



ROYAL CANADIAN SEA CADETS

PHASE THREE

INSTRUCTIONAL GUIDE



SECTION 1

EO M323.01 – PERFORM CORPS DUTIES

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-603/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

The activity in TP 3 uses learning stations. Learning stations are a form of group work where the cadets learn by sorting through the information presented. When setting up learning stations, ensure there is enough room for each cadet to be comfortable and have adequate space to perform each duty. When the cadets arrive at a learning station, all required information shall be available. These stations should be placed closely together to minimize time for movement; however, far enough apart to avoid interruptions from other groups. For this lesson, set up three learning stations for the duties of a Quartermaster.

Photocopy the organizational charts located at Annexes A to C and the Quartermaster terms of reference located at Annex D for each cadet.

Photocopy the Quartermaster reference guide located at Annex E.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TPs 1 and 2 as it allows the instructor to deliver new information on the duties of a Quartermaster and to involve the cadets by encouraging them to ask and respond to questions.

An in-class activity was chosen for TP 3 as it is an interactive way to allow the cadets to perform the duties of a Quartermaster under supervision.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have described the corps structure and practiced the duties of Quartermaster.

IMPORTANCE

It is important for cadets to describe the corps structure and become familiar with their chain of command as they become more involved in the ships' routine. The Quartermaster is an important role within the duty personnel organization and will ensure the conduct of corps' operations in an efficient manner.

Teaching Point 1

Explain the Corps' Structure

Time: 10 min

Method: Interactive Lecture



Distribute the organizational charts located at Annexes A to C.

CORPS STRUCTURE

A corps is divided into three organizations. These organizations work co-operatively to delegate work and responsibility to the officers and cadets of the corps. This helps to ensure that no member is over-tasked or under-tasked and that no area of the corps is neglected.

Functional Organization

The functional organization outlines the administrative responsibilities of the corps and is based upon the divisional system.

Duty Personnel Organization

The duty personnel are a group of carefully selected officers and cadets. The duty personnel serve on a rotational basis to look after the safety, conduct and appearance of the corps and its ship's company.

Training Organization

The training organization (as illustrated in Annex C) is responsible for the implementation of the Royal Canadian Sea Cadet Corps Training Program, as directed by the Director Cadets. Based on the size of the corps and the available instructors, the training organization may be structured in different ways. Two possible ways are:

- **Option One.** The Phase Course Officers serve as standards officers for each phase and complete any administration as required by the Training Officer. Each Phase Course Officer has a group of Phase instructors that instruct only one phase over the course of the training year. The instructors have a wide range of training backgrounds and collectively, are qualified to instruct all of the training.
- **Option Two.** The Phase Course Officers serve as standards officers for each phase and complete any administration as required by the Training Officer. Instructors are not dedicated to any one phase, but are organized into training departments based on their training backgrounds and are tasked by the Training Officer as required.



Discuss both training organization options with the cadets. Focus on the option used at the corps.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What are the three organizations of a corps?
 Q2. What is the functional organization based upon?
 Q3. What is the function of the duty personnel?

ANTICIPATED ANSWERS

- A1. The three organizations of a corps are:
- functional organization,
 - duty personnel organization, and
 - training organization.
- A2. The divisional system.
- A3. To look after the safety, conduct and appearance of the corps and its ship's company.

Teaching Point 2

Describe the Duties of a Quartermaster

Time: 10 min

Method: Interactive Lecture



Distribute the Quartermaster terms of reference located at Annex D.

DUTIES OF A QUARTERMASTER

The Quartermaster serves an important role within the duty organization. This role along with the rest of the duty personnel helps to ensure the safety, conduct and appearance of the corps and its ship's company.



The following are some common abbreviations and terms used by duty personnel:

- **OOD.** Officer of the Day.
- **Coxn.** Coxswain.
- **POOD.** Petty Officer of the Day.
- **QM.** Quartermaster.



The cadets will have been introduced to the pipes required to carry out the duties of a QM in EO M223.04 (Pipe the General Call, A-CR-CCP-602/PF-001, Chapter 12, Section 4), EO M223.05 (Pipe the Still, A-CR-CCP-602/PF-001, Chapter 12, Section 5) and EO M223.06 (Pipe the Carry On, A-CR-CCP-602/PF-001, Chapter 12, Section 6).

Running Colours and Sunset

The QM will prepare the ensign and organize the flag party at the beginning and end of each night. Corps may organize the flag party in one of the following ways:

- the Coxn maintains a schedule of Phase One and Two cadets, or
- Phase One and Two cadets are selected from the duty division.

As part of colours and sunset, the QM will be expected to address the Commanding Officer (CO) and pipe the Still and Carry On.



Colours and sunset ceremonies will vary at each corps depending on the layout of the parade square and the position of the ensign. The Coxn should brief the QM about the conduct of colours and sunset prior to their commencement.

Maintaining the Corps' Routine and Controlling of the Corps' Broadcast System

The ship's routine relies on various sound signals and commands. As directed by the Coxn, the QM will ring the ship's bell and make general announcements such as hands to classes by making pipes or by using the corps' broadcast system.



The cadets were introduced to ringing the ship's bell in EO M123.03 (Ring a Ship's Bell, A-CR-CCP-601/PF-001, Chapter 11, Section 3) and may have been introduced to the 24-hour clock in EO C123.01 (Read the 24-Hour Clock, A-CR-CCP-601/PF-001, Chapter 11, Section 5).

Controlling the Brow

While performing duties at the brow the QM will be responsible for the following:

- identifying all personnel coming aboard or leaving the ship (training location), to include:
 - saluting passing officers;
 - controlling the CO's and senior officer's absentee indicators; and
 - greeting visitors and directing them to the ship's office;
- ensuring that no unauthorized material is taken ashore; and
- controlling the ship's log, to include:
 - signing the logbook at the commencement and completion of duties;
 - recording when an individual enters or leaves the ship;
 - recording events in the logbook as directed by the OOD; and
 - ensuring the logbook does not go missing.

Ensuring the Cleanliness of the Brow Area

The brow is a visitor's first impression of a corps. The QM will be responsible for ensuring the cleanliness of the brow area. The brow should be kept clear of any gash and clutter. The brow is not an area for cadets to muster or socialize.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. How does the corps organize which cadets are in the flag party?
- Q2. How is the QM responsible for running the corps' routine?
- Q3. Where should the QM direct visitors?

ANTICIPATED ANSWERS

- A1. Answers will vary depending on the corps.
- A2. The QM will be responsible to ring the ship's bell and make general announcements, such as hands to classes, by making pipes or by using the corps' broadcast system.
- A3. To the ship's office.

Teaching Point 3

Conduct an Activity Where the Cadets Will Practice the Duties of a Quartermaster

Time: 30 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets perform the duties of a QM.

RESOURCES

- Boatswain's call,
- Cleaning supplies,
- Corps' broadcast system (if available),
- Ensign (or other flag),
- Ship's bell, and
- Quartermaster reference guide located at Annex E.

ACTIVITY LAYOUT

Set up three learning stations, to simulate:

- the brow,
- flag mast, and
- corps' broadcast system or a suitable training area to make pipes.



One instructor will be required at each of the learning stations. If the group of cadets is small, the instructor may take the cadets to each of the learning stations as one group.



Post the Quartermaster reference guide located at Annex E at the brow. Cadets will be able to refer to this when performing duties of the QM.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into three groups and place each group at one of the learning stations.



The exact duties of the Quartermaster will vary depending on the corps.

2. Using the Quartermaster reference guide and Quartermaster terms of reference as guides, have the cadets perform the duties required at the learning station.
3. After 10 minutes, have the groups rotate clockwise and perform the duties required at the next learning station.
4. Rotate the groups to the remaining station.
5. When the activity is completed, debrief the cadets and answer any questions.

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 duties of a QM learning stations will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-603/PG-001, Chapter 3, Annex B, Appendix 5 (323 EC 01) and Chapter 3, Annex B, Appendix 6 (323 PC).

CLOSING STATEMENT

The ability to describe the corps structure and being familiar with the chain of command will become a requirement as the cadets become more involved in the ships' routine. The QM is an important role within the duty personnel organization and helps ensure the conduct of operations in a timely and efficient manner.

INSTRUCTOR NOTES/REMARKS

This EO should be conducted early in the year to allow the cadets to perform the duties of the Quartermaster during the training year.

REFERENCES

A1-047 Director Cadets 4. (1994). CATO 31-01, *Sea Cadets Corps' Standardized Standing Orders*. Ottawa, ON: Department of National Defence.

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ROYAL CANADIAN SEA CADETS

PHASE THREE

INSTRUCTIONAL GUIDE



SECTION 2

EO C323.01 – COMMUNICATE USING FLAGS AND PENNANTS

Total Time: 120 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-603/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Make five colour copies of the flag flash cards located at Annex F. Cut out and paste the flag flash cards onto card stock or heavy paper.

Photocopy and cut out the flag flash card results sheet located at Annex G for each group of five cadets.

Photocopy the signal mast handout located at Annex H for each cadet.

Photocopy two sets of the signal hoist cue cards located at Annex I. Cut out and paste them onto card stock or heavy paper.

Photocopy two signal hoist results sheet located at Annex J.

Photocopy the signal hoist answer key located at Annex K.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TPs 1, 2, 4 and 5 to introduce the flags and pennants commonly used in sea cadet training.

An in-class activity was chosen for TPs 3 and 6 as it is an interactive way to confirm the cadets' knowledge of flags and pennants.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have communicated a message using the given flags and pennants.

IMPORTANCE

Flags and pennants are used extensively in the nautical environment as a means of visually communicating information to the vessel's crew, shore stations and other ships that are in sight. It is important for the cadets to recognize the meanings of flags and pennants as they may be the first person at a sail centre or on-water weekend to see signals from a vessel which could indicate distress or urgent situations.

Teaching Point 1

Explain Flags and Pennants

Time: 5 min

Method: Interactive Lecture

PURPOSE

Before the invention of the radio, the only way mariners could pass messages from one ship to another was by means of visual signals. Strips of coloured cloth would be hoisted up the mast to send a predetermined signal which saved considerable time while afloat. These pieces of cloth have evolved into the distinctive shapes and patterns that make up the flags and pennants used today.



Flags, both alphabetical and numerical, are identifiable by their square shape. Flag ALPHA and BRAVO are actually burgees due to their distinctive V-shaped indentation but are referred to as flags due to their overall square shape.

Pennants are long and narrow and can be either triangular (three-sided) or quadrangular (four-sided).

In the present day, most communication between ships is accomplished electronically but flags and pennants are still used to communicate intentions, movements and general information to ships within visual range.



The meanings of the individual flags and pennants are referred to as signals or signal hoists when communicating to others.

When recording signals, the flags and pennants are written out in capital letters. Whenever possible, the abbreviation of the flag or pennant should be used.

CALL SIGN

The call sign is a combination of an alphabetical designator that denotes the type or class of ship and a series of numerals that denote the hull designation within that class. Each call sign is unique and identifies the ship to other ships within sight. When sending signals within a group of ships, the use of a call sign will designate the addressee or whom the signal is addressed to.

An example of a call sign for *Raven 56* would be PAPA FIVE SIX, where:

- *PAPA* denotes the class of vessel is a patrol craft;
- *FIVE SIX* is the hull designation that denotes hull 56 within that class; and
- Hull 56 in the patrol craft class is named *Raven 56*.

TACK LINE

A tack line (TACK) is a length of halyard approximately 2 m (6 feet) long; the exact length depends upon the size of flags in use. It is used:

- to avoid ambiguity by separating signals or groups of numerals on the same hoist which, if not separated, could convey a different meaning from that intended; or
- when, for the needs of a particular signal, the instructions order that a tack line be used.

An example of using a tack line is in the signal ALPHA TACK TWO where the ALPHA flag is followed by a tack line and the numerical flag TWO on the same hoist. The ALPHA flag is used to denote that friendly divers are working in the water. The addition of the tack line, followed by the numeral flag TWO denotes that the divers are working within 200 yards of the vessel. If the ALPHA flag and the TWO flag were hoisted together, they would be interpreted as another signal.

COMBINING SIGNALS

Signals may be combined together in a group to send a specific meaning that is different than the individual flag or pennant's meaning. If the signals are not to be interpreted as a group, they must be separated by a tack line or hoisted on separate halyards.

A call sign is an example of where signals can be combined on one hoist.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What shape is a flag?
- Q2. What signal is used to designate an addressee?
- Q3. What must be used to separate signals on a single halyard if they are not to be interpreted as a group?

ANTICIPATED ANSWERS

- A1. Square.
- A2. Call sign.
- A3. Tack line.

Teaching Point 2

Time: 5 min

Explain Signal Hoist Terms

Method: Interactive Lecture

SIGNAL HOIST TERMS

Bent on. The signal flag is attached to the halyard, secured to a cleat and ready to be hoisted.

Hoist. To raise the signal flag.

Close Up. The signal flag is hoisted to the full extent of the halyard with the head of the flag touching the block.

At the Dip. The signal flag is hoisted to a position one-third of the halyard length from the top.

Haul Down (Strike). To lower the signal flag and remove from the halyard.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. Where should a signal flag be if it is at the dip?
- Q2. What is the term used for lowering a signal flag?
- Q3. What does hoist mean?

ANTICIPATED ANSWERS

- A1. One-third of the halyard length from the top.
- A2. Haul down (strike).
- A3. To raise the signal flag.

Teaching Point 3

Conduct an Activity Where the Cadets Will Identify and Describe the Meaning of Flags and Pennants

Time: 40 min

Method: In-Class Activity



Introduce the flags and pennants from Figure 14-2-1 and conduct the activity to confirm the cadet's recognition of them.

FLAG AND PENNANTS

There are 14 common signals used in sea cadet training (as illustrated in Figure 14-2-1). Each signal may have a military and an International Code of Signals (INTERCO) meaning. When signals are hoisted on a military ship, the military meaning is assumed unless the CODE or ANSWER pennant (ANS) is also hoisted indicating to use the INTERCO meanings.

Signal	Example	Meaning	SCTV Use
A ALPHA		Military—Divers or friendly explosive ordnance disposal personnel down. INTERCO—Diver down. Keep well clear at slow speed.	Close Up. Divers or friendly explosive ordnance disposal personnel down. A numeral group following will indicate the radius in hundreds of yards inside which personnel are operating. All vessels are to remain clear.
		Memory aid: Looks like a letter "A" on its side.	
B BRAVO		Military—Fuelling or transferring explosives or inflammable material. INTERCO—Taking in, discharging or carrying dangerous goods.	At the Dip. Temporarily stopped fuelling or transferring. Close Up. Fuel, explosives or inflammable material is being transferred.
		Memory aid: Looks like the letter "B". "B" for boom. Red means danger.	
G GOLF		Military—Guide. INTERCO—I require a pilot.	Close Up. This ship is to be the lead ship, follow me. When G TACK plus CALL SIGN is hoisted, it indicates that the ship denoted by the call sign is to be the lead ship.
		Memory aid: Grass on a golf course. Sand traps and water on a golf course.	
I INDIA		Military—Going alongside (in port or at anchor). INTERCO—Altering my course to port.	SHIP GOING ALONGSIDE At the Dip. I am preparing to come alongside you. Close Up. I am ready to come alongside you. Hauled Down. First line is secured.
		RECEIVING SHIP At the Dip. I am preparing to receive you on the side indicated. Close Up. I am ready to receive you on the side indicated. Hauled Down. First line is secured.	
Memory aid: When preparing to tie, remember to dot your "i".			

Director Cadets 3, 2008, Ottawa, ON: Department of National Defence

Figure 14-2-1 (Sheet 1 of 3) Common Flags and Pennants

Signal	Example	Meaning	SCTV Use
<p>J JULIETT</p>		Military—Semaphore message. INTERCO—I am on fire.	Close Up. My vessel is on fire. Keep well clear. The INTERCO meaning is assumed on an Sea Cadet Training Vessel and is used here without hoisting ANS.
		Memory aid: White hot, need lots of water.	
<p>O OSCAR</p>		Military—Man overboard. INTERCO—Man overboard.	Close Up. Man overboard.
		Memory aid: Yellow and red will flash, after you hear the splash.	
<p>P PAPA</p>		Military—General recall. INTERCO—Recall. Vessel about to sail.	Close Up. All personnel belonging to this ship must return immediately.
		Memory aid: White on blue, the boat will sail without you.	
<p>Q QUEBEC</p>		Military—Boat recall. INTERCO—Vessel is healthy. Request free pratique (ability to manoeuvre).	Close Up. All boats belonging to this ship must return immediately. (Used by vessels entering a foreign port to denote that they are healthy but have not cleared through customs or immigration).
		Memory aid: When flying quebec, all boats back on deck.	
<p>U UNIFORM</p>		Military—Anchoring. INTERCO—You are running into danger.	At the Dip. Anchor let go, veering cable. Close Up. Cable veered, working cable. Hauled Down. Ship has her anchor.
		Military—Mooring.	At the Dip. Mooring cable let go. Close Up. Cable middled. Hauled down. Cable secured.
		Military—Weighing.	At the Dip. Heaving in anchor cable. Close Up. Anchor aweigh. Hauled Down. I am ready to proceed.
		Memory aid: With the red and white, the anchor takes a bite.	

Director Cadets 3, 2008, Ottawa, ON: Department of National Defence

Figure 14-2-1 (Sheet 2 of 3) Common Flags and Pennants

Signal	Example	Meaning	SCTV Use
X X-RAY		Military—Exercising. INTERCO—Stop carrying out your intentions and watch for my signals.	Close Up. Exercises completed. When X TACK (signal) is hoisted, it indicates that the meaning denoted by the signal is being exercised. For simplicity, the tack line may be left out.
		Memory aid: Exercise avast when x-ray is on the mast.	
Z ZULU		Military—Communication guard. INTERCO—I require a tug.	Close Up. I require a tug (tow). The INTERCO meaning is assumed on an SCTV and is used without hoisting ANS.
		Memory aid: When many colours flow, I need a tow.	
5 FIVE		Military—Breakdown. INTERCO—Numeral 5.	Close Up. I have a breakdown.
		Memory aid: Pieces of the flag are broken apart.	
PREPARATIVE		Military—Morning and evening ceremonies/Colours (as appropriate). INTERCO—No meaning.	Close Up. Five minutes until the Ceremony/Colours. At the Dip. Commence Ceremony/Colours. Hauled Down. Ceremony/Colours completed.
		Memory aid: Yellow and green, caution before go.	
3rd SUBSTITUTE		Military—Absentee indicator (CO/XO) (used in port only). INTERCO—Substitute the third flag in this hoist for this flag.	Close Up. Absence of the Commanding Officer (CO). Its use immediately shifts to the Executive Officer (XO) when the CO departs for a known period of time in excess of 72 hours.
		Memory aid: If the CO is gone for the night, put up the black and white.	

Director Cadets 3, 2008, Ottawa, ON: Department of National Defence

Figure 14-2-1 (Sheet 3 of 3) Common Flags and Pennants

ACTIVITY

Time: 20 min

OBJECTIVE

The objective of this activity is to have the cadets practice flag recognition skills.

RESOURCES

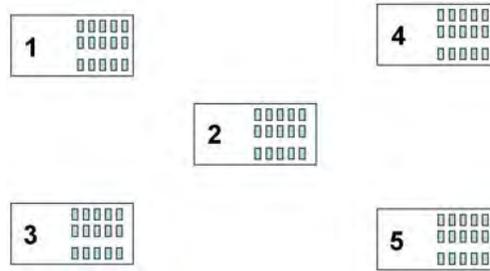
- Flag flash cards located at Annex F (five sets),
- Flash card results sheet located at Annex G (one per cadet), and
- Five small tables.

ACTIVITY LAYOUT



This activity can be scaled down to accommodate a smaller class size by setting up fewer stations.

1. Set up tables in an area large enough to accommodate all of the cadets (as illustrated in Figure 14-2-2).



Director Cadets 3, 2007, Ottawa, ON: Department of National Defence

Figure 14-2-2 Layout for Flag Flash Card Activity

2. Lay a set of flag flash cards face down on each table.

ACTIVITY INSTRUCTIONS

1. Brief the cadets on the rules of the activity, to include:
 - (a) No talking unless asking a question.
 - (b) No signalling to other players.
 - (c) Questions must have yes or no answers.
 - (d) Questions must be asked to one other cadet only.
 - (e) Only one question or guess per turn.
 - (f) Cards must be visible to other players at all times.
2. Divide the cadets into five equal groups, not to exceed 10 cadets per group.
3. Have each group stand around a table.
4. Select a cadet from each table that will start the round.
5. Give each cadet a results sheet.
6. On the word “Go”, all cadets will pick up a card from the table without looking at it and hold it on the forehead with one finger.

7. The cadet designated to start the round will ask one other cadet in the group a question about the card they hold.
8. Play continues with the cadet on the right, who may ask a question or guess at the card they hold.
9. If a cadet's guess is incorrect, they will place the card face down on the table and pick up another card. If the cadet's guess is correct, they will place the card face down on the table and record a check mark on the results sheet. That cadet will proceed to another table, pick up another card and continue playing. Play at the previous table will continue with the cadet on the right of the space just vacated.
10. The activity continues around the tables until all cadets have five check marks.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 3

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

Teaching Point 4

Identify the Parts of a Signal Mast

Time: 5 min

Method: Interactive Lecture

PARTS OF A SIGNAL MAST



Distribute the signal mast handout located at Annex H to the cadets.

Identify the parts on an actual signal mast (as illustrated in Figure 14-2-3). If a signal mast is not available, identify the parts using the signal mast handout located at Annex H.

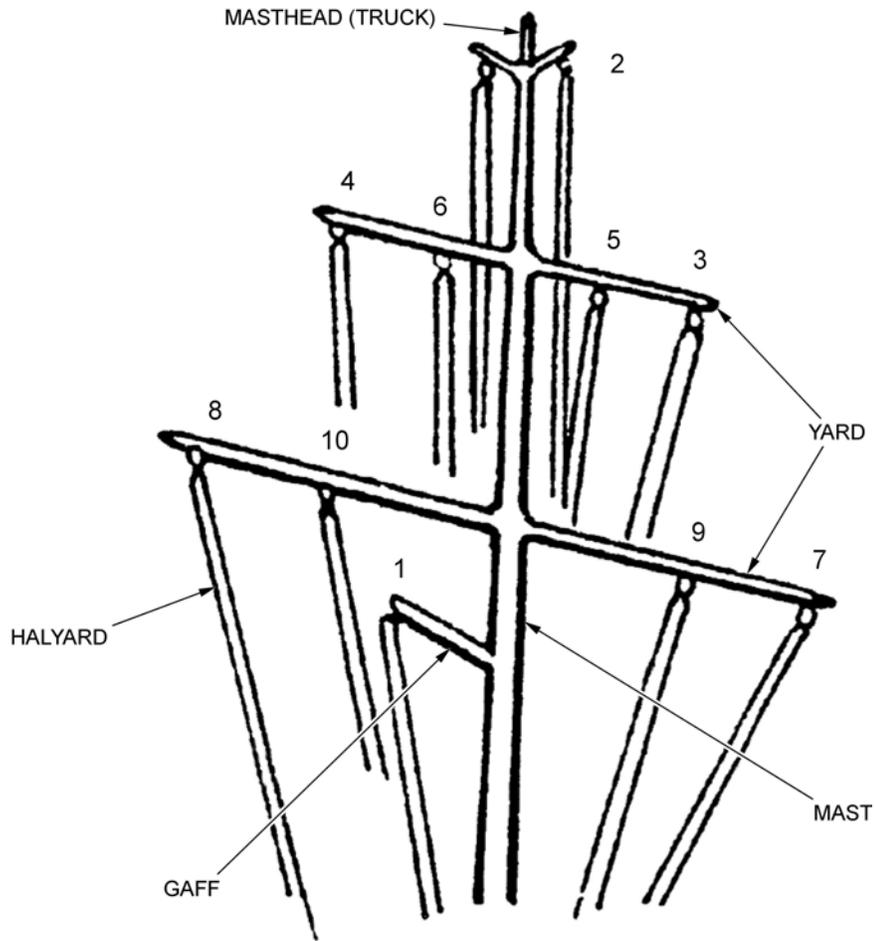
Mast. A long, upright pole erected on a vessel or shore.

Masthead (Truck). Top portion of a mast.

Yard. The horizontal spars fitted on a mast to carry sails, rigging or signals.

Gaff. A spar projecting aft from the mast and angled up at approximately 45 degrees.

Halyard. The line which raises or lowers a signal flag.



Chief of Maritime Staff/Staff Officer Heritage, Manual of Ceremony for HMC Ships, Submarines and Naval Reserve Divisions, Department of National Defence (p. 2A-3)

Figure 14-2-3 Parts of a Signal Mast and Superior Positions

CONFIRMATION OF TEACHING POINT 4

QUESTIONS

- Q1. What is the top of the mast called?
- Q2. What are the horizontal spars on a mast called?
- Q3. What is a halyard used for?

ANTICIPATED ANSWERS

- A1. Masthead (truck).
- A2. Yards.
- A3. To raise or lower a signal flag.

Teaching Point 5**Identify the Superior Positions on a Signal Mast**

Time: 5 min

Method: Interactive Lecture

SUPERIOR POSITIONS

Identify the superior positions on an actual signal mast (as illustrated in Figure 14-2-3). If a signal mast is not available, identify the positions using the signal mast handout located at Annex H.

Flags of a single hoist are to be read from the top down and adjacent hoists are to be read from the outboard to inboard or from forward to aft. When two flag hoists are flying simultaneously, the one to be read first is said to be in a “superior” position. Conversely, a flag hoist which is to be read after another is referred to as being in an “inferior” position.

On a signal mast, the superior position is the gaff, if fitted, followed by the masthead (truck). On a yard, the signals are read from the outer halyards first and then the inner halyards starting with the starboard side (as illustrated in Figure 14-2-3).

CONFIRMATION OF TEACHING POINT 5**QUESTIONS**

- Q1. What position on a signal mast is superior to the masthead (truck) position?
- Q2. Which side of a yard is the superior side?
- Q3. What does it mean when a signal is in a superior position?

ANTICIPATED ANSWERS

- A1. The gaff position, if fitted.
- A2. Starboard side.
- A3. It is to be read before other signals.

Teaching Point 6**Conduct Activities Where the Cadets Will Communicate Using Flags And Pennants**

Time: 50 min

Method: In-Class Activity



The activities in this TP offer the cadets the opportunity to practice signal hoist skills previously learned in this lesson.

ACTIVITY 1

Time: 30 min

OBJECTIVE

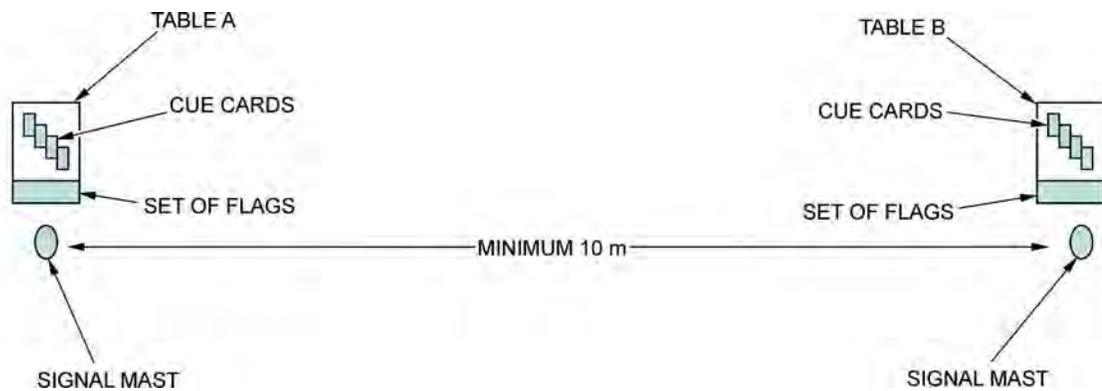
The objective of this activity is to have the cadets practice signal hoist skills.

RESOURCES

- Flags and pennants (two sets), to include:
 - alpha,
 - bravo,
 - golf,
 - india,
 - juliet,
 - oscar,
 - papa,
 - quebec,
 - uniform,
 - x-ray,
 - zulu,
 - flag '5',
 - preparative, and
 - 3rd substitute;
- One-metre tack lines (two),
- Signal masts or halyards (two),
- Signal hoist cue cards located at Annex I (two sets),
- Signal hoist results sheet located at Annex J (two), and
- Signal hoist answer key located at Annex K (two).

ACTIVITY LAYOUT

The instructor will set up two tables beside the signal masts with one set of cue cards on each table (as illustrated in Figure 14-2-4).



Director Cadets 3, 2007, Ottawa, ON: Department of National Defence

Figure 14-2-4 Layout for Flag Hoist Activity

ACTIVITY INSTRUCTIONS

1. Brief the cadets on the rules of the activity, to include:
 - (a) Each cadet has 30 seconds to complete the hoist as indicated on the cue card before the team can assist.
 - (b) Each team has 30 seconds from the time the cadet requests assistance to complete the hoist as indicated on the cue card.
 - (c) Ten points are awarded for a correct, unassisted hoist.
 - (d) Five points are awarded for a correct, team-assisted hoist.
 - (e) Ten points are awarded for a correctly decoded signal.
 - (f) No discussion is allowed until assistance is requested.
2. Divide the cadets into two equal groups.
3. Decide which team will go first.
4. One cadet from the team will select a cue card and proceed to hoist the signals as indicated on the card. If they are unsure as to the correct hoist, they may ask another cadet on the team for assistance in hoisting the correct signal.
5. The opposite team will decode the signal and record the results on the results sheet.
6. Teams will alternate sending and receiving until all cadets have had a turn hoisting a signal.
7. Debrief the cadets on the results before continuing on to the next activity.

SAFETY

N/A.

ACTIVITY 2

Time: 20 min

OBJECTIVE

The objective of this activity is to have the cadets practice signal flag recognition skills.

RESOURCES

- Flags and pennants, to include:
 - alpha,
 - bravo,
 - golf,
 - india,
 - juliet,
 - oscar,
 - papa,
 - quebec,
 - uniform,
 - x-ray,
 - zulu,
 - flag '5',
 - preparative, and
 - 3rd substitute; and
- Large sack/bag.

ACTIVITY LAYOUT

The instructor will place all the flags and pennants in the large sack.

ACTIVITY INSTRUCTIONS

1. Brief the cadets on the rules of the activity, to include:
 - (a) Pick only one flag from the sack.
 - (b) Each cadet has 15 seconds to identify the flag.
 - (c) The cadets will continue the activity until they correctly identify a picked flag.
2. Have the cadets line up in three lines around the sack.
3. Each cadet reaches into the sack, picks one flag and identifies which flag it is.
4. The flag is placed back into the bag.
5. The activity will continue until all cadets have picked a flag and correctly identified it.
6. Debrief the cadets on the results observed in the activity.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 6

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

END OF LESSON CONFIRMATION

The cadets' participation in the activities in TP 6 will serve as the confirmation of this lesson.

CONCLUSION

HOMework/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Flags and pennants are used extensively in the nautical environment as a means of visually communicating information to the vessel's crew, shore stations and other ships that are in sight. It is important to understand how to communicate using flags and pennants as the cadets may be required to receive signals from a vessel which could indicate distress or urgent situations at a sail centre or on-water weekend.

INSTRUCTOR NOTES/REMARKS

This lesson may be taught in four periods during a weekend training day or four periods over two training nights consisting of TPs 1–4 on the first night and TPs 5 and 6 on the second night.

If time permits, the cadets can qualify for the *Sea Cadet Flag and Pennant Certificate*. This can be achieved by identifying and describing the meaning of all flags and pennants used by the Canadian Navy with an accuracy of 80 percent and reciting the phonetic alphabet with an accuracy of 90 percent. Remaining flags and pennants can be found in reference A1-020 (pp. 2-1 to 2-12).

REFERENCES

- | | |
|--------|---|
| A1-002 | Chief of Maritime Staff/Staff Officer Heritage. (2004). <i>Manual of Ceremony for HMC Ships, Submarines and Naval Reserve Divisions</i> . Ottawa, ON: Department of National Defence. |
| A1-004 | B-GN-181-105/FP-E00 Chief of the Maritime Staff. (2000). <i>CFCD 105 Fleet Seamanship Rigging and Procedures Manual</i> . Ottawa, ON: Department of National Defence. |
| A1-020 | North American Treaty Organization. (2003). MTP 1(D), <i>Multinational Maritime Tactical Signal and Manoeuvring Book</i> (Vol. 2). Washington, DC: Custodian North American Treaty Organization Standardization Agency. |

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ROYAL CANADIAN SEA CADETS

PHASE THREE

INSTRUCTIONAL GUIDE



SECTION 3

EO C323.02 – PIPE WAKEY WAKEY

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-603/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 Wakey Wakey diagram located at Annex L for each cadet. Ensure a sufficient number of boatswain's calls are available for the class. If there is not one per cadet, ensure cleaning solution is available to disinfect the boatswain's calls after each use.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP 1 to introduce piping Wakey Wakey and to provide an overview of its purpose.

Demonstration and performance was chosen for TP 2 as it allows the instructor to demonstrate piping Wakey Wakey while providing an opportunity for the cadets to practice making the pipe under supervision.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have piped Wakey Wakey.

IMPORTANCE

The boatswain's call is used as a naval form of communication. It is important for the cadets to know how to respond to Wakey Wakey and to execute the notes required using the boatswain's call.

Teaching Point 1

Explain the Purpose of Wakey Wakey

Time: 5 min

Method: Interactive Lecture

WAKEY WAKEY

Wakey Wakey is used to wake the Ship's Company in the morning. In the hours between Pipe Down and Wakey Wakey, pipes should only be made in emergency situations.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

Q1. What is the purpose of Wakey Wakey?

Q2. In the hours between Pipe Down and Wakey Wakey, when should pipes be made?

ANTICIPATED ANSWERS

A1. To wake the Ship's Company in the morning.

A2. Only in an emergency situation.

Teaching Point 2

Demonstrate and Have the Cadets Practice Piping Wakey Wakey

Time: 45 min

Method: Demonstration and Performance

WAKEY WAKEY



Audio samples of Wakey Wakey can be found at http://www.navy.forces.gc.ca/cms_youth/youth_articles_e.asp?id=506.



Distribute the Wakey Wakey diagram located at Annex L to each cadet.

Wakey Wakey is a 21-second pipe made as follows:

1. The low note is produced sharply ascending to the high note at one second. This is followed by nine short blasts of the high note that last three seconds, the first four blasts being slightly longer than the next five.
2. At four seconds the high note is produced for one second which sharply descends to the low note for one second.
3. At six seconds there is a sharp break. The high note is then produced for one second which sharply descends to the low note for one second. This is followed by a quick break.

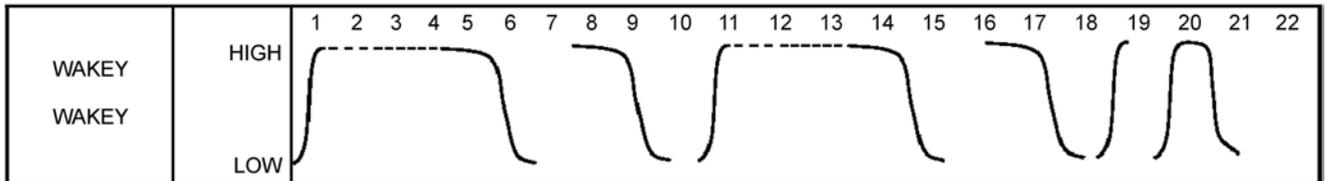
4. At 10 seconds, the low note is produced sharply ascending to the high note with a sharp finish. This is followed by nine short blasts of the high note that last three seconds, the first four blasts being slightly longer than the next five.
5. At 13 seconds the high note is produced for one second which sharply descends to the low note for one second.
6. At 15 seconds there is a quick break. The high note is then produced for one second which sharply descends to the low note for one second. This is followed by a sharp break.
7. At 18 seconds the low note is produced with a sharp ascent to the high note, followed by a sharp break.
8. At 19 seconds the low note is produced, sharply ascending to the high note for one second, then sharply descending to the low note with a sharp finish at 21 seconds.



Pass out the boatswain's calls at this point and explain to the cadets that they are only to be used when instructed.



Placing the teeth on the ridges at the mouth of the boatswain's call will assist in controlling the pipes as the tongue can be used to stop the air flow. This will help to keep the notes sharp.



Director Cadets 3, 2007, Ottawa, ON: Department of National Defence

Figure 14-3-1 Wakey Wakey



Demonstrate and have the cadets practice piping Wakey Wakey.

CONFIRMATION OF TEACHING POINT 2

The cadets' practicing piping Wakey Wakey will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' piping Wakey Wakey will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Sounding pipes on the boatswain's call is a tradition that has been maintained for hundreds of years. Using pipes to deliver orders is a large part of what makes naval institutions unique. It is important to know how to respond to the various pipes and to execute notes using the boatswain's call in order to serve in a naval environment.

INSTRUCTOR NOTES/REMARKS

Instructors can find audio samples of Wakey Wakey at reference A1-022 which may be played for the cadets during this lesson.

Ensure the boatswain's calls are cleaned with a cleaning solution between uses.

REFERENCES

- A1-022 Canadian Navy. (2006). *Youth Section—Pipe Sounds*. Retrieved February 28, 2007, from http://www.navy.forces.gc.ca/cms_youth/youth_articles_e.asp?id=506.



ROYAL CANADIAN SEA CADETS

PHASE THREE

INSTRUCTIONAL GUIDE



SECTION 4

EO C323.03 – PIPE HANDS TO DINNER

Total Time: 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-603/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 Hands to Dinner diagram located at Annex M for each cadet. Ensure a sufficient number of boatswain's calls are available for the class. If there is not one per cadet, ensure cleaning solution is available to disinfect the boatswain's calls after each use.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP 1 to introduce piping Hands to Dinner and to provide an overview of its purpose.

Demonstration and performance was chosen for TPs 2 and 3 as it allows the instructor to demonstrate the warble, the trill and Hands to Dinner while providing an opportunity for the cadets to practice making the pipe under supervision.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have piped Hands to Dinner.

IMPORTANCE

The boatswain's call is used as a naval form of communication. It is important for the cadets to know how to respond to Hands to Dinner and to execute the notes required using the boatswain's call.

Teaching Point 1**Explain the Purpose of Hands to Dinner**

Time: 5 min

Method: Interactive Lecture

HANDS TO DINNER

Hands to Dinner is piped at noon when the Ship's Company secures and commences the mid-day meal. The pipe is an order itself and does not require any verbal addition. At noon, when the pipe is made, the galley is open for the general population of the ship's company. Prior to this, at 1115 hours, the General Call is piped and the announcement is made for the afternoon watch to eat.

Noon hour is the only time Hands to Dinner is piped. At breakfast and supper an announcement is made for hands to breakfast/supper respectively following a General Call.

CONFIRMATION OF TEACHING POINT 1**QUESTIONS**

- Q1. When is Hands to Dinner piped?
 Q2. What is the purpose of the pipe?
 Q3. Are any verbal orders necessary to follow the pipe?

ANTICIPATED ANSWERS

- A1. Noon.
 A2. For the Ship's Company to secure and commence the mid-day meal.
 A3. No, the pipe is an order itself.

Teaching Point 2**Demonstrate and Have the Cadets Practice Tones**

Time: 20 min

Method: Demonstration and Performance

TONES

There are three tones used when making pipes. The tones are plain (which was taught in Phase Two of the corps program), the warble and the trill.



Pass out the boatswain's calls at this point and explain to the cadets that they are only to be used when instructed.



Placing the teeth on the ridges at the mouth of the boatswain's call will assist in controlling the pipes as the tongue can be used to stop the air flow. This will help keep the notes sharp.

Warble. Produced by repeatedly moving the hand quickly from the high to the low position.



It results in a warble sound similar to that of a canary.

Trill. Produced by vibrating the tongue while blowing into the pipe, as in rolling the letter 'R'.



Demonstrate and have the cadets practice the warble and the trill.

CONFIRMATION OF TEACHING POINT 2

The cadets' practicing the warble and the trill will serve as the confirmation of this TP.

Teaching Point 3

Demonstrate and Have the Cadets Practice Piping Hands to Dinner

Time: 55 min

Method: Demonstration and Performance



Hands to Dinner is a difficult pipe to make. The cadets are expected to be given an opportunity to practice this pipe, not to become proficient at it, during this lesson.

HANDS TO DINNER



Audio samples of Hands to Dinner can be found at http://www.navy.forces.gc.ca/cms_youth/youth_articles_e.asp?id=506.

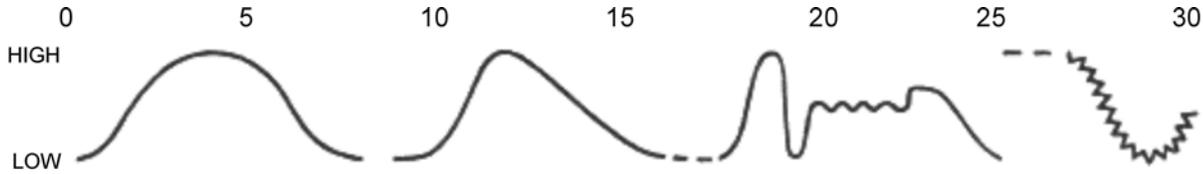


Distribute the Hands to Dinner diagram located at Annex M to each cadet.

Hands to Dinner is a 30-second pipe made as follows:

1. The low note is produced and gradually ascends to the high note at five seconds, then gradually descends back to the low note at eight seconds.
2. At eight seconds there is a sharp break. The low note is then produced, ascending sharply to the high note at 11 seconds and descending gradually to the low note with a sharp finish at 15 seconds.
3. Two sharp blasts of the low note follow, then the low note ascends sharply to the high note for one second and back to the low note at 20 seconds.

4. This is followed by a five second warble which cuts off on the low note at 25 seconds.
5. Two sharp blasts of the high note are then produced followed by a trill that starts at the high note and gradually descends to the low note with a slight ascent toward the high note and a sharp finish at 30 seconds.



Royal Navy, Admiralty Manual of Seamanship 1964 (Vol. 1), Her Majesty's Stationery Office (p. 340)

Figure 14-4-1 Hands to Dinner



Demonstrate and have the cadets practice piping Hands to Dinner.

As this pipe is 30 seconds long, it will take a lot of practice and may be easier to teach in steps as broken out above before practicing the entire pipe.

CONFIRMATION OF TEACHING POINT 3

The cadets' practicing piping Hands to Dinner will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' piping the warble, the trill and Hands to Dinner will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Sounding pipes on the boatswain's call is a tradition that has been maintained for hundreds of years. Using pipes to deliver orders is a large part of what makes naval institutions unique. It is important to know how to respond to the various pipes and execute notes using the boatswain's call in order to serve in a naval environment.

INSTRUCTOR NOTES/REMARKS

Instructors can find audio samples of Hands to Dinner at reference A1-022 that may be played for the cadets during this lesson.

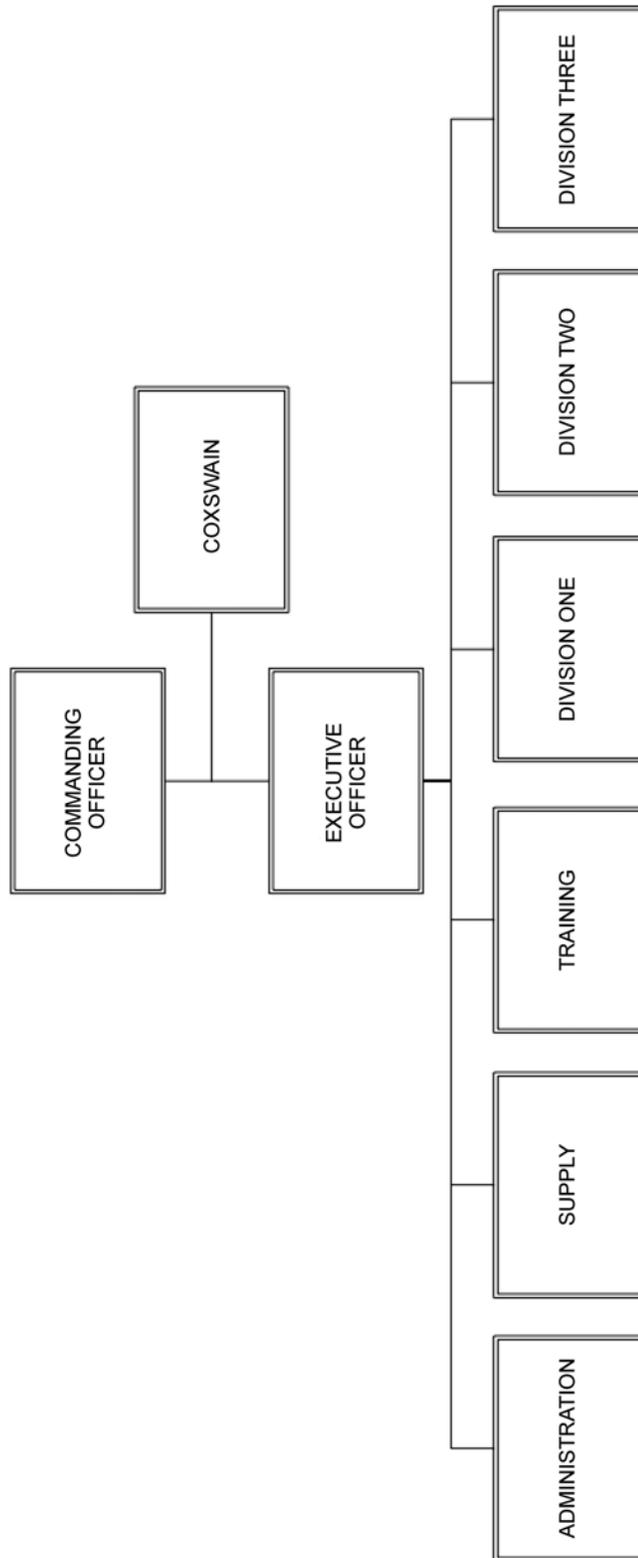
Ensure the boatswain's calls are cleaned with a cleaning solution between uses.

REFERENCES

- A1-022 Canadian Navy. (2006). *Youth Section—Pipe Sounds*. Retrieved February 29, 2007, from http://www.navy.forces.gc.ca/cms_youth/youth_articles_e.asp?id=506.
- C1-003 (ISBN 11-770973-5) Royal Navy. (1972). *Admiralty Manual of Seamanship 1964* (Vol. 1). London, England: Her Majesty's Stationery Office.
- C1-043 Ready Aye Ready. (n.d.). *The Boatswain's Call*. Retrieved February 19, 2007, from <http://www.readyayeready.com/navy-life/boatswains-call.htm>.

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FUNCTIONAL ORGANIZATION

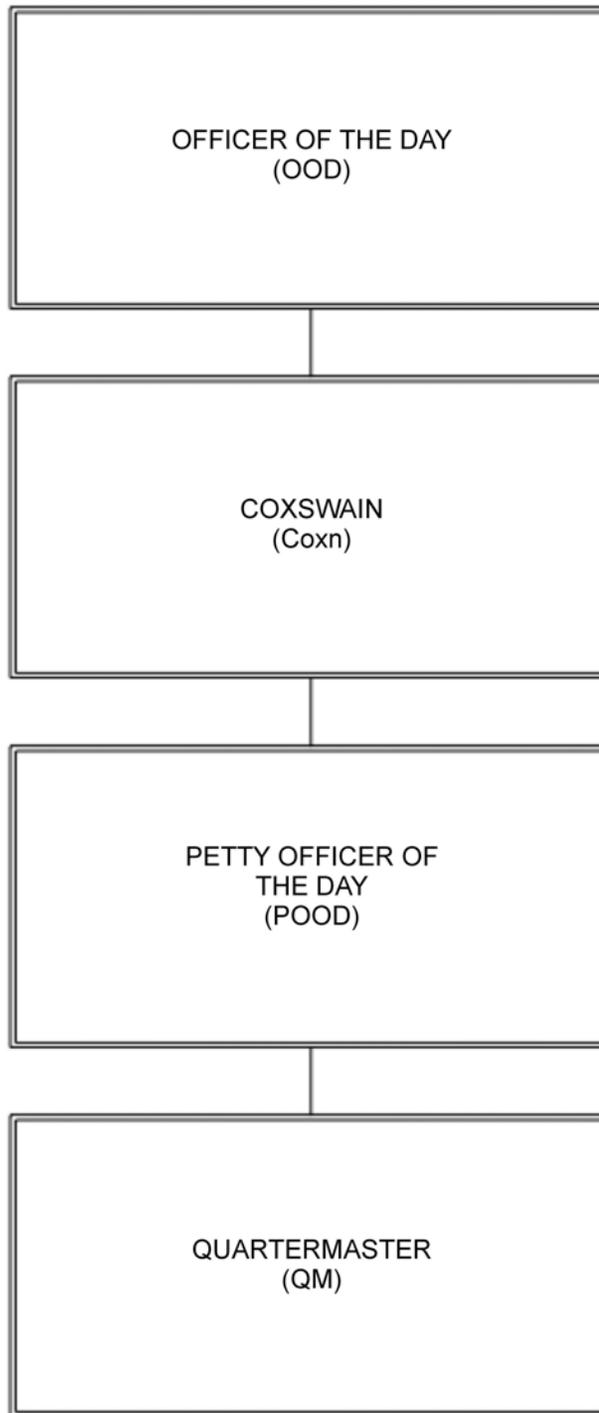


Director Cadets 3, 2008, Ottawa, ON: Department of National Defence

Figure 14A-1 Functional Organization

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DUTY PERSONNEL ORGANIZATION

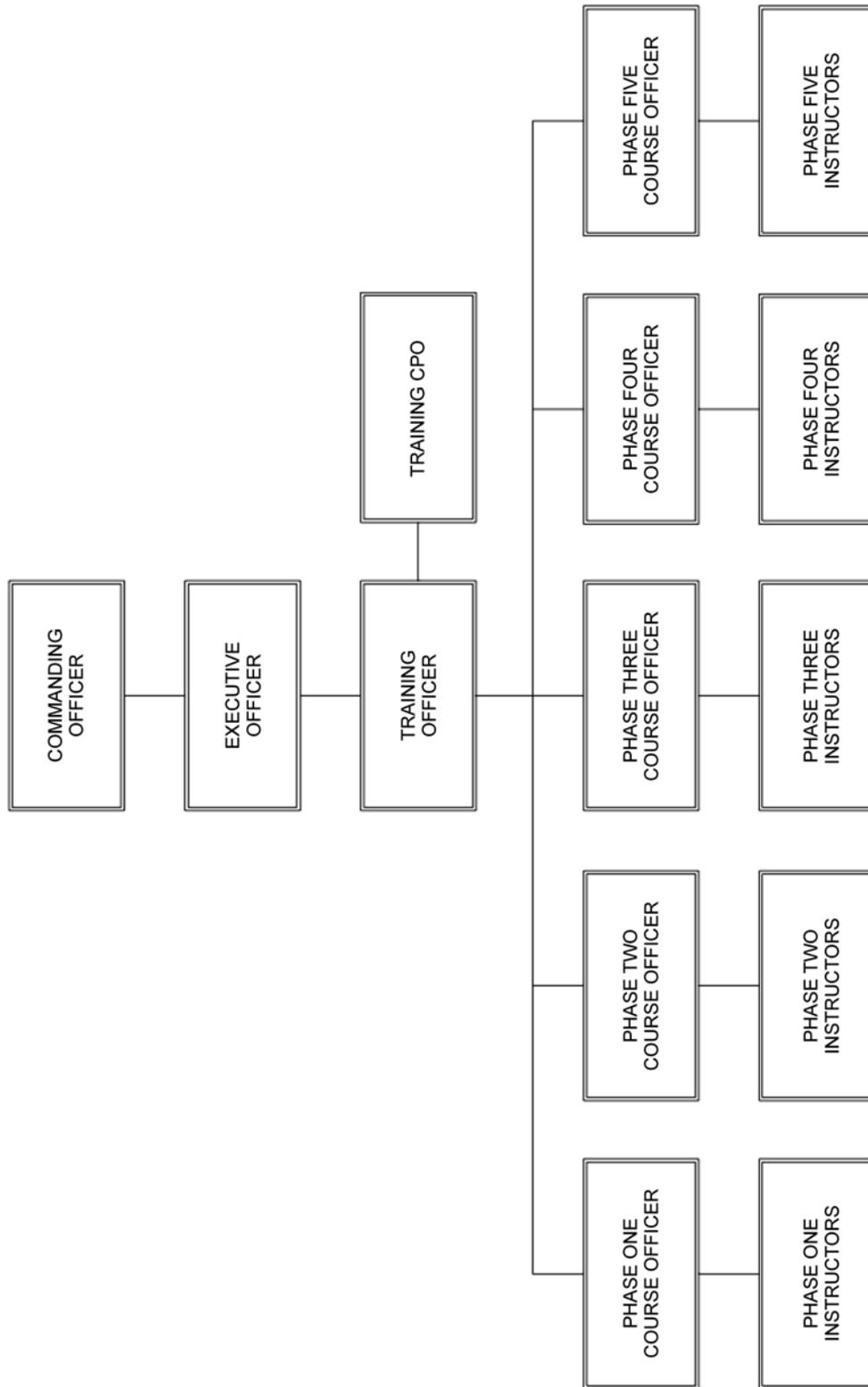


Director Cadets 3, 2008, Ottawa, ON: Department of National Defence

Figure 14B-1 Duty Personnel Organization

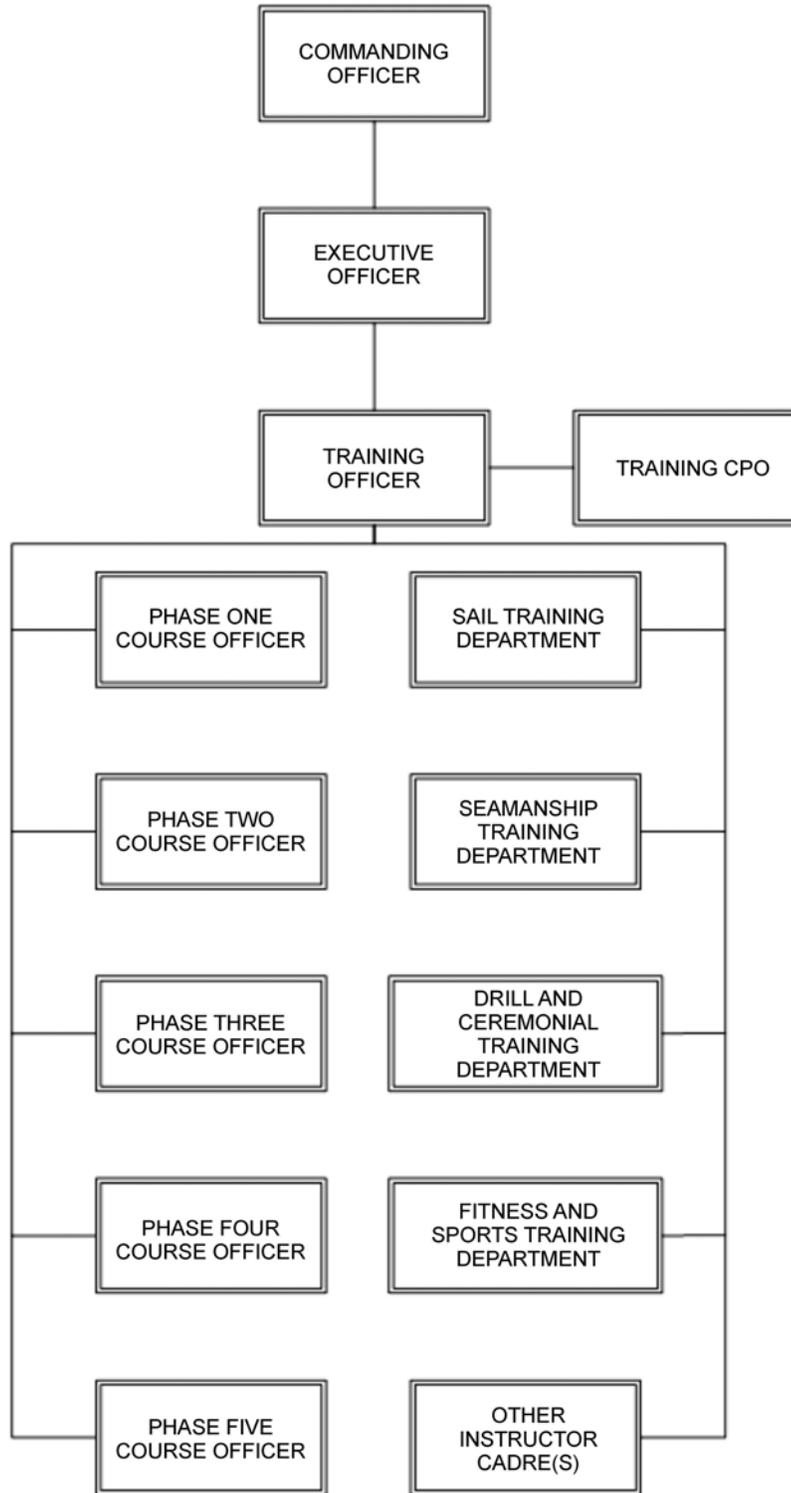
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TRAINING ORGANIZATIONS



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Figure 14C-1 Training Organization – Option One



Director Cadets 3, 2008, Ottawa, ON: Department of National Defence

Figure 14C-2 Training Organization – Option Two

QUATERMASTER TERMS OF REFERENCE

Position:	Quartermaster.
Short Title:	QM.
Established Rank:	Leading Seaman/Master Seaman.
Responsible to:	Petty Officer of the Day.
Responsible for:	The QM shall stand duty in the immediate vicinity of the brow (main entrance). The QM shall not leave the area except to carry out other Quartermaster duties, attend classes or in the case of an emergency when they will inform the OOD of their action.
Primary Duties:	The QM is responsible to the POOD. Normally they will exercise this responsibility through the POOD or Coxn, but should not hesitate to report directly to the OOD when it is considered necessary. If a report is made to the OOD, the QM shall inform the POOD as soon as possible.

The Quartermaster is specifically responsible for:

- running colours and sunset, to include:
 - organizing the flag party;
 - piping the still; and
 - piping the carry on;
- maintaining the corps' routine and controlling of the corps' broadcast system, to include:
 - ringing the ship's bell; and
 - making pipes or using the corps' broadcast system;
- controlling the brow, to include:
 - identifying all personnel coming aboard or leaving the ship (training location);
 - ensuring that no unauthorized material is taken ashore; and
 - controlling the log; and
- ensuring the cleanliness of the brow area.

Secondary Duties: As assigned by the OOD and the Commanding Officer.

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QUARTERMASTER REFERENCE GUIDE

PAYING COMPLIMENTS

Addressing Cadet NCOs and Subordinate Officers

When addressing a cadet NCO or a subordinate officer, the cadet will stand at the position of attention.

Addressing Commissioned Officers

When addressing commissioned officers, the same procedures are followed as when addressing NCOs and subordinate officers except a salute shall be given.

The cadet shall stand at the position of attention after approaching the commissioned officer. The cadet will then give the salute.

THE 24-HOUR CLOCK

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 7:00 pm, add 12 (7+12), which equals 19, therefore it is 1900 hours.

Conventional Time	24-Hour Time	Conventional Time	24-Hour Time
12:00 am	0000	12:00 pm	1200
1:00 am	0100	1:00 pm	1300
2:00 am	0200	2:00 pm	1400
3:00 am	0300	3:00 pm	1500
4:00 am	0400	4:00 pm	1600
5:00 am	0500	5:00 pm	1700
6:00 am	0600	6:00 pm	1800
7:00 am	0700	7:00 pm	1900
8:00 am	0800	8:00 pm	2000
9:00 am	0900	9:00 pm	2100
10:00 am	1000	10:00 pm	2200
11:00 am	1100	11:00 pm	2300

HOW TO RING THE SHIP'S BELL

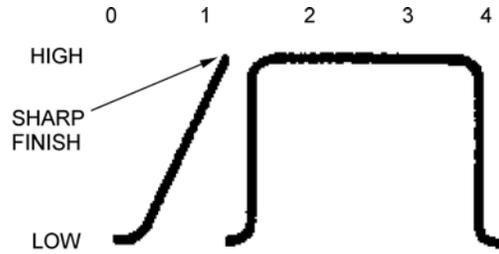
The bell is rung with two strokes of the clapper in quick succession, followed by a one-second pause between rings. For example, five bells will sound “ding-ding”, pause, “ding-ding”, pause, “ding”. This is done to make it easier to count the number.

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

THE GENERAL CALL

The General Call is produced by blowing the pipe for one second with a short blast of a low to high note, followed by a short pause. A low note is then piped for a half-second with a sharp accent to a high note, lasting for two seconds, followed by a sharp descent to a low note for a half-second. The pipe lasts a total of four seconds.



Royal Navy, Admiralty Manual of Seamanship 1964 (Vol. 1), Her Majesty's Stationery Office (p. 340)

Figure 14E-1 The General Call

THE STILL

The Still is produced by holding the high note for eight seconds with a sharp finish.

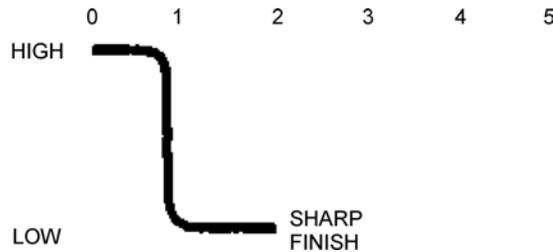


Royal Navy, Admiralty Manual of Seamanship 1964 (Vol. 1), Her Majesty's Stationery Office (p. 340)

Figure 14E-2 The Still

THE CARRY ON

The Carry On is produced by blowing a high note for one second, followed by a sharp descent to a one second low note with a sharp finish. The Carry On lasts a total of two seconds.

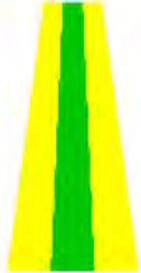


Royal Navy, Admiralty Manual of Seamanship 1964 (Vol. 1), Her Majesty's Stationery Office (p. 340)

Figure 14E-3 The Carry On

FLAG FLASH CARDS

 <p>INDIA</p>	 <p>QUEBEC</p>
 <p>GOLF</p>	 <p>PAPA</p>
 <p>BRAVO</p>	 <p>OSCAR</p>
 <p>ALPHA</p>	 <p>JULIETT</p>

 <p>ZULU</p>	 <p>3rd SUBSTITUTE</p>
 <p>X-RAY</p>	 <p>PREPARATIVE</p>
 <p>UNIFORM</p>	 <p>5</p>

FLAG FLASH CARDS RESULTS SHEET

NAME:				

NAME:				

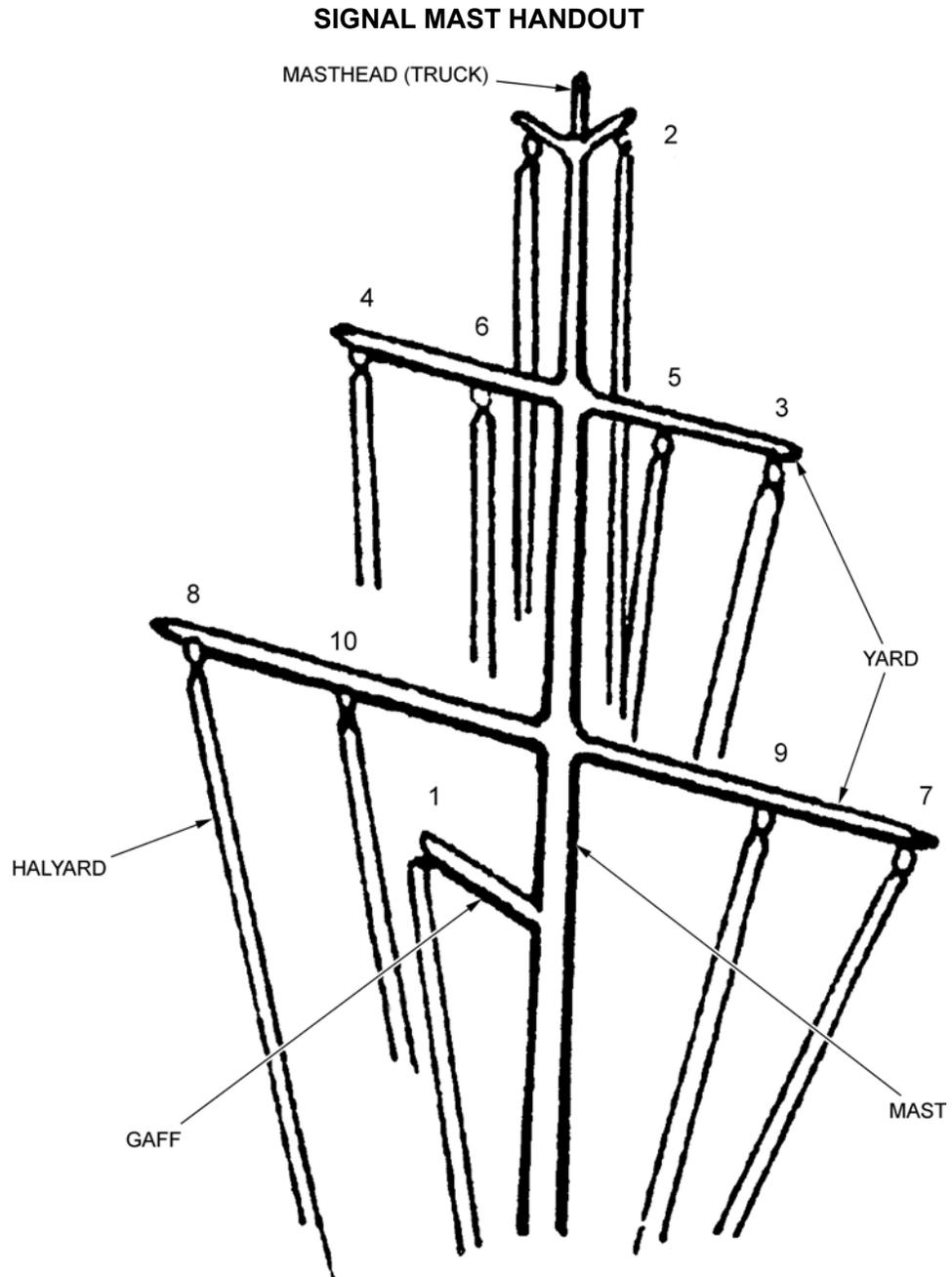
NAME:				

NAME:				

NAME:				

(Cut out and distribute one per cadet)

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Chief of Maritime Staff/Staff Officer Heritage, Manual of Ceremony for HMC Ships, Submarines and Naval Reserve Divisions, Department of National Defence (p. 2A-3)

Figure 14H-1 Parts of a Signal Mast and Superior Positions

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SIGNAL HOIST CUE CARDS

1

I am on fire.

2

**The engineer fell in the
water.**

3

**My divers are within
200 yards of my ship.**

4

Time to fuel up.

5

**I'm preparing to receive you
on my starboard side.**

6

I'll take the lead.

7

Everybody back to the ship.

8

Anchor let go.

9

Tow me.

10

Colours, Sir/Ma'am.

11

Man overboard exercise.

12

Captain is not on board.

13

My rudders do not work.

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SIGNAL HOIST RESULTS SHEET

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	

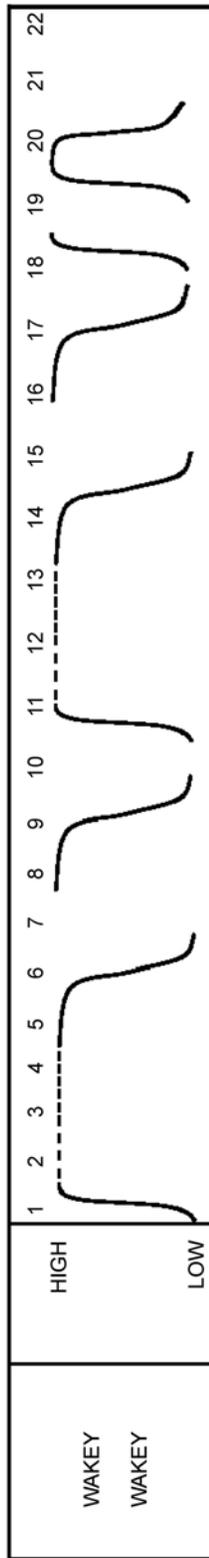
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SIGNAL HOIST ANSWER KEY

1.	JULIETT
2.	OSCAR
3.	ALPHA TACK TWO
4.	BRAVO
5.	INDIA (at the dip, starboard side)
6.	GOLF
7.	PAPA
8.	UNIFORM (at the dip)
9.	ZULU
10.	PREPARATIVE (at the dip)
11.	X-RAY TACK OSCAR
12.	3 rd SUBSTITUTE
13.	5

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WAKEY WAKEY DIAGRAM

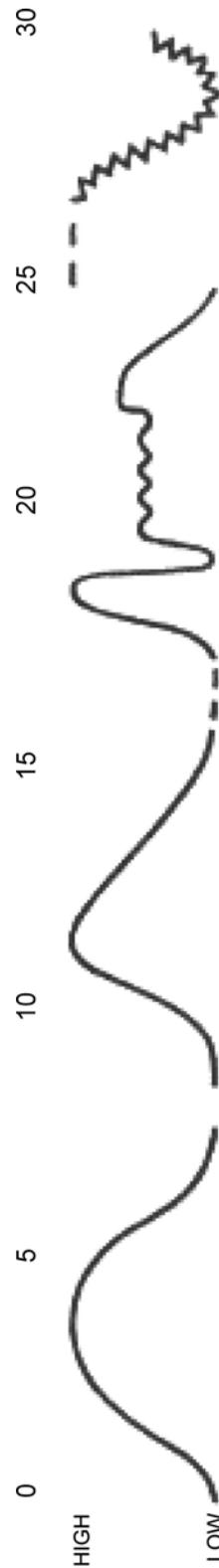


Director Cadets 3, 2007, Ottawa, ON: Department of National Defence

Figure 14L-1 Wakey Wakey

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HANDS TO DINNER DIAGRAM



Royal Navy, Admiralty Manual of Seamanship 1964 (Vol. 1), Her Majesty's Stationery Office (p. 340)

Figure 14M-1 Hands to Dinner