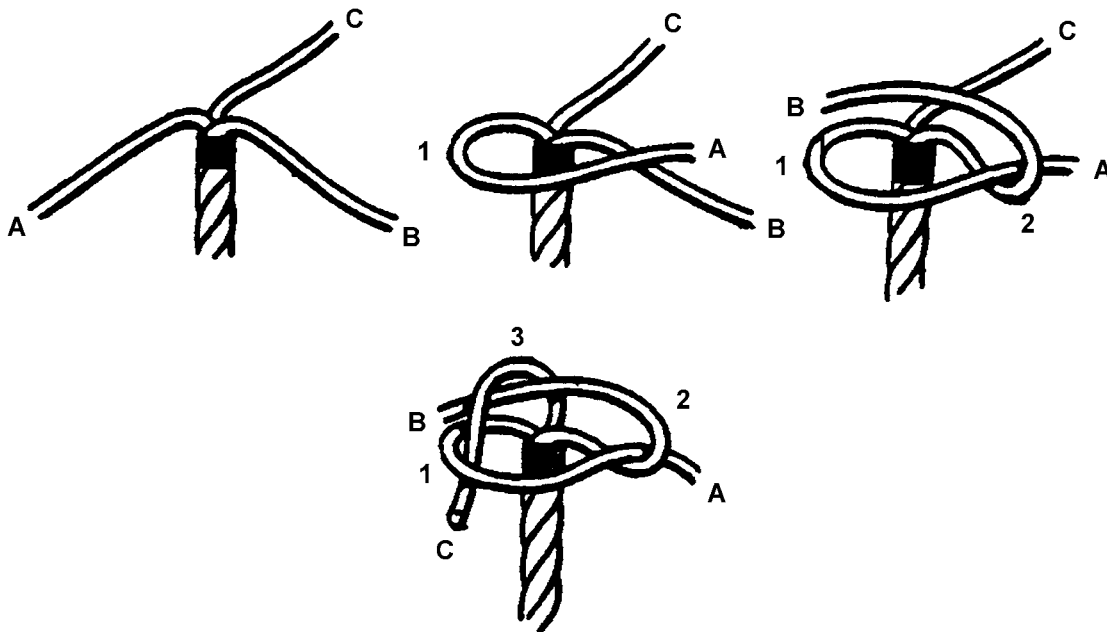


Figure A-1 Crown Knot

B-GN-181-105/FP-E00 (p. 5-38)

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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.

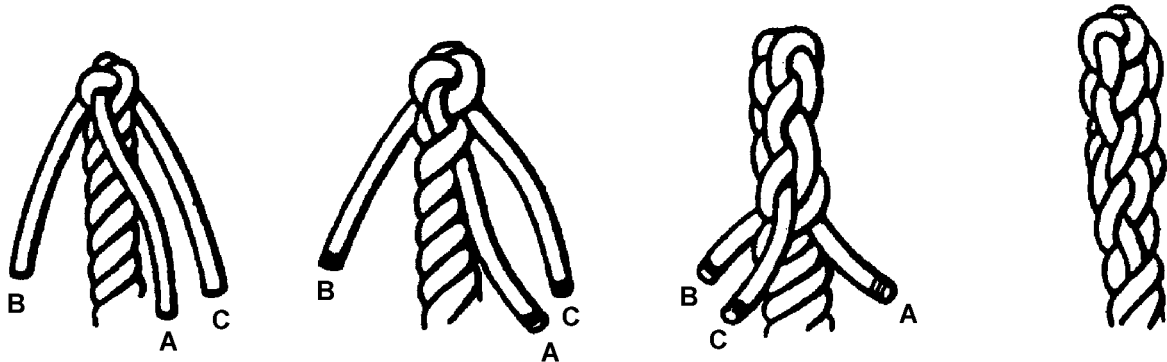


Figure B-1 Back Splice

B-GN-181-105/FP-E00 (p. 5-55)

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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 A or B 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.



Figure 1 Eye Splice

Command of the Defence Council, BR 67 Admiralty Manual of Seamanship, HMSO Publications Centre (p. 3-93)



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).

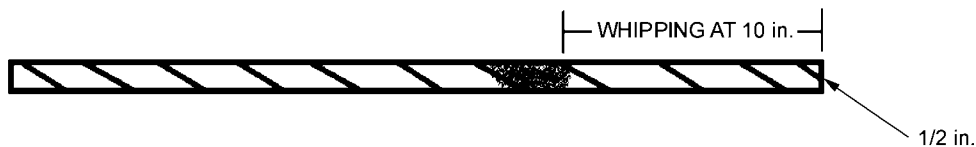


Figure 2 Example of Whipping Distance

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

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 unlaidd strands alongside the place where the splice is to be made, with the left and middle strands lying on top of the line.

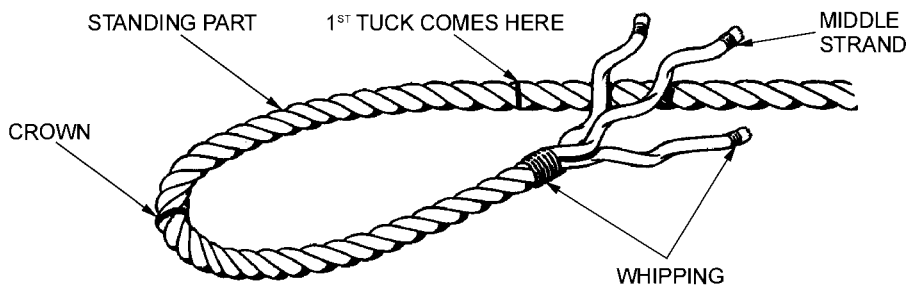


Figure 3 Start of an Eye Splice

Command of the Defence Council, BR 67 Admiralty Manual of Seamanship, HMSO Publications Centre (p. 3-92)



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.

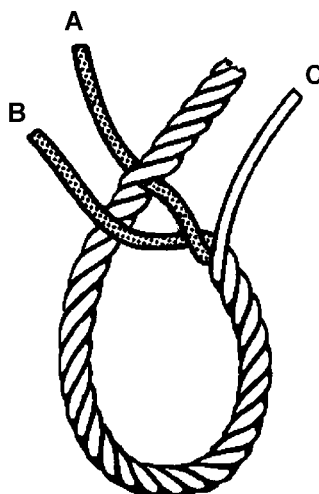


Figure 4 Step Four

Command of the Defence Council, BR 67 Admiralty Manual of Seamanship, HMSO Publications Centre (p. 3-93)

5. Tuck strand B, from right to left, under the next strand of the standing part.

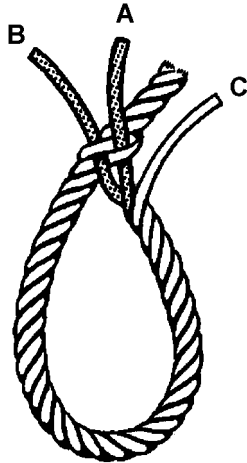


Figure 5 Step Five

Command of the Defence Council, BR 67 Admiralty Manual of Seamanship, HMSO Publications Centre (p. 3-93)

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.

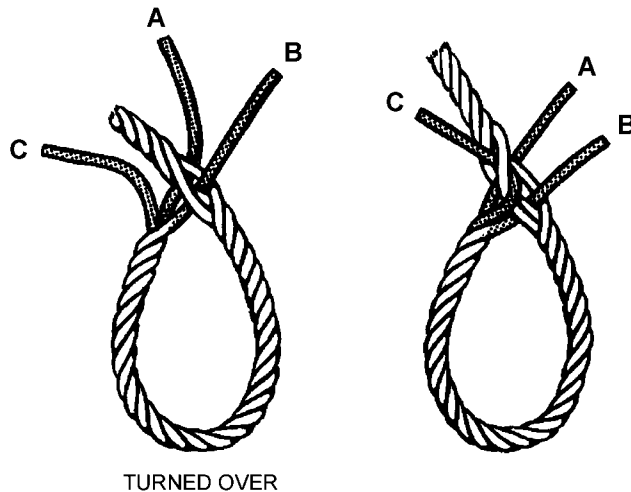


Figure 6 Step Six

Command of the Defence Council, BR 67 Admiralty Manual of Seamanship, HMSO Publications Centre (p. 3-93)

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.



Figure 7 Finished Eye Splice with Dogged Ends

Command of the Defence Council, BR 67 Admiralty Manual of Seamanship, HMSO Publications Centre (p. 3-93)



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 B.

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.

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 unlayd strands alongside the place where the splice is to be made, with the left and middle strands lying on top of the line.

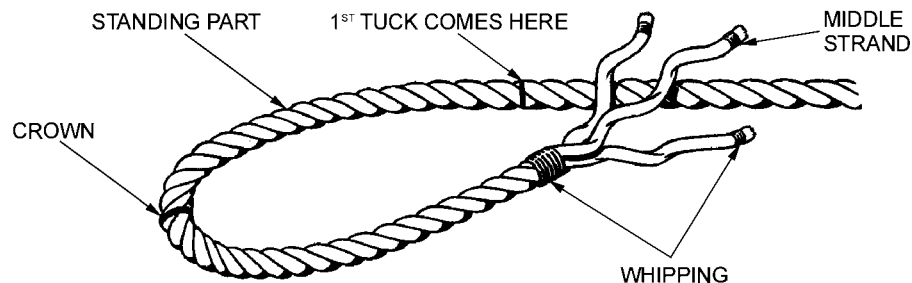


Figure A-1 Start of an Eye Splice

Command of the Defence Council, BR 67 Admiralty Manual of Seamanship, HMSO Publications Centre (p. 3-92)

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.

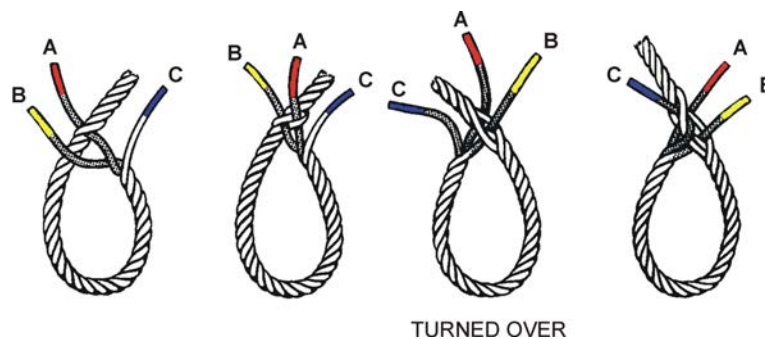


Figure A-2 Steps to Making an Eye Splice

Command of the Defence Council, BR 67 Admiralty Manual of Seamanship, HMSO Publications Centre (p. 3-92)

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 EO C221.03, Figure 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.

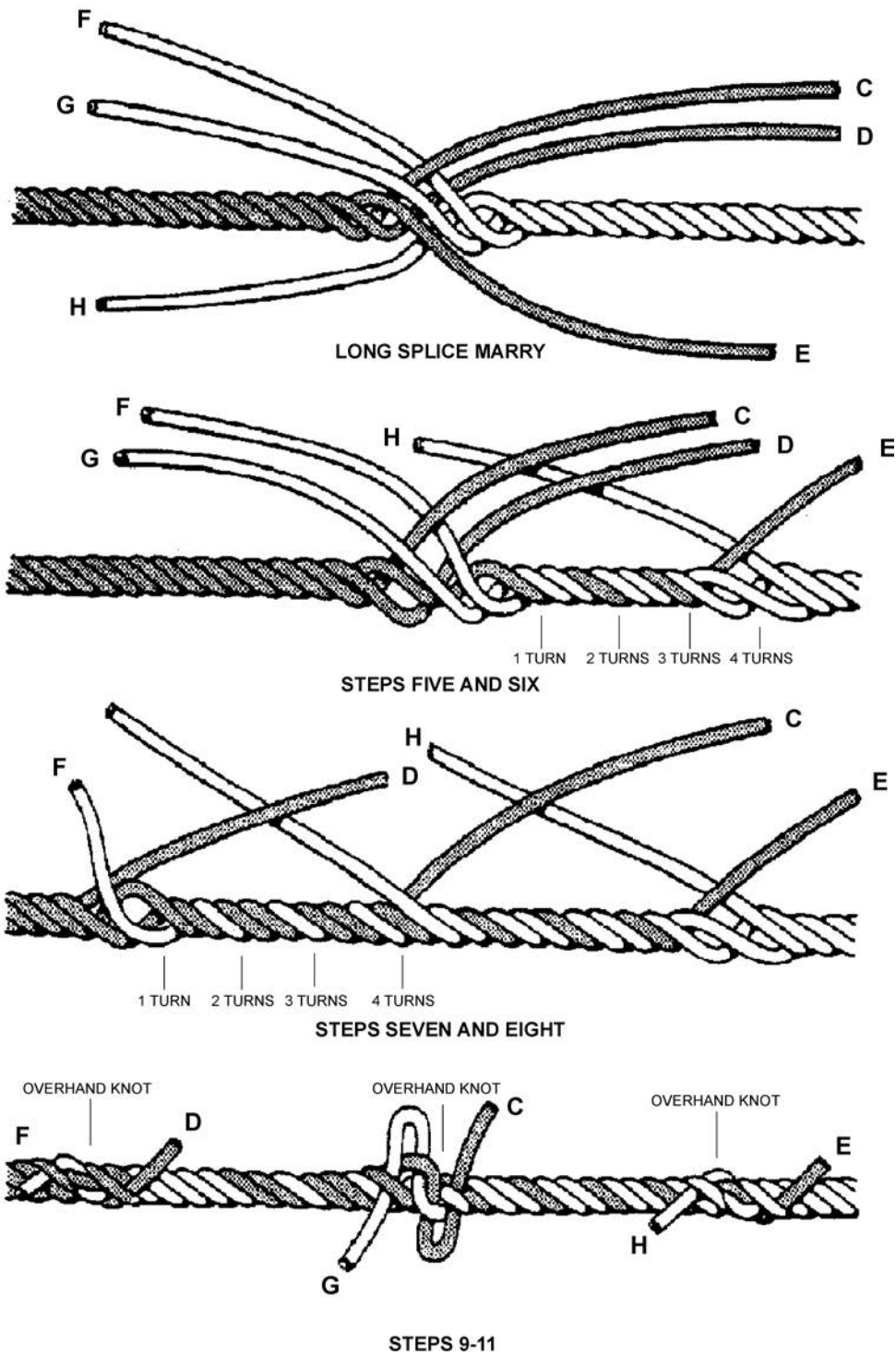


Figure B-1 Long Splice
B-GN-181-105/FP-E00 (p. 5-61)



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 A 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.



Figure 1 Long Splice

B-GN-181-105/FP-E00 (p. 5-61)

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).



Figure 2 Example of Whipping Distance

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

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.

- Marry the ends of the line together so that one strand of each line lies between two strands of the opposite line.

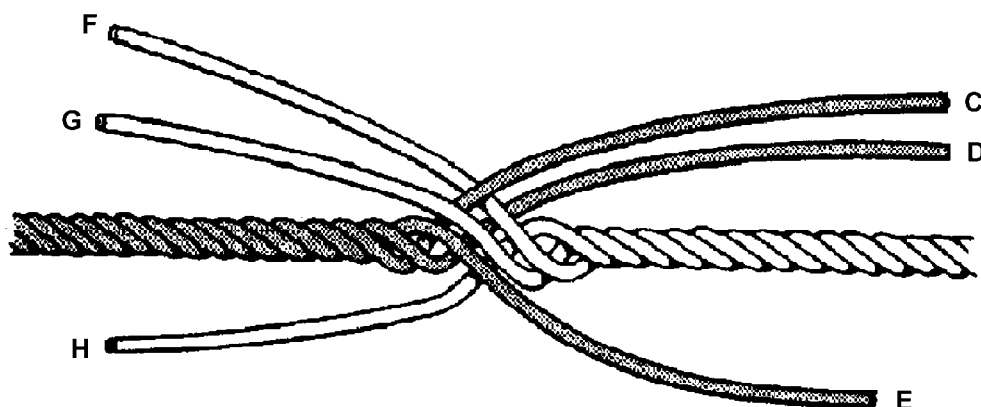


Figure 3 Long Splice Marry
B-GN-181-105/FP-E00 (p. 5-61)

- Unlay strand H a total of four turns.
- Lay strand E in the place of strand H.

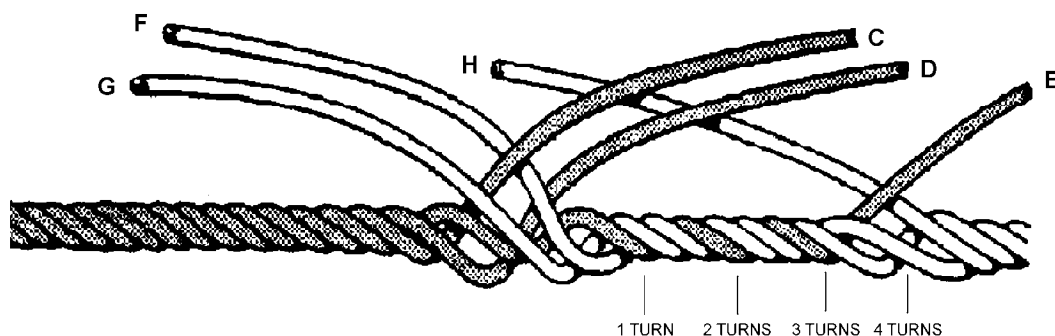


Figure 4 Steps Five and Six
B-GN-181-105/FP-E00 (p. 5-61)

- Unlay strand D a total of four turns.
- Lay strand F in the place of strand D.

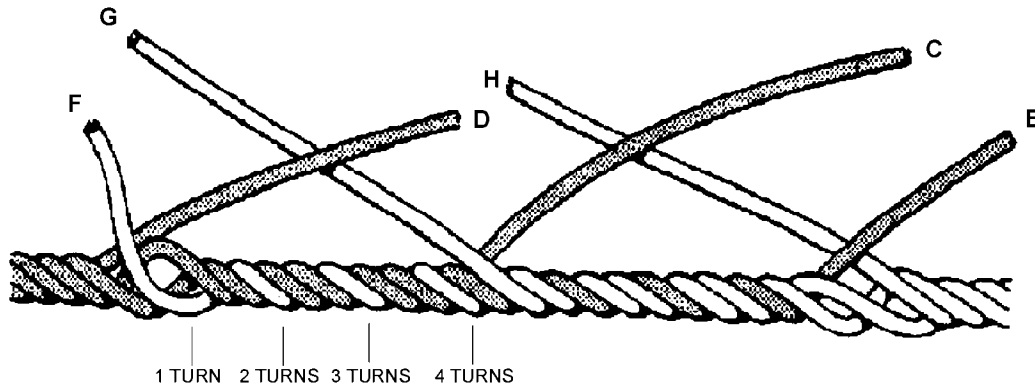


Figure 5 Steps Seven and Eight

B-GN-181-105/FP-E00 (p. 5-61)



A long splice usually requires the strands to be unlaidd 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 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.

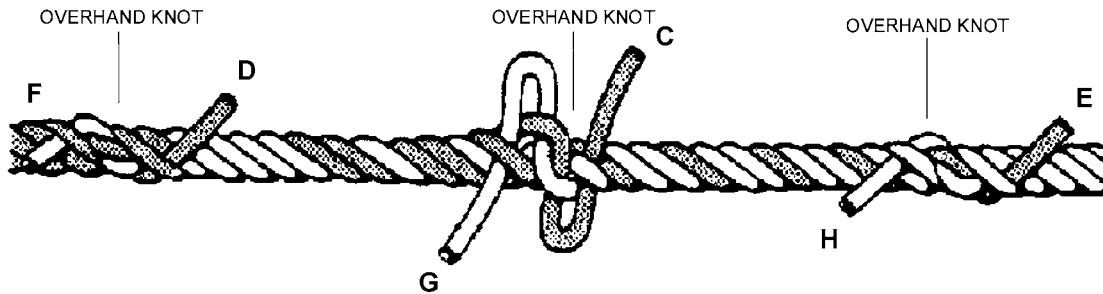


Figure 6 Steps 9–14

B-GN-181-105/FP-E00 (p. 5-61)



Figure 7 Finished Long Splice

B-GN-181-105/FP-E00 (p. 5-61)



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 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 unlaidd 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 EO C221.03, Figure 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.

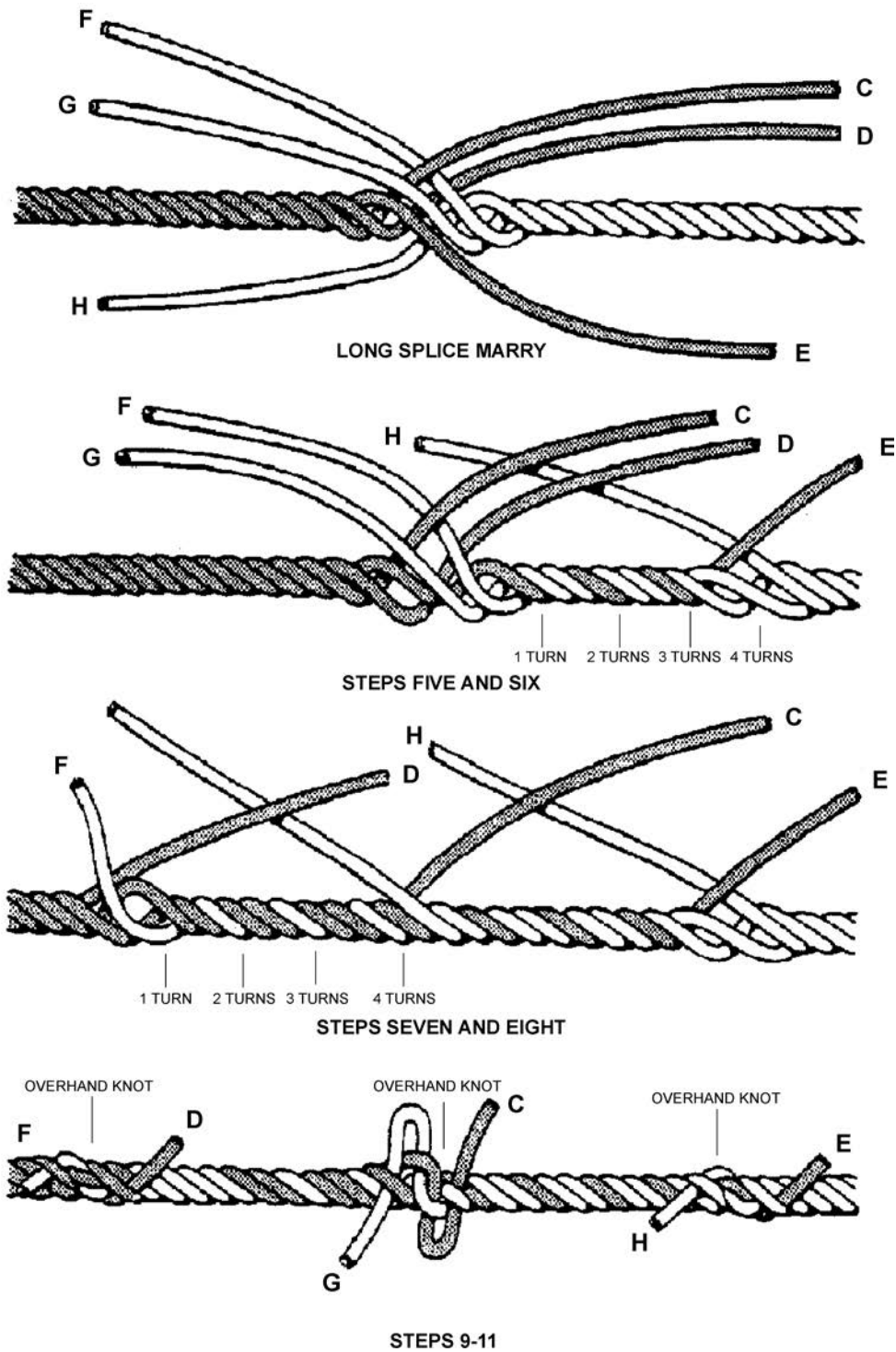


Figure A-1 Long Splice
B-GN-181-105/FP-E00 (p. 5-61)



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

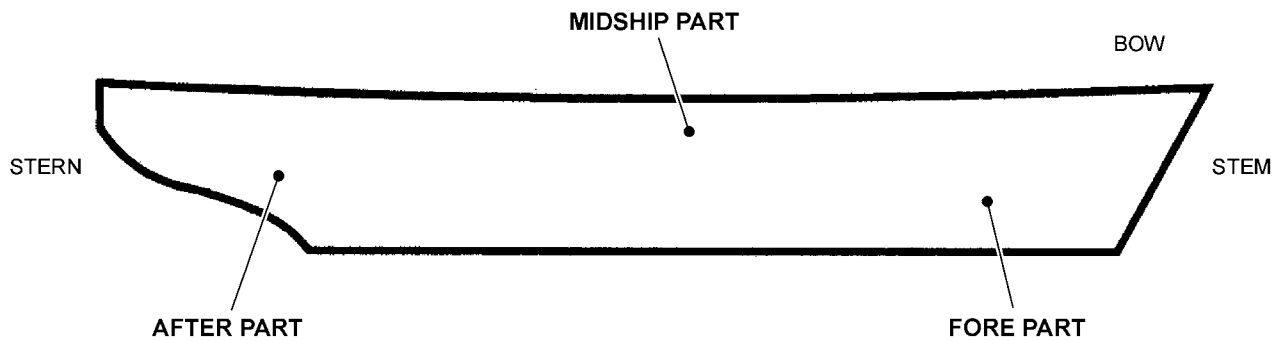


Figure 1 Parts of a Ship's Hull

B-GN-181-105/FP-E00 (p. 3-3)

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.

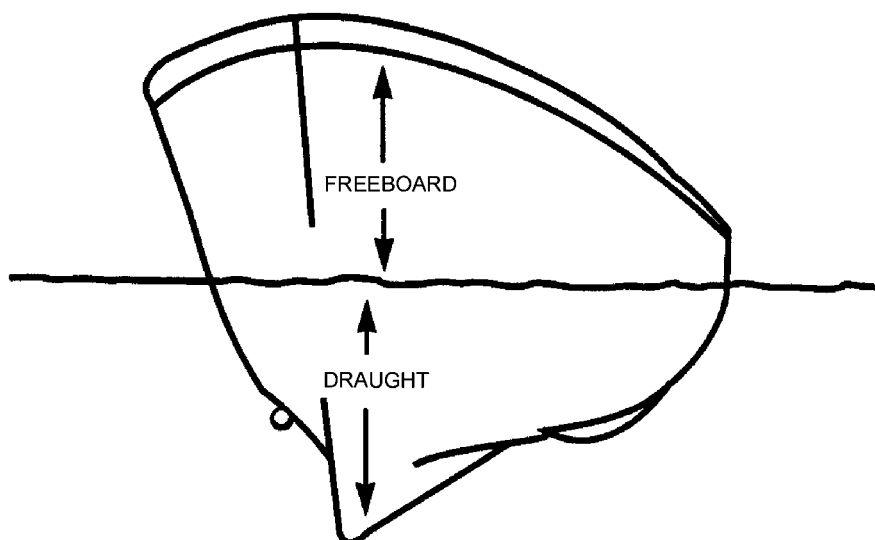


Figure 2 Freeboard and Draught

B-GN-181-105/FP-E00 (p. 3-5)

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.

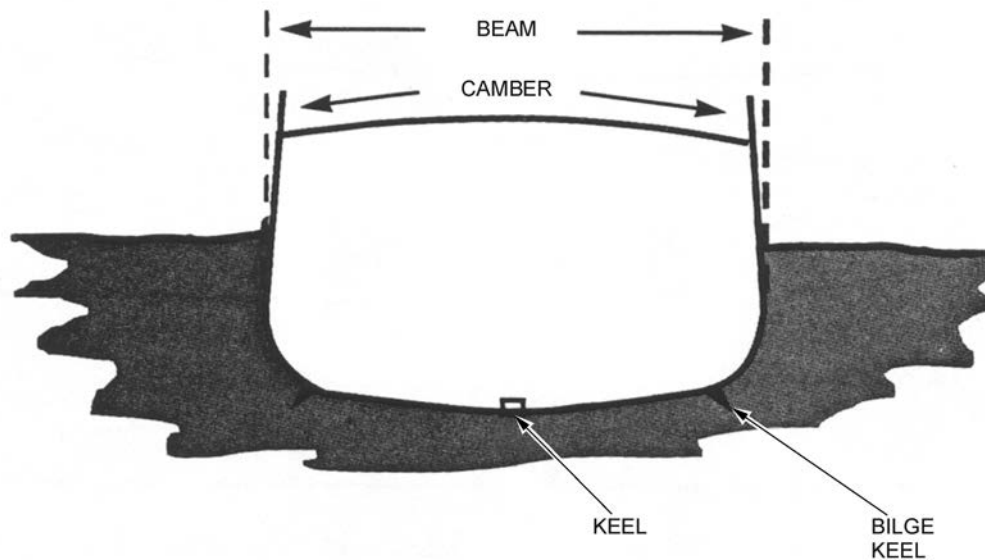


Figure 3 Beam, Camber, and Bilge

B-GN-181-105/FP-E00 (p. 3-6)

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

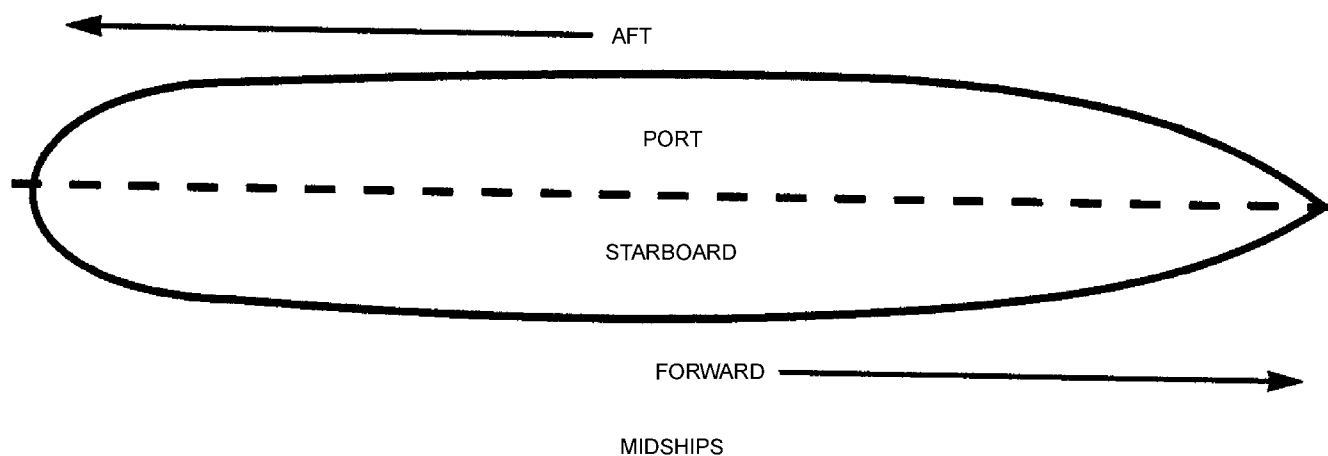
BACKGROUND KNOWLEDGE

Figure 4 Fore and Aft

B-GN-181-105/FP-E00 (p. 3-4)

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 4).

Forward. In the direction of the bow of the ship.

Midships. At or near the middle part of the ship.

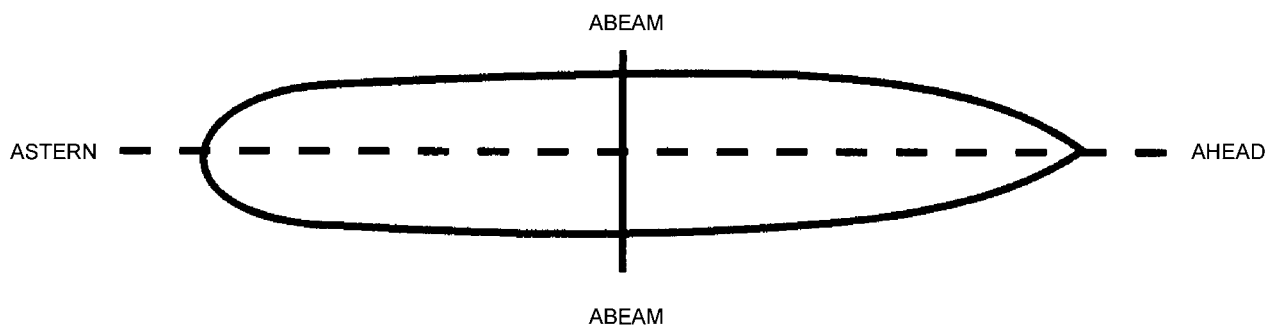


Figure 5 Ahead, Astern, and Abeam

B-GN-181-105/FP-E00 (p. 3-11)

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).

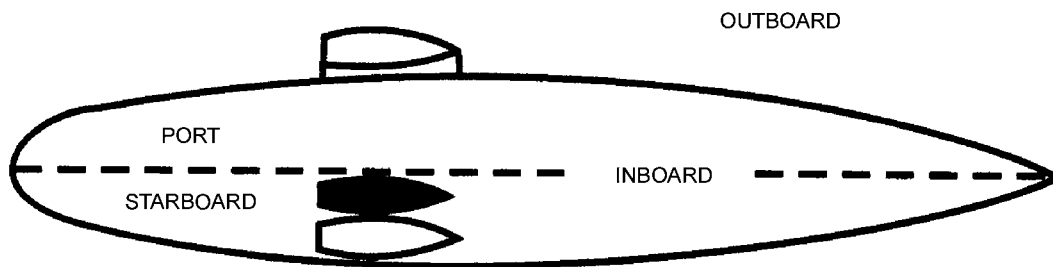


Figure 6 Position Athwartships

B-GN-181-105/FP-E00 (p. 3-9)

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 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 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 – Point to the aft of the ship.
- 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.

PARTS OF A SHIP'S HULL

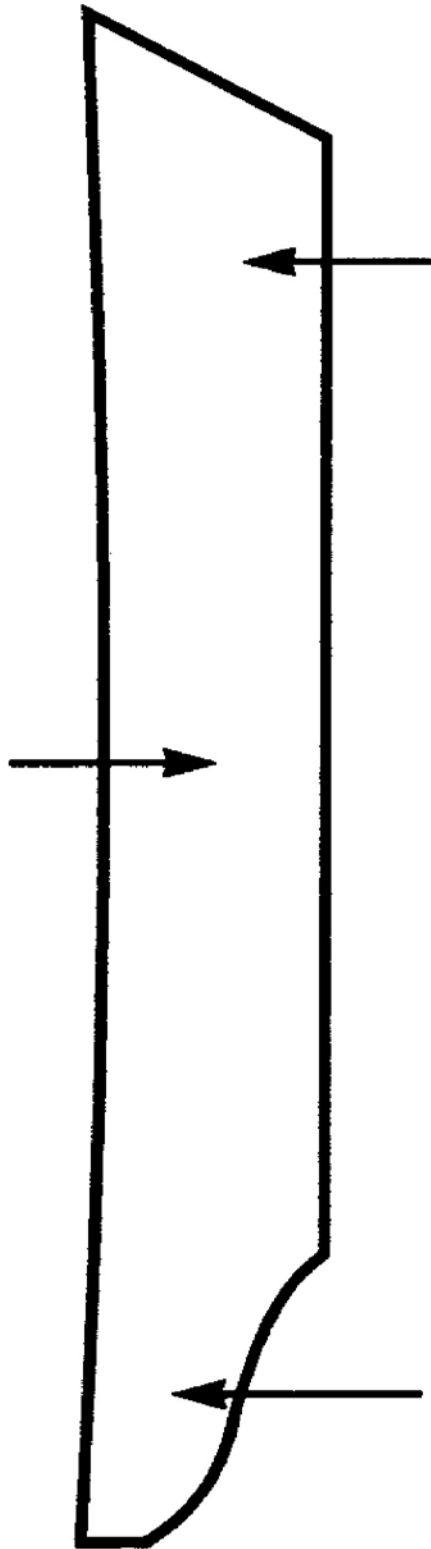


Figure A-1 Parts of a Ship's Hull
B-GN-181-105/FP-E00 (p. 3-3)

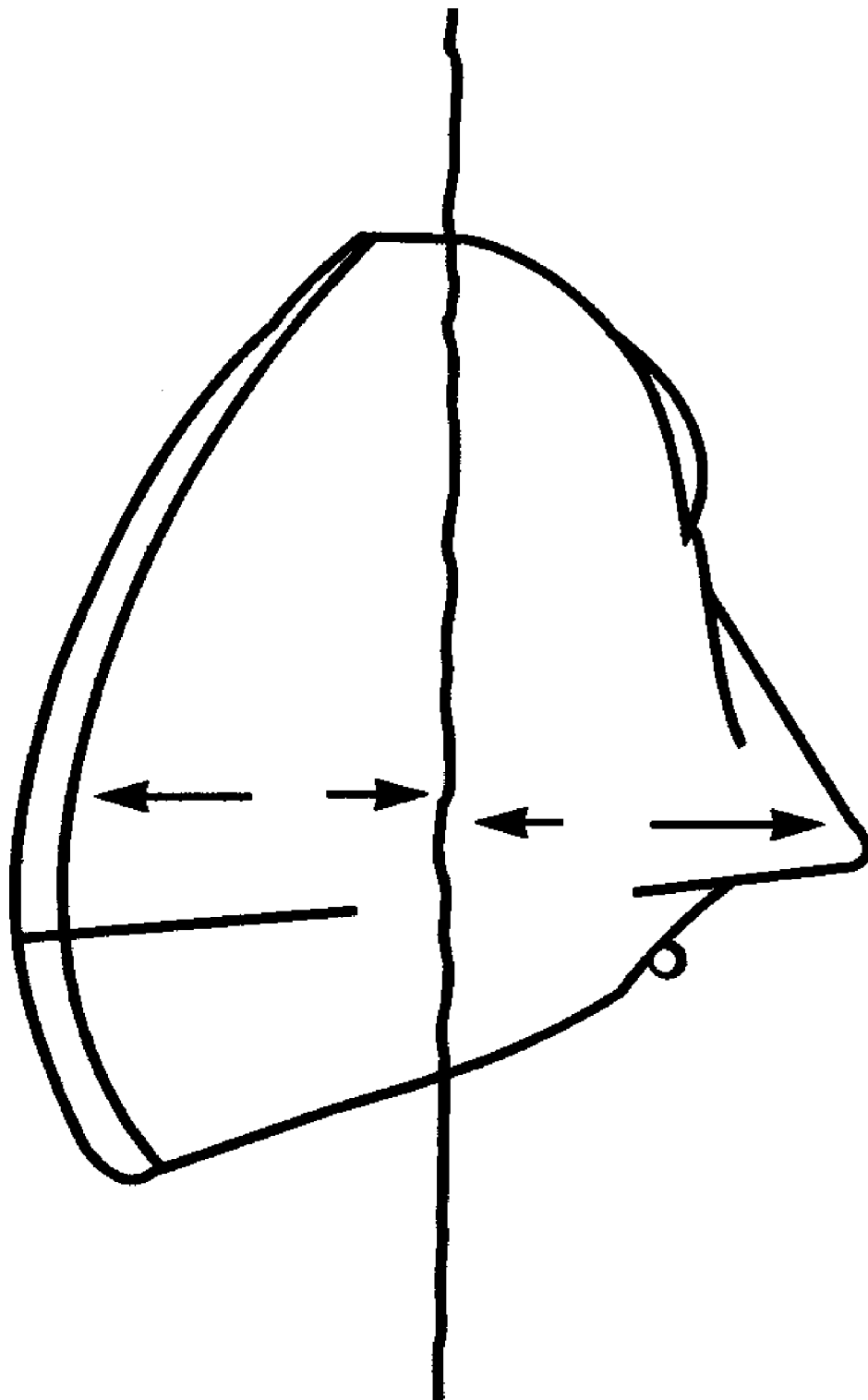


Figure A-2 Freeboard and Draught

B-GN-181-105/FP-E00 (p. 3-5)

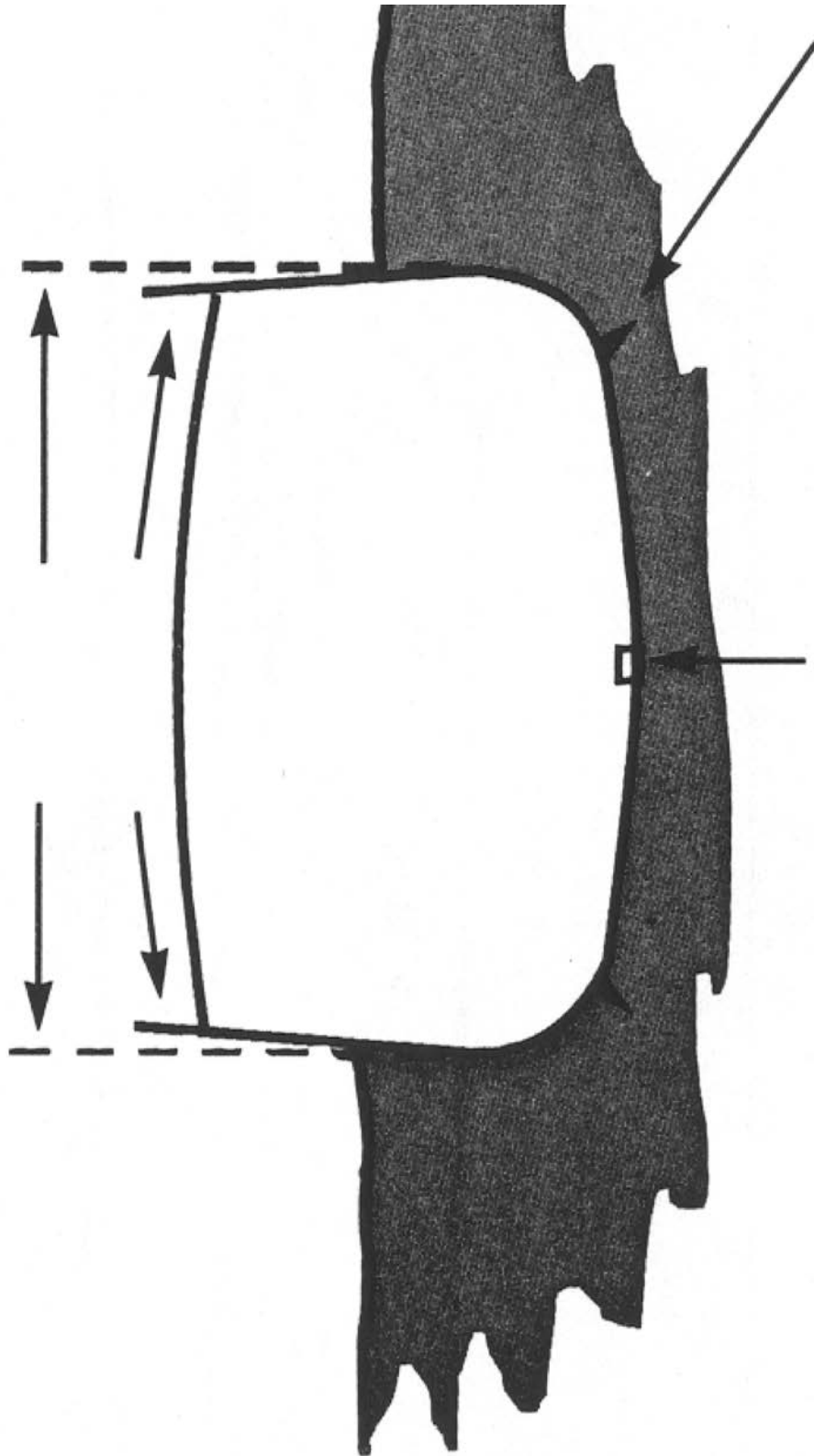


Figure A-3

B-GN-181-105/FP-E00 (p. 3-6)

M223.01A-3

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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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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.

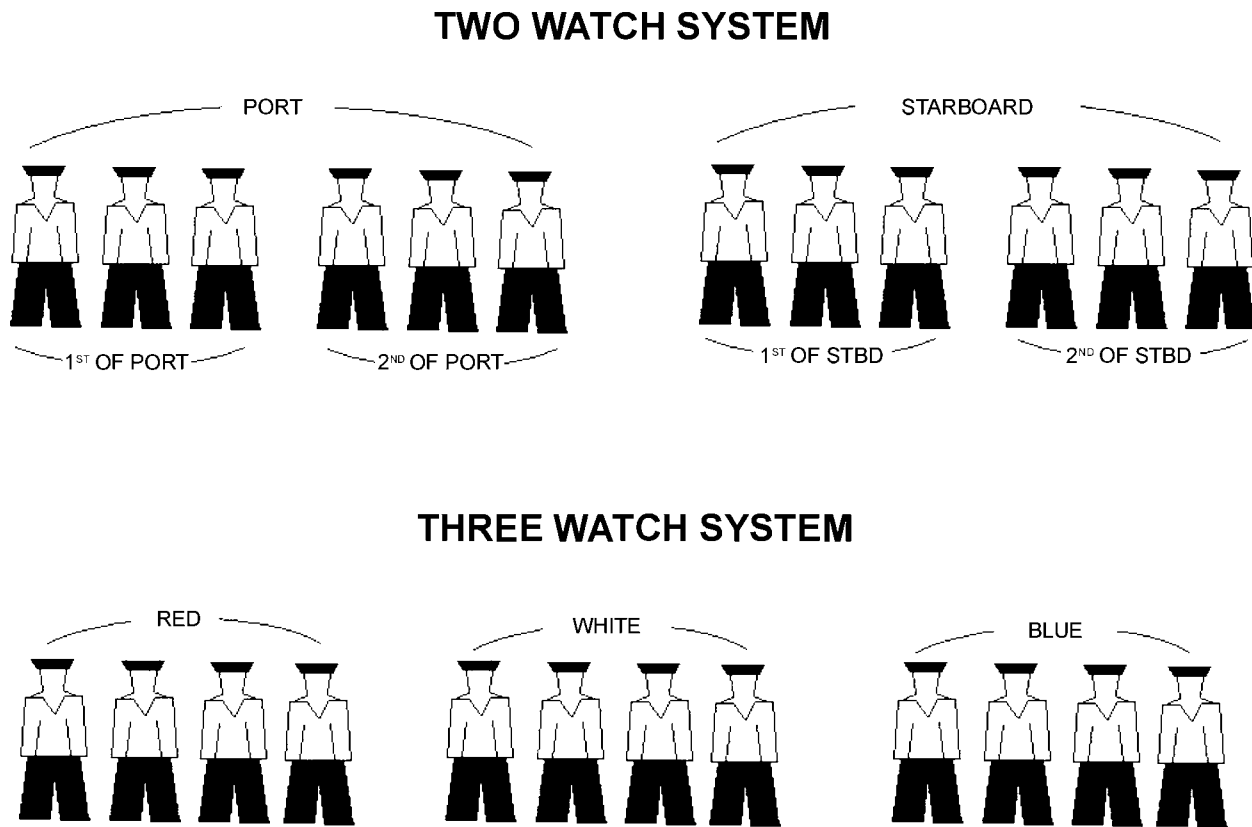


Figure 1 Watch Systems

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

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.

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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 A 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 B, 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.

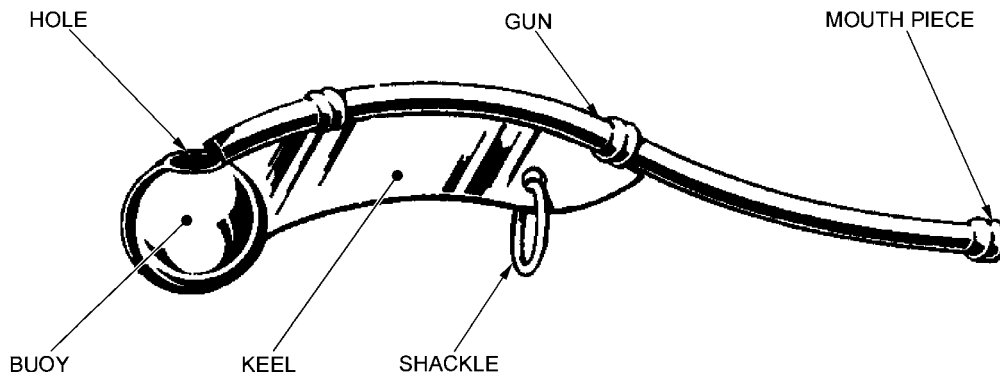


Figure 1 The Boatswain's Call

Royal Navy, Admiralty Manual of Seamanship 1964, Her Majesty's Stationery Office (p. 338)

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

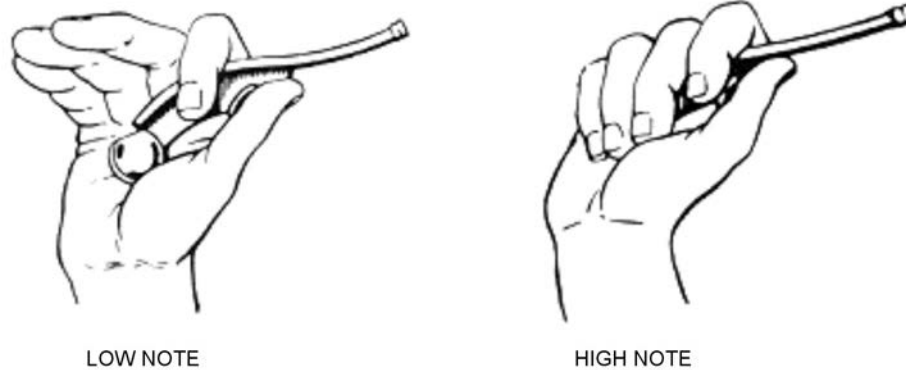
HOLDING THE BOATSWAIN'S CALL

Figure 2 Holding 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>

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

Figure 3 The Low Note

The Boatswain's Call, by Ready Aye Ready. Retrieved 19 February 2007, from <http://www.readyayeready.com/navy-life/boatswains-call.htm>



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

Figure 4 The High Note

The Boatswain's Call, by Ready Aye Ready. Retrieved 19 February 2007, from <http://www.readyayeready.com/navy-life/boatswains-call.htm>



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>.

THE BOATSWAIN'S CALL

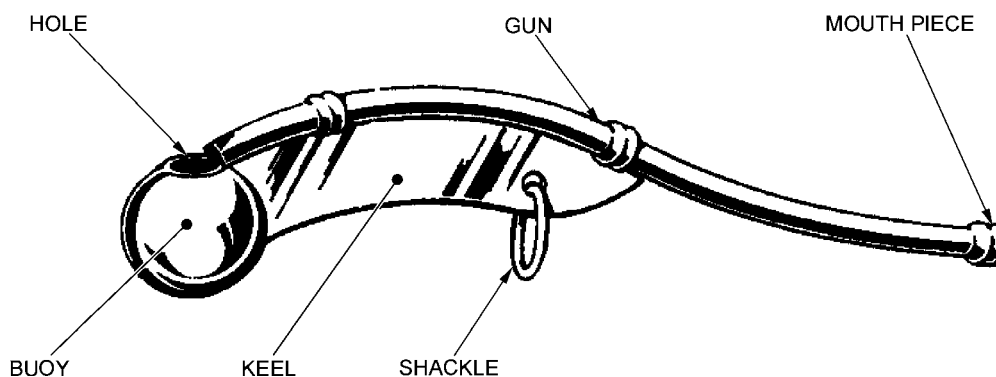


Figure A-1 Parts of the Boatswain's Call

Royal Navy, Admiralty Manual of Seamanship 1964, Her Majesty's Stationery Office (p. 338)

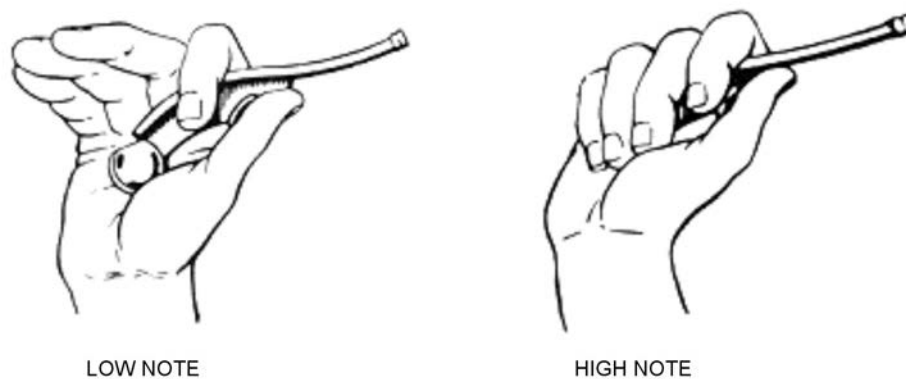


Figure A-2 Holding the Boatswain's Call

The Boatswain's Call, by Ready Aye Ready. Retrieved 19 February 2007, from <http://www.readyayeready.com/navy-life/boatswains-call.htm>

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BLANK DIAGRAM OF THE BOATSWAIN'S CALL

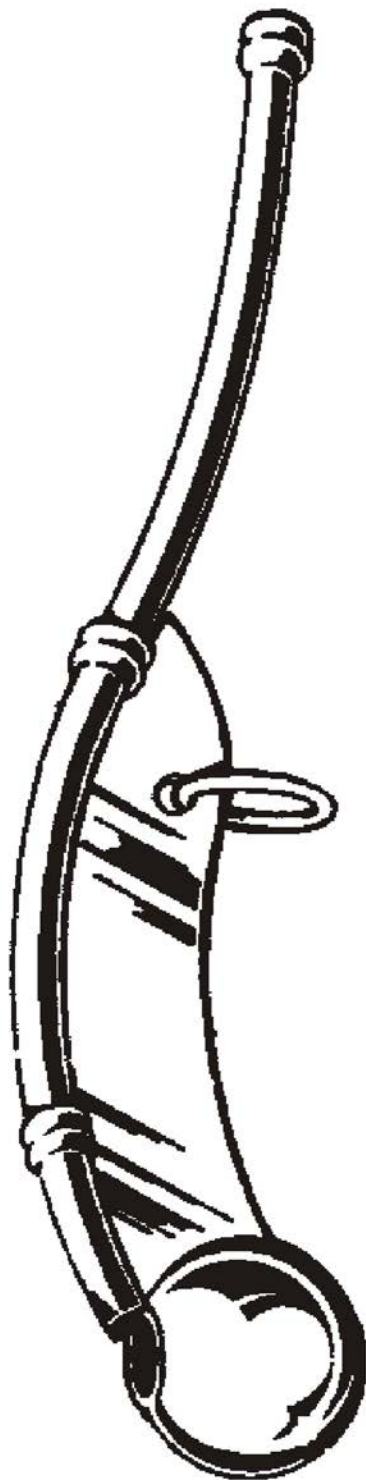


Figure B-1 Blank Diagram of the Boatswain's Call

Royal Navy, Admiralty Manual of Seamanship 1964, Her Majesty's Stationery Office (p. 338)

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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 A 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 A.

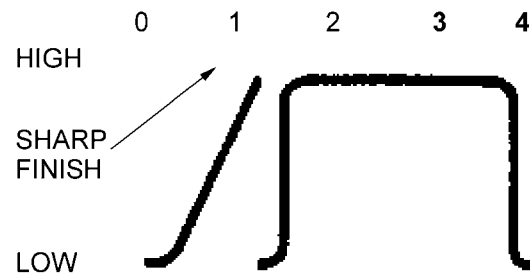


Figure 1 The General Call

Royal Navy, Admiralty Manual of Seamanship 1964, Her Majesty's Stationery Office (p. 340)



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>.

THE GENERAL CALL

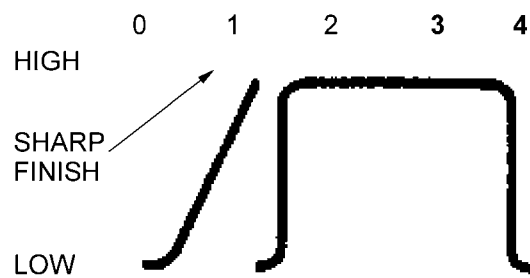


Figure A-1 The General Call

Royal Navy, Admiralty Manual of Seamanship 1964, Her Majesty's Stationery Office (p. 340)

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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 A 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 A.



Figure 1 The Still

Royal Navy, Admiralty Manual of Seamanship 1964, Her Majesty's Stationery Office (p. 340)



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>.

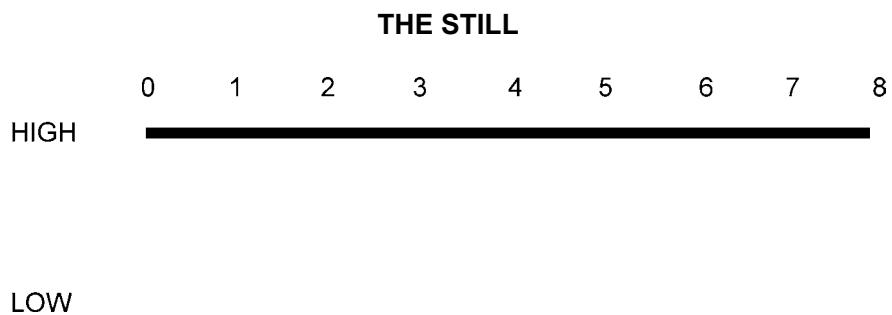


Figure A-1 The Still

Royal Navy, Admiralty Manual of Seamanship 1964, Her Majesty's Stationery Office (p. 340)

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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 A 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 A.

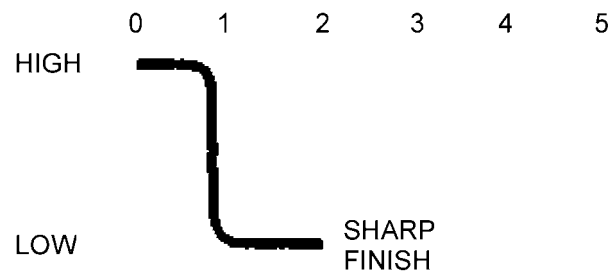


Figure 1 The Carry On

Royal Navy, Admiralty Manual of Seamanship 1964, Her Majesty's Stationery Office (p. 340)



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>.

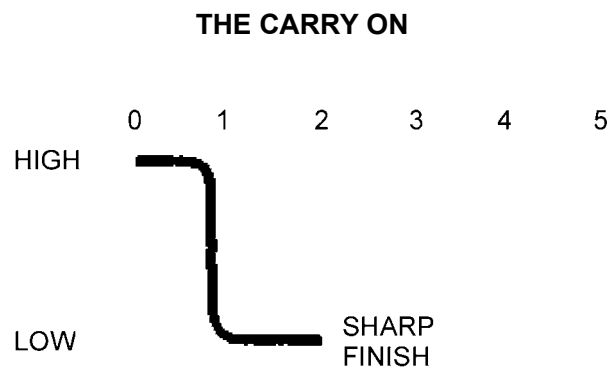


Figure A-1 The Carry On

Royal Navy, Admiralty Manual of Seamanship 1964, Her Majesty's Stationery Office (p. 340)

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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.

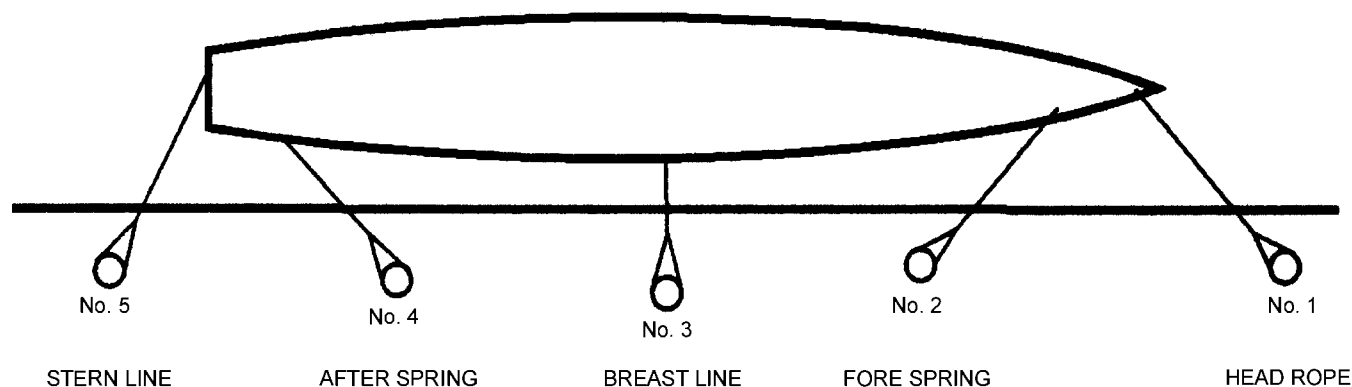


Figure 1 Berthing Lines

B-GN-181-105/FP-E00 (p. 6-11)

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 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 A.

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 2).

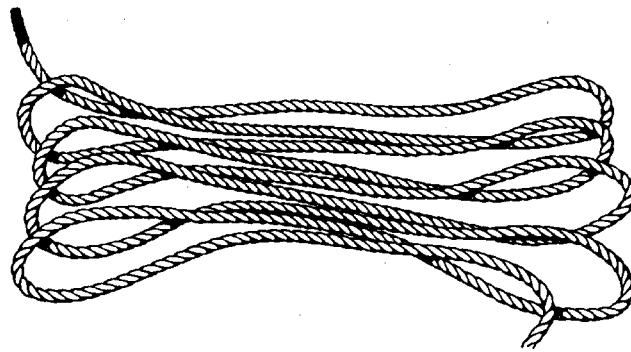


Figure 2 Faking Down a Line

Commander of the Defence Council, BR 67 Admiralty Manual of Seamanship, HMSO Publications (p. 3-31)

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 3) to the top of the bollard.

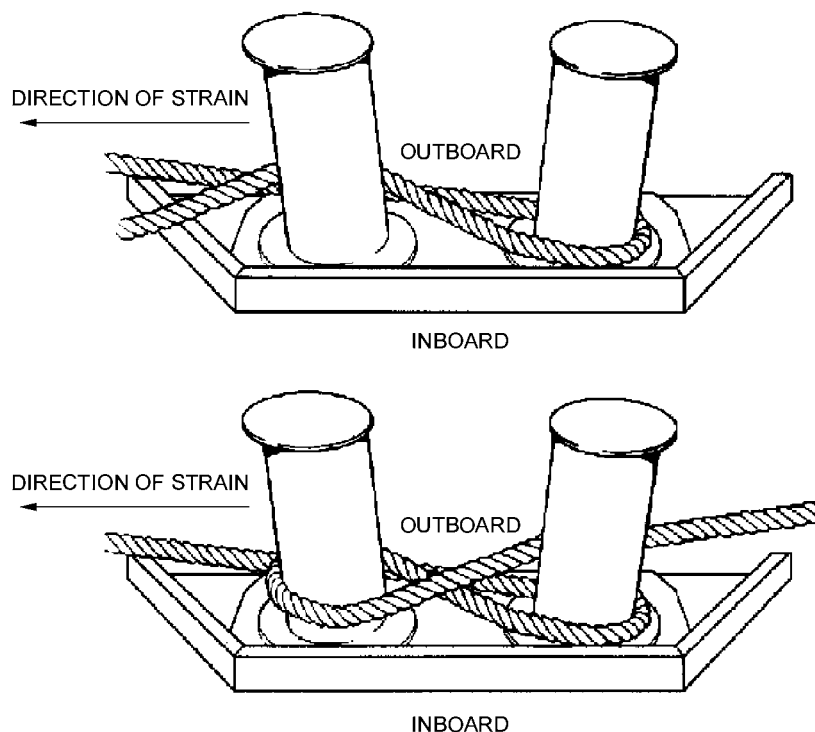


Figure 3 Securing a Line to a Twin Bollard

Commander of the Defence Council, BR 67 Admiralty Manual of Seamanship, HMSO Publications (p. 3-51)



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 4).

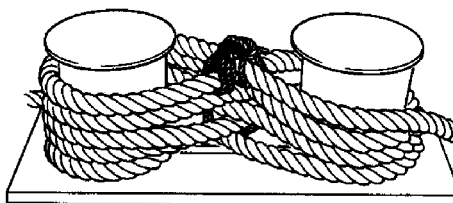


Figure 4 Racking a Line on a Twin Bollard

Commander of the Defence Council, BR 67 Admiralty Manual of Seamanship, HMSO Publications (p. 3-52)

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 5).



Figure 5 Rat Guard

B-GN-181-105/FP-E00 (p. 6-16)

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 6).



Figure 6 Fairlead

B-GN-181-105/FP-E00 (p. 6-21)

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.

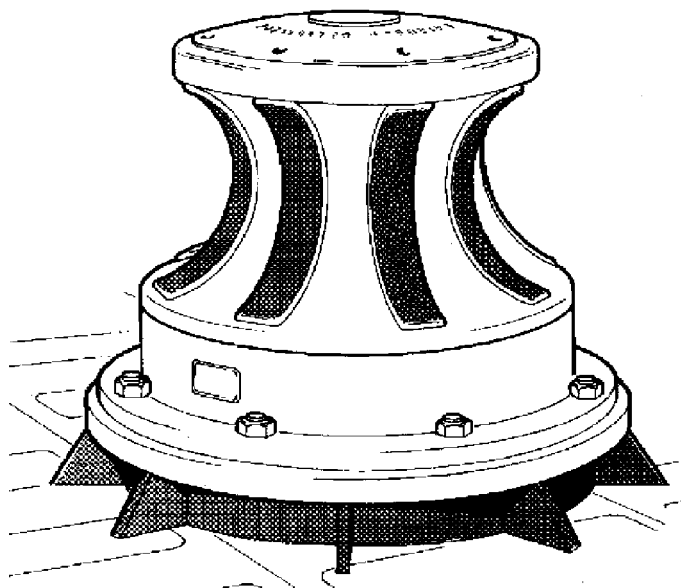


Figure 7 Capstan

Commander of the Defence Council, BR 67 Admiralty Manual of Seamanship, HMSO Publications (p. 2-21)

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 8).



Figure 8 Fenders

B-GN-181-105/FP-E00 (p. 6-19)

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 A]).

ACTIVITY LAYOUT

Designate an area that is to simulate a jetty with five twin bollards (see Annex A), 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.

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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.



Figure A-1 Mock Twin Bollard

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

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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 A, 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 A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Divide cadets into groups of two or three.
2. Give each group a set of cards (Annex A).
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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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 GAEIC 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 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 A 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 A.

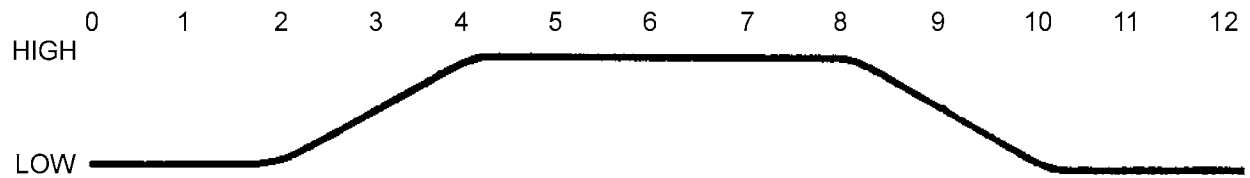


Figure 1 The Side

Royal Navy, Admiralty Manual of Seamanship 1964, Her Majesty's Stationery Office (p. 340)



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.

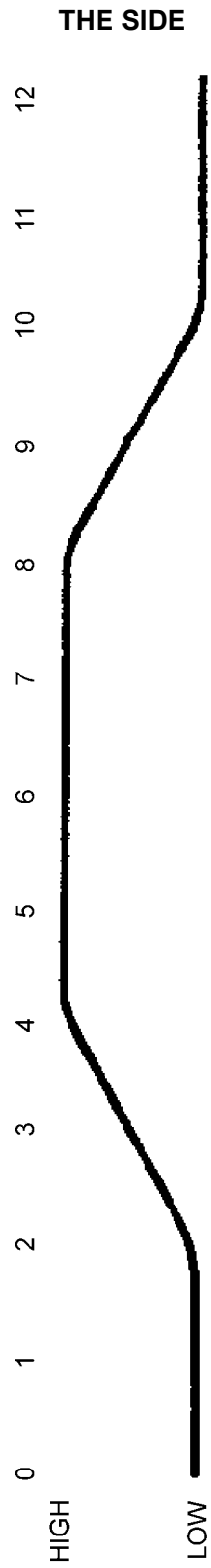


Figure A-1 The Side

Royal Navy, Admiralty Manual of Seamanship 1964, Her Majesty's Stationery Office (p. 340)

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ROYAL CANADIAN SEA CADETS

ALL TRAINING LEVELS

INSTRUCTIONAL GUIDE

SAIL

SECTION 1



PO X24 – SAIL A SAILBOAT IN ACCORDANCE WITH SAIL CANADA CANSAIL LEVEL 1

Total Time:

One weekend

THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO. REFER TO THE LESSON SPECIFICATION LOCATED IN A-CR-CCP-601/PG-001, *ROYAL CANADIAN SEA CADETS PHASE ONE QUALIFICATION STANDARD AND PLAN*.

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ROYAL CANADIAN SEA CADETS
ALL TRAINING LEVELS
INSTRUCTIONAL GUIDE
NAUTICAL TRAINING



SECTION 1

PO X25 – PARTICIPATE IN A NAUTICAL TRAINING WEEKEND

Total Time:

One weekend

THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO. REFER TO THE LESSON SPECIFICATION LOCATED IN A-CR-CCP-601/PG-001, *ROYAL CANADIAN SEA CADETS PHASE ONE QUALIFICATION STANDARD AND PLAN*.

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**ROYAL CANADIAN SEA CADETS
INSTRUCTIONAL GUIDE**



SECTION 1

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

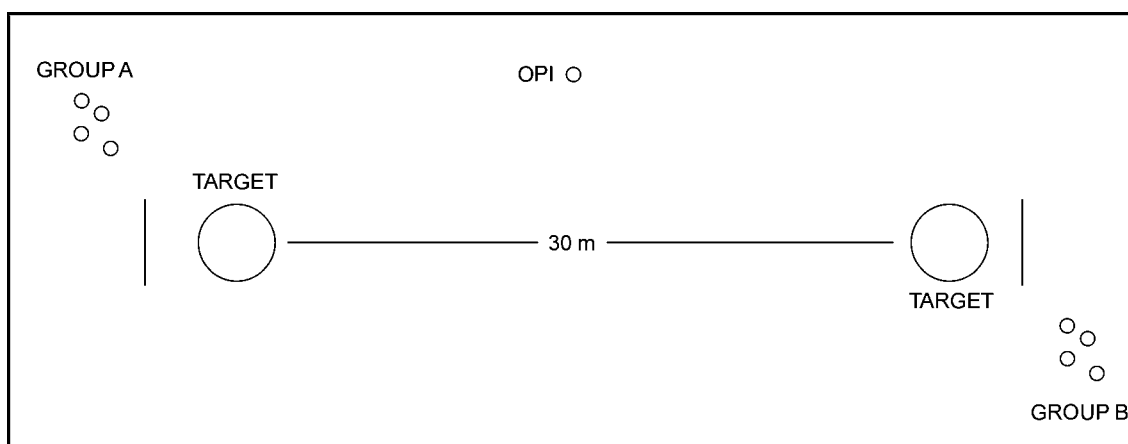
The distance between the two targets shall be approximately 30 m. Teams will be divided into two groups. Each group will be assigned a target station and a designated target. The titles Group A and Group B will ensure clarity throughout these instructions.

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.

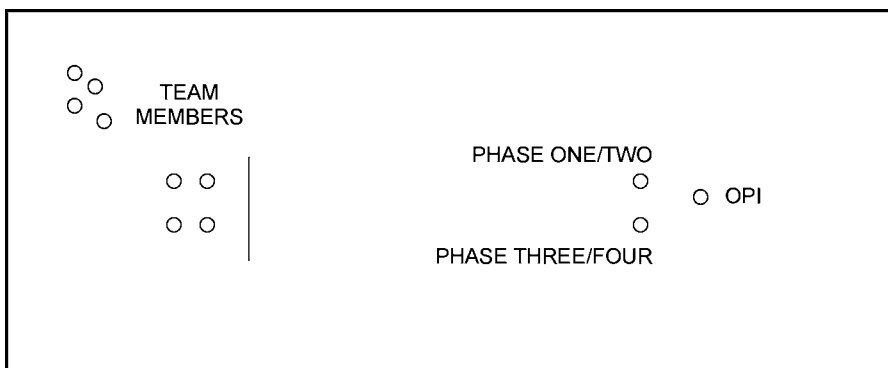
Once the cadet has pulled a name of a call from the bag they must then attempt to pipe the call. The senior cadet will have three attempts to pipe the call correctly. Only if the call is correctly piped will the partner attempt to identify the call, its use and where it is commonly used at the corps. 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.

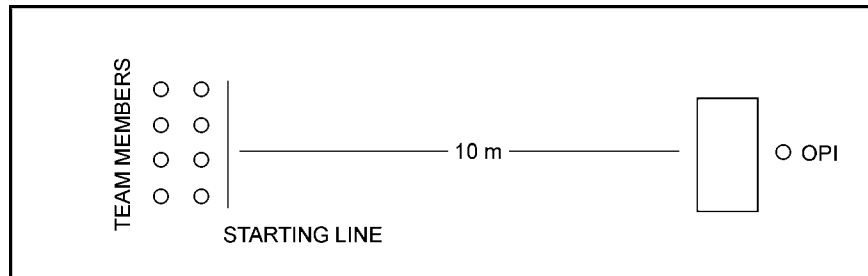
The following knots, hitches and bends used during this activity are as follows:

- 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.

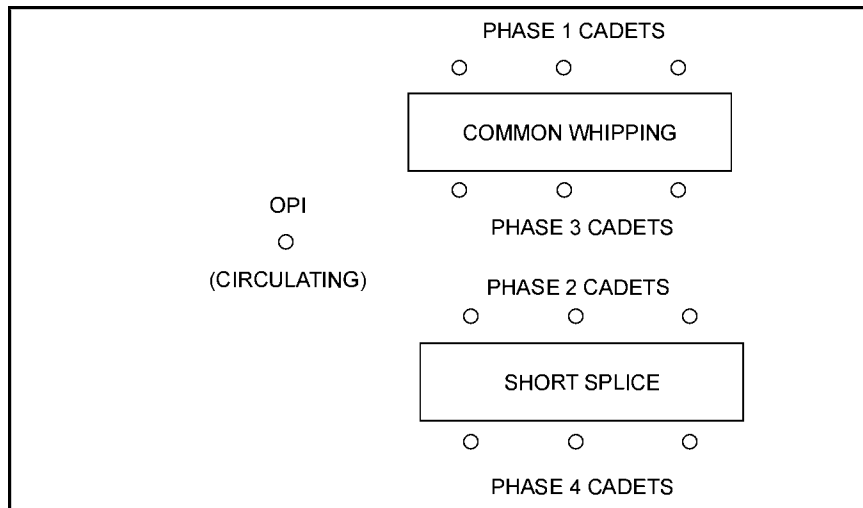
ACTIVITY DESCRIPTION

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:

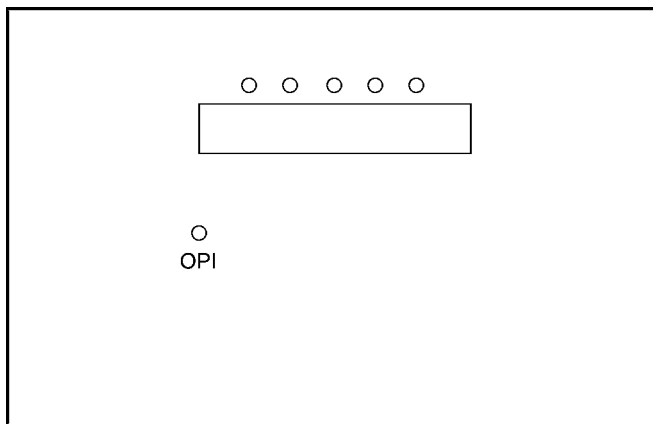


Figure 1 One Team Option

Option 2:

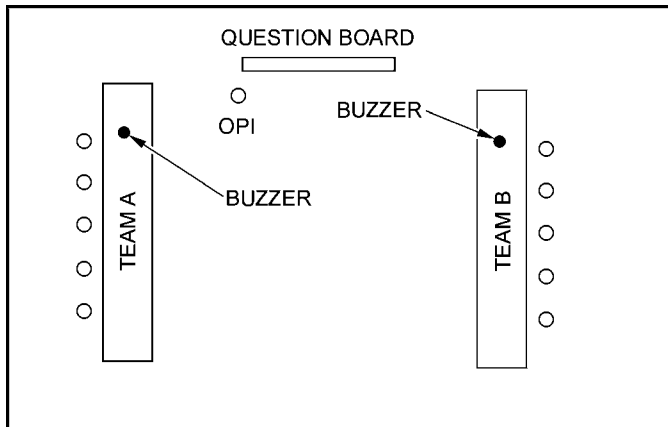


Figure 2 Opposing Teams Option

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).



See Annex F.

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

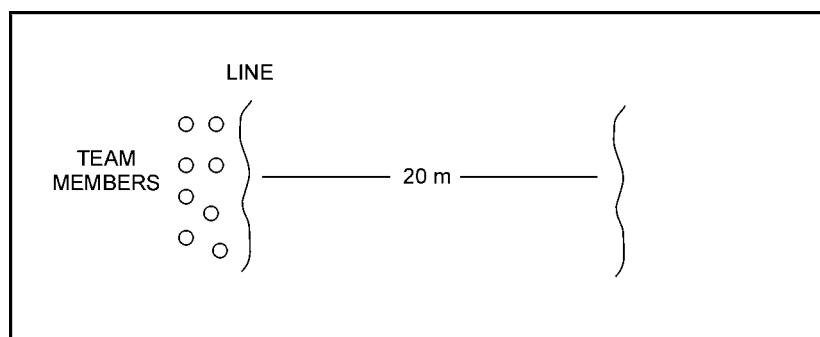
Two pieces of line (4 m).

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

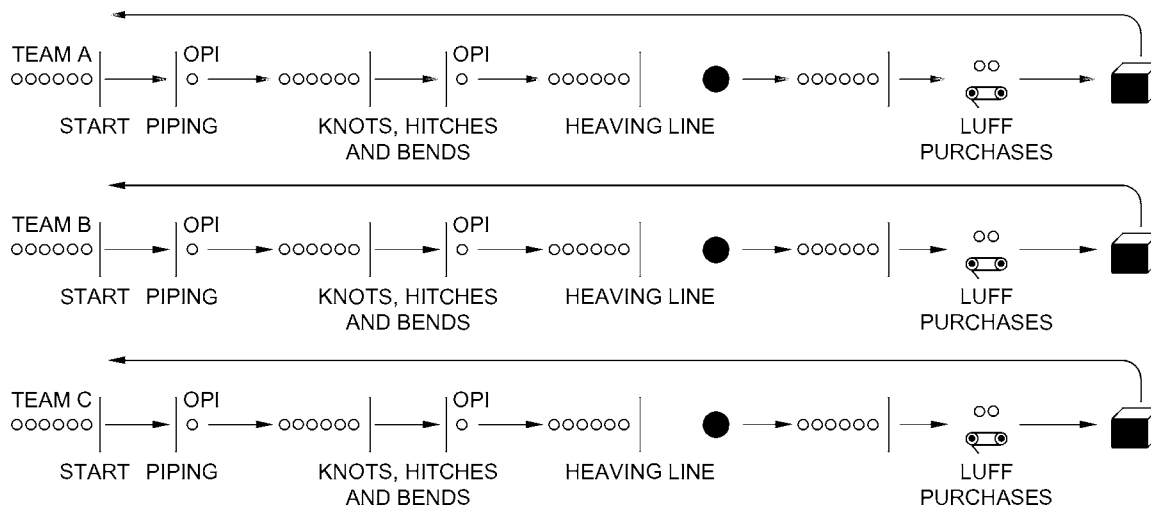
to explain the purpose of the knot, hitch or bend as well as properly tie it. The team will continue to tie knots, hitches or bends until three team members are successful after which the team will advance to the next station. For each knot, hitch or bend tied correctly the team will be given another 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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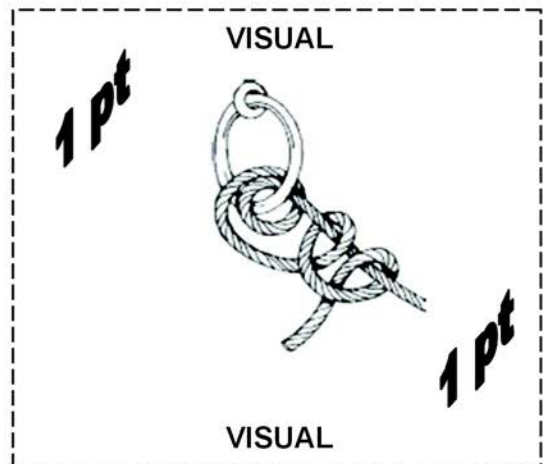
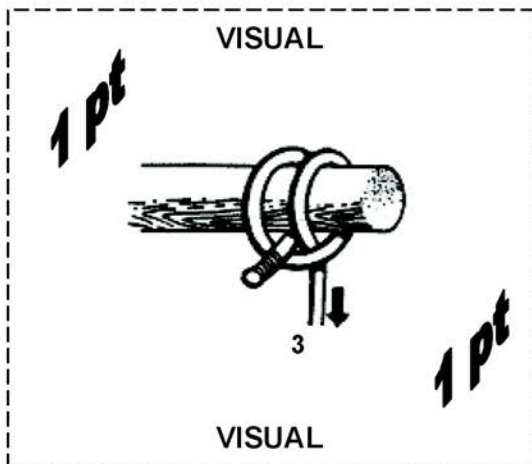
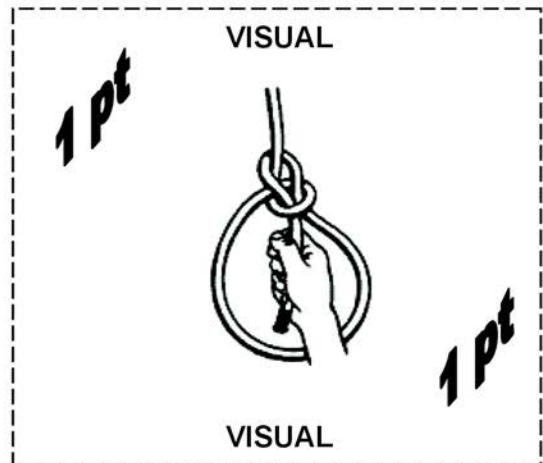
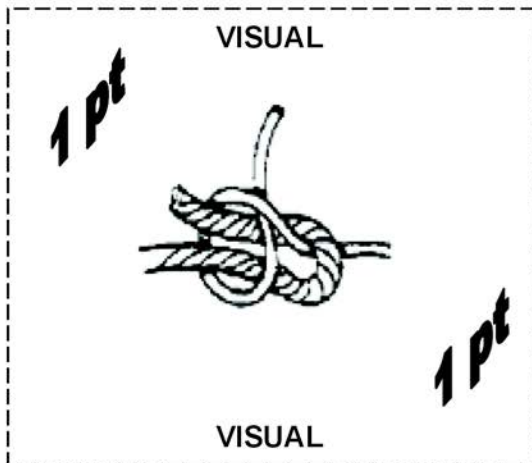
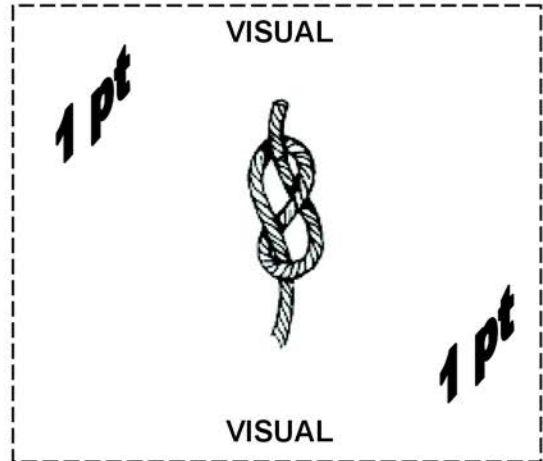
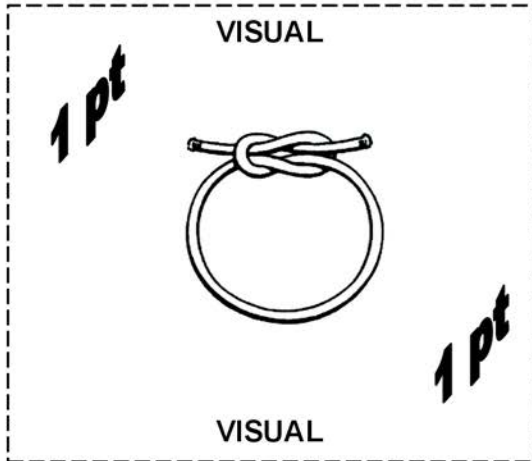
BOATSWAIN CALL CARDS

 <p>GENERAL CALL</p> 	 <p>THE STILL</p> 
--	--

 <p>CARRY ON</p> 
--

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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



Figure E-1 HMCS Algonquin

http://www.navy.forces.gc.ca/cms_images/ship_site_images/ship_gallery/283/ETD02-0081-30_1.jpg



Figure E-2 HMCS Brandon

http://www.navy.forces.gc.ca/cms_images/ship_site_images/ship_gallery/283/ETD02-0081-30_1.jpg



Figure E-3 HMCS Regina

http://www.navy.forces.gc.ca/cms_images/ship_site_images/ship_gallery/334/Sailpast.jpg



Figure E-4 HMCS Protecteur

http://www.navy.forces.gc.ca/cms_images/ship_site_images/ship_gallery/509/prot11.jpg



Figure E-5 Cargo Vessel

http://www.jcommops.org/graph_ref/cargo_ship-3.jpg



Figure E-6 Cruise Ship

<http://www.cbsnews.com/images/2006/03/24/imageSJU10103232114.jpg>



Figure E-7 Car Ferry

<http://www.geocities.com/Heartland/Pointe/5181/nfd/smallwood.jpg>



Figure E-8 Tanker

<http://www.cmt-gmbh.de/tanker%20ship.jpg>

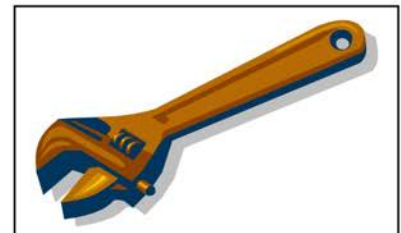
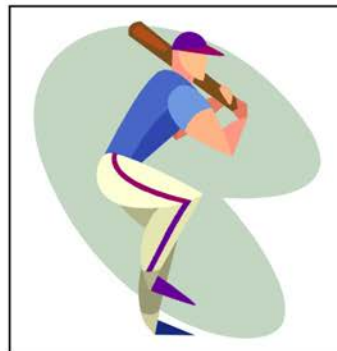
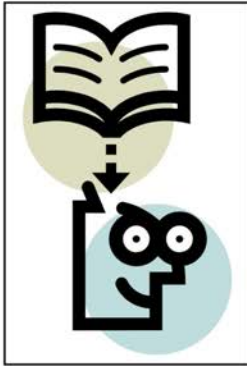


Figure E-9 Tug Handling Supply Vessel

<http://ei4hq.shacknet.nu/corkHarbour/tugs/original/Gerry%20O'Sullivan%201.jpg>

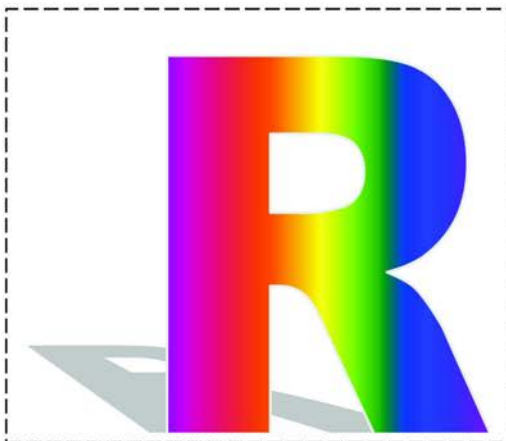
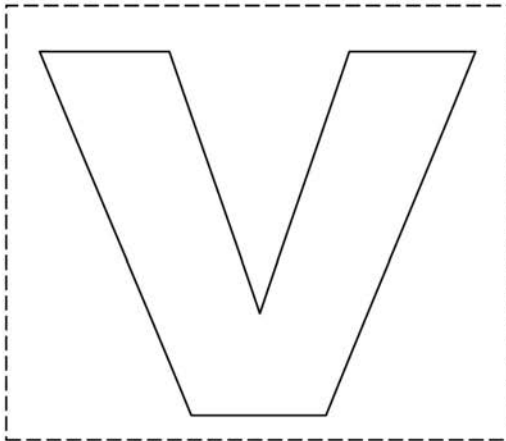
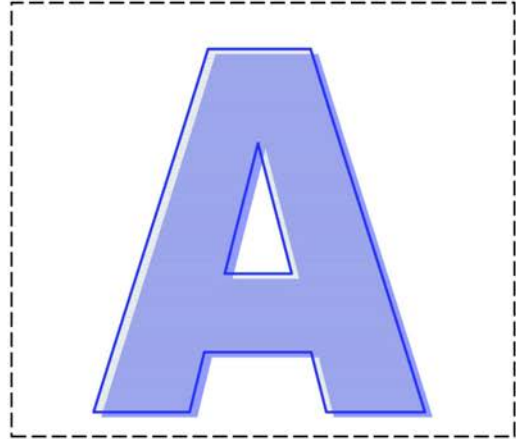
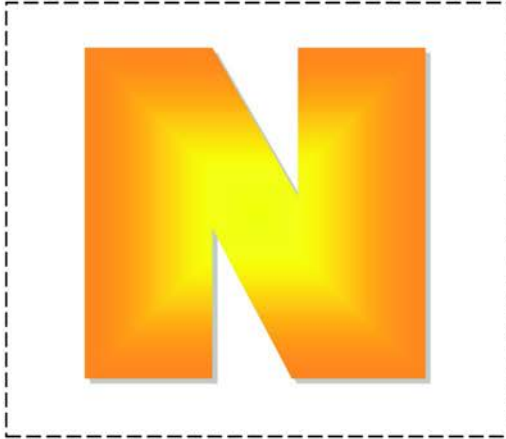
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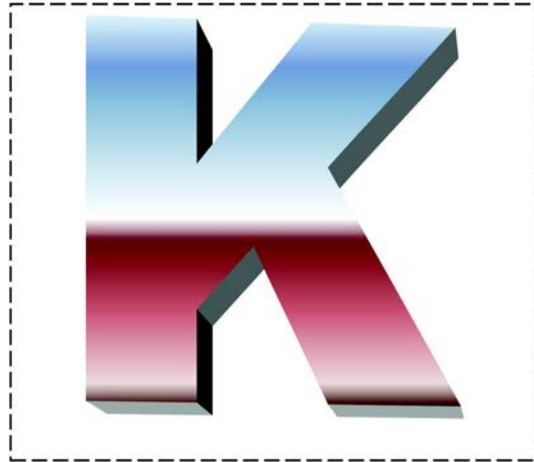
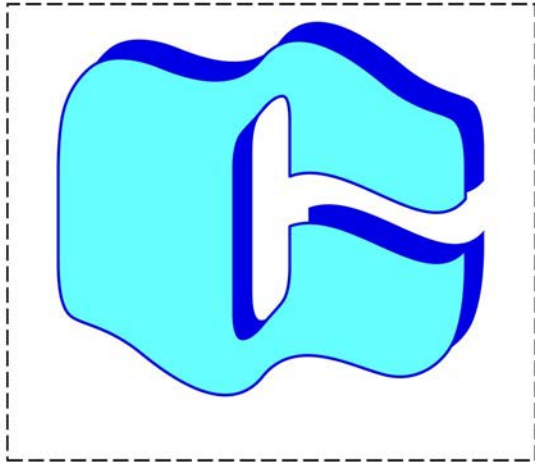
MOST LIKE ME ACTIVITY SHEET



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SECRET MESSAGE CARDS





Secret Message – “NAVY ROCKS”

SEAMANSHIP INTER-DIVISIONAL COMPETITION – SUGGESTED SCHEDULE

DAY 1					
Time	Team 1	Team 2	Team 3	Team 4	Team 5
0800 hrs	Arrive – Briefing				
0830 hrs	Activity 9A	Activity 9A	Activity 9A	Activity 9A	Activity 9A
0900 hrs	Coil and Heave	Sheers	Knots, Hitches, Bends	Model	Trivia
0930 hrs	Whip and Splice	Sheers	Model	Model	Boatswain Call
1000 hrs	STAND EASY	STAND EASY	STAND EASY	STAND EASY	STAND EASY
1030 hrs	Activity 9B	Activity 9B	Activity 9B	Activity 9B	Activity 9B
1100 hrs	Trivia	Coil and Heave	Sheers	Knots, Hitches, Bends	Model
1130 hrs	Boatswain Call	Whip and Splice	Sheers	Model	Model
1200 hrs	LUNCH				
1300 hrs	Model	Trivia	Coil and Heave	Sheers	Knots, Hitches, Bends
1330 hrs	Knots, Hitches, Bends	Boatswain Call	Whip and Splice	Sheers	Model
1400 hrs	Model	Model	Model	Model	Sheers
1430 hrs	Model	Model	Model	Model	Sheers
1500 hrs	STAND EASY	STAND EASY	STAND EASY	STAND EASY	STAND EASY
1530 hrs	Sheers	Knots, Hitches, Bends	Trivia	Coil and Heave	Model
1600 hrs	Sheers	Model	Boatswain Call	Whip and Splice	Model
1630 hrs	BREAKDOWN AND DEPART				

DAY 2

Time	Team 1	Team 2	Team 3	Team 4	Team 5
Arrive – Briefing					
0800 hrs					
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				