



ROYAL CANADIAN SEA CADETS
PHASE TWO
INSTRUCTIONAL GUIDE



SECTION 1

EO M207.01 – IDENTIFY PHASE TWO TRAINING OPPORTUNITIES

Total Time: 30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

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

Review the lesson content and become familiar with the material prior to delivering the lesson. Set up stations around the classroom with information from each PO. Place the PO name and number at each of the various stations.

Photocopy the handout located at Annex A for each cadet. Photocopy Annexes B, C and D.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

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

An interactive lecture was chosen for TP2 to introduce Phase Two training to the cadets and to generate interest in the topics.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify the training they will receive in Phase Two.

IMPORTANCE

It is important for cadets to know what training will be conducted during Phase Two to give them an overview of what the training year will entail. This lesson will prepare the cadets for the training year and help generate interest in the topics.

Teaching Point 1**Identify Phase Two Mandatory Training**

Time: 15 min

Method: In-Class Activity

OVERVIEW

The training program is broken into Performance Objectives (POs), which are the overall subjects, and Enabling Objectives (EOs), which are the topics within each PO. Training is conducted as mandatory and complementary components.

MANDATORY TRAINING

Mandatory training encompasses the EOs that all corps must complete throughout the training year.

ACTIVITY**OBJECTIVE**

The objective of this activity is for the cadets to participate in a gallery walk of information for each PO.

RESOURCES

Resources will be in accordance with each PO as listed below.

ACTIVITY LAYOUT

Classroom will be set up with a station for each PO with information, pictures, videos, and other training aids at each station that will exemplify what the cadet will learn in each PO.

PO 201 – Citizenship

Citizenship provides the cadets an opportunity to identify the role of an environmentally conscious Canadian citizen. The cadets will identify the rights and responsibilities of a Canadian citizen and the Government of Canada's code of environmental stewardship.



Examples of information/training aids that could be set up at this station include:

- Pollution Prevention Activity Poster;
- a poster of the rights and responsibilities of Canadian citizens;
- posters of various symbols of Canada (Royal Arms of Canada, National Flag, etc.);
- a poster of the Code of Environmental Stewardship;
- a spill kit; and
- pictures from various citizenship activities in which the corps has participated.

Notes:

1. Pollution Prevention Activity Posters can be ordered by contacting Lori.Fryzuk@ec.gc.ca
2. Posters of various symbols of Canada (The Proclamation of the National Flag of Canada, The Declaration of National Flag of Canada Day, The Royal Arms of Canada, and a poster of the National Flag of Canada) can be ordered by calling 1-866-811-0055.
3. If posters cannot be obtained, samples are located at Annex C.

PO 202 – Community Service

Community Service provides the cadets an opportunity to perform community service. The community service should provide a direct benefit to the community and promote good citizenship.



Examples of information/training aids that could be set up at this station include:

- pictures from various community service activities in which the corps has participated; and
- Cadets Caring for Canada posters (if available).

PO 203 – Leadership

Leadership provides the cadets an opportunity to demonstrate leadership attributes within a peer setting by positively contributing to a group, displaying a positive attitude toward learning, and being accountable for personal actions and choices.



Examples of information/training aids that could be set up at this station include:

- pictures of various famous leaders;
- leadership quotes; and
- pictures of cadets from the corps participating in leadership activities/taskings.

PO 204 – Personal Fitness and Healthy Living

Personal Fitness and Healthy Living provides the cadets an opportunity to update their personal physical activity plans (from Phase One) for the training year. Cadets will participate in the Progressive Aerobic Cardiovascular

Endurance Run (PACER) and will set new short-term and long-term goals for the training year. This PO gives the cadets some of the tools required to make more informed choices in order to follow a healthy lifestyle. This is important as physical fitness is one of the aims of the Cadet Program.

	<p>Examples of information/training aids that could be set up at this station include:</p> <ul style="list-style-type: none">• target heart rate charts;• a CD/cassette player with the audio recording of the <i>PACER</i> beeps playing; and• copies of the <i>PACER</i> Individual Score Sheet.
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PO 205 – Recreational Sports

Recreational Sports provides the cadets an opportunity to participate in organized recreational team sports. This is important as physical fitness is one of the aims of the Cadet Program.

	<p>Examples of information/training aids that could be set up at this station include:</p> <ul style="list-style-type: none">• soccer ball;• volleyball;• floor hockey ball;• hockey sticks;• Frisbees; and• pictures of cadets at the corps participating in recreational sports.
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PO 206 – Air Rifle Marksmanship

Air Rifle Marksmanship provides the cadets an opportunity to participate in recreational marksmanship activities.

	<p>A miniature range could be set up at this station, to include:</p> <ul style="list-style-type: none">• a mat;• a cadet air rifle;• sample targets;• a scope;• a sling; and• safety goggles/glasses.
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PO 207 – General Cadet Knowledge

General Cadet Knowledge provides the cadets with the information required to serve as a member of a Sea Cadet corps. Cadets will identify the training opportunities available in Phase Two, recognize historical aspects related to Sea Cadets, recognize the role of the local sponsor, and identify year two summer training opportunities.



Examples of information/training aids that could be set up at this station include:

- a poster of the history of Sea Cadets (sample located at Annex D); and
- information sheets/poster on year two summer training opportunities.

PO 208 – Drill

Drill provides the cadets an opportunity to execute drill as a member of a squad. The cadets will execute left and right turns on the march, form single file from the halt as a squad in threes, and form single file from the halt as a squad in line.



Examples of information/training aids that could be set up at this station include:

- a copy of the A-PD-201-000/PT-000, *Canadian Forces Manual of Drill and Ceremonial*;
- pictures of the cadets in the corps participating in drill; and
- a video of cadets participating in drill.

PO 220 – Canadian Navy and Maritime Community

Canadian Navy and Maritime Community provides the cadets an opportunity to recognize historical aspects of the Canadian Navy and maritime community. The cadets will identify ship's traditions, the historical role of the CF in international events, naval/maritime historical sites and their significance, and will participate in a naval commemorative event/discussion/presentation.



Examples of information/training aids that could be set up at this station include:

- pictures of the corps participating in a Battle of the Atlantic parade/ceremony;
- pictures of various HMC ships;
- pictures/posters of various naval/maritime historical sites;
- pictures/video of a sunset ceremony/Ceremony of the Flags;
- pictures of HMC ship mascots; and
- pictures/video of a HMC ship christening/launching ceremony.

PO 221 – Ropework

Ropework provides the cadets an opportunity to rig tackles. The cadets will use a strop for slinging, mouse a hook, reeve blocks and rig tackles.



Examples of information/training aids that could be set up at this station include:

- a knot board;
- hooks;
- a moused hook;
- a single block;
- a double block;
- line; and
- rigged tackles (single whip, double whip, luff, and two-fold purchase).

PO 223 – Ships Operations

Ships Operations will provide the cadets an opportunity to learn to serve in a naval environment. The cadets will define naval terminology, stand watch, and make pipes using the boatswain's call.



Examples of information/training aids that could be set up at this station include:

- a ship's bell;
- a poster of naval terms;
- a poster of the watch system;
- a boatswain's call; and
- audio samples of the boatswain's calls found at http://www.navy.forces.gc.ca/cms_youth/youth_articles_e.asp?id=500

PO 224 – Sailing

Sailing provides the cadets an opportunity to participate in a sailing weekend in accordance with the Canadian Yachting Association (CYA) White Sail Level I.



Examples of information/training aids that could be set up at this station include:

- pictures/videos of cadets sailing;
- various clothing items to be worn while sailing; and
- a model sailboat.

ACTIVITY INSTRUCTIONS

Explain that cadets will have approximately 10 minutes to walk around the classroom, visiting each station.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2**Identify Phase Two Complementary Training Opportunities**

Time: 5 min

Method: Interactive Lecture

Complementary training provides corps staff with a variety of EOs they can choose to instruct. These lessons are used to complement the mandatory training that must be conducted.

PO 201 – Citizenship

Complementary training for Citizenship provides the cadets an opportunity to participate in a discussion on local, provincial, and national environmental issues; tour a local municipal, provincial, or national political institution; tour a local municipal, provincial, or national environmental facility; participate in a presentation given by an environmental guest speaker; and participate in a presentation given by a government representative.

PO 202 – Community Service

Complementary training for Community Service provides the cadets an opportunity to participate in a ceremonial parade and an additional opportunity to perform community service.

PO 203 – Leadership

Complementary training for Leadership provides the cadets an opportunity to record entries in a reflective journal, demonstrate problem solving, participate in team-building activities, discuss characteristics of a leader, and participate in a presentation by a leader.

PO 204 – Personal Fitness and Healthy Living

Complementary training for Personal Fitness and Healthy Living provides the cadets an opportunity to perform the PACER at the mid-point of the training year and to develop a personal nutrition plan.

PO 205 – Recreational Sports

Complementary training for Recreational Sports provides the cadets an opportunity to participate in an organized sports tabloid, participate in an organized intramural sports event, and participate in an orienteering event.

PO 206 – Air Rifle Marksmanship

Complementary training for Air Rifle Marksmanship provides the cadets an opportunity to practice holding techniques, to practice aiming techniques, and to practice firing techniques.

PO 207 – General Cadet Knowledge

Complementary training for General Cadet Knowledge provides the cadets an opportunity to identify the rank structures of the Royal Canadian Air and Army cadets and to visit a local cadet corps or squadron.

PO 208 – Drill

Complementary training for Drill provides the cadets an opportunity to practice ceremonial drill as a review and to execute drill with arms.

PO 211 – Biathlon

Complementary training for Biathlon provides the cadets an opportunity to identify civilian biathlon opportunities, further running and biathlon-specific marksmanship skills, and participate in a competitive biathlon activity.

PO 220 – Canadian Navy and Maritime Community

Complementary training for Canadian Navy and Maritime Community provides the cadets an opportunity to recognize the role of the CF in historical international events, Canada's role in The Battle of the Atlantic, World War II naval activities, and naval/maritime historical sites and their significance.

PO 221 – Ropework

Complementary training for Ropework provides the cadets an opportunity to make a back splice, an eye splice, and a long splice.

PO 223 – Ship's Operations

Complementary training for Ship's Operations provides the cadets an opportunity to define additional naval terminology, pipe the side, and identify ship's safety equipment.

PO 225 – Nautical Training

Complementary training for Nautical Training offers two options that provide the cadets an opportunity to:

- perform duties related to the operation of a small craft/vessel; or
- participate in a nautical activity that will reinforce mandatory and/or complementary training, allow cadets to participate in naval aspects of the CF or maritime community/industry, and provide a hands-on opportunity that introduces new skills/knowledge.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. As part of the Citizenship PO, what are the EOs (topics) that may be taught?
- Q2. What EOs are encompassed under complementary training for Personal Fitness and Healthy Living?
- Q3. In Air Rifle Marksmanship, what EOs may be taught?

ANTICIPATED ANSWERS

- A1. Complementary EOs for Citizenship include:
- Participate in a Discussion on Local, Provincial, and National Environmental Issues;
 - Tour a Local Municipal, Provincial, or National Political Institution;
 - Tour a Local Municipal, Provincial, or National Environmental Facility;
 - Participate in a Presentation Given by an Environmental Guest Speaker; and
 - Participate in a Presentation Given by a Government Representative.

A2. Complementary EOs for Personal Fitness and Healthy Living include:

- Perform the PACER; and
- Develop a Personal Nutrition Plan.

A3. Complementary EOs for Air Rifle Marksmanship include:

- Practice Holding Techniques;
- Practice Aiming Techniques; and
- Practice Firing Techniques.

Teaching Point 3

Conduct an Activity on Phase Two Training Opportunities

Time: 5 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to familiarize the cadets with the POs conducted in Phase Two training.

RESOURCES

- Labels of POs located at Annex B.
- Labels of PO statements located at Annex B.
- Tape.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

- Place the labels face down on desks throughout the classroom.
- Have a cadet stand up and read out their label.
- The cadet who thinks they have the corresponding PO or PO statement should stand up.
- The remainder of the cadets will confirm if it is correct.
- Corresponding POs and PO statements will be taped to a flipchart/whiteboard/wall.
- Continue until all POs are complete.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 3

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

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Being aware of the topics to be covered during Phase Two training will help generate interest in the training year. Being aware of the opportunities available throughout the training year may help motivate you in your specific areas of interest.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

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

A0-045 Cadets Canada. (2007). *About Cadets-History*. Retrieved 19 February 2007, from http://www.cadets.ca/about-nous/histo_e.asp.

C0-013 Canadian Heritage. *Ceremonial and Canadian Symbol Promotion*. (2007). Retrieved 4 May 2007, from http://www.canadianheritage.gc.ca/progs/cpsc-ccsp/sc-cs/index_e.cfm.

C0-081 Citizenship and Immigration Canada. (ND). *Rights and Responsibilities of Canadian Citizenship*. Retrieved 4 April 2007, from <http://cic.gc.ca/English/citizen/rights-fs.html>.

PHASE TWO POs AND EOs

PO 201 – Citizenship	
Identify the Role of an Environmentally Conscious Canadian Citizen	
M201.01	Discuss the Rights and Responsibilities of a Canadian Citizen
M201.02	Identify the Role of an Environmentally Conscious Canadian Citizen
C201.01	Discuss National Environmental Issues Relative to Canada
C201.02	Tour a Local Municipal, Provincial, or National Political Institution
C201.03	Tour a Local, Municipal, Provincial, or National Environmental Facility
C201.04	Participate in a Presentation Given by an Environmental Guest Speaker
C201.05	Participate in a Presentation Given by a Government Representative
PO 202 – Community Service	
Perform Community Service	
M202.01	Perform Community Service
C102.01	Participate in a Ceremonial Parade
C102.02	Perform Community Service
PO 203 – Leadership	
Demonstrate Leadership Attributes Within a Peer Setting	
M203.01	Discuss Leadership Within a Peer Setting
M203.02	Discuss the Principles of Leadership
M203.03	Discuss Effective Communication in a Peer Setting
M203.04	Demonstrate Positive Group Dynamics
M203.05	Discuss Influence Behaviours
M203.06	Employ Problem Solving
M203.07	Discuss Personal Integrity as a Quality of Leadership
M203.08	Participate in Team-building Activities
C203.01	Record Entries in a Reflective Journal
C203.02	Employ Problem Solving
C203.03	Discuss Characteristics of a Leader
C203.04	Participate in a Presentation Given by a Leader

C203.05	Participate in Trust-building Activities
C203.06	Participate in Problem-solving Activities
PO 204 – Personal Fitness and Healthy Living Update Personal Activity Plan	
M204.01	Perform the PACER
M204.02	Identify Healthy Food Choices
M204.03	Identify Benefits of a Healthy Lifestyle
M204.04	Update Personal Activity Plan
M204.05	Perform the PACER
C204.01	Perform the PACER
C204.02	Develop a Personal Nutrition Plan
PO 205 – Recreational Sports Participate in Recreational Sports	
M205.01	Participate in Organized Recreational Team Sports
C105.01	Participate in a Sports Tabloid
C105.02	Participate in an Organized Intra-mural Sports Event
C105.03	Participate in an Orienteering Event
PO 206 – Air Rifle Marksmanship Participate in Recreational Air Rifle Marksmanship	
M206.01	Participate in Recreational Air Rifle Marksmanship
C206.01	Practice Holding Techniques
C206.02	Practice Aiming Techniques
C206.03	Practice Firing Techniques
PO 207 – General Cadet Knowledge Serve in a Sea Cadet Corps	
M207.01	Identify Phase Two Training Opportunities
M207.02	Recognize Historical Aspects of the RCSC
M207.03	Recognize the Role and Responsibilities of the Local Sponsor
M207.04	Identify Year Two CSTC Training Opportunities

C207.01	Identify the Rank Structure of the Royal Canadian Army and Air Cadets
C207.02	Visit a Local Cadet Corps or Squadron
C207.03	Describe the Affiliated Unit
C207.04	Participate in a Tour of the Affiliated Unit
PO 208 – Drill Execute Drill as a Member of a Squad	
M208.01	Execute Left and Right Turns on the March
M208.02	Form Single File from the Halt
C208.01	Practice Ceremonial Drill as a Review
C208.02	Execute Drill With Arms
PO 211 – Summer Biathlon Participate in Competitive Summer Biathlon Activities	
C211.01	Identify Civilian Biathlon Opportunities
C211.02	Run on Alternating Terrain
C211.03	Fire the Cadet Air Rifle Using a Sling Following Physical Activity
C211.04	Participate in a Competitive Summer Biathlon Activity
PO 220– Canadian Navy and Maritime Community Recognize Historical Aspects of the Canadian Navy and Maritime Community	
M220.01	Recognize the Role of the Canadian Forces (CF) in Historical International Events
M220.02	Recognize Naval/Maritime Historical Sites and Significance
M220.03	Recognize Naval Ship’s Traditions
M220.04	Participate in a Discussion/Presentation on a Naval Commemorative Event
C220.01	Recognize the Role of the Merchant Navy
C220.02	Recognize Canada’s Role in the Battle of the Atlantic
C220.03	Recognize WWII Naval Activities
PO 221 – Ropework Rig Tackles	
M221.01	Sling a Strop
M221.02	Mouse a Hook

M221.03	Reeve Blocks
M221.04	Identify Components of Tackles
M221.05	Rig Tackles
C221.01	Make a Back Splice
C221.02	Make an Eye Splice
C221.03	Make a Long Splice
PO 223 – Ship’s Operations Serve in a Naval Environment	
M223.01	Define Ship-related Terms
M223.02	Stand Watch
M223.03	Execute Notes Using the Boatswain’s Call
M223.04	Pipe the General Call
M223.05	Pipe the Still
M223.06	Pipe the Carry On
M223.07	Berth a Ship
C223.01	Define Naval Terminology
C223.02	Pipe the Side
C223.03	Identify Ship’s Safety Equipment
PO 224 – Sailing Sail a Sailboat in Accordance With Canadian Yachting Association (CYA) White Sail Level One	
M224.01	Participate in a Discussion on a Sail Weekend’s Structure
M224.02	Prepare for Sail Training
M224.03	Rig a Sailboat
M224.04	Sail a Sailboat
M224.05	De-rig a Sailboat
PO 225 – Nautical Training Participate in a Nautical Training Weekend	
C225.01	Participate in a Discussion on a Nautical Training Weekend

C225.02A	Perform Small Craft/Vessel Duties While Underway
C225.02B	Participate in a Nautical Activity

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LABELS OF POs

PO 201 Citizenship	PO 206 Air Rifle Marksmanship	PO 221 Ropework
PO 202 Community Service	PO 207 General Cadet Knowledge	PO 223 Ship's Operations
PO 203 Leadership	PO 208 Drill	PO 224 Sail a Sailboat
PO 204 Personal Fitness and Healthy Living	PO 220 Canadian Navy and Maritime Community	PO 225 Nautical Training
PO 205 Recreational Sports	PO 211 Summer Biathlon	

Identify the Role of an Environmentally Conscious Canadian Citizen	Participate in Recreational Air Rifle Marksmanship	Rig Tackles
Perform Community Service	Serve in a Sea Cadet Corps	Serve in a Naval Environment
Demonstrate Leadership Attributes Within a Peer Setting	Execute Drill as a Member of a Squad	Sail a Sailboat IAW CYA White Sail Level One
Update Personal Activity Plan	Recognize Historical Aspects of the Canadian Navy and Maritime Community	Participate in a Nautical Training Weekend
Participate in Recreational Sports	Participate in Competitive Summer Biathlon Activities	

POSTERS OF VARIOUS SYMBOLS OF CANADA

CANADIAN CITIZENSHIP

RIGHTS AND FREEDOMS	RESPONSIBILITIES
Legal Rights	Understand and Obey Canada's Laws
Equality Rights	Express Opinions Freely While Respecting the Rights and Freedoms of Others
Mobility Rights	Help Others in the Community
Aboriginal Peoples' Rights	Care for and Protect our Heritage and Environment
Freedom of Thought	Eliminate Discrimination and Injustice
Freedom of Speech	Vote in Elections (municipal, provincial and federal)
Freedom of Religion	Support Canada's Ideals in Building the Country
The Right to Peaceful Assembly	
The Right to Legal Rights	
The Right to Apply for a Passport	
The Right to Run in Elections	
The Right to Vote in Elections	

THE ROYAL ARMS OF CANADA



Figure C-1 The Royal Arms of Canada

*Canadian Heritage – Ceremonial and Canadian Symbols and Promotion. Retrieved
4 April 2007, from http://www.pch.gc.ca/progs/cpsc-ccsp/sc-cs/arm2_e.cfm*

THE NATIONAL FLAG



Figure C-2 The National Flag

*Canadian Heritage – Ceremonial and Canadian Symbols and Promotion.
Retrieved 4 April 2007, from http://www.pch.gc.ca/progs/cpsc-ccsp/sc-cs/dfl_e.cfm*

CODE OF ENVIRONMENTAL STEWARDSHIP

The Government of Canada fully supports the principle of sustainable development.

To reflect this commitment in all aspects of its operation and activities, from facilities and real property management to procurement and waste management, the Government commits:

- to integrate environmental concerns with operational, financial, safety, health, economic development, and other relevant concerns in decision-making;
- to meet or exceed the letter and spirit of federal environmental laws and, where appropriate, to be compatible with provincial and international standards;
- to improve the level of awareness throughout the public service of the environmental and health benefits and risks of operational decisions, and to encourage and recognize employee actions;
- to apply environmentally responsible management practices to hazardous substances used in operations, including biological products, specifically with regard to the acquisition, handling, storage, safety in use, transportation, and disposal of such substances;
- to ensure that environmental considerations are integrated into government purchasing policies and practices; and
- to seek cost-effective ways of reducing the input of raw materials, toxic substances, energy, water and other resources, and of reducing the generation of waste and noise.

HISTORY OF THE ROYAL CANADIAN SEA CADETS

HISTORY OF THE ROYAL CANADIAN SEA CADETS

- Drill Associations were formed in 1862. Associations for Drill in Educational Institutions were formed in 1879 for young men over 14 years of age, which differentiated between youth and adults.
- The Navy League of Canada was founded in 1895 to support the lobby to create the Canadian Navy.
- In 1908, the first cadre of commissioned officers, the Corps of School Cadet Instructors was trained and paid by the Department of Militia and Defence to conduct drill and physical training in participating schools. This cadre was disbanded in 1921 during a period of reorganization, but reappeared on 1 June 1921 as the Cadet Services of Canada, which was the forerunner of the current Cadet Instructor Cadre.
- The first Canadian Boy's Naval Brigade was formed in 1917.
- Boy's Naval Brigade was changed to Sea Cadet Corps in 1923.
- During WW II, the Royal Canadian Navy (RCN) began its partnership with the Navy League of Canada in sponsoring Sea Cadets and the officers were taken on the payroll of the RCN.
- In 1942, His Admiral, King George VI, added the term "Royal" to the Cadet Program creating Royal Canadian Sea Cadets.
- Following the unification of the Canadian Forces (CF) in 1968, a directorate of cadets was established in Ottawa to set policy and coordinate activities between the three elements of the Cadet Program, and Sea Cadet officers became commissioned members of the CF.
- On 30 July 1975, parliament amended the relevant legislation by changing the word boys to persons, therefore permitting girls to become members in the Canadian Cadet Movement (CCM).

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ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE



SECTION 2

EO M207.02 – RECOGNIZE HISTORICAL ASPECTS OF THE ROYAL CANADIAN SEA CADETS (RCSC)

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

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

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

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

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 and TP2 to introduce the cadets to historical aspects of the RCSC.

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

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to recognize historical aspects of the RCSC.

IMPORTANCE

It is important for cadets to learn about the creation of the Sea Cadet movement and how it evolved over time. This can help cadets understand the rich history of the Cadet Program, the important role it served, and how it became the organization it is today.

Teaching Point 1**Introduce Significant Events in the Sea Cadet Program**

Time: 10 min

Method: Interactive Lecture

DRILL ASSOCIATIONS

Drill associations were first formed in 1862 and were created due to the American Civil War and the threat of the Fenian Raids. These were the first early cadet units which mark the beginning of the Canadian Cadet Movement (CCM). At this time, members ranged from 13 to 60 years of age. It was not until 1879 that a distinction came between youth and adults, when authorization was given to form Associations for Drill in Educational Institutions. Within these newly formed institutions, young males over the age of 14 could participate but could not be employed in active service.



Fenianism was the name given to the Irish Republican Brotherhood (IRB). The IRB was formed in Ireland in 1858 to create a free and independent Ireland. There were many members living throughout North America and there was some movement towards attaining land within Canada along the St. Lawrence River.

FORMATION OF THE NAVY LEAGUE OF CANADA (NLC)

The NLC was founded in 1895 to support the lobby to create the Canadian Navy as a separate entity from the Royal Navy. It was in 1917 that the first Canadian Boys' Naval Brigade was formed.

OFFICER CADRE

In 1908, the Department of Militia and Defence began training and paying a cadre of commissioned officers to conduct drill and physical training in participating schools. This corps of School Cadet Instructors (militia) was in force until 1921, when they disbanded for a short time during a period of reorganization. On 1 June 1921, this group re-emerged as the Cadet Services of Canada, as a component of the Canadian Army. This group was the beginning of what is presently known as the Cadet Instructor Cadre.

IMPACT OF WW I

Several thousand former Sea Cadets served in His Majesty's forces during WW I.

For 20 years following WW I, cadet training came to a standstill. The Depression and the lack of public interest during this time was hard but many corps' did manage to survive.

IMPACT OF WW II

The beginning of WW II regenerated an interest in cadet training and many high schools formed cadet corps. During the war, the Royal Canadian Navy (RCN) began its partnership with the NLC in sponsoring Sea Cadets. At this time, officers were taken onto the payroll of the RCN.

After WW II, quotas were imposed which reduced Canada's total cadet force (sea, Army, and air combined) to approximately 75 000 members.

ADDITION OF THE TITLE “ROYAL”

The title “Royal” was added to the Cadet Program at the end of WW II, in 1942, by His Majesty King George VI, upon his agreement to become the Admiral. This term was added to the sea, Army, and Air Cadets in recognition of the significant contributions former cadets had made to the war effort.



It is estimated that nearly 230 000 former sea, Army, and Air Cadets served in His Majesty’s forces during WW II.

UNIFICATION OF THE CF



Unification of the CF occurred on 1 February 1968, when the Canadian government merged the Canadian Army, the Royal Canadian Navy (RCN), and the Royal Canadian Air Force (RCAF).

Changes that occurred after unification of the CF included:

- Sea Cadets came under the control of the CF in order to standardize the three elements in the cadet organization;
- a directorate of cadets was established in Ottawa to set policy and to coordinate the activities of the three elements;
- Sea Cadet officers became commissioned members of the CF; and
- the Cadet Services of Canada was superseded by the Cadet Instructor List, presently known as the Cadet Instructor Cadre.

INCLUSION OF FEMALES IN THE CADET PROGRAM

In 1882 the Highland Cadet Corps opened at the Guelph Grammar School in Ontario. Shortly after this, a female cadet company called the Daughters of the Regiment was started. This was the unofficial start of females within the cadet organization.

During and after WW II, females began to unofficially parade regularly at cadet corps. However, the females were not official members and could not be lawfully trained, kitted, fed, transported, or sent to attend summer camp.

Females were also members of Navy League Wrenette Corps from 1950 until they were allowed to become authorized members of Sea Cadet corps.

It was not until 30 July 1975, when parliament amended the relevant legislation, by changing the word boys to persons, that females were permitted to become members of the Royal Canadian Sea, Army, and Air Cadets.



Although females could become members of Sea Cadets as of 1975, the last Navy League Wrenette Corps did not close until 1997.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What was the name of the organization that formed the basis for cadets?
- Q2. How was the term “Royal” added to the Cadet Program? Why?
- Q3. What year were females officially included in the Cadet Program?

ANTICIPATED ANSWERS

- A1. Drill Associations.
- A2. At the end of WW II, in 1942, His Majesty King George VI, agreed to become the Admiral, and added the term “Royal” to the Cadet Program in recognition of the significant contributions former cadets had made to the war effort.
- A3. 1975.

Teaching Point 2

Introduce Significant Dates in the Navy League of Canada

Time: 10 min

Method: Interactive Lecture

FORMATION AND EARLY DAYS

The NLC was formed due to a concern for the Royal Navy’s adequacy to defend the widely separated components of the British Empire. It began with a society in Britain that had a primary aim of ensuring an adequate naval defence. The first Canadian Branch of the NLC was formed in 1895 to fulfill the same role. Its role in the early years, was to support, informally, a youth training program aimed at encouraging young men to pursue a seafaring career and to provide basic training in citizenship and seamanship.

The NLC’s continued efforts in support of improved naval defence, played a role when the government of Canada was formulating their naval policy and establishing the Canadian Naval Service, the forerunner of the Canadian Navy, which was established in 1910.

IMPACT OF WW I

During WW I, the NLC had a commitment to recruit personnel for the Navy and the Merchant Navy. There was also a commitment to operate hostels for seafaring personnel, to provide welfare services to the dependents of seamen, and at the end of the war, to rehabilitate naval veterans.

After the end of the war, the NLC took interest in seeking support for a Canadian flag and the Merchant Marine. They also maintained shore hostel facilities for the benefit of seafaring personnel. In 1923, the Royal Canadian Naval Volunteer Reserve was established and many personnel from the Boys’ Naval Brigade assisted in its enrolment. A parallel apprenticeship program was set up with Canadian shipping companies to enrol former cadets in the Merchant Marine.

IMPACT OF WW II

During WW II, the NLC operated 24 hostels in various ports and provided amenities and special clothing supplies for visiting seamen, and those of the RCN and the Canadian Merchant Navy.

FORMATION OF NAVY LEAGUE CADET CORPS

In 1948, the NLC established the Navy League Cadet Corps for young males to enhance their purpose of supporting youth training and promoting knowledge of Maritime Affairs. As the age limit for Sea Cadets at this time was 14 years of age, there was a need felt to offer this training to younger males. This was followed in 1950 with the formation of the Navy League Wrenette Corps for young females.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What year was the NLC formed?
- Q2. What year were Navy League Cadet Corps first established for young males?
- Q3. What year was the Navy League Wrenette Corps first established for young females?

ANTICIPATED ANSWERS

- A1. 1895.
- A2. 1948.
- A3. 1950.

Teaching Point 3

Conduct an Activity on the Historical Aspects of the RCSC

Time: 5 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is for the cadets to recognize historical aspects of the RCSC.

RESOURCES

- Pens/pencils.
- Crossword puzzle located at Annex A.
- Answer key located at Annex B.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

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

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 3

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

END OF LESSON CONFIRMATION

The cadets' completion of the crossword puzzle in TP3 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Recognizing historical aspects of an organization allows us to understand how it came to be and why it exists as it does in the present day. This can help cadets understand the rich history of the sea Cadet Program, the important role it served, and how it became the organization it is today.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A0-045 Cadets Canada. (2007). *About Cadets – History*. Retrieved 19 February 2007, from http://www.cadets.ca/about-nous/histo_e.asp.

C1-097 Navy League of Canada. (2007). *About Us – History*. Retrieved 13 March 2007, from <http://www.navyleague.ca/eng/about/history.asp>.

C1-097 Navy League of Canada. (2007). *About Us – Critical Dates*. Retrieved 13 March 2007, from http://www.navyleague.ca/eng/about/critical_dates.asp.

CROSSWORD PUZZLE

ACROSS

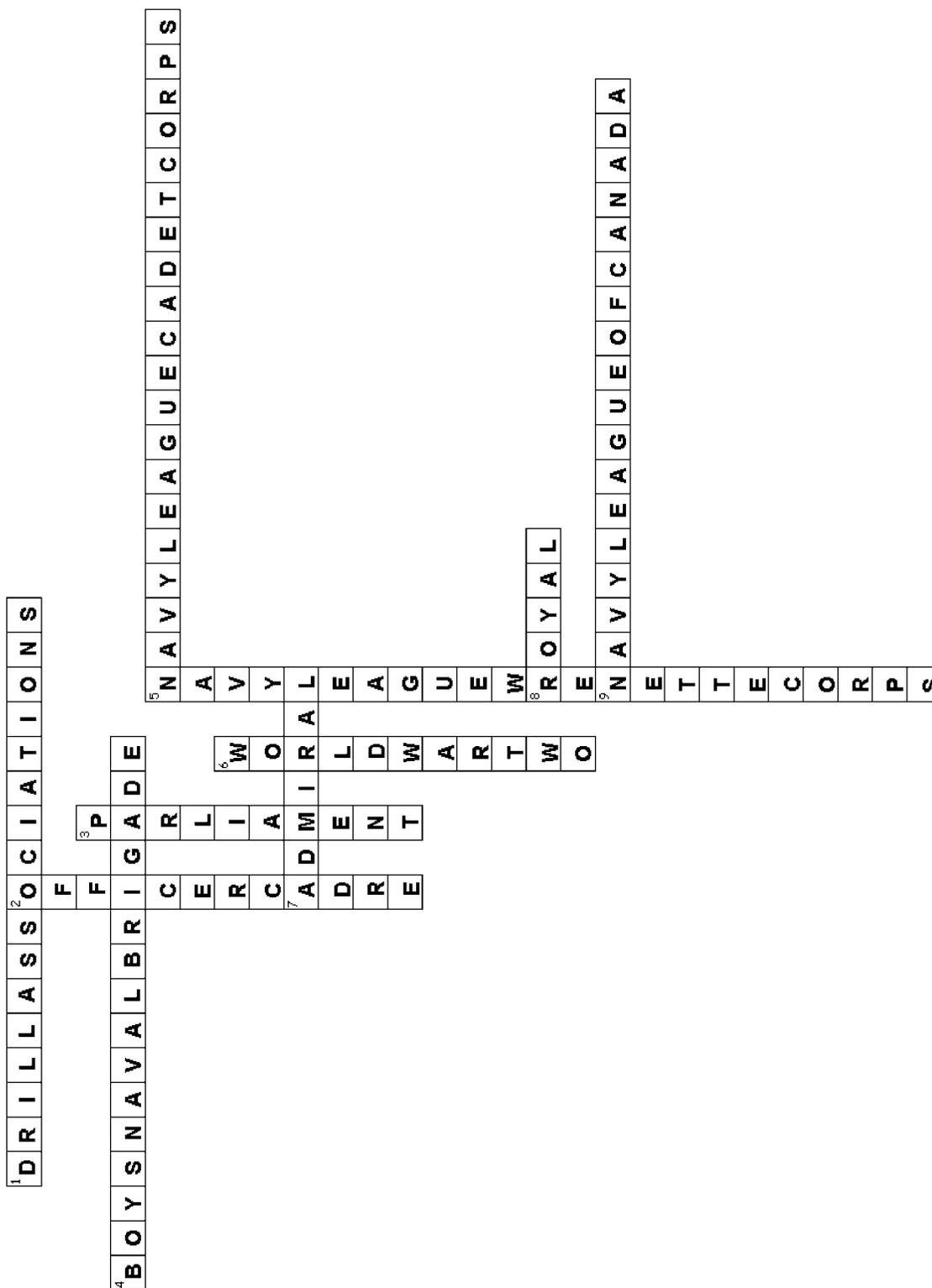
1. What was the first cadet-like group formed in 1862?
4. In 1917, what group was established by the Navy League of Canada?
5. In 1948, what group was formed for young males who were too young to enrol in cadets?
7. King Georges VI became _____ of the cadet program.
8. In 1942, what term did His Majesty King George VI add to the cadet program?
9. In 1895, what group was founded to support the lobby to create the Canadian Navy?

DOWN

2. In 1921, what group was disbanded temporarily to reappear as the Cadet Services of Canada?
3. In 1975, what group made an amendment Allowing females to join the cadet program?
5. In 1950, what group formed for female youth?
6. During which World War were sea cadet officers taken onto the Royal Canadian Navy's payroll?

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ANSWER KEY



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ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE



SECTION 3

EO M207.03 – RECOGNIZE THE ROLE AND RESPONSIBILITIES OF THE LOCAL SPONSOR

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

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

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

Contact members of the local sponsor and invite them to participate in this EO.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for this lesson to orient the cadets to the role and responsibilities of the local sponsor and to present basic material about the corps' local sponsor.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to recognize the role and responsibilities of the local sponsor.

IMPORTANCE

It is important for cadets to recognize the role and responsibilities of the local sponsor as the Navy League of Canada (NLC) is partnered with the Department of National Defence (DND) in sponsoring the sea Cadet Program. The cadets should be aware of the part the NLC plays in this partnership.

Teaching Point 1**Define Sponsor and Sponsoring Committee/Branch**

Time: 5 min

Method: Interactive Lecture

SPONSOR

In respect of a cadet corps, a sponsor is the organization or persons accepted by or on behalf of the Chief of Defence Staff (CDS) to undertake jointly with the Canadian Forces (CF) and the supervisory sponsor, responsibility for the organization and administration of that cadet corps.

LOCAL BRANCH OF THE NLC

A branch is a working support committee, member of, and supervised by the NLC, established at a cadet corps and which is comprised of persons who are approved, registered, and screened in accordance with NLC policy to complete the functions required to support the corps.

CONFIRMATION OF TEACHING POINT 1**QUESTIONS**

- Q1. What is a sponsor?
- Q2. What is a NLC branch?
- Q3. Members of the NLC branch must follow what guidelines/policies to become members?

ANTICIPATED ANSWERS

- A1. In respect of a cadet corps, a sponsor is the organization or persons accepted by or on behalf of the CDS to undertake jointly with the CF and the supervisory sponsor, responsibility for the organization and administration of that cadet corps.
 - A2. A NLC branch is a working support committee, member of and supervised by the NLC, established at a cadet corps to discharge the functions required to support the corps.
 - A3. Members of the NLC branch must be approved, registered, and screened in accordance with NLC policy.
-

Teaching Point 2**Describe the Local Sponsoring Body**

Time: 10 min

Method: Interactive Lecture

LOCAL BRANCH OF THE NLC

At the provincial and national level, the NLC works cooperatively with DND to provide the necessary structure, guidance, and resources to support each Sea Cadet corps. The NLC acts as the primary sponsor for all Sea Cadet corps in Canada through local branches that are designated to each corps. Every corps must have a local branch in order to operate in accordance with the National Defence Act.

The local branch is comprised of civilian volunteers who have various duties and responsibilities to perform for the corps. The local branch may be made up of parents or a group of individuals from within the same organization, such as a Branch of the Royal Canadian Legion (RCL) or a local Lions Club.



At this point, the corps' local NLC branch should be discussed with the cadets. The cadets should be told who fills the positions of the executive (this would include the President, Vice-President, Treasurer, and Secretary). It is recommended these individuals be invited to the corps for this EO.

The following is a list of the executive committee positions and the basic responsibilities corresponding to these positions:

Branch President. The branch president is the senior NLC official in the branch and is responsible for all activities/functions of the branch. All members of the branch must keep the president informed of their activities and the president in turn must keep the division informed of activities within the branch.

Vice-president. The vice-president assists the president and acts on their behalf in the president's absence.

Secretary. The secretary is responsible for maintaining all of the branch's records and correspondence. During branch and general meetings, the secretary is responsible for recording the minutes.

Treasurer. The treasurer is responsible for maintaining all financial records and transactions. All expenditures should be recorded for purposes of budgeting and financial reporting.

Sea Cadet Chair. The Sea Cadet chair is a position held, in most cases, where a committee sponsors more than one Sea Cadet corps and/or Navy league cadet corps. In this case, the Sea Cadet chair is the primary link between the branch and the corps.

SECONDARY SPONSORS

Some corps have a secondary sponsor that may assist in duties such as fundraising for the corps. Secondary sponsors usually consist of organizations such as, but not limited to: a parents' committee, a RCL, a Lions Club, or a Rotary Club. These organizations may donate funds annually to the corps through the NLC branch.



A parents committee is usually made up of parents of current or former cadets from the corps. These parents join to raise extra funds for the corps' activities.

The RCL is the largest veterans-based community service organization in the country and contributes millions of dollars and voluntary hours to help Canadians, particularly veterans, seniors, and youth.

Lions Clubs are internationally based and are the world's largest service club organization.

A rotary club's main objective is to encourage and foster the ideal of service as a basis of worthy enterprise.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. Who does the NLC work cooperatively with to support all Sea Cadet corps?
- Q2. Who is the primary sponsor for each corps?
- Q3. What is the primary role of the branch president?

ANTICIPATED ANSWERS

- A1. DND.
- A2. The local branch of the NLC.
- A3. The branch president is the senior NLC official in the branch and is responsible for all activities/functions of the branch.

Teaching Point 3

Explain the Role and Responsibilities of the Sponsoring Committee/Branch

Time: 10 min

Method: Interactive Lecture



Discuss the role and responsibilities using corps-specific examples.

ROLE OF THE NLC BRANCH

It is the role of the branch to ensure responsibilities are met in accordance with the Memorandum of Understanding, for the proper and efficient delivery of the Cadet Program within Canada.

RESPONSIBILITIES OF THE NLC BRANCH

Fundraising

It is the responsibility of the branch to organize fundraising activities in consultation with the corps commanding officer (CO). Annual reports are to be produced by the branch when required by law.

Recruiting Cadets

It is the responsibility of the branch to organize local community campaigns to attract cadets to become members of the corps.

Attracting Officers to the Corps

It is the responsibility of the branch to conduct local campaigns to attract potential candidates within the community to become members of the Cadet Instructors Cadre (CIC) and civilian instructors (CIs). This is based on the needs confirmed by the CO of the corps.

Screening Volunteers

It is the responsibility of the branch to identify and conduct the screening process of potential volunteers. The branch is responsible for completing the process and providing these results to the division.

Providing Adequate Office and Training Facilities

The branch is responsible for providing adequate office and training facilities, where they are not provided by DND. This is to include insurance requirements as necessary.

Participating in Senior Cadet Rank Appointments

The branch is responsible for providing a member to participate in the selection process for senior cadets to the ranks of Petty Officer First Class (PO1), Chief Petty Officer Second Class (CPO2), and Chief Petty Officer First Class (CPO1).

Participating in Selections for CSTC/Exchanges

The branch is responsible for cooperating with the corps CO to promote summer courses and exchanges and to participate in the selection process accordingly, in accordance with the branch and DND agreements and responsibilities.

Participating in Selections for Honours and Awards

The branch is responsible for participating in the joint selection process for honours and awards from the league and in initiating the selection process for league-specific awards.

CONFIRMATION OF TEACHING POINT 3**QUESTIONS**

- Q1. What role does the branch play in fundraising?
- Q2. Who is responsible for recruiting CIC officers, CIs, and cadets to the corps?
- Q3. Who is responsible for providing office and training facilities?

ANTICIPATED ANSWERS

- A1. It is the responsibility of the branch to organize fundraising activities in consultation with the corps CO.
- A2. The NLC branch.
- A3. The NLC branch.

END OF LESSON CONFIRMATION**QUESTIONS**

- Q1. What is a sponsor?
- Q2. What positions constitute the executive of the branch?
- Q3. Who is responsible for screening volunteers?

ANTICIPATED ANSWERS

- A1. In respect of a cadet corps, a sponsor is the organization or persons accepted by or on behalf of the CDS to undertake jointly with the CF and the supervisory sponsor, responsibility for the organization and administration of that cadet corps.
- A2. Branch president, vice-president, secretary, treasurer, and sometimes the Sea Cadet chair.
- A3. The NLC branch.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

The NLC works collaboratively with the DND to ensure that Sea Cadet corps' have what they require to run the program efficiently. It is important to understand the role of the NLC branches because these volunteers work hard to support each local cadet unit. Sea cadet corps' could not function without the efforts of the local branch.

INSTRUCTOR NOTES/REMARKS

This EO can be delivered by a member of the local NLC branch. The guest speaker shall be briefed on the TPs prior to the lesson.

REFERENCES

A0-040 2005-113124 D Cds. (2005). *Memorandum of Understanding Between the DND and the Leagues*. Ottawa, ON: Department of National Defence.

C1-068 NL (105) E. Stewart, R.G., CD. (2002). *Guide for Local Branches (Part One)*. Ottawa, ON: Navy League of Canada.

C1-069 NL (106) E. Stewart, R.G., CD. (2002). *Guide for Local Branches (Part Two)*. Ottawa, ON: Navy League of Canada.



ROYAL CANADIAN SEA CADETS
PHASE TWO
INSTRUCTIONAL GUIDE



SECTION 4

EO M207.04 – IDENTIFY YEAR TWO CSTC TRAINING OPPORTUNITIES

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

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

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

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

A group discussion was chosen for TP1 as it allows the cadets to interact with their peers and share their experiences, opinions, and feelings about year two CSTC training opportunities.

An interactive lecture was chosen for TP2 to orient the cadets to year two CSTC training opportunities and to generate interest.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify year two CSTC training opportunities.

IMPORTANCE

It is important for cadets to identify year two CSTC training opportunities available to them because they must decide if and for which course they would like to apply.

Teaching Point 1**Discuss the Specialty Areas for Year Two CSTC Training**

Time: 10 min

Method: Group Discussion

BACKGROUND KNOWLEDGE



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

LEADERSHIP/MARKSMANSHIP/DRILL AND CEREMONIAL

These three specialty areas are offered in one course at this level. Cadets will develop the knowledge and skills required to improve leadership abilities. Activities include:

- leadership;
- marksmanship training;
- recreational marksmanship and biathlon activities;
- naval ceremonial drill;
- advanced foot drill;
- delivering words of command;
- cutlass drill;
- colour party drill; and
- executing ceremonies.

FITNESS AND SPORTS

Cadets will improve individual fitness and sport knowledge and skills. Activities include:

- rules and regulations of sports; and
- personal fitness.

MUSIC

Cadets will develop music knowledge and skills. Activities include:

- learning music theory;
- playing an instrument as part of an ensemble;
- playing an instrument as part of a military band; and
- developing individual music skills.

SAIL

Cadets will develop sailing skills and knowledge in accordance with Canadian Yachting Association (CYA) sail levels. Sailing is the primary activity in this course.

SEAMANSHIP

Cadets will develop seamanship knowledge and skills. Activities include:

- small craft operations;
- naval communication;
- ropework; and
- a day sail on a Sea Cadet Training Vessel (SCTV).



Write the specialty areas on a whiteboard/flipchart. Explain the activities that are conducted within each area.

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

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

SUGGESTED QUESTIONS

- Q1. Which summer training activities interest you?
- Q2. Who is interested in applying for summer training this year? Why?
- Q3. What specialty area are you interested in pursuing? Why?



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



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

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2

Time: 15 min

Describe Year Two CSTC Courses

Method: Interactive Lecture



A cadet who has attended one of these courses could be asked to speak about their experience during this TP.

COMMON COURSES

Basic Fitness and Sports. The aim of this course is to improve the cadets' knowledge and skills in individual fitness and sports.

Military Band – Basic Musician. The aim of this course is to introduce fundamental music knowledge and skills, and for the cadets to achieve a basic music level.

ELEMENTAL COURSES

Basic Leadership. The aim of this course is to build on the knowledge and skills required for an emerging leader to complete a leadership assignment in a peer and small group setting. This course also allows cadets to develop knowledge and skills in marksmanship, and drill and ceremonial.

Basic Sail. The aim of this course is to become proficient in basic sailing skills and to achieve a CYA White Sail Level III.

Basic Seamanship. The aim of this course is to introduce the cadets to small craft operations and naval communications, to develop skills in advanced ropework, and to participate in a day sail on a SCTV.



The only pre-requisite for a year two CSTC course is the successful completion of the Phase Two corps training program.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What is the year two music specialty course called?
- Q2. What sail level can be achieved on the Basic Sail Course?
- Q3. What are two topics covered in the Basic Seamanship Course?

ANTICIPATED ANSWERS

- A1. Military Band – Basic Musician.
- A2. CYA White Sail Level III.
- A3. Small craft operations, naval communications, ropework, and to participate in a day sail on a SCTV.

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Summer training is a fun and exciting aspect of the Cadet Program. Training is offered in specialty areas that may not be accessible at the corps. Summer training centres are also a place to meet cadets and make new friends from different corps across Canada. It is important to be familiar with the summer training courses offered so cadets may apply for the course that interests them the most.

INSTRUCTOR NOTES/REMARKS

This EO should be conducted prior to the summer training application deadline of the applicable cadet detachment/region.

It is strongly recommended that the summer training application forms (CF 51) be completed during a training session after this EO has been conducted.

Corps may choose to devote two additional complementary training periods to expand this to a session that includes a parent information seminar.

REFERENCES

A1-019 CATO 31-03. D Cdts 2. (2006). *Sea Cadet Program Outline*. Ottawa, ON: Department of National Defence.



ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE



SECTION 5

EO C207.01 – IDENTIFY THE RANK STRUCTURE OF THE ROYAL CANADIAN ARMY AND AIR CADETS

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

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

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

Photocopy the handout of ranks located at Annex A for each cadet.

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

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 to orient the cadets to the Army and Air Cadet rank structure, to generate interest, and to present basic material.

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

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify the rank structure of the Royal Canadian Army and Air cadets.

IMPORTANCE

It is important for cadets to identify the rank structure of the Army and Air Cadets to better understand the structure of other elements. Knowing the rank structure and insignia will help cadets address other cadets and gain an appreciation for the differences and similarities between sea, Army and Air Cadets.

Teaching Point 1

Identify the Army and Air Cadet Rank Structure

Time: 10 min

Method: Interactive Lecture



Both Army and Air Cadet ranks have chevrons and crowns, just like Sea Cadets. Although, Sea Cadets have an anchor and Air Cadets have a propeller on some of their insignia.

Distribute handouts of the cadet rank insignia located at Annex A and briefly introduce the cadets to Army and Air Cadet ranks.

CADET RANK INSIGNIA

SEA CADET RANKS	ARMY CADET RANKS	AIR CADET RANKS
ORDINARY SEAMAN (OS) (NO BADGE)	CADET (NO BADGE)	AIR CADET (AC) (NO BADGE)
ABLE SEAMAN (AB) 	PRIVATE (Pte) 	LEADING AIR CADET (LAC) 
LEADING SEAMAN (LS) 	CORPORAL (Cpl) 	CORPORAL (Cpl) 
MASTER SEAMAN (MS) 	MASTER CORPORAL (MCpl) 	FLIGHT CORPORAL (FCpl) 
PETTY OFFICER SECOND CLASS (PO2) 	SERGEANT (Sgt) 	SERGEANT (Sgt) 
PETTY OFFICER FIRST CLASS (PO1) 	WARRANT OFFICER (WO) 	FLIGHT SERGEANT (FSgt) 
CHIEF PETTY OFFICER SECOND CLASS (CPO2) 	MASTER WARRANT OFFICER (MWO) 	WARRANT OFFICER SECOND CLASS (WO2) 
CHIEF PETTY OFFICER FIRST CLASS (CPO1) 	CHIEF WARRANT OFFICER (CWO) 	WARRANT OFFICER FIRST CLASS (WO1) 

Figure 1 Cadet Ranks

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

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What does the rank insignia for a corporal look like?
- Q2. What rank has two chevrons and a maple leaf?
- Q3. What does the rank insignia for a warrant officer look like?
- Q4. What does the rank insignia for leading Air Cadet look like?
- Q5. What is the highest rank an Air Cadet can obtain?

ANTICIPATED ANSWERS

- A1. Two chevrons.
- A2. Master Corporal (MCpl).
- A3. A crown.
- A4. A propeller.
- A5. Warrant Officer First Class (WO1).

Teaching Point 2

Conduct an Activity To Familiarize Cadets With the Army and Air Cadet Rank Structure

Time: 15 min

Method: In-Class Activity



Choose one of the following activities.

ACTIVITY 1

OBJECTIVE

The objective of this activity is to become familiar with Army and Air Cadet ranks.

RESOURCES

- Army and Air Cadet rank insignia located at Annex B.
- Actions located at Annex C.
- Tape.
- Two bags, hats or containers.

ACTIVITY LAYOUT

The floor of ranks must be set up and the bag of actions for the cadets to take must be ready.

To set up the floor of ranks for this twister activity:

1. make two copies of the insignia located at Annex B; and
2. tape the ranks on the floor in a four by seven rectangle, ensuring that the same ranks are not placed together.

To make the bags of actions:

1. make a copy of the actions located at Annex C;
2. cut out the actions;
3. divide the actions into two groups – body parts and ranks;
4. fold the pieces of paper; and
5. place the names of body parts in one bag and the ranks in the other.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups of three to six.
2. Decide the amount of time each group may have to complete the activity. For example, if there are two groups, each group will have approximately five minutes. If there are three groups, each group will have approximately three to four minutes.
3. If possible, assign two or three cadets to assist in judging.
4. Have the first group place themselves around the floor of ranks.
5. Pick a body part and a rank (action) out of each bag, hat or container and read them aloud (e.g., left hand – corporal).
6. Have the cadets carry out the action (e.g., put their left hand on a corporal rank).
7. Place the action back into the appropriate bag, hat or container.
8. Pick another action, read aloud and have the cadets complete it.
9. If any portion of the cadet's body touches the floor or if they do not complete the proper movement, they are eliminated and must leave the rank floor.
10. Once all the cadets have been eliminated from the first group, start the second group, following the same steps.
11. Continue until all cadets have had a chance to participate in the activity.



If any cadet does not want to participate in this activity, he or she can be a judge.

Have extra tape available in case the ranks slip around on the floor.

SAFETY

- Cadets shall remove their shoes prior to completing this activity.
- This activity shall be stopped immediately if there is any horseplay.

ACTIVITY 2

OBJECTIVE

The objective of this activity is to become familiar with Army and Air Cadet ranks.

RESOURCES

- Copies of each rank insignia (Use as many ranks as the number of cadets in the class. If there are more than fourteen cadets, there can be more than one cadet with the same rank). Rank cards are located at Annex B.
- Tape.

ACTIVITY LAYOUT

Cut out ranks, ensuring there is one for each cadet.

ACTIVITY INSTRUCTIONS

1. Tape a rank to the back of each cadet (the cadet does not get to see the rank that is on their back). Cadets should not talk while this is being done.
2. Have the cadets walk around and ask other cadets yes/no questions to determine what rank they are wearing. For example, the cadet may ask “Do I have two chevrons?” The cadet has to determine from the answers what rank they are. Cadets may not ask any questions that have specific rank names, such as “Am I a Corporal?”
3. There can only be one question asked to each of the other cadets to determine what rank they are. Cadets will move from cadet to cadet until they have determined the rank they are.
4. Once cadets have determined what rank they are, they will gather with any other cadets who are the same rank, if there are any.
5. After three minutes, have the cadets present what rank they think they are based on the information they have received. For example, if a group has determined they have an Air Cadet rank with only two chevrons, they would present themselves as an Air Cadet corporal.

SAFETY

N/A.

ACTIVITY 3

OBJECTIVE

The objective of this matching activity is to become familiar with Army and Air Cadet ranks.

RESOURCES

Matching cards of Army and Air Cadet rank insignia located at Annex D.

ACTIVITY LAYOUT

Cut out one set of matching cards of Army and Air Cadet ranks for each group of cadets.

ACTIVITY INSTRUCTIONS

- Divide the cadets into groups of two or three.
- Distribute a set of matching cards of Army and Air Cadet ranks to each group.
- Have the cadets match the title to the badge for each rank.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 2

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

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Being able to identify the ranks of the Army and Air Cadets will make it easier to understand the ranks worn on their uniforms. Cadets may gain an appreciation for the differences and similarities between sea, Army and Air Cadets.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A2-030 CATO 40-03 D Cdts 4. (2005). *Army Cadet Ranks and Cadet Corps*. Ottawa, ON: Department of National Defence.

A3-004 CATO 51-02 D Cdts 4. (2007). *Air Promotions*. Ottawa, ON: Department of National Defence.

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CADET RANK INSIGNIA

SEA CADET RANKS	ARMY CADET RANKS	AIR CADET RANKS
ORDINARY SEAMAN (OS) (NO BADGE)	CADET (NO BADGE)	AIR CADET (AC) (NO BADGE)
ABLE SEAMAN (AB) 	PRIVATE (Pte) 	LEADING AIR CADET (LAC) 
LEADING SEAMAN (LS) 	CORPORAL (Cpl) 	CORPORAL (Cpl) 
MASTER SEAMAN (MS) 	MASTER CORPORAL (MCpl) 	FLIGHT CORPORAL (FCpl) 
PETTY OFFICER SECOND CLASS (PO2) 	SERGEANT (Sgt) 	SERGEANT (Sgt) 
PETTY OFFICER FIRST CLASS (PO1) 	WARRANT OFFICER (WO) 	FLIGHT SERGEANT (FSgt) 
CHIEF PETTY OFFICER SECOND CLASS (CPO2) 	MASTER WARRANT OFFICER (MWO) 	WARRANT OFFICER SECOND CLASS (WO2) 
CHIEF PETTY OFFICER FIRST CLASS (CPO1) 	CHIEF WARRANT OFFICER (CWO) 	WARRANT OFFICER FIRST CLASS (WO1) 

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INSIGNIA

ARMY



ARMY



ARMY



ARMY



ARMY



ARMY



ARMY



AIR



AIR



AIR



AIR



AIR



AIR



AIR



ACTIONS

LEFT HAND	MASTER WARRANT OFFICER
RIGHT HAND	CHIEF WARRANT OFFICER
LEFT FOOT	LEADING AIR CADET
RIGHT FOOT	CORPORAL
PRIVATE	FLIGHT CORPORAL
CORPORAL	SERGEANT
MASTER CORPORAL	FLIGHT SERGEANT
SERGEANT	WARRANT OFFICER SECOND CLASS
WARRANT OFFICER	WARRANT OFFICER FIRST CLASS

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MEMORY MATCH CARDS

AIR CADET (AC)	(NO INSIGNIA)
LEADING AIR CADET (LAC)	
CORPORAL (Cpl)	
FLIGHT CORPORAL (FCpl)	

SERGEANT (Sgt)	
FLIGHT SERGEANT (FSgt)	
WARRANT OFFICER SECOND CLASS (WO2)	
WARRANT OFFICER FIRST CLASS (WO1)	
CADET (Cdt)	(NO INSIGNIA)

PRIVATE (Pte)	
CORPORAL (Cpl)	
MASTER CORPORAL (MCpl)	
SERGEANT (Sgt)	
WARRANT OFFICER (WO)	

MASTER WARRANT OFFICER (MWO)	 The insignia for a Master Warrant Officer (MWO) is a circular emblem. It features a central crown with a cross on top, set against a black background. The crown is flanked by two golden laurel branches that curve upwards and outwards.
CHIEF WARRANT OFFICER (CWO)	 The insignia for a Chief Warrant Officer (CWO) is a shield-shaped emblem. It features a central shield with a red and white design, topped by a crown. The shield is flanked by a golden lion on the left and a white unicorn on the right. Below the shield is a banner with the Latin motto "A MARI AD MARE USQUE".



ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE



SECTION 6

EO C207.03 – DESCRIBE THE AFFILIATED UNIT

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

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

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

Invite a member of the affiliated unit to participate in this lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 to orient the cadets to the history of the affiliated unit and to generate interest.

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

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to describe the affiliated unit.

IMPORTANCE

It is important for cadets to describe the affiliated unit, as it will help to develop a good rapport, working relationship, and understanding between the corps and its affiliated unit.

Teaching Point 1**Describe the Affiliated Unit**

Time: 15 min

Method: Interactive Lecture



This TP may be conducted by a member of the affiliated unit.

Describe the affiliated unit, to include:

- size;
- location;
- role within the CF;
- formation date;
- the building(s) it occupies;
- traditions;
- previous and future deployments;
- special awards/medals awarded to members;
- role in relation to the corps; and
- other interesting facts.

CONFIRMATION OF TEACHING POINT 1**QUESTIONS**

- Q1. How many members are in the affiliated unit?
- Q2. What was the formation date of the affiliated unit?
- Q3. What awards/medals have been awarded to members of the affiliated unit?

ANTICIPATED ANSWERS

- A1. Answer will vary by unit.
- A2. Answer will vary by unit.
- A3. Answer will vary by unit.

Teaching Point 2**Conduct an Activity on the Affiliated Unit**

Time: 10 min

Method: In-Class Activity

ACTIVITY**OBJECTIVE**

The objective of this activity is to describe the affiliated unit.

RESOURCES

- Paper/construction paper/bristol board.
- Pencils/pens.
- Coloured pencils/markers.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

Have the cadets create a poster (individually or in groups) that portrays a minimum of five of the characteristics of the affiliated unit covered in TP1.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 2

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

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

The affiliated unit is a frontline connection to the CF, and may provide supplementary support to the corps (e.g., equipment, personnel, and facilities). Having knowledge of the affiliated unit will help to develop a good rapport, working relationship, and understanding between the corps and the affiliated unit.

INSTRUCTOR NOTES/REMARKS

The instructor for this lesson may be a member of the corps or the affiliated unit.

If the affiliated unit has access to promotional materials, these may be used as references and/or training/learning aids.

Topics found in TP1 may differ for each affiliated unit. The instructor should determine interesting facts of the affiliated unit prior to the lesson.

The posters created during this lesson may be used in a display at the annual ceremonial review.

REFERENCES

N/A.