



ROYAL CANADIAN SEA CADETS

PHASE ONE – INSTRUCTIONAL GUIDES

(ENGLISH)

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

Issued on Authority of the Chief of the Defence Staff

Canada



NOTICE

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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	2012-11-01	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 927 consisting of the following:

Page No.	Change No.	Page No.	Change No.
Cover page.....	0	C103.01-1 to C103.01-6.....	0
Title.....	0	C103.02-1 to C103.02-4.....	0
A to C.....	0	C103.03-1 to C103.03-6.....	0
i to x.....	0	C103.03A-1 to C103.03A-2.....	0
M101.01-1 to M101.01-4.....	0	M104.01-1 to M104.01-6.....	0
M101.01A-1 to M101.01A-8.....	0	M104.01A-1 to M104.01A-2.....	0
M101.01B-1 to M101.01B-2.....	0	M104.01B-1 to M104.01B-2.....	0
C101.01-1 to C101.01-2.....	0	M104.01C-1 to M104.01C-2.....	0
C101.02-1 to C101.02-2.....	0	M104.02-1 to M104.02-6.....	0
M102.01-1 to M102.01-6.....	0	M104.02A-1 to M104.02A-2.....	0
M102.01A-1 to M102.01A-8.....	0	M104.02B-1 to M104.02B-8.....	0
M102.01B-1 to M102.01B-2.....	0	M104.03-1 to M104.03-4.....	0
M102.01C-1 to M102.01C-2.....	0	M104.03A-1 to M104.03A-2.....	0
M102.01D-1 to M102.01D-2.....	0	C104.01-1 to C104.01-6.....	0
M102.01E-1 to M102.01E-2.....	0	C104.01A-1 to C104.01A-8.....	0
M102.01F-1 to M102.01F-2.....	0	C104.01B-1 to C104.01B-2.....	0
M102.01G-1 to M102.01G-2.....	0	C104.01C-1 to C104.01C-2.....	0
M102.01H-1 to M102.01H-2.....	0	C104.02-1 to C104.02-10.....	0
M102.01I-1 to M102.01I-2.....	0	C104.03-1 to C104.03-8.....	0
M102.01J-1 to M102.01J-2.....	0	C104.03A-1 to C104.03A-6.....	0
C102.01-1 to C102.01-2.....	0	M105.01-1 to M105.01-10.....	0
M103.01-1 to M103.01-6.....	0	M105.01A-1 to M105.01A-8.....	0
M103.01A-1 to M103.01A-2.....	0	M105.01B-1 to M105.01B-2.....	0
M103.02-1 to M103.02-6.....	0	M105.01C-1 to M105.01C-6.....	0
M103.02A-1 to M103.02A-2.....	0	M105.01D-1 to M105.01D-4.....	0
M103.03-1 to M103.03-6.....	0	M105.01E-1 to M105.01E-2.....	0
M103.03A-1 to M103.03A-2.....	0	M105.01F-1 to M105.01F-2.....	0

LIST OF EFFECTIVE PAGES (Cont)

Page No.	Change No.	Page No.	Change No.
M105.01G-1 to M105.01G-8.....	0	M106.04A-1 to M106.04A-2.....	0
M105.01H-1 to M105.01H-2.....	0	M106.05-1 to M106.05-6.....	0
M105.01I-1 to M105.01I-2.....	0	C106.01-1 to C106.01-4.....	0
M105.01J-1 to M105.01J-4.....	0	C106.01A-1 to C106.01A-2.....	0
M105.01K-1 to M105.01K-4.....	0	C106.01B-1 to C106.01B-2.....	0
M105.01L-1 to M105.01L-2.....	0	C106.01C-1 to C106.01C-2.....	0
M105.01M-1 to M105.01M-4.....	0	C106.01D-1 to C106.01D-2.....	0
M105.01N-1 to M105.01N-2.....	0	C106.01E-1 to C106.01E-2.....	0
M105.01O-1 to M105.01O-4.....	0	C106.01F-1 to C106.01F-4.....	0
M105.01P-1 to M105.01P-4.....	0	C106.01G-1 to C106.01G-2.....	0
M105.01Q-1 to M105.01Q-4.....	0	C106.01H-1 to C106.01H-2.....	0
M105.01R-1 to M105.01R-4.....	0	C106.01I-1 to C106.01I-2.....	0
M105.01S-1 to M105.01S-2.....	0	C106.01J-1 to C106.01J-2.....	0
M105.01T-1 to M105.01T-2.....	0	C106.01K-1 to C106.01K-2.....	0
M105.01U-1 to M105.01U-2.....	0	C106.01L-1 to C106.01L-2.....	0
M105.01V-1 to M105.01V-4.....	0	C106.01M-1 to C106.01M-2.....	0
M105.01W-1 to M105.01W-4.....	0	C106.01N-1 to C106.01N-2.....	0
M105.01X-1 to M105.01X-4.....	0	C106.01O-1 to C106.01O-2.....	0
M105.01Y-1 to M105.01Y-4.....	0	C106.01P-1 to C106.01P-4.....	0
M105.01Z-1 to M105.01Z-4.....	0	C106.01Q-1 to C106.01Q-2.....	0
M105.01AA-1 to M105.01AA-4.....	0	C106.01R-1 to C106.01R-2.....	0
M105.01AB-1 to M105.01AB-4.....	0	C106.02-1 to C106.02-4.....	0
M105.01AC-1 to M105.01AC-4.....	0	M107.01-1 to M107.01-6.....	0
M105.01AD-1 to M105.01AD-4.....	0	M107.01A-1 to M107.01A-2.....	0
M105.01AE-1 to M105.01AE-4.....	0	M107.02-1 to M107.02-10.....	0
M105.01AF-1 to M105.01AF-4.....	0	M107.02A-1 to M107.02A-2.....	0
M105.01AG-1 to M105.01AG-4.....	0	M107.02B-1 to M107.02B-2.....	0
M105.01AH-1 to M105.01AH-2.....	0	M107.02C-1 to M107.02C-2.....	0
M105.01AI-1 to M105.01AI-2.....	0	M107.03-1 to M107.03-8.....	0
M105.01AJ-1 to M105.01AJ-4.....	0	M107.04-1 to M107.04-6.....	0
C105.01-1 to C105.01-2.....	0	M107.04A-1 to M107.04A-4.....	0
C105.02-1 to C105.02-6.....	0	M107.05-1 to M107.05-10.....	0
C105.02A-1 to C105.02A-2.....	0	M107.05A-1 to M107.05A-2.....	0
C105.02B-1 to C105.02B-2.....	0	M107.06-1 to M107.06-6.....	0
C105.02C-1 to C105.02C-2.....	0	C107.01-1 to C107.01-8.....	0
C105.02D-1 to C105.02D-4.....	0	C107.01A-1 to C107.01A-2.....	0
C105.02E-1 to C105.02E-2.....	0	C107.02-1 to C107.02-6.....	0
M106.01-1 to M106.01-6.....	0	C107.02A-1 to C107.02A-2.....	0
M106.01A-1 to M106.01A-2.....	0	C107.02B-1 to C107.02B-2.....	0
M106.02-1 to M106.02-8.....	0	C107.03-1 to C107.03-6.....	0
M106.03-1 to M106.03-10.....	0	C107.03A-1 to C107.03A-2.....	0
M106.04-1 to M106.04-6.....	0	M108.01-1 to M108.01-10.....	0

LIST OF EFFECTIVE PAGES (Cont)

Page No.	Change No.	Page No.	Change No.
M108.02-1 to M108.02-8.....	0	M121.02-1 to M121.02-6.....	0
M108.03-1 to M108.03-8.....	0	M121.03-1 to M121.03-6.....	0
M108.04-1 to M108.04-6.....	0	C121.01-1 to C121.01-4.....	0
M108.05-1 to M108.05-6.....	0	C121.02-1 to C121.02-4.....	0
M108.06-1 to M108.06-8.....	0	C121.03-1 to C121.03-4.....	0
M108.07-1 to M108.07-6.....	0	C121.04-1 to C121.04-4.....	0
M108.08-1 to M108.08-6.....	0	M123.01-1 to M123.01-6.....	0
M108.09-1 to M108.09-6.....	0	M123.01A-1 to M123.01A-2.....	0
M108.10-1 to M108.10-6.....	0	M123.01B-1 to M123.01B-2.....	0
M108.11-1 to M108.11-6.....	0	M123.02-1 to M123.02-6.....	0
M108.12-1 to M108.12-2.....	0	M123.03-1 to M123.03-4.....	0
C108.01-1 to C108.01-2.....	0	M123.03A-1 to M123.03A-2.....	0
C108.02-1 to C108.02-4.....	0	M123.03B-1 to M123.03B-2.....	0
C108.02A-1 to C108.02A-2.....	0	M123.03C-1 to M123.03C-8.....	0
C108.02B-1 to C108.02B-2.....	0	C123.01-1 to C123.01-6.....	0
C108.02C-1 to C108.02C-2.....	0	C123.01A-1 to C123.01A-2.....	0
C108.02D-1 to C108.02D-2.....	0	C123.01B-1 to C123.01B-8.....	0
C111.01-1 to C111.01-8.....	0	C123.02-1 to C123.02-6.....	0
C111.02-1 to C111.02-10.....	0	C123.02A-1 to C123.02A-2.....	0
C111.02A-1 to C111.02A-8.....	0	C123.02B-1 to C123.02B-2.....	0
C111.03-1 to C111.03-10.....	0	C123.02C-1 to C123.02C-2.....	0
C111.04-1 to C111.04-12.....	0	C123.02C1-1 to C123.02C1-2.....	0
C111.04A-1 to C111.04A-4.....	0	C123.02D-1 to C123.02D-8.....	0
C111.04B-1 to C111.04B-4.....	0	C123.03-1 to C123.03-8.....	0
M120.01-1 to M120.01-12.....	0	C123.03A-1 to C123.03A-2.....	0
M120.01A-1 to M120.01A-4.....	0	C123.03B-1 to C123.03B-2.....	0
M120.01B-1 to M120.01B-2.....	0	C123.04-1 to C123.04-4.....	0
M120.01C-1 to M120.01C-2.....	0	SIDC-1 to SIDC-20.....	0
M120.02-1 to M120.02-4.....	0	SIDCA-1 to SIDCA-10.....	0
M120.03-1 to M120.03-12.....	0	SIDCB-1 to SIDCB-6.....	0
C120.01-1 to C120.01-4.....	0	SIDCC-1 to SIDCC-2.....	0
C120.02-1 to C120.02-16.....	0	SIDCD-1 to SIDCD-4.....	0
C120.02A-1 to C120.02A-10.....	0	SIDCE-1 to SIDCE-6.....	0
C120.02B-1 to C120.02B-4.....	0	SIDCF-1 to SIDCF-2.....	0
C120.03-1 to C120.03-6.....	0	SIDCG-1 to SIDCG-2.....	0
M121.01-1 to M121.01-10.....	0	SIDCH-1 to SIDCH-2.....	0
M121.01A-1 to M121.01A-4.....	0		

Contact Officer: D Cdts 3-2-4 – Sea Cadet Program Development Staff Officer**© 2012 DND/MDN Canada**

FOREWORD AND PREFACE

1. **Issuing Authority.** This Instructional Guide (IG) A-CR-CCP-601/PF-001 was developed under the authority of the Director Cadets, and issued on the authority of the Chief of Defence Staff.
2. **Development.** Development of this IG was in accordance with the performance oriented concept of training outlined in the A-P9-050 Series, Canadian Forces Individual Training and Education System, with modifications to meet the needs of the Cadet Organization.
3. **Purpose of the IG.** The IG to be used by Royal Canadian Sea Cadet Corps in conjunction with other resources to conduct Phase One training, including both Mandatory and Complementary Training. The IG provides instructors with the base means from which to deliver training. Individual IGs are to be reviewed in conjunction with the Lesson Specifications (LSs) found in Chapter 4 of A-CR-CCP-601/PG-001, *Royal Canadian Sea Cadets, Phase One – Qualification Standard and Plan* (QSP), before instructing, so that each instructor can adequately plan for and prepare each lesson. The IG should then be used as the instructor's lesson plan after any adjustments are made during planning and preparation stages. Instructors may be required to develop instructional materials to support training in addition to any that may be provided, eg, 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 interests or special instructions the instructor should pass along to cadets.

5. **Suggested Changes.** Suggested changes to this document shall be forwarded through the normal chain of command to National Defence Headquarters (NDHQ) Attention: Sea Cadet Program Development Staff Officer (D Cdts 3-2-4), or by email to sea.dev@cadets.gc.ca. Suggested changes shall be in tabular format with three columns to capture; the page number, the paragraph / sub-paragraph number and suggested text amendment.

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TABLE OF CONTENTS

		PAGE
CHAPTER 1	PO 101 – PERFORM INDIVIDUAL ACTS THAT BETTER THE COMMUNITY	
Section 1	EO M101.01 – PERFORM INDIVIDUAL ACTS THAT BETTER THE COMMUNITY.....	M101.01-1
Attachment A	.....	M101.01A-1
Attachment B	.....	M101.01B-1
Section 2	EO C101.01 – TOUR A COMMUNITY INSTITUTION.....	C101.01-1
Section 3	EO C101.02 – PARTICIPATE IN A PRESENTATION GIVEN BY A COMMUNITY ORGANIZATION.....	C101.02-1
CHAPTER 2	PO 102 – PERFORM COMMUNITY SERVICE	
Section 1	EO M102.01 – PERFORM COMMUNITY SERVICEEO	M102.01-1
Attachment A	THE FIVE STAGES OF SERVICE LEARNING	M102.01A-1
Attachment B	PERSONAL INVENTORY	M102.01B-1
Attachment C	GATHERING INFORMATION ABOUT A COMMUNITY NEED	M102.01C-1
Attachment D	PREPARATION AND PLANNING	M102.01D-1
Attachment E	COMMUNITY SERVICE PROPOSAL	M102.01E-1
Attachment F	PROGRESS MONITORING	M102.01F-1
Attachment G	FOUR SQUARE REFLECTION TOOL	M102.01G-1
Attachment H	ONCE YOU KNOW IT, SHOW IT!	M102.01H-1
Attachment I	COMMUNITY SERVICE CHECKLIST	M102.01I-1
Attachment J	EXAMPLES OF COMMUNITY SERVICE	M102.01J-1
Section 2	EO C102.01 – PERFORM COMMUNITY SERVICE.....	C102.01-1
CHAPTER 3	PO 103 – PARTICIPATE AS A MEMBER OF A TEAM	
Section 1	EO M103.01 – IDENTIFY THE RESPONSIBILITIES OF A FOLLOWER IN A TEAM.....	M103.01-1
Attachment A	SCRAMBLED WORDS	M103.01A-1
Section 2	EO M103.02 – MAP A PERSONAL GOAL FOR THE TRAINING YEAR.....	M103.02-1
Attachment A	SMART GOAL	M103.02A-1
Section 3	EO M103.03 – PARTICIPATE IN TEAMBUILDING ACTIVITIES.....	M103.03-1
Attachment A	MEMORY COLLAGE	M103.03A-1
Section 4	EO C103.01 – PARTICIPATE IN ICEBREAKER ACTIVITIES.....	C103.01-1
Section 5	EO C103.02 – PARTICIPATE IN SELF-INTRODUCTIONS.....	C103.02-1
Section 6	EO C103.03 – PARTICIPATE IN TEAMBUILDING ACTIVITIES.....	C103.03-1
Attachment A	PUZZLES	C103.03A-1

TABLE OF CONTENTS (Cont)

		PAGE
CHAPTER 4	PO 104 – TRACK PARTICIPATION IN PHYSICAL ACTIVITIES	
Section 1	EO M104.01 – DESCRIBE PHYSICAL ACTIVITY AND SEDENTARY BEHAVIOUR GUIDELINES.....	M104.01-1
Attachment A	.....	M104.01A-1
Attachment B	.....	M104.01B-1
Attachment C	.....	M104.01C-1
Section 2	EO M104.02 – TRACK PARTICIPATION IN PHYSICAL ACTIVITIES.	M104.02-1
Attachment A	.....	M104.02A-1
Attachment B	ACTIVITY SCENARIOS	M104.02B-1
Section 3	EO M104.03 – IDENTIFY STRATEGIES TO IMPROVE PARTICIPATION IN PHYSICAL ACTIVITIES.....	M104.03-1
Attachment A	.....	M104.03A-1
Section 4	EO C104.01 – PARTICIPATE IN THE CADET FITNESS ASSESSMENT.....	C104.01-1
Attachment A	SAMPLE STRETCHES	C104.01A-1
Attachment B	.....	C104.01B-1
Attachment C	.....	C104.01C-1
Section 5	EO C104.02 – IDENTIFY METHODS TO MANAGE STRESS.....	C104.02-1
Section 6	EO C104.03 – IDENTIFY THE FOOD GROUPS.....	C104.03-1
Attachment A	.....	C104.03A-1
CHAPTER 5	PO 105 – PARTICIPATE IN PHYSICAL ACTIVITIES	
Section 1	EO M105.01 – PARTICIPATE IN PHYSICAL ACTIVITIES.....	M105.01-1
Attachment A	SAMPLE STRETCHES	M105.01A-1
Attachment B	AEROBICS	M105.01B-1
Attachment C	CROSS-COUNTRY SKIING	M105.01C-1
Attachment D	HIKING	M105.01D-1
Attachment E	ICE SKATING	M105.01E-1
Attachment F	INSTRUCTOR-LED DANCING	M105.01F-1
Attachment G	ORIENTEERING	M105.01G-1
Attachment H	ROLLERBLADING	M105.01H-1
Attachment I	RUNNING	M105.01I-1
Attachment J	SKIPPING ROPE	M105.01J-1
Attachment K	SNOWSHOEING	M105.01K-1
Attachment L	SWIMMING	M105.01L-1
Attachment M	BALANCE BALL EXERCISES	M105.01M-1
Attachment N	PILATES	M105.01N-1
Attachment O	RESISTANCE EXERCISES USING BANDS	M105.01O-1
Attachment P	RESISTANCE EXERCISES USING THE BODY	M105.01P-1

TABLE OF CONTENTS (Cont)

	PAGE
Attachment Q WEIGHTED BALL EXERCISES	M105.01Q-1
Attachment R WEIGHTED BAR EXERCISES	M105.01R-1
Attachment S STRETCHING	M105.01S-1
Attachment T TAI CHI	M105.01T-1
Attachment U YOGA	M105.01U-1
Attachment V BASEBALL	M105.01V-1
Attachment W BASKETBALL	M105.01W-1
Attachment X FLOOR HOCKEY	M105.01X-1
Attachment Y FOOTBALL (FLAG / TOUCH)	M105.01Y-1
Attachment Z LACROSSE	M105.01Z-1
Attachment AA RINGETTE (OFF ICE VERSION)	M105.01AA-1
Attachment AB SOCCER	M105.01AB-1
Attachment AC SOCCER BASEBALL / KICKBALL	M105.01AC-1
Attachment AD SOFTBALL	M105.01AD-1
Attachment AE ULTIMATE FRISBEE	M105.01AE-1
Attachment AF VOLLEYBALL	M105.01AF-1
Attachment AG ACTIVE GAMES	M105.01AG-1
Attachment AH CIRCUIT TRAINING	M105.01AH-1
Attachment AI MARTIAL ARTS	M105.01AI-1
Attachment AJ TABLOIDS	M105.01AJ-1
Section 2 EO C105.01 – PARTICIPATE IN PHYSICAL ACTIVITIES.....	C105.01-1
Section 3 EO C105.02 – PARTICIPATE IN A TOURNAMENT.....	C105.02-1
Attachment A ROUND ROBIN TOURNAMENT	C105.02A-1
Attachment B LADDER TOURNAMENT	C105.02B-1
Attachment C PYRAMID TOURNAMENT	C105.02C-1
Attachment D SINGLE ELIMINATION TOURNAMENT	C105.02D-1
Attachment E DOUBLE ELIMINATION TOURNAMENT	C105.02E-1
CHAPTER 6 PO 106 – FIRE THE CADET AIR RIFLE	
Section 1 EO M106.01 – IDENTIFY THE PARTS AND CHARACTERISTICS OF THE DAISY 853C AIR RIFLE	M106.01-1
Attachment A PARTS AND CHARACTERISTICS OF THE CADET AIR RIFLE	M106.01A-1
Section 2 EO M106.02 – CARRY OUT SAFETY PRECAUTIONS ON THE CADET AIR RIFLE.....	M106.02-1
Section 3 EO M106.03 – APPLY BASIC MARKSMANSHIP TECHNIQUES.....	M106.03-1
Section 4 EO M106.04 – FOLLOW RULES AND COMMANDS ON AN AIR RIFLE RANGE.....	M106.04-1
Attachment A RANGE COMMANDS	M106.04A-1
Section 5 EO M106.05 – PARTICIPATE IN MARKSMANSHIP FAMILIARIZATION USING THE CADET AIR RIFLE.....	M106.05-1

TABLE OF CONTENTS (Cont)

	PAGE
Section 6	EO C106.01 – PARTICIPATE IN A RECREATIONAL MARKSMANSHIP ACTIVITY.....
	C106.01-1
Attachment A	RECREATIONAL MARKSMANSHIP ACTIVITIES
	C106.01A-1
Attachment B	CLASSIFICATION
	C106.01B-1
Attachment C	PYRAMID
	C106.01C-1
Attachment D	BEACH BALL
	C106.01D-1
Attachment E	BALLOONS
	C106.01E-1
Attachment F	RACK'EM UP
	C106.01F-1
Attachment G	LIGHTS OUT
	C106.01G-1
Attachment H	SAVE THE DAY
	C106.01H-1
Attachment I	FLOWER POT
	C106.01I-1
Attachment J	CHASE THE DOTS
	C106.01J-1
Attachment K	SPEED GRID
	C106.01K-1
Attachment L	BEAT THE CLOCK
	C106.01L-1
Attachment M	DARTBOARD
	C106.01M-1
Attachment N	CUT THE FUSES
	C106.01N-1
Attachment O	SHOO-FLY
	C106.01O-1
Attachment P	GOOD BREAK
	C106.01P-1
Attachment Q	SIMULATED STAGE 1 CHAMPIONSHIP
	C106.01Q-1
Attachment R	SIMULATED STAGE 2 CHAMPIONSHIP
	C106.01R-1
Section 7	EO C106.02 – CLEAN AND STORE THE CADET AIR RIFLE.....
	C106.02-1
CHAPTER 7	PO 107 – SERVE IN A SEA CADET CORPS
Section 1	EO M107.01 – PARTICIPATE IN A DISCUSSION ON PHASE ONE TRAINING.....
	M107.01-1
Attachment A	.....
	M107.01A-1
Section 2	EO M107.02 – IDENTIFY SEA CADET AND NAVAL OFFICER RANKS.....
	M107.02-1
Attachment A	SEA CADET RANKS
	M107.02A-1
Attachment B	JUNIOR OFFICER RANKS
	M107.02B-1
Attachment C	NON-COMMISSIONED MEMBER (NCM) RANKS OF THE NAVAL ELEMENT OF THE CANADIAN FORCES
	M107.02C-1
Section 4	EO M107.03 – OBSERVE THE RULES AND PROCEDURES FOR THE PAYING OF COMPLIMENTS.....
	M107.03-1
Section 4	EO M107.04 – STATE THE AIM AND MOTTO OF THE SEA CADET PROGRAM.....
	M107.04-1
Attachment A	PUZZLES
	M107.04A-1
Section 5	EO M107.05 – WEAR THE SEA CADET UNIFORM.....
	M107.05-1
Attachment A	.....
	M107.05A-1

TABLE OF CONTENTS (Cont)

		PAGE
Section 6	EO M107.06 – IDENTIFY YEAR ONE SUMMER TRAINING OPPORTUNITIES.....	M107.06-1
Section 7	EO C107.01 – MAINTAIN THE SEA CADET UNIFORM.....	C107.01-1
Attachment A	.....	C107.01A-1
Section 8	EO C107.02 – TOUR THE CORPS.....	C107.02-1
Attachment A	EXAMPLE MAP	C107.02A-1
Attachment B	CORPS PASSPORT	C107.02B-1
Section 9	EO C107.03 – PARTICIPATE IN AN ACTIVITY ABOUT THE HISTORY OF THE CORPS.....	C107.03-1
Attachment A	MEMORIAL AWARDS	C107.03A-1
CHAPTER 8	PO 108 – PERFORM DRILL MOVEMENTS DURING AN ANNUAL CEREMONIAL REVIEW	
Section 1	EO M108.01 – ADOPT THE POSITIONS OF ATTENTION, STAND AT EASE AND STAND EASY.....	M108.01-1
Section 2	EO M108.02 – EXECUTE A SALUTE AT THE HALT WITHOUT ARMS.....	M108.02-1
Section 3	EO M108.03 – EXECUTE TURNS AT THE HALT.....	M108.03-1
Section 4	EO M108.04 – CLOSE TO THE RIGHT AND LEFT.....	M108.04-1
Section 5	EO M108.05 – EXECUTE PACES FORWARD AND TO THE REAR..	M108.05-1
Section 6	EO M108.06 – EXECUTE THE MOVEMENTS REQUIRED FOR A RIGHT DRESS.....	M108.06-1
Section 7	EO M108.07 – EXECUTE AN OPEN ORDER AND CLOSE ORDER MARCH.....	M108.07-1
Section 8	EO M108.08 – MARCH AND HALT IN QUICK TIME.....	M108.08-1
Section 9	EO M108.09 – EXECUTE MARKING TIME, FORWARD AND HALTING IN QUICK TIME.....	M108.09-1
Section 10	EO M108.10 – EXECUTE A SALUTE ON THE MARCH.....	M108.10-1
Section 11	EO M108.11 – PAY COMPLIMENTS WITH A SQUAD ON THE MARCH.....	M108.11-1
Section 12	EO M108.12 – PERFORM DRILL MOVEMENTS DURING AN ANNUAL CEREMONIAL REVIEW.....	M108.12-1
Section 13	EO C108.01 – EXECUTE SUPPLEMENTARY DRILL MOVEMENTS.	C108.01-1
Section 14	EO C108.02 – PARTICIPATE IN A DRILL COMPETITION.....	C108.02-1
Attachment A	GUIDELINES FOR THE CONDUCT OF A YEAR ONE DRILL COMPETITION	C108.02A-1
Attachment B	DRILL SEQUENCE	C108.02B-1
Attachment C	DRILL COMPETITION MARKING GUIDE	C108.02C-1
Attachment D	DRILL COMPETITION MARKING SHEET	C108.02D-1

TABLE OF CONTENTS (Cont)

		PAGE
CHAPTER 9	PO 111 – PARTICIPATE IN RECREATIONAL SUMMER BIATHLON ACTIVITIES	
Section 1	EO C111.01 – PARTICIPATE IN A BIATHLON BRIEFING.....	C111.01-1
Section 2	EO C111.02 – RUN WIND SPRINTS.....	C111.02-1
Attachment A	SAMPLE STRETCHES	C111.02A-1
Section 3	EO C111.03 – SIMULATE FIRING THE CADET AIR RIFLE FOLLOWING PHYSICAL ACTIVITY.....	C111.03-1
Section 4	EO C111.04 - PARTICIPATE IN A RECREATIONAL SUMMER BIATHLON ACTIVITY.....	C111.04-1
Attachment A	GUIDELINES TO CONDUCT A RECREATIONAL SUMMER BIATHLON ACTIVITY	C111.04A-1
Attachment B	.....	C111.04B-1
CHAPTER 10	PO 120 – BECOME FAMILIAR WITH THE SEA ELEMENT OF THE CANADIAN FORCES AND MARITIME COMMUNITY	
Section 1	EO M120.01 – PARTICIPATE IN A DISCUSSION ON THE ROYAL CANADIAN NAVY AND MARITIME COMMUNITY.....	M120.01-1
Attachment A	NAVAL FLEET PICTURES	M120.01A-1
Attachment B	CANADIAN NAVY SHIPS – WORD SCRAMBLE	M120.01B-1
Attachment C	CIVILIAN VESSEL – WORD SEARCH	M120.01C-1
Section 2	EO M120.02 – PARTICIPATE IN A BATTLE OF THE ATLANTIC DISCUSSION/PRESENTATION.....	M120.02-1
Section 3	EO M120.03 – PARTICIPATION IN A DISCUSSION ON THE THREE ELEMENTS OF THE CANADIAN FORCES.....	M120.03-1
Section 4	EO C120.01 – EXPLORE CANADIAN NAVAL WEBSITES.....	C120.01-1
Section 5	EO C120.02 – IDENTIFY TYPES OF CIVILIAN VESSELS.....	C120.02-1
Attachment A	SHIPS TYPES	C120.02A-1
Attachment B	SHIPS CHARACTERISTICS	C120.02B-1
Section 6	EO C120.03 – EXPLORE CANADIAN NAVAL HISTORY.....	C120.03-1
CHAPTER 11	PO 121 – PERFORM BASIC ROPEWORK	
Section 1	EO M121.01 – TIE KNOTS, BENDS AND HITCHES.....	M121.01-1
Attachment A	KNOTS, BENDS AND HITCHES CARDS	M121.01A-1
Section 2	EO M121.02 – WHIP THE END OF A LINE USING A COMMON WHIPPING.....	M121.02-1
Section 3	EO M121.03 – COIL AND HEAVE A LINE.....	M121.03-1
Section 4	EO C121.01 – WHIP THE END OF A LINE USING A WEST COUNTRY WHIPPING.....	C121.01-1
Section 5	EO C121.02 – WHIP THE END OF A LINE USING A SAILMAKER'S WHIPPING.....	C121.02-1
Section 6	EO C121.03 – COMPLETE A ROLLING HITCH.....	C121.03-1

TABLE OF CONTENTS (Cont)

		PAGE
Section 7	EO C121.04 – COMPLETE A MARLING HITCH.....	C121.04-1
CHAPTER 12	PO 123 – RESPOND TO BASIC FORMS OF NAVAL COMMUNICATIONS	
Section 1	EO M123.01 – DEFINE BASIC NAVAL TERMINOLOGY.....	M123.01-1
Attachment A	JEOPARDY QUESTIONS AND ANSWERS	M123.01A-1
Attachment B	CUE CARDS	M123.01B-1
Section 2	EO M123.02 – IDENTIFY PIPES AND THE CORRECT RESPONSES.....	M123.02-1
Section 3	EO M123.03 – PARTICIPATE IN A REVIEW OF SHIP'S OPERATIONS.....	M123.03-1
Attachment A	NAVAL TERMINOLOGY CROSSWORD	M123.03A-1
Attachment B	NAVAL TERMINOLOGY WORD SEARCH	M123.03B-1
Attachment C	NAVAL TERMINOLOGY CARDS	M123.03C-1
Section 4	EO C123.01 – READ THE 24-HOUR CLOCK.....	C123.01-1
Attachment A	24-HOUR CLOCK	C123.01A-1
Attachment B	24-HOUR CLOCK CARDS	C123.01B-1
Section 5	EO C123.02 – RECITE THE PHONETIC ALPHABET.....	C123.02-1
Attachment A	PHONETIC ALPHABET POSTER	C123.02A-1
Attachment B	PHONETIC ALPHABET CROSSWORD PUZZLE	C123.02B-1
Attachment C	PHONETIC ALPHABET WORD SEARCH	C123.02C-1
Appendix 1	WORD SEARCH SOLUTION	C123.02C1-1
Attachment D	.....	C123.02D-1
Section 6	EO C123.03 – PARTICIPATE IN A SEMAPHORE EXERCISE.....	C123.03-1
Attachment A	PHONETIC ALPHABET CARDS	C123.03A-1
Attachment B	PHONETIC ALPHABET CARDS	C123.03B-1
Section 7	EO C123.04 – RING THE SHIP'S BELL.....	C123.04-1
CHAPTER 13	SEAMANSHIP INTER-DIVISIONAL COMPETITION (SIDC)	
	SIDC.....	SIDC-1
Attachment A	SCORESHEETS	SIDCA-1
Attachment B	SUGGESTED TRIVIA QUESTIONS	SIDCB-1
Attachment C	BOATSWAIN CALL CARDS	SIDCC-1
Attachment D	TASK CARDS	SIDCD-1
Attachment E	TYPES OF SHIPS AND PICTURES	SIDCE-1
Attachment F	MOST LIKE ME ACTIVITY SHEET	SIDCF-1
Attachment G	SECRET MESSAGE CARDS	SIDCG-1
Attachment H	SEAMANSHIP INTER-DIVISIONAL COMPETITION – SUGGESTED SCHEDULE	SIDCH-1

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COMMON TRAINING
PHASE ONE
INSTRUCTIONAL GUIDE



SECTION 1

EO M101.01 – PERFORM INDIVIDUAL ACTS THAT BETTER THE COMMUNITY

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-601/PG-001, *Phase One Qualification Standard and Plan*, 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 Good Citizen Images located at Attachment A.

Write the characteristics located at Attachment B on individual self-stick notes.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An in-class activity was chosen for this lesson as it is an interactive way to provoke thought and stimulate interest among cadets about how they can better their community.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be able to perform individual acts that better the community.

IMPORTANCE

It is important for cadets to be able to identify characteristics of a good citizen and what individual acts they can perform to better their community. It leads to the development of responsible and caring citizens, and develops attributes of good citizenship, an essential part of the Cadet Program aim.

Teaching Point 1

Have the cadets identify characteristics of a good citizen.

Time: 10 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets identify characteristics of a good citizen.

RESOURCES

- Good Citizen Images located at Attachment A, and
- Characteristics located at Attachment B written on self-stick notes.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Post the Good Citizen Images on the board.
2. Have the cadets identify characteristics of the people in the images on the board.
3. Move the images to one side of the board.
4. Create two categories on the board: one category titled “Good Citizen Characteristics” and the other titled “Bad Citizen Characteristics.”
5. Distribute one self-stick note with a characteristic on it to each cadet.
6. Have the cadets place their characteristic in the appropriate category.
7. Review the cadets’ categorization of the characteristics. Identify and discuss any characteristics that may have been categorized incorrectly.
8. Ask the cadets if they can think of any characteristics they would like to add to either list.



TP 2 will answer the question: “How can we display the characteristics of a good citizen in everyday life?”

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2

Have the cadets identify simple individual acts they can perform in everyday life that better the community.

Time: 15 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets identify simple individual acts they can perform in everyday life that better the community.

RESOURCES

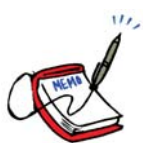
- Flip chart paper, and
- Flip chart markers.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups of two or three.
2. Distribute a flip chart paper and flip chart marker to each group.
3. Have each group brainstorm simple individual acts they can perform in everyday life that better the community.
4. Have each group present their list of individual acts to the rest of the groups.
5. Have any cadets who have performed any of the acts presented relate their experience to the rest of the group. Have the cadets comment on:
 - a. How did they help?
 - b. How did it make them feel?
 - c. Do they think it made a difference? How?
6. Have each cadet select an individual act they will perform in the next week.



Examples of individual acts may include:

- opening a door for someone;
- writing a note to someone who has had a positive effect on you;
- helping someone with their homework;
- teaching a skill to others;
- sharing a snack with someone who forgot theirs; or
- donating clothes / books / money / etc. to a charity.



Being a good citizen does not need to be complicated. Simple things we do on a day-to-day basis to help each other out go a long way to creating happy, productive, and safe communities.

SAFETY

Nil.

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 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

An essential aim of the Cadet Program is to develop the attributes of good citizenship. By performing simple acts that make a difference in the lives of others in your community, you are demonstrating the characteristics of a good citizen.

INSTRUCTOR NOTES / REMARKS

Challenge the cadets to perform an individual act that betters the community within the next week.

REFERENCES

C0-523 Learn to Give. (2012). *Characterizing philanthropic people*. Retrieved February 22, 2012, from <http://www.learningtogive.org/lessons/npd/6-8%20-%20NPD%20Lesson.pdf>

C0-524 Corporation for National and Community Service. (2012). *Generating a list of 100 ways teens can serve their communities*. Retrieved February 22, 2012, from <http://www.nationalserviceresources.org/practices/17441>



Figure A-1 Nelson Mandela

Note. From The Nobel Prize. *The Nobel Peace Prize 1993* (2012). Retrieved March 1, 2012 from http://www.nobelprize.org/nobel_prizes/peace/laureates/1993/



Figure A-2 Mother Teresa

Note. From The Nobel Prize. *The Nobel Peace Prize 1979* (2012). Retrieved March 1, 2012 from http://www.nobelprize.org/nobel_prizes/peace/laureates/1979/



Figure A-3 Tenzin Gyatso (14th Dalai Lama)

Note. From The Nobel Prize. *The Nobel Peace Prize 1989* (2012). Retrieved March 1, 2012 from http://www.nobelprize.org/nobel_prizes/peace/laureates/1989/



Figure A-4 Bill Gates

Note. From Microsoft. *Bill Gates* (2012). Retrieved March 1, 2012 from <http://www.microsoft.com/presspass/exec/billg/>



Figure A-5 Romeo Dallaire

Note. From Canadians.ca. *Romeo Dallaire* (2000). Retrieved March 1, 2012 from http://www.canadians.ca/more/profiles/d/d_romeo_dallaire.htm



Figure A-6 Terry Fox

Note. From Terry Fox. *Featured Photos* (2000). Retrieved March 1, 2012 from http://www.terryfox.org/cgi/page.cgi/featured_photo.html



Figure A-7 Oprah Winfrey

Note. From CBC. *Oprah Winfrey* (2012). Retrieved March 1, 2012 from <http://www.cbc.ca/q/oprah.jpg>

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CARING	SERVING
CONCERNED	VOLUNTEER
GIVING	SUPPORTIVE
HELPFUL	CHARITABLE
KIND	UNDERSTANDING

SELFISH

UNCARING

GREEDY

EGOCENTRIC

BULLY

MEAN

CONCEITED

DISRESPECTFUL

IRRESPONSIBLE

VAIN



**COMMON TRAINING
PHASE ONE
INSTRUCTIONAL GUIDE**



SECTION 2

EO C101.01 – TOUR A COMMUNITY INSTITUTION

Total Time:

90 min

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**COMMON TRAINING
PHASE ONE
INSTRUCTIONAL GUIDE**



SECTION 3

EO C101.02 – PARTICIPATE IN A PRESENTATION GIVEN BY A COMMUNITY ORGANIZATION

Total Time:

60 min

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**COMMON TRAINING
PHASE ONE
INSTRUCTIONAL GUIDE**



SECTION 1

EO M102.01 – PERFORM COMMUNITY SERVICE

Total Time:	270 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, 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.

Read and prepare to conduct the Five Stages of Service Learning located at Attachment A.

Photocopy Attachments B–I for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

Practical activity was chosen for this lesson as it allows the cadets to interact with their peers while providing a service to the community.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have performed community service.

IMPORTANCE

It is important for cadets to perform community service as it contributes directly to supporting part of the aim of the Cadet Program—to develop attributes of good citizenship. Through participating in all five stages of service learning, cadets recognize how participation and the ability to respond to authentic needs improves the quality of life in the community, which leads to a lifelong ethic of service and civic participation.

Teaching Point 1**Perform community service.**

Time: 270 min

Method: Practical Activity

BACKGROUND KNOWLEDGE**COMMUNITY SERVICE**

Cadet Program Mission. The mission of the Cadet Program is to contribute to the development and preparation of youth for the transition to adulthood, enabling them to meet the challenges of modern society, through a dynamic, community-based program.



Cadet Program Vision. A relevant, credible and proactive youth development organization, offering the program of choice for Canada's youth, preparing them to become the leaders of tomorrow through a set of fun, challenging, well-organized and safe activities.

The Cadet Program is a community-based program. Community service is a way to build upon and strengthen relationships within the community. Community service is a dynamic opportunity for cadets to become involved with their community in fun and challenging ways, and helps them become more aware of their role within the community. This is a key aspect of developing youth for the transition into adulthood.

One part of the aim of the Cadet Program is to develop in youth the attributes of good citizenship. This can be further defined as developing an understanding of and appreciation for community membership and involvement within cadet, local, regional, provincial, national and global communities. Through their active involvement, cadets have a positive impact on local communities, contributing to community strength and vibrancy.

THE FIVE STAGES OF SERVICE LEARNING

Cadets will perform community service by completing the five stages of service learning:

1. inventory and investigation,
2. preparation and planning,
3. action,
4. reflection, and
5. demonstration.

Through participation in all five stages of service learning, cadets will meet significant age-appropriate challenges with tasks that require thinking, initiative, problem solving, and responsibility in an environment safe enough for them to make mistakes and to succeed.



The details of the five stages of service learning are located at Attachment A.



For more information about the philosophy behind and execution of service learning, refer to *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action* by Cathryn Berger Kaye, M.A.

DEVELOPING YOUTH INITIATIVE

Community service is a vehicle for developing youth initiative. Youth initiative means youth involvement. When cadets play a key role in choosing and defining their community service, their commitment and satisfaction are intensified. They become more confident in their actions and better able to recognize their impact on the community. If cadets are truly to grow as individuals and leaders through the Cadet Program, they must take this step.



Launching a community service experience that has evolved through cadet brainstorming and planning may seem risky. Certainly, it can involve a greater sense of the unknown. Your role is still the same—to remain a steadfast guide and mentor. Your role includes providing an overall framework, setting boundaries, and giving encouragement.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets perform community service.

RESOURCES

- The Five Stages of Service Learning located at Attachment A,
- Personal Inventory located at Attachment B,
- Gathering Information About a Community Need located at Attachment C,
- Preparation and Planning located at Attachment D,
- Community Service Proposal located at Attachment E,
- Progress Monitoring located at Attachment F,
- Four Square Reflection Tool located at Attachment G,
- Once You Know It, Show It! located at Attachment H, and
- Community Service Checklist located at Attachment I.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS



See Examples of Community Service located at Attachment J to get an idea of what community service using the five stages of service learning might look like.

1. Divide the cadets into pairs and have them complete the Personal Inventory located at Attachment B by interviewing each other.
2. Identify a community need to address by:
 - a. identifying an existing program or activity that is addressing a community need;
 - b. starting with a cadet-identified need; or
 - c. starting with a community-identified need.
3. Have the cadets investigate the underlying problem using Gathering Information About a Community Need located at Attachment C as a guide.
4. Using Preparation and Planning located at Attachment D and Community Service Proposal located at Attachment E as guides, have the cadets assist in the preparation and planning of community service, to include:
 - a. collaborating with community partners;
 - b. defining the goal of the community service;
 - c. describing anticipated results;
 - d. identifying how to measure the effects;
 - e. identifying how progress will be monitored;
 - f. defining roles and responsibilities of all involved;
 - g. creating a timeline for all tasks; and
 - h. identifying required resources.
5. Have the cadets perform community service that provides a direct benefit to the community and monitor their progress using Progress Monitoring located at Attachment F as a guide.
6. Using the Four Square Reflection Tool located at Attachment G as a guide, have the cadets reflect on the community service, to include:
 - a. describing what happened;
 - b. examining the difference made;
 - c. discussing thoughts and feelings;
 - d. considering activity improvements;
 - e. generating ideas; and
 - f. identifying questions.

7. Have the cadets prepare and plan a public demonstration of their community service and the effect it has had on them and the community using Once You Know It, Show It! located at Attachment H as a guide.
8. Have the cadets conduct their demonstration by:
 - a. giving a public presentation;
 - b. writing an article;
 - c. publishing on a website or in another publication;
 - d. creating a work of art; or
 - e. completing another appropriate demonstration.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

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

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Community service not only has a positive impact on others in your community—it has a positive impact on you by developing critical thinking and problem-solving skills; growing your understanding of diverse cultures and communities; providing an opportunity to learn more about social issues and their root causes; and developing your communication, collaboration, and leadership skills. Seek out opportunities to be a good citizen by positively contributing to your community.

INSTRUCTOR NOTES / REMARKS

The aim of this lesson is for cadets to participate in meaningful community service that:

1. has value, purpose, and meaning;
2. uses previously learned and newly acquired skills and knowledge;
3. offers unique learning experiences;

4. has real consequences; and
5. offers a safe environment to learn, to make mistakes, and to succeed.

Youth voice is key to developing cadets as leaders. Cadets need ample opportunities to express their ideas and opinions, and to make constructive choices and see the results. Community service enables cadets to take initiative, make decisions, interact with community representatives, learn about the role of government in social issues, develop critical-thinking skills, put their ideas into action, and assess and evaluate what happened.

Community service shall be conducted using the five stages of service learning, to include:

1. inventory and investigation,
2. preparation and planning,
3. action,
4. reflection, and
5. demonstration.

More than one community service activity may be chosen to complete the required training time.

If additional time is required to complete all five stages of service learning, periods from C102.01 (Perform Community Service) may be used.

The community service activity shall not have any partisan political association or support any single religious denomination or belief system.

The community service activity shall not directly benefit the corps or the sponsor.

REFERENCES

C0-522 Kaye, Cathryn B. (2010). *The complete guide to service learning: Proven, practical ways to engage students in civic responsibility, academic curriculum, & social action*. Minneapolis, MN: Free Spirit Publishing Inc.

The Five Stages of Service Learning

STAGE 1: INVENTORY AND INVESTIGATION



"Nothing has such power to broaden the mind as the ability to investigate systematically and truly all that comes under thy observation in life."

-Marcus Aurelius, Roman Emperor

Using interviewing and other means of social analysis, cadets:

- catalogue the interests, skills, and talents of their peers and partners;
- identify a need;
- analyze the underlying problem; and
- begin to accumulate partners.

Complete Personal Inventory

Using the Personal Inventory form located at Attachment B, each cadet creates a list of their interests, skills, and talents. The cadets consolidate these lists into one large list or spreadsheet that keeps track of each cadet's interests, skills, and talents.

The Personal Inventory may identify cadets who:

- have a strong knowledge of computers;
- have experience dealing with people who have mental or physical disabilities;
- like to write;
- have an interest in the political process;
- show an interest in the environment or animal welfare;
- are strong speakers;
- have relatives that are currently serving or have served in the military; or
- work with or know others who work with community service groups.

The intent of the personal inventory is to establish the resources available within the group participating in the community service activity.

Identify a Community Need to Address

A community need may be identified in one of the following three ways:

1. **Identify an existing program or activity that is addressing a community need, and transform it into authentic service learning.** For example, every year cadets participate in the annual community food drive. Two weeks before the food drive they do a tour of the Food Bank and learn more about this need, such as how many families are fed by donations every day and which foods are needed the most. One week before the food drive, the cadets help with the advertising of it by creating posters that highlight some of the key facts they learned during the tour. They demonstrate their efforts through a display at the Annual Ceremonial Review.

2. **Start with a cadet-identified need.** For example, after completing their personal inventory, cadets discuss some of the needs they see in their community and are interested in restoring a public park that has become derelict. With guidance from their supervising officer, the cadets make contact with the municipal government to get the required permissions, team up with a local landscaping business, learn what they need to know about park design, raise funds for supplies, and help organize and conduct the restoration. The cadets demonstrate what they have accomplished at a grand re-opening of the park.
3. **Start with a community-identified need.** For example, the local chapter of Ducks Unlimited Canada requests the cadets' assistance in cleaning up a watershed. The cadets investigate watershed conservation and attend a presentation by Ducks Unlimited Canada about the organization and how it helps. Several months after helping with the watershed clean-up, the cadets do a follow-up visit to observe the effects of their work. In cooperation with Ducks Unlimited Canada, the cadets submit photos and a written article about the project to the local newspaper.



Youth VOICE and youth CHOICE are essential for cadet buy-in and ownership over their program.

Investigate the Underlying Problem

Using the Gathering Information About a Community Need form located at Attachment C and one or more of the four research methods listed below, cadets further investigate the community need to get to the root of the issue.

1. **Media.** Includes books, Internet, radio, film, magazines, newspapers; informs the public about issues of common interest and educates about what is needed.
2. **Interviews.** Usually with a person who has expertise in the subject matter through experience or study. Asking questions of a person with information, skills, or resources informs us about what is needed; this can also be done with small groups of people in what is commonly called a "focus group."
3. **Experience and Observation.** Experience is usually what we bring from our past and observation is our deliberate noticing. For example, cadets may investigate homelessness by visiting a local shelter and soup kitchen. Cadets usually gravitate toward this form of research quite naturally since it's active and draws on many of the multiple intelligences.
4. **Survey.** Gathering responses from groups of people who may have varying degrees of knowledge about the subject. Cadets create a form with a series of questions to find out collective knowledge or opinion. This information is then compiled and turned into statistics or narratives of what is going on.



If a community partner identifies the need, cadets still investigate to authenticate and document this need.

STAGE 2: PREPARATION AND PLANNING



"I cannot predict the wind but I can have my sail ready."

-E. F. Schumacher, Author

With guidance and support from their supervisor, cadets:

- draw upon previously acquired skills and knowledge;
- acquire new information through varied, engaging means and methods;
- collaborate with community partners;
- develop a plan;
- become ready to provide meaningful community service;
- articulate roles and responsibilities of all involved; and
- define realistic parameters for implementation.

Using the Taking Action form located at Attachment D, cadets clarify what they know about the community need they have chosen to address, determine how to find out more, and create a plan of action.



Throughout the Preparation and Planning stage, cadets will require supervisor and peer guidance and support to accomplish the required tasks. For example, if the cadets identify a requirement to contact the local government, they may require their supervisor to make contact on their behalf. Alternatively, the supervisor could have the cadets create a script that one of the cadets will use as a guide for making contact.

Using the Service Learning Proposal form located at Attachment E, cadets communicate the action they propose to take, the purpose of the action, the roles of various partners, the anticipated results, the budget for supplies or transportation, the ways in which the effects of their effort will be measured and their progress monitored, and a timeline for the process.

While the plans described in the proposal often change during implementation, the document provides an overview and direction as cadets move forward. The complete document can also be submitted to the CO for approval, to partners to confirm their participation, and to funding sources if monies or supplies are needed. Cadets can make changes as required and at the end can use the document during their reflection and demonstration.

Cadets may work in teams to perform their designated tasks. Cadets should refer to the Personal Inventory when deciding who will complete each task.



Communicating with stakeholders (those who will be affected by the community service activity) and building partnerships with other community organizations (governments, businesses, community groups, etc.) are key to the success of the community service activity. For example, if cadets are interested in beautifying a local park, they will need to make contacts with the municipality and park users.

STAGE 3: ACTION



"If you need a helping hand, you will find one at the end of your arm."

-Yiddish proverb

While participating in community service, cadets take action that:

- has value, purpose, and meaning;
- uses previously learned and newly acquired skills and knowledge;
- offers unique learning experiences;
- has real consequences; and
- offers a safe environment to learn, to make mistakes, and to succeed.

Using the Progress Monitoring form located at Attachment F, cadets capture observations, statements, and statistics and ultimately draw conclusions about what has stayed the same, what has changed in the short term, and what might be construed as long-term systemic change. For community service activities that are completed in one session, cadets can use this form at the end to guide them in their reflection.

STAGE 4: REFLECTION



“To look backward for a while is to refresh the eye, to restore it, and to render it more fit for its prime function of looking forward.”

-Margaret Fairless Barber, author

Through reflection activities such as discussion, journaling, and worksheets, cadets:

- describe what happened;
- examine the difference made;
- discuss thoughts and feelings;
- consider project improvements;
- generate ideas and identify questions; and
- receive feedback.

Reflection is integral to service learning. During the reflection stage, cadets link learning and experience with personal growth and awareness. When cadets reflect on their experiences during community service activities, they consider how the knowledge, experience and skills gained relate to their own lives and communities and begin to understand the purpose of their engagement.

Since people naturally reflect in different ways, more cadets will be engaged by allowing a variety of reflection methods. Examples of reflection activities include art, music, role play, journals, sculpture, drama, worksheets, photographs, and discussion.

The Four Square Reflection Tool is located at Attachment G as a potential reflection activity.



BEWARE! Reflection through group discussion can have its drawbacks as cadets can be influenced by the comments of others, causing the conversation to go in circles. Have cadets write down responses to reflection questions in brief notes before the group discussion so they can refer to their written thoughts in conversation. This simple act preserves the integrity of each cadet's experience before it can be influenced by others' impressions and assures that everyone has something to contribute.

Regardless of the reflection activity chosen, some questions that can be posed to the cadets to assist them with reflection include:

- What was special about this activity today?
- What did the experience remind you of?
- What did you learn that you didn't know before?
- How did you feel being at the service site? How did your feelings change from when you first arrived to when you left?
- How did you make a difference today?

- Five years from now, what do you think you will remember about this experience?
- What can we all do to make our time and efforts have a bigger impact?

Reflection can occur at any point during community service. As cadets reflect during the community service activity, they may find better ways to complete tasks or find a new focus for their community service.

STAGE 5: DEMONSTRATION



“The job of an educator is to teach students to see the vitality in themselves.”

-Joseph Campbell, author

Demonstration is the stage of the Community Service Model where cadets showcase what they have done and the effect it has had on them and the community. Cadets may:

- report to peers, staff, parents, and / or community members;
- write articles or letters to local newspapers regarding issues of public concern;
- create a publication or website that helps others learn from the cadets' experiences;
- make presentations and performances; and
- create displays of public art with murals or photography.

Presenting what they have learned allows cadets to teach others while also identifying and acknowledging to themselves what they have learned and how they learned it. When cadets tell others about what they have done and the impact of their actions, it re-enforces the intrinsic value of community service.

Demonstration needs to be cadet-led with supervisor guidance and support to be effective. If cadets do not feel they are in control of the product they are creating, they will not apply their full efforts to complete it. In addition, demonstrations can be group projects or individual efforts. Cadets are full of ideas. With the right encouragement, they can create amazing demonstrations of their work. The Once You Know It, Show It! form is located at Attachment H to assist cadets with planning their demonstrations.

One of the challenges of the demonstration can be finding a time to present it. Some opportunities may include:

- Commanding Officer's parade,
- Annual Ceremonial Review,
- Town council meeting,
- cadet recruiting events,
- community news opportunities, or
- community service awards ceremony.

When cadets are required to demonstrate their involvement in the service, they communicate to others the affect of the community service on themselves, and on the community as a whole. Demonstrations help to encourage continued participation in community service and may inspire others to become involved.

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Personal Inventory

Interests, skills, and talents—we all have them. What are they?

Interests are what you think about and what you would like to know more about—for example, outer space, popular music, or a historical event like a world war. Are you interested in animals, movies, mysteries, or visiting faraway places? Do you collect anything?

Skills and talents have to do with things you like to do or that you do easily or well. Do you have an activity you especially like? Do you have a favourite subject in school? Do you sing, play the saxophone, or study ballet? Do you know more than one language? Can you cook? Do you have a garden? Do you prefer to paint pictures or play soccer? Do you have any special computer abilities?

Interests: I like to learn and think about . . .

Skills and talents: I can . . .

Being helpful: Describe a time when you helped someone.

Receiving help: Describe a time when someone helped you.

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Gathering Information About a Community Need

What does your community need? Use the questions in the following four categories as guides for finding out more about a community need. Form small groups, with each group focusing on one category and gathering information in a different way.

Finding out about _____

MEDIA

What media (newspapers, TV stations, radio, etc.) in your community might have helpful information? List ways you can work with different media to learn about this need in your community.

INTERVIEWS

Think of a person who is knowledgeable about this topic in your area—perhaps someone in a local organization or government office. Write four questions you would ask this person in an interview.

An interview with _____

Questions:

1.

2.

3.

4.

SURVEY

A survey can help you find out what people know or think about a topic and get ideas for helping. Who could you survey—cadets, family members, neighbours? How many surveys would you want completed? Write three survey questions.

Who to survey:

How many surveys:

Questions for the survey:

1.

2.

3.

OBSERVATION AND EXPERIENCE

How can you gather information through your own observation and experience? Where would you go? What would you do there? How would you keep track of what you find out?



Next Step: Share your ideas. Make a plan for gathering information using one or more of the four categories. Compile the information you learn, analyze the underlying problem, and begin the preparation and planning stage.

PREPARATION AND PLANNING

Preparation and Planning

The community need we will address: _____

Step 1: Identify what you know.

- What is the cause?
- Who is helping?
- What are some ways we can help?

Step 2: Find out more.

What do we need to know about this community need and who is helping?

How can we find out?

Step 3: Plan for action.

To help our community, we will:

To make this happen, we will take on these responsibilities:

Who	will do what	by when	Resources needed

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Community Service Proposal

Cadets or level: _____

Supervisor: _____ Corps: _____

Address: _____

Phone: _____ Fax: _____ Email: _____

Project name: _____

Need—Why this plan is needed:

Purpose—How this plan will help:

Participation—Who will help and what they will do:

- Cadets: _____
- Staff: _____
- Other adults: _____
- Organizations or groups: _____

Outcomes—What we expect to happen as a result of our work:

How we will check outcomes—What evidence we will collect and how we will use it:

Resources—What we need to get the job done, such as supplies (itemize on back):

Signatures:

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Progress Monitoring

What progress monitoring methods will you use?

- ☐ Observation
- ☐ Data Collection
- ☐ Interviews
- ☐ Surveys

Other Methods:

☐ _____

☐ _____

Date: _____

Step One: What is the need?

Date: _____

Step Two: What noticeable changes have been made?

Date: _____

Step Three: What other changes have taken place?

Date: _____

Step Four: Describe evidence of your progress.

Date: _____

Step Five: Provide a summary of your findings.

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Four Square Reflection Tool

What happened?	How do I feel?
Ideas?	Questions?

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Once You Know It, Show It!

You've put your plan into action and seen the results. Now it's time for demonstration—the stage where you show others what you've learned about the topic, how you learned it, and what you've contributed to the community. This demonstration of your service learning can take any form you like: letter, article, video, pamphlet, artistic display, performance, or PowerPoint presentation.

To help you make the most of your demonstration, answer these questions:

Who is your audience?

What do you most want to tell about what you've learned?

Are there any community partners who you might like to participate in the demonstration?

What form of demonstration would you like to use?

On a separate sheet of paper, write your plan for demonstration.



Share your ideas for demonstration with the others you're working with. How can you best use each person's talents and skills as part of your demonstration?

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Community Service Checklist

Inventory and Investigation	Complete personal inventory	☐
	Identify a community need to address	☐
	Investigate the underlying problem	☐
	Identify potential community partners	☐
Preparation and Planning	Collaborate with community partners	☐
	Define the goal of the community service	☐
	Describe anticipated results	☐
	Identify how to measure the effects of the community service	☐
	Identify how progress will be monitored	☐
	Define roles and responsibilities of all involved	☐
	Create a timeline for all tasks	☐
	Identify required resources	☐
Action	Create a budget if required	☐
	Monitor progress	☐
Reflection	Describe what happened	☐
	Examine the difference made	☐
	Discuss thoughts and feelings	☐
	Consider activity improvements	☐
	Generate ideas and identify questions	☐
Demonstration	Receive feedback	☐
	Identify an audience	☐
	Identify a time and place to do the demonstration	☐
	Create a demonstration	☐
	Execute the demonstration	☐

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Examples of Community Service

Community Garden. Through a survey of local residents, cadets identify the need for a community garden. The personal inventory reveals a couple of cadets with gardening experience and several more cadets who know people with gardening experience. They contact the municipality to get the required permissions to use an empty lot. Cadets do research into community gardens and form partnerships with those community members interested in having plots in the garden. Cadets plan and build the infrastructure for the community garden, including the creation of plots. They demonstrate their project by giving a joint presentation with their community partners at a municipal council meeting.

Disabled Program. Through the personal inventory one cadet reveals the volunteer work they do for a local disabled program and indicates a need for more volunteers. They talk about some of the things volunteers do for the program, such as organizing activities and entertainment. The cadets express interest in helping out and arrange a visit to become familiar with the program and to meet the participants, staff, and other volunteers. After their visit the cadets brainstorm some activities they can do with the program participants. After planning and executing an evening of fun activities, the cadets reflect on the impact made. Although they are proud of the impact they made for that evening, one cadet points out that the disabled program will still have a shortage of regular volunteers into the future. Cadets then decide to take their community service project one step further by creating an advertising campaign to attract more volunteers to the program.

Food Drive. Cadets decide to get involved with the local food drive. They contact the Food Bank, do a tour of the facility, learn about the food needs of the local community, and spend two hours organizing and sorting non-perishable food items. Cadets help the Food Bank promote the upcoming food drive by creating posters and speaking with local media. Cadets create a sign-up list for parent volunteers to drive, divide themselves into teams of three, and assign each team a geographic area to cover during the food drive. The cadets demonstrate their project by creating an article that they distribute to the local newspaper.

Remembrance Day and Poppy Campaign. Cadets are approached by the Royal Canadian Legion to participate in the annual Poppy Campaign and Remembrance Day ceremony. Cadets research the Royal Canadian Legion and learn about some of the initiatives it leads using the moneys raised during the Poppy Campaign, such as the creation and care of memorials. Cadets also learn the history of the poppy and how it came to be a symbol of remembrance, and invite a veteran to speak about what remembrance means to them. Cadets identify several other ways they can thank and support veterans. They create a demonstration for their Annual Ceremonial Review to make others aware of how they can get involved.

Emergency Health Services. A cadet living in a rural area loses his father to a heart attack. A factor in his father's death was the time it takes for medical assistance to reach his community. Cadets decide to address this problem. After brainstorming, researching, and communicating with local government and medical services, cadets come up with two ways to improve medical assistance in the community. First, they all agree to take first aid training and arrange for a first aid provider to come to the community to deliver that training. Second, they use GPS to create detailed maps of the local community for use by the ambulance services, leading to reduced response times. Some cadets reveal during the reflection activity that they see a potential future career in health services. The cadets demonstrate their accomplishments by doing a first aid display at a CO's Parade.

Recycling Program. Cadets identify the need for a recycling program in their community. Through their research they discover that a recycling program has not been set up in the community because the nearest recycling plant is so far as to make transportation costs prohibitive. The personal inventory indicates several of the cadets have ties to local businesses. Cadets have some discussions with local business owners and realize that the truck that regularly re-stocks the grocery store is empty when it leaves the community. Cadets contact the trucking company and arrange to have the recyclables shipped out regularly. After successfully solving this piece of the puzzle, the cadets enthusiastically go about planning, promoting, and implementing the community's recycling program. To demonstrate the project they give a presentation at a municipal council meeting.

Election. Through their personal inventory, cadets discover a common interest in the upcoming election so they decide to get in touch with election organizers to find out how they can help. The cadets investigate the electoral process and volunteer to register voters and work the polls on election day. During reflection, the cadets discuss what it means to them to be citizens of a democratic country. This leads to discussions about refugees fleeing from countries where they are in danger and oppressed. They decide their next community service activity will be to learn about the stories of local refugees and to host a Citizenship Ceremony.

Animal Humane Society. Upon reviewing their personal inventory, cadets recognize many of them share an interest in the welfare of animals, so they plan a trip to the local animal humane society. After discussing the need to care for pets responsibly, cadets create a brochure called “Taking Care of Your Pet”. The brochure is distributed by the humane society and, after making contacts with administration at several local schools, by the cadets who attend these schools. During the reflection activity, some cadets decide to volunteer to walk the dogs as part of their personal community service. The cadets demonstrate their project by creating a display consisting of photos of each cadet either with their pet or with an animal at the humane society. The display is posted at the humane society.



**COMMON TRAINING
PHASE ONE
INSTRUCTIONAL GUIDE**



SECTION 2

EO C102.01 – PERFORM COMMUNITY SERVICE

Total Time:

18 x 30 min

**THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO. REFER TO THE
INSTRUCTIONAL GUIDE FOR EO M102.01 (PERFORM COMMUNITY SERVICE).**

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COMMON TRAINING PHASE ONE INSTRUCTIONAL GUIDE



SECTION 1

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

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-601/PG-001, *Phase One Qualification Standard and Plan*, 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.

Cut up Scrambled Words Handout located at Attachment A into strips.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for this lesson to orient the cadets to identify responsibilities of a follower in a team and generate interest.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

The cadet shall have explained the responsibilities of a follower in a team environment.

IMPORTANCE

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

Teaching Point 1

Explain the following four responsibilities of a follower.

Time: 10 min

Method: Interactive Lecture

RESPECT THE LEADER AND OTHER TEAM MEMBERS

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

COOPERATE WITH OTHERS

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

ADMIT MISTAKES AND LEARN FROM EXPERIENCE

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

ACCEPT CONSTRUCTIVE CRITICISM

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

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

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

ANTICIPATED ANSWERS:

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

Teaching Point 2**Explain the following five responsibilities of a follower in a team**

Time: 15 min

Method: Interactive Lecture

ASSUME RESPONSIBILITY

Team members should be prepared to assume responsibility when needed. The team leader delegates duties to team members and relies on these members to be prepared and willing to take on the responsibility.

BE HONEST

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

ACCEPT OTHER TEAM MEMBERS FOR WHO THEY ARE

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

KNOW THE JOB AND BE PREPARED

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

COMMUNICATE CLEARLY WITH OTHERS

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

CONFIRMATION OF TEACHING POINT 2**QUESTIONS:**

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

ANTICIPATED ANSWERS:

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

END OF LESSON CONFIRMATION

ACTIVITY

Time: 5 min

OBJECTIVE

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

RESOURCES

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

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

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

SAFETY

Nil.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

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

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

C3-038 Campbell, R. (2006). *Leadership: Getting it done*. Retrieved 16 Mar 06, from <http://www.ssu.missouri.edu/faculty/rcampbell/leadership/chapter5.htm>.

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SCRAMBLED WORDS

CERPTES HET DERLEA NDA EHORT AETM BESMERM

RPCOEAEOT TWHI TSERSON

IAMTD STSAKIEM DNA RLENA MFOR XRPEIECNEE

PCETCA SRUCONTTIVEC IISCTMRC

SUSAME YEBPISONSILRIT

EB TENHOS

EACTCP HTROE AEMT ESMBRME OFR HWO YEHT RAE

NOWK ETH BOJ NAD EB PPRDREAE

MAOCMUENCIT LYEACRL TIHW EHORST



COMMON TRAINING PHASE ONE INSTRUCTIONAL GUIDE



SECTION 2

EO M103.02 – MAP A PERSONAL GOAL FOR THE TRAINING YEAR

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-601/PG-001, *Phase One Qualification Standard and Plan*, 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 SMART Goal handout located at Attachment A for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TP1 as it is an effective way to generate interest and motivate the cadets to set personal goals for themselves.

An in-class activity was chosen for TP2 as it is an interactive way to provoke thought and stimulate interest among cadets.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of the lesson, the cadets will have mapped a personal goal for the training year.

IMPORTANCE

It is important for cadets to set goals that will encourage personal development and motivate them to complete tasks.

Teaching Point 1**Explain the concept of goal setting.**

Time: 10 min

Method: Interactive Lecture

DEFINITION OF A GOAL

A goal is an aim an individual or group works toward; an object of ambition / effort.

DIFFERENCE BETWEEN SHORT-TERM AND LONG-TERM GOALS

Short-term goals are those that can be met in a short period of time and are often set to achieve long-term goals. For example, if an individual strives to run five kilometers by the end of the year, their short-term goal could be to run two kilometers within two months. By setting achievable short-term goals, individuals can measure their progress in the pursuit of their long-term goals.

HOW TO DEVELOP GOALS

Goals should be set with a specific purpose in mind. They should be measurable and achievable, allowing individuals to track progress. A goal should be something an individual can be motivated toward achieving.

SMART GOAL SETTING

Distribute the SMART Goal handout located at Attachment A. Discuss with the cadets what each letter in “SMART” represents and give an example of a SMART goal.

Cadets should set a specific goal to work toward. The acronym SMART is a tool the cadets may find useful.

S stands for specific: the aim of the goal must be precisely defined.

M stands for measurable: identify a standard against which to assess achievement.

A stands for attainable: ensure needed resources are accessible for accomplishing the goal.

R stands for realistic: ensure the goal is worthwhile for the cadet.

T stands for timely: the completion date of the goal.

Ask the following questions to the cadets to help elicit SMART goals:

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

Measurable. How often will I work toward my goal? How long will I work at activities that help me to meet my goal? How can I track my progress in meeting my goal? Measuring your progress will help you to track your success and maintain motivation.

Attainable. How can I reach my goal? Are there people who can help me reach my goal? Do I have any attitudes that I need to change in order to meet my goal? Identifying the resources and supports that are available to help meet a goal is important to keep you on track.

Realistic. Can I really reach my goal? Is my goal too big? Would a smaller goal be more realistic and help me ensure success? Running a marathon is a big goal and one that will not likely be achieved by many; however, joining a running club or running smaller distances may be realistic attainable goals.

Timely. When will I start to work on my goal? When do I want to have my goal completed? Goals are more effective if they have time associated with them.



SMART Goal Example

SMART GOAL: By the Commanding Officer's (CO's) parade in December, I will have all of my badges sewn onto my uniform in the correct positions.

Specific: I will have all my badges sewn onto my uniform in the correct positions. I will not have any loose threads.

Measurable: I will get a copy of the dress instructions that show where badges will be sewn onto the uniform. I will ask my mom to help me sew the badges onto my uniform. I will work on my sewing every Thursday night until all the badges are sewn correctly. I will meet my Divisional Petty Officer the week before the December CO's parade to make sure my badges are sewn onto my uniform in the correct positions. I will spend the Monday night before CO's parade correcting any errors my Divisional Petty Officer finds with the badges on my uniform.

Attainable: I will check with my fellow Phase One cadets to ensure my uniform is correct. I will also seek advice from my Divisional Petty Officer.

Timely: I will start at this week's parade night by asking for a copy of the dress instructions. I will work at completing my goal each Thursday night until CO's parade.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What is a goal?
- Q2. What is the difference between short-term and long-term goals?
- Q3. What is SMART?

ANTICIPATED ANSWERS

- A1. A goal is an aim an individual or group works toward; an object of ambition / effort.
- A2. Short-term goals are those that can be met in a short period of time and are often set to achieve long-term goals.
- A3. Specific, measurable, attainable, realistic, and timely.

Teaching Point 2**Conduct a goal mapping activity.**

Time: 15 min

Method: In-Class Activity

ACTIVITY**OBJECTIVE**

The objective of this activity is to have the cadets map a personal goal for the training year.

RESOURCES

- SMART Goal handout located at Attachment A, and
- Pen / Pencil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have the cadets brainstorm and record on flipchart paper a list of achievable training year goals.
2. Have each cadet pick a goal from the list.
3. Have the cadets complete the SMART Goal handout based on their identified goal.
4. Check that each cadet has completed the form.
5. Cadets will keep their completed form.

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 will serve as the confirmation of the lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

You will have many opportunities to set goals in the cadet program. When you set goals remember to be SMART!

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

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C0-022 ISBN 0-02864-207-4 Cole, K. (2002). *The Complete Idiot's Guide to Clear Communication*. Indianapolis, IN: Alpha Books.

C0-431 Health Canada. (2011). *Eat Well and Be Active Education Toolkit*. Retrieved September 29, 2011, from <http://hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/toolkit-trousse/plan-3a-eng.php>

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SMART Goal

	Definition	My Smart Goal
Specific	What do I want to do? What specific activity, or activities, can you do to help you reach your goal? Your goal should be concise and focused on one specific outcome (your goal cannot be too vague).	
Measurable	How much and how often will I do it? How often will I work toward my goal? How long will I work at activities that help me to meet my goal? How can I track my progress in meeting my goal? Measuring your progress will help you to track your success and maintain motivation.	
Attainable	How will I do it? How can I reach my goal? Are there people who can help me reach my goal? Do I have any attitudes that I need to change in order to meet my goal? Identifying the resources and supports that are available to help meet a goal is important to keep you on track.	
Realistic	Can I do it? Can I really reach my goal? Is my goal too big? Would a smaller goal be more realistic and help me ensure success? Large goals can be broken down into smaller goals that are more easily obtained and tracked.	
Timely	When will I do it? When will I start to work on my goal? When do I want to have my goal completed? Goals are more effective if they have time associated with them.	

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**COMMON TRAINING
PHASE ONE
INSTRUCTIONAL GUIDE**



SECTION 3

EO M103.03 – PARTICIPATE IN TEAMBUILDING ACTIVITIES

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-601/PG-001, *Phase One Qualification Standard and Plan*, 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 an OHP has been set-up.

Bring paper and pens for group work.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An in-class activity was chosen for TPs 1–3 as it is an interactive way to present team building activities and the learning objective.

A group discussion was chosen for TP4 as it allows the cadet to interact with their peers and share their knowledge, opinions and feelings about the advantages and characteristics of a successful team.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

The cadet shall participate in teambuilding activities and discuss the characteristics and advantages of a successful team.

IMPORTANCE

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

Teaching Point 1**Conduct the teambuilding activity “the Human Knot.”**

Time: 10 min

Method: In-Class Activity

BACKGROUND KNOWLEDGE

CHARACTERISTICS OF A SUCCESSFUL TEAM

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

ADVANTAGES OF EFFECTIVE TEAMWORK

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

ACTIVITY**OBJECTIVE**

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



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

RESOURCES

Nil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the class into groups of approximately 10 cadets.
2. Direct each group to stand in a circle and place their right hand in the centre and take the hand of anyone except the person on either side of them.
3. Have them do the same with their left hands.
4. Explain to the cadets that they must not let go of their hands, and that their job is to work together to untangle the “Human Knot.”

SAFETY

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

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2**Conduct the teambuilding activity “Memory.”**

Time: 10 min

Method: In-Class Activity

ACTIVITY**OBJECTIVE**

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

RESOURCES

- Collage found in Attachment A.
- Overhead projector.
- Pens.
- Paper.
- Whiteboard/flip chart.
- Markers.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Place a copy of the collage found in Attachment A on the OHP.
2. Turn the OHP on and have the cadets observe the overhead for 15 seconds.
3. After 15 seconds turn the OHP off and have the cadets individually write down as many items as they can recall.
4. After approximately two minutes record on the board/flipchart the number of items recalled on an individual basis.
5. Split the cadets into two groups and have them compile a group list of items they recall.
6. After two minutes compare the individual results to the group results.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3

Conduct the teambuilding activity "Silent Birthdays."

Time: 10 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

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

RESOURCES

- Paper; and
- Pens.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTION

1. Direct the cadets to line up in birth order from oldest to youngest by not talking to one another.
2. If the task becomes daunting for the cadets provide a method to assist them (eg, using pens and paper).
3. The pens and paper can be laid out on a table in the vicinity of the activity.
4. When the time is up, starting at the beginning of the line, have each cadet state his or her birthday to see if the task was successful.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 3

The cadet's participation in the activity will serve as the confirmation of the TP.

Teaching Point 4

Lead a discussion on the characteristics of a successful team.

Time: 20 min

Method: Group Discussion

DISCUSSION QUESTIONS



TIPS FOR ANSWERING/FACILITATING DISCUSSION:

- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

SUGGESTED QUESTIONS:

- Q1. What advantages of teamwork were noticed while engaging in the activities?
- Q2. What things made the team successful in the activities?
- Q3. What things were frustrating throughout the activities?
- Q4. Why do you think teamwork is important?



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

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

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

INSTRUCTOR NOTES / REMARKS

Nil.

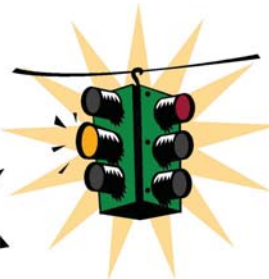
REFERENCES

C0-003 ISBN 0-943210-44-5 Pike, B., & Busse, C. (1995). *101 more games for trainers*. Minneapolis, MN: Lakewood Publishing.

C0-004 ISBN 1-58062-577-0 McClain, G., & Romaine, D.S. (2002). *The everything managing people book*. Avon, MA: Adams Media.

C0-005 ISBN 0-07-046414-6 Scannell, E.E., & Newstrom, J. W. (1994). *Even more games trainers play*. New York: McGraw-Hill.

MEMORY COLLAGE



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**COMMON TRAINING
PHASE ONE
INSTRUCTIONAL GUIDE**



SECTION 4

EO C103.01 – PARTICIPATE IN ICEBREAKER 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-601/PG-001, *Phase One Qualification Standard and Plan*, 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 all materials listed in the resource section of each activity.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An in-class activity was chosen for TPs 1 to 3 as it is an interactive way to present icebreaker activities and the learning objective.

A group discussion was chosen for TP 4 as it allows the cadets to interact with their peers and share their knowledge, opinions and feelings about icebreaker activities.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

The cadet shall participate in icebreaker activities in order to become familiar with other cadets in the group.

IMPORTANCE

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

Teaching Point 1**Conduct the icebreaker activity “True Confession Toothpicks.”**

Time: 5 min

Method: In-Class Activity

BACKGROUND KNOWLEDGE

ICEBREAKERS

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

ACTIVITY**OBJECTIVE**

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

RESOURCES

- Large amount of toothpicks.

ACTIVITY LAYOUT

A circle classroom arrangement may be appropriate for this activity.

ACTIVITY INSTRUCTIONS

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

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2**Conduct the icebreaker activity “Two Truths and a Lie.”**

Time: 5 min

Method: In-Class Activity

ACTIVITY**OBJECTIVE**

The objective of this activity is to get cadets thinking about differences and similarities between themselves and others.

RESOURCES

Nil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide cadets into groups of four;
2. Cadets will brainstorm three characteristics that make every cadet in the group the same;
3. Cadets will brainstorm three characteristics that make every cadet in the group different;
4. Each group of cadets peer share their similarities and their differences with the rest of the class.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3**Conduct the icebreaker activity “Self Disclosure Introductions.”**

Time: 5 min

Method: In-Class Activity

ACTIVITY**OBJECTIVE**

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

RESOURCES

Nil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTION

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

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 3

The cadet's participation in the activity will serve as the confirmation of the TP.

Teaching Point 4

Lead a group discussion on the effectiveness of the icebreakers in introducing themselves to each other.

Time: 10 min

Method: Group Discussion

DISCUSSION QUESTIONS



TIPS FOR ANSWERING/FACILITATING DISCUSSION:

- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

SUGGESTED QUESTIONS:

- Q1. Did the tasks help you introduce yourselves to one another?
- Q2. Did the activity help include everyone in the team environment?
- Q3. How did you feel about the others in the group after the activity was completed?



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

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

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

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

C0-003 ISBN 0-943210-44-5 Pike, B and Busse, C. (1995) *101 more games for trainers*. Minneapolis, MN: Lakewood Books.

C0-028 ISBN 0-07-046513-4 Newstrom, J and Scannell, E. (1998). *The big book of teambuilding games*. New York, NY: McGraw-Hill.

C0-029 ISBN 0-7872-4532-1 Cain, J and Jolliff, B. (1998). *Teamwork and teamplay*. Brockport, NY: Kendall/Hunt.

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COMMON TRAINING
PHASE ONE
INSTRUCTIONAL GUIDE



SECTION 5

EO C103.02 – PARTICIPATE IN SELF-INTRODUCTIONS

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-601/PG-001, *Phase One Qualification Standard and Plan*, 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 all materials listed in the resource section of each activity.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An in-class activity was chosen for TP 1 as it is an interactive way to reinforce self-introductions and to provoke thought and stimulate interest among cadets.

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

The cadet shall introduce themselves to the group.

IMPORTANCE

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

Teaching Point 1**Conduct a self-introduction activity.**

Time: 15 min

Method: In-Class Activity

BACKGROUND KNOWLEDGE

COMMUNICATION

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

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

ACTIVITY**OBJECTIVE**

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

RESOURCES

- White board with markers,
- Pen,; and
- Paper.

ACTIVITY LAYOUT

If the class is big, divide the group into smaller groups and use assistant instructors to facilitate the introductions.

ACTIVITY INSTRUCTIONS

1. Have each cadet stand in front of the class and present a short introduction.
2. The introduction should include information such as:
 - a. their name;
 - b. what school they attend;
 - c. what grade they are in;
 - d. why they joined cadets;
 - e. their hobbies;
 - f. their interests; and
 - g. their general career ambitions.
3. Write this list on the board for the cadets to reference during the introduction.

4. Give the cadets two minutes to write some notes to use during the introduction.
5. Each introduction should be no more than two minutes in length.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2

Lead a discussion on the importance of the self-introduction activity in regards to developing communication skills.

Time: 10 min

Method: Group Discussion

DISCUSSION QUESTIONS



TIPS FOR ANSWERING/FACILITATING DISCUSSION:

- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

SUGGESTED QUESTIONS:

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



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

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

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

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

C0-021 ISBN 1-58062-513-4 Adams, B. (2001). *The everything leadership book*. Avon, MA: Adams Media.



**COMMON TRAINING
PHASE ONE
INSTRUCTIONAL GUIDE**



SECTION 6

EO C103.03 – PARTICIPATE IN TEAMBUILDING 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-601/PG-001, *Phase One Qualification Standard and Plan*, 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 all materials listed in the resource section of each activity.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An in-class activity was chosen for TPs 1 and 3 as it is an interactive way to present team building activities and the learning objective.

A group discussion was chosen for TPs 2 and 4 as it allows the cadet to interact with their peers and share their knowledge, opinions and feelings about teamwork.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

The cadet shall participate in teambuilding activities and discuss the characteristics and advantages of a successful team.

IMPORTANCE

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

Teaching Point 1**Conduct the teambuilding activity “Jigsaw.”**

Time: 5 min

Method: In-Class Activity

BACKGROUND KNOWLEDGE

CHARACTERISTICS OF A SUCCESSFUL TEAM

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

ADVANTAGES OF EFFECTIVE TEAMWORK

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

ACTIVITY**OBJECTIVE**

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

RESOURCES

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

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Select a suitable picture puzzle (Attachment A).
2. Break the puzzle into nine connectable subsets (so the subsets can be connected to each other)
3. Distribute the subsets to each participant (divide cadets into groups if there are more than 9 participants).
4. Have the cadets assemble the subsets of the puzzle.
5. After the subsets are assembled, have the cadets come together to join the subsets and form the full picture.
6. Set a challenging time limit for the activity and play energizing music to create a sense of urgency.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2

Lead a discussion on how the cadets viewed the Jigsaw game in terms of how it fostered teamwork.

Time: 5 min

Method: Group Discussion

DISCUSSION QUESTIONS**TIPS FOR ANSWERING/FACILITATING DISCUSSION:**

- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

SUGGESTED QUESTIONS:

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

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3

Conduct the teambuilding activity "Alphabetically."

Time: 10 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

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

RESOURCES

- Blindfolds (optional)

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTION

1. Begin with the cadets sitting or standing in random locations throughout the activity area with their eyes closed (or blindfolds on).
2. Direct one cadet to say the first letter of the alphabet.
3. The remainder of the cadets must now state the remaining letters in order without ever having two cadets saying the same letter at the same time.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 3

The cadet's participation in the activity will serve as the confirmation of the TP.

Teaching Point 4**Lead a discussion on the characteristics of a successful team.**

Time: 20 min

Method: Group Discussion

DISCUSSION QUESTIONS**TIPS FOR ANSWERING/FACILITATING DISCUSSION:**

- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

SUGGESTED QUESTIONS:

- Q1. Did the group try to use any non-verbal clues to determine the order within the group? If so, what were they and did they assist in completing the task?
- Q2. What makes this activity so difficult?
- Q3. If a pattern was created, was the activity then easier to complete?
- Q4. Was the activity easier to complete with eyes open? If so, why?
- Q5. How did you feel about the individual contribution that each cadet made?



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

END OF LESSON CONFIRMATION

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

CONCLUSION**HOMEWORK / READING / PRACTICE**

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

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

INSTRUCTOR NOTES / REMARKS

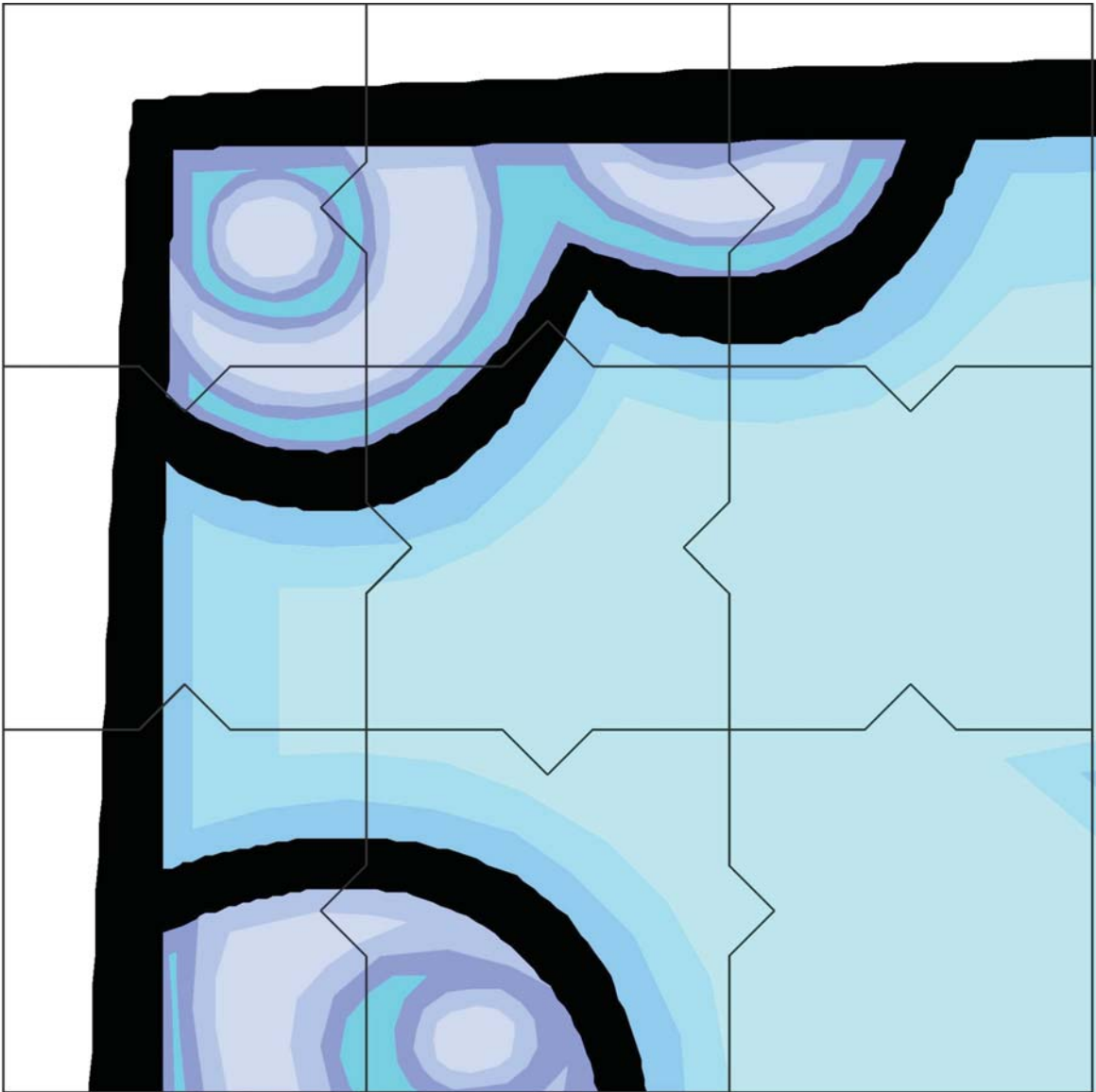
Nil.

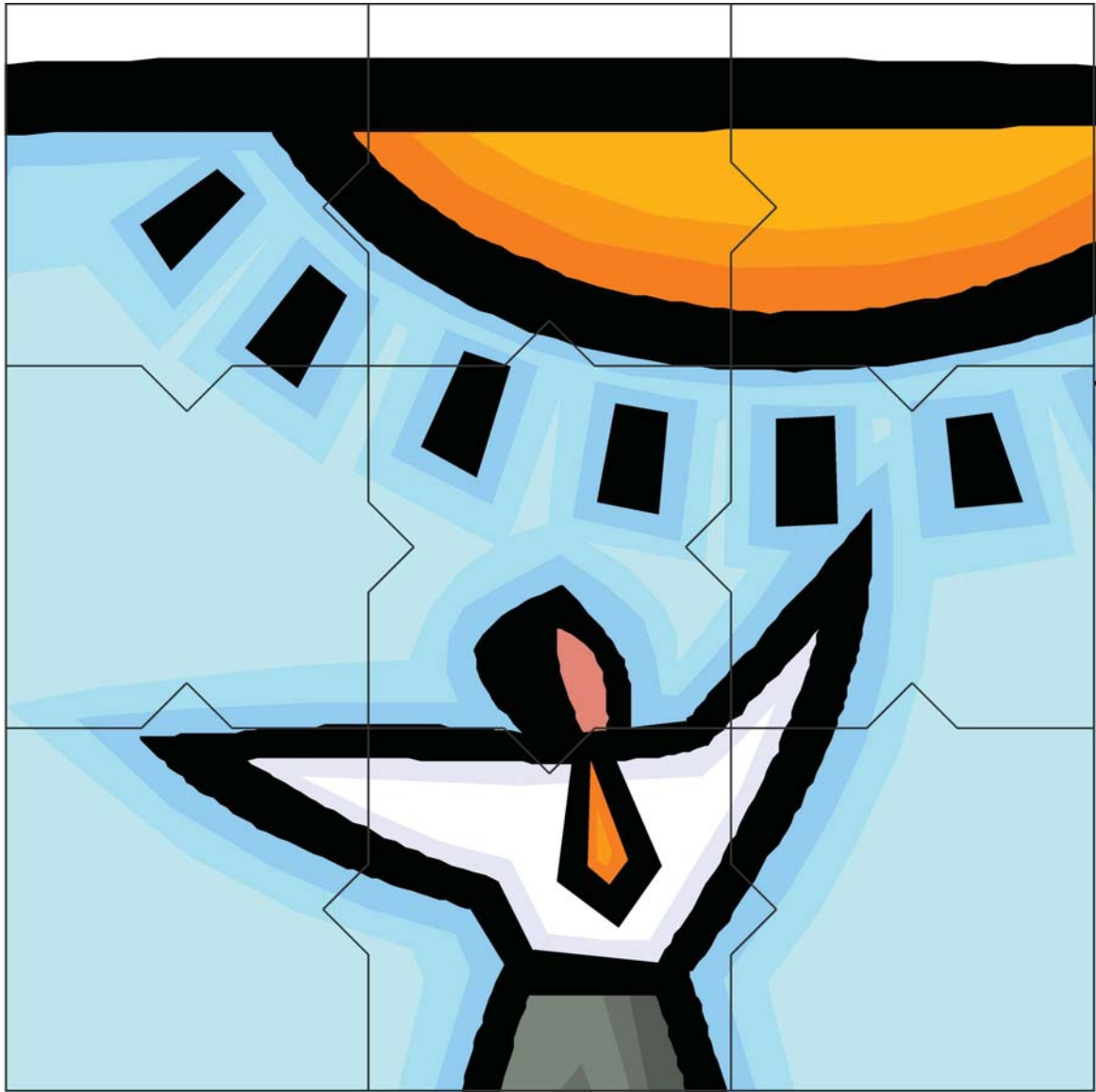
REFERENCES

C0-028 ISBN 0-07-046513-4 Newstrom, J and Scannell, E. (1998). *The big book of teambuilding games*. New York, NY: McGraw-Hill.

C0-029 ISBN 0-7872-4532-1 Cain, J and Jolliff, B. (1998). *Teamwork and teamplay*. Brockport, NY: Kendall/Hunt.

PUZZLES







COMMON TRAINING PHASE ONE INSTRUCTIONAL GUIDE



SECTION 1

EO M104.01 – DESCRIBE PHYSICAL ACTIVITY AND SEDENTARY BEHAVIOUR GUIDELINES

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-601/PG-001, *Phase One Qualification Standard and Plan*, 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 *Canadian Physical Activity Guidelines* located at Attachment A and the *Canadian Sedentary Behaviour Guidelines* located at Attachment B for each cadet.

Cut out the physical activities and sedentary behaviours located at Attachment C and place them into an opaque container or bag for the activity in TP 3.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TPs 1 and 2 to orient the cadets to the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines* and generate interest.

An in-class activity was chosen for TP 3 as it is an interactive way to provoke thought and stimulate interest in physical activity among cadets.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to describe the time guidelines for physical activity outlined in the *Canadian Physical Activity Guidelines*, and describe the time limitations for sedentary behaviour outlined in the *Canadian Sedentary Behaviour Guidelines*.

IMPORTANCE

It is important for cadets to know the guidelines related to physical activity and sedentary behaviour so they can incorporate these guidelines into daily life, strive to become more physically active, and avoid long-term health issues related to inactivity.

Teaching Point 1

Introduce the *Canadian Physical Activity Guidelines*, focusing on the recommended daily time for physical activities.

Time: 5 min

Method: Interactive Lecture



Ask the cadets to estimate how many minutes per day each currently spends engaging in physical activity.

Physical Activity Guidelines

The *Canadian Physical Activity Guidelines* specify that youth aged 12–17 years should get at least 60 minutes of moderate- to vigorous-intensity physical activity daily.



Moderate- to Vigorous-intensity Physical Activity (MVPA). Activities that increase the heart rate enough to make teens sweat and breath harder, such as swimming, jogging, and skipping rope.



Being active for at least 60 minutes per day can help teens improve their health, do better in school, grow stronger, feel happier, and improve their self-confidence.



Distribute the *Canadian Physical Activity Guidelines* located at Attachment A to each cadet.



Conduct a brainstorming session on how the cadets can incorporate 60 minutes of physical activity into each day.

CONFIRMATION OF TEACHING POINT 1**QUESTIONS:**

Q1. What is the minimum amount of time youth should be physically active each day?

ANTICIPATED ANSWERS:

A1. Youth aged 12–17 years should be physically active a minimum of 60 minutes each day.

Teaching Point 2

Introduce the *Canadian Sedentary Behaviour Guidelines*, focusing on the recommended daily limit for recreational screen time.

Time: 5 min

Method: Interactive Lecture



Ask the cadets to estimate how many hours per day each currently spends engaging in recreational screen time.

Sedentary Behaviour Guidelines

The *Canadian Sedentary Behaviour Guidelines* state that youth aged 12–17 years should limit recreational screen time to no more than two hours per day.



Sedentary behaviour can include sitting for long periods of time, watching television, playing passive video games, playing on the computer, and using motorized transportation (such as the bus or a car).



Limiting recreational screen time to no more than two hours per day is associated with additional health benefits such as maintaining a healthy body weight.



Distribute the *Canadian Sedentary Behaviour Guidelines* located at Attachment B to each cadet.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

Q1. What is the recommended daily limit for recreational screen time for youth aged 12–17 years?

ANTICIPATED ANSWERS:

A1. Youth aged 12–17 years should limit their recreational screen time to two hours per day or less.

Teaching Point 3

Conduct an activity where the cadets will become familiar with the *Canadian Physical Activity Guidelines* and the *Canadian Sedentary Behaviour Guidelines*.

Time: 15 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is for the cadets to become familiar with the *Canadian Physical Activity Guidelines* and the *Canadian Sedentary Behaviour Guidelines*.

RESOURCES

Physical activities and sedentary behaviours located at Attachment C.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into two teams.
2. Have one cadet from each team randomly choose a physical activity / sedentary behaviour from the container / bag.
3. Have the cadets silently act out the physical activity / sedentary behaviour and give their teams a time limit (eg, 30 seconds) to guess what behaviour they are mimicking.
4. Reinforce how each physical activity / sedentary behaviour relates to the *Canadian Physical Activity Guidelines* and the *Canadian Sedentary Behaviour Guidelines*.
5. Repeat Steps 2–5 until all of the physical activities / sedentary behaviours have been guessed.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 3

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

END OF LESSON CONFIRMATION**QUESTIONS:**

- Q1. What is the minimum amount of time youth should be physically active each day?
- Q2. What is the recommended daily limit for recreational screen time for youth aged 12–17 years?

ANTICIPATED ANSWERS:

- A1. Youth aged 12–17 years should be physically active a minimum of 60 minutes each day.
- A2. Youth aged 12–17 years should limit their recreational screen time to two hours per day or less.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Meeting the minimum requirements outlined in the *Canadian Physical Activity Guidelines* and the *Canadian Sedentary Behaviour Guidelines* can help you:

- improve your health;
- do better in school;
- improve your fitness;
- grow stronger;
- have fun being active with friends;
- feel happier;
- maintain a healthy body weight;
- improve your self-confidence; and
- learn new skills.

INSTRUCTOR NOTES / REMARKS

Colour copies of the *Canadian Physical Activity Guidelines* and the *Canadian Sedentary Behaviour Guidelines* can be accessed and printed at www.csep.ca/guidelines

REFERENCES

C0-508 Canadian Society for Exercise Physiology. (2011). *Canadian Sedentary Behaviour Guidelines*. Retrieved May 1, 2011, from <http://www.csep.ca>

C0-509 Health Canada. (2011). *Physical activity*. Retrieved May 1, 2011 from <http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/index-eng.php>

Canadian Physical Activity Guidelines

FOR YOUTH - 12 – 17 YEARS

Guidelines



For health benefits, youth aged 12-17 years should accumulate at least 60 minutes of moderate- to vigorous-intensity physical activity daily. This should include:



Vigorous-intensity activities at least 3 days per week.



Activities that strengthen muscle and bone at least 3 days per week.



More daily physical activity provides greater health benefits.

Let's Talk Intensity!

Moderate-intensity physical activities will cause teens to sweat a little and to breathe harder. Activities like:

- Skating
- Bike riding

Vigorous-intensity physical activities will cause teens to sweat and be 'out of breath'. Activities like:

- Running
- Rollerblading

Being active for at least 60 minutes daily can help teens:

- Improve their health
- Do better in school
- Improve their fitness
- Grow stronger
- Have fun playing with friends
- Feel happier
- Maintain a healthy body weight
- Improve their self-confidence
- Learn new skills

Parents and caregivers can help to plan their teen's daily activity. Teens can:

- ☒ Walk, bike, rollerblade or skateboard to school.
- ☒ Go to a gym on the weekend.
- ☒ Do a fitness class after school.
- ☒ Get the neighbours together for a game of pick-up basketball, or hockey after dinner.
- ☒ Play a sport such as basketball, hockey, soccer, martial arts, swimming, tennis, golf, skiing, snowboarding...

Now is the time. 60 minutes a day can make a difference.

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Canadian Sedentary Behaviour Guidelines

FOR YOUTH - 12 – 17 YEARS

Guidelines

For health benefits, youth aged 12–17 years should minimize the time they spend being sedentary each day. This may be achieved by



Limiting recreational screen time to no more than 2 hours per day; lower levels are associated with additional health benefits.



Limiting sedentary (motorized) transport, extended sitting and time spent indoors throughout the day.

The lowdown on the slowdown: what counts as being sedentary?

Sedentary behaviour is time when teens are doing very little physical movement. Some examples are:

- Sitting for long periods
- Using motorized transportation (such as a bus or a car)
- Watching television
- Playing passive video games
- Playing on the computer

Spending less time being sedentary can help teens:

- Maintain a healthy body weight
- Improve their self-confidence
- Do better in school
- Improve their fitness
- Have more fun with their friends
- Have more time to learn new skills

Cutting down on sitting down. Help teens swap sedentary time with active time!



**Now is the time for teens to get
up and get moving!**

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Skating
Running
Rollerblading
Bike Riding
Walking
Skateboarding
Cross-Country Skiing
Basketball
Tennis
Snowboarding

Laying on the Couch

Sitting on a Bus

Watching Television

Playing Passive Video Games

Reading a Book

Playing Card Games

Playing on the Computer

Sitting in Class

Taking a Nap

Sitting and Chatting with Friends



**COMMON TRAINING
PHASE ONE
INSTRUCTIONAL GUIDE**



SECTION 2

EO M104.02 – TRACK PARTICIPATION IN PHYSICAL 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-601/PG-001, *Phase One Qualification Standard and Plan*, 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 two copies of the Physical Activity Tracker located at Attachment A for each cadet.

Photocopy a scenario located at Attachment B for each pair of cadets.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TP 1 to orient the cadets to the Physical Activity Tracker and generate interest.

An in-class activity was chosen for TP 2 as it is an interactive way to provoke thought and stimulate interest in tracking physical activity among cadets.

INTRODUCTION

REVIEW

QUESTIONS:

- Q1. What is the minimum amount of time youth should be physically active each day?
- Q2. What is the recommended daily limit for recreational screen time for youth aged 12–17 years?

ANTICIPATED ANSWERS:

- A1. Youth aged 12–17 years should be physically active a minimum of 60 minutes each day.
- A2. Youth aged 12–17 years should limit their recreational screen time to two hours per day or less.

OBJECTIVES

By the end of this lesson the cadet shall be expected to track participation in physical activities.

IMPORTANCE

It is important for cadets to track participation in physical activities to become aware of how much time they spend being physically active. Cadets can then compare their results with the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines*, identify areas for improvement, and identify strategies for becoming more physically active and less sedentary. Becoming more physically active and less sedentary will help cadets avoid long-term health issues related to inactivity.

Teaching Point 1**Explain how to use the Physical Activity Tracker.**

Time: 5 min

Method: Interactive Lecture



Distribute two copies of the Physical Activity Tracker located at Attachment A to each cadet.



Cadets will be expected to use the Physical Activity Tracker to track their daily physical activity for four weeks.

PHYSICAL ACTIVITY TRACKER

The purpose of the Physical Activity Tracker is to help track participation in moderate- to vigorous-intensity physical activities (MVPA) so cadets become aware of how much time they spend being physically active. Cadets can then compare their results with the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines*, identify areas for improvement, and identify strategies for becoming more physically active and less sedentary. Becoming more physically active and less sedentary will help cadets avoid long-term health issues related to inactivity.



Moderate- to Vigorous-intensity Physical Activity (MVPA). Activities that increase the heart rate enough to make teens sweat and breath harder, such as swimming, jogging, and skipping rope.

Physical Activity Time

Check off or colour in the circle (time) that is closest to the amount of time spent doing MVPA.

Physical Activity List

List the physical activities participated in that day.

Recreational Screen Time

The bottom box refers to recreational screen time. Check off or colour the happy face if less than two hours were spent participating in recreational screen time, or the sad face if more than two hours were spent participating in recreational screen time.



Recreational screen time does not include playing active video games or doing homework on a computer.

Signature Blocks

The cadet and supervisor are to formally verify that the information recorded on the Physical Activity Tracker is correct at the end of the first two weeks and again at the end of the last two weeks. By signing the signature block the cadet and supervisor are testifying that the information is accurate and complete to the best of their knowledge.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. What is the purpose of the Physical Activity Tracker?
- Q2. What information is entered in the Physical Activity List box?
- Q3. When can the happy face be checked off or coloured in the Recreational Screen Time box?

ANTICIPATED ANSWERS:

- A1. To help track participation in physical activities, and to try to meet the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines*.
- A2. The physical activities participated in.
- A3. When less than two hours were spent participating in recreational screen time.

Teaching Point 2

Conduct an activity where the cadets will, in pairs, practice completing the Physical Activity Tracker.

Time: 20 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets practice using the Physical Activity Tracker.

RESOURCES

- Physical Activity Tracker located at Attachment A, and
- Scenarios located at Attachment B.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into pairs.
2. Distribute a scenario to each pair.
3. Have the cadets complete Week 1 on the Physical Activity Tracker using the scenario.
4. Review the results on the Physical Activity Trackers with the cadets.

SAFETY

Nil.

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 using the Physical Activity Tracker will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Have the cadets track their participation in MVPA using the Physical Activity Tracker for the next four weeks.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

It is important to be conscious of the time spent participating in physical activities, and to try to meet the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines*. Being physically active will help to prevent long-term health issues related to inactivity.

INSTRUCTOR NOTES / REMARKS

Over the next four weeks, check in with the cadets regularly, reminding them to track their participation in physical activities and assisting them with any difficulties they encounter.

REFERENCES

C0-508 Canadian Society for Exercise Physiology. (2011). *Guidelines*. Retrieved May 1, 2011, from <http://www.csep.ca>

C0-509 Health Canada. (2011). *Physical activity*. Retrieved May 1, 2011 from <http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/index-eng.php>

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PHYSICAL ACTIVITY TRACKER



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90
	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List
Week 1	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹
	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90
	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List
Week 2	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹
Cadet's Signature: _____ Date: _____ Supervisor's Signature: _____ Date: _____							



PHYSICAL ACTIVITY TRACKER



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Week 3	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90
	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List
	Less than 2 hours of recreational screen time 😊 😐 😞	Less than 2 hours of recreational screen time 😊 😐 😞	Less than 2 hours of recreational screen time 😊 😐 😞	Less than 2 hours of recreational screen time 😊 😐 😞	Less than 2 hours of recreational screen time 😊 😐 😞	Less than 2 hours of recreational screen time 😊 😐 😞	Less than 2 hours of recreational screen time 😊 😐 😞
	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90
Week 4	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List
	Less than 2 hours of recreational screen time 😊 😐 😞	Less than 2 hours of recreational screen time 😊 😐 😞	Less than 2 hours of recreational screen time 😊 😐 😞	Less than 2 hours of recreational screen time 😊 😐 😞	Less than 2 hours of recreational screen time 😊 😐 😞	Less than 2 hours of recreational screen time 😊 😐 😞	Less than 2 hours of recreational screen time 😊 😐 😞
	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90
	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List

Cadet's Signature: _____

Date: _____

Supervisor's Signature: _____

Date: _____

ACTIVITY SCENARIOS

Scenario 1

Cadet Johnston is a fairly active year one cadet. He enjoys riding his bike and playing outside with his friends.

On Monday, he rode his bike for 45 minutes. He played games on the computer for one hour before having supper.

On Tuesday, he had baseball practice for two hours that evening. He did not have time for TV or computer games because he was busy at baseball practice.

On Wednesday, he played soccer with his friends for one hour, and jogged to and from school, which is approximately 15 minutes each way. He watched three of his favourite TV shows, which took 1.5 hours.

On Thursday, he only walked to and from school. After school he played computer games for one hour and watched TV for two hours.

On Friday, he jogged to and from school again. He played an active video game after school for two hours, and then watched one hour of TV.

On Saturday, Cadet Johnston had a baseball tournament that lasted 4 hours. He fell asleep almost immediately after returning home from the tournament.

On Sunday, he watched movies and played computer games all afternoon. After supper he spent two hours doing homework.

Scenario 2

Cadet Smith likes to spend her free time reading and chatting with her friends on the computer.

On Monday, she played basketball in gym class for 30 minutes. After school she read for an hour and then spent the rest of the evening on the computer chatting with friends.

On Tuesday, she went jogging with the dog for about 15 minutes. When she returned she got on the computer to chat with her friends, which lasted approximately one hour.

On Wednesday, she walked to the bus stop and back. After school she read for an hour and then met up with her friends at the mall.

On Thursday, she played volleyball after school as part of an intramural team for one hour. When she got home, she retreated to her bedroom and curled up with her book for a couple of hours.

On Friday it was raining and Cadet Smith's mother was kind enough to drive her to school. After school, she chatted with her friends on the computer for most of the evening.

On Saturday, she went skating with her friends for approximately two hours. When she returned she warmed up by curling up with her book for a couple of hours.

On Sunday, she stayed home and finished her book.

Scenario 3

Cadet Buckley loves sports. He plays intramurals and is a member of the basketball and hockey teams at his school.

On Monday, he took the bus to and from school. At lunch time he played intramural soccer, which lasted about 45 minutes. After school he had basketball practice for two hours. When he got home, he was tired so he played video games for an hour and then watched two hour-long television shows.

On Tuesday, he took the bus to and from school. After school he had hockey practice for about one hour. When he got home he watched an hour of television and then decided to play an active video game for approximately one and a half hours.

On Wednesday, he took the bus to and from school. That day he had a hockey tournament, where he spent approximately four hours playing hockey. When he got home he spent the evening on the computer writing a paper for school.

On Thursday, he took the bus to and from school. At lunch time he played intramural floor hockey, which lasted about 45 minutes. After school he had to spend the evening finishing a paper he had been writing, which was due on Friday.

On Friday, he took the bus to and from school. After school he played an active video game for an hour. Later that evening he went to see a 2.5-hour movie with his friends.

On Saturday morning, Cadet Buckley was up early to head to hockey practice for two hours. After hockey practice he played video games for an hour. He then headed out to meet up at a friend's house to hang out for the afternoon.

On Sunday, he was tired and slept in for most of the morning. That afternoon he headed to the local rink to go skating with friends for a couple of hours. Following this he got caught up with his friends on a social network on his computer for a couple of hours before getting to his homework.

Scenario 4

Cadet Shutter is a shy first year cadet. She enjoys spending time with her friends.

On Monday, she took the bus to and from school. She had band practice for an hour after school. When she was finished band practice, she met up with her friends at the mall where they wandered around for a couple of hours before going home. When she returned home she spent an hour on the computer doing her homework.

On Tuesday, she took the bus to and from school. After school she went swimming at the local recreation centre with her friends for an hour. When she returned home, she browsed the internet for a couple of hours.

On Wednesday, she took the bus to and from school. After school she spent the evening working on an assignment for school that was due on Thursday.

On Thursday, she missed the bus and didn't have a way to get to school that day. She spent the day reading a book and watching television.

On Friday, she was on time and took the bus to and from school. After school she had one of her friends over for a sleep-over and they played an active video game for a couple of hours.

On Saturday, she went to the library to do some research for an upcoming school project. Following this, she met her friends at the mall and wandered around for the afternoon. That evening, she went for a walk with her mom.

On Sunday, she went to visit her grandparents, where she spent the day baking cookies for an upcoming bake sale that her grandmother was participating in.

Scenario 5

Cadet Rule is a rambunctious first year cadet. He loves to be active and takes advantage of every opportunity to play games and sports.

On Monday, he rode his bike to and from school, which took approximately one hour. At lunch he played a game of basketball with his friends. After school, he headed to the local park to play frisbee with his friends for about two hours. When he got home, he played an active video game for an hour before doing his homework and heading to bed.

On Tuesday, he rode his bike to and from school. At lunch he played intramural soccer for about 45 minutes. After school he had track-and-field practice for about one hour. When he returned home, he played his favourite computer game for an hour.

On Wednesday, he rode his bike to and from school. At lunch he played a game of tag with his friends in the school yard for approximately 45 minutes. After school he headed to the recreation centre to play basketball for about one hour. When he returned home, he spent an hour on his homework before watching his favourite television show, which is an hour long.

On Thursday, he rode his bike to and from school. At lunch he played intramural floor hockey for about 45 minutes. After school he had soccer practice for about one hour. When he returned home he played video games for three hours before heading to bed.

On Friday, he rode his bike to and from school. At lunch he played a game of tag with his friends in the school yard for approximately 45 minutes. After school, he rode his bike with his friends for approximately one hour before supper. After supper he played video games for two hours before heading to bed.

On Saturday, Cadet Rule headed to his cadet corps to participate in a difficult day hike on a local trail. He spent approximately six hours hiking, with two fifteen-minute rest breaks and a one-hour lunch break. When he returned home, he spent the evening watching television.

On Sunday, he slept in and spent the morning watching television in his pyjamas. That afternoon he received a phone call from one of his friends asking if he wanted to go to his house to play video games. Cadet Rule headed to his friend's house and spent three hours playing video games, one of those hours being spent playing an active sport video game.

Scenario 6

Cadet Cove enjoys the outdoors. He particularly loves to snowboard.

On Monday, he took the bus to and from school, which picked him up outside his front door. After school he headed to the gym where he completed 30 minutes on a stationary bike. When he returned home he spent an hour on the computer chatting with friends; then he finished a paper for school that he had been working on.

On Tuesday, he took the bus to and from school. After school, he headed home and spent one hour playing a video game. Following this he spent an hour preparing his snowboard equipment for an upcoming trip.

On Wednesday, he took the bus to and from school. After school he headed to the gym for a workout, where he spent 30 minutes on a treadmill and 30 minutes on the rowing machine. When he returned home, he spent two hours playing an active video game. The rest of his night was spent completing his homework.

On Thursday, he took the bus to and from school. After school, he headed to a local outdoor rink to play hockey with a bunch of his friends for two hours. When he returned home, he spent two hours on the internet, and then watched two hours of television before heading to bed.

On Friday, he took the bus to and from school. After school, he headed home to pack for a weekend snowboarding trip. He spent a couple of hours watching television and headed to bed early to prepare for his early morning.

On Saturday, Cadet Cove got up early to go with his family and friends to the resort. Upon arrival, he hurried to get ready and headed to the hill as quickly as possible. He spent four hours snowboarding and took a one-hour lunch break. That evening he hung out with his friends at the resort.

On Sunday, he snowboarded for two hours before having to head home. When he returned home he spent three hours watching television and one hour completing his homework.

Scenario 7

Cadet Boule is a first-year cadet who loves being a member of the cadet corps band. She is a little uncoordinated and finds sports and gym class intimidating.

On Monday, she biked to and from school, which took a total of 20 minutes. After school she had band practice for one hour. When she returned home she read her book for two hours and chatted with her friends on the computer for one hour.

On Tuesday, she biked to and from school. After school she practiced her music for an hour before completing her homework. Later, she took her dog for a walk.

On Wednesday, she biked to and from school. After school she headed home to prepare for a cadet corps fitness night, where she participated in tabloid sports for 2 hours. When she returned home from the cadet corps she was exhausted and headed directly to bed.

On Thursday, she biked to and from school. After school she ran around playing a game of catch-and-chase with the dog for one hour. Cadet Boule then spent two hours trying to master a piece of music that she had been assigned for her school band.

On Friday, she biked to and from school. After school, one of her friends convinced her to go for a bike ride for approximately an hour and a half. When she returned home, she helped her mother make supper, then watched television with her family for an hour.

On Saturday, she headed to her cadet corps for band practice, which lasted approximately two hours. After band practice she headed to her friend's house for a sleep-over.

On Sunday, she returned home and spent three hours on the computer completing a paper for school. She then ran around playing games with the dog for an hour before supper. After supper she spent three hours getting caught up on her favourite television show.

Scenario 8

Cadet Hunt is a first-year cadet who absolutely loves soccer. He plays on his school team as well as a local community team.

On Monday, his mother drove him to and from school. After school, he spent three hours at the local park playing soccer with his friends. When he returned home he played video games for one hour and then spent the rest of the evening completing his homework.

On Tuesday, his mother drove him to and from school. At lunch he played a quick game of soccer in the school yard with his friends for approximately 45 minutes. After school he had soccer practice for his school team for about one hour. When he returned home, he spent two hours watching television and then headed to his room for the remainder of the evening.

On Wednesday, his mother drove him to and from school. After school he rode his bike for an hour before heading out to see a 90-minute movie with his friends.

On Thursday, his mother drove him to and from school. At lunch he participated in an intramural soccer game, which lasted approximately 45 minutes. After school he watched television for two hours and played video games for one hour.

On Friday, his mother drove him to and from school. After school, he had a practice for his community soccer team, which lasted about two hours. When he returned home, he spent two hours on the computer before heading to his room for the evening.

On Saturday, Cadet Hunt had a soccer tournament where he played soccer for about five hours. Following the tournament, he spent the night at a friend's house where they played an active video game all evening (about four hours).

On Sunday, he slept in for the morning. When he returned home from his friend's house he went for a one-hour bike ride. He spent the evening chatting with his friends online.



COMMON TRAINING PHASE ONE INSTRUCTIONAL GUIDE



SECTION 3

EO M104.03 – IDENTIFY STRATEGIES TO IMPROVE PARTICIPATION IN PHYSICAL 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-601/PG-001, *Phase One Qualification Standard and Plan*, 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 Attachment A for each cadet.

PRE-LESSON ASSIGNMENT

Have the cadets bring their completed four-week Physical Activity Tracker to this lesson.

APPROACH

An in-class activity was chosen for this lesson as it is an interactive way to provoke thought and stimulate interest in improving participation in physical activities among cadets.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify strategies to improve participation in physical activities.

IMPORTANCE

It is important for cadets to identify strategies to improve participation in physical activities so they have the skills and knowledge they need to help them follow the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines*, and lead a healthy active lifestyle.

Teaching Point 1**Conduct an activity where the cadets will identify strategies to improve participation in physical activities.**

Time: 25 min

Method: In-Class Activity

BACKGROUND KNOWLEDGE

STRATEGIES TO IMPROVE PARTICIPATION IN PHYSICAL ACTIVITIES**Identify More Enjoyable Activities**

One of the easiest ways to improve participation in physical activities is to find activities that are enjoyable. Different people enjoy different physical activities. Examples of physical activities some people may enjoy include:

- walking the dog;
- doing physical yard work, such as raking leaves, mowing the lawn or shovelling snow;
- playing music and dancing to it;
- running, walking or biking to a friend's house or to the mall; and
- exercising at a gym.

Find an Activity Partner

Physical activities can be more fun when they are done with others. Having a partner can help a person stay motivated. It is more difficult to avoid doing physical activity when another person is counting on you.

Join a Community or School Recreational Program

Community or school recreational programs are a fun way to get active, as they are social and provide structured, scheduled physical activity.

Try a New Physical Activity

Sometimes trying a new activity is a good way to spark an interest and improve participation in physical activities.

Build Physical Activity Into Daily Routine

One easy method of improving participation in physical activities is to build it into daily routine. Take the stairs instead of an elevator or escalator, use a lunch break to be active, or walk / bike to school instead of driving.

Plan for Physical Activity

Planning for physical activity requires a level of commitment to complete that activity, and ensures that time has been set aside for physical activity.

ACTIVITY**OBJECTIVE**

The objective of this activity is to have the cadets identify strategies to improve participation in physical activities.

RESOURCES

Completed Physical Activity Tracker, and

Strategies to Improve Participation in Physical Activities handout located at Attachment A.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have the cadets, in pairs, review their Physical Activity Tracker and compare it to the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines*.
2. Have the cadets identify areas for improvement pertaining to time spent participating in physical activities and record it on the handout.
3. Have the cadets identify strategies to improve participation in physical activities and record them on the handout.
4. Have the cadets share their strategies with the class and write them on the board or flip chart.
5. Review the strategies identified by the cadets and explain how each strategy can help keep cadets motivated and interested in participating in physical activities daily.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

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

END OF LESSON CONFIRMATION

The cadets' participation in identifying strategies to improve participation in physical activities will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Identifying strategies to improve participation in physical activities will assist with meeting the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines*, and help to build a lifelong commitment to physical fitness.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

C0-508 Canadian Society for Exercise Physiology. (2011). *Guidelines*. Retrieved May 1, 2011, from <http://www.csep.ca>

C0-509 Health Canada. (2011). *Physical activity*. Retrieved May 1, 2011 from <http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/index-eng.php>

C0-511 ParticipACTION. (2011). *Get moving*. Retrieved November 28, 2011 from www.participaction.com/en-us/Get-Moving/Easy-Ways-To-Start.aspx



STRATEGIES TO IMPROVE PARTICIPATION IN PHYSICAL ACTIVITIES

When did I not meet the daily recommended 60 minutes of physical activity and why?

1. _____

2. _____

3. _____

What can I do to increase my time participating in physical activities and decrease my time participating in sedentary behaviours?

1. _____
2. _____
3. _____

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COMMON TRAINING
PHASE ONE
INSTRUCTIONAL GUIDE



SECTION 4

EO C104.01 – PARTICIPATE IN THE CADET FITNESS ASSESSMENT

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-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Review CATO 14-18, *Cadet Fitness Assessment and Incentive Program* and become familiar with the material prior to delivering the lesson.

Photocopy the *Individual Score Sheet for the 20-m Shuttle Run Test* located at CATO 14-18, Annex A, Appendix 1 for each cadet if the 20-m shuttle run test is selected.

Photocopy the *Cadet Fitness Assessment and Incentive Level Results* located at CATO 14-18, Annex B, Appendix 3 for each cadet.

Photocopy the Strategies to Improve My Personal Fitness handout located at Attachment B for each cadet.

Photocopy Attachment C for each assistant instructor.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A practical activity was chosen for this lesson as it allows the cadets to participate in the Cadet Fitness Assessment in a safe and controlled environment.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have participated in the Cadet Fitness Assessment.

IMPORTANCE

It is important for the cadets to participate in the Cadet Fitness Assessment to measure their personal fitness and help them set personal goals for improvement.

Teaching Point 1**Supervise while the cadets participate in the Cadet Fitness Assessment**

Time: 80 min

Method: Practical Activity

BACKGROUND KNOWLEDGE

The Cadet Fitness Assessment shall be conducted IAW CATO 14-18, *Cadet Fitness Assessment and Incentive Program*.

THE WARM-UP**Purpose of a Warm-Up**

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

- gradually increase respiratory action and heart rate;
- raise the muscle temperature to facilitate reactions in muscle tissue; and
- stretch the muscles.

General Warm-Up

This part of the warm-up prepares the cardiovascular system for the physical activity. This part of the warm-up is composed of light cardiovascular activities such as brisk walking, light jogging, or simple games that elevate the heart rate such as tag.

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 10–30 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 10–30 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 physical activity. Additional information on stretching is located at Attachment A.

THE COOL-DOWN

Purpose of a Cool-Down

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

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

The stretches chosen should focus on the areas of the body that were used the most during the sports activity. Additional information on stretching is located at Attachment A.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets participate in the Cadet Fitness Assessment.

RESOURCES

- CATO 14-18, *Cadet Fitness Assessment and Incentive Program*,
- Leger 20-m Shuttle Run Test CD,
- Measuring tape,
- CD player,
- Pylons,
- Gym mats,
- 12-cm measuring strips,
- Stopwatches,
- Paper,
- Metre sticks,
- Coins,
- Back-saver sit and reach test apparatuses,
- Individual Score Sheet for the 20-m Shuttle Run Test,
- Individual Score Sheet for the 1600-m Run Test,
- Cadet Fitness Assessment and Incentive Level Results, and
- Strategies to Improve My Personal Fitness handout located at Attachment B.

ACTIVITY LAYOUT

Set up the activity IAW CATO 14-18, Annex A.

ACTIVITY INSTRUCTIONS

1. Have the cadets participate in a warm-up session, composed of light cardiovascular exercises and stretches, meant to:
 - a. gradually increase respiratory action and heart rate;
 - b. expand the muscles' capillaries to accommodate the increase in blood circulation;
 - c. raise muscle temperature to facilitate reactions in muscle tissue; and
 - d. stretch the muscles.
2. Have the cadets perform and score the Cadet Fitness Assessment IAW CATO 14-18, *Cadet Fitness Assessment and Incentive Program*.



Have the cadets complete the Cadet Fitness Assessment in pairs. Conduct the 20-m Shuttle Run Test or the 1600-m run first; conduct the remaining stations as a circuit.

3. Have the cadets participate in a cool-down session, composed of light cardiovascular exercises and stretches, meant to:
 - a. allow the body to slowly recover from physical activity and help to prevent injury;
 - b. prepare the respiratory and cardiovascular systems to return to their normal state; and
 - c. stretch the muscles.
4. Distribute the Strategies to Improve My Personal Fitness handout located at Attachment B to each cadet.
5. Have each cadet review their Cadet Fitness Assessment and Incentive Level Results and complete the Strategies to Improve My Personal Fitness handout.
6. With the help of assistant instructors, discuss each cadet's individual results with them and assist them with completing the handout.



A list of example physical activities cadets can do to improve their personal fitness is located at Attachment C.

SAFETY

- Ensure a designated first-aider and first aid kit are available.
- Ensure water is available for the cadets throughout this activity.

CONFIRMATION OF TEACHING POINT 1

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

END OF LESSON CONFIRMATION

The cadets' participation in the Cadet Fitness Assessment will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Participating in the Cadet Fitness Assessment will indicate which of the three components of fitness (cardiovascular, muscular strength, and muscular flexibility) you need to improve the most. Knowing this will help you set personal goals to improve your physical fitness.

INSTRUCTOR NOTES / REMARKS

The purpose of the Cadet Fitness Assessment is to have cadets measure their personal fitness to help them set individual goals for improvement. Each of the three components of fitness (cardiovascular, muscular strength, and muscular flexibility) are measured, and cadets are assessed using criterion-referenced standards as to whether they are in the healthy fitness zone (HFZ) within each of these components.

The HFZ is the level of fitness needed for good health. Cadets who do not fall within the HFZ for certain components should be coached and encouraged to set goals that will help them improve towards achieving the HFZ in the future.

The Cadet Fitness Assessment shall be set up prior to conducting this EO.

Assistant instructors will be required for this lesson.

The Cadet Fitness Assessment shall be conducted IAW CATO 14-18, *Cadet Fitness Assessment and Incentive Program*.

REFERENCES

A0-191 CATO 14-18 Director Cadets 3. (2010). *Cadet fitness assessment and incentive program*. Ottawa, ON: Department of National Defence.

C0-089 ISBN 0-936070-22-6 Anderson, B. (2000). *Stretching: 20th anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc.

C0-095 ISBN 0-7360-5962-8 The Cooper Institute. (n.d.). *Fitnessgram / activitygram test administration kit: Fitnessgram 8.0 stand-alone test kit*. Windsor, ON: Human Kinetics.

C0-167 ISBN 0-7360-5866-4 Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram / activitygram: Test administration manual (3rd ed.)*. Windsor, ON: Human Kinetics.

SAMPLE STRETCHES

a. Neck:

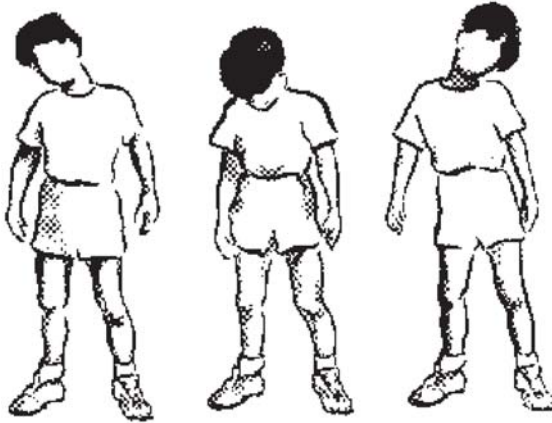


Figure A-1 Neck Stretch

Note. From *Moving on the Spot: A Collection of 5 Minute Stretch and Movement Sessions*, by B. Hanson, 1999, Toronto, ON: Toronto Public Health. Retrieved October 26, 2006, from <http://www.lin.ca/resource/html/dn3.htm#11>

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

b. Shoulders:



Figure A-2 Shoulder Push

Note. From *Moving on the Spot: A Collection of 5 minute Stretch and Movement Sessions*, by B. Hanson, 1999, Toronto, ON: Toronto Public Health. Retrieved October 26, 2006, from <http://www.lin.ca/resource/html/dn3.htm#11>

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.

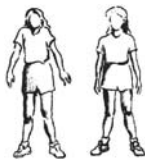


Figure A-3 Shoulder Shrug

Note. From *Moving on the Spot: A Collection of 5 minute Stretch and Movement Sessions*, by B. Hanson, 1999, Toronto, ON: Toronto Public Health. Retrieved October 26, 2006, from <http://www.lin.ca/resource/html/dn3.htm#11>

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

Note. From *Warm Ups*, by Martha Jefferson Hospital, Copyright 2001 by Martha Jefferson Hospital. Retrieved October 26, 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

Note. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 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 lightly on the elbow 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.

c. Arms:



Figure A-6 Wrist Rotations

Note. From *Exercises*. Copyright 1998 by Impacto Protective Products Inc. Retrieved October 26, 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

Note. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 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

Note. From *Exercise Programme for Squash, Tennis, Softball, Handball*. Retrieved October 26, 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 turned so that your fingers are pointing toward your knees, and your thumbs are pointing out. Keeping your hands flat on the floor, lean back.
Hold this position for a minimum of 10 seconds.

d. Chest and Abdominals:



Figure A-9 Chest Stretch

Note. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 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

Note. From *Moving on the Spot: A Collection of 5 minute Stretch and Movement Sessions*, by B. Hanson, 1999, Toronto, ON: Toronto Public Health. Retrieved October 26, 2006, from <http://www.lin.ca/resource/html/dn3.htm#11>

Stand with your left arm up over your head. Bend at your waist towards the right side of your body.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.

e. Back:



Figure A-11 Lower Back Stretch

Note. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 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.

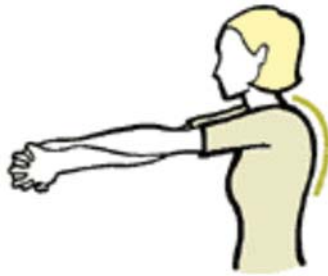


Figure A-12 Upper Back Stretch

Note. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 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.

f. Legs:



Figure A-13 Hamstring Stretch

Note. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 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

Note. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 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

Note. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 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.

f. Legs Continued:



Figure A-16 Ankle Rotations

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

From a sitting position, rotate your foot in a clockwise, and then a counter-clockwise, direction. Switch and repeat on the opposite side.



Figure A-17 Figure Calf Stretch

Note. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 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 Figure Quadriceps Stretch

Note. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 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.

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STRATEGIES TO IMPROVE MY PERSONAL FITNESS



1. Which component(s) of fitness do I need to improve the most?

Cardiovascular Endurance?

☐

Muscular Strength?

☐

Muscular Flexibility?

☐

2. What physical activities will I do on a regular basis to help me improve that (those) component(s) of fitness?

3. When will I do these physical activities over the next month?

WEEK	ACTIVITY PLAN	COMPLETE?
Week 1		☐
		☐
Week 2		☐
		☐
Week 3		☐
		☐
Week 4		☐
		☐
Example	I will ride my bike to and from school every day.	☐
22-28 Apr	I will do stretches for 15 minutes on Monday and Friday.	☐

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PHYSICAL ACTIVITIES CADETS CAN DO TO IMPROVE THEIR PERSONAL FITNESS

Q1. Which physical activities can cadets do to help them improve the **cardiovascular endurance component** of fitness?

A1. Examples include:

- aerobics,
- basketball,
- cross-country skiing,
- dancing,
- floor hockey,
- hiking,
- ice skating,
- lacrosse,
- orienteering,
- ringette,
- rollerblading,
- running,
- skipping rope,
- snowshoeing,
- soccer, and
- ultimate Frisbee.

Q2. Which physical activities can cadets do to help them improve the **muscular strength component** of fitness?

A2. Examples include:

- balance ball exercises,
- Pilates,
- resistance exercises using bands,
- resistance exercises using the body,
- weighted ball exercises,
- weighted bar exercises, and
- yoga.

Q3. Which physical activities can cadets do to help them improve the **muscular flexibility component** of fitness?

A3. Examples include:

- stretching,
- tai chi, and
- yoga.

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COMMON TRAINING PHASE ONE INSTRUCTIONAL GUIDE



SECTION 5

EO C104.02 – IDENTIFY METHODS TO MANAGE STRESS

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-601/PG-001, *Phase One Qualification Standard and Plan*, 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

Nil.

APPROACH

A group discussion was chosen for TP 1 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about stress. A group discussion helps the cadets improve their listening skills and develop as members of a team.

An interactive lecture was chosen for TP 2 to orient the cadets to methods to manage stress.

A demonstration and performance was chosen for TP 3 as it allows the instructor to demonstrate relaxation exercises while providing an opportunity for the cadets to practice under supervision.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have identified methods to manage stress and performed relaxation exercises for managing stress.

IMPORTANCE

It is important for the cadets to be able to understand and identify methods to manage their personal stress. There are many stressors in the lives of youth; the tools contained within this lesson can help the cadets to better manage stress.

Teaching Point 1**Conduct a group discussion on the definition of stress.**

Time: 5 min

Method: Group Discussion

BACKGROUND KNOWLEDGE

The purpose 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.

Stress. The body's reaction to a demanding situation.

There are two types of stress:

Eustress

Eustress is described as good stress. This type of stress pushes a person to do better and reach goals. Situations that might produce eustress include:

- riding a roller coaster;
- successfully completing an activity; or
- passing a test.



A physical form of eustress is when a person participates in physical activity. This activity puts small amounts of stress on our muscles, heart and lungs, which results in them growing stronger.



The prefix 'eu' in the word eustress is taken from the word euphoria, which means a feeling of well-being.



In the 1980s, the U.S. Department of Energy (DOE) conducted a study on the health effects of long-term exposure to low levels of radiation. The study found that the workers who were exposed to low levels of radiation had a 24 percent lower mortality rate than their peers who were not exposed.

The toxins that the workers were exposed to were making these workers stronger. Instead of killing cells and causing disease such as cancer, this low-level exposure made them stronger.

This is another example of how stress on the body can be helpful, not harmful.

Note. From *Spark: The Revolutionary New Science of Exercise and the Brain* (pp. 60-61). By J. Ratey, MD, 2008, New York, NY: Little, Brown and Company.

Distress

Distress is described as bad stress. This type of stress causes worry, sorrow, anger or pain. Situations that might produce distress include:

- lack of sleep,
- accidents, or
- negative relationships with others.



Stress affects individuals differently. A situation that causes eustress for one person might cause distress for another.



Cadets do not need to know the terms for the types of stress, just that there are positive and negative effects of stress.

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, 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 stress?
- Q2. How does stress affect you?

Q3. Is stress always negative?

Q4. What are some positive effects of stress?



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

Describe methods to manage stress.

Time: 10 min

Method: Interactive Lecture



Have the cadets describe some of the methods they use to manage negative stress. After answers are given, describe the following methods to manage stress.

Methods to Manage Stress

The following methods may be used to help manage stress:

- Participating in physical activity.
- Resting in a quiet place.
- Reducing breathing rate.
- Reducing mental activity.
- Reducing muscle tension.
- Participating in relaxation exercises.
- Identifying the stressor.
- Tackling one thing at a time.
- Trying to solve the problem.
- Managing time effectively.
- Accepting what cannot be changed.

- Thinking positively.
- Not masking problems.
- Trying not to be concerned with little problems.
- Being flexible.



Physical Activity and Stress

Being physically active is the most effective method to manage stress. Cardiovascular activity elevates the heart rate and helps the brain function more effectively, which ultimately alleviates the effects of stress.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. List three methods that may be used to help manage stress.
- Q2. What is one of the most effective methods to manage stress?

ANTICIPATED ANSWERS:

- A1. The following methods may be used to help manage stress:

- Participating in physical activity.
- Resting in a quiet place.
- Reducing breathing rate.
- Reducing mental activity.
- Reducing muscle tension.
- Participating in relaxation exercises.
- Identifying the stressor.
- Tackling one thing at a time.
- Trying to solve the problem.
- Managing time effectively.
- Accepting what cannot be changed.
- Thinking positively.
- Not masking problems.
- Trying not to be concerned with little problems.
- Being flexible.

- A2. Being physically active.

Teaching Point 3

Demonstrate and have the cadets perform relaxation exercises for managing stress.

Time: 10 min

Method: Demonstration and Performance



Demonstrate and have the cadets perform the following relaxation exercises for managing stress.



The following exercises may be completed at almost any time or place.

RAG DOLL

1. Sit in a chair (or stand) with feet apart.
2. Stretch the arms and trunk upward and inhale.
3. Exhale and drop the body forward. Let the trunk, head and arms dangle between the legs, keeping the muscles relaxed (as illustrated in Figure 1).
4. Remain in this position for 10–15 seconds.
5. Slowly roll up, one vertebrae at a time.

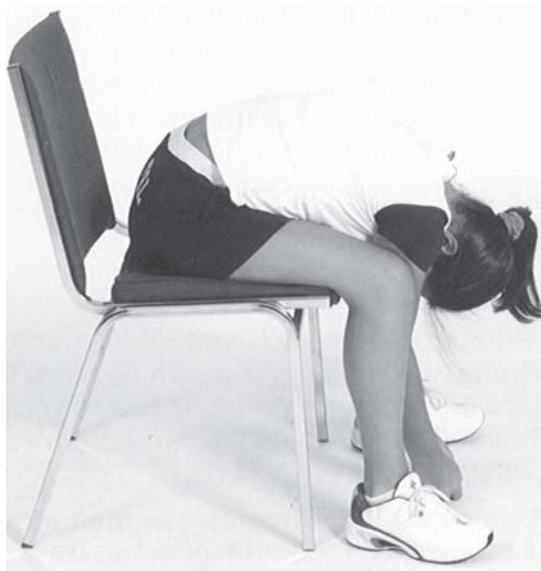


Figure 1 Rag Doll

Note. From *Fitness for Life: Updated Fifth Edition* (p. 300), by C. Corbin, & R. Lindsey, 2007, Windsor, ON: Human Kinetics. Copyright 2007 by The Cooper Institute.

NECK ROLL

1. Sit in a chair or on the floor with legs crossed.
2. Keeping the head and chin tucked, inhale and slowly turn the head as far left as possible (as illustrated in Figure 2).
3. Exhale and turn the head to the centre.
4. Repeat Steps 2 and 3 for the right side.
5. Repeat Steps 2–4 three times, trying to turn further each time to feel the stretch in the neck.
6. Drop the chin to the chest and inhale while slowly rolling the head in a semicircle to the left shoulder and exhale while slowly rolling the head back to the centre.
7. Repeat Step 6 for the right side.



Do not roll the head backward or in a full circle.



Figure 2 Neck Roll

Note. From *Fitness for Life: Updated Fifth Edition* (p. 300), by C. Corbin, & R. Lindsey, 2007, Windsor, ON: Human Kinetics. Copyright 2007 by The Cooper Institute.

BODY BOARD

1. Lie on the right side with arms over the head (as illustrated in Figure 3).
2. Inhale and stiffen the body like a wooden board.
3. Exhale and relax the muscles and collapse.
4. Let the body fall without trying to control the direction (as illustrated in Figure 4).
5. Lie still for ten seconds.
6. Repeat Steps 1–5 for the left side.



Figure 3 Body Board Start Position

Note. From *Fitness for Life: Updated Fifth Edition* (p. 301), by C. Corbin, & R. Lindsey, 2007, Windsor, ON: Human Kinetics. Copyright 2007 by The Cooper Institute.



Figure 4 Body Board Finish Position

Note. From *Fitness for Life: Updated Fifth Edition* (p. 301), by C. Corbin, & R. Lindsey, 2007, Windsor, ON: Human Kinetics. Copyright 2007 by The Cooper Institute.

JAW STRETCH

1. Sit in a chair or on the floor with head up and arms and shoulders relaxed.
2. Open mouth as wide as possible and inhale.
3. Relax and exhale slowly.
4. Shift the jaw to the right as far as possible and hold for three seconds (as illustrated in Figure 5).
5. Repeat Step 4 for the left side.
6. Repeat Steps 4 and 5 ten times.



Figure 5 Jaw Stretch

Note. From Fitness for Life: Updated Fifth Edition (p. 301), by C. Corbin, & R. Lindsey, 2007, Windsor, ON: Human Kinetics. Copyright 2007 by The Cooper Institute.

CONFIRMATION OF TEACHING POINT 3

The cadets' performance of the relaxation exercises will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

QUESTIONS:

- Q1. What is stress?
- Q2. Is stress always negative?
- Q3. What is the most effective method for managing stress?

ANTICIPATED ANSWERS:

- A1. The body's reaction to a demanding situation.
- A2. No, stress can also have positive effects on a person.
- A3. Physical activity is the most effective method for managing stress.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Understanding stress and identifying methods for managing stress will help alleviate the negative effects of stress, and help to promote emotional and physical well being.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

C0-091 ISBN 978-0-7360-6675-4 Corbin, C., & Lindsey, R. (2007). *Fitness for life: Updated fifth edition*. Windsor, ON: Human Kinetics.

C0-512 ISBN 978-0-316-11350-2 Ratey, J. MD. (2008). *Spark: The revolutionary new science of exercise and the brain*. New York, NY: Little, Brown and Company.



**COMMON TRAINING
PHASE ONE
INSTRUCTIONAL GUIDE**



SECTION 6

EO C104.03 – IDENTIFY THE FOOD GROUPS

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-601/PG-001, *Phase One Qualification Standard and Plan*, 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.

Obtain a copy of *Eating Well With Canada's Food Guide* for each cadet, either by photocopying Attachment A or by ordering copies from Health Canada at www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/index-eng.php

Obtain five containers for the activity in TP 2.

PRE-LESSON ASSIGNMENT

Have the cadets bring two samples of their favourite foods (either an actual sample or picture) for this lesson.

APPROACH

A group discussion was chosen for TP 1 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about healthy eating. A group discussion helps the cadets improve their listening skills and develop as members of a team.

An in-class activity was chosen for TP 2 as it is an interactive way to provoke thought and stimulate interest in healthy eating among cadets.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

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

IMPORTANCE

It is important for cadets to identify the food groups to build a foundation for healthy eating, which contributes to physical fitness.

Teaching Point 1**Have the cadets participate in a group discussion on the importance of healthy eating.**

Time: 10 min

Method: Group Discussion

BACKGROUND KNOWLEDGE

The purpose 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.

Eating well and being physically active are two key components of physical fitness. Healthy eating is important because of the numerous health benefits that result. The choices made each day in regards to eating can affect daily functioning as well as long-term health.

Healthy eating has the following positive effects:

- better overall health,
- lower risk of disease,
- healthy body weight,
- feeling and looking better,
- more energy, and
- stronger muscles and bones.

Following the guidelines in *Eating Well With Canada's Food Guide* also helps a person to:

- meet the needs for vitamins, minerals and other nutrients;
- reduce the risk of obesity, type 2 diabetes, heart disease, certain types of cancer and osteoporosis; and
- contribute to overall health and vitality.

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, 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 do the types of foods a person eats affect them?
- Q2. What are some positive outcomes of healthy eating?
- Q3. Why do you think a person has more energy when they are eating well?
- Q4. Why is it important to follow the guidelines of *Eating Well With Canada's Food Guide*?



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**Have the cadets participate in an activity where they will identify the four food groups.**

Time: 15 min

Method: In-Class Activity

BACKGROUND KNOWLEDGE

Vegetables and Fruit

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

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

Grain Products

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

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

Milk and Alternatives

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

- milk products, such as:
 - canned milk (evaporated milk),
 - powdered milk,

- cheese, and
 - yogurt; and
- alternative milk products, such as fortified soy beverage.

Meat and Alternatives

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

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

ACTIVITY

Time: 15 min

OBJECTIVE

The objective of this activity is to have the cadets identify the four food groups.

RESOURCES

- Eating Well With Canada's Food Guide,
- Samples of the cadets' favourite foods (either an actual sample or picture), and
- Five containers, one for each food group and one opaque container for the food samples.

ACTIVITY LAYOUT

1. Place the food samples the cadets brought into the opaque container at the front of the training area.
2. Arrange the four other containers at the front of the training area and label them with each of the food groups.

ACTIVITY INSTRUCTIONS

1. Have four cadet volunteers describe each of the food groups to the class.
2. Divide the cadets into two teams.
3. Have one cadet from each team run to the front of the class and, without looking, pull one food item from the container.
4. Have the cadets, with the help of their team, identify which food group the item comes from and place it into the appropriate container.
5. Award each correctly identified item with one point, keeping in mind that some food items may contain more than one food group, meaning that there is more than one correct answer.
6. Repeat Steps 3 and 4, having a different cadet retrieve a food item, until there are no food samples remaining in the main container.
7. Distribute a copy of *Eating Well With Canada's Food Guide* to each cadet

SAFETY

Nil.

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 identifying the four food groups will serve as the confirmation of this lesson.

CONCLUSION**HOMEWORK / READING / PRACTICE**

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Identifying the food groups is the first step in building a foundation of knowledge on healthy eating, which contributes to physical fitness.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

C0-100 ISBN 0-662-44467-1 Health Canada. (2007). *Eating well with Canada's food guide*. Ottawa, ON: Her Majesty the Queen in Right of Canada.

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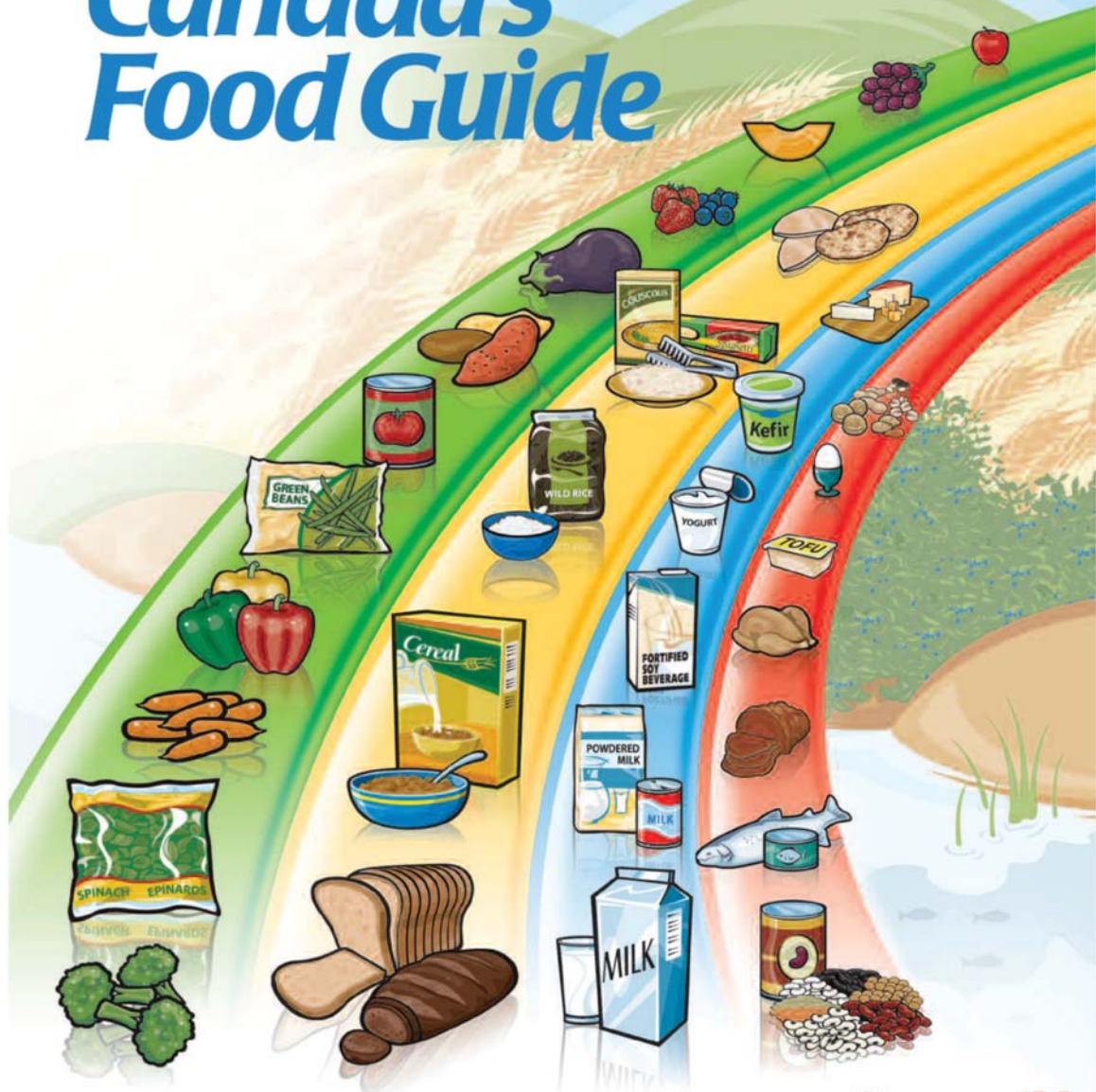
Health
Canada

Santé
Canada

Your health and
safety... our priority.

Votre santé et votre
sécurité... notre priorité.

Eating Well with **Canada's Food Guide**



Canada

Recommended Number of Food Guide Servings per Day									
Age in Years	Children			Teens		Adults			
	2-3	4-8	9-13	14-18		19-50		51+	
Sex	Girls and Boys			Females	Males	Females	Males	Females	Males
Vegetables and Fruit	4	5	6	7	8	7-8	8-10	7	7
Grain Products	3	4	6	6	7	6-7	8	6	7
Milk and Alternatives	2	2	3-4	3-4	3-4	2	2	3	3
Meat and Alternatives	1	1	1-2	2	3	2	3	2	3

The chart above shows how many Food Guide Servings you need from each of the four food groups every day.

Having the amount and type of food recommended and following the tips in *Canada's Food Guide* will help:

- Meet your needs for vitamins, minerals and other nutrients.
- Reduce your risk of obesity, type 2 diabetes, heart disease, certain types of cancer and osteoporosis.
- Contribute to your overall health and vitality.

What is One Food Guide Serving?

Look at the examples below.

			
Fresh, frozen or canned vegetables 125 mL (½ cup)	Leafy vegetables Cooked: 125 mL (½ cup) Raw: 250 mL (1 cup)	Fresh, frozen or canned fruits 1 fruit or 125 mL (½ cup)	100% Juice 125 mL (½ cup)
			
Bread 1 slice (35 g)	Bagel ½ bagel (45 g)	Flat breads ½ pita or ½ tortilla (35 g)	Cooked rice, bulgur or quinoa 125 mL (½ cup)
			
Cereal Cold: 30 g Hot: 175 mL (¾ cup)	Cooked pasta or couscous 125 mL (½ cup)		
			
Milk or powdered milk (reconstituted) 250 mL (1 cup)	Canned milk (evaporated) 125 mL (½ cup)	Fortified soy beverage 250 mL (1 cup)	Yogurt 175 g (¾ cup)
			
Kefir 175 g (¾ cup)	Cheese 50 g (1 ½ oz.)		
			
Cooked fish, shellfish, poultry, lean meat 75 g (2 ½ oz.)/125 mL (½ cup)	Cooked legumes 175 mL (¾ cup)	Tofu 150 g or 175 mL (¾ cup)	Eggs 2 eggs
			
Peanut or nut butters 30 mL (2 Tbsp)	Shelled nuts and seeds 60 mL (¼ cup)		

Oils and Fats

- Include a small amount – 30 to 45 mL (2 to 3 Tbsp) – of unsaturated fat each day. This includes oil used for cooking, salad dressings, margarine and mayonnaise.
- Use vegetable oils such as canola, olive and soybean.
- Choose soft margarines that are low in saturated and trans fats.
- Limit butter, hard margarine, lard and shortening.



Make each Food Guide Serving count...

wherever you are – at home, at school, at work or when eating out!

▶ Eat at least one dark green and one orange vegetable each day.

- Go for dark green vegetables such as broccoli, romaine lettuce and spinach.
- Go for orange vegetables such as carrots, sweet potatoes and winter squash.

▶ Choose vegetables and fruit prepared with little or no added fat, sugar or salt.

- Enjoy vegetables steamed, baked or stir-fried instead of deep-fried.

▶ Have vegetables and fruit more often than juice.

▶ Make at least half of your grain products whole grain each day.

- Eat a variety of whole grains such as barley, brown rice, oats, quinoa and wild rice.
- Enjoy whole grain breads, oatmeal or whole wheat pasta.

▶ Choose grain products that are lower in fat, sugar or salt.

- Compare the Nutrition Facts table on labels to make wise choices.
- Enjoy the true taste of grain products. When adding sauces or spreads, use small amounts.

▶ Drink skim, 1%, or 2% milk each day.

- Have 500 mL (2 cups) of milk every day for adequate vitamin D.
- Drink fortified soy beverages if you do not drink milk.

▶ Select lower fat milk alternatives.

- Compare the Nutrition Facts table on yogurts or cheeses to make wise choices.

▶ Have meat alternatives such as beans, lentils and tofu often.

▶ Eat at least two Food Guide Servings of fish each week.*

- Choose fish such as char, herring, mackerel, salmon, sardines and trout.

▶ Select lean meat and alternatives prepared with little or no added fat or salt.

- Trim the visible fat from meats. Remove the skin on poultry.
- Use cooking methods such as roasting, baking or poaching that require little or no added fat.
- If you eat luncheon meats, sausages or prepackaged meats, choose those lower in salt (sodium) and fat.



* Health Canada provides advice for limiting exposure to mercury from certain types of fish. refer to www.healthcanada.gc.ca for the latest information.

Advice for different ages and stages...

Children

Following *Canada's Food Guide* helps children grow and thrive.

Young children have small appetites and need calories for growth and development.

- Serve small nutritious meals and snacks each day.
- Do not restrict nutritious foods because of their fat content. Offer a variety of foods from the four food groups.
- Most of all... be a good role model.



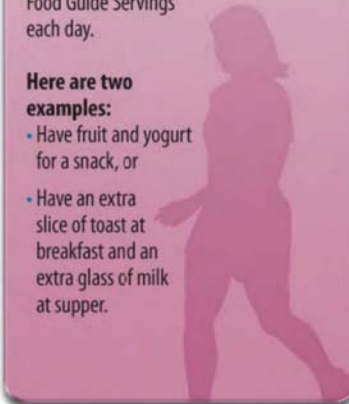
Women of childbearing age

All women who could become pregnant and those who are pregnant or breastfeeding need a multivitamin containing **folic acid** every day. Pregnant women need to ensure that their multivitamin also contains **iron**. A health care professional can help you find the multivitamin that's right for you.

Pregnant and breastfeeding women need more calories. Include an extra 2 to 3 Food Guide Servings each day.

Here are two examples:

- Have fruit and yogurt for a snack, or
- Have an extra slice of toast at breakfast and an extra glass of milk at supper.



Men and women over 50

The need for **vitamin D** increases after the age of 50.

In addition to following *Canada's Food Guide*, everyone over the age of 50 should take a daily vitamin D supplement of 10 µg (400 IU).



How do I count Food Guide Servings in a meal?

Here is an example:

Vegetable and beef stir-fry with rice, a glass of milk and an apple for dessert

250 mL (1 cup) mixed broccoli, carrot and sweet red pepper	=	2 Vegetables and Fruit Food Guide Servings
75 g (2 ½ oz.) lean beef	=	1 Meat and Alternatives Food Guide Serving
250 mL (1 cup) brown rice	=	2 Grain Products Food Guide Servings
5 mL (1 tsp) canola oil	=	part of your Oils and Fats intake for the day
250 mL (1 cup) 1% milk	=	1 Milk and Alternatives Food Guide Serving
1 apple	=	1 Vegetables and Fruit Food Guide Serving



Eat well and be active today and every day!

The benefits of eating well and being active include:

- Better overall health.
- Lower risk of disease.
- A healthy body weight.
- Feeling and looking better.
- More energy.
- Stronger muscles and bones.

Be active

To be active every day is a step towards better health and a healthy body weight.

Canada's Physical Activity Guide recommends building 30 to 60 minutes of moderate physical activity into daily life for adults and at least 90 minutes a day for children and youth. You don't have to do it all at once. Add it up in periods of at least 10 minutes at a time for adults and five minutes at a time for children and youth.

Start slowly and build up.

Eat well

Another important step towards better health and a healthy body weight is to follow Canada's Food Guide by:

- Eating the recommended amount and type of food each day.
- Limiting foods and beverages high in calories, fat, sugar or salt (sodium) such as cakes and pastries, chocolate and candies, cookies and granola bars, doughnuts and muffins, ice cream and frozen desserts, french fries, potato chips, nachos and other salty snacks, alcohol, fruit flavoured drinks, soft drinks, sports and energy drinks, and sweetened hot or cold drinks.

Read the label

- Compare the Nutrition Facts table on food labels to choose products that contain less fat, saturated fat, trans fat, sugar and sodium.
- Keep in mind that the calories and nutrients listed are for the amount of food found at the top of the Nutrition Facts table.

Limit trans fat

When a Nutrition Facts table is not available, ask for nutrition information to choose foods lower in trans and saturated fats.

Nutrition Facts

Per 0 mL (0 g)	
Amount	% Daily Value
Calories 0	
Fat 0 g	0 %
Saturates 0 g	0 %
+ Trans 0 g	
Cholesterol 0 mg	
Sodium 0 mg	0 %
Carbohydrate 0 g	0 %
Fibre 0 g	0 %
Sugars 0 g	
Protein 0 g	
Vitamin A 0 %	Vitamin C 0 %
Calcium 0 %	Iron 0 %

Take a step today...

- ✓ Have breakfast every day. It may help control your hunger later in the day.
- ✓ Walk wherever you can – get off the bus early, use the stairs.
- ✓ Benefit from eating vegetables and fruit at all meals and as snacks.
- ✓ Spend less time being inactive such as watching TV or playing computer games.
- ✓ Request nutrition information about menu items when eating out to help you make healthier choices.
- ✓ Enjoy eating with family and friends!
- ✓ Take time to eat and savour every bite!

For more information, interactive tools, or additional copies visit
Canada's Food Guide on-line at:
www.healthcanada.gc.ca/foodguide

or contact:

Publications
Health Canada
Ottawa, Ontario K1A 0K9
E-Mail: publications@hc-sc.gc.ca
Tel.: 1-866-225-0709
Fax: (613) 941-5366
TTY: 1-800-267-1245

Également disponible en français sous le titre :
Bien manger avec le Guide alimentaire canadien

This publication can be made available on request on diskette, large print, audio-cassette and braille.



COMMON TRAINING
PHASE ONE
INSTRUCTIONAL GUIDE



SECTION 1

EO M105.01 – PARTICIPATE IN PHYSICAL ACTIVITIES

Total Time:	9 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-601/PG-001, *Phase One Qualification Standard and Plan*, 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.

Assistant instructors / specialists may be required based on the activity selected.

Select a physical activity to conduct. Physical activities selected for this lesson may include, but are not limited to:

- cardiovascular activities, such as:
 - aerobics,
 - cross-country skiing,
 - hiking,
 - ice skating,
 - instructor-led dancing,
 - orienteering,
 - rollerblading,
 - running,
 - skipping rope,
 - snowshoeing, and
 - swimming;
- muscular strength activities, such as:
 - balance ball exercises,
 - Pilates,

- resistance exercises using bands,
 - resistance exercises using the body,
 - weighted ball exercises, and
 - weighted bar exercises;
- muscular flexibility activities, such as:
 - stretching,
 - tai chi, and
 - yoga;
- recreational team sports, such as:
 - baseball,
 - basketball,
 - floor hockey,
 - football (flag or touch),
 - lacrosse,
 - ringette,
 - soccer,
 - soccer baseball,
 - softball
 - ultimate Frisbee, and
 - volleyball; and
- other physical activities, such as:
 - active games, such as:
 - active video games,
 - battleship, and
 - tag;
 - circuit training,
 - martial arts, and
 - tabloids.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A practical activity was chosen for this lesson as it allows the cadets to participate in physical activities in a safe and controlled environment.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to have participated in physical activities.

IMPORTANCE

It is important for cadets to participate in physical activities to identify activities that are fun and to promote lifelong participation in physical activity.

Teaching Point 1**Have the cadets participate in physical activities.**

Time: 9 x 30 min

Method: Practical Activity

BACKGROUND KNOWLEDGE**INTRODUCTION**

Refer to the attachments for an overview of how to conduct the suggested physical activities.



Suggested physical activities are located at the attachments to this IG as follows:

Cardiovascular Activities, including:

- Attachment B - Aerobics,
- Attachment C - Cross-Country Skiing,
- Attachment D - Hiking,
- Attachment E - Ice Skating,
- Attachment F - Instructor-Led Dancing,
- Attachment G - Orienteering,
- Attachment H - Rollerblading,
- Attachment I - Running,
- Attachment J - Skipping Rope,
- Attachment K - Snowshoeing, and
- Attachment L - Swimming.

Muscular Strength Activities, including:

- Attachment M - Balance Ball Exercises,
- Attachment N - Pilates,
- Attachment O - Resistance Exercises Using Bands,
- Attachment P- Resistance Exercises Using The Body,
- Attachment Q - Weighted Ball Exercises, and
- Attachment R - Weighted Bar Exercises.

Muscular Flexibility Activities, including:

- Attachment S - Stretching,
- Attachment T - Tai Chi, and
- Attachment U - Yoga.

Recreational Team Sports, including:

- Attachment V - Baseball,
- Attachment W - Basketball,
- Attachment X - Floor Hockey,
- Attachment Y - Football (Flag or Touch),
- Attachment Z - Lacrosse,
- Attachment AA - Ringette,
- Attachment AB - Soccer,
- Attachment AC - Soccer Baseball,
- Attachment AD - Softball,
- Attachment AE - Ultimate Frisbee, and
- Attachment AF - Volleyball.

Other Physical Activities, including:

- Attachment AG - Active Games,
- Attachment AH - Circuit Training,
- Attachment AI - Martial Arts, and
- Attachment AJ - Tabloids.

THE WARM-UP

Purpose of a Warm-Up

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

- gradually increase respiratory action and heart rate;
- raise the muscle temperature to facilitate reactions in muscle tissue; and
- stretch the muscles.

General Warm-Up

This part of the warm-up prepares the cardiovascular system for the physical activity. This part of the warm-up is composed of light cardiovascular activities such as brisk walking, light jogging, or simple games that elevate the heart rate such as tag.

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 10–30 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 10–30 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 physical activity. Additional information on stretching is located at Attachment A.

THE COOL-DOWN

Purpose of a Cool-Down

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

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

The stretches chosen should focus on the areas of the body that were used the most during the sports activity. Additional information on stretching is located at Attachment A.

ACTIVITY

OBJECTIVE

The objective of this activity is to provide the cadets an opportunity to participate in physical activities.

RESOURCES

- Equipment / safety equipment required for the selected physical activity, and
- First aid equipment.

ACTIVITY LAYOUT

Activity layout will depend on the selected physical activity.

ACTIVITY INSTRUCTIONS

1. Introduce the selected physical activity, to include:
 - a. which component(s) of fitness are improved through participation in the selected physical activity, and
 - b. techniques for participating in the selected physical activity.

2. Have the cadets participate in a safety briefing, to include:
 - a. rules / regulations of the selected physical activity,
 - b. requirement for safety equipment for the selected physical activity,
 - c. location of first aid post, and
 - d. boundaries or route information.
3. Have the cadets participate in a warm-up session composed of light cardiovascular activities and stretches.
4. Have the cadets participate in the selected physical activity.
5. Have the cadets participate in a cool-down session composed of light cardiovascular activities and stretches.

SAFETY

- Ensure constant supervision throughout the activity.
- Ensure a first aid post / kit is readily accessible.
- Ensure a first-aider is identified at the start of the activity and is available at all times.

CONFIRMATION OF TEACHING POINT 1

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

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Participating in physical activities can help you:

- improve your health;
- do better in school;
- improve your fitness;
- grow stronger;
- have fun being active with friends;

- feel happier;
- maintain a healthy body weight;
- improve your self-confidence; and
- learn new skills.

INSTRUCTOR NOTES / REMARKS

The aim of this lesson is for cadets to have fun participating in physical activities. Choose activities the cadets will enjoy. Survey cadets to determine those physical activities in which they are interested.

Several physical activities may be conducted concurrently. Choice is an important factor when it comes to enjoying physical activity. The more varying types of physical activities cadets are exposed to, the more likely they are to find an activity they will be interested in pursuing on a regular basis.

Choose activities based on human and material resources accessible to the corps.

Fitness videos (conducted by a certified trainer), certified trainers and Canadian Forces Personnel Support Programs (PSP) staff may be used to conduct this training.

Activities chosen for this training are not limited to the lists presented above but must be age appropriate, safe, and in-line with the aim of promoting physical fitness.

Physical activity periods may be conducted consecutively to provide the cadets an opportunity to participate in longer, varied physical activities.

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SAMPLE STRETCHES

a. Neck:

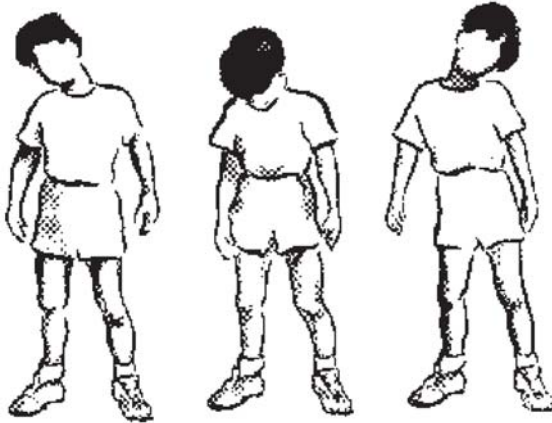


Figure A-1 Neck Stretch

Note. From *Moving on the Spot: A Collection of 5 Minute Stretch and Movement Sessions*, by B. Hanson, 1999, Toronto, ON: Toronto Public Health. Retrieved October 26, 2006, from <http://www.lin.ca/resource/html/dn3.htm#11>

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

b. Shoulders:



Figure A-2 Shoulder Push

Note. From *Moving on the Spot: A Collection of 5 minute Stretch and Movement Sessions*, by B. Hanson, 1999, Toronto, ON: Toronto Public Health. Retrieved October 26, 2006, from <http://www.lin.ca/resource/html/dn3.htm#11>

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.

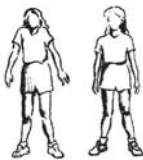


Figure A-3 Shoulder Shrug

Note. From *Moving on the Spot: A Collection of 5 minute Stretch and Movement Sessions*, by B. Hanson, 1999, Toronto, ON: Toronto Public Health. Retrieved October 26, 2006, from <http://www.lin.ca/resource/html/dn3.htm#11>

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

Note. From *Warm Ups*, by Martha Jefferson Hospital, Copyright 2001 by Martha Jefferson Hospital. Retrieved October 26, 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

Note. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 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 lightly on the elbow 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.

c. Arms:



Figure A-6 Wrist Rotations

Note. From *Exercises*. Copyright 1998 by Impacto Protective Products Inc. Retrieved October 26, 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

Note. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 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

Note. From *Exercise Programme for Squash, Tennis, Softball, Handball*. Retrieved October 26, 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 turned so that your fingers are pointing toward your knees, and your thumbs are pointing out. Keeping your hands flat on the floor, lean back.
Hold this position for a minimum of 10 seconds.

d. Chest and Abdominals:



Figure A-9 Chest Stretch

Note. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 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

Note. From *Moving on the Spot: A Collection of 5 minute Stretch and Movement Sessions*, by B. Hanson, 1999, Toronto, ON: Toronto Public Health. Retrieved October 26, 2006, from <http://www.lin.ca/resource/html/dn3.htm#11>

Stand with your left arm up over your head. Bend at your waist towards the right side of your body.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.

e. Back:



Figure A-11 Lower Back Stretch

Note. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 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.

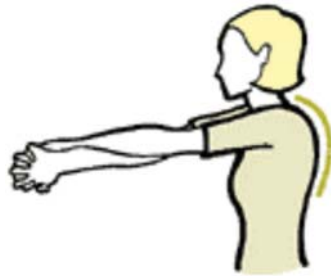


Figure A-12 Upper Back Stretch

Note. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 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.

f. Legs:



Figure A-13 Hamstring Stretch

Note. From Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 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

Note. From Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 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

Note. From Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 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.

f. Legs Continued:



Figure A-16 Ankle Rotations

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

From a sitting position, rotate your foot in a clockwise, and then a counter-clockwise, direction. Switch and repeat on the opposite side.



Figure A-17 Calf Stretch

Note. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 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

Note. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 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.

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AEROBICS

AEROBICS

INTRODUCTION

Aerobic exercise is physical exercise of relatively low intensity and long duration, which depends primarily on the aerobic energy system. Aerobic means "with oxygen", and refers to the use of oxygen in the body's metabolic or energy-generating process. Many types of exercise are aerobic, and by definition are performed at moderate levels of intensity for extended periods of time. Aerobics helps improve the cardiovascular component of fitness.

EQUIPMENT

The equipment required will vary based on the selected type of aerobic activity.

ACTIVITY GUIDELINES

Aerobic activities shall be tailored to the fitness level of the cadet. Due to the nature of the training, it is very easy to accommodate a variety of fitness levels during the same period of instruction. Encourage cadets to participate at their highest level to fully maximize the benefits of aerobic activities.

TYPES OF AEROBIC ACTIVITIES

The list of aerobic activities is extensive. Some examples include:

Step Exercises. Step exercises are aerobic exercises that focus on the legs. They usually involve an elevated step that the participant steps on and off of. Some other, more popular, cultural evolutions of step exercise involve games such as "Dance Dance Revolution". The intensity of the step exercises can be increased by increasing movement speed or the height of the step being used.

Exercise Equipment. Many standard types of exercise equipment support aerobic training. Most often, exercise equipment model their movement after real-life cardiovascular activities such as running, rowing or biking. Exercise equipment can be used to provide individual aerobic training or in organised classes such as spin class (a group class conducted using exercise bikes). Examples of exercise equipment include:

- exercise bikes,
- elliptical trainers,
- rowing machines,
- step machines, and
- treadmills.

Jazzercise. Jazzercise was first created in 1969 by Judi Sheppard Missett. The program combines aspects of dance with resistance training, Pilates, yoga, and kickboxing. Jazzercise is ranked one of the top fitness programs in the world with over 7800 instructors in 38 countries. There are many videos and DVDs that support Jazzercise workouts.

Tae Bo. Made popular in the 1990s, Tae Bo is an aerobic exercise routine that uses martial arts at a quick pace to increase the heart rate. The program was developed by Billy Banks, an actor turned fitness consultant.

SUGGESTED RESOURCES

Judi Sheppard Missett, Certified Jazzercise Instructor. *Jazzercise Core: Target & Tone Muscle, Fat Burning, Strength Building*. 2009. [DVD]

Judi Sheppard Missett, Certified Jazzercise Instructor. *Jazzercise: Live*. 2008. [DVD]

Billy Banks, Certified Tae Bo Instructor. *This is Tae Bo*. 2010. [DVD]

Billy Banks, Certified Tae Bo Instructor. *Cardio Explosion*. 2010. [DVD]

CROSS-COUNTRY SKIING

CROSS-COUNTRY SKIING

INTRODUCTION

Cross-country skiing is a sport that requires very little skill. However, understanding stroke mechanics and techniques will make skiing more efficient and enjoyable. Cross-country skiing helps improve the cardiovascular component of fitness.

EQUIPMENT

Skis. The chart below is a rough guide to follow when selecting a ski length.

Ski Length	Carrying Capacity
168 cm	90–130 lb
168, 178 cm	130–150 lbs
178, 188 cm	150–180 lbs
188 cm	180–220 lbs

Ski Boots. Skis are guided and controlled through the boots, so it is important that they fit well. Boots are made from a variety of materials, from all leather to modelled plastic to a combination of materials. Lighter boots provide more freedom but offer less support. Heavier boots provide more support but usually restrict movement and are harder to fit. Boots that are too tight / loose may cause the skier incredible discomfort and may result in injuries such as blisters.

Ski Poles. Ski poles are an integral part of cross-country ski equipment. Most techniques in cross-country skiing require the skier to not only use their skis, but their arms (poles) as well. Ski poles help the skier maintain balance while climbing inclines, when going downhill and when going forward.

ACTIVITY GUIDELINES

Cross-country skiing shall be limited to new fallen snow, powder snow, and wind-packed snow. It shall also be conducted on novice / beginner trails.

New Fallen Snow. Very loose and light. The snowflakes still have multiple branches. If new snow is dry, it is feathery; if damp, it quickly consolidates into a stage of settled snow.

Powder Snow. New, untouched freshly fallen soft snow. It can give the feeling of floating in a weightless environment. Powder snow can be packed in thick layers that form a natural pillow. Powder snow has a low moisture content, as almost 97 percent of it is air.

Wind-Packed Snow. Snow blown from one direction, compacted by the force of the wind. Wind-packed snow is created by the pressure exerted by wind, causing a form of cold-heat hardening.

The following types of snow should be avoided when conducting cross-country skiing:

Sun Crust Snow. Snow that has had the upper layer melt and then refreeze. Usually on top of powder snow, sun crust snow is stronger than the powder snow below it due to the refreezing. This snow can be dangerous to cross-country ski on if on a slope; the crust may give way and a person may lose their footing. Cross-country skiing on a flat surface over sun crust snow can be difficult as the skis break through

the crust and can hook into the crust on the return. The constant hooking and breaking in sun crusted snow can quickly tire the cross-country skier.

Corn Snow. Corn snow occurs after thawing, usually in the spring. It is produced during the cycle of melting and refreezing in the accumulated snow. The structure of the snow is very grainy. Corn snow can be strong enough to carry weight, but can also indicate the presence of rotten snow, which is very dangerous.

Rotten Snow. Caused by repeated melting and freezing and is found mostly on the south side of hills, or in lower levels of snow. Water will seep to the lower layers and will not freeze because it is insulated from the weather by the covering snow layer. Rotten snow can resemble very small icicles, or candle ice. This snow is dangerous. Sudden drops and holes may exist under the surface of the snow. Falling and injury are highly possible.

Slush Snow. When the air temperature becomes warmer than the freezing point, the snow begins to melt and the water content becomes high. Slush snow absorbs water from melting snow. Slush snow is recognizable by depressions in the snow with darker or bluish snow areas. These areas show holes in the ice or an accumulation of water on the surface of the ice.

CROSS-COUNTRY SKIING TECHNIQUES

Falling Down

Falling down is a common occurrence when cross-country skiing. It is not the falling that is difficult when cross-country skiing; getting up after the fall is what most struggle with.

When losing balance and about to fall:

1. Check the area for rocks or tree stumps to avoid, if possible.
2. Sit down to one side or the other of the skis.
3. Keep the legs below the rest of the body.
4. Dig the skis into the snow to stop any forward momentum.

To get up after a fall:

1. Roll onto the back and stick legs, arms, skis and poles into the air to untangle them.
2. Bend the knees and place the skis flat on the ground, concurrently sliding the hips towards the feet and the backs of the skis under the behind.
3. Come to one knee (plant the poles at the sides to assist).
4. Stand up.

Stopping

For their own safety and for the safety of those around them, it is extremely important that cadets are able to slow down and stop themselves on flat ground and on hills. The principles for both are the same and require the cadet to have constant control of their body and their skis. A cross-country ski glides most effectively when it is flat on the ski base. A ski begins to lose forward momentum as soon as it is tipped to either edge.

Therefore, to stop, the skier must tip the ski to the edge—this is called edging.



The wedge position is sometimes referred to as the snowplow position. Some may be more familiar with this term as it is also used in downhill skiing.

There are two types of wedging:

- the half wedge, and
- the full wedge.

To slow down / stop using the half wedge:

1. Decide which ski to move into the half wedge position.
2. Keep the skis parallel to each other.
3. Move into the half wedge position by:
 - a. bringing the knees together;
 - b. keeping the tips of the skis together; and
 - c. moving the tail of the desired ski outward by pushing the heel out and the toes inward.
4. Angle the inside edge of the wedged ski into the snow by rolling the ankle inward (the more the edge is angled into the snow, the faster the skier will slow down / stop).

To slow down / stop using the full wedge:

1. Sink into a crouch.
2. Bring the knees together and point them toward the tips of the skis.
3. Keep the tips of the skis together (but not touching).
4. Move the tails of the skis outward by pushing the heels outward and the toes inward.
5. Angle the inside edges of the skis into the snow by rolling the ankles inwards (the more the edge is angled into the snow, the faster the skier will slow down / stop).

Changing Direction

Whenever on cross-country skis there is always a requirement to change direction of travel. It is a fairly simple process that requires practice in order to perfect.

Changing direction can be carried out by picking up the tip, the tail or the entire ski, one at a time, and moving it toward the new direction of travel—then repeating the process with the other ski. Depending on the degree of the turn, the skier may need to complete this process a number of times before reaching the desired direction.

To change direction:

1. Assume the half-sitting position.
2. Move the left (right) ski forward until the left (right) boot toe is just ahead of the right (left) boot toe.
3. Lift the tip of the left (right) ski about 30 cm (1 foot) off the ground.
4. Move the lifted ski slightly to the left (right), about an arc of 30 degrees.
5. Place the left (right) ski on the ground and transfer the weight to it.
6. Bring the right ski around, in the same manner, to meet the left ski.
7. Repeat Steps 2–6 until facing the desired direction.

Poling

There are two different poling techniques that a cross-country skier can use, to include:

Diagonal Poling. Uses the pole opposite of the gliding ski to create additional forward motion of the skier. The skier plants and pushes with only one pole at a time.

Double Poling. Simultaneously uses both poles to propel the skis and skier forward. Used to go down gentle slopes in order to gain speed and on flats when the skier is not using the diagonal stride.

The following poling principles should be considered:

- Poles cannot push forward unless they are angled to the rear.
- The skier gets a stronger push when their arms are bent rather than straight.
- Pushing the pole back rather than down converts more of the skier's energy into forward motion at the end of a stroke.
- The skier should use their body weight, not just their arms, and pull with their core to move forward.

To diagonal pole:

1. Assume the half-sitting position.
2. Move the left ski so that it is forward of the right ski.
3. Lean forward.
4. Transfer the weight to the left ski.
5. Plant the right pole just ahead of the left ski boot (to the right of the path that the right ski will take).
6. Simultaneously push off with the left ski and push the right pole.
7. Recover by lifting the left pole.
8. Repeat the process with the other pole.

To double pole:

1. Assume the half-sitting position.
2. Keep the elbows close to the body.
3. Lean forward to round the back.
4. Plant the poles just ahead of the ski boots.
5. Contract the abdominal muscles.
6. Push forward and extend the arms back.
7. Stand up.
8. Allow the arms and poles to swing forward.
9. Prepare for the next pole plant.

Executing the Diagonal Stride

When cross-country skiing, the most frequently used technique to move forward is by executing the diagonal stride. It is called the diagonal stride because the right leg and the left pole (and vice versa) work together to move the skier forward. The diagonal stride technique makes for greater forward thrust and easy balance.

Ascending Hills

The biggest factor that affects a skier's ability to traverse up a hill is grip. Grip comes from the skier staying over their feet and pushing their skis straight down into the snow. There are two different techniques that can be used to ascend hills: herringbone and side step.

Herringbone. A technique used to climb straight up a hill on the inside edges of the skis with the tips farther apart than the tails. A skier using the herringbone technique to ascend a hill leaves an imprint that resembles the skeleton of a fish.

To use the herringbone technique to ascend a hill:

1. Place skis into a 'V' formation with the tails close together.
2. Turn the legs out.
3. Transfer the weight onto the left (right) foot.
4. Lift up the right (left) ski and move it forward.
5. Plant the left (right) pole behind the left (right) ski.
6. Repeat until reaching the top of the hill.

Side step. A technique where the skier places their skis horizontal to the hill and moves upward using short side steps. A skier uses the side step when a hill gets too steep, the snow becomes too deep, or the herringbone becomes too tiring.

To use the side step technique to ascend a hill:

1. Place the skis horizontal to the hill to be ascended.
2. Keep the body upright and centred over the skis.
3. Move the torso sideways and up the hill.
4. Plant the pole ahead of them.
5. Lift and move the ski up.
6. Dig the edge of the ski into the snow.
7. Repeat until the top of the hill is reached.

Descend a Hill

The most important factors to descending a hill safely are balance and control. A skier should never just turn their skis downhill and go—the descent must always be controlled. In other words, the skier must always be ready to slow down or stop.

When descending a hill:

1. Adopt the half-sitting position.
2. Keep the head up and look forward.
3. Move the skis so that they are just under shoulder-width apart.
4. Ensure the feet are flat on the skis.
5. Look down the slope to make sure there are no obstacles.
6. Drop the hands to thigh level.
7. Hold the pole shafts toward the back, keeping the tips off the snow.
8. Glide down the hill.
9. Slow down / stop by executing a full wedge.

SUGGESTED RESOURCES

ISBN 0-88011-652-8 Gaskill, Steven. (1998). *Fitness cross-country skiing*. Windsor, ON: Human Kinetics.

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HIKING

HIKING

INTRODUCTION

Hiking is an activity of vigorous walking in the outdoors / wilderness on an unpaved trail, either on a path or navigating along an unmarked route. Usually day hikes consist of travelling cross-country over different terrains, sometimes with inclines and declines. It provides cadets the opportunity to travel to destinations that could not, in many cases, be seen any other way.

The aim of hiking is to learn skills beneficial to physical health. It offers an alternative learning environment and allows cadets to explore the outdoor surroundings. For cadets who have never participated in hiking activities, it can be quite challenging. However, it can also offer a challenge to experienced hikers by varying the location / terrain of the hikes. Hiking may help to improve the cardiovascular component of fitness.

EQUIPMENT

Water Carrier. Carrying water during a hike requires a lightweight water bottle with a tight lid that is easily refillable. When choosing a water bottle it is advisable to choose one that can withstand the temperatures of frozen or hot liquids.

Extra Food. It is always advisable to bring extra food on a hike. Snacks such as granola bars, GORP (good old raisins and peanuts), chocolate bars, and dried fruit will provide the hiker with an energy boost. In an emergency situation they may also increase chances of survival.

Extra Clothing. Extra clothing includes an additional layer of warm clothing and a rain coat. A light down vest, sweater, or fleece jacket will provide insulation should the weather be cooler than expected, and during breaks when sweat evaporates and the body cools. Just because the sun is shining at the start of a hike does not mean it will be shining at the end. Rain coats may also be used in building a shelter in an emergency situation.

Sunscreen. Sunscreen blocks or prevents the skin's exposure to the sun or ultraviolet light. The skin will burn when the amount of exposure to the sun, or ultraviolet light source, exceeds the ability of the body's protective pigment to protect the skin. According to the Canadian Dermatology Association a minimum of SPF 15 with UV-A and UV-B protection should be worn.

Sunglasses. Hikers should always wear sunglasses to protect their eyes against damage from the sun's light (eg, ultraviolet, bright or intense light, and blue light). This is especially important in the winter, as snow blindness is a prevalent injury.

Hat. A wide-brimmed hat will protect the back of the neck, ears, and face from burning. A toque in the winter will keep the hiker's ears warm and stop the escape of heat from the head.

Insect Repellent. Mosquitoes and black flies can spread disease and have a negative impact on a hike. Wear loose-fitting clothing with closed cuffs and apply insect repellent to ward off unwanted insects.

Survival Kit. Having a survival kit is a must during any hiking trip. It should include water purification tablets, a light source, waterproof matches, a signalling device and first aid materials.

Notebook and Pencil. Having a notebook and pencil will allow cadets to keep a log of the hike. Collecting information such as route details, trail condition, trail difficulty, and general observations will provide the cadets with beneficial information for planning other hikes. It will also provide a record of the experience.

ACTIVITY GUIDELINES

Terrain Difficulty

IAW with A-CR-CCP-951/PT-002, *Royal Canadian Army Cadets Adventure Training Safety Standards*, the Cadet Program uses the Yosemite Decimal System (YDS) to rate trail difficulty levels. YDS has a scale from 1–5 and it rates the hardest / most technical section on a terrain / route. It also provides ratings for travel over flat terrain.

Class 1. Hiking, usually on a trail.

Class 2. Simple scrambling, crossing obstacles with the occasional use of hands, requires route-finding skills, may be backcountry dense bush.

Class 3. Angle is steep enough that hands are required for balance; scrambling on rocks using hands and feet, a rope might be carried.

Class 4. Simple climbing, often with exposure requiring a rope belay. A fall could be serious or fatal. Natural protection can usually be easily found.

Class 5. Technical rock climbing begins. Climbing involves the use of ropes, belays, and the placement of natural or artificial protection for the leader in case of a fall. An open-ended decimal extension to Class 5 exists for rating climbs within this category.



Terrain for this activity shall be limited to Class 1 terrain difficulty.

Types of Terrain

Easy Terrain. Terrain is flat and footing is secure. Forest roads, trails following streams and rolling hills are generally easy walking.

Moderate Terrain. Terrain with a trail that is mostly solid under foot with either one fairly steep hill or a series of small hills or forest floors with light underbrush.

Difficult Terrain. Any terrain in which a person ascends or descends over 150 m in 1 km. It can also consist of patches of dense forests, thick vegetation and rocky trails / root-covered trails.



Terrain for this activity shall be limited to Easy or Moderate type of terrain.

HIKING TECHNIQUES

An average day of hiking will consist of periods of hiking and periods of rest. The combination of a good hiking rhythm, a good hiking speed, and fixed rest intervals separate beginners from experienced hikers. Enthusiasm often tends to cause one to start too fast, get tired quickly, take an early rest, and start off too fast again.

Stride Rhythm and Speed

A steady hiking rhythm is generally more enjoyable as one over-exerts themselves less and keeps the physical strain at comfortable levels. Having a steady rhythm will enable the cadets to stick to a fixed schedule and lessen the strain put on the body.

Developing a Hiking Rhythm

A hiking rhythm is very personal and is developed over the course of many hikes. To develop a rhythm there are some guidelines to follow:

- Choose a specific stride rhythm and speed and keep to it. A good rhythm is one that allows the cadet to hike at the same intensity level for at least one hour without having to take a break.
- Adjust rhythm to terrain, weather and weight. The point where a cadet can no longer carry on a conversation indicates that they have gone beyond a comfortable rhythm.
- Make the rhythm a full-body movement where breathing and swinging of the arms happen in harmony. Uneven surfaces like uphill and downhill slopes of varying incline can make it difficult to maintain a steady hiking rhythm.

Controlling Fatigue

The purpose of resting is to slow down the heart rate and breathing, thereby allowing the heart and lungs to rest. Resting gives the body time to get rid of the lactic acids built up in muscles, and to recover from hot spots or sores.

Resting guidelines:

- Rest in regular intervals; try 10 minutes for every hour hiked (make them part of the rhythm).
- Stick to 10-minute rest breaks. Use only lunch and dinner (supper) breaks as extended rest periods.
- 10 minutes is the most effective rest duration for body recovery.
- Take off backpacks, rest in the shade, and sit down during rests.
- During the extended rest breaks, allow feet to rest and dry by removing shoes, and airing out footwear.

Full Body Synchronization

Hiking rhythm is a full body affair. Just like marching, hiking requires coordinated movements where every action has a reaction. The swinging of arms provides momentum, breathing controls pace, etc. To properly control rhythm, one must first learn what body parts work in unison. To employ full body synchronization during movement, the arms should be in motion at a natural swing, opposite the forward foot.

SUGGESTED RESOURCES

ISBN 0-7566-0946-1 Berger, K. (2005). *Backpacking & hiking*. New York, NY: DK Publishing, Inc.

ISBN 978-0-7153-2254-3 Bagshaw, C. (Ed.). (2006). *The ultimate hiking skills manual*. Cincinnati, OH: David & Charles.

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ICE SKATING

ICE SKATING

INTRODUCTION

Ice skating increases the body's flexibility and endurance with very low impact. Ice skating is a great cardiovascular activity that provides less stress on the knees and other joints. It boosts the cardiovascular system, which helps to reduce the risk of diseases like obesity, hypertension and diabetes while also improving balance and agility. It tones the leg muscles, specifically the quadriceps and hamstrings and the arm muscles when they are swung while skating. Ice skating helps improve the cardiovascular and muscular strength components of fitness.

EQUIPMENT

- Helmets, and
- Ice skates.

ACTIVITY GUIDELINES

Ice skating shall be conducted at an established ice skating venue such as an ice rink.

ICE SKATING TECHNIQUES

Walking. First-time ice skaters should take time to walk on the ice to get used to moving on the ice surface. Many rinks will have a rubber mat on which the cadets can practice walking in skates. When walking in skates, it is recommended to have the skate guards on the ice skates.

First Time on Ice. Have the first-time ice skaters move along the ice around the perimeter. They can use the walls surrounding the ice rink for support. Moving along the edge of the ice will help develop ankle support and allow the skater to get used to the friction of the ice. There may also be skating aids to provide extra support to new ice skaters.

Develop Balance. To develop balance, hold the arms out at just below shoulder level, bend the knees slightly and lean forward. Try to not hold onto anything as this can become a crutch.

Practice falling. Falling is natural. If a fall is anticipated, bend the knees and squat. When falling, arms may be used to break the fall. Hands should be quickly clenched into a fist to minimize the risk of injury from passing skaters.

Getting Up. To get up, ice skaters should get on their hands and knees and place one foot between their hands. Repeat with the other foot and lift up to the standing position.

Moving. To move, ice skaters should lean on their weak leg, then push in a diagonal direction outwards with the strong leg, pretending they are shovelling snow behind and to the right. This will cause forward movement. To glide, have them point their toes in the direction they wish to travel.

Skate Short Distance With Little Speed. Once a good sense of balance is achieved, encourage the first-time ice skaters to try skating a little faster. If they feel like they are going to fall, tell them to bend their knees and put their arms out.

Knee Bends. Stand with the feet at hip distance and arms out in front. Next, squat slightly so that an awareness of the centre of balance is created. Repeat a few times until a sense of familiarity is achieved. Next, squat further down, keeping the eyes looking forward at all times.

Stopping. To stop, bend the knees slightly inward and then push out with one or both feet. This creates pressure on the ice causing the feet to not slide out. When stopping, "snow" will be created from the blade of the ice skate sheering off ice.

SUGGESTED RESOURCES

Nil.

INSTRUCTOR-LED DANCING

INSTRUCTOR-LED DANCING

INTRODUCTION

Dancing is a social activity that encourages the development of good cardiovascular flow as well as developing strength and flexibility. The intensity of the dance can be modified to accommodate varying levels of fitness as well as ability. Dancing helps improve the cardiovascular component of fitness.

EQUIPMENT

Equipment will vary depending on the selected type of dance.

ACTIVITY GUIDELINES

Dancing shall be structured, well supervised and conducted by a certified instructor or using a video that is conducted by a certified instructor.

This activity shall not be conducted as a social cadet dance.

SUGGESTED TYPES OF DANCE

- Foxtrot,
- Highland Dancing,
- Hip Hop,
- Jitterbug (Swing),
- Line Dancing,
- Salsa, and
- Waltz.

SUGGESTED RESOURCES

Jennifer Galardi. Certified Fitness Instructor. *Dance off the inches: Hip hop party*. 2007. [DVD]

Kristina Milova. Certified Fitness Instructor. *Dance off the inches: Dance it off ballroom*. 2008. [DVD]

Amy Blackburn. Certified Fitness Instructor. *Dance off the inches: Country line dance*. 2008. [DVD]

Desiree Bartlett. Certified Fitness Instructor. *Dance and be fit: Latin groove*. 2008. [DVD]

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ORIENTEERING

ORIENTEERING

INTRODUCTION

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

EQUIPMENT

- Prepared point-to-point orienteering course,
- Prepared point-to-point orienteering course map,
- Scorecards / control cards,
- Punches
- Description sheets,
- Stopwatches,
- Whistles,
- String / twine,
- Hand-held radios,
- Table,
- Chairs, and
- Marker tape.

ACTIVITY GUIDELINES

Orienteering should be well supervised and conducted by an experienced instructor.

BACKGROUND KNOWLEDGE

Point-to-Point Orienteering

Also known as cross-country orienteering, point-to-point orienteering requires cadets to determine their own routes from one known control to the next, in a specific order. The winner is the cadet(s) who completes the course in the shortest elapsed time.

Point-to-point orienteering is the most popular of orienteering events. One reason is that it is a battle of physical stamina and quickness of mind against other participants.

Scoring Equipment

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

Controls may be marked with a control identifier. This identifier may be some type of number / letter or combination of both. The identifier will be written in the top left triangle of the marker and will inform the orienteer that the correct control has been located.

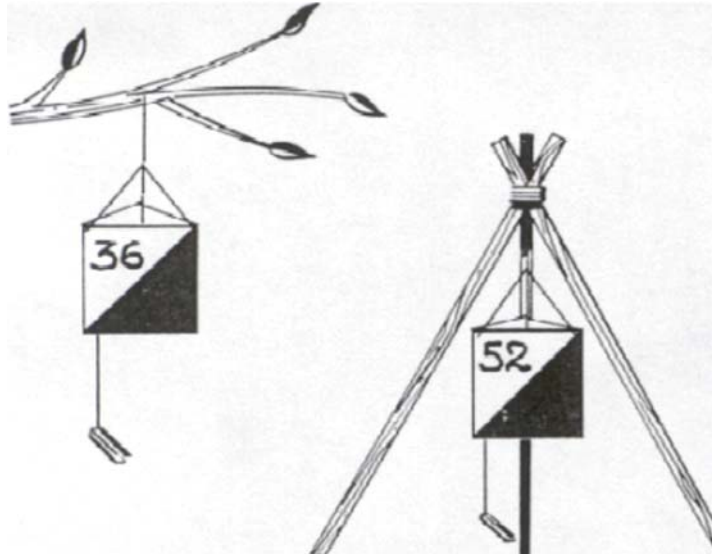


Figure G-1 Control Markers

Note. From *Be Expert With Map & Compass* (p. 197), by B. Kjellstorm, 1994, New York, NY: Hungry Minds, Inc. Copyright 1994 by Bjorn Kjellstorm.



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

Punches (Clippers). Attached to the control markers, the punch will often hang from the control marker. Each punch on an orienteering course is different and aids an orienteering competition by having the competitors use the punch on their scorecards in a specified order. Each punch has a different series of numbers or letters.

Description Sheets. The description sheets contain all the information on the competitor and their race, as well as International Orienteering Federation (IOF) symbols or written descriptions of the control points.

Scorecards. Also known as the control card, it is what the competitor uses to collect the stamps of the control markers on the course. It is handed in at the end of the race.

Orienteering® Control Point Card color 		CLASS M1 COURSE W NO. 16 NAME JOHN DOE CLUB NONESUCH compass day time ck punch ck place ALL COMPETITORS MUST REPORT TO THE FINISH	FINISH 1:46:45 START :18:00 TIME 1:28:45	DETACH  FOLD	PLACE DAY TIME 1:28:45 CLASS M1 NAME JOHN DOE CLUB NONESUCH
11 12 13 14 15 16 17 18 19 20 1 2 3 4 5 6 7 8 9 10					

Figure G-2 Scorecard

Note. From *Be Expert With Map & Compass* (p. 204), by B. Kjellstorm, 1994, New York, NY: Hungry Minds, Inc. Copyright 1994 by Bjorn Kjellstorm.

Orienteering Maps

The map scale is found at the bottom of the map title. The most common scales for topographical maps in Canada are 1 : 25 000 and 1 : 50 000. Common orienteering map scales are 1 : 5 000, 1 : 10 000, 1 : 15 000 and 1 : 20 000. This means that on a 1 : 5 000 scale map one unit on the map represents 5 000 units on real terrain. The smaller the map scale, the smaller the area is, and the more detail there is available to the competitor.

Orienteering Techniques

Folding and Holding the Map. Folding the map involves the orienteerer gently folding the map so the route is showing, running along the direction of travel, with everything else folded out of the way. It helps the orienteerer see only the information pertaining to them at the time.

Orienting the Map by Inspection. A map is oriented when north on the map is aligned with north on the terrain. The orienteerer should pick two or three objects around them and then locate them on the map. The real landmarks and the ones on the map should line up.

Thumbing Position. The orienteerers should be holding the map so their thumb is placed on the map to mark their position, adjusting their thumb position to their location each time they stop to reference the map. It saves time, helping to quickly determine where the orienteerer is, no matter how many times they have to stop and look at their map. Two steps involved in this process are ensuring the map is held properly and holding the map so it is oriented north.

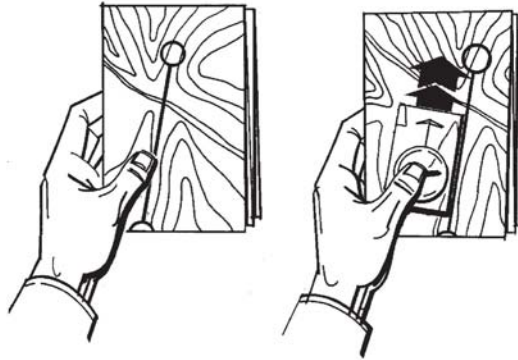


Figure G-3 Thumbing Position

*Note. From *Be Expert With Map & Compass* (p. 178), by B. Kjellstorm, 1994, New York, NY: Hungry Minds, Inc. Copyright 1994 by Bjorn Kjellstorm.*

Determining Distance. Orienteerers should not rely on features for judging distance; they may no longer exist though they still appear on the map. The best way is step counting or pacing. This is determined by knowing how many steps or paces an individual takes in 100 m. To save time, an orienteerer should know this before beginning.

Checking Off Features. The orienteerer identifies linear features that appear before the control that will alert the orienteerer the control is nearby. As an orienteerer navigates toward the control, they have a mental checklist of the features as they come upon them.

Handrails. A handrail is a prominent linear feature that runs parallel to the direction the participant is supposed to go and leads to the control. A path between two points would be a handrail.

Catching or Collecting Features. Catching or collecting features is a technique for route evaluation that helps the orienteerer make a mental checklist of all the features they must collect or catch before they can get to their control. It is a large distinct feature situated across the line of travel on the route to, or beyond, the control. It must be a feature that is easy to recognize in the terrain, such as a large pond or power line. If it is situated in front of the control, it acts as an alert to the control. When situated beyond the control, it alerts the orienteerer that they have travelled past the point of the control.

Attack Points. Some points are located on small features that are not easily found. For this, the orienteerer might locate a larger feature as close to the control as possible. The orienteerer will look for this feature, called the attack point, run toward this point and then look for the control close by.

Attacking From Above. A control located on the side of a slope is easier for the orienteerer to find when they are coming down the slope. The orienteerer gets a better view of the terrain by looking down on it and is therefore able to find the best route to the control.

Height Assessment Versus Detouring Around. When a hill is between controls, a decision must be made by the orienteerer whether to go over or around. It must be decided if it is easier for the individual to climb the slope and possibly expend more energy, or to go around, which may be a longer route but easier to run due to level ground. The elevation of the slope may be a deciding factor.

Long Easy Route Versus Short Tough Route. A competitor must take into consideration the distance to travel both routes, and how quickly they will be able to travel over the terrain. This will be dependent on the vegetation that will be encountered.

Route Evaluation Techniques Using The CART Acronym

A systematic approach to map reading, represented by an acronym meaning:

- **Control.** What control is the orienteerer trying to find?
- **Attack point.** What is an attack point that is easy to identify? It should be close to and before the marker, distinct, prominent and easy to reach.
- **Route choice.** What is the best route to the attack point? This will depend on the nature of the terrain, the distance to be covered and the skills and abilities of the orienteerer.
- **Technique.** What is the best technique to use on each leg of the competition? This will depend on the terrain, distance and the individual orienteerer, but must be decided before starting the leg.



This may seem overwhelming for the novice orienteerer, but point out to the cadets that they would naturally use some of these techniques without realizing it.

Start and Finish Routine

At the start of the event, the cadets will move to the starting line and wait for a blast from the instructor's whistle. At this point, a departure time must be written down on the recording sheet (as illustrated in Figure B6-5).

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

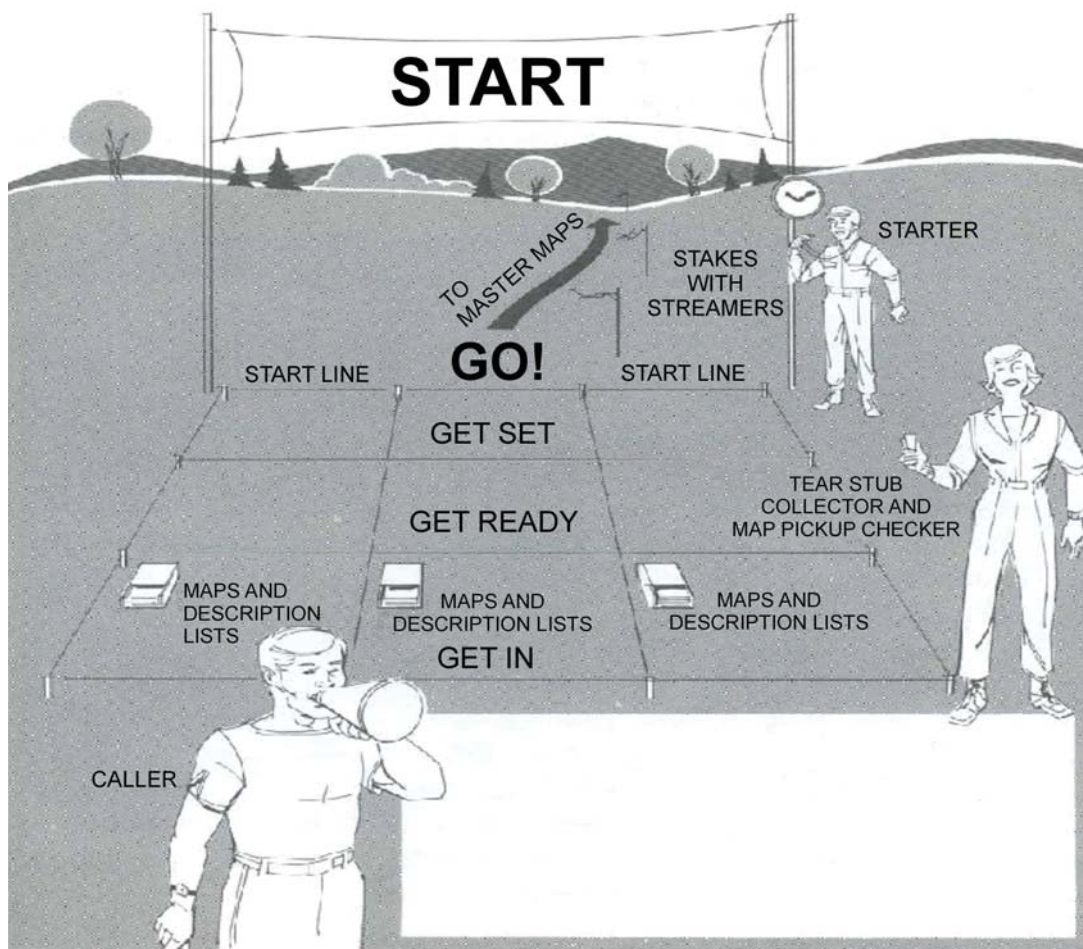


Figure G-4 Starting Grid

Note. From *Be Expert With Map & Compass* (p. 201), by B. Kjellstorm, 1994, New York, NY: Hungry Minds, Inc. Copyright 1994 by Bjorn Kjellstorm.

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

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

[illegible]

Figure G-5 Recording Sheet

Note. From *Be Expert With Map & Compass* (p. 200), by B. Kjellstorm, 1994, New York: Hungry Minds, Inc. Copyright 1994 by Bjorn Kjellstorm.



Cadets are to be given pre-marked maps at this level.

Course Layout

A point-to-point type of orienteering (also known as cross-country or free orienteering) event will be conducted to allow the cadets to assist with orienteering. This type of orienteering is considered the ultimate challenge for orienteers. The course and markers are placed in a circular configuration where every competitor must visit the same control in the same order in the shortest amount of time. This challenges the competitor to choose the best possible route and maintain stamina.

The layout of the course is based on the competitor level of experience and usually consists of 8–12 controls situated in varying degrees of difficulty and distance.

RULES AND REGULATIONS

Orienteering meets expect competitors to follow basic rules and regulations that also deal with ethics and safety when participating in a point-to-point orienteering activity.

Technical Rules

- Participants shall not damage, remove or hide any controls during an event.
- Participants shall only use the map provided by the organizer plus a compass during an event.
- Participants shall visit the controls in the specified order in a point-to-point orienteering event.
- Participants must not enter / cross areas marked on the map as uncrossable or out of bounds.
- Participants shall not damage property such as fences or equipment.
- Participants shall not enter / cross gardens, newly-planted fields or those with growing crops.

Safety Rules

- Cadets should wear clothing that covers the full body.
- Cadets must carry a whistle during the event.
- Cadets should be familiar with the international distress signal (three blasts on a whistle).

- Cadets must report to the finish official and hand in their map and control card whether or not they complete the course.
- Cadets must aid injured persons they encounter during the event.
- Cadets must observe traffic rules when crossing roads or railways.
- Organizers shall provide safety bearing information.

Ethical Rules

- Cadets should not follow others.
- Cadets should not discuss the course with others while on the course.
- Cadets who ask for assistance should be shown their location on the map and then report it to an official at the finish.
- Cadets who have finished their course should not divulge information about the course, map or terrain to others who have not started.
- Cadets shall respect the land and environment.

SCORING AND TIMING

The finish line is where all scoring and timings will take place. It is important that the finish area allows officials to properly complete their tasks. Officials will have to record, calculate times and verify each orienteerer visited each control on the course.

When competitors finish, officials are responsible for four main tasks:

1. collecting control cards in order of finish,
2. calculating and recording finish times,
3. verifying control card punch patterns, and
4. displaying results.

SUGGESTED RESOURCES

ISBN 0-02-029265-1 Kjellstrom, B. (1994). *Be Expert With Map & Compass: The Complete Orienteering Handbook*. New York: Hungry Minds, Inc.

Stott, W. (1987). *Armchair Orienteering II: A Practical Guide to Route Planning*. Winnipeg: Manitoba Orienteering Association.

ROLLERBLADING

ROLLERBLADING

INTRODUCTION

Rollerblading increases the body's flexibility and endurance with very low impact. Rollerblading is a great cardiovascular activity that provides minimal stress on the knees and other joints. It boosts the cardiovascular system, which helps to reduce the risk of diseases like obesity, hypertension and diabetes while also improving balance and agility. It tones the leg muscles, specifically the quadriceps and hamstrings, and the arm muscles when they are swung while rollerblading. Rollerblading helps improve the cardiovascular and muscular strength components of fitness.

EQUIPMENT

- Rollerblades,
- Knee pads,
- Elbow pads,
- Wrist guards, and
- Helmet.

ACTIVITY GUIDELINES

Rollerblading shall be conducted on smooth, paved surfaces such as established paths and should be well supervised.

ROLLERBLADING TECHNIQUES

Start on Carpet or Grass. Have new rollerbladers start on carpet or grass because the wheels will not roll. This allows them to get used to the increased height and its affect on their centre of balance.

Falling and Getting Up. Have new rollerbladers fall forward, sliding on their knee pads and wrist guards. If they feel themselves falling backwards, have them grab their knees. This will pull them forward, so they will either stay upright, or fall forward. Make sure the wrist guards impact at a sliding angle—not straight down, as this may cause a jarring impact that can cause injury.

Practice Moving. Have new rollerbladers get a feel for how to move. Have them take a few steps. Also have them move one foot forward while gradually increasing pressure on that foot until there is almost no pressure on the other. Have them do the same with the other foot until they are able to "glide" back and forth a few times.

Move to a Hard Surface. Concrete is ideal because the wheels will find friction easily while allowing movement more freely than carpet. Asphalt is not recommended for beginners because its smoother surface will force the wheels to roll more easily.

Experiment. Experiment with different strokes to see what is most efficient or fastest. Practice turning, balancing on one skate, and walking. It is easier to do things slowly at first, and then gradually pick up the pace.

Braking. Just like driving a car, riding a bike, or even running, have the cadets anticipate where they want to stop. To brake, move one foot forward and bend the knee slightly and apply pressure on the heel.

SUGGESTED RESOURCES

Nil.

RUNNING

RUNNING

INTRODUCTION

Running is one of the most common activities to develop cardiovascular fitness. Running may be done at a variety of speeds, which enables the cadets to vary the intensity of the training session. Running helps improve the cardiovascular component of fitness.

EQUIPMENT

Running shoes.

ACTIVITY GUIDELINES

Running shall be conducted in a dry, safe environment or indoors on an established running track.

RUNNING TECHNIQUES

There are six main techniques for running, used to cover the distance at maximum speed with minimum effort; they are:

Poise of the Head and Balance of the Body. The poise of the head controls the balance of the body. The head should be held in alignment with the trunk, the neck muscles relaxed, and eyes looking ahead. The chest and hips should be kept square to the front. There should be no bending at the hips, either forward or backward. A conscious effort to maintain alignment may be necessary.

Leg Action. The leg action is the main dynamic factor in running. The legs are the driving forces behind the body, as well as the supporting power. When running, the toes should be pointed straight ahead, the knees should be lifted forward, and hip rolling should be avoided. The lower leg should be kept completely relaxed as it swings forward; the foot just clearing the ground. Do not use a bouncing or bounding stride in which the body weight is shifted upwards unnecessarily.

Arm Action. While running, the arms act as speed and balance controllers. The most efficient direction for the swing of the arms is forward and inwards, partly following the direction of the body and partly in towards the centre of gravity of the body. Shoulder movement should be reduced to a minimum. Shoulder rolling and shoulder shrugging should be avoided. Avoid contracting the muscles of the neck. Each person will find the most comfortable height for carrying the hands.

Limb Coordination and Rhythm. These come automatically to maintain body balance and ensure smooth movement. A change or break of rhythm leads to less efficiency and greater fatigue.

Relaxation. A certain degree of relaxation comes naturally, but increasing relaxation of the upper body during running may take practice and concentration. When increases in relaxation occur during running, more efficient motion will take place, resulting in distance being covered in less time.

Breathing. Breathing in and out should be done through both the nose and the mouth. Inhale mostly through the nose and exhale mostly through the mouth. Breathing should follow an automatic rhythmical rate set by limb movement.

Duration of a Training Session

All running activities should begin with a warm-up. The main part of a running training session may be a straight distance run, around a track, on a road, or cross-country. A minimum of 15 and preferably 20 minutes of sustained running is required to increase cardiovascular fitness. Running for time or distance will aid in increasing fitness levels. The cool-down should include slowing the pace of the run and flexibility exercises. It is essential that the heart rate is brought below 100 beats per minute before the cool-down is considered complete.

Alternating Terrain

Running on alternating terrain may be conducted on a course laid out along roads, across fields, over hills, through woods, or on any irregular ground. Running on alternating terrain provides a break in routine. Many runners prefer to follow cross-country trails rather than run on tracks or roads.

SUGGESTED RESOURCES

ISBN 0-684-85455-4 Bingham, John. (1999). *The courage to start: A guide to running for your life*. New York, NY: Fireside.

SKIPPING ROPE

SKIPPING ROPE

INTRODUCTION

Skipping will help improve cardio-respiratory (heart and lungs) fitness, flexibility and co-ordination. As a high-impact exercise, skipping is great for building bones and a good exercise to lose weight and define muscle mass. Skipping rope helps improve the cardiovascular and muscular strength components of fitness.

EQUIPMENT

- Running shoes,
- Skipping rope, and
- Appropriate activity clothes.

ACTIVITY GUIDELINES

To help prevent injury, running shoes shall be worn during skipping rope exercises.

Skipping to music, combining different foot combinations and also adding circuit exercises helps maintain interest while skipping.

SKIPPING ROPE TECHNIQUES

Criss-Cross. The feet cross and uncross each jump. Alternate between crossing the left foot with the right foot and the right foot with the left foot. Use different combinations of each cross-over. This improves your coordination and focus.

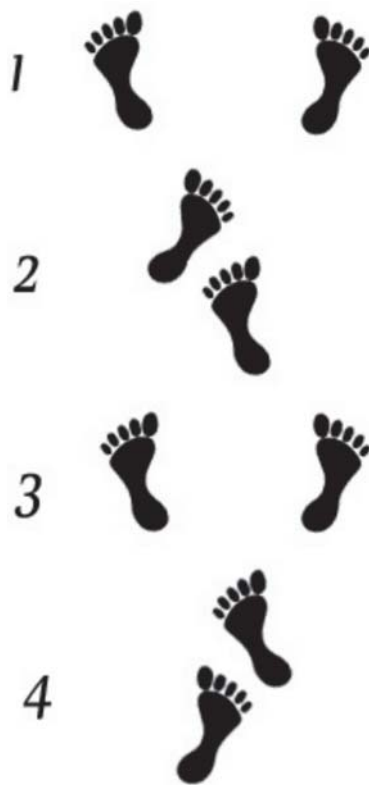


Figure J-1 Criss-Cross Pattern

Note. From *10 Skipping Rope Exercises for a Better Body*, by S. Popovic, 2011 Retrieved October 6, 2011, from <http://www.bloomtofit.com/10-skipping-rope-exercises-for-a-better-body>

Heel to Toe. Alternate landing on the toes of your feet and on the heels of your feet. Be careful when landing on the heel—it should be a soft landing.

Running on the Spot. Run on the spot with the rope passing underneath between each step. This is a great cardio exercise that improves the muscular endurance of the arms.

Side Rope Swings. Push the skipping rope to the side by moving both hands to one side. On the next skip, bring the rope back to the middle so it goes around the body. This movement is great for transitioning from one combination to another and can be used to relieve arm tension.

High knees. After each skip, bring the knee up to the chest. Attempt to bring each knee up as high as possible to activate the hip flexors and extenders and the abdominal musculature. This movement is similar to running on the spot.

Double Jumps. Jump high enough and swing the rope fast enough so the rope goes around twice for each jump.

One Foot Jumps. Skip on one foot instead of two. This version works the calf muscles. The number of jumps per foot (double jumps) or the way you land on each foot (heel to toe) can be varied to create and maintain interest.

One + Combo. This is a combination of the one foot jumps and the side rope swing. Start by doing one one-foot-jump on each foot, then do a side swing. Do two one-foot-jumps on each foot then a side swing. Next is three one-foot-jumps and a side swing. Continue progressively increasing the number of one foot jumps and use a side swing as a transition.

Split Jumps. On each skip, alternate one foot forward and one foot back. Land on the toes of each foot.



Figure J-2 Split Jumps Pattern

Note. From *10 Skipping Rope Exercises for a Better Body*, by S. Popovic, 2011 Retrieved October 6, 2011, from <http://www.bloomtofit.com/10-skipping-rope-exercises-for-a-better-body>

Two-By-Two Combo. Jump twice on the right foot and twice on the left foot; continue alternating. This combo can be increased to a three-by-three combo or a five-by-five combo.

SUGGESTED RESOURCES

Heart and Stroke Foundation of Canada. (2011). *Skipping skills posters*. Retrieved November 10, 2011 from http://www.jumpropeforheart.ca/Content/Files/SkillsPosters_2011_E.pdf

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SNOWSHOEING

SNOWSHOEING

INTRODUCTION

Snowshoeing is an aerobic activity that involves walking through the snow and is an easy skill to learn. It tones your entire body while providing an excellent cardiovascular workout; it strengthens leg and heart muscles and improves delivery of oxygen to muscles. People can immediately walk on snowshoes even if they have never worn them before. Snowshoeing helps improve the cardiovascular and muscular strength components of fitness.

EQUIPMENT

Snowshoes

The chart below is a rough guide to follow when in a standard condition of wet powder snow.

Snowshoe Size	Carrying Capacity
20 cm by 56 cm (8 inch by 22 inch)	68 kg (150 lbs)
20 cm by 63 cm (8 inch by 25 inch)	90 kg (200 lbs)
22 cm by 43 cm (9 inch by 34 inch)	113 kg (250 lbs)
24 cm by 86 cm (9.5 inch by 36 inch)	136 kg (300 lbs)

The smaller the snowshoe, the better it will be for climbing over blow downs (fallen trees and bushes) and through brush. The larger the snowshoe, the better flotation on top of snow.

Bindings

The binding attaches the foot to the snowshoe securely, preventing the heel from sliding from side to side, even when travelling across a slope. Bindings most often fit a wide range of boot sizes. In any category of snowshoe, the binding should be made of hardy, flexible rubberized nylon straps, with buckles that do not loosen or freeze and are easily manipulated even when wearing mittens. The bindings must not be fastened too tightly where circulation may be cut off, as the chances of frostbite will increase.

Poles

Telescoping trekking poles are the most versatile choice for snowshoeing. These poles provide better balance and reduce the amount of stress on the knees, shoulders and back. They absorb some of the impact the body would otherwise absorb. The poles, rather than the body, absorb shock, reduce arm and leg fatigue and improve endurance. While snowshoeing, they help a person keep balance while climbing inclines or when backing out of an area in deep snow. Although trekking poles are generally not required when snowshoeing, they are a helpful accessory.

ACTIVITY GUIDELINES

Snowshoeing shall be limited to new fallen snow, powder snow, and wind-packed snow.

New Fallen Snow. Very loose and light. The snowflakes still have multiple branches. If new snow is dry, it is feathery; if damp, it quickly consolidates into a stage of settled snow.

Powder Snow. New, untouched freshly fallen soft snow. It can give the feeling of floating in a weightless environment. Powder snow can be packed in thick layers that form a natural pillow. Powder snow has a low moisture content, as almost 97 percent of it is air.

Wind-Packed Snow. Snow blown from one direction, compacted by the force of the wind. Wind-packed snow is created by the pressure exerted by wind, causing a form of cold-heat hardening.

The following types of snow should be avoided when snowshoeing:

Sun Crust Snow. Snow that has had the upper layer melt and then refreeze. Usually on top of powder snow, sun crust snow is stronger than the powder snow below it due to the refreezing. This snow can be dangerous to snowshoe on if on a slope; the crust may give way and a person may lose their footing. Snowshoeing on a flat surface over sun crust snow can be difficult as the snowshoes break through the crust and can hook into the crust on the return. The constant hooking and breaking in sun crusted snow can quickly tire the snowshoer.

Corn Snow. Corn snow occurs after thawing, usually in the spring. It is produced during the cycle of melting and refreezing in the accumulated snow. The structure of the snow is very grainy. Corn snow can be strong enough to carry weight, but can also indicate the presence of rotten snow, which is very dangerous.

Rotten Snow. Caused by repeated melting and freezing and is found mostly on the south side of hills, or in lower levels of snow. Water will seep to the lower layers and will not freeze because it is insulated from the weather by the covering snow layer. Rotten snow can resemble very small icicles, or candle ice. This snow is dangerous. Sudden drops and holes may exist under the surface of the snow. Falling and injury are highly possible.

Slush Snow. When the air temperature becomes warmer than the freezing point, the snow begins to melt and the water content becomes high. Slush snow absorbs water from melting snow. Slush snow is recognizable by depressions in the snow with darker or bluish snow areas. These areas show holes in the ice or an accumulation of water on the surface of the ice.

SNOWSHOEING TECHNIQUES

Snowshoeing is a very easy skill to learn. People can immediately walk on snowshoes even if they have never worn them before. However, there are techniques that will greatly improve these abilities while snowshoeing over snow-covered terrain.

Striding

To conserve energy when snowshoeing on soft snow, lift the snowshoe to clear the snow and thrust forward to complete each pace. The rest step allows for momentary pauses between steps. With practice, one can adjust the length of the pause to the state of fatigue. As one steps forward, thrust the front snowshoe out and let it plop down, or stamp it firmly into place. Straighten and lock the rear knee joint so the tendons and cartilage are holding weight and pause and relax the thigh muscles, using the poles to maintain balance. Bring the rear leg ahead, thrust the snowshoe out, place it, lock what is now the rear leg, relax momentarily and repeat. The effect is to rest the legs during the time they are actually working hard. A couple of seconds of work with a couple of seconds of rest make it possible to keep going steadily without long stops.

Executing Kick Turns

Kick turns are performed when a change in direction is required. It is commonly used in an enclosed area along the trail. The steps in performing a kick turn are:

1. Lift one leg and swing it back, and then kick it forward and upward.
2. At the top of the kick, just as the tail of the snowshoe clears the snow, turn the foot 180 degrees.

3. Lower and plant the foot in the snow, with the front of the foot facing to the rear.
4. Shift the body weight to the foot facing 180 degrees to the rear and then lift the other foot.
5. Bring the foot over the trailing edge of the planted snowshoe and face the new direction.

Crossing Obstacles

Obstacles such as fallen trees, logs, tree stumps, ditches and small streams can be stepped over. Care must be taken not to place too much strain on the snowshoe ends by bridging a gap, since the frame may break. In shallow snow, there is a danger of catching and tearing the webbing on tree stumps or snags that are only slightly covered. Never bridge two obstacles together with the snowshoes. When jumping over obstacles do not let the tails of the snowshoes fall downward. If the tail of the snowshoe is vertical upon landing, it will strike the snow first and may result in a fall. When possible, find an alternate route around the obstacle.

Ascending Hills

The method chosen to walk uphill will depend on the angle of the incline and the condition of the snow. The following techniques can be used when navigating uphill.

Step kick. When going straight up a hill, this is the most efficient method on firm or hard packed snow where traction is not a concern. Kick the toe of the snowshoe in the snow ensuring that it is firmly planted before shifting weight to the snowshoe.

Edging. Used when walking up a steep slope. Performed by kicking the snowshoe sideways into the slope, or moving the boot heel as far toward the uphill side of the slope as possible. Stamp the snowshoe down, forcing the outside edge of the snowshoe into the slope. When edging, the body will be perpendicular to the slope.

Switchbacking. Used to travel a slope that is fairly steep and is covered in deep powder snow. Ascend the hill by walking across the slope at an angle that is comfortable and not steep enough to allow the snowshoes to slip. To turn back (switchback) to the right, firmly stamp the left snowshoe in the snow and make sure it will hold. Shift the weight to the left foot, face the slope, and then swing the right snowshoe around to point it in the direction of the next switchback and firmly stamp it into the snow. Ensure that the tail of the right snowshoe is not placed on the left snowshoe. Stamp the right web into the snow and gently shift the body weight to step on it. To make a left turn, reverse the procedure.

Descending Hills

The method that is chosen to walk downhill will depend on the angle of the incline and the condition of the snow. The same techniques for ascending hills are used to descend. When descending a hill a person should follow the following guidelines:

- Do not lean forward by bending at the waist. This is a normal tendency for beginners and will increase the chance of falling forward.
- Avoid leaning back on the snowshoes, as if digging in the heels. This will increase the chance of the snowshoes sliding out from under the snowshoer.
- To assume a safe posture, stand straight up, balance the body straight over the foot, slightly bend the knees to compensate for changes, and then relax.

Breaking Snow

In loose snow, the trailbreaker may have several extra pounds of snow on the snowshoes. The snow falls on top of the webbing when walking and sinking in deep snow. This extra weight will exhaust the trailbreaker at a faster rate than the followers. When the trailbreaker feels they can no longer move forward at a progressive pace, they should step to the side and drop to the rear as the rest of the party moves past.

SUGGESTED RESOURCES

ISBN 0-7627-0629-5 Savignano, P. (2001). *Basic essentials: Snowshoeing*. Guilford, CT: The Globe Pequot Press.

ISBN 0-87322-767-0 Edwards, S. & McKenzie, M. (1995). *Outdoor pursuits series: Snowshoeing*. Windsor, ON: Human Kinetics Inc.

SWIMMING

SWIMMING

INTRODUCTION

Swimming is a fun activity that can include doing laps, playing games and aqua aerobics. Swimming helps improve the cardiovascular and muscular strength components of fitness.

EQUIPMENT

The equipment required will depend on the selected swimming activity.

ACTIVITY GUIDELINES

This activity shall be conducted IAW A-CR-CCP-030/PT-001, *Water Safety Orders*, Chapter 6.

SWIMMING ACTIVITIES

Games

Whirlpool. Have the cadets stand in a circle holding hands, in the shallow end of the pool. Have the group start walking in a clockwise direction, moving faster and faster creating a whirlpool. Once the group has gained momentum, count to three and have the cadets let go. The whirlpool will spin the cadets outwards.

Sharks and Minnows. This is a game of tag, where one cadet is designated the “shark” and the rest “minnows”. The minnows must constantly move in the water trying to avoid being tagged by the shark.

Aqua Aerobics

Aqua aerobics is a form of aerobics that is conducted in water. It is an excellent activity for those who have suffered injury or are beginning cardiovascular fitness training as it causes little stress on the joints. If this activity is selected, it shall be conducted by a certified instructor or using a video that is conducted by a certified instructor.

SUGGESTED RESOURCES

Karen Westfall, Aqua Fitness Expert. *Aqua Combo Splash*. N.D. [DVD]

ISBN 978-0767914826 Katz, Jane. (2003). *Your water workout: No-impact aerobic and strength training from yoga, Pilates, tai chi and more*. USA: Broadway Books.

Kidspot. (2011). *Pool water*. Retrieved November 28, 2011, from www.kidspot.com.au/kids-activities-and-games/Pool-Water+8.htm

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BALANCE BALL EXERCISES

BALANCE BALL EXERCISES

INTRODUCTION

The balance ball is an excellent piece of fitness equipment that incorporates stability and balance into strength training. A balance ball is fun and easy to use, and is also inexpensive. Balance ball exercises help improve the muscular strength component of fitness.

EQUIPMENT

- One balance ball per cadet, and
- One mat per cadet.

ACTIVITY GUIDELINES

Balance ball exercises shall be well supervised and conducted by a fitness and sports instructor trained in the use of this equipment or a certified trainer.

To conduct balance ball exercises, choose a training area that has adequate space so that the cadets do not collide during the activity, as balance balls may roll around very easily. Conduct each new exercise using the following method:

1. Demonstrate the complete exercise.
2. Demonstrate the starting position for the exercise and have the cadets adopt the starting position.
3. Demonstrate the subsequent movements of the exercise and have the cadets complete each movement.
4. Demonstrate the complete exercise once more and have the cadets complete the entire exercise.

If these exercises are used as part of a circuit, introduce them using the above method before the cadets start the circuit.

Safety

To avoid injury and maximize the effectiveness of the exercise, have the cadets complete the movements in a slow, deliberate, and controlled manner.

Ensure the balance balls are sized to the cadets. Cadets should be able to sit on the ball with their feet touching the ground and legs at a 90-degree angle or slightly more.

BALANCE BALL EXERCISES

The following are examples of balance ball exercises:

Ball Crunch. Lie on top of the ball with the lower back resting on the ball, fingers behind the ears. Pull the stomach in and curl the head and torso up towards the knees. Lower to the start position.



Figure M-1 Ball Crunch

Note. From *The 5-Minute Six-Pack Abs*. Retrieved October 5, 2011 from <http://www.menshealth.com.sg/fitness/5-minute-six-pack-abs>

Ball Plank. Place the forearms on the ball and raise the chest, so the elbows are under the shoulders. Extend the legs behind on the floor. The body should form a straight line from ankles to head. Pull the shoulder blades back and down, and brace the abs. Hold this position for 30 to 60 seconds.



Figure M-2 Ball Plank

Note. From *Four Weeks to Flat Abs*. Retrieved October 5, 2011 from <http://www.menshealth.com.sg/fitness/four-weeks-flat-abs?page=0%2C2>

Ball Push Up. Begin with the hands set slightly wider than and in line with your shoulders, and shins resting on the ball, forming a straight line with the body from shoulder to ankles. Lower the upper body towards the floor by bending the elbows. Push the upper body back to the original position by straightening the elbows. An alternate for this exercise is to complete the push up with the hands on the ball, placed under the shoulders and pushing up.



Figure M-3 Ball Push-Up

Note. From *Chest Exercises*. Retrieved October 5, 2011 from <http://health.howstuffworks.com/wellness/diet-fitness/exercise/chest-exercises.htm>

Ball Jackknife. Begin with the hands set slightly wider than and in line with your shoulders, and shins resting on the ball, forming a straight line with the body from shoulder to ankles. Roll the ball towards the chest by raising the hips and slightly rounding the back while pulling the ball forward with the feet. Pause, and then return the ball to the starting position by rolling it backwards.



Figure M-4 Ball Jackknife

Note. From *Four Weeks to Flat Abs*. Retrieved October 5, 2011 from <http://www.menshealth.com.sg/fitness/four-weeks-flat-abs?page=0%2C2>

Ball Hand-to-Feet Pass. Begin lying on the back with the ball held up with the hands above the chest. Raise the legs towards the ball with knees slightly bent and pass the ball from the hands to the feet. Move the ball towards the floor by lowering the legs. Raise the ball up towards the hands and pass the ball from the hands to the feet.

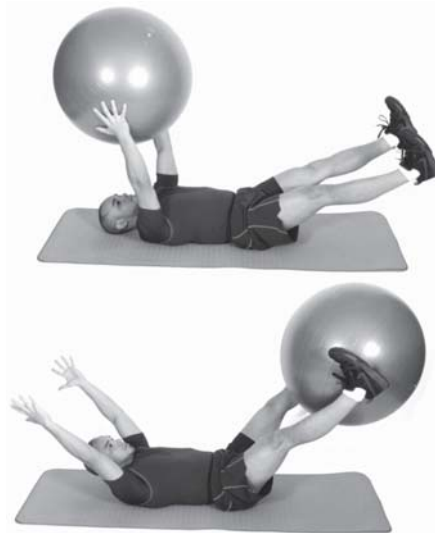


Figure M-5 Ball-to-Feet Pass

Note. From *Stability Ball Pass Exercise*. Retrieved October 5, 2011 from <http://www.fitnessrepublic.com/exercise/stability-ball-pass-back.html>

SUGGESTED RESOURCES

Mari Winsor, Certified Pilates instructor. *Winsor Pilates ball workout*. 2005. [DVD]

Allie DelRio Pointer, Firm Master Instructor. *The Firm: Core stability ball*. 2006. [DVD]

ISBN 9781856486637 Flett, M. (2003). *Swiss ball: For strength, tone, and posture*. New York, NY: Sterling Publishing Limited.

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PILATES

PILATES

INTRODUCTION

Pilates was created by Joseph H. Pilates in the 1920s. This type of exercise focuses on strengthening the core muscles. This muscle-strengthening activity is also helpful for managing weight as it strengthens and lengthens core muscles without adding bulk. Pilates helps improve the muscular strength and muscular flexibility components of fitness.

EQUIPMENT

One mat per cadet.

ACTIVITY GUIDELINES

Pilates shall be conducted by a certified instructor or using a video that is conducted by a certified instructor.

SUGGESTED RESOURCES

Ellen Barret, Certified Pilates and fitness instructor. *Crunch: Pick your spot Pilates*. 2002. [DVD]
Kristin McGee, Pilates master instructor. *Pilates for beginners with Kristin McGee*. 2009. [DVD]

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RESISTANCE EXERCISES USING BANDS

RESISTANCE EXERCISES USING BANDS

INTRODUCTION

Supervised and well-structured resistance training can provide youth many health benefits, such as preventing injuries, increasing strength / endurance / power, and assisting to build strong, healthy bones. Resistance training using bands is cost-effective, easy to conduct, and helps improve the muscular strength component of fitness.

EQUIPMENT

- Resistance bands (various strengths to accommodate the different strength levels of cadets), and
- One mat per cadet.

ACTIVITY GUIDELINES

Resistance exercises using bands shall be well supervised and conducted by a fitness and sports instructor trained in the use of this equipment or a certified trainer.

To conduct resistance exercises using bands, choose a training area that has adequate space so that the cadets can move freely. Conduct each new exercise using the following method:

1. Demonstrate the complete exercise.
2. Demonstrate the starting position for the exercise and have the cadets adopt the starting position.
3. Demonstrate the subsequent movements of the exercise and have the cadets complete each movement.
4. Demonstrate the complete exercise once more and have the cadets complete the entire exercise.

If these exercises are used as part of a circuit, introduce them using the above method before the cadets start the circuit.

Safety

To avoid injury and maximize the effectiveness of the exercise, have the cadets complete the movements in a slow, deliberate, and controlled manner.

Have the cadets use lightweight resistance bands to avoid injury.

Instruct the cadets to maintain a good grip on the bands and to not let go during the exercises as the band might snap back and cause injury.

EXERCISES

The following are examples of resistance exercises using bands:

Bicep Curl. Stand on the band with knees bent, holding the handles (or the ends) with the palms facing forward. While keeping the abs in, bend the arms bringing the palms toward the shoulders. Widen the stance on the band to add tension to the band. Return to start and repeat.



Figure O-1 Bicep Curl

Note. From "Resistance Band Workout for Beginners", by P. Waehner, n.d., *About.com, Exercise*, Copyright 2011 by About.com. Retrieved October 6, 2011 from <http://exercise.about.com/library/bltotalresistancebeginners.htm>

Tricep Extension. Hold the band in both hands at shoulder level with the arms bent in front of the chest. Keeping the left hand stationary, straighten the right arm out to the side. Return to start. Repeat the process for the left arm.



Figure O-2 Tricep Extension

Note. From "Resistance Band Workout for Beginners", by P. Waehner, n.d., *About.com, Exercise*, Copyright 2011 by About.com. Retrieved October 6, 2011 from <http://exercise.about.com/library/bltotalresistancebeginners.htm>

Rear Delt Fly. Hold the band in both hands, a few inches apart, with arms straight out in front at shoulder level. Squeeze the shoulder blades together and pull the band so that the arms are out to the sides like an airplane. Return to the start and repeat, keeping tension on the band the entire time.



Figure O-3 Rear Delt Fly

Note. From "Resistance Band Workout for Beginners", by P. Waehner, n.d., *About.com, Exercise*, Copyright 2011 by About.com. Retrieved October 6, 2011 from <http://exercise.about.com/library/bltotalresistancebeginners.htm>

Overhead Press. Place both feet on the band and grasp handles / ends, bring the hands up just over shoulders with elbows bent and palms facing towards the ears. Press arms up over the head and then lower.



Figure O-4 Overhead Press

Note. From "Total Body Resistance Band Workout", by P. Waehner, n.d., *About.com, Exercise*, Copyright 2011 by About.com. Retrieved October 6, 2011 from <http://exercise.about.com/library/bltotalresistancebeginners.htm>

Squats. Stand on the band with feet shoulder-width apart, keep tension on the band by holding the ends of the band in each hand with the arms bent halfway up. Lower into a squat (as if sitting in a chair) keeping the knees behind toes. Pull on the band to add tension. Return to the start and repeat.



Figure O-5 Squats

Note. From "Resistance Band Workout for Beginners", by P. Waehner, n.d., *About.com, Exercise*, Copyright 2011 by About.com. Retrieved October 6, 2011 from <http://exercise.about.com/library/bltotalresistancebeginners.htm>

SUGGESTED RESOURCES

Paul Katami, Certified Fitness Instructor. *Paul Katami's A.S.A.P. Band Camp*. 2009. [DVD]

Alison Davis-McLain, Certified Group Fitness Instructor. *The Firm: Pilates Band*. 2006. [DVD]

ISBN 9781856487245 James, M. (2004). *Resistance band workout: A simple way to tone and strengthen your muscles*. New York, NY: PRC Publishing Limited.

RESISTANCE EXERCISES USING THE BODY

RESISTANCE EXERCISES USING THE BODY

INTRODUCTION

Supervised and well-structured resistance training can provide youth many health benefits such as preventing injuries, increasing strength / endurance / power, and assisting to build strong, healthy bones.

Resistance training using the body requires no additional equipment. It is cost-effective and easy to conduct. These types of exercises can be done at home and help improve the muscular strength component of fitness.

EQUIPMENT

One mat per cadet.

ACTIVITY GUIDELINES

Resistance training using the body shall be well supervised.

To conduct resistance training using the body, choose a training area that has adequate space so the cadets have room to move freely. Conduct each new exercise using the following method:

1. Demonstrate the complete exercise.
2. Demonstrate the starting position for the exercise and have the cadets adopt the starting position.
3. Demonstrate the subsequent movements of the exercise and have the cadets complete each movement.
4. Demonstrate the complete exercise once more and have the cadets complete the entire exercise.

If these exercises are used as part of a circuit, introduce them using the above method before the cadets start the circuit.

Safety

To avoid injury and maximize the effectiveness of the exercise, have the cadets complete the movements in a slow, deliberate, and controlled manner.

EXERCISES

The following are examples of resistance exercises using the body:

Push Up. Lay face down and place the hands under or slightly wider than the shoulders with fingers stretched out. Straighten the legs with feet slightly apart and tuck the toes under the shins. Push up with the arms until they are straight, keeping the legs and back aligned. Lower the body using the arms until the elbows bend at a 90-degree angle and the upper arms are parallel to the floor.



Figure P-1 Push Up

Note. From *Fitness for life activity and vocabulary cards, fifth edition CD-ROM*, by K. McConnell and C.B. Corbin, 2005, Champaign, IL: Human Kinetics. Copyright 2005 by K. McConnell and C.B. Corbin.

Curl Up. Lay on the floor with the back and head down. Place the feet flat and legs slightly apart. Feet should be extended as far as possible from the buttocks while still allowing feet to remain flat on the floor. Rest the palms on the mat with the arms straight, parallel to the trunk, and fingers stretched out. Curl up slowly, keeping the heels in contact with the floor.



Figure P-2 Curl Up

Note. From *Fitness for life activity and vocabulary cards, fifth edition CD-ROM*, by K. McConnell and C.B. Corbin, 2005, Champaign, IL: Human Kinetics. Copyright 2005 by K. McConnell and C.B. Corbin.

Lunge. Stand with one leg forward and one backward. Slowly bend the knees, lowering into a lunge while keeping the front knee and back knee at 90-degree angles. Keeping the weight in the heels, push back up to starting position.



Figure P-3 Lunge

Note. From "Exercise at home without weights", by M. Danielsson, 2011, *lovetoknow Exercise*, Copyright 2011 by LoveToKnow Corp. Retrieved October 6, 2011 from http://exercise.lovetoknow.com/Exercise_At_Home_Without_Weights

Squat. Stand with feet shoulder-width apart. Push the hips back while bending at the knees, as if sitting into a low chair. Push through the heels and extend the knees to return to the start position.



Figure P-4 Squat

Note. From "3 Minute Squat Challenge", by P. McGuire, 2005, *Empowered Nutrition Blog*, Copyright 2011 by OptimizePress. Retrieved October 6, 2011 from <http://empowerednutrition.com/3-minute-squat-challenge/>

Bridge. Lay on the floor with hands by the sides, knees bent and feet flat on the floor. Keeping the head and shoulders on the floor, raise the hips up to create a straight line from the knees to the shoulders. Hold for 20–30 seconds.



Figure P-5 Bridge

Note. From "The Bridge is the Best Exercise for the Butt", by unknown author, 2011, *Master Exercises: Best Practices to Stay Injury Free*, Copyright 2011 by Master Exercise. Retrieved October 6, 2011 from <http://masterexercise.com/the-bridge-is-the-best-exercise-for-the-butt/>

SUGGESTED RESOURCES

ISBN 978-0-7360-6675-4 Corbin, C., & Lindsey, R. (2007). *Fitness for life: Updated fifth edition*. Windsor, ON: Human Kinetics.

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WEIGHTED BALL EXERCISES

WEIGHTED BALL EXERCISES

INTRODUCTION

Supervised and well-structured resistance training can provide youth many health benefits such as preventing injuries, increasing strength / endurance / power, and assisting to build strong, healthy bones.

Weighted balls come in a variety of sizes; some are smaller and softer so one can be held in each hand. Weighted balls range in size from 1.5 pounds to 7 pounds and are held in the hands or placed on or under different parts of the body. Weighted ball exercises help improve the muscular strength component of fitness.

EQUIPMENT

- Weighted Balls (various weights to accommodate the different strength levels of cadets), and
- One mat per cadet.

ACTIVITY GUIDELINES

Weighted ball exercises shall be well supervised and conducted by a fitness and sports instructor trained in the use of this equipment or a certified trainer.

To conduct weighted ball exercises, choose a training area that has adequate space so the cadets have room to move freely. Conduct each new exercise using the following method:

1. Demonstrate the complete exercise.
2. Demonstrate the starting position for the exercise and have the cadets adopt the starting position.
3. Demonstrate the subsequent movements of the exercise and have the cadets complete each movement.
4. Demonstrate the complete exercise once more and have the cadets complete the entire exercise.

If these exercises are used as part of a circuit, introduce them using the above method before the cadets start the circuit.

Safety

To avoid injury and maximize the effectiveness of the exercise, have the cadets complete the movements in a slow, deliberate, and controlled manner.

Have the cadets use lightweight weighted balls to avoid injury.

Have the cadets maintain a controlled grip on the weighted balls at all times.

EXERCISES

The following are examples of resistance exercises using weighted balls:

Tricep Extension. Stand with feet spread shoulder width apart (or sit on a chair / balance ball). Hold the weighted ball over the head with the elbows tucked in near the ears. Bend the elbows backward to lower the weighted ball behind the head. Raise the ball to the original position.



Figure Q-1 Tricep Extension

Note. From "Medicine Ball Exercises", by P. Waehner, n.d., *About.com, Exercise*, Copyright 2011 by About.com.
Retrieved October 6, 2011 from http://exercise.about.com/od/exerciseworkouts/ss/medicineball_3.htm

Figure of Eight. Hold the weighted ball with the arms extended over the right shoulder and the knees bent. In one continuous motion bring the weighted ball down in front as if chopping wood, finishing when the ball is toward the left foot. Raise the weighted ball straight up over the left shoulder. Bring the weighted ball down in front using the same motion as the first part of the movement, finishing when the ball is toward the right foot. Repeat in a continuous figure of eight motion.



Figure Q-2 Figure of Eight

Note. From "15-Min Workout: Weights-Free Muscle Building Circuit", by Unknown Author, n.d., *Men's Health*, Copyright 2011 by SPH Magazines Pte Ltd. Retrieved October 6, 2011 from <http://www.menshealth.com.sg/fitness/15-min-workout-weights-free-muscle-building-circuit>

Weighted Ball Obliques. Lay on the back with the knees bent up towards the chest. Place a weighted ball between the knees and hold in place with the knees. Slowly rotate the legs to one side. Return the legs to the centre. Repeat the movement for the other side.



Figure Q-3 Weighted Ball Obliques

Note. From "Advanced Ab Exercises", by P. Waehner, n.d., *About.com, Exercise*, Copyright 2011 by About.com. Retrieved October 6, 2011 from http://exercise.about.com/od/abs/ss/abmoves_3.htm

Reverse Curls. Lay on the back with the knees bent and feet parallel to the floor. Place a weighted ball between the knees and hold in place with the knees. Slowly raise the ball towards the chest. Slowly return the feet to the original position.



Figure Q-4 Reverse Curls

Note. From "Reverse Crunch", by Unknown Author, *Gym health world.com: Health and muscle gaining*, Copyright 2011 by Gym Health World.com

Weighted Ball Twist. Sit on the floor with knees bent and feet placed flat on the floor. Hold a weighted ball straight in front with the arms in line with the shoulders. Keeping the back straight, lean back slightly. Slowly and in a controlled form, pull the abdominal muscles in and rotate the torso to the side. Return to the centre. Repeat the movement for the other side.



Figure Q-5 Weighted Ball Twist

Note. From "Advanced Ab Exercises", by P. Waehner, n.d., *About.com, Exercise*, Copyright 2011 by About.com. Retrieved October 6, 2011 from http://exercise.about.com/od/abs/ss/abmoves_3.htm

SUGGESTED RESOURCES

Patrick Goudeau, National Academy of Sport Medicine (NASM) certified trainer. *Patrick Goudeau's Play Ball*. 2008. [DVD]

ISBN 9781585189007 Mediate, P. & Faigenbaum, A. (2004). *Medicine ball for all training handbook*. Monterey, CA : Healthy Learning.

WEIGHTED BAR EXERCISES

WEIGHTED BAR EXERCISES

INTRODUCTION

Supervised and well-structured resistance training can provide youth many health benefits such as preventing injuries, increasing strength / endurance / power, and assisting to build strong, healthy bones.

Weighted bars are simple bars of solid steel that are encased in rubber. Weighted bars are easy to use, cost effective and versatile. Weighted bar exercises help improve the muscular strength component of fitness.

EQUIPMENT

- Weighted bars (various weights to accommodate the different strength levels of cadets), and
- One mat per cadet.

ACTIVITY GUIDELINES

Weighted bar exercises shall be well supervised and conducted by a fitness and sports instructor trained in the use of this equipment or a certified trainer.

To conduct weighted bar exercises, choose a training area that has adequate space so the cadets can spread out and move freely. Conduct each new exercise using the following method:

1. Demonstrate the complete exercise.
2. Demonstrate the starting position for the exercise and have the cadets adopt the starting position.
3. Demonstrate the subsequent movements of the exercise and have the cadets complete each movement.
4. Demonstrate the complete exercise once more and have the cadets complete the entire exercise.

If these exercises are used as part of a circuit, introduce them using the above method before the cadets start the circuit.

Safety

To avoid injury and maximize the effectiveness of the exercise, have the cadets complete the movements in a slow, deliberate, and controlled manner.

Have the cadets use lightweight weighted bars to avoid injury.

Have the cadets maintain a controlled grip on the weighted bars at all times.

EXERCISES

The following are examples of resistance exercises using weighted bars:

Bicep Curl. Begin by grasping the weighted bar with an underhand grip about shoulder width apart. Begin with the bar resting at the thighs with the elbows slightly in front of the body. Bend the elbows to bring the bar up towards the shoulders without letting the elbows move behind the body. Return to the starting position.



Figure R-1 Bicep Curl

Note. From "Biceps", by Unknown Author, 2010, *Body Bar*, Copyright 2010 by Body Bar Inc. Retrieved October 5, 2011 from <http://www.bodybar.com/Programs-Education/Biceps>

Shoulder Hold Squat. With feet about hip distance apart, bring the weighted up and over the head to and rest it on the back of the shoulders. Push the hips back while bending at the knees, as if sitting into a low chair. Push through the heels and extend the knees to return to the start position. Be sure not pull on the bar during the squat, but rest the hands lightly on the underside of the bar during the movement.



Figure R-2 Shoulder Hold Squat

Note. From "Squats", by Unknown Author, 2010, *Body Bar*, Copyright 2010 by Body Bar Inc. Retrieved October 5, 2011 from <http://www.bodybar.com/Programs-Education/Squats>

Bent Over Row (Overhand). Begin with the feet hip-width apart (or wider), grasping the weighted bar with an overhand grip. Tilt at the hips and let the bar hang at the knees. Hands should be just outside the knees to begin. Bend the elbows and pull back to bring the bar in towards the crease of the hip. Elbows should be tucked in close to the sides. Extend the elbows to return to the starting position.



Figure R-3 Bent Over Row (Overhand)

Note. From "Back", by Unknown Author, 2010, *Body Bar*, Copyright 2010 by Body Bar Inc. Retrieved October 5, 2011 from <http://www.bodybar.com/Programs-Education/Back>

Two Arm Chest Press. Lay on the floor with knees bent so both feet are on the floor. Grasp the weighted bar in an overhand grip with hands slightly wider than shoulder width. Ensure the weighted bar begins directly over the chest with arms straight. Bend the elbows out to the sides to bring the bar towards the chest. Extend elbows to return to starting position.



Figure R-4 Two Arm Chest Press

Note. From "Chest", by Unknown Author, 2010, *Body Bar*, Copyright 2010 by Body Bar Inc. Retrieved October 5, 2011 from <http://www.bodybar.com/Programs-Education/Chest>

Reverse Abdominal Curl. Lay on the floor with knees bent so both feet are on the floor. Place the bar underneath the knees and lift feet off the floor. Curl the bottom away from the floor to execute the reverse curl. Return to the starting position.



Figure R-5 Reverse Abdominal Curl

Note. From "Abdominals", by Unknown Author, 2010, *Body Bar*, Copyright 2010 by Body Bar Inc. Retrieved October 5, 2011 from <http://www.bodybar.com/Programs-Education/Abdominals>

SUGGESTED RESOURCES

Rob Glick, Bachelor of Science in Exercise Science. *Body bar: Deep definition*. 2003. [DVD]

ISBN 978-1-4027-3190-7 Cook, Greg & d'Almeida-Cook, F. (2006). *Body bar: 133 moves for full body fitness*. New York, NY: Sterling Publishing Co.

STRETCHING

STRETCHING

INTRODUCTION

Stretching involves performing exercises to lengthen the muscles and improve flexibility. There are three types of stretching:

1. **Static Stretching.** Performing stretches without movement. An example would be a shoulder stretch done by pulling the arm across the body and holding the arm still for a minimum of 10 seconds.
2. **Proprioceptive Neuromuscular Facilitation.** Contracting the muscles before statically stretching them. An example would be using a towel to help with a calf stretch and contracting the calf by pushing the toes against the towel. The next part would involve pulling on the towel to stretch the calf muscle.
3. **Ballistic Stretching.** Using bobbing or bouncing causing the muscles to stretch. This type of stretching is not recommended for beginners as it can lead to injury if done improperly. This type of stretching is only recommended for experienced athletes.

EQUIPMENT

One mat per cadet.

ACTIVITY GUIDELINES

Have the cadets wear loose clothing that allows free, unrestricted movement.

Have the cadets participate in a general warm-up consisting of light cardiovascular activities that will help raise the heart rate and warm the muscles prior to doing any stretches.

STRETCHES

Sample stretches are located at Attachment A. The stretches listed at Attachment A shall be conducted as static stretches. At no time shall any be conducted as ballistic stretches.

SUGGESTED RESOURCES

ISBN 0-936070-22-6 Anderson, B. (2000). *Stretching: 20th anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc.

Bob Anderson, Graduate of California State University in Physical Education. *Stretching with Bob Anderson*. 1987. [DVD]

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TAI CHI

TAI CHI

INTRODUCTION

In China it is believed that tai chi can delay aging and prolong life, increase flexibility and strengthen muscles and tendons. Tai chi is a centuries-old Chinese martial art that descends from qigong, an ancient Chinese discipline that has its roots in traditional Chinese medicine. It involves a series of slow, meditative body movements that were originally designed for self-defense and to promote inner peace and calm. Tai chi helps improve the muscular flexibility component of fitness.

EQUIPMENT

One mat per cadet.

ACTIVITY GUIDELINES

Tai Chi shall be conducted by a certified instructor or using a video that is conducted by a certified instructor.

Have the cadets wear clothing that allows free, unrestricted movement.

Keep training at a beginner level to allow all cadets to participate safely.

SUGGESTED RESOURCES

Samuel Barnes. Certified Tai Chi Instructor. *Element: Tai Chi for Beginners*. 2008. [DVD]

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YOGA

YOGA

INTRODUCTION

Yoga is a popular activity that includes attention to flexibility, relaxation, breathing, and strengthening. Through various yoga poses flexibility and range of motion can be improved. Yoga helps improve the muscular flexibility and muscular strength components of fitness.

EQUIPMENT

One yoga mat per cadet.

ACTIVITY GUIDELINES

Yoga shall be conducted by a certified instructor or using a video that is conducted by a certified instructor. Have the cadets wear clothing that allows free, unrestricted movement. Keep training at a beginner level to allow all cadets to participate safely.

SUGGESTED RESOURCES

Colleen Saidman & Rodney Yee. Certified Yoga Instructors. *Rodney Yee's Yoga for Beginners*. 2009. [DVD].

Elena Brower, Certified Yoga Instructor. *Element: AM & PM Yoga for Beginners*. 2008. [DVD].

Elena Brower, Certified Yoga Instructor. *Element: Yoga for Beginners*. 2007. [DVD].

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BASEBALL

BASEBALL

OBJECTIVE

While trying to prevent the opposing team from scoring runs, each team tries to score as many runs as possible. A run is scored when a team's player runs (in a counter-clockwise direction) and steps on all three bases and the home plate. A game lasts nine innings where the team with the highest score wins, unless there is a tie. In the case of a tie, the game will continue for additional innings until a team scores an additional run, breaking the tie. Baseball helps improve the cardiovascular and muscular strength components of fitness.

SCORING

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

DEFINITIONS

Ball. A pitch that is outside the strike zone.

Bunt. When a batter hits the ball by letting the ball meet the bat to drop as a soft ground ball on the infield.

Double play. When two outs are made on the same play.

Fair ball. The ball when it is legally in play.

Fly ball. A ball batted high into the air.

Fly-out. A fly ball that is caught before it touches the ground or the fence.

Force play. When a runner is forced to move to the next base because the batter becomes a runner.

Foul ball. A ball that is hit into foul territory (as illustrated in Figure V-1).

Foul territory . The area outside the foul lines (as illustrated in Figure V-1).

Home run. When a batter hits a fair ball over the fence, or circles all bases on a hit inside the fence without getting an out on their way around.

Inning. Consists of a top and a bottom. During either the top or bottom half each team will get the opportunity to bat and field accordingly.

Out. An out can be given due to strikeout, force-out, tag-out, and fly-out. There are a number of types of outs, which include:

Fly-out. When a fly ball is caught before it touches the ground or fence.

Force-out. When a fielder touches the base with the ball in their possession before the runner reaches the base during a force play.

Strikeout. When a batter has three strikes.

Tag-out. When a fielder tags a runner with the ball when they are not on a base.

Strike. A pitch, in the strike zone at which the batter does not swing, at which the batter swings and misses, or that the batter hits into foul territory during their first two hits. A foul ball on the third is not considered a strike.

Strike zone. The area over the home plate, between the batter's knees and the midpoint between the top of their shoulders and the top of their pants.

Walk. A batter is awarded first base if four “balls” are pitched to the batter during one time up to bat.

NUMBER OF PLAYERS

Nine players per team.

EQUIPMENT

- Bases (four),
- Bats (two),
- Batter's helmets (two),
- Baseball (extras should be on hand),
- Various gloves, and
- Baseball / softball field.

BASIC RULES

The game consists of nine innings, with three outs per inning (for each team). Innings may be reduced due to time constraints.

One team takes the field first, taking up the various positions, to include: pitcher, catcher, first baseman, second baseman, third baseman, shortstop, left fielder, centre fielder, and right fielder (as illustrated in Figure V-1).

The other team bats first in the top half of the inning, according to the batting order for their players.

The pitcher attempts to get the batter out, preventing him or her from reaching first base and the subsequent bases.

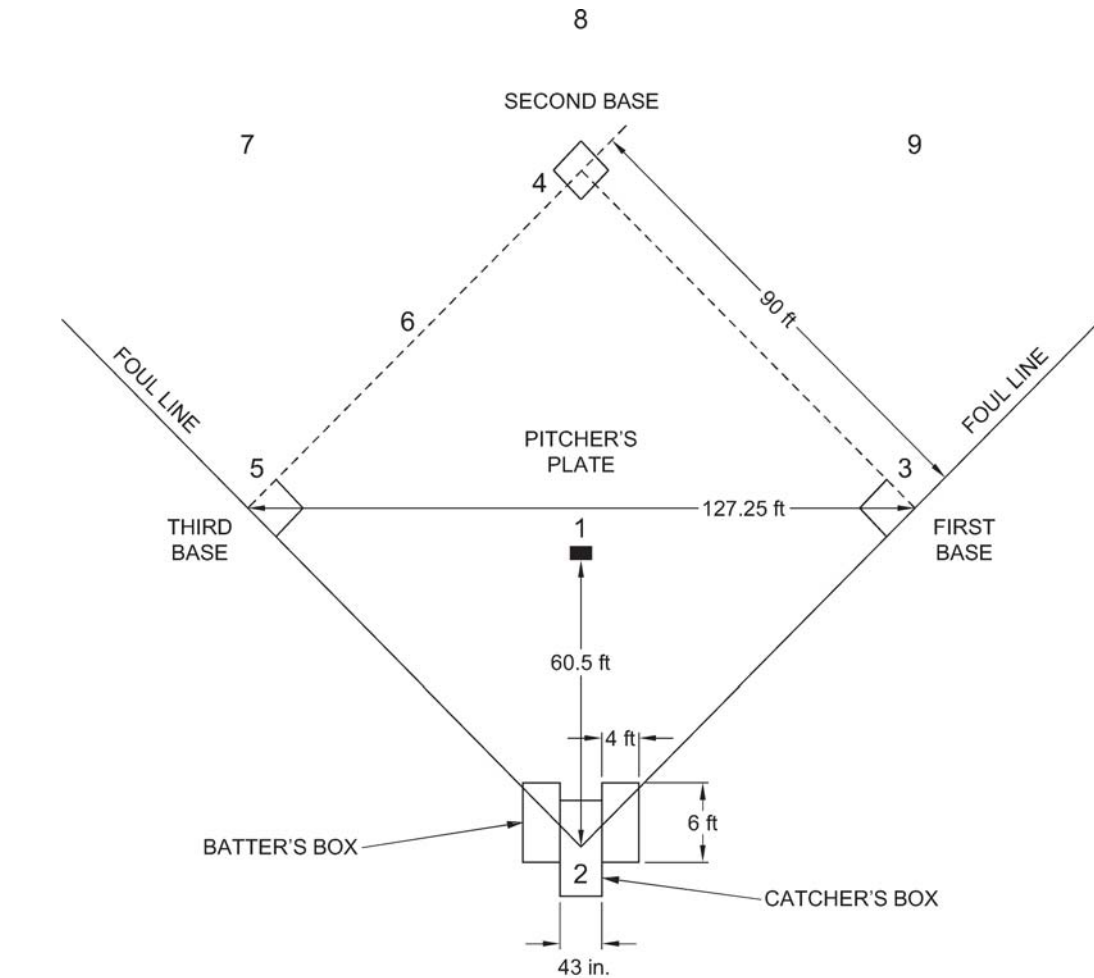
A batter is out if they receive a strikeout, force-out, tag-out, or fly-out.

The batter's objective is to get around the bases before the ball reaches the base. The batter has to attempt to get to first base before the ball reaches the base. While the ball is in play the batter can attempt to reach subsequent bases. Once their play is over the next batter is up.

A team scores a run when a player has safely touched all three bases and has made it back to home base, or hits the ball over the fence resulting in a home run.



Further details on the sport of baseball can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 25–35.



LEGEND

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

Figure V-1 Baseball Diamond

Note. From *The Sports Rules Book: Essential Rules for 54 Sports* (p. 31), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.

BASEBALL SCORE SHEET

Team A

NAMES

Team B

NAMES

Record the number of runs scored by each team for each inning.

	Inning 1	Inning 2	Inning 3	Inning 4	Inning 5	Inning 6	Inning 7	Inning 8	Inning 9	TOTAL
Team A										
Team B										

Note. The scorekeeper must sign the back of the score sheet when completed.

BASKETBALL

BASKETBALL

OBJECTIVE

Teams attempt to score as many points as possible by passing the basketball through the opposing teams' basket. The team with the highest score at the end of the game is the winner. Basketball helps improve the cardiovascular and muscular strength components of fitness.

SCORING

Field goal. A basket worth two points if scored inside the three-point line and three points if scored from outside the line (as illustrated in Figure W-1).

Free throw. A basket worth one point.

DEFINITIONS

Double dribble. Dribbling with both hands at once is a violation that results in a turnover or when a player is dribbling, stops and begins again.

Dribble. Dribbling consists of bouncing the ball on the floor, using only one hand at a time. This can be done while moving on the court or while the player is stationary. Once a player stops dribbling and holds the ball, they cannot dribble again until another player touches the ball.

Field goal. A two or three-point basket.

Foul. A foul is awarded to a player or coach for misconduct and includes the following:

Away from the ball. Committed by a player in a play not involving the player with the ball.

Blocking and charging. Blocking is illegal contact by a defender, impeding the progress of an offensive player. Charging is illegal contact by an offensive player, pushing or moving into the defender's torso.

Delay of game. When a player prevents the ball from being promptly put into play.

Double personal. Occurs when two opposing players commit personal fouls at the same time.

Double technical. When two opposing players commit technical fouls at the same time.

Elbow. When a player elbows a member of the opposing team.

Excessive timeout. When a team calls a timeout when they have no timeouts left, they are granted a technical foul, but the timeout is allowed.

Face guarding. When a defender places a hand in the face or eyes of an opponent they are guarding from the rear, if the opponent does not have the ball.

Fighting and flagrant fouls.

Hand checking. When a defender uses their hands to check the progress of offensive players when those players are in front of them.

Hanging on the rim. When a player hangs off the rim of the basket, unless it is to protect themselves or another player.

Offensive. If a defender has established legal position in a dribbler's path, the dribbler cannot make contact with the opponent.

Personal. A wide variety of contact fouls including holding, pushing, charging, tripping, and illegally interfering with a player's progress.

Player-control. When the dribbler commits an offensive by charging into a defender who has established legal position, this is called charging.

Technical. Can be on a player, coach, etc. and does not involve contact with the opponent while the ball is alive. Some include profanity, delay of game, excessive time outs, unsportsmanlike conduct, and hanging on the rim.

Unsportsmanlike conduct. Includes actions such as disrespectfully addressing an official; trying to influence an official's decision; arguing with an official; taunting an opponent; etc.

Free throw. A shot given to a player from the free throw line as a result of a foul. This shot is worth one point.

Pass. The movement of the ball by a player to another player by throwing, batting, or rolling the ball.

Pivot. When a player holding the ball pivots with one foot kept at a point of contact with the floor, while stepping in other directions with the other foot.

Rebound. When a player controls possession of a missed shot, either by a teammate or an opponent.

Sideline pass. When a player throws the ball in from the sidelines of the court.

Traveling. When a player advances on the court with the ball without dribbling it.

Violations. When a player breaks a rule without contact. These include: basket interference and goaltending, double dribble, faking a free throw, kicking or hitting the ball, out of bounds, shot clock, traveling and throw in.

NUMBER OF PLAYERS

Five players per team on the court at a time.

EQUIPMENT

- Basketball,
- Gymnasium / outdoor court, and
- Nets (two).

BASIC RULES

The game consists of four 8-minute quarters.

Teams will consist of a point guard, an off guard / shooting guard, a small forward, a power forward and a centre / post.

The game begins with what is known as a "jump ball". A player from each team will meet face to face at the centre of the court. When the official tosses the ball straight up between them, both players will attempt to catch or hit the ball to a teammate.

Once the game has begun, the player in possession of the ball must dribble at all times in order to continue to move forward along the court. The player may pass the ball at any time to a teammate.

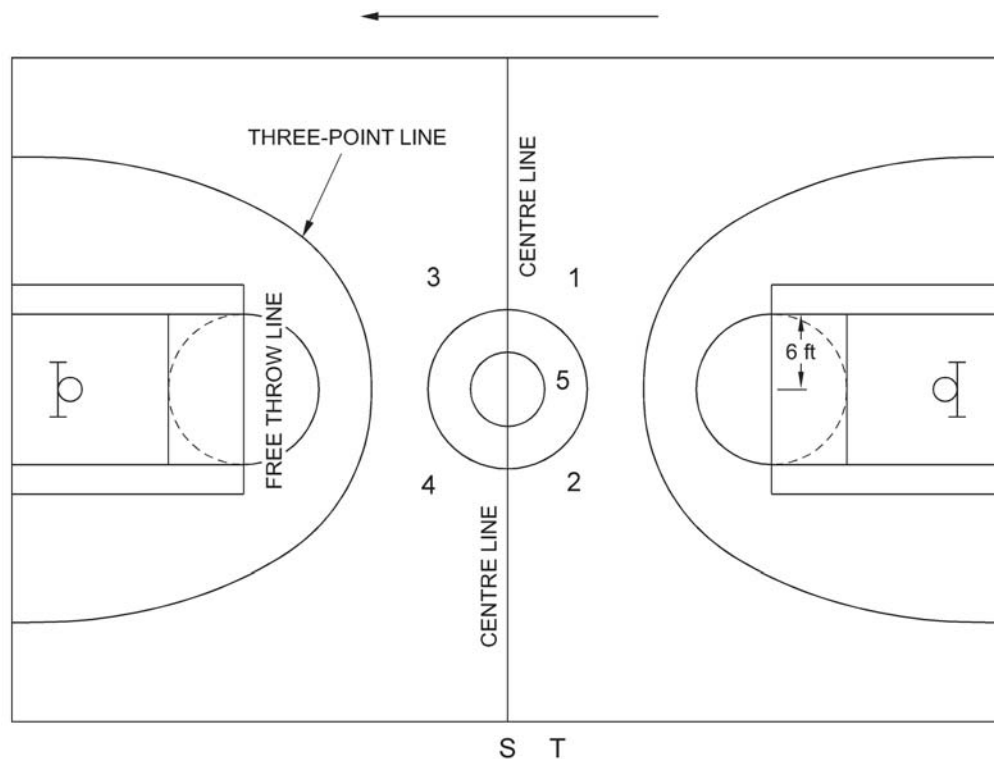
If a player in possession of the ball stops moving, they may only pivot on the spot or take a maximum of three steps and then pass or shoot the ball towards the basket.

If a team scores, the opposing team will gain possession of the ball. The opposing team throws the ball inbounds to put the ball back into play. On this throw-in, the thrower cannot step on or over the line while still in possession of the ball.

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



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



LEGEND

- 1. Point Guard
- 2. Off Guard or Shooting Guard
- 3. Small Forward
- 4. Power Forward
- 5. Centre or Post
- S Scorekeeper
- T Timekeeper

Figure W-1 Basketball Court

Note. From *The Sports Rules Book: Essential Rules for 54 Sports* (p. 41), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.

BASKETBALL SCORE SHEET

Team A

NAMES

Team B

NAMES

Record the number of points awarded to each team within each quarter.

A basket is worth two points if it is scored inside the three-point line and three if scored from outside the line and a free throw is worth one point.

First Quarter		Second Quarter		Third Quarter		Fourth Quarter	
Team A	Team B	Team A	Team B	Team A	Team B	Team A	Team B
TOTAL		TOTAL		TOTAL		TOTAL	

Note. The scorekeeper must sign the back of the score sheet when completed.

FLOOR HOCKEY

FLOOR HOCKEY

OBJECTIVE

Teams attempt to score as many points as possible by shooting the ball into the opposing team's net. The team with the highest score at the end of the game is the winner. Floor hockey helps improve the cardiovascular and muscular strength components of fitness.

SCORING

A player shooting the ball off their stick into the net, scores a goal.

DEFINITIONS

Faceoff. When two players meet to try to gain possession of the ball when the referee drops it.

Goal. A point / goal is scored when a player gets the ball across the goal line.

Rebound. A ball that bounces off the goalkeeper or the goal post.

Save. When the goalkeeper prevents a goal from being scored.

NUMBER OF PLAYERS

Six players per team on the floor at one time.

EQUIPMENT

- Hockey ball,
- Hockey sticks for the number of players,
- Goalie sticks (two),
- Goalie equipment, and
- Hockey nets (two).

BASIC RULES

A game consists of three 20-minute periods.

Teams will consist of a goalkeeper, three forwards—centre, left wing, and right wing—and two defencemen.

A game begins with a faceoff between two opposing players where an official drops the ball at the centre of the playing field / gymnasium.

Players advance with the ball while stickhandling the ball or passing it to fellow teammates. The ball must be in motion at all times.

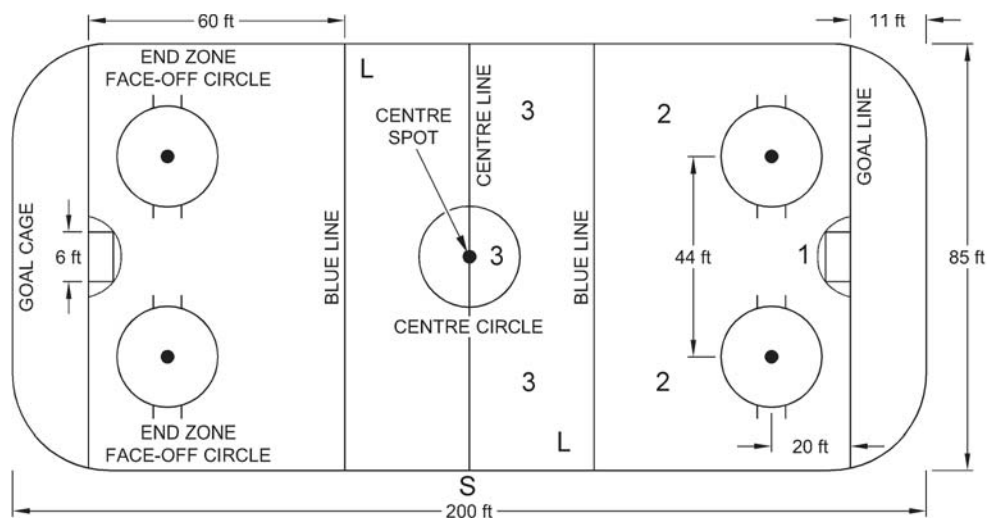
Every time a goal is scored, the players return to the initial set-up for a faceoff at the centre of the area of play.

If an attacker in the team's attacking zone causes the play to stop, a faceoff will occur at the nearest faceoff spot in the neutral zone (the central portion between the blue lines).

If a defender in the team's defensive zone causes the play to stop, a faceoff occurs at the point of stoppage.



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



LEGEND

- 1. Goalkeeper
- 2. Defenseman
- 3. Forward
- S. Scorekeeper
- L. Linesman

Figure X-1 Hockey Set-Up

Note. From *The Sports Rules Book: Essential Rules for 54 Sports* (p. 162), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.

FLOOR HOCKEY SCORE SHEET

Team A

NAMES

[illegible]

Team B

NAMES

[illegible]

Record the number of goals achieved by each team within each period.

First Period

Second Period

Third Period

Team A	Team B	Team A	Team B	Team A	Team B
TOTAL		TOTAL		TOTAL	

Note. The scorekeeper must sign the back of the score sheet when completed.

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FOOTBALL (FLAG / TOUCH)

FOOTBALL (FLAG / TOUCH)

OBJECTIVE

Teams attempt to score as many points as possible through touchdowns. The team with the highest score at the end of the game is the winner. Football helps improve the cardiovascular and muscular strength components of fitness.

SCORING

Touchdown. A touchdown is worth six points and is scored when a player carries the ball into the opponent's end zone or catches the ball in the opponent's end zone before it touches the ground. After a touchdown has been scored, the scoring team can make a one-point convert attempt from the 5-yard line (approximately 4-1/2 m / 15 feet) or a two-point convert attempt from the 10-yard line (approximately 11 m / 36 feet).

Safety. An interception return to the opponent's end zone, on any extra-point play by the defence, will result in the defence scoring two points, plus they will gain possession for the next series at their own 5-yard (4-1/2 m / 15 feet) line.

Rouge. A team is awarded one point when they legally kick the ball into the opponent's end zone and the ball is not brought out of the end. To score off a kick off, the ball must land in the field of play or in the end zone before it goes out of bounds.

DEFINITIONS

Convert. A pass or a run attempt; no kicking allowed.

Dead ball. When the ball is no longer in play and the play is over.

First down. Is a new set of three downs. Each team, when they are the offence, get three downs in which to make a play.

Forward pass. When the ball is intentionally thrown or handed towards the opponent's goal line.

Fumble. When a player loses possession of the ball while the play is still in progress.

Punt. When the ball is deliberately dropped and then kicked with the foot or leg before the ball touches the ground.

Scrimmage line. The line where the players line up for the snap.

Snap. When a player designated as the centre passes the ball between the legs to the quarterback.

Touchback. Occurs when the ball is dead on or behind a team's own goal line, provided the ball's force came from an opponent and it is not a touchdown.

NUMBER OF PLAYERS

Seven players per team on the field at one time for touch football. Eight players per team on the field at one time for flag football.

EQUIPMENT

- Football,
- Flags / ribbons,
- Field, and
- Safety / protective equipment.

BASIC RULES

The game consists of four 15-minute quarters.

Whichever team takes first possession of the ball is the offence. The other team becomes the defence.

The offence has three downs to obtain 10 yards, keep possession of the ball, and attempt to score. If they do not gain 10 yards and a first down, possession of the ball changes and that team then becomes the offence.

To begin the game, a team will kickoff from their own 45-yard line (or on a non-regulation field, ten yards back from the centre line). The remaining players of the team must stay behind the kickoff line until the ball has been kicked.

At the kickoff, all players of the receiving team must be at least 20 yards away from the kickoff line.

To begin a series of three downs, the ball will be placed on the ground at the point where the ball carrier was touched after the kickoff. All members of the offensive team will line up on or behind the line of scrimmage. A player designated as the centre will begin the play by snapping the ball between the legs to the quarterback who must receive the ball from a minimum of five yards behind the line of scrimmage.

The defensive players must be at least one yard from the line of scrimmage on the opposite side during the snap.

All players on the offence, with the exception of the centre, can be in motion prior to the snap. They may not cross the line of scrimmage until after the snap.

In touch football, play is terminated when a defender touches the ball carrier with the hand. In flag football, play is terminated when a defender removes the ball carrier's flag.

The defensive team will have one player during scrimmage play, called the rusher, who will pursue the quarterback after the ball is snapped. The rusher must be at least five yards away from the line of scrimmage at the time the ball is snapped and cannot be lined up directly with the centre of the opposing team.

No player is permitted to block or obstruct the rusher in the direct path to the quarterback.

Teams are only permitted one forward pass on each scrimmage play. Forward passes are not permitted on kickoffs or after punts.

The team that plays defence at the beginning of the first half receives possession at the start of the second half.

If a team fails to make it across midfield within three plays, possession of the ball changes.

Once a ball is punted, the team gives up possession of the ball.

There are no fumbles in touch football.

Must be played as non-contact. Blocking and tackling are not allowed.



Further details on the sport of football can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 125–136. These rules must be adapted for flag / touch football. Some of these modifications can be found on pp. 132–133. Further rules may be found in the *National Football Federation's Touch Football Rule Book*.

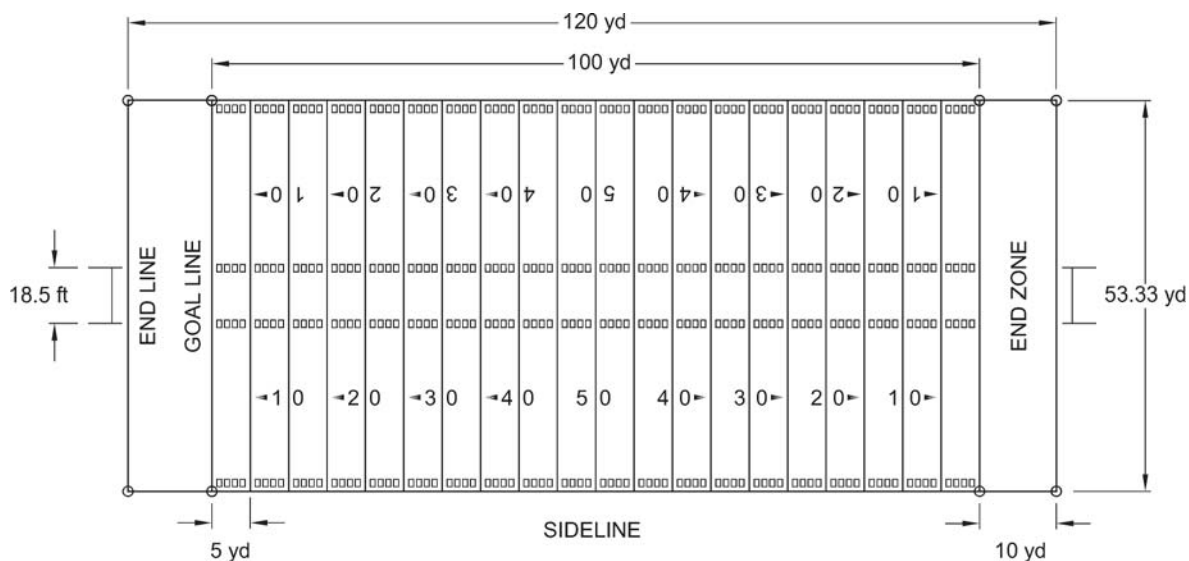


Figure Y-1 Football Field

Note. From *The Sports Rules Book: Essential Rules for 54 Sports* (p. 129), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.

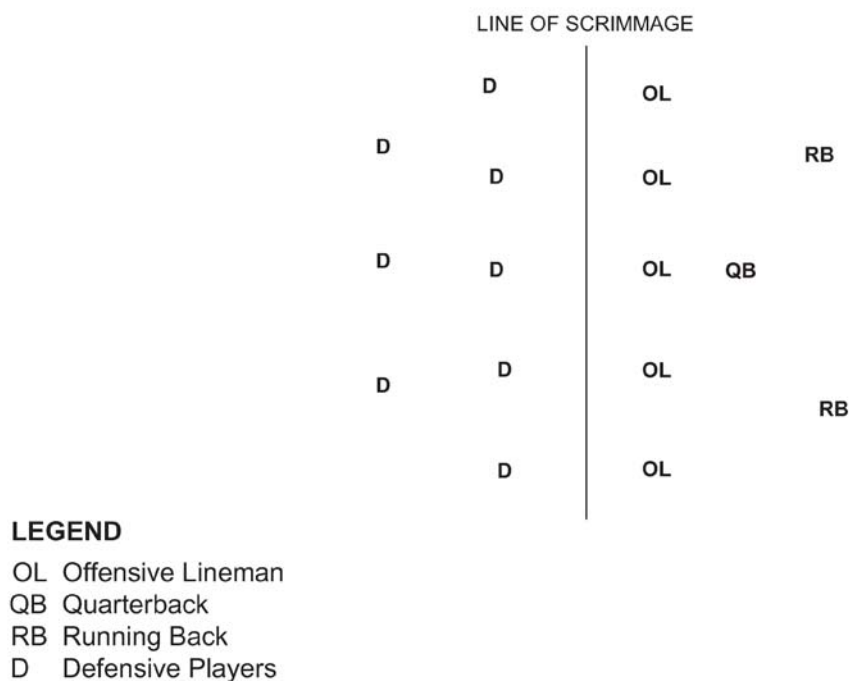


Figure Y-2 Line of Scrimmage

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

FOOTBALL SCORE SHEET

Team A

NAMES

Team B

NAMES

Record the number of points awarded to each team within each quarter.

A touchdown is worth six points. A safety is worth two points. A rouge is worth one point.

First Quarter		Second Quarter		Third Quarter		Fourth Quarter	
Team A	Team B	Team A	Team B	Team A	Team B	Team A	Team B
TOTAL		TOTAL		TOTAL		TOTAL	

Note. The scorekeeper must sign the back of the score sheet when completed.

LACROSSE

LACROSSE

OBJECTIVE

Teams attempt to score as many points as possible by passing the ball into the opposing team's goal. The team with the highest score at the end of the game is the winner. Lacrosse helps improve the cardiovascular and muscular strength components of fitness.

SCORING

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

DEFINITIONS

Blocking. Occurs when one player moves into the path of an opponent with the ball without giving the opponent a chance to stop or change direction without contact.

Critical scoring area. An area at each end of the field, where the attacking team shoots for a goal.

Deputy. A player on the defensive goalkeeper's team who may enter the goal circle when his or her team is in possession of the ball and the goalkeeper is out of the goal circle.

Draw. With two opposing players toeing the centreline, holding their crosses in the air, parallel to the centreline. The umpire places the ball between the players and when they call ready the players pull their sticks up and away, lifting the ball into the air. All other players must be outside the centre circle for the draw.

Free space to goal. The path to the goal within the critical scoring area.

Marking. Guarding an opponent within a stick's length.

Penalty lane. The path to the goal that is cleared when a free position is awarded to the attacking team within the critical scoring area in front of the goal line.

Pick. A technique used by a player without the ball to force an opponent to take a different direction. The player must give the opponent time to see the pick and react to it.

Throw. Two players of opposing teams stand 1 m (3-1/3 feet) apart; the umpire stands 4–8 m (13–26 feet) away, and throws the ball into the air and the players take it as they move toward the field. No other player can be within 4 m (13 feet) of the players taking the throw.

NUMBER OF PLAYERS

Twelve players per team on the field at one time.

EQUIPMENT

- Ball,
- Field crosses for the number of players,

- Goalkeeper's crosse (two),
- Goalkeeper's helmet, face mask, and throat and chest protector (two of each), and
- Mouth guards for the number of players.

BASIC RULES

The game consists of two 30-minute halves.

The team consists of a goalkeeper, point, cover-point, third man, left defence wing, right defence wing, left attack wing, right attack wing, third home, second home, first home, and centre (as illustrated in Figure Z-1).

The game begins with a draw.

The team in possession of the ball attempts to score goals by advancing the ball down the field. This is done by carrying, throwing, rolling, or batting the ball.

If the ball goes out of bounds, it is given to the closest player. If two players of opposing teams are an equal distance from the ball, the game is continued with a throw.

Only one player can be in the goal circle at a time. This can only be the goalkeeper or the deputy.

Within the goal circle, the goalkeeper must clear the ball within 10 seconds. This can be done with the goalkeeper's crosse, hands, or body.

After each goal, the ball is put back into play with a draw.



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

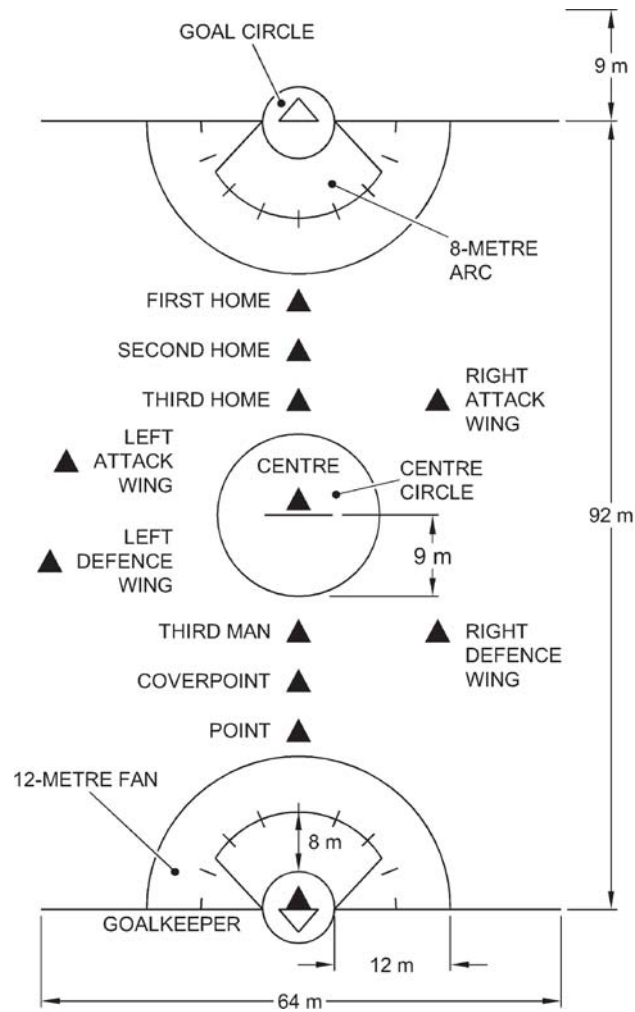


Figure Z-1 Lacrosse Field

Note. From *The Sports Rules Book: Essential Rules for 54 Sports* (p. 182), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.

LACROSSE SCORE SHEET

Team A

NAMES

[illegible]

Team B

NAMES

[illegible]

Record the number of goals achieved by each team within each period.

First Half

Team A	Team B
TOTAL	

Second Half

Team A	Team B
TOTAL	

Note. The scorekeeper must sign the back of the score sheet when completed.

RINGETTE (OFF ICE VERSION)

RINGETTE (OFF ICE VERSION)

OBJECTIVE

Teams attempt to score as many points as possible by getting the ring in the opposing team's net. The team with the highest score at the end of the game is the winner. Ringette helps improve the cardiovascular and muscular strength components of fitness.

SCORING

One point for every time a ring passes into the opposing team's net.

DEFINITIONS

Nil.

NUMBER OF PLAYERS

Six players per team on the floor at one time.

EQUIPMENT

- Nets (two),
- Safety equipment,
- Rubber ring,
- Straight sticks for number of players,
- Goalkeeper's sticks (two), and
- Goalkeeper's masks (two).

BASIC RULES

Teams consist of a goalkeeper, two defencemen, and three forwards.

The stick is placed inside the ring to play.

The game is played in two 20-minute periods.

Play begins with the visiting team being given a free pass in the centre free pass circle (which is like a faceoff circle in hockey).

The ring is passed up the playing area in order to get the ring in the opposing team's net.

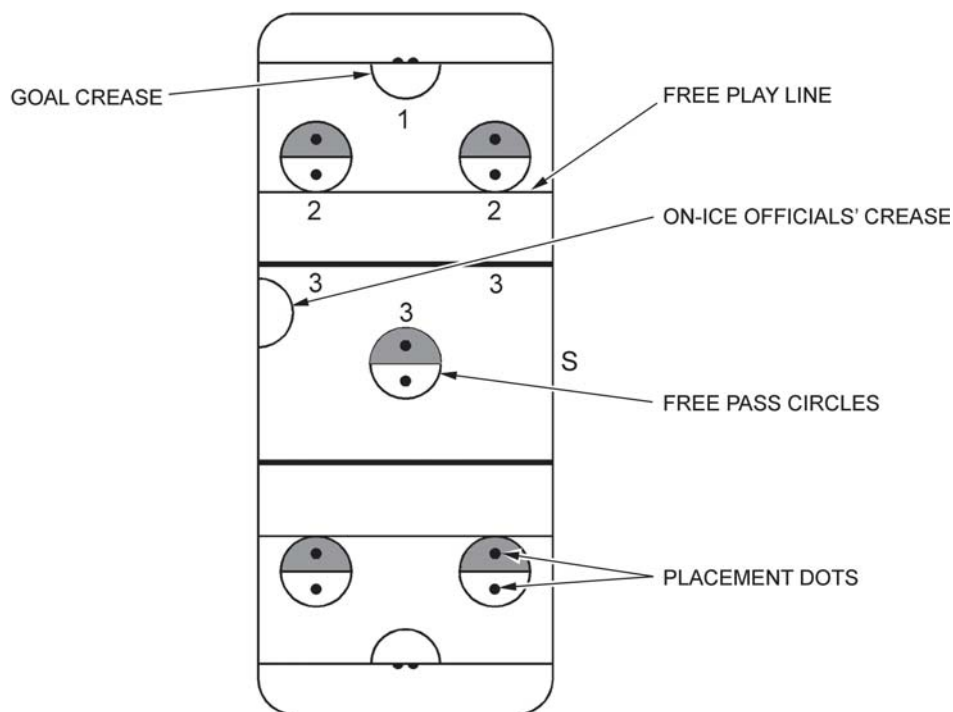
Free passes are used in ringette to restart play. The ring is placed in the free pass circle for this and one player gets to take possession, having five seconds to pass the ring to a teammate. Shots on goal are allowed from the free pass.

If the ring is within the goal crease the only player who is allowed to touch it is the goalie. The goalie will pick up the ring and throw it like a Frisbee to a teammate but it cannot be thrown beyond the blue line. The goalkeeper can also hit the ring with their stick or foot to move it out of the goal crease.



Further details on the sport of ringette can be found at <http://www.ringette.ca>

TEAM A'S DEEP DEFENSIVE ZONE



TEAM A'S DEEP OFFENSIVE ZONE

LEGEND

- 1. Goalkeeper
- 2. Defenceman
- 3. Forward
- S Scorekeeper

Figure AA-1 Ringette Ice / Playing Field

Note. From *How Ringette is Played*, by Ringette Canada, n.d. Retrieved October 30, 2006, from <http://www.ringette.ca/e/about/played.htm>

RINGETTE SCORE SHEET

Team A

NAMES

Team B

NAMES

Record the number of goals achieved by each team within each period.

First Period

Team A	Team B
TOTAL	

Second Period

Team A	Team B
TOTAL	

Note. The scorekeeper must sign the back of the score sheet when completed.

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SOCCER

SOCCER

OBJECTIVE

Teams attempt to score as many points as possible by getting the ball in the opposing team's net. The team with the highest score at the end of the game is the winner. Soccer helps improve the cardiovascular and muscular strength components of fitness.

SCORING

One point is scored for every goal made into the opposing team's net that completely crosses the goal line.

DEFINITIONS

Corner kick. Awarded to the opposing team when players kick the ball over their own goal line. All opposing players must be at least 10 yards (9 m / 29.5 feet) from the ball for a corner kick.

Dribble. To move the ball with the feet in a continuous motion by passing the ball from one foot to the other.

Foul. Results in a direct or indirect free kick for the opposing team at the spot where the foul occurred. Fouls include:

- kicking, tripping or pushing;
- jumping into an opponent;
- violently or dangerously charging an opponent;
- striking an opponent with the hand, arm, or elbow;
- holding an opponent's body or clothing;
- playing the ball anywhere on the arm;
- going offside;
- obstructing an opponent by deliberately blocking their path;
- kicking too high, putting an opponent in danger;
- bending low, putting themselves in danger;
- unsportsmanlike conduct;
- charging an opponent when the ball is no more than one step away;
- charging into the goalkeeper while in the goal area, preventing them from playing the ball or retaining possession of the ball; and
- the goalkeeper taking more than four steps before releasing the ball.

Free kick. Direct free kicks are awarded for fouls on a player; indirect free kicks are awarded for other violations made by the opposing team.

Goal kick. Occurs when a player kicks the ball over the opposing team's goal line. The opposing team is awarded the goal kick. Opposing players must be outside the penalty box area; either the goalkeeper or another player may kick the ball. The ball must be kicked beyond the penalty box area to be put into play. The player who performs the goal kick cannot touch the ball again until another player has done so.

Heads the ball. When a player hits the ball with their head.

Penalty kick. Is awarded to a team when an opposing player commits an intentional foul. All players, except the kicker and the goalkeeper, must stand outside the penalty area, at least ten yards (9 m / 29.5 feet) from the ball. The goalkeeper must stand on the goal line and not move their feet until the kick is made. If a goal is not scored and the ball goes out of bounds after being touched by the goalkeeper, the attacking team gets a corner kick.

Throw-in. Is awarded to a team when the ball goes over the sideline and was last touched by an opponent. A player throws the ball in from over their head, keeping both feet on the ground while releasing the ball. At least part of each foot must be on or behind the sideline.

NUMBER OF PLAYERS

Up to 11 players per team on the field at one time.

EQUIPMENT

- Soccer ball,
- Nets (two), and
- Field or gymnasium.

BASIC RULES

The game consists of two 45-minute halves.

Teams will consist of a goalkeeper, defenders, midfielders, and forwards, or strikers.

The game begins with a kickoff at the centre of the playing field, where the ball is placed in a stationary position at the centre spot.

All players must be on their team's half of the playing field before the kickoff takes place. The player who kicks off may not touch the ball again until another player has.

Players have to move the ball up the field with their feet, head, or chest. They may not touch the ball with their hands.

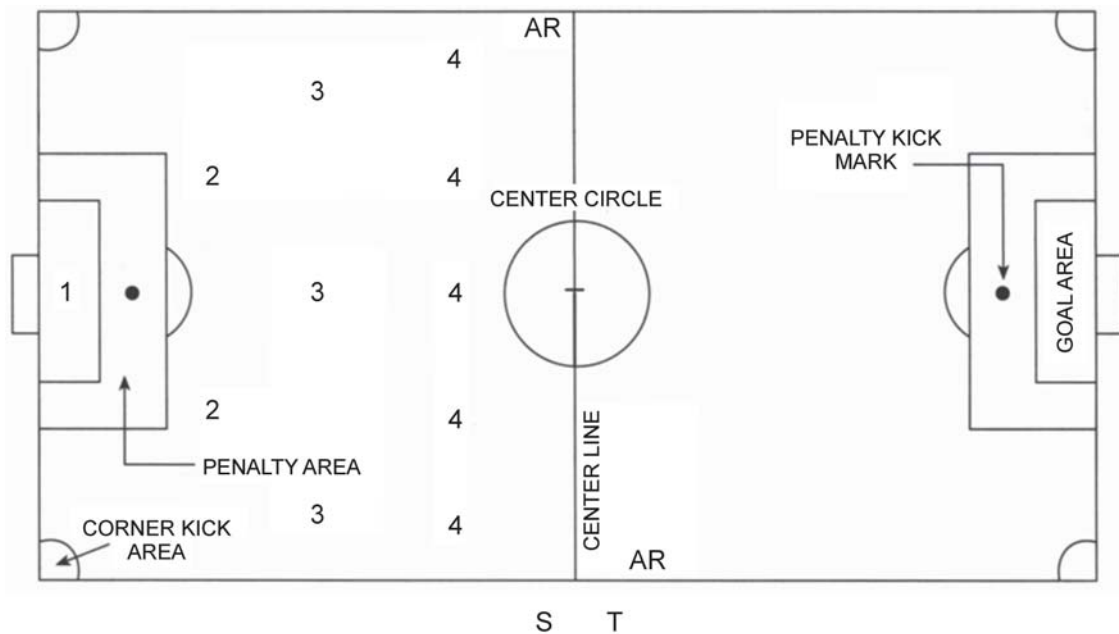
The game continues in this manner, with players dribbling the ball and moving it toward the opposing team's goal in order to score.

When a goal is scored the play begins again with the team losing the goal taking the kickoff.

A goal may not be scored directly off a kickoff, goal kick, or throw-in.



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



LEGEND

- 1. Goalkeeper
- 2. Defender
- 3. Midfielder
- 4. Forward
- S Scorekeeper
- T Timekeeper
- AR Assistant Referee

Figure AB-1 Soccer Field

Note. From *The Sports Rules Book: Essential Rules for 54 Sports* (p. 241), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.

SOCCKER SCORE SHEET

Team A

NAMES

[illegible]

Team B

NAMES

[illegible]

Record the number of goals achieved by each team within each half.

First Half

Team A	Team B
TOTAL	

Second Half

Team A	Team B
TOTAL	

Note. The scorekeeper must sign the back of the score sheet when completed.

SOCCER BASEBALL / KICKBALL

SOCCER BASEBALL / KICKBALL

OBJECTIVE

While trying to prevent the opposing team from scoring runs, each team tries to score as many runs as possible. A run is scored when a team's player runs (in a counter-clockwise direction) and steps on all three bases and the home plate. Soccer baseball / kickball helps improve the cardiovascular and muscular strength components of fitness.

SCORING

One point is awarded as a member completes a circuit around the bases. A game lasts five innings where the team with the highest score wins, unless there is a tie. In the case of a tie the game will continue for additional innings until a team scores an additional run, breaking the tie.

DEFINITIONS

Double. A kick in which the batter safely runs to second base.

Double play. When two outs are made on the same play.

Fair ball. The ball when it is legally in play.

Force play. Occurs when a runner is forced to advance to the next base because the batter becomes a runner.

Foul play. Any ball hit into foul territory.

Foul territory. The area outside the foul lines.

Home run. When a batter kicks a fair ball over the fence or circles all bases on a kick that was inside the fence.

Lead off. When a runner leads off a base before the ball has left the pitcher's hand.

Legal touch. When a defensive player tags a runner with the ball while the runner is not on a base. This results in an out.

Out. There are a number of types of outs, which include:

Fly-out. When a fly ball is caught before it touches the ground or fence.

Force-out. When a fielder touches the base with the ball in their possession before the runner reaches.

Strikeout. When a batter has three strikes.

Tag-out. When a fielder tags a runner with the ball when they are not on a base. This is also known as a legal touch.

Steal. When a runner attempts to steal a base during a pitch to the kicker.

Tag-up rule. If the ball is caught in the air after the kicker has kicked it, the kicker is out. Other players who are on bases must touch the base they were on after the ball is caught before they can run to the next base.

NUMBER OF PLAYERS

Nine players per team on the field at one time.

EQUIPMENT

- Soccer ball,
- Baseball / softball field or a gymnasium or field, and
- Bases / pylons (four).

BASIC RULES

The game consists of five innings, with three outs per inning (for each team).

One team takes the field first, taking up the various positions, to include a pitcher, catcher, first baseman, second baseman, third baseman, shortstop, left fielder, centre fielder, right fielder, and other fielders depending on the number of players.

When pitching, the ball must touch the ground at least once and cannot be higher than one foot (30 cm) above the plate when it gets to the kicker. The ball should be pitched to roll as smoothly as possible.

A ball is put into play once the pitcher rolls the ball toward home plate and the kicker has attempted to kick the ball.

The kicker must wait for the ball to be within 1 m of the home plate before they can attempt to kick the ball.

Leading off and stealing bases is not allowed.

Bunts are not permitted.

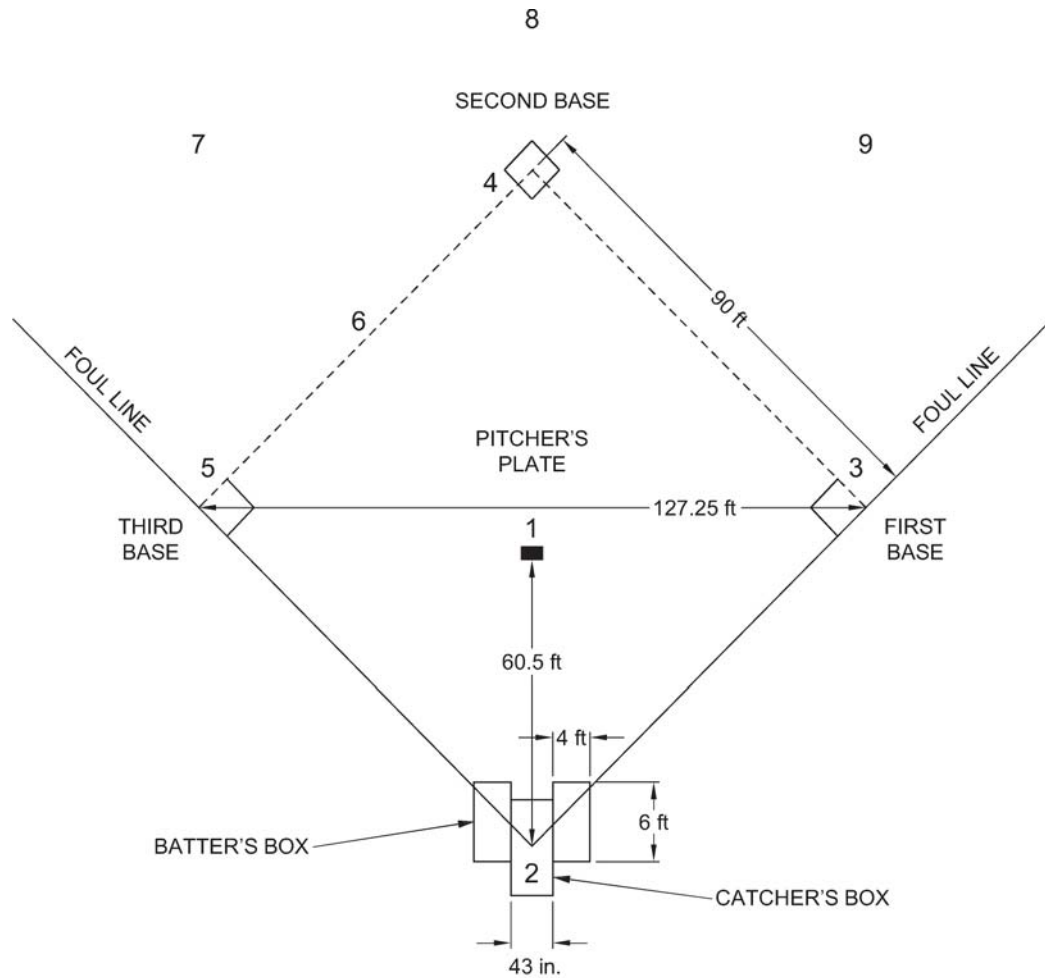
The kicker at home plate must kick the ball with the leg (below the knee) or foot.

Field players can tag the runner out while either carrying the ball or throwing it at the runner and making contact. Thrown balls are to hit below the waist.

A runner who leaves their base before the pitch reaches home plate or before the pitch is kicked, is out and the ball is considered dead.



Further details on the sport of soccer baseball / kickball can be found at <http://www.kickball.com>



LEGEND

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

Figure AC-1 Baseball Diamond (used for soccer baseball)

Note. From *The Sports Rules Book: Essential Rules for 54 Sports* (p. 31), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.

SOCCER BASEBALL / KICKBALL SCORE SHEET

Team A

NAMES

Team B

NAMES

Record the number of runs scored by each team for each inning.

	Inning 1	Inning 2	Inning 3	Inning 4	Inning 5	TOTAL
Team A						
Team B						

Note. The scorekeeper must sign the back of the score sheet when completed.

SOFTBALL

SOFTBALL

OBJECTIVE

While trying to prevent the opposing team from scoring runs, each team tries to score as many runs as possible. A run is scored when a team's player runs (in a counter-clockwise direction) and steps on all three bases and the home plate. Softball helps improve the cardiovascular and muscular strength components of fitness.

SCORING

One point is awarded as a member completes a circuit around the bases. A game lasts seven innings where the team with the highest score wins, unless there is a tie. In the case of a tie the game will continue for additional innings until a team scores an additional run, breaking the tie.

DEFINITIONS

Ball. A pitch that is outside the strike zone.

Bunt. When a batter hits the ball by letting the ball meet the bat to drop as a soft ground ball on the infield.

Double play. When two outs are made on the same play.

Fair ball. The ball when it is legally in play.

Fake tag. A form of obstruction of a runner by a fielder who neither has the ball nor is about to receive it. The umpire will award the runner the base they would have made, if the obstruction had not been made.

Fly ball. A ball batted high into the air.

Fly-out. A fly ball that is caught before it touches the ground or the fence.

Force play. When a runner is forced to advance to the next base because the batter becomes a runner.

Foul play. Any ball hit into foul territory.

Foul territory. The area outside the foul lines (as illustrated in Figure AD-1).

Home run. When a batter hits a fair ball over the fence or circles all bases on a ball that was hit inside the fence.

Inning. An inning consists of a top and a bottom. During either the top or bottom half each team will get the opportunity to bat and field accordingly.

Interference. This occurs when an offensive player impedes or confuses a defensive player as they are trying to make a play. Interference can be physical or verbal.

Lead off. When a runner leads off a base once the ball has been batted, touches the ground, or reaches home plate, but must return to the base if the ball is not hit.

Out. There are a number of types of outs, which include:

Fly-out. When a fly ball is caught before it touches the ground or fence.

Force-out. When a fielder touches the base with the ball in their possession before the runner reaches.

Strikeout. When a batter has three strikes.

Tag-out. When a fielder tags a runner with the ball when they are not on a base. This is also known as a legal touch.

Overslide. When a player over slides first base when running. It is allowed at first base, but at second and third base, the runner may be tagged out.

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

Strike zone. The area over the home plate, between the batter's back shoulder and front knee.

Walk. A batter is awarded first base if four "balls" are pitched to the batter during one time up to bat.

NUMBER OF PLAYERS

10 players per team on the field at a time if team is not batting.

EQUIPMENT

- Bases (four),
- Bat,
- Batter's helmets,
- Softball,
- Various gloves for the number of players, and
- Baseball / softball field.

BASIC RULES

The game consists of seven innings, with three outs per inning (for each team).

One team takes the field first, taking up the various positions, to include a pitcher, catcher, first baseman, second baseman, third baseman, shortstop, left fielder, centre fielder, right fielder, and extra fielder.

The other team bats first in the top half of the inning, according to the batting order for their players.

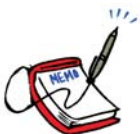
The pitcher attempts to get the batter out, preventing them from reaching first base and the subsequent bases.

The pitcher must use an underhand pitch.

A batter is out if they receive a fly-out, force-out, strikeout or tag-out.

The batter's objective is to get around the bases without being tagged and before the ball reaches the base.

A team scores a run when a player has safely touched first, second, and third base, and has made it back home or hits the ball over the fence.



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



Figure AD-1 Softball Field

Note. From *The Sports Rules Book: Essential Rules for 54 Sports* (p. 251), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.

SOFTBALL SCORE SHEET

Team A

NAMES

Team B

NAMES

Record the number of runs scored by each team for each inning.

	Inning 1	Inning 2	Inning 3	Inning 4	Inning 5	Inning 6	Inning 7	TOTAL
Team A								
Team B								

Note. The scorekeeper must sign the back of the score sheet when completed.

ULTIMATE FRISBEE

ULTIMATE FRISBEE

OBJECTIVE

Teams attempt to score as many points as possible by catching a pass in the opponent's end zone. The team with the highest score at the end of the game is the winner. Ultimate Frisbee helps improve the cardiovascular and muscular strength components of fitness.

SCORING

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

DEFINITIONS

Clearing. To get out of the area where the thrower wants to pass the Frisbee.

Cut. An attempt to get free of other players in order to receive a pass.

Force. To make it difficult for the thrower to throw the Frisbee in a certain direction in an attempt to try to get them to pass it the other way.

Huck. A long high pass that is nearly the length of the field.

Layout. When a player dives to catch or intercept the Frisbee.

Poach. When a defender moves away from their marker to try to intercept a pass to another player.

Swing. A lateral pass across the pitch, instead of upfield.

Switch. When two defenders exchange the offensive players they were marking.

NUMBER OF PLAYERS

Seven players per team on the field at one time.

EQUIPMENT

- One Frisbee, and
- Pylons to mark boundaries.

BASIC RULES

The game is played in two halves. There is no time set for the halves. Halftime begins when one team reaches eight points.

Each team lines up on the front of their respective end zone line to initiate play. The defence will then throw the Frisbee to the offence.

The Frisbee may be played in any direction by passing to teammates. Players must remain stationary when they hold the Frisbee. It must be passed to other players on the field that is closer to the opponent's end zone.

A player cannot hold the Frisbee for longer than 10 seconds. The defender, who is guarding the player holding the Frisbee (staller), must count out the stall count.

When a pass is not completed due to being out of bounds, being dropped, blocked or intercepted, etc. the defence takes possession of the Frisbee and becomes the offence.

To bring the Frisbee back into play it must be brought to the point on the pitch where it went out, or the nearest point where a defender touched it.

There is no physical contact allowed between the players.

A throw can be made without stopping if it is within three steps of the catch. The thrower cannot change direction or speed up after catching the Frisbee.

After halftime the teams will switch ends of the playing field.



Further details on the sport of ultimate Frisbee can be found at <http://www.whatisultimate.com> or <http://www.upa.org/ultimate>

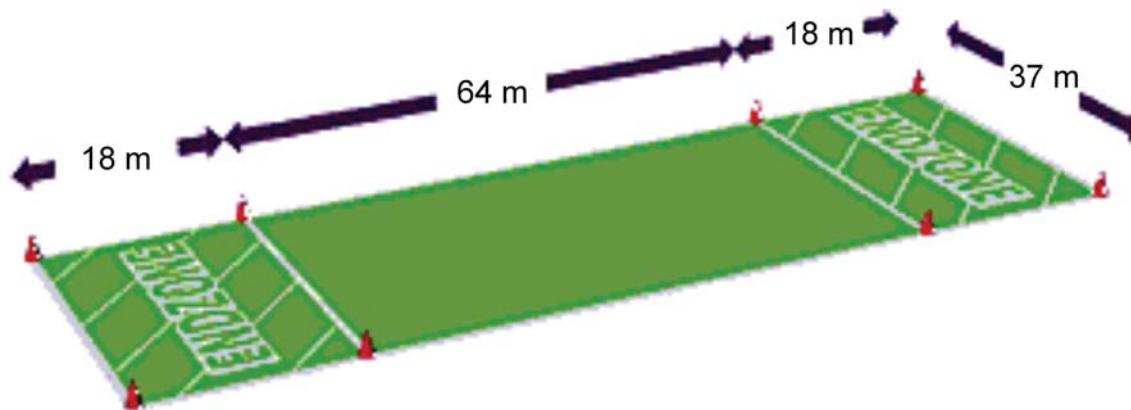


Figure AE-1 Ultimate Frisbee Field

Note. From *What is Ultimate Frisbee*, by What is Ultimate, n.d. Retrieved October 30, 2006, from http://www.whatisultimate.com/what/what_game_en.html

ULTIMATE FRISBEE SCORE SHEET

Team A

NAMES

Team B

NAMES

Record the number of points achieved by each team within each half to a total of 15. Points are achieved when a player catches the Frisbee within the opponent's end zone.

First Half

Team A	Team B
TOTAL	

Second Half

Team A	Team B
TOTAL	

Note. The scorekeeper must sign the back of the score sheet when completed.

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VOLLEYBALL

VOLLEYBALL

OBJECTIVE

Teams attempt to score as many points as possible by hitting the ball into the opposing team's portion of the court. The team with the highest score at the end of the game is the winner. Volleyball helps improve the cardiovascular and muscular strength components of fitness.

SCORING

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

DEFINITIONS

Attack hit. A hit aimed into the opponent's court.

Attack lines. These separate each side of the court into a front zone and a back zone.

Block. Occurs when one or more players stop the ball before, or just after, it crosses the net.

Rally. The exchange of hits back and forth between the teams. The team that wins the rally gets the serve.

Rotation order. Each team has a rotation order that must be kept when it gains the serve. Each time a team gains a serve; players will rotate one position clockwise.

NUMBER OF PLAYERS

Six players per team on the court at one time.

EQUIPMENT

- Volleyball,
- Volleyball net, and
- Volleyball court.

BASIC RULES

The game continues until a team scores 21 points in a rally format (a point is awarded on each play of the game regardless of which team serves the ball) and has a two-point advantage.

The team has three players on the front of the court and three on the back of the court.

Players can hit the ball with their hands clasped together or with either an open or closed fist. Players can strike the ball overhand or underhand.

One team will start the serving, the other receiving. A player retains the serve until the other team wins the right to serve.

Upon completing the serve a team must rotate positions.

The server may stand anywhere behind the end line to serve.

A service fault occurs if the ball touches a player of the serving team; fails to pass through the crossing space over the net; touches the net or any other object; or lands out of bounds.

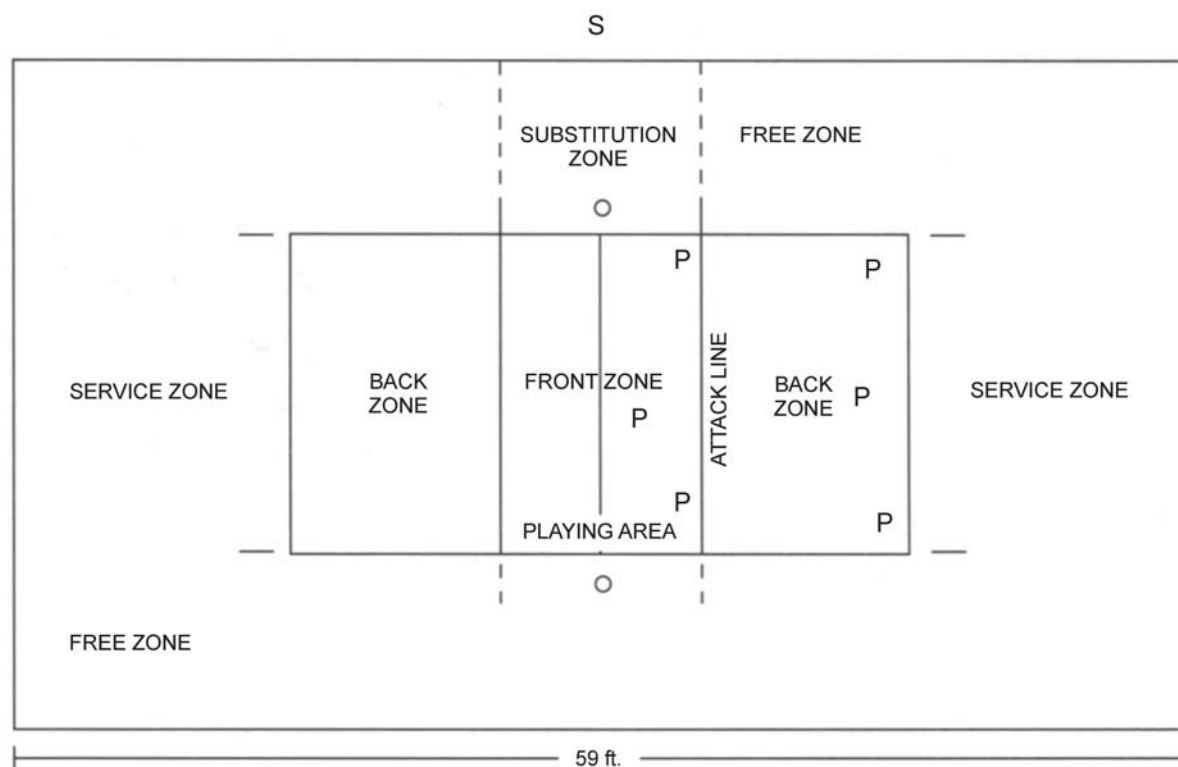
If the team that is receiving stops their opponents from scoring, they are awarded the serve.

Each team has a maximum of three hits to get the ball over the net to return the ball. This is in addition to blocking.

Except on the serve, the ball is still in play if it touches the net.



Further details on the sport of volleyball can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 325–334.



LEGEND

P Player
S Scorekeeper

Figure AF-1 Volleyball Court

Note. From *The Sports Rules Book: Essential Rules for 54 Sports* (p. 327), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.

VOLLEYBALL SCORE SHEET

Team A

NAMES

Team B

NAMES

Check off each point as it is awarded to a team.

Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Team A																					
Team B																					

Note. The scorekeeper must sign the back of the score sheet when completed.

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ACTIVE GAMES

ACTIVE GAMES

INTRODUCTION

Active games are a great way of incorporating multiple components of fitness. These physical activities make fitness fun and can spark an interest in maintaining lifelong fitness. Active games help improve various components of fitness depending on the selected game.

EQUIPMENT

The equipment required for these games will depend on which game is selected.

ACTIVITY GUIDELINES

Active games shall be well supervised.

Active games shall be conducted in a large training area or playing field that is free of obstructions.

Cadets shall wear appropriate physical activity clothing and footwear for this activity.

SUGGESTED ACTIVE GAMES

Active Video Games

Active video games are an additional option for conducting physical activities. These high tech devices are fun and exciting, and offer a variety of activities to choose from. They may also stimulate an interest in physical activities for the cadets.

Battleship

This is a nautical themed active game where the playing area is broken down into different parts of a ship, to include:

- **Bow.** The front of the playing area,
- **Stern.** The back of the playing area,
- **Port.** The left side of the playing area, and
- **Starboard.** The right side of the playing area.

There are special actions to be completed when called during the game, such as:

- **Submarines.** Cadets run to the centre of the playing area, lie down on their back, and raise one foot in the air.
 - **Lifeboats Port.** Cadets run to the left side of the playing area, form a single line, sit down and begin to row.
 - **Lifeboats Starboard.** Cadets run to the right side of the playing area, form single line, sit down and begin to row.
1. Begin the game with the cadets standing in the centre of the area.
 2. Have the leader call one of the above parts of the ship or special action.
 3. Have the cadets run to the designated area or perform the special action.

4. Eliminate the last cadet to reach the designated spot or perform the special action, and have them move to help the leader.
5. Continue until a winner is designated.

Cardio Blob Tag

A fast-paced game using two pool noodles where cadets must move or be swallowed by the “blob”.

1. Designate one cadet as the “blob”.
2. Have the “blob” carry a pool noodle to use to tag other cadets (below the shoulders).
3. Have the first tagged cadet join hands with the “blob” and give them the other pool noodle.
4. Ensure that the two cadets making the “blob” always remain joined (holding hands) and move throughout the group tagging other cadets.
5. Have any newly tagged cadets join the “blob” by holding hands with the cadet who tagged them and taking the pool noodle.
6. Allow the “blob” to grow until all the cadets have joined the “blob”.

Chicken Baseball

A team-orientated game, using a rubber chicken, based on the traditional game of baseball.

1. Divide the group into two teams and label them Team A and Team B.
2. Throw the rubber chicken into the air.
3. When the rubber chicken lands, have Team A run to the rubber chicken and form a single file line behind it.
4. Have the first cadet on Team A pick up the rubber chicken and pass it between their legs.
5. Have the second person on Team A take the rubber chicken and pass it over their head.
6. Continue this process until the rubber chicken has been passed, over and under, to all team members.
7. When the last member of Team A receives the rubber chicken they yell the word, “STOP”.
8. Concurrently, have Team B move together as a mass group.
9. Have one member from Team B race around the formed mass group of Team B.
10. When they complete a lap, have the cadet join the formed mass group and have the next member of Team B complete a lap around the formed mass group of Team B.
11. Award Team B a point for each member of their team who completes a lap around the group.
12. Once the word “STOP” has been said, have the member of Team A throw the chicken to a new area.
13. Repeat the process with Team B forming a single-file line behind the chicken and Team A forming a mass group.
14. Record scores at the end of the “inning” (a cycle where each team forms the single-file line behind the chicken).
15. Repeat the process for as many innings as desired.

Tag

There are many variations of tag games, such as cardio blob tag, everybody’s it, and frozen tag. These types of games begin with one or more cadets being designated as “it”. The “it” cadets must run and tag (touch) other cadets to either make them it, freeze them, or add them to the blob. There are many online resources and books for tag games. Select tag games that maximize movement and keep the cadets’ heart rates up.

SUGGESTED RESOURCES

Ultimate camp resource. (n.d.). *Camp games*. Retrieved October 6, 2011, from <http://www.ultimatecampresource.com/site/camp-activities/camp-games.html>

ISBN 0-934387-29-X Panicucci, J. (2008). *Achieving fitness: An adventure activity guide*. Beverly, MA: Project Adventure, Inc.

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CIRCUIT TRAINING

CIRCUIT TRAINING

INTRODUCTION

Circuit training was developed in the late 1950s at the University of Leeds in England. Circuit training consists of a number of carefully selected and simple-to-perform exercises in a set order called the "circuit". Each exercise is performed in turn, either a set number of times or within a set time period, after a brief recovery period. One rotation through all stations is a complete circuit. The circuit is normally repeated three times.

Depending on the types of exercises included, circuit training can be very effective in developing the cardiovascular, muscular strength and muscular flexibility components of fitness.

EQUIPMENT

Circuit training equipment, based on the stations selected.

ACTIVITY GUIDELINES

Circuits shall be designed based on activities and exercises that are appropriate for cadets. Many of the activities and exercises listed in this instructional guide may be used as stations in a circuit (eg, skipping rope and weighted bar exercises).

Ensure there is adequate supervision around the circuit.

BACKGROUND KNOWLEDGE

There are two basic types of circuits:

Individual circuit. Designed to allow each individual to develop their fitness level at their own pace. Individual circuits may be timed. Timed circuit training requires participants to maximize the number of repetitions that can be done continuously within a specific time limit (normally 30–60 seconds). Timed circuit training allows the activity to be conducted within a specific time limit.

Circuits that are not timed must be conducted using the maximum number of repetitions that can be done continuously without setting a specific time limit.

General group circuit. Employs the circuit training method to provide an intensive workout for a large group of individuals in a limited space. General group circuits are usually timed to prevent waiting at exercise stations. The general group circuit may also be used to practice and improve various sports skills.

CIRCUIT DESIGN

When designing a circuit, the following should be considered:

- Exercises should be related to the fitness component intended to be developed.
- Exercises must be arranged in an order so that no group of muscles is worked consecutively (eg, skipping rope should not be immediately followed by stepping up and down on a bench, since both are leg exercises).

- Exercises in a circuit may consist of:
 - cardiovascular endurance (eg, skipping rope, running / walking),
 - muscular strength (eg, weights, medicine balls),
 - muscular flexibility (eg, stretching, yoga), or
 - a combination of any of the above.
- When equipment is used, there must be sufficient items to enable the whole group to participate without stopping.
- A general circuit should contain exercises that provide a balanced workout involving cardiovascular endurance, muscular strength and muscular flexibility activities.
- When at a recovery station, the cadets should be walking, jogging or moving around. Under no circumstances should cadets come to a complete rest and sit or stand around. The cadets should also be drinking fluids while at the recovery station.
- The number of activities chosen depends on the time allocated to complete the circuit.

Sample General Circuit Training

Each station will last 45 seconds.

Station 1: Cardiovascular Endurance Exercise: Rope skipping Equipment: 6 skipping ropes	Station 2: Recovery Exercise: Jog on the spot Equipment: Nil.	Station 3: Muscular Strength Exercise: Curl-ups Equipment: Gym mats
Station 12: Recovery Exercise: Walk around the circuit Equipment: Nil.	INSTRUCTOR	Station 4: Recovery Exercise: Walk around the circuit Equipment: Nil.
Station 11: Muscular Strength Exercise: Squat thrusts Equipment: Nil.		Station 5: Muscular Flexibility Exercise: Spine twist stretch Equipment: 2 benches
Station 10: Recovery Exercise: Jog on the spot Equipment: Nil.		Station 6: Recovery Exercise: Jog on the spot Equipment: Nil.
Station 9: Muscular Flexibility Exercise: Knee to chest stretch Equipment: Gym mats	Station 8: Recovery Exercise: Walk around the circuit Equipment: Nil.	Station 7: Cardiovascular Endurance Exercise: Jumping jacks Equipment: Nil.

SUGGESTED RESOURCES

ISBN 978-0-7360-8118-4 Carpenter, J. & Sinclair, C. Eds. (2011). *Physical best activity guide: Middle and high school levels*, 3rd edition. Windsor, ON: National Association for Sport and Physical Education.

MARTIAL ARTS

MARTIAL ARTS

INTRODUCTION

Martial arts combine multiple components of fitness, including cardiovascular, muscular strength and muscular flexibility, into a fun, disciplined physical activity.

EQUIPMENT

The equipment required will depend on the selected type of martial arts.

ACTIVITY GUIDELINES

Martial arts shall be conducted by a certified instructor or using a video that is conducted by a certified instructor.

The focus of this activity should be on fitness. Cadets shall be well supervised, and weapons shall not be used.

TYPES OF MARTIAL ARTS

Aikido. A Japanese form of self defense that uses wrist, joint and elbow grips to disable an opponent.

Kick Boxing. A martial art that resembles boxing but allows the use of the feet.

Judo. A method of defending oneself without the use of weapons. This method stresses the athletic component of this martial art.

Jiujutsu. A method developed in Japan for defending oneself using the strength and weight of an opponent to disable them.

SUGGESTED RESOURCES

Jeanette Jenkins, Certified by the Thai Boxing Association of Canada. *Crunch: Super-charged kickbox party*. 2007. [DVD]

ISBN 0-8048-3284-6 Westbrook, A. & Ratti, O. (1970). *Aikido and the dynamic sphere: An illustrated introduction*. North Clarendon, VT: Charle E. Tuddle Co., Inc.

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TABLOIDS

TABLOIDS

INTRODUCTION

Tabloid meets consist of various small, easy to play games or relay events. Tabloid meets are a fun way to be active and cover multiple components of fitness in one activity.

Tabloid meets have numerous advantages:

- a large number of personnel can participate at the same time;
- a wide variety of activities can be conducted;
- can be planned around existing facilities and equipment; and
- emphasis can be placed on team effort rather than on high-calibre performance by a small number of individuals.

Tabloid meets are intended for the cadets to work as a team, communicate, cooperate and have fun.

EQUIPMENT

The equipment required for tabloids will depend on which events are selected.

ACTIVITY GUIDELINES

There are numerous factors to consider when designing a tabloid meet. The size of the group, the number of staff, the time allocated for the meet, the facilities and the equipment are factors that will affect the events, the group sizes, the time allocated at each event and the overall design of the meet. When designing a tabloid, ensure that the selected events are energetic and promote physical activity.

In a tabloid meet, the cadets must rotate through events in a pre-arranged fashion. A diagram of the stations can be displayed or signs with station numbers can be placed at each station.

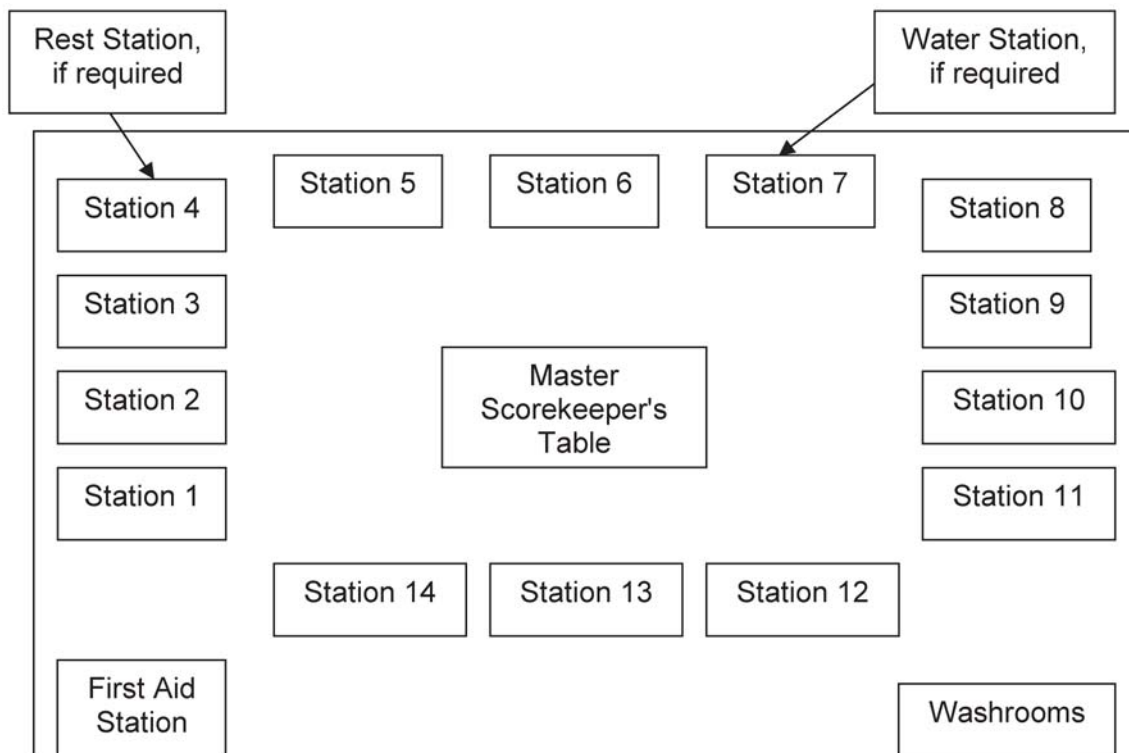


Figure AJ-1 Layout of a Tabloid Meet

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Size of the Group

The size of the group will determine the number of events required. For example:

- If 60 cadets are at the event and the organizer wants the cadets in teams of five, there should be a minimum of 12 events (if there is only one team per event) or six events (if there are two teams per event).
- If 30 cadets are at the event and the organizer wants the cadets in teams of three, there should be a minimum of 10 events (if there is only one team per event) or five events (if there are two teams per event).

Number of Staff

The number of staff available to run the event may affect the number of events. Many personnel may be involved in a novelty events tabloid meet, such as:

- master scorekeeper,
- timekeeper,
- official for each event,
- first-aider, and / or
- runners (which could be cadets from each team who bring the results to the master scorekeeper after each event).

Each event is controlled by one official who remains at the event throughout the meet. Their duty is to ensure safety and that the competitors observe the rules. After each event is completed, the official will fill out the scoresheet and send it to the master scorekeeper's table.

The master scorekeeper transfers the information from the team scoresheet to the master scoresheet.

Time Allocated For The Meet

Time allocated for the meet has to take into account the set-up, warm-up, cool-down, tear down and award ceremony (if applicable).

Time should be equally divided into the number of events to be conducted. Events should be planned so they take the same amount of time to be completed. This maintains control of the meet and ensures that all teams are at the same stage of the event.

Facilities

Facilities will impact the events designed. The facilities may offer a variety of events or put restrictions on them (eg, when using a school gym, it may be forbidden to bring food or particular items that could damage the floor).

Sample Tabloid Events

Examples of typical events are as follows:

Events	Description
Accuracy Throw	Each team member has to toss a beanbag or similar item into a ring of concentric circles with various point values. This continues until the time has elapsed.
Ball Over and Under	The team forms a single file line. The first person passes the ball over their head to the next person who then passes the ball between their legs to the next person. This continues to the last member who then runs to the front and starts again.
Basketball Throw	Each team member has to throw a basketball into the net from a specific point. This continues until the time has lapsed.
Skipping	Each member of the team has to skip with a jump rope as many times as they can without stopping.
Volleyball Bump	The team stands in a circle and a volleyball is bumped from person to person continuously without it touching the floor until the time has lapsed.

SUGGESTED RESOURCES

A-PD-050-015/PT-002 Directorate of Physical Education, Recreation and Amenities. (1989). *Physical fitness training in the Canadian Forces* (Vol. 2). Ottawa, ON: Department of National Defence.

The Canadian Association for Health, Physical Education, Recreation and Dance. (1983). *Basic skills series: Tabloid sports*. Calgary, AB: The Canadian Association for Health, Physical Education, Recreation and Dance.

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**COMMON TRAINING
PHASE ONE
INSTRUCTIONAL GUIDE**



SECTION 2

EO C105.01 – PARTICIPATE IN PHYSICAL ACTIVITIES

Total Time:

9 x 30 min

**THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO. REFER TO THE
INSTRUCTIONAL GUIDE FOR M105.01 (PARTICIPATE IN PHYSICAL ACTIVITIES)**

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COMMON TRAINING PHASE ONE INSTRUCTIONAL GUIDE



SECTION 3

EO C105.02 – PARTICIPATE IN A TOURNAMENT

Total Time:

9 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-601/PG-001, *Phase One Qualification Standard and Plan*, 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.

Refer to EO M105.01 for a list of sports to select from and rules associated with each.

Select a tournament and refer to the following attachments for an overview of how to conduct the selected tournament:

- Attachment A–Round Robin,
- Attachment B–Ladder,
- Attachment C–Pyramid,
- Attachment D–Single Elimination, and
- Attachment E–Double Elimination.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A practical activity was chosen for this lesson as it allows the cadets to participate in a tournament in a safe and controlled environment.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have participated in a tournament.

IMPORTANCE

It is important for cadets to participate in a tournament because it is an activity that promotes camaraderie and a healthy lifestyle, while meeting the Cadet Program aim.

Teaching Point 1**Have the cadets participate in a tournament.**

Time: 9 x 30 min

Method: Practical Activity

BACKGROUND KNOWLEDGE

THE WARM-UP**Purpose of a Warm-Up**

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

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

General Warm-Up

This part of the warm-up prepares the cardiovascular system and muscular system for the stretching portion of the warm-up. Warm-up activities could include brisk walking, light jogging, or simple games that elevate the heart rate such as tag.

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 10–30 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 10–30 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. Additional information on stretching is located at EO M105.01, Attachment A.

THE COOL-DOWN

Purpose of a Cool-Down

A cool-down is composed of light cardiovascular activities and stretches 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 muscular flexibility activity. Additional information on stretching is located at EO M105.01, Attachment A.

ACTIVITY

OBJECTIVE

The objective of this activity is to provide cadets the opportunity to participate in a tournament.

RESOURCES

- Sports / safety equipment required for the selected sport,
- First aid kit,
- Whistles,
- Stopwatch, and
- Schedule of competition.

ACTIVITY LAYOUT

Set up the training area for the selected sport.

ACTIVITY INSTRUCTIONS

1. Have the cadets participate in an introductory briefing, to include:
 - a. an overview of the sport(s) that will be played during the tournament,
 - b. type of tournament,
 - c. rules of the tournament,
 - d. organization of the draw, and
 - e. location of first aid post.
2. Have the cadets participate in a warm-up session composed of light cardiovascular activities and stretches.
3. Have the cadets participate in the selected tournament.
4. Have the cadets participate in a cool-down session composed of light cardiovascular activities and stretches.

SAFETY

- Ensure cadets are aware of the rules and regulations.
- Ensure constant supervision throughout the activity.
- Ensure a first aid station / kit is readily accessible.
- Ensure a first-aider is identified at the start of the activity and is available at all times.

CONFIRMATION OF TEACHING POINT 1

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

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Tournaments are fun activities that promote physical fitness, which is part of the aim of the Cadet Program. Participating in physical activities can help you:

- improve your health;
- do better in school;
- improve your fitness;
- grow stronger;
- have fun being active with friends;
- feel happier;
- maintain a healthy body weight;
- improve your self-confidence; and
- learn new skills.

INSTRUCTOR NOTES / REMARKS

Activities chosen for this training are not limited to the list presented but must be age appropriate.

Activities should be chosen based on equipment and facilities accessible to the corps.

REFERENCES

A0-050 A-PD-050-015/PT-002 Directorate of Physical Education, Recreation and Amenities. (1989). *Physical fitness training in the Canadian Forces* (Vol. 2). Ottawa, ON: Department of National Defence.

C0-187 San Diego County Office of Education. *After school physical activity: Types of tournaments*. Retrieved October 3, 2008, from <http://www.afterschoolpa.com/print/typesoftournaments.html>

ROUND ROBIN TOURNAMENT

Recommended Use for a Round Robin Tournament

Round robin tournaments are best for league play or one-day tournaments that guarantee a certain number of games. All participants / teams play each other at least once. If there are a large number of participants / teams, a second, third or even fourth pool may be used.



Pool. A group of contestants who compete against each other in a tournament for the right to advance.

The number of courts or fields usually determines the number of pools. This is easy for participants / teams because they play all their games in the same location. The participants / teams may be used as referees, scorekeepers and linesmen during the round robin tournament.

The smaller the number of participants / teams in the pool, the shorter time it takes to complete the pool. Four to six participants / teams per pool are best.

To ensure fairness is shown to participants / teams, when making the pool, names should be chosen randomly (eg, pull the names out of a hat) and placed in the draw.

When using a round robin for a one-day tournament it may be combined with a single elimination tournament. The pool winners and runners-up may fill out a single elimination bracket. These participants / teams will play for the championship.

A tiebreaker system may be put in place before the start of the tournament (eg, points for versus points against).

Sample Draws

To arrange the rounds and the game schedule for an event for an even number of entries, keep the first entry constant and rotate the remaining as follows:

Round 1	Round 2	Round 3	Round 4	Round 5	Round 6	Round 7
1 - 8	1 - 2	1 - 3	1 - 4	1 - 5	1 - 6	1 - 7
2 - 7	3 - 8	4 - 2	5 - 3	6 - 4	7 - 5	8 - 6
3 - 6	4 - 7	5 - 8	6 - 2	7 - 3	8 - 4	2 - 5
4 - 5	5 - 6	6 - 7	7 - 8	8 - 2	2 - 3	3 - 4

Figure A-1 Round Robin Draw With an Even Number of Participants

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.



Bye. A term used when a participant / team moves into the next round of competition without participating in the previous round due to an uneven number of teams.

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LADDER TOURNAMENT

Recommended Use for a Ladder Tournament

The ladder tournament is the most popular form of extended tournaments (eg, racquet clubs, league play). It is best with pairs or individual participants such as racquet sports. Ladders may be created by ability grouping (eg, beginner, intermediate or advanced). Players / teams challenge the player / team above them on the ladder.

If the challenger wins, they exchange places on the ladder with the loser. If the challenger loses the competition, they stay where they are on the ladder.

Even though the tournament coordinator may modify the rules to suit the nature of the competition, possible rules for planning a ladder tournament are:

- Each contestant is permitted to challenge the player immediately above him / her, or up to two or three above.
- Provided the player challenged is not already involved in a previous challenge, he / she must accept the invitation within a given period.
- If the challenger wins, or the challenge is not accepted, the positions on the board are switched.

Challenges must be accepted and played within a certain time limit, usually one week. If a participant / team does not challenge within the time limit, they move down the ladder. Usually participants / teams are not allowed to challenge the same participant / team twice in a row.

Sample Draw

To ensure fairness is shown to participants / teams, when making the pool, names should be chosen randomly (eg, pull the names out of a hat).

If the number of entries to a ladder tournament is large, more than one ladder may be used. A player wishing to enter the competition late must challenge the player at the bottom of the lowest ladder.

Upon reaching the top of the ladder, a contestant may challenge the player at the bottom of the next higher ladder.

A winner of a ladder tournament may be declared on a set date, or the tournament may continue until the participants / teams decide that the tournament is over (eg, the participant / team at the top of the ladder cannot be beaten).

Byes

There are no byes in a ladder tournament.

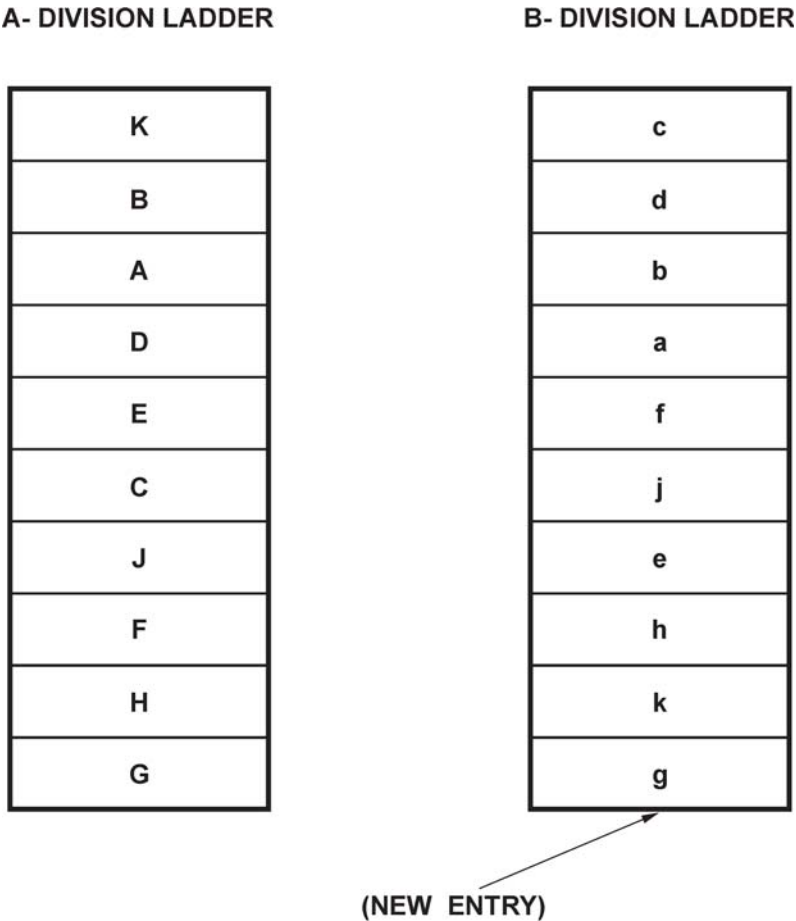


Figure B-1 Ladder Draw

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

PYRAMID TOURNAMENT

Recommended Use for a Pyramid Tournament

The pyramid tournament is a popular form of an extended tournament (eg, racquet clubs, league play). A pyramid tournament is similar to a ladder tournament, but the board is in the form of a pyramid, with one participant / team at the top, two in the next row, three in the next, and so on. It is best with pairs or individual participants such as racquet sports. Players / teams challenge the player / team above them on the pyramid. A pyramid tournament gives participants / teams greater opportunity to challenge opponents because the step above them has more participants / teams listed.

If the challenger wins, they exchange places on the pyramid with the loser. If the challenger loses the competition, they stay where they are on the pyramid.

Challenges must be accepted and played within a certain time limit, usually one week. If a participant / team does not challenge within the time limit, they move down the pyramid. Usually participants / teams are not allowed to challenge the same participant / team twice in a row.

Sample Draw

To ensure fairness is shown to participants / teams, when making the pool, names should be chosen randomly (eg, pull the names out of a hat).

A winner of a pyramid tournament may be declared on a set date decided by the organizer, or the tournament may continue until the participants / teams decide that the tournament is over (eg, the participant / team at the top of the pyramid cannot be beaten).

Byes

There are no byes in a pyramid tournament.

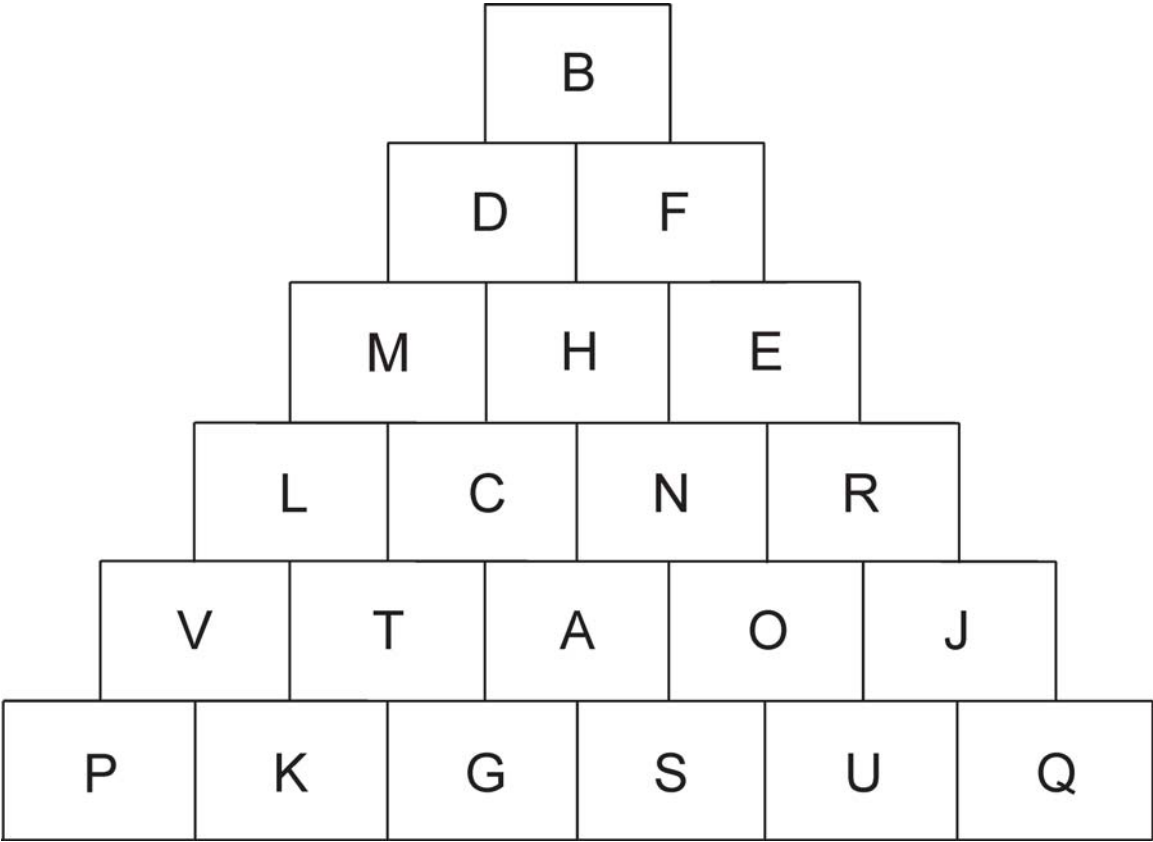


Figure C-1 Pyramid Draw

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

SINGLE ELIMINATION TOURNAMENT

Recommended Use for a Single Elimination Tournament

The single elimination tournament is best used when there are a large number of entries, a short period of time and a limited number of courts / fields. It is the easiest of all tournaments to run. When participants / teams win, they continue to play. When participants / teams lose, they are eliminated from the tournament.

If there are a large number of participants / teams, multiple single elimination tournaments may be used. Participants / teams may be divided into skill levels (eg, beginner, intermediate and advanced) as three separate tournaments. This is a good format to use at the end of a round robin tournament with more than one pool, to determine an overall winner.

Sample Draws

To ensure fairness is shown to participants / teams, when making the pool, names should be chosen randomly (eg, pull the names out of a hat).

The maximum number of games to be played is equal to the number of entries minus one. If there are 12 players or teams, 11 games will be necessary to determine the winner.

The number of entries in Round 2 and subsequent rounds is always a power of 2 through the use of byes during Round 1.

Seeded Players

This term refers to outstanding players or teams who are placed in the draw in positions where they should, assuming they win all their matches, meet in the quarter or semifinals. The intent is to prevent the top competitors from meeting in the early rounds. There should be no more than 2 seeds to every 16 entries.

When seeded players are present (eg, when using a round robin combined with a single elimination tournament), the seeded players should be placed in the draw in positions where they should not meet before the quarters or semifinals.

Byes

A bye occurs in the single or double elimination competition when the number of entries is not a power of 2 (eg, 2, 4, 8, 16, 32).

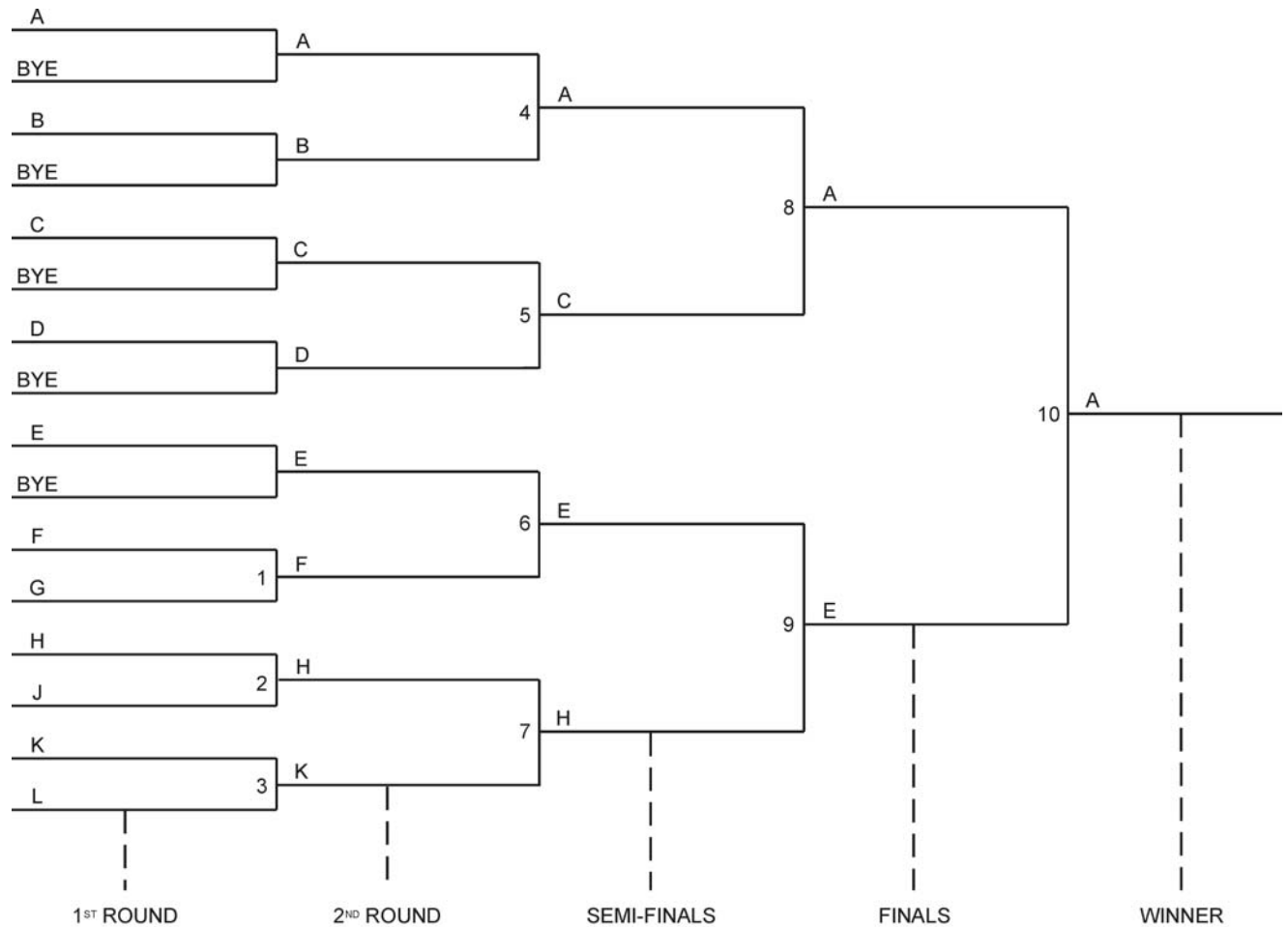
When the number of entry is not a power of two, it is necessary to have a number of byes. All byes must be given in the first series so that the number of entries remaining in the subsequent series is always a power of 2.

When calculating the number of byes, the number of entries is subtracted from the next highest power of 2.

Number of participants / teams	Next highest power of 2	Calculation	Number of byes
2		Power of 2, so there are no byes.	
3	4	$4 - 3 = 1$	1
4		Power of 2, so there are no byes.	
5	8	$8 - 5 = 3$	3
6	8	$8 - 6 = 2$	2
7	8	$8 - 7 = 1$	1
8		Power of 2, so there are no byes.	
9	16	$16 - 9 = 7$	7
10	16	$16 - 10 = 6$	6
11	16	$16 - 11 = 5$	5
12	16	$16 - 12 = 4$	4
13	16	$16 - 13 = 3$	3
14	16	$16 - 14 = 2$	2
15	16	$16 - 15 = 1$	1
16		Power of 2, so there are no byes.	
17	32	$32 - 17 = 15$	15
18	32	$32 - 18 = 14$	14
19	32	$32 - 19 = 13$	13
20	32	$32 - 20 = 12$	12
21	32	$32 - 21 = 11$	11
22	32	$32 - 22 = 10$	10
23	32	$32 - 23 = 9$	9
24	32	$32 - 24 = 8$	8
25	32	$32 - 25 = 7$	7
26	32	$32 - 26 = 6$	6
27	32	$32 - 27 = 5$	5
28	32	$32 - 28 = 4$	4
29	32	$32 - 29 = 3$	3
30	32	$32 - 30 = 2$	2
31	32	$32 - 31 = 1$	1
32		Power of 2, so there are no byes.	

Figure D-1 Byes Required in a Single or Double Elimination Tournament

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.



NOTES:

1. For eleven entries there are ten games (11-1) and five byes (16-11).
2. Letters denote advancing teams.
3. Numerals denotes the order in which the games are played.

Figure D-2 Single Elimination Draw

Note. From *Physical Fitness Training in the Canadian Forces* (Vol. 2) (p. 4-40) by Directorate of Physical Education, Recreation and Amenities, 1989, Ottawa, ON: Department of National Defence.

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DOUBLE ELIMINATION TOURNAMENT

Recommended Use for a Double Elimination Tournament

This is very similar to the single elimination tournament with the major difference being that each participant / team must lose two games before being eliminated. This means that the tournament takes more time to conduct.

After their first loss, the participant / team is transferred to the left side of the bracket, where they are eliminated after the second defeat. In the finals, the winner of the left side (loser's bracket) meets the winner of the right side (winner's bracket). If the winner of the loser's bracket should defeat the winner of the winner's bracket, an additional game is required. After the completion of the second game, the participant / team that has suffered two defeats is eliminated and the other participant / team is declared the winner.

Sample Draws

The maximum number of games to be played is equal to double the number of entries minus one. If there are 12 teams or participants, 23 games would be the maximum number of games to be played ($12 \times 2 - 1 = 24 - 1 = 23$).

A double elimination tournament is not advisable when more than 10 teams are part of the event. The winner on the loser's side would be involved in too many games before the championship can be decided.

Seeded Players

If seeded players are competing, they should be placed in each section of the draw so that they may be expected to reach quarter or semifinals without meeting a seeded player. The remaining positions can be drawn randomly out of a hat.

Byes

If the number of entries is not a perfect power of 2, byes will be required.

All byes must be given in the first series so that the number of entries remaining in the subsequent series is always a power of 2. The byes should be divided evenly between the top and bottom halves.

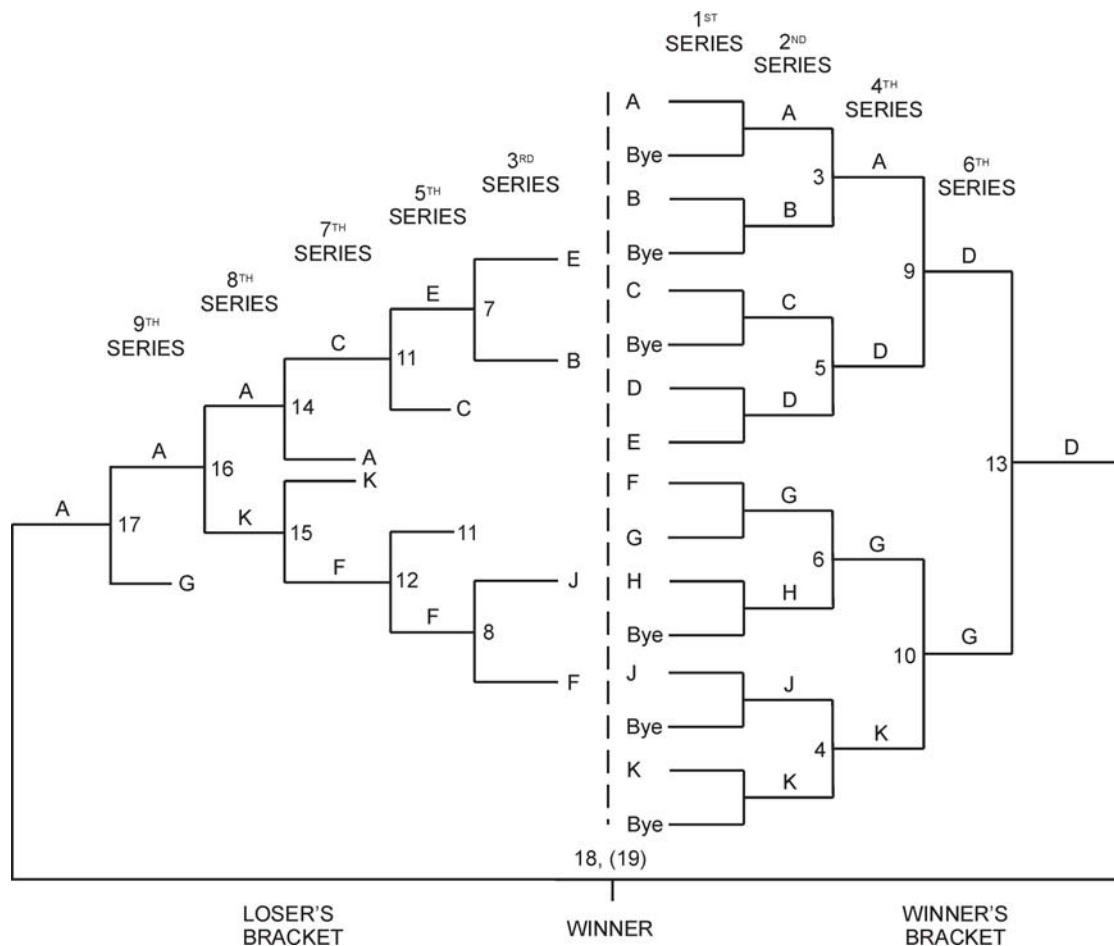


Figure E-1 Double Elimination Draw

Note. From *Physical Fitness Training in the Canadian Forces* (Vol. 2) (p. 4-40) by Directorate of Physical Education, Recreation and Amenities, 1989, Ottawa, ON: Department of National Defence.



COMMON TRAINING PHASE ONE INSTRUCTIONAL GUIDE



SECTION 1

EO M106.01 – IDENTIFY THE PARTS AND CHARACTERISTICS OF THE DAISY 853C AIR RIFLE

Total Time:	30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material;
- carry out a safety precaution check on all rifles to be used during this lesson; and
- state to cadets that the rifles have been inspected and are safe to handle.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for this lesson to orient the cadets to the parts and characteristics of the Daisy 853C Air rifle and generate interest.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify the parts, and list the characteristics of the cadet air rifle.

IMPORTANCE

Cadets must have a basic knowledge of the cadet air rifle in order to understand how the rifle works and to safely follow directions given on the range.

Teaching Point 1**Identify the parts of the daisy 853C air rifle.**

Time: 13 min

Method: Interactive Lecture

PARTS

- Depending on the number of rifles available, distribute them with an optimum ratio of one rifle for every two cadets.
- When possible, have a second instructor in the room to assist.
- **For safety purposes, maintain strict class control at all times.**

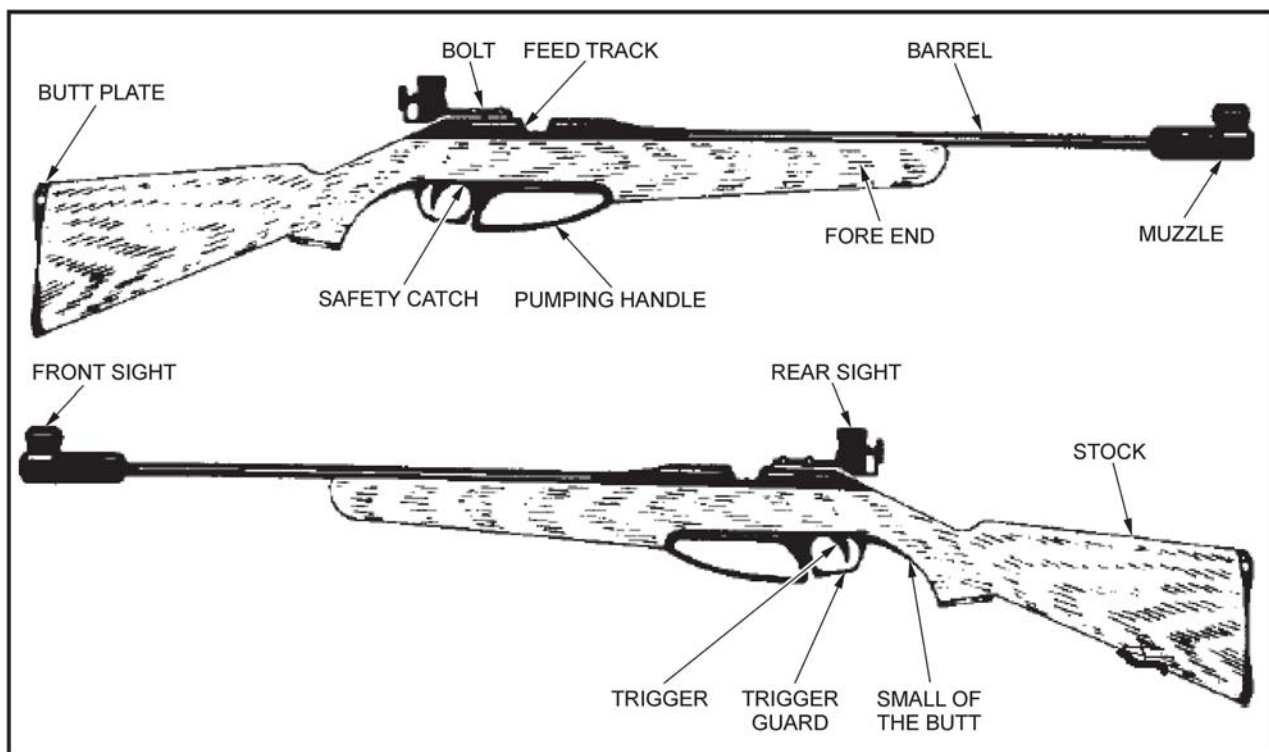


Figure 1 Parts of the Cadet Air Rifle

A-CR-CCP-177/PT-001

Butt Plate (End of the Butt). It is the part of the rifle directly in contact with the marksman's shoulder. When fitted properly, the butt plate aids in achieving a snug fit, and a consistent placement of the rifle into the shoulder. The addition of butt spacers allows for this adjustment in length.

Spacers. Plastic inserts that can be added or removed from the butt plate to vary its length. To add or take away butt spacers, use a Phillips screwdriver to loosen the butt plate and slide in/out the amount of spacers desired.

Small of the Butt (Pistol Grip). Curved area directly behind the trigger guard where the hand controlling the trigger grips the rifle.

Stock. Complete wooden portion of the rifle (from the butt plate end forward).

Fore End (of the Stock). Wooden portion of the stock from the trigger guard forward, in which the barrel and the rifle mechanism are encased.

Sling. It is a web sling made of nylon. Links the rifle to the marksman's arm to support most of the weight of the rifle. One end attaches to the sling bracket and the other to the upper arm.

Sling Bracket (Hand Stop). Adjustable metal clasp attached to the fore stock used to affix the sling to the rifle. It also acts as a hand stop, used to rest the left hand to prevent it from moving.

Trigger. Movable device that releases a spring and releases the rifle mechanism. This rifle has a single stage trigger that cannot be adjusted for weight.

Trigger Guard. Metal band that surrounds and protects the trigger.

Safety Catch. This is a mechanism that, once engaged, prevents the rifle from firing by locking the trigger in place. It is a cross bolt type device located on the trigger guard. The black side indicates that the rifle is unable to fire; the red side indicates the rifle is ready to fire. It should be ON (no red) at all times, unless firing.

Bolt. Metal lever used for opening or closing the rifle mechanism. It must be in the closed position in order to fire. For maximum safety when the rifle is uncased and not firing, the bolt should be kept open.

Pump Handle. Metal lever used to compress the air required to fire the pellet. Whenever the rifle is in a "safe rifle status", the pump lever should be left partially open.

Front Sight. Global front sight that uses aperture inserts.

Rear Sight. Micrometer sight adjustable for windage and elevation. It is easily attached to a metal rail located above the action. This rail allows for adjustment of the sight forward or backward, in order to maintain proper eye relief. The sight is attached using a small flat-blade screwdriver.

Muzzle. Front end of the barrel equipped with attachable barrel weight.

Barrel With Barrel Weight. Steel tube through which the pellet travels, extending from the muzzle to the chamber. The barrel weight ensures that the rifle's weight is evenly distributed and that the rifle's balance is maintained.

Bore. Interior of the barrel has spiral grooves cut into it. The lands are the ridges of metal between the grooves. Together, the grooves and lands are called rifling.

Feed Track. Delicate area where the pellet is inserted manually onto a single pellet adapter, or with a five-shot clip.

Single Shot Adapter. Plastic clip that aids in placing a pellet in the chamber.

Five-shot Clip. Plastic clip that holds a maximum of five pellets and used to place the pellets in the chamber.

Chamber. Location where the pellet is held before firing.

CONFIRMATION OF TEACHING POINT 1

The instructor shall ensure that the cadet can identify the parts of the cadet air rifle by physically pointing to the parts, and having the cadets properly name the part.

Teaching Point 2**Identify the characteristics of the daisy 853C air rifle.**

Time: 12 min

Method: Interactive Lecture

CHARACTERISTICS

Identify the main characteristics of the cadet air rifle. Focus on these points during the confirmation section of this teaching point.

The characteristics of the Daisy 853C air rifle are:

- **Action.** Single pump pneumatic, straight pull-bolt.
- **Total Length.** 97.8 cm.
- **Total Weight.** 2.5 kg.
- **Calibre.** 0.177 calibre (4.5 mm).
- **Front Sight.** Global type with interchangeable aperture inserts.
- **Rear Sight.** Fully adjustable peep rear sight with micrometer click adjustment.
- **Muzzle Velocity.** 150.8 metres per second.
- **Loading.** Single or auto indexing five-pellet clip.
- **Stock.** Full-length, sporter-styled hardwood with adjustable length.
- **Safety.** Manual cross-bolt trigger block with red indicator.



These characteristics are “Nice to Know” and should be taught only if time permits.

- **Barrel.** Lothar Walther rifled high-grade steel barrel with weight: crowned 12 lands and grooves, right hand twist. Precision bore sized for match pellets. Approximate length 53.1 cm.
- **Maximum Range.** 235.4 metres.
- **Sling.** Adjustable competition web.
- **Trigger Weight.** Minimum 3.5 lb.
- **Chamber.** Open loading and made of steel.
- **Pumping Force.** 20 lbf.



With a muzzle velocity of 150.8 metres per second, the cadet air rifle is not a “firearm” under the current federal firearms legislation, but it is treated as one under the definition used by the Military Police.

CONFIRMATION OF TEACHING POINT 2**QUESTIONS**

- Q1. The cadet air rifle has what type of action?
- Q2. What is the calibre of the cadet air rifle?
- Q3. The cadet air rifle uses what type of safety?

ANTICIPATED ANSWERS

- A1. Single pump pneumatic, straight pull-bolt.
- A2. 0.177 calibre (4.5 mm).
- A3. Manual cross-bolt trigger block with red indicator.

END OF LESSON CONFIRMATION

This EO may be confirmed with the handout found at Attachment A. Allow cadets a few minutes to complete the handout, then have cadets switch sheets for correcting.



Correctly labelled diagram is located at page M106.01A-2.

CONCLUSION**HOMEWORK/READING/PRACTICE**

Cadets are to take home the corrected handout to study the parts of the cadet air rifle.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Knowing the parts and characteristics of the cadet air rifle is important in understanding how the rifle works. This allows the cadet to be able to follow directions given on the range, and properly perform a handling test whenever an air rifle is to be used.

INSTRUCTOR NOTES/REMARKS

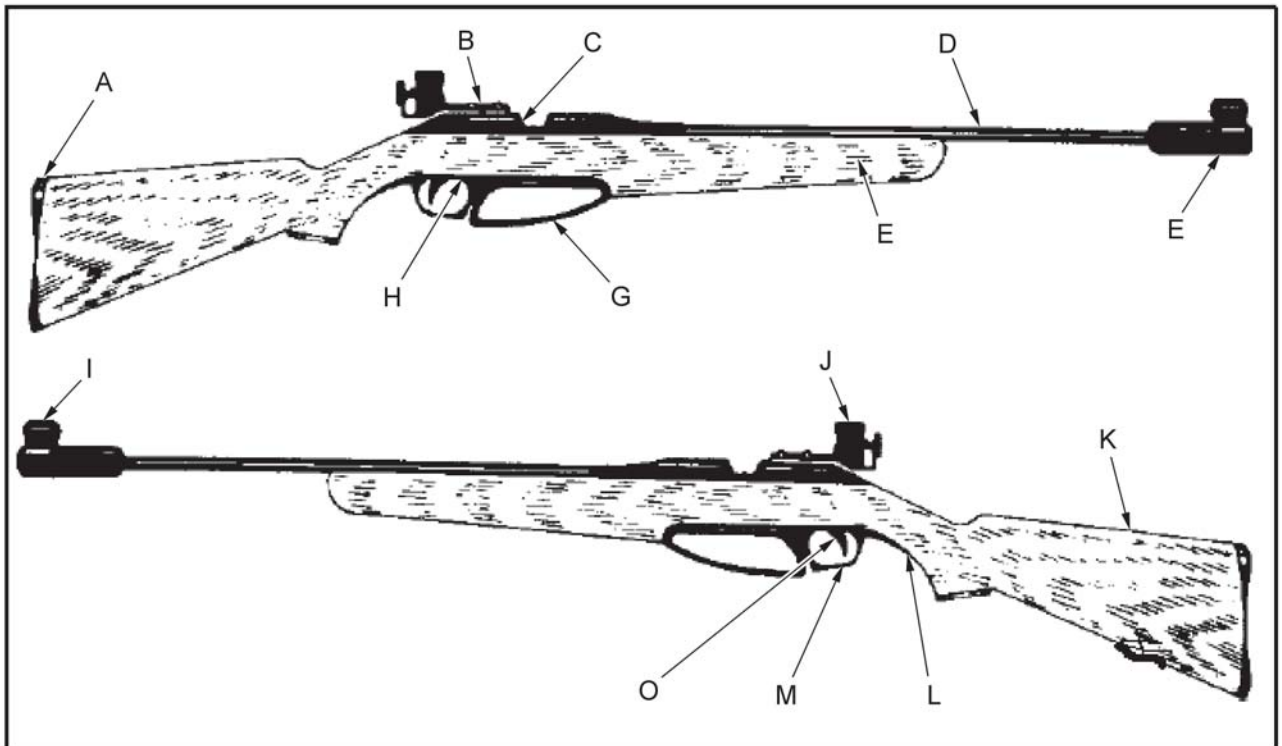
Emphasis must be placed on the safety aspect of this lesson.

REFERENCES

A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Programme Reference Manual*. Ottawa, ON: Department of National Defence.

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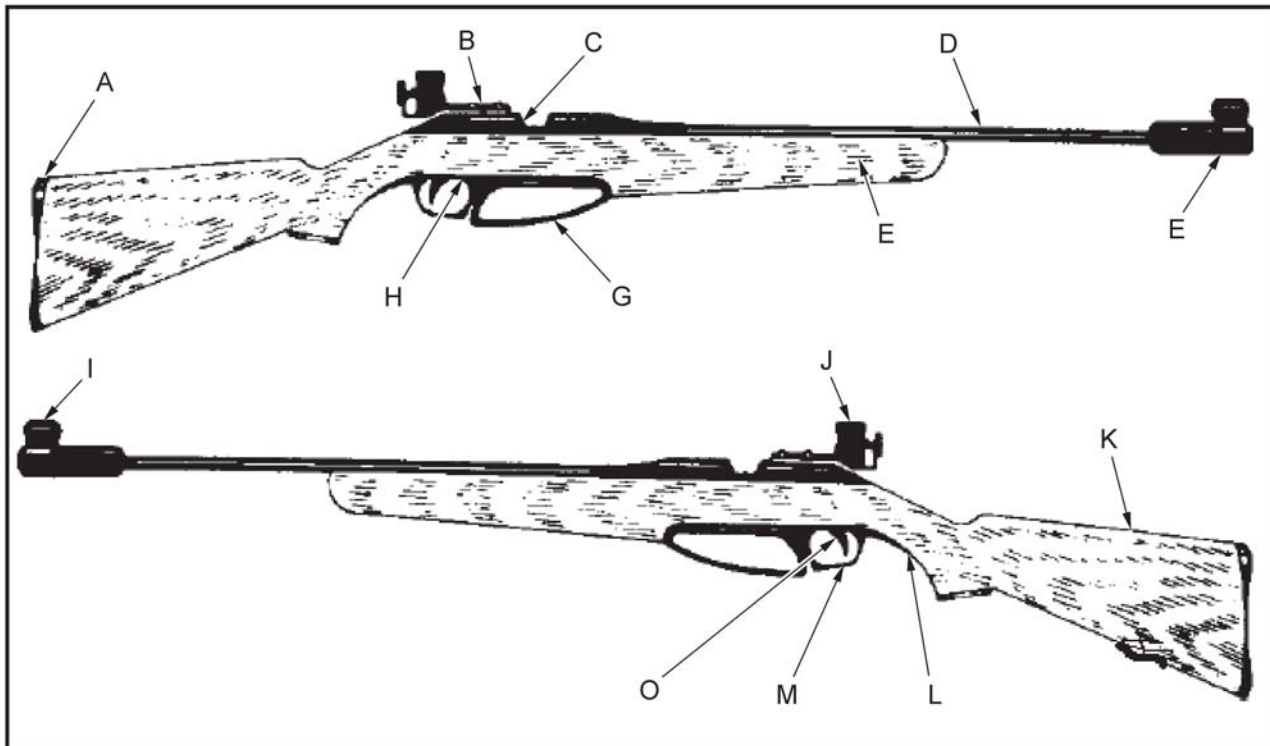
PARTS AND CHARACTERISTICS OF THE CADET AIR RIFLE



Put the letter next to the matching name of the part of the cadet air rifle.

1. Feed Track _____
2. Small of the Butt _____
3. Barrel _____
4. Fore End _____
5. Rear Sight _____
6. Trigger _____
7. Bolt _____
8. Safety Catch _____
9. Muzzle _____
10. Pump Lever _____
11. Front Sight _____
12. Trigger Guard _____
13. Butt Plate _____
14. Stock _____

ANSWER KEY



Put the letter next to the matching name of the part of the cadet air rifle.

1.	Feed Track	<u>C</u>
2.	Small of the Butt	<u>L</u>
3.	Barrel	<u>D</u>
4.	Fore End	<u>E</u>
5.	Rear Sight	<u>J</u>
6.	Trigger	<u>O</u>
7.	Bolt	<u>B</u>
8.	Safety Catch	<u>H</u>
9.	Muzzle	<u>E</u>
10.	Pump Lever	<u>G</u>
11.	Front Sight	<u>I</u>
12.	Trigger Guard	<u>M</u>
13.	Butt Plate	<u>A</u>
14.	Stock	<u>K</u>



COMMON TRAINING PHASE ONE INSTRUCTIONAL GUIDE



SECTION 2

EO M106.02 – CARRY OUT SAFETY PRECAUTIONS ON THE CADET AIR RIFLE

Total Time:	30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- carry out a safety precaution check on all rifles to be used during this lesson. State to cadets that the rifles have been inspected and are safe to handle.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A demonstration and performance was chosen for TPs 1 and 2 as it allows the instructor to explain and demonstrate safety precautions on the cadet air rifle, while providing an opportunity for the cadets to practice under supervision.

An interactive lecture was chosen for TP 3 to orient the cadets to the safety regulations of the Daisy 853C Air rifle and generate interest.

INTRODUCTION

REVIEW

The pertinent review for this lesson from, EO M106.01, will include:

- Having the cadets identify the characteristics of the Daisy 853C, to include:
 - **Action.** Single pump pneumatic, straight pull-bolt.
 - **Calibre.** 0.177 calibre (4.5 mm).
 - **Safety.** Manual cross-bolt trigger block with red indicator.

- **Loading.** Single or auto indexing five-shot clip.
- **Muzzle Velocity.** 150.8 metres per second.
- Having the cadets identify parts of the Daisy 853C by physically pointing to them and naming them, to include:
 - butt plate,
 - small of the butt (pistol grip),
 - sling bracket (hand stop),
 - trigger,
 - trigger guard,
 - safety catch,
 - bolt,
 - pump lever,
 - muzzle,
 - barrel with barrel weight, and
 - feed track.

OBJECTIVES

By the end of this lesson the cadet shall be expected to carry out individual safety precautions on the cadet air rifle.

IMPORTANCE

Safety precautions are essential to ensure everyone's safety on the range. Every time a cadet picks up a rifle or steps on a range, they must have safety in mind and check to ensure the rifle is safe (an individual safety precaution check when receiving, handing over, or returning to a rifle). Even when a rifle is presumably safe, it is to be checked again.

Teaching Point 1

Explain and demonstrate safe rifle status for the Cadet Air Rifle.

Time: 10 min

Method: Demonstration and Performance

REMOVING A RIFLE FROM THE CASE

The rifle case should be clearly marked on the outside with an arrow, indicating in what direction the rifle inside is pointing. This will ensure that, when the case is opened, the rifle is pointing in a safe direction. The following steps must be followed when removing a rifle from its case:

1. Place the rifle case on a flat surface and ensure the arrow is pointing in a safe direction.
2. Open the case.
3. Cock the action (leave the bolt to the rear).
4. Confirm that the safety catch is ON.

5. Confirm that the pumping lever is partially open.
6. Slide the safety rod in the barrel towards the bolt until it can be seen in the feed track.
7. Remove the rifle from the case.
8. Remove the safety rod when you are on the firing line.

SAFETY CATCH AND SECURITY MEASURES

The safety catch is a mechanism that, once engaged, prevents a rifle from firing by locking its trigger into place. It is located just in front of the trigger, on the trigger guard. To engage the safety catch (ON) it must be pushed towards the right **so no red can be seen**. To fire, the safety catch must be pushed towards the left in the OFF position and a red mark must be seen on it. For maximum security, it is recommended that the safety catch be kept engaged until the rifle is ready for firing.

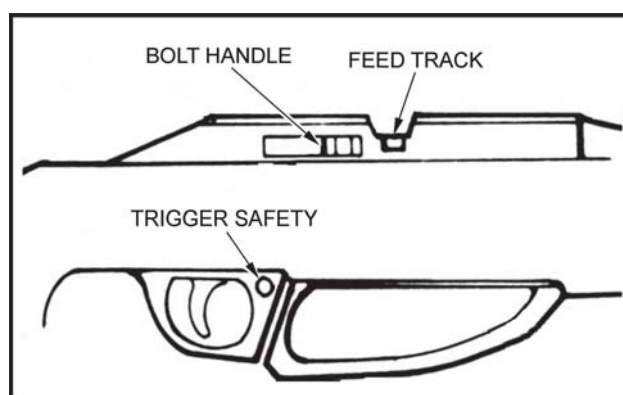


Figure 1 Safety Catch

Daisy 853C Operational Manual

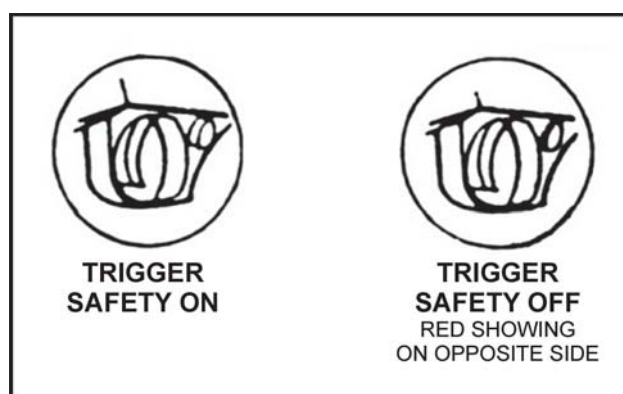


Figure 2 Safety Catch Detail View

Daisy 853C Operational Manual

SAFETY ROD

To ensure that air rifles are not removed from the firing point or stored with a pellet in the chamber or barrel, a safety rod is to be inserted in the barrel from the muzzle end. It consists of two sections of doweling joined together in a "T" shape, and may be made of varying materials. Dimensions are detailed in Figure 6-2-3. The tip of the safety rod is to be coloured red so that it is visible in the feed track with the bolt fully to the rear.

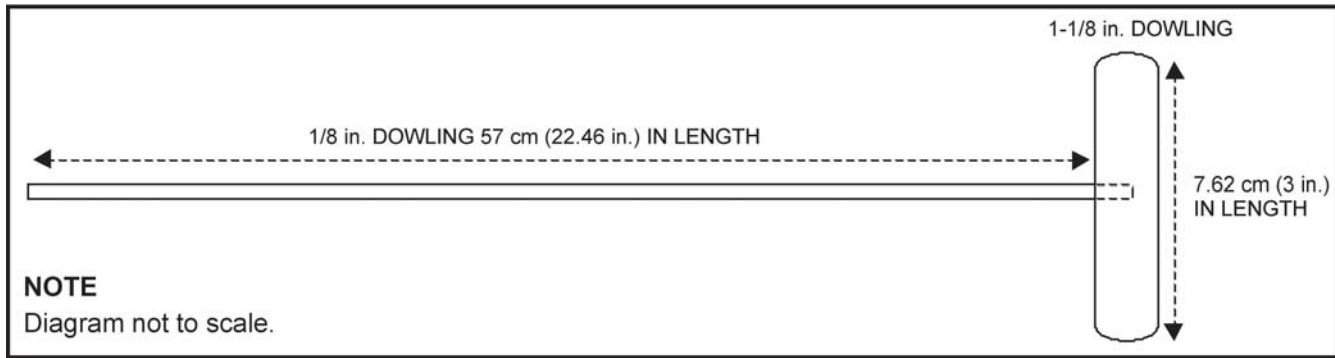


Figure 3 Safety Rod

Cadet Marksmanship Program Reference Manual

SAFE RIFLE STATUS

The instructor shall demonstrate and explain points 1, 2 and 3 of the safe rifle status checks using full demonstrations and explanations prior to each new skill, followed by a chance for the cadets to imitate the skill under supervision.

When not being handled on the range or in a training environment, the air rifle must be in a safe status. The following options denote various states of “safe rifle status”:

1. **In the rifle case:**
 - a. The safety catch is ON.
 - b. The bolt is forward.
 - c. The action is not cocked.
 - d. The safety rod is in the case but not in the barrel.
 - e. The pump lever is partially open (5 to 8 cm).
2. **On the firing line:**
 - a. The safety catch is ON.
 - b. The bolt is to the rear.
 - c. The pump lever is partially open.
3. **Off the firing line:**
 - a. The safety catch is on.
 - b. The bolt is to the rear.
 - c. The safety rod is in the barrel (visible in the feed track).
 - d. The pump lever is partially open.

CONFIRMATION OF TEACHING POINT 1

Have the cadets, under supervision, perform the steps for "Safe Rifle Status" for:

- a. on the firing line; and
- b. off the firing line.

Teaching Point 2

Time: 10 min

Carry out individual safety precautions.

Method: Demonstration and Performance

INDIVIDUAL SAFETY PRECAUTIONS

The instructor shall provide an EXPLANATION and DEMONSTRATION of the complete skill.

The instructor shall also provide an EXPLANATION and DEMONSTRATION of each step required to effectively complete the skill.

Upon receiving a rifle, or when the "Safe Rifle Status" is uncertain, individual safety precautions shall be done to confirm that the rifle is safe. An individual must ensure that:

1. the bolt is open fully to the rear;
2. the safety catch is in the ON position;
3. the pump lever is left partially open; and
4. a safety rod is placed in the barrel.



Cadets will IMITATE the demonstration provided by the instructor for each step within the skill. The instructor(s) will SUPERVISE the cadets during this imitation.

CONFIRMATION OF TEACHING POINT 2

Have cadets carry out individual safety precautions. Cadets will also be required to perform this skill during their air rifle handling test.

Teaching Point 3**Explain and demonstrate safety regulations for the cadet air rifle.**

Time: 5 min

Method: Interactive Lecture

SAFETY REGULATIONS

Safety regulations are all common sense and are easy to apply when people understand that they are necessary to help prevent accidents with the air rifle. Regulations include:

1. treating the air rifle as if it is loaded;
2. never pointing the air rifle at anyone;
3. holding the rifle vertically when moving to and from the firing point;
4. leaving fingers off the trigger until ready to fire;
5. wearing safety glasses/goggles; and
6. employing hygiene on the range by washing hands after every practice.



The Canadian Firearms Centre safety training teaches that the vital four “**ACTS**” of firearm safety. The acronym “**ACTS**” stands for:

- **A**ssume every firearm is loaded.
- **C**ontrol the muzzle direction at all times.
- **T**rigger finger must be kept off the trigger and out of the trigger guard.
- **S**ee that the firearm is unloaded – prove it safe.

CONFIRMATION OF TEACHING POINT 3**QUESTIONS**

- Q1. Why do we follow safety regulations?
- Q2. What are some common sense safety regulations?
- Q3. What does the acronym “ACTS” stand for?

ANTICIPATED ANSWERS

- A1. To help prevent accidents with the air rifle.
- A2. Any from list taught:
- a. Treating the air rifle as if it is loaded.
 - b. Never point the air rifle at anyone.
 - c. Holding the rifle vertically when moving to and from the firing point.
 - d. Leaving fingers off the trigger until ready to fire.

- e. Wearing safety glasses/goggles.
- f. Employing hygiene on the range by washing hands after every practice.

A3. **ACTS** stands for; **A**ssume every firearm is loaded, **C**ontrol the muzzle direction at all times, **T**rigger finger must be kept off the trigger and out of the trigger guard, **S**ee that the firearm is unloaded – prove it safe.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. What does the arrow on the rifle case indicate?
- Q2. How do we know if the safety catch is ON?
- Q3. What are the vital four “**ACTS**” of firearm safety?

ANTICIPATED ANSWERS

- A1. The direction of the rifle inside the case.
- A2. No red can be seen.
- A3. **ACTS** stands for; **A**ssume every firearm is loaded, **C**ontrol the muzzle direction at all times, **T**rigger finger must be kept off the trigger and out of the trigger guard, **S**ee that the firearm is unloaded – prove it safe.

CONCLUSION

HOMEWORK/READING/PRACTICE

Nil.

METHOD OF EVALUATION

Assessment of this EO will occur during EO M106.05 (Participate in Marksmanship Familiarization Using the Cadet Air Rifle), where cadets are required to successfully complete the Cadet Air Rifle Handling Test prior to firing.

CLOSING STATEMENT

Being able to carry out safety precautions on the cadet air rifle is essential for functioning safely on the range following directions given on the range, and successfully performing a handling test.

INSTRUCTOR NOTES/REMARKS

Emphasis must be placed on the safety aspects of this lesson.

REFERENCES

A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Programme Reference Manual*. Ottawa, ON: Department of National Defence.

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COMMON TRAINING PHASE ONE INSTRUCTIONAL GUIDE



SECTION 3

EO M106.03 – APPLY BASIC MARKSMANSHIP TECHNIQUES

Total Time: 60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- prepare a mock air rifle range prior to the beginning of the lesson.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate basic marksmanship techniques, while providing an opportunity for the cadets to practice under supervision.



This lesson may be better presented using a round robin format for those units with large first year groups.

INTRODUCTION

REVIEW

The pertinent review for this lesson, from EO M106.02, will include:

QUESTIONS

- Q1. Why are the individual safety precautions performed?
- Q2. What is the purpose of the “safety catch”?

ANTICIPATED ANSWERS

- A1. To confirm a rifle is safe.
- A2. It prevents a rifle from firing by locking its trigger into place.

OBJECTIVES

By the end of this lesson the cadet shall be expected to apply basic marksmanship techniques to include:

- prone position;
- basic holding;
- basic aiming;
- loading;
- firing; and
- unloading.

Cadets will apply the knowledge gained during this lesson when they participate in any range practice.

IMPORTANCE

These techniques must all be applied in harmony. Improving one while not working on another will not produce the best results in the long run. Perfecting these techniques takes time and concentration. Cadets should remember – PRACTICE MAKES PERFECT!

Teaching Point 1

Explain and demonstrate the prone position.

Time: 5 min

Method: Demonstration and Performance

The first principle of marksmanship is to find a comfortable firing position. A comfortable firing position will enable cadets to fire safely and with much better results. The prone position is the most stable firing position to use.

OBJECTIVES OF A GOOD POSITION



Have cadets down get on the mat and assume the prone position. From here, the instructor is better prepared to observe the cadets imitating the skills being taught.



The instructor shall provide an EXPLANATION and DEMONSTRATION of the complete skill.

The instructor shall also provide an EXPLANATION and DEMONSTRATION of each step required to effectively complete the skill.

Obtaining a good prone position is one of the most, if not the most, important principle of marksmanship. A good prone position helps to maintain comfort and stability during the firing session. The prone position is assumed when the marksman lies flat, directly behind the rifle, with a very slight angle between their body and the rifle, and in line with the target. The position should be:

- natural;
- without strain;
- comfortable; and
- stable, in that the:
 - body should form an angle with the line of sight;
 - spine should remain straight;
 - left leg should be parallel with the spine;
 - right foot should turn out and point to the right;
 - left foot should either be straight or point towards the right; and
 - right knee should form an angle with the left leg.

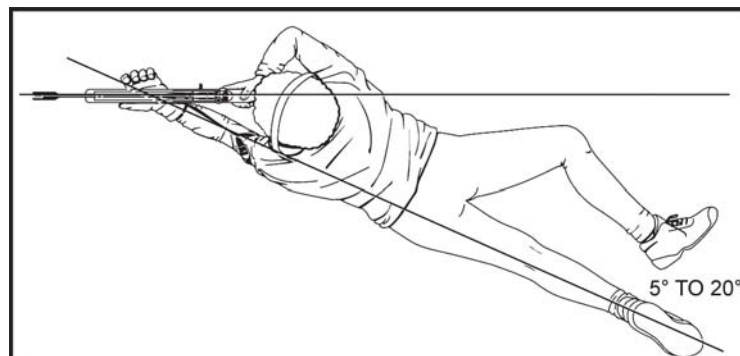


Figure 1 Prone Position

Cadet Marksmanship Program Reference Manual



Cadets will IMITATE the demonstration provided by the instructor for each step within the skill. The instructor(s) will SUPERVISE the cadets during this imitation.

CONFIRMATION OF TEACHING POINT 1



The instructor will divide the group into two, or, by the number of air rifles available.

The instructor shall have one group imitate the actions of the sequence as demonstrated, while the remainder observe. Have them trade places, and repeat.

Teaching Point 2**Explain and demonstrate how to hold the cadet air rifle.**

Time: 5 min

Method: Demonstration and Performance

HOLDING THE CADET AIR RIFLE

The instructor shall provide an EXPLANATION and DEMONSTRATION of the complete skill.

The instructor shall also provide an EXPLANATION and DEMONSTRATION of each step required to effectively complete the skill.

The prone position allows holding to be achieved with as little movement and muscular tension as possible, in that the:

- left elbow should be positioned slightly to the left of the rifle;
- left hand must rest firmly against the sling swivel, and the fingers should be relaxed and not grip the fore end;
- right hand should slightly grip the small of the butt with constant pressure;
- right thumb should be placed on the stock directly behind the rear sight or around the small of the butt;
- right elbow should rest naturally where it falls, not too close or too far from the rifle;
- the shoulders should be straight and form right angles with the spine;
- the butt plate is kept firmly in the hollow of the right shoulder. The right elbow will naturally fall in the same spot throughout the relay; and
- the head rests comfortably on the butt and remains straight.



Figure 2 Prone Position (Front)

Cadet Marksmanship Program Reference Manual



Figure 3 Prone Position (Side)

Cadet Marksmanship Program Reference Manual



Cadets will IMITATE the demonstration provided by the instructor for each step within the skill. The instructor(s) will SUPERVISE the cadets during this imitation.

CONFIRMATION OF TEACHING POINT 2



The instructor will divide the group into two, or, by the number of air rifles available. The instructor shall have one group imitate the actions of the sequence as demonstrated, while the remainder observe, and then have them trade places, and repeat.

Teaching Point 3

Explain and demonstrate how to aim the cadet air rifle.

Time: 5 min

Method: Demonstration and Performance

AIMING THE CADET AIR RIFLE

Cadets must constantly strive to maintain proper sight alignment, while obtaining a sight picture. It is the most critical element of the aiming process.

The **aiming process** consists of:

- adopting a comfortable position; and
- ensuring proper body alignment with the target.

Sight Alignment. It is the alignment of the eye, the rear sight, and the front sight. When cadets bring their eye 5 to 15 cm from the rear sight, they will find that the small hole is large enough to look through and see all of the front sight. Proper sight alignment is a matter of centering the front sight tube in the rear sight. The tube will not quite fill the rear sight and cadets will be able to see light around the outside of the tube; we call this a “line of white”.

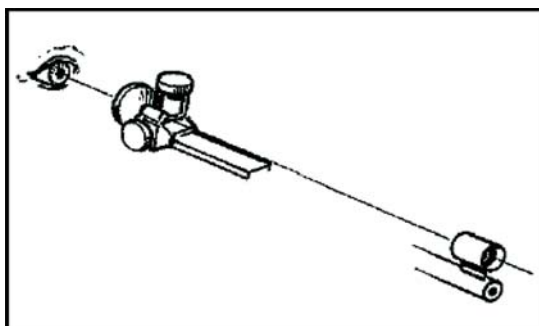


Figure 4 Sight Alignment

Cadet Marksmanship Program Reference Manual

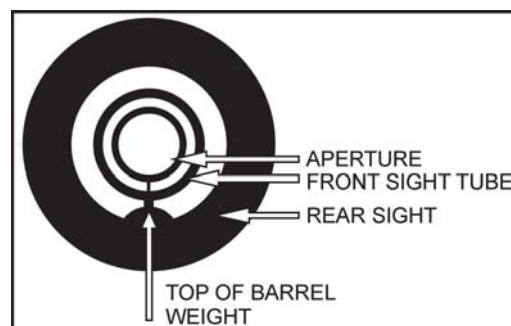


Figure 5 Line of White

Cadet Marksmanship Program Reference Manual

Sight Picture. To obtain a proper sight picture, a bull's-eye is simply added to the innermost ring. The goal during the aiming process is to maintain proper sight alignment while keeping the bull centered in the front sight.

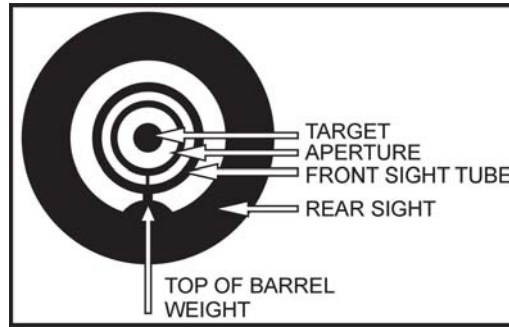


Figure 6 Sight Picture

Cadet Marksmanship Program Reference Manual

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. What are the two critical elements of the aiming process?
- Q2. Sight alignment consists of what three things?
- Q3. What is added to the innermost ring to obtain a proper sight picture?

ANTICIPATED ANSWERS

- A1. Adopting a comfortable position, and ensuring proper body alignment with the target.
- A2. The eye, the rear sight, and the front sight.
- A3. A bull's-eye.



The cadets' aiming abilities will be further assessed during future range practices. The instructor(s) will observe cadets during practices, and assess targets to confirm the skill of aiming.

Teaching Point 4

Explain, demonstrate, and have the cadets practice (dry fire) the actions required on the command “Relay, load, commence firing.”

Time: 15 min

Method: Demonstration and Performance

LOADING THE AIR RIFLE

The instructor shall provide an explanation and demonstration of the complete skill.

The instructor shall also provide an explanation and demonstration of each step required to effectively complete the skill.

Then, the cadets, under the supervision of the instructor, will have an opportunity to perform each step.

This will be conducted as a DRY FIRE EXERCISE ONLY.

On the command “Relay load” the following sequence must be followed:

Loading procedure:

1. pick up the rifle with the left hand;
2. ensure the safety catch is in the ON position;
3. pump the air rifle, pausing for three seconds with the pump handle fully extended;
4. bring the pump handle back to closed position;
5. simulate loading a pellet, or load an auto indexing five pellet-clip into the feed track; and
6. close the bolt.



The following methods may be used when pumping the air rifle:

- **Option 1.** Grasp the pistol grip with the right hand. Grasp the pump handle with the left hand. Push downward with the left hand until the pump handle is fully extended. Wait for a few seconds. Using the left hand, bring the pump handle back to the stock of the rifle. The rifle should remain stationary during the pumping process and always point towards the targets.
- **Option 2.** Grasp the pistol grip with the right hand. Grasp the pump handle with the left hand. Place the butt of the rifle under the right arm or shoulder for support. Push downward with the left hand until the pump handle is fully extended. Wait for a few seconds. Using the left hand, bring the pump handle back to the stock of the rifle allowing the underarm and shoulder to help hold the rifle steady when closing the pump handle. Remember that the rifle must always point towards the targets.
- **Option 3. Coach assistance.** Point the rifle in a safe direction and request the assistance from a coach. The coach should move in and pump the rifle using both hands. This should be used as last resorts as any cadet can easily do the above two options.

FIRING THE CADET AIR RIFLE

On the command “Fire”, the following sequence must be followed:

1. when the RSO gives the command, place safety catch in the OFF position;
2. aim the air rifle at the target;
3. squeeze the trigger;
4. open the bolt, pump the rifle, re-load, aim and fire;
5. repeat the last step until firing is complete;
6. upon completion, place the safety catch in the ON position, open the bolt and partially open the pump lever; and
7. lay the air rifle down.

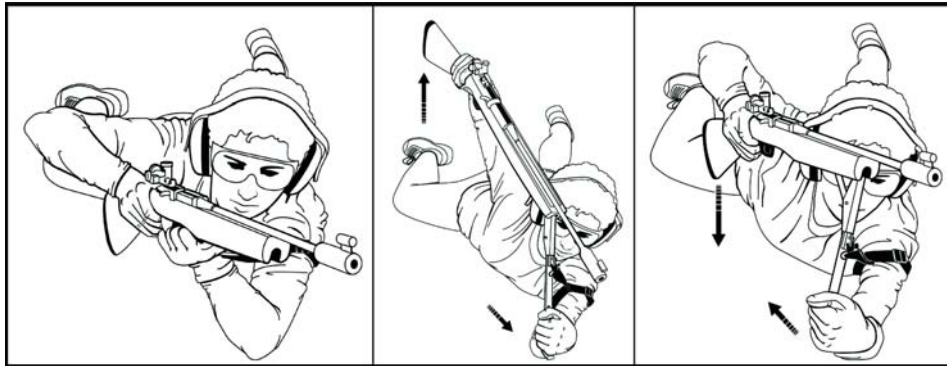


Figure 7 Pumping the air rifle

Cadet Marksmanship Program Reference Manual



The rifle should not be pumped more than once per shot. This air rifle is designed to withstand the pressure based on a single pump stroke.

CONFIRMATION OF TEACHING POINT 4

The instructor will divide the group into two, or into the number of air rifles available. The instructor shall have one group imitate the actions of the sequence as demonstrated, while the remainder observe. Have them trade places, and repeat.

Teaching Point 5

Explain, demonstrate, and have the cadets practice the actions required on the command “Relay, unload and prepare for inspection.”

Time: 20 min

Method: Demonstration and Performance



The instructor shall provide an explanation and demonstration of the complete skill.

The instructor shall also provide an explanation and demonstration of each step required to effectively complete the skill.

Then, the cadets, under the supervision of the instructor, will have an opportunity to perform each step.

This will be conducted as a DRY FIRE EXERCISE ONLY.

UNLOADING AND PREPARING FOR INSPECTION

Follow the unloading sequence of the cadet air rifle, to include:

1. pick up the air rifle;
2. remove the five pellet clip (if used);
3. pump the air rifle (hold for three seconds and close);
4. move the bolt forward (do not insert a pellet);
5. place the safety catch in the OFF position;
6. aim the rifle at the target;
7. squeeze the trigger;
8. open the bolt;
9. place the safety catch in the ON position;
10. open the pump lever 5-8 cm;
11. place the rifle on the shoulder, muzzle pointed down range;
12. wait to be cleared by the RSO; and
13. lay the rifle down.

CONFIRMATION OF TEACHING POINT 5

The instructor will divide the group into two, or into the number of air rifles available. The instructor shall have one group imitate the actions of the sequence as demonstrated, while the remainder observe. Have them trade places, and repeat.

END OF LESSON CONFIRMATION

The instructor will divide the group into two, or by the number of air rifles available. The instructor shall have one group imitate the actions of the sequence for all teaching points as demonstrated, while the remainder observe, and then have them trade places, and repeat.

CONCLUSION

HOMEWORK/READING/PRACTICE

Nil.

METHOD OF EVALUATION

Assessment of this EO will occur during EO M106.05 (Participate in Marksmanship Familiarization Using the Cadet Air Rifle), where cadets are required to successfully complete the Cadet Air Rifle Handling Test prior to firing.

CLOSING STATEMENT

The first principle of marksmanship is to find a comfortable firing position. A comfortable firing position will enable cadets to fire safely and with much better results. The prone position is the most stable firing position to use.

INSTRUCTOR NOTES/REMARKS

1. Emphasis must be placed on the safety aspects of this lesson.
2. Ensure thorough confirmation by stages.

REFERENCES

A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Programme Reference Manual*. Ottawa, ON: Department of National Defence.



COMMON TRAINING PHASE ONE INSTRUCTIONAL GUIDE



SECTION 4

EO M106.04 – FOLLOW RULES AND COMMANDS ON AN AIR RIFLE RANGE

Total Time:	30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- prepare a mock air rifle range to be used when teaching the lesson.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TP 1 to orient the cadets to the rules to be followed on a range and generate interest.

A demonstration and performance was chosen for TP 2 as it allows the instructor to explain and demonstrate responding to range commands, while providing an opportunity for the cadets to practice under supervision

INTRODUCTION

REVIEW

The pertinent review for this lesson, from EO M106.03, will include:

QUESTIONS

- Q1. What two things do a good prone position help to maintain?
- Q2. Sight alignment consists of what three steps?
- Q3. What is added to the innermost ring to obtain a proper sight picture?

ANTICIPATED ANSWERS

- A1. Comfort and stability.
- A2. The eye, the rear sight, and the front sight.
- A3. A bull's-eye.

OBJECTIVES

By the end of this lesson the cadet shall be expected to handle rifles safely and properly execute range commands.

IMPORTANCE

Firearms safety is the number one priority on and off the range so everyone must do their part to prevent accidents. In marksmanship, the majority of incidents are caused by ignorance of proper rifle operating procedures or by mishandling.

Teaching Point 1

Explain rules cadets must follow on the range.

Time: 10 min

Method: Interactive Lecture

RULES CADETS MUST FOLLOW ON THE RANGE



The instructor will read Local Range Standing Orders at the beginning of this period.

Range Standing Orders are locally produced for each range. They detail rules to be followed on that range. General rules observed on all ranges include:

1. Rifles will be proved safe when picked up, handed to or received from another person.
2. Rifles are never pointed at any person.
3. Safety rods shall be inserted into the barrels of rifles when not in use on the range.
4. Horseplay is forbidden on the range.
5. Rifles, whether loaded or not, will always be pointed down range.
6. Eating is not permitted on or near the range or around the pellets.
7. All personnel shall read or be briefed on the contents of the Range Standing Orders.
8. The RSO's directions and orders are to be obeyed at all times.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. When should a rifle be proved safe?
- Q2. When can rifles be pointed at other people?
- Q3. When should the directions and orders of the RSO be followed?

ANTICIPATED ANSWERS

- A1. When picked up, handed to or received from another person.
- A2. Rifles are never pointed at any person.
- A3. The RSO's directions and orders are to be obeyed at all times.

Teaching Point 2

Explain range commands.

Time: 15 min

Method: Demonstration and Performance



The instructor shall provide an EXPLANATION and DEMONSTRATION of each command and the associated action to be taken.

All loading/firing is to be simulated. No pellets are to be fired.

RANGE COMMANDS CADETS MUST FOLLOW

COMMAND	ACTION
“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 (if applicable) and eye protection.
Type of firing	This command includes information about the range and type of firing. i.e., Relay #__, ten (10) metres, five (5) rounds, Grouping, On Your Own Time...
“Relay, load, commence firing”	Pick up the rifle with the left hand; Ensure the safety catch is in the ON position; Pump the rifle, pausing for three seconds with the pump handle fully extended; Bring the pump handle back to the closed position; Load the pellet; Close the bolt; Place the safety catch in the OFF position; Aim the rifle at the target. Squeeze the trigger; Open the bolt, pump the rifle, re-load, aim, and fire; Repeat the last step until firing is complete; Upon completion, place the safety catch in the ON position, open the bolt, and partially open the pump lever; and

COMMAND	ACTION
	Lay down the rifle.
MAY BE GIVEN	
“Relay, cease fire”	Stop firing immediately, put the safety catch in the ON position and lay the rifle down.
“Relay, resume fire”	Put the safety in the OFF position and continue the practice.
“Relay, unload and prepare for inspection”	Pick up the rifle; Remove the five (5) pellet clip if used; Pump the rifle (hold for three seconds and close); Move the bolt forward; Place the safety catch in the OFF position; Aim rifle at target; Pull the trigger; Open the bolt; Place safety catch in the ON position; Open the pump lever 5-8 cm; Place the rifle on the shoulder, muzzle pointed down range; Wait to be cleared by the RSO; Lay the rifle down; and Remove your hearing (if applicable) and eye protection.
“Relay, stand up”	Stand up and leave the equipment on the ground.
“Change targets”	Move forward, walk down the lane to remove old targets and replace them with new ones. Return to the firing point.
“Change relays”	Cadets who have just fired pick up their personal equipment and move off the firing point. The new relay covers off behind the firing point.



Cadets will IMITATE the demonstration provided by the instructor for each step within the process. The instructor(s) will SUPERVISE the cadets during this imitation.



The information in this teaching point is amplified in Attachment A, and should be reviewed prior to any cadet participating in a marksmanship practice.

CONFIRMATION OF TEACHING POINT 2

Confirmation of this teaching point shall be accomplished through observation during the above imitation and supervision phases.

END OF LESSON CONFIRMATION**QUESTIONS**

- Q1. When is horseplay allowed on the range?
- Q2. The contents of the Range Standing Orders shall be read to whom?
- Q3. What direction must rifles be pointed while on the range?

ANTICIPATED ANSWERS

- A1. Never, it is forbidden.
- A2. Everyone.
- A3. Down range at all times.

CONCLUSION

HOMEWORK/READING/PRACTICE

Study "Range Commands and Action" chart prior to all range practices.

METHOD OF EVALUATION

Assessment of this EO will occur during EO M106.05 (Participate in Marksmanship Familiarization Using the Cadet Air Rifle), where cadets are required to successfully complete the Cadet Air Rifle Handling Test prior to firing.

CLOSING STATEMENT

Firearms safety is the number one priority on and off the range, so everyone must do their part to prevent accidents. In marksmanship, the majority of incidents are caused by either ignorance of proper rifle operating procedures, or by mishandling.

INSTRUCTOR NOTES/REMARKS

Nil.

REFERENCES

A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Programme Reference Manual*. Ottawa, ON: Department of National Defence.

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RANGE COMMANDS

COMMAND	ACTION
“Cover off your firing point”	Stand up, move behind the firing point and await further commands.
“Place your equipment down and stand back”	Lay the equipment down on the mat and stand back when finished.
“Adopt the prone position”	Adopt the prone position, pick up the rifle, ready the equipment and put on hearing (if applicable) and eye protection.
Type of firing	This command includes information about the range and type of firing. i.e., Relay #__, ten (10) metres, five (5) rounds, Grouping, On Your Own Time...
“Relay, load, commence firing”	Pick up the rifle with the left hand; Ensure the safety catch is in the ON position; Pump the rifle, pausing for three seconds with the pump handle fully extended; Bring the pump handle back to the closed position; Load the pellet; Close the bolt; Place the safety catch in the OFF position; Aim the rifle at the target. Squeeze the trigger; Open the bolt, pump the rifle, re-load, aim, and fire; Repeat the last step until firing is complete; Upon completion, place the safety catch in the ON position, open the bolt, and partially open the pump lever; and Lay down the rifle.
MAY BE GIVEN	
“Relay, cease fire”	Stop firing immediately, put the safety catch in the ON position and lay the rifle down.
“Relay, resume fire”	Put the safety in the OFF position and continue the practice.
“Relay, unload and prepare for inspection”	Pick up the rifle; Remove the five (5) pellet clip if used; Pump the rifle (hold for three seconds and close); Move the bolt forward; Place the safety catch in the OFF position; Aim rifle at target; Pull the trigger; Open the bolt; Place safety catch in the ON position; Open the pump lever 5-8 cm; Place the rifle on the shoulder, muzzle pointed down range; Wait to be cleared by the RSO; Lay the rifle down; and Remove your hearing (if applicable) and eye protection.
“Relay, stand up”	Stand up and leave the equipment on the ground.
“Change targets”	Move forward, walk down the lane to remove old targets and replace them with new ones. Return to the firing point.
“Change relays”	Cadets who have just fired pick up their personal equipment and move off the firing point. The new relay covers off behind the firing point.

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COMMON TRAINING PHASE ONE INSTRUCTIONAL GUIDE



SECTION 5

EO M106.05 – PARTICIPATE IN MARKSMANSHIP FAMILIARIZATION USING THE CADET AIR RIFLE

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-601/PG-001, *Phase One Qualification Standard and Plan*, 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.

Construct a range IAW A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.

Photocopy the Cadet Air Rifle Handling Test for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A practical activity was chosen for this lesson as it is an interactive way to allow the cadet to experience marksmanship familiarization 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).

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 cadet shall have participated in marksmanship familiarization using the cadet air rifle.

IMPORTANCE

It is important for cadets to participate in a marksmanship familiarization activity because it allows them to experience marksmanship in a fun, dynamic and safe setting.

Teaching Point 1**Supervise the cadets' participation in marksmanship familiarization.**

Time: 10 min

Method: Practical Activity



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.



The range safety briefing is normally conducted by a Range Safety Officer (RSO), as the safety of the range is their responsibility.

CONDUCT A RANGE BRIEFING

The following elements may be included in a range briefing. They would be adjusted based on the requirements of the activity.

1. Welcome and staff introduction.
2. An overview of the range layout. Description of the out of bounds / danger areas, location of range facilities, location of concurrent activities, as well as routes of access.
3. The general safety rules.
4. An explanation of the activity and course of fire: Type of activity / Training conducted, the distance, the targets being used, the indication (number of rounds and how they will be fired), and the scoring.
5. The equipment being used, eg rifles, ammunition, safety equipment.
6. The safety precautions: individual safety precautions, rifle safety principles, and safe rifle status.
7. The range commands that will be heard during the activity.
8. The cease fire command: When to use it, who can call it, and action upon hearing a cease fire.
9. Immediate actions (IAs) and stoppages: The types of stoppages that may occur and the immediate actions that must be taken.
10. Personal hygiene, eg washing hands after handling ammunition or rifles.
11. First aid and emergencies: Location of first aid point, identification of first aider, action in the event of an emergency, emergency routes of access, emergency response plan.
12. Assignment of relays: Number of relays, assignment of relay, and timing of relay.
13. Concurrent activities: Type, timing, supervisory staff / OPI.
14. Additional items, eg ensuring handling tests have been completed, timing for the activity (when the activity will begin), declaration requirements, breaks, messing / meals / snacks, set up and dismantling of the range.
15. Opportunity for cadets to ask questions.

CONDUCT THE AIR RIFLE HANDLING TEST

As per instructions in the Qualification Standard Plan, Chapter 3, Annex C, conduct the Air Rifle Handling Test.



Each cadet must complete the Air Rifle Handling Test prior to firing pellets or felt cleaning pellets on a range.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets participate in marksmanship familiarization.

RESOURCES

- Cadet air rifle (one per firing lane),
- Air rifle pellets (as per activity chosen),
- Target frames (one per firing lane),
- Targets (as per activity chosen),
- Marksmanship mats (one per firing lane),
- Scoring template,
- .177- / .22-scoring magnifier (scoring magnifier),
- Scoring plug,
- Safety glasses / goggles (one per firing lane and for range staff), and
- Pen / pencil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

Once the range briefing has been conducted, and cadets have successfully completed the cadet air rifle handling test, supervise the cadets' participation in a marksmanship familiarization activity.

SAFETY

Range activities will be conducted IAW A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.

CONFIRMATION OF TEACHING POINT 1

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

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

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 cleanup after the activity is completed.

REFERENCES

A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Canadian cadet movement: Cadet marksmanship program reference manual*. Ottawa, ON: Department of National Defence.

A0-041 CATO 14-41 Director Cadets 4. (2007). *Marksmanship, rifles and ammunition*. Ottawa ON: Department of National Defence.

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COMMON TRAINING PHASE ONE INSTRUCTIONAL GUIDE



SECTION 6

EO C106.01 – 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-601/PG-001, *Phase One Qualification Standard and Plan*, 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, range standing orders, and become familiar with the material prior to delivering the lesson.

Photocopy the targets located at Attachments B–R as required.

Construct a range IAW A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A practical activity was chosen for this lesson as it is an interactive way to allow the cadet 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 consists in the procedures evaluated as part of the Air Rifle Handling Test.

OBJECTIVES

By the end of this lesson the cadet 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**Supervise the cadet's participation in a recreational marksmanship activity.**

Time: 80 min

Method: Practical Activity



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.



The range safety briefing is normally conducted by a Range Safety Officer (RSO), as the safety of the range is their responsibility.

CONDUCT A RANGE BRIEFING

The following elements may be included in a range briefing. They would be adjusted based on the requirements of the activity.

1. Welcome and staff introduction.
2. An overview of the range layout. Description of the out of bounds / danger areas, location of range facilities, location of concurrent activities, as well as routes of access.
3. The general safety rules.
4. An explanation of the activity and course of fire: Type of activity / Training conducted, the distance, the targets being used, the indication (number of rounds and how they will be fired), and the scoring.
5. The equipment being used, eg rifles, ammunition, safety equipment.
6. The safety precautions: individual safety precautions, rifle safety principles, and safe rifle status.
7. The range commands that will be heard during the activity.
8. The cease fire command: When to use it, who can call it, and action upon hearing a cease fire.
9. Immediate actions (IAs) and stoppages: The types of stoppages that may occur and the immediate actions that must be taken.
10. Personal hygiene, eg washing hands after handling ammunition or rifles.
11. First aid and emergencies: Location of first aid point, identification of first aider, action in the event of an emergency, emergency routes of access, emergency response plan.
12. Assignment of relays: Number of relays, assignment of relay, and timing of relay.
13. Concurrent activities: Type, timing, supervisory staff / OPI.
14. Additional items, eg ensuring handling tests have been completed, timing for the activity (when the activity will begin), declaration requirements, breaks, messing / meals / snacks, set up and dismantling of the range.
15. Opportunity for cadets to ask questions.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets participate in a recreational marksmanship activity.

RESOURCES

- Cadet air rifle (one per firing lane),
- Cadet air rifle sling (one per firing lane),
- Air rifle pellets (as per activity chosen),
- Target frames (one per firing lane),
- Targets (as per activity chosen),
- Marksmanship mats (one per firing lane),
- Safety glasses / goggles (one per person in the room),
- .177- / .22-scoring magnifier (scoring magnifier),
- Scoring plug,
- Scoring template,
- Stopwatch, and
- Pen / pencil.



Additional resources required for specific marksmanship activities may be found in the Attachments.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS



Ensure all cadets have completed the Air Rifle Handling Test prior to the conduct of this activity. Cadets who have not completed the Air Rifle Handling Test must do so prior to firing on the range.

1. Brief cadets on the safety rules or any other guidelines pertaining to the activity.
2. Divide the cadets into relays according to the number of firing lanes.

3. Conduct a recreational marksmanship activity, choosing from the following categories:
 - a. classification,
 - b. fun activities,
 - c. timed activities, or
 - d. competitive team / individual activities.

SAFETY

Range activities will be conducted IAW A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.

CONFIRMATION OF TEACHING POINT 1

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

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

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 zone, regional, and national levels.

INSTRUCTOR NOTES / REMARKS

Hand-washing stations must be available for cleanup after the activity is completed.

REFERENCES

A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Canadian cadet movement: Cadet marksmanship program reference manual*. Ottawa, ON: Department of National Defence.

A0-041 CATO 14-41 Director Cadets 4. (2007). *Marksmanship, rifles and ammunition*. Ottawa ON: Department of National Defence.

RECREATIONAL MARKSMANSHIP ACTIVITIES

CLASSIFICATION

- Classification (Attachment B)

FUN ACTIVITIES

- Pyramid (Attachment C)
- Beach Ball (Attachment D)
- Balloons (Attachment E)
- Rack'em Up (Attachment F)
- Lights Out (Attachment G)
- Save the Day (Attachment H)
- Flower Pot (Attachment I)

TIMED ACTIVITIES

- Chase the Dots (Attachment J)
- Speed Grid (Attachment K)
- Beat the Clock (Attachment L)
- Dartboard (Attachment M)
- Cut the Fuses (Attachment N)
- Shoo-Fly (Attachment O)
- Good Break (Attachment P)

COMPETITIVE TEAM / INDIVIDUAL ACTIVITIES

- Simulated Stage 1 Championship (Attachment Q)
- Simulated Stage 2 Championship (Attachment R)

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CLASSIFICATION

CLASSIFICATION ACTIVITY

Objective: To provide cadets the opportunity to obtain marksmanship classifications.

Scoring: The standard for the classification levels are:

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:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (10 per participant),
- CCT2000GRTD Canadian Cadet Movement Air Rifle Grouping Target (two per cadet),
- Air Rifle Grouping Template from A-CR-CCP-177/PT-001 (p. B1-1),
- Target frame, and
- Stopwatch.

Optional aids to firing are limited to the following:

- Cadet air rifle sling,
- Marksmanship jacket,
- Marksmanship glove, and
- Hat.

Activity Instructions:

1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute two targets to each cadet.
3. Have the cadets write their name and date on the targets and attach them to the target frame.
4. Give each cadet in the relay 10 pellets to fire 5 into the centre of each target.
5. Have the cadets fire, in relays, following the commands given by the RSO.
6. Give the cadets 15 minutes to complete firing.
7. Have the cadets retrieve their targets.
8. Score the targets using the Air Rifle Grouping Template.
9. Record the scores and allow the cadets to keep their targets.

The following are prohibited:

- Cross firing,
- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- 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, and
- Coaching.

PYRAMID

Objective: To fire pellets into each point on the pyramid.

Scoring: Score the targets awarding:

- a. three points for each corner hit on the pyramid,
- b. two points for each hit within one block of a corner,
- c. one point for each hit within two blocks of a corner.

Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (6 per participant),
- Pyramid Target (one per participant),
- Target frame, and
- Stopwatch.

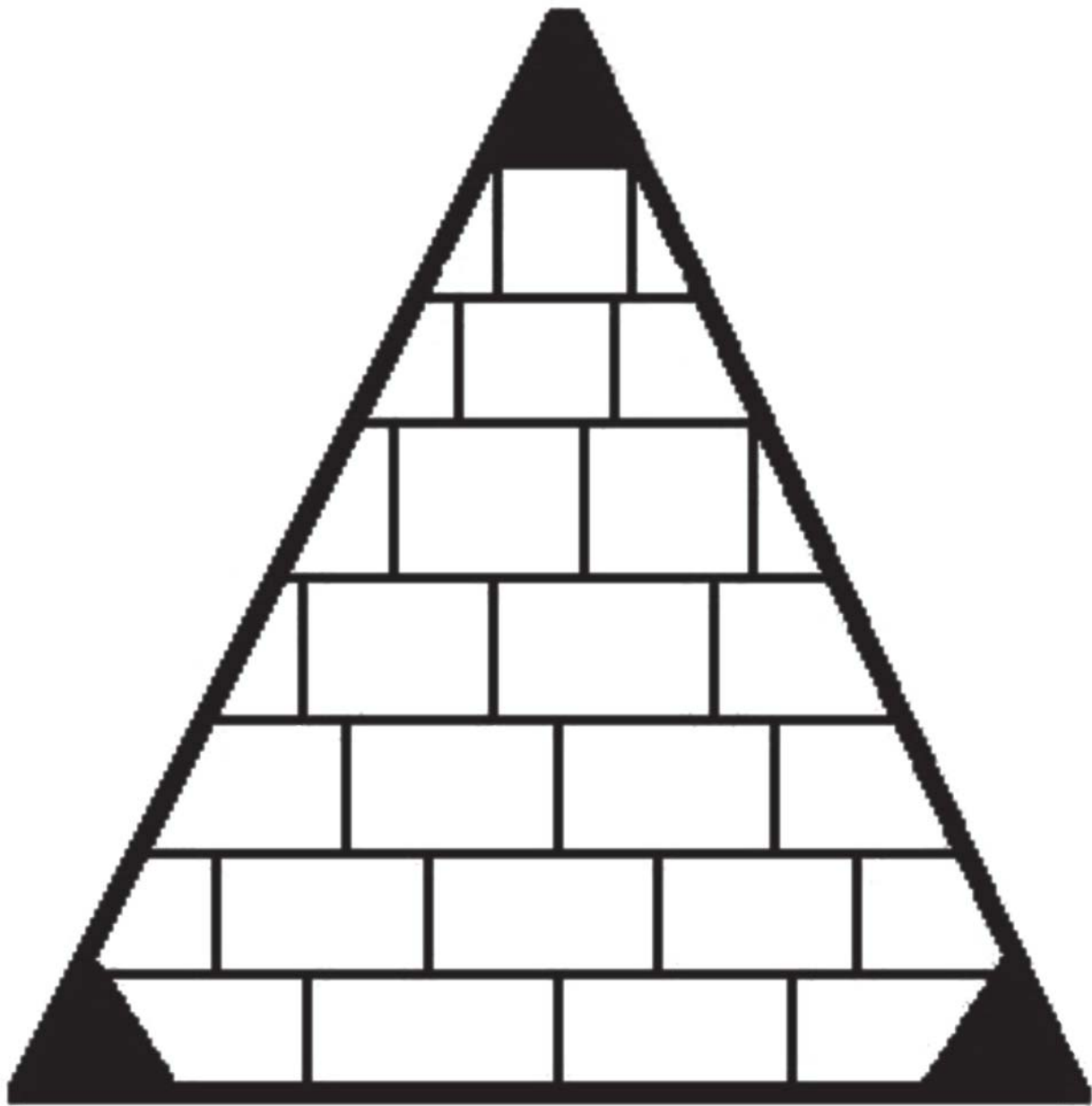
Activity Instructions:

1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute a target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give each cadet in the relay six pellets to fire, two pellets into each corner of the pyramid.
5. Have the cadets fire, in relays, following the commands given by the RSO.
6. Give the cadets three minutes to complete firing.
7. Have the cadets retrieve their targets.
8. Score the targets awarding:
 - three points for each corner hit on the pyramid,
 - two points for each hit within one block of a corner,
 - one point for each hit within two blocks of a corner.
9. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope, and
- Use of sights not provided with the cadet air rifle.

PYRAMID TARGET



Name: _____ Date: _____

Witness: _____ Score: _____

BEACH BALL

Objective: To fire 10 pellets into the black circle on the beach ball.

Scoring: One point is awarded for each successful hit in the black circle.

Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (10 per participant),
- Beach Ball Target (one per participant),
- Target frame, and
- Stopwatch.

Activity Instructions

1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute a target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give the cadets 10 pellets to fire into the black circle of the beach ball.
5. Have the cadets fire, in relays, following the commands given by the RSO.
6. Give the cadets 10 minutes to complete firing.
7. Have the cadets retrieve their targets.
8. Score the targets awarding one point for each pellet hit within the black circle.
9. Allow the cadets to review and keep their targets.

The following are prohibited:

- Cross firing,
- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope, and
- Use of sights not provided with the cadet air rifle.

BEACH BALL TARGET



Name: _____ Date: _____
Witness: _____ Score: _____

BALLOONS

Objective: To fire pellets into balloons on the target.

Scoring: One point is awarded for each balloon hit by a pellet.

Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (20 per participant),
- Balloon Target (one per participant),
- Target frame, and
- Stopwatch.

Activity Instructions:

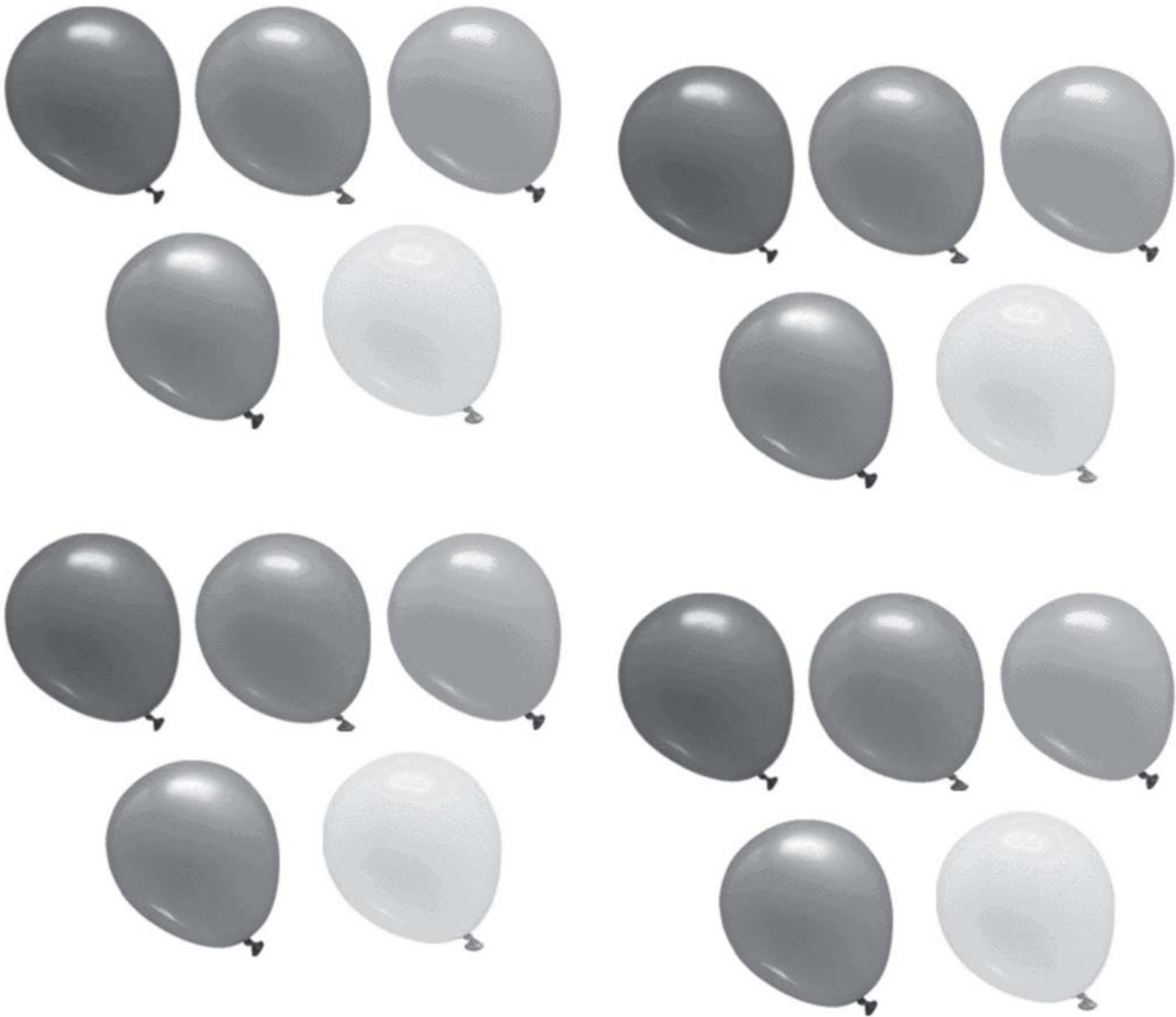
1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute a target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give each cadet in the relay 20 pellets to fire, one pellet into each balloon.
5. Have the cadets fire, in relays, following the commands given by the RSO.
6. Give the cadets 15 minutes to complete firing.
7. Have the cadets retrieve their targets.
8. Score the targets awarding one point for each balloon hit.
9. Allow the cadets to review and keep their targets.

The following are prohibited:

- Cross firing,
- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope, and
- 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: _____

Witness: _____

Score: _____

RACK'EM UP

Objective: The cadets will be given 15 pellets and 15 minutes to fire a 1 pellet at the centre of each billiard ball.

Scoring: Targets will be scored by totalling the value for each billiard ball where the centre circle has a pellet hole located in it. Value for each ball is found on the billiard ball score sheet.

Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (15 per participant),
- Rack'em up Target (one per participant),
- Rack'em up scoresheet,
- Target frame, and
- Stopwatch.

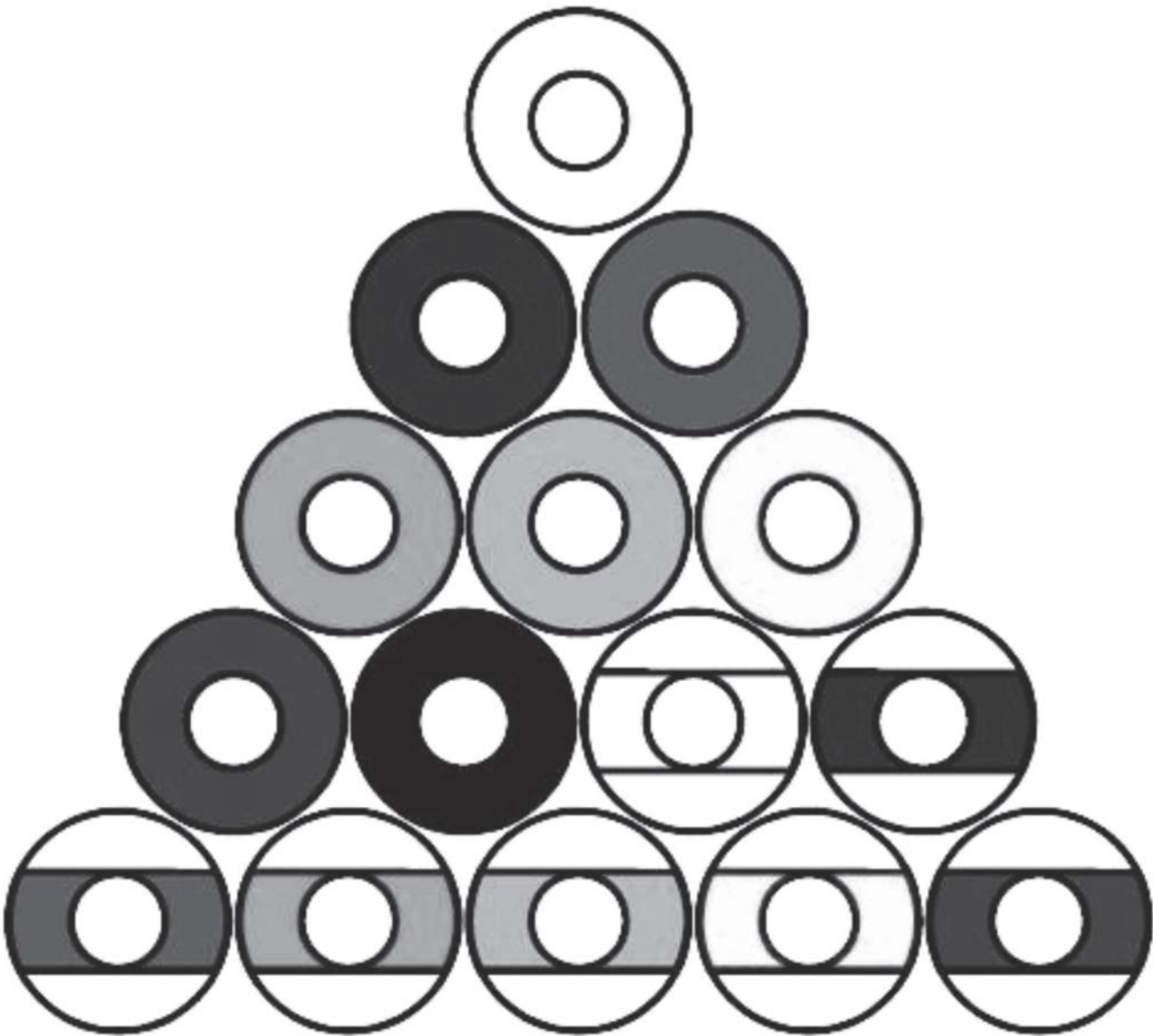
Activity Instructions:

1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute a target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give each cadet in the relay 15 pellets to fire, one pellet into each billiard ball.
5. Have the cadets fire, in relays, following the commands given by the RSO.
6. Give the cadets 15 minutes to complete firing.
7. Have the cadets retrieve their targets.
8. Score the targets awarding one point for each balloon hit.
9. Allow the cadets to review and keep their targets.

The following are prohibited:

- Cross firing,
- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope, and
- Use of sights not provided with the cadet air rifle.

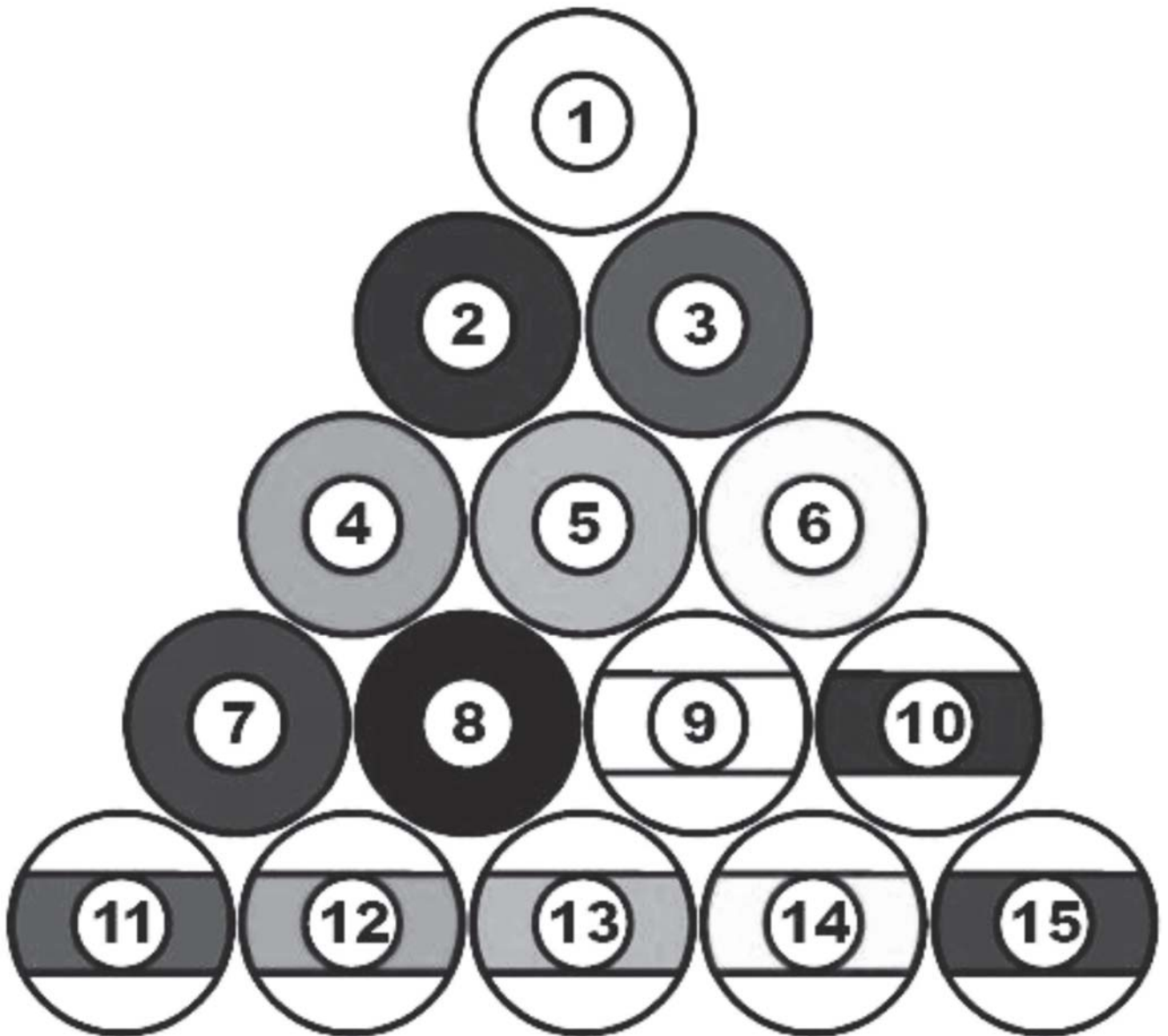
RACK'EM UP TARGET



Name: _____ Date: _____

Witness: _____ Score: _____

RACK'EM UP SCORESHEET



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LIGHTS OUT

Objective: The cadets will be given 10 pellets and 15 minutes to break all 6 light bulbs.

Scoring: One point is awarded for each broken bulb and two points for each broken filament. No points will be awarded for the screw base.

Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (10 per participant),
- Lights Out Target (one per participant),
- Target frame, and
- Stopwatch.

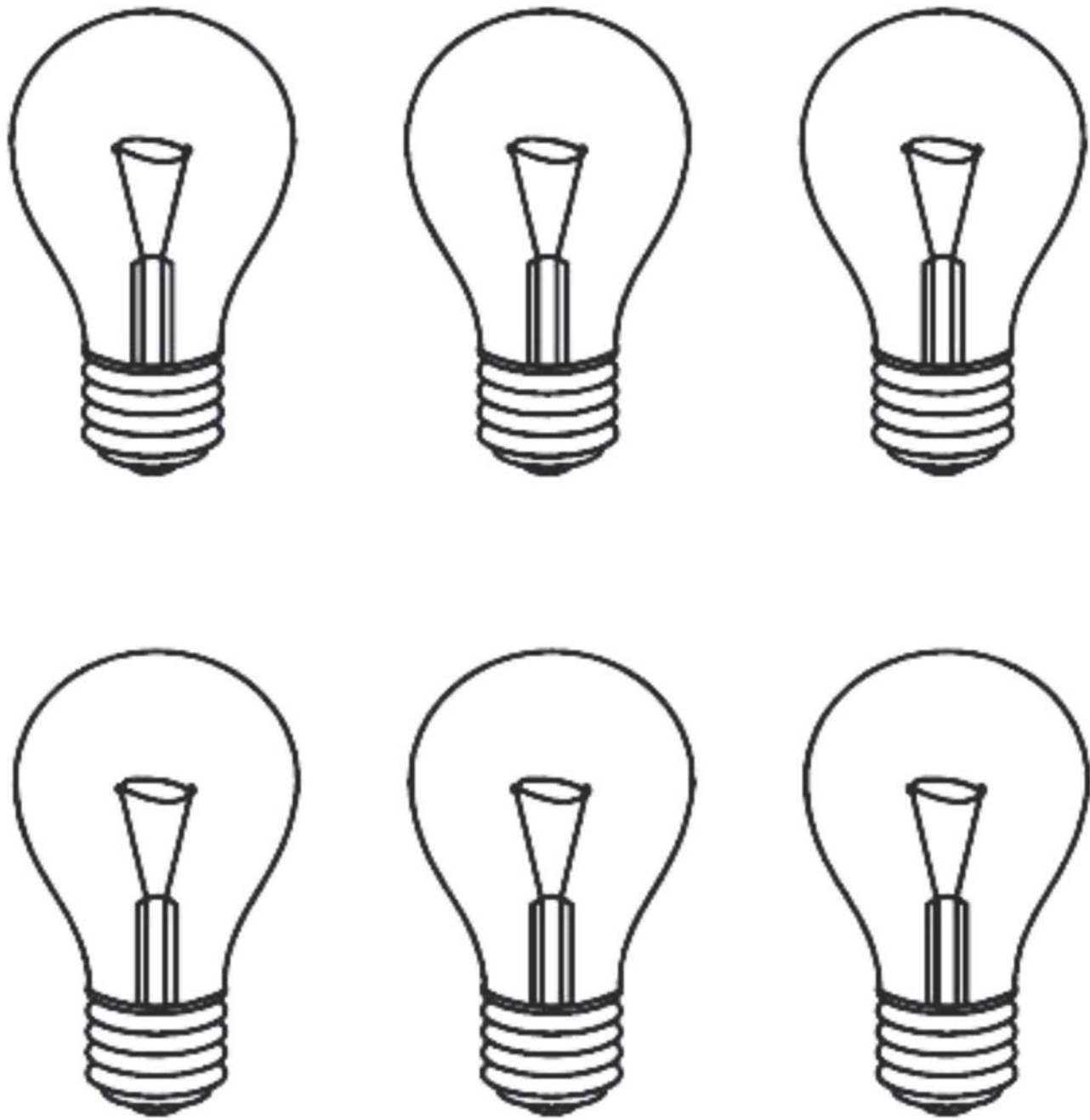
Activity Instructions:

1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute a target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give each cadet in the relay 10 pellets to fire.
5. Have the cadets fire, in relays, following the commands given by the RSO.
6. Give the cadets 15 minutes to complete firing.
7. Have the cadets retrieve their targets.
8. Score the targets (see above).
9. Allow the cadets to review and keep their targets.

The following are prohibited:

- Cross firing,
- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope, and
- Use of sights not provided with the cadet air rifle.

LIGHTS OUT TARGET



Name: _____ Date: _____
Witness: _____ Score: _____

SAVE THE DAY

Objective: The cadets will be given 5 pellets and 10 minutes to fire at (cut) the fuse of the dynamite.

Scoring: To defuse the dynamite, the cadet must hit the fuse above the split without hitting the dynamite. If the fuse is hit below the split, all three pieces must be hit to defuse the dynamite. A hit on the dynamite will cause it to explode.

Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (five per cadet),
- Save the Day Targets (one per cadet),
- Target frame, and
- Stopwatch.

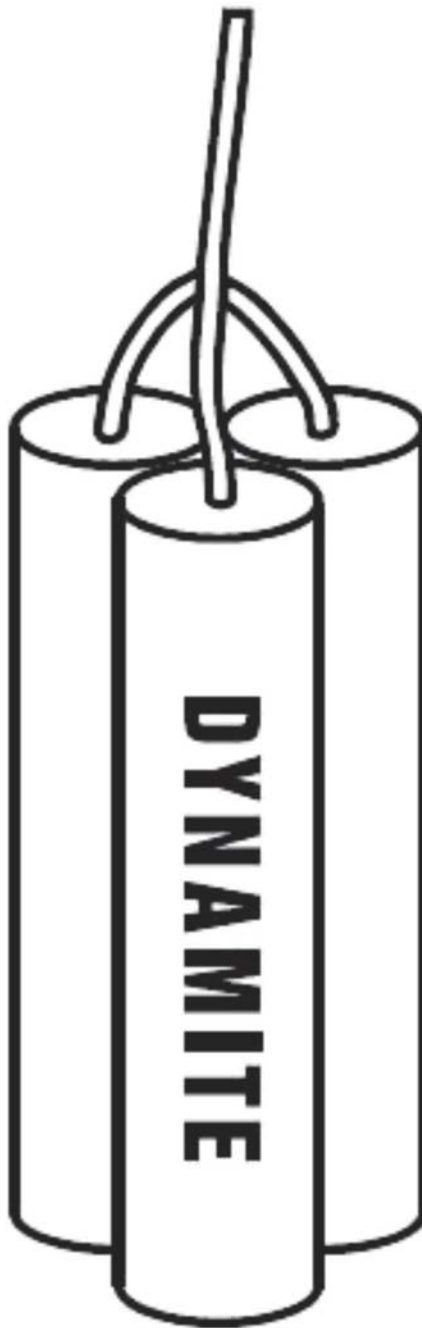
Activity Instructions:

1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute a target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give each cadet in the relay five pellets to fire at the fuse.
5. Have the cadets fire, in relays, following the commands given by the RSO.
6. Give the cadets 10 minutes to complete firing.
7. Have the cadets retrieve their targets.
8. Score the targets (see above).
9. Allow the cadets to review and keep their targets.

The following are prohibited:

- Cross firing,
- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope, and
- Use of sights not provided with the cadet air rifle.

SAVE THE DAY TARGET



Name: _____ Date: _____

Witness: _____ Score: _____

FLOWER POT

Objective: The cadets will be given 10 pellets and 15 minutes to hit any part of the flower.

Scoring: One point is awarded for each petal, leaf or stem, and two points for each hit in the centre. One point will be deducted for each hit on the flower pot.

Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (10 pellets per participant),
- Flower Pot Target (one per participant),
- Target frame, and
- Stopwatch.

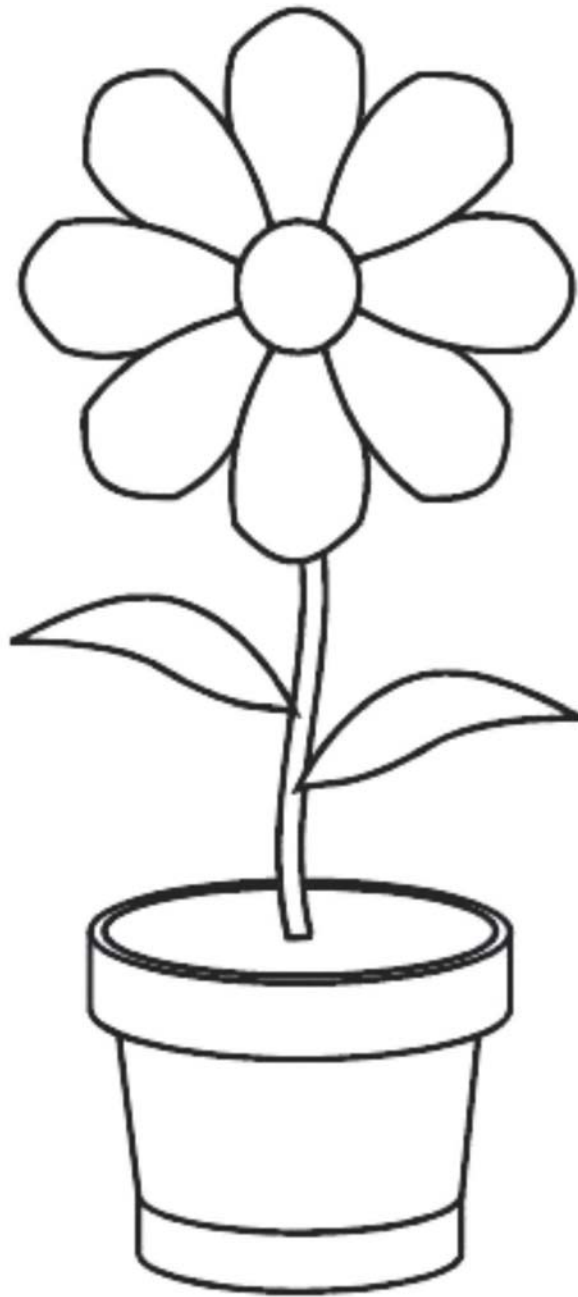
Activity Instructions:

1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute a target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give each cadet in the relay 10 pellets to fire.
5. Have the cadets fire, in relays, following the commands given by the RSO.
6. Give the cadets 15 minutes to complete firing.
7. Have the cadets retrieve their targets.
8. Score the targets (see above).
9. Allow the cadets to review and keep their targets.

The following are prohibited:

- Cross firing,
- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope, and
- Use of sights not provided with the cadet air rifle.

FLOWER POT TARGET



Name: _____ Date: _____

Witness: _____ Score: _____

CHASE THE DOTS

Objective: To fire pellets into the dots on the target, 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:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (10 pellets per participant),
- Chase the Dots Target (one per participant),
- Target frame, and
- Stopwatch.

Activity Instructions:

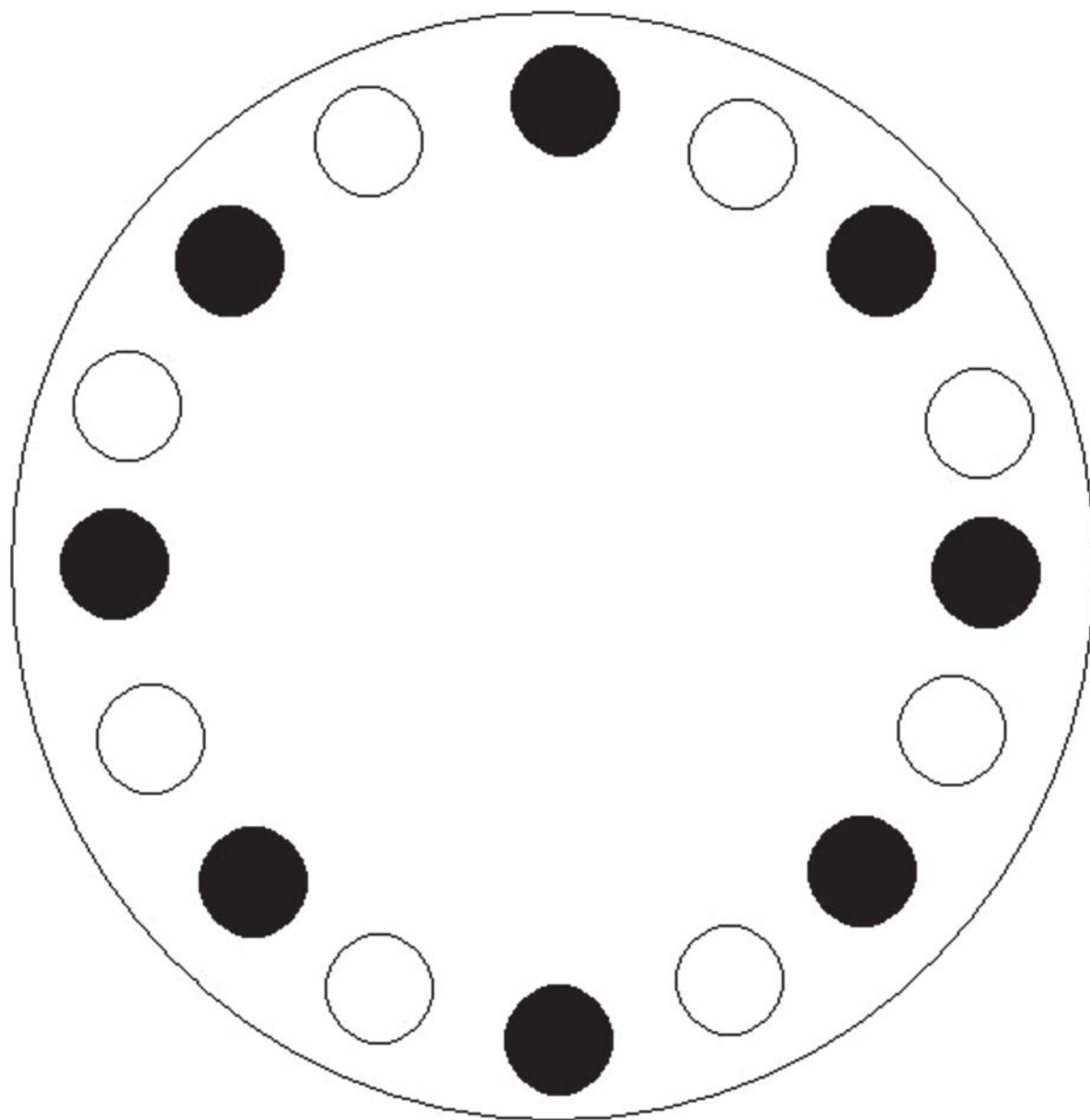
1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute a target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give the cadets in the relay eight pellets to fire, one pellet into each black dot, in a clockwise direction.
5. Have the cadets fire, in relays, following the commands given by the RSO.
6. Give the cadets four minutes to complete firing.
7. Return any unused pellets to the pellet controller.
8. Have the cadets retrieve their targets.
9. Score the targets awarding one point for each black dot hit.
10. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- 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, and
- Coaching.

Note: To make this activity more difficult, shorten the time allowance.

CHASE THE DOTS TARGET



Name: _____ Date: _____

Witness: _____ Score: _____

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:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Cadet air rifle five-pellet clip (three per firing lane),
- Air rifle pellets (10 pellets per participant),
- Speed Grid Target (one per participant),
- Target frame, and
- Stopwatch.

Activity Instructions:

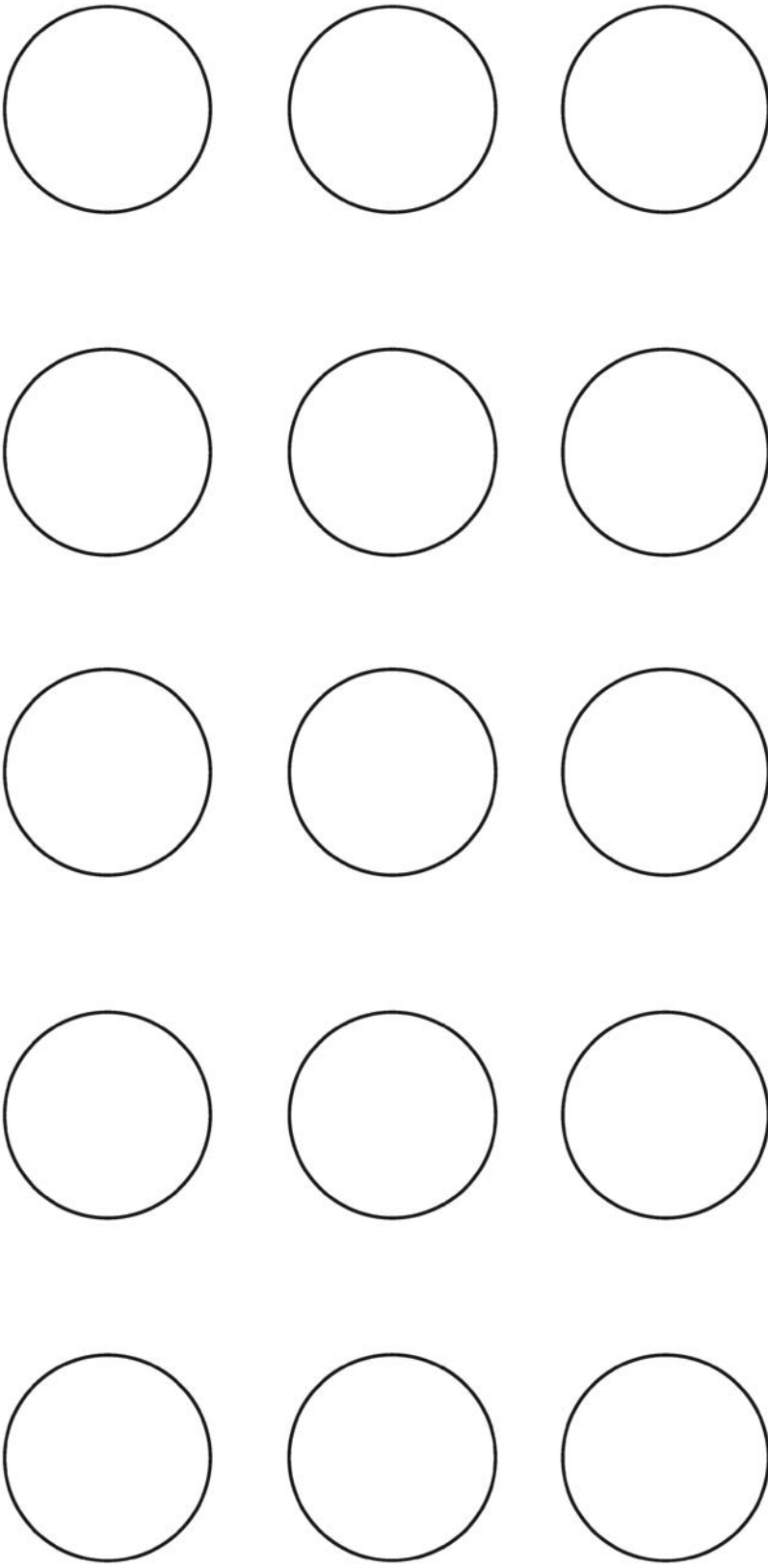
1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute a target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give the cadets 15 pellets, pre-loaded into three five-pellet clips.
5. Have the cadets fire one pellet into each circle on the target.
6. Have the cadets fire, in relays, following the commands given by the RSO.
7. Give the cadets eight minutes to complete firing.
8. Return any unused pellets to the pellet controller.
9. Have the cadets retrieve their targets.
10. Score the targets awarding one point for each circle hit.
11. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope,
- Use of sights not provided with the cadet air rifle, and
- Coaching.

Note: To make this activity more difficult, shorten the time allowance.

SPEED GRID TARGET



Name: _____ Date: _____

Witness: _____ Score: _____

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:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Cadet air rifle five-pellet clip (three per firing lane),
- Air rifle pellets (10 pellets per participant),
- Beat the Clock Target (one per participant),
- Target frame, and
- Stopwatch.

Activity Instructions:

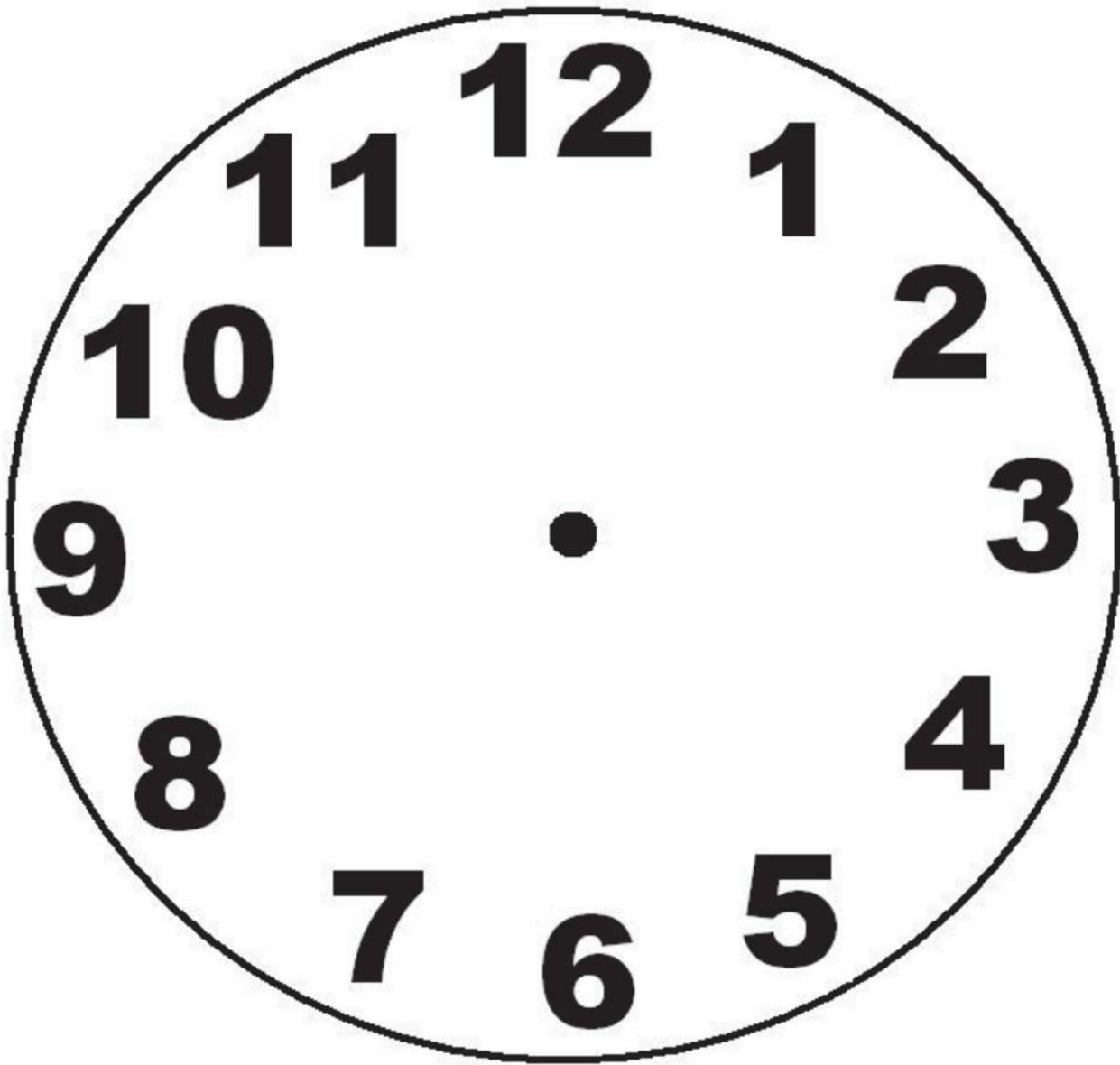
1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute a target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give the cadets six pellets to fire, one pellet at each hour (number) as it is called.
5. Have the cadets fire, in relays, following the commands given by the RSO.
6. Have the RSO, using the clock, call out one number every 10 second for a total of six numbers.
7. Return any unused pellets to the pellet controller.
8. Have the cadets retrieve their targets.
9. Score the targets awarding one point for each correct number hit on the target.
10. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope,
- Use of sights not provided with the cadet air rifle, and
- Coaching.

Note: To make this activity more difficult, shorten the time allowance.

BEAT THE CLOCK TARGET



Name: _____ Date: _____

Witness: _____ Score: _____

DARTBOARD

Objective: The cadets will be given 10 pellets and 30 seconds to fire at the highest scores on the dartboard.

Scoring: Targets will be scored by totalling the value for each pellet located in each slice of the board. The bull's-eye has a value of 25 and the area around the outside with the numbers has no point value.

Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (10 per participant),
- Dartboard Target (one per participant),
- Target frame, and
- Stopwatch.

Activity Instructions:

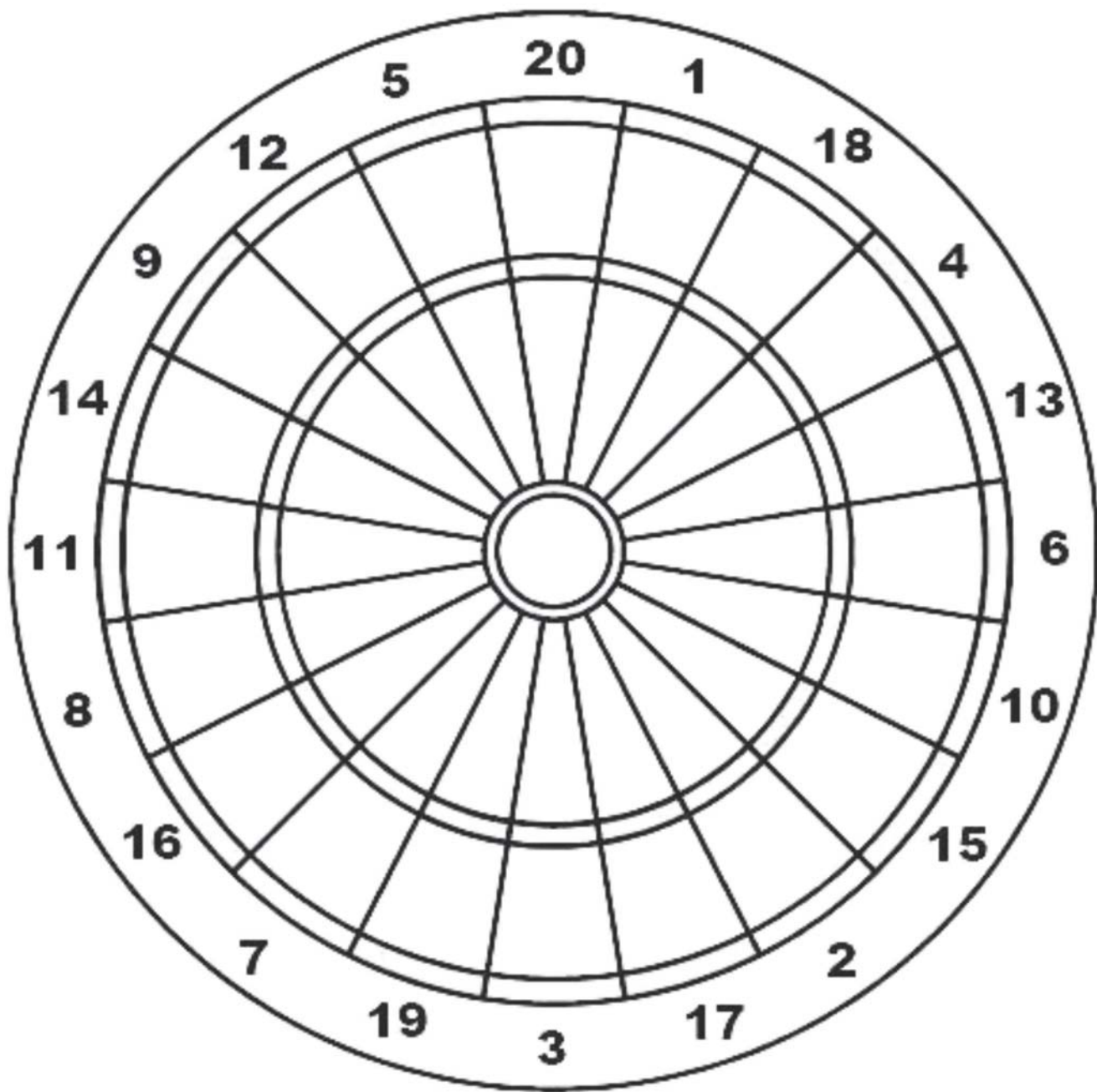
1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute a target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give the cadets 10 pellets to fire.
5. Have the cadets fire a 30 second timed relay, in relays, following the commands given by the RSO.
6. Return unused pellets to the pellet controller.
7. Have the cadets retrieve their targets.
8. Score the targets (see above).
9. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope,
- Use of sights not provided with the cadet air rifle, and
- Coaching.

Note: To make this activity more difficult, shorten the time allowance.

DARTBOARD TARGET



Name: _____ Date: _____

Witness: _____ Score: _____

CUT THE FUSES

Objective: The cadets will be given 10 pellets and 30 seconds to fire at the fuses of all 4 pieces of dynamite.

Scoring: The cadets must hit any portion of the fuse without hitting the dynamite; all four pieces must be hit to defuse the dynamite.

Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (10 per participant),
- Cut the Fuses Target (one per participant),
- Target frame, and
- Stopwatch.

Activity Instructions:

1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute a target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give the cadets 10 pellets to fire.
5. Have the cadets fire a 30 second timed relay, in relays, following the commands given by the RSO.
6. Return unused pellets to the pellet controller.
7. Have the cadets retrieve their targets.
8. Score the targets (see above).
9. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope,
- Use of sights not provided with the cadet air rifle, and
- Coaching.

Note: To make this activity more difficult, shorten the time allowance.

CUT THE FUSES TARGET



Name: _____

Date: _____

Witness: _____

Score: _____

SHOO-FLY

Objective: To provide cadets the opportunity to lead a timed air rifle marksmanship activity.

Scoring: Targets will be scored by totalling the number of flies hit. Each fly can only be hit once.

Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (20 per participant),
- Shoo-fly Target (one per participant),
- Target frame, and
- Stopwatch.

Activity Instructions:

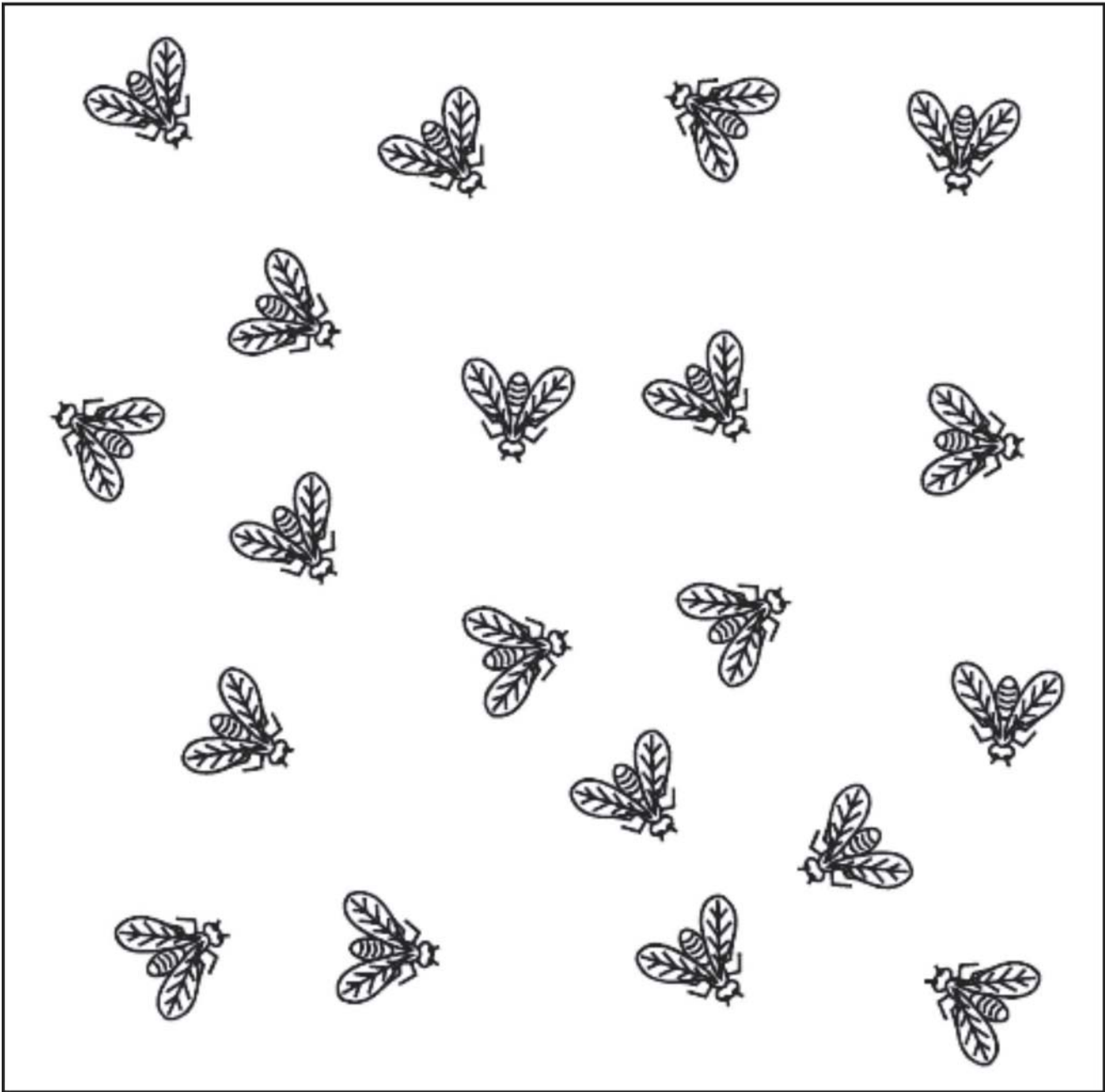
1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute a target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give the cadets 20 pellets to fire.
5. Have the cadets fire a five minute timed relay, in relays, following the commands given by the RSO.
6. Return unused pellets to the pellet controller.
7. Have the cadets retrieve their targets.
8. Score the targets (see above).
9. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope,
- Use of sights not provided with the cadet air rifle, and
- Coaching.

Note: To make this activity more difficult, shorten the time allowance.

SHOO-FLY TARGET



Name: _____ Date: _____

Witness: _____ Score: _____

GOOD BREAK

Objective: To provide cadets the opportunity to lead a timed air rifle marksmanship activity.

Scoring: Targets will be scored by totalling the value for each billiard ball where the centre circle has a pellet hole located in it; additional pellets will be scored as zero.

Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (10 per participant),
- Good Break Target (one per participant),
- Good Break scoresheet,
- Target frame, and
- Stopwatch.

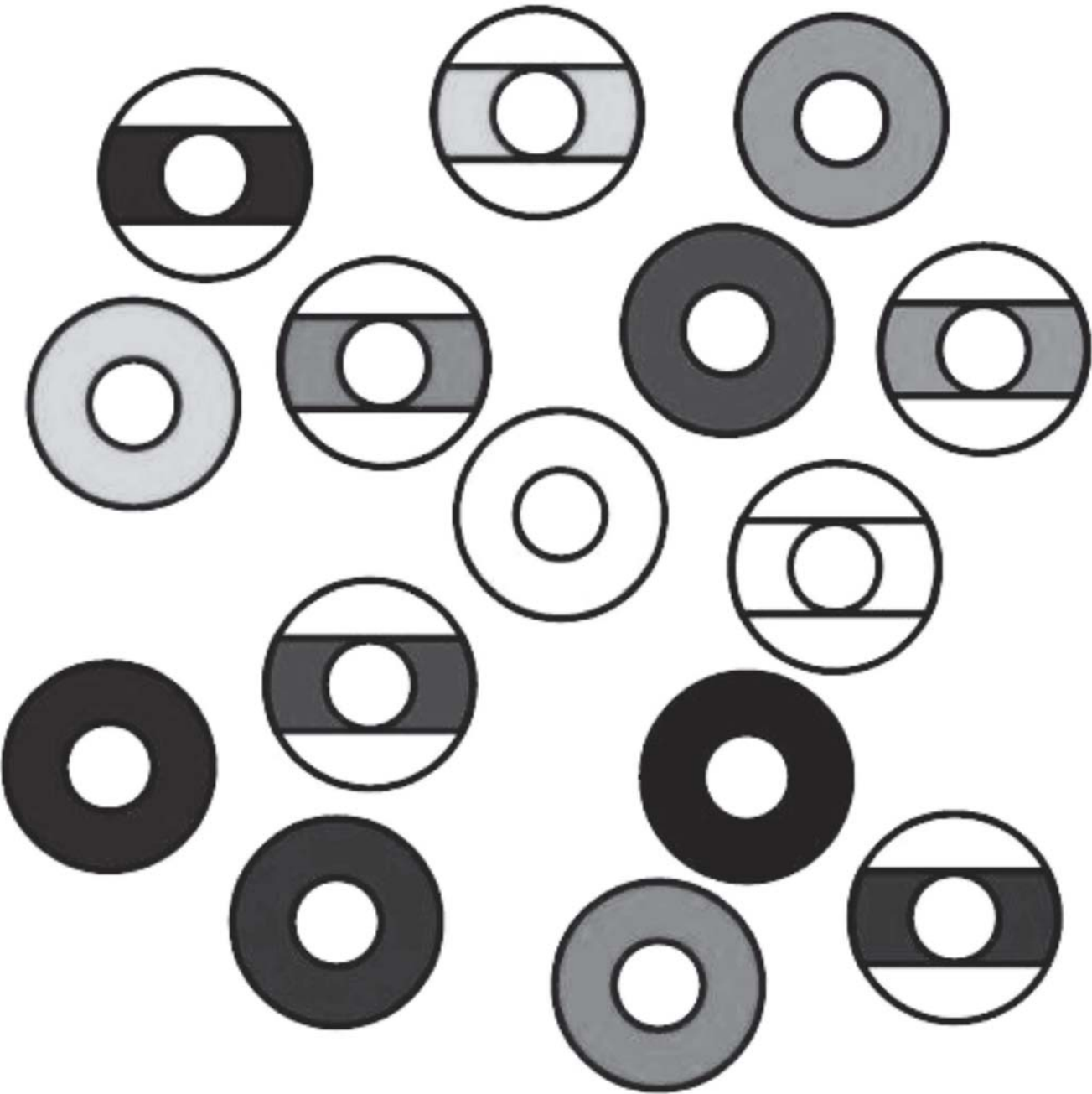
Activity Instructions:

1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute a target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give the cadets 10 pellets to fire.
5. Have the cadets fire a five minute timed relay, in relays, following the commands given by the RSO.
6. Return unused pellets to the pellet controller.
7. Have the cadets retrieve their targets.
8. Score the targets (see above).
9. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope,
- Use of sights not provided with the cadet air rifle, and
- Coaching.

GOOD BREAK TARGET



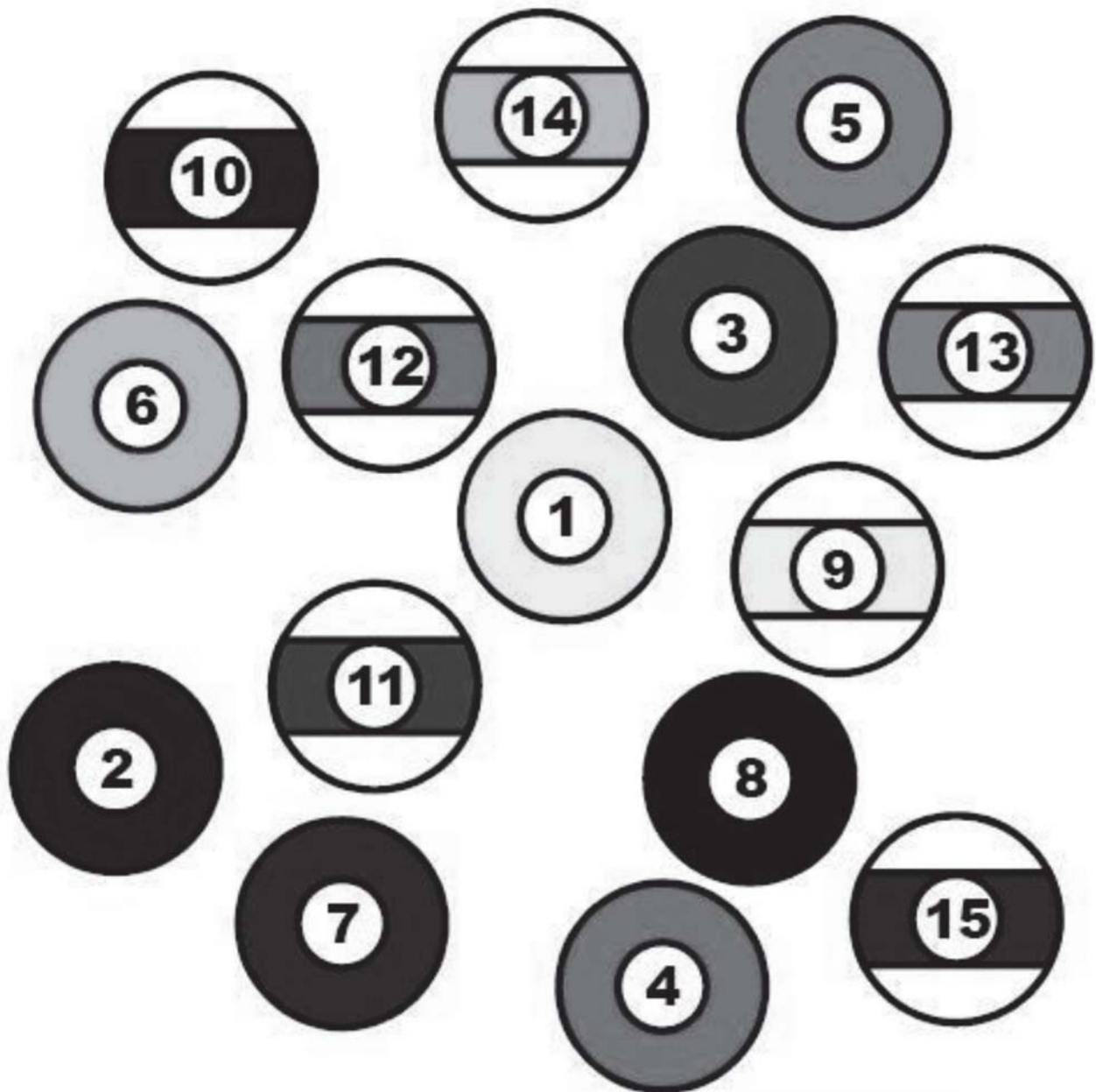
Name: _____

Date: _____

Witness: _____

Score: _____

GOOD BREAK SCORESHEET



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SIMULATED STAGE 1 CHAMPIONSHIP

Objective: To provide cadets the opportunity to compete in a simulated CCMCS Stage 1 Championship (Match 1.1), intended for team selection by:

- competing as an individual against each other;
- firing at a distance of 10 m;
- firing in the prone unsupported position;
- firing one target per relay;
- loading single pellets only; and
- coaching on the firing line as permitted.

Note: This activity shall be conducted IAW Part 4, Section 3 of A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.

Scoring: Targets will be scored IAW A-CR-CCP-177/PT-001 *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*, to include:

- Each CCM Competition Target has a highest possible score of 100 points (10 diagrams worth 10 points each).
- All pellet holes are scored using the highest value of the scoring ring that it is broken.
- Pellet holes outside the scoring rings are given a value of zero.
- If more than one pellet is fired on a diagram, the pellet hole with the highest value will be discarded until one pellet hole remains on the diagram. A two-point penalty will be applied for each excess pellet hole.
- Only the prescribed number of pellet holes may be fired at each diagram (eg, if two shots were fired at the first diagram, one diagram on the target would remain blank [free of pellet holes]).

Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (10 pellets),
- CCT2001AR853 (CCM Competition Target),
- .177- / .22-scoring magnifier (scoring magnifier),
- Scoring plug,
- Scoring template,
- Target frame,
- Stopwatch.

Optional aids to firing are limited to the following:

- Cadet air rifle sling,
- Marksmanship jacket,

- Marksmanship glove, and
- Hat.

Activity Instructions:

1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute the CCM Competition Target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give the cadets 10 pellets to fire.
5. Have the cadets fire, in relays, following the commands given by the RSO.
6. Give the cadets 15 minutes to complete firing.
7. Have the cadets retrieve their targets.
8. Score the targets using a scoring magnifier and / or scoring template.
9. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope,
- Use of sights not provided with the cadet air rifle, and
- Coaching.

SIMULATED STAGE 2 CHAMPIONSHIP

Objective: To provide cadets the opportunity to compete in a simulated CCMMS Stage 2 Championship (Match 1.2 A), intended for team competition by:

- competing as a team of five competitors;
- firing at a distance of 10 m;
- firing in the prone unsupported position;
- firing two targets per relay;
- firing two relays;
- loading single pellets only; and
- coaching on the firing line as permitted.

Note: This activity shall be conducted IAW Part 4, Section 3 of A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.

Scoring: Targets will be scored IAW A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*, to include:

- Each member has a highest possible score of 400 points (40 diagrams worth 10 points each).
- The top four competitors will be counted towards the team's highest possible score of 1600 points.
- All shot holes are scored using the highest value of the scoring ring that it is broken.
- Shots outside the scoring rings are given a value of zero.
- If more than the one pellet is fired on a diagram, the shots with the highest value will be discarded until one shot remains on the diagram. A two-point penalty will be applied for each excess shot.
- Only the prescribed number of shots may be fired at each diagram (eg, if two shots were fired at the first diagram, one diagram on the target would remain blank [free of shots]).

Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (40 pellets),
- CCT2001AR853 (air rifle competition target),
- .177- / .22-scoring magnifier (scoring magnifier),
- Scoring plug,
- Scoring template,
- Target frame, and
- Stopwatch.

Activity Instructions:

1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute two CCM Competition Targets to each cadet.
3. Have the cadets write their name and date on the targets and attach them to the target frame.
4. Give the cadets 20 pellets to fire.
5. Have the cadets fire, in relays, following the commands given by the RSO.
6. Give the cadets 30 minutes to complete firing.
7. Have the cadets retrieve their targets.
8. Score the targets using a scoring magnifier and / or scoring template.
9. Allow the cadets to review and keep their targets.
10. Repeat steps 2 to 9.

The following are prohibited:

- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope,
- Use of sights not provided with the cadet air rifle, and
- Coaching.



COMMON TRAINING PHASE ONE INSTRUCTIONAL GUIDE



SECTION 7

EO C106.02 – CLEAN AND STORE THE CADET AIR RIFLE

Total Time:	30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- prepare a mock air rifle range to be used in the conduct of the lesson.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

This lesson will be presented using the demonstration and performance method. The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to clean and store the cadet air rifle during a range practice.

IMPORTANCE

Many inaccuracy complaints can be traced back to a dirty bore. Therefore, air rifles must be cleaned and maintained on a regular basis in order to ensure proper operation and sustained accuracy.

Teaching Point 1**Explain and Demonstrate the Procedure for Cleaning the Cadet Air Rifle**

Time: 15 min

Method: Demonstration and Performance

THE IMPORTANCE OF CLEANING THE AIR RIFLE

No one should attempt to clean a rifle until individual safety precautions have been performed on the rifle, and it is certain that the barrel is clear of any obstructions.

It is important to keep the air rifle clean because a dirty bore will eventually cause accuracy problems. Although air rifles do not suffer from powder deposits as do small bore and large bore rifles, they do experience a build-up of residue in the barrel.

WHEN TO CLEAN THE AIR RIFLE

There are four main times to clean the cadet air rifle:

1. Before firing.
2. After firing.
3. Periodically.
4. Before storage.



Cadets will not actually be cleaning the air rifle during this period of instruction. This may be done after participating in a range practice.

CLEANING PROCEDURE FOR THE AIR RIFLE

When	Action
Before firing	Fire two to three felt cleaning pellets.
After firing	Fire two to three felt cleaning pellets.
Periodically	1. Fire a felt cleaning pellet soaked in SAE 30 motor oil. 2. Wait five minutes. 3. Fire three felt cleaning pellets.
Before storage of three months or more.	1. Fire two to three felt cleaning pellets. 2. Fire one felt cleaning pellet soaked in SAE 30 motor oil. 3. Fire three felt cleaning pellets when taking rifle out of storage.

CONFIRMATION OF TEACHING POINT 1**QUESTIONS**

- Q1. What must be done before attempting to clean an air rifle?
- Q2. When are the four times an air rifle must be cleaned?
- Q3. How many felt cleaning pellets are fired before participating in a range practice?

ANTICIPATED ANSWERS

- A1. Individual safety precautions.
- A2. Before firing, after firing, periodically, and before storage for three months or more.
- A3. Two to three cleaning pellets will be fired before participating in a range practice.

Teaching Point 2**Explain and Demonstrate the Sequence for Storing the Air Rifle**

Time: 10 min

Method: Demonstration and Performance

STORING THE AIR RIFLE IN THE CASE

The sequence for storing the cadet air rifle is the reverse order of the procedure for removing the air rifle from the case:

1. Ensure the open case is pointed in a safe direction.
2. Close the action (bolt forward and closed).
3. Slide safety rod out of the barrel.
4. Place the rifle in the case in the direction of the arrow on the case.
5. Confirm pumping lever is partially open.
6. Confirm the safety catch is ON.
7. Close the case.

CONFIRMATION OF TEACHING POINT 2**QUESTIONS**

- Q1. What position is the bolt in for storage?
- Q2. What direction is the rifle placed in the case?
- Q3. What position is the safety catch placed in for storage?

ANTICIPATED ANSWERS

- A1. Forward and closed.
- A2. In the direction of the arrow on the case.
- A3. ON, with no red showing.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. What must be done before anyone should attempt to clean an air rifle?
- Q2. What types of problems can be caused by a dirty bore?
- Q3. Before storage cleaning is done when a rifle will be stored for how long?

ANTICIPATED ANSWERS

- A1. They perform individual safety precautions.
- A2. It is important to keep the air rifle clean because a dirty bore will eventually cause accuracy problems.
- A3. Three months or more.

CONCLUSION

HOMEWORK/READING/PRACTICE

Nil.

METHOD OF EVALUATION

The instructor will confirm cadets' ability to clean and store the cadet air rifle at the end of a range practice.

CLOSING STATEMENT

A dirty air rifle and bore will cause accuracy and operation problems. Therefore, air rifles must be cleaned and maintained on a regular basis in order to ensure proper operation and sustained accuracy.

INSTRUCTOR NOTES/REMARKS

Emphasis must be placed on the safety aspects of this lesson.

REFERENCES

A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Programme Reference Manual*. Ottawa, ON: Department of National Defence.



ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 1

EO M107.01 – PARTICIPATE IN A DISCUSSION ON PHASE ONE TRAINING

Total Time:	30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, 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 a set of Performance Objective (PO) index cards, and tape under the chairs or place face down on the desks in the classroom or training area.

Prepare a list of optional training offered at the corps, including timings and participation requirements.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for this lesson to orient the cadet to the content of Phase One training and opportunities at the corps.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have participated in a discussion on the training in Phase One.

IMPORTANCE

Having an overview of the training opportunities provided to Phase One cadets prepares new cadets for the training year. They will be able to see how training fits together and identify areas they are particularly interested in. This overview should excite and energize cadets for the coming year.

Teaching Point 1**Conduct an activity to introduce the content of Phase One.**

Time: 15 min

Method: Interactive Lecture

PERFORMANCE OBJECTIVES

There is common cadet training which applies to sea, army and air cadets. POs for these common cadet subjects are as follows:

PO Number and Topic	PO Statement
100 Positive Social Relations for Youth	Participate in <i>Positive Social Relations for Youth</i> Training
101 Citizenship	Perform Individual Acts that Better the Community
102 Community Service	Perform Community Service
103 Leadership	Participate as a Member of a Team
104 Personal Fitness and Healthy Living	Track Participation in Physical Activities
105 Physical Activities	Participate in Physical Activities
106 Marksmanship	Fire the Cadet Air Rifle
107 General Cadet Knowledge	Serve in a Sea Cadet Corps
108 Drill	Perform Drill Movements During an Annual Ceremonial Review
111 Biathlon	Participate in Recreational Summer Biathlon Activities

SEA CADET TRAINING

PO Number and Topic	PO Statement
PO 120 Royal Canadian Navy and Maritime Community	Become Familiar with the Sea Element of the Canadian Forces and Maritime Community
PO 121 Ropework	Perform Basic Ropework
PO 122 Small Craft Operation	Participate in a Small Craft Operations Weekend
PO 123 Ship's Operations	Respond to Basic Forms of Naval Communication
PO 125 Nautical Training	Participate in a Nautical Training Weekend
Inter-Divisional Seamanship Competition	

ACTIVITY

Time: 10 min

OBJECTIVE

This activity is designed to familiarize the cadet with the POs taught in Phase One.

RESOURCES

- Index cards with the PO numbers and topics as per Attachment A.
- Index cards with the objectives / statements as per Attachment A.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have the cadets look at their cards and select one of the cadets to read their card aloud.
 - If the card is a PO topic, ask the cadet who thinks they have the matching objective / statement on their card to read out their answer.
 - If the card contains an objective / statement, ask the cadet who thinks they have the matching PO topic to read out their answer.
2. The remainder of the cadets in the class should indicate whether they agree or disagree with this match.
3. If the match is incorrect, ask for another cadet who thinks they have the correct match to read it to the class.
4. If the match is correct, confirm and provide details about the PO including periods allocated and associated activities. The index cards should then be posted on the wall.
5. Select another cadet to read their card aloud.
6. The game continues until all PO topics and objectives / statements have been covered.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

QUESTION:

- Q. What PO most interested you? Go around the room and have the cadets state what PO they are most interested in and why.

ANTICIPATED ANSWERS:

- A. Get each cadet to name the PO that they are most interested in. Possible answers could include all of the POs listed here:
- *Positive Social Relations for Youth,*
 - citizenship,
 - community service,
 - leadership,
 - personal fitness and healthy living,
 - recreational sports,
 - marksmanship,
 - general cadet knowledge,
 - drill,
 - biathlon,
 - Royal Canadian Navy and the maritime community,
 - ropework,
 - small craft operations,

- ship's operations, or
- nautical training.

Teaching Point 2

Explain available optional training at the corps.

Time: 10 min

Method: Interactive Lecture

CORPS OPTIONAL TRAINING OPPORTUNITIES

Optional training offered at the cadet corps varies, depending on a number of factors. Some of these opportunities are dependent on the availability and qualification of staff, and resources of the corps. The corps may offer such activities as:

- Cultural education / travel,
- Music (military band and pipes and drums),
- Winter biathlon,
- First-aid,
- Drill teams, and
- Other optional training that the unit and sponsor choose to pursue.



The focus here should be on activities that the corps is involved in. Days of training, timings, level of participation and any other important details should be included.

CONFIRMATION OF TEACHING POINT 2**QUESTIONS:**

- Q1. What are some of the optional training activities that your corps participates in?
- Q2. What activities would you like to participate in? (Go around the room, and each cadet will reveal what activity(ies) they are most interested in.)

ANTICIPATED ANSWERS:

- A1. Answers will vary and will include, but are not limited to, cultural education / travel, music, summer and winter biathlon, first-aid, drill teams and anything else that an individual corps may choose to participate in.
- A2. Answers will vary by cadet.

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK/READING/PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

There is a wide variety of training available in Phase One. Cadets should look for activities that interest them outside of the mandatory training provided. The cadet will enjoy and benefit more from this program by getting involved in these activities.

INSTRUCTOR REMARKS

This lesson should be scheduled at the beginning of the training year.

REFERENCES

A1 019 Director Cadets. (2003). *CATO 31-03 Sea Cadets Program Outline*. Ottawa, ON: Department of National Defence.

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101 – Citizenship	120 – Royal Canadian Navy and the Maritime Community	105 – Physical Activities
123 – Ship’s Operations	102 – Community Service	107 – General Cadet Knowledge
104 – Personal Fitness and Healthy Living	106 – Air Rifle Marksmanship	121 – Ropework
108 – Drill	122 – Small Craft Operation	103 – Leadership
125 – Nautical Training	100 – Positive Social Relations for Youth	111–Biathlon

Fire the Cadet Air Rifle	Participate in a Small Craft Operation Weekend	Track Participation in Physical Activities
Become Familiar with the Sea Element of the Canadian Forces and Maritime Community	Perform Community Service	Participate in Positive Social Relations for Youth Training
Respond to Basic Forms of Naval Communications	Perform Individual Acts That Better the Community	Perform Basic Ropework
Participate in Physical Activities	Perform Drill Movements During an Annual Ceremonial Review Parade	Participate as a Member of a Team
Participate as a Member of the Corps	Participate in Recreational Summer Biathlon Activities	Participate in a Nautical Training Weekend



ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 2

EO M107.02 – IDENTIFY SEA CADET AND NAVAL OFFICER RANKS

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-601/PG-001, *Phase One Qualification Standard and Plan*, 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.

Obtain a set of cadet ranks / slip-ons from the corps supply.

Prepare index cards with pictures of cadet ranks and officer ranks up to Lt(N), one card per cadet.

Photocopy officer ranks located at Attachment B.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for this lesson to orient the cadets to the rank structure of the RCSC and the Royal Canadian Navy.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have identified sea cadet and naval officer ranks.

IMPORTANCE

It is important that the cadets be able to identify ranks of both cadets and officers in order to pay proper marks of respect and follow the chain of command. It is also a matter of courtesy to address people by their correct rank.

Teaching Point 1**Explain the structure and rank insignia of the RCSC.**

Time: 10 min

Method: Interactive Lecture



Criteria for Sea Cadet Promotions are found in CATO 13-02, *Cadet Rank Promotions*.

CADET RANKS

Every cadet in the corps has a rank. Ranks are an indication of the experience and responsibility each cadet has.



Indicate the differences between the Sea Cadet rank structure and that of the naval NCM ranks. Images of the naval NCM ranks are found in Attachment B.

ORDINARY SEAMAN (OS)

Cadets will start at the rank of ordinary seaman upon enrolment in sea cadets.

There is no badge for the rank of ordinary seaman.

ABLE SEAMAN (AB)

The able seaman rank badge has one chevron. When worn on the tunic it is worn on the upper left sleeve, centred midway between the shoulder seam and the point of the elbow.



Diagram 1 Able Seaman Rank Badge

CATO 35-01 Royal Canadian Sea Cadet Dress Instructions

LEADING SEAMAN (LS)

The leading seaman rank badge has two chevrons. When worn on the tunic it is worn on the upper left sleeve, centred midway between the shoulder seam and the point of the elbow.



Diagram 2 Leading Seaman Rank Badge

CATO 35-01 Royal Canadian Sea Cadet Dress Instructions

MASTER SEAMAN (MS)

The master seaman rank badge has two chevrons with an anchor on top. When worn on the tunic it is worn on the upper left sleeve, centred midway between the shoulder seam and the point of the elbow.



Diagram 3 Master Seaman Rank Badge

CATO 35-01 Royal Canadian Sea Cadet Dress Instructions

PETTY OFFICER SECOND CLASS (PO2)

The petty officer second class badge has three chevrons with two crossed anchors on top. When worn on the tunic it is worn on the upper left sleeve, centred midway between the shoulder seam and the point of the elbow.



Diagram 4 Petty Officer Second Class Rank Badge

CATO 35-01 Royal Canadian Sea Cadet Dress Instructions

PETTY OFFICER FIRST CLASS (PO1)

The petty officer first class badge is a crown. When worn on the tunic it is worn on the lower left sleeve, centred midway between the bottom of the cuff and the point of the elbow.



Diagram 5 Petty Officer First Class Rank Badge

CATO 35-01 Royal Canadian Sea Cadet Dress Instructions

CHIEF PETTY OFFICER SECOND CLASS (CPO2)

The chief petty officer second class badge is a crown encircled by a wreath. When worn on the tunic it is worn on the lower left sleeve, centred midway between the bottom of the cuff and the point of the elbow.



Diagram 6 Chief Petty Officer Second Class Rank Badge

CATO 35-01 Royal Canadian Sea Cadet Dress Instructions

CHIEF PETTY OFFICER FIRST CLASS (CPO1)

The chief petty officer first class badge is the Canadian Coat of Arms. When worn on the tunic it is worn on the lower left sleeve, centred midway between the bottom of the cuff and the point of the elbow.



Diagram 7 Chief Petty Officer First Class Rank Badge

CATO 35-01 Royal Canadian Sea Cadet Dress Instructions



Ranks are also worn on the gunshirt, all-season jacket, and blue postman shirt. Badges for the gunshirt are the same as those of the tunic, except the insignia is blue on white. When worn on the gunshirt all rank badges shall be worn on the left sleeve, centred midway between the top of the shoulder and the bottom of the sleeve. Slip-ons are worn on both shoulders of the all-season jacket, and blue postman shirt.



Show cadets the tunic, gunshirt and slip-on badges for each rank.

ACTIVITY – WHO AM I?

Time: 5 min

OBJECTIVE

The objective of this activity is for the cadets to become familiar with the sea cadet ranks.

RESOURCES

- Paper copies of each rank, located at Attachment A.
- Tape.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Tape ranks to the back of each cadet (the cadet does not get to see the rank that is on their back).
2. Have the cadets walk around and ask other cadets yes / no questions to determine what rank they are wearing. For example, "Do I have two chevrons?" The cadet has to determine from the answers what rank they are.
3. The cadets can only ask one question to each of the other cadets to determine what rank they are.
4. Once cadets have determined what rank they think they are, have them group by rank.
5. After three minutes, split the cadets into groups and have them present what rank they think they are based on the information they have received. For example, if a group has determined they have only two chevrons on their back, they would present themselves as the leading seaman group / individual.
6. Check that they have grouped themselves correctly.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

The cadets' participation in the activity will serve as the confirmation for this teaching point.

Teaching Point 2

Explain the naval officer rank structure.

Time: 15 min

Method: Interactive Lecture

JUNIOR OFFICERS

Once an officer is promoted to the rank of acting sub-lieutenant they become a commissioned member of the Canadian Forces. Receiving a commission means that a person has been recognized by the monarchy (King or Queen) to serve as an officer.



Diagram 8 Female and Male Junior Officer Headdress

Acting Sub-Lieutenant (A/SLt)



Diagram 9 Acting Sub-Lieutenant Rank

Sub-Lieutenant (SLt)



Diagram 10 Sub-Lieutenant Rank

Lieutenant (Navy) (Lt(N))



Diagram 11 Lieutenant (Navy) Rank

SENIOR OFFICERS



Diagram 12 Female and Male Senior Officer Headdress

www.navres.forces.gc.ca/HQ-QG/recrut/grade_e.htm

Lieutenant-Commander (LCdr)



Diagram 13 Lieutenant-Commander Rank

Commander (Cdr)



Diagram 14 Commander Rank

Captain (Navy) (Capt(N))

Diagram 15 Captain (Navy) Rank

FLAG OFFICERS

Flag officers are unique in that there are two manners in which to distinguish their ranks. All four of these ranks will wear one extra thick braid when in their dress uniform. To distinguish between the four ranks, there are differences in their epaulettes. All of the epaulettes will have a crown over a pair of crossed swords; with the distinguishing feature being the number of maple leaves under the swords.



Diagram 16 Female and Male Flag Officer Headdress

www.navres.forces.gc.ca/HQ-QG/recrut/grade_e.htm

Commodore (Cmdre)

Diagram 17 Commodore Rank

Rear-Admiral (RAdm)

Diagram 18 Rear-Admiral Rank

Vice-Admiral (VAdm)

Diagram 19 Vice-Admiral Rank

Admiral (Adm)



Diagram 20 Admiral Rank



If available, show the cadets actual ranks. If not available, show the cadets pictures of the ranks.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. What is the lowest rank that a naval officer may hold?
- Q2. Which rank has two thick gold braids?
- Q3. Which rank has one thick gold braid above a thin gold braid?

ANTICIPATED ANSWERS:

- A1. Naval Cadet.
- A2. Lieutenant (Navy).
- A3. Sub-Lieutenant.

ACTIVITY – “RANK TRADE”

Time: 5 min

OBJECTIVE

The objective of this activity is for cadets to become familiar with the naval officer ranks.

RESOURCES

- Sets of naval officer rank cards, one card for each cadet.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute one index card to each cadet.
2. Have the cadets introduce their rank to another cadet. When both cadets have introduced their ranks, they will trade cards. They are to repeat the process with three different cadets.

3. Have the cadets form groups based on the rank they are holding.
4. Have the cadets form a line in order of rank from NCdt to Lt(N).

SAFETY

Nil.

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK/READING/PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Cadets will be required to recognize the sea cadet and naval officer ranks on an ongoing basis throughout their time as a cadet.

INSTRUCTOR NOTES/REMARKS

Nil.

REFERENCES

A1-003 Director Cadets. (2012). CATO 35-01 *Royal Canadian Sea Cadets Dress Instructions*. Ottawa, ON.

A1-011 Department of National Defence Canadian Forces. Retrieved 4 April 2006 from www.forces.gc.ca/site/Community/insignia/nava_e.asp.

A1-014 Naval Reserve. Retrieved 10 April 2006, from www.navres.forces.gc.ca/HQ-QG/recrut/grade_e.htm.

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SEA CADET RANKS



NO RANK BADGE

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JUNIOR OFFICER RANKS



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**NON-COMMISSIONED MEMBER (NCM) RANKS OF
THE NAVAL ELEMENT OF THE CANADIAN FORCES**

NO INSIGNIA



ORDINARY SEAMAN (OS)



ABLE SEAMAN (AB)

PETTY OFFICER SECOND CLASS (PO2)



PETTY OFFICER FIRST CLASS (PO1)



LEADING SEAMAN (LS)



CHIEF PETTY OFFICER SECOND CLASS (CPO2)



MASTER SEAMAN (MS)



CHIEF PETTY OFFICER FIRST CLASS (CPO1)

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ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 4

EO M107.03 – OBSERVE THE RULES AND PROCEDURES FOR THE PAYING OF COMPLIMENTS

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-601/PG-001, *Phase One Qualification Standard and Plan*, 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

Nil.

APPROACH

An in-class activity was chosen for TPs 1 and 2 as an interactive way to provoke thought and stimulate interest in procedures for addressing NCOs, subordinate officers and commissioned officers.

An interactive lecture was chosen for TPs 3 and 4 to orient the cadets to regulations for paying compliments inside a building, and to other occasions to pay compliments.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall know when and where to pay compliments.

IMPORTANCE

Knowledge gained during this lesson will be applied when addressing and interacting with officers and NCOs at the corps and the cadet summer training centre.

Teaching Point 1**Explain and conduct an activity on the procedures for addressing a cadet NCO or a subordinate officer.**

Time: 10 min

Method: In-Class Activity

ADDRESSING CADET NCOs AND SUBORDINATE OFFICERS

It is important to pay the correct compliments to the appropriate individuals.

When addressing a cadet NCO or a subordinate officer, the cadet will stand at the position of attention. As cadet NCOs and subordinate officers do not hold a commission from the Queen, they are not saluted. Throughout the conversation, the cadet shall address the NCO or subordinate officer by their rank and surname and remain at the position of attention. When the cadet has completed addressing the NCO or officer, they should dismiss themselves appropriately by turning to the right.



Demonstrate this process prior to moving on to the activity.

ACTIVITY

Time: 5 min

OBJECTIVE

The objective of this activity is to provide the cadets an opportunity to practice the procedures for addressing cadet NCOs and subordinate officers.

RESOURCES

Nil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups of no more than three.
2. Have the cadets practice the procedures for addressing cadet NCOs and subordinate officers, including:
 - approaching the NCO / subordinate officer and standing at the position of attention;
 - addressing the NCO / subordinate officer by their rank and surname; and
 - dismissal.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. Do cadet NCOs and subordinate officers hold a commission from the Queen?
- Q2. If they do not hold a commission, are they saluted?
- Q3. Name an action the cadet should take while addressing a cadet NCO/subordinate officer.

ANTICIPATED ANSWERS

- A1. No, they do not hold a commission.
- A2. No, they are not saluted.
- A3. Standing at the position of attention, addressing by rank and surname, and dismissing appropriately.

Teaching Point 2

Explain and conduct an activity on the procedure for addressing a commissioned officer.

Time: 5 min

Method: In-Class Activity

ADDRESSING COMMISSIONED OFFICERS

When addressing commissioned officers, the same procedures are followed as when addressing NCOs and subordinate officers except a salute shall be given.

The cadet shall stand at the position of attention after approaching the commissioned officer. The cadet will then give the appropriate salute as outlined in A-PD-201-000/PT-000, *Canadian Forces Manual of Drill and Ceremonial*. Throughout the conversation the cadet shall address the commissioned officer by their rank and surname and always remain at the position of attention unless otherwise directed by the commissioned officer. When the cadet has completed addressing the officer, they should again salute and dismiss themselves appropriately.



Demonstrate this process prior to moving on to the activity.

ACTIVITY

Time: 5 min

OBJECTIVE

The objective of this activity is to provide the cadets an opportunity to practice the procedures for addressing a commissioned officer.

RESOURCES

Nil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups of no more than three.
2. Have cadets practice the procedures for addressing a commissioned officer, including:
 - approaching the commissioned officer and standing at the position of attention;
 - saluting;
 - addressing the commissioned officer by their rank and surname;
 - saluting prior to dismissal; and
3. dismissal.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. Are you required to salute commissioned officers? Why?
- Q2. When should the commissioned officer be saluted?

ANTICIPATED ANSWERS

- A1. Yes. They hold a commission from the Queen.
- A2. After the officer has been approached and prior to dismissal.

Teaching Point 3

Explain the regulations for paying compliments inside a building.

Time: 5 min

Method: Interactive Lecture

PAYING COMPLIMENTS INSIDE A BUILDING

Salutes are not given inside buildings except when on parade, during ceremonial occasions, or when entering and leaving offices. However, cadets shall turn their head and offer a polite greeting when meeting an officer in a common area. It is not customary to wear headdress inside a building.

ENTERING THE SHIPS OFFICE

When entering an office the cadet shall:

- stand at the position of attention in the doorway;
- salute if wearing headdress and the office occupant holds a commission; and
- politely ask permission to enter the office.

LEAVING THE SHIPS OFFICE

When leaving an office the cadet shall:

- stand at the position of attention in the doorway;
- salute if wearing headdress and the office occupant holds a commission; and
- depart.



Demonstrate this process prior to moving on to the activity.

ACTIVITY

Time: 5 min

OBJECTIVE

The objective of this activity is to provide the cadets an opportunity to practice the procedures for entering and leaving offices.

RESOURCES

Nil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups of no more than three.
2. Have the cadets practice the procedures for entering and leaving offices, including:
 - Entering:
 - Stand at the position of attention in the doorway when entering;
 - Salute if wearing headdress and the office occupant holds a commission; and
 - Politely ask permission to enter the office.
 - Leaving:
 - Stand at the position of attention in the doorway when leaving the office;
 - Salute if wearing headdress and the office occupant holds a commission; and
3. Depart.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

Q1. Name two times or places where compliments are paid inside a building.

ANTICIPATED ANSWERS

A1. Parade square, ceremonial occasions, entering and leaving offices.

Teaching Point 4

Explain other occasions to pay compliments.

Time: 5 min

Method: Interactive Lecture

OTHER OCCASIONS TO PAY COMPLIMENTS

Cadets shall salute on the following occasions:

- a. the Canadian or another foreign national anthem is played;
- b. the Royal Anthem is played;
- c. recognizing a commissioned officer who is not in uniform;
- d. the national flag is being raised and lowered;
- e. the ensign is being lowered and raised;
- f. boarding and upon disembarking any of Her Majesty's Canadian ships or those of a foreign service, cadets shall pay compliments to the quarterdeck.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS

Q1. Does one salute when recognizing a commissioned officer out of uniform?

Q2. Does one pay compliments if the Star Spangled Banner is played?

ANTICIPATED ANSWERS

A1. Yes, compliments shall be paid.

A2. Yes, compliments are paid for all national anthems.

END OF LESSON CONFIRMATION

The cadets' participation in the activities will serve as the confirmation for this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

The cadets have learned how to address cadet NCOs, subordinate and commissioned officers; how to pay compliments inside a building; and other occasions on which to salute. Knowledge gained during this lesson will be applied when addressing and interacting with officers and NCOs at the corps and at the cadet summer training centre.

INSTRUCTOR NOTES/REMARKS

Nil.

REFERENCES

A0-002 A-PD-201-000/PT-000 National Defence. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: National Defence.

A0-003 National Cadet Website. www.cadets.ca/support/cato-oaic/intro_e.asp?vol=1. CATO Volume 3.

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ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 4

EO M107.04 – STATE THE AIM AND MOTTO OF THE SEA CADET PROGRAM

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-601/PF-001, *Phase One Qualification Standard and Plan*, 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.

Cut each puzzle, located in Attachment A, and place each into a separate envelope.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An in-class activity was chosen for TPs 1 and 2 as an interactive way to provoke thought and stimulate interest in the mission and vision of the Sea Cadet Program.

An interactive lecture was chosen for TPs 3 and 4 to orient the cadets to the aim and motto of the Cadet Program.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

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

- be familiar with the mission and vision of the cadet program; and
- state the aim and motto of the sea cadet program.

IMPORTANCE

Knowing the aim and motto of the sea cadet program is fundamental for any sea cadet. This information will give cadets a better understanding of how the cadet program can help them develop both as a cadet and an individual.

Teaching Point 1**Conduct an activity on the mission of the Cadet Program.**

Time: 5 min

Method: In-Class Activity



Conduct the brainstorming activity before stating the mission.

MISSION OF THE CADET PROGRAM

The mission of the cadet program is to contribute to the development and preparation of youth for the transition to adulthood, enabling them to meet the challenges of modern society, through a dynamic, community-based program.

ACTIVITY

Time: 5 min

OBJECTIVE

The objective of this activity is to have the cadets brainstorm ideas about what the mission of the cadet program.

RESOURCES

- Flip chart paper.
- Flip chart markers.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into two groups.
2. Give each group a piece of flip chart paper and a marker.
3. Direct each group to brainstorm ideas about what they think the cadet program mission (or objective) is.
4. Give the groups two minutes to complete this activity.
5. After the two minutes, have each group present their ideas.
6. Finish the activity by providing the definition.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1**QUESTIONS**

- Q1. What is the mission of the cadet program?

ANTICIPATED ANSWERS

- A1. To contribute to the development and preparation of youth for the transition to adulthood, enabling them to meet the challenges of modern society, through a dynamic, community-based program.

Teaching Point 2

Conduct an activity on the vision of the Cadet Program.

Time: 5 min

Method: In-Class Activity



Conduct the brainstorming activity before stating the vision.

VISION OF THE CADET PROGRAM

The vision of the cadet program is a relevant, credible and proactive youth development organization, offering the program of choice for Canada's youth, preparing them to become the leaders of tomorrow through a set of fun, challenging, well-organized and safe activities.

ACTIVITY

Time: 5 min

OBJECTIVE

The objective of this activity is to have the cadets brainstorm ideas about what the vision of the cadet program.

RESOURCES

- Flip chart paper.
- Flip chart markers.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into two groups.
2. Give each group a piece of flip chart paper and a marker.
3. Direct each group to brainstorm ideas about what they think is the cadet program vision.
4. Give the groups two minutes to complete this activity.
5. After the two minutes, have each group present their ideas.
6. Finish the activity by providing the definition.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

Q1. What is the vision of the cadet program?

ANTICIPATED ANSWERS

A1. The vision of the cadet program is a relevant, credible and proactive youth development organization, offering the program of choice for Canada's youth, preparing them to become the leaders of tomorrow through a set of fun, challenging, well-organized and safe activities.

Teaching Point 3

Describe the aim of the Cadet Program.

Time: 10 min

Method: Interactive Lecture

DEVELOP IN YOUTH THE ATTRIBUTES OF GOOD CITIZENSHIP AND LEADERSHIP

The cadet program aims to help in the development of cadets as good citizens and leaders.

Through citizenship and community service activities, the cadet develops an understanding of and an appreciation for community membership and involvement within cadet, local, regional, provincial, national and global communities. Cadets' active involvement will have a positive impact on local communities, which will contribute to community strength and vibrancy.

Through leadership activities, cadets develop interpersonal skills and assume responsibility as effective team members, leaders and dynamic coaches. They will develop the ability to conduct themselves in an ethical and socially responsible way.

PROMOTE PHYSICAL FITNESS

The cadet program aims to promote physical well-being. Cadets develop an understanding of the benefits of fitness and a healthy lifestyle. This understanding, combined with on-going participation in fitness activities, aids in the development of positive attitudes and behaviours that build resiliency within cadets and enables them to meet challenges.

STIMULATE THE INTEREST OF YOUTH IN THE SEA, LAND AND AIR ACTIVITIES OF THE CANADIAN FORCES

The cadet program aims to expose youth to the sea, land and air activities of the Canadian Forces (CF). Cadets develop elemental skills through introduction and interaction with their respective CF communities. The cadet program educates and promotes liaison with civilian maritime, adventure and aviation communities. These combined experiences and interactions are essential to the unique identity of the sea, army and air cadet organizations. Also, they distinguish the cadet program as a whole from other youth development programs.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

Q1. What is the aim of the Cadet Program?

Q2. How does the cadet program help in developing good citizens and leaders?

- Q3. How does the cadet program promote physical fitness?
- Q4. How does the cadet program stimulate an interest in the sea, land and air activities of the CF?

ANTICIPATED ANSWERS

- A1. The aim is to develop in youth the attributes of good citizenship and leadership, to promote physical fitness, and to stimulate the interest of youth in the sea activities of the CF.
- A2. The cadet program aims to help in the development of cadets as good citizens and leaders through citizenship and leadership. Through citizenship and community service activities, the cadet develops an understanding of and an appreciation for community membership and involvement within cadet, local, regional, provincial, national and global communities. Cadets' active involvement will have a positive impact on local communities, which will contribute to community strength and vibrancy. Within leadership, cadets develop interpersonal skills and assume responsibility as effective team members, leaders and dynamic coaches. They will develop the ability to conduct themselves in an ethical and socially responsible way.
- A3. The cadet program aims to promote physical well-being. Cadets develop an understanding of the benefits of fitness and a healthy lifestyle. This understanding, combined with on-going participation in fitness activities, aids in the development of positive attitudes and behaviors that build resiliency within cadets and enables them to meet challenges.
- A4. The cadet program aims to expose youth to the sea, land and air activities of the CF. Cadets develop elemental skills through introduction and interaction with their respective CF communities. The cadet program educates and promotes liaison with civilian maritime, adventure and aviation communities. These combined experiences and interactions are essential to the unique identity of the sea, army and air cadet organizations, distinguishing each from each other, and the cadet program as a whole from other youth development programs.

Teaching Point 4

State the motto of the Sea Cadet Program.

Time: 5 min

Method: Interactive Lecture

MOTTO OF THE SEA CADET PROGRAM

The motto of the sea cadet program is "Ready Aye Ready".

ACTIVITY

Time: 5 min

OBJECTIVE

The objective of this activity is to confirm the mission, vision and aim of the Cadet Program and motto of the Sea Cadet Program.

RESOURCES

- Puzzles located at Attachment A, and
- Envelopes.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the class into four groups.
2. Give each group an envelope with a puzzle in it.
3. Direct each group to piece together the puzzle in the envelope.
4. When the puzzles are complete, have a member of each group read out what their group's puzzle says.

SAFETY

Nil.

CONCLUSION

HOMEWORK/READING/PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

The aims and motto of the sea cadet program provide the cadet with a greater understanding of what it means to be a sea cadet. The aim and motto will contribute to the development of a sense of pride in belonging to the sea cadet program.

INSTRUCTOR NOTES/REMARKS

Nil.

REFERENCES

A0-003 Director Cadets. (1999). *CATO 11-03 Cadet Program Mandate*. Ottawa, ON.

PUZZLES

The mission of the cadet program is to contribute to the development and preparation of youth for the transition to adulthood, enabling them to meet the challenges of modern society, through a dynamic, community-based program.

A relevant, credible and proactive youth development organization, offering the program of choice for Canada's youth, preparing them to become the leaders of tomorrow through a set of fun, challenging, well-organized and safe activities.

Develop in youth the
attributes of good citizenship and
leadership.

Promote physical fitness.

Stimulate the interest of youth in
the sea, land and air activities of
the Canadian Forces.

Ready
Aye
Ready



ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 5

EO M107.05 – WEAR THE SEA CADET UNIFORM

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-601/PF-001, *Phase One Qualification Standard and Plan*, 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.

Have an ironing board, iron, pressing cloth, boot polish, boot cloth, old toothbrush and lint brush to use during the lesson.

Cut out and place the pieces of paper with the uniform parts written on them in a container.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A demonstration was chosen for this lesson as it allows the instructor to explain and demonstrate the proper way in which to wear the sea cadet uniform.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall wear the sea cadet uniform to the standard set forth in CATO 35-01 *Royal Canadian Sea Cadets Dress Instructions*.

IMPORTANCE

The cadet uniform is highly recognizable and the standard of personal dress, appearance and grooming shall be such as to reflect credit on the individual as well as on the Canadian Cadet Organization (CCO).

Teaching Point 1

Explain and demonstrate how to wear and care for the seaman's cap.

Time: 5 min

Method: Demonstration



Refer to CATO 35-01 Royal Canadian Sea Cadet Dress Instructions for the correct way to wear the seaman's cap, occasions to wear the chin stay, cap tally location and cleaning the cap.

Demonstrate how to wear and care for the seaman's cap, to include:

1. location on head,
2. chin stay,
3. cap tally, and
4. cleaning.



The cap tally can be made taut by using steam from a kettle. Ensure the bow portion is not steamed, as the steam will cause the material to shrink.

CONFIRMATION OF TEACHING POINT 1**QUESTIONS:**

- Q1. How many fingers above the eyebrow is the seaman's cap to be worn?
- Q2. How does the RCSC cap tally get worn on the seaman's cap?
- Q3. How should the white part of the cap be cleaned?

ANTICIPATED ANSWERS:

- A1. One finger above.
- A2. Centred between the "l" and the "A" in the word Canadian with the front cap seam, with a neat bow, between 5 to 7.5 cm in length, centred over the left ear vents.
- A3. The white part of the cap should be cleaned with cold water and a mild detergent or white toothpaste, taking care not to get any marks on the cap tally.

Teaching Point 2**Describe other authorized headdress and their proper wear.**

Time: 5 min

Method: Demonstration



Refer to CATO 35-01 Royal Canadian Sea Cadet Dress Instructions for the correct way to wear the wide-brimmed tan summer hat, baseball cap, and cadet toque.



As each headdress is being presented, demonstrate how to wear it properly.

Other types of headdress authorized for Sea Cadets include:

1. wide brimmed tan summer hat,
2. baseball cap, and
3. cadet toque.



Refer to CATO 35-01 for details on wearing the turban.

CONFIRMATION OF TEACHING POINT 2**QUESTIONS:**

- Q1. When may the wide-brimmed tan summer hat be worn?
- Q2. When may the cadet toque be worn?

ANTICIPATED ANSWERS:

- A1. Cadets participating in summer activities for which the regular headdress is unsuitable may wear the wide-brimmed tan summer hat.
- A2. The cadet toque may only be worn with the all-season jacket.

Teaching Point 3

Explain and demonstrate the correct manner in which to care for and wear clothing articles on the upper body.

Time: 5 min

Method: Demonstration



Refer to CATO 35-01 for details on how to care for the following items:

1. tunic,
2. rank slip ons,
3. gunshirt,
4. all-season jacket,
5. lanyard,
6. black gloves,
7. black mitts,
8. black t-shirt,
9. postman blue shirt, and
10. name tags.



As each piece of the uniform is being presented, demonstrate how to wear it properly.

Demonstrate how to wear and care for the following uniform items:

1. tunic, to include badge placement,
2. rank slip ons,
3. gunshirt,
4. all-season jacket,
5. lanyard,
6. black gloves,
7. black mitts,
8. black t-shirt,
9. postman blue shirt, and
10. name tags.



All badges are to be sewn on the tunic using thread which blends with the colour of the badge.



As each piece of the uniform is being presented, demonstrate how to wear it properly.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

- Q1. When are rank slip-ons to be worn?
- Q2. Where are creases to be worn on the gunshirt?
- Q3. How are the sleeves of the tunic to be pressed?

ANTICIPATED ANSWERS:

- A1. Rank slip-ons are to be worn by all cadets on the postman blue shirt and all-season jacket.
- A2. The gunshirt shall have creases along the upper edge of each sleeve (excluding the rank insignia), as well as a vertical crease centred down the front.
- A3. The sleeves of the tunic shall be roll pressed with no creases.

Teaching Point 4

Explain and demonstrate the correct manner to care for and wear clothing on the lower body.

Time: 5 min

Method: Demonstration



Refer to CATO 35-01 for details on how to care for and wear the trousers, grey sports shorts and black belt.

Demonstrate how to wear and care for the following uniform items:

- 1. trousers,
- 2. grey sports shorts, and
- 3. black belt



As each piece of uniform is being presented, demonstrate how to wear it properly.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS:

- Q1. How should the trousers be pressed?
- Q2. How should the issued black belt be worn?

ANTICIPATED ANSWERS:

- A1. The cadet trousers should be pressed so there are creases centred down the front and back of each leg, which extend from the bottom of the pant leg to the bottom of the waistband.
- A2. The issued black belt should be worn on the trousers with the buckle centred and the ends “brass on brass”.

Teaching Point 5

Explain and demonstrate the correct manner to wear footwear.

Time: 5 min

Method: Demonstration



Refer to CATO 35-01 for details on how to care for and wear footwear to include grey socks, black ankle boots, running shoes and black belt.

Demonstrate how to wear and care for the following uniform items:

1. Grey socks,
2. Black ankle boots, to include lacing, shining and
3. Running shoes.

CARING FOR BLACK ANKLE BOOTS

The black ankle boots should be cleaned and polished on a regular basis to include the following:

1. Clean the catwalks of the boot with an old toothbrush and black boot polish.
2. Use a soft cloth wrapped around the index finger ensuring it is flat against the pad of the finger without any wrinkles.
3. Dampen the tip of the cloth and apply a moderate amount of black boot polish.
4. Apply the polish to the boot in a steady, light circular motion, starting with larger circles to cover the area of the boot and using smaller circles to continuously work the polish into the boot.

5. Continue to rub the polish with a light circular motion until the circles can no longer be seen.
6. Breathe on the boot often to help work the polish into the boot.



The entire boot must be shined so it is easiest to do the boot in sections. For example, if you start with the toe, move next to the heel, then the sides. It is important to remove the laces and clean the tongue of the boot.



As each piece of footwear is being presented, demonstrate how to wear and care for it properly.

CONFIRMATION OF TEACHING POINT 5

QUESTIONS:

- Q1. When should grey socks be worn?
- Q2. How should the black ankle boots be laced?

ANTICIPATED ANSWERS:

- A1. Grey socks shall be worn at all times with boots and issued running shoes unless the cadet suffers from a recognized allergy to wool.
- A2. The black ankle boots should be laced horizontally from side to side.

Teaching Point 6

Explain and demonstrate the following aspects of personal appearance.

Time: 20 min

Method: Demonstration



Refer to CATO 35-01 for details on how hair for male and female cadets, make up, jewellery, tattoos, body piercing, eyeglass, sunglasses, backpacks and general deportment.

Demonstrate how to wear and care for the following uniform items:

1. Male hair, to include
 - a. sideburns,
 - b. moustaches, and
 - c. beards.
2. Female hair
3. Make up
4. Jewellery

5. Tattoos and body piercing
6. Eyeglasses / sunglasses
7. backpacks
8. general deportment

ACTIVITY

Time: 10 min

OBJECTIVE

The objective of this activity is to have the cadets identify various parts of the uniform and demonstrate how it is worn.

RESOURCES

- Seaman's cap,
- Wide brimmed tan summer hat,
- Baseball cap,
- Cadet toque,
- Tunic,
- Rank slip ons,
- Gunshirt,
- All-Season jacket,
- Lanyard,
- Black gloves,
- Black mitts,
- Black t-shirt,
- Postman blue shirt,
- Name tags,
- Trousers,
- Grey sports shorts
- Black belt
- Grey socks,
- Black ankle boots,
- Running shoes,
- Black belt,

- Container to put slips of paper in.
- Slips of paper with uniform pieces written on them (Attachment A to the Instructional Guide).

ACTIVITY LAYOUT

Nil.

ACTIVITY GUIDELINES

1. Have the cadets select a paper, indicating a part of the uniform.
2. Have them find the part indicated on the paper.
3. Have the cadet show the class how to wear the uniform part.
4. Repeat these steps until each cadet has chosen a piece. If there are more cadets than pieces of uniform, put the pieces of paper back in the container and start again.

SAFETY

Nil.

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK/READING/PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

The sea cadet uniform should be worn properly at all times. The cadet uniform is highly recognizable and the standard of personal dress, appearance and grooming shall be such as to reflect credit on the individual and on the CCO. The intent is to ensure a high standard of grooming consistent with that expected of cadets.

INSTRUCTOR NOTES/REMARKS

This lesson should be delivered at the beginning of the training year before the cadets are expected to wear their uniforms.

REFERENCES

A1-003 Director of Cadets. CATO 35-01 *Royal Canadian Sea Cadets Dress Instructions*. Ottawa, ON.

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Seaman's Cap	Trousers	Black Belt	Corps Title Insignia
Wide Brimmed Tan Summer Hat	Nametag	Grey Sports Shorts	Corps Crest
Toque	Black Gloves and Mitts	Black Ankle Boots	Lanyard
Gunshirt	Grey Sports T-Shirt	Running Shoes	
Turtleneck Sweater	Rank Slip-Ons	Grey Wool Socks	
All-Season Jacket	Tunic	Shoulder Insignia	

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ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 6

EO M107.06 – IDENTIFY YEAR ONE SUMMER 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-601/PG-001, *Phase One Qualification Standard and Plan*, 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.

Have senior cadets, with CSTC training experience, share their CSTC experiences during this lesson.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for this lesson to orient the cadets to the year one summer training opportunities and generate interest.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to be familiar with the opportunities available to them for summer training in year one.

IMPORTANCE

It is important for the cadet to understand the training opportunities available to them during their first summer in the program so they are aware of what courses they are eligible to attend. It is also important for them to know what training opportunities are available to them in future summers so they can start thinking about what courses they may wish to complete in the future.

Teaching Point 1**Discuss the general training course.**

Time: 10 min

Method: Interactive Lecture

AIM

The aim of the general training course is to provide an introductory knowledge of the CSTC environment and the training opportunities available. This training will provide cadets an opportunity to identify the specialty area that motivates them to pursue further CSTC training.

LOCATIONS

Diagram 1 Map of Summer Training Centres across Canada

www.theodora.com/maps

The general training course is held in several different locations throughout Canada, to include:

- HMCS Acadia – Cornwallis, Nova Scotia,
- HMCS Quebec / NCSM Quebec – Ste-Angele-de-Laval, Quebec,
- HMCS Ontario – Kingston, Ontario, and
- HMCS Quadra – Comox, British Columbia.

SPECIALTY TRAINING

The fundamental training a cadet should participate in on general training includes:

- **Leadership.** PO S103 – Participate as a Member of a Team
 - The aim of GT leadership is for the individual cadet to participating in activities as a member of a team.

- **Fitness and Sports.** PO S105 – Participate in Fitness and Sports Activities
 - The aim of GT fitness and sports is to encourage cadets to actively participate in recreational sports activities and introduce them to the CSTC training opportunities available in this specialty area.
- **Air Rifle Marksmanship.** PO S106 – Participate in Aspects of Marksmanship Specialty Training
 - The aim of GT air rifle marksmanship is to build on marksmanship skills learned as part of Phase One and enhance those skills during participation in a recreational air rifle shoot. Additionally, the aim of this PO is to introduce cadets to summer biathlon and the future opportunities available in the areas of marksmanship and biathlon.
- **General Cadet Knowledge.** PO S107 – Adapt to the CSTC Environment
 - The aim of GT general cadet knowledge is to familiarize cadets with the structure and environment of a CSTC and to provide cadets with sufficient knowledge and experience to allow them to select the course they will pursue during their second summer at the CSTC.
- **Drill.** PO S108 – Participate in Aspects of Drill and Ceremonial Specialty Training
 - The aim of GT drill is to further develop drill skills acquired during Phase One and to introduce cadets to the opportunities available in the drill and ceremonial specialty area.
- **Music.** PO S114 – Participate in Aspects of Music Specialty Training
 - The aim of GT music is to introduce cadets to the opportunities available in the music specialty area.
- **Sail.** PO S124 – Participate in Aspects of Sail Specialty Training
 - The aim of GT sail is to introduce cadets to the opportunities available in the sail specialty area.
- **Seamanship.** PO S130 – Participate in Aspects of Seamanship Specialty Training
 - The aim of GT seamanship is to introduce cadets to the opportunities available in the seamanship specialty area.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. How long is the general training course?
- Q2. In what locations is the general training course held?

ANTICIPATED ANSWERS:

- A1. Two weeks duration.
- A2. HMCS Acadia – Cornwallis, Nova Scotia,
 HMCS Quebec – Ste-Angele-de-Laval, Quebec,
 HMCS Ontario – Kingston, Ontario, and
 HMCS Quadra – Comox, British Columbia.

Teaching Point 2**Introduce the CSTC training and international exchange opportunities.**

Time: 15 min

Method: Interactive Lecture

SAIL TRAINING

- **Basic Sail** – a three-week course available in year two focussed on developing basic sailing skills up to CYA CANSail 1 and CANSail 2.
- **Intermediate Sail** – a six-week course available in year three focussed on developing intermediate (CANSail 3) and introducing the more advanced sailing skills (CYA CANSail 4) and an introduction into Chutes and Wires 1.
- **Sail Instructor** – a six-week course available in year four focussed on developing advanced sailing skills (CYA CANSail 5, Chutes & Wires 1) and achieving CYA CANSail 1 & 2 Instructor.

SEAMANSHIP TRAINING

- **Basic Seamanship** – three-week course available in year two which introduces cadets to all aspects of seamanship training;
- **Ship's Boat Operator** – six-week course available in year three focussed on developing skills in small craft operation and achieving small craft operator certification; and
- **Boatswain's Mate** – six-week course available in year four focussed on large vessel operations and coastal navigation.

MUSIC TRAINING

- **Military Band - Basic Musician** – three week course available in year two focussed on developing Basic level musician skills.
- **Military Band - Intermediate Musician** – six week course available in year three focussed on developing musician skills up to level two.
- **Military Band - Advanced Musician** – six week course available in year four focussed on developing musician skills of level three and higher.

FITNESS AND SPORTS COURSES

- **Basic Fitness and Sports** – three week course available in year two focussed on improving individual fitness and gaining knowledge and skills in a variety of sports.
- **Fitness and Sports Instructor** – six week course available in year three focussed on improving individual fitness and developing the skills and knowledge necessary to organize and deliver fitness and sports related activities within all areas of the cadet program.

OTHER SPECIALTY COURSES

- **Basic Drill and Ceremonial** – three week course available in year two focussed on providing cadets opportunities to continue to develop leadership knowledge and skills obtained in the corps program while immersed in a variety of activity areas. Main activities include air rifle marksmanship and drill and ceremonial.

- **Drill and Ceremonial Instructor** – six week course available in year three focussed on developing experts in the area of drill and ceremonial to act as instructors in all areas of drill and ceremonial carried out in the Sea Cadet program.
- **Air Rifle Marksmanship Instructor** – six week course available in year three focussed on developing individual skill in the areas of air rifle marksmanship and biathlon. This course also provides cadets with the requisite knowledge and skills to assist in the delivery of the marksmanship and biathlon programs.

NATIONAL COURSES

- **Marine Engineering** - an eight week course available in year four. The aim is to teach the cadets the basics of machinery systems used on Sea Cadet Summer Training Vessels (SCSTVs), to enable the cadets to serve as a watch-keeper in the engine-room, and to run these spaces in an orderly and efficient manner.
- **Shipwright** - a six week course available in year four. The aim is to develop in the cadets the knowledge and skills required to carry out maintenance and repairs on the small vessels used at SCSTCs and sail centres.
- **Advanced Sail** - a six week course available in year four. The aim is to certify cadets with the CYA CANSail 5 & 6 and Chutes & Wires (1) 2. Cadets will be able to compete in races with a sound understanding of the racing rules of sailing.

INTERNATIONAL EXCHANGES

Exchanges provide an opportunity for selected cadets to experience another culture and other training programmes. As limited numbers of cadets will have the opportunity to experience these exchanges, they are meant to be reward programmes for cadets of the highest standard who have met all the prerequisites. Exchanges are normally two to three weeks duration.

International Exchanges potentially include:

- Australia,
- Bermuda,
- Japan,
- The Netherlands,
- South Korea,
- Sweden,
- United Kingdom, and
- United States.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. How long is the Sail Instructor course?
- Q2. What national courses are available to cadets?
- Q3. Which countries are potential hosts for the international exchanges?

ANTICIPATED ANSWERS:

- A1. Six weeks.
- A2. Marine Engineering, Shipwright, and Advanced Sail.
- A3. Australia, Bermuda, Japan, the Netherlands, South Korea, Sweden, United Kingdom and the United States.

CONCLUSION

HOMEWORK/READING/PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Many cadets will have the opportunity to attend summer training centres after completing Phase One training at the corps. It is important for them to know what options are available to them for their first summer. It is also important for them to gain a basic understanding of opportunities available to them in the future.

INSTRUCTOR NOTES/REMARKS

Nil.

REFERENCES

A1-006 Director Cadets. (1992). CATO 34-02: *Royal Canadian Sea Cadet International Exchange*. In Cadet Administrative and Training Orders. Ottawa, ON.

A1-019 CATO 31-03 D Cdts. (2008). Sea Cadet Program Outline. Ottawa, ON: Department of National Defence.

C0-043 Software (1995-2004). *Quick Maps*. (2006). Retrieved 10 April 2006, from www.theodora.com/maps.



ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 7

EO C107.01 – MAINTAIN THE SEA CADET UNIFORM

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, 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 ironing boards, irons, pressing cloths, boot polish, boot cloths, old toothbrushes, lint brushes and hair supplies such as elastics and hairspray are available for this lesson;

Inform the cadets that they are to bring their uniforms with them for this lesson.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TP 1 to orient the cadets to the tips for ironing the uniform.

The demonstration and performance was chosen for TPs 2 –8 as it allows the instructor to explain and demonstrate the care of the uniform while providing an opportunity for the cadets to practice under supervision.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to maintain the sea cadet uniform.

IMPORTANCE

The cadet uniform is highly recognizable and the standard of personal dress, appearance and grooming shall be such as to reflect credit on the individual and on the Canadian Cadet Organization (CCO).

Teaching Point 1**Explain tips for ironing the uniform.**

Time: 5 min

Method: Interactive Lecture

IDENTIFY TIPS WHEN IRONING THE UNIFORM

A pressing cloth should always be used to prevent the parts of the uniform from becoming shiny.

Some examples of what can be used as a pressing cloth include:

- thin towel,
 - pillow case,
 - soft cotton cloth, and
 - paper bag.
-

CONFIRMATION OF TEACHING POINT 1**QUESTION:**

- Q1. What is the purpose of using a pressing cloth?
- Q2. What are some items that can be used as a pressing cloth?

ANTICIPATED ANSWERS:

- A1. To prevent uniform parts from becoming shiny.
- A2. Thin towel, pillowcase, soft cotton cloth and paper bag.
-

Teaching Point 2**Demonstrate the correct method of care for the trousers.**

Time: 5 min

Method: Demonstration and Performance

TROUSERS

The instructor shall demonstrate the correct method for care of the trousers to include:

- ensuring the trousers are free of dirt and lint; and
- pressing the trousers, in accordance with CATO 35-01 Royal Canadian Sea Cadets Dress Instructions.
 - lining the pant leg up by the seams to ensure the creases are properly positioned at the centre of the front and back of the leg;
 - laying the pant leg flat on the ironing board;
 - spraying the pants with a water bottle;
 - placing a pressing cloth over the pant leg, and
 - ironing the pants until a sharp crease is formed at the front and back of the pant leg from the bottom of the leg to the waistband.

Teaching Point 3**Demonstrate the correct method of care for the gunshirt.**

Time: 5 min

Method: Demonstration and Performance

GUNSHIRT

Demonstrate the correct method for care of the gunshirt to include:

- ensuring the gunshirt is clean; and
- pressing the gunshirt, IAW the standard outlined in M107.05 which is achieved by:
 - pressing the entire gunshirt to ensure it is free of wrinkles by laying it flat on the ironing board;
 - spraying the entire gunshirt with starch;
 - pressing the sleeves flat with the top of the sleeve laid flat to ensure a sharp crease is formed;
 - folding the front of the gunshirt so that the side seams are lined up; and
 - placing the gunshirt on the ironing board so that the fold is down the center of the gunshirt and is ironed flat until a sharp crease is formed from the bottom of the gunshirt to the top, including the black collar portion.

Teaching Point 4**Demonstrate the correct method for care of the tunic.**

Time: 5 min

Method: Demonstration and Performance

TUNIC

The instructor shall demonstrate the correct method for care of the tunic to include:

- ensuring the tunic is clean; and
- pressing the tunic, IAW the standard outlined in M107.05 which is achieved by:
 - pressing the front and back of the tunic to ensure it is free of wrinkles;
 - ensuring the pockets on the front of the tunic are pressed flat; and
 - ensuring the sleeves of the tunic are roll pressed so they are free of creases by ironing the sleeves in sections but not ironing the edges to avoid forming creases.

Teaching Point 5**Demonstrate general guidelines for polishing the boots.**

Time: 5 min

Method: Demonstration and Performance

BOOTS

The instructor shall demonstrate caring for the boots to include:

- lacing the boots horizontally in the manner illustrated in Diagram 1; and



Diagram 1 Method of Lacing Ankle Boots

Royal Canadian Sea Cadet Dress Instructions

- polishing the boots IAW the general guidelines outlined in M107.05 which is achieved by:
 - cleaning the catwalks of the boot with an old toothbrush and black boot polish;
 - using a soft cloth wrapped around the index finger ensuring it is flat against the pad of the finger without any wrinkles;
 - dampening the tip of the cloth and applying a moderate amount of black boot polish;
 - applying the polish to the boot in a steady, light circular motion, starting with larger circles to cover the area of the boot and using smaller circles to continuously work the polish into the boot;
 - continuing to rub the polish with a light circular motion until the circles can no longer be seen; and
 - breathing on the boot often to help work the polish into the boot.

Teaching Point 6

Demonstrate the correct method for care of the seaman's cap.

Time: 5 min

Method: Demonstration and Performance

SEAMAN'S CAP

The instructor shall demonstrate the correct method for care of the seaman's cap to include:

- ensuring the cap is clean IAW the standard outlined in M107.05 which is achieved by cleaning with warm water and a mild detergent / white toothpaste and scrubbing the white part of the cap with an old toothbrush;
- ensuring the chin stay is secured IAW the standard outlined in M107.05 which is achieved by sewing the stay into the inside of the cap so as to fit snugly under the chin; and
- ensuring the cap tally is attached IAW the standard outlined in M107.05 which is achieved by:
 - centering the lettering on the cap tally (between the "I" and the "A" in the word Canadian) with the front cap seam;
 - tying the remainder of the tally on the left side of the hat in a neat bow, not more than 7.5 cm and not less than 5 cm across, the ends being cut equal in length, and centred under the left ear vents; and

- ensuring the cap tally is then steamed, with steam from a hot kettle, with the exception of the bow, to ensure it is fit snug to the rim of the cap.

Teaching Point 7**Demonstrate the correct method for wearing the hair.**

Time: 5 min

Method: Demonstration and Performance

HAIRSTYLES

The instructor (with the assistance of male and female senior cadets) shall demonstrate hairstyles to include:

- male hairstyles IAW the standard outlined in M107.05; and
- female hairstyles IAW the general guidelines outlined in M107.05.

Teaching Point 8**Conduct an activity to practice maintaining the uniform and hair.**

Time: 20 min

Method: In-Class Activity

ACTIVITY – “MAN YOUR STATIONS”

Time: 20 min

OBJECTIVE

The objective of this activity is to have the cadets demonstrate care and maintenance of the sea cadet uniform.

RESOURCES

- Seaman's cap,
- Wide brimmed tan summer hat,
- Baseball cap,
- Cadet toque,
- Tunic,
- Rank slip ons,
- Gunshirt,
- All-Season jacket,
- Lanyard,
- Black gloves,
- Black mitts,
- Black t-shirt,
- Postman blue shirt,
- Name tags,

- Trousers,
- Grey sports shorts
- Black belt
- Grey socks,
- Black ankle boots,
- Running shoes,
- Black belt,
- Container to put slips of paper in.
- Slips of paper with uniform pieces written on them (Attachment A to the Instructional Guide).Uniform pieces presented in the lesson.
- Irons.
- Ironing boards / tables.
- Pressing cloths.
- Starch.
- Black boot polish.
- Soft boot cloth.
- Old shoe polish toothbrush.
- Old toothbrush for headdress.
- White toothpaste / mild detergent.
- Hair elastics.
- Hairnets.
- Bobby pins.
- Hairspray.
- Scissors.
- Electric kettle.
- Ruler.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the class into six groups.
2. Assign each group a station to start.
3. Have each group rotate through each of the stations.

4. Give each group an envelope with a puzzle in it.
5. Direct each group to piece together the puzzle in the envelope.
6. When the puzzles are complete, have a member of each group read out what their group's puzzle says.

SAFETY

Nil.

INSTRUCTOR GUIDELINES

- During the activity, supervise and praise the cadets as they maintain each part of the uniform.
- Assistant instructors should be made available to help supervise at the stations.
- If only the instructor is available they are to rotate around the stations to supervise all cadets.
- Signal timings for station rotations.

END OF LESSON CONFIRMATION

The end of lesson confirmation consists of the instructor inspecting the cadets' uniforms to ensure they meet the standard outlined in M107.05.

CONCLUSION

HOMEWORK/READING/PRACTICE

The cadets will be required to maintain their uniform and personal appearance on a continuous basis.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

The sea cadet uniform should be worn properly at all times. The cadet uniform is highly recognizable and the standard of personal dress, appearance and grooming shall be such as to reflect credit on the individual and on the CCO. The intent is to ensure a high standard of grooming consistent with that expected of cadets.

INSTRUCTOR NOTES/REMARKS

It is recommended to have an assistant instructor for this lesson.

In suitable quantities, the instructor is expected to locally acquire some of the resources to enhance this period, to include:

- ironing board,
- iron,
- starch,
- black boot polish,
- soft boot cloth,
- toothbrush for boot welts,

- scissors,
- lint brush,
- hair elastics,
- bobbi pins, and
- hair net

REFERENCES

A0-001 A-AD-265-000/AG-001 DHH 3-2 (2003). Canadian Forces Dress Instructions. Ottawa, ON.

A1-003 A-CR-005-001/AG-001 D Cdts 4-3 (Draft). *Royal Canadian Sea Cadets Dress Instructions*. Ottawa, ON.

Seaman's Cap	Trousers	Black Belt	Corps Title Insignia
Wide Brimmed Tan Summer Hat	Nametag	Grey Sports Shorts	Corps Crest
Toque	Black Gloves and Mitts	Black Ankle Boots	Lanyard
Gunshirt	Grey Sports T-Shirt	Running Shoes	
Turtleneck Sweater	Rank Slip-Ons	Grey Wool Socks	
All-Season Jacket	Tunic	Shoulder Insignia	

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COMMON TRAINING PHASE ONE INSTRUCTIONAL GUIDE



SECTION 8

EO C107.02 – TOUR THE CORPS

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-601/PG-001, *Phase One Qualification Standard and Plan*, 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.

Coordinate tour with all corps departments. Review zone protocols for offices, parades square, classrooms, break areas, out of bound areas and saluting zones.

Brief assistant instructors. Arrange for one assistant instructor per group of four cadets.

Prepare corps passports.

Prepare maps of the corps facilities with numbered points of interest.

Set up sticker stations at each point of interest.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A practical activity was chosen for this lesson as it is an interactive way for cadets to learn about the facilities of their cadet corps in a safe and controlled environment.

INTRODUCTION

REVIEW

The pertinent review for this lesson will include:

- officer ranks (TP2 of EO M107.02); and
- regulations for paying compliments inside a building (TP3 of EO M107.03).

OBJECTIVES

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

- identify the location of:
 - the parade square;
 - classrooms;
 - break areas;
 - canteen;
 - washrooms;
 - communication areas;
 - Commanding Officer's (CO's) office;
 - administration office;
 - training office;
 - supply office; and
 - out of bounds areas; and
- observe appropriate protocols associated with each location.

IMPORTANCE

Being familiar with the location of all the corps facilities can aid the cadets in following instructions, finding information and participating in corps activities.

Teaching Point 1**Participate in a tour of the cadets corps**

Time: 30 min

Method: Practical Activity

BACKGROUND KNOWLEDGE

This information is representative only. Information presented must be tailored to be specific to the corps. Individual corps may have information that will vary from the information given in this guide.

PARADE SQUARE

The parade square is where cadets have parades. It is where inspections and drill classes usually take place and where the corps holds parades and other ceremonial events. Appropriate corps protocols should be followed regarding the parade square.

CLASSROOMS

Classrooms are the areas where cadets participate in most of their training. The classroom space must be respected, especially in facilities that are shared with other groups. Anything that does not belong to the corps should be left alone. Protocol for entering and leaving the classroom should be followed.

BREAK AREAS

Break areas are where the cadets should be when not tasked. The corps guidelines for the use of the area should be discussed.

CANTEEN

The canteen is a store for snacks and other items. The money raised through the canteen may be used to benefit the corps. Hours of operation, personnel responsible and how the money is used should be discussed.

WASHROOMS

The location of the facilities should be pointed out.

COMMUNICATIONS AREAS

Communications areas could include bulletin boards, activity sign-up sheets, and the location of the standing orders and routine orders. The standing orders contain corps policies. The routine orders contain information on duties, events, activities and personnel changes. Authorization to post information should be discussed.

COMMANDING OFFICER'S OFFICE

If the CO is available, they should introduce themselves and state briefly what they do. If the CO is not available, the tour guide will provide this information. The CO is at the top of the chain of command within the corps. The CO is responsible for the training and administration of the cadets, civilian instructors and officers working with the corps. Cadets will normally only visit the CO's office at the CO's request, or if directed by another officer. Protocol for entering and leaving an office should be reviewed.

ADMINISTRATION OFFICE

If the administration staff is available, they should introduce themselves and state very briefly what they do. If they are not available, the tour guide will provide this information. The Administration Officer (Admin O)

is responsible for handling the administrative duties. They are responsible for ensuring forms such as cadet enrolments and summer training applications are completed in full and returned in a timely fashion. They could also be responsible for ensuring attendance is taken for all corps activities. Other administrative staff may include assistant administration officers. Cadets may need to go to the administration office to complete paperwork, report absences or to pick up forms. Protocol for entering and leaving an office should be reviewed.

TRAINING OFFICE

If the training staff is available, they should introduce themselves and state very briefly what they do. If they are not available, the tour guide will provide this information. The Training Officer (Trg O) is responsible for the coordination and implementation of the corps training program. They are responsible to ensure that training is planned in a logical fashion, instructors are prepared for classes and training materials are readily available for classes. They are also responsible for any administrative forms that are directly related to training, such as training records. Other training staff could include an assistant Trg O, standards officer and level Trg Os. Cadets will normally only visit the training office if the training officer has requested them, or they have been directed by another staff member or cadet NCO. Protocol for entering and leaving an office should be reviewed if applicable.

SUPPLY OFFICE

If the supply staff is available, they should introduce themselves and state very briefly what they do. If they are not available, the tour guide will provide this information. The Supply Officer (Sup O) is responsible for ordering uniform parts, issuing uniforms parts as necessary and distributing other equipment. They are responsible for all administrative forms that are directly related to supply. Other supply staff could include assistant Sup Os. Cadets will normally visit the supply office to receive their uniform and to exchange items that no longer fit or have become damaged. Appointments may be necessary. If the supply section has specific hours when it is open to cadets, these hours should be stated. Protocol for entering and leaving an office should be reviewed, if applicable.

OUT OF BOUNDS AREAS

Any areas that are out of bounds to cadets should be pointed out. The consequences for violating this policy should be explained.

ACTIVITY

Time: 20 min

OBJECTIVE

This activity is designed to familiarize the cadet with the facilities and staff of their corps.

RESOURCES

- Corps maps with numbered points of interest, if available (an example map is provided in Attachment G).
- Corps passports.
- Stickers.

ACTIVITY LAYOUT

1. Divide the cadets into groups of four and assign each group a tour guide. Each cadet will receive a passport, found in Attachment H, to be completed during the tour.



Group size may be adjusted based on the number of available tour guides and the number of cadets in the class.

2. Give each group a map and assign a starting point of interest. Starting points should be separated by one point if possible, to avoid more than one group at any one point during the tour.
3. Each group shall progress through the tour by visiting the points of interest. Tour guides will present the appropriate information at each point. Only one to two minutes should be necessary at each stop.
4. Each cadet shall answer the questions for each point of interest on their corps passports. The tour guide will check the answers at each point and award stickers to complete the passport.

SAFETY

Nil.

INSTRUCTOR GUIDELINES

- Brief the tour guides on activity layout and their role.
- Circulate throughout the corps facilities to watch for bottlenecks and move groups along as necessary.
- Answer questions.
- Ensure protocols are being observed.

REFLECTION

Time: 5 min

Method: Group Discussion

GROUP DISCUSSION



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

DISCUSSION QUESTIONS



TIPS FOR ANSWERING/FACILITATING DISCUSSION

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

SUGGESTED QUESTIONS

- Q1. Why is it important to know where all of the corps facilities are located?
- Q2. How do you feel now that you know where everything is located?
- Q3. What other information about the corps facilities would help you feel more comfortable at cadets?

CONCLUSION

HOMEWORK/READING/PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Knowing the location of all the corps facilities will assist cadets in following instructions, finding information and participating effectively in corps activities.

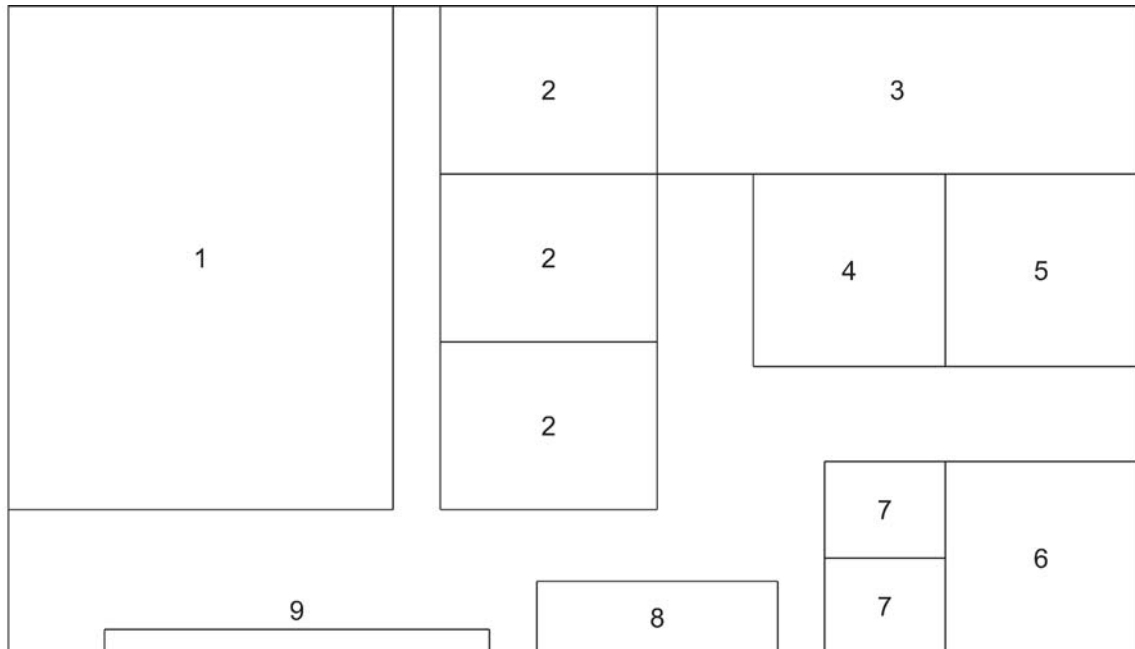
INSTRUCTOR NOTES/REMARKS

Nil.

REFERENCES

Nil.

EXAMPLE MAP



POINTS OF INTEREST:

1. Parade Square
2. Classrooms
3. Supply Office/Stores
4. Administration Office
5. Training Office
6. Commanding Officer's Office
7. Washrooms
8. Canteen
9. Communications Area

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CORPS PASSPORT

THE PARADE SQUARE What are the rules for the parade square? <i>Sticker</i>	CLASSROOMS What rooms are used for classroom training? <i>Sticker</i>
BREAK AREAS Where is the break area? <i>Sticker</i>	CANTEEN When is the canteen available? <i>Sticker</i>
WASHROOMS Where are the washrooms located? <i>Sticker</i>	COMMUNICATION AREAS Where do cadets sign up for activities? Who is allowed to post information? <i>Sticker</i>

COMMANDING OFFICER'S OFFICE What is the Commanding Officer's name? <i>Sticker</i>	ADMINISTRATION OFFICE What is the Administration Officer's name? Who else works in Administration? <i>Sticker</i>
TRAINING OFFICE What is the Training Officer's name? Who else works in Training? <i>Sticker</i>	SUPPLY OFFICE What is the Supply Officer's name? Who else works in Supply? <i>Sticker</i>
OUT OF BOUNDS AREAS Which areas are out of bounds to cadets? <i>Sticker</i>	



COMMON TRAINING PHASE ONE INSTRUCTIONAL GUIDE



SECTION 9

EO C107.03 – PARTICIPATE IN AN ACTIVITY ABOUT THE HISTORY OF THE CORPS

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-701/PG-001, *Green Star Qualification Standard and Plan*, 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

Nil.

APPROACH

An in-class activity was chosen for TP 1 as it is an interactive way to provoke thought and stimulate interest among cadets about the history of their cadet corps.

A group discussion was chosen for TP 2 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about the history of their cadet corps.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

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

- the formation of their corps;
- significant corps developments since inception; and
- awards and accomplishments of the corps.

IMPORTANCE

The history of a corps is a source of pride for those within it. Understanding the history of the corps allows the cadet to see what has shaped the unit since its inception and recognize the progress it has made in numerous areas.

Teaching Point 1**Conduct an activity on the history of the Cadet Corps**

Time: 40 min

Method: In-Class Activity

BACKGROUND KNOWLEDGE

CORPS FORMATION

There are a number of events that are historically important during the creation of a corps. These include:

- the charter date for the corps;
- the initial composition of the corps, staff and cadets; and
- the first sponsor of the corps.

CORPS DEVELOPMENTS

Corps participate in a number of community service events. Some events may happen annually, while others may occur only during special occasions. These events include, but are not limited to:

- ceremonial parades;
- fundraising events for charities; and
- civic events.

Also, corps personnel are involved in a number of activities within their unit, which are an important part of the unit's history. These activities may include, but are not limited to:

- formation of various activities within the corps (such as a drill team, band, first aid team, marksmanship team, etc.);
- participation in exchanges; and
- corps trips to various locations.

Other important developments in the history of a corps include:

- the development of a corps crest; and
- the affiliation of a corps with a Canadian Forces (CF) military unit.

CORPS AWARDS AND ACCOMPLISHMENTS

There are a number of ways that a corps can be recognized. The recognition may come from winning a competition, or for demonstrating excellence in a particular area. These awards can be won on provincial, regional, national, and in some circumstances, international levels.

Many opportunities exist for cadets to win awards at all levels of the Canadian Cadet Organization (CCO). Cadets winning such awards reflect well upon the corps.

Memorial awards are awards that are left in memory of someone that has made significant contributions to the local corps or the CCO. Memorial awards that may be given are an important source of historical information within the corps.

Outside of awards, there are a number of other cadet accomplishments that make up a fundamental part of the corps history. They include, but are not limited to:

- civilian careers of former cadets; and
- military careers of former cadets.

ACTIVITY

Time: 40 min

OBJECTIVE

The objective of this activity is to familiarize the cadets with the history of their corps.

RESOURCES

- Corps photographs.
- Corps video.
- Corps awards.
- Flipchart paper.
- Flipchart markers.
- Construction paper.
- Three tables.
- Bristol board.

ACTIVITY LAYOUT

Before the activity:

- Prepare learning stations based on three topic areas:
 - corps formation;
 - corps developments; and
 - corps accomplishments.
- Identify each station by a colour.
- Ensure each learning station is dynamic by using photos, newspaper clippings, video clips; timelines, memorabilia, summaries on Bristol board or other items.
- Prepare four cadet research cards for each learning station.
- Each research card will be a different colour to correspond to the learning station of the same colour.
- These cards will have a key word written on them to indicate what the cadet is to research.

During the activity, the cadets will be:

- divided into groups of four with a maximum of six groups. If there are more than 16 cadets, make the groups larger. There can be more than one group at a learning station at a time;

- given several research cards that correspond to each of the three learning stations;
- given eight minutes to research information; and
- given seven minutes to prepare their researched information on flipchart paper.

SAFETY

Nil.

INSTRUCTOR GUIDELINES

During the activity the instructor shall ensure the cadets are collecting their information, and moving between learning stations in a timely manner.

Teaching Point 2

Conduct a group discussion about the activity

Time: 10 min

Method: Group Discussion

REFLECTION

Time: 10 min

Method: Group Discussion

GROUP DISCUSSION



Once the activity is completed, the instructor shall have the groups come up to present their information to the class. The instructor shall call up groups with respect to the topic order listed in background information. The instructor should ensure they highlight any missed information after each topic has been presented.

DISCUSSION QUESTIONS



- During this stage the instructor should quickly pose some questions to the class to confirm their understanding of the knowledge presented in the lesson.
- Some of the questions below may not have been directly answered through the learning station. It is the responsibility of the instructor to create a brief discussion around these questions, emphasizing important points brought forth by the cadets.

SUGGESTED QUESTIONS

- Q1. Why is it important for members of the corps to be familiar with how it was formed?
- Q2. Why are memorial awards important to the history of a corps?
- Q3. Why is it important for cadets to understand the history of the corps' involvement within their community?
- Q4. What role do activities such as drill team, band, first aid, etc. play in developing a corps?

CONCLUSION

REVIEW

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

MAIN TEACHING POINTS

TP1. Discuss the formation of the corps.

TP2. Discuss significant corps developments since its inception.

TP3. Discuss awards and accomplishments of the corps.

HOMEWORK/READING/PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Being familiar with the history of the corps will give cadets a reason to take pride in being a part of it. Having a good understanding of this information can give cadets more of an appreciation of the corps and allow them to pass this information on to others.

INSTRUCTOR NOTES/REMARKS

Information used by the instructor for the learning stations will depend on materials available at each unit.

REFERENCES

Nil.

MEMORIAL AWARDS

(Green Construction Paper)

Corps/Squadron Formation

CHARTER

(Red Construction Paper)

Corps/Squadron Developments

HEART AND STROKE FOUNDATION CAMPAIGN

(Blue Construction Paper)

Corps/Squadron Accomplishments

LCOLSHEA CITIZENSHIP AWARD

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COMMON TRAINING PHASE ONE INSTRUCTIONAL GUIDE



SECTION 1

EO M108.01 – ADOPT THE POSITIONS OF ATTENTION, STAND AT EASE AND STAND EASY

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-601/PG-001, *Phase One Qualification Standard and Plan*, 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

Nil.

APPROACH

A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have adopted the positions of attention, stand at ease and stand easy.

IMPORTANCE

It is important for cadets to be able to perform drill movements at a competent level, developing sharpness, esprit-de-corps, physical coordination and alertness. These movements should be executed with ease ensuring that the cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.



Develop and use a vocabulary of short, concise words to impress on the cadets that the movements must be performed smartly. For example, the words "crack", "drive", "seize" and "grasp" suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

Proper drill movements shall be combined with a professional demeanour throughout this lesson.



This lesson is broken down into movements. Explain 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 movements.



The term squad is a generic name for a group of cadets, used to teach drill movements. This term can be interchanged with platoon, flight, division or any other applicable elemental or regimental term.



Assistant instructors may be required for this lesson.

Teaching Point 1

Explain, demonstrate and have the cadets adopt the position of attention.

Time: 5 min

Method: Demonstration and Performance

ADOPT THE POSITION OF ATTENTION

The cadet shall adopt the position of attention, by ensuring:

1. heels are together and in line,
2. feet are turned out to form an angle of 30 degrees,
3. body is balanced and weight distributed evenly on both feet,
4. shoulders are level, square to the front,
5. arms are hanging as straight as the natural bend will allow, with elbows and wrists touching the body,

6. wrists are straight, the back of the hands outwards, fingers aligned, touching the palm of the hand, thumbs placed on the side of the forefinger at the middle joint with the thumbs and back of the fingers touching the thighs lightly and the thumbs in line with the seam of the trousers,
7. head is held erect, neck touching the back of the collar, eyes steady, looking their height and straight to the front, and
8. no part of the body is strained.

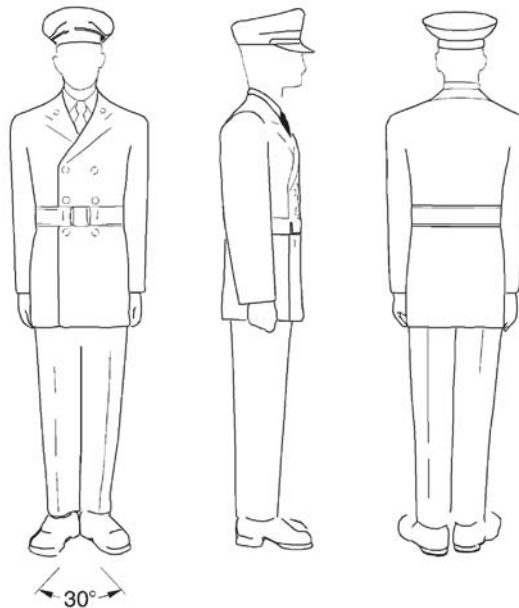


Figure 1 Position of Attention

Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 2-3), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.



Figure 2 Fists at Position of Attention

Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 2-3), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

Emphasize any movements with which the cadets had difficulty during the TP.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- back arched or hips too far forward,
- shoulders and body tense,
- leaning to the front or rear,
- thumbs not along the seams of the trousers, and,
- feet placed at an improper angle.

CONFIRMATION OF TEACHING POINT 1

The cadets' adopting the position of attention will serve as the confirmation of this TP.

Teaching Point 2

Explain, demonstrate and have the cadets adopt the position of stand at ease.

Time: 5 min

Method: Demonstration and Performance

ADOPT THE POSITION OF STAND AT EASE

The position of standing at ease is an intermediate position between attention and standing easy. It allows no relaxation, but can be maintained without strain for a longer time than the position of attention.

On the command STAND AT EASE BY NUMBERS, SQUAD—ONE, the cadet shall bend the left knee.

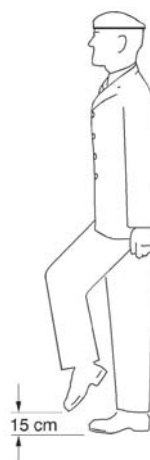


Figure 3 Squad One – Stand at Ease

Note. From *The Canadian Forces Manual of Drill and Ceremonial* (p. 2-4), by Director of History and Heritage 3-2, 2005, Ottawa, ON: Department of National Defence.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- arms not held straight and firmly to the sides,
- moving wrong foot,
- lifting the foot instead of bending the knee, and
- lower leg and foot hanging at an unnatural angle.

On the command SQUAD—TWO, the cadet shall:

1. ensure heels are together and in line;
2. carry the left foot to the left, straightening it in double time, and place it smartly flat on the ground with the inside of the heels 25 cm apart;
3. simultaneously, with a quick motion, bring the arms behind the back, stretched to their full extent, and place the back of the right hand in the palm of the left, with thumbs crossed right over left, the fingers together and extended; and
4. balance the body with the weight evenly distributed on both feet.

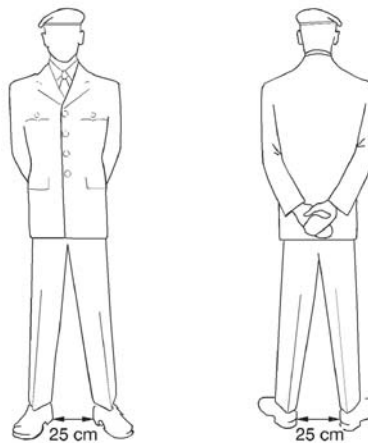
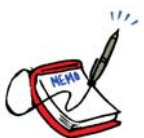


Figure 4 Position of Stand at Ease

Note. From *The Canadian Forces Manual of Drill and Ceremonial* (p. 2-4), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

Emphasize any movements with which the cadets had difficulty during the TP.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- foot carried over an improper distance,
- right hand not placed fully into palm of the left hand,
- thumbs hooked together, and
- straining the arms in an attempt to lock the elbows

CONFIRMATION OF TEACHING POINT 2

The cadets' adopting the position of stand at ease will serve as the confirmation of this TP.

Teaching Point 3

Explain, demonstrate and have the cadets adopt the position of attention from stand at ease.

Time: 5 min

Method: Demonstration and Performance

ADOPT THE POSITION OF STAND AT EASE

On the command ATTENTION BY NUMBERS, SQUAD—ONE, bend the left knee and shift the balance to the right foot.

On the command SQUAD—TWO, the cadet shall:

1. straighten the left leg in double time, place the foot on the ground, toe touching first, followed by the heel, and with heels aligned; and
2. simultaneously, with a quick motion, bring the arms and hands to the position of attention.

On the command ATTEN—TION, combine the two movements. The timing is “ONE.”



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults are the same as standing at attention and stand at ease.

CONFIRMATION OF TEACHING POINT 3

The cadets' adopting the position of attention from stand at ease will serve as the confirmation of this TP.

Teaching Point 4

Explain, demonstrate and have the cadets adopt the position of stand easy.

Time: 5 min

Method: Demonstration and Performance

ADOPT THE POSITION OF STAND EASY

The position of stand easy is ordered when the squad may relax. This command is only given when the squad is in the position of stand at ease.

On the command STAND—EASY, the cadet shall close the hands and bring the arms to the position of attention and relax.

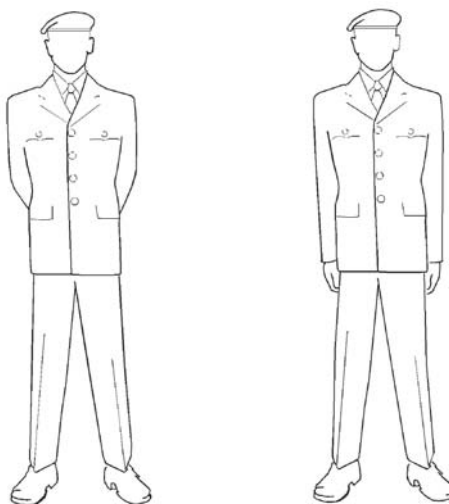


Figure 5 Position of Stand Easy

Note. From *The Canadian Forces Manual of Drill and Ceremonial* (p. 2-5), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.



When standing easy, with permission, cadets may adjust clothing and equipment, but shall not move feet or talk.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include moving or fidgeting and talking without permission.

CONFIRMATION OF TEACHING POINT 4

The cadets' adopting the position of stand easy will serve as the confirmation of this TP.

Teaching Point 5

Explain, demonstrate and have the cadets adopt the position of stand at ease from stand easy.

Time: 5 min

Method: Demonstration and Performance

ADOPT THE POSITION OF STAND AT EASE FROM STAND EASY

On the cautionary command SQUAD, the cadet shall assume the position of stand at ease.



This TP is best taught as a group practice to ensure adherence to timings and togetherness of the squad.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include not paying attention.

CONFIRMATION OF TEACHING POINT 5

The cadets' adopting the position of stand at ease from stand easy will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' adopting the positions of attention, stand at ease and stand easy will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Drill develops and reinforces in cadets many qualities such as patience and determination through self-discipline and practice. Drill requires that cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.

INSTRUCTOR NOTES / REMARKS

It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.

REFERENCES

A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

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COMMON TRAINING PHASE ONE INSTRUCTIONAL GUIDE



SECTION 2

EO M108.02 – EXECUTE A SALUTE AT THE HALT WITHOUT ARMS

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-601/PG-001, *Phase One Qualification Standard and Plan*, 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

Nil.

APPROACH

A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

INTRODUCTION

REVIEW

Review the drill movements from EO M108.01 (Adopt the Positions of Attention, Stand at Ease and Stand Easy).

OBJECTIVES

By the end of this lesson the cadet shall have executed a salute at the halt without arms.

IMPORTANCE

It is important for cadets to be able to perform drill movements at a competent level, developing sharpness, esprit-de-corps, physical coordination and alertness. These movements should be executed with ease ensuring that the cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.



Develop and use a vocabulary of short, concise words to impress on the cadets that the movements must be performed smartly. For example, the words "crack", "drive", "seize" and "grasp" suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

Proper drill movements shall be combined with a professional demeanour throughout this lesson.



This lesson is broken down into movements. Explain, 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 movements.



The term squad is a generic name for a group of cadets, used to teach drill movements. This term can be interchanged with platoon, flight, division or any other applicable elemental or regimental term.



Assistant instructors may be required for this lesson.

Teaching Point 1

Explain, demonstrate and have the cadets execute a salute to the front.

Time: 15 min

Method: Demonstration and Performance

EXECUTE A SALUTE TO THE FRONT



The salute is given with the right hand. When physical incapacity or carrying of articles makes a salute with the right hand impracticable, compliments will be paid by turning the head and eyes to the left or right or standing to attention.

On the command TO THE FRONT SALUTE BY NUMBERS, SQUAD—ONE, the cadet shall:

1. bend the right elbow and open the palm of the right hand as it passes the shoulder; and

2. force the right hand by its shortest route to the front of the headdress ensuring:
 - a. the palm of the hand is facing down,
 - b. the thumb and fingers are fully extended and close together,
 - c. the tip of the second finger is 2 cm above and in line with the outside of the right eyebrow and touching the lower edge of the headdress,
 - d. the hand, wrist and forearm are in a straight line and at a 45 degree angle to the upper arm,
 - e. the elbow is in line with the shoulders, and
 - f. the upper arm is parallel to the ground.

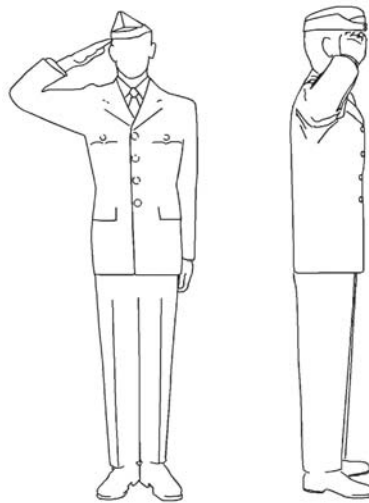


Figure 1 Saluting to the Front Without Arms

Note. From *The Canadian Forces Manual of Drill and Ceremonial* (p. 2-3), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- second finger not touching the headdress,
- wrist and fingers not straight,
- thumb not in line with the fingers,
- palm turned to face forward or to the rear, and
- second finger touching the arm of glasses, if worn.

On the command SQUAD—TWO, the hand is brought sharply to the position of attention, and simultaneously the head and eyes are turned to the front.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

On the command TO THE FRONT—SALUTE, the two movements are combined. The standard pause shall be observed between movements.



Standard Pause: The standard pause between each movement is two beats in quick time.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

Emphasize any movements with which the cadets had difficulty during the TP.

CONFIRMATION OF TEACHING POINT 1

The cadets' executing a salute to the front will serve as the confirmation of this TP.

Teaching Point 2**Explain, demonstrate and have the cadets execute a salute to the right and to the left.**

Time: 10 min

Method: Demonstration and Performance

EXECUTE A SALUTE TO THE RIGHT AND TO THE LEFT

On the command TO THE RIGHT (LEFT) SALUTE BY NUMBERS, SQUAD—ONE, saluting shall be executed as detailed in TP1, except that the head and eyes shall be turned smartly to the right (left) as far as possible without straining, ensuring that:

1. when saluting to the left, the right hand, wrist and arm are brought further over to the left to the correct position 2 cm above and in line with the outside edge of the right eyebrow and touching the headdress; and
2. when saluting to the right, the arm is moved to the rear, with the tip of the second finger remaining 2 cm above and in line with the outside edge of the right eyebrow and touching the headdress.

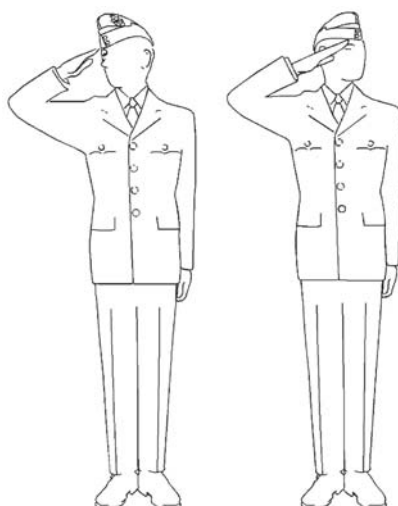


Figure 2 Saluting to the Right and Left

Note. From *The Canadian Forces Manual of Drill and Ceremonial* (p. 2-11), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults are the same as saluting to the front.

On the command SQUAD—TWO, the hand is brought sharply to the position of attention, and simultaneously the head and eyes are turned smartly to the front



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

Emphasize any movements with which the cadets had difficulty during the TP.

On the command TO THE RIGHT (LEFT)—SALUTE, the two movements are combined. The standard pause shall be observed between movements.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

Emphasize any movements with which the cadets had difficulty during the lesson.

CONFIRMATION OF TEACHING POINT 2

The cadets' executing a salute to the right and to the left will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' executing a salute at the halt without arms will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Drill develops and reinforces in cadets many qualities such as patience and determination through self-discipline and practice. Drill requires that cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.

INSTRUCTOR NOTES / REMARKS

It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.

REFERENCES

A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

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COMMON TRAINING PHASE ONE INSTRUCTIONAL GUIDE



SECTION 3

EO M108.03 – EXECUTE TURNS AT 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-601/PG-001, *Phase One Qualification Standard and Plan*, 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

Nil.

APPROACH

A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

INTRODUCTION

REVIEW

Review the drill movements from EO M108.02 (Execute a Salute at the Halt Without Arms).

OBJECTIVES

By the end of this lesson the cadet shall have executed turns at the halt.

IMPORTANCE

It is important for cadets to be able to perform drill movements at a competent level, developing sharpness, esprit-de-corps, physical coordination and alertness. These movements should be executed with ease ensuring that the cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork



Develop and use a vocabulary of short, concise words to impress on the cadets that the movements must be performed smartly. For example, the words "crack", "drive", "seize" and "grasp" suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

Proper drill movements shall be combined with a professional demeanour throughout this lesson.



This lesson is broken down into movements. Explain, 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 movements.



The term squad is a generic name for a group of cadets, used to teach drill movements. This term can be interchanged with platoon, flight, division or any other applicable elemental or regimental term.



Assistant instructors may be required for this lesson.

Teaching Point 1

Explain, demonstrate and have the cadets execute a right turn.

Time: 10 min

Method: Demonstration and Performance

EXECUTE A RIGHT TURN



Turns are made to change direction. Right or left turns change direction by 90 degrees, and about turns by 180 degrees.

On the command RIGHT TURN BY NUMBERS, SQUAD—ONE, the cadets shall turn 90 degrees to the right by pivoting on the right heel and left toe and raising the left heel and right toe simultaneously. Both knees should be kept braced during the turn, arms at the sides and body erect. On the completion of the movement, the weight of the body is placed on the right foot and the left leg is braced with the heel off the ground.

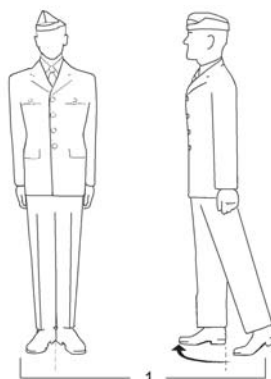


Figure 1 Squad One—Right Turn at the Halt

Note. From *The Canadian Forces Manual of Drill and Ceremonial* (p. 2-13), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- weight transferred to the left foot,
- right leg bent instead of straight, and
- arms not held firmly to the side.

On the command SQUAD—TWO, the cadets shall bend the left knee, straightening it in double time and placing the left foot beside the right to assume the position of attention.

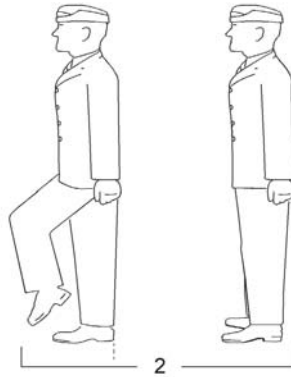


Figure 2 Squad Two—Right Turn at the Halt

Note. From *The Canadian Forces Manual of Drill and Ceremonial* (p. 2-13), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- arms not held straight and firmly to the sides,
- moving wrong foot,
- lifting the foot rather than lifting the knee, and
- lower leg and foot not allowed to hang at a natural angle.

On the command RIGHT—TURN, combine the two movements. The standard pause shall be observed between the movements.



Standard Pause: The standard pause between each movement is two beats in quick time.



Practice the movement with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

Emphasize any movements with which the cadets had difficulty during the TP.

CONFIRMATION OF TEACHING POINT 1

The cadets' executing a right turn will serve as the confirmation of this TP.

Teaching Point 2

Explain, demonstrate and have the cadets execute a left turn.

Time: 5 min

Method: Demonstration and Performance

EXECUTE A LEFT TURN

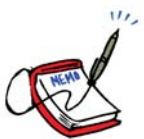
On the command LEFT TURN BY NUMBERS, SQUAD–ONE, have the cadets turn 90 degrees to the left by pivoting on the left heel and right toe and raising the right heel and left toe simultaneously. Both knees should be kept braced during the turn, arms at the sides and body erect. On the completion of the movement, the weight of the body is placed on the left foot and the right leg is braced with the heel off the ground.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults are the same as turning to the right except that references to left and right are to be reversed.

On the command SQUAD–TWO, the hand is brought sharply to the position of attention, and simultaneously the head and eyes are turned smartly to the front



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

On the command LEFT – TURN, combine the two movements. The standard pause shall be observed between the movements.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

Emphasize any movements with which the cadets had difficulty during the TP.

CONFIRMATION OF TEACHING POINT 2

The cadets' executing a left turn will serve as the confirmation of this TP.

Teaching Point 3

Explain, demonstrate and have the cadets execute an about turn.

Time: 10 min

Method: Demonstration and Performance

EXECUTE AN ABOUT TURN

On the command ABOUT TURN BY NUMBERS, SQUAD—ONE, the cadets shall turn 180 degrees to the right by pivoting on the right heel and left toe and raising the left heel and right toe simultaneously. Both knees should be kept braced during the turn, arms at the sides and body erect. On the completion of the movement, the weight of the body is placed on the right foot and the left leg is braced with the heel off the ground.

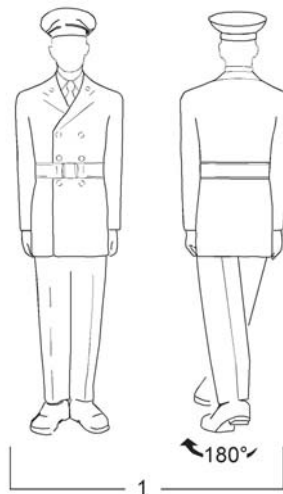
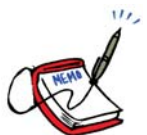


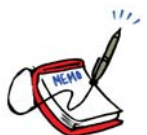
Figure 3 Squad One—About Turn at the Halt

Note. From *The Canadian Forces Manual of Drill and Ceremonial* (p. 2-14), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include the ones listed for the right turn and also include:

- turning to the left instead of the right,
- turning less than or more than 180 degrees, and
- losing balance.

On the command SQUAD—TWO, the cadet shall bend the left knee, straightening it in double time and placing the left foot beside the right to assume the position of attention.

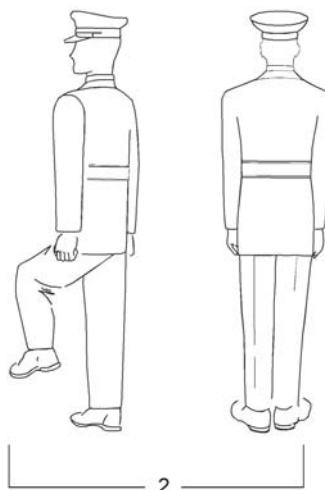


Figure 4 Squad Two—About Turn at the Halt

Note. From *The Canadian Forces Manual of Drill and Ceremonial* (p. 2-14), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.

On the command ABOUT—TURN, combine the two movements. The standard pause shall be observed between the movements.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

Emphasize any movements with which the cadets had difficulty during the lesson.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults are the same as executing a right turn.

CONFIRMATION OF TEACHING POINT 3

The cadets' executing an about turn will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' executing turns at the halt will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Drill develops and reinforces in cadets many qualities such as patience and determination through self-discipline and practice. Drill requires that cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.

INSTRUCTOR NOTES / REMARKS

It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.

REFERENCES

A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.



COMMON TRAINING PHASE ONE INSTRUCTIONAL GUIDE



SECTION 4

EO M108.04 – CLOSE TO THE RIGHT AND LEFT

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-601/PG-001, *Phase One Qualification Standard and Plan*, 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

Nil.

APPROACH

A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

INTRODUCTION

REVIEW

Review the drill movements from EO M108.03 (Execute Turns at the Halt).

OBJECTIVES

By the end of this lesson the cadet shall have closed to the right and left.

IMPORTANCE

It is important for cadets to be able to perform drill movements at a competent level, developing sharpness, esprit-de-corps, physical coordination and alertness. These movements should be executed with ease ensuring that the cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.



Develop and use a vocabulary of short, concise words to impress on the cadets that the movements must be performed smartly. For example, the words "crack", "drive", "seize" and "grasp" suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

Proper drill movements shall be combined with a professional demeanour throughout this lesson.



This lesson is broken down into movements. Explain, 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 movements.



The term squad is a generic name for a group of cadets, used to teach drill movements. This term can be interchanged with platoon, flight, division or any other applicable elemental or regimental term.



Assistant instructors may be required for this lesson.

Teaching Point 1

Explain, demonstrate and have the cadets close to the right.

Time: 15 min

Method: Demonstration and Performance

CLOSE TO THE RIGHT



Closing to the right is executed to adjust position right. Close march paces to the right shall not be ordered when the distance required to move exceeds eight paces. When the distance is greater, the squad shall be turned and marched the required distance.

On the command ONE PACE RIGHT CLOSE MARCH BY NUMBERS, SQUAD—ONE, the cadet shall:

1. bend the right knee, carrying the foot to the right and placing it on the ground with the inside of the heels one side pace 25 cm apart;
2. balance the weight of the body evenly on both feet; and
3. keep the arms at the sides.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- arms not held straight and firmly to the sides,
- wrong foot moved,
- foot is lifted instead of bending the knee, and
- lower leg and foot hanging at an unnatural angle.

On the command SQUAD—TWO, the cadet shall shift the weight of the body to the right foot; and bend the left knee, placing the left foot by the right to assume the position of attention.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults are the same as the first movement.

On the command ONE PACE RIGHT CLOSE—MARCH, combine the two movements, observing the following timing:

1. one pace, one-one,
2. two paces, one-one, pause, one-two: and
3. three paces, one-one, pause, one-two, pause, one-three.



Standard Pause: The standard pause between each movement is two beats in quick time.



Practice the movement with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

Emphasize any movements with which the cadets had difficulty with during the TP.

CONFIRMATION OF TEACHING POINT 1

The cadets' closing to the right will serve as the confirmation of this TP.

Teaching Point 2

Explain, demonstrate and have the cadets close to the left.

Time: 10 min

Method: Demonstration and Performance

CLOSE TO THE LEFT

On the command ONE PACE LEFT CLOSE MARCH BY NUMBERS, SQUAD—ONE, the cadet shall:

1. bend the left knee, carrying the foot to the left and placing it on the ground with the inside of the heels one side pace 25 cm apart;
2. balance the weight of the body evenly on both feet; and
3. keep the arms still at the sides.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults are the same as closing to the right except with the left foot.

On the command SQUAD—TWO, the cadet shall shift the weight of the body to the left foot; and bend the right knee, placing the right foot by the left to assume the position of attention.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults are the same as the first movement.

On the command ONE PACE LEFT CLOSE—MARCH, combine the two movements, observing the following timing:

1. one pace, one-one;
2. two paces, one-one, pause, one-two; and
3. three paces, one-one, pause, one-two, pause, one-three.



Practice the movement with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

Emphasize any movements with which the cadets had difficulty during the lesson.

CONFIRMATION OF TEACHING POINT 2

The cadets' closing to the left will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' closing to the right and left will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Drill develops and reinforces in cadets many qualities such as patience and determination through self-discipline and practice. Drill requires that cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.

INSTRUCTOR NOTES / REMARKS

It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.

REFERENCES

A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.



COMMON TRAINING PHASE ONE INSTRUCTIONAL GUIDE



SECTION 5

EO M108.05 – EXECUTE PACES FORWARD AND TO THE REAR

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-601/PG-001, *Phase One Qualification Standard and Plan*, 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

Nil.

APPROACH

A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

INTRODUCTION

REVIEW

Review the drill movements from EO M108.04 (Execute to the Right and Left).

OBJECTIVES

By the end of this lesson the cadet shall have executed paces forward and to the rear.

IMPORTANCE

It is important for cadets to be able to perform drill movements at a competent level, developing sharpness, esprit-de-corps, physical coordination and alertness. These movements should be executed with ease ensuring that the cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.



Develop and use a vocabulary of short, concise words to impress on the cadets that the movements must be performed smartly. For example, the words "crack", "drive", "seize" and "grasp" suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

Proper drill movements shall be combined with a professional demeanour throughout this lesson.



This lesson is broken down into movements. Explain, 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 movements.



The term squad is a generic name for a group of cadets, used to teach drill movements. This term can be interchanged with platoon, flight, division or any other applicable elemental or regimental term.



Assistant instructors may be required for this lesson.

Teaching Point 1

Explain, demonstrate and have the cadets execute paces forward.

Time: 15 min

Method: Demonstration and Performance

PACES FORWARD



Paces forward are executed to adjust position forward and should not exceed three paces. When the distance is greater, the squad shall be marched the required distance.

On the command ONE PACE FORWARD MARCH BY NUMBERS, SQUAD—ONE, the cadet shall shoot the left foot forward one half pace, force the weight forward on the left foot, with the right heel raised; and keep the arms still at the sides.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- incorrect pace size,
- step off with incorrect foot, and
- arms not held firmly at the sides.

On the command SQUAD—TWO, the cadet shall bend the right knee, straighten it in double time, place the right foot on the ground beside the left; and assume the position of attention.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- arms not held straight and firmly to the sides,
- wrong foot moved,
- foot is lifted instead of bending the knee, and
- lower leg and foot hanging at an unnatural angle

On the command ONE PACE FORWARD—MARCH, combine the two movements, observing the following timing:

1. one pace, one-two;
2. two paces, one, one-two; and
3. three paces, one, one, one-two.



When taking paces forward:

1. The cadence shall be in quick time.
2. The length of each step shall be one half pace (35 cm).
3. The arms shall be kept still at the sides.
4. When two paces forward are taken, the left foot is brought into the right to assume the position of attention.



Practice the movement with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

Emphasize any movements with which the cadets had difficulty during the TP.

CONFIRMATION OF TEACHING POINT 1

The cadets' executing paces forward will serve as the confirmation of this TP.

Teaching Point 2

Explain, demonstrate and have the cadets execute paces to the rear.

Time: 10 min

Method: Demonstration and Performance

PACES TO THE REAR



Paces to the rear are executed to adjust position back and should not exceed three paces. When the distance is greater, the squad shall be marched the required distance.

On the command ONE PACE STEP BACK MARCH BY NUMBERS, SQUAD—ONE, the cadet shall shoot the left foot to the rear one half pace with the weight forward on the right foot and the left heel raised; and keep their arms still at the sides.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults are the same as executing paces forward.

On the command SQUAD—TWO, the cadet shall bend the right knee, straighten it in double time, place the right foot on the ground beside the left; and assume the position of attention.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults are the same as executing paces forward.

On the command ONE PACE(S) STEP BACK—MARCH, combine the two movements, observing the following timing:

1. one pace, one-two;
2. two paces, one, one-two; and
3. three paces, one, one, one-two.



Practice the movement with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

Emphasize any movements with which the cadets had difficulty during the lesson.

END OF LESSON CONFIRMATION

The cadets' executing paces to the rear will serve as the confirmation of this TP.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Drill develops and reinforces in cadets many qualities such as patience and determination through self-discipline and practice. Drill requires that cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.

INSTRUCTOR NOTES / REMARKS

It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.

REFERENCES

A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.



COMMON TRAINING PHASE ONE INSTRUCTIONAL GUIDE



SECTION 6

EO M108.06 – EXECUTE THE MOVEMENTS REQUIRED FOR A RIGHT DRESS

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-601/PG-001, *Phase One Qualification Standard and Plan*, 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

Nil.

APPROACH

A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

INTRODUCTION

REVIEW

Review the drill movements from EO M108.05 (Execute Paces Forward and to the Rear).

OBJECTIVES

By the end of this lesson the cadet shall have executed the movements required for a right dress.

IMPORTANCE

It is important for cadets to be able to perform drill movements at a competent level, developing sharpness, esprit-de-corps, physical coordination and alertness. These movements should be executed with ease ensuring that the cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.



Develop and use a vocabulary of short, concise words to impress on the cadets that the movements must be performed smartly. For example, the words "crack", "drive", "seize" and "grasp" suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

Proper drill movements shall be combined with a professional demeanour throughout this lesson.



This lesson is broken down into movements. Explain, 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 movements.



The term squad is a generic name for a group of cadets, used to teach drill movements. This term can be interchanged with platoon, flight, division or any other applicable elemental or regimental term.



Assistant instructors may be required for this lesson.

Teaching Point 1

Explain, demonstrate and have the cadets execute right dress.

Time: 10 min

Method: Demonstration and Performance



Right Marker. The individual on the right hand side of the front rank.

RIGHT DRESS

Dressing of a squad is required to ensure a uniform, organized appearance when in a formed body. The most common movement used to dress a squad is the right dress.

On the command RIGHT DRESS BY NUMBERS, SQUAD—ONE, the right marker stands fast; and the remainder shoots the left foot forward one half pace, bends the right knee and adopts the position of attention.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

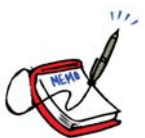


Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

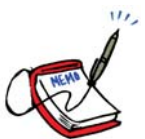
- incorrect pace size,
- arms not held straight and firmly to the sides,
- wrong foot moved,
- foot is lifted instead of bending the knee, and
- lower leg and foot hanging at an unnatural angle.

On the command SQUAD—TWO, the right file stands fast and the remainder turn their head and eyes to the right as far as possible without straining. Simultaneously, the front rank, except the right marker, shoots the right arm its full extent behind the shoulder of the cadet on the right. The hand is closed as in the position of attention, back of the hand uppermost and arm parallel to the ground.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- arm not parallel to the ground,
- centre or rear rank raise arms,
- body is twisted, and
- looking in the wrong direction.

On the command SQUAD—THREE, the right marker stands fast; and the remainder take up correct alignment, distance and covering by taking short, quick paces until they are in position.

Movement starts with the left foot.

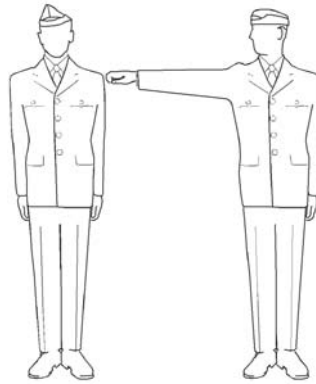


Figure 1 Arm Interval-Right Dress

Note. From *The Canadian Forces Manual of Drill and Ceremonial* (p. 2-19), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- arm striking next person, and
- hand slapping the side of the leg.

On the command RIGHT—DRESS, the three movements are combined, observing the standard pause between the movements. The timing is one-two, pause, arms, pause, move.



Standard Pause: The standard pause between each movement is two beats in quick time.



When dressing by the left, the same drill is followed except the head and eyes are turned left and the left arm is raised. The left marker stands fast, looks to the front, and those in the file behind adopt the appropriate distance between ranks.



Dressing may be ordered by the centre if more than one squad is on parade in line or mass. The command is INWARD—DRESS, and flanking squads shall dress by their left or right as appropriate.



When a squad is formed with only one person in the blank file, that individual shall dress with the front rank when the squad is advancing and with the rear rank when the squad is retiring. When the squad is moving to a flank, the individual shall dress with the directing flank.



Practice the movement with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

Emphasize any movements with which the cadets had difficulty during the TP.

CONFIRMATION OF TEACHING POINT 1

The cadets' executing right dress will serve as the confirmation of this TP.

Teaching Point 2

Explain, demonstrate and have the cadets execute eyes front.

Time: 5 min

Method: Demonstration and Performance

EXECUTE EYES FRONT

On the command EYES—FRONT, the cadets shall snap their head and eyes to the front and cut the right arm to the rear of the individual on the right and to the position of attention without slapping the thigh.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

CONFIRMATION OF TEACHING POINT 2

The cadets' executing eyes front will serve as the confirmation of this TP.

Teaching Point 3

Explain, demonstrate and have the cadets execute shoulder dressing.

Time: 5 min

Method: Demonstration and Performance

On the command SHOULDER DRESSING, RIGHT—DRESS, the movements are the same as for right dress, except that the arms are not raised and dressing is taken up without arm's length interval. Enough lateral space is left between the shoulders of each person in the rank to complete any movements that may follow the dressing.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults are the same as right dress except that the arm is not raised.

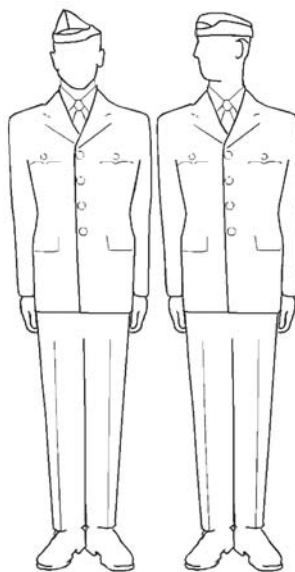


Figure 2 Shoulder Dressing

Note. From *The Canadian Forces Manual of Drill and Ceremonial* (p. 2-19), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.

CONFIRMATION OF TEACHING POINT 3

The cadets' executing a shoulder dressing will serve as the confirmation of this TP.

Teaching Point 4

Explain, demonstrate and have the cadets execute elbow dressing.

Time: 5 min

Method: Demonstration and Performance

On the command ELBOW DRESSING, RIGHT—DRESS, the movements are the same as the right dress except, the right hand is placed on the hip or jacket belt as applicable. The fingers are closed, pointed down and extended forward with thumbs to the rear and the point of the elbow is forced forward and touching the cadet's arm on the right.

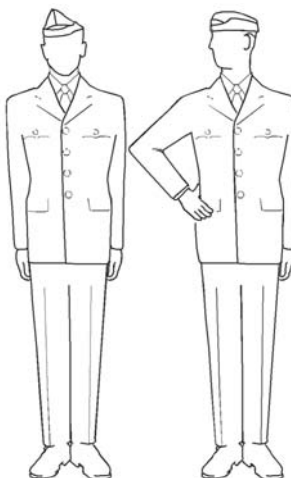


Figure 3 Elbow Dressing

Note. From *The Canadian Forces Manual of Drill and Ceremonial* (p. 2-19), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults are the same as dressing at arm's length and also include bending the wrist and hand not on hip.

END OF LESSON CONFIRMATION

The cadets' executing movements required for the right dress will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Drill develops and reinforces in cadets many qualities such as patience and determination through self-discipline and practice. Drill requires that cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.

INSTRUCTOR NOTES / REMARKS

It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.

REFERENCES

A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.



COMMON TRAINING PHASE ONE INSTRUCTIONAL GUIDE



SECTION 7

EO M108.07 – EXECUTE AN OPEN ORDER AND CLOSE ORDER MARCH

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-601/PG-001, *Phase One Qualification Standard and Plan*, 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

Nil.

APPROACH

A 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 the skill under supervision.

INTRODUCTION

REVIEW

Review the drill movements from EO M108.06 (Execute the Movements Required for a Right Dress).

OBJECTIVES

By the end of this lesson the cadet shall have executed an open order and close order march.

IMPORTANCE

It is important for cadets to be able to perform drill movements at a competent level, developing sharpness, esprit-de-corps, physical coordination and alertness. These movements should be executed with ease ensuring that the cadets efficiently moving together as one will promote discipline, alertness, precision, pride, steadiness and cohesion.



Develop and use a vocabulary of short, concise words to impress on the cadets that the movements must be performed smartly. For example, the words "crack", "drive", "seize" and "grasp" suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

Proper drill movements shall be combined with a professional demeanour throughout this lesson.



This lesson is broken down into movements. Explain, 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 movements.



The term squad is a generic name for a group of cadets, used to teach drill movements. This term can be interchanged with platoon, flight, division or any other applicable elemental or regimental term.



Assistant instructors may be required for this lesson.

Teaching Point 1

Explain, demonstrate and have the cadets execute an open order march.

Time: 15 min

Method: Demonstration and Performance



The standard length of a half pace is 35 cm.

OPEN ORDER MARCH

When in a formed body, cadets are inspected at the open order. To adopt this formation, cadets are required to execute an open order march.

The cadet shall execute the open order march, to include:

1. the front rank moving forward three half paces;
2. the rear rank stepping back three half paces; and
3. the centre rank standing fast.



Figure 1 Open Order March in Three Ranks

Note. From *The Canadian Forces Manual of Drill and Ceremonial* (p. 2-22), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.

When formed in two ranks, the front rank stands fast and the rear rank steps back three half paces.

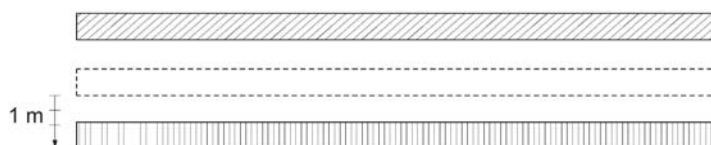


Figure 2 Open Order March in Two Ranks

Note. From *The Canadian Forces Manual of Drill and Ceremonial* (p. 2-23), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.

On the command OPEN ORDER–MARCH, the movements shall be executed as for three check paces forward and to the rear, the final movement being executed by:

1. bending the right knee, straightening it in double time and placing the right foot smartly on the ground by the left; and
2. assuming the position of attention.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- taking paces that are too large while moving forward;
- taking paces that are too small while moving back;
- raising the knee while stepping to the front or to the rear; and
- moving in the centre rank.

The cadence shall be in quick time, and the arms shall be kept still at the sides.

The timing for the movements are counted as ONE, ONE, ONE-TWO.

CONFIRMATION OF TEACHING POINT 1

The cadets' executing an open order march will serve as the confirmation of this TP.

Teaching Point 2

Explain, demonstrate and have the cadets execute a close order march.

Time: 10 min

Method: Demonstration and Performance

CLOSE ORDER MARCH

The cadet shall execute the close order march, to include:

1. the front rank stepping back three half paces;
2. the rear rank moving forward three half paces; and
3. the centre rank standing fast.

On the command CLOSE ORDER – MARCH, the movements will be executed as for three check paces forward and to the rear, the final movement being executed by:

1. bending the right knee, straightening it in double time and placing the right foot smartly on the ground by the left; and
2. assuming the position of attention.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults are the same as the open order march.

The cadence shall be in quick time, and the arms shall be kept still at the sides.

The timing for the movements are counted as ONE, ONE, ONE-TWO.



When formed in two ranks, the front rank stands fast and the rear rank moves forward three half paces.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

Have the cadets practice as a member of the front, rear and centre ranks.

CONFIRMATION OF TEACHING POINT 2

The cadets' executing a close order march will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' executing an open order and close order march will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Drill develops many qualities such as patience and determination through self-discipline and practice. Drill requires that cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.

INSTRUCTOR NOTES / REMARKS

It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades.

REFERENCES

A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.



COMMON TRAINING PHASE ONE INSTRUCTIONAL GUIDE



SECTION 8

EO M108.08 – MARCH AND HALT IN QUICK TIME

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-601/PG-001, *Phase One Qualification Standard and Plan*, 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

Nil.

APPROACH

A 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 the skill under supervision.

INTRODUCTION

REVIEW

Review the drill movements from EO M108.07 (Execute an Open Order and Close Order March).

OBJECTIVES

By the end of this lesson the cadet shall have marched and halted in quick time.

IMPORTANCE

It is important for cadets to be able to perform drill movements at a competent level, developing sharpness, esprit-de-corps, physical coordination and alertness. These movements should be executed with ease ensuring that the cadets efficiently moving together as one will promote discipline, alertness, precision, pride, steadiness and cohesion.



Develop and use a vocabulary of short, concise words to impress on the cadets that the movements must be performed smartly. For example, the words "crack", "drive", "seize" and "grasp" suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

Proper drill movements shall be combined with a professional demeanour throughout this lesson.



This lesson is broken down into movements. Explain, 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 movements.



The term squad is a generic name for a group of cadets, used to teach drill movements. This term can be interchanged with platoon, flight, division or any other applicable elemental or regimental term.



Assistant instructors may be required for this lesson.

Teaching Point 1

Explain, demonstrate and have the cadets march in quick time.

Time: 10 min

Method: Demonstration and Performance



The standard length of a pace is 75 cm.

MARCH IN QUICK TIME

Corps / Squadrons march and manoeuvre on foot in quick, slow, and double time. When marching in quick time, the cadence is set at 120 paces per minute.



The quick march can be maintained for long periods of time and is the standard for routine duty.

On the command QUICK MARCH BY NUMBERS, SQUAD—ONE, the cadet shall shoot the left foot forward one half pace, toe up; strike the heel on the ground first and keep the toe pointed directly forward; and simultaneously, swing the right arm straight forward and the left arm straight to the rear, waist high.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- taking a pace greater than 35 cm (one half pace);
- placing or slapping the left foot flat on the ground instead of striking the heel first; and
- swinging the arms at an incorrect height.

On the command SQUAD—TWO, the cadets shall continue to march with subsequent paces of standard length; bringing the legs forward successively in a straight line; swinging the arms forward successively in a straight line from the shoulder, front to rear, with hands closed as in the position of attention; and maintaining dressing by the directing flank.



The directing flank is the rank or file assigned by the commander as that from which the dressing is to be taken, when formed as a squad.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults are the same as for the initial pace except the pace is greater or less than 75 cm.

On the command QUICK—MARCH, combine the two movements. The timing will be “LEFT—RIGHT—LEFT”

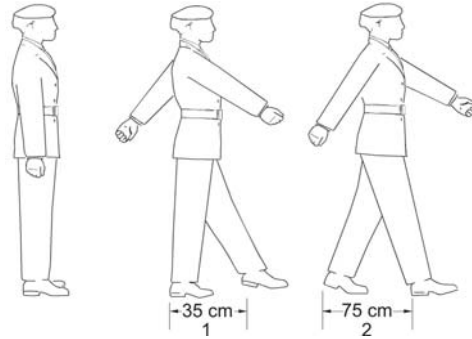


Figure 1 Marching in Quick Time

Note. From *The Canadian Forces Manual of Drill and Ceremonial* (p. 3-6), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.

CONFIRMATION OF TEACHING POINT 1

The cadets' marching in quick time will serve as the confirmation of this TP.

Teaching Point 2

Explain, demonstrate and have the cadets halt in quick time.

Time: 10 min

Method: Demonstration and Performance

HALT IN QUICK TIME

On the command HALT BY NUMBERS, SQUAD—ONE, given as the left foot is forward and on the ground, the cadet shall check the forward movement by placing the right foot flat on the ground, use the heel as a brake; and swing the left arm forward and the right arm to the rear.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include taking a pace larger or smaller than 75 cm; and not swinging the arms to the front and rear.

On the command SQUAD—TWO, the cadet shall take a half pace with the left foot, place it flat on the ground; and swing the right arm forward and the left to the rear.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults are the same as the initial pace except taking a pace larger than 35 cm (one half pace).

On the command SQUAD—THREE, the cadet shall bend the right knee, straighten it in double time; and simultaneously, cut the arms to the side and assume the position of attention.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include not cutting the arms to the side; and not bending the right knee and straightening in double time.

On the command SQUAD—HALT, combine the three movements in quick time. The timing for the movements is counted as ONE, ONE, ONE-TWO.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

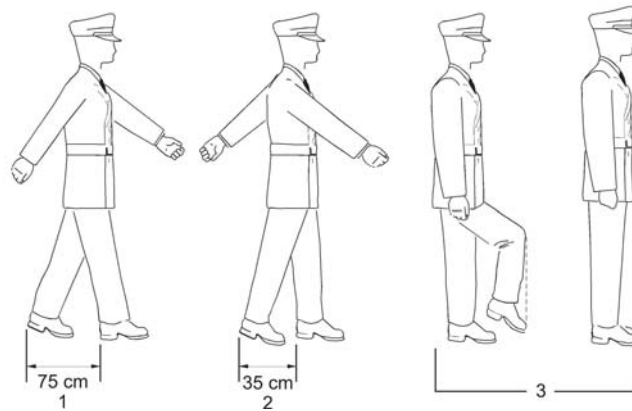


Figure 2 Halting in Quick Time

Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 3-3), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.

CONFIRMATION OF TEACHING POINT 2

The cadets' halting in quick time will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' marching and halting in quick time will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Drill develops many qualities such as patience and determination through self-discipline and practice. Drill requires that cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.

INSTRUCTOR NOTES / REMARKS

It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades.

REFERENCES

A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.



COMMON TRAINING PHASE ONE INSTRUCTIONAL GUIDE



SECTION 9

EO M108.09 – EXECUTE MARKING TIME, FORWARD AND HALTING IN QUICK TIME

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-601/PG-001, *Phase One Qualification Standard and Plan*, 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

Nil.

APPROACH

A 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 the skill under supervision.

INTRODUCTION

REVIEW

Review the drill movements from EO M108.08 (March and Halt in Quick Time).

OBJECTIVES

By the end of this lesson the cadet shall have executed marking time, forward and halting in quick time.

IMPORTANCE

It is important for cadets to be able to perform drill movements at a competent level, developing sharpness, esprit-de-corps, physical coordination and alertness. These movements should be executed with ease ensuring that the cadets efficiently moving together as one will promote discipline, alertness, precision, pride, steadiness and cohesion.



Develop and use a vocabulary of short, concise words to impress on the cadets that the movements must be performed smartly. For example, the words "crack", "drive", "seize" and "grasp" suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

Proper drill movements shall be combined with a professional demeanour throughout this lesson.



This lesson is broken down into movements. Explain, 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 movements.



The term squad is a generic name for a group of cadets, used to teach drill movements. This term can be interchanged with platoon, flight, division or any other applicable elemental or regimental term.



Assistant instructors may be required for this lesson.

Teaching Point 1

Explain, demonstrate and have the cadets mark time.

Time: 10 min

Method: Demonstration and Performance

MARK TIME



Marking time is executed when ceasing forward motion for a short period of time, while on the march. Marking time is carried out at the same cadence as for marching. Only the legs are moved and the upper portion of the body remains in the position of attention with arms at the side.



The command for mark time is given as the right foot is forward on the ground.

On the command MARK TIME BY NUMBERS, SQUAD—ONE, the cadet shall take a half pace with the left foot, placing the foot flat on the ground naturally. Maintaining the same cadence, bring the right foot into the left in a straight leg manner, not scraping the ground; and simultaneously, cut the arms to the sides and assuming the position of attention.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

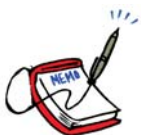


Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

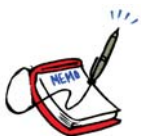
- taking a pace larger than 35 cm (one half pace); and
- scraping the right foot on the ground as it is being brought into the left.

On the command SQUAD—TWO the cadet shall bend the left knee so that the lower leg and foot are allowed to hang at a natural angle and the toe is 15 cm above the ground; place the toe on the ground before the heel as the leg is lowered; and continuing to mark time until the command FOR—WARD or HALT is given.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- not holding the arms straight and firmly to the sides;
- swaying side to side;
- quickening the pace; and
- not maintaining dressing.

On the command MARK – TIME, combine the two movements. The timing is “left—in—left—right—left”.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

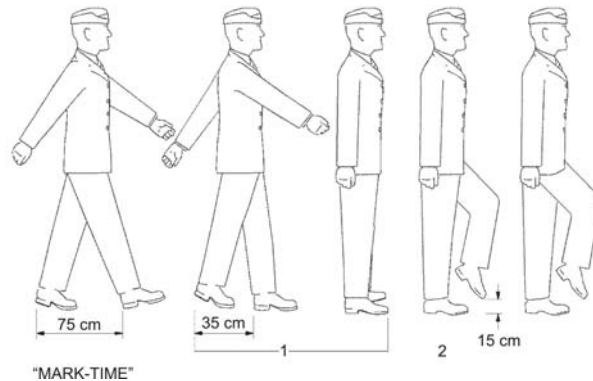


Figure 1 Marking Time in Quick Time

Note. From *The Canadian Forces Manual of Drill and Ceremonial* (p. 3-16), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.

CONFIRMATION OF TEACHING POINT 1

The cadets' marking time will serve as the confirmation of this TP.

Teaching Point 2

Explain, demonstrate and have the cadets execute forward from marking time.

Time: 10 min

Method: Demonstration and Performance

FORWARD FROM MARKING TIME



The command for Forward is given as the left foot is on the ground.

This movement is not taught broken down as it is best learned as a complete movement.

On the command FOR—WARD, the cadet shall straighten the right leg and assume the position of attention; shoot the left foot forward in a half pace; and continue to march in quick time, swinging the right arm forward and the left to the rear.

On the command MARK – TIME, combine the two movements. Utilize the timing: “left – in – left – right – left”.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- arms not held straight and firmly to the sides;
- not stepping off with the rest of the squad;
- stepping off on the wrong foot; and
- initial pace larger than one half pace.

CONFIRMATION OF TEACHING POINT 2

The cadets' executing forward from marking time will serve as the confirmation of this TP.

Teaching Point 3

Explain, demonstrate and have the cadets execute halting in quick time from marking time.

Time: 5 min

Method: Demonstration and Performance

HALTING IN QUICK TIME FROM MARKING TIME



The command is given as the left foot is on the ground.

This movement is not taught broken down as it is best learned as a complete movement.

On the command SQUAD – HALT, the cadet shall

1. take a further mark time pace with the right foot;
2. take a further mark time pace with the left foot; and
3. straighten the right leg in double time and assume the position of attention.

The timing is “one, one-two”.

On the command MARK – TIME, combine the two movements. Utilize the timing: “left – in – left – right – left”.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include not halting at the same time as the rest of the squad.

END OF LESSON CONFIRMATION

The cadets' executing marking time, forward and halting in quick time will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Drill develops many qualities such as patience and determination through self-discipline and practice. Drill requires that cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.

INSTRUCTOR NOTES / REMARKS

It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades.

REFERENCES

A0-002 A-PH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.



COMMON TRAINING PHASE ONE INSTRUCTIONAL GUIDE



SECTION 10

EO M108.10 – EXECUTE A SALUTE ON THE MARCH

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-601/PG-001, *Phase One Qualification Standard and Plan*, 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

Nil.

APPROACH

A 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 the skill under supervision.

INTRODUCTION

REVIEW

Review the drill movements from EO M108.02 (Execute a Salute at the Halt Without Arms).

OBJECTIVES

By the end of this lesson the cadet shall have saluted on the march.

IMPORTANCE

It is important for cadets to be able to perform drill movements at a competent level, developing sharpness, esprit-de-corps, physical coordination and alertness. These movements should be executed with ease ensuring that the cadets efficiently moving together as one will promote discipline, alertness, precision, pride, steadiness and cohesion.



Develop and use a vocabulary of short, concise words to impress on the cadets that the movements must be performed smartly. For example, the words "crack", "drive", "seize" and "grasp" suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

Proper drill movements shall be combined with a professional demeanour throughout this lesson.



This lesson is broken down into movements. Explain, 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 movements.



The term squad is a generic name for a group of cadets, used to teach drill movements. This term can be interchanged with platoon, flight, division or any other applicable elemental or regimental term.



Assistant instructors may be required for this lesson.

Teaching Point 1

Execute saluting on the march.

Time: 15 min

Method: Demonstration and Performance

EXECUTE SALUTING ON THE MARCH



Instructors are reminded that they are to present the example with regards to drill, from the moment they step onto the parade square. Proper drill movements, combined with a professional demeanour, are of paramount importance, and must be exemplified throughout the period of instruction.

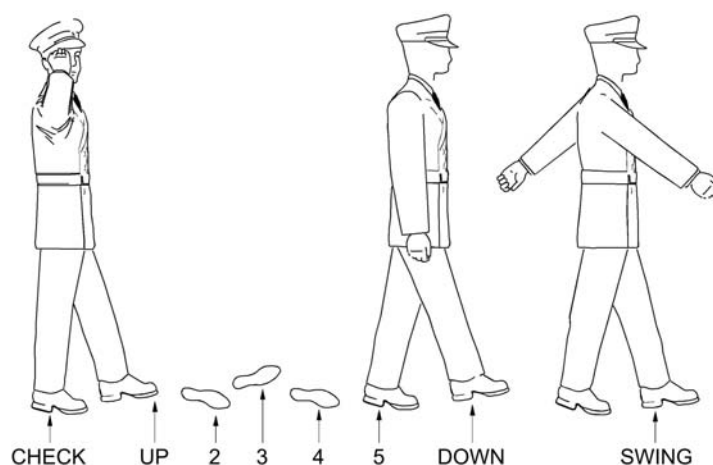


Figure 1 Saluting on the March

A-PD-201-000/PT-000 The Canadian Forces Manual of Drill and Ceremonial, 2001

On the command **TO THE RIGHT (LEFT) SALUTE BY NUMBERS, SQUAD – ONE**, given as the left foot is forward and on the ground, the cadet shall execute the first number by completing the next pace with the right foot; and swinging the left arm forward and the right arm to the rear normally.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

On the command **SQUAD – TWO** the cadet shall execute the second number by completing the next pace with the left foot, cutting the left arm to the side; and cutting the right arm forward to the side and then up into the salute in one continuous movement.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

On the command **SQUAD – THREE**, the cadet shall complete four paces in quick time, ending with the left foot forward.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

On the command SQUAD – FOUR, the cadet shall complete a pace with the right foot; and cut the right arm to the side.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

On the command SQUAD – FIVE, the cadet shall continue to march.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

On the command TO THE RIGHT (LEFT) – SALUTE, the movements are combined, and the timing is check – up – two – three – four– five – down – swing”, is utilized.

The instructor(s) shall provide a full demonstration and allow time for practice.

Teaching Point 2

Practice saluting on the march.

Time: 10 min

Method: Demonstration and Performance



While saluting, the head is turned right (left) as far as possible without straining.

On the command TO THE RIGHT (LEFT) – SALUTE, the movements are combined, and the timing, CHECK – UP – TWO – THREE – FOUR– FIVE – DOWN – SWING, is utilized.



Note: This movement requires much practice as a formed body, and the instructor is encouraged to fully utilize this time for said practice.

CONFIRMATION OF TEACHING POINT 2

The cadets' practicing a salute on the march will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' practicing a salute on the march will serve as the confirmation of this TP.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Drill develops many qualities such as patience and determination through self-discipline and practice. Drill requires that cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.

INSTRUCTOR NOTES / REMARKS

It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades.

REFERENCES

A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

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COMMON TRAINING PHASE ONE INSTRUCTIONAL GUIDE



SECTION 11

EO M108.11 – PAY COMPLIMENTS WITH A SQUAD ON THE MARCH

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-601/PG-001, *Phase One Qualification Standard and Plan*, 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

Nil.

APPROACH

A 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 the skill under supervision.

INTRODUCTION

REVIEW

Review the drill movements from EO M108.10 (Execute A Salute on the March).

OBJECTIVES

By the end of this lesson the cadet shall have paid compliments with a squad on the march.

IMPORTANCE

It is important for cadets to be able to perform drill movements at a competent level, developing sharpness, esprit-de-corps, physical coordination and alertness. These movements should be executed with ease ensuring that the cadets efficiently moving together as one will promote discipline, alertness, precision, pride, steadiness and cohesion.



Develop and use a vocabulary of short, concise words to impress on the cadets that the movements must be performed smartly. For example, the words "crack", "drive", "seize" and "grasp" suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

Proper drill movements shall be combined with a professional demeanour throughout this lesson.



This lesson is broken down into movements. Explain, 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 movements.



The term squad is a generic name for a group of cadets, used to teach drill movements. This term can be interchanged with platoon, flight, division or any other applicable elemental or regimental term.



Assistant instructors may be required for this lesson.

Teaching Point 1

Explain, demonstrate and have the cadets execute eyes right (left) to pay compliments with a squad on the march.

Time: 15 min

Method: Demonstration and Performance

EYES RIGHT (LEFT) WITH A SQUAD ON THE MARCH



While marching as a member of a squad, do not salute from within the ranks, but turn the head in the direction of the person or object to which compliments are being paid.



The command for paying compliments with a squad on the march is given as the left foot is forward and on the ground.

On the command EYES—RIGHT (LEFT), the cadets shall

1. complete the next pace forward with the right foot;
2. as the left foot comes forward again and strikes the ground, turn the head and eyes to the right (left) as far as possible without straining and look directly into the eyes of the personage being saluted;
3. continue to swing the arms; and
4. maintain dressing, direction, and cadence, while continuing to march.



The leading person on the directing flank shall maintain head and eyes to the front to keep direction.



The person in command of the squad shall salute.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Common faults include turning the head and eyes immediately rather than turning the head and eyes after the completion of the next pace forward.

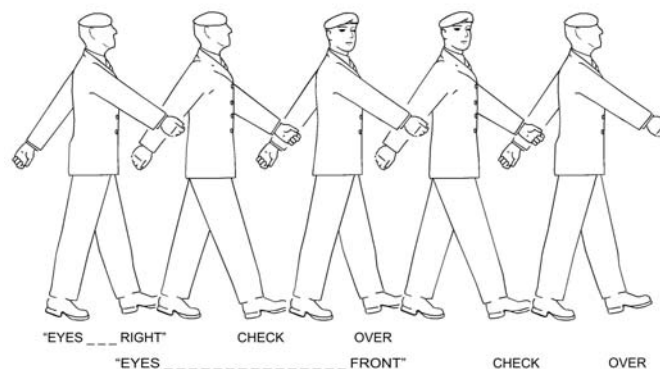


Figure 1 Eyes Right on the March

Note. From *The Canadian Forces Manual of Drill and Ceremonial* (p. 3-25), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.

CONFIRMATION OF TEACHING POINT 1

The cadets' executing an eyes right (left) to pay compliments on the march will serve as the confirmation of this TP.

Teaching Point 2

Explain, demonstrate and have the cadets execute eyes front to pay compliments with a squad on the march.

Time: 10 min

Method: Demonstration and Performance

EYES FRONT WITH A SQUAD ON THE MARCH



The command for paying compliments with a squad on the march is given as the left foot is forward and on the ground.

On the command EYES—FRONT, the cadet shall complete the next pace forward with the right foot; and as the left foot comes forward and strikes the ground, cut the head and eyes smartly to the front.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include turning the head and eyes immediately rather than turning the head and eyes after the completion of the next pace forward

CONFIRMATION OF TEACHING POINT 2

The cadets' executing an eyes front to pay compliments on the march will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' executing a salute on the march will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Drill develops many qualities such as patience and determination through self-discipline and practice. Drill requires that cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.

INSTRUCTOR NOTES / REMARKS

It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades.

REFERENCES

A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

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**COMMON TRAINING
PHASE ONE
INSTRUCTIONAL GUIDE**



SECTION 12

EO M108.12 – PERFORM DRILL MOVEMENTS DURING AN ANNUAL CEREMONIAL REVIEW

Total Time:

90 min

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**COMMON TRAINING
PHASE ONE
INSTRUCTIONAL GUIDE**



SECTION 13

EO C108.01 – EXECUTE SUPPLEMENTARY DRILL MOVEMENTS

Total Time:

180 min

NO INSTRUCTIONAL GUIDE IS PROVIDED FOR THIS EO.

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COMMON TRAINING PHASE ONE INSTRUCTIONAL GUIDE



SECTION 14

EO C108.02 – PARTICIPATE IN A DRILL COMPETITION

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-601/PG-001, *Phase One Qualification Standard and Plan*, 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

Nil.

APPROACH

A practical activity was chosen for this lesson as it is an interactive way to allow the cadets to participate in a drill competition.

INTRODUCTION

REVIEW

Review the drill movements from EO M108.01 to EM108.11.

OBJECTIVES

By the end of this lesson the cadet shall have participated in a drill competition.

IMPORTANCE

It is important for cadets to be able to perform drill movements at a competent level, developing sharpness, esprit-de-corps, physical coordination and alertness. These movements should be executed with ease ensuring that the cadets efficiently moving together as one will promote discipline, alertness, precision, pride, steadiness and cohesion.

ACTIVITY

Time: 90 min

OBJECTIVE

The objective of this activity is to have the cadets participate in a drill competition.

RESOURCES

- Tables,
- Chairs,
- Masking Tape,
- Stop Watch,
- Portable hand counters (clickers),
- Drill sequence,
- Pens,
- Parade markers, and
- Judges.

ACTIVITY LAYOUT

Set up the drill hall or outdoor parade square with tables and chairs. The drill area will be marked off, to include a restricted-access area large enough to accommodate execution of the marching and wheeling components of the competition with a judge's table placed mid-point along one of the sides of the drill area.

ACTIVITY INSTRUCTIONS

1. Divide the phase one cadets into squads not to exceed 10 cadets.
2. Appoint a team captain (Drill Team Commander), at a minimum, a phase three cadet in training to direct the team through the drill sequence.
3. Provide each team time to practice as a squad prior to competing. During this practice, the team captain will review all rehearsed movements from PO 108.
4. Have the drill team commander lead the drill team through the entire drill sequence.
5. Without assistance, acting as a drill team in a competition environment, the division will follow commands and be marked on its performance of the specified drill sequence. Cadets will respectfully observe the performance of other drill teams whenever they are not performing.
6. Marking will be performed by the judges using the marking guide located at Attachment C and the marking sheet located at Attachment D. When numerous divisions are competing, it is necessary to maximize the use of time. As the divisions rotate through the competition, divisions waiting to perform or those that have already performed can be scheduled for other concurrent activities (eg, while one division is waiting to perform another one is undergoing uniform inspections).

SAFETY

Nil.



Capitalization indicates the words of command for each movement.

Cadence is to be maintained when completing movements.



The term squad is a generic name for a group of cadets, used to teach drill movements. This term can be interchanged with platoon, flight, division or any other applicable elemental or regimental term.



Assistant instructors may be required for this lesson.

END OF LESSON CONFIRMATION

The cadets' participation in a drill competition will serve as confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Drill helps a cadet develop many qualities such as patience and determination through self-discipline and practice. Drill requires that cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.

INSTRUCTOR NOTES / REMARKS

It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades.

REFERENCES

A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

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GUIDELINES FOR THE CONDUCT OF A YEAR ONE DRILL COMPETITION

OFFICIALS

1. Officials shall be as follows:
 - a. Chief Judge – responsible for:
 - (1) Judging and marking the Team Captain;
 - (2) Awarding penalties; and
 - (3) Interpretation of rules; and
 - b. Drill Judge(s) – responsible for judging and marking the performance of the team during the drill sequence.

DRESS

2. Dress for the competition will be at the discretion of the corps TrgO and IAW CATO 35-01. Uniform C-1 is encouraged, though weather conditions at the time of the competition will be the determining factor.

DRILL SEQUENCE

3. When called to compete, the team (accompanied and directed by the team captain) will march on, with the right marker at the designated point opposite the judges table, dressed at the close order. When the Drill Team Commander reports for inspection, the judging will begin approach the Chief Judge, report the name of the team, and request permission to carry on with the competition.
4. On receiving permission from the Chief Judge, the team captain will then direct the team through the drill movements IAW Attachment B. The squad will be returned to its original position following the completion of the movements. The DTC will then report to the Chief Judge, and request permission to march off.

TIMING

5. A maximum of 15 minutes is allowed for each competing team. The timing will commence immediately following the team captain being granted permission to proceed and will terminate when the team captain reports to the Chief Judge upon completion of the drill sequence.

DRILL AUTHORITY

6. All drill movements will be carried out IAW A0-002 A-DH-201-000/PT-001 *Canadian Forces Manual of Drill and Ceremonial*.

MARKING

7. Marking will be performed by the judges using the marking guide located at Attachment C and the marking sheet located at Attachment D. One point will be deducted for each individual fault or infraction to a maximum of 80 point deductions. A maximum of five points will be deducted for a single movement (eg, if a whole team performs a movement incorrectly, a total of five points will be deducted).

PENALTIES

8. Penalties will be deducted for specific infractions. Additional points will not be deducted for an infraction for which a penalty is awarded.
9. The following penalties will be awarded for infractions and will be deducted from the drill score by the Chief Judge:

a.	Omission of a drill movement	5 points.
b.	Drill movement performed out of sequence	1 point.
c.	Late when called to compete	2 points.
d.	Exceeding maximum time allowance for sequence	2 points.

INTERPRETATION OF RULES

10. In any situation where no equitable solution can be found in the rules, the Chief Judge will be empowered to make a ruling, which is binding to all participants.

DRILL SEQUENCE

STANDING DRILL

1. Stand Easy
2. Stand at Ease
3. Attention
4. To the Front Salute
5. Left Turn
6. Right Turn
7. About Turn
8. Right Incline
9. About Turn
10. Open Order March
11. Right Dress
12. Eyes Front
13. Close Order March
14. Right Turn

MARCHING DRILL

1. Quick March
2. Mark Time
3. Forward
4. Mark Time
5. Halt
6. Quick March
7. Left Wheel
8. Left Wheel
9. Salute to the Right on the March
10. Left Wheel
11. Right Wheel
12. Right Wheel
13. Right Wheel

14. Mark Time

15. Halt

STANDING DRILL

1. Left Turn

2. Right Dress

3. Eyes Front

DRILL COMPETITION MARKING GUIDE

INSPECTION

The inspection will be marked out of five possible points, based on CATO 35-01 Royal Canadian Sea Cadet Dress Instructions, to include:

1. seaman's cap,
2. hair,
3. female hair,
4. overall appearance,
5. trousers,
6. gunshirt, and
7. boots.

Reporting. DTC reports to the judges confidently and in the correct manner.

Words of command. The words of command should be correct, called on the correct foot and with the correct interval of timings. They should be clear and loud enough for the entire team to hear and obey.

Ability to control. The ability to command, control and give proper orders to the team carrying out drill movements.

COMPULSORY SEQUENCE

All standing and marching drill for the compulsory sequence will be marked out of a total of five points. One point will be deducted for errors in each of the following areas:

Body drive. The amount of effort put into the movements.

Correctness of movement. This includes immediate and correct response to the command with the standard pause (two beats of quick time) observed where necessary.

Correct dressing. The alignment of ranks and flanks at the halt and on the march.

Steadiness. No excess movements during any portion of the drill sequence, including fidgeting, fixing the uniform, etc.

Precision. Movements are carried out in unison.

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DRILL COMPETITION MARKING SHEET

Team: _____ Date: _____

DTC: _____

Inspection - Maximum 30 Points			
1.	Cap		/5
2.	Hair		/5
3.	Appearance		/5
4.	Trousers		/5
5.	Gunshirt		/5
6.	Boots		/5
Sub-total			/30
DTC - Maximum 40 Points			
1.	Reporting		/10
2.	Words of Command		/20
3.	Ability to Control		/10
Sub-total			/40
Drill Movements - Maximum Points			
Standing Drill			
1.	Stand Easy		/5
2.	Stand at Ease		/5
3.	Attention		/5
4.	To the Front Salute		/5
5.	Left Turn		/5
6.	Right Turn		/5
7.	About Turn		/5
8.	Right Incline		/5
9.	About Turn		/5
10.	Open Order March		/5
11.	Right Dress		/5
12.	Eyes Front		/5
13.	Close Order March		/5
14.	Right Turn		/5
Marching Drill			
1.	Quick March		/5
2.	Mark Time		/5
3.	Forward		/5
4.	Mark Time		/5
5.	Halt		/5
6.	Quick March		/5
7.	Left Wheel		/5
8.	Left Wheel		/5
9.	Salute to the Right on the March		/5
10.	Left Wheel		/5

11.	Right Wheel		/5
12.	Right Wheel		/5
13.	Right Wheel		/5
14.	Mark Time		/5
15.	Halt		/5
	Standing Drill		
1.	Left Turn		/5
2.	Right Dress		/5
3.	Eyes Front		/5
	Sub-total		/
	Sub-total		/
Comments			
Penalties			
	Penalty Sub-total		
	Inspection		/
	DTC		/
	Compulsory		/
	Less Total Penalties		
	Grand Total		/
Name of Judge:			
Date:		Signature of Judge:	



COMMON TRAINING PHASE ONE INSTRUCTIONAL GUIDE



SECTION 1

EO C111.01 – PARTICIPATE IN A BIATHLON BRIEFING

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-601/PG-001, *Phase One Qualification Standard and Plan*, 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.

Confirm the number of zones within your region.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for this lesson to introduce biathlon and provide an overview of the sport.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson, the cadet shall have participated in a biathlon briefing.

IMPORTANCE

It is important for cadets to participate in a biathlon briefing because it introduces the history and components of biathlon, as well as assists in preparing for a biathlon event.

Teaching Point 1**Introduce biathlon.**

Time: 10 min

Method: Interactive Lecture

THE SPORT OF BIATHLON

Traditionally, biathlon consists of two activities—small bore marksmanship and free technique cross country skiing. There are other forms of biathlon competition—these competitions must include an cardiovascular activity and a marksmanship component. The marksmanship component of biathlon demands fine motor control, great stability and precision. Traditionally a .22 cal small bore rifle is used. The combination of these two very contradictory activities makes the sport of biathlon.

Biathlon is considered a life sport. The first recorded biathlon competition took place near the Swedish / Norwegian border in 1767, between companies of border guards from the two countries. Biathlon continued to develop through hunting and warfare until it was introduced as a demonstration sport at the winter Olympics in Charmoix, France in 1924. It was not until 1960 in Squaw Valley, California and a change to small bore that biathlon became a fully-sanctioned Olympic event for men. In 1992 in Albertville, France, it became an Olympic event for women as well.



Cave drawings found in Norway, depicting Nordic skiing and the carrying of a weapon, date Biathlon back more than 5,000 years.

TYPES OF RACES

There are six different types of races used in biathlon competitions in the CCM.

Individual

An individual race consists of a single competitor start. It is a race of varying distances based on age, gender, weather, and the geographical constraints of the course location. An individual race consists of sequential bouts of skiing and firing, which may include:

1. skiing;
2. firing five rounds;
3. skiing;
4. firing five rounds;
5. skiing;
6. firing five rounds;
7. skiing; and
8. crossing the finish line.

The race is over when the last competitor crosses the finish line.

A time penalty of 40 seconds for every missed target is added to the competitor's final time.

Sprint

A sprint race consists of a single competitor or group start. It is a race of varying distances based on age, gender, weather, and the geographical constraints of the course location. A sprint race consists of sequential bouts of skiing and firing, which may include:

1. skiing;
2. firing five rounds;
3. skiing;
4. firing five rounds;
5. skiing and
6. crossing the finish line.

The race is over when the last competitor crosses the finish line.

A penalty of skiing one loop for every missed target is added to the competitor's final time.

Mass

A mass race consists of a simultaneous start. It is a race of varying distances based on age, gender, weather, and the geographical constraints of the course location. A mass race consists of sequential bouts of skiing and firing, which may include:

1. skiing;
2. firing five rounds;
3. skiing;
4. firing five rounds;
5. skiing;
6. firing five rounds;
7. skiing;
8. fire five rounds;
9. skiing and
10. crossing the finish line.

The race is over when the last competitor crosses the finish line.

A penalty of skiing one loop for every missed target is added to the competitor's final time.

Pursuit

A pursuit race consists of a single competitor start on random draw or results from a previous event during the same championship. It is a race of varying distances based on age, gender, weather, and the geographical constraints of the course location. A pursuit race consists of sequential bouts of skiing and firing, which may include:

1. skiing;
2. firing five rounds;
3. skiing;
4. firing five rounds;
5. skiing;
6. firing five rounds;
7. skiing;
8. firing five rounds;
9. skiing; and
10. crossing the finish line.

The race is over when the last competitor crosses the finish line.

A penalty of skiing one loop for every missed target is added to the competitor's final time.

Relay

A relay race consists of a simultaneous start. It is a race of varying distances, based on age, gender, weather, and the geographical constraints of the course location. A relay race consists of sequential bouts of skiing and firing for each relay team member, which may include:

1. skiing;
2. firing five rounds (three spare);
3. skiing;
4. firing five rounds (three spare);
5. skiing;
6. tagging / touching either the torso, arms, hands, legs, feet, head or the rifle of the outgoing member of the team in the relay handover zone; and
7. the last skier completing the above sequence with no tagging / touching. They end the race by crossing the finish line.

The race is over when the last competitor of the last team crosses the finish line.

A penalty of skiing one loop for every missed target is added to the competitor's final time.

Patrol

A patrol race consists of a simultaneous start of a firing bout on the range. It is a race of varying distances, based on age, gender, weather, and the geographical constraints of the course location. The team must ski together with a distance of no further than 30 m apart from the first to the last skier. This distance is measured when they enter the range and cross the finish line. It may also be measured while on a skiing bout. Members of the patrol must carry patrol equipment in a pack. The equipment will vary, but usually consists of four to six wool blankets. The blankets are carried in packs and the division of the blankets is left to the discretion of the team. A patrol race consists of sequential bouts of skiing and firing, which may include:

1. firing up to 20 rounds;
2. skiing;
3. firing up to 20 rounds;
4. skiing;
5. firing up to 20 rounds;
6. skiing;
7. firing unlimited rounds; and finishing when the last paddle on the target indicates a hit.

A penalty of skiing one loop for every missed target is added to the competitor's final time.

Special rules for a patrol race

- Each competitor must fire at least twice.
- Teams cannot leave the range until all targets are hit or all 20 rounds are expended.
- Crossfiring is authorized as per rule 1.9.2. from *Biathlon Canada Handbook*. When a member of a team has hit all five of their targets they may fire at their team member's target. This can only occur after crossfire is called and the competitor who will not be firing unloads their rifle and places it on the mat.
- Five minutes will be added to the team's final time if two competitors fire on the same target at the same time.
- Each team must stay together as a group as per rule 1.9.3. from *Biathlon Canada Handbook*.
- Only during a patrol race may the rifle be supported by the pack on the firing line.
- A patrol member must be wearing or carrying their pack when crossing the finish line or entering the range.
- A patrol member must finish with their pack.

End of Patrol

There is a time limit on the patrol race. At the 45-minute mark, the range is closed to incoming teams and penalties are added to the team's final time. For each ski bout not completed by the team, a 15 minute time will be added to their final time.

FINAL RESULTS FOR ALL TYPES OF RACES

Results are based on ski time(s) combined with any time credits or penalties assessed to produce a final time. First place is awarded to the team with the lowest time.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. What two activities make up the sport of biathlon?
- Q2. What are the six types of biathlon races used in biathlon competitions in the CCM?
- Q3. In what race is crossfiring allowed?

ANTICIPATED ANSWERS:

- A1. A marksmanship and an cardiovascular activity.
- A2. Individual, sprint, mass, pursuit, relay, and patrol races.
- A3. Only in the patrol race IAW rule 1.9.3. from the *Biathlon Canada Handbook*.

Teaching Point 2

Describe competitive events in the CCM.

Time: 15 min

Method: Interactive Lecture

LOCAL CORPS (STAGE 1)

At stage one the corps Commanding Officer (CO) is the Officer of Primary Interest (OPI) and will recommend who will participate in the zone competition based on the corps' biathlon program. If no biathlon program is in place at the corps, cadets may still compete at the CO's discretion. Biathlon teams consist of three competitors of the same gender, one of which must be a junior (have not reached the 15th birthday on or before 15 March of the training year).

ZONE (STAGE 2)

At stage two cadets will compete in a zone competition with corps in the same geographical area. Corps that cannot participate in a zone competition due to geographic limitations may conduct a local competition and mail in the results to the Zone / Regional Biathlon Coordinator who is the OPI for this stage. The regional biathlon coordinator is responsible for posting the names of the competitors who will advance to the provincial / territorial competition, based on the competitor's results, and the region's total allowable competitors.

PROVINCIAL / TERRITORIAL (STAGE 3)

At stage three the number of competitors in each category will depend on the number of zones in the region, and are decided by the Regional Biathlon Coordinator who is the OPI for this stage. These categories are female team, female composite team, male team, and male composite team. Composite teams are composed of top individual competitors in a zone, who are not necessarily from the same corps. Corps teams are selected based on the aggregate score of the fastest three competitors from the corps. Individual members of corps teams do not need to be declared until after the final race results are posted.

NATIONAL (STAGE 4)

Stage four in the selection process is based on the number of teams permitted to compete per region. The OPI for this stage is the National Biathlon Coordinator. Corps teams must contain the fastest junior and fastest senior competitor, plus the next fastest skier from the same corps based on their final time from the qualifying race.

Composite teams are selected based on final race times, from the remaining competitors who are not already selected for a corps team. Each composite team will consist of the next fastest senior competitor, next fastest junior competitor, and the next fastest competitor.



Discuss regional team allowances (located at Figure 1).

Teams	Atlantic				Eastern	Central	Prairie			Pacific	Northern
	NF	NS	NB	PEI	QC	ON	MB	SK	AB	BC	
Female Team	1	1	1	1	1	1	1	1	1	1	
Female Composite Team	1	1	1	1	2	2	1	1	1	1	1
Male Team	1	1	1	1	1	1	1	1	1	1	
Male Composite Team	1	1	1	1	2	2	1	1	1	1	1

Figure 1 Regional Disbursement of Teams

Note. Created by D Cdts 4, 2006, Ottawa, ON: Department of National Defence.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. What is the minimum number of junior competitors per team?
- Q2. How many levels of competitions are there in the CCM?
- Q3. How is the composite team selected?

ANTICIPATED ANSWERS:

- A1. There is a minimum of one junior competitor per team.
- A2. There are four levels of competition:
- corps,
 - zone,
 - provincial / territorial, and
 - national.
- A3. Composite teams are selected based on final race times, from the remaining competitors who are not already selected for a corps team. Each composite team will consist of the next fastest senior competitor, next fastest junior competitor, and the next fastest competitor.

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Biathlon is a challenging and exciting individual and team sport that is challenging, exciting and promotes physical fitness, which is one of the aims of the cadet program.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A0-036 Cadets Canada. (n.d.). *Canadian cadet movement: Biathlon championship series*. Ottawa, ON: Department of National Defence.

C0-084 Biathlon Canada. (2003). *Biathlon Canada handbook*. Ottawa, ON: Biathlon Canada.



COMMON TRAINING GREEN STAR INSTRUCTIONAL GUIDE



SECTION 2

EO C111.02 – RUN WIND SPRINTS

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-601/PG-001, *Phase One Qualification Standard and Plan*, 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 during the practical activities.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TPs 1 and 2 to introduce cadets to the methods of preparing for a biathlon activity and running techniques.

A practical activity was chosen for TPs 3–5 as it is an interactive way to introduce the cadets to running skills in a safe and controlled environment. This activity contributes to the development of running skills and knowledge in a fun and challenging setting.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to have run wind sprints.

IMPORTANCE

It is important for cadets to run wind sprints because it is a method of increasing endurance, which will be useful when participating in summer biathlon activities.

Teaching Point 1**Explain how to prepare for summer biathlon activities.**

Time: 5 min

Method: Interactive Lecture

CLOTHING

Clothing worn while running is important for keeping the body temperature regulated as well as providing freedom of movement. Layering clothing is important because it maintains body heat and ensures comfort while outdoors.



Show examples of the clothing used for the different layers as they are described.

The Base / Core Layer

The layer next to the skin is called the base layer. It may consist of a synthetic undershirt that is close fitting but not tight. It should be made of a material that will absorb perspiration and move it away from the skin, such as polyester.



Damp clothes draw heat from the body, even in conditions above freezing. This rapid heat loss can cause a dangerous drop in body temperature.

The Mid-Layer

The second layer, called the mid-layer, provides insulation and moves moisture away from the base layer. This layer should be snug, but not constricting. It may consist of a zip-up shirt with a high neck or a shirt with a collar. In hot weather, this layer may be used as an outside layer.

The Outer Layer

The final layer, called the outer layer, provides protection from the elements. It should allow air to circulate and excess moisture to escape. It may consist of a wind shell or a waterproof rain jacket.

It is easier to stay warm rather than trying to warm up after getting cold. Additional insulating layers may be required to keep warm when sitting still in cold temperatures. Most of the heat from a person's body is lost through the head and face. It is always best to wear something on the head regardless of the weather conditions. In the summer, a hat protects the head from the sun and provides shade, while in the winter, a hat helps stop the heat from escaping.

FOOTWEAR

Running shoes should fit comfortably when laced up. Always wear clean, dry socks when wearing running shoes.

HYDRATION

The body is made up of over 60 percent water therefore hydration is crucial, particularly when participating in physical activity. The body continuously loses water through breathing, sweating, and urinating. It is recommended that water be drunk approximately two hours before exercise, often during exercise, and after exercise. Sports drinks are an alternative to water for those who run more than 4 km at one time, or who participate in more than an hour of moderate physical activity.

NUTRITION

It is important to follow the guidelines for healthy eating outlined in *Canada's Food Guide*, particularly for those who are physically active. Meals should be eaten at least 30 minutes prior to physical activity to allow time for the food to digest.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. Why is it important to layer your clothing?
- Q2. What percentage of the body is made up of water?
- Q3. Where can the guidelines for healthy eating be found?

ANTICIPATED ANSWERS:

- A1. It is important to layer clothing to maintain body heat and ensure comfort while outdoors.
- A2. Over 60 percent of the body is made up of water.
- A3. They can be found in *Canada's Food Guide*.

Teaching Point 2

Describe running techniques.

Time: 5 min

Method: Interactive Lecture

PACING

Pacing is the speed that should be run in order to cover the distance. It is essential to every runner and is important for maintaining energy and endurance. Individuals should pace themselves based on the signs felt from the body and the environmental conditions. An individual who cannot speak as they are running is considered to be running too fast or too long. This will prevent an individual from being able to run as long as runners who pace themselves accordingly.

In the beginning, the pace should be the anticipated average speed for the run. The pace may be increased at the halfway point, if this pace can be maintained for the remainder of the run. Towards the end of the run, energy should be gauged to determine if speed could be increased for the final portion of the run.



A good method for determining a comfortable pace is to use the “talk test”. A runner should be able to talk comfortably while running, if not, the pace should be adjusted.

POSTURE / BODY ALIGNMENT

Having proper posture / body alignment can make running easier on the body and can increase an individual's performance. Basic techniques for posture / body alignment include keeping the hands at waist level to prevent tension in the arms and shoulders; remaining straight and erect, with head up, back straight, and shoulders level, to prevent shin splints and lower-back pain; and landing softly on the feet to avoid bouncing and to prevent wasting energy and to prevent injuries to the feet and legs.

WIND SPRINTS

Wind sprints are short bursts of high intensity movement conducted during regular aerobic activity, meant to make a person momentarily winded. For optimal benefits, physical activity must be continued after the wind

sprint is completed. Wind sprints can be conducted during any type of aerobic activity (eg, running, cycling, or swimming). Regular training with wind sprints may increase overall athletic performance.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. Why is pacing important for running?
- Q2. What is a good method of determining a comfortable pace for running?
- Q3. Describe one technique for posture / body alignment while running.

ANTICIPATED ANSWERS:

- A1. Pacing is important for runners to maintain energy and endurance.
- A2. The talk test is a good method of determining a comfortable pace for running.
- A3. Basic techniques for posture / body alignment include:
- keeping the hands at waist level, to prevent tension in the arms and shoulders;
 - remaining straight and erect, with head up, back straight, and shoulders level, to prevent shin splints and lower-back pain; and
 - landing softly on the feet to avoid bouncing and to prevent wasting energy and to prevent injuries to the feet and legs.

Teaching Point 3

Conduct a warm-up activity consisting 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 10–30 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 10–30 seconds, is considered the safest method.
- Stretching helps to relax the muscles and improve flexibility, which is the range of motion in the joints.
- As a guide, allow 10 minutes to warm up for every hour of physical activity.



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

ACTIVITY

OBJECTIVE

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

RESOURCES

Nil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

- Arrange the cadets in either a warm-up circle or in rows (as illustrated in Figures 1 and 2).

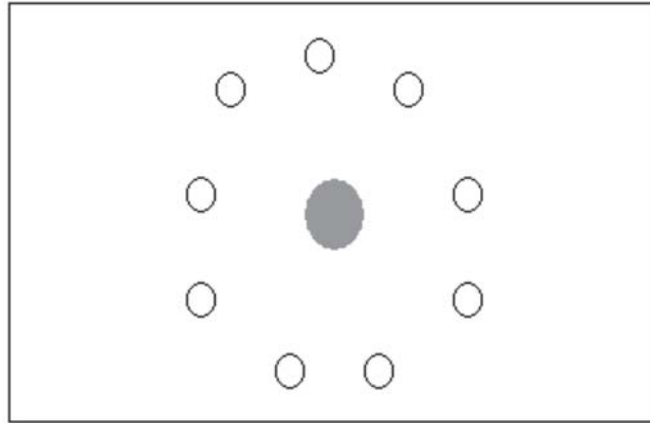


Figure 1 Instructor in the Centre of a Warm-Up Circle

Note. Created by D Cdts 3, 2006, Ottawa, ON: Department of National Defence.

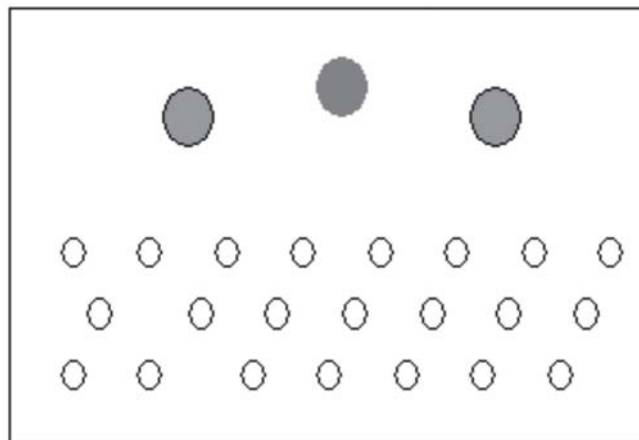


Figure 2 Instructor at the Front with Two Assistant Instructors

Note. Created by 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 Attachment A.

SAFETY

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

CONFIRMATION OF TEACHING POINT 3

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

Teaching Point 4**Supervise while the cadets run wind sprints.**

Time: 5 min

Method: Practical Activity

ACTIVITY**OBJECTIVE**

The objective of this activity is to have the cadets practice running short wind sprints.

RESOURCES

- Area with level terrain that is large enough to conduct a run, and
- A whistle.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

- Have the cadets run at a comfortable pace.
- During the run, have the cadets complete a minimum of two wind sprints. To do a wind sprint:
 - give the cadets a warning before they start the wind sprint;
 - sound the start;
 - have the cadets run as fast as they can for approximately 30 seconds;
 - sound the finish of the sprint; and
 - instruct the cadets to return to their normal pace.

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 4

The cadets' participation in running wind sprints will serve as the confirmation of this TP.

Teaching Point 5

Conduct a cool-down session composed of light cardiovascular exercises.

Time: 5 min

Method: Practical Activity



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

PURPOSE OF A COOL-DOWN

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

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



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

ACTIVITY**OBJECTIVE**

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

RESOURCES

Nil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

- Arrange the cadets in either a warm-up circle or in rows (as illustrated in Figures 1 and 2 of TP 3).
- 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 TP 3.

CONFIRMATION OF TEACHING POINT 5

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

END OF LESSON CONFIRMATION

The cadets' participation in running wind sprints will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Wind sprints are a fun and challenging activity that may increase the overall athletic performance of an individual, which will be valuable when participating in summer biathlon activities.

INSTRUCTOR NOTES / REMARKS

Pictures of the clothing, hydration, and nutrition choices may be used in place of the actual items, if these items are not available.

REFERENCES

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C0-154 Hansen, B. (1999). *Moving on the spot: Fun and physical activity: A collection of 5 minute stretch and movement sessions*. Retrieved October 26, 2006, from <http://lin.ca/resource/html/dn3.htm#l1>

SAMPLE STRETCHES

a. Neck:

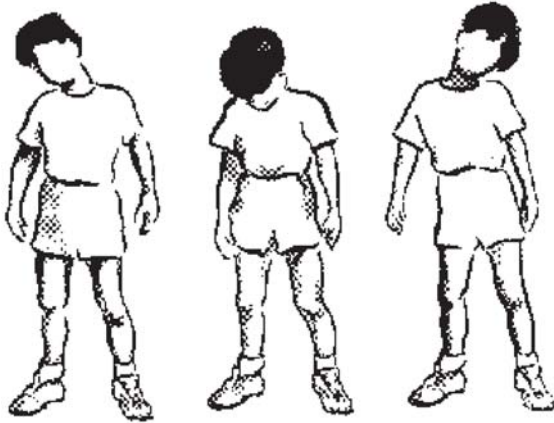


Figure A-1 Neck Stretch

Note. From *Moving on the Spot: A Collection of 5 Minute Stretch and Movement Sessions*, by B. Hanson, (1999), Toronto, Ontario: Toronto Public Health. Retrieved October 26, 2006, from <http://www.lin.ca/resource/html/dn3.htm#11>

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

b. Shoulders:



Figure A-2 Shoulder Push

Note. From *Moving on the Spot: A Collection of 5 minute Stretch and Movement Sessions*, by B. Hanson, (1999), Toronto, Ontario: Toronto Public Health. Retrieved October 26, 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.

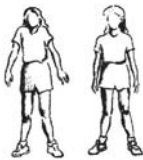


Figure A-3 Shoulder Shrug

Note. From *Moving on the Spot: A Collection of 5 minute Stretch and Movement Sessions*, by B. Hanson, (1999), Toronto, Ontario: Toronto Public Health. Retrieved October 26, 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

Note. From *Warm Ups*, by Martha Jefferson Hospital, Copyright 2001 by Martha Jefferson Hospital. Retrieved October 26, 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

Note. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 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 lightly on the elbow 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.

c. Arms:



Figure A-6 Wrist Rotations

Note. From *Exercises*. Copyright 1998 by Impacto Protective Products Inc. Retrieved October 26, 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

Note. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 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

Note. From *Exercise Programme for Squash, Tennis, Softball, Handball*. Retrieved October 26, 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 turned so that your fingers are pointing toward your knees, and your thumbs are pointing out. Keeping your hands flat on the floor, lean back.
Hold this position for a minimum of 10 seconds.

d. Chest and Abdominals:



Figure A-9 Chest Stretch

Note. From Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 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

Note. From Moving on the Spot: A Collection of 5 minute Stretch and Movement Sessions, by B. Hanson, (1999), Toronto, Ontario: Toronto Public Health. Retrieved October 26, 2006, from <http://www.lin.ca/resource/html/dn3.htm#1>

Stand with your left arm up over your head. Bend at your waist towards the right side of your body.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.

e. Back:



Figure A-11 Lower Back Stretch

Note. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 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.

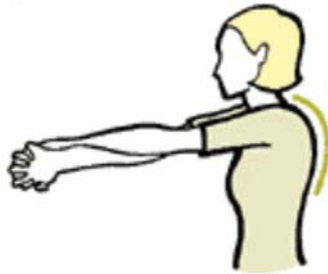


Figure A-12 Upper Back Stretch

Note. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 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.

f. Legs:



Figure A-13 Hamstring Stretch

Note. From Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 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

Note. From Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 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

Note. From Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 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.

f. Legs Continued:



Figure A-16 Ankle Rotations

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

From a sitting position, rotate your foot in a clockwise, and then a counter-clockwise, direction. Switch and repeat on the opposite side.



Figure A-17 Calf Stretch

Note. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 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

Note. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 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.

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COMMON TRAINING PHASE ONE INSTRUCTIONAL GUIDE



SECTION 3

EO C111.03 – SIMULATE FIRING THE CADET AIR RIFLE 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-601/PG-001, *Phase One Qualification Standard and Plan*, 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 EO C111.02 Attachment A for TPs 3 and 5.

Construct a range IAW Chapter 1, Section 8 of A-CR-CCP-177/PPT-001 *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TPs 1–2 to introduce techniques to decrease heart rate prior to firing the cadet air rifle at the Biathlon Air Rifle Target (BART).

A practical activity was chosen for TPs 3–5 as it is an interactive way to allow the cadets to experience firing the cadet air rifle following physical activity in a safe and controlled environment.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to fire the cadet air rifle following physical activity.

IMPORTANCE

It is important for cadets to fire the cadet air rifle following physical activity because these techniques will be useful when participating in summer biathlon activities.

Teaching Point 1**Identify techniques to decrease heart rate prior to firing the cadet air rifle.**

Time: 5 min

Method: Interactive Lecture

TECHNIQUES TO DECREASE HEART RATE**Cardiovascular Fitness**

One of the best methods to maintain a lower heart rate is to be physically fit. Being physically fit will also allow the heart to return to the resting heart rate quicker than someone who is not physically fit. The faster the heart rate decreases, the faster, and potentially more accurately firing may commence. A slower heart rate will also reduce the risk of movement and improve motor skills while firing.

Visualization

Visualization is seeing what you want to achieve. It is a practiced skill. Believing in oneself is directly linked to performance / outcome. To visualize, find a quiet place, close your eyes, and create a mental image of what you want to achieve. As with anything, the more one practices, the clearer the images will become. Visualizations should be positive and realistic. The purpose of visualizations for summer biathlon at this level is to visualize the heart rate slowing down and returning to the resting heart rate.

ACTIVITY

Time: 2 min

OBJECTIVE

The objective of this activity is to visualize better performance.

RESOURCES

Nil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have the cadets spread out around the room.
2. Instruct the cadets to hold their right arm out, turn as far to the right as they can without moving their feet, and point at a spot on the wall.
3. Instruct the cadets to return to their original standing position.
4. Have the cadets close their eyes and visualize themselves pointing at a spot on the wall that is farther than their original spot.
5. While keeping their eyes closed, have the cadets point to that spot on the wall using the same method outlined in step two.
6. Have the cadets open their eyes and see how far they have pointed.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2**Describe the Biathlon Air Rifle Target (BART).**

Time: 5 min

Method: Interactive Lecture

TARGETS

The BART has the following characteristics:

- five 35 mm diameter drop plate targets,
- pop-up paddles for visual confirmation, and
- a manual reset with a 10 m pull cord.

This target has five black circular targets on white backgrounds. When a target is hit, a white paddle pops up, covering the circle. Once a round of firing is complete and the lane scorer has recorded the score, the cord is pulled and the target is reset.



Figure 1 BART

Note. From "Biathlon Style Airgun Target", by Devin Mfg., Inc., 2005, *Devin Manufacturing Incorporated*, Copyright 2005 by Devin Mfg., Inc. Retrieved February 15, 2007 from <http://www.devinmfg.com/targets1.html>

CONFIRMATION OF TEACHING POINT 2**QUESTIONS:**

- Q1. What does BART stand for?
- Q2. What is one of the characteristics of the BART?
- Q3. How many targets are on the BART?

ANTICIPATED ANSWERS:

- A1. Biathlon Air Rifle Target.
- A2. The Biathlon Air Rifle Target (BART) has the following characteristics:
- five 35 mm diameter drop plate targets,
 - pop-up paddles for visual confirmation, and
 - a manual reset with a 10 m pull cord.
- A3. There are five targets on the BART.

Teaching Point 3

Conduct a warm-up session composed of light cardiovascular exercises.

Time: 5 min

Method: Practical Activity



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

PURPOSE OF A WARM-UP

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

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

GUIDELINES FOR STRETCHING

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

- Stretch all major muscle groups, including the back, chest, legs, and shoulders.
- Never bounce while stretching.
- Hold each stretch for 10–30 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 10–30 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

Nil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

- Arrange the cadets in either a warm-up circle or in rows (as illustrated in Figures 2 and 3).

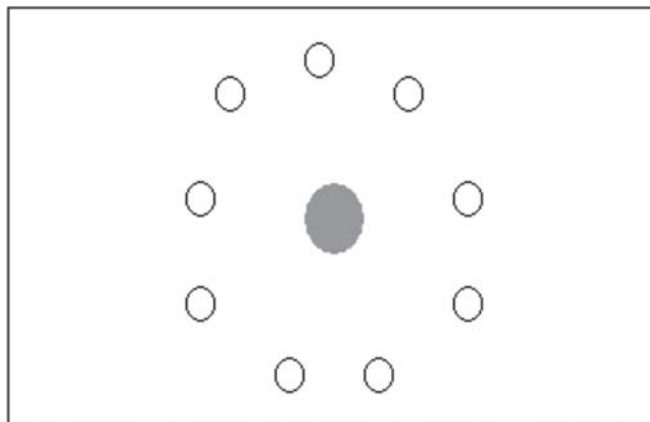


Figure 2 Instructor in the Centre of a Warm-Up Circle

Note. Created by D Cdts 3, 2006, Ottawa, ON: Department of National Defence.

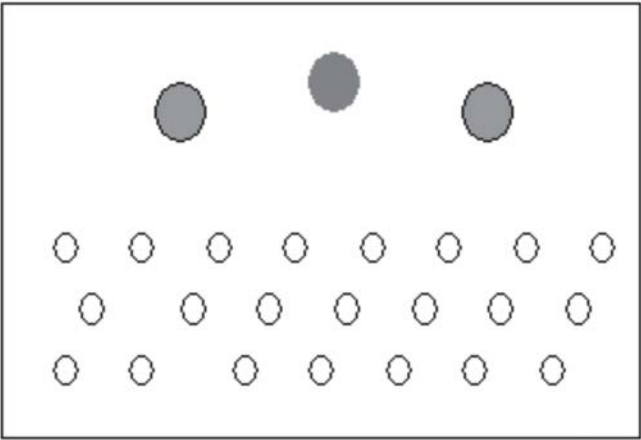


Figure 3 Instructor at the Front with Two Assistant Instructors

Note. Created by 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 EO C111.02 Attachment A.

SAFETY

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

CONFIRMATION OF TEACHING POINT 3

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

Teaching Point 4	Conduct an activity where cadets will simulate firing the cadet air rifle following physical activity.
Time: 5 min	Method: Practical Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to fire the cadet air rifle following physical activity.

RESOURCES

- Cadet air rifles (one per firing lane),
- Marksmanship mats (two per firing lane),
- BART and target frame (one per firing lane), and
- 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 *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.

ACTIVITY INSTRUCTIONS

1. The cadets' heart rate should be elevated from participating in the warm-up activity in TP 3.
2. Have the cadets approach the firing point and prepare to fire using the techniques outlined in TP 1.
3. Have the cadets adopt the prone position 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 *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.

CONFIRMATION OF TEACHING POINT 4

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

Teaching Point 5

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

Nil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

- Arrange the cadets in either a warm-up circle or in rows (as illustrated in Figures 2 and 3 of TP 3).
- 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 TP 3.

CONFIRMATION OF TEACHING POINT 5

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 TP 4 will serve as the confirmation of this lesson.

CONCLUSION

HOMework / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Being able to use techniques, such as visualization, to slow down the heart rate will be useful when participating in summer biathlon activities.

INSTRUCTOR NOTES / REMARKS

Cadets must have completed PO 106 (Fire the Cadet Air Rifle) prior to participating in this lesson.

REFERENCES

A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Cadet marksmanship program: Reference manual*. Ottawa, ON: Department of National Defence.

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COMMON TRAINING PHASE ONE INSTRUCTIONAL GUIDE



SECTION 4

EO C111.04 - PARTICIPATE IN A RECREATIONAL 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-601/PG-001, *Phase One Qualification Standard and Plan*, 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 Attachment A.

Photocopy EO C111.02 Attachment A for TPs 3 and 5.

Photocopy Attachment B as required.

Ensure a first aid station is set up.

Set up a running route of 250–500 m on level terrain and a range IAW A-CR-CCP-177/PT-001 *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An experiential approach was chosen for this lesson as it allows the cadets to acquire new knowledge and skills through a direct experience. The cadets experience summer biathlon and define that experience on a personal level. The cadets will be given the opportunity to reflect on and examine what they saw, felt and thought while participating in summer biathlon and consider how it relates to what they already learned and experienced as well as how it will relate to future experiences.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have participated in a recreational summer biathlon activity.

IMPORTANCE

It is important for cadets to participate in a recreational summer biathlon activity because it requires personal discipline, develops marksmanship skills, and promotes physical fitness.

Teaching Point 1**Conduct the activity briefing.**

Time: 30 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 250–500 m;
- fire five to eight pellets in an effort to activate all five targets on the (BART);
- run a loop of 250–500 m;
- fire five to eight pellets in an effort to activate all five targets on the BART;
- run a loop of 250–500 m; and
- finish the race.



The 250–500 m course should be clearly marked prior to the start of this lesson.

RULES AND REGULATIONS

Rules and regulations for the recreational 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 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

The scoring of this biathlon activity will be based on time and penalties.

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 recreational summer biathlon activity be scored?
- Q3. What is one very minor violation of the principles of fair play / good sportsmanship?

ANTICIPATED ANSWERS

- A1. Rules and regulations for the recreational 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 very minor violation of the principles of fair play / good sportsmanship 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 10–30 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 10–30 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

Nil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

- Arrange the cadets in either a warm-up circle or in rows (as illustrated in Figures 1 and 2).

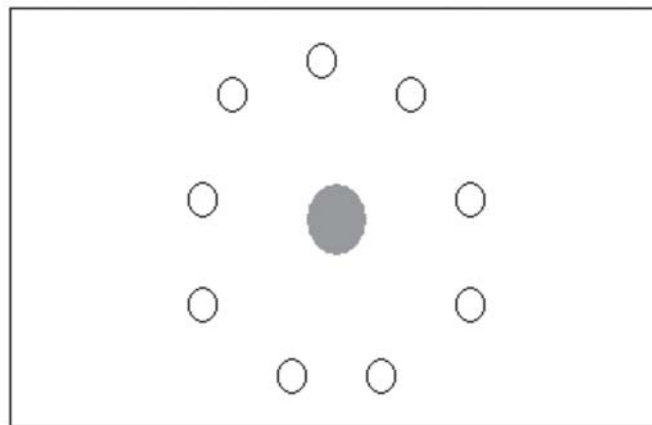


Figure 1 Instructor in the Centre of a Warm-Up Circle

Note. Created by D Cdts 3, 2006, Ottawa, ON: Department of National Defence.

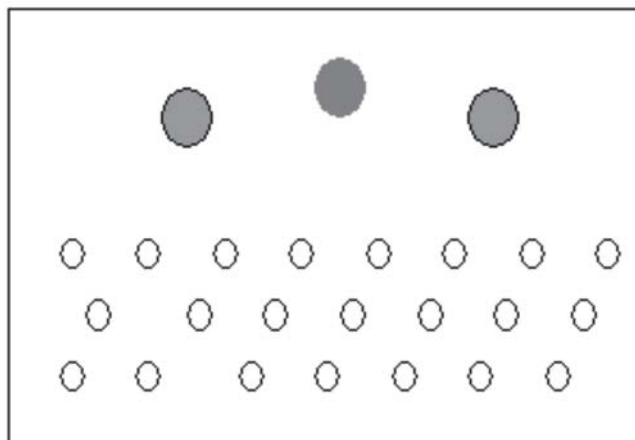


Figure 2 Instructor at the Front with Two Assistant Instructors

Note. Created by 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 EO C111.03 Attachment 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 activity will serve as the confirmation of this TP.

Teaching Point 3

Conduct a recreational summer biathlon activity.

Time: 100 min

Method: Practical Activity

ACTIVITY

OBJECTIVE

The objective of this activity is for cadets to participate in a recreational summer biathlon activity.

RESOURCES

Based on 20 cadets per group, the following resources are required per event:

- Cadet air rifles (5),
- Marksmanship mats (10),
- .177 air rifle pellets (a minimum of 700 pellets),
- Stop watches (5),
- BART and target frame (5),
- Safety glasses / goggles (8),
- Pens / pencils,
- Notice board,
- Biathlon score sheets located at Attachment B,
- Course control sheets located at Attachment B, and
- Range recording sheets located at Attachment B.

ACTIVITY LAYOUT

- Set up a running route of approximately 250–500 m on level terrain.
- Set up an air rifle range IAW Attachment A.
- Set up targets and target frames.
- Place two mats per firing 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 Attachment A.

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

Nil.

ACTIVITY INSTRUCTIONS

- Arrange the cadets in either a cool-down circle or in rows (as illustrated in Fig. 1 and 2 of TP 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 EO C111.02 (Run Wind Sprints) Attachment 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 TP 2.

CONFIRMATION OF TEACHING POINT 4

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

Teaching Point 5

Conduct a debriefing.

Time: 10 min

Method: Group Discussion



The point of the group discussion is to allow the cadets to share what they have learned from their experience.



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, 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 did you enjoy the most about the activity?
- Q2. What challenges did you encountered while participating in the activity?
- Q3. What have you learned about yourself by participating in the activity? About your marksmanship skills? About your physical fitness ability?

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 a recreational summer biathlon activity will serve as the confirmation of this lesson.

CONCLUSION**HOMEWORK / READING / PRACTICE**

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Recreational 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 111 is a complementary training activity. It is designed to provide an opportunity for the cadets to participate in a recreational summer biathlon activity.

EO C111.01 (Participate in a Biathlon Briefing), EO C111.02 (Run Wind Sprints), EO C111.03 (Simulate Firing the Cadet Air Rifle Following Physical Activity) shall be taught prior to instructing this lesson.

The start and finish should be located in the same area, close to the firing point

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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Guidelines to Conduct a Recreational Summer Biathlon Activity

OBJECTIVES

The objectives of the recreational summer biathlon activity are:

- to practice and improve marksmanship skills;
- to improve the level of physical fitness; and
- to introduce cadets to the sport of summer biathlon.

COMPOSITION

Each Phase One cadet will enter as an individual.

FACILITIES

The facilities required to conduct a recreational summer biathlon activity are:

- a route, on level terrain, of approximately 250–500 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 IAW Part 1, Section 8 of A-CR-CCP-177/PT-001, with a minimum of one firing lane per cadet per group.

STAFFING

Numerous staff are required to conduct a recreational summer biathlon activity. These appointments may be filled by corps staff, and shall include:

- **Technical Delegate (TD).** 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 Attachment B).
- **Chief of Statistics.** Responsible for compiling all the event data (eg, range results, start / finish time, and any penalties assessed).
- **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 score sheet (located at Attachment B).
- **Course Control.** Responsible for recording each time the cadet runs a loop on the course control sheet (located at Attachment B).
- **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 recreational summer biathlon activity. The cadets are given:

- start times,
- range lane assignments,
- weather updates, and
- introductions of the competition staff.

The Running Loop

Each cadet will run three separate loops of 250–500 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 recreational summer biathlon activity will be conducted in the following sequence:

1. running a loop of 250–500 m;
2. firing five to eight pellets at the BART;
3. running a loop of 250–500 m;
4. firing five to eight pellets at the BART;
5. running a third loop of 250–500 m; and
6. crossing the finish line.

EQUIPMENT

Based on 20 cadets per group, the equipment required to conduct the recreational summer biathlon activity shall include, but is not limited to the following:

- Cadet air rifles (5),
- Marksmanship mats (10),
- .177 air rifle pellets (a minimum of 700 pellets),
- Stop watches (5),
- BART and target frame (5),
- Safety glasses / goggles (8),

- Pens / pencils,
- Notice board,
- Biathlon score sheets located at Attachment B,
- Course control sheets located at Attachment B, and
- Range recording sheets located at Attachment B.

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 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 completed as follows:

- **Time.** The cadet's final time is the time from the start to 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 Attachment B). 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 AREA

Out of bounds areas are to be clearly identified prior to the start of the recreational summer biathlon activity.

NOTES

- Course control staff will record each time a cadet runs through a loop. See course control sheet located at Attachment B.
- 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 score sheet located at Attachment B.
- Bibs may be used to identify cadets, if available.

COURSE CONTROL SHEET

Cadet Name	Loop 1 Verification	Loop 2 Verification	Loop 3 Verification

Figure B-1 Course Control Sheet

Note. Created by D Cdts 3, 2006, Ottawa, ON: Department of National Defence.

SCORE SHEET

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 score sheet(s) to the scorekeeper.

RANGE RECORDING SHEET

Scorekeeper's Name: _____

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

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ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 1

EO M120.01 – PARTICIPATE IN A DISCUSSION ON THE ROYAL CANADIAN NAVY AND MARITIME COMMUNITY

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-601/PG-001, *Phase One Qualification Standard and Plan*, 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.

Check www.forces.gc.ca under CF Operations for current operations for the Royal Canadian Navy.

Explore websites for information describing current civilian vessels, such as www.mi.mun.ca

If available, have a guest speaker from the Royal Canadian Navy or a civilian maritime organization present the lesson.

Photocopy Ship Name Word Scramble and Civilian Vessel Word Search for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for this lesson to orient the cadet to the Royal Canadian Navy and civilian maritime community.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be familiar with the current resources and roles of the Royal Canadian Navy and those of the civilian maritime community.

IMPORTANCE

Promoting an awareness of the Royal Canadian Navy is part of the aim of the cadet program. Knowledge of the civilian maritime community will complement this.

Teaching Point 1**Provide a Brief Summary of the Royal Canadian Navy As It Exists Today**

Time: 30 min

Method: Interactive Lecture

ROYAL CANADIAN NAVY

The current resources of the Royal Canadian Navy include:

- twelve Halifax class Canadian Patrol Frigates (CPFs) (multipurpose);
- three Iroquois class Destroyers (DDGs) (air defence and antisubmarine);
- two Protecteur class Auxiliary Oil Replenishers (AORs) (replenishment);
- twelve Kingston class Maritime Coastal Defence Vessels (MCDVs) (coastal surveillance and mine countermeasures);
- four Victoria class submarines;
- aircraft – CH-124 Sea King helicopters and CP-140 Aurora long-range patrol planes (though they are operated by Air Force personnel, they act in support of naval operations); and
- miscellaneous auxiliary vessels (firefighting vessels, tugboats, diving tenders, etc.).

The Royal Canadian Navy also makes use of 24 Naval Reserve Divisions across Canada.



Many of the cadets may already have knowledge of vessel names. Show examples of these vessel types (see Attachment A – Naval Fleet Picture).

The Halifax class Canadian Patrol Frigates include:

- Her Majesty's Canadian Ship (HMCS) Calgary 335;
- HMCS Charlottetown 339;
- HMCS Fredericton 337;
- HMCS Halifax 330;
- HMCS Montréal 336;
- HMCS Ottawa 341;
- HMCS Regina 334;
- HMCS St. John's 340;
- HMCS Toronto 333;
- HMCS Vancouver 331;
- HMCS Ville De Québec 332; and
- HMCS Winnipeg 338.



Figure 1 HMCS Ottawa 341

http://www.navy.forces.gc.ca/ottawa/about/ship_about_e.asp

The Iroquois class Destroyers include:

- HMCS Algonquin 283;
- HMCS Athabaskan 282; and
- HMCS Iroquois 280.



Figure 2 HMCS Iroquois 280

http://www.navy.forces.gc.ca/iroquois/about/ship_about_e.asp

The Protecteur class includes:

- HMCS Preserver 510; and
- HMCS Protecteur 509.



Figure 3 HMCS Preserver 510

http://www.navy.forces.gc.ca/preserver/gallery/ship_gallery_e.asp?x=1&page=9

The Kingston class Coastal Defence Vessels include:

- HMCS Brandon 710;
- HMCS Edmonton 703;
- HMCS Glace Bay 701;
- HMCS Goose Bay 701;
- HMCS Kingston 700;
- HMCS Moncton 708;
- HMCS Nanaimo 702;
- HMCS Saskatoon 709;
- HMCS Shawinigan 704;
- HMCS Summerside 711;
- HMCS Whitehorse 705; and
- HMCS Yellowknife 706.



Figure 4 HMCS Brandon 710

http://www.navy.forces.gc.ca/brandon/about/ship_about_e.asp

The Victoria class submarines include:

- HMCS Chicoutimi 879;
- HMCS Corner Brook 878;
- HMCS Windsor 877; and
- HMCS Victoria 876.



Figure 5 HMCS Victoria 876

http://www.navy.forces.gc.ca/victoria/gallery/ship_gallery_e.asp?x=1&page=13

The CH-124 Sea King helicopters and CP-140 Aurora long-range patrol planes are not named or distinguished in the same fashion as the ships.



Figure 6 CH-124 Sea King Helicopter

http://www.airforce.gc.ca/equip/ch-124/seaking2_e.asp



Figure 7 CP-140 Aurora

http://www.airforce.gc.ca/equip/CP-140/aurora1_e.asp



Visit the Royal Canadian Navy Website at www.navy.gc.ca for the most up to date information on the fleet and its supporting aircraft.

ACTIVITY – SHIP NAME WORD SCRAMBLE

Time: 5 min

OBJECTIVE

To review the names of the ships in the Royal Canadian Navy's fleet.

RESOURCES

- Word scramble (found at Attachment B).
- Pencils.

ACTIVITY LAYOUT

Give cadets the word scramble and have them complete it. Once they are done they can either hand it to the instructor for review or it can be corrected as a group.

SAFETY

Nil.

INSTRUCTOR GUIDELINES

Review the results with the entire class.

ROYAL CANADIAN NAVY PARTICIPATION IN WORLD ORGANIZATIONS

Operations that the Royal Canadian Navy participates in include:

- North American Treaty Organization (NATO);
- the United Nations (UN);
- other international missions working in cooperation with other international navies; and
- protection of Canadian coasts and Canadian controlled waters and other domestic needs.

CURRENT ROYAL CANADIAN NAVY OPERATIONS

Current operations that the Royal Canadian Navy is involved in include:

- NATO operations (including Standing NATO Response Force Maritime Group [SNMG1]):
 - NATO was formed by a treaty that was signed in Washington on April 4, 1949 with 12 founding member nations.
 - It currently consists of 26 countries from North America and Europe.
 - Its primary function is to safeguard the freedom of member countries, based on the principles of democracy, individual liberty and international law.
 - Canada has maintained a vessel in the Standing Naval Force Atlantic since its inception.
- UN deployments:
 - The UN was founded in 1945 to facilitate cooperation in international law, international security, economic development and social equity.
 - Peacekeeping operations began in 1948 with the first mission to the Middle East.
 - Some recent UN operations include:
 - Iraq and Kuwait;
 - Golan Heights;
 - Yugoslavia and the Balkans;

- Rwanda;
- Haiti; and
- Ethiopia, Eritrea.
- Canada is the only member country of the UN to have committed personnel to every UN operation; as of 2006 there have been 92 missions.
- Naval training exercises which allow the equipment and personnel to test their capabilities.



The current operations of the Royal Canadian Navy can be found at www.forces.gc.ca/site/operations/currentops.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. Name one of the Royal Canadian Navy's resources?
- Q2. What are some of the Royal Canadian Navy's current operations?

ANTICIPATED ANSWERS

- A1. Destroyers, frigates, AORs, MCDVs, submarines, auxiliary vessels or naval reserves.
- A2. NATO and UN.

Teaching Point 2

Provide a Brief Introduction to the Resources of the Civilian Maritime Community

Time: 20 min

Method: Activity/Interactive Lecture

CIVILIAN MARITIME COMMUNITY FAMILIARITY

Types and purposes of civilian vessels that can be found in Canadian waters include:

- cargo vessels (eg, bulk carriers, container vessels, Roll-On/Roll-Off [RORO] vessels, lakers [used for transportation on the Great Lakes], and liquid food product carriers);
- tankers (eg, crude oil carriers, Liquid Natural Gas [LNG] tankers, bulk ore carriers, chemical tankers);
- passengers vessels (eg, cruise ships, ferries, river boats, yachts);
- fishing vessels (eg, trawlers, seiners, factory ships);
- government services (eg, ice breakers, buoy tenders, fisheries and customs patrols);
- research vessels (eg, oceanographic research, hydrographic survey vessels);
- support vessels (eg, tugs, firefighting vessels, heavy lift ships, barges, floating cranes); and
- offshore oilfield development vessels (eg, production, storage and offloading vessels, supply vessels, anchor handling, drill ships).

ACTIVITY – CIVILIAN VESSEL WORD SEARCH

Time: 10 min

OBJECTIVE

To review the types of civilian vessels in the maritime community.

RESOURCES

- Word search puzzle (found at Attachment C).
- Pencils.

ACTIVITY LAYOUT

Give cadets the word search puzzle and have them complete it. Once they are done they can either hand it to the instructor for review or it can be corrected as a group.

SAFETY

Nil.

INSTRUCTOR GUIDELINES

Review the results with the entire class.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What are some of the types of civilian vessels that are found in Canadian waters?
- Q2. What are some of the purposes of civilian vessels?

ANTICIPATED ANSWERS

- A1. Cargo vessels, tankers, passenger vessels, fishing vessels, government service vessels, research vessels, support vessels and offshore oil development vessels.
- A2. Transportation, oil development, cargo, containers, oceanographic surveys, towing, etc.

END OF LESSON CONFIRMATION

Confirmation of lesson objectives will take place during discussions associated with each teaching point and the puzzle activities.

CONCLUSION

HOMEWORK/READING/PRACTICE

Nil.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

Promoting an awareness of the Royal Canadian Navy is one of the aims of the cadet program. Knowledge of the civilian maritime community will complement this.

INSTRUCTOR NOTES/REMARKS

Nil.

REFERENCES

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A1-013 The Navy. www.navy.gc.ca.

A1-011 Department of National Defence Canadian Forces. www.forces.gc.ca/site/Community/insignia/nava_e.asp.

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NAVAL FLEET PICTURES



Figure A-1 Kingston Class – HMCS Brandon 710



Figure A-2 Iroquois Class – HMCS Iroquois



Figure A-3 Halifax Class – HMCS Ottawa 341



Figure A-4 Protecteur Class – HMCS Preserver



Figure A-5 Victoria Class – HMCS Victoria



Figure A-6 CH-124 Sea King



Figure A-7 CP-140 Aurora

CANADIAN NAVY SHIPS – WORD SCRAMBLE

Unscramble each of the clue words.

Copy the letters in the numbered cells to other cells with the same number.

HMCS...

NONDARB

5

CARGALY

TOTROON

TS NOHSJ

8

VOATIRCI

3

GINLAUQON

4

XALFAHI

1

ROISNDW

2

VRERSEEP

7

MOTNOCN

6

1 2 3 4 5 6 7 8

ANSWER KEY
CANADIAN NAVY SHIPS – WORD SCRAMBLE

Unscramble each of the clue words.

Copy the letters in the numbered cells to other cells with the same number.

HMCS...

NONDARB

B	R	A	N	D	O	N

5

CARGALY

C	A	L	G	A	R	Y

TOTROON

T	O	R	O	N	T	O

TS NOHSJ

S	T

J	O	H	N	S

8

VOATIRCI

V	I	C	T	O	R	I	A

3

GINLAUOQN

A	L	G	O	N	Q	U	I	N

4

XALFAHI

H	A	L	I	F	A	X

1

ROISNDW

W	I	N	D	S	O	R

2

VRRERSEEP

P	R	E	S	E	R	V	E	R

7

MOTNOCN

M	O	N	C	T	O	N

6

SECRET CODE:

F	R	I	G	A	T	E	S

1 2 3 4 5 6 7 8

CIVILIAN VESSEL – WORD SEARCH

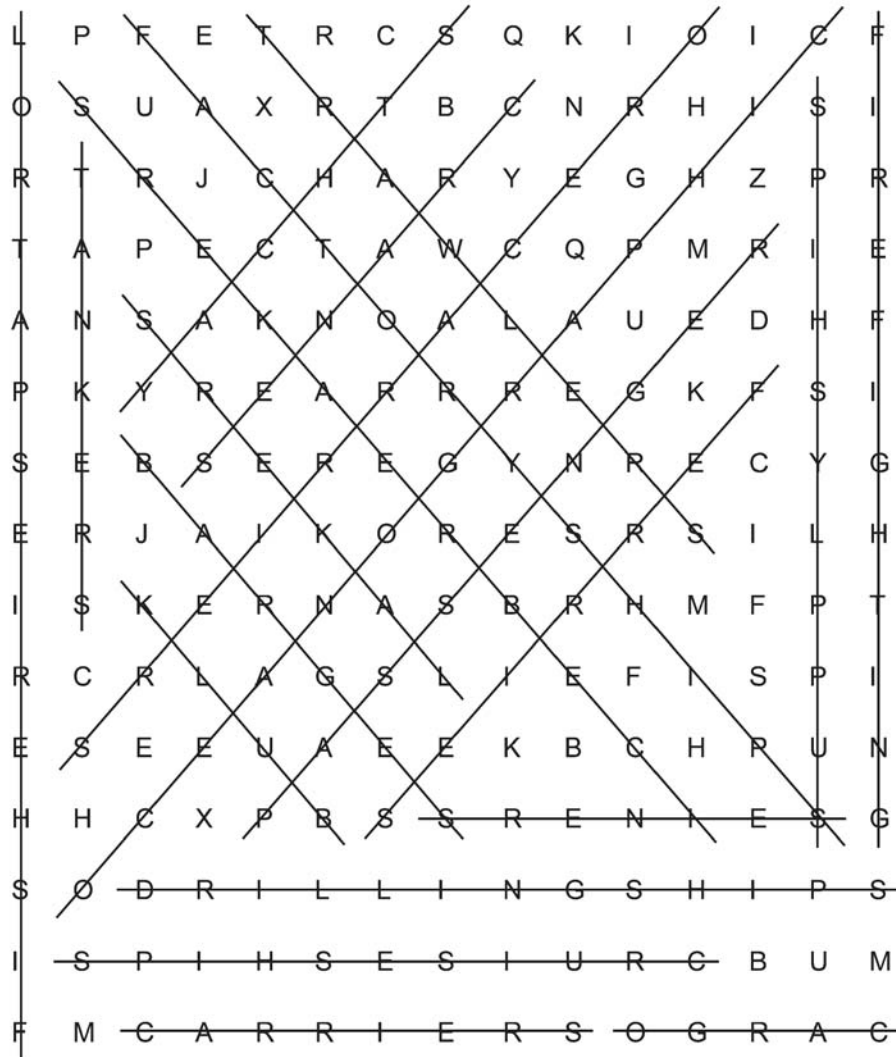
L P F E T R C S Q K I O I C F
O S U A X R T B C N R H I S I
R T R J C H A R Y E G H Z P R
T A P E C T A W C Q P M R I E
A N S A K N O A L A U E D H F
P K Y R E A R R R E G K F S I
S E B S E R E G Y N R E C Y G
E R J A I K O R E S R S I L H
I S K E R N A S B R H M F P T
R C R L A G S L I E F I S P I
E S E E U A E E K B C H P U N
H H C X P B S S R E N I E S G
S O D R I L L I N G S H I P S
I S P I H S E S I U R C B U M
F M C A R R I E R S O G R A C

BARGES
CARRIERS
DRILLINGSHIPS
FIREFIGHTING
LAKERS
PASSENGER
TANKERS

BULK
CRANES
FACTORYSHIPS
FISHERIESPATROL
OCEANOGRAPHIC
SEINERS
TRAWLERS

CARGO
CRUISESHIPS
FERRIES
ICEBREAKERS
ORECARRIERS
SUPPLYSHIPS
YACHTS

ANSWER KEY
CIVILIAN VESSEL – WORD SEARCH



BARGES
CARRIERS
DRILLINGSHIPS
FIREFIGHTING
LAKERS
PASSENGER
TANKERS

BULK
CRANES
FACTORYSHIPS
FISHERIESPATROL
OCEANOGRAPHIC
SEINERS
TRAWLERS

CARGO
CRUISESHIPS
FERRIES
ICEBREAKERS
ORECARRIERS
SUPPLYSHIPS
YACHTS



ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 2

EO M120.02 – PARTICIPATE IN A BATTLE OF THE ATLANTIC DISCUSSION/PRESENTATION

Total Time:	30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, 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 the method of delivery for this lesson to include either an in-class lecture, visit to a museum, or a presentation by a member of the Royal Canadian Legion or Royal Canadian Navy.

Visit http://www.canadiangeographic.ca/atlas/themes.aspx?id=navy&sub=navy_basics_past&lang=En for additional resources to include in the lesson.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for this lesson to orient the cadet to the Royal Canadian Navy and civilian maritime community.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be familiar with the dates and events of the Battle of the Atlantic.

IMPORTANCE

Citizenship is part of the aim of the cadet program, and knowledge of Canada's history is an aspect of citizenship. This lesson will provide the cadets with an awareness of one part of Canadian history, that of Canada's role in winning the Battle of the Atlantic.

Teaching Point 1**Explain the Dates and Significance of the Battle of the Atlantic**

Time: 25 min

Method: Interactive Lecture/Guest Speaker

OVERVIEW OF THE BATTLE OF THE ATLANTIC

- The greatest battle the Royal Canadian Navy (RCN) fought during WWII was the Battle of the Atlantic.
- Winning this battle was of vital importance to the war effort in order to resupply the battlefields. The freedom of the oceans was also vital to the survival of Britain.
- If the allies ever hoped to invade mainland Europe and defeat Hitler's armies, they needed Britain as a staging ground, and would require more men, food and equipment. The supply lines across the Atlantic from North America to the United Kingdom became increasingly more important.
- It was a fight to the death against a highly trained enemy for supremacy of the Atlantic Ocean. It involved tens of thousands of ships and hundreds of thousands of sailors.
- The Battle of the Atlantic was the longest battle of WWII, and was fought from September 1939 to May 1945.
- Canada's navy began WWII with 13 vessels and 1819 personnel, and ended it with the third largest navy in the world. At war's end, the RCN had over 600 ships and over 90 000 members, including 6 500 women who served in the Women's Royal Canadian Naval Services ("WRENS").
- The RCN lost over 2000 sailors and 32 ships, and more than 300 sailors were wounded.
- The contribution of the merchant navy was also significant. When the war began, Canada had 38 ocean-going merchant vessels of 1000 tons or more and 1450 merchant crewmen. Over 400 merchant ships were built in Canada during the war, and Canada finished the war with the fourth largest merchant navy in the world. Approximately 1600 Canadian merchant seamen died.
- Escort of merchant ship convoys was the RCN's chief responsibility during the Battle of the Atlantic. By mid-1942, the RCN, with support from the Royal Canadian Air Force (RCAF), was providing nearly half the convoy escorts, and eventually carried out the lion's share of escort duty.
- In the raging ocean storms, bitter cold and ice packs of the North Atlantic more than 25 000 merchant ship voyages were made over the duration of the war.
- During the 2060 days of war the convoys provided 90 000 tons of war supplies a day to the battlefields of Europe. Success came at a great cost in human lives, lost ships and cargo, and as a result of tremendous courage and determination.
- The most intense phase of the Battle of the Atlantic occurred during 1941-1943.

GERMAN SUBMARINES WERE THE GREATEST ENEMY FOR THE RCN

- German submarines (U-boats) began operating farther and farther into the Atlantic, and were capable of remaining away from port for three months or more. By the spring of 1941, they could be expected anywhere from the English Channel to the approaches to Halifax.
- When submerged, U-boats operated on batteries, which, until the snorkel was invented late in the war (1944), had to be recharged by their diesel engines while running on the surface, which made them more vulnerable to detection.

- They were capable of carrying torpedoes and deploying mines. U-boats could dive below the surface in roughly 30 seconds, making it easy for them to escape the allied ships pursuing them.
- In one month, March 1943, over 627 000 tons of allied shipping was lost to U-boats.
- Part of the U-boat success during this period was due to a lack of aircraft patrol in an area called the “mid-ocean gap” or “black pit”, because aircraft lacked the range. As this gap was closed later in the war, allied successes increased and U-boat losses rose.

COMMEMORATIVE EVENTS

- The Battle of the Atlantic is commemorated the first Sunday in May.
- Remembrance services are held all across Canada on CF naval bases, HMC ships, reserve units and sea cadet corps.
- The national ceremony is held in Halifax, at the Naval Memorial in Point Pleasant Park.
- The ceremony commemorates the sacrifices of sailors and merchant seaman who gave their lives for their country while defending the convoy routes of the North Atlantic during the Second World War.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. When did the Battle of the Atlantic take place?
- Q2. What size was Canada’s navy at the end of the war?
- Q3. Why were the German submarines such a big threat to the convoys?

ANTICIPATED ANSWERS

- A1. Between 1939-1945.
- A2. The third largest in the world.
- A3. They were able to operate further away from their home ports as well as stay submerged and undetected for long periods of time. They could dive fast to get away and carried both torpedoes and mines.

CONCLUSION

HOMEWORK/READING/PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Citizenship is part of the aim of the cadet program, and knowledge of Canada’s history is part of citizenship. It is important for sea cadets to know about one of the most significant events in Canadian naval history, winning the Battle of the Atlantic.

INSTRUCTOR NOTES/REMARKS

Nil.

REFERENCES

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C1-020 (ISBN 0-7737-2160-6) Schull, J. (1987). *Far Distant Ships*. Toronto: Stoddart.

C1-021 (ISBN 1-55013-121-4) MacBeth, J. (1989). *Ready Aye Ready*. Toronto: Key Porter Books.



ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 3

EO M120.03 – PARTICIPATION IN A DISCUSSION ON THE THREE ELEMENTS OF THE CANADIAN FORCES

Total Time:	30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

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

A complete list of resources needed for the instruction of this EO is located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

If available a guest speaker may deliver this lecture. The speaker should be made aware of the requirements of the period. It is the responsibility of the instructor to ensure any information not covered is provided to the cadets through a question and answer session following the presentation.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An experiential approach was chosen for this lesson as it allows the cadets to acquire new knowledge and skills through a direct experience. The cadets experience the CF and define that experience on a personal level. The cadets will be given the opportunity to reflect on and examine what they saw, felt and thought while participating in the CF Familiarization activity and consider how it relates to what they already learned and experienced as well as how it will relate to future experiences.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify the different elements of the Canadian Forces (CF), and the roles assigned to each.

IMPORTANCE

One of the principal aim of the Canadian Cadet Movement (CCM) is to stimulate the interest of youth in the sea, land and air activities of the CF. The activities outlined in this Instructional Guide, which allow for direct interaction with the CF community, are an excellent way to achieve that aim.

Teaching Point 1**Discuss the History of the CF**

Time: 5 min

Method: Interactive Lecture

THE CANADIAN FORCES INCEPTION

The first small steps to form the Canadian Forces might be considered to be established in 1868 when Canada's Department of Militia and Defence was established with a budget of \$900 000, taking over from provincial or Canadian militias, which were disbanded by 1869. At the time the intention was to create a militia force to support the British troops in Canada to drive out any invading force. However, in the fall of 1871 the British troops were withdrawn from Canada, leading to Canada taking moderate steps in producing its own forces. The country established two field artillery batteries to protect Quebec City and Kingston. Thus the regular army began its formation. This was expanded in 1883 when the first cavalry school corps (Royal Canadian Dragoons) was established in Quebec City followed by infantry corps (Royal Canadian Regiment) in Fredericton, Saint John and Toronto.

In 1964, Defence Minister Paul Hellyer tabled a white paper in Parliament, which concluded that a unified command structure – one which amalgamated the Navy, Army and Air forces – would better serve Canadian interests.

The modern Canadian Forces was formed on February 1st, 1968 when Bill C-243, The Canadian Forces Reorganization Act, became law. At this time the Canadian government merged the Royal Canadian Navy, the Canadian Army and the Royal Canadian Air Force into a unified structure. Canada remains one of the few developed countries in the world to organize its military forces like this. The integration of the Canadian Forces continued in 2005 when the CDS, General R.J. Hillier, announced an initiative to introduce a joint force management structure in the Canadian Forces to make them more “streamlined, integrated and effective.”

BRANCHES OF THE CANADIAN FORCES**NAVY**

The Canadian Navy first came into being on 4 May 1910 with the passing of the Navy Bill of 1910.

Currently the Canadian Navy consists of three headquarters:

- MARLANT (Maritime Forces Atlantic) – Halifax;
- MARPAC (Maritime Forces Pacific) – Esquimalt; and
- NAVRES (Naval Reserve) – Quebec City.

LAND

The land branch of the Canadian Forces consists of three components:

- Regular Force;
- Reserve Force; and
- Canadian Rangers.

AIR FORCE

At the outbreak of WWI Canada had no air force. In 1914 Canada sent the Canadian Aviation Corps, made up of three personnel and one American built Burgess-Dunne biplane to accompany the First Contingent overseas. This can be considered the first modest attempt at the formation of Canada's air force.

Currently the Canadian Air Force consists of 13 wings spread out across Canada.

MISSION AND OBJECTIVES OF THE CF

The mission of the Department of National Defence and the Canadian Forces is to defend Canada, its interests and its values, while contributing to international peace and security. Under Canadian defence policy, the Canadian Forces are called upon to fill three major roles:

1. Protecting Canada.
2. Defending North America in cooperation with the United States of America.
3. Contributing to peace and international security.



The following is background information that the instructor can pass on to the cadets in regards to Canada's commitments to North America and the world in general.

NORTH AMERICAN AEROSPACE DEFENCE COMMAND (NORAD):

- NORAD is a joint United States and Canadian organization which provides aerospace warning and aerospace control for North America. It was founded on May 12, 1958 under the name North American Air Defense Command.
- NORAD consists of two main parts, corresponding to its mission. Aerospace warning or Integrated Tactical Warning and Attack Assessment (ITW/AA) covers the monitoring of man-made objects in space, and the detection, validation, and warning of attack against North America by aircraft, missiles, or space vehicles. Aerospace control includes providing surveillance and control of Canadian and United States airspace.
- The NORAD agreement between Canada and the United States was last modified and renewed in 2006.

NORTH ATLANTIC TREATY ORGANIZATION (NATO):

- NATO, also called the North Atlantic Alliance, the Atlantic Alliance or the Western Alliance, is an international organization for collective security established in 1949, in support of the North Atlantic Treaty signed in Washington, DC, on 4 April 1949. Its headquarters are located in Brussels, Belgium. Its other official name is the French equivalent, l'Organisation du Traité de l'Atlantique Nord (OTAN) (English and French being the two official languages of the organization).
- The core of NATO is Article V of the North Atlantic Treaty, which states that, "The Parties agree that an armed attack against one or more of them in Europe or North America shall be considered an attack against them all. Consequently they agree that, if such an armed attack occurs, each of them, in exercise of the right of individual or collective self-defence recognised by Article 51 of the Charter of the United Nations, will assist the Party or Parties so attacked by taking forthwith, individually and in concert with the other Parties, such action as it deems necessary, including the use of armed force, to restore and maintain the security of the North Atlantic area."
- NATO consists of 26 member countries.
- Its primary function is the stability of the North Atlantic area and to safeguard the freedom of its people based on the principles of democracy, individual liberty and international law.

UNITED NATIONS (UN):

- The UN is an international organization that describes itself as a “global association of governments facilitating co-operation in international law, international security, economic development, and social equity.” It was founded in 1945 at the signing of the United Nations Charter by 51 countries, replacing The League of Nations which was founded in 1919.
- Peacekeeping operations began in 1948 with the first mission to the Middle East.
- Lester Pearson, prior to being elected as Canadian Prime Minister, was well recognized for his efforts building the framework for the UN and its auxiliary organizations.

CONFIRMATION OF TEACHING POINT 1**QUESTIONS**

- Q1. Name one of the roles of the CF.
- Q2. Where are the maritime forces located?
- Q3. In what year did the Royal Canadian Air Force originate?

ANTICIPATED ANSWERS

- A1. Protect Canada, North American defence and international peacekeeping missions.
- A2. Atlantic (Halifax) and Pacific (Esquimalt).
- A3. April 1st, 1924.

Teaching Point 2**Explain the Role of Each Element**

Time: 10 min

Method: Interactive Lecture

The CF functions in a joint capacity for many of its international commitments. However, each element has a distinct set of responsibilities.

NAVY

- Surveillance and control of Canadian waters.
- Support of army and air force operations.
- Support to other government departments (fisheries, search and rescue, drug enforcement, environment).
- NATO deployments.
- Humanitarian operations including disaster relief (food and medical relief, and personal and technical aide).

ARMY

- National defence.
- Canada/US defence of North America (NORAD).
- Contribution to peacekeeping missions.

- Civil defence.
- Humanitarian operations including disaster relief.

AIR FORCE

- Surveillance and control of Canadian airspace.
- World wide airlift of CF personnel and material.
- Support operations of the army and navy.
- Support to other government departments.
- Search and rescue.
- Humanitarian operations including disaster relief.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What role is common to all three elements?
- Q2. Which two elements have search and rescue as one of their principal roles?
- Q3. What is meant by humanitarian operations?

ANTICIPATED ANSWERS

- A1. Protection of Canada.
- A2. Navy and Air forces.
- A3. Activities such as disaster relief, food and medicine relief, and personal and technical aide.

Teaching Point 3

Identify CF Base Locations

Time: 10 min

Method: Interactive Lecture



The instructor should, at this point, utilize a map of Canada to help identify the different base locations throughout the country. Coloured pushpins will prove beneficial.

- Navy (blue)
- Army (green)
- Air Force (yellow or white)

Note: The choice of colours for the pins is a suggestion only.

MARITIME FORCES

CFB Halifax (NS). CFB Halifax is Canada's East Coast navy base and home port to the Atlantic fleet. It is presently the largest Canadian Forces base in terms of the number of posted personnel and is formed from an amalgamation of military properties situated around the strategic Halifax Harbour in Nova Scotia. Some of the units located at CFB Halifax include: MARLANT Headquarters, Canadian Forces Maritime Warfare Centre

(CFMWC), Canadian Forces Naval Operations School (CFNOS), Canadian Forces Naval Engineering School (CFNES), Fleet Maintenance Facility – Cape Scott (FMFCS), and the naval reserve division HMCS Scotian.

CFB Esquimalt (BC). CFB Esquimalt is Canada's West Coast navy base and home port to the Pacific fleet. It is located on Vancouver Island in the municipality of Esquimalt, just west of Victoria. Some of the units located at CFB Esquimalt include: MARPAC Headquarters, Naval Officer Training Centre – Venture (NOTC Venture), Canadian Forces Fleet School Esquimalt (CFFSE), Canadian Forces Maritime Experimental and Test Range (CFMETR), Fleet Maintenance Facility – Cape Breton (FMFCB), Fleet Dive Unit (Pacific), and the naval reserve division HMCS Naden.

CFB Greenwood (NS). Today CFB Greenwood remains Canada's largest operational air force base on the Atlantic Coast, based on numbers of aircraft and personnel. The following aircraft types are permanently stationed at the base; CP-140 Aurora, anti-submarine warfare/long-range maritime patrol, CP-140A Arcturus, long-range maritime/Arctic patrol, CH-149 Cormorant, air-sea search and rescue, CC-130 Hercules, air-sea search and rescue, transport.

CFB Shearwater (NS). CFB Shearwater is the birthplace and primary base for naval aviation in Canada, and plays host to 12 Wing (12 Wing Shearwater) which was formerly organized as Maritime Air Group, Canadian Armed Forces. The current ship-borne helicopter used by Canada's navy is the CH-124 Sea King. Though the Sea Kings deploy aboard HMC ships, the units operating them are part of the "air force". CFB Shearwater is also home to the Fleet Dive Unit (Atlantic).

LAND FORCES

Canadian Forces Base (CFB) Edmonton (AB). CFB Edmonton is the headquarters of Land Forces Western Area, the highest military authority in western Canada, and a number of brigade groups, including 1 Canadian Mechanized Brigade Group (1 CMBG), the only regular force brigade group in the region.

CFB Borden (Barrie, ON). The mission of CFB Borden is to support several military training establishments and a variety of other military and civilian organizations located on the base. On average, CFB Borden trains 15 000 military personnel annually.

CFB Gagetown (Oromocto, NB). At the beginning of the Cold War, Canadian defence planners recognized the need for providing the Canadian Army with a suitable training facility where brigade and division-sized armoured, infantry, and artillery units could exercise in preparation for their role in defending western Europe under Canada's obligations to the North Atlantic Treaty. CFB Gagetown continues to function as the army's primary training facility, although due to risk of forest fires in recent years, live-fire training has been pushed primarily to the fall-winter-spring seasons. Trivia: Gagetown is often referred to as the only place in the world where one can find "swamps at the top of hills."

CFB Valcartier (Quebec City, QC). CFB Valcartier was originally erected as a military camp in August of 1914 as part of the mobilization of a Canadian Expeditionary Force at the onset of the Great War. Currently CFB Valcartier is home to 5 Canadian Mechanized Brigade Group, which consists of 5^e Régiment d'artillerie légère du Canada (5 RALC), the 12^e Régiment blindé du Canada (12 RBC), 5^e Régiment du génie de combat (a combat engineering regiment), the three Regular Force battalions of Le Royal 22^e Régiment, 5 Service Battalion, and 5 Military Police Platoon. The base also houses 430 Tactical Helicopter Squadron, a communications squadron and other support units. CFB Valcartier is also home to Defence Research Establishment, which conducts military research for the Canadian Forces.

CFB Petawawa (ON). Founded in 1904 as the Petawawa Military Camp, or Camp Petawawa, the base was created by the Department of Militia and Defence upon the purchase of 22 430 acres (91 km²) of mostly agricultural property from local residents. The first military aircraft flight in Canada took place at Camp Petawawa on July 31, 1909. Between December 1914 and May 1916, Camp Petawawa was used as an internment camp for 750 German and Austrian prisoners of war. The base supports Land Force Command (the Canadian Army) and is home to 2 Canadian Mechanized Brigade Group among other units. Four thousand four hundred

(4400) military personnel are employed at the base. The base motto is, in the Algonquin language, “endazhe kinamandowa chimaganishak”. The English translation is “training ground of the warriors”.

CFB Shilo (Brandon, MB). Canadian Forces Base/Area Support Unit Shilo has been the site of military activity in the region since 1910. Its mission is to provide support services and limited service support to operations, all supported units as well as visiting formations, units or agencies. CFB/ASU Shilo is home to First Regiment Royal Canadian Horse Artillery (1RCHA), and Second Battalion Princess Patricia's Canadian Light Infantry (2PPCLI). Both of these units are part of 1 Canadian Mechanized Brigade Group. The base is also home to a component of the Western Area Training Centre, 731 Signal Squadron, and 11 CF Health Services Centre, as well as being the “Home Station” of the Royal Canadian Artillery. Other supported units include 26 Field Regiment, RCA Brandon's Reserve Unit and 38 Canadian Brigade Group Headquarters, located in Winnipeg.

CFB Wainwright (AB). CFB Wainwright is home to the Land Force Western Area Training Centre and Canadian Manoeuvre Training Centre. It is the primary training location for the Army units from Western Canada (from Thunder Bay to Victoria). It was an Internment Camp in early 1945 for German Prisoners of War (POWs) and, at its peak, housed almost 1100 German officers, soldiers and civilians as prisoners. Camp Wainwright's role is as an integral military training centre for military courses, and both Canadian and foreign units, who all conduct field training at CFB/ASU Wainwright year round, taking advantage of the extensive 620 square kilometre training area and live-fire practice facilities. CFB/ASU Wainwright is home to several distinct units, the most established being the Land Force Western Area Training Centre (LFWATC), and the newest being the Canadian Manoeuvre Training Centre (CMTC). The Base is supported by a 742 Signal Squadron Detachment, a 1 Field Ambulance Detachment, a 1 Dental Detachment, and 1 Garrison Military Police Company detachment. Approximately 900 military personnel work on the base. The transient military population averages over 1000 soldiers at any given time, and in the summer it grows significantly, when hundreds of Reserve Force soldiers undertake basic, specialist and leadership training. A significant development at Camp Wainwright is the creation of CMTC, a national training unit whose primary purpose will be to prepare Canadian soldiers for missions overseas. The new centre will use extremely sophisticated laser and satellite technology to simulate the effects of battle with realism and specially constructed training sites, including four entire “villages,” to recreate the foreign environments in which the soldiers may find themselves.

AIR FORCES

1 Wing Kingston (ON). Home of the Griffon helicopter, 1 Wing supports the Canadian Army by airlifting troops and equipment anywhere in the world. Its six tactical helicopter and training squadrons are spread out across the country.

3 Wing Bagotville (QC). 3 Wing Bagotville, home of the CF-18, is one of only two fighter bases in Canada. Located in Quebec's Saguenay region, it carries out air defence, combat support and search and rescue missions.

4 Wing Cold Lake (AB). 4 Wing Cold Lake hosts Canada's world-class tactical fighter force training and deploys and supports fighter aircraft at a moment's notice to fulfill the domestic and international roles of Canada's Air Force.

5 Wing Goose Bay (NL). Goose Bay has been used as a strategic airfield, ferry base, an air defence radar site and, for the past 21 years, the home of Allied Tactical Flying Training in Canada. 5 Wing Goose Bay supports the following flying operations: low-level training for the German Air Force (GAF) and the Italian Air Force. It also serves as a Canadian Deployed Operating Base (DOB) of CF-18s operationally committed to NORAD. This Goose Bay Allied Military Training In Canada (GAMTIC) Program, which 5 Wing Goose Bay supports by acting as an on-site “agent” for the various Allies, is a unique and evolving role of the CF.

8 Wing Trenton (ON). From delivering supplies to the high Arctic (CFS Alert) to airlifting troops and equipment world-wide, 8 Wing is the heart of Canada's air mobility forces. It is also responsible for search and rescue in central Canada and home to the famous Skyhawks with the Canadian Parachute Centre.

9 Wing Gander (NL). When a call for help comes in, Search and Rescue (SAR) crews at 9 Wing Gander are ready to head out in any direction from their base in Canada's most easterly province, Newfoundland. The Wing is home to 103 Search and Rescue Squadron, providing full time SAR services to Newfoundland and Labrador.

12 Wing Shearwater (NS). Shearwater is home to the Maritime Helicopter community. Personnel and aircraft are deployed around the world primarily as part of Helicopter Air Detachments (HelAirDets) that deploy with Navy ships on the East and West Coast. While deployed personnel become part of the ship's crew and the helicopter acts as an extension of the ship, extending its sensor and weapons delivery capability.

14 Wing Greenwood (NS). Nestled in the heart of Nova Scotia's beautiful Annapolis Valley rests 14 Wing Greenwood, the largest air base on the East Coast. Aurora crews conduct sovereignty and surveillance missions over the Atlantic Ocean routinely, while search and rescue capabilities are maintained 365 days of the year.

15 Wing Moose Jaw (SK). We are the home of Canada's military jet training. 15 Wing is home to the NATO Flying Training in Canada program which involves the training of pilots from around the world.

16 Wing Borden (ON). 16 Wing is the largest training wing in the Canadian Forces. It is composed of a headquarters and three schools: the Canadian Forces School of Aerospace Technology and Engineering (CFSATE), the Air Command Academy (ACA), and the Canadian Forces School of Aerospace Control Operations (CFSACO). Both CFSATE and ACA are in Borden while CFSACO is located in Cornwall, Ontario

17 Wing Winnipeg (MB). For Canadian air force personnel, all roads will lead to 17 Wing Winnipeg. The Wing is comprised of three squadrons and six schools. It also provides support to the Central Flying School. All combined, 17 Wing turns out what are considered some of the best pilots, air navigators and multi-skilled personnel in the world.

19 Wing Comox (BC). Based on Vancouver Island, 19 Wing's Aurora crews keep watch over the Pacific Ocean while its search and rescue teams regularly locate downed aircraft in some of Canada's roughest terrain.

22 Wing North Bay (ON). 22 Wing provides surveillance, identification, control, and warning for the aerospace defence of Canada and North America. This surveillance and identification of all air traffic approaching North America (some 200 000 flights per year) is accomplished using radar information received via satellite from the North Warning System across the Canadian Arctic, coastal radars on the East and West Coasts of Canada, and Airborne Warning and Control System Aircraft.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. In what province would you find CFB Borden: Alberta or Ontario?
- Q2. What type of aircraft are found at CFB Bagotville and CFB Cold Lake?
- Q3. Aside from CFB Trenton, what base in Canada houses a Search and Rescue unit?

ANTICIPATED ANSWERS

- A1. Ontario.
- A2. CF-18 Fighters.
- A3. CFB Gander.



The instructor should point out regional cadet training centres that are located at bases to highlight the way the CF assists the cadet program, including:

- CFB Borden/Blackdown Army CSTC;
- CFB Gagetown/Argonaut Army CSTC; and
- CFB Valcartier/Valcartier Army CSTC.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. What year did unification of the CF occur?
- Q2. What are the three roles of the CF?
- Q3. Are humanitarian missions a role of the elements?

ANTICIPATED ANSWERS

- A1. 1968.
- A2. Protection of Canada, defence of North America, and peace and international security.
- A3. Yes.

CONCLUSION

HOMEWORK/READING/PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

The cadets now have general knowledge of the CF, its roles, and location of its bases. This material will allow the cadets the opportunity to interact with CF members more effectively when visiting military facilities.

INSTRUCTOR NOTES/REMARKS

Nil.

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ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 4

EO C120.01 – EXPLORE CANADIAN NAVAL WEBSITES

Total Time:	30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content and become familiar with the material;
- visit the listed Websites to ensure the most current information; and
- prepare a handout of Websites.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be familiar with several of the naval Websites that are available.

IMPORTANCE

Promoting an awareness of naval activities is one of the aims of the cadet program. This lesson will introduce cadets to some of the Websites that offer information on naval activities.

Teaching Point 1**Introduce Canadian Naval Websites**

Time: 15 min

Method: Interactive Lecture

EXPLORE NAVAL WEBSITES

If local facilities permit, set up the class so that cadets can observe the actual process of an on-line search. If facilities do not permit, preview the Websites suggested and print the homepages as handouts for the cadets.

Do a Google™ search or use another search engine for the word “naval”.

There are a large number of Websites to choose from when demonstrating a Web search. Some that can be explored include:

- www.mi.mun.ca
- www.readyayeready.com
- www.navy.gc.ca
- www.forces.gc.ca
- www.jfs.janes.com
- www.hazegray.org

Some of the information that can be found on naval Websites include:

- types, names and specifications of vessels;
- purpose of vessels;
- location and/or country of origin of vessels; and
- pictures of vessels.



Ask the cadets if they know of any naval Websites that they would like to share with the class.

CONFIRMATION OF TEACHING POINT 1**QUESTIONS**

- Q1. Can anyone name one of the Websites discussed in this class?
- Q2. What information can be found on these naval Websites?

ANTICIPATED ANSWERS

- A1. www.mi.mun.ca, www.readyayeready.com, www.navy.gc.ca, www.forces.gc.ca, www.jfs.janes.com, www.hazegray.org.
- A2. Types and specifications of vessels, names of vessels, purpose of vessels, location and/or country of origin of vessels, and pictures of vessels.

Teaching Point 2

Explore Canadian Naval Websites

Time: 10 min

Method: Demonstration and Performance

If facilities permit, the instructor can demonstrate an on-line search, or allow time for the cadets to independently explore the Websites presented here.

If facilities do not allow the instructor to demonstrate an on-line search, the cadets shall be given a handout with sufficient information to allow them to search the Websites on their own.



If it is not practical to have the cadets conduct on-line searches at the corps, this remaining time can be used for the instructor to show the cadets more Websites, or continue the interactive lecture with the cadets sharing their knowledge.

END OF LESSON CONFIRMATION

Nil.

CONCLUSION

HOMEWORK/READING/PRACTICE

Cadets will be encouraged to continue exploring these Websites using other computer resources.

METHOD OF EVALUATION

There is no formal assessment for this EO.

CLOSING STATEMENT

Promoting an awareness of naval activities is one of the aims of the cadet program. This lesson will provide cadets with some of the Websites to enhance their knowledge of current naval activities.

INSTRUCTOR NOTES/REMARKS

Nil.

REFERENCES

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A1-013 The Navy. www.navy.gc.ca.

C1-004 Ready Aye Ready. www.readyayeready.com.

C1-013 Marine Institute of Memorial University of Newfoundland (2005). www.mi.mun.ca.

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C1-023 Haze Gray and Underway – Naval History and Photography (1994-2003). www.hazegray.org.



ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 5

EO C120.02 – IDENTIFY TYPES OF CIVILIAN VESSELS

Total Time:	30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content and become familiar with the material; and
- prepare the handouts and activities.

APPROACH

An experiential approach was chosen for this lesson as it allows the cadets to acquire new knowledge and skills through a direct experience. The cadets experience interacting with a soldier and define that experience on a personal level. The cadets will be given the opportunity to reflect on and examine what they saw, felt and thought while contacting a soldier and consider how it relates to what they already learned and experienced as well as how it will relate to future experiences.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify different types of civilian vessels.

IMPORTANCE

Providing an introduction to the civilian maritime community will enhance the cadet's knowledge of the nautical environment, and will complement the aim of stimulating an interest in the naval activities of the Canadian Forces (CF).

Teaching Point 1**Identify Types of Civilian Vessels**

Time: 6 min

Method: Interactive Lecture

TYPES OF CIVILIAN VESSELS

Types of civilian vessels that can be found in Canadian waters include:

- **Cargo Vessels.** Used to transport goods such as cars, coal, iron ore, containers, etc. Cargo vessels include:
 - bulk carriers;
 - container vessels;
 - Roll-On/Roll-Off (RORO);
 - lakers (used for transportation on the Great Lakes); and
 - liquid food production carriers.
 - **Tanker Ships.** Used to transport good such as crude oil, kerosene, petrol, gasoline, etc. Tanker ships include:
 - crude oil carriers;
 - Liquid Natural Gas (LNG) tankers; and
 - chemical tankers.
 - **Passenger Vessels.** Used to transport small or larger numbers of passengers. Passenger vessels include:
 - cruise ships;
 - ferries;
 - river boats; and
 - yachts.
 - **Fishing Vessels.** Used in the fishing industry to harvest fish and other animals. Fishing vessels include:
 - trawlers;
 - seiners; and
 - factory ships.
- Note:** The difference between a regular trawling vessel and that of a seiner is the type of net the vessel is equipped with.
- **Government Service Vessels.** Used to carry out various tasks such as coastal patrol, fishery patrol, rescue operations, etc. Government service vessels include:
 - Canadian Coast Guard ice breakers;
 - buoy tenders;

- Fisheries and Oceans vessels; and
 - police services and customs patrol vessels.
 - **Research Vessels.** Used for conducting scientific research, conducting hydrographical surveys, collecting water samples, etc. Research vessels include:
 - oceanographic research; and
 - hydrographical survey vessels.
 - **Support Vessels.** Used for towing other vessels, firefighting, salvage operations and anchor handling/positioning. Support vessels include:
 - tugs;
 - firefighting vessels;
 - heavy lift ships;
 - barges; and
 - floating cranes.
 - **Offshore Oil Development Vessels.** Used to drill, develop and transport oil from oil fields. Offshore oil development vessels; include:
 - Fuel Production Storage Offloading (FPSO) vessels; and
 - drill ships.
-

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What are some examples of cargo vessels?
- Q2. What are tankers used for?
- Q3. What type of vessel are container ships and car ferries examples of?

ANTICIPATED ANSWERS

- A1. Bulk carriers, container vessels, RORO, lakers (used for transportation on the Great Lakes), and liquid food production carriers.
- A2. To transport good such as crude oil, kerosene, petrol, gasoline, etc.
- A3. Cargo vessels.

Teaching Point 2

Discuss the Physical Characteristics of Civilian Vessels

Time: 6 min

Method: Interactive Lecture

PHYSICAL CHARACTERISTICS OF VESSEL TYPES



The instructor should put the pictures of the vessel types on an OHP or provide handouts for visual reinforcement (see Attachment A).

Cargo Vessels

The characteristics of cargo vessels include:

- long length and large size;
- big stern, side and bow doors;
- large containers on the deck visible from great distances or have cargo in a hold; and
- large superstructure which is located towards the aft of the ship.

Note: Lakers are generally longer in length than most cargo vessels.



Figure 1 Container Ship

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



Figure 2 Bulk Carrier

http://www.sankoline.co.jp/img/02_2.jpg



Figure 3 Roll-On/Roll-Off Ship (RORO)

www.geocities.com/uksteve.geo/roto.html

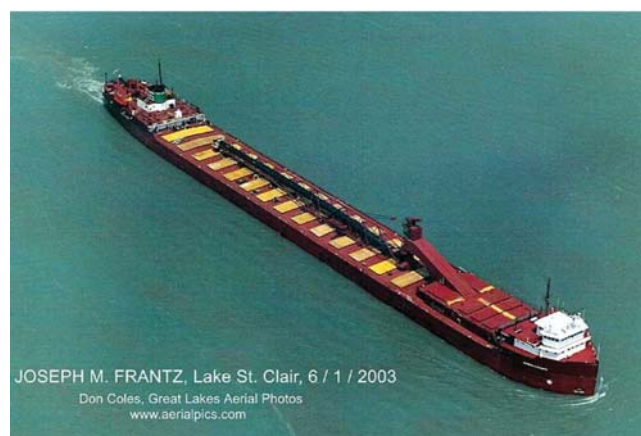


Figure 4 Laker

<http://www.boatnerd.com/news/newpictures03/Joseph-M.-Frantz-6-03.jpg>

Tankers

The characteristics of tanker vessels include:

- long length and large size, and are built to carry liquid cargos;
- large deck equipped with large pipes and fittings;
- very common bulbous bow (large bubble of steel located near the waterline at the bow);
- superstructure that is located at the stern of the vessel;
- various tanks and compartments used for storage; and
- wheelhouse which often has sections on both port and starboard that extend over the width of the vessel.



Figure 5 Crude Oil Tanker

<http://www.rina.org.uk/rimages/events/Picture2.jpg>



Figure 6 Liquefied Natural Gas Tanker

<http://www.mossw.com/mossmaritime/images/LNG%20216%20m%20lille.jpg>

Passenger Vessels

The characteristics of passenger vessels include:

- high standing hull and superstructure;
- common colour of white;

- visibly large amount of safety equipment;
- superstructure usually the full length of the main deck;
- numerous amount of windows that is in the superstructure; and
- often fitted swimming pool.



Figure 7 Cruise Ship

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



Figure 8 Ferry

http://www.simplonpc.co.uk/Ramsey/UlsterQueen_Ramsey133.jpg

Fishing Vessels

The characteristics of fishing vessels include:

- varying sizes;
- stabilizers, which are large spars that hang over the vessels sides;
- large A-frame structure towards the stern, if looking at a stern trawler;
- equipment and fishing gear;
- high bow and relatively low stern; and
- usually small superstructure.



Figure 9 Trawler

<http://www.mahasagarboats.com/52ottched.jpg>



Figure 10 Stern Trawler

<http://www.alasund.is/images/fft5160.jpg>

Governments Services Vessels

The characteristics of government service vessels include:

- a design for very specific tasks, such as maintenance and relocating navigational aids, ice breaking, rescue operations, etc.;
- colour as well as their government agency's symbol;
- equipment which usually includes small cranes and firefighting equipment;
- small superstructure which is usually located around amidships;
- rescue equipment such as fast rescue crafts; and
- varying in size depending on their designed purpose.



Figure 11 Icebreaker

<http://ioeb.whoi.edu/pics%5Cccgib.jpg>



Figure 12 Buoy Tender

<http://www.thermaxmarine.com/images/photos/tender1.jpg>



Figure 13 RCMP Vessel

<http://members.shaw.ca/rcmpwcmd/graphics/Pearkes.jpg>

Research Vessels (eg, oceanographic research, hydrographic survey vessels)

The characteristics of research vessels include:

- state of the art equipment;
- numerous radars, antennas, sonar domes, and various electronic devices usually found on the superstructure;
- large supportive equipment such as cable handling devices; and
- varying in size depending on their designed purpose.



Figure 14 Research Vessel (1)

http://www.atlantic.drdc-rddc.gc.ca/images/photos/quest_01_e.jpg



Figure 15 Research Vessel (2)

<http://www.wellandcanal.ca/shiparc/misc/kiyi/kiyi.jpg>

Tugboats

Characteristics of tugboats include:

- small size compared to other vessel types;
- short and wide size for stability reasons;

- small superstructure, firefighting equipment, massive power as they are commonly seen towing or pulling other vessels, empty aft deck, anchor handling equipment and large smoke stacks; and
- common working areas are harbours and ports.



Figure 16 Tugboat

<http://www.iamaw.ca/lodges/memberprofiles/LL1934/Malena-4-three-boats.jpg>



Figure 17 Anchor Handling Tug Supply Vessel (AHTS)

http://www.portofcork.ie/web_images/archive/Gerry_o_sullivan.gif

Offshore Oil Development Vessels

Characteristics of offshore oil development vessels include:

- large size;
- helicopter landing pad;
- large cranes; and
- drill ships will have easily recognizable high rising supports, similar to that of a drill rig.



Figure 18 Fuel Production Storage Offloading Vessel (FPSO)

<http://www.mun.ca/serg/acwern/FPSO-oil.jpg>



Figure 19 Drill Ship

http://www.mdslimited.ca/images/photos_online/typesofrigs/pages/typesofrigs_0029.htm

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What type of vessels are often seen towing or pushing other vessels?
- Q2. What are some of the physical characteristics of a research vessel?
- Q3. What vessels are easily identifiable by their colour and symbols?

ANTICIPATED ANSWERS

- A1. Tugboats.
- A2. State of the art equipment, numerous radars, antennas, sonar domes, and other various electronic devices usually found on the superstructure, large supportive equipment such as cable handling devices, and varying in size depending on their designed purpose.
- A3. Government service vessels.

Teaching Point 3**Conduct an Activity on Types of Vessels and Their Characteristics**

Time: 15 min

Method: Activity

ACTIVITY – SHIPS ON THE BRAIN

Time: 15 min

OBJECTIVE

The objective of this activity is to have the cadets identify the different vessel types commonly found in Canadian waterways and their characteristics.

RESOURCES

- Vessel characteristics cards (Attachment B).
- Flipchart/whiteboard/OHP.
- Container for cards.
- Markers.
- Tape.

ACTIVITY LAYOUT

Have each cadet pull a vessel characteristic card out of a container. On each card there will be a characteristic stated. Each characteristic card is part of a set of cards that explains that of a vessel type (eg, long length and large size, big stern, side and bow doors, large containers, superstructure aft amidships and lakers are all characteristics of cargo vessels). Without looking at the card, the cadets must hold their characteristic card on their forehead and they must go around the room and try to match the vessel characteristic with that of the others belonging to their set. Once they have found the other cadets with the similar characteristics, and have determined what vessel type they all represent, have them stand under their respective vessel type heading located somewhere in the classroom.

SAFETY

Nil.

INSTRUCTOR GUIDELINES

Post the names of all the vessel types around the classroom. Monitor the group ensuring that no cadet is looking at their cards or talking. Once the cadets have found their partners review each of the characteristics cards and heading they are under and fix any of them that are incorrect.

If the cadets are having difficulty completing the assignment allow them to speak if necessary.



If the class is small, the instructor could use one type of vessel and have the cadets play as a whole group. This could be played multiple times depending on time constraints.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. What are some characteristics of a tanker type vessel?
- Q2. What type of vessel is known for its massive power and is commonly found in harbours or ports?
- Q3. What type of vessels are container ships and car ferries examples of?

ANTICIPATED ANSWERS

- A1. They are very large and long and are built to carry liquid cargos, large deck equipped with large pipes and fittings, usually have a bulbous bow (large bubble of steel located near the waterline at the bow), the superstructure is located at the stern of the vessel; and the wheelhouse will often have sections on both port and starboard that extend over the width of the vessel.
- A2. Tugboat.
- A3. Cargo vessels.

CONCLUSION

HOMEWORK/READING/PRACTICE

Nil.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

Providing an introduction to the civilian maritime community can enhance the cadet's knowledge of the nautical environment, which complements the aim of stimulating an interest in the naval activities of the CF.

INSTRUCTOR NOTES/REMARKS

The instructor may choose to have additional resources in this class, such as photos, videos, diagrams or ship models.

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SHIPS TYPES

CARGO SHIPS



Figure A-1 Container



Figure A-2 Bulk Carrier



Figure A-3 RORO

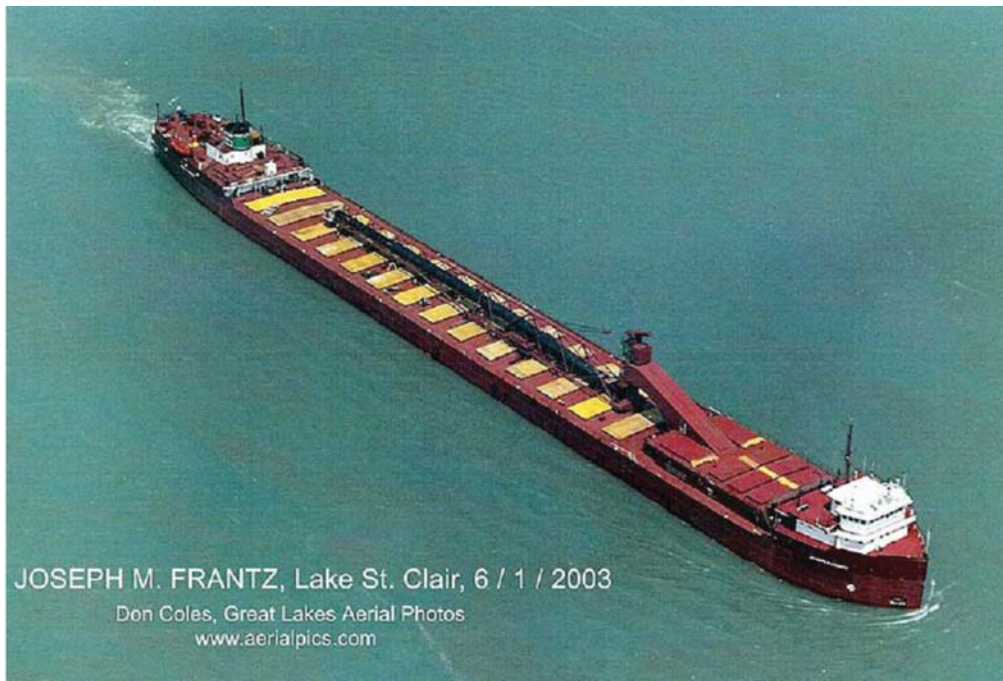


Figure A-4 Laker

TANKER SHIPS



Figure A-5 Crude Oil



Figure A-6 LNG

SUPPORT VESSELS



Figure A-7 Tug



Figure A-8 Anchor Handling Tug Supply

PASSENGER VESSELS



Figure A-9 Cruise Ship



Figure A-10 Ferry

FISHING VESSELS



Figure A-11 Trawler



Figure A-12 Stern Trawler

GOVERNMENT SERVICE VESSELS



Figure A-13 Icebreaker

USCGC ELM (WLB 204)



Figure A-14 Buoy Tender



Figure A-15 RCMP

OFFSHORE OIL DEVELOPMENT VESSELS



Figure A-16 FPSO



Figure A-17 Drill Ship

RESEARCH VESSELS





SHIPS CHARACTERISTICS

CARGO VESSELS

LONG LENGTH AND LARGE SIZE

BIG STERN, SIDE AND BOW DOORS

LARGE CONTAINERS

SUPERSTRUCTURE AFT AMIDSHIPS

LAKERS

TANKERS

BUILT TO CARRY LIQUIDS

LARGE DECK FILLED WITH PIPES

BULBOUS BOW

SUPERSTRUCTURE IS NEAR STERN

TANKS AND COMPARTMENTS

PASSENGER VESSELS

STANDS HIGH IN THE WATER

LARGE AMOUNT OF SAFETY EQUIPMENT

SUPERSTRUCTURE MAIN LENGTH OF DECK

LOTS OF WINDOWS

SWIMMING POOL

FISHING VESSELS

VARIES IN SIZE

EQUIPPED WITH STABILIZERS

A-FRAME TOWARDS THE STERN

FISHING GEAR

SMALL SUPERSTRUCTURE

GOVERNMENT SERVICE VESSELS

ICEBREAKING

COLOUR AND AGENCY SYMBOLS

SMALL CRANES AND
FIREFIGHTING EQUIPMENT

SUPERSTRUCTURE AMIDSHIPS

RESCUE EQUIPMENT

RESEARCH VESSELS

STATE OF THE ART EQUIPMENT

RADARS, ANTENNAS, SONAR DOMES

LARGE SUPPORT EQUIPMENT

SMALL SUPERSTRUCTURE

TUGBOATS

SHORT AND WIDE IN SIZE

COMMONLY FOUND IN HARBOURS

SMALL SUPERSTRUCTURE

LARGE SMOKE STACKS

ANCHOR HANDLING EQUIPMENT

OFFSHORE OIL DEVELOPMENT VESSELS

LARGE VESSEL

EQUIPPED WITH HELICOPTER PAD

LARGE CRANES

HIGH RISE SUPPORTS FOR DRILL



ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 6

EO C120.03 – EXPLORE CANADIAN NAVAL HISTORY

Total Time:	30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to be familiar with Canadian naval history.

IMPORTANCE

Exploring Canadian naval history will promote an awareness of the Canadian navy, which is one of the aims of the cadet program.

Teaching Point 1**Explore Canadian Naval History**

Time: 16 min

Method: Interactive Lecture

CREATION OF CANADA'S NAVY

Until 1910, Canada did not have a naval service of its own; instead, it relied upon Britain's Royal Navy (RN) to look after the defence of Canadian shores. Even without its own navy, there were many naval engagements that took place on Canada's shores, including on the Great Lakes and the Atlantic and Pacific Coasts, between the British and the French and the British and the Americans.

The requirement for a strong naval force belonging to Canada became evident as the need to protect the country's shores increased and as the importance of trade on the seas increased.

Canada's navy, the Royal Canadian Navy (RCN), was formed May 4th, 1910; the first director of the navy was Canadian born Rear-Admiral Sir Charles E. Kingsmill.

WORLD WAR ONE (WWI)

After Germany ignored the British government's demand to observe Belgian neutrality and pull out of that country, the British Admiralty sent a war telegram, which said to "Commence hostilities against Germany", to ships and establishments under the White Ensign all over the world, including those in Canadian waters.

When war was declared in 1914, Canada did not have much of a navy, but the ships **Rainbow** and **Niobe** were put at the RN's disposal. Rainbow lasted until 1917 and did patrol work on the West Coast, while Niobe lasted only a year into the war before becoming unseaworthy, and then became a depot ship in Halifax. Although minor patrol boats and other vessels were on anti-submarine duty patrolling Canadian coastal waters, most of the resources Canada offered for WWI went into the army.

POST-WWI – CANADA, A SMALL SHIP NAVY

In 1921 a change of government dealt the RCN a severe blow; the whole world was tired of war, and navies were being cut back. The navy had acquired several vessels since its creation. Shortly after the war, however, the Canadian government that had been in power during WWI was defeated and the new one decided to do away with all ships but two destroyers.

The Royal Canadian Naval Volunteer Reserve (RCNVR) was established in 1923. The role of the RCNVR was similar to that of today's Naval Reserve.

WORLD WAR TWO (WWII)

Until 1939, Canada had mostly destroyers and trawlers. This was to simplify training as destroyers were the type of ship best suited to Canadian needs and defending our complicated coastline.

Canada began WWII with 13 vessels: six destroyers, four minesweepers, one auxiliary schooner, two smaller vessels, and approximately 1800 personnel. When the war ended, it had the third largest navy in the world, with over 600 vessels and over 90 000 members, including 6500 women who served in the Women's Royal Canadian Naval Services (WRNS).

It is interesting to note that Canada declared war on Germany shortly after Britain; the declaration was in large part due to the fact that so much of our export and import trade was moved by sea. The oceans of the world had to be in friendly hands or the commerce of Canada would come to a halt.

The RCN's contribution during WWII, and specifically during the Battle of the Atlantic, was nothing short of heroic. Winning this battle was of vital importance to the overall war effort in order to resupply the battlefields

with fuel, food, munitions or metal parts. The Battle of the Atlantic was a fight to the death against a highly trained enemy for supremacy of the Atlantic Ocean. It was the longest battle of WWII, and was fought for the entire war.

Protection and escort of the merchant ship convoys from German submarines, or “U-boat wolf packs”, between North America and Europe and back was the RCN’s chief responsibility. It employed tens of thousands of ships and hundreds of thousands of sailors. By mid-1942, the RCN, with support from the Royal Canadian Air Force (RCAF), was providing nearly half the convoy escorts, and after that, carried out the lion’s share of escort duty.

During WWII the RCN lost over 2000 sailors and 32 ships, with more than 300 sailors wounded. Twenty-six thousand (26 000) merchant ship voyages, which provided 90 000 tons of war supplies a day to the battlefields of Europe, were made during the 2060 days of WWII.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. When was the Royal Canadian navy formed?
- Q2. What happened to the Canadian navy between the two world wars?
- Q3. Describe what happened to convoys during the Battle of the Atlantic.

ANTICIPATED ANSWERS

- A1. 1910.
- A2. The number of ships was drastically cut, and then eventually began to increase again.
- A3. Various responses: U-boats attacked, sailors were lost, ships were lost, cargo was lost, etc.

Teaching Point 2

Introduce Historical Canadian Navy Ships

Time: 11 min

Method: Interactive Lecture

EARLY VESSELS OF THE RCN

The first ships Canada purchased from the RN in 1910 were two cruisers to be named His Majesty’s Canadian Ship (HMCS) **Rainbow** (Figure 1) and HMCS **Niobe** (Figure 2). They were to be used as training vessels on the West and East Coast; an interesting footnote is that these ships were, in fact, obsolete in the RN.

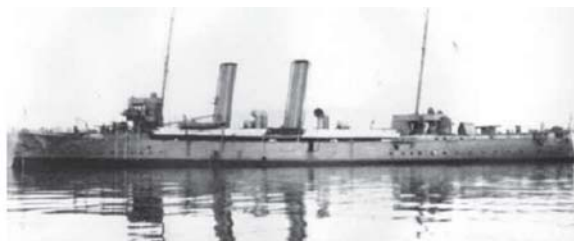


Figure 1 HMCS Rainbow

Ready, Aye, Ready, Jack MacBeth, 1989

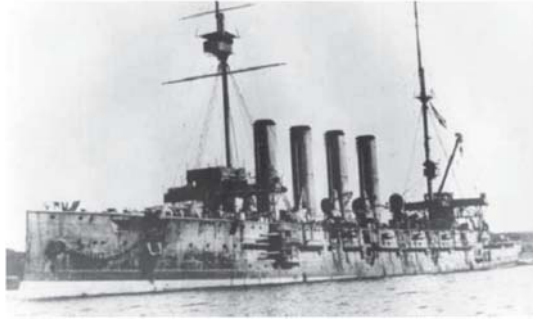


Figure 2 HMCS Niobe

Ready, Aye, Ready, Jack MacBeth, 1989

In 1914 the government of British Columbia bought the first two submarines for Canada; they operated as coastal defence.

Shortly after WWI the RN gave two submarines to the RCN.

In 1920, the Canadian government received two new destroyers and one light cruiser from the British Admiralty. The cruiser was named the **Aurora**, and the destroyers **Patriot** and **Patrician**.



Both **Patriot** and **Patrician** were named after two fire trucks that were involved in the Halifax Explosion in 1919. Another interesting note is that HMCS Niobe, still stationed in Halifax at the time of the explosion, was used as a shelter for victims.

RCN FLEET 1927-1939

Patrician and Patriot lasted until 1927, when two other British destroyers replaced them. These ships were renamed **Champlain** and **Vancouver**.

In the 1930s more destroyers were built or purchased: **Saguenay** and **Skeena** were built specially for the RCN, **Fraser** and **St. Laurent** replaced Champlain and Vancouver, and two additional destroyers were purchased, **Restigouche** and **Ottawa**. Four minesweepers were built and commissioned as **Fundy**, **Gaspé**, **Comox** and **Nootka**, along with a training schooner, named **Venture**, which was stationed in Halifax.

The pace of construction of ships in Canada from 1939 to 1945 was frantic and unbelievable by today's standards. In shipyards from Halifax to Victoria, all classes of ships including destroyers, cruisers, corvettes, minesweepers and landing craft were being built, launched, and commissioned, and many also came back for repairs after being at war.

POST-WWII

When World War II finally ended, Canada had come of age, militarily. The country had developed a pool of seasoned, battle-hardened soldiers, sailors and airmen, and in the process the country became a military force to be reckoned with on the world stage.

Although Canada ended WWII with the third largest navy in the world, with over 600 vessels and over 90 000 members, history began repeating itself with the rush to downsize, as occurred after WWI. Much of the post-WWII navy was dismantled, and many of the wartime sailors went back to civilian life.

After WWII, the navy was reduced to less than 10 000 men, one aircraft carrier, two cruisers and a few modern destroyers, frigates and auxiliary craft.

CONFIRMATION OF TEACHING POINT 2**QUESTIONS**

- Q1. What were the names of the very first ships the Canadian navy had?
- Q2. What was the size of Canada's navy at the end of WWII compared to the navies of other countries?

ANTICIPATED ANSWERS

- A1. Rainbow and Niobe.
- A2. It was the third largest in the world.

END OF LESSON CONFIRMATION**QUESTIONS**

- Q1. Before Canada formed their own navy, what country did they rely upon?
- Q2. Who was the first director of the Canadian navy?
- Q3. When did Canada receive its first submarines?

ANTICIPATED ANSWERS

- A1. They relied on Britain's Royal Navy.
- A2. Canadian born Rear-Admiral Sir Charles E. Kingsmill.
- A3. Canada received two submarines from the RN shortly after WWI.

CONCLUSION

HOMEWORK/READING/PRACTICE

Nil.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

Promoting an awareness of the Canadian navy is one of the aims of the cadet program, and knowledge of Canadian naval history will complement this.

INSTRUCTOR NOTES/REMARKS

Nil.

REFERENCES

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ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 1

EO M121.01 – TIE KNOTS, BENDS AND HITCHES

Total Time:

120 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, 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 six stations with line.

Photocopy the cards located at Attachment A. Cut and place a card at each station.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A demonstration and performance was chosen for TPs 1-3 as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

An in-class activity was chosen for TP 4 as it is an interactive way to provoke thought and stimulate interest among cadets about tying knots, bends and hitches.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have tied and know where to use the reef knot, figure eight, sheet bend, bowline, clove hitch and round turn and two half hitches.

IMPORTANCE

Knowledge of the effective use of different knots, bends and hitches is one of the foundations of the sea cadet program and will be used in a variety of future training and activities such as rigging sailboats and lifting devices.



Demonstrate and have the cadets tie the knots, bends and hitches.



The following are some suggestions to make the class more enjoyable for the cadets:

- Use different coloured line to teach the knots.
- Have licorice for the cadets to tie their knots with. Once the knots are completed correctly, the cadets can eat the licorice.
- It may be useful to put the accompanying diagrams on overheads for the cadets to refer to.
- Demonstrate all knots in a realistic way; try using simulated sail corners, or use spars and posts to tie bowlines and hitches to.
- Have senior cadets circulate through the class to check the cadets' progress.



Bight

A bight is any curved section, slack part, or loop between the ends of a rope, string, or yarn.

Standing end

The standing end is the end of the rope not involved in the knot.

Standing part

Section of line between knot and the standing end.

Working end

The active end of a line used in making the knot.

Working part

Section of line between knot and the working end.

Teaching Point 1

Explain, demonstrate and have the cadets tie a reef and figure of eight knot.

Time: 20 min

Method: Demonstration and Performance

DEFINITION OF KNOTS

A knot is something tied at the end of a line, or using a line itself. It is the term often applied to anything that is not a bend, splice or hitch.

REEF KNOT

The reef knot is commonly used to tie two lines of equal diameter together, or it can be used to tie off the two ends of a line around an object (eg, parcels, or sails). It got its name from being the knot used to tie up or reduce the reefs or panels of sails.



An easy way to remember how to tie a reef knot is that the ends must be crossed in opposite directions each time they are knotted (eg, right over left then left over right, or vice versa).

The knot is made using the following method:

1. Put the left hand working end of the line on top of the right hand working end.
2. Bring the left hand working end of the line under the right hand working end.
3. Put the working end that is now on the right on top of the working end that is now on the left.
4. Bring the working end that is on top over and then under the other working end so that the working end in the left hand comes out of the same space through which it entered the knot.

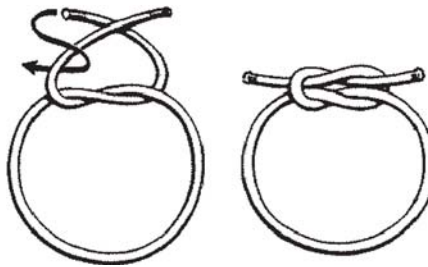


Diagram 1 Reef Knot

CFCD 105 Seamanship Rigging and Procedures Manual

FIGURE OF EIGHT

The figure of eight is a stopper knot, used to tie off the end of a line. It is commonly used to prevent the ends of the sheets of sails from pulling through blocks, eyebolts or fairleads.

The knot is made using the following method:

1. Hold the standing end in one hand, and make a crossing turn with the working end passing under the standing part of the rope.
2. Bring the working end over the standing part.
3. Tuck the working end up through the loop from behind, forming a figure eight.
4. Pull tight on the working part.

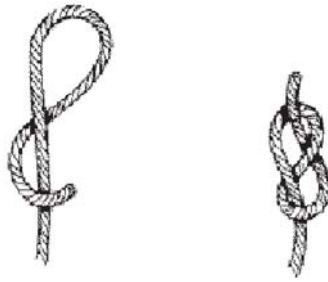


Diagram 2 Figure of Eight

CIC Sea Environmental Training Instructor Guide 2005

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. If you are rigging a sailboat, what knot would you use to stop the line from running all the way through the fairleads?
- Q2. What is a reef knot commonly used for?

ANTICIPATED ANSWERS:

- A1. A figure of eight knot.
- A2. To tie together two lines of equal diameter.

Teaching Point 2

Explain demonstrate and have the cadets tie a sheet bend and bowline.

Time: 20 min

Method: Demonstration and Performance

DEFINITION OF BEND

A bend is used to join together two lines temporarily, and is characterized by making a bend in one of the lines.

SHEET BEND

The sheet bend is one of the simplest and easiest ways of joining together two pieces of line of unequal diameter; the smaller line is always made fast to the bight of the larger one. It can be used to tie a sailboat to another line.

The bend is made using the following method:

1. Fold an end of the larger line back on itself to form a bight.
2. Bring the working end of the line up to form a loop at the bottom, make the resulting loop the required size.
3. Take the working end of the smaller line around behind both pieces of the first line.
4. Tuck the working end of the smaller line under itself and pull tight.

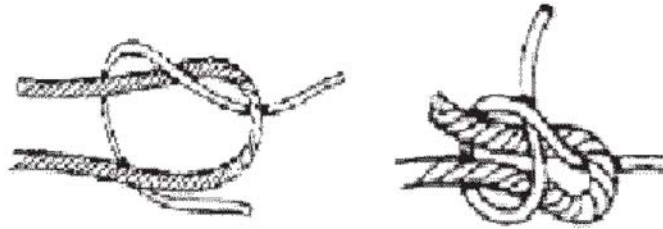


Diagram 3 Sheet Bend

CIC Sea Environmental Training Instructor Guide 2005

BOWLINE

The bowline is the most useful knot for putting a temporary eye in a line; it can also be used as a lifeline around a person's waist.

The knot is made using the following method:

1. With the standing end in one hand, form a small bight with the working end of the line, and lay it over top of the standing end of the line.
2. Bring the working end of the line up to form a loop at the bottom, and make the resulting loop the required size.
3. Bring the working end up through the bight and around the standing end.
4. Bring the working end down through the bight.
5. Hold the two sides of the loop and the working end in one hand, while the other hand holds the standing end of the line, and pull in opposite directions.

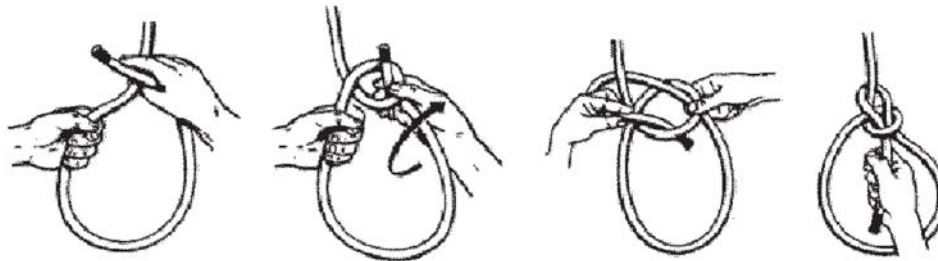


Diagram 4 Bowline

CFCD 105 Seamanship Rigging and Procedures Manual



The Royal Canadian Navy encourages every member of a ship's company to be able to tie a bowline around their waist with their eyes closed, and to be able to do it quickly in the dark or under adverse conditions.

ACTIVITY- BLIND-FOLDED KNOT GUESSING

Time: 10 min

OBJECTIVE

The objective of this activity is to recognize a knot or bend by touch and practice tying knots and bends.

RESOURCES

- Line, one per cadet.
- Piece of fabric, one per cadet.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Blindfold each cadet.
2. Tie one of the knots that have been taught.
3. Pass the knot along to all cadets. Each will have ten seconds to hold the line and try to determine the knot.
4. Once all cadets have touched the knot, have the cadets tie the knot they think they touched.
5. The cadet that can tie the knot correctly first will then describe its use.
6. Continue until all the knots have been tied.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3

Explain, demonstrate and have the cadets tie a clove hitch and round turn and two half hitches.

Time: 20 min

Method: Demonstration and Performance

DEFINITION OF HITCHES

A hitch is tied around or to something, such as a ring, spar or post. They are generally quick to tie and easy to untie.

CLOVE HITCH

The clove hitch can be used to secure a line temporarily to a post or spar, such as securing a small sailboat.

The hitch is made using the following steps:

1. With the running end, make a turn around a spar.
2. To the left of the first turn, make another turn.
3. Pass the running end between the two turns, so that it comes up in the opposite direction from the standing part.

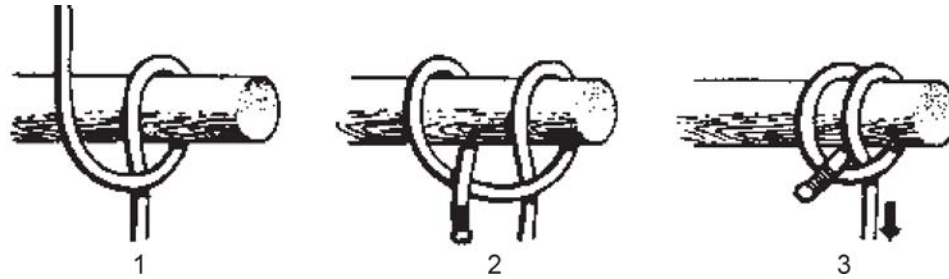


Diagram 5 Clove Hitch

CFCD 105 Seamanship Rigging and Procedures Manual

ROUND TURN AND TWO HALF HITCHES

The round turn and two half hitches is another way to secure a sailboat to a post or ring. It will never jam and can be untied quickly. The hitches should always be made with the running end of the line going in one direction.

The knot is made using the following method:

1. Bring the working end of the line around the post or ring two turns, making a full round turn.
2. Take the working end around the standing end, and tuck it behind itself.
3. Bring the working end around the standing end again and tuck to make a second half hitch.
4. Pull tight to finish the knot.

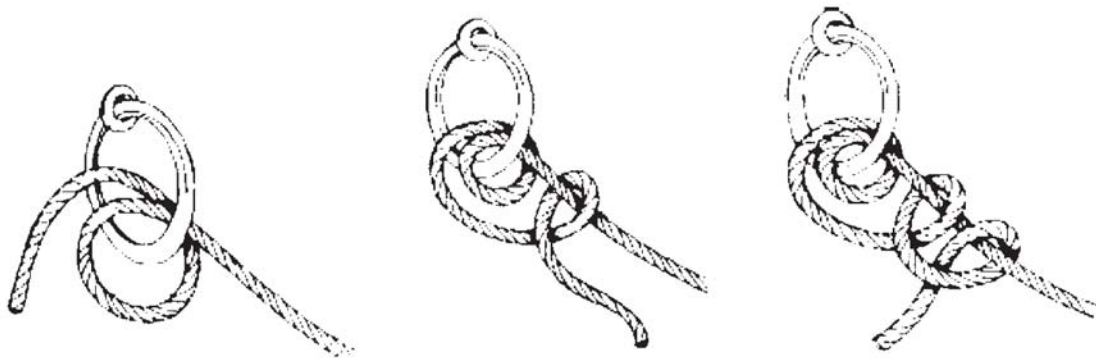


Diagram 6 Round Turn and Two Half Hitches

CFCD 105 Seamanship Rigging and Procedures Manual

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

- Q1. What can you use a clove hitch for?
- Q2. Can you make the hitches for a round turn and two half hitches in opposite directions?

ANTICIPATED ANSWERS:

- A1. You can use it to tie up a small sailboat.
- A2. No, they should be made in the same direction.

Teaching Point 4**Practice tying knots, bends and hitches.**

Time: 50 min

Method: In-Class Activity

ACTIVITY- “CALLING ALL STATIONS”

Time: 50 min

OBJECTIVE

The objective of this activity is to identify and tie knots, bends and hitches.

RESOURCES

- Seamanship cards, located at Attachment A.
- Line, three per station.

ACTIVITY LAYOUT

Six stations with each station having three pieces of line, and one of the seamanship cards.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups, depending upon the size of the class.
2. Have the cadets go to each station and follow the steps on the card to tie the knot, bend or hitch.
3. Once each cadet has tied the knot, bend or hitch, have the cadets move to the next station.
4. Continue until cadets have tied all the knots, bends and hitches.

SAFETY

Nil.

END OF LESSON CONFIRMATION

The cadets' participation in the activities will serve as the confirmation for this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

The cadets should be encouraged to practice the knots, bends and hitches on their own time.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

These knots, bends and hitches will be used in a variety of cadet training activities so it is important that the cadets become proficient in them.

INSTRUCTOR NOTES/REMARKS

Nil.

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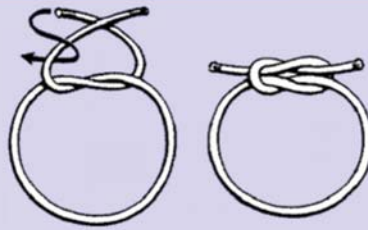
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KNOTS, BENDS AND HITCHES CARDS

REEF KNOT



The reef knot is commonly used to tie two lines of equal diameter together, or it can be used to tie off the two ends of a line around an object (eg, parcels, or sails). It got its name from being the knot used to tie up or reduce the reefs or panels of sails.

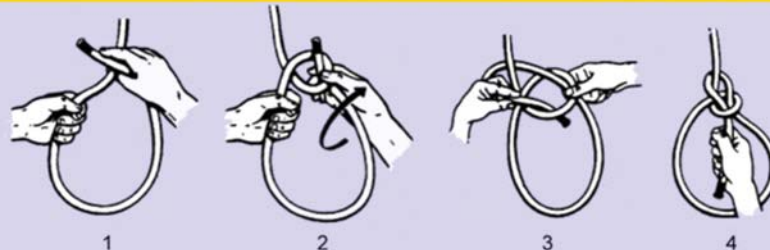
The knot is made using the following method:

1. Put the left-hand working end of the line on top of the right-hand working end.
2. Bring the left-hand working end of the line under the right-hand working end.
3. Put the working end that is now on the right on top of the working end that is now on the left.
4. Bring the working end that is on top over and then under the other working end so that the working end in your left hand comes out of the same space through which it entered the knot.



TIE KNOTS, BENDS & HITCHES

BOWLINE



The bowline is the most useful knot for putting a temporary eye in a line; it can also be used as a lifeline around a person's waist.

The knot is made using the following method:

1. With the standing end in one hand, form a small bight with the working end of the line, and lay it over top of the standing end of the line.
2. Bring the working end of the line up to form a loop at the bottom, and make the resulting loop whatever size you need.
3. Bring the working end up through the bight and around the standing end.
4. Bring the working end down through the bight.
5. Hold the two sides of the loop and the working end in one hand, while the other hand holds the standing end of the line, and pull in opposite directions.



TIE KNOTS, BENDS & HITCHES

FIGURE OF EIGHT



The figure of eight is a stopper knot, used to tie off the end of a line. It is commonly used to prevent the ends of the sheets of sails from pulling through blocks, eyebolts or fair-leads.

The knot is made using the following method:

1. Hold the standing end in one hand, and make a crossing turn with the working end passing under the standing part of the rope.
2. Bring the working end over the standing part.
3. Tuck the working end up through the loop from behind, forming a figure eight.
4. Pull tight on the working part.



TIE KNOTS, BENDS & HITCHES

SHEET BEND



A bend is used to join together two lines temporarily, and is characterized by making a bend in one of the lines.

The sheet bend is one of the simplest and easiest ways of joining together two pieces of line of unequal diameter; the smaller line is always made fast to the bight of the larger one. It can be used when you need to tie your sailboat up to another line.

The knot is made using the following method:

1. Fold an end of the larger line back on itself to form a bight.
2. Bring the working end of the smaller line up through the bight that was formed in the larger line.
3. Take the working end of the smaller line around behind both pieces of the first line.
4. Tuck the working end of the smaller line under itself and pull tight.



TIE KNOTS, BENDS & HITCHES

ROUND TURN AND TWO HALF HITCHES



The round turn and two half hitches is another way to secure a sailboat to a post or ring. It will never jam and can be untied quickly. The hitches should always be made with the running end of the line going in one direction.

The knot is made using the following method:

1. Bring the working end of the line around the post or ring two turns, making a full round turn.
2. Take the working end around the standing end, and tuck it behind itself.
3. Bring the working end around the standing end again and tuck to make a second half hitch.
4. Pull tight to finish the knot.



TIE KNOTS, BENDS & HITCHES

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ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 2

EO M121.02 – WHIP THE END OF A LINE USING A COMMON WHIPPING

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, 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

Nil.

APPROACH

An interactive lecture method was chosen for TP 1 and TP 2 to introduce the cadets to whipping the end of a line using a common whipping.

A demonstration and performance was chosen for TP 3 as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have whipped the end of a line using a common whipping, and be familiar with its characteristics.

IMPORTANCE

Knowledge of the common whipping will assist the cadet in future training and is needed to learn more advanced seamanship skills.



The following are some suggestions to make the class more enjoyable for the cadets:

- Use different coloured line to instruct the whipping.
- It may be useful to put the accompanying diagram on an overhead.
- Try using simulations such as whipping the end of a line from a sail or the line used to hoist the flag at colours.
- Have senior cadets circulate through the class to check the cadets' progress.



Bight

A bight is any curved section, slack part, or loop between the ends of a rope, string, or yarn.

Standing end

The standing end is the end of the rope not involved in the knot.

Standing part

Section of line between knot and the standing end.

Working end

The active end of a line used in making the knot.

Working part Section of line between knot and the working end.

Teaching Point 1

List types of whippings.

Time: 5 min

Method: Interactive Lecture

TYPES OF WHIPPINGS

Briefly explain that there are other types of whippings, but that this class will focus on the common whipping only. Other types of whippings include:

- sailmaker's whipping;
- west country whipping; and
- french whipping.

CONFIRMATION OF TEACHING POINT 1

QUESTION:

Q1. What are some other types of whippings?

ANTICIPATED ANSWER:

A1. Sailmaker's, west country, and french whipping.

Teaching Point 2**Describe the purpose of whippings.**

Time: 5 min

Method: Interactive Lecture

PURPOSE OF WHIPPINGS

A whipping:

- is a binding of fine twine made at the end of a line;
- prevents the line from coming undone, unravelled or frayed; and
- can also be used to mark points along a line.



It may be useful to offer several words that mean essentially the same thing, eg, frayed, unravelled, undone, to give the cadets a choice of words to remember.

CONFIRMATION OF TEACHING POINT 2**QUESTION:**

Q1. What is the purpose of a whipping?

ANTICIPATED ANSWER:

A1. It stops a line from coming undone, unravelled or frayed, and can also mark points along a line.

Teaching Point 3**Explain, demonstrate, and have the cadets whip the end of a line using the common whipping.**

Time: 40 min

Method: Demonstration and Performance



Explain, demonstrate and have the cadets whip the end of a line using the common whipping. Have whippings in various stages of completion, as well as several completed whippings, to show the cadets.

COMMON WHIPPING

The following steps are used for creating a common whipping:

1. Make a bight in the twine, laying it across the line to be whipped.
2. Make tight turns with the twine around the line and over the two ends of the twine that are on top of the line.
3. Tuck the working end of the twine through the bight.
4. Pull the tail so as to trap the working part in the middle of the whipping.
5. Trim the ends of the whipping twine and the line.

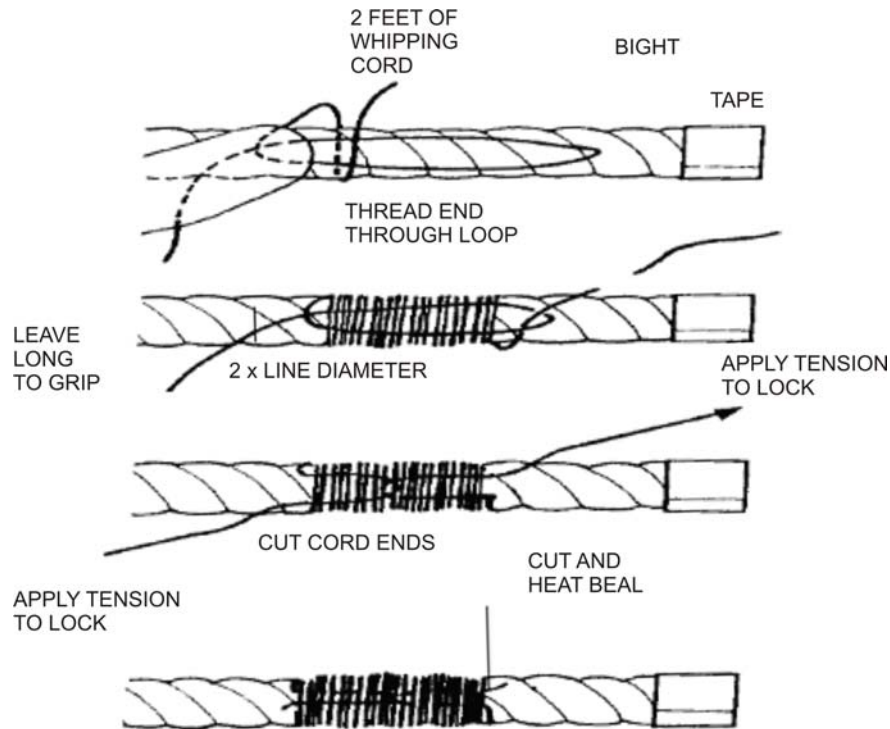


Diagram 1 Steps to Complete a Common Whipping

LHQ QSP 2002

ACTIVITY- THE TRAGEDY OF THE UNWHIPPED LINES

Time: 10 min

OBJECTIVE

The objective of this activity is to have the cadets discover the importance of whipping lines.

RESOURCES

- Various types of line (eg, polypropylene, nylon, manila) with both whipped and unwhipped ends.
- Blocks

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have the cadets tie the knots, bends and hitches with unwhipped line.
2. Have the cadets pass unwhipped line through a block.
3. Have the cadets attempt these activities using several different types of line.

4. Ask the cadets if they noticed any problems.
5. Ensure that cadets are aware that the strands of line will separate (unravel, unlay) with continued use and strands or individual fibres will snag on sharp objects. Also, the safety hazards, including loose fibres becoming caught in block parts, and unlayed strands reducing the strength of the lines.

SAFETY

Ensure the cadets do not get fingers caught in the blocks when attempting to pass the line through.

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK/READING/PRACTICE

The cadets shall be encouraged to continue practicing the common whipping on their own time to maintain their knowledge and skills.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

The common whipping will be used in a variety of cadet training activities so it is important that the cadets become proficient with basic whippings.

INSTRUCTOR NOTES/REMARKS

Nil.

REFERENCES

A1-004 B-GN-181-105/FP-E00 Maddison, G.R., Chief of Maritime Staff (1997). CFCD 105 Fleet Seamanship Rigging and Procedures Manual. Ottawa, ON.

C1-002 ISBN 0-7858-1446-9 Pawson, D. (2001). *Pocket Guide to Knots and Splices*. Edison, NJ: Charwell Books, Inc.

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ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 3

EO M121.03 – COIL AND HEAVE A LINE

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, 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

Nil.

APPROACH

An interactive lecture was chosen for TP 1 to introduce the cadets to coiling and heaving a line.

A demonstration and performance was chosen for TPs 2 and 3 as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have coiled and heaved a line.

IMPORTANCE

Coiling a line is a traditional way of completing line-handling tasks in the navy, as well as being an important aspect of maintaining equipment in a good state of repair. Heaving a line is a skill that will be useful in several sea cadet activities.

**Bight**

A bight is any curved section, slack part, or loop between the ends of a rope, string, or yarn.

Standing end

The standing end is the end of the rope not involved in the knot.

Standing part

Section of line between knot and the standing end.

Working end

The active end of a line used in making the knot.

Working part

Section of line between knot and the working end.

Teaching Point 1**Describe the characteristics and uses of a heaving line.**

Time: 5 min

Method: Interactive Lecture

CHARACTERISTICS AND USES OF A HEAVING LINE

The characteristics and uses of a heaving line include:

- It is a lightweight flexible line, in order to facilitate throwing.
- There must be a heaving knot, or some weighted device, at the end of a heaving line.
- It can be used to start the transfer of equipment or personnel between ships or from a ship to a jetty.
- It is used to throw a line to a jetty or another boat.

CONFIRMATION OF TEACHING POINT 1**QUESTIONS:**

- Q1. What are the characteristics of a heaving line?
- Q2. What are some uses of a heaving line?
- Q3. What is the name of the knot used to weight the end of a line?

ANTICIPATED ANSWERS:

A1. Possible answers for this question:

- It is a lightweight line, to facilitate throwing.
- There must be a knot or something weighted at the end of a heaving line.
- It is used to throw a line to a jetty or another boat.

A2. It can be used to throw a line to a jetty or another boat, or transfer equipment or personnel between ships.

A3. A heaving knot.

Teaching Point 2

Explain, demonstrate and have the cadets coil a line.

Time: 15 min

Method: Demonstration and Performance

IMPORTANCE OF COILING A LINE



Demonstrate and have the cadets practice coiling a line.

Explain the importance of coiling a line, to include:

- Proper storage of the line will ensure ease of use for the next person.
 - Increases the distance a line can be thrown.
 - Allows a line to feed smoothly through a block.
 - Allows a line to be tossed cleanly.
 - It keeps a line from tangling.
-

CONFIRMATION OF TEACHING POINT 2

SUGGESTED QUESTION:

Q1. What is the importance of coiling a line?

ANTICIPATED ANSWERS:

A1. Proper storage of the line will ensure ease of use for the next person, it keeps a line from tangling, increases the distance a line can be thrown, allows a line to be tossed cleanly, and allows a line to feed smoothly through a block.

Teaching Point 3

Explain, demonstrate and have the cadets tie a heaving knot and throw a heaving line.

Time: 30 min

Method: Demonstration and Performance

TIE A HEAVING KNOT

Tie a heaving knot using the following steps:

1. Form a bight (a loop) about 1.5 m long at the end of the line.
2. Start wrapping the end of the line around both parts of the bight at about 20 cm from the actual bend of the bight, and continue until the running end is all but expended.
3. Pass the end through the small loop that is left and haul on the standing part.

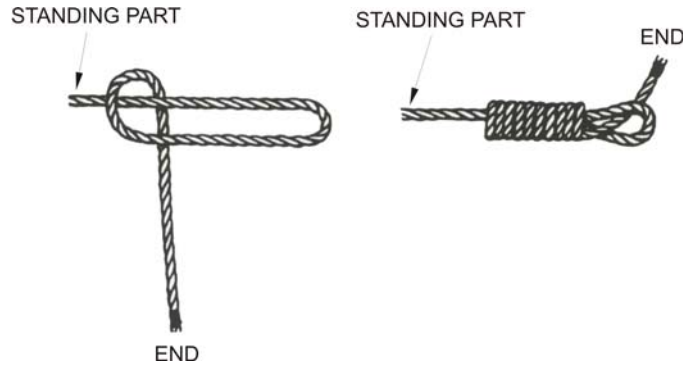


Diagram 1 Heaving Knot

CFCD 105 Seamanship Rigging and Procedures Manual

HEAVING A LINE

Use the following technique to throw a heaving line:

1. The line is first coiled into the hand in bights about three to four feet in circumference.
2. Separate this group of coils in half, keeping the half with the heaving knot in the heaving hand, and allow approximately five feet of line to hang in the space between the hands.
3. Turn the body sideways to the target, and hold the other hand palm-open facing the target.
4. Heave the weighted end, including the coiled rope, towards the target and allow as much of the rest of the line to go out as necessary.
5. Retain the end of the line in the other hand, or secure it to a guardrail.

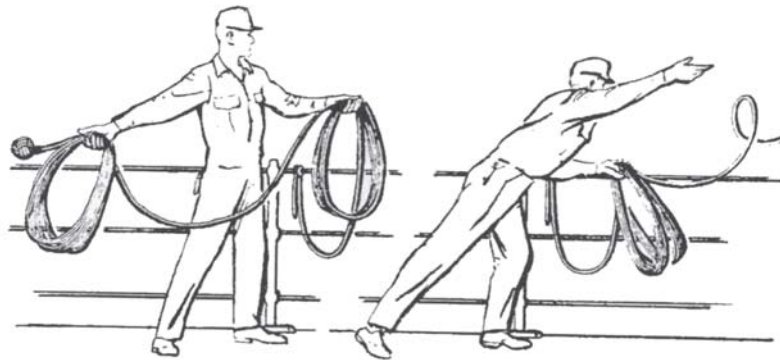


Diagram 2 Throwing a Heaving Line

Royal Canadian Sea Cadets Manual Volume 2, 1983

ACTIVITY - COIL AND HEAVE A LINE

Time: 15 min

OBJECTIVE

The objective of this activity is to have the cadets tie a heaving knot and coil and heave a line towards a target.

RESOURCES

- Heaving line, one per five cadets.
- Heaving line targets (rings hanging from a ceiling or a circle taped to the deck).
- Diagram of how to properly tie a heaving knot.

ACTIVITY LAYOUT

Layout the activity as per Diagram 3.

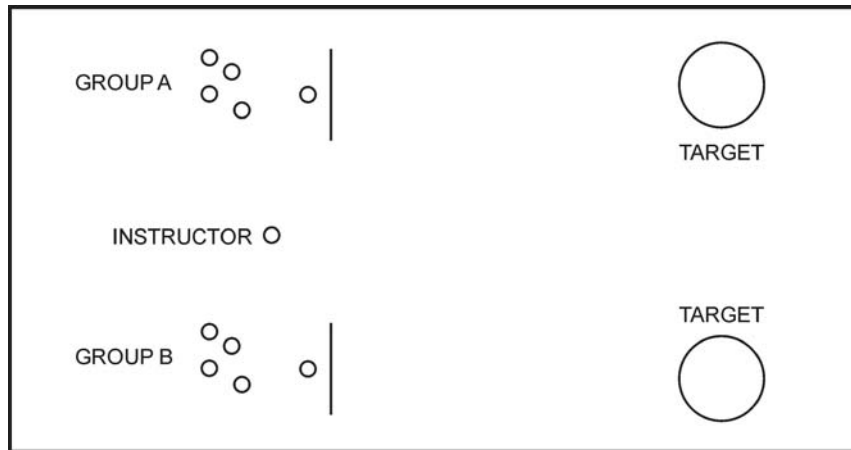


Diagram 3 Activity Layout

ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups of five.
2. Provide each group with a heaving line, diagram and an area in which to heave towards a target.
3. Have each cadet practice tying a heaving knot.
4. Have each cadet toss the heaving line towards their group's target focussing on the amount of line in the heaving hand and the power required to toss it.

SAFETY

Ensure a safety zone is put in place around the heaving line targets.

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK/READING/PRACTICE

The cadets should be encouraged to practice coiling and heaving a line on their own time.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Coiling and heaving a line will be used in a variety of cadet training activities so it is important that the cadets become proficient in these skills.

INSTRUCTOR NOTES/REMARKS

Nil.

REFERENCES

A1-004 B-GN-181-105/FP-E00 Maddison, G.R., Chief of Maritime Staff (1997). CFCD 105 Fleet Seamanship Rigging and Procedures Manual. Ottawa, ON.

C1-002 ISBN 0-7858-1446-9 Pawson, D. (2001). *Pocket Guide to Knots and Splices*. Edison, NJ: Charwell Books, Inc.



ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 4

EO C121.01 – WHIP THE END OF A LINE USING A WEST COUNTRY WHIPPING

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, 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 a completed west country whipping to show the cadets.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have whipped the end of a line, using a west country whipping.

IMPORTANCE

Knowledge of the west country whipping will assist the cadet in future training and is needed to learn more advanced seamanship skills.

Teaching Point 1

Explain, demonstrate and have the cadets whip the end of a line using a west country whipping.

Time: 25 min

Method: Demonstration and Performance

WEST COUNTRY WHIPPING

The west country whipping is suitable:

- when a line is in water for a great deal of time, as being in water may cause the whipping to become loose;
- for nylon or polyester line, as this type of line can more easily become undone; and
- to mark points on a line.

Use the following steps to make the whipping:

1. Centre the whipping twine and pass both ends around the line.
2. Each time the ends of the twine pass each other tie an overhand knot.
3. Finish with a reef knot.

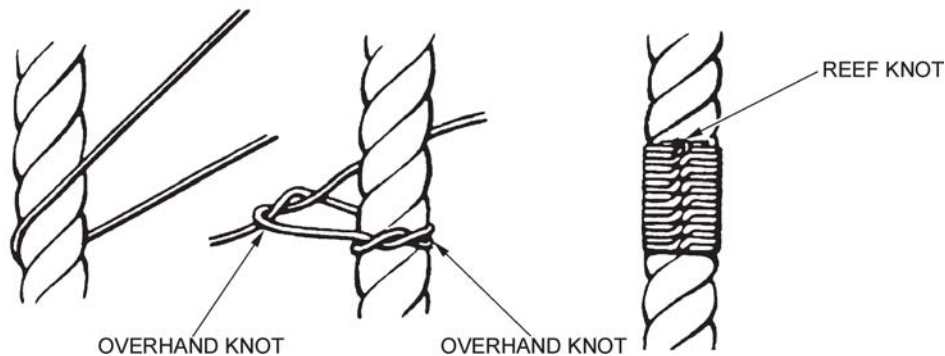


Diagram 1 Making a West Country Whipping

Admiralty Manual of Seamanship, Vol 1



Show the cadets the completed west country whipping.

ACTIVITY- WHIP THE END OF A LINE

Time: 15 min

OBJECTIVE

The objective of this activity is to have the cadets whip the end of a line using a west country whipping.

RESOURCES

- Line, one per cadet,
- One metre of whipping twine, one per cadet.
- Samples of the whipping in several stages of completion.
- Samples of the completed whipping.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Provide each cadet with a length of line and whipping twine.
2. Demonstrate each of the steps of the whipping.
3. Have each cadet complete each step after it has been demonstrated.
4. Have each cadet practice the whipping.

SAFETY

Nil.

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK/READING/PRACTICE

Encourage the cadets to continue practicing the whipping on their own time to maintain their knowledge and skills.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

The west country whipping can be used in a variety of cadet training activities, so it is beneficial for the cadets to become proficient in this skill.

INSTRUCTOR NOTES/REMARKS

Nil.

REFERENCES

A1-004 B-GN-181-105/FP-E00 Maddison, G.R., Chief of Maritime Staff (1997). CFCD 105 Fleet Seamanship Rigging and Procedures Manual. Ottawa, ON.

C1-003 ISBN 11-770973-5 (1972). *Admiralty Manual of Seamanship 1964 Volume 1*. London, England: Her Majesty's Stationery Office.

C1-002 ISBN 0- 7858-1446-9, Pawson, Des. (2002). *Pocket Guide to Knots & Splices*. Edison, NJ: Charwell, Books Inc.



ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 5

EO C121.02 – WHIP THE END OF A LINE USING A SAILMAKER'S WHIPPING

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, 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

Nil.

APPROACH

A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have whipped the end of a line using a sailmaker's whipping.

IMPORTANCE

Knowledge of the sailmaker's whipping will give the cadet more versatility when completing advanced seamanship skills.

Teaching Point 1**Explain, demonstrate and have the cadets whip the end of a line using a sailmaker's whipping.**

Time: 50 min

Method: Demonstration and Performance

SAILMAKER'S WHIPPING

The sailmaker's whipping is the most secure of the whippings, but can only be made at the end of a three-strand line. By winding the whipping twine around the line, it will not easily come undone.

The following steps are used to make the sailmaker's whipping:

1. Open or unlay the strands at the end of the line for about two inches.
2. Make a bight about nine inches long in the whipping twine and pass the bight over one strand of the line, letting the bight hang down, and bring the two ends of the twine towards you between the other two strands.
3. Ensure that you now have a bight (A) on one side of the line, and the short end (B) and working part of the twine (C) on the other side, as shown in Diagram 1.
4. Relay the strands of the line.
5. Whip the line tightly using the working part of the twine (C), moving towards the end of the line, and going against the lay. Put on enough turns so that the whipping is as long as the diameter of the line.
6. Take the slack of the bight (A) and, following the line of the strand (1) as it lies under the whipping, slip the end of the bight over the end of strand (1) as it emerges from the top of the whipping (see figure); it should follow the path of the groove in the line.
7. Tighten the bight by pulling firmly on the short end (B). The two parts of the bight will now occupy the grooves on either side of the strand (1).
8. Take the short end (B) and, following the remaining groove, bring it up outside the whipping and between the strands (1) and (3) as they emerge from the top of the whipping.
9. Take the end of the working part (C) and bring it between strands (1) and (3) from the opposite side of which the short end comes up.
10. Finish the whipping by tying the working part and short end together with a reef knot in the middle of the line and out of sight. Trim the ends to finish the whipping.

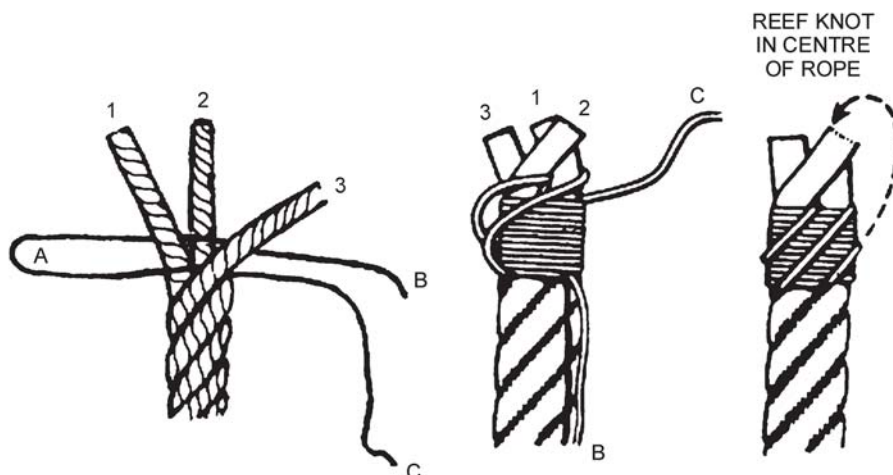


Diagram 1 Making a Sailmaker's Whipping

Royal Canadian Sea Cadet Manual, Vol 1, 1983



Have samples of the completed whipping, as well as examples of the whipping in several stages of completion to show the cadets.

ACTIVITY- WHIP THE END OF A LINE USING A SAILMAKER'S WHIPPING

Time: 35 min

OBJECTIVE

The objective of this activity is to have the cadets whip the end of a line using a sailmaker's whipping.

RESOURCES

- Line, one per cadet,
- One metre of whipping twine, one per cadet.
- Samples of the whipping in several stages of completion.
- Samples of the completed whipping.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Provide each cadet with a length of line and whipping twine.
2. Demonstrate each step of the whipping.
3. Have the cadets complete each step after it has been demonstrated.
4. Have the cadets practice the whipping.

SAFETY

Nil.

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK/READING/PRACTICE

Encourage the cadets to continue practicing the whipping on their own time to maintain their knowledge and skills.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

The sailmaker's whipping can be used in a variety of cadet training activities; therefore it is beneficial for the cadets to become proficient in this skill.

INSTRUCTOR NOTES/REMARKS

Schedule the two periods consecutively.

REFERENCES

A1-004 B-GN-181-105/FP-E00 Maddison, G.R., Chief of Maritime Staff (1997). CFCD 105 Fleet Seamanship Rigging and Procedures Manual. Ottawa, ON.

A1-009 A-CR-CCP-004/PT-001 D Cdts (1983). *Royal Canadian Sea Cadets Manual Volume 1*. Ottawa, ON.

C1-002 ISBN 0-7858-1446-9 Pawson, D. (2001). *Pocket Guide to Knots and Splices*. Edison, NJ: Charwell Books, Inc.



ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 6

EO C121.03 – COMPLETE A ROLLING HITCH

Total Time:	30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, 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

Nil.

APPROACH

A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have tied a rolling hitch.

IMPORTANCE

Knowledge of the rolling hitch will assist the cadet in future training and is needed to learn more advanced seamanship skills.

Teaching Point 1**Explain, demonstrate and have the cadets complete a rolling hitch.**

Time: 25 min

Method: Demonstration and Performance

ROLLING HITCH

A rolling hitch is used to secure a line to a spar or another rope. Depending on the direction in which the rolling hitch is tied, it is made to pull without slipping in that direction only.

The following steps are used to make the hitch:

1. Wrap a line around a post or spar, take a second turn around and cross over the standing part to trap it.
2. Take another full turn around the post, but on the other side of the standing part.
3. Bring the working part up underneath itself to make a half hitch, and pull tight.

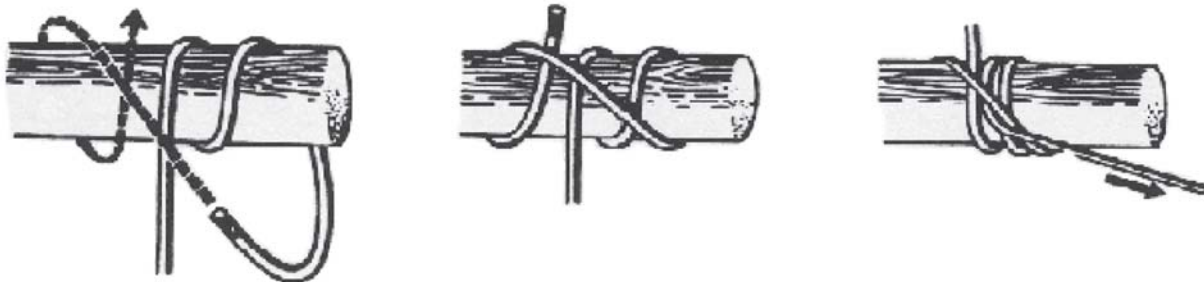


Diagram 1 Rolling Hitch

CFCD 105 Seamanship Rigging and Procedures Manual

Have samples of the completed rolling hitch to show the cadets.

END OF LESSON CONFIRMATION

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

CONCLUSION**HOMEWORK/READING/PRACTICE**

Encourage the cadets to continue practicing the whipping on their own time to maintain their knowledge and skills.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

The rolling hitch can be used in a variety of cadet training activities; therefore it is important that the cadets become proficient with it.

INSTRUCTOR NOTES/REMARKS

Nil.

REFERENCES

C1-002 0-7858-1446-9 Pawson, D. (2001). *Pocket Guide to Knots and Splices*. Edison, NJ: Charwell Books, Inc.

C1-003 ISBN 11-770973-5 (1972). *Admiralty Manual of Seamanship 1964 Volume 1*. London, England: Her Majesty's Stationery Office.

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ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 7

EO C121.04 – COMPLETE A MARLING HITCH

Total Time: 30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, 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

Nil.

APPROACH

A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have completed a marling hitch.

IMPORTANCE

Knowledge of the marling hitch will be beneficial in future training and is needed for more advanced seamanship skills.



Placing diagrams on overheads will allow the cadets to refer to them during demonstration and practicing. Demonstrate the hitch on a jetty, post or other spar.

Have senior cadets circulate through the class to assist any cadets having problems.

Teaching Point 1**Explain, demonstrate and have the cadets complete a marling hitch.**

Time: 25 min

Method: Demonstration and Performance

PURPOSE OF MARLING HITCH

The marling hitch is used for lashing long bundles such as sails, hammocks and awnings. The end of the line is passed down through each half hitch, jamming that part up against the bundle.

Use the following steps to make the marling hitch:

1. Wrap the working end around the object to be bundled with a half hitch.
2. Move the working end along the length of the bundle and make another half hitch.
3. Repeat this process until the bundle is lashed as far along as required.

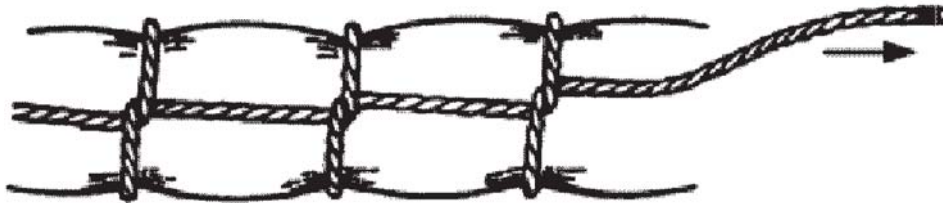


Diagram 1 Marling Hitch

CFCD 105 Seamanship Rigging and Procedures Manual

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK/READING/PRACTICE

The cadets shall be encouraged to continue practicing the marling hitch on their own time in order to maintain their knowledge and skills.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

The marling hitch can be used in a variety of cadet training activities; therefore it is important that the cadets become proficient with it.

INSTRUCTOR NOTES/REMARKS

Nil.

REFERENCES

A1-004 B-GN-181-105/FP-E00 Maddison, G.R., Chief of Maritime Staff (1997). CFCD 105 Fleet Seamanship Rigging and Procedures Manual. Ottawa, ON.

C1-002 ISBN 0-7858-1446-9 Pawson, D. (2001). *Pocket Guide to Knots and Splices*. Edison, NJ: Charwell Books, Inc.

C1-003 ISBN 11-770973-5 (1972). *Admiralty Manual of Seamanship 1964 Volume 1*. London, England: Her Majesty's Stationery Office.

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ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 1

EO M123.01 – DEFINE BASIC NAVAL TERMINOLOGY

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-601/PF-001, *Phase One Qualification Standard and Plan*, 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 of the three activities and prepare the required resources.

PRE-LESSON ASSIGNMENT

Nil.

INTRODUCTION

APPROACH

An interactive lecture was chosen for TP 1 to orient the cadets to basic naval terminology.

An in-class activity was chosen for TP 2 as it is an interactive way to provoke thought and stimulate interest among cadets about naval terminology.

REVIEW

Nil.

OBJECTIVES

By the end of this lesson, the cadets shall have defined basic naval terminology and recognized the importance of this terminology as a naval custom.

IMPORTANCE

Basic naval terminology is used on a regular basis at the cadet corps and during training; therefore it is essential that the cadets become acquainted with commonly used terminology.

Teaching Point 1**Explain the use of naval terminology.**

Time: 5 min

Method: Interactive Lecture

NAVAL CUSTOM

One of the most pervasive of naval customs is the use of a special language, commonly known as “naval terminology”. When aboard ship, naval terminology is used by the crew to communicate various things, ranging from common items found aboard ship to duties the crew are required to perform.

SEA CADET CORPS

At a sea cadet corps, naval terminology is used to acquaint cadets with some of the more common naval terms and expressions that are still in use today by the Royal Canadian Navy. When at the cadet corps, cadets also use naval terminology to simulate being aboard ship. For example, the building where cadet training is carried out is referred to as the “ship”, reinforcing a naval environment.

Teaching Point 2**Define naval terminology.**

Time: 45 min

Method: In-Class Activity



Give the cadets five minutes to write down any naval terms they know. After five minutes, write the terms and definitions on the board. Add any terms from the list below that the cadets missed.

- **Gash / gash can** - garbage or a garbage can.
- **Stand easy** – a break.
- **Secure** – to close up, put away gear.
- **Head(s)** – toilet(s).
- **Duty watch** – a division that is selected on a rotational basis that is responsible for corps preparation and cleanup.
- **Out pipes** – the commencement of classes or the end of stand easy.
- **Scran locker** – lost and found.
- **Pipe** – sound produced from a boatswain’s call. The notes played have a specific meaning / message.
- **Colours** – the ceremony of hoisting the national colours, usually in the morning or at the beginning of the training day.
- **Liberty boat** – when all personnel are dismissed for the day and may go ashore.
- **Bulkhead** – a wall.
- **Deckhead** – the ceiling of a ship.
- **Deck** – a floor.
- **Ship’s company** – the complement of a ship (this would include a sea cadet corps).

- **Sunset** – the ceremony of lowering the national colours at the end of the training day.
- **Gangway** – any recognized entrance, passageway, or traffic route within a ship.
- **Galley** – the ship's kitchen.
- **Boatswain's stores** – a storeroom for cleaning gear.
- **Pipe down** – an order meaning to keep quiet.
- **Kye** – a hot chocolate drink or snack.
- **Coxswain** – the senior petty officer on a ship / most senior cadet position.
- **Belay** – to make fast a rope, or to cancel an order.
- **Aye Aye, Sir / Ma'am** – order understood and will obey, an appropriate response to an order from an officer.
- **Port** – left side of the ship.
- **Starboard** – right side of the ship.
- **Ship's office** – administration office.
- **Brow** – entrance / exit of ship where personnel must salute as they come aboard or go ashore.
- **Ship's Log** – a logbook that keeps track of the ship's routine.
- **Quartermaster** – at sea, the quartermaster is the master seaman, leading seaman or able seaman who is the helmsman. In harbour, the quartermaster is the senior member of the gangway staff and is responsible for supervising the boatswain's mate and the security of the brow. At a corps, the Quartermaster is usually responsible for greeting guests and filling in the logbook. Brainstorming should take no more than 20 minutes to ensure there is enough time left to complete an activity.

ACTIVITY ONE – JARGON JEOPARDY

Time: 30 min

OBJECTIVE

The objective of this activity is for the cadets to define basic naval terminology.

RESOURCES

- Chalk / White Board.
- Large Cue Cards.
- Tape.
- Jeopardy Questions and Answers, located at Attachment A.

ACTIVITY LAYOUT

Set up the chalk or white board with the cue cards. One side of the card should have the point value and the other side the question and answer (either a naval term or a definition).

ACTIVITY INSTRUCTIONS

1. Divide the class into three teams and have each team appoint a spokesperson and choose a name.
2. Begin with the first team, ask them to choose a point value from one of the topic rows.
3. Ask the question on the flip side of the card.
4. Give each team time to deliberate and choose an answer.
5. Have the team spokesperson raise their hand to answer the question.
6. Choose the team that raises their hand first and have them provide the answer. If the answer is correct, then that team wins the point value as indicated on the front of the card and can choose the next card.
7. If the response is incorrect, the other teams may answer the question. If the question goes unanswered the next selection then passes to the team to the left of the last incorrect answer.
8. Continue until all the categories have been uncovered and the team with the most points wins.

SAFETY

Nil.

INSTRUCTOR GUIDELINES

Further incentives could be provided to the winning team by awarding them funny money to the value of the points won. This money could then be redeemable at the corps canteen.

ACTIVITY TWO – TERM-INATOR

Time: 30 min

OBJECTIVE

The objective of this activity is for the cadets to define basic naval terminology.

RESOURCES

- Chalk / White Board.
- Blue and White Paper.
- Tape.
- Markers.

ACTIVITY LAYOUT

Tape the terms and definitions on one side of the chalkboard in random order. Use blue paper for terms, and white paper for definitions. On the other side of the board make two columns, one with the heading “Terms” and the other with the heading “Definitions”.

ACTIVITY INSTRUCTIONS

1. Divide the class into two groups and get them to line up in teams.
2. From the list on the board (blue coloured paper only), select a term and ask the first member to provide its proper definition.

3. Alternate between groups with each new term and award one point to a team for each correct answer.
4. If a team answers incorrectly, points will not be deducted. However, the opposing team is given an opportunity to answer the same question.
5. As each term is correctly matched with its definition, place them under either the term column or the definition column so the cadets can see each term and its corresponding definition.
6. Each team is permitted time to deliberate in order to come up with the answer. The team should be encouraged to discuss their answer, ensuring that the majority is in agreement, before answering. The member at the head of the line will then answer on behalf of the team.
7. As soon as a member of the team has taken their turn, they move to the back of the line allowing the next person in line to prepare to answer on the next turn.
8. When all terms and definitions have been matched up, the team with the most points wins and is declared the TERM-INATORS.

SAFETY

Nil.

INSTRUCTOR GUIDELINES

- Teams are allotted one minute to provide the correct answer.
- Teams are awarded half a point for stealing the term.
- If the teams cannot find the correct answer, provide it to them.
- Explain each term as the game progresses.

ACTIVITY THREE – TERM HUNT

Time: 30 min

OBJECTIVE

The objective of this activity is for the cadets to define basic naval terminology.

RESOURCES

- Chalk / White Board.
- Paper.
- Tape.
- Markers.
- OHP and Slides.

ACTIVITY LAYOUT

Write definitions (without terms) on cue cards and place in an envelope. Place the envelopes on objects identified by the term inside. Place the envelopes like a scavenger hunt so each term should lead the cadet to the next clue (eg, the first envelope (which would be given to the cadets at the start of the activity) would contain the definition of a gash can. This clue should lead the cadet to the gash can, where the next definition will be placed).

ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups of four.
2. Have each group start at a different location to start the scavenger hunt.
3. Once all the terms have been located, review the list with the cadets.

SAFETY

Nil.

INSTRUCTOR GUIDELINES

- Definitions may have to include hints to the next term's location.
- Some terms are not actual objects so be creative when deciding on locations (eg, "Ship's company" can be placed on the deck or on an organizational chart).

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK/READING/PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Naval terminology is used on a regular basis at the corps and at cadet summer training centres. It is important that cadets have an understanding of common terminology, as they will be exposed to it throughout their cadet career and will be expected to use this terminology, with ease, on an ongoing basis.

INSTRUCTOR NOTES/REMARKS

Nil.

REFERENCES

A1-007 A-CR-CCP-004/PT-002 D Cdts (1983). *Royal Canadian Sea Cadets Manual Volume 2*. Ottawa, ON.

A1-008 A-CR-CCP-004/PT-001 CCP-1004 D Cdts (1977). *Royal Canadian Sea Cadet Manual*. Ottawa, ON.

JEOPARDY QUESTIONS AND ANSWERS

PEOPLE	PLACES	THINGS	FOUR LETTER WORDS	SIMPLY S	HODGE PODGE
Coxswain The most senior Petty Officer in a ship or corps	Brow Entrance / exit of ship where personnel must salute as they come aboard or go ashore	Kye A hot chocolate drink	Gash The term sailors use for garbage	The term used for a break from work Stand Easy	A reply which means the order is understood and I will obey Aye, Aye
The compliment of a ship is called Ships Company	Any recognised entrance to, or a passageway, or a traffic route within a Gangway	A ceiling on a ship Deckhead	Deck A floor on a ship	Sunset The ceremony of lowering the national colours at the end of the training day	Out Pipes A pipe indicating the commencement of classes or the end of stand easy
A division selected, on a rotational basis, to look after the preparation and clean up Duty Watch	The ships kitchen Galley	Bulkhead A wall on a Ship	Pipe Sound produced from a boatswain's call. The notes played have a specific meaning / message	The Ships Lost and Found Scran Locker	To make fast a rope, or to cancel an order as in "belay that" Belay
Quartermaster In harbour, this position is the senior member of the gangway staff and is responsible for supervising the boatswain's mate and the security of the brow	Boatswains Stores A storeroom for cleaning gear	The Ships Lost and Found The Scran Locker	Head(s) This is what sailors refer to as the toilet	The compliment of a ship is called Ship's Company	Colours The Ceremony of hoisting the national colours on naval ships, shore establishments or corps at the beginning of the day/training
<u>DOUBLE JEOPARDY</u> The Buffer The Chief Boatswains Mate	Starboard The right side of a ship	Liberty Boat When all personnel are dismissed for the day and may go ashore	<u>DOUBLE JEOPARDY</u> Grog Rum mixed with two parts water	To Close up, or to put away gear Secure	Pipe Down An order meaning to keep quiet

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CUE CARDS

Front of Cue Cards

PEOPLE	PLACES	THINGS	FOUR LETTER WORDS	SIMPLY S	HODGE PODGE
10	10	10	10	10	10
20	20	20	20	20	20
30	30	30	30	30	30
40	40	40	40	40	40
50	50	50	50	50	50

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ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 2

EO M123.02 – IDENTIFY PIPES AND THE CORRECT RESPONSES

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-601/PG-001, *Phase One Qualification Standard and Plan*, 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.

Visit http://www.navy.forces.gc.ca/cms/5/5-a_eng.asp?id=506 for pipe sounds.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A demonstration was chosen for TP1 as it allows the instructor to explain and demonstrate the General Call, Carry On and the Still.

An interactive lecture was chosen for TPs 2 and 3 to orient the cadets to the purpose, sound and the correct response for each pipe.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadets shall have identified the different pipes and how to respond to each of them.

IMPORTANCE

Pipes are routinely used at the corps during Colours and Sunset ceremonies, as well as for relaying orders. It is important that the cadets be familiar with the pipes in order to respond to them.

Teaching Point 1**Demonstrate pipes.**

Time: 5 min

Method: Demonstration



Demonstrate the General Call, Carry On and the Still.

Have extra boatswain calls available for the cadets to use.

TYPES OF PIPES

The General Call is broken into two sections, separated by a very short pause in sound. The General Call begins with a quick low to high note, combined, lasting approximately one second. After this, a short low note will be followed by a three second high note back to a low note. This pipe will last a total of four seconds.

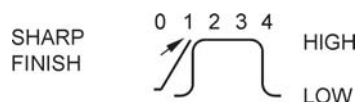


Diagram 1 General Call Notes

Royal Canadian Sea Cadets Manual Volume 2, 1983

The Carry On consists of half a second high note followed by a two second low note.

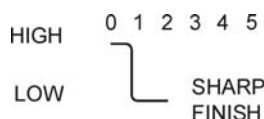


Diagram 2 Carry On Notes

Royal Canadian Sea Cadets Manual Volume 2, 1983

The Still consists of an eight second high note. Although this call is simple it is often difficult to maintain breath for the entire eight seconds.

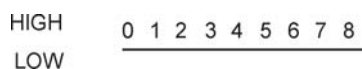


Diagram 3 Still Note

*Royal Canadian Sea Cadets Manual Volume 2, 1983***CONFIRMATION OF TEACHING POINT 1**

The instructor shall demonstrate the Still, the General Call, and the Carry On and ask the cadets to identify them.

Teaching Point 2**Explain the purpose of each pipe.**

Time: 10 min

Method: Interactive Lecture

SOUNDS OF A PIPE

Pipes from a boatswain call will be made up of high notes and low notes. A high note is achieved by the piper cupping their fingers around the hole and blowing air into the mouthpiece. A low note is achieved by the piper allowing air to flow freely through the hole.

Combinations of these low notes and high notes at different time intervals and pauses will make up different pipes, each which have different meanings and responses.



Demonstrate the difference between a high and low note.

PURPOSE OF EACH PIPE

Pipes have been used for many years aboard naval ships. They are still currently in use today to gain the attention of a ship's crew or to pass on instructions to crewmembers. Each pipe has specific purposes as well as specific reasons for their usage. The following are the purposes for those pipes, which are familiar to most sea cadet units.

General Call

Purpose – the General Call is used to gain the attention of the ship's company before passing an order.

Still

Purpose – the Still is used to pipe all hands to attention as a mark of respect, to order silence on occasions such as rounds, colours and sunset, or to stop all work in the vicinity in order to prevent an accident.

Carry On

Purpose - the Carry On is piped after the reason for the Still is completed.



Demonstrate the pipes throughout this section to reinforce the different sounds.

CONFIRMATION OF TEACHING POINT 2**QUESTIONS:**

- Q1. What is the purpose of the General Call?
- Q2. What pipe is often used as a mark of respect?
- Q3. What pipe is used to inform a crew that they may continue on with their work?

ANTICIPATED ANSWERS:

- A1. To gain the attention of the crew before passing an order.
- A2. The Still.
- A3. The Carry On.

Teaching Point 3

Explain the required response to each pipe.

Time: 10 min

Method: Interactive Lecture

The pipes all have a specific purpose, which in turn require a response. The following are the responses to pipes.

General Call

Response – when the pipe is heard, cadets should stop what they are doing, adopt the position of attention and listen for orders. Cadets should not talk or move until the orders are passed.

Still

Response - when the pipe is heard, cadets should stop what they are doing, adopt the position of attention and await instructions.

Carry On

Response - the Carry On is piped after the reason for the Still is completed, and the cadets may continue with what they were doing before they heard the pipe or carry out the new orders.



If cadets are sitting when a pipe is heard, they are to sit straight up in their chair and promptly place their hands by their side, looking straight ahead awaiting their instructions or orders.

ACTIVITY – NAME THAT PIPE

Time: 5 min

OBJECTIVE

The objective of this activity is to familiarize the cadets with the sounds of the pipes and respond to each accordingly.

RESOURCES

- Boatswain call.

ACTIVITY LAYOUT

N/A

ACTIVITY INSTRUCTIONS

1. Have the cadets walk around the training area.
2. Pipe one of the calls.

3. Have the cadets respond to the call.
4. Continue until all pipes have been sounded.

SAFETY

N/A

INSTRUCTOR GUIDELINES

N/A



Enhance the activity by adding a storyline or music and interrupting it with a pipe that the cadets must respond to.

CONFIRMATION OF TEACHING POINT 3

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

END OF LESSON CONFIRMATION

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

CONCLUSION**HOMEWORK/READING/PRACTICE**

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Corps' use pipes as a way of communicating. Through recognizing these pipes, and knowing how to respond upon hearing them, cadets will find the corps routine easier to follow.

INSTRUCTOR NOTES/REMARKS

Nil.

REFERENCES

A1-007 A-CR-CCP-004/PT-002 D Cdts (1983). *Royal Canadian Sea Cadets Manual Volume 2*. Ottawa, ON.

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ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 3

EO M123.03 – PARTICIPATE IN A REVIEW OF SHIP'S OPERATIONS

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-601/PG-001, *Phase One Qualification Standard and Plan*, 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 an activity and prepare the required resources.

PRE-LESSON ASSIGNMENT

Nil.

INTRODUCTION

APPROACH

An in-class activity was chosen for this lesson as it is an interactive way to provoke thought and stimulate interest in ship's operations.

REVIEW

Nil.

OBJECTIVES

By the end of this lesson, cadets shall be familiar with ship's operations.

IMPORTANCE

It is important that cadets are familiar with ship's operations because it is a part of being a sea cadet and will help the cadet better integrate into the corp.

Teaching Point 1

Review ship's operations.

Time: 25 min

Method: In-Class Activity



There are several activities that can be conducted during this period.

Stations can be set up with the different activities, and the cadets can rotate through the stations. This is a good choice if there is a large group of cadets.

The cadets can do these activities individually, paired, or in a group.

Split the class in half and play the "Team Quiz Game". Any left over time can be dedicated to other activities.

ACTIVITY ONE – CROSSWORD PUZZLE

Time: 10 min

OBJECTIVE

The objective of this activity is to review naval terminology.

RESOURCES

- Naval Terminology Crossword located at Attachment A.
- Pens or pencils.

ACTIVITY INSTRUCTIONS

Nil.

ACTIVITY LAYOUT

Hand out the crossword puzzle to the cadets and let them work on it individually.

SAFETY

Nil.

INSTRUCTOR GUIDELINES

Nil.

ACTIVITY TWO – WORD SEARCH

Time: 10 min

OBJECTIVE

The objective of this activity is to review naval terminology.

RESOURCES

- Naval Terminology Word search located at Attachment B.
- Pens or pencils.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

Have the cadets complete the word search.

SAFETY

Nil.

INSTRUCTOR GUIDELINES

Nil.

ACTIVITY THREE – QUIZ CARDS

Time: 10-30 min

OBJECTIVE

The objective of this activity is to review ship's operations.

RESOURCES

Naval Terminology Cards located at Attachment C.

ACTIVITY LAYOUT

The quiz cards can be used in the following ways:

- **Memory Game:** This game is to be played in pairs. The cards shall be put face down on the table. Cadets will take turns turning up two cards for all cadets to see, looking for a match. If the cards match, the cadet may take the two matching cards into their possession. If the cards do not match, the cards will be replaced face down on the table. The cadet who finds the most matches wins the game.
- **Team Quiz Game:** The cadets are split into two teams. Read the questions from the cards and have team take turns answering the questions. The cadets can either answer individually or with help from their team. Each correct answer earns the team one point. The team with the most points at the end wins the game.

SAFETY

Nil.

INSTRUCTOR GUIDELINES

Nil.

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK/READING/PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Ship's operations is an important part of being a sea cadet. Cadets need to understand the terminology and how to respond to pipes.

INSTRUCTOR NOTES/REMARKS

Nil.

REFERENCES

A1-002 CMS / SO Heritage (2004). *Manual of Ceremony for HMC Ships, Submarines and Naval Reserve Divisions*. Ottawa, ON.

A1-007 A-CR-CCP-004/PT-002 D Cdts (1983). *Royal Canadian Sea Cadets Manual Volume 2*. Ottawa, ON.

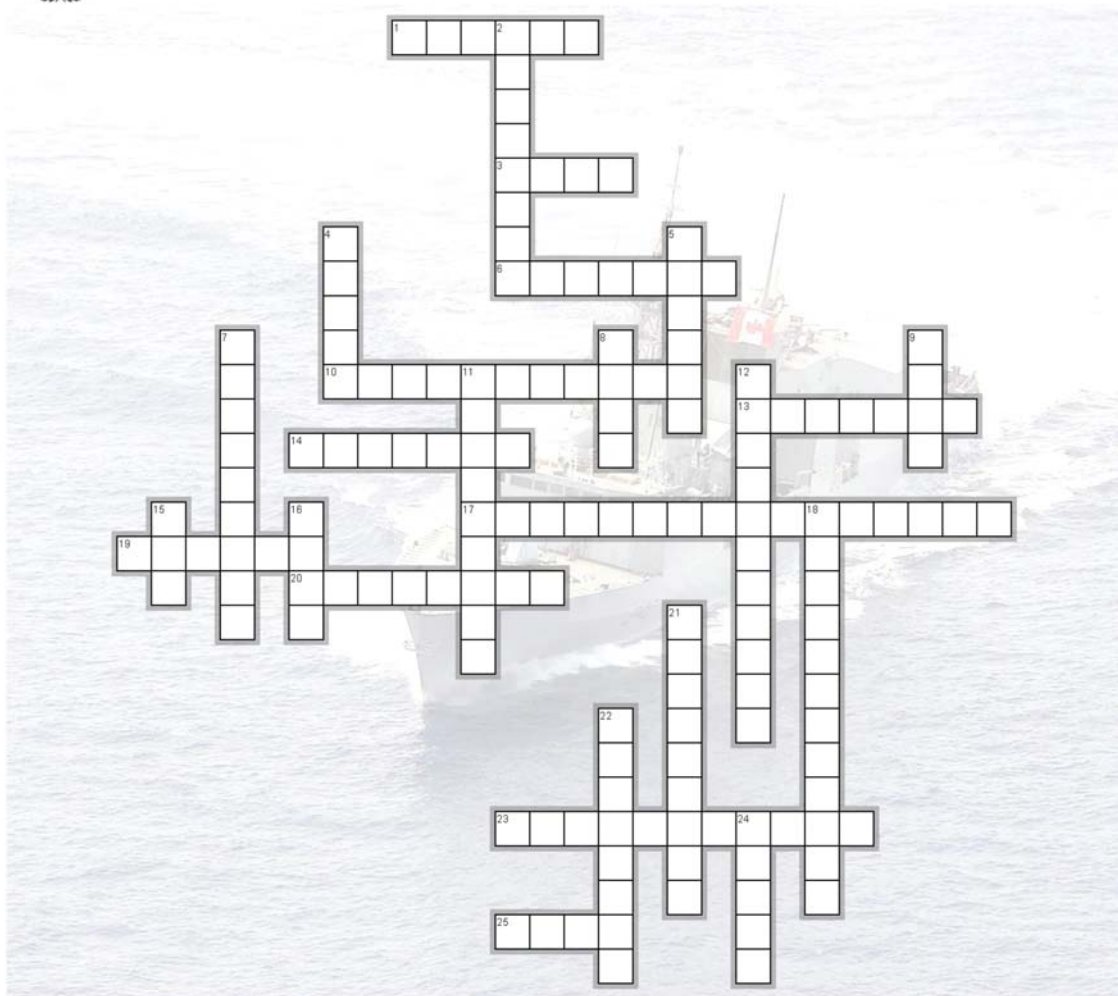
A1-008 A-CR-CCP-004/PT-001 CCP-1004 D Cdts (1977). *Royal Canadian Sea Cadet Manual*. Ottawa, ON.

C1-003 ISBN 11-770973-5 (1972). *Admiralty Manual of Seamanship 1964 Volume 1*. London, England: Her Majesty's Stationery Office.

NAVAL TERMINOLOGY CROSSWORD



NAVAL TERMINOLOGY CROSSWORD



ACROSS

1. Ceremony of lowering the National Flag at the end of the training Day.
3. Put away gear.
6. Hallway.
10. The administration office of a ship.
13. The ceremony of hoisting the National Flag.
14. Where garbage is placed.
17. A storeroom for cleaning supplies.
19. Yes, I understand.
20. The senior cadet of a corps.
23. When all personnel are dismissed to go ashore.
25. The entrance / exit of a ship. A salute is required.

DOWN

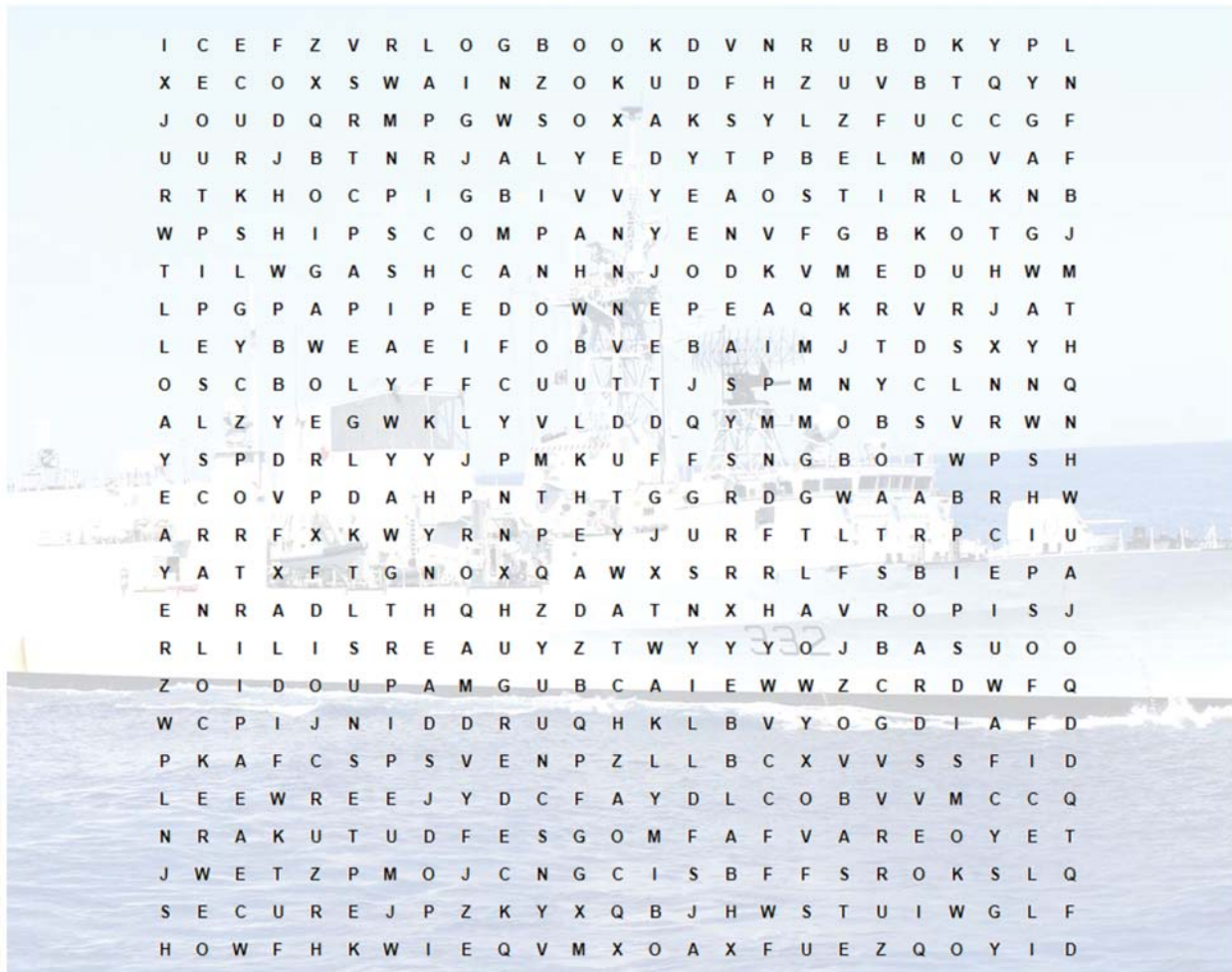
2. Keeps track of the ship's routine.
4. Washroom.
5. Kitchen.
7. A break.
8. Sound produced from a boatswain's call, used to convey an order.
9. The left side of a ship.
11. The right side of a ship.
12. Lost and found.
15. A hot chocolate drink.
16. The floor of a ship.
18. The compliment of a ship.
21. Division responsible for cleaning up.
22. An order to keep quiet.
24. Cancel an order.

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NAVAL TERMINOLOGY WORD SEARCH



NAVAL TERMINOLOGY WORD SEARCH



AYE AYE
 BELAY
 BROW
 BULKHEAD
 COLOURS
 COXSWAIN
 DECK
 DUTY WATCH
 GALLEY

GANGWAY
 GASH CAN
 HEADS
 KYE
 LIBERTY BOATS
 LOG BOOK
 OUT PIPES
 PIPE
 PIPE DOWN

PORT
 SCRAN LOCKER
 SECURE
 SHIPS COMPANY
 SHIPS OFFICE
 STAND EASY
 STARBOARD
 SUNSET

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NAVAL TERMINOLOGY CARDS

I always bear the name of my ship and the date of her launching.	Ship's bell
I am what a civilian would call the bathroom.	Heads
I am a ceremony that is conducted aboard ship, and the name of the child is engraved on the ship's bell.	Baptisms

Where would you find a clapper?	On the ship's bell.

This call is used to gain the attention of the ship's company before passing an order.	The General Call
This is piped after the reason for the Still is completed.	The Carry On
This pipe is used to call all hands to attention as a mark of respect; to order silence on an occasion such as rounds, colours or sunset, or to stop work in a vicinity in order to prevent an accident.	The Still
If I was a lost item, you would find me here.	The Scran Locker

I am the ceremony where the national flag is hoisted, usually in the morning or at the beginning of the training day.	Colours
This is the time when personnel are dismissed for the day and may go ashore.	Liberty Boat
Civilians usually call me a "wall".	Bulkhead
Civilians usually call me a "floor".	Deck

I am the ceiling of a ship.	Deckhead
Break time.	Stand Easy
The compliment of a ship.	Ship's company
Any recognized entrance to, or a passageway, or a traffic route within a ship.	Gangway

Civilians usually call me a “kitchen”.	The Galley
I am where the ship's routine events are kept track of.	Ship's Log
A storeroom for cleaning gear.	Boatswain's Stores
A hot chocolate drink.	Kye

I am the senior petty officer on a ship / most senior cadet position.	Coxswain
To make fast a rope or cancel an order.	Belay
Entrance or exit of a ship where personnel must salute as they come aboard or go ashore.	The Brow
This means that I understand and will obey.	Aye Aye

Civilians would refer to me as "left".	Port
Civilians would refer to me as "right".	Starboard
At sea, I am the master seaman, leading seaman or able seaman who is the helmsman. In harbour, I am the senior member of the gangway staff and am responsible for supervising the boatswain's mate and the security of the brow.	The Quartermaster
You would find me attached to the clapper.	The bell rope



ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 4

EO C123.01 – READ THE 24-HOUR CLOCK

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-601/PG-001, *Phase One Qualification Standard and Plan*, 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 24-hour clock located at Attachment A for each cadet.

Photocopy the time cards located at Attachment B, one set for every two cadets.

PRE-LESSON ASSIGNMENT

Nil.

INTRODUCTION

APPROACH

An interactive lecture was chosen for TP 1 and TP 2 to orient the cadets to the 24-hour clock.

An in-class activity was chosen for TP 3 as it is an interactive way to provoke thought and stimulate interest about the 24-hour clock.

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have converted conventional time into 24-hour time.

IMPORTANCE

It is important that cadets are able to convert conventional time into 24-hour time as it is routinely used at the corps.

Teaching Point 1**Describe the 24-hour clock.**

Time: 10 min

Method: Interactive Lecture

WHY THE 24-HOUR CLOCK IS USED

Royal Canadian Sea Cadet Corps' use the watches and times based on the traditional system in use today by the Royal Canadian Navy. The 24-hour clock provides distinction between the watches and eliminates the use of am and pm.

HOW THE 24-HOUR CLOCK WORKS

The 24-hour clock uses the numbers 0 – 24. To convert conventional time into 24-hour time in the pm, simply add 12 to the conventional time. For example, if it is 7:00pm, add 12 (7+12), which equals 19, therefore it is 1900 hours.

- 0000 - 12:00 am;
- 0100 – 1:00 am;
- 0200 – 2:00 am;
- 0300 – 3:00 am;
- 0400 – 4:00 am;
- 0500 – 5:00 am;
- 0600 – 6:00 am;
- 0700 – 7:00 am;
- 0800 – 8:00 am;
- 0900 – 9:00 am;
- 1000 – 10:00 am;
- 1100 – 11:00 am;
- 1200 – 12:00 pm;
- 1300 – 1:00 pm;
- 1400 – 2:00 pm;
- 1500 – 3:00 pm;
- 1600 – 4:00 pm;
- 1700 – 5:00 pm;
- 1800 – 6:00 pm;
- 1900 – 7:00 pm;
- 2000 – 8:00 pm;
- 2100 – 9:00 pm;
- 2200 – 10:00 pm; and
- 2300 – 11:00 pm.



Diagram 1 The 24-Hour Clock

<http://www.shoplet.com/office/images/CSET8497.JPG>



Give the cadets a copy of the 24-hour clock.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. How is conventional time in the pm converted into 24-hour time?
- Q2. Convert 1:00 pm into 24-hour time.
- Q3. Convert 9:00 pm into 24-hour time.

ANTICIPATED ANSWERS:

- A1. Conventional time in the pm is converted into 24-hour time by adding 12.
- A2. In 24-hour time, 1:00 pm is 1300.
- A3. In 24-hour time, 9:00 pm is 2100.

Teaching Point 2

Conduct an activity on the 24-hour clock.

Time: 15 min

Method: In-Class Activity



Choose either activity one or two. The first one is a group activity that the entire class participates and second requires the cadets to work in pairs.

ACTIVITY ONE – TIME FOR A CHALLENGE

Time: 15 min

OBJECTIVE

The objective of this activity is to have the cadets convert conventional time into 24-hour time.

RESOURCES

- Time cards (One set per team).

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Split the class into two teams.
2. Using the time cards, ask questions to each team, alternating between teams.

3. Give one point for each correct answer.
4. The team with the most points wins the game.

SAFETY

Nil.

INSTRUCTOR GUIDELINES

Nil.

ACTIVITY TWO – TIME TO REMEMBER

Time: 15 min

OBJECTIVE

The objective of this activity is to have the cadets convert conventional time into 24-hour time.

RESOURCES

- Time cards (One set per pair).

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Put the cadets into pairs.
2. Give each pair a set of cards.
3. Have the cadets mix up the cards and place them face down on the table.
4. Have the cadets take turns turning up two cards searching for a pair.
5. Continue until all the cards have been matched. The cadet with the most pairs at the end of the game is the winner.

SAFETY

Nil.

INSTRUCTOR GUIDELINES

Nil.

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 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

At the corps, the ability to convert conventional time into 24-hour time is essential in order for the cadets to read training schedules and meet timings.

INSTRUCTOR NOTES/REMARKS

Nil.

REFERENCES

A1-008 A-CR-CCP-004/PT-001 CCP-1004 D Cdts (1977). *Royal Canadian Sea Cadet Manual*. Ottawa, ON.

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24-HOUR CLOCK



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24-HOUR CLOCK CARDS

0000	12:00 am
0100	1:00 am
0200	2:00 am

0300	3:00 am

0400	4:00 am
0500	5:00 am
0600	6:00 am
0700	7:00 am

0800

8:00 am

0900

9:00 am

1000

10:00 am

1100

11:00 am

1200	12:00 am
1300	1:00 pm
1400	2:00 pm
1500	3:00 pm

1600

4:00 pm

1700

5:00 pm

1800

6:00 pm

1900

7:00 pm

2000	8:00 pm
2100	9:00 pm
2200	10:00 pm
2300	11:00 pm

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ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 5

EO C123.02 – RECITE THE PHONETIC ALPHABET

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-601/PG-001, *Phase One Qualification Standard and Plan*, 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 an activity and prepare the required resources.

PRE-LESSON ASSIGNMENT

Nil.

INTRODUCTION

APPROACH

An interactive lecture was chosen for TP 1 and TP 2 to orient the cadets to the phonetic alphabet.

An in-class activity was chosen for TP 3 as it is an interactive way to provoke thought and stimulate interest about the phonetic alphabet.

REVIEW

Nil.

OBJECTIVES

By the end of this lesson, the cadet shall have recited the phonetic alphabet.

IMPORTANCE

Cadets should be able to recite the phonetic alphabet as they will use it for communication purposes at the corps, sailing centres, and cadet summer training centres (CSTCs). It is also an important element of life aboard ship as it is widely used during communications.

Teaching Point 1**Discuss the use of the phonetic alphabet.**

Time: 5 min

Method: Interactive Lecture

THE USE OF THE PHONETIC ALPHABET

In the 1950's, the phonetic alphabet was developed to be intelligible and pronounceable to all North American Treaty Organization (NATO) allies in the heat of battle. It has replaced other phonetic alphabets that were used in past years.

The phonetic alphabet is used for clarification during communication, especially during radio procedures. It is used to spell out letters in place of saying only the letter itself. By using the phonetic alphabet, there is less chance for confusion during communication. For example, the letters "D" and "E" sound similar and could easily be mistaken for one another. When using the phonetic alphabet, "**D**elta" and "**E**cho" are easy to distinguish. The phonetic alphabet is used internationally by marine communities, aircraft, amateur radio operators and the military.

Cadets will be exposed to the phonetic alphabet at their corps, sailing centres and CSTCs.

Teaching Point 2**Recite the phonetic alphabet.**

Time: 20 min

Method: Interactive Lecture

RECITE THE PHONETIC ALPHABET

Display the phonetic poster (Attachment A) for the cadets to see as they recite the phonetic alphabet. The poster also contains pictures of the flags which represent each letter. It is not necessary for the cadets to learn the flags.

- Alpha
- Bravo
- Charlie
- Delta
- Echo
- Foxtrot
- Golf
- Hotel
- India
- Juliett
- Kilo
- Lima
- Mike
- November
- Oscar

- Papa
- Quebec
- Romeo
- Sierra
- Tango
- Uniform
- Victor
- Whiskey
- Xray
- Yankee
- Zulu

CONFIRMATION OF TEACHING POINT 2

The cadets' reciting the phonetic alphabet will serve as the confirmation of this lesson.

Teaching Point 3

Conduct an activity on the phonetic alphabet.

Time: 25 min

Method: In-Class Activity



Choose one of the three activities.

ACTIVITY ONE – PHONETIC ALPHABET CROSSWORD PUZZLE

Time: 25 min

OBJECTIVE

The objective of this activity is to have the cadets learn the phonetic alphabet.

RESOURCES

- Phonetic Alphabet Crossword Puzzle, located at Attachment B, and
- Pens or pencils.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

Hand out the crossword puzzle to the cadets and let them work on it individually.

SAFETY

Nil.

INSTRUCTOR GUIDELINES

Nil.

ACTIVITY TWO – PHONETIC ALPHABET WORD SEARCH

Time: 25 min

OBJECTIVE

The objective of this activity is to have the cadets learn the phonetic alphabet.

RESOURCES

- Phonetic Alphabet Word Search, located at Attachment C, and
- Pens or pencils.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

Hand out the crossword puzzle to the cadets and let them work on it individually.

SAFETY

Nil.

INSTRUCTOR GUIDELINES

Nil.

ACTIVITY THREE – MEMORY GAME

Time: 25 min

OBJECTIVE

The objective of this activity is to have the cadets learn the phonetic alphabet.

RESOURCES

- Phonetic Alphabet cards located at Attachment D.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Put the cadets into pairs.
2. Give each pair of cadets their own set of cards.

3. Have the cadets place the cards spread out and face down on the table.
4. Have them take turns turning up two cards at a time (partners are allowed to see what cards are turned up) looking for a match.
5. If the cards match, the cadet may take the two matching cards into their possession. If the cards do not match, the cards will be replaced face down on the table.
6. Continue until all the cards are matched.
7. The cadet who finds the most matches wins the game.

SAFETY

Nil.

INSTRUCTOR GUIDELINES

Supervise and provide assistance when necessary.

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK/READING/PRACTICE

Nil.

METHOD OF EVALUATION

Nil

CLOSING STATEMENT

Cadets should be able to recite the phonetic alphabet as they will use it for communication purposes at the corps, sailing centres, and cadet summer training centres (CSTCs). It is also an important element of life aboard ship as it is widely used during communications.

INSTRUCTOR NOTES/REMARKS

Nil.

REFERENCES

A1-008 A-CR-CCP-004/PT-001 CCP-1004 D Cdts (1977). *Royal Canadian Sea Cadet Manual*. Ottawa, ON.

C1-014 National Aeronautics and Space Administration. Retrieved 21 April 2006 from <http://www.grc.nasa.gov/WWW/MAEL/ag/phonetic.htm>.

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PHONETIC ALPHABET POSTER



<http://www.boatingandmarineinfo.org/alpha.html>

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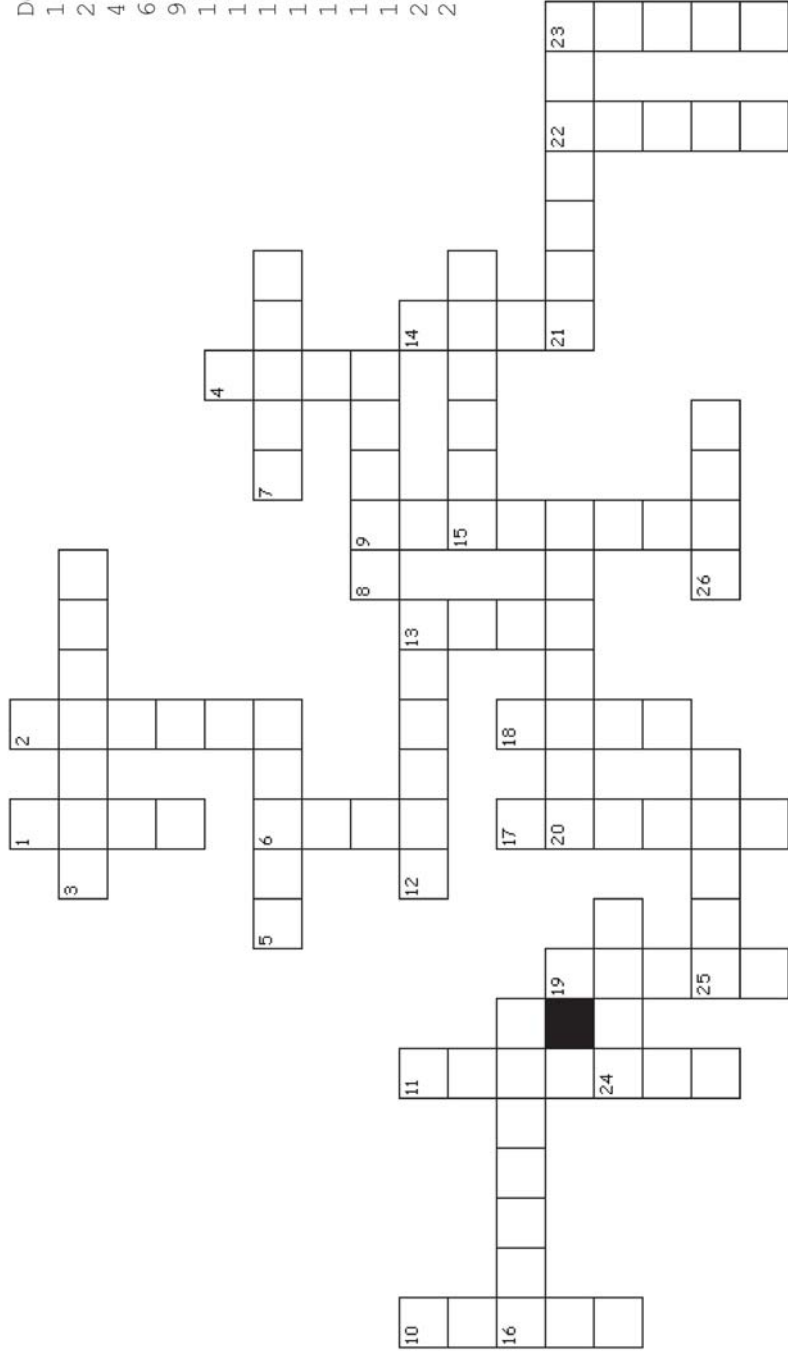
Phonetic Alphabet Crossword Puzzle

Across

3. j
5. d
7. b
8. i
12. y
15. v
16. c
20. u
21. f
24. k
25. h
26. x

Down

1. z
2. s
4. p
6. l
9. n
10. o
11. w
13. e
14. g
17. q
18. m
19. a
22. r
23. t



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Phonetic Alphabet Word Search

O D P I Y J O Y T Q R B M A H
S C Q B V L C F T U O R U H W
C V K U I H O S E E T A A P Y
A N G K A X I K I B C V W L W
R Y C R T E N V L E I O A A R
J Q L R R F T V U C V K I L R
M I O R K O V R J F I I D U F
E T A B W L G S E W L G N I E
M R O F I N U N H B M O I O E
P A P A Y Y L I A I M V G H K
Z U L U G A S I K T R E M C N
F V C R T K R E M G O A V E A
U B S V E Y E X C A M T A O Y
Q V K Y D E L T A T E Q K B N
V K H F K L E T O H O U X G U

ALPHA
BRAVO
CHARLIE
DELTA
ECHO
FOXTROT
GOLF
HOTEL
INDIA
JULIETT
KILO
LIMA
MIKE

NOVEMBER
OSCAR
PAPA
QUEBEC
ROMEO
SIERRA
TANGO
UNIFORM
VICTOR
WHISKEY
XRAY
YANKEE
ZULU

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Word Search Solution

```

O + + + + O + T Q R B + A +
S + + + + L C F T U O R + H +
C + + + + I H O S E E T A + P +
A + + K A X I + I B C V + L +
R + + R T E + + L E I O A A +
+ + L R R + + + U C V + I + +
+ I O R + O + R J F + + D + +
E T A + + + G + E W L + N + E
M R O F I N U N H B M O I O E
P A P A Y + L I A I M + G H K
Z U L U + A S I K T R E + C N
+ + + + + K R E M + O + V E A
+ + + + E + + X + A M + + O Y
+ + + Y D E L T A + E + + + N
+ + + + + L E T O H O + + + +

```

Over, Down, Direction)
ALPHA (14, 5, N)
BRAVO (12, 1, S)
CHARLIE (7, 2, SW)
DELTA (5, 14, E)
ECHO (14, 12, N)
FOXTROT (8, 2, SW)
GOLF (13, 10, NW)
HOTEL (10, 15, W)
INDIA (13, 9, N)
JULIETT (9, 7, N)
KILO (4, 4, NE)
LIMA (7, 10, SE)
MIKE (11, 9, SW)
NOVEMBER (15, 14, NW)
OSCAR (1, 1, S)
PAPA (1, 10, E)
QUEBEC (10, 1, S)
ROMEO (11, 11, S)
SIERRA (8, 3, SW)
TANGO (10, 11, NW)
UNIFORM (7, 9, W)
VICTOR (11, 6, N)
WHISKEY (10, 8, SW)
XRAY (8, 13, NW)
YANKEE (15, 13, N)
ZULU (1, 11, E)

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A	Alpha
B	Bravo
C	Charlie
D	Delta

E	Echo
F	Foxtrot
G	Golf
H	Hotel

I	India
J	Juliett
K	Kilo
L	Lima

M	Mike
N	November
O	Oscar
P	Papa

Q	Quebec
R	Romeo
S	Sierra
T	Tango

U	Uniform
V	Victor
W	Whiskey
X	Xray

Y	Yankee
Z	Zulu

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**COMMON TRAINING
PHASE ONE
INSTRUCTIONAL GUIDE**



SECTION 6

EO C123.03 – PARTICIPATE IN A SEMAPHORE EXERCISE

Total Time:	150 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, 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

Nil.

APPROACH

An interactive lecture was chosen for TP 1 to orient the cadets to the phonetic alphabet.

An in-class activity was chosen for TP 2 as it is an interactive way to provoke thought and stimulate interest about the phonetic alphabet.

A demonstration was chosen for TPs 3 as it allows the instructor to explain and demonstrate the proper way in which to wear the sea cadet uniform.

A demonstration and performance was chosen for TP 4 and 5 as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision. A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadets shall have sent and received semaphore messages.

IMPORTANCE

Semaphore was designed to enable a naval communicator to rapidly send accurate and secure messages over a short distance during daylight. Although technology has limited the need for semaphore in today's navies, it is still used in modern replenishment at sea operations. Having the cadets learn this skill will connect them to the history and tradition of communications in the Royal Canadian Navy.

Teaching Point 1**Define semaphore.**

Time: 5 min

Method: Interactive Lecture

SEMAPHORE

Semaphore is a visual signalling procedure that dates back, in its present form, to the 18th century. The two hand flags are red and yellow in colour, split diagonally, with the red side opposite the handle. Both flags are used in combination to form letters and numbers. Since the receiver must be able to clearly see the sender, this type of communication is used during daylight over short distances.

Semaphore signalling allows for rapid transmission of characters between stations. Since there is always the possibility of someone intercepting an electronic transmission, the simplicity of using flags to communicate is very appealing.

CONFIRMATION OF TEACHING POINT 1**QUESTION:**

- Q1. What is semaphore?
Q2. When is semaphore used?

ANTICIPATED ANSWERS:

- A1. Semaphore is visual signalling.
A2. During the daylight.

Teaching Point 2**Have the cadets create semaphore flags.**

Time: 30 min

Method: In-Class Activity



The cadets will create semaphore flags to be used later in the lesson when they will practice calling and answering semaphore messages. The flags are square with the top left portion red and the bottom right portion yellow.



Diagram 1 Cadet with Flags

www.seacadetsignals.org.uk/Googie%20and%20Spud/Anim%20Sem%20Lets/Attn300.gif

ACTIVITY – CREATE SEMAPHORE FLAGS

Time: 30 min

OBJECTIVE

The objective of this activity is to have the cadets create flags to use in semaphore activities.

RESOURCES

- Blank paper.
- Flag diagram (Attachment A).
- Scissors.
- Pencil crayons or markers.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have the cadets cut out squares of paper.
2. Have them fold the paper in half diagonally from bottom left corner to top right corner to create the flag pattern.
3. Have the cadets draw a line on the fold.
4. Have the cadets colour the top left portion of the flag red, and the bottom right portion yellow.

SAFETY

Nil.

INSTRUCTOR GUIDELINES

Nil.

Teaching Point 3**Demonstrate semaphore code.**

Time: 10 min

Method: Demonstration

SEMAPHORE CODE

Using Attachment B as a guide, demonstrate the semaphore code. As you demonstrate, split the code into the following sections:

- Alpha – Golf.
- Hotel – November.
- Oscar – Sierra.
- Tango – Victor.
- Whiskey – Zulu.



Demonstrate once facing the cadets and once facing the opposite direction so they can view the code from both directions.

CONFIRMATION OF TEACHING POINT 3

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

Teaching Point 4**Explain, demonstrate and have the cadets practice semaphore.**

Time: 60 min

Method: Demonstration and Performance

SPLIT THE CODE INTO SECTIONS

Put the cadets into pairs. Each section should be practiced for ten minutes.

- Alpha – Golf.
- Hotel – November
- Oscar – Sierra.
- Tango – Victor.
- Whiskey – Zulu.
- Direction sign, error sign, break sign and numeral sign.



The youth section of the Canadian navy's official website contains many fun semaphore-related activities that the cadets will enjoy using. www.navy.gc.ca/mspa_youth/youth_sc_intor_e.asp.

CONFIRMATION OF TEACHING POINT 4

Confirmation of this teaching point will take place during TP5, where the cadets will demonstrate calling and answering semaphore messages.

Teaching Point 5

Explain, demonstrate and have the cadets practice sending and receiving semaphore messages.

Time: 30 min

Method: Demonstration and Performance

CALLING AND ANSWERING SEMAPHORE MESSAGES

Put the cadets into pairs. They should start off by sending simple one or two word messages to each other (hello, goodbye, sea cadet, names of TV shows, etc). As they become more comfortable, they may start to send each other longer messages progressing into sentences.



Have the cadets write down the message they are sending to their partner. This will help them send the message accurately.

CONFIRMATION OF TEACHING POINT 5

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

END OF LESSON CONFIRMATION

The cadets' ability to send and receive semaphore messages will have been confirmed in TP5.

CONCLUSION

HOMEWORK/READING/PRACTICE

Cadets are encouraged to practice with each other as often as possible.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Learning semaphore will help you connect with the history and tradition of communications used in the Royal Canadian Navy, in a fun and hands-on activity. Although technology has limited the need for semaphore in today's navies, it is still used in modern replenishment at sea operations.

INSTRUCTOR NOTES/REMARKS

Nil.

REFERENCES

A1-008 A-CR-CCP-004/PT-001 CCP-1004 D Cmts (1977). *Royal Canadian Sea Cadet Manual*. Ottawa, ON.

C1-003 ISBN 11-770973-5 (1972). *Admiralty Manual of Seamanship 1964 Volume 1*. London, England: Her Majesty's Stationery Office.

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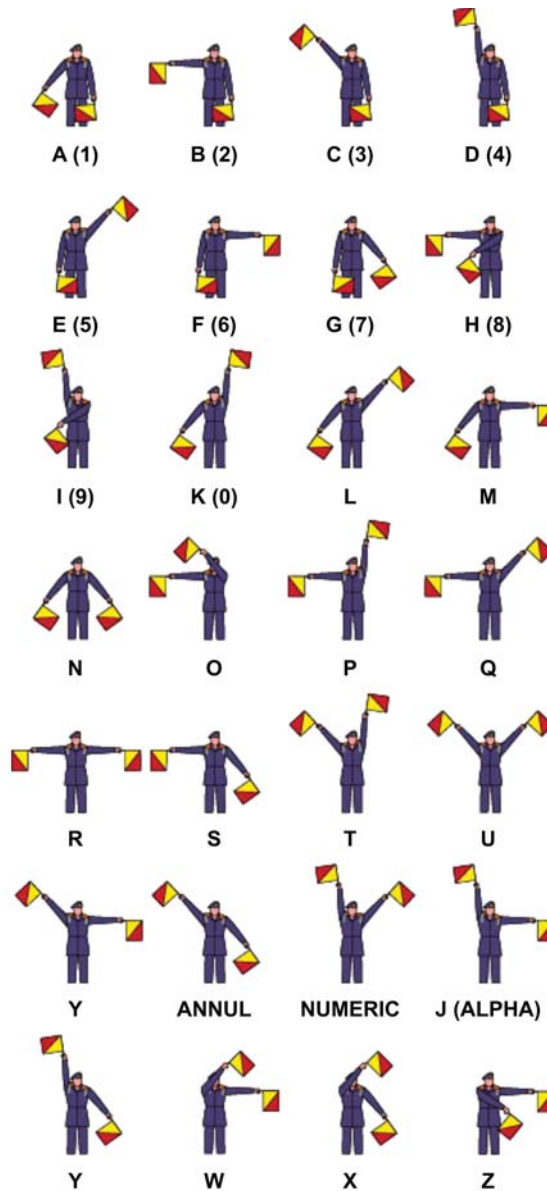
PHONETIC ALPHABET CARDS



<http://www.anbg.gov.au/images/flags/misc/semaphore.gif>

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PHONETIC ALPHABET CARDS



http://www.navy.forces.gc.ca/mspa_youth/youth_sc_sema2_e.asp

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ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE



SECTION 7

EO C123.04 – RING THE SHIP'S BELL

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-601/PG-001, *Phase One Qualification Standard and Plan*, 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

Nil.

INTRODUCTION

APPROACH

An interactive lecture was chosen for TP 1 to orient the cadets to the ship's bell.

A demonstration and performance was chosen for TP 2 as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadets shall have rung the ship's bell.

IMPORTANCE

The ship's bell, for centuries, has had a significant role in the traditions and customs of a sailor. It has been used to guide the daily rhythm on a ship as its tolling marked the passing of time and indicated the changing of the watches. Although the ship's bell finds limited use in today's Royal Canadian Navy, it is important for sea cadets to become familiar with it as it is used for ceremonies such as Colours and Sunset performed by sea cadet corps'.

Teaching Point 1**Give a brief history of the ship's bell.**

Time: 5 min

Method: Interactive Lecture

The ship's bell bears the name of the ship and the date of her launching. Since a ship's bell is among its most significant artifacts, when a ship decommissions, there is demand from many quarters for this item. Bells may go to naval and civilian museums for safe-keeping and display. In the case of Canadian ships named for towns and cities, the 'home' community sometimes receives the bell, and shows it off at city hall. For example, the city of Miramichi is now in possession of HMCS MIRAMICHI's bell. On occasion, bells end up in unlikely places like retail stores or even in private hands.

BAPTISMS

The baptism of children on board ship is conducted in the wardroom. The ship's bell is mounted in a special holder, which is to be draped with the Canadian Naval Jack. The bell is then used as a font for the baptism. On completion of the ceremony the chaplain pours the water into the sea from an appropriate position on the upper deck of the ship. As the water is being poured overboard the Officer Of the Day (OOD) shall order the quartermaster to pipe the "Side". The child's name and date of the baptism are engraved on the bell in accordance with Maritime Command Orders (MARCORDS).

CONFIRMATION OF TEACHING POINT 1**QUESTIONS**

- Q1. What information is contained on all ship's bells?
- Q2. When a child is baptized, what is engraved on the ship's bell?

ANTICIPATED ANSWERS

- A1. The ship's bell bears the name of the ship and the date of her launching.
- A2. The child's name and date of the baptism are engraved on the ship's bell.

Teaching Point 2**Explain, demonstrate and have the cadets ring the ship's bell.**

Time: 20 min

Method: Demonstration and Performance

PARTS OF THE SHIP'S BELL

The parts of the bell consist of the bell, bell rope and clapper.



Diagram 1 Ship's Bell

www.vac-acc.gc.ca/content/feature/week99/stlawrence/Images/1109_3.jpg

DEMONSTRATE HOW TO RING THE SHIP'S BELL

The bell is rung with two strokes of the clapper in quick succession, followed by a one second pause between rings. For example, five bells will sound “ding-ding”, pause, “ding-ding”, pause, “ding”. This is done to make it easier to count the number.

On the hour, the bells are rung in even numbers; on the half hour the bells are rung in odd numbers as follows:

- eight bells at 0800,
- one bell at 0830,
- two bells at 0900,
- three bells at 0930,
- four bells at 1000,
- five bells at 1030,
- six bells at 1100,
- seven bells at 1130, and
- eight bells at 1200 at which point the cycle repeats itself.



When demonstrating how to ring the bell for various times during the day, announce what time you are demonstrating. This will reinforce the purpose that the bell serves.

PRACTICE RINGING THE SHIP'S BELL



Allow every cadet a chance to practice ringing the ship's bell. As each cadet takes their turn ringing the bell, give them a specific time to demonstrate and tell them the number of bells they need to ring. It is not required that the cadets memorize the number of bells that are rung for specific times.

CONFIRMATION OF TEACHING POINT 2

The cadets' ringing the ship's bell will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' ringing the ship's bell will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

This lesson gives the cadets an opportunity to participate in a long standing naval tradition, and prepares them to participate in Colours and Sunset ceremonies at the corps.

INSTRUCTOR NOTES/REMARKS

It is important to attempt to get the cadets to participate as much as possible and ensure that every cadet has at least one chance to ring the bell.

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ROYAL CANADIAN SEA CADETS INSTRUCTIONAL GUIDE



SECTION 1

SIDC

Total Time:

2 Days

PREPARATION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for instruction of this EO is located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, 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

Nil.

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.

INTRODUCTION

REVIEW

Nil.

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

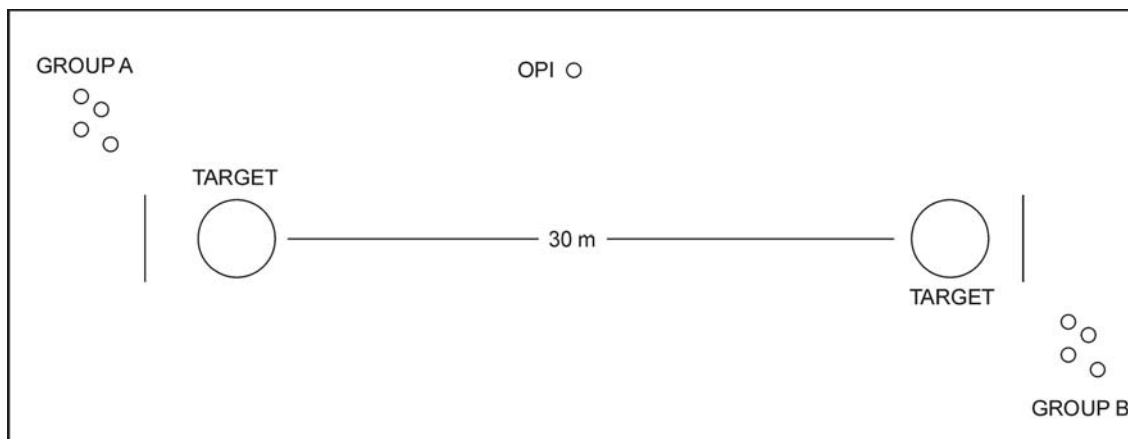
The distance between the two targets shall be approximately 30 m. Teams will be divided into two groups. Each group will be assigned a target station and a designated target. The titles Group A and Group B will ensure clarity throughout these instructions.

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 cleat 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 Attachment 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 Attachment 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.

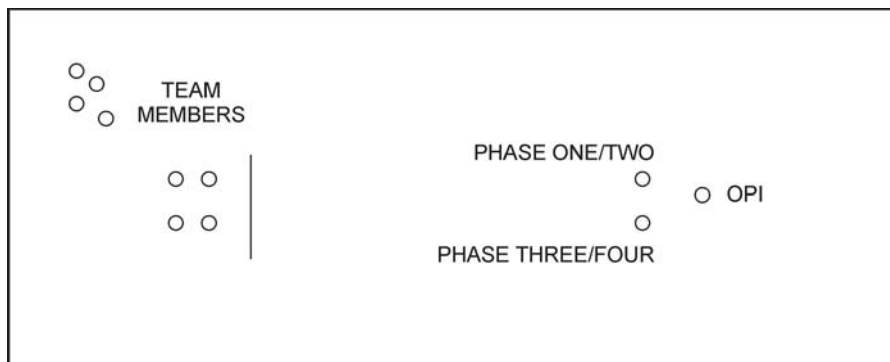
Once the cadet has pulled a name of a call from the bag they must then attempt to pipe the call. The senior cadet will have three attempts to pipe the call correctly. Only if the call is correctly piped will the partner attempt to identify the call, its use and where it is commonly used at the corps.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

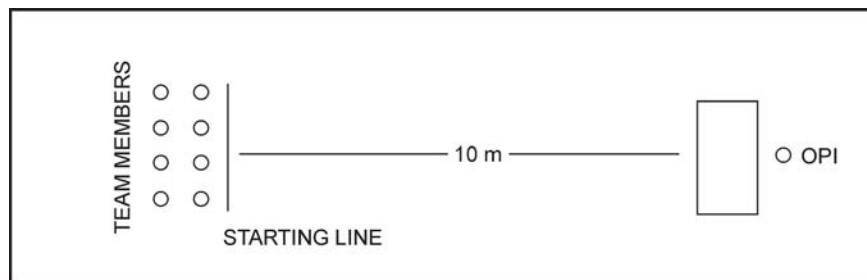
The following knots, hitches and bends used during this activity are as follows:

- 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 Attachment 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.

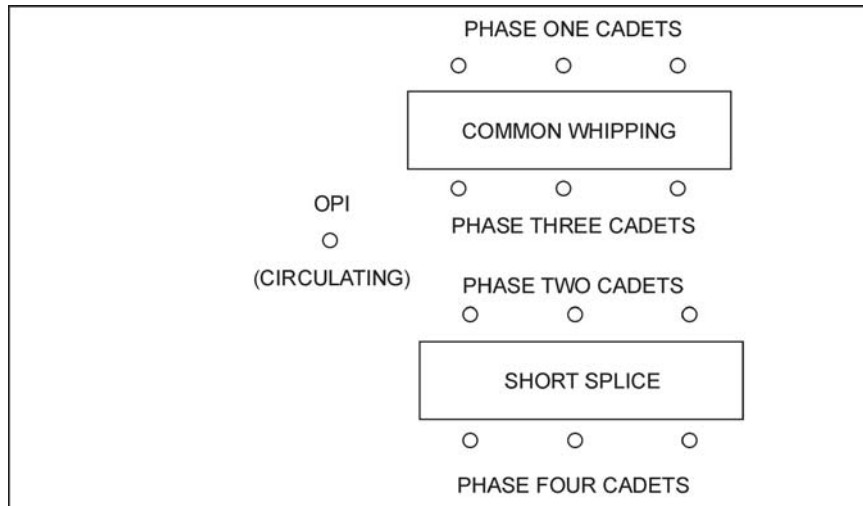
ACTIVITY DESCRIPTION

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 Attachment A.

SAFETY

Nil.

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 (eg, Jeopardy, Family Feud, etc.).

See Attachment B.

ACTIVITY LAYOUT

Option 1:

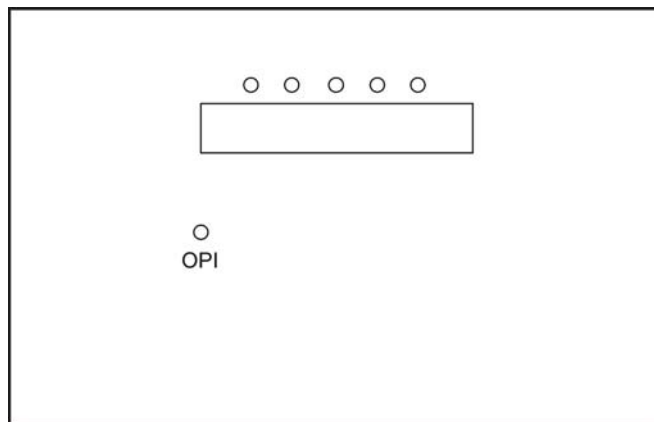


Figure 1 One Team Option

Option 2:

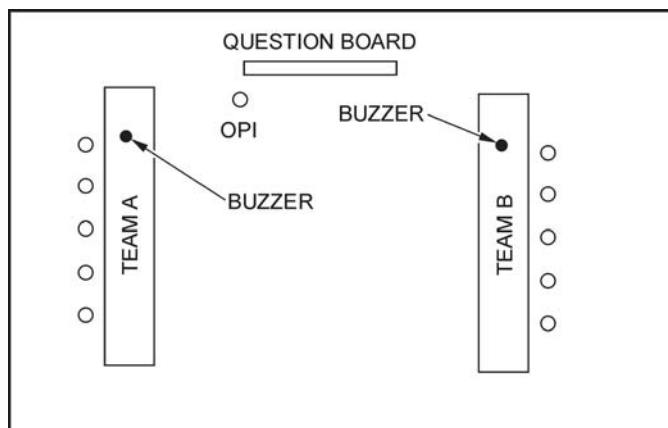


Figure 2 Opposing Teams Option

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 Attachment A.

SAFETY

Nil.

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

Nil.

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 Attachment 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 Attachment 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

Nil.

SCORING

Each team will be judged and a score will be awarded.



See Attachment A.

SAFETY

Nil.

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 Attachment 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

Nil.

SCORING

Nil.

SAFETY

Nil.

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).

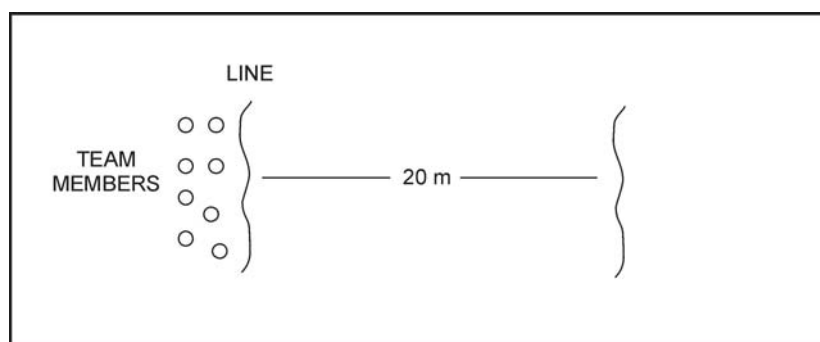
ACTIVITY DESCRIPTION

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

Nil.

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

Nil.

SCORING

Nil.

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 Attachments 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 Attachment 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.

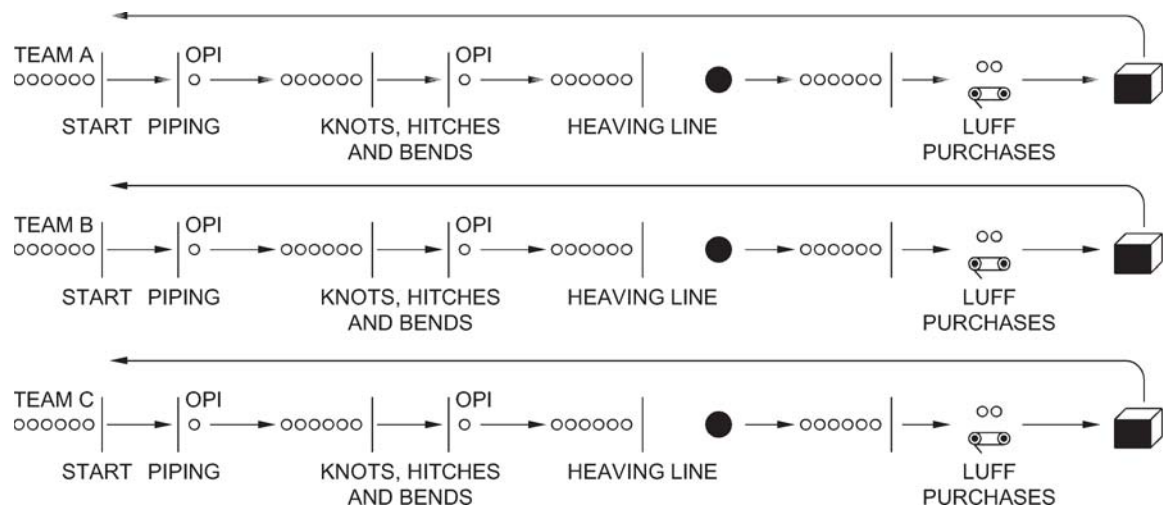
The second station is knots, hitches and bends. Teams will advance to a predetermined location. One at a time each team member will run to the knot OPI and retrieve a card from a bag. The team member will be required to explain the purpose of the knot, hitch or bend as well as properly tie it. The team 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 Attachment A.

SAFETY

Ensure area is clear of any dangerous obstacles.

CONCLUSION

HOMEWORK/READING/PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Nil.

INSTRUCTOR NOTES/REMARKS

Nil.

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- C1-040 Port of Cork. *Photo Gallery*. Retrieved 12 May 2006, from http://www.portofcork.ie/web_images/archive/Gerry_o_sullivan.gif.

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SCORESHEETS

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 Attachment 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	
						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	
						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	
						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	
						SUBTOTAL:
						OVERALL TOTAL:

OPI NAME:

DATE:

SHEER LEGS

TEAM NAME:

AWARDING POINTS

Teams will be awarded points in accordance with the below scoring guide.

POINTS AWARDED					
HEAD LASHING – proper, tight, neat, and secure.					
Clove Hitch	3 pts	2 pts	1 pt		
Number of Turns Correct	1 pt				
Tight and Secure	2 pts	1 pt			
					SUBTOTAL:
TOPPING LIFT – Double Whip					
Lines Rove	3 pts	2 pts	1 pt		
Hooks Moused	3 pts	2 pts	1 pt		
Strops	1 pt				
					SUBTOTAL:
SPLAY TACKLE – Luff					
Lines Rove	3 pts	2 pts	1 pt		
Hooks Moused	3 pts	2 pts	1 pt		
Strops	1 pt				
					SUBTOTAL:
HEEL TACKLES – Luff x 4					
Lines Rove	5 pts	4 pts	3 pts	2 pts	1 pt
Hooks Moused	5 pts	4 pts	3 pts	2 pts	1 pt
Strops	3 pt	2 pts	1 pt		
					SUBTOTAL:
LOAD PURCHASE – Double Block					
Lines Rove	5 pts	4 pts	3 pts	2 pts	1 pt
Hooks Moused	5 pts	4 pts	3 pts	2 pts	1 pt
Strops	3 pt	2 pts	1 pt		
					SUBTOTAL:
OVERALL APPEARANCE	5 pts	4 pts	3 pts	2 pts	1 pt
					SUBTOTAL:
OVERALL TOTAL:					

OPI NAME:

DATE:

SHIP MODEL

TEAM NAME:

AWARDING POINTS

Teams will be awarded points in accordance with the below scoring guide.

POINTS AWARDED				
SHIP TYPE ACCURACY – ship model is similar to that of the type chosen by the team.				
1 pt	2 pts	3 pts	4 pts	5 pts
USE OF RESOURCES – team maximized the use of training aids provided.				
1 pt	2 pts	3 pts	4 pts	5 pts
HULL STRUCTURE – hull structure highlights the areas of the hull, bow, stern and transom.				
1 pt	2 pts	3 pts	4 pts	5 pts
HULL DESIGN – hull design highlights the areas of the bridge, deck and superstructure.				
1 pt	2 pts	3 pts	4 pts	5 pts
PRESENTATION – team presentation was clear, confident and involved maximum group participation.				
1 pt	2 pts	3 pts	4 pts	5 pts
BUOYANCY – model floats even and steady.				
1 pt	2 pts	3 pts	4 pts	5 pts
OVERALL APPEARANCE – details.				
1 pt	2 pts	3 pts	4 pts	5 pts
OVERALL TOTAL:				

OPI NAME:

DATE:

FINAL EVENT

AWARDING POINTS

Teams will be awarded points in accordance with their finishing position.

POINTS AWARDED		
FIRST PLACE TEAM NAME:	Points	50
SECOND PLACE TEAM NAME:	Points	40
THIRD PLACE TEAM NAME:	Points	30
FOURTH PLACE TEAM NAME:	Points	20
FIFTH PLACE TEAM NAME:	Points	10
OVERALL TOTAL:		

OPI NAME:

DATE:

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SUGGESTED TRIVIA QUESTIONS

Phase One

Q1. What is the purpose of one of the following knots hitches or bends:

- Reef knot
- Figure of eight
- Sheet bend
- Bowline
- Clove hitch
- Round turn two half hitches

A1. Reef knot – tie together two ropes of equal diameter.

Figure of eight – stopper knot.

Sheet bend – tie together two ropes of unequal diameter.

Bowline – temporary eye in the end of a line.

Clove hitch – secure a line to a spar.

Round turn two half hitches – secure a line to a ring or eye.

Q2. What is the purpose of the common whipping?

A2. To finish the end of a line to prevent it from fraying or unravelling.

Q3. Define one of the following naval terms:

- Gash can
- Stand easy
- Secure
- Heads
- Duty watch
- Out pipes
- Scran locker
- Pipe
- Colours
- Liberty boat
- Bulkhead
- Deck
- Ship's company
- Sunset
- Gangway
- Galley

- Boatswain's stores
- Pipe down
- Kye
- Aye Aye, Sir/Ma'am
- Port
- Starboard
- Ship's office
- Brow

A3. Answers:

- Gash can – garbage can.
- Stand easy – a break.
- Secure – to close up, put away gear.
- Heads – toilet(s).
- Duty watch – a division that is selected on a rotational basis that is responsible for corps preparation and cleanup.
- Out pipes – a pipe indicating the commencement of classes or the end of stand easy.
- Scran locker – lost and found.
- Pipe – sound produced from a boatswain's call. The notes played have a specific meaning/ message.
- Colours – the ceremony of hoisting the national colours, usually in the morning or at the beginning of the training day.
- Liberty boat – when all personnel are dismissed for the day and may go ashore.
- Bulkhead – a wall.
- Deck – a floor.
- Ship's company – the complement of a ship (this would include a sea cadet corps).
- Sunset – the ceremony of lowering the national colours at the end of a training day.
- Gangway – any recognized entrance to, or passageway, or a traffic route within a ship.
- Galley – the ship's kitchen.
- Boatswain's stores – a storeroom for cleaning gear.
- Pipe down – an order meaning to keep quiet.
- Kye – a hot chocolate drink.
- Aye Aye, Sir/Ma'am – order understood and I will obey, an appropriate response to an order from an officer.
- Port – left side of a ship.
- Starboard – right side of a ship.
- Ship's Office – administration office.
- Brow – entrance/exit of ship where personnel must salute when coming aboard or ashore.

Q4. What call is used to gain the attention of a ship's company before passing an order?

A4. General Call.

Q5. What call is used to bring the ship's company to attention?

A5. The Still.

Q6. What call is piped after the reason for the Still is complete?

A6. Carry On.

Q7. How many times do you ring a ship's bell for Colours/Sunset?

A7. Colours – eight times, Sunset – four times.

Phase Two

Q8. Provide a brief explanation of the naval tradition known as "Around the Horn".

A8.

Q9. Provide a brief explanation of the naval tradition known as "Painting the Deck".

A9.

Q10. Identify the following splice (present the cadets with a pre-tied short splice).

A10. Short splice.

Q11. What type of blocks does a luff purchase consist of?

A11. One double block and one single block.

Q12. A purchase consisting of two double blocks is known as what?

A12. Two fold purchase.

Q13. To prevent a load from falling off a hook what should you do?

A13. Mouse the hook.

Q14. What part of the sailboat is used to hoist sails?

A14. Halyards.

Q15. What helps prevent a sailboat from capsizing?

A15. Centreboard/daggerboard.

Q16. What are sheets used for?

A16. To control both the mainsail and jib sail.

Q17. What are some ways to determine wind direction?

A17. Flags, tall grass, smoke, small waves, wind sock, moored boat, and low-altitude clouds.

Q18. What times are associated with the first dog watch?

A18.

Q19. What times are associated with the forenoon watch?

A19.

Phase Three

Q20. What ship is currently operating in _____?

A20. Depends on current deployments.

Q21. What are three safety precautions to consider when using lifting devices?

A21. Wear a helmet, do not enter the safety zone, and do not walk under the load.

Q22. What is the purpose of a splay tackle?

A22. To prevent the legs of a sheer from separating.

Q23. How many turns should a head lashing consist of?

A23. Eleven (11) to 15.

Q24. This part attaches to the load on a sheer leg derrick?

A24. Main purchases.

Q25. The bottom of a sail is known as what?

A25. Foot.

Q26. What part of the sailboat houses the centreboard?

A26. Centreboard trunk.

Q27. What should the crew of a sailboat do to help prevent heeling?

A27. Hike.

Q28. What does PFD stand for?

A28. Personal Floatation Device.

Phase Four, Five and Six

Q29. Name one civilian maritime organization.

A29. Department of Fisheries and Oceans, Canadian Coast Guard, etc.

Q30. Turning a sailboat so its bow passes through head to wind is known as?

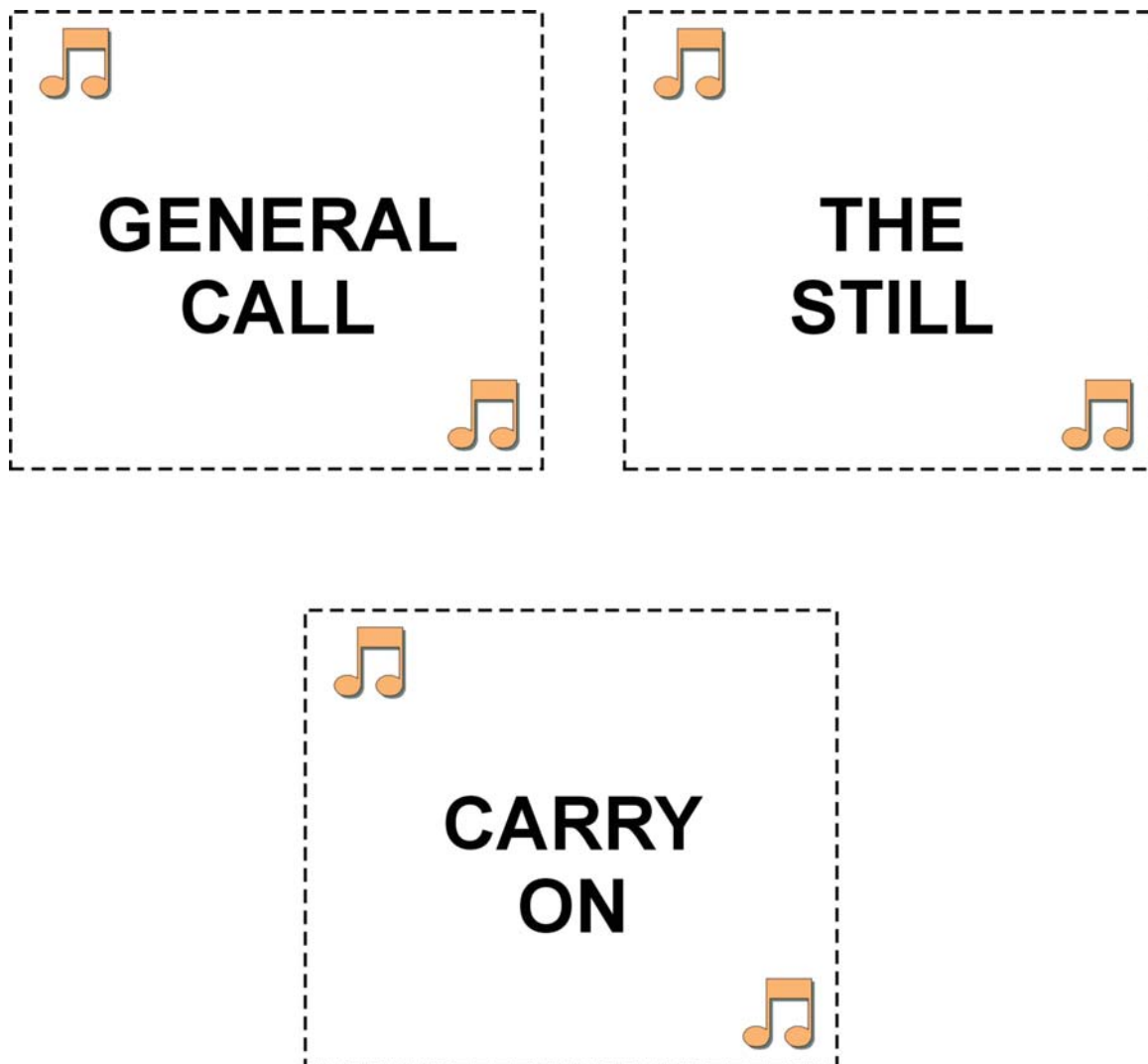
A30. Tacking.

Q31. The side the boat that the wind passes over first is known as what?

A31. Windward side.

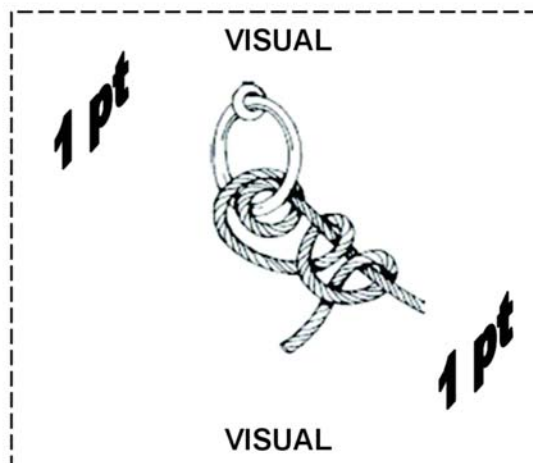
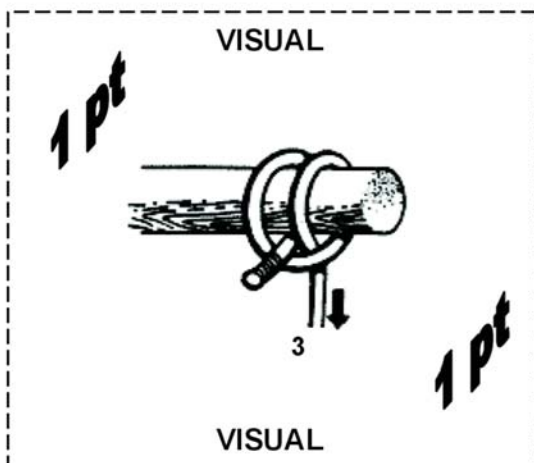
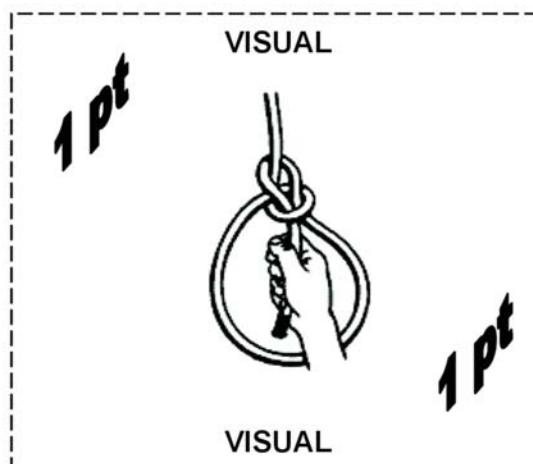
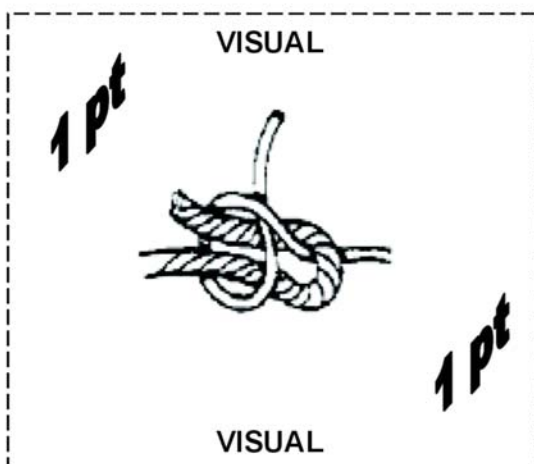
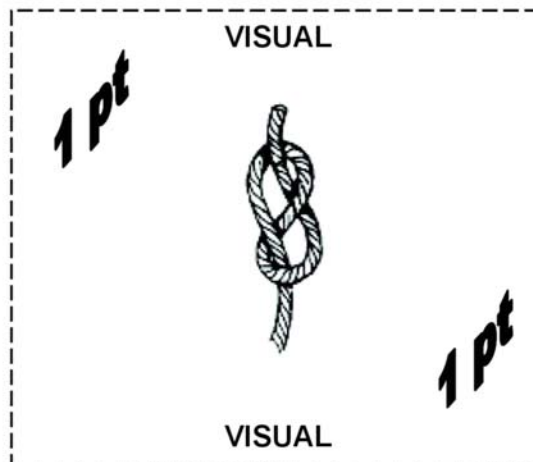
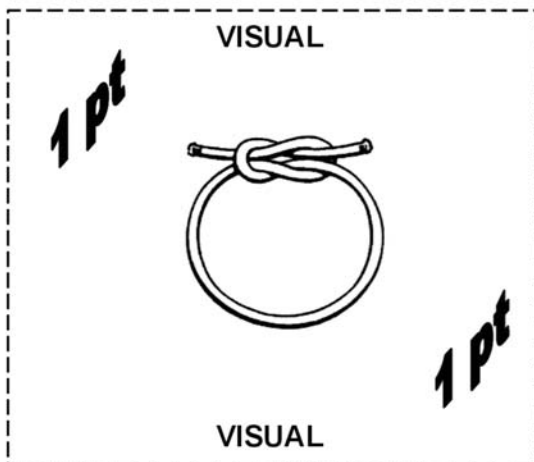
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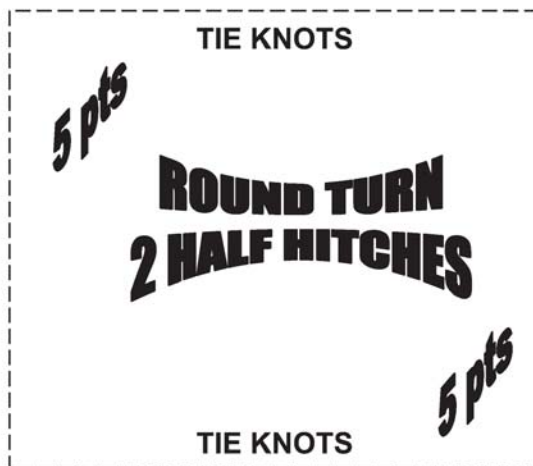
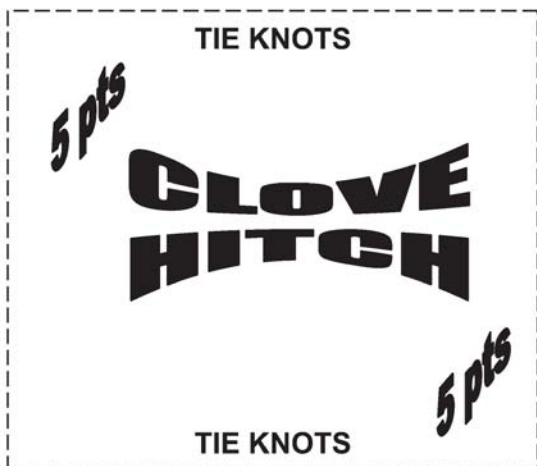
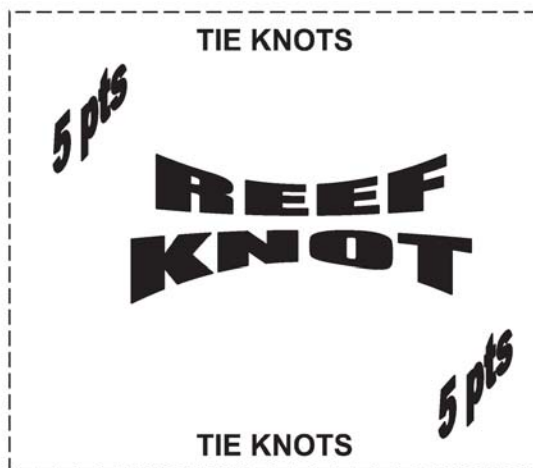
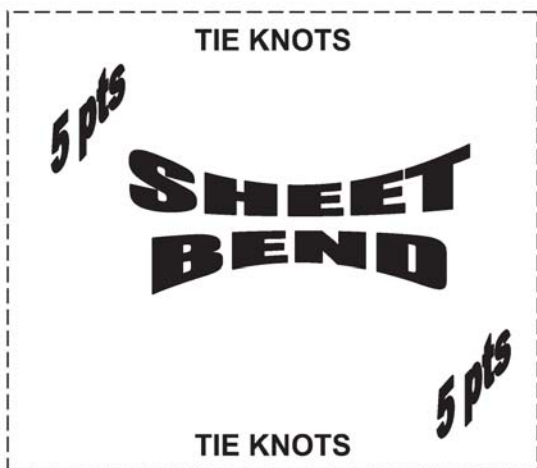
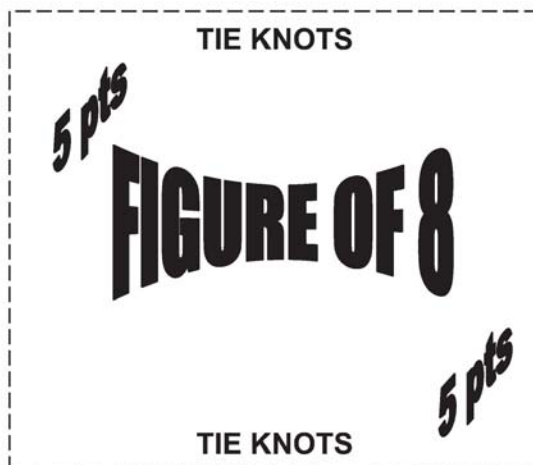
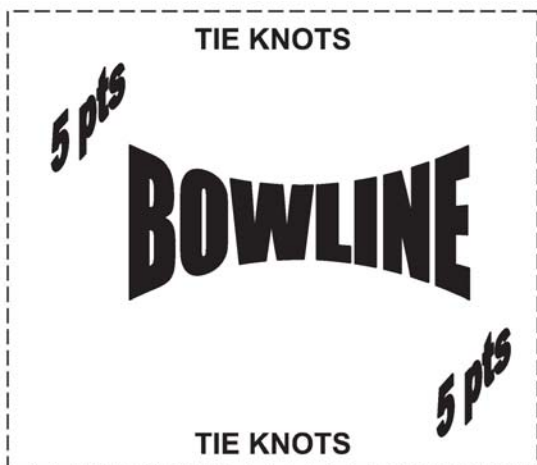
BOATSWAIN CALL CARDS

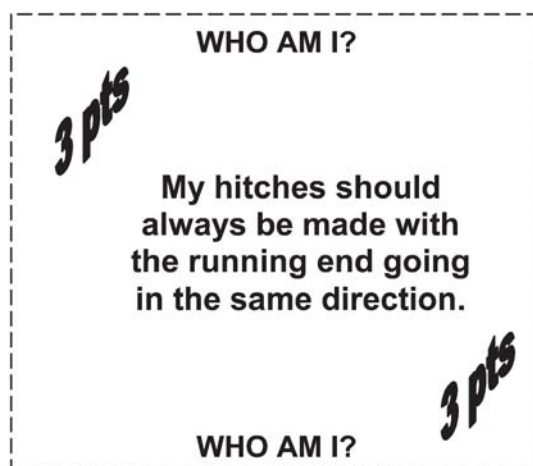
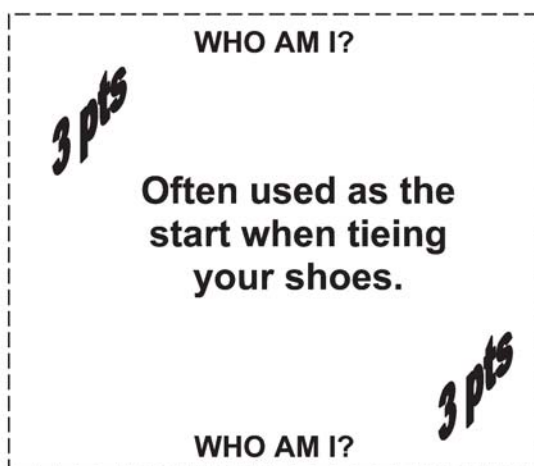
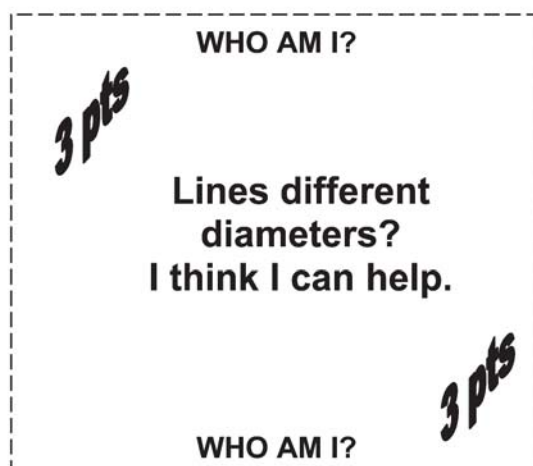
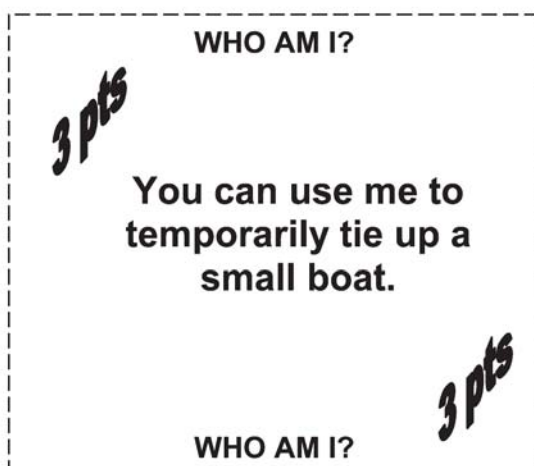
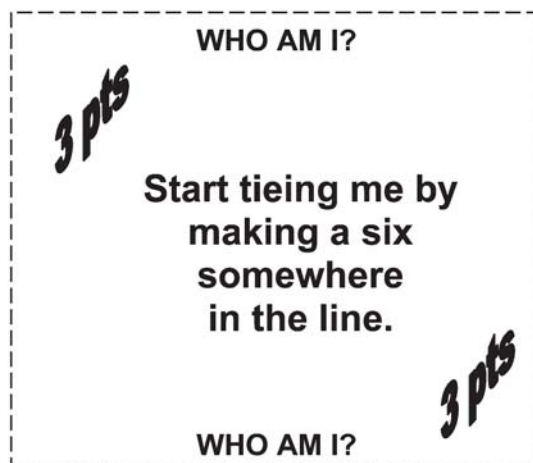
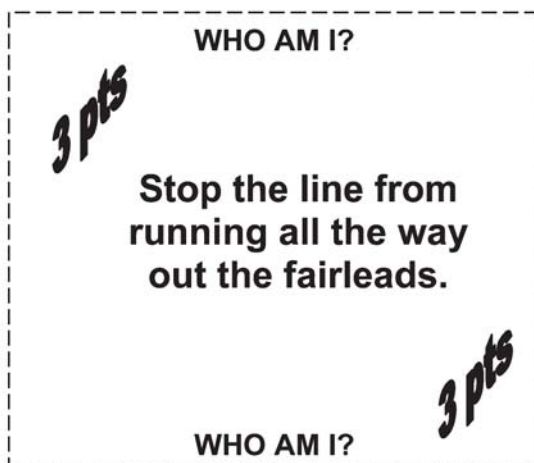


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TASK CARDS







2 pts

DEFINITION

REEF KNOT

2 pts

DEFINITION

2 pts

DEFINITION

SHEET BEND

2 pts

DEFINITION

2 pts

DEFINITION

BOWLINE

2 pts

DEFINITION

2 pts

DEFINITION

FIGURE OF 8

2 pts

DEFINITION

2 pts

DEFINITION

CLOVE HITCH

2 pts

DEFINITION

2 pts

DEFINITION

**ROUND TURN
2 HALF HITCHES**

2 pts

DEFINITION

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_I.jpg



Figure E-2 HMCS Brandon

http://www.navy.forces.gc.ca/cms_images/ship_site_images/ship_gallery/283/ETD02-0081-30_I.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/nfld/smallwood.jpg>



Figure E-8 Tanker

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

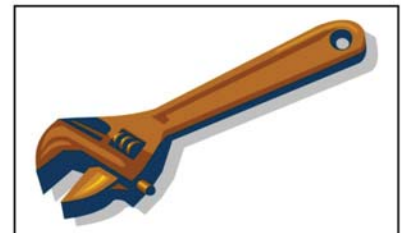
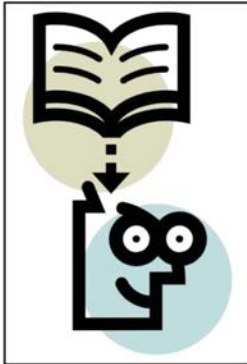


Figure E-9 Tug Handling Supply Vessel

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

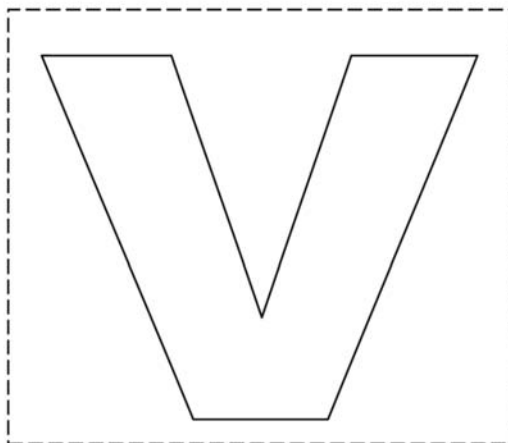
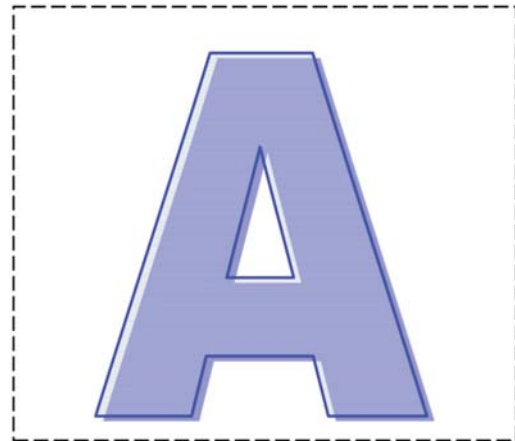
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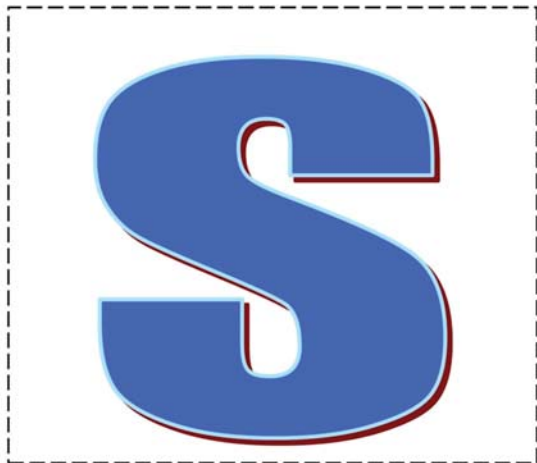
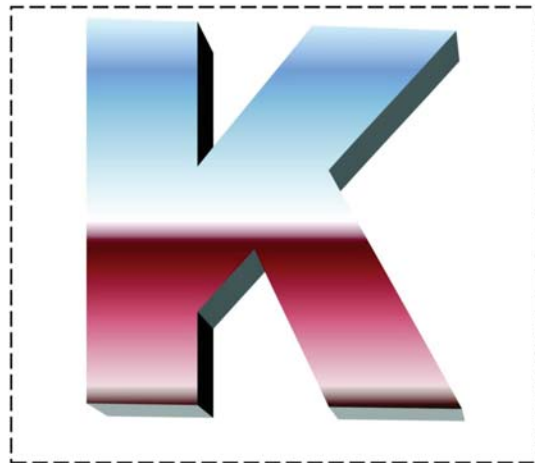
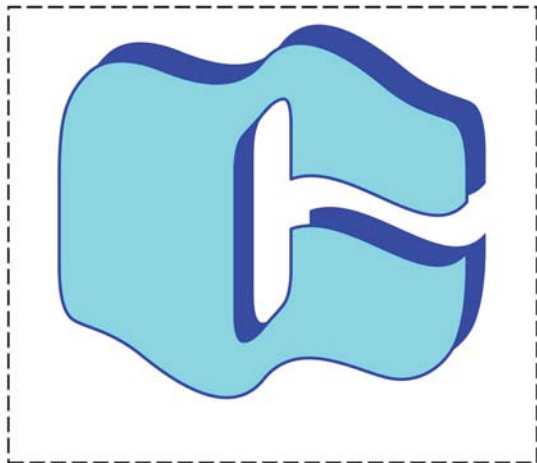
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SECRET MESSAGE CARDS





Secret Message – “NAVY ROCKS”

SEAMANSHIP INTER-DIVISIONAL COMPETITION – SUGGESTED SCHEDULE

DAY 1

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

DAY 2

Time	Team 1	Team 2	Team 3	Team 4	Team 5
0800 hrs	Arrive – Briefing				
0830 hrs	Model	Model	Knots, Hitches, Bends	Trivia	Coil and Heave
0900 hrs	Model	Model	Model	Boatswain Call	Whip and Splice
0930 hrs	Activity 9C	Activity 9C	Activity 9C	Activity 9C	Activity 9C
1000 hrs	Model Final Prep	Model Final Prep	Model Final Prep	Model Final Prep	Model Final Prep
1030 hrs	STAND EASY	STAND EASY	STAND EASY	STAND EASY	STAND EASY
1100 hrs	Model Final Prep	Model Final Prep	Model Final Prep	Model Final Prep	Model Final Prep
1130 hrs	Model Final Prep	Model Final Prep	Model Final Prep	Model Final Prep	Model Final Prep
1200 hrs	LUNCH				
1300 hrs	Model Presentation	Model Presentation	Model Presentation	Model Presentation	Model Presentation
1330 hrs	Model Presentation	Model Presentation	Model Presentation	Model Presentation	Model Presentation
1400 hrs	Weekend Final Event	Weekend Final Event	Weekend Final Event	Weekend Final Event	Weekend Final Event
1530 hrs	Presentation of Awards	Presentation of Awards	Presentation of Awards	Presentation of Awards	Presentation of Awards
1600 hrs	BREAKDOWN AND DEPART				