



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

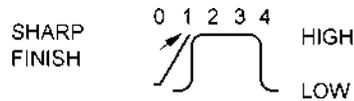


Demonstrate the General Call, Carry On and the Still.

Have extra boatswain calls available for the cadets to use.

TYPES OF PIPES

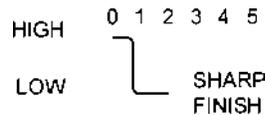
The General Call is broken into two sections, separated by a very short pause in sound. The General Call begins with a quick low to high note, combined, lasting approximately one second. After this, a short low note will be followed by a three second high note back to a low note. This pipe will last a total of four seconds.



Royal Canadian Sea Cadets Manual Volume 2, 1983

Figure 1 General Call Notes

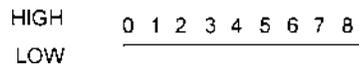
The Carry On consists of half a second high note followed by a two second low note.



Royal Canadian Sea Cadets Manual Volume 2, 1983

Figure 2 Carry On Notes

The Still consists of an eight second high note. Although this call is simple it is often difficult to maintain breath for the entire eight seconds.



Royal Canadian Sea Cadets Manual Volume 2, 1983

Figure 3 Still Note

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

I C E F Z V R L O G B O O K D V N R U B D K Y P L
X E C O X S W A I N Z O K U D F H Z U V B T Q Y N
J O U D Q R M P G W S O X A K S Y L Z F U C C G F
U U R J B T N R J A L Y E D Y T P B E L M O V A F
R T K H O C P I G B I V V Y E A O S T I R L K N B
W P S H I P S C O M P A N Y E N V F G B K O T G J
T I L W G A S H C A N H N J O D K V M E D U H W M
L P G P A P I P E D O W N E P E A Q K R V R J A T
L E Y B W E A E I F O B V E B A I M J T D S X Y H
O S C B O L Y F F C U U T T J S P M N Y C L N N Q
A L Z Y E G W K L Y V L D D Q Y M M O B S V R W N
Y S P D R L Y Y J P M K U F F S N G B O T W P S H
E C O V P D A H P N T H T G G R D G W A A B R H W
A R R F X K W Y R N P E Y J U R F T L T R P C I U
Y A T X F T G N O X Q A W X S R R L F S B I E P A
E N R A D L T H Q H Z D A T N X H A V R O P I S J
R L I L I S R E A U Y Z T W Y Y Y O J B A S U O O
Z O I D O U P A M G U B C A I E W W Z C R D W F Q
W C P I J N I D D R U Q H K L B V Y O G D I A F D
P K A F C S P S V E N P Z L L B C X V V S S F I D
L E E W R E E J Y D C F A Y D L C O B V V M C C Q
N R A K U T U D F E S G O M F A F V A R E O Y E T
J W E T Z P M O J C N G C I S B F F S R O K S L Q
S E C U R E J P Z K Y X Q B J H W S T U I W G L F
H O W F H K W I E Q V M X O A X F U E Z Q O Y I D

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

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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.



<http://www.shoplet.com/office/limages/CSET8497.JPG>

Figure 1 The 24-Hour Clock



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



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, "Delta" and "Echo" 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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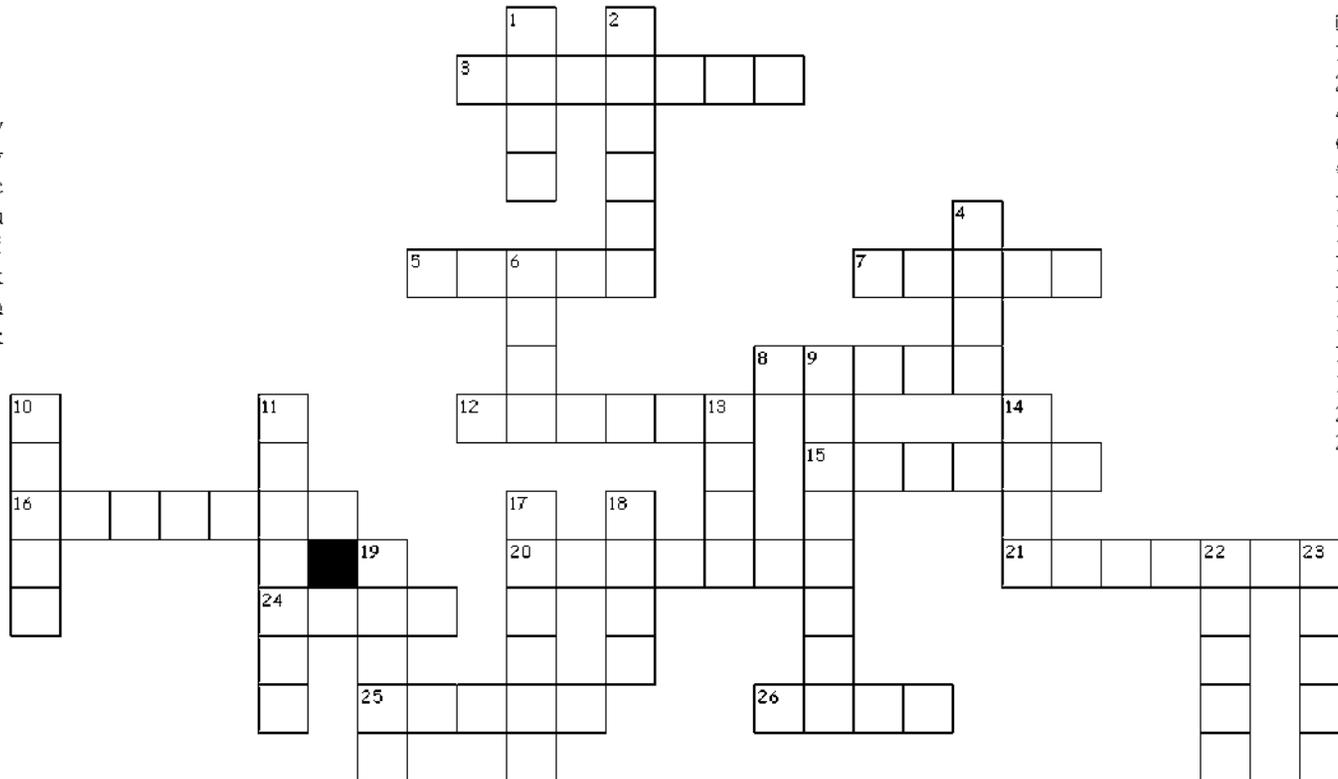
PHONETIC ALPHABET CROSSWORD PUZZLE

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

<p>Y</p>	<p>Yankee</p>
<p>Z</p>	<p>Zulu</p>

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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.



www.seacadetsignals.org.uk/Googie%20and%20Spud/Anim%20Sem%20Lets/Attn300.gif

Figure 1 Cadet with Flags

ACTIVITY – CREATE SEMAPHORE FLAGS

Time: 30 min

OBJECTIVE

To 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.

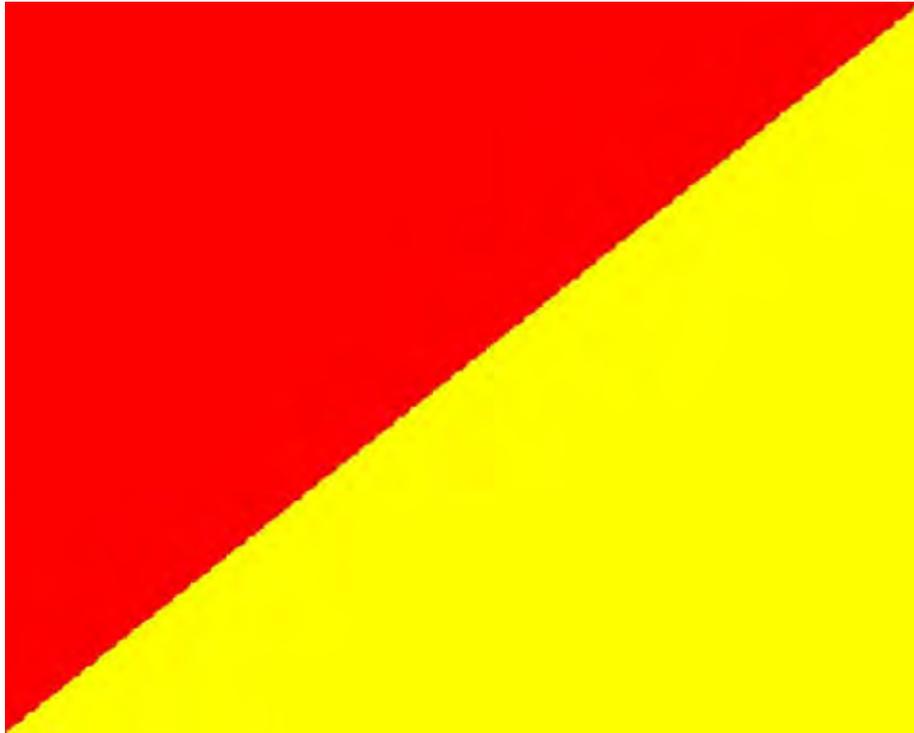
REFERENCES

A1-008 A-CR-CCP-004/PT-001 CCP-1004 D 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.

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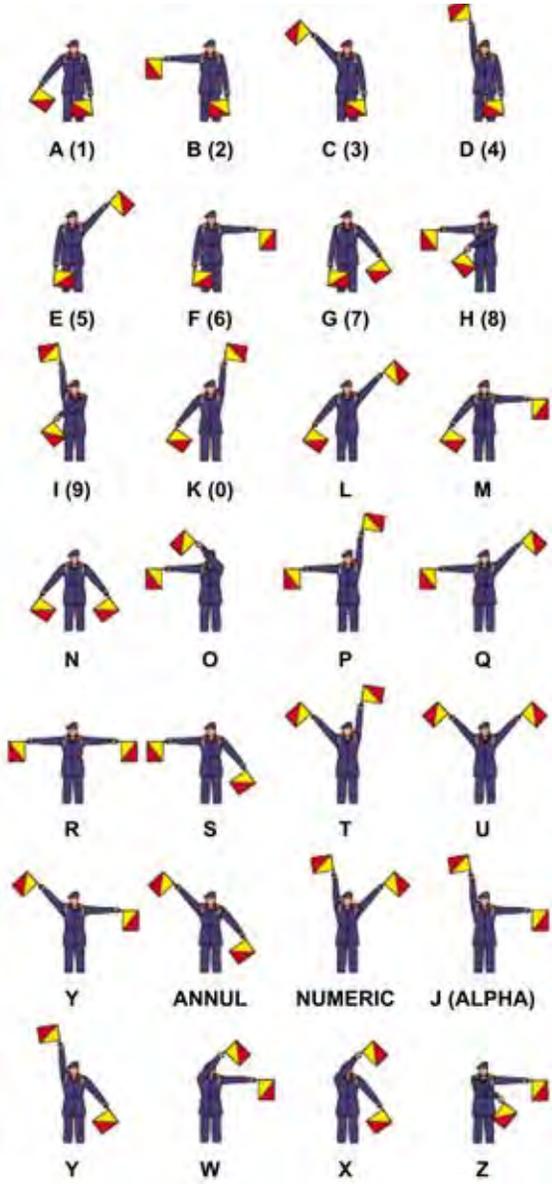
PHONETIC ALPHABET CARDS



<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.



www.vac-acc.gc.ca/content/feature/week99/stlawrence/Images/1109_3.jpg

Figure 1 Ship's Bell

DEMONSTRATE HOW TO RING THE SHIP'S BELL

The bell is rung with two strokes of the clapper in quick succession, followed by a one second pause between rings. For example, five bells will sound “ding-ding”, pause, “ding-ding”, pause, “ding”. This is done to make it easier to count the number.

On the hour, the bells are rung in even numbers; on the half hour the bells are rung in odd numbers as follows:

- eight bells at 0800,
- one bell at 0830,
- two bells at 0900,
- three bells at 0930,
- four bells at 1000,
- five bells at 1030,
- six bells at 1100,
- seven bells at 1130, and
- eight bells at 1200 at which point the cycle repeats itself.



When demonstrating how to ring the bell for various times during the day, announce what time you are demonstrating. This will reinforce the purpose that the bell serves.

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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