



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



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SECTION 2

EO M107.02 – IDENTIFY SEA CADET AND NAVAL OFFICER RANKS

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

This IG supports EO M107.02 (Identify Sea Cadet and Naval Officer Ranks) located in A-CR-CCP-601/PG-001, *Royal Canadian Sea Cadets Phase One Qualification Standard and Plan*, Chapter 4.

Obtain a set of cadet ranks / slip-ons from the corps supply.

Photocopy Annex A and cut out each rank.

Prepare index cards with pictures of cadet and officer ranks, located in Annex A and B, up to Lt(N), preparing one card per cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for this lesson to orient the cadets to the rank structure of the Royal Canadian Sea Cadets (RCSC) and the Royal Canadian Navy (RCN).

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have identified the sea cadet and naval officer ranks.

IMPORTANCE

It is important that the cadets be able to identify ranks of both cadets and officers in order to pay proper marks of respect and follow the chain of command. It is also a matter of courtesy to address people by their correct rank.

Teaching Point 1

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*.



Refer to CATO 35-01, *Royal Canadian Sea Cadets Dress Instructions* for placement of rank badges on the jacket.

CADET RANKS

Every cadet in the corps has a rank. Ranks are an indication of the experience and responsibility of each cadet.

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.



Figure 1 Able Seaman Rank Badge

LEADING SEAMAN (LS)

The leading seaman rank badge has two chevrons.



Figure 2 Leading Seaman Rank Badge

MASTER SEAMAN (MS)

The master seaman rank badge has two chevrons with an anchor on top.



Figure 3 Master Seaman Rank Badge

PETTY OFFICER SECOND CLASS (PO2)

The petty officer second class badge has three chevrons with two crossed anchors on top.



Figure 4 Petty Officer Second Class Rank Badge

PETTY OFFICER FIRST CLASS (PO1)

The petty officer first class badge is a crown.



Figure 5 Petty Officer First Class Rank Badge

CHIEF PETTY OFFICER SECOND CLASS (CPO2)

The chief petty officer second class badge is a crown encircled by a wreath.



Figure 6 Chief Petty Officer Second Class Rank Badge

CHIEF PETTY OFFICER FIRST CLASS (CPO1)

CPO1 is the highest rank a cadet may achieve and the badge is the Canadian Coat of Arms.



Figure 7 Chief Petty Officer First Class Rank Badge



Ranks are also worn on the gunshirt, all-season jacket, and blue postman shirt. Refer to CATO 35-01, *Royal Canadian Sea Cadets Dress Instructions* for placement of rank badges on these items.



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, and
- Tape.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Tape ranks to the back of each cadet (the cadet does not get to see the rank 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. 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.
5. 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 of this teaching point.

Teaching Point 2**Explain the naval officer rank structure.**

Time: 15 min

Method: Interactive Lecture

JUNIOR OFFICERS

When an individual joins the RCN as an officer, they hold the rank of Naval Cadet (NCdt). Once an officer is promoted to the rank of acting sub-lieutenant (A/SLt) they become a commissioned member of the Canadian Armed Forces. Receiving a commission means that a person has been recognized by the monarchy (King or Queen) to serve as an officer.

Junior officers are officers who hold the rank of NCdt to Lieutenant (Navy). Senior officers are those from the rank of Lieutenant-Commander to Captain (Navy) and flag officers hold the rank of Commodore and above. Junior, senior and flag officers have different braid on their headdress.



Figure 8 Female and Male Junior Officer Headdress

Naval Cadet (NCdt)

Figure 9 Naval Cadet Rank

Acting Sub-Lieutenant (A/SLt)

Figure 10 Acting Sub-Lieutenant Rank

Sub-Lieutenant (SLt)



Figure 11 Sub-Lieutenant Rank

Lieutenant (Navy) (Lt(N))



Figure 12 Lieutenant (Navy) Rank

SENIOR OFFICERS



Figure 13 Female and Male Senior Officer Headdress

Lieutenant-Commander (LCdr)



Figure 14 Lieutenant-Commander Rank

Commander (Cdr)



Figure 15 Commander Rank

Captain (Navy) (Capt(N))



Figure 16 Captain (Navy) Rank

FLAG OFFICERS



Figure 17 Female and Male Flag Officer Headdress

Commodore (Cmdre)



Figure 18 Commodore Rank

Rear-Admiral (RAdm)



Figure 19 Rear-Admiral Rank

Vice-Admiral (VAdm)



Figure 20 Vice-Admiral Rank

Admiral (Adm)



Figure 21 Admiral Rank



If available, show the cadets actual ranks. If not available, show the cadets pictures of the ranks.

ACTIVITY – “RANK TRADE”

Time: 5 min

OBJECTIVE

The objective of this activity is for cadets to become familiar with the naval officer ranks.

RESOURCES

- Set of Sea Cadet rank cards, one card for each cadet.
- Set 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

Director Cadets. (2012). *CATO 35-01 Royal Canadian Sea Cadet Dress Instructions*. Ottawa, ON.

Department of National Defence Canadian Forces. Retrieved 4 April 2006 from www.forces.gc.ca/site/Community/insignia/nava_e.asp

Naval Reserve. Retrieved 10 April 2006, from www.navres.forces.gc.ca/HQ-QG/recrut/grade_e.htm.

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NO RANK BADGE

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JUNIOR OFFICER RANKS



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SECTION 3

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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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/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 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

This IG supports EO M107.05 (Wear the Sea Cadet Uniform) located in A-CR-CCP-601/PG-001, *Royal Canadian Sea Cadets Phase One Qualification Standard and Plan*, Chapter 4.

Gather an ironing board, iron, pressing cloth, boot polish, boot cloth, old toothbrush and lint brush.

Gather the following uniform items:

- seamans' cap,
- wide-brimmed tan summer hat,
- ball cap,
- toque,
- jacket,
- corps crest,
- corps title insignia,
- rank slip ons,
- gunshirt,
- all-season jacket,
- lanyard,
- black gloves,
- black t-shirt,
- training dress (sea) shirt,
- name tag,
- trousers,
- sports shorts,
- black belt,
- socks,
- boots, and

- running shoes,

Cut out the names of the uniform parts, located at Annex A and place them in a container.

Assistant instructors may be required for this 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 proper way to wear the Sea Cadet uniform 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 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).



Assistant instructors may be required for this lesson.

Teaching Point 1**Explain and demonstrate how to wear and care for the seaman's cap.**

Time: 5 min

Method: Demonstration and Performance

Demonstrate how to wear and care for the seamans' cap, to include:

- occasions to wear and remove headdress,
- location on head,
- chinstay,
- cap tally, and
- cleaning.



Refer to CATO 35-01 *Royal Canadian Sea Cadet Dress Instructions* for the correct way to wear the seamans' cap, occasions when the chinstay is worn, the cap tally location and how to clean the cap.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. How many fingers above the eyebrow is the seamans' cap to be worn?
- Q2. Where is the Royal Canadian Sea Cadet cap tally positioned on the seamans' cap?
- Q3. How should the white part of the cap be cleaned?

ANTICIPATED ANSWERS:

- A1. As per CATO 35-01.
- A2. As per CATO 35-01.
- A3. As per CATO 35-01.

Teaching Point 2**Describe other authorized headdress and their proper wear.**

Time: 5 min

Method: Demonstration

Other types of headdress authorized for Sea Cadets include:

- wide-brimmed tan summer hat,
- ball cap,
- toque, and
- turban (for corps with cadets from the Sikh religion).



As each headdress is being presented, demonstrate how to wear it properly.



Refer to CATO 35-01, *Royal Canadian Sea Cadet Dress Instructions* for the correct way to wear each headdress.

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. As per CATO 35-01.
A2. As per CATO 35-01.

Teaching Point 3

Explain and demonstrate the correct way to wear and care for clothing articles on the upper body.

Time: 5 min

Method: Demonstration

Demonstrate how to wear and care for the following uniform items:

- jacket, to include:
 - corps title insignia, and
 - corps crest;
- lanyard,
- rank slip ons,
- gunshirt,
- all-season coat,
- lanyard,
- black gloves,
- black t-shirt,
- training dress (sea) shirt, and
- name tags and tapes.



As each item is being presented demonstrate how to wear it properly.



Refer to CATO 35-01, *Royal Canadian Sea Cadet Dress Instructions* for details on how to wear and care for the items worn on the upper body.



All badges are to be sewn on the tunic using thread which blends with the colour of the badge.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

- Q1. When are rank slip-ons to be worn?
 Q2. Where are creases pressed on the gunshirt?
 Q3. How are the sleeves of the tunic pressed?

ANTICIPATED ANSWERS:

- A1. As per CATO 35-01.
 A2. As per CATO 35-01.
 A3. As per CATO 35-01.

Teaching Point 4

Explain and demonstrate the correct way to wear and care for clothing articles on the lower body.

Time: 5 min

Method: Demonstration

Demonstrate how to wear and care for the following uniform items:

- trousers,
- sports shorts, and
- black belt.



As each item is being presented, demonstrate how to wear it properly.



Refer to CATO 35-01, *Royal Canadian Sea Cadet Dress Instructions* for details on how to wear and care for the items worn on the lower body.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS:

Q1. How should the trousers be pressed?

Q2. When are the sports shorts worn?

ANTICIPATED ANSWERS:

A1. As per CATO 35-01.

A2. As per CATO 35-01.

Teaching Point 5

Explain and demonstrate the correct manner to wear footwear.

Time: 5 min

Method: Demonstration

Demonstrate how to wear and care for the following uniform items:

- grey socks,
- boots, to include:
 - lacing, and
 - shining, and
- running shoes.



As each item is being presented, demonstrate how to wear it properly.



Refer to CATO 35-01, *Royal Canadian Sea Cadet Dress Instructions* for details on how to wear and care for the items worn on the lower body.

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. As per CATO 35-01.
 A2. As per CATO 35-01.

Teaching Point 6**Discuss hair and other aspects of personal appearance.**

Time: 20 min

Method: Demonstration

Discuss hair and other aspects of personal appearance, to include:

- male hair, to include:
 - sideburns,
 - beards and moustaches,
- female hair,
- make-up,
- jewellery,
- tattoo and body piercing,
- undergarments,
- eyeglasses / sunglasses, and
- backpacks.



As each item is being presented demonstrate how to wear it properly.



Refer to CATO 35-01, *Royal Canadian Sea Cadet Dress Instructions* for details on personal appearance.

ACTIVITY

Time: 10 min

OBJECTIVE:

The objective of this activity is to have the cadets identify parts of the uniform and demonstrate how they are worn.

RESOURCES:

- Seamans' cap,
- Wide-brimmed tan summer hat,
- Ball cap,
- Toque,
- Jacket,
- Rank slip ons,
- Gunshirt,
- All-Season coat,
- Lanyard,
- Black gloves,
- Training dress (sea) shirt,
- Black t-shirt,
- Name tags,
- Lanyard,
- Corps crest,
- Corps title insignia,
- Trousers,
- Sports shorts,
- Black belt,
- Grey socks,
- Boots,
- Running shoes,
- Container, and
- Slips of paper with uniform pieces written on them.

ACTIVITY LAYOUT

Nil.

ACTIVITY GUIDELINES

1. Have the cadets select a piece of paper that indicates a part of the uniform.
2. Have the cadets 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 shown the class the wearing of a uniform part. 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 required to wear their uniforms.

REFERENCES

Director of Cadets. CATO 35-01 *Royal Canadian Sea Cadets Dress Instructions*. Ottawa, ON.

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SEAMANS' CAP	TROUSERS	BELT	LANYARD
TAN SUMMER HAT	NAMETAG AND NAMETAPE	GREY SPORTS SHORTS	CORPS TITLE INSIGNIA
GUNSHIRT	GLOVES	BOOTS	CORPS CREST
BALL CAP	BLACK T-SHIRT	RUNNING SHOES	JEWELLERY
ALL-SEASON COAT	RANK SLIP-ONS	SOCKS	TATTOO
BACKPACK	TOQUE	SHOULDER INSIGNIA	TUNIC
MAKE-UP	TRAINING DRESS (SEA) SHIRT	MALE HAIR	FEMALE HAIR

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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

Figure 1 Map of Summer Training Centres across Canada

The general training course is held in several different locations throughout Canada, to include:

- HMCS Acadia – Cornwallis, Nova Scotia,
- HMCS Quebec / NCSM Quebec – Ste-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.
- **Senior Sail** – a six-week course available in year four focussed on developing advanced sailing skills (CYA CANSail 5, Chutes & Wires 1).

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 Cds. (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

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

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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.

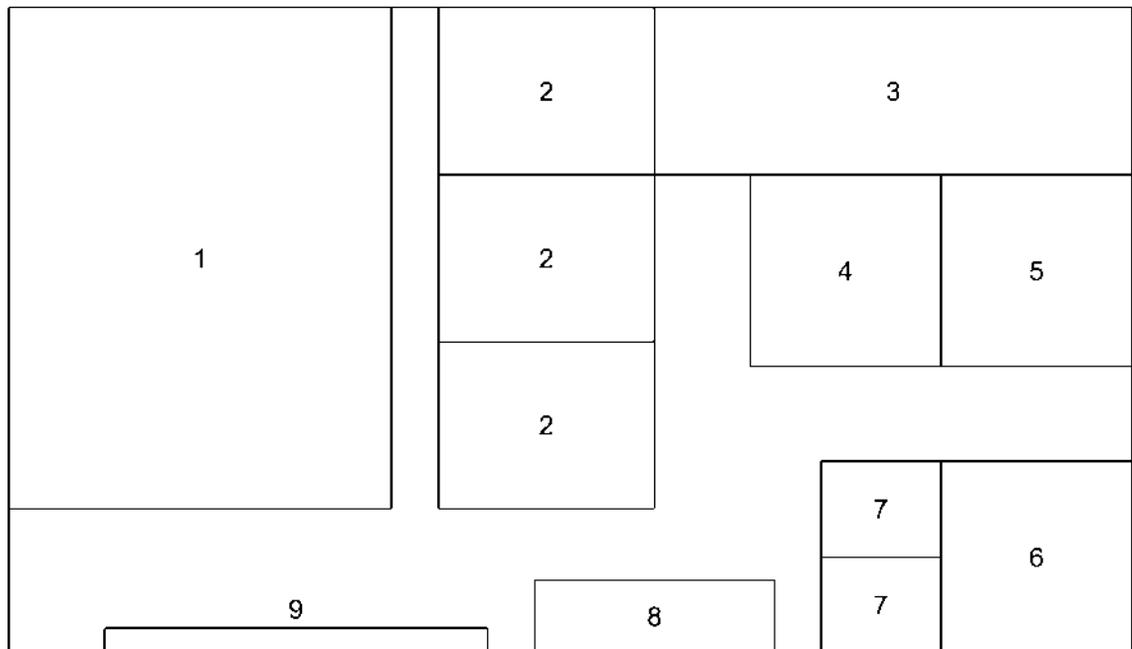
INSTRUCTOR NOTES/REMARKS

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

<p>THE PARADE SQUARE</p> <p>What are the rules for the parade square?</p> <p><i>Sticker</i></p>	<p>CLASSROOMS</p> <p>What rooms are used for classroom training?</p> <p><i>Sticker</i></p>
<p>BREAK AREAS</p> <p>Where is the break area?</p> <p><i>Sticker</i></p>	<p>CANTEEN</p> <p>When is the canteen available?</p> <p><i>Sticker</i></p>
<p>WASHROOMS</p> <p>Where are the washrooms located?</p> <p><i>Sticker</i></p>	<p>COMMUNICATION AREAS</p> <p>Where do cadets sign up for activities?</p> <p>Who is allowed to post information?</p> <p><i>Sticker</i></p>

<p>COMMANDING OFFICER'S OFFICE</p> <p>What is the <i>Commanding Officer's</i> name?</p> <p><i>Sticker</i></p>	<p>ADMINISTRATION OFFICE</p> <p>What is the <i>Administration Officer's</i> name?</p> <p>Who else works in <i>Administration</i>?</p> <p><i>Sticker</i></p>
<p>TRAINING OFFICE</p> <p>What is the <i>Training Officer's</i> name?</p> <p>Who else works in <i>Training</i>?</p> <p><i>Sticker</i></p>	<p>SUPPLY OFFICE</p> <p>What is the <i>Supply Officer's</i> name?</p> <p>Who else works in <i>Supply</i>?</p> <p><i>Sticker</i></p>
<p>OUT OF BOUNDS AREAS</p> <p>Which areas are out of bounds to cadets?</p> <p><i>Sticker</i></p>	



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-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 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